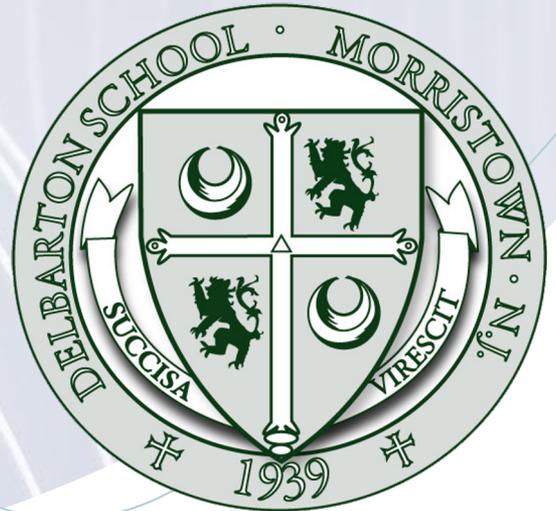


Delbarton School

**Diversity, Equity
and Inclusion**



DE&I:

Diversity: The presence and participation of people who differ across multiple dimensions of real and socially constructed expressions of human identity and experience.

Equity: A commitment to respect and to provide equitable treatment for all members of our community, and the creation of opportunities for historically underrepresented, underserved populations to have equal access to outcomes that close current societal gaps.

Inclusion: A community-wide commitment to maintaining and sustaining an environment where everyone feels safe, supported, and encouraged in their education and participation on all levels of community involvement.

OUR MISSION:

Delbarton School, an independent Roman Catholic learning community guided by the Benedictine monks of St. Mary's Abbey with their lay colleagues, welcomes diverse young men and challenges them to pursue excellence, to build character, and to develop leadership through service, by educating the whole person: mind, body and spirit.

WE BELIEVE...

- That God works with us and through us.
- That God invites us into a deeper relationship with Him.
- That God calls us into this community.
- That through community, character and integrity are forged
- In moving away from self toward others.
- In using our gifts and talents in service of others.
- In the importance of conversation as a means to growth.
- In the power of love to help us realize our God-given potential.
- In the importance of seeking truth, beauty, and goodness.
- In a community where all members are respected and where we celebrate the accomplishments of one another
- In the strength of Brotherhood.
- In *Succisa Virescit*. “Once cut down, one will grow back stronger.”

... That here, we belong



DEI at Delbarton **CURRENTLY**

Delbarton School Mission Statement for DEI

“When we foster inclusivity and universality in all dimensions of Delbarton life, we seek to ensure that members of our community have not just a foundational respect for others, but a deep and sincere understanding of the true interconnectedness of our global human family.”

As an educational and religious institution grounded in the values of the Benedictine, Catholic community, Delbarton school commits to promoting a diverse environment as part of the school’s goal to implement its mission of excellence in learning. We believe in Pope Francis’ call to welcome others “with an authentic openness of heart,” recognizing diversity as a source of enrichment and growth.

We include and welcome individuals with unique perspectives and affirm the experiences of students through recognition of their orientation, racial, ethnic, cultural, and socioeconomic backgrounds and identities. As part of their Delbarton experience, students will develop a sophisticated understanding of the world, of leadership in building effective community, and a clear sense of their own identity within the context of a complex society.

As a Benedictine community, we belong to an inclusive culture that encourages, supports, and celebrates the diverse voices of our students, faculty and staff. Our Benedictine values call us to inclusion and collaborative inquiry that embrace the multiple perspectives among all members of the community. When we foster inclusivity and universality in all dimensions of Delbarton life, we seek to ensure that members of our community have not just a foundational respect for others, but a deep and sincere understanding of the true interconnectedness of our global human family.

“Listen carefully... and incline the ear of your heart”
-- Rule of St. Benedict

DEI Featured in Different Groups at Delbarton Today

COACHES

Coaches interact with DEI work through player mentorship and team building. We are committed to DEI professional development for all coaches.

