

The Delphi Student & Parent
HANDBOOK



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“An educational program which begins with the child’s parents, progresses through kindergarten and grade school, through high school and into college and preserves at every step the individuality, the native ambitions, intelligence, abilities and dynamics of the individual, is the best bastion against not only mediocrity but any and all enemies of mankind.”

L. Ron Hubbard
Educational Essentials, Part 1

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PHILOSOPHY

OUR MISSION

Give young people a rich academic background, a strong sense of ethics and a broad range of abilities to successfully launch them into higher education, a career and life itself.

More broadly, help build a better world through effective education.

What does this mission mean in practice?

In a lively campus environment, a Delphi student is given highly personal attention from instructors, an individualized academic program and a focus on demonstrated competence rather than time spent in class or memorization of facts. As 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 Delphi as a professional prep school—professional preparation for life. All student programs lead to the deliberate 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 Delphi prepared for that future.

Students often consider Delphi 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 is the Study Technology developed by Mr. Hubbard. This technology is based on the discovery of some very simple educational “barriers” that students can encounter, and some straightforward procedures students can follow to keep study proceeding well or to repair faltering study. Applied Scholastics International¹ provides us with materials related to the study methods themselves. With these tools, all students will become thoroughly familiar with this technology while they are at Delphi—this knowledge will be useful far beyond all formal schooling.

TO STUDENTS: SOME BASIC VIEWPOINTS

Becoming a part of the Delphi 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 accomplish 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 Delphi 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 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 information 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 more time on projects and practical activities. All of this will involve you more directly 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 give you a much better idea of whether or not you’d like to be a veterinarian than just reading books about this area. But studying about 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 curriculum.

¹**Applied Scholastics International** is an educational, non-profit organization that licenses and oversees the use of L. Ron Hubbard’s Study Technology and publishes related educational materials for use in classrooms.

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 becoming well-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.

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 really “roll up your sleeves” at Delphi, and expect to be well-rewarded for the effort.

Integrity and Open Communication

You will hear a lot about integrity at this school—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 Delphi'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 even in the most difficult situations.

For example, if you don't understand or disagree with something, or if you are having trouble 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 the importance of communication, a skill that will likely become a major asset in your 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 Delphi's success, and the success you will experience as a student, is based on the team spirit of the school 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 someone without letting them do anything to give back can cause problems. Also 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 order to help balance what you receive from them. For example, your participation in school projects, teams, clubs, school service 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 or her feel at home, providing some extra help to a younger student, cleaning up after an event or 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 Delphi. We expect you to talk to them about what it is they want from you in exchange for helping you get an excellent education. In addition to your hard work and

good progress in school, we would expect that you would share your accomplishments, spend some time together, and do extra jobs 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 Delphi, you will be given many freedoms. Responsibility goes hand-in-hand with freedom, 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. When you arrive in Middle School, 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 know it for yourself. It will not work for you to study “for someone else” or “because someone told you to.” The Study Technology will help you, but it will be *your* commitment to understanding what you study and testing its usefulness for yourself which will make you successful in school and beyond.

One of our main goals is to help you become highly skilled at independent study. That doesn't mean you're entirely on your own—at least not at first. You will, of course, receive plenty of individual assistance, but your ability to study is an essential skill, one that will ensure you are able to advance 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. Delphi 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 problems by taking the viewpoint that they "are done to you." This can be described as the "victim" approach to life. At Delphi, expect us to encourage you to take personal responsibility for the situations you find yourself in, and work purposefully toward their resolution rather than acting as the "victim" of situations. This includes having the willingness to give and receive communication responsibly about disagreements, problems, etc. This viewpoint may not always be easy and may take some practice, but it is the road to success, whether in or outside of school.

Keeping a Group Strong

When you join the Delphi 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 Delphi means taking responsibility for more than just yourself. It means giving help when it is needed, whether with another student, a faculty member or even a piece of equipment. It also means being willing to receive help when you need 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.

Younger Children

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

A child has a tremendous thirst for learning and knowledge. It is one of a child's greatest assets, and a top priority for any school has to be preserving and even increasing it. Through thoughtful planning and creative instruction, our young students are exposed to a very

challenging curriculum designed to maintain 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 Delphi to ensure they are learning with a purpose, that they acquire a certain diligence in working towards 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.

As an older student, 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 Delphi Academy, you have embarked on more than just a new educational experience with your son or daughter. Our school is a close-knit, family-oriented community. 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 this implies. Likewise, your active participation with the school is more than important, we view it as essential.

