



Delphian School

**Student & Parent
Handbook
2023-24**

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What We Expect of a Student

An excerpt from the 1983 *Student and Parent Handbook*

We expect a student to apply his best efforts to improvement and growth.

In order for Delphi to be the right school for a student, the student must understand what we mean by improvement and growth-and must want them for himself. The family must also understand what we mean by these and want them for a student. Otherwise we will be working at cross-purposes and none of us will be happy with the results.

We want students who develop positive, dynamic goals and the integrity to pursue them, irrespective of whether they "fit in" or not. We want students who become able to do what is right without worrying whether his peers think it is "square" or not. We may not expect every incoming student to already have these abilities, but we do expect him to want this and to work very diligently and productively to achieve it.

Any leader worth the name has had goals he aspired to and the integrity to hold on to them despite social pressures to "fit in" and not "rock the boat." Thus, it is not a primary purpose of this school to produce graduates who "fit in." We have no urge to teach students that "adjusting to their environment" is something to aspire to.

If society were not in such a tailspin, morally, productively, and socially, perhaps we would not feel such an urgent need to produce some leadership to help pull it out. However, it is, and we do. We do a service to no one if we allow students to aspire to grow up and go out and "fit in" to a society that is in a tailspin. They must be able to confront changing their lives and their environments for the better. They must have a strong moral grounding and, from that, be able to form and pursue positive goals, with the courage to march to the beat of a different drummer.

This is integrity. It is what we expect our students to develop. They will have the opportunity. It is up to them to seize it.

A student should not come to Delphi seeking a school where he can slip in and quietly obtain a diploma so he can go out and quietly fit into the tailspin.

A student should come to Delphi prepared to become part of a group that is constantly creating the above viewpoint. He should expect to have his productive viewpoints prized highly. He should aspire to a high ethical level, and welcome the idea that his classmates and the school will expect it of him.

It is one of his main contributions to the school. He should understand that the payment of his tuition and fees is basically his entry ticket to the community. From there on, his continued membership depends on his maintenance of a high level of exchange with the group. This will take the form of work projects, helping run the school, maintaining the school, helping his fellows, and—most of all—improving and developing himself.

If the student does that, and we expect it, an enormous amount of learning will occur.

And we will have fun while we do it.

Chapter 1 - Philosophy

Our Mission

Empower young adults to bring positive change in the world through reason, creativity, and integrity.

What does this mission mean in practice?

In a beautiful and lively campus environment, a Delphian student is given highly personal attention from instructors, an individualized academic program and a focus on demonstrated competence rather than memorization of facts or time spent in class. While being part of a student body that takes a highly active role in all school activities, each will learn his own lessons about responsibility, integrity, and leadership. All of these ingredients come together to make a rich and rewarding launch into life.

We see Delphian as a professional prep school—professional preparation for life. All student programs lead to the deliberate and professional pursuit of goals, whether the goal is to be a computer programmer, athlete, physicist, or writer; and whether it requires further college or professional school training or allows students to jump more directly into their field or into entrepreneurial work. Given the exponential growth in technology and the resulting demand for

the ability to assimilate new knowledge, we know students need to be able to continue learning for the rest of their lives. They graduate from Delphian prepared for that future.

Students often consider Delphian quite a challenge, but a great deal of fun can be had amidst hard work and honest camaraderie. When this is combined with the practice and expectation of thinking for oneself and being fully responsible for one's successes and failures, the stage is set for an extraordinary educational experience.

The school owes a debt of gratitude to American philosopher and educator L. Ron Hubbard, whose extensive writings include many treatises concerning education and career preparation, as well as the development of responsibility and ethical strength. It was through application of the ideas in these materials and the trial-by-fire of real classrooms that the philosophy of the school came to maturity.

Educational Cornerstones

We believe that an individual should find in his or her education the means to achieve the following cornerstones of life, which are all focal points of The Delphi Program[®]:

- A high level of literacy and basic skills
- Ability to study independently and to continually further one's education
- A practical understanding of academic subjects and their relevance to living an effective life
- A strong sense of personal integrity and ethics
- Self-discipline and increased responsibility for one's own life
- A strong grounding in logic and data evaluation
- A useful understanding of one's give-and-take with others and with one's environment
- Leadership and communication skills
- An understanding and appreciation of the spiritual nature of man without emphasis on any one religion

A central feature of the program at Delphian is the Study Technology developed by Mr. Hubbard. This technology is based on the discovery of some very simple educational "barriers" that a student can encounter in study, and some straightforward procedures the student can follow to keep study proceeding well or to repair faltering study. Applied Scholastics International provides us with materials related to the study methods themselves.

With these tools, all students will become thoroughly familiar with this Study Technology while they are at Delphian—this knowledge will be useful far beyond any formal schooling.

To Students: Some Basic Viewpoints

Becoming a part of the Delphian community will offer you many opportunities. Not only can you expect to get a rich academic education, but you will find your potential getting stretched, growing, and getting stretched some more. You will gain friends that may last your lifetime. You will be doing things you never thought you could. Most importantly, you will be part of a lively, fun-loving, and purposeful group with the common goal of getting the best education possible.

Here are a few things you should know about Delphian and how such a positive environment gets created—it has a lot to do with you.

GOALS: HAVING A REASON FOR YOUR STUDIES

One of the things you will experience at Delphian is the importance of having a purpose for your study of any particular subject. Such a purpose makes it possible for you to evaluate the data you encounter and its usefulness to you. Studying “because you have to” or “because it is there” will lead to a lot of wasted time and useless (or unused) data.

Once your educational basics are in good shape, you will be encouraged to spend time in areas of special interest and even apprenticeships. All of this will get you more directly involved in your interest areas and purposes and, at the right point, will help you look at career possibilities. The best way to find out what you enjoy doing is by doing it. Assisting in an operation on an animal would probably give you a much better idea about whether or not you’d like to be a veterinarian than just reading books about it. But studying this area while also working with a veterinarian one day a week would probably be best of all. It is this balance of studying and doing that will be more and more important as you move through the program.

As you develop your goals and begin planning towards a career, keep in mind that planning your life just so you can have a big house, two cars and a boat, etc., can result in a life that has those things but not much of a rewarding purpose. As part of developing your goals, our philosophy is to encourage you to take a broader look at the world around you and set goals not only for your own success but also for improving life in the bigger picture.

HARD WORK

As you move along toward adulthood, preparation for life becomes a central task. A major part of that is getting yourself educated. You will have a lot to do, and we expect you to work hard at it. You should expect to receive a lot of help, but help will be most useful if you are working hard in the first place.

Of course, that is not all bad news. You can get a great deal of satisfaction when you work hard to realize your goals. We can all “moan and groan” when a tremendous effort is required, but the pride in creating something or achieving a new ability makes the difficulty fade into the background when we’re done.

Expect to “roll up your sleeves” at Delphian, and expect to be well rewarded for the effort.

INTEGRITY AND OPEN COMMUNICATION

You will hear a lot about integrity while you are at Delphian—it's something we value highly. Integrity means honesty, being who you are, not pretending, having the courage to speak and act according to what you believe is right.

“WHAT IS TRUE FOR YOU is what you have observed yourself and when you lose that you have lost everything.

What is personal integrity?

Personal integrity is knowing what you know—

What you know is what you know—

And to have the courage to know and say what you have observed.”

- L. RON HUBBARD “PERSONAL INTEGRITY”

It is one of Delphian's goals to help students exhibit leadership in their chosen field of endeavor. This requires strength and integrity—the ability to think and act for yourself, and to be open and honest in the most difficult situations.

For example, if you don't understand something or disagree with something, or if you are having trouble in an area and need some help, communicate about it to a faculty member. This always leads to an improvement in the situation, but moreover, it gives you an opportunity to learn more about handling difficult communication situations, a skill that will likely become one of your major assets in life.

If another student is having difficulty, seems unhappy or just needs some help, get him or her to communicate to a faculty member. See what you can do to help and always encourage a fellow student to be honest. If necessary, talk to a faculty member about it yourself so that the problem can get resolved.

Much of Delphian's success, and the success you will experience as a student here, is based on the team spirit of the community as a whole and the ability of everyone to work well together. We emphasize integrity and open communication, as these provide the foundation needed for the kind of teamwork we enjoy.

EXCHANGE

Exchange means doing something for someone or giving something to someone and receiving something in return. In all parts of your life, it is important to keep your exchange with others well balanced. Giving too much to others without letting them do anything to give back can cause problems. Similarly, receiving too much without giving back will cause you trouble sooner or later.

There are many ways you can contribute to your family, your community, your school and others in your life in order to help balance out what you receive from them. For example, your participation in school projects, teams, clubs, student services and other activities helps you give back to the school for the many benefits you receive. Other examples might include showing a new student around and helping him/her feel at home, providing some extra help to a younger student, cleaning up after a dance or even volunteering for one of many community service activities the school performs.

A very important area of exchange in your life is with your parents. In addition to all they provide for you generally, they are usually the ones who have made it possible for you to attend Delphian. We expect you to talk to them about what it is they want from you in exchange for helping you get here. In addition to your hard work and good progress in school, they might want regular letters or e-mails from you, a sharing in your accomplishments or, when home, some extra work around the house.

The importance of keeping one's exchange balanced can be easily overlooked. When it appears that problems in this area may be contributing to your difficulties as a student, expect faculty to help you look at how you can improve your exchange with others. Having your exchange well balanced in all areas will help ensure you do well in school and in life.

FREEDOMS & RESPONSIBILITIES

At Delphian, you will be given many freedoms. The "flip side" of freedom is responsibility, and so it will be important for you to be responsible about how you handle your many freedoms.

The most important freedom you will have concerns your studies as they relate to your own goals and purposes. Initially, you will be establishing your academic basics at a new level. That sets you up with a quality foundation—one that will last a lifetime. From there your freedom will expand as you help put together your own educational program. In addition to taking required courses, you will have the opportunity to select from a wide variety of optional courses along your own interest lines.

The responsibility you will take on, however, requires that you genuinely inspect, test and understand all that you study until you "own" the data yourself. It will not work for you to study "for someone else" or "because someone told you to." The Study Technology will help you sort out data, but it will be your commitment to understanding what you study and testing its usefulness for yourself which will make you successful at Delphian and afterward in life.

A main part of our goal is to help you become highly skilled at independent study. You will, of course, receive plenty of individual assistance, but your ability to study is an essential skill, one that will ensure you can advance yourself academically and professionally for the rest of your life.

One other aspect of freedoms and responsibilities concerns patterns of behavior that can be called addictions. There are other kinds of addictions besides addiction to drugs or alcohol. A person can also become addicted to certain activities, where the activities “take over” part of one’s life and are hard to quit or get away from. An addiction is usually something one develops to reduce a pressure one is feeling in life. In other words, an addiction allows one to avoid confronting something in life. Delphian students are expected to inspect their own actions and notice when an activity has turned into a compulsion or addiction, and to have the strength or willingness to control it. Whether the addiction is to computer games, unhealthy foods or something else, if it distracts you from your studies, faculty will take it up with you to help you take back control. We want to help you clear out of your path anything that will prevent you from reaching your educational goals.

RESPONSIBILITY AS A VIEWPOINT

It is popular today to excuse one’s troubles or conflicts by taking the viewpoint that they “are done to you.” This can be described as the “victim” approach to life. At Delphian, expect us to encourage you to take personal responsibility for the situations you find yourself in, and to work purposefully toward their resolution rather than acting as the “victim” of the situations. This includes having the willingness to give and receive communication responsibly about disagreements, problems, etc.

At the Lower School level, this may include understanding how to use good communication, and using it when needed to sort something out. At all levels, it includes generally respecting and responsibly interacting with others.

This viewpoint may not always be easy and may take some practice, but it is the road to success, whether in school or in other situations and relationships.

KEEPING A GROUP STRONG

When you join the Delphian student body, you become a member of a very active and hard-working group that has the common goal of getting a good education. Having a common goal is what defines a group, but what keeps a group strong is its agreements—agreements about the goal, about how to conduct oneself within the group, and about how to treat others in the group. The degree to which a group is strong and productive is the degree to which members uphold its agreements. Break the agreements and you weaken the group.

Thus being a part of the group at Delphian means taking responsibility for more than just yourself. It means giving help when help is needed, whether that means helping another student, a faculty member or even a piece of equipment. It also means being willing to receive help when you require it. It means that when you see or hear about something that is wrong or that breaks an agreement of the group, you don’t “look the other way.” Instead you take responsibility for the whole group.

HANDLING DISAGREEMENTS

Throughout your time at Delphian, you may encounter disagreements or problems with other students, faculty, or even school rules. These are most quickly and effectively resolved when dealt with through direct communication. Talk with the student or faculty member, or the individual who oversees a rule. While consulting others who are not directly involved about your disagreement might seem helpful, it doesn't bring you any closer to resolving it. It can even make the situation worse.

Similarly, if a friend has a disagreement with someone or something, urge them to talk about it with the right person.

Using direct, honest communication to resolve any disagreements you may have will help keep everyone working together and the Delphian group strong.

YOUNGER CHILDREN

Much of what has been covered in these general viewpoints for Delphian students may not be directly appropriate for our Lower School children. However, the fundamentals addressed certainly apply. Here are some further points specific to younger students.

