WYOMING CENTRAL SCHOOL DISTRICT

Fall 2025 School Newsletter



PUBLIC ANNOUNCEMENTS



VEHICLES ON SCHOOL GROUNDS

Our Board of Education has had a long-standing policy prohibiting motorized vehicles on grounds and fields. During the winter, this policy applies to snowmobiles and other recreational vehicles.

Snowmobiling can be great fun when done in a safe area. There are a number of obstacles that could cause serious injury to somebody using a snowmobile on school property. Bleachers, soccer goals, back stops, fences are just a few items. We ask for your support with a concern for your safety. PLEASE no snowmobiling on school property.

EMERGENCY CLOSING INFORMATION

In the event the roads are deemed impassable due to weather conditions, the Superintendent shall have the authority to close the school until the conditions are improved. We will notify families using Parent Square and/or a district all call.

To confirm the information we have on file for you, please contact Mrs. Griffith in the Main Office (495-6222 ext. 117).

In addition to our notification methods, school closings or delayed starts will be posted on the school website as well as as local television stations. These stations are as follows...

Channels 2, 4, 7, 8, 10, 13 and R News



HOMEWORK REQUEST

If your child(ren) is/are absent from school and you would like their schoolwork, please let the school nurse know when you are calling regarding the absence. Please make the request by 9:30 a.m. This will enable teachers to get the work ready to be picked up in the afternoon or given to a sibling here at the school.

TRANSPORTATION - BUSSIING

Please call the Bus Garage at (585)495-6560, if your child will **NOT** be riding the bus. You may call at any time and leave a message.



School Bus Rules to Follow:

No cell phones turned on – NO EXCEPTIONS – Keep in bag, turned off
Keep aisles and exits free of obstacles
Obey Bus Driver – Bus Driver may assign seats
Be respectful to other riders
Stay in seat, talk quietly. No profane language
Keep head, hands and feet inside bus
NO Food or Drink
Keep bus clean. Do not cause damage to bus or equipment
No pets, animals, flammable material, or large items on bus



FROM THE DESK OF THE SUPERINTENDENT...EMILY HERMAN

Welcome Back, Wyoming Families!

As we begin another exciting school year at Wyoming Central School, I want to extend a heartfelt welcome to all our students, families, and staff. The start of a new year always brings fresh energy and possibility, a chance to reconnect, set new goals, and continue building the strong sense of community that makes Wyoming CSD so special.

This year, we continue to focus on relationships, responsibility, and readiness, helping every student grow academically, socially, and emotionally. Our teachers and staff have been hard at work preparing classrooms that inspire curiosity and support every learner. Whether your child is just starting in Pre-K or preparing to take their next step in 8th grade, we remain committed to providing a safe, nurturing, and challenging learning environment where all students can thrive.

We're also excited to introduce families to a statewide initiative shaping the future of education in New York, one that aligns with the values we live out each day at Wyoming Central.

Introducing the New York State Portrait of a Graduate (see Page 4)

Across New York State, schools are aligning around a new vision called the Portrait of a Graduate (PoG), part of the NYSED NY Inspires Initiative. This framework defines the essential knowledge, skills, and mindsets students should develop by the time they graduate, preparing them not just for high school or college, but for success in life.

The Portrait of a Graduate focuses on six key competencies that every student should build over time: Adaptability, Communication, Collaboration, Critical Thinking, Social-Emotional Competence, and Global Citizenship. These competencies go beyond academics, they help students become confident learners, caring community members, and capable problem-solvers in an ever-changing world.

What This Means for Wyoming Central School

Even though Wyoming CSD is a PreK-8 district, this framework directly shapes how we teach and the opportunities we provide for our students. The Portrait of a Graduate helps us focus on the foundational skills and mindsets that begin developing long before high school graduation.

In our classrooms, this looks like:

- Encouraging students to think critically and explain their reasoning.
- Providing opportunities to work together respectfully and solve problems as a team.
- Helping students communicate clearly and confidently.
- Building social and emotional skills that promote empathy, resilience, and responsibility.
- Connecting learning to the real world so students understand how classroom lessons apply beyond school.

Our goal is to ensure every Wyoming Eagle leaves 8th grade ready to thrive in high school, and well on their way to becoming the kind of graduate New York envisions: capable, compassionate, and community-minded.

How Families Can Support This Work

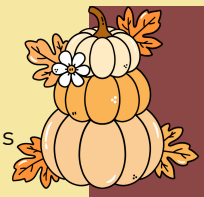
- Ask your child questions like: "What problem did you solve today?" or "How did you work with others?"
- Encourage curiosity, creativity, and perseverance at home. · Celebrate growth in effort, kindness, and teamwork, not just grades. Together, we're helping our students not only learn what they need to know, but also become the kind of people our communities and workplaces need, thoughtful, adaptable, and ready to lead.

At Wyoming Central, we believe success starts long before graduation. The Portrait of a Graduate reminds us that every moment of learning, whether in Pre-K or 8th grade, builds the foundation for a bright future.

Sincerely,

Emily Herman

Superintendent of Schools



The mission of the Wyoming Central School, in partnership with the community, is to enable each student to reach his or her highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community.

New York State

PORTRAIT OF A GRADUATE

Parent

NEED-TO-KNOW

The New York State Portrait of a Graduate outlines what your child will gain from their P-12 education to support their ability to thrive in college, careers, and as an engaged citizen in today's world. The Portrait supports your child's success beyond high school graduation.

