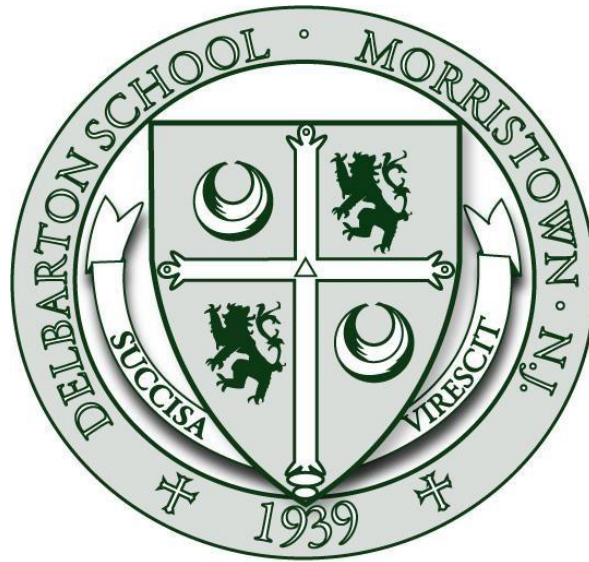


Employee Handbook



Delbarton School

230 Mendham Road
Morristown, NJ 07960

2026-27 Edition
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Section 1: Introduction

Welcome

Welcome to Delbarton School! Delbarton School is the sponsored educational apostolate of the Benedictine monks of St. Mary's Abbey. It is from this sponsorship that Delbarton School derives its identity as a Catholic and specifically Benedictine school. While the monastic community and the School are separate civil entities, each with its own governance under New Jersey law, here on our shared grounds in Morris County, the monastic community and Delbarton School together pray, live, and work in fidelity to the living charism of the *Rule* of St. Benedict.

Delbarton School

As the primary apostolic work of the Benedictine monks of St. Mary's Abbey, Delbarton School is rooted in the mission and teachings of the Roman Catholic Church, the Catholic liberal arts tradition, and the Benedictine monastic tradition of Catholic education.

All employees are expected to respect and adhere to the Catholic and Benedictine character and mission of Delbarton School. Our success depends on the daily activities of our employees. Regardless of the job you hold, your employment is very important to us, to the students of Delbarton School, and to all those served by the monks of St. Mary's Abbey.

St. Mary's Abbey

St. Mary's Abbey's monastic community is a community of Catholic Benedictine men, who seek God through a common life of prayer, study, and work, giving witness to Christ and the Gospel, in service to the Church and our local community in northern New Jersey.

Called together by Christ, the monks of St. Mary's Abbey support each other under the *Rule* of St. Benedict and our abbot. We serve the Church and the broader community through our prayer and work in education, pastoral ministry, and in hospitality to all who come to us.

The *Rule* of St. Benedict envisions a permanent, autonomous community of individuals seeking God, living in close proximity to one another under the leadership of an abbot. The monks make common prayer the heart of every day. The love thus generated by preferring nothing whatever to Christ is expressed and shared in generous hospitality and pastoral ministry.

After reading the following material, we urge you to discuss any questions and comments you may have with your immediate supervisor, the Chief Financial and Operations Officer, or the Headmaster. We believe in an "open door, open communication" philosophy and expect all employees to give us their input to achieve our mutual goals.

We are delighted and proud to welcome you to our community.

About this *Handbook*

We have prepared this *Handbook* to assist you in finding the answers to questions that you may have regarding your employment with Delbarton School. Please take the necessary time to read it. We do not expect this *Handbook* to answer all of your questions. Your supervisor and the Chief Financial and Operations Officer will also be a major source of information.

Employment at Delbarton School is “Employment at Will.” This means that either the employee or Delbarton School may terminate the employment relationship at any time, for any reason or no reason, with or without cause or notice.

Further, nothing contained in this *Handbook*, or in any other Delbarton School document, or formal or informal Delbarton School policy, practice or statement (oral or written) shall be deemed or considered a contract, a promise of continued employment or of any type of employment benefit, or a promise of treatment in a manner in any given situation.

Other than the Headmaster, no one at Delbarton School has the right to change the foregoing “Employment at Will” policy by words or action. Only the Headmaster of Delbarton School is authorized to modify Delbarton School’s At-Will Employment Policy or enter into any agreement contrary to this Policy. Any such modification must be in writing and signed by the Headmaster. No other manager, supervisor, or representative of Delbarton School may make any such contract, promise, or commitment.

Any description of any benefits merely describes the current benefit plans maintained by Delbarton School. In addition, employees must refer to the actual plan documents and summary plan descriptions for specific questions about the benefits provided by those plans or their terms. The plan documents govern the terms of the benefit plan.

All policies issued by Delbarton School are guidelines only, applied in Delbarton School’s sole discretion and according to its own interpretation of the language, which is the controlling interpretation of that language. Delbarton School, in its sole discretion, may add to, delete or change any benefit or policy described within any *Handbook* or anywhere else at any time and without prior notice or agreement.

The information contained in this *Handbook* applies to all employees Delbarton School uniformly.

This *Handbook* supersedes all prior *Handbooks* and any statement of Delbarton School policy on the same or similar subject. All policies not included in this *Handbook*, and/or in conflict with the policies herein, are hereby null and void.

Section 2: Mission, Beliefs and History

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](#)]

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.

The following statement is to be written out completely or otherwise inserted into any student work submitted for assessment: *I, (state your name) have fully upheld Delbarton's honor code in letter and spirit. [the student's signature in full then follows]*

Nondiscrimination 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 on the basis of race, color, religion, or ethnic origin in the administration of its educational policies, admissions policies, athletic, and other school-administered programs.

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, Luther and Charles converted the Denver bank 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 late 1870s and early 1880s, Luther Kountze followed many other prominent New York families in establishing an estate in northern New Jersey. Gradually, Kountze began to amass nearly five thousand acres in Morris and Somerset Counties that ultimately included what are now the grounds of St. Mary's Abbey and Delbarton School, 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 monks and a future secondary school (see below). 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 summer 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 when the new monastic community was formally dedicated by Abbot Ernest Helmstetter, O.S.B. on September 14, 1927, 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 to create a boarding high school for lay students at Delbarton. 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 1932, with 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 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 the 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 after World War II, 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 foster positive change in boys through dialogue. 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, O.S.B. (1980-85), Father Bruno Ugliano, O.S.B. (1985-90), Father Beatus Lucey, O.S.B. (1990-95), Father Luke Travers, O.S.B. (1998-2007), and Brother Paul Diveny, O.S.B. (2007-18), with dedications of the Lynch Athletic Center in 1983, the Father Stephen W. Findlay, O.S.B. Pavilion in 1995, the Fine Arts Center in 2006, and the Forty Acres and North Field (now William O. Regan Stadium) complexes in 2009. The student body continued to grow, reaching an approximate current level of 640 students. Since its inception, Delbarton has graduated over 5,600 men, many of whom have distinguished themselves in service to the 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, 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 in 2014 (2014-22).

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), Guidance Center and three classrooms. In May 2023, the Pizzo Family Field House at William O. Regan Stadium was dedicated. This newest addition to Delbarton's campus added locker rooms, practice and workout facilities for seven different sports, and public amenities (bathrooms, concessions, event space) for spectators, parents and alumni. In September 2026, Findlay Pavilion was rededicated after a complete interior renovation that significantly expanded and modernized the building's classrooms and laboratories.

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 entrusted the governance of the School to a two tiered Board of Corporate Members (three Benedictines holding reserved

powers of governance) and Board of Trustees (a fiduciary board that exercises the ordinary powers of School governance subject to the Members' reserved powers). The monastic community continues to provide canonical sponsorship of the Catholic and Benedictine identity of Delbarton School. The Members, Trustees and monks work together closely on a shared campus to promote the vitality and growth of their common apostolate: Delbarton School.

Section 3: Governance, Leadership and Personnel

Governance Structure

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 that the Trustees seek the Members' approval for certain major acts of governance. The reserved powers protect the School's Benedictine and Catholic identity and mission, as well as 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 Trustees' appointment or dismissal of the Headmaster of Delbarton School. The Headmaster is the chief executive officer of the School. As the Trustees' sole employee, he is responsible to the Trustees for the School's fidelity to its Catholic and Benedictine mission and identity and its overall administration and operation.

The Headmaster is the final authority within the school community and is responsible for interpreting the mission and objectives of the School to all of Delbarton's constituents. The Headmaster appoints all major School administrators and, together with them, constitutes the School's leadership team.

Corporate Members

Fr. Edward Seton Fittin, O.S.B. '82, *Prior-Administrator, St. Mary's Abbey*

Fr. Jerome Borski, O.S.B., *St. Mary's Abbey*

Fr. Edwin Leahy, O.S.B., *Prior, Newark Abbey; Headmaster, St. Benedict's Preparatory School*

Board of Trustees

Sr. Mariette Therese Bernier, O.S.B.

Joseph Colangelo '03, P '29

Alumni Association President (2026-28), ex officio

Jack Cooney '68

Mary Patricia Christie P '12, '19

Timothy Coughlin '99, P '29, 31

Treasurer; Chair, Finance & Audit Committee

Christopher DeStefano P '24, '32

John Dziadzio P '24, '30

Francis Hager, Sr. P '08, '16, '23

Secretary; Chair, Governance Committee

Ifiok Inyang '07

Chair, Head Support & Evaluation Committee

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

President & Chairman

Francis Fehrenbach, Jr. P '24

Joseph Ferraro '95

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

Administrator, St. Mary's Abbey, ex officio

John Harrington P '18

Chair, Buildings & Grounds Committee

Kurt Krauss '81, P '20

General Counsel, ex officio

Fr. Edwin Leahy, O.S.B.

Corporate Members' Representative

Christopher Moore '98

Margo Muratore P '12

Brian Newman '86

Kevin O'Malley P '24

Vice-President & Vice-Chairman, Chair, Investment Committee

Kenneth Pizzo, Jr. P '20, '22

Thomas Pryma P '22, '24

Scott Schroeder P '17, '21

Fr. Michael Tidd, O.S.B.

Headmaster, ex officio

Dennis Tupper '99, P '30, '32

Chair, Advancement Committee

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. Kalman Vadasz '92, *Chief Financial and Operations Officer*
Mr. Matthew Kovachik P '26, *Dean of Students*
Dr. Matthew D'Urso '96, P '30, *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*
Ms. Meghan Podimsky, *Director of Marketing and Communications*
Ms. Nora McSorley, *Director of the Middle School*
Mr. Michael Rosenhaus '80, *Director of College Guidance*

Faculty

English

Mr. Michael Carr '01, *Chair*
Mr. James Corcoran
Mr. Michael Benz '14
Mr. Jonathan Currie
Mr. Michael Donnelly
Mr. Robert Flynn
Ms. Mary Gormley
Ms. Tracy Kessler
Mr. Neil Murphy '07
Dr. Antonio Negrin
Mr. Christopher Pillette
Mr. Philip Schochet
Mr. Andrew Sherwood
Mr. Gregory Wyatt

History

Mr. Thomas Bennett, *Chair*
Mr. Brian Bowers
Mr. Richard Cimino
Mr. Robert Clarke
Mr. Kevin Conn P '26
Mr. John Diffley
Ms. Bevin Coogan
Mr. Naina Horning
Dr. Theresa O'Byrne
Mr. Jake Ross P '30

Mr. Nicholas Russo

Mr. John Thompson

Mr. Kyle Vinci '20

Mathematics & Computer Science

Mr. Charles Johnson, *Chair*

Mr. David Blazier

Mr. Joel Branosky

Mr. Christopher Costa

Mr. Daniel DesPlaines

Mr. Timothy Fell '89

Mr. Patrick Finn

Mr. Collin Frost

Mr. Joshua Hartle

Mr. Lagichen Jacob

Mr. David Martin

Mr. Aidan Mehigan

Mr. Patrick Savidge

Mr. John Segreto

Mr. Bruce Shatel

Mr. Daniel Spellman

Mr. Bernardo Stival '19

Physical Education

Mr. Sean Rose, *Chair*
Mr. Luke Chiarolanzio '11
Mr. Vincent Crisafi
Mr. Bryan Stoll P '26

Science

Mr. Brian Theroux, *Chair*
Dr. Jonathan Cote
Mr. Christopher Costa
Mr. Matthew Crane
Dr. Christopher Dittrick '05
Mr. Juan Hermo '19
Mrs. Elizabeth Mainardi
Ms. 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

Mrs. Jennifer Otterbein Yoo, *Chair*
Mr. Jonathan Currie
Dr. David Donovan P '19, '22, '22, '24
Mr. Michael Fitzgerald
Fr. Edward Seton Fittin, O.S.B. '82
Ms. Catherine Goldberg
Ms. Tracy Kessler
Mrs. Sarah Loveday
Ms. Elisa Maguigad
Mr. Roberto Martinez
Mr. Jesse Mazzola
Mr. Matthew White

Visual & Performing Arts

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

World Languages

Mr. Daniele Pieraccini, *Chair*
Ms. Doyin Adigun
Mrs. 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
Dr. Theresa O'Byrne
Mr. Jaime Paris
Mr. Zachary Tabor

Alumni Teaching Fellows, 2026-27

Mr. Murari Dondapati '22
Mr. Michael Loughrey '22
Mr. Dean Sharif '22

Administrative Services

Academic Affairs

Mr. Joshua Hartle, *Assistant Headmaster*
Dr. Jonathan Cote, *Registrar*
Ms. Marta Rotolo P '26, '28 *Administrative Assistant*

Admissions and Financial Aid

Mr. Jacob Ross P '30, *Dean*
Mrs. Alma Lopez-Holder, *Assistant Dean*
Mr. Roberto Martinez, *Diversity Coordinator*
Mrs. Connie Curnow, *Administrative Assistant*

Advancement and Alumni

Mr. J. Craig Paris '82, P '13, '15, '19, *Assistant Headmaster*
Mrs. Maria Van Kirk P '26, *Director of the Delbarton Fund*
Mrs. Danielle Piazza, *Director of Major Gifts*
Mrs. Megan Bury P '19, '20, '23, *Director of Advancement Services*
Mrs. Morgan Dungee, *Senior Major Gifts Officer*
Mr. James Gallombardo '81, *Director of the Career Center*
Mr. Patrick Cummings '18, *Major Gifts Officer*
Mrs. Gigi Minish, *Major Gifts and Planned Giving Officer*
Mrs. Melanie Bowers, *Advancement Data & Systems Administrator*
Ms. Alexandra Fittin, *Advancement Services Stewardship Administrator*
Mrs. Jamie Bell P '12, '17, '19, '24, *Delbarton Shop Liaison*
Mrs. Maria Tsettos, *Administrative Assistant*
Mr. Jerome Jabbour '20, *Alumni & Career Center Assistant*

Buildings and Grounds

Mr. Eric Steinberg, <i>Director</i>	Mr. Thomas Denman
Mr. Robert Borer, <i>Maintenance Foreman</i>	Mr. Abel Gonzalez, Jr.
Mr. Greg Miller, <i>Grounds Foreman</i>	Mr. Solomon Holzworth
Mrs. Dana LaSalvia, <i>Operations Manager</i>	Mr. Kameron Jett
Mr. Martin Ariemma	Mr. Phillip Lamberti
Mr. Louis Barbato	Mr. David Palmer, <i>Bus Mechanic</i>
Mr. David Bushrod	Mr. Leo Stagg, <i>Auto Mechanic</i>

Business

Mr. Kalman Vadasz '92, *Chief Financial and Operations Officer*
Mrs. Gina Westervelt, *Controller*
Mrs. Katherine Klawunn, *Director of Human Resources*
Ms. Kimberly Berkowitz, *Accountant*
Mrs. Jacqueline Smith, P '29, *Business Office Associate (Accounts Payable)*
Ms. Roberta Roser, *Accounts Receivable Associate*
Ms. Angela Morgan, *Administrative Assistant*
Mrs. Erin Manahan P '19, *Director of Parent Engagement and Events*

Headmaster

Fr. Michael Tidd, O.S.B., *Headmaster*
Mrs. Ashley Lloyd, *Executive Assistant*

Housekeeping

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

Marketing and Communications

Ms. Meghan Podimsky, *Director*
Ms. Emma Nessel, *Marketing & Social Media Assistant*

Middle School

Ms. Nora McSorley, *Director*

Security

Mr. Scott Carrell, *Director*
Mr. Edward Noonan P '22, *Security Officer*
Mr. Adam DelGuercio, *Security Officer*
Mr. Russell Van Houten, *Security Officer*

Technology

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

Student Services

Athletics

Dr. Antonio Negrin, *Director*
Mr. Daniel DesPlaines, *Associate Director*
Mr. Matthew Beneszewski, *Assistant Director, Sports Medicine*
Mr. Daniel Whalen, *Director of Athletic Facilities*
Mr. Kevin Nasse, *Athletic Trainer*
Mr. William (Austin) Arndt, *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*
Mr. Sean Flanagan, *Associate Director*
Mr. Nicholas Linfante, *Counselor*
Mrs. Christine Connelly, *Counselor*
Mrs. Stacey Van Duyne, *Administrative Assistant*

Diversity and Community Belonging

Mrs. Sarah Loveday, *Director*
Mr. Roberto Martinez, *Associate Director*
Mr. Juan Hermo '19, *Moderator, Diversity Among Peers*
Mr. Phillip Schochet, *Assistant Moderator, Diversity Among Peers*
Mr. Bernardo Stival '19, *Assistant Moderator, Diversity Among Peers*

Food Service (SAGE Dining)

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

Guidance

Dr. Matthew D'Urso '96, P '30 *Dean*
Mrs. Kelly Gleason P '03, *Junior Counselor*
Mr. Christopher Cocozello, *Sophomore Counselor, Testing Coordinator*
Mr. Andrew Watts, *Freshman Counselor*
Ms. Nora McSorley, *Director of the Middle School, Middle School Counselor*
Mr. Robert Flynn, *Learning Specialist*
Mrs. Stacey Van Duyne, *Administrative Assistant*

Health Services

Mrs. Denise Eickmeyer-Tze, APRN, P '18, *School Nurse*
Mrs. Deirdre McAuliffe, RN, *Assistant School Nurse*

Library Services

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

Student Affairs

Mr. Charles Ruebling '79, P '10, *Assistant Headmaster*
Mr. Matthew Kovachik P '26, *Dean of Students*
Mrs. Joanne Chiarolanzio P '09, '11, '15, *Receptionist and Attendance Officer*

Summer Programs

Mr. John Thompson, *Director of Summer School*
Mr. Jacob Ross, *Director of Sports Camps*
Mr. Michael Carr, *Assistant Director of Sports Camps*
Mr. Andrew Lyman, *Director of Arts Camps*

Transportation

Mr. Zachary Tabor, <i>Director</i>	
Mrs. Joanne Chiarolanzio P '09, '11, '15, <i>Administrative Assistant</i>	
Mr. Pablo Parra Carrea	Ms. Johanna Riano
Mr. Juan Cortes	Ms. Judit Scherr
Mr. Kevin Dean	Mr. Andrew Sherwood
Mr. Thomas Hertgen	Mr. Bernardo Stival
Mr. Jesse Mazzola	Mr. Carl Taylor
Mr. Daniel McClain	Mrs. Ana Tellez
Ms. Zulma Prudencio	Mrs. Tammy Yannotta
Mr. David Palmer	
Mr. William Pierce	

Mission and Ministry

Mr. Matthew White, *Director*

Mr. Michael Fitzgerald, *Assistant Director*

Mrs. Joanne Chiarolanzio P '09, '11, '15, *Administrative Assistant*

Programs and Moderators

Abbey Altar Association (Altar servers)	Fr. Edward Seton Fittin, O.S.B.	
ACEing Autism	Dr. Christopher Dittrick '05	
BEADS (Benedictines in East Africa and Delbarton Students)	Mr. Brian Theroux	
Bethlehem Farm	Mr. Michael Fitzgerald	
Blood Drive	Mrs. Denise Eickmeyer-Tze, APRN P '18	
Christmas Toy Drive	Dr. Jonathan Cote	
David's Dream	Mr. Matthew White	
EPOCH	Ms. Jennifer Otterbein	Ms. Catherine Goldberg
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	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, APRN P '18	Mr. Kevin Conn P '26
Covenant House Solidarity Sleep Out	Mr. Matthew White	
Student Ushers (A-Team)	Mr. Matthew White	
Thanksgiving Food Drive	Mr. Michael Fitzgerald	
United Way Service Club	Mr. Matthew White	
Wave 4 Life	Mrs. Elizabeth Mainardi	

Student Activities

Activity	Moderator(s)	
AI and Tech in Business Club	Mr. Christian Gomez	
American Politics Club	Mr. Thomas Bennett	Mr. Neil Murphy ‘07
American Sign Language	Ms. Bevin Coogan	
Anglers Club	Mr. Michael Carr ’01	Mr. Neil Murphy ‘07
Animal Rescue Club	Mr. Neil Murphy ‘07	
Arabic Club	Mr. Zachary Tabor	
Architecture and Construction Club	Mr. Chuck Johnson	
Archway (yearbook)	Mr. Domenico Rodi	Ms. Bevin Coogan
Artists Collective/Open Studio	Ms. Caitlin Servilio	Ms. Yaiza Dominguez
Aviation Club	Mr. Robert Flynn	
Bocce Ball Club	Mr. Nick Russo	
Business & Economics Club	Mr. Robert Clarke	
Car Club	Mr. Chris Costa	
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	
Community Outreach Club	Dr. Christopher Dittrick ‘05	
Council of Seniors	Mr. Michael Del Guercio '04	Mr. Neil Murphy ‘07
Courier (Newspaper)	Mr. Gregory Wyatt	
Cryptocurrency Club	Mr. Christian Gomez	
Culinary Club	Mr. Juan Hermo ‘19	
Current Events Club	Mr. Thomas Bennett	Mr. Neil Murphy ‘07
Cycling Club	Mr. Michael Rosenhaus ‘80	
Deanery Program	Mr. Michael Carr ‘01	
Delta (literary magazine)	Ms. Christine Connelly	
Disc Jockey Club	Mr. Andrew Lyman	
Diversity Among Peers	Ms. Sarah Loveday	
Drama Club	Mr. Matthew Corica	
Eastern European Cultures	Mr. Michael Del Guercio ‘04	
Entrepreneur Club	Mr. David Martin	
Ethics Bowl Club	Ms. Tracy Kessler	
Euro Challenge	Mr. Joel Branosky	
Fashion & Design Club	Ms. Yaiza Dominguez	
Film Club	Mr. Michael Carr ‘01	
Financial Literacy Club	Mr. Aidan Mehigan	

Activity	Moderator(s)		
Forensic Society	Ms. Mary Gormley	Mr. James Corcoran	Ms. Elisa Maguigad
Formula 1 Racing Club	Mr. Joshua Hartle		
French Club	Ms. Doyin Adigun		
Future Careers Club	Mr. David Martin		
Green Wave Radio Podcast Club	Ms. Meghan Podimsky		
Green Wave Sports Network	Mr. Jared Lowy		
Guitar Club	Mr. Matthew Corica		
Hackey Sack Club	Mr. James Corcoran		
History Club	Mr. John Thompson	Mr. Robert Clarke	
Intramural Sports	Mr. Daniel DesPlaines		
Investment Club	Mr. Daniel Szelingowski		
Italian Club	Mr. Michael Del Guercio ‘04	Mr. Dan Pieraccini	
Japanese Language & Culture Anime Club	Ms. Yaiza Dominguez		
LEGO Club	Mr. Robert Flynn		
Martial Arts	Mr. Scott Carrell		
Math League	Mr. Aidan Mehigan		
Mental Health Club	Mr. Robert Flynn,	Dr. Matthew D’Urso ’96, P’30	
Middle Eastern Studies Club	Mr. Naina Horning		
Middle School Sports Club	Mr. Jesse Mazzola		
Military & Veterans Club	Mr. Christopher Cocozello		
Mock Trial	TBD		
Music Debate Club	Mr. Patrick Savidge		
Music Production Club	Mr. Andrew Lyman		
Paddle Club	Mr. John Thompson	Mr. John Ahsler	
Photography Club	Ms. Caitlin Servilio	Ms. Yaiza Dominguez	
Pickleball Club	Mr. Thomas Bennett		
Ping-Pong Club	Dr. David Donovan P ’19, ‘22, ’22, ‘24		
Psychology Club	Dr. Matthew D’Urso ’96. P ‘30		
Research in Science Club	Mrs. Elizabeth Mainardi Mr. Brian Theroux	Dr. Christopher Dittrick ‘05 Mr. Peter O’Connell, Mr. Owen Steele	
Robotics & Engineering	Mr. Brian Theroux	Mr. John Segreto	Mr. Owen Steele
Rock Band	Mr. Dan Pieraccini		Mr. Sean Rose
Sailing Club	Dr. David Donovan P ’19, ‘22, ’22, ‘24		
Satire Club	Mr. Roberto Martinez		

Activity	Moderator(s)		
School Ambassadors & Hosts	Mr. Jacob Ross P ‘30	Mrs. Alma Lopez-Holder	
Self-Improvement Club	TBD		
Ski Club	Mr. Peter O’Connell		
Social Justice Committee	Mr. Kevin Conn P ‘26		
Spanish Club	Mrs. Alma Lopez-Holder	Ms. Doreen Altieri	Mr. Jaime Paris
Spanish Honor Society	Mr. John Majano-Lopez		
Spike ball Club	Mr. Michael Benz ‘14	Mr. Michael Donnelly	
Sport Film Study & Analytics Club	Mr. Patrick Cummings ‘18		
Sporting Clay Shooting Club	Mr. Daniel Szelingowski		
Sports Debate Club	Mr. Thomas Bennett		
Stamps, Coins & 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, Mr. David Blazier		
Trivia Club and Team	Mr. Kevin Conn P ‘26		
Ultimate Frisbee Club	Mr. David Blazier		
Volleyball Club	Mr. Patrick Savidge		
Yoga Club	Ms. Margaret Nevistich P ‘22, ‘26		

Performing and Visual Arts

Director of Music	Mr. David Blazier, Mr. Andrew Lyman
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. Dan 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. Peter O'Connell
Winter Musical	Mr. Matthew Corica, Mr. David Blazier, Mr. Robert Flynn, 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	
Photography Club	

Global Programs

Director of Global Programs	Mr. Dan Pieraccini	
Program	Destination	Moderator
Asia Adventures	China	Dr. David Donovan P '19, '22, '22, 24
BEADS (Benedictines in 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	Ms. Doyin Adigun
El Salvador Service Trip	El Salvador	Mr. Matthew White
Glenstal Abbey School Exchange	Ireland	Fr. Edward Seton Fittin, O.S.B.
Iceland Adventures and the Northern Lights	Iceland	Mr. Patrick Finn
Japan Cultural Highlights	Japan	Ms. Yaiza Dominquez
Jordan, Israel, and Palestine Trip	Various Locations	Mr. Zachary Tabor
Morocco	Morocco	Mr. Zachary Tabor
Operation SMILE	Various countries	Ms. Yaiza Dominguez
Puerto Rico Service Trip	Puerto Rico	Dr. Antonio Negrin
Southeast Asia	Vietnam, Thailand, Cambodia	Mr. Philip Schochet
The Italian Experience	Italy (various locations)	Mr. Michael Del Guercio '04

Athletics

Administration and Training Staff

Dr. Antonio Negrin	Director
Mr. Daniel DesPlaines	Associate Director
Mr. Matthew Beneszewski	Assistant Director, Sports Medicine
Mr. Daniel Whalen	Director of Athletic Facilities
Mrs. Mary Johnson P '13	Administrative Assistant
Mr. Kevin Nasse	Athletic Trainer
Mr. William (Austin) Arndt	Athletic Trainer
Mr. Luke Chiarolanzio '11	Director, Strength & Conditioning
Mr. John Majano-Lopez	Assistant Director, Strength & Conditioning
Mr. Chet Parlavecchio	Strength and Conditioning Coach
Mr. Nick Russo	Strength and Conditioning Coach
Mr. Chris Costa	Strength and Conditioning Coach
Mr. Kyle Vinci '20	Strength and Conditioning Coach
Mr. Patrick Cummings '18	Strength and Conditioning Coach

Fall Sports Coaching Staff

Sport	Level	Head	Assistant Coach(es)
Cross Country	Varsity	Mr. Collin Frost	Mr. Andrew Sherwood Mr. Daniel Spellman
	Middle School	Mr. Brian Theroux	
Football	Varsity & Junior Varsity	Mr. Brian Bowers	Mr. Luke Chiarolanzio '11 Mr. Chet Parlavecchio '05 Mr. Justin Bogan Mr. Vincent Crisafi Mr. Patrick Cummings '18 Mr. Timothy Fell '89 Mr. Robert Flynn Mr. Ross Martin Mr. Nicholas Russo Mr. Anthony Russo '20 Mr. Bill Weigel
	Freshman	Mr. Michael Donnelly	Mr. Carl Houser P '26 Mr. Solomon Holzworth Mr. Robert Clarke
	Middle School	Mr. Daniel DesPlaines	Mr. Michael Fitzgerald Mr. William Davies

Soccer	Varsity	Dr. David Donovan P '19, '22, '22 '24	Mr. Joshua Hartle Mr. Jacob Ross P '30 Mr. Juan Ocampo
	Junior Varsity	Mr. Neil Murphy '07	Mr. Jerome Jabbour '20
	Freshman	Mr. John Thompson	Mr. Christian Gomez
	Middle School	Mr. Naina Horning	Mr. Michael Del Guercio '04

Winter Sports Coaching Staff

Sport	Level	Head	Assistant Coach(es)
Basketball	Varsity	Mr. Matthew Crane	Mr. Timothy Fell '89 Mr. Jerome Jabbour '20
	Junior Varsity	Mr. Jerome Jabbour '20	Mr. Solomon Holzworth
	Freshman	Mr. Christopher Cocozello	Mr. Kyle Vinci '20
	Middle School	Mr. Michael Del Guercio '04	Mr. William Davies
Bowling	Varsity & Junior Varsity	Mr. Robert Clarke	
Hockey	Varsity	Mr. Bruce Shatel	Mr. Jacob Ross P '30 Mr. Craig Wicker P '20
	Junior Varsity	Mr. Nicholas Linfante	Mr. Mark Benemerito '17
	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. Sean Rose Mr. Daniel Spellman
Skiing	Varsity	Mr. Kenneth Johnson P '22, 24	Mr. John Majano-Lopez
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. Craig Frost Mr. Garret Beam Mr. Ryan Harrington Mr Rick Cimino Mr Donald McNeil
	Middle School	Mr. Chris Costa	Mr. Anthony Russo '20

Spring Sports Coaching Staff

Sport	Level	Head	Assistant Coach(es)
Baseball	Varsity	Mr. Bruce Shatel	Dr. Antonio Negrin Mr. Douglas Anderson '02 Mr. Kyle Vinci '20
	Junior Varsity	Mr. Daniel Szelingowski	Mr. Mark Darakjy '20
	Freshman	Mr. Thomas Bennett	Mr. Kenneth Anderson
	Middle School	Mr. Matthew Crane	Mr. Jerome Jabbour '20
Golf	Varsity	Mr. Sean Flanagan	
	Junior Varsity	Mr. Nicholas Linfante	
Lacrosse	Varsity	Mr. Matthew Kovachik P '26	Mr. Matthew Corica Mr. Carl Houser P '26 Mr. Sal Tramonda
	Junior Varsity	Mr. Patrick Cummings '18	Mr. Andrew Watts
	Freshman	Mr. Neil Murphy '07	Mr. Chuck Ruebling '79, P '10
	Middle School	Mr. Robert Flynn	Mr. Michael Carr '01
Rugby	Varsity	Mr. John Majano-Lopez	Mr. Michael Donnelly Mr. John Segreto
Volleyball	Varsity	Dr. Jonathan Cote	Mr. Rick Cimino
Track and Field	Varsity	Mr. Andrew Sherwood	Mr. Michael Benz '14 Mr. Collin Frost Ms. Nora McSorley Mr. Sean Rose Mr. Daniel Spellman
Tennis	Varsity	Mr. John Thompson	
	Junior Varsity	Mr. Peter O'Connell	
	Middle School	Mr. Patrick Savidge	

Student Council (Council of Seniors)	
President	Kenz Raza '27
Vice-President	Luke vanVolkenburgh '27
Secretary	Dean Zarro '27
Councilman	Tanner Koss '27
Class Presidents	
Junior	James Ebrahim '28
Sophomore	Braden Edelle '29
Freshman	TBD (election fall 2026)
Middle School	TBD (election fall 2026)

Section 4: Safety and Security

Abuse, Bullying, Interpersonal Conduct, Harassment, Hazing

Delbarton School has been, and remains, committed to providing an educational atmosphere free of any conduct that is considered harassing, abusive, disorderly, or disruptive. The school recognizes and will endeavor to protect the right of all students, faculty, and employees 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 employees 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 Director of Human Resources 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-day-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 Dean of Students 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 Dean of Students or Dean of Guidance, contact the police (911) before you contact School authorities. If you are not able to report suspected abuse to the Dean of Students or the 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 (or Administrator) 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 observe 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 Dean of Students 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 an 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 the 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 or 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 a 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 is unaware of 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 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.

Employee Conflict Resolution and Grievance Policy

Delbarton School operates with the hope (and encouragement) that conflicts will be avoided or well-managed through effective communication. When conflicts need to be addressed, complainants should try to resolve matters directly with the other party or parties affected or involved. If this is ineffective, complainants should inform the Chief Financial and Operations Officer (CFOO) of any complaint regarding conduct that adversely affects their employment.

Whenever possible, complaints should be resolved at the administrative level. In all instances, complaints must be presented to the administration for action before being escalated to the CFOO, the Headmaster, or the Chair of the Board of Trustees, with the understanding that final authority on operational matters rests with the Headmaster. The Board of Trustees has a role to play only in grievances related to the School's operations when these involve the Headmaster.

The CFOO (who oversees Human Resources), the Headmaster, and, in grievance situations involving the Headmaster, the Chair of the Board of Trustees may only address complaints brought to them by the employee directly and immediately impacted in any given situation. No guarantees are provided that complaints brought on behalf of another party will be addressed.

If an employee's dissatisfaction in a situation, after the CFOO has been notified and attempted to address and resolve the problem, extends to a grievance with the CFOO, the employee may present the complaint in writing as a Grievance to the Headmaster. The Headmaster and the involved parties will then try to resolve the grievance. In such a case, the Headmaster's disposition of the matter in such a case is final.

If a grievance is with the Headmaster, it may be submitted to the Chair of the Board of Trustees. The Board Chair determines whether the Board has an appropriate role to play in resolving the matter. The Board Chair will typically not make such a determination when the issues involved are operational and the grievance with the Headmaster does not extend beyond disagreement with the Headmaster's final determination.

If the Board Chair determines that the Trustees have a role in addressing a Grievance involving the Headmaster, the Executive Committee of the Board of Trustees (with the Headmaster recusing himself) will consider the Grievance, and their decision will be binding and final. This includes a determination by the Executive Committee that the final decision on the submitted Grievance properly rests with the Headmaster and that neither the Chair nor the Executive Committee of the Board has an appropriate role to play in resolving the matter.

Crisis Management and Emergency Procedures

Delbarton School has developed emergency procedures for responding to events that require evacuation (e.g., a 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 Faculty & Staff portal at *delbarton.org*.

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 retake attendance. 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. In a real emergency, Lock Down is a last resort if evacuation is not an option.

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, O.S.B. (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, behind the bookshelves, 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 lowered.
- 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 Dean of Students can assist with any questions or concerns.
- All students, faculty, and staff should remain quiet for the duration of the drill.

Evacuation

An 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 (Upper Abbey Field, Abbot Brian Clarke Gym, the Abbey Church). 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 end route to the meeting area.

Shelter in Place

A Shelter in Place order is generally initiated by security and administrators, faculty, staff, law enforcement, or in some cases the public. It is activated by the PA and mass alert system. Plan language will be used.

Key elements:

- Teachers should clear and sweep hallways while closing their doors
- Close and lock exterior doors and windows.
- Special attention to outside activities.
- Check halls and restrooms for students and clear common areas affected.
- Control ALL movement but continue classes.
- Teachers can continue teaching while in this mode but no one should leave the classroom.

Health Emergencies

All injuries or illnesses must be reported to the School Nurse as soon as possible by the employee 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 three floors of Trinity Hall, the second 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 Pizzo Family Field House, Cocozziello Field, South Gate 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* in each classroom and office and on the Faculty & Staff portal at 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 accepting gifts and other expressions 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 by employees 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.
- 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 well in advance of such extended closure so appropriate planning can occur for online instruction.
- If snow is falling and school is not canceled, 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 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 or at the earliest safe time for buses to transport students.

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 that non-essential personnel voluntarily decide 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 weather or an 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 restricted areas that are not available to students, except as noted below.

- Estabrook Dining Hall (except lunchtime, and 4:30-6:00 pm)
- Edward J. Murphy Fitness Center and Pizzo Family Field House (outside of operating hours and only when supervised by an employee)
- Faculty and Staff Commons
- Faculty and Staff residences
- Formal Garden (all students except seniors, except for events supervised by an employee)
- Lynch Athletic Center gyms (unless an employee is present and supervising)
- Monastery buildings (1966 Monastery, Vincent House, Abbey Church [unless an employee is present and supervising])
- Old Main (except for events supervised by an employee)
- 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 an employee)

Technology

Supervision and Monitoring

No employee or student who uses Delbarton School's information technology resources (ITRs) for personal or unrelated school interests may claim a reasonable expectation of privacy. The use of such ITRs is a privilege and 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.

Mobile and Online Technology and Communication

Delbarton School's information technology resources (ITRs), including all hardware, software, email, and Internet access, are provided to the faculty and students for educational purposes. Student personal electronic devices are also to be used only for educational purposes during academic activities.

All members of the community are expected to act in a responsible manner when using Delbarton ITRs and other electronic devices just as they would in any aspect of their daily conduct at Delbarton School. Teachers are responsible for understanding the student use policy as described in the Student *Handbook*, and for monitoring student use appropriately.

Mobile communication devices, including, but not limited to smartphones, smart watches, mobile phones, and tablet computers ("MCDs") are to be used by students for educational purposes only during academic activities. Other than the use of a tablet computer limited to classroom related work, MCDs observed by faculty member or administrator during classroom time shall be subject to confiscation. The faculty member or administrator shall as soon as practicable surrender the device to the Headmaster or Dean of Students.

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

Communicating with Students on Electronic Media

Delbarton employees and volunteers acknowledge the importance of transparency in electronic communication with students and assume that any such interactions are not confidential. Therefore, all electronic communication between faculty and adult volunteers and the students entrusted to their care should ordinarily take place within the parameters of the Delbarton School platform (delbarton.org) and its related applications (e.g. Delbarton Gmail, Schoology).

In cases where adult-student communication is necessary and the use of a Delbarton platform is impractical, alternative methods of correspondence are permissible assuming that the adult

remains in an appropriate adult role relative to the student, that the content of the communication is for sharing logistical information and reminders, and that the correspondence is visible to others and is archived (i.e., not automatically deleted).

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

Online discourse from school sponsored platforms should remain apolitical and focused on School-related news and events. Faculty must report to their immediate supervisor any communication from 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.

Administrators and parents have the right to view any communication between employees and students. Additionally, parents have the right to be copied on any communication, if they so request. If they request to be added to group conversations, their role is only to witness and share any relevant logistical information pertaining to their child.

Social Media

Social media includes any form of online publication or presence that allows an individual to post texts, photos or other content as well as engage in interactive communications. Examples include social networks (such as Facebook, X [formerly known as Twitter], Reddit, Edmodo and LMS), video or photo sharing websites or apps (such as Instagram, TikTok, WhatsApp, YouTube, Flickr and Snapchat), blogs, Internet websites, Internet forums, virtual worlds and wikis.

While the School respects the right of teachers to use social media and networking sites, as well as personal websites and blogs, etc., it is important that a teacher's classroom and personal use of these sites does not violate the School's policies for the protection of students and its Harassment Statement and Complaint Procedure (Sexual and Other Unlawful Harassment), and is fair to fellow employees, students and their families. Employees should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world has the possibility of becoming public, even without their knowledge or consent. Faculty members are therefore responsible for all information that they post, share, view, and respond to online. Faculty members should also monitor photo posts in which the Faculty member is tagged.

The job responsibilities of each Faculty member include the responsibility to model good behavior while in the presence of students, even on social media, and to communicate the School's perspective on appropriate behavior through the example set by the Faculty member's own conduct. Faculty members are also mandated reporters of bullying and suspected abuse regardless

of where they see it, including on social media. Viewing and/or being privy to photos, videos, comments, and other texts posted to social media may trigger an obligation to report such conduct in accordance with the School's policies for the protection of students and its Harassment Statement and Complaint Procedure (Sexual and Other Unlawful Harassment).

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

Joining the social networking sites of current parents is also strongly discouraged. Teachers should never discuss sensitive school matters with parents using social media outlets, including, but not limited to, Instagram, Redditt, Facebook, blogs, and wikis.

Use of Delbarton logos or images on personal social networking sites is not permitted. This prohibition includes the display of branded apparel, including hats, sweatshirts, and tee-shirts.

Teachers must also obey all copyright and usage rights. If the School believes that an employee's activity on a social network site, blog, or personal website violates the School's policies, the School may request that the employee cease such activity. Depending on the severity of the incident, the employee may be subject to disciplinary action up to and including termination.

Delbarton Social Media Accounts

Delbarton Social Media is any social media account or site that faculty members use as an extension of their roles as educators at Delbarton. Educators on Delbarton social media accounts should adhere to the following:

- Clearly identify yourself and your role at Delbarton
- Use your account as an extension of your classroom to promote people, ideas, links, or images that are pertinent to your role as an educator.
- Make connections to other educators, administrators, coaches, leaders, alumni, or current students. Model thoughtful online decorum. Be polite.
- Use tags, links and media to reinforce your ideas.
- Whenever possible, link, reply, mention, connect, and keep in the loop with the School's communications department and school-wide accounts.
- Promote the mission of the School by using the following hashtags: #herewebelongs, #mindbodyspirit, #gogreenwave.
- Remain apolitical.

Interaction with Students on Delbarton Social Media Accounts

- Students are welcome and encouraged to visit and follow Delbarton social media pages.
- Delbarton social media pages may not follow private accounts run by students.

Example: Requesting to be a student's friend on Facebook, requesting access to a private Instagram account, following a student on Snapchat, accepting an invitation from a student on any social media application.

- Delbarton social media pages may follow or respond publicly to public accounts run by students.
- Delbarton social media pages may respond or "mention" public student accounts in a public way. *Example:* Replying to a blog post, commenting on a YouTube page, mentioning athletic accounts when recapping a game.
- Delbarton social media pages may not private message students. *Example:* Direct messaging, Snapchats, Facebook messenger.
- Any inappropriate interaction must be reported to the Dean of Students within 24 hours of discovery of the offending post.

Delbarton Social Media Account Access

Employees who have responsibilities that include posting information to Delbarton School-maintained websites and/or social media accounts understand and agree that the content and followers of the website or social media accounts belong exclusively to Delbarton School, and that upon request, the employee must provide Delbarton School with any information necessary to log in to a Delbarton School -maintained website or a social media account claiming to be affiliated with Delbarton School. No employee may create an account purporting to be an official Delbarton School account, or change a password of any existing official account, as this is solely the responsibility of Delbarton School. You agree that any account that uses Delbarton School content or purports to be affiliated with Delbarton School shall be transferred to Delbarton School or cancelled at the request of Delbarton School.

Employees who participate in social media activities as part of their work for Delbarton School, on an account created for that purpose, understand and agree that the account (and any content created for or posted on the account) is considered Delbarton School's intellectual property. This account shall remain Delbarton School's intellectual property even if the individual separates from or otherwise disaffiliates with Delbarton School. Under those circumstances, the individual will not try to change the password or the account name or create a similar sounding account or assert any ownership over the account or the contacts and connections the individual has gained through the account. Any materials created for or posted on the account will be deemed and remain Delbarton School's property and all work product shall be deemed a work made for hire for Delbarton School. To the extent such designation is not possible or feasible, the creator shall promptly assign over any rights to Delbarton School upon its request without cost to Delbarton School.

Employees who are NOT responsible for posting and/or maintaining Delbarton School's websites and/or social media accounts on behalf of Delbarton School must obtain express written authorization from the Headmaster prior to posting any information or content and/or revising Delbarton School's websites and/or social media accounts.

All Employees authorized to post on Delbarton School websites and social media accounts should identify themselves and their affiliation with Delbarton School through the post. Any content

posted should be current and accurate. If you do make an error, take responsibility for it and correct it quickly. To the extent an explanation is needed, keep it short and simple. Do not post any information that is obscene, defamatory, libelous, threatening, harassing, or intimidating to another person or entity. Examples of such conduct include, but are not limited to, offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or Delbarton School policy. Employees may be held personally liable for such remarks.

Any accounts that use the Delbarton School name, logo or variations of them or that purport to speak on behalf of Delbarton School must be approved by the Headmaster before creation of the account or posting of the content.

Failure to Comply

If an employee fails to follow this Social Media Policy, Delbarton School reserves the right to remove any and all content at-issue, including deleting any accounts that improperly affiliate with Delbarton School. Employee understands and agrees that, in the event Employee fails to follow this Social Media Policy, Employee will cooperate with Delbarton School to remove any content and/or accounts deemed by Delbarton School, in its sole discretion, to violate this policy. Disciplinary action or termination may also result from any such infraction.

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 Chief Financial and Operations Officer or the Headmaster.

Delbarton School will not tolerate any violations of CEPA or any other law. Employees who believe that Delbarton School violates 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.

Workplace Violence

Work Practices, Facilities and Equipment

Delbarton School takes the safety of its employees, students, parents, visitors, and other members of the Delbarton School community very seriously. Each employee is responsible for protecting his or her safety as well as the safety of others. All employees must maintain safe work practices always when they perform their jobs or are present on School premises. Safe working conditions are important throughout Delbarton School. All Delbarton School safety policies seek to minimize the risk of personal injury to employees and students and damage to Delbarton School and personal property.

If you observe any unsafe conditions, you should promptly report them to your supervisor. Examples of unsafe conditions include, but are not limited to, slippery floors, hazardous equipment, defective or broken equipment, careless handling of combustibles, and cluttered hallways, stairs, exits, and entrances.

Employees should familiarize themselves with Delbarton School's evacuation plan, so they are informed and prepared in the event of an emergency and can assist students in exiting the building.

Workplace Violence

We do not expect you to become an expert in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; harshly overreacting to changes in Delbarton School policies and procedures (as opposed to simply complaining); personality conflicts with employees; obsession or preoccupation with an employee or Supervisor; attempts to sabotage the work or equipment of an employee; blaming others for mistakes and circumstances; demonstrating a propensity to behave and react irrationally.

Prohibited Conduct

Threats, threatening language, or any other acts of aggression or violence made toward or by any Delbarton School employee **WILL NOT BE TOLERATED**. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, use of foul or threatening language, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons on to Delbarton School premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by employees, should be reported immediately to any member of management with whom you feel comfortable. Reports of threats may be maintained confidentially to the extent that maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated.

All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action because of reporting a threat in good faith under this policy.

If Delbarton School determines, after an appropriate good faith investigation, that someone has violated this policy, Delbarton School will take swift and appropriate corrective action.

If you are the recipient of a threat made by an outside party, please follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

Section 5: General Employee Policies

Delbarton School is committed to upholding the highest standards of legal, ethical, and moral conduct in its operations. Employees are expected to engage in no activity that violates that standard or casts doubt on the commitment of Delbarton School to set a high example for students, parents, and the entire Delbarton community.

Alcohol and Drug-Free Workplace

Delbarton School expects all employees at the workplace to be free from the influences of alcohol and illegal drugs. Any unlawful or unauthorized manifestation, distribution, dispersion, possession, or use of alcohol or illegal drug or any other controlled substance is always prohibited and under any circumstances on campus or elsewhere where students are moderated by faculty. Disciplinary action or termination will result from any such infraction.

Any public legal charge or indictment concerning the use of illegal substances by an employee will cause immediate suspension. A guilty verdict or a guilty plea acceptance (or disposition considered by Delbarton School to be similar) can result in termination.

Delbarton School will contact the proper authorities and cooperate fully when any commerce involving illegal substances is discovered on campus.

Delbarton School also reserves the right to require employees to undergo drug and/or alcohol testing. Failure to cooperate with such testing will result in disciplinary action.

Attendance and Punctuality

Employees are expected to adhere to the work schedule determined by their supervisor. In cases of approved leave or vacation, an employee must prearrange with their supervisor. Any extension of these leaves must also be prearranged.

In the case of an absence due to unexpected illness, employees must make this absence known to their supervisors (personal contact; not simply a voice message or message left with another employee) at least an hour before the scheduled workday begins. This notification should be adhered to each day of the required absence.

Notification, while critical and required, does not necessarily excuse the absence or lateness. Any consistent lateness due to a medical emergency or other medical condition should be substantiated by a note from a doctor. In addition, Delbarton School reserves the right to require employees to submit a doctor's statement to substantiate any consistent absence due to illness or injury for which time off is requested.

For cases involving an absence for personal needs, the employee must prearrange this with their supervisor. Except in exceptional cases, a week's notice must be given.

A three-day, unreported absence (no call, no show) will be considered a voluntary resignation.

While occasional circumstances may arise that necessitate an employee's late arrival, any excessive or habitual tardiness will not be tolerated. Leaving work early, taking an extended lunch, or taking other breaks without prior approval from an immediate supervisor or Human Resources will constitute tardiness.

Repeated, excessive or unreported absences or failure to arrive to work on time or unauthorized early departures may result in discipline, up to and including termination.

Background Checks

Delbarton School students and staff must have a safe and secure environment. To this end, all prospective employees of Delbarton School are required to undergo a background check administered by the State of New Jersey, which involves fingerprinting, before commencing employment. Delbarton School will reimburse employees who successfully complete the background check process.

Any employee found ineligible to work in a school as a result of a background check will be terminated immediately, and a prospective employee will not be allowed to begin employment if the results of a background check indicate the same.

Delbarton School repeats criminal background checks on all continuously employed employees and high-access volunteers at least once every two years and at the time of rehire for returning or seasonal employees and high-access volunteers.

Delbarton School requires employees and high-access volunteers to immediately notify their supervisor or Human Resources if they are arrested or convicted of a crime while employed by Delbarton School.

Business Equipment/Electronic Privacy

All business equipment, including copiers, printers, fax machines, postage meters, computers, mobile telephones, and landline telephones, is the property of Delbarton School and is intended for Delbarton School purposes and use by Delbarton School employees only. Equipment for student use (printers and photocopiers) is available in the computer labs, student printing stations, and Khubani Library.

Delbarton School recognizes that, in limited situations, it may be necessary for an employee to make or receive personal phone calls or email during working hours. However, all personal communications should be limited in both frequency and length and done on the employee's nonworking time. Employees have no guarantee of privacy when using Delbarton School computers, telephones, fax machines, or other electronic communication devices. Accordingly, Employee should not send, store, or receive any messages they wish to keep private.

No employee may use a camera or smartphone camera phone function on any phone in violation of Delbarton School's *Sexual and Other Unlawful Harassment* policy (for example, by displaying inappropriate material or by taking photographs of another employee's body in an offensive manner), or to record confidential information of Delbarton School. Nor may an employee use such a camera or camera phone when he is supposed to be working, or to distract (or potentially distract) another person while he or she is supposed to be working.

The use of tape recorders, Dictaphones or other types of voice recording devices anywhere on Delbarton School property, including to record conversations or activities of other employees or management, is also strictly prohibited. Also, secret tape recording of third parties may in some instances violate state or federal law.

Please note that you should not expect Delbarton School's business equipment will afford you any privacy with respect to personal matters. The email system and internet access are Delbarton School tools and are subject to review by Delbarton School at any time.

Users have no legitimate expectation of privacy regarding their use of any of Delbarton School's electronic systems. Employees should not expect any of their computer entries or messages left on Delbarton School's electronic systems, including computer files (even if protected by a password), e-mail, instant messages, or voice mail systems, to be private. All use is subject to monitoring, to the maximum extent permitted by applicable law. This includes as permitted the right to access and monitor any electronic communication and/or personal communications at any time, for any reason.

Delbarton School's policies prohibiting harassment, in their entirety, apply to the use of Delbarton School's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on sex, race, color, national origin, citizenship status, religion, marital status, disability, age, citizenship, military or veteran status, or any other characteristic protected under applicable law.

Further, because Delbarton School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords. Any password protection is for the protection of Delbarton School, not the employee.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

Confidentiality

All employees of Delbarton School must respect and maintain the confidentiality of student-related information, such as student enrollment, grades, and/or other student performance information, to which the employee may have access in carrying out his or her responsibilities and duties both during and after their employment with Delbarton School. Any discussion of confidential information outside the property or similar violation of these standards will result in disciplinary action.

Other Delbarton School files or information, such as personnel files, medical information, academic planning, marketing or fundraising plans, also is considered confidential. If you have any questions about this topic, contact the Chief Financial and Operations Officer.

Medical information of any employee is confidential. Managers and other employees are responsible for respecting and maintaining the confidentiality of employees' medical information.

Anyone inappropriately disclosing medical information is subject to disciplinary action, up to and including termination of employment.

Conflicts of Interest

Employees must avoid any situation that involves or may involve a conflict between their purely personal interests (including business interests) and the interests of Delbarton School and its students. This includes employees in their dealings with suppliers, contractors, or any person doing or seeking to do business with Delbarton School. Each employee shall make prompt and full written disclosure to his or her supervisor of any potential situation that may involve a conflict of interest. Examples of conflicts include (but are not limited to):

- Ownership by the employee or by any member of his or her family of a significant interest in any outside enterprise that does or seeks to do business with Delbarton School.
- Serving as a director, officer, partner, consultant, or in a managerial or technical capacity with an outside enterprise, which does or is seeking to do business with Delbarton School, unless the Board of Trustees has provided prior approval.
- Acting as a broker, go-between, or otherwise for the benefit of a third party in transactions involving or potentially involving Delbarton School or its interests.
- Any other arrangements or circumstances, including family or other personal relationships, which might dissuade the employee from acting in the best interests of Delbarton School.

Any violation of this policy may result in disciplinary action, up to and including discharge. Any Delbarton School employee who has knowledge of any violation of this policy shall promptly report such violation to the Chief Financial and Operations Officer.

If you have any questions about whether some situation might pose a conflict of interest in violation of this policy, contact the Chief Financial and Operations Officer.

Disabilities Accommodation

Delbarton School will endeavor to make reasonable accommodations to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on business operations. In considering requests for reasonable accommodation, Delbarton School will consider the physical and other requirements needed to perform the essential duties of the position at issue. If you need assistance performing your job duties because of a physical or mental condition, please advise Human Resources.

You may be asked to provide your input on the type of accommodation you believe may be necessary or as to the functional limitations caused by your disability. In addition, when appropriate, you may need to provide additional information from your physician or other medical/rehabilitation professionals.

Pregnancy Accommodation Policy

Delbarton School will endeavor to assist pregnant and post-partum employees who request reasonable accommodations due to temporary physical or mental limitations due to pregnancy, childbirth, or related conditions in compliance with all applicable laws, including, but not limited to, the Pregnant Workers Fairness Act (PWFA) and the Providing Urgent Maternal Protections for Nursing Mothers Act (PUMP Act).