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, at times, put out misleading messages on how happiness is achieved, it is useful for students and parents to know the school’s approach to this area 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
Educational Essentials, Part 1

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 the 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 or her. Academic progress is then measured toward completion of stages of that program, and this is reflected in the regular progress reports (refer to Progress Reports in Chapter 2). Sometimes parents will want additional information to help them understand the whole picture, and sometimes the progress report will bring to the surface concerns or questions. In any case, and at all times, you should feel free to call or visit with your child's teacher to talk about your son or daughter. Only by being well aligned can we accomplish the education parents want for their children.

Fundraising and Capital Development

Parents can expect to be asked to contribute to our various fund-raising drives. The tuition and material fees simply cannot cover all the expenses of a school. 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 a particular facility or project or equipment needed to create a richer and more comprehensive

program for students. In the past, our parents have been terrific supporters of our fundraising efforts, and we appreciate their support and participation.

Outreach

We have always received help from our parents in continuing to have an outstanding 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. Or, they may talk on the phone or write parents who are currently considering the school for their children. Our Admissions Office works with parents and others in talking to interested families about the school. If you have a particular interest in helping in this area, let the Director of Admissions know. We appreciate your help and encouragement in spreading the word.



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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.

Delphi'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 education in an integrated manner and then give students a relatively wide latitude to pursue areas of academic interest.

We are able to take this approach by using L. Ron Hubbard's Study Technology as our foundation. The basis of his Study Technology 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, Delphi students learn how to recognize when they don't understand something, and what to do about it.

Of course, while students learn what it takes to become independent, life-long learners, they receive plenty of help and guidance along the way. There are numerous faculty resources, both inside and outside the classroom, to provide that help when it's needed. The faculty, several of whom have been at the school since its inception, are very committed to creating a close-knit, fun-loving, and hard-working educational community.

ACADEMICS

Academics is often viewed as that aspect of an educational program which takes place inside the classroom with text books, lectures and chalkboards. We have revised that picture dramatically. We don't view academics as a dry study of 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. Competence demonstrated in subjects studied is highlighted 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 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 *The Delphi Program Graduation Requirements Handbook* available from Admissions.

Forms provide specific goals and an individualized road. Each student is an individual, and needs to be addressed as such. Thus every Delphi student has his or her 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 Form have been met. In this way, each student advances as rapidly as he or she is learning and demonstrating competence.

Classrooms Structure

The Delphi curriculum contains courses, both required and elective, designed to help students attain the graduation requirements of each Form. They will work with faculty to

lay these out in an individual program that will take students through to graduation from their Form, while allowing them to move through the form as quickly as they can. Key to making all this run well is a step-by-step study guide for each course called a checksheet. Checksheets are designed to bring a student 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 checksheet.

You will primarily be working in a classroom environment, but generally studying on your courses independently, particularly in Forms 3 and above. Delphi classes are not conducted lecture-style but with a variety of teaching methods that permit you to stay in control of your studies as you gain conceptual understanding and apply the subject in a practical way. Teachers are there to help facilitate learning, to guide you to resources and to ensure you are getting the most out of your materials. But you will be doing most of the work. Chances are you will find the other students in your classroom may be on different courses than you. That is all part of the individualized approach, and the long-term goal to have you studying independently.

In addition to the independent classroom environment, you will also be interacting 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, science and technology, allowing students more in-depth and interactive analysis of these subjects.

The Curriculum

All 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 (checksheets) covering the full spectrum of subjects have been developed specifically for the Delphi curriculum. Many of the courses are required, but students also choose additional elements of their program based on personal interest. Elective checksheets/courses on a wide range of subjects and levels are available.

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

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

Individual Programming

Shortly after enrollment, every student works out (with his instructor) a course of study 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 program” before these holes become any more of a problem. Then the student can embark on his full (and still individualized) academic program.

With his program in hand, a student can move quickly through it, as long as he is ensuring that the material studied is not only understood, but can be applied. Practical application is a significant element of the Delphi approach and accounts for a good percentage of the student’s activities, particularly in the Upper School. This fits naturally with the individual approach.

As students progress through the Upper School, they 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 individual aspect of the program—professional preparation for whatever the next step of the student is to be.

Apprenticeships

Apprenticeships are an important part of the program for Upper School students. With all the emphasis placed on the importance of application to what they are studying, apprenticeships offer students an opportunity to gain both experience and exposure in active areas of interest. The program allows the student to “test” possible career choices in a real world environment while at the same time learning skills and knowledge from professionals in the field.

The results of the apprenticeships are two-fold—1) To give students enough time in practical activities related to a potential career to determine whether or not they want to pursue the career further and 2) To meet the Upper School graduation requirement to be “able to hold a position of trust and responsibility in an organization.” Upper School students successfully complete at least one three-month off-campus apprenticeship prior to graduation.

