



Student Handbook

2021 - 2022

Fully Accredited by



Our Mission

To develop well-educated citizens who

do justly,

love mercy

and *walk humbly* with God.

Our School-wide Learning Objectives

It is our purpose to nurture the fullest development of the physical, mental and spiritual faculties of our students.

They will be encouraged and given opportunities to:

know God more,

serve others better,

increase in kindness,

improve academically,

increase in aesthetic fluency,

improve communication skills,

be better stewards of God's creation.

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Getting To Know Us

The Seventh-day Adventist school in Paradise was established in 1908, with the goal to provide high-quality Christian education to children in our community. Over the years, the name and location has changed, but our purpose remains the same.

High Quality Education

Quality education is something all parents look for but is sometimes hard to quantify. Here are some indicators we think might help you in evaluating the education your child will receive at Paradise Adventist Academy.

- ★ All teachers hold bachelors' or masters' degrees and participate in an ongoing in-service program to remain current with educational issues.
- ★ All teachers hold California state teaching credentials and/or North American Division teaching certification for the grade levels and subjects they teach.
- ★ At least 95% of our high school graduates go on to the four-year college of their choice.
- ★ Your child will benefit from the individualized instruction and more personal attention that our low student/teacher ratio allows.
- ★ Our school is accredited by:
 - Western Association of Schools and Colleges (WASC)
 - National Council for Private School Accreditation
 - North American Division of Seventh-day Adventists, Office of Education

- ★ Our Christian curriculum meets or exceeds Common Core standards. It includes class work in all major subject areas: Reading, Language Arts, Math, Science, Social Studies, Bible, Computer Education, Physical Education, Art and Music.
- ★ Textbooks in many subjects are selected from well-known, national publishers such as Houghton-Mifflin, Saxon, Ginn, Scott Foresman and Macmillan/McGraw-Hill. In areas such as Science and Bible, we use nationally developed Adventist curricula. (It is important to note that Adventist students test above the national average in all subject areas, including science.)
- ★ Technology, through both desktop and laptop computers, are integrated into our curricula at all grade levels based on what is developmentally appropriate.
- ★ Students learn experientially through field trips and community service projects.
- ★ Our curriculum is developed in cooperation with the Education Department of the Northern California Conference of Seventh-day Adventists, the Pacific Union Conference of Seventh-day Adventists and the North American Division of Seventh-day Adventists. As an organization, Adventists have a great deal of experience in education—they operate the second-largest private educational system in the world.

Positive Learning Environment

Our parents tell us they appreciate knowing their children are physically and emotionally safe at school—while learning in an environment and community that promotes development spiritually, academically, physically and emotionally.

- ★ Our teachers are not only academically qualified to teach, but also love students and are dedicated to teaching.
- ★ We emphasize educating the whole student—academically, socially, spiritually, physically. We believe that school should support parents in instilling Christian values and ethics.
- ★ Worship and prayer are integrated into the school day and teachers encourage the Christian principles of honesty, fairness, love for God and respect for others.
- ★ We believe that “In the formation of character, no other influence counts as much as the influence of the home. The teacher’s work should supplement that of parents, but it is not to take its place. In all that concerns the well-being of the child, it should be the effort of parents and teachers to cooperate.” Education, p. 283.

The School Board

The board is responsible for using parent, student and staff input to create coherent and effective policies and to establish a long-term direction for the school.

Come participate. We encourage parents and community members to attend our monthly meetings or talk to any board member and share your ideas. The board will meet at 7 pm on the following dates: August 19, September 23, October 28, December 16, January 20, February 24, April 21 and June 7.

Rachel Carlson

Tristan Caro

Julie Ching

Gerry Chinnock

Brock Cummings, Board chair

Brian Dudar

Steve Hamilton, Pastor

Jonny Hayasaka, Pastor

Almarie Hivale

Mark Lockwood

Albert Miller, Superintendent

Monte Nystrom, Principal

Nancy Quattlebaum

Tad Selby

Del Sitanggang

Joy Stabel

Loren Sutherland

Maureen Wisener

What Adventists Believe

We believe that God is the all-wise, all-knowing, all-powerful, loving Creator of the entire universe. As our Creator, He knows what is best for us and what type of lives will make us happiest. As our Father He wants each of us to live happy, fulfilled, eternal lives, maximizing our own unique abilities and talents.

God's plan of salvation is a plan of education. Jesus came to reveal God. Jesus tells us that to know God is life eternal and the prophet Jeremiah tells us that above all things it is important that we understand and know God for who He really is—a caring Being who always does what is right.

Humans were created to reflect God. That means we are to understand and know Him, to be free to make choices and to develop one's own personal uniqueness. Education is the means to teach and train people to be spiritual thinkers, not mere reflectors of others' thoughts.

God's law is an outline of the type of living that will make each one happiest and safest. It is not an arbitrary list of rules. His law is a reflection of his character—a character of love, fairness and mercy.

When God created this world He created the seventh-day Sabbath. It is a reminder of His Fatherhood of us all. It is also a time set aside for getting to know Him better. He asks us to treasure that time.

God is interested in the whole person. Therefore, it is important to take care of ourselves physically, mentally and emotionally, as well as spiritually. We can only love our neighbor as we love (and respect) ourselves.

The Bible is God's record of His love and concern for humanity. Because humans had rebelled against God's plan of life and were suffering the results—separation from God and ultimately death—Jesus came to earth to live and die so that He might restore us to a loving, trusting relationship with God. We call this atonement—at-one-ment.

Jesus finished the work He came to do. Atonement will be complete when Jesus literally returns to earth to reunite His family on earth with His family throughout the universe. If we learn of Him and live His life-style by His strength and grace, then we shall just naturally be ready to go home to be with Him through all eternity.

It is with this “larger view” of education that we invite you to enroll your child(ren) in our school and work with us to educate them for life here and through all eternity.

Academic Information

Our school has been providing an excellent education that prepares students for life with a commitment to Christ and readiness for college since 1908.

Commitment to Christ

The spiritual development of our students is our highest priority. Staff members strive to help students learn more about God through each of the subject areas they teach. Our Bible classes focus on building deeper personal relationships with God through an understanding of Jesus' life on earth, a "big picture" understanding of both Old and New Testaments, learning how to study the Bible for oneself, seeing the history of the Christian church as a demonstration of God's leading, and understanding the implications of the other major world religions. Weekly chapels allow us to gather and share as a school. Service projects also help students practice putting their Christian experience and values into action.

Academic Success

Jesus promised that if we seek first His kingdom, other things will be added as well. We have found this to be especially true regarding academic achievement. Our students score very well on the national standardized tests (Iowa Assessments, PSAT, SAT, ACT). Our courses are A-G approved for the University of California system, and when our students graduate, 95% of them continue on to a four-year college of their choice (including universities in the UC system, the Adventist system, Pepperdine, Azusa Pacific, Concordia and more). Our alumni frequently testify that Paradise Adventist has prepared them well for continued education, and college academic data confirms this.

