

Edgar Middle/High School Quarterly Newsletter



2nd Quarter News from Mr. Wilhelm

Middle/High School Families,

We are at the halfway point in the 2025-2026 school year! It is always busy in and around Edgar Middle and High School. Our students have had some great learning opportunities through a variety of field trips and community-based opportunities. Winter sports are quickly approaching their postseason contests. The Edgar Theatre Company put on wonderful performances of *A Family Reunion to Die For*. Our middle school band had the opportunity to perform at the Wisconsin Concert Band Association Convention in January. They were the only middle school band to be selected to perform, and their show was amazing!

The Edgar Middle School was again recognized as one of the top middle schools in the State of Wisconsin for the 24-25 school year, making it a U.S. News Best Middle School. This is amazing news and a great accomplishment! A huge shout-out goes out to all of our staff and students.

The Pre-ACT and ACT test day is quickly approaching. On **March 17**, all students in grades 9 and 10 will be taking the Pre-ACT, and all students in grade 11 will be taking the ACT. Seniors do not need to report to school that day, but there will be a space available if your student does want to come in to work on school work or their graduation portfolio.

The Pre-ACT is great practice for the ACT and provides a very good indicator as to where your child will score when he/she takes the ACT in 11th grade. It is imperative that all grade 11 students do their very best on the ACT. That score can open many doors for college admissions, scholarships, and being placed in upper-level college courses. This is also great preparation for other standardized tests that are taken for advancement in the trades careers. There are many apprenticeships that require a score of 15 or higher in math and reading, and some programs ask to see the ACT score.

We are also beginning the course registration process for all 8th through 11th graders in February. The 2026-2027 Course Description and Post Secondary Planning Handbook is located on the Edgar Website. Your students will be coming home with a course registration form as well. Please review all the courses your student has chosen and sign the registration form. Your student cannot register for courses without that sheet signed by a parent or guardian.

Please remember that 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 outlined in the parent/student handbook, which can be found on our website. If you do need to contact your child for any reason, we would prefer that you contact the front office. Your message will be relayed to your child in a very timely manner.

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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 attendance line at 715-352-3893 or email our attendance email at attendance@edgar.k12.wi.us.

2nd Quarter Report Cards were mailed home as well as posted electronically to your family access account. Please log in to your account to check your student's 2nd-quarter grades. It is located in the portfolio tab.

On that 2nd 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.

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.

Respectfully,

Mike Wilhelm
Middle/High School Principal

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Strategic Planning

Beginning last summer and continuing throughout the first semester, the administrative team, a team of teachers, and a large group of community members were led through the strategic planning process by Nexus Solutions. Each member of that strategic planning team played an instrumental role in creating the 5-year strategic plan for the district. The plan was presented to and approved by the school board. A huge thank you goes out to all who were a part of and played a key role in developing the strategic plan.

The entirety of the plan can be viewed on the strategic planning website.

<https://www.edgar.k12.wi.us/district/strategic-planning.cfm>

Through this process, the school district has adopted a new mission statement, vision statement, values, and motto.

MISSION:

We inspire and engage every student to learn, grow, and explore new experiences in a safe and inclusive learning environment.

VISION:

Every graduate will be prepared for success and be a responsible citizen.

VALUES:

Excellence
Diversity
Growth
Accountability
Respect

MOTTO::

Inspiring students, preparing them for life.

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Highlights from our classrooms

Business

Accounting I & II - Students are working hard and coming to a close. Students worked on several accounting-type projects and learned about different accounting careers. We will be taking the final in a few weeks, so there has been a lot of reviewing and working together to get through the last few modules. This is a dual credit course, so the students are working hard for those college credits.

Sports Entertainment Marketing – Students are almost done with their final projects. They used what we learned throughout the semester to create a team and stadium (or resorts) of their very own. Everything from creating a team and mascot, tickets, promotions, stadium and uniform designing, concessions, and more. They were all doing a fantastic job! Ask them to show you the final project.

Introduction to Business - Students learned what it takes to be an entrepreneur and how to run a business in our economy. We are now on the final stretch. Intro to Business, being a prerequisite, also allows them to take Business II, Marketing, or Microsoft Courses as well. They should be proud of their hard work! We will finish with budgeting and finances to get them career and life ready. They will have the skills to succeed!

Desktop Publishing - Students have created everything this semester. :) They are professionals when it comes to making promotional items like flyers, newsletters, brochures, and more. If you need anything made for you or your business, please let us know. We would be happy to help with marketing and promotional needs.

-Mrs. Hahn

Science

With the second quarter and first semester coming to an end, here is an update on what life science classes have been doing:

Environmental Science

The first portion of the quarter, students completed lessons that focused on our state and national park systems. Students participated in a competition in which they had to design and create a state park sticker that goes on vehicles to gain admittance into any of the 50 state parks. What a way to celebrate the 125th year of the state park system! Congratulations goes to a junior, Wyatt Klockziem who earned the overall top prize in this year's competition. Students were then asked to choose one of the 63 national parks and were tasked with completing research to make a presentation. They used their public speaking skills to present their selected park to classmates. To finish off the quarter, students learned about nonrenewable resources. The main topic was conserving energy, resources, and emissions that may enter the environment. Students learned about utility bills, and ways to save energy in their homes. The final project

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for the semester was using watt meters, light meters, laser IR thermometers, and a thermal imaging camera to conduct an energy audit of various classrooms in the high school.

