

#1

COMPLETE



Collector: Web Link 1 (Web Link)
Started: Friday, August 21, 2015 4:04:15 PM
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Time Spent: 00:16:44

PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Malik Evans

Q2: Liaison Schools (if a current candidate):

Wilson Commencement Academy
Wilson Foundation Academy
Rochester Early College High School
Preschool-Parent Program
Schools 4,8,20,42,43

Q3: How can citizens best reach you?

Address: PO Box 18792
City: Rochester
Zip: 14618
Phone: 5854232207
Email: malik@malikevans.org
Social Media Accounts: malikevans.org/facebook

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

Through Surveys administered through our office of social justice and regular health recess audits through the office of Auditor General. Members also regularly visit their assigned schools.

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

Time should be carved out at the beginning or end of the day. Recess is key to a child's success.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

It builds relationships prepares our youngsters to work in teams. It also builds creativity and stimulates the brain.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

We monitor policies regularly the office of Auditor Gmereal can also be a key partner I'm this area. What gets measured gets done.

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

It is absolutely vital. We must have appropriate levels of social workers and psychologist and connections to community based organizations.

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess Strongly Support

Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development Strongly Support

Support professional development to provide teachers with innovative approaches to implement recess. Strongly Support

Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning Strongly Support

Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power? Strongly Support

Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools. Strongly Support

Q10: Additional comments (limit 100 characters):

Physical and emotional health are linked to high academic outcomes. I have supported and will continue to support things that provide these supports.

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, August 24, 2015 9:34:26 AM
Last Modified: Monday, August 24, 2015 10:18:30 AM
Time Spent: 00:44:04

PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Mary Adams

Q2: Liaison Schools (if a current candidate):

Schools 25, 28, 45, 46, 53 (Montessori), NECP, NWCP, Native American Resource Center

Q3: How can citizens best reach you?

Address:

703 Arnett Blvd

City:

Rochester

Zip:

14619

Phone:

585-317-2367

Email:

maryb_adams@yahoo.com

Social Media Accounts:

MaryAdamsRCSD.org (campaign website)

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

I will continue to connect with each of my liaison schools and continue to assess.

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

I have been and will continue to be an advocate for pulling back from the type of extreme standardization that has prevented local building leaders from developing schedules that "work" for their building and programs.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

Play is essential for development across all areas, intellectual, social and emotional as well as physical. This is well documented in research. Benefits are even greater for students with disabilities. It is also essential for keeping students motivated and loving school.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

We are working hard to ensure consistency and clarity in the Code of Conduct. Ongoing collaboration and monitoring will be essential for all aspects of the Code, including this area.

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

Of course social and emotional learning are critical to success. My record shows that I have fought hard, not always successfully, for allocation of resources in this area. I have been a strong advocate for Alternatives to Suspension programs, which include a social-emotional specialist working side by side with certified teachers. I also believe that Student and Family Support Centers, in which continuity and relationship-building are key to individualized student supports are effective and should be reinstated in more schools. A third area that supports social and emotional learning is simply stability -- I support directing our budget priorities toward school staffing and program support FIRST, rather than favoring the efficiency-driven approach of displacing many staff each summer and then shuffling and re-hiring many at the last minute. Also, we should support schools by providing what is needed and closely supervising where necessary, rather than constantly closing and transitioning schools. Neighborhood schools where relationships can develop and trust is built are very important for our children's social and emotional well being.

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess Strongly Support

Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development Strongly Support

Support professional development to provide teachers with innovative approaches to implement recess. Strongly Support

Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning Strongly Support

Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power? Strongly Support

Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools. Strongly Support

Q10: Additional comments (limit 100 characters):

Respondent skipped this question

#4**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, August 24, 2015 11:17:36 PM**Last Modified:** Monday, August 24, 2015 11:45:14 PM**Time Spent:** 00:27:37

PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Liz Hallmark

Q2: Liaison Schools (if a current candidate):

Not an incumbent

Q3: How can citizens best reach you?

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358 Mulberry St

City:

Rochester

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14620

Phone:

585-414-7285

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efhallmark@gmail.com

Social Media Accounts:

linkedin

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

I can commit meeting with school leaders regularly to emphasize the importance of recess, play, and social emotional supports for students.

