



The Delphi Student & Parent
HANDBOOK

DELPHI ACADEMY™ OF LOS ANGELES
11341 Brainard Avenue
Lake View Terrace, California 91342
818-583-1070
www.delphiLA.org

"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

1 – PHILOSOPHY

OUR MISSION

MISSION STATEMENT: *Our mission is to empower students to improve the condition of their lives and communities through the application of knowledge, reason, creativity and integrity.*

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

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.

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.

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.

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
Educational Essentials, Part 1

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, screen use, unhealthy foods or something else, if it distracts you from your studies, faculty will work together with your parents and 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 hardworking 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. 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. Our parents are terrific supporters of our fund-raising efforts, and we appreciate their support and participation.

Delphi Ambassadors

We have always received support from our parents in continuing to have an outstanding student body. As a Delphi parent, you are also an ambassador outside the school. There are many ways in which this occurs. Some parents host get-togethers in their homes with interested families in coordination with our Admissions Department. Or, they may contact parents who are currently considering the school for their children. Participating in our "Love Us Out Loud" campaign is as simple as sharing our social media posts and using our school hashtags on posts of your own. 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.

2 – 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 through to the Middle School and we refer to the High School levels as Freshman through Senior levels. The abilities and knowledge the student acquires at each Form or High School Level are mapped out in explicit graduation requirements.

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.

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 High School graduation.

Individual Programming

Shortly after enrollment, every student works out (with his teacher) 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 High School. This fits naturally with the individual approach.

As students progress through the High 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.

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. 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 progress reports to parents twice each school year 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.

ATHLETICS AND PHYSICAL SKILLS

Participation in sports is an important part of the Delphi Program, assisting in physical development as well as enhancing team-building and leadership skills. From Kindergarten through to High School graduation, students participate in regular P.E. classes.

Delphi's athletic program also provides students with the opportunity to participate in a wide range of interscholastic and intramural sports, depending on the student's age. Volleyball, basketball, baseball or soccer may be offered at different times during the regular school year.

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, and other art media by the time students reach the High 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," "Arsenic and Old Lace," "Suessical the Musical", and "The Lion King, Jr."

Music and/or performing arts instruction is offered throughout the school. Students may also sign up for optional private vocal and instrumental lessons. Our students also have the opportunity to participate in music concerts or variety shows throughout the year.

3- 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 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 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 "

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.

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 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

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.

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 natter⁴ 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.

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.

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.

⁴**Natter:** trivial or gossipy conversation. (Encarta Webster's Dictionary)

4– SCHOOL GUIDEDLINES & 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 9:00 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

- Hair should be kept neat, clean and well trimmed. Unusually shaved or unnaturally colored hair is not allowed. Students should take care to keep their hair well out of their faces and ensure the style of hair does not become distracting or interfere with their studies.
- Boys may not wear earrings. Girls may wear pierced earrings, but no other piercing is allowed. Make-up, in moderation, may be worn by Middle and High School girls only.
- All clothing should be neat, clean and in good repair. In class, cut-offs, midriff-baring and off-the-shoulder tops, t-shirts with inappropriate logos or writing, hats, and over-sized jeans are considered inappropriate and are not allowed. Modest shorts may be worn by girls.
- Friday is always professional dress day (except during the summer session). Clothes appropriate for Fridays: 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 (moderate height, no spiked heels). Dresses and skirts should be modest and not form-fitting.
- Elementary, Middle and High School students are required to wear appropriate clothing and 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. Parents and students need to work together to ensure the student arrives to school in time to put away backpacks, etc., and be ready, in the first class of the day before the morning rollcall.

Absence or lateness 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 by 9:00 am.

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, Smoking and Weapons

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. There are no weapons allowed on campus. These are very strict policies. Students found to be violating any of these rules or whose conduct, influence or spirit is considered to be undermining the welfare of the other students or the school as a whole, may be subject to disciplinary actions which may result in suspension or dismissal. Students aware of such activity who do not make it known are considered to be participating and are subject to similar disciplinary actions.

General Safety

- No bicycling, skateboarding, skating or rollerblading is allowed on campus, including the parking lots and sidewalks. The exception is that Lower School students may ride their bicycles during supervised “bicycle days” in the areas designated for this activity, provided they wear the appropriate protective gear and that they are supervised by the assigned faculty.
- Standing or playing on any of the railings around the school is not allowed.
- Fire drills and other emergency drills are held periodically throughout the year. In any emergency situation, the students are to follow the instructions of their teachers. The designated evacuation areas are posted in each classroom.

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.

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. 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.

Lost & Found

Items that obviously belong to someone or some area (e.g., classroom 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 which is monitored by the School Secretary.

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 your teacher. 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 drinks 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 food items that may be offered for sale (such as pizza on Thursdays).

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

Phones

Personal phone calls may be made from the phone in your child's classroom with teacher permission. Phone messages can be left with the school's receptionist during business hours or on the automatic answering machine during other times.

Students may not use personal cell phones during school hours.

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.

Smoking

Smoking is not allowed on campus.

Screen Time

Often when screens are available, the first response to "down time" is to reach into a pocket for a screen to provide entertainment. When this occurs, the opportunity to exercise one's own imagination and creativity is lost. Any kind of dependence on such a device can be a detriment to our students' productivity and creativity, not to mention their school work. When their devices are easily available, it has proven to be difficult for some students to stay off them.

Our school community has been engaged and active on the topic of limiting the excessive use and dependence upon electronic devices or "screens" for entertainment and social interaction. Television/video watching and video/computer game playing, even in moderate amounts, can interfere with a child's education.

As much as possible, we ask that you limit your child's recreational screen time to only Friday and Saturday nights, with no screen time during the school week. Creating a more screen-free environment will provide opportunities for your child to engage with others in active and meaningful ways; ways that are not fostered by current screen dependence prevalent today.

