



WALLKILL GROWS ITS OWN: **Many Graduates Return to Work in the District**

WHEN THE WALLKILL CENTRAL SCHOOL DISTRICT (WCSD)

recently sent out a survey to all of its employees, 93 staff members—a whopping 26 percent of respondents—acknowledged being a graduate of the District. Following are the stories of just some of the folks who have returned “home” after graduating.



Tammy Seeland

*Secretary to the Assistant Superintendent for
Special Education & Intervention Services*

Tammy Seeland, currently in her 23rd year of working for the District, graduated from Wallkill Senior High School (WSHS) in 1984. She first applied to work for the District when her children were starting school, so they all could be on the same schedule. In addition, Ms. Seeland’s uncle, who was the head

custodian at Wallkill High School for many years, loved his job, and suggested she work there, too.

Ms. Seeland has held many positions over the years. During her first year of employment, she worked as a Special Education aide and a Study Hall aide. After taking County Civil Service exams, she landed a secretarial position in Student Services. In subsequent years, she worked as a typist and in Accounts Payable at the District Office, as well as a secretary in the Guidance Office at John G. Borden Middle School, before landing a position as Secretary to the Director of Special Education and Intervention Services, where she worked for 10 years. Ms. Seeland then transferred to Plattekill Elementary School, where she was Secretary to the Principal for eight years. This past August, she officially began her current role as Confidential Secretary to the Assistant Superintendent of Special Education & Intervention Services.

Working in Wallkill schools brings back special memories for Ms. Seeland. “I met my best friend in 7th grade at John G. Borden Middle School,” she said, “and we are still best friends today!”

Letter from the Superintendent

Dear Wallkill Community,

This issue of Learning at Wallkill highlights the balanced approach we take in our District regarding programs we offer to our students. You will find articles with a focus on positive youth development and academics. This approach to learning is preparing our students to have long-term success both in and outside of the classroom. Our students are acquiring the skills the future workforce is requiring, such as analytic and critical thinking, creativity, problem solving and the ability to collaborate.

Over the next couple of months, we will be developing our 2023-2024 budget with the goals of preserving programs and staying within the tax cap. In May, we will be presenting our budget to the community in preparation for the May 16, 2023 Budget Vote. We are so fortunate to have a community that supports the education we are providing to our students. We will continue to make every effort to improve upon what we are offering students, as well as being fiscally responsible to our taxpayers.

I would like to thank our parents for the high level of participation at our open houses, parent forums, athletic events, and music concerts. Together, we will continue to make our schools the best educational experience for our students.

Thank you for your continued support!

Sincerely,

Kevin Castle, Superintendent of Schools

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“Wallkill Central School District is a welcoming community. Everyone is friendly, and they make you feel like we are one big family!” she added.



Joe Pillitteri
Social Studies Teacher
Wallkill Senior High School
Head Varsity Football Coach

Joe Pillitteri has worked in the District for the last seven years as a football, baseball, and basketball coach, and as a Grade 8 Social Studies teacher and a High School

AP Psychology and Global Studies teacher for the last five. He is currently the Head Varsity Football Coach.

Mr. Pillitteri graduated from WSHS in 2014. Reflecting on his time as a student, he said that his teachers and coaches were a major influence. “They are the reason I am who I am today,” he said. “Mr. Vegliando, Mr. Masopust, Mr. Mills, Mr. Murphy, and Mr. Andrews all provided me with the tools to become a successful individual, and furthermore they inspired me to become a teacher.”

Mr. Pillitteri hopes to inspire students in the same way that his teachers and coaches inspired him. “I believe Wallkill is special because of the true sense of community that exists,” he said. “At all levels, our learning community works together to provide a positive experience for all. The administration, the teachers, and other school staff all do an amazing job of providing a tremendous academic experience, and creating a positive environment for all students.”