Biology

Students began the quarter by finishing up units on cellular structure and cell division. They solidified their knowledge of these topics by participating in manipulative labs using marshmallows and oreos, and also by completing microscope labs. Patterns of heredity and genetics were learned by completing everyone's favorite....Punnett square problems! But the majority of the quarter was spent learning about animal diversity. Both invertebrate and vertebrate animal classification, anatomy, and physiology were studied. Students had plenty of lab time completing dissections of organisms such as a sea star, crayfish, and a yellow perch. They used all of their knowledge and skill-sets to complete their laboratory final test on the dissection of a leopard frog. All students had a fun time (well, most of them!) but more importantly learned how cells, tissues, organs, and organ systems all interact to produce living organisms.

-Mr. Dahl

Chemistry

We began the quarter by strengthening our understanding of chemical naming, where students practiced naming ionic and covalent compounds. From there, we explored molecular shapes and geometry, using models and diagrams to visualize how molecules are structured and how shape affects properties like polarity. The class then shifted into a materials science focus. Students designed and conducted labs to investigate the physical properties of different materials, collected and analyzed data, and shared their findings through student-created presentations. We continued with an in-depth study of the mole, a foundational concept in chemistry. Students practiced mole calculations, conversions, and problem-solving. This led naturally into stoichiometry, where students learned how chemists use ratios to predict amounts of substances in reactions. To bring chemistry to life, students applied these ideas in a creative Stoichiometry "Dream Car" project and later explored percent composition, empirical formulas, and limiting reactants. We wrapped up the unit by studying types of chemical reactions and applying our knowledge to a real-world context: biofuels. Students researched ethanol and biodiesel, conducted labs to make and test fuels, compared corn and soybean sources, and wrote scientific CERs (Claim-Evidence-Reasoning) to explain their findings. At the very end, we powered putt-putt boats with the biodiesel we created.



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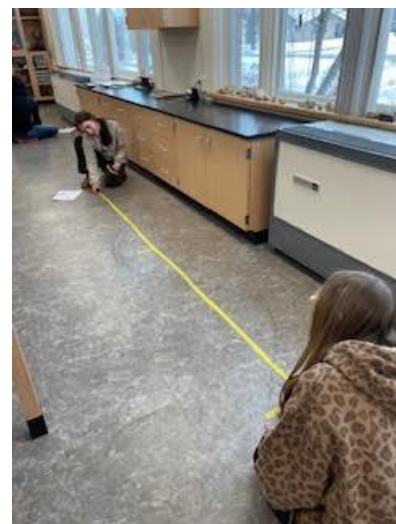
9th-grade Science

Over the past several weeks, students have explored a wide range of chemistry and physical science concepts through hands-on labs, discussions, and problem-solving activities. The unit began with a focus on chemical bonding, where students compared ionic and covalent compounds, built Lewis diagrams, and explained bonding through written CERs (Claim-Evidence-Reasoning). Students then transitioned into nuclear chemistry, learning about types of radiation, radioactive decay, half-life, and nuclear fission and fusion. Through simulations, case studies, and discussions about real-world events, students examined both the benefits and risks of nuclear chemistry. Later in the unit, students investigated chemical reactions, including balancing equations, conservation of mass, and energy changes in endothermic and exothermic reactions. The class then moved into physics concepts, studying motion, graphing, acceleration, and Newton's Laws of Motion.

Physics

Over the past several weeks, students explored key physics concepts through hands-on labs, problem-solving, and real-world applications. The unit covered forces and motion, circular motion, gravity, work and energy, momentum, and waves. Students designed roller coasters to demonstrate conservation of energy, investigated springs using Hooke's Law, analyzed collisions and momentum, and explored sound and light through wave labs (Can you see the slinky in the picture?). We measured the speed of sound two different ways and made telescopes. Throughout the unit, students strengthened their scientific thinking by applying formulas, interpreting data, and connecting physics concepts to everyday and real-world phenomena.

-Mrs. Kramer



8th Grade Science

Our 8th graders wrapped up the year exploring the history of life on Earth and the theory of evolution. Students reflected on how life has changed over time and the evidence scientists use to support evolutionary ideas. To finish the year, students completed a cumulative final exam covering the major concepts we studied throughout the school year.

7th Grade Science

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Seventh-grade students are finishing up our unit on chemical processes, including chemical equations and reactions. We will wrap up chemistry by comparing synthetic and natural materials, then begin our transition into physics, focusing on forces and motion. This unit will include our always-popular Rube Goldberg Project, where students design creative chain-reaction machines. Students are welcome to bring in materials from home if they choose!

6th Grade Science

Welcome to 6th-grade science! We will kick off the year with engineering, where students will learn how scientists and engineers design, test, and improve solutions to problems. From there, we will move into Earth science, exploring topics such as water, air, weather, climate, geologic history, and more. It's an exciting year of hands-on learning and discovery ahead!

