

ment to the Sullivan County Democrat

A look at

A look at activities in the Roscoe School District







SECTION R • MARCH 2024
CALLICOON, NY

classrooms: trout.

Thanks to the New York Trout in the Classroom (TIC) program, spearheaded by the NYC Department of Environmental Protection (DEP) in collaboration with Trout Unlimited (TU) and locally supported by the Rolling V. Bus Corporation, students in Southern New York are delving into the world of trout and the im-



Inspired by their aquatic studies, students have expressed their creativity by coloring unique trout artworks.

cycle and associated vocabulary, such as "eyed eggs" and "fingerlings."

Moreover, the program serves as a catalyst for interdisciplinary learning, integrating elements of biology, ecology, and even art. Schwalb described engaging students in activities such as creating clay models of the trout lifecycle and designing artwork for a community bulletin board, showcasing the diverse educational opportunities the program offers.

Trout in the Classroom

portance of preserving their natural habitat.

Wendy Schwalb, the Trout in the Classroom Teacher for Roscoe Central School District, stated the transformative impact of the program on her fourth-grade students.

"The TIC Program is the perfect catalyst for making lasting connections through hands-on exposure to the real world," Schwalb said. "It enhances the students' learning by allowing them to interact daily with this wild species that inhabit the very streams that flow through their town."

Since the arrival of trout eggs in October 2023, Schwalb observed heightened engagement among her students. They eagerly delved into understanding the trout's life



Wendy Schwalb's fourth-grade classroom buzzes with enthusiasm, as students eagerly engage in a hands-on project to nurture trout, delving deep into the lifecycle of these aquatic creatures.

"It's become integral in everything we're doing. We've done some art projects related to the trout; we've invited all of the elementary classes in to learn about the trout, and my students were the teachers for those sessions," said Schwalb.

Bella, one of the fourth graders in Schwalb's class, said, "I'm really happy that we have Trout in the Classroom. I think it's really fun, and I enjoy watching them swim."

When asked what the temperature of the water should be, one of the students, Josh, knew right away.

"Between 50 and 57 degrees." Schwalb said that the class checks the temperature daily.

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School Scene

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Given that this is their first year, there has been a learning curve in understanding how to properly maintain the fish. This process is part of their efforts to prepare the trout for release into the wild in May.

Schwalb said the students are sad that they will eventually have to release the fish back into the wild in the streams of the Sullivan Catskills.

The TIC program not only enriches students' academic experience but also instills a sense of responsibility towards environmental stewardship. Students actively participate in caring for the trout, from monitoring water temperature and quality to observing behavioral cues for signs of good health.

Schwalb emphasized the program's alignment with the Next Generation Science Curriculum, providing hands-on learning opportunities that directly address questions about animals' biolog-



Thriving under the care of fourth graders, these trout are on a path to grace Sullivan County's rivers, a testament to the successful Trout in the Classroom initiative.

ical structures and their role in survival and reproduction.

Beyond scientific understanding, students also develop a deep appreciation for nature's intricacies and their role in conservation efforts.

Central to the success of the program is community support, notably from Rolling V., whose sponsorship made it possible to procure essential equipment like a specialized chiller to maintain optimal water temperature for the trout habitat.

Looking ahead, Schwalb envisions expanding the program to engage students across all grade levels, recognizing the interdisciplinary connections and opportunities for meaningful learning experiences.

Schwalb added, "These students are witnessing a life cycle firsthand, from eyed egg to Trout Release Day; they learn to fully understand how delicate life and nature are and how they can participate, even now, in preserving their environment."

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ROSCOE SCHOOL SCENE SULLIVAN COUNTY DEMOCRAT MARCH

School garden nurtures students' well-being and learning

STORY AND PHOTOS BY PATRICIO ROBAYO

ikki Rasnick, a custodial staff member, and Amy Beckley, a special education teacher, are taking the helm of the school garden, which is set to promote a healthy lifestyle in the Roscoe Central School District.

