

Edgar Middle and High School

4th Quarter Newsletter



Edgar Middle/High School Quarterly Newsletter



4th Quarter News from Mr. Wilhelm

Middle/High School Families,

We made it! What a great 2025-2026 school year in our middle and high school! I want to personally thank all of our Edgar families for all that you do to support your child's learning and successes. I would also like to thank our wonderful staff! They are also pivotal in your child's successes at school.

Thank you to all families that filled out our personal electronic device survey that was sent in May. Your insight and feedback was greatly appreciated! All middle school and high school staff members along with all grades 6-11 students were able to fill out a personal electronic device survey as well. All of this information was compiled and reviewed by the MS/HS Leadership Team, the Wildcat Student Leadership Team and our MS/HS staff. All information collected was used to drive decisions regarding student use of personal electronic devices during the school day moving into our 2026-2027 school year.

Our current policy states that students are not allowed to use any personal electronic device during instructional time. This time begins when the bell rings to start class and ends when the bell rings to end class. Students are able to have their personal electronic device on their person, but cannot use those devices. Students are still able to use their personal electronic devices before school, during passing times, at lunch, and after school.

After reviewing all data from the surveys, our personal electronic device use policy will be updated to the following: Personal electronic device usage is prohibited during instructional times. Instructional time is defined as the time from when the bell rings to start the school day to when the bell rings to end the school day. This includes when students are in the hallway, at lunch, field trips or any other time between 8:00 AM and 3:16 PM. All cell phones and personal electronic devices must be kept in the district provided storage in the classroom or kept in their district issued locker during all instructional times. Students can access their personal electronic device before the school day begins, during passing time between classes, at lunch, and after the school day ends.

Consequences for violations may include, but not limited to:

1st Offense: Student will be issued a minor for documentation purposes, device is brought to office and returned to student at the end of the day. Student must turn his/her phone into the front office for the next 5 school days.

2nd Offense: Student will be issued a major for documentation purposes, device brought to office and returned to student at the end of the day. Student will serve a ½ day in school suspension and student must turn his/her phone into the front office for the next 10 school days.

3rd Offense: Student will be issued a major for documentation purposes, device brought to office, must be picked up by a parent/guardian at their convenience; and 1 day in school suspension and student must turn his/her phone into the front office for the next 30 school days.

4th Offense: Device brought to office, and 1 day out of school suspension. Student cannot return to school until after a meeting with Edgar Schools Administration, parent/guardian, and student takes place; PED must be picked up by a parent/guardian at the time of the meeting and student must turn his/her phone into the front office for the remainder of the school year.

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.

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We will now be requiring students to place their personal electronic device in district provided storage upon entering a classroom or keep that device in their locker during the day. Students will then retrieve their device from the storage area when each class is complete.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office or emailing them on their school issued device. The school district will guarantee that all students will return a phone call within 30 minutes of the school receiving the phone call.

All changes are outlined in the student handbook that will be located on the Edgar Schools website.

4th Quarter Report Cards were posted electronically to your family access account. Please log in to your account to check your student's 4th quarter grades. It is located in the portfolio tab. A paper copy will be sent home via mail next week.

On that 4th 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!

If you have questions regarding your student's grades, please reach out to the high school office.

Grades 6 and 9 families, if you have not registered your child for our Wildcat Day, please call the elementary office. It is highly recommended that all 6th and 9th grade students attend our Wildcat Day on August 20 from 8:00 AM - 3:00 PM. This is a great opportunity for students to meet their teachers and run through their first semester schedule.

Please mark your calendars for our PK-12 Open House on August 26 from 3:00-6:30. We will also have a 6th grade parent meeting from 6:00-6:30 in the auditorium that evening.

Our first day of school is September 1.

Please keep an eye on your email, the district website and district social media for updates and announcements.

Have a great summer and see you next fall!!

