

# Edgar Middle and High School

## 3rd Quarter Newsletter





## Edgar Middle/High School Quarterly Newsletter

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# Mission Statement

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

### **Vision:**

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

### **Values:**

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

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



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## 3rd Quarter News and Notes from Mr. Wilhelm

Middle/High School Families,

With the end of the 3rd quarter upon us we have much to celebrate. We have several students that qualified for State level competitions in, Forensics, Solo and Ensemble, FFA and wrestling! We hosted the regional FBLA Competition, our ETC production, the POPS concert, our Chess Club, and all of our winter sports were amazing. We have such driven and talented students that are always a great representation of the Edgar community!

As we approach the final stretch of the academic year, I urge our seniors to remain focused and diligent. Graduation is on the horizon, continue to build and practice positive work habits that can only benefit you in the future. It is also imperative that all middle and high school students do the same. The positive habits you create now will help you grow and progress as a student and as a person at Edgar and beyond.

Summer School Sign up is quickly approaching. Be on the lookout for announcements about summer school. Summer school will run for five weeks with regular summer school from June 16-July 17, Monday through Thursday from 8:00-12:00. Swimming will run from June 9-July 3 Monday through Thursday from 8:00-10:00 and 10:00-12:00. Breakfast and lunch will be served each day at summer school. We will again be offering the classroom portion of driver's ed. You will need to work with Crabbman's Driver Education for the behind the wheel portion. All 8th graders should also sign up for our 9th Grade Wildcat Day in August.

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! As always, if you have any questions please feel free to contact the school or your student's individual teachers.

Respectfully,

Mike Wilhelm  
Middle/High School Principal



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## Highlights from our classrooms

### Business

**Personal Finance** - We are learning essential money management skills, including budgeting, saving, investing, and responsible credit use. Students learn how to make informed financial decisions that impact their future. This course empowers them to build financial independence and prepare for real-world financial responsibilities.

**Entrepreneurship** -Students are exploring the fundamentals of starting and managing a business, from developing innovative ideas to creating business plans. Students learn key concepts like marketing, finance, and problem solving.

**Marketing Principles** -This is a dual enrollment class through NTC. Students have been introduced to the core concepts of advertising, branding, and consumer behavior. This course equips students with practical skills to understand the impact of marketing in the business world and potential career opportunities.

**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.

**Business 2** - This is a dual enrollment class through NTC. The class is building on what they learned in Intro to Business, like foundational business concepts. Students are also focusing on advanced topics like management, finance, entrepreneurship, and business ethics. This course prepares them for future business studies and careers in the Business field.

-Mrs. Hahn



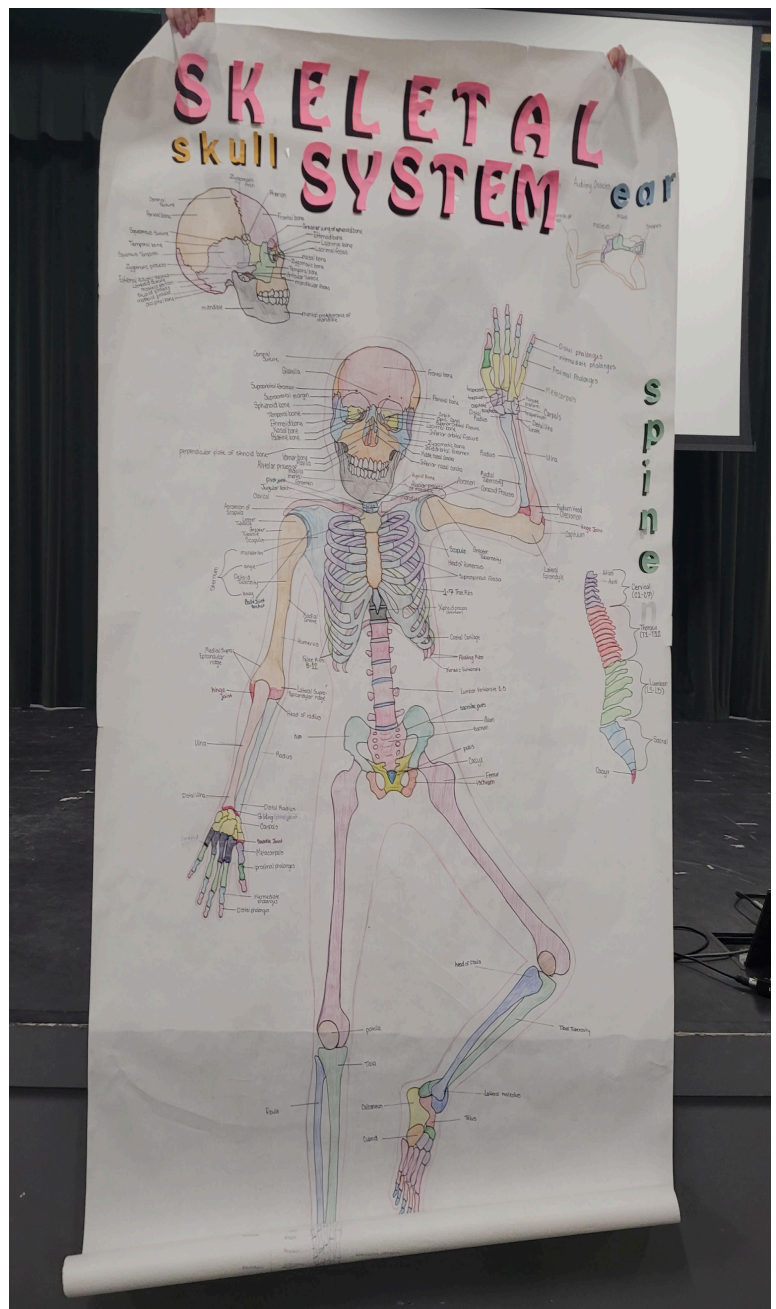
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## Science

