It takes as much courage to have tried and failed as it does to have tried and succeeded. Anne Morrow Lindbergh

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world. Harriet Tubman

Upcoming Events:
Friday, October 12
- Progress Reports available via parent portal
- Girls Varsity Tennis, Time and Location TBD
- Girls Varsity Volleyball @ Pittsford, 6:00 p.m.
- Girls Varsity Soccer vs. Rush-Henrietta, 6:15 p.m. Ranger Stadium

Saturday, October 13
- HS PSAT Exam, 7:30 a.m.
- Varsity Cheerleading Invitational @ Canandaigua, Time TBD
- Boys Varsity Cross Country @ Alden HS, 11:00 a.m.
- Boys Varsity Volleyball @ West Seneca, 11:30 a.m.
- Girls Varsity Cross Country @ Alden HS, 12:00 p.m.
- Varsity Football @ Greece Athena, 2:00 p.m.
- Girls Varsity Swimming Pink in the Pool, 2:00 p.m., SHS

Monday, October 15
- BPT (STA Only), 2:25 p.m., Conference Room
- HS Winter Sport Sign-up, Activity Period

Tuesday, October 16
- Faculty Meeting, 2:25 p.m., HS PAC
- Cross Country @ Basil Marella Park, 4:30 p.m.
- Girls Varsity Swimming @ Hilton, 5:00 p.m.
- Girls Varsity Volleyball @ Brockport, 6:00 p.m.

Wednesday, October 17
- Substance Abuse Awareness Night, 6:30 p.m., HS Pac
- Varsity Cheerleading Invitational @ Hilton, Time TBD
- Boys Varsity Volleyball vs. Brockport, 6:00 p.m., SHS

Thursday, October 18
- Teacher Leader Meeting, 1:00 p.m., Conference Room
- Girls Varsity Volleyball @ Athena, 6:00 p.m.

Friday, October 19
- Boys Varsity Volleyball @ Eastridge, 6:00 p.m.

October 22 – October 26
- Red Ribbon Week
- Boys Varsity Volleyball @ Penfield, 6:00 p.m.

Tuesday, October 23
- Department Meetings, 2:25 p.m.
- Board of Education Meeting, 7:00 p.m., District Office

Wednesday, October 31
- Class of 2019 Halloween Picture, 7:00 a.m., East Gym

Student Updates
I thought I would share this email from Deb Loughlin concerning one of our students:

A Canandaigua mom approached the ticket booth for the girls’ soccer game on Wednesday and didn’t have any money with her. Mason Wersinger was waiting in line after her. As she began to head back to her car to get money, he pulled an additional $2 out of his wallet to pay for her ticket along with his without any hesitation. This parent was extremely touched and appreciative that a student (and from the opposing school) did this for her. I had Mason in class last year, and he is such a great kid. I was very proud of his kind gesture
Pretty awesome! Certainly we have an incredible collection of wonderful young adults at SHS. If there are ever things you want me to share with the staff/parents concerning random acts of kindness by our students (or each other) etc., just let me know! As the year starts to get into full swing, I will be providing updates from all of the wonderful community service events our students participate in as part of CHOICES, STUGO, SLIP, etc.

**Student Attendance**
Attendance must be taken within the first five minutes of every class. This is an essential procedure for each classroom to complete. Both Wendy and Jessica have been directed by me to send reminders when attendance is not taken. This year we are doing fantastic in completing attendance in a timely and accurate manner, and I would ask everyone to keep focused on completing this at the beginning of each class.

