

Student Handbook

Delbarton School

230 Mendham Road
Morristown, NJ 07960

September 2022 Edition
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Table of Contents

Section 1: Introduction to Delbarton School and Our Mission.....	6
The Major School Rules.....	7
Mission Statement.....	9
Belief Statements.....	9
Philosophy and Objectives.....	10
Governance and Leadership.....	11
A Brief History of Delbarton School.....	13
Section 2: Delbarton School Personnel Directory.....	15
Officers and Administration of St. Mary’s Abbey.....	15
Board of Trustees.....	15
Board of Regents.....	15
Administration.....	16
Faculty.....	16
Administrative Services.....	18
Student Services.....	20
Mission and Ministry.....	21
Student Activities.....	22
Performing and Visual Arts.....	24
Global Programs.....	25
Athletics.....	26
Section 3: Safety and Security.....	29
Abuse, Bullying, Pre-Existing Relationships and Interactions between Employees, Volunteers, and Students Outside of School Interpersonal Conduct, Harassment, Hazing.....	29
Cancellation of School.....	37
Driving on Campus.....	37
Emergencies.....	38
Fire and Lockdown Drills.....	38
Fitness Center.....	38
Gift Giving and Acceptance.....	38
Guests.....	38
Restricted Areas.....	39
School Day and Building Access.....	39
Searches.....	39
Technology.....	40
Tip Reporting Service.....	43
Section 4: Academic Program Policies.....	44
Absences and Tardiness.....	44
Absences and Course Credit.....	44
Prolonged Excused Absence and Modified Instruction.....	44
Tardiness.....	45
Academic Honor Code.....	45
Academic Monitoring, Probation and Support.....	47

Academic Support	47
Committee on Academic Standing	47
Academic Warning	47
Academic Probation	47
Academic Dismissal from Delbarton School	48
Course Makeups	48
Special Policies for Seniors	48
Advanced, AP, and Advanced+ Courses	48
Advanced courses	48
Advanced+ courses	49
Advanced Placement Program	49
Class Schedule	49
Class Meetings and the Eight Day Cycle	49
Free Periods	49
Lunch Period Classes and Flex Time	49
Course Selection and Placement	50
New Students	50
Continuing Students	50
Changing Course Selections and Appealing Recommendations	50
Course Changes Once Classes Have Begun	51
Examination Requirements	51
Advanced Placement courses	51
Extra Credit	52
Grading and Grade Reporting	52
Course Grade Calculation Formula	53
Grade Reports	53
Progress Reports	53
Incompletes	53
Grade Point Average	54
Honor Roll	55
Headmaster's List	55
Graduation Requirements and Curriculum	55
Course Distribution Requirements	56
Curriculum 2021-22	57
Guidance Services and Services for Students with Disabilities	59
Services for Students with Disabilities	59
Extended Time Testing	59
Standardized Testing	60
Homework	60
Parent-Teacher Conferences	60
Summer Study and Summer Assignments	61
Summer Study	61
Summer Assignments	61
Section 5: Activities and Athletics	62
Activities	62
Athletics	63

Athletic Awards.....	64
Advisory Program	67
Deaneries.....	67
Global Programs.....	67
Sportsmanship.....	67
Student Government Constitution.....	68
Section 6: Campus Ministry.....	72
Prayer	72
Retreats.....	72
Service.....	73
Spiritual Direction and Pastoral Care.....	74
Worship.....	74
Section 7: Disciplinary Policies.....	75
Absences and Tardiness	75
Types of Absences and Relevant School Policies	75
Reporting and Checkout/Check-in Procedures.....	76
Lateness	76
Academic Integrity.....	77
Destruction of School Property.....	77
Discipline by Conversation: The Delbarton School Discipline System	78
The Code of Behavior.....	78
Disciplinary Officials	78
The Disciplinary Process.....	79
Due Process	80
Dress Code	80
Lockers.....	81
Obscenities/Vulgarity.....	81
Smoking and Tobacco Use.....	81
Substance Abuse	82
Theft	83
Weapons and Fighting.....	83
Section 8: Financial Policies and Transportation.....	84
Tuition and Other Student Charges.....	84
Student Billing.....	84
Tuition	84
Incidentals.....	84
Delinquent Accounts	84
Financial Aid.....	85
Transportation	85
Local Municipality Transportation.....	85
Delbarton Contract Bus Services.....	85
Behavior on School Buses.....	86
Section 9: Health Care	87
Required Student Medical Information.....	87

Medications	87
Medical Care on School Trips.....	87
Medical Early Dismissals.....	88
Infectious/Communicable Diseases	88
Physical Education	88
Section 10: Spiritual Resources	89
Prayers.....	89
Quotations from the Rule of St. Benedict	97

Section 1: Introduction to Delbarton School and Our Mission

Dear Students,

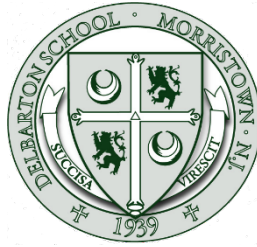
Delbarton School strives to better the whole human person spiritually, intellectually, and physically. The Delbarton *Student Handbook* serves as an example of what we value as a community. This *Handbook* communicates the School's procedures and expectations for our students. Please familiarize yourself with the contents and refer to it often as needed.

The administration, faculty and staff are all here to support you in all of your personal and collective endeavors. We wish you all the best for many successes in the 2022-2023 school year.

Sincerely,

A handwritten signature in black ink that reads "Chuck Ruebling". The signature is written in a cursive style with a large, stylized flourish at the end of the name.

Mr. Chuck Ruebling '79, P '10
Assistant Headmaster for Student Affairs



Succisa Virescit

The Major School Rules

- 1. A Delbarton student must respect the rights and property of others.** The Delbarton School community does not tolerate bullying, hazing, harassment of another person, theft, or abuse of personal or community property.
- 2. A Delbarton student must be a man of honor.** Lying, cheating, plagiarizing, or any other type of deceitful or dishonorable behavior is unacceptable at Delbarton.
- 3. A Delbarton student must remain substance free.** Using, possessing, or distributing drugs (prescription or nonprescription) or alcohol, distributing vaporizers or nicotine agents, or hosting a party at which drugs or alcohol are used is prohibited. (Note: If drugs or alcohol are found on a student, or if a student tests positive for illegal substances, whether or not it can be demonstrated that the substance was used on campus, the student is considered in violation of a Major School Rule.)
- 4. A Delbarton student must protect the health and safety of the School community.** Tampering with fire safety equipment, smoking, or using fire in any School building in an area not specifically designated for that purpose is unacceptable, and unauthorized weapons or dangerous combustibles or explosives are prohibited on campus.
- 5. A Delbarton student must abide by the School's rules regarding attendance.** Absences and tardiness without permission is a Major School Rule violation.
- 6. A Delbarton student must meet community expectations and the high standard of citizenship expected in our community.** Violations of general expectations for proper conduct described in this *Handbook* comprise a Major School Rule violation.
- 7. A Delbarton student must abide by Federal, state, and local laws.** Enrollment at Delbarton School constitutes a student's acceptance of these regulations as the guiding principles for proper conduct. Moreover, the School, in its sole discretion, may take such action as it believes is in the best interest of the School.

The Delbarton School ("Delbarton" or the "School") Student Handbook ("Handbook") is published and distributed to members of Delbarton community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible

from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands the expectations of students within our community. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students.

This Handbook does not limit the authority of the School to alter, interpret and implement its rules, policies, and procedures, before, during, and after the School year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Delbarton and any parent, guardian, or student affiliated with or attending the School. Delbarton, in its sole discretion, may add, revise, and/or delete School policies before, during, and after the school year.

Therefore, we intend to establish a school for the Lord's service.
Rule for Monks, St. Benedict of Nursia (480-547 AD), Prologue: 45

Mission Statement

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.

Belief Statements

We believe

- That God works with us and through us.
- That God invites us into a deeper relationship with Him.
- That God call 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 the service of others.
- In the importance of conversation as a means to growth.
- In the power of life 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 *Succisa Virescit*: "Once cut down, one will grow back stronger."
- That here, we belong.

Philosophy and Objectives

Delbarton School is founded on the 1500-year tradition of Benedictine learning which, based on the fundamental values that spring from the Catholic liberal arts tradition, seeks to develop the whole person, both as an individual creature of spirit, mind, and body, and as a member of a community.

As a Benedictine monastic school, Delbarton considers its immediate purpose the education of young men, understood in larger than purely academic terms. The School invites young men to explore all their experiences in a context in which Christian values are lived with conviction. The School, therefore, seeks to create a positive environment in which personal and religious affirmation can be made.

Delbarton School believes that the individual is capable of developing life-long habits of intellectual renewal, of receptivity to spiritual renewal, and of willingness to contribute to the renewal of society. We also believe that individual renewal is enhanced by experiencing the sense of belonging to a community whose members are disposed at once to speak and to listen, a community that honors diversity of persons and the spirit of openness, collaboration and mutual understanding.

These qualities that are honored in the School are cultivated by our recognition that essential meanings are disclosed through the patient practice of conversation— both inside and outside the classroom, both formal and informal, not only between teacher and student, but also between teacher and teacher as well as student and student. Moreover, these values are cultivated by our recognition that we are participants in the continuing conversation that constitutes our inherited tradition, and so we are constantly striving to improve our precision in thinking, listening, reading, speaking, and writing, and to enliven our imagination to experience and to create.

The pursuit of personal renewal carries with it an obligation to contribute to the renewal of society, to participate in its formation and contribute to its development, and to exercise leadership in the service of the community. Through student government as well as through the activities, athletics, and Campus Ministry programs, we strive to encourage leadership, self-confidence, tolerance, accountability, the courage to try something new, and the ability to contend as an individual and as a member of a group.

Delbarton School offers a traditional college-preparatory liberal arts curriculum to help the young man develop the knowledge, skills, integrity, and sensitivity that distinguishes a self-renewing educated person.

Thus, focusing on the content and modes of inquiry appropriate to the individual academic disciplines, the faculty, while encouraging our young men to strive for high standards of intellectual performance and to assume responsibility for gaining both knowledge and wise judgment, seek to help them acquire:

- The ability to shape a thought, to speak, and to write precisely and cogently;

- An understanding and critical appreciation of the ways in which knowledge of nature, humankind, and the universe is gained through experimental and quantitative methods of analysis;
- Skills in a language and sensitivity toward a culture other than their own;
- A critical understanding of the historical forces that have shaped the world, and the United States in particular;
- An informed acquaintance with modes of literary, artistic, and musical expression, as well as canons of criticism appropriate to each;
- An ability to reason logically and abstractly, and to develop manipulative skills in mathematics;
- The logic, language, and skills necessary to use products of modern technology;
- Experience in structured and concentrated physical activity, and a familiarity with key issues that affect physical well-being;
- Knowledge of the doctrine, scriptural interpretation, ethical system and historical development of the Roman Catholic Church;
- An appreciation for the history and the spirituality of Benedictine monasticism.

In summary, Delbarton School seeks to provide a congenial atmosphere that fosters a love of learning and that stimulates young men to know themselves and to find ways to extend their capacities for their own benefit and for the benefit of the community.

Delbarton School admits students of any race, color, religion, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, religion, racial, or ethnic origin in the administration of its educational policies, admissions policies, athletic, and other school administered programs.

Governance and Leadership

Delbarton School is owned and operated by the Benedictine monks of St. Mary's Abbey, who are incorporated in the State of New Jersey as *The Order of St. Benedict of New Jersey, Inc.* (OSBNJ). The duly elected abbot of St. Mary's Abbey is the President of OSBNJ, and he also serves *ex officio* as the President of Delbarton School.

The Board of Trustees of OSBNJ is the St. Mary's Abbey Council of Seniors. The Council of Seniors is a board made up of two members appointed by the abbot and two members elected by the monastic Chapter (i.e. all members of the monastic community in solemn vows who have a valid right to vote). The Council of Seniors is the governing body of Delbarton School. Certain

decisions regarding Delbarton School are made with the consent of the entire monastic Chapter, such as the setting of tuition rates and approval of the annual operating and capital budgets.

All juridical and fiduciary activity of Delbarton School is conducted according to the canon law of the Roman Catholic Church regarding religious institutes and Catholic schools, and the *Constitutions and Directory* of the American Cassinese Congregation, the association of autonomous Benedictine monasteries in North America of which St. Mary's Abbey is a member and, as such, is subject to its proper law.

The Abbot, in consultation with the Council of Seniors, appoints the Headmaster of Delbarton School. The Headmaster is the chief executive officer of the School. He is responsible to the abbot for the direction of the School as the chief apostolate of St. Mary's Abbey and, through the abbot, to the monastic community.

The Headmaster is the final authority within the school community, and is responsible for interpreting the philosophy, goals, and objectives of the School to all constituencies that make up the school community. The Headmaster of Delbarton School appoints all major administrators and, together with them, constitutes the leadership of Delbarton School.

The Board of Regents is an advisory board of distinguished men and women who provide expert counsel to the Benedictine community of St. Mary's Abbey in all aspects of the governance of Delbarton School. The Board elects its members from candidates proposed by the committee on Governance.

A Brief History of Delbarton School

The Morristown area, home of Delbarton, is an area rich in history. During the notorious winter of 1779 - 1780, the Continental Army made its winter quarters in Jockey Hollow, now part of the Morristown National Historical Park, adjacent to what is now the St. Mary's Abbey/Delbarton campus. Washington's Headquarters is nearby in Morristown itself.

In 1841, Martin Luther Kountze (*koontz*) was born in Osnaburg, Ohio, one of seven sons and five daughters of German immigrants Christian and Margaret Kountze. With his brothers Augustus, Herman and Charles, Luther went into banking in Omaha, Nebraska in 1857, and in Denver, Colorado in 1862. In 1868, Luther came to New York City and established Kountze Brothers Bank. In 1875, he married Annie Ward Parsons, a descendant of two patrician New York families, the Barclays and the Delanceys.

The family prospered both economically and socially, and in the 1880s Luther Kountze followed many other prominent New York families in establishing an estate in northern New Jersey. Gradually, Kountze began to amass the four thousand acres that ultimately included what are now the St. Mary's Abbey and Delbarton School campus, Morristown National Historical Park and Lewis Morris County Park.

In 1883, in the northeast corner of his holdings he completed a large stone mansion as a summer retreat and established a working farm with a number of outbuildings such as a carriage house and stables, barns, creamery (still used as an employee residence) and a chicken house known as a "chickenry."

Luther and Annie Kountze had four children: Barclay Ward, William Delancey, Helen Livingston and Annie Ward. Borrowing a syllable from each of the first three children's names, the estate was named *Del-bar-ton*.

Following Luther Kountze's death from influenza on April 17, 1918, his heirs made several attempts to sell the Delbarton estate. In 1925, the monks of St. Mary's Abbey, then located in the center of the City of Newark, seeking a suburban setting for a house of studies for young members of the community, purchased approximately four hundred acres of the original estate, including the mansion and farm. In the fall of 1927, the first group of pioneering Benedictine professors and theological students took up permanent residence in what became known as "Old Main" and its surrounding outbuildings and began monastic and academic life at Delbarton.

Soon, the idea of establishing a secondary school for boys began to germinate in this education-oriented Benedictine community, which had conducted St. Benedict's Preparatory School in Newark since 1868. Led by Abbot Patrick M. O'Brien, O.S.B., and pioneering Headmaster, Father Augustine Wirth, O.S.B., Delbarton School opened in 1939 as a school for resident students, with students in the seventh and eighth grades. Eight boys were graduated from the eighth grade in the following spring of 1940.

Under the energetic leadership of Father Stephen Findlay, O.S.B., who succeeded Fr. Augustine as Headmaster in 1942, high school grades were added (one per year) until 1948, when the first high school commencement of twelve young men took place. Enrollment gradually increased, but

the School remained predominantly residential and small, with less than 150 total students through the 1950s.

Despite its small size, Delbarton School gradually expanded its facilities. Father Stephen led the construction of the St. Joseph Gymnasium following the destruction of the Kountze carriage house in the disastrous fire of 1947. The Carriage House had served as a gymnasium and dormitory for some 26 boys. In the wake of the fire, Fr. Stephen appropriately chose Delbarton School's motto, *Succisa Virescit* ("cut down it grows again"), borrowed from the motto of often destroyed Abbey of Monte Cassino in Italy.

The opening of Trinity Hall in 1959, the first purpose-built academic building on campus, was another transformative moment in Delbarton's history. With widespread suburbanization and the advent of the Interstate Highway System, the enrollment rapidly rose to over 300, the majority now day students, a harbinger of the School's future. Father Stephen retired in 1967 after 25 years as Headmaster, but continued as Director of Development. In 1971 the Schmeil-O'Brien Hall dormitory was dedicated, but the tide had been strongly set in favor of day students for some time.

Delbarton's fourth headmaster, Father Gerard Lair, O.S.B. (1975-1980), initiated major changes in School life. The traditional system of discipline, with demerits and detention, was eliminated in favor of "discipline by conversation," designed to bring about positive changes in boys. The academic prestige of the School grew, and, most significantly, in 1978 the monastic community terminated the residential program.

Campus facilities continued to expand in the 1980s and 1990s, with dedications of the Lynch Athletic Center in 1983, the Fr. Stephen Findlay Pavilion in 1995, the Fine Arts Center in 2007, and the Forty Acres and North Field complexes in 2010. The student body continued to grow to the current level of approximately 600 students. Since its inception, Delbarton has graduated over 5,000 men, many of whom have distinguished themselves in service to nation, Church and community.

In March 2006, the monastic community elected former Headmaster Father Giles Hayes, O.S.B. '56 (1980-85, 1995-99) as the tenth Abbot of St. Mary's Abbey, the first Delbarton alumnus to assume that vital leadership role. In the fall of 2007, Delbarton welcomed Brother Paul Diveny, O.S.B. as its eleventh Headmaster. Brother Paul was the first non-ordained Benedictine to lead Delbarton School. In March 2014, Abbot Giles was succeeded by Father Richard Cronin, O.S.B. as the eleventh Abbot of St. Mary's Abbey.

After a successful eleven-year tenure as Headmaster, in which Delbarton was strengthened financially, in its facilities, and in the vibrancy of its Benedictine and Catholic school culture and values, Brother Paul retired in June 2018. Father Michael Tidd, O.S.B. was appointed as Delbarton's twelfth Headmaster by Abbot Richard in November 2017, assuming office in July 2018. In May 2021, Delbarton celebrated the opening of its newest academic building, St. Benedict Hall, adding a new library, Guidance Center and three classrooms.

Section 2: Delbarton School Personnel Directory

Officers and Administration of St. Mary's Abbey (The Order of St. Benedict of New Jersey, Inc. [OSBNJ])

Abbot Jonathan Licari, O.S.B., *Administrator* (President, OSBNJ; President of Delbarton School, *ex officio*)

Prior Edward Seton Fittin, O.S.B. '82, *Prior* (Vice President, OSBNJ)

Fr. John Hesketh, O.S.B., *Sub-Prior* (Secretary, OSBNJ)

Fr. Hilary C. O'Leary, O.S.B., *Novice Master & Director of Formation*

Br. Paul J. Diveny, O.S.B., *Treasurer* (Treasurer, OSBNJ)

Board of Trustees

(*St. Mary's Abbey Council of Seniors, the governing board of Delbarton School*)

Br. Paul J. Diveny, O.S.B.

Prior Edward Seton Fittin, O.S.B. '82

Fr. John Hesketh, O.S.B.

Fr. Hilary C. O'Leary, O.S.B.

Board of Regents

Andrew E. Anselmi, Esq. '83, P '16, *Chairman* Kevin O'Malley P '24

Amon Johnson, IV P '21, '22, '25,
Vice Chairman

Kenneth S. Pizzo, Jr. P '20, '22

Francis J. Hager P '08, '16, '22, *Secretary*

Thomas Pryma P '22, '24

James M. Badenhausen P '14, '15, '17

Patrick C. Ramsey '86, P '18

Elisa Charters P '22

Scott Schroeder P '17, '19

Jack Cooney '68

J. Albert (Tripp) Smith, III P '11, '16, '19

John Ferramosca '05, *Alumni Assoc. President*

Michael F. Szymanski P '18, '21

John L. Harrington P '18

Fr. Michael A. Tidd, O.S.B.

