

# Edgar Middle/High School Quarterly Newsletter



## 1st Quarter News from Mr. Wilhelm

Middle/High School Families,

It is hard to believe that we are already done with the 1st quarter of the 2025-2026 school year! It has been an amazing start to the year! To begin each school year, I like to leave the students with a short phrase and reinforce it each day. This year, my message is Be Kind, Take Pride, and Be Your Best! We can always be kind, no matter the situation. Take pride in your work, your school, your community, and the choices you make. Lastly, strive to be your best—every day, in every interaction, and in every decision.

Our students and staff have been very busy to start the year. Our students have had some great learning opportunities through a variety of field trips and community-based opportunities.. Our FFA attended the national convention in Indianapolis, and we hosted two amazing guest speakers. We had a great homecoming week with strong participation from our middle and high school students. In addition, our cross-country, football, and volleyball teams had great successes.

You may have noticed the cell phone (personal electronic devices) policy has changed a little this year. Students are still not allowed to use any personal electronic device during class time. This time begins when the bell rings to start class and ends when the bell rings to end class. Students are still able to use their personal electronic devices before school, during passing times, at lunch, and after school. Penalties for personal electronic device violations are as follows:

1st Offense: Device brought to office and returned to student at the end of the day; Loss of PED privileges for one week.

2nd Offense: Device brought to office and returned to student at the end of the day; Loss of PED privileges for the next 2 weeks and  $\frac{1}{2}$  day in school suspension

3rd Offense: Device brought to office, must be picked up by a parent/guardian; Loss of PED privileges for the next month and 1 day in school suspension

4th Offense: Device brought to office, must be picked up by a parent/guardian; Loss of PED privileges for the remainder of the school year and 1 day out of school suspension.

\*During the time of lost privileges, students must check their device into the office during the day, or parents must verify that it will not be in the building. Any violations during this time may result in further disciplinary action.

These are also outlined in the parent/student handbook, which can be found on our website.

# Edgar Middle/High School Quarterly Newsletter



Attendance matters!! It is essential that your student attends school as consistently as possible. The national career, college, and life readiness attendance benchmark is 90% attendance in school. That means missing an average of 2 days of school per month will result in being below that 90% threshold. We all know that students learn more effectively when they are attending school.

This year, the school board adopted a new policy requiring seniors to maintain at least an 85% attendance rate in order to participate in the graduation ceremony. Attendance matters!!

If your student is going to be absent for any reason, please call the high school office at 715-352-2352 or email our attendance email at [attendance@edgar.k12.wi.us](mailto:attendance@edgar.k12.wi.us).

Report cards were sent home electronically via your family access account. Please log in to your account to check your student's first-quarter grades. On that 1st quarter report card, you will see a grade for each class along with a personal responsibility grade with a score from 1 to 4. The personal responsibility grade reflects the characteristics of learners who are motivated, respectful, hard-working, and cooperative. These characteristics are essential for lifelong learning and do not exist in isolation, but should be an integral part of the school culture as demonstrated in daily interactions. Please reach out to each individual teacher if you have questions regarding grades.

If any family is in need of assistance with winter coats, snow pants, winter boots, hats, gloves, or tennis shoes, please let me know. We have our KEEPING KIDS WARM program up and running at Edgar Schools for all students in grades 4K-12. We appreciate the community donations we receive to help fund this program.

American Education Week is the week of November 17-21. This week highlights the importance of providing all students with a high-quality public education from preschool through college. During this week, we will recognize the amazing staff we have at the School District of Edgar. This includes teachers, support staff, kitchen staff, custodians, and the office staff. They all play a huge role in making a difference in our students' lives.

Don't forget to regularly check your family access account so that you can monitor your child's attendance and grades. You play an important role in your child's success, and any support you can provide will help to make this year a great one. It is imperative that we all work together in educating our children.

Let's have a great 2nd Quarter and rest of our school year!  
Respectfully,

Mike Wilhelm  
Middle/High School Principal

# Edgar Middle/High School Quarterly Newsletter



## **The School District of Edgar's mission, vision, values and pillars.**

**Mission:** The School District of Edgar provides a safe and positive environment and is committed to continuous improvement for all students, staff and community members. Edgar Excellence embodies leadership in: curriculum & instruction, technological integration & innovation, collaboration & co-curriculars. We prepare all of our graduates to be college and career ready.

**Vision:**

The Edgar Excellence environment will ensure a rigorous learning experience that equips our students for success in a global society.