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

While establishing a master schedule is one thing, implementation is another. Regular discussions with school leaders about the importance of recess implementation (not just scheduling) is one way to make sure clear expectations are set and monitored throughout school buildings.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

Play in pre-school and the primary classroom is essential for children to learn about their natural environment as well as how to make sense of their senses. Without opportunities to play, children are handicapped as learners.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

Convene forums that explore and problem-solve around the disruptive (often outside family/community) issues that plague our students.

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

1. advocate for staff professional development on social emotional learning
2. fund professional development on social emotional learning
3. learn more about Primary Project, PATHS, and Coping Power

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess

Strongly Support

Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development

Strongly Support

Support professional development to provide teachers with innovative approaches to implement recess.

Strongly Support

Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning

Strongly Support

Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power?

Strongly Support

Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools.

Strongly Support

Q10: Additional comments (limit 100 characters):

Respondent skipped this question

#5

COMPLETE

Collector: Web Link 1 (Web Link)

Started: Tuesday, August 25, 2015 2:12:43 PM

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Time Spent: 00:41:18

PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Willia Powell

Q2: Liaison Schools (if a current candidate):

School of the Arts (SOTA), Schools 6, 16, 29, 33, 44, 52, Florence Brown Pre-K Center

Q3: How can citizens best reach you?

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395 Canterbury Road

City:

Rochester

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14607

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wpowell@rochester.rr.com

Social Media Accounts:

www.votewilla.com

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

The most honest way I can obtain feedback on the authentic implementation of our Wellness Policy and the recess provisions therein is to solicit feedback from parents and teachers through the PTOs and the Parent Advisory Council.

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

I do not pretend to have special insight into how the school day would best be organized, nor to I see it as my role to involve myself to that degree. As a School Board member, I expect the organization to respect the Board's policies and implement them in accordance with their stated purpose. If and when I learn that school or Central Office leadership is failing to follow the intent of those policies, I will use every tool available to compel compliance, including public shaming and resolutions "directing" the Superintendent explicitly to comply with those policies.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

Play is absolutely vital to early learning. I am not a professional educator, but having raised four children, I am certain that children are naturally curious. Play allows for the most natural sort of experiential learning that engages all the senses, and allows the brain to create unique neuropathways in the brain. The operative word here is "unique." Learning through play creates our children's character and inspires their interest. Their unique explorations help them think independently and set them up for the capacity to develop ideas and concepts on their own.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

I have lived through this scenario with my son, though not because he displayed overtly bad behavior. He was not completing his desk work, and the teacher withheld recess, requiring that he spend the time completing assignments. As a strategy, it backfired badly, as the lack of physical movement made him even less able to concentrate on the lessons. I give this example often and publicly, to urge all who hear it to guard against using recess as a reward or the withholding of same as punishment. The strategy is counterproductive. Better, in the case of inappropriate behavior to make corrections immediately after the behavior is witnessed in an emotionally appropriate way, then allowing the child an opportunity to correct his or her own behavior immediately under the watchful eye of the supervising adults.

As the Chair of the Policy Committee, I am looking forward to updating the Code of Conduct policy, and pledge to review the language around student discipline to ensure that it follows peaceful practices. I also depend on the Superintendent's current structure of having Dr. Ottuwa review all suspension recommendations to ensure that the assigned consequences are not disproportionate to the "crime."

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

I do believe social emotional learning is critical to student - and to human - success. To live in civilized society, we cannot rely on the "system" to maintain order. We must be able to govern our own behavior, and we must teach our children to do likewise.

As I said before, I am not a professional educator, and as only one of seven Board members, I cannot impose solutions. However, I can support any programs and professional development (budgetarily) that the Superintendent offers with this goal in mind. I can also, with the help of my colleagues, direct the Superintendent to utilize programs that are proven to be effective.

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess

Strongly Support

Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development

Strongly Support

Support professional development to provide teachers with innovative approaches to implement recess.

Strongly Support

Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning

Strongly Support

Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power?

Strongly Support

Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools.

