Their future … and our goals.

School districts are entrusted with a community’s two greatest treasures … its children and its financial resources. At Lake Shore, our six goals for 2019-20 focus on those treasures entrusted to us. Our job is to prepare children for the future, and make sure the work we do is worthy of the school-community’s trust and investment. It’s a mission we do not undertake alone. Our success, and our children’s success, depends on collaborations and partnerships—with families and the community, and agencies such as the New York State Education Department and the Seneca Nation of Indians Education Department.

As stewards of these community resources we also continue our major initiative to preserve the community’s investment in our physical infrastructure. The capital improvement project now underway aims to maintain and improve facilities for current and future generations.

Please take a few minutes to read this GOALS Edition and learn more about what we’re doing. And please take advantage of the opportunity to share your feedback in our community survey on pages 15 and 16 or at surveymonkey.com/r/PYVJXFQ.

Working on reading projects are, clockwise from left: Braidyn Alves, Jenna Puntillo, Jordyn Cowell, and Yousif Muhsen, all students in Kristina Lewis’s 5th grade class at A.J. Schmidt Elementary School.
GOALS 2019-20: The District Will ...

... Provide equity in educational opportunities and culturally responsive practices that align to the Next Generation NYS Learning Standards and promote each student’s academic success and well-being.

... Implement a PreK-12 trauma-informed approach to teaching to ensure an educational learning environment that is safe, motivating, and fosters success for all students both in and out of the classroom.

... Provide a comprehensive, systematic design for high-impact literary instruction that addresses the needs of students with varied reading abilities.

... Provide all students with a rigorous academic career pathway that includes opportunities for advanced coursework, college credit, Career and Technology Education, and other diploma pathways established by the New York State Education Department.

... Continue our Capital Construction Project plans while maintaining facilities at the highest level, with fiscal responsibility and accountability in all areas of operation.

... Continue to work with parents, students, staff members, the Seneca Nation of Indians Education Department and the community to seek feedback for continual improvement of academic, social emotional learning, and extracurricular activities for all students.

... Continue our Capital Construction Project plans while maintaining facilities at the highest level, with fiscal responsibility and accountability in all areas of operation.

Lake Shore Central School District
Hello Everyone,

This edition of the Eagle Express highlights this year’s six District Goals. These are key areas we will be focusing on as we prepare our children for a very challenging future. These efforts align with initiatives of the New York State Education Department and the Seneca Nation of Indians Education Department. And they are infused with the technology that impacts more and more of our lives and careers.

Within these goals is the recognition that life is faster and more complex than ever before and children growing up today need to be prepared to manage its ordinary stresses, as well as challenges we have not yet envisioned.

Within these pages is just a sampling of the work taking place in the our schools. We extend our gratitude to the staff, parents and community for their help and support in making these goals a reality.

At Lake Shore Schools, Red Ribbon Week is an annual lesson in substance abuse prevention. Red was worn throughout the District, and more than 100 Middle School students took their message to the streets, lining the sidewalk in front of the school with their chants and posters.

It’s an important effort because drug and alcohol abuse can devastate lives and families. If you or someone you know is addicted to drugs, there is help available. See our home page (lakeshorecsd.org) for a list of addiction resources available in the school district and community. Resources include Community Concern of WNY’s Derby location (947-5025) or the Derby Chemical Dependency Clinic (947-0316). A 24-hour hotline also is available at 1-888-696-9211.
GOAL #1:
The District will provide equity in educational opportunities and culturally responsive practices that align to the Next Generation NYS Learning Standards and promote each student’s academic success and well-being.

‘Classrooms shouldn’t look the same’

“Classrooms shouldn’t look the same as they once did,” declares High School physics teacher Jeff Salerno. “We need ‘butts up’ science learning.” In other words, students need to be up and out of their seats.

The Next Generation Science Standards (NGSS) and NYS Science Learning Standards (NYSSLS) require students to get up and move about the classroom, actively pursuing inquiry and research. This involves engaging in the major practices scientists use as they investigate and build models and theories about the world, and the practices engineers use as they design and build systems.

