Quick Reference Contacts
Main Number (201) 569-9500
Direct-in-Dial (DID) numbers noted with an asterisk*
To use DID dial 201.227.xxxx (xxxx = four digit extension)

Middle School Principal
Jonathan Davis..................................................*3231..............................davisj@d-e.org

Middle School Office
Diane Cebulski..................................................*3230.............................cebuld@d-e.org

Middle School Deans
Tasha Urbanowski (Grade 6) .................................................................*3237........urbant@d-e.org
Elizabeth Traub (Grade 7).................................................................*3236................traube@d-e.org
James Aitken (Grade 8)...............................................................*3235.............aitkej@d-e.org

Middle School Nurse
Allison Herriott.................................................................*3163.....................herria@d-e.org

Middle School Attendance Line
Leslie Jones .................................................................*3301........msattendance@d-e.org

Middle School Psychologist
Talya Kagedan.................................................................*3159..................kagedt@d-e.org

Middle School Learning Specialist
Julie Luchs .................................................................*3157..........................luchsj@d-e.org

Academic Technology: Trevor Shaw.................................*3178....................shawt@d-e.org
Arts-Music: John Littlefield ..................................................*3255............littlj@d-e.org
Arts-Visual: Marisol Diaz ..................................................*3250................diazm@d-e.org
Athletic Director: C.Christian Schmid .........................*3151........................schmic@d-e.org
Assoc Athletic Director: Grebin Agramonte..............*3152..........................agramg@d-e.org
Computer Services Help Line ..............................................*3177............help@d-e.org
D-E 360°: Sherronda Brown ..............................................*3215..................browns@d-e.org
English: Frederick Daly ......................................................*3260....................dalyf@d-e.org
Ethics: Joseph Murphy ......................................................*3265...................murphj@d-e.org
Health and Wellness: Michelle Carstens ...............*3154...............................carm@d-e.org
History: Arika Easley-Houser ........................................*3270..................housea@d-e.org
Language: Diana Stone ......................................................*3285................stonem@d-e.org
Library: Steve Petkus .........................................................*3186..................petkus@d-e.org
Mathematics: John King ....................................................*3280...................kingj@d-e.org
Science: Jessica Leiken .....................................................*3275.....................leikej@d-e.org
# TABLE OF CONTENTS

A MESSAGE FROM THE MIDDLE SCHOOL PRINCIPAL .............................................................. 4
DWIGHT-ENGLEWOOD MISSION STATEMENT ................................................................. 5
PROFILE OF A GRADUATE ............................................................................................... 5
PROFILE OF A TEACHER ................................................................................................. 5
DIVERSITY VALUES ......................................................................................................... 5
CORE VALUES .................................................................................................................. 5
A BRIEF HISTORY OF DWIGHT-ENGLEWOOD ......................................................... 6
ADMINISTRATION .......................................................................................................... 7
SCHOOL DAY ................................................................................................................... 7
REPORTS ON ACADEMIC ACHIEVEMENT ............................................................... 9
ACADEMIC ADVANCEMENT AND PROBATION ...................................................... 10
ACADEMIC POLICIES AND GUIDELINES ................................................................. 11
SUMMER SCHOOL CREDITS ......................................................................................... 13
COUNSELING ................................................................................................................. 14
ATTENDANCE RULES AND REGULATIONS ............................................................. 14
TRANSPORTATION AND PARKING ........................................................................... 19
HEALTH AND MEDICAL INFORMATION ..................................................................... 20
BEHAVIORAL EXPECTATIONS AND DISCIPLINARY GUIDELINES ....................... 23
INFRACTIONS: “MOST SERIOUS” AND “SERIOUS” .................................................. 24
GUIDELINES FOR BEHAVIOR ..................................................................................... 30
DWIGHT-ENGLEWOOD SUBSTANCE ABUSE POLICY ............................................... 33
PHYSICAL EDUCATION PROCEDURES ....................................................................... 37
ADDITIONAL SCHOOL FACILITIES ............................................................................. 38
COMPUTER FACILITIES ............................................................................................... 40
SAFETY AND SECURITY ............................................................................................... 41
CO-CURRICULAR PROGRAMS ....................................................................................... 42
OTHER IMPORTANT INFORMATION ............................................................................ 43
A MESSAGE FROM THE MIDDLE SCHOOL PRINCIPAL

Welcome to the 2019-2020 school year. This Middle School handbook contains a myriad of rules, policies, and guidelines. But underneath it all are the two main rules of the Middle School: be nice & do the right thing. As we all strive to reach those two rules, the handbook will give us suggestions along the way.

Dwight-Englewood School seeks to provide students with an experience that fosters their development into mature, knowledgeable, and energetic citizens of the 21st century. We want them to be aware of the issues that our society faces, and interested in engaging them. We want them to have confidence, based on their extensive academic, intellectual, physical, and socio-emotional growth, to go into the world ready to live healthy lives and become leaders in their fields.

As a community, we strive to create the most favorable environment for the growth of all our members. The D-E Mission Statement directs our path and serves as the guide for all decision-making. The mission statement is supported by the profile of a graduate, the profile of a teacher, our diversity statement, and our core values. The profiles define those qualities we feel are most important in our students when they move on from Dwight-Englewood, and those qualities that we find imperative for teachers to possess. They describe our hopes and goals in vivid prose that we hope resonates with your own wishes for your children. The documents taken together represent the fundamental philosophical foundation of our School, and thus we present them at the beginning of the handbook.

The student handbook should also define our culture. It outlines the parameters under which we function as an institution and establishes the rules and regulations of our community. It should, then, reflect the mission in both its philosophy and the way that the philosophy is translated into the practical operation of the school.

In this 2019-2020 edition, we continue our work. You will notice some changes in content. Should we make changes over the course of the school year, we will notify you and request that students comply with those revisions. We look forward to this ongoing work.

Please read through this book and be aware of the information it contains. You will find our rules and policies. You will also find directions about how to handle situations that may arise during the year. We will be discussing aspects of the book with students over the course of the year as well.

I wish you all a wonderful and exciting school year.

Sincerely,

Jonathan Davis, Middle School Principal
DWIGHT-ENGLEWOOD MISSION STATEMENT

As a community of learners, Dwight-Englewood School strives to foster in each student a passion for lifelong learning. We seek excellence, honor integrity, and embrace diversity in order to develop the skills, values, and courage to meet the challenges of a changing world and make it better.

PROFILE OF A GRADUATE

These four criteria describe those qualities, skills, and habits of mind & body that we strive to instill in our students. The faculty believes strongly that they emanate directly from the mission statement and represent worthy behaviors towards which all members of our community can and should aspire.

+ Inspired by a rich and challenging program, our graduates will explore ideas critically, communicate effectively, and lead active intellectual lives.
+ With the confidence fostered by their experiences here, our graduates will continue to cultivate their talents and pursue their passions.
+ Through understanding born of a diverse and caring community, our graduates will engage creatively and compassionately in the world.
+ Guided by the values nurtured in their years at Dwight-Englewood School, our graduates will think clearly, decide wisely, and live honestly.

We engage in the full life of our school, educating, supporting, and knowing our students beyond their academic experience.

We continue to grow as professionals, deepening our knowledge and improving our practice at a pace consistent with our changing world.

DIVERSITY VALUES

The worth and dignity of every person at all levels of work, study, and play are paramount at Dwight-Englewood across any artificial lines of exclusion. We aspire to be people who make the following statements:

+ We are a people of eclectic, ethnic, national, and religious backgrounds.
+ We are a people of varied family and economic structures.
+ We are a people of diverse sexual orientations and gender identities.
+ We have different abilities, learning styles and types of intelligence.
+ We are committed to embracing all of our diversity even as it evolves.

Our commitment to the diversity of our student body requires a mirror image of that diversity in the composition of faculty, staff, administration, and trustees, and will likewise be reflected in our curriculum.

CORE VALUES

The School believes that there are certain fundamental values that should guide the behavior of all students and adults on our campus. While not necessarily all-inclusive, these values, as described below, form the basis for the rules and regulations of our community. It is important to take notice of them and be aware of their place in the functioning of the School.

Respect. Respect takes many forms: respect for others, respect for the environment, and respect for self. We show our respect for others by being...
considerate and attentive to their needs and wishes. In a diverse community such as ours, it is especially important to respect our differences and celebrate our diversity. We show respect for the environment by taking good care of the world around us. We act to preserve the beauty and resources of our campus, our community, and our planet. Finally, we show respect for ourselves by appreciating our strengths, taking care of our bodies and minds, and doing what we know to be right.

**Honesty.** Honesty is the bedrock of knowledge, trust, and, self-respect. Any community depends on honesty so that its members can trust one another. In an academic community, the role of honesty is especially critical. Without honesty, science becomes speculation; history becomes fiction. Without honesty, it is impossible to see the world clearly. Whether on the playing field or in the classroom, one can feel accomplished only when an achievement is truly one’s own, an honest effort. Honesty is a responsibility to one’s self and the world.

**Judgment.** Judgment means making good decisions on important questions. It is called upon in a wide range of situations, from choosing friends to writing an essay, from selecting a college to voting. Judgment often involves questions of right and wrong. We form judgments about our individual actions, as well as the actions of others. Good judgment depends upon an objective, careful consideration of the facts, the ability to weigh conflicting views, and a clear sense of the standards and values that underlie our decisions.

**Commitment.** Commitment means setting goals and striving diligently to achieve them: it also means accepting responsibility for our own progress. We show our commitment in all areas of our lives at the school: academic, athletic, and creative. Whether in a lead or a supporting role, as a star athlete or a substitute, on minor as well as major assignments, we always aim toward excellence and take pride in our achievement. Whatever our level of talent or accomplishment, we are committed to doing the best we can.

**Courage.** Courage is needed to bridge the gap between knowing the right thing to do and actually doing it. In most ethical dilemmas the difficult problem is not knowing what we should do, but rather having the strength of character to follow through on our convictions. It takes courage to refrain from a wrongful action. It takes even greater courage to admit when we have done something wrong and make amends. It takes exceptional courage to stand against the harmful actions of others.

**Community.** Community means not only taking responsibility for ourselves, but also caring for those around us. We build community when we show kindness and consideration for one another. We strengthen our community as we work together toward a common goal, whether in the classroom or in extracurricular activities. Finally, service to others, both on campus and off, expresses our dedication to community. Though we all have our own individual needs and wishes, we do not try to satisfy them at the expense of others. Indeed, we realize our personal dreams more fully when we all give one another strength and support.

---

**A BRIEF HISTORY OF DWIGHT-ENGLEWOOD**

Dwight-Englewood School is a coeducational, college preparatory school for students in preschool through the twelfth grade. It is accredited by the Middle States Association of Colleges and Secondary Schools and The New Jersey Association of Independent Schools. The school combines the strengths of three former schools, Dwight School, the Englewood School for Boys, and the Bede School, each with a history and tradition extending many years into the past.

In 1889, Dwight School was founded as an independent school for girls. One of its most influential headmistresses was Miss Frances Leggett, who served from 1928-1948. The main classroom building for grades nine through twelve bears her name. The Englewood School for Boys was founded in 1928. The main classroom building for grades six through eight is named in honor of Marshall L. Umpleby, who, as Headmaster from 1934-1965, led the school during its major period of growth.
Located on neighboring properties, the two schools in 1962 cooperated in the construction of two buildings for joint use, the Generoso Pope Science Building and the building housing the Lillian Pitkin Schenck Auditorium. Classes and activities were increasingly shared by the two schools, culminating in a merger in 1973. The Modell’s Sports Complex was opened in 1978, the John C. Swartley Arts Center in 1982, the Arthur E. Imperatore Library in 1988, and the Klein Campus Center in 2006, and the Hajjar STEM Center in 2015.

In 1993, Dwight-Englewood added a preschool through sixth grade program as a result of a merger with the Bede School. The Bede School was incorporated in the State of New Jersey in 1963 as a school in which the Montessori method of education was used. In 1970, Bede began an expansion program, which eventually provided classes for children through the sixth grade. The school was named after an English Benedictine monk, the Venerable Bede, who was an ecclesiastical historian. He lived from 673 to 735 A.D. Today, the Lower School houses Dwight-Englewood’s preschool through fifth-grade program in Drapkin Hall.

SCHOOL DAY

DAILY HOURS
We encourage Middle School students to arrive at school by 8:00 am to allow time to organize and prepare for the school day. The official school day begins at 8:10 a.m. and ends at 3:25 p.m. The dining hall is open at 7:30 a.m. for students who arrive early.

LUNCH
Dwight-Englewood provides a lunch program for all Middle School students. Students are welcome to bring their own lunch but please note that there will be no reduction in tuition charges. Attendance at lunch is mandatory for students in grades 6, 7, and 8. In addition to the school lunch provided, a snack bar menu is offered daily on a cash basis to students in the “Coop.” Middle School students may visit the Coop before or after school.

BEFORE AND AFTER HOURS SUPERVISION
The school does not assume responsibility for the supervision of students before or after the end of the school day except in the case of students attending scheduled, school-sponsored activities. Other than such scheduled activities, students are supervised only if they are in the library after school and only during its hours of operation. Parents are expected to see that students do not remain on campus after the closing of the library or at the end of the scheduled activity.

Although the school does not provide close supervision for Middle School students after the last class, there are guidelines which all Dwight-Englewood Middle School students are expected to follow:

+ Middle School students who remain on campus after 3:30 p.m. without participating in an after-school activity are to report to the library until their parents pick them up. Parents are asked to pick these students up only in front of Umpleby Hall and not from other areas of the campus. Middle School students should not be unsupervised in other parts of the school campus after 3:30.
+ Middle School students who participate in supervised activities which last after 3:30 p.m.
(sports practices, rehearsals, etc.) are also asked to report to the library if there is an interval between the end of the activity and the time that they will be picked up.

Middle School students who arrive at school prior to 7:40 a.m. are asked to report to the Dining Hall, which opens at 7:30 a.m.

SCHOOL CLOSING OR DELAYED OPENINGS DUE TO INCLEMENT WEATHER

Should bad weather warrant closing, or delaying the opening of school, the School will use the Emergency Notification System to send a recorded message to each home.

The opening of school may be delayed by one or two hours. If there is a one-hour delay buses will pick up exactly one hour later than on a normal day, and classes will begin at 9:10 a.m. If there is a two-hour delay, buses will pick up exactly two hours later than on a normal day, and classes will begin at 10:10 a.m. School would end at it's regular time.

It is possible that the decision to use a delayed opening, which is made by 5:30 a.m., could change to a closing if weather conditions warrant the change. This decision would be made before 7:30 a.m. and communicated by a second emergency notification message. You can also check the website or call the main school switchboard for a message about school closings and any cancelled or postponed events.

Parents are requested not to drop off students earlier than 10:00 a.m. on a day with a two-hour delayed opening or 9:00 am on a day with a one-hour delay. Students who do arrive early should go to the dining hall.

Dwight-Englewood will make every effort to ensure that our other transportation providers comply with our delayed openings.

CANCELLATION OF EVENTS

In cases of inclement weather or other emergencies which may require the cancellation of activities or other school events, parents should check the school’s website. For information on the scheduling status of athletic games or practices, parents should visit www.d-e.org. The School will also try to notify parents of changes in athletic games.

ACCESS TO BUILDINGS

ON DAYS WHEN SCHOOL IS IN SESSION

Middle School students may not be in any buildings except the dining hall before 7:40 a.m., unless supervised by a teacher, coach, or activity sponsor. The dining hall opens at 7:30 a.m.

Students may not be in Umpleby Hall after their last class or in any other school building – except the gym or library – after 3:45 p.m. unless supervised by a teacher, coach, or activity sponsor. Umpleby is locked at 4:00 p.m.

Middle School students being tutored must work with their tutors after 3:45 p.m. on school days. There is no tutoring on campus on weekends.

After 7:00 p.m., students may not be in the gym or library unless supervised by a teacher, coach, or activity sponsor.

BUILDING HOURS ARE AS FOLLOWS:

Umpleby Hall.......................... 7:30 am - 4:00 pm
Leggett Hall.......................... 7:30 am - 5:30 pm
Klein Campus Center (including the Coop) ............ 7:30 am - 6:30 pm
Imperatore Library ...................... 7:30 am - 7:00 pm
Hajjar STEM Center .................. 7:30 am - 5:30 pm
Swartley Arts Center ............... 7:30 am - 4:00 pm

ON DAYS WHEN SCHOOL IS NOT IN SESSION

Students may not be in any school building unless supervised by a teacher, coach, or activity sponsor.

ACCESS TO LOCKERS

Immediately after their last class, and before going home or attending any after-school activities, students are expected to remove possessions which they will be needing for that evening from their lockers. Students will not be allowed access to their lockers once the buildings have been locked at the end of the day unless accompanied by an employee of the school.

GRADING

Learning is a complex and diverse human activity, and our assessment of learning must be best
aligned with our foundation documents. The faculty acknowledges that three (3) components comprise each grade: product, process, and progress. Teachers also understand and expect that students will exhibit varying levels of achievement for each of these three components and hence there are several ways to achieve the same final grade.

STUDENT AS LEARNER (SaL) TRAITS:
Our School has identified eight (8) traits that we deem important to the long-term success of each student, whether it is in the classroom, in business, or in life. The use of the SaL traits is designed to describe and assess our students’ progress in terms of their skills and habits. The SaL traits are as follows:

+ Organization
+ Engagement
+ Critical Thinking
+ Collaboration
+ Daily Preparation
+ Creative Thinking
+ Perseverance
+ Risk-Taking

There are seven (7) formal Middle School communiques to parents/guardians, designed to provide information about the child as a learner and as a student:

+ Fall Interim Comments are the first formal opportunity for the Middle School teachers to share their observations;
+ Fall Interim Grades for Grades 7 and 8;
+ December Parent-Teacher Conference to share observations, data, strengths, and strategies;
+ First semester grade reports in January for students in Grades 7 and 8. Grade 6 students receive checklists;
+ Spring Comments;
+ Spring Interim grades for students in Grades 7 and 8; and
+ Second semester grade reports in June for students in Grades 7 and 8. Grade 6 students receive checklists.