Kevin C. Hudson '93

Dennis Tupper '99

Ifiok Inyang '07

Karen R. Walsh P '19, '21

Daniel J. Meehan, CPA P '07

Sally C. Walsh P '10

Kurt W. Krauss '81 P '20 *General Counsel*

David Weinstein '06

Lisa P. LeDonne P '16, '20

Bradford (Brad) J. Williams, III P '18

Richard E. Lyon, III '84, P '19

Valerie J. Wujciak, MD P '08, '10, '12, '15

Brendan B. Maher '90, P '19

Georgia Zaiser

Marc Manahan

Sumorwuo Zaza '07

Geraldine McManus P '08, '10, '21

Administration

Fr. Michael Tidd, O.S.B., *Headmaster*
Mr. Joshua Hartle, *Assistant Headmaster for Academic Affairs*
Mr. Charles Ruebling '79, P '10, *Assistant Headmaster for Student Affairs*
Mr. J. Craig Paris '82, P '13, '15, '19, *Assistant Headmaster for Advancement and Alumni*
Mr. Matthew Davis P '22, CPA *Chief Financial and Operations Officer*
Dr. Matthew D'Urso '96, *Dean of Guidance*
Dr. David Donovan P '19, '22, '24, *Dean of Admissions and Financial Aid*
Mr. Matthew White, *Director of Mission and Ministry*
Mr. Daniel Whalen, *Director of Athletics*
Mrs. Jenna Gomez, *Diversity Coordinator*
Mr. Antonio Negrin, *Diversity Coordinator*
Mrs. Jessica Fiddes P '03, '05, '08, *Director of Marketing and Communications*

Faculty

Art Department

Ms. Diane Lopez, *Chair*
Mr. Domenico Rodi
Ms. Caitlin Servilio

Computer Science Department

Mr. David Martin, *Chair*
Dr. Jonathan Cote
Mr. Charles Johnson
Mr. Lagichen Jacob
Mr. Aidan Mehigan
Mr. John Segreto
Mr. Hunter Waldis '17

English Department

Mr. Michael Carr '01, *Chair*
Mrs. Angela Brown
Mrs. Christine Connelly
Mr. Michael Donnelly
Mr. Robert Flynn
Mr. Jonathan Kelly '99
Br. William McMillan, O.S.B.
Mr. Antonio Negrin
Mr. Jack O'Reilly '14
Mr. Christopher Pillette
Mr. Philip Schochet
Mr. Andrew Sherwood
Mr. Gregory Wyatt

History Department

Mr. Thomas Bennett, *Chair*
Mr. Brian Bowers
Mr. Thomas Brady P '23
Mr. Luke Chiarolanio '11
Mr. Richard Cimino
Mr. Kevin Conn P '26
Mr. Sean Cosgrove
Mr. John Diffley
Ms. Bevin Freeman
Mr. Kent Manno
Dr. Theresa O'Byrne
Mr. Jacob Ross
Mr. John Thompson

Mathematics Department

Mr. Charles Johnson, *Chair*
Mrs. Courtney Barnes
Mr. Christopher Costa
Mr. Patrick Cummings '18
Mr. Patrick Finn
Mr. Collin Frost
Mr. Joshua Hartle
Mr. Kenneth Kane
Ms. Nora McSorley
Mr. Aidan Mehigan
Mr. Jack O'Reilly '14
Mr. Richard Peterson
Mr. Patrick Savidge
Mr. John Segreto
Mr. Bruce Shatel

Performing Arts Department

Mr. David Blazier, *Chair*
Mr. Matthew Corica
Mr. Andrew Lyman

Physical Education Department

Mr. Sean Rose, *Chair*
Mr. Matthew Beneszewski, *Head Athletic Trainer*
Mr. Daniel DesPlaines
Mr. Matthew Leotti '06
Mr. Kevin Nasse, *Athletic Trainer*
Mr. Bryan Stoll

Science Department

Mr. Brian Theroux, *Chair, Sustainability Coordinator*
Mr. Christopher Costa
Mr. Matthew Crane
Dr. Christopher Dittrick '05
Mr. Hong Hu P '24
Mr. Jordan Hubbard '17
Mrs. Tiffany Luludis
Mrs. Elizabeth Mainardi
Ms. Nora McSorley
Mrs. Margaret Nevistich P '22 , '26
Mr. Peter O'Connell
Mr. Charles Ruebling '79, P '10
Mr. John Segreto
Mr. Daniel Szelingowski

Theology Department

Ms. Jennifer Otterbein, *Acting Chair*
Mr. Michael Fitzgerald
Prior Edward Seton Fittin, O.S.B. '82
Dr. David Hajduk
Ms. Tracy Kessler
Mrs. Sarah Loveday
Mr. Jesse Mazzola
Mr. Dennis Oussenko '17
Mr. Kendall Rogers
Fr. Demetrius Thomas, O.S.B.
Mr. Matthew White

World Languages Department

Dr. Rachel Carlson, *Chair*
Mr. Michael Del Guercio '04
Mr. Daniel Di Meo
Mrs. Yaiza Dominguez
Mrs. Jenna Gomez
Mrs. Alma Lopez-Holder
Mr. John Majano-Lopez
Dr. Theresa O'Byrne
Mr. Jaime Paris
Mr. Dan Pieraccini
Mr. Zachary Tabor
Mrs. Natalie York

Alumni Teaching Fellows, 2022-23

Mr. Patrick Cummings '18
Mr. Mark Forbes '18
Mr. Hunter Waldis '17

Administrative Services

Academic Affairs Office

Mr. Joshua Hartle, *Assistant Headmaster for Academic Affairs*

Dr. Jonathan Cote, *Registrar*

Mrs. Marta Rotolo P '26, *Administrative Assistant*

Admissions Office

Dr. David Donovan P '19, '22, '24, *Dean of Admissions and Financial Aid*

Mr. Jacob Ross, *Assistant Dean of Admissions*

Mr. Jordan Hubbard '17, *Admissions Diversity Liaison*

Mrs. Connie Curnow, *Administrative Assistant*

Advancement and Alumni Office

Mr. J. Craig Paris '82, P '13, '15, '19, *Assistant Headmaster for Advancement and Alumni*

Mrs. Maria VanKirk P'26, *Director of Advancement Operations and the Delbarton Fund*

Mr. John O'Brien, *Director of Major Gifts*

Mrs. Allison Malavasi, *Major Gift Officer*

Mr. Joseph Racioppi, *Associate Major Gift Officer*

Mrs. Melanie Bowers, *Database Manager*

Mrs. Erin Manahan P '19, *Events Director and Parent Group Liaison*

Mrs. Megan Bury P '19, '20, '23, *Advancement Associate*

Ms. Alexandra Fittin, *Stewardship Associate*

Mrs. Jamie Bell P '12, '17, '19, '24, *Stewardship Assistant*

Mrs. Heidi Williamson, *Administrative Assistant*

Prior Edward Seton Fittin, O.S.B. '82, *Benedictine Development Officer*

Buildings and Grounds Department

Mr. Eric Steinberg, *Director of Building Maintenance*

Mr. Frank Swift, *Director of Grounds Maintenance*

Mr. Louis Barbato

Mr. Robert Storer

Mr. Thomas Denman

Mr. Abel Gonzalez, Jr.

Mr. Sean Pyne

Mr. Leo Stagg, *Auto Mechanic*

Business Office

Mr. Matthew Davis P '22, *Chief Financial and Operations Officer*

Mrs. Barbara Suppes, *Controller*

Mrs. Katherine Klawunn, *Human Resources Specialist*

Ms. Roberta Roser, *Accounts Receivable Associate*

, *Accounts Payable Associate*

Ms. Chrissy Charles, *Administrative Assistant*

Campus Security Office

Mr. Scott Carrell, *Director of Security*

Headmaster's Office

Fr. Michael Tidd, O.S.B., *Headmaster*

Mrs. Theresa Maguire P '25, *Executive Assistant to the Headmaster*

Campus Logistics and Housekeeping

Ms. Alecia Ho-Sang, *Director*

Mr. Julio Argueta

Ms. Ann Marie Cecala

Mr. Edinson Giraldo

Ms. Lucia Giraldo

Mr. Hugo Gomez

Mr. Jorge Villalba Jimenez

Mr. Derrick Peeples

Mr. Juan Carlos Rodriguez

Ms. Ana Tellez

Mr. Diego Torres

Marketing and Communications Office

Mrs. Jessica Fiddes P '03, '05, '08, *Director of Marketing and Communications*

Mr. Jared Lowy, *Associate Director of Marketing and Communications*

Ms. Meghan Podimsky, *Digital Content Specialist*

Technology Department

Mr. John Costa, *Director of Technology*

Mr. Christian Zollers, *Assistant Director of Technology*

Mr. George Harvey, *Technology Specialist*

Student Services

Athletics Department

Mr. Daniel Whalen, *Director of Athletics*
Mr. Brian Bowers, *Assistant Director of Athletics*
Mr. Daniel DesPlaines, *Assistant Director of Athletics*
Mrs. Mary Johnson P '13, *Administrative Assistant*

College Counseling and Senior Guidance Office

Mr. Michael Rosenhaus '80, *Director of College Counseling*
Mr. Sean Flanagan, *Associate Director of College Counseling*
Mr. Nicholas Linfante, *Counselor*
Mr. Neil Murphy '07, *Counselor*
Ms. Stacey Fazio, *Administrative Assistant*

Dining Service (SAGE Dining)

Mr. Todd Crawford, *Manager*

Guidance Department

Dr. Matthew D'Urso, '96 *Dean of Guidance*
Mrs. Kelly Gleason P '03, *Junior Counselor*
Mr. Christopher Cocozello, *Sophomore Counselor, Testing Coordinator*
Mr. Matthew Kovachik P '26, *Freshman Counselor*
Mr. Richard Cimino, *Middle School Counselor*
Mr. Robert Flynn, *Learning Specialist*
Ms. Stacey Fazio, *Administrative Assistant*

Health Services Office

Mrs. Deirdre McAuliffe, *RN School Nurse*
Mrs. Theresa Gallic, *RN P '26, Assistant School Nurse*

Library Services Office

Mr. Jonathan Kelly '99, *Director*
Mr. Kent Manno, *Archivist*
Ms. Maria Lorenzo, *Administrative Assistant*

Student Affairs Office

Mr. Charles C. Ruebling '79, P '10, *Assistant Headmaster for Student Affairs*
Mr. Bryan Stoll, *Middle School Moderator*
Mr. Daniel DesPlaines, *Freshman Moderator*
Mr. Daniel Szelingowski, *Sophomore Moderator*
Mr. Michael Carr '01, *Junior Moderator*
Mr. Andrew Sherwood, *Senior Moderator*
Mrs. Lorraine Petrolino, *Attendance Officer, Receptionist*

Summer Programs Office

Mr. Kent Manno, *Co-Director of Delbarton Sports Camps*
Mr. Michael Carr '01, *Co-Director of Delbarton Sports Camps*
Mr. John Thompson, *Director of Summer School*

Transportation Services Office

Mr. Kent Manno, *Director of Transportation Services*

Mission and Ministry

Mr. Matthew White, *Director of Mission and Ministry*
Mr. Michael Fitzgerald, *Assistant Director of Mission and Ministry*

Programs and Moderators

Abbey Altar Association (Altar servers)	Prior Edward Seton Fittin, O.S.B.	
BEADS (Benedictines in East Africa and Delbarton Students)	Mr. Brian Theroux	
Bethlehem Farm	Mr. Matthew White	
Blood Drive	Mrs. Deirdre McAuliffe, RN	
Bridges	Mrs. Christine Connelly	
Christmas Toy Drive	Dr. Jonathan Cote	
EPOCH	Ms. Jennifer Otterbein	Mr. Dennis Oussenko '17
Fellowship of Christian Athletes	Mr. Charles Ruebling '79, P '10	
From Houses to Homes	Mr. Matthew White	
Interfaith Food Pantry	Mr. Jesse Mazzola	
Lectors	Mr. Matthew White	
Liturgical Music Ministry	Mr. David Blazier	
Middle School Mentors	Mr. Rick Cimino	
Neighborhood House	Mr. Dan Pieraccini	
Operation Smile	Ms. Yaiza Dominguez	Mr. Daniel Di Meo
Raising Hope Walk	Mrs. Angela Brown	Mr. Jesse Mazzola
Brian Fleury Memorial Run It Out 5K	Mr. Jack O'Reilly '14	
SADD	Mrs. Deirdre McAuliffe, RN	Mr. Kevin Conn P'26
Covenant House Solidarity Sleep Out	Mr. Matthew White	
Student Ushers	Mr. Matthew White	
Thanksgiving Food Drive		
Wave 4 Life	Mrs. Elizabeth Mainardi	

Student Activities

Activity	Moderator(s)		
A Greener Wave	Mr. Brian Theroux		
Advisory Program	Dr. Matthew D'Urso '96	Mr. Matthew Kovachik P '26	Mr. Chris Cocozello
American Politics Club	Mr. Thomas Bennett	Mr. Neil Murphy '07	
Anglers Club	Mr. Neil Murphy '07	Mr. Michael Carr '01	
Anime Club			
Arabic Club	Mr. Zachary Tabor		
<i>Archway</i> (yearbook)	Mr. Domenico Rodi		
Artists Collective/Open Studio	Ms. Diane Lopez	Ms. Caitlin Servilio	
Aviation Club	Mr. Tony Negrin		
Business & Economics Club	Mr. Thomas Brady P '23		
Car Club	Mr. Kevin Conn P '26		
Chemistry Club	Dr. Christopher Dittrick '05		
Chess Club & Team	Mr. Jaime Paris		
Classics Club	Dr. Rachel Carlson	Dr. Theresa O'Byrne	
Coding Club			
Council of Seniors	Mr. Michael Del Guercio '04	Mr. Neil Murphy '07	Mr. Tony Negrin
<i>Courier</i> (Newspaper)	Mr. Gregory Wyatt		
Culinary Club	Ms. Courtney Barnes		
Current Events Forum	Mr. Thomas Bennett	Mr. Neil Murphy '07	
Cycling Club	Mr. Michael Rosenhaus '80		
D.A.P. (Diversity Among Peers)	Mrs. Jenna Gomez	Mr. Tony Negrin	Mr. Jordan Hubbard '17 Mr. Kendall Rogers
Deanery Program	Mr. Matthew Kovachik P '26	Mr. Michael Carr '01	
DelEx (Externship Program)	Mr. Thomas Brady P '23	Mr. Neil Murphy '07	Mr. John O'Brien
<i>Delta</i> (literary magazine)	Ms. Angela Brown		
Digital Media Club	Ms. Jessica Fiddes	Mr. Jared Lowy	
Engineering & Design Club	Mr. Brian Theroux	Mr. John Segreto	Mr. Lagichen Jacob
Euro Challenge	Mr. Dennis Oussenko '17		

Fashion & Design Club	Mrs. Yaiza Dominguez		
Film Club	Mr. Michael Carr '01		
Forensic Society	Ms. Mary Gormley	Mr. Sean Cosgrove	Fr. Michael Tidd, O.S.B.
French Club	Mrs. Natalie York		
Green Wave Radio	Ms. Jessica Fiddes	Mr. Jared Lowy	
Guitar Club	Mr. Matthew Corica		
History Club	Mr. John Thompson	Mr. Sean Cosgrove	
Intramural Sports	Mr. Jesse Mazzola		
Investment Club	Mr. Thomas Brady P '23		
Italian Club	Mr. Michael Del Guercio '04	Mr. Daniel Pieraccini	
Japanese Lang. & Culture Club			
Math League	Mr. Aidan Mehigan		
Middle School Magazine	Mrs. Tiffany Luludis		
Mock Trial			
Music Production Club	Mr. Andrew Lyman		
Paddle Club	Mr. John Thompson	Mr. Patrick Collins '82, P '19	
Philosophy Club			
Photography Club	Ms. Caitlin Servilio	Ms. Yaiza Dominguez	
Research in Science Club	Mr. Brian Theroux	Mr. Peter O'Connell	
Rock Band	Mr. Dan Pieraccini	Mr. Sean Rose	
School Ambassadors & Hosts	Mr. Jacob Ross	Dr. David Donovan	
Sailing Club	Mrs. Tiffany Luludis		
Ski Club	Mr. John Majano- Lopez	Mr. Peter O'Connell	
Social Justice Committee	Mr. Kevin Conn P '26		
Spanish Club	Mrs. Jenna Gomez	Mr. Jaime Paris	Ms. Alma Lopez- Holder
Sporting Clay Shooting Club	Mr. Daniel Szelingowski		
Sports Debate Club	Mr. Thomas Bennett		
Sports Information Club	Mr. Tony Negrin	Mr. Jared Lowy	
Stamp, Coin & Currency Club	Mr. Kevin Conn P '26		
Super STEM Club	Mrs. Tiffany Luludis	Mr. Brian Theroux	Mr. Peter O'Connell
Student Alumni Association	Mr. J. Craig Paris '82 , P '13, '15, '19		
Surfing Club	Mr. Matthew White		
Tri-M Music Honor Society	Mr. Andrew Lyman	Mr. David Blazier	

Trivia Club and Team	Mr. Kevin Conn P '26		
Ultimate Frisbee Club	Mr. David Blazier		
Volleyball Club	Mr. Jordan Hubbard '17		
Yoga Club	Mrs. Margaret Nevistich P '22, '26		

Performing and Visual Arts

Director of Performing Arts	Mr. David Blazier
Director of Dramatics	Mr. Matthew Corica
Musical Ensembles	Director/Moderator
Abbey Orchestra	Ms. Norma Davis
Benedictones (<i>a cappella</i>)	Mr. David Blazier
Guitar Club	Mr. Matthew Corica
Jazz Ensemble	Mr. Nathan Eklund
Pep Band	Mr. Andrew Lyman
Private Instruction (various instruments)	Mr. David Blazier (coordinator)
Rock Band	Mr. Dan Pieraccini, Mr. Sean Rose
<i>Schola Cantorum</i> (chorus)	Mr. David Blazier
Winter Musical Pit Band	Mr. David Blazier
Young Abbey Orchestra	Ms. Samantha Tomblin
Dramatics	
Fall Drama (August audition, November production)	Mr. Matthew Corica, Mr. Andrew Lyman
Winter Musical (November audition, February production)	Mr. Matthew Corica, Mr. David Blazier, Mr. Robert Flynn, Mr. Andrew Lyman
One Acts Festival (student written produced & produced)	Dr. Rachel Carlson, Mr. Gregory Wyatt
Visual Arts	
Artists' Collective	Ms. Diane Lopez, Ms. Caitlin Servilio
Open Studio	Ms. Diane Lopez, Ms. Caitlin Servilio
Photography Club	Ms. Yaiza Dominguez, Ms. Caitlin Servilio

Global Programs

Director of Global Programs	Mr. Dan Pieraccini	
Program	Destination	Moderator
BEADS (Benedictines of East Africa and Delbarton Students)	Kenya, Tanzania	Mr. Brian Theroux
Bethlehem Farm	West Virginia	Mr. Matthew White
<i>Bildungszentrum Markdorf</i> Exchange	Baden-Wurttemberg, Germany	Mr. Kevin Conn P '26
Classics Trip	Rome, Italy	Dr. Rachel Carlson
France Trip and Exchange	France	TBD
From Houses to Homes	Guatemala	Mr. Matthew White
Glenstal Abbey School Exchange	County Limerick, Ireland	Prior Edward Seton Fittin, O.S.B.
Japan Cultural Highlights	Japan	TBD
Jordan, Israel and Palestine Trip	Jordan, Israel & Palestine	Mr. Zachary Tabor
Operation SMILE	Various	Mr. Daniel Di Meo
Rosebank College Exchange	Sydney, Australia	Mr. Daniel Pieraccini
San Pedro Exchange	Lima, Peru	Mrs. Jenna Gomez
Soccer Training (alt. years)	Various countries	Dr. David Donovan P '19, '22, '24
The Italian Experience	Italy (various locations)	Mr. Michael Del Guercio '04
Torrevelo Exchange	Santander, Spain	TBD

Athletics

Athletic Administration and Training Staff

Mr. Daniel Whalen	Director of Athletics
Mr. Brian Bowers	Assistant Director of Athletics
Mr. Daniel DesPlaines	Assistant Director of Athletics
Ms. Mary Johnson P '13	Administrative Assistant
Mr. Matthew Beneszewski	Head Athletic Trainer
Mr. Kevin Nasse	Athletic Trainer
Mr. Luke Chiarolanzio '11	Head Strength and Conditioning Coach
Mr. Matthew Leotti '06	Strength and Conditioning Coach
Mr. John Majano-Lopez	Strength and Conditioning Coach

Fall Sports Coaching Staff

Sport	Level	Head Coach	Assistant Coach(es)
Cross Country	Varsity	Mr. Collin Frost	Mr. Andrew Sherwood, Mr. Jack O'Reilly '14, Ms. Nora McSorley
	Middle School	Mr. Brian Theroux	
Football	Varsity & Junior Varsity	Mr. Brian Bowers	Mr. Nick Agelis Mr. John Ahsler Mr. Luke Chiarolanzio '11 Mr. R. J. Cobb Mr. Michael Donnelly Mr. Robert Flynn Mr. Matthew Leotti '06 Mr. Zachary Tabor
	Freshman	Mr. Daniel DesPlaines	Mr. Bryan Stoll Mr. Joseph Racioppi Mr. David Reed
	Middle School	Mr. Richard Peterson	Mr. Kacy Kane
Soccer	Varsity	Dr. David Donovan P '19, '22, '24	Mr. Joshua Hartle Mr. Michael Del Guercio '04 Mr. Jacob Ross
	Junior Varsity	Mr. Neil Murphy '07	Mr. Daniel Di Meo
	Freshman	Mr. John Thompson	Mr. Christopher Cocozello
	Middle School	Mr. Patrick Finn	Mr. Mark Forbes '18

Winter Sports Coaching Staff

Sport	Level	Head Coach	Assistant Coach(es)
Basketball	Varsity	Mr. Daniel Whalen	Mr. Christopher Cocozello
	Junior Varsity	Mr. Matthew Crane	Mr. Matthew White
	Freshman	Mr. Richard Peterson	
	Middle School	Mr. Michael Del Guercio '04	Mr. Tony Negrin
Bowling	Varsity and Junior Varsity	Mr. Kacy Kane	
Hockey	Varsity	Mr. Bruce Shatel	Mr. Craig Wicker, Mr. Jacob Ross
	Junior Varsity	Mr. Nicholas Linfante	Mr. Gerry Dolan
	Middle School	Mr. Michael Carr '01	Mr. Jack Diffley
Indoor Track and Field	Varsity	Mr. Andrew Sherwood	Mr. Collin Frost Ms. Nora McSorley Mr. Jack O'Reilly '14 Mr. Sean Rose
Skiing	Varsity	Mr. Kevin Malkin	Dr. Theresa O'Byrne Mr. Ken Johnson
Squash	Varsity	Mr. J. Craig Paris '82, P '13, '15, '19	
	Junior Varsity	Mr. Thomas Bennett	
Swimming	Varsity	Mr. Patrick Savidge	Ms. Alma Lopez-Holder
Wrestling	Varsity and Junior Varsity	Mr. Bryan Stoll	Mr. Ryan Bridge Mr. Richard Cimino Mr. Guy Russo Mr. Philip Schochet

Spring Sports Coaching Staff

Sport	Level	Head Coach	Assistant Coach(es)
Baseball	Varsity	Mr. Bruce Shatel	Mr. Tony Negrin Mr. Douglas Anderson '02
	Junior Varsity	Mr. Daniel Szelingowski	Mr. Zachary Tabor
	Freshman	Mr. Thomas Bennett	Mr. Kenneth Anderson '04
	Middle School	Mr. Matthew White	Mr. Matthew Crane Br. William McMillan, O.S.B.
Golf	Varsity	Mr. Sean Flanagan	
	Junior Varsity	Mr. Nicholas Linfante	
Lacrosse	Varsity	Mr. Matthew Kovachik	Mr. Steven Coffey Mr. Gary Gadek Mr. Kendall Rogers
	Junior Varsity	Mr. Matthew Corica	Mr. Kevin Malkin
	Freshman	Mr. Neil Murphy '07	Mr. Chuck Ruebling '79, P '10
	Middle School	Mr. Robert Flynn	Mrs. Jenna Gomez
Rugby	Varsity	Mr. John Majano-Lopez	Mr. Michael Donnelly Mr. John Segreto
Track and Field	Varsity	Mr. Andrew Sherwood	Mr. Collin Frost Mr. Charles Johnson Mr. Aidan Mehigan Mr. Jack O'Reilly '14 Mr. Sean Rose Mr. Brian Theroux
Tennis	Varsity	Mr. John Thompson	
	Junior Varsity	Mr. Peter O'Connell	
	Middle School	Mr. Patrick Savidge	

Student Council (Council of Seniors)	
President	Finn McDonald '23
Secretary	Colin Feeney '23
Councilman	Luca Tusche '23
Class Presidents	
Junior	Chris Volpe '24
Sophomore	Joe Skuraton '25
Freshman	TBD (election fall 2022)
Middle School	TBD (election fall 2022)

Section 3: Safety and Security

Abuse, Bullying, Interpersonal Conduct, Harassment, Hazing

Delbarton School has been and is committed to providing an educational atmosphere that is free of any conduct that can be considered harassing, abusive, disorderly, or disruptive. The school recognizes and will endeavor to protect the right of all students, faculty, and staff members to be treated with respect, courtesy, and tact. Actions or comments by staff, instructors, administrators, supervisors, staff, or students, whether intentional or unintentional, that result in harassment of students or other faculty or staff members will not be tolerated. Such conduct where reported and substantiated may result in disciplinary action, up to and including separation from Delbarton School or discharge from employment at Delbarton School.