Whole-Child Development

The Portrait supports your child's growth in every way. Your child will grow academically, socially, emotionally, and culturally. The emphasis on whole-child development will better prepare your child for college, careers, and life as an engaged citizen.

Equity and Belonging

Culturally Responsive-Sustaining Education (CR-SE) is at the core of the Portrait. Educators and leaders will work to make your child feel seen, heard, and valued at school. Educational communities will strive to create a learning environment where your child can thrive.

Authentic Application

Portrait skills - such as communication, collaboration, and critical thinking - will be embedded into real-world projects, interdisciplinary units, and work based learning. Your child will be encouraged to apply these skills in ways that reflect their lived experiences and aspirations.



TO THE WCS BOARD OF EDUCATION

THANK YOU FOR YOUR DEDICATION AND COMMITMENT TO OUR KIDS.

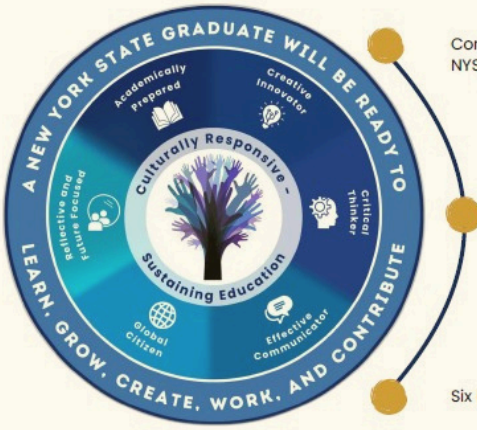
Ben Chamberlain, President
Nicole White, Vice President
Kaitlyn Bush
Desiree Fioramonte
Barry True
Haley Tygart
Jordan Wetherwax

Shared Values

The Portrait was designed with input from students, families, educators, leaders, and communities across New York State. The Portrait reflects our shared values for children: to be ready to learn, grow, create, work, and contribute.

Your Child's Performance

Schools will use varied strategies to assess your child's achievement and progress in the attributes of the Portrait. Strategies may include performance tasks, portfolios, projects, and presentations of learning.



Comprehensive vision for all NYS graduates

Culturally Responsive-Sustaining Education at the core

Six interconnected attributes

What Can I Do Now?

Discuss the Portrait with your child, their teachers, and administrators. Visit the Department's Portrait of a Graduate webpage using the QR code below for additional guidance related to the Portrait.

New York State
PORTRAIT OF A GRADUATE
nysed.gov/grad-measures
GradMeasures@nysed.gov

Life Experiences for the 8th Grade

Our 8th Graders had an incredible time at this year's **GLOW With Your Hands** event! Students spent the day at the Genesee County Fairgrounds exploring hands-on careers in **Agriculture, Food Production, Manufacturing, and Skilled Trades**. They got to climb aboard real construction vehicles, try their hand at welding, and experience a variety of interactive exhibits.

It was an unforgettable day full of learning, discovery, and fun — and a few of our students were even featured on a local radio station! Check out the photos on the next page to see our students in action at this exciting career exploration event.

So Many Moments...

One Great School!

Meghan Barker,

Director of Student Services



Scarecrow Fun!

This year's Apple-Umpkin Festival once again brought out the creativity and community spirit of our Wyoming Eagles! Thirteen community volunteers and several Wyoming classes participated in the annual **Scarecrow Contest**, with each entry reflecting this year's theme of "Tradition." From classic fall favorites to unique tributes to our small-town pride, every scarecrow showcased the imagination and heart of our students and staff.

We're excited to share that 3rd Grade took home the top prize and a well-deserved pizza party for their scarecrow rendition of **"Titus's Fruit Stand."** Their display captured the true spirit of Wyoming's small-town traditions and the special connection we share with our community.

Thank you to everyone who voted, stopped by, and supported this beloved tradition. Events like these remind us how lucky we are to live, learn, and celebrate together in such a close-knit town!

Updates to Primary Report Cards

(see Page 13)

Beginning this marking period, Wyoming Central School will be using updated performance indicators on our Primary (K-4) report cards. These changes are designed to give families a clearer picture of each student's progress toward grade-level standards and help celebrate growth along the way.

The new indicators are as follows:

- P – The student has met or exceeded the standard.
- Your child consistently demonstrates strong understanding and skills in this area and can apply them independently.
- PS – The student is making expected progress toward the standard.
- Your child is on track to meet the grade-level standard by the end of the year and is developing the necessary skills for success.
- PG – The student is making some progress toward the standard.
- Your child is showing improvement but may need extra practice or support to reach the expected level.
- PI – The student's progress is inconsistent when assessed.
- Your child's performance varies across assignments or settings and may need additional support to develop consistent skills.
- N/A – This standard has not yet been assessed.
- The skill or concept has not yet been introduced or evaluated during this grading period.

These updates aim to better communicate your child's learning journey rather than focus on traditional letter grades. They reflect our belief that growth and progress happen at different rates, and that learning is a continuous process.

