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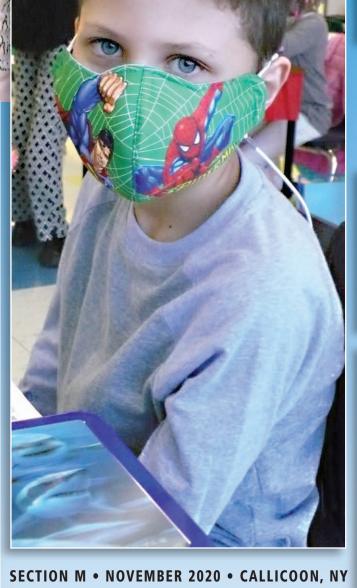


A look at activities in the Monticello Central School District









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Pandemic doesn't daunt a Monticello CSD on the move

onticello Superintendent of Schools Dr. Matthew Evans likely speaks for his confrères throughout the U.S. when, tongue in cheek, he notes that teachers' college never considered a course in how to teach remotely.

It was the coronavirus crisis that did that.

"Staff members are working hard and delivering during this pandemic," Evans said. "I am immensely proud of teachers, administrators, everyone. It's been a heavy lift."

The fine details of education, it seems, have changed from top to bottom. Students at Monticello are learning in various ways: in classrooms, by remote or in a blend of both.

In Cohort A are students who go to in-person schooling on Mondays and Tuesdays, and do remote learning from home on Wednesday, Thursday and Friday. Cohort B does remote learning Monday, Tuesday and Wednesday, and in-person instruction on Thursday and Fri-

Cohort C students attend inperson instruction on Monday, Tuesday, Thursday and Friday with remote learning on Wednesday. These are children who are either kindergartners, English as a New Language students, homeless children, special education self-contained students, and stu-



Regardless of changes caused by Covid, planning for the near future continues at Monticello Central School District. Superintendent of Schools Dr. Matthew Evans, above, agrees that a significant capital project is on time and on budget. The work will create enhanced learning spaces for collaboration and interactive instruction.

internet access.

Cohort D students are learning completely from home.

Even at night, the schools are busy places. Custodial staff are

dents in households without trained in wearing the proper PPE, cleaning each area they are assigned, how to disinfect, and what chemicals to use for each area. Staff members wipe down high touch points on a rotation

basis throughout the day. (Among other deep-cleaning methods, the school district invested in special electrostatic

CONTINUED ON 4M

School Scene

'A Look at Activities in the Monticello Central School'

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guns that attract negative and positive charges that are used to spray keyboards, for example).

On Wednesdays, deep cleaning and disinfection takes place.

Monticello did undergo what is now a fairly common issue: a staff member at one of the elementary schools tested positive for Covid in late September. The building shut down for three weeks for complete disinfection.

INSIDE AND OUT

But robust teaching and learning continue on regardless. Students in classrooms and students at home benefit from a new learning management system, Microsoft Teams, for grades 3 through 12. In early summer, teachers learned to work the program that creates collaborative classrooms for students and teachers on-line. Parents are gaining from information about Teams through virtual open houses.

The youngest students in the

'...robust teaching and learning continue on regardless. Students in classrooms and students at home benefit from a new learning management system, Microsoft Teams, for grades 3 through 12.'

District utilize Seesaw, a digital portfolio that collects students' computer work and physical work and helps kids reflect on their studies and develop new skills. A parent communication tool allows adults to see what their child is learning.

Creativity through dance and music has served as a hallmark for Monticello students. In October, students viewed virtually an inthe-moment Bethel Woods dance workshop by Tony-nominated choreographer Camille A. Brown. The show, Every Body Move, addressed stories and dialogues on race, culture and identity.

The Monticello students then

worked with their own dance teacher, Lisa Lombardo, on the dances they experienced.