Strongly Support

Q10: Additional comments (limit 100 characters):

Respondent skipped this question

#6

COMPLETE



Collector: Web Link 1 (Web Link)
Started: Wednesday, August 26, 2015 4:23:09 PM
Last Modified: Wednesday, August 26, 2015 4:33:44 PM
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PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Mia Hodgins

Q2: Liaison Schools (if a current candidate):

Candidate

Q3: How can citizens best reach you?

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City:

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14609

Phone:

5853102642

Email:

miahodgins@hotmail.com

Social Media Accounts:

Facebook: Mia Hodgins for Rochester City
School Board

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

I would work closely with the principals of each school I am assigned to ensure a recess time is built into the master schedule for each child. Additionally, we must not use recess (or taking it away) as a disciplinary action. Kids need to play!

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

The time block should be built into the schedule at each grade level.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

Play is a form of learning and developing in early childhood years. Even in later years of childhood development, play allows a child to develop skills like teamwork, communication, hand-eye coordination, and sportsmanship.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

It's all about communicating with the schools your are assigned to as a board member. You must work closely with the Principals to ensure the Board policies are enforced and learning is allowed in various formats. Play is one of those formats.

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

SEL is absolutely critical to learning. It helps students grow to be well-balanced adults who can constructively deal with all types of emotional strain.
As a Board member I would again work closely with the Principals to ensure there are counselors/ parental supports available for students. I would also encourage the district to implement a restorative justice policy for dealing with disciplinary actions. Most time misbehavior from students is a result of emotional strain that needs to be address in a very different way than by disciplining the student with additional work or penalties.

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess	(no label)
Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development	(no label)
Support professional development to provide teachers with innovative approaches to implement recess.	Strongly Support
Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning	Strongly Support
Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power?	Strongly Support
Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools.	Strongly Support

Q10: Additional comments (limit 100 characters):

Respondent skipped this question

#7

COMPLETE

Collector: Web Link 1 (Web Link)

Started: Thursday, August 27, 2015 10:39:49 AM

Last Modified: Thursday, August 27, 2015 11:09:41 AM

Time Spent: 00:29:52

PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Howard J. Eagle

Q2: Liaison Schools (if a current candidate):

I think you meant "current Board member"

Q3: How can citizens best reach you?

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115 Weston Road

City:

Rochester

Zip:

14612

Phone:

5857521426

Email:

howard.eagle90@gmail.com

Social Media Accounts:

<https://www.facebook.com/groups/1450192585233062/>

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

I will visit the schools that I am assigned to (as liaison), and work with respective Principals to ensure that the policy is adhered to.

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

In order to answer this question intelligently, I would need to review master schedules with each respective Principal, and figure out together, where adjustments can be made to ensure that the policy is adhered to.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

As noted in the introductory statement above, "play" is an important aspect of a well rounded pre-school and primary level programmatic approach.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

Again, this requires discussions with respective Principals and monitoring actual implementation of the policy, which I assume the organizations that developed this survey are willing to assist with.

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

I would advocate, and help champion the need for the RCSD to hire, and help train and retain, highly qualified, culturally competent, extraordinarily committed, social workers, counselors, psychologists, and other support staff.

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess Strongly Support

Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development Strongly Support

Support professional development to provide teachers with innovative approaches to implement recess. Strongly Support

Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning Strongly Support

Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power? Strongly Support

Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools. Strongly Support

Q10: Additional comments (limit 100 characters):

I am not presenting myself as some sort of superman. In my humble, but staunch view, probably not much will get done (relative to much-needed change and improvement), unless and until we build a deadly serious, ongoing, movement of parents, grandparents, guardians, students, extraordinarily committed educators, politicians, including and especially Board members, and anyone else who is really serious about widespread, fundamental change and improvement --- working cooperatively, collaboratively and constantly around concrete, well defined, measurable goals strategies and tactics.

Sincerely,
Howard

<https://www.facebook.com/groups/1450192585233062/>

#8

COMPLETE

Collector: Web Link 1 (Web Link)

Started: Thursday, August 27, 2015 1:02:01 PM

Last Modified: Thursday, August 27, 2015 2:14:36 PM

Time Spent: 01:12:35



PAGE 1: Rochester City School District School Board Commissioner Candidate Questionnaire

Q1: Name

Matthew McDermott

Q2: Liaison Schools (if a current candidate):

I'm a new candidate, liaison assignments would presumably be sorted out if I'm successful.