Pursuant to the PWFA, Delbarton School will provide reasonable accommodations to all qualified pregnant and post-partum employees when temporary physical or mental limitations due to pregnancy, childbirth, or related conditions affect the performance of their essential job functions, except where doing so would result in undue Hardship to Delbarton School. In considering requests for a reasonable accommodation, Delbarton School will consider the physical and other requirements needed to perform the essential duties of the position at issue. If you need assistance performing your job duties because of temporary physical or mental limitations due to pregnancy, childbirth, or related conditions, please advise Human Resources.

Discipline

Delbarton School recognizes that in a professional environment, most employees take responsibility for ensuring their own behavior complies with Delbarton School's standards. It may become necessary, however, for Delbarton School to take disciplinary action when an employee fails to meet Delbarton School's performance, attendance, conduct, or other expectations.

Delbarton School has sole discretion to determine whether circumstances warrant disciplinary action, and if so, what type of discipline is warranted. Examples of possible disciplinary action include, but are not limited to: oral warnings, written warnings, suspensions, and termination of employment.

Delbarton School is not limited to the actions previously described and may apply any of those actions it deems appropriate, at any time, with or without notice. Delbarton School, in its sole

discretion, reserves the right to skip all steps in this discipline procedure as Delbarton School deems appropriate.

Procedures

The disciplinary procedure would normally include four steps: 1) Conversation, 2) Formal Warning, 3) Probation, and 4) Termination. All documents associated with the Progressive Discipline Procedure are retained in the employee's personnel file. Nothing in the following procedures is intended to alter Employee's at-will employment status or limit the School's ability to impose discipline or terminate employment as it deems appropriate, with or without notice or cause.

Progressive Discipline

Conversation

A large portion of performance and conduct issues are identifiable and, in many cases, can be addressed and resolved through conversation between the supervisor and the employee. The conversation and effective counseling include the following:

- Identification of the problem with specific examples.
- A mutually agreed upon action plan to resolve the problem.
- Documentation of the conversation, which is kept in the personnel file of the individual.

Formal Warning

Formal warnings should be initiated when 1) conversation fails to resolve the problem or 2) the problem is of such a serious nature that immediate and formal resolution is required. Formal Warnings should be documented in the following format:

- A specific statement of the problem.
- Reference to any prior conversation/counseling that was attempted.
- A statement of the policy that was violated.
- A summary of the corrective actions to be taken.
- A statement of the consequence of failure to resolve the problem(s).
- A reasonable timeframe for resolution.
- Formal Warnings should be presented at a meeting with the appropriate supervisor
- Any individual receiving a Formal Warning should be required to sign the Formal Warning document.
- Formal Warning Documents and all accompanying materials should be stored in the personnel file of the individual who received the warning.

Probation

Probation should be initiated only when the Formal Warning process has not succeeded or when the misconduct is such that a second infraction would clearly warrant termination.

The process consists of the same elements as the Formal Warning process. With probation, greater emphasis is placed on the fact that failure to meet the conditions of the probation will result in termination if significant improvement is not demonstrated consistently in the probation period.

- A Document of Probation should be completed when the faculty or employee is placed on probation.
- Any individual being placed on probation should be required to sign the Document of Probation. All documents and all accompanying materials should be stored in the personnel file of the individual who receives the warning.
- At the successful conclusion of probation, the individual will be notified in writing that he or she is no longer in a probationary status.

Termination

Termination should be administered under one or two conditions:

- Failure to improve conduct during the steps of Progressive Discipline or
- Serious and major offenses, including but not limited to violations of Delbarton's policies for the protection of students.

Document Retention and Destruction Policy

In accordance with the Sarbanes-Oxley Act and New Jersey common law, it is a crime to alter, cover up, falsify, or destroy any document with the intent to impede or obstruct any official proceeding. Consequently, no documents are to be destroyed whenever an employee or Delbarton School knows or has reason to know that a government investigation of Delbarton School has begun or is likely to begin, or a suit against Delbarton School has been filed or is likely to be filed.

Additionally, it is Delbarton School's stated policy to follow a record retention schedule to ensure that records are not destroyed prematurely. Delbarton School will follow the record retention schedule adopted by the State of New Jersey's Department of Education, which may be amended from time to time.

In furtherance of the above, pursuant to the New Jersey Paid Sick Leave Act, Delbarton School shall maintain and retain records documenting the hours worked by employees and earned sick leave taken by employees, for a period of five years, and shall, upon demand, allow the New Jersey Department of Labor and Workforce Development access to those records to monitor compliance with the New Jersey Paid Sick Leave Act.

Employment Authorization

The Immigration Reform and Control Act of 1986 requires that Delbarton School ensure that employees are authorized for employment in the United States. Therefore, Delbarton School will employ only individuals lawfully authorized for employment in the United States. Federal law requires that every employee hired by Delbarton School after November 6, 1986, complete the Employment Eligibility Verification Form (commonly called the I-9) within three workdays of the start of work.

This information and documentation will be used only for compliance with the Immigration Reform and Control Act and not for any unlawful purpose. Please inform Delbarton School immediately if your employment authorization changes or terminates after the start date of your employment.

Employment Verification

Delbarton School will respond to reference requests only through the Headmaster or the Chief Financial and Operations Officer. Delbarton School will not respond to any oral requests for references. All requests for references must be in writing and either on the requesting company's letterhead or submitted electronically. Delbarton School's response will only confirm the dates of employment and position held. If an employee has given written authorization, Delbarton School will also provide information on the amount of salary or wages earned by the employee.

To avoid being accused of unlawful disparagement/defamation, no employee should ever provide another individual with reference information (e.g., how was the person's performance or conduct while employed) regarding current or former employees of Delbarton School. If you receive any requests for reference information relating to another employee or former employee, please forward it to Human Resources.

Nothing in this Employment Verification policy shall supersede the reporting requirements of New Jersey Senate Bill S414 (Law A 3381), the "Pass the Trash" Law. All requirements of Law A 3381 will be fulfilled when a reference request is made regarding a current or former employee of Delbarton School.

Equal Employment Opportunity

Delbarton School is aware of and takes seriously its obligation to provide its employees with employment opportunities and terms and conditions of employment free from unlawful discrimination based on any legally protected category, including but not limited to: race, color, national origin, citizenship status, religion, sex, marital status, disability, age, citizenship, military or veteran status, or genetic information.

Our administration is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

Any employee who believes he or she may have been discriminated against or who believes that he or she has observed any discrimination should promptly discuss the matter with Human Resources

Supervisors/Managers who receive any complaint (formal or informal) or concern involving discrimination, or observe what they perceive may be discrimination, must promptly bring the matter to Human Resources.

Upon receipt of a complaint, Delbarton School will initiate an appropriate investigation. Employees have a responsibility to cooperate in any investigation of unlawful discrimination. All

employees are to cooperate fully with any investigation and the resolution of all unlawful discrimination claims.

Hours of Work

For payroll purposes, the work week begins at 12:01 am Sunday and ends at 12:00 am Saturday. While the regular work week for a full-time employee is usually 40 or 37.5 hours, employees may be required to work irregular hours due to the nature of their work.

When classes are in session, the regular workday is 7:45 am to 3:45 pm, Monday through Friday.

When classes are not in session during Christmas Break or Spring Break, work hours are 8:30 am to 2:30 pm, Monday through Friday, except where indicated elsewhere in this *Handbook* (cf. designated Employee Holidays).

See below for information regarding summer hours.

All full-time employees are entitled to a one-half-hour lunch or dinner break, which is not included in the hours worked.

When employees are required to work at evening or weekend events, appropriate comp time can be taken in acknowledgment of such work after normal hours. Such comp time should be arranged with the employee's immediate supervisor.

Summer Hours

Summer hours for Delbarton School Administrative / Office staff are 8:30 am-12:30 pm (4 hours) Monday-Friday. Some deviation from the stated hours to an alternate 4-hour schedule (e.g., 7:30-11:30 or 9:00-1:00) may be necessary for some personnel. To avoid doubt, all personnel are expected to work a minimum of 4 hours per day when Delbarton is on summer hours.

Furthermore, it is possible and likely that some will be required to work beyond the 4-hour minimum to meet other deliverables and deadlines (e.g., year-end audit requirements for the Business Office). Department supervisors will determine when such deviations are required. For those required to work extra hours during the summer, comp time may be taken at a later date. In order to properly track comp time, it is advised that when extra work is required, such hours are spent physically in the office.

Work permitting, all personnel may work remotely on Fridays during our scheduled summer hours. Note: the Main Office will need someone in the office on Fridays to receive visitors, calls, etc.

All departments are required to have a physical presence on campus Monday-Thursday. Work permitting and with the approval of your supervisor, staff may work remotely on Mondays to Thursdays, to the extent that each department has representation on campus for the minimum required hours. It is the responsibility of department supervisors to determine when and if this is

possible. Supervisors will need to provide the Headmaster and the CFOO with a schedule of who will be physically in the office. To the extent a regular rotation cannot be scheduled in advance, the upcoming week's schedule should be provided by the end of the day Thursday of the week prior.

Media Contact

All media inquiries about Delbarton School's official position on any issue must be referred to the Director of Marketing and Communications or his or her designee. Only the Headmaster, the Director of Marketing and Communications, or their designee, is authorized to make or approve public statements on behalf of Delbarton School (that is, acting as a spokesperson for Delbarton School).

No employees, unless specifically designated by the Headmaster or the Director of Marketing and Communications, or their designee, are authorized to make statements on behalf of Delbarton School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of Delbarton School must first obtain approval from, the Headmaster or the Director of Marketing and Communications or their designee.

Nepotism

The employment of relatives, spouses, members of the same household, or those in a romantic relationship with an employee of Delbarton School is permitted, subject to certain limitations. Such persons may not be hired if employment would:

- Create a supervisor/subordinate relationship with such a person
- Have the potential for creating an adverse impact on work performance
- Create either an actual conflict of interest or the appearance of a conflict of interest

Relatives will not be allowed to supervise or evaluate each other.

The following rules apply to relationships (family or otherwise) that are first created after employment starts.

- In the event a relationship is created after employment starts and results in a situation in violation of this policy, the School will require one of the employees to leave his or her current position or employment entirely. In that case, the School will consider the preferences of those in the relationship, but the needs of the School must take priority.
- A relative is defined as any person related to the employee by blood, marriage, or adoption in the following degrees: parent (including father-in-law and mother-in-law), spouse or domestic partner, child, grandparent, grandchild, brother, sister, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, and first cousin.

Modifications to School Property

To protect its investment in property and equipment and to ensure Delbarton School remains in compliance with all safety codes, employees must obtain permission from the Headmaster before modifying school property. This includes installing or removing shelves, dividers, window treatments, or any other permanent or semi-permanent fixtures.

Orientation and Probation Period

The first 90 days of employment for any regular full or part-time employee is to be considered an orientation and probation period. During this time, both Delbarton School and the employee will become acquainted in the workplace. If the employee completes the orientation and probation period, the administration will evaluate the work of the employee at the end of this period. If necessary, the orientation period may be extended. If the expectations of Delbarton School are met, the employee's status will be changed to either full or part-time as the job situation dictates.

During the orientation period, the employee is not eligible to take sick time or vacation days. Nothing in the foregoing procedures is intended to alter the employee's employment-at-will status or limit the Delbarton School's ability to impose discipline or terminate employment during the orientation and probation period, as it deems appropriate.

Neither commencement nor completion of the orientation period will alter the employee's employment-at-will status. "Employment at Will" means that either the employee or Delbarton School may terminate the employment relationship at any time, for any reason or no reason, with or without cause or notice.

Personal Dress

All employees are expected to dress appropriately for their positions and be well-groomed. Professional dress is required for members of the faculty and administration during school hours (see "Dress and Deportment," section 5). While dress requirements are more relaxed during school vacations or the summer break, all employees are still expected to dress appropriately.

Personal Information

Any change to your name, address, telephone number, emergency contact, beneficiary, marital status, or exemptions on your W-4 form should be reported promptly to the Business Office through your ADP Employee Portal.

Personnel Files

Personnel files are the property of Delbarton School, and access to the information contained therein is restricted. No employee can replace, remove, and/or change any items in his or her personnel file. Employees will not be granted direct access to any personnel file, including their

own. However, requests for specific documents in an employee's own file will be considered on an individual basis, provided the request is made in writing to Human Resources.

Protection of Employee and School Property

For your protection, employees are discouraged from bringing personal items to work and are advised to keep personal belongings they carry with them to a minimum. Please always exercise common sense and take steps to safeguard purses and wallets. Delbarton School cannot be responsible for personal items left unsecured or overnight.

Remote Work and Comp Time

Remote Work

While in-person/on-campus work is the norm and expectation at Delbarton School, it is recognized that under certain conditions and circumstances, remote working may be permitted. Employees will be permitted to work remotely periodically under the following conditions:

- Remote work must be pre-approved by your immediate supervisor and/or department head;
- The supervisor must inform the Chief Financial and Operations Officer in writing;
- The employee can perform his or her daily and recurring routine functions from the remote location;
- The employee demonstrates the ability to meet all deadlines and deliverables;
- Remote work may not extend beyond two days at one time. The Headmaster or the Chief Financial & Operations Officer must approve any requests for permission exceeding two days.

Please note that remote working, when approved in advance, is a privilege and not a right. Failure to accomplish and complete routine and required responsibilities will result in this privilege being revoked.

Comp Time

Comp Time is awarded to full-time salaried staff/personnel who, from time to time, are required to work more than a normal 8-hour day (e.g., nights, weekends, and holidays) to be present for meetings and events. Employees who are required to work in these situations will receive comp time that can be used at other times during the year. Such time off shall be taken in coordination and with the approval of your supervisor or department head to ensure that normal operations are not impeded.

Searches

Delbarton School reserves the right to look through and otherwise search its own premises and property, including premises and property issued to employees for their use, such as desks, lockers, filing cabinets, and offices, regardless of whether those premises or property are issued for any employee's sole use. This right to search also includes all of Delbarton's electronic systems,

including computers, cellphones, e-mail, instant messages or voicemail systems. At all times, these items remain the property of Delbarton School.

A refusal to cooperate with enforcement of this policy may result in disciplinary action up to and including immediate termination.

Smoking

New Jersey law prohibits smoking or vaping of any substance, including cannabis (a/k/a marijuana), in or around student areas in public and private schools except in a few designated convenience areas. This statute covers school buildings year-round, and not merely when classes are in session. Therefore, smoking (including electronic cigarettes and other vaping paraphernalia) and the use of tobacco and cannabis products is prohibited in all buildings at Delbarton School. Smoking tobacco is currently only permitted outside the southwest Trinity Hall exit. Smoking or vaping cannabis is strictly prohibited in accordance with the School's Alcohol and Drug Policy.

Use of School Vehicles

Employees using a Delbarton School vehicle must hold a valid driver's license, must be eligible for coverage by Delbarton School's vehicle insurance, and must use the vehicle only for School-related business. No Delbarton School vehicles may be taken home (or to other non-Delbarton School property) overnight, unless explicitly authorized by the Director of Transportation or the CFOO. When using a school vehicle, employees must adhere to all applicable traffic rules and laws.

Employees who have access to a cell phone or other electronic communication device while operating a motor vehicle and handling Delbarton School-related matters should remember that their primary responsibility is to drive safely and obey the rules of the road.

Therefore, employees are prohibited from using such devices (including both calling and texting) while driving a motor vehicle to conduct Delbarton School business. In the event of an emergency or a situation that an employee is required to utilize such equipment to conduct Delbarton School business while on the road, he or she must safely pull off the road and come to a complete stop and before dialing, talking or otherwise using the electronic communication device.

Visitors

All visitors to Delbarton School must sign in at the Reception Desk in the Trinity Hall lobby. After registering with the Receptionist, guests will receive temporary identification badges.

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

Section 6: Faculty Policies and Procedures

Activities Program

The Student Activities program is designed to provide students with meaningful growth experiences and socialization in a non-academic atmosphere. Faculty are required to contribute to Delbarton's educational program outside the classroom. Based on individual interests and skills, there are numerous opportunities to work with students in both activities and athletics.

Activities

Responsibilities and procedures for faculty who serve as activity moderators are detailed separately in the Delbarton *Activities Handbook*, available from the Assistant Headmaster for Student Affairs.

Coaching

Responsibilities and procedures for coaches for all athletic teams are detailed separately in the Delbarton *Coaches' Handbook*, available from the Director of Athletics.

Alcohol and Drug Policies

The following are state laws that directly affect the faculty and the school regarding drugs and alcohol:

- 18A: 37:2 Any pupil who possesses or consumes alcoholic beverages, or controlled dangerous substances on School premises, or is under the influence of intoxicating liquor or controlled dangerous substances on school premises, shall be liable to punishment, and to suspension or expulsion from school.
- 18A:40-4.1 Whenever it shall appear to any teaching employee, School Nurse, or other educational personnel of any (public) school, that a pupil may be under the influence of a controlled, dangerous substance or any chemical, or chemical compound, the school must have the pupil examined (with or without the parents' permission) by a doctor or in a hospital. If the test is positive, the pupil shall not return to school until he submits to the principal a written report verifying that he is physically and mentally able to return to school from a physician.
- 18A:40-4.2 No legal action can be taken against anyone involved in enforcing 18A:40-4.1.

Along with the above law, a teacher, nurse, employee, or any other educational personnel of any (public) school who fails to report such a pupil under the influence is liable to legal prosecution.

Delbarton 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. Delbarton's Code of Behavior extends to off-campus and non-school-related activities.

When a student appears under the influence of alcohol or drugs or is suspected of violating the policy, the responsible staff person will:

On-Campus

- Ensure the safety of the student (refer to the Delbarton School *Crisis Plan* located in each classroom for further instructions).
- If the opportunity presents itself, secure any contraband or substances from the student following the guidelines for search and seizure (reasonable cause) and turn them over to the School administration.
- Escort the student immediately to the Nurse's office or selected designee (faculty or staff) to escort the student. The Nurse will contact the Dean of Students or his designee.
- Follow the discipline referral protocol.

Off-Campus

- Ensure the safety of the student. As appropriate, medical treatment will be secured by appropriate trained personnel, such as nurse, doctor, or emergency medical technicians.
- Secure any contraband or substances from the student following the guidelines for search and seizure (reasonable cause) and turn them over to the proper authorities whether that be the Delbarton School administration or local law enforcement personnel.
- Contact the Dean of Students and inform him of the events immediately.
- As appropriate, and in conjunction with the Dean of Students or his designee, make arrangements for student to be returned home.
- Keep detailed notes of the occurrences, including statements made by students.
- Follow discipline referral protocol.

Illicit Drugs (Includes Marijuana). Federal, state and local laws pertaining to the possession, distribution, use, sales, and supply of illegal drugs, narcotics, and other controlled substances apply on all Delbarton School owned or leased property, as well as at any Delbarton School event on or off campus. Violation of any of those laws (suspected or convicted) constitutes a violation of this policy.

While state and local laws may permit a certain segment of the population to use marijuana under certain circumstances, those laws also permit Delbarton School to ensure that employees and students do not possess, use, and/or distribute marijuana and/or drug paraphernalia on Delbarton School property. Therefore, the possession, use, cultivation, or distribution of marijuana and marijuana paraphernalia is prohibited on any Delbarton School owned or leased property, as well as at any Delbarton School event on or off campus.

Announcements

To make an announcement to the School or a particular group, the announcement text should be emailed to the Receptionist before 3:00 pm at least one day before it is to be announced. The request should include the start and end dates/days of the week on which the announcement will run. Announcements should be brief with essential information only. The appropriate activity Moderator or supervisor must approve a student's request for an announcement.

Assembly Programs, Liturgies and Morning Meetings

Assemblies, liturgies (Mass, Lauds, other prayer services), and all-school Meetings are usually scheduled in the morning during Homeroom. These events are for all students and faculty, and attendance is required.

Depending on the nature of the gathering, a Shortened Morning Period schedule is used, and this will be announced in advance. In either case, if the gathering lasts longer than the allotted time, the following scheduled period will not be dropped but will instead meet for a shorter duration.

All major assemblies must be approved by the Assistant Headmaster for Student Affairs at least two weeks before the scheduled date. Proper publicity, preparation, and announcements are expected. Notification will most likely be included on Homeroom schedules at least one week in advance. Space for the assembly must be reserved through Master Library.

Attendance Procedures

Instructors must take attendance at each period of the day. All teachers must record attendance in PowerSchool within the first five minutes of each class. A *Tardy Slip* (from the Receptionist) is required for all students who arrive late to the start of any class period. Teachers are to update attendance status in PowerSchool as circumstances change. For example, if a student marked *Unverified* (UNV) enters class with a *Tardy Slip*, the faculty member is to change attendance status from UNV to TEX or TUX.

The absentee code of *Unverified* (UNV) or *Pending* (PEN) will appear until the Attendance Officer confirms the student's attendance status. The Dean of Students is ultimately responsible for entering correct attendance codes for all students.

Teachers are to be in their classrooms no later than 7:50 am for a first period class. Morning Prayer and the Daily Announcements are done by students over the public address system. Attendance should be taken by the time the Daily Announcements are completed.

Athletic or Activity Early Dismissals: Distance and mandated start times sometimes require setting the departure time before school ends. When this occurs, the participants are to be excused from class and may make up the work. They are responsible for their class work.

For every scheduled event that preempts classes, the program moderator or coach will email the faculty and Main Office staff a list of students who have been excused after the list has been approved by the Dean of Students or the Director of Athletics.

Class Dismissal

No teacher may dismiss a class before the assigned period ending time.

Class Lists and Course Changes

All class lists are available on PowerSchool. If a student is on a class list but is missing from the class after the beginning of school, the student should be treated as an absentee until the teacher receives notification from the Registrar or PowerSchool. A student should not be admitted to a class if he is not on the class list, unless he presents an ADD/DROP update provided by the Registrar. Class lists should be finalized by the end of the first cycle of each semester.

All student course changes must be made within the first two cycles of classes, except for AP course changes. 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.

Class Schedule

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, it 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.

Lunch Period Classes and Flex Time

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

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

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

For such courses, Flex Time can be used for:

- Lab periods in science classes

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

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

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

Students may not go to the cafeteria when they are not scheduled for lunch. Teachers are responsible for supervising their students in the class's assigned classroom during Flex Time so that students do not report early for lunch or remain beyond their lunch period.

Free Periods

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

Classroom Policies

Assignments

Classrooms are assigned to the teachers at the start of the school year, and in some cases at the beginning of each semester. A teacher who wishes to change classrooms should confer with the Assistant Headmaster for Academic Affairs and the Registrar.

Care and Use of Classrooms

Two or more teachers may share a classroom. Efforts are made to avoid scheduling any teacher's classes in more than two rooms. Sharing rooms, in most cases, means sharing desk space, storage space, bulletin boards, whiteboards, Epson boards, and bookcases. This demands thoughtfulness and consideration on the part of each teacher. To prepare the room for the teacher who follows, the teacher's desk should be cleared, the room should be clean and orderly, desks should be straightened, and whiteboards should be erased.

Whenever the classroom is not in use during the period following a teacher's scheduled class, the departing teacher should be sure lights are out and the door is locked. If the room is to be occupied shortly, arrangements should be made for locking up the room. Students in a room **MUST** be supervised. Before the teacher's reporting time of 7:50 am, students may be in classrooms without a teacher, as teachers are assigned to the hallway to monitor students before classes begin.

If a teacher discovers a student defacing desks, walls or any school property, the teacher should report the student to the Dean of Students.

The Director of Security issues classroom keys at onboarding. All rooms under a teacher's control must be locked when not in use: music rooms, locker rooms, offices, gymnasium, classrooms, and studios. The Director of Athletics issues athletic and gymnasium keys. Faculty members are also issued ID cards that grant access to exterior doors only. Lost or stolen keys must be reported to the appropriate issuer immediately.

Classroom Technology

All classrooms are equipped with Epson boards for use with laptop computers. Teachers are provided with a laptop (PC or Mac) for classroom use and are required to properly maintain those laptops. Temporary loaners are available when a faculty (or student) laptop is out of commission. Other equipment available may include iPads, webcams, document cameras, or DVD players

Support for all technology issues is available through the Technology Center Help Desk located on the ground floor of the Findlay Pavilion. To open a support ticket, click the 'Tech Support Requests' button on the *delbarton.org* Faculty & Staff portal, or send an email to support@delbarton.org. For urgent matters that require immediate attention, please visit or call the Technology Center at x4050.

Communication

Mailbox

Each teacher is assigned a mailbox, located outside the Registrar's office. All teachers are expected to check their mailboxes each day before 7:50 am and upon leaving school at the end of the day. All needed forms will be placed in mailboxes, posted on the Faculty & Staff portal on *delbarton.org*, or emailed. Instructions accompanying these forms should be followed faithfully, particularly those with a deadline.

Email

Each faculty member has a Delbarton Gmail account. Faculty and staff are expected to respond to all email messages within 24 hours of receipt. All staff must check their email messages throughout the day.

School Website, Faculty/Staff Website, and Faculty & Staff Bulletin Boards

Faculty should view the School website for announcements daily, and are urged to view the Faculty Schoology page daily. Notices may also be posted on the Faculty & Staff Commons Bulletin Board.

Contractual Duties

Delbarton's strength comes from the dedication of its faculty, which cannot be measured in hours alone. Faculty involvement with extra help, co-curricular activities, and general supervision of the campus is vital to the nature of the school. Given the many demands placed on teachers, the school day is defined by faculty obligations rather than by a statement of hours.

Mission Advancement and Professionalism

Faculty members are accountable for the values, regulations, and statements regarding professional behavior found in the Student and Employee *Handbooks*. They are expected to support and advance the Roman Catholic and Benedictine character and mission of the School as defined in their employment contracts and the School's Foundation Documents (see Section 1 of this *Handbook*).

Additionally, responsibilities for attendance, student supervision, and timely reporting for assigned classes and other duties are considered baseline professional responsibilities. They are a key factor in the faculty evaluation process.

Teaching Load

All subjects: four sections.

Supervision Load

All subjects: four cafeteria monitoring, internal substitution, or Academic Resource Center periods per cycle.

Note: When ordinary school operations must be modified because of emergency conditions, faculty may be assigned five duty periods per cycle.

Coaching a Sport or Moderating an Activity

Full-time faculty are required to serve as a moderator for a student activity each semester or, if they are coaches, to coach during two of the three annual athletic seasons. All coaching, moderating, and supervision will be remunerated as individual line items within the full-time position salary.

Extra Help for Students

All faculty members are expected to serve as the primary tutors for students in their classes who require extra help. The Academic Resource Center adjacent to the Student Commons is staffed daily from 7:30 am to 4:00 pm. Teachers are assigned to the Resource Center during the school day (8:00 am to 2:45 pm) to provide extra help in their disciplines to any student who comes to the Resource Center for assistance, even if the student requesting help is not assigned to the Resource Center teacher's classes. Coverage in the Academic Resource Center will be provided from 7:30 to 8:00 am and from 2:45 to 4:00 pm by volunteer teachers, who will be compensated with a stipend.

In addition to the help available in the Resource Center, full-time faculty members are expected to be available to their students daily for extra help, as needed. Availability will be determined and adjusted according to the needs of the students as identified by the School administration or the student's Guidance Counselor. Faculty are encouraged to tutor during Homeroom, Flex Time (during the lunch period), and after 2:45 pm.

Grade Reporting

Faculty should carefully monitor students' academic and personal progress. Faculty members should communicate regularly with parents, School administrators, and the individual student's guidance counselor. Faculty are required to maintain an up-to-date grade book on Schoology, allowing students and parents to check their progress at any time. Grades must be updated at least once a week.

Faculty must submit quarter, semester, and final grades according to the schedule established by the Assistant Headmaster for Academic Affairs and the Registrar. For all quarterly grade reports, teachers must provide comments for each student. All comments should be constructive and detailed, including specific measures that a student can take to improve his performance and meet course requirements.

Progress Reports

Student progress reports are used to report positive or negative student performance in addition to parent access to student grades through Schoology. Progress reports are available on the desktops of all networked computers (including laptops). Progress reports can also be accessed through the Faculty Schoology homepage. Copies of the report should be emailed directly to the student's parents and his guidance counselor. A copy for the student is recommended, and the teacher should also save a copy for his or her own records.

Progress Reports should be sent to the parents of students who may be in the C- or F range two weeks before each of the four grade reports. Narratives in Progress Reports should be complete, constructive, and helpful to the student, his parents, and the Guidance counselors.

Absence and Internal Substitution

Faculty members may be assigned periods for which they must be available for class coverage. Faculty should check their email and consult the Academic Affairs Administrative Assistant in the Main Office to determine the substitute assignment for the period(s) to which they are assigned.

Teachers who expect to be absent for the entire day due to sickness should call or email the Academic Affairs Administrative Assistant (x3023, mrotolo@delbarton.org) between 6:30 and 7:30 am, or if possible, the evening before the absence. The Assistant Headmaster for Academic Affairs should be copied on emails notifying the Assistant of absences due to illness. Assignments for each class are to be given over the phone, by email, or posted on the class Schoology page. Class rosters are available in PowerSchool, and the substitute is expected to take roll.

Faculty who are absent for reasons other than illness should obtain a substitute from the Academic Affairs Administrative Assistant. The Administrative Assistant will contact the substitute, inform

him/her of the coverage (room, time), and communicate the assignments. All class rosters can be found on the PowerTeacher Sub site.

Only in the case of serious emergencies should a faculty member be absent on the first day prior to or returning from a vacation or on a Monday or Friday. In the case of a last-minute emergency absence that requires confirmation, faculty should contact the Academic Affairs Administrative Assistant as noted above. In all cases of absences, the Assistant Headmaster for Academic Affairs should be informed in writing (email is sufficient) of the reason for an absence.

Arrival and Departure

Unless otherwise adjusted by the Assistant Headmaster for Academic Affairs, all full-time teachers should arrive at their classrooms by 7:50 am and not depart campus before 3:45 pm.

School Assemblies, Liturgies and Meetings

All faculty members, full-time or part-time, are expected to attend all school liturgies, departmental meetings, faculty meetings, teacher guidance meetings, parent-teacher conferences, back-to-school nights, individual conferences when arranged, the Baccalaureate Mass and Commencement Exercises, Open House, and other meetings or school programs scheduled by the Assistant Headmaster for Academic Affairs, the Assistant Headmaster for Student Affairs, or the Headmaster.

Department Budgets and Purchases

All major items for the current academic year are requested during the previous school year's budget cycle. All requests for next year's equipment, materials, and supplies should be submitted early in October to the Department Chair and the Chief Financial Officer & Operations, as indicated in an annual communication to the staff by the CFOO.

Purchases

The ordering of books, supplies, and equipment during the school year may be done only with the Department Chair's permission. No one is to make unauthorized purchases in the name of Delbarton School. If an employee does this, payment will be his or her responsibility. Purchases for activities or allocation of monies for activities must be authorized by the Assistant Headmaster for Student Affairs.

Supplies and Books

Disposable supplies, such as writing utensils, staples, and tape, can be found in the first-floor photocopy room or the Main Office. Teachers should inform the Main Office when supplies (markers, erasers, staples, etc.) are running low.

Teachers who wish to order permanent or more expensive supplies, such as file containers, boxes, and special event supplies, may submit the item number, price, and quantity to their Department Chair for purchase. The Department Chair will then submit the request to the Chief Financial and Operations Officer, along with the business account number to be charged.

Book orders for each new academic year, teachers' editions of texts, and answer keys, as well as any book orders during the school year, should be placed through the Department Chair.

Technology Purchases

All technology-related purchases must be made through the Technology Department. This includes all computer and phone equipment as well as any related accessories (chargers, cases, etc.) or subscriptions. Technology purchases may not be made on personal or corporate credit cards. Technology purchases made on personal or corporate credit cards will not be reimbursed or will be charged to the employee purchaser, as appropriate.

Use Corporate Cards and Personal Credit Cards

The use of Corporate Cards is restricted to incidental travel and meal expenses, immaterial purchases of books and teaching supplies that cannot be centrally ordered through the School's accounts with WB Mason. Individual charges should not exceed \$250 without prior approval of your department head or the Chief Financial and Operations Officer. Corporate Cards should not be used for personal expenses. For those individuals who have not been issued Corporate Cards, personal cards may be used for immaterial purchases as defined above.

For purchases on cards solely used for school travel and expenses and that accumulate miles/travel benefits, such benefits shall be used when sufficient to purchase or offset costs of future travel or permitted purchases

ALL requests for reimbursement or coding of monthly corporate card statements must include copies of valid vendor receipts for each item to be accounted for or reimbursed. Such requests must be submitted to the Business Office by the 5th business day following the receipt of your credit card statement.

Note: Any group travel-related expenses (whether for an athletic team, a student club, or an organization) may not be charged to personal credit cards. Payment for such trips should be coordinated in advance with the Business Office. The Business Office will make payment for such trips via check or wire transfer only after all contractual terms and conditions have been approved.

Contracts

Contracts for purchases or any activity that binds the school to an expense or liability must be cleared through the Chief Financial and Operations Officer and, where necessary, our legal counsel. Only the Headmaster and/or the Chief Financial and Operations Officer may execute (sign) any such contracts.

Transportation Expenses

Any ground transportation costs relating to team or student activities MUST be coordinated through the Director of Transportation. Booking and charging transportation services for group travel on personal or corporate credit cards is strictly prohibited, unless authorized by the Director of Transportation, the Director of Parent Engagement and Events, or the Chief Financial and Operations Officer.

Dress and Deportment

Professional dress during school hours on campus is formal professional. Monastic faculty wear the monastic habit or appropriate clerical attire. Lay faculty dress formally according to acceptable norms for male and female professional dress. Business casual dress is permitted for staff when classes are not in session.

Faculty whose public conduct incurs notoriety for the School or who are indicted by the civil authorities in cases that give rise to notoriety will be terminated.

Errands

No student is to be asked to run errands on School business off campus. During the school day, no student may leave campus without the permission of the Dean of Students or the Receptionist and Attendance Officer, if the departure is for a scheduled appointment for which a parent is picking up the student.

Excuses from Classes

Coaches, moderators, activity advisors, and teachers must submit a roster of students who will miss classes because of athletic events, field trips, meetings, etc., to the Dean of Students and the Attendance Officer three days before the event; a roster should be emailed to the faculty at least three days before the event. No teacher is to excuse students from class for meetings, practices, or similar activities without prior clearance from the Assistant Headmaster for Academic Affairs or the Dean of Students.

Athletes are not to be excused from gym classes and must participate in their regular gym class activities. Team members are not excused from completing assignments, even if they are absent from class because of an away game.

Faculty and Staff Commons

Students should never be permitted to enter this room without permission.

Field Trips and Activities

Delbarton School values field trips as an important part of the education offered to our students. Such learning experiences extend classroom teaching, enlighten and excite students, and stimulate further curiosity for learning that may not be present in a traditional classroom setting.

To balance the many benefits of such experiences with the needs of our overall school calendar, the following guidelines have been established and apply to all field trips and outings sponsored by Delbarton (during school hours, after school, in the evenings, on weekends, or during vacations).

- Have clear-cut guidelines for the trips with identified objectives that the field trip should accomplish.
- Check the school calendar and clear the date with the Assistant Headmaster for Student Affairs. Restricted dates for field trips are:
 - End of quarter weeks
 - For sophomores, juniors and seniors, between April 1 and the last AP exam (in May).
 - Discouraged during the end-of-quarter testing weeks
- Evening/weekend trips should not be held during final exams or prior to an AP exam.
- Complete a Field Trip Request Form at least two weeks prior to the event. The form contains specific information about the trip (to be completed by the sponsoring teacher) and will be distributed to the necessary school personnel. School approval for any trip is necessary before final arrangements are made, including planning for costs, transportation, parent permission, medical release forms, individual medical needs, and specific items related to the trip.
- Final field trip preparations should include the following:
 - Plan for chaperones. There should be at least one faculty/school chaperone for each group of ten students.
 - Collect parental permission slips and medical release forms (retained by teacher on trip). Note: if a student is prescribed epinephrine (EpiPen), one chaperone on the trips must be trained in the administration of an EpiPen. The Nurse will provide the chaperone with an extra EpiPen and written instructions for the use of the EpiPen.
 - Communicate departure/return times with parents.
 - Confirm transportation arrangements (see Transportation). Privately owned cars may not be used to transport students on school trips. Certain transportation costs may be shared by the students.
 - Submit a list of students to the Main Office and the School Nurse, and email/share a list to the faculty one week prior to the trip. Note: The School Nurse must receive this list in a timely fashion to accommodate any health needs of participants on the trip.
 - If lunches are to be prepared, notify SAGE one week prior as to the number of lunches to be prepared and arrange for pick-up for lunches.
 - Confirm exact arrangements with the destination organization.
 - Request coverage for all classes from the Academic Affairs Administrative Assistant (see above). Assignments must be left for all missed classes.

Guest Dining Room

If a meeting is to be scheduled for the Estabrook Dining Hall's guest dining room, the date should be confirmed through the Master Library to ensure it is free on the calendar. Lunch is usually the only meal served to faculty and staff; however, dinner may be served on those occasions when faculty are required to stay for evening events.

Guidance Services and Student Support Programs

Advisory Program

The Delbarton Advisory program is a grade-wide program for students in grades 9-12. 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, build character, and develop leadership through service. The Advisory program addresses the specific needs of students transitioning into and through high school and serves as a first point of contact for 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 the 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. Senior and Junior Deans are chosen each spring.

Guidance Programs

The Guidance program is a vital part of a Delbarton education. Student academic and personal guidance services, including referrals to professional psychological services, are coordinated by the Dean of Guidance and the individual grade-level counselors. Teachers who feel there may be a need to refer a student for professional psychological services should confer with the student's Guidance Counselor or the Dean of Guidance.

Regular meetings are arranged between the student and his grade-level counselor. Appointments are shared with students via Google Calendar invitations, the weekly parent *E-News*, and on Schoology. If unavailable on a free period, 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 overall 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 (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 the College Board and the ACT.

In consultation with the Assistant Headmaster for Academic Affairs and the SST, teachers will do all that is reasonable to meet the specific learning or health needs of students. School-based accommodations are granted to students only with completed and up to date (within the last 3 years) psychoeducational testing or a 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 a 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 the teacher is unavailable, teachers can provide a blank copy of the final $\frac{1}{3}$ of the test to Mrs. Rotolo 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 their 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 an unsuitable or noisy environment (hallway, 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 during 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 how and when to complete the test in the Quiet Study. Final arrangements for such test completion are made in cooperation with the Academic Affairs Administrative Assistant. The student arrives at the appropriate time and completes 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 uses a variety of standardized tests, combining aptitude and achievement measures, to counsel and prepare students for course selections and college placement. The School's Testing Coordinator 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.

Health Services

For minor injuries or illness, students should be sent to the School Nurse. Any student returning to the classroom from the Nurse must have an admit-to-class slip signed by the nurse. In the case of a more serious injury or illness, or if a teacher determines that a student should not be moved, the teacher should call the Nurse using the classroom phone. The student must never be left unattended.

Medications

Students are not to carry their own medications. Medication (prescription and over the counter) may be dispensed only by the nurse or by the student's parent/guardian. Exceptions to the rule include emergency medications for students with allergies, asthma, or other life-threatening conditions.

All students who need to be sent home will be dismissed at the Nurse's discretion.

The School Nurse maintains the medical history and health records of all students. If questions arise regarding a student's physical or emotional well-being, teachers should consult the nurse or guidance counselor.

Homework and Class Preparation

General Homework and Class Preparation Policies

Regular homework assignments are appropriate for most courses at Delbarton. Students assigned to an Advanced Placement course may be expected to complete 1 hour of homework per course per day. Students in non-AP courses can devote an average of 30-35 minutes each day to homework for each course that meets on the following day.

Homework should have a direct relationship to classwork. Assignments should encourage quality work and provide students with ideas for self-initiated academic pursuits. Teachers should also remain sensitive to the needs of their students. Special sensitivity should be shown toward the adjustment problems of younger students and those new to Delbarton who may not yet have experienced the demands of rigorous homework assignments.

A student who is unprepared for class should not be dismissed from class. Repeated unpreparedness should result in a progress report, a copy of which should be filed with the student's counselor. If the problem continues, a parent conference should be scheduled. Teachers are urged to promptly report a student's lack of preparation for class.

Students should not be allowed class time to begin their homework assignment for the following session, except in cases in which the teacher wishes to clarify material individually with the students. A teacher must never hold a study hall in lieu of teaching class.

Homework Assignment Restrictions

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

- Students participating in a retreat weekend will not be required to complete homework by the Monday after their retreat ends.
- No new homework or projects will be assigned during Thanksgiving, Christmas, or Easter break.
- No major assignments or tests will be due the first two days back from Thanksgiving, Christmas, or Easter breaks.
- Over weekends, the earliest time that homework can be required to be submitted is 8:10 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 homework policies.
- The Administration will annually review with teachers, students, and parents the homework guidelines and their purpose.

Summer Homework

For all courses, summer assignments are permitted, but graded assignments are not. In some cases, the assignment is designed to help students 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 in the new academic year.

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 or topics) may be assessed for a grade within the first cycle of the course. Summer work based on new material may be assessed for a grade after the first cycle of the course.

- For all levels of English courses, summer reading may be assessed for a grade within the first cycle of the course.
- Teachers are responsible for including assessments of summer work on the online Test Signup form.

Library Services

Located in St. Benedict Hall, the Khubani Library offers students individual and group learning settings, fostering those principal educational operations of knowledge acquisition, comprehension, application, analysis, synthesis, evaluation, and dissemination.

Library Collection

Khubani Library contains a collection of more than seven thousand books, over 60 print periodicals, and a growing number of non-print materials, including Gale Resources, JSTOR, and EBSCO. Much of the success in developing these collections is attributed to the faculty and students' interest in and continued use of the materials.

Library Schoology Group

The tools, materials, and services available through the Khubani Library can all be accessed via the library's Schoology Group. The group is accessible to any member of the Delbarton community and serves as the Library's digital home. In addition to the library's local and digital resources, the Schoology group includes a directory containing catalogs of local academic institutions and all county-based library consortia available to Delbarton students and faculty.

Borrowing Materials

Books (other than reference works) and periodicals (other than current issues) may be borrowed by faculty members for a standard loan period of 90 days. Longer loans can be arranged with any member of the library staff. Please check out all materials taken from the library and return them as soon as possible. Do not lend materials to students; instead, return them to the Library, where the student may sign them out himself.

Reserve Materials

At the request of a faculty member, the library staff will place materials on reserve for use by students in the library. It should be impressed upon students that such materials are to be signed for, even though they do not circulate out of the library. Since reserve materials become heavy and space remains limited, please inform library staff when materials can be removed from reserve and returned to the stacks. Reserve materials will be permitted out overnight if specified by the teacher. To prevent a few students from signing out all books on a topic for a certain project, teachers are encouraged to place project materials/books on reserve in the library.

Acquisitions

The library will attempt to inform faculty members of the availability of new materials in their fields of interest. More importantly, however, will be communication between the faculty and the library regarding needs and interests. Please inform us of what your classes are doing, and of materials in all media that you feel will be helpful. Faculty interest in this process is essential for providing extensive and varied curricular materials that can make teaching and learning more

exciting, interesting, and effective. The medium should enhance the message. Additionally, the library's collection policy and challenge policy are available for review through the library staff.

Library/Research Orientation

Teachers of students in grades 7, 8 and 9 are encouraged to schedule a general orientation to the library and introduction to research as it pertains to sources available in the local area. It would be helpful if teachers would provide the opportunity for a more specific orientation for any group of students as an introduction to a course or unit.

Class Visits to the Library

There is frequent call for a class or small group to meet in the library. Such visits are encouraged and should be arranged with the Librarian for use of the Media Lab. The Media Lab can be reserved for class instruction but is limited to approximately 22 students. When a class is held in the Media Lab, the teacher should remain on hand to help their group in locating appropriate materials.

Inter-Library Loan

Faculty members can search the library catalogs in local libraries via the Delbarton Library Schoology group. If a faculty member needs a work for class, the library can submit an interlibrary loan request to the local library. The delivery of such loan materials can take up to 2 weeks, so such requests should be made far in advance of when the material is needed.

For more information regarding the Library collection and services, visit the Library Schoology Group, visit the library office, or email the Director of Library Services, Kent Manno (kmanno@delbarton.org).

Lost and Found

All articles found (books, money, clothing, etc.) should be taken to the Main Office. The Lost and Found box is located in the Student Commons.

Maintenance

Requests for special janitorial or maintenance services, especially of furniture or other items in disrepair, should be made to the Housekeeping Manager and/or the Director of Buildings and Grounds at least forty-eight hours in advance of the need. An appropriate online work order will be submitted to Buildings and Grounds or Housekeeping, as appropriate.

Parking

Faculty and staff are to park in their assigned and numbered spaces in the Trinity Hall, St. Benedict Hall & Old Main parking lots.

Retreat Policies

Retreats are an essential element of Delbarton's faith formation program. All students are required to participate in a retreat experience each year. To assist in faculty planning for student absences for retreats, the following policies apply:

- The Mission and Ministry staff will publish student rosters for the year's retreats within the first week of classes and distribute them to the faculty, will inform the faculty of any changes to the retreat rosters as they occur, and will send a reminder to the faculty at least one cycle prior to each retreat.
- See above for policies regarding classwork and homework assigned while students are on retreat. Students must make up work by the second Monday following their retreat, unless alternative arrangements have been made by the teacher and student(s).
- Teachers may excuse absent students from assessments given during a retreat period.
- Students are primarily responsible for planning for any missed work. Teachers will, in turn, communicate to students what work will be missed and their expectations three days before students leave for the retreat.
- These guidelines apply to student retreat leaders as well as retreatants.
- Faculty and staff are not required to go on retreat, but are strongly encouraged to do so. Faculty and staff are compensated for work on retreats. The Academic Affairs Office will provide appropriate substitutes for all teachers on retreat.
- Faculty and staff who attend retreats are required to ensure that their conduct follows Delbarton School policies and procedures, including Delbarton School policies for the protection of students and its Harassment Statement and Complaint Procedure (Sexual and Other Unlawful Harassment).

Student Supervision

Teacher's Liability

Teachers are responsible for the safety and welfare of students assigned to them. No class, or any portion of a class, should be unsupervised during the regular school day. If an emergency arises that requires the regular teacher to leave the classroom, arrangements should be made to ensure proper supervision until he or she returns.

The obligation of proper supervision extends to all activities conducted under the supervision of the School. Coaches are responsible for the conduct of their teams while on buses, in locker rooms, and at the practice or competition venue (home or away). Student organization moderators must supervise all organization meetings, including preparation for school activities, cleanup squads, etc.

Prior to all events, supervisors will determine the appropriate level of supervision based on the group's composition, including the number of students, students' ages, and any students' special needs.

Teachers act *in loco parentis* and carry all the rights and obligations of the parent while students are in their care.

Monitoring and Supervising Student-to-Student Interactions

Employees and volunteers must effectively monitor and supervise student-to-student interactions to prevent student-to-student inappropriate behaviors and abuse. When supervising students, it is important to remember that adult employee and volunteer behavior sets the tone, and students should not determine what is and is not acceptable behavior.

Employees and volunteers should ensure:

- Student interactions are age and developmentally appropriate.
- Students respect each other's boundaries.
- Students are not bullying, teasing, dominating, or displaying sexualized behaviors toward others.
- Students solve problems without fighting.

Employees and volunteers will utilize monitoring and supervision best practices such as line of sight supervision, zone monitoring, and listening and observing for inappropriate behaviors between students. Using these methods, employees and volunteers consistently monitor high-risk areas where sexual behavior between students is most likely to occur, including:

Recreational spaces

- If the space is too large or has obstructions, such as a building corner or a tool shed, limit the play area to where you can see.
- If you are working with a colleague, make sure you each know the area or which student you are watching.
- Don't get distracted visiting each other or looking at your phone.

Bathrooms and locker rooms

- Require frequent supervision of students in locker rooms. If visual supervision compromises student privacy or is otherwise not feasible, ensure auditory supervision in/near the locker room.
- Make it a point to walk through the locker room and let your presence be known, such as by making noise or saying hello.
- Enter the locker room with students or let them know you are standing outside the door waiting for them.
- Require students to ask permission prior to leaving program space to use the restroom.

Secluded areas

- Lock doors to unused or seldom-used rooms and spaces.
- Ensure employees and volunteers frequently monitor secluded areas like stairwells and hallways.

Overnight Activities

- No adult may room with a minor.
- Rooming lists are made available to chaperones.
- Adults and students have separate locations for showering, bathing, and dressing.
- Doors to bedrooms are to remain open except for when students are changing or sleeping.
- Students may only be present in their room during scheduled times. They must otherwise remain in designated common areas.
- Group and individual activities will occur in designated common areas. Students and adults are not permitted to meet in students' rooms.
- Scheduled and random, unannounced observations are conducted
- Chaperones are assigned specific areas to supervise and perform periodic walk-throughs and check-ins for their specific area.
- Providing active monitoring of students' rooms and common spaces for one hour past lights out each evening. Two chaperones must be present when checking the student rooms.

Off-Site Activities

Off-site activities, field trips, and outings present unique risks for the safety of students and are among the most common settings where adult-to-student and student-to-student sexual misconduct occurs. It is important that employees and volunteers are aware of these risks and take measures to minimize them.

Special guidelines for off-site activities, field trips, and outings include:

- Visit the destination in advance, when possible, to assist with planning.
- Receive prior supervisor approval for all off-site activities.
- Require written parental/guardian approval by disseminating permission slips, including rules for students to follow, prior to each off-site activity.
- Employees and volunteers should keep permission slips on hand during the activity.

Determine appropriate employee-to-student and volunteer-to-student ratios before the activity, and schedule employees and volunteers accordingly. Considerations for ratios should include: age and number of students involved, special or unique student needs, the nature of the activity

- Review rules and boundaries with students prior to the activity, including how to report concerns.
- Assign each employee or volunteer to a specific group of students to supervise. Groups should be separated by age, gender, and/or student behavior.
- Train employees and volunteers in active supervision techniques:

- Position themselves to be able to see and hear all students to whom they are assigned.
- Anticipate what students will do and redirect when necessary.
- Listen and notice changes in sound or the absence of sound.
- Each employee or volunteer must maintain a roll sheet listing all the students in his or her group. Name-to-face roll checks should be conducted routinely and whenever moving from one activity or space to another.
- Specific bathroom and locker room procedures for employees and volunteers to follow, as applicable to the outing, ensuring minimum ratios can be maintained at all times.
- Transportation procedures.
- A means for employees and volunteers to communicate with each other while off-site.
- Prohibit employees and volunteers from using cell phones for personal business while supervising students.
- An emergency plan for responding to incidents.
- Instructions for documentation, including the purpose of the activity, duration, location, and other critical information.
- Instructions for a supervisor to observe the off-site activities at scheduled times and random intervals.
- Consider utilizing a shared calendar for awareness among teams for various community or home-based service deliveries.
- Consider specific recommendations based on the location and type of activity (for example, amusement parks, water parks, arcades, etc.). If the trip is to a location where students will be interacting in a large space and/or it is not possible to assign specific employees and volunteers to specific groups of students, then
 - Set boundaries at the location. Tell students where they may and may not go. Then post employees and volunteers around the boundaries and at the entrance and exit points:
 - Assign remaining employees and volunteers to monitor specific areas. Post at least one employee or volunteer near the bathroom.
 - Students should check in at designated meeting points at least once every hour.
 - Remain engaged with students rather than socializing with other employees or volunteers.

Cafeteria

Faculty on duty during lunch periods should move about the cafeteria to make their presence known, make sure that the students pick up and return trays and remove refuse from the table or floor; have the students push chairs under the tables, maintain proper order among the students (no pushing in line, no throwing of food, etc.), permit no food to be taken from the cafeteria with the exception of fruit, and report continual offenses or general behavior problems to the class Moderator or Dean of Students. Teachers should correct inappropriate student behavior even if not assigned to lunch duty. A list of students with food allergies is available from the SAGE Dining staff.

Corridors

While classes are in session, faculty should instruct students to remain quiet in the corridors, especially during the lunch period and class time. Noise should be kept to a minimum. Students should not be in a classroom unless a faculty member is present.

Elevators

The elevators are for the use of staff and students with disabilities (temporary or permanent).

Homeroom

Homeroom is primarily a student academic resource period, particularly for Advisory and Activity meetings. It also serves as a time for school-wide gatherings, such as Lauds, Mass, Morning Meetings, class meetings, Deaneries, and special speakers.

Students are expected to use their time appropriately to seek extra help from their teachers, utilize the Resource Centers, and to study. To that end, it is the teachers' responsibility to be available to their students. Teachers should make every effort to reschedule other commitments to times before or after class hours whenever possible.

The Assistant Headmaster for Student Affairs must approve the scheduling of all Homeroom events. Activities should be planned and announced well in advance. During the week prior to each mid-quarter and at the end of the quarter, events will ordinarily not be scheduled during Homeroom.

Reporting Expectations for Homeroom

When Homeroom meets, students in grades 7–11 are expected to report to their assigned Homeroom first for attendance. Following attendance, students may sign out to another location.

Seniors are not assigned to Homeroom. When a Senior Class Advisory meeting is scheduled by the College Counseling staff, seniors are expected to attend.

All Advisors must report to their Homeroom assignment and take attendance.

Student Conduct and Discipline

Teachers shall exercise general and positive supervision over student conduct not only in their classrooms, but also in all School buildings or elsewhere on campus, especially during class changes, at lunch, and before and after school. Relationships within the faculty and among faculty and students should reflect a positive and affirming attitude, even as we seek to promote the growth of our students in personal maturity and responsible community behavior. It is our collective responsibility to teach and correct with these principles in mind.

Routine infractions of rules noted in the Student *Handbook* should be handled by the classroom teacher. Serious infractions should be directed to the Dean of Students in the form of a Disciplinary Referral.

Referral forms may be found on the Faculty Schoology page. The Referral includes the student's name, grade, date and time of observance, and a detailed description of the behavior observed. The Referral should then be sent to the Dean of Students who will then schedule a meeting with the student. A resolution will be decided upon by the Dean of Students. The student's Advisor will be involved throughout this process to act as an advocate on the student's behalf. The referring

faculty or employee and the student's Advisor will be informed of the outcome of any disciplinary process.

If a teacher believes that a student should be dismissed from class, the teacher should tell the student to report to the Dean of Students' office and should be accompanied there by another student.

Faculty should also use the online "Teacher Observation Form" to document conversations and behavior issues. The log of entries is reviewed regularly by the Dean of Students.

Student Conduct at Games and Other Events

Faculty and staff should aid students in developing an attitude toward activities that reflects the fact that they are representatives of the School, either as participants or as spectators. Therefore, please ensure proper dress and behavior when representing the School at interscholastic competitions. While traveling to represent the School, student athletes should dress appropriately, as indicated in the *Coaches Handbook*.

At any athletic event, Delbarton personnel should stress the attitude of good sportsmanship as both participants and spectators. Teachers and other staff should assert their authority if they feel a student's behavior is inappropriate at a game or activity. Serious infractions should be reported to the student's class Moderator.

Student athletes who make inappropriate comments should be benched immediately and if these continue, should be dismissed from the team. In the case of a spectator, the student(s) should be dismissed from the game or event and sent home. Report all such incidents to the Dean of Students.

Transportation of Students

When arranging trips, activities, and events that require the ground transportation of students, all requests are submitted in writing or by email to the Director of Transportation stating the date, the time, the hours for which the vehicle will be needed, and the destination. Requests should be submitted as far in advance as possible, and certainly at least one cycle in advance of the requirement.

