

# WYOMING CENTRAL SCHOOL BOARD OF EDUCATION

May 6, 2026

Budget Hearing 6:30 pm and Regular Meeting 7:00 pm

I. Call to Order, Roll Call, Pledge of Allegiance

Approve Mr. True as President Pro-tem

1\_\_\_ 2\_\_\_

II. Agenda: Additions or Deletions

1\_\_\_ 2\_\_\_

III. Public Forum

IV. Presentations: Kristina Baker & Michele Pearce, Class of 2027

Olivia Lamar & Kristina Baker, Student Council

Marie May & Kristina Baker, Ski Club

Marie May, Pageturners

Deb Welch & Stephen Sovocool, 8th Grade

V. Board Discussion

VI. Reports

A. President

B. Superintendent

C. Treasurer

VII. Consent Items

1\_\_\_ 2\_\_\_

A. Approve minutes of the 4/21 /26 special meeting

B. Approve Treasurer's Report, Budget by Function, and Budget Transfers - March 2026

C. Approve CDEP Plan

D. Approve RTI Plan

E. Approve Summer Reading Program 10hrs/wk at the rate of \$43/hr

F. Approve 8th Grade Class Trip

G. Approve Annual Reorganization Meeting on 7/9/26 @ 7:00 pm

H. Approve Wyoming Hook and Ladder Company, INC request for June 20, 2026

I. Approve contract with Barbara Kapperman to provide professional services to the business office, retroactive to April 29, 2026

- J. Approve the transfer of \$38,705.49 in interest earnings on BAN proceeds to the capital fund for 2023 Capital Improvement Project 1 \_\_\_ 2 \_\_\_
- K. Approve items for surplus 1 \_\_\_ 2 \_\_\_
- VIII. Old Business
- IX. New Business
  - A. Approve a public hearing on the proposed transfer from the Repair Reserve Fund to the Wyoming Central School District on 6/11/26 at 6:30 PM. 1 \_\_\_ 2 \_\_\_
- X. Executive Session 1 \_\_\_ 2 \_\_\_
- XI. Personnel 1 \_\_\_ 2 \_\_\_
  - A. Substitute Appointments
  - B. Probationary Appointments
  - C. Permanent Appointments
  - D. Resignations
  - E. Other
    - 1. Approve Terms and Conditions 2026-2027 1 \_\_\_ 2 \_\_\_
    - 2. Approve Kristina Baker as Summer Reading Teacher 1 \_\_\_ 2 \_\_\_
    - 3. Appoint 2026 Summer Cleaners 1 \_\_\_ 2 \_\_\_
      - a. Luann Holts at the rate of \$16.00/hour
      - b. Lily Anderson at the rate of \$16.00/hour
- XII. CPSE/CSE 1 \_\_\_ 2 \_\_\_
- XIII. Adjournment 1 \_\_\_ 2 \_\_\_

**WYOMING CENTRAL SCHOOL**

**WYOMING, NEW YORK**

**BOARD OF EDUCATION**

**SPECIAL MEETING**

**APRIL 21, 2026**

**Members present:** Kaitlyn Bush, Benjamin Chamberlain, Barry True,  
Haley Tygart, Jordan Wetherwax, Nicole White

**Members absent:** Desiree Fioramonte

**Others present:** Emily Herman, Joelle Stroud, Nancy Norton

**Guests:** None.

**Call to Order:** The meeting was called to order at 7:00 pm by Mr. Chamberlain, Board President.

**Approval of Agenda:** Resolved, the Board approves the agenda on motion by Mr. True and second by Mr. Wetherwax.  
Yes-6 Bush, Chamberlain, True, Tygart, Wetherwax, White  
No-0  
Motion approved.

**Public Forum:** None.

**Consent Items:** Resolved, the Board approves Consent Item A., on motion by Mr. True and second by Mrs. Bush:  
A. Approve minutes of the 4/2/26 regular meeting  
Yes-6 Bush, Chamberlain, True, Tygart, Wetherwax, White  
No-0  
Motion approved.

**New Business:**

Resolved, the Board approves New Business Items A. – J., on motion by Mr. Chamberlain and second by Mr. Wetherwax:

A. Approve Propositions 1.-5., for the Annual Vote & Election on 5/19/26:

1. Proposition 1: Annual Budget
2. Proposition 2: Board Election
3. Proposition 3: Authorization to Withdraw From the Existing "2020 Vehicle, Machinery, & Equipment Purchase Capital Reserve Fund"
4. Proposition 4: Authorization to Establish "2026 Vehicle, Machinery, and Equipment Purchase Capital Reserve Fund"
5. Proposition 5: Wyoming Free Circulating Library Association

B. Approve to vote by paper ballot during the hours of 1:00 pm to 8:00 pm in the school foyer at the 5/19/26 annual vote and election

C. Approve the following election inspectors and alternate inspectors, for the 5/19/26 annual vote and election on 5/19/26, at the rate of \$16.00 per hour:

Election Inspectors:

Betty Yuhnke

Kerri Griffith

Karen Green

Stephanie Dominiak

Alternate Election Inspectors:

Cheryl Strathearn

Traci Bartholomew

Chief Election Inspector:

Nancy Norton

D. Approve the Village Hall of Wyoming, Rt. 19, Wyoming, NY, as an alternate voting site, in case of an emergency, for the 5/19/26 annual vote and election

E. Approve to cast one vote for each of the BOCES Board Member nominees and cast one vote for the BOCES Administrative Budget for 2026-2027

F. Approve the Property Tax Report Card

G. Approve the name of Nicole White to appear on the ballot of the 5/19/26 vote and election, as one petition was received from Nicole White, for the one open board seat.

H. Approve suggested book donation from PTO

I. Approve the Cooperative Natural Gas Supply Bid WFL 2027-19 resolution

J. Approve \$28.00/hour as the rate of pay for a Substitute Account Clerk

Yes-6 Bush, Chamberlain, True, Tygart, Wetherwax, White

No-0

Motion approved.

**Executive Session:**

Resolved, the Board retired into executive session at 7:10 pm for the purpose of appointment of personnel and contractual matters on motion by Mr. Chamberlain and second by Mrs. Bush.

Yes-6 Bush, Chamberlain, True, Tygart, Wetherwax, White

No-0

Motion approved.

**Out of Executive Session:**

The Board reconvened regular session at 7:32 pm.

**Personnel:**

Resolved, the Board approves Personnel Items A. – D., on motion by Mr. True and second by Mrs. Bush:

A. Accept Rachael Hinz, Account Clerk, letter of resignation dated 4/14/26, effective 4/28/26.

B. Accept Jordan Muskopf, Custodial Worker, letter of resignation effective 4/21/26

C. Approve to appoint Jordan Muskopf as a Senior Custodial Worker, effective 4/22/26

D. Approve Nancy Norton as a Substitute Account Clerk

Yes-6 Bush, Chamberlain, True, Tygart, Wetherwax, White

No-0

**Motion approved.**

**Adjournment:**

**Resolved, the Board adjourns the meeting at 7:33 pm on motion by Mr. True and second by Mrs. Tygart.**

**Yes-6 Bush, Chamberlain, True, Tygart, Wetherwax, White**

**No-0**

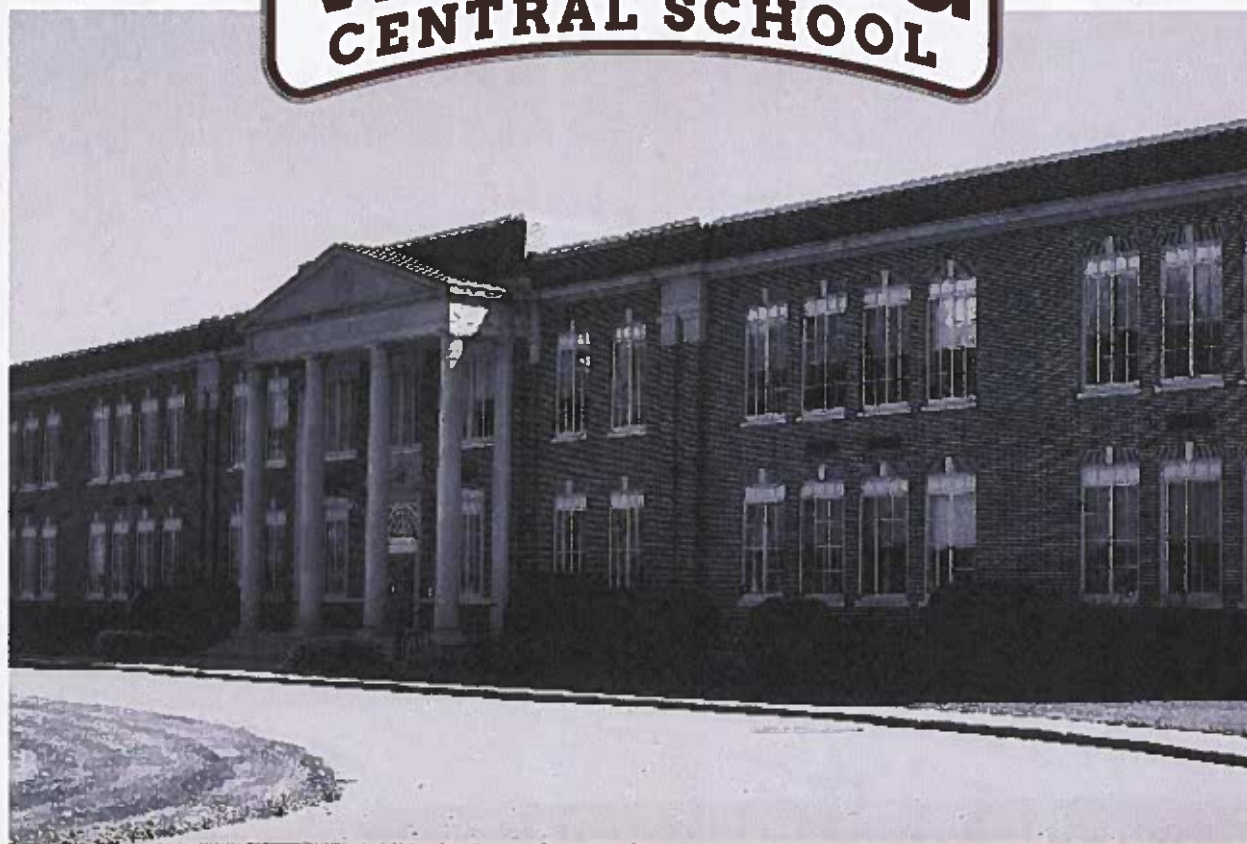
**Motion approved.**

**Respectfully submitted,**

**Nancy Norton  
District Clerk**



**WYOMING**  
**CENTRAL SCHOOL**

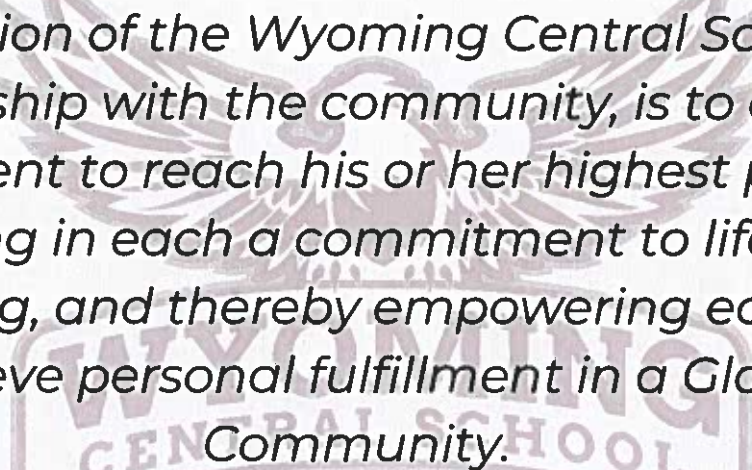


COMPREHENSIVE DISTRICT  
EDUCATION PLAN  
(CDEP)

# Mission

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*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.*



We believe...

- all students can learn.
- students learn best when they are engaged with the content, skills and their peers.
- teaching and learning should be meaningful, engaging, and rigorous.
- how to learn is as important as what is learned.

We will...

- never give up on students.
- foster meaningful collaboration between all members of the school community.
- challenge our students, teachers, administration, and staff to reach their full potential with the necessary support to be successful.
- foster an environment where students are self aware and are able to manage their emotional needs and behaviors.

# District Priorities

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1

## **Achievement**

*Develop and implement processes to meet the individual learning needs of students and support their academic success, leading to increased achievement.*

2

## **Social Emotional Learning**

*Develop and implement processes to meet the social emotional needs of students and support their needs leading to self awareness of their emotional needs and behaviors.*

3

## **Curricular Alignment**

*To ensure alignment and consistency in curriculum delivery across all grade levels (PreK-8) by implementing a systematic framework of curriculum checks and balances. This will involve regular reviews of curricular content, instructional strategies, and student assessment data to ensure vertical and horizontal alignment, address gaps or overlaps in learning, and support continuous improvement. The goal is to provide a cohesive, developmentally appropriate learning experience that ensures all students build foundational knowledge and skills, while also allowing for differentiation to meet diverse learning needs at each grade level.*

# Underlying Themes

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The underlying themes form the foundation for the WCSD CDEP. These themes were identified through the CDEP core team as four of the most critical aspects that underpin our CDEP goals while serving as a basis for expectation and support to help our students attain the achievement goals. The themes will not only serve as guiding principles for goal attainment through the development of action plans, but the themes will provide direction for additional professional learning opportunities.



## **Curriculum, Instruction, & Assessment**

Curriculum, instruction, and assessment are vital for guiding student learning, ensuring academic growth, and providing valuable feedback to enhance teaching effectiveness and drive continuous improvement.



## **Social & Emotional Learning**

Social and Emotional Learning (SEL) helps students build self-awareness, empathy, and strong relationships, fostering a positive school environment and improving both academic success and personal well-being.



## **21st Century Skills**

21st-century skills like critical thinking, creativity, and collaboration prepare students to adapt to technological change, solve problems, and succeed in diverse, future career environments.



## **Professional Learning Communities**

Professional Learning Communities (PLCs) foster collaboration among educators, promoting shared knowledge, improving teaching practices, and ultimately enhancing student outcomes through collective problem-solving and continuous professional growth.

# Goals

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As an education organization, the development, articulation, and measurement of goals, along with a strong commitment to the attainment of goals are significant influencers on the success of the organization in meeting the goals.

In the CDEP process, various stakeholders provide feedback with regard to goals and the connectivity of those goals to each other. For example, literacy is at the center of all student learning and, therefore, is a component of each of the subsequent goals. Each goal from there supports higher levels of success.

As plans of action are developed and revised, a major component in helping our students achieve the CDEP goals will be the support provided to our faculty, staff, and administration through the identified learning opportunities.



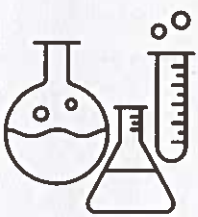
## Literacy

Increase the percentage of students who are reading within the appropriate grade level band measured through oral reading fluency to 80% proficiency.



## Grade 3-8 ELA

Increase the percentage of students in a given cohort to earn a score of a Level 3 or better on the NYS assessments in ELA to 80%.



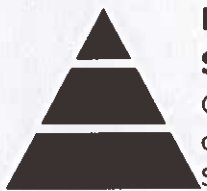
## Science

Increase the number of students earning proficiency in their given cohort on the grade 5 NYS Science assessment and the Grade 8 Science assessment to 80%.



## Grade 3-8 Math

Increase the percentage of students in a given cohort to earn a score of a Level 3 or better on the NYS assessments in Math to 80%.



## Multi-Tiered Systems of Support

Continually update and improve our Multi-Tiered Systems of Support (MTSS) procedures.



## Technology

To transform students into well-developed 21st-century learners by fostering critical thinking, creativity, collaboration, and communication skills.

# Action Plan: Achievement

Develop and implement processes to meet the individual learning needs of students and support their academic success, leading to increased achievement.

## Why is this a priority?

The Achievement Priority directly connects to the Wyoming Central School District's vision and mission. Additionally this priority fits into the following belief statement: "We believe all students can learn".