Respectfully,

Mike Wilhelm
Middle/High School Principal

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Edgar School District Strategic Plan

<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

This year in our Intro to Business, Business 2, Personal Finance, Principles of Marketing, and Entrepreneurship classes, students explored real-world skills that will help them succeed both in and beyond high school. From budgeting and saving to launching business ideas and understanding the basics of the economy. They showed great enthusiasm and growth throughout the year. It's been a rewarding experience watching them develop confidence and creativity in each subject. It was another exciting year with our amazing students! Thank you for your continued support, and I hope you all have a relaxing, fun-filled summer.

-Mrs. Hahn

Science

Mr. Dahl's Science News

With the school year coming to an end, here is an update on what life science classes have been doing:

Biology

Biology students began the quarter by completing invertebrate and vertebrate animal units. Students completed seven dissections to help make connections between the organs and systems that make each organism unique. To finish the quarter, the main focus was population biology and ecology. Students took a walking field trip to Minnow Ponds to collect and identify various species. Those species along with others that could be found in our local ecosystem were then placed in a "Pond Life" energy pyramid to learn how energy gets transferred between trophic levels.



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Body, Structure & Function

BSF students have been busy learning about the various systems of the human body. The most recent systems that have been studied were the special senses, the nervous system, and the blood and cardiovascular system. Students completed dissections of the sheep eyeball and brain, along with a pig heart. Other labs completed include a sense of taste lab and a simulated blood lab to learn about blood types and transfusions. The semester ended with a majority of the class earning dual credit from Northcentral Technical College.

-Mr. Dahl



Social Studies

As we wrap up the school year, our students have concluded their studies by diving into deep historical analysis, exploring global cultures, and applying their knowledge to real-world civic responsibilities.

Middle School

8th Grade World History (Ms. Bittner)

Students dove into Pre-Feudal Japan, utilizing the GRAPES categories to examine how environmental factors influenced social and economic connections to Korea and China. They also focused on Shintoism, exploring its modern relevance through Japanese shrine worship and deities. Additionally, the class learned about three major Ancient Civilizations of the Americas—the Maya, Aztecs, and Incas—comparing how these unique cultures shared similar qualities despite being separated by hundreds of miles. To finish the year, students explored the Renaissance and Reformation, focusing on the development of science and independent thinking.

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High School

Global Studies / Global Issues (Mrs. Springer & Mr. Rau)

The Global Studies classes wrapped up the final quarter by learning about the dynamics of urban and rural cities. Students put their knowledge into action for their final project, designing their very own sustainable communities!

Contemporary U.S. History (Mr. Rau)

Students engaged in an in-depth analysis of America's evolving role on the world stage to close out the school year. By examining the complexities of late 19th-century imperialism alongside the profound impacts of World War I and World War II, students gained a deeper understanding of the pivotal events that shaped modern global relations.

Government / Comparative Government (Ms. Bittner & Mrs. Springer)

Our Government classes took their citizenship test for graduation and did very well! They are finishing the school year by looking outward, examining United States foreign policy and analyzing ongoing global conflicts in Iran, Israel, and Ukraine.

Introduction to Diversity (Mrs. Springer & Mr. Rau)

Students finished the year with a global comparison of multi-ethnic societies. The class examined and contrasted the cultural, social, and historical structures of South Africa, Brazil, Canada, and the United States.

History through Media (Ms. Bittner)

Students looked at historical eras and societal representation through a cinematic lens:

- The Cold War: Students examined propaganda, the Red Scare, and espionage from both the US and USSR.
- Hollywood Portrayals: The class discussed how different ethnicities and groups, such as Native Americans and Middle Eastern Americans, are portrayed in film. They also analyzed how larger-scale cities offer greater opportunities but come with a higher cost of living.
- Conflict & Perspective: Students analyzed how media portrays war based on its primary goal (to educate vs. to entertain). They discovered how films can still be valuable educational tools even when missing strict historical accuracy, as they help audiences connect and develop empathy for those involved.

