PARADISE
ADVENTIST ACADEMY
CHRIST-CENTERED HIGH SCHOOL

Student Handbook

2025-2026

Mission

Paradise Adventist Academy develops well-educated citizens who

do justly,

love mercy,

and **walk humbly** with God.

School-wide Learning Outcomes

What students will know and be able to do upon completion of their time at PAA:

1. Students will act with integrity, honesty and compassion.
2. Students will interact with their school, community and nation as productive and responsible citizens.
3. Students will develop and employ effective and appropriate communication techniques.
4. Students will express their voices in speaking, writing and listening.
5. Students will analyze, interpret and evaluate meaningful data.
6. Students will use their gifts, talents and skills to make valuable contributions to others.
7. Students will be enthusiastic and engaged learners throughout life.
8. Students will use technology to access, gather, evaluate, create and utilize data in an ethical manner.

Christ Centered, Service Oriented, Life Prepared

Fully Accredited by WASC ACCREDITING COMMISSION FOR SCHOOLS

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GETTING TO KNOW US

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

Accreditation

Paradise Adventist Academy is accredited by the Western Association of Schools and Colleges (WASC), which provides accreditation of public and private schools in the western region of the United States. Students who graduate from PAA are eligible for acceptance at any college or university for which their talents qualify. In addition, PAA is accredited by the National Council for Private School Accreditation and the North American Division of Seventh-day Adventists, Office of Education.

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 in evaluating the education your student will receive at Paradise Adventist Academy.

- All teachers hold bachelor's or master's 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.
- Students benefit from the individualized instruction and more personal attention that our low student/teacher ratio allows.
- The 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 Pearson, Houghton-Mifflin Harcourt, Kendall-Hunt, 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 is integrated into our curricula at all grade levels based on what is developmentally appropriate.
- Students learn experientially through travel opportunities, project based learning, 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

We value an environment that promotes student physical and emotional safety at school—while learning in an environment and community that promotes development spiritually, academically, physically and emotionally.

- We emphasize educating the whole student—academically, socially, spiritually, physically. We believe that school should support parents in instilling Christian values and ethics.
- Our teachers are not only academically qualified to teach, but also love students and are dedicated to teaching.
- 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 3, September 7, October 5, Nov. 2, December 7, January 4, February 1, March 1, April 5, May 3 and June 7.

Linda Becker, Principal

Tristan Caro

Julie Ching

Joelle Chinnock

Gary Dickinson

Jason Eyer, Vice Principal

Cherise Gardiner, Pastor

Larry Graack, Pastor

Almarie Hivale

Gary Kitto

Mark Lockwood

Albert Miller, Superintendent

Kelly Murray

Roger Phillips

Tadd Selby

Joy Stabel

Loren Sutherland

Kraig Wilson

Maureen Wisener, Chairperson

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 students in our school and work with us to educate them for life here and through all eternity.

APPLICATION PROCESS

New Student Application Procedure

All new students must make formal application. Our admissions committee makes acceptance and classification decisions. Applications are available online or by hard copy in the office. First-time students must present proof of age (i.e. birth certificate, hospital record) at the time of enrollment.

Interview

We have 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 student and care givers of all new students. This meeting, as well as all components of the enrollment process, must be completed before your child may attend.

Transcripts

Evidence of successfully completing eighth grade for all students entering the ninth grade is required for transcript creation. 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 a student 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 athletics 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. (See Athletic Handbook)

Returning Student Application Procedure

PAA desires to make the enrolling process as quick and simple as possible. The following forms are to be submitted to complete re-enrollment:

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

Medical examination—required for all students entering 10th grade and for all students participating in interscholastic sports annually.

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.

International Students

PAA welcomes international students according to the following policies:

Proficiency in English must be demonstrated by a personal interview and/or a TOEFL test. To be admitted into regular academic coursework a student must have a minimum TOEFL score of 550 (paper-based), 213 (computer-based) or 80 (Internet-based).

An international student must have a guardian on the United States mainland. The name, address and telephone number of the United States guardian must be sent in with the application.

An official copy of transcript of school credits for all grades from 9th grade and onward must be sent to the academy by the school in a sealed envelope. If the transcript is not in English, it must be translated into English before submission to the school.

Medical:

A current immunization record including baby records and a tuberculosis skin test result must be sent to the academy.

The physical exam form must be completed by a physician and sent to the academy in English.

5. Personal reference forms should be completed and returned to the school.

A student will be considered for acceptance after the above items have been received and references have been checked.