The School will also report any and all concerns to appropriate civil authorities in fulfillment of the law. Delbarton is committed to providing a working/learning environment that is free of insult, ridicule, intimidation, and abuse. The Headmaster shall instruct all employees of this School to recognize and correct speech and behavior patterns that may be offensive (sexually or otherwise) with or without the intent to offend.

Actions, words, jokes, or comments based upon sex, sexual preference, gender, race, ethnicity, age, or religious identification have no place in the School and will not be tolerated. That the abuser only intended to be funny or believed that the recipient of his conduct welcomed it or seemingly accepted it, will not in any way constitute an excuse.

Any member of the Delbarton community who believes that this policy has been violated must report the violation to the appropriate school representative. For students, this includes any teacher, counselor or administrator, up to and including the Headmaster. For any employee, this includes any supervisor or administrator, up to and including the Headmaster. All complaints will be investigated fully and confidentially and all persons are assured that no retaliation or reprisals of any kind will be taken against them for reporting any incident or possible violation of this policy.

If those reporting violations request that they not be identified to the person accused of violating the policy or to others, every effort will be made to honor the request, although it is not always possible given the need to investigate all complaints thoroughly. Anonymous complaints may also be made by writing directly to the Headmaster. Nevertheless, once an investigation has begun, all employees are required to cooperate with the investigation.

No one at St. Mary's Abbey or Delbarton School, whether a priest, cleric, professed religious brother, or layperson, is excused from strict adherence to this policy.

Abuse

Child abuse, particularly child sexual abuse, is a grave and far-reaching problem. New Jersey Law requires all persons, whether teachers, administrators, staff, or clergy, to report known or suspected incidents of child abuse to the Division of Child Protection and Permanency (DCP&P) of the State of New Jersey.

For purpose of state law and this policy, “child abuse” is defined very broadly to include any physical, mental, or emotional injury or neglect of a person under the age of 18 caused by a person who has assumed responsibility for the care, custody, or control of such child. Obviously, this definition includes parents and other guardians. It also includes every person employed by Delbarton School, in any capacity.

What to do if you suspect child abuse: see “Reporting of Problems” that follows:

Any person who makes a report of suspected child abuse, and does so in “good faith”, is immune from any liability, criminal or civil, regardless of whether the allegation was deemed substantiated or unfounded.

With respect to Delbarton School employees, reporters of suspected child abuse who do so in “good faith” will not be disciplined or discriminated against for reporting said abuse. Any person who has a reasonable cause to believe that a child has been subjected to abuse and fails to report it is in violation of the law (“disorderly person”) and subject to criminal penalties and discipline by Delbarton School, up to and including termination of employment. Discipline for making malicious reports or reports known to be false may also be subject to penalties by the School.

Reporting of Problems

Reporting Suspected Abuse by an Adult

Faculty/Staff Response

All reports of child abuse and neglect, including those occurring in institutional settings such as a school, must be reported to the State Central Registry (SCR) via New Jersey’s Child Abuse/Neglect Hotline at 1-877-NJABUSE (877-652-2873). This is a toll-free, 24-hour, seven-days-a-week hotline. Faculty or staff must report any suspected abuse or neglect of a youth whether on or off Delbarton property or whether perpetrated by a Delbarton employee or others.

If you have reasonable cause to believe that a student has been subjected to abuse (e.g., a student reports abuse and/or there are signs of abuse), notify the Headmaster, the Assistant Headmaster for Student Affairs or the Dean of Guidance. Do not wait to obtain corroborative evidence. Trust your instincts and report the suspected abuse immediately. It is recommended that you be present when the information is reported to the SCR.

If this is an emergency (i.e., risk of harm or further abuse appears imminent) and it is not feasible to first contact the Assistant Headmaster for Student Affairs or Dean of Guidance, contact the police (911) before you contact School authorities. If you are not able to report suspected abuse to the Assistant Headmaster for Student Affairs or Dean of Guidance before contacting state authorities, you must do so as soon as possible so that immediate and proper steps may be taken to ensure the safety of alleged victim(s) and others who may be at risk.

If after reporting up, you do not hear back from the Administration and/or you are not satisfied that the allegations have been taken seriously, as a mandatory reporter in the State of New Jersey,

you may report to the next level of administration and/or call New Jersey's Child Abuse/Neglect Hotline. Reporting up does not discharge your duty to report.

Additional Guidelines for Faculty/Staff Response to Incidents or Allegations of Abuse

- If you witness abuse, interrupt the abuse immediately.
- If abuse is disclosed to you, tell the individual disclosing that he or she was correct to disclose to you. Remain calm.
- Document the incident, disclosure, or circumstances causing your suspicion of abuse.
- It is not your job to investigate the incident.
- If you have a reasonable suspicion of child abuse, do not allow that young person or other individuals to return to a potentially dangerous environment (e.g., the custody of a parent or guardian alleged to have abused the child) until School administrators and the proper authorities have been notified and advised of the situation.

Administrator Response

In addition to the above response procedures, administrators should ensure the following documenting each step when appropriate:

1. The immediate needs of the alleged victim are determined.
2. The accused is suspended and removed from access to students. The accused will be suspended with pay during the investigation.
3. As much information as possible is collected regarding the incident or allegation. Among the determinations that must be made:
 - Are the allegations credible?
 - Is there evidence to support the allegations?
 - Did the alleged action occur?
 - Did the employee violate any of the School's policies or procedures?
 - If there was misconduct or inappropriate behavior, what is the appropriate remedial action?
4. Administrators contact the authorities. At this time, it is advisable that the employee who originally reported the abuse be present. Authorities may advise that the School perform an internal investigation or authorities may perform their own investigation. The School will decide how the internal investigation should be completed.
5. If authorities request that the School take no action, the School will proceed in accordance with their request, making sure to document their request. If authorities do not require that the School take no action, the School will proceed with an internal investigation.
6. Administrators continue to communicate with authorities.

7. If abuse of a student is substantiated, the employee will be subject to termination.
8. Legal counsel is sought throughout the process.
9. A media response is prepared. All faculty and staff should be reminded of media contact policies.
 - The Headmaster will determine what is communicated to students, student families, and faculty/staff.
 - The Administration of St. Mary's Abbey, the Abbey Council of Seniors, and the Board of Regents will be informed of reports of sexual abuse against School personnel.

Reporting Faculty or Staff Inappropriate Behavior with Students

If faculty or staff observes any suspicious or inappropriate behaviors on the part of other employees, it is their personal responsibility to immediately report their observations. Examples of suspicious or inappropriate behaviors could include policy violations, neglectful supervision, poor role modeling, excessive swearing, or making suggestive comments to students. All reports of suspicions or inappropriate behavior with students will be taken seriously. Delbarton procedures will be carefully followed to ensure that the rights of all those involved are protected.

Faculty/Staff Response

If an employee witnesses suspicious or inappropriate behaviors or policy violations from a coworker, the employee is instructed to do the following:

- Interrupt the interaction and remind the co-worker of the correct policy or procedure for interacting with students.
- Report the behavior to the Assistant Headmaster for Academic Affairs (or an immediate supervisor who will in turn report up to the Assistant Headmaster for Academic Affairs or the appropriate supervisor).

Administration Response

After gathering information regarding an accusation of misconduct with a student, the designated Administrator will:

- Determine disciplinary action to be taken if a policy violation against a student is substantiated.
- Notify authorities if after gathering information there is a possibility abuse.
- Advise the person who reported the behavior that the report is being taken seriously.

Closure

Following the resolution of reported incidents, the School will determine what can be done to prevent like events in the future, including:

- Review the supervision process involved in the incident.
- Review policies and procedures.

- Review the need for additional training.

Employee and Volunteer Response to Student-to-Student Sexual Activity

Student-to-student sexual behaviors can include inappropriate touching, exposing body parts, using sexualized language, making threats of sexual activity, engaging in sexual activity, and similar types of interactions.

If School employees or volunteers witness student-to-student sexual behaviors that are contrary to defined behavioral expectations between students, they are instructed to follow these guidelines:

- Safely separate the students involved as soon as possible.
- Calmly explain that such interactions are not permitted.
- Notify your supervisor and parent/guardian (when applicable)
- Complete the necessary documentation including what you observed and how you responded.
- Follow your supervisor's instructions regarding notifying the authorities and informing the parents/guardians of the students involved.
- Do not attempt to determine whether the student's behavior was "sexual curiosity". There is not a standard definition of what normal sexual curiosity looks like. An external body, such as law enforcement, utilizes criteria to investigate and determine whether the student's behavior is sexual curiosity.
- If the problem is recurring, additional action may be required including implementing restrictions on one or both students.
- Identify how students will be managed or supported to prevent further occurrences of sexual activity (i.e., safety or behavioral plans including additional supervision requirements).

Supervisor and Administrator Response to Student-to-Student Sexual Activity

In the event that a School supervisor or administrator receives a report of a student's sexualized behavior or student-to-student sexual activity, they are instructed to follow these guidelines:

- Meet with the employee or volunteer who reported the sexual activity to gather additional information.
- Confirm that the students involved have been separated or placed under increased supervision.
- Notify the proper authorities.
- Review the incident report to confirm it is accurately and thoroughly completed.
- Meet with parents/guardians of the students involved (when applicable).
- Review the immediate steps taken by the employee or volunteer who initially responded.
- Determine what additional actions should be taken to ensure there is not a recurrence.
- In some cases, student behavior can be managed through a safety or behavior management plan.
- Develop a written corrective action or follow-up plan in response to the incident.

Based on the information gathered, the following may be required:

- Review the need for additional student or program supervision
- Review the need for revised policies or procedures
- Review the need for additional employee or volunteer training
- Review the need for additional student education
- Alert Administration of St. Mary's Abbey, the Abbey Council of Seniors, and the Board of Regents

Bullying

Bullying is a physical, verbal, or other intimidating act or pattern of behavior that causes physical or emotional harm to an individual or group. Online or cyberbullying is defined as an intentional electronic written or graphic act or series of acts by an individual directed at others that is severe, persistent, or pervasive. Bullying creates a threatening school environment, may interfere with a student's education, and in general disrupts the orderly operations of the School.

In compliance with New Jersey's "Anti-Bullying Bill of Rights Act" (C.18A:37-13 et seq.), employees are instructed to report acts of bullying to a supervisor. Upon learning of an act of bullying, the faculty member/adult staff will meet with the Assistant Headmaster to discuss a plan of response. All complaints will be investigated and no reprisal will be taken against those who report such acts.

Interpersonal Conduct

Pre-Existing Relationships and Interactions between Employees, Volunteers, and Students Outside of School

Many cases of organizational abuse occur off-site and outside of regularly scheduled activities. Allowing contact outside of regularly scheduled activities may put employees, volunteers, students, and the School at increased risk.

Examples of contact outside of regularly scheduled School activities include babysitting arrangements, tutoring, private lessons/coaching, mentorship, social interactions between an employee's or volunteer's children and children served by the School, sleepovers, overnight trips and vacations, rides to/from school or extracurricular activities and events, and attending public events together in a shared community (like graduation, athletic events, religious ceremonies).

If there is a pre-existing social or familial relationship, ensure proper boundaries are drawn by the employee or volunteer while in organization programming. Employees and volunteers should reinforce the professional boundary. They should make clear that their role as an employee or volunteer is different from the role by which the student would otherwise know the adult. All interactions should reflect that.

To minimize risk during interactions which occur outside of school functions, employees and volunteers should consider additional measures. To increase transparency, notify an administrator when interactions like transportation and social outings occur, keep the number of students at any gathering small (1-3), and avoid one-on-one interactions. For extended time with students outside of school functions (e.g., vacations, tutoring), employees and volunteers should receive written

permission, such as a text, from the student's parents/guardians that they have allowed their child to go or participate.

Athletic Program Supervision

To ensure safety in Delbarton’s athletic programs, practices must be monitored and evaluated by a full-time employee who is familiar with School policies and procedures. Head coaches should do the following when supervising students at practices or contests:

- Maintain a record of information such as arrival and departure times and attendees who were present.
- Arrive before other coaches and ensure other coaches are prepared for athletes to arrive.
- Survey the physical environment and ensure that it is suitable for the activity to be conducted safely for participants.
- Actively monitor activities occurring at the practice or contest.
- Observe bathroom and locker room activities to ensure that other coaches are complying with the established policies and procedures.
- Monitor employee interactions with athletes, other employees, and parent/guardians for appropriateness

Appropriate and Inappropriate Physical Interactions between Adults and Youth

Delbarton School’s physical contact policy promotes a positive, nurturing environment while protecting students and adults. Our school encourages appropriate physical contact with students and prohibits inappropriate displays of physical contact. Any inappropriate physical contact by adults toward students in the school’s programs will result in disciplinary action, up to and including termination of employment.

Delbarton’s policies for appropriate and inappropriate physical interactions are:

<i>Appropriate Physical Interactions</i>	<i>Inappropriate Physical Interactions</i>
<ul style="list-style-type: none"> • Side hugs • Shoulder-to-shoulder or “temple” hugs • Pats on the shoulder or back • Handshakes • High-fives and hand slapping • Verbal praise • Pats on the head when culturally appropriate • Touching hands, shoulders, and arms • Arms around shoulders 	<ul style="list-style-type: none"> • Full-frontal hugs • Kisses • Showing affection in isolated area • Lap sitting • Wrestling • Piggyback rides • Tickling • Any type of massage given by or to a student • Any form of affection that is unwanted by the student or the adult • Compliments relating to physique or body development • Touching bottom, chest, or genital areas

Appropriate and Inappropriate Verbal Interactions between Adults and Students

Employees and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees and volunteers must not initiate sexually oriented conversations with students. Employees and volunteers are not permitted to discuss their own sexual activities with students.

The school’s policies for appropriate and inappropriate verbal interactions are:

<i>Appropriate Verbal Interactions</i>	<i>Inappropriate Verbal Interactions</i>
<ul style="list-style-type: none">• Positive reinforcement• Appropriate jokes• Encouragement• Praise	<ul style="list-style-type: none">• Name-calling• Discussing sexual encounters or in any way involving students in the personal problems or issues of employees and volunteers• Secrets• Cursing• Off-color or sexual jokes• Shaming, belittling or derogatory remarks• Harsh language that may frighten, threaten or humiliate students• Derogatory remarks about the student or his family

Procedures for Managing Risk When One Student is Alone with One Adult

In those situations where one-on-one interactions are approved, adults should observe the following additional guidelines to manage the risk of abuse or false allegations of abuse:

<i>Additional Guidelines for One-on-One Interactions</i>
<ul style="list-style-type: none">• When meeting one-on-one with a student, always do so in a public place where you are in full view of others.• Avoid physical affection that can be misinterpreted. Limit affection to pats on the shoulder, high-fives, and handshakes.• If meeting in a room or office, leave the door open or move to an area that can be easily observed by others passing by.• Inform other adults that you are alone with a student and ask them to randomly drop in.• Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.

Harassment

Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, sex, or national origin in all employment practices including conditions of employment. Both the federal courts and the Equal Employment Opportunity Commission (EEOC) in its November 1980 Sexual Harassment guidelines have ruled that sexual harassment of employees constitutes unlawful sex discrimination and is thus a violation of Title VII.

The EEOC guidelines require that employers affirmatively address the issue of sexual harassment in the workplace and devise and adopt appropriate procedures for maintaining a working atmosphere free of sexual pressure or intimidation.

Under the guidelines, *sexual harassment* is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a nature which constitutes harassment when:

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

The primary statute that prohibits sex discrimination against students is Title IX of the Education Amendments of 1972. While Title IX does not directly address sexual harassment *per se*, it can be readily construed. Allegations of harassment in any form will be subject to a review by the supervisors of the alleged victim(s) and perpetrator(s), findings of which will be submitted to appropriate Senior Management.

In the event that "fair and reasonable" evidence supports any allegation of harassment that is considered to be "egregious" in nature, the employee who is found to be in violation of the harassment policy will be immediately terminated. A definition of "egregious" will conform to reasonable standard such as may be defined in civil and criminal law.

In the event that "fair and reasonable" evidence supports an allegation of harassment that is not considered to be "egregious" in nature, the employee who is found to be in violation of the harassment policy will be suspended from employment for a two day period without pay, if the infraction is the employee's first violation of the policy. If the employee is found in violation a second time after "fair and reasonable" review, the employee will be terminated.

Hazing

Delbarton School prohibits hazing. Hazing is defined as an action or situation that recklessly or intentionally endangers the mental or physical health or safety of another person for the purpose of membership, advancement, or continued good standing in any organization recognized by the School. In addition, any requirement by a member that compels another member to participate in any activity that is against the Delbarton School Code of Conduct or New Jersey State Law is defined as hazing.

Hazing behaviors include but are not limited to the following:

- Forcing or requiring an individual to drink alcohol or use other substances or consume unreasonable amounts of food.
- Participating in morally degrading or humiliating games and activities.
- Participating in or creating situations that cause physical harm or emotional strain, such as causing a member or non-member to be the object of malicious amusement or ridicule.
- Using brutality or force.

Any of these activities, if a condition, either directly or indirectly, of membership, advancement, or good standing in a School-recognized organization, shall be presumed to be a forced activity, the willingness of an individual to participate in such activity notwithstanding. The School may treat the action of even one member of a group as constituting hazing by the entire group. Executive leaders of an organization found responsible for hazing are also subject to disciplinary action.

Hazing is a violation of the New Jersey State Law when such action by a group or organization recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization. Any individual, group, or organization found responsible for hazing will be subject to disciplinary action, which may result in probation, suspension, or separation from the School.

Cancellation of School

In the event of a school emergency, or the cancellation of school due to inclement weather or other emergency, announcements will be broadcast to the entire school community via the School Messenger Instant Messaging system. Updates on school cancellations can be obtained by checking *delbarton.org*.

Driving on Campus

Driving to school is a privilege. A Driving Permit Application will be available to eligible students at Student Orientation. It is the student's responsibility to be aware of and observe all campus driving regulations.

The following documents are to be on file in the Main Office before a student may drive on campus:

- Completed and signed Driving Permit Application.
- Driver's license number (New Jersey provisional or full licenses only, no farm licenses).
- Year, make, color, and license plate number of car(s) to be used.

Once a student has been issued a Parking Permit, the permit sticker is to be displayed in the left rear window of the car. All cars used by a student must be registered with the Main Office.