Accreditation

- ★ Western Association of Schools and Colleges (WASC)
- ★ National Council for Private School Accreditation

- ★ Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities

Our Staff

Our teachers are chosen for their mastery of their subject area, ability to inspire and teach students, and their love for God.

Monte Nystrom — Principal, Teacher (Spanish)

- ★ Master of Arts (education administration), College of Idaho, 1994
- ★ Bachelor of Arts (theology), Walla Walla College, 1983
- ★ Bachelor of Science (industrial arts education), Walla Walla College, 1982
- ★ Teaching Certificates
- Professional (mathematics, religion, Spanish, industrial technology), North American Division (NAD) of Seventh-day Adventists, current
- Administrator (principal), NAD of Seventh-day Adventists, current
 - ★ Teaching since 1984

Monte enjoys doing whatever the rest of his family is doing together, especially if it is outside.

Jason Eyer — Vice Principal, Teacher (geometry), Athletic Director

- ★ Bachelor of Science (physical education), Pacific Union College, 1997
- ★ Teaching Certificate, Standard (physical education, mathematics, religion), NAD of Seventh-day Adventists, current
- ★ Teaching since 1997

Jason enjoys being on the golf course, snow skiing and spending time with family.

Henry Cha — Teacher (computer science, health, career education), IT

- ★ Master of Arts (theology), Samyook University, Korea, 1996
- ★ Bachelor of Science (engineering), University of the Philippines, 1980
- ★ Computer Network Professional Certificate, Computer Education Institute, 1998
- ★ Microsoft Certified Systems Engineer, 1998
- ★ Teaching Certificate, Professional (religion, mathematics, computer applications), NAD of Seventh-day Adventists, current
- ★ Working with Adventist schools since 2002

Henry loves theology and technology, reading, hiking, tennis and ping-pong.

David Goymer — Teacher (math, physics, religion)

- ★ Master of Arts (religion), Andrews University, 1991
- ★ Bachelor of Science (health), Weimar College, 1987
- ★ Bachelor of Arts (theology), Columbia Union College, 1981
- ★ Additional coursework:
 - Cambridge University, England: calculus, physics and geography
 - California State University, Chico: advanced mathematics
 - Walla Walla University: education
 - ★ Teaching Certificate, Professional (mathematics, physics, religion, health, history), NAD of Seventh-day Adventists, current
 - ★ Teaching since 1992

David has worked in a variety of ministries in England and the United States, in addition to spending five summers conducting interpretive programs in state parks. He enjoys gardening, playing the guitar, languages, woodworking and studying creation.

Laura Maas — Teacher (science, math)

- ★ Master of Arts in Teaching (secondary education), Walla Walla University, 2012
- ★ Bachelor of Science (health science, chemistry), Walla Walla University, 2010
- ★ Teaching Credential (chemistry, science), Washington State, current
- ★ Teaching Certificate, Professional, NAD of Seventh-day Adventists, current
- ★ Teaching since 2013

Laura has experience teaching both in the United States and abroad in Korea and Pohnpei. She enjoys water sports and holds Red Cross certifications for life guarding, water safety instructor, first aid and CPR/AED.

Linda Nystrom — Chaplain, Academic Counselor, Teacher (religion II, IV)

- ★ Master of Divinity, Andrews University, 2016
- ★ Bachelor of Arts (psychology, education [minor]),
University of California, Los Angeles, 2010
- ★ Teaching Certificate, Designated subject (religion), NAD
of Seventh-day Adventists, current
- ★ Teaching since 2016

Linda enjoys traveling, connecting with friends and family, and playing outside with her husband, Austin, and dog, Tux.

Caleb Rasmussen — Teacher (English)

- ★ Master of Education (education), Pacific Union College,
2012
- ★ Bachelor of Arts (English), Pacific Union College, 2008
- ★ Teaching Certificate (elementary education, secondary:
English, religion), NAD of Seventh-day Adventists,
current
- ★ Teaching since 2008

Caleb enjoys word puzzles, juggling and writing.

Gregory Ratter — Teacher (history, religion I, III)

- ★ Bachelor of Science (history education, religion), Union
College, 2019
- ★ Bachelor of Arts (foreign language education, emphasis in
Spanish), Union College, 2019
- ★ Master of Arts (history), Missouri State University, in
process

- ★ Teaching Certificate, Basic (religion, social studies, Spanish), NAD of Seventh-day Adventists, current
- ★ Teaching since 2018

Gregory enjoys playing basketball, swimming, biking and reading.

Whitney Weems — Teacher (music)

- ★ Bachelor of Arts (music education), Pacific Union College, 2018
- ★ Teaching Certificate, Professional (music), NAD of Seventh-day Adventists, current
- ★ Teaching since 2016

Graduation Requirements

The following are the requirements for students to receive a diploma:

- ★ They have been in attendance at Paradise Adventist Academy for at least the entire final semester of their senior year,
- ★ They have presented evidence of completing the eighth grade,
- ★ They have completed all required courses, and
- ★ They have earned a minimum of 240 semester credits.

Our school offers two diplomas: a general high school diploma and a college preparatory diploma. (The college preparatory diploma is accredited by the University of California [UC] system.) The requirements for each of these diplomas are listed below. (Ten credits are granted for classes that meet every weekday for one year.)

	General Credits	College Prep Credits
Religion* (* indicates see note below)	40	40
English	40	40
Math* (Algebra 1 & 1A, Geometry, Algebra 2, Pre-Algebra, Pre-Calculus)	20	30
Science* (Physical Sciences, Biology, Chemistry, Physics, Advanced Biology)	20	40
Social Science (World History, Modern World History, U.S. History, Government/Economics)	30	30
Modern Language*	0	20
Health	5	5
Career Education*		
Computers (Keyboarding/Computer Literacy/Web Design/Applications)	5	5
Fine Arts (Band, Choir, Music Lessons*)	5	20
Physical Education*	<u>30</u>	<u>30</u>
	195	260
Electives (Speech, Yearbook, Computers, Work Exp., etc.)	<u>45</u>	<u>10</u>
Total credits needed	240	270

Notes:

Career Education: This course will no longer be offered as a “stand alone” course.

Beginning in the 2022-2023 school year, Career Education will be integrated into the grade 11 Religion course.

Community Service: 25 hours of community service are required per year in attendance at an Adventist school.

GPA requirement for College Prep Diploma: Cumulative GPA of at least 2.0

Math: Credits from Algebra 1A are not included in the credits for a college prep diploma

Modern Language: Must be two years of the same language, includes American Sign Language

Physical Education: Students are required to take two formal PE courses (20 credits). They may earn the final 10 PE credits by participating in weight training or a varsity sport.