Apprenticeships are arranged through Delphi's Department of Professional Development and are usually both off-campus and on-campus. Examples of typical apprenticeships have included working with companies and/or individual professionals in veterinary medicine, law enforcement, software development, film, music, politics and wildlife.

Academic Facilities

Delphi is located on a 12-acre campus in the foothills of the San Gabriel Mountains in La Cañada Flintridge. The spacious facilities include air-conditioned classrooms, and classrooms for art, music, crafts, and cooking.

Computers are in use throughout the school and are available in every classroom, since instruction in computers is part of the daily schedule. There is also a computer lab used solely by Lower and Elementary School students for drilling of math facts. The Middle and Upper Schools have five to ten computers in each classroom that run a variety of the latest versions of the most popular business applications (word processing, spreadsheets and databases). Students also use the computers for on-line research, as well as their CD-ROM capabilities.

A small research library is available to the entire student body. The main reading libraries are located in each classroom and consist of a total of approximately 2,000 titles in addition to grade-specific research materials.

The large science lab serves students with a very hands-on approach from elementary to advanced biology, chemistry and physics, as well as electronics.

Facilities also include a 300-seat outdoor theatre, a 700-seat auditorium, a gymnasium, eight tennis courts, a large, grassy playground for the younger children and several full-sized sports and playing fields.

Progress Reports

The school does not issue grades, but instead expects students to fully understand and be able to use the information from each course studied. Working with the Department of Examinations and Review in the Standards Division (see page 20) each student demonstrates his competence at the completion of every course, and thus also discovers and repairs any remaining areas of weakness, if such exist.

Teachers issue regular progress reports to parents throughout the school year, however, to keep them abreast of their child's advancement. Any barriers to progress are noted and,

when necessary, parents are brought into the process to ensure the student maintains smooth forward headway. A student's progress can be translated into grades for transcripts when needed.

Academic Review Board

Students who fall significantly behind in their academic work may be given an Academic Review Board. The purpose of the Review Board 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, which usually runs for three months. A probationary period is designed to give students a chance to re-assume command of their own educational progress. A student's invitation for continued enrollment may be dependent on performance during the probationary period.

ATHLETICS AND PHYSICAL SKILLS

Delphi's athletic program provides students with the opportunity to participate in a wide range of interscholastic and intramural sports, depending on the student's age. Volleyball, basketball, softball, baseball, soccer, tennis and running all are offered at different times during the regular school year. Other recreational activities vary with the seasons and can include horseback riding, skiing, hiking, gymnastics, dance, swimming and other water sports.

MUSIC & THE ARTS

Art is a very important part of the school's program. Instruction begins in the Lower School and increases to include instruction in drawing, painting, sculpture, ceramics and other art media by the time students reach the Upper School. Students also have the opportunity to perform in professional level dramatic and musical shows each year, including such productions as "Annie," "Wizard of Oz," "The Importance of Being Earnest," "Arsenic and Old Lace," and "Oliver."

Music instruction is offered in every Form. Lower School students receive training in singing on pitch, and both reading and writing music. Beginning keyboard and recorder is taught in Elementary School, and students in Middle and Upper School have classes in music theory and composition, as well as in learning the keyboard and guitar. A community

choir—consisting of students, parents, faculty and staff—meets throughout the year and performs regularly.

STUDENT RESOURCES

The Standards Division

The Standards Division is a unique aspect of the Delphi program and significantly contributes to the program's success. Standards works with students to ensure they are getting the expected results from their education, and if they are not, 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 tests or actual demonstration or both. There is also a more major review and examination at the completion of each 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.

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.

While a student is working in the Department of Review, he or she will most likely have extra homework assignments at night in addition to the usual assignments. Depending on the situation, the student may also be required to forgo extracurricular activities until the work in Standards is completed and he or she has returned to the classroom.

Occasionally, a situation arises with a student which requires help from the Ethics Department (refer to the section which follows) prior to resolving the academic difficulty.

Ethics

The Ethics Department exists to help students get the most out of their experience at Delphi. 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 Ethics Advisor can work with the student to help him or her through the situation. Students and parents should become familiar with the information covered in Chapter 4: Ethics—Surviving Well.

It may also happen that the student is sent to the Ethics Department to work with the Student Ethics Advisor for disciplinary problems. In such cases, and until the student completes working with the Ethics Advisor, he or she is restricted to campus. This means the student does not go to any sports activities (both “away” and “home” games) or on any field trips. He or she would be expected to put in extra study time and may also be required to give up other extracurricular activities until the situation is fully resolved.