Seniors and juniors will be restricted to their designated parking areas. Students may not park at other locations, including Old Main and behind the Lynch Athletic Center. The exception to this

rule is use of the Regan Stadium parking lot before or after school hours. Failure to observe the parking regulations may result in a suspension and/or loss of the driving/parking privilege.

While classes are in session, a car may be moved only with permission of the Assistant Headmaster for Student Affairs. During the school day, parking lots are restricted areas and considered out of bounds. A student may go to a parking area only when receiving the permission of a Delbarton faculty member or administrator, and he must be accompanied by a School staff member when doing so.

Because the driveways on campus are also pedestrian walks, drivers must be extremely alert and drive at a maximum of 15 MPH.

Failure to comply with these regulations may result in the revocation of driving privileges.

Emergencies

All emergencies should be handled through the Assistant Headmaster for Student Affairs' office. If an emergency should cause you to have to leave campus, see the Assistant Headmaster for Student Affairs for permission and follow the check-out procedures at the Reception Desk that are detailed in section 6, "Absences and Lateness" below.

Fire and Lockdown Drills

Continuous sounding of the fire alarm is the signal for all to leave school buildings immediately. Instructions are posted in each classroom designating the primary exit routes. Doors and windows should be closed quickly. Students should move away from the buildings in silence and report to the classroom teacher so that roll may be taken.

In any safety drill, students should follow all instructions from faculty or staff.

Pulling, tampering with, or horseplay near any fire apparatus or alarm is a serious offense. When any such student activity activates any fire apparatus or alarm, responsible students may be suspended from school.

Fitness Center

Students using the Edward J. Murphy Fitness Center or the Regan Stadium Weight Room must first participate in a Training/Safety session with the Athletic Staff, or through the Physical Education program. Fitness Center rules ensure the safety of all, and must be observed at all times. No student is allowed in the Fitness Center at unauthorized times or unsupervised.

Gift Giving and Acceptance

Students and/or families may give gifts to reflect their appreciation for employees and the services they provide. Out of respect for students and their families, Delbarton makes reasonable allowances for the acceptance of gifts and other acts of gratitude. However, if a parent or student approaches an employee or volunteer with a gift that seems excessive or inappropriate, the employee or volunteer should politely decline the gift and discuss the matter with his or her immediate supervisor.

Guests

If you wish to bring a guest to school, obtain permission beforehand from the Assistant Headmaster for Student Affairs. If the guest is a candidate for admission, the Dean of Admissions must also be notified.

All visitors to Delbarton School must sign in at the Reception Desk in the Trinity Hall lobby or at Reception in the Peter L. O'Neill '59 Alumni Center in Old Main. After registering with a receptionist, guests will receive temporary identification badges. Visitors to St. Mary's Abbey must sign in with the Abbey Receptionist in the reception area of the 1966 Monastery, on the East Gate Road side of the monastery complex.

Employees and students always remain responsible for the actions of their guests. Visitors should be escorted while on School premises and should not be left unattended. Members of the public visiting Delbarton School to attend public functions, such as open houses, athletic competitions, or public performances may proceed directly to the event venue without visiting either reception area.

Restricted Areas

Certain areas of the campus are considered restricted areas that are not available or open for students.

- Dining Hall (except from 7:30-7:50 am, lunchtime, and 4:30-6:00 pm)
- Edward J. Murphy Fitness Center and Regan Stadium Field House Weight Room (outside of operating hours and only when supervised by a staff member)
- Faculty and Staff Commons
- Faculty and Staff residences
- Formal Garden (all students except seniors)
- Lynch Athletic Center gyms (unless a staff member is present and supervising)
- Monastery buildings (1966 Monastery, Vincent House)
- Old Main (unless an event is taking place that is supervised by a staff member)
- Pool (unless a faculty member and a certified lifeguard are present)
- Parking Areas (during school hours)
- Retreat Center (outside of scheduled student retreat times)

School Day and Building Access

Buses arrive at Delbarton before 7:45 am. Classes begin at 8:00 am and end at 2:45 pm. One period every day is a lunch period. Regular schedule buses leave from the bus loop at 4:00 pm each day. Late buses leave from Trinity Hall's West Gate Road entrance at 6:00 pm.

Searches

To protect the safety, health, property and values of all members of the community, the School reserves the right to call for a search of a student's locker, book bag, automobile, or person, and to

take the contents as evidence. Such searches will be with reasonable cause and with regard for the dignity of the student.

Before conducting the search, permission from the Headmaster or Assistant Headmaster for Student Affairs must be obtained. A second adult must be present during a search.

Technology

Acceptable Use Policies

Delbarton School's information technology resources, including all hardware, software, email and Internet access, are provided for educational purposes. Personal electronic devices are also to be used only for academic activities. Adherence to the following guidelines is necessary for continued access to the school's technological resources and the use of all personal electronic devices.

The guidelines are provided here to make you aware of the responsibilities that accompany this privilege. Students must:

Respect and protect the privacy of others.

- Use only assigned accounts.
- Not view, use, or copy passwords, data, electronic devices or networks to which they are not authorized.
- Not distribute private information about others or themselves.

Respect and protect the integrity, availability, and security of all electronic resources.

- Observe all network security practices, as posted.
- Not circumvent security measures in place.
- Report security risks or violations to a teacher or network administrator.
- Not destroy or damage data, networks, or other resources that do not belong to them.
- Maintain and update all software required and/or issued by Delbarton School

Respect and protect the intellectual property of others

- Abide by all copyright laws (not making illegal copies of music, games, or movies).
- Not plagiarize.

Respect and practice the principles of community in a Benedictine Catholic school

- Communicate only in ways that are kind and respectful.
- Report to a teacher all threatening or inappropriate materials.
- Not access, transmit, copy, or create material that violates the Delbarton School Handbook (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).

- Not access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not use School or personal resources for any illegal activity.
- This includes, but is not limited to, tampering with computer hardware or software, unauthorized entry into computers, and vandalism or destruction of computer files.
- Not send spam, chain letters, or other mass unsolicited mailings.
- Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

The recording of any type of media (images, audio, video and etc.) without prior consent from an appropriate authority is prohibited.

Laptops

Laptops are a mandatory component of every student's educational tool kit at Delbarton. Students should have their laptops available at all times should a teacher wish to incorporate technology into the curriculum.

Mobile Communication Devices and Communication

Mobile communication devices, including, but not limited, to smart phones, mobile phones, and tablet computers (“MCDs”) used other than for classroom work are not permitted in classrooms while class or other academic activities are in session.

Other than the use of a tablet computer limited to classroom related work, MCDs observed by Delbarton faculty or administrators during classroom time shall be subject to confiscation. The Delbarton faculty member or administrator shall as soon as practicable surrender the device to the Assistant Headmaster for Student Affairs.

To protect teacher privacy and the School, teachers may not accept invitations to non-school related social networking sites from students or alumni under the age of 18. Teachers should also recognize that many former students have online connections with current students. Thus, information shared with school adults and former students may be seen by current students.

If there is reasonable suspicion that the MCD contains evidence of a violation of the Delbarton School *Student Handbook* or the law, then the Assistant Headmaster for Student Affairs shall surrender the MCD for analysis by a third-party forensic consultant hired by Delbarton School. In such case, the forensic consultant shall be directed to submit a report as to the contents of the confiscated MCD to the Assistant Headmaster for Student Affairs and Delbarton’s legal counsel.

The Assistant Headmaster for Student Affairs shall take appropriate disciplinary action in if any content of the MCD is in violation of Delbarton’s policies set forth in this *Handbook*. Legal counsel shall notify the appropriate law enforcement agency if the MCD contains any content including images in violation of the law.

Use of MCDs or cameras of any kind is prohibited in any bathroom, shower, or locker room on campus.

Passwords

Your password private and should be known only to yourself. Do not tell anyone what your password is. You will be held accountable for anything done using your Delbarton School computer account. When you log in for the first time, you will be required to change your password to something more personal. Your new password will need to be at least six characters long.

School Network Use

Each student is assigned a username which is used to access the Delbarton School network. In most cases, your username will be Last Name_First Initial. *Example:* John Smith's username would be Smith_J. In the case where someone at the school has the same name as you, we will use the first TWO initials instead. *Example:* Smith_Jo.

Supervision and Monitoring

No student who uses the information technology resources (ITRs) of Delbarton School for personal or unrelated school interests may claim a reasonable expectancy of privacy. The use of such ITRs is privileged and will be subject to monitoring. The School reserves the right to examine, use, and disclose any data found on the school's information networks to further the health, safety, discipline, or security of any student or other person, or to protect property.

School and network administrators and their authorized employees monitor the use of information technology resources, School hardware and personal electronic devices to help ensure that users are secure and in conformity with Delbarton's technology policies. The School may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.

Social Media

Students are encouraged to always exercise the utmost caution when participating in any form of social media or electronic communications (e.g. Facebook, Twitter, Instagram, etc.), both within the Delbarton community and beyond. Students who participate in electronic or online interactions must remember that their posts reflect on the entire Delbarton School community and, as such, are subject to the same behavioral standards set forth in this *Handbook*.

In addition to the regulations found in this *Handbook*, students are expected to abide by the following:

- All communication between faculty and students should ordinarily take place within the parameters of the School platform (delbarton.org) and its related applications (e.g. Delbarton Gmail, Schoology). The use of private email accounts, text messaging, and other forms of communication between faculty and students that are not through a School platform are ordinarily not permitted.
- In cases where adult-student communication is necessary and the use of a Delbarton platform is impractical, alternative methods of correspondence are permissible assuming that the adult remains in an appropriate adult role relative to the student, that the content of the communication is for sharing logistical information and reminders, and that the correspondence is visible to others and is archived (i.e., not automatically deleted).

Examples of acceptable alternatives include but are not limited to group text messages (e.g., GroupMe), mass reminder texts (e.g., Remind101), and conference calls or video conferencing. One on one communication should be avoided by copying another adult on the message. If a student contacts an adult one on one, the adult has the responsibility to redirect the conversation to an appropriate channel.

- Online discourse from school sponsored platforms should remain apolitical and focused on School-related issues, news and events. Students should report to an administrator any communication from adult members of the School community that they deem inappropriate.
- To protect the privacy of Delbarton students and faculty, students may not, under any circumstances, create digital images of Delbarton community members either on campus or at off-campus Delbarton events for electronic or online publication or distribution.
- Students may not use social media sites to publish disparaging, harassing or exploitative remarks or images about Delbarton community members, athletic or academic contest rivals, etc. Students who choose to post editorial content to websites, blogs or other forms of electronic media must ensure that their submission does not reflect poorly upon the school or any member of the community.
- Failure to abide by this policy, as with other policies at Delbarton, may result in disciplinary action as described in this *Handbook*, or as determined by the Assistant Headmaster for Student Affairs.

Consequences for Violation

Violation of the above policy will result in the same disciplinary actions that would result from similar violations in other areas of Delbarton life. In addition, misuse of Delbarton School's and personal information technology resources and electronic devices may result in the loss of the privilege to use personal and Delbarton School technology and electronic devices.

Tip Reporting Service

Vector Solutions Vector Alert is a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. Phone: 973-355-7114
2. Text: 973-355-7114
3. Email: 1741@alert1.us
4. Web: <http://1741.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the Vector Alert Terms of Use and Privacy Policy, is available online at <http://1741.alert1.us>.

Section 4: Academic Program Policies

Absences and Tardiness

Absences that are not approved within the guidelines of this Handbook or the failure of a student to follow these procedures will result in an unexcused absence and be subject to the stated academic and disciplinary consequences outlined in this Handbook. In addition, the failure of a student or parent to be forthright and honest in their communication with the school about an absence may result in the student's dismissal from Delbarton School.

Absences and Course Credit

Absences in excess of eight days for semester courses and fifteen days for full-year courses may result in the lowering of the final grade or denial of course credit.

Students who return to school after receiving medical treatment for an injury or for a serious communicable disease, such as chicken pox, mononucleosis, etc., should report to the nurse before attending classes.

Students with an unexcused absence (see Section 5 for a detailed description of types of absence) will receive a failing grade for that day's classwork in each class. Written assignments may be submitted electronically on the due date without penalty. Students are required to make up all missed class work during the period of their absence. The made-up work may earn no higher than the failing grade of 60/F (see below on "Grading Policies").

If the student does not make up missed work, his grade for that work will be an F (0 out of 100 or 0% of total possible points). Students are not permitted to take a test or any other in-class assessment for full credit at any time other than the due date in an attempt to circumvent the existing policy regarding an unexcused absence. In addition, unexcused students may not participate in co-curricular or athletic activities for that day.

Prolonged Excused Absence and Modified Instruction

A modified schedule and/or instructional plan (including home instruction) is designed for students who are unable to function or be accommodated in our typical daily setting because of a medical/physical problem and/or a serious emotional, psychological or behavioral problem. The decision to require a student to transition to a modified instructional plan shall be made by the Assistant Headmaster for Academic Affairs in consultation with the Dean of Guidance, the School Nurse (when appropriate), the student's guidance counselor and the student's teachers.

A student on a modified schedule and/or instructional plan will follow the same curriculum as prescribed by the teacher, but the teacher may adjust the curriculum in order to accommodate the student's needs. There will be regular communication between the student and each of his teachers (a minimum of once a week). The student's guidance counselor and teachers will determine the course requirements, which may be modified according to the nature of the student's disability.

A team consisting of the Assistant Headmaster for Academic Affairs, the Dean of Guidance, the School Nurse, and the student's guidance counselor will oversee the implementation of the program and monitor the student's progress during the course of his modified instruction.

Upon the successful completion of all his course requirements by no later than the third week of August, the student will be permitted to advance to the next grade level, or, if he is a senior, receive a Delbarton diploma. In the case of a senior, all course requirements must be completed by July 1 so a transcript may be submitted to his chosen college. In the event that a senior needs additional time to complete his course work, he can work through the summer, complete his course work, and receive his diploma by Sept. 1.

Planned Absences and Planned Absence Form:

For students who wish to be excused from school days for reasons other than those stated in this *Handbook*, a *Planned Absence Form* must be completed at least one week in advance of the proposed absence. The form is to be presented to all of the student's teachers and his guidance counselor for approval.

Following completion of the form and parent signature, the student must submit the form for final approval to the Assistant Headmaster for Student Affairs. Forms may only be obtained from the Office of the Assistant Headmaster for Student Affairs.

Remote Learning

Remote or virtual instruction will be provided for those who have an excused medical excuse of more than three days. Exceptions may be made for extraordinary circumstances with the approval of the Assistant Headmaster for Student Affairs.

Tardiness

Students must arrive prior to the start of the lunch period class (11:25 am) in order to be eligible to participate in co-curricular activities that day. In the event of an extenuating circumstance, a student should contact the Assistant Headmaster for Student Affairs.

Students who drive to school are advised that being late three times may result in suspension of driving privileges. Those who ride as passengers may not use the tardiness of the driver as an excuse; tardiness in this instance will result in the recommendation that the student take ordinary school transportation.

Academic Honor Code

- A student at Delbarton has respect for himself, for others and for the institution.
- He acts with integrity and personal honor at all times including all virtual and off-campus activities
- He protects the integrity of all his work and the work of his classmates
- He knows that any instances of cheating, plagiarism, fabrication, and other forms of academic dishonesty violate the principles of academic integrity and are therefore breaches of the Academic Honor Code.
- He does not tolerate academic dishonesty and he refuses to aid or abet those who plan to violate the Academic Honor Code.

(To be written out completely or otherwise inserted into any student work submitted for assessment) *I (state your name) have fully upheld Delbarton's Academic Honor Code. [the student's signature in full then follows]*

Academic Monitoring, Probation and Support

Academic Support

If a student is having trouble with a course, he should see the teacher immediately and discuss his difficulties. Delbarton teachers are expected to be available during the school day (at homeroom or by appointment with a student) and after school (by appointment) to provide students with extra help. The Academic Centers are available daily for peer-to-peer assistance as well as for help from teachers.

Committee on Academic Standing

At the end of each semester, the Committee on Academic Standing will meet to review the performance of students experiencing academic difficulties or demonstrating unsatisfactory academic performance. After one of these reviews, a student may be given an Academic Warning or placed on Academic Probation. In certain instances, a student may also be recommended for dismissal from Delbarton School.

The Committee on Academic Standing consists of the:

Assistant Headmaster for Academic Affairs
Assistant Headmaster for Student Affairs
Dean of Guidance

Director of College Counseling
Guidance Counselors (grades 7-11)
Learning Specialist
Registrar

Academic Warning

If a new student (7th grader, 9th grader, or transfer student in his first year at Delbarton) receives an F or multiple D's at the end of the Fall semester, he will receive a warning letter from the Assistant Headmaster for Academic Affairs indicating the gravity of his academic standing. If the student's grades do not improve in the Spring semester, he will be placed on Academic Probation and his status will be reviewed at the end of the school year.

Academic Probation

Probation is a time of heightened scrutiny. The student on probation and his parents will be informed of the probation, its rationale, conditions, and duration. Students on Academic Probation will have their status reviewed at the end of each semester. During probation, the student must meet all conditions outlined by the Committee. Failure to meet the stated conditions may result in dismissal from Delbarton School.

A student will be placed on Academic Probation for the following reasons (except under the conditions described in “Academic Warning” above):

- A grade of F or more than one grade of D at the end of any semester.
- A GPA of less than 2.00 at the end of any semester.

Academic Dismissal from Delbarton School

A student will be dismissed from Delbarton School if:

- He has a final grade of F in two or more full-year courses.
- He has a cumulative GPA of less than 1.667 at the end of his sophomore or junior year.

Course Makeups

A student with one F as a final grade at the end of a course (semester or full year) must make up that course in an approved summer school or tutoring program and pass the relevant Delbarton course final examination (for full-year courses) before he is permitted to return to Delbarton School. The Assistant Headmaster for Academic Affairs reviews and grants approval for all course makeup programs. No course failed in a given academic year may be made up during that same academic year.

Special Policies for Seniors

If a senior receives a grade of F or more than one D at the end of the First Semester, he is put on Academic Probation. To graduate, a senior must fulfill the terms of probation set by the Committee. In addition, a senior may not have any final course grades of F. Any senior who fails a spring semester course and fails the final exam in the same course, will fail the course for the year and will not receive a Delbarton School diploma until that course is made up in a summer school program approved by the Dean of Guidance and the Assistant Headmaster for Academic Affairs.

Advanced, AP, and Advanced+ Courses

The Academic Council must approve the title and GPA scale of any course. Department-approved curriculum as delivered by a teacher determines the advanced nature of a course, and not the rigor that any individual teacher requires.

Delbarton currently offers twenty-six AP courses, four Advanced courses (Advanced Biology, Advanced Chemistry, Advanced English 9, and Advanced Arabic IV), and two post-AP, Advanced+ courses (Linear Algebra and Shakespeare).

Advanced Courses at Delbarton receive a 0.167 quality point bonus when determining the final grade for the course.

Advanced courses

- Are labeled Advanced in the *Curriculum Guide and Course Catalog*
- Assess students’ abilities beyond standard assessments
- Engage material not accessible to the average High School student

- May measure achievement and mastery of material in the course with standardized, outside assessments

Because AP courses receive a 0.333 quality point bonus when determining the final grade for the course, in some cases, the Academic Council may recommend a full 0.333 quality point bonus for a post-AP course.

Advanced+ courses

- Are numbered 700
- Require as a prerequisite the successful completion of a sequential AP course
- Follow a syllabus constructed from college models and whose rigor and scope are approved by the Department Chairperson

Advanced Placement Program

The Advanced Placement Program (AP) of the College Board is designed to give highly capable and motivated students the opportunity to pursue college level work while still in high school. These courses are so designated in the Program of Studies. They require significantly more effort and achievement than ordinary college preparatory courses.

Individual departments and Guidance will screen applicants for these courses carefully. Students taking these courses are not required to sit for the Advanced Placement examination(s) in May, but if they do not, a teacher-prepared exam must be taken to receive credit for that course.

Class Schedule

Class Meetings and the Eight Day Cycle

Delbarton's academic schedule employs a rotating eight (8) day cycle. School days are identified by the letter of the period names that appear on the schedule. A given course will meet at different times of the day on six of the eight days of the cycle, for periods of different lengths (55, 50, or 45 minutes). Two days of the cycle, the course does not meet.

Whenever the sequence of days is interrupted by a regularly scheduled holiday, the sequence of days resumes with the next day in the cycle as listed in the calendar. If school is canceled due to snow or an unforeseen emergency, the day missed is dropped.

Free Periods

Free periods are for relaxation, individual study or group work. Students with free periods can go to the Quadrangle area outside of Trinity Hall, the Formal Garden (if seniors), the Library or the Student Commons. All other campus areas are out of bounds during the school day for use during free periods, unless they are used under the supervision of a staff member in the course of instruction (e.g. tennis courts during Physical Education classes).

Lunch Period Classes and Flex Time

When a block rotates through lunch, the time will be distributed as lunch, class, and non-class/non-lunch time. In all four rotations, the non-class time is called Flex Time. Each class will be assigned a rotation pattern that remains the same for the entire semester/year.

When a class rotates through lunch, the following classes will have Flex Time immediately adjacent to class time:

- AP courses
- Upper level Studio Art classes
- Lab science courses

For such courses, Flex Time can be used for:

- Lab periods in science classes
- Art classes involving work on a piece of art
- Testing, including extra time testing

When Flex Time is incorporated into the regular class time, instruction should occur that supplements, augments, and/or enriches the course. These activities should differ from the main instructional activities of the regular class period (e.g., in-class writing/peer conferencing, individual help during a problem set, review for a test, etc.)