With the third 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.

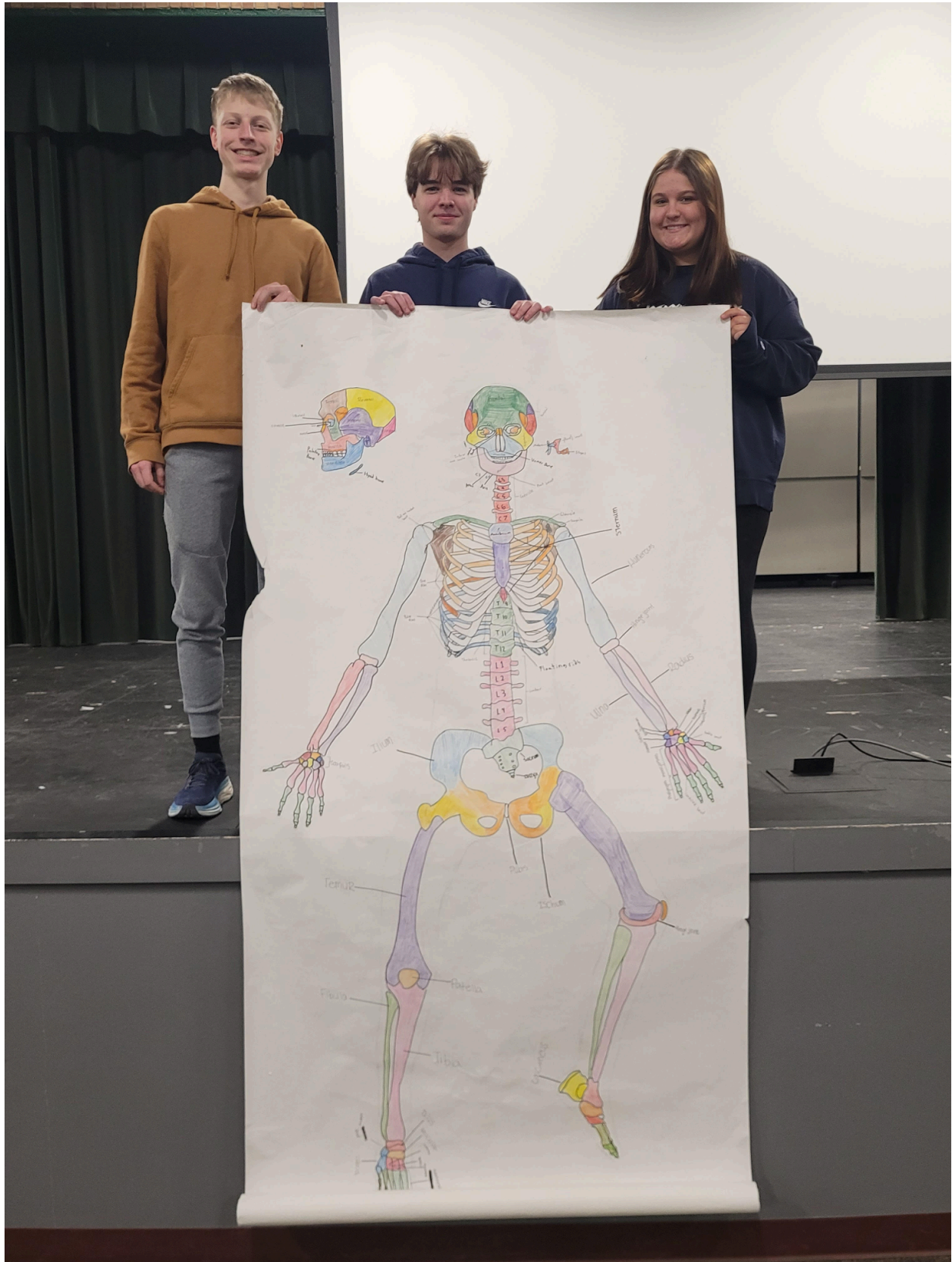
**Body, Structure & Function (BSF):** This is a junior/senior level dual credit anatomy and physiology class offered through NTC. The units covered so far have been: An orientation to the human body, Tissues of the human body (histology), Integumentary system (hair, skin, nails), and the Skeletal system. Various activities and labs that students have completed are learning about 18 different epithelial, connective, muscle, and nerve tissues while completing multiple microscope labs studying these tissues, a fingerprint crime scene lab, and a human skeleton bone project. Students also took a field trip and received a tour of the NTC health science academy to enhance their academic and career planning. -Mr. Dahl