A child has a thirst for learning and knowledge that, especially in the early years, seems indestructible. It is one of a child's biggest assets, and a top priority for any school has to be preserving and even expanding it. Through thoughtful planning and creative instruction, our young students are exposed to a very challenging curriculum while maintaining their enthusiasm for learning. In the Lower School, we consider interest, encouragement, love and admiration the basis on which successful teaching and learning are built, and all persons interacting with younger students are expected to give them this kind of care and respect.

We work with students from their very first days at Delphian to ensure that they are learning with a purpose, that they acquire a certain diligence in working toward their goals, that they understand the basics of good communication as well as exchange, and that they begin to take responsibility for their own actions. We can accomplish this with our younger students by providing a positive environment where there is a good deal of respect for the child, a warm and caring attitude, and a high level of energy and activity.

If you end up working with younger students at some point in your own studies, keep this "job description" in mind.

To Parents: Your Participation

When you enroll your child in Delphian School, you have embarked on more than just a new educational experience with your son or daughter. In this close-knit, family-oriented community

in which most of the staff live on campus with their families, we end up developing strong bonds with our students, and this relationship extends to the whole family. In a sense, you have invited the school into your family, and we are aware of the trust and partnership this implies. Your active participation with the school community is more than just important—we view it as essential. We need you to stay as active as possible in your son or daughter’s life and studies.

Some parents fear that in a boarding school environment, their child may grow apart from them or they may miss opportunities to have an influence on their child’s life. However, we have observed the opposite as being much more common. Though they are away from home, children often become much closer to their parents while they are at Delphian, regardless of how close they were before. This may be because the child has become more productive in life and thus has gained a more positive outlook. It may also stem from a raised awareness of exchange (refer to Exchange in this chapter) leading to a greatly increased level of appreciation and respect for his or her parents. In any case, it is something most parents particularly welcome!

GOALS AND PURPOSES

When parents are asked what they want for their child, the most common answer is “I want my child to be happy.” Since society can often put out misleading messages about how happiness is achieved, it is useful for students and parents to know the school’s approach to this subject and how it applies to the student’s educational program.

“Happiness is the act of accomplishing, over not unknowable obstacles, new goals. Happiness is not the goal. It is the act of reaching toward and progressing toward the goal. It lies, in the briefest instant, in contemplating the accomplished. It lies for a brief time in contemplating what is to be accomplished before beginning upon it. The main body of it lies in the field of active endeavor.”

- L. RON HUBBARD

It is this sort of happiness that we believe can have the greatest impact on a person’s success in life. The somewhat common idea is that happiness is the goal or it is a pleasant feeling one has after a day’s recreation or entertainment. That is something we encourage students to re-evaluate.

You will notice throughout our program, we place a strong emphasis on students having goals—a purpose for their studies. Without it, we find that they can easily lose interest in their education and tend to push off the responsibility for how they are doing in life to others. When learning and studying are perceived to have value, it is generally because the student has begun to take it personally—begun to connect education with future and goals and purposes.

This then sets the stage for the student to choose for himself not only to study but what to study. This aspect of our program, that the decision and motivation for a student’s study should come

from the student himself, sometimes requires an adjustment on the part of students and parents. So much of our culture tells us that we are “motivated” by things outside of our control. Expect us to instill in students the concept that choosing one’s goals and making progress toward them are essential to happiness in life, and are completely under the individual’s control. Understanding this is key to the educational process.

COMMUNICATION ABOUT ACADEMIC PROGRESS

As discussed in the next chapter, each student works on an academic program specifically designed for him. Academic progress is measured against the completion of stages of that program and is reflected in regular progress reports. Sometimes parents will want additional information to help them better understand the whole picture or help their child over a tough area. Parents are encouraged to go beyond the school’s regular reports at any time by contacting the appropriate faculty member for a more detailed report on their child’s progress. Only by being well-aligned and informed can we achieve our best results and help students reach their goals.

CAPITAL DEVELOPMENT AND ENDOWMENT

Parents can expect to be asked to contribute to our various campaigns which develop and endow the school. The tuition, room and board charges simply cannot cover all the expenses in providing a quality education. In order to expand our facilities and continue to provide our students with the finest and latest in technology, we have to ask for your help. Typically, there are specific fund-raising activities that center on particular facilities or projects which create a richer and more comprehensive program for students. In the past, our parents have been terrific supporters of our fund-raising efforts, and we appreciate their dedication and participation.

In addition, an endowments program exists for the purpose of funding more comprehensive enhancements to the school community, such as scholarships, fellowships and other activities designed to boost the quality of the school and make the school program available to a larger student body.

AMBASSADORS

We have always received help from our parents in the form of direct contribution to the quality and size of our student body. There are many ways in which this occurs. Some parents host get-togethers in their homes with interested families, at which our admissions representatives show school videos or give talks about the school program. Or they may talk on the phone or write to parents who are currently considering the school for their children. Our Admissions Department works with parents and others in talking to interested families about Delphian. If you have a particular interest in helping us in this area, let the Director of Admissions know. We appreciate your help and encouragement in spreading the word.

Chapter 2 - Education

Education

You have discovered a very unique and effective educational method. It is important that you completely inform yourself about what it is and what it offers. Knowing how it is different from other educational programs will help you interact with it. Delphian's goal is to have students really "own" their education, which means taking a very active and personal role in it. Our curriculum is designed to deal with students' education in an integrated manner and then give them a relatively wide latitude to pursue areas of academic interest. We are able to take this approach by using the comprehensive educational philosophy of

L. Ron Hubbard as our foundation. The basis of his Study Technology, for example, is to put the student firmly in the driver's seat. Mr. Hubbard identified barriers to study that individuals face when trying to learn something new, but more importantly, he developed methods to overcome these barriers which any person can apply. With these methods, Delphian students learn how to recognize when they don't understand something and what to do about it.

Academics

Academics is often viewed as that aspect of an educational program which takes place inside the courseroom with textbooks, lectures and chalkboards. We have revised that picture dramatically. We don't view academics as a dry study of various lofty subjects in a quiet classroom setting. We focus on the practical use of an education and emphasize getting our students involved in their subjects. Demonstrated competence in subjects studied is spotlighted rather than time spent in class or data accumulated. These factors lend themselves to a lot of activity, as well as to a different way of moving through an educational program.

FORMS VS. GRADES

Rather than place or advance a student by grade based on age or number of months spent at one level, we take the approach that each level of one's education involves acquisition and demonstration of particular abilities and knowledge. We refer to each level as a Form, and the abilities and knowledge the student acquires at each Form are mapped out in explicit graduation requirements. A comprehensive outline of these requirements can be found in the Graduation Requirements Handbook available in Admissions.

Forms provide specific goals and an individualized road without forcing all students to move at exactly the same pace. Each student is an individual and needs to be addressed as such in his or her education. Delphian students all have their own program which guides them through each Form. Students can enroll in a Form at any time during the school year. This structure makes it possible for a student to move on to a higher Form, regardless of age, once all the graduation

requirements for the previous Forms have been met. In this way, each student advances as rapidly as he or she is learning and demonstrating competence.

CLASSROOM STRUCTURE

The Delphian curriculum contains individual courses, both required and elective, designed to help the student attain the graduation requirements of each Form. Students will work with faculty to lay these out in a program that will take them through to graduation from their Form, and they will be allowed to move through it as quickly as they can. Key to making all this run well is a step-by-step study guide for each course called a checklist. Each checklist is designed to bring students into useful understanding of a specific subject, ensuring they get a proper balance of the theory and the practical aspects of it. Finishing a course means finishing a checklist.

Students will primarily be working in a classroom environment, but generally studying on their courses independently. Delphian classes are not conducted lecture-style but with a variety of teaching methods that permit the student to stay in control of his or her studies as the student gains conceptual understanding and learns to apply the subject in a practical way. Teachers are there to help facilitate learning, to guide students to resources and to ensure they are getting the most out of their materials. But the student will be doing all the work. Chances are students will find the other students in their classroom may be on different courses than they are. That is all part of the individualized approach, and the long-term goal to have students studying independently.

In addition to the more independent classroom environment, you will also work with teachers and other students in a seminar setting. At the lower levels, this is used to present new concepts in math, science and history, giving students a chance to work through these new ideas. At the upper levels, seminars provide group discussion on current events, literature, business, science and technology, allowing students more in-depth and interactive analysis of these subjects.

THE CURRICULUM

Students begin the curriculum with courses on how to study and academic basics. They move forward when fully competent at both, as all further study builds on these.

The academic program is built around a comprehensive curriculum designed to work in conjunction with the study methods used. Over 350 courses (checklists) covering the full spectrum of subjects have been developed specifically for the Delphian curriculum. Many of the courses are required, but students also choose many elements of their program based on personal interest. Elective checklists/courses on a wide range of subjects and levels are available.

Complete charts of the curriculum by Form and by age can be obtained through Admissions.

Students planning to continue their education at the university level and beyond will structure their academic program to include those requirements. With this planning, Delphian students are typically able to enter the educational institution of their choice upon graduation.

INDIVIDUAL PROGRAMMING

Shortly after enrollment, every Delphian student works out with the faculty a study program based on his interests, strengths and weaknesses, as developed in interviews and through diagnostic testing. Some students arrive at the school with one or more “holes” in their existing education and part of the initial task is to identify these holes and plan a “repair” before they become any more of a problem. Then the student can embark on his full (and still individualized) academic program.

A student moves as quickly through the program as he wishes, as long as he ensures along the way that the material studied is not only understood, but can be applied. Practical application is a significant element of the Delphian approach and accounts for a good percentage of the student’s activities, particularly in the upper levels.

As they progress through the Upper School, students begin to focus on their particular areas of interest by selecting an area of specialization such as science and technology, the humanities, business, or fine arts. This is the culmination of the whole program—professional preparation for whatever the next step of the student is to be.

APPRENTICESHIPS

Upper School students who have chosen areas of specialization are expected to spend time “in the field,” whenever possible. The apprenticeship program is one way to gain experience and exposure in active areas of interest. Apprenticeships can be either off-campus or on-campus. Examples of apprenticeships have included working with companies or individual professionals in computer graphics, veterinary medicine, equestrian care, the law, etc.

ACADEMIC FACILITIES

Delphian provides computers for students to use for educational purposes. The school has an extensive computer network with computers in the computer science lab, audio/visual lab, and in most classrooms. Delphian has its own e-mail service for students to use, as well as filtered access to the Internet. Responsible use of these powerful resources is expected, and there is more information on computer use in Section 6: School Guidelines & Rules.

To help students with an interest in computers, Delphian is a member of the Microsoft® Developer Network’s Academic Alliance, which makes current Microsoft software available for student use on both school and student computers.

The school library has thousands of volumes of books and textbooks, and library computers provide access to databases of major periodicals as well as online resources. Daily newspaper subscriptions covering local to international news, and top-rated magazines covering history, art, politics, science and the humanities are also available to students for reference and research.

PROGRESS REPORTS

Teachers issue regular progress reports to parents throughout the school year, which keep them abreast of their child's advancement through the program. Any impediments to progress are noted and, when necessary, parents are brought into the process to ensure the student maintains smooth forward headway. While the school does not issue grades per se, for the purposes of transcripts, a translation of the student's progress into grades can be made should another school request them.

STUDENT PROGRESS REVIEW

Students who fall significantly behind on their academic work may be placed on a Student Progress Review. The purpose of the Student Progress Review is to formally review the student's progress in detail and to determine if the student should be placed on Academic Probation, and if so to recommend the specific terms and expectations of the probationary period. A probationary period is designed to give students a chance to re-assume command of their own educational progress. A student's invitation for re-enrollment in future terms may be dependent on performance during the probationary period.

Athletics and Physical Skills

Emphasis in athletics is on discipline, hard work, team spirit, and fun. Students will have the opportunity to participate in a wide variety of sports activities. Interscholastic and intramural competition occurs in the following sports: soccer, volleyball, basketball, baseball, softball, and tennis. Several of our teams compete in leagues and some have even advanced to the state level. Other activities vary seasonally and may include horseback riding, swimming, bowling, golf, skiing, hiking, weight training, aerobic exercise, yoga, martial arts, and running.

Sports facilities include a double-court gymnasium, soccer fields, baseball and softball diamonds, a racquetball court, a running track, four tennis courts, and a weight and exercise room.

In becoming a member of the Delphian community, you should plan to support your academic work with a regimen of regular exercise and a sensible diet. We will invite you to participate in a variety of fitness activities, and we will strongly encourage you to maintain good health and fitness while you're here.

Music and the Arts

Delphian School has a very active arts program. For students interested in music, the school offers a number of award-winning groups to join, including the Upper School Choir, Jazz Choir, and a jazz band. Middle School students have the opportunity to join Middle School Choir and the Middle School band.

Theater enthusiasts can participate in our major annual production for Parents' Weekend, as well as several other performances produced throughout the school year. In addition to acting, students can get involved in directing, set designing, choreography, and even playwriting. In fine arts and crafts, the school typically offers classes in ceramics, drawing and painting, graphic design, photography, and special studies areas. Facilities for the arts program include a theater, chapel (for performances), music practice rooms, and art, ceramics, and photography studios. The school also offers classes in digital video production in our state-of-the-art Audio/Visual lab.