Flex Time that is adjacent to class time can be used for a class period when students have at least a full day's notice posted on the class Schoology page.

Students may not go to the cafeteria when they are not scheduled for lunch. Teachers are responsible for supervising the students in their class during Flex Time so that students do not report early for lunch.

Course Selection and Placement

New Students

Academic departments make course recommendations for new students during the process of admission in the spring prior to matriculation. The main factor in these recommendations is the student's academic profile in his application file and in the Delbarton-administered placement tests. These recommendations are subject to review during the summer, based on additional data coming from further testing, final grades, and academic work done during the summer.

Continuing Students

Course recommendations for continuing 8th graders, sophomores, juniors, and seniors are made during the period from mid-January through early March. The main factor in these recommendations is a student's course performance up to that point. Of secondary importance are the results from standardized testing. Students are required to follow recommendations when they make their course selections for the following year.

Changing Course Selections and Appealing Recommendations

Great care is taken to assign the appropriate courses based upon ability level and past performance. Students are to select courses with care, and alternates must be placed in priority order. Once a course is begun, the student is required to remain in the course to its completion, receive a passing grade, and earn course credit.

Note: our priority is to place students in year-long classes over semester classes. Requests for specific teachers for individual students will not be entertained.

The following are the designated periods for review of course requests:

- **April 1st – c. June 15th:** Forms used to appeal a course placement recommendation will be available. The student's achievement for the Fall semester and (if necessary) the Spring semester or Final Course Grade will play a major role in any decision. Electives may be dropped or added during this period until all courses are locked for scheduling.
- **July 15th:** Official student class schedules will be released on PowerSchool. Only students whose Business Office accounts are current and whose medical forms are completed through Magnus Health will receive their schedules and be able to purchase books through the Shop by Schedule process on the BNC website. Students with accounts in arrears will have their parents notified by the Registrar and will not be able to purchase their books via the Shop by Schedule process on the BNC website once their accounts are up to date. Any changes to student schedules will not be reflected in the Shop by Schedule process on the BNC website.

Course Changes Once Classes Have Begun

All course changes (including those for one-semester Fall and Spring electives) must be made by the end of the first cycle of classes, with the exception of AP and Advanced classes. A student is permitted to drop an AP course at any time until the end of the 2nd cycle. Changes to AP and Advanced classes must be approved by a student's Guidance Counselor, the teacher of the course being dropped, and the Department Chairperson.

Examination Requirements

Delbarton School considers final examinations an important college-preparatory learning experience. Final examinations are governed by the following policies.

Advanced Placement courses

Students enrolled in Advanced Placement courses, who are in good academic standing and who sit for that AP examination, will be exempt from a teacher-prepared final examination in that course. If a student in an AP course(s) does not choose to take the course's AP exam(s), he will have to take a teacher-prepared final examination(s) to receive credit for that AP course(s).

No exemption from final examinations will be given in any other courses.

Final examinations will be departmental and will attempt to help the student see what is important in the course and to aid the teacher in an assessment of what has been learned and what skills have been mastered.

All final examinations in grades 9-12 will be two hours in length. Middle School examinations will be varying lengths as determined by the Middle School faculty.

Teachers of one-semester courses may administer examinations in class at the end of the semester.

Extra Credit

Extra credit will not be awarded for participation in a co-curricular activity. If an extra credit opportunity is offered, it should be available to all students in a class. Teachers should not use extra credit to mask deficiencies in basic skills.

Grading and Grade Reporting

Below is the official table of student grades and grade points at Delbarton School:

Grade	Percentage Range	Grade points Standard	Grade points Advanced	Grade Points AP	Earn Credit?
A+	100-97	4.333	4.500	4.667	Yes
A	96-93	4.000	4.167	4.333	Yes
A-	92-90	3.667	3.833	4.000	Yes
B+	89-87	3.333	3.500	3.667	Yes
B	86-83	3.000	3.167	3.333	Yes
B-	82-80	2.667	2.833	3.000	Yes
C+	79-77	2.333	2.500	2.667	Yes
C	76-73	2.000	2.167	2.333	Yes
C-	72-70	1.667	1.833	2.000	Yes
D (Passing Minimum)	69-65	0.667	0.833	1.000	Yes
F (Failing/No Credit)	64-0	0.000	0.000	0.000	No
INC (Incomplete)	N/A	N/A	N/A	N/A	No

* An asterisk preceding a grade on an official Delbarton transcript indicates that the course is a transfer credit from another school that has been accepted as an equivalent course.

Course Grade Calculation Formula

Full Year Courses (1 credit)

The letter grade for a given course will be determined by the student's percentage average at the end of the semester or academic year, as appropriate. See the chart above for percentage equivalents to letter grades.

The two semesters constitute 45% each, and the final exam 10%, of the student's grade in a full-year course.

Semester Courses (1/2 or 1/4 credit)

One Mid-semester (not used in course grade calculation) and one End-of-semester grade will be reported at the end of the semester. Semester courses do not have a final examination. Letter grades are determined by the same method as used for full year courses, as described above.

Grade Reports

Two mid-semester grades (not used in course grade calculation), two end-of-semester grades, one final exam, and one final course grade are reported. Each end-of-semester grade will be an indication of the student's work over that particular semester.

Grade Reports are issued within one week of the end of the 1st and 3rd Quarters, and at the end of each semester. Students and parents will be notified via email when grade reports are ready for viewing. All grade reports are issued through the PowerSchool Parent Portal and Student Portal.

1st and 3rd Quarter grade reports are intended to serve as an interim statement of a student's progress between the end-of-semester grade reports. The grades and comments on 1st and 3rd Quarter Grade Reports do not form part of a student's official record. For seniors, however, such grades are used in the reports sent to college to which students are applying. Only final grades for a course (semester or full year) become part of a student's permanent Delbarton transcript.

Once a student begins a course, he will receive a final grade for the course that will appear on his academic record, unless he drops the course within the approved course change period at the start of the academic year (see below).

Between official grade reporting periods, students' current grades will be viewable by both parents and students on Schoology. Parents will need to create a parent Schoology account linked to that of their son(s) to access their grades. Grades will be updated on at least a weekly basis.

Progress Reports

Progress Reports will be sent to the parents of students who may be in the D or F range two weeks prior to each of the four grade reports.

Incompletes

A grade of Incomplete (INC) means that course requirements have not been met. Requirements must be completed within one cycle following the end of the grading period unless there are

extenuating circumstances. In the Spring semester, requirements are due within two weeks following the last day of class.

An INC excludes a student from the Honor Roll until the grade is resolved. INC grades may only be assigned by a teacher for the end of a semester or academic year with the specific prior authorization of the Assistant Headmaster for Academic Affairs. INC grades may not be assigned for mid-semester grades.

Grade Point Average

In determining the Grade Point Average (GPA) and class rank for each student, students carrying either Advanced Placement (A.P.) or Advanced courses receive an increase in Quality Point value for a letter grade according to the following scale:

- In AP courses – 0.333 Quality Points are added (Thus, an A = 4.333 QP, rather than 4 QP)
- In Advanced courses – 0.167 Quality Points are added (Thus, an A = 4.167 QP, rather than 4 QP)

Note: The additional Quality Points that accompany Advanced or Advanced Placement courses are only reflected in the GPA calculated at the end of each semester and at the conclusion of the course.

A student's GPA is calculated as follows:

$$\frac{\text{Sum of the product of grade points earned x credit unit value of included courses}}{\text{Course credits for included courses}}$$

Example GPA Calculation (using Fall Semester 10th grade courses):

Course	Percentage Grade	Grade Points	Course Credits	Grade Points x Credit Unit Value
Theology (Social Justice)	93/A	4.000	0.5	2.000
Algebra II/Pre-Calculus	85/B	3.000	1.0	3.000
Advanced Chemistry	92/A-	3.833	1.0	3.833
AP World History	89/B+	3.667	1.0	3.667
English II	95/A	4.000	1.0	4.000
French III	90/A-	3.667	1.0	3.667
Physical Education	99/A+	4.000	0.25	1.000
			Sum: 5.75	Sum: 21.167

Sum of the product of grade points earned x credit unit value of included courses = 21.167
 Course credits for included courses: 5.75

21.167 divided by 5.75 = **3.68 GPA (Honors)**

Semester Honor Rolls are calculated based on the grades at the end of each semester.

Honor Roll

A student is eligible for the honor roll if he has completed all the required work to the satisfaction of his instructor by the end of the semester. A grade of D or F in any course disqualifies a student from the Honor Roll. If a student has an Incomplete (INC), it must be resolved before he can be put on the Honor Roll. Minimum averages for each Honors level are:

Honors Levels	Minimum
Honors	3.500
High Honors	3.833
Highest Honors	4.000

Headmaster's List

The Headmaster's List is calculated at the end of the year based on the final course grades for all full-year courses and all one-semester courses both semesters. The minimum GPA for the Headmaster's List is 4.000.

Graduation Requirements and Curriculum

To graduate from Delbarton School, a student must earn a minimum of 27 credits in grades 9-12.

English	4 credits	History	3 credits
Mathematics	4 credits	Fine and Performing Arts	1.75 credits
Theology	4 credits	Physical Education and Health	1.5 credits
Science	3 credits	Computer Science	.25 credits
World Language	3 credits	Electives	2.5 – 5.5 credits

Middle School students complete 7.5 credits in 7th grade and 8th grade. Credits earned in Middle School do not count towards the required high school credit requirements, but they will allow for advanced course placement in 9th grade, as appropriate.

Course Distribution Requirements

Students in grades 9-12 must complete a minimum of 7.0 credits in 9th and 10th grade, 6.5 credits in 11th and 12th grade, and a maximum of 7.5 credits per year.

The specific course distribution requirements for graduation are:

- Four credits of English
- Four credits of Mathematics
- Four credits of Theology
- Three credits of History (two years of World History and one year of United States History)
- Three credits of Science (Biology, Chemistry, and Physics)
- Three credits of a single World Language (in grades 9-12)
- One and three quarter (1.75) credits of Fine or Performing Arts
- One and one half (1.5) credits of Physical Education/Health
- One quarter (.25) credits of Computer Science)

Curriculum 2021-22

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English English 07	English English 08	English English I Advanced English I	English English II AP English Language	English English III AP English Language AP English Lit.	English English IV AP English Lit. Shakespeare
Math Algebra IA	Math Algebra IB Geometry	Math Algebra I Geometry Algebra II Pre-Calculus	Math Geometry Algebra II Pre-Calculus AP Calculus AB	Math Algebra II Pre-Calculus AP Calculus AB AP Calculus BC/Multivariable AP Statistics	Math Pre-Calculus Calculus AP Calculus AB AP Calculus BC/Multivariable AP Statistics Statistics Linear Algebra
Science Integrated Science I	Science Integrated Science II	Science Introduction to Biology Advanced Introduction to Biology	Science Introduction to Chemistry Advanced Introduction to Chemistry	Science Introduction to Physics AP Physics I AP Biology AP Chemistry	Science AP Biology AP Chemistry AP Physics I AP Physics 2 AP Physics C AP Psychology Engineering, Robotics, and AI Environmental Science Research in Science
History World Cultures	History US History 08	History World History I	History World History II AP World History	History US History AP US History	History AP US Government AP Macroeconomics AP European History International Relations Contemporary Issues Philosophy Leadership
World Language Spanish IA French IA Latin IA Italian IA	World Language Spanish IB French IB Latin IB Italian IB	World Language Spanish I,II French I,II Latin I,II Italian I,II Arabic I	World Language Spanish II,III French II,III Latin II,III Italian II,III Arabic II	World Language Spanish III,IV, AP French III,IV, AP Latin III,IV,AP Italian III,IV, AP Arabic III	World Language Spanish IV,V,AP AP Spanish Literature French IV,V,AP Latin IV,V,AP Italian ,IV, AP Advanced Arabic IV

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Theology The Bible	Theology Religious Heroes	Theology The Benedictines Introduction to Theology	Theology Intro to Sacred Scripture Social Justice	Theology Family Life Genocide Studies Pauline Epistles Prophets Sacraments World Religions	Theology Ethics Christian Lifestyles Quest for God Pentateuch Theology and Literary Imagination
Computer Science Digital Skills and Robotics		Computer Science Intro to Programming		Computer Science AP Computer Science Architecture Intro to Java Coding and Design through Robotics	Computer Science Entrepreneurial Studies AP Computer Science Architecture Intro to Java Coding and Design through Robotics
Physical Education and Health Physical Education (1 semester) Health (1 semester)	Physical Education and Health Physical Education (1 semester) Health (1 semester)	Physical Education and Health Physical Education (1 semester) Health (1 semester)	Physical Education and Health Physical Education (1 semester) Driver's Ed. (1 semester)	Physical Education and Health Physical Education (1 semester) First Aid (1 semester)	
Arts Ensemble	Arts Ensemble Art 08	Arts Introduction to Theater	Arts Introduction to the Visual Arts Intro to Music	Arts Studio Art Music Theory	Arts AP Studio Art AP Art History Studio Art Film Production Form and Sculpture Theater Keyboarding AP Music Theory

Guidance Services and Services for Students with Disabilities

The Guidance program is a vital part of the Delbarton learning process. Periodic meetings and interviews are arranged between the student and his counselor. Times of interviews are shared with students via email, Schoology, and are also posted on the main bulletin board in the Guidance Center in St. Benedict Hall. Students are excused from classes for guidance appointments except in the event of an announced test. Topics of guidance conferences include academic progress, extracurricular participation, college applications, college selection, and career interests.

Services for Students with Disabilities

Students with diagnosed learning, mental health or physical health issues are encouraged to inform the Student Support Team (SST) of their needs, especially those that may affect their learning. The SST—which is comprised of the Dean of Guidance, grade level Guidance Counselor, Learning Specialist, parent(s), and student—approves and coordinates school-based accommodations. The SST also facilitates the application for approval of accommodations to College Board and ACT.

In consultation with the Assistant Headmaster for Academic Affairs and the SST, the faculty will do all that is reasonable to meet the specific learning or health needs of such students. School-based accommodations are granted to students only with completed and updated (within the last 3 years) psycho-educational testing or comprehensive medical evaluation and a thorough review by the SST.

Students are expected to comply with the recommendations made by the SST and professional evaluators, particularly those dealing with academics. Delbarton offers four broad-based accommodations, which include: 50% Extended Time on Tests and Quizzes; Breaks as Needed; Preferential Seating; and Use of Computer.

Extended Time Testing

Accommodations for extended time for testing may be made for students with special needs. It is understood that the student must request this accommodation at the beginning of the academic year or semester, as appropriate. The student cannot declare his need for extended time at the start of a test or once the test has begun.

Students are to plan with their teachers to complete the test outside of class time. The extension of time is not intended to excuse the students from reporting to his next class on time.

Since teachers need to guard the validity and security of the test, they may select one of the following methods of implementing this policy:

- The student can complete the test after school or during Homeroom, under the supervision of the Dean of Guidance or other designated school personnel;
- The test may be split into two parts with the second part administered outside of the normal class time;
- The test length can be designed for only two-thirds of the class time, so those with special needs can finish the test before the end of the period;
- The teacher can grade the test based on the number of questions the student answered compared to the total number of questions on the test.

Standardized Testing

Delbarton administers and utilizes a variety of standardized tests, combining both aptitude and achievement measurements, to counsel and prepare students regarding both course selections and college placement. The School's Testing Coordinator along with the Dean of Guidance oversees the testing program.

- The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is annually administered in October to all students in grades 10 and 11.
- The Pre-ACT (Preliminary ACT) is annually administered in October to all students in grade 10.
- The SAT and ACT tests are annually administered during a school day (chosen from among options provided by the College Board and the ACT Corporation) for students in grade 11. Participation in these in-school test administrations is optional.

Homework

Regular homework assignments are appropriate for most courses at Delbarton. Students assigned to an Advanced Placement course may be expected to complete one hour of homework per day per course. Students in major courses that are not AP can devote each day an average of 30-35 minutes to homework for each course meeting on the following day.

The following homework assignment policies are designed to preserve and protect students' time and wellness:

- Retreats: see p. 70 of this *Handbook* for a full description of school policies regarding assignments and makeup work for classes missed when a student is on a school-sponsored retreat.
- No new homework or projects will be assigned during Thanksgiving, Christmas or Easter break.
- No major assignments or tests will be due the first two days back from Thanksgiving, Christmas, or Easter break.
- Over weekends, the earliest that homework can be required to be submitted is 8:00 AM on Monday.
- No additional homework will be assigned to compensate for a drop day in the schedule.
- Teachers will regularly elicit feedback from students about how long they spend on assignments and modify their coursework to conform to Delbarton homework policies.
- Delbarton's administration will annually review the homework guidelines and their purpose with teachers, students, and parents.

Parent-Teacher Conferences

Parent-Teacher meetings are held in October via Zoom. Parents will be scheduled for individual meetings with each of their son(s)' teachers. At other times, parents may contact a teacher directly by e-mail or by phone. Contact information can be found at the school's website: www.delbarton.org/about/facultystaff-directory

Summer Study and Summer Assignments

Summer Study

A Delbarton student can request that courses and corresponding grades received at the Delbarton School Summer Session be included in his permanent transcript. The student must obtain, complete, and submit a Transcript Request Form from the Registrar. It is recommended that the student consult with his guidance counselor prior to adding summer course work to his transcript.

Summer Assignments

For all courses, summer assignments are permitted, but graded assignments are not. In some cases, the assignment is designed for students to maintain their skill level. In others, the summer assignment will better prepare students for the course in September. In Advanced or AP courses, the material covered during the summer may be part of the course syllabus and therefore a necessary part of the curriculum. Students are responsible for the material covered in all summer assignments and can expect to be assessed on that material upon their return.

Summer Assignment Guidelines

- Department Chairs must approve of all summer assignments to ensure alignment with course objectives.
- The summer assignment(s) must be submitted by the Department Chair to the Registrar no later than the Friday after Commencement.
- The assignment(s) will be posted by the Registrar on the Delbarton School website and Schoology where any student may view the assignment.
- If assigning summer work based on new material (i.e., not review of previously learned concepts), teachers must be available to students via a school platform (e.g., email, Schoology) throughout the summer to respond to student questions about the material. The preferred method of contact should be noted along with the assignment. This policy does not apply to English summer reading books.
- Assessment of student learning on summer work helps to determine the student's appropriateness for placement, especially in an AP course. Summer work based on previously learned material (i.e., review of foundational concepts) may be assessed for a grade within the first cycle of the course. Summer work based on new material may be assessed for a grade after the first cycle of the course.
- With respect to all levels of English courses, summer reading may be assessed for a grade within the first cycle of the course.

Section 5: Activities and Athletics

Activities

Participation in activities outside the classroom is essential for achieving a sense of belonging and community within the School. The Delbarton student has the opportunity to participate in a varied program of activities, consisting of interscholastic and intramural athletics, musical groups, drama, literary publications, science clubs, service activities and specific interest clubs.

The School actively encourages student participation as an integral part of a young man's development, always supporting the individual's right to choose activities according to his preference, level of interest and ability. The school encourages students to pursue areas of interests, but also to experience activities new to the student. The Activities program is administered by the Assistant Headmaster for Student Affairs.

Philosophy

Recognizing that activities and clubs have an important part in the development of the student, the activities program at Delbarton School consists of those activities aimed at social, interpersonal, and mental aspects of human growth and development. The excitement, cooperation and competition, and social opportunities inherent in these programs offer a special educational opportunity for students to reach goals commonly held by Delbarton School.

The activities program is approached with educational objectives, to teach students skills and attitudes that are consistent with the overall objectives and philosophy of Delbarton School. The relationship of faculty advisor to student bears the same relationship as that of teacher to student. All activities should be administered and conducted to effect the positive development of participation, wholesome social and ethical behavior, and a spirit of cooperation, respect for others, and where appropriate, to foster fair competition.

The co-curricular activities program provides full opportunity for all students to participate in accordance to their abilities, interests and needs. The program provides maximum opportunity for students who are sufficiently motivated to participate in a variety of individual and club activities. No student may be deprived of the right to become a member of, participate on, or audition or try-out for, any activity because of nationality, race, religion, ethnic background or financial status.

Faculty advisors should administer and conduct activities with a view toward involvement and service to the Delbarton community.

Objectives

- To provide opportunity for students to strive for excellence in the practice and performance of skills, activities and assigned tasks.
- To promote the practice of self-discipline and maturity in learning to cooperate, make commitments and participate in group and individual activities.
- To strengthen in students the virtues of cooperation, self-sacrifice, and commitment essential to success in various activities and in our society.

- To encourage the development of a well-rounded, wholesome young man, with a sound mind, a healthy work-ethic, and a sense of balance between "work" and "play".
- To enrich each student as a human being by allowing him to discover and pursue areas of personal interest.
- To teach participation as a member of a group or the development of individual skills, and to encourage contribution to the success and wellbeing of the school community.
- To motivate students to improve individual skills through practice and preparation in specified activities.
- To teach students the skills, dynamics, rules, and strategies that relate to a particular activity.
- To demonstrate that participation in a co-curricular activity is regarded as a privilege that has concurrent responsibilities that must be properly observed in order to participate.
- To develop in students an understanding of the value of activities outside the classroom in a balanced educational process

Athletics

Philosophy

Recognizing that athletics plays an important role in the development of the student, the interscholastic athletic program at Delbarton School will consist of those activities aimed at both physical and mental aspects of human growth and development that manifest themselves in the pursuit of athletic excellence. The excitement, cooperation and competition, and social opportunities inherent in these programs offer a special educational opportunity for student athletes to reach goals commonly held by Delbarton School.

