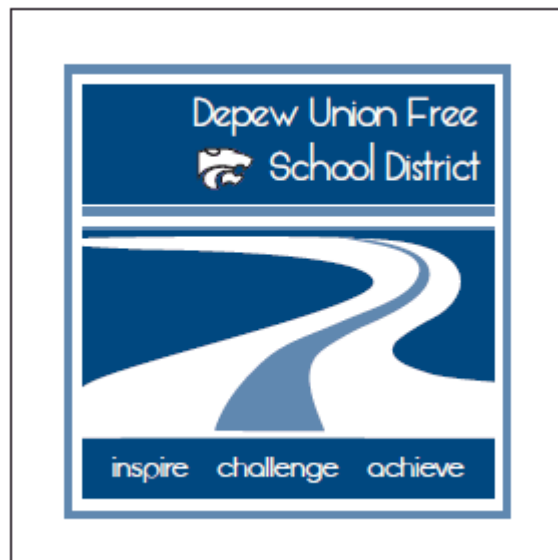


# DEPEW HIGH SCHOOL

## STUDENT/PARENT HANDBOOK

2023 – 2024



## IMPORTANT INFORMATION

### Phone Numbers

High School Main Office	686-5091	Transportation (Bus Garage)	686-5155
High School Fax Number	686-5094	Middle School Main Office	686-5051
High School Counseling Ctr.	686-5069	Cayuga Heights Main Office	686-5004
High School Nurse	686-5087	Athletic Office	686-5078
High School Attendance	686-5084	District Administrative Offices	686-5104

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### Depew High School Address

Depew High School  
5201 South Transit Road  
Depew, NY 14043  
[www.depewschools.org](http://www.depewschools.org)

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Main Office Hours:	7:00 AM – 3:30 PM
Counseling Center Hours:	7:15 AM – 3:30 PM
Athletic Office Hours:	7:15 AM – 3:15 PM
Regular Detention:	2:30 PM – 3:15 PM
Late Bus:	3:15 PM - Monday - Thursday

### School Day Schedule

PERIOD	REGULAR	PM ACTIVITY #1	EARLY DISMISSAL	PM ACTIVITY #2
Period 1	7:38 - 8:27	7:38 - 8:18	7:38 - 8:06	7:38 - 8:14
Period 2	8:31 - 9:11	8:22 - 8:56	8:10 - 8:30	8:18 - 8:48
Period 3	9:15 - 9:55	9:00 - 9:34	8:34 - 8:54	8:52 - 9:22
* Period 4	9:59 - 10:39	9:38 - 10:12	8:58 - 9:18	9:26 - 9:56
* Period 5	10:43 - 11:23	10:16 - 10:50	9:22 - 9:42	10:00 - 10:30
* Period 6	11:27 - 12:07	10:54 - 11:28	9:46 - 10:06	10:34 - 11:04
* Period 7	12:11 - 12:51	11:32 - 12:06	10:10 - 10:30	11:08 - 11:38
Period 8	12:55 - 1:35	12:10 - 12:44	10:34 - 10:54	11:42 - 12:12
Period 9	1:39 - 2:20	12:48 - 1:22	10:58 - 11:18	12:16 - 12:46

\* Lunch Period

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## KEYS TO SUCCESS

1. **Make school a top priority in your home.** The tone that you set will affect how your son/daughter feels about school.
2. **Regular attendance is crucial to success in school.** Do not let your son/daughter skip school. Getting to school on time is important and expected.
3. **Set goals.** At the beginning of each school year, have a conversation with your son/daughter and help him/her set realistic academic and personal goals. After each marking period, discuss his/her progress toward those goals. Help them build on their strengths.
4. **Demand excellence from your young adult.** He/she will rise to the challenge.
5. **Expect a maximum amount of effort from your son/daughter.** There is no time like the present to learn that there is a correlation between hard work and success.
6. **Support the school and the teachers.** They have your child's best interest at heart. Work with them – not against them.
7. **Make sure your son/daughter is doing his/her homework.** Be supportive of teachers on this one. Insist that homework is taken seriously; it should be done neatly and to the best of your child's ability. Provide a quiet work space, and a calculator. There is a correlation between quality of homework and overall student performance.
8. **Read, read, read.** Success in school and on standardized tests is directly correlated to the quantity a student reads. It is never too late to try to instill and encourage a love of reading.
9. **Insist that your son/daughter get a good night's sleep.** A growing problem among teenagers is sleep deprivation. Quality work and maximum effort can only occur after a good night's sleep.
10. **Get involved.** Attend Open House, college preparation programs, sporting events, musicals, and concerts. Join the DHS PTSO and attend meetings. This will not only allow you to get to know us, but you will also be showing your son/daughter how important school is to you.
11. **Encourage your child to get involved in clubs, sports, music, etc.** Busy high school students have less time on their hands in which to get into trouble. Also, students who are actively involved in school activities have more fun, feel more connected to their school, and become the leaders of tomorrow.

## KEYS TO SUCCESS

12. **Communicate with the school.** Make appointments to speak with school counselors, teachers, administrators, or the school psychologist if you have concerns. They are all wonderful resources who have probably dealt with your current issue or problem many times over. Don't let little problems turn into big ones – communicate with us.
13. **Encourage your child to develop a safe and meaningful relationship with an adult at school.** Whether with a school counselor, teacher, coach, or staff person, your child will feel more connected and be in a position to seek help if he/she has someone at school whom they feel they can go to.
14. **Don't be afraid to set rules and boundaries.** Don't try to be your child's friend. They have many of those, but only one set of parents.
15. **Help your son/daughter learn that there are consequences to his/her actions.** The earlier this valuable lesson is learned, the easier life will be for them.
16. **Know where your son/daughter is and who they are with.** Call other parents to check that your children are where they said they would be. Adolescents will go to great lengths to deceive parents. Kids need to earn your trust and respect – over and over again.
17. **Gently guide your child in the right direction.** Lead by example; serve as your son/daughter's best role model. Have high expectations, listen, talk, be honest, but most importantly be there.
18. **Parenting "wired kids" can be difficult.** Technology changes rapidly. The digital world, although it has many benefits, can be dangerous. Learn about what your teen may be exposed to and how to keep them safe by visiting [www.netsmartz.org/Parents](http://www.netsmartz.org/Parents). This is a resourceful website that has tips for parents on topics such as: online gaming, sexting, social media, video chat messaging and email, cyberbullying, identity theft and sexual predators.
19. **Make sure that a job doesn't interfere with school.** Working too late or too much may interfere with his/her ability to perform well in school. School IS their job right now. Academics should be the top priority.

## FACULTY

Depew High School has assembled an outstanding group of teachers, counselors and support staff. They are dedicated professionals who deeply care about their students and work hard to provide your children with a wonderful education. If your son/daughter is having trouble with a course there are many avenues that he/she can explore. You may wish to contact the teacher to discuss the options.

Below you will find a list of faculty members and their e-mail addresses. You may also access all administration and faculty members directly by calling the Main Office 686-5065.

**E-Mail Address: first letter of first name followed by last name @depewschools.org**

<u>Department</u>	<u>Email</u>	<u>Department</u>	<u>Email</u>
<b><u>Art</u></b>		<b><u>English as a New Language (ENL)</u></b>	
Mrs. Lori Bogdan	lbogdan	Mrs. Amy Proctor	mproctor
Mrs. Jennifer Hatfield*	jhatfield		
Mrs. Khrista Tabak	ktabak	<b><u>Language Other Than English (LOTE)</u></b>	
		Mrs. Mary Ellen Gianturco*	mgiantur
<b><u>Business</u></b>		Mrs. Shelly Seymour	sseymour
Mrs. Eileen Cartonia	ecartonia		
Mrs. Jessica Leary	jleary	<b><u>Library Media Center</u></b>	
		Ms. Lisa Martini	lmartini
<b><u>Counseling</u></b>			
Mr. George Bushey	gbushey	<b><u>Literacy</u></b>	
Mr. Leo Cintron*	lcintron	Mrs. Sally Maroney	smaroney
Mrs. Katie Malczewski	kmalczewski		
Mrs. Kimberly McEwen	kmcewen	<b><u>Mathematics</u></b>	
		Mr. Jeff Addesa	jaddesa
<b><u>English</u></b>		Mrs. Jennifer Blaszak	jblaszak
Mrs. Amy Buttino	abuttino	Mrs. Kristin Ciesielski	kciesielski
Mr. Paul Endres	pendres	Dr. Michael Pawlikowski	mpawlikowski
Mrs. Christine Ferreri*	cferreri	Ms. Lisa Taber	ltaber
Mrs. Janice Malicki	jmalicki	Mrs. Jillian Tylanda*	jtylanda
Mrs. Maria VanRemmen	mvanremmen	Ms. Elizabeth VanHarken	evanharken
Mrs. Stacy Van Etten	svanetten		

*\*Department Chair*

# FACULTY

**E-Mail Address: first letter of first name followed by last name @depewschools.org**

## **Department**

## **Email**

### **Music**

Mrs. Barbara Czosnyka\* bczosnyka  
Mrs. Heather Lovelace\* hlovelace

### **Nurse**

Ms. Meghan Stablewski\* mstablewski

### **Physical Education/Health**

Mrs. Kelly Kacalski\* kkacalski  
Mrs. Dena Novak dnovak  
Mr. Erik Petersen epetersen

### **Psychologist**

Mrs. Erica Gregoire egregoire

### **Science**

Mr. Paul Caban pcaban2  
Mrs. Jennifer Cordon jcordon  
Mr. Kevin Grzybek kgrzybek  
Mr. Steven Kolbert skolbert  
Mr. Paul Parrinello pparrinello  
Mr. Robert Parry rparry  
Mr. Craig Uhrich\* cuhrich

## **Department**

## **Email**

### **Social Studies**

Ms. Heather Burger hburger  
Mr. Mark DiRienzo mdirienzo  
Mrs. Sarah Foels sfoels  
Mrs. Maria Hoch mhoch  
Mrs. Traci Kanick\* tkanick  
Mr. Sean Muldoon smuldoon

### **Special Education**

Mrs. Kristen Cacciotti\* kcacciotti  
Mrs. Shannon Degnan sdegnan  
Mr. Bradley Eaton beaton  
Mr. Joseph Franjoine jfranjoine  
Ms. Kelly Jeffords kjefford  
Mrs. Tracy Malush tmalush  
Mrs. Jennifer Nuttle jnuttle  
Mrs. Zawistowski gzawistowski

### **Technology**

Mr. Charles Bonda\* cbonda  
Mr. Raymond Cooper rcooper  
Mr. Christopher Gersitz cgersitz

*\*Department Chair*



# ATTENDANCE

## IMPORTANCE OF ATTENDING SCHOOL

Attendance at Depew High School is recognized as an integral component of instruction and learning and is expected of all students. Regular class attendance contributes to improved academic performance, promotes continuity, and reinforces learning. Additionally, student diligence and dedication to regular periods of instruction help establish positive work ethics and behaviors necessary for future college and/or career success.