GRADE-POINT AVERAGE AND HONOR ROLL, GRADE 8
Grade-point average is calculated using the following numerical values. These averages are used to determine honor roll status (3.4 and above, with no grade from any graded class less than B-). Advanced courses in grade 8 are not considered honors.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>REGULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>

WITHDRAWALS AND LATE ENTRIES
If a student withdraws from Dwight-Englewood at any time after the third week of the semester and before an exam, he or she will receive a W (withdrawn) for the semester grade in all of his or her classes. If a student drops a course after the exam, he or she will receive a semester grade for that course.

If a student enters Dwight-Englewood at any time after the third week of the semester, he or she will be expected to take the exams, at least the sequential courses of language and math for diagnostic reasons. He or she may be assigned either a P (pass) or F (fail) in his or her classes unless the teacher feels that sufficient work has been completed to assign a grade. Grades will be awarded in all courses at the end of a student’s first full semester of work.

PERFORMING ARTS GRADING POLICY AND CREDITS
Students in courses with required performances (chorus, orchestra, stage band, African drumming, and Show Choir) are also required to attend all planned rehearsals prior to performances unless excused by the grade Dean. The performance stands in lieu of the final exam for courses carrying credit and is calculated into the student’s semester grade. Performance dates are available the first week of school in September.
REPORTS ON ACADEMIC ACHIEVEMENT

GRADE/PROGRESS REPORTS
Progress reports on student achievement are sent several times a year: at the midpoint and at the end of each of the two semesters.

Grade 6: Progress reports at the midpoint of each semester consist of narrative comments. At the end of each semester, parents receive checklists which convey specific information about their child’s level of skills in the areas emphasized in this grade level. The information which students have received about their performance on projects, writing assignments, quizzes, and tests is not averaged into a letter grade.

Grades 7 and 8: Progress reports at the midpoint of each semester consist of narrative comments, followed by interim grades. These “progress” grades are not recorded in the permanent record. At the end of each semester, parents receive final semester grades. The grades which students receive at the end of each semester become part of the transcript.

Teachers may correspond with families at any time when there is an issue that would benefit from parental involvement. Families will be notified of students who are in danger of failing a course.

INCOMPLETES
A teacher may give a student an “Incomplete” if the student is unable to complete the course requirements due to extended illness or other circumstances. Missing work should be completed as quickly as possible; deadlines will be established with the teacher and grade Dean. Failure to meet this deadline will result in an F for the work assigned in Grades 7 and 8.

COMMUNICATION WITH PARENTS
We believe that appropriate communication between home and school is vital to the successful experience of every student. While we want our students to become increasingly independent of their parents and to learn to handle matters on their own, we also want the adults in their lives to assist them as necessary in achieving self-advocacy. The point at which this occurs is different for each child, and families should always feel welcome to contact the school at any time. You might contact the teacher directly, the advisor, or the class Dean, depending on the situation, using either voice mail or email.

Formal conferences between parents and teachers are held in early December.

ACADEMIC ADVANCEMENT AND PROBATION

SUMMER REMEDIAL WORK, GRADES 6-8
Grade 6: Since students do not receive averaged grades, any recommendations for summer work are made by the grade-level Dean, after consultation with the teachers of English, social studies, math, and science. Such recommendations are based on overall academic achievement and are made only in cases of major academic gaps.

Grades 7 & 8: Students earning a grade of D or F in the second semester of their math course, no matter what their grade for first semester, are required to do make-up work over the summer, either in a summer school course or in a tutorial. The required hours for the tutorial are set by the grade-level Dean in conjunction with the math teacher, under the general guidelines of the Middle School. Students choosing the tutoring option must also take and pass a departmental exam administered at the end of the summer.

Students earning a grade of D or F in the second semester of a language course, no matter what their grade for first semester, are required to do make-up work over the summer before continuing on to the sequential course the following year. Students have the option of taking a summer school course or studying with a private tutor. The required hours for the tutorial are set by the grade-level Dean, in conjunction with the language teacher, under the general guidelines of the Middle School. Students must take and pass a departmental exam at the end of the tutorial. Since there are several levels of modern languages in the Middle School, in some cases students may simply take a lower level of the language...
the following year. In this case, they are not required to do summer work.

Students earning a grade of F in English are required to take a summer school course before advancing to the next grade.

ACADEMIC PLACEMENTS
Placements into advanced or honors courses are made by each academic department after consultation with teachers. For students entering grades 6-8, placements into advanced and regular sections are not made until the end of the year in June. Placements are revised by the school on a regular basis to ensure accurate and appropriate decisions.

ACADEMIC POLICIES AND GUIDELINES

MAJOR ASSIGNMENTS
Departments define certain assignments as major. In such cases, students must complete the specified work in order to receive a grade for the course. Procedures for handing in major assignments after the due date are handled by the teacher and the Dean. All incomplete work should normally be finished within three weeks of the end of the semester.

HOMEWORK
For most students in Grades 6, 7, and 8, homework should take an average of one to two hours each evening. The time, however, will vary with an individual’s proficiency in study skills. Preparation for major tests, papers, or projects may, understandably, require more time on some evenings.

We consider homework an important part of the school experience. At the same time, we believe that it is essential for children to have relaxed, unscheduled time outside of school, preferably away from TV and video and computer games.

If your child completes his or her homework quickly, we suggest that he or she use the remaining time to read, write in a journal, or play an interesting game.

LIMIT ON THE NUMBER OF TESTS AND MAJOR PAPERS
The school requires that students not have more than two major assignments (i.e., a test or paper) due on a single day. A major assignment is defined as one that requires more than one night’s homework. When a teacher announces a test or paper, it is the responsibility of the student to inform the teacher immediately if his or her test or paper is the third for that day. The teacher will reschedule the test or paper if it is the third for a large portion of the class. If the situation affects only a few students, the teacher may choose to make separate arrangements for that group. Students should not have two major assignments (i.e., a test or paper) in the same course in the same week. Each grade level group maintains a calendar that lists test and major assignments.

EXTRA HELP
Students experiencing difficulties are strongly encouraged to seek extra help from their teachers when possible during the school day or at its close. Times are set during the week for students to find teachers for help, but students should request assistance whenever they feel the need.

Students needing additional instruction in the Middle School receive extra help in the targeted academic growth time (TAG) and study halls which are regularly scheduled as part of their school day. In addition, students are encouraged to seek out teachers when they are free during activities period in the afternoon or before classes begin in the morning.

TUTORING
In certain situations, families may decide that they need some outside tutoring in a specific subject. That decision should be made in consultation with the teacher of the course and the Dean of the class. In addition, tutoring may be recommended in cases of prolonged absence or in situations where previous educational background has not developed adequate skills. When a parent discusses the selection of a learning specialist or subject-matter tutor, he or she may request from the learning specialist or grade Dean the names of several available tutors. The school keeps a roster of available tutors.

The names may be offered by the school from one or more of the following groups of people.

- Learning specialists and tutors not employed by the school who have requested that their names
Dwight-Englewood faculty: Students may work with a Dwight-Englewood teacher on a fee basis only when the teacher is not the student's teacher in any subject matter and only during after-school hours. Department chairs and grade Deans may tutor D-E students for remuneration only with the written permission of the Principal when the tutoring would not present a potential conflict of interest for the chair or Dean.

On-campus learning specialist tutor: In a small number of cases where students receive evaluations of learning problems by an independent evaluator with whom the school concurs, Dwight-Englewood attempts to facilitate on-campus support by a learning specialist tutor during the school day as a convenience to parents. The school allows a limited number of adjunct specialists who are not employees of the school to work on campus during school hours. The scheduling is provided simply as a convenience to parents, and the fact that they are allowed to tutor during school hours does not constitute a recommendation. Dwight-Englewood is not responsible for the outcome of tutoring provided by a specialist working on campus, nor of the conduct of that tutor. Scheduling of on-campus tutoring can be done only to the extent that a student's free time and appropriate space for tutoring allow. Information about on-campus tutoring is available from the Middle School Deans.

LOCATIONS OF TUTORING:
+ On-campus learning specialists may tutor on campus during school hours as discussed in number three above.
+ Current and retired Dwight-Englewood employees may tutor Dwight-Englewood students on campus. Tutoring may take place only on days when classes are in session. During the regular school year, it must take place after 3:45 p.m. Hours during the summer when tutoring in the library may take place are determined each year by the summer school and are available from that office.
+ When tutoring takes place in a private home, parents are asked to make sure that the student's parent or a responsible adult chosen by the student's parent is present throughout the tutoring. D-E employees are unable to tutor at private homes if there is no other adult present.

STATEMENT ON DISABILITIES AND LEARNING STYLES
Within the context of our academic program, daily schedule, and educational philosophy, we are committed to making reasonable accommodations to assist students with documented disabilities and different learning styles.

Accommodations are given in order to bypass a weakness so students can participate more fully and effectively in ongoing school activities and keep better pace with overall academic expectations. Accommodations do not fundamentally alter or lower the standards or expectations of the course or assessments, but are designed to “level the playing field” and make learning accessible for students with disabilities.

All requests for special accommodations must be based upon an educational and psychological evaluation completed within the past three years or a medical evaluation for a physical disability completed within the past year.

Bergen County Special Services evaluates students at no cost. Contact either the Director of Student Support Services or the school psychologist to initiate this process.

TO RECEIVE ACCOMMODATION, YOU SHOULD:
+ Share the evaluation with the Middle School Psychologist or Learning Specialist.
+ Schedule a meeting with the Learning Specialist or school psychologist to review your child’s evaluation and performance in school. At that meeting a plan will be created to support your child, including appropriate accommodations.
+ Review the plan periodically to determine if the student continues to benefit from these accommodations.
+ Complete a reevaluation every three years in order to reassess the appropriateness of accommodations and better meet the students’ needs.
Evaluations are confidential and kept in a file separate from the student’s academic file. During the meeting to create a plan, we will discuss how the information is shared with faculty so that they can best support the individual needs of a student. College Guidance Counselors may also encourage students to communicate with colleges about documented disabilities if students would like to continue to receive accommodations.

The criteria that Dwight-Englewood uses to determine a student’s need for accommodations may differ from the criteria established by College Board (SAT, PSAT, SAT II, or AP) or ACT. An application needs to be submitted in order to receive these accommodations. Speak to the Learning Specialist if your child would like to apply for these accommodations. The information needs to be submitted at least 8 weeks prior to the test date. For additional information regarding this process visit the Dwight-Englewood Student Support Services website page.

STANDARDIZED TESTING
Standardized testing is administered to students in Grades 1 through 8 to determine the efficacy of the school’s curriculum and to identify areas that are strengths and weaknesses for our students as a group and as individuals. Score reports are mailed to parents when they become available. In Grades 6 through 8, the child’s Dean is available to meet with parents wishing additional information about the scores of their own child. The purpose of the meeting is to help parents understand their child’s academic strengths and challenges. In Grade 7, the standardized test currently used is the Educational Records Bureau Comprehensive Testing Program 4th edition (ERB CTP IV). Extended time is offered if the recommendation has been made in an approved psycho-educational evaluation. All three grades are administered the Mission Skills Assessment. Grades 6 and 8 use the ERB Writing Assessment Program (WrAP).
SUMMER SCHOOL CREDITS

GRADATES AND CREDITS FOR SUMMER WORK
Remedial courses (60 hours) taken at Dwight-Englewood or elsewhere:

+ Credit is given upon successful completion if the course was not previously passed.
+ Prior approval of the grade Dean and the department chair is required for all summer courses. Dwight-Englewood reserves the right to require that the student take an examination on one of the school’s two testing dates at the end of the summer.
+ Both the original grade and the Summer School grade will appear on the student’s transcript.
+ If circumstances are such that a tutorial is arranged (usually in math, science, technology, and language), a departmental exam must be taken at the end of Summer School or the summer. Generally the student must be tutored for a minimum of 20 hours prior to that examination, and the school must receive a statement in writing from the tutor. Whenever possible, parents are encouraged to use a tutor from the Dwight-Englewood school year or Summer School faculty. When this is not possible, the parent must contact the Summer School Office for a syllabus and texts of the work to be covered. Such contact must be made prior to the opening of Summer School. Two testing dates are set for the examination: the first at the end of Summer School and the second shortly before the opening of school. A fee is charged for the administration of that examination. Credit is not given and the grade is not used for purposes of calculating the grade-point average. Both the original and tutorial grades appear on the school transcript.
+ Summer work cannot take the place of a major course without written permission from the department chair, and a Principal or grade Dean.

Advancement courses (120 hours) that are in the Dwight-Englewood curriculum taken at Dwight-Englewood or elsewhere:

+ Credit is not given and the grade is not used for purposes of calculating the grade-point average.
+ To receive credit or placement, prior approval of the grade Dean and the department chair is required for students entering grades 9 through 12. If the course is taken elsewhere, a course description and/or syllabus is required in advance, and a placement exam may be required. Courses which receive such approval will appear on the school transcript, unless the parent requests otherwise in writing.
+ From time to time, for purposes of placement, tutorials may be arranged in math and language with prior approval of the grade Dean and department chair. In such instances:
  + credit is not given and the grade is not used for purposes of calculating the grade-point average;
  + an exam must be given at the end of Summer School or the summer; a fee will be charged.

Students in Grade 6: While the school may recommend repetition of the grade or summer work to strengthen overall academic skills, it does not require students to do specific makeup work during the summer in a single subject.

Advancement or enrichment courses not in the Dwight-Englewood curriculum taken at Dwight-Englewood or elsewhere:

+ Credit is not given and the grade is not used for purposes of calculating the grade-point average for honor roll. The grade is recorded on the school transcript, unless the parent requests otherwise in writing.
+ Prior approval is not required.
+ This same policy applies to advancement and enrichment courses taken during the school year outside Dwight-Englewood School.

COUNSELING

MIDDLE SCHOOL HOME BASE ADVISORY
All students are assigned a personal advisor. That advisor will serve as the designated advocate for each of his or her advisees. The personal Home Base advisor is someone to whom a student can go in confidence to discuss matters of a personal,
social, or academic nature; a student may call upon his or her advisor whenever necessary. The advisory meets at least three times per week as a group; advisors will meet with individual students as necessary throughout the year, including to review grades and comments; and to plan schedules for the following year.

It is often useful to speak with the teacher directly if there is a problem in a course; the advisor can help his or her advisee determine the best way to approach the situation.

COUNSELING
School psychologists are employed by the school to assist all administrators, advisors, and faculty members in their guidance of students. The school psychologists provide informal evaluations of those students about whom Principals and/or advisors have serious concerns. The school does not provide extended therapy. Students or parents may make appointments with a psychologist to discuss problems and the appropriate resources available to Dwight-Englewood families, both within and outside the school. Students do not need the permission of their parents to see one of the school psychologists, and the school is under no obligation to inform parents if a student does see a school psychologist. It is always most preferable, though, for parents to be aware of such visits and that will always be suggested.

GRADE 7
SAGE is a program for 7th graders which provides a framework for small group discussion. Seventh-grade groups meet on a weekly basis with two appropriately trained Upper School student advisors.

STUDENT SUPPORT SERVICES DEPARTMENT
The Student Support Services Department was created to address the many issues and challenges in learning faced by the students in our school. This department encompasses those faculty members – including school psychologists, learning specialists, nurses, etc. – who provide support services to students.

ATTENDANCE RULES AND REGULATIONS
Middle School Attendance Line:
(201) 227-3301

Regular attendance is crucially important to education. The most successful academic performance arises from consistent engagement in classroom dialogue, and active participation in school activities. We therefore expect students to be in school as much as possible, as we urge parents to cooperate fully with the school in assuring that their son’s or daughter’s education is uninterrupted by excessive tardiness or absence from classes and other school functions. Being on time for all school events is also important.

Absences will be characterized as either excused or unexcused, depending on the situation. The grade Dean will make the final determination when necessary.

Parents must call the dedicated Middle School Attendance line at (201) 227-3301 before 9:15 a.m. on the day of an absence and each day of absence thereafter.

When you are going to be out of town, it is important to know the arrangements that have been made for the supervision of your children. Please be sure to notify the appropriate grade Dean of the name and phone number of the temporary guardian of the student.

For students in grades 6-8, attendance information can be viewed on his/her profile page.

ILLNESSES AND EMERGENCIES
+ For any illness longer than three school days, or in all cases of a contagious disease, the school nurse may require that a student bring a note from the doctor upon returning to school.
+ If, during the school day, a student becomes seriously ill and is unable to attend class, he/she must report immediately to the nurse’s office. The nurse will determine whether or not the student should be sent home. If the student is to be sent home, a parent or designated person will be notified and asked to pick up the student.
Students who need to leave campus because of an emergency other than personal illness must have permission from the Principal or the grade Dean. Students must sign out in the attendance office and must sign in upon return.

**Appointments During School Hours**

All medical and dental appointments and all music and religion classes should be made outside of school hours. In the event of an emergency appointment, please notify the Middle School Attendance Office by 9:15 a.m. Students must sign out and back in if they leave campus during the day. If a student arrives late or leaves early for a doctor’s appointment, he/she must sign out at the Middle School Attendance Office as well. The student must also bring a note from the physician treating him or her within 48 hours of the doctor’s visit. Failure to notify the attendance officer or Home Base Advisor, and to bring a note from the attending physician, could result in an unexcused absence.