**Values:**

The School District of Edgar Values: Edgar Excellence...Pride and Tradition!

**Pillars:**

Respect & Responsibility--Teamwork--Hard Work & Integrity--Leadership--Critical Thinkers--Acceptance of All

# Edgar Middle/High School Quarterly Newsletter



## Highlights from our classrooms

### Business

Accounting I & II - Accounting students have been introduced to basic financial concepts, such as recording transactions and understanding balance sheets and income statements. They are also exploring the many jobs in the accounting field. We have several students in Accounting I and a few in Accounting II, so it is great to see them working together on projects and assignments.

Sports Entertainment Marketing - Students in SEM are exploring how to promote sports events, teams, and athletes by understanding concepts like branding, sponsorship, and fan engagement. They also learn about market research, social media strategies, and the business side of sports to attract and retain fans and sponsors. We started on a team research project and by the end of the semester, they will be shared in class.

Intro to Business -In our Intro to Business class, we are learning fundamental concepts such as entrepreneurship, business operations, and the role of businesses in the economy. They explore topics like marketing, finance, and management as well. We are introducing some personal finance and budgeting this quarter.

Desktop Publishing -These students are learning about Desktop Publisher, a Microsoft program. We are becoming masters of our new skills. We are learning about more tools to create visually appealing documents like flyers, brochures, and newsletters. Easy document changes can effectively communicate information to the expected audience. We are designing through digital and print media.

-Mrs. Hahn

# Edgar Middle/High School Quarterly Newsletter



## Science

Environmental Science Students started off the school year by learning about ecological footprints and what they can do to preserve resources for the future. Our major unit for the first quarter was water. Students conducted tests on the Scotch Creek to determine the overall health and quality of the stream and summarized their findings by completing a data based research paper. We also learned about water pollution, and the wastewater treatment process by taking a field trip to the newly renovated Edgar wastewater facility. The quarter finished up by completing a project on both the plant and animal invasive species of Wisconsin and participated in a field activity by extracting buckthorn out of our school forest.



# Edgar Middle/High School Quarterly Newsletter



Biology Students began the quarter by discussing the scientific method and designing experiments to test and collect data. The main focus for the start of the semester though was ecology and population biology. Walking field trips to the school forest to find examples of biotic and abiotic factors along with habitat and niche were utilized. We also took advantage of our local ecosystem by completing an energy pyramid project that was constructed by using samples found from Minnow Ponds. To end the quarter, students worked on their graphing skills by incorporating data sets of organisms both locally and globally.



-Mr. Dahl

Volume 1, Issue 9

November 2025

# Edgar Middle/High School Quarterly Newsletter



## Chemistry

We started the year learning about atomic structure and electron configurations. At the end of the unit, we broke in the new gas jets in the science room and burned different elements in a flame test to observe how different electron configurations give different elements different spectral emissions (also known as colors). This led us into a deeper study of the periodic table, where we analyzed data and wrote claims based on evidence. Then explained the claims and evidence with reasoning. Currently, we are studying everything ionic and covalent - how to name compounds, shapes of molecules, and what charges ions have. Soon, we will be balancing equations and learning about the different types of reactions happening all around us.

## 9th-grade Science

Students started off the year designing their own experiments to practice the science process. Then we learned about matter - completing stations, labs on physical and chemical changes. We modeled atoms, molecules, compounds, and more.

Students graphed data to make heating and cooling curves and learned how that relates to energy. We learned about the basics of atomic structure and the periodic table. Then tested sugar and salt to determine which is an ionic compound and which is a covalent molecule. Next up, we will learn about radioactivity and nuclear chemistry.



## Physics

We started off the year learning about motion - distance, displacement, acceleration, and velocity. We calculated the acceleration of different objects down ramps in the school and made a motion graph while running, skipping, and even rolling on the football field. We used kinematic equations to describe motion and then used them some more. Next, we learned about projectile motion and students were given the task of setting up a ramp and calculating where a marble would land after leaving the ramp and rolling across the table. After they calculated it, a bullseye was placed on the floor to see if they were correct - and they were! We just finished Newton's Laws and Forces, and we are getting into more forces coming up. -Mrs. Kramer

# Edgar Middle/High School Quarterly Newsletter



## Middle School Science Newsletter

### 7th & 8th Grade Science Updates

Hello Families and Students!

We've had an exciting start to the school year in science! Here's a look back at what we've learned so far and a preview of what's coming next quarter.