## DUFSD COMPREHENSIVE STUDENT ATTENDANCE POLICY (7110)

School attendance is both a right and responsibility. Education law requires that students enrolled in the Depew Union Free School District attend school on every school day unless excused.

Education Law Section 3205(3) requires a student to remain in attendance until the last day of session in the school year in which the student becomes sixteen (16) years of age. However, the Board of Education in any School District shall have the power to require minors from sixteen (16) to seventeen (17) years of age who are not employed to attend full time instruction until the end of the school year in which the student turns seventeen (17) years of age.

Absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

- a. An absence, tardiness or early departure from school may be **EXCUSED** if due to personal illness, death in family, illness in the family, medical appointments, dental appointments, attendance at health clinics, quarantine, impassable roads due to inclement weather, required to be in court, religious observance, approved college visits, military obligations, educational experience/trip pre-approved by Building Principal or his/her designee.
- b. An absence, tardiness or early departure is considered **UNEXCUSED** if the reason for the lack of attendance does not fall into the above categories. Examples of unexcused absences include: overslept/missed bus, visitations (family/social), babysitting, needed at home, truancy (absence or other leave from school without parental permission) and miscellaneous appointments: haircut, learner's permit/road test, etc. A trip with or without parents for recreational purposes will be deemed unexcused when it does not coincide with the school calendar.



## **ATTENDANCE PROCEDURES**

1. School begins at 7:38am and concludes at 2:20pm.
2. Students absent from school must account for that absence by submitting a note from a parent/guardian stating the reason for the absence. *This note must be submitted to the attendance office within 3 days after the student returns to school or the absence will remain unexcused and the student may be subject to sanctions.*
3. Students tardy to school must account for that tardy by submitting a note from a parent/guardian stating the reason for the tardy. This note must be submitted to the attendance office upon signing in.

Discipline of students who have unexcused tardiness is as follows:

Warning – First three unexcused tardy each semester

Detention – Each tardy after the 3 warnings

Students who are chronically late or late more than 20 minutes will be referred to the Assistant Principal.

4. Early departure from school can be granted only with a verified parental note. It must include the following: student name, date, grade, reason, telephone number and parent/guardian signature. *Emergency phone calls from parents/guardians must be followed up with a written note.*

## **EXTENDED ILLNESS**

Submission of a note signed by a medical provider will be required of students who have an extended illness in excess of five (5) consecutive days. In addition, the District reserves the right to request a note signed by a medical provider in cases where patterns of excessive, but not successive, absences appear.

Students who have an extended illness may be placed on home instruction and will not be counted as absent during the extended illness.

## **ABSENCE FROM CLASS – MAKE UP WORK**

It is the responsibility of the student who misses class to meet immediately upon his/her return with the teacher to identify all material covered. With the implementation of the online tool Schoology, students may be able to access their missed work even before they come back. Students have Gmail accounts and can email their teacher(s) to get the information as well.

Students absent from school with an excused absence for more than three (3) days may request work from their teachers by emailing them or contacting the main office.

If the absence is due to participation in a school-sponsored activity or is an excused absence, the student will be given the opportunity to make up the work that was missed. Make-up opportunities must be completed *by the date specified by the student's teacher*. Generally, make-up work will be expected within one week, unless there are extenuating circumstances such as extended illness.

Students suspended from regular instruction shall be given the opportunity to complete work missed during the period of their suspension. It is due on the date of the student's return to school.

It is advisable for family vacations to be taken in accordance with set district dates. If circumstances necessitate a time other than when school is not in session, students **MUST** see their teacher **IN ADVANCE** in order to arrange for work missed. Work is due on the date of return, unless otherwise specified by the teacher.

### **CHRONIC ABSENTEEISM & TARDINESS**

Section 3205 of the New York State Education Law requires all children of compulsory school age to attend school. It is the parents/guardians responsibility to see that their children attend school on a regular basis. We appreciate your cooperation with this endeavor.

Chronic absenteeism affects a child's academic performance and disrupts the continuity of instruction in each course missed. This can lead to failing grades and even retention, which may prevent graduating on time.

In order to prevent academic and other problems related to missing school, the Depew High School Attendance Committee is taking a proactive approach. A member of the committee will contact the parents/guardians of those students who are exhibiting a high number of absences and/or tardies. We will discuss the nature of these absences and together determine a plan of action to help you get your child to school.

Continued violation of Section 3205 of New York Education Law may result in the school district taking additional action. This action may include filing a petition with the PINS (Persons in Need of Supervision) Diversion program or contacting Child Protection Services.



# GRADUATION REQUIREMENTS

STUDENTS ARE REQUIRED TO TAKE A MINIMUM OF 6.5 CREDITS PER YEAR.  
STUDENTS MUST EARN AT LEAST 22 CREDITS IN ORDER TO GRADUATE.

## **REQUIRED COURSES AND CREDITS**

## **DIPLOMA TYPE**

	<b>REGENTS</b>	<b>ADVANCED</b>
English.....	4	4
Social Studies.....	4	4
Math.....	3	3
Science.....	3	3
Language Other Than English.....	1 <sup>†</sup>	3*
The Arts.....	1	1
Health.....	½	½
Physical Education.....	2	2
Accredited Technology Course.....	½	½
Electives.....	3	1
<b>TOTAL.....</b>	<b>22</b>	<b>22</b>

<sup>†</sup> Students with a disability may be excused from the LOTE requirement if so indicated on the IEP/504 plan, but must still earn 22 credits to graduate.

\*Students may replace the 3 credit LOTE requirement with a 5 credit sequence in Art, Business, Music, Technology, or a Career and Technical Education Program through Erie 1 BOCES.

**Any of the following courses will meet the accredited technology course requirement:**

### **ART COURSES:**

Digital Photography 1  
Digital Photography 2  
Graphic Design

### **BUSINESS COURSES:**

AP Computer Science Principles  
AS Career & Financial Management  
AS Computer Coding & Web Page Design  
AS Computer Applications  
AS Principles of Finance  
AOF Entrepreneurship  
Intro to Business Management  
Sports, Entertainment & Fashion Marketing

### **ERIE 1 BOCES CAREER & TECHNICAL EDUCATION:**

All Erie 1 BOCES Programs count toward the technology requirement.

### **MUSIC**

Digital Music Production

### **TECHNOLOGY COURSES:**

Architectural Drawing  
Communications Systems  
Computer Aided Drawing  
Design & Drawing for Production  
Electricity/Electronics  
Production Systems: Woodworking  
Transportation Systems

### **PROJECT LEAD THE WAY:**

Computer Integrated Manufacturing  
Design and Drawing for Production Plus  
Digital Electronics  
Engineering Design and Development  
Principles of Engineering

### **SCIENCE COURSES:**

AP Physics C: Mechanics  
Physics

## **METHODS OF ACHIEVING COURSE CREDIT**

Students earn high school course credit by achieving a final course average of at least 65. This applies to all courses. Students who pass a Regents exam, but fail to earn course credit in the respective course must repeat the course. They do not have to repeat the Regents exam.

Students who pass a course that ends with a Regents exam, but fail the Regents exam, earn course credit. They may/may not have to retake the Regents exam. It all depends on which diploma or endorsements they are trying to earn.

## **DIPLOMAS**

### **REGENTS DIPLOMA**

Students must earn a minimum of 65% on 4 Regents exams: ELA, 1 math, 1 science, 1 social studies AND 1 additional Regents exam in either math, science, social studies OR a NYSED Approved Alternative Assessment<sup>(1)</sup> for a total of 5 assessments.

### **ADVANCED REGENTS DIPLOMA**

Students must earn a minimum of 65% on 7 Regents exams: ELA, 3 math, 2 sciences (1 life and 1 physical), 1 social studies AND 1 additional Regents exam in either science, social studies OR a NYSED Approved Alternative Assessment<sup>(1)</sup> for a total of 8 assessments. In addition, students must earn a minimum of a 65% on the LOTE Level 3 final exam, unless they complete an approved 5 credit sequence in Art, Business, Music, Technology, or a Career and Technical Education Program through Erie I BOCES.

<sup>(1)</sup>A complete listing of NYSED Department Approved Alternative Assessments may be found at [www.p12.nysed.gov/assessment/hsgen/archive/list.pdf](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf)

## **SPECIAL DIPLOMA DESIGNATIONS**

### **★HONORS DISTINCTION**

An average of 90% or higher was achieved on all the Regents examinations required for that diploma.

### **★MASTERY IN MATH/SCIENCE**

A score of 85% or better on 3 math Regents exams and/or any 3 science Regents exams denote mastery. Students can earn Mastery in Math, Science or both.

### **★CAREER & TECHNICAL EDUCATION ENDORSEMENT**

For students enrolled in a CTE program through Erie I BOCES provided all requirements for the CTE Endorsement are met.

## **APPEALS**

Students who have taken and passed certain courses in preparation to take a Regents examination, but failed the Regents exam with a score of 60-64, may appeal to graduate with a local or Regents diploma using this lower score. If you think you qualify for an appeal, see your School Counselor.

## **STUDENTS WITH DISABILITIES**

Students with disabilities may earn a local diploma by achieving a minimum of 55% on the Regents exams. Additionally, there are new state guidelines that have created further options for students with disabilities to earn a local diploma. Counselors will make students and parents/guardians aware of these options during transition planning.