Q3: How can citizens best reach you?

Address:

864 S. Goodman Street

City:

Rochester

Zip:

14620

Phone:

585-755-8812 (Mobile)

Email:

matt@vittoriotux.com

Social Media Accounts:

@RochesterMatt (Twitter) MattForkKids
(Facebook)

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Q4: How will you, in your role as a School Board Commissioner, monitor and enforce the daily implementation of recess on a district-wide level, and at your assigned schools?

As a member of a school board, you are charged with development of vision, strategy and policy relating to your district - I support the letter and spirit of the RCSD wellness policy. By necessity, implementation is left to paid staff members, presumably with varying success in the absence of some sort of feedback mechanism. I would use the liaison structure to anecdotally ascertain how effectively recess is implemented in buildings I'm assigned to but would also favor a more formalized feedback mechanism to determine if there are opportunities for the district to implement (or do a better job of implementing) recess in our buildings.

Q5: What modifications would you suggest to the schools' master schedules, in order to ensure children receive at least 20 minutes of active recess every day?

I'm in favor of a variety of modifications to master scheduling - for instance, later start times for high school students to ensure adequate time for sleep at night as well as modification of school calendars to reduce summer learning loss. Making broader scheduling changes seems to be an ideal time to incorporate changes like this to ensure adequate recess time. That said, any scheduling changes touch a lot of areas - transportation, sports & extracurricular activities, collective bargaining agreements with various employee units and the list goes on and on. I'm in favor of pushing on this but clearly it requires more planning than just saying it should be so and watching it roll out.

Q6: What is your view on the purpose of play in the pre-school and primary classroom?

Both structured and unstructured play have a place in student development. Certain learning objectives can be incorporated with structured play activities. The American Academy of Pediatrics released a study on the role of unstructured play and it's many benefits in the areas of social and emotional development, learning conflict resolution and general cognitive development.

Q7: As an RCSD Board Commissioner, what will you do to ensure your schools, as well as the district as a whole, will adhere to this rule and that all students participate in recess in an inclusive setting as social emotional learning happens through peer interaction?

While denying recess may be considered by some as an effective consequence for negative behavior, my reading on the topic supports the notion that this does nothing to alter negative behavior and may make the problem worse. I support this rule and again feel that I can determine compliance with this rule on an anecdotal basis through the school liaison relationships and hopefully a more formalized feedback process can be established to see how this is working in practice in our buildings district-wide.

Q8: Do you believe that social emotional learning is critical to student success? If so, what are 2-3 things you would do as a School Board Member to support social emotional learning?

Yes, I believe social emotional learning is critical to student success. I'm not an expert in implementation of SEL but my understanding is that there are both stand-alone programs that may achieve certain objectives as well as more integrated approaches to SEL delivery. I favor-evidence based programs to incorporate SEL opportunities in our district. In general, I'm pretty pragmatic when it comes to program implementation. I would want to see how we currently approach SEL, what the best practices are and find ways to implement those in our district.

Q9: Setting Priorities: Please tell us in the chart below how you will prioritize strategies that support students' development and learning, despite tight budget constraints and competing regulations.

Ask schools for a written plan of how they will dedicate a minimum of 20 minutes a day for recess	Strongly Support
Ask school leaders to develop and articulate a shared vision of their students' physical, social, emotional, and academic development	Strongly Support
Support professional development to provide teachers with innovative approaches to implement recess.	Strongly Support
Assure that all staff members have initial and on-going professional development and support for implementing programming that supports social emotional learning	Strongly Support
Support adequate funding levels to ensure all students have access to programming that supports social emotional learning, for example Primary Project, PATHS, and Coping Power?	Strongly Support
Support the ongoing evaluation of staffing levels in RCSD schools to support the social emotional needs of schools.	Strongly Support

Q10: Additional comments (limit 100 characters):

Thank you for the opportunity to discuss my views on these topics, if you'd like to talk in more detail I'd welcome the opportunity. Thanks! Matt McD