



Parent-Student Handbook

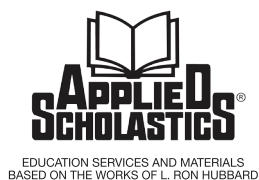
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Parent-Student Handbook



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Chapter 1

PHILOSOPHY

OUR MISSION

To make a better world by graduating young leaders who work for the greater good by creating the life they want to live and the world they want to live it in.

What does this mission mean in practice?

In a lively campus environment, every 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 their own lessons about responsibility, integrity, and leadership. All of these ingredients come together to make a rich and rewarding launch into life.

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 Mr. Hubbard's Study Technology, which is based on the discovery of some very simple educational "barriers" that a student can encounter in study, and some straightforward procedures the student can follow to keep study proceeding well or to repair faltering study. Applied Scholastics International provides us with materials related to the study methods themselves. With these tools, all students will become thoroughly familiar with Study Technology while they are at Delphi—this knowledge will be useful far beyond any 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 probably do 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 at Delphi is the importance of having a purpose for your study of any particular subject. Such a purpose makes it possible for you to evaluate the data you encounter and its usefulness to you. Studying "because you have to" or "because it is there" will lead to a lot of wasted time and useless (or unused) data.

Once your educational basics are in good shape, you will be encouraged to spend more time on projects and practical activities. All of this will get you more directly involved in your interest areas and purposes, and at the right point, will help you look at career possibilities. The best way to find out what you enjoy doing is by doing it. Assisting in an operation on an animal would probably give you a much better idea about whether or not you'd like to be a veterinarian than just reading books about it. But studying 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 program.

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

HARD WORK

As you move along toward adulthood, preparation for life becomes a central task. A major part of that is



getting yourself educated. You will have a lot to do, and we expect you to work hard at it. You should expect to receive a lot of help, but help will be most useful if you are working hard in the first place.

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

Expect to 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 while you are at Delphi—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.

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 in the most difficult situations.

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

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

Much of Delphi’s success, and the success you will experience as a student here, 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 your life in order to help balance out what you receive from them. For example, your participation in school projects, teams, clubs, student services and other activities helps you give back to the school for the many benefits you receive. Other examples might include showing a new student around and helping him or her feel at home, providing some extra help to a younger student, cleaning up after a dance or even volunteering for one of many community service activities the school performs.

A very important area of exchange in your life is with your parents. In addition to all they provide for you generally, they are usually the ones who have made it possible for you to attend Delphi. We expect you to talk to them about what it is they want from you in exchange for helping you get here. In addition to your hard work and good progress in school, communication with your parents, doing extra jobs around the



house, and sharing your accomplishments are all ways to exchange with your parents.

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

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

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

A main part of our goal 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 assistance. But your ability to study is an essential skill, one that will ensure you can advance yourself academically and professionally for the rest of your life.

One other aspect of freedoms and responsibilities concerns patterns of behavior that can be called *addictions*. There are other kinds of addictions besides addiction to drugs or alcohol. A person can also become addicted to certain activities, where the activities "take over" part of one's life and are hard to quit or get away from. An addiction is usually something one develops to reduce a pressure one is feeling in life. In other words, an addiction allows one to avoid confronting something in life. 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 television, computer games, unhealthy foods or something else, if it distracts you from your studies, faculty will take it up with you to help you take back control. We want to help you clear out of your path anything that will prevent you from reaching your educational goals.

RESPONSIBILITY AS A VIEWPOINT

It is popular today to excuse one's troubles or conflicts by taking the viewpoint that they "are done to you." This can be described as the "victim" approach to life. At 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 the situations. This includes having the willingness to give and receive communication responsibly about disagreements, problems, etc.



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

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

KEEPING A GROUP STRONG

When you join the 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 help is needed, whether that is with another student, a faculty member or even a piece of equipment. It also means being willing to receive help when you require it. It means that when you see or hear about something that is wrong or that breaks an agreement of the group, you don't "look the other way." Instead you take responsibility for the whole group.

