Paradigm Schools Policy Handbook 2025-2026

Paradigm High School
and
Paradigm Preparatory School

Para la versión en español, haga clic aquí

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Mission Statement

Paradigm High School is a wellspring of
Servant-Leaders
who read and think deeply, write concisely, speak profoundly,
and advance the principles of freedom while fulfilling
their personal missions with integrity.

Vision Statement

Founded on the pillars of wisdom, virtue, and relevance,
our vision is to support families in educating their scholars
by providing a classical, liberal arts, leadership education.
We inspire learning through mentoring, discussion, service, developing
critical thinking, fostering a constructive culture,
and by applying the great ideas found in original works
and other classics.

Paradigm Declaration

I am a Paradigm Patriot.
I am a free soul with the capacity to learn and grow.
I am a scholar and a servant leader.
I have gifts that make me unique and powerful.
I engage in the great conversation of ideas.
I can overcome hard things and persist in my learning
no matter how challenging.
I take responsibility for my actions.
I live in gratitude.
I honor the nobility in every person.
I seek the true, the good, and the beautiful.
I accept my shared responsibility
to create a free society and a better world.

Our "Why"

Overarching Goal:
The Free Soul; The Free Society

Process:
The growth of the soul through experiences with truth

PHILOSOPHY AND VISION

Paradigm:

The lens through which we see; A worldview;
A model or pattern; To set as an example

Fundamental Principles

- The end of education should not be great test scores or even great careers, but rather great people – people who can:
    - Take part in the great conversation of the ages.
    - Internalize the wisdom, virtue and ability to lead with integrity.
    - Create a free society.
    - While data is valuable to show indicators of scholar progress, actual change toward greatness is not discernable in data format. "What is essential is invisible to the eye." (Antoine de Saint-Exupery)
    - Paradigm serves the soul of the scholar, by inspiring its ennobling through experiences with truth.
- Every person has greatness within them.
    - The Latin root of educate means to "lead" or draw out that which is within. This image stands in contrast to the "empty bucket" view of scholars that some educational systems hold. It assumes that the role of education is to draw forth that which is within.
- The goal of education is the love of truth.
    - This assumption acknowledges truth as the supreme quest and all of us as fellow travelers toward it. Thus, instead of experts, teachers are mentors, inspiring scholars by growing themselves.
- The success of society rides upon the soundness of the home.
    - Parents have the primary responsibility and privilege to educate their children, and the parents' involvement and encouragement is critical to the success of the child.
    - Neither the government nor the school is able to adequately supplant the home in educating of children in critical life skills, habits and beliefs.
    - The government's role is to create a stable societal framework wherein parents can fulfill their role in educating their children.
- The school's role is to act as a resource and extension to the parents in the education of their children, to provide:
    - Mentors in the various fields of knowledge
    - Resources in curriculum
    - A common gathering place
    - A legal entity in which to entrust and organize the parents' monies in order to create educational opportunities.
- People learn best in a safe and nurturing culture.

    - Paradigm strives to create an environment of love and respect between all people. For optimal growth, scholars need to feel safe physically, emotionally, spiritually and intellectually, and valued for their unique self.
- Common values are fundamental to a learning culture.
    - Paradigm holds to a code of ten common values, and to the national motto "In God we trust". Scholars may bring their core books and talk about their various beliefs as they pertain to the school discussions. However, no single religion is professed at Paradigm.
- The culture at Paradigm is one of constant growth.
    - There must be no cap on growing. The love of learning is a lifelong pursuit, so each individual should be challenged and inspired to grow.
    - The school itself is a vehicle that will experience constant change as it grows.
- A leadership education is obtained by ennobling the soul through experiences with truth. It is nurtured by shared free inquiry (wisdom), common values (virtue) and human experience (relevance).

Foundational Pillars



Wisdom (Know)

Our curriculum is based on original sources, classic books, and learning by discovery and inquiry. The goal is not merely to transfer information, but to teach the scholars how to think. We focus on building logic and reasoning skills and tying them to real-world applications.

Relevance (Do)

Knowledge is of little use unless it can be applied. Each class is taught with an eye toward application and relevance to the scholar. Scholars are taught to develop their own individual mission, harness their talents and knowledge and use them to better their communities.

Virtue (Be)

Virtue is voluntary obedience to truth and moral law. Paradigm Schools holds to a strict code of conduct, including ten specific values. Scholars, mentors and administrators are expected to model principles of integrity.

Paradigm Schools Values

Civility Refinement of manners, politeness; courtesy; decorum of behavior in the treatment of others; acts of politeness and kindness; gratitude; neat and clean in appearance.

Dignity True honor; nobleness or elevation of mind, consisting in a high sense of propriety, truth and justice; Degree of excellence; Elevation of deportment in manners or behavior.

Integrity Wholeness; entireness; unbroken state; the entire, unimpaired state of anything, particularly of the mind; moral soundness or purity; uprightness; honesty; purity; genuine.

Morality Subject to the moral law and capable of moral actions; conformed to rules of right; virtuous; chaste; purity of body and mind; freedom from obscenity, as in language or conversation.

Optimism Happiness; the opinion that everything in nature is ordered for the best; an inclination to put the most favorable construction upon actions and events or to anticipate the best possible outcome.

Ingenuity The quality or power of ready invention; quickness or acuteness in combining ideas, or in forming new combinations; inspired, inventive, resourceful; having vision.

Discipline Education; instruction; cultivation and improvement; comprehending instruction in arts, sciences, correct sentiments, morals and manners; Due subordination to authority; subjection to laws, rules, order, precepts or regulations.

Honor That estimation or honor in which men hold the distinguished worth or substantial good qualities of others; That deportment or course of action which proceeds from esteem; regard; due attention; consideration.

Public Virtue Charity; Love; benevolence; kindness; that disposition of heart which inclines men to think favorably of their fellow men, and to do them good.

Peace A state of quiet or tranquility; Freedom from disturbance or internal commotion; Quiet of conscience; Harmony; Concord.

Definitions taken from the American Dictionary of the English Language by Noah Webster, 1828.

Scholars, Staff, and Administration contract to uphold these values at Paradigm High School.

Educational Philosophy

Paradigm offers a classical, liberal arts, service leadership education: "classical" because we rely on classical literature, original works, masterpieces, other classics and the concept of a "great conversation of ideas", "liberal arts" because we adhere to the *trivium*, which refers to three educational phases (See *The Trivium*), and "service leadership education" because we lean on Oliver DeMille's premise that individuals must own their education in personal ways (as opposed to a conveyor-belt one-size-fits-all educational mentality) while lifting and helping others around us (*A Thomas Jefferson Education*). Paradigm invites all associated with the school to consider and make a "paradigm shift" from modern educational approaches and practices to classical, time-honored, methodologies.

Classical Education and "The Great Conversation of Ideas"

Paradigm relies on classical and original works and masterpieces in every field to develop school curriculum and to frame the "great the conversation of ideas" in various content areas. Every field has its classics and foundational works that gave birth to new ideas or concepts upon which later work and ideas are built.

"The Great Conversation of Ideas" a term attributed to Robert Maynard Hutchins and Mortimer J. Adler refers to the idea that the great thinkers of time have recorded a great conversation that we are all able to explore, review, and engage.

"The tradition of the West is embodied in the Great Conversation that began in the dawn of history and that continues to the present day" (Hutchins).

"What binds the authors together in an intellectual community is the great conversation in which they are engaged. In the works that come later in the sequence of years, we find authors listening to what their predecessors have had to say about this idea or that, this topic or that. They not only harken to the thought of their predecessors; they also respond to it by commenting on it in a variety of ways" (Adler).

In 1947, Dorothy Sayers, a pioneer in the return to classical education, observed, "although we often succeed in teaching our pupils 'subjects,' we fail lamentably on the whole in teaching them how to think. Beyond subject matter, classical education develops those skills that are essential in higher education and throughout life—independent scholarship, critical thinking, logical analysis, and a love for learning."

In a nutshell, Paradigm's intent is to teach the scholar:

how to think, not ***what*** to think.

(For further information, see *A Thomas Jefferson Education* by Oliver DeMille).

Liberal Arts Education and the Trivium

The liberal arts are based on the ancient *Trivium* which refers to three educational phases: Grammar, Logic, and Rhetoric. This approach has the goal of discovering truth, which allows each individual to become a "Free Soul" and to assist in creating and maintaining a "Free Society".

A "liberal arts" school provides a depth and breadth of knowledge about history and societies. Its purpose is not to train a person to perform a specific task, but rather to prepare him to be a well-rounded, well-educated leader in society. It does this through fostering critical thinking skills through active scholar learning, Socratic discussion, mentoring, and oral and written feedback. As David Garvin observes in *Education For Judgment: The Artistry of Discussion Leadership*:

"For decades, two models of education have coexisted in uneasy peace… these models might be called the teacher-centered and the active learning approaches… The traditional model is based on the idea of teaching as telling. The primary goal is the transfer of information from an expert (the teacher) to novices (the scholars)… but lectures are of only limited value if the goals of education go beyond information transfer. The development of clinical judgment, the formation of critical skills, the shaping of artistic sensibility—such achievements are difficult to nurture through lectures… Scholars must be actively involved in the learning process."

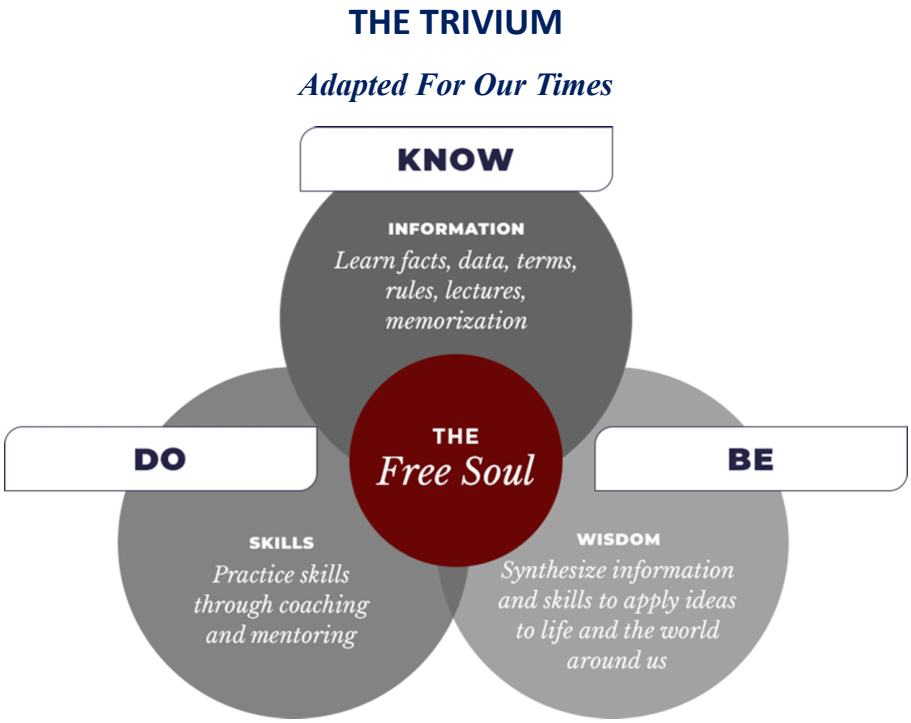
Bill and Melinda Gates observed in *High Schools of the New Millennium*,

"The high school of today is a mile wide and an inch deep… It is time to rethink the purpose and structure of the American High School… More than ever, the challenges that our young people face require that all scholars leave school with an informed point of view, knowledge of the world, a capacity to grapple with complex problems, and a willingness and an ability to engage with people different from themselves… Creating a system of high-quality, small high schools that prepare scholars for the new millennium is perhaps one of the greatest domestic challenges this country faces."

It is Paradigm's view that the primary (elementary) grades are foundational in building a solid structure of facts and information upon which a scholar can build. In the middle school years, scholars are taught logic and critical thinking. In high school they should translate their powers of thinking through rhetoric—the art of speaking, communicating, and writing. Paradigm focuses on building the powers of reasoning and logic, communicating those skills through speaking and writing, and applying knowledge through proactive service.

Paradigm has modified the Trivium for our modern school setting and public school context:

The Trivium



Service Leadership Education

A leadership education has traditionally been available only to the wealthy or academically gifted. Paradigm High School is unique in that it has deliberately attempted to make this challenging education accessible to all scholars.

Paradigm takes the view that Service Leadership Education—an education which teaches a person wisdom, virtue and relevance—is essential for *all* scholars; however, it must ultimately be *chosen* by each scholar, since its fruits come from voluntary growth. It is this education that will help them choose wisely their personal missions; it will help them to retain their freedom and empower statesmen as their leaders, and it will help them to make judicious decisions in whatever venue they pursue. A leader is defined as *a person who seeks to align themselves with truth and influences others toward it*. Since no person has a monopoly on truth, the scholars and mentors alike are learning together, and learning becomes a lifelong pursuit. The essential goal of Service Leadership Education is to prepare and nurture leaders of integrity who are capable of building societies that are free, happy, prosperous and serve all their members.

Some hallmarks of this type of Service Leadership education are:

1. ***Teaching from original works and classic sources.*** This invites the scholar to become a part of the "great conversation" which has been spoken for millennia by the great thinkers of the world. Standing on the shoulders of these giants, and

applying the concepts learned through history to the present, scholars acquire the ability to shape the future and preserve freedom.

2. ***Scholar based learning, rather than teacher-based learning.*** Scholars at Paradigm are expected to "own" their education, proactively shaping their personal mission and facilitating the learning of their fellow-scholars. Teachers are "mentors" who encourage discussion through shared inquiry, rather than lecture, and act as guides to encourage the scholars to learn "how to think" rather than "what to think". Scholars are encouraged to reflect on and solidify their own thoughts by writing in "commonplace" books.
3. ***Strong code of conduct*.** Scholars, parents and staff are expected to model a high standard of behavior. Paradigm's fluid and flexible structure is best suited to a disciplined scholar ready to proactively pursue their education. A scholar who requires a high level of supervision and structure is not yet ready for a leadership education.
4. ***Application.*** Many aspects of essential learning come only through experience and application. Paradigm encourages relevant learning through projects, portfolios, experiential learning, coordinated subjects, apprenticeships, inquiry-based learning, etc.
5. ***Mentoring.*** At Paradigm, all the teachers are referred to as "mentors". This helps to instill the principle that we are all learning together as lifelong learners, and also that scholars are mentored in their personal pursuit of learning. Each scholar receives a core mentor who acts as a resource to him or her for help and encouragement.
6. ***Focus on the love of learning, not grading*.** Assessment is built on projects, portfolios, reasoning papers, oral reviews and other high-order thinking evaluation tools. The central goal of learning is wisdom, not the grade.
7. ***Individual Mission.*** Paradigm teaches that every person has gifts they need to develop and give to the world. Scholars are encouraged to seek out the ways they might each be of benefit to society and to harness their knowledge, power and talents and apply them toward this end.
8. ***Quality work.*** Paradigm focuses on learning a few things well, rather than gaining a shallow knowledge of many things. The scholar is allowed to revise his/her work until the finished product is *Quality*.
9. ***Leadership expectation***. Scholars are given opportunities for leadership, and they are also taught leadership through core classes.

"It seems to me that education should be aiming at 'Greatness', or as Aristotle termed "great souls". I can't pretend that I know exactly how it will come about, because there are few school models to look at, but I am willing to bring to life those great souls of the past and place them before the eyes of our children so that they can at least see where they are going, and encourage their creativity and dedication to internalize those same qualities and become great leaders and statesmen in every field of endeavor, in the home, the community, the nation and the world."

-A Parent

Mentors and Mentoring

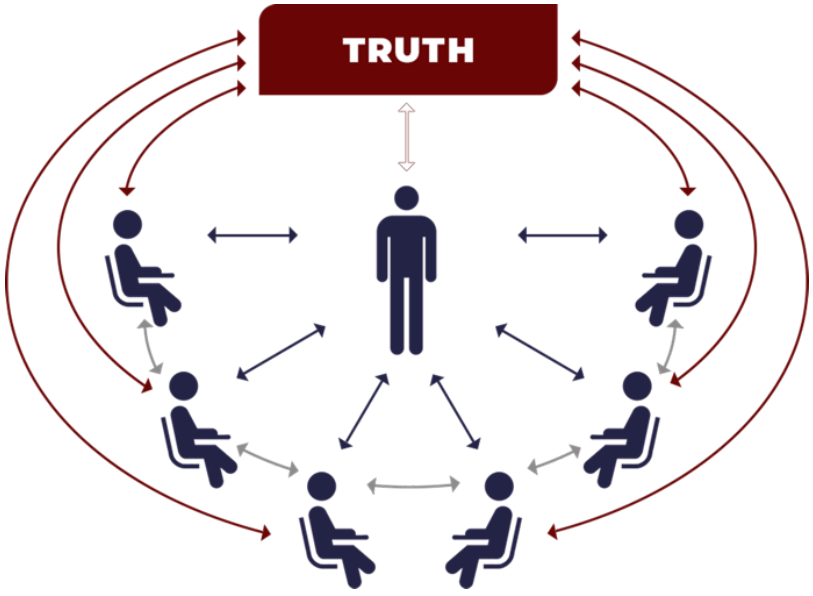
At Paradigm, teachers are called “Mentors”. The role of a mentor differs from that of a teacher. Teachers have traditionally been viewed by many as experts in the classroom, the “sage on the stage”. Teachers are viewed as having all the answers and telling students what to think and then students are expected to recite from memory what was transmitted. Mentors are active life-long learners with more life experience than the scholar. Mentors have advanced subject knowledge but don’t give out answers but rather show and guide learners to discover truth for themselves. Self-discovery grants learners the opportunity to learn more deeply and retain knowledge longer. Mentors withhold sharing answers so that learners can seek and find themselves. A mentor does not shy away from admitting he/she may not know something but will work to learn more. Mentors don’t view themselves as all-knowing, but take seriously their commitment to be life-long learners.

Absolute and Objective Truth

Paradigm believes in absolute truth. Absolute truth refers to objective, indisputable, factual, unchangeable truth. Absolute truth differs from relative truth or subjective truth which changes over time or is based on individual beliefs or experiences or societal shifts. The school’s philosophy recognizes the existence of both objective and subjective truth, yet asserts that it is the acknowledgment and pursuit of absolute and objective truth that leads to the vitality of a “free soul” and the basis for a “free society”. Paradigm does not make the claim to possess absolute truth or indoctrinate based on claims of possessing absolute truth. Mentors are not fountains or sources of truth. Mentors guide learners based on the premise that an absolute truth exists and respectfully honors individuals’ journey to discover truth from multiple sources, but primarily from the “great conversation of ideas”.

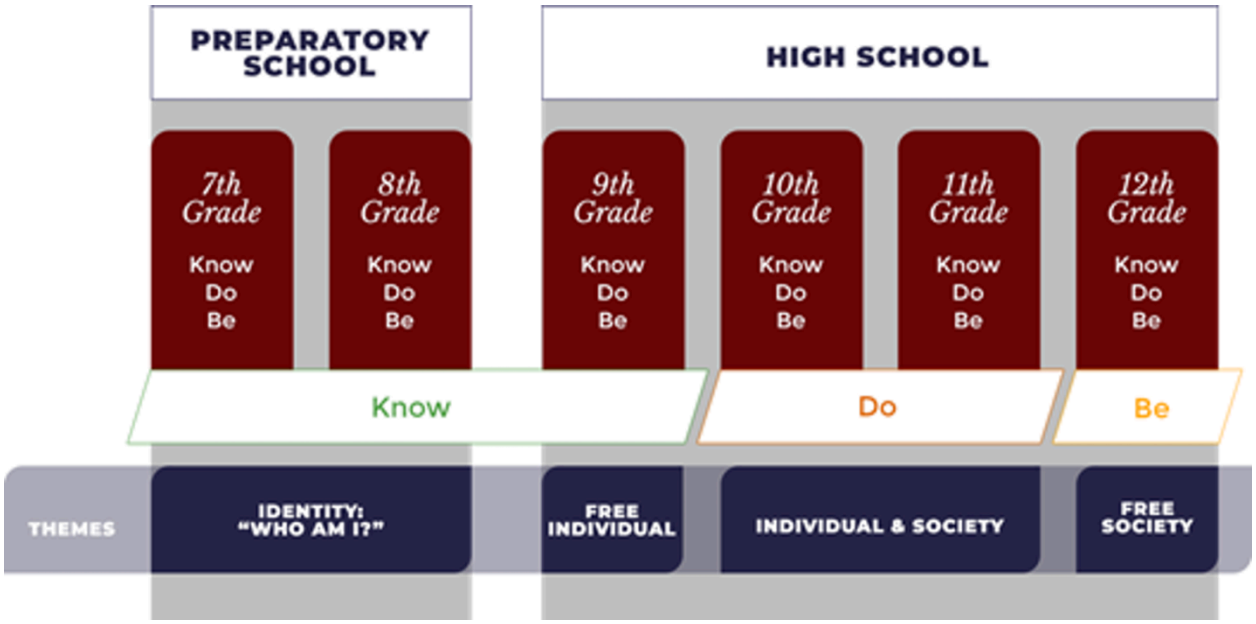
Mentoring for Truth

We believe in an absolute Truth. The aim of education is to discover Truth so that we can be truly free. The role of a Mentor at Paradigm is to guide scholars to discover Truth.



Paradigm Growth Model

Paradigm utilizes a thematic approach for applying the *Trivium* within and across grade levels. Themes provide context and relevance to the Great Conversation in our lives.



Accreditation

Paradigm High School is an accredited high school through the Cognia Accrediting Agency, according to Utah State Law.

Through the accreditation process, Paradigm High School has determined three *Desired Results of Scholar Learning* (DRSLs); they are:

- ***Transformational Thinking*** - Scholars will gain experiences with truth through various forms of expression and will form their own perspectives through discussion, deep contemplation, and active experimentation.
- ***Transformational Communicating*** - Scholars will express their thoughts through writing, speaking, and other forms of creative expression.
- ***Transformational Being*** - Scholars will cultivate a "way of being" in alignment to the truths they discover, which in turn will be reflected in their choices and actions.

Paradigm Schools Teacher and Student Success Act (TSSA) Plan

Pursuant to UCA 53G-7-1304 and the Teacher and Student Success Act, Paradigm Schools adopts the following framework within which school administration may develop a Teacher and Student

Success Plan ("Plan"). Upon approval from the Board, the Plan will become the school's Teacher and Student Success Plan.

The school's plan goal shall be to improve school performance or student academic achievement and may contain any number of the following strategies:

- Paradigm offers a classical, liberal arts, service leadership education (See Educational Philosophy)
- Over the course of a scholar's time at Paradigm, mentors guide scholars in presenting information ("know"), facilitating skills mastery ("do"), and modeling a noble "way of being" ("be") in search of Truth. In short, we teach *how* to think and not *what* to think so each can discern Truth and be free to help society be free.
- Additionally, in order to provide a quality education experience, Paradigm Schools:
    - Relies on classics and original sources for curriculum development;
    - Utilizes funds to provide personnel stipends for staff members who may take on additional responsibilities outside of typical work assignments;
    - Provides extensive relevant professional learning for faculty;
    - Contracts with additional school employees when needed, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
    - Utilizes technology to enhance learning experiences in the classroom;
    - Provides after-school tutoring services in math, reading, and writing for our scholars;
    - Maintains small class sizes for more focused and individualized attention and support;
    - Provides high quality Special Education services for qualifying scholars;
    - Applies the Socratic Discussion method for greater learning and understanding;
    - Honors the family's role as primary educators for their children.

Paradigm Schools recognizes that funding received pursuant to the school plan may not be used:

- To supplant funding for existing education programs;
- For board or school-wide administration costs;
- For capital expenditures.

ACADEMIC PROGRAM STRUCTURE AND POLICIES

Lottery

Paradigm Schools will conduct a single, unified lottery that provides all qualified students with an equal opportunity to attend. No separate lotteries will be held based on gender or any other classification. The admissions process is open, transparent, and aligned with federal and state regulations to ensure equitable access for all applicants. Students not selected through the lottery will be placed on a waitlist. If needed, a randomizer will be used for all lottery draws. All admissions must comply with public school anti-discrimination laws to ensure fair and inclusive practices. Where discrepancies exist between federal and Utah state laws, federal regulations take precedence.

A charter school may not discriminate in the charter school's admission policies or practices on the same basis as other public schools may not discriminate in admission policies and practices, and the lottery may not be used to create a school that exclusively serves a particular subset of students.

Applications for the lottery will open October 15 and the community will be notified via our school website, school social media accounts, phone, email and text efforts, weekly school announcements and local advertising outreach including mailers and billboards. Additionally, inbound calls are carefully monitored to respond to all questions about enrollment. The first lottery draw will take place on or around February 1. If more applications are received than spots are available in any grade, applications will be placed into an applicant pool, a blind lottery will be held in an unbiased administrative setting to alleviate preferential treatment of any kind, and a ranked list will be created. Acceptance letters will be sent via electronic means (email) to parents of students on the ranked list (if there is a lottery) or to all parents who applied before the first lottery draw date. After the first lottery draw date, a lottery will then be held every Friday for available spots until either the first day of school or when grade(s) are full, whichever comes first. Parents/guardians must accept the offer within 2 weeks of receiving their acceptance letter or their spot will be given to the next student on the ranked list.

Parents/guardians who have successfully submitted an application for their child will be given priority enrollment status based on the categories below, in order, and up to State-mandated or Paradigm Schools designated caps for each category:

1. Currently enrolled students;
2. Children of School Founding Members;
3. Children of current School Board Members
4. Children of current staff members;
5. Siblings of current students

6. Students matriculating from one of our current or future partner schools with articulation agreements.

Paradigm may accept out-of-state scholars at administrator's discretion for the current out-of-state tuition fee. Foreign exchange students are allowed to enroll based upon the J-1 availability as set by the school and USBE each spring. Both parties will still need to follow the lottery policy as stated above.