One of Mr. Pillitteri’s favorite memories is from his graduation day. As he walked with his fellow graduates onto the football field, he noticed the many teachers who were present, including elementary school teachers who had come to watch their former students reach this important milestone. “I think this is an awesome tradition that speaks to the learning community we have developed here at Wallkill,” he said. “Our educators care for our students, push them to succeed, and are present to acknowledge the hard work they put in.”



Brian Masopust
Principal
Wallkill Senior High School

Brian Masopust, who is now in his 14th year with the District, has had multiple roles over the years. In 2009, he was hired as a Social Studies teacher at John G. Borden Middle School, and after four years,

he moved to the High School, where he taught Grade 9 and 10 Global History and AP Psychology for five years. In addition to being a teacher, Mr. Masopust coached soccer, basketball, and baseball for 13 years, and also served as the coordinator of the Athletes Helping Athletes Program for several years during this time. In 2018, he was promoted to Assistant Principal and Athletic Director of the District. In 2021, Mr. Masopust became the High School principal, and this is his second year at the helm.

Mr. Masopust graduated from WSHS in 2004. He has many great memories from his time as a Wallkill student, including playing in the Section IX Class A Basketball Championship against Cornwall at Crystal Arena on West Point’s campus as a senior. “It was an awesome environment for a game!” he remembered. Looking back, he said all the positive relationships and experiences that he built with friends, teachers, and coaches helped shape him as an adult. “Our teachers had such a profound and positive impact on me from a young age, and I knew early on that I wanted to pursue a career in education,” he said.

Mr. Masopust said his interest in education was really ignited once he entered High School. “All of my teachers demonstrated great care and compassion for their students while holding us accountable to expectations that helped us reach our full potential,” he said. “After graduating from college, I knew that there was only one district that I wanted to work in.” Having experienced firsthand the kind of relationship-building that “inspires confidence, hard work, and success,” at Wallkill, said Mr. Masopust, “I became very passionate about providing that same experience to young people

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that helped to prepare me for life years prior.”

“Today, our school district remains special for many reasons, but perhaps what inspires me the most is our sense of community, connectedness, and caring for others. These elements motivate our entire learning community to strive to succeed,” he added.



Rachel Rivera
ENL Teacher
Varsity Gymnastics Coach
JV Cheerleading Coach

Rachel Rivera is relatively new to the District—this is her second year—but she is already completely “at home.” After working as an English as a New Language (ENL) leave

replacement teacher last year at the High School, Ms. Rivera was hired as a full-time ENL teacher at Plattekill Elementary School this year. She works with students in Kindergarten through Grade 6, and especially enjoys collaborating with teachers and working with students in both their classrooms and small groups.

Ms. Rivera graduated from WSHS in 2016. She was a member of the cheerleading squad and softball team, and looks back fondly on how much she enjoyed Wallkill pep rallies. Cheer teams would perform an almost 10-minute routine in the gymnasium for all students, teachers, coaches, and other faculty, she remembers, after which each grade level would compete in races or other games to see which class was “the best.”

“When I was a cheerleader, all I looked forward to was performing in the pep rally,” she said. “We practiced for hours after school each day in order to perfect our routines.”

This year was Ms. Rivera’s first time being “on the other side of the pep rally,” she said. Back then, she loved being a student-athlete learning from female coaches, and today she is that female coach. As head Varsity Gymnastics coach and Assistant Junior Varsity Cheerleading coach, Ms. Rivera said, “Seeing the hard work my athletes put in felt extremely nostalgic. I was

so proud of all they did and all they will continue to do in the upcoming seasons.”

“Now being in their role, I see how important it is for young female student-athletes to have female coaches. I always saw my coaches as role models on and off the field, so that is something I hope my athletes can see in me,” she added.

Ms. Rivera was excited to apply for the ENL replacement leave when she became aware of it. Born in New York City but raised in Wallkill where she attended all grade levels, she said she encountered “some of the best teachers that education has to offer.”