If you have any questions about your child's report card or progress, please don't hesitate to reach out to your child's teacher.



so many MOMENTS

























THINGS YOU SHOULD KNOW

Mandated Requirements for picking up students

Pursuant to the school's Insurance Carrier the following policies must be adhered to when a child is picked up at school:

- Students will be released only to the parent/guardian or those family members or adults who are designated on the student's [registration record] [emergency release form] [any form used by the school for the purpose
- of release a child].
- If an individual other than the child's parent or legal guardian (listed on the registration record) seeks to pick up a child from school prior to the end of the school day, the individual must present a parent note, doctor's
- appointment note, court appearance summons or other certified check out, in addition to the fact that the individual must be listed on the list of those persons authorized to the pick up the child.
  - In addition, the note must have a phone number whereby the [student's] parent can be reached by an administrator for
  - verification.
- Children cannot leave school grounds until the authorized person has signed them out at the school office.
- Staff members assigned to release students to pick up by an authorized person are required to request and review valid (i.e., still current) picture identification.
- Students are to be released early only upon approval of the principal or his/ her designee.
- The principal shall not honor a telephone request for a student's early dismissal to someone not listed on the emergency card
- Parents/guardians of all students will be reminded no later than the end of the first week of school to update registration information.
- Parents/guardians of all students are notified at least twice that they must inform the school immediately if there is any change of emergency information, or, in particular, those individuals authorized to pick up their child(ren}
- In all cases, the person picking up a child from school must sign a log indicating that they have picked up the child, noting the date and time
- Parents! Guardians shall be notified that, if a student will be picked up by an individual not listed on the student's registration form, the parent should notify school officials in person or writing along with the date,
- pick- up time and relationship of the person to the family (i.e., uncle, cousin, neighbor, etc.). The person should be prepared to show a driver's license or other form of photo I.D. If the person will be picking up the
- child occasionally, the parent should add the name of the person to the registration form.
- Parents/ guardians shall be notified that it is their responsibility to provide legal documents, when applicable, restricting access to a student by an individual. If a person who checks into the office to pick up a child is not
- on the list of persons authorized to do so, staff members must check the student's file to determine if there is any document restricting release. Staff members are charged with the knowledge that a student must not be
- released to an unauthorized individual if the school has on file any document restricting release. Under no circumstances shall staff knowingly release students to individuals who have been prohibited from having
- contact with children or a parent who has been legally denied access to the student or access to a school site.
- All requests to pick up a child from school shall be kept on file.

District Wide School Safety & Health Emergency Plan

The following is information for all school employees, parents, and interested persons regarding the District Wide School Safety and Health Emergency Plan (Emergency Response Plan) and AHERA Compliance Activities:

- The Wyoming Central School has developed a District Wide School Safety and Health Emergency Plan as required by New York State Law. This plan will be used to guide our responses during emergencies, which involve our school, students and staff.
- The purpose in having such a plan is to inform those who might be involved in such responses of their responsibilities, so that actions can be coordinated and flow smoothly. Ultimately, the plan is for the purpose of protecting our students, staff and anyone else who might be involved in any emergency situations involving our school.
- As a public document, the Emergency Response Plan is available on the school website as well as in the District Office for anyone who may wish to review it.
- In addition to having the plan, there will be at least one drill during the school year for the purpose of practicing and evaluating the procedures in it.

AHERA

AHERA is a federal law enacted in 1987, which requires all school districts to re-inspect facilities for asbestos containing building materials.

Our facilities have been inspected and response actions are planned to ensure a continued safe environment for our students and employees. Activities include training of maintenance staff to prevent disturbance of asbestos and periodic reinspection and surveillance activities by trained personnel.

Details of such activities are described in the district's AHERA Management Plan, which is available for your review in the District Office.

If you have any questions or concerns in this regard feel free to contact the school at 495-6222.

PESTICIDE NOTICE

New York State Education Law Section 409-H, effective July 1, 2002, requires all public and non-public elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year.

The Wyoming Central School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- A school remains unoccupied for a continuous 72-hours following an application;
- Anti-microbial products
- Nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children;
- Nonvolatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children;
- Silica gels and other nonvolatile ready-to-us pastes, foams, or gels in areas inaccessible to children;
- Boric acid and disodium octaborate tetrahydrate;
- The application of EPA designated biopesticides;
- The application of EPA designated exempt materials under 40CRF152.25;
- The use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps, and hornets.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour notification list.

If you would like to receive 48-hour notification of pesticide applications that are scheduled to occur in our school, please complete the form below and return to:

Superintendent's Office
Wyoming Central School District
PO Box 244
Wyoming, NY 14591-0244

Wyoming Central School District

Request for Pesticide Application Notification

Date_____

I am the parent/guardian of _____

who attend(s) Wyoming Central School in the following grades: _____

Please consider this my formal request to be placed on the list to receive pesticide notices and information. All notices are to be mailed to the following address: (Please Print Clearly)

Name: _____

Street Address or Post Office Box: _____

City: _____ State: _____ Zip Code: _____

I can be reached by telephone at the following numbers:

Daytime: _____ Evening: _____

IN THE CLASSROOMS

PRE-K FUN AND LEARNING

BY: MRS. CZWORKA, TEACHER

We're having a wonderful time in Pre-K and have all become great friends!

During math, we've been learning about counting, number recognition, patterns, colors, and shapes. Some favorite activities are Color and Shape Bingo and Number Hopscotch. The students also love Buddy Reading, where they look at pictures and tell stories to one another, and making fun crafts.

At center time, students choose between science, literacy, drama, art, table toys, and blocks. The art and drama centers are especially popular!

Each month, we join Kindergarten through Second Grade to celebrate birthdays, Student of the Month, Project Read calendars, and say our PROUD Pledge together.

Pre-K and Kindergarten also have 8th Grade buddies who read with us and even joined us for Trick-or-Treating at school.