Non-discrimination Statement

Paradigm Schools will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Paradigm Schools does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity, disability, age, or any other status protected by applicable federal, state, or local law in its admissions or access to any school-administered programs.

Enrollment, Recruitment and Retention

School Entrance Requirements

All children entering Paradigm Schools should be age appropriate for the grade that they are enrolling for. However, exceptions may be made in cases where it is determined an alternate grade best meets the needs of the student. This includes a meeting with the School Director and signing an Early Admittance Waiver (available upon request).

Annual Enrollment

Beginning on October 15 each year, the application period will begin for the following school year. Applicants will then be selected beginning on or about February 1. Requirements to be eligible for enrollment include valid original birth certificate, parent/guardian identification, immunization records and proof of Utah residency. Paradigm Schools does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, sexual orientation, gender identity, age, disability, or other personal characteristics during our enrollment process. However, school personnel will review applications and check public records to determine whether a student is eligible for enrollment. Eligibility may be impacted by expulsions or removals from other schools or unresolved disciplinary actions. This includes students on suspension or alternative placements due to serious discipline matters and students who have been referred to truancy court by their previous school, unless the truancy court has authorized the transfer.

In order to enroll, parents must enter their child into our school lottery system (see "Lottery Policy"). Offers must be accepted by the parent/guardian within 2 weeks of acceptance. The school will then request from the parent/guardian that the required documents be submitted to the school and that the parents/guardians complete the "Enrollment Request Form." When the enrollment steps are completed, the student has secured their spot, and is formally enrolled in the school. The school will assume the student will be part of the school's ADM and will request records from the local school district as needed.

It is required that students who wish to enroll part-time at Paradigm Schools be enrolled in at

least 2 class periods on Paradigm's campus OR through the school's online options. Returning students and their parents/guardians will be notified of the re-enrollment period in January. Returning students are given first priority to enroll for the next school year and will need to secure their spot before the February 1 lottery draw date. Spots can be secured by submitting their intent to return via Google Form that is sent from the school. Parents/guardians may also notify the school of an intent to transfer during this time period or at any time before the first day of school.

Recruitment

Paradigm Schools practices the promotion of equity, accessibility, and compliance when it comes to Recruitment. Our recruiting practices include regularly posting enrollment information on our school website, posting on the school's social media, collaborating with local K-6 or K-8 charter schools and/or those with similar philosophies of our school, and advertising with our current marketing firm, targeting demographics and families interested in classical, liberal arts education that have similar needs to what Paradigm offers. Our school also has all recruiting materials available in Spanish, both in print and on the school website. Paradigm Schools does not discriminate on the basis of color, race, national or ethnic origin, religion, sex, sexual orientation, gender identity, disability, age, or any other status protected by applicable federal, state, or local law in its admissions or access to any school-administered programs when it comes to our recruitment practices. All students are given an equal opportunity for enrollment.

Retention

Paradigm Schools, including administration, office staff, mentors and support staff, make every effort to make sure each scholar has a positive experience while enrolled at our school. This is done in collaboration with parents/guardians as the primary educator. It is in the best interest of Paradigm Schools to make sure each scholar is prepared in their educational journey and is successful in the path that they choose. Paradigm promotes a culture of inclusivity that includes seeing people as people and valuing their self worth, which in part helps to retain students at our school.

Non-discrimination Statement

Paradigm Schools will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Paradigm Schools does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity, disability, age, or any other status protected by applicable federal, state, or local law in its admissions or access to any school-administered programs.

School Curriculum

Paradigm Curriculum is meant to inspire and to encourage thinking. Thus, sources will be chosen that:

1. Contain appropriate content for scholars
2. Introduce greatness
3. Are mainly original source documents and classic works
4. Inspire hope and align with school values

5. Teach from various points of view, in a liberal arts manner (compare and contrast)
6. Include the ideas of the great minds behind the subject matter: "the Great Conversation of Ideas"
7. Help scholars move from one level of thinking to the next

Selecting Curriculum, Books, and Instructional Material

Coursework at Paradigm is driven by Mentor passion, in alignment with the school charter (mission and vision) and within state curriculum standards. Mentors do not "teach to the test", but rather guide scholars through the major concepts, models, theories, skills, and vocabulary of specific content areas, relying mainly on approaches that consider the "great conversation of ideas". Paradigm relies on classical literature more so than modern commentary or contemporary literature/curriculum. Paradigm recognizes the role and contribution of present-day views and ideas, but its charter relies centrally and almost entirely on classical literature and original source documents and ideas. The school library bases its selection of books on Paradigm's definition of "classics" (see *Classics at Paradigm*).

Classics at Paradigm

The definition of a "classic" has been and continues to be discussed and debated. The purpose of this section is to provide clarification of the definition that Paradigm utilizes to define a classic for the purposes of:

1) curriculum selection and development,
2) organizational integrity to the school's mission, vision, and charter, and
3) opportunity for growth at a scholar level through experiences with the classics.

Paradigm's general definition of a Classic is as follows:

A Classic at Paradigm is defined generally as a work which:

1) *is deemed of* ***Superior Quality*** *(Highest and best of its kind),*
2) *has* ***Universal Impact*** *(Appeal cross-culturally and trans-generationally)*
3) *is* ***Inexhaustible*** *(we can read over and over again) and*
4) Challenges thought *(Ideas are tested in the pursuit of Truth)*

Additionally, Paradigm categorizes the definition of a classic into three categories:

1) Primary Literary Classics (Classic books) "The *Classic* Classics": Books and writings which are recognized as the *root of principles (the True, the Good, and the Beautiful);* foundational books.

2) Secondary Literary Classic Books (Supportive books or Modern Classics): Books and writings that provide a lens that helps one understand Primary Literary Classics (sometimes mistaken as a Primary Literary Classics). At Paradigm Schools, Secondary Literary Classics must be used *with* the Primary Classic in Mentor preparation and in class usage.

3) Primary Non-literary Classic (Original works and Masterpieces): Works in other non-literary areas of thought, art, music, performance, foundational discoveries, or expression, also considered classics.

Library Materials
All library materials (including digital, audio or visual media, or physical text contained within a school library's collection which is housed and administered by professional staff hired to oversee the selection, maintenance, and access to school library materials will be selected based on the following criteria:

The material:

- Meets the school's definition of a "Classic". (See *Classics at Paradigm* policy)
- Meets the school's process for selecting curriculum, books, and instructional material. (See *Selecting Curriculum, Books, and Instructional Material* policy)
- Avoids all indecent and inappropriate content as detailed in applicable laws, codes, and rules.
- Considers "serious value" of the material defined by law, code, and rules as meaning to have "serious literary, artistic, political, or scientific value for minors, taking into consideration the ages of all minors who could be exposed to the material."
  Rules referenced: (§ 76-10-1227,§ 76-10-1201 and/or § 76-10-1203,)

Library material is selected by the school Library Book committee comprised of the School Librarian, Mentors, and designated school administrators.

Paradigm honors parents as primary educators and as such honors and respects a parent's request to an alternate school reading or school assignments. Additionally, if a parent wishes to provide feedback or request more information regarding any material utilized by a mentor for instruction, the parent may meet with a school administrator to resolve concerns.

The School's policy on handling parent concerns of any kind, is to address every concern individually on a case-by-case basis, in cooperation with families and other parties involved, rather than first considering the creation and implementation of school-wide policies to address the needs of one or a few. We work to balance the needs of individuals and the needs of the school.

Library materials that are in need of review are reviewed by the Paradigm School Board "Curriculum Committee" comprised of board members, designated parents, school administrators, and Mentors.

Sensitive Materials
The School's policy on handling parent concerns of any kind, is to address every concern individually on a case-by-case basis, in cooperation with families and other parties involved, rather than first considering the creation and implementation of school-wide policies to address the needs of one or a few. We work to balance the needs of individuals and the needs of the school.

Paradigm honors parents as primary educators. If a parent concludes that material shared, presented, displayed, or distributed by the school or school personnel is deemed sensitive in nature, the parent may provide feedback and request more information regarding the material by meeting with:

1. the scholar's mentor of the class where the parent has a concern. If the concern is not addressed satisfactorily, or the nature of the concern is confidential, it may be taken to:
2. the school counselor and/or the school community specialist and/or school administrator. A parent may set up a conference through the school Front Office. If, after the conference the parent feels that the concern has still not been satisfactorily addressed, he/she may schedule and appointment to meet with:
3. the school Director. If the concern is still not resolved, the parent may submit the concern in writing to the Paradigm School Board

To report a concern to the Paradigm School Board please contact the board at boardchair@paradigmschools.org . Once a concern has been received, it will be addressed at the next board meeting. The governing board will respond in writing to the parent.

Assessment and Grading

Part of the "Paradigm shift" encouraged is learning to see education as a lifelong pursuit, as opposed to an institution to "get through and finish," a life-expanding process rather than a "necessary drudgery." The goal is to become servant-leaders, rather than merely to complete requirements for a diploma or get a "good grade." We do not learn for grades. We learn to grow and to become free souls and create a better world. Assessment, then, presents a dilemma in striving to make this shift. Paradigm views "grading" as a means to communicate class progress to scholars and parents, and to meet state obligations for a high school diploma, not to measure a person's worth, intelligence, or character.

Assessment Percentage Weighting for Paradigm Classes

Paradigm has formed an assessment model to reflect the three foundational pillars of the school. **Wisdom** (Academic Mastery), **Relevance** (Ownership) and **Virtue** (Service Leadership). The three Pillars align with the three Trivium phases. Percentage weightings applied differ per course.

Grading Criteria				Grading Percentage Weighting
3 Foundational Pillars	**Wisdom** (Academic Mastery)	**The Paradigm Trivium (Know, Do, Be)**	**KNOW** (Practice)	**20% - 30%** of class grade *depending on course, (see below)
	Relevance (Ownership)		**DO** (Skills)	**30%- 50%** of class grade *depending on course (see below)
	Virtue (Service Leadership)		**BE** (Publishing)	**20% - 40%** of class grade *depending on course (see below)

Assessment Percentage Weighting For Paradigm Classes

Grading Percentage Weighting By Class

Seminar Class	Math/Science Classes	Elective Classes
30% Practice (know) 30% Skills (Do) 40% Publishing (Do/Be)	20% Practice (Know) 50% Skills (Do) 30% Publishing (Do/Be)	One of the previous two options or an alternative

Grade Point Average (GPA) and Granting Credit

Scholars receive a class grade from 1-4 in each class, a "1" indicating that the scholar did not pass the class. A grade of "4" is equivalent to an "A" or a "4.0" in a traditional assessment model. Paradigm implements "weighted GPA" on its official transcripts. Weighted GPA allows for Paradigm to grant additional fractional credit for classes that are deemed of a higher level of difficulty. At Paradigm that includes: concurrent enrollment courses (which are elected to be included on an official transcript), Paradigm designated Honors classes, and for classes where a Mastery Project was completed to improve a grade.

Credit is not awarded for any class where the scholar receives a final semester grade that is lower than "2". Credit is awarded only at the end of each semester (or at a quarter term if a scholar is transferring schools). Paradigm's grading scale is transferrable for college or university admission or transferring to another school.

Assessment and grading rubrics per class, can be found in individual mentors' disclosure forms and on the school website. If a scholar does not demonstrate mastery of at least 70% of the material covered in a course, the scholar may not receive credit for that course and may need to repeat the course or find another way to fulfill the missing or incomplete credit. The school counselor is available to meet with families to discuss credit recovery options. (See Grading Scale below)

Paradigm Class Grading Scale		
Percentage	**Grade Point**	**Traditional Scale**
93-100=	4.0	(A)
90-92=	3.7	(A-)
87-89=	3.3	(B+)
83-86=	3.0	(B)
80-82-	2.7	(B-)
77-79=	2.3	(C+)
70-76=	2.0	(C)
<70=	1.0	not passing

Gradebook and Parent Communication

Scholars and parents are granted access to the school's information systems to view grades, attendance, and behavior issues pertaining to their scholar/s. Since Paradigm views "grades" mainly as a communication tool for scholars and parents, it is Paradigm's promise and commitment that grades will be accurate and updated weekly by Friday afternoon at 5:00pm. If grades are not

accurate or updated, parents are expected to contact individual mentors directly to address any questions or concerns. Mentors and parents may email, conference over phone, or meet in person as arranged between them. If issues are not resolved, parents may contact school administration to help resolve concerns.

Paradigm does not issue quarter or semester "report cards" or "progress reports". Scholars and parents are expected to review class grades in real time as needed. The school will send out email notifications about grade updates around the quarter and semester-end timeframes as reminders to families. Mentors will also email "in danger of failing" notifications to scholars at risk, two weeks prior to the end of the semester, as a courtesy.

Homework, Coursework, Reading, and Assignments

Paradigm does not believe assigning a lot of homework or "busy-work" in the form of worksheets or time fillers, in order to honor family-time at home, essential developmental recreational time at home, and to emphasize the importance of in-class participation. This is not to say that homework may never be assigned, but most class work can be completed in class. The amount of reading requested at Paradigm would be difficult to complete without also reading at home in addition to time in class.

As such, coursework is intended to be weighted more heavily for fewer assignments. It is Paradigm's promise and commitment that there will be at least one graded assignment per class per week. This should be reflected in the electronic class gradebook accessible to scholars and parents.

Quality Work Policy

Paradigm implements a "Revise Policy" for *most* assignments and assessments. Rather than receiving assignments with a final grade, scholars should expect to receive an assignment with feedback for revisions and corrections. Paradigm strives to create a safe and challenging environment where the expectation is that scholars will turn work in, receive feedback, revise and submit them again until they accomplish the Quality Work standard. As such, scholars may receive opportunities for revisions on some assignments. Mentors will set clear expectations about revisions and revision deadlines in their classes as described in their individual class disclosure forms.

Late Work or Missing Assignments

It is school-wide policy and expectation that late class work will not be accepted or graded for credit after the initial due date and deadline communicated by the Mentor. Exceptions are made for emergencies or extenuating circumstances as arranged with the Mentor.

It is expected that scholars will have the opportunity to make-up missing or late assignments when they have an excused absence (see Excused Absences). Scholars do not have the opportunity to make-up missing or late assignments when an absence is due to school disciplinary action, school suspension, or an unexcused absence.

Plagiarism and Cheating

Mentors are expected to set and communicate clear expectations regarding plagiarism and cheating in their classes and to take time to teach scholars about academic and intellectual

integrity. Any scholar who plagiarizes all or a portion of an assignment may lose credit for that assignment and/or the entire class, at the discretion of the mentor and school administration, depending on the seriousness or frequency of the occurrence/s. Mentors will state their class plagiarism policy in their disclosure forms including accountability steps and opportunities for corrections.

The use of Artificial Intelligence through sites or apps for the purpose of completing and submitting a school assignment as if the work were completed by a scholar constitutes plagiarism and is subject to the consequences listed here.

Likewise, any scholar who is found to have cheated on an assignment or assessment may lose credit for that assignment and/or the entire class, at the discretion of the Mentor and school administration, depending on the seriousness or frequency of the occurrence/s.

Mastery Projects

Completing one Mastery Project within high school (9th-12th grades) is a graduation requirement. To encourage proactive leadership and hands-on project based learning, the opportunity is made available for scholars to pursue a Mastery Project. A Mastery Project is a robust project combining cross-curricular elements and/or significant time immersed in a more focused learning experience intended to challenge the scholar's higher level thinking and integrate multi-disciplinary content.

At least ONE Mastery Project is required to be completed for Graduation from Paradigm High School, to be completed during the time enrolled as a high school scholar. This requirement begins with the Class of 2027. Several options are provided to complete this Mastery Project graduation requirement, as indicated below.

A Mastery Project must be overseen by at least two Mentors, one each from a different curriculum content area ONLY if a grade is desired for the Mastery Project in one or both classes.

In order to begin any Mastery Project, scholars must present a written proposal form to the Mentor/s who will oversee the project process. Proposal forms are located in the Counseling Office. The proposal form outlines the scholar's project plan and timeline. After obtaining approval for the project, the scholar pursues this direction on his/her own time, going above and beyond what is expected in class. All Mastery Projects will be submitted for presentation at the school's annual "Scholar Gallery." Mastery Projects that are deemed "High Quality'' may raise the scholar's class grades in the classes for which the Mastery Project was completed.
For more information on Mastery Projects, please see the school website: www.paradigmschools.org.
All but one type of Mastery Project is to be started and completed within the duration of ONE semester, the exception is explained below.

Description of Grading for Mastery Projects

A scholar may create one or more Mastery Projects integrating any two or more related and relevant areas or fields of study in a variety of ways. Mastery Projects require scholars to proactively pursue their own interests and take ownership of their education. Completed projects will allow

scholars to earn up to one full grade point extra for their final class grade (e.g. If a scholar would otherwise have earned a 4, a successfully completed Mastery Project would increase the grade to a 5).
4 → 5 (4.5 weighted)
3 → 4
2 → 3
Failing grades cannot be increased.

School Credit and Grade Changes for Mastery Projects
School credit and grade changes may only be granted in cases when the scholar has created a Mastery Project in classes currently enrolled and working with the two (or more) mentors currently assigned.

Project Approval
Mastery Projects must be pre-approved by one currently assigned mentor. In cases when a scholar wishes to receive credit and grade change for multiple classes, all involved mentors must also approve the project. Approval forms are required to be completed and submitted prior to beginning work on the project. An application form is required for each Mastery Project.

Proposals to mentors must:

- Be multidisciplinary in nature (at least one scheduled class and one or more content areas or two or more currently scheduled classes if the scholar wishes to receive credit and a grade change in multiple classes).
- Provide a detailed outline for a course of study/action, a timeline for work completion, and concrete measurements used to determine success. (Specific goals aimed at answering specific questions.)
- All work for the project must be accomplished above and beyond the general coursework assigned to the rest of the class and should be the equivalent of at least 20% of a classes' content.
- Have a clear, detailed written objective.
- Consider the following questions:
    - What are the "know", "do", and "be" aspects of this project? or how will this project help me develop "know", "do", and "be"?
    - What books or lessons influence your understanding or desire to understand more about your project?
    - Why is this the project you chose?
- Include a plan to present to the class (publication) the information discovered during their quest. This presentation must be given to all classes the scholar is enrolled in where the project will be used to improve the grade.
- Participate in the Paradigm Gallery.

Approval for Mastery Projects
Mastery Project proposals will be reviewed by the supervising mentor (or mentors) in the classes wherein the scholar wishes to apply their project. Scholars will have the opportunity to orally defend their idea with their mentors and answer questions the mentors may have. Scholars may begin working on their project as soon as the mentors have reviewed the project proposal with the

scholar and changes in the plan (if necessary) are made. Mastery Projects will be assessed and the raise in the grade will be given by the same panel that originally approved the proposal. All approvals will take place during the "Mastery Project Approval Week" near the start of each semester.

Process & Submission

All scholars will be required to do at least one "Check-In" with their supervising mentor/s during the "Mastery Project Check-In Week" halfway through the semester.
All Projects must be completed TWO WEEKS before the end of the semester or by May 1st of the graduation year for the Book Challenge Project.

4 Mastery Project Options:

1) Traditional Mastery Project

To complete a Traditional Mastery Project scholars must work on a project that combines two or more academic content areas, for example: English and Math, or Art and Science, etc.

Proposal/Approval Form:

The scholar must receive and submit a Traditional Mastery Project approval form approved by the two or more mentors overseeing the progress of the project; one Mentor for each of the academic content areas selected.

Timeline:

To be started and completed during ONE semester during the years enrolled as a high school scholar.

Grading:

The scholar must be enrolled in at least one of the classes selected for the traditional Mastery Project in order to receive a grade increase in that class. Scholars may only receive a grade increase (as defined in this policy) in a class in which the scholar is currently enrolled during the semester that the Traditional Mastery Project is started and completed. The scholar may also receive a grade increase in multiple classes if the scholar is currently enrolled in multiple classes targeted by the Mastery Project, with the Mentor's approval.

Scholar Gallery:

Scholars must present their Traditional Mastery Project at the Scholar Gallery in the semesters that the project was started and completed.

Recognition:

Scholars received recognition through a grade increase, participation in the Scholar Gallery, prize for placing in the Scholar Gallery competition, and in consideration for Valedictorian or Salutatorian awards.

2) Paradigm Book Challenge

Proposal/Approval Form:

The scholar must receive and submit a Traditional Book Challenge Project Approval Form approved by the two mentors overseeing the progress of the project: the current seminar Mentor of the scholar and the school librarian.

Timeline:
To be completed throughout the years enrolled as a high school scholar and the canvas course finalized by May 1 of the scholar's graduating year.

Grading:
Completing the Paradigm Book Challenge does not offer a grade increase unless the scholar combines the book challenge with a secondary content area project, which would then follow the process detailed in the Traditional Mastery Project process.

Scholar Gallery:
Participation in the Scholar Gallery for having completed the Paradigm Book Challenge is optional, not mandatory. However, if the scholar is pursuing a grade increase through the Book Challenge option, the scholar must participate in the Scholar Gallery showcasing their combined project (the Book Challenge and their other selected content area.)

Recognition:
Scholars receive recognition through: a grade increase (if submitted as a traditional Mastery Project), participation in the Scholar Gallery (if submitted as a traditional Mastery Project), prize for placing in the Scholar Gallery competition (if submitted as a traditional Mastery Project), and in consideration for Valedictorian or Salutatorian awards (if submitted as a traditional Mastery Project). Additionally, all completers of the Paradigm Book Challenge are recognized at Paradigm's annual Awards Night, at the scholar's Graduation Ceremony, and the scholar's name will be included on the Paradigm Book Challenge recognition wall plaque.

3) 20-Hour Service Project

Proposal/Approval Form:
The scholar must receive and submit a Service Project Approval Form approved by a Mentor and the School Counselor. The Service Project must be well documented as specified in the Approval Form, which will include logging hours and writing assignments associated with their participation in the service project.

Timeline:
To be started and completed during ONE school year during the years enrolled as a high school scholar.

Grading:
Completing a Service Project does not offer a grade increase unless the scholar combines the Service Project with a secondary content area project, which would then follow the process detailed in the Traditional Mastery Project process.

Scholar Gallery:
Participation in the Scholar Gallery for having completed the Service Project is optional, not mandatory. However, if the scholar is pursuing a grade increase through the Service Project option, the scholar must participate in the Scholar Gallery showcasing their combined project (the Service Project and their other selected content area.)

Recognition:
Scholars receive recognition through:

- a grade increase (if submitted as a traditional Mastery Project),
- participation in the Scholar Gallery (if submitted as a traditional Mastery Project),
- prize for placing in the Scholar Gallery competition (if submitted as a traditional Mastery Project), and
- in consideration for Valedictorian or Salutatorian awards (if submitted as a traditional Mastery Project).

4) Paradigm Extracurricular Project

Proposal/Approval Form:
The scholar must receive and submit an Extracurricular Project Approval Form for participation in an official Paradigm Sports or Dance Team, or the Paradigm School Musical, or other approved school-sponsored extracurricular groups, approved by the supervising Mentor/Coach and the School Counselor. Participation in the extracurricular school group must be well documented as specified in the Approval Form, which will include logging hours (60 hours) and writing assignments associated with their participation in the extracurricular school group.

Timeline:
To be started and completed during ONE semester during the years enrolled as a high school scholar.

Grading:
Participating in an extracurricular school group does not offer a grade increase unless the scholar combines their experience participating in the extracurricular school group with a secondary content area project, which would then follow the process detailed in the Traditional Mastery Project process.

Scholar Gallery:
Participation in the Scholar Gallery for having participated in an extracurricular school group is optional, not mandatory. However, if the scholar is pursuing a grade increase through the extracurricular school group option, the scholar must participate in the Scholar Gallery showcasing their combined project (the extracurricular school group experience and their other selected content area.)

Recognition:
Scholars receive recognition through:

- a grade increase (if submitted as a traditional Mastery Project),
- participation in the Scholar Gallery (if submitted as a traditional Mastery Project),

- prize for placing in the Scholar Gallery competition (if submitted as a traditional Mastery Project), and
- possible recognition at the Annual Awards Night determined by team/individual performance.

Mastery Project Type	Proposal/Approval	Timeline	Grading	Scholar Gallery
1. Traditional Mastery Project	Must be approved by two mentors; one mentor for each of the academic content areas chosen	To be started and completed in ONE semester during 9th-12th grade	If the scholar wishes to receive a grade increase in a class or classes, it must be a class that the scholar is currently enrolled in and with mentor approval	Required; must be completed in the same semester as the mastery project
2. Paradigm Book Challenge	Must be approved by the seminar mentor and school librarian	To be completed throughout the high school years (9th-12th grade) and the Canvas course must be completed by May 1st of the scholar's graduating year	If the scholar wishes to receive a grade increase, it must be combined with a Traditional Mastery Project	Optional; unless pursuing a grade increase with the combination of a Mastery Project
3. 20-Hour Service Project	Must be approved by a mentor and the school counselor	To be started and completed in ONE school year during 9th-12th grade	If the scholar wishes to receive a grade increase, it must be combined with a Traditional Mastery Project	Optional; unless pursuing a grade increase with the combination of a Mastery Project
4. Paradigm Extracurricular Project	Must be approved by the supervising mentor/coach and school counselor	To be started and completed in ONE semester during 9th-12th grade	If the scholar wishes to receive a grade increase, it must be combined with a Traditional Mastery	Optional; unless pursuing a grade increase with the combination of a Mastery Project

			Project	

For more information on Mastery Projects, please see the school website: www.paradigmschools.org.