**From the Counseling Office**
The counseling office is happy to invite all faculty and staff to participate in College T-Shirt Tuesday. Each week the counseling office will highlight a college by wearing that college’s t-shirt, make an announcement and update the college display case with quick facts. This is a wonderful way to help students with their post-secondary planning. The schedule is as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Date</th>
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<tr>
<td>Brockport</td>
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<td>University at Buffalo</td>
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<td>Elmira College</td>
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<td>Hartwick College</td>
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<td>Local Schools Day</td>
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<td>University of Dayton</td>
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<td>Nazareth</td>
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<td>MCC</td>
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<td>Roberts Wesleyan College</td>
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<td>Coker College</td>
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<td>Grove City College</td>
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<td>Geneseo</td>
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<td>Sage College</td>
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<td>Marines</td>
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<td>Local Schools Day</td>
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<td>Clarkson University</td>
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<td>Cazenovia College</td>
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<td>Mercyhurst University</td>
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<td>Canisius College</td>
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<td>Albany College of Pharmacy</td>
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<td>St. Lawrence University</td>
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<td>Alma Mater Day</td>
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<td>Army</td>
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<tr>
<td>LeMoyne College</td>
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<td>Rochester Institute of Technology</td>
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<td>St. Bonaventure</td>
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<td>Hilbert College</td>
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<td>Houghton College</td>
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<td>Keuka College</td>
<td>6/4</td>
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<tr>
<td>Local Schools Day</td>
<td>6/11</td>
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Text Books
Any new text book adoption forms must be submitted to Ty’s office by 11/9/18 or 3/28/19. Please work with your Teacher Leader concerning any requests. Teacher Leaders will then work with me on submitting appropriate paperwork. As we continue our transition to “one to one,” please note we will be looking for opportunities to also transition to digital/electronic resources (as appropriate). Certainly there will always be a place for traditional textbooks, but again, be aware of looking for opportunities for digital/electronic as well.

Musical performances during Advisement
On Wednesday, November 7, (D Day) and Thursday, November 8, (A Day), there will be an abbreviated performance of the school musical (“The Drowsy Chaperone”) during Advisement. This is a great opportunity for our school to celebrate the talent and dedication of our students who are participating in the school musical. Occasionally in years past, we have run over a few minutes into 2nd block, but we will be making a concerted effort to release students from the PAC right at 9:20. Students in grades 9 and 10 will attend on Wednesday, and students in grades 11 and 12 will attend on Thursday. A seating chart for each advisement teacher will be placed in mailboxes a few days before the assembly. All staff are invited and encouraged to attend one of the performances. A list of all of the students participating in the musical will be sent out the week before the performance, and they will be expected to make up any work that they miss while participating in these performances. Some of our elementary schools as well as Cosgrove will also be attending modified performances on these days as well.

Upcoming Faculty Meetings

10/16: This meeting will take place in the PAC from 2:20 until approximately 3:30. Representatives from BOCES School Library Services will be here to provide an overview of the incredible resources they can provide through our library and Adam Ashworth. Please bring your laptops to this meeting.

11/6: This meeting will take place in the PAC from 2:20 until approximately 2:50. Tim and Adam will provide an update on our transition to YouTube for morning announcements, and we will continue our discussion on grading philosophy.

Red Ribbon Week
Our CARE Team and STUGO have paired up once again to plan Red Ribbon Week for us. Red Ribbon Week will be the week of October 22. Please keep an eye out for updates on the theme for each day. Our first activity connected with Red Ribbon Week actually takes place Wednesday, October 17, at 6:30 pm in the PAC. This will be a panel discussion titled, “It Didn’t Start With Heroin.” Students and parents are encouraged to attend, and certainly any staff who would like to stop by are more than welcome.

Parent/Teacher Conferences sign up
As we have discussed, signups for parent/teacher conferences are taking place on line this year. The signup form for each teacher can be accessed through the high school web site and will be open until October 31. After October 31, Jennifer Placito will send each teacher their appointments as they currently stand. Parents will be asked to contact teachers directly after October 31 to set up a conference. Conferences this year are on Monday, November 19, from 3:00 – 6:00, and Thursday, March 7, from 4:00 – 7:00.

Field trips under 50 miles
Just a reminder that the sooner field trip requests are put into the system the better. Below is information provided from transportation. Please review it carefully:

Student transportation resources are utilized for instructional routes to and from school each day from 6:00 a.m. to 9:00 a.m. and from 2:00 p.m. to 5:00 p.m. in the afternoon.
Field Trip transportation services must occur outside the instructional school bus routes because of limited transportation resource availability.
***Special requests outside the approved field trip time (9:00 p.m. to 2:00 p.m. and before 5:00 p.m.) will be considered depending on vehicle and driver availability. These special requests will be discussed between the director of transportation and the building principal before submitting for approval.***

Field trips may be scheduled beginning September 10, 2018, and ending June 14, 2019.