Halloween was full of fun! We went Trick-or-Treating at The Cloisters, where residents handed out candy and we enjoyed cider, doughnut holes, and coloring pages—thank you to The Cloisters!

We also visited Stokoe Farms with K–2, enjoying slides, train rides, and climbing straw bales before picking out our own pumpkins.

Through Ag in the Classroom, we visited Chamberlain Farm to see calves, farm equipment, and even make our own butter. We also toured the Titus Apple Stand, where we tasted apples, enjoyed slushies, and picked out pumpkins—one student said, "This is the best place to come!"

We can't wait for even more fun and learning ahead!

KINDERGARTEN NEWS

BY: MRS. FORTI, TEACHER

What a great start to our year. We have been so busy learning about apples, pumpkins, and fall. We were able to go to several places including: Stokoe Farms, Hi-Land Farms (thanks to Ag in the Classroom), and Titus' Apples. This bunch of kids are growing quick with learning letters and sounds. Halloween was full of trick or treating at the school and at the Cloister's Assisted Living. The excitement in both the kids and the residents was heart warming. We are looking forward to all that winter has to offer.







FIRST GRADE FUN

BY: MR. WOODS, TEACHER



We had an amazing first few months of school, our students were superstars making their transition into the first grade. These first few months have been filled with excitement and adventure. Apple-Umpkin flew by, our scarecrow was very excited to hear that the Bills have been winning so many games! In first grade we were able to take a field trip to Chamberlain Farms, where we met cows and got to churn our own butter. While in the classroom our focus has been on learning about different types of sentences. We have also been focusing on our addition and subtraction facts, as well as learning about place values. Special thank you to all of our friends and families for helping us to have such a wonderful start to the school year. It has truly been a wonderful year so far and we are looking forward to many more months of learning to come!

THIRD GRADE ADVENTURES

BY: MISS CAMP

The third graders at Wyoming Elementary have been busy learning, exploring, and growing together this fall! We were excited to welcome a special guest from the Rotary Club, who visited our classroom to pass out personal dictionaries—an amazing gift that's helping us become stronger readers and writers. We also enjoyed two exciting field trips: one to Wyoming Hook and Ladder, where we learned about fire safety and the important work firefighters do, and another to Hi-Land Dairy Farm, where we got to learn about farm machinery, how to make butter and everyone's favorite, calves. In the classroom, we've tackled addition, subtraction, rounding, and estimation in math, and we've explored the seven continents and five oceans in social studies.

Our writing has focused on complete sentences in our journal entries, and our classroom community has been growing right alongside our new tank of snails and shrimp! Looking ahead, we're eager to begin multiplication, celebrate our Veterans, and dive into an exciting science unit on force and motion. It's been a busy and rewarding start to the year, and we can't wait to see what new discoveries await our third-grade learners next!



DYNAMIC SECOND GRADE

BY: MISS YAX

It has been a very enjoyable first couple of months, I am really settling in nicely at Wyoming and the students and I are getting to know each other quite well! In second grade we have been having lots of fun going on field trips. We have gone to the Wyoming Fire Hall, Stokoe Farms, Hi-Land Farms, and Cloisters Nursing Home. All of these field trips have tied in nicely with our Social Studies unit learning about the community and community helpers. We have also been learning about different types of communities such as rural, urban, and suburban. Miss Yax's second grade class has decided that our community in Wyoming would be considered rural. We are having such a great time in second grade and we look forward to more fun and holidays to come!







A VIEW FROM THE 4TH GRADE

BY: AUTUMN KINGDON, RUBY SHAUGHNESSY, SCARLETT EWELL, GABRIELLE JAROSZEK, LYDIA RUMLEY, AND LINCOLN BUCZEK



There are 22 kids in the 4th grade class. We have so much fun together!

Every morning we do spelling groups. We have four groups, it is so fun! We also have reading groups with Mrs. Shaller and Mrs. Fuller. Ms. Shari used to do it with us, but now she helps kids in younger grades. We read and learn more about grammar.

We started Rocket Math in hopes of memorizing our math facts. We are also learning about division, and addition and subtraction with multi digit numbers with regrouping.

We are starting instruments this year and we are so excited to learn and participate in concerts.

In writing class we are learning how to write personal narratives the correct way and we write in our journals every Monday.

We do Mystery Science and make cool creations that go with fun lessons. This week we are learning about the largest spiders.

We are having Social Studies with Mrs. Lamar and we are learning about the geography of New York and our world. We label maps and learn about New York. Mrs. Fuller taught us about the Erie Canal and then we went to the library across the street to listen to a story teller talk about life on the Erie Canal. It was a lot of fun and we laughed a lot!

We have recess every day. Our favorite thing to do is going outside to play on the playground. When we stay inside we can go to Mrs.Shaller's room, draw, go on our Chromebooks, build with legos, and other stuff.

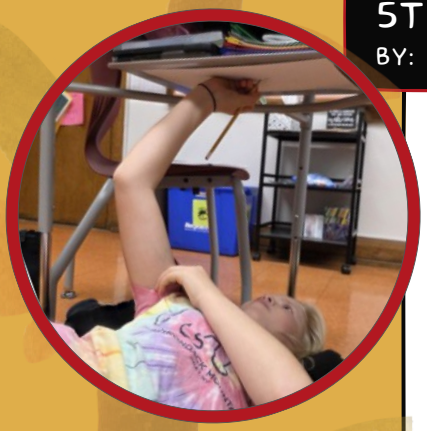
Each day one of us is a new helper of the day. The helper is the line leader, passes out papers, run errands, pass out milk at snack, and helps Mrs. Fuller with whatever she needs.