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, and each Study Hall period is monitored by faculty or upper level students.

GRADUATION AND BEYOND

Students are encouraged to consider college as a further resource for the accomplishment of life and career goals, rather than the somewhat common habit of considering college as a goal in itself. By Form 6, students should have some idea about whether they plan to attend college. If a student knows or thinks he or she may be interested in a college program, the student should meet with the College Counselor who can help tailor his or her program accordingly. Students will want to begin researching colleges and scheduling times for taking college entrance exams by Form 7. SAT and PSAT testing is available several times during the school year, and test preparation is available. Delphi students have a high success rate for admission into the colleges of their choice.



3

STUDENT LIFE

AN OVERVIEW

Be prepared for a schedule brimming with activity. From morning roll-call to parents' arrival at the end of the day, students are busy in the classroom, on field trips, on the playground and sports field, or involved in a variety of practical activities. You will find it an atmosphere of both fun and challenge, and you will be invited to help create it.

Field Trips

Getting out to observe or interact with the world outside Delphi is a big part of the program. In the classrooms, students are encouraged to connect what they are studying with the real world. Field trips help them to make that connection even more real.

In addition to field trips in and around the Los Angeles area, Middle and Upper School students also participate in more extended trips to places like New York or Washington,

D.C. Once a year, there is typically a trip organized to Europe, Mexico or Canada which gives students the opportunity to practice their language skills, apply history lessons, and become exposed to the art, literature, culture and political systems of other nations.

Student Services

All Elementary, Middle and Upper School students participate in “Student Services,” a program of contribution to the operation and maintenance of the school. This not only helps the school run smoothly, but helps students gain a greater appreciation and responsibility for the work involved, as well as keeps their personal exchange with the school balanced (see *Exchange* in Chapter 1). Students spend some time each week helping out in a variety of areas—the computer lab, the classrooms, the office, and the library, for example. Tasks range from simple jobs to more challenging projects such as working with a Lower School student in the classroom or assisting on a computer programming project.

All students also participate in community service projects throughout the year. Past projects have included clean-up and anti-graffiti campaigns in the city of Glendale, volunteering as tutors in an international literacy program, and performing at convalescent homes. Service time is planned so as to avoid interference with the student’s academic program.

Student Government

Upper School students on Forms 7 and 8 comprise Student Government. This student-run organization takes on a variety of activities. In addition to organizing many of the school’s social activities, the group is also very committed to social betterment and has taken on both fund-raising projects and hands-on involvement in a number of local agencies. Examples include the Hollywood Education and Literacy Project, a Pasadena homeless shelter (Door of Hope), and the Way to Happiness Foundation. Student Government is where many of the Form 7 and 8 students learn leadership skills and develop a larger sense of responsibility for their group.

Extracurricular Activities

Special get-togethers and dances are put on throughout the year but traditional, annual events include the Halloween Dance, the Haunted House, the Valentine’s Dance, the Senior Prom, the Winter Bazaar, the Winter Holiday Show, and the spring musical or drama production.

The school-sponsored Boy and Girl Scout troops are extremely active and participate in a variety of activities both during and outside regular school hours. Besides the regular meetings, each troop plans monthly outings—anything from marching in parades to climbing Mt. Whitney. Delphi's Boy Scout Troop 555 has produced nearly a dozen Eagle Scouts in just the past several years.

MEDICAL LIAISON

There is a staff member available to students during school hours who functions as the Medical Liaison Officer (MLO). The MLO, found in the Standards Division, can provide immediate first aid for injuries and accidents, arrange for emergency medical care and keep all medicines for students. The MLO will also communicate directly with parents about health problems or health needs that arise during the school day.

Not all injuries and illness call for treatment by a physician. Examples are minor cuts and bruises, minor colds, headaches, scrapes and the like. However, all such cases will be reported to the MLO for inclusion in the student's records. In emergencies, it is the school's practice to consult a physician. Parents will be notified as soon as possible. The Medical Release Form in the enrollment pack must be signed by parents and kept current, so that needed treatment can be made available if parents cannot be reached in an emergency situation.

Parents must also complete the other medical forms in their registration pack, with particular attention to the immunization information, as the state of California 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.

The letter "Guidelines Regarding Illness for Parents of Lower School Students" found in the enrollment pack of all Lower School students provides additional details and advice to parents on medical issues related specifically to the younger child.

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 secondary accident insurance (secondary to a family's own insurance) while the child is in school or on school trips. It does not cover illness or routine medical needs and is intended to supplement, not replace, private medical insurance. The school advises parents to provide health or accident insurance through their own insurance agent or employer. A summary of the benefits available from the student accident insurance can be obtained from the Director of Admissions.