Employees, no matter their department, should not transport students in their personal vehicles, unless it is an emergency, and the Dean of Students and the student's parents have been notified.

Test Schedule

Only three tests or major assignments (essay, paper, presentations, projects, etc.) are to be given to a student in a day. If you have a conflict or a problem in this area, please see the Assistant Headmaster for Academic Affairs.

No unannounced quizzes may be given during the final week of a quarter or semester, unless the faculty member has signed up on the online test schedule. Small reading quizzes of a minute or two on the previous night's assignment may be given. To protect the students, the Assistant

Headmaster for Academic Affairs may disallow any tests or quizzes given in violation of these regulations.

Section 7: Compensation and Benefits

Employment Categories

The following definitions cover all employees of Delbarton School and are used in part to determine eligibility for benefits:

Contracted Faculty

Contracted faculty are among those employees classified as exempt from the requirement to pay overtime. Contracted faculty who are considered regular, full-time employees will be entitled to benefits.

Regular Full Time

Regular, full-time employees are those who are scheduled to work at least 32 hours or more a week on a continuous basis.

Regular Part Time

Regular, part-time employees are those who are scheduled to work fewer than 32 hours a week on a continuous basis. Part-time employees are not eligible for any School-sponsored benefits.

Orientation and Probation Period

As noted under the "Orientation and Probation Period" section above, during any orientation period, the employee is not eligible to take sick time or vacation days.

Temporary Employment

Temporary employment includes both full and part-time employees who are hired to work for a specific amount of time, usually as a substitute for a regular employee, or to complete a unique project for a known duration. Temporary employees are not eligible for benefits apart from earned and accrued sick leave pursuant to the New Jersey Paid Sick Leave Act and all of its provisions and obligations.

Seasonal Employment

Seasonal employment includes either full or part-time employees who are hired due to the work needs of a particular season, such as summer help, or as coaches during a sports season. Seasonal employees are not eligible for benefits apart from earned and accrued sick leave pursuant to the New Jersey Paid Sick Leave Act and all of its provisions and obligations.

Employment Classification and Overtime

Delbarton School is aware of and takes seriously its obligations under the Fair Labor Standards Act, which governs the payment of overtime to employees.

Employees are categorized as "exempt," "salaried non-exempt," or "hourly" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of the number of hours worked.

Salaried non-exempt employees are eligible for overtime (see “Overtime Pay” below). You will be informed of your classification upon hire and informed of any subsequent changes to your classification.

Pay Process

Payroll will be issued by direct deposit to all hourly employees every other Friday, unless that day is a holiday, in which case payroll will be issued that Thursday or the next preceding workday. All salaried employees will receive payroll by direct deposit on the 2nd and 15th of the month, unless either of those days fall on a holiday or weekend. Payroll will then be made on the preceding workday.

Overtime Pay

Overtime will be paid to all non-exempt employees at the rate of time and one half for all hours worked over 40 hours in any one work week. Faculty members and administrators are considered exempt by law and therefore not eligible for overtime. Overtime will be paid for hours worked more than 40 hours a week, even if the employee is scheduled for less than 40 hours per week.

All overtime work must be approved in advance by an appropriate supervisor.

Time worked beyond the normal work schedule in any one day will be paid at straight time, until the total hours worked in a week exceeds 40 hours. Non-exempt employees cannot be granted time off in lieu of overtime pay.

The following will not be counted in the total hours worked towards the 40 hours per week threshold:

- Sick time
- Vacation time
- Personal time
- Excused or unexcused absence from work
- Time on leave, paid or unpaid
- Time on short term disability
- Delayed opening hours or cancellation prior to start of the workday

The number of hours paid as overtime during an emergency closing will be in accordance with the emergency closing policy. However, any hours worked during an emergency closing will be counted as straight time hours for calculating overtime hours in each week.

Timekeeping Procedures for Hourly Employees

- Hourly workers are required to record their time online using the ADP timekeeping system.
- Altering, falsifying, or tampering with time records or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.
- Hourly employees may not start work until their scheduled starting time.

It is your responsibility to sign your time record to certify the accuracy of all time recorded. Any errors in your time record should be reported immediately to your Supervisor, who will correct legitimate errors.

No one is to work "off the clock." No one at Delbarton School is authorized to ask you to do so. If you feel that you have been asked to work off the clock or asked not to accurately report all hours worked (if you are hourly), you must immediately report your concern to the School's Chief Financial and Operations Officer.

Benefits

Delbarton School anticipates continuing to make available to its employees the benefits listed in this Handbook and elsewhere. However, apart from the paid sick leave benefits afforded pursuant to the New Jersey Paid Sick Leave Act, Delbarton School reserves the right to amend or terminate any of these benefits at any time. The level of employee contributions to benefits costs is also subject to change at Delbarton School's discretion.

In addition, apart from the sick leave benefits afforded pursuant to the New Jersey Paid Sick Leave Act, the provision of any and all benefits currently provided by Delbarton School is a matter of Delbarton School's sole discretion and will be implemented according to its own interpretation of the benefit language at issue.

In addition, employees must refer to the actual plan documents and summary plan descriptions if they have specific questions regarding the benefits provided by such plans or the terms of the plans.

Delbarton School has established a benefits program designed to respond to the needs of its employees. All full-time employees (working at least 32 hours per week) are eligible for benefits as of the date specified in the various policies.

Generally, part-time employees (working less than 32 hours per week) are not eligible for benefits. Notwithstanding, all employees are availed of the opportunity to accrue paid sick leave benefits as provided by the New Jersey Paid Sick Leave Act.

The following benefit descriptions are intended to be summary only. Complete documentation of the benefits described may be obtained from the Business Office.

Elective (Voluntary) Benefits

- For calendar year 2026, TIAA supplemental (voluntary above 5%, with \$24,500 annual limit for both 5% match and supplemental contributions. An additional \$8,000 can be contributed annually for those age 50 and over). In 2027 the estimated annual limit will increase to \$ 25,500 for regular contributions, and the catch-up contribution limit will be \$8,500. Employees age 60-63, can make additional elective deferrals to 403(B), and governmental, 457(B) plans that are above and beyond the statutory limits. In 2026 you can contribute an additional \$11,250
- Discount for banking with TD Bank
- Section 125 Flexible Spending Accounts (reimbursement to participants)
- Out-of-pocket medical expenses up to \$3,400 per year before tax
- Dependent day care expenses, \$7,500 per year before tax

Faculty and Staff Housing

Delbarton has a limited number of on-campus apartments and individual rooms at a School-owned house at 7 Perry Street in Morristown. These apartments or rooms are available at a discounted monthly rent to full-time employees only. The Assistant Headmaster for Academic Affairs and the Chief Financial and Operations Officer oversee the assignment of available apartments or rooms and all accompanying rental arrangements.

Financial Aid for Employee Children at Delbarton School

Delbarton School does not provide automatic tuition remission or financial aid to employees of either the School or St. Mary's Abbey whose sons are admitted to Delbarton School through the regular admission process.

Financial aid for sons of Delbarton School and St. Mary's Abbey employees who attend Delbarton School is based solely on a family's financial need. A family's financial need is determined by a family's application for aid through *Clarity* (our online need analysis software platform), and any aid is awarded by the School Financial Aid Committee.

If eligible for need-based financial aid, employee families are eligible for "preferred" financial aid, which means that they will be awarded aid at the same priority level as siblings of current students and the sons or grandsons of Delbarton School alumni.

Holidays/Personal Days

The following days shall be recognized as paid holidays for non-faculty or administrative employees:

New Year's Day	Labor Day
Martin Luther King's Birthday	October Headmaster's Holiday
Presidents' Day	Thanksgiving Day
Good Friday	Day after Thanksgiving Day
Easter Monday	Christmas Eve (December 24)
Memorial Day	Christmas Day (December 25)
Independence Day	The week between Christmas Day and December 31**
Juneteenth (June 19 th)	

**Due to the nature of their work, employees in the Business and Advancement and Alumni Offices may be required during this period. For the days that they work during this period, employees in the Business and Advancement Offices receive comp time that can be used at other times of the year.

Any plans that would prevent an employee from being available if needed must be pre-cleared with your immediate supervisor so that alternate arrangements can be made.

Buildings and Grounds staff will also need to be available on a rotating basis during this period to ensure coverage of maintenance needs at Faculty and Staff Housing.

For all Delbarton School employees, holidays falling on non-workdays will be observed on substitute workday dates. Holiday schedules will be posted beginning each calendar year. All full time active non-faculty or administrator employees qualify for holiday pay. Should the job situation require a non-contract employee to work on a scheduled holiday, compensation will be one and one half the usual rate of pay for the hours worked, in addition to the subsequent rescheduled holiday.

Two personal days are given to each employee annually. The dates should be designated as such sufficiently in advance of use, with the mutual consent of the employee and supervisor.

Life Insurance

All full-time employees are eligible for participation in a group life insurance plan. The plan currently in place provides \$100,000 in insurance coverage for each full-time employee. Delbarton School pays the entire premium.

Long Term Disability

The long-term disability plan provides partial income replacement to employees who become disabled from sickness or off duty injury for longer than six months. Employees pay a portion of the premium (currently 0.26% of salary or wages). The current benefit is 60% of salary or wages, up to \$7,500 per month.

Employment with Delbarton School ends when an employee goes on long-term disability. An employee who resigns while on short term disability will not qualify for long term disability coverage through Delbarton School, even if not able to return to work.

All employees eligible for long term disability coverage must participate in the plan as a condition of coverage. Employees should refer to the terms of the long-term disability coverage plan for details, including employment status issues.

Meals

Lunch or dinner will be served free of charge to all full-time employees on working days, usually in the Estabrook Dining Hall at a specified time. The lunch/dinner period is one half-hour in duration and is not included in the total hours worked per week.

Medical and Dental Insurance

All full-time employees are eligible for health insurance enrollment, effective immediately upon the start of employment. Delbarton School subsidizes the cost of coverage, varying with the coverage level selected.

Delbarton School reserves the right to amend or terminate the contribution schedules, benefit plan design, and carrier selection at any time. No consent of any participant is required to terminate, modify, amend or change the plan. Individual coverage terminates (a) when the employee leaves the employ of Delbarton School, (b) when the employee is no longer eligible, (c) when the employee ceases to contribute, (d) if the plan terminates, (e) coverage for faculty members terminates on June 30th, unless a new contract for employment is issued.

Employee Premium Schedule (Medical and Dental)

Medical Provider: Christian Brothers Services Employee Medical Trust (CBS-EMT uses the Aetna network to process benefits). A Vision Savings Pass (discounted coverage for eye exams and eyewear) is included in our medical plan.

Employee Cost	24 Pays	26 Pays
Employee Only	\$46.66	\$43.07
Employee & Spouse*	\$241.60	\$223.00
Employee & Children*	\$189.14	\$174.59
Employee & Family*	\$452.10	\$417.32

Dental Provider: Horizon (Blue Cross-Blue Shield)

Horizon- Dental Option Plan

Employee Cost	24 Pays	26 Pays
Employee Only	\$8.00	\$7.38
Employee & Spouse*	\$9.00	\$8.31
Employee & Children*	\$10.00	\$9.23
Employee & Family*	\$12.50	\$11.54

Horizon- Dental Choice

Employee Cost	24 Pays	26 Pays
Employee Only	\$6.01	\$5.55
Employee & Spouse*	\$7.45	\$6.88
Employee & Children*	\$8.15	\$7.52
Employee & Family*	\$10.44	\$9.64

Additional Vision Savings Pass Coverage- Standard insurance company. This benefit is 100% subsidized by the employee.

Employee Cost	24 Pays	26 Pays
Employee Only	\$5.88	\$5.43
Employee & Spouse*	\$11.84	\$10.93
Employee & Children*	\$10.54	\$9.73
Employee & Family*	\$16.50	\$15.23

Employee Deductible and Out-of-Pocket Cost Reimbursement Schedule (N. B. This benefit is being phased out. It is only available for those employees who were employed before July 1, 2022, and who were enrolled in Delbarton's Medical Plan).

	In Network		
Deductible & OOP Cost	Annual Limit	School Share	Employee Share
Employee Annual Deductible	\$1,000	\$800	\$200
Family Annual Deductible	\$2,000	\$1,600	\$400
Employee Annual Out-of-Pocket	\$2,000	\$1,000	\$1,000
Family Annual Out-of-Pocket	\$4,000	\$2,000	\$2,000

	Out of Network		
Deductible & OOP Cost	Annual Limit	School Share	Employee Share
Employee Annual Deductible	\$1,500	\$1,300	\$200
Family Annual Deductible	\$3,000	\$2,600	\$400
Employee Annual Out of Pocket	\$3,000	\$1,500	\$1,500
Family Annual Out of Pocket	\$6,000	\$3,000	\$3,000

Reimbursement requests for Delbarton's share of Deductible and Out of Pocket Costs must be submitted either within the plan year or at the latest within 90 days of the benefits plan year end.

For avoidance of doubt, reimbursements must be received by the end of March as the benefit plan year closes on December 31. This should allow sufficient time for processing claims to determine the reimbursable portion of your deductibles and out-of-pocket expenses. Any requests for reimbursements after the 90-day window will not be permitted.

Retirement Plan

All employees working at least 1,000 hours per year are eligible to participate in Delbarton The School's retirement plan is currently underwritten by TIAA-CREF. Participation is voluntary after one year of service. Employees transferring from one employer with this coverage to Delbarton School are eligible for coverage immediately.

To receive a match from the School, an employee must make a mandatory contribution of 5% of salary or wages. The matching contribution from the School is shown in the table below:

As shown below, Delbarton School will match between 5% and 8% of an employee's base salary or wages, depending on years of employment with Delbarton School, but the decision to match in any year is at the School's sole discretion.

Delbarton Match Percentage for Employees Contributing at Least 5% of Salary/Wages

0-7 years of service	5%
8-12 years of service	6%
13-17 years of service	7%
18+ years of service	8%

Unemployment & Disability Insurance

All employees are automatically covered by NJ State Unemployment and Disability Insurance from the first day of work. The State requires a one percent deduction of gross wages to a maximum set annually. Delbarton School pays the balance of any costs. Eligibility for unemployment benefits is determined by the State and depends on the reason for unemployment. The Business Office must be notified when any employee expects to be a candidate for short term disability, such as when surgery or extended health care is scheduled, or when an employee is absent due to illness and does not anticipate returning within seven days.

Once employees are paid for short term disability, they are not eligible to be paid for holidays or vacations which occur during their period of disability. Also, employees do not accrue paid holidays or vacation while on disability coverage. However, Delbarton School will continue to pay the cost of all benefits (health, dental, etc.) during the time of short-term disability (not during any long-term disability period).

The Disability Program (STD) provides a portion of wages in the event of disease or off duty injury. This program takes effect after the employee has been absent for 7 consecutive workdays or more. Benefits may last up to six months of absence from work (at the approval and discretion of your doctor).

Staff and faculty covered under the pre-1996 sick leave policy may draw against the total value of their accumulated balance before using the benefits of the disability policy.

Delbarton School will continue to pay the costs of health and dental benefits while an employee is on short term disability (not during any long-term disability period).

Vacation

By contract, faculty members follow the calendar of the academic year, and consequently, are not eligible for vacation time outside of the scheduled periods when classes are not in session.

Paid vacation time is accrued by non-faculty full-time employees according to the following schedule:

- Completion of all or part of the employee's first year: one week of vacation (starting January 1 following employment date)
- Completion of second year: two weeks of vacation
- Completion of third year and thereafter: three weeks of vacation

Employees are permitted to take vacation days each year before they are accrued, with the advance permission of the School's Chief Financial and Operations Officer. However, since being paid for such advance vacation days represents a loan from Delbarton School, employees who resign or who are terminated prior to the end of the year must agree, in a written loan agreement, to have payment for vacation days taken but not yet accrued deducted from their final paycheck.

Delbarton School will pay for any vacation days accrued but not taken to employees who leave prior to the end of the calendar year.

Vacation time must be taken during the calendar year after completion of the eligibility requirements. The employee's vacation schedule must be acceptable to the supervisor or the department and must be taken in full days or half days and must be completed during the calendar year. Vacation days cannot be carried over.

Workers' Compensation

As required by law, all employees are covered under the provisions of Workers' Compensation Insurance for accidents occurring on the job. All accidents and injuries occurring while at work must be reported immediately to a supervisor, and as soon as practical, to the Business Office to ensure coverage is offered. Failure to report an on-the-job accident or injury may result in disciplinary action.

Section 8: Employee Recognition, Professional Development and the Performance-Based Compensation (PBC) Program

Employee Recognition

Delbarton School's employee recognition awards honor faculty and staff members whose professional excellence, generous service, and commitment to the School's Benedictine Catholic mission strengthen the life of the Delbarton School community.

Rooted in Delbarton's Benedictine and Catholic character and mission, the awards recognize employees who contribute to the intellectual, spiritual, moral, and personal formation of students while modeling such Benedictine values as listening, humility, patience, hospitality, discipline, collaboration, and respect for every person. Each recipient receives a cash stipend and permanent recognition on a wall plaque in Trinity Hall.

The *Trustees' Award for Distinguished Service* is presented annually by the Board of Trustees and the Administration to a faculty member and a staff member whose expertise, effectiveness, and energy in the classroom or their respective field of work advance Delbarton's mission in an especially significant way. This award is for those employees with more than ten years of service at Delbarton School.

The *St. Benedict Award for Emerging Faculty Excellence* recognizes a junior faculty member with three to ten years of total teaching experience, including at least three years at Delbarton, who demonstrates exceptional promise as a Delbarton educator. This promise is reflected in a strong commitment to Delbarton's Benedictine Catholic mission through excellence in teaching, dedication to student formation, continued professional growth, collaboration with colleagues, and service to the wider life of the School. Candidates for this award are nominated by their peers.

The *Ora et Labora Award for Staff Excellence* recognizes a non-faculty employee whose work, often performed without broad public attention, exemplifies professional excellence, generous service, and commitment to Delbarton's mission. The award honors staff members who carry out their responsibilities with competence, reliability, care, initiative, and attention to detail; practice Benedictine hospitality; collaborate effectively; and exercise quiet leadership through integrity, discretion, consistency, and example. Candidates for this award are nominated by their peers.

Complete information concerning eligibility, criteria, nominations (where applicable), and the selection process for all three awards is available in Appendix B.

Mentorship and Formation for New Employees

Delbarton School's New Employee Mentorship and Formation Program supports each new employee's development as a confident, competent, and mission-aligned member of the School community.

Grounded in Delbarton's Benedictine and Catholic identity and mission, the program promotes professional excellence, belonging, retention, and a deeper understanding of the School's mission. Every new employee is assigned a trained, compensated veteran mentor for three years. Mentors provide practical guidance, professional support, reflection, and formation but do not serve as formal evaluators. Support for teachers emphasizes instructional practice, student formation, and participation in the life of the faculty, while support for non-teaching employees emphasizes role clarity, School systems, collaboration, workplace shadowing, and service to the student experience.

The three-year program progresses from orientation, relationship-building, and essential skills in the first year; to professional growth and deeper institutional understanding in the second; and to ownership, leadership, and full integration into the community in the third. New employees, mentors, and program supervisors are responsible for regular meetings, formation sessions, required observations or shadowing experiences, annual reflections, feedback, and appropriate documentation. Mentors receive an annual stipend of \$3,000 for each mentoring relationship and may mentor no more than two employees during any three-year cycle. Complete program expectations, procedures, forms, and supporting materials are provided in Appendix C.

Staff Professional Development

Full-time non-faculty employees are entitled to compensation benefits for academic and service training. For academic courses in the field of employment, the same benefits and requirements pertain as the faculty (see "Graduate Study" below). For in-service training required by the supervisor, Delbarton School will pay employees' expenses.

A Buildings and Grounds employee (Maintenance or Housekeeping) may be required by law to obtain a license or certificate to operate or maintain certain equipment, or to work with specific material or machinery. In these cases, Delbarton School will pay the costs of such education and pay the employee while he or she attends the required sessions. A one-time bonus of \$300 will be paid to the employee for successfully acquiring such a certificate or license.

Administrator, Counselor and Faculty Professional Development

Graduate Study

Delbarton administrators, counselors, and teachers are encouraged to pursue graduate study, in consultation with the Assistant Headmaster for Academic Affairs and the Department Chair. The Headmaster approves all graduate programs funded by Delbarton. The School will support the pursuit of one graduate degree.

For budgeting purposes, teachers should petition for graduate study approval by November 1st for the following year and by March 1st for summer program approval. Application materials for graduate study or other professional development programs are available from the Assistant Headmaster for Academic Affairs.

While taking courses towards a degree, teachers will be reimbursed for courses in which they earn a grade of B or better. While the degree program is ongoing, Delbarton will reimburse teachers at the in-state graduate credit rate charged by Rutgers University at the time the course was taken (maximum of \$1032 per credit for the 2025-26 academic year) upon completion of each course. Requests for reimbursement are submitted to the Assistant Headmaster for Academic Affairs.

In addition, the School will reimburse the remaining tuition that exceeds the in-state cost, ratably over the three years following completion of the degree, provided the teacher remains at Delbarton. The School will reimburse 100% of the tuition and fees incurred by academic study and professional development required by the School. Any loans taken out by a teacher for graduate study shall be solely the teacher's obligation.

Employees' three-year service requirement under this policy shall be considered settled in full following completion of thirty-six (36) months of employment from the date of completion of the course and/or degree. If, within thirty-six months of course and/or degree completion, an employee terminates, the employee shall be responsible for repaying Delbarton 100% of the amount reimbursed under this policy. This reimbursement policy does not constitute a contract of continued employment or alter the employee's employment-at-will status.

Non-Degree Professional Development Programs

Teachers are also encouraged to attend workshops, conferences, and pursue other professional development opportunities approved by the Assistant Headmaster for Academic Affairs and the Department Chair. Approval of these activities will be consistent with overall budget guidelines, and permission is granted upon completion of a professional development form available from the Assistant Headmaster for Academic Affairs.

For international professional development experiences (conferences, seminars, etc.), faculty and administrators are ordinarily limited to such opportunities once every three years. This provision may be waived at the discretion of the Headmaster.

Summer Sabbaticals

Delbarton encourages faculty who have been teaching at Delbarton for seven years or more to apply for summer sabbaticals. Such sabbaticals are intended to advance teachers' professional development and benefit the School. A Sabbatical Committee, including the Headmaster, Assistant Headmaster for Academic Affairs, and the Department Chair of the candidate, will evaluate and approve proposals for sabbaticals, consistent with budget guidelines.

Delbarton will offer grants of up to \$4,000 for summer sabbaticals. These two-month summer grants can be used to enhance the personal and intellectual development of faculty members in ways that enrich their work at Delbarton. Sabbatical grants may not be used for graduate study.

Employee Supervision, Evaluation and Performance-Based Compensation

Guiding Principles

At its best, learning occurs in a human community, for knowledge and wisdom are best gained through human experience. Since the beginnings of monastic life, people have formed communities where all members are learners in the way of the Lord, through the sacraments, Scripture, prayer, and the living of community life.

All who join this community continue what was begun by the Benedictine monks who founded Delbarton School in its mission to work toward the kingdom of God proclaimed by Jesus Christ, seeking truth and forming young men to realize the promise God has given them.

Faithful to the traditions of Benedictine life, everyone in the Delbarton School community is learning. Students learn from a variety of subjects and in human interactions with teachers and peers. Teachers and staff are continually learning as they strive for ever-greater mastery of their subject and skill in the art of teaching.

To facilitate their continual growth as educators in a Benedictine Catholic school, Delbarton faculty and staff are committed to ongoing professional development. In so doing, Delbarton's faculty and staff seek to be both faithful to Delbarton's Benedictine Catholic charism and dynamic in their growth. Since the Benedictine tradition calls a monk to be a constant learner, both the Delbarton community's tradition and its desire to be dynamic work together to develop Delbarton's faculty and staff.

Performance-Based Supervision, Evaluation, and Compensation

To encourage and ensure excellence in all areas of life at Delbarton School, the School's leadership and staff have embraced a Performance-Based system of supervision, evaluation, and compensation.

The School has adopted this approach because it offers several critical advantages over other compensation models. These include: “. . . [providing] the predictability of future earning power [for all employees], while providing schools with the flexibility to reward those who make the greatest contributions to teaching quality, school life and workload.” Such an approach to supervision, evaluation, and compensation enables Delbarton employees to “. . . influence future earning power and to know the rules for doing so.”¹

¹ John Littleford, Littleford and Associates, <https://www.jlittleford.com/>

The Performance-Based Compensation (PBC) program at Delbarton School thus has four goals: to provide all Delbarton employees with

1. Compensation that is competitive with peer institutions, enabling all Delbarton employees to earn a sound middle-class living in northern New Jersey.
2. Compensation that is transparent and fair, where equal pay is given for equal work, and where demonstrated performance is the basis for advancement.
3. Compensation that provides a clear career path to all employees, encouraging them to make Delbarton School their professional home for the long term.
4. Compensation that is financially sustainable for the School.

The PBC program aims to create an environment where all employees encourage the best in one another. It is an attempt at conscientiousness and peer commitment; it is a statement by Delbarton's employees that we will work together to strive towards excellence in both learning and teaching, and in all aspects of working life at Delbarton School.

A detailed description of the PBC program's salary categories and promotion application materials is found at the Faculty & Staff portal on *delbarton.org*, at "Important Files-Performance Based Compensation" and in the Appendix of this *Handbook*.

PBC Program for Administrators and Staff

Position Classifications for Professional Staff, Administrative, and Support Staff

To determine the classification for non-faculty positions other than administrators, we will use a system of classification derived from the employee General Schedule (GS) levels of the United States Federal government, which applies the following principles (from Title 5, *United States Code*):

1. There should be "equal pay for substantially equal work," and
2. Variations in pay should be in proportion to substantial differences in the difficulty, responsibility, and qualifications required.

Position Classifications for Administrators

Administrators would fall under the Federal employee system's Senior Executive Service (SES) category, since they perform managerial and supervisory work that creates supervisory relationships with employees in the GS categories.

The SES classification standards are the following (from the Civil Service Reform Act [CSRA], which established the Senior Executive Service [SES] in 1979):

1. directs the work of an organizational unit;
2. is held accountable for the success of one or more specific programs or projects;
3. monitors progress toward organizational goals and periodically adjusts such goals;
4. supervises the work of employees other than personal assistants; and
5. exercises important policymaking, policy-determining, or other executive functions.

Performance-Based Compensation Standards for Administrators

A PBC approach to administrator performance utilizes the following principles:

1. Time (12-month contract)
2. Executive nature of responsibilities
3. Performance measured according to criteria based on duties in the job description
4. The length of contract and the executive nature of responsibilities of administrative positions indicate that the nature of an administrator's service to the School is qualitatively greater than that of any individual instructor.

Additional duties assumed voluntarily but not included in the job description (teaching, proctoring, coaching, moderating, or advising) should be compensated with a supplemental stipend(s), as appropriate.

Current employee position classifications are found in the Appendix.

Supervision, Evaluation, and Promotion Procedure for Administrators (I and II)

Annual Supervision and Evaluation

Annually, administrators will complete the Administrator Growth and Evaluation Instrument (see Appendix) to set goals with their supervisor and engage in a performance review process by the end of January. The completed instruments and supplemental review documents will be stored permanently in the employee's file.

Promotion from One Category to Another

To be considered for promotion from one category to another, each administrator would prepare a short narrative dossier. This report would include specific descriptions of how he/ or she has fulfilled the duties in his or her job description. In addition, the self-evaluation would indicate how the administrator under review has brought "added value" to the School through his or her work beyond the minimum required by the job description.

The Headmaster reviews his direct reports. The Board of Trustees, led by the Head Support and Evaluation Committee, annually reviews the Headmaster.

Supervision, Evaluation and Promotion Procedure for Professional, Administrative, and Support Staff

Performance-Based Compensation Standards

A PBC approach to professional and support performance utilizes the following principles:

1. Time (12-month contract)
2. Nature of responsibilities
3. Performance measured according to criteria based on duties in job description

Additional duties assumed voluntarily, but not included in the primary job description, will be compensated with a stipend, as indicated in the stipend schedule.

Position Classifications

See above for the methodology for position classification for professional, administrative and support staff, and the Appendix for a complete list of all non-faculty position classifications.

Supervision, Evaluation and Promotion Procedure for Professional, Administrative, and Support Staff

Annual Supervision and Evaluation

Annually, each employee will complete the Staff Growth and Evaluation Instrument (see the Appendix), to set goals with his or her supervisor and engage in a performance review process by the end of January. The completed instruments and supplemental review documents will be stored permanently in the employee's file.

Promotion from One Category to Another

To be considered for promotion from one category to another, each employee will prepare a short dossier in narrative form. This report would include specific descriptions of how he or she has fulfilled the duties in his or her job description. In addition, the self-evaluation will indicate where the administrator under review would indicate how he or she has brought "added value" to the School through his or her work beyond the minimum called for by the job description.

The employee's direct supervisor will review this dossier. He or she would, in turn, submit it to the Headmaster with a recommendation. The Headmaster has the final determination on whether to promote the employee to the next level.

PBC Program for Faculty

Annual Supervision and Evaluation

1. All teachers and counselors with five years or less experience at Delbarton School should expect Department Chairs and the Assistant Headmaster for Academic Affairs to visit their classes formally for a supervisory experience at least twice each year (a total of four visits).
2. Teachers with more than five years of experience at Delbarton School will be formally supervised by their Department Chair once a year, using the evaluation form of the promotion process described below.
3. Teachers with more than five years of experience at Delbarton School will be formally supervised by the Assistant Headmaster for Academic Affairs every three years, using the evaluation form from the promotion process described below.
4. Teachers who wish to be considered for promotion from one salary category to another should apply for promotion by September 15th of the final year in their current salary category (see below).
5. Entry-stage teachers/counselors will be evaluated during their third year at Delbarton for promotion to the Career Teacher category. If an Entry-stage teacher is not promoted to Career Teacher, that teacher's contract will not be renewed after the end of his or her third year at Delbarton School.

Faculty Promotion Process Overview

The evaluation process for promotion to the next salary category begins in September and ends in March of the same academic year.

The following steps are to be completed before September 15th:

1. The Assistant Headmaster for Academic Affairs, in consultation with the Headmaster and the Department Chairs, establishes the list of those who will be evaluated, based on the applications received by September 15th.
2. Evaluation Teams are formed: Teams consist of the Assistant Headmaster for Academic Affairs, Department Chair, a Peer Evaluator chosen by the candidate, and a Master Teacher or Fellow appointed by the Headmaster.
3. The Assistant Headmaster for Student Affairs (if the candidate is an activity moderator) and/or the Director of Athletics (if the candidate is a coach) are also part of the Evaluation Team, but they do not do classroom observations. They are to prepare a report on the candidate's performance in his or her activity or athletic roles and meet with the candidate to discuss the report sometime before the January 31st deadline for class observation reports (see below).

4. When a Department Chair is evaluated, a Master Teacher or Fellow will serve in his or her place on the Evaluation Team.
5. The candidate arranges the timetable of first round (announced) observations for the Evaluation Team.
6. The Assistant Headmaster for Student Affairs will be asked to submit a report on how well the candidate has followed all appropriate school policies and procedures over which he has supervision.

By November 30th, each member of a given team has completed the first class observations and the extracurricular evaluations.

All class observations and activity/athletic evaluations will be completed by January 31st.

Evaluation Team meetings and written reports are completed by March 20th, in time for the Assistant Headmaster for Academic Affairs to review the results with the Headmaster before teachers receive their contracts. Promotion candidates will receive their application results in a letter from the Headmaster well before contracts are issued.

Evaluation Team Interview with the Candidate (for Master and Fellow candidates ONLY)

For Master or Fellow candidates only, an interview with the candidate's evaluation team is required. The candidate should schedule the interview time and date with Assistant Headmaster for Academic Affairs. The complete Evaluation Team must be present (in person or via Zoom) for the interview. The appropriate questions for a given promotion level that are provided in the application materials should be used in this interview.

Observations: The Classroom and Beyond

Team Planning Session: The candidate and team have the flexibility to tailor the schedule and method according to what works best and what is most practical for the teacher being evaluated as well as for the team. The team will consider the faculty member's work both in and out of the classroom.

Number of Class Observations: The minimum number of class observations for all candidates is 8 (two visits by each team member). Because of the benefits of the class observations for both the candidate and observer, each Team must complete the minimum number of observations.

Scheduling Class Observations: The first round of observations will be scheduled by the candidate. An organizational meeting between the candidate and the team can serve as the pre-observation meeting; however, if needed, the candidate may request additional pre-observation meetings with members of the team. The remaining observations will be unannounced.

Role of Master Teachers and Fellows: Master Teachers and Fellows will serve as a pool of observers that the Headmaster will appoint to the Evaluation Team.

Observations: The “Nuts and Bolts”

Techniques: Observers are welcome to use a variety of observation techniques, including, but not limited to, scripting, note-taking, and audio recording. Candidates and observers can decide together which methods would be most useful for a given class. At the beginning of each evaluation cycle, Peer Evaluators who have not observed a class before should seek guidance. Delbarton Fellows/Masters, Department Chairs, and the Assistant Headmaster for Academic Affairs are available and willing to discuss observation practices and strategies.

Observation Forms/Post Observation Meetings: As soon as possible after the class, the observer will provide the candidate with a copy of the class observation notes. Both candidates and observers will fill out an Observation Form according to these notes. The observer will also complete a narrative and commendation/recommendation report for the observed class.

Within forty-eight hours after each class visit, the observer and teacher will meet to share Observation Forms and narrative reports, and to discuss the class. Both keep copies of the completed Observation Forms and narrative reports. The official form must be used for all observations for this process.

Peer Evaluators: Teachers ask colleagues to serve as Peer Evaluators. To “spread the wealth” of professional development and to get as many people as possible involved in and familiar with this process, teachers who serve as Peer Evaluators in a given year should, if possible, take the next one off.

Finding Time: Given the importance of the evaluation process, evaluators need the flexibility to visit a variety of classes and allocate time for post-observation discussions. Therefore, the Assistant Headmaster for Academic Affairs will assist candidates and evaluators with finding class coverage when necessary.

Final Evaluation Recommendation

In late February or early March, the Assistant Headmaster for Academic Affairs will convene the Evaluation Teams (including the Assistant Headmaster for Student Affairs or the Director of Athletics, as appropriate) to discuss and complete the final Evaluation Form based on the collected observations.

Separately, candidates will complete the same form as a self-evaluation. The candidate and Team will trade copies of their forms before the final meeting.

Each Team member (and the Assistant Headmaster for Student Affairs or Director of Athletics, as appropriate) will cast a secret ballot to record his or her recommendation for promotion. The Headmaster will receive the results of this balloting and regard them as the team’s recommendation regarding the candidate.

All team deliberations and recommendations are strictly confidential. Other than the Assistant Headmaster for Academic Affairs, no team member will know how the other team members voted. Violations of this confidentiality will be treated as a very serious breach of professional ethics and will be grounds for disciplinary action.

The Final Decision

The Headmaster has sole discretion to grant promotion, mandate a Teacher Improvement Plan to remediate observed difficulties, or decline to renew or dismiss a teacher, in accordance with the procedures established in the *Employee Handbook*.

Candidates will learn of the decision regarding their applications by letter. If not promoted, candidates may request to discuss the reasons for the decision in person with the Headmaster.

The Headmaster has sole discretion to establish the time limits governing when a candidate who was not promoted may apply for reevaluation of his original level-change application.

Documentation & Recordkeeping

The Assistant Headmaster for Academic Affairs will file copies of the final evaluation forms in the Teacher Personnel Files. However, teachers are encouraged to build personal portfolios that include other parts of the evaluation process and more (Observation Forms, a written report on a coaching or directing experience, teaching videos, letters from students or parents, sample comments or grade reports, etc.). Updated portfolios are valuable resources for future evaluation and promotion discussions.

Faculty Supervision and Evaluation Criteria

Performance Criteria for All Faculty

Professionalism

Delbarton teachers encounter exceedingly bright students. Yet at the same time, they view their relative maturity as a gift they can give their students, and as a model to offer the students as they look for a way to mature adulthood. The Delbarton teacher therefore seeks to be a consummate professional.

The Delbarton Teacher...

- Is committed to the vision, mission, and philosophy of Delbarton School.
- Fosters professional relationships with parents, colleagues, students, mentors, staff, alumni, and trustees.
- Communicates with parents.
- Models appropriate behavior in all commitments and responsibilities.
- Seeks help when needed.
- Works with novice and experienced educators to foster effective learning.
- Participates actively in departmental meetings and fulfills expectations of his or her department chair.
- Demonstrates sportsmanship in athletics.
- Actively nurtures responsible behavior in all students.
- Demonstrates involvement in the life of the School.
- Maintains appropriate confidentiality.
- Presents a professional image.
- Sets and maintains appropriate boundaries with students.
- Is committed to a risk and abuse free environment.

Scholarship

Delbarton teachers are also one with their students as learners. The quest for knowledge is a lifelong commitment, which presents personal satisfaction in finding the question as well as in finding the answer. As the *Rule* of St. Benedict calls for each monk to listen, so each teacher at Delbarton seeks to maintain a posture of learning.

The Delbarton Teacher...

- Continually works to maintain their hold on his or her subject.
- Draws on current educational research, educational theory, and other educational opportunities for professional and personal growth.
- Attends professional conferences and clinics.
- Is actively involved in professional organizations.
- Uses a variety of resources.
- Shares and coordinates ideas, materials, and methods with colleagues both in their department and across departmental lines.
- Makes every effort to keep up with educational applications of technology. Visits other schools.

- Observes and evaluates other teachers.

The Teaching Act

Delbarton teachers are mindful that the *Rule* of St. Benedict saw all utensils in the monastery as sacred as the vessels of the altar. Therefore, they view the classroom as a sacred place, a place that fosters an awareness of each student and of all that is good in him and all that is good in God's creation, in learning, and in growth. With the *Program of Studies* as a normative description of course content, the Delbarton teacher works to develop an atmosphere that nurtures the student as a lifelong learner.

The Delbarton Teacher...

- Fosters enthusiasm and curiosity in his or her discipline.
- Follows the guidelines in the *Employee Handbook* and any guidelines established by their department.
- Tailors class presentation and assignments in a grade- and age-appropriate manner.
- Varies teaching techniques to include lectures, group work, projects, discussions, the appropriate and creative integration of technology, and other techniques to teach their material.
- Understands and seizes the opportunity to be a positive, tolerant, and encouraging guide in the lives of their students.
- Disciplines students with respect for their dignity and growth as persons uppermost in mind
- Respects students' intellectual quests.
- Fosters academic integrity.
- Uses a variety of forms of assessment as appropriate for their discipline to allow a variety of intelligence abilities to prove their aptitude.
- Strives for fairness and consistency in student assessment.
- Returns work in a timely fashion.
- Makes every reasonable effort to explain assessment to their students.
- Maintains a healthy and safe learning environment.

Departmental Criteria

A Delbarton teacher is a member of both the whole faculty and a departmental faculty. As the whole faculty shares common goals as educators, so does each department. Those goals seek to develop the tools and intellectual attributes that produce a skilled student in that academic area.

Computer Science Department

The Delbarton Teacher...

- Exhibits a logical approach to problem solving that may be emulated by students.
- Fosters flexibility in students so that they may become self-learners.
- Emphasizes the use of available resources as learning aids (i.e. textbook, other students, help menus in software).
- Allows enough time for monitored hands-on computer experience.
- Allows unsupervised hands-on computer time to stimulate creative use of technology.
- Exposes students to multiple teaching methods to find the best method for each to learn computer concepts.
- Encourages acquisition of skills needed to adapt to change in a rapid, efficient manner.
- Makes students aware of ethical and social implications of computer use.
- Teaches the syntax of the programming language.
- In the AP course prepares students for the AP exam by practicing sample multiple choice and free response problems from past exams.
- Promotes faculty knowledge of current software.
- Maintains computer availability.

English Department

The Delbarton Teacher...

Reading

- Teaches students effective skills to develop their vocabulary.
- Teaches students strategies for reading text closely and for thorough comprehension. □
- Emphasizes the use of critical reading skills in their approach to texts.
- Stresses importance of an active, engaged approach to reading through instruction on pre-reading, during reading, and post-reading strategies.
- Exposes students to a variety of genres, including, but not limited to: novels, short stories, plays, poetry, nonfiction, and personal narrative.

Writing

- Integrates teaching of proper grammar usage in writing.
- Teaches process of writing a clear, effective, and analytical essay, including:
 - Prewriting and brainstorming;

- Creating an arguable thesis;
 - Outlining;
 - Structuring an essay;
 - Editing and revising.
- Creates a variety of clear, challenging, and engaging assessments that are fair and appropriate to all.
 - Creates and communicates fair and appropriate grading rubrics for assessing work.
 - Encourages the development of a personal voice in writing.
 - Exposes students to a variety of diverse types of writing assignments, including analytical, personal, persuasive, creative, and research.

Speaking

- Emphasizes the importance of clear, effective oral communication through focused class discussion, recitation of poetry, oral reports, debates, and other methods.
- Emphasizes the importance of active participation in class discussion and teaches students to listen to peers and synthesize their thoughts, as well as to contribute to class discussion.

Preparation

- Continually reviews and evaluates the syllabus and their approach to text.

History Department

The Delbarton Teacher...

Reading

- Reviews how to read a history textbook and historical works by teaching how to preview reading, how to take notes on significant terms and theme, how to analyze bias of authors inherent in some books, and how to analyze historical readings for themselves.
- Assigns supplemental readings for the students.
- Covers the major economic, political, social, intellectual, and military themes of the course.
- Holds students accountable for reading assignments through various assessment methods such as quizzes, tests, or other assignments.
- Teaches students how to take notes in class.

Writing

- Reviews how to write a clear, concise, and coherent historical essay.
- Emphasizes analysis rather than merely describing events or writing a “book report”, especially for upper school students.
- Teaches how to develop an argument and defend it.
- Thoroughly reviews proper grammar and punctuation.

Speaking

- Develops techniques where students learn how to speak in front of a group of people through such assignments as debates, trials, or oral presentations.
- Foster the ability to speak without reading a prepared speech, develop and defend an argument and criticize or attack an opposing argument through evidence and examples.

Research

- Teaches students how to research and how to use the library and technology in their research.
- Teaches students to distinguish between secondary and primary sources, and to develop an understanding of the relative importance of both.
- Teaches students how to analyze the bias inherent in some sources.
- Teaches students how to write a research paper through various stages: selecting a topic, developing a preliminary bibliography, taking notes, developing an outline, writing a rough draft, and writing the final draft.
- Reviews how to quote sources properly, how to footnote sources properly, and how to develop a bibliography.
- Reviews which sources are considered scholarly and attempts to wean the students away from using such sources as encyclopedias as the basis of their research.
- Reviews what plagiarism is and emphasizes the highest level of academic integrity.

Mathematics & Computer Science Department

The Delbarton Teacher...

- Enables students to use a variety of approaches and strategies to solve problems within and outside mathematics, including formulating problems in mathematical language.
- Enables students to apply the process of mathematical modeling to real-world problem situations.
- Enables students to make use of various mathematical tools, including technological resources when appropriate, to solve problems.
- Enables students to express mathematical ideas orally and in writing.
- Introduces students to ideas that develop insight into and appreciation for the nature and scope of mathematics, including its sequential nature.
- Introduces students to ideas and concepts that can help them appreciate the power, economy, and elegance of mathematics.
- Enables students to recognize equivalent representations of the same concept, the connection among mathematical topics, and the connections between mathematics and other disciplines.
- Enables students to master logical reasoning skills such as making and testing conjectures, formulating counterexamples, and following and judging the validity of arguments.
- Enables students to read a mathematical proof with understanding and comprehend the underlying nature and logic of proof.

World Languages Department

The Delbarton Teacher...

- Engages and promotes the four language skills in the classroom: listening, speaking, reading/translating, and writing
- Teaches a reading and writing knowledge of the language, through grammar drills and instruction, vocabulary recognition and retention in context, and composition
- Uses the target language to model grammar and vocabulary and to develop language intuition
- Makes students aware of English derivatives, cognates and/or other connections to the English language and other languages (esp. at the lower levels)
- Promotes participation and interaction
- Encourages students to adopt identities as speakers of the target language as their skills develop
- Creates a classroom environment that promotes focus, engagement, and the structure of the course through a deliberate seating arrangement and visual aids.
- Uses a variety of assessment strategies and formats
- Shares an appreciation for a wide range of literature and authentic media in the target language
- Teaches knowledge of the culture(s), history, and civilization(s) associated with the target language
- Creates authentic cultural experiences in and out of the classroom
- Promotes foreign study and travel for cultural exposure and engagement
- Promotes cultural sensitivity and an interest in and awareness of other cultures and peoples
- Teaches critical thinking and analysis through discussions of readings and analysis of modern scholarship
- When applicable, teaches the script and phonetics of the target language, including handwritten, print/digital formats (Arabic)

Additionally:

A Modern Language Teacher:

- Uses four language skills in every class period
- Assesses each of the four language skills
- Stresses communication
- Enables students to communicate in interpersonal, interpretive, and presentational modes

An Ancient Language Teacher:

- Stresses grammatical understanding, as it applies to both the target language and English
- Assesses grammar, vocabulary, reading/translation, and composition

Visual and Performing Arts Department

The Delbarton Visual Arts Teacher...

- Demonstrates strong studio skill in various medium, techniques, and tools involving 2-Dimensional and 3-Dimensional artwork.
- Effectively integrates use of technology in class instruction and student projects.
- Encourages self-worth and self-esteem of students and maintains positive learning environment.
- Is knowledgeable about cultural and historical contexts surrounding works of art.
- Promotes students' command of the visual language.
- Takes responsibility for individual growth and professional development.
- Maintains a safe environment in the studio with equipment and supplies.
- Arranges studio space effectively.
- Enables students to acquire aesthetic judgement.
- Recognizes interdisciplinary connections with the Visual Arts.
- Holds high standards of excellence for portfolio development.
- Respects and celebrates the uniqueness of students' expressive interpretations of subject matter.
- Delights in the power of visual images that reflect values, aspirations, and meaning.
- Thinks creatively and solves problems with ingenuity.
- Recognizes that learning about the Visual Arts is a life-long endeavor and is a valuable component of the human experience.
- Is proficient in interpreting and critically evaluating art through oral and written discussions.
- Embraces the Benedictine tradition of valuing and creating God's beauty with works of art.
- Exhibits students' artworks.
- Respects sharing multiple uses of studio space.

The Delbarton Performing Arts Teacher...

- Exposes students to many styles and genres of music through listening, performance, composition, and analysis.
- Builds each student's music vocabulary to discuss and describe the music he hears intelligently and /or performs.
- Explains the elements of music and demonstrates how these come together to create a piece of music.
- Encourages creativity and risk-taking as students experiment with unfamiliar music and ideas.
- Enables students to read and recognize many of the musical symbols on the printed page to better understand the relationship between the visual and aural representations of music.
- Encourages students to actively listen to music.
- Fosters a life-long love of music.

Physical Education Department

The Delbarton Teacher...

- Works for the full physical development (fitness, strength, cardiovascular, endurance, and agility) of every student.
- Develops motor skills in an age- and grade-appropriate manner.
- Fosters knowledge and understanding of skills, rules of games, strategy, safety, conditioning, and codes of conduct and etiquette.
- Encourages social development in an ability to work within team structure, an ability to show leadership, self-control and discipline, and in ethical qualities and sociability.

Science Department

The Delbarton Teacher...

- Employs the teaching methods of scientific inquiry and constructivism emphasized in the National Science Standards.
- Focuses and supports inquiries while interacting with students.
- Orchestrates discourse among students about scientific ideas.
- Challenges students to accept and share responsibility for their own learning.
- Encourages and models the skills of scientific inquiry, as well as curiosity, openness to new ideas and data, and skepticism that characterize science.
- Emphasizes the importance of being able to readily communicate (read, write, and speak) in a technological and scientific matter.
- Strictly adheres to safety procedures concerning safety contracts, emergency procedures, and waste disposal.
- Fosters an ethical awareness in science.
- Emphasizes abstraction (the ability to use symbols to solve problems), systematic thinking (the ability to relate to cause and effect and interrelationships), experimentation (using new techniques to solve problems or looking at problems from several points of view), and collaboration (the importance of working productively as a team or group).

Theology Department

The Delbarton Teacher...

- Supports an appreciation and deeper understanding of the Roman Catholic faith.
- Provides an opportunity to each student for personal reflection on his faith.
- Advocates respect for the diversity of religious traditions in a changing society.
- Encourages dialogue and understanding among students from varying traditions.
- Promotes an appreciation of biblical study from a historical-critical methodology.
- Increases an awareness of the stages of moral development and conscience formation.
- Enables students to employ the tools of moral decision making.
- Investigates with students the impact of religion and history upon each other.

Section 9: Leave Policies

Any questions about any Delbarton School leave policies should be directed to Human Resources.

Bereavement

In the event of death of a spouse, child, or stepchild, Delbarton School will grant a maximum of five days paid bereavement. A maximum of three days of paid leave will be granted in the event of the death of parents, stepparents, grandparents, siblings, or in-laws. One day of paid leave will be granted for the death of a cousin, uncle, or aunt. In the event an employee requires time off from work to attend the funeral of a person not considered immediate family or requires more than the leave time granted, the employee shall use vacation or personal leave.

Family and Medical Leave

Important Notice. The descriptions contained here or anywhere else in this Handbook of employee leave rights under the law are intended to describe the current state of federal or state law regarding leave rights according to their terms. Nothing in this document is intended to impose upon Delbarton School any obligations beyond what the law imposes, nor extend any deadlines provided by law, nor to allow consecutive periods of leave (e.g., “stacking” of different types of leave) unless expressly mandated by law.

Eligible employees may be entitled to a leave of absence under the Family and Medical Leave Act (“FMLA”) and/or the New Jersey Family Leave Act (“NJFLA”). This policy provides employees with information concerning FMLA and/or NJFLA entitlements and obligations employees may have during such leaves. Whenever permitted by law, Delbarton School will run FMLA leave concurrently with NJFLA and any other leave provided under state or local law. If employees have any questions concerning FMLA and/or NJFLA leave, they should contact Human Resources.

I. Eligibility

FMLA leave is available to “FMLA eligible employees.” To be an “FMLA eligible employee,” an employee must: 1) have been employed by Delbarton School for at least 12 months (which need not be consecutive); 2) have been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

NJFLA leave is available to “NJFLA eligible employees.” To be an NJFLA eligible employee, an employee must: 1) have been employed by Delbarton School for at least 12 months; 2) have worked at least 1,000 base hours during the 12-month period preceding the leave. Base Hours mean the hours of work for which the employee receives compensation including overtime hours and hours for which the employee receives workers’ compensation benefits. Base hours also include hours that the employee would have worked except for having been in military service.

II. Entitlements

As described below, the FMLA and NJFLA provide eligible employees with a right to leave, health insurance benefits (FMLA only) and, with some limited exceptions, job restoration. The FMLA and NJFLA also entitle employees to certain written notices concerning their potential eligibility for and designation of leave.

A. Basic FMLA and NJFLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The NJFLA provides eligible employees up to 12 workweeks of unpaid leave for certain family reasons during a 24-month period. The 12 or 24-month period is determined based on a rolling 12 or 24-month period measured backward from the date an employee uses his or her FMLA leave. It is Delbarton School policy to provide the greater leave benefit provided under the FMLA or NJFLA and to run leave concurrently under the FMLA and NJFLA whenever possible.

Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption (or foster care FMLA only);
- To care for the employee's spouse (or partner in a civil union - NJFLA only), son, daughter or parent (or parent-in-law - NJFLA only) who has a **serious health condition**;
- For the employee's own **serious health condition** (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job (FMLA only); and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members. (FMLA only).

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include issues arising from a covered military member's short notice deployment, attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment activities such as arrival ceremonies and reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Service member Leave) (FMLA Only)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered service member** is entitled to take up 26 weeks of leave during a single 12-month period to care for the service member with a serious injury or illness.

FMLA leave to care for a service member shall only be available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured service member.

A “**covered service member**” is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as “current members of the Armed Forces.”

Covered service members also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as “covered veterans.”

The FMLA definitions of a “serious injury or illness” for current Armed Forces members and covered veterans are distinct from the FMLA definition of “serious health condition” applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA and/or NJFLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also may be entitled to take leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee (FMLA only) or covered family member (both FMLA and NJFLA) or the serious injury or illness of a covered service member (FMLA only). Leave due to qualifying exigencies may also be taken on an intermittent or reduced schedule basis.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by applicable law. The law does allow continuing certain levels of continued other employment or even starting certain new part time employment. However, to avoid any misunderstanding, employees who intend to work while on leave must notify Human Resources, in writing, of that fact, and provide requested details about the outside employment while on leave, including information about the hours to be worked.

E. Protection of Group Health Insurance Benefits during FMLA Leave

During FMLA leave only, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of “key employees” will cause Delbarton School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms.

Delbarton School will notify employees if they qualify as “key employees,” if it intends to deny reinstatement, and of their rights in such instances. A “key employee” is defined under the FMLA as an employee among the highest paid 10 percent of all employees who are employed within 75 miles of the worksite. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee’s FMLA leave.

As with FMLA leave, at the end of NJFLA leave, subject to some exceptions, employees generally have the right to return to the same or equivalent position with equivalent pay, benefits and other terms. However, unlike key employees under the FMLA who may be denied reinstatement, key employees under NJFLA may be denied NJFLA leave if: 1) the employee is a salaried employee among the highest paid 5 percent of employees or one of the seven highest paid employees; and 2) denial of the leave is necessary to prevent substantial and grievous economic injury to Delbarton School’s operations. Delbarton School will notify employees if they qualify as key employees under the NJFLA and that leave is being denied. If the denial of the NJFLA leave occurs while the employee’s leave already has begun, the employee must return to work within two weeks.

G. Notice of Eligibility for, and Designation of, FMLA and NJFLA Leave

Employees requesting FMLA leave are entitled to receive written notice from Delbarton School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) Delbarton School’s designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee’s leave entitlement.

Delbarton School may retroactively designate leave as FMLA and/or NJFLA leave with appropriate written notice to employees provided Delbarton School’s failure to designate leave as FMLA- or NJFLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA and/or NJFLA protection, Delbarton School and employee can mutually agree that leave be retroactively designated as FMLA and/or NJFLA leave.

III. Employee FMLA and/or NJFLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who wish to take FMLA and/or NJFLA leave must timely notify Delbarton School of their need for FMLA and/or NJFLA leave. The following describes the **content** and **timing** of such employee notices.

1. Content of Employee Notice

To trigger FMLA and/or NJFLA leave protections, employees must inform Human Resources of the need for FMLA/NJFLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA and/or NJFLA leave specifically or explaining the reasons for leave to allow Delbarton School to determine that the leave is FMLA/NJFLA-qualifying. For example, employees might explain that:

- a condition renders them unable to perform the functions of their job or that they are under the continuing care of a health care provider (FMLA only);
- they are pregnant or have been hospitalized overnight (FMLA only);
- a covered family member (including partner in a civil union and parent-in-law under NJFLA) is under the continuing care of a health care provider or a condition renders the family member unable to perform daily activities;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status (FMLA only); or
- a family member is a covered service member with a serious injury or illness (FMLA only).