Paradigm Book Challenge

The *Classics* are a hallmark of Paradigm's mission and tradition. Through the Classics we gain access to the *Great Conversation of Ideas*. In order to visibly honor the classics and inspire scholars to delve into Classics, scholars are invited to accept the Paradigm Challenge. The Paradigm Challenge consists of completing the reading and "passing off" of a list of selected classics. This list represents only a small sampling of the great ideas and perspectives we can learn from which will help to expand the mind and enrich the soul. The challenge must be completed by the second Friday of the month of May in the scholar's graduation year, or sooner.

The Paradigm Book Challenge list of books and readings, and rules, can be located at the school "Book Mural", the Main Office, and/or the school website, under "Our Program", www.paradigmschools.org.

Extra Credit Work

It is school-wide policy and expectation that "Extra Credit" work or assignments will not be granted to make up missing or late work (Extra Credit means in addition to the already assigned credit coursework). Only scholars who have submitted every assignment in a class would be eligible to receive and submit "extra credit" work.

Schoolwide Standardized Assessment

As a Public School, Paradigm is required to administer annual state testing. The annual state test is a standardized test. Paradigm holds that the concept of a standardized assessment for individual evaluation is not the most effective form of assessment and that aspects of a "one-size-fits-all", "conveyor belt" system can miss key evidences of learning and can sometimes be damaging and demoralizing for scholars. Standardized testing can, however, often provides valuable data about school-wide trends and trajectories which can contribute positively to schoolwide improvement efforts and, most importantly, meet authorizer requirements to remain an open an operational school. Poor test scores and lack of test participation on annual state standardized testing does negatively affect the school.

School law states that:
Paradigm is required to administer the state's standardized tests. Paradigm must offer an opportunity for families to opt-out of any state or external testing. Paradigm must remain neutral regarding messaging about test participation to its families and not incentivize or penalize scholars for taking or not taking the state tests.

Paradigm's Testing Message

Paradigm strongly asserts, according to its charter, that we assess for individual growth within the school and we honor parents' choice to participate or not.

If a Paradigm family has strong moral or ethical objections or reasons for not taking the test, the family's decision to not take the state tests will be honored.

Paradigm respectfully requests that if a family chooses to opt-out, the family will please do so according to the deadlines that have been communicated, in a timely manner.

If a family chooses to take the test, it is respectfully requested that scholar/s come prepared to do their very best as this will help our school avoid negative consequences.

Parent Notification
Parents have the right to request and receive information from Paradigm Schools administration concerning the qualifications of their scholar's Mentors (Utah State Code §1111(h)(6)(A)).

Transfer Scholars
Parents who choose to transfer their scholar from Paradigm High School to another educational entity must notify the office and/or school registrar of their request. Transfer paperwork must be completed in order for the scholar to transfer to a new school, including all school property returned and applicable fees or fines paid. The parent should notify Paradigm of the scholar's new schooling option so that the proper transfer code is given to USBE (R277-419-9).

Prohibiting Discrimination in the Public Schools
Paradigm High School prohibits discrimination on the basis of race, creed, color, national origin, religion, age, sex, or handicap as cited in Utah State Rule R277-112. Paradigm utilizes data received from parents (i.e., IEP files, medical forms, birth certificate, etc.) or from other recognized entities (i.e. previous schools, government offices, legal offices, medical offices, etc.) to determine class scheduling, behavior expectations, dress code expectations, facilities usage, etc.

The School's policy on handling any related issues regarding claims of discrimination, of any kind, is to address every concern individually on a case-by-case basis, in cooperation with families and other parties involved, rather than first considering the creation and implementation of school-wide policies to address the needs of one or a few. We work to balance the needs of individuals and the needs of the school.

Military Access - Providing "Directory" Information to Military Recruiters
Paradigm High School will provide "directory" information to military recruiters upon request unless purposely directed by the parents or guardians of individual scholars not to provide this information. Paradigm High School will provide parents an opportunity to deny permission for the release of this information.

Language Services
As reflected in the registration forms, Paradigm desires to communicate to parents/guardians and scholars in their preferred language. We have several administrators and staff members that are fluent in Spanish. If any other language is preferred, please notify the office. Paradigm Schools will

make efforts to establish communication with non-English speaking parents of scholars within the school, while encouraging those parents to become more proficient in English.

Spanish Translation: *Paradigm quisiera comunicar con los padres y estudiantes en su idioma preferido. Tenemos un administrador en la escuela que habla Español (Sr. Seminario). Si necesita ayuda, por favor notifique la oficina.*

Early Admittance to Paradigm Schools

In order to enroll in Paradigm High School early a scholar must meet ALL of the following:

1. Enroll at the start of a school year; not after the first two weeks of school
2. Receive approval from school administration
3. Meet with a school counselor to complete a waiver and disclosure form.

Graduation

A scholar officially graduates from Paradigm High School when he or she has earned a high school diploma by completing all graduation requirements set forth by the school and by the state of Utah. (See *State Graduation Requirements* and *Paradigm Graduation Requirements*). Paradigm however may invite exiting seniors to participate in graduation ceremonies and activities (*See Graduation Ceremony and Participation*).

State Graduation Requirements

In order to receive a Utah state diploma through Paradigm High School, a scholar must obtain 24 specific credits. These are: 4 English/Language Arts, 3 Science, 3 Math, 3 Social Studies/History, 1.5 Fine Arts, 1.5 PE (P.S.T., Fitness, and I.L.A.), 1.0 C.T.E., 0.5 Digital Studies, 0.5 Financial Literacy, 0.5 Health, 5.5 Elective credits. Scholars must meet all other graduation requirements and complete a total of 24 required credits for a diploma. Additionally, scholars must pass the state required Civics Exam, and complete the state's required Financial Literacy Exam.

Utah Graduation Credit Requirements

Content Area	Credit Requirement	
English/Language Arts	4	**Plus:** **1)** Pass the State's required Civics Exam **and** **2)** Complete the state's required Financial Literacy Exam
Science	3	
Math	3	
Social Studies/History	3	
Fine Arts	1.5	
PE	1.5	
CTE	1.0	
Digital Studies	0.5	
Financial Literacy	0.5	
Health	0.5	
Elective Credits	5.5	
TOTAL Required Credits:	**24**	

Paradigm Graduation Requirements

In order to receive a Utah state diploma through Paradigm High School, a scholar must obtain 24 specific credits (see *State Graduation Requirements*). Additionally, Paradigm has graduation requirements specific to Paradigm, for example specific required elective credits and other graduation specific requirements such as the Senior Thesis Paper.

In addition to completing the 24 credits a Paradigm scholar must also complete the following:

1. Complete one credits of a foreign language (A scholar entering Paradigm in their 12th grade year may waive one Foreign Language credit; scholars are encouraged to take two years of the same foreign language, depending upon their desired college/university's requirements).
2. Submit, pass, and defend a *senior thesis* in their seminar class (see *Senior Thesis*).
3. Complete and pass an Introductory "How to Paradigm" Class and a Senior Capstone class.
4. Be enrolled in a Seminar class every semester the scholar is registered and enrolled at Paradigm (unless other arrangements have been approved by school administration).
5. Submit all outside credits to the counseling office by the first Friday in May; any other grade changes or credit evaluations must be completed no later than June 25th in order to receive a Utah state diploma through Paradigm High School.

Paradigm School Graduation Requirements		
Content Area	**Credit Requirement**	
English/Language Arts	4	**Plus:** **1)** Pass the State's required Civics Exam **and** **2)** Complete the state's required Financial Literacy Exam **and** **3)** Complete, submit, pass, and defend a Senior Thesis in their Senior seminar class **and** 4) Complete one Mastery Project *(beginning with the Class of 2027)*
Science	3	
Math	3	
Social Studies/History	3	
Fine Arts	1.5	
PE	1.5	
CTE	1.0	
Digital Studies	0.5	
Financial Literacy	0.5	
Health	0.5	
Required Electives		
Foreign Language	1.0	
ACT/College and Career Prep Class	0.5	
Introductory "How to Paradigm" Class	0.5	
Paradigm Capstone	0.5	
Elective Credits	3.0	
TOTAL Required Credits:	**24**	

Scholars who are unable to fulfill these requirements will be referred to an adult education high school program to complete their diploma. Scholars enrolled in the State Online Education Program (SOEP) may waive certain Paradigm Enrollment requirements as per arrangements made between the family and the school administration

Senior Thesis

All graduating seniors and early graduate candidates must complete, submit, pass, and defend a Senior Thesis in their Senior seminar class. Scholars' thesis topics and progress will be arranged by the Senior Seminar Mentor(s). The Senior Thesis is to be at least 5000 words in length. Its subject is directly connected or branching from the senior scholar's work in the Senior Seminar Class. The paper incorporates the readings, discussions, and any additional primary sources presented in Senior Seminar class. The thesis serves as the text for each senior's final exam, Oral and/or Written exam(s). Throughout the year, the Senior Thesis is a work in progress and serves as a text for peer review and ongoing discussions with the scholar's mentors. The Senior Thesis is a graduation requirement.

Early Graduation

Scholars and parents considering early graduation must first meet with a school counselor at the start of their graduating year and obtain an *Application for Early Graduation,* discuss the application process, and discuss the scholar's educational plan.

Graduation Ceremony and Participation

Paradigm views education as a lifelong pursuit which does not culminate at high school graduation. In order to recognize a scholar's progress during his or her high school years and encourage further learning, all exiting seniors may be invited to participate in the graduation ceremony regardless of credits or diploma earned.

However, only scholars who have completed all graduation requirements for a high school diploma through Paradigm High School may walk in the traditional cap and gown during the ceremony. The traditional graduation cap and gown is optional for those who qualify to wear one. Early graduates who graduate prior to their senior year may only participate in the graduation ceremony when they have met all graduation requirements. All scholars must be enrolled in Paradigm High School on the day of graduation in order to participate in the graduation ceremony.

Valedictorian and Salutatorian

Paradigm does not encourage learning and studying solely for awards and prizes, but does recognize those who set academic goals for themselves and achieved them. Academic recognition awards, such as the Valedictorian and Salutatorian awards assist with college admission and possible scholarships. Paradigm supports and recognizes scholars who earn these awards.

Traditionally, these awards are bestowed almost entirely on those with the highest class ranking based on a cumulative GPA over all 4 years of high school. Paradigm utilizes more than GPA alone to determine Salutatorian and Valedictorian award recipients. Class Ranking is the minimum requirement. In addition to class ranking, the following are also considered and calculated: GPA, total number of credits earned on official transcript divided by GPA, the number of college courses

taken and passed, the number of AP exams taken and passed, .5 of the number of Mastery Projects completed, and ACT score.

The scholar with the highest points based on the Valedictorian calculation earns the Valedictorian award. The scholar with the second highest points based on the Valedictorian calculation earns the Salutatorian award.

Valedictorian Calculation:
(# of Credits earned on official HS transcript X G.P.A.) + (# of C.E. College courses taken and passed + A.P. exams taken and passed + .5 of the # of Mastery Projects completed + ACT score) = points for ranking.

Seminar Classes
Paradigm Seminar Classes are uniquely designed to provide "a classical, liberal arts, servant leadership education" (See *Mission Statement*). *Seminar Classes* are held every other day for two consecutive class periods. During that time scholars will receive instruction and participate in discussions about the classic books they are reading. All Paradigm scholars are required to be enrolled in a seminar class every semester the scholar is registered and enrolled at Paradigm. The classes are multidisciplinary in nature, and offer multiple credits per year. Many of the credits scholars need in order to graduate will be covered during these classes. Seminar classes are headed by a lead Mentor who coordinates with a team of certified teachers to provide scholars credits which meet the Utah State Standards.

Off Campus Study
Scholars, who choose to enroll in online, concurrent enrollment, or other approved off-campus study courses, while still enrolled at Paradigm High School, will do so in accordance with state laws on Online Education Programs, concurrent enrollment agreements and/or off-campus study agreements. Parents must sign an "Off-Campus Agreement Form" acknowledging that the scholar will leave campus during online course study, concurrent enrollment study or approved off-campus study. Scholars must not be on Paradigm High School campus during school hours when they do not have a scheduled class. Therefore, Paradigm High School will not provide facility use, supervision or technology access for scholars working on online, concurrent enrollment, or approved off-campus courses.

Released Time
Scholars may leave school campus for "Released-time" study. The scholar will be excused from the regular school day at the request of the scholar's parent (*R277-610-1. Definitions*). Parents must complete and submit an "Off-Campus Agreement Form" acknowledging that the scholar will leave campus during "Released-time". Scholars must not be on Paradigm High School campus during their scheduled "Released-time".

Kedge Time
"Kedge" is named after a kedge anchor used for securing or moving boats. Kedge time is an extension of class time in core classes, in essence a lab connected to the core class. Kedge time is designed to allow for one-one-one tutoring and assistance to scholars. As such, time spent in Kedge

on core coursework will be counted towards the grade in that core class. Missing Kedge regularly may result in an inability of the scholar to do core class work assigned for the scholar to complete during Kedge time.

In addition, during Kedge time scholars recite the pledge of Allegiance, The Paradigm Declaration, and receive announcements about upcoming school events and activities. The time will also be used to review scholar Individual Mission Plans and receive guidance and progress monitoring of their individual mission plans from Kedge Time Mentor..

Additionally, scholars will receive additional academic support during Kedge class time. Kedge time helps to remove many school-related activities from other classes and in a specified space and time during the school day.

Just as in other classes, Scholars who do not participate or engage in Kedge Time class activity and classwork may not be permitted to participate in school activities, including, but not limited to school dances, socials, athletics, intramurals, field trips, theater productions, scholar clubs, hammer time activities, senior days, graduation ceremony, and traveling tours.

Individual Mission Plans
Each scholar will create an Individual Mission Plan with guidance from parents and Kedge Mentor. Mission Plans will include modes of learning, areas of interest and skill, academic goals and graduation/credit progress, and dreams and aspirations. Kedge Mentors will monitor progress of Individual Mission Plans and provide assistance and resources in following the plan.

Health and Human Sexuality Education
Paradigm Schools shall require all newly hired or newly assigned educators with the responsibility for any aspect of human sexuality instruction to attend state-sponsored professional development outlining the human sexuality curriculum and the criteria for human sexuality instruction in any courses offered at the school.

The school shall provide training consistent with R277-474-5A at least once during every three years of employment for Utah educators.

The Administration shall convene a curriculum materials review committee (committee) as follows:

A. The committee shall be organized consistent with R277-474-1B.
B. The committee shall review and approve all guest speakers and guest presenters and their respective materials relating to human sexuality instruction in any course and maturation education prior to their presentations.
C. The committee shall not authorize the use of any human sexuality instructional program or maturation education program not previously approved by the Board, approved consistent with R277-474-6, or approved under UCA 53G-10-402 (1)(c)(ii).
D. Administration shall report educators who willfully violate the provisions of this rule to the Commission for investigation and possible discipline.
E. The school shall use the common parental notification form or a form that satisfies all criteria of the law and Board rules, and comply with timelines approved by the Board.

F. Administration shall develop a logging and tracking system of parental and community complaints and comments resulting from student participation in human sexuality instruction, to include the disposition of the complaint, and provide that information to the USBE upon request.

If a scholar is exempted from course material required by the Board-approved Core Curriculum, the parent shall take responsibility, in cooperation with the teacher and the school, for the student learning the required course material consistent with Sections 53G-10-402.2(1), (2) and (3).

Any materials that are used in Human Sexuality instruction shall comply with the criteria of Section 53G-10-402 and:

1. Shall be medically accurate as defined in R277-474-1G.
2. Shall be available for reasonable review opportunities to parents/guardians of scholars prior to consideration for adoption.
3. Shall be approved by the Board.

The school shall comply with the reporting requirement of Section 53G-10-402 (1)(c)(iii)(D). The report shall include:

1. A copy of the human sexuality instruction materials and maturation education materials not approved by the Instructional Materials Commission that the local board or local charter board seeks to adopt;
2. Documentation of the materials' adoption in a public board meeting;
3. Documentation that the materials or program meets the medically accurate criteria of R277-474-1G;
4. Documentation of the recommendation of the materials by the committee; and
5. The board's adoption process for human sexuality instructional materials and maturation education materials shall be available for review annually.

Personal views on sexuality, sexual orientation or gender are prohibited from being shared by adults to children in settings or content other than through approved curriculum and instructional material.

Other Avenues of Credit

Paradigm accepts transfer credits from other accredited schools, including the State Online Educational Program (S.O.E.P and homeschool credits so far as the homeschool credits and documentation follow proper protocols and procedures as determined by the school. Families interested in receiving credit for homeschool work must meet with the school counselor and/or a school administrator to review the proper method for receiving homeschool credit which includes specific deadlines, documentation and portfolio requirements.

Parents or scholars wanting to request previously completed homeschool or private school credit must make this request upon enrolling at Paradigm, and provide all documentation by **the deadline set by school administration.** For more information on receiving home school credits, including a format for requesting credit and examples of approved courses, please visit the school website: **www.paradigmschools.org**.

Paradigm also accepts documented credits from Private Schools and Homeschool with the following parameters:

1. ***Course Quality:*** Provide evidence that the quality of class was equal to or greater than the quality of the same course at Paradigm. This can be done by providing a course description, objectives and expectations (similar to a course syllabus), texts studied, methods of teaching, methods of assessment, portfolio items, evaluations, tests, etc.
2. ***Time:*** Paradigm uses the Carnegie unit measurement: One credit is equal to 120 hours of study. (60 hours per half credit). Provide an assessment of hours of study and how the assessment was calculated.
3. ***Evaluation:*** Provide examples of the scholar's work and assessments. (In the absence of adequate documentation, in-school testing may be required). Evaluate the value of the work according to the Paradigm assessment rubric. For each class they should have a level from 1 to 4 for both Academic Mastery and Ownership. Have the evaluator sign the document.
4. ***Administrative Discretion:*** The final decision of whether to accept the class for credit will be determined by a Paradigm administrator. The application for credit may be accepted, sent back for documentation and/or clarification, or rejected.

Grade Changes

In the rare circumstance that a final grade is contested or disputed, a scholar or parent must make their request known in writing and submit it to school administration within one week from the last day of the semester. If the request is approved by the mentor and administration, the grade may then be officially changed within 30 days of the last day of the semester, but no later than 30 days. A scholar may replace a low grade in any Paradigm course by taking that same course over again. The highest grade of the two will be used on the official school transcript. The scholar may replace a semester grade or a full-year grade, but not a quarter grade, since Paradigm does not recognize quarters.

Retained Seniors

A scholar requesting to remain enrolled at Paradigm High School beyond 4 years must receive authorization from school administration and meet criteria found in Utah Code R277-419-1:

> *"Retained senior" means a scholar beyond the general compulsory education age who is authorized at the discretion of the LEA to remain in enrollment as a high school senior in the year(s) after the cohort has graduated due to:*

1. *Sickness;*
2. *hospitalization;*
3. *pending court investigation or action or both; or*
4. *other extenuating circumstances beyond the control of the scholar.*

Academic Progress

Scholars at Paradigm are expected to make annual academic progress towards graduation or a Personal Mission Plan. Grade levels will be determined by the number of credits a scholar has earned, and not on a scholar's age or number of years of school alone.

If scholars are failing several courses, they may be put on academic contracts. If improvements are not made scholars may face disciplinary actions including suspension or expulsion from school. (See *Accountability Process*)

School Information System

Paradigm utilizes both Aspire (the state's Student Information System) and Canvas (the school's preferred student information system). Both systems provide families with an update view of class grades in the "Gradebook" section of each system. Aspire additionally includes information about attendance and behavior incidents. Scholars and parents are responsible for receiving login information to both systems and visiting regularly to review scholar's records.

Syncing

Both Information systems must sync in order for both to match accurately. Syncing is susceptible to technological difficulties. Paradigm commits to make amends in the event of syncing issues.

Updating Personal information

Families are expected to notify the Main Office about any changes to personal information: phone number, mailing address, email address, etc.

Preferred Name Change

The school information system has the capability to include a "preferred name" for scholars. Preferred name is what would appear on the school attendance roll. Official name, as appears on the Birth Certificate, will still be used for official school documentation such as official school transcripts and official high school diploma. Parents must submit a request to the Main Office in writing for a preferred name to be entered into the school information system/s.

SEP Scholar Education Plans

A plan comprising the flow of classes during a scholar's years at Paradigm will be made and reviewed each school year by the scholar, the guidance counselor, and the parents (if desired). This helps to ensure that the scholar is receiving all of the needed classes for graduation and for a quality educational experience.

Special Education

Paradigm High School provides Special Education services for qualifying scholars. The Special Education office at Paradigm is called the Scholar Academic Support office (SAS). Paradigm does not utilize the term "Special Ed" in internal school business. Paradigm utilizes an "inclusive" support approach, which means that Paradigm does not hold formal separate resource classrooms specifically for scholars with an Individual Education Plan (IEP). IEP teams, comprised of the scholar, parents or legal guardian, SAS staff, Mentors, and school admin will determine IEP details and modifications as per state requirements. The IEP team will also determine when a *Change of Placement* is deemed necessary.

SCHOLAR LIFE & SCHOLAR ACCOUNTABILITY

Servant Leadership assumes a choice. It cannot be forced. It must first be desired in order to be attained. The culture that is maintained at Paradigm provides an invitation to make that choice. Thus, making the school environment an effective, positive and value-based learning culture is a high priority. Everyone in the school, including scholars, parents, staff and faculty is expected to exemplify the school values. (See *School Values*) Each scholar and parent signs a code of conduct contract with the school at registration to uphold these values.

School Expectations
Paradigm High School has two overarching school-wide expectations which are:

1. *Engage yourself in learning*
2. *Honor and Respect yourself, mentors, peers, time and property.*

All school policies support these two broad expectations. The following section contains specific policies and procedures used to maintain:

1. *An effective learning culture*
2. *A safe school location*
3. *A positive social environment*

An Effective Learning Culture

Honor
Honor is a Paradigm School Value, (See *School Values*), it denotes more than outward respect; it requires a person to see great value in themselves and in others and to treat themselves and others accordingly. Disrespect in any form, verbal or otherwise, to a person's self or others is not acceptable and will be subject to the *Accountability Process*. (See *Accountability Process*)

Honor is also the expectation for time and property. Scholars respect time by attending class promptly and by engaging in learning and class activities. Disrupting the learning culture by coming to class late, or causing distractions during class time are not honoring others or the environment. Respect for property means that scholars are expected to value our school building and property by keeping it clean, free from debris, and showing proper care for furniture, walls, equipment, and books. Destruction, defacing or vandalism to school property will be subject to the *Accountability Process*. Respecting property includes the personal property of others.

School Accountability Process

Scholar Accountability Process
Paradigm is more fluidly structured than many other schools, and the expectation is that people will be responsible and voluntarily adhere to a high standard of conduct. A scholar who requires a great deal of supervision and structure may not be ready for a leadership education, and may need to consider other educational or schooling options.

Our accountability policy includes teaching our scholars positive values (See School Values), which encourages them to discipline their own minds and actions. Faculty and scholars are all expected to contribute to a positive and peaceful school environment.

At Paradigm, we distinguish between behaviors that may demonstrate a scholar is "not ready" to be in class and behaviors that demonstrate a scholar may be unwilling to meet school behavior expectations. Scholars agree to and therefore are expected to meet the school's two school-wide expectations:

1. **Engage yourself in learning, and**
2. **Honor and respect yourself, mentors, peers, time, and property.**

When a scholar is "not ready" to engage in learning or chooses to not honor and respect self, mentors, peers, time and property, specifically through behaviors that demonstrate defiance or general apathy or disregard to agreed school-wide expectations, or exhibits behaviors that are negative or distracting, the scholar will be invited to visit the "Bored Room" to reset the mind, heart, and focus, with guidance from the School Community Specialist and/or a school administrator. School administrators will determine whether the scholar should remain in the Bored Room for the remainder of the class period, the remainder of the school day or for multiple class periods or school days. Parents will receive communication about scholar status and may be contacted to check-out their scholar from school for the rest of the day.

As parents are the primary educators for their children, the school relies on parents to reinforce appropriate school behaviors at home. Examples of behaviors that may result in a visit to the Bored Room include, but are not limited to, low academic engagement, disruptive behaviors, inappropriate use of an electronic device in class, excessive tardies, dress code infractions, PDA, and eating food in unauthorized areas.

When a scholar demonstrates a pattern of not being ready for Paradigm, a parent meeting may be requested to implement a behavior contract and/or to discuss a change of placement for the scholar to attend our Paradigm Afterschool class (see Paradigm Afterschool Class) or other educational or schooling options. The school messenger program and/or a member of our administrative staff will notify parents of any school policy infractions or visits to the Office so that parents are aware. The school messenger program sends automated messages home daily regarding school rule infractions.

Bored Room

The Bored Room is a quiet yet "boring" place where scholars who are not ready for class, or otherwise disruptive, can go to prepare to return to class and align with personal greatness and school expectations, with assistance from a Community Specialist and/or School Counselor. When visiting the Bored Room, scholars will meet with our Community Specialist, or School Counselor, or school administrator to discuss a plan to "be ready" to return to class. Scholars do not self-select to visit the Bored Room. The scholar may remain in the Bored Room for the remainder of the class period, the remainder of the school day, including lunch, or for multiple class periods or multiple school days depending on the nature of the situation. Parents will receive communication about Bored Room visits and may need to check-out their scholar from school for the rest of the day.