— Ms. Lassa 🧬🔬

Social Studies

Middle School Social Studies

This quarter, our middle school students were deeply engaged in exploring history and society from multiple perspectives. Sixth graders wrapped up their study of Ancient Rome, focusing on geography, social structure, and political systems while drawing meaningful connections to the foundations of the United States government and modern American culture. Seventh graders concluded their semester of United States History with an in-depth look at the Civil War, examining its causes, key events, and lasting impact on the nation. Through discussion, analysis, and reflection, students strengthened their understanding of how the past continues to shape our world today.

National History Day Celebration

Eighth grade students devoted much of the quarter to their National History Day (NHD) projects, conducting extensive primary and secondary research and developing new academic skills such as creating annotated bibliographies and formal title pages. On January 19th, we proudly hosted our 15th annual Edgar Local NHD Competition. From a talented group of 37 students, 10 were selected to advance to Regionals at UW-Stevens Point on March 6th. We congratulate Ava DeJong, Mason Heil, Elise Peterson, and Charlotte Zettler (Exhibits); Jaylin Hines, Jaden Krause, Katelyn Van Der Leest, and Lily Wonzy (Papers); and Amelia Kaiser and Macy Mroczenski (Websites) on this outstanding achievement.

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High School Social Studies

At the high school level, students tackled complex global and national topics through research and critical analysis. Global Issues students completed in-depth research on world economics and systems of government, while U.S. History classes examined American imperialism and its role in shaping major global conflicts. In Comparative Government, students explored the structure and function of the three branches of government and successfully completed the USCIS civics test, fulfilling a state graduation requirement. Additionally, students in Introduction to Sociology applied sociological concepts through spatial analysis, comparing data patterns in Marathon County with counties across the United States.

-Mrs. Springer, Mr. Rau & Ms Bittner

ELA

During the second quarter, 6th-grade ELA students finished studying Greek Mythology and created a new demigod character to add to a chapter of The Lightning Thief, book one of the Percy Jackson and the Olympians series by Rick Riordan. They created a slide show and presented their new character and chapter changes to their class. They also completed an interview and wrote a biography on someone significant in their lives. Moving into the third quarter, the new focus of study is on American Indian Boarding Schools. Students will be reading Two Roads by Joseph Bruchac. This historical novel is set in the Great Depression. Students will compare and contrast a collection of texts focusing on equity, challenges, and multiple perspectives.

During the second quarter, 7th-grade ELA students with Mrs. Guldan completed their study of the Lost Children of the Sudan. They created a children's ebook as a final project and shared their book with the third-grade students. Students enjoyed the challenge of writing a children's book that addressed difficult topics such as environmental hardships and global problems. Moving into the third quarter, the new learning focus is on historical epidemics, reading the companion novel Patient Zero by Marilee Peters. Students will explore the history of a collection of epidemics and conditions that contribute to the spread, while looking into both the medical and social effects of epidemics.

-Mrs. Guldan

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8th Grade ELA

During the second quarter, 8th graders focused on building their writing and critical thinking skills. They wrote creative narrative scenes inspired by *Summer of the Mariposas* and crafted compare-and-contrast essays on topics of their choice, strengthening both their writing and research skills. Daily Oral Language (DOL) exercises were introduced to reinforce grammar, punctuation, and capitalization.

We've also begun our second class text, *The Omnivore's Dilemma* by Michael Pollan. Through this nonfiction work, students are learning how to delineate arguments, identify claims and evidence, and evaluate bias as they work to uncover the truth behind conflicting viewpoints. This unit is helping them become more thoughtful readers, writers, and thinkers. It's been an exciting and productive quarter, and we're looking forward to what's next!

-Mr. Andreshak

English 9

During the second quarter of English 9, learners have practiced their creative writing with dialogue, learned about the themes within the classic novel *Of Mice and Men*, and practiced recognizing irony and conflict through the use of inferencing as they read short stories. Students read their own choice novel and taught their peers vocabulary with a desktop teaching ugly sweater activity. In addition, they demonstrated mastery in their use of pronouns.

-Mrs. Higgins

English 10:

During the second quarter of the school year, sophomore students have refined their close reading abilities by reading short stories by science fiction author Ray Bradbury and various poems. After unpacking the literal meaning of the stories and poems, students worked to identify the deeper meaning or lessons of the texts. Once they identified the lesson of the text, they selected relevant pieces of textual evidence to support their findings in a concise, one-paragraph response.

To conclude the poetry unit, students showcased their understanding of figurative language and a poem's structure by crafting their own poems on topics of their choice. Topics ranged from hunting, spending time with family, sports, farming, *Taco Bell*, and even *Minecraft*!

Students in English 10 will begin the new quarter by reading Arthur Miller's play "All My Sons." Set in the years following World War II, the play centers on a family grappling with a long-held secret. As students read, they will track and analyze the arguments being made by the different characters and decide for themselves whether the characters' choices are justified. Thank you, sophomores, for your hard work, creativity, and positivity. Keep up the great work.