#### 7th Grade Science

Quarter 1 Recap:

We kicked off the year exploring *Space Science*! Students discovered patterns in our solar system and learned how Earth fits into the larger universe. We also began our *Physical Science* journey by diving into the concept of *energy*—what it is, how it moves, and why it's so important to everything around us.

Looking Ahead to Quarter 2:

Next, we'll continue our study of energy—focusing on *energy transfer* and *transformation*. From there, we'll explore *chemical and physical properties and changes*, *states of matter*, and the *Periodic Table*. Students will learn how *atoms*, *elements*, *molecules*, and *compounds* make up everything in our world. We'll wrap up the quarter by applying this knowledge to understand *chemical reactions* and *equations*. It's going to be an exciting mix of labs, demonstrations, and hands-on learning!

# Edgar Middle/High School Quarterly Newsletter



## 8th Grade Science

### Quarter 1 Recap:

Eighth graders started the year studying life from the *cellular level* all the way to *whole organisms*. We examined *inheritance* and how genes influence growth in plants and animals. From there, we explored how *matter and energy* flow through living systems—focusing on *organisms, resource availability, interactions, and ecosystems*. We recently began *Unit 4: Biodiversity*, where students are investigating the importance of diversity in ecosystems.

To end this unit, students will begin a Biome Project, applying what they've learned from Units 3 and 4 to a real-world ecosystem. This exciting project will carry us into the next quarter.

### Looking Ahead to Quarter 2:

We'll turn our attention to *Earth's history* through the fossil record—studying how organisms have changed over time and what evidence supports *common ancestry*. Students will then explore *evolution*—how traits and genes change over generations and how *natural selection* shapes life on Earth. We'll also discuss how *humans have influenced evolution* through selective breeding and environmental changes.

## What's Next

Both grades will continue engaging in hands-on labs, discussions, and projects that connect science to the world around us. We're so proud of the curiosity, teamwork, and critical thinking students have shown so far this year!

Keep exploring, asking questions, and thinking like scientists!

— Ms. Lassa 

# Edgar Middle/High School Quarterly Newsletter



## Social Studies

### Social Studies Department Newsletter Submission: Connecting Past to Present

Our Social Studies students across both the Middle and High School are actively engaging with history, geography, and civics, making critical connections between the foundational principles of our nation and the complexities of the modern world.

#### Middle School Highlights: Foundations and Ancient Worlds

The Middle School has completed significant units and is now transitioning to new historical eras. Our 6th-grade world history scholars have wrapped up their exploration of Ancient Egypt and are now journeying east to discover Ancient India. In both civilizations, students are applying the G.R.A.P.S. model of analysis, a framework used to study ancient societies by examining their Geography, Religion, Achievements, Politics, and Society. This model helps them compare and contrast different cultures using a consistent, critical lens.

Meanwhile, our 7th-grade students have demonstrated impressive analytical skills by completing essays on "How the Constitution Guards Against Tyranny." This study focused on key principles like separation of powers, federalism, and checks and balances—all designed to prevent the concentration of authority. Now, they are shifting their focus from the early American Republic's structure to its growth, exploring the dynamic period of Westward Expansion and how the young country developed geographically and politically.

The 8th-grade classes are fully immersed in the research phase of their National History Day (NHD) projects. The NHD theme this year is "Rights & Responsibilities in History," a topic that encourages students to examine the ongoing tensions, debates, and changes surrounding freedom and obligation throughout human history. They are preparing to outline their projects, turning their research into compelling historical arguments.

### Social Studies Department Newsletter Submission: Connecting Past to Present

Our Social Studies students across both the Middle and High School are actively engaging with history, geography, and civics, making critical connections between the foundational principles of our nation and the complexities of the modern world.

# Edgar Middle/High School Quarterly Newsletter



## Middle School Highlights: Foundations and Ancient Worlds

The Middle School has completed significant units and is now transitioning to new historical eras. Our 7th-grade students have demonstrated impressive analytical skills by completing essays on "How the Constitution Guards Against Tyranny." This study focused on key principles like separation of powers, federalism, and checks and balances—all designed to prevent the concentration of authority. Now, they are shifting their focus from the early American Republic's structure to its growth, exploring the dynamic period of Westward Expansion and how the young country developed geographically and politically.