Low proficiency rates on the 3-8 NYS assessments support the need for an Achievement Priority. Supporting the individual learning needs of students will set them up for success across all grade levels and beyond.

Strategy	Methods	Measures of Success
<p><b>What strategies will we pursue as part of this priority?</b></p>	<p><b>What does this strategy entail? What will implementation look like in our district?</b></p>	<p><b>How will the level of success for this strategy be measured?</b></p>
<p>Data Teams</p>	<p>Data teams will meet three times yearly to create intervention teams to address student needs. Additionally, to address any curricula needs that teachers may have.</p>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• Student Data                             <ul style="list-style-type: none"> <li>◦ iReady Data</li> <li>◦ NYS Assessments</li> </ul> </li> </ul>
<p>Strengthen Tier 1 Teaching Strategies</p>	<p>Professional Development opportunities will be given to address Tier 1 teaching strategies and curricula needs. Additionally, new curricula and resources will be explored as needed based on recommendations from data teams.</p>	<ul style="list-style-type: none"> <li>• Data Team Meetings</li> <li>• Grade Level Meetings</li> <li>• Student Data                             <ul style="list-style-type: none"> <li>◦ Local Assessments</li> <li>◦ iReady Data</li> </ul> </li> </ul>
<p>Curriculum, Instruction, &amp; Assessment Planning</p>	<p>Teachers and the CDEP team will work together to create curriculum guides, pacing guides, and vertical alignment guides. This will help to ensure success in Tier 1 teaching strategies across all grade levels.</p>	<ul style="list-style-type: none"> <li>• Creation of:                             <ul style="list-style-type: none"> <li>◦ Curriculum Guides</li> <li>◦ Pacing Guides</li> <li>◦ Vertical Alignment Guides</li> </ul> </li> </ul>

# Action Plan: Social Emotional Learning

Develop and implement processes to meet the social emotional needs of students and support their needs leading to self awareness of their emotional needs and behaviors.

## Why is this a priority?

The Social Emotional Learning Priority directly connects to the Wyoming Central School District's vision and mission. Additionally, this priority fits into the following action statement: "We will foster an environment where students are self-aware and are able to manage their emotional needs and behaviors."

Student Behavior Intervention Monitoring Surveys (BIMAS), as well as teacher observations and discipline referral data, support the Social Emotional Learning Priority. Supporting the social emotional learning needs of students will set them up for success across all grade levels and beyond.

Strategy	Methods	Measures of Success
<p><b>What strategies will we pursue as part of this priority?</b></p>	<p><b>What does this strategy entail? What will implementation look like in our district?</b></p>	<p><b>How will the level of success for this strategy be measured?</b></p>
<p>Data Teams</p>	<p>Data teams will meet three times yearly to discuss and implement plans for students who exhibit needs in the social emotional learning scope.</p>	<ul style="list-style-type: none"> <li>• Data Team Meetings</li> <li>• Student Data                             <ul style="list-style-type: none"> <li>◦ Teacher Observations</li> <li>◦ BIMAS results</li> </ul> </li> </ul>
<p>Strengthen Tier 1 Social Emotional Strategies</p>	<p>Professional Development opportunities will be given to address Tier 1 teaching strategies in the area of social emotional learning. Additionally, implementation of strategies in the Tier 1 classroom setting</p>	<ul style="list-style-type: none"> <li>• Data Team Meetings</li> <li>• Grade Level Meetings</li> <li>• Student Data                             <ul style="list-style-type: none"> <li>◦ Teacher Observation</li> <li>◦ BIMAS results</li> </ul> </li> </ul>

# Action Plan: Social Emotional Learning

Strategy	Methods	Measures of Success
<p><b>What strategies will we pursue as part of this priority?</b></p>	<p><b>What does this strategy entail? What will implementation look like in our district?</b></p>	<p><b>How will the level of success for this strategy be measured?</b></p>
<p>PBIS: Positive Behavioral Supports</p>	<p>The CDEP team will partner with various student-centered organizations to enhance and expand our PBIS programming and impact.</p>	<ul style="list-style-type: none"> <li>• Positive Behavior Data</li> <li>• Student Behavior Outcomes               <ul style="list-style-type: none"> <li>◦ Reduction in office discipline referrals</li> <li>◦ Fewer incidents in targeted areas (bus, cafeteria, recess)</li> </ul> </li> <li>• Student Voice &amp; Climate</li> </ul>
<p>Peer Mediation</p>	<p>implement a peer mediation program designed to build student capacity in conflict resolution, communication, and problem-solving. Trained student mediators will support their peers in resolving conflicts in a structured, supervised environment, promoting a positive school climate and reducing disciplinary incidents.</p>	<ul style="list-style-type: none"> <li>• Student Data               <ul style="list-style-type: none"> <li>◦ Reduction in conflict-related behavioral incidents</li> <li>◦ Improved student conflict resolution skills</li> <li>◦ Positive shifts in student perception of school climate and peer relationships</li> </ul> </li> </ul>
<p>Restorative Practices</p>	<p>Restorative Practices will be used in the Tier 1 setting to enforce the knowledge of social emotional awareness, as well as, self management of emotions and behaviors.</p>	<ul style="list-style-type: none"> <li>• Restorative Circles</li> <li>• Maintenance Circles</li> <li>• Daily Circles</li> <li>• Teacher Observation</li> </ul>

# Action Plan: Curricular Alignment

To ensure alignment and consistency in curriculum delivery across all grade levels (PreK-8) by implementing a systematic framework of curriculum checks and balances. This will involve regular reviews of curricular content, instructional strategies, and student assessment data to ensure vertical and horizontal alignment, address gaps or overlaps in learning, and support continuous improvement. The goal is to provide a cohesive, developmentally appropriate learning experience that ensures all students build foundational knowledge and skills while also allowing for differentiation to meet diverse learning needs at each grade level.

## Why is this a priority?

The Curricular Alignment Priority directly connects to the Wyoming Central School District's vision and mission. Additionally, this priority fits into the following belief statement: "teaching and learning should be meaningful, engaging, and rigorous."

Through the creation of Curricular Alignment documents, it can be assured that all teachers have the materials they need to provide meaningful, engaging, and rigorous instruction. Additionally, through the Curricular Alignment process, teachers and administrators will be able to assess the need for additional support in building foundational knowledge in all students. Supporting the Curricular Alignment Priority will set both teachers and students up for success across all areas of instruction and learning.

Strategy	Methods	Measures of Success
<p><b>What strategies will we pursue as part of this priority?</b></p>	<p><b>What does this strategy entail? What will implementation look like in our district?</b></p>	<p><b>How will the level of success for this strategy be measured?</b></p>
<p>Curriculum and Instruction Planning Documents</p>	<p>Teachers, as well as the CDEP team, will create curriculum guides and pacing guide documents to ensure all necessary teaching can take place within a school year.</p>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• Planning Documents               <ul style="list-style-type: none"> <li>◦ Pacing Guides</li> <li>◦ Curriculum Guides</li> </ul> </li> </ul>
<p>Vertical Alignment</p>	<p>Through the creation of key skills, Vertical Alignment Guides, and implementation of grade level and department meetings focused on instruction, it will be ensured that foundational skills are being met at various grade levels.</p>	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• Department Meetings</li> <li>• Planning Documents               <ul style="list-style-type: none"> <li>◦ Vertical Alignment Guide</li> </ul> </li> </ul>

# Timeline: Curricular Alignment

The following timeline has been created to ensure success in the creation of all curricular alignment documents.