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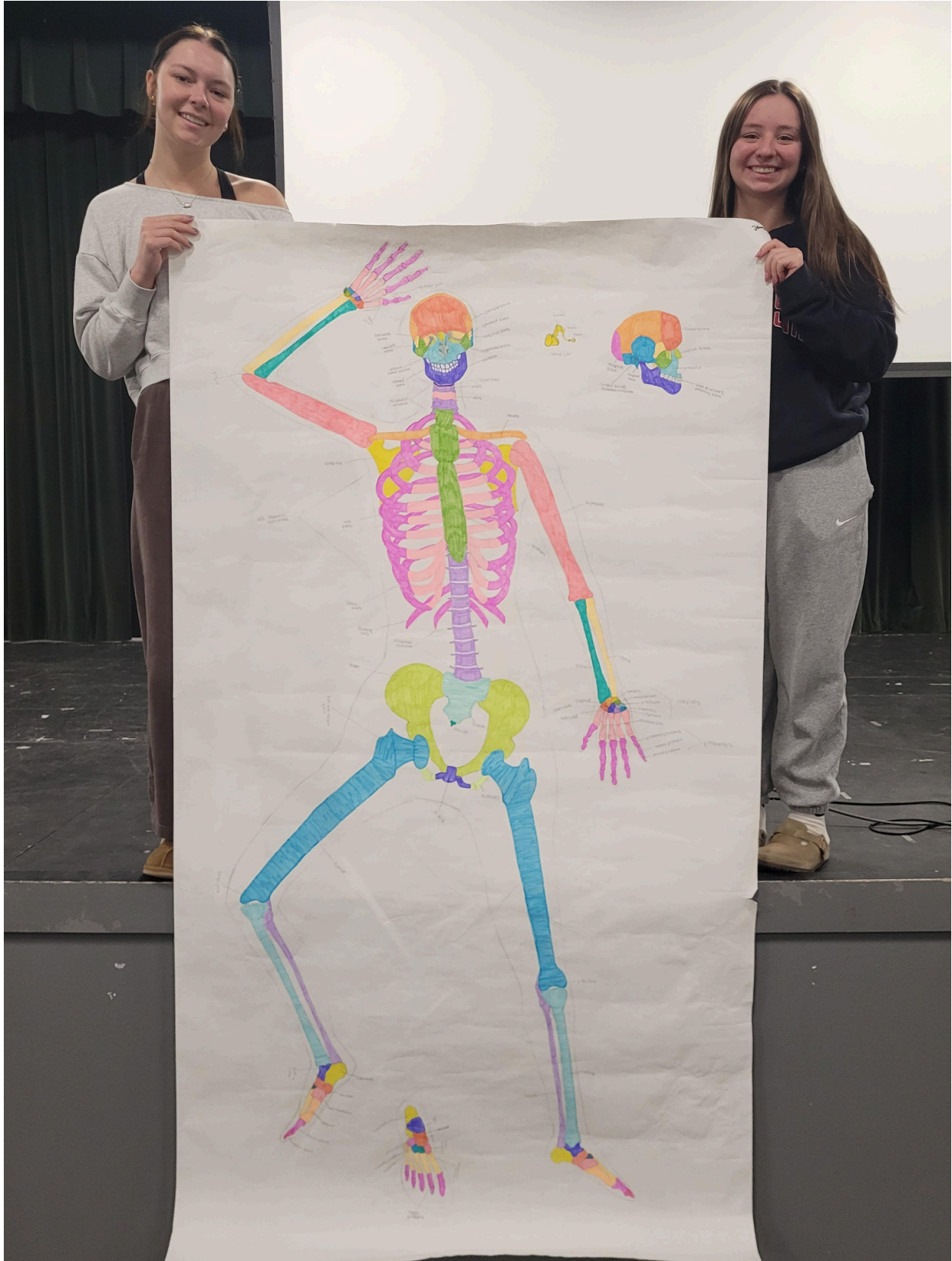
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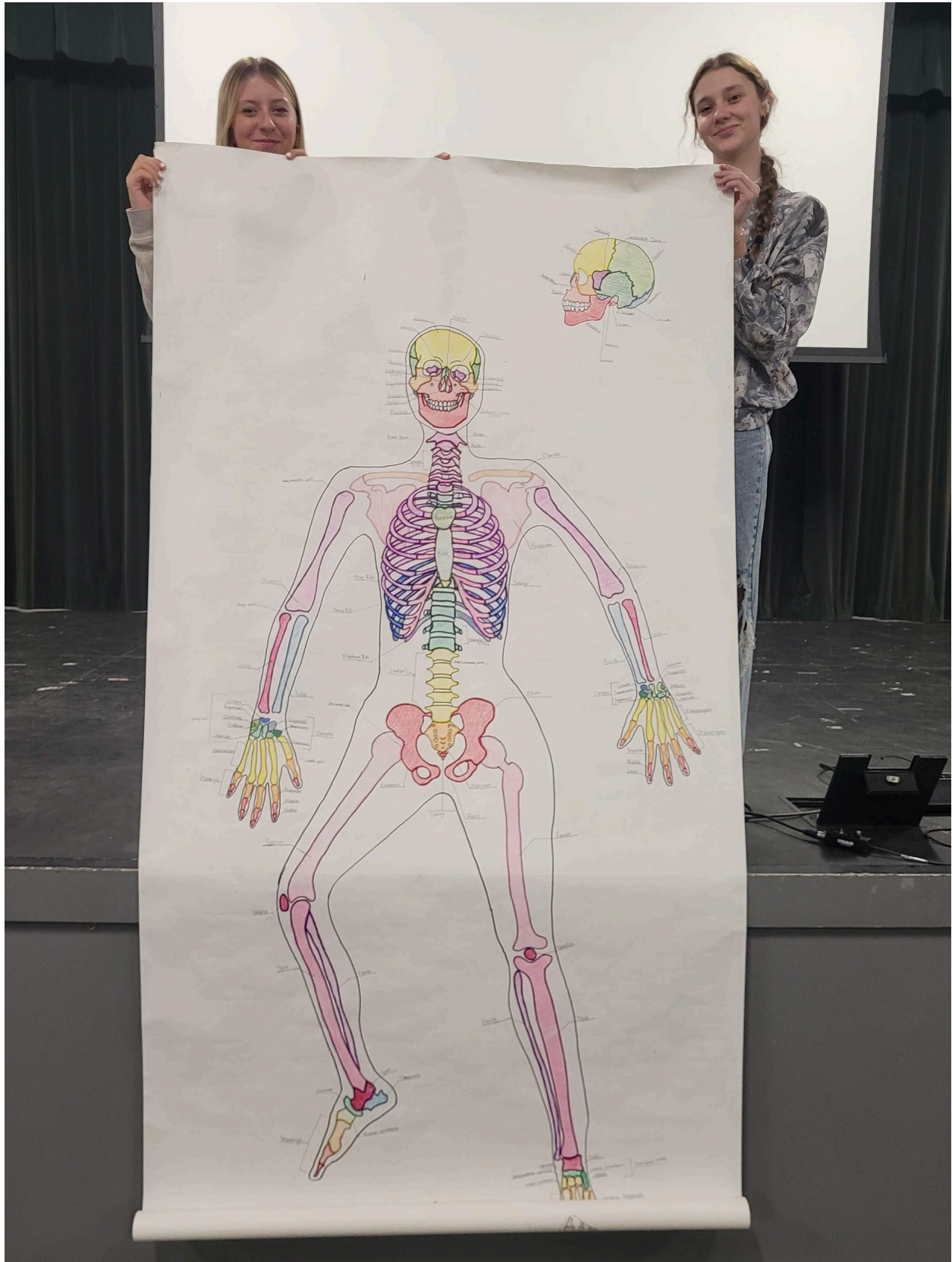
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## Middle School Science News Update!