Our class got to go to the Wyoming Fire Hall. We got to go in one of the trucks, spray the hose, and one of our classmates got to put on a fireman's uniform. They gave us goody bags that had a fireman hat and information about fire safety.

The last week of October we celebrated Red Ribbon Week with dress up days which included wearing costumes for Halloween.

5TH GRADE TIMES

BY: MRS. LAMAR



Highlights from Our First Weeks

Fifth grade is off to a fantastic start this year! Students have been learning what it means to be the best fifth grader they can be. They have gotten a preview of the exciting topics we will explore and the many experiences we will share throughout the year.

We have already had some wonderful adventures together. Students have participated in team-building activities, conducted engaging science experiments and visited the local fire hall to learn about the incredible work our community volunteers do. In science, students have spent time learning about matter through hands-on experiments and investigations. In reading, they have enjoyed diving into meaningful stories including *Towers Falling* and *The Tiger Rising*.

It has been such a joy to see students begin to grow in confidence, curiosity and independence. We are off to an amazing start and I look forward to seeing all they will accomplish as the year continues.



Looking Ahead

As we move into the next part of the school year, students will continue exploring new topics in science, reading and social studies. We have some exciting projects and activities coming up that will encourage creativity, teamwork and critical thinking.

Thank you for your continued support at home.



SCIENCE DISCOVERIES

BY: MRS WELCH

What have we learned so far in:



6th Grade Science

It's been a busy and exciting start to the school year in 6th grade Science! We began by learning how scientists measure and collect data using the metric system. Students practiced using triple beam balances to find mass and measured liquid volume with graduated cylinders. These skills help us make accurate observations just like real scientists!

Next, we explored the levels of an ecosystem—from individual organisms to populations, communities, and entire ecosystems. Students discovered how living and nonliving things interact and depend on each other in their environments.

Currently, we're studying the cycles in nature, such as the water, carbon, and nitrogen cycles. These cycles show how matter moves and is reused throughout Earth's systems, keeping life in balance. Up next, we'll dig into our planet itself as we learn about the layers of the Earth and the forces that shape it, including earthquakes, volcanoes, and plate movement. It's going to be an exciting journey to the center of the Earth!



7th Grade Science

The 7th grade Science year has been full of discovery and hands-on learning! We began with a quick review of the metric system, practicing how to measure mass using triple beam balances and determine volume accurately. These tools are essential for collecting reliable data like real scientists do.

We then explored the characteristics of living things and what makes them unique. This led us into the fascinating world of the microscopic cell—the basic unit of life! Students examined plant and animal cells and learned how each organelle has a special job to help the cell function.

Right now, we're focusing on microscope skills—how to properly use them, make observations, and measure microscopic organisms. Seeing cells and tiny structures up close helps us understand life on a whole new level. Up next, we'll study the flow of energy in living things through photosynthesis and cellular respiration, learning how the Sun's energy fuels all life on Earth. Science is truly alive in 7th grade!



8th Grade Science

The 8th grade Science class has been diving deep into the world of matter and chemistry this year! We started by reviewing how scientists measure using the metric system to ensure we can collect accurate data for experiments. Students practiced finding mass with triple beam balances and measuring volume using graduated cylinders.

Next, we explored the properties of matter—how to describe, measure, and classify different substances and the changes they can undergo. We examined the three main states of matter—solids, liquids, and gases—and discovered how their molecular structures and movements differ. Students even got a sneak peek at high school chemistry by learning how to calculate solubility using the chemistry reference table. Recently, we've been busy separating mixtures and solutions using techniques like filtration and evaporation. Coming up next, we'll investigate gas laws to see how temperature, volume, and pressure are related. It's been an exciting start to the year as we uncover the mysteries of matter!



Biology

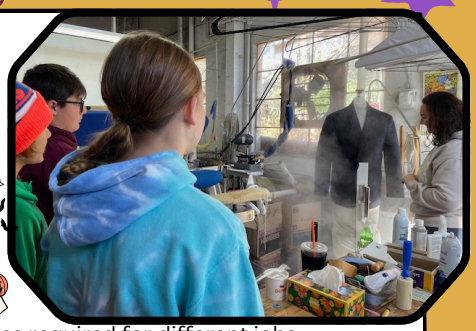
This year in Biology, students have been exploring the foundations of life! We started by studying what makes something living and the key characteristics of all living things. Students then examined cells—the basic units of life—and learned how organelles work together to keep cells functioning.

We recently finished our unit on Photosynthesis, discovering how plants capture sunlight to make food and release oxygen. Next, we'll explore Cellular Respiration to see how both plants and animals release energy from food. It's been an exciting and interactive journey into understanding how life works at the microscopic level!

HOME & CAREERS

BY: MRS WELCH

Sixth Graders have been developing important life skills this year! We began by exploring executive functioning skills such as organization, planning, time management, perseverance, self-control, flexibility, and attention. Students also practiced working memory and metacognition, learning how to think about their own thinking. Once a week, students meet with partners for Prevention, focusing on goal setting, making positive choices, and building strong decision-making and communication skills.



