Forgive others not because they deserve forgiveness, but because you deserve peace.” Jonathan Huie

The most difficult thing is the decision to act, the rest is merely tenacity. The fears are paper tigers. You can do anything you decide to do. You can act to change and control your life; and the procedure, the process is its own reward. Amelia Earhart

Upcoming Events:

Friday, January 31
- HS Second Quarter Reports Available via Parent Portal
- Varsity Ice Hockey @ Genesee Valley Park, 5:30 p.m.
- Boys Varsity Basketball @ School of the Arts, 6:00 p.m.
- Girls Varsity Basketball vs. Churchville, 7:15 p.m., SHS
- Varsity Cheerleading Tournament @ Victor, Time TBD

Monday, February 3
- BPT Meeting, 2:25 p.m., Conference Room
- Varsity Bowling vs Athena @ Spencerport Bowl, 4:00 p.m.
- HS Spring Sports Signup, 2:25 p.m.
- Boys Varsity Basketball @ Canandaigua, 7:15 p.m.
- Girls Varsity Basketball @ Odyssey, 7:15 p.m.
- Varsity Ice Hockey @ Bill Gray’s Iceplex, 4:30 p.m.

Thursday, February 6
- Teacher Leader Meeting, 1:00 p.m., Conference Room
- Varsity Bowling @ Brockport Lanes, 4:00 p.m.
- Boys Varsity Basketball @ Gates Chili, 7:15 p.m.
- Girls Varsity Basketball vs. Gates Chili, 7:5 p.m., SHS
- Varsity Indoor Track @ Nazareth College, 10:00 a.m.
- Varsity Ice Hockey @ Genesee, 3:00 p.m.

Tuesday, February 11
- Faculty Meeting, 2:25 p.m., PAC
- Board of Education Meeting, 7:00 p.m., District Office
- Girls Varsity Basketball vs. Irondequoit, Time TBD
- Varsity Ice Hockey @ Bill Gray’s Iceplex, 8:15 p.m.
- Girls Varsity Basketball @ Canandaigua, 7:15 p.m.
- Boys Varsity Basketball @ Thomas, 7:30 p.m.
- Indoor Track @ Houghton College, 5:30 p.m.
- Varsity Ice Hockey @ Webster Ice Arena, 7:30 p.m.
- Presidents Day/Mid-Winter Recess, No School
- Girls Varsity Basketball vs. Thomas, 7:15 p.m., SHS
- Boys Varsity Basketball vs. Canandaigua, 7:15 p.m., SHS

Monday, February 24
- BPT, STA Only, 2:25 p.m., Conference Room

Tuesday, February 25
- Department Meetings, 2:25 p.m.
- Board of Education Meeting, 7:00 p.m., District Office
- Districtwide Choral Event, 7:00 p.m., PAC
- Maple Sugarfest, 9:00 a.m.
Student/Staff Updates

- Congratulations to seniors Dante Paliani and Brendan Harter for being selected as our December Co-Students of the Month for Responsibility, and congratulations to senior Tyler Daniels for being selected as our January Student of the Month for Positive Attitude. Each of these students is very deserving of this award. As always, thank you to the Lions Club for their sponsorship of this recognition!

Black Scholars Program

- Congratulations to our Rangers that were recognized by the Urban League of Rochester as part of the Black Scholars Program. Well done! Ranger proud!!
Seniors in Action!!! (Courtesy of Douglas Hanson)

- Senior Hannah Rosipayla enjoys being a Big Buddy at Terry Taylor elementary school. Hannah goes every week to serve as a mentor and role model for a student. Hannah enjoys playing games, spending time as a Big Buddy and especially reading with her friend. Hannah also stops into Ms. Mellon's classroom to help, Hannah says that "she was my favorite teacher!"

- Senior Madison Brongo has an interest and commitment to the medical field. Madison volunteers during her free blocks twice a week at Highland Hospital's Labor Floor. She works alongside the nursing staff and medical technicians. Madison has been accepted to SUNY Brockport's nursing program where she hopes to become a Nurse Practitioner. As a member of the Service Learning Internship Program, Madison has also volunteered at Food-Link, St. Peter's Soup Kitchen and at the Intergenerational Holiday Ball.
2nd Semester Code of Conduct Meetings
Each grade level will be meeting with their respective Assistant Principal to review the Student Code of Conduct and the RANGERS’ Creed. The presentations will take place during Advisement in the PAC and should have little to no impact on our normal schedule (they occasionally may go a few minutes over Advisement time). A seating chart will follow from each Assistant Principal for their class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date/Day</th>
<th>Block</th>
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<tbody>
<tr>
<td>12th Grade</td>
<td>2/3 (C)</td>
<td>Advisement</td>
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<tr>
<td>11th Grade</td>
<td>2/4 (D)</td>
<td>Advisement</td>
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<td>10th Grade</td>
<td>2/5 (A)</td>
<td>Advisement</td>
</tr>
<tr>
<td>9th Grade</td>
<td>2/6 (B)</td>
<td>Advisement</td>
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</tbody>
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2nd Quarter Report Cards
The report card for the 2nd quarter is available for parents and students through the Infinite Campus Backpack starting today (Friday). I am doing a message home tonight to remind parents/guardians that we will not be sending a paper copy home unless there is a specific request to do so. The high school web page has two “self-help” videos explaining to parents/guardians how to both view and acknowledge their child’s report cards. If students/parents have any questions please refer them to the videos or certainly have them give me a call. 😊.