Also underway this year is the Classroom 2020 construction project at Monticello High School. Work is underway on a wing of the school that will feature new science labs, air conditioning, a good deal of natural lighting, and an outdoor amphitheater for science classes and other uses.

"We are ready to embark on an energy performance contract," adds Dr. Evans. This kind of agreement serves as a form of creative financing for capital improvement that uses cost reductions to

fund energy upgrades.

"We'll be outfitting facilities with new energy efficient light fixtures and remote systems for heating control," said Evans. A small solar array at Chase Elementary will be part of the project, he said.

Sunny days are ahead.

Credits:

All photographs and stories for this special School Scene are by

Sullivan County Democrat

Photographer/Reporter
Kathy Daley.
The **Democrat** would
also like to thank the
Monticello Central School
District for all its
cooperation in this project.







Fire safety

Monticello administrators Principal Chris Palmer of Rutherford Elementary School, Melanie Hector, assistant principal at Cooke Elementary, and Doug Murphy, assistant principal at Rutherford, participate in fire safety video for elementary school children. At rear, partially hidden, is Monticello fireman Justin Mapes.



K-2 Schools welcome new principal and veteran educator at helm

he two Monticello-based schools for the youngest children in the community opened this fall under a series of changes: new principals, a shift in grade levels and a pandemic.

Fortunately, the kids are none the worse for wear.

"Students were able to shift into wearing masks immediately," said Conmeka Lockhart, principal at the kindergarten through second grade George L. Cooke Elementary School near the Monticello firehouse. "At this age, they are quick studies."

Lockhart serves as the school district's newest principal.

Educated in Chicago, her first career was in social work. Then she opted to study for a teaching degree. After graduate school, she worked as a kindergarten and second-grade teacher before moving into administration. For the past three years she served New York City public schools before saying "yes" to a key position with the Monticello school district.

The Board of Education was impressed with Lockhart's take on student growth: "It is my uncompromising view that all students can learn, given a positive learning atmosphere that

Conmeka Lockhart, principal at George L.
Cooke Elementary School, is the newest addition to the administrative team at Monticello Central School District. She hails from Gary, Indiana and spent much of her educational career in Chicago.

welcomes explorations and enhances student confidence."

A mile or two away, veteran principal Christopher Palmer now serves at the helm of Kenneth L. Rutherford School, a stone's throw from the high school and middle school.

This fall, Palmer moved from the principalship at Cooke when the District decided to realign both elementary schools. Both



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Veteran principal Christopher Palmer at Kenneth L. Rutherford School moved this year from Cooke Elementary. 'I'm thrilled to be here, seeing teachers interacting with students both in the classroom and from home.'

schools had educated students from kindergarten to fifth grade. Now Cooke handles kindergarten through second grade, and Rutherford teaches third through fifth graders.

"My goal is to help build the capacity in students to be the best possible they can be as they go on into the middle school," said Palmer.

His educational career, which includes serving as a music teacher for special ed children at BOCES, spans three decades.

"I think the draw is seeing students gain something they weren't expecting in terms of academics or something social," he reflected, "to see their accomplishments through their eyes."

Yes, says Lockhart. "I want to highlight achievements of students. Even though we can't do all of the normal hoopla because of Covid, we can highlight students' academic and social achievements. We're designing a 'student of the month' board, honoring students doing well on tests, being good citizens, coming to school prepared and engaged. It boosts morale. It builds a culture of collaboration, acknowledgement and achievement."

Academically, Lockhart said, the school is looking for ways to focus on exploration and creativity of thought, whereby, for example, teachers guide students into collaborative conversations rather than rote learning.

"A teacher might ask 'why do you think the clouds are white?" said Lockhart. "Or, 'have you ever thought about why a cat has whiskers?'"

At Rutherford, Principal Palmer is looking for ways to re-establish the enrichment program entitled Morning Music. The program welcomes students to learn instrumental or choral music in sessions before school starts.

"The music department is looking at how to do it virtually," he said.