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English 11:

The second quarter of English 11 offered opportunities for students to examine various topics while honing their skills in preparation for the ACT this spring. Students continued to utilize IXL, an online ACT preparation program, to master skills that commonly appear on the ACT as well as skills they personally identified as areas where they could grow. At the beginning of quarter two, students learned about logical fallacies, weak points in an argument, and rhetorical techniques, effective argument strategies, then put their new knowledge to use when we watched a documentary called *Blackfish*. Students were tasked with identifying the types of argumentative strategies included within the documentary as well as logical fallacies. Students also participated in a fun, interactive activity in which they wrote persuasive letters using rhetorical techniques to convince their classmates why they should be chosen to receive a vaccine granting immunity from a zombie virus! This hands-on, collaborative activity helped students consider how effective arguments are constructed.

After the rhetorical unit, students were presented with various books and were able to pick one book to read with their classmates. Over the course of a few weeks students read and discussed their book choices with their classmates and to conclude the unit each literature circle group created a thematic food truck. Each food truck was required to have a food truck design, menu, employee, and two additional creative elements included in their project that closely represented the students' books. The students did a phenomenal job on their food trucks, truly demonstrating their understanding of their books' characters, plot, setting, and themes. Groups presented their food trucks to classmates and school staff, answering questions and proudly showcasing their work.

To conclude the class, students read excerpts from *The Great Gatsby* and then viewed the movie while reflecting on key essential questions related to the American Dream. Students reflected on how the American Dream is represented in the various texts we read in English 11, carefully considering whether characters in *The Crucible*, *The Glass Castle*, and *The Great Gatsby* achieved their American Dreams. Students' final project in class was to design their own American Dream, encouraging them to look towards the future and develop goals to strive towards. Thank you, juniors, for all your hard work, creativity, and willingness to grow academically this semester. We are so proud of each and every one of you!

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English 12:

At the beginning of quarter two, students read *The Book Thief*, a novel that lends itself well to discussion and research-based activities. As they read, students completed a variety of short research projects to better understand the historical context of the novel—Germany during World War II. They practiced gathering reliable and relevant information, correctly citing sources to avoid plagiarism, and presenting their findings in a concise and informative manner. To conclude this unit, students chose to research a book ban and connect it to the book burnings that took place in Germany during World War II, which are depicted in *The Book Thief*. Many students selected banned or challenged books they had read in school or independently, such as *To Kill a Mockingbird*, *Of Mice and Men*, and *The Great Gatsby*. This project gave students a unique opportunity to connect their own opinions about literature to the perspectives of readers past and present.

To wrap up this semester-long course, students participated in a unit focused on preparing for life after high school. During this unit, students took personality tests and researched careers aligned with their results, practiced reading comprehension using apartment lease agreements and renter's rights documents, and watched TEDTalks addressing traits of happy and successful adults. Students' final assignments included a senior scrapbook where they reflected on their educational and personal growth, and an "adulting" presentation in which they researched two life skills they felt were important for success after high school. Topics included investing, budgeting, buying a car or home, changing a car's oil, and many other essential skills.

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I am proud of all the effort, time, and hard work students have put into this class and wish them nothing but the very best as they start the second semester! Good luck, seniors!

-Ms. Meyer

Math

The middle school utilizes Open Up Resources for our math curriculum, and the high school continues with Illustrative Math. Both series allow students to have the opportunity to make connections to real-world contexts throughout the materials. In class, students do not just learn math, they experience mathematics. They spend time engaging in mathematical practices such as making sense of problems, reasoning, making arguments and critiquing the reasoning of others, modeling problems, making appropriate use of tools, and attending to precision.

Sixth-grade students have demonstrated their understanding of Unit Rates and Percentages and Dividing Fractions. If you have any questions, please contact the middle school math department.

Seventh-grade students have explored Measuring Circles, Proportional Relationships and Percentages, and have started Rational Numbers.

Here's a quick overview of what we've been working on in Eighth-Grade:

Linear Relationships

This quarter, we introduced the concept of linear relationships—where two variables change consistently and proportionately. Students explored how these relationships can be graphed as straight lines and discussed real-world examples.

Linear Equations and Systems

Our next step was to tackle linear equations—simple ones describing these relationships, such as $y = 2x + 3$. We also worked with linear systems, where students learned how to solve pairs of equations simultaneously. They gained valuable skills in graphing and algebraic methods, helping them understand how multiple variables interact in real-world scenarios.

Functions

We explored functions, a type of relationship in which every input corresponds to exactly one output. Students practiced identifying and graphing linear functions, discovering how changes in one variable affect the other. Understanding functions will be key as they progress in math and science courses.

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Here's a quick overview of what we've been working on in Ninth-Grade:

In the first part of the quarter, we explored two-variable statistics, where students learned how to analyze and interpret data sets that involve two variables. By using scatter plots and calculating correlation, they discovered how to understand relationships between two different quantities. We also delved into concepts like line of best fit and regression analysis, helping students grasp how data points can be modeled and predicted.

Students applied these skills in real-life situations, such as analyzing the relationship between study time and test scores,

Our second focus was on functions, which are essential in understanding how one quantity depends on another. Students learned how to represent functions with tables, graphs, and equations. They practiced identifying the domain and range, and explored different types of functions such as linear and nonlinear functions. Through various activities, they built a deeper understanding of how to analyze and solve problems involving functions, setting the stage for more complex topics in future courses.