-Mrs. Springer, Mr. Rau & Ms Bittner

ELA

During the fourth quarter, 6th-grade ELA students completed their study of African American females who had significant contributions that were overlooked in the Space Race. Students looked at historical timelines and documents as part of their Space Race background knowledge expansion. They analyzed the text for central ideas, the author's point of view, and read the book Hidden Figures by Margot Lee Shetterly. They co-constructed an essay about one of the hidden figures and another overlooked

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individual in space exploration. The performance task at the end of the unit was to create a children's book proposal on the remarkable individual as a team, then present your proposal to your peers.

During the fourth quarter, 7th-grade ELA students with Mrs. Guldán completed their study of plastic pollution and focused on potential solutions at different stages of the plastic life cycle. Students explored the plastic pollution problem in our ocean by viewing the 2016 documentary [A Plastic Ocean](#) directed by Craig Leeson and reading [Trash Vortex: How Plastic Pollution Is Choking the World's Oceans](#) by Danielle Smith-Llea. Addressing the pollution problem, students studied Boyan Slat of The Ocean Cleanup and the progress being made to clean up the Great Pacific Garbage Patch. At the beginning of the life cycle, students explored new biodegradable materials and other countries' approaches to limiting plastic products. Students engaged in a classroom debate and constructed an argumentative essay in which they took a stance on the most effective intervention point to reduce plastic pollution. Throughout the unit, students have learned about the power of each individual and the impact we have on our environment.

-Mrs. Guldán

8th Grade ELA

As we closed out the year, students took on some meaningful and challenging work. We read and analyzed *Speak* by Laurie Halse Anderson, diving into themes like identity and resilience while exploring how characters grow and change. We also completed a punctuation unit, making sure students knew how to correctly use commas, colons, semicolons, apostrophes, and more. Vocabulary work focused on "Words Freshmen Should Know," helping students build a strong foundation for high school success.

To cap things off, students completed a creative and rigorous book report. They got to choose their own novel, respond to thoughtful literary questions, and present their book in a format of their choice—everything from posters and slideshows to videos and performances. It's been a great finish to an even greater year, and I'm proud of all their hard work as they move on to high school!

-Mr. Andreshak

English 9

Within the final quarter of the year, learners in English 9 practiced their understanding of figurative language with the reading of *The Tragedy of Romeo and Juliet*. They also had the opportunity to act out a scene from the play. In addition, they demonstrated mastery of new vocabulary, the use of commas, and learned how to use semicolons and colons correctly. This group finished the year with an understanding of how authors and producers can find inspiration from ancient source material.

Written Communication

Students in Dual Credit Written Communication continued to work through the NTC dual credit course. Practical writing skills related to real-world situations and those related to the business world were the primary focus of the course. For the course final, learners had to research three alternatives to solve a

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business problem and provide their recommendation. The report required the use of at least three credible sources, APA documentation, and specific formatting and workplace writing skills. All formative and summative assessments and rubrics came from the NTC course instructor, and Mrs. Higgins used the materials from NTC to facilitate the students' learning.

-Mrs. Higgins

English 12:

Seniors finished the semester-long course with a unit focused on preparing for life after high school. Throughout the unit, they explored how literacy, research, and writing skills will remain relevant in their lives beyond the classroom. Students completed personality tests and used their results to research careers that aligned with their strengths and interests. They also learned the importance of reading comprehension and the ability to "skim" information through the use of apartment lease agreements and renters' rights documents. Many were pleasantly surprised by their ability to confidently read and understand these complex, legal documents.

To conclude the class, students put together "adulthood" presentations where they researched two tasks they felt were important life skills. After developing thoughtful scripts, they presented their findings and effectively shared the practical knowledge they had researched. Students presented on topics such as creating a budget, changing a car headlight, making a grocery list, and many other important life skills. Through these presentations, students put their research, writing, and speaking skills into action in a meaningful way that further prepared them for their bright futures.

Congratulations to all the seniors on their graduation, and thank you for your hard work this semester!

English 10:

Sophomores spent the fourth quarter refining their research, creative writing, and speaking skills. In the research unit, they focused on locating reliable, unbiased information, which was then used to write informative papers. Students diligently worked to integrate information from various sources into their writing while demonstrating their understanding of MLA citation guidelines.