If parents need to file a claim with the school's student accident insurance, the MLO will supply claim forms. On request, doctor's offices and hospitals will supply account records so that a claim can be filed with one's own insurance company, as well as with the student accident insurance carrier.

THE SCHOOL SCHEDULE

School Hours

The school hours are 8:30 am to 5:00 pm, Monday through Friday. Extended child care is available from 8:00 to 8:30 am and from 5:00 to 5:30 pm, free of charge. Late child care from 5:30 to 6:00 pm is available at an additional monthly fee. For more on attendance and after-school pick-up, refer to Chapter 4: School Guidelines and Rules under *Attendance* and *Points System*.

Daily Schedules

Each school (Lower School, etc.) has a slightly different daily schedule. These change from school year to school year, but are always posted prominently. Parents will receive a copy of their child's daily schedule as well as the annual school calendar at the beginning of the school year or when first enrolled. To get an extra copy of the daily schedule, contact Admissions.

Vacation Breaks

There are two vacation periods during the regular school year—in the winter and in the spring. Families are encouraged to take their vacations during these times. These break periods can also provide students with learning opportunities. In addition to spending time together as a family, students can be given academic assignments to complete. These can include practical assignments as well as theory-related ones, allowing students to incorporate their classroom experience with real world accomplishments. Learning to snorkel, visiting a museum, going to a ballet or hiking a mountain are all examples of practical activities a student can accomplish during vacation periods.

STARTING SCHOOL

What to Bring: All Students

- Backpack or sports bag
- Fully-packed lunch, including juice and two or three additional snacks
- Sneakers for physical education classes
- Weather-appropriate outer gear

What to Bring: Elementary, Middle & Upper School Students

- Paper, pens, pencils, notebook
- Dictionary appropriate for reading level (available in school bookstore)
- Clean PE uniform

If a student is in the Lower School, it is important each Friday afternoon that parents help him or her collect up all belongings, such as projects to be taken home, papers, left-over food, extra clothing, etc. Items from the student's cubby should be removed as well.

Students and Dictionaries

All students on Forms must have their own dictionaries appropriate to their academic level. The student's teacher can recommend the correct dictionary for the student. Learning how to use the dictionary skillfully will be vital to the student's education and having one that is the correct level will make the learning process more successful.

Elementary and Middle School students are sometimes required to have other specific materials. Information about these can be obtained from the child's teacher.



4

ETHICS— SURVIVING WELL

A big benefit of being a student at Delphi Academy 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 Delphi community. You will find that morals provide a code of conduct—determination of right and wrong—

for the individual and the group, but the subject of ethics is much broader. 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. Below 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 Dynamics²”

Ethics

“Ethics actually consists of rationality toward the highest level of survival for the individual, the future race, the group, mankind and the other dynamics 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 determinism³ and is done by himself.”

L. Ron Hubbard
“The Basics of Ethics”

² **Dynamics:** “1) an urge to survive along a certain course; an urge toward existence in an area of life. There are eight dynamics: first, self; second, sex and the family unit; third, groups; fourth, mankind; fifth, life forms; sixth, physical universe; seventh, spirits; and eight, Supreme Being. 2) the tenacity to life and vigor and persistence in survival.” — L. Ron Hubbard

³ **Determinism:** power of choice or decision (The Problems of Work, glossary).

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? You will find 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

"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 effect 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 our basic viewpoint.

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 *conscious mind*, is “that part of the mind which one consciously uses. It is the rational, conscious and aware part of the mind which thinks, observes data, remembers it and resolves problems...”⁴ The latter, the *unconscious mind*, is “that portion of a person’s mind which works on a totally stimulus-response 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.”⁵

The extent to which an individual sets and achieves pro-survival⁶ goals depends not just on what he or she decides to do and how well he or she manages the environment, but also on how well the person 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 Delphi, 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

⁴ L. Ron Hubbard

⁵ L. Ron Hubbard

⁶ **Pro-survival:** “pro” = in favor of (Encarta Webster’s Dictionary) + “survival” = “an impulse to persist through time, in space, as matter and energy.” – L. Ron Hubbard.

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.

The Delphi 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 an honest and trustworthy environment can each individual thrive and best reach his or her own goals.

