



Edgar Middle/High School Quarterly Newsletter

2nd Quarter News from Mr. Wilhelm

Middle/High School Families,

We are at the halfway point in our school year! We have so much to celebrate and be proud of at Edgar Middle and High School! Our fall sports seasons were a huge success and our winter sports are on their way to having great seasons.

Our music department held their holiday concerts and were amazing! Our 8th graders worked very hard on their National History Day projects with several qualifying for the regional competition in March,

The Edgar School District Spelling was back at Edgar in which many students grades 3-8 competed. The Edgar Middle School had several participants with middle school students placing 1st, 3rd and 4th and moving on to the regional competition.

Our chess club hosted their first competition with over 40 competitors from around the area and several of our students seeing successes.

Two high school students and three middle school students were chosen to play with the Wisconsin Concert Band Association High School Honors Band

The list of great things we have happening at Edgar could go on and on.

Did you know that Edgar Middle School was again recognized as one of the top middle schools in the State of Wisconsin for the 23-24 school year, making it a U.S. News Best Middle School. This is amazing news! A huge shout-out goes out to all of our staff and students.

As we begin our second semester, here are a couple reminders.

Attendance is always an important factor in your child's successes at school. It is important to remember that per Wisconsin State Statute, you are limited to excusing your child 10



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times in a school year without a professional note. It is important that any absences involving a professional visit (doctors, dentist, lawyer, counselor or other appointments) are accompanied with a signed note/letter from the office of visit. An absence that includes a professional note of excuse will not count towards the limited number of allowable excused absences for your child.

New this year for anyone that is planning an absence from school for more than 3 days, we are asking that students fill out a pre-arranged absence form at least 2 weeks before the absence and return it to Mrs. Baumgarter in the high school office. This helps our teachers plan instructional materials and get any work to students ahead of the absence. This form can be picked up in the high school office and outside of the middle school office. **See attached sheet**

If your student is going to be absent for any reason, please call the high school office no later than 8:30 AM at 715-352-2352.

Report cards are being sent home electronically via your family access account. Please log in to your account to check your student's first quarter grades. 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. They 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.

Please continue to 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 it is imperative that we all work together in educating our children. Let's continue to make Edgar great!

Respectfully,

Mike Wilhelm
Middle/High School Principal



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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. Finals are coming up, so they are studying hard.

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 Microsoft Word, Excel, and PowerPoint. Once we master some of those skills we will be 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

Science

This semester the freshman general science class has been working on understanding the basics of Physics. The student had been excited to dive into this new material and learn about Physics. The students will be able to understand how these different physical sciences impact their everyday lives. They also got to partake in creating their very own electric car model using a small battery powered generator and had to create a proper circuit in order to have a working car. In Chemistry, the students have learned about



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Nuclear Chemistry and how It impacts their lives. They were also able to explore and participate in their research about Nuclear Chemistry events, explorations, or incidents that have occurred throughout history or even in the future.

-Ms. Schoenfuss

With the second quarter of the school year complete, here is a summary of what students have been doing in Mr. Dahl's high school science classes:

Biology Biology students began the quarter by making a creative group video all about plant or animal cells. The groups were tasked with finding ways to explain the function of organelles in their own words along with using creativity to show their mastery of the topic. We then completed a unit on cell division. Students learned about surface area-to-volume ratio using marshmallows, phases of the cell cycle using Oreos, along with an onion cell mitosis microscope lab. Next up was the Mendelian Genetics unit. Students received plenty of practice on Punnett Square problems, inheritance patterns, and the process of Meiosis. Rounding out the quarter was every student's favorite (well, some at least) of invertebrate and vertebrate animals, along with seven completed dissections allowing students to learn the anatomical structures that allow animals to be successful in their environments.

Environmental Science Students in this class began the quarter by finishing up their unit on Land. Included in this unit was a land-use planning project which required them to create a 400 acre plot of land with various environmental laws to follow. As extensions to this unit, students completed two projects. First, a National Park project researching a park of their choice while working on their public speaking skills giving class presentations. Second was designing a state park sticker that was entered into a competition to determine the top three designs. Finishing off the semester, students learned about nonrenewable and renewable energy resources. Activities included a series of activities through Wisconsin Public Service that have students take a look at what it means to save money, natural resources, and emissions in a home. We also conducted an energy audit of various classrooms in the school using IR thermometers, a thermal imaging camera, watt meters, and light meters.

