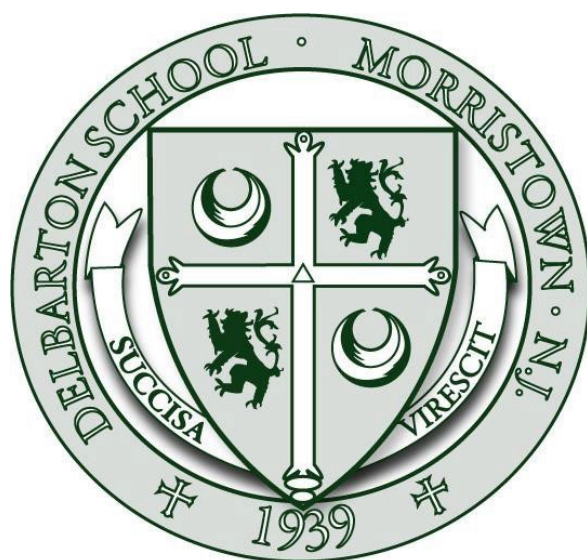


Student Handbook



Delbarton School

230 Mendham Road
Morristown, NJ 07960

2025-26 Edition
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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 2025-26 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 initial "C" and a distinctive flourish at the end.

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 develops them as brothers and leaders in lifelong service to God and neighbor, challenging them to build character and pursue excellence by educating the whole person in mind, body, and spirit.

Belief Statements

We believe

- That God calls us into this community.
- That community life forges character, integrity, and respect for all.
- That God works with us and through us, inviting us into a deeper relationship with Him.
- That conversation and reflection foster personal growth.
- In selflessly serving our neighbor and honoring the accomplishments of one another.
- In the power of love to help us realize our God-given potential.
- In the importance of seeking truth, beauty, goodness, wisdom, and justice.
- In the strength of our Brotherhood.
- In *Succisa Virescit*: "Once cut down, one will grow back stronger."
- That here, we belong.

Profile of a Graduate

At commencement, a Delbarton graduate embarks on a lifelong journey of *conversatio* (conversion of life) by living out the *Hallmarks of a Delbarton Benedictine education*.

A Delbarton graduate:

Glorifies God in All Things

He seeks God in an active spiritual life, through personal prayer and participation in the life of his religious community. [[Love of God & Neighbor](#) and [Prayer & Worship](#)]

Loves Learning

He is passionate about learning for a lifetime. He thinks critically, works diligently, lives with a sense of purpose, and seeks to acquire, create and communicate knowledge and ideas. [[Discipline](#) and [Work](#)]

Listens with the Ear of His Heart

He honors Christ's presence in others through active listening, engages in critical self-reflection and acts with integrity and honor in all aspects of his life. [[Listening](#) and [Obedience](#)]

Demonstrates Humility and Patience

He displays resilience, handles adversity with grace, and demonstrates empathy in his relationships. [[Moral & Spiritual Development](#) and [Humility](#)]

Lives Honorably in His Community

He honors Christ's presence in others by upholding the dignity of all people. He serves the common good in his communities, particularly among those in need. [[Community & Stability](#), and [Hospitality](#)]

Regards Creation as Sacred and Practices Moderation

He stewards Creation and cares for his common home. He uses the resources entrusted to him for the good of others as much as for himself. [[Stewardship](#)]

Non-Discrimination Policy

Delbarton School admits students of any race, color, 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 because of race, color, or ethnic origin in the administration of its educational policies, admissions policies, athletic, and other school administered programs.

Governance

Delbarton School is a New Jersey nonprofit membership corporation. The Corporate Members are the Abbot (or Administrator) of St. Mary's Abbey and two other solemnly or perpetually professed Benedictines (men or women) in good standing. One of these two other Benedictines is elected by the solemnly professed monks of St. Mary's Abbey, and the other is appointed by the Abbot (or Administrator). The elected or appointed Members serve four-year terms, renewable.

The Corporate Members hold certain reserved powers of governance described in the *Bylaws* of the Corporation. The reserved powers are chiefly requirements for the Trustees to seek the approval of the Members for certain major acts of governance. The reserved powers protect the Benedictine and Catholic identity and mission of the School and its operational stability. Outside of these extraordinary situations, then, the Members do not actively participate in the School's governance.

Other than these reserved powers, the Members delegate to the Trustees of Delbarton School all ordinary powers of School governance. The Board of Trustees is a governing board of distinguished men and women who oversee and regulate all aspects of the governance of Delbarton School, subject to the Members' reserved powers. As indicated in its *Bylaws*, the Board of Trustees elects its members from candidates proposed by its Governance Committee, for four-year terms, renewable once. As one of their reserved powers, the Members of the Corporation must approve the election or dismissal of all Trustees.

All juridical and fiduciary activities of Delbarton School are 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 Corporate Members must also approve the appointment of the Headmaster of Delbarton School, who has first been selected and approved by the Trustees. The Headmaster is the chief executive officer of the School. He is responsible to the Trustees for the School's fidelity to its Catholic and Benedictine mission and identity and for its overall administration and operation.

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 of Delbarton's constituents. The Headmaster of Delbarton School appoints all major School administrators and, together with them, constitutes the leadership of Delbarton School.

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 School campus.

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 and Herman, Luther went into banking in Omaha, Nebraska in 1857, founding The Kountze Brothers Bank (later First National Bank of Omaha in 1863). In 1862, Luther moved to Denver and opened a branch of the bank, adding his brother Charles as a partner in 1864. In 1866, the Denver bank was converted by Luther and Charles into the Colorado National Bank.

In 1867, Luther came to New York City, and in 1868 established an investment bank known as The Kountze Brothers Bank. In 1875, he married Annie Ward Parsons, a descendant of two patrician New York families, the Barclays and the Delanceys.

The Kountze 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 nearly five thousand acres in Morris and Somerset Counties that ultimately included what are now the 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 several outbuildings: a carriage house (destroyed by fire in 1947, now the site of the St. Joseph Gymnasium), stables, barns (one of which is today home to the Buildings and Grounds Department), creamery (still used, but as an employee residence) and a rather grand 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 son DeLancey made two unsuccessful attempts to sell the Delbarton estate. The monks of St. Mary's Abbey, then located in central Newark, New Jersey, were simultaneously seeking a suburban setting for a house of studies for new members of the community. On September 22, 1925, St. Mary's Abbey purchased approximately four hundred acres of the original estate, including the mansion, farmland and all of the outbuildings.

As the estate had not been well-maintained since Luther Kountze's death, and since there was no central heating in the main house, about a year and a half were needed to make the property suitable for Benedictine monastic life. In the fall of 1927, the first group of pioneering Benedictine professors and theological students from Newark took up permanent residence in the Kountze mansion (now known as "Old Main") and its surrounding outbuildings. "St. Mary's Abbey School

of Theology” was born, and “St. Mary’s Monastery” was now a priory (dependent house) of St. Mary’s Abbey in Newark.

Along with establishing a formation house for new monks, a parallel goal of the St. Mary’s Abbey community was the creation of a boarding high school for lay students. This idea was unsurprising, from this education-oriented Benedictine community, which had conducted St. Benedict’s Preparatory School in Newark since 1868. After a false start in 1931, and the creation of the Diocese of Paterson in 1937, Abbot Patrick O’Brien, O.S.B. and pioneering Headmaster Father Augustine Wirth, O.S.B., opened Delbarton School in September 1939 as a school for boarding and day students in the seventh and eighth grades. Eight boys graduated from the eighth grade in the following spring of 1940.

Under the energetic leadership of Father Stephen Findlay, O.S.B., who succeeded Father Augustine as Headmaster in 1942, despite delays created by wartime conditions, high school grades were added beginning in 1944 until 1948, when the first high school commencement of twelve young men took place. The School’s enrollment gradually increased, but the School remained predominantly residential and small, with less than 200 total students in grades 7-12 enrolled annually 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 1947 destruction of the Kountze carriage house by fire. The carriage house had served as a gymnasium and dormitory for 26 boys. In the wake of the fire, Father 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, enrollment rapidly rose in the 1960s 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 Delbarton’s first Director of Development. In 1971, the Schmeil-O’Brien Hall dormitory (now the St. Mary’s Abbey Retreat Center) 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 ended new admissions to the residential program. The last boarders graduated in 1984.

Campus facilities and programs continued to expand in the 1980s and 1990s, under the leadership of Father Giles Hayes (1980-85), Father Bruno Ugliano (1985-90) and Father Beatus Lucey (1990-95), with dedications of the Lynch Athletic Center in 1983, the Father Stephen Findlay Pavilion in 1995, the Fine Arts Center in 2006, and the Forty Acres and North Field complexes in 2009. The student body continued to grow to the current level of approximately 640 students. Since its inception, Delbarton has graduated over 5,500 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 July 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 (Khubani Library), a Guidance Center and three classrooms. In May 2023, the Pizzo Family Field House at Regan Stadium was dedicated. This most recent addition to Delbarton's campus added locker room, practice and workout facilities for seven different sports, and public amenities (bathrooms, concessions, event space) for spectators, parents and alumni.

After a 13 ½ year process of research and deliberation, the monastic community voted on March 31, 2025, to create a Delbarton School Corporation legally separate in civil law from St. Mary's Abbey (civilly, The Order of St. Benedict of New Jersey, Inc.), and entrust the governance of the School to a two tiered Board of Corporate Members (three Benedictines holding reserved powers of governance) and a Board of Trustees (a fiduciary board that exercises the ordinary powers of School governance subject to the Members' reserved powers). The monastic community provides canonical sponsorship of the Catholic and Benedictine identity of Delbarton School, and missions monks to work as teachers, administrators and staff at Delbarton. The Members, Trustees and monks collaborate closely on a shared campus to promote the vitality and growth of their common apostolate: Delbarton School.