Attitude

You will find there are a tremendous number of opportunities available at Delphi Academy. There are many freedoms and many responsibilities you will assume. A student who understands this generally has an attitude of warm support and participation in the school and its rules and activities. 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 might consist of a student wearing a t-shirt that promotes or glorifies rock groups known to be involved in the use of drugs—showing he or she supports this type of activity—or it could consist of a student pretending to follow the rules and agree with the goals of Delphi, 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 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 Delphi, 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 it. 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 become 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 Delphi 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 a bit is increased criticism and rumors about others. If something like this starts in a student body, one often begins to hear more natter⁷ among students. This is often “explained” by something like “different tastes in music” or “different interests” but, in fact, those are not the reasons.

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 all is revealed, 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 6: 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 whomever was hurt by the broken rule or wrongdoing.

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

⁷**Natter:** trivial or gossipy conversation. (Encarta Webster’s Dictionary)

Parental Involvement

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

GETTING HELP FROM THE ETHICS DEPARTMENT

One of the many unique aspects of student life at Delphi 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 created 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 problems or in disciplinary activities, a student would typically work closely with the Student Ethics Advisor and be restricted to campus, including field trips and any other off campus activities until the particular ethics activities were completed.



5

SCHOOL GUIDELINES & RULES

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 certain guidelines and rules. It is our philosophy of personal responsibility and integrity that guides the concept of ethics we apply. 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 step each student must take prior to enrolling is to ensure they can agree with our group's standards. Both parents and students need to fully understand the agreements one makes in becoming part of this group and the results one faces should these agreements be broken.

The guidelines and rules are presented by subject over the following pages, in alphabetical order.

ABSENCE

If a student is ill and will be absent, parents should call the school before 8:30 am each day of the absence. Occasionally a family will have the opportunity to take a special trip that would enhance the child's education. When such a circumstance occurs, parents should inform the child's teacher well in advance so that arrangements can be made for the absence from classes. For program continuity, we discourage absences for reasons other than the above.

APPEARANCE AND DRESS CODE

Delphi takes a conservative approach to the area of student appearance.

- Hair should be kept neat, clean and well trimmed. Unusually shaved or unnaturally colored hair is not allowed. Boys' hair may not extend to the shoulder, be worn in a pony tail, or be long enough in the front or on the sides to cover the eyes at anytime. Girls should take care to keep their hair well out of their faces.
- Boys may not wear earrings. Girls may wear pierced earrings, but no other piercing is allowed. Make-up, in moderation, may be worn by Upper School girls only.
- All clothing should be neat, clean and in good repair. In class, cut-offs, midriff-baring tops, t-shirts with inappropriate logos, hats, over-sized jeans and overalls are considered inappropriate and are not allowed.
- Friday is always dress-up day (except during the summer session). Clothes appropriate for dress-up: Boys—a suit and tie (or dress shirt, slacks and tie) and dress shoes; a sports jacket or nice sweater is optional. Girls—a dress, or nice pants/skirt and blouse or sweater, and appropriate dress shoes.
- Students from Elementary School through Upper School are required to wear sports uniforms and appropriate footwear for all sports classes.

ATTENDANCE

Students are expected to be on time wherever they go. Life at Delphi is very busy, and requires students get a lot accomplished during the day. 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.

CLASSROOM

The classroom is where students will spend the majority of their school day, so it is important students understand how classrooms function best and what students need to do to get the most out of their academic time. Classroom guidelines are posted in every classroom. Students will become familiar with them as part of their initial orientation.

DRUGS, ALCOHOL AND SMOKING

Delphi Academy does not tolerate any drug or alcohol use by students, and smoking is not allowed while the student is enrolled in the school. These are very strict policies. Students found to be using drugs or alcohol, or smoking, are committing a Category 2 offense (refer to Chapter 6) for which swift action is taken. In addition to these activities being counter-productive to the Delphi Program, under-aged drinking and smoking are illegal acts. Students *aware* of such activity who do not make it known are considered to be participating and are subject to similar justice actions.

GENERAL SAFETY

- No bicycling, skateboarding, skating or rollerblading is allowed on campus.
- No weapons are permitted on campus.
- Standing or playing on any of the railings around the school is not allowed.
- Fire drills are held periodically. When the alarm rings, students are to follow the instructions of their supervisors, exit their classrooms quickly and in an orderly fashion, and go to the designated area for their class.
- In the event of an earthquake, or a disaster drill, students are to follow the exact instructions of their teacher.

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 enjoy. 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

The gym is leased by the school on an hourly basis for specific classes and events. The furniture and equipment in the gym are not owned by Delphi but are shared by all groups using the facility. Students should treat these items with care.

Only rubber-soled athletic shoes are allowed on the gym floor. No food or drink is permitted inside.

LEAVING CAMPUS

Any students leaving campus at any time during school hours must use the sign-out log in the reception area of the main office. Below Form 5, students leaving campus must be accompanied by a parent, a staff member or a person to whom the parent has given prior written consent to the school.