Student Assistance

THE STANDARDS DIVISION

The Standards Division is a unique aspect of Delphian and significantly contributes to the program's success. Standards works with students to ensure they are getting the expected results from their education. When they are not, Standards finds and corrects the situation. It includes the Examination Department and the Department of Review.

In the Examination Department, students demonstrate competence at the completion of each course through examination or actual demonstration or both. There is also a more major review at the completion of a Form. The established standard is that every student has a 100% usable understanding of the material studied, and it is the job of Standards to see that this occurs. Anything missed on examination is sorted out and that learning is completed before the student moves on to other things. This keeps any area of confusion from building up and producing a later block in study.

If a student performs poorly on either a course examination or on a major exam or is having academic difficulties not easily dealt with in the classroom, the Department of Review is available to help get things back on track. Students are interviewed to focus more specifically on the difficulty, and a course of action is outlined to repair the situation. As part of the correction, the student will likely also review the study methods to ensure he or she can resume working independently once again.

Occasionally, a situation arises with a student which requires help from the Ethics Department prior to resolving the academic difficulty. The student would then work with Ethics until he or she was ready to return to the Department of Review to deal with any remaining academic problems.

ETHICS

The Ethics Department exists to help students get the most out of their experience at Delphian. There may be points along the way when a student is not operating in the best possible manner or is running up against obstacles that can seem too difficult to surmount. When this happens, the Student Ethics Advisor can work with the student to help him or her through the situation.

STUDY HALL

Study hall is an independent study time made available to students as a way to get homework or other assignments completed or caught up. If the student is behind or on a tight schedule to complete his or her program requirements, study hall may become mandatory. Study hall is a quiet and controlled environment in which to study, and each study hall period is monitored on a rotating basis by assigned faculty or upper level students. Having study hall does not preclude the student from participating in other school activities.

Day vs. Boarding at the Upper School Level

updated February 2024

While our Lower, Elementary and Middle Schools are entirely or primarily made up of day students, our Upper School is primarily boarding. The Delphian Upper School program, particularly Forms 7 & 8, include aspects that extend well beyond the traditional academic day, including early mornings, evenings and weekends. These parts of the program are not just “extra” but are key to achieving the richness of the graduation requirements. Examples include projects, student council, interscholastic sports, theater, choir, etc. Additionally, students benefit from the independence and discipline gained from participating in the boarding program.

Therefore, it is highly recommended that all students board beginning midway through Form 6, and particularly while on Forms 7 and 8. If a parent is considering not having their child board, they should discuss the advantages and disadvantages with their child’s school head. As a note, it is expected that Upper School day students be fully responsible for the coordination of their schedule with their parents, their supervisor, coaches and other instructors.

Graduation and Beyond

GRADUATION REQUIREMENTS

The school’s standards for graduation from each Form and from the complete program are maintained by requiring students to meet specific academic and practical graduation requirements. These are laid out in detail in the Graduation Requirements Handbook, which can be obtained through the Admissions Department. Each student’s program will have been designed to help that particular student achieve these abilities.

COLLEGE COUNSELING

Students are encouraged to carefully consider college as an important resource for accomplishing life and career goals. By Form 6, students should have some idea about their plans for college. Parents will receive letters informing them of the steps required for college application. Although it is the responsibility of both parents and students to carry out these steps, Delphian will provide resources to help. The Career Development Center is stocked with catalogs, pamphlets, and computers for researching careers and colleges. College counselors are available to help tailor each student's Delphian program to ensure they are well prepared for higher education. Students will want to begin researching colleges and scheduling times for taking the college entrance exams by Form 7. The school can assist students to register for the PSAT, SAT and ACT tests. Test preparation is available on an informal basis, although we recommend that students take SAT preparation classes over breaks or online. Delphian students have a high success rate for getting into the colleges of their choice.

Chapter 3 - Student Life

An Overview

Be prepared for a schedule brimming with activity, from early in the morning through the evening hours, nearly every day of the week. The weekends are a little more relaxed, but trips, sporting events, and a variety of social activities keep things active. You will find it an atmosphere of both fun and challenge, and you will be invited to help create that atmosphere.

BOARDERS AND DAY STUDENTS

Delphian is both a boarding and a day school. Some students board during the week and go home on the weekends (five-day boarders). If a five-day boarder wishes to spend an occasional weekend at the school, he or she can make arrangements with the Campus Life office to stay (please check with the Campus Life office for current overnight fees and arrangement of payment). The Campus Life office will notify all relevant personnel of a student's stay on campus. Similar arrangements are, of course, available for day students. Boarding is available to students enrolling in our Middle School at age 11 ½ or older, and the day school accepts students from kindergarten age on. Since most students board, Delphian is a lively community all day, seven days a week.

DORMITORIES

Boarding students live in dormitories on campus. There are eleven dormitories—five boys' dorms and six girls' dorms. Most rooms are designed for double occupancy, with access to shared bathrooms in each dorm. The dormitories are in the main building, except for one, which has its own lounge/kitchen facility and laundry room. Furnishings include single beds (often bunked), dressers, desks, shelves, and closet space.

Each individual dorm is governed by a Dorm Captain and a Bathroom Captain, all members of the Student Council. They run the dorm as a team that learns to work and live together well. Dorms also compete with other dorms providing friendly competition that can lead to dorm party celebrations.

MEALS AND NUTRITION

Students take all their meals in the school's dining room, which provides a warm and friendly environment for more than just eating. Mealtimes also provide time to get together with friends and faculty and socialize, have small meetings, etc.

Nutrition is an important subject at Delphian. All students take a course in it at some time in their program to increase their understanding, and a well-balanced diet is provided at every meal, including vegetarian options. We hope to see Delphian students develop the habit of eating in a healthy way both during and after their stay at the school.

PERSONAL TEACHERS (PTS) AND FACULTY ADVISORS (FAS)

All boarding students enrolling in the Middle School have Personal Teachers—faculty or staff who help provide the extra care and attention needed for a child of this age group who is away from home. Personal Teachers maintain direct communication with the parents concerning the child's growth and development while at the school. There is a fee for this service.

Upper School students have Faculty Advisors—faculty or staff who provide adult friendship and guidance to help students in a variety of ways. This may include a trip into town for supplies, assistance in making travel arrangements or a good, heart-to-heart conversation. This service is offered as a part of the student's tuition and is not an additional fee.

STUDENT SERVICES

Through the student services program, students contribute to the operation and maintenance of the school for 50 minutes each weekday and a few hours on the weekend, scheduled so as to avoid interference with the student's academic program. This program is designed to give experience working at all kinds of jobs as a part of a group. Students work with the other students and staff at Delphian in creating a functioning, well-run school. This program teaches lessons in hard work, gives a student the experience of having a job or position of responsibility, and helps them to learn about and experience a more real-world situation.

When beginning the program, students will start off doing something simple like cleaning dishes, sweeping the hallways, or cleaning areas of the school. When students succeed in their student services and demonstrate the ability to work hard and create good effects, they get promoted to what is called an "in charge" or "I/C" position. As the I/C of a student service, a student is responsible for a group of students working together to improve some area of the school, such

as the gym facilities, a set of classrooms, or the floors and stairs inside the building. There are many different types of student service I/C positions.

When a student is doing poorly on their student service, not working hard, or disrupting others who are working productively, they are worked with to improve. If they continue to not do well despite attempts to help them, they are demoted to a lower-level student service of less responsibility until they can succeed at that level. Once they have succeeded, they may then move up to a higher-level student service position. This is all part of the learning experience.

In general, the student service program gives students chances to build leadership skills, to develop responsibility, and to grow by experiencing success and failure in a safe and supportive environment. Students experience learning from mistakes and trying again; and at the higher levels, it develops a broadening leadership and responsibility.

Once students have accomplished the goals of the student service program (ability to hold a position of trust and responsibility) and have shown their responsibility and trustworthiness at this level, they are promoted to a position in Student Council.

STUDENT COUNCIL

The Student Council is a governing body consisting of our top students in the academic and practical areas. These students work with the faculty and staff at Delphian in creating a functioning, well-run school. Student Council members work as Dorm Captains (what might be better known as "proctors") in the student residential program, maintaining discipline, helping students who need advice or care, and ensuring cleanliness and order. Student Council members work in the community, setting up and manning tutoring, drug awareness, and other community service programs. Student Council members work within the school to run after-school study functions, student activities on the weekends, fundraising efforts, and so on. There is hardly an area within Delphian where a Student Council member won't be found either running it or helping a staff or faculty member to do so.

At the Upper School level, Delphian's Student Council includes approximately 60 students, starting at the Form 6 level. The managing group within the Student Council is called Student Council Officers. This group is made up of about ten students. Each leads a smaller part of the Student Council as the officer or leader over that area. For example, in the residential program, there is an officer position that governs the six Dorm Captains who run all the female dorms, ensuring they are each doing their jobs well and supporting them as needed.

Appointing/removal process

In order to graduate, a student must participate in and contribute to the Student Council successfully. Although this part of the program is a requirement, students are not automatically granted Student Council membership, nor are they elected onto the Student Council by popular vote.

The Head of Co-Curricular (a faculty position) and the team of officers reviews the student body periodically, looking for those students who are doing well academically, are an asset on their Student Service position (preferably are in charge of a Student Service crew), contribute to student activities, take on challenging projects or practical work, and have expressed interest in being a part of the Student Council.

Based on available positions, the Head of Co-Curricular and the President and Vice President of Student Council will invite those who have met the standards required to be invited. Students have the option to decline or accept the position of responsibility offered to them.

Once a student has been invited to join the Student Council, they are given basic training to help them be successful on their new position. From that point, students are expected to make the most of their position, to challenge themselves to create good results from their position, and to be leaders in the student body.

Students who perform above and beyond on their positions are noticed by their peers and the officers and are generally promoted to higher positions in the same way they were chosen for Student Council.

Students who do not perform well on their position are worked with to improve. They can work with their direct student manager, the Student Council President or Vice President, and/or the Head of Co-Curricular. Students who continue to do poorly after several chances to make a change are usually removed from their position on Student Council and given a chance to succeed newly at the lower gradient of Student Services.

Expectations of leadership

Occasionally a situation will arise where a Student Council member is doing the work required for his or her position but finds themselves in a situation where they have violated a major school rule or have not set the example of leadership and responsibility in the group somehow. In this case, the student is usually removed from their position on Student Council until they have shown that they are indeed a top leader of the student body.

Student Council members are expected to be the top examples in the student body and set the standard for the rest of the group--attending activities, warmly supporting the staff and faculty, helping their peers understand and follow the rules, and demonstrating care and integrity.

In their senior year, when a Student Council member has done an outstanding job on their position, they may be invited to participate in the Student Outreach program.

STUDENT OUTREACH

Student Outreach is a program for students who want to go above and beyond the regular student service and student council requirements. As such, it is not a required program, but one that students can work toward being invited to and can participate in if they have a strong interest in the service area.

Student Outreach is comprised of senior students that are excelling in the practical area and Student Council program and who are wanting to expand into broader service opportunities, often beyond the school itself. Once a student is invited to Outreach, they propose a project of some magnitude, approximately 75 hours in length, that is designed to positively impact their local or global community. Once this project is approved, the student is replaced on their Student Council position and considered a part of the Student Outreach group. Besides completing their project before the end of the school year, students on Student Outreach must also contribute to the school a minimum of four hours a week. Examples of this could be attending meetings for clubs, helping new students learn how to participate in the student services program, going on a community service trip on the weekends, getting together with a group of Outreach students and planting a garden, helping with the weekend activity or doing some other group activity that helps the students or school.

In addition to being a top member of Student Council and a strong student on practical projects, a senior being invited must be in good academic shape to complete the Delphian program by the end of the school year. These students exemplify what a Delphian student can be on all parts of the logo: knowledge, leadership, responsibility, and ethics. Student Outreach is something special; those who are a part of this group must represent that in all aspects of their final year at Delphian.

Activities and Schedules

WEEKDAYS AND EVENINGS

Delphian students have a very active schedule during the week. All students begin the day with a focus on their academic courses which generally continue into some part of the afternoon and can extend into the evening hours with study hall. Sports, arts, and a variety of other extra-curricular activities are planned during the early afternoon each weekday and all students get involved in one or more of these activities. When not studying in the evenings, boarding students carry out their Student Services tasks, participate in club activities or enjoy free time in the Student Lounge and Snack Bar.

WEEKENDS

The full schedule of the week carries on into full weekends. Many of the sports meets occur on the weekends, taking team players either away for their games or involving them in games at home. If there aren't any official games, sports tournaments are often planned in which the student body breaks up into teams and competes. The Student Council may put on a talent show, burger party, Casino Night, dance, charades, trip to the movies or bowling, or a variety of

other activities. Trips into nearby cities and countryside for shopping or sightseeing, as well as overnight camping and hiking trips may also be planned. A few times a year students go into Portland specifically to see a musical, opera or drama. Community service may also be a part of weekend activities, in which Delphian students go out into the local community and help on a particular project.