YOUNGER CHILDREN

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

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

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

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

TO PARENTS: YOUR PARTICIPATION

When you enroll your child at Delphi, you have embarked on more than just a new educational experience with your son or daughter. In a sense, you have invited the school into your family, and we are aware of the



trust and partnership this implies. Your active participation and teamwork with the school community is more than just 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 I

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—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 against the completion of stages of that program, and is reflected in 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, or whomever is appropriate, to talk about your son or daughter. Only by being well aligned can we accomplish the education parents want for their child.

TEAMWORK

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

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

Thus, together we make the following agreements:

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



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Both parties agree to follow any statement of expectations detailed in the enrollment contract, which ensures that the family and the school are well matched, all in the interest of the educational success of the student.

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

There are several avenues for you to communicate any concerns with health or safety issues. You can first communicate your concern to your child's teacher. After doing this, if you feel the concern has not been addressed, you may contact the Director of Standards, who oversees the School Health area for health matters, or the Safety Committee Chair which is held by the Business Manager for safety matters. Should the matter still not be resolved, you should communicate your concern to the Head of School.

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



Chapter 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 are often viewed as that aspect of an educational program which takes place inside the classroom with text books, lectures and white boards. 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

At Delphi, 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 Delphi Program Graduation Requirements Handbook* available from Admissions.

Forms provide specific goals along the educational road. 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 the time it takes to complete the Form. In this way, each student advances as rapidly as he or she is learning and demonstrating competence through our High School Program.

CLASSROOM STRUCTURE

The Delphi curriculum contains courses, both required and elective, designed to help students attain the graduation requirements of each Form and High School level. They will work with faculty to lay these out in an educational 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 Learning Guide. *Learning Guides* 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 study guide.

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

In addition to the independent classroom environment, students 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

Students begin the curriculum with courses on 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 (learning guides) 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 courses on a wide range of subjects and levels are available.

Complete maps of the curriculum by Form and High School level, and by age can be obtained through the Admissions Office.

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



INDIVIDUAL PROGRAMMING

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

With this program in hand, a student can move as quickly through it as he or she wishes, as long as 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 levels.

As they progress through the High School, students begin to focus on their particular areas of interest. This is the culmination of the whole program professional preparation for whatever the next step of the student is to be.

PROJECTS

The completion of each Level of the Delphi Academy High School Program requires a project. A project in this context is defined as *an educational activity oriented to create a specific exchangeable product*. These are intended to provide students with opportunities to get involved in activities which require application of knowledge and get them producing actual products. At the Freshmen level, projects are typically done in areas of choice to explore areas of interest, develop abilities further or work on weak areas by increasing their interaction with the environment around them. As the student progresses through the program, they would be expected to include projects which also demonstrate their ability to apply the study technology in assisting students, successfully contribute to a community service activity, and use planning and organizing skills learned through the curriculum to demonstrate the ability to oversee a major group activity to a good results.

They are done with the guidance of a Project Advisor, who can be a qualified faculty member or the Academic Supervisor. A primary function of the Project Advisor is to *advise*, not *order*, to understand what exchangeable product the student is trying to produce and give advice that will assist the student—but to then allow the student to do the work, solve the necessary problems, and sink or swim on his own. Only to the degree that there is actual potential for failure is there actual potential for success.

APPRENTICESHIPS

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

ACADEMIC FACILITIES

The campus is comprised of five buildings situated on two acres in the heart of Clearwater, Florida, two miles east of downtown Clearwater. The administrative building holds reception and all the administrative offices. The Preschool is its own building, and includes four rooms: three classrooms, and a separate eating area. There is also a fully-equipped fenced-in playground adjacent to the Preschool building specifically



for preschool-age children. The practical building houses a Woodshop, Art and Pottery Room, as well as a Dance and Performing Arts studio and Music room. The fourth building houses a full-sized lunchroom, state-of-the-art library that includes computers for older students and a Lower School section with a wide variety of books, media presentation equipment and a drama area with its own mini stage for Lower School presentations. Classrooms are situated on the second floor, as well as the Lab and our Standards Division. A full service kitchen is also available to students for cooking classes and projects. The fifth building is the home of most of the lower school classrooms and a full-court gymnasium.