Section 2: Personnel Directory

Corporate Members

Abbot Jonathan Licari, O.S.B., *Administrator, St. Mary's Abbey*
Fr. Edwin Leahy, O.S.B., *Prior, Newark Abbey; Headmaster, St. Benedict's Preparatory School*
Fr. Edward Seton Fittin, O.S.B. '82, *Prior, St. Mary's Abbey*

Board of Trustees

Andrew Anselmi, Esq. '83, P '16 '16 *President & Chairman*
Elisa Charters P '22
Jack Cooney '68
Timothy Coughlin '99, P '29
Christopher DeStefano P '24
John Dziadzio P '24, '30
Francis Hager P '08, '16, '22 *Secretary*
Ifiok Inyang '07
Amon Johnson, IV P '21, '22, '25 *Vice President and Treasurer*
Francis Fehrenbach P '24
Joseph Ferraro '95 *Alumni Association President (2024-26)*
John Harrington P '18
Kurt Krauss '81, P '20 *General Counsel*
Lisa LeDonne P '16, '20
Abbot Jonathan Licari, O.S.B. *Administrator, St. Mary's Abbey*
Marc Manahan
Christopher Moore '98
Margot Muratore P '12
Brian Newman '86
Kevin O'Malley P '24
Kenneth Pizzo, Jr. P '20, '22
Thomas Pryma P '22, '24
Scott Schroeder P '17, '19
Fr. Michael Tidd, O.S.B. *Headmaster*
Dennis Tupper '99
David Weinstein '06
Georgia Zaiser
Sumorwuo Zaza '07

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*
Ms. Nora McSorley, *Director of the Middle School*
Dr. Matthew D'Urso '96, *Dean of Guidance*
Mr. Jacob Ross, *Dean of Admissions and Financial Aid*
Mr. Matthew White, *Director of Mission and Ministry*
Dr. Antonio Negrin, *Director of Athletics*
Mrs. Sarah Loveday, *Director of Diversity and Community Belonging*
Mrs. Jessica Fiddes P '03, '05, '08, *Director of Marketing and Communications*

Faculty

English Department

Mr. Michael Carr '01, *Chair*
Mr. James Corcoran
Mr. Michael Benz '14
Mr. Michael Donnelly
Mr. Robert Flynn
Ms. Mary Gormley
Mr. Neil Murphy '07
Dr. Antonio Negrin
Mr. John 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. Richard Cimino
Mr. Kevin Conn P '26
Mr. John Diffley
Ms. Bevin Freeman
Mr. Naina Horning
Dr. Theresa O'Byrne
Mr. Dennis Oussenko '17
Mr. Jacob Ross
Mr. Nicholas Russo
Mr. John Thompson
Mr. Kyle Vinci '20

Mathematics & Computer Science Department

Mr. Charles Johnson, *Chair*
Mr. David Blazier
Mr. Christopher Costa
Mr. Patrick Cummings '18
Mr. Daniel DesPlaines
Mr. Timothy Fell '89
Mr. Patrick Finn
Mr. Collin Frost
Mr. Joshua Hartle
Mr. Lagichen Jacob
Mr. Kenneth Kane
Mr. David Martin
Mr. Aidan Mehigan
Mr. Patrick Savidge
Mr. John Segreto
Mr. Bruce Shatel
Mr. Bernardo Stival

Physical Education Department

Mr. Sean Rose, *Chair*
Mr. Luke Chirarolanzio '11
Mr. R. J. Cobbs
Mr. Bryan Stoll P '26

Science Department

Mr. Brian Theroux, *Chair*
Dr. Jonathan Cote
Mr. Christopher Costa
Mr. Matthew Crane
Dr. Christopher Dittrick '05
Mr. Juan Hermo '19
Mrs. Elizabeth Mainardi
Mrs. Margaret Nevistich P '22, '26
Mr. Peter O'Connell
Mr. Charles Ruebling '79, P '10
Mr. John Segreto
Mr. Owen Steele
Mr. Daniel Szelingowski

Theology Department

Mrs. Jennifer Otterbein Yoo, *Chair*
Mr. Gregory Bevelock
Mr. Jonathan Currie
Dr. David Donovan P '19, '22, '22, '24
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. Matthew White

Visual & Performing Arts Department

Mr. David Blazier, *Chair*
Mr. Matthew Corica
Ms. Yaiza Dominguez
Mr. Andrew Lyman
Mr. Aidan Mehigan
Ms. Amy Rothenberg
Ms. Caitlin Servilio

World Languages Department

Mr. Daniele Pieraccini, *Chair*
Ms. Doyin Adigun
Ms. Doreen Altieri
Dr. Rachel Carlson
Mr. Michael Del Guercio '04
Mr. Christian Gomez- Reyes
Mr. Naina Horning
Mrs. Alma Lopez-Holder
Mr. John Majano-Lopez
Mr. Roberto Martinez
Dr. Theresa O'Byrne
Mr. Jaime Paris
Mr. Zachary Tabor

Alumni Teaching Fellow, 2025-26

Mr. Dylan Miccolis '21

Administrative Services

Academic Affairs

Mr. Joshua Hartle, *Assistant Headmaster for Academic Affairs*
Dr. Jonathan Cote, *Registrar*
Mrs. Marta Rotolo P '26, '28 *Administrative Assistant*

Admissions

Mr. Jacob Ross, *Dean of Admissions and Financial Aid*
Mrs. Alma Lopez-Holder, *Assistant Dean of Admissions and Financial Aid*
Mr. R. J. Cobbs, *Admissions Diversity Coordinator*
Mr. Matthew Leotti '06, *Admissions Athletic Recruitment Coordinator*
Mrs. Connie Curnow, *Administrative Assistant*

Advancement and Alumni

Mr. J. Craig Paris '82, P '13, '15, '19, *Assistant Headmaster for Advancement and Alumni*
Mrs. Maria Van Kirk P '26, *Director of Advancement Operations and the Delbarton Fund*
Mrs. Danielle Piazza, *Director of Major Gifts*
Mrs. Morgan Dungee, *Senior Major Gift Officer*
Mr. Matthew Leotti '06, *Major Gift Officer*
Mrs. Gigi Minish, *Major Gift and Planned Giving Officer*
Mrs. Shannon O'Reilly, *Major Gift Stewardship Officer*
Mrs. Melanie Bowers, *Advancement Database Manager*
Mrs. Megan Bury P '19, '20, '23, *Advancement Operations Associate*
Ms. Alexandra Fittin, *Advancement Operations Associate*
Mrs. Jamie Bell P '12, '17, '19, '24, *Delbarton Shop Liaison*
Mrs. Maria Tsettos, *Administrative Assistant*
Mr. Gerald Jabbour '20, *Alumni Assistant*
Prior Edward Seton Fittin, O.S.B. '82, *Benedictine Development Officer*

Buildings and Grounds

Mr. Eric Steinberg, <i>Director</i>	Mr. Soloman Holzworth
Mr. Robert Borer, <i>Maintenance Foreman</i>	Mr. Phillip Lamberti
Mr. Greg Miller, <i>Grounds Foreman</i>	Mrs. Dana LaSalvia, <i>Buildings & Grounds Operations Manager</i>
Mr. Louis Barbato	Mr. Daniel Lovenberg
Mr. David Bushrod	Mr. David Palmer, <i>Bus Mechanic</i>
Ms. Ann Marie Cecala	Mr. Gerardo Ramirez
Mr. Thomas Denman	Mr. Leo Stagg, <i>Auto Mechanic</i>
Mr. Abel Gonzalez, Jr.	

Business and Finance

Mr. Matthew Davis P '22, *Chief Financial and Operations Officer*
Mrs. Barbara Suppes, *Controller*
Mrs. Katherine Klawunn, *Human Resources Specialist*
Ms. Kimberly Berkowitz, *Accountant*
Mrs. Jacqueline Smith, *Accounts Payable Associate*
Ms. Roberta Roser, *Accounts Receivable Associate*
Ms. Angela Morgan, *Administrative Assistant*
Mrs. Erin Manahan P '19, *Director of Parent Engagement and Events*

Security

Mr. Scott Carrell, *Director*
Mr. Edward Noonan P '22, *Security Officer*

Headmaster

Fr. Michael Tidd, O.S.B., *Headmaster*
Mrs. Theresa Maguire P '25, *Executive Assistant to the Headmaster*

Housekeeping

Mr. Julio Argueta Meza, <i>Night Manager</i>	Ms. Natala Rios Truji
Ms. Mary Aviles Funes	Ms. Luz Valentin
Ms. Lucia Giraldo	Ms. Janeth Osorio
Ms. Jacqueline Gonzalez	Ms. Iris Paneto
Mr. Derrick Peeples	Ms. Danimar Quero
Mr. Juan Carlos Rodriguez	Ms. Silvia Rodriguez
Ms. Elva Castro-Valle	Ms. Viviana Tellez, <i>Day Manager</i>
Mr. Diego Florez	Ms. Jennifer Velasquez
Ms. Silvia Ester Reyes-Arqueta	

Marketing and Communications

Mrs. Jessica Fiddes P '03, '05, '08, *Director of Marketing and Communications*
Ms. Meghan Podimsky, *Associate Director of Marketing and Communications*
Mr. Jared Lowy, *Sports Information Director and Webmaster*

Middle School

Ms. Nora McSorley, *Director of the Middle School*

Technology

Mr. John Costa, *Director of Technology*
Mr. Christian Zollers, *Assistant Director of Technology*
Mr. George Harvey, *Technology Specialist*

Student Services

Athletics

Dr. Antonio Negrin, *Director of Athletics*
Mr. Daniel DesPlaines, *Associate Director of Athletics*
Mr. Daniel Whalen, *Director of Athletic Facilities*
Mr. Matthew Beneszewski, *Head Athletic Trainer*
Mr. Kevin Nasse, *Athletic Trainer*
Mr. Jared Lowy, *Sports Information Director and Webmaster*
Mrs. Mary Johnson P '13, *Administrative Assistant*

College Counseling and Senior Guidance

Mr. Michael Rosenhaus '80, *Director of College Counseling*
Mr. Sean Flanagan, *Associate Director of College Counseling*
Mr. Nicholas Linfante, *Counselor*
Mrs. Christine Connelly, *Counselor*
Ms. Stacey Fazio, *Administrative Assistant*

Diversity and Community Belonging

Mrs. Sarah Loveday, *Director of Diversity and Community Belonging*
Mr. Roberto Martinez, *Associate Director of Diversity and Community Belonging*
Mr. Juan Hermo '19, *Moderator, Diversity Among Peers (DAP)*
Mr. Phillip Schochet, *Assistant Moderator, Diversity Among Peers*

Food Service (SAGE Dining)

Mr. James DiSilvestri, *Resident District Manager, Food Service Director*
Mr. Jeffrey Newman, *Assistant Food Service Director*
Mr. Todd Crawford, *Executive Chef*

Guidance

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*
Ms. Nora McSorley, *Director of the Middle School, Middle School Counselor*
Mr. Robert Flynn, *Learning Specialist*
Ms. Stacey Van Duyne, *Administrative Assistant*

Health Services

Mrs. Denise Eickmeyer-Tse, RN, *School Nurse*

Library Services

Mr. Kent Manno, *Director, Archivist*
Ms. Maria Lorenzo, *Administrative Assistant*

Student Affairs

Mr. Charles C. Ruebling '79, P '10, *Assistant Headmaster for Student Affairs*
Mr. Bryan Stoll, *Middle School Moderator*
Mr. Andrew Lyman, *Freshman Moderator*

Mr. Daniel Szelingowski, *Sophomore Moderator*
Mr. Michael Carr '01, *Junior Moderator*
Mr. Andrew Sherwood, *Senior Moderator*
Mrs. Ashley Lloyd, *Receptionist and Attendance Officer*

Summer Programs

Mr. John Thompson, *Director of Summer School*
Mr. Andrew Lyman, *Director of Delbarton Arts Camps*
Mr. Jacob Ross, *Director of Delbarton Sports Camps*
Mr. Kendall Rogers, *Associate Director of Delbarton Sports Camps*

Transportation

Mr. Zachary Tabor, <i>Director of Transportation Services</i>	
Mrs. Ashley Lloyd, <i>Administrative Assistant</i>	
Mr. Pablo Parra Carrea	Mr. William Pierce
Mr. Juan Cortes	Ms. Johanna Riano
Mr. Kevin Dean	Ms. Judit Scherr
Ms. Dana Faulkner-Punzo	Mr. Andrew Sherwood
Mr. Jesse Mazzola	Mr. Bernardo Stival
Mr. Daniel McLain	Mr. Carl Taylor
Ms. Zulma Prudencio	Mrs. Ana Tellez
Mr. David Palmer	