Currently, students are finishing the Button Unit, practicing how to sew different types of buttons back onto garments—a practical and creative skill. Up next, they'll move into hand sewing with their own "Teddy Freddy" projects. It's been a fun, hands-on start to the year, full of learning and creativity!

Eighth Graders began the year exploring careers, learning about the skills, education, and responsibilities required for different jobs. Students even participated in a hands-on field trip to experience real-world work activities. We then completed the Laundry Unit, including a visit to Warsaw Dry Cleaners to see professional clothing care in action. Students also met their little buddies and helped them trick-or-treat at school for Halloween, building mentorship and teamwork skills.

Currently, students are learning how to lay out patterns on fabric, pin them, and cut them in preparation for sewing projects. Over the next few weeks, they'll create a fleece hat and a "Teddy Freddy" for their little buddies as a holiday gift. The year has been full of creativity, teamwork, and practical life skills!

MS NUMBER CRUNCHERS

BY: MR. HAYES

In math, students are working hard to be independent learners. 6th Grade, although new to middle school, have quickly caught on to the tactic of "learning by mistakes". The 7th Graders ask a lot of good questions and are always attentive in class. The 8th Graders are split up into two groups, Math 8 and Algebra. The Math 8 group has a lot of energy and are quick learners when it comes to topics they enjoy. The Algebra group is on the "accelerated" track and are extremely hard workers.

In Math 6 they are learning about decimal and fractions operations. In 7th Grade they are doing integer and rational number operations. The Math 8 group is doing exponents, Pythagorean theorem, and scientific notation. And the Algebra kids are learning about functions and solving equations.

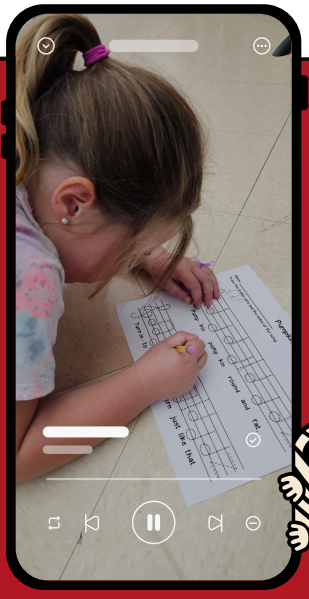
So far, it has been a great start to the year. With the no cell phone policy, students are using their study halls and after lunch activities more efficiently to get work done. Most students are being proactive in getting their homework assignments turned in on time, and even early!

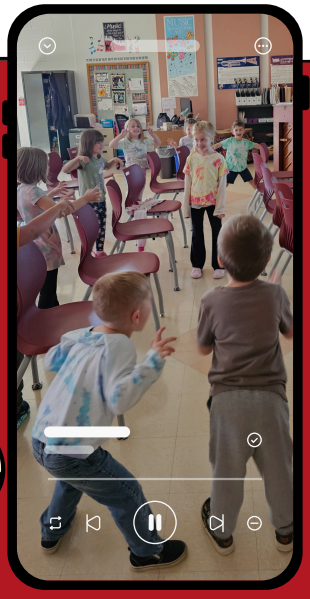
MUSIC IN ACTION

BY: MRS. REINHARDT

We do much more in the music room than just sing. We blend music with multiple artistic expressions. Here are just a few of the things we did in class based on Halloween:

- Kindergartners make a jack-o'-lantern face.
- 3rd Graders write spooky stories and add sound effects then had a lot of fun reading them to the class!
- 5th Graders decorate their "jazz-o'-lanterns" with music symbols.





M.S. SPANISH

BY: MR. PURSEL

¡Hola!

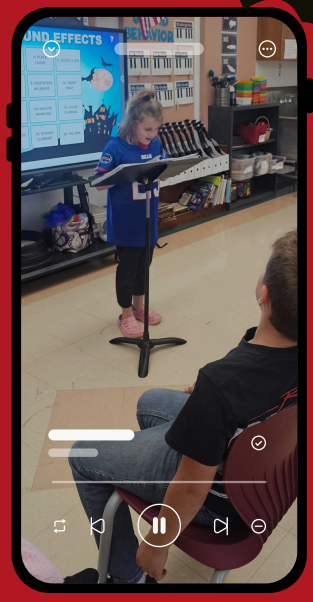
The Seventh Grade is currently working on verb constructions and conversational Spanish. We continue to work on interrogatives/question words. All students must learn to speak in Spanish so they can become comfortable with Spanish dialogue. We will continue to practice reading/writing/listening, as well as speaking Spanish, in order to prepare for the 8th grade NYS Regional assessment which is based on two years of study.

Grade Eight is working toward mastery of the New York State World Language Standards. Students must be able to read, write, understand what is heard and speak Spanish. In addition to these communication skills, understanding the culture and making cultural comparisons round out the required NYS standards. In order to be successful on their final Regional exam, which occurs at the end of the school year, the students need to be proficient in all of the areas mentioned. At this time, we are focusing on the Spanish skills needed for the writing sections of the final exam.

As a reminder, weekly vocabulary assignments, which are found in the Spanish Google Classroom, are due on Mondays for full credit. Vocabulary checkpoints occur on Thursdays for both 7th and 8th graders. This will be our regular schedule unless there is an interruption in the calendar, like a snow day, holiday or special event. All students are encouraged to study vocabulary on a nightly basis for about 20 minutes and not wait until Wednesday night to cram for the Thursday checkpoint (assessment).

If your child is struggling with the content, please contact me as soon as possible with a phone call to discuss suggestions for improvement. At this point, everyone seems to understand my expectations for the class.