CARE Team Presentation
Our CARE team is partnering with Monroe County and the American Lung Association to provide a community forum on the dangers of vaping and addiction. This will take place on March 4 in our PAC starting at 6:30 p.m. All are invited to attend.


**HERO Program**
On Wednesday, April 1, we will be having a special assembly for our seniors. This is part of the HERO program (Heroin Education Resisting Opioids) and is a simulation of an Opioid Overdose. The Monroe County Prevention Alliance along with the Monroe County Sheriff’s Department co-present this assembly. A number of other local school districts have used this program (Penfield, Fairport, etc.) and it has received great reviews from students and staff alike. A special schedule will be created for 12th graders on this day which will be sent out in March. I just wanted to get this date on everyone’s calendars.

**Arrive Alive**
We will be having our 2nd annual “Arrive Alive” simulation on May 14 for all of our juniors. Like last year, we will create a schedule for each student to come to the Auxiliary Gym to take part in this program which is focused on the importance of non-distracted and safe diving.

**Staff Reminders/Updates**
- As we start second semester, some staff members may have new supervision assignments. If you have any questions at all about your assignment, please contact Jessica Silsby. The biggest point I would like to emphasize is the importance of being on time to your supervision whether it be a study hall or lunch duty. If you are going to be late (which happens…believe me I understand 😊), please just Linda Pelin know and we will make sure to find administrative coverage for you.
- Classroom attendance should be taken within the first five minutes of class. Please be as consistent as possible in taking timely and accurate attendance for every class. If you ever have a question regarding a student’s attendance, Deb Ferris is simply awesome and would be happy to answer any questions you might have about individual students/situations.

- Report cards/Incompletes: Just a reminder that teachers do not need to check with an administrator before giving an Incomplete to a student. Obviously there are a wide range of possible reasons an incomplete is needed, and we certainly trust your professional judgement on when this is appropriate. Please just make sure to communicate with Lori McSorley when a final grade is earned by the student.

**Upcoming Faculty Meetings**

2/11/20: The focus of this faculty meeting will be on Social Emotional Education. Please plan on this meeting lasting until approximately 3:15. We will be working in small groups, and a more detailed agenda with room locations will be sent out to faculty prior to the faculty meeting. Please bring your laptop, earbuds (if you have them 😊) and a writing utensil.

**Principal’s Message**

I hope everyone had a great week! 😊 Hard to believe that there are only two weeks until February Break.

I am really excited about the month of February and Black History Month. I could not be more proud of our DASH2Change students as well as the students in our ELL program, for all of their hard work planning various events to celebrate this month. Certainly I would like to thank their advisors as well. Truly awesome. Please refer to the email Steve sent out on 1/30 at 5:44 p.m. which explains all of the various events and celebrations that will be taking place. I would encourage everyone to try and participate in decorating their classroom doors (or rather right next to their doors to be fire code compliant 😊) to celebrate Black History Month. Linda, Deb and I are going to participate in our office space and our plan is to win!!

I would also like to thank STUGO for their focus on kindness this week. Again, truly awesome. As I was writing this Principal’s Message, Ginny Nelson (one of our incredible super subs) stopped to talk to me in the hallway and we just had a wonderful discussion about all of the kindness that we see on a daily basis between our students and staff. All one has to do is look and they will see how we are surrounded by wonderful human beings…some young, some middle aged, and some older (like me 😊). But just a wonderful caring community with kindness all around. Certainly not a “perfect” community, we run into our issues like any other community of 1,400 people would packed into 290,000 square feet for 8 hours a day. But at the end of the day, there is simply so much good and kindness around us. I would encourage everyone to try and be aware of it, and to enjoy it, because it is special 😊.