Trips may not be scheduled on Spencerport early release days.

The request (when approved at the building level) will be entered into Transfinder LE at the building no later than 10 business days before the date of the field trip.

Planned trips should be scheduled to leave no earlier than 9:00 a.m. and return to campus/building no later than 2:00 p.m.

Field Trips over 50 miles (19-20 school year)
Field trips over 50 miles for the 19-20 school year are due to my office (electronically) prior to Winter Recess (12/21). Please make sure all paperwork is filled out completely and is typed. The forms can be found in Schoology under Faculty Meetings 18-19 (Opening Day Documents). These proposals will then be presented to the schoolboard by Ty for approval in January/February. As you plan these trips, please keep the following in mind:

1) All overseas trips need to have travel insurance included in the cost.
2) For any overnight trip, there needs to be a plan in place for supervision of students at night. Either hotel security needs to be arranged to be in the hallways or there needs to be proctors in place to supervise hallways to ensure student safety.
3) A parent meeting must be arranged with me (Sean McCabe ☺️) so I can review expectations for the trip related to the Code of Conduct. If I cannot attend the meeting, one of the Assistant Principals will.
4) All required forms must be completed by students and parents. This includes our medical form and the Code of Conduct agreement.
5) Approval for chaperones not employed by the Spencerport Central District must be given by me prior to 12/21/18. If you have any questions related to this process, please schedule a meeting so we can talk live.

Staff Reminders
If you are interested in being asked to cover classes when a substitute teacher is not available, please let Linda Pelin know. She will add you to the list she keeps!!

Continue to be vigilant in wearing your ID in a visible location and always locking classroom doors when an adult is not present in the classroom. Students should never be left unsupervised in any classroom.

Reinforce with students that they should not be ordering food to be delivered at the greeter’s desk. If the classroom/club is ordering pizza, etc., please make sure you have talked to Marlene and Joy ahead of time and have made proper arrangements. Both Joy and Marlene’s focus is on monitoring our visitors to the building.

Students who have graduated are not allowed to visit teachers prior to 2:50. If contacted by former students, please reinforce this with them.
Principal’s Message
I truly hope each of you has had a great start to the school year. It is hard to believe we have already finished the first five weeks of school!

I would like to thank all of the teachers who facilitated a roundtable discussion on Superintendent’s Day (and also Jessica Silsby and Maria Bash who helped to organize everything). The conversations that took place concerning various aspects of grading/assessment/feedback were very powerful, and I truly left the meeting feeling energized and so very proud of our entire faculty! The information that we received from our closure activity was very useful. The vast majority of teachers who completed the survey (75 individuals) agreed with both the draft philosophy created by Teacher Leaders and Administration as well as the practices listed. We will talk about feedback more during our Teacher Leader and faculty meetings, but we will certainly be able to use some of this to help drive our conversations moving forward. I would also like to thank our Wellness Committee headed by Aurora and Jackie for planning some great activities for us to participate in at the end of the day. I chose to try and “run” with Josh Harter, Seth Adanti, Liz Wade, and Jake Lenhard. Let’s just say they were each very kind in slowing down for me and not leaving me behind on the canal!® Regardless of what you chose to participate in, it was a great way to doing something healthy with our colleagues; so again, thank you to Jackie, Aurora, and all of our colleagues who helped facilitate a session.

As I have completed both announced observations and informal walk throughs, I have been very impressed with how teachers are incorporating instructional technology into their lessons. Every teacher I have visited has been using Schoology as a part of their class. In talking to students in my Principal’s Advisory Committee, they shared that overall this transition has gone very smoothly. They all shared from their perspective Schoology has been a help in making sure they have all of their work; and if they miss a class, they know where to go to find what they missed. Some students also shared that they feel like they are getting more work now because teachers can just put everything into Schoology ©. So some positive feedback and some less positive feedback from their perspectives. I will work to continue to get student feedback as we also get faculty feedback on what is going well with this transition and where there are opportunities for improvement. Regardless, I would like to thank all of you for being open minded and willing to try new techniques/strategies related to 21st Century Learning and instructional technology to enhance student learning. I see this effort on a daily basis as I visit classrooms and I know our students are benefiting from this work.