TRIPS

Throughout the year, students have the opportunity to participate in a variety of trips, both recreational and academic. There is generally one extended ski trip to Mount Bachelor as well as other one-day ski trips throughout the winter. In addition to skiing, there have been trips to Washington, DC focusing on the federal government, history, and current event issues, and trips to Europe (Spain, France, England, and Italy) focusing on world history, art, literature, and government. Upper School students specializing in business or math and science, can participate in several kinds of seminars that take them on trips of a day to as long as a week. Students tour and experience actual working environments in centers of commerce, technology, and/or science. Recent trips have included Boston, New York, Chicago, Los Angeles, and Silicon Valley.

SCHEDULES

Each school at Delphian has a slightly different daily schedule. These change from school year to school year but are always posted prominently. You will receive a copy of the daily schedule as well as the annual school calendar at the beginning of the school year or when you first enroll. To get an extra copy of the daily schedule, contact Admissions. Any individual changes in the yearly schedule are very disruptive to classes and activities and most importantly to the quality of service to your child so they are strongly discouraged. Leaves of absence beyond the established school break needs the approval of the student's academic supervisor or teacher before making final plans.

Other Logistics of Student Life

Listed in alphabetical order below are a few important points to help you become better oriented to life in the Delphian community.

APPEARANCE & DRESS CODE

Delphian takes a middle ground in the area of student appearance. We expect students to keep a neat, clean, and well-maintained appearance. We often hold graduation assembly on Friday and ask that all students dress up for the day. Specifics on the appearance and dress code guidelines can be found in Chapter 6: School Guidelines and Rules.

CHURCH

Students are encouraged to attend regular religious services in their chosen place of worship. Transportation to and from these services within the nearby towns can be arranged upon request.

INTERNATIONAL STUDENTS AND THE ENGLISH LANGUAGE

English is the common language of the school. Having a common language makes it possible for the group to maintain good communication among all of its members. International students are expected to speak English in all public places including the classrooms, dining room, hallways, and lounges, as well as on school trips off-campus. (Students who are new to the International Entry program will be given extra consideration in the application of this rule.)

MAIL AND PACKAGES

Students can pick up and send mail on weekdays using the facilities in the mailroom. Students can receive assistance with shipping packages from the mailroom staff.

MEDICAL LIAISON AND INSURANCE

The school maintains a relationship with a consulting physician and provides liaison for students to health care practitioners in the area. There is a staff member available to students at all hours who functions as the Medical Liaison. The Medical Liaison can provide immediate first aid for injuries and accidents, arrange for emergency or specialized medical care when necessary, and keeps all medicines for students. The Medical Liaison will also communicate directly with parents about health problems or needs that arise during the school year, and assist parents in scheduling appointments for their child with a local physician or practitioner. A list of local practitioners is available on request.

Not all injuries and illnesses call for treatment by a physician. Minor procedures may be carried out following guidelines developed under the guidance of our consulting physician. These guidelines are available for review by parents and include common situations parents would likely encounter at home. The school's desire is to follow this pattern of personal care whenever possible.

In emergencies, it is the school's practice to first consult a physician. Parents will be notified as soon as possible and kept informed of the situation and of the physician's diagnosis. At the physician's discretion, the physician may initiate certain minor medical procedures, unless parents indicate otherwise in the registration forms or in writing to the school. The "Application for Admission — Summer Session" or the "Enrollment Procedures" form must be completed and signed by parents and kept current so that needed treatment can be made available if parents can't be reached.

Parents must fully complete the medical forms in their registration pack, with particular attention to the immunization records, as the state of Oregon requires full immunization records. The

records ensure that data is available to guide proper medical care when needed. Parents should keep the school informed of the health needs of their child. However, if possible, routine medical and dental care should be done while the child is home during Winter and Spring Breaks, or during the summer.

All students are enrolled in the student accident insurance program provided through the school. The cost is covered by the Materials Fee which is paid upon enrollment. This insurance provides school-time secondary accident insurance (secondary to a family's own insurance). The insurance only covers accidents and not routine medical needs. The school advises parents to provide health or accident insurance through their own insurance agent or employer. Additional information on the school's secondary coverage is available through the Admissions Office.

PERSONAL EXPENSES

During the school year, each student should have personal spending money for allowance, approved weekend excursions such as movie trips and roller skating, meals for off-campus interscholastic games, medical expenses, and any special overnight school trips. Parents will be provided with a Personal Expense Worksheet, which may be used to estimate a student's personal expenses for the school year.

Each student should have a credit or debit card to be used for personal expenses during the school year. The school has an ATM machine for the occasional times when cash is needed. Credit cards, debit cards, or prepaid credit/debit cards can be purchased anywhere gift cards are sold or through your banking institution. Many bank-issued cards offer parental control features.

Elementary and Middle School boarding students have a Personal Teacher who will help manage the student's personal expenses. The Personal Teacher can hold the card and oversee the card's use by the student.

Upper School students are expected to manage their own debit/credit card in coordination with their parents. It is recommended that parents supervise the use of this card. This would include setting limits on expenditures.

TRANSPORTATION

Boarding students are not allowed to drive and, therefore, should not bring their cars to campus. Day students may drive to school with parental permission.

The school provides transportation for boarders to health practitioners, hospital facilities, and churches in nearby towns. Transportation to and from the airport, bus stations, and train depots is provided by the school at the beginning and end of terms, as long as it falls within the designated arrival and departure dates and times.

Any additional transportation requirements are provided by local shuttle services. Contact the Student Transportation Office for a list of shuttle services in our local area.

Chapter 4 - Arriving and Orientation

Orientation and What to Bring

GETTING ORIENTED

As part of your enrollment, you will be introduced to a fellow student your age who will become your buddy for the next week, showing you around campus, answering questions, and helping you to feel at home. This will give you a chance to get fully oriented to your new environment. You will also have a Personal Teacher or Faculty Advisor assigned to you and will be introduced to him or her. Your PT/FA is there to help and will be an important person for you even beyond your initial orientation. Many of our students develop lifelong relationships with their PTs and FAs.

If you are enrolling in the fall, there is also an Orientation Assembly soon after enrolling that helps to further familiarize you with key faculty, school rules and policies, the role of Personal Teachers/Faculty Advisors, and other important information necessary to get you further oriented to life at Delphian.

WHAT TO BRING

Required

- Students in Form 4 and above: Professional dress clothes for Fridays (see Student Dress Code chapter 6)
- Appropriate everyday clothing (see Student Dress Code chapter 6)
- Rugged and warm clothing for outdoor activities
- Raincoat and/or windbreaker
- For PE classes: athletic sneakers (cross trainers/running shoes with good arch support)
- Specialized athletic equipment (tennis racket, etc.)
 - If playing soccer: cleats, shin guards
 - If playing volleyball: knee pads, sports shoes, black Spandex 4" inseam shorts
- Bedding for a twin-size bed—pillow, blanket, comforter, 2 sets of sheets and pillowcases
- Towels and washcloths • Bathrobe and slippers • Alarm clock • Soft, collapsible laundry basket
- Soap, toothbrush, toothpaste, deodorant, laundry detergent, etc.
- (Discouraged are: perfumes, colognes, excessively scented lotions or sprays.)
- Shower basket/caddy • Food storage container (medium-sized plastic tub with a tight-fitting lid)

- Paper, pens, pencils, notebooks
- Sleeping bag (for use on camping trips)
- Duffle bag

School Supplies

- Paper, pencils, pens, notebooks and a calculator
- Students should purchase a dictionary after beginning the school term in order to get guidance from the teacher on an appropriate one.
- (Upper School students only) Laptop computer. See section above for minimum requirements.
- Some basic school supplies are available at the school bookstore.

Debit or Credit Card

Please do not bring more than \$50 cash. For the security of your money, please sign up for either the Greenlight card (U.S. students only) or a debit or credit card from the bank of your choice. We have an ATM on campus should your child need extra cash at any time.

Optional

- Backpack
- Musical instruments
- Laundry marker
- Helmet (if the student will be riding a bicycle or using rollerblades)
- Knee pads and wrist guards (for rollerbladers)
- Wristwatch
- Reading lamp
- Surge protector
- Small iron and ironing board
- Small fan
- Rain boots
- Hiking shoes
- Warm gloves
- Umbrella
- Small refrigerator (no larger than 3 cubic feet)
- Small heater (must automatically shut off when tipped over)

Identifying Possessions

All student's possessions, especially clothing, should be plainly marked with the student's name. While the school makes every effort to care for the property of its students, it is not considered liable for any loss that may occur. Parents are urged to secure a homeowner's insurance policy which includes their child's possessions while away at school.

Items Not Allowed at Delphian

- Pets (other than fish)
- Televisions
- Motorcycles
- Firearms, ammunition, knives, or dangerous weapons
- High wattage appliances (electric heaters, hot plates, etc.)
- Hazardous explosives or flammables (candles, incense, propane, etc.)
- Lasers
- For Elementary and Middle School students: laptops, iPads, or other electronic game equipment

Chapter 5 - Ethics

Surviving Well

A big benefit of being a student at Delphian School is being part of a group of people who are aligned toward surviving well as an educational community, who are highly supportive of each other in this regard, and who have a broad agreement about the importance of ethics and personal integrity. An understanding of the basics of ethics will help you keep your own survival level high while being part of a group that can help you toward your goals.

Ethics, Groups and You

UNDERSTANDING THE TERMS

The subject of ethics is often confused with the subject of morals. It is important to sort out the differences and similarities between these two subjects to fully understand what they have to do with you and groups in general, and in particular with the Delphian community. L. Ron Hubbard has written extensively on these subjects and provides individuals with a practical way of determining right and wrong as it applies to surviving well in life. What follows are some excerpts from his writings which can help a student better understand these vital subjects.

Morals

“In the modern dictionary we find that ethics are defined as ‘morals’ and morals are defined as ‘ethics.’ These two words are not interchangeable.

“Morals should be defined as a code of good conduct laid down out of the experience of the race to serve as a uniform yardstick for the conduct of individuals and groups....Morals are actually laws.”

L. RON HUBBARD
"ETHICS, JUSTICE AND THE DYNAMICS"

Ethics

"Ethics actually consists of rationality toward the highest level of survival for the individual, the future race, the group, mankind and the other dynamics¹ taken up collectively. "Ethics are reason....The highest ethic level would be long-term survival concepts with minimal destruction, along all of the dynamics."

L. RON HUBBARD
"ETHICS, JUSTICE AND THE DYNAMICS"

"ETHICS consists simply of the actions an individual takes on himself. It is a personal thing. When one is ethical or 'has his ethics in,' it is by his own determinism² and is done by himself."

Sometimes a concept can best be understood by understanding the opposite of it. When one's ethics are "in," the person is making smart choices and surviving well. When one's ethics are "out," the opposite is true.

Out Ethics

"...an action or situation in which an individual is involved contrary to the ideals and best interests of his group. "An act or situation or relationship contrary to the ethics standards, codes or ideals of the group or other members of the group. An act of omission or commission by an individual that could or has reduced the general effectiveness of a group or its other members. An individual act of omission or commission which impedes the general well-being of a group or impedes it in achieving its goals."

L. RON HUBBARD
"ETHICS AND EXECUTIVES"

People are basically good and are generally trying to do the right thing, so how is it that one's ethics can go out? It has a lot to do with your own actions with respect to the group to which you belong. Your actions can be intentional or unintentional but if it results in harm to you or your group, it has a negative effect.

Overt Act

¹ Dynamics: the eight urges (drives, impulses) in life are called dynamics. These are motives or motivations for survival and include self, family, groups mankind, all living things, the physical universe, spirituality and God or infinity.

² Determinism: the ability to direct or determine the actions of someone or something. Thus, something done on one's "own determinism" would be caused by the person himself, not by a force exterior to him.

“An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. Overt acts are the biggest reason a person restrains and withholds himself from action.”

L. RON HUBBARD

“OVERT/WITHHOLD WRITE-UPS”

When a person is a part of a group, overt acts can have an affect on the person’s relationship to that group when its agreements or moral codes have been violated.

“A harmful act or a transgression against the moral code of a group is called an overt act, or an overt. When a person does something that is contrary to the moral code he has agreed to, or when he omits to do something that he should have done per that moral code, he has committed an overt act. An overt act violates what was agreed upon...It can be intentional or unintentional.”

L. RON HUBBARD

“DEFINITIONS”

Withhold

“A withhold is an overt act that a person committed that he or she is not talking about. It is something that a person believes that if revealed will endanger his self-preservation. Any withhold comes after an overt.”

L. RON HUBBARD

“DEFINITIONS”

A BASIC VIEW

In matters of an ethical nature, and in setting the stage for the ethical growth and development we expect to see in our students, it is important for parents and students to know and agree upon the basic viewpoint we will take.

We assume that the individual is basically good and that the individual is himself and not his body or mind.

We assume that there are at least two different aspects of the individual’s mind, one of which is used to help the person survive, and the other, which tends to hinder the individual. The former, the analytical mind, is “the conscious aware mind which thinks, observes data, remembers it, and resolves problems. It would be essentially the conscious mind as opposed to the unconscious mind....the analytical mind is the one which is alert and aware....” (L. Ron Hubbard, “Definition Notes”). The latter, the reactive mind, is “a portion of a person’s mind which works on

a totally stimulus-response³ basis, which is not under his volitional control and which exerts force and the power of command over his awareness, purposes, thoughts, body, and actions.” (L. Ron Hubbard, The Book of Basics).