“Wallkill always felt like home,” she said. “Growing up, I always had teachers and faculty that made school and the community an enjoyable place to learn. It helped me become the person I am today.” Ms. Rivera recalled how staff would always find ways to get to know each student, even remembering the smallest details. “They always made me feel seen and heard, which is something I aspire to do as a teacher today,” she said. “My teachers really showed me what teaching could look like.”

Ms. Rivera is enjoying the opportunity to co-teach with some of these very same teachers today—something she feels very fortunate to be doing. “It is the icing on the cake!” she said.



Meghan Doyle
Reading Teacher
Ostrander Elementary School

Meghan Doyle, a Reading teacher at Ostrander Elementary School, has been with the WCSD since 2004. She started at Plattekill Elementary School, where she was a part-time Reading

teacher for two years. Then, in 2006, she moved to Ostrander Elementary School and taught Grade 1 for 12 years. This is now her second year as a Reading teacher.

After graduating from WSHS in 1998, Ms. Doyle attended Cortland University, and in her last few years

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there, she would work as a substitute teacher in the District while she was home on breaks. She remembers how much she enjoyed working with the teachers she once had, and found that she already knew many of the families and students. "It was always a positive experience with a strong sense of community," she said.

After graduating from college, she started teaching in the Bronx, but always wished to be closer to home. When she saw a position open at Plattekill Elementary School, she was eager to apply. Fortunately, her application was successful, and this allowed her to move back to Wallkill, pursue her Master's in Education at Mount Saint Mary College, and grow roots in the District.

Ms. Doyle enjoys many wonderful memories from her years attending Wallkill schools. "I met so many great friends who I still have relationships with today," she said. Ms. Doyle attended the very school she teaches at currently, and fondly remembers the year-end field day events, when her parents were there to cheer her on. She also has fond memories of her mother and father, along with other parent volunteers, helping to build the Ostrander playground, which still survives today.

While a student at WSHS, Ms. Doyle participated in a number of activities, including the cheering squad and indoor and outdoor track. "Whether I was a participant or a spectator, I always had a great time at the sports games rooting for Wallkill!" she recalled. Ms. Doyle was also a part of the WSHS news teams and had a lot of fun doing the news broadcasts for the school each morning.

Ms. Doyle said that she wanted to work in Wallkill schools because she knew firsthand that it was a District that cared about its students. "During my 13 years as a student, I had excellent teachers who genuinely cared about me as an individual, supported me academically, and influenced my decision to pursue a career in teaching," she said. "I thought, what better way to give back to my community than to educate its children?"

"Wallkill is special because it is small. Many people and families know one another so relationships are strong," she continued. "I appreciate how much WCSD values their former students by hiring them to teach the next generation."



Joseph LoCicero

*President of Wallkill Central
School District Board of
Education*

Joseph LoCicero was elected to the Board of Education in 2010, and was asked to take on the president's role in 2011. He has held that spot ever since, and is happy to keep serving the District that served him so well as a student.

Mr. LoCicero said he wanted to be a Board member so that he can give back to the Wallkill community through its school system. He said that growing up and going to school in Wallkill had a very positive influence on him. "The teachers I had helped me so much, and shaped me into the person I have become," he said. "I have a ton of great memories."

His favorite memories include the life-long friendships he developed not only with fellow students, but with teachers as well. "Some of those teachers still teach today, and it's been so great reconnecting with them and working with them on common goals for the school district," he said.

"Wallkill schools feel like a tight-knit family," he continued. "What makes our District such a special place is that the Board, administration, the teachers, and our CSEA workers all work together on the same vision. It always amazes me how we get things done. We are always moving ahead to make us a model for other schools to follow."

Leptondale Students Celebrate National Fire Prevention Month

LEPTONDALE ELEMENTARY SCHOOL STUDENTS

lined up and cheered as fire trucks from both the Plattekill and Cronomer Valley Fire Departments, their lights flashing and sirens wailing, pulled into the school parking lot the morning of October 20. A crew of local firefighters had arrived to celebrate National Fire Prevention Month with them.