**PLANNED ABSENCES**

Parents of students who are considering missing classes or days for any reason should contact the grade Dean a week in advance of the absence to discuss the feasibility of having their child miss school and to discuss logistical arrangements. As a rule, we discourage such absences and ask that parents use the school calendar when planning trips, etc. However, we understand that sometimes absences are necessary, and our objective in collecting planned-absence information is first to ensure the safety of all children by having accurate records of who is on campus in the unlikely event of an emergency. Also, we want to help reduce, as much as possible, the burden that logistical arrangements and catch-up place on both students and teachers and the impact that missed class time has on the students’ mastery of skills and material.

Your advance notice to Deans also enables the school to work together with you to make the absence planning process itself a useful learning opportunity for the student: we will provide an assignment-planning form and coaching from the student’s Advisor on the school’s expectations, on how and when to seek extra help, and other considerations that make catching up less stressful for the student. It is, ultimately, the student’s responsibility to make up work and ensure his or her own understanding of missed class work, as well as to figure out how to plan well for any future unavoidable absence throughout his or her academic career. We like to help students learn how to do this, and a week’s advance notice and cooperative planning with your child’s class Dean makes it more possible for Deans and Advisors to support the student’s efforts to manage an absence effectively.

The student’s class Dean will determine if a planned absence is “excused,” “excused without extension,” or “unexcused.” These designations help students and teachers understand how to manage catch up work. Absences that extend a long weekend or vacation will be “excused without extension” except under extraordinary circumstances. This is because the days before and after natural breaks in our schedule are often especially full of key experiences (such as the kick off for a new unit) and major deadlines (such as a final project presentation or exam.) It is better for students to be present, or to complete this sort of work before leaving, than it is for them to have extensions. Also, the school insists that teachers continue the flow of the curriculum for the students who are present, and it is not possible to do this well and also adjust culminating event deadlines or unit kick-off activities for absent students. We ask parents to understand that some missed experiences cannot be recreated, lessons cannot be re-taught and deadlines will not be extended in the case of planned absences around holidays. This makes it even more important for parents to call and arrange such absences with the class Dean so that students and teachers can manage well.

**EXCUSED ABSENCES**

Excused absences fall into two categories.

**UNPLANNED**

Unplanned excused absences include circumstances
such as illness, emergency medical, or dental appointments, and other unexpected emergencies. Please notify the school of unplanned absences by 9:15 a.m. by calling the dedicated Middle School Attendance line at (201) 227-3301.

**PLANNED**

Planned excused absences include those for which the class Dean is given at least a week’s advance notice and for which the parents and student work in cooperation with the school to manage.

Students with planned excused absences are expected to meet with all of their teachers prior to the absence and discuss plans for completing work that will be missed. It is the responsibility of the student to make sure s/he meets with teachers and keeps a record of work due and extended deadlines agreed upon. If parents call the class Dean a week prior to the planned absence, the school is able to support students with this responsibility by providing coaching for the student through the advisor and by alerting teachers about a student’s need for extra help meetings and extensions on deadlines.

Students have the length of the excused absence (whether planned or unplanned) to complete make-up work and teachers are expected to provide extra help to the student. In the case of homework or papers, students will be expected to submit work on the first day after this period. A student who has been absent for two days, for example, has a two day make-up period and must submit papers and homework on the third day after s/he has one day after returning to school to study, and then may be asked to make up the test on the second day after returning to school.

Students who are absent for periods in excess of three days may miss so much work that they cannot finish it all by the first day after the make-up period. In these cases, the student will work out a schedule for making up the work with his or her teachers and Dean. (This policy does not cover papers and projects assigned more than one week before the absence.) In the case of extended absences, teachers may also elect, in consultation with the Dean, to have students skip certain assignments and/or miss certain experiences altogether in the interests of the student moving on to current material.

In the case of an excused absence, there is no grade-related penalty for missing PE.

**“EXCUSED WITHOUT EXTENSION” ABSENCES**

These absences include an absence adjoining a school holiday and planned absences for which the Dean was not given a week’s notice.

Students are permitted (and expected) to make up work missed during a “excused without extension” absence and to turn it all in the first day back to school. The student should also be prepared to make up any and all missed tests on the first day back, though teachers may set a different date at their own convenience. Long term projects are due on their regular due dates and may be penalized if they were due on the day of the absence or otherwise late. Teachers are permitted, but not expected, to give extra help to help student review missed concepts. Missed experiences and lessons cannot be re-created for such an absence, and teachers cannot put together packets to try to deliver class material missed. It is the student’s responsibility to come to extra help with specific questions and to gather class notes and other materials missed.

In the case of an “excused without extension” absence, there is no grade related penalty for missing PE.

**UNEXCUSED ABSENCES**

These absences include class cuts and any other absences either unapproved by the student’s parents or for which no notification was given to the school.

Students are not permitted to make up work for unexcused absences in Middle School. Any missed work or tests, etc. due during the absence or missed as a result of the absence will receive a failing grade. Teachers are not permitted to re-teach missed lessons or give extra help to accommodate an unexcused absence, and disciplinary consequences may also result.

PE classes missed as a result of an unexcused absence count as “0” towards a student’s PE class grade.
MISSING PART OF THE SCHOOL DAY

Any student arriving after 8:10 a.m. must sign in at the Middle School Attendance Office in order to be officially at school. Any student who does not have a first-period class is required to sign in upon arrival at school. Failure to sign in may result in an unexcused absence.

LATENESS IN THE MORNING (8:11 A.M.- 8:30 A.M., TARDY)

While attendance in class is extremely important, the school recognizes that in rare cases transportation problems and other crises may result in late arrival in the morning. Therefore, each semester the first three occurrences of lateness for any reason to the first-period class will automatically be recorded as excused. Lateness to class due to inclement weather or school bus delays will be excused. In the case of a medical or family emergency, the nurse or grade Dean may designate such a lateness as excused after discussion with parents. Students who are tardy must first sign in at the Middle School Attendance Office before going to class.

Students arriving at school for first period between 8:11 and 8:30 a.m. will be considered tardy. Signing in after 8:30 a.m. constitutes an absence for that class. The absence will be excused or unexcused depending on the reason and whether proper procedure has been followed. If there is no phone
call from home or note explaining the absence, it may be considered an unexcused absence.

After a student has been late (excused and/or unexcused) five times in a semester, the appropriate grade Dean will notify the parents of this situation.

**Lateness to Class**

Students are expected to arrive to class on time. Any lateness will be reported to the grade Dean. If a persistent pattern of lateness develops, parents will be notified and further disciplinary action may be taken.

**Cuts**

If a student is at school, failure to attend any assigned school responsibility (e.g., class, assembly, advisory, school meeting, or study hall) will be considered a cut. All cuts are unexcused absences. In addition, the student will meet with the grade Dean and, in the Upper School, receive an automatic detention. Further cuts may result in more severe disciplinary action.

**Early Departure from School**

In order to make the absence excused, students leaving school early (or for part of the day) must present a written note to the Middle School Attendance Office or the parent must call the dedicated line, (201) 227-3301, send an email to msattendance@d-e.org, or sign out your child.

**Attendance and Extracurricular Events**

Students are allowed to participate in extracurricular events (e.g., games, performances, etc.) only if they arrive in school by 9:05 a.m. on the day of the event. Exceptions may be made only with the permission of the Principal.

**Excessive Absence**

In all grades, students who are absent for more than the equivalent of 20 days (or more than 10 days for a semester course) in a single school year may not receive credit for the year or for individual courses. In such cases, the school reserves the right to revoke the student’s contract for the following year. In cases such as extended serious illness the school may waive this policy after consultation with the student’s doctor and satisfactory completion of a home tutoring program. In cases of excessive absences, students are required to have a tutor, and arrangements need to be made with the Principal and appropriate grade Dean.

**Extended Absences**

In case of any circumstance that requires students to be absent for an extended period of time, collaboration with the Nurse and/or class Dean is encouraged in order to create a plan that will best support the child’s health and considers the necessary accommodations. Although the School discourages frequent absences, rest as part of proper treatment can sometimes be the best way to hasten recovery. By returning to school too soon, recuperation may be delayed and will impact the child’s ability to complete academic tasks to his/her fullest ability. Issues that may require extended absences vary but can include illness (such as pneumonia or mononucleosis), injury (such as a concussion), and surgery.

---

**Transportation and Parking**

**Transportation**

Dwight-Englewood offers transportation for its Middle School students. There will be a separate fee billed to parents for this service. Students may sign up for transportation only for the full academic year and on a two-way basis. Buses pick up students for arrival at school between 7:45 and 8:00 a.m., and they depart from school promptly at 3:40 p.m. each day. Reservations for this service must be made by June 15 each year. Capacity is limited, and seats are reserved on a first-come, first-served basis.

Students must behave in a responsible manner on all school vehicles. Those who do not will be required to arrange for their own transportation, and no refund will be made for the balance of the year.

Certain school districts provide transportation or provide a cash grant in lieu of service to students who live in that district but attend another school. Information about the availability of such transportation may be obtained through the school district in which the student resides.
Parents are requested to direct all questions to the transportation officer of their local school board.

For Dwight-Englewood School employees to be able to respond appropriately in an emergency, it is important that parents provide accurate information to the school on their son’s or daughter’s travel plans to and from school on the form required for registration in September.

Upon sufficient demand, a late bus is provided for students, separate and distinct from the school’s regular transportation. The bus leaves Dwight-Englewood daily no later than 6:30 p.m. and drops students off at a centralized location. The bus stops at CVS in Fort Lee, Riverside Square Mall in Hackensack, Kohl’s, Rte. 4 in Paramus, The Fashion Center, Rt. 17 in Paramus, and Kohl’s, Rte. 17 in Ramsey. Parents must provide transportation from these locations to their homes. There is also a late bus to Manhattan.

**VEHICLES**

**MOTOR VEHICLES**

Mopeds and other licensed motor vehicles may not be used on school grounds except as a means of transportation to and from school. Mopeds must be registered with the school and parked in the upper library parking lot (at the northern end and not in a parking space). Students who intend to ride a moped to school must have parental permission on file with the school.

**OTHER VEHICLES**

Bicycles may not be used on school grounds except as a means of transportation to and from school. To ensure adequate security, all bicycles should be stored in the available bike racks and should be securely locked. The school assumes no responsibility for the safekeeping of these vehicles. Skateboards, roller blades, roller skates, and the like are not permitted on campus at any time.

**VISITOR PARKING**

During the school day, visitors may park only in those spaces designated “Visitor” in the parking lots around campus. Because of the limited parking that we have available, all other slots are assigned to school employees.

**RIDE-SHARING**

The School does not endorse the use of any ride-share company (such as taxis, Uber or Lyft) for pickup and does not screen drivers or their vehicles. That said, the reality is that families will use these services to transport students.

+ It is the parent’s responsibility to research ride-share companies and their practices and procedures in order to decide what is best for their family.
+ If a family decides to use a ride-share company (such as taxis, Uber or Lyft) for pickup at the School, that vehicle can only pick up students at the 81 Lincoln Street entrance to the School. Such vehicles are not allowed to drive on campus.
+ Only with advance permission of the Athletic Director can students be picked up from an athletic practice or contest by a ride-share company vehicle. Parents must request this permission and notify the D-E Athletic Office of the intent to use taxis/Uber or Lyft/ride-sharing services; students are not allowed to make this request. Permission must be obtained by 10:00 a.m. on the morning of any competition. For additional information please consult the Athletics Handbook for Students/Parents & Guardians and/or email athletic_office@d-e.org.
+ The School has no liability for any risks or consequences of these decisions.

**HEALTH AND MEDICAL INFORMATION**

**SCHOOL NURSE**

There are two nurses on campus. The Lower School nurse is on campus between 8:00 a.m. and 3:30 p.m. and is located downstairs near the preschool classrooms. The Middle-Upper School nurse is here daily between 8:00 a.m. and 4:00 p.m. The nurse’s office is adjacent to the Wharton Lessin Dining Hall. The nurses work closely together and therefore either nurse may tend to your child’s health issues.

The school nurses work proactively and collaboratively with faculty, staff and families to
support the whole child. We believe that the health and wellness of students is important in order for them to learn successfully and participate in sports and activities. In addition to caring for sick and injured students, the school nurse conducts hearing and vision screenings according to New Jersey State recommendations. Parents will be contacted if the screenings reveal anything unusual.

ANNUAL PHYSICAL EXAMINATION REPORT FORM
All students MUST have submitted the following forms: State of NJ Pre-participation Physical Examination Evaluation Form and/or Health History Update Questionnaire Form. This Form must be completed by your physician’s office and returned to the School by August 2019. No student will be allowed to attend classes, participate in athletics, or attend field trips without a current form on file. There are to be no exceptions. Additional medical-related forms (e.g. Administering Emergency Medication (Epi Pen) Info & Forms; Administering Medication at School Form; Administering Medication Off-Campus Form; Asthma Action Plan Letter) are available on our website at both www.d-e.org/athletics and www.d-e.org/nursescorner. Questions can be emailed Allison Herriott, MS/US Nurse at: herria@d-e.org or call (201) 227-3163.

Emergency Contact Information is also needed for all students in order to participate in athletics or attend class trips. This information should be updated on the Family Information Database. An additional permission slip will be sent home prior to all overnight trips.

PROCEDURES FOR THE CARE OF SICK OR INJURED STUDENTS DURING THE SCHOOL DAY
In cases of a minor injury that does not require the services of a physician, the nurse will administer first aid and send the student back to class. In cases of serious injury, the nurse will give emergency first aid, and efforts will be made to notify parents immediately. If a parent cannot be located using the emergency numbers on file, the nurse will call 911 and the student will be taken to the emergency room of Englewood Hospital.

MEDICATION
The nurse should be given all prescription drugs that the student needs to take during the day. For the
school nurse to administer any medication safely, a
"Request for Medication" form should be completed
by the doctor and co-signed by the student’s guardian.
All prescription medication needs to be sent in its
original pharmacy container and labeled with the
student’s name, the name of the medicine, the dose,
route, and time of administration. A doctor’s order
must accompany all prescription medications.

Over the counter drugs should be administered by
the nurse if parents fill out the medication permission
sheet and have it signed by a doctor. Over the counter
medications need to be in their original container.
The nurse will not dispense medication, including
Tylenol and Motrin, without written permission.

FOOD ALLERGIES
We ask that all families review this section even if
your child does not have food allergies.

Since it is difficult to be assured of the ingredients in
the food prepared on campus, we ask that students
and their families be proactive in the management
of their allergies, including not eating anything with
unknown ingredients. All students who have severe
food allergies are strongly encouraged to bring all of
their food from home.

DWIGHT-ENGLEWOOD IS NUT-AWARE.

Please do NOT bring nuts or nut products onto the
campus or to any school events.

CONTAGIOUS DISEASES,
SERIOUS ILLNESS OR INJURY
An absence of any length due to a communicable
disease must be followed by a note from the doctor
and given to the nurse upon return to school.
Contagious diseases and conditions requiring such
a note include, among others, rubella (German
measles), chicken pox, hepatitis (A, B, non-A, non-B),
mononucleosis, mumps, smallpox, measles, impetigo,
sadies, tuberculosis, ringworm and pinworm, scarlet
fever, rheumatic fever, whooping cough, conjunctivitis,
strept throat, or pneumonia.

In case of absences due to non-contagious illness or
serious injury lasting three days or more, the parents
must supply a doctor’s notes upon the students’
return to school.

PEDICULOSIS (HEAD LICE)
The American Academy of Pediatrics does not
recommend exclusion from school or mass
screening of students due to head lice. If a case of
lice is reported, those students with whom the
student has had close contact with will be checked.
Once checked, parents will be informed. If a child
has been found to be clear at that time, parents will
be advised to continue checking over the next two
weeks. If a student is found to be positive, parents
will be advised to contact their child’s pediatrician
for treatment options and additional information. If
a student is found to be positive for head lice while
at home, parents have the responsibility to contact
the school nurse.

CONDITIONS FOR WHICH A CHILD
SHOULD REMAIN AT HOME
The amount of time that a child should remain
at home from school varies from child to child.
However please note the following guidelines:

+ If your child has an infection and is put on an
antibiotic, he or she should not come back
to school for 24 hours after the first dose of
the antibiotic.

+ Any child with a fever (i.e. a temperature
greater than 100 degrees Fahrenheit)
should not attend school. He/She is to
remain home until fever free for 24 hours,
without the use of fever reducing medication
(Acetaminophen, Ibuprofen).

+ If your child vomits at night or in the morning
before school, he or she should not attend
school that day.

+ A child who wakes up with an itchy, crusty, red
eye should not come back to school without
first seeing a doctor to rule out “pink eye.” If
“pink eye” (conjunctivitis) is diagnosed, please
keep your child home for 24 hours after the
first dose of antibiotic is taken.

+ If your child has “chickenpox” (varicella), he or
she should remain home until the last crop of
pox has scabbed over, generally five to six days.
The period of highest contagion is the two days
Dwight-Englewood School
prior to eruption of the first pox.

+ If your child has a runny nose, please do not send him or her to school if the mucous is not clear. Yellowish or green mucus is an indication that there is an infection and that the child is contagious.

**ACCIDENT INSURANCE**

Academic year accident insurance is mandatory for all students and is included in the school’s tuition billing. This insurance is in excess of the family’s primary insurance. Students are covered for any injury while on the school premises during the hours and days when classes are in session and while participating in or attending any school activity, including athletics and afterschool programs. Students are also covered while away from the school premises if participating in a school-sponsored activity including athletics and field trips. Students are also covered when commuting to and from school or to and from any school-sponsored activity in a school vehicle. Information regarding claims should be directed to the school nurse.

**NOTIFICATIONS**

The school is in compliance with Title 40 CFR part 73 Subpart E (AHERA), concerning asbestos, whereby a copy of the school’s AHERA plan is available for inspection in the maintenance office. This management plan contains information regarding inspections, response actions, and post-response action activities, including periodic reinspections and surveillance activities that are planned or in progress. Should you wish to review the AHERA management plan, please contact the Director of Facilities at 201-227-3135.