Geometry students have been busy during the second quarter learning about similarity and right triangles. The study of similarity brought back skills the students used in middle school, like proportions and ratios. The students were able to prove congruence and find missing information about similar triangles. This was followed up by a study of right triangles. The students were introduced to the trigonometric functions of sine, cosine, and tangent.

Algebra 2 students finished up their course during the second semester investigating logarithms, transforming of functions, and trigonometric functions. The students started by learning how to solve for missing exponents through logarithmic functions. Then they learned how to modify functions to meet any type of situation or data. The class ended with learning about trigonometric functions outside of triangles.

Precalculus students spent the second semester learning about conic equations, vectors, and polar graphing. How to graph and solve conic equations. The class then used vectors to solve real-world problems. They ended the class learning about polar graphing and how to use it to better graph conic equations.

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

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Agriculture and Welding

The Agricultural Education program at Edgar High School continues to provide students with hands-on, real-world learning experiences that build valuable technical and problem-solving skills. This semester, students in Advanced Welding successfully completed their capstone fabrication projects, showcasing both creativity and craftsmanship. These projects were student-designed and required careful planning, precise measurements, and safe shop practices. Finished projects included custom-built cattle feeders, durable deer stands, and a specialized metal vise designed for specific shop applications. Each project reflected the individual interests of the students while meeting rigorous performance and quality standards. The capstone projects allowed students to apply welding techniques learned throughout the year in a meaningful and practical way.

In Beginning Welding and Small Engines, students fully tore down small engines, carefully documenting each component and its function. After inspection and troubleshooting, engines were rebuilt and tested, reinforcing concepts related to mechanics, precision, and attention to detail. This process helped students understand how mechanical systems operate and how individual parts work together.

-Mr. Reinders

Technology Education

The Technology Education Department has wrapped up an exciting and productive semester filled with hands-on learning, creative problem solving, and meaningful contributions to our school community.

In Woods 1, students completed two major milestones. They finished building tile-top coffee tables, developing skills in measurement, layout, joinery, and finishing. To close the semester, students also completed a capstone project, where they independently planned and built a woodworking project of their choice, demonstrating ownership, craftsmanship, and pride in their work.

Intro to Technology students ended the year with high-energy, collaborative challenges. Their Rube Goldberg projects required teams to design complex chain reactions with the goal of sending a ball through a hoop, emphasizing planning, creativity, and teamwork. Students also tackled an engineering vehicle challenge, designing machines that traveled six feet forward, picked up a balloon, returned six feet, and successfully popped it. The project pushed students to apply the engineering design process through trial and error.

Beyond the classroom, both courses played a key role in helping complete the school's new outdoor classroom, officially named "The Wildcat Den." Students assisted with construction and finishing work, leaving a lasting impact on a space that will benefit students and staff for years to come.

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The Technology Education Department is proud of the skill development, problem-solving, and teamwork our students demonstrated this semester, and we're excited to build on this momentum moving forward.



-Mr. Streit

Family and Consumer Sciences

Employability Skills

This quarter, our employability skills students truly expanded their horizons while preparing for their futures. Many participated in their first in-person interviews with local employers, including Marathon Cheese, Nicollet Bank, BND Manufacturing, and My Tech. Volunteer interviewers met one-on-one with every sophomore to give them the strongest possible first interview experience. Several students have already secured job prospects. With the semester now complete, students leave with updated resumes, polished cover letters, and other employability documents that set them up for success.

Culinary I

In the second quarter, Culinary Arts students combined literacy with hands-on baking and pastry work. They explored many facets of the baking world and enjoyed choosing recipes to make for the community. Students baked and delivered Christmas cookie boxes—favorites included brown-butter cookies dipped in chocolate, classic sugar cookies, and snickerdoodles. Working together, they packaged and delivered the boxes to local

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community members before the holiday. Near the end of the quarter, students faced off in a spirited Cupcake Wars competition. Below are photos of each group's cupcakes—decide for yourself who should take the prize!



-Ms. Schenzel

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Instrumental Music

On Friday, February 20, our middle school and high school band students will participate in the District Solo and Ensemble Festival held at Auburndale High School. This event provides students with the opportunity to showcase their individual musicianship and small-ensemble skills while receiving valuable feedback from expert adjudicators.

Our high school musicians will be well represented, with performances by the jazz ensemble, flute ensemble, clarinet ensemble, saxophone ensemble, percussion ensemble, and a miscellaneous brass ensemble and quartet. These students have been working diligently to prepare challenging and engaging repertoire, and we are proud of the dedication they have shown throughout the preparation process.

The middle school band will also take part in the festival, featuring a variety of solos and duets. This experience is an important step in our younger musicians' development, helping them build confidence, musical independence, and performance skills.

-Mr. Webb

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EDGAR MS & HS CHOIR HIGHLIGHTS

JANUARY 2026
MRS. HAFFERMAN

Making Music. Building Confidence. Creating Community.

What an exciting semester we have ahead in the Edgar Choir Program! Our middle school and high school singers have been working hard every day to grow not only as musicians — but as confident performers, leaders, and teammates.



