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)

Upper School Principal
Joseph W. Algrant ................................................ *3241........................................... algraj@d-e.org

Upper School Administrative Assistant
Christine Hazarian .................................................. *3240........................................... hazarc@d-e.org

Upper School Attendance Office
Rosemarie Florio ................................................... *3302........................................... florir@d-e.org

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

Upper School Psychologist
Deirdre O’Malley ...................................................... *3158........................................... omalld@d-e.org

Upper School Deans
Shai Zacaraev - Grade 9 .............................................. *3247........................................... zacars@d-e.org
Kimberly Lalli - Grade 10 ........................................... *3245........................................... lallik@d-e.org
Brendan McGrail - Grade 11 ........................................ *3248........................................... mcgrab@d-e.org
Jeremy Meserole - Grade 12 ...................................... *3246........................................... meserj@d-e.org
Lisa Wittner - Dean of Social & Emotional Learning .. *3251........................................... wittnl@d-e.org

Office of Student Activities
Debbie Rivera Murphy, Director .................................. *3249........................................... murphd@d-e.org

College Counseling Office
Eileen Cunningham Feikens, Dean ................................ *3172........................................... feikee@d-e.org
Paola Gentry, Director .................................................. *3175........................................... gentrp@d-e.org
Matthew Tatelman, Director ......................................... *3171........................................... tatelm@d-e.org
Tasha Toran, Director ...................................................... *3173........................................... torant@d-e.org
Joseph Yung, Director ................................................... *3174........................................... yungj@d-e.org
Meghan McGivney, Administrative Assistant ............ *3170........................................... mcgivm@d-e.org

Academic & Other Departments
Academic Technology: Trevor Shaw ......................... *3178........................................... shawt@d-e.org
Athletic Director: C. Christian Schmid ....................... *3151........................................... schmic@d-e.org
Arts-Music: John Littlefield ...................................... *3255........................................... littlj@d-e.org
Arts-Visual: Marisol Diaz .......................................... *3250........................................... Diazm@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
Focus: Peter Bograd .................................................. 4414........................................... bograp@d-e.org
Health and Wellness: Michelle Carstens .................. *3154........................................... carstm@d-e.org
History: Arika Easley-Houser .................................. *3270........................................... housea@d-e.org
Human Development: Danny Carragher .................... 4472........................................... carrad@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 Upper School Principal... 2
Dwight-Englewood School Mission Statement 3
Profile of a Graduate ................................. 3
Profile of a Teacher ................................... 3
Diversity Values ....................................... 3
Core Values ............................................ 3
A Brief History of Dwight-Englewood .......... 4
School Day ............................................ 5
Administration ........................................ 5
Grading Standards .................................... 7
Reports on Academic Achievement ............ 8
Academic Advancement ............................. 8
Academic Scheduling and Placements .......... 9
ACADEMIC POLICIES AND GUIDELINES... 10
Summer School Credits ............................ 13
Counseling ............................................. 13
Attendance Rules and Regulations ............. 14
Transportation and Parking ....................... 18
Health and Medical Information ................. 19
Contagious Diseases, Serious Illness or Injury
......................................................... 20
Behavioral Expectations and Disciplinary
Guidelines ............................................. 21
Infractions: “Most Serious” and “Serious” ..... 22
Disciplinary Consequences ....................... 26
Disciplinary Reporting to Colleges and
Universities ............................................. 27
Disciplinary Procedures ............................. 27
Guidelines for Behavior ............................ 28
Dwight-Englewood Substance Abuse Policy .. 31
Health and Wellness Department Procedures
......................................................... 34
Additional School Facilities ....................... 36
Computer Facilities .................................. 37
Safety and Security .................................. 40
Co-Curricular Programs ............................. 41
Other Important Information ..................... 42
A MESSAGE FROM THE UPPER SCHOOL PRINCIPAL

The Dwight-Englewood School seeks to provide students with an experience that fosters their development into mature, knowledgeable, and energetic citizens of the world. We want our graduates to be aware of the issues that our society faces, and to be 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 significant contributors in their chosen fields.

As a school, we strive to create the most favorable environment for the optimum growth of all our members. The school 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 core values, and the diversity values statement. These documents, drafted by the faculty, define those qualities that we feel are most important in our students when they move on from Dwight-Englewood, those qualities that we find imperative for teachers to possess, and those qualities that represent the community values to which we aspire. They describe our hopes and goals in vivid prose that we hope resonates with your own wishes for your children. The five documents together represent the fundamental philosophical foundation of our School, and thus we present them at the beginning of this handbook to remind us continually of our journey.

In some ways, this student handbook also defines our culture. It reflects our mission in both its philosophy and the way that our philosophy is translated into the practical operation of the school. Based in our values, these pages outline the parameters under which we function as an institution and establishes the rules and regulations of our community.

Please read through this book and be aware of the information it contains. Besides seeing 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 as the year starts.

I wish you all a wonderful and exciting school year.

Sincerely,

Joseph W. Algrant, Upper School Principal
DWIGHT-ENGLEWOOD SCHOOL MISSION STATEMENT

As a community of learners, Dwight-Englewood School strives to foster in each student a passion for life-long 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.

1. Inspired by a rich and challenging program, our graduates will explore ideas critically, communicate effectively, and lead active intellectual lives.
2. With the confidence fostered by their experiences here, our graduates will continue to cultivate their talents and pursue their passions.
3. Through understanding born of a diverse and caring community, our graduates will engage creatively and compassionately in the world.
4. 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. Modell’s Sports Complex was opened in 1978, the John C. Swartley Arts Center in 1982, the Arthur E. Imperatore Library in 1988, 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**

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. and breakfast will be available for purchase in the Coop. Upper School students are required to remain on campus during these times, with certain exceptions as noted later in this book (e.g., sports/other practices). The library is open until 7 p.m. daily.

**LUNCH**

Dwight-Englewood provides lunch for all Upper School students. On four days a week, lunch is an unscheduled time for all students and faculty between 12:30 p.m. and 1:35 p.m. Club meetings, rehearsals, extra help and other activities are able to take place during this free hour. Students are encouraged to make good use of this time. Upper School students are not permitted in the dining hall during the Middle School lunch period but may eat once middle school students have left.

**AFTER HOURS SUPERVISION**

The school does not assume responsibility for the supervision of students after the end of the school day except in the case of scheduled, school-sponsored activities. Other than such scheduled activities, students are supervised only if they are in the library and only during its hours of operation. Parents are requested to ensure that students do not remain on campus after the closing of the library or after the end of the scheduled activity.

**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.

**ADMINISTRATION**

Head of School .................................................................................................................... Rodney V. De Jarnett, Ed. D.
Executive Assistant to Head of School .............................................................................. Annmarie Michalek
Upper School Principal ................................................................................................. Joseph W. Algrant
Lower School Principal .................................................................................................. Kimberly Lewis
Middle School Principal .............................................................................................. Jonathan Davis
Director of Advancement ............................................................................................... Patricia Boig
Director of D-E 360° ........................................................................................................ Sherronda Brown, Ed. D.
Director of Equity and Diversity Engagement .............................................................. Mirangela Buggs, Ed. D.
Director of Operations .................................................................................................... Michael Burns
Director of Finance ......................................................................................................... Angela Artale
Director of Technology .................................................................................................. Trevor Shaw
Director of Human Resources ........................................................................................ Lynda Soriano
Director of Communications and Publications ......................................................... Elizabeth Tausner
The opening of school may be delayed by one, or two hours. If there is a one-hour delay buses will pickup exactly one hour later than on a normal day, and classes will begin at 9:10 am. If there is a two-hour delay, buses will pickup 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.

