

Heeding the Call: Building Pathways to Manhood for *ALL* boys



Gregory J. Schneider, Ronald M. Druker '62 Head of School
Caleb F. Collins, Director of Community and Diversity

Belmont Hill School Snapshot

- Founded in 1923 - approximately 465 boys grades 7 -12.
- Over 60 different communities represented
- Approx. 25 Five Day Boarders
- Students of Color: 30%
- Financial Aid: 25.5%
- “Developing men of good character”
- *Working Together*
- Founding IBSC Member
- Hosting conference in 2025



Session Overview

I. Leadership - Greg Schneider

II. Outcomes for the Boys - Caleb Collins

III. Discussion and Questions



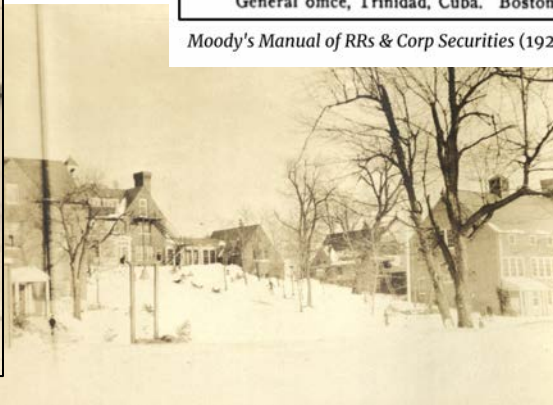
I. Leadership - Greg Schneider



Are the pathways at our schools open to all boys equally?

- Summer of 2020 - George Floyd, Instagram, Listening Sessions
- Did we know *all* of our boys as well as we thought?
- Meritocracy & equity - the double edge swords

The Power of Symbols



Researching the Belmont Hill School Bell

Mr. W. G. Pullum has given the School a beautiful bronze bell. The bell has not yet arrived, but we hope it will be here soon. It will be mounted on a scaffolding as is the custom in Cuba. The tone is said to be particularly fine.

The Sextant Volume III, No. 1 (Christmas 1925)

The bell which Mr. Pullum has given the School has arrived and been set up. It was first rung by his son, H. G. Pullum, '30 at the closing exercises in June.

The Sextant Volume IV, No. 1 (Christmas 1926)

TRINIDAD SUGAR CO. (Controlled by Stock Ownership).—Inc. July 28, 1892, in N. J. Owns 8,292 acres of sugar plantation lands and leases 6,327 acres in the prov-

Officers: E. F. Atkins, Pres., Boston, Mass.; W. Everett Smith, Sec.; R. W. Atkins, Treas., Boston, Mass.; W. G. Pullum, Gen. Mgr., Trinidad, Cuba. **Directors:** E. F. Atkins, R. W. Atkins, Belmont, Mass.; Henry Hornblower, Arlington, Mass.; John E. Liggett, Augusta, Me.; W. G. Pullum, Trinidad, Cuba.

Annual meeting in Nov. at Jersey City, N. J.

General office, Trinidad, Cuba. Boston office, 10 Broad St.

Moody's Manual of RRs & Corp Securities (1920)



The Belmont Hill School Bell, cast by José Giroud (1832)

- Spring of 2018 - Head Transition
- Summer of 2020 - Listening Sessions
- Board Vote
- History and Symbols Task Force

The Power of Partnership & Ceremony



The Power of History



Dynamic engagement with history

- Collegiate School example

History & Symbols Task Force: 18-Month project

- Prizes, endowment, named spaces, panels
- Guiding Principles (handout)
- Recommendations
 - Connections to the Harvard Project & professors

Restorative Justice process & a new partnership

- Belmont Hill families vs. the larger narrative of Boston and slavery

The Power of Governance

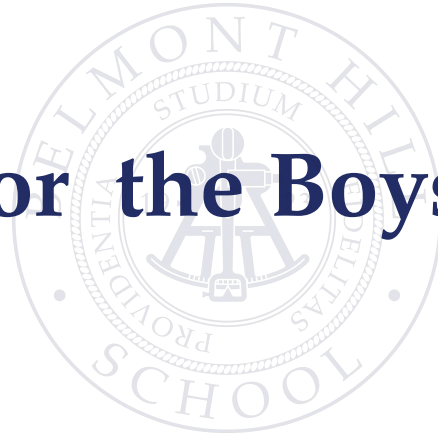
- Addition of Diversity Committee
- AIM
- Diversity Action Plan (Handout)
- Diversity Initiative Fund
 - Trustee moderators
- History/Symbols Task Force
- April 2022 Board Retreat