PROGRESS REPORTS

Teachers issue regular progress reports to parents during the school year. Any impediments to progress are noted and, when necessary, parents are brought into the process to ensure the student maintains smooth forward headway. For the purposes of transcripts, a translation of the student's progress into grades can be made, should another school request them.

STUDENT PROGRESS REVIEW

Students who fall significantly behind in their academic work may be given a Student Progress Review. The purpose of the Progress Review is to formally review the student's progress in detail and to determine if the student should be placed on Academic Probation. If deemed to be the case, the Progress Review must 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 re-enrollment may be dependent on performance during the probationary period.

PRACTICAL ACTIVITIES

In addition to strong academics, an important goal of the Delphi Program is to help each student acquire a range of practical skills and abilities he can use in life through various enrichment activities. Regularly scheduled classes of this nature are called practical activities. Practical activities are designed to give students firsthand experiences which will improve their overall skills, as well as cultivate interests in new areas.

Preschool students participate daily in activities rich with art and music, as well as outdoor play.

Lower School students enjoy a variety of weekly classes in art, crafts, music, woodshop, STEM (science, technology, engineering & math), and daily PE classes.

Elementary School students participate in daily PE classes and may choose to join our junior varsity sports teams, and junior varsity dance team. Middle and High School students may choose to join our varsity sports teams, varsity dance team, or our varsity band. All Students Elementary through High School are able to choose from a wide variety of daily elective classes that are decided quarterly based on student interest. Typically these classes include woodshop, art, pottery, music (band or glee club/choir), cooking, sewing/crocheting, gardening, photoshop, coding & typing, and many more. For High School students, this time may also be used to explore career interests or hone life skills in the form of apprenticeships or projects.



ATHLETICS AND PHYSICAL SKILLS

Emphasis in athletics is on discipline, hard work, team spirit and fun. We are part of a sports league comprised of local private schools of similar size, and participate in interscholastic sports. Students are able to join our sports teams starting in Elementary School. The Athletics Department utilizes the playground, turf, and gymnasium with Sport Court flooring, horizontal rock climbing wall, professional hoops and volleyball net to deliver general PE classes, soccer, volleyball and basketball.

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

MUSIC AND THE ARTS

Delphi has a very active arts program. Our arts program starts in the Lower School, and continues up through High School.

Our visual arts program focuses on introducing the students to many different art forms, including fine arts and crafts, ceramics, pottery, drawing, painting, and other art media. Our Visual Arts Department has helped numerous students submit their art to local fairs and become award winning artists.

Our Music program begins in lower school and focuses on cultivating a love for music by introducing the students to many different genres of music, and music history, as well as the basics of rhythm and song. Elementary and above students may choose to participate in our junior varsity and varsity band, or choir.

As a part of our Performing Arts Department, students also have the opportunity to perform in professional level dramatic and musical shows each year, as well as various performances throughout the year for our Holiday Show, Parents Day Performance, and other fall and spring recitals or variety shows. In addition to acting, dancing and singing, students can get involved in stage production, including set design & production, props & costumes, and stage managing including sound & lighting.

STUDENT RESOURCES

THE STANDARDS DIVISION

The Standards Division is a unique aspect of the Delphi Program® and significantly contributes to the program's success. The faculty from Standards work with students to ensure they are getting the expected results from their education, and when they are not, will find and correct the situation. It includes the Examination Department and the Department of Student Review.

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



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

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

ETHICS

The Ethics Department exists to help students get the most out of their experience at 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 overcome. When this happens the Student Ethics Advisor, in conjunction with the parents can work with the student to help them through any situation.

AFTERNOON STUDY HALL

Afternoon 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. Afternoon Study Hall is a quiet and controlled environment in which to study, and each Study Hall period is monitored on a rotating basis by assigned faculty.

GRADUATION AND BEYOND

GRADUATION REQUIREMENTS

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

COLLEGE COUNSELING

Students are encouraged to carefully consider college as an important resource for accomplishing life and career goals. By the Freshmen/Sophomore level, students should have some idea about their plans for college. Parents will receive information on the steps required for college application. Although it is the responsibility of both parents and students to carry out these steps, Delphi will provide resources to help. Student programs will be aligned to ensure they are well prepared for higher education. Dual enrollment is additionally available for colleges offering the dual enrollment program in the area.