He's hard at work shepherding students, staff and families through the protocols spawned by the coronavirus. But one thing is certain: everyone seems glad to be back at school.

"I'm thrilled to see teachers interact with students in the classroom and at home on remote," he said. "And for me, one of the nicest things in my transition is that I am introduced to new teachers and new kids, which is great. And one-half of the teachers I worked with at Cooke are now here at Rutherford, and the same amount of kids are here. In a way, I brought part of my family with me."

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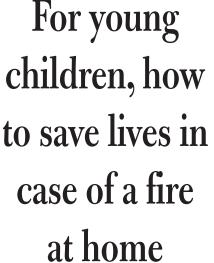
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In a video about fire prevention tips, Monticello career firefighter Justin Mapes advises that should there be a fire at home and a child is in the bedroom, 'feel the door. If there is no smoke when you open the door, you can go out."



ach fall, Monticello fire-■ fighter Justin Mapes heads for the schools during Fire Prevention Week. His work is to inform children about the dangers of fire and what to do if it happens in your own home.

But this year, Covid closed down the possibility of hordes of kids getting to know Mapes up close and personally. So his work went viral, allowing children to watch the doings at their desks at school or at home on their computers.

Headed by school district's Information Officer Courtney Bonafonte, filming took place last month at the fire department headquarters on Richardson Avenue. First, Mapes responded to taped student questions about firefighting.

"How much does your equipment weigh?" one student asked. "Our gear is 50-to-70 pounds and



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our packs weigh 25 pounds," responded Mapes, who graduated from Monticello High School

"What do you do when the doors (to the house on fire) are locked?" asked another child. Wielding two fierce-looking tools, an axe and a Halligan that is used for prying, twisting and striking, "we can get through almost any door to get into the building that's on fire," Mapes said.

Another child asked if firemen ever get frightened. "Sometimes it is 100 percent scary," the career firefighter said. "But at the end of the day, you have a job to do. You push past the fear and find courage to do your job."

Partners in the taping of the film were school district officials Chris Palmer and Doug Murphy, principal and assistant principal respectively at Rutherford Elementary School, and Assistant Principal at Cooke Elementary, Melanie Hector. Mapes taught all three how to stop, drop and roll, the three steps a fire victim should follow to minimize injury



Doug Murphy, assistant principal at Kenneth L. Rutherford Elementary School, demonstrates 'stop, drop and roll,' a technique for saving one's life in case clothes are on fire.

when clothing catches on fire.

"Protect your eyes, nose and mouth," he said. "Roll around until the fire's out. The rolling smothers the fire."

Mapes told the children about preventing fires. Smoke detectors in the home must be working properly. And each family should designate two ways of getting out of the house in case of fire, and a spot outside where the whole family gathers in the event of an emergency inside.

"Sleep with your bedroom door closed because it stops a fire from taking off," he advised.

God forbid, and there's a fire in the house, "feel the door," he said. "If it's hot, don't open the door. If you have windows, break a window. Wave your arms and scream so that firemen know you are there."

If you are trapped in a smoky house, "get low because smoke rises," he said.

For homework, Mapes asked the children to check with parents about functioning smoke detectors. Know how to dial 911 in case of a fire. Practice stop, drop and roll.

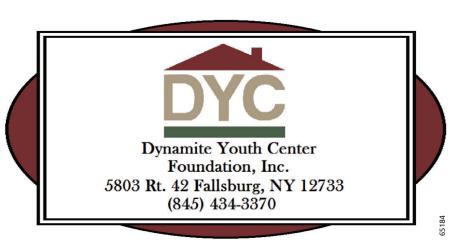
"This is the type of homework you can save a life with one day," he said.

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Making Math Lovable, A Teacher Who Delights In Numbers Of Kids

tacy Cornelius makes no bones about it. "I love, love, love my kids," she says. "It's crazy."