Officially initiated in May 2012, the school garden has its origins in a collaborative effort among elementary





Nikki Rasnick and Amy Beckley are enriching Roscoe students' education with a hands-on gardening experience, allowing them to explore the wonders of soil and growth in the school's garden.

At left: Nikki Rasnick guides a student in using a rake to prepare the soil for planting.

What began as a modest venture soon blossomed into a thriving space under the nurturing care of Sullivan Renaissance and dedicated faculty members.

teachers who were keen on fostering hands-on learning experiences.

What began as a modest venture soon blossomed into a thriving space under the nurturing care of Sullivan Renaissance and dedicated faculty members. "It's been running ever since," remarks Beckley, reflecting on the garden's evolution over the years.

Maintaining the garden involves a

collective effort, with teachers and students alike tending to its growth. Last year, science teacher Mr. Hill spearheaded the garden's upkeep, engaging students in planting and nurturing various seeds. This hands-on involvement not only fosters a sense of responsibility but also provides valuable life skills and learning opportunities.

The garden boasts an array of flora, from garlic planted during interactive sessions to future plans for sensory pathways featuring herbs, tomatoes, beans and even pumpkins.

"We're looking to create a sensory walk through the garden, allowing students to engage all their senses," explains Nikki Rasnick. This holis-

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tic approach extends beyond traditional academics, promoting mental well-being and stress relief among students. "When children have contact with soil during activities, like digging and planting, they experience improved moods, better learning experiences, and decreased anxiety," says Beckley.

They envision the garden as a space for relaxation and mindfulness, where students can immerse themselves in yoga sessions or find solace amidst the tranquility of nature.

Moreover, the garden spurs on the formation of healthier eating habits, bridging the gap between farm and table. By witnessing the growth and harvest of various crops, students gain a deeper appreciation for nutritious food choices and culinary exploration.

The integration of homegrown produce into school meals further reinforces these habits, fostering a culture of wellness within the school community.

Looking ahead, plans for the garden extend beyond the physical space, encompassing educational initiatives and community engagement. From incorporating garden-themed lessons into the curriculum to partnering with local organizations for enrichment activities, the possibilities are as vast as the garden itself.

"It really brings this sense of responsibility and enhances their day to know they're going to have this little break from the normal



Colorfully painted rocks add a vibrant touch to the garden paths.

school day and have this opportunity to go out and be part of it [the school garden], and life skills," says Rasnick.

As winter yields to spring, the garden awaits a season of renewal and growth. Students eagerly anticipate the opportunity to witness their efforts bloom into fruition, cultivating not only plants but also a sense of ownership and pride in their school environment.

The school garden at the Roscoe Central School District embodies the spirit of growth, nurturing both plants and students alike.

Through hands-on experiences, holistic engagement, and a shared commitment to wellness, it serves as a testament to the power of nature in shaping young minds and fostering a brighter future.



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STORY AND PHOTO BY PATRICIO ROBAYO

n an effort to promote holistic wellness among students and staff, the Roscoe Central School District has initiated a series of innovative programs, ranging from sensory paths to outdoor fitness trails.

These initiatives aim not only to encourage physical activity but also to integrate educational elements into daily routines, reinforcing academic concepts in a hands-on, interactive manner.

Sensory paths, which have gained popularity among both students and staff, provide engaging gross motor activities. These paths, adorned with numbered stepping stones, letters and shapes, serve not only as routes through the building but also

as educational tools, facilitating learning while promoting move-

Jacky Day, alongside Becky Ackerly and Melissa Ebeling, is among the teachers leading the wellness initiatives at the Roscoe Central School District. Day noted observing high school students practicing the tree pose as part of these efforts.

The addition of a Blender Bike has expanded healthy options, allowing students to create nutritious smoothies for celebrations instead of choosing sugary treats. Similarly, the Celebration Cart offers alternatives to traditional birthday and holiday celebrations, providing enjoyable activities for students while promoting wellness.

Outdoor amenities such as a Gaga ball pit and an outdoor classroom take advantage of favorable weather conditions, offering opportunities for physical activity and fresh air.