Our 7th graders have just wrapped up their incredible Rube Goldberg projects, and we're ready to explore new scientific concepts! They are now diving into their final two units—Magnetism & Electricity and Waves & Information Transfer! These units are packed with engaging labs, demonstrations, and hands-on activities that make learning exciting.

Meanwhile, our 6th graders are working on a geologic time project, where each student gets a slice of Earth's history and presents it in sequence to see how all the pieces fit together. Up next, we'll explore natural hazards and climate change, both of which include fun-filled labs. The climate change units will also feature a research project, allowing students to dive deeper into real-world science!

-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.

As we finish the school year sixth-grade students completed Unit 5: Arithmetic in Base Ten and Unit 6: Expressions and Equations. To finish the year students will be investigating Unit 7: Rational Numbers and Unit 8: Data Sets and Distribution. Seventh-grade completed Unit 5: Rational Number Arithmetic and Unit 6: Expressions, Equations, & Inequalities. To finish the year students will be investigating Unit 7: Angles, Triangles, and Prisms and Unit 8: Probability and Sampling.

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

Unit 5 Volume and Unit 6 Associations in Data. Students perceive similarities in structure between pairs of known and new volume formulas: for a rectangular prism and a cylinder; and for a cylinder and a cone. Students rearrange these formulas to show functional relationships and use them to reason about how the volume of a figure changes as another measurement changes.



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They learn to interpret and use terms like "scatter plot" and "association," describing associations as either "positive" or "negative," and "linear" or "nonlinear." Students also describe scatter plots using "cluster" and the new term "outlier." They practice fitting lines to scatter plots and assess their fit by evaluating the closeness of data points to the lines, comparing predicted and actual values. Additionally, students explore categorical data using two-way tables, bar graphs, and segmented bar graphs.