Cornelius' enthusiasm refers not only to her own biological children but particularly to her students at Robert J. Kaiser Middle School, a 13- to 14-year-old population she holds in great esteem.

"I love kids and what kids come up with," said Cornelius, in her eleventh year of teaching eighth grade Math and Algebra at the school. "They are so funny."

She wasn't always a teacher, and she wasn't always a math whiz.

"I never studied math a single day until I hit college," she said. "(There), I had to work at English and social studies, but I got 100s all the time in math."

She went on to work in project management for IBM, "but I always coached, always tutored kids."

Then IBM offered a program to train some of its employees for second careers as teachers. Cornelius jumped at the chance.

It's in part her IBM background that helped the math teacher through the early stages of teaching remote. For example, that she had worked for IBM from her home allowed for a near-seamless transition in March.

"Last spring, I already had kids in Microsoft Teams," Cornelius added. "I already had math curriculum set up in Teams."

The district-wide learning platform Microsoft Teams in Education provides ways for students to communicate with teachers and their peers using real time text chat, video, voice, etc. Teachers set up assignments within Teams and host virtual learning webinars and team meetings. Teachers can also collaborate with pupils on documents, working alongside their students at the same time.

ENGAGE, EXPLORE, EXPLAIN

Cornelius is hard at work this school year, offering students a fascinating learning method called the 5 E Model. 5 E focuses on allowing students to understand a concept over time through a series of established steps. The steps are: Engage, Explore, Explain, Elaborate, and Evaluate.

For example, her students might watch a video to see what an equation is in real life.

"I give them a video of going to the mall," where students have \$30 to spend. "Suppose they want to go to a movie, which costs \$12 to get in, and buy boxes of candy at \$4 each. How much money will they have left over, depending on how many boxes they buy?"

Cornelius then has students write their own example of a video.

"They had to create their own scenario of a real-life equation. One student wrote this: 'I have \$500 and I want to get tires for my car. They are \$100 each. Can I get four tires?'"

Another student focused on some good eating: "If watermelons cost \$3 each, how many can I



During Covid, Stacy Cornelius teaches her middle school pupils in the classroom and from their homes. She recently had a breakthrough: 'I teach the students the concept and then, during the remote lesson, I give them the time to do the programs live while I'm watching them do it.'

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"The 5E model is going exceptionally well with kids," said Cornelius. "They are more engaged in lessons because they're exploring the concept, seeing it in a real-life manner. Once they have explored, then they go on to equations."

In real life, too, the veteran educator stays in touch with students, even as they move on.

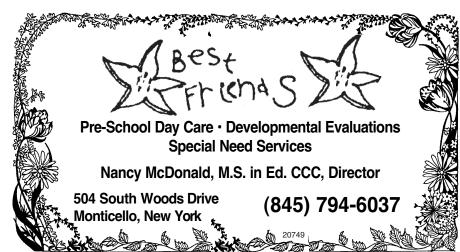
"One of my students, an athlete, got into West Point and I went to watch her run against Navy and against Syracuse," said Cornelius. "I teach students in eighth grade, but I'm in their lives forever."

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All in a day's work

ne description of an Assistant Superintendent's work has it that she or he "collaborates with principals, teacher leaders and teachers to ensure that an approach to learning and instruction is research-based and supports the needs of students in a rapidly-changing world."

The duties don't mention anything about fielding frantic phone calls from parents during a pandemic.

"I'm on the phone every day for parents with technology concerns," says Dr. Linda Oehler-Marx

As Assistant Superintendent for Curriculum and Instruction at Monticello, Oehler-Marx also serves as Covid Response Coordinator, in frequent contact with the Sullivan County Health Department and the New York State Department of Health.

She's also in charge of contact tracing, that is, letting people know they may have been exposed to Covid and should monitor their health for signs and symptoms. That happened when a staff member at Cooke Elementary tested positive and the school closed for two weeks.