Witnessing the sensory path in use, Roscoe students enthusiastically embrace this resource to enhance health and wellness.

Plans for an outdoor fitness loop and collaborations with community organizations like Sullivan 180 and Cornell Cooperative Extension underscore the district's commitment to enhancing wellness initiatives.

Moreover, mindfulness practices such as yoga and relaxation techniques have been incorporated into the school day, with regular classes and staff training sessions aimed at promoting mental well-being.

Ebeling, using yoga flashcards, highlights the benefits of yoga for students, emphasizing quiet, deep breathing, muscle relaxation, stress reduction, muscle strengthening and posture enhancement.

A yoga, movement and relaxation class for grades 1-4 has been added once a week this year, with a positive reception from students.

Additionally, all elementary teachers and support staff are trained in Yoga for the Classroom, allowing many teachers to integrate yoga and relaxation techniques into their classrooms for the past few years.

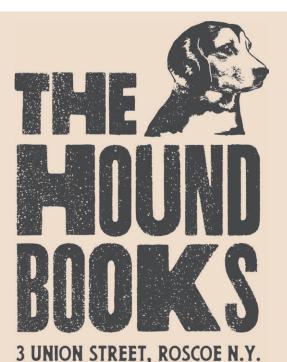
Furthermore, the implementation of the Warrior Kids program reinforces healthy habits, teaching principles like "5-2-1-Almost None" – advocating for daily consumption of fruits and vegetables, limited screen time, regular physical activity and minimal

sugary treats.

The district's Wellness Committee, consisting of staff, administration, students, and community leaders, meets monthly to evaluate progress and explore new avenues for promoting wellness.

Collaborative efforts with organizations like Sullivan 180 have been crucial in securing grants for various initiatives, ensuring ongoing support for wellness programs.

Looking ahead, the district remains steadfast in its commitment to fostering a culture of wellness. Through continuous collaboration, innovation, and community engagement, the Roscoe Central School District aims to empower students and staff to lead healthy, balanced lives.



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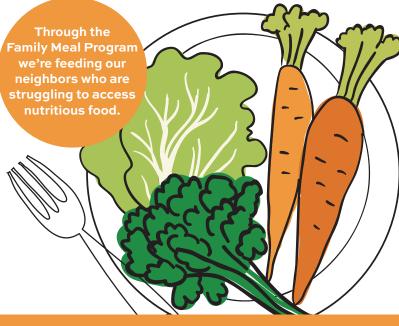
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ROSCOE SCHOOL SCENE SULLIVAN COUNTY DEMOCRAT MARCH 2024



In Roscoe, teachers Pam Carpenter, Nicole Davidson, and Ashley Kutschera lead the charge in reviving scientific inquiry for the district.

Integrating new science investigations

STORY AND PHOTO BY PATRICIO ROBAYO

n the ever-evolving landscape of education, the Roscoe Central School District has embarked on a journey to integrate new science investigations into its curriculum, aligning with evolving state standards and fostering a spirit of inquiry and discovery among its students.

Aligning investigations with standards is the cornerstone of curriculum development. Over the summer, science teachers embarked on a collaborative journey to align curriculum maps with new state standards.

"It's been fun to encourage the kids to really dig in and have questions about it. It's not so much us leading them. Yeah, it's very much student-centered," said Ashley Kutschera, a science teacher for the Roscoe Central School District.

Kutschera, along with Nicole

Davidson and Pam Carpenter, math and science teachers for the district, has been tasked with implementation into the curriculum.

Carpenter said, "We've been working together really hard, and we get together quite often. Instead of separating it out and forcing it into different grades, we can figure out the best way to implement it moving forward and where what fits best for what grades so much more cumulatively."

According to the New York State Department of Education, the Investigations for Elementary-level Science (ELS) and Intermediatelevel Science (ILS) are hands-on, three-dimensional learning tasks aligned with the New York State P-12 Science Learning Standards.

They are designed to be incorporated into the curriculum and were developed and reviewed by certified science teachers.