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
+ The Upper School buildings officially open at 7:30 a.m. Before 7:30 a.m., students must be supervised by a teacher, coach, or activity sponsor. Breakfast will be available in the Coop starting at 7:30 a.m.
+ Leggett Hall and the Hajjar STEM Center will be locked at 5:30 p.m., Klein after the Coop closes at 6:30 p.m., and the library at 7:00 p.m. The gyms will also close at 7:00 p.m. except when there are games or practices later into the evening.
+ Tutoring and extra help is available in Leggett and Klein classrooms and public spaces until 5:30 p.m., and in the library until 7:00 p.m.
+ Umpleby will be closed at 4:00 p.m. and students may only be in the building with a teacher.
+ Studios in Swartley will close at 4:00 p.m., unless any member of the art faculty agrees to supervise, in which case students may work until 5:30 p.m.
+ Students are not allowed in any classrooms, unless under the supervision of a teacher, after 3:45 p.m.

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 should remove from their lockers anything they may need for that evening. Students will be allowed access to their lockers once the buildings have been locked at the end of the day only if accompanied by an employee of the school.
**GRADING STANDARDS**

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.

**GRADING SCALE**

Student achievement is evaluated on a scale of A, B, C, D, and F. Pluses and minuses may be awarded in the A through C range; there are no pluses and minuses for a grade of D. Two F’s or an F and a D constitute failure in a yearlong course, necessitating repetition of the course or other specified remediation to receive credit. In one-semester courses, a grade of F constitutes failure. Students who fail the second semester of a full-year course will not receive credit for that semester. There are specific requirements for advancement that are explained in the next section.

**THESE GRADES MAY ALSO APPEAR ON A REPORT CARD OR TRANSCRIPT:**

- **P** Passed.
- **INC** Incomplete
- **P+** Passed with distinction (Senior Focus Program students).
- **D** Same description as for D, but credit is not awarded for a yearlong course because of an F received in the opposite semester.
- **F** Failing, but credit is awarded for a yearlong course because of a C- or better received in the second semester.
- **W** Withdrew.

* or **NG** No grade assigned.

**GRADE-POINT AVERAGE AND HONOR ROLL, GRADES 8-12**

The grade-point average (GPA) is calculated using the following numerical values. These averages are used to determine honor roll status (3.4 and above, with no grade, including Health and Wellness, less than B-). There will be no second semester honor roll for seniors.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GPA VALUE</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>
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<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>

Health and Wellness grades are not included in the GPA calculation, nor are grades for courses taken outside Dwight-Englewood or in Summer School.

**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, and will be a focus of comments sent to families. The SaL traits are as follows:

1. Organization
2. Engagement
3. Critical Thinking
4. Collaboration
5. Daily Preparation
6. Creative Thinking
7. Perseverance
8. Risk-Taking

**PERFORMING ARTS GRADING POLICY AND CREDITS**

Students in courses with required performances (chorus, orchestra, stage band, and handbells) 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
Reports on student achievement are sent four times a year, at the midpoint and at the end of each of the two semesters.

Progress reports, divided into two parts, are sent home at the midpoint of each semester. The first part includes narrative comments from each teacher. Comments are sent without grades so that the words of teachers can be considered more thoughtfully. Their feedback is valuable, and while it is natural to focus on the grade, less attention to the valuable feedback minimizes its effectiveness in helping students become better learners. Interim grades will follow comments by several days.

Interim grades are not recorded in the permanent record; they are meant to serve as formative feedback and allow students to measure their progress.

Final semester report cards are sent at the end of each semester (January and June). The grades which students receive at the end of each semester become part of the official transcript.

Teachers may correspond with families at any time when there is an issue that would benefit from parental involvement. Families will be notified about students who are in danger of failing a course, or whose grade has dropped significantly, well before the end of the grading period.

Families are encouraged to contact teachers or advisors at any time for information about their child’s progress.

INCOMPLETES, GRADES 9-12
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 may result in an F for the work assigned.

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 handle matters on their own, we also want the adults in their lives to assist them as necessary in achieving self-advocacy. The timing and trajectory of this transition is different for each child, and families should always feel welcome to contact the school. You might contact the teacher, the advisor, or the class Dean, depending on the situation.

Formal conferences between parents and teachers are held in early December. These ten minute sessions will allow families to visit with each teacher to gain insight about progress in each course.

ACADEMIC ADVANCEMENT
To advance in good standing from one year to the next in grades 9 through 12, students must attain a GPA of 2.0 or above. A student whose GPA falls below 2.0 for a given semester may be placed on academic probation. If a student is on academic probation for two consecutive semesters, then he/she may be asked to withdraw from the School.

SUMMER REMEDIAL WORK, GRADES 9-12
In all English and history courses, students failing a course by receiving a grade of F, or a D in one semester and an F in the other for full year courses – are required to do summer remedial work. That work will be determined by the department chair.

Students earning a grade of D or F in a language, mathematics, or science course in the second semester of a full-year course are required to do summer remedial work as defined by the department chair. They are required to do 20 hours of tutoring or take a summer school course, and they must pass a departmental exam administered upon completion of the tutoring or course.
Students who fail a full year course that is a graduation requirement may be required to repeat the course the following year, or take a summer school course before being allowed to proceed in that subject.

If these requirements are not satisfactorily completed, the student will repeat the course the following school year.

**ACADEMIC SCHEDULING AND PLACEMENTS**

**PROGRAM PLANNING**
Course registration for the following year will begin in March. Students will work with their advisors, teachers, and the grade Dean to create the list of course choices. Meetings with the grade Deans will be held so that families are able to hear about the academic program for the following year. More information can be found in the Course of Study.

Students enrolled in year-long courses are expected to complete the full year. Students may not withdraw from a year-long course once the add/drop period has ended first semester. In addition, students enrolled in semester courses are required to fulfill their chosen course of study for the entire year. Any exceptions will be made only with permission of the principal.

**ACADEMIC PLACEMENTS**
Placements into advanced or honors courses are made by each academic department at the beginning of the second semester and communicated to students in March. The department chairs and Deans review these placements near the end of the school year. Placements may be revised by the school until final schedules are issued in the fall.

**SCHEDULE CHANGES**
Students and parents may initiate course changes through the first two weeks of the first semester for year-long courses and the first two weeks of each semester for semester-long courses. Students should consult with their advisor first, and then the Dean and/or department chair. All changes in level require department chair approval.

**INDEPENDENT STUDY, GRADES 11-12**
Independent study provides opportunities for the student who has exhausted the highest offering in an academic area or who has an interest not covered in a regular course. The program is available to juniors and seniors.

Students who are interested in pursuing an independent study option should first explore their ideas with the teacher concerned and the advisor, followed by the department chair. Students will then submit a brief proposal to the Dean and Upper School Principal.