Continued Challenges

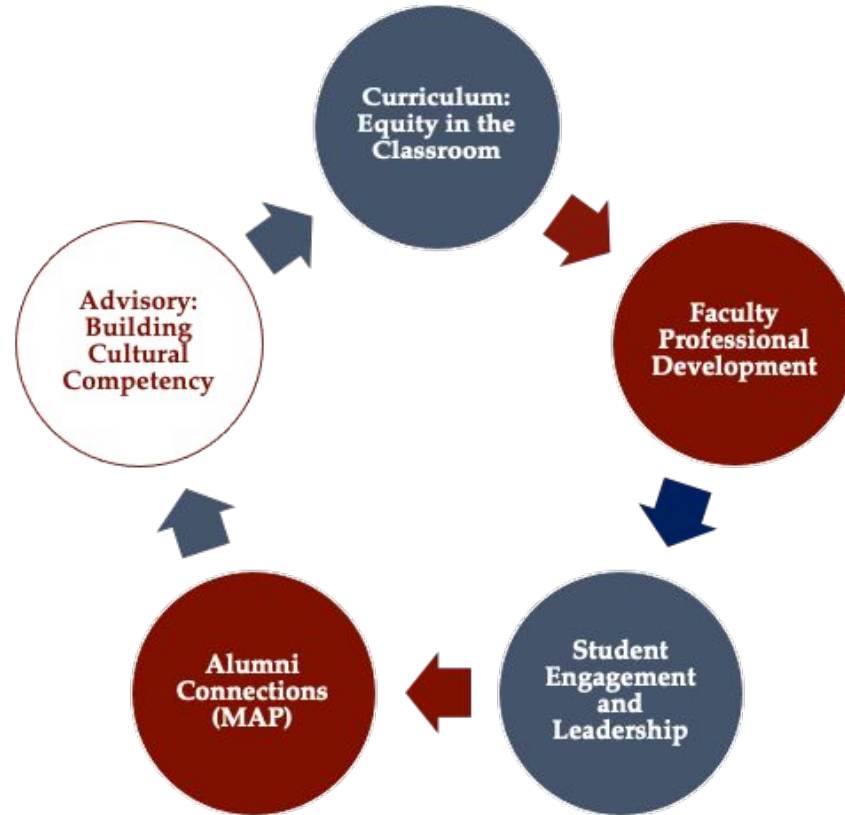
- **Backlash: Parents Unite & Defending Teachers**
- **Speakers**
- **Donor stories**
- **Talking vs. Doing**

II. Outcomes for the Boys - Caleb Collins



What skills must Belmont Hill students possess when they graduate from Belmont Hill?

Building Cultural Competency: A Continuum Through the Lens of the Mission



Belmont Hill School Mission Statement

Belmont Hill School educates boys in mind, body, and spirit to develop men of good character. Our community encourages and challenges students to discover and pursue passions, seek excellence, and face adversity with resilience.

We cultivate critical thinking and creativity, teamwork and competition, hard work and reflection, tradition and innovation. Valuing our differences and working together, we embrace camaraderie, compassion, and service to others. Our school strives to instill in each boy ethical judgment, a sense of common humanity, and a lifelong love of learning.

A Reimagining of our Advisory Program

Community & Diversity

- Character
- Cultural Competency
- Many Voices, One Community

Health & Wellness

- Intentional focus on mental health and stress management
- Nutrition
- Healthy Relationships
- FUN!!!

Beyond Advisory: Equity in the Classroom

- Continued Curriculum Work
- Inclusive Teaching Practices (handout)
- Evolution of the DEI team
- Path to Excellence
 - Who is taking our AP courses?
 - Does every student have a pathway to enroll in AP courses?

Faculty Professional Development

Internal Training

- Rosetta Lee and Liza Talusan
- SEED
- PLC

External Training (Opportunities both locally and around the country)

- AISNE
- MTI
- POCC

Student Engagement & Leadership

- Brother 2 Brother
- AAPI
- Boys of Faith
- Jewish student affinity group
- GSA
- SDLC
- Form II African American History and Culture Trip
- Advanced Action Research
- Student speeches (Chapel)...



**AFRICAN AMERICAN
HISTORY AND CULTURE
TOUR**

Multicultural Alumni Partnership (MAP)

MAP Directors' Board

- Speaker Series
- Mentoring Program
- Networking Opportunities



What's Next?

- **Monitoring our pathways: emphasis on measurement**
 - **DAP Dashboard - continue work on Action Plan**
 - **Board Dashboard TBD**
 - **Hiring funnel**
 - **Admissions & Transportation: more Belmont Hill direct outreach**
 - **Enrollments in AP classes**
 - **Alumni Surveys**
- **Summit Scholars Program**
- **Keep turning the pages & a final story**

Discussion Questions

- Do you believe all boys at your school have equal access to the pathways your school creates? Why or why not? How might this be improved at your school?
- How do you measure whether your diversity initiatives are having positive impact?
- What prevents you from making the progress you would like to make on diversity work at your school?