Chapter 3

STUDENT LIFE

OVERVIEW

Be prepared for a schedule brimming with activity. From morning roll-call to the end of the day, students are busy in the classroom, on field trips, on the playground and sports fields, 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 that atmosphere.

FIELD TRIPS

Getting out to observe or interact with the world outside Delphi is a big part of the program at the school. 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. This includes a variety of in-house "field trips" for the students.

High School students take field trips on and off campus, and are focused on meeting professionals in their fields of expertise, exposure to different occupations, and volunteerism.

STUDENT SERVICES AND STUDENT COUNCIL

If you think of traits or skills an adult should have in order to succeed well in a place of business or in life in general, in addition to a solid education, you might think of qualities such as being dependable, responsible, a teammate, able to receive direction and able to lead others. At Delphi, the Student Service Program is largely responsible for cultivating these traits in our young adults.

Student Services are a required part of the day for students in Form 4 and higher. Students are given positions or jobs that give them a chance to contribute to the school's operation and maintenance. Some examples of these may be cleaning the lunchroom, reading to children in the Lower School or caring for animals.

Student Services help students learn about responsibility, hard work, the value of being dependable and leadership. Students will initially be given simple jobs with close supervision to ensure that they can routinely carry these out. A student will be promoted to higher levels of responsibility and leadership based on their performance. At the upper-end of Student Services, a student will be running their own crew of fellow students and assist in problem solving and keeping a group working well together. It is a Delphi Academy High School graduation requirement to be able to dependably hold a position of trust within the group.

In High School, a student who shows a high level of leadership, dependability, contribution and ethics



may be invited to be on Student Council. Student Council is the highest level of Student Services and is responsible for running the Food Service program, school events and dances, school stores, the vending machine, community outreach programs, etc.

HOMEWORK

Homework is a natural part of the routine for all levels of students at Delphi. Not only does it keep a student advancing in their program nicely, but it is often a chance for parents to become more involved in their children's educational progress.

In the Lower School, reviewing of word cards with parents is an important aspect of the reading program. Word cards will usually be sent home for practice each night. To explain how the program works, instructions on how to drill them with your child will accompany the first set of word cards.

COMMUNITY SERVICE

We encourage our students to get involved in their community and to participate in various activities to help improve it. These activities vary from Form to Form. Older students (Forms 4 -High School) may volunteer their time to various programs in the area.

SCHOOL SCHEDULE

Any individual breaks in the yearly schedule are disruptive to the quality of service to your child so they are strongly discouraged. Leaves of absence beyond the established school break needs the approval of the student's teacher before making any final plans. Changes to daily schedules should be gone over with the teacher to ensure minimal disruption of the students progress, and a homework plan worked out for time missed. Information on your child's class daily schedule can be obtained through your child's teacher and in the Welcome to Delphi orientation pack.

VACATION BREAKS

There are three vacation periods during the regular school year—one at Thanksgiving, a Winter Break for Christmas and the New Year, and Spring Break. 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 will often 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. For extended leaves, we encourage families to utilize the time over the summer.

MEDICAL LIAISON

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



Parents must fully complete the medical forms in their admissions paperwork, paying particular attention to the immunization records, as the state of Florida requires full immunization records be on file at the school. The records ensure that data is available to guide proper medical care when needed.

SCHOOL HEALTH

The School Health area is overseen by our Standards Department. This area of the school arranges yearly and sometimes bi-yearly CPR/First Aid training for our staff/faculty from certified professionals. Fully stocked first aid kits in each classroom and common areas are available. It is understood that should injury or illness occur that would require the student to be picked up from the school, that parents promptly pick up their child within the hour. Further details on our illness & injury procedures are found in the Welcome to Delphi pack that each parent gets at the beginning of each school year with updated procedures.



Chapter 4

ETHICS SURVIVING WELL

ETHICS, GROUPS AND YOU

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.