Adiós.









VOLLEYBALL
BY: MR. HAYES

The girls' volleyball team had an impressive UNDEFEATED season. They finished with a record of 12-0 and were dominant in most of their games. This was the BEST season the team has had in the five years under Coach Hayes. The girls strived to improve all season, each and every day, and showed up on game days ready for any level of competition.

Next up is the girls' basketball season where they will look to continue this momentum. With many of them never playing before, the girls will look to remain positive and work hard.

Report Card Updates

For Parents & Guardians

P: The student has met or exceeded the standard.	Your student has met or exceeded the grade-level standard. They consistently show strong understanding and skills in this area.
PS: The student is making expected progress toward the standard.	Your student is making the expected progress toward meeting the standard. They are on track and developing the skills needed for success.
PG: The student is making some progress toward the standard.	Your student is making some progress, but not yet at the expected rate. Extra practice or support may help them reach the standard.
PI: Student's progress is inconsistent when assessed.	Your student's progress varies when assessed. Sometimes they demonstrate the skill or understanding, and other times they need more support or practice.
N/A: This standard has not yet been assessed.	This standard has not been taught or assessed yet this grading period.

These marks are designed to give you a clear picture of your student's learning journey so you can celebrate their successes and know where they may need extra encouragement.

If you have any questions or concerns about your student's progress, please reach out to your student's teacher.







LAURIE SCHALLER, SPECIAL EDUCATION TEACHER

Where did you grow up?
"I grew up New Hampshire. I am still a New England girl at heart."

Are you married? Kids?
"Yes, for 35 years. I have two daughters and two sons (One I gave birth to and the others was fortunate to gain by marriage). The kids are all grown and have given us 8 grandchildren who range in age from 8 to 23."

Who has been the most influential person in your life?
"My oldest sister. She provided a refuge for me when I was younger, demonstrated strength in challenging situations, and supported me through every life stage I have encountered."

What has happened in your life that you are proud of?
"For nearly 2 years I was on oxygen and had limited physical abilities due to a pulmonary embolism and STEPH. After many hospital stays, a mini-stroke, and open-heart surgery I have been able to come off of the oxygen and to resume all of my activities at almost the same level. I am proud of my persistence and determination."

Do you like to travel?
"I have no great interest in traveling except for where camping can take me. My dream trip is with family and friends, by a campfire. Canoeing, hiking and yard games are a plus."

What do you like to do in your spare time?
"I like to go hiking, preferably around creeks, and to work with animals. I have trained two dogs and had them certified as therapy dogs via Therapy Dogs Intl. They went to school with me when I taught at Baker Victory Services Day Treatment. For the last 10 years I have worked with birds of prey and various animals at Hawk Creek Wildlife Center. Every Saturday you will find me there cleaning up after a porcupine, a fox and a groundhog, in addition to training a raven to recycle.



CHRISTINA GRIFFITH, SCHOOL SECRETARY

Where did you grow up?
"I grew up in Warsaw, NY and now live in Wyoming, NY."

Are you married? Kids?
"Yes. My husband is Zak Griffith and we have 4 dauthers: Kori, Evin, Niah and Indy"

Who has been the most influential person in your life?
"My husband. His strong work ethic, unwavering support and selfless nature has helped shape who I am. He always comes to my rescue, calms my doubts, and helps me solve problems with clarity. His willingness to help others without hesitation inspires me daily. My daughters have also been incredibly influential in my life. Being their mother has given my life a deeper purpose and has inspired me in ways I never expected."

What has happened in your life that you are proud of?
"Becoming a mother has been the most rewarding and transformative experience of my life. It has strengthened my resilience, deepened my empathy and taught me the true meaning of responsibility and unconditional love."

Do you like to travel?
"I enjoy traveling with my family and creating new memories with our girls. We love the outdoors! Camping and going to the beach are some of our favorite trips. My dream trip would be to visit Ireland!"

What do you like to do in your spare time?
"I enjoy exploring the outdoors, four wheeling, hunting/fishing, football Sundays (Go Bills) and cheering on my girls at their sporting events, music is a must, and I love all animals!"



ALYCIA YAX, 2ND GRADE TEACHER

Where did you grow up?
"I grew up in Darien and went to Alexander CSD."

Are you married? Kids?
"No. It's just me and my dog Bella."

Who has been the most influential person in your life?
"My mom. She has always believed in me nomatter what, even when I decided to make a career change at 25 years old after I had graduated and passed my Physical Therapy Boards Exam. She is one of my biggest supporters and always encourages me to chase after my dreams and to never stop until I achieve my goals. She has been my best friend since the 1st day I can remember."

What has happened in your life that you are proud of?
"Receiving three collegiate degrees while working full-time to pay for school."

Do you like to travel?
"I LOVE to travel! My dream destination is probably Greece or Italy."

What do you like to do in your spare time?
"Outside of teaching I am also a coach. I coach Varsity Volleyball and JV Softball for Alexander Central School. Coaching is a true passion of mine and I look forward to it every day. Aside from coaching I also still play volleyball and softball throughout the year. I am a HUGE Buffalo Bills fan, I attend every home tailgate and as many games as I can. I try to get in one travel game a year as well.



ELIZABETH GIGLIA, SPECIAL EDUCATION TEACHER

Where did you grow up?
"I was raised in Alden and I still live there. I did all my schooling in the Alden District as well."