It all starts off with “the hook,” he says, a question to get students engaged. Questions can range from ‘Why are there colors in the puddle in the parking lot,’ to ‘Can pigs fly?’ The questions lead to developing and carrying out investigations. Data are analyzed and interpreted. Math and computational thinking come into play. Explanations are constructed and solutions designed. Students use evidence in arguments to support or dispute a finding, and they evaluate and communicate their information.
as they once did …’

“The Next Generation standards require that students don’t just memorize a correct right answer, but also explain the reasoning and process behind that answer. It definitely takes more time,” Mr. Salerno said, because instruction is not so clearly structured. “But it’s a lot more authentic science. It’s the way science really happens. You do the research and figure things out.”

Lake Shore High School teachers have been preparing for the transition for two years, he said, with workshops in Phenomenon-Based Learning and Science Through Inquiry at EdCamp conference days. Numerous teachers have attended workshops offered through area colleges and organizations in preparation for the huge shift in instruction.

A four-part training series in NYSSLS rollout and 3-D learning was offered to WNY K-12 educators. And, the HS Science Department meets monthly, with an emphasis on learning in 3D. The department collaborates with Dr. Mike Jabot from SUNY Fredonia, and strongly promotes science learning offered by the Science Teacher Association of NYS, National Science Teacher Association, and BOCES.

Mystery Science Starts Inquiry Early

New York State’s Next Generation Learning Standards are designed to develop lifelong learners and thinkers. “Mystery Science” begins the practice of inquiry and seeking answers at the very start of a child’s school career.

In the “Can You See In The Dark” lesson, young Santiago is convinced he will be able to see in a cave. After all, he figures, he can see in his bedroom at night when the lights are off. In the cave, though, he cannot see at all. “What were you wondering,” J.T. Waugh teacher Danelle Addison asks her 1st graders. “Why could Santiago see in his bedroom with the lights off, but not in the cave?” Discussion abounded—of course there was light seeping into his bedroom, under the door and through the window. But how much light do you really need to see? Students practiced with a “dark box” - an opaque box with an opening at one end—experimenting with how much they could see—or not see—in dim light and darkness.
GOAL

#2: The District will provide all students with a rigorous academic career pathway that includes opportunities for advanced coursework, college credit, Career and Technology Education, and other diploma pathways established by the New York State Education Department.

Career & Tech Opportunities

In addition to the traditional academic path to graduation, Lake Shore students have opportunities in Career & Technical Education programs offered through Erie 2 BOCES. The Criminal Justice program, for instance, prepares students for post-secondary opportunities and/or employment in the criminal justice, law enforcement or public/private security fields. Students get a foundation in legal theory and enforcement of criminal law, as well as training in all areas of police work.

Left: Lake Shore Senior Ian Hollmer demonstrates lifting fingerprints off a glass.

Newton’s Laws of Motion Get Creative & Colorful

Chuck Ruffino, A.J. Schmidt art teacher, infuses science with art, which not only engages students, but also draws a crowd. This year, his students exhibited at the Maker Faire held at SUNY Fredonia, showing off their two Marble Runs, a Newton’s Cradle, and a Hyperbolic Funnel.

Part Rube Goldberg Machine, part pin-ball machine, and part rollercoaster, this project allowed students to help design and build towers, ramps, loops, and funnels out of recycled and repurposed materials.

The goal was to create a track that safely transports a marble to the bottom, in the most creative, colorful, and unique way possible. Isaac Newton’s three laws of motion were colorfully and playfully brought to life within the children’s designs.
‘So, basically, it’s just like analyzing knowledge from a computer and putting it on a square that shows augmented reality.’
- Austin Solecki, grade 6

Not Your Father’s 6th Grade Science Class ... With the help of Technology Integrators Deann Poleon and Mike Drezek, 6th graders built 3-D atoms using CoSpaces’ AR/VR technology. “Making models is a concept that is stressed in the new Science learning standards,” says their teacher Mary Mullins. “As my students worked through this project, they not only learned about atoms, they showed resilience in their problem-solving skills.” With the CoSpaces program, the students can build a creation, animate it with code and then explore their creation in Virtual or Augmented Reality. In this case, the creation was a 3-D atom. All students have a QR code for their projects so they can share their work with others.