## Implementation

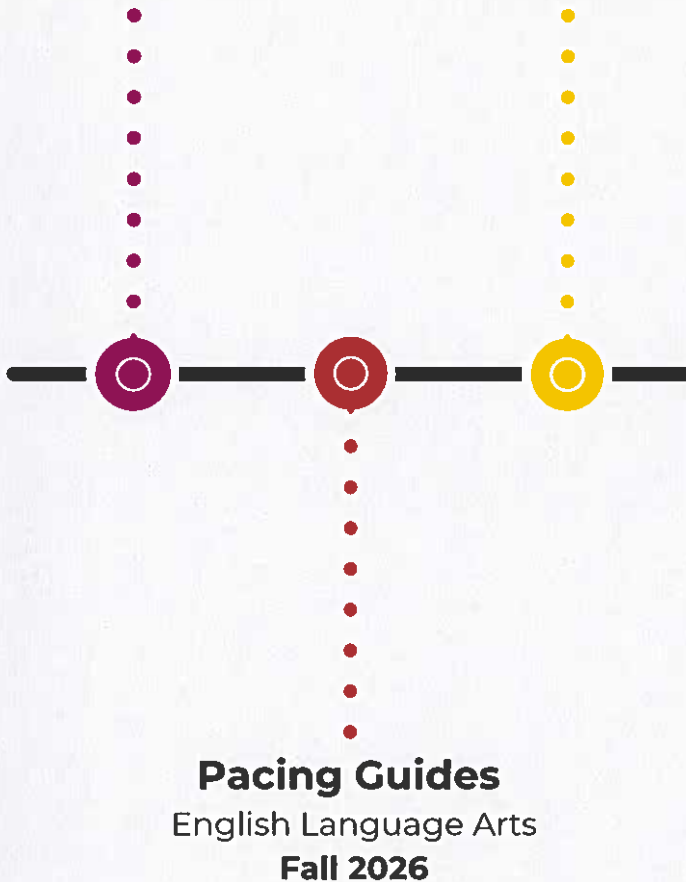
**Plan**  
Personal Finance  
**Spring 2025**

**Pacing Guides**  
Social Studies & Science  
**Spring 2027**

## Vertical Alignment

Social Studies &  
Science  
**Ongoing**

**Pacing Guides**  
Mathematics,  
English Language  
Arts, and Special  
Area Subjects  
**Ongoing**



# Infographic

Through the view of the infographic, it can be seen that all underlying themes, district priorities, and goals are interconnected.



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**Superintendent of Schools:** Mrs. Emily Herman

**Director of Student Services:** Mrs. Meghan Barker

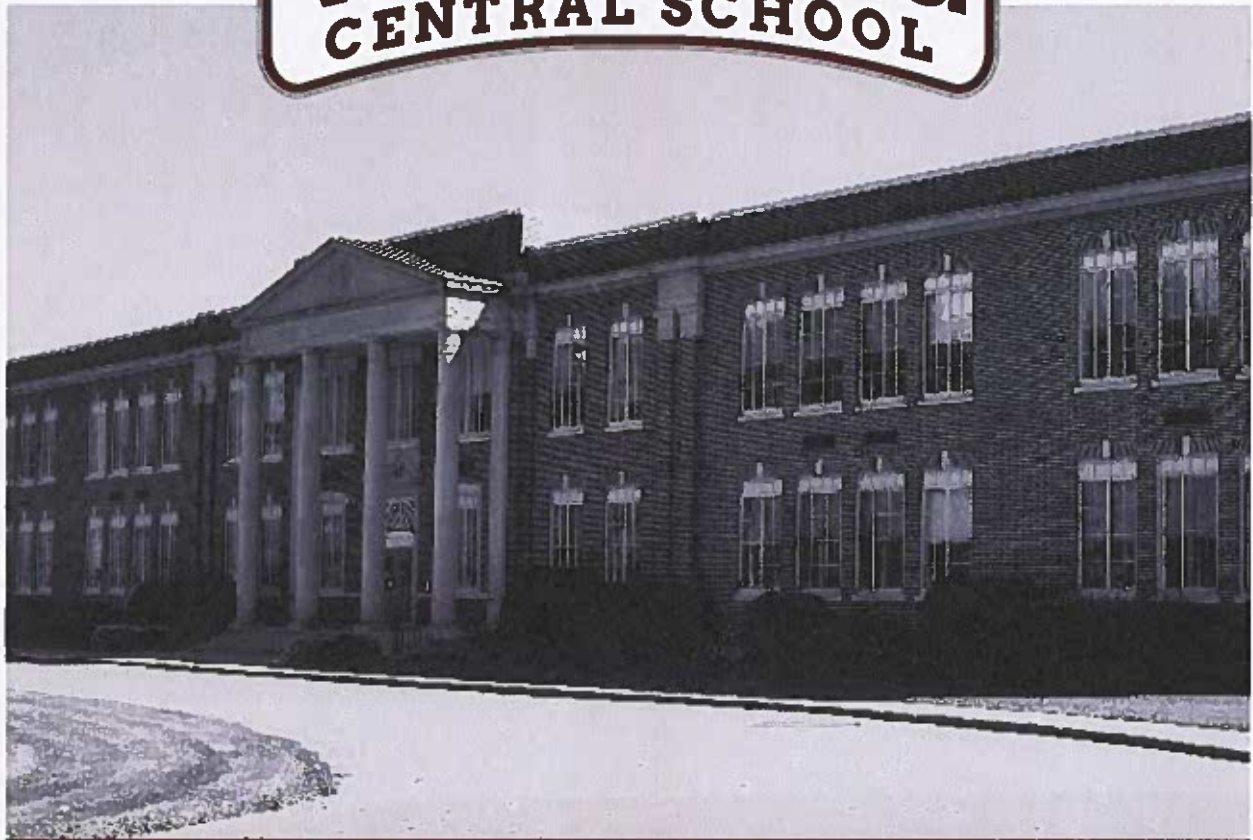
**District Education Planning Team:** Dr. Erica Miller, School Psychologist  
Mrs. Olivia Lamar, Teacher  
Mrs. Marie May, Teacher

**Board of Education:** Ben Chamberlain, President  
Nicole White, Vice President  
Kaitlyn Bush  
Desiree Fioramonte  
Barry True  
Haley Tygart  
Jordan Weatherwax

Adopted by the Wyoming Central School District's  
Board of Education on  
April 8th, 2025  
Updated April 1<sup>st</sup>, 2026  
Readopted by the BOE on DATE TO BE ADDED



**WYOMING**  
**CENTRAL SCHOOL**



RESPONSE TO INTERVENTION  
(RTI)

# Introduction

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Response to Intervention (RtI) is a key educational strategy aimed at closing achievement gaps for all students—including those at risk, students with disabilities, and English language learners—by addressing learning challenges early, before they become more significant. Each day, educators use data-driven decision-making to guide students' instructional programs and determine whether a struggling student may require adjustments in early intervention or instructional approaches. RtI provides a structured, instructionally relevant framework for identifying students who may have learning disabilities. These determinations are based on thorough and accurate information, ensuring that learning difficulties are not simply the result of ineffective instruction.

RtI begins with high-quality, research-based instruction delivered in the general education classroom by the general education teacher (Tier 1). Instruction is tailored to meet individual student needs through differentiated teaching within the core curriculum, along with supplemental support provided through a multi-tiered system of increasing intensity and focus.

Through schoolwide screenings and ongoing progress monitoring, students who have not mastered essential skills or are not making adequate progress are identified for Tier 2 intervention—targeted, small-group support designed to address specific learning needs. All students receiving Tier 2 services will have access to a minimum of 150 minutes of supplemental instruction over a six-day instructional cycle.

If a student continues to demonstrate insufficient progress despite targeted intervention, they may move to Tier 3, where they receive intensive, individualized instruction. Should progress remain limited at this level, a referral for a comprehensive evaluation may be considered to determine if a learning disability or other educational need is present.

# Building Blocks of an RtI Model

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The building blocks of Response to Intervention (RtI) are the essential components that create a strong, effective framework for identifying and supporting students who are struggling academically or behaviorally. Here are the core building blocks:

## 1. High-Quality Core Instruction (Tier 1)

Delivered to all students in the general education setting  
Aligned with state standards and based on research  
Includes differentiation to meet diverse learner needs

## 2. Universal Screening

Brief assessments given to all students multiple times per year  
Identifies students at risk for poor learning outcomes  
Provides baseline data to inform instruction

## 3. Tiered Levels of Support

Tier 1: Core instruction for all students  
Tier 2: Targeted small group interventions for students at risk  
Tier 3: Intensive, individualized interventions for students with significant needs

## 4. Progress Monitoring

Frequent, ongoing assessments to track student growth  
Ensures interventions are effective and adjusted as needed

## 5. Data-Based Decision Making

Teams use data to:  
Identify students in need  
Choose appropriate interventions  
Monitor progress  
Determine next steps, including referral for special education if necessary

## 6. Fidelity of Implementation

Interventions must be delivered as intended  
Consistent monitoring ensures programs are implemented correctly

## 7. Family Involvement

Parents are kept informed throughout the RtI process  
Collaboration helps support the student both at school and at home

# 1 High Quality Core Instruction (Tier 1)

The foundation of the Response to Intervention (RtI) model is high-quality core instruction, which all students receive in the general education classroom through a guaranteed and viable curriculum aligned with the New York State (NYS) learning standards. This foundational level, known as Tier 1, represents the core instructional program delivered by general education teachers to all students. Students at this tier are typically performing at or above grade level, as demonstrated by benchmark assessments such as i-Ready or scoring a Level 3 or 4 on the NYS Assessments. These students do not require additional screening until the next scheduled benchmark period, unless otherwise recommended by the RtI Team.