Students in Form 5 and above, who have parental permission to leave campus during lunch breaks, may leave but must first sign out in the sign-out log. Failure to sign-out may result in loss of the privilege of going off-campus, or more serious consequences, since it is vital that all students can be accounted for in case an emergency arises.

LIBRARY

The library is provided for all students and staff to use. The following rules are designed to ensure books and materials are available and in good condition for all.

- Check out all books and materials taken from the library.
- The librarian will get the course materials requested by students (e.g., checksheets, course packs and reference packs). If a checksheet is lost, the student will be required to replace it at five cents per page.
- No reference materials are to be taken from the library. This includes newspapers, magazines and encyclopedias. If a student wants to read a magazine or newspaper article outside of the library, he or she can pay to copy it. If it is for a course, the librarian will copy it free of charge. Only the librarian may operate the copy machine.
- All classroom guidelines apply while studying in the library. Student checkouts and/or presentations should be made outside the library, in the classroom.
- Students should return books and packs the day they are finished with them to make them available to other students. The best way to handle this is to return materials to the

library when picking up materials for the next course. Lost books or materials must be replaced.

- Students should not pass books or course packs on to others, even if they need them. All materials should be returned to the library, allowing each student to check out books on his or her own. If the materials are not checked back into the library, the student will continue to be held responsible for them. If they are not returned within a month of completing a course, the student must pay for their replacement.
- Students need to own their own dictionary and bring it to the library to use while studying there. New students may borrow one from the library until their teacher helps them decide which one to buy. Dictionaries can be purchased in the school's bookstore.

LOST & FOUND

- Items that obviously belong to someone or some area (e.g., library or couse room items or items marked with a name) should be returned to the appropriate person rather than to Lost & Found. All other found items should be taken to Lost & Found directly behind the Main Office.
- If an item has been lost, you should check there to see if it has been turned in to Lost & Found. If you have lost something which is not there, write a detailed description of the item lost and give it to the Student Ethics Advisor.
- 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 donated to charity.

NUTRITION AND REST

Students are expected to eat properly since good nutrition is essential to general well-being. This includes having a sufficient breakfast prior to coming to school as well as the contents of the student's lunch. Candy, gum, and food or drink with high sugar content are not allowed in lunches.

All students should bring snack food to school and may either bring their own lunches or order and purchase "hot lunches" provided by a local caterer (during the regular school year only).

Because sufficient rest is vital to successful study, it is expected that students will get an adequate amount of sleep each night.

PE CLOTHES

During sports classes, all students in Form 3 and above must wear appropriate athletic shoes and the standard gray Delphi shorts and shirts. During the winter months, sweat pants and sweat shirts are permitted. Upper School students on athletic teams may wear the uniform for that team during practice.

PHONES

Personal phone calls may be made on the pay phone outside the main office. Phone messages can be left with the school's receptionist during business hours or on the automatic answering machine during other times.

POINTS SYSTEM

Delphi has a Points System which deals with attendance and lateness in which students receive penalty points for not adhering properly to their schedules. The Points System applies to all students in Form 2 and above.

The system works as follows:

2 points—Being less than 15 minutes late to any class or scheduled activity.

4 points—Being more than 15 minutes late or not showing up at all for class or scheduled activity.

- Points data is collected on a daily basis and the tally is posted weekly. "Lates" and "no shows" may be excused with written notes from parents or teachers, but no verbal excuses are accepted. A valid excuse would consist of an exceptional circumstance that was beyond the immediate control of the student. Regular excuses for sleeping late or similar situations will not be accepted.
- If a student is out ill, the school needs to be notified before 8:30 am. Failure to notify the school will result in a "no show" for the student.
- If at the end of the month a student has received no points, he or she is put on the 100% List. The student also receives a written commendation (a copy of which is sent to parents) and awarded 5 bonus points which may be used to take away any future late

points received. Bonus points, however, may not be used to remove points given for a “no show.”

- Students in Form 3 and above with 6 or more late points at the end of the week will be restricted to campus the following week. Weekly late points must be cleared by 5:00 pm on Friday to avoid restriction.
- At the end of the month, if a student in Form 3 or above has earned 18 or more late points, he or she may receive a disciplinary hearing to help him or her sort things out (refer to Chapter 6).

RELATIONSHIPS AND SEXUAL ACTIVITY

The school considers public displays of affection to be inappropriate in a school environment. Sexual relations while at school or during school-sponsored activities is strictly forbidden. It is expected that parents will guide their children’s conduct and choices in this area of their lives. Violations are considered a Category 2 offense (refer to Chapter 6).