Dwight-Englewood School has adopted an Integrated Pest Management (IPM) policy in compliance with the Environmental Protection Agency (EPA) and the Department of Environmental Protection (DEP) for the State of NJ. The school’s IPM program uses low impact pesticides, which do not pose any unreasonable risk to human health or our environment. Information on the IPM program and Material Safety Data Sheets (MSDS) for any IPM products used on our campus is available in our facility office. For more information please contact George Van Haasteran, IPM Coordinator, at 201-227-3138.

**BEHAVIORAL EXPECTATIONS AND DISCIPLINARY GUIDELINES**

At Dwight-Englewood, an important part of the education provided by the school is to set behavioral expectations clearly and to help students learn to follow these expectations. Disciplinary actions are seen as educational rather than simply punitive.

**PHILOSOPHY OF DISCIPLINE**

The Dwight-Englewood community recognizes a set of natural rights that each of the members of the community has as an individual human being: each person ought to be secure in person, property, and in basic liberties. As a community, we try to respect and promote the rights of each individual and to protect and nurture the welfare of the community.

We recognize that individual rights exist in relation to the rights of others in the community. There are certain basic purposes for which we have come together: personal growth, intellectual growth, and the building of a community. We have established a code of behavior which ensures learning and respects the rights of each individual and of the community as a whole. Furthermore, it is the responsibility of each individual in the community to behave in such a way as to respect the rights of all members of the community.

There are certain desired values which are intangible and cannot be regulated or legislated: courtesy, respect, cooperation, integrity, honesty, fullness of participation, and open-mindedness. Our goal is to create an environment which encourages each of these values and enhances a sense of community.

We cannot cover every detail of every situation that could conceivably arise. We use our philosophy of discipline and our code of behavior, along with our professional experience, to guide us.

**BASIC RIGHTS**

The rights of the members of the Dwight-Englewood community include:

† the right to be treated with courtesy and respect at all times;
the right to a campus and a classroom which make it possible for one to pursue one’s education without disruption or interference;  
the right to physical safety and freedom from attack;  
the right to one’s personal property;  
the right to one’s good name.

CODE OF BEHAVIOR
Every community has its code of behavior to ensure that each individual can thrive securely and safely. Part of the growing process is the recognition of such rules and learning to live by them. Each student comes to Dwight-Englewood from a different family background with different ways of dealing with behavioral expectations. Our role in school is to set a fair code which is consistent and that all students and adults can observe.

Students are expected to:
+ be honest;  
+ be considerate;  
+ be courteous and use good manners;  
+ respect the work of others;  
+ respect and care for materials and property;  
+ follow safety rules;  
+ be responsible for their own actions;  
+ respect the rights of the members of the community as described in the “Basic Rights.”

Disruptive behavior, either verbal or physical, is unacceptable. If such incidents occur, students will be made aware of the consequences of such behavior and held accountable.

MIDDLE SCHOOL HONOR CODE
The Honor Code provides guidelines for our Middle School community while allowing individual freedom of choice. It represents the Middle School’s commitment to fostering integrity and to teaching and promoting honor and trust within our community. The Honor Code signing ceremony will be held every school year.

“I, a member of the Dwight-Englewood Middle School, choose to live by this code. I promise to act with honor and integrity to help build a stronger community. In doing so, I will not lie, cheat, or steal. I will respect the people and environment around me. I will respect myself, my community, and my integrity.”

DRESS CODE
Students are required to attend school in dress appropriate for the school atmosphere. Clothing should be neat, clean, and modest. Inappropriate attire would include – but is not limited to – the following: shorts or skirts that end above mid-thigh; clothing that exposes underwear; reveals the midriff or exposes too much bare skin, such as tube tops or muscle shirts; clothing that bears inappropriate or suggestive slogans or illustrations; clothing that is tattered. Hats are not to be worn indoors. In short, students should be dressed in clothes that can generally be described as “in good taste” and reflect the nature of the work done in and around the classrooms.

Moreover, clothing worn to physical education classes may not be worn to academic classes (see Dress under Physical Education Procedures.) The school reserves the right for administrators to require that students change clothing before attending any school event if in their judgment any of the above conditions have not been met.

Certain days and specific events, including Moving-Up day and the Awards Assembly, may be declared as formal dress days. On such occasions, appropriate dress will be long pants, button down Oxford-type shirt, and dress shoes or a dress, skirt and blouse, or dress pants, and dress shoes. Athletic shoes and athletic-type clothing are not appropriate on formal dress days.

BACKPACKS AND CELL PHONES
After many years of working to accommodate students carrying backpacks with them between classes, in a division-wide faculty meeting we determined that the time has come to change our rule:

Middle School Students may not carry backpacks during the school day.

Students must use their lockers to store their personal belongings, including backpacks, purses, and cell phones, between 8:10 a.m. to 3:25 p.m. every day.
There are several important reasons for this change, the foremost of which is safety – the piles of backpacks on classroom floors and in hallways, lobbies, and stairwells creates a tripping hazard that has already been the literal downfall of both students and teachers, and the potential for disaster in an actual emergency is intolerable. Heavy backpacks on smaller children is also an unhealthy strain on their backs, and "parked" backpacks outside the lunchroom and classrooms obstructs access and has unfortunately invited some incidents of theft. We have tried many systems – allowing only some grades to carry backpacks, limiting areas where they can be left, insisting those who carry backpacks wear them at all times …we have found these systems nearly impossible to maintain and largely unsuccessful in reducing the clutter. We hope you will join us in embracing a new era of organization and help to support your child in limiting his/her load.

CELL PHONE
Please remember your child is busy and engaged during the day. To prevent distractions, all Middle School students will now be required to leave phones in their lockers and avoid checking or using them during the day except with a teacher’s permission in certain special circumstances (such as a sudden, weather-related sports game cancellation that necessitates a change in pick-up plans).

Your child is always allowed to come to the MS Office to place a phone call to you.

Students can also check phones and e-mails immediately upon dismissal from school at 3:25 p.m. You may want to establish this as a routine to communicate any dismissal changes.

THE FOLLOWING OFFENSES WILL BE TREATED AS MOST SERIOUS:
CHEATING AND PLAGIARISM
Academic integrity is a fundamental value of the Dwight-Englewood community. Personal responsibility for one's work is essential to effective education. Because cheating and plagiarism are morally wrong, subvert the basic educational goals of the school, and are unfair to all parties involved, Dwight-Englewood considers both to be extremely serious offenses.

Cheating in any form is not tolerated. Any student who cheats or who knowingly facilitates cheating will be subject to disciplinary action. The punishment will depend on the severity of the offense and the circumstances surrounding the offense. At minimum, cheating on a test, quiz, or exam will result in an automatic lower grade on that test, quiz, or exam. Additional disciplinary action may range from automatic disciplinary probation to expulsion. Even a first offense may result in expulsion.

Plagiarism is a form of academic dishonesty in which a student represents the work of someone else as his or her own. Because plagiarism, unlike other forms of cheating, can be both intentional and unintentional, all students are expected to be familiar with the booklet “What Is Plagiarism?” and the book Writing a Research Paper, both of which are made available by the school. Students should refer to either or both of these sources for a description of plagiarism and guidance on how to avoid it.

All varieties of plagiarism will be treated as a form of cheating subject to appropriate disciplinary action. The punishment will be, at minimum, a failing grade for the paper.

Teachers must report all instances of cheating and plagiarism to the appropriate grade Dean for disciplinary action. Students are encouraged and expected to report any instance of cheating or plagiarism to the appropriate grade-level Dean or to a trusted faculty member; any such information will be kept strictly confidential.

ALCOHOL AND DRUGS
The possession and/or use of alcohol and/or unprescribed drugs, or presence under the influence...
of them on campus or at school-related activities, is not only dangerous to the health of the user, but also poses a potential danger to the other members of the community. The possession and/or use of alcohol and/or unprescribed drugs, or presence under the influence of them on campus or at school-related activities, is a most serious offense which may lead to expulsion from the school. (See page 40 for a more detailed description of the school's substance abuse policy.)

SMOKING

Dwight-Englewood School complies with the smokefree campus standards set for public schools by law in New Jersey. Therefore, smoking by students, parents, faculty, staff, and visitors is prohibited on the Dwight-Englewood campus and at school-sponsored events, including class trips and the prom. As smoking on campus is against New Jersey state law and school rules and is harmful to the health of the smoker and those exposed to smoke, it is a Most Serious Offense. Consequences for a student caught smoking could include a one-day suspension from school. The school may also require that a student caught smoking enroll in a smoking cessation program.

E-CIGARETTES/VAPEING

The use of any sort of electronic smoking device is prohibited, and will be treated as a Most-Serious Offence. Because it is difficult to know what substance any device contains, students may be considered to be under the influence of drugs while at school or at a school event. Mounting evidence points to the fact that the consumption of substances in these devices is harmful to adolescents and should be avoided.

WEAPONS POSSESSION OR USE

In order to maximize learning opportunities, Dwight-Englewood School recognizes the need to provide a safe and secure educational environment for its students and staff. The school further recognizes that the presence of weapons, dangerous instruments, and explosives poses a direct and immediate threat to maintaining a safe and secure setting.

Students are prohibited from using, threatening to use, possessing, or bringing weapons, dangerous instruments, or explosives to school. Students may not have weapons, dangerous instruments, or explosives on their person, in their lockers, in school buildings, on school grounds, in personal vehicles on school grounds, in school vehicles, or at any school-sponsored activity.

The definition of prohibited items shall include, but not be limited to:

- A **weapon** is anything that is commonly designed or used to cause injury or to put someone in fear. Examples include guns, knives, clubs, razors, metal knuckles, poisonous gases, and chemical irritants.

- A **dangerous instrument** is anything that, although not specifically designed to hurt someone, is used to cause injury or to put someone in fear. Examples include belts, pocket knives, combs, writing implements, and compasses. Such items will be considered dangerous instruments only when they are used to cause injury or to put someone in fear.

- An **explosive** is any substance or item that can potentially generate a release of mechanical or chemical energy. Examples include firecrackers, cherry bombs, gun shells, and bottle bombs.

- Any object that closely resembles a weapon or explosive and could put persons in fear for their safety shall be included in this category. Examples include starter pistols, pellet guns, toy guns, and smoke bombs.

If a student brings a dangerous weapon on to school property, in a school vehicle, or to any school activity, the Head of School or designee will expel this student from school for a period of not less than one calendar year. Any such expulsion will extend, as necessary, into the school year following the school year in which the incident occurred. The Head of School may reduce this requirement on a case-by-case basis in accordance with State law.

**PHYSICAL ENDANGERMENT/FIGHTING**

Physical endangerment involves placing the health or safety of any individual at risk, either intentionally or as a result of the reckless disregard of the consequences. A threat of harm may be considered physical endangerment under circumstances where the threatened person may reasonably believe that the threat will be carried out. Fighting and the use of
any potentially dangerous object that could do harm to others may be considered a Most Serious Offense.

**HARASSMENT AND BULLYING**

Dwight-Englewood is committed to providing an educational atmosphere that is free of any conduct that is harassing, bullying, or abusive. The school recognizes and will protect the rights of all members of the school community to be treated with respect, courtesy, and tact. Actions or comments by students or adults that result in unlawful harassment or bullying of any member of the school community will not be tolerated. Such actions or comments include deliberate, cruel, repeated, or unsolicited verbal comments, gestures, or physical actions.

In accordance with New Jersey State law (NJSA 18A:37-13 et seq), harassment, including sexual harassment, intimidation, bullying, cyberbullying, and relational aggression is defined as “any gesture or written, verbal, or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school sponsored function or on a school bus and that:

1. a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student’s property, or placing a student in reasonable fear of harm to his person or damage to his property; or
2. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.”

Complaints of any kind by a student regarding school policy on bullying or harassment should be brought to the attention of a grade-level advisor or Principal immediately. Reports may be made anonymously; disciplinary action will not be taken solely on the basis of an anonymous report. The school has a policy to investigate such concerns. Such conduct, when substantiated, may result in disciplinary action up to and including expulsion in the case of students, and discharge in the case of adults.

**BULLYING DEFINITION**

A definition of bullying is: “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.” D. Olweus, Bullying at School: What We Know and What We Can Do.

The definition includes 3 major components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior over time.
3. Bullying involves an imbalance of power or strength,

These incidents on this list are NOT considered bullying:

- **Not liking someone** - It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don’t like you” are not acts of bullying.

- **Being excluded** - Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game at the playground, they will include their friends and exclude others. It is very important to remind kids they do the same thing sometimes too and, although exclusion is unpleasant, it is not an act of bullying.

- **Accidentally bumping into someone** - When people bump into others, the reaction depends mostly on the bumped person’s mood. If they have had a bad day, they think it was an act of aggressive behavior, but if they are in a good mood, they smile back and attract an apology. This is also relevant for playing sports, like when kids play ball, it may hit someone on the head. It is very important not to create a big conflict, because it was NOT an act of bullying.

- **Making other kids play things a certain way** - Again, this is very natural behavior. Wanting things
to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it as an aggressive or “bossy” behavior, we need to teach them assertiveness. If your kids come home and complain that Jane is very bossy and she always wants things to be done her way, you can show them that they want it too and that Jane is miserable, because she is not flexible enough and she will suffer in life for insisting that things be done her way. Again, although it is not fun or pleasant, this is NOT bullying.

A single act of telling a joke about someone - Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is a very fine line. It is important to teach kids (and grown-ups) that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and done deliberately to hurt someone, telling jokes about people is NOT bullying.

Arguments - Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. Think about it, most of us have disagreements with ourselves, so it is very understandable to have disagreements with others. The argument itself is NOT a form of bullying, although some people turn argument into bullying, because they want to win the argument so much. They use every means to get what they want and find a weakness in the other person, abuse knowledge or trust they have gained and use it against the other person. It is very important to distinguish between natural disagreements and bullying during an argument.

Expression of unpleasant thoughts or feelings regarding others - Again, communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is NOT a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other’s attitude and behavior. If someone says to you, “I think this was not a nice gesture” or “You insulted me when you said this,” this is NOT bullying but an expression of thoughts and feelings.

Isolated acts of harassment, aggressive behavior, intimidation, or meanness - The definition of bullying states that there is repetition in the behavior. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is NOT an act of bullying. As a parent, it is important that you pay attention to what your kids are telling you and find out if things are happening more than once.

All the behaviors above are unpleasant and need to be addressed, but they are not to be treated as bullying. Many times, labeling a single act of aggression can turn it into bullying just by perceiving it that way. (Ronit Baras, www.familymatters.com)

CYBER BULLYING

In order for learning to take place, all students and faculty must feel safe both physically and emotionally. Dwight-Englewood works hard to establish an environment where all students and faculty feel safe and secure. The school will not tolerate activities which erode that sense of security through activities such as bullying, harassment, excessive teasing, and comments which demean another person based on their ethnicity, religion, or sexual orientation. Advances in telecommunications and computer technology have made it possible for our on campus community to be extended beyond the borders of our campus and beyond the hours of our school day. When conversations between students, between faculty, or between faculty and students continue beyond the school day in an electronic form, comments of a harassing or demeaning nature are no less harmful to our community. If an individual’s actions, comments, or publications in or out of school result in significant damage to a student’s or faculty member’s sense of emotional or physical security or to their reputation or the school’s reputation or if any conduct or behavior affects or disrupts the normal operation of the school, the school reserves the right to take disciplinary action against that individual up to and including expulsion. A determination as to what constitutes serious damage to the reputation of the school, hinders the ability of the school to attract students, affects the school, or any students or staff of the school will be left to the discretion of the administration.
SEXUAL HARASSMENT
Dwight-Englewood is committed to providing an educational atmosphere that is free of any conduct that is harassing, or abusive. The school recognizes and will protect the rights of all members of the school community to be treated with respect, courtesy, and tact. Actions or comments by students or adults that result in unlawful sexual harassment of any member of the school community will not be tolerated. Such actions or comments include deliberate, cruel, repeated, or unsolicited verbal comments, gestures, or physical actions of a sexual nature.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature made by any student and directed towards any other student, made by any student and directed toward an employee, and made by any employee and directed towards any student, when:

+ an individual's submission to such conduct is explicitly or implicitly a term or condition of the individual's education or employment;
+ an individual's submission to or rejection of such conduct is used as the basis for decisions affecting the individual's academic standing or employment; or
+ such conduct has the purpose or effect of unreasonably interfering with an individual's learning or work performance or of creating an intimidating, hostile, or offensive learning or working environment.

Complaints of any kind by a student regarding school policy on sexual harassment should be brought to the attention of a Home Base Advisor or Principal immediately. Reports may be made anonymously; disciplinary action will not be taken solely on the basis of an anonymous report. The school has a policy to investigate such concerns. Such conduct, when substantiated, may result in disciplinary action up to and including expulsion in the case of students, and discharge in the case of adults.

ILLEGAL BEHAVIOR
Conduct which violates any state or federal criminal statute or any disorderly persons statute or local ordinance, whether or not the protecting or governmental authorities actually pursue prosecution for the conduct, constitutes illegal behavior. School proceedings and application of discipline may proceed notwithstanding the status or disposition of any prosecution or governmental proceedings.

STEALING AND VANDALISM
Members of the school community have the right to a campus free of stealing and vandalism. Acts of stealing or vandalism against individuals or the community, including theft of software or other electronic data and vandalism to school computer systems, are considered Most Serious Offenses.

GAMBLING
Gambling in any form — including online — is illegal and against school rules. It may be considered a Most Serious Offense. The possession and/or use of any type of playing cards on campus is forbidden, except under the supervision of a teacher. Faculty members may confiscate from students any materials which could be used for gambling.

REPEATED OR MULTIPLE SERIOUS OFFENSES
Repeated or multiple Serious Offenses may be treated as Most Serious Offenses and could carry the same penalties.