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. Michael Fitzgerald	
Blood Drive	Mrs. Denise Eickmeyer-Tze, 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	
El Salvador Service Trip	Mr. Matthew White	
Interfaith Food Pantry	Mr. Jesse Mazzola	
Lectors	Mr. Matthew White	
Liturgical Music Ministry	Mr. David Blazier	
Middle School Mentors	Ms. Nora McSorley	
Neighborhood House	Mr. Dan Pieraccini	
Operation Smile	Mr. Daniel Di Meo	Ms. Yaiza Dominguez
Raising Hope Walk	Mr. Jesse Mazzola	
Brian Fleury Memorial Run It Out 5K	Mrs. Alma Lopez-Holder	
SADD	Mrs. Denise Eickmeyer-Tze, RN	Mr. Kevin Conn P '26
Covenant House Solidarity Sleep Out	Mr. Matthew White	
Student Ushers	Mr. Matthew White	
Thanksgiving Food Drive	Mr. Michael Fitzgerald	
Wave 4 Life	Mrs. Elizabeth Mainardi	

Student Activities

Activity	Moderator(s)		
American Politics Club	Mr. Thomas Bennett	Mr. Neil Murphy '07	
Anglers Club	Mr. Neil Murphy '07	Mr. Michael Carr '01	
Animal Rescue Club	Mr. Neil Murphy '07		
Anime Club	Ms. Yaiza Dominguez		
Arabic Club	Mr. Zachary Tabor		
<i>Archway</i> (yearbook)	Mr. Domenico Rodi	Ms. Bevin Freeman	
Artists Collective/Open Studio	Ms. Caitlin Servilio	Ms. Yaiza Dominguez	
Aviation Club	Mr. Robert Flynn		
Business & Economics Club	Mr. Dennis Oussenko '17		
Car Club	Mr. Kevin Conn P '26		
Chess Club & Team	Mr. Jaime Paris		
Classics Club	Dr. Rachel Carlson	Dr. Theresa O'Byrne	
Coding Club	Mr. Lagichen Jacob		
Comic Book Club	Mr. Jesse Mazzola		
Council of Seniors	Mr. Michael Del Guercio '04	Mr. Neil Murphy '07	
<i>Courier</i> (Newspaper)	Mr. Gregory Wyatt		
Cryptocurrency Club	Mr. Dennis Oussenko '17		
Culinary Club	Mr. Juan Hermo '19		
Current Events Forum	Mr. Thomas Bennett	Mr. Neil Murphy '07	
Cycling Club	Mr. Michael Rosenhaus '80		
Diversity Among Peers	Mr. Juan Hermo '19	Mr. Philip Schochet	
Deanery Program	Mr. Matthew Kovachik P '26	Mr. Michael Carr '01	
DelEx (Externship Program)	Mr. Neil Murphy '07	Mr. James Gallombardo '81	
<i>Delta</i> (literary magazine)	Ms. Christine Connelly		
Disc Jockey Club	Mr. Andrew Lyman		
Dig. Media & Broadcast. Club	Mr. Jared Lowy	Ms. Megan Podimsky	
Engineering & Design Club	Mr. Brian Theroux	Mr. John Segreto	
Entrepreneurship Club	Mr. David Martin		
Euro Challenge	Mr. Dennis Oussenko '17		
Fashion & Design Club	Mrs. Yaiza Dominguez		
Film Club	Mr. Michael Carr '01		
Film Study and Analytics Club	Mr. Patrick Cumming '18		
Forensic Society	Ms. Mary Gormley	Mr. Jamie Corcoran	Mr. Andrew Fostiropulos '20
Future Careers Club	Mr. Jack O'Reilly '14		
French Club	Ms. Doyin Adigun		

Green Wave Radio	Mr. Jared Lowy	Ms. Meghan Podimsky
Guitar Club	Mr. Matthew Corica	Mr. Dan Pieraccini Mr. Sean Rose
Activity	Moderator(s)	
History Club	Mr. John Thompson	Mr. Dennis Oussenko '17
Intramural Sports	Mr. Daniel DesPlaines	
Investment Club	Mr. Dennis Oussenko '17	
Italian Club	Mr. Michael Del Guercio '04	Mr. Daniele Pieraccini
Japanese Lang. & Culture Club	Ms. Yaiza Dominguez	
Lego Club	Mr. Robert Flynn	
Math Club	Mr. Aidan Mehigan	
Mental Health Club	Mr. Robert Flynn	
Middle Eastern Studies Club	Mr. Naina Horning	
Middle School Magazine	Mr. Daniel Szelingowski	
Middle School Sports Club	Mr. Jesse Mazzola	
Military & Veterans Club	Mr. Christopher Cocozello	
Minecraft Club	Mr. Jamie Corcoran	
Mock Trial	Mr. Gregory Bevelock	
Music Debate Club	Mr. Patrick Savidge	
Music Production Club	Mr. Andrew Lyman	
Paddle Club	Mr. John Thompson	
Photography Club	Ms. Caitlin Servilio & Yaiza Dominguez-Marca	
Ping-Pong Club	Dr. David Donovan P '19, '22, '22, '24	
Pickleball Club	Mr. Thomas Bennett	
Public Speaking Club	Mr. Jack O'Reilly '14	
Research in Science Club	Mrs. Elizabeth Mainardi Mr. Brian Theroux	Dr. Chris Dittrick Mr. Peter O'Connell
Rock Band	Mr. Daniele Pieraccini	
Sailing Club	Mrs. Theresa Maguire P '25	
School Ambassadors & Hosts	Mr. Jacob Ross	Mrs. Alma Lopez-Holder
Ski Club	Mr. John Majano-Lopez	Mr. Peter O'Connell
Social Justice Committee	Mr. Kevin Conn P '26	
Spanish Club	Mrs. Alma Lopez Holder	Ms. Doreen Altieri, Mr. Jaime Paris
Spikeball Club	Mr. Michael Benz	Mr. Michael Donnelly
Sporting Clay Shooting Club	Mr. Daniel Szelingowski	
Sports Debate Club	Mr. Thomas Bennett	
Stamp, Coin & Currency Club	Mr. Kevin Conn P '26	
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
Trivia Club and Team	Mr. Kevin Conn P '26
Activity	Moderator(s)
Ultimate Frisbee Club	Mr. David Blazier
Volleyball Club	Mr. Patrick Savidge
Yoga Club	Mrs. Margaret Nevistich P'22, '26

Performing and Visual Arts

Director of Music	Mr. David Blazier
Director of Dramatics	Mr. Matthew Corica
Musical Ensembles	Director/Moderator
Benedictones (<i>a cappella</i>)	Mr. David Blazier
Guitar Club	Mr. Matthew Corica, Mr. Dan Pieraccini, Mr. Sean Rose
Pep Band	Mr. Andrew Lyman
Private Instruction (various instruments)	Mr. David Blazier (coordinator)
Rock Band	Mr. Daniele Pieraccini, Mr. Sean Rose
<i>Schola Cantorum</i> (chorus)	Mr. David Blazier
Winter Musical Pit Band	Mr. David Blazier
Dramatics	Director/Moderator
Fall Drama	Mr. Matthew Corica, Mr. Andrew Lyman, Mr. Peter O'Connell
Winter Musical	Mr. Matthew Corica, Mr. David Blazier, Mr. Robert Flynn, Mr. Andrew Lyman, Mr. Peter O'Connell
One Acts Festival	Mr. Gregory Wyatt, Dr. Rachel Carlson
Visual Arts	Director/Moderator
Artists' Collective	Ms. Caitlin Servilio, Ms. Yaiza Dominguez
Open Studio	Ms. Caitlin Servilio, Ms. Yaiza Dominguez
Photography Club	Mrs. Yaiza Dominguez, Ms. Caitlin Servilio

Global Programs

Director of Global Programs	Mr. Daniele Pieraccini	
Program	Destination	Moderator
BEADS (Benedictines of East Africa and Delbarton Students)	Kenya and Tanzania	Mr. Brian Theroux
Bethlehem Farm	West Virginia	Mr. Michael Fitzgerald
<i>Bildungszentrum Markdorf</i> Exchange	Germany	Mr. Kevin Conn P '26
Classics Trip	Italy	Dr. Rachel Carlson
France Trip and Exchange	France	TBD
El Salvador Service Trip	EL Salvador	Mr. Matthew White
Glenstal Abbey School Exchange	Ireland	Prior Edward Seton Fittin, O.S.B.
Jordan, Israel and Palestine Trip	Jordan, Israel & Palestine	Mr. Zachary Tabor
Operation SMILE	Various	Ms. Yaiza Dominguez
Rosebank College Exchange	Australia	Mr. Daniel Pieraccini
San Pedro Exchange	Peru	TBD
Soccer Training (alt. years)	Various countries	Dr. David Donovan P '19, '22, '22 '24
The Italian Experience	Italy (various locations)	Mr. Michael Del Guercio '04

Athletics

Administration and Training Staff

Dr. Antonio Negrin	Director of Athletics
Mr. Daniel DesPlaines	Assistant Director of Athletics
Mr. Daniel Whalen	Director of Athletic Facilities
Mrs. Mary Johnson P '13	Administrative Assistant
Mr. Matthew Beneszewski	Head Athletic Trainer
Mr. Kevin Nasse	Athletic Trainer
Mr. William (Austin) Arndt	Athletic Trainer
Mr. Luke Chiarolanio '11	Director, Strength & Conditioning
Mr. John Majano-Lopez	Assistant Director, Strength & Conditioning
Mr. R. J. Cobbs	Strength and Conditioning Coach
Mr. Gerald Jabbour '20	Strength and Conditioning Coach
Mr. Matthew Leotti '06	Strength and Conditioning Coach

Fall Sports Coaching Staff

Sport	Level	Head	Assistant Coach(es)
Cross Country	Varsity	Mr. Collin Frost	Mr. Andrew Sherwood, Mr. Jack O'Reilly '14
	Middle School	Mr. Brian Theroux	
Football	Varsity & Junior Varsity	Mr. Brian Bowers	Mr. Nick Agelis Mr. John Ahsler P '15 Mr. Luke Chiarolanio '11 Mr. R. J. Cobbs Mr. Patrick Cummings '18 Mr. Timothy Fell '89 Mr. Robert Flynn Mr. Andrew Fostiropoulos '20 Mr. Matthew Leotti '06, Mr. Nick Mangold P'29 Mr. Ross Martin Mr. Nicholas Russo Mr. Zachary Tabor
	Freshman	Mr. Michael Donnelly	Mr. Carl Hauser P '26 Mr. Solomon Holzworth Mr. Dylan Miccolis '21
	Middle School	Mr. Daniel DesPlaines	Mr. Michael Fitzgerald Mr. Will Davies
Soccer	Varsity	Dr. David Donovan P '19, '22, '24	Mr. Joshua Hartle Mr. Jacob Ross

Junior Varsity	Mr. Neil Murphy '07	TBD
Freshman	Mr. John Thompson	Mr. Christian Gomez Reyes
Middle School	Mr. Naina Horning	Mr. Michael DelGuercio '04