-Mr. Dahl

Greetings, Middle School Science Families!

We're off to an exciting start to the second semester, with new projects, topics, and experiments on the horizon. Here's what's happening in our science classes:



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8th Grade Update: January 23 marked the last day for our 8th graders, and they finished strong with a cumulative Life Science final. This comprehensive test covered everything they learned during the semester, and we're so proud of their hard work and growth.

Welcome, 6th Graders! We're excited to dive into an exciting new journey! We'll begin with an Engineering Unit, where students will explore problem-solving and creative design. Following this, we'll take a deep dive into Earth Science topics, including: Circulation of Earth's Air and Water, Weather and Climate, Core to the Surface, Earth's Natural Hazards, Earth's History and Resources and finally Human Impact on the Planet. We're looking forward to lots of hands-on activities!

7th Grade Spotlight: Our 7th graders have been working hard in Physical Science this semester! So far, we've covered Energy and the Structure of Matter, and we're currently knee-deep in Chemical Processes and Equations. Students are learning to balance equations and are enjoying some exciting chemical reaction labs. Coming up, we'll explore: Synthetic vs. Natural Materials, Electric and Magnetic Forces, Waves and Information Transfer and a Force and Motion Unit. The Force and Motion Unit will include a special project: students will design and construct their very own Rube Goldberg Machines to demonstrate their understanding of these concepts!

We're thrilled about all the learning and growth happening in our science classes. As always, thank you for your support!

-Ms. Lassa

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.



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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.

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.



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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.

-Mr. Diestelhorst, Mr. Niemann & Mrs. Niemann

Social Studies

The end of second quarter wraps up a semester of Social Studies for some of our middle school students. 6th grade students finished their semester covering Ancient Greece and Rome. 6th graders had fun being creative with Roman emperor election campaign posters (currently posted outside of Mr. Melke's classroom) where students ran for Emperor of Rome and had to give a short speech to their peers, asking for votes. 7th grade finished their semester with a unit on the American Civil War and Reconstruction Era. As a part of this unit they practiced their document analysis skills and wrote an essay on the achievements of Harriet Tubman. 8th grade students will be continuing their study of Social Studies into the second half of the year. They have finished their National History Day projects and we have 11 students moving on to the regional competition at UW-Stevens Point! They will be covering West Africa, Feudal Japan, and the European Renaissance in this second semester.

In the High School our semester classes had concluded. In the 9th grade Global Issues class, students examined diverse cultures through various lenses, exploring the ways in which cultural identity, values, and traditions influence both cooperation and tension on a global scale. The 10th grade Contemporary U.S. History class concluded the quarter with an in-depth analysis of World War I and II, exploring how these global conflicts reshaped



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the political, social, and economic landscapes of the United States, as well as the rest of the world. The dual credit Introduction to Sociology course finished with a study on Social Movements and Collective Action with an emphasis on the 504 protests and the passing of the Americans with Disabilities Act in 1990.

- Mr. Rau and Mrs. Springer & Mr. Melke

ELA

During the second quarter, 6th grade ELA students finished studying Greek Mythology and created a new demi-god 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 slideshow and presented their new character and chapter changes to their class. 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 focused on the difficult topics of environmental hardships and global problems. Moving into the third quarter the new learning focus is on epidemics while reading 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 medical and social epidemics.

-Mrs. Guldan

6th Grade ELA Newsletter: 2nd Quarter Highlights

This quarter, 6th graders explored creativity and storytelling in ELA. After finishing *Percy Jackson and the Lightning Thief*, they created their own characters and revised a scene to fit seamlessly into the book. Students showcased their creativity and presentation skills by designing slideshows about their characters and wrote out their revised scenes to practice narrative writing.

Students also began their biography project, an exciting assignment that combines research and writing. They interviewed someone of their choice and are now in the process



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of writing a biography based on their findings. It's been a productive quarter full of imagination, skill-building, and growth!

8th Grade ELA Newsletter: 2nd Quarter Highlights

This quarter, 8th graders focused on building their writing and digital skills. They wrote creative narrative scenes inspired by *Summer of the Mariposas* and crafted compare-and-contrast essays on topics of their choice, improving research skills along the way. Students also began creating portfolio websites to showcase assignments they're proud of while learning website-building basics. Daily Oral Language (DOL) exercises were introduced to strengthen grammar, punctuation, and capitalization.