Meanwhile, our 6th-grade world history scholars have wrapped up their exploration of Ancient Egypt and are now journeying east to discover Ancient India. In both civilizations, students are applying the G.R.A.P.S. model of analysis, a framework used to study ancient societies by examining their Geography, Religion, Achievements, Politics, and Society. This model helps them compare and contrast different cultures using a consistent, critical lens. The 8th-grade classes are fully immersed in the research phase of their National History Day (NHD) projects. The NHD theme this year is "Rights & Responsibilities in History," a topic that encourages students to examine the ongoing tensions, debates, and changes surrounding freedom and obligation throughout human history. They are preparing to outline their projects, turning their research into compelling historical arguments.

## High School Insights: Civics, Economy, and Global Perspectives

In the High School, students are building an essential understanding of American and global systems. U.S. History students have just concluded a deep dive into America's foundational values, studying the movements and influential leaders—both past and present—who were instrumental in shaping the nation's core principles and growing its economy into a global superpower. Our Government students began the year with an in-depth study of the U.S. government system's creation and moved on to detail the mechanics of our current voting system. A major focus has been on emphasizing the vital importance of active and informed citizenship in maintaining a healthy democracy.

The 9th-grade Global Issues class is transitioning from establishing a strong foundation in geography, understanding the physical and human features of the world, to analyzing the complex workings of the global economy, preparing them to understand international trade and interconnectedness. Finally, students in Dual Credit Sociology are applying key concepts about identity (how individuals see themselves and are seen by others) and social institutions

# Edgar Middle/High School Quarterly Newsletter



(established societal structures like the family, government, or education system) to conduct a spatial analysis. This involves comparing the social and demographic characteristics of our local area, Marathon County, to other communities across the United States, giving them a practical application of sociological theory.

-Mrs. Springer, Mr. Rau & Ms Bittner

## ELA

During the first quarter, 6th-grade ELA students have been studying Greek Mythology and reading The Lightning Thief, the first book in Rick Riordan's Percy Jackson and the Olympians series. They have been learning about the Greek Gods and Goddesses and completed a reader's theater to act out some of the myths, legends, and creatures referenced in the class novel. While reading, the focus has been on improving skills of identifying chapter gist, theme, and point of view. Along with the novel study, students are reviewing sentence structure and formation to enhance their writing skills as they work to craft a compare and contrast essay for quarter 2.

During the first quarter, 7th-grade ELA students with Mrs. Guldan have been studying the Lost Children of Sudan and reading A Long Walk to Water by Linda Sue Park. Students have expanded their knowledge of environmental hardships in foreign countries and the consequences of war, including displacement, family separation, and refugee camps. Students will continue to expand their inquiry into topics in the second quarter by writing an essay focused on similarities and differences in documenting this historic event from various texts. The first quarter's grammar focus has been on nouns, including identifying appositives and direct objects in sentences. These skills will help develop sentence structure and variety.

-Mrs. Guldan

# Edgar Middle/High School Quarterly Newsletter



8th Grade ELA: Our 8th graders have been diving into the *Folklore of Latin America* unit from EL Education. We've been reading *Summer of the Mariposas* by Guadalupe García McCall, a modern twist on *The Odyssey*. Students are exploring traditional Latin American legends and learning how these stories connect to larger themes like identity, courage, and doing what's right.

Along the way, they've practiced writing summaries, identifying themes, analyzing characters, and even creating their own short stories inspired by Latin American folklore. It's been an exciting way to blend reading, writing, and cultural exploration—all while strengthening key ELA skills.

-Mr. Andreshak

## English 9:

During the first quarter of English 9, learners have been mining their memories through journal writing in order to develop a personal narrative. In addition to learning the correct usage of pronouns, students have also been tested on the skills of indirect/direct characterization, inferencing, cause and effect, and irony through the readings of the classic short stories "The Necklace" and "The Most Dangerous Game." Learners also showcased a personal choice book by completing a book talk at the end of the quarter.

English 11: Juniors have been learning about a wide variety of topics and genres in English 11. We started the year examining our own names and writing descriptive poetry about the places we are from. Following that, learners reviewed the elements of a short story and academic written responses in a unit studying various short stories. Students then researched McCarthyism and the Cold War era within a larger dramatic unit, making connections and reading Arthur Miller's *The Crucible*. Adding to the list of different genres, learners are currently reading Jeannette Walls's memoir, *The Glass Castle*. Throughout the quarter, students also personalized their learning by achieving mastery in various skills in reading, writing, and grammar, using their online account at a platform called IXL.

-Mrs. Higgins

English 10: During the first quarter of the school year, sophomore students explored a variety of short stories such as "The Lottery" and "The Cask of Amontillado" to strengthen their reading comprehension and analytical skills. They demonstrated their understanding creatively through one-pagers and 3D projects that incorporated artwork, literary analysis, and textual evidence to show their mastery of the content.