In order to meet deadlines for visas, passports, and customs processing, prospective students should apply for admission by October 30 for consideration for the second semester, or June 30 to guarantee consideration for the fall semester. If an I-20 form is needed by the student, the academy will send it with the acceptance letter.

FINANCIAL INFORMATION

Paradise Adventist Academy works to make Christian education as affordable as private education can be 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, instructional materials and most school supplies. While this list covers most expenses, there are some costs—such as field trips and individual supplies—which cannot be fully predicted before the school year starts.

Tuition

PAA is committed to making excellent Christion 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 PAA for an Education Success Consultation. PAA provides 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 during the school day. 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 twice a month.

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 and announced during the school year.

PARENT/CARE GIVERS PLEDGE

By registering a student at Paradise Adventist Academy, parents or care givers 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 at PAA, parents/care givers also indicate that they agree to pay tuition and fees in a timely manner.

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. A biblical world view is presented in each class.

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 (MAP, 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. 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.

Jason Eyer — Vice Principal, Teacher (geometry, physical education), 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.

David Goymer — Teacher (math, physics, religion) soccer

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.

Sean McMurphy, Teacher (World History, US History, US Government, and Economics)

Bachelor of Arts in History, Walla Walla University, Washington, 2022

Bachelor of Education in Secondary Education – Walla Walla University, 2022

Seventh-day Adventist teaching credential in process

Sean enjoys most creative pursuits like drawing, photo manipulation, editing videos, writing, and thinking.

Monte Nystrom — 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.

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.

Ronda Unterseher – Teacher, (choir)

Studied music at Walla Walla College, singing with I Cantori and studying voice with Dr. Harold Lickey. In our community she has been the music director for the musicals Charlie Brown and Annie, vocal coach for numerous PAA musical productions, and played oboe in the Paradise Symphony Orchestra for 18 years. She has been substitute music teacher at PAE and PAA, and taught choir during the 2022-23 school year at PAA.

Mrs. Unterseher says "music has been a big part of my life since I was a small child. I can't imagine life without being involved in music in some way. I believe that music adds so much to life whether it be the benefits for brain development and health or for the social benefits of working with others to make something beautiful, or as a ministry in church and in the community."

Graduation Requirements

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

1. They have been in attendance at Paradise Adventist Academy for the entire final semester of their senior year,
2. They have presented evidence of completing the eighth grade,
3. They have completed all required courses,
4. They have earned a minimum of 240 semester credits for general diploma, 270 semester credits for college prep diploma.
5. General Diploma: Both Language Usage and Reading 220 RIT score; and Math 230 RIT score .
6. College Prep Diploma: Both Language Usage and Reading 225 RIT score; and Math Score 240 RIT score. All scores based on Pacific Union Conference adopted standardized tests.

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.)

Course Area	General Diploma	College Prep Diploma
Religion (see note below)	40	40
English	40	40
Math (see note below) Pre-algebra, Algebra I & IA, Geometry, Algebra 2, Pre-calculus	20	30
Science (see note below) Physical Sciences, Biology, Chemistry, Physics, Advanced Biology	20	40
Social Sciences World History, Modern World History, U.S. History, Government/Economics	30	30
Modern Language (see note below)	0	20
Health	5	5

Computers Keyboarding/Computer Literacy/Web Design/Applications	5	5
Fine Art Choir, Visual Arts I, Band, Photography & Cinematography	5	20
Physical Education (see note below)	30	30
Subtotal without electives	195	260
Electives Yearbook, Choir, Visual Arts I, Band, Photography & Cinematography	45	10
Community Service Hours	25 hr/yr	25 hr/yr
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 and may not include 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.

Competency on MAP Testing:

- General Diploma: Both Language Usage and Reading 220 RIT score; and Math 230 RIT Score based on union adopted standardized tests.

College Preparatory Diploma: Both Language Usage and Reading 225 RIT Score; and Math 240 RIT Score based on union adopted standardized tests.