## **CLASS RANKING**

Senior class ranks are NOT provided on the transcripts. Seniors will be notified of their class rank during their senior exit interview. Class ranks may be provided to college/universities or for scholarship purposes depending on the benefit to the student.

## **GRADE WEIGHTING**

Grade weighting is reflected in the quarterly averages shown on the report cards. Quarterly and final grades for each class do NOT reflect weighting. Grades are weighted according to the following: AP courses are weighted at 1.06%. Honors, Advanced Studies, and PLTW courses, with the exception of EDD, are weighted at 1.03%.

## **ACCELERATED COURSES & SPECIAL PROGRAMS**

**HONORS COURSES** provide accelerated high school level instruction for academically-talented students. They are different from corresponding general or Regents courses in terms of extended content and additional workload.

**ADVANCED PLACEMENT COURSES (AP)** through the College Board provide an opportunity to earn college credit and advanced placement in college. AP courses help students acquire the skills and habits they'll need to be successful in college. Students will

improve their writing skills, sharpen their problem-solving abilities and develop time management skills, discipline, and study habits.

**ADVANCED STUDIES COURSES (AS)** are identical to SUNY Erie Community College courses as described in their college catalog, but are taught by Depew High School teachers, who have adjunct professor status with ECC. These courses, often referred to as “Dual Enrollment” offer students the opportunity to receive official college credit at 1/3 of the cost of the regular tuition at ECC. AS courses that are completed with a grade of “C” or better generally transfer to other colleges and universities. Academic advantages for students include the opportunity to earn college transcript credit while in high school and the experience of working to college standards prior to graduating from high school.

### **PROJECT LEAD THE WAY (PLTW) PRE-ENGINEERING**

4 of the 5 PLTW courses have articulation agreements with ECC and RIT. Students may apply for college credit at ECC by filling out the HS Articulation Credit/Reference Form available at: [www.ecc.edu/hs-agreements/](http://www.ecc.edu/hs-agreements/). Students may apply for Rochester Institute of Technology (RIT) credit if they pay the tuition, receive a stanine score of at least a 6 and have a final average of 85% or higher. RIT awards 3 semester credits for each of the 4 courses. Students will have an RIT transcript to submit to the college or university they attend. More information is available at [www.rit.edu/emcs/pltw/](http://www.rit.edu/emcs/pltw/).

### **ACADEMY OF FINANCE (AOF)**

Students participating in the Academy of Finance will have opportunities to work directly with local business leaders to learn what it takes to be successful in the working world. This will occur through guest lectures, job shadows and field trips to area businesses. Sponsored by the National Academy Foundation, this program is a unique opportunity for students at DHS to enroll in a program that offers opportunities beyond those normally seen in a classroom.

Students are required to complete a paid internship. In addition they will have opportunities to obtain college credit for courses taken within the academy. Students will obtain the communication skills, job seeking skills, and curriculum mastery that will enable them to pursue the career of their choice, whether it be business related or within another field.

### **NEW VISIONS: 1-YEAR PROGRAMS FOR HONORS LEVEL SENIORS**

The Erie 1 BOCES New Visions program connects qualified, highly-motivated high school seniors with mentoring professionals in the workplace and with local colleges/universities. These competitive, off-site programs integrate required English and Social Studies credits with targeted studies at locations such as Canisius College, UB School of Law, Millard Fillmore Suburban Hospital, Buffalo Niagara Medical Campus, and The Buffalo Zoo. More information is available by calling (716) 821-7035, or by speaking with your school counselor.

## **CAREER & TECHNICAL EDUCATION PROGRAMS**

Admission to the career & technical education programs that are offered at the Harkness/Potter Centers and New Visions sites is a privilege granted to selected juniors and seniors in good standing.

### **TRANSPORTATION**

All students are expected to ride the bus provided by the District unless a parking permit has been issued by the Harkness/Potter Centers or New Visions site. Only seniors will be permitted to drive to and from their CTE program site and must submit a completed parent/guardian permission slip obtained from the main office. Students who have been issued parking permits by their CTE program site must also obtain a parking permit from the main office at Depew High School.

### **ATTENDANCE**

A regular school day starts at 7:38 a.m. and concludes at 2:20 p.m. Students in attendance during the morning session of Harkness/Potter/New Visions must report back to DHS to attend their regularly scheduled afternoon classes. Students who are too ill to attend afternoon classes at Depew, must submit a written excuse from his/her parent/guardian the following day to the high school attendance office. In these emergency situations, students must inform the main office (or the teacher if in the New Visions program) at their CTE program site who will notify the attendance office at DHS. Students who are too ill to attend the mid-morning or afternoon session at their CTE program site must report to the DHS health office and sign out following proper procedures. **Students who are constantly late or absent from either their CTE program or Depew classes will not be permitted to continue in the program.**

In summary – When you attend your classes at Depew High School, you are expected to attend your classes at your CTE program site. When you attend your class at your CTE program site, you are expected to attend your classes at Depew High School.

### **TARDIES**

Students are expected to report to their CTE program site and DHS in a timely manner. Students tardy to their CTE program and/or DHS must account for that tardy by submitting a note from a parent/guardian stating the reason for the tardy. This note must be submitted to the attendance office at DHS upon signing in.

### **ACADEMIC STANDING**

Depew High School students must maintain good academic standing in their CTE program. Students who do not pass the first year of the program will not be permitted to return for the second year.

## SCHOOLGY

Schoology is an online platform that allows teachers to share content, manage academic courses, communicate with parents/guardians, and engage students beyond the classroom walls. All Depew students in Grades 6-12 have Schoology accounts, and many of their teachers now use Schoology on a regular basis.

Every student account has a unique parent/guardian access code that will allow family members to create accounts and view relevant course information. Unique access codes are mailed to new parents in September. Directions for logging into Schoology are shown below.

### CREATING A SCHOOLGY ACCOUNT

To create your own Schoology parent/guardian account, go to [www.schoology.com](http://www.schoology.com) and follow these directions:

- **Step One:** On the [www.schoology.com](http://www.schoology.com) page, click the Sign Up button in the upper right corner, then choose **Parent**.
- **Step Two:** Enter the **Access Code** for your child provided to you.
- **Step Three:** Enter your email address and create a password.

You are now signed up for Schoology. You can add additional children once you are logged in. Each child has their own code, but you can access them all through one parent account.

If you have any questions, please contact the High School Main Office at 716-686-5091.



## COUNSELING CENTER

The role of the school counselor has changed considerably over the years. The school counselor is a certified Master's level professional educator who assists students as they seek to identify and achieve personal and academic goals. The counseling department uses a multidisciplinary approach by consulting with teachers, parents, administrators, community agencies, the courts and mental health professionals. School counselors are available to all students for counseling and guidance related to academic, college, career and personal issues.

Students are assigned to counselors alphabetically and work with their counselor for all four years. The alphabetic approach is used so that the counselor and the student can develop a working relationship over a four- year developmental and decision-making period of time.

### **2019–2020 COUNSELOR ASSIGNMENTS:**

<b><u>STUDENT LAST NAME</u></b>	<b><u>COUNSELOR</u></b>	<b><u>PHONE</u></b>
K - N	Mr. Leo Cintron <i>Department Chair</i>	686-5071
A – G	Mr. George Bushey	686-5072
H - J, O - Q	Mrs. Katie Malczewski	686-5074
R – Z	Mrs. Kimberly McEwen	686-5073

### **THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

The Depew High School Guidance Plan was developed based on the American School Counselor Association National Model with a main focus toward improving student achievement and supporting student development.

### **APPOINTMENT PROCEDURE**

Students may choose to meet with their counselor on their own initiative or may be referred by teachers, parents, peers or administrators. Students will be provided with an appointment slip which will also serve as a permission pass. Students are able to make appointments before or after school, during the four-minute intervals between classes, during lunchtime or study halls. Students can also email their counselor to set up an appointment. Whenever possible, student appointments are scheduled during the student's study hall or lunch. Under crisis situations, the counselor may need to meet with a student during a class.



## COLLEGE & CAREER PLANNING

**CHOICES 360** is an online program that helps students explore post-secondary education options, discover a wide variety of occupations and make plans to achieve career goals. Choices 360 allows students to compare, connect and choose from a vast network of work and education options to easily build powerful plans for their future.

DHS counselors meet with students in grades 9-12 to work with them utilizing various features of Choices 360. Counselors use the career interest inventory with students to match their career interests with their career personality types. Other tools used include a work values inventory to help students research careers that correspond to those values. Counselors help students use Choices 360 to research colleges/universities that have their intended career major. Choices 360 saves all the results of inventories and can also save favorite careers, majors and colleges. There is a link to Choices 360 on the Guidance webpage. Once an account is created, an electronic portfolio will save all students' work automatically.

### **SAT/ACT TEST PREP**

Students have FREE access to **Testive SAT/ACT** test prep through Choices 360. Testive is an online program that helps prepare them for the SAT/ACT tests as well as builds math, reading and writing skills.

Students can listen to tutorials and take quizzes to test material mastery. The strategies are clear and easy to understand for any type of learner. The website can be accessed at any time of day or night most convenient to the student.

### **COLLEGE SPORTS & THE NCAA**

Student Athletes continuing competitive athletics in college at the Division I or Division II level must register with the NCAA Eligibility Center prior to HS graduation. Important information regarding NCAA academic and athletic eligibility can be found in the Counseling Center, Athletic Office or the NCAA website at <https://web3.ncaa.org/ecwr3/>. Student Athletes who continue to play at the Division III level in college do not have to register.

### **PREPARATION FOR COLLEGE**

College admissions requirements are not the same as high school graduation requirements. Colleges place heavy emphasis on the core classes. These include English, math, science, social studies and LOTE. If your son/daughter is thinking about the possibility of going to college after high school, he/she should plan on taking more than the minimum required courses in math, science and/or LOTE. Admission to most colleges mainly depends upon Grade Point Average (GPA), SAT/ACT scores and the rigor of coursework.

## **PREPARATION FOR WORK**

If your child is planning to work immediately after high school, he/she will be able to take courses that will help develop needed skills in the specific career area. He/she may choose courses from the elective areas offered within our own school as well as those offered at the Harkness/Potter Road Career and Technical Centers.