Tier 1 instruction is designed to meet the academic needs of at least 80% of all learners. It incorporates research-based teaching practices and includes positive behavior interventions and supports as part of the overall approach.

Essential components of Tier 1 include:

- A core curriculum aligned with NYS learning standards
- Universal screening conducted three times per year for all students
- Differentiated instruction grounded in structured literacy and/or mathematics frameworks, tailored to meet the diverse needs of students
- A daily, uninterrupted block of reading instruction
- A daily, uninterrupted block of math instruction
- Clearly defined behavioral expectations across the learning environment

Together, these elements ensure that Tier 1 instruction provides a strong and equitable academic foundation for all students. The following represents a sample of curricula that may be used in a Tier 1 setting at Wyoming CSD. Specific programs may vary over time based on instructional rotations or evolving best practices in education. These curriculum decisions are made to ensure that instruction remains both relevant and effective in meeting the diverse needs of all students.

## Examples of Tier 1 Curriculum

Reveal Math	Mathematics	K-5
Tools of the Mind	Reading, Mathematics, Science, Social Studies	Pre-K
Eureka Math <sup>2</sup>	Mathematics	6-8
Core ELA Program	ELA	K-5
Study Sync	ELA	6-8
Heggerty	ELA	K-2

## 2

# Universal Screening

Screening tools are used to identify students who may be at risk for academic or behavioral challenges and to help inform early intervention efforts. At Wyoming Central School, approved screening instruments are administered across key areas, including reading, writing, mathematics, and learning-related behaviors. These screeners support the identification of students who may benefit from additional instructional support and help define opportunities for targeted interventions within the school setting.

Screener	Assessment Window	Grades	Content
iReady Diagnostics	3x per year	K-8	<ul style="list-style-type: none"> <li> Reading and Math </li> </ul>
iReady Growth Monitoring	Monthly	K-8	<ul style="list-style-type: none"> <li> Reading and Math </li> </ul>
Brigance	Prior to Pre-K	Pre-K	<ul style="list-style-type: none"> <li> Reading/Writing/ Math </li> </ul>
BIMAS	3x per year	K-8	<ul style="list-style-type: none"> <li> SEL </li> </ul>
Phonics Screener	3x per year	K-3	<ul style="list-style-type: none"> <li> Reading </li> </ul>
Heggerty Phonemic Awareness	3x per year	K-2	<ul style="list-style-type: none"> <li> Reading </li> </ul>
Oral Reading Fluency	3x per year	K-5	<ul style="list-style-type: none"> <li> Reading </li> </ul>
Pseudoword Fluency	3x per year	2-5	<ul style="list-style-type: none"> <li> Reading </li> </ul>
Fact Fluency	3x per year	K-5	<ul style="list-style-type: none"> <li> Math </li> </ul>
Course Diagnostics and Benchmarks	As outlined in grade level curriculums	K-5	<ul style="list-style-type: none"> <li> Math </li> </ul>

# 3

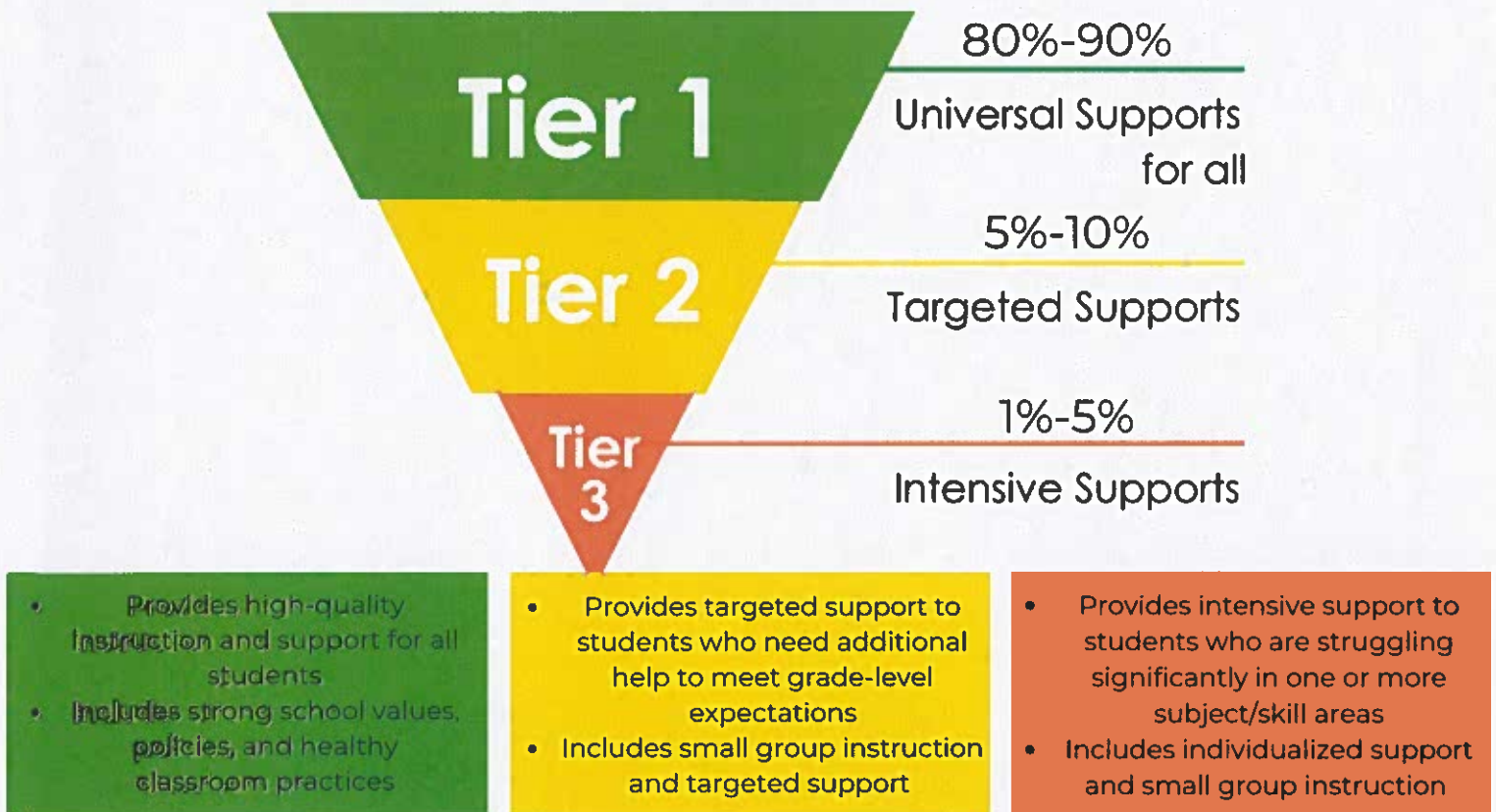
## Tiered Levels of Support

Response to Intervention (RtI) serves as a multi-tiered prevention and intervention model that provides increasing levels—or tiers—of instructional support based on student needs. At Wyoming Central School, the RtI process is designed to be flexible and responsive, ensuring that each student receives the appropriate level of support at the right time. The use of tiered instruction is tailored to individual student needs and is reviewed continuously. Students may enter or exit tiers based on ongoing analysis of performance data and progress monitoring.