PARENTS

Parent Council on Diversity and Inclusion (PCD&I)

Parents of Young Leaders Socials

STUDENTS

Diversity Among Peers (DAP)

Freshman Social Justice Workshops

Community-wide "Many Voices One Brotherhood" Workshops

Retreats (by grade)

Service Learning (through Campus Ministry)

Required Sophomore Social Justice Course

ADMINISTRATION

Weekly Administrative meetings

Strategic planning in Fall 2020

All administrators share a stake in this work

PEER SCHOOLS

Conferences (MARD, NJSCC, SDLC)

NJ Diversity Leadership Cohort

TEACHERS

Diversity Professional Learning Team

DEI professional development, in-house and annual conferences

ALUMNI

In collaboration with the Alumni Office, among other initiatives we are building a Diversity Among Peers (DAP) Alumni Network led by Jordan Hubbard '17

DEI ONGOING PRIORITIES

ADMISSIONS

HIRING

TRAINING AND
PROFESSIONAL
DEVELOPMENT (Adults)

CURRICULUM + POLICY

LEADERSHIP
OPPORTUNITIES FOR
STUDENTS

COMMUNITY BUILDING

COMMUNICATIONS

PROGRAMMING
(Students)



Delbarton School

DEI Framework for Continued Growth

Commitment to DEI: Framework for Continued Growth

HIRING

Delbarton commits to recruiting, hiring and retaining faculty and staff of color to create a more representative and diverse professional community.

Assistant Head of School for Academic Affairs will work with Diversity Coordinators in this initiative.

TEACHER FORMATION

As a part of the annual evaluation process, teachers will set goals in collaboration with their supervisors related to their cultural competency training and self study. They will track their progress throughout the year, then discuss goal outcomes with supervisors during their year-end evaluations.

INSTITUTIONAL ANALYSIS

The administrative team and Board of Regents devotes time at the beginning and end of each school year to collecting and analyzing internal data related to diversity in admissions, hiring, discipline, guidance and Advanced Placement course registration.

Commitment to DEI: Framework for Continued Growth

CURRICULUM

We are in the process of a curriculum renewal which will be implemented in 2021-22.

In particular our required Social Justice course is regularly revised in light of Catholic Social Teaching and critical issues confronting our society today.

Members of the Diversity Professional Learning Team, in collaboration with Department Heads, are tasked with focusing on each department's

COMMUNITY FORMATION

ADMIN: Administrators will participate in an initial meeting for strategic planning with Ali Michael Ph.D. in fall 2020 and commit to doing further training as a team in the summer of 2021.

FACULTY/STAFF PD: Delbarton already sets aside valuable time to focus on PD and community reflection and growth. As part of this ongoing process, Delbarton commits to dedicating time and attention for in-house DEI training each year.

Commitment to DEI: Framework for Continued Growth

ATHLETICS

We are expanding our comprehensive plan for inclusivity and equity in the athletics program. This includes growing our professional development for the coaching staff, inviting alumni of color to connect with teams at all levels, creating networking opportunities for all our student-athletes, and taking a DEI approach to team-building.

DISCIPLINE

Diversity Coordinators will provide consultation to moderators and counsel to students and families in disciplinary actions related to the identity of a student and/or discriminatory behavior of any kind.

STAFF INQUIRY GROUPS

Following our training with Ali Michael Ph.D. in August 2020, we will create inquiry groups to promote self study in a variety of areas with the intention of fostering an equitable education, and a diverse and inclusive community.



**Commitment
to DEI:
Framework for
Continued
Growth**

**ASSESSMENT OF
INCLUSIVITY AND
MULTICULTURALISM**

We commit to a comprehensive and community-wide external assessment of the state of Diversity, Equity and Inclusion at Delbarton in the 2021-22 academic year.

ALUMNI

We are forming alumni task forces to build community, as well as create educational and networking opportunities for students of color and DAP alumni.

If you are interested in getting involved, please contact Jenna Gomez (jgomez@delbarton.org) and Tony Negrin (anegrin@delbarton.org)