# Edgar Middle/High School Quarterly Newsletter



In addition to these projects, students journaled daily to build writing stamina and develop their ability to clearly express their ideas. Currently, the class is reading and viewing Henrik Ibsen's "A Doll's House" to hone their character analysis skills. At the conclusion of this unit, students will write a character analysis essay examining how the play's characters reflect the values of the time period in which it was written.

I am so proud of the students' hard work and the evident growth in their skills throughout the first quarter. Keep up the great work, English 10 students!

English 12: At the start of the year, English 12 students read *Tuesdays with Morrie* by Mitch Albom, which encouraged self-reflection and goal setting as students prepare for life beyond high school. This unit prompted them to consider what a meaningful life looks like and how they can reach their full potential. To end the unit, students designed their own vision of a meaningful life by interviewing important people in their lives, creating SMART goals, and developing plans to overcome future challenges.

In the following unit, students explored Agatha Christie's *And Then There Were None*, a classic whodunit mystery. As they followed the suspenseful plot, students worked to strengthen both their reading comprehension and argumentative writing skills. They practiced making claims and supporting them with evidence through class debates, discussions, and written prompts, the unit closed with an argumentative paper.

Currently, the class is reading Markus Zusak's *The Book Thief*, a historical fiction novel set in Germany during WWII. Through this unit, students will strengthen their research and presentation skills by completing both independent and collaborative projects on various topics.

I appreciate all the effort these students have put into class so far and look forward to seeing how they continue to succeed in quarter two! Well done, seniors!

-Ms. Meyer

# Edgar Middle/High School Quarterly Newsletter



## Math

### Middle School Math

The middle school utilizes Open Resources for our math curriculum. This is a problem-based curriculum where students spend most of their time in class working on carefully crafted and sequenced problems. Teachers help students understand the problems, ask questions to push their thinking, and ensure discussions to ensure the mathematical takeaways are clear. Students gain a rich and lasting understanding of mathematical concepts and procedures and experience applying this knowledge to new situations. Students frequently work together with their classmates—they talk about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others. They gain experience communicating their ideas both verbally and in writing, developing skills that will serve them well throughout their lives. This kind of instruction may look different from what you experienced in your own math education. Over time, students gain the skills and the confidence to independently solve problems that they've never seen before.

Eighth-grade students have covered Rigid Transformations & Congruence and Dilations, Similarity, & Introducing Slope. Seventh-grade students have explored Scale Drawings and Introduction to Proportional Relationships. Sixth-grade students have demonstrated their understanding of Area & Surface Area and an Introduction to Ratios. If you have any questions, please contact the middle school math department.

### High School Math

The key topics that are being studied in Algebra 1, include One-Variable Statistics, Linear Equations, and Inequalities and Systems. These topics lay the groundwork for critical thinking and problem-solving skills that will benefit your child both academically and in real-life situations.

Geometry students have spent the first quarter studying the congruence of shapes. They have been practicing their precision in detail by completing proofs of various topics.

Algebra 2 students spent the first quarter working on sequences and polynomial functions. The class has taken the basic equations done in

# Edgar Middle/High School Quarterly Newsletter



Precalculus students are learning about the six trigonometric functions and how to apply them to real-life situations. The functions are being manipulated to model specific situations that are being developed.

-Mrs. Niemann, Mr. Diestelhorst and Mr. Niemann

## Agriculture and Welding

In our Advanced Welding class, students have been hard at work developing the skills needed to earn college credit while practicing a variety of welding processes. These include SMAW (Stick Welding), GMAW (MIG Welding), TIG Welding, Flux Core Welding, and Thermal Cutting. Each student has focused on improving technique, precision, and safety to meet the standards required for college-level certification. This hands-on experience not only strengthens their craftsmanship but also prepares them for future opportunities in the skilled trades.

In Beginning Welding, students are laying the foundation for success by learning the basics of SMAW, MIG, TIG, Flux Core, and Thermal Cutting. They've gained a solid understanding of welding safety, equipment setup, and metal preparation. Through guided practice and demonstrations, beginning welders are building the confidence and skills necessary to advance in the program and tackle more complex projects in the future.

Both classes have also had the opportunity to work with CAD/CAM technology, integrating design and manufacturing into their welding projects. This combination of hands-on welding and computer-aided design allows students to see how modern technology connects to real-world applications in the welding industry.