Members of each fire department met with small groups of students to talk about many aspects of fire prevention, and to demonstrate the use of firefighting equipment. Topics included the importance of knowing and planning two ways to escape from any room in the event of a fire and having a meeting place away from the home.

Students showed that they were aware of the crucial warning to never re-enter a burning building for any reason, when Cronomer Valley Fire Department's First Lieutenant Max Villalonga asked them, "Would you go back into your home to get your favorite toy? Or your toothbrush?" and they shouted an emphatic "No!" The youngsters were eager to learn and peppered the crew with questions like "Where do people live when their house burns down?" and "Do firefighters get bored sitting in the fire station when there aren't any fires to fight?"

Many were surprised to learn that forest fire-fighting requires the most work because of the



Cronomer Valley Firefighter Frank Wolf shows a woodcutter (used to cut away trees during a forest fire) to Leptondale Elementary School Kindergarten student Richard Cavellero, as some of his classmates look on. Also pictured are teacher assistant Lynn Miles (far left), and classroom teacher Carrie Overfield (right).



Leptondale Elementary School Grade 2 student Max Owen checks out a self-contained breathing apparatus (SCBA) worn by Plattekill Fire Department member Nick Platoni.

intensive effort it takes to rake the leaves away and clear away the trees. In addition, students learned about important life-saving safety measures firefighters use to keep us safe, such as wearing a light so we can see them, and suggesting that families display a postcard outside their homes with information about how many people are inside, and whether any of them are disabled.

Students checked out some fire-fighting equipment like a pick axe used to break down doors and a woodcutter used in forest fires, many exclaiming "It's so heavy!" They were also able to examine a firefighter's self-contained breathing apparatus (SCBA) that not only provides oxygen, but also protects the wearer from the harmful gasses a fire releases.

For many students, the highlight was when the firefighters released the truck's ladder high into the sky, causing them to experience surprise and delight as they looked up and cheered.

Principal Scott Brown was appreciative of the fire departments' efforts. "We are so grateful for all that these volunteers do to help keep our students—and our community—safe," he said.

STEM Equipment Gets Rave Reviews from Both Teachers and Elementary Students

CLASSROOMS AND LIBRARIES IN ALL THREE ELEMENTARY SCHOOLS have been abuzz with activity as students have been eagerly engaging with new Science, Technology, Engineering, and Mathematics (STEM) equipment recently acquired by the District through a grant from The Benjamin Center for Public Policy Initiatives at SUNY New Paltz.

Under the direction of Library Media Technology Integration Specialist Stephen Cabarcas, students have been using the equipment—which includes codable drones and robots, plus circuitry kits, which enable them to explore conductivity—in both general education and library classes.

“It’s been a great opportunity to use cutting edge instructional technology,” Mr. Cabarcas said, “and the students absolutely love it!”

During a recent lesson at Plattekill Elementary School Library Media Center, groups of Grade 6 students were assigned the task of programming a “CoDrone EDU” device to follow a specific set of directions. Students worked in teams of two to “pair” the drone with a laptop, and then program it to take off, go forward, and land. Then, for a more advanced technical challenge, the teams programmed their device to take off, fly towards and out the library door, make a left, and go down the hall, landing precisely at the door of the nearby Active Learning Center.



Plattekill Elementary School Instructional Assistant Sue Benken helps Grade 6 students Audrey Soto, Mackenzie Boone, and Milania Ridge pair a “CoDrone” device with a laptop during a lesson involving (STEM) skills.

This challenge involved a lot of trial and error, explained Mr. Cabarcas. Because distance is programmed in seconds, the students had to figure out how much time it would take the device to reach past the open door, make a proper turn, and travel to its final destination.

The teams got right to work, adjusting for time and height, and before the lesson ended, all drones had made it outside the library, turned left, and one even landed quite close to its destination.

Mackenzie Boone, who hadn’t been much of a fan of coding before, said that this lesson changed her mind. “I really enjoy learning about robotics,” she said. “But it really depends, because I really did like today’s coding!”