These investigations are not standardized state tests but rather performance-based tasks intended to assess science understanding. They emphasize Performance Expectations not assessed in written exams, promoting them through instruction.

By incorporating Argument-Driven Instruction (ADI) and structuring lessons around the "claim, evidence, reasoning" framework, teachers not only address standards but also nurture critical thinking skills among students.

Through in-class demonstrations, video simulations, and outdoor explorations, teachers create immersive learning experiences that encourage students to question, predict, and explore scientific phenomena.

Adapting science investigations

to accommodate diverse learning needs requires careful planning and collaboration.

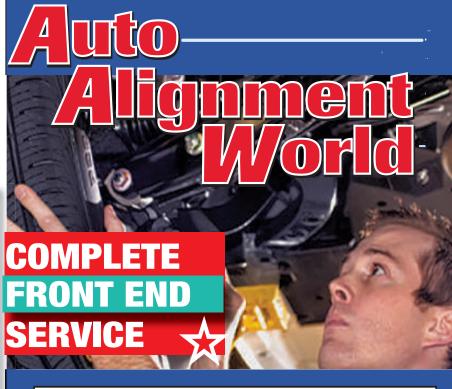
Teachers rely on a variety of strategies, including differentiated instruction, support from special education teachers, and insights from professional development conferences and workshops.

As the implementation of investigations progresses, teachers continually refine their approaches to meet the needs of students across various ages and abilities, fostering an inclusive learning environment.

Technology plays a pivotal role in facilitating science investigations, providing students with tools to explore, analyze, and understand scientific concepts. While hands-on experiences remain central to investigations, digital tools such as online simu-

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lations and virtual labs augment student learning by allowing for experimentation in a virtual environment.

One software that is used in the classroom is a program called PhET, and according to its website, "PhET Interactive Simulations, a project at the University of Colorado Boulder, is a non-profit open educational resource project that creates and hosts explorable explanations. It was founded in 2002 by Nobel Laureate Carl Wieman."

These resources not only enhance student engagement but also promote familiarity with the investigation process, ultimately bolstering student success.

Assessment strategies are inte-

gral to gauging student learning and understanding during science investigations. Whether through rubrics provided by state standards or carefully designed assessments for non-standard investigations, teachers employ varied assessment methods to ensure comprehensive evaluation of student knowledge and skills.

Additionally, fostering collaboration and teamwork among students is essential for enriching the investigative process.

"I think it's helpful that all three of us are actually really invested in our community," said Kutschera.

By modeling collaboration and structuring group work activities, teachers cultivate a supportive learning community where students learn from and with one another.

a community feel."

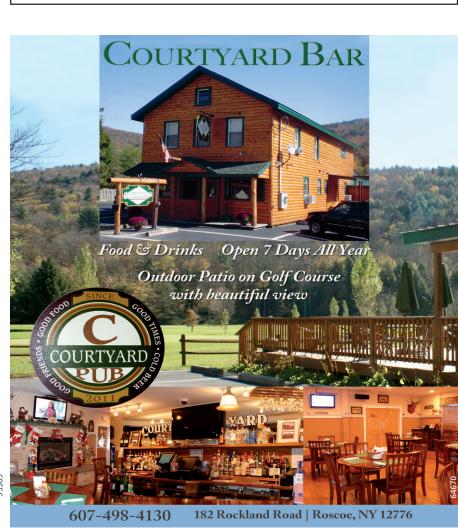
Staying updated on advancements in technology and teaching approaches is essential for effective curriculum development. Teachers actively seek professional development opportunities, including conferences, courses, and webinars, to stay abreast of emerging trends and best practices in science education.

By continuously refining their knowledge and pedagogical

Carpenter added, "It's very much skills, Carpenter, Kutschera, and Davidson ensure that they remain equipped to meet the evolving needs of their students and effectively integrate new science investigations into their curricula.

> By fostering curiosity, inquiry, and collaboration among students, Roscoe Central School District can create a vibrant learning environment where students are empowered to explore, question, and discover the wonders of science.







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