The extent to which an individual sets and achieves pro-survival⁴ goals depends not just on what he decides to do and how well he manages his environment, but also on how well he manages these two aspects of the mind. It is fundamentally the responsibility of the individual to keep rein on the reactive aspect of the mind (this will be part of “keeping one’s ethics in”), and to develop and sharpen analytical abilities. It is also the individual’s responsibility to set and pursue his or her own goals.

HONESTY

When you come to Delphian, you should do so of your own free will; thus you commit yourself to honestly upholding the standards of the school—all of them—in yourself and in those around you. We expect you to not only be honest and straight yourself but also to do your utmost to help your fellow students stay honest and straight.

Delphian spirit is based upon trust and honesty. Trust is established and built when one is honest and open in one’s communication, activities, and relationships with the rest of the community. Being honest means more than just telling the truth, it also means being true to oneself and one’s personal convictions. These are high standards to maintain, but we believe that only in this kind of honest and trustworthy environment can each individual thrive and best reach his or her own goals.

ATTITUDE

Students will find there are a tremendous number of opportunities available at Delphian School. A student who understands and appreciates the many freedoms and responsibilities that are available will have an attitude of warm support and participation toward the school and its rules and activities. There are many freedoms and many responsibilities a student will assume. Under these circumstances, we all work well together and can make great progress toward our goals.

When something is not going well with a student, another sort of attitude can appear. Such an attitude can be obvious or not so obvious, but it shows that the student has begun to turn away from agreements made with the group. For instance, it could consist of a student pretending to follow the rules and agree with the goals of Delphian while, in truth, being involved in regular (large or small) violations of the agreements.

Such an attitude is always an indication that the student is not being honest with himself and us. When a faculty member sees that an attitude like this is persisting, he or she will talk to the

³ Stimulus-response: a mechanism whereby the individual becomes upset or “stimulated” by the environment, and then reacts.

⁴ Pro-survival: In favor of survival, going in the direction of survival.

student about it. In many cases, the attitude is simply a way of behaving that was successful in some other environment before the student came to Delphian, and when it is pointed out that this sort of thing is not appropriate here the student will discard it and become more honest.

If things don't improve, we know that some sort of dishonesty is continuing. We have found that a common reason for this is that the student has done something here at the school or before coming to the school, which he or she feels is wrong but is unwilling to admit to. In this situation, a faculty member may ask the student to write a list of any rules broken or things the student feels he or she shouldn't have done, and anything not communicated that should have been at the time of enrollment. When the student honestly does this, it will help him or her to become more honest, and that always helps a person be a more productive member of a group.

If a student were to remain unwilling to be honest with the school and with fellow classmates, even when offered help, it might well be that Delphian is not the place for that student. The faculty are very willing to work with students who are working toward gaining a better education and becoming more honest, but, of course, the student must want these things as well.

KEEPING A GROUP WORKING TOGETHER

It sometimes happens that a group, which has been working well together, begins to fall apart, sometimes splintering into smaller groups. Of course, when that happens, the group as a whole is weakened and usually becomes less productive. One of the things that goes along with a group beginning to break up is increased criticism and rumors about others. If something like this starts in a student body, one often begins to hear more natter⁵ among students.

Such situations are easy to fix if everybody knows how. In fact, they are easy to prevent if the following data is understood and applied on a regular basis. Such situations occur because individuals have broken agreements with their group or they have treated others in a way that they would not like to be treated. To remedy or prevent natter and rumors we ask students to write down what rules and agreements they've broken and what they have done to others that they know they shouldn't have done. If a student honestly writes down everything so that he or she is "clean," any penalty that may normally have occurred is usually much lighter and the matter is put to rest. (If a student continues to hide any broken rules or agreements and it is later discovered that he or she did this, it can lead to a Disciplinary Hearing, see Chapter 7: Justice.)

After a student has written down the broken rules, etc., he or she would then do whatever is appropriate to repair any damage that may have resulted. This can be simply sorting out an argument from a few weeks ago, or it can be contributing some help or work to whoever was hurt by the broken rule or wrongdoing.

⁵ Natter: the act of grumbling or complaining about something; finding fault with or griping about a person, place, situation, etc.

In the end, the communication within the student body and with the staff and faculty is fully repaired and all are again supporting each other in achieving their goals.

PARENTAL INVOLVEMENT

When a student has ongoing difficulty staying ethical in life or in school, parents are encouraged to participate with the school in helping their child sort out his or her actions and ethics. It is important that parents are fully familiar with the information in this chapter.

Getting Help from the Ethics Department

One of the many unique aspects of student life at Delphian is the service provided through the school's Ethics Department. Because honesty and personal integrity are so key to life at the school (and in general), and because there are always moments in a person's life when these character traits can be strongly challenged or even compromised, the school has a department to help students sort out difficulties.

Though the focus of the school is on academics, we recognize that there are sometimes attitudes, behavior, relationships, and other situations that can hamper one's ability to do his or her best. When this happens, it is the Ethics Department, and most specifically, the Student Ethics Advisor, that can provide additional help.

For the most part, utilizing the services of the Ethics Department is entirely at one's own discretion—a student need just ask for the help. Students may also find it coming up as a natural part of sorting out situations with their studies or other activities. However, in cases of more severe behavior or disciplinary problems, the student would typically work with the Student Ethics Advisor and be restricted to campus. This would include weekend activities, on or off campus, plus restriction from the Recreation Room, until work with the Student Ethics Advisor was completed.

Chapter 6 - School Guidelines and Rules

Guidelines and Rules Overview

When a student enrolls, he or she becomes part of a group whose primary purpose is to see that each and every student in the school gets the best education possible. It is with this purpose in mind that we have developed guidelines and rules for the school, and it is our philosophy of personal responsibility and integrity that guides the concept of ethics we apply to our school community. We assume that everyone on campus is aligned with the above primary purpose and frown on attitudes and activities that are, or appear to be, opposed to it.

One important decision each student must make prior to enrolling is deciding whether they can agree with our group's standards. Both parents and students should take the time to read through this chapter, and Chapter 7: Justice, to fully understand the agreements one makes in becoming part of this group and the results one faces should these agreements be broken.

Appearance and Dress Code

While welcoming students of various backgrounds and cultures, Delphian takes a setting-appropriate middle ground regarding student appearance. Guidelines in this area are designed to best support the school's educational purpose.

Students are expected to wear clothing and footwear appropriate to the activity and location, and to observe traditional standards such as removing hats⁶, caps or sweatshirt hoods indoors (the exception being evenings after dinner and on the weekend).

In keeping with this, students may not wear clothing that promotes activities that are against Delphian rules or are counter to the school's ethical standards and culture. With exceptions for specific health or religious considerations, more specific guidelines follow.

- All clothing should be neat, clean and in good repair. In all classes, cut-offs, muscle shirts, and clothing that is too revealing are not allowed. Shorts, skirts, and dresses should be of reasonable length. Undergarments should not be visible at any time.
- Attire for sports and fitness classes must be appropriate for the activity in the class as determined by the athletic director.
- Hair should be well groomed and neat. Unusually shaved or unnaturally colored hair is not allowed. Students' faces should be clean shaven without long sideburns. In class, students are asked to keep their hair well out of their face.
- Ear piercings are allowed. Students middle school and above are allowed to wear make-up. Visible tattoos are not allowed.
- For middle school and above, Fridays are Professional Dress Day for class time, assemblies, special dinners and other designated events, giving students an opportunity to practice dressing more formally. As a guiding rule of thumb, students can ask themselves the question, "How would I dress for a formal job interview?"

⁶ An exception is the Delphian Outdoor Program hat or Delphian Alumni hat. Because these are earned through special contribution and productivity or graduation, they are allowed to be worn in the school during the weekday. However, the expectation is these would be removed in the dining room during weekday meals.

Acceptable professional dress:

- Dress slacks (no khakis, pants with rivets, colored jeans or other similar pants) with a belt, long-sleeve dress shirt with a tie or bowtie.
- Dress slacks with a blouse or dress sweater.
- A dress.
- A skirt with a blouse or sweater.
- A sport coat or suit is optional but encouraged.
- Dress shoes should be worn with all attire. If socks are worn, they should be dress socks, such as trouser socks.
- Dresses and skirts should be near the knee or below (the “fingertip rule” would be the shortest acceptable length).
- Evening gowns or attire, party dresses or similar clothing or shoes are considered inappropriate.

If a faculty member considers a student’s appearance to be unsuitable for the location or activity, or otherwise a violation of this code, the student will be asked to change.

Attendance and Points System

ATTENDANCE

Students are expected to be on time wherever they go. Life at Delphian is very busy, and requires students get a lot accomplished during the time they are here. Being late is not only disruptive but wastes valuable time. A penalty system has been developed regarding this important standard. Refer to the Points System in this section.

POINTS SYSTEM

Delphian has a Points System dealing with the basics of day-to-day non-academic life. Points are assessed in relation to attendance and dorm/bathroom inspections and may result in some restrictions. The system works as follows:

1 point	Flunking dorm inspection.
2 points	Being late (less than 15 minutes) to class, study hall, afternoon class, student service, bathroom/lounge duties, seminars, assemblies, and dorm check; flunking a dorm inspection a second

	time in the same week or a weekly Sunday Special Cleaning inspection.
3 points	Flunking a dorm inspection for the 3rd time or more in one week.
4 points	Being more than 15 minutes late or not showing up at all (a “no-show”) for class, study hall, afternoon classes, student service, bathroom/ lounge duties, seminars, assemblies, or dorm check.

Campus Life collects all the data and posts a daily tally on the student notice board in the Upper School. You are encouraged to check it regularly, as it is your responsibility to sort out any disagreements or corrections before the final weekly tally is posted. When you accumulate penalty points during a given week, there are restrictions that apply the following week.

0-2 points	All weekend activities available
3 points	A warning
4 points	Restricted to campus for one week. This includes restrictions from weekend activities on or off-campus and the Recreation Room, plus assignments to extra Student Service jobs on the weekend or other special times when students are out of class.

For Summer Session Only:

4 points	Restricted to campus for 5 days. This includes restriction from the Recreation Room, plus assignments to extra Student Service Jobs during student's free time each weekday.
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If at the end of the month, you have received no points, you are put on a 100% list and given 2 bonus points which you may use to take away future penalty points. However, bonus points may not be used to remove a no-show penalty, with the exception of Laundry & Bathroom Crews or other infrequently scheduled activities. In the summer, due to the session length being only 6 weeks long, any student who has received no points for a week, will be given 1 bonus point. Let the student manager of the points system know if you intend to use bonus points before the weekly tally is posted.

If you receive 18 or more points at the end of the month, this could lead to a Disciplinary Hearing (refer to Chapter 7: Justice) to sort things out.

Bicycles, Rollerblades, Skateboards and Scooters

Bicycles, rollerblades, skateboards, and scooters are allowed on campus and make an excellent way of getting around, provided they are ridden in a safe manner.

Bicycling, rollerblading, skateboarding, and scootering are allowed on campus in specific outdoor areas only. The Campus Life Office has information on these specific locations. None of these activities may be done inside the building.

Students under the age of 16 years old are required to wear a helmet when bicycling and scootering (required by Oregon State law for bicycles). Riding a bicycle or scooter off-campus is forbidden for Lower, Elementary, and Middle School students unless accompanied by an adult and with the permission of their parents or Personal Teacher. Upper School students may ride off-campus with adult supervision.

All bicycles and scooters need to be labeled and registered with the person in charge of bicycles and are to be parked in the bike racks placed in various locations on campus.

When skateboarding and rollerblading a helmet, wrist guards, and kneepads are required. Jumping ramp activities, when approved, require a signed parental waiver. There is no skating on any stairs or handrails.

Students may not have electric or gas-powered scooters or bikes on campus.

Computers, Phones, Internet and Technology

The Internet and Network Security

Delphian provides Internet access to students so they can do schoolwork, communicate with friends and family, and occasionally use it for entertainment. We expect students to use the Internet sensibly, ethically, and productively.

The school filters access to some inappropriate sites, but the filters can't catch all bad content. We expect students to stay away from inappropriate sites such as those that display pornography, promote illegal activities, encourage activities that run counter to the school's core values, or encourage hatred against people based on race, religion, nationality, etc. Additionally, it is an ethics offense to intentionally bypass or attempt to bypass the school's Internet filtering.

Students will have a Delphian email account while they are enrolled. This account should be used only for school-related activities and should not be tied to banking or other personal services that a student would need after their time at Delphian.

As part of maintaining the efficiency of the school's network, the Network Manager may need to monitor or inspect any traffic that uses the school network. As a result, students do not have an expectation of privacy regarding information they send or receive on the school's network.

Delphian gives out email and network passwords to each student. Students need to keep these passwords secure and may not give them to other students. Using a network account that is not your own is an ethics offense.

Mobile Devices

It is common for students in Middle School and above to have Internet-enabled devices so they can communicate with parents, friends and family. However, these devices are expected to be turned in during both academic and co-curricular class times as well as at bedtime.