# **COURSE SELECTION & PROGRAMMING**

## **PROGRAMMING**

At the beginning of the second semester, the updated course offerings guide is made available to students and their parents/guardians to begin the course selection process. School counselors visit classes and then meet with each student individually to review their academic progress, academic and post-secondary plans, and to provide assistance to ensure that students select the appropriate courses to match their career and post-secondary goals. Due to budgetary considerations, the availability of courses is based on minimum student enrollment. Students are encouraged to discuss course requests with their parents prior to meeting with their counselor. Those parents who choose to attend their child's course request meeting should call the Counseling Center to make an appointment.

## **COURSE SELECTION PROCEDURES**

Each year, students are scheduled to meet with their counselor during the month of February in order to review progress towards meeting graduation requirements, college & career plans and select courses for the following year. Course selection is based upon:

- past and present academic performance
- the student's interests
- needs of a college major or acceptance into college
- needs of a career plan

Student course schedules will be mailed home in August. ANY SCHEDULE ERRORS WILL BE ADDRESSED THE LAST WEEK OF AUGUST UP TO THE FIRST DAY OF CLASS. There is a **NO DROP** policy in place. Any course request changes in a student's schedule must be made prior to June 30<sup>th</sup> of the prior school year. After that point, course selections are final and there will be no further changes.

## **SCHEDULE CHANGES**

Selection of courses requires careful planning and serious thought. Classes are established based on course requests. Once the school year begins, students are to remain enrolled in the courses they selected. This does not apply to a level change (i.e. from Honors/AP to Regents). Only extenuating circumstances will be considered to appeal this policy and must be approved by administration. Courses may always be added to a schedule provided there is room.

## **ELECTIVES**

Students are allowed to choose several optional courses in areas of interest to them, providing they meet the prerequisites for these courses.

## **FULL TIME STUDENT STATUS**

Most students will be required to maintain full time student status during high school. Full time student status is defined as maintaining a course load of 6 ½ credits.

## **PREREQUISITES**

As noted in the course catalog, certain prior conditions may be required before taking a course.



## GRADING INFORMATION

### TEACHER GRADING

Teachers do not assign a score lower than a 50 for the first and second quarters of a full year course or the first quarter (semester 1) and third quarter (semester 2) for half year courses. The third and fourth quarter grade for a full-year course and the second and fourth quarter grades for half-year courses will be determined by the student's true performance. The purpose of this policy is to encourage students' academic improvement.

### GRADE REPORTING

Parents can access their child's grades online anytime through the PowerSchool Parent Portal. At the beginning of each school year, you will receive a letter with instructions on how to access the portal. For those parents/guardians who prefer paper copies of grades, please call the counseling center 686-5076 with your request.

As a means of informing parents/guardians of their son's/daughter's progress in school, three reporting systems are used:

- Interim Teachers' Reports or Five Week Reports are available through the Parent Portal during the fifth week prior to report card distribution. Teachers will comment or post a grade if a student's academic performance or conduct requires notification to parents.
- Report cards are available online after the tenth, twentieth, thirtieth and fortieth week of school.

### GRADE OF INCOMPLETE

In the event a student has been unable to complete course requirements during a marking period, the grade of incomplete (INC) may be assigned on the report card. A teacher assigns the grade of incomplete if, for example, a student has been ill and unable to complete the assignments for the marking period.

The purpose for the incomplete grade is to provide the student who has been faced with legitimate circumstances beyond his/her control with a brief extension during which time course requirements may be completed. **The student must complete all assignments before the fifth week of the next marking period.**

Teachers will report all changed grades to the counseling center before the end of the fifth week of the new marking period. Grades of "incomplete" which remain will be changed to the grade earned based on work completed and will appear on the report card as such. The

grade of “incomplete” can be used only during the first three marking periods since all grades must be finalized by the end of the school year.

## **PHYSICAL EDUCATION GRADING PROCEDURES**

The physical education program is designed to offer a broad and varied selection of physical education experiences from which the students may continue to benefit beyond graduation. In order to more effectively attain this goal, the following procedures have been established.

One-half (1/2) credit for physical education is granted upon successful completion of one year of physical education. Two (2) credits in physical education are required for graduation.

Physical education grades are given at the end of each quarter. The final average of the four (4) quarterly grades will determine the final grade which will be used in the computation of the student's academic average in June.

Should a failing grade (below a 65%) remain at the end of the school year, the course must be repeated. The student will have the option to double-up the following year, attend summer school or attend an acceptable, accredited program offered by another school with the prior approval of the Principal.

A numerical grading system is used. Participation, as defined within, constitutes 50% of the grade and performance constitutes 25%. The remaining 25% is based on knowledge of the content area.

- ✓ **Participation** is defined as involvement in activity.
- ✓ **Performance** is defined as achievement in comparison to standards of performance appropriate to each student.
- ✓ **Knowledge** is defined by satisfactory completion of written tests, projects, or any other assessment methods used by the teacher.

All excused absences in excess of three (3) per quarter must be made up after school. Make-ups will take place within two (2) weeks of the absences. The student is responsible for making arrangements with the physical education teacher for class make-ups. Make-ups for unexcused absences from class will be limited to one make-up class per quarter.

Suspended students must do written work assigned by the physical education teacher to receive credit for day(s) suspended from physical education class. Papers will be due on the day the student returns to class.

## REGENTS & FINAL EXAMS

All final exam grades are actual scores. Students who are ineligible for a Regents exam in a science Regents course, cannot take the exam and an IE will be reported on the student transcript. Ineligibility is typically due to lack of enough science labs.

### **ELA/MATH ASPIRATIONAL PERFORMANCE MEASURE** **(formerly College & Career Readiness Standard)**

The New York State Education Department has designated minimum standards on the math and ELA Regents exams to signify that a student is college and career ready. These standards are based on research that shows a correlation between performance on Regents exams and first year performance in college. Students who graduate high school, but do so with a score below 80% on a math Regents exam and/or below 75% on the English Regents exam are likely to require remediation in college.

Students that do not meet these standards) will be notified and encouraged to enroll in an AIS course and/or retake either or both Regents exams in an attempt to achieve the ELA/Math APM.

### **REGENTS EXAM RETAKES**

Regents exam retakes are encouraged to improve diploma status and/or demonstrate college & career readiness. The highest Regents exam score for each Regents exam will be the only score that is reported on the student transcript. Students wanting to retake a Regents exam to attempt to earn a higher score should notify their School Counselor so it can be ordered.

### **STUDENT EXAM EXPECTATIONS**

- Students leave all books, notes, or other aids from their reach or sight.
- Any attempt by students to either obtain or give aid will result in the termination of their examinations.
- The use of any communications or electronic devices such as a cell phone, IPOD , or pager is prohibited and will result in the invalidation of their examination.
- New NYSED policy now prohibits all students from wearable devices/smart wearables, including smartwatches and health wearable devices.
- **Any student that is seen or heard with an electronic device will result in invalidation of their exam.** This means that the student will receive a zero on the exam and may receive further consequences from the administration.
- **Calculators that are used for exams can not be shared.**
- In the event of a fire/fire drill, all teachers and students must exit the building. Students are to pick up their exam materials and hand them to the teacher as they exit the building. Students are to remain apart and no talking is allowed. Any reports of talking would result in invalidation of the exam.

## **EXTRA HELP**

There are many avenues for students to explore if they are having academic difficulty. Students should discuss their academic concerns with their teachers and/or school counselor who will help them decide which option(s) will work best for their individual situation.

### **ACADEMIC ASSISTANCE CENTER (AAC)**

The Academic Assistance Center is available to serve the needs of every student at DHS. Students may use the center during study halls, lunch and after school on a voluntary basis with the permission of the AAC staff. The AAC schedule is posted in your child's classroom and may be available on the high school website and/or Schoology.

### **AFTER SCHOOL**

Teachers are available after school from 2:20pm–2:55pm. Students should make prior arrangements with the teacher to meet after school, since teachers may have committee work or meetings during this time as well.

### **LIBRARY MEDIA CENTER**

The Library Media Center is open from 7:38am-2:55pm Monday through Friday. The library media center is also a great resource for a variety of media sources.

### **ACADEMIC INTERVENTION SERVICES (AIS):**

AIS classes are designed to help students achieve the learning standards in English Language Arts, Mathematics, Social Studies, and Science. Students assigned to AIS classes are: those who score below proficiency on the 8th grade state assessments; those who are at risk of not passing the required Regents examinations; and/or those who have failed a Regents exam needed to graduate.

### **LITERACY SUPPORT**

Literacy Support is assigned to students who have been identified through standardized testing (STAR, SRI), the NYS ELA 8 exam, and/or teacher recommendation as requiring extra assistance in reading comprehension and writing skills. Students who score a two or lower on the NYS ELA 8 exam may be assigned to Literacy Support.

Literacy Support is designed to improve reading, listening and writing skills. Instruction in this course is individualized to meet the needs and abilities of each student. An individualized improvement plan is put into place for each student with learning objectives that are clearly defined. Periodic assessments will be made to check for improvement in basic skills that should lead to academic success in the content areas. The goal is to help students achieve at the highest level possible in their content area studies.



## **CREDIT RECOVERY**

Students who fail a course required for graduation must successfully complete the course in an authorized summer school, or take the same course the following year. Credit Recovery is available for a limited number of students. Priority is given to those students who are significantly behind their cohort. Four classes is the maximum number of classes that students can recover utilizing credit recovery. A final score of 65% is the highest score a student can earn through credit recovery.

## **WILDCAT PREP**

This program is for students who require additional academic and/or social and emotional support. Services may include, but are not limited to credit recovery; homework assistance; organizational assistance; and daily check in. Students on home instruction may utilize Wildcat Prep for the science labs.

## **CASTLE LEARNING**

If your child has internet access, there is plenty for them to do on *Castle Learning*, an interactive, web-based computer program. This valuable study aid can help prepare students for in class tests and Regents exams. Some teachers also use *Castle Learning* for graded and non-graded assignment purposes. Each student has his or her own log-in name and password and can access the program from any computer that has internet access (home, library, school, grandma's house, etc.)