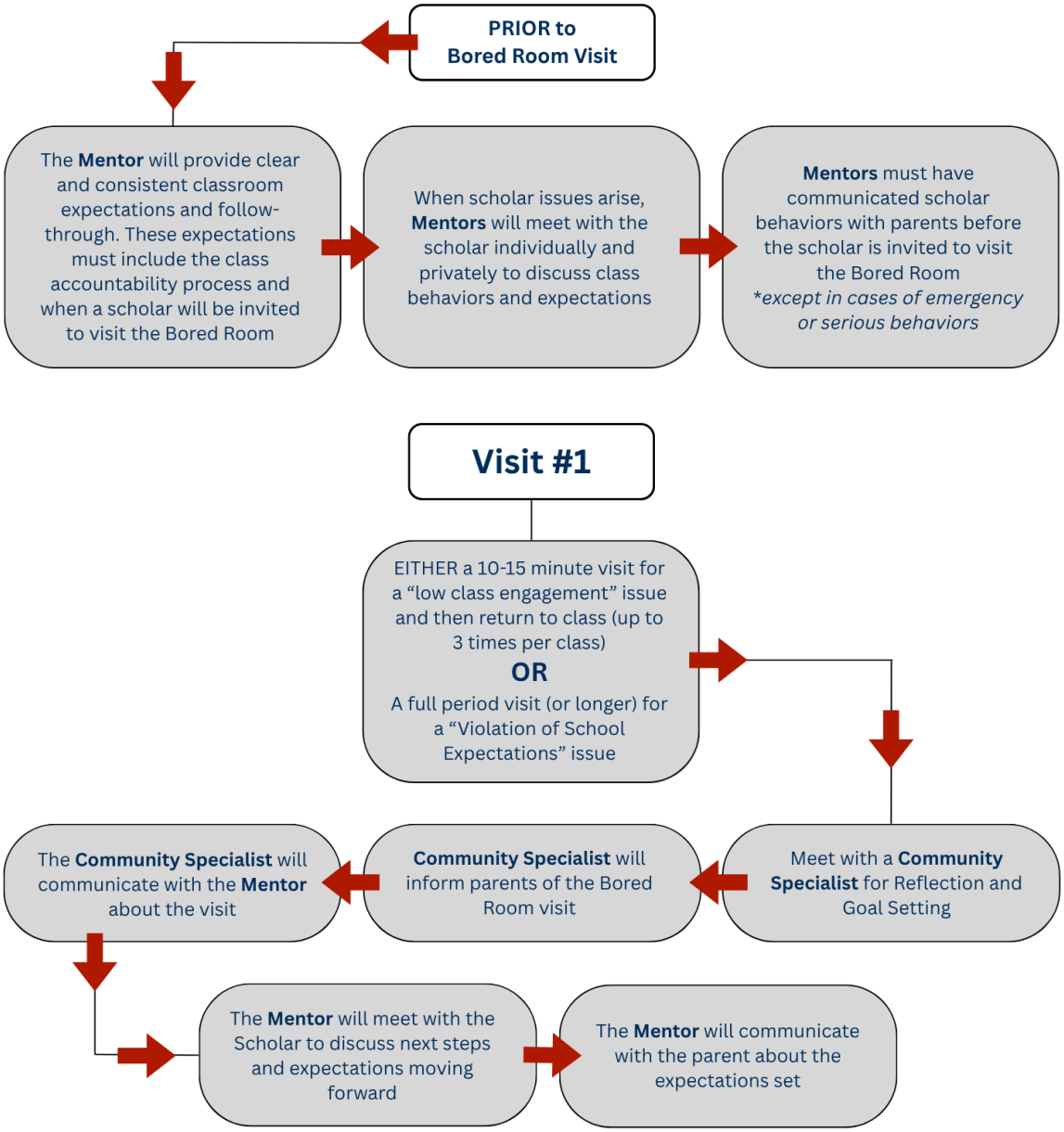
In the Bored Room, scholars will place their cell phones in a designated area and will work quietly on class assignments, read silently, meet and discuss with the Community Specialist, and/or work on assignments provided by the Community Specialist. The Bored Room is also the place where scholars who have been suspended from school will wait until a parent or designated guardian can come to the school to check-out their scholar(s).

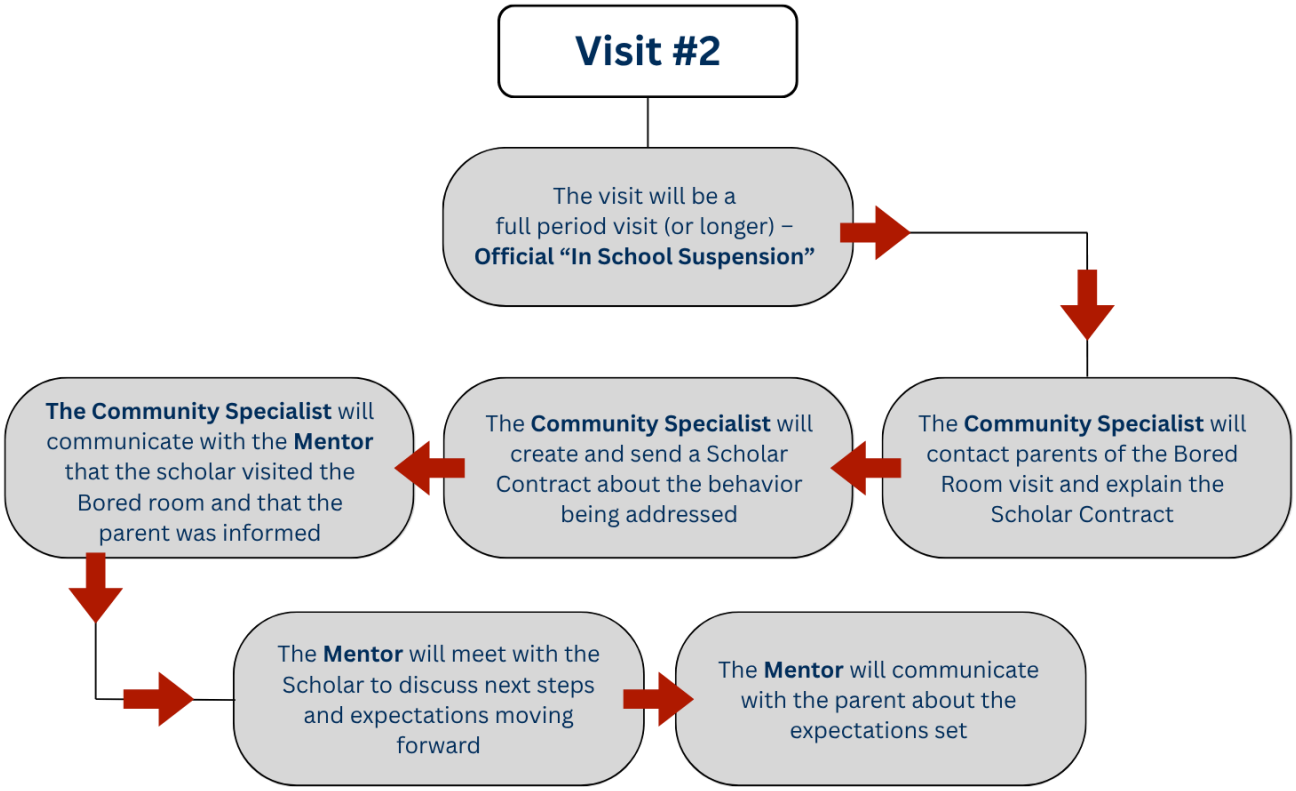
Mentors do not "send out" or "kick out" scholars in a punitive tone or manner. Instead, mentors meet with the scholar in private, discuss the disruptive or distracting behaviors, review class and school expectations, and then contact the Community Specialist to expect or escort the scholar to the Bored Room to address the issue. The Community Specialist and the Mentor will communicate about the issue and the plans moving forward. The mentor is expected to reach out to the scholar soon after the visit to the Bored Room to set goals for restoring peace in the classroom, clarify plans made with the Community Specialist or School Counselor who the scholar met with, and communicate with the scholar's parents about the incident and the resolutions implemented.

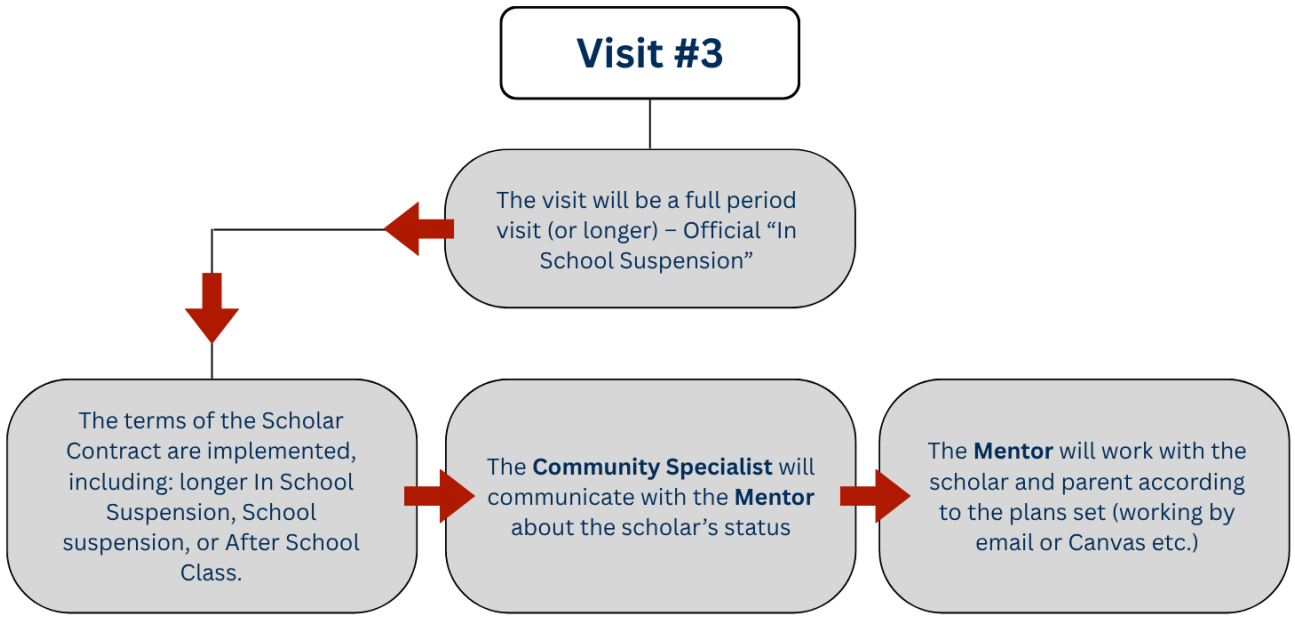
Paradigm adheres to Utah Code 53G-8-301. Physical restraint and seclusion is not applied for disciplinary purposes or as an intervention, or for coercion, retaliation, humiliation, due to inadequate staffing, or for staff convenience.

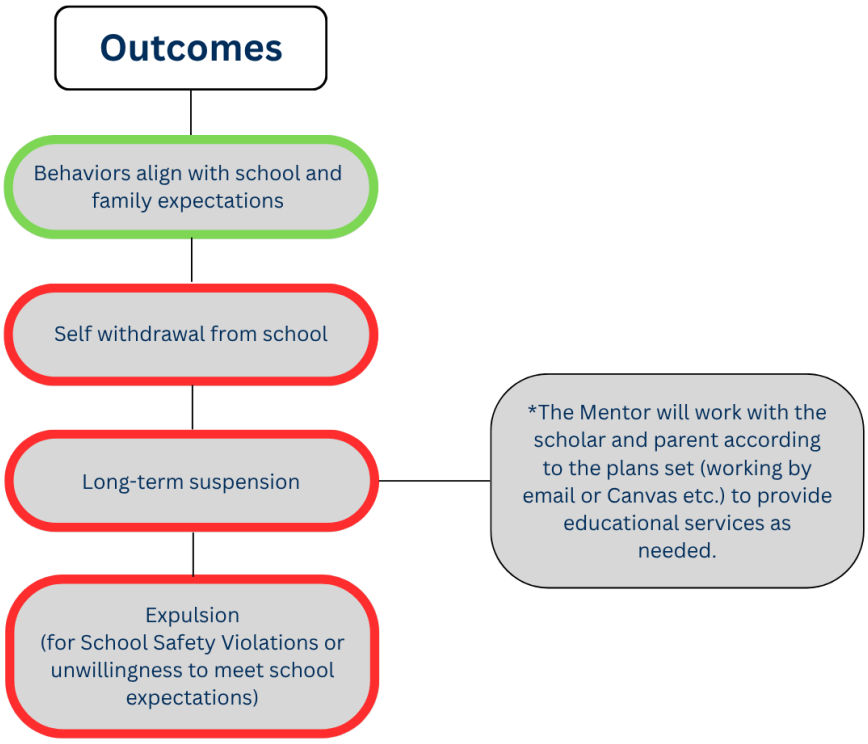
Accountability for Low Class Participation				
Low Class Engagement: **Sleeping, Not Participating**	→	**Bored Room for a 10-15 break (up to 3 times in one class)**	→	**Return to class**

Bored Room Visits and Process




Visit #2
The visit will be a full period visit (or longer) – **Official "In School Suspension"**
The **Community Specialist** will contact parents of the Bored Room visit and explain the Scholar Contract
The **Community Specialist** will create and send a Scholar Contract about the behavior being addressed
The Community Specialist will communicate with the **Mentor** that the scholar visited the Bored room and that the parent was informed
The **Mentor** will meet with the Scholar to discuss next steps and expectations moving forward
The **Mentor** will communicate with the parent about the expectations set


Visit #3
The visit will be a full period visit (or longer) – Official "In School Suspension"
The terms of the Scholar Contract are implemented, including: longer In School Suspension, School suspension, or After School Class.
The **Community Specialist** will communicate with the **Mentor** about the scholar's status
The **Mentor** will work with the scholar and parent according to the plans set (working by email or Canvas etc.)



Accountability Process for Unexcused Tardies	
3 Unexcused Tardies in 1 Class	Warning/Message to Parent through ParentSquare
6 Unexcused Tardies in 1 Class	Bored Room for that Class Period
9 Unexcused Tardies in 1 Class	One Full-Day In-School-Suspension in Bored Room
12 Unexcused Tardies in 1 Class	One Full-Day Suspension
Every 3 Unexcused Tardies after 12 in 1 Class	One Full-Day Suspension

In-School Suspension

Paradigm's goal is to diminish negative or distracting behavior from our learning culture and environment. This is done by changing the behavior or by removing the scholar from the environment.

When a scholar is “not ready” to engage in learning or chooses to not honor and respect self, mentors, peers, time and property, specifically through behaviors that demonstrate defiance or general apathy or disregard to agreed school-wide expectations, the scholar will be invited to visit

the “Bored Room” to reset the mind, heart, and focus, with guidance from the School Community Specialist and/or a school administrator. School administrators will determine whether the scholar should remain in the Bored Room for the remainder of the class period, the remainder of the school day, including lunch, or for multiple class periods or multiple school days. Parents will receive communication about Bored Room visits and scholar status and may be contacted to check-out their scholar from school for the rest of the day. Multiple in school suspension may result in escalated disciplinary actions.

Suspensions and Expulsions

Suspensions and/or expulsions are reserved for Safe School Offenses including, but not limited to: frequent or flagrant willful disobedience, defiance or proper authority, disruptive behaviors, any instance or evidence of drug possession, use, undisclosed knowledge of or party to drug usage, 36 whether tobacco, alcohol or illegal drugs; possession or use of firearms or weapons; striking a staff member or scholar, bullying, etc. (Utah Code 53A-11-904). Law enforcement will be included as needed. A scholar may also be expelled from school for off-campus behavior during school hours or during school events and activities that may have a negative impact on the school within the school or the external community.

Paradigm's goal is to diminish negative or distracting behavior from our learning culture and environment. This is done by changing the behavior or by removing the scholar from the environment. Paradigm reserves the right to alter or skip steps according to the administrator’s discretion and scholar’s attitude toward change to ensure a safe, clean and productive culture and environment essential to the success of our program. The appeal process may be provided upon request by communicating with School Administrators.

Paradigm Afterschool Class

The option of a Paradigm Afterschool class will be available after the school day as needed. Scholars who demonstrate they are not ready for Paradigm will attend our Afterschool Class until they are ready as determined by the parent and school administrator. During the Afterschool Class, scholars will work on their schoolwork via email with their mentors or they will work on separate school packets, as determined by the parent and school administrator. The decision to invite a scholar to participate in the Paradigm Afterschool Class will be determined by school administrators working with the scholar and family.

Behavior Codes (School Information System)

The following codes will be used in the online attendance system to notify parents of behavior issues:

B	***Behavior*** – Scholar visited the Bored Room
D	***Dress Code*** – Scholar visited the Bored Room due to not meeting dress codes requirements and expectations and/or did not change into proper Dress Code attire to return to class.
E	***Electronic Device*** –Scholar visited the Bored Room due to misuse of a school or personal electronic device.
W	**“Way Late”** – Scholar was more than 15 min, tardy to a class

T	***Tardy*** – Scholar arrived to class after the minute class had started. Excessive tardies are subject to the school accountability process
Z	***School Suspension*** – The scholar was suspended from school as a disciplinary action.

School Dress Code and School Uniform

Paradigm has a School Dress code ***and*** a School Uniform. It is important to understand the distinctions and functions of both.

The **School Dress Code** refers to the purpose, allowances and restrictions, and general dress standards expected in regards to clothing and appearance at school events.

The **School Uniform** Refers to the actual clothing items designated as the only approved and acceptable clothing to be worn at school during the scheduled school/class time.

The following will explain the School's Dress Code and School Uniform along with background, purposes, procedures related to the School Dress Code, the School Uniform and process for offering feedback, requesting changes, and violations to the expectations presented.

It is expected that every scholar and parent is given the opportunity to read and acknowledge understanding of the School Dress Code and the School Uniform *prior* to enrolling and registering at Paradigm Schools. Enrollment and registration signifies that the School Dress Code and the School Uniform will be supported and adhered to by the scholar/s parents.

All questions, issues, or concerns may be addressed with school administration as necessary.

School Dress Code

A complete description and explanation about the Dress Code can also be viewed on the school website: **www.paradigmschools.org** and at the school Dress Code bulletin board.

Purpose: The purpose of the Dress Code is to provide for the following:

- Foster unity
- Remove distractions from the learning environment
- Safety
- Promote good behavior
- Encourage general modesty
- Eliminate cliques and diminish prejudices formed solely on the basis of clothing and appearance

Paradigm General Dress Code Standards for all Scholars and Employees
The following Dress Code expectations apply to ALL school sponsored events and activities. Clothing and appearance is to be neat, clean, and appropriate.

- No holes, tears, rips, or stains
- No lace worn at school (lace lining for formal events)
- No sheer or see-through clothing
- No logos larger than a quarter on any clothing
- No revealing of underwear
- No revealing of midriffs, chest/cleavage, or buttocks
- No tight or form fitting clothing
- No offensive or inappropriate symbols, wording, or designs

Aims of School Dress Code

It is the view of Paradigm that personal expression is an essential developmental characteristic of adolescence. Young people don't only contemplate who they are and how to express who they are, but they *must* do so for long term health and well-being. Clothing and appearance is one of many ways young people choose to express who they are. Clothing and appearance is a quick, easy, and effective way to express oneself. However, it is not the only way or even the best way. Paradigm intentionally and carefully implements a School Dress Code and School Uniform that reduces options in clothing and appearance to a simple uniform in order to decrease the likelihood of using clothing and appearance as the main form of expression while at school. In short, it strongly encourages scholars to find other, more meaningful, ways for self-expression that are limited or hindered by clothing and appearance alone. At Paradigm we want to know scholars by their thoughts, ideas, dreams and strength of character and not by the labels or styles they wear.

Doing such requires a "Paradigm shift" since many are accustomed to using clothing and appearance as the main or prioritized means for self-expression. Paradigm has years of success in assisting scholars find and express their true selves by upholding a School Dress Code and School Uniform that is created to eliminate cliques and diminish prejudices formed solely on the basis of clothing and appearance.

One aspect that makes this possible is by excluding "extremes" in styles and selections so that everyone is more uniform in dress and appearance while at school. "Extreme" is often used interchangeably with "wild" or "outrageous"; this is not how Paradigm utilizes the concept of "extreme". Paradigm utilizes the definition of "extreme" as described in most dictionaries, which refers to a position that is "furthest from the center or a given point; outermost." Paradigm reserves the right to establish the "center point" in all areas regarding school expectations. For this reason, wearing denim jeans to school may be viewed as "extreme" even though there may be nothing wild or outrageous with jeans, simply because wearing the jeans would place a scholar in the extreme of the center regarding jeans at school.

Additionally, another positive outcome of the dress code is that scholars learn how to make and keep commitments related to institutions with which they choose to associate. Most work places uphold some form of dress expectations, including uniform. Paradigm helps prepare scholars for this type of real-world dress and appearance experience. If the uniform or dress code of an athletic team is to wear navy blue socks then it is expected that navy blue socks are to be worn if one wishes to participate in the event or activity for which the uniform is required. Failure to not wear the uniform results in the individual not being able to participate. The same is true in any area where a uniform is required: clubs, sports teams, military groups, hospitals, retail establishments or food services.

When an individual commits to adhere to a certain policy expectation, it is expected that they will adhere to the established agreement between both parties.

Paradigm asserts that its School Dress Code and School Uniform is *not* a statement on morality, specific standards of modesty, or best practices for individuals when outside of the school. For example, the school is not claiming that polo shirts are the best option for young people to wear in general. The school simply holds to a School Uniform based on clothing that is easily accessible, affordable, uniform, tidy, and most importantly is conducive to learning at Paradigm specifically. The principle of honoring one's commitments is an important life lesson and therefore an important aspect that Paradigm prioritizes when addressing Dress Code and School Uniform issues. The School Uniform could direct that scholars are to wear polk-a-dot socks on their heads to school, and if that is what was agreed upon, then that is the expectation that is set. Another example might include how a scholar appears at a school dance (for example, wearing a sleeveless top). The scholar may not be granted access into the school dance, but the reason would not be because of bare shoulders, missing sleeves, or a moral or modesty decision, but rather due to appearing to the dance dressed in a manner contrary to the agreed upon Dress Code. Commitment matters.

In sum, the School Dress Code and School Uniform exists to promote stronger self-expression through the reduction of "extremes", promote unity as a school community, and to assist scholars in learning to keep commitments.

Special Accommodations: Accommodations regarding the Dress Code may be made for scholars and families who: 1) are financially unable to provide the uniform; they may meet with a school administrator to discuss the options available. 2) Medical reasons; scholars must present a doctor's note to a school administrator explaining the necessary modifications to the Dress Code and the length of time the modification must be held.

Trips/Activities: Occasionally a class may have an activity such as an outdoor service project or athletic activity etc. During these occasions, scholars may "dress-down" and change into other non-uniform clothing such as jeans or T-shirts. Clothing must still meet School Dress Code expectations.

PE Classes: Scholars are expected to wear Paradigm issued P.E. clothing for P.E. classes. P.E. Mentors may modify it if necessary.

Other School Events or Activities: Special class events: Occasionally a class may have an activity such as a class presentation or mock interview etc. During these occasions, scholars may "dress-up" and change into other non-uniform clothing such as suits or dresses. Clothing must still meet The School Dress Code expectations.

School Dances and Activities: The School Dress Code applies to all school dances and school activities. Clothing that does not meet stated Dress Code expectations may result in not participating in the school dance or activity. Dances may have specific dress instructions based on themes (See *Dances*). Mentors or school administrators may also modify dress code depending on specific school activities as determined. Dances may entail special themed clothing. During these occasions, scholars' clothing must still meet School Dress Code expectations.

Dress Code Guidelines for All School Dances and Activities

ALL
School Events/Activities



- No holes, tears, rips, or stains
- No lace worn at school (lace lining for formal events)
- No sheer or see-through clothing
- No logos larger than a quarter on any clothing
- No revealing of underwear
- No revealing of midriffs, chest/cleavage, or buttocks
- No tight or form fitting clothing
- No offensive or inappropriate symbols, wording, or designs

Semi-Formal Dance



- No holes, tears, rips, or stains
- No lace worn at school (lace lining for formal events)
- No sheer or see-through clothing
- No logos larger than a quarter on any clothing
- No revealing of underwear
- No revealing of midriffs, chest/cleavage, or buttocks
- No tight or form fitting clothing
- No offensive or inappropriate symbols, wording, or designs

Formal Dance



- No holes, tears, rips, or stains
- No lace worn at school (lace lining for formal events)
- No sheer or see-through clothing
- No logos larger than a quarter on any clothing
- No revealing of underwear
- No revealing of midriffs, chest/cleavage, or buttocks
- No tight or form fitting clothing
- No offensive or inappropriate symbols, wording, or designs

School Uniform

Classic Polo Shirts (any solid color)

Classic Polo Shirts may have one pocket or no pocket. Classic Polo Shirts do not have additional embellishments, such as ruffles, bows, extra pleats, etc. Classic Polo Shirts may be long or short sleeved. Polo shirts do not need to be worn tucked-in at school, and **only the top button may be left undone**.

Specialized clothing for school-sponsored groups such as school music groups or school clubs or Yearbook Staff may be worn at school under certain circumstances upon approval from school administration.



Standard Classic Oxford Shirt (any solid color)

Buttons must go up from the bottom of the shirt to the collar and must have a collar. Classic Oxfords have one pocket or no pockets. Classic Oxfords do not have additional embellishments, such as ruffles, bows, extra pleats, etc. **Only the top button may be left undone when worn at school.** Classic Oxford shirts have top-stitching along the buttons on the front of the shirt. No other button shirts or blouses will be acceptable.

Classic Oxford shirts, long- sleeve, short-sleeve or ¾ length sleeve. Oxford shirts must be tucked-in, if a necktie is worn, the shirt ***must*** be tucked in when worn at school.

Necktie: (if worn) in any color, pattern, or design, must be worn around the neck under the collar.









Undershirts (solid white)

Optional. Long or short sleeves. Sleeves may come out under the Polo or Oxford shirt for a layered-look.



Pants (khaki & navy blue)

School Uniform style pants. No more than 1%-2% spandex. No cargo pants. No tight-fitting pants around the knees to the ankles, no leggings worn as pants. No corduroy. (Dockers Style Pants)





Shorts / Skirts & Capris (khaki & navy blue)

Shorts: Must be knee-length
Skirts: Must be mid-calf length
No cargo shorts. No corduroy.







