

State Monitor Public Hearing July 8, 2020
Speaker Comments

Name	Affiliation	Topic	Comments
	Student		No Comments
Nicolle Haynes	Parent	RCSC Turnaround Efforts	<p>RCSD must partner with community organizers and community agencies. The goal will be to rebuild the trust with the thousands of students RCSD has not served well, that are now parents and residents. Stephen Covey articulates well the measureable cost of low trust. According to Covey “When trust is low, in an organization or in a relationship, it places a hidden "tax" on every transaction, every communication, every interaction, every strategy, every decision is taxed, bringing speed down and sending costs up. Significant distrust doubles the cost of doing business and triples the time it takes to get things done.”</p> <p>RCSD must develop a robust marketing plan to encourage the parents of RCSD to be the students in the RCSD adult learning programs. Parents know the importance of education, and some need support developing their own academic skills.</p> <p>RCSD must develop a robust marketing plan to recruit parents of RCSD students to be employees in the RCSD. Currently parents and students share as stakeholders in the learning environments across the district. Yet, families have to prioritize basic needs. RCSD is willing to discuss the poverty facing families of the city of Rochester when they provide nutritious meals, gifts for Christmas, Wi-Fi, and computer technology. However, there are ways that RCSD can partner with families to address poverty in manners that deal with root cause. Poverty in and of itself is not a deterrent to education, however the conditions and circumstances that arise from poverty are formidable adversaries to the conditions needed to focus on learning.</p> <p>RCSD must engage in a critical examination of the perceptions district staff have about the students and families they serve. When staff have high expectations, students are more likely to demonstrate high academic achievement. In contrast, when staff have low expectations, students do not perform up to their potential. Research has identified observable staff behaviors that might demonstrate either high or low expectations.</p> <p>RCSD must develop consistent structures of information sharing. For example, how will the district know what a parent’s experience is with the literacy program, recently adopted? How will the district know of each student’s experience with the new literacy program? How will the district know how the new literacy program is impacting the interactions between students and teachers?</p>

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		<p>One of the biggest challenges to academics is how disconnected central office and school leadership can be from what is happening in each and every classroom. The interaction between teachers and students is the District’s main unit of production. Everything embarked upon in the realm of academics has to be examined based on its impact on the interaction between teachers and students. It would be in the best interest of RCSD to keep a close eye on this relationship, for the purpose of nurturing it.</p> <p>One strategy would be to develop a dash board, informed by research, which clearly outlines the most effective components of the teacher-student relationship. They’re would then be a consistent process of determining to what degree the components of effective teacher-student relationships exist in each classroom and the support or the celebration needed.</p> <p>RCSD must develop an aligned curriculum. Hopefully the adoption of the new literacy program is the beginning of an aligned curriculum across the grade levels, and throughout each content area.</p> <p>When done well, an aligned curriculum from Pre-k through 12th grade will allow for the skills garnered at each grade level to be built upon in a proactive manner, like the incredible construction of the pyramids. Each layer built upon with intentional precision. However, the Egyptians had a vision of the pyramid before they began building it.</p> <p>RCSD must collaboratively develop a portrait of a Graduate. This portrait being draw by the paint brushes of all stakeholders in the RCSD educational system-parents, students, staff, community members, and scholarly contributors. It would outline the competencies, mindsets and 21st century skills that will be the culmination of the implementation of this aligned curriculum. Curriculum would be complemented by a variety of experiences intentionally engaged in at critical junctures in an RCSD’s scholar’s journey.</p> <p>RCSD must develop a culture of inquiry. Asking questions is often seen as an affront, a symptom of the lack of trust. Questions are an opportunity to draw in well-intentioned stakeholders. Unfortunately, the prevailing instructional pedagogy is one that promotes rote memorization rather than deep conceptual understanding. Conceptual understanding is developed through inquiry, and would be developed by teachers in all content areas. Teachers would be trained, coached, and then expected to ask students questions like "How and/or why does this make sense to you?"</p> <p>In the words of Dr. Martin Luther King, Jr. ‘We must remember that intelligence is not enough. Intelligence plus character —that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to</p>
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Mary Adams	Parent	RCSD Local Control	<p>I am writing to affirm the importance of democratically elected local control of the Rochester City School District.</p> <ol style="list-style-type: none"> 1. Despite intermittent, sporadic attempts by business elites -- none or very few of whom have children in RCSD -- to take control of the RCSD, and its public resources, every one of those efforts has been soundly repudiated by the public, or found to be illegal. Many of us were involved in the successful community coalition to beat back Bob Duffy's effort to seize mayoral control of RCSD in 2010, claiming it was the hill he would die on. It is no coincidence that Bob Duffy is now CEO of the Rochester Business Alliance, which continues to unsuccessfully call for the removal of democratic governance of schools. We must remain vigilant to any attempt by business interests to use shock doctrine tactics in the covid19 context. While we absolutely should re-imagine education as we re-connect and rebuild, it must be community driven solely focused on high quality education. There is no room for plans or framing from the Gates Foundation or the Rochester Business Alliance, or any other "vulture philanthropists."(1) The voices of parents, students and the educational leaders we have chosen must be supported like never before to build successful and engaging school communities here in Rochester. 2. Ongoing structural financial instability in our district is PRIMARILY a result of the failure of NYS to fund foundation aid for the RCSD according to statute (2), or according to the recommendations of the NYS Board of Regents, every year of Governor Cuomo's administration. Severe foundation aid underfunding, combined with the contingent, complicated and unstable nature of grant funding and deficit-driven perverse incentives for resources such as "receivership," have resulted in extreme pressure on RCSD to engage in a series of supercharged games of "Robbing Peter to Pay Paul" that inevitably led to a crisis that could no longer be hidden. The PRIMARY solution should have been, and must be, statutorily defined and Board of Regents recommended levels of state foundation aid. <u>These demands should not be led by children, as has been the case far too often.</u> ALL elected and appointed leaders – in the City as well as within RCSD – should be LEADING in this most essential process of securing what we are owed. The most recent calculation of owed foundation aid for Rochester is \$86 Million. When state legislators and the governor tell us there is not enough money to provide a fundamentally sound education and refuse to implement revenue generating measures such as S7378/A10363 (3) they are leaving us in a situation that harms children. Full STOP. Period.

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Speaker Comments

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			No Comments
	Community		No Comments

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	Staff		No Comments