The following are some of the activities available on *Castle Learning*:

- Short Answer Review
- Vocabulary Review
- Flash Cards
- Grammar Review
- Essay Review
- Study Tip of the Day
- Old Regents Exams

The subjects available are:

Mathematics: Algebra, Geometry, Algebra 2

English Language Arts: ELA 9, 10, 11 & 12

Science: Earth Science, Living Environment, Chemistry, Physics

Social Studies: Global History and Geography (9 & 10), US History, Government, Economics

## HEALTH OFFICE

The health office (Room 132) is located across from the gym and is usually open from 7:35am until 2:55pm. If the health office is closed, students should report to the main office if immediate attention is needed.

Students who need to see the nurse should:

- secure a pass from the teacher whose class will be missed; or
- go directly to the health office where the nurse will make a decision on treatment.

**Students are not allowed to use their cell phones to call home requesting to be picked up. All phone calls and arrangements for early departure or return to class must be made by the nurse or the attendance office.**

Students who are going home ill must be picked up by a parent/guardian or other adult listed on the emergency form. If anyone other than a parent/guardian will be picking up a student, we will need signed documentation prior to leaving school stating that the parent/guardian authorizes said person to pick up their son/daughter. Other students may not provide transportation. A student will need permission from a principal or assistant principal to walk home during school hours. **STUDENTS ARE NOT TO LEAVE SCHOOL WITHOUT PERMISSION.**

New York State law mandates that students who need medication in school must follow this procedure:

- Submit the medication to the school nurse in the original prescription bottle.
- Submit a permission slip from the parent/guardian for the nurse to administer the medication.
- Submit a copy of the physician's prescription.
- Please Note: Both written parent/guardian permission and doctor's prescription is only good for the current school year.
- Inhalers may be kept on the student's person ONLY with written permission from the parent/guardian stating as such.
- Students who are playing sports and need to carry albuterol on them must have a self directed order signed by both the doctor and the parent/guardian.
- All medication needs to be picked up at the end of the school year by the parent/guardian. Any medication that is not picked up on the last day of school will be properly disposed of.

If possible, parents should request that medication be ordered for times other than school hours. The school nurse is NOT allowed to administer any over the counter medicine during school including aspirin, Tylenol®, cough drops or apply any ointments such as Neosporin without a doctor's prescription.

All tenth grade students, new students and special education students are required by New

York State Education Law to have a physical examination. If state mandated physicals are not submitted within 30 days from admission, we will schedule your child for a physical by our school physician.

The district physician gives physicals during the school year in the High School Health Office. If your child is going to be seen by his/her own physician, please contact the nurse at 686-5087 to obtain our health form that needs to be completed by your child's physician.

## ADAPTIVE PHYSICAL EDUCATION

Medical Documentation for Modification / Adaptation of Physical Education Activities is required. All requests for modification of physical education activities are to be submitted to the school nurse on modification forms.

- 1) **Short-term requests** (for time periods up to 2 weeks) for non-participation or limited participation in physical education due to illness or injury will be honored if signed by a parent or physician. Explanation must be provided for the modification. Should the school nurse determine the need for additional information, she is authorized to contact the person signing the request for information. The school reserves the right to review the request for the limitation of physical education activity.
- 2) **Long-term requests** for non-participation or limited participation in physical education due to illness or injury require documentation by the attending physician explaining the reasons for modification. Required medical forms are available from the school nurse for completion by the physician and are to be returned to the nurse. Students with long-term medicals **must** participate in activities deemed appropriate by the attending physician. Participation may range from limited physical activity to written assignments or enrollment in a class specifically designed for adaptive participation.

Documentation of medical problems requiring the modification of physical education activity as described must be submitted to the school nurse as soon as possible, but in no case beyond three (3) weeks of the student's diagnosis of the limiting illness, or beyond three (3) weeks of the student's return to school, should the problem require absence.

The high school schedule provides periods for long-term, limited participation. Medical excuses apply only to the school year in question and must be re-issued for subsequent school years. Physical education students that are unable to participate for medical reasons will need to make arrangements with their teacher to complete written assignments.

## LOCKERS

Students are assigned a locker by their homeroom teacher. Students **are required to purchase and use a school lock and keep their lockers locked at all times when not being used.** The custodial staff will cut off unauthorized locks. Open lockers present a safety issue and will not be allowed. **Locker combinations should not be shared with friends**

**The locker remains school property** and may be opened by school administrators if there is reasonable cause. Students are responsible for the contents of their assigned locker.

**Students are not permitted to switch lockers or share lockers with friends.** The school is not responsible for theft or damage of property from lockers or loss of personal property on school grounds.

## SENIOR PARKING REGULATIONS

Parking is a senior privilege. Only seniors who meet the attendance requirement will be eligible for a parking spot. **Seniors who had more than 10 unexcused absences or unexcused tardies to school in their junior year are not eligible for a parking spot. Attendance requirements are enforced during the senior year as well.**

There are a limited number of parking spots available in the high school and middle school lots. Parking spots are determined by a lottery held by the senior class officers prior to the beginning of the school year. Seniors interested in having a parking spot must fill out an application in the summer.

All students ( grades 11 & 12) who attend CTE programs are eligible for a parking spot if they are eligible to park at their CTE sites.

The speed limit on school grounds is 5 mph. **Students must comply with parking and speed limit regulations as well as the attendance requirement or may be in jeopardy of losing parking privileges for the remainder of the school year.**

➤ **Grade 11 Parking Permit – (second semester of junior year only)**

Juniors can earn parking privileges starting with the second semester of their junior year and continuing for the remainder of the year, space permitting in designated student parking lots. Availability will be on a first come first served basis.

## **PASSES**

Students must obtain a signed pass from a school authority to go from one place to another during class time. Failure to cooperate will result in disciplinary action. The blank pages of hall passes in the back of the student agenda may also be used.

## **DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Please see the *Code of Conduct* on the district website for additional information.

Students and their parents/guardians have the primary responsibility for acceptable student dress and appearance. Teachers and all other school personnel will exemplify and reinforce acceptable dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that brief garments and see-through garments are not appropriate.
- Ensure that the midriff, core of the body, underwear and undergarments are completely covered with outer clothing.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Hoodies, headwear with brims (including but not limited to hoods of anysort, baseball caps, cowboy hats) or any other headgear that obstructs or conceals the school's ability to identify the student is not allowed. All allowable headgear must comply with other dress code requirements.
- Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- Not including the wearing of long coats (similar to trench coats or robes), blankets, flags or any other item that could be deemed a safety threat due to its ability to conceal.

The building principal or his/her designee will inform all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and

including internal suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including external suspension.

## TEXTBOOKS

Required textbooks are supplied by the District. Students are expected to take good care of them throughout the year. Students who lose a book should notify the teacher immediately. Students are required to pay full replacement cost for the book and will be issued another. If the textbook is found, the money will be refunded.

## ELECTRONIC DEVICES

### Cell Phones & Electronic Devices

Regulations regarding cell phone and electronic device use during school hours:

- **Cell phones are not to be used or in view during class without teacher permission.**
- Cell phones are only allowed to be used in study halls, the cafeteria, the hallways during passing periods and an academic classroom with teacher permission.
- Cell phones must be in silent mode.
- Phone use is for nonverbal communication only.
- **One earbud** is allowed when appropriate, so students can hear directions and for safety purposes. .
- Headphones are not allowed in school.
- **Cell phones are not allowed to be used for any reason in the following locations: lavatories, locker rooms, internal suspension, detention and the Auditorium.**
- Video recording and taking pictures of any student or staff member is prohibited without their permission.
- Other electronic devices such as IPODS, camcorders, cameras may be used in a classroom and/or study hall at the teacher's discretion.

The use of electronic items during the school day is a privilege. Inappropriate cell phone or cyber activities that are done inside or outside of school, but negatively impact the daily instructional program of the school will be dealt with by the code of conduct.

**The school is NOT responsible for stolen or lost items.**

# THE TECHNOLOGY ACCEPTABLE USE REGULATIONS FOR STUDENTS OF THE DEPEW SCHOOL DISTRICT

The Depew Union Free School District will make available a variety of technological resources to support learning and enhance instruction. Our goal is to provide access to diverse, state of the art technology tools to facilitate resource sharing, innovation and communication

## **ETHICAL GUIDELINES FOR ACCEPTABLE USE OF COMPUTERS AND COMPUTER NETWORKS IN SCHOOLS:**

We encourage students to use the computers and technology available at and from Depew Union Free School District; however, with this use comes **responsibility**. Violations of the following guidelines may result in a loss of access as well as other disciplinary or legal action in accordance with applicable laws and/or due process procedures. Users are expected to:

### **Respect the privacy of others.**

- Users will keep their passwords confidential and not try to learn others' passwords.
- Users will not attempt to gain unauthorized access to networked or standalone systems.
- Users will not modify or read files of other individuals, however, it should be noted that system administrators have access to all files. **Privacy shall not be assumed in this case.**

### **Respect the legal protection provided by copyright and license to programs and data.**

- Users will not make copies of licensed programs, in violation of Copyright Laws.
- Users will not install their own software on district computers without authorization.

### **Respect the integrity of every computer and of the Depew School Network, Internet and other networks to which we are connected.**

- Users will not intentionally develop or use programs to harass others or infiltrate a computing system or damage or alter the software components or network.
- Users will not intentionally send inappropriate, obscene or hateful messages/mail or cyberbully others.
- Users will not copy or modify server or network system files.
- Users will not abuse computer or network hardware. (i.e. mice, keyboards, etc.)
- Users will not use encryption programs on district computers without authorization.
- Users will not violate copyright laws.
- Users will not use telecommunications for anything other than educational purposes.
- Users will not employ the network for commercial purposes.

### **Respect the materials and resources of the Depew School District.**

- Users are limited to using approved educational games only.

## LIBRARY – MEDIA CENTER

### **USE OF LIBRARY FACILITIES**

Library facilities and services are maintained for student use from 7:38am to 2:55pm each day. Legitimate uses of the library include quiet study, research, computer use, reading,

group work/meetings, class projects and purposeful browsing. The library may be closed to students periodically to accommodate testing or class reservations.

Students may report to the library in lieu of study hall. They may also report to the library directly from a class, with an authorized pass, to work on an assignment which requires the use of library resources. Students entering the library media center are expected to present their pass to the librarian. Students entering the library from a study hall are expected to sign in on the attendance sheet posted at the circulation desk.