Calling in “sick,” without providing the reasons for the needed leave will not be considered enough notice for FMLA leave under this policy. Employees must respond to Delbarton School’s questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for leave, the leave may be denied. When employees seek leave due to FMLA/NJFLA-qualifying reasons for which Delbarton School has previously provided FMLA/NJFLA-protected leave, employees must specifically reference the qualifying reason for the leave or the need for FMLA and/or NJFLA leave.

2. Timing of Employee Notice

Employees must provide 30 days’ notice of the need to take FMLA and/or NJFLA leave when the need is foreseeable. When 30 days’ notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide Delbarton School notice of the need for leave as soon as practicable under the facts and circumstances of the case. Employees who fail to give 30 days’ notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA and/or NJFLA notice obligations, may have leave delayed or denied, to the extent permitted by applicable law.

Employees must also follow Delbarton School’s usual and customary notice and procedural requirements when requesting FMLA/NJFLA leave, absent unusual circumstances. If employees fail to comply with these requirements, and no unusual circumstances justify the

failure to comply, FMLA/NJFLA leave may be delayed or denied if employees have not otherwise provided timely notice as required by the FMLA/NJFLA, to the extent permitted by applicable law.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with Delbarton School and make a reasonable effort to schedule treatment so as not to unduly disrupt Delbarton School's operations, subject to the approval of an employee's health care provider. Employees must consult with Delbarton School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both Delbarton School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, Delbarton School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered service member, Delbarton School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise Delbarton School of the reason why such leave is medically necessary. In such instances, Delbarton School and the employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting Delbarton School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of leave sought, employees may be required to submit medical certifications supporting their need for FMLA/NJFLA-qualifying leave. As described below, there generally are three types of medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide Delbarton School with timely, complete and enough medical certifications. Whenever Delbarton School requests employees to provide medical certifications, employees must provide the requested certifications within 15 calendar days after Delbarton School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. Delbarton School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies.

Delbarton School will deny leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, Delbarton School (through individuals other than an employee's direct supervisor) may contact the health care provider to authenticate or clarify completed and enough medical certifications. If an employee chooses not to provide Delbarton School with authorization allowing it to clarify or authenticate the certification with the health care provider, Delbarton School may deny leave if the medical certification is unclear. Whenever Delbarton School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a family member's serious health condition, or to care for a covered service member, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If Delbarton School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at Delbarton School's expense. If the opinions of the initial and second health care providers differ, Delbarton School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by Delbarton School and the employee.

2. Medical Re-certifications

Depending on the circumstances and duration of FMLA leave, Delbarton School may require employees to provide recertification of medical conditions giving rise to the need for leave. Delbarton School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, an employee returning to work from FMLA leave that was taken because of his or her own serious health conditions that made the employee unable to perform his or her job must provide Delbarton School medical certification confirming the employee is able to return to work and the employee's ability to perform the essential functions of the employee's position, with or without reasonable accommodation. Delbarton School may delay and/or deny job restoration until the employee provides a return to work/fitness for duty certification.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employee's sick leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, Delbarton School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active

duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered service member with a serious injury or illness, Delbarton School may require employees to obtain certifications completed by an authorized health care provider of the covered service member. In addition, and in accordance with the FMLA regulations, Delbarton School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered service member confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work

Employees must contact Human Resources periodically, in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA and/or NJFLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide Delbarton School reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return-to-work date. If employees give Delbarton School unequivocal notice of their intent not to return to work, Delbarton School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions cease.

F. Substitute Paid Leave for Unpaid FMLA and NJFLA Leave

Employees must use any accrued paid time while taking unpaid FMLA and/or NJFLA leave. The substitution of paid time for unpaid FMLA and/or NJFLA leave time does not extend the length of FMLA and/or NJFLA leaves and the paid time will run concurrently with an employee's FMLA and/or NJFLA entitlement.

During the leave, employees may be eligible for compensation, such as temporary disability benefits, family leave benefits or workers' compensation benefits. Any compensation or leave taken in connection with any other policy/plan shall run concurrently with any FMLA/NJFLA leave entitlement. Upon written request, Delbarton School will allow employees to use accrued paid time to supplement any paid disability benefits, workers' compensation benefits and New Jersey Family Leave Benefits.

G. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA leave, employees are entitled to continued applicable group health plan coverage under the same conditions as if they had continued to work. Unless Delbarton School notifies employees of other arrangements, whenever employees are receiving pay from Delbarton School during FMLA leave, Delbarton School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid (that is, the employee is not receiving pay from Delbarton School), employees must pay their portion of the group health premium.

Delbarton School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, Delbarton School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control) they will be required to reimburse Delbarton School for the cost of the premiums Delbarton School paid for maintaining coverage during their unpaid FMLA leave.

IV. Coordination of FMLA/NJFLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State, local law or collective bargaining agreement that provides greater family or medical leave rights such as the NJFLA.

However, whenever permissible by law, Delbarton School will run FMLA leave concurrently with NJFLA and any other leave provided under state or local law. For additional information concerning leave entitlements and obligations that might arise when FMLA/NJFLA leave is either not available or exhausted, please consult Delbarton School's other leave policies in this *Handbook* as applicable or contact Human Resources.

V. Questions and/or Complaints about FMLA/NJFLA Leave

If you have questions regarding this FMLA/NJFLA policy, please contact Human Resources. Delbarton School is committed to complying with the FMLA and NJFLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with both the FMLA and NJFLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their rights under the FMLA (or NJFLA) have been violated, they should contact Human Resources immediately. Delbarton School will investigate any complaints and take prompt and appropriate remedial action to address and/or remedy any violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

Jury Duty

Jury duty is an important civic responsibility and Delbarton School encourages its employees to serve. Delbarton School will cooperate in every way possible to accommodate each employee in such service. Delbarton School will continue a regular employee's salary/wages for the first five days of jury duty, and a contracted employee's salary for the first five days of jury duty if they occur during the contract period. The employee must return to work as soon as excused from jury

duty. Delbarton School encourages its faculty members whenever possible to defer service until the summer months to avoid disruption to the classroom.

The employee is expected to provide Delbarton School with proper notice of the jury duty summons and with verification of service. The employee also is expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court.

Leave of Absence Without Pay

Delbarton School will consider requests for leave without pay other than those covered by Family and Medical Leave situations. Subject to the approval of the Headmaster, leave without pay is available for an employee whose personal situation requires they must leave work for an extended period, but whose intention is to return to work. Employees on leave without pay are not eligible for benefits and will not continue to accrue vacation and other leave during their absence. If possible consistent with the needs of Delbarton School, an employee returning from long term leave without pay will be reinstated to the same job or an equivalent position with equivalent pay, and other terms and conditions as when the leave started. Approval depends upon organizational needs and priorities.

Maternity Leave

Maternity leave is covered by State Disability Insurance from the day of delivery for six or eight weeks, depending on delivery method. Employees may use unused leave days (sick and personal) at the beginning of their leave period to receive full salary until these days are exhausted. Female employees may work prior to delivery if their doctors will allow them to do so.

Notice of Maternity Leave time must be given in writing as soon as practical, but no less than 60 days before the leave time is anticipated to begin (unless medical circumstances preclude such notice). Failure to return to work without a previous formal agreement will be considered a resignation and will terminate employment.

Military Leave

If you are called into active military service or you enlist in the uniformed services, you will be eligible to receive an unpaid military leave of absence pursuant to law. To be eligible for military leave, you must provide your supervisor with notice of your service obligations unless you are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable for you to provide such notice. Provided your absence does not exceed applicable statutory limitations, you will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Please ask Human Resources for further information about your eligibility for Military Leave.

If you are required to attend yearly Reserve or National Guard duty, you can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). You should give Human Resources as much notice of your need for military leave as possible so that we can maintain proper coverage while you are away.

New Jersey Family Leave Insurance Benefits

Eligible employees taking time off work to care for a child, spouse, partner in a civil union, registered domestic partner, or parent with a serious health condition, or to bond with a newly born or adopted child, may be eligible to receive family leave insurance benefits through the state, through a program which is administered by the Division of Temporary Disability Insurance, the New Jersey Department of Labor and Workforce Development.

These benefits are financed solely through employee contributions to the state. The state is responsible for determining if an associate is eligible for such benefits. There generally is a waiting period during which time no family leave benefits are available. The Division of Temporary Disability Insurance can provide additional information about any applicable waiting period.

Employees must give Delbarton School at least 30 days' notice for leave to care for a newborn or newly adopted child, 15 days' notice for intermittent leave to care for a family member with a serious health condition, and reasonable prior notice for non-intermittent leave to care for a family member with a serious health condition (unless an emergency or other unforeseen circumstance precludes prior notice of any need for leave associated with the care of a family member).

Medical certification will be required for any leave taken in connection with taking care of another with a serious health condition.

If you need to take time off work to care for a child, spouse, partner in a civil union, registered domestic partner, or parent with a serious health condition or to bond with a newly born or adopted child please advise your immediate supervisor or Human Resources, and you will be given information about the state's family leave benefits program and how to apply for benefits. Employees also may contact the Division of Temporary Disability Insurance for further information. You should maintain regular contact with your immediate supervisor during the time you are off work, so we may monitor your return-to-work status. In addition, you should contact your immediate supervisor or Human Resources when you are ready to return to work, so we may determine what positions, if any, are open to you.

When an employee applies for family leave benefits, the Human Resources Department will determine if the employee has any accrued but unused vacation, sick or other paid time off available. If the employee has accrued but unused vacation, sick or other paid time off available, the employee will be required to use up to two (2) weeks of such time before becoming eligible for family leave benefits.

Please note, employees taking time off work to care for a child, spouse, or parent with a serious health condition or to bond with a newly born or adopted child and who receive paid family leave benefits are not guaranteed job reinstatement under this program. This family leave insurance program provides a monetary benefit, not a leave entitlement. Any time off for family leave purposes will run concurrently with other leaves of absence, such as Family and Medical Leave Act and the New Jersey Family Leave Act, if applicable. Please see the "Family and Medical Leave" policy for eligibility requirements.

New Jersey SAFE Act

The New Jersey Security and Financial Empowerment Act (“NJ SAFE Act”), provides that certain employees are eligible to receive an unpaid leave of absence, for a period not to exceed 20 days in a 12-month period, to address circumstances resulting from domestic violence or a sexually violent offense. To be eligible, the employee must have worked at least 1,000 hours during the immediately preceding 12-month period. Further, the employee must have worked for an employer in New Jersey that employs 25 or more employees for each working day during each of 20 or more calendar workweeks in the then-current or immediately preceding calendar year.

Leave under the NJ SAFE Act may be taken by an employee who is a victim of domestic violence, or a victim of a sexually violent offense. Leave may also be taken by an employee whose child, parent, spouse, domestic partner, or civil union partner is a victim of domestic violence or a sexually violent offense. Leave may be taken for engaging in any of the following activities as they relate to an incident of domestic violence or a sexually violent offense:

- Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee’s child, parent, spouse, domestic partner or civil union partner;
- Obtaining services from a victim services organization for the employee or the employee’s child, parent, spouse, domestic partner, or civil union partner;
- Obtaining psychological or other counseling for the employee or the employee’s child, parent, spouse, domestic partner or civil union partner;
- Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety from future domestic violence or sexual violence or to ensure the economic security of the employee or the employee’s child, parent, spouse, domestic partner or civil union partner;
- Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee’s child, parent, spouse, domestic partner, or civil union partner, including preparing for or participating in any civil or criminal legal proceeding related to or derived from domestic violence or sexual violence; or
- Attending, participating in or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee’s child, parent, spouse, domestic partner, or civil union partner, was a victim.

Leave under the NJ SAFE Act must be used in the 12-month period immediately following an instance of domestic violence or a sexually violent offense. The unpaid leave may be taken intermittently in intervals of no less than one day. The unpaid leave shall run concurrently with any paid vacation, personal, or medical or sick time or leave the employee elects to use or which Delbarton School requires employees to use during any part of the 20-day period of unpaid leave. If the employee requests leave for a reason covered by both the NJ SAFE Act and the NJ Family Leave Act, or the federal FMLA, the leave shall count simultaneously against the employee’s entitlement under each respective law.

Employees eligible to take leave under the NJ SAFE Act must, if the necessity for the leave is foreseeable, provide Delbarton School with written notice of the need for the leave as far in

advance as reasonable and practicable under the circumstances. Delbarton School may require the employee to provide documentation of the domestic violence or sexually violent offense that is the basis for the leave. Delbarton School will retain any documentation provided to it in this manner in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is authorized by a federal or New Jersey law, rule or regulation.

The NJ SAFE Act also prohibits an employer from discharging, harassing or otherwise discriminating or retaliating or threatening to discharge, harass or otherwise discriminate against an employee with respect to the compensation, terms, conditions or privileges of employment on the basis that the employee took or requested any leave that the employee was entitled to under the NJ SAFE Act, or on the basis that the employee refused to authorize the release of information deemed confidential under the NJ SAFE Act.

To obtain relief for a violation of the NJ SAFE Act, an aggrieved person must file a private cause of action in the Superior Court within one year of the date of the alleged violation.

Sick Time and Medical Leave

The descriptions contained here or anywhere else in this Handbook of employee paid time off or leave rights under the law are intended to describe the current state of applicable federal or state law (including the New Jersey Paid Sick Leave Law) regarding certain rights according to their terms. Nothing in this document is intended to impose upon Delbarton any obligations beyond what the law actually imposes, nor extend any deadlines provided by law.

Exempt Employees

All full-time exempt employees are provided with 56 hours (7 days) of paid sick leave at the start of the calendar year (referred to sometimes herein as the “Benefit Year”). Exempt employees hired after January 1 are provided a pro-rated portion of the 40 hours.

If an exempt employee has not used the full complement of the 40 hours of paid sick leave that employee was provided at the start of the prior calendar year during the course of that year, then Delbarton, at its discretion, either:

1. will pay the employee for the full amount of unused sick leave in the final month of the year
or
2. permit the employee to carry forward any unused sick leave to the next year (up to but no more than 40 hours).

Non-Exempt Employees

All non-exempt employees accrue paid sick leave at the rate of one hour for every thirty hours worked in any calendar year (known as the Benefit Year) up to a total of 40 hours.

If a non-exempt employee has not used the full complement of the paid sick leave that employee has accrued during any one calendar year during the course of that year, then the following process applies:

1. Delbarton may, at its discretion, in the final month of the year, provide an offer to an employee for payout of unused accrued sick leave;
2. the employee may accept the employer's payout offer within 10 calendar days from the date the offer was made;
3. if the employee does not accept the payout offer within 10 calendar days from the date of the employer's offer, the employee is deemed to have declined the employer's offer;
4. if the employee agrees to receive a payout, the employee shall choose either a payout for the full amount of unused accrued sick leave or for 50 percent of the amount of unused accrued sick leave;
5. if the employee declines a payout of unused accrued sick leave or agrees to a payout of 50 percent of the amount of unused sick leave, the employee shall be entitled to carry forward to the following benefit year any unused sick leave, except that Delbarton shall not be required to permit the employee to carry forward from one benefit year to the next, more than 40 hours of accrued sick leave;
6. if the employee agrees to a payout of the full amount of unused accrued sick leave, the employee shall not be entitled to carry forward to the following benefit year any unused accrued sick leave;
7. the payout amount shall be based on the employee's rate of pay at the time of the payout.

Exempt & Non-Exempt Employees Limit on Sick Accrual, Carry-Over and Use

No more than 40 hours of sick leave may ever be carried forward from one year to the next by any employee (exempt or non-exempt). Also, no employee (exempt or non-exempt) may ever accrue or use more than 40 hours of sick leave in any calendar year.

Permitted Use of Paid Sick Leave

Accrued sick leave may be used for the following permitted purposes:

1. time needed for diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
2. time needed for the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
3. absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member: medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence; services from a designated domestic violence agency or other victim services organization; psychological or other counseling; relocation; or legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
4. time during which the employee is not able to work because of a closure of the employee's workplace, or the school or place of care of a child of the employee, by order of a public official due to an epidemic or other public health emergency, or because of the issuance by a public health authority of a determination that the presence in the community of the employee, or a member of the employee's family in need of care by the employee, would jeopardize the health of others; or
5. time needed by the employee in connection with a child of the employee to attend a school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional employee responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability.

"Family member" means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of the employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.

Employees who use sick leave for purposes other than those identified herein may be subject to discipline.

Timing of Usage

Delbarton may require an employee to wait 120 calendar days from the date the employee commences employment to use accrued paid sick leave. After 120 days of employment, the employee may subsequently use sick leave as soon as it is accrued.

Notice of Usage

If the employee's need to use accrued sick leave is foreseeable, the employee must provide advance notice of seven (7) days prior to the date the leave is to begin, the intention to use the leave and the expected duration. The employee shall make a reasonable effort to schedule the use of the foreseeable sick leave in a manner that does not unduly disrupt the operations of the employer.

Delbarton may prohibit employees from using foreseeable sick leave on certain dates and can require documentation if sick leave that is not foreseeable is used on such prohibited dates. The "certain dates" on which Delbarton may prohibit employees from using foreseeable sick leave are limited to verifiable high-volume periods or special events, during which permitting the use of foreseeable sick leave would unduly disrupt Delbarton operations.

For sick leave of three or more consecutive days, the employee must provide reasonable documentation that the leave is taken for the purpose and uses permitted as described above.

If leave is permitted under purposes (1) or (2) above (see "Permitted Use of Paid Sick Leave"), documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, number of days of leave, shall be considered reasonable documentation.

If the leave is permitted under purpose (3) above, because of domestic or sexual violence, any of the following shall be considered reasonable documentation of the domestic or sexual violence: medical documentation; a law enforcement agency record or report; a court order; documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense; certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization; or other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.

If the leave is permitted under purpose (4) above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.

To the extent the reason for use of the sick leave is not foreseeable, the employee must provide notice to Delbarton as soon as practicable, and thereafter provide documentation as to the purpose and use of the sick leave as discussed above.

Sick Leave and Separation from Employment

An employee shall not be entitled to payment of unused sick leave upon separation from employment for any reason.

In addition to the 40 hours of paid sick leave provided according to the rules above (which are set by the New Jersey Paid Sick Leave Law), all full-time employees will be permitted to take up to two (2) additional days per fiscal year for absences due to illness without loss of pay. A valid doctor's note may be required for any illness lasting more than three days.

Employees who were allowed to accumulate sick days under the pre-1996 policy may use their days for extended illness, and in instances where short- or long-term disability leave is applicable. The amount of days withdrawn may not exceed the difference between disability payments and their then-current daily wages. Such days will be deducted from their accrued total when calculating payment upon voluntary separation from employment. Employees who are eligible for vacation time will have the option of using unused vacation and personal days to supplement sick days, subject to the approval of their supervisor.

Unused sick days of any type cannot be carried over from year to year, nor are eligible for reimbursement, nor is cash paid for accrued but unused sick days in the event of termination of employment for any reason.

Pay Policy during Leave

The following are general policy statements relating to salary and benefits during periods in which an employee is absent, including the following types of leave:

- Short term leave
 - Long term leave
 - Workers' Compensation
 - Maternity Leave for Faculty Members
 - Maternity Leave for Hourly Employees
 - Maternity Leave for Exempt Employees
 - Family Leave
 - Sabbatical, Summer or Full Year
 - Any other form of leave that has been approved by the Abbot or Headmaster
1. If any one of the following statements conflicts with a specific leave policy including in this *Handbook*, the stipulations of the specific leave policy will prevail.
 2. Except as may be excluded in specific leave policies, Delbarton School will continue to pay premiums and related costs for all benefit plans for which the employee was enrolled prior to the leave (Excludes Long Term Disability, for which the premium is paid by the employee).
 3. Except as may be excluded in specific leave policies contained herein, eligible employees will receive full pay for recognized holidays that may occur during the period of leave.

4. Except as may be excluded in specific leave policies, eligible employees will receive full pay for personal days for which the employee has not been paid during the calendar year.
5. Except as may be excluded in specific leave policies, eligible employees will receive full pay for accrued vacation days for which the employee has not been paid during the calendar year.
6. Employees who are on any form of leave will not be paid for emergency closing (such as snow days), or any other extraordinary pay that is extended to employees who are working in their normal, daily scheduled activity during the time of the extraordinary event.
7. Delbarton School will pay their portion of the retirement plan matching contributions, but the match will be based only on the amount of pay the employee receives through payroll.
8. Employees must inform the Business Office in the event they do not wish to have deductions made from their pay for voluntary plans during the leave period.

Section 10: Position Descriptions

Administrative Committees

The Academic Council is composed of all Department Chairs, select administrators, and four elected faculty members (two selected each year for a two-year term). The Academic Council is chaired by the Assistant Headmaster for Academic Affairs. This committee meets regularly from September to May and is responsible for the ongoing review and development of the school's curriculum and instructional programs. The Council's advice is also sought on other related matters.

The Admissions and Financial Aid Committee recommends candidates for admission to Delbarton School and financial aid awards based on admitted families' financial need. The Dean of Admissions and Financial Aid chairs the Committee. The Committee consists of the Assistant Dean of Admissions and Financial Aid, the Admissions Diversity Outreach Coordinator, the Admissions Athletic Recruitment Coordinator, and the Headmaster. The Headmaster approves all final admission and financial aid decisions.

The Committee on Academic Standing consists of the Guidance Counselors, the Learning Specialist, and the Dean of Guidance. It is chaired by the Assistant Headmaster for Academic Affairs. The Committee reviews the academic performance of all students at the end of each semester. It recommends to the Headmaster whatever action must be taken regarding student dismissal, probation, or other measures that might be needed to ensure a student's success at Delbarton.

The **Discipline Committee** is chaired by the Dean of Students. It is made up of the Dean of Students, the Dean of Guidance and the Headmaster. The Committee reviews the disciplinary status of all students at the end of each semester and at the end of the school year, or as needed. It recommends to the Headmaster whatever action must be taken regarding student dismissal, probation, or other measures that might be needed to ensure a student's success at Delbarton.

Academic Affairs

Assistant Headmaster for Academic Affairs

Reports to: Headmaster

Department: Administration

FLSA Classification: Exempt

Position Summary

The Assistant Headmaster for Academic Affairs is the chief academic officer of Delbarton School and is responsible for the leadership, oversight, and continuous improvement of the School's academic program. The Assistant Headmaster provides strategic and operational leadership for curriculum, instruction, faculty supervision and development, academic policies, and student academic performance.

Working closely with the Headmaster, department chairs, guidance counselors, and other administrators, the Assistant Headmaster ensures that Delbarton's academic program reflects the School's mission, maintains high standards of teaching and learning, and responds effectively to the educational needs of its students. The position includes teaching one course section.

Responsibilities

- Ensures that the School's academic program, curriculum, instructional practices, and faculty formation reflect and advance Delbarton's Benedictine Catholic mission, educational philosophy, and Profile of a Graduate.
- Oversees the School's curriculum and instructional program and provides leadership for its ongoing review, development, and improvement.
- Directs the daily and annual academic operations of the faculty and ensures the effective implementation of academic policies, procedures, and expectations.
- Supervises department chairs and works with them to maintain appropriate standards of curriculum, instruction, faculty performance, and professional development.
- Assists the Headmaster in the recruitment, hiring, evaluation, development, and retention of faculty.
- Leads the faculty supervisory and evaluation process, including classroom observations, performance reviews, and support for continued professional growth and improvement of instruction.
- Coordinates the orientation and academic induction of new faculty members.
- With the Dean of Guidance, meets as appropriate with students and parents regarding academic concerns and oversees the monitoring of students placed on academic probation or otherwise identified for academic deficiency.
- Ensures appropriate communication among students, parents, teachers, counselors, and administrators regarding significant academic concerns.
- Chairs the Committee on Academic Standing and the Academic Council.
- Serves as a member of the Administrative Team
- Oversees academic and faculty-related arrangements for Commencement and coordinates other academic ceremonies and programs as assigned.

- Performs other responsibilities as assigned by the Headmaster.

Registrar

Reports to: Assistant Headmaster for Academic Affairs

Department: Administration

Classification: Exempt

Position Summary

The Registrar is the chief recordkeeping official of Delbarton School and is responsible for accurate and confidential maintenance, organization, and reporting of student academic records. The Registrar oversees course registration and scheduling, coordinates grade reporting, maintains transcripts and other official academic records, and supports the Academic Affairs Office's orderly administration of the School's academic program. The position includes teaching one course section.

Responsibilities

- Develops and managing course selection process in consultation with the Guidance Department.
- Manages students' course placement in cooperation with Guidance and department chairs.
- Produces a master course and room schedule by scheduling students, teachers, and room assignments in consultation with the Assistant Headmaster for Academic Affairs.
- Communicates schedules to students and faculty, yearly and each semester, as needed.
- Manages student class changes in consultation with Guidance and department chairs.
- Collects grades, produces report cards, and posts report cards for student and parent access.
- Produces transcripts, mid-year reports, and any other reports upon administrators' request.
- Generates Honor Roll, Headmaster's List, and lists of F's, and Incompletes.
- Maintains permanent records of students.
- Schedules Back to School Nights and Parent Conferences.
- Develops final examination schedules.
- Administers online re-enrollment for returning students.
- Facilitates New Student Course Selection program, in consultation with Guidance.
- Coordinates with the School Nurse to manage the Magnus Health update process in the summer.
- Manages the school information system in consultation with the Director of Technology.
- Develops and directs school final examination schedules.
- Serves on the Academic Council and the Committee on Academic Standing .
- Teaches one course section

Director of Library Services

Reports to: Assistant Headmaster for Academic Affairs

Department: Academic Affairs

FLSA Classification: Exempt

Position Summary

The Director of Library Services provides leadership and professional expertise for Delbarton School's library program and ensures that Library Services is an integral part of the School's academic and instructional program. The Director develops and maintains print and digital resources that support the curriculum, promotes effective research and information literacy, and assists students and faculty in locating, evaluating, and using information responsibly and effectively.

Working under the Assistant Headmaster for Academic Affairs, the Director oversees the Library's collections, budget, circulation, facilities, technology, and daily operations; supervises the Administrative Assistant for Library Services; and maintains an orderly, welcoming, and academically purposeful environment. The Director supports Delbarton School's Benedictine Catholic mission through intellectual hospitality, careful stewardship of resources, collaboration with faculty, and service to the learning needs of the School community. The position includes teaching two course sections.

Responsibilities

- Promotes Delbarton School's Benedictine Catholic identity, mission, and values through the Library's programs, resources, services, and daily interactions with students, faculty, staff, and visitors.
- Provides overall leadership for Library Services and ensures that the Library's collections, programs, policies, and practices support the School's academic goals and instructional program.
- Serves as the School's principal library and information-resource professional and assists students and faculty in locating, evaluating, and using print and digital information effectively and responsibly.
- Collaborates with the Assistant Headmaster for Academic Affairs, department chairs, and faculty to support curriculum, classroom instruction, research assignments, independent study, and the development of student research and information-literacy skills.
- Provides or coordinates library orientation, research instruction, and other programs that develop students' effective and ethical use of information resources.
- Develops, evaluates, and maintains the Library's print and digital collections, including the selection, acquisition, cataloging, classification, processing, inventory, weeding, and replacement of materials.
- Oversees circulation procedures, patron records, interlibrary loans, databases, periodicals, electronic resources, and other Library services, and maintains accurate circulation and collection statistics.

- Prepares and administers the annual Library budget; reviews expenditures; and ensures the accurate preparation and processing of purchase orders, invoices, subscriptions, and related financial records.
- Supervises, directs, and evaluates the Administrative Assistant for Library Services and appropriately delegates routine circulation, processing, recordkeeping, purchasing, and operational responsibilities.
- Oversees the daily operation and supervision of the Library before classes, during the school day, at lunch, and after school, and helps maintain an orderly, welcoming, and academically productive environment.
- Coordinates the scheduling and appropriate use of the Library, Media Lab, and related instructional spaces for classes, small groups, meetings, and other academic purposes.
- Oversees Library equipment and shared resources, including copying, printing, and scanning services, and coordinates maintenance and technology support with the appropriate School offices.
- Maintains Library policies, procedures, electronic resources, online information, and communications so that students and faculty have timely and effective access to Library services.
- Plans and carries out summer collection-management and organizational work, including inventory, auditing, weeding, stack maintenance, processing new materials, and preparation for the opening of school.
- Maintains current knowledge of developments in school librarianship, research practices, information literacy, digital resources, and educational technology, and recommends improvements to Library services as appropriate.
- Serves as a member of the Academic Council
- Performs other duties as assigned by the Assistant Headmaster for Academic Affairs

Administrative Assistant for Library Services

Reports to: Director of Library Services

Department: Academic Affairs

Classification: Exempt

Position Summary

The Administrative Assistant for Library Services provides administrative, organizational, and operational support to the Director of Library Services and helps ensure the efficient daily operation of the Delbarton School Library. The position assists with circulation, cataloging, acquisitions, recordkeeping, scheduling, communications, and the maintenance and organization of the Library's print and digital resources.

As a regular point of contact for students, faculty, staff, and visitors, the Administrative Assistant helps maintain the Library as an orderly, welcoming, and academically purposeful environment. The position supports Delbarton School's Benedictine Catholic mission through attentive service, hospitality, careful stewardship of resources, and assistance to students and faculty in their teaching, learning, and research.

Responsibilities

- Supports Delbarton School's Benedictine Catholic identity, mission, and values through professional, hospitable, and attentive service to students, faculty, staff, and visitors.
- Provides administrative and clerical support to the Director of Library Services, including correspondence, scheduling, recordkeeping, purchasing, and routine communications.
- Assists students and faculty with routine questions regarding Library resources, services, procedures, and the location and circulation of materials.
- Manages routine circulation functions, including checking materials in and out, renewals, holds, overdue notices, and maintenance of accurate patron and circulation records.
- Assists with cataloging, labeling, processing, covering, shelving, and otherwise preparing new materials for circulation.
- Maintains the organization of Library collections by shelving and shelf-reading materials and assisting with periodic inventory, auditing, weeding, and rearrangement of the stacks.
- Assists the Director of Library Services with the ordering and acquisition of books, periodicals, databases, supplies, and other instructional resources.
- Prepares and maintains purchase orders, invoices, receipts, and other purchasing records and coordinates their submission to the Business Office.
- Processes interlibrary loan requests and coordinates the receipt, circulation, return, and tracking of borrowed materials.
- Maintains routine Library statistics and prepares circulation, collection, purchasing, and other reports as requested by the Director of Library Services.
- Coordinates the scheduling of classes, small groups, and other appropriate uses of the Library and Media Lab in consultation with the Director of Library Services.
- Assists faculty with the preparation and organization of materials for Library and research instruction and class visits.
- Helps maintain Library webpages, electronic resources, online guides, announcements, forms, and other communications as directed.
- Monitors supplies and assists with the routine operation of Library equipment, including printers, copiers, scanners, and other shared resources, coordinating service when needed.
- Helps maintain an orderly and productive Library environment and assists with student supervision during designated periods before school, during the school day, and after school.
- Supports special Library programs, displays, events, author visits, reading initiatives, and other activities that encourage intellectual curiosity and a culture of reading and research.
- Works collaboratively with Academic Affairs, Technology, Guidance and College Counseling, faculty, and other School offices to support students and the instructional program.
- Assists with summer Library projects, including inventory, collection maintenance, processing new materials, records management, and preparation of the Library for the opening of school.
- Performs other duties as assigned by the Director of Library Services.

Academic Department Chairs

Report To: Assistant Headmaster for Academic Affairs

Department: Academic Affairs

FLSA Classification: Exempt

Position Summary

The Academic Department Chair provides leadership and oversight for the curriculum, faculty, and operations of an assigned academic department. Working closely with the Assistant Headmaster for Academic Affairs, the Chair promotes high standards of teaching and learning, supports the professional growth and evaluation of departmental faculty, coordinates curriculum and instructional resources, and ensures that the department's work is aligned with the School's academic program and mission.

The Chair assists with faculty hiring, orientation, course assignments, budgeting, and long-range curricular planning; serves as the principal liaison between department faculty and the School administration; and participates in the Academic Council. The Chair also provides the Headmaster and Assistant Headmaster for Academic Affairs with regular assessment of departmental needs, faculty performance, and opportunities for continued program improvement.

Responsibilities

- Plan and conduct regular departmental meetings and maintain minutes for review by the Headmaster and the Assistant Headmaster for Academic Affairs.
- Prepare and submit the annual department budget to the Chief Financial and Operations Officer for approval and supervise its expenditure
- Approve the purchase of supplementary course materials required for personal use of department faculty.
- Annually submit to the Academic Affairs Office the list of textbooks and materials required in the department.
- Supply employees with a current departmental syllabus and course of studies containing the philosophy and goals of the department.
- Study current curriculum trends and practices in other schools and recommend to the Assistant Headmaster for Academic Affairs curriculum adjustments to fulfill the needs and total program of the School.
- Propose specific in-service training programs that may be beneficial to or needed by employees.
- Assist the Assistant Headmaster for Academic Affairs in assigning teachers to grades and courses.
- Participate in the selection and orientation of new teachers.
- Perform annual evaluative observations and report on the performance for all departmental faculty
- Maintain records of faculty evaluations
- Serve on the Academic Council.
- Meet annually with the Assistant Headmaster for Academic Affairs and Headmaster prior to contract time to report on the evaluation of department members.

In addition to the above duties, the Visual and **Performing Arts Department Chair**:

- Manage staffing needs of the Visual and Performing Arts Department, including hiring and supervision of adjunct music faculty
- Observe rehearsals and directors
- Organize publicity campaigns for Performing Arts events
- Organize recruitment efforts and facilitate communication between directors of Arts activities and the Delbarton School administration.

Admissions and Financial Aid

Dean of Admissions and Financial Aid

Reports to: Headmaster

Department: Administration

FLSA Classification: Exempt

Position Summary

The Dean of Admissions and Financial Aid leads Delbarton School's admissions program and serves as a principal representative of the School to prospective students and their families. The Dean communicates Delbarton's Benedictine Catholic mission, values, and educational program; cultivates relationships with sending schools and other constituencies; and oversees an admissions process that identifies students who will both contribute to and benefit from the Delbarton community. The Dean serves on the Administrative Team and teaches one course section.

Responsibilities

- Leads and coordinates all aspects of the School's admissions program, including recruitment, applicant evaluation, admission testing, and enrollment activities.
- Represents Delbarton at high school nights and other admissions and recruitment events.
- Plans and oversees the annual Open House and other programs for prospective students and families.
- Organizes the admissions testing program, including recruiting and training student, parent, and alumni speakers; preparing student ambassadors and hosts; and securing faculty proctors.
- Oversees the Student Ambassador Program and the "Student for a Day" program.
- Organizes and provides annual training for the Admissions Committee.
- Develops and maintains strong relationships with sending schools and communicates regularly with their representatives.
- Plans and executes the annual Distinguished Educator Award program.
- Works to attract a diverse and highly qualified applicant pool and supports the successful transition of admitted students to Delbarton.
- Works closely with the Headmaster on sensitive admissions matters and keeps the Headmaster informed about enrollment trends, demographics, applicant interests, sending-school relationships, and other matters affecting the School's future and reputation.
- Coordinates admissions advertising and promotional initiatives with the Director of Marketing and Communications.
- Coordinates with the Dean of Guidance on spring placement testing and related programs for incoming students and families.
- Communicates clearly and regularly with faculty and staff regarding admissions matters.
- Serves as a member of the Administrative Team.
- Teaches one course section.

Assistant Dean of Admissions and Financial Aid

Reports to: Dean of Admissions and Financial Aid

Department: Admissions and Financial Aid

FLSA Classification: Exempt

Position Summary

The Assistant Dean of Admissions and Financial Aid (ADA) reports to the Dean of Admissions and Financial Aid and works with all constituents (students, parents, and teachers) in the Delbarton community to support the school's mission. The ADA supports the work of the Admissions and Financial Aid Office.

This position requires strong interpersonal and communication skills, time management and organizational abilities, and a high energy level. Candidates must be comfortable communicating and marketing Delbarton's academic and extracurricular programs and unique school culture. Previous experience in admissions and working with admissions databases is preferred but not required. The position includes teaching two course sections.

Responsibilities

- Work with the Dean of Admissions and Financial Aid and the Headmaster to develop and execute an admissions plan that meets enrollment goals and appeals to a diverse pool of well-qualified applicants
- Help guide families through the admissions funnel from inquiry to enrollment and re-enrollment
- Collaborate with the Marketing and Communications team in the design and decision-making related to all admissions and marketing materials (print, digital, and promotional)
- Coordinate and execute a strategic applicant communications plan via postal mail and email
- Work with Marketing and Communications to manage the look and content of Delbarton Admissions on delbarton.org
- Help plan, schedule, and execute admission events, including the annual Fall Open House, interview and entrance exams days, Accepted Students Reception, and New Family Orientation.
- Organize materials for and attend school fairs and outreach events
- Manage the Student Ambassador and School Host programs
- Serve on the Admissions Committee participating in its work with interviewing, file reading, and decision-making
- Assist and maintain of Delbarton's ThinkDelbarton platform
- Build relationships with community groups within Delbarton and beyond including Diversity Among Peers (DAP) and the Admissions Outreach Coordinator
- Be proactive in developing innovative and effective strategies that strengthen existing and grow new geographical sending areas to attract well-qualified applicants to Delbarton
- Coordinates and collaborates with the Athletic Director and Arts Department Chair to identify and recruit strong impact candidates

Administrative Assistant for Admissions and Financial Aid

Reports to: Dean of Admissions and Financial Aid, Assistant Dean of Admissions and Financial Aid

Department: Admissions and Financial Aid

FLSA Classification: Exempt

Position Summary

The Administrative Assistant for Admissions and Financial Aid provides administrative and operational support for the Admissions and Financial Aid Office and serves as an important point of contact for prospective students, applicants, and their families. The Administrative Assistant supports the efficient management of the admissions and financial aid processes through accurate recordkeeping, responsive communication, careful coordination of schedules and events, and maintenance of confidential applicant and family information. In carrying out these responsibilities, the Administrative Assistant provides welcoming, professional service consistent with Delbarton School's Benedictine Catholic mission and values.

Responsibilities

- Provides administrative support to the Dean and Assistant Dean of Admissions and Financial Aid and supports the daily operation of the Admissions and Financial Aid Office.
- Serves as a primary point of contact for prospective families, applicants, current families, sending schools, and other constituents by telephone, email, and in person.
- Responds to routine questions regarding admissions and financial aid procedures and directs more substantive matters to the appropriate administrator.
- Maintains accurate and confidential applicant, enrollment, and financial aid records in the School's databases and electronic files.
- Processes applications and supporting materials and monitors files for completeness.
- Supports the administration of financial aid by organizing applications and documentation, maintaining confidential records, and communicating procedural information and deadlines to families.
- Coordinates calendars, appointments, applicant interviews, meetings, and other scheduling for the Admissions and Financial Aid Office.
- Prepares correspondence, reports, lists, mailings, labels, forms, and other admissions and financial aid materials.
- Provides administrative and logistical support for Open House, entrance examinations, interview days, accepted-student programs, new-family programs, school fairs, and other admissions events.
- Assists with communications to prospective students and families throughout the admissions process, from inquiry through enrollment.
- Supports the Student Ambassador and School Host programs by maintaining schedules, rosters, communications, and related records.
- Prepares materials and provides administrative support for meetings of the Admissions Committee.
- Coordinates the receipt and distribution of records and information from sending schools and other educational institutions.

- Assists with enrollment and the preparation of information and records for incoming students.
- Maintains office files, supplies, forms, and other materials necessary for the effective operation of the Admissions and Financial Aid Office.
- Handles sensitive student, family, admissions, and financial information with appropriate confidentiality and discretion.
- Performs other duties related to Admissions and Financial Aid as assigned by the Dean of Admissions and Financial Aid.

Admissions Outreach Coordinator

Reports to: Dean of Admissions and Financial Aid

Department: Administration

FLSA Classification: Exempt (Stipended Position)

Position Summary

The Admissions Outreach Coordinator (AOC) reports to the Dean of Admissions and Financial Aid and works in close collaboration with the Office of Diversity and Community Belonging. The Coordinator assumes both external-facing and internal-facing roles in matters related to school diversity. The overall goal of this role is to spearhead the School's continued efforts to identify and recruit diverse applicants within Admissions.

Responsibilities

Internal Support of Admissions Office

- To act as a resource on diversity issues for the Admissions Office and School community during admissions and enrollment decisions
- Present data and trends to the Deans of Admissions and Headmaster on progress to advance the School's Strategic Planning related to admissions diversity and outreach.
- Serve on the Financial Aid Committee
- Host and plan the Admitted Students Reception

Lead the Admissions Diversity Caucus

- To conduct interviews, read files, and oversee the work of the Diversity Caucus with the goal of advancing the School's Strategic Planning goals related to admissions diversity and outreach;
- Evaluate and follow trends of admissions and diversity information. Create an annual report of diversity metrics within Admissions
- Assign the reading of files amongst caucus members and lead caucus meetings to finalize diversity caucus lists.

Outreach Efforts

- Attend high school nights, academic fairs, and open houses sponsored by area schools and organizations, especially those with larger minority populations;

- To initiate and maintain communication between the School and the various sending schools, scholarship support organizations, and area professionals that deal regularly with minority youth;
- Create and manage initiatives and marketing materials to spearhead outreach efforts
- Throughout the admissions and enrollment process, serve as a source of support and create a welcoming environment for prospective and newly admitted families.

Admissions Committee Member

Reports to: Dean of Admissions and Financial Aid

Department: Administration

FLSA Classification: Exempt (Stipended Position)

Position Summary

The principal purpose of the Admissions Committee is to identify, evaluate, and recommend for acceptance to the Headmaster mission-strong students and families for Delbarton enrollment. Since admissions decisions are based on a candidate's academics, motivation and character, and potential extracurricular contribution, gathering accurate and relevant information about each candidate in these three areas is essential to the work of Admissions Officers. Admissions Officers must also be knowledgeable about Delbarton School and serve as professional hosts welcoming campus visitors with Benedictine hospitality.

Responsibilities

- Conducting and writing between 40 and 50 total interviews conducted on Saturdays (9:00 am to 12:30 pm) and/or weekdays from mid-September through December early January in each season.
- Reading and assessing approximately 75 total (7th and 9th grade combined) applicant files in the Delbarton FinalSite system.
- Meeting with an assigned caucus in January to develop a rank-order list of top 7th and 9th grade candidates to recommend for acceptance.

Advancement and Alumni

Assistant Headmaster for Advancement and Alumni

Reports to: Headmaster

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

The Assistant Headmaster for Advancement and Alumni provides strategic leadership for Delbarton School's advancement and alumni relations programs and is responsible for developing and executing a comprehensive fundraising strategy that achieves or exceeds the School's annual and long-term philanthropic goals.

Working closely with the Headmaster, Board of Trustees, St. Mary's Abbey leadership, Advancement staff, alumni, parents, and other members of the Delbarton community, the Assistant Headmaster cultivates sustained philanthropic support for the School's mission and strategic priorities. The position oversees all areas of advancement, including major gifts, annual giving, planned giving, institutional giving, alumni relations, special events, Advancement operations, and constituent engagement.

Responsibilities

- Develops and implements comprehensive advancement strategies aligned with Delbarton School's mission, priorities, and financial goals.
- Leads all areas of advancement, including major gifts, the Delbarton Fund, planned giving, foundation and corporate giving, alumni relations, special events, advancement operations, and strategic partnerships.
- Works closely with the Headmaster to identify, cultivate, solicit, and steward the School's most significant donors and prospective donors.
- Manages a portfolio of approximately 120 major-gift prospects, with particular emphasis on cultivating and soliciting six- and seven-figure gifts.
- Supervises and evaluates the Director of Major Gifts, Director of Advancement Operations, and Director of the Delbarton Fund, establishing clear goals and accountability for fundraising performance.
- Develops and maintains strong relationships with alumni, parents, parents of graduates, grandparents, foundations, corporations, and other friends of Delbarton.
- Represents Delbarton School externally and develops partnerships that advance the School's mission, reputation, and philanthropic priorities.
- Serves as a principal advancement liaison to the Board of Trustees and collaborates appropriately with the Abbey Council of Seniors on matters involving shared institutional interests.
- Provides leadership and support for the Delbarton Alumni Association and coordinates advancement-related engagement with the Fathers and Friends of Delbarton, Delbarton Mothers' Guild, and Delbarton Parents of Graduates Association.
- Oversees effective donor stewardship, recognition, communications, and engagement strategies designed to strengthen long-term relationships with the School.

- Monitors advancement performance and provides regular reports on fundraising results, major-gift activity, constituent engagement, and progress toward institutional goals. Works collaboratively with Finance, Communications, Admissions, School leadership, and other offices to ensure effective coordination of advancement priorities and activities.
- Serves as a member of the Administrative Team and contributes to institutional planning, strategy, and leadership.
- Performs other duties as assigned by the Headmaster.

Director of the Delbarton Fund

Reports to: Assistant Headmaster for Advancement and Alumni

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

The Director of the Delbarton Fund is responsible for the strategic design, implementation, and management of a comprehensive multi-channel annual giving program. Serving a constituent base of 10,000+ alumni, parents, parents of alumni, grandparents, and friends, the Director drives donor acquisition, retention, and leadership-level giving.

This role oversees a high-volume solicitation calendar, spearheads major giving days, manages an extensive volunteer infrastructure, and ensures accurate donor stewardship through institutional reporting. The Director is also personally responsible for managing a portfolio of leadership-level Delbarton Fund donors and for soliciting and stewarding gifts from this portfolio.

Responsibilities

- Author, design, and project-manage a high-volume solicitation calendar consisting of approximately 30 segmented email appeals and 5 comprehensive direct mail campaigns annually.
- Provide end-to-end strategic oversight, marketing, and execution for two distinct 24-hour giving campaigns:
 - #GivingTuesday (November/December) harnesses academic-year kickoff momentum and focuses on current and alumni parents, highlighting participation milestones, and matching challenges;
 - #DelbartonTogether (May) the School's flagship spring giving day, focusing on alumni and community-wide participation, peer-to-peer mobilization, and challenge gifts.
- Partner with Amplifi and Advancement Services to establish data segmentation protocols for the 10,000+ constituent database and manage accurate data flow throughout the annual campaign.
- Develop and actively solicit a dedicated portfolio of leadership-level annual prospects (\$5,000+), conducting face-to-face cultivation, solicitation, and stewardship moves to increase leadership-level participation.
- Partner closely with the Director of Major Gifts to identify, qualify, and transition leadership annual donors into the major gifts pipeline, participating in regular pipeline

review meetings with the major gifts team to ensure seamless coordination, prevent donor fatigue, and strategically transition donors between annual giving and major gift strategies.

- Monitor, analyze, and report on key performance indicators to optimize campaign ROI and donor retention.
- Manage the Delbarton Fund Leadership Cabinet and collaborate with members to secure high-level leadership annual gifts (\$5,000+) and cultivate prospects for major gifts pipeline.
- Recruit, train, and manage the current parent volunteer committee to maximize Delbarton Fund participation and engagement across grades 7-12.
- Structure and lead the parents of alumni volunteer committee to maintain institutional affinity and sustained financial support from past parents.
- Oversee, motivate, and provide resources to the network of Alumni Class Representatives to facilitate peer-to-peer outreach and class competitions.
- Manage the fiscal year-end reconciliation and, along with the Director of Advancement Services, Assistant Headmaster for Advancement and Alumni, and the Director of Marketing and Communications, produce the School's annual *Report of Giving* as part of the annual fall issue of *Delbarton Magazine*, ensuring accuracy in donor listings, giving societies, and scholarship and endowment summaries.
- In collaboration with the Marketing and Communications team, develop regular impact-reporting metrics to demonstrate the tangible outcomes of annual giving to the broader community.
- Issue financials summarizing all donations received, reporting weekly, monthly, and annually compared to prior year and current year goals.
- Attend and report at meetings for Board of Trustees Advancement Committee, Delbarton Fund Leadership Cabinet, Alumni Board, Current Parents Committee, and Parents of Alumni Committee.

Director of the Career Center

Reports to: Assistant Headmaster for Advancement & Alumni

Department: Advancement & Alumni

FLSA Classification: Exempt

Position Summary

The Director of the Career Center provides strategic leadership and oversees daily operations while delivering individualized career guidance to alumni throughout the career exploration and placement process. The Director cultivates relationships with alumni employers, companies, and recruiters to expand internship and full-time opportunities, and hosts recruiting and networking events to connect candidates with employers and share workforce trends. Success in this role is measured by alumni engagement, placement outcomes, and the strength of employer partnerships.

Responsibilities

- Provide comprehensive career advising to alumni, including career exploration, job search strategy, resumes, cover letters, LinkedIn profiles, mock interviews, and salary negotiation.

- Collaborate with the Alumni Association Board's Career Networking and Mentorship Committee to leverage alumni expertise, professional networks, and resources.
- Oversee the Delbarton Externship (DeLEX) program for rising seniors, providing strategic guidance to the DeLEX Moderator and collaborating with the DeLEX team.
- Engage recruiters and hiring managers through on- and off-campus programming to expand internship and employment opportunities for alumni.
- Administer the Alumni Career Networking and Mentorship Program, ensuring consistency across industries, mentors, events, and related initiatives.
- Partner with the Advancement & Alumni Office to maintain accurate alumni career data; analyze outcomes, utilization, and trends; and prepare reports demonstrating impact and return on investment.
- Design, distribute, and analyze surveys of alumni, recruiters, and hiring managers to inform program assessment and continuous improvement.
- Foster a culture of accountability and engagement in which alumni who benefit from career services give back through mentorship, internships, employment opportunities, or philanthropic support.
- Partner with parents of current students to identify potential internship and employment opportunities for alumni, while clearly communicating the alumni-focused mission and scope of Career Center services.

Director of Major Gifts

Reports to: Headmaster, Assistant Headmaster for Advancement

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

As leader of a team raising capital and annual philanthropic support for Delbarton School and St. Mary's Abbey, the Senior Major Gift Officer will manage a portfolio of 125-165 donors or prospective donors with the potential to make gifts of \$250,000 and up.

Responsibilities

- Responsible for leading the Major Gift Officer and Associate Major Gift Officer(s) to plan and execute a major gift fundraising strategy for the School and the Abbey.
- Manage a portfolio of 125-165 prospects with a goal of meeting or exceeding fundraising goals and benchmarks each year.
- Assigned prospects would also have an annual gift ask if not in a current pledge or soliciting for a major gift.
- Play a key role in small private gatherings or other major gift development events annually.
- Build overall strategy for volunteers assisting with major gift fundraising efforts and participate in committee meetings and events.

Senior Major Gifts Officer

Reports to: Director of Major Gifts

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

As part of a team raising capital and annual philanthropic support for Delbarton School and St. Mary's Abbey, the Senior Major Gift Officer will assist the Director of Major Gifts and will manage a portfolio of 125-165 donors or prospective donors with the potential to make gifts of between \$10,000 and \$250,000.

Position Responsibilities

- Work with affinity groups supporting athletics, arts, and student activities programs to coordinate their program-specific fundraising within the framework of the Delbarton Fund.
- Support the School's major gift program through cultivation and solicitation of capital gifts for facilities and endowment.
- Assist in the cultivation and stewardship of prospects and donors for the Advancement and Alumni Office team, which includes creating communications for Delbarton Fund and capital giving program activities.
- Perform all duties as assigned, including assistance with alumni activities and events

Major Gifts Officer

Reports to: Director of Major Gifts

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

As part of a team raising capital and annual philanthropic support for Delbarton School and St. Mary's Abbey, the Major Gift Officer will assist the Director of Major Gifts and the Senior Major Gift Officer and will manage a portfolio of 125-165 donors or prospective donors with the potential to make gifts of between \$10,000 and \$250,000.

Position Responsibilities

- Work with affinity groups supporting athletics, arts, and student activities programs to coordinate their program-specific fundraising within the framework of the Delbarton Fund.
- Support the School's major gift program through cultivation and solicitation of capital gifts for facilities and endowment.
- Assist in the cultivation and stewardship of prospects and donors for the Advancement and Alumni Office team, which includes creating communications for Delbarton Fund and capital giving program activities.
- Perform all duties as assigned, including assistance with alumni activities and events.

Abbey Advancement Officer

Reports to: Abbot (or Administrator) of St. Mary's Abbey

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

Reporting to the Abbot (Administrator) of St. Mary's Abbey, this role will lead all Benedictine fundraising efforts and focus on securing major gift support for Abbey priorities.

Responsibilities

- Manage a portfolio of 20-30 major gift prospects with a goal of meeting or exceeding fundraising goals and benchmarks annually (any assigned prospects would have an annual gift ask if not in a current pledge or soliciting for a major gift).
- Responsible for leading and executing all Benedictine fundraising efforts in coordination with volunteer committees and Development Team members including the Abbot's Table annual event, the Christmas Appeal and major gift solicitations.

Advancement Data & Systems Administrator

Reports to: Director of Advancement Services

Department: Advancement and Alumni

FSLA Classification: Exempt

Position Summary

This role is responsible for maintaining, updating and optimizing the Delbarton Advancement and Alumni Office's Raiser's Edge (RE) database, managing integrated applications, generating reports, and conducting prospect research in support of Delbarton Fund and campaign fundraising efforts.

Responsibilities

- Update RE constituent data weekly through communications received through internal and external sources, as well as online research, using tools such as Whitepages.com and LinkedIn.com.
- Conduct regular data clean up tasks to improve RE data quality.
- Provide RE education and training for Advancement and Alumni staff through role-based training tracks specified on Blackbaud U.
- Import data (Constituent and Gift) into RE:
 - New student, parent and grandparent constituent data, downloaded from FinalSite Enrollment admissions portal data exports, while regularly checking for modifications.
 - Abbey donor transactions through bi-monthly Abbey QuickBooks reports and RE reconciliation with cross departmental meetings.
 - Donor transactions from bi-annual giving days through Gravyty portal data exports.

- Constituent Wealth Engine ratings provided by Director of Major Gifts.
- College education records for graduates requested from College Guidance office.
- Constituent Code changes at the end of each fiscal year via import and/or global changes.
- Provide exported mailing lists regularly from Advancement, Alumni or Marketing/Communications and update NCOA address updates provided by Amplifi mailing vendor.
- Attach documentation and emails to constituent and gift records via PaperSave and serve as department liaison to this document management software.
- Manage Constant Contact integration with RE data while managing, lists, segmentations and tags.
- Create and update regular and ad hoc reports requested by the Advancement team.
- Generate weekly Business Office reconciliation reports for credit card, direct debit, PayPal and Venmo transactions.
- Update Gravyty (delbartonalumni.com) data changes in RE.
- Develop professional knowledge through current software and industry advancements and standards via training, workshops and conferences.
- Develop and update RE Policies & Procedures annually.
- Interface with IT staff to resolve RE issues and/or suggest system enhancements.

Director of Advancement Services

Reports to: Assistant Headmaster for Advancement and Alumni

Department: Advancement and Alumni

Classification: Exempt

Position Summary

Reporting to the Assistant Headmaster for Advancement and Alumni, the Director of Advancement Services is responsible for leading and managing all internal development operations including database optimization and accuracy, gift accounting and acknowledgements, Advancement administrative support and other special projects.

Responsibilities

- Collaborate with the Director of Marketing and Communications and other staff in the production of the Annual Report of Giving as a part of *Delbarton Magazine*.
- Develop, implement, and support operational protocols for all principal or major gifts, planned gifts, and fundraising efforts.
- Participates in review meetings with front-line fundraisers to assure timely cultivation, solicitation, stewardship, follow-up, data entry, and tracking of new and current prospects.
- Oversee the Advancement Services team in tracking and reporting on annual metrics for the Advancement team, and other metrics set by the Headmaster, Assistant Headmaster for Advancement, and the Major Gifts team.
- Oversee the monthly Business Office gift reconciliation process.