Private Lessons: 5 credits will be given for music lessons that meet for 30 minutes per week for one year; documentation from the teacher is required.

Religion: 5 credits are required for each semester in attendance at a Seventh-day Adventist school or when enrolled in Griggs University.

Science: 30 credits of lab science are required for the college prep diploma. Lab sciences are Biology, Chemistry, Advanced Biology, and Physics.

Participation in Graduation Ceremonies

Students will not receive a diploma until they have completed all graduation requirements (including Community Service requirements). A transcript of completion of required courses taken at other institutions must be submitted to the school office at least one week prior to graduation weekend. Students who have not completed the graduation requirements may participate in most of the graduation ceremonies. However, only students who are receiving a diploma may “walk across the stage” in commencement. (This “walk” signifies the student has completed the required coursework and is receiving a diploma.)

Typical Course Sequences

The curriculum in all grades conforms to the requirements of the Pacific Union Conference Department of Education.

Grade Nine (Freshman)

<u>Courses</u>	<u>Credit</u>
Religion I	10
English I	10
Math (Algebra 1 or Pre-Algebra)	10
Keyboarding/Computer Literacy	10
Physical Science	10
Physical Education	10
Electives (Music, Work Experience, Yearbook)	1-10

Grade Ten (Sophomore)

<u>Courses</u>	<u>Credit</u>
Religion II	10
English II	10
Biology	10
Geometry	10
Health	5
World History	10
Physical Education	10
Electives (Algebra 1, Music, Work Experience, Yearbook)	1-10

Grade Eleven (Junior)

<u>Courses</u>	<u>Credit</u>
Religion III	10
English III	10
United States History	10
Chemistry	10
<i>Chemistry prerequisites:</i>	
<i>Required:</i> At least a “C” in Algebra I, passing grade in Biology	
<i>Recommended:</i> At least a “C” in Geometry, taking Algebra II concurrently, at least a “B” in Biology	
Physical Education	10
Electives (Algebra II, Music, PE, Spanish I, Work Experience, Yearbook)	1-10

Grade Twelve (Senior)

<u>Courses</u>	<u>Credit</u>
Religion IV	10
English IV	10
American Government	10
Physical Education	10
Electives (Accounting, Advanced Biology, Algebra 1, Music, PE, Physics, Pre-Calculus, Spanish II, Work Experience, Yearbook)	
<i>Physics prerequisites:</i>	
<i>Required:</i> 3 years of math with at least a “C” in Algebra II, at least a “B” in Biology or a “C” in Chemistry	
<i>Recommended:</i> At least a “B” in Algebra II, at least a “C” in Chemistry	

Class Load

All students are required to take at least 40 semester units per year, not including PE. We reserve the right to adjust the student’s program due to low grades, ability, or a heavy work program.

Communication of Grades

We encourage students and parents to monitor academic progress via the FACTS (previously RenWeb) website. (The teachers are committed to update this website on a weekly basis.) We will send progress reports via email at the end of the first quarter and the third quarter. We will send report cards via email at the end of the first semester (second quarter). We will send report cards in both digital and hard-copy format at the end of the school year.

We have scheduled time at the end of the first quarter for the purpose of conducting parent-teacher conferences. (All parents are invited to participate in at least one parent-teacher conference each year.) A parent or a teacher is welcome to request a parent-teacher conference at any time.

Grading Scale

97-100: A+

93-96: A

90-92: A-

87-89: B+

83-86: B

80-82: B-

77-79: C+

73-76: C

70-72: C-

67-69: D+

63-66: D

60-62: D-

0-59: F

Honor Rolls

High school students with a grade point average (GPA) of 3.75 to 4.00 will be listed on the **Honor Roll With High Honors**. Students with a GPA of 3.50 to 3.74 will be listed on the **Honor Roll With Honors**.

Course Changes

All course changes must be arranged with the registrar by the end of the second week of each semester. Parents/guardians must give authorization before a change in course will be granted.

Incomplete Classes

If extenuating circumstances prevent a student from completing a class by the end of a semester, that student must complete all requisite assignments within two weeks of the end of that semester. If the incomplete is not resolved by that time, the grade will be changed from “Incomplete” to “F”

Enrollment in Outside Classes

Students may take courses from another educational facility while enrolled at our school if:

- The course is not offered at our school.
- The student is unable to fit the class into his/her schedule.
- The student failed the class and needs to retake it.
- The student has been accepted into an accelerated program.
- Approval is granted by the Academic Standards committee.

All courses expected to appear on Paradise Adventist Academy transcripts **must** be approved by the advising office. Courses taken for college credit only are not affected by this policy.

Transcripts

Upon request of a parent or student, an official transcript of that student will be issued to any college, university, or person specified in the request. There is no charge for this service. We can also provide unofficial transcripts when requested.

Withdrawal from a Class

Parental permission must be granted before a student will be allowed to withdraw from a class. Students are allowed to withdraw from a class without penalty during the first three weeks of the semester. After that, students who withdraw from a class will receive a “W” (Withdrawal) on their transcript.

Academic Honesty

We value and expect honesty in all circumstances. A student’s academic efforts are just one area in which we require honesty.

Definition of Cheating

Cheating is the willful and intentional fraud and deception for the purpose of improving a grade or obtaining course credit. This includes all student behavior which is intended to gain unearned academic advantage by fraudulent and/or deceptive means.

These examples do not include all possible violations of our academic honesty expectations, but they do give a good idea of behavior that will result in grade reduction, disciplinary probation, or suspension/expulsion from school.

Taking Information

- Copying homework assignments from another student.
- Working together on a take-home test or homework when not specifically permitted by the instructor.
- Looking at another student’s paper during an examination.
- Looking at your text or notes during an examination when not specifically permitted to do so by the instructor.
- Copying work from another student’s computer file.

Providing Information

- Giving work to another to be copied.
- Giving answers to another student during an examination.
- After having taken an exam, informing another person of questions which appear on that exam.
- Providing an assignment to another student.
- Taking an exam or writing a paper for another student.
- Sharing computer passwords.

Plagiarism

- Copying homework answers.
- Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it is a paragraph, a sentence, or part thereof.
- Submitting a paper purchased from a “research” or term paper service.
- Retyping a friend’s paper and handing it in as one’s own.
- Taking a paper from someone else and handing it in as one’s own work.
- Claiming credit for artistic work done by someone else such as a music composition, photos, painting, drawing, sculpture, or design.

Other Examples of Academic Dishonesty

- Planning with one or more fellow students to commit any form of academic dishonesty together.
- Giving a term paper to another student who intends to plagiarize it.
- Having another student take an exam, do a lab experiment or any assignment on behalf of another student.
- Lying to an instructor to increase one’s grade.
- Submitting a paper, which is substantially the same for credit in two different courses without prior approval of the instructors involved?

- Altering a graded assignment after it has been returned to the student, then submitting the work for re-grading.