Largely, however, Oehler-Marx's work supports teachers and principals in their work with technology and integrating learning management systems. Two new curriculum directors, Kim Gordon and Barbara Recchio work one-on-one as instructional

guides for teachers.

Technology is essential to student learning, notes Oehler-Marx, and fortuitously as of this fall every student from kindergarten to eighth grade has use of an ipad. "We are working to get laptops for each student in the high school," she said, "and we're hoping to get them soon."

Classrooms are very different from prior years. "Students have larger desks, and we can only have up to 14 students in a classroom," said Oehler-Marx.

Even in high school, students do not move from classroom to classroom as they did before Covid. All learning takes place in the homerooms, with breakfast and lunch served to students right there.

In the classrooms, Oehler-Marx is seeking to encourage the essential concepts of racial equality and social justice. "How do you view social emotional wellness (SEW) through the lens of racial equity?" she questioned, referring to SEW as the process by which students learn to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

This past summer, a group of Monticello High School English teachers, ninth through 12th grade, met and viewed webinars to learn and and then begin to make changes. For example high school students who choose to As Assistant Superintendent for Curriculum and Instruction, Dr. Linda Oehler-Marx juggles Covid concerns along with insuring that students have the technology they need to learn and do well.



take enrichment courses like Advanced Placement classes or college courses are hugely white students, while the white population at the school is at 46 percent.

"In the classroom, you want to insure that what you are doing is working for ALL students," Oehler-Marx said. "We need to help students see themselves in what we are teaching. And research studies show that when you focus on the disenfranchised, all benefit."

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A third grade teacher and a love of kids and technology

hat's the one thing kids miss the most during the pandemic? Social interaction, says teacher Patti Ander-

Andersen and colleague Lynn Oakley teach third grade at Emma C. Chase Elementary School in Wurtsboro. Together, they instruct 34 children, 17 of whom are studying completely from home, their parents having chosen remote learning.

"The kids like being at home in comfy clothes, but they miss seeing friends," said Andersen. "The social piece is huge."

So Andersen and Oakley came up with an idea: invite all students to a virtual "invitation to lunch" on Wednesdays. The meeting takes place at noon and involves student interaction with one another and with the teachers, just for the fun of it.

Andersen sits at her computer as the students interact with one another on Microsoft Teams, the learning platform used by the Monticello school district. Like Zoom, the children can see each other talking and smiling and sharing with one another.

"I get to meet the dog and the baby sister (virtually)," Andersen said with a smile.

Joining in are not only the allremote-learning students but also the additional 17 who attend school according to a "hybrid" schedule of two days of schooling in the regular classroom and two days of doing remote learning from home.

It all began last spring when schools closed their doors due to the corononavirus.

For the first two weeks, students learned to work with the Microsoft Teams system.

"Then we had them make powerpoints," said Andersen. "We had them research a vacation: how much it would cost, figuring mileage, etc. Then they created commercials about their favorite destination place."



Elementary for eight years and at Cooke Elementary for two years. Prior to that, she served as a teacher's aide.

turned his own living room into a beach scene complete with a blue ocean and sand chairs.

Andersen noted that, fortuitously, some children are finding their own place in learning not just in spite of the coronavirus strictures but because of it. One student could not participate in the regular classroom, she said. "But (with remote learning), he just bloomed."

From his home, his face on the screen for the class to see, the student voiced admiration for how his fellow classmate created the beach scene. "I like the way he used the sheet to make the ocean," he said.