THE FOLLOWING OFFENSES WILL USUALLY BE TREATED AS SERIOUS:

ABUSE OF ATTENDANCE RULES AND REGULATIONS
These include class cuts, excessive lateness, and absence from campus without permission.

VIOLATION OF RULES REGARDING SCHOOL FUNCTIONS
These include social events, evening events, school trips, and study hall procedures.

VIOLATION OF RULES REGARDING CAMPUS PRESERVATION AND MAINTENANCE
Violation of the Basic Rights of Others or the Code of Behavior.

IMPROPER CONDUCT
Students and teachers have a right to work in an atmosphere conducive to learning and marked by
mutual respect among all members of the school community. Behavior which leads to the physical endangerment of others and behavior which is illegal or unethical cannot be tolerated by the school community.

VERBAL ABUSE AND DISRUPTIVE BEHAVIOR
The use of profanity is prohibited by the school’s code of behavior. Sometimes students become involved in physical interactions – such as hitting, grabbing, holding, or wrestling – that they consider to be “just playing.” Since such behavior can accidentally hurt one of the students involved or a bystander, and since it can escalate into fighting if one of the students involved becomes angry, such activity is not allowed on campus. Fighting and the use of any potentially dangerous object that could do harm to others may be considered a Most Serious Offense.

BEHAVIOR OFF THE SCHOOL PREMISES
The rules regarding the Most Serious Offenses and Serious Offenses also apply to conduct off school premises. Any behavior or conduct whether or not specifically listed herein as a Most Serious Offense or Serious Offense that may result or does result in causing serious damage to the reputation of the school or hinder the ability of the school to attract students or affects the school or any student or staff of the school or any conduct or behavior that affects or disrupts the normal operations of the school may result in disciplinary action up to and including expulsion in the case of students, and discharge in the case of adults. A determination as to what constitutes serious damage to the reputation of the school, hinders the ability of the school to attract students, affects the school, or any students or staff of the school will be left to the discretion of the administration.

DISCIPLINARY ACTIONS
There are various types of disciplinary actions which may be imposed on a student for violation of school rules and regulations. These are in addition to sanctions for breach of academic rules and regulations which may result in a lower grade or loss of credit. In some cases, there are specific sanctions referenced in the description of the rule itself in the section of this publication describing the infraction.

EXPULSION, SUSPENSION, AND DISCIPLINARY PROBATION
Expulsion, suspension, and disciplinary probation are sanctions normally applied only to a Most Serious Offense. However, in the event that the applicable administrator believes that any particular offense or offenses is of such a severe nature that expulsion, suspension, or probation is appropriate, he or she may treat the matter as a Most Serious Offense for the purposes of classification by the school.

PROCEDURE
Any administrator, teacher, or staff member may notify a student’s grade Dean of facts which may be a violation of school rules or regulations. The Dean will ascertain if the conduct was committed by the student and make an initial determination of the classification of that conduct. The Dean will assess the fitting disciplinary action, which might include disciplinary probation, suspension, or recommendation of expulsion. In the case of a Most Serious Offense, the Dean will communicate his/her recommendation to the Principal, who will determine the justness of the recommendation. If the Principal finds that the student is responsible and determines the sanction to be expulsion or suspension of more than five days, the matter shall be referred to the Head of School. If the matter is not referred to the Head of School, the Principal shall be the administrator to determine the sanction, which will then be communicated to the student by the Dean. The Dean shall not communicate any final decision as to responsibility or discipline without first having notified the student and his/her parents/guardians of the charge, either orally or in writing, and having given the student the opportunity to respond.

STUDENT DISCIPLINE GUIDELINES
+ Matters referred to the Head of School shall be decided by the Head of School.
+ It is understood that the Dwight-Englewood School disciplinary system is not a governmental court and that the procedural rules that attach to public courts are not applicable to proceedings at Dwight-Englewood. Students are not entitled to representation by a lawyer except in a situation where the actions of the student are also the basis for criminal proceedings, in which case a lawyer may attend
or participate in School proceedings for the sole purpose of advising the student about the student's rights regarding self-incrimination in any governmental proceeding. Formal rules of evidence shall not apply.

In any situation where a student is charged with an offense that may lead to probation, suspension, or expulsion, that student shall be notified of the offense and shall be allowed to respond. The response may include presentation of an explanation or denial of the offense and may include evidence or information presented by the student. Disciplinary proceedings are not open to the public. Parents or guardians of the accused student may attend with the permission of the Head of School.

Only the Head of School may make a final decision on expulsion or suspension of more than five days. Before making such a decision, the Head of School shall consult with appropriate administration and faculty and such other students as the Head of School deems desirable to make a decision. In all such cases, the Head of School shall invite the parents (or guardians) of the student, and the student, to discuss the situation with the Head of School before the Head of School makes any decision to suspend or expel.

All students, faculty, and staff are expected to cooperate with the school disciplinary process.

**Searches**

To protect the health, safety, property rights, and standards of all members of the school community, the school reserves the right to call for a search of a student's locker, book bag, e-mail, computer files, automobile, or person, and, if necessary, to take the contents as evidence. Such searches will be with reasonable suspicion and with due regard for the dignity of the student. The school reserves the right to make random searches.

**Guidelines for Behavior**

**Class Cuts and Excessive Lateness**

Cutting class and continual lateness deprive one of a valuable education; these actions are also unfair to the other members of the class. A pattern of class cuts and excessive lateness to class is considered a serious offense. See the attendance policy in this handbook for specific details.

**Leaving Campus**

The nature of the Dwight-Englewood program requires that students take responsibility for abiding by the school rules concerning their presence on campus. Students in the Middle School are required to be on campus at all times unless they have been dismissed through the Attendance Office with parental permission.

**Littering**

In order to maintain a clean campus, any student who litters may be asked to clean up a particular area of campus, to be determined by a teacher or administrator.

**Communication Devices**

Beepers, cellular phones, earphones, and other electronic communication devices may not be visible or used on campus from 8:10 a.m. until after 3:25 p.m. unless given permission. Calls are to be made in the cell phone zone of the Middle School lobby. Such devices will be confiscated if used by a student during these hours. Please be reminded that telephones are always available in administrative offices for student use at any time. In addition, the personal use of other electronic devices – such as iPod — is not permitted between the hours of 8:10 a.m. and 3:25 p.m. These, too, will be confiscated if used outside the designated areas.

**Food on Campus**

The removal of food from the Coop or the dining hall is prohibited. In addition, students may not carry plates, cups, or silverware out of the dining hall.

Individual students may not order out for food to be delivered to the school. Only teachers or authorized student groups such as the Student Government may arrange for food deliveries.
LUNCH DUTY
Fulfilling assigned lunch duty is an obligation of all middle school students. Students may be assigned extra days of duty for any day missed. Failure to complete assigned makeup days may result in disciplinary action.

STUDENT DELIVERIES
Students may not request that deliveries be made to the school by area businesses. This includes, but is not limited to, flowers, balloons, or food of any kind unless part of a school-sponsored program.

REGULATIONS FOR SCHOOL SOCIAL FUNCTIONS
At school social and athletic functions, students are expected to be courteous and considerate of others. General school regulations, such as those concerning drugs, alcohol, profanity, and smoking, are in effect.

Students are expected to follow all rules regarding the number of guests they may bring to particular social functions. Guests are expected to abide by all school rules.

Students and guests on campus during evening events must remain inside or near the building where the event is taking place, or in a previously designated outdoor area. For reasons of safety, unsupervised areas are off limits to students. Students in Grades 6-8 may not leave the building for any reason until they are picked up for their ride home. Students in these grades may take a w home only if they bring a note from their parent or guardian.

The time at which most evening events end is announced in advance. Those students needing transportation should arrange beforehand to be picked up promptly so as not to unduly detain chaperones. See below for more information regarding evening events.

EVENING EVENTS
Evening events add dimension to the quality of school life. In addition to providing pleasure and relaxation, they also give students an opportunity to work together for a common purpose. But evening events are a privilege, not a right. The school will continue to support them only if students cooperate in adhering to the following rules:

- For reasons of safety, activities must be confined to certain areas of the campus. Students must remain within the assigned areas at school events.
- For all events ending before 7:00 p.m., parents should pick up their children at the library circle. Pickup points for events ending after 7:00 p.m. are as follows: at the library circle for those events held in the library, gymnasium, auditorium, or dining hall; and at the main entrance of the building for those events held in other school buildings.
- Students may return to their cars only when leaving campus. Lingering in the parking areas, either in or out of cars, is prohibited. Students may not wait for other students in their cars. Students who leave an evening activity are to leave campus directly and may not return to the activity.
- A student may bring only one guest to a dance and the Jazz Rock Concert, and he or she is responsible for registering the guest at the door. Different guest limits may be set for other school events.

If, in the judgment of at least two chaperones, a student appears to be behaving in an unusual or disruptive manner, the faculty member in charge will telephone the student's parents.

Should the preceding guidelines or any other school rules be violated, every effort will be made to contact parents immediately by telephone. Such calls will be made by school personnel only.

All school rules are in effect at all school functions.

RULES FOR SCHOOL TRIPS
While under the school’s jurisdiction, whether on campus outside of the school day, at an away game, or on an off-campus trip for a part of a day or longer, students are representatives of the school and their behavior is expected to reflect positively on the school. All school rules will be in effect, and disciplinary procedures will be the same as for those students on campus during a normal school day. If a student commits a major school infraction while on a trip, he/she may be sent home at the parents’ expense.

For all trips which require a permission slip and/
or medical form, students will not be allowed to participate unless these completed forms are handed in prior to the trip.

SCHOOL TRIPS
The New York metropolitan area is a valuable resource for both the academic program and the extracurricular activities of the school. Trips to museums, historic sites, places of scientific interest, and cultural and sports events are available to students on occasion as part of the regular school program and sometimes as optional voluntary trips.

It is school policy that the tuition of the school will cover the basic cost of a Dwight-Englewood education, including course-related day field trips and grade level overnight trips. However, the school reserves the right to introduce into the curriculum courses that may require a considerable number of trips or overnight trips, something which may result in additional costs; such cases will be noted in the curriculum guide or via written communication to parents. Voluntary evening or weekend field trips are billed to the parents of the students. If a student who signs up for a trip does not attend for reasons of illness or lateness, the student is still billed for the trip.

Students must use the school transportation provided for the trip. Dwight-Englewood School buses meet all federally-mandated safety requirements. Upper School students may not use their own vehicles. Unless otherwise specified, the school’s dress code and discipline code are also in effect for all school trips.

Non-Dwight-Englewood Students on Campus
Students wishing to bring a guest to school must consult with their grade Dean at least one day in advance, to obtain approval for the guest’s visit. The following procedure should be followed:

+ The D-E student should escort his or her visitor to the Middle School Office before 8:10 a.m. on the day of the visit. The guest will be asked to sign his or her name in the guest notebook, indicating the name of his or her host, the school he or she regularly attends, and the phone number where a parent can be reached.
+ The guest will stay with the host student the entire day, attending all classes and eating lunch with him or her. (The host student should advise his or her guest to bring a book to school in the event that a class is having an exam or quiz.)
+ The guest will be required to obey all Dwight-Englewood School rules. The host student assumes the responsibility of ensuring that his or her guest abides by all school rules.

Faculty Lateness to Class
If a teacher is late to class, students should remain in the classroom. One student should go to the nearest administrative office for further instructions. If a teacher is absent, coverage will have been arranged for the class so students should still go to class and follow a similar procedure if no one appears at the start of the period. Only a grade Dean or Principal can dismiss a class when a teacher fails to report to the classroom.

Personal Property
It is the responsibility of Middle School students to protect their books, notes, and personal property. To ensure their protection, these items should be left in lockers and kept securely locked at all times.

Expensive items, large sums of money, and items of high personal value should not be brought to school. The school cannot be responsible for lost or stolen articles.

A proven method of reducing misappropriation of others’ belongings is to clearly label – in large, indelible letters (e.g., on the side of a book) – the
In congruence with school philosophy, Dwight-Englewood feels that it has a responsibility to discourage students from use of illegal substances through a program of preventive education, identification, active intervention, guidance, and support. In order to present this policy with clarity, a listing of commonly used terms is provided. They carry the same meaning as listed below unless otherwise indicated.

**DEFINITIONS OF COMMONLY USED TERMS:**

**Substance:** Any alcoholic beverage or illegal or prescription drug that can be used for the purpose of getting drunk, high, or altering one’s mood and as identified by New Jersey law NJAC 18A:40A-9.

**Abuse:** The use of illegal drugs or alcohol and the misuse of prescription drugs to alter one’s mood or enhance one’s performance. In the case of prescription drugs, abuse would include the consumption of inappropriately large doses, frequent doses, and continued use for other than medical purposes.

**Drugs:** Any chemical substance that is taken orally, intravenously, intramuscularly, or inhaled for the purposes of altering mood or academic or athletic performance. This includes the unauthorized use of steroids in accordance with New Jersey Statute 2A:170-25.9.

**Alcohol:** Any beverage or product containing a percentage of alcohol whose sale, possession, or consumption is prohibited by law to persons under 21 years of age.

**Experimentation:** A stage of initial drug or alcohol use when an individual may be using substances without any apparent physical or psychological dependency, deterioration in behavior, grades, or attendance.

**Chemical dependency:** When an individual’s use of substances becomes routine and is accompanied by any or all of the following: a physical or psychological dependency on the substance or substances being used or deterioration in the person’s health, behavior, attitude, hygiene, grades, attendance, personal habits, and relationships.

**Student Support/Intervention Team:** A group of school officials who are authorized to collect data and provide referrals to students who are or are believed to be using illegal substances. This team consists of the Principal, school nurse, school psychologist, and a student assistance counselor.

**Personal effects:** A student’s bookbag, purse, pants or dress pockets, outer garments, lockers, e-mail account, automobile, and other personal items that may be subject to search in the case of suspected drug use or possession.

In acknowledging the various types and levels of substance abuse, Dwight-Englewood maintains a three-tier approach to the possibility of drug or alcohol use on or off campus. We reserve the right to make a distinction between students who voluntarily admit to substance use from those who are suspected or found to be using illegal substances. In regard to these three different situations, school policy is as follows.

**ALCOHOL AND DRUGS**

Dwight-Englewood School has a moral and legal obligation to the community at large to keep its own community free from alcohol and drug use. The possession and/or use of alcohol and/or unprescribed drugs, or presence under the influence of them on campus or at school-related activities, is not only dangerous to the health of the user, it also poses a potential danger to the other members of the community. It is an extremely serious offense which usually leads to expulsion from the school.

**VOLUNTARY ADMISSION OF DRUG USE**

Students are encouraged to seek help in all matters
pertaining to the use of illegal substances. Under these circumstances and when the illegal sale or distribution of drugs is not suspected, the school endeavors to take a supportive role in assisting the student in notifying his/her parents and in enrolling him/her in an appropriate intervention program.

Students who desire help in confronting a substance abuse problem are strongly encouraged to contact a member of the Dwight-Englewood staff. The staff member will then provide moral and emotional support for that student as he/she begins to work with the Student Support/Intervention Team. In sharing information with a Dwight-Englewood employee, the student should be aware that the staff member has a moral and legal obligation to present that student to the Student Support/Intervention Team. This is necessary for the student to receive the type of intervention that is vital to his/her recovery. While a trusted staff member can be asked to provide emotional support, he or she cannot provide recommendations or referrals regarding treatment.

In going through this process, students should be aware that they will be required to receive a comprehensive substance abuse evaluation from a school-approved intervention program or counselor. Such evaluations typically make inquiry into the student’s personal history, substances of choice, as well as duration and frequency of use. In making such a disclosure, the student should note that information shared with any member of the Student Support/Intervention Team or substance abuse counselor is confidential. All persons who provide assistance to the student are bound by confidentiality laws stated in the Federal Confidentiality Regulations FCR42 Part 2. Under these laws, the student is guaranteed confidentiality, unless he/she conveys information which:

+ indicates that the student’s life or another person’s life is in imminent danger;
+ would make the school official or substance abuse counselor an accessory to an illegal action;
+ conveys that the health or safety of another person is being threatened.

When one of these three conditions is met, then the Principal or psychologist will share necessary and relevant information with the Head of School, Principal, and Dean.

**SUSPICION OF BEING UNDER THE INFLUENCE WHILE ON CAMPUS**

+ In accordance with New Jersey State law (NJAC 6:29-6-65 and NJSA 18A:40A), staff members are legally obligated to report to the Middle and/or Upper School Principals or any member of the Student Support/Intervention Team any student who exhibits behavior or physical conditions that are consistent with the known signs and symptoms of being under the influence of an illegal substance. The signs and symptoms include, but are not limited to: the smell of alcohol, marijuana, or strong chemical; the appearance of being disoriented or confused; excessive sleeping and/or inability to arouse; loss of muscular coordination; unexplained happiness, giddiness, laughing; dilated, red, or unusual eye appearance; poor hygiene; slurred speech; hyperactivity, hyperanxiety; excessive indulgence in food.

+ After receiving such a report, a member of the Student Support/Intervention Team will attempt to locate the student and escort him/her to a confidential and inconspicuous location where the school nurse, and one other Student Support/Intervention Team member, will evaluate and document the student’s physical and emotional condition.

+ If the student appears to be in need of immediate medical attention, the school nurse will call for emergency medical services to transport the student to a nearby hospital and notify parents or guardians. The nurse or another member of the Student Support/Intervention Team will remain with the student until a parent or guardian arrives. If a parent/guardian is not available at the time of the emergency, then the school administrator will make arrangements for the medical evaluation, which must include a monitored urine or blood test, as determined by the school designated physician. The administrator will then continue his/her efforts to contact a parent/guardian.