Pictured are (front) Caden Herc and Austin Solecki.

You Can Bank On It!
Juniors in the High School’s Academy of Business & Finance work the school-run bank that is partnered with Evans Bank. The students interact with customers and make transactions. Some of the most beneficial aspects for Academy students working in the bank get experience in a job-like atmosphere, work on customer service skills, and learn how everything works in a financial environment. .

Juniors Jessica Rinehart and Brennen Hering are ready to work the school-run Evans Bank branch.
GOAL #3:

The District will implement a PreK-12 trauma-informed approach to teaching to ensure an educational learning environment that is safe, motivating, and fosters success for all students both in and out of the classroom.

**Simple Stress-Busters**

Clockwise from top: Arms Up! Chloe Abrahamson shows a relaxation technique; Carter Love with mindful glitter to calm the body; Landrey Rudyk crosses his arms in a comforting hug.
Yoga Boats & The Leaf Hunt

“We were going on a leaf hunt,” says Erin Wodzinski, a speech pathologist at A.J. Schmidt Elementary School, who has implemented mindfulness/yoga activities over the past four years. “We had to go in our boats across the water (yoga boat pose). We also were marching and stretching. I do a whole lesson which is theme-related and then teach them movement to go with the characters or actions in the story or songs.”

Research into the effects of stress and trauma on children has revealed disturbing statistics. By age 17, 60% of U.S. children have been exposed to violence. Twenty percent of U.S. children have been personally affected by trauma. More than 17% of those students have considered suicide.

It has become a significant health and wellness issue for schools and communities. “Education today is not the same as it was even just five years ago,” says Highland Elementary School Principal Colleen Politowski. “Students come to school with various forms of trauma and before we can expect them to learn anything, we have to make sure they are ready to learn. “Becoming ‘ready to learn’ may come in the form of meditation or quiet time, where students can practice regulated breathing or counting.”

It may look like yoga, restorative circles, or it may even look like exercise, she says, and sometimes it’s just a moment in a quiet area of the room.

“Through our trauma trainings, restorative justice trainings, and even our emergency training, we are learning we can prevent many issues just by taking some time to ensure that students are ready to learn, and teach them self regulation skills and techniques, and how to build positive relationships. We became educators to make a difference in the lives of children, and our teachers and staff at Lake Shore are dedicated to making sure we succeed.”

InsERVICE Class with Kristin Souers

At left, from left: Kristin Souers, author of ‘Fostering Resilient Learners,’ with Highland teachers Jody Schmidle, Katherine Caboot, Principal Colleen Politowski, and teacher Sue Serena.
GOAL

#4

The District will provide a comprehensive, systematic design for high-impact literary instruction that addresses the needs of students with varied reading abilities.

Lake Shore’s search for a new reading program involved two years of research into eight different reading programs, along with visitations to several area school districts. The search led to the Fountas & Pinnell reading system, widely regarded as the gold standard for reading instruction. What made it the perfect fit for Lake Shore?

Budget-wise, it made sense. “We wouldn’t need to hire a reading coach for every building,” says committee chair Jill Clark, A.J. Schmidt principal and district English/Language Arts coordinator. “This system is so streamlined, it could be implemented without adding an additional layer of support.”

“Teachers get a folder with a ‘menu’ for each lesson,” explains committee member Kristina Lewis, an A.J. Schmidt 5th grade teacher who serves as the district’s ELA core curriculum leader. “Teachers select what they need from the ‘menu’ for that lesson. That’s called responsive teaching—ascertaining what the students in front of you need. The teachers must know their kids and have the right materials in front of them to help those kids grow.”
For the early K-2 years, the district maintains a Phonics First component, which provides a multisensory, systemic approach to understand the structure of language. The tots trace letters in sand, for instance, while sounding out letters and combinations of letters. In K-3, teachers also work with the Fountas & Pinnell shared reading and mini-lesson component.