“I am very interested in technology and physics,” said Alijah Perez-Torres, whose drone landed very near to its prescribed destination. “I think all the things we do in this class are fun and interesting!”

Plattekill Principal Monica Hasbrouck is enthusiastic about the new equipment and curriculum. “Working together to problem-solve in hands-on activities allows students to wonder and push through figuring out a problem. They learn to function as a team and collaborate,” she said. “You will see students who rise as leaders, others who are creative, and some that are organizers. Students can naturally use their strong interpersonal skills and strengths.”



Plattekill Grade 6 student Lou Caufaglione takes on the challenge posed by Library Media Technology Integration Specialist Stephen Cabarcas to program a “CoDrone EDU” device to take off, fly out the doors of the library, and land in front of the nearby Active Learning Center.

Literacy is FUNdamental in Wallkill Elementary Schools

READING, WRITING, AND SPELLING CAN BE FUN—IF YOU KNOW THE FUNDAMENTALS.

That's the premise behind Foundations, a language-training program for Grades K-3 that has been adopted by the Wallkill Central School District. Introduced to Wallkill students in Kindergarten through Grade 2 last year, the program has been rolled out in Grade 3 classes as well this year.

During a recent lesson at Ostrander Elementary School, Grade 2 teacher Shannon Corcoran used an adorable owl puppet named Baby Echo to review “sound” cards with her students, using a call-and-response technique. Ms. Corcoran, who is in her second year of teaching at Ostrander, then led the young learners in a “Guess That Word” game. Projecting pictures, GIFs (image files), and clues onto a large screen, she asked the students to guess a particular word, and then write it on their whiteboards during the game’s “Write & Reveal” period. The excitement of the children rivaled that shown by contestants in real-life TV game shows.

According to Ostrander Principal Natalie Harjes, “The Write and Reveal exercise is a formative assessment strategy that allows Ms. Corcoran to quickly gauge student progress.”

Ms. Corcoran also had her students come up to the SMART board located at the front of the classroom, where they built the chosen word using the program’s interactive letter tiles. Finally, the youngsters practiced “trick words”—ones that do not follow conventional spelling rules and patterns of spelling—in a spirited game of tic-tac-toe.

The Foundations program, explains Mrs. Harjes, teaches critical foundational skills, emphasizing vocabulary, phonics, comprehension strategies, high-frequency word study, reading fluency, handwriting,



Ostrander Grade 2 students Leanna Nilo (left) and Kayla Conboy sharpening their literacy skills by playing a game of “trick word” tic-tac-toe.

spelling, and phonemic awareness (the ability to recognize and use individual sounds, or phonemes, in spoken words).

Ms. Corcoran has found the literacy program to be an invaluable tool in her classroom. “I am a huge fan of the Foundations program and the ‘Science of Reading’ shift in general,” she says. “It really breaks down how to teach our students different rules of the English language in a clear and meaningful way. I also believe that my students are truly having fun with the program, and because of this, I have seen a tremendous impact on their overall reading and writing growth!”



Ostrander Grade 2 student Mason Munoz writes out a word during a recent Foundations literacy lesson.



Ostrander Grade 2 teacher Shannon Corcoran congratulating Jocelyn Danon for successfully spelling a word during a Foundations literacy lesson.

“Firefly” Fever at John G. Borden Middle School



Grade 8 student Josiah Williams answers motivational speaker and former Harlem Globetrotter Tay “Firefly” Fisher’s question of “What do you want to be when you grow up?” with a heartfelt response of “just like you” during Fisher’s “Path to Greatness” presentation.



Grade 7 student Mikel Freeman proudly holds up a T-shirt he earned for volunteering at an assembly featuring motivational speaker and former Harlem Globetrotter Tay “Firefly” Fisher. Looking on is Grade 7 student Brooke Adams (right).