Course Descriptions

BUSINESS EDUCATION

Computer 1 — 5 credits

Pre-requisite: Keyboarding

This course is an introduction to computer literacy. The course will include information on basic computer concepts, the internet, data management and ethics. Students will also gain experience in various applications and focused use of the internet.

Career Education — 5 credits

This course encourages students to learn about different careers available to them. Techniques of interviewing and job searching are emphasized. This course is required for graduation.

ENGLISH

English I — 10 credits

Students of English 1 will improve their ability to: analyze/interpret elements in various forms of literature, along with specific literary elements (characters, setting, plot, conflict); define, recognize and analyze theme; identify literary devices; and show comprehension by summarizing, asking questions and recalling information. Students will improve grammar, mechanics, word choice, usage, format and sentence variation. Group and oral presentation work will be included in the English 1 curriculum. Listening and speaking skills, along with spelling and vocabulary will be developed throughout the year.

English II — 10 credits

English 2 students will improve their ability to read, write and view various forms of literature (specifically World Literature). They will improve their ability to analyze, interpret, draw conclusions, identify and use various literary devices and explain/analyze how these devices contribute to the impact of literature. English 2 students will practice composing research-supported essays and technical forms of writing; locate materials from different sources and evaluate for relevance, bias and timeliness; write a three-part essay using specified and grammatically and mechanically correct sentences. Listening and speaking skills, along with spelling and vocabulary will be developed throughout the year.

English III — 10 credits

Students in English 3 will: develop higher levels of thinking (analyze, evaluate, predict, solve, relate, interpret and simplify), utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend and recommend); develop goal setting/attainment skills (brainstorm, envision, research, plan and organize); Literature, with an American emphasis is covered in English 3. Various types of writing are taught: essays (narrative, expository, cause/effect, etc.); vocabulary consists of both literature and PSAT words.

English IV — 10 credits

Students of English 4 will: develop higher levels of thinking (analyze, evaluate, predict, solve, relate, interpret and simplify); utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend and recommend); develop goal setting/attainment skills (brainstorm, envision, research, plan and organize); understand and utilize the writing process (plan, draft, analyze and revise) as it pertains to essays, research and creative writing; develop vocabulary (focus on the “new” SAT words); use multiple sources of literature, including mass media; conduct research (MLA/APA format, locate, read/gather, analyze and conclude); and read/write/present technical material (charts, graphs, etc.) using technology.

FINE ARTS

Band — 10 credits

Students will learn music theory, instrument-playing techniques and will perform a variety of musical compositions as a member of a concert band.

Choir/Chorale — 10 credits

Students will learn music theory, vocal techniques and will perform a variety of choral works as a member of a choral group.

Music Lessons — Up to 10 credits

Students who take private music lessons (30 minutes per week for one year) from an accredited instructor may receive five music credits.

HEALTH

Health — 5 credits

Students will learn basic health principles, how to make healthy choices and the advantages of a healthy lifestyle.

MATH

Algebra IA and IB — 10 credits

This is a course for the high school student who is not yet ready to study Algebra I. It provides an in-depth presentation of basic skills mixed with algebra concepts.

Algebra I — 10 credits

This is a study of the fundamental operations of algebra and their application to the solution of problems. Included in the courses are such topics as sets, equations, inequalities, powers, polynomials, special products and factoring, complex rational expressions, relations, functions and systems of linear equations.

Algebra II — 10 credits

Prerequisites: Algebra I, Geometry

This is a more extensive study of relations and functions, including linear, quadratic, trigonometric, exponential and logarithmic functions. Emphasis is on algebraic and graphic methods of problem solution. Other topics include powers, systems, probability and statistics.

Geometry — 10 credits

Prerequisites: Algebra I

Basic concepts such as point, line and plane are related to the more complex structures of geometry. Emphasis is placed on the development of logical thinking skills. Students practice deductive and inductive reasoning skills by proving various statements including established theorems. Students also practice solving problems of algebraic nature.

Pre-Calculus — 10 credits

Prerequisite: Completed Geometry with at least a “C” and Algebra II with Trigonometry

A review and consolidation of concepts such as quadratic equations and trigonometry is combined with more advanced topics such as cubic and quartic equations, advanced graphing, series and limits, and a brief introduction to calculus. The overall goal is to prepare students for calculus in college, but it is also good for the student who simply wants to have a real mastery of high school math. Enrichment in the form of single problems, taking a group several days of work to solve and express clearly on paper, math “tricks,” puzzles and other mathematical recreation, and spiritual applications.

MODERN LANGUAGE**Spanish I — 10 credits**

This course gives the student a foundation in the Spanish language in the areas of vocabulary and grammar.

Spanish II — 10 credits

Building on what the student has learned in Spanish I, students will increase their vocabulary repertoire, learn advanced grammar and become more proficient in speaking and writing Spanish.

PHYSICAL EDUCATION

PE (Freshman and Sophomore) — 10 credits each

Students will develop skills in a variety of team, sports, individual sports and exercises designed to enhance physical health.

All students are required to complete at least 30 credits of Physical Education. Students are required to take PE their freshman and sophomore years (20 credits). The final 10 credits may come from a PE class, Weight Training, or the Varsity Sports program. Provision will be made for students whose activities must be restricted.

PE students must wear the approved physical education uniform (grades 9-12). In cold weather, students may wear approved sweatshirts and sweat pants. Uniforms for both boys and girls include gym or tennis shoes. The first initial and last name of the student should plainly identify each major article of the uniform.

Weight Training — 5 credits per semester

Students will learn and practice proper weight training techniques and will learn the benefits of weight training.

Varsity Sports — 5 credits each

Junior Varsity & Varsity Basketball, Volleyball, and Soccer (Students may earn up to 10 of the 30 required PE credits by participating in one of these sports programs.)

RELIGION

Religion I — 10 credits

An exploration of the life of Jesus and how His life reveals who God is, what God is like and how we can have a personal relationship with Him.

Religion II — 10 credits

A study of God's pursuit of his people, starting in the Old Testament, continuing through the New Testament and on to an exploration of how God intends to work through each of us to establish His Kingdom on earth.

Religion III — 10 credits

Students will apply critical thinking skills to develop techniques for studying the Bible. They will survey the history of Christianity with an emphasis on how God's leading in the past can give confidence for the future. They will also study the classical spiritual disciplines and learn how they may help develop a closer relationship with God.

Religion IV — 10 credits

In this course, students will study the major world religions. The emphasis is on the beliefs and practices of adherents to each religion, with the goal being a deeper understanding and respect toward the world's religious traditions. Additionally, students will continue studying and applying the classical spiritual disciplines.