- Manage online gift processing and acknowledgement.
- Maintain a detailed and current Policies and Procedures Manual that reflects industry performance standards and best practices, that is formally reviewed and approved by the Headmaster and the Board of Trustees.
- Oversee all gift processing and acknowledgment; troubleshoot to ensure accurate financial reporting.
- Coordinate relationship management in RE with front-line fundraisers to record and track donor relationships, strategies, projections, and activities.
- Oversee drafting and finalizing gift acknowledgments.
- Manage pledge payment schedule and draft pledge reminders.
- Generate quarterly Honor/Memorial letters to honorees/family members.
- Supervise and ensure appropriate communication with the Abbey Business Office.
- Supervise Advancement Systems & Data Administrator, Stewardship Administrator, Stewardship Assistant & Delbarton Shop Liaison.
- Responsible for annual performance goal establishment and performance reviews for all direct reports.
- Other duties, some of which are/will be transitioned to other team members and/or departments: monthly Alumni newsletter, text alerts for Alumni events, online registration forms for Alumni, DPGA, DMG, F&F and Booster events, monitor Stripe account deposits and assist the Business Office in determining allocation of income on a weekly basis. Assist Booster Groups, DMG and F&F with Square software and terminals (fundraisers, concessions, etc)
- Database Management
- General data management oversight (record maintenance, data entry, etc.); offer data hygiene recommendations and lead data cleanup efforts to ensure RE data integrity.
- Interface with IT staff to resolve RE issues and/or suggest system enhancements.
- Create queries and exports for various teams to support ad hoc reporting needs, mailing lists, and email lists.
- Upload/monitor DMG Gala related gifts, upload data to RE post-event.
- Maintain sports rosters, clubs/activities, service and leadership information on current students in RE for database and future Alumni outreach purposes.

Advancement Operations Assistant

Reports to: Director of Advancement Services

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

Responsibilities

- Collaborate with the Director of Marketing and Communications and other staff in the production of the Annual Report of Giving as a part of *Delbarton Magazine*.
- Develop, implement, and support operational protocols for all principal or major gifts, planned gifts, and fundraising efforts.

- Participates in review meetings with front-line fundraisers to assure timely cultivation, solicitation, stewardship, follow-up, data entry, and tracking of new and current prospects.
- Oversee the Advancement Services team in tracking and reporting on annual metrics for the Advancement team, and other metrics set by the Headmaster, Assistant Headmaster for Advancement, and the Major Gifts team.
- Oversee the monthly Business Office gift reconciliation process.
- Manage online gift processing and acknowledgement.
- Maintain a detailed and current Policies and Procedures Manual that reflects industry performance standards and best practices, that is formally reviewed and approved by the Headmaster and the Board of Trustees.
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- Responsible for annual performance goal establishment and performance reviews for all direct reports.
- Other duties, some of which are/will be transitioned to other team members and/or departments: monthly Alumni newsletter, text alerts for Alumni events, online registration forms for Alumni, DPGA, DMG, F&F and Booster events, monitor Stripe account deposits and assist the Business Office in determining allocation of income on a weekly basis. Assist Booster Groups, DMG and F&F with Square software and terminals (fundraisers, concessions, etc)
- Database Management
- General data management oversight (record maintenance, data entry, etc.); offer data hygiene recommendations and lead data cleanup efforts to ensure RE data integrity.
- Interface with IT staff to resolve RE issues and/or suggest system enhancements.
- Create queries and exports for various teams to support ad hoc reporting needs, mailing lists, and email lists.
- Upload/monitor DMG Gala related gifts, upload data to RE post-event.
- Maintain sports rosters, clubs/activities, service and leadership information on current students in RE for database and future Alumni outreach purposes.

Advancement Operation Stewardship Administrator

Reports to: Director of Advancement Services

Department: Advancement and Alumni

FLSA Classification: Exempt (part time, 25 hours/week)

Position Summary

Reporting to the Director of Advancement Services, this role is responsible for maintaining, updating and optimizing the Raiser's Edge database, and for supporting the fundraising work Advancement Office in general, and in gift processing and acknowledgement in particular.

Responsibilities

Operations

- Processing gifts received by both the School and Abbey (including cash, checks, credit cards, EFTs, stock, gifts-in-kind, crypto and planned gifts) and daily delivery to the Business Office for posting to the general ledger and for deposit. This includes preparing acknowledgement letters and other correspondence.
- Assist with managing relationships in the RE database and providing front-line fundraising team with updates weekly, monthly and quarterly.
- Maintain foundation, corporation and individual donor files in RE.
- Prepare and reconcile donations with the operations team monthly.
- Receives and completes requests for matching gifts, processes all matching gifts received and prepares acknowledgment letters for both corporations and individual donors.
- Working with Director of Advancement Services to maintain accuracy of database records.
- Assisting with successful maintenance of donor hard copy and digital files and in organizing the digitization of all existing and new donor files.
- Provides general assistance for development, alumni and public relations.
- Other duties as assigned by the Assistant Headmaster for Advancement and Alumni or the Director of Advancement Services.

The Delbarton Fund

- Support the Director of the Delbarton Fund in preparing for and facilitating annual volunteer committee meeting and events.
- Other duties as assigned by the Director of the Delbarton Fund.

Administrative Assistant to the Advancement and Alumni Office

Reports to: Assistant Headmaster for Advancement and Alumni

Department: Advancement and Alumni

FLSA Classification: Exempt

Position Summary

The Administrative Assistant for Advancement & Alumni will assist in all aspects of the School's advancement & alumni activities, with a particular emphasis on alumni relations activities.

Responsibilities

- Provide administrative and secretarial support for alumni activities within the Advancement and Alumni Office and direct assistance to the Assistant Headmaster for Advancement and Alumni.
- Serve as primary support for Alumni events, academic and athletic alumni events and other events as needed.
- Assist with internal and external advancement events having a strategic impact on the success of the Advancement and alumni relations programs.
- Serve as an administrative user of the online alumni community
- Provide support for all alumni communications to include web, email, and social networking. Prepare and draft routine correspondence
- Create and maintain databases for tracking and reporting and to develop and maintain reports. Serve as a resource to visitors, alumni, students, and staff.
- Maintain and provide membership databases.
- Creates, produces, sends and coordinates letters, flyers, invite cards rosters and labels
- Sets and coordinates meeting: dates, location, and agendas
- Coordinates or assists in the planning of major events
- Attends and works events.
- Troubleshooting when required.
- Coordinate volunteers.
- Takes care of responses and list of who is attending events, placing ads etc.
- Receives checks, records in database, sends thank you, and produce financial reports for Business Office.
- Other tasks as may be assigned by the Assistant Headmaster for Advancement and Alumni

Athletics

Director of Athletics

Reports to: Headmaster

Department: Administration

FLSA Classification: Exempt

Position Summary

The Director of Athletics leads and administers Delbarton School's interscholastic and intramural athletic programs in a manner consistent with the School's Benedictine Catholic mission and values.

The Director provides overall leadership for athletic programming, personnel, scheduling, compliance, budgeting, facilities coordination, and student-athlete experience; serves as the Headmaster's principal liaison for Athletics; and works closely with coaches and other School offices to ensure that Delbarton athletics promotes excellence, character, discipline, sportsmanship, and the formation of the whole person.

Responsibilities

- Promotes Delbarton School's Benedictine and Catholic identity, mission and values through the athletic program.
- Enacts and enforces athletic department policies so the School operates according to conference, league, and NJSIAA Rules and Regulations.
- Schedules all interscholastic athletic events.
- Hires officials for all home athletic events and sees to payment thereof.
- Consults with the Director of Transportation to obtain transportation for all team/activities.
- Oversees the publication of all athletic schedules.
- Oversees the maintenance/repair of the athletic buildings and fields.
- In coordination with the Chief Financial and Operations Officer, is responsible for rental/allocation of athletic facilities to outside groups.
- Plays an active role with the Headmaster and Assistant Headmaster for Academic Affairs in hiring and in assigning coaching and other various co-curricular assignments.
- Prepares and administers the Athletic Dept. budget.
- Works as the primary site manager at home varsity events or plans for a site manager if one is deemed necessary.
- Seeks out competent faculty for co-curricular activities and coaching positions.
- Coordinates all athletic off-campus trips that involve faculty and students.
- Evaluates yearly faculty/staff engaged in athletics and communicates said evaluation to the Assistant Headmaster for Academic Affairs and the Headmaster at contract time.
- Administers the Team Chaplain Program and assignments.
- Works with the head of each sports program to evaluate program needs, staff assignments and to set program and coaching goals.
- Gives the Director of Grounds Maintenance a schedule of all home events and arranges for field preparation.

- Oversees all Athletic Boosters' fundraising and approves all expenditures from Booster funds, in coordination with the Advancement and Alumni and Business Offices.
- Works with Advancement and Alumni Office to organize Homecoming.
- Acts as representative of the School with various conferences, leagues, and the NJSIAA.
- Provides professional development opportunities for coaching staff.
- Serves on the Administrative Team, the Board of Trustees' Buildings and Grounds Committee (as a non-voting member), and the Internal Buildings and Grounds Committee.
- Incorporates and stays current with new technology that can benefit the operation of the athletic department and its programs.

Associate Director of Athletics

Reports to: Director of Athletics

Department: Athletics

FLSA Classification: Exempt

Position Summary

Under the direction of the Director of Athletics, the Associate Director of Athletics supports the administration and daily operation of Delbarton School's athletic program. The Associate Director has primary responsibility for athletic equipment and apparel, coordinates key operational relationships with the Guidance and Transportation Offices, assists with athletic scheduling and budgeting, and oversees the School's intramural program.

The Associate Director carries out these responsibilities in a manner consistent with Delbarton's Benedictine Catholic mission and values. The position includes teaching two sections.

Responsibilities

- Promotes Delbarton School's Benedictine and Catholic identity, mission and values through the athletic program.
- Enacts and enforces athletic department policies so the School operates according to conference, league, and NJSIAA Rules and Regulations.
- In conjunction with the Director of Athletics, works with the Director of Transportation to obtain transportation for all team/activities.
- Obtains grade reports from the Guidance Department at the end of each month for all rostered student athletes to distribute to each Varsity Head Coach.
- In conjunction with the Athletic Director, schedules all interscholastic athletic events.
- Determines equipment needs for all teams and generates purchase orders to acquire athletic equipment.
- Purchases clothing and equipment for teams and coaches.
- Coordinates all athletic apparel ordering and purchases for teams, booster groups, and the athletic department.
- Maintains records of all equipment room supplies, performs inventory of stock, and bills for lost inventory.
- Oversees routine maintenance of athletic equipment and uniform reconditioning, and ensures that all helmets are properly certified.

- Oversees the uniform order rotation and provides uniform options for each team.
- Oversees and maintains the Athletic Department online store for individual team gear and apparel.
- In conjunction with the Director of Athletics, maintains the Athletic Department budget.
- Coordinates, schedules and promotes seasonal intramurals for Delbarton students who choose to participate.

Assistant Director of Athletics for Sports Medicine

Reports to: Director of Athletics

Department: Athletics

FLSA Classification: Exempt

Position Summary

Under the direction of the Director of Athletics, the Assistant Director of Athletics for Sports Medicine provides leadership, supervision, and administrative oversight for the sports medicine program at Delbarton School. The Assistant Director ensures that the care, safety, injury prevention, evaluation, treatment, rehabilitation, and return-to-participation processes for Delbarton student-athletes are carried out in a manner consistent with professional standards, applicable law, NJSIAA requirements, and Delbarton School's Benedictine Catholic mission.

The Assistant Director of Athletics for Sports Medicine works collaboratively with the Director of Athletics, Athletic Trainers, coaches, School Nurse, Guidance Office, parents, physicians, outside medical providers, and other appropriate school personnel to support the health and well-being of student-athletes. The Assistant Director helps ensure that Delbarton's athletic program forms young men in mind, body, and spirit, and that athletic participation reflects the School's commitment to excellence, brotherhood, humility, discipline, prudence, and care for the whole person.

Responsibilities

- Promotes Delbarton School's Benedictine and Catholic identity, mission, and values through the sports medicine program and the daily care of student-athletes.
- Maintains congruence between the School's mission and all sports medicine practices, policies, and procedures.
- Oversees the delivery of athletic training services for Delbarton student-athletes, including injury prevention, evaluation, emergency care, treatment, rehabilitation, documentation, and return-to-participation planning.
- Provides leadership and supervision for the Athletic Trainers, including scheduling, communication, professional expectations, evaluation, and accountability for the proper operation of the sports medicine program.
- Develops, maintains, and annually reviews sports medicine policies, procedures, emergency action plans, and protocols in consultation with the Director of Athletics and other appropriate school personnel.
- Ensures appropriate medical coverage for home practices, contests, scrimmages, tournaments, camps, and other athletic events, according to the needs of each sport and the level of risk involved.

- Coordinates medical coverage and communication for away contests, tournaments, and special athletic events as needed.
- Serves as the primary sports medicine contact for coaches, parents, student-athletes, school administrators, visiting teams, officials, and outside medical providers.
- Works with the Director of Athletics and coaches to promote safe participation, appropriate practice conditions, heat and weather precautions, hydration practices, equipment safety, and other risk-reduction measures.
- Oversees concussion management procedures in coordination with physicians, parents, coaches, the School Nurse, Guidance Office, and academic personnel, including appropriate return-to-learn and return-to-play processes.
- Ensures that student-athletes are not returned to participation until appropriate medical clearance and school procedures have been completed.
- Maintains accurate, timely, confidential, and professionally appropriate records of injuries, treatments, rehabilitation plans, medical clearances, parent communications, and other required documentation.
- Ensures compliance with applicable federal, state, NJSIAA, conference, league, and school requirements related to student-athlete health and safety.
- Oversees the organization, maintenance, cleanliness, and professional operation of athletic training rooms, equipment, supplies, and related facilities.
- Develops and manages the sports medicine budget in consultation with the Director of Athletics.
- Orders, inventories, and maintains sports medicine supplies, emergency equipment, treatment equipment, and related materials.
- Coordinates communication and training for coaches regarding injury reporting, emergency response, concussion recognition, heat illness, bloodborne pathogens, and other relevant health and safety matters.
- Assists the Director of Athletics in evaluating athletic facilities, practice plans, event operations, and procedures from the perspective of student-athlete health and safety.
- Collaborates with the Strength and Conditioning staff to support injury prevention, recovery, rehabilitation, conditioning, and safe return to physical activity.
- Communicates with parents in a timely, professional, and pastoral manner regarding injuries, treatment plans, medical referrals, and return-to-participation expectations.
- Protects the confidentiality of student medical information and ensures that all sports medicine communications are handled with appropriate discretion.
- Serves as a calm, professional, and responsible presence during injuries, emergencies, and other situations requiring judgment, discretion, and care.
- Maintains professional credentials, licensure, certification, and continuing education required for the practice of athletic training.
- Remains current with developments in athletic training, sports medicine, adolescent health, injury prevention, emergency care, and school-based athletics.
- Performs other duties as assigned by the Director of Athletics.

Athletic Trainer

Position Summary

Under the direction of the Assistant Director of Athletics for Sports Medicine, the Athletic Trainer provides athletic training services to Delbarton School student-athletes. The Athletic Trainer assists with injury prevention, evaluation, treatment, rehabilitation, emergency care, documentation, and return-to-participation procedures for student-athletes participating in Delbarton's interscholastic athletic program.

The Athletic Trainer supports the daily work of the Athletic Department by helping to ensure that Delbarton student-athletes are cared for with professional competence, compassion, discretion, and attentiveness to the whole person. In this work, the Athletic Trainer contributes to the School's Benedictine Catholic mission by supporting the health, safety, discipline, resilience, and formation of the young men entrusted to Delbarton's care.

Responsibilities

- Promotes Delbarton School's Benedictine and Catholic identity, mission, and values through the daily care of student-athletes.
- Supports the mission, vision, and beliefs of Delbarton School, and maintains congruence between the School's mission and all athletic training practices.
- Provides athletic training services to student-athletes, including injury prevention, evaluation, immediate care, treatment, rehabilitation, and return-to-participation support.
- Provides appropriate medical coverage for assigned practices, contests, scrimmages, tournaments, and other athletic events.
- Responds promptly and professionally to athletic injuries, medical concerns, and emergencies.
- Evaluates injuries and medical conditions within the professional scope of athletic training and refers student-athletes to physicians or other medical providers when appropriate.
- Administers first aid, emergency care, taping, bracing, therapeutic exercises, treatment modalities, and rehabilitation support consistent with professional standards and school protocols.
- Assists with concussion management procedures, including injury recognition, documentation, communication, and return-to-learn and return-to-play coordination as directed.
- Ensures that student-athletes do not return to practice or competition until appropriate clearance and school procedures have been completed.
- Maintains accurate, timely, confidential, and professionally appropriate records of injuries, treatments, rehabilitation progress, medical referrals, clearances, and communications.
- Communicates professionally and appropriately with student-athletes, parents, coaches, Athletic Department personnel, the School Nurse, physicians, and other school personnel.
- Assists the Assistant Director of Athletics for Sports Medicine in maintaining emergency action plans and carrying out established emergency procedures.

- Assists in monitoring athletic environments for health and safety concerns, including weather conditions, heat, hydration, field and facility conditions, and equipment concerns.
- Supports coaches in understanding and following injury reporting procedures, emergency protocols, and student-athlete health and safety expectations.
- Assists with the organization, cleanliness, maintenance, and daily operation of athletic training rooms and sports medicine spaces.
- Maintains athletic training supplies, treatment equipment, emergency equipment, and other sports medicine materials as assigned.
- Assists with inventory, ordering, preparation, and storage of supplies and equipment.
- Provides appropriate care for visiting team student-athletes during home contests and events.
- Protects the confidentiality of student medical information and handles all communications with discretion and professionalism.
- Maintains professional credentials, licensure, certification, and continuing education required for the practice of athletic training.
- Remains current with developments in athletic training, sports medicine, adolescent health, emergency care, injury prevention, and rehabilitation.
- Serves as a professional, steady, and compassionate adult presence for student-athletes, especially in moments of injury, disappointment, anxiety, or uncertainty.
- Performs other duties as assigned by the Assistant Director of Athletics for Sports Medicine or the Director of Athletics.

Sports Information Director and Webmaster

Reports to: Director of Athletics

Department: Athletics

FLSA Classification: Exempt

Position Summary

Under the direction of the Director of Athletics, the Sports Information Director/Webmaster advances the mission and priorities of the Athletic Department through the effective management of digital platforms, athletics communications, media relations, and student broadcasting programs. The position requires flexibility and the ability to work an irregular schedule, including evenings, weekends, and holidays, in order to support athletic competitions, events, and related school activities.

Responsibilities

Digital Platforms & Communications Infrastructure

- Manage and maintain Delbarton School, Summer Program, and Athletics websites, calendars, broadcast email systems, and mobile app content.
- Serve as primary liaison with Finals site and oversee all website- and app-related projects.
- Conduct regular audits and performance analysis of web, app, and social media platforms.

- Support broader Marketing & Communications initiatives as assigned.

Athletics Communications & Media Relations

- Serve as the primary communications contact for the Athletic Department.
- Produce and distribute athletic news releases, feature stories, publications, and weekly recaps.
- Compile, post, and report scores, statistics, rosters, bios, headshots, and game summaries for all teams.
- Provide timely live and post-game coverage of major contests and playoff events.
- Maintain accuracy, timeliness, and brand consistency across all athletics communications.

Social Media & Visibility

- Develop and execute a coordinated social media strategy to promote all interscholastic teams.
- Create and schedule pre-game, game-day, and post-game content for varsity athletics.
- Communicate with local media outlets and manage external coverage opportunities.
- Foster positive engagement with alumni and former student-athletes through outreach and storytelling.

Student Media & Broadcasting

- Recruit, train, schedule, and supervise students participating in the Green Wave Network and Digital Broadcasting Club.
- Ensure student broadcast coverage of all home varsity contests via HUDL TV.
- Oversee student education in live-streaming, broadcasting setup, and production workflows.
- Coordinate guest speakers and instructional programming during activity periods.

Media Operations & Publications

- Coordinate preseason team media days in collaboration with varsity coaches.
- Schedule and oversee team photography early in each season.
- Manage live-streaming, broadcasting, and photography technology and platforms.
- Coordinate production of athletics publications, including media guides, programs, schedule cards, and digital assets.

Special Projects & Archives

- Organize and document Athlete Signing Days and recruited-athlete recognition.
- Develop relationships with alumni and parents working in sports media to support DelEx externships and student programming.
- In collaboration with the Delbarton Archivist, maintain comprehensive athletics photography, video, and historical records.

Director of Athletic Facilities

Reports to: Director of Athletics

Department: Athletics

FLSA Classification: Exempt

Position Summary

Under the direction of the Director of Athletics, the Director of Athletic Facilities oversees the daily operation, readiness, use, and coordination of Delbarton School's athletic facilities and fields. The Director works closely with the Athletic Department, Buildings and Grounds, Business Office, coaches, and other School personnel to support practices, contests, facility rentals, equipment storage, and special athletic events.

The Director carries out these responsibilities in a manner consistent with Delbarton's Benedictine Catholic mission and the School's commitment to stewardship, safety, hospitality, and excellence.

Responsibilities

- Promotes Delbarton School's Benedictine and Catholic identity, mission and values through the athletic program.
- Oversees the daily maintenance and readiness of all athletic fields and facilities.
- In collaboration with the Business Office, oversees the rental/allocation of all athletic fields and facilities to outside groups.
- Along with the Director of Athletics, develops strategies to increase revenue for facility rentals of all athletic facilities and fields.
- Develops and executes a schedule for complete laundry services for in-season uniforms.
- In conjunction with the Director of Athletics, provides oversight for home game setup and management of all home athletic contests.
- In conjunction with the Head Strength & Conditioning coach, coordinate the daily "in-school" schedule of the Ramsey Family Strength & Conditioning Center.
- In collaboration with the Assistant Director of Athletics, maintains organization of all points of storage in the Pizzo Family Field House and the Forty Acres Field House.
- Serves on the Internal Buildings and Grounds Committee
- Performs other duties as assigned by the Director of Athletics.

Administrative Assistant for Athletics

Reports to: Director of Athletics

Department: Athletics

FLSA Classification: Exempt

Position Summary

The Administrative Assistant for Athletics provides administrative and operational support to the Director of Athletics and the Athletic Department. The Administrative Assistant helps ensure the effective daily operation of Delbarton's interscholastic and intramural athletic programs through accurate recordkeeping, scheduling support, communication, event coordination, and the organization of departmental information and materials.

Serving as a principal point of contact for students, parents, coaches, officials, visiting schools, and other constituents, the Administrative Assistant provides responsive and professional service consistent with Delbarton School's Benedictine Catholic mission and values.

Responsibilities

- Provides administrative support to the Director of Athletics and assists with the daily operation of the Athletic Department.
- Serves as a primary point of contact for students, parents, coaches, visiting schools, officials, and other individuals communicating with the Athletic Department.
- Manages the Athletic Department calendar and assists with the coordination and publication of interscholastic athletic schedules.
- Maintains accurate team, coach, contest, and departmental records and files.
- Assists with the preparation, collection, and maintenance of team rosters, eligibility information, forms, and other required athletic documentation.
- Coordinates routine communications with coaches regarding schedules, meetings, contests, transportation, facilities, and departmental procedures.
- Communicates schedule changes, cancellations, and other athletic information to appropriate School personnel and constituents.
- Assists with arrangements for visiting teams, game officials, tournaments, special athletic events, and other home contests.
- Supports the scheduling and administrative processing of game officials, including maintaining appropriate records and submitting information required for payment.
- Assists with transportation requests and related communications in coordination with the Director and Associate Director of Athletics and the Transportation Office.
- Prepares correspondence, reports, schedules, lists, forms, mailings, and other materials for the Athletic Department.
- Provides administrative support for Athletic Department meetings, including scheduling, preparation of materials, and maintenance of appropriate records.
- Assists with purchase orders, invoices, expense documentation, and other routine financial paperwork in coordination with the Director and Associate Director of Athletics and the Business Office.
- Supports the organization and communication of information related to athletic awards, recognitions, team photographs, and end-of-season activities.
- Assists with administrative and logistical preparations for postseason competitions, tournaments, and other special athletic events.
- Maintains contact information and distribution lists for coaches, teams, officials, schools, and other Athletic Department constituencies.
- Coordinates the collection and organization of information required for the School website, calendars, publications, and other athletic communications.
- Handles student, family, personnel, and departmental information with appropriate confidentiality and discretion.
- Performs other duties related to Athletics as assigned by the Director of Athletics.

Buildings and Grounds

Director of Buildings and Grounds

Reports to: Chief Financial and Operations Officer (School); Prior (Monastery)

Department: Buildings and Grounds

FLSA Classification: Exempt

Position Summary

The Director of Buildings and Grounds is responsible for the overall appearance, repair, safety, and efficient functioning of the campus grounds and facilities. This role oversees all capital construction projects, routine maintenance operations, and housekeeping supervision. The Director ensures compliance with regulatory standards and supports the strategic vision for campus development and operations.

Responsibilities

- Prepare and supervise preventative maintenance schedules, including MEP systems, roofs, finishes, and safety and monitoring systems.
- Oversee all construction work on campus and ensure compliance with local and state building codes and standards.
- Manage capital projects from planning through execution, including budget monitoring and contractor oversight.
- Support all school events when maintenance or logistical assistance is required.
- Plan and manage workloads of maintenance and housekeeping staff to ensure proper performance and coverage.
- Oversee set-up and break-down of all major campus events.
- Ensure all work order requests are addressed and completed in a timely manner.
- Solicit and review proposals for supplies and services to obtain the best pricing.
- Select and manage third-party maintenance and service contractors, ensuring fulfillment of contract obligations.
- Ensure all safety equipment is operational, inspected, and certified as required.
- Prepare and submit budget requests; assist in capital budget development and monitor expenditures.
- Assist in hiring and onboarding of permanent and temporary maintenance and housekeeping staff.
- Oversee the care and maintenance of campus grounds, including landscaping, lawn care, snow and ice removal, and athletic field preparation.
- Manage maintenance of all school vehicles and grounds equipment.
- Participate in campus strategic planning and development, including master planning, zoning, utilities, and energy management.
- Ensure compliance with local, state, and federal regulatory requirements, including workplace safety and system inspections (boilers, fire alarms, elevators, etc.).
- Supervise housekeeping operations, including purchasing of supplies, quality inspections, and complaint resolution.

- Conduct regular inspections of buildings to determine needs for repair, maintenance, or replacement of furnishings and equipment.
- Coordinate work activities between departments to ensure smooth facility operation.
- Oversee maintenance and housekeeping in monastery buildings in collaboration with the monastery Prior.

Grounds Foreman

Reports to: Director of Buildings and Grounds

Department: Buildings and Grounds

FLSA Classification: Hourly

Position Summary

The Grounds Foreman ensures that the campus grounds and athletic facilities are adequately maintained and is responsible for the overall beautification of the campus. The Grounds Foreman is responsible for managing the day to day needs of the school, monastic community, and athletics schedule. The Foreman be comfortable prioritizing work, delegating jobs, while also assisting in the fieldwork and overseeing tasks through to completion.

Responsibilities

- Work with outside subcontracts on ground related construction jobs
- Work closely with the Director of Buildings and Grounds
- Landscaping, seasonal floral arrangements, tree trimming, bush and shrub maintenance
- Previous supervisory experience required, overseeing a team, delegating tasks, training staff
- Athletic field striping and game prep, field maintenance based on seasonal sports schedules
- Asphalt, paving and line striping experience
- Supervising equipment safety and equipment repair work
- Synchronizes with auto mechanic to schedule equipment repair & preventative maintenance
- Pre-season prep work and forward thinking in ordering grounds supplies, inventory and landscaping
- needs (i.e. Ensures plows/mowing equipment are properly maintained/ready for use during each season,
- salt is ordered)
- Coordinate with pesticides applicator for seasonal applications and turf health
- Responds to emergency calls on campus when needed/some weekend support
- Processes and assigns work orders and service requests through completion
- Coordinate and assist with snow removal and schedule/clean up as necessary to ensure safe campus
- conditions
- Confirms that fuel tanks are at proper levels
- Support for campus events (prom, graduation, homecoming, etc...)

- Maintenance of outdoor fountains, ponds and swimming pool. Ordering supplies, to include PH
- levels, annual township inspections and permits
- Ability to cross-train with buildings maintenance crew for indoor support related to carpentry, plumbing,
- HVAC, painting, etc.

Operations Manager

Reports to: Director of Buildings & Grounds, Chief Financial and Operations Officer

Department: Buildings and Grounds

FLSA Classification: Exempt

Position Summary

The Buildings & Grounds Operations Manager assists the Director of Buildings & Grounds in the administrative and operational management of the department. The position coordinates work orders, payroll and timekeeping, purchasing and invoices, regulatory filings, vendor scheduling, departmental records, and project and budget tracking.

Working closely with Buildings & Grounds leadership and staff, the Administrative Coordinator helps ensure that departmental operations are organized, responsive, compliant, and efficient. Through professionalism, service, stewardship, and care for the School community, the position supports Delbarton's Benedictine Catholic mission and the effective operation of the School and Abbey campus.

Responsibilities

- Monitors the departmental work order system, assists with scheduling assignments, and tracks work orders through completion.
- Oversees departmental timekeeping and prepares and submits payroll information accurately and on schedule.
- Maintains appropriate records related to employee schedules, attendance, work assignments, and other departmental operations.
- Orders, maintains records for, and distributes departmental uniforms and related supplies.
- Receives, codes, processes, and submits invoices for payment and maintains appropriate supporting documentation.
- Assists the Director of Buildings & Grounds with departmental purchasing, expense tracking, and budget-to-actual reporting.
- Maintains Buildings & Grounds records, reports, contracts, permits, warranties, inspection documentation, and other departmental files.
- Coordinates the preparation and filing of required annual reports and other documentation with municipal, state, and other governmental agencies.
- Assists with permit applications, inspections, and related regulatory or compliance requirements.
- Assists in coordinating and scheduling outside vendors, contractors, and trades and maintains appropriate records of their work.

- Maintains project status reports and assists in tracking project schedules, expenditures, and budget performance.
- Works closely with Buildings & Grounds leadership to support appropriate training of maintenance and grounds staff in safe work practices, departmental procedures, and regulatory requirements.
- Assists with departmental communications and coordination with other School and Abbey offices as necessary.
- Helps ensure that departmental records, financial transactions, work orders, and administrative processes are accurate, timely, and appropriately documented.
- Exercises responsible stewardship of School resources and performs all responsibilities in a manner consistent with Delbarton's Benedictine Catholic mission and its commitment to hospitality, service, safety, professionalism, and care for the community.
- Performs other responsibilities as assigned by the Director of Buildings & Grounds

Grounds Worker

Reports to: Grounds Foreman, Director of Buildings and Grounds

Department: Buildings and Grounds

FLSA Classification: Non-Exempt

Position Summary

The Grounds Worker is responsible for maintaining the appearance, safety, functionality, and overall quality of Delbarton School's campus grounds and athletic fields. The position performs a wide range of landscaping, grounds maintenance, athletic field preparation, equipment operation, seasonal work, event support, and emergency-response responsibilities

Working collaboratively with other members of the Buildings & Grounds Department and with School and Abbey personnel, the Grounds Worker exercises responsible stewardship of the campus and helps create a safe, welcoming, and well-maintained environment that supports Delbarton's Benedictine Catholic mission and the life of the School community.

Responsibilities

- Exercises responsible stewardship of the School's grounds, equipment, natural resources, and facilities and performs all responsibilities in a manner consistent with Delbarton's Benedictine Catholic mission and commitment to hospitality, service, safety, and care for the community.
- Performs routine grounds and landscaping maintenance, including mowing, trimming, pruning, weeding, watering, mulching, fertilizing, leaf removal, plant care, and trash collection.
- Operates vehicles and powered equipment safely and effectively, including mowers, trimmers, leaf blowers, tractors, utility and twin-axle vehicles, snow blowers, chain saws, electric clippers, sod cutters, and pruning equipment.
- Inspects and performs routine maintenance on vehicles, tools, and grounds equipment to ensure that they are safe, functional, and ready for use.

- Maintains, prepares, and lines athletic fields and related outdoor facilities in accordance with the School's athletics schedule and established standards.
- Monitors, tests, programs, and performs basic repairs to campus irrigation systems as necessary.
- Completes assigned work orders accurately and in a timely manner.
- Cleans rain gutters, building rooftops, and other exterior areas as necessary and in accordance with appropriate safety procedures.
- Assists with the setup and breakdown of School and Abbey events, including transporting and arranging tables, chairs, equipment, and other materials.
- Participates in snow and ice removal, including shoveling, plowing, operating snow blowers, and using salt spreaders.
- Responds as required to campus emergencies, including snowstorms, fires, flooding, storm damage, and other urgent situations.
- Works cooperatively with School and Abbey departments in support of events, programs, and other institutional needs.
- Performs other responsibilities as assigned by the Director of Buildings & Grounds.

Maintenance Worker

Reports to: Director of Buildings and Grounds

Department: Buildings and Grounds

FLSA Classification: Non-Exempt

Position Summary

The Maintenance Worker is a member of the Buildings & Grounds Department and is responsible for helping maintain the safety, appearance, functionality, and overall condition of Delbarton School's buildings, grounds, and facilities. The position performs a broad range of preventive maintenance, repair, building systems, event support, and grounds-related duties throughout the campus.

Through skilled workmanship, responsiveness, hospitality, and responsible stewardship of the School's facilities and resources, the Maintenance Worker supports Delbarton's Benedictine Catholic mission and helps provide an environment conducive to teaching, learning, community life, and student formation.

Responsibilities

- Performs maintenance and repairs throughout the School's buildings and facilities, including classrooms, offices, restrooms, corridors, athletic facilities, and other campus spaces.
- Responds promptly to maintenance requests and completes assigned work orders accurately and in a timely manner.
- Uses the School's computerized work order system to receive, document, and complete maintenance assignments.

- Performs basic electrical work, including replacing or repairing light fixtures and receptacles and installing conduit, boxes, and cable as appropriate.
- Performs basic plumbing repairs, including the replacement or repair of faucets, toilets, drains, valves, and leaking pipes.
- Performs preventive maintenance on HVAC equipment, including air handlers, motors, belts, and air filters.
- Monitors hot water boilers and other building mechanical systems as assigned.
- Replaces steam traps and performs other basic steam-system repairs as necessary.
- Installs and repairs sheetrock and performs plastering, taping, and painting.
- Repairs and assembles furniture for classrooms, offices, and other School facilities.
- Repairs and maintains custodial equipment, including burnishing machines, vacuum cleaners, and wet vacuums.
- Repairs doors, locks, and door hardware and assists with key replacement as assigned.
- Assists with the setup and breakdown of School events, including transporting and arranging tables, chairs, and related equipment.
- Participates in snow and ice removal, including shoveling, plowing, operating snow blowers, and using salt spreaders.
- Responds as required to facility emergencies, including snowstorms, fires, flooding, mechanical failures, and other urgent situations.
- Participates in fire drills and other School safety and emergency-preparedness procedures.
- Assists the Grounds staff with lawn care, athletic field maintenance, and other grounds-related responsibilities as needed.
- Exercises responsible stewardship of School buildings, equipment, materials, and resources and performs all work in a manner consistent with Delbarton's Benedictine Catholic mission and commitment to hospitality, service, safety, and care for the community.
- Performs other responsibilities as assigned by the Director of Buildings & Grounds

Housekeeping Supervisor (Day/Night)

Reports to: Director of Buildings and Grounds

Department: Buildings and Grounds

FLSA Classification: Non-Exempt

Position Summary

The Housekeeping Supervisor leads and coordinates the housekeeping team in maintaining a clean, safe, and welcoming environment across all school facilities. This role includes hands-on supervision, scheduling, logistical planning, training, supply management, and coordination of event support.

Responsibilities

- Supervise and direct daily work of all housekeeping personnel across shifts.
- Assign cleaning schedules and tasks, ensuring consistent quality and coverage.

- Oversee and assist with setups and breakdowns for scheduled school events and facility usage.
- Monitor campus activities after hours to ensure cleanliness, security, and availability of support as needed.
- Conduct regular inspections of facilities for cleanliness, safety, and maintenance needs.
- Train new staff on school policies, procedures, cleaning protocols, and safety standards.
- Provide ongoing coaching, mentorship, and performance feedback to the team.
- Maintain and monitor inventory of cleaning materials, supplies, and equipment.
- Coordinate restocking and request purchases when necessary.
- Collaborate with maintenance and grounds personnel on overlapping responsibilities.
- Respond to complaints, special cleaning requests, and supply requests.
- Support emergency response operations such as snow removal, fire alarms, or security drills when necessary.
- Other Duties as assigned by the Director of Buildings and Grounds.

Housekeeping Staff

Reports to: Housekeeping Staff (Day or Night Supervisor)

Department: Buildings and Grounds

FLSA Classification: Non-Exempt

Position Summary

The Housekeeping staff plays a critical role in maintaining a clean, safe, and functional campus environment. This position is responsible for daily cleaning, sanitation, and upkeep of school buildings, as well as providing logistical support for events, maintenance tasks, and emergencies. The Housekeeping Staff ensures that all campus spaces reflect the school's high standards of cleanliness, safety, and orderliness.

Responsibilities

- Clean assigned areas in school buildings as directed by the Supervisor.
- Clean and sanitize classrooms, offices, bathrooms, hallways, and recreational areas.
- Vacuum, sweep, mop, and buff floors; clean carpets and operate floor machines.
- Clean and disinfect restrooms, including toilets, sinks, floors, and dispensers.
- Replenish essential supplies, including toilet paper, paper towels, soap, and hand sanitizer.
- Empty and dispose of trash and recycling from all interior and exterior bins.
- Wash windows, mirrors, and doors, and remove smudges or graffiti from surfaces.
- Maintain entrance and exit areas, keeping them free of debris, snow, or hazards.
- Report any vandalism, damage, or safety concerns to the supervisor immediately.
- Perform or assist with minor maintenance tasks (e.g., bulb replacement, simple repairs).
- Assist with campus-wide event setups, breakdowns, and logistical arrangements.

- Maintain inventory and cleanliness of custodial closets, equipment, and storage areas.
- Follow established safety procedures and use protective equipment appropriately.
- Support emergency operations, including snow removal, fire drills, and lockdowns.
- Perform other duties as assigned to ensure smooth and sanitary campus operations.
- Other duties as assigned by the Housekeeping Supervisor

Business Office

Chief Financial and Operations Officer

Reports to: Headmaster

Department: Business

FLSA Classification: Exempt

Position Summary

The Chief Financial and Operations Officer (CFOO) provides strategic leadership and administrative oversight for Delbarton School's financial, operational, and human resource functions. The CFOO has responsibility for the following departments and staff: Finance and Human Resources, Buildings and Grounds, Housekeeping, Security, Information Technology, Transportation, and Food Service.

A member of the School's Administrative Team, the CFOO collaborates closely with the Headmaster and senior leadership to ensure the effective stewardship of the School's financial and physical resources in support of Delbarton's Catholic and Benedictine mission. The CFOO serves as a non-voting member of the Finance & Audit, Investment, and Buildings and Grounds Committees of the Board of Trustees, working in partnership with the Controller to support fiduciary oversight, transparency, and long-term financial sustainability.

Responsibilities

- Provides strategic leadership and oversight of the School's financial and operational functions, including Finance, Human Resources, Buildings and Grounds, Housekeeping, Security, Information Technology, Transportation, and Food Service.
- Oversees the Business Office and supervises the Controller, who is responsible for the day-to-day accounting operations, financial reporting, payroll, internal controls, and audit coordination of the School.
- Ensures the integrity, accuracy, and transparency of the School's financial position through effective supervision of accounting, budgeting, cash management, and financial controls.
- Supports the work of the Finance & Audit, Investment, and Buildings and Grounds Committees of the Board of Trustees; serves as a non-voting member of these committees.
- Prepares, in collaboration with the Controller, quarterly operating statements and financial analyses for the Headmaster and the Finance & Audit Committee.
- Ensures the preparation and distribution of regular budget-to-actual expenditure reports for budget center managers to support responsible financial stewardship.
- Leads the development of the annual operating and capital budgets, in collaboration with the Controller and senior administrators, to enable the Board of Trustees to set tuition for the succeeding academic year.
- Oversees the annual independent audit of the School's financial statements, working in close coordination with the Controller and external auditors.

- Prepares and monitors the long-term facilities maintenance and capital renewal plan, in collaboration with the Director of Buildings and Grounds, the Headmaster, and relevant Board committees.
- Provides executive oversight of school purchasing, financial investments, banking relationships, payroll, and employee benefit programs, ensuring alignment with School policies and fiduciary standards.
- Oversees institutional risk management, including insurance coverage, safety protocols, and regulatory compliance related to facilities and operations.
- Supervises and coordinates the work of administrative and operational support staff within areas of responsibility.
- Ensures the effective financial and operational management of all auxiliary enterprises, including summer and enrichment programs.
- Oversees the leasing and management of all lease-eligible School facilities.
- Assists the Headmaster with the evaluation, compensation, and management of non-faculty support staff.
- Represents the School in regional, state, and national professional associations related to independent schools, finance, and operations.
- Acts as the School's liaison to the Educational Services Commission of Morris County (ESMC) and oversees coordination of New Jersey nonpublic school funding entitlements for security, technology, and faculty professional development.
- Performs other duties as assigned by the Headmaster.

Controller

Reports to: Chief Financial and Operations Officer

Department: Business

FLSA Status: Exempt

Position Summary

The Controller is a senior member of Delbarton School's Business Office and is responsible for the integrity, accuracy, and stewardship of the School's financial operations. Reporting to the Chief Financial and Operations Officer, the Controller oversees day-to-day accounting functions, financial reporting, payroll, internal controls, and compliance activities. The Controller reports directly to the Chief Financial and Operations Officer and is responsible for the day-to-day accounting operations of the School, including financial reporting, payroll, internal controls, and audit coordination. In partnership with the Chief Financial and Operations Officer, the Controller supports the work of the Board of Trustees and its Finance & Audit Committee by ensuring the accuracy, transparency, and integrity of the School's financial information.

In support of Delbarton School's Catholic and Benedictine mission, the Controller exercises this responsibility with a strong commitment to ethical financial management, transparency, accountability, and prudent stewardship of resources entrusted to the School. The Controller plays a key role in supporting long-term financial sustainability while ensuring compliance with generally accepted accounting principles (GAAP), regulatory requirements, and best practices for independent Catholic schools.

Responsibilities

- Manages the day-to-day accounting operations of the School, including general ledger maintenance, financial reporting, payroll processing, internal controls, and audit coordination.
- Reports directly to the Chief Financial and Operations Officer and supports the CFOO's strategic oversight of the School's financial operations through accurate, timely, and transparent financial information.
- Maintains complete and accurate financial records reflecting the School's cash position, revenues, expenditures, assets, and liabilities in accordance with generally accepted accounting principles (GAAP).
- Prepares monthly, quarterly, and annual financial statements, variance analyses, and cash flow reports for review by the CFOO.
- Prepares regular budget-to-actual expenditure reports for budget center managers to support responsible financial stewardship and fiscal discipline.
- Supports the work of the Board of Trustees and its Finance & Audit Committee, through the CFOO, by ensuring the integrity, reliability, and clarity of financial reporting.
- Coordinates the annual independent audit of the School's financial statements, serving as the primary liaison with external auditors and preparing all required schedules and documentation.
- Oversees payroll administration and related accounting functions, ensuring accuracy, confidentiality, and compliance with applicable federal, state, and local regulations.
- Oversees accounts payable and accounts receivable functions, ensuring timely processing of obligations, tuition, and other receivables in accordance with School policies.
- Monitors cash flow and banking activity and provides regular analysis to the CFOO to support sound financial planning and liquidity management.
- Ensures proper accounting and internal controls for tuition revenue, financial aid, auxiliary enterprises, student activity accounts, restricted funds, and inter-entity transactions.
- Maintains and strengthens internal control systems to safeguard School assets and support effective risk management.
- Oversees the financial systems and data processing operations of the Business Office, including accounting and payroll platforms; recommends improvements to systems, procedures, and workflows.
- Conducts internal reviews and special financial analyses as requested by the CFOO, including cost studies, systems evaluations, and operational assessments.
- Supervises and mentors assigned Business Office staff, promoting professionalism, accountability, and service in support of the School's mission.
- Performs other duties as assigned by the Chief Financial and Operations Officer.

Director of Human Resources

Reports to: Chief Financial and Operations Officer

Department: Business

FLSA Classification: Exempt

Position Summary

The primary responsibility of the Director of Human Resources is to play a primary role in recruiting, hiring, training, and retaining quality employees to support Delbarton School's mission. The position is designed for the purposes of managing assigned operations in accordance with school policies; providing information to the administration, staff and the public; ensuring compliance to established policies, procedures and/or codes; and addressing a variety of administrative needs and processes.

Responsibilities

- Administers a comprehensive human resources program for the purpose of maintaining a well-qualified and diverse workforce with adequate staffing
- Designs and directs the hiring process for all employees, in cooperation with the administrators/supervisors for the purpose of assuring consistency in the school and ensuring compliance with state and federal law and contractual provisions
- Develops/revises school policies and procedures for human resources for the school administration's consideration, for the purpose of assuring consistency in the school, and compliance with all relevant laws and regulations
- Monitors human resource activities of administrators and managers for the purpose of assuring compliance with school's human resources policies and procedures, collective bargaining agreements and laws and regulations
- Provides training to school administration for the purpose of ensuring that personnel policies and procedures are understood and implemented fairly and appropriately
- Attends professional growth sessions for the purpose of keeping his or her professional human resource knowledge current with changing laws and regulations
- Work with administrators on employee relations issues including investigations of alleged misconduct and other personnel issues and either completes investigations and/or oversees outside contracted services, as appropriate
- Assists in the preparation of new employee packet of information for personnel.
- Displays the highest ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school
- Protects confidentiality of records and information about staff and use discretion when sharing any such information within legal confines.

Business Office Associate (Accounts Payable)

Reports to: Controller
Department: Business
FLSA Classification: Exempt

Position Summary

The Business Office Associate (Accounts Payable) is charged with processing all vendor payments (Accounts Payable) and assisting with reconciliations and other analytic support. The Business Office Associate will also be the secondary payroll processor supporting the Director of Human Resources.

Responsibilities:

- Coordinates and maintains the school's accounts payable system, including reviewing, coding, and processing invoices for payment (checks, wires, ACH);
- Prepares and files annual 1099 reporting;
- Assists with the recording and processing of journal entries;
- Supports the annual audit for substantiation of all vendor payments;
- Audits documents submitted for authorization/reimbursement in accordance with school policy;
- Evaluates and improves processes and workflow;
- Monitors and maintains accurate records, databases and other documents;
- Prepares and provides accurate data and analyses;
- Maintains, respects and treats Business Office data/files confidentially;
- Processes payroll when needed on a back-up basis
- Other duties as assigned.

Accounts Receivable Associate

Reports to: Controller
Department: Business
FLSA Classification: Exempt

Position Summary

The Accounts Receivable Associate provides financial, administrative and clerical support by ensuring the school receives payments for tuition and other goods and services, and properly records the transactions by posting receipts and resolving discrepancies according to established policies and procedures in an efficient, timely and accurate manner.

Responsibilities

- Prepare, verify, and process invoices for tuition and incidental student expenses
- Enter data on invoices; ensure proper coding on documents
- Collect on accounts by sending invoice reminders and communication with customers via phone, email, fax or mail

- Post student account payments by recording cash, checks, and credit card transactions and entering them into the general ledger or accounting software
- Prepare cash and check payments for the bank; totaling and recording the deposit amounts, filling out deposit slips and bundling the funds and slips; making deposits at the bank
- Update receivables by totaling unpaid invoices
- Reconcile the accounts receivable ledger to ensure that all payments are accounted for and properly posted
- Verify the validity of account discrepancies by obtaining and investigating information as appropriate
- Resolve valid or authorized deductions by entering adjusting entries
- Resolve invalid or unauthorized deductions by following pending deductions procedures
- Resolve collections by examining customer payment plans, payment history
- Coordinates with Registrar to ensure that appropriate holds on report cards, schedules, diplomas and transcripts are in place when a student's account is delinquent
- Summarizes receivables by maintaining invoice accounts, coordinating monthly transfer to accounts receivable account, verifying totals, and preparing reports
- Generate monthly, quarterly or annual financial statements and reports detailing paid and unpaid invoices and other accounts receivable activity
- Keeps information confidential

Accountant

Reports to: Controller

Department: Business

FLSA Classification: Exempt

Position Summary

The Staff Accountant is, in coordination with the Controller, charged with providing accounting, reconciliation, and analytic support for the School.

Responsibilities:

- Records and processes journal entries;
- Performs monthly/quarterly account reconciliations, including bank reconciliations, AP proofs, and Gift/donor reconciliations
- Coordinates and maintains the school's accounts payable system, including reviewing, coding, and processing invoices for payment (checks, wires, ACH);
- Supports the annual audit, including assisting in the preparation of financial statements and supporting schedules;
- Audits documents submitted for authorization/reimbursement in accordance with school policy;
- Evaluates and improves processes and work-flow;
- Monitors and maintains accurate records, databases and other documents;

- Prepares and provides accurate data and analyses;
- Maintains, respects and treats Business Office data/files confidentially;
- Assists in the control of the data processing operations of the Business Office.
- Compile and review all assigned work.
- Assists the Controller with internal auditing of financial and non-financial materials of school information in regard to generally accepted accounting and auditing guidelines.
- Perform special studies requested by management – time, cost, system, etc.
- Review and improve systems and procedures.
- Assists with the handling of varied problems of all nature dealing with school fiscal activities.
- Attend staff, departmental, management, and other meetings as required.
- Other duties assigned by the Controller

Director of Dining Services

Reports to: Chief Financial and Operations Officer (School); Kitchen Master (monastery)

Department: Business

Classification: Exempt

Position Summary

The Director of Dining Services directs and supervises the food service of Delbarton School. The Director of Dining Services:

Responsibilities

- Supervises and directs total kitchen staff in the preparation of the school lunches, monastery meals, and all special functions that require the services of the kitchen staff.
- Supervises and maintains the kitchen and cafeteria areas of the school and monastery.
- Orders and purchases all foodstuffs and other products necessary for preparing and serving of school lunches and monastery meals and other special dinners for functions.
- Prepares and posts menus of School lunches.
- Prepares healthy and nutritious meals for the School.
- Supervises and directs cafeteria and kitchen personnel.
- Advises the Business Office and Maintenance Department of all repairs needed for cafeteria and kitchenware.
- Provides to the Business Office the statistics necessary to calculate numbers of meals served daily.
- Approves all functions that demand the service of the kitchen staff and bills such groups for food cooked and services rendered.
- Advises the Business Office of rises or fluctuations in costs of purveyors to keep within established budget areas.

Director of Parent Engagement and Events

Reports to: Chief Financial and Operations Officer

Department: Business Office

FLSA Classification: Exempt

Position Summary

Under the supervision of the Chief Financial and Operations Officer, the Director of Parent Engagement and Events is responsible for and works with the Assistant Headmaster for Student Affairs, the Director of Athletics, and the officers of the Parent groups (DMG, F&F, PCDI and DPGA) for planning and implementing all parent group and athletic events for the School (grade-level coffees, receptions, the annual Gala, etc.)

Responsibilities

General

- Collaborating with the School's administration, multiple departments, and parent groups to provide creative direction and oversight to the planning and implementation of parent and athletic events
- Developing comprehensive plans and timelines for events; conducting all event-related meetings with key players including pre-event planning meetings and post-event debriefings
- Overseeing the production of events, including content development, site visits, venue selection, decor, RSVP management, catering, giveaways, volunteer coordination, and event-day logistics
- Developing, managing and adhering to the budget for the year; reviewing and approving invoices for payment; maintaining regular tracking of actual expenses against budget
- Completing pre- and post-event reconciliations with the Business Office
- Coordinating with the School's Housekeeping and Logistics team, including but not limited to: food service, facilities, and security. This includes developing and distributing a weekly communication identifying all events and related tasks
- Working closely with and negotiating with vendors to coordinate goods and services for special events; managing relationships and bidding processes to ensure the best service and most efficient cost for goods and services; negotiating vendor contracts within strict budgetary parameters
- Serving as the School's liaison to the parent groups and assisting with their events by cultivating relationships and providing guidance for event development, budgeting, promotion, logistics, and other issues as applicable; ensuring the School's mission, messaging and brand standards are upheld
- Able to work nights and weekends, as needed.

Athletics

- Works daily with the Director of Athletics and Athletic Dept. staff
- Meets weekly on all athletics schedules and event logistics.
- Assists with athletics fundraising to support Booster families.

- Assists with organizing the Senior Athletics Awards ceremony, as needed
- Serves as a liaison to sports booster families and coaches.
- Approves and submits all athletics team's reimbursements.
- Monitors but does not manage booster accounts.
- Plans and schedules all sports team travel and manages itineraries when necessary.
- Organizes and orders all concessions items for sports teams.
- Retrieves, orders, and manages all deliveries for beverages and specialty items requested seasonally by all sports teams and coaching staff

Director of Transportation

Reports to: Chief Financial and Operations Officer

Department: Business

FLSA Classification: Exempt

Position Summary

The Director of Transportation is responsible for all student related transportation services provided by the School. The Director of Transportation should maintain a valid CDL license as well as have certifications required to administer CDL training to perspective drivers.

Responsibilities

- Oversight, assignment and management of bus drivers, including recording and submission of time worked for payroll
- Annual solicitation and accumulation of ridership during enrollment & route determination based on ridership
- Fleet management and procurement of external services when needed
- Management of any and all jointure relationships and contracted services for fuel, maintenance and repair.
- Training of new drivers
- Compliance oversight - driver certifications, licensure etc. and with all Federal, state & local regulations and requirements as they relate to student transportation.
- Procurement of new buses and other vehicles (vans, etc) used for student transportation
- Management of transportation for student athletes and student activities
- In coordination with Chief Financial & Operations officer, management of all transportation related costs, annual budget for the transportation office and establishment and review of transportation charges to be billed to families that contract Delbarton transportation.
- In cooperation with Headmaster, Assistant Headmaster for Academic Affairs, Dean of Students and the Director of Security, contingency planning and coordination of adjustments to transportation services in response to school closures, early dismissals, late arrivals and class disruptions
- Coordination with Director of Athletics, Director of Mission & Ministry, Director of Global Programs, coaches, club moderators, trip coordinators, boosters and other school community constituents in regards to co-curricular athletics and activities transportation serviced by bus, van or car to and from campus.
- Interstate or international trips requiring air travel or other forms of transportation aside from modes serviced directly from campus are to be coordinated by coaches, club moderators, trip coordinators, boosters and other school constituents directly.
- Oversight of the Administrative Assistant for Transportation.

Administrative Assistant to the Business Office

Reports to: Controller

Department: Business Office

FLSA Classification: Exempt

Position Summary

The Administrative Assistant to the Business Office will assist in all aspects of the Business Office with an emphasis on clerical, administrative, and communications responsibilities of the Business Office.