“In K-5, there is a guided reading component,” says Highland 1st grade teacher Kelly Wild. “Guided reading is done in small groups so you are hitting kids right at their instructional level and raising them up. It used to be, teachers would teach to the whole group and target a middle level. Now, we tailor instruction for each student. We benchmark them and then find out where they are and put them in small groups. This way, you’re teaching students to be better readers, and not holding back accelerated readers. When students reach where they need to be, they move into a different group. The teachers take kids from where they are, and grow them.”

In K-5, the system also has an Interactive Read Aloud component. “That’s the main lesson, with the whole group,” explains committee member Kim Prizel, a 2nd grade A.J. Schmidt teacher. They get talking points, then they do a ‘turn and talk,’ so they are engaged and talking with each other about the book.”

There also is daily independent reading, as well as reading at the instructional level. “They are constantly receiving guidance, and constantly being challenged,” says Mrs. Prizel. With 1300 new books in each school, “The students are reading multiple texts and they are not stuck in one novel for months on end,” she adds. “Each student is working at their instructional level,” continues Mrs. Prizel. “In 22 years I have never been able to do that before now. Now, we find the right mix, and not hit too high or too low. We can hit smack on the things they have to work with.”

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The committee consisted of:

- Kindergarten – Laurie Schultz (JTW)
- 1st Grade – Kelly Wild (HLD)
- 2nd Grade – Kim Prizel (AJS)
- 3rd Grade – Katrina Nasca (HLD)
- 4th Grade – Tara Takacs (JTW)
- 5th Grade – Kristina Lewis (AJS)
- Teaching Assistant – Dana Myers (HLD)
- Principal - Jill Clark (AJS)
- Consultant - Angela Stockman
- Reading Department Chair - Kellie Rooth (JTW)

“The books in this reading system provide a deep immersion into some of the most beloved classic and popular children’s literature. They are beautiful books and children are absolutely loving them.”

- Jill Clark, Principal, A.J. Schmidt


Mason John, a 5th grader at A.J. Schmidt, enjoys his independent reading.
The District will continue to work with parents, students, staff members, the Seneca Nation of Indians Education Department, and the community to seek feedback for continual improvement of academic, social emotional learning, an extracurricular activities for all students.

At Lake Shore, students can study French, Spanish, German—or they can study Seneca. Jordan Cooke and Renee Seneca teach Seneca language classes at the High School (Mr. Cooke also teaches at the Middle School) and Richard Sasala teaches Seneca-Iroquois (Haudenosaunee) studies and Native American Culture Through Film here and at Silver Creek.

“We’re using a similar version of the adult immersion program,” says Mrs. Seneca, noting that over the past few years, what had been a relatively informal curriculum has become more uniform and is aligned throughout the Lake Shore, Salamanca, Gowanda, Akron and Silver Creek districts.

The teachers incorporate the idea of normalizing indigenous culture so it’s not portrayed as a special event, but as a normal part of their lives. “The idea is not to be ethnocentric, but to realize that everybody is pretty great and to understand those values,” Mr. Cooke says.

The classes are not just about vocabulary and grammar. The approach is to provide insight into the culture and what is behind the words, and how that translates into everyday life.

In an examination of the Creation Story, for example, students are asked to select a part of the story and draw it. They can draw what they want. The purpose is to illustrate the narrative and what it says about the good and bad inherent in all people—and how a person can improve themselves and their quality of life.

At both the Middle School and the High School, time is set aside each week for some meditation and mindfulness. Students look forward to it and seem more engaged afterward, the teachers say. “There is an interest in reclaiming cultural identity,” says Mr. Cooke. “Intuitively, they want to grasp the spiritual side of the culture, but they don’t know what to do to discover it. We want to give them not the answer, but the question.”

That entails looking beyond what may be detrimental in your approaches to life and what can begin a process of healing. “It’s ‘Here is how I used to be, here is how I can modify that,’” says Mr. Cooke.

The process of character development that is infused in studying the language and the culture is also a process of learning life skills. Students from a close-knit community going...
off to school typically find it challenging to leave the comfort zone and supports they’re accustomed to. For Native American students, it can be an even more jolting transition, with sudden immersion in a very unfamiliar culture.

“I didn’t grow up in a reservation community, so I have a different perspective,” says Mr. Sasala. “I think I can help prepare them with a wider perspective that they will need. They go from a community like this, where 18% of the school is Native American, to an environment where you’re 1 or 2%. It is a culture shock.”