We've just started our second class book, *The Omnivore's Dilemma* by Michael Pollan. This nonfiction text will help students explore argumentative writing techniques while learning where our food comes from. It's been an exciting and productive quarter, and we're looking forward to what's next!

-Mr. Andreshak

ELA 9

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

-Mrs. Higgins

ELA 10

Students in Sophomore English class have again studied a variety of genres this quarter and have continued to sharpen their writing skills. We have read and studied short stories to include specific stories related to war and Southern Gothic Literature. We continue to improve upon writing in the areas of sentences and paragraphs. With each of these units of study, students have continued to analyze literature using Elements of Literature. Students have continued to compare and contrast varied works which we have studied together and different formats of the works. We are rounding out the semester in a novel choice unit. Students were given a choice of a book of study from a list of four. Currently students are planning to present a quotation, take a short answer exam, and will write a



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modified five paragraph essay as we build toward polished five paragraph essays. Keep up the great work Sophomores!

ELA 11

Students in Junior English class have studied a wide variety of genres and topics this quarter. Students continued to master writing five-paragraph essays, building towards taking the ACT, as an essay is required on the test. An important unit of study was the choice unit. Students chose a book to read from a list of four. Students were expected to keep up with a unit schedule, take a halfway assessment, and complete a short answer final exam. They also were required to present a quotation of their choice relative to a chosen topic and their book. Finally, they again wrote a five-paragraph essay related to their book of choice. The last unit of study was a mammoth one. We focused on preparing for the English test on the ACT, essentially English grammar. We looked at released test questions and patterns to look for within the test questions themselves. Finally, we took a released ACT English test for practice in a timed situation equivalent to the actual ACT test, 40 minutes for English. (Students will also have 40 minutes to complete a writing test and 40 minutes for the reading test on the actual ACT.) We then learned how the ACT board converts a raw score on the test to an ACT number equivalent. It was an intense unit to end on but an important way to end as the ACT is not until March 25, 2025 here at Edgar High School, and students will no longer be in Communications 11 then. These students have worked hard and will be missed! I believe I have set them up for success for the ACT which was a goal!

-Mrs. Reissmann

Agriculture and Welding

In Animal Science class, we explored a range of topics that broadened our understanding of animal care and management. We delved into the principles of animal husbandry and nutrition for hogs, equine, and beef cattle, gaining valuable insights into their health and productivity. A highlight of the course was visiting a 3,000-cow dairy operation, where we observed a 92-cow rotary parlor. To round out the semester, we shifted focus to small animal ownership, learning the key responsibilities and considerations that can make us better, more informed pet owners.

In Advanced Welding class, the second quarter was dedicated to individualized projects that showcased the welding skills we developed during the first quarter. Students worked on diverse metal projects, including rebuilding trailers, fabricating tree stands, performing cast iron repairs, welding stainless steel, and crafting aluminum toolboxes. We also had the unique opportunity to weld at B and D Fabrication, gaining hands-on experience while



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working alongside professional welders. Additionally, a guest speaker from the NTC Welding Program provided valuable insights into career paths and advanced techniques in the field. This quarter allowed us to apply our skills to real-world projects and gain a deeper understanding of welding as a profession.

In Beginning Welding class, our second quarter shifted focus to Small Engines, where we gained a foundational understanding of engine mechanics. We learned about the functions and differences between 2-stroke and 4-stroke engines, explored the components of a small engine and their roles, and studied 4-stroke theory to understand how engines operate during each stroke. Working in pairs, we applied this knowledge by dismantling and rebuilding a small engine, aiming to restore it to operational condition. This hands-on experience helped us develop problem-solving skills and a deeper appreciation for the mechanics behind engine functionality.

-Mr. Reinders

Tech Ed

Tech Ed: students in Woods 1 class have been bustling with activity as students brought their woodworking skills to life by crafting coffee tables and console tables. These projects allowed students to refine their measuring, cutting, and finishing techniques while learning about wood types and structural integrity. Each table showcased unique designs, from sleek modern styles to rustic finishes, highlighting the creativity and attention to detail of the students. The results were both functional and artistic, giving students a sense of accomplishment as they completed their projects.

Woods 2: Students took their woodworking expertise to the next level with independent projects. These endeavors gave students the freedom to design and build items that reflected their personal interests and styles. The independence fostered in this class encourages students to think critically about design and execution, preparing them for more complex challenges in future projects.