Responsibilities

- Provide administrative and secretarial support for the Business Office and direct assistance to the Chief Financial and Operations Officer.
- Assist in the gathering of information and completion of responses for annual NAIS, NCEA, NBOA, and NJAIS surveys.
- Assist with internal and external mailing and communications generated by the Business Office.
- Sets and coordinates departmental meetings: dates, location, and agendas
- Assist in maintenance and dissemination of the Employee Handbook and other policy memos.
- Creates, produces, sends, and coordinates faculty/staff related communications (e.g., employment contracts, onboarding documents, Open Enrollment, Faculty/Staff Housing leases, etc.).
- Manage, administer, and track employee required training compliance.
- Assist in the collection and processing of employee corporate card charges.
- Collection and tracking of employee rent payments.
- Assist with the preparation and completion of periodic filings and registrations.
- Backup payroll processor.
- Troubleshooting and research when required.
- Receiving, opening, and routing departmental mail.
- Other tasks as assigned.

Diversity and Community Belonging

Director of Diversity and Community Belonging

Reports to: Headmaster

Department: Diversity and Community Belonging

FLSA Classification: Exempt

Position Summary

The Director of Diversity and Community Belonging oversees the integrated and collaborative implementation of the School's goals for diversity and community belonging throughout the curricular, co-curricular and community programs for students, families, faculty and staff. The Director is responsible for developing and implementing strategies, programs and initiatives that promote community engagement aligned with the principles of Catholic Social Teaching, rooted in the school's Benedictine and Catholic values. The position includes teaching two course sections.

Responsibilities:

- Develop and lead the implementation of comprehensive Diversity and Community Belonging strategies aligned with the School's mission, coordinating efforts across various school constituencies.
- Advocate for DEIB efforts, fostering a culture of dialogue, respect and understanding.
- Provide resources and training to faculty to support inclusive teaching practices and the integration of diverse perspectives across disciplines.
- Collaborate with and coordinate DEIB efforts across departments (Mission and Ministry, Guidance, Academic Affairs, Student Affairs, Athletics etc.).
- Facilitate workshops and events that promote cultural competence, understanding and dialogue among students, faculty, staff, and parents.
- Serve as a resource and support system for students, families and faculty to address concerns related to Community Belonging and provide guidance.
- Collaborate with Assistant Headmaster for Academic Affairs to develop strategies and practices that attract and retain diverse faculty and employees.
- Collaborate with Assistant Headmaster for Student Affairs to develop strategies and student wide programming to promote the fostering of a community where all students feel belonging, to form students in equitable leadership and to offer formation around civic responsibility and cultural competence.
- Support the Admissions team and the Diversity Admissions Outreach Coordinator in recruiting a diverse student body, ensuring equitable access throughout the enrollment process.
- Establish metrics and benchmarks to evaluate the progress of Diversity and Community Belonging initiatives, reporting findings to school leadership and governing bodies.
- Stay informed about current research and best practices related to Diversity and Community Belonging in Catholic education.
- Develop and oversee student programming and leadership development (Diversity Among Peers [DAP]), and school-wide programs for cultural competency formation.

- Oversee collaborative efforts and relationship building with our neighboring independent and Catholic Schools to foster growth and community.
- Oversee and serve as a moderator for the Parent Council on Diversity and Inclusion, ensuring their input and involvement in fostering a diverse and inclusive school community.
- Support and further develop skills and leadership among the team in the Office of Diversity and Community Belonging.
- Serves on the Administrative Team
- Teachers two course sections

Associate Director of Diversity and Community Belonging

Reports to: Director of Diversity & Community Belonging, Dean of Admissions & Financial Aid

Department: Diversity and Community Belonging

FLSA Classification: Exempt

Position Summary

The Associate Director of Diversity and Community Belonging works closely with and supports the Director of Diversity and Community Belonging in the development and implementation of strategies, programs and initiatives to foster authentic community belonging at Delbarton School. The Associate Director will help to develop and coordinate initiatives to support the School's mission and its Diversity and Community Belonging goals. The position includes teaching two course sections

Responsibilities

- Work with the Director of Diversity and Community Belonging to develop and execute DEIB programming that supports the school's goals and Benedictine Catholic mission.
- Serve as a liaison between faculty and the Diversity & Community Belonging office, especially in collaboration with the department in which the Associate Director currently teaches.
- Serve as the Admissions Diversity Outreach Coordinator and chair the Diversity Caucus on the Admissions Committee
- Support the integration of diverse perspectives and experiences into the curriculum, extracurricular activities and school policies.
- Assist in organizing workshops, training sessions and events that promote cultural competency, dialogue and understanding.
- Help to foster a sense of belonging among students ensuring their voices are heard and valued.
- Collaborate with student organizations, clubs and affinity groups to promote school community belonging and facilitate dialogue.
- Be a co-moderator for Diversity Among Peers (DAP).
- Assist in organizing community engagement activities that connect students, families, and faculty/staff.
- Support collaborative programming with the Athletic Department to foster diversity, belonging, and culturally competent leadership among athletic teams.
- Support the Parent Council on Diversity and Inclusion in their initiatives.

- Assist the Director of Diversity and Community Belonging in coordinating efforts among constituent groups.

Diversity Among Peers Moderator

Report to: Director of Diversity and Community Belonging

Department: Diversity and Community Belonging

FLSA Classification: Exempt (Stipended Position)

Position Summary

The Diversity Among Peers (DAP) Moderator oversees the student programming and leadership development of the Diversity Among Peers student group. This position also contributes to the implementation of student organizations and programs connected to the Office of Diversity and Community Belonging. The DAP Moderator actively supports Delbarton's Diversity and Community Belonging goals through a focus on student formation and community engagement.

Responsibilities

- Foster student leadership through formation, community building activities, events and school-wide student programming.
- Assist in organizing events that promote cultural diversity, community engagement, and a sense of belonging.
- Serve as a mentor and advisor for students ensuring their voices are heard and promoting their agency in our DCB programs and strategies.
- Attend conferences (regional and national) with students to enhance their understanding of cultural competency and topics around identity and facilitate networking opportunities.
- Meet with students regularly to provide guidance, help them create schedules, establish goals and define roles within the club.
- Aid in managing DCB budget by monitoring expenses related to student programming.
- Contribute to the creation of new programming initiatives as necessary to enhance student engagement and promote diversity and community belonging.
- Collaborate with the Director of Diversity and Community Belonging and the Assistant Director of Diversity and Community Belonging in strategic and programmatic efforts to support the school's mission and DCB goals.

Director of Security

Reports to: Chief Financial and Operations Officer, Dean of Students

Department: Business

FLSA Classification: Exempt

Position Summary

The Director of Security works as part of a team to plan, direct, and coordinate activities related to the protection, safeguarding, and security of students, employees, campus visitors, as well as school assets and property. This individual manages and supervises the daily operations of the Security Department and advises, makes recommendations, and assists in the formulation of goals and objectives as they relate to safety, security, and risk management. The Director Security designs, implements and monitors crisis and risk management policies, procedures, and programs, ensuring compliance with federal, state, and local regulations.

Responsibilities

Campus Safety and Emergency Management

- Lead the development and implementation of plans for emergency response and related safety/security issues.
- Lead the effort to plan, schedule, train, conduct, measure and review campus safety drills. Provide and implement recommendations to improve safety drills procedures.
- Ensure compliance with operational procedures as they relate to guarding and patrolling physical property.
- Participate in Safety and Risk Management meetings as required.
- Plan and execute a communication strategy for campus constituents including; best practice outreach program, educational communications, training, and customer surveys.
- Regularly inspect the campus for security, fire and liability risk.
- Oversees student and faculty parking.

Event Management

- Lead the development and implementation of traffic, parking management, and crowd control plans for major campus events.
- Work closely with local and school officials to provide fire safety, emergency medical services, and security for major school events.
- Augment security staff with law enforcement agencies and off-duty police officers as required by specific events
- Manage campus access control system; ensure appropriate changes are made to accommodate off-hours events

Patrol Operations / Personnel Management

- Lead and supervise full-time, part-time, and on-call security personnel. Administer procedures, practices, and policies that promote campus safety and reduce risk.
- Ensure compliance with operational procedures as they relate to traffic control.
- Identify and conduct regular training related to traffic management, safety, and risk for Security and Facilities staff as well as the larger campus community.

- Oversee training requirements for professional staff; providing training on a regular, ongoing basis.
- Perform supervisory functions related to payroll and PTO approval.
- Partner with the Director of Human Resources to manage and maintain personnel records to ensure certification and endorsement requirements

Incident Reports and Investigations Management

- Review daily reports and departmental activities to identify the need for internal investigations where there is a violation of federal, state, county, or city ordinances and laws, or violations of School policy, procedure, or protocol. Lead resulting investigations.
- Utilize Security systems and personal interviews to prepare investigation reports for School leadership and, when required, external authorities.

Internal Audits and Reports

- Create, generate, and manage audits of all security software programs, emergency response kits, security equipment, life safety equipment and etc.
- Follow up on identified issues and make recommendations for resolution of issues.
- Maintain departmental procedures and update as necessary.
- Plan and manage departmental budget.

Security Systems and Crime Prevention

- Manage CCTV, card access, alarm, emergency phones, and related security systems. Recommend opportunities for system improvement and expansion.
- Perform multiple surveys of all campus property and facilities on a daily basis.
- Develop and deliver crime prevention programs for the Delbarton community (internal & external).
- Monitor CCTV systems on an “as needed” basis for special events or during a problem or crisis.
- Maintain a working relationship with Morris Township Police Department and act as primary liaison.

Community Relations

- Maintain regular contact with administrators, department heads, and student groups.
- Manage the relationship with the representatives of local government to ensure cooperation and coordination of the security department with law enforcement, firefighting agencies and other governmental and non-governmental emergency response departments.
- Act as liaison between school and local emergency service organizations.
- Represent the department at meetings and special events on campus and at other institutions.

Fleet and Equipment Maintenance

- Work directly with the Directors of Buildings and Grounds to facilitate the maintenance, repair, and/or replacement of patrol vehicles.

- Regularly inspect and audit the inventory of all equipment issued to security personnel, shared departmental equipment, security systems, including access control, fire alarm, and CCTV systems; repair or replace as necessary.
- Schedule and negotiate cost of service with equipment vendors (CCTV, Access Control, Digital Radios, etc.).

Guidance and College Counseling

Dean of Guidance

Reports to: Headmaster

Department: Administration

FLSA Classification: Exempt

Position Summary

The Dean of Guidance oversees the entire student guidance and counseling program at Delbarton School. The Dean plans and provides appropriate guidance and counseling services for students, to foster an environment conducive to the intellectual, physical, social and emotional development of all students. The Dean monitors and evaluates student outcomes, and regularly communicates and interacts with students, parents, staff, and the local community.

Responsibilities

- Is responsible for group and individual guidance at all levels. Coordinates the overall activities of the guidance counselors and college counselors.
- Presides over regular meetings of the guidance department; serves as an advisor to guidance counselors regarding student concerns.
- Facilitates academic and psychological referrals from parents, faculty, nurse, students, and administrators.
- Performs “psychological triage” for students in crisis situations.
- Provides individual counseling to students.
- Conducts teacher/guidance meetings (with grade-level counselors) at the First and Third Quarters to discuss students’ progress academically, socially, emotionally, and psychologically.
- Evaluates students’ academic performance and communicates to parents and faculty.
- Facilitates and provides academic support for students with learning differences.
- Calls parent and/or teacher conferences when necessary.
- Oversees the testing program for:
 - Placement testing for all new students (with department chairs).
 - The Preliminary ACT (with testing coordinator and 10th grade counselor).
 - PSAT/NMSQT (with testing coordinator).
 - SAT (with testing coordinator and 11th grade counselor)
 - ACT (with testing coordinator and 11th grade counselor)
 - AP Testing (with testing coordinator).
- Oversees Student Support Team (SST) meetings
- Assists guidance counselors with course pre-registration in the spring.
- Coordinates New Parent/Freshman Curriculum Orientation Program in the spring.
- Coordinates New Student Orientation Program; co-coordinates Returning Student Orientation program (with Asst. Headmaster for Student Affairs).
- Plans and executes Back to School Night (with the Registrar).

- Plans and facilitates Parent/Teacher Conferences (with the Registrar and the Assistant Headmaster for Academic Affairs).
- Oversees and coordinates school climate and student wellness survey at three-year intervals, and is responsible for the dissemination of survey results and related program planning to the students, parents, and faculty
- Serves on the Academic Council, the Administrative Team, and the Committee on Academic Standing.
- Conducts workshops for the Delbarton community regarding student concerns such as bullying, substance abuse, stress, etc.
- Provides continuing guidance/counseling services throughout the summer months.
- Acts as a full-time resource for students, faculty, and parents.

Counselor (Grade 11)

Reports to: Dean of Guidance

Department: Guidance

FLSA Classification: Exempt

Responsibilities

- Meets with juniors for pre-registration of courses for the next academic year.
- Oversees student schedules and expedites changes.
- Maintains office hours the week prior to opening of school to assist students with scheduling issues.
- Examines progress reports and facilitates resolutions.
- Conducts Teacher/Guidance meetings at the First and Third Quarters.
- Maintains student records and protects their confidentiality.
- Collaborates with the Class Moderator and Advisors to help students face challenges to their personal growth and to facilitate grade level meetings.
- Maintains close communication with individual parents of counselees.
- Serves as a member of the Committee on Academic Standing.
- Assumes an active role in Student Support Team (SST) meetings.
- Conducts fall guidance meetings – 30 minutes – with each junior by the end of October.
- Conduct PSAT/NMSQT grade level prep meeting
- Conducts second round of individual guidance meetings with students to discuss PSAT results and makes recommendations for SAT and ACT prep.
- Holds small group student meetings to introduce the college selection process.
- Facilitates junior participation in a variety of summer programs such as Governor's School, NJ Scholars, Partners in Science, etc.
- Plans Junior Parent Night with college admission representatives.
- Solicits faculty input for end of year junior Book Awards.

Counselor (Grade 10)

Reports to: Dean of Guidance

Department: Guidance

FLSA Classification: Exempt

Responsibilities

- Oversees student schedules and expedites changes.
- Maintains office hours the week prior to opening of school to assist students with scheduling issues.
- Examines progress reports and facilitates resolutions.
- Conducts Teacher/Guidance meetings at the First and Third Quarters.
- Maintains student records and protects their confidentiality.
- Collaborates with the Moderator to help students face challenges to their personal growth and to facilitate grade level meetings.
- Maintains close communication with individual parents of counselees.
- Co-coordinates the Sophomore Advisory Program with the Dean of Guidance
- Serves as a member of the Committee on Academic Standing.
- Assumes an active role in Student Support Team (SST) meetings.
- Conducts small group guidance meetings early in the year.
- Conducts PSAT and Pre-ACT grade level meetings prior to October test date.
- Conducts individual guidance meetings to review and analyze PSAT and Pre-ACT.
- Plans Sophomore Parent College Guidance Night in the spring.
- Meets with sophomores for pre-registration of courses for the next academic year.
- Informs teachers of students with educational plans.
- Handles requests of transcripts/letters of reference for all programs outside of Delbarton.
- Orients new sophomores to Delbarton School.

Counselor (Grade 9)

Reports to: Dean of Guidance

Department: Guidance

FLSA Classification: Exempt

Responsibilities

- Oversees student schedules and expedites changes.
- Maintains office hours the week prior to opening of school to assist students with scheduling issues.
- Examines progress reports and facilitates resolutions.
- Conducts Teacher/Guidance meetings at the First and Third Quarters.
- Maintains student records and protects their confidentiality.
- Collaborates with the Moderator to help students face challenges to their personal growth and to facilitate grade level meetings.
- Maintains close communication with individual parents of counselees.
- Co-coordinates the Freshman Advisory Program with the Dean of Guidance
- Serves on the Committee on Academic Standing.
- Assumes an active role in Student Support Team (SST) meetings.
- Meets with freshmen for pre-registration of courses for the next academic year.

- Acts as liaison between students, teachers, and parents and with specialists, such as psychologist and learning disability specialist, to maximize learning.
- Teach study skills and time management to ninth graders.
- Plans and executes Ninth Grade orientation program.
- Assists in conducting Placement Testing for all incoming freshmen.
- Supervises the Freshman Project.
- Helps to develop and conduct New Parent Orientation Program
- Interprets the Guidance program to parents.
- Orients parents to school procedures and various learning opportunities.

Testing Coordinator

Reports to: Dean of Guidance

Department: Guidance

FLSA Classification: Exempt (included in Sophomore Guidance position)

Position Summary

The Testing Coordinator plans, directs, and coordinates all activities related to student standardized testing. The Coordinator manages and supervises all annual testing programs and advises, makes recommendations, and assists in the execution of testing activities, ensuring compliance with policies of Delbarton School and those of the relevant testing organizations. The Testing Coordinator is responsible for maintaining an up-to-date knowledge of all College Board and ACT testing programs and providing that information to the necessary individuals.

Responsibilities

- Coordinates school-wide testing programs, including, but not limited to Pre-ACT, PSAT, PSAT/NMSQT, SAT, ACT, and Advanced Placement (AP) testing.
- Assigns and trains proctors in test administration.
- Collects and generates reports of testing data for internal and external dissemination.
- Assists in the dissemination of information regarding fee waivers, scholarship programs, and other financial benefits to eligible students and their families.
- Maintains the integrity of the testing process.
- Ensures the accurate and timely ordering of testing materials, including special testing materials for non-standard test administrations.
- Manages the accounts used to pay for testing programs, in coordination with the Business Office regarding accounts receivable and subject to the approval of the Dean of Guidance for any disbursements.
- Receives, inventories, and distributes materials to testing proctors and returns materials to appropriate agencies.
- Communicates information to students and parents regarding the testing program, including test dates, registration process, test day materials, and practice resources to students and parents/guardians.
- Attends professional development programs to maintain consistency with best practices and implementation of standardized testing.

- Works with the Registrar to obtain rosters of students in AP courses, teaching schedules to assign proctors, and availability of rooms for testing.

Learning Specialist

Reports to: Dean of Guidance

Department: Guidance

FLSA Classification: Exempt

Position Summary

The Learning Specialist reports to the Dean of Guidance and works closely with faculty and the administrative team in both divisions. The Learning Specialist supports middle and upper school students with learning strategies, organization, and study skills; provides individual instruction as appropriate; and serves as a resource for faculty.

Responsibilities

- Provides one-on-one and small-group support/instruction for students
- Makes and reports on regular assessments of student achievement and progress.
- Attends Parent-Teacher Conferences to discuss student progress with parents, if required.
- Meets with individual parents as necessary to discuss the progress of their children.
- Reads and summarizes all professional evaluations for the Guidance staff, and for Admissions as necessary.
- Assists with the writing of individual learning plans (ILPs) that will target students' specific curricular/learning needs.
- Counsels families on learning support and assessment accommodations.
- Supports teaching staff by offering resources, assistance, advice, and training to enable faculty to better meet the needs of all learners.
- Develops and maintains communication and documentation protocols related to learning support.
- Assumes an active role in Student Support Team (SST) meetings.
- In consultation with the Dean of Guidance, coordinates services for students with disabilities:
 - Identifies students who need psycho-educational evaluations
 - Writes, updates, maintains, and distributes educational plans for students receiving accommodations.
 - Applies to the College Board and the ACT on behalf of students for approval of accommodations.
 - Coordinates special in-school testing of standardized tests for accommodated students.
- In consultation with Testing Coordinator, oversees implementation of accommodations for students during school-based standardized test administrations
- Coordinates the use of external tutors and learning specialists.
- Acts as the liaison with local school districts and attends CSE meetings as appropriate.
- Performs other duties as determined by the Dean of Guidance.

Administrative Assistant to Guidance and College Counseling

Department: Guidance, College Counseling

Reports to: Dean of Guidance and Director of College Counseling

FLSA Classification: Exempt

Position Summary

General

- Schedules and coordinates individual, small group, and grade level meetings of students and maintains records for meeting attendance.
- Sets and coordinates Guidance Department meetings.
- Coordinates or assists in the planning and execution of Guidance sponsored special events (e.g., annual parent/student programs, orientations, standardized testing), including event scheduling, communication of event information, preparation of materials, and distribution of post-event surveys.
- Drafts letters for signature based on notes or other directions given.
- Maintains Guidance office files, including report cards and standardized test results.
- Assists the Testing Coordinator with organization, planning, and administration of student standardized testing.
- In collaboration with the Marketing and Communications staff, oversees and administers the Guidance and College Counseling communications program for parents and students, including (but not limited to) the weekly “News from Guidance” email newsletter, social media posts, and follow up communications with individual families

Dean of Guidance

- Maintains database of students with special needs
- Gathers materials and assists in the submission of application for accommodations on standardized testing
- Maintains expense reports for the Dean of Guidance and submits expenses for reimbursement as needed.
- Maintains on-line calendar for Dean of Guidance. Schedules and makes arrangements for all meetings and conference calls.
- Assist Dean of Guidance with distribution of faculty/staff, student, parent, and alumni surveys
- Reviews and prioritizes Dean of Guidance’s mail and email. Screens and directs phone calls.

Director of College Counseling

Reports to: Headmaster

Department: College Counseling

FLSA Classification: Exempt

Position Summary

The Director of College Counseling leads the college search and application process for Delbarton School students, in collaboration with the other College Counselors in the department. The Director of College Counseling seeks to inspire students to pursue a “best fit” college, and collaborate with other administrators to ensure that Delbarton School’s program remains in the best interest of college-bound students seeking admission to highly competitive colleges and universities.

Responsibilities

- Makes presentations at the College Nights for 10th and 11th grade parents.
- Makes presentation at Back to School Night for 12th grade parents.
- Holds small group meetings for students in the spring of their junior year.
- Schedules an individual meeting with each counselor in the spring of junior year.
- Conducts class meetings on a regular basis to distribute college process information.
- Communicates transcript information to college recruiting coaches.
- Schedules a parent/student meeting in the spring of junior year.
- Oversees student schedule and expedites change.
- Attends annual conferences for NACAC and NJACAC.
- Visits 10-20 colleges annually.
- Provides continuing guidance/counseling through the summer months.
- Prepares graduating students files for permanent storage.
- Assembles data on graduating students.
- Prepares GPA, SAT and ACT data on rising juniors.
- Schedules at least three formal meetings with counselors during the fall of senior year.
- Provides application review for students.
- Provides recommendation writing info to teachers.
- Completes counselor recommendations and assembles School Reports with transcripts and profiles.
- Updates school profile annually.
- Schedules and hosts college admissions representative visits.
- Attends various receptions hosted by college admissions representative.
- Disseminates information about college events, testing, and financial aid.
- Prepares and assembles mid-year School Reports.
- Conducts Teacher/Guidance meetings at the First and Third Quarters.
- Prepares and submits NMS semifinalist applications.
- Prepares and submits various scholarship applications.
- Communicates with college admissions representatives regarding student progress and strength of application.

- Provides college admissions updates to the faculty, administration and the Board of Trustees.
- Prepares monthly updates for students and parents on the college process.
- Updates and maintains the college counseling website.
- Evaluates and/or refers students for psychological counseling if necessary.
- Submits transcripts and course updates to the NCAA Clearinghouse.
- Attends alumni events to obtain college feedback and information from recent graduates.
- Assumes an active role in Student Support Team (SST) meetings.

College Counselor

Reports to: Director of College Counseling

Department: College Counseling

FLSA Classification: Exempt

Position Summary

A College Counselor leads the college search and application process for Delbarton School students, in collaboration with the other College Counselors in the department. The College Counselor seeks to inspire students to pursue a “best fit” college and collaborates with parents of students seeking admission to highly competitive colleges and universities.

Responsibilities

- Presents at the Family College Nights for Sophomore and Junior parents.
- Holds small group, family, and individual meetings for Juniors in their spring semester.
- Participates in monthly Senior class meetings to distribute college process information.
- Communicates transcript information to college recruiting coaches.
- Oversees student course schedules and expedites changes as needed.
- Attends annual conferences for NACAC (National Association of College Admissions Counselors) and NJACAC (New Jersey Association of College Admissions Counselors).
- Visits 5-10 colleges in person annually.
- Monitors parent and student communications through the summer months and responds expeditiously.
- Works with department members to assemble data on graduating students.
- Conducts at least three formal individual meetings with Seniors during the fall semester.
- Provides application review for students.
- Completes counselor recommendations and assembles School Reports for students and colleges.
- Meets with college admissions representatives during their visits.
- Disseminates information about college events, testing, and financial aid to students.
- Participates in Teacher/Guidance meetings at the First, Second, and Third Quarters.
- Participates in quarterly parent webinars.
- Prepares and submits various scholarship applications. \
- Communicates with college admissions representatives regarding student decisions.
- Evaluates and/or refers students for psychological counseling if necessary.
- Submits transcripts and course updates to the NCAA Clearinghouse.

Headmaster's Office

Headmaster

Reports to: Board of Trustees

Department: Administration

FLSA Classification: Exempt

Position Summary

The Headmaster is the chief executive officer of Delbarton School. Appointed by the Trustees and confirmed by the Corporate Members, the Headmaster is the final authority within the school community. The Headmaster is responsible for interpreting the mission and objectives of the School to all constituencies that make up the school community. His primary function is to ensure that the school operates in the best possible manner as a Benedictine Catholic community faithful to its mission.

Responsibilities

- Fosters the spiritual life of the School as a community of Catholic faith by encouraging appropriate programs and religious activities.
- Is available for consultation with students, teachers, and parents to assist in the resolution of difficulties, always preserving the basic principle of subsidiarity.
- Makes all final decisions about student probations, suspensions, or expulsions.
- Prepares job descriptions for all subordinate administrators.
- Hires all faculty and staff after receiving the recommendations of the appropriate department supervisors
- Appoints or delegates the power to appoint such committees as may be necessary for the administration of the School.
- Appoints all Department Chairs in collaboration with the Assistant Headmaster for Academic Affairs.
- Makes all appointments and teaching assignments within the School in collaboration with the Assistant Headmaster for Academic Affairs and Assistant Headmaster for Student Affairs, Department Heads; in the case of monastic faculty, after consulting with the Abbot (or Administrator).
- Supervises and encourages the professional development of the administration and faculty; with the Assistant Headmaster for Academic Affairs, oversees the teacher evaluation process.
- Determines employee compensation schedules and oversees the Performance-Based Compensation Program.
- Makes final decisions about admittance to the School and approves all grants of financial aid recommended by the Admissions and Financial Aid Committee.
- In collaboration with the Chief Financial and Operations Officer, prepares the school budget and proposed tuition and fee schedule for presentation to the Board of Trustees.
- Serves as the School's principal liaison with the Board of Trustees and, in consultation with the Board Chair, establishes the Board calendar and agendas.
- Acts as a moderator and principal school liaison with the School's parent organizations.

- Represents the School in educational associations and at educational meetings at the national, local and diocesan levels, and keeps the faculty informed of educational developments in these organizations.
- Acts as moderator and principal school liaison with the Alumni Association. either directly or through an appointed staff delegate.
- Prepares annual reports on the state of the School for presentation to the Board of Trustees.

Executive Assistant to the Headmaster

Department: Headmaster's Office

Reports to: Headmaster

FLSA Classification: Exempt

Position Summary

The Executive Assistant to the Headmaster provides high-level administrative, organizational, and governance support to the Headmaster and serves as a central point of coordination among the Headmaster's Office, the Board of Trustees, senior administrators, faculty, staff, parents, alumni, St. Mary's Abbey, and external constituents.

This position supports the mission of Delbarton School by contributing to the good order, trust, and effectiveness of the School community by ensuring that the work of the Headmaster's Office and the Board of Trustees is carried out with care, accuracy, confidentiality, and professionalism.

The position is not only administrative, but also relational and institutional. The Executive Assistant represents the Headmaster's Office with warmth, discretion, sound judgment, and gracious hospitality. In keeping with Delbarton's Benedictine Catholic mission, the person in this role is expected to embody attentiveness, respect for persons, faithful service, and a commitment to supporting the life and work of the School community.

Responsibilities

Executive Support to the Headmaster

The Executive Assistant provides comprehensive administrative support to the Headmaster, including but not limited to:

- Managing the Headmaster's calendar, appointments, meetings, calls, travel, and daily schedule.
- Anticipating the Headmaster's needs and preparing materials in advance of meetings, events, and appointments.
- Serving as a trusted point of contact for the Headmaster's Office.
- Drafting, proofreading, formatting, and distributing correspondence, reports, memoranda, presentations, and other documents.
- Managing incoming communications with discretion, determining priorities, and ensuring timely follow-up.
- Maintaining confidential files, records, correspondence, and institutional documents.

- Coordinating meetings with senior administrators, faculty, staff, parents, alumni, trustees, donors, consultants, and external partners.
- Tracking projects, deadlines, commitments, and follow-up items on behalf of the Headmaster.
- Supporting the Headmaster's preparation for school events, public remarks, Trustee meetings, parent meetings, donor meetings, and other institutional gatherings.
- Handling sensitive matters with the highest degree of confidentiality, professionalism, and judgment.

Board of Trustees Liaison

The Executive Assistant serves as the primary administrative liaison for the Board of Trustees as the Assistant Secretary of the Board of Trustees and supports the orderly functioning of the School's governance processes. Responsibilities include:

- Coordinating Board of Trustees meetings, committee meetings, retreats, and related events.
- Working closely with the Headmaster, Board Chair, committee chairs, and senior administrators to prepare meeting agendas and materials.
- Preparing, organizing, and distributing Board and committee documents through OnBoard in a timely and professional manner.
- Recording, drafting, editing, and maintaining minutes for Board and committee meetings, as assigned.
- Maintaining official governance records, including minutes, resolutions, calendars, trustee rosters, committee assignments, contact information, policy documents, and related materials.
- Tracking Board action items and ensuring appropriate follow-up with the Headmaster, Board Chair, committee chairs, and senior administrators.
- Supporting the onboarding and orientation of new trustees.
- Maintaining records related to trustee terms, committee service, conflict of interest forms, and other annual governance requirements.
- Coordinating logistics for Board meetings, including room reservations, technology, meals, parking, materials, and hospitality.
- Assisting with Board communications while preserving appropriate confidentiality and governance boundaries.
- Helping ensure that Board-related work is accurate, timely, well organized, and consistent with the School's institutional standards.

Office Management and Institutional Coordination

The Executive Assistant ensures that the Headmaster's Office operates efficiently, professionally, and hospitably. Responsibilities include:

- Welcoming visitors and guests to the Headmaster's Office with courtesy and professionalism.
- Coordinating office workflow, records, supplies, files, and administrative systems.
- Responding to inquiries or directing them appropriately.

- Working collaboratively with other administrative offices, including Advancement & Alumni, Marketing & Communications, Business, Academic Affairs, Student Affairs, Mission and Ministry, Admissions & Financial Aid, and Buildings & Grounds.
- Assisting with institutional events connected to the Headmaster's Office, Board of Trustees, St. Mary's Abbey, or major school functions.
- Coordinating with SAGE Dining Services, Buildings & Grounds, Technology, Security, and Marketing & Communications for meetings and special events.
- Supporting special projects as assigned by the Headmaster.
- Preserving continuity, accuracy, and institutional memory within the Headmaster's Office.

Communications and Correspondence

The Executive Assistant must be an excellent communicator who can prepare polished, accurate, and appropriate communications on behalf of the Headmaster's Office. Responsibilities include:

- Drafting and editing correspondence for the Headmaster's review.
- Preparing letters, emails, acknowledgments, invitations, reports, and other communications.
- Maintaining a professional tone consistent with the mission and standards of Delbarton School.
- Ensuring accuracy in names, titles, dates, formatting, and institutional language.
- Handling sensitive communications with discretion and care.
- Communicating effectively with trustees, parents, faculty, staff, alumni, monks, donors, and external partners.

Confidentiality and Professional Judgment

Given the nature of the Headmaster's Office and Board-related work, the Executive Assistant must exercise the highest level of discretion. The position may involve access to sensitive information related to students, families, employees, trustees, donors, legal matters, personnel matters, institutional strategy, and school governance. The Executive Assistant:

- Maintains strict confidentiality at all times.
- Exercises sound judgment in handling sensitive information.
- Understands the importance of appropriate boundaries.
- Represents the Headmaster's Office with loyalty, professionalism, and integrity.
- Protects the privacy and dignity of individuals and the interests of the School.
- Knows when to act independently and when to seek direction.

Marketing and Communications

Director of Marketing and Communications

Reports to: Headmaster

Department: Marketing and Communications

FLSA Classification: Exempt

Position Summary

The Director of Marketing and Communications is responsible for developing and implementing a comprehensive, mission-aligned communications strategy for St. Mary's Abbey and Delbarton School. Serving as the creative and strategic lead for all internal and external communications, the Director oversees the work of the communications team—including website implementation and digital platform management—and serves as a member of the marketing team. The Director is responsible for capturing, shaping, and telling the story of campus life and institutional mission through print, digital, and video media, ensuring clarity, consistency, and excellence across all communications.

Responsibilities

Delbarton School–Specific Responsibilities

- Develop and sustain a high-profile, positive public presence for Delbarton School among internal and external constituencies, consistent with its Catholic and Benedictine mission.
- Write, edit, and produce institutional news content for Delbarton School websites, digital platforms, and approved social media channels.
- Create and produce core institutional publications, including the printed school calendar, Admissions materials, Summer Program and Sports Camp brochures, and other promotional collateral.
- Plan, develop, and place Admissions, Summer Program, and Athletics advertising in coordination with the Director of Marketing and Communications and the Dean of Admissions.
- Write and distribute press releases; coordinate media coverage of Delbarton School students, faculty, parents' groups, events, speakers, and major initiatives.
- Photograph school activities and events; curate, maintain, and manage a comprehensive digital photo archive for institutional use.
- In collaboration with the Dean of Admissions, update admissions publications through current photography, design, and messaging.

Shared Delbarton School & St. Mary's Abbey Responsibilities

- Support coordinated communications that reflect the shared history, mission, and Benedictine values of Delbarton School and St. Mary's Abbey.
- Produce *Delbarton Magazine* twice annually for all Abbey and School constituents
- Contribute to other shared communications serving both School and Abbey audiences.
- Coordinate messaging, design standards, and publication schedules to ensure consistency and appropriate distinction between School and Abbey communications.
- Assist in the promotion and coverage of joint School–Abbey events, celebrations, and initiatives as assigned.

St. Mary's Abbey–Specific Responsibilities

- Provide communications support to St. Mary's Abbey as requested and approved by the Director of Marketing and Communications and the Abbey leadership.
- Develop and produce Abbey-related promotional materials, announcements, and digital content in collaboration with the Abbey Vocation Director.
- Support Abbey vocation awareness and outreach efforts through design, photography, digital media, and limited advertising initiatives.
- Photograph and document Abbey events and activities as needed for vocational, historical, and promotional purposes.

Associate Director of Marketing and Communications

Reports to: Director of Marketing and Communications

Department: Marketing and Communications

FLSA Classification: Exempt

Position Summary

The Associate Director of Marketing and Communications works closely with the Director of Marketing & Communications to develop a consistent brand identity for Delbarton School while maintaining an active and engaging online presence. This includes covering and reporting news and events on delbarton.org and on all Delbarton School, Alumni, Arts and Admissions social media platforms, as well as producing the *Delbarton Weekly* newsletter.

Responsibilities

- During the school year, produce the *Delbarton Weekly* school and parent organization e-newsletter and broadcast emails
- Produce and post original content and recaps for the delbarton.org website
- Maintain an active social media presence on multiple, Facebook, Instagram, X, YouTube, LinkedIn platforms to promote Delbarton messaging
- Assist with digital marketing campaign planning, execution and data analysis
- Produce quarterly metrics to measure effectiveness of social media campaigns
- Focus on storytelling: school news, interviews, bias, photography/videos and human-interest stories
- Cover major school, extracurricular, parent and alumni events on delbarton.org and social media
- Coordinate daily/weekly/monthly social media post schedule with Marcom Director
- Support Delbarton Admissions, Advancement, Parent Organizations and Delbarton Summer Programs
- Track/report metrics on target demographics
- Create multimedia content that measurably raises awareness of Admissions objectives and Summer programming
- Assist the Director in producing annual *Parent Guide* and print Calendar
- Contribute content to *Delbarton* magazine

Mission and Ministry

Director of Mission and Ministry

Reports to: Headmaster

Department: Administration

FLSA Classification: Exempt

Position Summary

The Director of Mission and Ministry develops a vibrant and worshipping Catholic community that meets the faith development needs of faculty, staff and students. The Director offers programs and initiatives in the areas of sacramental worship, retreats, social justice, service immersion programs, and an active ministry presence in all areas of school life. The Director also collaborates closely with the Headmaster in promoting the Benedictine Catholic character of the School and, in particular, the Benedictine formation of the faculty and staff.

Responsibilities

- Develops a comprehensive vision for Campus Ministry consistent with the School's mission and the goals of the Headmaster.
- Assists the Headmaster in articulating and fostering the Catholic and Benedictine identity and mission of the school in a variety of fora and working to ensure its proper implementation across all school programming, whether academic or co-curricular.
- Works with Assistant Headmaster for Academic Affairs in the formation of faculty in Catholic and Benedictine values and ethos.
- Develops programs to foster the spiritual growth and faith formation of the faculty and staff, including an annual all employee retreat held during the week of Thanksgiving break.
- Develops programs to foster the spiritual growth and faith formation of Delbarton families.
- Selects, trains, and empowers the Student Campus Ministers, chosen from the senior class, who each direct a retreat weekend, lead the Middle School Day of Recollection, supervise the student service coordinators, play an active role in student liturgies and prayer services, pray as a team for the needs of the school and wider community, and are a Christian witness to the student body.
- Develops, organizes, and leads the Benedictine Leadership Training program for all Deans, Campus Ministers, Elected Officers, and Council of Seniors members, and collaborates with Faculty Moderators of the Deanery Program and Student Government in the development and execution of the Leadership Retreat.
- Participates in the New Faculty Orientation, and New and Returning Student Orientations to discuss the Campus Ministry Program and organize prayers and liturgies when appropriate.
- Responsible for the overall development of the Retreat Programs.
- Plans, organizes, and leads the KAIROS retreat for all juniors, as well as the preparation process for the KAIROS teams.
- Plans, organizes, and leads Middle School and Senior Retreat Days.

- Oversees, co-coordinates and regularly assesses the community service program
- Creates, plans, and organizes multiple school-wide prayer services per year, including the Celebrate Creation Convocation and the Respect Life Convocation, and provide a variety of prayer experiences, like *lectio divina*, Contemplative Prayer, the Rosary, and Eucharistic Adoration.
- Assists in organizing student liturgical ministers (lectors, ministers of hospitality, music ministry) for each school Mass and prayer service.
- Works to ensure the availability of the Sacraments to students and faculty, e.g., helping to organize daily Mass and weekly Confession in the St. Martin Oratory.
- Communicates with the Prior of St. Mary's Abbey regarding the sacramental needs of the school, including those for school retreats and Days of Recollection, so the Prior can assign members of the Chaplaincy Team accordingly.
- Provides pastoral care for both students and faculty.
- Serves on the Administrative Team.

Assistant Director of Mission and Ministry

Reports to: Director of Mission and Ministry

Department: Administration

FLSA Classification: Exempt

Responsibilities

- Assists Director of Mission and Ministry in developing a comprehensive vision for campus ministry consistent with the School's mission and the goals of the Headmaster, and in articulating and fostering the Catholic and Benedictine identity and mission of the school.
- Assists with the Campus Ministry Component of the New and Returning Student Orientations.
- Plans, organizes, and leads the retreat program for freshmen and sophomores, as well as the team preparation process for retreats.
- Co-coordinates the community service program along with and under the guidance of the Director of Mission and Ministry.
- Represents the Office of Mission and Ministry at meetings and events as discussed with the Director of Mission and Ministry.
- Provides pastoral care for students.

Middle School

Director of the Middle School

Reports to: Headmaster, Dean of Guidance

Department: Administration

FLSA Classification: Exempt

Position Summary

The Director of the Middle School provides educational, administrative, and student-support leadership for Delbarton's seventh- and eighth-grade program. The Director is responsible for ensuring that the Middle School offers a developmentally appropriate academic and formative experience that is fully integrated with Delbarton School's Benedictine Catholic mission, educational program, and community life.

Working closely with faculty, students, families, the Middle School Moderator, Guidance, Student Affairs, Admissions, and Academic Affairs, the Director oversees the academic progress, personal development, and overall experience of Middle School students. The Director supports faculty, coordinates programs and activities, counsels students and families, and helps students make a successful transition into Delbarton and, ultimately, into the Upper School.

Responsibilities

- Promotes Delbarton School's Benedictine Catholic mission, vision, and values throughout the Middle School program and represents Middle School needs and priorities within the broader School community.
- Serves as a member of the Administrative Team, Committee on Academic Standing, Admissions Committee, Student Support Team, and other School committees as assigned.
- Advises the Assistant Headmaster for Academic Affairs regarding the hiring, retention, assignment, and professional support of Middle School faculty.
- Provides leadership and support to Middle School faculty regarding curriculum, instruction, classroom management, student development, and School procedures.
- Conducts regular Middle School faculty meetings and coordinates Teacher/Guidance meetings concerning student academic progress and well-being.
- Monitors the academic, social, and personal development of Middle School students and maintains appropriate guidance records.
- Meets individually with Middle School students and works with families, faculty, Guidance, and Student Affairs to address academic, behavioral, social, or developmental concerns.
- Works closely with the Middle School Moderator to coordinate student formation, activities, class meetings, competitions, field trips, and other Middle School programs.
- Develops and implements orientation, mentoring, study-skills, and social-emotional learning programs appropriate to Middle School students.
- Coordinates communication and programming for Middle School parents, including Parent Information Evenings and other opportunities for family engagement.

- Moderates the Middle School Student Council and develops opportunities for age-appropriate student leadership, responsibility, service, and participation in school life.
- Oversees Delbarton's participation in Middle School Consortium programs and activities.
- Plans and coordinates the annual Middle School Recognition Ceremony for eighth-grade students.
- Works collaboratively with School administrators and faculty to strengthen continuity between the Middle School and Upper School and to ensure a successful transition for eighth-grade students.
- Performs other duties as assigned by the Assistant Headmaster for Academic Affairs or Headmaster.

Student Affairs

Assistant Headmaster for Student Affairs

Reports to: Headmaster

Department: Student Affairs

FLSA Classification: Exempt

Position Summary

The Assistant Headmaster for Student Affairs is charged with oversight of the co-curricular activities program. Duties include, but are not necessarily limited to, the following areas:

Responsibilities

- Establishes and promotes special programs for the enrichment of school life and social/cultural awareness, e.g., special assembly programs, cultural events, etc.
- Promotes student involvement and develops clubs/activities.
- Coordinates social activities of students.
- Facilitates the work of the Student Council/Deanery Moderator in the execution of his activities.
- Is responsible for the closing of school, along with the Dean of Students, Headmaster and Director of Transportation.
- Organizes the Baccalaureate Mass and Commencement Exercises, along with the Assistant Headmaster for Academic Affairs.
- Coordinates the annual awards assemblies for academics and activities.
- Supervises the School Nurse and reviews any problems concerning physical exams or injury reports.
- Serves on the Committee on Academic Standing.
- Acts as the Headmaster's representative on the Northwest Jersey Athletic Conference (NJAC) Board of Governors.

Dean of Students

Reports to: Headmaster

Department: Student Affairs

FLSA Classification: Exempt

Position Summary

The Dean of Students at Delbarton School oversees student behavior and formation, fostering a vibrant, disciplined, and faith-centered school culture rooted in Delbarton's Benedictine Catholic mission. The Dean serves as the chief advocate for student character development, ensuring that all aspects of student life reflect the School's Benedictine Catholic values: humility, obedience, hospitality, discipline, and love of God and neighbor.

The Dean of Students upholds community conduct norms, guiding restorative practices, and fostering a school culture of respect, accountability, and character formation. Through close

collaboration with administrators, faculty, staff, and parents, the Dean accompanies young men on their journey of *conversatio morum*: a lifelong conversion of life in pursuit of truth and holiness.

Responsibilities

- Serves as the primary administrator overseeing student behavior, discipline, and conduct in accordance with the School's Benedictine Catholic values and the disciplinary principles found in the *Student Handbook*.
- Promotes Delbarton's Benedictine Catholic mission by supporting student character development and maintenance of a safe, orderly, and mission-aligned school environment.
- In the spirit of "discipline by conversation," the Dean oversees student discipline and restorative justice practices that emphasize student accountability, reconciliation, and growth.
- Collects, analyzes, and reports behavior and attendance data to guide disciplinary interventions and policy refinement.
- Supervises the Attendance Officer and ensures timely communication with parents and guardians regarding student conduct and welfare.
- Liaise between the School and parents on matters of student conduct and formation.
- Oversees training for faculty on classroom management and Benedictine approaches to discipline and student support.
- Maintains accurate and confidential records related to student behavior, discipline, and supports interventions to ensure compliance with relevant regulations.
- Serves as lead site manager for important school events that have a significant student presence
- Member of the Emergency Response Team and Safe Environment Committee.
- With the Assistant Headmaster for Student Affairs and the Director of Security, assists in the oversight of drills, risk management, and coordination with local emergency services.
- Collaborates with the Security staff in supervising student arrival to and departure from school
- With the Headmaster and the Dean of Guidance, chairs the Discipline Committee.

Director of Student Life

Reports to: Dean of Students

Department: Student Affairs

FLSA Classification: Exempt

Position Summary

The Director of Student Life is responsible for promoting and coordinating a vibrant, orderly, mission-centered student life program at Delbarton School. The Director oversees non-athletic student activities and programming, the Deanery Program, and the Council of Seniors in a manner consistent with and supportive of Delbarton School's Benedictine Catholic mission.

The Director of Student Life works under the Dean of Students and serves as a member of the Office of Student Affairs team. The Director helps ensure that student life beyond the classroom and outside the athletic program strengthens authentic brotherhood, develops student

leadership, supports school spirit, fosters student belonging, and contributes to the formation of Delbarton's young men in mind, body, and spirit. The position includes teaching two course sections.

Responsibilities

- Promotes Delbarton School's Benedictine and Catholic identity, mission, and values through student activities, student leadership, and school-wide programming.
- Supports the mission, vision, and beliefs of Delbarton School, and maintains congruence between the School's mission and all student life activities.
- Oversees the non-athletic student activities program, including clubs, organizations, student events, student initiatives, and other programs that contribute to the life of the School.
- Supervises faculty and staff club and activity moderators regarding their club and activity responsibilities, including regular communication, program planning, student supervision expectations, and accountability for the proper operation of activities.
- Works with the Dean of Students to develop, coordinate, and maintain an annual student life calendar.
- Encourages student involvement in the life of the School and develops opportunities for students to participate in activities beyond athletics and the classroom.
- Reviews and approves the creation, continuation, modification, or discontinuation of student clubs and activities.
- Serves as the point person for student dances, proms, other student social activities, special programs, school traditions, and other events that enrich student life and strengthen the Delbarton community.
- Oversees the Deanery Program as a central structure for student belonging, brotherhood, school spirit, leadership, service, and formation.
- Plans, coordinates, and evaluates Deanery Program activities, competitions, meetings, and events in consultation with the Dean of Students and other appropriate faculty and staff.
- Works with student and adult leaders in the Deanery Program to ensure consistent expectations, effective communication, appropriate supervision, and mission-centered programming.
- Advises and coordinates the Council of Seniors as Delbarton's student government, helping it develop agendas, initiatives, and programs that serve the common good of the School community.
- Forms student leaders in responsibility, representation, humility, service, listening, and respect for others.
- Serves as a regular point of contact for student ideas, concerns, and initiatives related to non-athletic student life, referring matters to the Dean of Students or other appropriate administrators as needed.
- Assists the Dean of Students in developing structures for student voice, student leadership, and student responsibility within the life of the School.
- Works collaboratively with Academic Affairs, Mission and Ministry, Guidance, Diversity and Community Belonging, Athletics, Event and Parent Engagement, Communications, Facilities, Security, Dining Services, and other offices as needed.
- Ensures that student activities and events are properly supervised and conducted in accordance with Delbarton School policies and procedures.

- With the Director of Events and Parent Engagement, coordinates event logistics, including spaces, schedules, supervision, communications, permissions, transportation, setup, cleanup, and other operational needs.
- Communicates proactively with students, parents, faculty, staff, and administrators regarding student life programs and expectations.
- Assists with assemblies, awards programs, student recognition, and other school-wide events as assigned by the Dean of Students.
- Develops and maintains appropriate records related to student activities, clubs, Deanery Program events, Council of Seniors initiatives, student participation, and program evaluation.
- Reviews student life programs annually with the Dean of Students, identifying strengths, concerns, participation patterns, leadership opportunities, and recommended improvements.
- Teaches two course sections and fulfills all ordinary expectations of a Delbarton faculty member.
- Maintains an active presence in the daily life of the School, including student events, meetings, assemblies, and other activities outside ordinary class time when required.
- Performs other duties as assigned by the Dean of Students or Headmaster.

School Nurse

Reports to: Dean of Students

Department: Student Services

FLSA Classification: Exempt

Position Summary

The School Nurse advances Delbarton School's mission by implementing the assigned school health program in a way that is best suited to the school. The School Nurse has decision making responsibilities within essential job functions, in keeping with School policies and NJ Board of Nursing.

Responsibilities

- Supports and upholds the Benedictine Catholic educational mission of Delbarton School
- Acts as a witness to Gospel values by modeling the teachings of the Catholic Church
- Supports and adheres to policies and procedures of Delbarton School
- Abides by the Confidentiality Policy set forth in the *Employee Handbook*
- Supports the Dean of Students in the preparation of documents, reports, and correspondence
- Maintains current and accurate records according to school policy
- Serves as a health advocate for the student and assesses student health needs
- Assumes responsibility for management and planning for acute, chronic, and emergency health problems, including appropriate referral and follow-through
- Provides relevant counseling and guidance to assist students and parents in assuming responsibility for health maintenance of the student in keeping with the teachings of the Catholic Church

- Assists in communicable disease control through implementation of programs for student immunizations, management of suspected and diagnosed infectious disease
- Initiates referral and follow-up on relevant health needs of the students, and make appropriate interpretation and distribution of health information
- Coordinates health screenings as required by New Jersey State Law and see that follow-up care for the students is provided by their parents
- Anticipates supply and equipment needs appropriate to maintaining a continuous functional health program
- Allocates appropriate job functions and assumes responsibility for supervision of school staff or substitute nurses
- Meets staff development guidelines as set forth by the Delbarton School administration
- Demonstrates professionalism in conduct, demeanor, and work habits
- Maintains a work schedule that maximizes availability to the school, students and staff

Director of Global Programs

Reports to: Director of Student Life

Department: Student Affairs

FLSA Classification: Exempt

Position Summary

The Director of Global Programs works collaboratively with the Assistant Headmaster for Student Affairs regarding the mission, goals, programs, budgets, resource management, assessment, and overall direction of Delbarton's Global Programs. The Director should be collaborative, innovative, enthusiastic, student-oriented, motivated, creative, and able to communicate well with students, faculty, and staff.

Responsibilities

- Oversees the coordination and planning of Delbarton's cultural international and community service trips and exchanges.
- Is responsible for orientation of faculty and staff as chaperones on trips and exchanges.
- Updates the Global Programs Policies manual each year to reflect the school's mission and goals.
- Spearheads and manages international outreach programs, as well as trip development.
- Organizes and executes yearly Global Programs fair.
- Aids faculty in travel arrangements for professional development.
- Develops, evaluates and approves potential experiential opportunities in a wide variety of disciplines across the region, country, and globe.
- Attends conferences and professional meetings to remain current with industry trends.
- Meets with parents and trip leaders at individual or combined trip meetings to discuss packing, safety, risk management, and behavioral code contract.
- Develops a vision and a plan for integrating global education into the curriculum, both in and out of the classroom, using virtual exchange programs.

School Receptionist and Attendance Officer

Reports to: Dean of Students, Director of Mission and Ministry, Director of Transportation

Department: Student Affairs

FLSA Classification: Exempt

Position Summary

The School Receptionist and Attendance Officer serves as the primary point of contact for visitors, parents, students, and employees entering or contacting Delbarton School. The position provides a welcoming, professional, and secure reception presence in Trinity Hall; manages the School's daily attendance processes; and supports effective communication among students, families, faculty, and administrators.

The position also provides administrative support to the Offices of Mission and Ministry and Transportation. Reporting primarily to the Dean of Students, the School Receptionist and Attendance Officer works closely with Security, the School Nurse, faculty, and other School offices to support the safe, orderly, and efficient daily operation of the School.

Responsibilities

- Supports Delbarton School's Benedictine Catholic identity, mission, and values through professional, hospitable, and attentive service.
- Serves as the primary receptionist for Trinity Hall, welcomes and assists visitors, answers and directs telephone calls, and provides accurate information to members of the School community.
- Maintains appropriate visitor access and security procedures, including identification, visitor badges, notification of School contacts, and established emergency protocols.
- Maintains an orderly and professional reception area and ensures appropriate front-desk coverage.
- Serves as the School's Attendance Officer and maintains accurate daily and class-period attendance records in PowerSchool, including tardies, dismissals, illnesses, excused absences, and School-related activities.
- Investigates and follows up on unverified student absences, communicates with students, parents, faculty, and the School Nurse as appropriate, and reports attendance concerns to the Dean of Students.
- Prepares regular attendance reports and maintains accurate attendance records for Student Affairs and Guidance.
- Coordinates the recording of field trips, athletic departures, retreats, and other School activities affecting student attendance.
- Prepares and publishes the School's Daily Announcements.
- Provides administrative support to the Office of Transportation, including responding to parent inquiries, communicating with drivers and faculty, coordinating field-trip transportation, maintaining appropriate records, and assisting with transportation-related issues.
- Provides administrative support to the Office of Mission and Ministry, including routine communications, records, supplies, and maintenance of informational materials.

- Maintains office supplies, forms, visitor-management systems, and other reception and administrative resources.
- Provides administrative assistance for School programs and events, including awards ceremonies, graduation, orientation, and other activities as assigned.
- Completes summer administrative projects, including student lockers, identification cards, homeroom schedules, handbook updates, supplies, orientation materials, and preparation for the opening of school.
- Maintains current procedures and reference materials for reception and attendance responsibilities.
- Performs other duties as assigned by the Dean of Students, Director of Mission and Ministry, or the Director of Transportation.

Administrative Assistant for Student Affairs

Reports to: Dean of Students, Director of Student Life

Department: Student Affairs

FLSA Classification: Exempt

Position Summary

The Administrative Assistant for Student Affairs provides comprehensive administrative, organizational, and operational support to the Dean of Students, the Director of Student Life, and the Office of Student Affairs. The Administrative Assistant helps maintain an orderly, responsive, and mission-centered office by coordinating communications, calendars, meetings, records, student appointments, and the administrative details associated with student conduct, attendance, formation, activities, and school events.

As a regular point of contact for students, parents, faculty, staff, and visitors, the Administrative Assistant represents the Office of Student Affairs with professionalism, discretion, hospitality, and care. The position supports Delbarton School's Benedictine Catholic mission by helping ensure that the work of the Office is conducted accurately, confidentially, and in a manner that advances student accountability, belonging, leadership, and formation.

Responsibilities

- Supports Delbarton School's Benedictine Catholic identity, mission, and values through professional, hospitable, and mission-aligned service to students, families, faculty, staff, and visitors.
- Provides administrative support to the Dean of Students and the Director of Student Life, including calendar management, appointment scheduling, correspondence, meeting preparation, and follow-up.
- Serves as a primary point of contact for the Office of Student Affairs, receives students and visitors, responds to routine inquiries, and directs matters to the appropriate administrator or office.
- Maintains accurate and confidential records related to student conduct, discipline, attendance, welfare, activities, and Student Affairs programs in accordance with School policies and procedures.