## **BORROWING OF MATERIALS**

Students may borrow a total of five books from the library at any one time. Books may be retained for a period of 15 school days and may be renewed once if needed longer.

Students are expected to return all library materials by their due date. It is not the responsibility of the librarian to remind students that material is overdue. Due dates are clearly stamped on the "DATE DUE" card which is placed in the pocket of every book when the item is checked out of the library. Although the Depew High School Library does not charge fines for overdue material, lost or damaged items must be paid for. Library material which is more than one month overdue will be assumed to be lost and students will be charged the replacement cost of the material. Students who do not return or pay for lost/damaged material will have their borrowing privileges suspended until their account is cleared.

## **LIBRARY SECURITY**

Measures have been taken to assure proper maintenance of the library's collection. Any discovered attempts to deface or remove library materials from the library without following the standard checkout procedure, will result in immediate referral for disciplinary action and revocation of library privileges.

## **SCHOOL SUPPLIES**

School supplies are an essential part of your child's education. We understand the difficulties encountered when collecting supplies and appreciate your support. The supply list for grades 9-12 is posted on our district website, typically in June of every year. This allows for parents to purchase school supplies in a timely fashion. If you are experiencing financial hardships that hinder the purchase of any of these supplies, please feel free to contact the high school main office for assistance.

## **ACADEMIC ELIGIBILITY POLICY**



Academic success is the top priority at Depew High School. All students must maintain Academic Eligibility in order to participate in any extracurricular club, activity or sport. **Students are academically eligible to participate as long as they are a full time student and have a passing grade in all subjects at each time that eligibility is determined. Eligibility will be determined at the 5, 10, 20, 30 & 40 week reports.**

This Academic Eligibility policy applies to all extracurricular clubs/activities, athletic contests, school sponsored overnight trips and ticketed building events including, but not limited to the Homecoming Dance, Prom and Senior Celebrations.

If the student is **\*failing one subject** at the time of eligibility determination, the student will remain eligible to participate as long as they receive remediation in the failed subject until the next 10 week report card. The Depew Eligibility Evaluation Form must be completed, signed, and turned in every Thursday by 12:00 PM to the Athletic Office indicating that the student has received remediation and/or is now in good academic standing. If the student does not receive remediation, or does not turn in the Evaluation Form by 12:00pm on Thursday, he/she automatically becomes ineligible. These forms are available in the Athletic Office, Main Office and Counseling Center.

If the student is **failing two or more subjects** at the time of eligibility determination, the student is **ineligible** for participation for a minimum of two weeks during which time the student must receive remediation in the failed subjects and complete and submit the Depew Eligibility Evaluation Form each week before 12:00pm on Thursday to the Athletic Office for the remainder of the 10 week period. During this period of ineligibility, the student may rehearse, prepare, and in the case of interscholastic sports practice, but cannot participate in that activity or contest as a member.

***{N.B. - New York State Public High School Athletic Association regulations require that a student must meet mandated practice requirements in order to compete in an athletic competition.}***

A student may have his/her eligibility status upgraded to probationary at the end of the second full week of each ten-week period by submitting the completed Eligibility Evaluation Form before 12:00pm on Thursday indicating that the student has received remediation and/or is now in good academic standing. If the student's work is not satisfactory, eligibility will not be given. The student must then continue with remediation and complete the eligibility form each week until a new ten-week eligibility list has been issued. If eligibility is not initially reinstated, the student may attempt to regain eligibility in succeeding weeks.

It is the coach's or Advisor's responsibility to monitor the student's academic progress. If a student has been ineligible for 5 consecutive weeks and making no effort, the student will be removed from the activity. A student's ineligibility status may be reviewed by a committee consisting of the Building Principal, Athletic Coordinator, coach or Adviser, and the teachers whose classes have been failed.

**A grade of incomplete will be treated as a failing grade until the work is submitted.**

Eligibility will be determined as follows:

- **At the 5, 10, 20, 30 & 40 week reports.**
- If a student is ineligible at the end of the year, he/she will be placed on **PROBATION** for the first 5 weeks of school. During the probationary period, the student must remain in good academic standing in all subjects and complete & submit the Depew Eligibility Evaluation Form each week before 12:00pm on Thursday to the Athletic Office.
- Students may avoid the probationary period at the beginning of the new school year by attending summer school to correct the deficiency after the 40<sup>th</sup> week.
- A teacher can petition to have a student either removed from or added to the eligibility list. There is a Depew Eligibility Petition Form that will need to be submitted to building administration for review. If the petition is approved, the student will be removed or added as appropriate. If a new student is being added, he or she will start in **probationary** status. If a current student has a class being added to their remediation plan, he or she will remain in the same status at their current time.

## ACADEMIC INCENTIVE EVENT

An academic incentive event called **Academic Enrichment Day** will be held four times per year. We will use a shortened schedule, leaving approximately one and a half hours at the end of the day. During this time, students who need extra remediation, have missing assignments or unfinished work for a teacher, will return to that teacher for support and an opportunity to improve their grade. Students who are in good academic standing may attend the variety of activities taking place in the building.

## CODE OF CONDUCT ITEMS

### DISTRICT CODE OF CONDUCT

This is available to parents on the school calendar and district website. The Code of Conduct is a compilation of district, Board of Education, local, state and federal policies and regulations (DASA) to help parents and students recognize and practice appropriate school related guidelines to be school ready and school responsible.

### NON-DISCRIMINATION NOTICE

The Depew Union Free School District does not discriminate on the basis of sex, race, religion, disability, sexual orientation, or national origin in the educational programs and other activities that it operates, as is required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other state and federal statutes.

All students have a right to a free appropriate public education. No qualified student with a disability shall, on the basis of that disability, be excluded from participation in, be denied benefits of, or be subject to discrimination under, any of the district's programs and activities.

**Inquiries regarding this non-discriminatory policy may be directed to the Superintendent of Schools or his/her designee, 5201 S. Transit Rd., Depew, New York 14043. Telephone 686-5104. The District official responsible for the coordination of activities regarding students under Section 504 and the ADA is Joe D'Amato, Section 504/ADA Coordinator, Depew Union Free School District, Telephone 686-5125. These officials will provide information, including complaint procedures to any citizen, student or employee who feels that the district or its officials have violated his/her rights under above statutes.**

## **STUDENT RIGHTS/RESPONSIBILITIES**

At Depew High School, we believe that teaching and learning can be successful only if they occur within a climate of mutual respect. Respect is a belief in the worth and dignity of one's self and others. This belief leads to responsible behavior.

We expect students to:

- demonstrate mature attitudes.
- respect authority.
- respect others and their property.
- use appropriate language with peers and adults.
- do their own work.
- tell the truth.
- come to school and be prepared every day.
- settle disagreements maturely.

## **STUDENT RIGHTS**

Students have the right to:

- an education in a safe and secure place.
- fair and equal treatment without regard to sex, race, religion, disability or sexual orientation/identity.
- know school rules and their consequences.
- due process in accordance with the law and school regulations.

## **STUDENT RESPONSIBILITIES**

It is the responsibility of the student to:

- attend school every day when school is in session.
- attend all classes on time with the materials necessary to participate.
- conduct themselves in a manner that contributes to the learning environment.

- familiarize themselves with school rules and regulations.
- support and participate in the educational opportunities offered at school.
- treat themselves, others and property with respect.

## **DISCIPLINE**

Disciplinary action can range from a verbal reprimand to detention, to internal suspension, and ultimately to external suspension. Our goal is to keep the number of behavior problems to an absolute minimum and to resolve problems in the simplest, most informed way possible.

Parents/Guardians also have an important role in maintaining student behavior. Please support our efforts by reminding your son/daughter of their obligations and taking appropriate action at home. Students are most successful when parents/guardians, teachers and school officials work together.

## **CONFLICT RESOLUTION**

Students needing assistance with the interpretation and/or application of outlined policies are encouraged to seek the help of classroom teachers, counselors, or building administrators. An honest discussion regarding such concerns is the best way to handle such matters.

## **BUS CONDUCT**

The success, comfort, safety and efficiency of our transportation system depends upon the cooperation and responsibility of students. Unacceptable behavior includes, but is not limited to:

- failure to follow directions of bus driver
- food consumption
- loud and boisterous behavior
- potentially injurious behavior
- vandalism
- smoking, vaping, drug/alcohol use
- videotaping/taking pictures of other students

## **CAFETERIA BEHAVIOR**

All cafeteria personnel, including monitors, food servers and custodial staff have a responsibility to maintain a safe and orderly environment. It is expected that students respectfully comply with the directives given by the above-mentioned adults. **Students are expected to:**

- take responsibility for the general upkeep of the cafeteria – cleaning up after themselves.
- properly dispose of all garbage and return dirty trays and utensils to the appropriate location.

- clean up any spills or mishaps.
- refrain from throwing any objects at any time.
- keep all food and beverages in the cafeteria.
- maintain a reasonable noise level—screaming or yelling across the cafeteria is not considered reasonable.
- use appropriate language in their conversations with peers and adults.
- be in the cafeteria when scheduled for lunch and arrive on time
- have six or less students at each table.
- be responsive and respectful to the requests and instructions of adults without argument.
- refrain from using nail polish and applying makeup.
- remain seated until the “end of lunch period” bell rings.

Inappropriate behavior will result in assignment to detention or internal suspension. Continued cafeteria problems will result in the removal of cafeteria privileges and reassignment to a study hall.

### **INTIMIDATION, HARASSMENT, MENACING AND BULLYING OF STUDENTS**

The district is committed to safeguarding the rights of all students within the school so they can learn in an environment that is free from all forms of harassment. Harassment is described as unwelcome behavior to include inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures or other insults. This also includes harassment based on sexual orientation. Hazing of students will not be tolerated.

Sexual harassment is a form of sexual discrimination. Any student who believes that he or she has been subjected to sexual harassment, whether by another student or by a teacher, should report the alleged misconduct immediately to the school administrators, school counselors or a member of the staff.

### **MATERIAL INCIDENT OF DISCRIMINATION, HARASSMENT, AND BULLYING (EXCLUDING CYBERBULLYING)**

A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner’s regulation §100.2(kk)(1)(viii).

Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Commissioner’s regulation 100.2(kk)(1)(vii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student’s

educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

- **Bullying** is defined as a form of unwanted, aggressive behavior among students that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.
- **Imbalance of power:** An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.
- **Repetition:** Bullying typically repeated, occurring more than once or having the potential to occur more than once.
- **Intent to Harm:** The person bullying has the goal to cause harm. Bullying is not accidental.
- **Discrimination** not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.

## **CYBERBULLYING**

is defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.(See definition of harassment or bullying as defined in 5a. and Commissioner’s regulation 100.2(kk)(1)(viii)

## **INTERNAL / EXTERNAL SUSPENSION**

All internal and external suspensions are initiated with a phone call to the parent/guardian followed by a suspension letter sent to the home. Students who are sick on the day of a scheduled internal suspension must have their parent/guardian notify the school and provide a written excuse the next day. The internal suspension must be served on the day immediately following the absence. **Students who fail to comply with these rules will be externally suspended.**

**The following are serious violations** leading to assignment of detention, internal suspension or external suspension from school:

- Insubordination by being truant to school or leaving the building anytime between 7:38am and 2:20pm without specific permission from a parent or administrator.
- Use or possession of tobacco, e-cigs, alcohol, or drug products in the building or on school grounds during the school day or during school activities at any other times in any location.
- Academic misconduct, plagiarism, cheating.
- Violation of the Technology Acceptable Use Regulation.
- Inappropriate cell phone or cyber activities that are done inside or outside of school, but negatively impact the daily instructional program of the school.
- Chronic class cutting or tardiness.
- Excessive administrative detention cuts.
- Vulgar and inappropriate language directed toward ANY adult authority.
- Blatant insubordination or disrespect toward ANY adult authority.
- Physical threats or the use of force against any other person on school grounds during the school day or at school-sponsored activities.
- Theft, vandalism, tampering with fire alarms, extinguishers or AED devices, reckless driving, and possession of a weapon, dangerous object, or firearm. The term firearm means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer.

**According to Board of Education policy, students found in possession of, using, selling or under the influence of alcohol or any other illegal substances, or in possession of paraphernalia for the use of these substances at school or any school activity will be automatically externally suspended from school for five days. A parent has the right for an informal conference for any suspension.**

### **ADMINISTRATIVE DETENTION (LATE DETENTION)**

Administrative detention is held Monday through Friday from 2:30pm until 3:15pm. There is absolutely no talking during detention. Students are given two opportunities to attend an administrative detention. If the student fails to report, the student will be given internal suspension. **Students may not participate in any school activity that occurs on the day they have late detention, including sporting events, dances, or extra-curricular activities. This is to include Saturday night dances.**

Student expectations:

- To report to late detention on time and be present for the entire time.
- To bring books, chromebook, paper, pens and other items necessary to complete assignments.
- To not sleep, talk, eat, or use a cell phone/ipod.

## **STUDY HALL**

Study hall provides a QUIET, PRODUCTIVE time to complete assignments. Students must arrive on time and be prepared for study hall by bringing sufficient work, their Chromebook and/or reading material. Lavatory needs should be satisfied during the time between classes.

Students may go to the library (if it is open) in lieu of a study hall. Students must arrive in the library and sign-in prior to the second bell of that period.

Period 1 study hall students must first check-in with their homeroom teacher before going to the library. Failure to follow these rules will result in loss of library privileges from that study hall and disciplinary action.

Students with passes to other destinations must first report to their study hall for attendance purposes. After the study hall teacher has taken attendance, students with passes may then sign out. Students must return to study hall with a signed pass, five minutes before the end of the period. Failure to do so will result in loss of privileges from that study hall and disciplinary action.

## **VISITORS**

State law requires that any person who is not a Depew High School student and enters our school building must first report to the security. All visitors must present a valid driver's license in order to sign in and receive a visitor's tag to enter the building. Former students may not visit teachers during the school day.

We do not allow students from other schools to "shadow" our students.

## **FIRE DRILLS AND BUS DRILLS**

It is expected that students will follow all teacher instructions and the directions posted in each room during a fire drill. Exit quickly and SILENTLY! Information and instructions for the bus drills will be provided before and at the time of each drill. It is expected that students will follow the instructions given by the driver during the bus drill.



## EXTRACURRICULAR ACTIVITIES & CLUBS

***All school policies apply for all extracurricular activities including sporting events, dances, trips, etc.***

### **Class of 2024 (SENIOR CLASS)**

*Mrs. Gina Zawistowski, Co-Advisor (HS Room 250)*

*Mrs. Jennifer Cordon, Co-Advisor (HS Room 116)*

### **Class of 2025 (JUNIOR CLASS)**

*Mr. Steve Kolbert, Advisor (HS Room 114)*

### **Class of 2026 (SOPHOMORE CLASS)**

*TBD*

### **Class of 2027 (FRESHMAN CLASS)**

*TBD*

## **DANCES**

The following guidelines shall be in effect for all high school dances, including homecoming and prom:

- Students cannot attend a school dance unless their parent/guardian has attended the mandatory Parent Information meeting. Parents/Guardians need to only attend one meeting while their son/daughter is in high school.
- One (1) guest per DHS student will be permitted at a dance.
- Dances are only for high school students. Middle school students are not permitted to attend.
- Students requesting to bring a guest from another high school must have the ***Guest Authorization Release*** form filled out, submitted and approved by the school principal. Only guests who attend other high schools can be admitted to our dances.
- All students must show their school ID before entering a dance.
- Any student who violates school policy or demonstrates inappropriate behavior will not be permitted to attend any other school dance for the next 20 school weeks (this will include homecoming and the prom). This will be in addition to any school sanctions imposed.
- Students must arrive at the dance before 10:00 pm or they will not be permitted to enter.

### **DECA (DISTRIBUTIVE EDUCATION CLUBS OF AMERICA)**

*Mrs. Eileen Cartonia, Co-Advisor (HS Room 243)*

*Ms. Jessica Leary, Co-Advisor (CH Room 117)*

DECA's program of leadership and personal development is designed specifically for students interested in entering the field of business. DECA helps students to develop skills and competence in marketing, builds self-confidence, offers leadership opportunities and gives students a chance to volunteer in their community. DECA is recognized on a regional, state and national level.

### **DONATE LIFE**

*Mrs. Kelly Kacalski, Advisor (HS Room 137)*

The Donate Life Club is a multi-disciplinary program that supports students as they create an educational campaign to increase awareness about organ, eye, tissue and community blood donation among their peers. The ultimate goal is to enhance and save lives in the Western New York community. Students have the opportunity to gain knowledge, strengthen leadership skills, earn community service hours, and run 3 blood drives per year while advocating on behalf of Unyts.

### **ECOLOGY CLUB**

*Mr. Kevin Grzybek, Advisor (HS Room 115)*

The Ecology Club is designed to heighten student awareness about the environment and the many interesting and fun ways we can help to protect it. Members go on an annual ecological field trip to learn more about the environment. Weekly collections of paper, bottles and cans throughout the building saves many of these products from entering landfills.

### **FRENCH CLUB**

*Mrs. Mary Ellen Gianturco, Advisor (HS Room 220)*

Any student interested in learning about French culture can join. Each year students enjoy a Sabres/Montreal Canadiens hockey game; attend an international festival; hold Buche de Noel cake competitions; enjoy visits from guest speakers; and have our year-end French Club Banquet. Students celebrate National French Week by visiting Old Fort Niagara and taking a French cooking class. Club activities and events assist students in learning about French culture and international career opportunities. C'est tres amusant!

### **HELP (Having Empowered Leaders as Peers) CLUB**

*Mrs. Jennifer Hatfield, Advisor (HS Room 129)*

Members get involved in raising social awareness about a variety of issues in our society today. Whether it is taking part in AIDS Awareness Day, or getting involved in Health and Wellness Week, the members of this group educate their fellow students on important issues. HELP members hold a "shower" for Children's Hospital and adopt a family during the holidays. The year is always highlighted by the annual "Homeless Sleep Out" which raises

awareness of the homeless while giving the students a night to remember.

### **JAZZ ENSEMBLE**

*Mrs. Barbara Czosnyka, Director (HS Room 170)*

This is a select group of musicians who prepare music in all jazz styles. The group is featured in several concerts and events each year. Auditions are in September.

### **IMPACT TEAM**

*Mrs. Erica Gregoire, Co-Advisor (HS Counseling Center)*

*Mrs. Kim McEwen, Co-Advisor (HS Counseling Center)*

The Leo Club is focused on volunteerism through community events and actions with the end goal of making our world a better place. Major events include: collecting and distributing holiday gifts for community members in need, collecting and donating food to local food pantries, and sponsoring an annual "Father-Daughter Dance" for Cayuga Heights and Middle School students. Opportunities are also available for students to explore their own civic interests.

### **MARCHING BAND**

*Mrs. Barbara Czosnyka, Director (HS Room 170)*

*Ms. Grace Doeblner, Assistant Director (CHE)*

Marching Band is open to all DHS students. Performance opportunities include band, color guard and rifle line. The performance schedule includes Fall Pep Band for home Varsity football games, Spring parades and the annual Memorial Day weekend trip. Sign-up is during the first week of school.

### **MASTERMINDS**

*Mr. Paul Endres, Advisor (HS Room 234)*

*Mrs. Maria Hoch, Co-Advisor (Room 149)*

Masterminds is a club that allows Depew students to compete (with ring-in buzzers) against students from other area high schools in contests of general and academic knowledge. It fosters teamwork and camaraderie, and provides students with a fun way to use the knowledge they've acquired in the classroom.

### **MOCK TRIAL**

*Mr. Paul Endres, Co-Advisor (Room 234)*

*Mrs. Maria Hoch, Co-Advisor (Room 149)*

The Mock Trial team is an educationally-oriented activity with emphasis on developing critical thinking, public speaking, teamwork, and positive self-expression. Students are engaged in preparation and portrayal of an actual trial in competition against other schools. Students choose a role of either attorney or witness, and then prepare direct examination and cross examination questions, as well as opening and closing statements. Learning courtroom procedure, etiquette, and professionalism makes this a tremendous starting point for those

who may be considering law or criminal justice as a career.