The school has limited ability to filter Internet traffic on personal devices, and devices with their own data plan can bypass the school's filtering system. As a result, parents should discuss with their children how they expect them to use their devices. Students are responsible for using their devices according to their parents' wishes and rules.

Most devices have cameras. Students may not take or send nude, sexually suggestive, or otherwise inappropriate photos or videos of themselves or others.

Digital Entertainment and Social Media

We expect students to make good progress on their schoolwork. If playing computer games, watching movies, or engaging in social media interferes with this, the student's academic

supervisor will discuss this with the student. The academic supervisor may ask the student to limit or refrain from these activities until the student is making adequate progress on their school work.

We ask that students not bring devices whose primary purpose is entertainment, for example: game consoles, such as PlayStation and Nintendo Switch, VR headsets, or a television. Screens with a diagonal size larger than 27 inches are not allowed, as well as multiple screens.

We expect students to spend little or no time playing recreational computer games. This applies to games on both school and student-owned computers. All games played at the school must have an official age requirement stated by the ESRB (Entertainment Software Rating Board) or equivalent. All students playing or watching others play a game must meet the age requirement for the game.

Similarly, for watching movies and TV shows, students must meet the age requirements stated by the MPAA (Motion Picture Association of America) or TV Parental Guidelines.

Students who have social media accounts should not post anything that could harm or reflect badly on the reputation of the school, students, staff or alumni. The school restricts access to social media sites at the Middle School level and below.

Lower School Students

We expect Lower School students to spend little to no time in front of screens and strongly recommend any screen time be limited to Friday and Saturday nights, with no screen time during the school week.

Elementary & Middle School Students

Students in the Elementary and Middle Schools may have phones or tablets, but are asked not to bring laptops or smartwatches with them to the school. These students will have access to their devices from 5:00 PM to 6:30 PM every day as well as from 9:00 AM to 11:00 AM on weekend mornings. If a parent needs to contact their child at another time, this can be arranged with the personal teacher or academic supervisor.

Laptop Computers in the Upper School

Because computers are used intensively as part of the academic program at Delphian, Upper School students are required to have their own laptop computer for the school year. iPads or similar tablets are not acceptable substitutes and are not supported by the school.

The requirements are:

- The laptop must use a current, supported version of Windows, Apple macOS, or ChromeOS.
- The computer must have at least 8GB of memory (or 4GB+ for ChromeOS).
- The battery must last 5 hours or more on a single charge so the computer will operate through a typical school day. We cannot guarantee a power outlet next to each school desk.
- The computer needs to have an English keyboard with English installed. Our faculty cannot assist students with computer help if the keyboard and operating system are not in English.

Because a functioning laptop is critical to academic work in the Upper School, malfunctioning, damaged, or lost laptops need to be repaired or replaced within two weeks. Because Delphian does not repair computers, we recommend parents purchase a warranty with accidental damage protection and on-site service.

Courseroom Guidelines

The courseroom is where students will spend the majority of their school time at Delphian, so it is important students understand how courserooms function best and what students need to do to get the most out of their academic time. Courseroom Guidelines are posted in every courseroom. Students will become familiar with them as part of their initial orientation.

Dining Room

In the common interest of having a pleasant and enjoyable dining room environment at Delphian, it is requested that everyone use the following guidelines.

- Dress appropriately, including clean clothes and shoes, when in the dining room.
- Keep clutter out of the dining room. Study materials and sports equipment, for example, should not be brought in.
- Lower School students should be accompanied by a parent or an adult while going through the line and while dining.
- Elementary and Middle School students should dine with an adult at their table during lunch and dinner.
- Be mindful of others in the dining room. Loud noises, distractive clowning or tossing of items are not permitted.
- For good manners, and to promote live conversation, no wired or wireless earbuds or headphones are to be worn in the dining room.
- At Delphian, everyone helps by bussing whatever dishware is used and by personally cleaning up spills or messes that one happens to make.
- Prevent food waste. Take what you know you can eat—you can always come back for seconds.

Dishware

- Dishware should not be taken from the dining room or snack room area except in the summer months, when it may be taken to the courtyard for picnic meals. Return the dishware at the end of the meal.
- Disposable dishware is provided by the kitchen and is used primarily in serving those who are ill and confined to their rooms. Occasional use of the disposable dishware for other reasons is permitted but any trays used need to be returned the same day.

Dormitories

Delphian operates as a community. The guidelines below have evolved to assist student progress and help ensure considerate, safe, and workable interaction among members of the community.

- Keep your room neat and clean; inspections are done Monday through Friday (refer to Dorm Cleaning).
- All room changes must be approved through Campus Life. Room changes are permitted but are not done often; we generally expect roommates to work out any problems with one another.
- Boys and girls are not allowed in each other's dormitories. Loitering or lingering is not permitted in the hallways and stairwells of the dorms of the opposite sex.
- Students are all expected to be in their dormitory by Dorm Check and in their own room by Bed Check. The schedule below shows times for Upper and Middle School students.

	Dorm Check	Bed Check	Lights Out
Middle School	9:00 pm	9:15 pm	9:30 pm
Upper School	10:00 pm	10:15 pm	10:30 pm

NOTE: Day students and staff students are expected to be out of the building on their way home by the Dorm Check time appropriate to their age and school.

- In the interest of privacy, as well as the security of belongings, students should not enter another's room without the occupant being present and then, of course, entering only on his or her invitation.

- Keep the volume of stereos/radios low enough that they are not heard outside the door or walls of your dorm room. An important aspect of dorm life is respecting the right to quiet of others in your dorm. Though there may be times when you feel like turning up your stereo, someone else may be trying to read a book or write a letter. Students who enjoy listening to louder music should use headphones.
- Be responsible for the condition of your room. Don't remove or add any furniture without permission from Campus Life. If any damage occurs, you will be financially responsible for repair or replacement. Report any damage to your Dorm Captain immediately.
- Most students choose to personalize their rooms with a variety of decorations. When doing so, use Wacky Tacky or similar material. Tacks, nails, tape or stickers on the walls or doors tend to cause damage. Nothing should be placed on the ceilings.
- You are welcome to put up pictures or posters, but they shouldn't detract from the standards or purpose of Delphian. If you have any questions as to whether your poster or picture is appropriate, please see Campus Life before putting it up.
- Food is allowed in your dorm room, as long as it is kept in glass, can or plastic air-tight containers. Dispose of remaining food or food waste in the kitchen or bathroom garbage cans which are emptied daily, as opposed to your dorm room trash. No cooking in the rooms is permitted.
- All electrical appliances need the prior approval from Campus Life because they may pose a fire hazard.
- Absolutely no fires (not even a lit match or candle) are allowed in the dorms.

DORM CLEANING

Delphian students are expected to maintain a high standard of cleanliness, and this includes one's dorm room. Dorm rooms are inspected every morning between 8:00AM and 8:15AM., Monday through Friday, and a points system is used to ensure the standard is met (Refer to Points System). There are two kinds of inspections—Daily Dorm Cleaning Checklist and Sunday Special Cleaning Checklist.

Driving

Boarding students are not allowed to drive while at Delphian, regardless of their age or whether they have a driver's license. Day students are permitted to drive to and from school only, so long as they have a signed waiver and agreement. The agreement lists the exact students that may be driven and those students must also sign a waiver and agreement. Approved student drivers may not drive any boarding students. Students may not use ridesharing services (Uber, Lyft, etc.) unless accompanied by a staff member.

Drugs, Alcohol, Tobacco and Vaping

DRUGS AND ALCOHOL

Delphian School does not tolerate the illegal use of drugs or alcohol by students. This is a very strict policy. Students found to be illegally using drugs or alcohol are committing a serious offense (see Chapter 7) for which swift action is taken. It is the responsibility of the student and their parents to understand and follow the laws in their state or country. Students aware of such activity who do not make it known are considered to be participating and are subject to similar justice actions.

TOBACCO AND VAPING

Smoking, chewing tobacco and vaping (whether nicotine or non-nicotine) are not allowed on campus or on any off-campus school-sponsored activities.

General Safety

- The Delphian campus is quite large and only a small part of it is well lit after dark. Because the terrain can be quite rough in places, students should stay in well-lit and well-traveled campus pathways to prevent missteps or accidents.
- No firearms, knives or other dangerous weapons are permitted.
- Do not sit on the outside window ledges.
- Safety drills are held periodically.

Grounds

Our campus is a source of pride for students and staff alike. A great deal of work goes into maintaining the grounds to provide a beautiful place for us all to live and study. Help keep it that way by not picking the flowers or playing in the flower beds. If you see litter around, take the time to throw it away, even if it isn't yours. Taking care of the campus is a responsibility for all of us.

Gymnasium

- Elementary through Upper School students, staff and faculty may use the gym at any time the schedule allows.
- Contact the Athletic Director to schedule an activity in the gym.
- When practicing gymnastic routines or lifting free weights, a partner is required for safety. To practice advanced gymnastics routines or weightlifting, students must have a trained faculty member supervising them.
- No wheeled devices such as bicycles, scooters, roller skates, rollerblades, skateboards, or hoverboards are allowed in the gym.
- The use of speakers are allowed as long as they do not bother other people or classes. Music must not have profanity in it.

- First aid kits are located in the gym office. In the event of an injury, notify the medical liaison or a faculty/staff member immediately.

Game Days

- Students and adults are expected to exhibit great sportsmanship at all games. No profanity, yelling at the opposing team, or at referees is allowed. The Athletic Director or Athletics staff reserve the right to eject any fan for unsportsmanlike behavior.
- Priority for game days is the game. Any other activities at the gym must not distract or interfere with the game.
- The balcony area is off-limits for working out during any home varsity game. To avoid distractions, no running on the running track during any home game, and no standing over the visiting team's bench.

Shoes and Clothing

- No street shoes, boots or cleats are to be worn to exercise on the gym floor. Street shoes may be worn in the designated spectator area while watching a game. Please make sure to clean your shoes before entering the gym.
- Cleats are not to be brought into the gym for any reason.
- Proper athletic attire must be worn when participating in a class.
- Food and drinks are not allowed in the gym, except during games.

Equipment

- No equipment or athletic supplies are to leave the gym area without the permission of the Athletic Director or varsity coach of that sport. If you take equipment outside, put it away as soon as you are done.
- The equipment room and gym office are to remain locked outside of scheduled class times. Faculty can open them at any time.
- The gym remains accessible as long as these guidelines are followed. Violations will be addressed with a warning for a first offense, and suspension of gym privileges for further offenses.

Illness or Injury

The school maintains a relationship with a consulting physician and provides liaison for students to health care practitioners in the area. There is a staff member available to students at all hours who functions as the Medical Liaison. There is further data on the facilities and actions of the Medical Liaison in Chapter 3. Office hours are posted on the Medical Liaison door, located on the first floor, East Wing. If it is after hours, any staff member can locate the Medical Liaison.

If you are ill or injured, follow these guidelines to get the best care and protect the health of others at the same time.

- Report any illness or injury to the Medical Liaison, even minor cuts and bruises, minor colds, headaches, scrapes and the like.
- If you need to see the Medical Liaison in the morning, you should let your supervisor know right after roll call. If you are too ill to be on course, report directly to the medical office.
- If you become ill during the day or evening, you should report to the person in charge of your next activity (e.g., student services, afternoon class, seminar), and get a note from that person to see the Medical Liaison.
- In order to prevent the spread of illness, ill students do not frequent public places.
- Students with a contagious illness stay in the Medical Liaison infirmary. For health reasons, they have assigned bathrooms and do not receive student visitors. Students always check with the Medical Liaison before leaving the area.
- If you are off course all day due to illness, you must continue to rest in the evening to ensure you are well and ready to go in the morning. Students ill on Friday generally do not participate in Saturday activities.
- Students who live with their parents, or who live off-campus, need to be cleared by the Medical Liaison after an illness before returning to school.
- All medication must be kept in the Medical Liaison office.

Emergencies

When Emergency first aid is needed, contact the most available staff member. Don't waste time in an emergency looking for the Medical Liaison.

Doctor's Appointments

If you need to see a doctor, dentist, or other health professional, email the Medical Liaison or tell your supervisor so you can see the Medical Liaison during one of the three check-in hours posted outside the Medical Liaison door. The Medical Liaison can help set up the appointment you need.

Laundry Room

There is a Laundry Room in the main building available for all students to use as well as one in Dragon Hall for use by dorm residents there. The machines are free, and soap can be purchased in the Recreation Room. The following guidelines will keep the Laundry Rooms orderly and will help to guard against lost clothes.

- Boarding students are required to have a laundry basket with their first and last name on it. Keep it on top of the washer or dryer you're using. If someone else wants to use that washer or dryer when you aren't there, they have a place to put your clothes.
- If you need to remove someone else's clothes from a washer or dryer, be sure to put them in his or her personal basket and place them on the bench in the Laundry Room.

- Don't leave your clothes in the Laundry Room. Clothes left in the Laundry Room are removed every evening and placed in the student's laundry basket or a clear plastic bag and placed on the bench. If clothes are not claimed within three weeks, they are given to a local charity.
- If you're missing clothes or have left clothes in the Laundry Room too long, contact the Laundry Room In-Charge, whose name will be posted on the wall there.