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

## Unit 5 Introduction to Exponential Functions

Students learn that exponential relationships are characterized by a constant quotient over equal intervals, and compare them to linear relationships which are characterized by a constant difference over equal intervals. They encounter contexts with quantities that change exponentially. These contexts are presented verbally and with tables and graphs. They construct equations and use them to model situations and solve problems. They learn that the output of an increasing exponential function is eventually greater than the output of an increasing linear function for the same input.

Geometry students have been busy during the third quarter learning about solid geometry of 3-dimensional shapes. Solids brought the old ideas of volumes and surface areas and connected them to the new concepts of similarity and dilations. Then they moved into geometry on the coordinate plane. The students used all the concepts they learned at the beginning of the year.

Calculus students began their class learning what calculus is. The students began by trying the concepts of calculus but approximating answers. The class then moved on to the concepts of limits, rate of change, and area under the curve.

Statistics class began with a study of the basic vocabulary and calculations of statistics. The students then learned the various ways to organize and display data. The multiple options for describing data were the major focus as the 3rd quarter came to an end..

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

## Social Studies

The Social Studies department as a whole has been working together to build engagement in our classes by focusing on embedded discussion protocols. At the Middle School, the 8th graders are diving into Mesoamerica and are excited to study the European



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Renaissance in the fourth quarter. Eleven students are invited to the regional National History Day competition at UW-Stevens Point on April 4.

In the High School, History Through Media spent the third quarter covering important moments of protest and reform, focusing on issues like gun violence in America, Native American representation, unions, and environmentalism. In quarter four, we will study global issues, feminism, religious freedom, and more. In Contemporary U.S. History, students have been investigating the rise of America as an economic powerhouse during the Gilded Age, while also examining the challenges our nation faced during that time period. In Global Issues, the class has been exploring diverse cultures from around the world, analyzing how culture and conflict are connected. The Government classes are working their way through the three branches of government starting with the legislative branch and are learning who represents them in Congress. The Introduction to Diversity class just finished watching *Selma* for our unit on African Americans and are now starting Hispanic Americans.

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

## ELA

During the third quarter, 6th-grade ELA students completed their study of American Indian Boarding Schools and expanded their understanding of life during the Great Depression. The book focuses on Two Roads by Joseph Bruchac. Students compared various texts from the period and personal accounts to the experiences of the character Cal in Two Roads. The character traits for this unit included equity, overcoming challenges, and multiple perspectives on one issue or event. Grammar study focused on types of pronouns (possessive, objective, and subjective) and informative essay writing. During the fourth quarter, students will shift their focus to the night sky as we learn about space exploration and read the novel Hidden Figures by Margot Lee Shetterly.

During the third quarter, 7th-grade ELA students with Mrs. Guldán completed their study of epidemics while reading Patient Zero by Marilee Peters. Students explored the history of a collection of outbreaks and conditions that contributed to the spread of deadly viruses while looking into the medical and social effects of epidemics in history. Students created



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a podcast focused on one of the seven epidemics we studied as a final performance task and utilized AI to help with scriptwriting for the podcast. Students enjoyed learning about tools used by epidemiology including the shoe-leather method, mapping, and forensic evidence. The fourth quarter will focus on the Great Pacific Garbage Patch, plastic pollution, and the evolution of plastic products in our daily lives over time. Students will read *Trash Vortex: How Plastic Pollution Is Choking the World's Oceans* by Danielle Smith-Llear and view the 2016 movie [A Plastic Ocean](#) directed by Craig Leeson.

-Mrs. Guldan

### 8th Grade ELA: 3rd Quarter Highlights

This quarter, our 8th-grade students have been busy diving into the nonfiction book *The Omnivore's Dilemma* by Michael Pollan, a fascinating look at the food industry and the complex journey our food takes from farm to table. Through this book, we've explored how to evaluate credible sources and recognize bias in information—a critical skill in today's media landscape. In addition, we've begun AI literacy lessons to give students a better understanding of how artificial intelligence works and how to use it responsibly. These lessons are designed to help students navigate a rapidly changing digital world with confidence and critical thinking. We've also placed a strong emphasis on mastering grammar and punctuation, which are key elements of effective communication.

Currently, students are applying their research and writing skills as they work on research papers about topics of their choice. This project allows them to pursue their individual interests while practicing essential academic skills such as organizing information, citing sources, and constructing well-supported arguments. We are proud of their progress and excited to see their hard work pay off as they develop into thoughtful, informed writers!

-Mr. Andreshak

English 9



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## Quarter 3

Learners in English 9 wrote restaurant reviews, giving specifics on the location, atmosphere, service, menu, cost, and taste of the food. Writers supported their opinions with particular reasons why they would or would not recommend the restaurant. In addition, learners read their choice of novel or memoir from a curated list. Students made connections between the *Universal Declaration of Human Rights* and the issues within their book. Throughout these assignments, learners also demonstrated their command of the conventions of writing.

## English 12

### Quarter 3

Seniors in English 12 have practiced their presentation skills with the completion of a PechaKucha on a topic of their choice. They have also read a wide variety of poetry, speeches, articles, and the book *Into the Wild*, gleaning wisdom on what it means to live a life well-lived. Learners closed that unit of study using essay writing skills explaining their conclusions on the same topic. Students also began work on their senior reflection papers, thinking of the ways they have grown throughout high school.