### **MUSICAL (INCLUDING ORCHESTRA & DRAMA CLUB)**

*Mrs. Heather Lovelace, Production Director* (HS Room 179)

*Mrs. Barbara Czosnyka, Assistant Production Director/Orchestra* (HS Room 170)

*Mr. Kevin Grzybek, Co-Drama Advisor/Drama Club/Production* (HS Room 115)

*TBA, Co-Drama Advisor/Drama Club* (HS Room 170)

*Mr. Steven Kolbert, Financial Coordinator* (HS Room 114)

Dream of life on Broadway? Then the DHS musical can be your start! Each year a new musical goes into production in December and opens in March. Even if the spotlight doesn't call your name ~ there are still places behind the curtain for stage crew, sound, and lighting support.

### **NATIONAL HONOR SOCIETY**

*Mrs. Jennifer Blaszk, Co-Advisor* (HS Room 254)

*Mrs. Gina Zawistowski, Co-Advisor* (HS Room 250)

The Elizabeth Earl Chapter of the National Honor Society represents the best of the best in DHS students. Not only do these students possess excellent academic records, they also possess the personal traits that make them leaders. Students must be active in extracurricular activities, demonstrate leadership and service to both the school and community. Acceptance into NHS requires a continued commitment to excellence both in the school and throughout the community. Members are required to complete a minimum of 20 hours of service per year.

The Elizabeth Earl Chapter of the National Honor Society is a society founded upon four ideals: **Leadership, Service, Character, and Scholarship**. These are the ideals that every eligible candidate must specifically demonstrate (on paper) to a selection committee for membership and uphold once a member. Selection is not an election, nor is membership automatically conveyed simply because a student has achieved a specific level in just one or two of these areas. Excellence must be demonstrated in *all four* categories.

Academically eligible candidates are invited to provide the necessary information for selection during the first semester of their Junior year. The following information summarizes the organization:

- ✓ Students do not apply for membership in the National Honor Society; instead, they provide information to be used by the selection committee to support their candidacy for membership. There is little the committee can do if a student fails to complete any of the information requested.
- ✓ Selection into the National Honor Society is a *privilege*, not a right. No court has ruled that selection for an honor is a right; therefore, failure to be accorded an honor cannot be a deprivation of a right; thus, due process is not applicable. It is a courtesy of the local principal, faculty Adviser, and/or selection committee to share information with the candidate (or his/her parents/guardians) regarding their non-selection.

## **GUIDELINES FOR MEMBERSHIP**

**Leadership** – The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions.
- Demonstrates leadership in promoting school activities.
- Exercises influence on peers in upholding school ideals.
- Contributes ideas that improve civic life of the school.
- Exemplifies positive attitude and inspires positive behavior in others.
- Demonstrates academic initiative.
- Successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and is reliable and dependable.
- Demonstrates leadership in the classroom, at work, and in school activities.
- Is thoroughly dependable in any responsibility accepted.

**Service** – The student who serves;

- Is willing to uphold scholarship and maintain a loyal school attitude.
- Participates in some outside activity: Girl Scouts, Boy Scouts, church groups, volunteer services for the aged, poor, disadvantaged, or sick.
- Is dependable, well-organized, gladly available and willing to sacrifice to offer assistance.
- Works well with others and is willing to take on difficult or inconspicuous responsibilities.
- Cheerfully and enthusiastically renders any request of services to the school.
- Is willing to represent the class or school in inter-class and inter-scholastic competition.
- Does the committee and staff work uncomplainingly?
- Shows courtesy by assisting visitors, teachers, and students.

**Character** – The student of character:

- Takes criticism willingly and accepts recommendations graciously.
- Constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, and stability.)
- Upholds principles of morality and ethics.
- Cooperates by complying with school regulations concerning properties, programs, office, halls, lunch room, etc.
- Demonstrates the highest standards of honesty and reliability.
- Shows courtesy, concern, and respect for others.
- Observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom.
- Has power of concentration and sustained attention as shown by perseverance and application to studies.
- Manifests truthfulness in acknowledging obedience to rules, avoidance of cheating in written work, and showing an unwillingness to profit by the mistakes of others.
- Actively helps to rid the school of bad influences or environment.

**Scholarship** – To demonstrate scholarship a student must:

- Maintain at least a 90% cumulative weighted average.
- Maintain a challenging curriculum.

### **NEWSPAPER CAT CHRONICLE**

*Mrs. Amy Buttino (HS Room 245)*

Depew's own publication, the *Cat Chronicle*, is student run and edited. Student members are able to publish their own articles, reviews, and poems. The *Cat Chronicle* is distributed quarterly to all students and teachers. Students and staff receive an electronic copy in their google inbox upon publication, and paper copies are available in the library, ELA classes, and the cafeteria. The *Cat Chronicle* always welcomes new members and writers. Students can come share their ideas with us anytime!

### **PHOTOGRAPHY CLUB**

*Mrs. Khrista Tabak, Advisor (HS Room 130)*

Learn to take pictures using professional camera equipment. You will also learn to use Photoshop to make your pictures look just the way you want. The Photography Club is a great group to get involved with if you love to take pictures, or simply want to get involved in all of the different events that take place at DHS. Members of the Photography Club make sure that all of the special moments at the school are captured on film for all to see. This club assists the yearbook as well by taking most of the pictures published in the Sentinel. This club is fun and puts you behind the camera.

### **SADD**

*Mr. Leo Cintron, Advisor (HS Counseling Center)*

The members of Students Against Destructive Decisions make it their mission to ensure that all students understand the risks involved in alcohol and drugs in your life. Events such as Red Ribbon Week and the national promise are just some of the means by which this group educates.

### **SCIENCE CLUB**

*Mr. Steven Kolbert, Advisor (HS Room 114)*

The Science Club is for students who have an interest in Science. If you are planning on going into Physics or a career in medicine, then the Science Club would give you an opportunity to learn more about Biology, Physics and Chemistry through fun projects and activities.

### **SHOW CHOIR**

*Mrs. Heather Lovelace, Director (HS Room 179)*

The Show Choir is a select song and dance group made up of men and women who prepare two to three shows per year. The group performs for the Depew community in annual

concerts and events. The highlight of the year is the annual Memorial Day weekend trip. Auditions for the Show Choir are conducted in September.

### **SPANISH CLUB**

*Mrs. Shelly Seymour, Advisor (HS Room 201)*

Some of the activities that the members participate in include: a Buffalo Sabres hockey game; a Día de los Reyes Magos cake party; creating cultural crafts; celebrating Día de los Muertos; a board game tournament; and a year-end LOTE Club party. We also celebrate National LOTE Week by sponsoring an ice cream social. ¡Qué divertido!

### **STAGE CREW**

*Mr. Kevin Grzybek, Advisor (HS Room 115)*

Members of Stage Crew run all the events in the auditorium from the sound, lighting, spotlights, audio-visual equipment and projectors. Students are trained on how to use all of this equipment. Getting involved in Stage Crew will teach you new skills!

### **STUDENT SENATE**

*Ms. Kelly Jeffords, Advisor (HS Room 120)*

The Student Senate, consisting of homeroom representatives, class officers and club representatives, is the glue that holds the school's activities together. Members work tirelessly to make all events such as Homecoming, Spirit Week, Follies Week, dances, food drives, assemblies and fundraisers come off without a hitch. Working along with the *Leadership in Action* class, Student Senate always has something going on.

During Spirit Week, students can help decorate the class wall. Powder Puff Football is a way for the girls to show their strength, pride, and earn bragging rights for the year and for the guys to show off their gymnastic skills and coordination as cheerleaders. Follies Week takes place in the spring and includes class competitions during lunches and an assembly. Students can get involved and plan the Prom or design their senior clothing.

Representatives have monthly meetings with the principal; partake in the Sunshine and Cafeteria Committees; and serve on the Parent Teacher Student Organization (PTSO) Executive Board. Students can also be Homeroom Representatives or At-Large members. Additionally, members serve as guides for community events and peer mentors through Link Crew. Members also have the opportunity to build leadership skills through involvement in state and national conferences.

### **TALENT SHOW**

*Mr. Kevin Grzybek, Director (HS Room 115)*

*Mrs. Amy Proctor, Assistant Director (HS Room 223)*

The High School talent show features the many talents of our students in an annual fall performance. In the past we have featured singers, dancers, comedy acts, poetry readings, ensembles and bands. Auditions, rehearsals, and the performance occur from September

through November. All the proceeds from the Talent Show is donated to Character Education.

### **WILDCAT TV**

*Mr. Raymond Cooper, Advisor (HS Room 118)*

One of the most important jobs at DHS is keeping the students aware of the events that are happening at our school. The Radio Club takes on that responsibility and does it with style. Whether it is sports news, club reminders, or simply just words of inspiration, the members of this club fill the morning classrooms with a lively, and often entertaining, set of announcements.

### **YEARBOOK (SENTINEL)**

*Mrs. Khrista Tabak, Advisor (HS Room 130)*

One of the most memorable events of the year is receiving the yearbook at the end of each school year. Students are needed to be part of this very important team that creates the DHS *Sentinel*. Students can design the cover and page layouts and select the very best pictures to be displayed. Students that are hard-working, responsible and dedicated are needed.

<b>WEBSITE</b>
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Our website [www.depewschools.org](http://www.depewschools.org) contains important information both for the district and each school. To access the high school information, click on *Schools* on the top, right hand side of the home page. Then you can select the High School. You will find a wealth of information on the high school portion of the website. You can find everything from the school calendar, menus, sports and music events, summer reading lists, and freshman academy information. The High School Guidance pages have information related to college and career planning, including scholarships. There's even information about our DHS PTSO. Please take some time to familiarize yourself with our website.



## ***Depew High School Alma Mater***

How gladly we hold all our banners on high,  
Cheerfully raising our voices to the sky.

So proudly we cherish our trophies galore, while  
standing and roaring as those Wildcats raise the score.

In sports and in studies our colors will fly,  
We never give up, we'll never say die.

There's truth and there's valor in our blue and white.  
We'll seek to preserve them with all our might.

In years that have passed and in years that we'll see,  
Our Alma Mater will forever it will be.

A school that will guide us in all that we do,  
We'll always remember all our days at dear Depew.