To further develop their writing skills in a different genre, students also completed a creative writing unit. By writing two one-hundred-word fictional stories or nonfiction memoirs, students were challenged to include the most important details through vivid yet concise descriptions. Many students wrote thoughtful memoirs about some of their favorite memories, while others wrote captivating stories that clearly proved that a great story can be told in only a few words!

Lastly, students honed their public speaking skills by delivering demonstration speeches. Students first wrote a detailed script with vivid descriptions on how to complete their chosen task. Then, they taught their classmates how to complete their task! Topics included how to give an effective speech, how chess pieces move, and how to tie a tie!

Great work this year, sophomores! I am proud of all you have accomplished!

-Ms. Meyer

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Math

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Sixth grade finished the year investigating rational numbers and data sets & distributions. The students learned about positive and negative numbers, along with comparing them using inequalities. They also utilized the coordinate plane to make their own cartoon pictures. The class finished the year learning about collecting data and representing it on different displays.

Seventh grade ended the year learning about angles, triangles, & prisms and probability & sampling. Students learned about angle relationships, how to draw polygons with a set of conditions, and how to find the surface area and volume of 3-D objects. The class also had the opportunity to determine probabilities of single and multi-step events. They also learned how to obtain a good sample of a population.

Eighth graders wrapped up the year exploring scientific notation and the Pythagorean theorem. Students practiced expressing numbers in scientific notation and using this skill to solve real-world problems. They also learned how to apply the Pythagorean theorem to determine if a triangle is a right triangle. The unit concluded with a creative finale and an engaging project.

Algebra 1 students finished the year delving into quadratic equations. They mastered expressing quadratics in factored, standard, and vertex form. Students practiced solving these equations by factoring, completing the square, and using the quadratic formula.

Intermediate Algebra students ended the year exploring polynomials, rational expressions and equations, radical expressions and equations, quadratic equations, functions, inequalities, and exponential and logarithmic functions with real-world applications on all topics.

Geometry - Geometry students spent 4th quarter diving into the world of circles and probability. The students learned how to break apart circles and describe new parts of them. The class got to finish using probabilities to learn and have fun with game theory.

Statistics - 4th quarter statistics moved from Descriptive statistics to Inferential statistics. Students learned how to test and decide if statistics samples are different enough to be proven wrong. The class ended the year conducting their own statistical test and analysis.

Calculus - The calculus class learned more derivatives and then dove into the world of integrals. The students learned how to use derivatives and integrals to solve real world problems in the topics of engineering and physics.

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

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Agriculture Education and Welding

Introduction to Agriculture

It has been a busy 4th quarter in Introduction to Agriculture. Our quarter started out by tapping maple trees for sap season. Students tapped 150 trees and collected hundreds of gallons of sap. We learned how to collect and cook maple syrup. Overall, we produced about 18 gallons of syrup and sold the extra sap. During that unit, we also learned how to identify several species of trees within the school forest. Additional units of study included Wisconsin Wildlife, Large and Small animal breeds, Renewable energy, and a look at Agriculture Careers and career exploration.

Power Mechanics

Our class visited Northcentral Technical College's Diesel Mechanics program during the 4th quarter to learn about opportunities in the field. In class, we emphasised electrical theory and how to troubleshoot electrical problems within a system. Our work continued on our tractor projects. Our Ford 9N project was completed on time, while the Massey Harris tractor fell short as our engine block was cracked. During the quarter, we learned how to properly paint sheet metal during the restoration process.

Horticulture

At the beginning of the quarter, Horticulture students were wrapping up their Greenhouse Management unit by learning about Integrated Pest Management and how to care for an annual crop. We spent time learning about annual flower production and how to raise the crop for our sale. The Greenhouse sale was amazing as we were able to sell all of our plants during the Mother's Day sale. We finished the quarter learning Landscape Design and installation. Time was spent landscaping sections of the school grounds in May. We were able to tour Heil Ginseng and their Vermiculture program, Northcentral Technical College's Horticulture Program, and Bauman's Nursery.