Shoes (All black or all brown)

Any shoe and style so long as they are **ALL black** or **ALL brown version of the shoe**. Laces, soles, or tips, may be white. Shoes must be closed toe and closed heel. Shoes must be worn at all times while at school.



Socks (any pattern, color or design)

Nothing inappropriate or offensive.



Belts (black or brown)

Solid color black or brown belt. Suspenders must also be solid color black or brown.



Sweaters

Only solid colored knitted sweaters. Sweater styles may be: crewneck, sweater vest, V-neck, Cardigan, or the Paradigm-issued sweaters or Paradigm-issued Hoodies. A collared Polo shirt or Oxford shirt must still be worn underneath any sweater. No other hoodies or crewnecks allowed (only Paradigm-issued Hoodies and Crewnecks). No turtle neck sweaters.

The school will provide official Paradigm school apparel (sweaters, hoodies, and/or jackets), and make additional school apparel available to purchase. Non-Paradigm issued hoodies or jackets are not allowed to be worn in the building.



Blazers, Coats, and Jackets

Suit Blazers and Paradigm-issued jackets may be worn in the school building. The school will make additional school jackets available to purchase. No other coats or jackets may be worn in the building. If brought to school, non-Paradigm coats or jackets must be in a backpack or hung up in the office, a mentor's closet or in an Admin office. (Not carried in hand or on person). Hoods are not to be worn in the building.

Blazers: Blazers are to be in the classic cut and style, not longer than waist length, in solid colors only, with two pockets or no pockets. Blazers are to be worn over Polos and Oxfords.



Headwear & Accessories

Headwear: Solid colored headbands or hair-ties.No bandanas. No hats in the building. No scarves in the building.

Costuming: No capes, cloaks, or robes. No costume pieces or headbands with ears, horns, or the like, or props, toys, or stuffed animals etc.






Piercings: One pair of earrings. No body or facial piercings visible while at school.

Tattoos: No tattoos visible at school. No pen, pencil, marker, or paint drawings or markings on the face or body while at school.





Hair & Grooming

- Only natural hair colors and patterns (***hair color that a human being is born with***).
- **Styles:** No extreme hairstyles (*dictionary definition: furthest from the center or a given point; outermost.*). Hair is out of the face and eyes.
- Well-groomed and clean. Use deodorant if necessary and facial hair neatly trimmed.
- If worn, make-up must be customary and not “extreme” or distracting. No facial art, drawings, symbols on the face or body.

Scholar Dress Code Accountability

It is expected that every scholar and parent is given the opportunity to read and acknowledge understanding of the School Dress Code and the School Uniform *prior* to enrolling and registering at Paradigm Schools. Enrollment and registration signifies that the School Dress Code and the School Uniform will be supported and adhered to by the scholar/s parents.

School Dress Code and School Uniform adherence will be checked daily by mentors and school administrators. Scholars are expected to remain in Dress Code clothing ***at all times while on campus***, including before school and after school unless other permission is obtained from an administrator.

Dress Code Concerns

- Any Dress Code concerns, appeals, feedback and/or grievances which would affect an ***individual*** scholar should be discussed with school administration.
- Any Dress Code concerns, appeals, feedback and/or grievances which would affect the ***entire scholar body*** should be included in our parent/scholar surveys at the end of the year. This is the only format set aside for parents and scholars to express concerns and opinions in regards to the Dress Code as it pertains to the whole school.

Dress Code Checks

First Dress Code Check: Scholars

- Scholars should conduct their own dress code check at home. Scholars are responsible for understanding the dress code and dressing according to their dress code commitment as they attend school. If anything is unclear, scholars are responsible for making sure they have their questions answered.

Second dress code check: Parent/Guardian

- Parents are to ensure that scholars are dressed according to the dress code that they and their scholars have agreed to, when they leave the house or car each school day.

Third Dress Code Check: School

- Mentors and staff will conduct formal, school wide-dress code checks daily. Mentors and Staff may check for dress code throughout the day in classrooms or hallways, including school events and activities outside of school hours. Scholars who may not be corrected for dress code or school uniform violations do not constitute condoning the violation.

Dress Code Infractions

When a scholar is found out of dress code or out of school uniform, the scholar will be asked to go to the Bored Room where they will receive TWO options. They may:

1. Call home and see if someone could bring them the correct dress code clothing. (NOTE: parents do not *have to* leave home or work to attend to the scholar's dress code need.)

Parents should not feel *punished* or *obligated* to come to the school for dress code infractions. Nevertheless, it is one of the options available to scholars.

2. Remain in the Bored Room for the remainder of the day and not attend class.

If the scholar chooses option one or two, they will return to class and not receive a documented dress code infraction on their attendance record (up to 2 times). If the scholar chooses *option two or on the third infraction,* the scholar will remain in the Bored Room with an in-school suspension for the remainder of the day, the infraction will be documented and count towards their overall school accountability process. Repeated renting of school clothing (more than three times) may also result in the Accountability Process.

All dress code issues are to be addressed privately and with great care and sensitivity to honor the scholar. Mutual respect is appreciated and expected. We do not want scholars to feel publicly shamed or embarrassed. We also choose to uphold our school policies regarding dress code and school uniform and will therefore send scholars home, arrange parent conferences, issue scholars behavior contracts and/or issue school suspensions or expulsion for *frequent or flagrant willful disobedience, defiance to proper authority, or disruptive behavior*… (*Utah Code 53A-11-904*)

All questions, issues, or concerns may be addressed with school administration as necessary.

Attendance Policy

Attendance Policy and Expectations
The desire to be at school and to participate is fundamental to a scholar's success at Paradigm. Since Paradigm's program is built on a love for learning, it is expected that scholars will willingly attend school, and to be on time. "Love of Learning" is facilitated at Paradigm through class discussion and class projects, which are completed during class time making it difficult to adequately *make-up* this work. A scholar is marked *absent* when the scholar is not present when attendance is taken at the start of class or when the scholar is more than 15 minutes tardy to a class. If more than 15 minutes tardy, the tardy will be documented with a "W" for *way late*.

Excused Absences
When a scholar is absent from school, parents are responsible for notifying the school to excuse the absence, within one week of the absence. Excusals may be communicated by email, phone call, voicemail, and/or written note. Excused absences may significantly affect class grade due to the missed class time if missed class work is not made-up. Paradigm recognizes an excused absence from school consistent with Utah State Code, Section 53A-11-101(9) which may include:

1. Illness;
2. family death;
3. approved school activity;
4. excuse consistent with scholar's IEP, Section 504 accommodation plan, or a school/school district valid excuse definition

Paradigm may also recognize the parents' discretion as a valid excuse for the scholar's absence. Paradigm will also recognize the parent informing the school of their knowledge of the scholar's absence but desire to not excuse the absence. However, parents must check their scholar(s) in or out of school at the front office during school hours, when their scholar will miss part of a school day. Unexcused absences will be subject to the school *Accountability Process*.

Because presence and class time is imperative for learning at Paradigm and earning school credit the school will contact parents in cases where *excused absences* have surpassed 10 to communicate school and family expectations and outcomes.

Pre-Approved Scheduled Absences
Parents may schedule a scholar's absence for a period of up to ten school days per school year, by submitting a *Pre-Approved Scheduled Absence Request Form* and at least two days before the absence occurs. (Forms are available at **www.paradigmschools.org**, or at the Front Office). These absences are considered *excused* absences and will not count towards the *Accountability Process*. The scholar is responsible to make-up any missed class work as arranged with their mentors. Because presence and class time is imperative for learning at Paradigm and earning school credit the school will contact parents in cases where *excused absences* have surpassed 10 to communicate school and family expectations and outcomes.

Make-up Work for Excused Absences

When a scholar is absent from class, for an excusable reason, the scholar will be responsible for making up the classwork which was missed, often through an alternate assignment. Mentors will disclose in their class syllabus the process for making-up missed work in their individual classes.

Extreme Circumstances

In the case of extreme circumstances, parents and scholars have the responsibility to contact and meet with school administration in order to discuss possible resolutions to the attendance issue/s. The school will attempt to contact the parent if the parent does not contact the school.

Homebound/Hospital Services Policy

In adherence to the educational program mandated in our school charter, Paradigm High School does not provide instruction for homebound or convalescing scholars at the scholar's home or place of convalescence. In the event that a scholar is not able to attend school for an extended amount of time, the scholar or parent is responsible for notifying school administration in writing about the extenuating circumstances and the estimated length of time that the scholar will not attend school. Decisions about possible educational services are made at the administration's discretion and are generally considered to be short-term.

Unexcused Absences

When a scholar is absent from school or a class without a valid reason (See *Excused Absences*), the absence is viewed as an *unexcused absence* and will be subject to the *Accountability Process*. Scholars who leave school campus without following proper check-out procedure will follow the *Accountability Process*. Scholars are not able to make-up missed work for unexcused absences. For excessive unexcused absences from school or any class, the school administration will contact parents to resolve the matter.

Excessive Unexcused Absences/Truancy Citation

When a scholar misses 5 consecutive days of school (unexcused absences) or has excessive unexcused absences in any class/classes, the school will attempt to notify the parent in order to help resolve the situation. Scholars who have excessive unexcused/truant absences will be subject to any or all of the following sanctions or disciplinary actions:

- Meetings between school officials and parents
- Attendance Make-up
- Referral to Juvenile Court
- Withheld Credit
- Dismissal From School

Truancy citations will be issued to scholars who are habitually truant and after the school has made earnest and persistent efforts to resolve scholar attendance problems (*Utah Code: Section 53A-11-101.7*).

Paradigm Schools may refer a scholar to whom a habitual truancy citation has been issued to juvenile court. A court referral will include a recommended disposition containing the following: documentation of attendance and academic achievement; documentation of

school efforts to improve attendance; copies of truancy citations, including all mailing certificates; and scholar background as requested by the prosecuting agency.

Notification of Attendance

Parents will be notified by the school within 24 hours, either by phone or by email, whenever their scholar is absent from class. This notification is a courtesy to the parents, in accordance with our founding policy that Paradigm is "a resource to the parents in the education of their scholars" (See *Founding Principles* and *Mission* and *Vision Statement*), however the primary responsibility for attendance of scholars lies with the parents. (See the *Utah Compulsory Attendance Law [53A-11-101])*. Parents have the responsibility to make sure that the school is updated with their current phone number and email address, and that they are receiving emails from the school.

Attendance Codes

The following codes will be used in the online attendance system:

X	***Absent*** (marked by mentor)
/	***Excused Absence*** (verified by parent/guardian)
U	***Unexcused Absence*** (changed by attendance secretary after 2 business days)
P	***Pre-approved Absence*** (10 per school year allowed)
T	***Tardy***
*****	***Excused Tardy*** (3 allowed first period by parent/guardian excusal per half-semester)
I	***Check-In***
O	***Check-Out***
S	***Sluff/Truancy***
V	***Virtual***
W	***Way Late*** (more than 15 minutes late without an excusal note; unexcused absence)
Z	***Suspension***

- Scholars are allowed three (3) excused first-period tardies every half-semester. These must be excused by the parent and will be marked with "*" for Excused Tardy on their attendance report.
- Scholars who are more than 15-minutes late to a class without an excusal note will be marked with "W" for Way Late and it will be counted as an unexcused absence.
- Repeated tardies from the end of lunch to 3rd period may result in the loss of off-campus lunch privileges. Scholars may lose off-campus lunch privileges upon their third tardy from lunch.
- Scholars released from their regular classes to participate in school-approved activities are not considered absent and will be marked with "A" for Activity Excused on their attendance report. The scholar must make up any missed work in the classes missed for these activities.
- Absences that are pre-approved by filling out a *Pre-Approved Scheduled Absence Form* and are approved by the school administration will not count toward the absences

allowed. Scholars are allowed ten (10) pre-approved absences and these will be marked with a "P" on their attendance report. The scholar must make up any missed work during these days.

- Absences due to suspensions or confinement in county detention do not need to be made up in time. However, class assignments from each class must be made up according to individual mentors.
- Excessive absences may also result in suspension, and/or referral to a Truancy Officer, and/or Juvenile Court for non-compliance with Utah Compulsory Education Law (Utah Code 53A-11-101).
- Class work missed because of a "sluff" or truancy may not be made up. Sluff/truancy must still be made up through *Attendance School*.

Checking In and Out

Once the scholar has been at school, and then needs to leave for any reason, the scholar must check-out through the front office. All check-out requests must be submitted in writing with a parent or guardian signature either prior to or at the time of the check-out. A parent or guardian should contact the school early in the day to schedule a scholar's check-out time. Scholars who arrive late to school must check-in with the main office. Parent/guardians may come into the school, call, or send excusal in writing to excuse the scholar for their late arrival. Scholars who are 18 years old or older are still required to follow the same check-in and check-out procedures. 18-year-olds may be granted special check-in/check-out permission upon parent request and with parent signature by contacting the front desk.

Tardies

Scholars are expected to be to class on time. Paradigm views tardies as a class disruption as well as an attendance problem. Scholars who are tardy to class (excused or unexcused) will not be admitted into class unless they obtain a tardy slip from the office to present to their mentor. The pass does not excuse the tardy, but gives a means for documentation.

Excused Tardies

Sometimes scholars are tardy for first period for reasons beyond their control. Parents may excuse tardies (for first period only) 3 times per every half-semester. After that point, tardies will not be excused and are subject to the *Accountability Process*. Scholars who arrive after 8:00am must still check-in with the Front Office whether or not they have an excuse, in order to receive a tardy slip to be admitted to class.

First period tardies may also be excused for extreme traffic circumstances such as heavy snowfall, highway accidents and road construction. (Please drive safely!)

A mentor or administrator may excuse a tardy for any class period if they determine that it was for a valid reason, or if they detained the scholar. Scholars must obtain a written note from the mentor or administrator to present to the front desk, not to the mentor, in order to excuse the tardy.

Unexcused Tardies

When a scholar does not have a valid reason for their tardiness (written note from a parent, mentor or administrator) the tardy is *unexcused*. Three unexcused tardies in one class will be treated as one unexcused absence in that class. Excessive unexcused tardies (3 or more in one class period) are subject to the *Accountability Process* (See *Accountability Process*).

Scholars who are tardy (excused or unexcused) will not be admitted into class unless they bring a tardy slip from the office. The pass does not excuse the tardy, but gives a means for documentation. If the scholar is more than 15 minutes late for class without an excuse note, the tardy is documented as an absence for that class and will be marked with "W" for Way Late. (See *Attendance*).

Accountability Process for Unexcused Tardies	
3 Unexcused Tardies in 1 Class	Warning/Message to Parent through ParentSquare
6 Unexcused Tardies in 1 Class	Bored Room for that Class Period
9 Unexcused Tardies in 1 Class	One Full-Day In-School-Suspension in Bored Room
12 Unexcused Tardies in 1 Class	One Full-Day Suspension
Every 3 Unexcused Tardies after 12 in 1 Class	One Full-Day Suspension

A Safe and Clean Location

In order to maintain a "constructive culture" (See *Mission* and *Vision Statement*), Paradigm High School emphasizes a positive, safe and peaceful environment, which is conducive to learning. The following rules, policies and expectations are set in place to provide a safe and clean school culture and environment. While most of these rules apply to behavior and actions exhibited on school property, a scholar may also receive disciplinary action or even be expelled from school for behavior off-campus during school hours or during school events and activities that may have a negative impact on the school, within the school or the external community. Scholars, staff, and parents are expected to report any inappropriate behavior to an administrator.

"Honoring the Nobility in Every Person"

Paradigm is founded on the principle that every person has "gifts that make them unique and powerful" and that there is "nobility in every person". As such, Paradigm does not espouse the concept of segregating the body of scholars into smaller sub-groups, factions, or communities. Scholars are Paradigm Patriots collectively while honoring the individual characteristics of each person. Groups or clubs based on political association, religious affiliation, sexual orientation or identification, for example, will not be created at school. Additionally, representations, signage, flags, and/or symbols etc. used to distinguish non-school sponsored groupings will not be utilized at school.

Paradigm reserves its right to create, maintain, and uphold a unified school culture for all school operations and events. Paradigm's efforts in this regard do not constitute commentary on thoughts or behaviors outside of the school. Paradigm simply asserts its right to establish an organizational culture that honors all, determines appropriate "time and place" behavioral expectations, respects personal privacy, keeps societal distractions out of the school, and prioritizes academics as the school's chief objective.

Personal Views and Requests

The culture of Paradigm is founded on mutual respect, civility, and honor. We see people as people, not as objects, obstacles, or problems. As such, every individual is valued for his/her inherent worth and powerful uniqueness. The culture of Paradigm recognizes that individuals have personal world views and respects all views. Paradigm exerts great effort to make accommodations for individuals within reasonable confines which if crossed would infringe upon the experience of others in ways in which the school is not in a position to engage. Paradigm honors parents as the primary educators and will consider parental consent, request, and feedback in decisions affecting their child/children.

Use of Requested Pronouns

No school personnel will implicitly or explicitly ask any scholar to disclose a preferred pronoun or gender or sexual orientation related preference (Utah Code 53E-9-203) . Scholars are not prohibited from self-disclosing personal information with consideration for appropriateness, essentiality, and relevance to the course work in class.

Parents may request a preferred name change for the scholar/s for school use. In regards to requests for a use of varied pronouns, Paradigm does not obligate anyone to not use or use requested pronouns for other individuals. The school culture emphasizes that everyone treats everyone else with respect, civility, honor, compassion, empathy, and reciprocal patience with differences.

Bullying & Disrespect

Paradigm does not tolerate any form of disrespect, including bullying, cyber-bullying (including, but not limited to: bullying or threatening behaviors conducted over text message, social media, or other tech/digital means), intimidation, extortion, hazing, harassment, retaliation, threats or abusive conduct of any kind, while at school. Scholars involved in any of these practices, including incidents that occur off-campus or out of school hours but which still negatively impact to our school or its scholars, or scholars who have undisclosed knowledge of such behavior and are unwilling to cooperate with the school or record, arrange, encourage or are otherwise complicit with bullying are also subject to the school's *Accountability Process* (See *Accountability Process*) and possible expulsion from school. A member of Paradigm's admin team will notify parents, via phone call or email, when their scholar/s are involved in any related behaviors.

Paradigm will assess the prevalence of bullying etc. on campus including location and conditions which may necessitate greater adult supervision or other improvements. Paradigm does not condone retaliation for the reporting of bullying etc. at school and will apply the same consequences for retaliation as for the bullying etc. Paradigm staff will be trained on identifying and addressing bullying etc. situations, including suicide prevention, according to school expectations.

All incidents or good faith suspicions of bullying or disrespect of any kind are to be reported to any adult personnel member, or specifically to a school Administrator, Community Specialist, School Counselor, Mentor, or Office Staff. Per Utah Code 54G-6-806, Paradigm is required to provide a resource for parents to access if their student has been involved in a bullying incident. Please use the form below to report any incidents of bullying, per our school policy below. A member of the school administration will follow up with your request within 48 business hours. This form can be accessed on the school website at www.paradigmschools.org/notices/.

Paradigm will also notify parents of threats (to commit suicide, bullying, cyber-bullying, harassment, hazing, or retaliation) in accordance with Utah law and code 53G-9-604.

Definitions

Bullying may involve physical actions, words, gestures, and social isolation. Although bullying may involve direct, relatively open attacks against a victim, bullying is frequently indirect, or subtle in nature such as spreading rumors or enlisting a friend to assault a child.

The classic definition of bullying in Utah Schools was expanded by the Utah Legislature. Changes are reflected in Administrative Rule R277-613: Local Education Agency (LEA) Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct.

All reports of bullying, cyberbullying, hazing or retaliation for reporting of such, making false reports, abusive conduct, and/or threats of suicide and/or for others to commit suicide, related to a scholar or school employee **REQUIRES** follow through from school personnel and school administrators according

to school polices and State laws. Additionally, evidentiary proof may be required in order to legally pursue criminal action and/or school disciplinary actions for reported incidents investigated.

The overall goal of bullying prevention and intervention is to provide every student with a safe and supportive school and social environment.

(R277-613. LEA Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct)

1) a) "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a scholar or school employee, based on its severity, nature, and frequence of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
   b) A single act does not constitute abusive conduct

2) "Bullying" means student bullying and staff bullying. Bullying is commonly understood as aggressive behavior that:
   P - Exists in a relationship where there is an imbalance of Power and Strength
   R - Repeated over time
   I - Intended to cause distress or harm

3) "Cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily access the electronic communication. Such footage must be obtained in order to legally pursue criminal action and/or school disciplinary actions.

4) a) "Hazing" means a school employee or scholar intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
   i) A) endangers the mental or physical health or safety of a school employee or student;
      B) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
      C) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
      D) involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
   ii) A) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club or event.
      B) is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for

membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

b) This described conduct constitutes "hazing", regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

5) "Retaliate" means an act or communication intended:
   a) as retribution against a person for reporting bullying or hazing; or
   b) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

6) a) "Staff bullying" means a school employee, with the intent to cause harm, repeatedly committing a written, verbal, or physica act against a scholar or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that;
   i) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
   ii) substantially interferes with a student's or school employee's educational or professional performance, opportunities, or benefits.
   b) "Staff bullying" does not mean instances of:
   i) ordinary teasing, horseplay, argument or peer conflict;
   ii) reasonable correction of behavior by a school employee; or
   iii) reasonable coaching strategies and techniques by a school employee who is a coach or school administrator.

7) a) "Scholar bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance or power, that;
   i) creates an environment that a reasonable person would find hostile; and
   ii) interferes with a student's educational performance, opportunities, or benefits.
   b) "Scholar bullying" does not mean instances of:
   i) ordinary teasing, horseplay, argument, or peer conflict;
   ii) reasonable correction of behavior by a school employee; or
   iii) reasonable coaching strategies and techniques by a school employee who is a coach or school administrator.

Reporting:
Those who report bullying or any abusive conduct, including: cyberbullying, hazing or retaliation for reporting of such, making false reports, abusive conduct, and/or threats of suicide and/or for others to commit suicide, are expected to cooperate with school administrators or law enforcement the handling of the incident/s reported. Reporters are expected to notify school administrators or apparent, who is expected to notify school administrators in order for matters to be addressed.

School personnel will work with parents to find resolution to bullying issues while following school policy and state laws. If a parent is unsatisfied with the handling of their situation, the parent must communicate their dissatisfaction with the school administrator or school Director. In the event that the

parent is not satisfied with the outcome, they may not notify the school board of their concern (see ***Parent Concerns and Grievances***)

If a staff member is being bullied by students or other coworkers they will communicate their concerns with school administrators or the school Director to be resolved.

Parents will be kept updated about the progress of any investigations or handling of a reported bullying situation. The school will not disclose information regarding disciplinary actions of another student, but will assure that school policy has been followed.

Paradigm cannot guarantee that unwanted behaviors will not occur by students, but Paradigm does guarantee that it will address all reported incidents of bullying (**cyber-bullying, hazing, retaliation, abusive conduct).**

The school does not permit disciplinary action based solely on an anonymous report. Paradigm commits to conducting thorough and fair investigations of all reported cases and involve law enforcement as needed. Paradigm will also uphold all applicable school policies and state laws.

Gang Prevention and Intervention

Paradigm adheres to Utah law and code 53E-3-509 and UT Admin code R277-436 in regards to gang prevention and intervention. The following provisions shall include:

- School faculty and staff shall report suspected gang activities relating to the school and its scholars to a school administrator and law enforcement;
- A scholar who participates in gang activities may be excluded from participation in extracurricular activities as determined by the school administration after consultation with law enforcement;
- Gang-related graffiti or damage to school property shall result in parent or guardian notification and appropriate administrative and law enforcement actions, which may include obtaining restitution from those responsible for the damage;
- If a serious gang-related incident, as determined by the school administrator in consultation with local law enforcement, occurs on school property, at school- related activities, or on a site that is normally considered to be under school control, notification shall be provided to parents and guardians of scholars in the school:
    - Informing them, in general terms, about the incident, but removing all personally identifiable information about scholars from the notice;
    - emphasizing the school's concern for safety; and
    - outlining the action taken at the school regarding the incident.

Inappropriate Language

Paradigm does not tolerate obscene, profane or offensive or vulgar language or harassment, whether spoken, written, acted out or gestured, whether directed to peers, staff or administrators; it is strictly prohibited, and will be subject to the school's *Accountability Process* (See *Accountability Process*). Inappropriate language includes but is not limited to racially insensitive references (such as the N-word, anti-semitic references, swastikas, or other racial slurs or related slang), mocking or teasing even in jest relating to personal characteristics, beliefs or ideologies including but not limited to political, religious, or social views. Paradigm does not obligate anyone to not use or use

requested pronouns or preferred names for other individuals, and also does not tolerate the mistreatment of others based on self-identifying attributes or personal characteristics.
The use of “foul, profane, vulgar, or abusive language” (Utah Code 53G-8-205) is grounds for suspension or expulsion from school. (See also Paradigm Language)

Prohibited Substances
Paradigm does not tolerate the use, evidence of use, possession or distribution of drugs, or party to behaviors related to alcohol or tobacco, including e-cigarettes and vape pens, or drug paraphernalia in dress, appearance or language. Scholars may be **expelled from school immediately** for any of the above reasons, including having knowledge of or being a party to the usage of the substances listed here. Scholars and staff are expected to report any related information to an administrator. Law enforcement will be involved as needed.

Food and Drink
Food and drinks, including gum and candy, are not to be consumed in any classroom or hallway on school campus. Water is acceptable to drink and carry throughout the building except for the library and computer labs. Water must be in a clear, non-colored container. Exceptions due to health reasons must receive approval from a school administrator after presenting a doctor’s note. Scholars found violating this expectation will be subject to the Accountability Process. (See Accountability Process). Food and drink are to be consumed in the lunch room or outdoors on school grounds.