SCIENCE**Biology — 10 credits**

Co-Requisite: Algebra 1

A basic overview of biology with emphasis on scientific thinking, the organization of matter (molecules, cells, tissues, etc.), cells and their requirements as reflected in the needs and structures of more complex organisms, DNA, genetics and human anatomy and physiology. Since the topic of evolution permeates biology textbooks, courses and media, the basics of evolutionary thought are spelled out and the creationist interpretations and world-view then emphasized. No prerequisites.

Chemistry — 10 credits

Prerequisites: Completed Biology, Algebra I and Geometry with at least a "C"

This course features the fundamental concepts of matter and its interactions along with applications. This is a laboratory course in order to provide a good foundation for those who will be taking college chemistry as well as to provide literacy in the basics of chemistry. Topics such as measurement, atomic and molecular structure, the mole concept, equations of chemical reactions, gas laws, and solutions are covered in depth with mastery as a goal. Mathematics is an integral part of the course from percent error in measurement to the logarithmic pH scale.

Physical Science — 10 credits

This is an introductory course covering earth science topics, such as, scientific method, geology, weather, astronomy, chemistry and physics. For example, instruction on velocity, energy and electromagnetic energy is interwoven with studies on space travel and telescopes. The intent is to give all students literacy in earth science, to better prepare freshmen for future chemistry and physics courses and, for those who will not be taking advanced courses, to give them an overview of these topics. No prerequisite.

Physics — 10 credits

Prerequisite: Completed Chemistry, Algebra I, Geometry and Algebra II with at least a “C.” Students are typically seniors for this class.

This course covers dynamics and kinematics (velocity, acceleration, forces, energy), wave phenomena (waves in general, sound, light production, reflection, refraction and diffraction), and electricity. A balance between theory and application is given and an average of 20% of the time is spent on laboratory investigations. Most topics use mathematical formulas and graphing to give a clear and precise understanding of concepts. Students entering this class should already have an understanding of the scientific method and have confidence in problem solving.

Advanced Biology — 10 credits

Students will study the chemistry of life, molecules and cells, genetics, mechanisms of evolution, history of biological diversity, plant form and function, animal form and function, and ecology.

SOCIAL SCIENCES

American Government/Street Law — 10 credits

These two classes are one-semester courses intended for the high school senior.

American Government gives students a comprehensive foundation in understanding the structure and functions of our government, while emphasizing the rights and responsibilities of citizens in this system.

Street Law gives students an introduction to law with an emphasis on criminal justice. Students will learn about philosophical and practical foundations of the legal structure of the United States.

Modern World History — 10 credits

Prerequisite: World History

This course (usually taken by sophomores) surveys modern world history. Students will explore the influence of key events, ideas and people from the past five-hundred years. By analyzing geopolitical, philosophical and socio-economic factors, students will gain an understanding of the forces that have formed our modern world.

United States History — 10 credits

This course (usually taken by juniors) surveys development of the United States from pre-colonial times to the present day. Students will develop and practice historical and critical thinking skills as they analyze and evaluate the key factors that have influenced U.S. history.

World History — 10 credits

This course is a freshman class that surveys human history, with an emphasis on the history of the ancient world. Students will develop and practice historical and critical thinking skills as they explore how religion, politics, economics, technology and geography have shaped and transformed cultural traditions and societies.

ELECTIVES

Yearbook — 10 credits

This class will develop skills in layout, design, photography and writing by creating the school yearbook.

Parent/Teacher Teamwork

Students thrive when the adults in their lives are playing on the same team. We strive to provide you with all the information and resources to know how your child is progressing. In return we ask that you read the information we provide and keep us informed about situations which may affect your child's participation in learning.

Attendance Philosophy

Our attendance policy is based on the conviction that classroom learning involves far more than merely completing worksheets or daily assignments. Our teachers have invested many years training for this profession and they commit much time in the development of meaningful lesson plans and classroom activities. For these reasons, there is no adequate replacement for what is missed when a student is absent from class.

Attendance Policy

A student who is absent from a class more than 13 times in one semester **may not receive** credit for that class. This policy relates to **total absences** (excused and unexcused). Students may appeal for an exception by submitting a written request to the academic standards committee. This appeal must be made within one week of the time they receive notice that they have exceeded 13 absences.

Notification of Absence

If a student is absent from a class without having made prior arrangements for that absence, we request that the guardian notify the school office before 8:30 am on the day of the absence.

Excused and Unexcused Absences

Notifying the school in advance does not automatically mean that an absence will be excused. Absences may be excused for the following reasons:

- ★ Verified medical appointments
- ★ Personal illness or injury
- ★ Death in the immediate family
- ★ Verified court appointments
- ★ Permission requested of, and granted by, the Academic Standards Committee

If a student misses a class for a reason not listed above, that absence will be considered unexcused.

Prearranged Absences

If a student has plans which require absence from class, a completed Pre-Arranged Absence Form must be submitted to the school office at least two days prior to the absence. Prearranged absences **do not** necessarily constitute excused absences.

Tardies

Students who arrive late at the beginning of the school day must check in with the school office before going to their classroom. **If a student is more than ten minutes late for a class, that student will be considered absent from that class.**

Attendance Grades

At the beginning of each quarter, every student will be credited with 100 attendance points. Points will be deducted when a student is absent (3 points) or tardy (1 point) without excuse.

The Attendance grading scale is as follows:

A: 95-100 points

B: 90-94 points

C: 80-90 points

D: 75-79 points

F: 74 or lower

Consequences of Absences and Tardiness

Because participating in classroom time is an integral part of learning, when a student's attendance grade drops below a C (80 points) the following will occur:

- ★ The student and parent will be notified.
- ★ The student will lose the opportunity to:
 - Serve as a class officer or an ASB officer
 - Participate in varsity sports
 - Leave campus for lunch (juniors and seniors only)

Weekly Teacher/Parent Communication

We will send a weekly communication via email, on a consistent day to be announced each year. This letter will provide information pertinent to students and families, including calendar highlights.

In order to monitor the academic progress of their students, we invite parents to create an online account at the FACTS Family Portal. To do this, go to the FACTS website (factsmgt.com), select "Parent Login" (ParentsWeb), and then select "FACTS Family Portal." You will then be able to create a ParentsWeb account. (The Paradise District Code is "PAR-CA")

Our staff embrace an "open door policy," and we encourage you to contact us if you have any questions or would like more information. You can find staff contact information at the Paradise website (mypaa.net), or in the school directory which we will distribute to all families early in the school year.

Resolving Concerns

Because we are a Christian school, we value highly the model Jesus outlined in Matthew 18:15-17. We ask that, if you have concerns, please follow this approach to address them.

The following outline is how we see this paradigm being applied in a school setting.

If you have a concern about a teacher or a class:

- ★ Schedule a conference with the teacher.
- ★ Schedule a conference with the teacher and the principal.
- ★ Schedule a conference with the teacher, the principal and one or more of the following: school board chairperson, pastor, representative from the NCC Office of Education.
- ★ Request a school board review. The issue to be reviewed must be submitted to the principal in writing at least one week prior to the Board meeting. Should the problem involve a school employee, it will be reviewed in executive session. A final resolution will be made at this level.