Winter Sports Coaching Staff

Sport	Level	Head	Assistant Coach(es)
Basketball	Varsity	Mr. Matthew Crane	Mr. Christopher Cocozello, Mr. Timothy Fell '89 Mr Gerald Jabbour '20
	Junior Varsity	Mr. Matthew White	TBD
	Freshman	Mr. R. J. Cobbs	Mr. Solomon Holzworth, Mr. Kyle Vinci '20
	Middle School	Mr. Michael Del Guercio '04	Mr. Will Davies
Bowling	Varsity & Junior Varsity	Mr. Kacy Kane	
Hockey	Varsity	Mr. Bruce Shatel	Mr. Jacob Ross Mr. Craig Wicker P '20
	Junior Varsity	Mr. Nicholas Linfante	Mr. Mark Benemerito
	Middle School	Mr. Michael Carr '01	Mr. Jack Diffley
Indoor Track and Field	Varsity	Mr. Andrew Sherwood	Mr. Michael Benz '14 Mr. Collin Frost Mr. Jack O'Reilly '14 Mr. Sean Rose
Skiing	Varsity	Mr. Kenneth Johnson	Dr. Theresa O'Byrne
Squash	Varsity	Mr. J. Craig Paris '82, P '13, '15, '19	
	Junior Varsity	Mr. Thomas Bennett	
Swimming	Varsity	Mr. Patrick Savidge	Mrs. Alma Lopez-Holder
Wrestling	Varsity & Junior Varsity	Mr. Bryan Stoll P '26	Mr. Guy Russo P '19 Mr. Philip Schochet Mr. Darren Dungee Mr. Ryan Harrington Mr. Craig Frost Mr. Garret Bean
	Middle School	Mr. Chris Costa	TBD

Spring Sports Coaching Staff

Sport	Level	Head	Assistant Coach(es)
Baseball	Varsity	Mr. Bruce Shatel	Mr. Douglas Anderson '02 Dr. Tony Negrin Mr. Kyle Vinci '20
	Junior Varsity	Mr. Daniel Szelingowski	TBD
	Freshman	Mr. Thomas Bennett	Mr. Solomon Holzworth Mr. Kenneth Anderson
	Middle School	Mr. Matthew Crane	Mr. Gerald Jabbour '20
Golf	Varsity	Mr. Sean Flanagan	
	Junior Varsity	Mr. Nicholas Linfante	
Lacrosse	Varsity	Mr. Matthew Kovachik P '26	Mr. Matthew Corica Mr. Gary Gadek Mr. Carl Houser P '26 Mr. Thomas Schreiber
	Junior Varsity	Mr. Patrick Cummings '18	TBD
	Freshman	Mr. Neil Murphy '07	Mr. Chuck Ruebling '79, P '10
	Middle School	Mr. Robert Flynn	Mr. Dylan Miccolis '21
Rugby	Varsity	Mr. John Majano-Lopez	Mr. Michael Donnelly Mr. John Segreto
Track and Field	Varsity	Mr. Andrew Sherwood	Mr. Michael Benz '14 Mr. Collin Frost Ms. Nora McSorley Mr. Jack O'Reilly '14 Mr. Sean Rose
Tennis	Varsity	Mr. John Thompson	
	Junior Varsity	Mr. Peter O'Connell	
	Middle School	Mr. Patrick Savidge	

Student Council (Council of Seniors)	
President	Dara Corr '26
Vice-President	Femi Oshodi '26
Secretary	Sean Fialcowitz '26
Councilman	Benjamin Migliaccio '26
Class Presidents	
Junior	Holden Leidl '27
Sophomore	Jameson Ebrahim '28
Freshman	TBD (election fall 2025)
Middle School	TBD (election fall 2025)

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 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 expulsion from Delbarton School or discharge from employment at Delbarton School.

Delbarton School will also report any and all concerns to appropriate civil authorities in fulfillment of the law. Delbarton School is committed to providing a working/learning environment that is free of insult, ridicule, intimidation, and abuse. The Headmaster shall instruct all employees of Delbarton 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 at Delbarton 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 or has received a complaint of a violation, must report the violation, as soon as possible, to the appropriate school representative. For students, this includes any teacher, counselor or administrator, up to and including the Headmaster. Employees, including supervisors and administrators, up to and including the Headmaster, should notify Human Resources. Human Resources includes both the Human Resources Specialist and the Chief Financial and Operations Officer.

All complaints will be taken seriously and promptly referred for an impartial and confidential investigation, in accordance with the School's complaint resolution procedure. Recommendations for resolution cannot be made until an investigation is complete, and personal opinions should not be drawn prematurely. No one is excused from adherence to this procedure, and all employees are required to cooperate with the procedure. All persons are assured that no retaliation or reprisals of any kind will be taken against them for reporting any incident under this policy.

The investigation will enable the School to determine whether or not a violation of this policy has occurred and how to address the issues arising from the potential violation. Resolution may include, if appropriate, requiring the individuals involved to meet and confer with a neutral third party who will help facilitate open discussions to resolve the issue(s).

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 to Human Resources. Once an investigation has begun, all employees are required to cooperate with the investigation.

No one at 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 and 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 the 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(s) 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 Abbot of St. Mary's Abbey and the Board of Trustees 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 the Abbot and the Board of Trustees

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 for Student Affairs 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

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 or addressing 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.

Delbarton’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

Delbarton’s policies for inappropriate non-physical / on-line interactions are:

<i>Inappropriate Non-Physical / On-Line Interactions</i>
<ul style="list-style-type: none">• Direct messages (DMs) and/or communications with students through any social media other than Delbarton School’s email or course management (Schoology) accounts• Requesting or accepting any current student of any age, or any former student under the age of 18, as a friend, follower, subscriber, or similar request on any personal social media account unless they are the parent of the student• Posting comments and/or images on any social media account of any current student of any age, or any former student under the age of 18, unless they are the parent of the student

Procedures for Managing the 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.

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

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

Examples of contact outside of regularly scheduled program 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, attending public events together in a shared community (like graduation, athletic events, religious ceremonies), and any form of online non work-related social media activity in any medium or form that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis (collectively: “social media”). Examples of social media include, but are not limited to, Instagram, TikTok, Snapchat, YouTube, Facebook, X (formerly known as Twitter), and Reddit,

If there is a pre-existing social or familial relationship, ensure proper (i.e., professional) boundaries are drawn by the employee or volunteer during School programming. 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 reality.

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 the various youth sports programs, practices must be monitored and evaluated by a full-time employee who is familiar with policies and procedures. Head coaches should do the following when supervising students at practices of contests:

- Maintain a record of information such as arrival and departure times and attendees who were present.
- Arrive before other coaches and ensure all coaches are prepared for the athletes to arrive.
- Survey the physical environment and ensure that it is suitable for the activity to be conducted safely for participants.
- Actively monitor the 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.

Harassment

Statement of Principle

Delbarton School is aware of and takes seriously its obligation to provide its employees with a workplace free of unlawful harassment, including but not limited to, sexual harassment. This Statement is designed to reiterate Delbarton School's opposition to, and prohibition of, all forms of unlawful harassment, and explain Delbarton School's unlawful harassment complaint procedure. In sum, this Statement will help you recognize what the law views as unlawful harassment and advise you how to report it.

Definitions

Harassment violates the law when it is directed at an employee because of his or her race, color, national origin, citizenship status, religion, sex, gender identity and/or expression, sexual orientation, marital status, disability, age, citizenship, military or veteran status, or any other characteristic protected under applicable law. Harassment is a form of unlawful discrimination.

All employees must understand that: (1) no one is allowed to engage in unlawful harassment; (2)

Delbarton School will not tolerate anyone unlawfully harassing anyone else; and (3) Delbarton School will not force you to put up with such harassment from anyone here, including people who are not Delbarton School employees, but who you have to deal with in the course of your work.

No one is required to endure unlawful harassment to work at Delbarton School.

What is unlawful harassment?

Harassment takes many forms, but all of it is offensive. Unlawful harassment may involve, but is not limited to:

- making submission by an individual to the offensive conduct either an explicit or implicit term or condition of employment;
- making submission to, or rejection of, such conduct the basis of employment decisions affecting the individual or;
- creating an intimidating, hostile or offensive working environment by such conduct.

Unlawful harassment is behavior that is not welcome, is directed against the person because of his or her sex, race or other legally protected category, and that is severe or pervasive enough to make the person reasonably believe that the conditions of his or her employment are altered, and the working environment is hostile or abusive.

Forms of harassment include, but are not limited to:

Spoken: Racial or ethnic slurs, including mocking, ridiculing or mimicking another's culture, accent, appearance or customs; other offensive comments or jokes about one's membership in a legally protected classification; sexual innuendos, sexually suggestive comments, jokes of a sexual nature, sexual propositions or threats.

Non-Spoken: Offensive objects or pictures (for example, ridiculing someone based on race, etc.), sexually suggestive objects or pictures, graphic commentaries, inappropriate computer graphics, suggestive or insulting sounds, posters, cartoons, drawings, graffiti, leering, whistling, or obscene gestures.

Physical: Unwanted physical contact, including touching, pinching, patting, brushing the body, or pushing, assault, blocking normal movement, or interference with work directed at you because of your sex, race or other protected characteristic.

Use of Computers & Other Electronic Devices, including inappropriate use of Delbarton School computers via the Internet or Delbarton School's email system, to transmit or otherwise communicate sexually suggestive, pornographic or sexually explicit pictures, messages or material, or other inappropriate/offensive material. In addition, use of an employee's personal electronic equipment is covered by this Statement.

Threats and Demands to submit to sexual requests to keep your job or avoid some other loss and offers of job benefits in return for sexual favors.

Sexual Harassment: Sexual harassment of any kind is specifically prohibited. Sexual harassment of employees in the workplace is illegal, unacceptable and will not be tolerated.

Under state and federal law, unlawful sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where: (a) submission to such conduct is made a condition of employment, either explicitly or implicitly; (b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or (c) 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.

Examples of Sexual Harassment Cases: Possible types of sexual harassment complaints include:

- An employee is fired or denied a job or an employment benefit because he or she refused to grant sexual favors.
- An employee is exposed to an offensive work environment. Exposure to various kinds of behavior or to unwanted sexual advances alone may constitute harassment.

In addition to the examples set forth above, examples of sexual harassment could include, but are not limited to, the following: unwelcome sexual propositions or marriage proposals; unwelcome touching, kissing or other offensive physical contact of a sexual nature; unwelcome lewd gestures, remarks or innuendos; unwelcome discussions of sexual practices or anatomy; and unwelcome sexually offensive posters, photographs, drawings, cartoons, jokes, stories, nicknames or comments about appearance.

Application of Unlawful Harassment Statement

This Statement applies to everyone. It covers all Delbarton School employees, management and non-management alike, male and female, full and part-time, monastic and lay, as well as applicants for employment and temporary employees, as well as any other persons at the workplace. All Delbarton School personnel are expected to avoid any conduct that could be construed as unlawful harassment by any employee. This Statement also prohibits unlawful harassment by nonemployees, such as customers, contractors and vendors.

This Statement applies to harassment whether it occurs on our premises or in some other location where an Delbarton School activity occurs, such as on a business trip or at an Delbarton School social event.

Penalties for Violation

Whatever form it takes, unlawful harassment is insulting and demeaning to the recipient and will not be tolerated. All personnel must comply with this Statement and the law against unlawful harassment and take appropriate measures to ensure that such conduct does not occur. Any employee who violates this Statement is subject to immediate termination, or such other disciplinary action as Delbarton School deems appropriate under the circumstances, including but not limited to a verbal or written warning, suspension, demotion, transfer, cut in pay, leave of absence, and/or required anti-harassment training.