The RtI framework consists of the following three tiers:

- Tier 1 provides high-quality, evidence-based core instruction to all students within the general education classroom. This includes a guaranteed and viable curriculum aligned with the New York State Learning Standards, along with differentiated instruction and clearly defined behavioral expectations. Tier 1 is designed to meet the academic and behavioral needs of approximately 80% of students.
- Tier 2 offers targeted, small-group interventions for students who are not meeting grade-level expectations and require additional support beyond the core program. These interventions supplement Tier 1 instruction and are monitored to assess their effectiveness.
- Tier 3 delivers intensive, individualized interventions for students with significant academic or behavioral needs who have not responded adequately to instruction at the previous tiers. These supports are more specialized and frequent, and are closely aligned to student-specific goals and data.

This structured, multi-tiered approach allows educators at Wyoming Central School to provide responsive, data-informed instruction that promotes growth and success for all students.



# Tier 2

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Tier 2 provides targeted, small-group (3–5 students) supplemental instruction in addition to core Tier 1 instruction. Students at this level are approaching grade-level expectations (typically performing at a mid to high Level 2 on NYS Assessments) and require additional support to close skill gaps.

Interventions may be delivered by the classroom teacher or an intervention specialist and are designed based on student needs identified through screening, assessment, and progress monitoring data. Students are grouped flexibly according to specific skill deficits.

Students receiving Tier 2 support are progress monitored at least twice per month to evaluate the effectiveness of interventions and guide instructional adjustments. Approximately 5–10% of students may require Tier 2 support at any given time.

Tier 2 interventions include, but are not limited to:

- Academic Intervention Services (AIS) in reading and/or math (push-in or pull-out, as determined by the RtI Team)
- Targeted, research-based literacy interventions such as UFLI (University of Florida Literacy Institute) to support foundational reading skills
- Progress monitoring and benchmarking using i-Ready Literacy Tasks
- Up to 150 additional minutes per week of targeted intervention
- Designated intervention blocks, including:
  - NEST (K–2): Nurture, Engage, Support, Thrive
  - SOAR (Grades 3–8): Support, Opportunity, Achievement, Reflection

## Tier 3

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Tier 3 provides intensive, individualized instruction for students who demonstrate insufficient progress in Tier 2 or who are performing significantly below grade-level expectations (typically a low Level 2 or Level 1 on NYS Assessments). These students require a higher level of targeted support to address persistent skill gaps.

Tier 3 interventions are more intensive than Tier 2 and differ in terms of increased time, smaller group size (1–3 students), and greater frequency of instruction. Interventions are highly individualized and based on ongoing analysis of student data.

Students receiving Tier 3 support are progress monitored at least weekly to assess responsiveness to intervention and inform instructional adjustments. Data is used to determine the effectiveness of interventions and the need for continued support or possible referral for further evaluation.

Tier 3 interventions include:

- Additional individualized, research-based interventions in reading and/or math, including structured literacy approaches such as Orton-Gillingham
- Progress monitoring and benchmarking using i-Ready Literacy Tasks
- Increased instructional time and frequency beyond Tier 2 supports
- Implementation within designated intervention blocks (e.g., NEST and SOAR, as appropriate)

## Consideration for Further Evaluation

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After entering the Tier 3 distinction, and an additional intervention period of 6-12 weeks, the RtI team will reconvene to discuss the student's progress with parental involvement. At that time, the RtI Team may make a referral to the Committee on Special Education or to the 504 Committee.

# Referral to CSE Team

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## **Who is referred to the CSE Team?**

In the event that a student has been determined to not be making adequate progress (through the analysis of progress monitoring data) in a Tier III intervention, they may be referred to the CSE team by the student's designated RtI team. Additionally, a parent/guardian has the right to ask for CSE evaluation in writing at any point in the RtI process.

## **Who is the CSE Team?**

The Wyoming Central School CSE Team is a group comprised of educational professionals with the goal of providing a higher level of support for struggling students. The members of the CSE Team may include, but is not limited to the following: CSE chairperson, parent or guardian of the student, teachers (general and/or special education), school psychologist, speech therapist, reading specialist, math specialist, building administrator, nurse, and school counselor.

## **LD Determination**

Effective as of July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of Learning Disabled, the Committee on Special Education must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

# Intervention Action Plan

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Once the area of need has been identified, a comprehensive intervention plan must be developed. This plan should include the following components:

1. A clear statement of the academic or behavior skill(s) the student is a struggling with (e.g., reading fluency, number sense, task completion, peer interactions).
2. Measurable outcomes (SMART goals) relative to grade level expectations in terms of student growth, achievement or skill level
3. Description of the evidence based strategy or program being used to deliver the intervention.
4. Duration, Schedule, and Setting of the Intervention:
  - How often and how long will the intervention be delivered.
  - Where and with how many other students will the intervention occur.
5. Person Responsible for Implementation of the Intervention
6. Progress Monitoring Tools and Schedule:
  - This is how student progress will be measured and how often data will be collected.
7. Criteria for Success:
  - The specific benchmarks (cut score) that will indicate whether the intervention is effective or if adjustments are needed. Student data from the intervention will be analyzed to further decision making.
8. Parent Communication Checklist
  - A checklist containing documentation for when and how parents have been informed of their student's intervention determination and progress.

The framework for an intervention action plan can be found in Appendix C.

# 4

## Progress Monitoring

Frequent, multiple, and regular assessments of student performance will be administered and analyzed. Academic, social and behavioral data will be considered. In a Tier 1 model for academic intervention, student growth in all areas will determine future action plans. In a Tier 2 or Tier 3 model, regularly scheduled RtI meetings will be held to analyze the success of intervention and guide further decision making.

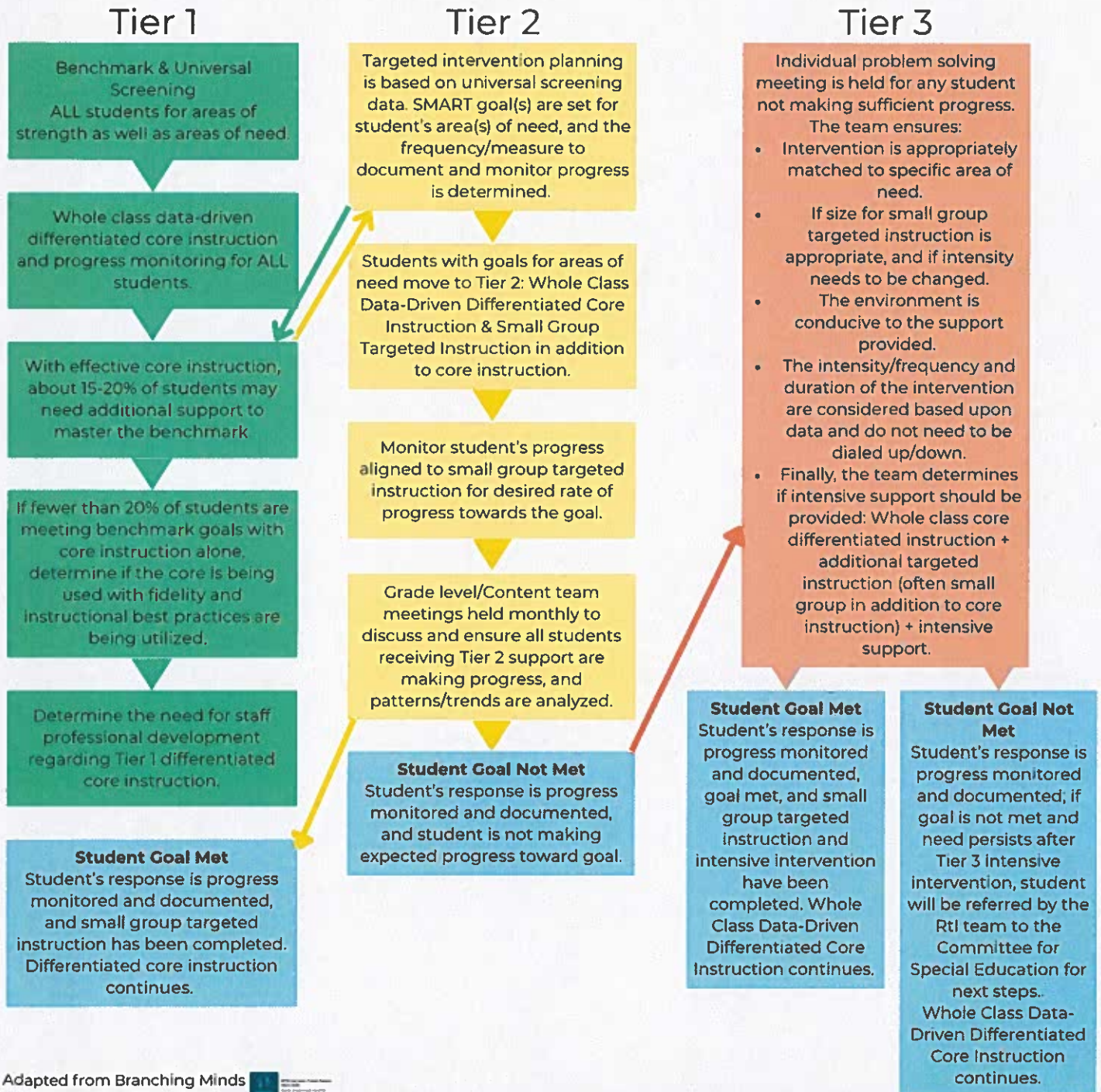
### Grades K-8 Progress Monitoring Tools for Students in Tier II and Tier III