Pets and Animals at School
Pets and animals may be brought to school for a specific educational class presentation. Parents must request permission from the Main Office to bring a pet or animal to school including the proposed date and time for the animal’s visit. On the day of the animal’s visit, a parent must accompany the animal to school and remain on campus for the duration of the animal’s stay and then remove the animal/s from the school premises after the presentation is over.
Service Animals and Emotional Support Animals
As per the Americans with Disabilities Act (ADA) Service Animals are permitted on our school campus. A ***Service Animal*** is typically a trained and certified dog (or miniature horse) who has been trained and/or certified to perform specific tasks related to a person's disability. We kindly request that you please inform the Main Office if a service animal is expected to be brought to school.

An ***Emotional Support Animal*** refers to any animal that provides comfort or emotional support to an individual with or without a disability and is prescribed by a physician. Emotional Support animals are not designated as Service Animals under ADA. Paradigm Schools does not allow emotional support animals on campus.

Service Animals and emotional support animals can be prohibited from being on school premises if a particular service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or is not under the control of the handler, including not being housebroken. Please see school administration with any questions or concerns.

Weapons & Firearms
Paradigm does not tolerate the use, evidence of, or possession of weapons and firearms or any object intended to be used as a weapon on school property. Scholars may be **expelled from school immediately** for any of the above reasons, including having knowledge of or being party to weapons at school. Scholars and staff are expected to report any related information to an administrator. Law enforcement will be involved as needed.

A weapon or firearm may be brought to school for a specific educational class presentation. Parents must request permission from the Main Office to bring a weapon or firearm to school, including the proposed date and time for the presentation. On the day of the presentation, a parent must remain on campus for the duration of the presentation and then remove the weapon or firearm from the school premises after the presentation is over. No ammunition (bullets and shells) may be brought on campus.

Public Displays of Affection (P.D.A.)
Paradigm maintains a professional learning environment, and scholars are expected to reserve romantic relationships for off-campus hours. No display of romantic relationships is acceptable, including but not limited to kissing, hand-holding, hugging and inappropriate language or touching, etc. Scholars will be subject to the school's *Accountability Process* for such behavior. Paradigm is not "anti-love" or "anti-boyfriend/girlfriend", the school simply determines that school is not the appropriate time and place for such displays which can be reserved for other times and places.

Search and Seizure
As authorized, Paradigm reserves the right to have school administrators search at any time, any property that a scholar brings onto school property, including backpacks, technological devices (including cell phones), vehicles, or purses, etc. when there is probable or reasonable cause to investigate matters which may pose safety or disruptive concerns for the school or other scholars. Prohibited material, paraphernalia, devices or substances will be confiscated immediately. Law enforcement will be involved as needed.

Personal Electronic Devices
A personal electronic device includes, but is not limited to cell phones, audio devices, headphones, earbuds, laptops, e-readers, tablets etc.) Today's amazing technological devices can help enhance learning in the classroom; they can also pose significant distractions from the learning environment. Perhaps no distraction is greater than personal electronic devices in the classroom.

The school-wide policy regarding personal electronic devices is that the electronic device, including cell phones, headphones, earbuds, etc. are not to be seen or heard in class or during scheduled class time.

With the school's one-to-one Chromebook in place, there is no need for scholars to need or use personal electronic devices while at school during class time.

Some classrooms may be equipped with a receptacle or designated space where cell phones can be held during the entire duration of the class period, including when a scholar may leave the

classroom for a bathroom break, water break etc. Cell phones will be retrieved by scholars at the conclusion of the class period.

If classroom expectations are not met, scholars will be sent to the office to meet with a school administrator. Paradigm Schools is not responsible for the loss or damage of any personal items or devices.

Scholars may use electronic devices in hallways or in the lunchroom only during passing periods and their lunchtime.

Inappropriate usage of school or personal electronic devices at school during school hours is a serious offense. Many devices, especially cell phones, have been linked to cheating at school, exchange of pornographic or inappropriate content, and bullying. Such activities are prohibited at Paradigm. Scholars are expected to report any such behavior to an administrator. Law enforcement will be involved as needed. Misuse of an electronic device on a school or personal electronic device may be subject to the Accountability Process (see *Accountability Process*).

The misuse of a personal electronic devices may also result in the device being held at the school until a parent can come to retrieve it and meet with a school administrator.

Texting at school is not allowed during class time. Parents are expected to support this policy by not calling or texting their scholar during class time and by encouraging their scholar/s to support this rule. If parents or scholars need to communicate, they may use the scholar phone in the office for this purpose, or parents may call and leave a message for the scholar with the Front Office.

Any exceptions for the use of personal electronic devices during class time (*including, but not limited to, cell phones, audio devices, headphones, earbuds, laptops, e-readers, tablets etc.)* must be addressed and arranged with school administration through a formal process before permission is granted.

Personal Electronic Device Expectations

Personal electronics are NOT to be seen or heard during class time

This includes, but is not limited to cell phones, audio devices, headphones, earbuds, personal laptops, e-readers, tablets, etc.



What happens if I don't follow this expectation?

STEP 1:
My mentor will keep it for the class period
(Possible Time in Bored Room)

STEP 2:
The office will keep it for the day
(Time in Bored Room)

STEP 3:
The office will keep it for the day and my parent/guardian has to pick it up
(Behavior Contract)

STEP 4:
A parent/guardian meeting will be scheduled with Administration
(School Suspension)

***Admin discretion may be applied to skip steps if necessary**

We learn and focus best when our distractions are put away and we give our full attention to our mentors and classmates

School-Issued Chromebooks

Paradigm Schools provides its scholars with a school issued Chromebook that is to be used for educational purposes in the classroom and at home. Scholars are also issued a Paradigm account to log into their Chromebook and Canvas login. For more detailed information, please see the *Chromebook and Computer Acceptable Use Policy* provided at the time of school registration and in this policy handbook.

Artificial Intelligence (A.I.) Use Policy

Purpose and Philosophy

This policy governs the ethical, secure, and educational use of Artificial Intelligence (A.I.) technologies at Paradigm Charter School, while honoring the liberal arts and our classical education.

In keeping with our tradition of cultivating wisdom, virtue, and critical thinking, any A.I. application within the school will be used to *support* human intellect—not replace it.

The comparison to the use of calculators is most helpful for adapting to the use of A.I. within the school. Like, calculators, A.I. can assist and support learning while also keeping us connected and informed to usage outside of the school in the world around us.

The two main areas of concern and attention within the school regarding scholar usage of A.I. for school work centers on:

1) **Actual Learning**
   Actual learning and acquisition of skills and standards by the scholars. "We want to know that you can use a calculator AND be able to compute without one." It is the same with A.I.

2) **Plagiarism/Academic Integrity**
   Scholars are still expected to follow proper citation rules and not present work that is not theirs, as their own.

Scope

This policy applies to all students, faculty, staff, and administrators who interact with A.I. tools in any academic, administrative, or extracurricular capacity, whether on school devices or personal devices used for school-related purposes.

Guiding Principles

1. Human-Centered Learning:
   A.I. must serve as a tool that enhances—not diminishes—the role of human judgment, reasoning, and moral formation central to the liberal arts tradition.
2. Academic Integrity:
   The use of A.I. must respect the principles of honesty, originality, and responsibility. Using A.I. to complete assignments without acknowledgment or permission constitutes plagiarism.
3. Privacy and Security:
   All use of A.I. tools must comply with the Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and other relevant laws. Student data must be protected with the highest standard of care.

Acceptable Uses of A.I. for Scholars on Classwork

Mentors will determine and provide clear instructions per assignments on the following uses of A.I. technologies include, but are not limited to:

- Drafting outlines or generating ideas for essays, (with Mentor approval).
- Practicing problem-solving with tutoring-style A.I. tools, (with Mentor approval).
- Language learning support e.g., grammar correction or translation practice, (with Mentor approval).
- Research assistance and summarization of credible academic materials, (with Mentor approval)
- Helping students with accessibility needs e.g., speech-to-text, text-to-speech, (with Mentor approval).

All Acceptable Uses Must:

- Be approved by the Mentor, instructor or supervisor.
- Be transparently disclosed in submitted work if A.I. assistance was used according to Mentor instructions and expectations.
- For specific approved educational purposes

Prohibited Uses of A.I.

Unacceptable uses include:

- Submitting A.I. — generated text as one's own without attribution or proper citation.
- Using A.I. to bypass assigned readings, analyses, or compositions.
- Automating academic dishonesty (e.g., writing essays, solving homework).
- Employing A.I. tools that collect or share sensitive student data in violation of FERPA.
- Generating harmful, discriminatory, or unsafe content.
- Using A.I. in a way that promotes bias, misinformation, or malicious or misleading manipulation.

Student Responsibilities

- Always seek teacher approval before using A.I. tools for assignments.
- MUST submit school work through the school's approved systems, software, or methodologies for A.I. detection.
- Clearly disclose A.I. — assisted work (e.g., "Portions of this draft were generated using ChatGPT for idea brainstorming" - for coursework that a Mentor has approved A.I to accomplish).
- Refrain from over-reliance on A.I.—students are expected to demonstrate original thought, mastery, skill acquisition, and their own critical thinking.

Faculty Responsibilities

- Clearly communicate expectations for A.I. use in syllabi, disclosures forms and assignments.
- Provide guidance on appropriate, ethical A.I. use.
- Evaluate student work for originality and encourage authentic engagement.
- Stay informed about current A.I. technologies and data privacy risks.

Data Privacy and FERPA Compliance

- All A.I. tools used must comply with FERPA and local data protection laws.
- Teachers and staff must not input student names, grades, or other P.I.I. (Personally Identifiable Information) into A.I. tools unless the tool has been vetted and approved by school administration.
- Students and parents must be informed about any A.I. tools used for instruction.

Safety and Security

- A.I. tools must be evaluated for security risks before being introduced.
- The school will implement safeguards to prevent unauthorized access to A.I. systems.

- Any data breaches involving A.I. systems must be reported immediately in accordance with the school's data breach response plan.

Enforcement and Consequences

Violations of this policy will be treated as academic dishonesty or misconduct, and may result in:

- Grade penalties and/or assignment resubmission and/or loss or class or school credit
- Disciplinary actions as outlined in the School's Scholar Accountability process and Policy Handbook.
- Loss of privileges to use A.I. tools on school devices or networks and/or loss of privilege to use school devices, including chromebook.

Review and Updates

This policy will be reviewed annually by the school's academic leadership team to reflect developments in A.I. technology, educational best practices, and legal requirements.

Paradigm maintains that when used wisely, A.I. can enhance the pursuit of virtue and what is "true, good, and beautiful". This policy ensures that we harness these tools in a manner consistent with our mission and moral and ethical responsibilities.

Hallways

Scholars are expected to be in their assigned class during their scheduled class time. Other than using the restroom or getting a drink of water, scholars are not to be found wandering in the hallways, congregating with other scholars in the hallways, or visiting or interrupting other classes.

When scholars need to visit the front office, they are expected to visit before school, during passing periods, during lunchtime, after school, or when called to the office for a specific scheduled appointment, and not visit the office during class time.

Only one scholar may leave class at a time and make sure that the mentor knows they have left class. Scholars are expected to write their name on the white board along with the time the scholar is leaving the classroom. Each classroom will be supplied with a hall-pass to facilitate this expectation. Hall passes must be visible while scholars are in the hallways. The hall-pass will correspond with the floor the classroom is in. The first floor will have one type of hall-pass, the second floor will have another.

Scholars found in the hallways during class time frequently or excessively or without a hall-pass, will spend time in the Bored Room until the issue is resolved.

School Bathrooms

Staff and Faculty are to use the designated faculty bathrooms and not enter the youth bathrooms or youth locker rooms, except for cases of emergency or immediate safety concerns as reasonable, with notification to school administrators.

Youth bathrooms are to be used by the scholars. Scholars are expected to use the bathroom on the floor where their current class is in session (first floor classes use first floor bathrooms, second floor

classrooms use second floor bathrooms, and classes in the gym or stage use the locker-room bathrooms.)

In the event that a scholar wishes to utilize a bathroom or locker-room that does to correspond with his/her biological sex as indicated in official school records, the scholar is expected to utilize one of the school's gender neutral bathrooms. Questions, concerns, or requests, can be addressed by the scholar's parents with school administrators.

Classroom Distractions

Other items including toys, stuffed animals, props, musical instruments, games, gadgets, costumes, electronic toys or devices, etc. can be a distraction in the school environment when used at an inappropriate time and place. Such items are not allowed in any class and may be held in the office to be returned after school. Exceptions may be extended for special needs as included in IEP or 504 plans, or upon request and arrangements between families and the school. No using class time for drawing or marking the body, clothing, or property of self or others in accordance with the School Dress code to have: No pen, pencil, marker, or pain drawings or markings on the face or body while at school.

Chromebook and Computer Acceptable Use Policy

Computer and Internet resources can greatly enhance leadership education. Paradigm School's Acceptable Use Policy is designed to ensure that network security and integrity are maintained and that scholars understand the responsibility that accompanies the privilege of using computer resources at Paradigm. Parents/guardians are strongly encouraged to read and discuss this Acceptable Use Policy with their child, as found in school registration materials.

Eligibility

After having signed the Acceptable Use Policy, the scholar may be issued an individual username and password, required for accessing Paradigm computer resources. Eligibility granted by this agreement will extend for the duration of the scholar's enrollment at Paradigm, provided the scholar adheres to the Acceptable Use Policy. Scholars will be educated about appropriate online behavior; including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response in their required Computer Tech/ Digital Studies classes.

Chromebooks

Paradigm will issue a school Chromebook to each scholar to be used at school and/or at home for school purposes. Chromebook are the property of the school and as such, Paradigm reserves the right to provide instruction, policies and expectations about their usage and misuse.

School Chromebooks and computers are to be used only at the discretion of the Mentor and not for personal use. School Chromebooks are expected to be brought to school each day by the scholar(s). Scholars are expected to charge their assigned Chromebook at home each night and bring the Chromebook to school fully charged for usage at school. Chromebook chargers do not need to come to school each day. School Chromebooks are to be kept away

until and unless a Mentor requests and provides permission for the Chromebook to be used for a specific class activity.

Chromebooks may be taken home for use on school work. Families may choose for their scholar(s) to not bring a Chromebook home. The school Library will hold and charge Chromebook not taken home to be checked out by the scholar/s as may be needed if the family chooses less frequent access to the assigned Chromebook.

Chromebooks will be assigned and distributed at the start of each school year and will be returned to the school at the end of each school year or upon unenrollment from the school.

Monitoring Usage

School personnel will be granted access through computer software to monitor usage on school computers and school Chromebooks. Such software will allow school personnel to block, limit, and view activity on school computers and/or Chromebooks. Frequent or serious infractions to the school "Acceptable Use Policy" will result in loss of school computer and/or school Chromebook accessibility.

Acceptable Use

Computer resources are intended for school-related purposes only. Acceptable use is that which is consistent with the standards, policies, codes of conduct, educational objectives and mission statement of Paradigm High School. Prohibited uses are detailed in the *Acceptable Use Policy for Computer Resources* Contract found in school registration materials and the school's website. Paradigm staff maintains the right to inspect scholar files and to monitor computer activity as deemed necessary.

Consequences

The use of Paradigm High School computer resources is a privilege, not a right. This privilege can be suspended or revoked at any time at the discretion of Paradigm School Administration and/or the scholar's parent/guardian. The scholar will be subject to disciplinary action immediately, according to Paradigm Policy, for any major violation of the Acceptable Use Policy, or any applicable local, state, or federal law, and is subject to disciplinary action, including revocation of computer resource privileges, suspension or expulsion from school, and /or legal prosecution.

Disclaimer

Paradigm reserves the right to change the Acceptable Use Policy as needed. Paradigm is not responsible for any unauthorized use of a Paradigm Schools' computer or Chromebook resource. Paradigm cannot guarantee availability or functionality of computer resources, and is not responsible for loss of data due to system failures.

Head Injury Policy

Paradigm seeks to provide a safe return to activity for all students following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed students are identified, treated,

and referred appropriately, and are fully recovered prior to returning to activity.

Definitions

a. "Agent" has the same meaning as described in Subsection 26-53-102(1), (encompassing anyone involved in organizing, managing, or sponsoring athletic activities, including coaches, teachers, and volunteers).
b. "Free play" means unstructured student play, games, and field days during school hours.
c. "Head injury" means any injury to the head not described in Subsection 26-53- 102(6), including a mild bump.
d. "Physical education class" means a structured school class that includes an adult supervisor.
e. "Sporting event" has the same meaning as described in Subsection 26-53- 102(5), (refers to organized athletic activities, including those in physical education classes and/or official school sport team practice and games).
f. "Traumatic head injury" has the same meaning as described in Subsection 26- 53-102(6). (includes injuries to the head arising from blunt trauma, an acceleration force, or a deceleration force, with one of the following observed or self-reported conditions attributable to the injury: transient confusion, disorientation, or impaired consciousness; dysfunction of memory;loss of consciousness; or signs of other neurological or neuropsychological dysfunction, including: seizures; irritability; lethargy; vomiting; headache; dizziness; or fatigue.

Students suspected of sustaining a concussion or traumatic head injury

a. Any student who is suspected of sustaining a concussion or a traumatic head injury must be removed from the activity, including any sporting event.
b. Students removed from the activity or sporting event are prohibited from continued participation until the student is evaluated by a trained qualified health care professional.
c. In order to return to full activity, a student must have a written statement from a trained qualified health care provider clearing the student to resume participation in a sporting event.

Staff training

a. All Paradigm agents, including coaches and physical education teachers, will receive training about concussions and traumatic head injuries, as well as appropriate responses to suspected head injuries, consistent with the law.

Parent notification

a. Paradigm will notify annually parents of students who participate in sporting events of Paradigm’s traumatic head injury policy.
b. If a student is reported to have experienced a head injury during school hours or a school-sanctioned activity, Paradigm will notify the parent.

A Positive Social Environment

Everyone at Paradigm High School is expected to understand and behave according to the School Values (See *School Values*) during school hours, school events, and extracurricular activities. The following rules, expectations, and policies explain expected behavior.

Scholar Government
The scholar government is made up of elected and selected scholars. The purpose of the scholar government is to plan and carry out scholar activities, be examples of model scholars and lead scholar service efforts in the school. These scholars will work closely with their Mentor advisors, school administrators and with parents. A scholar in the scholar government must be in good academic and behavioral standing, meaning he/she must be passing all classes and must not have any behavior or attendance issues.

Paradigm Language
"Paradigm Language" means more than the absence of negative, obscene, profane, foul, offensive or vulgar language (see *Inappropriate Language*). It also means the presence of positive and elevating language. Paradigm's culture expects that we say "Please", "Thank you", "You're Welcome", and "Good morning", for example. We also offer genuine praise, encouragement, and compliments.

Assemblies
Paradigm holds assemblies regularly, where guest speakers are invited to come and speak to scholars and where scholars are given a platform to display their work and achievements in "Scholar Showcase" assemblies. Scholars are expected to behave respectfully during these assemblies. Any misbehavior during assemblies will be dealt with according to the school's *Accountability Process* (See *Accountability Process* and *Assembly Schedule)*. Guests' views are their own and Scholars are expected to entertain content in an interpretive lens and in the spirit of engaging in the "Great Conversation of Ideas".

Personal Agenda
No person is allowed to use the school as a vehicle for his or her personal agenda or personal interest/s. There will be one bulletin board at school designated for the advertisement of off campus events or activities, including community events. Any flyers, petitions, posters, solicitations, or any other informational advertisement to be posted on this "Off-Campus Activities" bulletin board, must be approved and receive signed initials by the School Director or another administrator in his/her absence.

Additionally, any protests, signed petitions, individual or group efforts to effect change within the school, other than through the established procedures to do so, will not take place at school and/or during school hours. Mentors will not share personal views or opinions as part of class instruction. Mentor's personal views must not be included as part of class assignments or assessments. Mentors are expected to follow and adhere to approved instructional material.

Flags, symbols, slogans, representing causes, organizations, movements, or communities that exist in our society but not officially sponsored or organized by the school are not to be displayed within the school, on clothing or accessories while at school, or in the classroom by any member of Paradigm (scholar or employee.) Exceptions are allowed for 1) specific class presentations by an employee or scholars, if the item is directly relevant and essential to a specific class assignment or approved curricular instruction, and 2) the flag of the United States of America as designated by law to be displayed at school and in every classroom.

The School exerts great effort to eliminate segregation within the school into smaller groups, cliques, or communities based on external societal categories or influences, or individually identifying factors or characteristics other than that of "human", "scholar", and "Paradigm Patriot". However, the school strongly encourages that all scholars engage civilly, intelligently, and passionately in worthy causes outside of school in our neighborhoods, communities, and in society at large in thoughtful, respectful considerate, and articulate ways, to "accept our shared responsibility to create a free society and a better world."

Discussing Sensitive Topics at Paradigm

As a liberal arts school, Paradigm encourages discussion and comparison of many different topics, which often bring out the scholars' personal belief systems. We set the ground rules of our discussions to invite our scholars and mentors to respect different belief systems, and to discuss potentially difficult topics in a respectful and professional manner. Our scholars and mentors come from many different religious, political, and cultural backgrounds, and we value the views of each.

Thus, to facilitate great discussions in a classical and liberal arts way, Paradigm does not gloss-over or dilute references to beliefs or religions out of the curriculum or school and class discussions. Therefore certain words, terminology, or references that may no longer be applicable or appropriate today by current social standards and acceptance may appear in writings or content of the past (for example the presence of the N-word, swastikas, anti-semtic sentiments). Paradigm's usage of classic and original sources that contain outdated or offensive views does not promote or condone those points of view but does seriously and sincerely provide an opportunity to examine the past in the spirit of understanding the progress of the "great conversation of ideas". We cannot "seek the true, the good, and the beautiful" without also encountering and examining by comparing and contrasting "the untrue, the bad, and the ugly".

Scholars are free to refer to their core beliefs, their core books and teachings, and are taught to respect others' beliefs as well. This practice has proven to encourage unity and understanding within the school.

Being able to understand and respectfully discuss one's own and others' beliefs is one of the hallmarks of the "great conversation of ideas."

Religion and Spirituality at Paradigm

Charter schools are public schools, and as such are not sponsored by, and do not promote any specific religious organization. Paradigm does however, recognize the spiritual aspect of humanity and the fact that people make their decisions and choose their behavior according to the particular belief system upon which they are founded. Equally important is the

recognition that it is impossible to study the great ideas from the millennia of the world without discussing religious and spiritual views. These ideas should be recognized as ideas with impact on society.

Mentors must take care not to promote one faith over another, and to represent ideas from many perspectives (i.e., if you are going to read from the Bible, also read from the Koran and the Torah, etc.) For more information on how the Utah law respects religious expression and heritage in the classroom, read from the Utah Law – 53A:13:101-109. Mentors shall also not initiate discussions based on personal religious beliefs or include personal religious beliefs into lesson plans, course work, or assessments. However, if asked by a scholar, a mentor may share personal religious beliefs in response to a direct question, preferably outside of class, or during class if clearly delineated as to *not* be part of the class course work or curriculum.

Additionally, Paradigm encourages scholars to write their personal mission statement/s according to their own belief system, to bring and refer to their core books, and to develop their talents and abilities toward contributing to society according to their conscience.

Paradigm also supports, teaches, and upholds the constitutional and founding history of the United States, including the Pledge of Allegiance, the National Anthem, and the United States' motto "In God We Trust". We use original documents to teach our subjects, including history, which often refer to religion. We discuss the cause and effect of many life factors, including religions. This is in keeping with the Utah law on religious beliefs in school, which states:

1. Any instructional activity, performance, or display which includes examination of or presentations about religion, political or religious thought or expression, or the influence thereof on music, art, literature, law, politics, history, or any other element of the curriculum, including the comparative study of religions, which is designed to achieve secular educational objectives included within the context of a course or activity and conducted in accordance with applicable rules of the state and local boards of education, may be undertaken in the public schools.
2. No aspect of cultural heritage, political theory, moral theory, or societal value shall be included within or excluded from public school curricula for the primary reason that it affirms, ignores, or denies religious belief, religious doctrine, a religious sect, or the existence of a spiritual realm or Supreme Being. *(**53A-13 101.1**. Maintaining constitutional freedom in the public schools.)*

Scholars may request "Release Time" for religious study as a part of their school studies, and parents or religious organizations may form groups to teach religious instruction of their choice off-campus. Parents are responsible for transportation to and from this instruction period.

In regards to prayer in school, school employees are not to initiate or organize group praying with scholars. Scholars may initiate and organize prayer at school.

Political and Social Issues

Relevance is one of the foundational pillars of Paradigm Schools. What is learned becomes meaningful when applied to present day context and circumstances. As such, current events, including political and social issues of our day, may become part of class discussions as they relate to the themes and principles drawn from classics and original sources.

Thus, to facilitate great discussions in a classical and liberal arts way, Paradigm does not gloss-over or dilute references to political or societal ideologies out of the curriculum or school and class discussions. Scholars are free to refer to their core beliefs, their core books and teachings, and are taught to respect others' beliefs as well. This practice has proven to encourage unity and understanding within the school. Being able to understand and respectfully discuss one's own and others' beliefs is one of the hallmarks of the "great conversation of ideas."

Charter schools are public schools, and as such are not sponsored by, and do not promote any specific political party, platform, or candidates. Mentors must take care not to promote one political ideology over another, and to represent ideas from many perspectives (i.e., contrasting political views, political debates, differing social views, etc.) While sensitive topics may be discussed generally as part of class curriculum, Mentors shall also not initiate discussions based on personal political beliefs or personal beliefs on social issues, or include such personal beliefs into lesson plans, course work, or assessments. However, if asked by a scholar, a mentor may share personal political beliefs or personal beliefs on social issues, in response to a direct question, preferably outside of class, or during class if clearly delineated as to *not* be part of the class course work or curriculum.