Complaint Procedure

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your supervisor or, if the employee prefers, to the School's Chief Financial and Operations Officer. If you are unable for any reason to contact these persons, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact any member of management. If the person toward whom the complaint is directed is one of the individuals indicated above, you should contact any higher-level manager in your reporting hierarchy.

If you see another employee being harassed, tell him or her about Delbarton School's policy against harassment, that he or she can demand that the other stop such behavior, and that he or she can contact his or her supervisor or other members of management for help.

If another employee tells you he or she finds your behavior offensive, do not get angry or insulted. People have different values and standards and may be offended by behavior you think is proper. Tell the employee you did not realize he or she would be offended by your behavior and stop the complained-of conduct immediately.

If you are harassed by a non-employee, contact your supervisor or Human Resources for help. Delbarton School will take appropriate action to protect its employees from harassment by non-employees.

The key is that if management does not know about the harassment, Delbarton School cannot help you. Again, therefore, if you believe that you have been the subject of unlawful harassment, or have any other complaint involving any matter addressed in this Statement, you should bring the matter immediately to the attention of your supervisor, the School's Chief Financial and Operations Officer or the Headmaster and provide a full and accurate report of the underlying facts.

Also, anyone having knowledge that unlawful harassment involving Delbarton School employees may have occurred is required to report the incident or behavior to your supervisor immediately. If you prefer not to discuss the matter with your supervisor, you should contact the School's Chief Financial and Operations Officer or the Headmaster.

Any supervisor or other member of management who receives a complaint of unlawful harassment or observes what may be a violation of this Statement, must report such to the School Chief Financial and Operations Officer.

To help Delbarton School investigate, employees are encouraged (but not required) to present their complaints in writing, and in any event should provide as much detail as possible and identify any witnesses as well as any relevant documents or other evidence.

Delbarton School will conduct a prompt and impartial investigation of any complaint that alleges a violation of this policy (unless the matter is resolved prior to the institution of an investigation). If any violation of this policy is found to have occurred, Delbarton School will take appropriate corrective action against the individual(s) involved.

NOTE: Please note that Delbarton School also is opposed to unlawful discrimination of all types (whether called “harassment” or not), and employees should promptly come forward if they have any concerns in that regard.

Cooperation

All employees are required to cooperate truthfully and in good faith with Delbarton School in any investigation under this policy.

Confidentiality

Delbarton School will attempt to keep complaints and investigations under this policy confidential to the greatest extent possible, but some disclosure may be necessary to conduct a proper investigation. Delbarton School prefers that employees not discuss complaints or investigations under this policy with others because unnecessary disclosure may prevent a fair investigation and is unfair to the parties involved in the matter.

No Retaliation

Retaliation in any form against any person because he or she complains in good faith of unlawful harassment, or assists in the investigation of such complaints, is unlawful and will not be tolerated.

Any individual engaging in retaliation may be subject to discipline, up to and including immediate discharge.

Employees who believe they have been retaliated against in violation of this policy are urged to utilize the same complaint procedure described above.

A complaint of unlawful harassment may arise out of a misunderstanding, or a mistaken belief of the facts, yet obviously still be brought in good faith. However, the complaint system is not intended to be used to pursue personal agendas or to shield oneself from discipline for poor performance or conduct.

All Forms of Unlawful Harassment Are Forbidden

This policy is not limited to “sexual” harassment. This policy also applies to unlawful harassment based on any other illegal criteria, including because of an individual’s race, color, national origin, citizenship status, religion, sex, marital status, disability, age, citizenship, military or veteran status, or any other characteristic protected under applicable law.

Questions

Questions about this Sexual and Other Unlawful Harassment Statement and Complaint Procedure should be directed to the School’s Chief Financial and Operations Officer. For example, if you think you may be involved in an unlawful harassment situation but are not sure, just ask.

Purpose of this Statement

This Sexual and Other Unlawful Harassment Statement and Complaint Procedure is intended to describe the current state of the law against unlawful harassment, and to make certain that all personnel are aware of the law, and of Delbarton School's procedures for reporting and remedying unlawful harassment in accordance with the law.

While Delbarton School is firmly committed to the principles established in the state and federal laws to combat unlawful harassment and discrimination, nothing in this policy (or any other policy) is intended to impose upon Delbarton School any obligations beyond what those laws that are applicable to Delbarton School impose, nor to extend any deadlines provided by any of those laws.

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.

Crisis Management and Emergency Procedures

Delbarton School has developed emergency procedures for responding to events that require the evacuation of Delbarton School (e.g., fire alarm) or sheltering in place (e.g., police activity near the Delbarton School campus). These procedures exist to protect the safety of employees, students, and other persons on Delbarton School premises and to preserve order. These procedures may be tested from time to time, as in the case of fire drills.

Employees should familiarize themselves with emergency procedures and discuss them with their supervisor to determine their own responsibilities in the event these procedures are activated. These procedures are found in the *Crisis Response Manual* located in each classroom and office, and on the Crisis Manager phone app (produced by School Dude).

Fire Drills

Teachers are to accompany their students during these drills and to exercise strong leadership so that all regulations for safety and order are properly carried out. For details on where to exit for drills, consult the announcement posted in each classroom. Once outside, students are expected to assemble in the courtyard area around the flagpole.

After making certain that the students are accounted for and all the windows closed, and lights are out, proceed with your class to the designated exit after closing the classroom door.

Walk during the exit from and return to the building with a minimum amount of talking.

The teacher is to remain with his or her class and take roll before returning to the classroom; after the all-clear has been indicated take attendance again. The return to the classroom should be in the same quiet, orderly manner.

Lock Down Drill

In response to an increased need for safety in our nation's schools, law enforcement agencies across the country have outlined plans for improving school safety and responding to a crisis. Based on the Columbine experience, police will no longer establish a perimeter and react to threats; police are now trained to enter a school building and actively engage the threat or violence. This change in police strategy requires us to respond to a verified threat or act of violence with a safety plan. This plan involves a lock down drill at Delbarton to improve our ability to be safe during an actual emergency.

A few key points about a lock down drill:

- The public address system will be used to start and conclude the lock down.
- Once the public address announcement begins (live or recorded), all exterior doors in all academic buildings will be locked.
- When the drill begins, all teachers, staff, and administrators must close and lock their classroom or office door from the inside. Teachers should take a quick glance in and about their doorway to bring in any students or faculty that may be in the hallway.

- In any first-floor office, classroom, library, meeting space, etc., all windows and window shades should be closed, and, the door must be locked from the inside.
- Any student in the hallway once the drill has begun and doors have been locked should move to the nearest bathroom.
- The Athletic Center should be secured in the same fashion as a classroom or the library.
- All students and staff in the St. Joseph (old) Gym should move to the main locker room. All offices, the Abbot Brian Clarke (new) gym, all locker rooms, and the weight room should be secured. All Athletic Center bathrooms should be left open.
- Any student or staff in the library should remain in the library. An adult should close the shades and lock the doors from the inside. Everyone in the main section of the library should move to the rear of the library behind the bookshelves against the exterior wall and remain low against the exterior wall. Any person in the Library Quiet Study should move into the adjacent bathroom. Staff in the interior office should remain in the office.
- Students/Staff/Faculty who are outside must NOT enter any building. All entrances and exits to the school will be locked. Those on the outside should flee to an out of sight location, such as behind a dumpster, tree, bush, etc.
- Once a classroom or office door is locked, it must not be opened until the “all clear” signal is given.
- The blackout shade to cover the window in the door should be released.
- The doorway of rooms and offices should be barricaded with chairs, desks, etc., using enough material to prohibit entry if the doorway entry is breached.
- All students should place their cell phones in the basket provided in each classroom.
- Once entry is barricaded, everyone inside a room should move to a position along the interior wall, staying low as best as possible and out of view from any outside window. All classroom or office lights must be turned off. Some classrooms and offices present challenges to staying out of sight. Faculty and staff should analyze their classroom or office and identify the safest spot. The Assistant Headmaster for Student Affairs can assist with any questions or concerns.
- All students, faculty, and staff should remain quiet for the duration of the drill.

Evacuation (Code Red)

A “Code Red” evacuation would be used if we had to assemble all members of the Delbarton School community quickly, exit a building due to a gas leak, or respond to a bomb threat.

An announcement over the public-address system will initiate the evacuation and direct all students, faculty and staff to a specified location on campus (Abbot Brian Clarke Gym, the Abbey Church, or Fine Arts Center). Students will sit by class and faculty will assist in the orderly seating of students as per usual and customary at School community gatherings.

School faculty are reminded to:

- Wait for the announcement before starting the drill.
- Bring your roll/attendance book or PowerSchool class list with you (Attendance during this drill will not be taken).
- Close all doors when exiting a classroom or office.

- Encourage efficiency with students in exiting classrooms, etc., and maintain orderly behavior en route to the meeting area.

Health Emergencies

All injuries or illnesses must be reported to the School Nurse as soon as possible by the staff member present or by the person who oversees the class or activity (this applies to all on campus as well as off-campus School activities). Accidents/Incidents requiring a visit to the physician or hospital require a completed Accident/Incident Report within 24 hours.

Emergency First Aid Procedure Call the School Nurse at ext. 3080.

If an Emergency Medical Service (EMS) is needed for severe injury (life-threatening) or suspected cardiac arrest, call 911. The phone in the School Nurse's Office will indicate the location of the call.

Defibrillators (AEDs) are on all 3 floors of Trinity Hall, the 2nd floor of Old Main, in the hallway adjacent to the dining room, in the hallway between the two gymnasiums, on the main level of the FAC near the elevators, Lower Abbey Field, the Football Field, Southgate Field and Ryan Field. In addition, each athletic trainer will have an AED with him/her at games and practices and there are portable AED's in the Nurse's office.

If you are unable to reach the School Nurse during classes, call the School Receptionist (ext. 0) or the Main Office (ext. 3019 or 3026) and request immediate aid. Give the name of the student so the Nurse can bring the appropriate emergency information. Never leave an injured or unconscious student alone.

If the person has:

- Bleeding: Put on gloves and apply direct pressure over the bleeding area.
- Lacerations: Apply direct pressure over bleeding area.
- Possible Fracture, head injury, back injury: Do not move person, keep them still, preferably lying down.
- Seizure: protect person from injury, place something soft under head and clear the area. DO NOT put anything in the mouth. DO NOT try to restrict arm or leg movements. Loosen any tight clothing around the neck. Time the seizure; be prepared to report the observations to the nurse. When the seizure is over, turn the person's head to the side.
- Fainted: lie flat on back, elevate feet, and loosen tight clothing. If in a hot or crowded area, try to improve air flow.

These procedures are found in the *Crisis Response Manual* located in each classroom and office, and on the Faculty & Staff portal on *delbarton.org*.

Gift Giving and Acceptance

Students and/or families may give gifts to reflect their appreciation for employees and the services they provide. “Gift” means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value. 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. Gifts to students are strictly prohibited.