Intro to Tech: class channeled their engineering talents into designing Rube Goldberg Machines and Mouse Trap Balloon Smashers. These complex machines challenged students to apply principles of physics, engineering, and creativity to achieve simple goals in the most elaborate ways possible. Groups worked collaboratively to plan, test, and refine their designs, embracing trial and error as part of the learning process. The energy and



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excitement in the classroom was evident as students celebrated the successful execution of their imaginative contraptions.

This quarter's projects underscore the value of hands-on learning and the importance of creativity, collaboration, and critical thinking in technical education

-Mr. Sreit





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Spanish

This was a fun second quarter! In both Spanish 1 and Spanish 2 the students were introduced to a variety of verbs. The Spanish 1 students learned them in the present tense and the Spanish 2 students used them in the preterite past tense. Verbs breathe life and breath into a conversation. I was proud of the students as: they practiced interpreting what I was saying in Spanish, as I listened to their pronunciation of the verbs and other parts of speech in their conversations, as they practiced writing and reading in Spanish. Most of the students caught on within a week or two! I'm excited by all they could do by the end of their semester in their Spanish courses. My hope is that they'll keep using their Spanish in conversations with friends and even practicing with their families at home.

I'm encouraged when parents sometimes share with me that their students will sing the songs they learned in Spanish class at home or that they'll speak with family members in Spanish! Love it! I hope to see them all back in my classroom next year!

-Sra. Hasz

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!

PE Staff-Andrew Lukasko, Connor Handrick, Adam Decker



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Instrumental Music

Students in the band program are hard at work preparing for the annual Solo and Ensemble Festival, set to take place on Friday, February 21st, at Columbus High School. This event allows students to showcase their musical talents through solo performances and group ensembles, earning valuable feedback and recognition for their efforts. From mastering difficult pieces to perfecting dynamics and technique, these dedicated musicians are putting in hours of practice to ensure a successful performance.

In addition to their Solo and Ensemble preparations, several band students have recently earned significant honors in the music community. Madilyn Wendtland and Wade Kohel represented the school with pride as members of the Wisconsin Concert Band Association High School Honors Band. Their performance took place on Saturday, January 18th, at the University of Wisconsin–Whitewater. This prestigious group was conducted by Alex Kaminsky of Vandercook University, who brought his expertise and passion to guide the talented high school musicians.

Also performing on January 18th at the University of Wisconsin–Whitewater were CeCelia Mills, Annie Krueger, and Callie Knetter, who participated in the All-State Junior Band. These young musicians had the unique opportunity to work under the direction of Katie Seiter, the director of Oregon Middle School. The experience provided them with the chance to collaborate with other talented students from across the state and perform at an exceptionally high level.

-Mr. Webb



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Vocal Music

CHOIR

newsletter

JANUARY 2025

WHAT WE ARE WORKING ON

Our students have been diving into a fantastic variety of music this semester! We have been preparing music for our upcoming Solo & Ensemble Festival, Pops Concert, and Large Group Festival. Each week, we focus on breathing, tone, and sight-reading skills to improve vocal technique and musicianship.

UPCOMING PERFORMANCES

- 🎵 Solo & Ensemble - Friday, February 21 @ Columbus (MS & HS)
- 🎵 Guest Speaker Performance (Glory) - Tuesday, March 11 (HS)
- 🎵 Pops Concert - Saturday, March 22 @ 7:00 PM &
Sunday, March 23 @ 2:00 PM (HS)
- 🎵 Large Group Festival - Thursday, April 10 @ Edgar (MS & HS)
- 🎵 State Solo & Ensemble - Saturday, May 3 @ UW Stevens Point (HS)
- 🎵 Spring Concert - Wednesday, May 7 MS @ 1:00pm HS @ 7:00 PM
- 🎵 Graduation Performance - Friday, May 23 (HS)

THANK YOU FOR YOUR SUPPORT!

We are so proud of the dedication and passion our students bring to choir every day. Thank you for your continued support, and we can't wait to see you at our upcoming performances!

Mrs. Kristine Hafferman



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Family and Consumer Sciences

This month has been an exciting and productive one in the Family and Consumer Economics (FCE) Room! We've been busy learning, creating, and exploring topics that are not only enriching but also practical for daily life. Here are some highlights of what we've accomplished:

Employability Skills

- Digital Portfolios: The Employability Skills class prepared digital portfolios to use in gaining employment. These portfolios showcased their skills, achievements, and experiences, providing a professional edge in their job search.
- Mock Interviews: Students participated in Mock Interviews with a number of local employers. This experience offered invaluable practice and feedback, helping them build confidence and prepare for real-world job opportunities.