+ In cases where emergency medical services are not required, the parent/guardian of
the student in question will be immediately notified and asked to report to the school as quickly as possible. The parents will then be advised that the student must take a medical leave of absence in order to receive a physical examination. In accordance with NJSA 18A:40A-12, this examination must take place within 24 hours. The examination, however, must also include a monitored urine and/or blood test. Although drug testing is not conclusive, it can be used as a diagnostic tool during a physical examination. The student is free to return to campus only after the School has received:

+ a written note from a licensed physician stating that the student is capable of participating in routine school activities, including physical education and sports.
+ a written note from the examining physician stating that a supervised urine/blood sample was taken and has been submitted to a lab for analysis.
+ a release form signed by a parent/guardian authorizing the physician and/or lab to release test results. Failure to release this information to the Student Support/Intervention Team will be treated as a positive admission of use and could result in the student's suspension or dismissal from school. All costs incurred by any procedure mandated by this policy will be the sole responsibility of the student’s parent/guardian.

If the results of the medical evaluation and urine/blood test are negative, the original concerns of the school will be voiced and a referral for a comprehensive drug evaluation may be pursued if the causes of concern persist. In such cases, the evaluation should be performed no later than 10 days after parental notification is given by the Student Support/Intervention Team. Please note that the parent(s)/guardian(s) must prove that the evaluation has been completed by signing an authorization form that allows the substance abuse counselor to communicate directly with the Student Support/Intervention Team. Once the student has received an evaluation and, if necessary, gained admission into a school-approved intervention program, he/she is obligated to complete this program. Failure to do so will jeopardize his/her enrollment status.

If the results of the medical evaluation and urine/blood samples are positive, then the Student Support/Intervention Team will require that student to receive a comprehensive substance abuse evaluation within 10 days after receiving test results. The student is then obligated to abide by any recommendation he/she may receive for treatment or therapy. Failure to do so will jeopardize the student’s enrollment status.

**SUSPICION OF SUBSTANCE USE OFF CAMPUS**

Staff members or students who are concerned about the possibility of substance abuse by another student are encouraged to contact a member of the Student Support/Intervention Team. In such an instance, the Student Support/Intervention Team will be responsible for investigating these concerns and working directly with the student and his/her family in cases where there is reasonable suspicion.

In this context, reasonable suspicion is most frequently derived from:

+ repeated reports from those close to the student believed to be using drugs;
+ eyewitness accounts of the student using drugs either on or off campus; and/or
+ teacher observations that the student has declined in his/her academic performance, personal appearance, demeanor, behavior, attitude, personal relationships, etc. without apparent cause.

Anyone who feels compelled to share information with the Student Support/Intervention Team will be asked to disclose the full details surrounding his/her concerns. This information is to be shared solely with the Student Support/Intervention Team and will be held in the strictest confidence.

After the Student Support/Intervention Team has compiled relevant information regarding a student's possible drug or alcohol use, the Student Support/Intervention Team may then:

+ determine that the suspicion of substance abuse is unsubstantiated and no further action need be taken.
+ request a meeting with the student and parents/guardian to discuss the findings and concerns. In such a case, a comprehensive substance
abuse evaluation may be mandated. The Student Support/Intervention Team will assist parents/guardians in arranging for said evaluation with a school-approved counselor or drug treatment facility. Refusal to comply with this mandate will jeopardize the student’s enrollment and place parents in violation of compulsory education laws and/or child neglect laws.

**PARENTAL NOTIFICATION**

In acknowledging the Federal Confidentiality Law and in keeping with our philosophy of open communication within the Parent-School relationship, the following procedure for parental notification has been developed.

At any time the school may contact a parent or guardian if there is a substantive concern about a student’s possible drug or alcohol use. In such a communication, the parent will be informed of the basis of school concern, such as recent observations of changes in the student that may be indicative of drug use. It should be noted, however, that at no point can a member of the Student Support/Intervention Team share with the parent or guardian detailed information that is received directly from the student. Students are always encouraged, however, to voluntarily discuss their use of drugs or alcohol with their parents or guardian. In cases where the student feels this is not possible, a member from the Student Support/Intervention Team will be asked to work with that student to help facilitate open communication with his/her parents.

**USE AND POSSESSION OF ILLEGAL SUBSTANCES ON CAMPUS AND REPEATED OFFENSES**

In cases where there is reasonable suspicion of substance use or possession, the school reserves the right to search a student’s lockers, bookbag, purse, garments, e-mail account, automobile, and other personal effects. This search will be conducted as discreetly as possible and with regard to the dignity of the student involved. Confiscated materials that pertain to the illegal distribution of drugs or alcohol will be turned over to the Englewood Police Department. Students found in possession of drugs or alcohol may face immediate expulsion.

**SALE OF DRUGS**

The sale by a student of any illegal drugs or alcohol to anyone, either on school grounds, at any school-related activities, or even off school grounds, will face immediate expulsion.

**ADULT SUPERVISION AT HOME**

Dwight-Englewood School requires that all students live in the same house with, and receive daily supervision from, a parent or adult guardian over the age of 30 who has been approved by the school.

Dwight-Englewood believes that students in the age range served by the school must have the close support of caring and responsible adults if they are to be able to be successful in a demanding environment such as ours.

In cases of lack of supervision as outlined above, the school reserves the right to terminate a student’s contract at any time. Such dismissal will not relieve the parents or guardians of their financial obligations.

**PHYSICAL EDUCATION PROCEDURES**

**SAFETY/SECURITY**

**DRESS**

Students are required to wear proper attire for participation in physical education class. That attire includes athletic sneakers, Bulldog Physical Education T-shirts, and Bulldog Physical Education shorts. For cold and inclement weather, other brands of athletic sweat pants and sweat jackets/shirts are permitted, with the exception of attire that is of the tight-fitting or form-fitting nature, such as spandex and leggings. Clothing may be purchased at the School Store and these items may be charged to the student’s school bill. For safety reasons, all jewelry and body piercing must also be removed prior to all class activities.

**PROTECTIVE EQUIPMENT**

Each unit begins with an explanation of rules, use of equipment, safety procedures, and, if applicable, the recommendation or requirement for protective equipment. In recognition of the wide range of skill, ability, and experience of our students, we require/recommend the following:
Street Hockey and Broom Ball
- protective goggles (required), mouth guards (recommended)

Field Hockey
- protective goggles, mouth guards, and shin pads (recommended)

Lacrosse
- protective goggles (required), mouth guards (recommended)

For personal health considerations, the school doesn’t provide this equipment. However, for your convenience, all protective equipment may be purchased at the School Store.

LOCKER ASSIGNMENTS
At the beginning of the year, each student is issued a combination lock and assigned a locker for storage of gym clothing. It is his or her responsibility to keep the locker locked when not in the locker room and not to share the combination with his or her peers. Students are strongly encouraged to put all personal items, including book bags, into their lockers during physical education class or team practices.

GRADING
The physical education grade is earned through a combination of assessments in the categories of skills and attitude. The components are defined below:

ATTITUDE - includes the student attendance and promptness for class, preparation for class (including the appropriate attire), interest toward learning, cooperation, behavior, and safety.

SKILLS AND CONCEPTS - include active engagement in participation, development of personal fitness, understanding of the rules, concepts and terminology, ability to perform basic skills, skills development, and application of skills and concepts.

A student who is improperly dressed for full participation in a class is considered “unprepared.” A student that does not participate in a physical education class or does not attend all their classes during the school day may not be permitted to participate in after-school athletic practices or games. A student who arrives more than two minutes after the scheduled class starting time is considered “late.”

Preparation, promptness, and attendance for class are included in the criteria for grading.

Any student who cuts two classes within a single unit will fail that unit. One class cut within a single unit may result in a student’s grade being lowered two letter grades for that unit. (There is an average of four units per semester.) All class cuts are referred to the grade Dean.

Any student with four or more unexcused absences from physical education within a semester will fail the semester.

ILLNESS/MEDICAL EXCUSES FROM PARTICIPATING IN P.E.
The physical education program is a basic and required part of the Dwight-Englewood curriculum. Attendance in class is expected in all but the most serious cases of physical disability. As a general rule of thumb, we suggest the following guideline: If your child is healthy enough to attend school, he or she is healthy enough to participate in physical education class.

If a student becomes ill during the course of a school day, an excuse is given at the nurse’s discretion. The student is required to attend class and, if warranted, may be excused from participating in the activity. If a student becomes seriously ill and unable to attend class, he or she must report immediately to the school nurse’s office.

Students in grades 7 and 8 with a note from a parent or physician must present it to the school nurse between 8:00 a.m. and 8:30 a.m. Students in grade 6 may take such a note to the nurse’s office during their lunch period. The student is required to attend class and is generally expected to participate within the limitations of the sickness or injury or he or she will be assigned an alternative project. Studying other subject material is not allowed. Parental notes presented to the school nurse after 8:30 a.m. will still be honored, but the student risks the consequences of being late and unprepared for class.

Students with allergies or asthma are expected to attend and to participate in class within their limitations. Families should inform the school.
nurse regarding any specific limitation required by a prescribed treatment which the student is undergoing. This will allow the student to continue fulfilling the time requirement for physical education. Students will not be awarded free periods. Any extended excuse (more than 2 days) from participation in class will only be made upon receipt of a physician’s written medical report explaining the medical condition of the student.

If you feel your child is unable to take physical education class on a particular day, please write a note and send it to the nurse’s office on that day. Please do not instruct your child to deliver this message to the physical education teacher.

It is only with the nurse’s permission that a child may be excused from gym. A student requiring an excuse for a period longer than two school days must present a physician’s note explaining the condition. As in the case of the annual medical form, a parent who is also a physician may not sign a long-term medical excuse. Students with a long-term note from the physician must present it to the school nurse between 8:00 a.m. and 8:30 a.m. The physician’s note will be honored. The school may contact the physician should more information be required, and with the physician’s concurrence, the student will be assigned to a supervised program of alternative physical activity or to some other independent project related to health or physical education. This will allow the student to continue fulfilling the time requirement for physical education. The student will not be awarded free periods.

**ADDITIONAL SCHOOL FACILITIES**

**APIARY**

D-E School maintains an apiary with two colonies of Italian honeybees, located in a wooded area adjacent to Collins House (the residence of the Head of School). The honeybee colonies are registered with the NJ State Department of Agriculture via our State Apiarist. Classroom and/or field instruction may include visits to the apiary. Questions about the bees may be directed to the attention of Jessica Leiken, Chair, D-E Science Department.

**THE IMPERATORE LIBRARY**

The Imperatore Library operates as the hub of intellectual activity on the Dwight-Englewood campus. Serving Middle and Upper School students as well as all faculty and staff across D-E, the library supports a range of school functions, including online and print-based research, reading initiatives, and special events such as guest speakers, musicians, student and faculty performances, and makerspace activities.

**RESOURCES**

- eBooks from OverDrive, downloadable to almost any device and available to our patrons virtually anywhere—nearly 1,000 titles in our own collection, plus 20,000 works of classic literature available
- Online research databases and e-reference works by subscription, including ProQuest, Gale, EBSCO, and many more
- Online access to hundreds of newspapers around the world and thousands of magazines and journals, including full-access (on campus) to The New York Times
- 35,000 physical books in the collection, including the latest in adult and YA fiction, nonfiction, graphic novels, biography, and poetry
- Over 90 print magazines and journals, along with the The New York Times and Bergen Record
- InterLibrary Loan through BCCLS (Bergen County) and JerseyCat (statewide)
- Recently upgraded and expanded DVD collection (approx. 400 titles, incl. documentaries, biographies, feature films, and more)
- Networked, color Xerox printer/photocopier

**SPACES**

- Collaborative work tables on both levels
- Silent Study Space downstairs and on the mezzanine for students/faculty seeking to work individually and silently
- Two classrooms available for formal library research classes and for meeting space by appointment
- The BOGO Room, a space for informal learning, small group work in carels, and socializing
EVENTS
+ Guest speakers and presentations associated with academic courses, student clubs, the Office of Multicultural Affairs, and more
+ Musical and literary performances such as lunchtime MODE jams and Write Night
+ Makerspace activities such as Hack Your Wardrobe

HOURS AND POLICIES
+ Open 8:00 a.m. to 7:00 p.m. Monday through Friday, with occasional announced exceptions
+ Closed weekends, holidays, school closures, and during the summer
+ Students can check out up to five books at a time, for a four-week period with occasional exceptions; fines apply to late and/or lost materials
+ OverDrive eBooks: two checkouts at a time, for a two-week period
+ Students respect other student’s and faculty’s use of the library space and conduct themselves reasonably according to the expectations of the library space they have chosen
+ Silent Study Spaces are meant for solo work only; any conversations should be moved to another library space
+ Collaborative tables are intended to be active places where conversation of reasonable volume is encouraged
+ The BOGO Room is a less formal space where students are expected to keep each other within reasonable noise levels and behavior
+ Throughout the library, drinks are acceptable, but we ask that any food be consumed outside the building or in the library lobby unless it is part of a planned library event
+ Headphones are acceptable; speakers on computers, phones, and other devices must be set to “mute”

STAFF
A knowledgeable staff features two full-time librarians, one full-time administrative assistant, and one part-time library paraprofessional.

CONTACT:
(201) 227-3321 (main library); librarians@d-e.org

D-E COOP AND SCHOOL STORE
The Coop, located in the Klein Center adjacent to the dining hall, is open during the academic year for the purchase of snacks and beverages. The Coop is operated by FLIK with the support of parent volunteers. The hours of operation are from 7:30 a.m. to 6:30 p.m. on days when classes are in session. Students may make purchases from a declining balance system or pay cash.

The School Store, located in the Klein Campus Center near the entrance lobby, sells various school supplies, computer accessories, athletic clothing, and school spirit items. The Store is open from 7:45 a.m. to 3:45 p.m. on a daily basis. Students may charge items to their student billing account provided they show school identification. If parents do not want their child to have charge privileges they should notify Joan Millien in the School Store at extension 3130.

COMPUTER FACILITIES

COMPUTER USE, REQUIREMENTS, AND FACILITIES
Dwight-Englewood School provides many technology resources to students, teachers, and staff. Tablet computers and iPads are made available to Lower School students on mobile carts that are shared by each grade level. Middle School students receive iPads, and Upper School students can choose between a Macintosh or Windows computer supplied and supported by the school. In some cases, Upper School students are permitted to bring their own computer rather than purchasing one through the school. See the School’s policy on bringing your own computers below for more information on this option. Students are expected to bring their computer or iPad to class each day and to maintain them in good repair. Public access computers are also available in various places on campus including the Library, the Taub Center, and the Lower School.

The School provides these technology resources in order to:
+ enhance the learning of students and support the teaching activity of teachers;
+ facilitate communications and collaboration
between members of the Dwight-Englewood School community on issues related to their work or activities here at D-E;
+ provide a productive environment for all students and staff.

**ACCEPTABLE USE POLICY**
Acceptable use of the computer technology on campus is defined as activity that supports the goals mentioned above.

The Mission and Core Values of Dwight-Englewood School should inform the behavior of all students and staff both online and in the physical world. While online, students are expected to demonstrate the same level of commitment to the values of Respect, Honesty, Judgment, Commitment, Courage, and Community as they would in a face-to-face interaction.

Thus, the guidelines below are not intended to represent a separate code of conduct, but are rather intended to outline and clarify the ways that these values apply to areas of the online world.

**RESPECT OTHERS**
+ In the things that you say and do to one another online, always treat others as you would like to be treated. The use of any digital tools to harass, intimidate, or bully another individual will be treated as a most serious offense.
+ Respect the privacy of other people’s physical and intellectual property. Do not access private documents, email, or computer without their permission.
+ Respect the rights of others to hold ideas and beliefs different from your own. Challenge ideas with which you disagree in a respectful and positive manner.

**BE HONEST**
+ Respect the copyright and intellectual property of others. It takes a lot of effort, creativity, and money to produce software, movies, and music. Those who produce creative works deserve to be paid for them.
+ Only use your credentials when you login to the system. Logging in as a teacher to gain greater access to the Internet may seem like a victimless crime, but it is actually a significant breach of trust.
PROTECT OUR COMMUNITY AND THE COMMUNITY AT LARGE

+ Be sensitive to the standards of our community related to offensive material. Refrain from downloading material that would offend those standards and which have no basis in an academic activity.
+ Be frugal with the technology resources that we share as a community. Conserve paper whenever possible. The speed of our Internet connection is also a shared resource. Do not slow the network down for others by streaming video or downloading large files that are not school-related.
+ Report problems with network systems or your personal computer to the Taub Center (ext. 3177) right away.
+ Ensure that your activities are not likely to disturb those around you. For example, the library is not an appropriate place for some types of games or groups watching YouTube videos.
+ Obey all school rules as well as all federal, state, and local laws.

USE GOOD JUDGMENT

+ Avoid casual contact with strangers on the Internet.
+ Learn how to use the privacy settings on social networking sites, and be sure to use them.
+ Always be sure that what you post about yourself online (and what is posted about you) portrays you in the best light. College admissions officers and potential employers can easily access this information.
+ Avoid sharing personal information publicly such as phone numbers, home addresses, or the fact that you are out of town.
+ Protect your personal information by choosing a good password and keeping it private.

Additionally, students should understand that while their network accounts and computers are considered private, the school reserves the right to search the information on their computers or email accounts if a Dean, Principal, or other member of the administration has reason to suspect that they are in violation of this or other school policies.

REPAIRS TO STUDENT COMPUTERS

From time to time, student computers require repairs. We perform all of these repairs in the Taub Center on campus. Repairs typically take about three weeks to complete depending on the type of repair needed. When completing repairs, new or refurbished parts and computers may be used at the discretion of the Computer Services Department or the manufacturer.

Warranty Repairs - are repairs to the machine when there has been no physical damage. If a part fails while the machine is under warranty, we fix it at no cost to the student or his or her family. Power adapters and batteries typically have a shorter warranty period than the rest of the computer.