Inclement Weather

While inclement weather or other factors may force the cancellation of classes at Delbarton School, Delbarton School’s other operations may not necessarily be affected. Should extreme conditions or emergency situations arise; the following policy will be in effect:

For faculty, coaches and activity moderators

- If school is closed for one day because of inclement weather, classes will not be held on the day of closure, either in person or virtually.
- If closure is for more than one day, the “Virtual Delbarton” schedule will be followed for as many days as campus is closed after the first day of closure. Staff and students will be notified during well in advance of such extended closure so appropriate planning can occur for online instruction.
- If snow is falling and school is not cancelled, teachers are expected to get to school at their earliest convenience. If possible, first period classes will meet, but attendance will not be taken until the second period.
- If snow begins to fall while school is in session, classes will usually end at 11:30 am, and students will leave at that time. There are no athletic practices or activity meetings on such days.
- If a snowstorm occurs after 11:00 am, Delbarton will be in session until 2:45 pm because buses cannot arrive until the usual time (4:00 pm).

For all other employees

Non-exempt employees considered “essential personnel,” including maintenance and certain housekeeping employees, who are called into work when Delbarton School is closed for an emergency, will receive pay at the rate of time and one half for all hours worked on that day.

All other non-exempt employees (non-essential personnel) will not be expected to report to work but will be paid at straight time for the hours normally worked for that day. Non-essential non-exempt employees not scheduled to work on a day that is closed will not be compensated for the day. In the event non-essential non-exempt employees decide voluntarily to report to work on a closed day, they will receive their normal pay (but not any additional compensation).

Early closing for all other employees

In certain circumstances, school may be closed prior to the normal closing time due to a weather or emergency condition. “Essential personnel” who are required to stay after an early closing will

receive pay at the rate of time and one half worked after the closing takes effect. All non-essential employees will be allowed to leave campus but will be paid as if they worked a regularly scheduled day. In the event non-essential personnel decide voluntarily to work after an early closing, they will receive their normal pay (but not any additional compensation).

In any circumstance where Delbarton School is closed for a second consecutive day due to a weather or emergency event, non-essential hourly personnel will be paid the equivalent of one-half day's pay, provided they are scheduled to work that day. Non-essential personnel who decide to report to work will be paid for their hours worked, provided it is a scheduled workday, but will not also be paid the half day of pay, as noted above

Restricted Areas

Certain areas of the campus are considered restricted areas that are not available or open to students, except as noted below.

- Dining Hall (except from 7:30-7:50 am, lunchtime, and 4:30-6:00 pm)
- Edward J. Murphy Fitness Center and Pizzo Family 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, except for events supervised by a staff member)
- Lynch Athletic Center gyms (unless a staff member is present and supervising)
- Monastery buildings (1966 Monastery, Vincent House, Abbey Church [unless a staff member is present and supervising])
- Old Main (except for events supervised by a staff member)
- Pool (unless a faculty member and a certified lifeguard are present)
- Parking Areas (during school hours, unless escorted by a Security officer)
- Retreat Center (outside of scheduled student retreat times and only when supervised by a staff member)

School Day and Building Access

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 designated areas at 4:15 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, the School reserves the right to search 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.

Searches will be performed by a Security officer, with the permission of and supervision by the Assistant Headmaster for Student Affairs.

Student Identification Cards

All Delbarton students are issued identification cards. Identification cards are required for entry into the school buildings and students must visibly display cards on school premises at all times. Upon request, these cards are to be shown to school personnel, bus drivers, security personnel, etc. Failure to follow these requests are a breach of Delbarton's security protocol and may result in disciplinary action. Students who lose their cards must report this immediately to the Director of Security. Failure to do so may result in disciplinary action. There is no charge for the original ID card; replacements are \$40.00.

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.

Access to any of the following types of web sites is a violation of the acceptable use policy:

- Any site displaying sexually explicit or pornographic content of any kind.
- On-line games, including but not limited to gambling, fortune telling, lotteries, sweepstakes, and other games of chance.
- Any site promoting violence, the use of controlled substances or other illegal activity
- Any site promoting a multi-level marketing, home based business or other money-making scheme, mass solicitations [colloquially known as "spam"] chain letters; or other similar communications.
- Any site that allows for the downloading of media or any other files that are a violation of federal copyright laws.

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.

Artificial Intelligence

- AI tools should supplement the educational process without undermining the integrity of academic work. Examples of appropriate use include generating ideas for brainstorming sessions, providing tutoring in specific subjects, and automating administrative tasks.
- Direct submission of AI-generated work as one's own without proper attribution or reliance on AI for completing assignments without understanding the content is prohibited.
- Users must respect copyright laws and intellectual property rights when using AI tools. This includes not using AI to replicate or modify copyrighted materials without authorization and properly citing all sources of content, including AI-generated content, to avoid plagiarism.

Laptops and Other Devices

Delbarton is a Bring-Your-Own-Laptop school for 9-12 grades. We recommend an up to date MAC or PC with ample drive space and memory. Laptops are a mandatory component of every student's educational tool kit at Delbarton. Students should have their laptops and chargers available at all times during the academic day.

Chromebooks

Delbarton issues a Chromebook for school use to 7 & 8 grade students. The device must be returned upon entering 9th grade.

Mobile Communication Devices and Communication

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

To protect teacher privacy and the School, teachers may not accept invitations to non-school related social networking sites from students of any age 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 eight characters long and include three out of four of the following – upper-case and lower-case characters, numbers, and symbols.

School Network

Each student is assigned a username which is used to access the Delbarton School printing. 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.

Email

Each student is assigned a Delbarton email address in the same format as the username. Example: Smith_J@delbarton.org. The full email address is used to login to the Delbarton school web site to access google workspace and other school resources. All google resources provided are for academic use only.

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, X (formerly known as 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 occur exclusively 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, DMs, and other forms of communication between faculty and students that are not through a School platform are not permitted.
- In exceptional 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

VectorSolutions Vector Alert is an anonymous 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.ustob>

Using Vector Alert, you can 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 VectorSolutions Vector Alert Terms of Use and Privacy Policy, is available online at <http://1741.alert1.us>.

Whistleblower Policy

Delbarton School requires its employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

Delbarton School complies with the New Jersey Conscientious Employee Protection Act, N.J.S.A. 34:19-1 et seq. ("CEPA"). CEPA protects employees by making it unlawful for employers to take adverse employment action against an employee who discloses, objects to or refuses to participate in certain actions that the employee reasonably believes are unlawful or in violation of a clear mandate of public policy. CEPA specifically prohibits an employer from taking adverse or

retaliatory action against an employee because the employee does any of the following:

- a. Discloses, or threatens to disclose, to a manager or to a public body, an activity, policy or practice of the employer or another employer, with whom there is a business relationship, that the employee reasonably believes:
 1. is in violation of a law, or a rule or regulation promulgated pursuant to law, including any violation involving deception of, or misrepresentation to, any shareholder, investor, client, patient, customer, employee, former employee, retiree or pensioner of the employer or any governmental entity, or, in the case of an employee who is a licensed or certified health care professional, reasonably believes constitutes improper quality of patient care; or
 2. is fraudulent or criminal, including any activity, policy or practice of deception or misrepresentation which the employee reasonably believes may defraud any shareholder, investor, client, patient, customer, employee, former employee, retiree or pensioner of the employer or any governmental entity;
- b. Provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into any violation of law, or a rule or regulation promulgated pursuant to law by the employer, or another employer, with whom there is a business relationship, including any violation involving deception of, or misrepresentation to, any shareholder, investor, client, patient, customer, employee, former employee, retiree or pensioner of the employer or any governmental entity, or, in the case of an employee who is a licensed or certified health care professional, provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into the quality of patient care; or
- c. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes:
- d. is in violation of a law, or a rule or regulation promulgated pursuant to law, including any violation involving deception of, or misrepresentation to, any shareholder, investor, client, patient, customer, employee, former employee, retiree or pensioner of the employer or any governmental entity, or, if the employee is a licensed or certified health care professional, constitutes improper quality of patient care;
- e. is fraudulent or criminal, including any activity, policy or practice of deception or misrepresentation which the employee reasonably believes may defraud any shareholder, investor, client, patient, customer, employee, former employee, retiree or pensioner of the employer or any governmental entity; or
- f. is incompatible with a clear mandate of public policy concerning public health, safety or welfare or protection of the environment.

If an employee intends to disclose information regarding an illegal activity, policy or practice or violation of public policy to a public body, to be protected by the law the employee must first

provide written notice to Delbarton School and afford Delbarton School reasonable opportunity to correct the alleged violation. That advance written disclosure (and opportunity to correct) shall not be required only where the employee is reasonably certain that the activity, policy or practice is known to one or more managers of Delbarton School or where the employee reasonably fears physical harm because of the disclosure, provided, however, that the situation is emergency in nature.

Delbarton School has designated the following contact person to answer your questions and/or provide additional information regarding your rights and responsibilities under CEPA, as well as to receive written notice of any improper activity, policy or practice that you reasonably believe has been committed: the Headmaster or to the School's Chief Financial and Operations Officer. Delbarton School will not tolerate any violations of CEPA or any other law. Employees who believe that Delbarton School is in violation of any law or clear mandate of public policy should direct their concerns to Human Resources.

Retaliation in any form against any person because he or she complains in good faith of a perceived violation of a law or clear mandate of public policy, or a CEPA violation, or assists in the investigation of such complaints, is unlawful and will not be tolerated. Any individual engaging in retaliation may be subject to discipline, up to and including immediate discharge.

Employees who believe they have been retaliated against in violation of this policy are urged to report such to the Headmaster or to the School's Chief Financial and Operations Officer.

A complaint or other concern brought under this policy may arise out of a misunderstanding, or a mistaken belief of the facts, yet obviously still be brought in good faith. However, the complaint system is not intended to be used to pursue personal agendas or to shield oneself from discipline for poor performance or conduct.

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 of more than eight class periods for semester courses, and fifteen class periods 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 School Nurse before attending classes.

Students with an unexcused absence (see below 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 unexcused absence policy. Unexcused students also 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 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. For seniors, all course requirements must be completed by July 1 so a transcript may be submitted to his chosen college. If 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 be obtained from the Assistant Headmaster for Student Affairs or the Attendance Officer.

Late academic work

Faculty/student communication is essential for academic success at Delbarton School. Teachers and students should actively and productively dialogue about an assignment. Students should turn in all assignments on the due date. Students who willfully disregard due dates will be assessed late penalties at a rate of five percentage points per school day.

For example, a student who turns in a paper three days late can receive at most an 85% for that assignment ($100\% - 3 \times 5\% = 85\%$). Assignments not turned in within one cycle (8 school days) of the due date may earn no higher than a failing grade of 60/F. If a student does not ever turn in the assignment, his grade for that assignment will be a zero (0 out of 100 or 0% of total possible points).

Requests for an extension of an assignment's due date must be made 24 hours (or more) before the due date and may be granted at the teacher's discretion within the parameters of established communication between the student and teacher.

Daily, formative assessments (classwork, homework, etc.) are also expected to be turned in on their due date and can be scored "0" if not turned in on the due date. Teachers may excuse students from turning in missed formative assessments if the teacher believes that there are alternative ways for students to learn or show mastery of the material.

Students making up tests should schedule the make-up test upon their return to school. The expectation is that the missed test will be taken as soon as possible upon returning to school.

Remote Learning

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

Tardiness

A student who arrives to class later than 8:00 am is considered tardy. In order to be eligible to participate in co-curricular activities, a student must arrive to school by no later than 10:35 am. In the event of an extenuating circumstance, a student should contact the Assistant Headmaster for Student Affairs.