The interscholastic athletic program should be approached with educational objectives, that is to teach student-athletes skills and attitudes that are consistent with the overall objectives and philosophy of Delbarton School. The relationship of coach to athlete bears the same relationship as that of teacher to student. The interscholastic athletic program should be administered and conducted so as to effect the positive development of good sportsmanship, wholesome social and ethical behavior, and a spirit of fair competition and respect for others.

The interscholastic athletic program provides full opportunity for all students to compete in accordance with their abilities, interests and needs. The program provides maximum opportunity for students who are sufficiently motivated and skilled to participate in a variety of individual and team sports. No student should be deprived of the right to try-out, compete or participate on or for any team because of nationality, race, religion, ethnic background or financial status.

The interscholastic athletic program is administered and conducted with a view towards maximum safety and security for all competitors, officials and spectators.

The interscholastic athletic program is also administered and conducted in full compliance with the rules and regulations of the North Jersey Athletic Conference, the Morris County Athletic Director's Association, and the New Jersey Interscholastic Athletic Association.

Objectives

- To provide opportunity for students to strive for excellence in the practice and performance of athletics and assigned tasks.
- To develop strength of character, social competence, and ethical and moral values consistent with the needs and demands of community and society.
- To encourage the development of a stronger and healthier young man, with a sound mind, and a healthy work ethic.
- To promote the practice of self-discipline and emotional maturity in learning to make decisions in competitive and pressure situations.
- To develop a sense of balance between "work" and "play."
- To teach participation as member of a team, and to encourage contribution to the success and well-being of a team.
- To motivate students to improve individual athletic playing skills through practice and preparation.
- To teach students the rules and strategies of a particular sport, the importance of adhering to the rules, and respect for both the officials administering the rules and their decisions.
- To demonstrate that participation on an interscholastic sports team has responsibilities that students must properly fulfill in order to compete.
- To develop in students an understanding of the value of athletics in a balanced educational process.

Athletic Awards

Delbarton School recognizes achievement through participation on interscholastic athletic teams. On the Middle School, Freshman, and Junior Varsity level, the "letter" award is represented by a Delbarton Certificate of Participation. To be eligible for a certificate, a student must be involved with the team for one-half the season as a player, manager or trainer. This requirement may be waived for injured players.

The awarding of a Varsity Letter varies by sport. Students receive a chenille Varsity Letter for lettering the first time in a particular sport. Players who letter subsequent seasons in a particular sport will receive a Varsity Pin.

To be eligible for a Varsity Letter Jacket, an athlete must:

- Earn a Varsity Letter in a sport or
- Have completed at least three (3) years in that particular sport, without earning a varsity letter. Freshmen are not eligible for a Varsity Jacket.

Varsity Letter requirements for each sport are:

Baseball

- Coaches' recommendation
- Participate in 1/2 total games
- Pitchers in at least 1/3 total games
- Seniors playing at least two years in program

- Injured athletes who have played in at least 1/4 of all games

Basketball

- Coaches' recommendation
- Selected as member of the squad
- Practices or plays with the varsity the entire season
- Injured athletes who have played in at least 1/4 of all games

Cross Country

- Coaches' recommendation
- Place in the top seven for Delbarton in a conference dual meet
- Run varsity in any Conference, County, Invitational or State meet
- Senior who has participated for at least three years
- Injured athletes who contribute to the success of the program

Football

- Coaches' recommendation
- Play in at least 1/2 total quarters
- Starter for no less than four games
- Senior who has participated at least two years in program Injured athlete playing in at least 1/4 total quarters.

Golf

- Coaches' recommendation
- Playing in at least 1/2 scheduled matches
- Seniors playing at least two years in program

Hockey

- Coaches' recommendation
- Playing in at least 1/2 scheduled games
- Senior who has participated at least two years in program
- Injured athlete playing in at least 1/4 total games

Lacrosse

- Coaches' recommendation
- Practices or plays with the varsity the entire season
- Injured athletes who have played in at least 1/4 of total games

Soccer

- Coaches' recommendation
- Playing in at least 1/2 scheduled games
- Senior who has participated at least two years in program
- Injured athlete playing in at least 1/4 total games

Rugby

- Coaches' recommendation
- Playing in at least 1/2 scheduled games
- Senior who has participated at least two years in program
- Injured athlete playing in at least 1/4 total games

Squash

- Coaches' recommendation
- Compete in at least 1/2 varsity matches Seniors in the program at least three years

Swimming

- Coaches' recommendation
- Participation in at least half of the dual meet schedule.
- Score an average of one point per dual meet
- Seniors who have participated at least three years in program Injured athletes contributing to success of program

Tennis

- Coaches' recommendation
- Compete in at least 2/3 varsity matches Seniors in the program at least three years

Track and Field (Indoor)

- Coaches' recommendation
- Place in any three invitational or championship matches
- Seniors who have participated at least three years in program Injured athletes contributing to success of the program

Track and Field (Outdoor)

- Coaches' recommendation
- Place in any three invitational or championship meets
- Score an average of one point per dual meet
- Seniors who have participated at least three years in program Injured athletes contributing to success of program.

Wrestling

- Coaches' recommendation
- Student competing in 60% of conference varsity matches
- Any wrestler placing in districts, regionals or state meet
- Injured athlete contributing to the success of program

Advisory Program

The Delbarton Advisory program is a grade-wide program for freshmen, sophomores and juniors. The program is designed to foster supportive relationships among same-grade peers and between students and advisors and to support of the school's mission to pursue excellence, to build character, and to develop leadership through service. Structured around the Hallmarks of a Benedictine School, the advisory program addresses the particular needs of students transitioning into and through the high school and provides a first-point-of-contact in meeting their academic, social, emotional, and behavioral needs.

Deaneries

The Delbarton Deanery System serves as a forum of student discussion and as a link between the student body and Student Government. Based on the Benedictine concept of deans serving as representatives of a group within the monastic community, the Deaneries are student-led groups that promote individual Deanery identity, foster the discussion of school issues, encourage school spirit and further heighten student participation in social action programs.

Deans represent a vibrant cross-section of students in the Delbarton community. They have worked hard in creating the kind of system that can best serve student needs. Senior and Junior Deans are chosen each spring and the number shall be limited.

Global Programs

Each year, Delbarton offers a variety of foreign study/travel/community service opportunities to the students. These trips may be organized by academic departments, Delbarton programs (Music, Athletic, and Community Service), as well as individual faculty members. More information can be found in the *Global Delbarton* brochure available online.

Sportsmanship

Good sportsmanship by athletes and spectators is a positive reflection of Delbarton School. Poor attitude, behavior, and sportsmanship are a negative reflection of our School and community. As a fan or player, be enthusiastic and spirited, but always show respect for officials, opposing teams and their supporters.

All spectators at Delbarton School athletic events are also bound by the NJSIAA Sportsmanship Policy that is read to fans and players before contests or meets. Failure to comply with the above sportsmanship policy may result in disciplinary action.

Student Government Constitution

Preamble

We, the students of Delbarton School, in order to promote greater spiritual, moral, social, and academic growth, to foster and develop a sense of equality, spirit, cooperation, and honor, do establish and ordain this constitution for the student community of Delbarton School.

Article I: Officers of the Council of Seniors

The Council of Seniors is that group by which the student body is represented in the school government, and which consists of a President, Vice President, Secretary, Class Representatives from each grade, and additional Councilmen up to the discretion of the elected body and faculty moderators. The composition of the Council should represent all facets of School life, such as arts, athletics, community service, etc. This body will be assisted by the knowledge and experience of at least two faculty advisors. See Table 1

Section 1: Officers of the Student Government

President (Elected) – Any member of the Junior class, who has not received a Code Infraction in the category of academic integrity, theft, disrespect, or physical or verbal abuse in the current academic year and is currently fulfilling the academic requirement of a council member (i.e. not on probation), may run for the office of President. The duties of the president are as follows:

- He shall conduct all Council meetings and shall prepare all agendas thereof.
- He and the Vice President shall have the power and responsibility to nominate all committee chairmen, unless otherwise specified.
- He is, *ex officio*, a member of all committees.
- He shall be the student body's chief representative and spokesman at all school functions and at meeting with other schools.
- He shall, *ex officio*, serve as chairman of the elections.

Vice-President (Appointed) - Any Junior, currently fulfilling the academic requirement of a council member, may be selected for the office of Vice- President. The duties of the Vice President is as follows:

- In the absence of the President, he shall preside over all council meetings and assume the duties of the President.
- He, in conjunction with the President, shall nominate all committee chairmen, unless otherwise specified in this constitution.

Secretary (Elected) - Any Junior, fulfilling the academic requirements of a council member, may run for the office of Secretary. The duties of the Secretary are as follows:

- He shall record and promptly distribute the minutes for all Council meetings. These minutes must be neatly printed in outline form
- He shall keep records of attendance and voting for all council meetings

- He shall keep records of actions from all previous meetings

Councilman (Elected and Appointed) - Any junior, fulfilling the academic requirements of a council member, may run for the office of Councilman. The President, in conjunction with the Vice-President shall appoint additional Councilmen, and the student body will elect one councilman. The duties of the Councilmen are as follows:

- They shall assist the President in planning school events.
- They shall coordinate events designated by the President.
- They shall vote on Council of Seniors matters and legislation.

Class Representatives (Elected) - Each class, grades seven through eleven, will elect a Class President who will also serve as a Class Representative on the Council of Seniors. The duties of the Class Presidents are as follows:

- They shall sit *ex officio* on the Council of Seniors.
- They must hold monthly class officer meetings in conjunction with their respective moderators.
- They have the responsibility to present the wishes and problems of his class to the Council of Seniors.
- They will be aided in all duties by their respective faculty moderators.

Section Two: Election of Student Officers

A. Election of School-wide Officers

The presiding Council of Seniors will administer School-wide and Class level elections. When there are more than two candidates for a position, primary elections will be held.

For each position, President, Secretary and Councilman, the two candidates with the highest number of votes will then advance to the final election. In the final election, the candidate with highest vote tally will be declared the winner.

Should a tie result in either the primary or final election, a run-off will be held.

Nominating procedure: All candidates must complete a Nomination Form. All nomination forms must be filled out completely and endorsed by a signature of any fifty (50) students and any two (2) faculty members. Along with the Nomination Form candidates must submit a photo and resume. Following the primary, the two final candidates for each position are given the opportunity to present their campaign speech to the entire student body. Balloting will commence immediately following the campaign speeches and remain open for a reasonable amount of time (at least eight hours).

B. Election of 8th, 10th, and 11th Grade Class Officers

Following final elections of school-wide officers, nominating forms will be made available to those who wish to run for class office. All candidates are required to have two (2) faculty signatures

of endorsement. For those offices with more than three candidates a primary will be held. Of those running for the office of Class President, the top two vote getters will advance to the final elections.

Note that in the case of a tie, no run-off will take place; All candidates involved in the tie will proceed to the final election. In the event of a tie in the final election, a run-off election will take place the following Tuesday.

C. Election of 7th and 9th Grade Class Officers

Nomination forms will be made available at the beginning of October. All candidates are required to have two (2) faculty signatures of endorsement. Primary elections and final speeches and elections will be held following the nomination period. (For election procedure, treat as above in Article I, Section 2, subsection B1).

Article II: Student Government Mission Statement

At the annual Student Leadership Retreat, the Council of Seniors, the Deanery Leaders, and the Campus Ministers together will formulate the Mission Statement for the ensuing academic year. The Mission Statement will be shared with the entire student body at the first Deanery session of the year.

Article III: Amendments

Amendments to this constitution may be proposed by petition or by a proposition of a member of the Council of Seniors.

In the first method, twenty-five percent of the student body must sign the petition for amendment. After deliberation by the Council of Seniors, a vote shall be taken in which a two thirds majority of the entire council must ratify it.

In the latter method, a member of the Council shall propose an amendment which shall be voted on by the Council of Seniors. After deliberation by the Council a vote shall be taken in which the proposal must win a two thirds majority of the entire Council in order to pass.

Article IV: Council Operation

Council Meetings may begin immediately following class elections and must begin no later than June 1 and shall continue through elections the following year. It is recommended that meetings be held at least once per week for the first semester of the school year. After the first semester time and frequency of meetings is left to the discretion of the Council President and the faculty moderators. Council meetings may be opened to the public at the discretion of the Council and faculty moderators.

Article V: Council Relations

It is necessary that the Council of Seniors inform the student body of its actions and proposals. This is accomplished via open Council meetings, Morning Meetings, and the Deaneries. Through the Deaneries, wishes or suggestions of the student body may be brought to the attention of the council, decisions and possible changes made by the council may be relayed to the student body through this system.

Student Government Representation

Position	Selection Specifics	Grade
President	Elected	12
Vice-President	Chosen by President-elect	12
Secretary	Elected	12
Councilman	Elected	12
Councilmen (number TBD)	Chosen by President-elect	12
Grade Representatives (grades 7 - 11; 1 per grade)	Elected by grade	7 - 11

Section 6: Campus Ministry

Building on the Church's rich tradition of Catholic education, Delbarton School demonstrates the hallmarks of a Catholic school in its commitment to worship, service, community, and the message of faith. These commitments are evident throughout the School's programs and activities, and in the relationships of its community members. Following the vision of the Second Vatican Council, Delbarton School is fueled by the community's life in faith and rooted in prayer and service.

Delbarton works to provide numerous opportunities for students' development and growth in faith, which is at the core of Benedictine education. The Office of Mission and Ministry supervises many of these opportunities – including prayer, worship, retreats, and community service – as the focus of its work.

Prayer

Each morning, the school day begins with a short *lectio divina* with a passage from Scripture or the *Rule* of St. Benedict and that concludes with the "Prayer of St. Benedict." Those with special requests for school community prayers are invited to bring them to the Office of Mission and Ministry so they can be shared with the School community.

Retreats

As a "school for the Lord's service" (*The Rule of St. Benedict*, Prologue v. 45) that believes "that God invites us into a deeper relationship with Him," we seek to foster the spiritual development of our students and help them to grow in faith and love. A chief means of this effort is our school retreats. Every student participates in a retreat each school year. These retreats and days of recollection flow from the core Catholic and Benedictine beliefs of the school, are an expression of Delbarton's mission, and serve to form Delbarton students in the values of the school. As a mandatory part of the program for every grade level, the retreats are curricular. Any "unexcused absence" will be dealt in the normal disciplinary procedure, which may include separation from the school.

The retreat program is structured as follows:

Middle School Retreat: Day of Recollection

The Middle School Day of Recollection occurs on a weekday in October and is led by the Campus Ministry Team (members of the senior class). The students return to Delbarton for after school activities.

Freshman Retreat: The Way of St. Benedict

This retreat seeks to introduce students to the beliefs of the school, forming students in Benedictine values and offering them an experience of brotherhood and community. It runs from Friday after school (3 pm) through Saturday evening (5 pm). It is offered once per month October-December and is held in the St. Mary's Abbey Retreat Center on campus. It involves juniors and seniors as leaders. It complements the courses in Theology 9.

Sophomore Retreat: Romero Center Experience

This retreat, heralded by both students and faculty as “eye opening” and “transformative,” is held at the St. Oscar Romero Center in Camden, NJ and runs from Wednesday after school (3 pm) through Friday after school (4pm). Four retreats are offered annually (one each quarter). It is a version of the Romero Center’s “Urban Experience” that forms students in Catholic Social Teaching and offers various community service opportunities. It complements the courses in Theology 10.

Junior Retreat: KAIROS

This profound retreat, praised by students and faculty who have attended as “one of the best experiences they have had at Delbarton,” runs from Tuesday after school (3 pm) through Friday after school (4 pm). It focuses on developing knowledge of oneself, others, and God, and encourages openness and mutual support. Four retreats are offered annually (one each quarter). Seniors act as team leaders for KAIROS retreats (along with faculty assigned to assist with the program).

Senior Retreat: Day of Recollection

This is an “extended” Day of Recollection with a smaller group (approximately 1/3 of the class) running a full school day into the evening (returning to campus before 6pm). It is offered once in the fall, winter, and spring. The focus of the program is the challenges and opportunities that face graduates as they go off to college, with a special emphasis on taking ownership of their faith and finding ways to nourish it.

Planning for School Assignments during School Day Retreats

The guidelines below apply to students for retreats that require missing school days:

- Students must notify their teachers at least one cycle in advance if they will miss class for a retreat.
- Students must make up work by the second Monday following their retreat.
- Teachers may excuse absent students from assessments given during a retreat period.
- Students are primarily responsible for planning ahead for any missed work. Teachers will, in turn, communicate what work will be missed and their expectations to students three days in advance of students leaving for retreat.
- These guidelines apply to student retreat leaders as well as retreatants.

Service

Delbarton School seeks to share the richness of its Catholic and Benedictine identity with all who share its life. Love of neighbor, grounded in the love of God, is a responsibility that we hold in common and is an expression of the Benedictine charism of hospitality, which welcomes everyone as Jesus Christ (*The Rule of St. Benedict*, 53:1). It is the foundation of a true humanism, which “acknowledges that man is made in the image of God and wants to help him live in a way consonant with that dignity” (Pope Benedict XVI, *Deus Caritas Est*, 30). It is what inspires all people of good-will to work together to promote authentically human values.

Community service, therefore, is seen as an essential part of Delbarton School’s mission to educate the whole person, and of its commitment to build a community of accountable persons who

recognize their proper relationship to each other and to the larger community. Students, blessed with many gifts, learn that “more will be expected of a man to whom more has been entrusted” (*RB* 2:30, *Luke* 12:48), and are provided with a wide range of opportunities to “give back.”

Delbarton fosters a “culture of service,” and expects every student to participate in various community service projects annually. Older students develop leadership skills by acting as coordinators for different service projects or by developing projects of their own. Students can volunteer for a specific project by contacting the Director of Mission and Ministry or that project’s student coordinators or faculty advisors.

Spiritual Direction and Pastoral Care

Students are encouraged to visit with a trusted Christian adult to discuss their life in faith. The Benedictines and qualified lay persons among the faculty and staff (e.g., the Director and Assistant Director of Mission of Ministry) are available to journey with students and discuss issues of prayer, growth in the spiritual life, friendship and relationships, or family life. These relationships are ones of “compassionate presence,” characterized by a “shepherding dimension” which fosters an encounter with Jesus the Good Shepherd, helps students to discern the Lord’s voice and will for their lives, and encourages them follow Jesus on the path that leads to the fullness of life.

Regardless of their faith tradition, all students are welcome to participate in the school’s religious programs and activities. The Office of Mission and Ministry takes special care to make sure that students’ religious traditions are respected. Roman Catholic students are encouraged to have celebrated their Sacraments of Initiation by their graduation. Any student who has not celebrated the Sacrament of Confirmation is invited to visit the Director of Mission and Ministry to discuss this Sacrament and its importance to his life in faith. Any student interested in becoming a member of the Catholic Church is encouraged to speak with a member of the faculty or a Benedictine to learn about the process of Christian Initiation.

Worship

The Office of Mission and Ministry assists in the coordination of school liturgies and seasonal celebrations throughout the year. It coordinates student participation in liturgical ministries and develops school-wide, non-Eucharistic prayer services, including one *Lauds* service (Morning Prayer) per quarter. The entire school gathers to celebrate Mass for the opening of the school year, the feast of the *Transitus* of St. Benedict, Holy Days of Obligation, and other appropriate occasions.

Daily Mass is celebrated at 7:30 am in the St. Martin Oratory, adjacent to the Office of Mission and Ministry. Confessions are heard each Tuesday during Homeroom (10:00 – 10:30 am) in the St. Martin Oratory, or at any time by appointment with one of the Benedictine priests on staff.

All students and their families are encouraged and welcome to celebrate Sunday Mass with the Benedictine community of St. Mary’s Abbey, which begins at 11:00 am. The monks pray four times daily (for the Divine Office), and all are welcome to join them. Please consult the Abbey web site at www.saintmarysabbey.org for a complete list of community prayer times.

Section 7: Disciplinary Policies

Once a student enters Delbarton School, he is responsible for his actions both in and out of school. Any serious violation of school policy or of civic or moral laws could result in serious disciplinary action. This is especially true in cases where the good reputation of the school with the surrounding community is placed in jeopardy.

Absences and Tardiness

Types of Absences and Relevant School Policies

Excused Absence

Excused absence from school is permissible for personal illness, death in the family, driving license testing, school-sponsored athletic events or activities, and family emergencies. Certain types of planned absences are also excused (see below). Students who have an excused absence will be allowed to make up any missed work.

College Visits (excused absence)

Six college days (including pre or post admissions) are permitted for seniors, and may be denied based on the student's status. The Senior College Day in October constitutes part of the six-day allotment. Juniors are entitled to two college visit days. Sophomores are allowed college days with permission from the Assistant Headmaster for Student Affairs.

Juniors and seniors in good academic and disciplinary standing must plan ahead for their authorized college visits. The student must present a written parental note (emails are sufficient) to the Assistant Headmaster for Student Affairs at least four (4) days in advance of the planned visit.