**CREDIT FOR PARTICIPATION IN PERFORMING ARTS PRODUCTIONS**
In recognition of students’ dedicated time and effort beyond scheduled class time, the Theatre Arts Department will provide to students, during their junior and senior years, the option of acquiring 0.5 arts credit per production – for a maximum of 1.5 credits per year. The maximum number of credits to be earned through this method is 3.0. The credit will be awarded on a pass/fail basis. In order to receive a pass, a minimum of 30 hours of rehearsal and performance time are required per production. Students must work the entire production from the beginning of rehearsals through the final performance. This option is available for both on-stage and technical crew participation.
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. A timeline for completing all semester work will be determined by the dean and teacher in each case where a student has received a grade of Incomplete for that semester.

HOMEWORK
Daily homework should take 30 to 40 minutes, on average, for each subject. Advanced classes may sometimes require longer assignments. Because most major classes meet four times a week, students should have one night break from each subject each week. Students will most likely need to use weekends to complete longer assignments.

All homework must be posted on MyDE by 4:00 PM each afternoon, and by 4:00 on Friday afternoon for work due on Monday. If teachers use a different electronic location, that location will be indicated on MyDE for students to check. Students are not responsible and cannot be penalized for completing any work by the next class period that is posted after 4:00 on the day that the class meets.

ASSESSMENTS
The school requires that students not have more than two major assessments (i.e., a test or paper that requires more than one night’s work) on a single day. Teachers will announce a major assessment at least one week in advance. When a teacher announces an assessment, it is the responsibility of the student to inform the teacher immediately if this assessment 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 individual or group.

Students may not have two major assessments in the same course in the same week and they may not have a second major assessment of similar material until the previous one has been returned.

An online calendar of assessments is available at each grade level for students and parents to consult, and the Deans are available for questions. Students should always try to work things out with the teacher before approaching the Dean for assistance.

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. Seeking help earlier will often avoid more serious problems later in the course. Students may speak with their advisors as well for assistance in how to manage their coursework. Parents are welcome to communicate with teachers as well, but to maximize the developmental growth, they are requested to help their student help themselves before making contact themselves.

SEMESTER EXAMINATIONS
As a general rule, students will sit for one exam in each course each year. Some courses will assign an alternative assessment to an exam, depending on the nature of the course. Students in grade nine will typically have two or three exams in both January and June, depending on their courses. Juniors and Seniors will have all their exams in January each year. Exams in any course may account for no more than 20 percent of the semester grade. Teachers may however count the exam for less than 20 percent. At least two days of review will take place before each exam.

ABSENCE DURING A SEMESTER EXAMINATION
Students who are absent during a scheduled semester examination will be rescheduled to take the exam during the make-up time at the end of the exam period. Please call the grade Dean to confirm the time of the exam. If this is not possible, the grade Dean will work with you to schedule the exam at the earliest possible time. Students with conflicts in their exam schedule should see the Dean as soon as possible to make alternate plans.
ADVANCED PLACEMENT (AP) COURSES AND EXAMS

Students who choose an AP course are making an explicit agreement with both the school and the national AP program to complete all requirements for that course. Hence, these students are required to sit for the AP examination in May. Under unusual circumstances, and only with the approval of the department chair and the Principal, students may be excused from sitting for an AP examination.

We understand that for seniors, the second semester brings special challenges in terms of remaining focused on academic work. We urge seniors to continue to apply themselves seriously to their courses, both because they should strive to end their schooling in a positive way, and because their performance during their last semester may impact the outcome of their college search.

Students in AP courses, whose second semester class work grade is more than one full grade below the first semester grade, or whose second semester class work grade is below “B-,” may be required to take a final examination in the AP course, whether or not they sit for the AP examination. This determination will be made up until one week before the AP examination.

Please note that poor preparation and low AP scores that indicate lack of attention to the exam reflect badly on students and on the school. AP scores are included on our school profile and as such become part of the record by which colleges and others judge Dwight-Englewood School. Students are urged to take the AP obligation seriously up to the end.

LEARNING CENTER

The Learning Center is a valuable resource, available to all students in grades 9-12 throughout the day, where students can receive assistance with skills such as time management and organization, as well as reading and writing. They can also work on developing stronger study strategies. An overall goal is for students to become more reflective learners. Students are able to make a regular appointment or drop in to the Learning Center. Individual goals are established with each student, and they will work either individually or in small groups. Support in the Learning Center does not replace the support students get by seeing their teacher. Rather, the learning specialist works with students to utilize time with teachers productively such as figuring out what they need to know and structuring the best questions to ask their teachers. The learning specialists and other faculty members may also provide lunch time workshops on specific skills; these workshops are available to all students.

TUTORING

In certain situations, families may decide that their student needs some outside tutoring in a specific subject. That decision should be made in consultation with the teacher of the course and the advisor or 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.

1. Learning specialists and tutors not employed by the school who have requested that their names be listed.
2. 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. (Cf. below.)
3. 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.

LOCATIONS OF TUTORING:

1. Current and former Dwight-Englewood teachers may tutor Dwight-Englewood students on campus. Please see page 6 for building information. During the regular school year, tutoring may only 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.

2. 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.

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 all students.

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 the Learning Center to initiate this process.

TO RECEIVE ACCOMMODATION:

1. Share the evaluation with the Learning Specialist or school psychologist.

2. 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.

3. Review the plan periodically to determine if the student continues to benefit from these accommodations.

4. Complete a re-evaluation 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 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 Subject Tests, 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 contact the Learning Specialist.

CUM LAUDE SOCIETY
The Cum Laude Society is a national society whose objective is to recognize outstanding students in independent secondary schools. The society motto centers on three Greek words — Areté, Diké and Timé — that encapsulate the essence of its purpose. To quote from the society handbook, “Areté includes the concept of excellence in the moral sense and is not limited to the ideal of superiority in scholarship, nor does it involve the endeavor of competing primarily for academic grades. Diké includes the concept of what is suitable and appropriate as well as just. Timé includes the concept of dignity and true worth as well as honor.” Those students elected to the society have been selected not only for demonstrated prowess in academics, but also for the upstanding personal qualities they bring to our community. According to Society rules, no more than twenty percent of any senior class may be elected: elections will take place in October and February.

SUMMER SCHOOL CREDITS

GRADES AND CREDITS
FOR SUMMER WORK
Advancement courses (120 hours) that are in the Dwight-Englewood curriculum taken at Dwight-Englewood or elsewhere:

1. Credit is given upon successful completion, but the grade is not used for purposes of calculating the grade-point average.
2. 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.
3. 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:
   a) credit is not given and the grade is not used for purposes of calculating the grade-point average;
   b) an exam must be given at the end of Summer School or the summer.

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

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

COUNSELING

UPPER SCHOOL 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 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. Advisory usually meets 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.

COLLEGE COUNSELING
The mission of the College Counseling Office is to help D-E students and their parents navigate the college decision-making process. Fundamentally, we believe that each student should control the self-evaluation, research, and application writing elements that are essential to good college selection.
In turn, the College Counseling staff will foster active and open-minded collaboration with students and their families. In this supportive environment, students learn to identify their goals and interests, to manage a complex and stressful process, and to make healthy and confident decisions about higher education.

While the college process begins in earnest during junior year, there are multiple opportunities for students and parents to be involved earlier, both formally and informally.

Dwight-Englewood firmly believes that it is in the best interest of each student to submit a limited number of very carefully prepared applications to a thoughtfully selected list of colleges. All questions regarding application procedures and selection of colleges should be directed to the College Counseling Office.

Please refer to the College Counseling Office information on the school’s website for more complete information about the college counseling process.