-Mr. Reinders

Technology Education

Tech Ed Newsletter - Innovation in Action

As another successful school year comes to a close, students in Edgar Technology Education have been busy applying creativity, craftsmanship, and problem-solving skills through a variety of hands-on projects.

Woods Classes

High school woods students wrapped up the year by completing several impressive custom projects. Students designed and built beautiful custom fireplace entertainment centers and console tables,

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showcasing their woodworking skills, attention to detail, and pride in craftsmanship. These projects provided students with real-world experience in planning, measuring, construction, and finishing techniques.

Middle School Technology Education

Middle school students had an exciting fourth quarter filled with hands-on learning. Woodworking students completed a variety of individual wood projects while also exploring engineering concepts through balsa wood bridge construction and electric car projects. Students were challenged to design, test, and improve their creations while learning the importance of creativity, teamwork, and the problem-solving process.

Graphics and Digital Media

Students in Graphics continued to develop their creativity and technical skills by completing units in Digital Photography and Adobe Photoshop. Through these projects, students learned about composition, photo editing, image manipulation, and digital design while producing professional-quality work and expanding their artistic abilities.

Looking Ahead

The Edgar Technology Education Department would like to congratulate all students on a fantastic year. Their dedication, creativity, and hard work have resulted in outstanding projects and valuable skills that will serve them well in the future. We are proud of everything our students have accomplished and look forward to another exciting year of innovation and hands-on learning.

Have a safe and enjoyable summer!

-Mr. Streit

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Instrumental Music

The Edgar Band Program is gearing up for an exciting summer filled with rehearsals, parades, and community performances.

The first event on the schedule is a summer marching band rehearsal on Thursday, June 18, from 6:00 to 7:30 p.m. at Edgar High School. Students will prepare music and marching routines for several upcoming parade appearances.

The band's first parade performance of the season will take place at the Edgar Fireman's Parade on Sunday, June 21. The parade begins at 1:00 p.m., and community members are encouraged to come out and support the students as they represent the Edgar School District.

The highlight of the summer marching season will be the band's annual Fourth of July parade trip through northern Wisconsin. Band members will depart from the school at 6:30 a.m. and travel by bus to perform in five Independence Day parades.

The day's schedule includes:

- Three Lakes – 9:00 a.m.
- Rhinelander – 11:00 a.m.

Culvers!

- Tomahawk – 1:00 p.m.
- Lake Tomahawk – 2:30 p.m.
- Minocqua – 4:00 p.m.

Following a full day of performances, the band is expected to return to Edgar at approximately 6:30 p.m.

The Edgar Band Program takes great pride in representing the community throughout the region. These summer performances provide students with valuable musical experiences while showcasing the dedication and talent of Edgar's young musicians. Community members are encouraged to attend the parades and cheer on the band as they continue a tradition of excellence and school pride.

-Mr. Webb

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Edgar HS Music Dept. 2025-2026 Recap

MARAWOOD CONFERENCE TUESDAY, NOV. 4, 2025

CHOIR

Jourdan Berg
Rylee Heil
Caius Higgins
Brendan Imhoff
Mariana Martinez
Paige Rackowski
Emmitt VanOrnum
Kennen VanOrnum
Eli Yessa

BAND

Brehna Buffington
Madelyn Jacobs
Isaac Myszka
Micah Schulz
Dillan Sondelski



#EDGAR EXCELLENCE

DISTRICT SOLO & ENSEMBLE

Did you know?

- That S&E was rescheduled twice due to snow days? We finally got to perform the week before Spring Break!
- 62 Edgar High School students performed in 17 Class A events
- 8 of those events advanced to State Solo & Ensemble



STATE SOLO & ENSEMBLE

Did you know?

- That 31 of 62 HS students advanced to State Solo & Ensemble!

CONGRATULATIONS to the following students who advanced to State Solo & Ensemble!