Below is a very quick and interesting read that Jessica Silsby sent to me about grading….it raises some interesting points and I certainly encourage everyone to give it a read…

As always, please feel free to email me or stop by with any questions, concerns or comments! I hope everyone has a great weekend! All the best. Sean
Inequities Hidden in Plain Sight: Traditional Grading Practices

Is there a more controversial issue in schools right now than grading? If it’s not at the top of the list, it’s certainly close. As many schools move away from traditional grading practices and toward standards-based (proficiency-based or competency-based) ones, teachers, parents, and kids are confused. While it’s not the goal of this article to delve deeply into this subject, readers might be interested to know that we fully support this shift. The move toward reporting students’ understanding of content and proficiency with skills instead of how they rank against each other is a good one. It’s heartening to see that many colleges and universities are being clear that this change will not hurt students’ abilities to get into their schools. Both of us have spent more than a decade writing narrative, content proficiency-based reports for students who have gone on to successful middle, high school, and college careers. Though this trend has a lot of momentum, there are still many traditional grading practices in place in schools. It is our contention that these practices especially disadvantage children who experience poverty. (As an important reminder, in the introduction to this series, we are clear. Not all children who live in poverty are disadvantaged, and a middle or upper-class family setting does not ensure stability.)

Traditional Grading Practices to Reconsider

• Bonus Points for Non-Academic Reasons: When teachers offer academic bonus points for students who bring in boxes of tissues or for remembering to place their phones in the phone hotel as they enter class, what’s the message that’s sent to kids who can’t afford to buy supplies or who don’t have a phone? Even if the points offered are minimal and don’t really impact a final grade, a clear message is being sent. Some kids have an academic advantage because they have an economic one.

• Grading Homework: Since we’ve already explored the inequities created by homework in another post, we’ll simply reiterate here. If kids from poverty have a harder time doing homework, then grading it further deepens the damage. Factors out of a student’s control shouldn’t impact them negatively.

• Comparative Grading: Anytime we base grades, even in part, according to how well kids do as compared with each other, we invite inequities. Few teachers actually still grade using a bell curve, but some related practices are still quite common: scaling tests and creating tests that are intentionally difficult are two. Instead, let’s use assessments that show whether or not kids mastered learning, and celebrate if they can all meet standards (and reteach when they don’t).

• Giving Zeros, Taking Points Off for Late Work, Averaging Grades: All of these common traditional grading practices tend to focus more on compliance to teacher demands than they do mastery of content or skills. They also make it hard for kids to recover from a rough week or two—when chaotic lives interrupt learning. Instead, let’s assess whether kids learned the content or mastered skills, not how quickly or how compliantly they did so.

• Not Allowing Redos or Retakes: There are some who consider redos and retakes to be a softening of grading. Actually, it’s quite the reverse. By allowing students to go back and try again, we give them the opportunity to learn from mistakes and gain success after failure. (This is, by the way, just like many situations outside of school. You can fail your driver’s test and the Bar exam over and over and still pass in the end). Perseverance is an important social/emotional skill for students to learn and practice. Especially for students whose lives may be more turbulent, second chances are so important!

• Leaving Remediation Up to Families: Is it common in your school for some families to hire tutors to help kids understand content or do well on assessments? Are some families given quiet hints that extra help might be needed outside of school? If so, there may be an unspoken (or whispered) rule in play for families. If you have the means, you can pay to help your child get better grades. In a school where comparative grading is present, inequities become even more pronounced. Again, we find ourselves wondering why factors out of children’s control (this time socioeconomic status) should impact them. They should not. They must not.
Many traditional grading practices often put students from poverty further behind in schools. When a student’s success is contingent upon them having academic support systems outside of school, we put a significant number of our most vulnerable at a disadvantage. These students are often made to feel inadequate and incapable of managing seemingly insurmountable odds. The result is feelings of helplessness and hopelessness, which have the potential to lead to challenging behaviors and academic disengagement. The cycle becomes perpetual as these counterproductive behaviors lead students to get bad grades and continue to fall further behind.

What to Do Instead

Another traditional grading practice to reconsider is relying primarily on tests as assessments. So, let’s play with this one a bit and see if we can do better. Imagine that you’ve just received an edict from administration. You may no longer use tests or quizzes to assess student learning. How else would you find out what kids know and what they can do? We’ve used this thought experiment with high school teachers several times. After a few moments of disorientation, ideas start flowing fast and furious. Here are a few that we have heard:

- Confere with students to assess understanding
- Use projects (slide shows, movies, board games, art projects, songs, write children’s books etc.)
- Allow students to choose assessments that they think will help them demonstrate their learning
- Have students self-assess more
- Use learning journals
- Observe students as they work and take notes to record what they know and still need to work on
- Have students give presentations to the class
- Have students make lists of common misconceptions or mistakes and explain why they’re wrong

What else can you come up with? How else might you assess student learning that actually focuses on the learning? What assessment practices can you put in place that allow all kids a fair shot demonstrating mastery? Let’s continue the conversation!