A student with three unexcused tardies will serve a detention. A detention will be added for each additional unexcused tardy.

Students who drive to school are advised that more than two detentions will result in a student's driving privilege being suspended for two weeks (10 school days) plus disciplinary probation. A further breach will result in a one semester suspension. 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's members are the:

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

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

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. 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

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 course in the spring semester, and who fails the final exam in the same course, will fail the course for the year. He 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, Advanced+, and Online 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, two Advanced courses (Advanced Chemistry and Advanced Arabic IV), and two post-AP, Advanced+ courses (Linear Algebra and Data Structures).

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 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.

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

Online Course Policy

Students in certain situations may enroll in online courses to satisfy graduation requirements and earn Delbarton School credit. Situations that allow for online courses include: a student has exhausted Delbarton's entire curriculum in a given subject (student has taken all Delbarton courses in an academic department); student signed up for a graduation required course that fails to meet Delbarton's minimum enrollment; other reasons approved by Assistant Headmaster for Academic Affairs, Registrar, and Department Chair.

All online courses must be approved by the Assistant Headmaster for Academic Affairs, Registrar, and the appropriate Department Chair prior to student enrollment.

Online Course grades and course completion

In an externally provided online course, a student's grade on his Delbarton report card will be the grade assigned by the online course teacher based on the scale that the online program uses. Grades will not be recalculated according to the Delbarton School numerical-letter grade scale. Students must complete the entire online course to earn Delbarton School credit. For AP and post-AP courses, appropriate GPA "bumps" will apply.

Online Academic Integrity

Students are responsible for upholding Delbarton's Academic Honor Code when completing online assignments. In addition, students must abide by all academic policies of the online provider. Delbarton School will honor all decisions made by the host institution or online provider in regards to Academic Integrity. Students that violate rules concerning Academic Integrity will face both the appropriate Delbarton and host institution's consequences (up to and including failure to graduate or dismissal from Delbarton School).

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), Khubani 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 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 enrollment in the spring prior to matriculation. The main factor in these recommendations is the student's academic profile in his application file and in 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; 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: 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.

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, except for 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 and Post-AP courses

Students enrolled in Advanced Placement (or post-AP courses) who are in good academic standing and who sit for that course's 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).

Regular Courses (grades 9-12 only)

Final examinations will be developed by each department for all students enrolled in each full year course. These examinations 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.

No exemption from final examinations will be given in any courses, except with the authorization of the Assistant Headmaster for Academic Affairs.

All final examinations will be two hours in length.

Teachers of one-semester courses may administer examinations or other cumulative assessments in class at the end of a semester.

Middle School Exams

Final examinations are not administered in any course in the 7th or 8th grades.

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 the class. Teachers should not use extra credit to mask deficiencies in basic skills.

Grading and Grade Reporting

The following are the student grades at Delbarton School, and the ordinary method of their calculation:

Grade	Percentage Range	Grade points Standard	Grade points Advanced	Grade Points AP	Earn Credit?
A+	100 – 96.5	4.333	4.500	4.667	Yes
A	96.4 $\bar{9}$ – 92.5	4.000	4.167	4.333	Yes
A-	92.4 $\bar{9}$ – 89.5	3.667	3.833	4.000	Yes
B+	89.4 $\bar{9}$ – 86.5	3.333	3.500	3.667	Yes
B	86.4 $\bar{9}$ – 82.5	3.000	3.167	3.333	Yes
B-	82.4 $\bar{9}$ – 79.5	2.667	2.833	3.000	Yes
C+	79.4 $\bar{9}$ – 76.5	2.333	2.500	2.667	Yes
C	76.4 $\bar{9}$ – 72.5	2.000	2.167	2.333	Yes
C- (Passing Minimum)	72.4 $\bar{9}$ – 69.5	1.667	1.833	2.000	Yes
F (Failing/No Credit)	69.4 $\bar{9}$ – 0	0.000	0.000	0.000	No
INC (Incomplete)	N/A	N/A	N/A	N/A	No
Pass	N/A	N/A	N/A	N/A	Yes

* An asterisk preceding a grade on an official Delbarton transcript indicates the course is a transfer 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 semester.

Grade Reports are issued within one week of the end of the First and Third 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.

First and Third 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 First and Third 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 above under "Course Selection and Placement").

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 by teachers 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 (as determined by the Assistant Headmaster for Academic Affairs). 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	Pass	N/A	N/A	N/A
			Sum: 5.5	Sum:20.167

Sum of the product of grade points earned x credit unit value of included courses = 20.167

Course credits for included courses: 5.50

Note: Physical education is Pass/Fail and is a graduation requirement but does not contribute to a student's GPA.

20.167 divided by 5.5 = **3.67 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

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English English 07	English English 08	English English I	English English II AP Seminar	English English III AP English Literature AP Seminar AP Research	English AP English Language AP English Literature Shakespeare African-American Literature Creative Writing: Fiction Creative Writing: Memoir & Bio. Detective Fiction Innovation & the Graphic Novel Journalism & Modern Society Literature and Science Literature and War Mythology and Folklore Sports and Literature
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 Statistics Infinity	Math Pre-Calculus Calculus AP Calculus AB AP Calculus BC/Multivariable AP Statistics Statistics Math of Business and Finance Linear Algebra Infinity
Science Integrated Science I	Science Integrated Science II	Science Biology	Science Chemistry Advanced Chemistry	Science 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 Leadership	History AP Comp Government & Politics AP European History AP Macroeconomics AP US Government International Relations Contemporary Issues Philosophy Leadership

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
World Language World Languages & Cultures	World Language Spanish I French I Latin I Italian I Arabic I	World Language Spanish I,II French I,II Latin I,II Italian I,II Arabic I, II	World Language Spanish II,III French II,III Latin II,III Italian II,III Arabic II, III	World Language Spanish III,IV, AP French III,IV, AP Latin III,IV,AP Italian III,IV, AP Arabic III, Adv Arabic IV	World Language Spanish IV,V,AP AP Spanish Literature French IV,V,AP Latin IV,V,AP Italian ,IV, AP Advanced Arabic IV/V
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 Coding & Design through Robotics Scripting with Python	Computer Science Entrepreneurial Studies AP Computer Science Data Structures & Algorithms Architecture Coding & Design through Robotics Scripting with Python
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)	
Performing Arts MS Chorus Beginner Band Symphonic Orchestra	Performing Arts MS Chorus Beginner Band Symphonic Orchestra	Performing Arts Introduction to Theater Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys	Performing Arts Intro to Music Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys	Performing Arts Music Theory Theater Piano Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys	Performing Arts AP Music Theory Music Theory Theater Piano Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys
	Visual Arts Art 08		Visual Arts Introduction to the Visual Arts	Visual Arts Studio Art Film Production Form and Sculpture Photography	Visual Arts AP Studio Art AP Art History Studio Art Film Production Form and Sculpture Photography AP Music Theory

Guidance Services and Student Support Programs

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 the School's mission to pursue excellence, to build character, and to develop leadership through service. 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.

Deanery System

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.

Guidance Programs

The Guidance program is a vital part of a Delbarton education. Regular meetings and interviews are arranged between the student and his counselor. Appointments are shared with students via email, Schoology, and are posted in the St. Benedict Hall Guidance Center. Students are excused from classes for guidance appointments except for a previously announced test. Guidance conferences cover academic progress, extracurricular participation, college applications, college selection, career interests, and student health and well-being.

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

Students with extra-time accommodations must be allowed to use their extra time for testing.

Teachers are responsible for providing segmented tests to support this, while students are responsible for completing their tests.

- Teachers will provide a segmented test (split into $\frac{2}{3}$ and $\frac{1}{3}$) to students with extra time accommodations. Students do not need to schedule, elect, or communicate their desire to use their extra time.
- Students with an extra-time policy will receive the first two-thirds of the test or quiz at the beginning of the period, while their peers will receive the entire test simultaneously.
 - Students should finish tests within 24 hours of beginning them, and if not will incur a late penalty. Options for finishing a test include:
 - Finishing a test during Homeroom, flex, free periods, or after school.
 - Tests given before or after school need to be proctored by the student's teacher.
 - If students wish to schedule the remainder of their test during a period when the teacher is unavailable, teachers can provide Mrs. Rotolo with a blank copy of the final $\frac{1}{3}$ of the test so the test can be proctored in the Quiet Study. These arrangements require 24 hours' notice.
 - Teachers may deduct a late penalty on tests if students are delinquent in scheduling and finishing the final portion of their test at the agreed-upon time. Teachers should apply the late penalty schedule outlined in the student/teacher handbook once the test passes the 24-hour deadline (e.g., a 5% deduction on day one, 10% on day two, and so on).
- During the test, a student may elect to finish the exam during the class period, foregoing his extra time. Students are responsible for making this decision; if they take the second portion of the test, they must finish it in that class period.
- The teacher may give an extension to the 24-hour deadline.
- Students with extra time may begin a test early if mutually agreed upon with a teacher.

The following practices are prohibited:

- Denying students with an extra time accommodation the opportunity to use it.
- Requiring students to miss class or portions of a class to finish a test
- Requiring students to miss an after school activity to take a test (unless the student volunteers to do so).
- Requiring students to miss lunch to finish a test
- Students taking any portion of a test in a noisy environment (classroom, office, ARC)
- Permitting a student to complete a section of a test that was previously seen or started at an earlier date/time (i.e. academic integrity must be upheld).

Recommendations

- Teachers are encouraged to create multiple versions of tests to improve test security, especially the final 1/3 section of the test as students may be completing that version after their peers.
- Teachers are encouraged to review their extra time procedures with the entire class.
- Students may schedule a time with the teacher to take the entire test continuously, at a minimum the day before the test. The student and the teacher should agree upon those arrangements. This could include:
 - Starting a test before school
 - Finishing a test into a homeroom period
 - Using flex period
 - Finishing a test after school

Examples

- **Finish the test at a later date**

A student takes a math test during the first period, which has 15 problems. At the start of class, they are given the first 10 problems. The student finishes these with 5 minutes left in the period and decides to complete the remaining 5 problems during homeroom the next day. Before leaving class, the student discusses with the teacher to arrange completing the test with a proctor in the quiet study. The student shows up at the appropriate time and finishes the test.
- **Finishes the test in class**

A student takes a Theology test consisting of 20 multiple-choice questions, 5 short-answer questions, and a short essay. Initially, they are given the multiple-choice and short-answer sections. The student finishes this portion with 15 minutes remaining in the class and decides to complete the essay portion in the same period. They inform the teacher mid-test and receive the essay section. The student works quickly but completes the essay before time runs out.
- **Early Test Request**

A student emails a teacher 48 hours before the test, requesting to take it early and continuously. The teacher agrees, and the student arrives before school to take a first period test in one sitting.
- **Late Test Completion**

A student taking a test during the last period requires extra time but does not want to stay after school due to athletic practice. They inform the teacher they will complete the test during a free period the next day. However, the student does not show up at the scheduled time. The teacher emails the student, notifying them that a late penalty (5% per day) will be applied to the final third of their test score. The student still has the opportunity to finish the test to avoid future late penalties.
- **Missing school**

A student was scheduled to finish a test from a previous day, but was absent because of illness. The student is expected to finish the test the day he comes back to school, or

begin the late penalty.