Insurance Claim Repairs - are repairs needed as a result of accidental/physical damage to the machine. If a machine shows evidence of physical damage, the technicians in the Taub Center will repair the student’s computer and file an insurance claim to cover the cost of the repair. The student’s family is responsible for the insurance deductible on this claim.

In the Middle School, accidental damage to student iPads is covered by Apple’s AppleCare+ product which limits claims of accidental damage to a maximum of two claims per device.

SAFETY AND SECURITY

The safety, health, and well being of all students, faculty, and staff are a major concern of the school. Safety will take precedence over expediency or shortcuts. It is expected that everyone will work together to obtain the common goal of accident prevention. It is the responsibility of all personnel
– from administrators to students – to comply with this policy. A Safety Committee of school employees exists to make recommendations on the best ways to implement this policy. Parents and students may address specific concerns about campus safety and security issues to the Physical Plant Office or to the Business Office.

It is the policy of the school to take every reasonable precaution for the safety of students, employees, visitors, and all others having business with the school. Safety education and accident prevention are important to everyone concerned, not only as a protective measure during school hours, but also as an instructional means of developing an appropriate mode of behavior. Evacuation and other emergency drills are conducted on a monthly basis throughout the school year, and students are expected to learn and to comply with school procedures. All buildings on campus are equipped with an alarm system and an emergency public address system. In the event of a drill or a real emergency, students are to stay with their class and follow instructions from their teacher in a quiet and orderly manner. At that time they will be counted on the class roll and await the further instructions of a school administrator or a fire or police officer.

In order to assure the safety of our community, all faculty and staff members are expected to display their Dwight-Englewood School identification cards while on campus. All visitors to campus are also expected to sign in at the Lincoln Street security gate and to receive a temporary “visitor’s identification badge” which they must wear during their visit and return when they sign out.

STUDENT ID CARDS
At the beginning of the school year, each student will be issued a student identification card. This card is not transferable and is to be kept in the student’s possession at all times. It must be shown upon the request of school personnel. Student ID cards must also be shown to use any of the services of the library and the Coop. Lost IDs must be reported immediately to the grade Dean, and a fee of $25.00 will be charged for a replacement.

CO-CURRICULAR PROGRAMS

STUDENT PUBLICATIONS
Dwight-Englewood offers a variety of opportunities for students who wish to write, illustrate, edit, or design layout. The Middle School’s major student publications is Open Roads, the Middle School literary magazine.

ACTIVITIES PROGRAM
The activities program is a vital part of education at Dwight-Englewood. It allows a student to explore a wide range of interests and to discover and develop individual talents and skills. It provides an opportunity to participate in group activities and encourages an awareness of what one can contribute to the school community and to society.

To achieve these goals, the school offers a large selection of activities in the areas of student organizations, publications, the arts, sports, special-interest clubs, and volunteer programs. A complete list of activities is published at the beginning of each of the three seasonal offerings.

New activities are constantly being formed and others dropped in response to student interest. The following is a partial listing of those activities offered in a recent year:

+ Garden Club
+ Spanish Club
+ Walking Club
+ Animal Pit Band
+ Tech Crew
+ Open Roads
+ Birdwatching
+ Math Counts
+ Digital Photography
+ Chess
+ Debate
+ Intramurals
+ Board Games
+ Healthy Living
+ Rhythm Monster
+ Conditioning
+ Origami
+ Cooking
+ Bookmaking
+ Scrapbooking
+ Purple Prose
+ Latin Club

INTERSCHOLASTIC ATHLETIC PROGRAMS
The following is a listing of the team sports which have been offered:
FALL
**Boys:** Middle School Soccer, Middle School Ultimate Frisbee  
**Girls:** Middle School Field Hockey, Middle School Soccer, Middle School Tennis, Middle School Volleyball  
**Co-Ed:** Middle School Cross Country

WINTER
**Boys:** Middle School Basketball  
**Girls:** Middle School Basketball

SPRING
**Boys:** Middle School Baseball, Middle School Lacrosse, Middle School Tennis  
**Girls:** Middle School Softball, Middle School Lacrosse  
**Co-Ed:** Middle School Track

STUDENT LEADERSHIP
Student leadership in the Middle School is a constellation of volunteer-based student-led projects that have positive impact on our school culture. The format gives every student the opportunity to discover and develop their leadership skills.

OTHER IMPORTANT INFORMATION

LOST AND FOUND
This service is located in most classroom buildings under the supervision of either a department chair or the Principal's administrative assistant. All articles found should be taken to the main office in these buildings with the exception of articles of value. These should be given directly to a faculty member.

DAILY INFORMATION
It is the responsibility of all students to check their e-mail for information. The daily announcements are given during lunch. Middle School students should also check their class bulletin boards.

GIFTS TO SCHOOL EMPLOYEES
Students and families are discouraged from giving gifts to school employees. Employees may not accept gifts beyond those of token value. Gifts honoring particular employees may always be made to the faculty and staff endowment fund, to the scholarship fund, or to the libraries. Please contact the Director of Development.

PROCEDURES FOR FUNDRAISING
As an educational institution, we strive to involve our students in the decision-making process for events that directly affect them. The opportunity to raise funds or goods for a worthy organization outside of Dwight-Englewood is a privilege and should be done in a way that involves members of the student body in leadership positions, educates our students, and promotes service and a real connection to others.

To best manage and organize the growing number of fundraising activities, we have established The Fundraising Council. The Fundraising Council will have oversight for all fundraising initiatives that involve our student body. The Council meets to hear proposals from students for campaigns to be run during the school year and will approve campaigns for designated time periods. Faculty advisors for each initiative are encouraged and may be required. The Director of Student Activities will also work with students and faculty advisors on these projects.

In order to gain approval to run a campaign, students must fill out and submit the Application for Fundraising Council Approval which is found on Google Docs or through the office of the Director of Student Activities. The Fundraising Council meets once a month to review campaign proposals for the following month. The schedule is available through the Director of Student Activities.

Membership: The Council shall consist of a minimum of 6 Upper School students and also includes the Director of Student Activities and the Director of Advancement.

+ Applicants must submit an application to the Director of Student Activities stating both their reasons for applying and qualifications for the Council.
+ Membership shall be chosen in the fall of the year for service that academic year.
+ Students must reapply each year.
+ Middle School campaigns must adhere to the Fundraising Council campaign approval process. When a campaign proposal is ready to be reviewed, one of the Senior Leaders of
the Council will meet with the Middle School campaign committee and provide feedback and ultimately, approve or deny the application.

Types of Campaigns: The Council will have oversight for the following:

- Events that make a profit in order to donate to an external charity (e.g. March Madness, HOPE Fashion Show, etc.)
- Funds and Goods Drives (cash donations, food, clothing, books, etc.)
- Coop Change Jars
- Sale of Goods (t-shirts, bracelets, etc.)
- Raffles and other games
- Bake sales do not fall under the purview of the Fundraising Council. They are to be approved by the Director of Student Activities.

Process: the Council will meet once a month during Activity Period (with additional times as needed) to hear proposals from student leaders. Students who want to run a campaign must present the following:

- Statement of purpose - short description of cause, why it is worthy, and student’s reason for involvement.
- Campaign Plan - what are the goals of the campaign and how and when will the event/drive be run.
- Student Involvement - how many students will be involved as volunteers and who are they.
- The Council shall evaluate the proposals and approve worthy programs for a prescribed period of time. Proposals that are denied will be given constructive criticism for reapplication.

Notification: A general email and paper notification will be sent to all parents at the same time as information about clubs is made public. Students will be notified of the new procedure by email and also by a presentation by the Council at an assembly early in the year. Questions about the Fundraising Council may be sent by email to: boigp@d-e.org.
APPENDICES

DWIGHT-ENGLWOOD PARENTS’ ASSOCIATION OFFICERS FOR 2019-2020

All current parents are automatically members of the Dwight-Englewood School Parents’ Association. The Association promotes activities that help achieve the goals of the school community. For the 2019-2020 school year, the Parents’ Association is organized as follows:

Allison Hartstone .................................................................................................................. President
Theresa Hazelton .................................................................................................................. Vice President, US
Ani Ozgun ............................................................................................................................. Vice President, MS
Saba Nwankpah .................................................................................................................. Vice President, LS
Maite Balda .......................................................................................................................... Deputy VP, LS
Avana Desai .......................................................................................................................... Deputy VP, LS
Shraddha Munver' ................................................................................................................ Secretary
Christine Semsel .................................................................................................................... Treasurer
Ken Yoon ................................................................................................................................. Deputy Treasurer
Parand Emami ..................................................................................................................... Board Liaison

BOARD OF TRUSTEES 2019-2020

Dwight-Englewood’s Board of Trustees establishes the general philosophy of the school. It sets board policy only. The Board employs the Head of School to administer the school, hire the teachers, and maintain discipline. The Board is responsible for providing and maintaining physical facilities and the financial stability of the school. Accordingly, it approves the operating budget and sets the tuition each year. It plans for the long-range needs of the school, including land, buildings, and funding.

Kyung Lee Scott Mager Nelly Bly
Yolonda Marshall Robert Miller Caralyn Fuld
Jennifer Law Michael Moran Benjamin Fleisher
Cyma Zarghami ’80 Ami Vaidya ’91 Jeremy Kroll
Stephen Borg ’86 Joshua Peirez Michael Malhame ’88
Parand Emami Peter Keum Allyson Tucker-Mitchell
Michael Klein ’81 Jennifer Rich Rodney De Jarnett

2019-2020 OFFICERS

President ......................................................................................................................... Jennifer Law
Vice President ................................................................................................................... Michael Moran
Treasurer .............................................................................................................................. Robert Miller
Secretary ............................................................................................................................. Annmarie Michalek
Dwight-Englewood Faculty and Staff 2019-2020

SUSAN ABRAMSON (1997)
Lower School Assistant Principal
Reed College, B.A.
Bank Street College of Education, M.A.
Columbia University, M.A.

INGRIS ACHE (2018)
Custodial

DANIELLE ADDEO-RAO (2019)
Upper School Science
New York University, M.S.
Framingham State College, M.A.
Roger Williams University, B.A.

GREIBIN AGRAMONTE (2004)
Associate Athletic Director
Messiah College, B.A.
Fairleigh Dickinson University, M.A.

JAMES AITKEN (2011)
Dean/History
Colorado College, B.A.
Simmons College, M.A.

GAUTHAM AKULA (2015)
English/History
Clark University, B.A.
New School University M.S.

JOSEPH W. ALGRANT (2006)
Upper School Principal
Harvard University, A.B.
Stanford University, A.M.

SAMUEL ALLEN
Custodial

JOY AMBLER (2015)
History
University of Rochester, B.A.
Western Michigan University, M.A.

JACK ARMITAGE (1990)
Director of Program Scheduling/Mathematics
University of Rhode Island, B.A.

ANGELA ARTALE (2019)
Director of Finance
Pace University, B.A.

KATHERINE AUGUSTUS (2015)
Grade 5
Elon University, B.A.

SOFIA AVILES (2019)
Human Resources Coordinator
Montclair State University, B.A.

KAVITA BAFANA (2015)
Director of Upper School Admissions
Columbia University, B.A.
Northwestern University, M.S.

STEPHEN BAILEY (2019)
Upper School English
Fairleigh Dickinson University, M.A.
Columbia College, B.A.

PATRICIA BARRETT (2008)
Mathematics & Computer Science
University of Virginia, B.S.
New York University, M.A.

ROMUALDO BAUTISTA (2004)
Language
Escuela Normal Superior de Ciudad Madero, B.A.
Montclair State University, M.A.

HUMBERT BECKFORD (1980)
Maintenance

MIKE BELL (2018)
English
New York University, B.A.
Harvard University, M.A.
SHARI BERK (2006)
Language
Boston University, B.A.
Teachers College Columbia University, M.A.

LINDA BINDER (2018)
Events Coordinator
New York University, B.A.

WILLIAM BIONDOLINO (2011)
Language
Hunter College, B.A.
Harvard University, M.Ed.

STEPHANIE BLACK-SCHAFFER (2015)
English
Swarthmore College, B.A.
Mills College, M.A.

SANTOS BLANCO (2001)
Grounds

WENDY BLASiUS (2016)
History
University of Richmond, B.A.
University of Miami, J.D.
University of Iowa, M.A.

PETER BOGRA (1995)
History
Lafayette College, A.B.
Columbia University, M.A.

PATRICIA BOIG (2010)
Director of Advancement
Lehigh University, B.A.

MARUCELLY BOLIVAR (2019)
Custodial

RACHEL BRAININ (2017)
Lower School Research Information Specialist
Rutgers University, B.A.
Hunter College, M.S.

SHERRONDA L. BROWN (2000)
Director of D-E 360°
College of Notre Dame of Maryland, B.A.
New York University, M.P.A.
University of Pennsylvania, Ed.D.

RACHEL BRUSKY (2012)
Visual Arts
Rhode Island School of Design B.F.A.
New York Academy of Art M.F.A.

DOROTHY BRYAN (2017)
Administrative Assistant to the Lower School
Katharine Gibbs School

EULETA BRYAN (2003)
Lower School Recess Coach
D-E 360° AfterCare and Enrichment Staff

MIRANGELA BUGGS (2017)
Director of Equity and Diversity Engagement
Long Island University, B.A.
New School for Social Research, M.A.
University of Massachusetts-Amherst, Ed.D.

PENINA BUKIET (2016)
Lower School Psychologist
York University, Toronto, B.S.
Yeshiva University, M.S., PsyD.

SASHA BURAK (2016)
Mathematics & Computer Science
Samara State Aerospace University, B.S., M.S.

CHARLES BURKE (2017)
Language
Case Western Reserve University, B.A.
University of Chicago, M.A.

MICHAEL BURNS (2016)
Director of Operations
Nassau Community College

ERICA BUTLER (2016)
Lower School Teaching Assistant
George Washington University, B.A.
MARIAN CALENDRILLO (2006)  
Language  
University of Massachusetts, B.A.  
Rutgers University, M.A.

TERESA CALI (1997)  
Kindergarten  
Jersey City State College, B.A.

BILL J. CAMPBELL (1994)  
Academic Technology Coordinator  
Drew University, B.A.  
Iona College, M.S.

BRANDI C. CANNON (2018)  
Science  
Sam Houston State University, B.A.

DIANE CEBULSKI (2015)  
Middle School Administrative Assistant  
Fairleigh Dickinson University, B.A.

KIMBERLEY CERBO (2017)  
Facilities Assistant  
Bergen Community College, A.A.S.

MICHAEL CERBO (2018)  
Maintenance

CAROLINE CHAPPELL-HAZARIAN (2015)  
Assistant Director of Alumni Relations and Giving  
Sweet Briar College, B.A.

QUIN CHARITY (2018)  
STEM Leader Teacher  
University of Chicago, B.A.  
Otis College of Art and Design, B.A.  
New York University, M.A.

SAIRA ATIF CHOWDHRY (2018)  
Science  
Rensselaer Polytechnic Institute, B.S.  
Union Graduate College, M.A.

DIANE CHRISTIAN (1989)  
English  
New England College, B.A.  
Middlebury College, M.A.

SHAWN CLYBOR (2017)  
History  
University of Illinois, B.A.  
Northwestern University, M.A., PhD

ERICKA COLLADO (2013)  
Lower School Spanish  
New Jersey City University, B.A., M.A., PhD

DIANE CHRISTIAN (1989)  
English  
New England College, B.A.  
Middlebury College, M.A.

MICHAEL CRIMMINS (2018)  
Information Services Administrative Assistant  
Penn State University, B.A.
PAUL D. EDWARDS (2018)
Visual Arts
Syracuse University, B.A.

JONATHAN EGAN (2013)
Mathematics/Science
Colgate University B.A.

C. MADISON FARRAR (1994)
Grade 1
New Rochelle Center for Montessori
Teacher Education;
Madison University, B.S.

ALLEN FARNHAM (2007)
Music

TOMOKO OHNO FARNHAM (2007)
Music

EILEEN CUNNINGHAM FEIKENS (2002)
Dean of College Counseling
Bucknell University, B.A.

LYNN FERRARA (2017)
Administrative Assistant to the Advancement Office
Berkeley College, A.A.

TRICIA FIORE (1995)
Kindergarten
Kean College, B.A.

CHRISTOPHER FLEISCHL (2014)
Help Desk Administrator
Montclair State University, B.S.

BENJAMIN FLEISHER (2008)
History
Skidmore College, B.A.
Boston University, M.A.

ROSEMARIE FLORIO (2009)
Upper School Attendance / US Office Assistant
Bergen Community College, A.A.S.

FREDERIC FONTAINE (2018)
Mathematics and Computer Science
Georgia Tech, M.S.
Cornell University, Ph.D.

KIMBERLE FRANCO (1998)
Lower School Physical Education
Boston University, B.S.

VICKY FRANKEL (2001)
English
University of Pennsylvania, B.A.; M.A.

KATHARINE FREDRICKSEN (2017)
D-E 360° AfterCare & Enrichment Lead Teacher
Elon University, B.A.

DIEGO GARCIA (2013)
Music
Manhattan School of Music, B.S.

MEREDITH GARCIA (2006)
English/History
Princeton University, A.B.
Teachers College Columbia University, M.A.

JOHN GATTIS (2015)
Music
Cleveland Institute of Music, B.M.
Stony Brook University, M.M., M.A.

KRISTIN GELLER (2013)
Grade 4
Western Connecticut State University, B.S., M.S.

PAOLA GENTRY (2019)
Director of College Counseling
Maxwell School of Citizenship & Public Affairs, M.A.
Williams College, B.A.

KAREN GESCHWER (2004)
Preschool 3
New York University, B.S.

MARC GLADSTONE (2017)
Upper School Lead Learning Specialist
Skidmore College, B.S.
Hunter College, M.S.