Planned Absence (excused absence)

A student may receive advance approval from Delbarton for an absence in case of a funeral, hospitalization, illness or doctor's appointment, religious holiday, legal obligation, a driving test or other extraordinary circumstance. **Students who wish to be excused for reasons other than those mentioned above must complete a *Planned Absence Request Form***, Forms are ONLY available in the Office of the Assistant Headmaster for Student Affairs.

Communication and advanced notice of at least four days with the Assistant Headmaster for Student Affairs prior to the planned absence is critical for receiving permitted excusals. The Assistant Headmaster for Student Affairs is the sole arbiter of whether a planned absence will be classified as excused or unexcused.

Unexcused Absence

An unexcused absence is one for which the student has not submitted a valid excuse or for an absence for all or part of a school day not approved by the School or for any suspensions. Unauthorized absence from an individual class ("cutting class") is also considered an unexcused absence.

Unplanned Absences

Notifications of absences may be phoned in to ext. 2273 or emailed to the Attendance Officer, (attendance@delbarton.org) before 8:30 am. For re-admittance to school after an absence, a written and signed note must accompany the student and be submitted to the Attendance Officer, (an email notification is sufficient).

Vacations (unexcused absence)

Parents are asked to arrange holiday plans within the limits of announced vacation periods. Any infraction of this rule places a burden upon the teachers and the student, and, furthermore, affects the progress of the rest of the class. For unavoidable conflicts, a completed and approved *Planned Absence Form* is required.

The official record of unexcused absences will be kept in the Main Office and will be reviewed regularly by the Assistant Headmaster for Student Affairs. Repeated unexcused absences may result in dismissal from Delbarton School.

Reporting and Checkout/Check-in Procedures

Late Arrival or Early Dismissal

If a student will be late arriving to school, please send in a signed note or an email prior to his tardiness or early dismissal to the Attendance Officer (as seen above).

Students who must leave school early during the school day (8:00 am - 2:45 pm) must bring a signed parental note to the Attendance Officer at the Reception Desk in the lobby of Trinity Hall and inform his teachers in advance of any class time to be missed (see below). Parents should meet students in the Trinity Hall lobby at the prearranged time. Otherwise, students may not leave school grounds during the school day.

Students must sign out with the Attendance Officer or one of the Main Office administrative assistants when leaving school. In an emergency situation, parents should call the Reception Desk [(973) 538-3231] to ready their son for departure.

Absences of five (5) or more consecutive days require a written doctor's note explaining the reason for the extended absence from school.

Lateness

Promptness for school and class is a necessity for the efficient running of a school and for effective learning. It is also a desirable work ethic for employment in later life. Lateness is a nuisance both in school and on the job.

All students should be in their proper places in class at 8:00 am. Students who are late must secure a late slip from the Reception Desk in Trinity Hall. Excessive lateness will warrant a parental interview. Habitual lateness will become a truancy matter or warrant a suspension.

Academic Integrity

A Delbarton student has respect for himself, others and Delbarton School. He acts with integrity and personal honor in everything. Students must uphold the trust placed in them to ensure that Delbarton maintains an intellectually challenging and healthy learning environment. The spirit of academic integrity implies that the work you submit is your own work.

Cheating, plagiarism, fabrication, or other forms of academic dishonesty violate these principles of integrity and personal honor, are a breach of the Delbarton Honor Code, and are serious disciplinary offenses.

Cheating is defined as any attempt to look at or copy another student's academic work, or to communicate with another student verbally, by signal, or in any other manner, any information concerning the work. Cheating is also the use of any unauthorized materials, such as notebooks, notes, textbooks, electronic devices or other sources, not specifically designated by the teacher for student use, or to engage in any other activity for the purpose of seeking or giving aid on any work done for academic credit.

Work is defined as an examination, quiz, graded homework, problem set, computer program, class assignment, or similar exercise being done for academic credit in a course.

Plagiarism is defined as copying from a book, article, notebook or other source material (whether published or unpublished, in print or on the Internet) without proper citation through the use of quotation marks, footnotes, or other customary means of documentation. Plagiarism includes presenting someone else's ideas, words, writing, experiments or computer programs as one's own. Plagiarism also includes submission, without the consent of the teacher, of an assignment already submitted for academic credit in another course.

Instances of academic impropriety are handled by the class level Moderators and the Assistant Headmaster for Student Affairs. In the case of a first offense, the student will receive a Code Infraction and a failing grade for the assignment. A second proven incident will result in dismissal from Delbarton School. Any student who knowingly cooperates in an act of cheating or plagiarism is subject to the same disciplinary measures.

Destruction of School Property

All damage done to school property must be repaired or replaced at the expense of those causing the damage. In the case of malicious damage, the student is liable to suspension or dismissal.

The Delbarton School Discipline System

The Code of Behavior

Delbarton School's Code of Behavior is designed to enable the faculty and students to build a learning community in which members can more readily enjoy the delight that emerges from a common and concerted effort to exercise the mind. The Code supports the objective of developing a community of intelligent and self-sufficient individuals, but also a community of moral strength in which all individuals are respected and in which the individual himself is responsible to the community for his decisions and actions.

Delbarton School honors the principle that the development of self-discipline and self-actualizing occurs in the young man who becomes increasingly aware of his own behavior and motivations, and more responsible to the needs of others, and more tolerant of their differences.

Disciplinary Officials

The Assistant Headmaster for Student Affairs

The Assistant Headmaster for Student Affairs is charged by the Headmaster as the administrator responsible for student discipline at Delbarton School. He or she works with the Class Moderators, both individually and as a Discipline Committee, to apply the School Code of Behavior to the daily life of the school community, and to work with students whose behavior does not meet the standards of Delbarton's Code of Behavior. The Assistant Headmaster for Student Affairs is also involved in meeting with parents to inform them about disciplinary transgressions and the consequences of such behaviors.

The Moderator

Although all members of the faculty seek to help students grow as members of a community, each class is assigned a Moderator who engages students in conversation to help them make good decisions about the choices they make in living with others.

Through such engagement, the Moderators try to help the student reflect rationally on his own behavior, to explore with the student the range of motivations that underlie specific behavior, and identify consequences of choices in behavior, both for himself and for others. They discuss with students behavioral or attitudinal problem areas, and the selection of choices that would lead to improved behavior.

If the need arises, the Moderator will contact a student's parents to discuss a problem area or disciplinary matter. In certain circumstances, the Moderator and/or Assistant Headmaster for Student Affairs will meet with the student and his parents to address specific areas of concern.

In addition to the role of disciplinarian, Moderators also organize class activities and oversee the general health and well-being of the class.

The Discipline Committee

Functioning as the Discipline Committee, the Class Moderators and the Assistant Headmaster for Student Affairs will meet each semester with the Dean of Guidance and the Headmaster to assess

the behavior of students who have come under disciplinary scrutiny, especially those students on Disciplinary Probation.

In all disciplinary matters, the Headmaster is the final authority.

The Disciplinary Process

The faculty and staff are the primary disciplinarians. If a student who acts in a way unbecoming of a Delbarton student, the witnessing staff member should confront the student and discuss what has been observed. Following the discussion, if the staff member believes there has been a violation of the Code of Behavior he or she are to make a referral to the Class Moderator.

Disciplinary Referrals

Students observed or suspected by a faculty or staff member to have violated Delbarton's Code of Behavior will be the subject of a Referral Form. The Referral is completed by a faculty or staff member and includes the student's name, grade, date, time, and a detailed description of the observed behavior. The Referral is submitted to the Class Moderator, who will then schedule a meeting with the student. A resolution will be decided upon by the Moderator and the Assistant Headmaster for Student Affairs.

All student meetings held by a Moderator or the Assistant Headmaster for Student Affairs to discuss such resolutions will be documented in a letter signed by the student. A copy of the signed letter will then be sent to his parents via DocuSign for their electronic signature. A copy will be retained in the student's discipline file while he is enrolled at Delbarton School.

Note: A student's discipline file contains records for the entire time a student is enrolled at Delbarton School. Thus, disciplinary incidents involving Middle School students will be recorded and evaluated in the same way as incidents that occur during grades 9 – 12.

Disciplinary Warning

A student who is given a Code Infraction for a code violation will receive a written warning in a letter from his Class Moderator. The student must sign the letter at a meeting with the Moderator as an acknowledgement of its receipt and then circulated and filed as noted above. Multiple Code Infractions can lead to disciplinary probation, suspension, or dismissal from Delbarton School.

Disciplinary Probation

For serious or repeated offenses, a Class Moderator may recommend to the Assistant Headmaster for Student Affairs that the student be placed on Disciplinary Probation. This probation will last for one calendar year, and the Discipline Committee will review his status each semester. A student who violates a code during his probation may be immediately dismissed from Delbarton.

Suspension

For especially serious offenses, temporary separation from the School community is appropriate. After informing the Headmaster, the Assistant Headmaster for Student Affairs and Class Moderator can suspend a student (either in-school or out-of-school). Suspension from school will

vary in length from situation to situation. A suspension from school is considered an unexcused absence.

The Assistant Headmaster for Student Affairs shall have the right to suspend a student pending completion of an investigation. A record of a suspension shall be placed in the student's discipline file and communicated electronically to the suspended student's parents, as described above.

Dismissal from Delbarton School

For very serious offenses, the Assistant Headmaster for Student Affairs and Class Moderator may recommend to the Headmaster dismissal of a student from Delbarton School.

Delbarton School reserves the right at any time to dismiss a student whose conduct, influence, spirit, industry, progress or academic standing is regarded as undesirable or unsatisfactory, or whose actions negatively impact the school community. Because Delbarton demands that students act with character, integrity and honor at all times, this behavior expectation extends to off-campus and non-school related activities.

The following are examples of the offenses for which a student may be dismissed at any time from Delbarton:

- Serious verbal or physical attack on a member of the faculty, staff or another student;
- Stealing or vandalism;
- Possession, distribution or use of illicit drugs or alcoholic beverages;
- Plagiarism or cheating

Note: The above list is not exhaustive.

Due Process

Delbarton School recognizes its obligation, in both disciplinary and guidance situations, to share with parents concern about behavior on the part of a student that appears to interfere with the educational process for that student and/or other students. In such instances, the appropriate faculty member, administrator, guidance counselor, or Moderator will contact a student's parents.

For serious offenses that may lead to separation, the Assistant Headmaster for Student Affairs will contact the student's parents and set up a preliminary meeting to discuss the facts surrounding the incident. Following this meeting, the School administration will determine if the incident is serious enough that the student may be dismissed from school. The final decision regarding a student's dismissal from Delbarton School lies with the Headmaster.

Dress Code

Respect for self and the School's academic environment is evidenced by a student's neat and clean appearance. Students' general appearance should be neat, clean, and appropriate for school attendance.

The student dress requirements are a shirt with a collar, business casual trousers with a belt (no jeans, painter, jogger or military pants), socks and business casual shoes or sneakers (no work boots, slippers, or sandals). Shirts are to be tucked in and shoe laces tied. Crew neck or hooded sweatshirts may be worn over the collared shirt. Sweatshirts may only be branded Delbarton or the college of acceptance. The hoods of sweatshirts or hats may not be worn inside any building or interior room. It is important that the student abide not only to the letter but also the spirit of the Dress Code.

On the days of a competition, varsity athletes are to follow the dress code guidelines of the athletic department and the Delbarton Coaches Handbook.

A jacket and tie will be required for certain days throughout the year. On such days, the dress code is as follows: a dress shirt meant to be worn with a tie, dress pants, a belt, dress or business casual shoes (no sneakers), dark socks, and a jacket. Jackets and ties must be worn throughout the day on Jacket and Tie days. Jackets may be removed in a classroom at the teacher's discretion, or when eating lunch.

Periodically, the Dress Code is relaxed on Dress Down days. On Dress Down days, students should dress neatly and cleanly. Dress (khaki) shorts may be worn. Clothes whose appearance or expression is in poor taste are not permitted.

The Class Moderators and the Assistant Headmaster for Student Affairs are the authoritative interpreters of the Dress Code for students.

Lockers

Students in grades 7-11 are assigned a locker in Trinity Hall and/or the Athletic Center for books and clothing. Seniors may request a locker if they wish. A student may not switch lockers with another student or take an "empty" locker without permission from the Assistant Headmaster for Student Affairs. Students are advised to purchase locks and keep their lockers locked at all times.

Lockers are the property of the School, and the school reserves the right to request students to empty lockers at announced times for the purpose of cleaning, repair, etc.

All lockers must be cleared out by the last day of school. All contents left over after that time will be donated to charity or discarded.

Obscenities/Vulgarity

Obscene, vulgar, immoral or indecent language, writings, pictures, signs, or acts will not be tolerated. Offenders shall be subject to suspension or dismissal.

Smoking and Tobacco Use

In compliance with New Jersey state law, Delbarton School prohibits the use of smoking and tobacco products in any form (including cigarettes, snuff, snus, electronic cigarettes/hookahs/hookah pens/vape pens, and chewing tobacco) are prohibited on all school grounds, buses, buildings, and during any school sponsored function. Items will be confiscated.

Mandatory drug testing is a requirement for students found using an electronic cigarette/vape pen. Violators of the law will be subject to the penalties prescribed by the statutes (including a misdemeanor complaint with the municipal court) and the usual disciplinary procedures of Delbarton School.

Substance Abuse

Students are not permitted to possess or drink alcoholic beverages, possess or use drugs, narcotics or marijuana, or be under the influence of alcohol or drugs at any time on campus or at school-sponsored activities, (e.g., field trips, dances, athletic events, etc.), or at functions sponsored by other schools.

If the case involves the use, possession or sale of illegal or dangerous substances the student will be reported immediately to the police who will take appropriate legal action. The School is not a refuge from the authorities for a student who has broken the law. Possession or use of illicit drugs or alcohol can lead to separation from the school.

New Jersey state law (18: A: 40 A-1) requires that if a student is suspected of being “under the influence,” he must receive medical evaluation to test for the presence of drugs and/or alcohol. In such case, the parent will be immediately notified and required to have the student tested and examined at a school-approved facility (such as IMCC) within two hours. If the parent cannot be notified, municipal authorities will be summoned to transport the student to an appropriate facility. An appropriate school representative shall either accompany the student and the authority or follow in their own vehicle. In appropriate cases a student may be asked to do an “in house” drug screening test.

If the testing is negative, the student may return to school with a note from a medical professional indicating that he is cleared mentally and physically to return. In the event that the testing is positive and the treatment facility identifies an existing alcohol or drug abuse problem, the student will be required to enter a licensed treatment program or an individual program with a qualified professional.

Upon substantial completion of such a treatment program, a “re-entry” meeting will be held with the student, his parent(s), and a Delbarton team (to include the Assistant Headmaster for Student Affairs, Dean of Guidance, School Nurse, and any other appropriate school representative) to review the evaluation and recommendations of the treatment facility. At this meeting, the parent(s) will be asked to sign a release allowing the school counselor and/or school nurse to speak with the treating professional about the progress the student has made during the course of the treatment.

The student will agree to comply with all recommendations made by the treatment provider and Delbarton School. Furthermore, the student must agree to follow-up meetings with the Dean of Guidance and/or the School Nurse (frequency of meetings to be determined by the team) and/or required community service projects determined by the administration.

Deliberate failure to comply with any of the above procedures (or any other specific requirements of Delbarton School) will be deemed non-compliance and may result in dismissal from the School.

At the end of the treatment period, the School will require a written report from the medical professional stating that “the treatment/therapy has been completed and that the student’s substance abuse no longer interferes with his ability to perform in school.”

Any student who voluntarily seeks help for a drug or alcohol abuse problem will receive direction, assistance and support from the School, in accordance with confidentiality laws dealing with the health of a given individual.

Theft

Students should manifest a respect for the property and goods of their fellow students and the School. The School community does not tolerate stealing. If a student is found guilty of stealing, he will be dismissed from Delbarton School.

Weapons and Fighting

The possession, storing, or use on campus of a weapon poses an unacceptable risk to the health and safety of all members and guests of the Delbarton community. The School prohibits weapons from its campus. Any use or display of a weapon or imitation firearm is a violation of the Delbarton Code of Behavior and will result in dismissal from Delbarton School.

For the purpose of this policy, a *weapon* is defined as any instrument, article, or substance which may cause death, incapacitation, serious physical injury, or place someone in fear. This includes, but is not limited to: firearms, firearm ammunition, and any gun designed to fire bullets, BBs, pellets, or any projectile regardless of the propellant used, explosive devices, (both incendiary and chemical), air rifles, paint ball guns, slingshots, bows and arrows, martial arts weapons, any imitation of a real weapon, or any knives having a blade over three inches in length (other than small pocket knives).

Fighting or physical assault on another individual undermines the respect and dignity of that person. Disrespect for another student or teacher can be as destructive as fighting. Any physical or verbal abuse of a student or staff member can lead to dismissal from Delbarton.

Section 8: Financial Policies and Transportation

Tuition and Other Student Charges

Tuition for 2022-2023 is \$43,800. Tuition is inclusive of all student expenses except for bus transportation, the morning and afternoon food programs, and student activities that may involve overnight travel.

Student Billing

Tuition

For all tuition and incidental payments, families must enroll in Delbarton's SchoolAdmin Online Billing Management System.

Tuition may be paid in one of three payment methods described below. When online re-enrollment for the upcoming school year occurs in January, a student's family selects its payment method. Tuition statements are posted on the SchoolAdmin Online Billing Management System on July 1 based on the payment plan chosen. Tuition statements will reflect any financial aid awards. Payment plans may be changed by contacting the Delbarton Business Office by or before May 31. No payment plan changes will be accepted during the month of June.

PLAN A: Payment in Full (one payment) on or before July 2.

PLAN B: Two payments of 60 percent of the tuition balance on or before July 2 and 40 percent of the tuition on or before January 3.

PLAN C: Ten payments beginning in July for ten (10) months through April.

Incidentals

Through SchoolAdmin, Delbarton's Business Office sends monthly bills for student charges that are in addition to tuition. All charges are due when billed. A grace period is extended to the fifteenth of the month in which the bill is issued.

Delinquent Accounts

Failure to pay a new statement balance in full on or before the payment date will result in a monthly interest charge of two percentage points above the prime rate.

Students with accounts in arrears at various points during an academic year will have their schedules, report cards, and /or re-enrollment contracts withheld until their accounts are made current.

Seniors whose accounts are in arrears as of April 15 will not be permitted to participate in graduation exercises and will not receive graduation materials (invitations, tickets, graduation tie) or their diplomas until all charges are paid in full. If a student withdraws from or is dismissed from Delbarton, no student records (report cards or transcripts) will be released to another school unless his account is paid in full.

Underclassmen (students in grades 7-11) whose accounts are in arrears as of April 15 will not be permitted to sit for final examinations and will receive a grade of INC (Incomplete) in all courses for the Second Semester and for the final Course Grade until their accounts are paid in full.

Unless a student's account is paid in full no later than June 30 of the current school year, Delbarton School reserves the right to terminate a student's enrollment contract for the following school year and deny enrollment for the school year.

Delinquent accounts are subject to collection. Parents will be responsible for all expenses of collection, including attorney fees, to the extent permitted by law.

Financial Aid

To be considered for Delbarton's need-based financial assistance program, new and returning parents must file an application with our online aid-assessment service, TADS (found on the Admissions section of Delbarton.org). To receive aid, an aided student must apply for aid through TADS by December 12 for each year he wishes to be considered for financial aid.

Transportation

Local Municipality Transportation

Most municipal school boards provide either transportation or its monetary equivalent to private school students who reside between 2 and 20 miles from the school they attend. In rural counties, the distance is between 2 and 30 miles.

Transportation/reimbursement policies vary according to each municipality's practices. Appropriate information can be obtained from your municipal Board of Education.

For students whose school boards do provide transportation, the routes will be created based on the B6T forms that Delbarton forwards to your local school board. The completed routes will then be mailed to you from the boards of education in mid-August. The boards of education maintain these routes, so any questions regarding these routes should be referred to your local school board.

Delbarton Contract Bus Services

For students whose school boards do not provide transportation and desire busing, Delbarton will arrange for transportation using a private school bus company, providing ridership warrants a route.

Regular Bus Service Fees

The following transportation fees will be in effect for 2022-2023 (fees are for the entire school year):

Bergen County:	\$5,000.00	Monmouth County:	\$5,000.00
Essex County:	\$5,000.00	Union County:	\$5,000.00
Hudson County:	\$5,000.00	Morristown Train Station Shuttle:	\$2,500.00
Hunterdon County:	\$5,000.00	Summit Train Station Shuttle:	\$3,130.00

The above fees cover regular transportation in the morning and the 4:00 pm departure buses.

Late Bus

Delbarton also provide a late bus that leaves from Trinity Hall’s West Gate Road entrance at 6:00 pm. Any student wishing to use the late bus must purchase a Late Bus Pass for \$600 (good for the entire year). The Late Bus fee is in addition to the fee for the regular contract bus service. The Late Bus fee will be charged to your son’s SchoolAdmin account.

Pick-up Locations

Due to the wide geographical spread of each bus route, there are a limited number of stops for pick-up and drop-off. Parents are responsible for bringing their son(s) to and from these points. Locations for bus stops change each year based upon the changing demographics of the student body. Every effort will be made to assure that a convenient and safe stop will be provided. Exact pick-up and drop-off locations are finalized each year in August.

Commitment and Cancellation Deadlines

Our bus contractors determine routing and specific transportation costs based on the names that Delbarton submits to them. You must decide to register for bus service for the following school year by April 20, since bus fees will appear on your invoice in July.