Tiers	Reading	Math
Tier 2	<ul style="list-style-type: none"> <li>• iReady Standards Mastery</li> <li>• Phonics Screener</li> <li>• Heggerty Phonemic Awareness</li> <li>• Phonemic Awareness Screening Test (PAST)</li> <li>• Orton-Gillingham Assessment</li> <li>• Evidence-based teacher created assessment</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Standards Mastery</li> <li>• Reveal Math Assessments</li> <li>• iReady Fluency Tracker</li> <li>• Evidence-based teacher created assessment</li> <li>• Anecdotal Records</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• IEP Based Goals</li> <li>• Orton Gillingham Assessment</li> <li>• Evidence-based teacher created assessment</li> </ul>	<ul style="list-style-type: none"> <li>• IEP Based Goals</li> <li>• Evidence-based teacher created assessment</li> <li>• Anecdotal Records</li> </ul>

# 5

## Data Driven Decision Making

Data-driven decision making is essential to the success of Response to Intervention (RTI). By using consistent assessment data—such as screening results, progress monitoring, and diagnostic tools—educators can identify students' specific learning needs, tailor interventions, and track their effectiveness over time. This approach ensures that support is targeted, timely, and evidence-based, helping to close learning gaps early. It also allows teams to adjust instruction and intervention levels proactively, rather than relying on assumptions or delays in support. Ultimately, data-driven RTI promotes equitable access to learning and improves student outcomes through informed, responsive teaching. The decision making process is represented in the visual display below.



Adapted from Branching Minds  
Intervention Flow Chart



# 6

## Fidelity of Implementation

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Delivering interventions with fidelity and consistency is essential to the success of the Response to Intervention (RTI) process. This means that all strategies and supports must be implemented as designed, following the prescribed methods, duration, and frequency, to ensure accurate assessment of their effectiveness and to support student growth. Consistent implementation also ensures that progress monitoring data is reliable, allowing teams to make informed decisions about next steps. Achieving fidelity requires ongoing communication among team members and appropriate training and support for staff implementing interventions.

# 7

## Family Involvement

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Regular communication with families is a vital component in developing the relationships necessary to support student success. Throughout the RtI process, communication with families may include, but is not limited to:

### 1. Initial Communication

- Families will be informed when a student is being considered for additional support beyond Tier 1.
- Families will receive an overview of the RtI process, including how it supports student learning and development.
- Families will be notified of the nature of interventions, the data that will be collected, and strategies to support learning at home.

### 2. Progress Monitoring Updates

- Families will receive regular updates on their child's academic and/or behavioral progress.
- For students receiving Tier 2 or Tier 3 interventions, updates may occur more frequently than quarterly.
- Communication may include written reports, phone calls, and/or conferences to review progress and growth over time.

### 3. Movement Between Tiers and Referral Consideration

- Families of students receiving Tier 2 supports will be invited to participate in a stakeholder meeting when data indicates a need to consider movement to Tier 3 or a potential referral to the Committee on Special Education (CSE).

### 4. Home-School Collaboration

- Educators may share strategies and activities for families to use at home to support academic or behavioral goals.
- Families are encouraged to provide feedback to help align support across school and home settings.

### 5. Goal Setting and Support Plans

- Families will be informed of student goals and progress, and are encouraged to reinforce these goals at home.

### 6. Cultural and Linguistic Considerations

- Schools will ensure communication is accessible by providing translation services, interpreters, and culturally responsive practices.

### 7. Family Feedback and Advocacy

- Families are encouraged to ask questions, share concerns, and advocate for their child throughout the RtI process.

# Appendix

# A: Interventions and Programming

All academic interventions and instructional programming provided during NEST and SOAR Time will be grounded in evidence-based practices. This ensures that students receive high-quality, research-supported strategies tailored to their individual learning needs, promoting meaningful growth and lasting success.

## Examples of Interventions and Programming

Intervention Program	Purpose	Targeted Student Population
Orton-Gillingham	The Orton-Gillingham approach is a structured, multisensory program designed to help students—especially those with dyslexia—develop strong reading, writing, and spelling skills. It uses explicit, sequential instruction to teach the foundations of the English language in a way that is tailored to each learner's needs.	<ul style="list-style-type: none"><li>• Students with dyslexia</li><li>• Students with other language-based learning difficulties</li><li>• Struggling readers and writers who need explicit, systematic instruction in phonics, spelling, and decoding</li><li>• Early learners at risk of reading difficulties (as a preventative measure)</li></ul>
UFLI	The UFLI intervention is a structured, research-based program designed to help beginning and struggling readers develop strong foundational skills in phonemic awareness, phonics, and decoding. It supports reading accuracy and fluency through explicit, systematic instruction aligned with the science of reading.	The UFLI (University of Florida Literacy Institute) Intervention Program is designed primarily for students in Grades K–3 who are at risk of reading failure. It focuses on students who may struggle with foundational reading skills, particularly those who have difficulties with phonological awareness, decoding, and fluency.

# A: Interventions and Programming

Intervention Program	Purpose	Targeted Student Population
Magnetic Reading	<p>The Magnetic Reading program by Curriculum Associates is designed to provide explicit, systematic, and evidence-based instruction in reading. It is grounded in the Science of Reading and aims to support students in developing essential reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	Grades 2-5
iReady	<p>The i-Ready program is an online intervention tool for K-8 students that provides personalized, adaptive instruction in reading and math. It tailors lessons to each student's skill level based on diagnostic assessments, helping educators target specific learning needs. i-Ready aims to improve student achievement through engaging content, data-driven insights, and individualized learning paths.</p>	Grades K-8
Heggerty Bridge to Reading	<p>The Heggerty intervention is designed to provide explicit phonemic awareness instruction.</p>	Grades K-2

# A: Interventions and Programming

## Examples of Interventions and Programming Continued

Intervention Program	Purpose	Targeted Student Population
Heggerty Bridge the Gap	The Heggerty Bridge the Gap intervention is designed to provide explicit phonemic awareness instruction to older students	Grades K-4
Reveal Math	The Reveal Math Intervention is designed to support students who are struggling with core math concepts, providing targeted instruction and practice to help them bridge skill gaps and build a deeper understanding of math.	Grades K-5

# B: Example of Parent Letter for Initial Determination

**Wyoming Central School District  
1225 Route 19  
Wyoming, NY 14591  
(585) 495-6222 ext. 113**

## **Response to Intervention Services**

Parent/Guardian of [REDACTED]

Re: [REDACTED]

Dear Parent/Guardian,

The New York Department of Education mandates Response to Intervention (RTI) services to those students who perform at Level 1 (lowest level of proficiency) on State Exams in English Language Arts (ELA) and Mathematics. You may wish to review the results that we previously mailed to you.

The district offers a variety of academic and support services to meet the instructional needs of our students. The goal is to use our available resources to support your child in his or her efforts to be successful in meeting the New York State Learning Standards and graduation requirements.