Baking and Pastry Arts Achievements

- Cakes and Cookies Unit: The Baking and Pastry Arts class finished a unit on cakes and cookies. Students had the delightful opportunity to "eat their homework," making the learning process even more enjoyable.
- Community Contribution: As part of their coursework, students prepared treats for the "Checkmate to End Homelessness" Chess Tournament hosted by our Chess team. This collaboration combined skill-building with community service, showcasing the value of teamwork and giving back.

-Mrs. Federwitz

Exciting Opportunities for Our Student Artists!

The second semester is off to a creative start, and we are thrilled to share some exciting opportunities for our students!

The Marawood Conference Art Exhibition is right around the corner. There will be six works of art competing in this year's show. Along with the Exhibition, five students will be selected to participate in the **Marawood Conference Immersion Day** at the Center for Visual Arts (CVA) in Wausau on **February 19th**. This immersive experience will allow students to engage in



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hands-on workshops, interact with professional artists, and gain inspiration for their own creative journeys.

Conference Artwork Display This semester's conference artwork will be featured in the **Loft Gallery at the CVA from February 19th through March 15th**. This is a fantastic opportunity for our students to showcase their artistic achievements in a professional gallery setting. We encourage everyone to visit the exhibit and celebrate the hard work and dedication of our student artists.

Stay tuned for more updates as the semester unfolds. We look forward to a season filled with creativity, learning, and artistic expression!

-Mrs. Amanda Albrecht

Middle School and High School Counselors

Practicing Positive Mental Wellness Habits for the New Year

As we step into the new year, many of us reflect on past habits and look for ways to improve our lives. Mental wellness often takes a backseat in the hustle and bustle of daily life, but it's just as important as physical health. Establishing positive mental wellness habits can help you navigate the ups and downs of life with greater resilience and peace. Here are a few key habits to focus on in the new year:

1. Practice Mindfulness

Mindfulness is about staying present and engaged in the moment, without judgment. Simple practices like meditation, deep breathing, or mindful walking can help reduce stress and improve focus. Starting your day with just five minutes of mindfulness can set a positive tone for the rest of your day.

2. Prioritize Self-Care

Self-care is not selfish; it's necessary for maintaining your mental well-being. Whether it's taking time to read a book, go for a walk, or indulge in a hobby, carving out time for yourself can boost your mood and increase your overall happiness. Make it a habit to check in with yourself regularly to see what you need—emotionally, physically, and mentally.

3. Stay Connected

Social connections are vital for good mental health. Nurture relationships with family, friends, and loved ones. It's easy to get caught up in work or personal



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challenges, but staying connected with others provides support, encouragement, and a sense of belonging. Even a quick check-in with a friend can make a world of difference.

4. Establish a Routine

Having a consistent routine can provide a sense of stability, reduce anxiety, and improve your productivity. Start small with manageable habits, like getting up at the same time each day or setting aside time for exercise. The structure can bring comfort and help you feel in control.

5. Get Active

Exercise is not only great for physical health but also plays a crucial role in mental wellness. Regular physical activity helps reduce symptoms of depression and anxiety, boosts self-esteem, and promotes better sleep. Aim for activities you enjoy, whether it's yoga, jogging, dancing, or hiking.

6. Seek Professional Support if Needed

Mental health struggles are normal, but you don't have to go through them alone. If you find yourself feeling overwhelmed, don't hesitate to seek professional help. Therapists, counselors, or support groups can offer guidance and strategies to help you cope and thrive.

Building mental wellness habits takes time and patience, but with small, consistent efforts, you can make 2025 a year of emotional balance, peace, and growth.

Time definitely flies, especially during a busy semester! It often feels like it passes in the blink of an eye. We are preparing all of our students at the high school level for state testing in full force. Juniors have begun ACT Test Prep for the March test date, while Sophomores and Freshman are getting ready to take their state level tests that day as well.