-Mrs. Higgins

### ELA. 10

Students in Sophomore English class have studied to work on their reading, writing, listening, and speaking skills. We started quarter 3 with finishing up our choice novel unit. With that unit, students completed mini presentations on chosen direct quotations from their novels, writing modified five-paragraph essays, and writing with complete sentences to prove they understood the novel. Students then moved into the study of a play by Arthur Miller, All My Sons. Students working on short answer questions, a modified five-paragraph essay, and finally backed out that essay into a five-paragraph essay. Using and giving peer feedback was essential for student learning. Students also benefited from teacher modeling of writing within this unit. At this time, we are again studying a play. A Doll's House was written by Henrik Ibsen in the 1800s but could easily relate to today's world. Students are continuing to work on their comprehension and writing skills as we look ahead to quarter four. I am very proud of the progress that students have made this year. I am most proud of the students for their growth in writing!

Dual Credit Written Communications



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Senior students in Dual Credit Written Communications continue to work through the NTC dual credit course. Practical writing skills related to real-world situations and those related to the business world are the primary focus of the course. All formative and summative assessments and rubrics come from the NTC course instructor, and Mrs. Reissmann uses the materials from NTC to facilitate the students in their learning.

-Mrs.Reissmann

### **Agriculture and Welding**

The Agriculture Department has been busy as usual during the winter months of the 3rd quarter. Our Introduction to Agriculture class spent the last 9 weeks exploring many disciplines of Agriculture. The class has covered topics including careers, the National FFA Organization, Horticulture, and Welding. We began the class looking at the countless opportunities with Agriculture Careers and students were able to highlight one that interested them. From there, we looked at the FFA Organization and how it ties into the classroom curriculum. The class then moved out to the welding shop and our class project featured constructing a steel rose. As temperatures warmed up we took a look at how plants grow in the greenhouse and we transplanted plugs and planted seeds.

The Forestry Class is currently working countless hours collecting sap and learning what it takes to make maple syrup. The focus is to learn not only how to make maple serum from tap to table, but have an understanding of the amount of work that it takes to do that. We kicked off the semester learning about what is forestry and how it became a discipline in Wisconsin. Other units focused on Forestry Ecology and we spent a couple of weeks learning Wisconsin Native trees. Our summative assessment with Tree ID included identifying 25 Wisconsin trees that are located in central Wisconsin.

Power Mechanics learned all the parts of an engine during the 3rd quarter. Our focus has been restoring a 19523 John Deere MT tractor. Throughout the quarter our time has been spent tearing down the tractor and learning how to use our resources when researching equipment. Once the tractor was torn apart we spent a



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couple of weeks cleaning the tractor parts, getting them prepped for paint. Currently, we are learning body work, paint prep, and how to properly paint equipment. One of our highlights of the semester was to tour Riesterer and Schnell John Deere Dealer in Stratford. Students were given a behind-the-scenes tour of the shop. Learning stations were set up where our class torqued head bolts on modern equipment, identified tools, and diagnosed a leaky valve head that was removed from a tractor.

-Mr. Reinders

### Tech Ed

#### Technology Education Classes Build Skills and Creativity

Our Technology Education classes are buzzing with hands-on learning and creative problem-solving! Recently, our 7th graders took on an exciting engineering bridge challenge, where they put their design and construction skills to the test using lightweight balsa wood. Students worked through the engineering process to build strong, efficient bridges, focusing on both structure and stability. After completing their bridges, they switched gears to woodworking, crafting beautiful wooden shelves that showcase their developing skills with tools and materials.

In 8th grade, students have been busy mastering new skills in both woodworking and digital design. They recently completed stunning end tables, emphasizing planning, precision, and craftsmanship. Now, they're exploring photo editing and graphic design techniques. This blend of traditional craftsmanship and modern technology encourages them to think creatively and adapt to different types of problem-solving.

Woods 1 students have also wrapped up an impressive project of their own—tile-top end tables. Throughout the project, they honed their skills in planning, designing, and constructing their tables from start to finish. Each piece is unique, reflecting the students' creativity and attention to detail. These hands-on projects not only help students build practical woodworking skills but also foster critical thinking, precision, and pride in their craftsmanship. We're proud of our students' dedication and the impressive work they continue to produce!

-Mr. Streit



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## Physical Education

Throughout the 3rd quarter, we've been working hard with the new PE 11 and PE 12 high school PE classes! Juniors enjoyed a 4 week swimming unit at the Marathon swim center and are now finishing up a net games unit that had them honing their badminton skills through some highly competitive singles and doubles tournament play! Seniors have worked through a variety of individual lifetime wellness activities such as wellness center exploration, badminton, pickleball, and table tennis. We have also explored a variety of team game activities while also exploring some creative game play in making up new games using a variety of PE equipment. We are finishing up a bowling unit and the seniors have shown great progress in their bowling skills from start to finish!