As indicated on your Enrollment Contract, transportation fees are a part of the unconditional obligation to pay all student fees if not cancelled before April 20, all transportation fees are due in full, according to your payment plan.

Behavior on School Buses

The school bus is an extension of the School community and those who ride buses are asked to behave accordingly. At all times, before, during, and after a bus trip, care should be taken so that everyone's safety is considered. Respect should be extended to the bus driver and to fellow students.

Riding the bus to and from school is a privilege that may be suspended or revoked if it is abused. Inappropriate behavior on a school bus may result in disciplinary action.

Please direct any concerns or problems to the Director of Transportation at ext. 3372.

Section 9: Health Care

Required Student Medical Information

The following information **MUST** be on file with the School Nurse prior to starting each academic year. Students will not be allowed to start school activities or classes until mandatory forms are completed and submitted to the Nurse's Office.

1. Student's medical, emergency, insurance and biographical information provided through Magnus Health online.
2. Immunization record in compliance with New Jersey Administrative Code, including the Hepatitis B series and meningococcal vaccine.
3. Yearly physical by physician
4. Authorization for Administration of Medication (includes over-the-counter medications such as Tylenol) must be signed by a parent and an M.D, and must be on file before nurse is allowed to give any medication
5. Students trying out for sports must have the current physical and Delbarton Athletic Pre-Participation Form completed and on file (also online through Magnus Health) prior to participation.

Medications

Students are not permitted to carry any medication during the school day, unless it is for emergency purposes. Epipens and inhalers can be carried by the student when the written order from the doctor and permission of the parent is on file with the nurse.

Medication (prescription and over-the-counter drugs) may be administered by the school nurse when they are accompanied by an *Authorization for Administration of Medication* must be on file before nurse is allowed to give any medications.

Prescription drugs must be accompanied by the physician's written order. Please inform nurse in writing of changes in medication. Medication is to be delivered to the nurse in its original prescription bottle. No medications may be given or taken by any student under other circumstances while at Delbarton.

Medical Care on School Trips

If your son is going on a field trip or staying on campus for an evening or weekend event, please notify the faculty moderator in charge of any specific health needs. This includes asthma, diabetes, seizure disorder, and allergic condition which may require the use of an Epipen. Students with inhalers and/or Epipens should carry their own with them at all times.

Medical Early Dismissals

Any student who needs to leave school due to illness must be seen first by the School Nurse.

Infectious/Communicable Diseases

All students suffering from infectious/communicable diseases (i.e., mononucleosis, strep throat, impetigo, flu, conjunctivitis, etc.) are to be reported to the Nurse. Please keep your son at home when he is ill and notify the Nurse at x-3080 of extended illness/surgery/special needs.

Delbarton School has established a policy on communicable diseases relying upon guidelines from the National Association of Independent Schools, the Centers for Disease Control in Atlanta, and the American Council on Education.

- A school priority is to provide the community accurate information about communicable diseases its causes, its effects, and its prevention.
- Delbarton School will deal with the victims of communicable disease on a case-by-case basis.
- Delbarton School will make every effort to ensure each person's privacy and to keep records confidential. The School recognizes the importance of the community's need to know about the possible incidence of the disease and will consider advice of expert testimony in this matter.
- If a person with a communicable disease continues enrollment in the School, Delbarton School will provide support for that individual.

In adopting these guidelines, Delbarton School recognizes that the state of medical knowledge about communicable diseases is rapidly changing and will update the policy statement in light of significant new information on the disease.

Physical Education

In physical education classes, all students are required to wear sneakers, socks and fitness apparel acceptable to the instructor.

All physician notices applicable to physical education are to be on file in the Nurse's office. A doctor's note is required to be excused for more than three consecutive gym classes. These notes for restriction or limitation are valid for the length of time specified by the student's doctor. They must be reissued for each school year.

Section 10: Spiritual Resources

Prayers

Delbarton School Morning Prayer

This simple and short prayer is done at the start of each day, at the beginning of the first period, just prior to the reading of the Daily Announcements. The following format is followed and is led by a student over the public address system:

Sign of the Cross (all)

- In the name of the Father, and the Son, and the Holy Spirit. Amen.

Reading

- Read by the student leader over the public address system

Minute of Silence

- The same passage is read again after a period of silence

Prayer of St. Benedict (all)

We pray, Lord, that everything we do may be prompted by Your inspiration, so that every prayer and work of ours may begin from You and be brought by You to completion. Amen.

Morning Offering

Grant, O Lord,
That none may love you less this day because of me;
That never word or act of mine
May turn one soul from thee;
And, ever daring, yet one more grace would I implore,
That many souls this day,
Because of me, may love thee more. Amen

The Apostles' Creed

I believe in God, the Father Almighty, Creator of Heaven and Earth,
And in Jesus Christ
His only Son, Our Lord,
Who was conceived by the Holy Spirit
Born of the Virgin Mary
Suffered under Pontius Pilate
Was crucified, died and was buried. He descended into Hell,
On the third day He rose again from the dead, He ascended into Heaven
And is seated at the right hand of God, the Father Almighty. From thence He shall come to
judge the Living and the dead. I believe in the Holy Spirit,
The holy Catholic Church, the Communion of Saints, the
Forgiveness of sins,
The resurrection of the body, and life everlasting. Amen

Our Father

Our Father, Who art in heaven, Hallowed be Thy Name.
Thy Kingdom come.
Thy Will be done, on earth as it is in Heaven. Give us this day our daily bread.
And forgive us our trespasses,
As we forgive those who trespass against us. And lead us not into temptation,
But deliver us from evil. Amen.

Hail Mary

Hail Mary, Full of Grace,
The Lord is with thee.
Blessed art thou among women, and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God, Pray for us sinners now, And at the hour of death.
Amen.

Glory Be...

Glory be to the Father, and to the Son, and to the Holy Spirit.
As it was in the beginning, is now, and ever shall be, world without end.
Amen

Hail Holy Queen (*Salve Regina*)

Hail, Holy Queen, mother of mercy,
Or life, our sweetness, and our hope!
To thee do we cry, poor banished children of Eve.
To thee do we send up our sighs, mourning and weeping in this vale of tears.
Turn then, most gracious advocate, thine eyes of mercy towards us, and after this, our exile,
show unto us the blessed fruit of thy womb, Jesus.
O clement, O loving, O sweet Virgin Mary!

Act of Contrition

O my God, I am heartily sorry for having offended You,
and I detest all my sins because I dread the loss of heaven, and the pains of hell;
but most of all because they offend You, my God, Who are all good and deserving of all my
love.
I firmly resolve, with the help of Your grace, to sin no more and to avoid the near occasions of
sin.
Amen

The Angelus

V. The Angel of the Lord declared to Mary:
R. And she conceived of the Holy Spirit. Hail Mary...

V. Behold the handmaid of the Lord:
R. Be it done unto me according to Thy word. Hail Mary...

V. And the Word was made Flesh:
R. And dwelt among us. Hail Mary...

V. Pray for us, O Holy Mother of God,
R. That we may be made worthy of the promises of Christ.

Let us pray;

Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that we, to whom the incarnation of Christ, Thy Son, was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ Our Lord. Amen.

Memorare

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help or sought thy intercession, was left unaided.
Inspired with this confidence,
I fly unto thee, O Virgin of virgins my Mother; to thee do I come, before thee I stand, sinful and sorrowful;
O Mother of the Word Incarnate, despise not my petitions, but in thy clemency hear and answer me. Amen.

Prayer before Holy Communion

Come O Blessed Savior, and nourish my soul with heavenly Food, Food which contains every sweetness and every delight.
Come, Bread of Angels, and satisfy the hunger of my soul.
Come, glowing Furnace of Charity, and enkindle in my heart the flame of divine love.
Come, Light of the World, and enlighten the darkness of my mind.
Come, King of Kings, and make me obedient to your holy will.
Come, Loving Savior, and make me meek and humble.
Come, Friend of the Sick, and heal the infirmities of my body and the weakness of my soul.
Come, Good Shepherd, my God and my All, and take me to yourself.
O most holy Mother, Mary Immaculate, prepare my heart to receive my Savior.
Amen

O Saving Victim (O Salutaris Hostia)

O Saving Victim open wide
The gates of Heaven to us below
Our foes press on from every side
Your aid supply, your strength bestow

To Your great name be endless praise
Immortal Godhead, One in Three
Grant to us endless length of days
In our true native Land with Thee

Down in Adoration Falling (*Tantum Ergo*)

Down in adoration falling,
This great Sacrament we hail;
Over ancient forms of worship
Newer rites of grace prevail;
Faith will tell us Christ is present,
When our human senses fail.

To the everlasting Father,
And the Son who make us free,
And the Spirit, God proceeding
From them each eternally,
Be salvation, honor, blessing, Might and endless majesty.

The Divine Praises

Blessed be God
Blessed be His Holy Name.
Blessed be Jesus Christ, true God and true man.
Blessed be the Name of Jesus.
Blessed be His Most Sacred Heart.
Blessed be His most precious Blood.
Blessed be Jesus in the most holy Sacrament of the Altar.
Blessed be the Holy Spirit, the Paraclete.
Blessed be the great Mother of God, Mary most holy.
Blessed be her holy and Immaculate Conception.
Blessed be her glorious Assumption.
Blessed be the name of Mary, Virgin and Mother.
Blessed be Saint Joseph, her most chaste spouse.
Blessed be God in His angels and in His saints.

A Short Devotion to Our Holy Father Benedict

V. Lord open my lips,
R. And my mouth shall proclaim your praise!
Glory to you, Christ our King, glory to you!
Support me, O Lord, according to Your word and I shall live!
Let me not be disappointed in my hope.
Glory to the Father, and the Son, and the Holy Spirit.
Support me, O Lord, according to your word and I shall live!
V. St. Benedict, our patron, pray for us;
R. That we may be made worthy of the promises of Christ.
Let us pray:
Rekindle in your Church, Lord, the Spirit whom our holy father Benedict followed and obeyed. Filled with the same Spirit may we love what he loved and live as he taught us, Through Christ our Lord. Amen

Prayer of St. Anselm of Canterbury

O Lord my God,
Teach my heart this day where and how to see you,
Where and how to find you.
You have made me and remade me,
And you have bestowed on me
All the good things I possess, and still I do not know you.
I have not yet done that for which I was made.
Teach me to seek you,
For I cannot seek you unless you teach me, or find you unless you show yourself to me.
Let me seek you in my desire,
Let me desire you in my seeking Let me find you by loving you, Let me love you when I find
you.

Prayer to our Guardian Angel

Angel of God, my guardian dear
To whom His love commits me here
Ever this day (night) be at my side
To light and guard, to rule and guide. Amen

Prayer to St. Michael the Archangel

St. Michael the Archangel, defend us in battle.
Be our protection against the wickedness and snares of the devil.
May God rebuke him, we humbly pray.
And do Thou, O prince of the heavenly host,
By the power of God thrust into Hell,
Satan and all evil spirits,
Who wander through the world seeking the ruin of souls. Amen

Prayer of St. Ignatius of Loyola

Teach us, good Lord, to serve you as you deserve;
to give and not to count the cost,
to fight and not to heed the wounds,
to toil and not to seek for rest,
to labor and not to ask for reward,
Except that of knowing that we do your will. Amen

Canticle of Zechariah (*Benedictus*) (Luke 1: 68-79)

Blessed be the Lord, the God of Israel; he has come to his people and set them free. He has raised up for us a mighty savior, born of the house of his servant, David. Through his holy prophets he promised of old that he would save us from our enemies, from the hands of all who hate us.

He promised to show mercy to our fathers and to remember his holy covenant. This was the oath he swore to our father Abraham, to set us free from the hands of our enemies, free to worship him without fear, holy and righteous in his sight all the days of our life.

You, my child, shall be called the prophet of the Most High; for you will go before the Lord to prepare his way, to give his people knowledge of salvation by the forgiveness of their sins.

In the tender compassion of our God the dawn from on high shall break upon us, to shine on those who dwell in darkness and in the shadow of death, and to guide our feet into the way of peace.

Canticle of Mary (*Magnificat*) (Luke 1: 46-55)

My soul proclaims the greatness of the Lord, my spirit rejoices in God my Savior, for he has looked with favor on his lowly servant.

From this day all generations will call me blessed.

The almighty has done great things for me and holy is his Name.

He has mercy on those who fear him in every generation.

He has shown the strength of his arm. He has scattered the proud in their conceit.

He has cast down the mighty from their thrones, and exalted the lowly.

He has filled the hungry with good things, and the rich he has sent away empty. He has come to the help of his servant Israel for he has remembered his promise of mercy, the promise he made to our fathers, to Abraham and his children forever.

Canticle of Simeon (*Nunc dimittis*) (Luke 2: 29-32)

Lord, now you let your servant go in peace; your word has been fulfilled:

my own eyes have seen the salvation which you have prepared in the sight of every people: a light to reveal you to the nations and the glory of your people Israel.

The Holy Rosary

1. Make and say the Sign of the Cross and say the Apostles' Creed on the cross.
2. Say an Our Father on the first bead for the intentions of the Pope, followed by three Hail Marys on the next three beads for an increase in faith, hope, and love.
3. In the space in between the three beads and the next one (usually large), recite the Glory be.
4. On the next bead, or the first large one, announce the first mystery and say the Our Father. Then, beginning on the next bead, say ten Hail Marys and follow with a Glory Be.
5. After the Glory Be, remain in the same place and recite the angel's prayer at Fatima: *O my Jesus, forgive us our sins. Save us from the fires of Hell. Lead all souls to heaven, especially those most in need of Thy mercy.*
6. Then continue this pattern for all five decades. It is important, however, to meditate on the mysteries while praying. You are encouraged to read the Scripture passages associated with the mysteries listed as follows:

The Joyful Mysteries (recited on Mondays & Saturdays)

The Annunciation (Lk. 1:28)

The Visitation (Lk. 1:41-42)

The Nativity of Our Lord (Lk. 2:17)

The Presentation of Our Lord in the Temple (Lk. 2:22)

The Finding of Our Lord in the Temple (Lk. 2:46-47)

The Luminous Mysteries (recited on Thursdays)

The Baptism of the Lord (Mt. 3:16-17)

The Wedding at Cana (Jn. 2:5)

The Proclamation of the Kingdom and the Call to Conversion (Mk. 1:15)

The Transfiguration (Mt. 17:2)

The Institution of the Eucharist (Mk. 14:22-23)

The Sorrowful Mysteries (recited on Tuesdays & Fridays)

The Agony in the Garden (Mt. 26:41)

The Scourging at the Pillar (Mt. 27:24-26)

The Crowning with Thorns (Mt. 27:28-29)

The Carrying of the Cross (Jn. 19:17)

The Crucifixion (Jn. 19:25)

The Glorious Mysteries (recited on Wednesdays & Sundays)

The Resurrection of Our Lord (Mk. 16:5-6)

The Ascension of Our Lord (Mk. 16:19)

The Descent of the Holy Spirit (Acts 2:3)

The Assumption of the Blessed Mother into Heaven (Song 2:10-11)

The Coronation of our Blessed Mother (Rev. 12:1)

After the last decade, you pray the *Hail, Holy Queen*, followed by:

V. Pray for us O holy Mother of God.

R. That we may be made worthy of the promises of Christ.

Then you may say the following prayer:

O God, whose only begotten Son, by his life, death, and resurrection, has purchased for us the rewards of eternal life, grant, we beseech Thee, that meditating upon these mysteries of the most holy rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through the same Christ our Lord. Amen.

The Chaplet of Divine Mercy

(Recited on rosary beads).

Begin with:

Our Father..., Hail Mary..., the Apostles' Creed.

Then, on the Our Father beads, say the following prayer:

Eternal Father, I offer You the Body and Blood, Soul, and Divinity, of Your dearly beloved Son, Our Lord Jesus Christ, in atonement for our sins and those of the whole world.

On the Hail Mary beads, say the following prayer:

For the sake of His sorrowful Passion, have mercy on us and on the whole world.

In conclusion, recite the following prayer three times,
Holy God, Holy Mighty One, Holy Immortal One, have mercy on us and on the whole world.

Grace before Meals

Bless us, O Lord, and these Thy gifts, which we are about to receive from Thy bounty, through Christ our Lord. Amen.

Grace after Meals

We give Thee thanks, almighty God, for these and all Thy graces and blessings which we have received from Thy bounty through Christ our Lord. Amen.

Lectio Divina

St. Benedict made the practice of *Lectio Divina* or “divine reading” an essential part of monastic living, along with manual labor and the sacred liturgy. It is an ancient way of praying with the Scriptures. Traditionally, *Lectio Divina* consists of four stages:

Lectio is actually reading the passage. Yet, the passage isn’t merely read, it is “listened to.” Traditionally, the reading was done aloud so the person could really “listen” to the Scriptures; so they could hear God “speaking” to them through His Word. In particular, the person listens for a word or phrase in the passage that strikes them or seems to “speak” to them personally.

Meditatio is a time of pondering or ruminating on this word or phrase. First, there is an attempt to understand what the word or phrase means. Once the authentic meaning of the passage has been ruminated, the phrase is repeated over and over in a reflective manner and is allowed to enter into a dialogue with the person’s life and experiences. The Word permeates a person’s thoughts, emotions, hopes, fears, joys, and sorrows. It exposes their darkness and sin. It comforts them in affliction, confusion, and sorrow. In effect, during *Meditatio* a person asks, “What is God, who loves me and whose child I am, saying to me about my life?” “What does He want me to know about Him, about others, about the world, and about myself?”

Oratio is a time when this Word of God, which has spoken to us so deeply and personally and has shed light on our lives, is transformed into a prayer. The person speaks naturally, like a friend would with a friend. They communicate with God what their hearts have experienced and their minds have pondered during *Meditatio*, sharing with Him the insights gained by means of His Spirit and asking Him for his love, mercy, and saving help.

Contemplatio is an opportunity to just rest in the presence of the Lord and to experience His love and peace. During this stage the person simply enjoys the profound experience of giving oneself completely to God and being “embraced” by Him.

Quotations from the *Rule of St. Benedict*

Listen carefully, my son, to the master's instructions, and attend to them with the ear of your heart. RB Prologue: 1

Therefore, we intend to establish a school for the Lord's service. In drawing up its regulations, we hope to set down nothing harsh, nothing burdensome. The good of all concerned, however, may prompt us to a little strictness in order to amend faults and safeguard love. Do not be daunted immediately by fear and run away from the Road that leads to salvation. But as we progress in this way of life and in faith, we shall run on the path of God's commandments, our hearts overflowing with the inexpressible delight of love. RB Prologue: 45-49

The abbot must never teach or decree or command anything that we deviate from the Lord's instructions. On the contrary, everything he teaches and commands should, like the leaven of divine justice, permeate the minds of his disciples. RB Chapter 2: 4-5

Anyone who receives the name of abbot is to lead his disciples by a twofold teaching: he must point out to them all that is good and holy more by example than by words, proposing the commandments of the Lord to receptive disciples with words, but demonstrating God's instructions to the stubborn and the dull by a living example. RB 2:11-13

The abbot should avoid all favoritism in the monastery. He is not to love one more than another unless he finds someone better in good actions and obedience. A man born free is not to be given higher rank than a slave who becomes a monk, except for some other good reason. RB 2:16-18

First of all, love the Lord God with your whole heart, your whole soul, and all your strength, and love your neighbor as yourself. (Matt 22:37-29) RB 4:1

The first step of humility is unhesitating obedience, which comes naturally to those who cherish Christ above all...they carry out the superior's order as promptly as if the command came from God himself. Such people as these immediately put aside their own concerns, abandon their own will, and lay down whatever they have in hand, leaving it unfinished. RB 5:1-8

We must know that God regards our purity of heart and tears of compunctions, not our many words. Prayer should therefore be short and pure, unless perhaps it is prolonged under the inspiration of divine grace. RB 20:3-4

If the community is rather large, some brothers chosen for their good repute and holy life should be made deans. They will take care of their groups of ten, managing all affairs according to the commandments of God and the orders of their abbot. The deans selected should be the kind of men with whom the abbot can confidently share the burdens of his office. They are to be chosen for their virtuous living and wise teaching, not for their rank. RB 21:1-4

If someone commits a fault while at any work...he must at once come before the abbot and community and of his own accord admit his fault and make satisfaction. If it is made known through another, he is to be subjected to a more severe correction. RB 46:1-4

Idleness is the enemy of the soul. Therefore, the brothers should have specified periods for manual labor as well as for prayerful reading. RB 48:1

All guests who present themselves are to be welcomed as Christ, for he himself will say: I was a stranger and you welcomed me (Matt 25:35) RB 53:15

Great care and concern are to be shown in receiving the poor people and pilgrims, because in them more particularly Christ is received. RB 53:15

The abbot...should always let mercy triumph over judgement (Jas 2:13) so that he too may win mercy. He must hate faults but love the brothers. When he must punish them, he should use prudence and avoid extremes; otherwise, by rubbing too hard to remove the rust, he may break the vessel. RB 64:10-12

The abbot...must so arrange everything that the strong have something to yearn for and the weak nothing to run from. RB 64:19

This, then, is the good zeal which monks must foster with fervent love: They should each try to be the first to show respect to the other (Rom 12:10), supporting with the greatest patience one another's weaknesses of body and behavior, and earnestly competing in obedience to one another. RB 72:3-6

No one is to pursue what he judges better for himself, but instead, what he judges better for someone else. To their fellow monks they show the pure love of brothers. RB 72:7