Leaving Campus

When boarding students go off campus with a staff member on a non-school-sponsored trip (such as a trip for a haircut or to the grocery store), students must sign out using the sign-out log.

Any boarding students leaving campus with someone other than a staff member must comply with the following:

- If the student is leaving campus with someone other than their legal guardian, they must have a signed [waiver](#) giving written parental permission to leave campus with and be chaperoned by an adult friend of the family (aged 21 or older) or relative (aged 18 or older). The student must also be returned to the campus by the same designated chaperone.
- If the student is leaving campus with someone other than their legal guardian, the adult chaperoning the student must also sign a [chaperone agreement](#).
- The signed waiver and chaperone agreement must be turned in to the [Director of Residential Life](#) no later than the prior Wednesday.
- If a student will be off campus for 6 hours or longer, or if they are spending the night at the home of a friend or family member, they must additionally complete a weekend leave of absence form (also due the prior Wednesday).
- If a staff member drives the student off campus for such a leave, they must turn the student over to the specific adult chaperone who has been named in the waiver and who has signed a chaperone agreement.
- Students may not walk, bike or use a ridesharing service (Uber, Lyft, etc.) to or from the campus.
- Students must sign out using the sign-out log.
- In all cases, the student's return time back to campus must be prior to dorm check, and the student must check in with the staff rover upon returning.

Failure to follow any of the above guidelines may result in loss of the privilege to leave campus or more serious consequences.

Library

- The Library is open Monday through Friday 8:30 A.M. to 9:20 P.M. On Saturday and Sunday, the Library is open from 11:00 A.M. to 2:00 P.M. When staffed, the Library will

be open until 5:00 P.M.. The Library is open for study only during these hours. To check out a book after hours, see the Overall In-Charge, Study Hall In-Charge or a Rover.

- Check out all books and materials that you take from the Library. Check them back in as soon as you are finished with them so other students can use them. When the check-in computer is off, use the Library Log (binder) next to the scanner to check books in and out.
- All but the newest copies of magazines and newspapers may be borrowed for up to 24 hours. Newspapers and encyclopedias can be read on-line, too. Go to the shared Google Sheet “Subscriptions—Online Access” for user names and passwords. All other reference materials are to be used inside the Library.
- Videos and headphones may be checked out for up to 24 hours.
- All courseroom guidelines apply while you are studying in the Library. More Library policies are shared on the Google Document “Library Rules.”

Lost and Found

- Items that obviously belong to someone or some area (e.g., Library, kitchen or courseroom items or items marked with a name) should be returned to their respective homes or the appropriate person, Personal Teacher or Faculty Advisor rather than to Lost & Found. Found clothing should be taken to the Lost & Found bin in the Laundry Room. All other found items should be taken to Lost & Found at the Switchboard Operator on the second floor.
- A list of all items turned in will be posted every week on the student bulletin board next to the Upper School mailroom. If an item has been lost, you should check there to see if it has been turned in to Lost & Found. If the item is on the list, see the Switchboard Operator to claim it. If you have lost something which is not on the list, write a detailed description of the item lost and give it to the Switchboard Operator.
- It is important to label your belongings as it will greatly improve your chances of recovering a lost item. If labeled items do make their way to Lost & Found, a written notice will be sent to the owner.
- Items are kept in Lost & Found for three weeks. Any items not claimed after that time will be disposed of in some fashion.

Mailroom

- The mailroom is open Monday through Friday, 8:30 A.M. – 5:00 P.M. You may check your mail anytime during those hours, except coursetime, and should probably do so at least twice a day.
- Only take letters and packages addressed to you. There are no exceptions.
- U.S. mail is delivered to the school once a day, generally just before lunch, and is distributed into students’ mailboxes by about 4:00 P.M.. daily. If you have a package or a larger envelope, a notice will appear in your mailbox. You can claim your package by

bringing your notice to the Switchboard Operator. If you receive a package on Saturday, take your notice to a weekend faculty member who can retrieve it for you.

- Place letters in the Outgoing Student Mail box on the mailroom door. The cut-off is 3:00 P.M. for mail going out that same day.
- If you have packages to ship, see the Switchboard Operator for help. Make sure the packages are securely wrapped and clearly addressed, and bring them to the mailroom by 3:00 P.M. the day you want them mailed. You will need to log them in, pay for them and, if the packages are large, take them to reception for pick up. Shipping charges must be paid at the time of shipping. The carrier used by the school is UPS.
- Faxes can be sent and received by students. The school's fax number is 503-843-4158. See the Switchboard Operator for help in sending them. Charges for domestic and international faxes include a flat rate plus a per page rate. These fees need to be paid before the fax is sent. Faxes sent to you will be placed in your mailbox. Please ensure those sending you faxes mark your name clearly. If the fax is a permission slip from your parents, it will be routed directly to the Director of Campus Life unless it is specifically addressed to you.

Pets

For sanitation and space considerations, fish are the only pets students are allowed to keep in their dorm rooms.

Pond Area Safety

Upper and Middle School students may hike down to the pond to visit the area without an adult so long as it's daylight hours and there are at least two students in the group. Elementary and Lower School students may do so with an Upper School student or adult.

Students may use the barbeque and/or build fires in the fire pits so long as there is a staff member present. Before any fires are lit, adequate means of extinguishing must be to hand. There may be times when no fires at all are permitted, as determined by the school Fire Marshall.

Students may camp overnight in the area with a staff member or parent and, if a boarding student, after signing out and informing the lead rover.

Food storage, preparation, and eating must be done only near the gazebo and not in or near the sleeping area or tents. Food stored overnight and any food garbage must be kept in secure bear-proof containers.

Pond Guidelines

- Students may use the pond for boating or swimming so long as a staff member who is certified in CPR and first aid is present and constantly supervising. Ropes with safety rings are available and must be ready for instant use. ***Absolutely no swimming or boating without a staff member present.***
- All students must wear life jackets while in the boats.
- Please stay off the bank of the pond, as it kicks up mud in the pond which is not good for the fish.
- Use the dock to get in and out of the boats, not the bank of the pond.
- When boats aren't in use, they must be kept secured and locked.

Privacy

- In the interest of privacy as well as security, you should not go into another student's dorm room if he or she is not there, or without first being invited.
- While you can and should expect privacy as a student because this is a boarding school, the school reserves the right to inspect a student's room and belongings in the interest of the safety, health, and welfare of the entire community. If a student has things he or she wouldn't want someone to find out about, they should be left at home.

Pornography

Pornography of any kind (including web sites, magazines, etc.) is not allowed at the school. This rule applies to all students, and there are no exceptions.

Property Damage

We expect students to have a high degree of responsibility and ownership for the school and its facilities. Keeping the school facilities available for use by the entire school community means taking care to ensure those facilities remain in good condition. If a student causes damage to school property, the situation and resulting damage should be reported, and the student held financially responsible for repair or replacement.

Relationships and Sexual Activity

updated Feb 2024

While generally supporting relationships that forward students' goals and productivity, the school discourages relationships that become a distraction for the students involved. Middle School students must have parent permission to participate in a romantic relationship while at the school or at school-sponsored activities. Upper School students may engage in such relationships while keeping in mind that the school considers public displays of affection to be inappropriate in a school environment. Sexual activity while at school or during school-sponsored trips is strictly forbidden. Violations are considered a Category 2 offense (refer to Chapter 7).

Guidelines and Snack Bar and Recreation Room

The recreation room is a hub for student friendships, conversation and activities. It also provides snacks, drinks and food in between meal times. There are three vending machines and a complimentary snacks counter available any day of the week for student use. The vending machines accept cash, debit or credit cards. Additionally, there is a service counter which sells special foods, drinks and other school items such as laundry soap, pens, paper, etc. and is open evenings and weekends. Hours may vary due to other activities on campus. The recreation room has game tables and areas for eating and visiting with friends.

Trash and Water

Trash

All trash cans and bags (classroom, office, dormitory, etc.) are carried directly to the designated area for trash and deposited there.

Water

Delphian's water supply comes from wells on campus. These wells require efficient use, particularly in the dry months. Therefore, watchful use of water is always important. Report any water leaks directly to the Estates Manager.

Chapter 7 - Justice

Justice - Term Overview and Expectation

JUSTICE

The idea of justice is one that can only be fully understood in the context of ethics. As discussed in Chapter 5, the primary reason we emphasize ethics at Delphian School is to ensure our students get as much as possible out of the time and effort they spend here. In addition, it helps students learn how to live successfully in a tight-knit community by applying ethics to themselves and to their group. This can sometimes be difficult and, for this reason, a Student Ethics Advisor is provided as a resource to help students achieve a practical understanding of ethics.

However, in circumstances where there is some ongoing or severe failure of the student to handle his or her actions ethically, the situation can affect more than the individual student—it can affect the group as a whole. In this case, the matter moves over to the area of justice. Thus in this kind of situation, there is a natural evolution from ethics to justice, and it is important to understand how and why this works.

In this section, you will find a clarification of the term “justice,” a listing of specific violations of school guidelines and rules, the resulting justice actions, and a more in-depth review of what those specific justice actions involve.

UNDERSTANDING THE TERM

Justice, as it is often practiced in the criminal system with governments and in society in general, has become equivalent to handing out punishment. We look at justice differently. Read through the chapter on ethics (Chapter 5) and the definitions below, and you will understand better how justice relates to ethics, and how justice is used at Delphian School.

“JUSTICE is the action of the group against the individual when he has failed to get his own ethics in.”

L. RON HUBBARD
“STUDENTS WHO SUCCEED”

“When an individual fails to apply ethics to himself and fails to follow the morals of the group, justice enters in....”

“Justice would be used until a person’s own ethics render him fit company for his fellows.”

L. RON HUBBARD
“ETHICS, JUSTICE AND THE DYNAMICS”

PARENT PARTICIPATION

Should there be a situation with a student which does not resolve while working with Ethics, it may go forward into a disciplinary situation. In this case, the parents have likely already been involved, but it is important that their participation become quite active. Parents should ensure they understand the policies and procedures outlined in this handbook and that they understand the particular situation in depth. If a Disciplinary Hearing (see that section on page 62) is called, at least one parent should attend.

Violations and Justice Actions

In Chapter 6: School Guidelines & Rules, you will find a fairly comprehensive list of rules and guidelines by which our community lives. Violating these agreements indicates one is committing offenses against one’s group; however, not all offenses are equal in their destructiveness and violation. Below are violations of the agreements covered in Chapter 6, listed by “Categories” or gradients of violation and the resulting justice actions. More detail on justice actions can be found in the final section, Justice Actions Defined.

CATEGORY 1 VIOLATIONS

- Disturbing a courseroom or class
- Misconduct
- Being discourteous to faculty or staff
- Failure to keep secure an examination
- Neglect of the duties of a Student Services job
- Having members of the opposite sex in a dorm room
- Leaving campus without permission
- Using another student's property or entering another's room without permission
- Neglect of academic responsibilities (e.g., falling 10 days behind target overall or repeated failure to complete reading, seminar or other homework assignments without demonstrating consistent and honest attempts to catch up or do the work)
- Contributing to a Category 2 offense
- Failing to report a Category 2 offense to the Student Ethics Advisor
- Impeding ethics handlings

Category 1 Actions

Category 1 offenses are addressed by the Student Ethics Advisor or the student's supervisor or by the Faculty Advisor or Personal Teacher. The student may be asked to look at his or her behavior and sign a promise of good behavior for a specified time. He or she may be asked to make up for the damage done by contribution of time, effort, or work. The student may be asked to look at agreements made with his or her family and the school, and repair them. Students may be asked to look at their current condition in life and change it for the better. All of the above actually comes more under the heading of ethics actions as they are intended to help the student improve behavior independently. If the student refuses to improve, a Disciplinary Hearing may follow.

Category 1 offenses may be reclassified as Category 2 offenses when they are serious, repeated or of a magnitude harmful to many.

CATEGORY 2 VIOLATIONS

- Lying
- Cheating
- Plagiarism
- Physically harming another student
- Fighting
- Harassment (sexual or otherwise)
- Threatening another student
- Bullying
- Hazing

- Smoking, chewing tobacco or vaping (whether nicotine or non-nicotine) on campus or on a school-sponsored trip or using tobacco or vaping products at any time while enrolled, in accordance with state and federal law.
- Serious neglect of academic responsibilities (e.g., falling 20 days behind target overall or consistent and repeated failure to complete reading, seminar or other homework assignments without demonstrating consistent and honest attempts to catch up or do the work)
- Borrowing another's belongings without permission
- Any disruptive act which disturbs the school community as a whole
- Contributing to a Category 3 offense
- Failing to report a Category 3 offense to the Student Ethics Advisor
- Dealing in harmful rumors to destroy the authority or reputation of faculty, staff or students
- Causing disturbances that result in disrepute
- Illegal use of alcohol at any time while enrolled⁷
- Sexual activities on campus or on a school-sponsored trip
- Placing Delphian, its faculty or students, at risk
- Promoting or encouraging actions or conflicts within the school designed to damage the standards or ethics and justice procedures of the school
- Receiving 18 or more points per the Points System (Chapter 6: School Guidelines & Rules)
- Failure to follow local, state, or federal laws while enrolled

Category 2 Actions

Category 2 offenses may be addressed by the convening of a Disciplinary Hearing which could result in suspension (on- or off-campus) or dismissal if it clearly warrants it. If a Disciplinary Hearing is not called, the student would work with the Ethics Advisor on a program intended to raise his or her level of responsibility and/or honesty. If a Category 2 offense is repeated or of a magnitude harmful to many, it can be reclassified as a Category 3 offense.