Coming and Going

Daily Schedule

High school classes are scheduled to begin at 7:30 a.m. and end at 4 p.m. on Mondays through Thursdays. High school classes dismiss at 12:25 p.m. on Fridays.

Late Departure

To ensure adequate supervision, students must leave campus within 30 minutes of the end of their last class. (Exceptions will be made for students who have work appointments, are involved with other school sponsored activities, or have made special arrangements with administration.) The school will not assume responsibility for the supervision of students who remain on campus without authorization.

Leaving Campus

To ensure student safety, students in grades nine and ten must remain on campus during school hours unless they are escorted off campus by a guardian or another authorized person. Any student who leaves campus during school hours must sign out at the office before leaving.

Juniors and seniors may go off campus for lunch on days when hot lunch is not being served on campus. Students who wish to leave campus for lunch must have a completed Off-Campus Request Form on file at the office. In order to retain off-campus privileges, students must maintain a GPA of 2.0 or higher and an attendance grade of C or higher. Students who are tardy or absent from their first class after lunch will lose their off-campus privileges.

Student Drivers

No student is to drive a motorized vehicle on campus without having the proper documentation on file at the school office. Students must not drive their motor vehicles during the school day without first securing permission from administration. (Note: Student drivers may transport other students in motor vehicles only if they are immediate family members of the students they are transporting, or if the parents of the driver and the parents of the students being transported have submitted written permission to the registrar.) Students must not congregate in the parking area or spend time in the cars during the school day.

Bicycles, Skateboards, Skates

Students may only ride bicycles on campus when under direct supervision. If a student rides a bike to school, we request that they store the bicycle in the designated area as soon as they arrive on campus, and leave it there until they depart campus. Skateboarding and skating are not permitted on campus or during school sponsored activities.

Traffic Safety

In order to minimize traffic congestion and enhance student safety, we request that drivers **not** park in the driveway when transporting students to and from school.

Keeping Our Students Safe and Healthy

Student safety is one of our highest priorities. For that reason, we have implemented a variety of policies for our students and for those who interact with our students.

On-Campus Supervision

It is the responsibility of each student to be in a supervised area at all times. If a student is in an area at a time when a supervisor is expected but is not present, we request that the student notify a school teacher or administrator. If the teacher or administrator is not able to arrange supervision for that area, the student will need to go to an area that is supervised.

Off-Campus Supervision

We believe it is essential that students receive adequate supervision when they are not on campus as well as while they are on campus. For this reason, each student attending our school must reside in the home of a parent or a legal guardian.

Physical Exams and Immunizations

All first-time enrollees and students going into grade ten are required to submit, with their application, a physician's report of physical examination. This report must include a check for scoliosis.

State law requires that California schools have on file verification that each student enrolled is in compliance with state requirements regarding immunizations for poliomyelitis, diphtheria, pertussis, tetanus, measles (rubeola), rubella (German measles) and mumps. All students need proof of a Tdap booster shot before starting school. This must have been administered after the age of seven but before the age of eight.

No "grace period" of attendance is allowed for those pupils if they do not have a record. Children transferring from other schools at other grade levels may be given up to 30 school days of attendance while waiting for their records to be transferred.

As of July 1, 2016, CA State Law states: "For students who hold a personal belief exemption to vaccinations, signed and dated prior to January 1, 2016, that exemption will continue to be valid until their next vaccination checkpoint (kindergarten or seventh grade) even when transferring to or from another school. At their next vaccination checkpoint, (kindergarten or seventh grade) these students will need to receive all mandatory vaccinations unless they can provide a medical exemption to immunization letter, completed by a physician. Students who do not have a personal belief exemption form on file prior to January 1, 2016, are required to receive all mandatory vaccinations." All new students, as well as those enrolling in kindergarten or seventh grade in the fall, will need to show evidence of having received all mandatory vaccinations (unless they provide a physician-written medical exemption to immunization letter).

Administering Medications

Teachers are not to diagnose a health condition or give any medications, including aspirin, except as indicated in the following statement: Any student who is required to take medication during the regular school day, as prescribed by a physician, may be assisted by designated school personnel if the school has the "Authorization to Dispense Medication" form, on file in the school office.

Such medication must be delivered to the school in the original container bearing the pharmacy label. This label is to contain the name and place of business of the seller, the serial number and the date of the prescription, the name of the person for whom the drug is prescribed, the name of the doctor who prescribed the drug and must bear directions for use as prescribed by the doctor.

Students may carry and self-administer medication if the proper form (Self-Medication Administration Consent Form) is on file in the school office.

Student Insurance

Accident insurance for all students is on a blanket coverage basis. This insurance aids in paying for medical and hospital bills for students injured while engaged in school-sponsored activities. Parents who wish to make an insurance claim must notify a school administrator immediately after the injury occurs and obtain the necessary forms.

Our school does not assume responsibility for costs related to injuries that occur when a student is not on a school sponsored activity. However, as a service to our families, the Northern California Conference has provided an opportunity for parents to purchase additional accident medical coverage to assist with the cost of medical treatment not covered by other health coverage students may have.

Options are available to cover students 24/7 anywhere in the world. Unlike many other health plans, these plans do not restrict choice of medical providers or hospitals.

We invite parents who are interested in this additional coverage to contact a school administrator.

Visitors

We welcome all visitors who want to learn about the great things happening on our campus. In order to ensure the safety of our students, we ask that visitors check in at the office and explain the purpose of their visit. We will provide a visitor badge to help teachers, staff, and students identify who is authorized to be on campus. We request that visitors wear this badge while on campus.

Volunteers

We are grateful for the support of many dedicated volunteers. Each volunteer opportunity benefits the students and contributes to the excellence of our program. To ensure the safety of our students, we require all volunteers to complete a background check and online volunteer training. If you are interested in volunteering, including driving for school events, please contact the registrar and follow the instructions provided. We thank you in advance for your willingness to enrich our program by serving as a volunteer.

Keeping Our School Pleasant

Cell Phones and Digital Devices

Policies addressing student use of cell phones and/or digital devices vary depending on specific classroom policy. Students are to abide by the policy of their teacher(s). We request that guardians not call or text students during school hours. If guardians need to communicate with a student during school hours, we request that they call the office. An authorized person will then deliver the message to the student(s).

Computer Use

Technology is clearly an integral part of learning in today's world. Our students learn to use computers and the internet as a key component of research, discovery and learning. However, we also realize there are many inappropriate uses of technology.

The following are examples of inappropriate computer usage. These examples do not include all possible violations of our expectations regarding computer usage, but they do provide an example of behavior that will result in grade reduction, disciplinary probation, suspension or expulsion from school.