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. 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 ²

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 eighth, Supreme Being. 2) the tenacity to life and vigor and persistence in survival.” — L. Ron Hubbard



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 determinism 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? 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. Overts 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 responsible for themselves and their actions. The extent to which an individual sets and achieves goals depends on what he or she decides to do and how well he or she manages their environment. It is fundamentally the responsibility of the individual to keep focus on keeping one's ethics in at all times, and use self-discipline in all actions and activities. 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 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 gossip 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.

GETTING HELP FROM THE STUDENT 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.

Most disciplinary matters belong between the parents and child. For that reason, depending on circumstances and a student’s age, it is often preferable to have a student, not the school, first talk to the parents when the student has done something the parents should know about. Even if a phone or in-person conference is occurring to “break the news,” it is often best that the student begin the conversation. The teacher, School Director or Ethics Advisor can then pick up the conversation, ensuring the parents have all the information



they need to properly do their job as parents.

When disciplinary issues exist the teacher will use many different resources available to him, such as ethics and educational tools, to help the student improve himself for the better, and by his own determinism.

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.

In cases of severe behavior problems or in disciplinary activities, a student would typically work closely with the Student Ethics Advisor until the particular ethics activities are completed.



Chapter 5

SCHOOL GUIDELINES AND RULES

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

One important step each student and their parents must take prior to enrolling is to ensure they can agree with our group's standards. Both parents and students should take the time to read through this chapter, as well as Chapter 6 concerning justice, 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 on the following pages are presented by subject, in alphabetical order.

ABSENCE

If a student is ill and will be absent, parents should contact the school by the time of student roll call each day of the absence. Occasionally a child will have the opportunity to take a special trip to do something with family or friends that might enhance his or her education. When such a circumstance occurs, parents should consult the child's teacher well in advance so that arrangements can be made for the absence. For program continuity, Delphi frowns upon absences for reasons other than the above. Detailed absence policies will be issued yearly.

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 time they are here. Being late is not only disruptive but wastes valuable time. Current attendance policies will be issued yearly.



STUDENT APPEARANCE

Delphi takes a setting- appropriate middle ground regarding student appearance. Guidelines in this area are designed to best support the school's educational purpose and image. Students are expected to wear clothing and footwear appropriate to the activity and location, and to observe traditional standards such as removing hats, caps or sweatshirt hoods indoors. Clothing should be neat, clean and in good repair, as should hair. A full dress code will be issued yearly to keep up with current trends.

CONTACTING TEACHERS

Parent-teacher communication is highly encouraged at Delphi. During school hours, parents may phone their child's teacher by calling the office and leaving a message with the receptionist, or by leaving a message on their direct extension. The teacher will return the call as soon as he or she is available. All teachers have email addresses and can be contacted via email.

CLASSROOM

The classroom is where students will spend the majority of their school time at Delphi, 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 room. Students will become familiar with them as part of their initial orientation.

DRUGS AND ALCOHOL

Delphi Academy does not tolerate any drug or alcohol use by students. Students found to be using drugs or alcohol are committing a serious offense for which swift action is taken.

Students may not smoke/vape, and/or chew tobacco on campus or on any off-campus school-sponsored activities. The illegal use of tobacco or vape devices while enrolled is strictly forbidden and is a serious offense.

In addition to these activities being counter-productive to the Delphi Program, under-aged drinking and smoking or vaping 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.

WEAPONS

No weapons or toy/fake weapons are allowed on campus, or allowed to be created on campus.



BICYCLES, ROLLERBLADES, SKATEBOARDS, SCOOTERS, HOVERBOARDS, HEELYS

It may occur that a student rides a bike or one of the above items to school. Once the student gets to school, these items should be parked in the school designated area, and not ridden on campus. Students should not wear Heelys to school.

HONESTY

Being honest and straightforward is required of all Delphi students. These are the traits on which the Delphi community is built and thrives. A lengthy discussion of honesty as an important aspect of the Delphi philosophy can be found in Chapter 4. Lying, cheating, plagiarism, and falsifying are all matters that will require parental involvement.