-Mr. Reinders

# Edgar Middle/High School Quarterly Newsletter



## Tech Ed

### Hands-On Learning in Woods 1 and Intro to Tech

In Woods 1, students have been busy developing their woodworking skills through a variety of hands-on projects. They recently completed mirrored coat racks and tile-top end tables, showcasing craftsmanship, attention to detail, and creativity. Along with these projects, Woods 1 students have taken their skills outside the classroom to help construct the outdoor classroom pavilion, contributing to a project that will benefit the entire school community.

In Intro to Tech, students began the year exploring graphic design using Photoshop and laser engraving, creating personalized designs and learning how technology connects to the world of production. This unit allowed students to see how digital tools play a major role in modern manufacturing and design.

Currently, Intro to Tech students are applying their creativity and problem-solving skills as they sketch, design, plan, and build benches. This project challenges them to use measurement, teamwork, and critical thinking—skills that are essential in both engineering and construction fields. Both classes continue to focus on real-world learning experiences that prepare students for future opportunities in technology and the trades.

-Mr. Streit

## Family and Consumer Sciences

This quarter in Culinary Arts, students explored current food trends and influences, creating their own trend concepts and marketing them to our business class. In the second unit, they practiced food safety and sanitation following ServSafe standards, with many students enjoying hands-on labs like safely temperature-checking meats. Most recently, students learned a variety of cooking methods from boiling pasta to grilling outdoors with Mr. Streit by the football fields. They had a lot of fun applying skills in real cooking experiences.

-Ms. Schenzel

# Edgar Middle/High School Quarterly Newsletter



## Instrumental Music



### Edgar Middle School Band Selected for Prestigious State Convention Performance

The Edgar Middle School Band has earned a distinguished honor, having been selected through a competitive audio audition to perform at the Wisconsin Concert Band Association (WCBA)

# Edgar Middle/High School Quarterly Newsletter



Convention on Friday, January 16, at 7:00 p.m. The performance will take place on the campus of the University of Wisconsin–Eau Claire.

This achievement marks only the second time in the past 40 years that the Edgar Middle School Band has been selected to perform at a state convention, highlighting the exceptional quality and dedication of the program. The ensemble is also the *only* middle school band in Wisconsin chosen to perform at the 2026 convention.

The students will take the stage to present a dynamic and diverse concert program, featuring beloved concert band classics such as Chester Variations and Prehistoric Suite, along with modern selections that showcase innovative scoring and creative instrumentation.

The performance offers the students a rare and meaningful opportunity to perform for music educators, conductors, and ensembles from across the state. It also represents the continued growth of Edgar's band program and its commitment to musical excellence.

The Edgar community is encouraged to attend the performance at UWEC to celebrate these young musicians as they represent their school and community with pride at one of Wisconsin's most respected music education events.

-Mr. Web

## Edgar Middle & High School Choir 🎵

What a great start of the school year! From the first notes of the school year to the exciting performances ahead, our choir students have truly been shining.

From early morning Show Choir rehearsals to voice lessons and choir rehearsals, our students are developing not only their voices but also their confidence and independence as musicians. They are learning to listen, blend, and balance within their sections, read music with increasing accuracy, and express themselves through song. Watching students grow in self-discipline—arriving early, working as a team, and taking ownership of their learning—has been nothing short of inspiring.

# Edgar Middle/High School Quarterly Newsletter



## Highlights of the Year

### Marawood Conference Festival

One of the biggest highlights this fall was our participation in the Marawood Conference Choir Festival, where our talented HS Concert Choir singers performed alongside choir members from 14 other schools. The event took place on Tuesday, November 4th at Prentice. It was a celebration of musical collaboration and community. Our students represented Edgar with pride, demonstrating outstanding musicianship, focus, and teamwork. Their growth and camaraderie were evident throughout the day—proof of the dedication they bring to their craft.

Left to right: Rylee Heil, Mariana Martinez, Emmitt VanOrnum, Caius Higgins, Kennen VanOrnum, Elijah Yessa, Brendan Imhoff, Paige Rackowski, & Jourdan Berg



Congratulations to all who participated! You continue to make Edgar proud through your hard work and love of music.

# Edgar Middle/High School Quarterly Newsletter



## Why Choir Matters

Being part of a choir offers benefits that extend far beyond the music room.

Students in choir:

- Build lasting friendships through shared goals and experiences.
- Develop leadership and teamwork skills that transfer to every area of life.
- Boost confidence through public performance and creative expression.
- Enhance focus, memory, and emotional well-being—singing is good for both the mind and the heart!