Additionally, Paradigm encourages scholars to write their personal mission statement/s according to their own belief system, to bring and refer to their core books, and to develop their talents and abilities toward contributing to society according to their conscience.

Scholar Privacy and Personal Information

Mentors are not to survey or solicit responses regarding scholars' personal belief systems, including religious, political, family structures, personal health or medical matters, or personal self-identity characteristics. Scholars may self-disclose these described personal matters, with consideration for appropriateness, essentiality, and relevance to the course work in class.

"School personnel is prohibited from conducting or administering to any scholar (verbally, in written form, casually, or formally), psychological or psychiatric examination, test, or treatment, or any survey, analysis, in which the purpose or evident intended effect is to cause the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's (Utah Code 53E-9-203):

(a)	political affiliations or, except as provided under Section 53G-10-202 or rules of the state board, political philosophies;

(b)	mental or psychological problems;

(c)	sexual behavior, orientation, or attitudes;

(d)	illegal, anti-social, self-incriminating, or demeaning behavior;

(e)	critical appraisals of individuals with whom the student or family member has close family relationships;

(f)	religious affiliations or beliefs;

(g)	legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and

(h)	income, except as required by law.

Prayer in School

Scholars have the right to initiate and conduct prayer in school individually or in groups. School personnel must not initiate public prayer in school but may participate in prayer if initiated and/or invited by a scholar.

Extra-curricular Activities

Dances

The vision of Paradigm High School to create a "*constructive culture*" (see Mission Statement) includes school dances. We expect scholars to apply principles of leadership and the School Values (see School Values) in the planning, organizing, and attending school dances.

Scholars are expected to attend school dances dressed according to School Dress Code Expectations and in the prescribed dance attire for each specific dance, i.e., formal dress, semi-casual, etc. **Scholars not dressed appropriately will be asked to leave the dance**. Scholars will also be invited to leave dances for inappropriate, disrespectful or insubordinate behavior. Some dances are planned for Paradigm High School scholars only and some allow for the invitation of a guest. Guests are required to read and sign a **"Outside Guest Activity"** form which is considered a contract committing to follow school rules and expectations. The form must be submitted to the Front Office prior to the dance. It is the responsibility of the enrolled scholar to ensure that the guest understands and accepts the School Values. If the standards are not kept at or during the school dance, the guest and enrolled scholar may be asked or required to leave the activity immediately. The **"Outside Guest Activity"** form can be obtained online through the school's website: **www.paradigmschools.org**, or from the Front Office.

Clubs

Paradigm High School allows scholars the opportunity to form clubs, within defined parameters. Scholars who wish to form a club must first find a mentor who will sponsor the club. The mentor must obtain approval from the front office before formally organizing the club. Clubs may be formed and approved only during the first three weeks of the school year.

Clubs will be approved based on how the club fulfills the mission statement of the school, and how it incorporates the school's three foundational pillars. All activities sponsored by the club must be in keeping with the School Values. If not, the activity may be canceled by an administrator or mentor, and the club may be given a warning of disbanding, or may be disbanded at once, depending on the severity and/or frequency of the infraction.

Clubs may only be formed on the basis of a school-oriented activity: for example, chess club, a sports club, or a journalist club. No club may be formed on the basis of personal issues such as sexual orientation, gender, or religion. Clubs will write by-laws outlining their purpose and practices, and how they fulfill the mission of the school as part of the approval process, and have them approved by a school administrator. Clubs may not meet during class time, but may meet before school, during lunch, after school or whenever the sponsoring mentor can arrange meeting times at the school. The sponsoring mentor must be present each time the club meets. Scholars are reminded that they are free to form clubs out of school affiliation on their own.

Sports/Athletics Program

Paradigm High School offers scholars the opportunity to participate in our organized intramural athletic teams or in one of the school's traveling sports teams. Sports teams are selected by interest and demand from the scholar body, the capabilities of our physical facilities and equipment, and by having a staff member willing to sponsor and coach a team. Fees, additional to the normal scholar fees, may be required to participate in a team to cover the costs of equipment and uniforms, rentals or referees etc. Participation in a sports team may include a tryout or entrance process.

In order to participate on a school sports team, a scholar must be in good academic and behavioral standing, not have any failing classes and must have no unresolved attendance issues or behavior issues.

School Wide Field Trips

Since our program incorporates hands-on learning, scholars will have the opportunity to participate in field trips throughout the year, both in their individual classes or as part of a school-wide field trip. Often, our school-wide field trips are organized on a first-come first-served basis. Parents will be informed about trips through email and through the school website and calendar: **www.paradigmschools.org** . No scholar will be allowed to participate in a field trip without a parent signature.

Parent Transportation for Field Trips

Parents may be asked to help transport scholars on field trips. Parents who transport scholars other than their own need to provide the school with a copy of their driver's license, insurance card, and Utah Motor Vehicle Record (MVR). Parents are also required to complete and pass a criminal background check. More information on this process can be found online through the school website. Scholars may not drive themselves or other scholar passengers to or from field trips.

OPERATIONS

Block Schedule

Paradigm is set up on a traditional yearly schedule. The school holds four block classes, 80 minutes each, and a lunch break in the middle of the school day. *A Days* are always on Mondays and Wednesdays and *B Days* are always on Tuesdays and Thursdays. Fridays are alternating *A & B Days and end earlier.* Please refer to the calendar on the website for the complete A/B schedule.

Daily School Schedule (Prep School & High School):

Paradigm Schools Bell Schedule
2025-2026

High School

Monday - Thursday		
	A Day (Mon/Wed)	B Day (Tues/Thurs)
8:00-9:20	A1	B1
9:25-10:45	A2	B2
10:50-11:30	KEDGE	KEDGE
11:30-12:10	LUNCH	LUNCH
12:15-1:35	A3	B3
1:40-3:00	A4	B4

Friday Schedule (A & B Day)	
8:00-9:00	A/B1
9:05-10:05	A/B2
10:10-10:30	KEDGE
10:35-11:35	A/B3
11:40-12:40	A/B4

High School Assembly Schedule (Monday-Thursday; No Kedge Time)	
8:00-9:15	A/B1
9:20-10:30	A/B2
10:30-11:45	Assembly
11:45-12:30	Lunch
12:30-1:40	A/B3
1:45-3:00	A/B4

Friday Assembly Schedule	
8:00-8:50	A/B1
8:55-9:45	A/B2
9:50-10:40	A/B3
10:45-11:35	A/B4
11:40-12:40	Assembly

Prep School

Monday - Thursday		
	A Day (Mon/Wed)	B Day (Tues/Thurs)
8:00-9:20	A1	B1
9:25-10:45	A2	B2
10:45-11:25	LUNCH	LUNCH
11:30-12:10	KEDGE	KEDGE
12:15-1:35	A3	B3
1:40-3:00	A4	B4

Friday Schedule (A & B Day)	
8:00-9:00	A/B1
9:05-10:05	A/B2
10:10-10:30	KEDGE
10:35-11:35	A/B3
11:40-12:40	A/B4

Prep School Assembly Schedule (Monday-Thursday; No Kedge Time)	
8:00-9:15	A/B1
9:20-10:30	A/B2
10:30-11:45	Assembly
11:50-1:00	A/B3
1:00-1:45	Lunch
1:45-3:00	A/B4

Friday Assembly Schedule	
8:00-8:50	A/B1
8:55-9:45	A/B2
9:50-10:40	A/B3
10:45-11:35	A/B4
11:40-12:40	Assembly

Arrival and Dismissal
Scholars may arrive no earlier than one half hour before school begins (7:30 am) and need to leave by one half hour after school ends (3:30 pm) unless other arrangements have been made with a mentor or administrator. Scholars may use the school phone to call their parents if needed. Scholars who remain on campus after 3:30 may be asked to wait for their parents off campus.

School Closures
Paradigm will often follow Jordan School District with regard to school closures due to inclement weather or emergencies. If school for the Jordan District is canceled, school will most likely also be canceled at Paradigm. Parents and scholars may receive this information between 6:00 – 8:00 am on local radio or television stations or through the school's notification system.

School closures will also be posted by 6:30 am on Jordan School District's website: jordandistrict.org. Since scholars come from all over the valley to Paradigm, parents are ultimately responsible for deciding whether the weather is too dangerous to come to school. Absences due to extreme weather conditions will not be included in the five absences before a loss credit.

Communication
Phone: 801-676-1018 Fax: 801-676-1036
Address: 11577 South 3600 West, South Jordan, UT 84095
Email: office@paradigmschools.org

The Front Office is open each school day from 7:30 am until 3:30 pm Monday -Thursday.
7:30 am until 1:30 pm Fridays.

The main mode of communication from the school to the families is through the Parent Square system, which includes email, text, phone and app options. The parents have a responsibility to make sure that the school has current contact information including mailing address, email address, and phone numbers. Parents are also responsible for informing the school if they are not receiving regular school communication and to check the website and their email frequently for school communication.

Final grades will be posted on the website at the conclusion of each semester.
Parents may call and leave messages for their scholars with the school secretary, but should not call or text scholars on cell phones during school hours.

Parents or scholars may make appointments to speak with any member of the faculty. Mentors are available one-half hour before and after school hours every school day. Conferences with administrators may be set up by making an appointment through the secretary.

Email is the preferred method of communication, and email addresses for each staff member and administrator may be found on the website. There is also a message center with voicemail for each administrator, secretary, and mentor which can be reached by dialing the school at 801-676-1018.

Parent Involvement

Paradigm honors parents as primary educators for their children. Paradigm is a resource for families to achieve the educational goals of the family. Parent involvement regarding the education of their children at Paradigm is not only encouraged but essential for success of both the school and the family. Mentors are expected to provide clear communication with parents about course work, scholar progress, and scholar concerns, through Canvas, email, phone calls, and/or parent-Mentor conferencing. Parents are expected to reach out directly to individual Mentors regarding question concerns, specific needs or requests, regarding the educational experience of their scholar.

Parent Volunteers

Our view that parents have the primary responsibility and privilege to educate their children requires and encourages strong parental involvement. This involvement is vital to the success of any scholar's education, and also the success of any charter school. Every family is encouraged to volunteer at **least** 4 hours per month **or** 30 hours per year to help the school. A list of volunteer opportunities can be found on the school website. Volunteer hours can include help from any family member, not only parents. Volunteer hours can be tracked and recorded through the school website or by email to the school Front Office: **office@paradigmhigh.org**.

While we prefer parent involvement through volunteering, we also accept monetary contributions to be donated in lieu of volunteer hours, $15.00 per hour.

Background Check

Every adult volunteer who will be in direct association with Paradigm scholars during school events or volunteering at the school is required to have obtained a background check through the Bureau of Criminal Investigation (BCI). Upon approval, volunteers are granted authorization to volunteer at the school. Some examples of volunteering that requires a background check are, but not limited to: providing transportation for school events, substitute teaching, assisting on campus, chaperoning events and activities etc.

Background Check Process

To complete a background check, volunteers must:

1. Obtain paperwork from the school's main office,
2. Pay the background check fee to Paradigm
3. Visit an authorized live-scan fingerprinting location as directed by the school. Volunteers are responsible to pay for the live scan fingerprints directly to the scan providers.
4. Provide a list of references for the school to call upon, in accordance with Utah *Code 53G-11-410*.

Once all steps have been completed the school director will receive notification from BCI as to whether the background check has been completed and cleared. If cleared, the school will notify the volunteer that he/she may begin volunteering. If not cleared, the school

director will meet with the volunteer to determine if the circumstances do not compromise scholar safety and may grant authorization to volunteer.

Clearance

Volunteering may not be authorized if the background check reveals any arrests or convictions of sex offenses, drug-related offenses, alcohol-related offenses, and/or offenses against the person under Title 76, Chapter 5, Offenses Against the Person.

Monitoring

The school will monitor BCI's updates. In the event of a change in clearance due to arrests or convictions the school may immediately suspend authorization for volunteering. Volunteers are responsible for notifying the school of any offenses and arrests that would change their status as approved volunteers, within 48 hours of the incident.

Confidentiality

The school shall ensure that when making final and administrative determinations and actions following any necessary investigations into BCI reporting, all matters will be handled confidentially. Only the school Director will have access to the BCI reporting site and information shared therein. The school director will only discuss BCI findings with the individuals involved only as necessary to protect the safety of our scholars, the school, and its personnel.

Parent Concerns and Grievances

There are TWO avenues for addressing parent concerns depending on the nature of the concern/s and whether the concern relates to a specific class or mentor, or a school related issue.

1) Mentor and Classroom Concerns

A parent who has a concern about a class or Mentor experience related to their own child is expected to follow the following steps in order:

STEP 1: Communicate with the scholar's mentor of the class where the parent has a concern. The Mentor and parent will discuss the concern/s and find resolutions together. If the concern/s is not addressed satisfactorily, or the nature of the concern is confidential or requires additional attention, the concern may move to STEP 2.

STEP 2: The parent may contact the Main Office to schedule an appointment to meet with the school counselor and/or the school community specialist and/or a school administrator, depending on the nature of the concern. The parent must set up a meeting through the school Front Office. If, after the meeting the parent feels that the concern has still not been addressed satisfactorily, the concern may move to STEP 3.

STEP 3: The parent may schedule an appointment to meet with the School Director to resolve any concerns.

Parent with a Mentor and/or Classroom Concern		
STEP 1	**STEP 2**	**STEP 3**
Parent meets with the Mentor/s	Parent meets with the school counselor and/or the school community specialist and/or a school administrator	Parent meets with the school Director

2) School and School Operations Concerns

A parent who has a concern about a school program, school wide policy, or school experience (not classroom or Mentor specific) related to their own child is expected to follow the following steps in order:

STEP 1: The parent may contact the Main Office to schedule an appointment to meet with the school counselor and/or the school community specialist and/or a school administrator, depending on the nature of the concern . The parent must set up a meeting through the school Front Office. If, after the meeting the parent feels that the concern has still not been addressed satisfactorily, the concern may move to STEP 2.

STEP 2: The parent may contact the Main Office to schedule an appointment to meet with the School Director to resolve any concerns. If the concern is not able to be resolved, the concern may move to STEP 3.

STEP 3: To report a concern to the Paradigm School Board please contact the Paradigm school board by email at boardchair@paradigmschools.org Once a concern has been received, it will be addressed at the next board meeting. The governing board will respond in writing to the parent.

Parent with a School and/or School Operations Concern		
STEP 1	**STEP 2**	**STEP 3**
Parent meets with the school counselor and/or the school community specialist and/or a school administrator	Parent meets with the school Director	Parent emails the Paradigm School Board: boardchair@paradigmschools.org

Visitors

Visitors are welcome at Paradigm by request and/or appointment only. All visitors (including parents) must sign in at the secretary's desk and wear a "Visitor" badge while on the school campus, including all school buildings and the school grounds. All visitors are expected to model the school values at all times and not disrupt the learning environment.

Scholar Guests "Shadows"
Scholars may have a friend or relative of middle school or high school age attend classes with them on campus ("shadow"). The purpose of this is to introduce prospective scholars to Paradigm prior to enrolling. Permission forms for shadow visits are available in the Front Office or on the website, and must be submitted for approval **one school day prior** to the date they will attend. No scholar may bring a guest without prior permission from the administration. Scholar guests must attend in *full Dress Code,* follow all school rules, and wear a "Visitor" badge while on campus.

No scholar guests will be allowed the final two weeks of either semester. No former scholars are allowed to shadow.

Lunch
Charter schools do not receive funding for food services. Scholars are invited to bring their lunches with them to school. Paradigm may choose to offer some food options through the scholar store.

Scholars may eat their lunch in the cafeteria or outside on school grounds. There is to be absolutely no food or drinks (except water in clear non-colored containers) in the hallways, or in the classroom without prior approval from the mentor.

Scholars in the high school *only* (grades 9-12) may also elect to leave campus and buy a lunch at another location. Paradigm is not responsible for scholars who are off-campus during lunch time. However, any behavior—even off-campus—which reflects poorly on the school will be subject to the *Accountability Process* (See *Accountability Process*).

Health Services and Wellness Policy
Paradigm prioritizes health and well being. In the case that a scholar feels ill while at school, the scholar will come to the main office. The school or scholar will first attempt to notify the parent or legal guardian; if the parent/legal guardian cannot be reached the school will contact other emergency contacts from the scholar's school record. In cases of health emergencies, the school may also notify emergency personnel, and administer aid in a manner that is deemed by the administration as best for the scholar. The scholar will wait in the scholar health room until the parent or legal guardian is notified to come and check-out the scholar from school. The school has first-aid supplies to assist with minor injuries.

The following is a helpful tool for parents to consider when their scholars is or has been ill:

WHEN CAN MY STUDENT RETURN TO SCHOOL?

Condition	Exclusion Non-Exclusion Criteria	Readmission Criteria
Colds, Sore Throat, or a Persistent Cough	• No exclusion required unless the scholar feels unwell or has a fever and/or scholar is unable to participate in routine school activities due to condition. • The scholar should be able to follow cough etiquette (cough in sleeve).	Fever free for 24 hours without using any fever-reducing medications & symptoms do not interfere with routine school activities.
Flu(Influenza)Types A and B	• No exclusion required unless the scholar feels unwell or has a fever and/or scholar is unable to participate in routine school activities due to condition.	Fever free for 24 hours without using any fever-reducing medications.
Temperature/Fever	• Exclude for a temperature/fever = or > 100.4oF (38oC)	Fever free for 24 hours without using any fever-reducing medications.
Vomiting/Severe Abdominal Pain	• Exclude at first symptom.	Symptom free for 24 hours.

Sick Day Guidelines for Parents

SHOULD I KEEP MY SCHOLAR HOME OR SEND HIM/HER TO SCHOOL?

School policy (and state law) requires a child stay home if he or she:

- Has a fever of 100.0° (degrees) or higher
- Has been vomiting or has had diarrhea
- If s/he is coughing or sneezing often because this spreads the sickness to others
- Has symptoms that interfere with participating in school, such as:
    - Very tired or poor appetite

- A headache, body aches, or an earache
- A sore throat—a little sore throat is ok for school, but a bad sore throat could be strep throat, even if there is no fever. Other signs of strep throat in children are a headache and stomach upset, or rash. Call your doctor if your scholar has these signs. A special test is needed to know if it is strep throat

Remember the 24-hour Rule!

- FEVER: Keep your scholar home until his or her FEVER has been gone WITHOUT medicine for 24 hours. Colds can be contagious for at least 48 hours. Returning to school too soon may slow recovery and make others sick.
    - If your scholar has been sent home with a fever, they cannot return the next day.
- VOMITING OR DIARRHEA: Keep your scholar home for 24 hours after the LAST time he or she vomited or had
- ANTIBIOTICS: Keep your scholar home until 24 hours after the FIRST dose of antibiotics for anything like an ear infection or strep

For more information, or if you have questions, contact the Main Office.

Medication Administration

In order to administer medication, the school needs permission from the scholar's parent or guardian. If your scholar needs medication periodically or consistently, please fill out the medication form found at the secretary's desk, and provide medication marked with the scholar's name and dosage instructions to be kept at the school. Otherwise, medication will only be given on an emergency basis, such as for a bee sting reaction. Scholars are permitted by law to carry and self-administer medication for the following 3 medical reasons:

1) Severe allergic reactions, such as Epi-pen
2) Asthma such as personal inhalers
3) Diabetes such as insulin regulating meds

Parents must still submit a medication form and an Emergency Action Plan with the office for these three medical exceptions.

Any scholar with a chronic health condition must have an individual healthcare plan (IHP) and/or Emergency Action Plan (EAP) kept in the Main Office.

School personnel who administer medication to students in good faith and in substantial compliance with the Medication Authorization Form signed by the health care provider are not liable, civilly or criminally, for any adverse reaction suffered by the student as a result of taking the medication or the school's discontinuing the administration of the medication under these guidelines.

Additional Medication Guidelines

Naloxone/Narcan Policy

Administration of Opiate Overdose Medication - Narcan (naloxone) may be lifesaving in the event of a drug overdose while at school.

For this regulation, the following definitions apply

1. “Opiate antagonist” means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration for the diagnosis or treatment of an opiate-related drug overdose.
2. “Opiate-related drug overdose event”: means an acute condition, including a decreased level of consciousness or respiratory depression resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a personal would reasonably believe to require medical assistance.

Narcan (naloxone) Administration

1. A school is an organization in a position to assist an individual who is at increased risk of experiencing an opiate-related overdose event (See, Utah Code §26-55-107).
2. Narcan (naloxone) is an opiate antagonist medication for the diagnosis or treatment of an opiate-related drug offense.
3. Narcan (naloxone) may be administered to any person exhibiting the signs and symptoms of an opiate-related overdose event in the school or on school grounds, including respiratory depression or slow respirations (apnea) and unresponsiveness to stimuli (such as name calling or shaking).
4. A person (other than a healthcare facility or health care provider) that acts in good faith to administer an opiate antagonist to an individual whom the person believes to be experiencing an opiate-related drug overdose event is not liable for any civil damages for acts or omissions made as a result of administering the opiate antagonist.
5. School nurses will provide required training in proper administration of Narcan (naloxone), proper storage, and emergency follow up procedures.
6. Each school is required to have a minimum of 2-3 school personnel trained in the administration of Narcan (naloxone).

Epinephrine

Paradigm will have and maintain Epinephrine/”Epi-pens” to administer in emergencies when applicable due to severe allergic reaction with the risk of Anaphylactic shock. Designated school staff will be trained to administer epinephrine as need may arise. Parents must give the school permission on their scholar’s medical form to administer the stock Epi-pen if their child does not have their Epi-pen with them already.

Lost Items

Scholars and staff are encouraged to leave valuables at home. Paradigm cannot be responsible for lost or stolen personal items. Any valuables that are found should be turned in to the Front Office. Other items may be found in the lost and found bins. Unclaimed items will be cleaned out periodically.

Transportation
Paradigm acknowledges that equitable access to educational programming requires consideration of transportation needs for all scholars, including those with disabilities. As a Utah public charter school, Paradigm does not receive state funding for general student transportation; therefore, transportation to and from school is the responsibility of parents and guardians, except as otherwise required by law.

To mitigate potential transportation barriers and support equitable access, Paradigm implements the following measures:

1. **Carpool Facilitation:**
   Paradigm encourages families to participate in voluntary carpool arrangements. Upon request, the school provides a carpool contact list to assist families in coordinating transportation.

2. **School Location and Public Transit Access:**
   Paradigm's campus in South Jordan was selected to maximize accessibility for the surrounding community. Demographic data indicate a significant population of school-aged children residing within walking distance of the school. Public transportation routes are accessible in close proximity to the school campus.

3. **Collaboration with Families:**
   For families unable to walk or utilize public transportation, Paradigm works collaboratively with parents and guardians to identify reasonable transportation options, including carpools, public transportation passes, and available community-based transportation resources. Paradigm does not guarantee transportation outside of legal requirements.

4. **Transportation for Scholars with Disabilities:**
   Paradigm complies with all applicable state and federal laws governing transportation for students with disabilities, including the Individuals with Disabilities Education Act (IDEA). Transportation services are provided as a related service when required by a scholar's Individualized Education Program (IEP) to ensure access to a free appropriate public education (FAPE).

5. **Articulation and Shared Transportation Agreements:**
   Paradigm is actively exploring articulation agreements with three elementary charter schools serving younger grades. Subject to finalized agreements and operational feasibility, these partnerships may include shared transportation services, such as bus pick-up and drop-off at partner school sites to transport students to and from Paradigm during the school day.

Through these policies and practices, Paradigm maintains a transportation plan that supports equitable access, complies with state and federal requirements, and reflects responsible

stewardship of public funds.

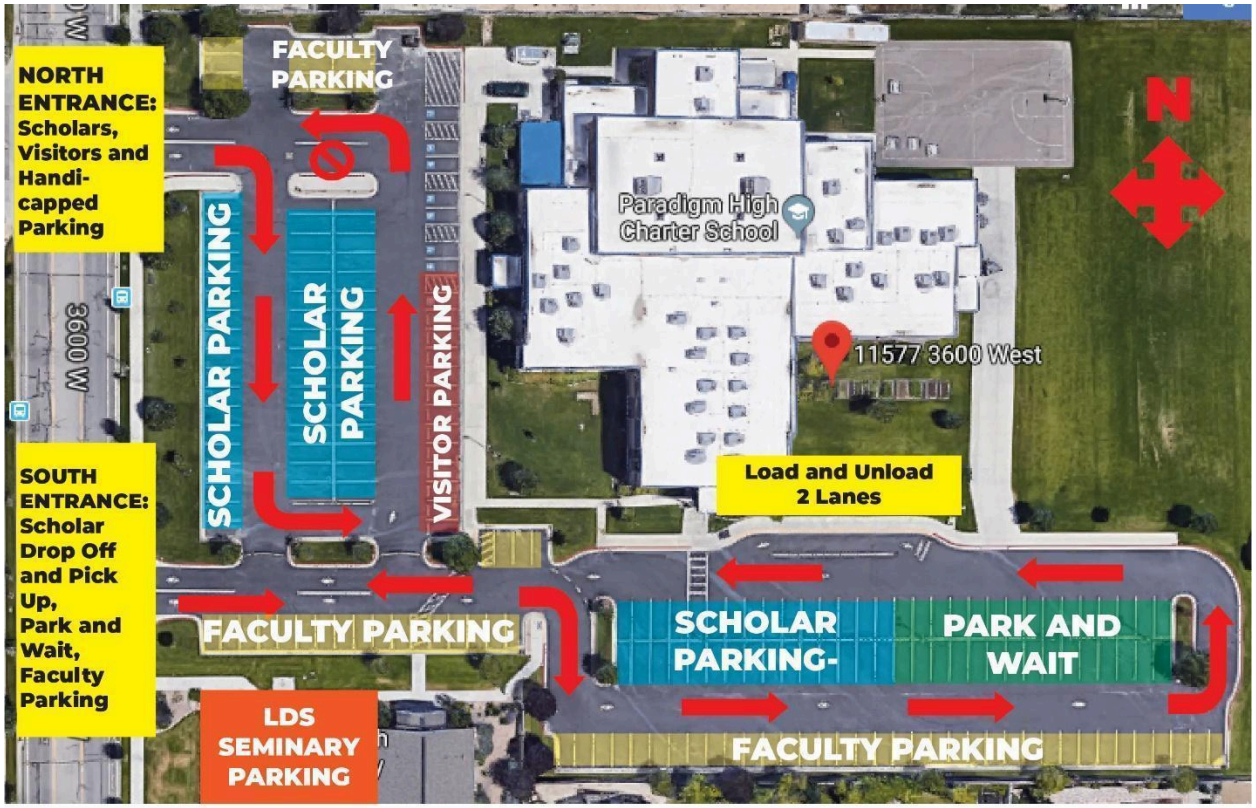
Scholar Parking

Scholars wishing to park at the school must purchase a parking permit from the school (See *Fees Policy*). The parking sticker must be posted in plain view on the rear windshield, and cars must be parked in the stalls designated for scholar parking. If a scholar car becomes a distraction at school, or if the scholar violates any of the driving policies, parking privileges may be revoked immediately.