NUTRITIONAL

Students are expected to eat properly as good nutrition is essential to general well-being. All students take a course in it at some time in their program. This includes having a sufficient breakfast prior to coming to school as well as a good healthy lunch. Candy, gum, and food or drink with high sugar content are not allowed at school.

RELATIONSHIPS & SEXUAL ACTIVITY

The school discourages relationships with opposite sex that become a distraction for the students involved. Students are not allowed to participate in a boyfriend/girlfriend relationship while at school or at school-sponsored activities. Sexual relations while at school or during school-sponsored activities is strictly forbidden.

CELL PHONES, LAPTOPS, TELEVISION AND VIDEO GAMES

LAPTOP COMPUTERS

Laptops are useful tools for study. Students can use them at school for academic purposes depending on their level in the program. Students are trusted to use their laptops for academic reasons. At school, on field trips during transportation, or any time on campus, laptops are not to be used for non-academic uses such as entertainment, games, social media, chatting, videos, movies, etc. Students who lose the trust of the school to use a laptop according to these guidelines will lose the privilege of using a laptop at school.

THE INTERNET

Because the Internet offers a wide variety of useful educational resources, Delphi provides filtered Internet



access to students. Delphi students are expected to use the Internet sensibly and productively. Additionally, it is an ethics offense to intentionally bypass or attempt to bypass the school's Internet filtering, or use VPN (virtual private network) software.

COMMUNICATION TECHNOLOGIES

Communication devices and technologies such as mobile phones, instant messaging devices and smart watches have become very popular. Students may not use these devices for playing video games on campus, view inappropriate content, or video/photograph someone without their permission. Policies regarding their specific use may vary year to year, and will be issued at the beginning of each school year.

Any abuse of the policies may result in confiscation of the device or it being requested that the student not bring their cell phone to school.

SCREENTIME

The school discourages television/video watching and video/computer game-playing by children. There is a great deal of inappropriate material on television and it tends to give a child an incomplete view of the world with information they are unable to digest as yet. We have found that even "moderate" doses of television and electronic entertainment can be detrimental to a child's education. Of course, judgement is always called for, and programs of an educational nature can be very rewarding. In general, we request that if parents allow their children to watch television, or play video games, that the parent carefully observe the content and ensure it is appropriate for the child's age level and capacity to understand, and it is within the rating for the child's age. We strongly suggest that the child not watch television/videos at all on school days so that the time could be spent in more constructive or interactive ways. It is especially important that students not watch television or play video games in the morning before coming to school.

LEAVING CAMPUS

Students 12 and up may leave campus during lunchtime with written parental permission on file at the front desk. Any students leaving campus at any time during the school day must use the Sign-Out Log at main reception, and have written permission from their parents. This includes any departures during lunch. Failure to sign out can result, minimally, in loss of the privilege to leave campus, or more serious consequences. The exception to this is school-sponsored trips. In this case, the faculty member in charge of the trip will leave a list of students going on the trip, the time of departure and the expected return time.

STUDENT DRIVERS

If an enrolled student has received his/her driver's license and has the permission of his/her parents, he/she may drive themselves to and from school. This would include driving during lunch time if desired. Student must sign the Waiver for Student Drivers provided by and kept on file by the front desk. A student driver may not take other student passengers without the formal permission of his/her own parents as well as the parents of those student passengers. Passengers must have a signed Waiver for Passengers of Student Drivers.



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

In this section, there is a clarification of the term “justice,” a listing of specific violations of school guidelines and rules and the resulting justice actions.

UNDERSTANDING THE TERM

At Delphi we look at justice differently. If you haven’t already, read through Chapter 4 on ethics then study the definitions below, and you will understand better how justice relates to ethics and how justice is used at Delphi.