-Mrs. Koehler & Ms. Olund



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Important Dates

February 1-FBLA Regional at Edgar

February 7-9- Edgar Theater Company

February 19-Art Immersion Day

February 21-Solo and Ensemble

February 28-NO SCHOOL

March 10-Track Begins

March 17-Softball Begins

March 24-Baseball Begins

March 25-PRE ACT and ACT Tests **SENIORS DO NOT ATTEND SCHOOL**

March 28-End of Quarter 3

March 31-4th Quarter Begins

April 3-Large Group Music Festival

April 4-National History Day Regional Competition

April 12-19- Music Trip to Florida

April 17-21- No School

April 26-Prom

May 14-Senior Awards Night

May 23-Graduation

May 26-No School

June 2-8th Grade Promotion



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Middle School Students of the Month and Character Trait of the Month Award Recipients

	<u>November</u>	<u>December</u>	<u>January</u>
Math	Macy Mroczenski	Lucas Socha	Ava Hornung
Social Studies	Brennan Frahm	Abby Miller	Ella Vanorum
Science	Lucas Socha	Alivia Yessa	
ELA	Tucker Sypien	Mia Karlen	Jaylin Hines
Phy Ed	Holden Peterlik		Reese Williams
Music	Callie Knetter	Cash Paul	Camryn Schmidt
	<u>TEAMWORK</u>	<u>HARD WORK</u>	<u>INTEGRITY</u>
	Addison ICZKOWSKI	Ava Hornung	Cashten Beran
		Valerie Marquardt	Jadon Kramer
		Kailey Leffel	
	Alivai Yessa	Katelyn VanDerLeest	Macy Mroczenski
	Mason Heil	Jaden Krause	Maddie Diestelhorst
	Cash Paul	Lukas Koepke	Kelsey Wilhelm
		Charlie Streit	Annie Krueger



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High School Students of the Month and Character Trait of the Month Award Recipients

	<u>November</u>	<u>December</u>	<u>January</u>
Math	Tyler Schmidt		Chet Severson
Social Studies	Kennan Vanorum		Jarvis Kofent
Science	Nate Kohl	Maddii Wendtland	Reid Kohel, Izach Myszka and John Szymanski
ELA	Brehna Buffington and Annie Kolodziej	Dillan Sondelski and Callie Behling	Shiloh Karlen and Adeline Peterson
Phy Ed	Sawyer Weiland		Isaac Socha
Fine Arts - Music	Madi Wendtland	Emma Riehle	Adeline Peterson, Isaac Socha, McKenzie Mueller, Anabel Blocker, Aiden Berens
CTE (Career and Technical Education)	Paige Strasser and Vanessa Czech		Addyson Nowak (11th grade)
Art			Alainey Young & Hannah O'Kon
Wildcat Fab	Ben Bankes	Kaden Bargender	Ethan Koepl
Spanish	Jorja Knetter		Adam Borchardt
	<u>TEAMWORK</u>	<u>HARD WORK</u>	<u>INTEGRITY</u>
	Adeline Peterson and Madelyn Jacobs	Kyle Severson	
		Adam Borchardt	
	Claire Deal and Rylee Heil	Abigail Christianson	Izach Myszka, Caius Higgings, Reid Kohel, & Isabella Kaiser
	Maverick Butt and Kaitlynn Hartnady	Preston Erickson	Kaitlynn Hartnady & Addyson Nowak
		Jarvis Kofent	
	Fletcher Weiland, Will Hackel, and Jase Apfelbeck	Eli Slack	Chet Severson



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Edgar Middle School – High School Pre-Approved Absence Slip

Student Name: _____

Date(s) of Anticipated Absence: From _____ To: _____

Any absence of more than 3 school days in length requires this form to be completed and returned no later than 5 school days prior to the absence. State law states that any student can be excused in writing by his/her parent or guardian for not more than 10 occurrences per school year. An absence counts as an occurrence whether it is for a full day or any part of a day. The steps for parental request are:

- 1.) A phone call or note from parents to the attendance secretary must be made confirming the request (715-352-2352).
- 2.) The student must make arrangements with each of his/her teachers as to the completion (due date) of make-up work.
- 3.) A parent signature is required AFTER all teachers have signed this form.

Block:	Course:	Teacher's Signature:	Current Missing Work as of today's date:	Current Grade	Work that needs to be completed do to the absence
1					
2					
3					
4					
5					

Students are responsible for all missed work. If possible, students are encouraged to complete work BEFORE the absence. Teachers are expected to provide students with a list of assignments and assessments.

Parent Name: _____ Parent Signature: _____ Date: _____



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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