HOLLY GOLDBERG (2018)
Grade 3
Skidmore College, B.S.
City University of New York, M.S.
MATTHEW GOLUB (2017)
Economics Seminar
Kellogg Graduate School of Management
University of Pennsylvania

CECILY GOTTLING (2010)
Lower School Mathematics Specialist
Bryn Mawr, A.B.
Columbia University, M.A.

ASHLEY GRAY (2016)
Lower School Learning Specialist
Blitstein Teachers Institute of HTC, B.A.
Bank Street College, M.S.

NICK HARRISON (2017)
Lower School Recess Coach
Lake Forest College, B.A.

SANDRA HARRISON (1992)
Lower School Spanish
Felician College

CHRISTINE HAZARIAN (1997)
Upper School Administrative Assistant
The Berkeley School A.A.S.

ELLA HEIFETS (2012)
Music

JOY HERMALYN (2013)
Music
New York University, B.S.
Mannes College of Music, M.M.

JOSÉ HERNANDEZ (1998)
Maintenance/Grounds

ALLISON HERRIOTT, RN, BSN (2019)
Middle School/Upper School Nurse
Chamberlain College of Nursing, BSN
La Guardia Community College, (AAS)

MARY HEVERAN (1980)
Lower School Music
Centenary College, B.A.

JOSEPH IWANSKI (1999)
Mathematics & Computer Science
Rutgers University, B.A.
New York University, M.S.
University of Colorado, M.S.

AUBREY JAMES (1985)
Grounds

CHRISTOPHER JANKOWSKI (2013)
Maintenance

HELEN JEROME (2013)
Director of Lower School Admissions
Tufts University, B.A.
Columbia University, M.Ed.

CATHERINE (JOSIE) JESSER (2018)
Spanish
Dickinson College, B.A.
University of Texas, M.A.

EDWARD JEWETT (2001)
History
Vassar College, A.B.
Benjamin N. Cardozo School of Law, J.D.

RAISHADA JOHNSON (2018)
D-E 360º AfterCare and Enrichment Staff

CECIL JONES (2018)
Visual Arts
Whitman College, B.A.
New York University, LMSW
The City College of New York, B.A.

LESLIE JONES (2015)
Middle School Attendance Coordinator

DAYOUNG JUNG (2016)
Design & Writing Associate
School of Visual Arts, B.F.A.

PAUL JUNG (2004)
Mathematics & Computer Science
The University of Chicago, B.A.
City College of New York, M.A.
KENNETH KACMAR (2014)

Music
Cleveland State University, B.A.
Hunter College, M.A.

JOHN KING (1981)

Chair, Mathematics & Computer Science
Boston College, A.B.
University of Connecticut, M.S.

TALYA KAGEDAN (2016)

Middle School Psychologist
Brandeis University, B.A.
St. John's University, M.S., Ph.D.

BARTOSZ KLEMEMSONSKI (2014)

Graphic Designer
New York City College of Technology, A.A.

ABBY KANTER (1978)

Language
Smith College, B.A.
Fairleigh Dickinson University, M.A.T.

BRIAN KOSNIK (2001)

English
Goodman School of the Art Institute of Chicago, B.F.A.
Middlebury College, M.A.

MARIA KAUFMAN (2012)

Mathematics/Science
Fairleigh Dickinson University, B.A, M.A.

JENNIFER KOTELLES (1999)

Grade 2
Marymount Manhattan College, B.A.

SETH KAUFMAN (2019)

US Testing Coordinator
Fairleigh Dickinson University, B.S, M.A.

MAUREEN KRANE (1996)

Lower School Nurse
Englewood Hospital School of Nursing, R.N.
Thomas Edison College, B.S.N.

SHARON KEIGHER (2017)

Program Director of D-E 360° AfterCare & Enrichment
Seton Hall University, B.A.
Columbia University, M.A.

ADDA KRIDLER (2014)

Music

EWA KRPINSKA (2019)

Upper School Math
Montclair State University, B.S.

CHRISTOPHER KELLY (2017)

Science
Lafayette College, B.A.,
Brown University, M.S.

KIMBERLY LALLI (2012)

Upper School Dean/English/History
Washington and Lee University, B.A.
New York University M.A.

JEROME MARSHALL KEMPER III (2019)

Upper School Science
Yale University, M.A., Ph.D.
Vassar College, B.A.

COLLEEN PLATT LARIONOFF, 2019

US/MS Innovation Coordinator
Columbia University, B.S.

BRYAN KESSLER (2015)

History
Rutgers University, B.A.
University of Virginia, M.A.

MATTHEW LARROWE (2008)

Science
Bluefield College, B.S.
Arkansas State, M.S. Ed

VARUN KHATTAR (2018)

Human Development
University of Connecticut, B.A.

JESSICA LEIKEN (2008)

Chair, Science Department
Vassar College, A.B.
Wesleyan University, M.A.
ELIZABETH LEMIRE (2002)
Lower School Science Specialist
Worcester State College, B.S.
Lesley College, M.S.

DORI LEVIN (1999)
Language
Northwestern University, B.A.
Middlebury College, M.A.

ROBERT LEVIN (2009)
Music
Wesleyan University, B.A.
Yale University, M.M.

KIMBERLY LEWIS (2014)
Lower School Principal
Howard University, B.S.
Bank Street College of Ed, M.A.
Teachers College Columbia University, M. Ed.

JOHN LITTLEFIELD (2006)
Chair, Music
Union of Experimenting Colleges & Universities, B.A.
Mannes School of Music
Manhattan School of Music

KAREN LITTLEFIELD (2007)
Music
Manhattan School of Music, B.M., M.M.

JAMES JAKE LLOYD II (2008)
Music
Onondaga Community College, A.A.
Nyack College, B.M.

CONSTANCE LOBBAN (2006)
Custodial

NARCIZA LOJA (2006)
Controller
Rutgers University, B.A.

DAWN LOZADA (2018)
Director of Philanthropy
Boston College, B.A.
Roehampton University, M.A.

JULIE LUCHS (2014)
Middle School Learning Specialist
Tufts University, B.A., M.A.

VIRGINIA LUCIANO (1978)
Administrative Assistant to Business Office
Claremont Secretarial School

SARAH MACONE (2012)
English
Tufts University, B.A.
Lesley University, M.Ed.

JOAN MAFFETONE (1983)
English
Rider College, A.B.
Montclair State College, M.A., M.A.T.

JESSICA MASSEI (2004)
Grade 5
Douglas College, Rutgers University, B.A.
Montclair State University, M.A.

JORDAN MASSEI (2012)
Facilities Manager / Security

JOHN MC CABE (1987)
Visual Arts
Long Island University, B.A.

MICHAEL MC CARTHY (2014)
Health & Wellness
University of North Carolina, B.A.
Adelphi University, M.A.

MEGHAN MCGIVNEY (2018)
Administrative Assistant to the College Counseling Office
Lehigh University, B.S.

BRENDAN MC GRAIL (2013)
Upper School Dean/History
College of the Holy Cross B.S.
Harvard University, M.E.

DONALD MC NEIL (1990)
Science
Stanford University, B.S.
Harvard University, M.S.
ORESTES MEDINA (2017)  
Lower School Teaching Assistant  
La Salle University, B.S.

JEREMY MESEROLE (2016)  
Upper School Dean / English  
Princeton University, B.A.  
Stony Brook University, M.A.  
Columbia University, M.Ed.

ANNMARIE MICHALEK (2017)  
Executive Assistant to the Head of School  
State University of NY at New Paltz, B.A.  
New York University, M.A.

GARY MIDDLETON (2000)  
Mathematics & Computer Science  
Carnegie Mellon University, B.S.  
Columbia University, M.A.

JOAN MILLIEN (2017)  
School Store Manager  
Fisher College, B.A.

JOSE MIGUEL MORACHO (2006)  
Language  
University of Navarro, B.A.

BRETT MORELAND (2016)  
Science  
Drew University, B.A.

ABBY A. MORGAN (2019)  
Upper School English  
University of Maryland, Ph.D.  
Middlebury College, M.A.  
Rutgers University, B.A.

CARLA MORIAR TY (2006)  
Theatre  
Bennington College, B.A.

RICHARD MULLER (2000)  
Health & Wellness  
The Kings College, B.S.  
Montclair State University, M.A.

DEBBIE RIVERA MURPHY (2017)  
Director of Student Activities  
Georgetown University, B.A.

JOSEPH MURPHY (1995)  
Chair, Ethics Program, Language  
Montclair State University, B.A.  
University of Salamanca, Spain, M.A.

ROBERT MURPHY (2012)  
Theatre  
University of Minnesota, B.F.A.  
University of North Carolina, M.F.A.

DORAN MUUS (2015)  
Preschool 4  
Columbia University, B.A.  
Hunter College, M.S.

MIMOZA NECAJ (2014)  
Registrar  
Tirana University, Albania, B.S.

JARED NEWLEN (2017)  
Music  
Indiana University of Pennsylvania, B.S.  
University of North Carolina at Greensboro, M.M.

KEVIN NORTON (2008)  
Music  
Hunter College, B.S.  
Manhattan School of Music, M.M.

DEIRDRE O‘MALLEY (2010)  
Upper School Psychologist  
Fordham University, B.A.  
Rutgers University, Psy.M., Psy.D.

DAVID OTERO (2018)  
Maintenance

MARCO PAGNOTTA (1997)  
Science  
Fordham University, B.S.  
Harvard University, M.A., Ph.D.

CATHY PATTAP (2016)  
Para-Librarian  
Emory University, B.A.  
New York University, M.A.
RICHARD PEARE (2007)  
Music  
The Mannes College of Music, B.A.

GEORGE PEREZ (2014)  
Custodial

STEVEN PETKUS (2003)  
Librarian  
Duke University, B.A.  
University of Iowa, M.A.  
University of Michigan, M.F.A.

NICKY PHILLIPS (2015)  
Music  
Ryerson University, Theatre Acting Diploma

ANNALIESA PLACE (2007)  
Music  
Peabody Conservatory, B.M.  
Juilliard School, M.M.

MELVIN PLEASANT (2010)  
Custodial Manager  
Five Towns College, B.A.

KAREN POLESHUCK (2014)  
Music

JESSICA POMEROY (1998)  
Grade 5  
Saint Lawrence University, B.A.  
Rutgers University, M.A.

ALICE PRAYLOW (1985)  
Accounts Receivable

JAMES PRAYLOW (1999)  
Security

RENÉE-CLaire PRITCHARD (2007)  
Language  
Rutgers University, B.A.  
Middlebury College, M.A.

JULIE PUGKHEM (2014)  
Early Childhood Science / Lower School  
Math Support  
Emory University, B.S.  
Bank Street College, M.S.

LISA QUIRK (2006)  
English  
Haverford College, B.A.  
Columbia University Teachers College

SHARON REIN (2008)  
Development Data Coordinator  
Fairleigh Dickinson University, B.A.

JUNIA ROBINSON (2010)  
Language  
Residential College, L.A.  
University of Michigan, B.A.  
University of Salamanca, Spanish Learning Program  
Eastern Mich. University, M.A.

MICHAEL RODENBUSH (2012)  
Grade 4  
Ithaca College, B.A.  
Bank Street College of Education, M.S.

ANCIZAR ROJAS (2014)  
Custodial

ALICE ROLLO (1996)  
Enrollment Office Manager

GARY ROTH (2006)  
Mathematics & Computer Science  
Cornell University, B.A.; M.A.  
University of Oregon, M.S.

JESSICA ROTH (2019)  
Middle School Science  
St. Joseph’s University, M.Ed  
Vanderbilt University, B.A.

ALEXANDER RUSSELL-WALKER (2013)  
History  
Boston University, B.A.  
Columbia University Teachers College, M.A.
NASSER SAMEDY (2013)
Director of Middle School Admissions
Queens College

MARIANNE SANCHEZ-GARDNER (2007)
Director of Alumni Relations and Giving
Princeton University, B.A.

MATTHEW SCHADE (2015)
History
Temple University, B.S.

C. CHRISTIAN SCHMID (1977)
Athletic Director
Springfield College, B.S.; M.S.

JULIE SCHNEIDER (2019)
Lower School Teaching Assistant
Seton Hall University, B.S.

LYDIA SCRIVANICH (2005)
Visual Arts
Pennsylvania State University, B.S.

LINDA SEGAR (2012)
Mathematics & Computer Science
SUNY Purchase, B.F.A.
Bank Street College of Education, M.S.E.

CARRIE SHAURETTE (2010)
Librarian
Indiana University, B.S.
Pratt Institute, M.L.S.

TREVOR SHAW (2001)
Director of Technology
Long Island University, B.A.
Columbia University, M.A.

JACQUALYN SIMON (2017)
Maintenance
Mars Hill College, B.S.

JOAN F. SOMMER (1979)
Archivist
William Paterson College, B.A.

LYNDA SORIANO (2009)
Director of Human Resources
Thomas Edison State University, B.A.

RONDA SOWA (2011)
Grade 4
Indiana University of Pennsylvania, B.S.
Hunter College, M.S.

DANA STANGEL-POLOWE (2014)
English
Cornell University, A.B.
George Washington University, J.D.
New York University, M.F.A.

REBECCA STEINBERG (2015)
Music
Manhattan School of Music, B.M.

TONY STEVENSON (1988)
Maintenance

DIANA STONE (2000)
Chair, Language Department
Mount Holyoke College, B.A.
Yale University, M.A.

HELEN STOTT (2014)
Science
Swarthmore College, B.A.

JOHN STOTT (1980)
History
Swarthmore College, B.A.
Harvard University, M.A.T.

GERARDO SOSA (2017)
Custodial

MICHELLE SUSSMANN (1999)
Grade 3
University of Maryland, B.A.
Fordham University, M.S.

PHILIP SWIRBUL (1988)
History
Washington and Lee University, B.A.
University of California, M.A.
YAEL TAL (1983)  
Language  
Tel-Aviv University, Israel, B.A.  
Fairleigh Dickinson University, M.A.T.

DORIS TANNENBAUM (1980)  
Mathematics & Computer Science  
Fairleigh Dickinson University, B.A.; M.A.

MATTHEW TATELMAN (2019)  
Director of College Counseling  
Springfield College, M.Ed  
Northeastern University, B.S.

ELIZABETH TAUSNER (2008)  
Director of Communications & Publications  
Drake University, B.A.  
College of William & Mary, M.B.A.

NADINE A. TAYLOR (2018)  
Grade 1  
Illinois State University, B.A.  
Baldwin-Wallace College, M.B.A.

MARISA TEPLY (1985)  
Preschool 3  
Hunter College, B.A.

CRISTINA THIAM (2014)  
Mathematics & Computer Science  
University Babes-Bolyai, Romania, B.S.  
Columbia University, M.A.

TASHA TORAN (2002)  
Director of College Counseling  
Iona College, B.A.; M.S.

ELIZABETH TRAUB (1985)  
Dean/Mathematics  
Ithaca College, B.S.  
Harvard University, Ed.M.

TASHA URBANOWSKI (1995)  
Dean/English  
Smith College, B.A.  
Columbia University, M.A.

GEORGE VAN HAASTEREN (1987)  
Director of Grounds  
Rutgers University

FERNANDO VERGARO (2013)  
Custodial

DAVID VIEIRA (2005)  
Technical Support Specialist

ARLEEN VON-SALZEN (2011)  
D-E 360° AfterCare and Enrichment Staff  
Fairleigh Dickinson University, M.S., B.A.

DAVID ALEXANDER WALLIN (2018)  
US/MS Learning Specialist  
University of Illinois, B.A.  
Columbia University, M.A.

PETER WALTMAN (2018)  
History  
Vassar College, B.A.  
Fordham University, M.B.A.

MAIREAD WATKINS (2011)  
Mathematics & Computer Science  
Loyola College, B.S.  
New York University, M.A.

JEANNIE WEI (2015)  
Operations Manager D-E 360°  
American University Paris, A.A.  
Baruch College, B.A.

SHEILA WEINSTEIN (1995)  
Language  
Barnard College, B.A.

TARA WEINSTEIN (2010)  
Science  
University of Toronto, B.A.Sc; B.Ed.

GISELLE WINTERS (2010)  
English  
University of Albany, B.A., M.S.

LISA WITTNER (2015)  
Dean, Social & Emotional Learning  
Vassar College, B.A.  
Naropa University, M.A.

JACLYN WOOD (2014)  
Health & Wellness  
Elon University, B.S.
CAITLYN YOUNG (2007)
Visual Arts
Rochester Institute of Technology, B.F.A.
Rhode Island School of Design, M.A.

JOSEPH YUNG (2004)
Director of College Counseling
Springfield College, B.S.

SHAI ZACARAEV (2019)
Upper School Dean
The University of Pennsylvania, Ed.D
Columbia University, M.Ed
Brooklyn College, B.S., M.A.

SYLVIA ZGONBICK (2005)
Payroll

HAILING ZHAO (2014)
Language
University of International Studies
Sichuan, China B.A.
University of Scranton, M.S.

FLIK DINING SERVICES

RICHARD BROWN (2018)
District Manager

TERRI PISACK (2011)
Director of Dining Services
Rutgers University, B.S

LUKE KUCHAVIK (2009)
Executive Chef
Fairleigh Dickinson University, B.S.

RICARDO ALVARDO (2011)
Chef Manager
www.d-e.org

Go to the D-E website for this handbook and all other important School resources, including:

- Calendar of Upcoming Events
- Directory for Students, Faculty/Staff, and Alumni
- News and Division-Specific Updates
- Athletics, Arts, Admissions, and other links
Dwight-Englewood School is a nonprofit corporation and is accredited by the Middle States Association of Colleges and Schools and the New Jersey Association of Independent Schools, and is a member of the National Association of Independent Schools.

Dwight-Englewood School does not discriminate on the basis of gender, race, religion, age, national or ethnic origin, or sexual orientation in its admissions or employment, or the administration of any of its programs.