We carefully review the educational programs of each student who scores Level 1 or 2 on the State Assessments. Enclosed with this letter is a summary of Response to Intervention services, which is customized to give instructional and/or other types of assistance to support your child. We have made a thorough review of your child's daily classroom performance, standardized and/or diagnostic testing results (including State testing) and report card information as we developed your child's services.

We will try to meet the needs of all learners in our school with the least amount of interruption to their routine.

If you believe that your child may have a disability, you may refer your child for an initial evaluation for special programs and services.

Please feel free to contact your child's teacher if you have any questions.

Sincerely,

# C: Intervention Action Plan

Wyoming Central School District  
 1225 Route 19  
 Wyoming, NY 14591  
 (585) 495-6222 ext. 113

## Summary of Response to Intervention Services - 2025-2026 Intervention Status - Active

Student Information		Birth Date:	ID#:	Gender:
Name:				
Address:				
Guardian:		Relation:	Home #: Work#:	Grade:

School Year: 2025-2026		School: Wyoming Central School		Grade:
<b>1. Intervention or Support Service Information:</b>				
<b>Intervention</b> Counseling	<b>Intervention Area</b> Behavior	<b>Status</b> Active	<b>Start Date</b> End Date	<b>Mode</b> Low Intensity
<b>Tier Level</b> Tier 2	<b>Case Liaison</b>		<b>Freq. Period</b> N/A	<b>Duration</b> 30 minutes
<b>Reason For Service</b> BIMAS/Teacher recommendation				<b>Provider</b>
<b>2. Intervention or Support Service Information:</b>				
<b>Intervention</b> Reading Instruction	<b>Intervention Area</b> Reading	<b>Status</b> Active	<b>Start Date</b> End Date	<b>Mode</b> Small Group
<b>Tier Level</b> Tier 2	<b>Case Liaison</b>		<b>Freq. Period</b> N/A	<b>Duration</b> 20 minutes
<b>Reason For Service</b> Fall iReady reading benchmark				<b>Provider</b>
<b>Planned Assessment to Monitor Progress Method</b> iReady passage reading fluency; iReady Pseudoword				
<b>Intervention Curriculum</b> UFLI				
<b>GOAL =</b> ORF 109 WPM				
<b>Pseudoword - Baseline:</b> 33 Goal: 40+				

# C: Intervention Action Plan

3. Intervention or Support Service Information:		School: Wyoming Central School	Grade:
<b>Intervention</b>	<b>Intervention Area</b>	<b>Duration</b>	<b>Provider</b>
Monitor Math Achievement	Mathematics	20 minutes	
<b>Tier Level</b>	<b>Case Liaison</b>	<b>Freq. Period</b>	<b>Mode</b>
Tier 2		N/A	Monthly
<b>Reason For Service</b>		<b>Start Date</b>	<b>End Date</b>
Fall ready math			
<b>Planned Assessment to Monitor Progress Method</b>		<b>Instruction/Support Program</b>	
i-Ready Math (Fall)		Math Monitoring	

# D: Parent Communication

## Parent Communication Plan for RTI

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Start Date of RTI: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Communication Step	Purpose	Method	Timeline	Date Contact Made
Initial Notification	Inform parents of RTI support and reason.	Phone call + Follow-up email/letter	Within 1 week of RTI decision	
Explanation of RTI	Explain RTI process, tiers, and student involvement.	Email, letter, or in-person meeting	Within 1 week of initial contact	
Share Assessment Results	Provide current data supporting need for intervention.	Email with attachments or meeting	After initial notification	
Outline Intervention Plan	Share interventions, goals, schedule, and duration.	Parent meeting or detailed letter	Within 2 weeks of RTI start	
Regular Progress Updates	Report on student growth, celebrate successes, note concerns.	Monthly progress reports + optional phone check-ins	Monthly	
Communicate Changes to Interventions	Notify parents of any adjustments to interventions.	Email or call, with optional follow-up meeting	As changes occur	
Share Home Support Resources	Provide tools and activities for home reinforcement.	Email, print materials, or website links	At least once per intervention cycle	
Discuss Next Steps	Communicate final outcome (exit, continuation, or referral).	Meeting or detailed letter	At the end of intervention cycle	

## Additional Parent Contact Log

Date	Contact Method	Summary of Discussion

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**Superintendent of Schools:** Mrs. Emily Herman

**Director of Student Services:** Mrs. Meghan Barker

**Response to Intervention Team Leaders:** Dr. Erica Miller, School Psychologist  
Mrs. Olivia Lamar, Teacher

**Board of Education:** Ben Chamberlain, President  
Nicole White, Vice President  
Kaitlyn Bush  
Desiree Fioramonte  
Barry True  
Haley Tygart  
Jordan Weatherwax

Updated April 17th, 2026  
Board Approved on \*\*\*

Serving Since 1896  
**WYOMING HOOK & LADDER COMPANY, INC.**

P.O. BOX 36  
25 MAPLE STREET  
WYOMING, N.Y.  
14591

May 4, 2026

Ms Emily Herman  
Superintendent, Wyoming CSD

Wyoming Hook & Ladder has selected this year to host the 112<sup>th</sup> annual meeting of the Wyoming County Volunteer Fireman's Association. Among the number of events, the parade is the most popular public one.

As in past years, we would appreciate the use of the school grounds to allow us to organize and start the parade. This has worked successfully in past years. The line of march is North on 19, down Main St to Maple St and end at the fire hall.

We plan to use the road ways and parking lots. We do not require any entrance to the buildings. The parade will be held June 20. The parade units will begin arriving beginning at 5:00 PM and the parade begins at 7:00 PM sharp.

Department members will be on scene prior to post temporary signs and will return Sunday to clean up the area.

We are also requesting the use of of a school bus and driver for the period 5:00 to 7:00 PM on June 20. The purpose is to transport marchers from our fire hall to the school grounds. We, of course, will reimburse the school for all expenses.

You may contact me by cell phone or text at 585 752 6916.

Regards,

Jack Moore  
Parade Co-Chair

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This agreement for Professional Services is made between the Wyoming Central School District and Barbara J. Kapperman, CPA, a self-employed accountant.

Ms. Kapperman is a Certified Public Accountant experienced in School District accounting procedures. She will provide assistance to the District on an 'as needed' basis. All services will be performed as her schedule allows and as mutually agreed with the District. It is understood by both parties that she brings the proper and necessary training to perform her duties in a diligent and timely manner.

It is the intention of both parties to enter into a short-term relationship for accounting services and not that of an employer-employee; as such, she is not eligible for any of the benefits afforded to District employees. At no time will Ms. Kapperman hold herself as a representative of the Wyoming Central School District.

The agreed upon fee for services is \$48.00 per hour for the period April 29, 2026 through June 30, 2026. Normal travel time and mileage will not be invoiced and is considered in the hourly rate. No guarantee of hours has been made. Barbara J Kapperman, CPA will submit monthly invoices for approval by the District.

This agreement will cover the period April 29 to June 30, 2026. Either party may elect to terminate the contract at any time.

\_\_\_\_\_  
Wyoming Central School District                      Date

\_\_\_\_\_  
Barbara J. Kapperman, CPA                                      Date

## Surplus Items for May 6, 2026 BOE Agenda

1. Scoreboard
2. Stove from Home Ec Classroom
3. Large wooden Teacher's Desk
4. (15 +) Student chairs
5. Broadcast Spreaders used for salting
  - a. Tow Behind
  - b. Three-point hitch
6. Pommel Horse
7. Filters
  - a. (1) 3338 Fuel
  - b. (1) 3336 Fuel
  - c. (1) 4071 Coolant
  - d. (1) 7708 Oil
  - e. (2) 1628 Oil
  - f. (1) 84708 Oil
  - g. (7) 7215 Fuel Cat Mercedes
  - h. (1) 3253 Fuel
  - i. (1) 3965 Fuel
  - j. (1) 3231 Fuel
  - K. (2) 1789 Oil
8. (1) windshield washer tank
9. (1) Freightliner winterfront
10. (2) Belts
11. International suspension parts
  - a. (1) mirror bracket
  - b. (1) snap on battery tester