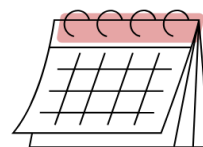
What We've Been Working On

This quarter has been full of energy and growth! Students are focusing on:

- 🎵 Strong vocal technique (breathing, posture, tone, and blend)
- 🎵 Sight-reading and music literacy skills
- 🎵 Ensemble teamwork and listening skills
- 🎵 Expressive performance and stage presence

Through fun warm-ups, engaging rehearsals, and a wide variety of music styles, students are learning how to make beautiful music.

*Mark
YOUR
Calendar*



UPCOMING CHOIR EVENTS



FEB. 20 - SOLO & ENSEMBLE @ AUBURNDALE
(MS & HS)



APRIL 9 - LARGE GROUP FESTIVAL @ NEWMAN
(MS & HS)

APRIL 25 - POPS CONCERT 7:00 PM (HS)

APRIL 26 - POPS CONCERT 2:00 PM (HS)

MAY 2 - STATE SOLO & ENSEMBLE @ UW-SP

MAY 6 - SPRING CONCERT

1:00PM MS

7:00 PM HS



MAY 22 - GRADUATION - 7:00 PM (HS)



WHY CHOIR MATTERS

Choir is about so much more than singing.

Students are developing:

- ✓ Confidence & performance skills
- ✓ Discipline & responsibility
- ✓ Teamwork & leadership
- ✓ A lifelong appreciation for music

Most importantly — they are building friendships and memories that last far beyond the classroom.

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Spanish

What a fun quarter! My Spanish 2 students completed a unit on conversations around food vocabulary and ordering food in a restaurant in Spanish. They also learned several ways to express preferences they may have. We topped off our unit with a trip to El Mezcal where they ordered all their food courses and drinks in Spanish. They did great!

The Spanish 1 students have learned more about the influence of the Spanish culture in North America by studying a number of Spanish heritage words. Many of these we may think are of English origin but, in reality, they are of Spanish origin. For example, "mosquito" is really a Spanish word meaning "little fly." Los Vegas means "the meadows" and "rodeo" is a Spanish word meaning "to circle, to surround, or to go around." They also learned, amongst other things, how to tell time in Spanish. So, parents test the water and ask your student, "What time is it?" and request that they answer you in Spanish!

The Spanish 4 student I have in class this semester has gained very good proficiency in communicating in the future tense along with using the present perfect verb tenses to communicate what someone has done. Her last unit included communicating about a large variety of household chores both inside and outside the house.

¡Bien hecho estudiantes! (Well done students!)

-Sra. Hasz

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Visual Arts Newsletter

Second Quarter Update – A New Semester Begins!

A Fresh Start for Our Wildcat Artists

As we begin the second quarter and move into a new semester, the Edgar High School art room is buzzing with fresh ideas, renewed energy, and creative momentum. Students are building on the skills they developed last quarter while diving into new projects that challenge them to think, experiment, and grow as artists.

What We're Creating

This semester, students are continuing to explore drawing, painting, sculpture, and ceramics while pushing their creativity in new directions. From thoughtful sketches and expressive paintings to detailed clay forms, Wildcat artists are learning to problem-solve, take creative risks, and develop their own artistic voices.

Upcoming Opportunities & Events

Marawood Conference Art Show

We are excited about the upcoming Marawood Conference Art Show! This event celebrates student artwork from across the conference and provides an incredible opportunity for our artists to showcase their talent in a professional exhibition setting.

Artist Immersion Day at the Wausau CVA

In addition, Edgar High School students will have the opportunity to participate in Artist Immersion Day at the Wausau Center for the Visual Arts (CVA). Five students will be selected to represent Edgar High School by showcasing their artwork and attending this immersive, hands-on experience. Students will engage with professional artists, explore creative careers, and gain insight into life as a working artist.

Selection Process

Artwork will be reviewed, and five students will be chosen based on craftsmanship, creativity, and dedication to their work. This is an exciting honor, and we are proud of all our students for their hard work and commitment to the arts.

Looking Ahead

Second semester promises growth, inspiration, and new creative challenges. We look forward to celebrating our students' achievements and sharing their artwork with the Edgar community and beyond.

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Thank you for continuing to support the arts at Edgar High School. With Wildcat pride and creative spirit, our students are off to a strong start this semester!

Art. Creativity. Confidence. Wildcat Pride.

-Mrs. Albrecht

Physical Education

Through the second quarter, high school and middle school PE students have explored a variety of individual lifetime wellness & team sports activities, including Swimming, Net Games (Badminton, Pickleball, Eclipse Ball), Indoor Soccer, Basketball, and Floor Hockey. At the start of the 2nd Quarter freshman finished the swimming unit at the Marathon Swim Center, while Sophomores finished up the Net Games unit. Shortly after Thanksgiving Break, the freshmen started a 3-week net games unit that covered singles/doubles badminton and pickleball! During this time Sophomores worked through a team sports unit covering soccer and basketball!

After Christmas Break, both Freshmen and Sophomores participated in a whole group nine-team round robin Floor Hockey tournament. To finish off the second quarter, all students finished with their second round of Fitness Testing! At the Middle School level, students have engaged in Inline Skating/Rock Climbing, Volleyball, Basketball, and Floor Hockey. Most of our Middle School units follow the same timeframe as our High School units. However, at the Middle School level, our focus is more skill-based/small-sided games to keep improving everyone's skill before they get to High School!