So from home or in the classroom, third graders are learning what they need to know. In Math, The kids got fancy: one student they study multiplication and

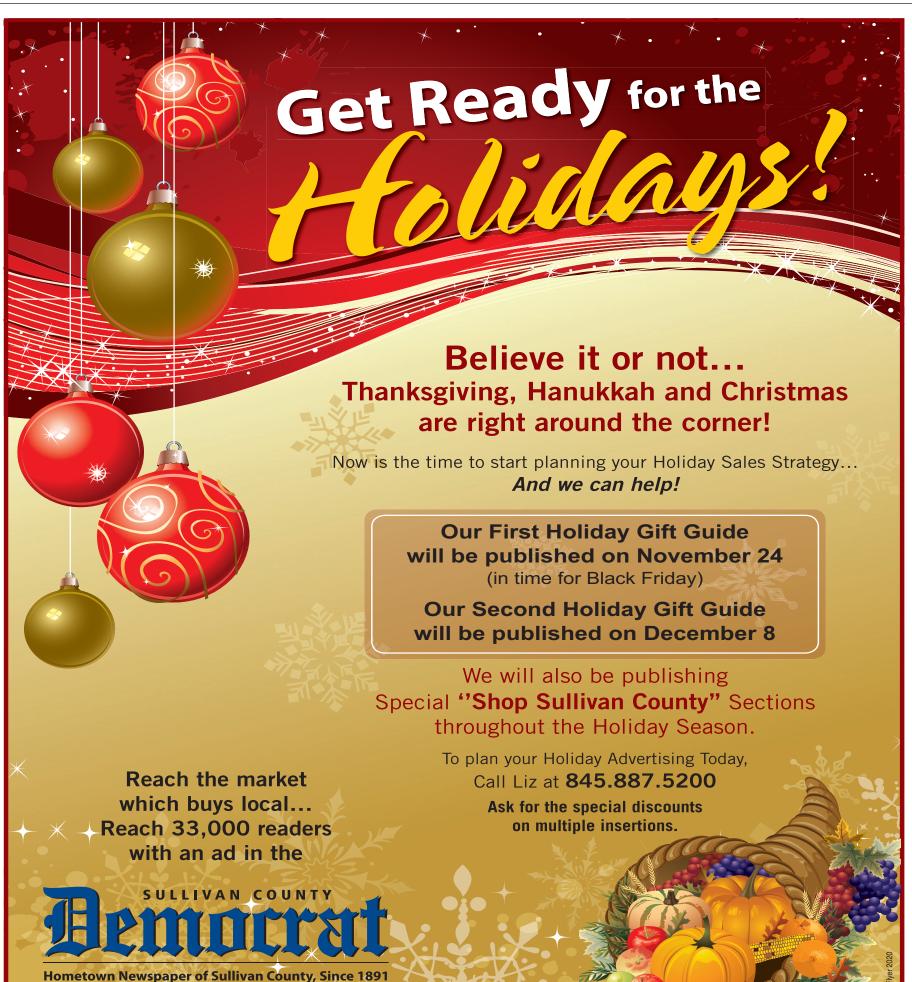
division. In English Language Arts they have written personal narratives about themselves and are now working on a memory quilt that uses student art work in squares to celebrate four family traditions.

"Lynn (Oakley) and I are both

creative," reflected Andersen. "We work really well as a team."

"Every teacher I know is putting in tremendous efforts into doing what is best for our students," Andersen added. "And I am seeing kids in a new light, and getting to know them better."





Back to the future:

Veteran educator takes over at middle school

or Michelle Knowlton, it's a to her Since July, the seasoned teacher and administrator has served as "new principal" at Robert J. Kaiser Middle School. But she's no stranger to the wonderful insights and idiosyncrasies of sixth, seventh and eighth

It was in 1991 that Knowlton began her work in Monticello, teaching at the middle school and then, in 2013, taking over the reins as assistant principal.

In 2016, she was promoted to principal at Rutherford School. Now she is knee deep at the middle school, supervising the education of 677 students alongside the school's 80 staff members.

"The vision to really create a middle school mindset here," said Knowlton, "to work on (student) foundational skills along with life skills: goal setting and goal getting, collaboration, tenacity, integrity..."

In a statement to parents, Knowlton termed Kaiser "a school-wide community dedicated to inspiring academic excellence, citizenship, and lifelong learning."