Are you married? Kids?
"I am not currently married. I don't have children in the traditional sense, but I have two cats who I consider to be my children (1 boy and 1 girl)."

Who has been the most influential person in your life?
"My mom has been the most influential in my life. She has supported me through every adventure. She raised me to be a strong, smart, and independent woman and I owe the world to her.

What has happened in your life that you are proud of?
"It is still a work in process, but I am on my way to becoming the first person in my family to have a Master's Degree."

Do you like to travel?
"I like to travel, I just don't have the time or money to do it right now. I like and want to travel to places that are warm and have a strong history to them, like Italy or Egypt."

What do you like to do in your spare time?
"In the free time that I have, I love to play with my cats and dog, play videogames, read, and listen to music and podcasts."



KNOW THE DIFFERENCES

NURSE'S OFFICE

MARIA HERMAN, RN
495-6222 EXT. 106

Our school policy states that you should ***not*** send your child to school if he/she has:

- Fever in the past 24 hours
- Vomiting in the past 24 hours
- Diarrhea in the past 24 hours
- Sore throat
- Strep Throat (must have been taking an antibiotic for at least 24 hours before returning to school)
- Bad cold, with a very runny nose or bad cough, especially if it has kept the child awake at night
- Head lice – until your child has been treated according to the nurse or doctor's instructions
- Eyes have a yellow/green discharge
- Significant cough that makes a child uncomfortable or disrupts the class
- Honey-crusted sores around nose or mouth

If your child becomes ill at school and the teacher or school nurse feel the child is too sick to benefit from school or is contagious to other children, you will be called to come and take him/her home from school. It is essential that your child's teacher have a phone number where you can be contacted during the day and an emergency number in the event you cannot be reached. Please be sure that arrangements can be made to transport your child home from school and that childcare is available in case of illness. If your daytime or emergency phone number changes during the year, please notify your child's teacher immediately.

As a reminder, New York Education law requires a written or emailed excuse for every absence, tardy and early dismissal from school. Excuses must include the child's name, date of the absence/tardy/dismissal, reason and signature of parent/guardian.

Please feel free to call or email if you have any questions or concerns.



Symptom/Sign	COVID-19	COLD	ALLERGY	FLU
Cough	Usually (dry)	Usually	Sometimes	Usually
Tiredness	Usually	Sometimes	Sometimes	Usually
Fever	Usually	Sometimes	Never	Usually - not always
Muscle aches	Usually	Sometimes	Never	Usually
Sneezing	Rarely	Sometimes	Usually	
Sore throat	Usually	Usually	Rarely	Usually
Runny/Stuffy nose	Usually	Usually	Usually	Usually
Diarrhea	Sometimes	Never	Never	Sometimes
Nausea/vomiting	Sometimes	Never	Never	Sometimes
New loss of taste/smell	Usually	Sometimes	Sometimes	Rarely
Itchy nose, eyes, mouth, inner ear	Never		Usually	
Pink eye	Sometimes		Sometimes	
Shortness of breath	Usually			Usually

While Covid symptoms generally appear 2-14 days after exposure, symptoms of a common cold usually appear 1-3 days after exposure. Flu symptoms usually appear about 1-4 days after exposure. While Covid can cause shortness of breath or difficulty breathing, seasonal allergies don't usually cause these symptoms unless you have a respiratory condition such as asthma that can be triggered by pollen exposure.

RSV is another virus that has been spreading. The symptoms of RSV are: runny nose, decrease appetite, coughing, sneezing, fever, and wheezing. These symptoms usually appear in stages and not all at once. People infected with RSV usually show symptoms within 4-6 days after getting infected.

Standard precautions to reduce your risk of infection of any of the above include:

- Avoiding close contact (within 6 feet) with anyone outside your household, especially if you have a higher risk of serious illness
- Wearing a face mask in indoor public spaces
- Washing your hands often with soap and water for at least 20 seconds, or using an alcohol-based hand sanitizer that contains at least 60% alcohol
- Avoid crowded indoor spaces
- Covering your mouth and nose with your elbow or a tissue when you cough or sneeze
- Avoiding touching your eyes, nose and mouth
- Cleaning and disinfecting high-touch surfaces such as doorknobs, light switches, electronics and counters daily

Wyoming Central School District
1225 Route 19
PO Box 244
Wyoming, NY 14591-0244

NON-PROFIT ORGANIZATION US POSTAGE PAID PERMIT #8 WYOMING NY 14591

Board of Education
- Ben Chamberlain, President
- Nicole White, Vice President
- Kaitlyn Bush
- Desiree Fioramonte
- Barry True
- Haley Tygart
- Jordan Wetherwax

Superintendent of School
- Emily Herman

District Treasurer
- Joelle Stroud

www.wyomingcsd.org

Mark Your Calendars

Special Events

Gaslight Holiday Festival at the Wyoming Village Hall
12/6 @ 9:00 am
Come join the village in celebrating the holidays and watch our students sing and play Christmas carols

No School

- 11/24 - 11/28: Thanksgiving Break
- 12/24 - 1/2: Winter Recess
- 1/19: Martin Luther King, Jr.
- 2/16 - 2/20: February Break
- 3/20: Superintendent's Conference Day

Early Dismissal

- 1/16

Special Events

Winter Concerts
- 12/16 @ 6:30 pm
  Kindergarten - 4th Grade
- 12/18 @ 6:30 pm
  Middle School Band and Chorus