Scholar Drop-off

Safety is of great concern to the administration at Paradigm. Please drive slowly (no more than 5 miles per hour), and carefully through the parking lot. Pull to the inside lane to drop off, leaving the outside lane to drive through.

School Parking Lot/Traffic Flow



Fees Policy

Like traditional public high schools, charter high schools may require parents and scholars to bear many of the expenses that are considered beyond the ordinary costs of education. Fees may be charged for conveniences such as clubs, travel, extracurricular activities, field trips, or materials and supplies needed for specific courses.

Notification to Families of Fee Waiver Rights
All parents enrolling their child at Paradigm will be given the *School Fees Notice for Families of Students in Grades Seven through Twelve,* the *Fee Waiver Application (Grades 7-12),* and the *Paradigm Fee Schedule* as required by Utah State Law. Information will be given at registration in August or at the time of the child's enrollment.

Eligibility
A *Fee Waiver Application (Grades 7-12)* may be submitted for those scholars:

- Who are eligible based on household income levels (see Fee Waiver Application)
- Who are in state custody or foster care
- Whose families are receiving public assistance through FEP, TANF, or SNAP
- Who are receiving Supplemental Security Income (SSI) and the student has a qualifying disability
- Who are eligible under the McKinney-Vento Homeless Act
- Whose families are financially unable to pay because of exceptional financial burdens beyond the family's control; these determinations are made on a case-by-case basis by school administrators

Registration of Scholars Receiving Fee Waiver
Scholars who apply for or receive fee waivers will be allowed to register at the same time and in the same manner as would have been the case if waivers were not involved.

School personnel are prohibited from asking those eligible for fee waivers to consent to delayed or time payment plans or IOUs as alternatives to fee waivers.

Community Service in Lieu of Fees
Paradigm may allow a scholar to perform service in lieu of a fee, but service in lieu of a fee may not be required. A scholar who performs service may not be treated differently than other scholars who pay a fee. The service may not create an unreasonable burden for a scholar or parent and may not be of such a nature that is to demean or stigmatize the scholar. Scholars providing service to the school in lieu of fees must receive at least minimum wage. Assigned tasks will be a fair exchange of time for the fees waived and will be appropriate for the age and ability of the scholar. Paradigm shall transfer a scholar's service credit to another school upon request of the scholar.

Notification of Fee Waiver Status
The *Fee Waiver Decision and Appeal Letter* is used to notify an applicant about the outcome of a request.

Class Fees Subject to Waiver
Fees are waived for eligible scholars if a class is established or approved which requires payment of fees or purchase of materials, special clothing, tickets to events, etc. in order for scholars to participate fully and have the opportunity to acquire all the skills and knowledge required for full credit and highest grades.

Confidentiality of Documentation

Information submitted in connection with fee waiver applications, the names of persons who have or have not paid fees or made donations or contributions, and the names of persons who have applied for, received, or been denied waivers, are confidential. No school employee may make any statement to any person lacking both a right and a need to know, or post any list, regarding the payment or non-payment of a fee, contribution, or donation by any scholar, parent, or guardian (other than appropriate recognition given to a person or organization making a major contribution or donation).

Withholding Grades

Neither the school nor any mentor enhances, reduces, or withholds grades or credits, or withholds report cards or diplomas, or other official school records to enforce the payment of fees or donations. Our school pay permit the withholding of official copies of report cards, transcripts, or diplomas under Utah Code Section 53A-11-806 if fines or other charges for lost or damaged school property have not been resolved.

Approval Process

Families are required to submit the completed *Fee Waiver Application (Grades 7-12)* along with their most recent three pay stubs or the previous year's tax returns. Other documentation, as stated on the *Fee Waiver Application (Grades 7-12)* may also be submitted as proof, depending on how the applicant chooses to qualify.

If a family cannot produce the required documentation, the Director or School Fees Secretary will review documented special circumstances to approve fee waivers if the family does not meet standard guidelines.

The documentation will be reviewed and approved or denied by the Director or School Fees Secretary. While the documentation is being reviewed, all fees will be suspended until final determination has been made. The School Fees Secretary will notify the parent of approval or denial status through the *Fee Waiver Decision and Appeal Letter.*

Fee Waiver applications are to be turned in each school year to the School Fees Secretary and are due by October 15th of each year. Applications submitted after that date are subject to approval by the Director. A scholar may not collect fees or assist in the fee waiver approval process.

Appeal Process

If a family disagrees with their Fee Waiver Application decision, they have the right to appeal and may request a Notice of Appeal form from the front office. An appeal must be made within 10 days of receiving the *Fee Waiver Decision and Appeal Letter.*

Miscellaneous Fees

Fines are not fees, and cannot be waived. Fines may be charged for damaged school property, parking tickets, and other such items. Refundable deposits may be charged to ensure the return or replacement of loaned tangible items. Charges for class rings,

yearbooks, school pictures, monogrammed clothing, and similar items are not fees. They are optional purchases, and are not eligible for fee waivers. Charges for Concurrent Enrollment and Advanced Placement courses, and fees related specifically to college or post-secondary grades or credit are not subject to fee waivers.

Fundraising

A. Purpose

(1) The purpose of this policy is to establish Paradigm Schools policy and procedures governing the initiation, authorization, and review of all fundraising activities of the schools.

(2) This policy will be used to improve the physical and human resources of the school as well as improve the opportunity to draw in the wider school community and build relationships, while operating with practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws.

B. Scope

(1) This policy applies to all Paradigm Schools administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events. It is expected that in all dealings, school employees will act ethically and consistent with the school's ethical practices/training, the Utah Educators Standards, the Public Officers and Employees Ethics Act, and State Procurement law.

C. General Policy Statements for School-Sponsored Activities

(1) Fundraising is permitted within Paradigm Schools to allow the school to raise additional funds to supplement school-sponsored academic and co-curricular programs.

(2) "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, events, or activities that are authorized by Paradigm Schools that also satisfy one or more of the following criteria. The activity:

   A. Is managed or supervised by the school or school employee.
   B. Uses the school's facilities, equipment, or other school resources.
   C. Is supported or subsidized, more than inconsequently, by public funds, including the public school's activity funds or minimum school program dollars.
   D. Does not include non-curricular clubs specifically authorized and meeting all criteria of Utah Code 53-A-11-1205 through 1208.

(3) Paradigm Schools is committed to appropriate distribution of unrestricted funds and the management of fundraising to ensure that the educational opportunities of all students are equal and fair.

(4) Paradigm Schools is committed to principles of gender equity and compliance with Title IX guidance. The school reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation

of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

(5) All fees for school-sponsored activities must be properly noticed and approved by the Paradigm Schools Governing Board and are subject to fee waiver provisions in R277–407.

(6) Principals, consistent with school policy, have the responsibility to waive fees, if appropriate. Individual teachers, coaches, advisors, etc. do not have the authority to waive board-approved fees.

(7) Annually, each school division, department, or program will review all planned camps, clinics, activities and fundraisers and determine those designated as school-sponsored. Those not designated as school sponsored will follow the guidelines in Section E.

(8) All monies raised through fundraisers for school-sponsored activities are considered public funds. The school is ultimately responsible for the expenditure and allocation of all monies collected and expended through student and school organized fundraising.

(9) The collection and expenditure of money associated with fundraisers for school-sponsored activities will comply with the Paradigm Schools cash-receiving and disbursement policies.

(10) School-sponsored activities must comply with all fee approval and fee waiver provisions established in the Utah Code and Utah State Board of Education rules. Schools may be responsible for providing student transportation for these activities.

(11) Properly approved school-sponsored activities may:

A. Use the school's name, facilities, and equipment.

B. Utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser.

C. Be insured under the school's risk management policy or general liability insurance policy.

D. Provide additional compensation or stipends for employees with the approval of the director or immediate supervisor and under payroll policies.

(12) Authorization and supervision of fundraising for school-sponsored activities:

A. Fundraising shall be approved in writing, prior to the activity, by the director or applicable assistant and supervised by employee(s) designated by the approver. The approver shall ensure that the activity is appropriately classified as a school-sponsored activity.

B. Donations from individuals or organizations will follow the school's gift and donation policy.

C. The sale of banners, advertising, signs, or other promotional material that will be displayed on school property must be approved by the director before the items are initiated or printed, and must meet community standards. Partisan or political advertising and advertising for products that are prohibited by law for sale or use of minors are prohibited.

D. General Fundraising Standards for School-sponsored Activities

(1) Paradigm Schools reserves the right to prohibit, restrict or limit any fundraising activities associated with the school.

(2) Paradigm Schools may not authorize, establish or allow for REQUIRED individual fundraising, but may provide OPTIONAL individual fundraising. The amount of revenue raised by a student through INDIVIDUAL voluntary fundraising is not considered a fee and does not affect a student's grade or participation

(3) If a scholar raises excess fees through individual fundraising, the scholar/parents may select any of the following options for the assignment of excess fees:
   (a) Apply to individual's fees for any other sport/activity
   (b) Apply to outstanding school fees
   (c) Donate to specific sport/activity
   (d) Cover an individual peer's fees for sport/activity
   (e) Donate to sponsoring Department
   (f) If no choice is made, funds will automatically go to the sponsoring department.
   (g) Any excess fundraising funds will not be cashed out or returned to the scholar.

(4) Participation in REQUIRED GROUP fundraising shall not affect a student's grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group (R277-407-2(d)), however, a student's fundraising effort may affect his/her participation time or standing on any team, club or group. The school must notify parents of any participation limitation at the time fundraising details are provided to parents. (R277-407-10(2)(f)-(3))
   (a) Paradigm Schools are mandated to notify parents of REQUIRED group fundraising, including a description of the nature of the fundraiser and the estimated participation time required of students or parents.(R277-407-10)
   (b) Faculty and student participation in fundraisers is typically voluntary, however, students, including fee-waiver-eligible students, may be required to participate fully in school, team, or group-wide fundraisers in order to benefit from fundraisers.
   (c) Funds raised through a REQUIRED group fundraiser will go toward the school, team or group, not any individuals.

(5) Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other school employee or volunteer.

(6) Schools may not impose a sales quota as part of fundraising efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.

(7) Door-to-door sales are prohibited for all students in Prep/middle school. High school students may participate in one door-to-door campaign per sport, club, or group per

year. Suitable procedures must be used by the school, administrators and supervising faculty to safeguard students and funds collected. Procedures must be clearly communicated to parents.

(8) Approval may be denied for fundraising activities that would expose the school to risk of financial loss or liability if the activity is not successful.

(9) Fundraising activities shall be age-appropriate and shall maintain the highest standards of ethical responsibility and integrity.

(10) Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained. Records of all fundraising efforts shall be open to parents, students and donors, including accurate reporting on participation levels and financial outcomes. This policy does not require the release of students' personally identifiable information protected by FERPA.

(11) Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest in a fundraising organization or company.

(12) The personal information of staff, students or other individuals will not be shared for the purposes of fundraising without prior consent of said individuals.

E. Non-school-sponsored Activities & Fundraisers

(1) Activities, clubs, groups and their associated fundraisers or other activities that are not school-sponsored or groups, clubs, sports, and programs that are not managed by employees are deemed to be non-school-sponsored. Non-school-sponsored activities may:

A. NOT use the school's name without express permission.

B. NOT use the school's facilities, equipment, and other assets or staff unless a facilities use agreement is initiated and approved. These agreements should follow school policy for other facilities use agreements.

C. NOT utilize school employees (in their official capacity) and other resources to supervise, promote, and otherwise staff the activity or fundraiser.

D. NOT be insured under the school's risk management or insurance policy. Non-school sponsored activities must provide their own insurance through a third-party insurer.

E. NOT provide additional compensation or stipends for school employees, if the activity is not substantially different from an employee's regular job functions and duties outside of contract hours. (See Section F)

F. Not co-mingle public funds and private fundraising proceeds or expenditures.

G. Not use school records to contact parents or students.

(2) Funds, donations, or gifts generated through non-school-sponsored activities or events may be donated to the school to support specific programs, teams, groups, clubs, etc. All

donations or gifts shall clearly state that all donations and contributions are voluntary. Additionally, all donations and contributions will be distributed in a way to prevent any potential inequalities. (R277-407-7).

(3) Non-school-sponsored activities may work in conjunction with the school to raise funds. The school may allow these groups to use facilities at little or no charge in exchange for contributions or percentages of proceeds. The school may choose to provide some level of support or pay for portions of these activities. These arrangements shall be set forth in a written agreement or contract, and all transactions will be conducted as "arm's-length transactions." These agreements shall take into consideration the school's fiduciary responsibility for the management and use of public funds and assets. The terms of these contracts will be approved by the principal, the facilities use agreement approver, and the business administrator. The school will consult with its insurer or legal counsel to ensure risks are adequately considered and managed.

F. Employee Relationships and Disclosure

1. Participation in Private or non-school -sponsored events

(a) School employees:

(i) May participate in a private but public education-related activity, such as LDS seminary graduation and firesides, extracurricular travel, etc.

(ii) Must ensure that personal participation in activities is separate and distinguishable from the employee's public employment, official job title, or job duties.

(iii) May not contact students in the school using education records or information obtained through public employment unless the records or information are available to the general public.

(iv) May not use school time to discuss, promote, or prepare for a private or non-school-sponsored activity.

(v) May offer public education-related services, programs or activities to students, provided they are not advertised or promoted during school time or using any type or amount of school resources.

(vi) May use school or student publications available to the general public to advertise and promote the private or non-school-sponsored activity.

(vii) May not require private or non-school-sponsored activities for credit of participation in school programs.

(viii) Must satisfy all requirements of Utah Code 53A-1-402.5, regarding ethical conduct standards, and R277-107, regarding educational services outside of the educator's regular employment.

2. School employees may purchase advertising space to promote private or non-school-sponsored events in the same manner as the general public. The employee's employment and experience can be used to demonstrate qualifications. The advertisement must specifically state that the activity is not school-sponsored. (See R277-107-5 through 6).

3. Employees may not set up bank accounts for activities or fundraisers associated with school responsibilities or job functions.

4. School employees may engage in outside employment with a private entity or other separate organizations that do not interfere with school duties or job functions. Employees must complete a disclosure agreement annually when engaging in outside employment that is similar to the employee's official job duties or functions.

5. Parental notification is required if students are recruited to participate in these activities.

6. School employees may not direct fees or fundraiser proceeds from school-sponsored activities to outside entities.

7. School employees may not direct operating expenditures to outside funding sources or groups to avoid school procurement rules (such as equipment, uniforms, salaries or stipends, improvements, maintenance for facilities, etc.).

8. School employees must comply with the procurement policies and procedures, including complying with competitive quotes; bid-splitting; and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.

G. Capital Fundraising/Large Fundraising Projects

(1) All fundraising projects for construction, maintenance, facilities renovation or improvement, and other capital equipment purchases must be approved in writing by the business administrator, the director, and the school board. Prior to the initiation of a large capital drive or specific fundraising drive, the following will be provided to the business administrator for evaluation and recommendation to the director:

   A. Prospective construction, maintenance or renovation plans and estimated costs
   B. Proposed naming opportunities
   C. Proposed fundraising timeline
   D. Loans or financing agreements
   E. Maintenance or upkeep requirements and costs
   F. Assurances of compliance with Title IX (e.g., available for use by both male and female students and/or for several purposes or activities)

(2) The director will make a recommendation to the board. The board reserves the right to tentatively approve plans, pending fundraising, donations, equity, or other conditions.

Definitions:

- FEE: something of monetary value requested by school as a condition to students participation. It includes anything of monetary value raised by a student or their family through fundraising.
- PUBLIC FUNDS: money, fun, accounts, regardless of the source from which the funds are derived, that are owned, held or administered by the state or any of its political subdivisions, including schools or other public bodies. (Utah Code 51-7-3[26]).
- FUNDRAISING: activity or event sponsored, provided or supported by the school that uses students to generate funds; may include sale of goods or services, solicitation of funds
- GROUP FUNDRAISING: the money used for the benefit of the team or group
- INDIVIDUAL FUNDRAISING: money raised is used for individual's fees

- CO-CURRICULAR ACTIVITY means an activity, course, or program, outside of school hours, that also includes a required regular school day program or curriculum.
- EXTRACURRICULAR ACTIVITY means an activity or program for students, outside of the regular school day that is sponsored, recognized, or sanctioned by the school and supplements or complements, but is not part of, the required program
- PUBLIC FUNDS are money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including schools or other public bodies (Utah Code 51–7–3[26]).
- SCHOOL-SPONSORED are activities, clubs, camps, clinics, programs, sports, or events that are authorized by Paradigm Schools that are managed or supervised by the school or school employee; use school resources; are mainly funded by public funds; and does not include non-curricular clubs
- SCHOOL-SUPPORTED are activities, clubs, camps, clinics, programs, sports or events wherein Paradigm Schools agrees with and gives encouragement for the event's success, but are not sponsored by the school

Emergency Response and Drills

Paradigm Schools has implemented an emergency response plan, which is practiced for various emergency scenarios at the school level through during the school year and is presented and reviewed by staff, administrators, scholars, parents, and local safety representatives. This plan includes running several drills throughout the school year – (4) fire drills, (1) earthquake drill, (1) Lock-down or Lock-out Drill (active shooter drill), and (1) gas leak/chemical spill drill; placing evacuation maps and emergency binders (complete with student rosters) in each classroom; emergency supplies placed in each classroom; emergency food storage; and, a reunification site is in place for parents to pick-up their scholars after an emergency and/or evacuation has occurred. Local safety representatives (South Jordan Police and Fire) have been notified of this emergency response plan.

Reunification after an Evacuation

In the event of a school evacuation during school hours. All staff and scholars evacuate to an off-campus reunification site where parents will be able to reunite with their scholars in an orderly manner which will help everyone ensure all scholars are safe, accounted for, and reunited with parents or other authorized emergency contacts.

Our evacuation reunification site is the Megaplex 20 Theaters located at:
3761 W Parkway Plaza Dr
South Jordan, UT 84095
(in the District shopping center)

Paradigm may elect to drill our reunification process with parents periodically, yet it is imperative that families be aware and familiar with the school's reunification site and process in order to locate their scholars in the event of an emergency and school evacuation. Emergency and evacuation information will be distributed to families each school year.



Building Face of Reunification Location



School Permanent Closure Plan
If Paradigm Schools permanently closes due to charter revocation, non-renewal, or action by the Utah State Charter School Board (SCSB), the following procedures will be implemented to ensure an orderly and compliant closure.

1. **Board Oversight** Upon notice of closure, the Governing Board will:
   - Convene within seven (7) business days.
   - Approve a Closure Action Plan and timeline consistent with state and federal law.
   - Appoint a Closure Officer or committee.
   - Coordinate with the SCSB and the Utah State Board of Education (USBE).

The Board retains fiduciary responsibility until all closure obligations are satisfied.

2. **Notification** Timely written notice will be provided to families, students, staff, the SCSB, USBE, and vendors. Communication will include the reason for closure, timeline, and instructions regarding student records.

3. **Student Records** The school will secure all academic, special education, and health records and coordinate with the SCSB and/or USBE regarding record custody. Transfers will comply with FERPA and state law, and families will be informed how to request transcripts.

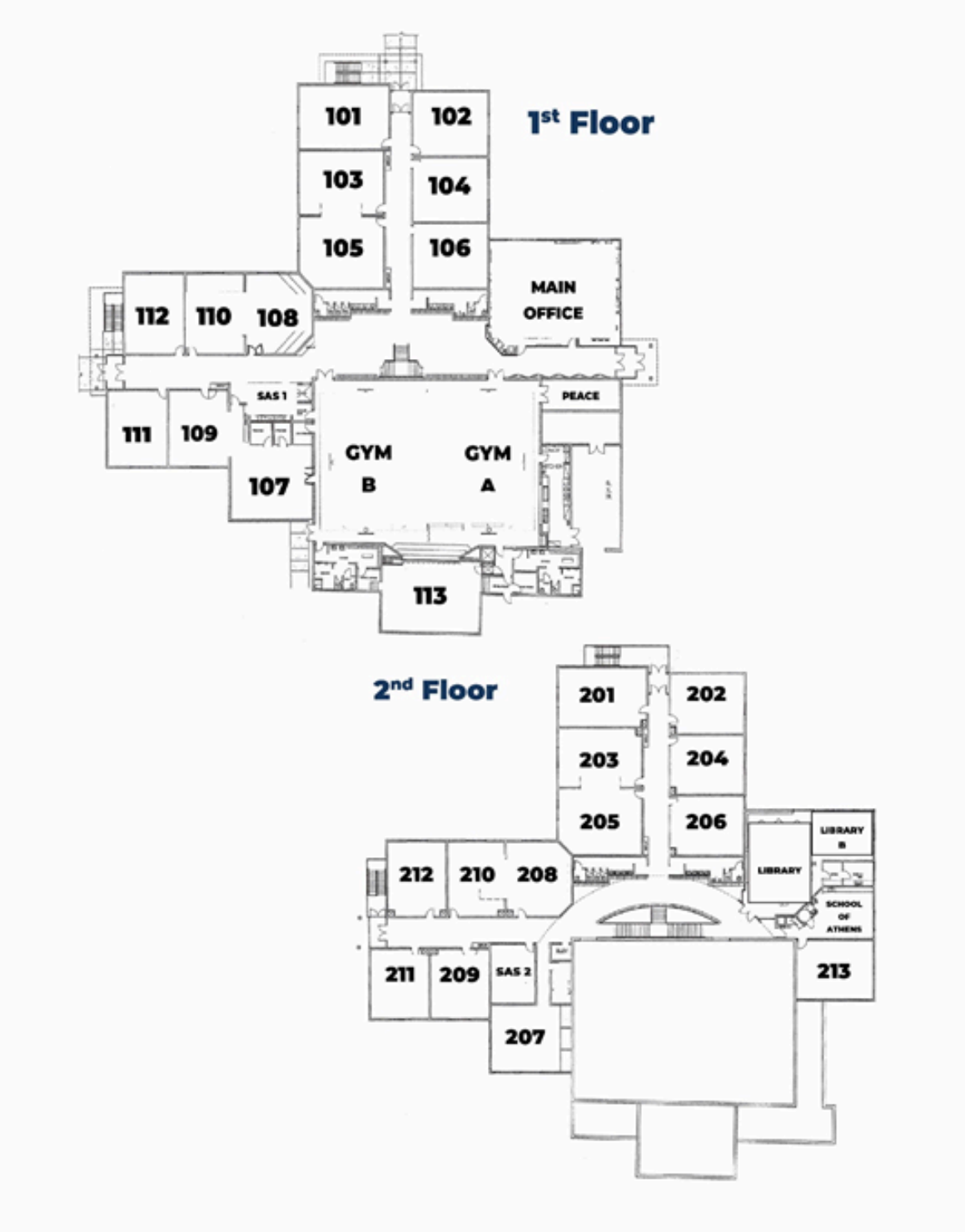
4. **Financial Obligations** The Board will ensure outstanding obligations are addressed, a final audit is completed if required, and remaining funds are distributed according to state and federal law.

5. **Inventory and Grant-Funded Assets** A full inventory of school property will be conducted. Assets purchased with federal or state grant funds will be identified and managed in accordance with Uniform Grant Guidance (2 CFR Part 200) and state requirements. No property purchased with public funds may be removed, retained, or disposed of by faculty, staff, students, or board members without written authorization from the SCSB or USBE. Assets will be transferred or disposed of only as directed by the authorizer, and any proceeds will be handled in accordance with applicable law.

6. **Facilities and Staff** The Board will provide required notice to landlords, terminate contracts in accordance with agreements, and ensure the facility is returned appropriately. Employees will receive written notice consistent with contracts and law, and final payroll and benefits will be processed accordingly.

This policy ensures that, in the event of permanent closure, Paradigm Schools safeguards public resources and fully complies with directives from the Utah State Charter School Board, the Utah State Board of Education, and the U.S. Department of Education.

School Map - Main Building



Non-Discrimination Notice

Paradigm Schools prohibits discrimination on the basis of race, creed, color, national origin, religion, age, sex, or handicap as cited in Utah State Rule R277-112. Paradigm utilizes data received from parents (i.e., IEP files, medical forms, birth certificate, etc.) or from other recognized entities (i.e. previous schools, government offices, legal offices, medical offices, etc.) to determine class scheduling, behavior expectations, dress code expectations, facilities usage, etc.

The School's policy on handling any related issues regarding claims of discrimination, of any kind, is to address every concern individually on a case-by-case basis, in cooperation with families and other parties involved, rather than first considering the creation and implementation of school-wide policies to address the needs of one or a few. We work to balance the needs of individuals and the needs of the school.