PERSONAL 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 Deans and/or advisors have serious concerns. The school psychologists do not provide extended therapy. Students or parents may make appointments with the 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 the psychologist. It is most always preferable, though, for parents to be aware of such visits and that will always be suggested.

STUDENT SUPPORT SERVICES TEAM (SST)
The Student Support Services Team 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 in preschool-grade 12.

ATTENDANCE RULES AND REGULATIONS

STUDENT ATTENDANCE
Regular attendance is crucially important to effective learning. 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, and 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.

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 notify the Attendance Office before 9:15 a.m. on the day of an absence and each day of absence thereafter. The attendance officer can be reached at school between 7:30 a.m. and 3:30 p.m. Voice mail messages may be left at any time at (201) 227-3302. The attendance office is located on the second floor of Leggett Hall, next to The Ethics Classroom.

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

ILLNESSES AND EMERGENCIES, PRESCHOOL-GRADE 12
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.

2. If, during the school day, a student becomes seriously ill and is unable to attend class, he or 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.

3. 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 should sign out in the attendance office and sign back in if they 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 attendance officer as soon as possible. Students must sign out and back in with the attendance officer if they leave campus during the day, or if they arrive late or leave early for a doctor’s appointment. The student must also bring a note from the physician within 48 hours of the visit. Failure to notify the attendance officer or grade-level Dean, and to bring a note from the attending physician, could result in an unexcused absence.

PLANNED ABSENCES, GRADES 9-12

1. Families of students who are considering missing classes or days for any reason must contact the grade Dean well in advance to discuss the feasibility of having their child miss school. While sometimes these missed days may be necessary, as a rule they will be discouraged. Because the calendar for a given school year is announced well in advance, we urge families to make travel plans that do not conflict with the academic schedule. Absences before and after holidays are particularly problematic and should be decisions of last resort. The Dean will determine whether an absence is excused or unexcused.

2. College visits for juniors and seniors may be scheduled on school days and will be treated as excused absences only if the college counselor and the class Dean have been notified in writing at least one week in advance. Please see page 17 for further information.

3. Students will have a half-day excused absence to take their driving test and apply for a driver’s license. They will be excused from 8:10 a.m. until 11:30 a.m. or from 12:00 p.m. until 3:30 p.m. They are permitted to return to school to participate in after-school activities.

4. Students should fill out a Planned Absence Form when they know they will be missing any classes, including for college visits.

EXCUSED ABSENCES

An excused absence may be planned (as discussed above) or unplanned. Unplanned absences include circumstances such as illness, emergency medical or dental appointments, and other unexpected emergencies. The school must be notified of these absences by 10:00 a.m.

Students with planned excused absences are expected to meet with all their teachers prior to their absence and discuss plans for completing work that will be missed. The Planned Absence Form should facilitate that meeting.

Students have the length of the excused absence to complete makeup work, and teachers are expected to provide extra-help to students. 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 makeup period and must submit papers and homework on the third day after he or she returns to school. Students will also be expected to begin to take makeup tests on the first day after the makeup period. If a student misses only one day for example, but misses a test on that day, he or she has one day after returning to school to study and may then be asked to take the test on the second day after returning to class.

Students who are absent for extended periods of time sometimes miss so much work that they cannot finish all of it by the first day after the makeup period. In these cases the student will work out a schedule for making up the work with his or her grade Dean and teachers. This policy does not cover papers and projects assigned more than one week before the absence.
UNEXCUSED ABSENCES
Unexcused absences are those that are deemed inappropriate, and might include a student who skips a class, or part or all of a school day, with or without parental permission, and those that are avoidable. Students who miss many days around holidays or weekends, or who have been absent too many times for avoidable reasons, may have those absences labeled as unexcused. Students who have unexcused absences will be allowed to make up missed work with the following provisions: there will be no extensions on tests, papers, or projects; all work may be penalized if due during the absence. Teachers are not obligated to reteach material that was presented during the absence and not turned in.

MISSING PART OF THE SCHOOL DAY
Any student in Grades 9-11 who does not have a first-period class is required to sign in with the attendance officer upon arrival at school at 8:10 a.m. Failure to sign in may result in an unexcused absence.

Students in Grade 11 who have been approved for Come Free are permitted to go directly to their first class without signing in, but must arrive no later than Advisory or Assembly period. Before Come Free is in effect all students must be on campus by 8:10 a.m..

Students in Grade 12 are granted Come Free Leave Free. They are permitted to go directly to their first class without signing in. They are also permitted to leave school without signing out when their classes are over before the end of the school day. This privilege may be revoked by the Dean if it is not being used properly. Those students who do not have Come Free Leave Free must sign in at 8:10 a.m. if they have a free period, and must remain on campus until the end of the day.

Students in either Grades 11 or 12 may not leave school early if they have after-school commitments in school, such as athletics, arts rehearsals, or other activities.

LATENESS IN THE MORNING
Students who are late to school should proceed directly to their first period class, whatever time they arrive on campus up until the end of that period. All students who arrive late after first period must sign in with the Attendance Office. The lateness 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 to be unexcused.

The school recognizes that transportation problems and other circumstances may result in an occasional late arrival. 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 lateness as excused after discussion with parents. The fourth lateness to school and/or to class each month will generate a detention. Unexcused lateness of more than ten minutes to school or class will result in detention, as stipulated above.

LATENESS TO CLASS
Students are expected to arrive to class on time. Any lateness will be noted as part of the official attendance record. The fourth time a student is late to any class in any one month, a detention will be assigned and parents will be notified.

If a student is more than 10 minutes late to class, the student will earn a detention unless he or she speaks directly with the Dean and has a suitable explanation for his or her tardiness.

Students who continue to demonstrate a pattern of lateness, either to class or to school, may face more serious disciplinary consequences, including being required to appear before the student-faculty Hearing Council.

CUTS
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 and carry the appropriate consequences: the student will meet with the grade Dean, receive detention, and parents will be notified. Further cuts may result in more severe disciplinary action.

ATTENDANCE AND EXTRACURRICULAR EVENTS
Students are allowed to participate in or attend extracurricular events (e.g., games, performances,
practices, etc.) only if they arrive in school by 10:00 on the day of the event. Exceptions may be made only with the permission of the Dean and/or Principal.

COLLEGE VISITS
IN-SCHOOL MEETINGS WITH COLLEGE REPRESENTATIVES
Each fall, and occasionally at other times during the school year, admissions representatives visit Dwight-Englewood to speak with interested students. These visits are posted outside the College Counseling Office, as well as on Naviance, our college counseling database. Seniors must request permission at least two days in advance from the teacher of any class they may miss in order to attend these meetings, and must sign up for these visits on Naviance, also at least two days in advance. They are responsible for any work missed, including homework assigned for that day. Juniors may attend college visits only if they are free at the time of the meeting.

VISITS TO COLLEGES
If a junior or senior wishes to visit a college on a regular school day, he/she must hand in a completed Planned Absence Form at least one week in advance of the visit. These forms are available from the College Counseling Office, Upper School Office, or online. Be sure to read it carefully and discuss it with your son/daughter. Visits may not extend major vacations, i.e. Thanksgiving, winter, or spring break. Seniors are allowed four days during the school year for visits. Juniors are allowed two days.

EXCESSIVE ABSENCE
In all grades, students who are absent for more than 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. The school also 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 excused absences, students may be required to have a tutor, and arrangements need to be made with the grade Dean and Principal. Cases of excessive absence may also be treated as a disciplinary matter under certain circumstances.