- ★ Sending or displaying offensive messages or pictures.
- ★ Using obscene language.
- ★ Harassing, insulting, or attacking others.
- ★ Damaging computers, computer systems, or computer networks.
- ★ Violating copyright laws.
- ★ Trespassing in another student's folders, work, or files.
- ★ Negligently wasting resources, including through the use of "chain letters" and messages broadcasted to mailing lists or individuals.

- ★ Using the school's network for commercial purposes.
- ★ Revealing the personal address or phone number of yourself or any other person without permission from your teacher.

Dressing for Learning

It is well established that the attire of students has a profound influence on the attitude toward learning in any school. We feel a strong responsibility to provide guidelines for parents and students to help them determine what clothing is appropriate for the school environment. Our dress code is designed to maximize opportunities for student choice while helping them choose clothing that will foster academic excellence, and a Christ-centered learning environment. We request that students and parents accept responsibility for complying with this dress code.

Appropriate coverage of the body is essential. A key guideline is that attire should never support inappropriate behavior, endanger health or safety, or interfere with anyone's right to learn or teach. Due to current fashion trends, we believe it is important to emphasize the following dress guidelines for our students:

- ★ Hoods and electronic devices (including ear buds/headphones) must not be worn during in-person class time, assembly or chapel.
- ★ Tops:
 - Must be modest in style with appropriate necklines (front and back) and arm openings
 - Must cover the midriff and undergarments
 - Sleeveless shirts are allowed if the straps are at least 3 inches wide (approximately the width of four fingers)

★ Bottoms:

- Must cover undergarments
- Shorts, skirts and dresses must cover to mid-thigh. (Holes in pants are allowed below mid-thigh.)
- Leggings (including yoga style pants) must not be see-through, and must be covered to mid-thigh.

★ Footwear must be worn at all times.

★ Clothing must not promote behavior that violates school conduct standards

★ Clothing, jewelry, words/graphics on clothing, unwashed clothing, or grooming that may threaten the health or safety of students and/or detracts from the learning process or the school climate is not allowed.

★ Anytime students are representing the school (e.g., athletics, extra-curricular activities), they will be required to comply with this dress code. Students who do not comply with the dress code requirements, will not be allowed to participate in the activities.

Due to changing fads and fashions, there may be changes to the dress code during the year. If a school staff member prescribes modification in dress or appearance, the student will not be allowed to attend classes until these requirements are met (e.g., shoes must be worn at all times). Students may need to go home to change or have clothes brought to them. Dress code violations may be reported in RenWeb/FACTS SIS. Multiple dress code violations become a behavior and discipline matter.

Banquet Dress Guidelines

When attending banquets, the guidelines listed above will apply with the following exception: Ladies may wear dresses that do not have sleeves. However, it is essential that the dresses be modest.

Lockers

Lockers are not to be defaced. Students are not to use lockers to store illegal substances or objects or materials inappropriate at our school. The administration reserves the right to monitor lockers to assure compliance with school expectations. **The school is not responsible for damage to or loss of personal property that is stored in student lockers.**

Social Relationships

We intend to be a Christ-centered community in which each member is treated with respect and dignity. Students must interact with others in a way that is wholesome and representative of Christian standards.

There are some types of social behaviors which may be considered appropriate by popular culture but are inappropriate at our school. These include, but are not limited to:

- ★ Sitting or lying on the lap of another person or lying with one's head on another's shoulder or other body part.
- ★ Walking or sitting with arms around each other.
- ★ Kissing
- ★ Holding hands
- ★ Hugging (a brief hug of greeting may be appropriate)
- ★ Prolonged physical contact of any kind

Substance Abuse

We are committed to promoting a healthy lifestyle and a wholesome academic environment. For this reason, the use of tobacco, alcohol, or illegal drugs is strictly prohibited.

Prohibited Activities

In order to establish a nurturing environment in which all of our students may thrive, the following activities are strictly prohibited:

- ★ Insubordination or disrespect to staff and other adults
- ★ Using profane language, participating in obscene conduct, possessing or displaying obscene literature or pictures, visiting inappropriate internet or Web sites, sending or receiving inappropriate email
- ★ Participating in an activity which undermines the program of the school
- ★ Bullying, hazing, or any act that endangers or injures, degrades, or disgraces a fellow student
- ★ Dishonesty, stealing or academic cheating
- ★ Fighting and other forms of violence
- ★ Possessing fire arms, explosives or weapons of any kind
- ★ Unauthorized entry into a locked area on the campus.
- ★ Possessing, using, or distributing illegal substances or drug-related paraphernalia
- ★ Leaving campus or school functions without authorization
- ★ Using unauthorized transportation

Sexual Harassment

We are committed to providing a school environment free from sexual harassment. Incidents of harassment should be reported to a school administrator immediately after the incident occurs so school authorities may take appropriate action. Students who sexually harass others are subject to discipline up to and including dismissal. Employees who engage in sexual harassment are subject to discipline up to and including termination. All teachers must communicate reported harassment to a school administrator.

Definition

Sexual harassment is unwelcome sexual advances, requests or other conduct of a sexual nature. It includes offensive pictures, graffiti, jokes and gestures.

If submission to offensive sexual conduct is made a condition of academic status, progress, benefits, honors or activities, it is considered sexual harassment.

Reporting Sexual Harassment

We ask that students who have experienced sexual harassment report the incident to school authorities as soon as possible. If the harassment is between students, we request that the student report the incident to a teacher or administrator. If the harassment comes from an adult, the student should report directly to the Principal or another responsible adult.

Student Organizations

Associated Student Body (ASB)

Participation in ASB helps students develop responsibility, leadership skills, good citizenship and self-government. It is the responsibility of the ASB officers to plan and conduct certain student activities at the school. Each student in grades nine through twelve is a member of the ASB. Officers are elected at the end of each school year for the following year. The ASB sponsor (a faculty member) will provide guidance and assistance to the ASB officers.

Class Organization

The purpose of class organization is to give additional opportunities for students to plan meaningful social activities and to provide more opportunities to develop leadership skills. Students may elect their class officers (president, vice-president, secretary, pastor, treasurer, historian) at the end of the school year (for the next school year) or no later than the second week of the new school year.

Eligibility for Office

To be eligible for any office (class or ASB), students must maintain an attendance grade of C or higher. They must also maintain a GPA of 2.0 or higher and must pass all their classes each semester. If a student becomes out of compliance with these criteria while serving as an officer, that student must come into compliance within two weeks of the time he receives notification of non-compliance. If the student does not meet the eligibility within that time-period, the student will forfeit their position and a new election will occur to determine a replacement.

Clubs and Organizations

With permission of the faculty, students may organize special interest clubs. Each club must have a faculty sponsor. Dues will be established by a vote of the members of the club and must be approved by the administration.