- Enters, organizes, retrieves, and verifies information in student information systems and other office records, and prepares routine reports and tracking documents as requested.
- Assists with timely and appropriate communications to parents and guardians regarding attendance, student conduct, meetings, student welfare, activities, and other Student Affairs matters at the direction of the Dean of Students or Director of Student Life.
- Coordinates scheduling and documentation for student conferences, parent meetings, the Discipline Committee, and other meetings administered by the Office of Student Affairs.
- Prepares, edits, copies, distributes, and files letters, notices, forms, schedules, rosters, agendas, reports, presentations, and other Student Affairs materials.
- Supports the development and maintenance of the annual student life calendar and the administrative needs of clubs, student organizations, the Deanery Program, the Council of Seniors, and other student initiatives.
- Assists with communications, registrations, permissions, attendance lists, supervision assignments, and other operational details for student activities and events.
- Provides administrative and logistical support for assemblies, awards programs, student recognition, dances, proms, school traditions, special programs, and other events with a significant student presence.
- Works collaboratively with Academic Affairs, Mission and Ministry, Guidance, Diversity and Community Belonging, Athletics, Event and Parent Engagement, Communications, Facilities, Security, Dining Services, and other offices as needed.
- Maintains orderly office files, shared calendars, forms, supplies, and administrative systems, and helps ensure that Student Affairs procedures are carried out consistently and efficiently.
- Maintains an active and helpful presence in the daily life of the School, and when required assists with student arrival, dismissal, meetings, events, and other activities outside ordinary office routines.
- Performs other duties as assigned by the Dean of Students or the Director of Student Life.

Safe Environment Committee Member

Department: Student Affairs

Reports to: Dean of Guidance, Dean of Students

FLSA Classification: Exempt

Position Summary

The Delbarton School Safe Environment Committee comprises the Dean of Guidance, the Dean of Students, the Chief Financial and Operations Officer, and the Director of Security. It is chaired by the Dean of Guidance.

The Committee is responsible for developing, implementing, and monitoring a comprehensive abuse prevention and risk-management program consistent with Praesidium's best-practice standards. Working in fidelity to the Benedictine and Catholic character and mission of the School, the Committee ensures that all policies, training, screening, and reporting procedures protect minors and promote a culture of safety, accountability, and vigilance. Committee members serve as both educators and compliance managers, partnering with faculty, administrators, staff, students, parents, and volunteers to maintain a safe environment for all.

Responsibilities

Policy Development & Compliance

- Maintain and update all Safe Environment policies in alignment with Praesidium's standards, state law, and institutional guidelines.
- Ensure dissemination of policies to staff, students, volunteers, and families.
- Collaborate with administration and legal counsel to review, revise, and implement policies related to abuse prevention, boundaries, technology use, transportation, and interactions with minors.
- Monitor compliance through regular review and documentation audits.

Screening & Selection Practices

- Oversee background checks, fingerprints, references, and application processes for all personnel and volunteers.
- Ensure screening protocols align with Praesidium's standards.
- Track screening expiration dates and re-credentialing needs; follow up with individuals to maintain full compliance

Training & Education

- Coordinate mandatory Safe Environment training for all employees and volunteers, including initial and refresher training.
- Provide education to students and parents regarding personal safety, boundaries, identifying grooming behaviors, and reporting mechanisms.

Monitoring & Supervision of Programs

- Conduct routine observations of programs, classrooms, athletic events, and extracurricular activities to ensure adherence to supervision ratios, boundary expectations, and environmental safety standards.
- Regularly review "high-risk activities," such as overnight trips, retreats, locker rooms, athletics, and one-on-one interactions.
- Utilize Praesidium's assessment tools to evaluate risk factors and recommend improvements.

Reporting & Response Protocols

- Serve as a primary point of contact for concerns related to boundary violations, inappropriate behavior, or suspected abuse.
- Ensure that staff understand internal and state-mandated reporting obligations.
- Support investigations and documentation of incidents.
- Maintain confidential, accurate records of reports, follow-up actions, and outcomes.

Data Management & Documentation

- Maintain all Safe Environment records, including training logs, background checks, attendance sheets, and incident reports.

- Prepare reports for review by school administration, the Board of Trustees, and Praesidium auditors..
- Analyze trends and data to identify areas of risk.

Continuous Improvement & Accreditation

- Lead self-audits and prepare the School for Praesidium Accreditation.
- Stay up-to-date on national standards, legislation, and emerging research in abuse prevention and safeguarding.
- Participate in professional development, conferences, and Praesidium training opportunities.

Summer Programs

Director of the Summer School

Reports to: Chief Financial and Operations Officer

Department: Business

FLSA Classification: Exempt

Position Summary

The Director of the Summer School oversees all aspects of the Delbarton Summer School throughout the entire school year. The Summer School Director works closely with the Administrative Team, the Sports Camp Director, and Summer School faculty to provide an outstanding educational experience.

Responsibilities

- Oversee the Summer School section of the Summer Programs web site (*Campbrain*) to list courses and course descriptions, times of courses, course registration and Summer School policies.
- Communicate with families throughout the year and during the Summer Session answering questions in a timely manner via email and phone.
- Hire and oversee Summer School faculty in accord with Delbarton School pre-employment screening, employment onboarding policies and procedures, and faculty performance standards.
- Determine Summer School salaries based on criteria provided by the Chief Financial and Operations Officer.
- Work closely with the Technology Department to provide teachers with Delbarton emails and Schoology access
- Supervise Drop off and Pick up and work with Security Staff to ensure student safety
- Work closely with the Marketing and Communications Office in all aspects of marketing Summer School offerings.
- Work closely with Math and Science Department Chairpersons regarding Delbarton student advancement through taking summer courses.
- Work closely with Housekeeping and Maintenance Staff regarding classrooms and general maintenance issues.
- Work closely with Administrative Assistants in the day to day running of summer school and attendance issues
- Keep the Registrar updated on any changes with course requirements and scheduling
- Present reports on Summer School performance to the Headmaster
- Attend workshops, conferences, and review best practices of other summer school programs
- Ensure that the Summer School Program meet its assigned financial metrics.
- Work closely with Nursing Staff to ensure safety of students and make sure all necessary forms have been submitted.

Director of Summer Arts Camps

Reports to: Chief Financial and Operations Officer

Department: Business Office

FLSA Classification: Exempt

Position Summary

The primary responsibility of the Director of Summer Arts Camps is the administration and supervision of Delbarton School's Summer Arts Camps program in a manner consistent with and supportive of the Benedictine Catholic mission of Delbarton School. The Director of Summer Arts Camps serves as the Headmaster's liaison for all summer arts programming and participates fully in the employment, supervision, and evaluation of summer arts faculty.

Responsibilities

- Promotes Delbarton School's Benedictine Catholic character, mission and values through the Summer Arts Camp courses.
- Plans, administers, and oversees daily operation of the Summer Arts Camps.
- Works with the lead Art Teacher to develop, clarify, and finalize summer camp offerings for the upcoming year.
- Maintains and oversees camp registration, enrollment, and student information systems.
- Oversees daily camp operations, including parent communication and the management of camper conduct issues, up to and including dismissal when necessary.
- Coordinates with nursing staff to ensure that all registered campers meet medical clearance requirements.
- Purchases, inventories, and manages all arts supplies used by the Summer Arts Camps.
- Works with the Communications Office to promote and market the Summer Arts Camps program, including maintaining accurate and current program information on the school website and other platforms.
- Coordinates with Buildings and Grounds for all facilities needs related to the Summer Arts Camps.
- Maintains an active presence on campus for all scheduled weeks of Summer Arts Camps.
- Prepares enrollment projections, budgets, and financial reports for the Headmaster and the Chief Financial and Operations Officer.
- Works collaboratively with the Director of Summer Sports Camps and Summer School to ensure alignment, parity, and consistency across Delbarton's Summer Programs.
- Works with the Business Office and Human Resources to ensure proper contracting, payroll reporting, and compliance with school policies and procedures.

Director of Summer Sports Camps

Reports to: Chief Financial and Operations Officer

Department: Business Office

FLSA Classification: Exempt

Position Summary

The primary responsibility of the Director of Summer Sports Camps is to administer and supervise Delbarton School's summer sports camps in a manner consistent with and supportive of the Benedictine Catholic mission of Delbarton School. The Director of Summer Sports Camps is the Headmaster's liaison for summer athletics and shall participate fully in the employment and supervision of summer coaches and student counselors.

Responsibilities

- Is responsible for promoting Delbarton School values and mission through the summer camp program.
- Is responsible for the maintenance and upkeep of summer camp registration software (Camp Brain)
- Works with the coaching staff to create and clarify summer offerings for the upcoming year.
- Regularly updates the summer camp website for current offerings.
- Coordinates with New Jersey state camp licensing department for current year licensure.
- Keeps an updated binder containing all required documents for Morris County audit available to the inspector before the start of each summer.
- Oversees the purchases and inventories of all sports equipment used by the summer camp in coordination with the athletic department.
- Oversees the purchases and inventories of all merchandise given out or sold by the camp.
- Works with the communications office team to promote and market the summer camp in all areas applicable.
- Maintains an active presence on campus for all the scheduled weeks of summer camp, which can include physical activity that involves lifting, moving, and callisthenic function.
- Coordinates with Buildings and Grounds staff for all needs related to facilities.
- Coordinates with Food Service for all food service needs.
- Works with nursing staff to ensure all registered campers are medically cleared.
- Incorporates and stays current with new technology that can benefit the operation of the summer camp.
- Has primary oversight of coach hiring
- Has primary oversight over the daily operations of camp, which includes parent conversations and dismissal of campers in the event of poor behavior
- Creates financial projections and reports for the Chief Financial and Operations Officer and Headmaster.

Assistant Director of Summer Sports Camps

Reports to: Director of Summer Sports Programs

Department: Administration

FLSA Classification: Exempt

Position Summary

The primary responsibility of the Associate Director of Summer Sports Camps is to assist the Director of Summer Sports Programs with the administration and supervision of Delbarton School's summer sports camps in a manner consistent with and supportive of the Benedictine Catholic mission of Delbarton School. The Associate Director of Summer Sports Camps and shall assist in all aspects of camp operations and in the employment and supervision of summer coaches and student counselors.

Responsibilities

- Is responsible for promoting Delbarton School values and mission through the summer camp program.
- Works with the Communications office to advertise and promote the summer camp including keeping the website up to date
 - Has primary responsibility for Constant Contact emails.
 - Regularly updates the summer camp website for current offerings.
- Orders all equipment needed (including coaches' gear) from BSN Services.
- Maintains and inventories all equipment needed for camp operation
- Has primary oversight of student counselor hiring and training
- Coordinates with the Director of Transportation for all busing needs
- Coordinates with New Jersey state camp licensing department for current year licensure.
- Keeps an updated binder containing all required documents for Morris County audit available to the inspector before the start of each summer.
- Purchases and inventories all merchandise given out or sold by the camp.
- Maintains an active presence on campus for all the scheduled weeks of summer camp, which can include physical activity that involves lifting, moving, and calisthenic function.
- Works with nursing staff to ensure all registered campers are medically cleared.
- Assists the Director of Summer Sports Camps as needed.

Technology

Director of Technology

Reports to: Chief Financial and Operations Officer

Department: Technology

FLSA Classification: Exempt

Position Summary

The Director of Technology provides strategic and operational leadership for technology at Delbarton School and ensures that the School's technology infrastructure, systems, services, and resources are secure, reliable, effective, and aligned with Delbarton's Benedictine Catholic mission and institutional priorities. The Director oversees the planning, implementation, maintenance, and continuous improvement of the technology environment that supports teaching and learning, student services, administration, communications, and School operations.

Working under the Chief Financial and Operations Officer and in close collaboration with Academic Affairs and other School offices, the Director is responsible for network and systems administration, cybersecurity and data protection, hardware and software management, technology procurement, user support, telecommunications, technology budgeting, vendor management, and business continuity. The Director also provides technology support to St. Mary's Abbey and the monastic community as assigned and helps the School evaluate and use emerging technologies responsibly and effectively.

Responsibilities

- Promotes Delbarton School's Benedictine Catholic identity, mission, and values through responsible stewardship and use of technology in support of teaching, learning, communication, and institutional operations.
- Provides overall leadership for the School's technology program and develops short- and long-range technology plans aligned with academic priorities, operational needs, financial resources, and institutional strategy.
- Oversees the design, operation, security, maintenance, and continuous improvement of the School's wired and wireless networks, internet connectivity, servers, cloud services, storage, and related technology infrastructure.
- Maintains the availability, integrity, security, and appropriate access of School systems and data through sound account management, access controls, patching, endpoint protection, monitoring, backup, and recovery practices.
- Leads the School's cybersecurity program, including risk assessment, security standards, incident response, vulnerability management, user awareness, vendor security review, and coordination with the Chief Financial and Operations Officer and other appropriate administrators.
- Develops, maintains, and tests technology business-continuity and disaster-recovery procedures to support the timely restoration of critical systems and data following an outage, cyber incident, equipment failure, or other disruption.
- Oversees the development, configuration, administration, installation, maintenance, integration, licensing, and support of School software, cloud applications, databases,

identity and authentication systems, and related services, and evaluates systems for reliability, security, interoperability, and cost effectiveness.

- Oversees the acquisition, configuration, deployment, inventory, maintenance, replacement, and secure disposal of computers, mobile devices, printers, classroom technology, audiovisual equipment, networking equipment, and other technology assets.
- Provides responsive technology support to faculty, staff, students, administrators, and, as assigned, members of the monastic community, and establishes effective procedures for receiving, prioritizing, resolving, and documenting support requests.
- Collaborates with the Assistant Headmaster for Academic Affairs, faculty, and academic departments to support classroom technology, instructional systems, digital resources, and the effective and responsible use of technology in teaching and learning.
- Works with appropriate School administrators to evaluate emerging technologies, including artificial intelligence, and to establish standards for approved systems, privacy, security, data use, academic integrity, and responsible institutional use.
- Provides technical administration and support for the School's website platforms and related online systems in collaboration with Marketing and Communications, which oversees content and institutional messaging.
- Oversees the School's telephone, voicemail, and related communications systems and coordinates technology support for other critical campus communications infrastructure.
- Develops and maintains technology policies, procedures, documentation, system inventories, access records, and standards consistent with School policy, applicable legal requirements, accepted professional practice, and prudent risk management.
- Prepares and administers the annual Technology operating and capital budgets; establishes equipment replacement cycles; reviews expenditures; and plans responsibly for major technology investments.
- Manages technology purchasing and vendor relationships, including product evaluation, contract and renewal review, licensing, service-level expectations, implementation, support, and performance in collaboration with the Chief Financial and Operations Officer and other appropriate offices.
- Plans and manages technology projects, upgrades, migrations, and installations to minimize disruption and ensure effective communication, testing, documentation, training, and implementation.
- Provides or coordinates training and guidance for faculty and staff on School systems, cybersecurity, privacy, and the effective use of approved technology resources.
- Serves on the Academic Council and the Internal Buildings and Grounds Committee and contributes technology expertise to institutional planning, facilities projects, risk management, and other School initiatives.
- Performs other duties as assigned by the Chief Financial and Operations Officer or the Headmaster.

Assistant Director of Technology

Reports to: Director of Technology

Department: Technology

FLSA Classification: Exempt

Position Summary

The Assistant Director of Technology supports the Director of Technology in planning, administering, securing, maintaining, and continuously improving Delbarton School's technology environment. The Assistant Director helps ensure that the School's networks, systems, devices, applications, and technology services are reliable, secure, responsive, and aligned with Delbarton's Benedictine Catholic mission and institutional priorities.

Working closely with the Director of Technology, the Assistant Director has significant hands-on responsibility for systems and network administration, cybersecurity, endpoint and account management, technology projects, user support, documentation, and service delivery. The Assistant Director also supports St. Mary's Abbey and the monastic community as assigned and assumes delegated responsibilities of the Director when necessary.

Responsibilities

- Promotes Delbarton School's Benedictine Catholic identity, mission, and values through responsible, professional, and service-oriented stewardship of technology resources.
- Supports the Director of Technology in the daily administration and operation of the School's technology program and assists with short- and long-range technology planning, implementation, and evaluation.
- Administers and maintains wired and wireless networks, servers, cloud services, storage, internet connectivity, identity and authentication systems, and other core technology infrastructure under the direction of the Director of Technology.
- Maintains the security, availability, integrity, and appropriate access of School systems and data through account administration, access controls, patching, endpoint protection, monitoring, backup, recovery, and related cybersecurity practices.
- Assists with cybersecurity risk management, vulnerability remediation, security monitoring, incident response, documentation, user awareness, and recovery testing, and promptly escalates significant security or operational concerns to the Director of Technology.
- Configures, deploys, administers, maintains, and supports computers, mobile devices, printers, classroom technology, audiovisual equipment, network equipment, and other technology assets.
- Administers and supports School software, cloud applications, databases, device-management platforms, and related systems, including installation, configuration, integration, updates, licensing, troubleshooting, and user access.
- Assists with the administration of technology support services and helps ensure that requests from faculty, staff, students, administrators, and members of the monastic

community are received, prioritized, resolved, documented, and communicated effectively.

- Provides day-to-day technical guidance to the Technology Specialist and coordinates service assignments and project work as delegated by the Director of Technology.
- Works with Academic Affairs and faculty to support classroom technology, instructional systems, digital resources, presentations, special programs, and other technology needs associated with teaching and learning.
- Provides technical support for the School's website platforms and related online systems in collaboration with the Director of Technology and Marketing and Communications.
- Supports the School's telephone, voicemail, and related communications systems and assists with the maintenance and troubleshooting of other critical campus communications technology.
- Plans and implements technology upgrades, migrations, installations, and special projects as assigned, including testing, documentation, communication, training, and post-implementation support.
- Maintains accurate inventories, system documentation, network diagrams, account and access records, equipment assignments, warranties, licensing records, support procedures, and other technology documentation.
- Assists with technology purchasing, product evaluation, vendor coordination, licensing, renewals, equipment replacement planning, and preparation and administration of Technology operating and capital budgets.
- Provides or assists with training and guidance for faculty and staff on School systems, cybersecurity, privacy, and the effective use of approved technology resources.
- Provides technology support to St. Mary's Abbey and the monastic community as assigned, including systems, devices, network access, telecommunications, and related technology needs.
- Participates in technology support for School events, meetings, presentations, and other activities that require audiovisual, network, device, or systems support, including occasional responsibilities outside regular School hours.
- Assumes delegated operational responsibilities of the Director of Technology during the Director's absence and communicates significant issues promptly to the Chief Financial and Operations Officer or other appropriate administrator.
- Performs other duties as assigned by the Director of Technology, the Chief Financial and Operations Officer, or the Headmaster.

Technology Specialist

Reports to: Director of Technology, Assistant Director of Technology

Department: Technology

FLSA Classification: Exempt

Position Summary

The Technology Specialist provides responsive, hands-on technology support to Delbarton School and St. Mary's Abbey. The position serves as a primary service technician for computers, mobile devices, printers, classroom technology, audiovisual equipment, network connectivity, telephones, software, and other technology used by faculty, staff, students, administrators, and members of the monastic community.

Working under the Director of Technology and in collaboration with the Assistant Director of Technology, the Technology Specialist diagnoses and resolves routine technical problems, installs and maintains equipment, prepares and deploys devices, responds to service requests, and helps keep technology resources reliable, secure, organized, and ready for use. The position requires strong technical competence, patience, discretion, hospitality, and a service-oriented approach consistent with Delbarton's Benedictine Catholic mission.

Responsibilities

- Promotes Delbarton School's Benedictine Catholic identity, mission, and values through professional, patient, hospitable, and service-oriented technology support.
- Provides front-line technical support to faculty, staff, students, administrators, and members of the St. Mary's Abbey monastic community in person, by telephone, and through the School's support-request system.
- Receives, documents, prioritizes, troubleshoots, resolves, and follows up on technology service requests, and escalates complex, recurring, security-related, or infrastructure issues to the Director or Assistant Director of Technology.
- Installs, configures, deploys, maintains, repairs, and replaces computers, mobile devices, printers, monitors, peripherals, classroom technology, audiovisual equipment, telephones, and other technology hardware.
- Installs, updates, and troubleshoots approved software and applications and assists users with access, configuration, passwords, connectivity, printing, file access, and other routine technology needs.
- Prepares new and replacement devices for faculty, staff, students, administrators, and Abbey users, including imaging or enrollment, configuration, labeling, assignment, testing, and documentation.
- Supports classroom technology and responds promptly to instructional technology problems that affect teaching and learning, including projectors, displays, audio systems, presentation equipment, and network access.
- Assists with the maintenance and troubleshooting of wired and wireless network connections, access points, switches, cabling, and related infrastructure under the direction of the Director or Assistant Director of Technology.

- Supports printers, copiers, scanners, telephone and voicemail systems, audiovisual systems, and other shared technology resources throughout the School and Abbey.
- Provides setup, testing, operation, and troubleshooting support for meetings, assemblies, presentations, liturgies, special events, and other programs requiring technology or audiovisual support.
- Maintains accurate equipment inventories, assignments, service records, warranty information, spare equipment, supply levels, and other technology records as directed.
- Assists with receiving, unpacking, labeling, staging, deploying, relocating, collecting, storing, and securely disposing of technology equipment in accordance with School procedures.
- Performs routine preventive maintenance, equipment checks, updates, cleaning, cable management, and workspace organization to keep technology resources safe, functional, and ready for use.
- Follows School cybersecurity, privacy, account-management, data-protection, and acceptable-use procedures and immediately reports suspected security incidents, data exposure, lost devices, or other technology risks.
- Maintains appropriate confidentiality and discretion when working with School and Abbey devices, accounts, files, systems, and other information encountered in the course of providing technical support.
- Assists the Director and Assistant Director of Technology with technology upgrades, installations, summer projects, equipment replacement cycles, inventories, and other departmental initiatives.
- Develops and maintains clear user instructions, troubleshooting notes, equipment records, and other service documentation as assigned.
- Participates in technology support outside regular School hours when needed for urgent service issues, scheduled maintenance, School events, or Abbey needs.
- Performs other duties as assigned by the Director of Technology or the Assistant Director of Technology.

Section 11: Spiritual Resources

Quotations from the *Rule* of St. Benedict of Nursia (c. 480-547 AD)

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. (Matthew 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 53:1

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 (Romans 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

Prayers for Various Occasions

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. *Luke 11:1; Matthew 6:9*

Hail Mary

Hail Mary, Full of Grace,

The Lord is with thee. (Luke 1:28)

Blessed art thou among women, and blessed is the fruit

Of the womb, Jesus (Luke 1:42)

Holy Mary, Mother of God, Pray for us sinners now, And at the hour of death. Amen.

Glory Be...

Glory be to the Father, and to the Son, and to the Holy Spirit.

As it was in the beginning, is now, and ever shall be, world without end. Amen.

Hail Holy Queen (*Salve Regina*)

Hail, Holy Queen, mother of mercy,

Or life, our sweetness, and our hope!

To thee do we cry, poor banished children of Eve.

To thee do we send up our sighs,

Mourning and weeping in this valley 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! Amen.

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

The Angel of the Lord declared to Mary:

And she conceived of the Holy Spirit. *Hail Mary...* Behold the handmaid of the Lord:

Be it done unto me according to Thy word. *Hail Mary...* And the Word was made Flesh:

And dwelt among us. *Hail Mary...*

Pray for us, O Holy Mother of God,

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

The 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

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.
Amen.

Prayer to My 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

- Make and say the Sign of the Cross and say the Apostles' Creed on the cross.
- 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.
- In the space in between the three beads and the next one (usually large), recite the Glory be.
- 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.
- 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.*
- 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 (Fr. 12:1)

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

V. Pray for us O holy Mother of God.

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

Then, you may say the following prayer:

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

The Chaplet of Divine Mercy (recited on rosary beads)

Begin with:

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

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

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

On the Hail Mary beads, say the following prayer:

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

In conclusion, recite the following prayer three times,

Holy God, Holy Mighty One, Holy Immortal One, have mercy on us and on the whole world.

Grace before Meals

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

Grace after Meals

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

Lectio Divina

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

Lectio is actually reading the passage. Yet, the passage is not 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.

Section 12: Separation from Employment and Acknowledgments of Receipt

Termination Policy

Full time employees who are dismissed from employment for reasons of performance and/or an Delbarton School business decision will typically be given at least one week's notice or pay in lieu of notice. One week of severance pay will typically be given to all such full-time employees who have been employed by Delbarton School for at least one year and fewer than five years. After five years of employment, such a dismissed employee will typically be given two weeks' severance pay.

Dismissal for theft, substance abuse, or acts of moral turpitude, or any other acts which - in the sole judgment of Delbarton School - are not in conformity with the purpose and direction of Delbarton School will disqualify an employee from notice of termination or any severance pay.

Employees who voluntarily resign or leave Delbarton School in good standing, and are subsequently rehired, will be considered as new employees.

Upon termination of employment, employees must promptly deliver to the Chief Financial and Operations Officer all school equipment, electronic and other passwords, materials, supplies, keys, files, and other school property in their possession or under their control. Employees will be responsible for any lost or damaged items.

Nothing in this policy is intended to, or shall, alter the at-will employment status of employees.

See the following pages for acknowledgment of receipt forms.

Acknowledgment of Receipt

This Employee *Handbook* is an important document intended to help you become acquainted with Delbarton School. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention. Please read the following statements and sign below to indicate your receipt and acknowledgment of this Employee *Handbook*.

Employment at Delbarton School is "Employment at Will." This means that either the employee or Delbarton School may terminate the employment relationship at any time, for any reason or no reason, with or without cause or notice.

Further, nothing contained in this Handbook, or in any other Delbarton School document, or formal or informal Delbarton School policy, practice or statement (oral or written) shall be deemed or considered a binding contract, a promise of continued employment or of any type of employment benefit, or a promise of treatment in a manner in any given situation.

No one at Delbarton School has the right to change the foregoing "Employment at Will" Policy by words or action. Only the Headmaster is authorized to modify Delbarton School's At-Will Employment Policy or enter into any agreement contrary to this Policy and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally. Any such modification must be in writing and signed by the Headmaster. No other manager, supervisor, or representative of Delbarton School may make any contract, promise, or commitment.

Any description of any benefits merely describes the current benefit plans maintained by Delbarton School. In addition, employees must refer to the actual plan documents and summary plan descriptions if they have specific questions regarding the benefits provided by such plans or the terms of the plans. The plan documents govern the terms of the benefit plan.

All the policies issued by Delbarton School are guidelines only, applied in Delbarton School's sole discretion and according to its own interpretation of the language which controls. Delbarton School, in its sole discretion, may add to, delete or change any benefit described within any Handbook or anywhere else at any time and without prior notice or agreement.

This Handbook supersedes all prior Handbooks and any statement of Delbarton School policy on the same or similar subject.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of Delbarton School's *Employee Handbook*.

Employee Signature

Employee Printed Name

Date

Acknowledgment of Receipt of Sexual and Other Unlawful Harassment Statement and Complaint Procedure

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. It is my responsibility to read and understand Delbarton School's Sexual and Other Unlawful Harassment Statement and Complaint Procedure ("Policy"). That Policy provides definitions to help me understand what sexual harassment and other types of unlawful harassment is, and what to do about it if it ever happens.

For instance, the Policy states that examples of sexual harassment could include, but are not limited to, the following: unwelcome sexual propositions or marriage proposals; unwelcome hugging, 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.

I understand that harassment also violates the law when it is directed at an employee because of his or her 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. Harassment is a form of unlawful discrimination.

I understand that: (1) no one can engage in unlawful harassment; (2) Delbarton School will not tolerate anyone unlawfully harassing anyone else; and (3) Delbarton School will not force me to put up with such harassment from anyone here, including people who are not Delbarton School employees, but who I must deal with during my work. No one is required to endure unlawful harassment to work at Delbarton School.

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

Delbarton School will conduct a prompt and impartial investigation. All employees are required to cooperate truthfully and in good faith with Delbarton School in any investigation. Delbarton School will attempt to keep complaints and investigations under the Policy confidential to the greatest extent possible, but I understand that some disclosure may be necessary to conduct a proper investigation.

I understand that 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.

I understand that 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 vendettas having no basis in fact, or to shield oneself from discipline for poor performance or conduct.

I have read, and I understand Delbarton School's Sexual and Other Unlawful Harassment Statement and Complaint Procedure.

Employee Signature

Employee Printed Name

Date

Appendix A: Performance Based Compensation Program Materials

Administrative and Staff Employee Categories

Position	Employment Category
Assistant Headmaster (Academic/Student Affairs, Advancement)	Administrator I
Chief Financial and Operations Officer	
Dean of Students	
Dean of Admissions and Financial Aid	
Dean of Guidance	
Director of Athletics	
Director of College Counseling	
Registrar	
Associate Director of Athletics	Administrator II
Controller	
Director of Athletic Facilities	
Director of Buildings and Grounds	
Director of Diversity & Community Belonging	
Director of Human Resources	
Director of Library Services	
Director of Marketing and Communications	
Director of Mission and Ministry	
Director of Security	
Director of Technology	
Director of Transportation	
Director of the Middle School	
Director of the Delbarton Fund	Advancement I
Director of Major Gifts, Senior Major Gift Officer	
Assistant Director of Technology	Counseling & Professional Staff
Associate Director of Diversity & Community Belonging	
Associate Director of Marketing and Communications	
Athletic Trainer	
Sports Information Specialist & Webmaster	
Grounds Foreman, Maintenance Foreman	
Guidance Counselor	
Major Gifts Officer	
Nurse	
Security Officer	
Staff Accountant	
Technology Specialist	
Accounts Receivable/Payable Associate	Administrative Support Staff
Administrative Assistant	
Advancement Database Manager	
Advancement Operations, Stewardship Associate	

Attendance Officer and Receptionist	
Executive Assistant to the Headmaster	
Auto/Bus Mechanic, Maintenance Worker	Maintenance Staff
Housekeeper	Housekeeping Staff
Bus Driver	Transportation Staff

PBC Career Paths and Salary and Stipend Schedules (2023-27)

Administrator I					
Skill Level	Step w/in Level	Salary		Percent Step	Dollar Step
A	1	115,500			
	2	116,655		1.00%	1,155
	3	117,822		1.00%	1,167
B	1	131,960		12.00%	14,139
	2	134,599		2.00%	2,639
	3	137,291		2.00%	2,692
	4	140,037		2.00%	2,746
	5	142,838		2.00%	2,801
	6	145,695		2.00%	2,857
	7	148,609		2.00%	2,914
C	1	166,442		12.00%	17,833
	2	169,770		2.00%	3,329
	3	173,166		2.00%	3,395
	4	176,629		2.00%	3,463
	5	180,162		2.00%	3,533
D		201,781		12.00%	21,619

Beyond level 16 (D): \$1750/yr longevity bonus. Major increases result from successful completion of the promotion process. Step increases within levels are the annual COLA. Schedule adjustment of base salary schedules (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Administrator II

Skill Level	Step w/in Level	Salary		Percent Step	Dollar Step
A	1	78,750			
	2	79,538		1.00%	788
	3	80,333		1.00%	795
B	1	89,973		12.00%	9,640
	2	91,772		2.00%	1,799
	3	93,608		2.00%	1,835
	4	95,480		2.00%	1,872
	5	97,389		2.00%	1,910
	6	99,337		2.00%	1,948
	7	101,324		2.00%	1,987
C	1	113,483		12.00%	12,159
	2	115,753		2.00%	2,270
	3	118,068		2.00%	2,315
	4	120,429		2.00%	2,361
	5	122,838		2.00%	2,409
D		137,578		12.00%	14,741

Beyond level 16 (D): \$1750/yr longevity bonus. Major increases result from successful completion of the promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Advancement I

Skill Level	Step w/in Level	Salary		Percent Step	Dollar Step
A	1	110,250			
	2	111,353		1.00%	1,103
	3	112,466		1.00%	1,114
B	1	125,962		12.00%	13,496
	2	128,481		2.00%	2,519
	3	131,051		2.00%	2,570
	4	133,672		2.00%	2,621
	5	136,345		2.00%	2,673
	6	139,072		2.00%	2,727
	7	141,854		2.00%	2,781
C	1	158,876		12.00%	17,022
	2	162,054		2.00%	3,178
	3	165,295		2.00%	3,241
	4	168,601		2.00%	3,306
	5	171,973		2.00%	3,372
D		192,609		12.00%	20,637

Beyond level 16 (D): \$1750/yr longevity bonus. Major increases result from successful completion of promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Counseling and Professional Staff

Skill Level	Step w/in Level	Salary		Percent Step	Dollar Step
A	1	63,000			
	2	63,630		1.00%	630
	3	64,266		1.00%	636
B	1	71,978		12.00%	7,712
	2	73,418		2.00%	1,440
	3	74,886		2.00%	1,468
	4	76,384		2.00%	1,498
	5	77,912		2.00%	1,528
	6	79,470		2.00%	1,558
	7	81,059		2.00%	1,589
C	1	90,786		12.00%	9,727
	2	92,602		2.00%	1,816
	3	94,454		2.00%	1,852
	4	96,343		2.00%	1,889
	5	98,270		2.00%	1,927
D		110,062		12.00%	11,792

Beyond level 16 (D): \$1750/yr longevity bonus. Major increases result from successful completion of promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Faculty (Teaching Duties Only)

Skill Level	Step w/in Level	Salary	Percent Step Increase	Dollar Step Increase
Entry	1	53,550		
	2	54,086	1.00%	536
	3	54,626	1.00%	541
Career	1	61,182	12.00%	6,555
	2	62,405	2.00%	1,224
	3	63,653	2.00%	1,248
	4	64,926	2.00%	1,273
	5	66,225	2.00%	1,299
	6	67,549	2.00%	1,324
	7	68,900	2.00%	1,351
Master	1	77,168	12.00%	8,268
	2	78,712	2.00%	1,543
	3	80,286	2.00%	1,574
	4	81,892	2.00%	1,606
	5	83,530	2.00%	1,638
Fellow		93,553	12.00%	10,024

Beyond level 16 (Fellow): \$1750/yr longevity bonus. Major increases result from successful completion of promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Activity Stipends		
<i>Program</i>	<i>Role</i>	<i>Stipend</i>
Council of Seniors	Moderator	2,500
	Assistant	2,000
Deanery Program, Del Ex	Moderator	3,500
	Assistant	2,000
Diversity Among Peers (DAP)	Moderator	3,500
	Assistant	2,000
Forensics (Forensic Society)	Director	17,500
	Asst.	12,000
Global Programs (paid from trip revenues)	Trip Leader	2,000
	Chaperone	1,000
Language Clubs	Moderator	2,000
Mock Trial Team	Moderator	3,500
Engineering & Design Club	Moderator	5,000
	Assistant	3,500
Social Justice Committee	Moderator	2,000
Special Interest Clubs	Moderator	2,500
	Assistant	2,000
Literary Magazine (Delta)	Moderator	2,500
	Assistant	2,000
Newspaper (Courier)	Moderator	2,500
	Assistant	2,000
Yearbook (Archway)	Moderator	7,500
	Assistant	3,000
Arts (Music and Theater) Stipends		
<i>Program</i>	<i>Role</i>	<i>Stipend</i>
Chorus (<i>Schola Cantorum</i>)	Director	5,000
Music Ensemble (per ensemble)	Director	5,000
Fall Drama, Winter Musical	Director	10,000
	Assistant	7,500
One-Act Festival	Director	8,500
	Assistant	6,000
Theater Technical Director (per production)	Director	7,500
	Assistant	3,500
Campus Ministry Stipends		
<i>Program</i>	<i>Role</i>	<i>Stipend</i>
Service Project (Level I)	Moderator	1,500
Service Project (Level II)	Moderator	2,500
Retreat Team (per night)	Member	350

Athletics Stipends				
Team	Role	Stipend		
		Middle School	Freshman/ Junior Varsity	Varsity
Cross Country	Head	3,500		10,000
	Asst.			6,500
Football	Head	3,500	\$7,500	12,500
	Coordinator			9,500
	Asst.	3,000	5,000	7,500
Soccer	Head	3,500	7,500	12,500
	Asst.	3,000	5,000	7,500
Basketball	Head	3,500	7,500	12,500
	Asst.	3,000	5,000	7,500
Bowling	Head			7,000
Ice Hockey	Head	3,500	7,500	12,500
	Asst.	3,000	5,000	7,500
Indoor Track	Head			10,000
	Asst.			6,500
Skiing	Head			10,000
	Asst.			6,500
Squash	Head		6,000	8,000
Swimming	Head			10,000
	Asst.			6,500
Wrestling	Head	3,500		12,500
	Asst.			7,500
Baseball	Head	3,500	7,500	12,500
	Asst.	3,000	5,000	7,500
Golf	Head		6,000	8,000
Lacrosse	Head	3,500	7,500	12,500
	Coordinator			9,500
	Asst.	3,000	5,000	7,500
Outdoor Track	Head			12,500
	Asst.			7,500
Rugby	Head			10,000
	Asst.			6,500
Tennis	Head	3,500	7,000	10,000
	Asst.			6,500
Strength and Conditioning	Head			10,000
	Asst.			6,500
Athletic Support Staff (per season)				2,000

Administrative Stipends		Academic Support Services Stipend	
Role	Stipend	Role	Stipend
Assistant Dean of Admissions	7,500	After School-Academic Resource Center	2,000
Admissions Diversity Coord.	5,000		
Admissions Athl. Recruiting Coord.	5,000		
Admissions Committee	4,000		
Archivist	5,000	Supervision Stipends	
Class Moderator	7,500		
Department Chair*	5,000	Extra Internal Substitution (all year)	5,000
Director of Global Programs	7,500	Dance Chaperone	200
MSA Internal Coordinator	5,000	Before/After School-Art Studio	1,000
Summer School Director	15,000	After School-Weight Room	26/hr.
Summer Sports Camps Director	15,000	After School-Open Gym	26/hr.
		After School-Library	26/hr.
		Before/After School-Cafeteria	26/hr.
		Before School-Hallway	26/hr.

Criteria for Calculating Stipends

1. Time commitment (per season or per year)
2. Number of staff to supervise
3. Number of students involved and ratio of students to staff (Moderators/Heads & assistants)
4. Weekends or overnights involved
5. Comparable position compensation at area/peer schools

*Also includes no supervision or internal substitute duties

Administrative Support Staff

Skill Level	Step w/in Level	Salary		Percent Step	Dollar Step
A	1	50,925			
	2	51,434		1.00%	509
	3	51,949		1.00%	514
B	1	58,182		12.00%	6,234
	2	59,346		2.00%	1,164
	3	60,533		2.00%	1,187
	4	61,744		2.00%	1,211
	5	62,979		2.00%	1,235
	6	64,238		2.00%	1,260
	7	65,523		2.00%	1,285
C	1	73,386		12.00%	7,863
	2	74,853		2.00%	1,468
	3	76,350		2.00%	1,497
	4	77,877		2.00%	1,527
	5	79,435		2.00%	1,558
D		88,967		12.00%	9,532

Beyond level 16 (D): \$1750/yr longevity bonus. Major increases result from successful completion of the promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Buildings & Grounds Maintenance Staff

Skill Level	Step w/in Level	Wages (Annualized)	Hourly Wage	Percent Step	Dollar Step
A	1	45,675	\$21.96		
	2	46,132	\$22.18	1.00%	457
	3	46,593	\$22.40	1.00%	461
B	1	52,184	\$25.09	12.00%	5,591
	2	53,228	\$25.59	2.00%	1,044
	3	54,292	\$26.10	2.00%	1,065
	4	55,378	\$26.62	2.00%	1,086
	5	56,486	\$27.16	2.00%	1,108
	6	57,616	\$27.70	2.00%	1,130
	7	58,768	\$28.25	2.00%	1,152
C	1	65,820	\$31.64	12.00%	7,052
	2	67,136	\$32.28	2.00%	1,316
	3	68,479	\$32.92	2.00%	1,343
	4	69,849	\$33.58	2.00%	1,370
	5	71,246	\$34.25	2.00%	1,397
D		79,795	\$38.36	12.00%	8,549

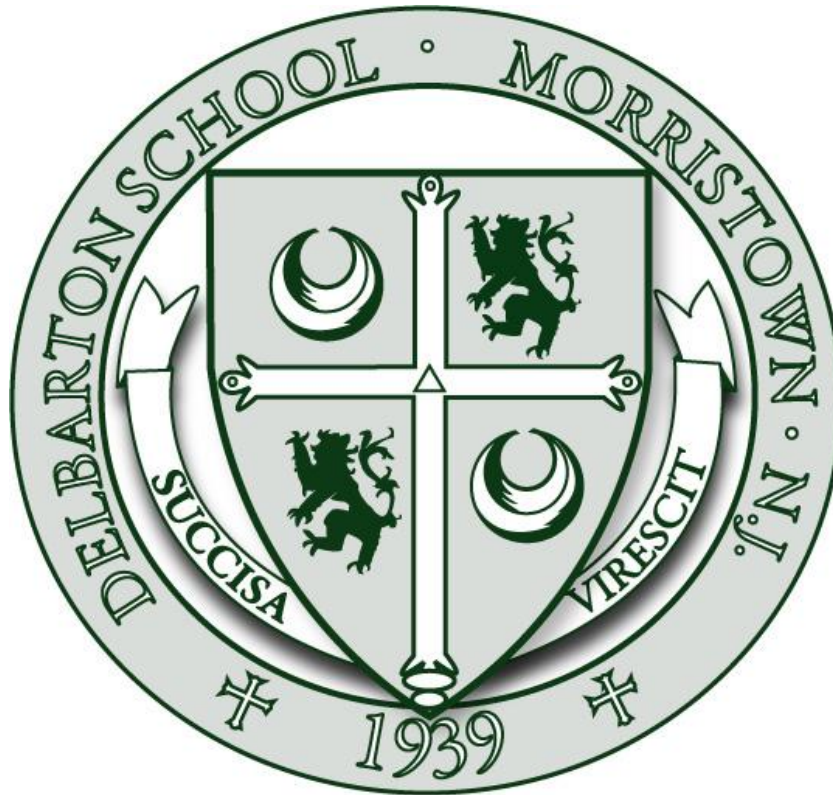
Beyond level 16 (D): \$1250/yr (0.60 cents/hour) longevity bonus. Major increases result from successful completion of the promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Buildings & Grounds Housekeeping Staff

Skill Level	Step w/in Level	Wages (Annualized)	Hourly Wage	Percent Step	Dollar Step
A	1	43,680	\$21.00		
	2	44,117	\$21.21	1.00%	437
	3	44,558	\$21.42	1.00%	441
B	1	49,905	\$23.99	12.00%	5,347
	2	50,903	\$24.47	2.00%	998
	3	51,921	\$24.96	2.00%	1,018
	4	52,960	\$25.46	2.00%	1,038
	5	54,019	\$25.97	2.00%	1,059
	6	55,099	\$26.49	2.00%	1,080
	7	56,201	\$27.02	2.00%	1,102
C	1	62,945	\$30.26	12.00%	6,744
	2	64,204	\$30.87	2.00%	1,259
	3	65,488	\$31.48	2.00%	1,284
	4	66,798	\$32.11	2.00%	1,310
	5	68,134	\$32.76	2.00%	1,336
D		76,310	\$36.69	12.00%	8,176

Beyond level 16 (D): \$1250/yr (0.60 cents/hour) longevity bonus. Major increases result from successful completion of the promotion process. Step increases within levels are annual COLA. Schedule adjustment of base salary schedule (A1) by the Board of Trustees will occur every four years to maintain competitiveness with other schools. The schedules published here are effective July 1, 2027 through June 30, 2031, unless otherwise modified by the Board of Trustees.

Delbarton School



Administrator Growth and Evaluation Instrument Instructions

Introduction

The *Delbarton School Administrator Growth and Evaluation Framework* is grounded in research over the past three decades that identifies predictability and support as critical to individual and organizational success.

Evaluation of administrators at Delbarton School validates the vital role administrators play in Delbarton's organizational progress and provides a pathway to individual progress. This *Growth and Evaluation Framework* reinforces progress toward that goal.

At Delbarton School, we believe that a growth and evaluation process must be:

- **Strategic:** It is not arbitrary. It connects to the viability of the School.
- **Fair and predictable:** It does not evaluate you subjectively on "everything." It evaluates on clear *Essential Expectations* that are difference-makers in the life of the school.
- **Empowering:** It is not top-down. It provides a framework for you to develop your own professional growth plan and strategies to achieve the school's objectives.
- **Meaningful:** It is not "one more thing." It connects your personal and professional growth to the strategic and operational objectives of the school.
- **Achievable:** It is not an endless collection of forms and checklists. It is concise and focused on realistic objectives and respects your need for balance and well-being.
- **Ongoing:** It is not a one-time event, but a dynamic process that sustains growth throughout your career.

Your Supervisor's Role

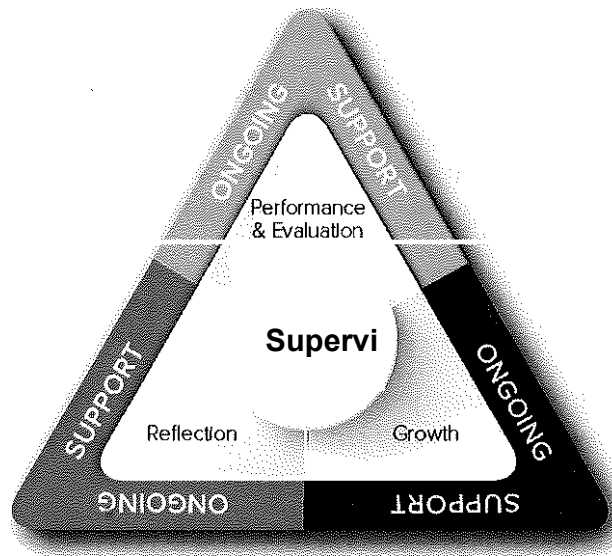
Your supervisor supports and is dedicated to your success, and, to ensure accountability, evaluates your performance. Ongoing conversations with your supervisor are essential to ensure:

- **trust** between you and your supervisor as you develop confidence in your relationship and processes;
- **no surprises** since data is continually evaluated and adjustments made;
- and **your success** by providing support practically (resources) and psychologically (encouragement and counsel).

Thus, there are three aspects to Delbarton School's administrator supervision and evaluation process. Underlying both is the ongoing support offered to you by your supervisor.

- **Reflection**
- **Performance & Evaluation**
- **Growth**

Administrator Growth and Evaluation



Reflection: You will reflect on Delbarton School's mission, your personal-professional mission, your well-being, and your performance characteristics.

Growth: You will develop a growth plan based on conclusions from your own reflections and conversations with your supervisor.

Performance: You will be evaluated on:

1. *Essential Expectations:* These describe fundamental behaviors that all employees must exhibit; and
2. *Performance Objectives:* These are two to four institutional difference-making objectives. They reflect the responsibilities that have been delegated to you in support of Delbarton's success.

All employees are stakeholders in Delbarton School's success. You play a substantive role in moving Delbarton forward and, ultimately, the advancement of our mission and realization of strong enrollment.

This workbook includes instructions to guide you and your supervisor through a collaborative process, serving as the basis for your ongoing conversations. However, this is only a framework, and you must modify it as you and your supervisor see fit.

Terms Used in the Framework

Characteristics of Professional Excellence (CPE): A list of attributes that employees model to ensure Delbarton's mission is delivered with excellence and the Portrait of the Graduate is achieved.

Essential Expectations: A list of behaviors so critical to achieving success in one's role that they are the sole non-negotiable component of evaluation.

Employee Culture: The pattern of customs, ideas, and assumptions driving Delbarton School employees' collective set of professional attitudes and behaviors.

Evaluation Cycle: The period of time between the initial conversation about the support and evaluation process to the evaluation summary and reflection.

Foundation Documents: A collection of foundational documents that include Delbarton School's mission, Portrait of the Graduate, Philosophy and Objectives, and Belief Statements.

Mission: A concise declaration of the essential purpose of Delbarton School that is value-laden, is not comprehensive, differentiates it from other schools, and is memorable and marketable.

Performance Objectives: Two to four difference-making objectives derived from the Board's strategic plan and strategic financial plan on which an employee is evaluated.

Personal and Professional Growth Goals: Goals determined by the employee, in conversation with the person to whom he or she reports after a process of self-reflection. The employee is required to engage in self-reflection and growth (as an Essential Expectation), and supported in achieving these goals, but not evaluated on them.

Portrait of the Graduate (POG): A brief list of items comprising short descriptors of your "product"-the student you expect to have developed over the years spent at Delbarton.

Predictability and Support: Research-based qualities that undergird healthy relationships within a school community by providing clearly articulated, mission-focused expectations, clear understanding of various roles and functions, and consistent, fair, and accurate reinforcement that demonstrates a genuine desire for success.

Supervisor: A school employee responsible for the successful performance of at least one employee.

Instructions for the Supervisor

1. Review the *Delbarton School Growth and Evaluation Framework Instrument* and these instructions with the employees who report to you to:
 - establish a common understanding of its rationale;
 - consider the *Essential Expectations (Instrument, p. 10)* for employees and ensure that you and your staff agree on what they are and what they mean;
 - review your objectives and determine how delegated responsibility for implementation will be shared among your employees. Each employee should be responsible for no more than four objectives on which he or she will be evaluated; and
 - determine a date for an initial conversation with each employee, ensuring that all will have enough time to engage in reflection and propose goals as outlined in this workbook.
2. Meet individually with each employee you supervise to review his or her initial draft. Through conversation, ensure that each employee's objectives have associated steps to be taken, estimated time lines, resources needed, and the ways success will be defined. Establish a time line for feedback and support sessions during which these may be adjusted.
3. At the end of the evaluation cycle sign the *Commitment to Growth Plan (Instrument, p. 9)* and *Evaluation Agreement (Instrument, p. 15)* with each employee.
4. Regularly meet with each employee throughout the year to discuss progress and document decisions made at each meeting. Your conversations may focus on some of the following questions:

Essential Expectations

- Is the employee meeting the *Essential Expectations (Instrument, p. 10)*?
- If not, what supports are needed to ensure they are met?

Performance Objectives

- Are the employee's objectives appropriate?
- Are the completed objectives, taken as a whole, going to "make a difference" (have important impact) in the coming year to the life of Delbarton School?
- Are they "doable," individually and as a whole?
- Do they honor the multiple roles the employee plays, including the need for balance, attention to personal health, and growth and renewal?

Evaluation Process

- Is it clear how you will hold the employee accountable?
- Have data sources been identified that will be used to confirm meaningful progress?
- Is it clear how you will provide appropriate and sufficient support?
- Are you willing to sign the *Evaluation Agreement*, recognizing that it holds you accountable for providing the necessary supports (including feedback and regular assessment of progress made)?
- Is the employee clear about the rationale you use for his or her evaluation?

5. At the end of each evaluation cycle, complete the *Evaluation Summary* (p. 15), indicating whether or not the employee has met the *Essential Expectations* and assessing progress on the performance objectives. There should be no surprises at this point because you will have been engaged in discussions with your employees throughout the year about their performance.
6. Sign the *Evaluation Summary* (p. 16). The employee's signature acknowledges receipt of the summary; it does not necessarily indicate agreement. This page becomes part of the employee's personnel file.
7. Review the *End-of-Year Reflection* (p. 18) with each employee and begin discussions about his or her goals for the year ahead.

Instructions for the Administrator

Your supervisor will review the *Delbarton School Growth and Evaluation Framework and Workbook* with you to:

- establish a common understanding of its rationale;
 - consider the *Essential Expectations* (*Instrument*, p. 10) for administrators and employees and ensure that you and the supervisor agree on what they are and what they mean;
 - review the supervisor's objectives and identify the key objectives for which you are responsible. You should be responsible for no more than four objectives on which you will be evaluated; and
 - determine a date for an initial conversation with you, ensuring that you will have enough time to engage in reflection and propose goals as outlined in the workbook.
2. Finalize the objectives on which you will be evaluated, as well as your personal and professional growth goals. For each objective, be sure to consider associated steps to be taken, estimated time lines, resources needed, and the data used to define success. You and your supervisor will sign the *Commitment to Growth Plan* (*Instrument*, p. 9) and *Evaluation Agreement* (*Instrument*, p. 15).
 3. Regularly meet with your supervisor throughout the year to discuss your progress and document decisions made at each meeting. Your conversations may focus on some of the following questions.

Essential Expectations

- Are you meeting the *Essential Expectations* (*Instrument*, p. 10)?
- If not, what supports do you need to ensure they are met?

Performance Objectives

- Are your objectives appropriate?
- Are the completed objectives, taken as a whole, going to "make a difference" (have important impact) in the coming year to the life of the school?
- Are they "doable," individually and as a whole?
- Do they honor the multiple roles you play including your need for balance, attention to personal health, and growth and renewal?

Evaluation Process

- Is it clear how you will be held accountable?
- Have data sources been identified that will be used to confirm meaningful progress?
What are they?
- Do you need supports to be successful?
- Are you willing to sign the *Evaluation Agreement* (*Instrument*, p. 15) recognizing that it holds you accountable during the coming year?
- Are you clear about the rationale your supervisor will use for your evaluation?

4. At the end of the evaluation cycle, your supervisor will complete the *Evaluation Summary* (*Instrument*, p. 16) indicating whether or not you have met the *Essential Expectations* and assessing your progress on the performance objectives. There should be no surprises at this point because you will have been engaged in discussions with your supervisor throughout the year about your performance.

5. Acknowledge your supervisor's *Evaluation Summary*. Your signature confirms that you have received the summary. It does not necessarily indicate agreement. This page becomes part of your personnel file.

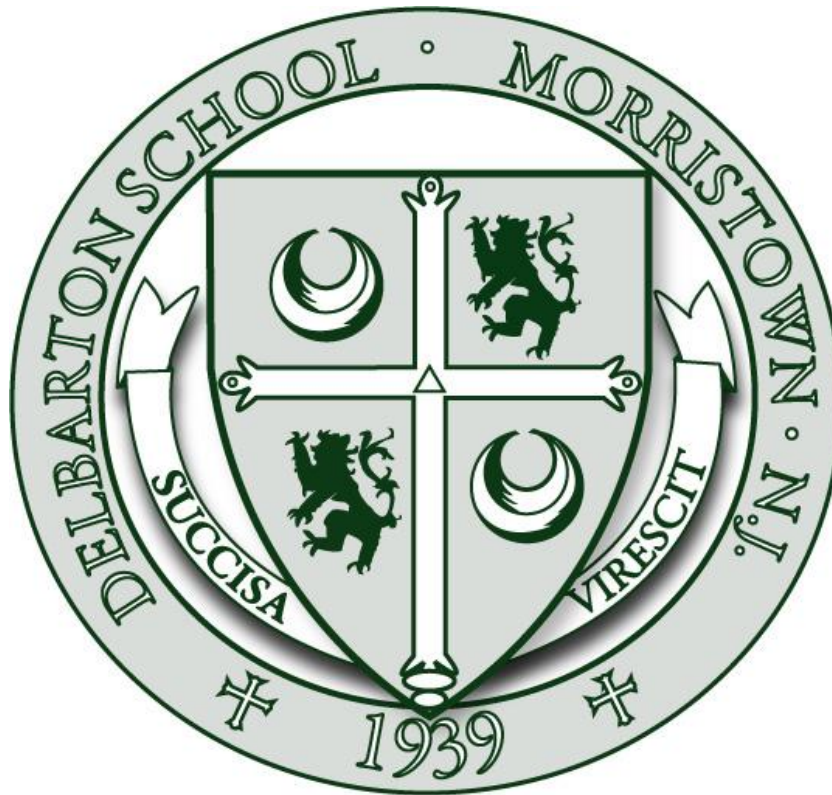
6. Review the *End-of-Year Reflection* (*Instrument*, p. 18) with your supervisor and begin discussions about your goals for the year ahead.