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 all 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 in grades 6 through 12, separate and distinct from the school’s regular transportation. The bus leaves Dwight-Englewood daily at 6:30 p.m. and drops students off at centralized locations in two directions. Bus A will travel to Riverside Square, Bergen Mall, Paramus Park, and The Fashion Center. Bus B will travel to Bridge Plaza (Fort Lee), Winston Towers (Cliffside Park), and The Galaxy (Guttenberg). Parents must provide transportation from these locations to their homes. There is also late bus service to Manhattan.

VEHICLES

MOTOR VEHICLES
Motor vehicles may not be used on school grounds except as a means of transportation to and from school. Automobiles must display a Dwight-Englewood hang tag on the rear-view mirror.

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.

STUDENT DRIVING AND PARKING POLICY
Student parking spaces on campus are limited in number, and available to seniors only. Wherever possible, the school urges students to find alternative modes of transportation.

Parents and students are reminded that parking on campus is a privilege, not a right. Any infraction of student or driving rules may result in the loss of parking privileges. Students on disciplinary probation are not eligible for parking privileges. Parking/driving violations that will result in ineligibility for on-campus student parking include, but are not limited to: driving on campus at a speed greater than 5 mph; driving recklessly or above the posted speed limit on streets adjoining the school; parking in a non-student parking spot before 4 p.m.; and driving in restricted areas on campus.

Application for parking spaces will be open to senior drivers prior to the start of the semester. The allocation of the limited number of spaces will take into account the distance the student lives from campus. Students are urged to consider sharing spaces. The mileage will be combined and gaining a space is more likely. Seniors must have completed their community service requirement in order to be eligible for parking on campus.

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 in Drapkin Hall. 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 1. 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 to Sara Schulman, MS/US Nurse at: schuls@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 only 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 without written permission, including Tylenol and Motrin.

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, small pox, measles, impetigo, scabies, tuberculosis, ring worm and pin worm, scarlet fever, rheumatic fever, whooping cough, conjunctivitis, strep 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 established both to allow a child to recover properly and to avoid contamination of others:

1. 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.
2. 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).

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

4. 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.

5. If your child has “chicken pox” (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 prior to eruption of the first pox.

6. 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 mucous 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 covered while away from the school premises if participating in a school-sponsored activity including athletics and field trips. Students are 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 meet these expectations. These expectations apply to all students, regardless of age and including those over the age of 18. 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 member has as an individual human being: to be secure in person, property, and in basic liberties. We try to respect and promote the rights of each individual and simultaneously protect and nurture the welfare of the community.

We recognize that individual rights exist in relation to the rights of others. There are certain basic purposes for which we have come together in this school: 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 institution as a whole. It is the responsibility of each individual to
behave in such a way as to respect the rights of all members of the Dwight-Englewood family.

There are certain desired values which are intangible and cannot easily 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 positive common purpose, and comfort. 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 all members of the Dwight-Englewood community include:

1. the right to be treated with courtesy and respect at all times;
2. the right to a campus and a classroom which make it possible for one to pursue one's education without disruption or interference;
3. the right to physical and emotional safety, and freedom from attack;
4. the right to one's personal property;
5. the right to one's good name.

CODE OF BEHAVIOR
We have established this 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:
1. be honest;
2. be considerate;
3. be courteous and use good manners;
4. respect the work of others;
5. respect and care for materials and property;
6. follow safety rules;
7. be responsible for their own actions;
8. respect the rights of all others as described in the “Basic Rights.”

Disruptive behavior, either verbal or physical, is unacceptable. If such incidents occur, students will be held accountable for their actions with appropriate consequences.

**INFRACTIONS: “MOST SERIOUS” AND “SERIOUS”**

Infractions of the behavioral rules set forth in this publication, or separately made known to students and parents by correspondence, posted notice, or other written means, are characterized as either “most serious” or “serious.”

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 age of the student, severity of the offense, and the circumstances surrounding the offense. At minimum, cheating on a test, quiz, or exam will result in an automatic F on that test, quiz, or exam. Additional disciplinary action may range from disciplinary warning to suspension to expulsion. Even a first offense may result in expulsion under exceptional circumstances.

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 will be assisted in understanding the appropriate lines between one’s own work and that of others.
All varieties of plagiarism will be treated as a form of cheating subject to appropriate disciplinary action.

**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.

**SMOKING**
Dwight-Englewood School complies with the smoke-free 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/VAPING**
The use of any sort of electronic smoking device is prohibited, and will be treated as a Most-Serious Offenses. 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.

**DRIVING UNDER THE INFLUENCE**
Driving under the influence of alcohol or unprescribed drugs on school grounds or while traveling to and from school or school-related activities is a Most Serious Offense. This behavior may result in expulsion from school.

**RECKLESS DRIVING**
Reckless driving on school grounds or while traveling to and from school or school-related activities is a Most Serious Offense.

**WEAPONS POSSESSION OR USE**
Dwight-Englewood School recognizes the need to provide a safe and secure educational environment. 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:

1. 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.
2. 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, pocketknives, 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.
3. 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.
4. 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. Students who engage in such behavior may be sent home.

**HARASSMENT AND 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 such an environment and will not tolerate actions or comments 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, gender, or sexual orientation. The school recognizes and will protect the rights of all members of the school community to be treated with respect, courtesy, and tact. 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, intimidation, or bullying 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, 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:

a) 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

b) 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 Dean 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.

**CYBER BULLYING**

Advances in telecommunications and computer technology extend our school community 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. 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
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 Dean 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 against school rules. It may be considered a Most Serious Offense. The use of any type of playing cards on campus is forbidden. 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, or affects the school or any students or staff of the school will be left to the discretion of the administration.

**DISCIPLINARY CONSEQUENCES**

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. In addition, the disciplinary actions which may be imposed are as follows:

**DETENTION**

An Upper School student given detention will come to school early or remain after school under the supervision of a teacher or grade-level Dean. Students who normally take school transportation must make other arrangements on that day.

Detention periods are held twice per week on Tuesday: From 7:15 a.m. to 8:00 a.m., and from 3:30 p.m. until 4:30 p.m. The two periods, one before school and one after, are designed to help students who have after-school commitments either in school or out. Students should contact the Dean in advance if he or she is not able to attend the detention that is assigned.

If a student fails to attend detention on the date assigned, he or she will lose a “free” period for up to one week of school. If a student fails to attend detention but does not have a “free” period to be taken away, the grade Dean will assign a comparable consequence.

**DISCIPLINARY WARNING**

A Disciplinary Warning may be given to students in response to rule infractions that are more serious than detention and where more serious consequences, such as suspension, are not warranted. Warnings may also be given as a response to chronic incidents of less serious offenses like lateness. A Disciplinary Warning will often be accompanied by a meeting between the family and the Dean and/or Principal.

**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.
DISCIPLINARY REPORTING TO COLLEGES AND UNIVERSITIES

Dwight-Englewood School reserves the right to determine which disciplinary actions rise to the level of being reportable for college applications. When requested by colleges or universities, we will answer questions about suspension-level and higher disciplinary actions on the student's record. We also report any major changes in a student's credentials that take place after a student has made an application to a college. We expect our students to answer honestly application questions regarding discipline, in accordance with Dwight-Englewood's stated reporting policy.