In a world that can often feel busy and disconnected, choir gives students a space to create something beautiful together—a reminder that their individual voices matter most when they blend in harmony with others.

## Mark Your Calendars!

We are already looking forward to spreading holiday cheer at our upcoming concerts.

 THURSDAY, DECEMBER 11, 2025

Middle School Holiday Concert – 1:00 PM

High School Holiday Concert – 7:00 PM

Please join us as our choir and band fill the auditorium with music of the season. Your presence and support mean the world to our young musicians!

Just a reminder- start warming up your voices. We will be continuing our Holiday tradition of singing the Hallelujah Chorus at the end of the HS Concert- see you then!

-Mrs. Hafferman

# Edgar Middle/High School Quarterly Newsletter



## Visual Art First Quarter Highlights – 2025

As the first quarter wraps up, our Wildcat artists have been busy filling the art room with creativity, color, and clay! From sketching and painting to sculpting and ceramics, students have explored a wide range of materials and techniques that showcase both imagination and skill.

### Sculpture & Ceramics

Our artists have been working with clay to create both functional and expressive pieces. Students learned hand-building techniques, experimented with texture and glaze, and brought their ideas to life in three dimensions. The results have been both personal and powerful—each sculpture tells its own unique story.

### Drawing & Painting

From still life studies to expressive portraits, students have been refining their drawing and painting skills through observation, experimentation, and creative risk-taking. Whether working in pencil, charcoal, watercolor, or acrylic, Wildcat artists are growing in confidence and craftsmanship with every project.

### Creative Exploration

Art students have also embraced creative challenges—trying new media, collaborating with classmates, and learning to see the world through an artist's eyes. The art room has been alive with conversation, laughter, and the wonderful energy that comes from making something by hand.

### Looking Ahead

Next quarter, students will continue to build on these foundations with new projects in printmaking, mixed media, and digital art. We can't wait to see how their creativity continues to evolve!

### Thank You for Supporting the Arts!

Our Edgar community plays an important role in fostering creativity and expression. Thank you for encouraging our students to take pride in their work and share their artistic voices.

Keep an eye out for upcoming art displays and showcases—we can't wait to share what our Wildcats create next!

*Art. Imagination. Expression. Wildcat Pride! - Mrs. Albrecht*

# Edgar Middle/High School Quarterly Newsletter



## Spanish

The first quarter in the Spanish classroom included Spanish 1 students learning how to have an introductory conversation with a Spanish-speaking person. The students consistently worked to learn the correct phrases with the correct pronunciation. Part of their unit 1 exam included reading a 2-person scripted conversation in Spanish (again using correct pronunciation). The majority of the students did a fantastic job! I was very proud of them.

The Spanish 2 students took a couple of weeks at the beginning of the quarter to review what they had learned in Spanish 1 last year. They then transitioned to learning how to have a conversation with others about going to different places in the city (businesses, the park, the theater, etc.) In that context, they also practiced and learned how to both ask questions and give responses in Spanish. It is always very exciting to teach Spanish and to know that within several weeks of practicing, the students are able to listen, read, write, and speak in Spanish with a strong sense of proficiency.

I also have a Spanish 4 student. She has been faithfully working to learn several past tense and future tense verb forms to communicate with greater depth in Spanish. It's been a busy and good first quarter.

-Sra. Hasz

# Edgar Middle/High School Quarterly Newsletter



## Physical Education

Through the first quarter, high school and middle school PE students have explored a variety of individual lifetime wellness & team sports activities including Disc Golf, Mountain Biking, Golf, Soccer, and Ultimate Frisbee/Football. We have just started our net games units including Badminton and Pickleball and freshmen have enjoyed the opportunity to be able to participate in the swimming unit at the Marathon Swim Center. In addition to these units, we have enjoyed interjecting a variety of fitness activities that continue to shine a light on ways that we can work toward a health-enhancing lifestyle that will promote a level of physical fitness that enables us to pursue our individual interests as we continue to grow!

PE Staff,

Andrew Lukasko, Connor Handrick, Adam Decker, Keith Kalepp

# Edgar Middle/High School Quarterly Newsletter



## Middle and High School Counselors

It's been a busy and exciting start to the school year! Over the past few months, students have completed the first round of FastBridge testing, the Fall ACT, and the PSAT. Our staff will use this valuable information to guide instruction and create even more meaningful learning opportunities for all students. In addition, students in grades 7, 9, and 11 took part in the BASC/BESS social-emotional assessment, which helps us better understand and support their overall well-being. We're so proud of our students' hard work this fall and look forward to seeing their continued growth—both academically and socially—throughout the year!