We love seeing the growth and improvement that students have made physically and mentally throughout the first semester in all units!

-Mr. Lukasko, Mr. Handrick & Mr. Decker

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MS/HS Counseling Corner

Mind & Body: The "Gut-Brain" Connection

Did you know that your stomach and your brain are constantly talking to each other? Scientists often call the gut our "second brain" because about 95% of your serotonin—the chemical that helps regulate sleep, appetite, and mood—is produced in your gastrointestinal tract!

Why What We Eat Matters for Our Mood

When we fuel our bodies with highly processed foods or high amounts of sugar, it can lead to "crashes" that feel a lot like anxiety or irritability. On the flip side, eating a balanced variety of foods provides the steady energy your brain needs to handle stress, focus in class, and stay emotionally resilient.

The "Mood-Food" Power Players

If you want to support your mental health through your plate, look for these:

- Complex Carbs (The Steady Burners): Whole grains, oats, and beans. These provide a slow release of energy, preventing those "hangry" mood swings.
- Healthy Fats (The Brain Boosters): Walnuts, flaxseeds, and fish. Your brain is about 60% fat; it needs these to function!
- Probiotics (The Gut Guardians): Yogurt or kombucha. These keep the "good bacteria" in your gut thriving, which sends happy signals to your brain.
- Hydration: Even mild dehydration can lead to brain fog and fatigue.

A Counselor's Reflection

You shouldn't be looking for perfection—just balance! This quarter, try to notice: *How do I feel an hour after eating a heavy, sugary snack versus a balanced meal?* Small shifts in what we eat can lead to big shifts in how we feel!

-Mrs. Koehler and Mr. Grefe

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You don't have to navigate this alone.

Free 8-session education program for families, partners, and friends of adults living with mental health conditions.

What You'll Learn

- How to communicate with confidence
- Problem-solving strategies that work
- Understanding diagnoses and treatment options
- How to support recovery in practical, everyday ways
- Caring for yourself while supporting others

"The most helpful and informative thing I've found in all my years searching for answers."
— Family-to-Family Participant

Upcoming VIRTUAL Class

Monday evenings, beginning
February 2, 2026
6:00 PM - 8:30 PM

Ready to register?

Scan the QR code or
contact us:
office@naminorthwoods.org
(715)432-0180



About NAMI

NAMI, the National Alliance on Mental Illness, is the nation's largest grassroots mental health organization building better lives for individuals and families affected by mental illness.

NAMI Northwoods provides free education, support, and advocacy in Marathon, Lincoln, and Langlade counties.

1942 Grand Ave Suite 2, Wausau WI 54403 naminorthwoods.org



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The 988 Suicide & Crisis Lifeline offers skilled, compassionate help for mental health and substance use problems for anyone at any time.



Text 988



Call 988



Chat 988lifeline.org

WHAT IS 988

- A simple, convenient three-digit number
- An immediate resource available 24/7
- A network of more than 200 local crisis contact centers that can handle thousands of contacts each day

988 is a key part of a broader vision for reimagined crisis care in the United States that is built through federal, state, local, and community partnerships. The vision is that everyone has: **Someone to contact. Someone to respond. A safe place for help.**

WHAT TO EXPECT WHEN CONTACTING 988

- You'll be given some options to select the service that meets your needs
- Your counselor will ask some questions to first make sure you are safe
- You'll get one-on-one, judgment-free support

REAL 988 FEEDBACK

"Last night I was not well. My support system was not available and **this service brought me around and helped me get through what I thought was the end.** This was the first time I had the courage to call and **the counselor was kind, calm, and patient.** Thank you from the bottom of my heart."

"In a moment of supreme vulnerability and when I felt like I had no one else, I called 988 and was proven so wrong. The man I spoke with was **absolutely amazing, supportive, comforting, trustworthy and helped me so much.** It means so much to have a stranger care and listen when you feel like there is no one around."



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FREQUENTLY ASKED QUESTIONS

Is 988 only for suicide-related crises?

No. In addition to thoughts or feelings of suicide, 988 responds 24/7 to calls, chats, or texts from anyone who needs support for mental health, suicide, and/or substance use problems. Other reasons include emotional distress, anxiety, depression, mental illness, loneliness, trauma, bullying, stress, relationship troubles, and just needing someone to talk with.

If I contact 988, will police or emergency services show up?

988 counselors work to keep you safe and provide support in the least restrictive manner possible. For most people, a counselor is able to work with you on the call, text, or chat to de-escalate your situation. If there is an immediate physical safety threat, the 988 counselor will contact 911 to help.

Can I call 988 for or about someone else?

Yes, 988 crisis counselors provide caring support and resources for family, friends, caregivers, and advocates who reach out about another person they are concerned about.

Does contacting 988 really help?

Yes, numerous studies have shown that most people who contact 988 are significantly more likely to feel less depressed, less suicidal, less overwhelmed, and more hopeful after speaking to a 988 crisis counselor.