DISCIPLINARY PROCEDURES

The Class Deans oversee the application and implementation of disciplinary policies. When an infraction occurs, the Dean may speak to the student(s) involved, and others as necessary, to ascertain the level of infraction and decide on an appropriate course of action. In many cases, the Dean will determine the appropriate consequence and communicate that to the student and his/her parents.

If the infraction appears to be more serious, the class Dean and the Principal, at their discretion, will refer the case to the Student/Faculty Hearing Council. The decision to refer a case to the Hearing Council would be made for an offense listed as “serious” or “most serious,” as described above, or for repeated disciplinary offenses of a less serious nature. Parents will be notified if it is decided that a case is being sent to the Hearing Council. They will have the opportunity to speak or meet with the Dean prior to the meeting of the Council. The Hearing Council operates as follows:

1. COMPOSITION:
The Hearing Council is comprised of eight voting members: two seniors, two juniors, three faculty members, and one Class Dean (other than the Dean of the student being heard). One of the three faculty members serves as a Chair of the Council and guides the process of discussion. The Dean of the student appearing before the Council sits in on the discussions on the student's behalf but carries no vote.

Student members are appointed in the spring for the following school year by an application and voting process. Students apply to a screening board formed by the outgoing council members, and then a ballot is voted upon by the full student body. Also in the spring, the faculty elects one member each year for a two year term, and the Principal appoints a third member each year.

2. PREPARATION:
The student is encouraged to ask a faculty member to serve as his/her advocate in the hearing process. The advocate, often the student's advisor, will meet with the student before the meeting and then attend the hearing with the student. The advocate may speak on behalf of the student.

The Dean will prepare a written statement to be delivered to the Hearing Council during the meeting. The student will see the statement before the meeting and will be able to suggest any changes he/she feels are appropriate.

3. THE MEETING:
When the question of a serious disciplinary infraction arises, the Council will meet in closed session to determine the details of the incident. The Dean(s) of the student(s) involved will present an account of the incident as it came to the attention of the administration. The Council will then have an opportunity to hear individually from the student(s) as well as, separately, from anyone else whose account might help enlighten the fullest understanding of the infraction. In private, the Council will then discuss the case, the disciplinary issues that the case raises, and determine a recommendation of the appropriate consequence. Once the council has concluded its discussion, it makes a recommendation to the Principal. The Principal may accept the recommendation as presented, or make any amendments. All deliberations of the Hearing Council are held in strict confidence.
4. THE REPORTING:
After the Council meets, the Dean or Principal communicates the final disciplinary response to the family.

The Dean and Chair will prepare a written summary to be shared with the D-E Community. The summary will contain the facts of the incident as completely as possible, the committee’s decision for disciplinary consequences, and a rationale. The identities of all students involved will remain private.

More importantly, the document is meant to open conversation that allows the incident to be educational for the whole community, not only for the student(s) involved. The document will outline not only the rules that were broken, but also the larger ethical concerns that were brought to bear by the incident. The document will be made publicly available as determined by the Deans and Principal. As such, it should provide an opening for follow up discussions among advisories and the community at large.

Once a decision is made by the Principal and communicated to the student and his/her family, the family has the right to appeal to the Head of School. Such an appeal must be made within two days of notification of the decision.

GUIDELINES FOR BEHAVIOR

CLASS CUTS AND EXCESSIVE LATENESS
Students are expected to attend all classes and other commitments, and to arrive on time to all functions. 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
Students are required to be on campus at all times unless they have been dismissed through the Attendance Office with parental permission.

Juniors have the options of Dwight-Englewood’s Come Free, and seniors have the options of Come Free Leave Free. These opportunities will be explained by the class Deans at the appropriate time in the fall.

Seniors in good standing will be allowed off campus during lunchtime starting in the spring semester, at the discretion of the Dean and Principal. Parents will be notified when this privilege begins, and will be able to opt-out their child.

GUIDELINES FOR STUDENT DRESS
Students are required to dress in ways that are respectful of the core values of the School. Clothing should be neat, clean, and commensurate with the school environment.

Inappropriate attire would include – but is not limited to: clothing that exposes too much bare skin, or clothing that is tattered. Clothing should not bear inappropriate or suggestive slogans or illustrations.

Clothing worn to health and wellness classes may not be worn to academic classes. (see Dress under Health and Wellness Procedures.) Administrators may require that students change clothing before attending any school event if in their judgment any of the above conditions have not been met.

At major school gatherings in the auditorium or gym, the wearing of baseball caps or hoods is prohibited.

NOTE: These guidelines about appropriate school dress will be a subject that is discussed during the course of this year as we attempt to find a balanced and appropriate set of guidelines that work for all students. We will be exploring the significance of dress and revising our guidelines accordingly.

LITTERING
The School strives 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
The use of electronic communication and entertainment devices has changed radically in the past few years. The School recognizes that shift and
attempts to abide by a policy that is practical but that fits into the ideals of a proper and productive learning environment. Towards that end, the following rules will apply. We ask that parents please use discretion in communicating with students during the school day.

1. Students must turn off cell phones during all class periods and community functions unless specifically directed to use them by a teacher. (NB: This means phones are off during the time when a student should be in class; texting on a bathroom break, for example, or in the gym locker room is not allowed.)

2. Cell phones and other electronic devices may be safely and responsibly used for time checking, texting, listening to music with headphones, and other silent activities outside of the academic and community realm at any time.

3. Cell phone conversations may only take place outside.

4. Violation of this policy will result in the device being confiscated. Students may retrieve their phone from their grade dean at the end of the day. Repeated offenses may bring escalated consequences as determined by the dean.

LUNCH DUTY
Fulfilling assigned lunch duty is an obligation of all students. Students may be assigned extra days of duty for any day missed. Failure to complete assigned make-up 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. Only teachers or authorized student groups such as the Student Government may arrange for food deliveries.

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.

Guests are welcome at most school social events. 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.

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. The school asks that students cooperate in adhering to the following rules:

1. Students and guests on campus during evening events should 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.

2. The time at which most evening events end is announced in advance. Those students needing transportation should arrange beforehand to be picked up promptly after the event.

3. Students who leave a building for any reason must leave the campus altogether and may not return to the event.

4. 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.

5. If a student appears to be behaving in an unusual or disruptive manner, the faculty member in charge may choose to telephone the student’s parents and ask the student to leave or be picked up.

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.

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

Upper School Handbook 2019 - 2020
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.

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.

**DAY 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 trips. However, the school reserves the right to introduce into the curriculum courses that may require a considerable number of trips, something which may result in additional costs; such cases will be noted in the curriculum guide. All other school field trips fall under one of two categories: required field trips and voluntary evening or weekend field trips which are billed to the students’ accounts. 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.

**OVERNIGHT TRIPS**
On occasion, an academic department or athletic team may sponsor official school-sanctioned trips for students in grades 9-12. A detailed itinerary and information about costs are sent home well in advance.

Occasionally, individual teachers acting independently of outside groups. These are not sanctioned or supported by the school. No solicitation or recruitment for these trips is permitted within the school, and the school has no legal responsibility or obligation for such trips.