CATEGORY 3 VIOLATIONS

- Bringing drugs (including alcohol) onto campus, using drugs at any time while enrolled, or furthering drug use by others
- Lying during an Ethics Investigation or Disciplinary Hearing
- Stealing
- Felony offenses per the codes of the state or the nation

Category 3 Actions

Category 3 offenses are addressed by a Disciplinary Hearing. Dismissal is likely.

⁷ See page 43 "[Drugs and Alcohol](#)"

Justice Actions Defined

ETHICS REPORTS

We expect our students to be responsible for themselves, for their fellows, for the school, and for upholding the rules and standards of the school. Thus, for example, when a student is aware of a situation in which another student is violating the rules of the school, he or she is expected to do something about it. Minimally, this means an honest confrontation with the other student. It may also mean that the student should make specific reports of definite rule violations, offenses or any known unethical activities to the Student Ethics Advisor. These are called “Ethics Reports.”

The report is sent by email to the Student Ethics Advisor, Supervisor, and School Head. The supervisor then ensures the student received the report and informs the parents about the situation.

If a student feels a report concerning him or her is unjustified or incorrect, he or she should consult his Supervisor about how to repair this and get the report withdrawn if that is appropriate.

Generally, no actual justice action will be taken by the Student Ethics Advisor in the case of Category 1 offenses unless serious reports of several offenses are received. When Category 2 offenses or Category 3 offenses are reported, an investigation will be conducted to determine the truth of the matter and whether or not any justice action is necessary.

ETHICS INVESTIGATIONS

An Ethics Investigation means that the Ethics Department has begun to look into a matter based on written reports made on an individual. It is a somewhat informal process with the purpose of determining the facts of the situation and determining whether there should be no follow-up, an ethics follow-up or a justice follow-up. Therefore, an Ethics Investigation may ultimately lead to complete exoneration, some help from Ethics, a mild disciplinary action or to a more formal Disciplinary Hearing.

DISCIPLINARY HEARINGS

Disciplinary Hearings are held by the Student Ethics Advisor.

1. Data is gathered on the offenses.
2. The student calls his or her parents to tell them what has happened. At that point, and/or in a subsequent call, a faculty member will speak with the parents.
3. Questionnaires are sent out to the various faculty who have worked with the student to determine how well he or she is doing in classes and other activities in the school.

NOTE: It is possible, at this point, if the reports on the student show a high level of

contribution and production, and the student is demonstrating a sincere desire to change, that the formal Disciplinary Hearing would be waived. In its place, the student would be expected to take whatever actions were appropriate to take responsibility for what he or she had done.

4. Parents are invited and should, wherever possible, attend their child's Disciplinary Hearing. Where this is not possible, parents are asked to express their views on the situation and give any data they feel should be made known.
5. The Hearing is held and all data is reviewed, along with the student's history at the school, and a decision is made as to the proper disciplinary action. This decision is made with strong consideration for what is best for the student but, as it is a justice action, the senior consideration will be what is best for the school and the student body as a whole.
6. Student and parents are informed of the results.

NOTE: Formal Disciplinary Hearings are not called on students in the Beginners classes. Instead, a conference is held with the parents, teacher, Lower School Head and Student Ethics Advisor to determine what course of action would be best for the child.

SUSPENSIONS AND DISMISSALS

For serious violations, there are three alternatives:

- Suspension on campus
- Suspension off campus
- Dismissal

Suspension on Campus

For boarding students—when a student is suspended on campus, the student works on various projects around the school during the day and in the evening attends Study Hall. The Study Hall time is to be used for academic studies or personal ethics actions intended to restore his or her good standing in the group.

For day students—when a student is suspended on campus, the student works on various projects around the school during the day and uses the evening for working on the ethics situation with his or her parents, as well as completing any homework that has been assigned for that suspension period.

Suspension off Campus

When a student is sent home on suspension, it is usually because the situation is so serious that the school feels the parents and student need to thoroughly go over what has occurred, and that the student needs guidance from his or her parents. This time should not be treated as time

off, but as time for the family to review and renew or repair agreements. It is also a time for the student to think about his or her situation and contribute time, effort or work to the family.

Dismissal

Dismissal occurs when the student has shown no regret or interest in improvement or when more than one serious offense has been committed. In the case of drugs, if the student has brought drugs onto campus, dismissal is mandatory.

The school reserves the right to exclude or dismiss at any time students whose conduct, influence, spirit, industry, progress, academic standing or physical condition does not meet the school's standards or is considered to be undermining the welfare of the other students or the school as a whole.

ELIGIBILITY PROGRAMS

When a student has been dismissed or withdrawn from Delphian, there are often requests from the student and/or the parents about what can be done, if anything, to regain good standing and subsequent re-entrance into the school.

It is possible for such a student to be granted this opportunity through the completion of what is known as an Eligibility Program. Eligibility Programs consist minimally of the following steps:

1. The student submits a full write-up of his or her rule violations, harmful actions, dishonest activities, etc. to the Student Ethics Advisor.
2. The student makes a presentation of actual evidence to indicate he or she has made a genuine change. This must be minimally shown by:
 - An acceptable track record of behavior away from the school for at least three to four months (e.g., no instances of drug or alcohol consumption, no civil offenses, no major violations of another school's rules or standards or violations of the ones he or she was dismissed or withdrawn for);
 - Evidence of change in the areas of honesty and exchange (e.g., valid contributions to one's family or the community);
 - Recommendations from teachers and/or others with whom the student had worked or dealt with for some weeks or months, recommending him or her to the school.
3. Written attestation from the student that he or she has read and understood the Student & Parent Handbook, and that he or she specifically understands what is expected of a Delphian student and what that means especially in terms of honesty, integrity, exchange with the family and school, and being part of a group.
4. A written essay that clearly states the student's own goals and purposes, and shows how these can align satisfactorily with Delphian's philosophy and goals.
5. Newly taking and passing the school's standard admissions test and subsequent admissions interviews. It should also be recognized and made clear that if re-enrollment

were granted, the student would be at Delphian under the condition that if he or she broke any major rule or fell far behind in academic responsibilities, the student would be dismissed.

The student must demonstrate change at the school and should understand the school is not willing to invest time and energy in a student if that student is not interested in getting an education. Once a student had built up a record of acceptable behavior and production here for three to four months, this condition would be eased.

The above steps are the basic guidelines for Eligibility Programs. Other actions may also be required depending upon the specific circumstances of a student's dismissal.

Once granted, the completion of an Eligibility Program and the quality thereof is the responsibility of the dismissed student. It should be understood that completion of an Eligibility Program only makes it possible for the dismissed student to reapply for enrollment and does not guarantee acceptance. Final acceptance for a Delphian student is determined by the Admissions Committee.

Student Rights and Responsibilities

January 2021

In all communities, there is a moral code of ethical behavior that binds participants together, and a body of official rules and regulations that defines personal freedoms and responsibilities. It applies to all members of the residential living community and is intended to promote an atmosphere of trust and fairness in all residential spaces and in the conduct of daily campus life. Outlined in the previous sections we have provided the rules and regulations for campus life as well as the responsibilities of students and consequences associated with violations of the general rules of conduct.

The Delphian School is licensed by Department of Human Services of Oregon (DHS) as an academic boarding school.

DHS also licenses numerous other entities such as therapeutic boarding schools, foster care agencies, adoption agencies, homeless, runaway and transitional living shelters, day treatment agencies, etc. As a result, the regulations have to cover all types of child-caring entities of which we must comply with.

One of the regulations that the school is required to comply with is to inform you of the following specific basic rights of any student in a residential program. While Delphian school students and families have many more rights that go far beyond what is listed below, this is a notice we are required to give you and your child.

Students/families of the Delphian School have the following rights:

- Students have the right to communicate with parents, legal guardians, legal representatives, or other persons approved for communication by the parent or legal

guardian consistent with any court orders governing contact with a parent or legal guardian. This right cannot be waived, including voluntarily. Restriction on communication between a student and his or her parent or legal guardian may not be a condition of participation in the program.

- Students have the right to privacy.
- Students have the right to participate in service planning or educational program planning.
- Students have the right to fair and equitable treatment.
- Students have the right to file a grievance if the student or family feels that they are treated unfairly or if they are not in agreement with the services provided.
- The students have the right to have personally exclusive clothing.
- The students have the right to personal belongings.
- The students have the right to an appropriate education.
- The students have the right to participate in recreation and leisure activities.
- The students have the right to have timely access to physical and behavioral health care services.

Legally Required Policy on Restraint and Involuntary Seclusion

Academic boarding schools in Oregon are required by law to have a published policy on restraints and involuntary seclusions and must file quarterly reports on this topic. **Delphian absolutely does not employ restraint or involuntary seclusion under any circumstances.** Our quarterly reports may be found on both the school's public website under the "Legal Notices" section, as well as via the parent portal.

As part of this law, we are required by to provide students with a method of reporting suspected child abuse. Examples of child abuse may include a child being inappropriately restrained (held in a way that does not allow the child to move) or involuntary seclusion (being kept in a room alone without being allowed to leave). If a student becomes aware of or suspects any child abuse, the student may make a report using any of the phone numbers listed below. Students will not experience retaliation or get in trouble for reporting suspected child abuse.

- Oregon Child Abuse Hotline (ORCAH) 1-855-503-SAFE (7233)
- Children's Care Licensing Program 503-947-2331; cclp.licensing@dhsosha.state.or.us
- DRO 503-243-2081; welcome@droregon.org
- Ombudsman 1-855-840-6036; fco.info@state.or.us
- OYA Hotline 1-800-315-5440; professionalstandards.office@oya.state.or.us

Grievance Procedure

January 2021

Enrolling your child marks the beginning of a new relationship, one which will be full of exciting new experiences for you, for us, and for your child. You are warmly invited to take advantage of every opportunity and service the school offers. They are many and they are yours.

Effective interaction and teamwork will depend on a good understanding of the school's philosophy and the basic agreements between the family and school. If those agreements are strong and stable, almost any storm can be weathered. Such "storms" are mentioned in advance because, if the school and parents are doing well at helping students tackle areas of growth and challenge, there will inevitably be some periods of rough weather. If the agreements are weak or faulty, then the relationship between the school and family can become unstable just at those times when the student most needs that relationship to be an anchor for his continued growth.

Thus, together we make the following agreements:

1. **Philosophy:** The school's core principles and values are covered in its Philosophy Statement, which is designed to provide an overarching guide to all educational actions. The school and parents agree to use these principles, always in the direction of greater ability for the student.
2. **Familiarity:** In support of the above, the school agrees to make its educational materials available to parents, who in turn agree to familiarize themselves with them when improved alignment and teamwork is needed.
3. **Coordination:** If a parent or faculty member is aware of a situation with a student, in school or at home, that seems to be hindering progress, either party may seek coordination toward its resolution. This would normally occur as part of routine interaction. But if a situation remains unresolved, a more formal conference at the school may be necessary. Both parties agree to cooperate in this way within a reasonable and appropriate amount of time.
4. **Remedies:** If a parent feels that the results of coordination as above have been unsatisfactory or that a more serious situation needs attention, the parent may request the matter be looked into by the head of the area (for example, Elementary School Head, Middle School Head, etc.) or Dean. Expectations for remedies should be that the school and parents will act in a way consistent with the school's philosophy, principles, and agreements as above.
5. **Good Faith:** As these agreements are an integral part of maintaining an effective partnership with the family to achieve mutual goals, both the school and parent agree that continuing weakness in these agreements or repeated failure to honor them in good faith could lead to a termination of service. Both parties agree to follow the Expectations clause (as detailed in the enrollment contract) which ensures that the family and the school are well-matched, all in the interest of the educational success of the student.

We are excited to welcome you to the school community and we look forward to working with you in helping ensure your child's educational goals become a reality.

If you have a concern about any health or safety issue at the school, we want you to know that the school is very interested in hearing about it from you.

There are several avenues for you to communicate any concern with health or safety issues. You can communicate your concern to your child's Personal Teacher or Faculty Advisor. After doing this, if you feel the concern is not being appropriately addressed, you may contact the Business Manager or chairman of the school's Safety Committee. Should the matter still not be resolved, you should communicate your concern to the Head of School. In the unlikely event that the matter is not resolved after communicating to the Head of School you may communicate your concern to Butch Nosko, Director of Corporate Affairs.

Should all else fail and you feel that your concern about a health or safety issue is not resolved by the above attempts, you may contact our Licensing Coordinator (Robin DuVal) in the Residential Services Licensing Unit of the Department of Human Services at 503-559-2954.

Please note that any concerns about your child's academic issues should be directed as laid out in the above grievance policy.