**DISCOVER MORE
988 FAQs**

YOU HAVE OPTIONS

- **To reach a crisis counselor:**
Call 988 and **press 0** to bypass the menu options
- **To reach the Veterans Crisis Line:** Call 988 and **press 1**
- **To reach Spanish-speaking counselors:**
Call 988 and **press 2**, text "AYUDA" to 988, or **chat** linea988.org
- **To reach a counselor in ASL:**
Videophone (VP) or **text 988**, or **chat** 988Lifeline.org

988 & 911

KNOW WHICH NUMBER TO USE TO GET THE RIGHT SUPPORT



No Judgment. Just Help.

When you call, text, or chat 988 a skilled, caring counselor will listen to you and talk through your situation — no matter what you're going through.

Email 988 questions to:
**[988Team@
samhsa.hhs.gov](mailto:988Team@samhsa.hhs.gov)**

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From the Health Office

♥ February Health Check: Take Care of Your Heart, Body & Mind

February isn't just about candy and cards—it's also Heart Health Month and a great time to check in on *you*. Between classes, sports, work, friends, and screens, it's easy to forget the basics. Here are a few simple ways to stay healthy as winter rolls on.

♥ Heart Health (Yes, Even for Teens!)

Your heart works hard every day, so show it some love:

- Move your body for at least 30 minutes most days (sports, walking, dancing, gym, cleaning and vacuuming at home for mom & dad?!—anything counts)
- Fuel up smart: add fruits, veggies, whole grains, and drink water
- Sleep matters: aim for 8–10 hours (your heart and brain need it)

🤧 Cold, Flu & Winter Illness

We're still in peak sick season.

- Wash your hands often
- Wash out your school water bottles
- Stay home if you're sick (and visit the nurse if you're not feeling well)
- Flu shots and routine care still help!

🧠 Stress, Mood & Mental Health

February can feel long and heavy—short days, busy schedules, lots of pressure.

- Feeling stressed, anxious, or overwhelmed is normal
- Try short breaks, deep breathing, music, or movement
- Talk to someone you trust—friends, family, teachers, counselors, or the nurse

If something feels “off” for more than a couple weeks, that's your sign to reach out. You're not bothering anyone—you're taking care of yourself.

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💖 Healthy Relationships

Whether it's friendships, dating, or family:

- Respect, communication, and boundaries matter
- You deserve to feel safe and supported
- If you're unsure about a situation, the nurse's office or counselor's office is a safe place to talk

Take care of yourselves this February—you matter more than you think. 💙

-Lara Beranek, School Nurse & Mandy Myszka, Health Aide

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Students of the Month

Middle School

High School

	<u>November</u>	<u>December</u>	<u>January</u>	<u>November</u>	<u>December</u>	<u>January</u>
Math	Hayden Fischer	Charlotte Zettler	Reese Williams	Bella Kaiser & Laura Mucha	Wade Kohel	Samantha Schneider
Social Studies	Adelynn VanOrnum	Cash Beran	Abigail Borchardt & Madison Diestelhorst	Alyssa Kolano	Eli Yessa	Anthony Trawicki and Caius Higgins
Science	Lexie Noller	Noah Fehlhaber	Emmett Schroeder & Amelia Kaiser	Norah Schroeder and Wyatt Klockziem	Naquene Ellenbecker	Tyler Schmidt and Trent Murkowski
ELA	Reagan Deal & Julia Koepl	Hayden Streit & Isabelle Kramp		Emmitt Vanornum	Makita Ellenbecker	Angelina McKibben
Phy Ed	Macy Mroczenski	Nicole Bricker	Vincent Reif	Mackensie Blocker		Eli Kramer
Music	Reese Williams	Erika Nelson	Elise Peterson	Addyson Nowak	McKenzie Mueller	Paige Strasser
Art					Darin Iczkowski	Drae Bornheimer
CTE				Ella VanOrnum	Darin Iczkowski	
Wildcat Fab				Dakota Kraft	Izach Myszka	Adam Borchardt
Spanish				Paige Reinders	Ramon (Cassius) Paul	Fynn Olmsted

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Character Trait of the Month Winners

Middle School

High School

<u>November</u>	<u>December</u>	<u>January</u>	<u>November</u>	<u>December</u>	<u>January</u>
Teamwork	Hard Work	Integrity	Teamwork	Hard Work	Integrity
Wyatt Yonker	Sophie Mueller	Karsen Meloy	Brayden Halvorsen	Kelsey Wilhelm	Brody Baumgartner
Chayse Held	Lilyan Szymanski	Delaney Weiland		Camden Hein	Kelsey Wilhelm
Addison Iczkowski	Reagan Deal	Nicole Bricker	Caleigh Strasser	McKenzie Mueller	Jesus 'Junior' Martinez
Brennan Mueller	Callyn Wilhelm	Noah Fehlhaber		JACOBS, MADELYN	
Jaden Krause	Valerie Marquardt		Samantha Schneider	Reid Kohel & Izach Myszka	Rylee Heil
Katelyn Van Der Leest	Will Schilling			Caius Higgins	Hailey Schreiner
	Ava DeJong			Samantha Schmidt	Kaitlynn Hartnady
	Brooks Koehler			Chloe Rogers	Hayden Westfall
	Katelyn Vander Leest			Tucker Streit	
	Amelia Kaiser				
	Charlotte Zettler				

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Important Dates

February 27-No School

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

March 17- No School Grade 12 Students

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

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NONDISCRIMINATION STATEMENT

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