“There are unspoken rules and boundaries that I never knew until I left,” agrees Mrs. Seneca, who grew up on the Territory.

“Any localized community deals with these issues on some level,” says Mr. Cooke. “We take a proactive approach, building in skills before they need them. We know what we went through and we want to make it better for them.”

A good day, says Mr. Sasala, is when a student asks a question about something that was discussed in class earlier. “It shows me that some of the things I’m teaching, it’s getting through,” he says. “I look at their work and I think, ‘Wow, I helped them to understand that.’ It reminds me that I didn’t get into this just because it’s a job. I did this because I could affect their lives in a positive way.”

Bringing people together …

Trudy Jackson, head of the Department of Education for the Seneca Nation and J.T. Waugh 4th grader Ariella Young at the Elementary Youth Summit organized by the Seneca Nation Department of Education. Middle School and High School Youth Summits also are conducted each year. The summits are an opportunity for Native American students from area school districts to gather and learn more about the Haudenosaunee culture and values.

The mission of the summits is to empower students to focus on their future by identifying and promoting involvement and positive decision-making. Students participated in educational activities related to character education in a cultural perspective, self esteem, and financial literacy and planning for the future.

The Native American Regional Forum …

Every few months, Lake Shore joins a quarterly meeting with representatives from the Gowanda, Lafayette, Niagara Falls, North Collins, Rochester, Salamanca, Silver Creek, Allegheny Territory school districts, Seneca Health, and Seneca Nation of Indians, as well as Medaille, Fredonia, and Buffalo State colleges and the NYS Education Department. This group is the Native American Regional Forum and its function is to keep the lines of communication open and gives districts the opportunity to share successes and ideas to help address common areas of need.
The District will continue our Capital Construction project plans while maintaining our facilities at the highest level, and demonstrating fiscal responsibility and accountability in all areas of operation.

Phase 2 of Capital Project Starts In January
With Phase 1 of the District’s four-phase Capital Construction project completed, staff have moved into the renovated spaces at the High School and Transportation Center. Roof work is complete. Sidewalks are in. Pool ventilation is improved.

In January, Phase 2 begins. This will involve a new traffic pattern at the Middle School (see details below) while the main entry, main office, and nurse’s office areas are reconstructed and a secure entryway is installed. There also will be an expanded restroom area near the auditorium. Work is expected to be completed by Fall.

Phase 2 also brings additional work at the High School, where students have attended since the 1950s. Work will start in mid-January on an athletic entrance with a concession area and indoor restrooms (no more porta potties) for athletic events, as well as the construction of technology classrooms.

New Traffic Pattern at the Middle School Starts Jan. 1

Starting Jan. 1, there will be a new traffic pattern at the Middle School during construction for the Capital Improvement Project.

In the upcoming weeks, maps of the new pattern will be sent home with Middle School students, distributed at holiday concerts, and posted on www.lakeshorecsd.org.

Meanwhile, here’s the scoop on what to expect:

- The existing front building entrance, drop off loop, and parking lot will be fenced off and closed for construction. There will be no access to this area.
- During arrival and dismissal (7:20-7:35 am and 2:10-2:35 pm) only buses and authorized staff will be able to enter the site from Route 5. Parents will not be able to drive around the buses loading and unloading in the bus zones.
- Outside of arrival and dismissal times ONLY, parents and visitors may use the bus zone, but do NOT park here during arrival and dismissal times or you will be blocked in by buses.
- The door closest to the traffic circle behind the building will be the temporary Main Entrance.
- Parents who drop off or pick up during arrival and dismissal must enter off Sunset Blvd. or the Beach Road entrance which connects to Eagle Drive. When entering from Sunset, use the traffic circle to reach the designated pick up/drop off zone. The parking spaces along Sunset will be closed and this will be the designated student drop off/pick up zone. Students should use the building’s Sports Entry.
- For student safety, drive around the traffic circle to drop off and pick up on the building side of the road so students are not crossing in front of traffic.