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 almost all Delbarton courses. Students in an Advanced Placement (AP) course may expect one hour of homework per day per course. Students in major courses that are not AP can expect a daily average of 30-35 minutes of 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 below under "Retreats" 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 breaks.
- 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:

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 beginning on E-day during 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

Global Programs

Each year, Delbarton offers a variety of foreign study/travel/community service opportunities to 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) – The Middle School, ninth, tenth and eleventh grades 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 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

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 any two (2) faculty members. Following the primary, the two final candidates for each position are given the opportunity to present their campaign speech to their respective class. Balloting will commence immediately following the campaign speeches and remain open for a reasonable amount of time.

Election of Middle School, 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.

Election of 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 MS - 11; 1 per grade)	Elected by grade	MS - 11

Section 6: Mission & 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.

Christian 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.

Christian 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 coordinates school liturgies (Mass, Lauds, other prayer services). The entire school gathers to celebrate Mass for Holy Days of Obligation, major Benedictine feasts, and for other appropriate occasions.

Daily Mass is celebrated at 7:30 am in the St. Martin Oratory. Confessions are heard each Tuesday during Homeroom (9:55 – 10:25 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 11 am Sunday Mass with the Benedictine community of St. Mary's Abbey. 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.

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, Class Moderators, Director of the Middle School 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 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 is to make a referral to the Class Moderator.

Disciplinary Reporting:

When a faculty or staff member observes or suspects that a student may have violated Delbarton's Code of Behavior, they are to report the incident to the class level moderator and / or the Assistant Headmaster for Student Affairs. The report may be verbal or written. With few exceptions the moderator or Assistant Headmaster for student affairs will ask the reporting staff member to initiate the conversation with the offending student prior to the moderator. The resolution of disciplinary offenses will be decided upon by the Moderator, the Assistant Headmaster for Student Affairs and the Headmaster (if necessary).

All student meetings held by a Moderator or the Assistant Headmaster for Student Affairs to discuss such resolutions will be documented in writing and saved in the student's disciplinary file. A summary of the events and the resolution is then be sent to the parents / guardians via DocuSign for their electronic signature. A copy of the summary is 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.

Summary of Disciplinary Action

Following a violation of the Code of Behavior, the student and his parents / guardians will receive a written summary of the offense and consequences in a letter from his Class Moderator or the Assistant Headmaster for Student Affairs. The parents / guardians must acknowledge receipt of the letter electronically via DocuSign. Multiple Code Infractions can lead to disciplinary probation, suspension, or dismissal from Delbarton School.

Detention

Detention may be assigned by the Assistant Headmaster for Student Affairs if a student violates school policies or procedures as stated in this *Handbook*. Detentions are held after school from 2:45 PM – 3:45 PM at a location assigned by the Assistant Headmaster for Student Affairs. Detentions are one hour of silent personal reflection. Students must surrender all electronics,

books, etc.

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 at least one full semester 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.

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. All college visits should be cleared with 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 email 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 available from Assistant Headmaster for Student Affairs or the Attendance Officer.

Communication and advanced notice of at least one week 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 emailed to the Attendance Officer, (attendance@delbarton.org) before 8:30 am. For re-admittance to school after an absence, an email must be sent to the Attendance Officer.

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 by the Registrar and will be reviewed regularly by the Assistant Headmaster for Student Affairs. Repeated unexcused absences may result in disciplinary action including dismissal from Delbarton School.

Reporting and Checkout/Check-in Procedures

Late Arrival or Early Dismissal

If a student will be late arriving to school who otherwise is due to report by 8:00 am, please send an email prior to his tardiness or early dismissal to the Attendance Officer (as seen above). Students in grades 7 through 12 are permitted to arrive late to or depart early from school if they have a free period during the first or last block of the school day. Students are not permitted to exercise this privilege if they are scheduled for a class, Guidance meeting, or make-up assessment or have another school obligation.

Note: Students in grades 7 through 12 are permitted to arrive late to or depart early from school if they have a free period during the first or last period of the school day. Students are not permitted to exercise this privilege if they are scheduled for a class, Guidance meeting, or make-up assessment or have another school obligation.

Students who must leave school early during the school day (8:00 am - 2:45 pm) must have a parent email the Attendance Officer and inform their teachers in advance of any class time to be missed. Otherwise, students may not leave the school grounds during the school day. If a student leaves school grounds without first checking with the Attendance Officer, disciplinary action may be taken. Parents should meet students outside of Trinity Hall or in the Trinity Hall lobby.

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

Absences of three (3) 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.

All students should be in their proper places in class at 8:00 am. Students who are late for first period and all other classes throughout the day must secure a late slip from the Attendance Officer at the Reception Desk in Trinity Hall. Excessive lateness will result in disciplinary action, including detention.

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.

Cell Phone and Other Electronic Devices Policy

Students may not use cell phones and personal electronic wifi devices (e.g. burner phones, video games) during the school day (8:00 AM - 2:45 PM). Students are to keep their phones in their backpacks and turned off. These items will be confiscated if they are visible during school hours. A student may retrieve his phone at the Reception Desk at the end of the school day (2:45

PM).

If students need to use a mobile phone for time-sensitive communication, they may do so in the Guidance Center or the Main Office. Students will be notified immediately in the case of an emergency.

Personal listening devices (headphones, air pods, etc.) may not be used in the cafeteria, hallways and outdoors during school hours.

Exceptions must be approved by the Assistant Headmaster for Student Affairs.

Consequences

First Violation

The cell phone or other personal electronic device is held at the Trinity Hall Reception Desk until 2:45 PM.

Second Violation

1. The cell phone or other personal electronic device is held at the Reception Desk until 2:45 PM.
2. A Code Infraction referral is issued.

Third Violation

1. A Code Infraction referral is issued.
2. The cell phone or other personal electronic device is held at the Reception Desk until a parent/guardian picks it up.
3. For the rest of the semester the student must check in their cell phone/device daily with the Receptionist when he arrives at school, and pick it up at 2:45 PM.

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.

Deliveries

Students are NOT permitted to order food for delivery (Door Dash, Grub Hub, etc.) during school hours, 8:00 AM - 2:45 PM. Violators will be subject to the Delbarton School disciplinary process.

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. Seniors may wear college branded sweatshirts. 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. Failure to comply with the expectations of the Dress Code will result in disciplinary action including detention.

Gambling/Betting

All forms of gambling and betting are strictly forbidden.

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 / Marijuana Use

In compliance with New Jersey state law, Delbarton School prohibits unauthorized or non-medically prescribed smoking of any substance, including cannabis (a/k/a marijuana) in any form (including cigarettes, snuff, snus, electronic cigarettes/hookahs/hookah pens/vape pens, chewing tobacco, and edibles) 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.

See Medical Marijuana Use

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.

Teachers/staff

1. If a teacher or staff member suspects that a student may be under the influence of alcohol or drugs at school it must be reported immediately to the Assistant Headmaster for Student Affairs (or designee) or the school nurse. **However, the student should not be reported if the student is medically authorized to use marijuana, is exhibiting the typical symptoms of marijuana use and follows the agreed upon policies.**

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 2025-26 is \$48,725. 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. I

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 then-current prime rate.

Students with accounts in arrears at various points during an academic year will experience the following consequences until their accounts are made current:

- A student's schedules, report cards, transcripts (official or unofficial, including those requested by college recruiting coaches) and /or re-enrollment contracts will be withheld.
- A student will not be permitted to begin classes for either the Fall or Spring semester.
- A student will not be permitted to begin participation on an athletic team or attend pre-season workouts of any kind.

Note: students whose accounts become delinquent during an athletic season once it has begun will NOT be suspended from practice or play in any way. Once a student's account is made current, all holds will be released.

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.

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 by third party collection agencies. 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, *Clarity* (found on the Admissions section of delbarton.org). To receive aid, an aided student must apply for aid through Clarity by December 1 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, routes will be created based on the B6T forms that Delbarton forwards to your local school board. The completed routes will then be sent to you in mid-August from your Board of Education or the Morris County Education Services Commission. Questions regarding these routes should be directed to your local school board.

Delbarton Contract Bus Services and Fees

For students whose school boards do not provide transportation and desire busing, Delbarton offers

rs transportation (for an additional fee) with School-owned and operated vehicles.

Regular Bus Service

Daily pickup and drop off bus service is determined annually at the time of enrollment for the upcoming school year, based on the length of a given bus route and ridership. The fee will be included in students' Enrollment Contracts if a family elects to use Delbarton's internal busing service.

Late Bus

Delbarton also provide a late bus (one in each compass direction) 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. A Late Bus Pass is \$1,750 per family (not per student) where no regular Delbarton School bus service has been contracted and \$1,500 per family when morning and afternoon Delbarton School bus service has been contracted.

The Late Bus fee is separate from any fees charged for regular morning and afternoon transportation. Subscriptions to Late Bus service last for the entire school year, and the Late Bus fee will be charged to your son's SchoolAdmin account in mid-July.

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, for both regular and Late Bus service. 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.

Commitment and Cancellation Deadlines

The Director of Transportation determines routing and specific transportation costs based individual families' choices at enrollment/re-enrollment time in January. You must indicate your intention to contract transportation services when you submit your Enrollment Contract by the deadline indicated. Bus routes (regular and Late Bus) be released to families in mid to late February.

As indicated on your Enrollment Contract, transportation fees are obligatory to pay all if not cancelled before March 1. After March 1, 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. Students are also expected to display proper respect for all school-operated and third-party vehicles, particularly by ensuring that all shared spaces are clean of trash or personal items after use or occupancy.

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 also result in disciplinary action.

Please direct any concerns or problems to the Director of Transportation at (973) 938-6691.

Section 9: Health Services

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.

- Student's medical, emergency, insurance and biographical information provided through Magnus Health online.
- Immunization record in compliance with New Jersey Administrative Code, including the Hepatitis B series and meningococcal vaccine.
- Yearly physical by physician
- 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
- 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 always carry their own with them.

Medical Early Dismissals

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

Medical Marijuana

To remain in compliance with N.J.S.A. 8A:40-12.22 and the Compassionate Use Medical Cannabis Act (CUMCA) (N.J.S.A. 24:6I-1 et seq.), Delbarton is required to permit students who are authorized to use medical marijuana, to consume it on campus. However, NJ law does not permit students to self-administer their medication on school grounds, on a school bus, or at school-sponsored events (collectively, “School Activities”). Rather, only a parent, guardian or a designated caregiver can administer the medical marijuana in those situations. Therefore, any student that is medically authorized to use medical marijuana, must advise the school of this fact if: (1) that student intends to consume medical marijuana during School Activities; and/or (2) that student intends to be under the influence of medical marijuana during School Activities.

Once Delbarton is advised of this fact, Delbarton’s administration will require the appropriate documentation be provided to it so that the administration can confirm that the student’s medical use of marijuana is authorized. After this is confirmed, Delbarton’s administration will discuss with the student’s parent(s) or guardian(s) about the circumstances of how the medical marijuana will be administered including but not limited to when and where the medical marijuana will be administered.

The Delbarton Administration will also discuss with the parent(s) or guardian(s) of the student the typical symptoms the student has with the use of medical marijuana. This is to avoid unnecessary reporting to law enforcement agencies as would otherwise be required under NJ

Infectious/Communicable Diseases

All students suffering from infectious/communicable diseases 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 must 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,
Our 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 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