At the Middle School level students worked through a variety of team games units including basketball, floor hockey, and speed ball. This time of year also brings about the unique opportunity to utilize some special pieces of equipment in the track and field mats so we enjoyed a fun activity called paintball in which students had to work collectively as a team to capture the flags of the opposing team while also working to save their own teammates from elimination as the game is being played. This is one of the favorite games for MS students to play! We are looking forward to getting outside this upcoming quarter and finishing the year strong as we continue to work towards daily improvement both physically and mentally!

PE Staff,  
Andrew Lukasko, Connor Handrick, Adam Decker

## Family and Consumer Sciences

### Culinary Arts: Cooking Up Knowledge

Our High School Culinary Arts classes have been bustling with activity! Students are putting their classroom learning into delicious practice:

- Applying knowledge of carbohydrates, fruits, and vegetables in the kitchen
- Reinforcing crucial foundational skills:



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- Safety and sanitation practices
- Knife skills



It's wonderful to see our young chefs growing more confident and skilled with each passing day.

## 8th Grade: Stitching Safety

Our 8th graders have embarked on a meaningful new project this year, inspired by recent teacher training on school safety:

- Creating window coverings for all classroom doors in the school
- Learning essential skills:
  - Basic hand sewing techniques
  - Fundamental sewing machine stitches

This project goes beyond crafting; it's teaching our students valuable life skills:

- Time management
- Communication
- Leadership

It's heartwarming to see students who finish steps early guiding their peers, fostering a supportive learning environment.

These projects exemplify our commitment to practical, engaging education that prepares students for life beyond the classroom. I'm incredibly proud of our students' dedication and growth.



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\*"Education is not the learning of facts, but the training of the mind to think." - Albert Einstein\*



-Mrs. Federwitz

## Music

The HS Concert Choir just hosted their 17th Annual Edgar High School Pops Concert – "I Lived!" ♦♦ This is THE biggest fundraiser for our HS Choir students, helping them earn money for music department trips, senior dinners, and other special events. Thank you so much to all those who came and enjoyed their performances! It is wonderful to perform in front of a great audience!



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## Edgar Music Department – 2025 Florida Trip

We are excited to continue our tradition of music-related travel, a vital part of our students' educational and cultural enrichment since 1999. These experiences, funded through student efforts and performances, provide opportunities to explore music beyond the classroom.



In April 2025, 42 of our music students will travel to Florida, visiting Cocoa Beach, Universal Studios, and Walt Disney World. The trip will feature live performances from around the world, educational workshops on music production and music scoring, and exposure to professional musicianship at the highest level, and a



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boatload of fun! Music trips foster teamwork, cultural appreciation, and unforgettable experiences. Thank you for your support in making this opportunity possible for our students!

Students from area schools will participate in a Wisconsin School Music Association (WSMA) sanctioned Concert Music Festival hosted at Edgar High School on Thursday, April 3 and Thursday, April 10, 2025. During the festival, which is free and open to the public, each school's concert ensemble groups will perform before a panel of adjudicators while students from other schools listen in as part of their own learning experience.

The festival will draw concert bands and choirs from a number of area schools, including Assumption High School, Assumption Middle School, Auburndale High School, Auburndale Junior High School, Columbus Catholic High School, Columbus Catholic Middle School, Edgar High School, Edgar Middle School, Marshfield High School, Newman Catholic High School, Newman Catholic Middle School, Stanley Boyd High School and Stanley Boyd Middle School. Kristine Hafferman and Dennis Webb, music directors from Edgar High School, will be serving as the festival managers.

"WSMA is proud of the quality music education experiences we support teachers in providing for their students. Our long-standing festival programs encourage well-rounded musicians who develop deeper understanding through performance preparation that culminates in comprehensive feedback from a qualified adjudicator. This opportunity, coupled with observing and listening to peer performances, is invaluable for musical growth," said WSMA Executive Director Laurie Fellenz.

WSMA music festivals support school music programs as part of a comprehensive education by encouraging the study of quality music literature; motivating students to prepare and perform to the best of their abilities; improving students' understanding of music literature and concepts (performance through understanding) and providing a performance assessment to improve individual and group achievement.

-Mrs. Hafferman, Mr. Webb & Ms. Leibsle

### Spanish

Just recently the Spanish 1 students have been giving oral presentations on the Central American and South American countries which they have researched. They have been doing a wonderful job of sharing the common foods, sites of interest, cultural details, government type, currency used, etc. from each of those countries. Their presentations have included the use of slides to further show their classmates and myself colorful



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examples of the above presentation elements. The students were asked to share a portion of that presentation in Spanish with an English translation. They are doing very well with this presentation detail as well.

The 7th graders have just finished presentations on the personal narrative folder they've written about themselves in Spanish. The narrative includes things such as their age, their favorite or least favorite color, sport, animal, season, etc. They also share about foods they like and whether or not they have a pet and, if so, what its name is. I'm always amazed at how much they learn in four short weeks and how well they both write and then present their narratives in Spanish.

-Sra. Hasz

### Art

Dear Students, Parents, and Art Enthusiasts,

Spring has arrived, and with it comes fresh inspiration, new projects, and exciting opportunities for our young artists! Seniors are working on final art projects of their high school careers while freshmen, sophomores and juniors are building on their skills and working toward their next great work of art. It has been an exciting year, and the students' work has been inspiring.