Employee Name: _____

Date of Evaluation Meeting: _____

Supervisor: _____

Delbarton School



Administrator Growth and Evaluation Instrument

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Section One: Growth

Mission

Instructions: This page invites you to be thoughtful about the school's reason-for-being, your own reason- for-being in that context, and the congruence (or not) between the two. You may also wish to think about Delbarton School's Belief Statements, the *Hallmarks of a Benedictine School*, and the *Portrait of the Graduate* as you consider "mission." These are our "Foundation Documents." Collectively, they guide Delbarton School in capturing the core reasons for its existence, distinguishing Delbarton from other schools, and defining Delbarton's educational purpose and competitive advantage.

This exercise is intended to ensure that Delbarton School's mission is central to your thinking and actions as you work in partnership with your supervisor.

School mission: Please write the school mission statement or, alternatively, phrases from the mission on which you expect to concentrate in the upcoming school year.

Personal and professional mission: Write a concise summary of your own reason-for-being in your role as an administrator at Delbarton School. Consider the personal and professional roles you play and put the top five in priority sequence. Then complete the statement thinking "why you get out of bed each morning."

I, in my roles as _____, _____, _____,

_____, _____, am an administrator in the Delbarton School community because ...

Comparison or contrast: Examine the two mission statements above (Delbarton School's mission statement and your personal and professional mission statement). Highlight any ideas

or phrases that resonate with you or that you find problematic. Use your observations from this section as you consider your plans for the coming year.

Well-Being

In this section, reflect on your personal well-being. These reflections, in concert with ongoing conversations with your supervisor, assist you in developing your personal and professional goals.

Well-being is an intentional construct of strategic interest because it leads to an identifiable, research-based, and operational outcome-enrollment demand. A healthy school culture is a primary predictor of school sustainability. Flourishing is the research measure of well-being.

Your effectiveness as an administrator, and ultimately Delbarton School's performance, is related to the predictability and support you experience from your supervisor, the external means of professional support you have developed, and your own flourishing.

Score yourself on the following three aspects of your own well-being.

Predictability and Support (please check one)

	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
1. The supervisor is supportive of me and my personal and professional growth plan.					
2. I understand exactly how I am evaluated.					
3. My annual evaluation is constructive.					
4. I receive accurate reinforcement regarding my performance.					
5. I am able to accurately predict the supervisor's reaction to any given topic					

Means of Support (True or False-circle one)

- | | | |
|--|---|---|
| 1. I have at least one person I can talk to about work related issues. | T | F |
| 2. I have a mentor who works with me regularly. | T | F |
| 3. I receive the right amount of support from my supervisor. | T | F |

Diener Flourishing Scale (please check one)²

	Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
1. I lead a purposeful and meaningful life.					
2. My social relationships are supportive and rewarding.					
3. I am engaged and interested in my daily activities					
4. I actively contribute to the happiness and well-being of others.					
5. I am competent and capable in the activities that are important to me.					
6. I am a good person and live a good life.					

² Diener, E., Wirtz, D., Tov, W, Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.

Research demonstrates that your relationship with your supervisor, amount of professional support, and your personal well-being have an influence on you and your school's success. Identify area(s) that you want to strengthen.

zPredictability and Support

Means of Support

Flourishing

Professional Growth

List at least two ways that you would like to grow your skills this year, allowing you to contribute more effectively and stay motivated in your role. For example, you may want to enhance your technology skills or research a product or process to increase efficiency.

Determine what steps you need to take and resources you may need from your supervisor or others to develop those skills.

Personal and Professional Growth Goals

Choose one or two personal and professional growth goals based on your reflections. Remembering that personal and professional growth is lifelong, limit your goals to two realistic, attainable, and meaningful goals.

Growth Goal No. 1

Resources needed

Action(s) to be taken

Evidence of success

Growth Goal No. 2

Resources needed

Action(s) to be taken

Evidence of success

Commitment to Growth Plan

Administrator: I have engaged in self-reflection and am committed to my growth and renewal in the areas I have identified as personal and professional growth goals.

Acknowledged (Employee): _____

Date: _____

Supervisor: I am satisfied that _____ has engaged in self-reflection and developed a growth and renewal plan that will positively impact the school. I am committed to providing the necessary support for this employee to succeed in meeting the established growth goals.

Signed (Supervisor): _____

Date: _____

Section Two: Evaluation

Essential Expectations

The *Essential Expectations* of Delbarton School employees identify responsibilities so fundamental that they can often be taken for granted or assumed. Because these expectations are so critical to achieving success as an administrator at the school, they are the sole non-negotiable aspect of evaluation. Please note there is no middle ground-one is either meeting or not meeting expectations.

Below is Delbarton School's list of *Essential Expectations for Administrators*.

1. Overtly support and act in accordance with Delbarton School's Benedictine Catholic mission and values.
2. Advance the Delbarton School strategic plan's operations-level items at the direction of the Headmaster.
3. Uphold Delbarton School's professional standards of personal presentation, punctuality, professional courtesy, and discretion.
4. Represent Delbarton School effectively to our constituents.
5. Develop and evaluate direct reports with predictability and support; report problems to the Headmaster in a timely manner.
6. Maintain a professional demeanor, on and off campus.
7. Maintain professional credentials, as appropriate.
8. Honor the confidentiality of school, student, family, and employee information.
9. Comply with all school policies and procedures as described in the *Employee Handbook*.
10. Work effectively and collegially with the Headmaster, Board committees, other administrators, faculty, and staff.
11. Authentically engage in self-reflection and annual personal and professional growth. This includes written goals and progress towards those goals.

Usually, you and your supervisor will agree that you are meeting these expectations.

Corrective Action: If or when expectations are identified that need attention, address them immediately. Document necessary actions and dates below by which expectation(s) will be met. In this case, your supervisor determines whether a corrective-action plan is necessary.

Performance Objectives

Your supervisor has identified those items that form the basis for your work responsibilities for the coming year. Because these are complex and challenging objectives, you may not be able to immediately identify all that may be involved. Space is provided below for you to make notes and questions in preparation for your conversations with your supervisor.

Objective No. 1

Evidence of success

Steps to be taken with estimated dates

Resources needed (human, financial, time, etc.)

Objective No. 2

Evidence of success

Steps to be taken with estimated dates

Resources needed (human, financial, time, etc.)

Objective No. 3

Evidence of success

Steps to be taken with estimated dates

Resources needed (human, financial, time, etc.)

Objective No. 4

Evidence of success

Steps to be taken with estimated dates

Resources needed (human, financial, time, etc.)

Evaluation Agreement

The signatures below indicate approval of the expectations and objectives on which you will be evaluated for the coming year.

I, _____ (print your name) approve these evaluation criteria and will hold this employee accountable for making satisfactory progress. I am committed to this employee's success and will provide all necessary support.

Signed (Supervisor): _____

Print your name: _____

Date: _____

I, _____ (print your name) understand that I will be evaluated on meeting *Essential Expectations* and progress on my performance objectives, and I am committed to satisfactory performance.

Signed (Administrator): _____

Print your name: _____

Date: _____

Evaluation Summary

This section provides a summary of the supervisor's assessment of your performance as an administrator for the year. This document will be placed in your personnel file.

Note: Evaluation does not include your personal and professional growth goals. While your supervisor provides support in all areas of the process, personal and professional growth is not formally evaluated beyond confirming that it is taking place.

Essential Expectations

_____ Meeting _____ Not Meeting

Actions required and date(s) by which satisfactory progress expected if not meeting expectations.

Signed (Supervisor): _____

Date: _____

Acknowledged (Employee): _____

Date: _____

Performance Objectives

Objective No. 1 _____

____ Completed ____ Progressing on target ____ Not on target ____ Deferred or removed

Objective No. 2: _____

____ Completed ____ Progressing on target ____ Not on target ____ Deferred or removed

Objective No. 3: _____

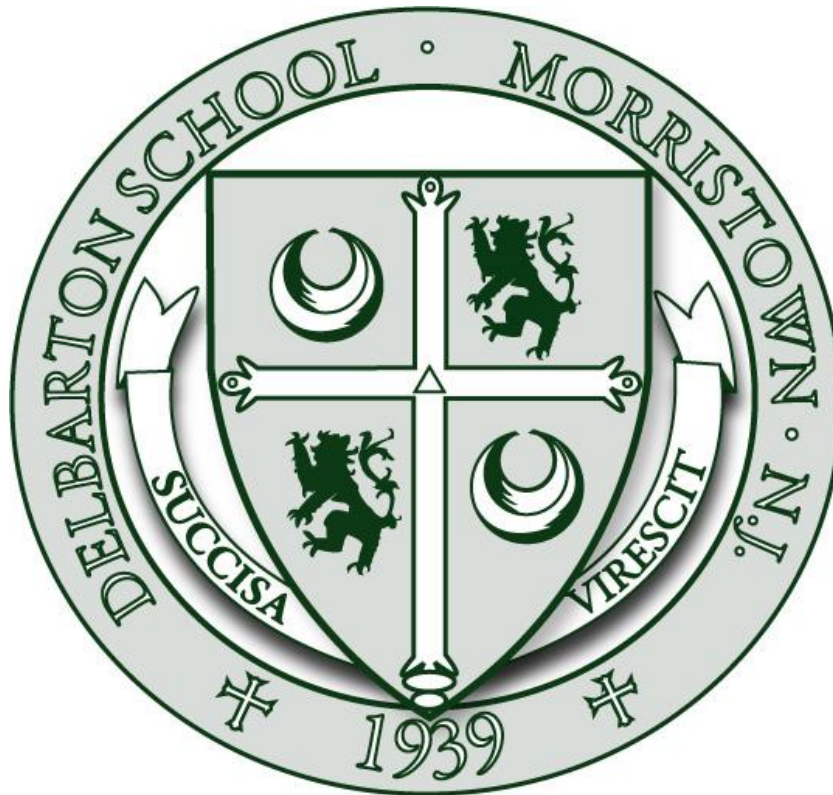
____ Completed ____ Progressing on target ____ Not on target ____ Deferred or removed

Objective No. 4: _____

____ Completed ____ Progressing on target ____ Not on target ____ Deferred or removed

Comments

Delbarton School



Counselor and Staff Growth and Evaluation Instrument Instructions

Introduction

The *Delbarton School Counselor and Staff Growth and Evaluation Instrument* is grounded in research over the past three decades that identifies predictability and support as critical to individual and organizational success.

Evaluation of counselors and staff at Delbarton School validates the vital role you play in Delbarton's organizational progress and provides a pathway to individual progress. This *Growth and Evaluation Instrument* reinforces progress toward that goal.

At Delbarton School, we believe that a growth and evaluation process must be:

- **Strategic:** It is not arbitrary. It connects to the viability of the School.
- **Fair and predictable:** It does not evaluate you subjectively on "everything." It evaluates on clear *Essential Expectations* that are difference-makers in the life of the school.
- **Empowering:** It is not top-down. It provides a framework for you to develop your own professional growth plan and strategies to achieve the school's objectives.
- **Meaningful:** It is not "one more thing." It connects your personal and professional growth to the strategic and operational objectives of the school.
- **Achievable:** It is not an endless collection of forms and checklists. It is concise and focused on realistic objectives and respects your need for balance and well-being.
- **Ongoing:** It is not a one-time event, but a dynamic process that sustains growth throughout your career.

Your Supervisor's Role

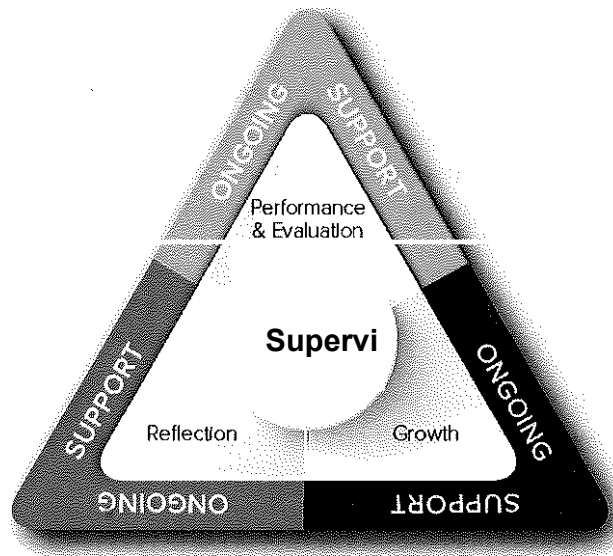
Your supervisor supports and is dedicated to your success, and, to ensure accountability, evaluates your performance. Ongoing conversations with your supervisor are essential to ensure:

- **trust** between you and your supervisor as you develop confidence in your relationship and processes;
- **no surprises** since data is continually evaluated and adjustments made;
- and **your success** by providing support practically (resources) and psychologically (encouragement and counsel).

Thus, there are three aspects to Delbarton School's counselor and staff supervision and evaluation process. Underlying both is the ongoing support offered to you by your supervisor.

- **Reflection**
- **Performance & Evaluation**
- **Growth**

Counselor and Staff Growth and Evaluation



Reflection: You will reflect on Delbarton School's mission, your personal-professional mission, your well-being, and your performance characteristics.

Growth: You will develop a growth plan based on conclusions from your own reflections and conversations with your supervisor.

Performance: You will be evaluated on:

1. *Essential Expectations:* These describe fundamental behaviors that all employees must exhibit; and
2. *Performance Objectives:* These are two to four institutional difference-making objectives. They reflect the responsibilities that have been delegated to you in support of Delbarton's success.

All employees are stakeholders in Delbarton School's success. You play a substantive role in moving Delbarton forward and, ultimately, the advancement of our mission and realization of strong enrollment.

This workbook includes instructions to guide you and your supervisor through a collaborative process, serving as the basis for your ongoing conversations. However, this is only a framework, and you must modify it as you and your supervisor see fit.

Terms Used in the Framework

Counselor: An employee who works in the College Counseling or Guidance Departments.

Essential Expectations: A list of behaviors so critical to achieving success in one's role that they are the sole non-negotiable component of evaluation.

Employee Culture: The pattern of customs, ideas, and assumptions driving Delbarton School employees' collective set of professional attitudes and behaviors.

Evaluation Cycle: The period of time between the initial conversation about the support and evaluation process to the evaluation summary and reflection.

Foundation Documents: A collection of foundational documents that include Delbarton School's mission, Portrait of the Graduate, Philosophy and Objectives, and Belief Statements.

Mission: A concise declaration of the essential purpose of Delbarton School that is value-laden, is not comprehensive, differentiates it from other schools, and is memorable and marketable.

Performance Objectives: Two to four difference-making objectives derived from the Board's strategic plan and strategic financial plan on which an employee is evaluated.

Personal and Professional Growth Goals: Goals determined by the employee, in conversation with the person to whom he or she reports after a process of self-reflection. The employee is required to engage in self-reflection and growth (as an Essential Expectation), and supported in achieving these goals, but not evaluated on them.

Portrait of the Graduate (POG): A brief list of items comprising short descriptors of your "product"-the student you expect to have developed over the years spent at Delbarton.

Predictability and Support: Research-based qualities that undergird healthy relationships within a school community by providing clearly articulated, mission-focused expectations, clear understanding of various roles and functions, and consistent, fair, and accurate reinforcement that demonstrates a genuine desire for success.

Staff member: A school employee who is not a teaching faculty member.

Supervisor: A school employee responsible for the successful performance of at least one employee.

Instructions for the Supervisor

1. Review the *Delbarton School Counselor & Staff Growth and Evaluation Instrument* and these instructions with the employee(s) who report to you to:

- establish a common understanding of its rationale;
- consider the *Essential Expectations* for counselors and employees and ensure that you and your employee agree on what they are and what they mean;
- review your objectives and determine how delegated responsibility for implementation will be shared among your employees. Each counselor or employee should be responsible for no more than three objectives on which he or she will be evaluated; and
- determine a date for an initial conversation with each counselor or employee, ensuring that all will have enough time to engage in reflection and propose goals as outlined in this workbook.

2. Meet individually with each employee you supervise to review the *Instrument*. Through conversation, ensure that each employee's objectives have associated steps to be taken and the ways success will be defined. Establish a timeline for feedback and support sessions during which these may be adjusted, if needed.

3. At the end of the evaluation cycle, sign the *Instrument* with each employee.

4. Regularly meet with each employee throughout the year to discuss progress and document decisions made at each meeting. Your conversations may focus on some of the following questions:

Essential Expectations

- Is the employee meeting the *Essential Expectations*?
- If not, what supports are needed to ensure they are met?

Performance Objectives

- Are the employee's objectives appropriate?
- Are the completed objectives, taken as a whole, going to "make a difference" (have important impact) in the coming year to the life of Delbarton School?
- Are they "doable," individually and as a whole?
- Do they honor the multiple roles the employee plays, including the need for balance, attention to personal health, and growth and renewal?

Evaluation Process

- Is it clear how you will hold the employee accountable?
- Have data sources been identified that will be used to confirm meaningful progress?
- Is it clear how you will provide appropriate and sufficient support?
- Is the employee clear about the rationale you use for his or her evaluation?

5. The employee's signature acknowledges receipt of the summary; it does not necessarily indicate agreement. This page becomes part of the employee's personnel file.

Instructions for the Employee

Your supervisor will review the *Delbarton School Counselor and Staff Growth and Evaluation Framework and Workbook* with you to:

- establish a common understanding of its rationale;
- consider the *Essential Expectations* for employees and ensure that you and the supervisor agree on what they are and what they mean;
- review the supervisor's objectives and identify the key objectives for which you are responsible. You should be responsible for no more than three objectives on which you will be evaluated; and
- determine a date for an initial conversation with you, ensuring that you will have enough time to engage in reflection and propose goals as outlined in the workbook.

2. Finalize the objectives on which you will be evaluated, as well as your personal and professional growth goals. For each objective, be sure to consider the data used to define success.

3. Regularly meet with your supervisor throughout the year to discuss your progress and document decisions made at each meeting. Your conversations may focus on some of the following questions.

Essential Expectations

- Are you meeting the *Essential Expectations*?
- If not, what supports do you need to ensure they are met?

Performance Objectives

- Are your objectives appropriate?
- Are the completed objectives, taken as a whole, going to "make a difference" (have important impact) in the coming year to the life of the school?
- Are they "doable," individually and as a whole?
- Do they honor the multiple roles you play including your need for balance, attention to personal health, and growth and renewal?

Evaluation Process

- Is it clear how you will be held accountable?
- Have data sources been identified that will be used to confirm meaningful progress? What are they?
- Do you need supports to be successful?
- Are you clear about the rationale your supervisor will use for your evaluation?

4. At the end of the evaluation cycle, your supervisor will indicate whether or not you have met the *Essential Expectations* and assessing your progress on your performance objectives. There should be no surprises at this point because you will have been engaged in discussions with your supervisor throughout the year about your performance.

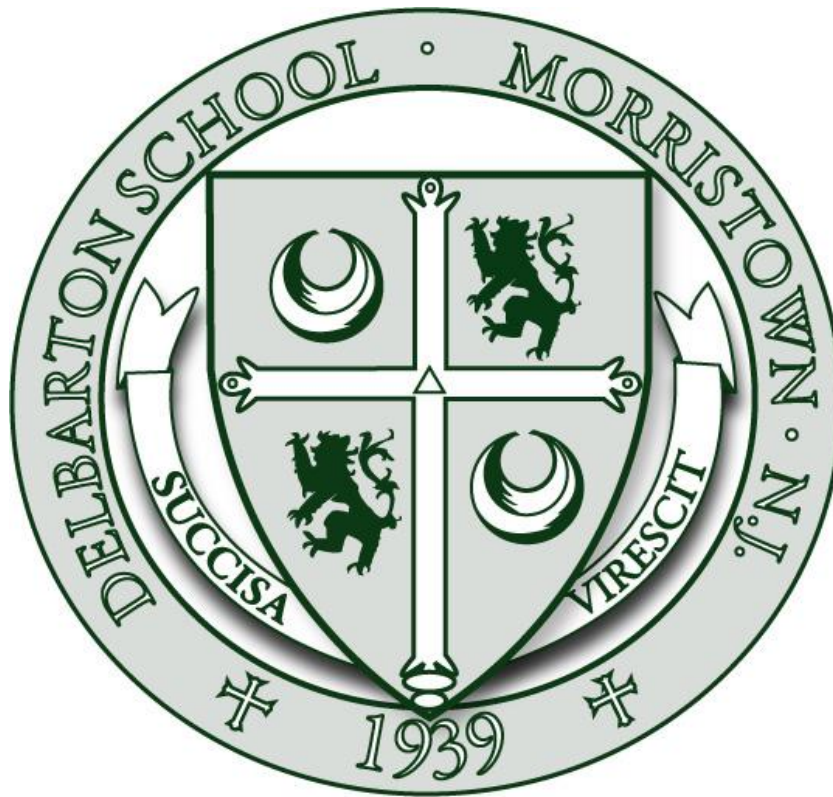
5. Acknowledge your supervisor's evaluation. Your signature confirms that you have received the summary. It does not necessarily indicate agreement, but it is included in your personnel file.

Employee Name: _____

Date of Evaluation Meeting: _____

Supervisor: _____

Delbarton School



Counselor and Staff Growth and Evaluation Instrument

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Performance Review

Name	Date

Position	Department

Reviewer Name	Position Title

Self-Evaluation Component

How would you assess your performance over the past year, and how have you advanced the mission of Delbarton School in doing so?

Please establish up to 3 performance and development goals and measures of success for the upcoming year.

Performance / Development Goals	Measures of Success
1.	
2.	
3.	

Supervisor Evaluation

Key For Review of Essential Expectations:

Excellent	Good	Satisfactory	Unsatisfactory
Consistently meets and exceeds established standards.	Consistently meets and occasionally exceeds established standards.	Meets established standards. Contribution is satisfactory.	Does not meet established standards. Performance consistently falls short of desired results and is unacceptable.

Ratings	Excellent	Good	Satisfactory	Unsatisfactory
Mission Commitment - <i>Overtly support and act in accordance with Delbarton School's Benedictine Catholic mission and values.</i>	☐	☐	☐	☐
Comments				
Professional Standards - <i>Uphold Delbarton School's professional standards of personal presentation, punctuality, professional courtesy, and discretion.</i>	☐	☐	☐	☐
Comments				
Commitment to Personal Development & Growth - <i>Maintain professional credentials, as appropriate. Authentically engage in self-reflection and annual personal and professional growth. This includes written goals and progress towards those goals.</i>	☐	☐	☐	☐
Comments				
Upholds School Policies - <i>Comply with all school policies and procedures as described in the Employee Handbook.</i>	☐	☐	☐	☐
Comments				
Job Knowledge - <i>Understands duties, responsibilities, has the ability to use materials needs, and has the level of proficiency to accomplish the work.</i>	☐	☐	☐	☐
Comments				

Ratings	Excellent	Good	Satisfactory	Unsatisfactory
Work Quality - Accuracy, thoroughness and consistency.	☐	☐	☐	☐
Comments				
Innovative - Ability to be self-directed, efficient, creative and resourceful. Assumes extra work on own initiative, adapts quickly to new responsibilities.	☐	☐	☐	☐
Comments				
Dependability - Extent to which employee can be counted on to carry out job responsibilities accurately and efficiently.	☐	☐	☐	☐
Comments				
Teamwork & Communication Extent to which employee demonstrates a positive attitude and promotes cooperation with other employees in the organization.	☐	☐	☐	☐
Comments				

Corrective actions needed (if any)

1.
2.
3.

Performance and Development Goals

Performance / Development Goals	Evaluation of Goal Achievement
1.	
2.	
3.	

Additional Reviewer Comments (Optional)

Employee Comments (Optional)

Reviewer's Signature:	Date:
Employee's Signature *	Date:

**The signature of an employee does not necessarily signify agreement with the content of the appraisal, only that the employee has read and understands what has been written. If the employee does not wish to sign the form, the evaluator should indicate that the evaluation has been shared with the employee, but he or she refused to sign the form.*

PBC Program-Faculty Promotion Application and Process Checklist

Step 1: Application for Evaluation (due September 15th)

- _____ Teaching Portfolio binder (include all that apply) – **one copy to each Evaluation Team member**
- _____ Application for Category Change
- _____ Current resume
- _____ Application essay on reasons why the candidate merits promotion
- _____ Department Chair reference (include full contact information)*
- _____ Colleague reference (include full contact information)
- _____ Evaluation Team roster & schedule of first round supervision visits
- _____ Copies of prior supervision reports (as appropriate)
- _____ Copies of teaching certificates & unit plans (as appropriate)
- _____ Additional awards, recognitions, supplemental documentation

*if you are a Department Chair, a second colleague's letter replaces the Chair's reference

Step 2: Observations (first observation due by November 30th, all observations due by January 31st)

- _____ Distribute blank observation forms to Evaluation Team members
- _____ Circulate copies of all completed observation forms to Evaluation Team members
- _____ Arrange evaluation with Assistant Headmaster for Student Affairs or Athletic Director, if appropriate

Step 3: Master/Fellow Interview (for Master/Fellow applicants only – to be completed by February 15th)

- _____ Schedule interview time and date with Assistant Headmaster for Academic Affairs
- _____ Arrange for complete Evaluation Team to be present for interview
- _____ Ensure that all members of the Evaluation Team have copies of all observation reports for first (announced) and second (unannounced) observations prior to your interview.

Step 4: Final Evaluation Meeting (for all applicants - to be completed by March 30th)

The Assistant Headmaster for Academic Affairs and the entire Evaluation Team meet to review your complete portfolio and make a promotion recommendation to the Headmaster.

Step 5: Notification

You will be informed of the result of your application for promotion by letter from the Headmaster.

PBC Program-Interview Questions for Master and Fellow Applicants

Below are two lists of topics that help define the qualities of and expectations for Delbarton Master Teachers and Fellows. To begin the interview, candidates will respond to two topics of their choice, and the committee will continue the conversation with some additional selections from these lists. All candidates must address topic 1 on identity and mission.

Delbarton Master Teacher

1. Faculty members need to promote a tone and atmosphere in their classrooms and in their school lives that reflect support for, loyalty to, and agreement with Delbarton School's Catholic identity and Benedictine mission and vision. Please speak about how you have created such an environment.
2. Please give an example of how you have adjusted your teaching methods to address the varied academic or emotional needs of your students.
3. One of the criteria for Master Teachers is that peers, parents, and students view them as strong teachers who are consistently recognized for their effectiveness. Please give examples of what a peer, parent, and student would consider to be your particular strengths as a teacher.
4. We all have skills, practices, and habits that we can improve. In your professional life, what needs improvement? How are you addressing the particular weakness you have noted?
5. What is the current research (trends over last 15 years) in methodology and pedagogy in your area of academic expertise? How do you incorporate the implications of that research in your teaching?
6. Please give an example of a need you have identified in your classroom or department and tell us how you are working to address that need.
7. Please list three or four characteristics that make a person an effective teacher who is emerging as a leader. How are you working toward developing those characteristics?
8. How are you working toward making the curriculum in your classroom accessible to more students by considering issues of pace, method and workload? How are you helping your department address these issues?
9. Assume for a minute that you disagree with a decision of a peer, a colleague, a parent or a student. How do you handle that situation?
10. How do you incorporate technology, creativity, and critical and analytical thought in your work with students?
11. Cite examples of how you challenge students to "raise the bar" in their academic progress, character development, artistic endeavors, and athletic pursuits.
12. Please speak to what you believe to be the developmental needs of the age group you teach. Having done so give several concrete examples of how your teaching methods and interaction with your students meets those developmental needs.

Delbarton Fellow

1. Faculty members need to promote a tone and atmosphere in their classrooms and in their school lives that reflect support for, loyalty to, and agreement with Delbarton School's Catholic identity and Benedictine mission and vision. Please speak to how you have created such an environment.
2. Please give an example of how you have adjusted your teaching methods to address the varied academic or emotional needs of your students.
3. Please tell us how you have mentored both a peer and a younger teacher. Could you please provide us with the name of one or the other person to whom we could discuss your mentoring?
4. One of the criteria for Fellows is that peers, parents, and students view them as exceptional teachers who are consistently recognized for their effectiveness. Please give examples of what a peer, parent, and student would consider to be your particular strengths as a teacher.
5. We all have skills, practices, and habits that we can improve. In your professional life, what needs improvement? How are you addressing the particular weakness you have noted?
6. What is the current research (trends over the last 15 years) in methodology and pedagogy in your area of academic expertise? How do you incorporate the implications of that research in your teaching?
7. Fellows contribute to the broader community outside our classrooms. Please provide an example of a need you have identified and describe how you are addressing that need.
8. Please list three or four characteristics that make a person a leader. How are you working toward developing those characteristics?
9. Cite two examples that show your commitment to curriculum development. How are you working toward making the curriculum accessible to more students by considering issues of pace, method and workload?
10. How do you incorporate technology, creativity, and critical and analytical thought in your work with students?
11. Please speak to what you believe to be the developmental needs of the age group you teach. Having done so, give several concrete examples of how your teaching methods and interaction with your colleagues and students meet those developmental needs.
12. Cite examples of how you challenge students to "raise the bar" in their academic progress, character development, artistic endeavors, and athletic pursuits.
13. Leadership requires ongoing growth and commitment. What are your plans for continuing to grow over the next two years? Please be specific.

Appendix B: Employee Recognition Awards

Trustees Award for Distinguished Service

Purpose

The Trustees Award for Distinguished Service recognizes one faculty member and one staff member whose expertise, effectiveness, and energy advance the mission of Delbarton School in an especially significant way.

Eligibility

Any current faculty or staff member with more than ten years of service at Delbarton is eligible for consideration.

Criteria for Selection

Recipients should demonstrate sustained professional excellence, a significant commitment to Delbarton's Benedictine Catholic mission, and a positive impact on the wider life of the School. Consideration may also be given to leadership, initiative, collaboration, service to others, and the embodiment of Benedictine values. Length of service or a single accomplishment, standing alone, is not sufficient.

Selection

The recipients will be chosen by consensus of the senior administrators serving on the Administrative Team.

Recognition

Each recipient receives a \$2,500 stipend and permanent recognition on the Trustees Award wall plaque in Trinity Hall.

St. Benedict Award for Emerging Faculty Excellence

Purpose

To recognize a junior faculty member who has demonstrated exceptional promise as a teacher, mentor, and contributor to Delbarton's Benedictine Catholic mission.

Eligibility

A full-time faculty member with three to ten years of total teaching experience, including at least three years at Delbarton. A faculty member may receive the award only once.

Criteria

- *Excellence in teaching*: Demonstrates strong subject knowledge, thoughtful preparation, effective pedagogy, and a commitment to continual improvement.
- *Student formation*: Supports students' intellectual, spiritual, moral, and personal growth, recognizing that teaching encompasses both instruction and formation.
- *Mission commitment*: Models Delbarton's Benedictine Catholic mission as expressed in the School's Foundation Documents, and through habits such as listening, humility, patience, hospitality, discipline, and respect for the presence of Christ in each person.
- *Professional growth*: Seeks feedback, develops new skills, responds constructively to challenges, and demonstrates the capacity for continued leadership.
- *Contribution to the School community*: Participates meaningfully in the life of the School beyond the classroom through advising, activities, retreats, athletics, service, or collegial support.
- *Collaboration*: Strengthens colleagues' work and contributes positively to departmental and school-wide initiatives.

Nominations: Nominations may be submitted by

- Faculty members (singly or jointly);
- Staff members (singly or jointly);
- Department chairs;
- Members of the Administrative Team

No self-nominations or nominations from students, parents, alumni, or Trustees

The Headmaster will announce the nomination period annually. Nominations should remain confidential and must be submitted using the designated nomination form available on the "Faculty & Staff" portal of delbarton.org.

Nomination Requirements: Each nomination must include:

- The nominee's name, department, and years of teaching experience;
- The name(s) of the nominator(s) and
- An affirmation that the nomination was prepared without the nominee's participation.
- A statement of no more than 750 words explaining how the nominee meets the award criteria;
- At least two specific examples demonstrating excellence in teaching, student formation, professional growth, Benedictine character, collaboration, or service to the School;

A nomination based primarily on length of service or a single accomplishment will not be sufficient.

Review and Selection: The Headmaster will appoint a four-member selection committee consisting of:

- One experienced faculty member;
- One department chair;
- One staff member;
- One member of the Administrative Team who is not the nominee's direct supervisor

Committee members may not nominate a candidate during the year in which they serve. Any member with a close personal, familial, or supervisory conflict must recuse himself or herself.

The committee will evaluate nominations using a common rubric based on the criteria noted above:

- Excellence and effectiveness in teaching;
- Contribution to the formation and care of students;
- Embodiment of Delbarton's Benedictine Catholic mission;
- Professional growth and promise;
- Collaboration and collegiality; and
- Service to the wider life of the School.

The committee will recommend up to three finalists to the Headmaster. The Headmaster will select the recipient after reviewing the committee's recommendation and relevant professional information. The award need not be presented in any year when no nomination meets the expected standard or if no nominations are received.

Recognition

Each recipient receives a \$1,500 stipend and permanent recognition on the St. Benedict Award wall plaque in Trinity Hall.

Ora et Labora Award for Staff Excellence

Purpose

To recognize a staff member whose work, often performed without broad public attention, exemplifies professional excellence, generous service, and commitment to Delbarton's mission.

Eligibility

Any full-time or part-time non-faculty employee who has completed at least three years of service at Delbarton. Senior administrators are ineligible. A staff member may receive the award only once.

Criteria

- *Excellence in work*: Performs responsibilities with competence, reliability, care, and close attention to detail.
- *Service to others*: Responds generously to the needs of students, families, colleagues, alumni, guests, or the monastic community.
- *Mission commitment*: Understands how one's work supports the education and formation of Delbarton students.
- *Benedictine hospitality*: Helps others feel welcomed, respected, known, and supported.
- *Initiative and problem-solving*: Identifies needs, improves procedures, and acts constructively without continual direction.
- *Collaboration*: Builds trust across departments and contributes to a collegial, respectful workplace.
- *Quiet leadership*: Exerts a positive influence through integrity, consistency, discretion, and example.

Nominations: Nominations may be submitted by:

- Faculty members (singly or jointly);
- Staff members (singly or jointly);
- Supervisors;
- Members of the Administrative Team

No self-nominations or nominations from students, parents, alumni, or Trustees

The Headmaster will announce the nomination period annually. Nominations should remain confidential and must be submitted using the designated nomination form available on the "Faculty & Staff" portal of delbarton.org.

Nomination Requirements: Each nomination must include:

- The nominee's name, position, department, and length of service;
- The name(s) of the nominator(s) and
- An affirmation that the nomination was prepared without the nominee's participation.
- A statement of no more than 750 words explaining how the nominee meets the award criteria;
- At least two specific examples demonstrating excellence, initiative, hospitality, collaboration, problem-solving, mission commitment, or service to others;
- Nominations should describe the quality and impact of the employee's work

Review and Selection: The Headmaster will appoint a four-member selection committee consisting of:

- Two staff members from different areas of the School;
- One faculty member;
- One member of the Administrative Team who is not the nominee's direct supervisor;

Committee members may not nominate a candidate during the year in which they serve. Members must recuse themselves from consideration of any nominee with whom they have a close personal, familial, or direct supervisory relationship.

The committee will evaluate nominations using a common rubric based on the criteria noted above:

- Excellence, reliability, and care in the performance of assigned work;
- Service to students, families, colleagues, guests, or the wider Delbarton community;
- Benedictine hospitality and respect for persons;
- Initiative and constructive problem-solving;
- Collaboration across departments;
- Commitment to the mission of Delbarton School; and
- Leadership through integrity, discretion, consistency, and example.

The committee will recommend up to three finalists to the Headmaster. The Headmaster will select the recipient after reviewing the committee's recommendation and relevant professional information. The award need not be presented in any year when no nomination meets the expected standard or if no nominations are received.

Recognition

Each recipient receives a \$1,500 stipend and permanent recognition on the *Ora et Labora* Award wall plaque in Trinity Hall.

Appendix C: New Employee Mentorship and Formation Program

Purpose

The purpose of the program is to help every new employee become a confident, competent, mission-aligned member of the Delbarton community. The program supports professional excellence, belonging, retention, and a deeper understanding and embrace of the School's Benedictine Catholic identity and mission.

Benedictine Foundation

At Delbarton, every adult helps form our young men. Teachers do this principally in the classroom and in their coaching and moderating roles. Staff members do it in their respective roles through hospitality, professionalism, competence, discretion, and service. The mentor program is one way the School practices our Benedictine hallmarks of stability, listening, humility, and care for the community.

Process

- Each new employee is assigned a paid, trained veteran mentor for a three-year period.
- Mentors provide guidance, practical support, reflection, and formation. They do not serve as formal evaluators.
- Teachers receive support focused on classroom practice, instructional growth, student formation, and the life of the faculty.
- Non-teaching employees receive support focused on role clarity, school systems, cross-department collaboration, workplace shadowing, and service to the student experience.
- All new employees participate in mission formation and learn Delbarton's expectations for professionalism, confidentiality, hospitality, and care for students.

The Three-Year Journey

Year	Focus
Year 1	Orientation, culture, relationships, essential skills, and confidence.
Year 2	Professional growth, deeper institutional understanding, and stronger collaboration.
Year 3	Ownership, long-term contribution, leadership, and full integration into the community.

Responsibilities

- New employees actively participate, attend meetings and formation sessions, complete required reflections, and seek help early.
- Mentors meet regularly, guide reflection, help interpret school culture, complete required documentation, and maintain professional discretion.
- Program supervisors select and train mentors, monitor participation, review feedback, and ensure that stipends are tied to completed responsibilities.

Accountability

The program includes meeting logs, required observations or shadowing experiences, annual reflections, feedback surveys, and annual mentor reviews. Documentation verifies participation without turning mentoring into formal employment evaluation.

Compensation

As indicated below, mentors will be paid annually at the end of the academic year. Mentors may assist no more than two mentees in any one three-year cycle.

Year 1: \$3,000

Year 2: \$2,000

Year 3: \$1,500

Faculty Mentorship and Formation Program

Information for New Teachers

Purpose

The Faculty Mentorship and Formation Program supports newly hired teachers during their first three years at Delbarton. Its purpose is to help new faculty members become excellent Delbarton teachers: skilled in the classroom, rooted in the School's Benedictine Catholic mission, known and supported by colleagues, and prepared for long-term service to students.

What the Program Is and Is Not

- It is a structured program of support, formation, reflection, and professional growth.
- It is not a substitute for departmental supervision or formal evaluation.
- Your mentor is not your evaluator. Formal evaluation remains the responsibility of the appropriate academic administrators and department chair.
- Your participation is required as part of your professional responsibilities as a new Delbarton teacher.

Three-Year Arc

Year	Primary Focus	Expected Growth
Year 1	Orientation, classroom practice, and school culture	The teacher understands Delbarton's rhythm, establishes effective classroom routines, learns the policies and systems, and connects with students and colleagues.
Year 2	Instructional growth and professional confidence	The teacher deepens skill in lesson design, assessment, student engagement, differentiated support, parent communication, and departmental expectations.
Year 3	Professional identity and contribution	The teacher moves from new faculty member to full contributor, developing long-term goals and participating more fully in the School's mission and life.

Responsibilities of the New Teacher

- Meet with the assigned mentor according to the required schedule.
- Prepare questions, concerns, and examples of student work, lesson plans, assessments, or classroom situations for discussion when helpful.
- Participate in the required new-employee and faculty formation sessions.
- Welcome mentor classroom visits as opportunities for coaching and reflection.
- Observe experienced teachers as scheduled and reflect on what was learned.
- Complete annual goal-setting and year-end reflection documents.
- Seek assistance early when there is confusion, difficulty, or concern.
- Learn and uphold Delbarton expectations for professionalism, communication, confidentiality, student care, and mission-aligned conduct.

Required Meetings and Experiences

Period	Minimum Requirements
Year 1, Semester 1	Weekly mentor meetings; at least two mentor visits to the new teacher's classroom; at least two visits by the new teacher to other classrooms; participation in new faculty formation sessions.
Year 1, Semester 2	Biweekly mentor meetings; at least two mentor classroom visits; at least two observations of experienced teachers; end-of-year reflection.
Year 2	Monthly mentor meetings; at least two classroom observations or instructional coaching conversations per semester; annual goals and reflection.
Year 3	At least four formal mentor meetings; one professional growth conversation each semester; end-of-program reflection.

Annual Reflection Questions

1. Where have I grown most as a Delbarton teacher this year?
2. What have I learned about educating boys in mind, body, and spirit?
3. What classroom practice do I most need to strengthen next?
4. How have I contributed to the Benedictine culture of the School?
5. What support would help me serve students more effectively next year?

Confidentiality and Boundaries

Mentoring conversations are treated with professional discretion. A mentor may share general completion information with the program supervisor, but should not disclose ordinary coaching conversations. If a concern involves student safety, serious professional misconduct, legal compliance, or risk to the School community, the mentor must report that concern to the appropriate administrator.

Delbarton School

Faculty Mentorship and Formation Program

Information for the Assistant Headmaster for Academic Affairs

Purpose of Program Supervision

The Assistant Headmaster for Academic Affairs is responsible for ensuring that the Faculty Mentorship and Formation Program is structured, mission-aligned, accountable, and effective. The supervisor oversees the program, not the private content of ordinary mentor-mentee conversations.

Core Responsibilities

- Select mentors in consultation with the Headmaster, academic leadership, and Department Chairs as appropriate.
- Ensure that mentors are experienced, skilled, respected, discreet, and mission-aligned veteran teachers.
- Match each new teacher with an appropriate mentor, avoiding direct evaluator relationships whenever possible.
- Provide annual mentor training in adult learning, classroom observation, reflective conversation, confidentiality, and Benedictine mission.
- Publish the annual calendar of mentor meetings, cohort formation sessions, observations, and reflections.
- Monitor required documentation, including meeting logs, observation dates, annual goals, and end-of-year reflections.
- Collect annual feedback from mentees, mentors, Department Chairs, and academic leaders.
- Resolve concerns about mentor matches, unmet expectations, or program quality.
- Recommend continuation, reassignment, or removal of mentors based on performance.
- Prepare an annual summary for the Headmaster on participation, outcomes, strengths, concerns, and recommended improvements.

Program Calendar

Time	Supervisor Action
May-June	Identify likely new faculty; select and confirm mentors; review mentor roster and stipends.
July-August	Prepare mentor training, assign mentors, share program documents, and schedule first-cohort sessions.
August	Lead orientation and mission formation sessions; confirm first mentor meetings.
September-December	Monitor meeting logs and classroom observation completion; check in with mentors and new teachers.
January-March	Review first-semester feedback; address concerns; confirm second-semester goals.
April-May	Collect reflections and surveys; review mentor performance; prepare annual report.

Accountability Standards

- Mentor stipends are tied to completion of required duties, including meetings, classroom visits, documentation, and participation in training.
- New teachers are accountable for attendance, participation, observation requirements, and annual reflections.
- Documentation should verify participation without turning mentoring into an evaluation file.
- Mentor appointments should be annual and renewable, not assumed to be permanent.

Records to Maintain

- Mentor-mentee assignments.
- Signed participation agreements.
- Monthly meeting logs.
- Observation and visit records.
- Cohort session attendance.
- Annual goal-setting and reflection forms.
- Annual mentor and mentee feedback surveys.
- Annual program report.

Measures of Program Effectiveness

- Retention of new teachers through years one, two, and three.
- New teacher sense of belonging, clarity, and confidence.
- Completion of required meetings and observations.
- Quality of mentor performance as reported by mentees and supervisors.
- Departmental feedback on new teacher growth and integration.
- Evidence that new teachers understand and contribute to Delbarton's Benedictine Catholic mission.

Delbarton School Faculty Mentorship and Formation Program

Information for Teacher Mentors

Role of the Mentor

A mentor is a paid faculty leadership role entrusted to experienced, skilled, mission-aligned veteran teachers. The mentor helps a new teacher learn the craft of teaching at Delbarton, understand the School's Benedictine Catholic culture, and grow into a confident and effective member of the faculty.

The Mentor Is

- A trusted guide and colleague.
- A model of excellent teaching and professional conduct.
- A listener who helps the new teacher think reflectively.
- A source of practical advice about students, parents, classroom practice, and school culture.
- A steward of Delbarton's mission, traditions, and expectations.

The Mentor Is Not

- The new teacher's formal evaluator.
- A substitute for the Department Chair or academic administrator.
- A confidential advocate in matters requiring administrative intervention.
- A problem-solver who removes all difficulty from the new teacher's path.

Required Duties

- Attend annual mentor training.
- Meet with the assigned new teacher as scheduled.
- Visit the new teacher's classroom and provide non-evaluative coaching feedback.
- Invite the new teacher to observe the mentor or another strong teacher when appropriate.
- Help the new teacher understand school routines, department expectations, student support systems, and communication norms.
- Encourage participation in the full life of the School.
- Submit required meeting and observation documentation to the Assistant Headmaster for Academic Affairs.
- Participate in annual program review and feedback.

Minimum Contact Schedule

Period	Mentor Responsibility
Year 1, Semester 1	Weekly meetings; at least two classroom visits; regular practical support around planning, classroom management, grading, and school culture.
Year 1, Semester 2	Biweekly meetings; at least two classroom visits; support for reflection, assessment, communication, and end-of-year planning.
Year 2	Monthly meetings; at least two instructional coaching conversations or observations per semester.
Year 3	At least four formal meetings; support for professional identity, leadership, and long-term contribution.

Suggested Meeting Agenda

1. Begin with listening: What is going well? What feels difficult or unclear?
2. Discuss one immediate practical matter.
3. Discuss one instructional or student-related matter.
4. Connect the conversation to Delbarton culture or mission where appropriate.
5. Agree on one concrete next step before the next meeting.

Documentation

After each required meeting, the mentor should record the date, duration, general topics, and any agreed-upon next step. Documentation should verify that mentoring occurred without disclosing ordinary confidential coaching details.

Reporting Concerns

Most mentoring conversations remain private. However, concerns involving student safety, serious misconduct, repeated failure to meet professional responsibilities, legal compliance, or risk to the School must be reported promptly to the appropriate administrator.

Delbarton School Staff Mentorship and Formation Program

Information for Newly Hired Non-Teaching Employees

Purpose

The Staff Mentorship and Formation Program supports newly hired non-teaching employees during their first three years at Delbarton. Its purpose is to help each employee understand the School's Benedictine Catholic mission, learn Delbarton's systems and culture, build strong working relationships, and clearly see how his or her work contributes to the formation and care of students.

What the Program Is and Is Not

- It is a structured program of welcome, formation, role clarity, professional growth, and institutional integration.
- It is not a substitute for direct supervision or formal evaluation.
- Your mentor is not your evaluator. Formal evaluation remains the responsibility of your direct supervisor and appropriate administrative leadership.
- Your participation is required as part of your professional responsibilities as a new Delbarton employee.

Three-Year Arc

Year	Primary Focus	Expected Growth
Year 1	Orientation, culture, and role clarity	The employee understands the School's rhythm, essential systems, communication expectations, key relationships, and the connection between the role and Delbarton's mission.
Year 2	Professional growth and institutional understanding	The employee works with increasing independence, collaborates more effectively across departments, and understands how decisions in one area affect the wider School.
Year 3	Ownership, leadership, and long-term contribution	The employee moves from new hire to trusted colleague, taking ownership of work, contributing to improvement, and helping strengthen the culture of service.

Responsibilities of the New Employee

- Meet with the assigned mentor according to the required schedule.
- Complete required role-specific onboarding checklists and training.
- Participate in the required new-employee and mission-formation sessions.
- Complete assigned workplace shadowing or cross-department experiences.
- Learn communication, confidentiality, professionalism, emergency, and student safety expectations.
- Seek assistance early when systems, responsibilities, or expectations are unclear.
- Complete annual goal-setting and year-end reflection documents.
- Contribute to a culture of hospitality, competence, discretion, and service.

Required Meetings and Experiences

Period	Minimum Requirements
First Two Months	Weekly mentor meetings; completion of essential onboarding checklist; introductions to key colleagues and departments.
Remainder of Year 1, Semester 1	Biweekly mentor meetings; at least two workplace shadowing experiences; participation in new employee formation.
Year 1, Semester 2	Monthly mentor meetings; at least two cross-department or event-based shadowing experiences; end-of-year reflection.
Year 2	Monthly mentor meetings; at least two cross-department experiences; annual goals and reflection.
Year 3	At least four formal mentor meetings; one professional growth conversation each semester; end-of-program reflection.

Examples of Shadowing Experiences

- Attend or support a major school event and reflect afterward on the employee's role in hospitality and operations.
- Shadow a colleague in a related department to understand how information, decisions, or service requests move through the School.
- Observe a student-facing moment such as arrival, lunch, an assembly, an athletics event, an admissions event, or a parent program.
- Review an annual cycle or process with a veteran employee who manages it well.

Annual Reflection Questions

1. Where have I grown most in understanding Delbarton this year?
2. How does my work support students, families, colleagues, and the mission of the School?
3. What systems, relationships, or expectations do I still need to understand better?
4. How have I contributed to a culture of hospitality, professionalism, and service?
5. What support would help me serve the community more effectively next year?

Confidentiality and Boundaries

Mentoring conversations are treated with professional discretion. A mentor may share general completion information with the program supervisor, but should not disclose ordinary coaching conversations. If a concern involves student safety, serious professional misconduct, legal compliance, or a risk to the School community, the mentor must report it to the appropriate administrator.

Delbarton School Staff Mentorship and Formation Program

Information for the Chief Financial and Operations Officer

Purpose of Program Supervision

The Chief Financial and Operations Officer is responsible for ensuring that the Staff Mentorship and Formation Program is structured, mission-aligned, accountable, and effective for all newly hired non-teaching employees. The supervisor oversees the program, not the private content of ordinary mentor-mentee conversations.

Core Responsibilities

- Select mentors in consultation with the Headmaster, senior administrators, and department leaders as appropriate.
- Ensure that mentors are experienced, skilled, respected, discreet, service-minded, and mission-aligned employees.
- Match each new employee with an appropriate mentor, avoiding direct evaluator relationships whenever possible.
- Determine whether each mentee needs a functional mentor, a cultural mentor, or one mentor able to serve both purposes.
- Provide annual mentor training in adult learning, workplace shadowing, reflective conversation, confidentiality, and Benedictine mission.
- Publish the annual calendar of mentor meetings, new employee formation sessions, shadowing experiences, and reflections.
- Monitor required documentation, including meeting logs, onboarding checklist completion, shadowing dates, annual goals, and end-of-year reflections.
- Collect annual feedback from mentees, mentors, direct supervisors, and department leaders.
- Resolve concerns about mentor matches, unmet expectations, or program quality.
- Recommend continuation, reassignment, or removal of mentors based on performance.
- Prepare an annual summary for the Headmaster on participation, outcomes, strengths, concerns, and recommended improvements.

Program Calendar

Time	Supervisor Action
May-June	Identify likely non-teaching hires; select and confirm mentors; review mentor roster and stipends.
July-August	Prepare mentor training; assign mentors; share program documents; schedule cohort sessions and onboarding milestones.
August-September	Lead orientation and mission formation sessions; confirm first mentor meetings and role-specific checklists.
September-December	Monitor meeting logs, checklist progress, and shadowing completion; check in with mentors and new employees.
January-March	Review first-semester feedback; address concerns; confirm second-semester goals.
April-May	Collect reflections and surveys; review mentor performance; prepare annual report.

Accountability Standards

- Mentor stipends are tied to completion of required duties, including meetings, shadowing support, documentation, training, and participation in program review.
- New employees are accountable for attendance, participation, completion of role-specific checklists, shadowing requirements, and annual reflections.
- Documentation should verify participation and integration without turning mentoring into an evaluation file.
- Mentor appointments should be annual and renewable, not assumed to be permanent.

Recommended Records to Maintain

- Mentor-mentee assignments.
- Signed participation agreements.
- Monthly meeting logs.
- Role-specific onboarding checklists.
- Shadowing and cross-department experience records.
- Cohort session attendance.
- Annual goal-setting and reflection forms.
- Annual mentor and mentee feedback surveys.
- Annual program report.

Measures of Program Effectiveness

- Retention of new non-teaching employees through years one, two, and three.
- New employee sense of belonging, clarity, confidence, and connection to mission.
- Completion of required meetings, checklists, and shadowing experiences.
- Quality of mentor performance as reported by mentees and supervisors.
- Direct supervisor feedback on role clarity, integration, collaboration, and professional growth.
- Evidence that new employees understand how their work supports the student experience and Delbarton's Benedictine Catholic mission.

Delbarton School

Staff Mentorship and Formation Program

Information for Staff Mentors

Role of the Mentor

A staff mentor is a paid employee leadership role entrusted to experienced, skilled, mission-aligned veteran employees. The mentor helps a new non-teaching employee learn Delbarton's culture, systems, relationships, expectations, and spirit of service.

The Mentor Is

- A trusted guide and colleague.
- A model of professionalism, discretion, hospitality, and service.
- A listener who helps the new employee reflect and ask good questions.
- A source of practical advice about communication, systems, relationships, events, and school culture.
- A steward of Delbarton's mission, traditions, and expectations.

The Mentor Is Not

- The new employee's formal evaluator.
- A substitute for the direct supervisor or department leader.
- A confidential advocate in matters requiring administrative intervention.
- A person responsible for completing the new employee's work.

Required Duties

- Attend annual mentor training.
- Meet with the assigned new employee according to the required schedule.
- Help the new employee complete role-specific onboarding checklists.
- Arrange or recommend workplace shadowing and cross-department introductions.
- Help the new employee understand school routines, communication expectations, confidentiality, student safety, and the annual rhythm of Delbarton.
- Encourage participation in appropriate school events and community life.
- Submit required meeting and shadowing documentation to the Chief Financial and Operations Officer.
- Participate in annual program review and feedback.

Minimum Contact Schedule

Period	Mentor Responsibility
First Two Months	Weekly meetings; practical support around systems, people, annual cycles, communication, and role clarity.
Remainder of Year 1, Semester 1	Biweekly meetings; help arrange at least two workplace shadowing experiences.
Year 1, Semester 2	Monthly meetings; help arrange at least two cross-department or event-based shadowing experiences.
Year 2	Monthly meetings; support deeper institutional understanding and professional growth.
Year 3	At least four formal meetings; support ownership, leadership, and long-term contribution.

Suggested Meeting Agenda

1. Begin with listening: What is going well? What feels difficult or unclear?
2. Discuss one practical matter related to systems, process, or people.
3. Discuss one matter related to communication, judgment, confidentiality, or service.
4. Connect the conversation to Delbarton culture or mission where appropriate.
5. Agree on one concrete next step before the next meeting.

Documentation

After each required meeting, the mentor should record the date, duration, general topics, and any agreed-upon next step. Documentation should verify that mentoring occurred without disclosing ordinary confidential coaching details.

Reporting Concerns

Most mentoring conversations remain private. However, concerns involving student safety, serious misconduct, repeated failure to meet professional responsibilities, legal compliance, or risk to the School must be reported promptly to the appropriate administrator.