Relationships with both students and their families is key. And so is creating a culture where new initiatives can come from the staff.

"One of the big strengths of the school is the faculty," said Knowlton. "They care about kids and are willing to work hard, and to change."

Already there is a "wellness walk" suggested by the physical education and health department, and a new school motto, "Learning Today, Leaders Tomorrow," submitted by a teacher.

A new mural at the school spells

Relationships with both students and their families is key. And so is creating a culture where new initiatives can come from the staff.'

out in bright paint the goals of the school and its students. Tenacity, integrity, and responsibility head up the list.

This year, the middle school will tackle a school-wide approach that promotes the development of five key skills in dealing with one's emotions. They are Recognizing, Understanding, Labeling, Expressing, and Regulating emotions ("RULER" skills). The program already exists in the lower grades, and the middle school is beginning the process with staff training.

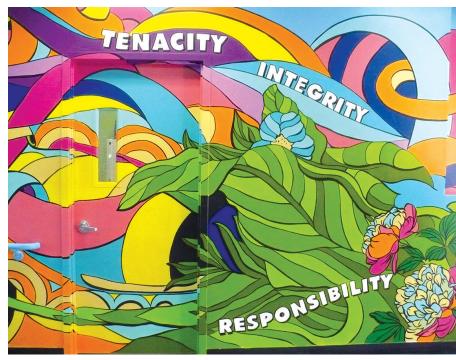
The RULER approach to social and emotional learning is evidence-based and was developed at Yale University.

Another initiative district-wide is Monticello's selection by Harvard University to participate in a research study to reduce chronic absenteeism. The school district's rate (31.5 percent) is twice the state and national average rate.

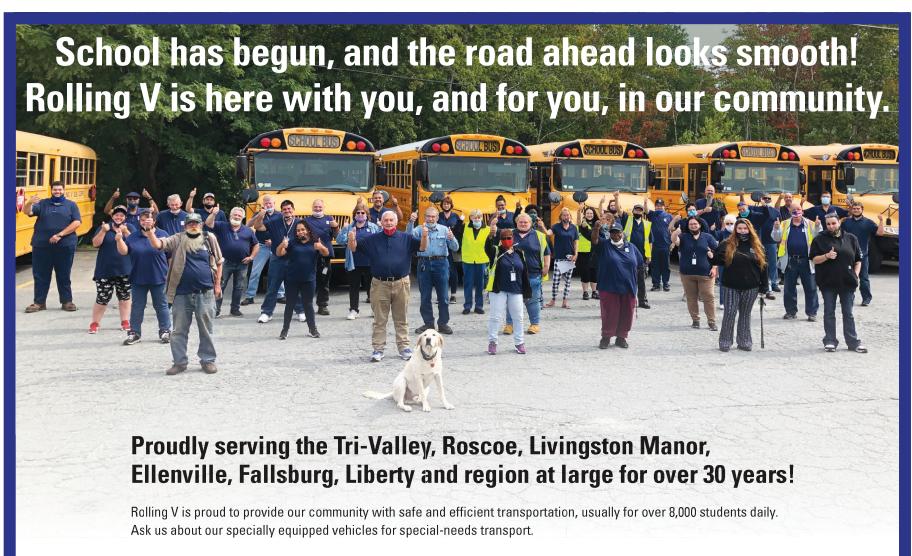
The Monticello team, including the middle school, will use strategies like weekly correspondence with parents to find the root causes of absenteeism. The schools then can come up with solutions and break down barriers to attendance, so important to student success in school and in life.



'Our mission is to improve student achievement and enable our students to successfully transition from childhood to adolescence by developing academic, personal and social skills,' says Principal Michelle Knowlton at Robert J. Kaiser Middle School.



A new mural at Kaiser Middle School spells out in bright colors the importance of 'success' virtues like tenacity and responsibility.



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