Senior Class Trip

Senior class trips provide opportunities to create memories and enhance lifelong friendships. When planning a class trip, it is important that the cost of the trip be within reach of all class members. To comply with the policies set forth by the Northern California Conference, the Pacific Union and the North American Division; the School Board has established a policy that the cost of a senior class trip must not exceed the cost of constituent tuition for one month. The Board has also established that senior class trips be separate from educational trips. Seniors are expected to budget for contingencies such as late arriving students and the cost of required sponsors and administration.

Social Activities

The faculty and ASB officers plan social activities throughout the year. Plans for all such activities must be submitted in writing to the faculty in advance of the event under consideration. (Banquets and student weeks of prayer, eight weeks in advance; other activities, a minimum of three weeks in advance)

Spiritual Development Activities

Students will assemble on a weekly basis for activities intended to enhance spiritual growth. One week of each semester will be dedicated for extra spiritual emphasis. These activities are coordinated by the campus ministry team.

Student Senate

The Student Senate functions as a representative body of elected students who give voice to students' concerns and who seek to improve student life on campus. Two representatives from each class are elected to serve one-year terms in the Student Senate. This body meets consistently throughout the school year.

Varsity Sports

Varsity sports are an excellent learning opportunity for our students. To ensure varsity sports are not interfering with a student's other school work, the following requirements are needed for participating in varsity sport:

- ★ Citizenship of good standing.
- ★ An attendance grade of C or higher. If a student becomes out of compliance, he/she must return to compliance within two weeks. The student will be ineligible to participate during these two weeks. If a student earns an F in attendance, that student may not participate in the varsity sports program for that quarter and possibly longer.
- ★ A GPA of at least 2.00 with no F's or I's for the previous semester.

These eligibility requirements apply to both semesters of the school year and will be carried forward from semester to semester and from year to year.

Applying to Enroll

New Student Application Procedure

All new students must make formal application. Our admissions committee makes acceptance and classification decisions. You can pick up application forms in the school office or we will be happy to send them to you via mail or email.

First-time students should present proof of age (i.e. birth certificate, hospital record) at the time of enrollment.

Interview

We've learned that finding a school that fits your family is a vital part of your child's education. For this reason, our principal meets with the parents or guardians of all new students to our school. This meeting, as well as all components of the enrollment process, needs to be completed before your child may attend.

Transcripts

We will need to see evidence of successfully completing eighth grade for all students entering the ninth grade. Students who have attended other secondary schools should request those schools to send their transcripts directly to the registrar or authorize the registrar to request their transcripts from the school they previously attended.

Financial Agreement

The person(s) responsible for paying tuition will need to set up a payment plan with FACTS, our tuition collecting system (for more information on FACTS see the Financial Information section).

Medical Examinations and Immunizations

A current medical examination must be on file for all new students. A medical examination will be considered current if it has been conducted less than twelve months prior to enrollment. California State law requires that each student be immunized for polio, DPT and measles (after age one), Varicella and Hepatitis B (kindergarten and first grade) before he/she can be enrolled in school. All ninth grade students must provide proof of Hepatitis B vaccine series, a second MMR and DTAP (after the age of seven).

Please note: Students who participate in varsity sports must have a more detailed, annual medical examination. This examination also meets the requirement for a high school physical. You can use the sports clearance medical examination form to fulfill both requirements.

Returning Student Application Procedure

We aim to do whatever we can to make re-applying as quick and simple as possible. The following forms are to be submitted to complete registration:

- ★ Update of general information (We will provide a copy of your prior data so you can simply update any changes.)
- ★ Finance Agreement (Before a student will be allowed to enroll, any remaining balance must be paid in full.)
- ★ Consent to Treatment (one per student)
- ★ Medical examination (for grade 10). Grades 9-12: sports physical annually for varsity sports participants.
- ★ Volunteer and Parent Driver/Car Insurance Form and Background Check: (This form is only needed for those driving on field trips. The NCC Office processes these forms for a fee. Liability coverage should be at least \$300,000 on the vehicle used for a field trip.)

Financial Information

The *annual cost to educate a child* at our school varies slightly from year to year but typically is more than \$12,000. Our tuition rates are not nearly that high. Seventh-day Adventists work to make Christian education as affordable as possible by:

- ★ The Chico and Paradise Adventist churches fund nearly a third of our annual operating expenses.
- ★ The Northern California Conference of Seventh-day Adventists contributes approximately a third through partially funding teachers' salaries.
- ★ Capital expenditures (facilities and improvements) are funded by donations, not tuition.

We know Christian education improves life for each child through their commitment to Christ, for each family through support for their Christian values, and for our whole community by educating leaders and citizens for tomorrow who will act with integrity, generosity and volunteerism.

The tuition and fees (listed below) include parents' financial contributions toward instruction, most textbooks, workbooks, instructional materials and most supplies. While this list covers most expenses, there are some costs—such as field trips and individual supplies—which can't be fully predicted before the school year starts.

Tuition

We are committed to making excellent Christian education available regardless of economic background. For that reason, rather than post the annual tuition rate on our website, we invite parents to schedule an appointment with the principal of Paradise Adventist Academy for an Education Success Consultation. We provide education to students from a wide range of economic backgrounds, and we would like to explore the possibility of forming a partnership with you for the education of your child.

Work Opportunities

We provide a limited number of work opportunities on campus. California state law requires that students must be 14 years of age or older to be employed, and that students under age 16 may not work between 7:30 am – 3:30 pm. We invite students who would like to be employed at the school to pick up a work application at the school office. (We give preference to students who are receiving financial aid.) Student employees usually receive a check every two weeks.

Acceptance Agreement

At times it is necessary for the school administration and/or board to revise or adopt new policies during the school year. Regulations thus adopted and announced verbally and in writing will have the same effect as if printed in the school bulletin.

Student Pledge

By enrolling at Paradise Adventist Academy, the student agrees to uphold the Christian principles upon which our school is operated. The student also agrees to abide by the policies published in this handbook as well as those adopted by the school faculty or board of directors and announced during the school year.

Parent/Guardian Pledge

By registering a student at Paradise Adventist Academy, parents/guardians indicate that they agree to uphold the policies published in this handbook, and that they understand that the school administration has the right to modify policies during the school year if necessary. By registering a student our school, parents/guardians also indicate that they agree to pay their tuition and fees in a timely manner.

Calendar

This calendar lists school and vacation days only. The comprehensive calendar with grading periods, deadlines and school events will be given out at the beginning of the school year and is available on our website (mypaa.net).

First day of school	August 18
October break — no school	October 11
Thanksgiving break — no school	November 22-26
Christmas break — no school	December 20-31
Classes resume	January 3
Martin Luther King Jr. Day — no school	January 17
Presidents' Day — no school	February 21
Spring break — no school	March 21-25
Teacher in-service day — no school	March 28
Classes resume	March 29
April break — no school	April 18
Memorial Day — no school	May 30
Last day of school	June 2
Graduation ceremonies	June 4 & 5