## School-Wide Day of Engagement and Skill-Building

Last month, all of our students participated in a dedicated day of impactful programming designed to support their academic and social development.

**Grades 10 & 11: Challenge Day** We were thrilled to offer Challenge Day to all students in grades 10 and 11. This nationally recognized program provided a full day of activities specifically designed to cultivate empathy, strengthen social-emotional skills, and build meaningful connections among our sophomores and juniors. We were incredibly inspired by the powerful bonds and increased sense of community that were visible both during and after the event.

**Grade 9: Engineering Tomorrow** While our upperclassmen participated in Challenge Day, our freshman class took a field trip to NTC. There, they engaged with the Engineering Tomorrow program, learning valuable insights into the field of engineering.

**Grade 12: Future Readiness** Our seniors had a productive day focusing on future readiness. They dedicated time to working on their portfolios and concluded the day with a Senior Skills Rotation. This rotation allowed them to get important financial questions answered and work on essential soft skills necessary for future employment and career success.

-Mrs. Koehler and Mr. Grefe

# Edgar Middle/High School Quarterly Newsletter



## Students of the Month

### Middle School

### High School

	<u>September</u>	<u>October</u>	<u>September</u>	<u>October</u>
Math	Kamden Blair	Michael Galliford	Elliana Wendtland	Adam Borchardt
Social Studies	Callyn Wilhelm	Lyla Blocker	Shiloh Karlen	Lukas Koepke
Science	Elijah Kline	Ava Hornung	Eli Kramer	Godric Grimm
ELA	Sam Olmsted & Abby Galliford	Macy Mroczenksi	McKenzie Mueller	Brehna Buffington
Phy Ed		Dayton Kraft		Mason Manecke
Music	Alivia Yessa	Abigail Borchardt	Anabel Blocker	Dillan Sondelski
Art				
CTE			Lucas Stahnke	
Wildcat Fab			Christian Zychowicz & Alexa SKURZEWSKI	Lucas Stahnke
Spanish			Cecilia Mills	Paige Bricker

# Edgar Middle/High School Quarterly Newsletter



## Character Trait of the Month Winners

### Middle School

### High School

	<b><u>RESPECT</u></b>	<b><u>RESPONSIBILITY</u></b>		<b><u>RESPECT</u></b>	<b><u>RESPONSIBILITY</u></b>
6th Grade	Paul Hamann	Claire Dietsche	Freshman:	Cassius Paul	Graham Streit
	Brooklyn Leggett	Vincent Reif			
7th Grade	Esther Weisenberger	Cashten Beran	Sophomore:	Vanessa Czech	Abbigail Halama
	Sydnee Wallace	Chloe Rettlinger		Addeline Peterson	
8th Grade	Lily Wozny	Jaylin Hines	Junior:	Mariana Martinez	Sawyer Wieland, Isabella Kaiser, Annie Kolodziej
	Brennan Frahm				
			Senior:	Preston Erickson	Savannah Koepke
					MADDILYNN BJORNSTAD

# Edgar Middle/High School Quarterly Newsletter



## Important Dates

November 26-28 Thanksgiving Break

December 11- MS and HS Holiday Concerts

December 24-January 2- Winter Break

January 22-Last Day of 2nd Quarter

January 26- No School-Teacher Inservice

February 27-No School

March 17- PRE ACT/ACT Testing for Grades 9-10-11

March 27- End of 3rd Quarter

March 30-April 3- Spring Break

April 6-First Day of 4th Quarter

April 18- Prom

May 22-Graduation

May 25- No School

June 3- 8th Grade Promotion

June 4- Last Day of School

# Edgar Middle/High School Quarterly Newsletter



## NONDISCRIMINATION

It is the policy of the Edgar School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, Career and Technical/Education, 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 or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination under related federal statutes, including Title IX of the Educational Amendments of 1972 (sex), Title II, Title VI and Title VII of the Civil Rights Act of 1964 (race and national origin), Section 504 of the Rehabilitation Act of 1973 (handicap), and the Americans with Disabilities Act of 1990. This policy also prohibits harassment.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Edgar School District. For complaint procedures, see Board Policies 1422, 2260, 2421, 3122, 4122, and 5517.

Any questions concerning s. 118.13, Wis. Stats., of Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Dr. Cari Guden, District Administrator  
Edgar School District  
203 E Birch Street  
PO Box 196  
Edgar, WI 54426  
(715) 352-2351