Grade 7 and 8 students at John G. Borden Middle School happily take a “selfie” with motivational speaker and former Harlem Globetrotter Tay “Firefly” Fisher.

MOTIVATIONAL SPEAKER AND FORMER HARLEM GLOBETROTTER TAY “FIREFLY” FISHER

entered the auditorium at John G. Borden Middle School on October 20 to roaring applause and enthusiastic high-fives as he was welcomed back for his second visit to the school.

After the exuberant welcome from students, Mr. Fisher got right to work. Launching into his presentation on the “Path to Greatness,” he declared, “By the time I leave here today, you will all be saying ‘I want to be better!’”

His first order of business was to work his way around the auditorium, asking students the age-old question: “What do you want to be when you grow up?”

Students were eager to respond—with a variety of career choices like doctor, veterinary technician, and professional athlete. But his next question was less typical. “What happens if that doesn’t work out? What is your Plan B?” he asked.

Mr. Fisher talked about growing up in the tough streets of Kingston, where he found sanctuary at the Boys & Girls Club and at school. “From 8 AM to 3 PM and from 3-4 PM at the Boys Club, I knew I was safe,” he told a rapt audience. It was at these two places, Fisher said, that he learned the most important lessons of his life. “Listen to your teachers, your principal, your parents,” he said. “They see what’s great in you, and you just might not see it yet.”

Moving on to his next big message, Mr. Fisher projected a list of his impressive sports stats, but asked the students to focus on just one. He had, he said, earned the distinct honor of “the most games played in one season.”

“Always show up. Be present,” he said. “You can’t be great unless you are present.”

“Come to school every day, sit in the front, ask questions, show your teachers you want to do better,” he said. “You don’t have to be the best player on the team to be great. Working hard matters. In the real world, we need people we can count on.”

Students didn’t seem to want the presentation to end, cheering wildly during the championship game video clips Fisher showed, chanting “Defense! Defense!” and rushing up to him at its conclusion to say hello and get a selfie. Though everyone was a little starstruck, it was clear his message was received.

“Tay is truly a success story and a role model to all of our students,” he said. “We are thrilled to have him back.”

Wallkill High School Students Thrive in New American Sign Language Class

ANYONE WALKING BY ROOM 200 AT WALLKILL SENIOR HIGH SCHOOL while Melissa Mourges is teaching might notice that it is quiet enough to hear a pin drop inside—however, they would be surprised to discover that, in reality, there are many conversations happening!

In fact, students are actively listening, speaking, and learning in the new Introduction to American Sign Language (ASL) class.

“We strive to be a ‘voice off’ class, where students can only communicate in ASL or writing throughout the entire class,” said Ms. Mourges, a Level 1 American Sign Language teacher who also serves as a teacher of the deaf and hard of hearing for the District.

Using classroom instruction, technology applications such as Nearpod and Schoology, and many group activities, the students have already covered a variety of topics, including learning to “fingerspell” with the ASL alphabet, introducing themselves, giving commands, identifying a person, using complex description, and more. They have also been learning about deaf culture and the creation of such technology as cochlear implants (devices that can help those who are deaf hear again) and hearing aids.

Grade 9 student Nate Larson indicated that he enjoys “talking” with his hands, while others, like Grade 9 students Ian White and Riley Martino, say that, among



Grade 9 students (front to back) Shyanne Rahm, Martin Ortiz, Jason Collazo, C.J. Nelson, and Kenny Cruz (back) answer with the sign for “minus” in response to a question from their teacher Melissa Mourges during a new American Sign Language class at Wallkill Senior High School.

other things, they enjoy learning about deaf culture.

Grade 9 student Joaquin Ruiz indicated his approval of the class with a simple drawing of a few hands using ASL to fingerspell the word “G-R-E-A-T!”

Additionally, students expressed excitement that they were the first class to have this opportunity. The District had been interested in adding this course offering since 2019, and Ms. Mourges and Ms. Ellison, a teacher at Ostrander Elementary School, taught both after-school and summer programs in the summer of 2019 and the winter of the 2019-2020 school year. But when the pandemic hit, the idea of launching an entire ASL course became more challenging.