SCHOOL BUS

Abide by the rules posted in the school bus. Since the driver is responsible for each passenger’s safety, he or she needs to be listened to and obeyed.

SMOKING

Smoking is not allowed on campus.

TELEVISION

Television/video watching and video/computer game playing is strongly discouraged by the school. It has been found that even moderate amounts can interfere with a child’s education. A long-term, successful policy followed at Delphi has been to ask parents to allow no TV watching, video or computer game playing, and/or Internet “chatting” during the school week. On weekends, Friday night to Sunday afternoon, it is suggested such use be occasional or light (two to four total hours is considered “light”).

For Middle and Upper School students, there will occasionally be a required video to watch for a course. This could be watched during the school week.



6

JUSTICE

The idea of justice is one that can only be fully understood in the context of ethics. As discussed in Chapter 4, the primary reason we emphasize ethics is to ensure our students get as much as possible out of the time and effort they spend here. In addition, 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 an 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. 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. Reading through Chapter 4 on ethics and studying the definitions below will help a student better understand how justice relates to ethics and how justice is used.

“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”

Parental Participation

Should there be a situation with a student which does not resolve through his efforts working with Ethics, it may go forward into a disciplinary hearing. 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 *Justice Actions Defined*) is called, both parents must attend.

VIOLATIONS AND JUSTICE ACTIONS

In Chapter 5: School Guidelines and 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 5, 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
- Discussing an examination with another student
- Departures from Study Technology resulting in an inability to apply materials studied
- Neglect of the duties of a Student Services job
- Falsely attesting to a step on a checksheet
- Harassing another student
- Physically harming another student
- Leaving campus without permission
- Smoking or chewing tobacco on campus or on a school-sponsored trip
- Using another student's property 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 Justice Actions

Category 1 offenses are addressed by the Student Ethics Advisor. 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 come 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
- Fighting
- 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)
- Taking another's belongings without permission
- Any disruptive act which disturbs the school 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 repute of faculty, staff or students
- Causing disturbances which result in disrepute
- Illegal use of tobacco (smoking or chewing) at any time while enrolled
- Illegal use of alcohol at any time while enrolled
- Sexual activities on campus or on a school-sponsored trip
- Using illegal drugs at any time while enrolled
- Placing Delphi, 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 5: School Guidelines and Rules)

Category 2 Justice 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 Student Ethics Advisor on a program intended to raise his or her level of responsibility and 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 or alcohol onto campus or furthering drug or alcohol 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 Justice Actions

Category 3 offenses are addressed by a disciplinary hearing. Dismissal is likely.

JUSTICE ACTIONS DEFINED

Knowledge 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 also means 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 “Knowledge Reports.” The report is sent directly to the Student Ethics Advisor, and a copy is made and sent to the student being reported on by way of his or her teacher.

If a student feels a report concerning him or her is unjustified or incorrect, he or she should consult the Student Ethics Advisor 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 or reports of several offenses are received. Where 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: 1) complete exoneration, 2) some help from Ethics, 3) a mild disciplinary action or 4) a disciplinary hearing.

Disciplinary Hearings

Disciplinary hearings are held by the Student Ethics Advisor.

The general procedure for a hearing is:

1. Data is gathered on the offenses.
2. The Student Ethics Advisor speaks with the student's parents to tell them what has happened.
3. Questionnaires are sent to 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 disciplinary hearing would be waived. In its place, the student would be expected to take whatever actions were appropriate to be responsible for what he or she had done.

4. Parents are expected to attend their child's disciplinary hearing.
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 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, and a notice concerning the subject of the disciplinary hearing and its result is posted for other students and faculty to read.

NOTE: Formal disciplinary hearings are not called on students below Form 3. 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

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 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 the school for disciplinary reasons, 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:

- a) The student submits a full write-up of his or her rule violations, harmful actions, dishonest activities, etc., to the Student Ethics Officer.

- b) The student makes a presentation of actual evidence to indicate he or she has made a genuine change. This must be minimally shown by:
 - i. 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);
 - ii. Evidence of change in the areas of honesty and exchange (e.g., valid contributions to one's family or the community);
 - iii. 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.
- c) Written attestation from the student that he or she has read and understood *The Delphi Student & Parent Handbook*, and that he or she specifically understands what is expected of a Delphi student and what that means especially in terms of honesty, integrity, exchange with the family and school, and being part of a group.
- d) A written essay that clearly states the student's own goals and purposes, and shows how these align satisfactorily with Delphi's philosophy and goals.
- e) 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 Delphi 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 ethical behavior at 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 at least three 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 is determined by the Admissions Committee.