For questions or additional information, please contact Principal Erich Reidell at 926-2400. We appreciate your cooperation to keep our students safe while we continue to make improvements to our schools.
COMMUNITY SURVEY

This is the 4th in a series of surveys (graduating seniors, teachers, parents and community) the district is conducting this year. You may respond online at surveymonkey.com/r/PYVJXFQ. Or if you prefer to use this paper format, please circle your answers and return your completed survey to: Public Information/District Office, 959 Beach Road, Angola, NY 14006, by Dec. 15th. This survey is anonymous. Thank you for taking the time to share your thoughts with us!

1. Do you have children in the Lake Shore Central School District? YES NO

2. If you do have children in the District, are you proud that they attend Lake Shore Central Schools?
   Yes No Unsure N/A: No children in LSCSD

2. How long have you lived in the Lake Shore Central School District?
   5 yrs or less 6-14 yrs 15 yrs or more

3. Do you feel having a good school district ...
   - positively impacts property values?
     Yes No Unsure
   - Positively impacts quality of life?
     Yes No Unsure
   - positively impacts workforce quality?
     Yes No Unsure
   - positively impacts business growth?
     Yes No Unsure

4. How would you rate the District on ...
   - Recruiting quality teachers
     Good Fair Poor Unsure
   - Retaining quality teachers
     Good Fair Poor Unsure
   - Planning for the future
     Good Fair Poor Unsure
   - Student-teacher class ratio
     Good Fair Poor Unsure
   - Providing a supportive learning environment
     Good Fair Poor Unsure
   - Producing college-ready, workforce ready graduates
     Good Fair Poor Unsure
   - Student achievement
     Good Fair Poor Unsure
   - Performance on NYS standardized tests
     Good Fair Poor Unsure
   - Overall quality of education provided
     Good Fair Poor Unsure
   - Sports program
     Good Fair Poor Unsure
   - Music/Arts program
     Good Fair Poor Unsure
   - Academic program
     Good Fair Poor Unsure
   - Providing a safe learning environment
     Good Fair Poor Unsure
   - Providing safe student transportation
     Good Fair Poor Unsure
   - Appropriately spending taxpayer money
     Good Fair Poor Unsure
   - Maintaining District buildings and grounds
     Good Fair Poor Unsure

5. I feel well-informed about what’s going on in Lake Shore Central Schools
   Yes No Unsure

Continued on back cover …
COMMUNITY SURVEY ...

6. Where do you get MOST of your information about Lake Shore Central Schools? (circle all that apply)
- Word of mouth (friends, family, neighbors, employees)
- Media (newspaper, television, radio)
- Eagle Express (district newsletter quarterly insert in Pennysaver)
- Weekly Pennysaver
- Dunkirk Observer
- Hamburg Sun
- School Building Newsletter
- District Web Site
- District Facebook page
- District Twitter
- Mobile App
- OTHER __________________________

7. Could the District better serve children?
A. YES, for example:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. NO
C. Don’t Know

8. Do you typically vote in school elections (budget, propositions, school board elections)?
Yes No Occasionally

9. Are you: Male Female Prefer not to answer

10. In what range does your household income fall:
- $0-$49,999
- $50,000-$99,000
- $100,000-$149,000
- $150,000-$199,999
- $200,000 or more
Prefer not to answer

11. What is your level of education:
- High school diploma or GED equivalency
- Some college
- Bachelor’s Degree
- Master’s degree
- Doctorate
- Professional degree

12. Have you personally been a student at LSCSD?
- YES, I was a student but did not graduate from LSCSD.
- YES, I was a student and I graduated from LSCSD.
- NO, I have never been a student at LSCSD.

13. Have you ever worked at LSCSD?
- YES, and I am a current employee.
- YES, but I am not a current employee.
- NO, I have never worked in the LSCSD.

14. In what age range do you fall?
- Under 35
- 35-44
- 45-54
- 55-64
- 65+
Prefer not to answer

You may respond to this survey online at surveymonkey.com/r/PYVJXFQ. If you prefer to use this paper format, please circle your answers and return your completed survey to: Public Information/District Office, 959 Beach Road, Angola, NY 14006, by Dec. 15th. This survey is anonymous. Thank you for taking the time to share your thoughts with us!