Fortunately, the class was able to begin this year, and Ms. Mourges was able to take on two sections of ASL at the High School, in addition to her work with the District’s deaf and hard-of-hearing students. The credits satisfy a student’s graduation requirement of having one year of language.

Principal Brian Masopust is impressed with the progress the students have made. “In just two months of ASL study, our students are comfortable participating and presenting in front of the class,” he said. “The program has been a great success thus far, and we are optimistic that it will continue to grow in the future!”



Teacher Melissa Mourges and Grade 9 student Sarah Matragano practice the sign for the letter “K” during the new American Sign Language class at Wallkill Senior High School.

Wallkill Senior and Alumnus Receive National Attention

A WALLKILL HIGH SCHOOL STUDENT AND GRADUATE both secured big wins at America's most popular auto convention, the Specialty Equipment Market Association (SEMA) show, held in Las Vegas, Nevada. George Thomas, a senior who attends the Ulster BOCES Career & Technical Center Auto Collision program this year, earned first place in the welding category of the Collision Repair Education Foundation's (CREF) Art Meets Automotive "What Inspires You?" contest. Class of 2021 graduate Vinny Spampinato, Jr., also secured a top five placement in the mini-hood category. The entries were submitted in the 2021-2022 school year when Thomas was a junior and Spampinato was a senior. This first-ever contest was open to career and technical education students from across the nation.

Thomas's big win was announced in November at the 2022 SEMA show. Along with the first place title, Thomas will also receive tools valued at \$500. His entry in the contest was a sculpture of the character Flat Stanley, who is a paper doll from a famous



Wallkill Senior High School student George Thomas shows off his masterpiece sculpture, Flat Stanley. Thomas, a senior who attends Ulster BOCES Auto Collision program, took home the gold in the national Collision Repair Education Foundation's (CREF) Art Meets Automotive "What Inspires You?" contest.

children's book written by Jeff Brown. The statue had to meet the precise requirements of fitting inside a 20" X 20" X 20" box, and had to be based

on a computer or hand-drawn design.

Spampinato's artwork, which featured the Ulster BOCES Auto Collision program's logo, was an illustration of Rat Fink, a famous character created by artist Ed "Big Daddy" Roth, an American artist, cartoonist, illustrator, pinstriper, and custom car designer and builder. Roth was a key figure in Southern California's Kustom Culture and hot rod movement of the late 1950s and 1960s.

"The talents of our students and graduates continue to amaze me," said Wallkill High School Principal B.J. Masopust. "We are fortunate to have such a great partnership with Ulster BOCES and the Career & Technical program, where students like George and Vincent can show off their creativity and skillset in real-world settings and competitions. These experiences will serve them well as they venture into higher education and future careers. I look forward to hearing about what they accomplish next!"



Pictured is the winning sculpture of the children's book character Flat Stanley that Wallkill Senior High's George Thomas entered in the Collision Repair Education Foundation's (CREF) Art Meets Automotive "What Inspires You?" contest. The sculpture won first place in the welding category, and was announced at the popular Specialty Equipment Market Association (SEMA) show, held in Las Vegas, Nevada.

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Important Telephone Numbers to Know

Leptondale Elementary School.....845-895-7200
Clare F. Ostrander Elementary School.....845-895-7225
Plattekill Elementary School.....845-895-7250
John G. Borden Middle School845-895-7175
Wallkill Senior High School.....845-895-7150

The Wallkill Central School District does not discriminate. Our Non-Discrimination Statement can be read in full at www.wallkillcsd.k12.ny.us/Page/643.
A copy may also be requested by contacting Brian Devincenzi, Assistant Superintendent for Support Services, by phoning 845-895-7102, emailing bdevincenzi@wallkillcsd.k12.ny.us, or writing to 1500 Route 208, PO Box 310, Wallkill, NY 12589.