**NON-DWIGHT-ENGLEWOOD STUDENTS ON CAMPUS**
Students wishing to bring a guest to school should make this request to their grade Dean at least one day in advance, to obtain approval for the guest’s visit. Once approved, the following procedure should be followed:

1. The D-E student should escort his or her visitor to the Upper School Office before 8:10 a.m. on the day of the visit, and make the proper introduction to the grade Dean. The guest should also be introduced to the teacher of each class.
2. 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.)
3. 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 known to be absent, coverage will have been arranged 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. Please note that there is no such thing as the ten minute rule.

**PERSONAL PROPERTY**
It is the responsibility of Upper 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.

Students are requested to pay particular attention to the safety and security of their computers and other electronic devices.

Any incidents of theft or vandalism should be reported immediately to the grade Dean.

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, phone, 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 also reserves the right to make random searches.

DWIGHT-ENGLEWOOD SUBSTANCE ABUSE POLICY

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 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, Dean, school nurse, and school psychologist.

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 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 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 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 Team 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 an accessory to an illegal action; and/or
+ 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 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 Team will attempt to locate the student, evaluate the situation, and then may escort him/her to a confidential and inconspicuous location where the school nurse (and one other Student Support 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 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:

1. a written note from a licensed physician stating that the student is capable of participating in routine school activities, including physical education and sports.
2. 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.
3. 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 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 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 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 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 Team. In such an instance, the Student Support 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:

1. repeated reports from those close to the student believed to be using drugs
2. eyewitness accounts of the student using drugs either on or off campus
3. 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 Team will be asked to disclose the full details surrounding his/her concerns. This information is to be shared solely with
the Student Support Team and will be held in the strictest confidence.

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

1. determine that the suspicion of substance abuse is unsubstantiated and no further action need be taken; and/or
2. request a meeting with the student and parent(s)/guardian(s) to discuss the findings and concerns. In such a case, a comprehensive substance abuse evaluation may be mandated. The Student Support 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 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 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 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.

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.

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.

HEALTH AND WELLNESS DEPARTMENT PROCEDURES

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 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 and computers, into their lockers during physical education class or team practices.

**GRADING**
The health and wellness 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 skill and concepts.

A student who is improperly dressed for full participation in a class is considered “unprepared.” A student who 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.

**ATHLETIC OPTION IN HEALTH AND WELLNESS**
Please refer to “Athletic Option in Health and Wellness” under “Academic Information and Procedures” for information concerning independent study programs in physical education for students in Grades 10, 11, and 12.

**ILLNESS/MEDICAL EXCUSES FROM PARTICIPATING IN HEALTH AND WELLNESS**
1. 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.
2. If a student becomes ill during the course of a school day, an excuse is given at the nurse’s discretion. The student should still attend class even if excused from participating in the activity.
3. Students 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. 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.

4. 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. 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 student’s medical condition.

5. 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. 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. 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 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

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.
EVENTS
+ Guest speakers and presentations associated with academic courses, student clubs, 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 which are sold on a cash basis only. The Coop is open from 7:30 a.m. to 6:30 p.m. on days when classes are held. The School Store, located by the grand staircase in the Klein Center is open from 7:45 a.m. to 3:45 p.m. daily for the purchase of school supplies, athletic clothing and other items. With parental permission all items except snacks may be charged to school bills. Students must show their school identification card to charge any items.

COMPUTER FACILITIES

COMPUTER USE, REQUIREMENTS, AND FACILITIES
Dwight-Englewood School provides many technology resources to students, teachers, and staff. Tablet computers 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.

CONSEQUENCES FOR THE MISUSE OF TECHNOLOGY

Users are expected to familiarize themselves with, and abide by the above Acceptable Use Policy at all times. Users who violate these guidelines may have their access to the network suspended. Violations may also result in other disciplinary action, in accordance with general school disciplinary policies.

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.

"BRING YOUR OWN COMPUTER" POLICY (UPPER SCHOOL)
Upper School Students are strongly encouraged to purchase their computer through the School. This is the best way to ensure that it is configured to operate properly on our network and that it has all of the required software. It also allows the School to perform repairs efficiently on campus should anything go wrong.

However, purchasing a computer from the school may not be the best solution for every student. To best meet the needs of all of our families, students are allowed to use a computer that they have purchased from outside of school provided it meets the minimum specifications and software requirements as described here.

Only students who are very comfortable using technology should consider bringing their own machines because there are many things that the school’s Computer Services Department will not be able to do to help a student with his or her personal machine.

- Installing Software
- Configuring Backup Systems
- Recovering Data from Crashed Systems
- Cleaning-Up Viruses and Spyware
- Recovering a crashed machine
- Any type of hardware repair or replacement
- Recovering a lost workstation password

Before deciding to use a computer that is not supplied by the school, parents must be sure that they have a plan in place to address each of the items above.

PREPARING A STUDENT COMPUTER FOR SCHOOL
Parents and students must bring their computer to the Taub Center before the third week in August in order to ensure that it is ready for the start of school. The computer Services staff will join the machine to the Active Directory Domain and install network printers. Computer Services will also review the device to ensure that it is working properly so as to ensure that each student starts off the school year with everything functioning properly.

Please note that machines must be functioning properly and free of viruses and spyware before the Computer Services department will join them to our network. It is the student’s responsibility to ensure that machines are in good working order before bringing them to be joined to the network.

LOANER COMPUTERS FOR STUDENTS WITH NON-SCHOOL BOUGHT MACHINES
Our loaner machines are paid for by adding a surcharge to the cost of machines purchased through the school. If a student’s personal machine is unavailable because the student is having it repaired, the school can issue a loaner machine for a fee of $5.00 per day including weekends and holidays.
Loaner machines are limited to what is available at the time and may not be of the same type or operating system as a student’s own machine.

**MINIMUM REQUIREMENTS FOR STUDENT COMPUTERS**
Most computers purchased within the past three years should meet these requirements. If you have any questions, please feel free to call our Helpline at (201) 227-3177 or visit the Taub Center on the second floor of the library. Note that these are minimum requirements only:

**Hardware**
- Processor – Core i5 Processor
- RAM – 3GB
- Hard Drive – 60GB
- Protective Case
- 5 Hours of Battery Life (or be prepared to use pen and paper when the battery dies as electrical outlets are not always easily available)
- Also note that spare chargers from friends or the Taub Center will not likely fit a personal machine.

**Software**
- Windows 7 or later / Mac OS X Lion or later
- MS Office 2010 or Later
- Students using a Windows PC are encouraged to use a version of MS Office that includes MS OneNote.
- Geometer’s Sketchpad Version 5
- Evernote
- Chrome Web Browser
- Specific classes and teachers may require additional software.

**A FINAL NOTE OF CAUTION...**
Please note that the features that make for a good gaming machine (dedicated video card, very fast processor) do not necessarily make for a good school machine. These features tend to reduce battery life and create distractions from study and school work. Parents and students are urged to maintain a machine for school-work only if possible.

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**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 Facilities 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 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 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, and can be used to make copies at school machines located in each building. Lost IDs must be reported immediately to the grade Dean.

**CO-CURRICULAR PROGRAMS**

**STUDENT PUBLICATIONS**

Dwight-Englewood offers a variety of opportunities for students who wish to write, illustrate, edit, or design layout. The school's major student publications include the following:

- Carpe Diem, yearbook
- Spectrum, school newspaper
- Parnassus, foreign language magazine
- Calliope, literary magazine
- The Flea, satirical publication

**ACTIVITIES PROGRAM**

The activities program is a vital part of education at Dwight-Englewood. It allows students 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 school year.