Our Yearbook Staff is busy putting together the 2025 yearbook. Parents of seniors, if you have not yet submitted a senior portrait for the yearbook, you can email one to [aalbrecht@gapps.edgar.k12.wi.us](mailto:aalbrecht@gapps.edgar.k12.wi.us), or if you prefer, you can drop a photo off in the office to be scanned.

If you would like to place an order for the 2025 yearbook, you may do so online at [jostensyearbooks.com](http://jostensyearbooks.com) or there are paper forms located in the High School office that can be filled out and turned in at the high school office with cash or check payment. Checks can be made out to- The School District of Edgar

#### ♥ A Note of Gratitude

I am incredibly grateful for the opportunity to work with the entire K-12 art program. Over the past six years, I have had the privilege of witnessing tremendous growth in our students—not only in their technical skills but also in their confidence and artistic expression. It is truly inspiring to see them develop their unique voices through art, and I am honored to be a part of their creative journey.



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Thank you for your continued support of our young artists. We look forward to a fantastic month of creativity and expression!

Amanada Albrecht  
K12 Visual Art  
Yearbook Advisor

## Assessments

By: Jamie Koehler

**ACT Test:** Congratulations to all of our Juniors for completing the ACT on Tuesday, March 25th. They all worked very hard prepping for the test and focused well on the day of testing!

**BASC/BESS:** Behavioral & Emotional Screeners will be done in April. This will be the second screening this year. The results from the fall showed that, overall, Edgar is a healthy school behaviorally, mentally, and emotionally.

**FASTBridge** testing for the 6-8th grade students was completed in January. FASTBridge measures the growth in Reading and Math. The data is used in the classroom to adjust instruction to meet the student's needs and challenge them to grow in their learning.

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Forward Exam testing has begun! This is the state assessment for grades 3-8 and 10. This test measures academic ability in the following subjects: English Language Arts, Math, Science and Social Studies. Grades 3 -8 will just be tested in English and Math, grades 4 & 8 will be tested in Science and grades 4, 8 & 10 will be tested in Social Studies.



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**PreACT<sup>®</sup> Secure<sup>™</sup>**

PreACT Secure has just been completed! This is the state assessment for all Freshmen and Sophomores. This test measures academic ability in the following subject areas: English, Reading, Science, and Math.



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## Important Dates

April 3- Marawood Conference Large Group Vocal Music Event t Edgar

April 4-National History Day Regional at UWSP

April 9-Easter Dinner for Lunch

April 10- Marawood Conference Large Group Band Event at Edgar

April 11- Incomplete Grading Window Closes

April 12-19- Music Trip to Florida

April 16- School Board Meeting

April 17-18-No School

April 26-Prom and Post Prom

March 3-State Solo and Ensemble

May 6-High School Community Service Day

May 6-Elementary Spring Concert

May 7-Middle School and High School Concerts

May 14-Senior Awards Night

May 23-Graduation Practice and Graduation

May 26-No School

June 2-6th and 7th Grade Awards

June 3-8th Grade Promotion



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## Students of the Month

Middle School		High School	
February	March	February	March
Aidan Sondelski	Lexie Noller	Bella Kaiser & Jorja Knetter	Sam Schmidt and Lucy Kolodziej
Skylar Zychowicz	Haven Beecher	Alyson Kolano	Brehna Buffington and Fletcher Weiland
Brennan Frahm & Nicole Bricker	Katelynn VanDerLeest	Alexis Hein	Abbigail Halama & Addyson Nowak (9th)
Jaxon Kilty	Lukas Wobig	Isabella Kaiser & Samantha Schneider	Eli Slack
Elise Peterson	Ross Davis	Dillan Sondelski	Maryn Schafer
Clayton Mueller	Camden Hein	Kennen VanOrnum	Wyitt Christiansen
Dakota Kraft	Brynlee Bargender	Lucas Stahnke and Mason Lemmer Hoyt Dahlke	Adeline Peterson
		Isaac Reemstma	
Leadership	Critical Thinking	Leadership	Critical Thinking
Elliana Paul	Trista Krzanowski	Siara Schroeder	Ashley Krause
Brennan Frahm	Kaylynn Lube	KRAMER, ELI	Isaac Reemtsma
Mackensie Blocker	Brennan Mueller	Carson Nowak	Remm Wirkus
	Michael Galliford	KLOCKZIEM, WYATT	
Graham Streit	Brayden Guldan	BUTT, MAVERICK	
		Carlie Stahel & Emma Riehle	



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United Way  
of Marathon County



# FREE CLOTHING

All ages. All occasions.

**TUESDAY, MAY 6**

**11:30AM-3:30PM**

**Edgar Elementary School  
112 N 2nd Ave, Edgar, WI 54426**



**MOBILE  
COMMUNITY  
CLOSET**

You don't need an account to get clothes, but it can help! Scan the QR code to make one. No appointment needed.



**CALL 715-298-5719 WITH QUESTIONS**



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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