Below I have included an article on grading to help continue the discussion we are having. You do not need to do anything with this article but if you would like to read it, it offers an interesting perspective from a well-respected educator. As always, please feel free to see me at any time with questions, concerns, or compliments ;-) I hope everyone has a great weekend….all the best. Sean

One to Grow On / Finding Your Grading Compass

Carol Ann Tomlinson
I wanted to be students’ mentor; it was a difficult role reversal when I abruptly became their judge.

I recall standing in the doorway to greet my students one morning during my third year of teaching after I had just completed report cards. As I made small talk with the kids entering our room, I had a profoundly troubling insight. I heard these words in my head: “You could fill out their report cards right now for the rest of the year with 90 percent accuracy.” This realization that my grading practices were contributing to a self-fulfilling prophecy marked a transition in my uneasy relationship with grades.

Up to that point, I’d seen student assignments as a mechanism for generating grades, which I recorded faithfully in my grade book so that when parents came to school for conferences I could justify report card grades (“See—here are the 19 grades I averaged to arrive at Jason’s C.”) The more grades, the more secure I felt.

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I'd like to think that even in those days I didn't see grades as rewards or punishments, but maybe I did. Maybe I said to myself, "If I don't grade homework, they won't do it."

I was worried about students who went home class after class, quarter after quarter with low grades. In a naïve way, I understood that such discouragement does little to motivate students to embrace the next task with trust or enthusiasm. I also worried about the kids who were supremely motivated to get As but had little interest in learning. I wanted to be my students' mentor; it was a difficult role reversal when I abruptly became their judge.

What I've Come to Know

That epiphany caused me to be more reflective about grading. I can't recall in which order I drew the following conclusions. Some of them were a long time coming. In the end, they led my grading practices to reflect what I believed about teaching and learning—rather than to dictate how I taught.

Grading itself contributes little to learning. Grading is a small part of a much bigger, more important cycle of instruction, assessment, and adjustment—which does lead to learning.

My job is to teach for success. To do that, I have to abandon "gotcha" testing and grading. The better I teach, the better students' grades will be.

I need to have a clear set of indicators of success on each assignment and for each unit of study. My students also need to be clear about those indicators—and contribute to creating them.

If I have students who consistently make low grades, there's something lacking in my teaching or in my relationship with those students.

If I have students who consistently make very high grades with no struggle or need for support, I'm underestimating their capacity—and wasting their time. An A that doesn't represent personal struggle and growth is a lie.

I need to grade fewer pieces of student work. Most student work should be practice—a time for making errors and figuring out what didn't work. Grading too often and too soon discourages that nonnegotiable element of learning. Consistent, specific feedback on a student's competency in essential goals is a more potent teaching tool than a letter or number grade will ever be.

I need to provide my students with models of quality a bit beyond their current reach and then scaffold their progress in reaching that level. Students need to see what quality looks like.

No matter how hard I try to replace my judgment in grading with foolproof criteria for success, grading will always have some element of subjectivity in it. Being a professional means exercising professional judgment. I should use rubrics and similar tools that define success as a guide rather than as a commitment. I cannot and should not promise students that if they cite four references rather than three or use varied transitions between paragraphs, an A is guaranteed.

I need to involve my students often in analyzing their own work and that of their peers according to specified criteria for success. Then I need to teach them how to plan to improve their performance.

I need to regularly—relentlessly—show students the connection between the quality of their habits of mind and their work, their progress toward performance goals, and their achievement of those goals—and beyond. In other words, I need to help them exercise their capacity to determine their own success.

Embracing these conclusions has made me a better teacher and made my students more thoughtful, engaged, and self-confident learners. These principles are a compass to guide and stretch me as a teacher. Think about them.

Question them. In the end, what matters is not that teachers have identical approaches to grading, but that we all have approaches that stem from and reinforce what we know about teaching and learning.

Carol Ann Tomlinson is William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundation, and Policy at the Curry School of Education, University of Virginia in Charlottesville; cat3y@virginia.edu. She is the author, with Marcia B. Imbeau, of Leading and Managing a Differentiated Classroom (ASCD, 2010).