New activities are constantly being formed and others dropped in response to student interest. Students should consult the Director of Student Activities for information on the activities program.

**INTERSCHOLASTIC ATHLETIC PROGRAMS**

The following is a listing of sports that are offered:

**FALL**

**Boys:** Varsity Football, Varsity/JV Soccer

**Girls:** Varsity/JV Field Hockey, Varsity/JV Soccer, Varsity/JV Tennis, Varsity/JV Volleyball

**Co-Ed:** Varsity Cross Country

**WINTER**

**Boys:** Varsity/JV Basketball

**Girls:** Varsity/JV Basketball

**Co-Ed:** Varsity/JV Track, Strength and Conditioning

**SPRING**

**Boys:** Varsity/JV Baseball, Varsity/JV Lacrosse, Varsity/JV Tennis

**Girls:** Varsity/JV Softball, Varsity/JV Lacrosse

**Co-Ed:** Spring Track, Ultimate, Crew

*Note: Ninth grade teams may be created if there is sufficient interest.*

**STUDENT GOVERNMENT**

The Student Government organization in the Upper School has two main functions. First, members organize and run school wide student projects and activities. Second, it presents student opinions and concerns to the faculty and administrators.

Six representatives are elected from each class. They are elected in the spring of the year before they serve. Elections for freshman representatives take place in the fall. Meetings are held during the lunch period and are open to those in the entire school community who do not have another commitment at that time.

**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 fund-raising 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.

**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.

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**OTHER IMPORTANT INFORMATION**

**LOST AND FOUND**

Found articles will be stored in the bins on the first floor of Klein beyond room K110. Found articles found should be taken to this location. Articles of value should be brought to the Upper School Office.

**DAILY INFORMATION**

It is the responsibility of all students to check their school e-mail on a regular basis. Daily announcements are available on the School’s website.

**GIFTS TO SCHOOL EMPLOYEES, PRESCHOOL-GRADE 12**

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 Advancement, Pat Boig at (201) 227-3108. A special holiday gift fund is run by the Parents’ Association each year in December.
DWIGHT-ENGLEWOOD 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 Keun 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 BOGRAD (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.

OWEN CAPRELL (2016)
Music
University of Denver, B.M.
University of Utah, M.S.

JAIMIE CARDENAS (1999)
Custodial

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

KIMBERLY CONOVER (2016)
Athletic Trainer
William Paterson University, B.S.

MICHAEL CRIMMINS (2018)
Information Services Administrative Assistant
Penn State University, B.A.
MARY CUSHMAN (2014)
Lower School Teacher Assistant
Swarthmore College, B.A.
Bank Street College, M.S.

FREDERICK DALY (1995)
Chair, English Department
Swarthmore College, B.A.
Columbia University, M.A.

JASMINE DAVID (2018)
Accounts Payable
Ramapo College, B.S.

JONATHAN DAVIS (2018)
Middle School Principal
Washington University, B.A., M.A.

ROBERT DE BELLIS (1985)
Music
University of Pennsylvania, B.A.

SANDRA DE COS (1999)
Lower School Teacher Assistant

RODNEY V. DE JARNETT (2006)
Head of School
Kutztown University, B.S.
Rensselaer Polytechnic Institute, M.S.
University of Pennsylvania, Ed.D.

KRISTINA DELLEFAVE (2015)
Kindergarten Co-Teacher
St. Peter's University, B.A.
Concordia University M.A.

KARINA DE MARCO (2011)
Language
University of Houston, B.A., M.A.

CAROLE DEVITO (1979)
History
Smith College, B.A.
Columbia University, M.A.

DANIELLE DEVLIN (2012)
Transportation & Calendar Coordinator

MARISOL DIAZ (1998)
Chair, Fine Arts
Antioch College, B.A.
Maryland Institute, College of Art, M.F.A.

RACHEL DI GIOVANNI (2014)
Preschool 3
Rutgers State University, B.A.
Montclair State University, M.A.

MARINA DIJKSTRA (2007)
Grade 2
Wheaton College, B.A.
Hunter College, M.S.

LEON DI LEONE (1979)
Technical Director of Theater Facilities

BRUNO DIMURO (2017)
Maintenance

SOPHIA DORNER (2015)
Lower School Learning Specialist
State University of New York-New Paltz, B.A.
University of Albany, M.A.
Long Island University, M.S.

LISA DOVE (2015)
Lower School Music
University of Evansville, B.A. Music, B.S. Drama
Juilliard School Drama Division, Diploma

JAMES DUSENBERY (1991)
Security

ARIKA EASLEY-HOUSER (2019)
Chair, History Department
Rutgers University, Ph.D.
Columbia University, M.A.
Dartmouth College, B.A.

CRISTIAN ECHEVERRY (2015)
Custodial

JOSE WISTON ECHEVERRY (2015)
Custodial
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.

PAUL HILTON-CLARKE (2010)  
*Systems Administrator*

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.  
The City College of New York, M.A.
KENNETH KACMAR (2014)
Music
Cleveland State University, B.A.
Hunter College, M.A.

TALYA KAGEDAN (2016)
Middle School Psychologist
Brandeis University, B.A.
St. John's University, M.S., Ph.D.

ABBY KANTER (1978)
Language
Smith College, B.A.
Fairleigh Dickinson University, M.A.T.

MARIA KAUFMAN (2012)
Mathematics/Science
Fairleigh Dickinson University, B.A, M.A.

SETH KAUFMAN (2019)
US Testing Coordinator
Fairleigh Dickinson University, B.S, M.A.

SHARON KEIGHER (2017)
Program Director of D-E 360° AfterCare
& Enrichment
Seton Hall University, B.A.
Columbia University, M.A.

CHRISTOPHER KELLY (2017)
Science
Lafayette College, B.A..
Brown University, M.S.

JEROME MARSHALL KEMPER III (2019)
Upper School Science
Yale University, M.A., Ph.D.
Vassar College, B.A.

BRYAN KESSLER (2015)
History
Rutgers University, B.A.
University of Virginia, M.A.

VARUN KHATTAR (2018)
Human Development
University of Connecticut, B.A.

JOHN KING (1981)
Chair, Mathematics & Computer Science
Boston College, A.B.
University of Connecticut, M.S.

BARTOSZ KLEMEMSOWSKI (2014)
Graphic Designer
New York City College of Technology, A.A.

BRIAN KOSNIK (2001)
English
Goodman School of the Art Institute of Chicago, B.F.A.
Middlebury College, M.A.

JENNIFER KOTELES (1999)
Grade 2
Marymount Manhattan College, B.A.

MAUREEN KRANE (1996)
Lower School Nurse
Englewood Hospital School of Nursing, R.N.
Thomas Edison College, B.S.N.

ADDA KRIDLER (2014)
Music

EWA KRUPINSKA (2019)
Upper School Math
Montclair State University, B.S.

KIMBERLY LALLI (2012)
Upper School Dean/English/History
Washington and Lee University, B.A.
New York University M.A.

COLLEEN PLATT LARIONOFF, 2019
US/MS Innovation Coordinator
Columbia University, B.S.

MATTHEW LARROWE (2008)
Science
Bluefield College, B.S.
Arkansas State, M.S. Ed

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 CUBE (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 MORIARTY (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*

RENNÉ-CLAIRES 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

MARIA 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
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- Directory for Students, Faculty/Staff, and Alumni
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