Kendyl Apfelbeck
Jourdan Berg
Anabel Blocker
Mackenzie Blocker
Brehna Buffington
Vanessa Czech
Godric Grimm
Rylee Heil
Caius Higgins
Brendan Imhoff

Madelyn Jacobs
Callie Knetter
Georgia Kohl
Annie Krueger
Delaynie Lipinski
Mariana Martinez
McKenzie Mueller
Addyson Nowak
Adeline Peterson
Paige Rackowski
Siara Schroeder

Isaac Socha
Lucas Socha
Dillan Sondelski
Paige Strasser
Ella VanOrnum
Emmitt VanOrnum
Kennen VanOrnum
Ruby Weigand
Kelsey Wilhelm
Eli Yessa



LARGE GROUP FESTIVAL RESULTS

Did you know?

- Concert Choir performed in Class A and received unanimous 1st Place ratings!
- Concert Band performed in Class A and received unanimous 1st Place ratings.



#EDGAR EXCELLENCE

SENIORS

CONCERT CHOIR

Jourdan Berg
Delaynie Lipinski
Paige Rackowski
Dillan Sondelski

CONCERT BAND

Logan Cleeremans
Wade Kohel
Micah Schulz
Dillan Sondelski



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Physical Education

During the 4th quarter, students in grades 11 and 12 enjoyed a variety of activities, both indoor and outdoor, weather depending! Both classes participated in a 2-week bowling unit at the Edgar Lanes. The outdoor units consisted of activities such as Mickeyball, softball, tennis, & disc golf. Seniors took trips to the Yellowbanks Disc Golf Course in Weston and the Big Eau Plaine Disc Golf Course as part of their disc golf unit.

At the Middle School level, students enjoyed getting outside to participate in a variety of team games and individual/lifetime activities. The units we worked through were ultimate football and frisbee, Mickeyball, wiffle ball, softball, and disc golf. Students worked hard to improve their individual skills as well as team strategies while working together with their peers. We hope all students enjoy their summer and also find ways to stay active throughout the coming months!

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

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Students of the Month

Middle School

High School

	<i>April</i>	<i>May</i>	<i>April</i>	<i>May</i>
Math	Gavin Andraschko	Ava Hornung	Adeline Peterson	Adeline Peterson
Social Studies	Elise Peterson	Mackenzie Kilty	Laura Mucha & Bella Kaiser	Mallory Stencil
Science	BLOCK, ALEXANDRIA HIGHTOWER, NEIL	Isabelle Kramp & Kailey Leffel	Callie Knetter	McKenzie Mueller and Adam Borchardt
ELA	Elli Paul, Croix Schraufnagel	Paxton Mauk & Nahomi Cruz-Bonilla	Kelsey Wilhelm, Elliana Wendtland, Charlie Streit, and Jacie Schilling	Maddie Jacobs, Trevor Apfelbeck, and Alana Kingsley
Phy Ed	Easton Cantele			
Music	Brennan Frahm	Isabelle Kramp	Cecilia Mills	Caius Higgins
Art				
CTE				
Wildcat Fab			Reid Kohl	Jesus Martinez
Spanish			Ella Vanorum and Kelsey Wilhelm	Alex Woller and Brody Baumgartner
Tech Ed Exploratory		Gabbie Streit and Abby Miller		

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Character Trait of the Month Winners

Middle School

High School

<i>April</i>	<i>May</i>	<i>April</i>	<i>May</i>
Acceptance of All	Edgar Excellence	Acceptance of All	Edgar Excellence
Eleanor Tullberg	Lilyan SZYMANSKI	Skylar Zychowicz	Camryn Schmidt, Dakota Kraft
Owen Severson	Dayton KRAFT	Aidan Sondelski	Adeline Peterson, McKenzie Mueller, Emmitt Van Ornum
Ava Hornung	Reese Williams	Alanys Weiks	
Logan Dahl	Jennabel Bjork	Levi Seliger	Carson Nowak, Kaden Bargender
Mia Karlen	Mason Heil		
Deacon Bornheimer	Amelia Kaiser		

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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