“*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 the Student Ethics Advisor, it may go forward into a disciplinary situation. In this case, the parents have likely already been involved, but it is important that their participation becomes 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, at least one parent is required to 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 classroom or other students in class
- Misconduct
- Being discourteous to faculty or staff
- Discussing or failure to keep secure an examination
- Falsely attesting to a step on a learning guide
- Neglect of the duties of a Student Services job
- Leaving campus without permission
- 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 typically by the Teacher or School Director in conjunction with the parents. 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 that is intended to help the student improve behavior independently. 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
- Physically harming another student
- Plagiarism
- Fighting
- Harassment (sexual or otherwise) and/or threatening another student
- Bringing any weapon on campus or on a school sponsored trip
- Serious neglect of academic responsibilities (e.g., falling 20 days behind target overall or consistent and repeated failure to complete reading, seminar or other homework assignments without demonstrating consistent and honest attempts to catch up or do the work)
- Borrowing another's belongings without permission
- Any disruptive act which disturbs the school community as a whole
- Contributing to a Category 3 offense
- Failing to report a Category 3 offense to the Student Ethics Advisor
- Dealing in harmful rumors to destroy the authority or reputé of faculty, staff or students
- Causing disturbances which result in disrepute
- Illegal use of tobacco (smoking or chewing or vaping) at any time while enrolled, if under 18.
- Illegal use of alcohol at any time while enrolled
- Sexual activities on campus or on a school-sponsored trip
- 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
- Failure to follow local, state or federal laws while enrolled



CATEGORY 2 JUSTICE ACTIONS

Category 2 offenses may be addressed by the School Director, or Student Ethics Advisor, depending upon the severity of the violation. This could also result in 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 School Director or Ethics Advisor on a program intended to raise his or her level of responsibility and/or honesty. If a Category 2 offense is repeated or of a magnitude harmful to many, it can be reclassified as a Category 3 offense.

CATEGORY 3 VIOLATIONS

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

CATEGORY 3 JUSTICE ACTIONS

Category 3 offenses are addressed by a Disciplinary Hearing with the Student Ethics Advisor. Dismissal is likely.

JUSTICE ACTIONS DEFINED

ETHICS REPORTS

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

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

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

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



ETHICS INVESTIGATIONS

An Ethics Investigation means that the Student Ethics Advisor has begun to look into a matter based on written reports made on an individual. It is a somewhat informal process with the purpose of determining the facts of the situation and determining whether there should be no follow-up, an ethics follow-up or a justice follow-up. Therefore, an Ethics Investigation may ultimately lead to complete exoneration, some help from the Student Ethics Advisor, a mild disciplinary action or to a more formal 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 talks to his or her parents to tell them what has happened. At that point, and/or in a subsequent call, a faculty member will also speak with the parents
3. Questionnaires are sent out to the various faculty who have worked with the student to determine how well he or she is doing in classes and other activities in the school.

NOTE: It is possible, at this point, if the reports on the student show a high level of contribution and production, and the student is demonstrating a sincere desire to change, that the formal Disciplinary Hearing would be waived. In its place, the student would be expected to take whatever actions were appropriate to take responsibility for what he or she had done.

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

NOTE: Formal Disciplinary Hearings are not called on students in the Beginners classes. Instead, a conference is held with the parents, teacher, Lower School Director 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 Delphi, 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 Advisor.
- 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*

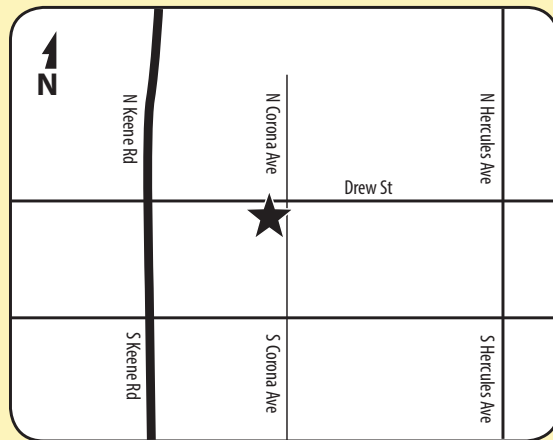


Handbook, and that he or she specifically understands what is expected of a Delphi student and what that means, especially in terms of honesty, integrity, exchange with the family and school, and being part of a group.

- d) A written essay that clearly states the student's own goals and purposes, and shows how these can 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 change at the school and should understand the school is not willing to invest time and energy in a student if that student is not interested in getting an education. Once a student has built up a record of acceptable behavior and production here for three to four months, this condition would be eased.

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

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



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