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 registrar 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)

Courses	Credits
Religion I	10
English I	10
Health	5
Math (Algebra 1 or Pre-Algebra)	10
Keyboarding/Computer Literacy	5
Physical Science	10
Physical Education	10
Electives (Music, Work Experience, Yearbook)	1-10

Grade Ten (Sophomore)

Courses	Credits
Religion II	10
English II	10
Biology	10
Geometry	10
World History	10
Physical Education	10
Electives (Algebra 1, Music, Work Experience, Yearbook)	1-10

Grade Eleven (Junior)

Courses	Credits
Religion III	10
English III	10
United States History	10
Chemistry	10
Chemistry prerequisites:	
Required: At least a "C" in Algebra I, passing grade in Biology	
Recommended: 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)

Courses	Credits
Religion IV	10
English IV	10
(continued on next page)	
American Government/Economics	10
Physical Education	10
Electives (Advanced Biology, Algebra 1, Music, PE, Physics, Pre-Calculus, Spanish II, Work Experience, Yearbook)	
Physics pre-requisites 3 years of math with at least a "C" in Algebra II, Biology & Chemistry	
Required: Concurrent registration in Algebra II and 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 a 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. Teachers are committed to update this website on a weekly basis. Progress reports will be sent via family portal at the end of the first quarter and the third quarter. Transcripts will be sent via email at the end of the first semester. We will send transcripts 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**.

Course Changes

All course changes must be arranged with the registrar by the end of the third 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 registrar. Courses taken for college credit only are not affected by this policy.

Transcripts

Upon request of a parent or student, an official transcript for 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.

Access to and Transfer of Student Records

A cumulative record is maintained for each student. A student's cumulative record is readily available and accessible only to authorized personnel, the student, and the student's parents. The cumulative records are kept in a fire resistant safe or vault. The cumulative record for each student contains the records that the administration considers necessary for the proper guidance of the student.

Transfer of Cumulative Record

When a student transfers to another school, either Seventh-day Adventist or public, the cumulative record, or a copy thereof, will be transferred to the school where the student intends to enroll upon written request of the student or parents if the student is under 18 years of age.

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. This withdrawal will be indicated on the student transcript with a "WP" which is not calculated into the GPA. After that, students withdrawing from a class will receive a "WF" (Withdrawal) on their transcript which is calculated in the GPA as an F.

Academic Integrity

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.
- Copying from 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.
- Utilizing work from any source (online or other) without citing the source.

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.

ENGLISH

English I — 10 credits

Students of English I 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 I curriculum. Listening and speaking skills, along with spelling and vocabulary will be developed throughout the year.

English II — 10 credits

English II 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 II 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 III 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 III. 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 IV 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/ELECTIVES

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 — 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.

Yearbook — 10 credits

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

Art I—10 credits

No pre-requisites

In this introductory course, students will explore the elements and principles of design while developing their personal expression and building discipline through exposure and experimentation of various media and techniques. It is the goal of this course for students to develop an appreciation for design and creation, with an ability to accurately interpret artwork by generating studies in graphite, ink, colored pencil, block printing, oil pastel, acrylic, watercolor, and mixed media. These studies will be executed and thoughtfully reflected upon in their art journals, which will illustrate student growth in applying the elements and principles of art as well as class discussions demonstrating critical analysis. Students will utilize these skills when analyzing an artwork's technical and design characteristics and to recognize an artwork's origins and contribution with in its historical and cultural contexts. Students planning to advance to Art II will compile a portfolio which will be displayed in addition to the final piece students will generate for the end-of- year school-wide gallery.

Cinematography/Photography--10 credits

HEALTH

Health — 5 credits

No pre-requisites

In this course, students will learn basic health principles about mental health, social health, nutrition, fitness, substance abuse, and disease prevention. Students will learn about the advantages of a healthy lifestyle and practice behavior awareness, goal setting, and making healthy choices.

MATH

Algebra I A/B — 10 credits

No pre-requisites

This is a course for the high school student who is not yet ready to study Algebra I at the standard pace. It provides an in-depth presentation of basic skills mixed with algebra concepts. Algebra IA covers the first half of Algebra I during freshman year, while Algebra IB covers the second half of Algebra I in the sophomore year.

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.

Interscholastic 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.)

Weight Training — 5 credits per semester

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

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

No prerequisites

A basic overview of biology with emphasis on scientific reasoning, 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.

Advanced Biology — 10 credits

Pre-requisite: Biology, Chemistry.

Students will study the chemistry of life, molecules and cells, mechanisms of evolution, history of biological diversity, plant form and function, animal form and function, and ecology. This course is designed for the student wanting a deeper understanding of biology and solid foundation for college coursework.

Chemistry — 10 credits

Prerequisites: Biology, Algebra I.

Co-requisite: Algebra II

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. Teamwork in a scientific community is emphasized through project-based labs.

Physical Science — 10 credits

No pre-requisites

A basic overview of chemistry and physics with emphasis on scientific inquiry, organization and study skills, and introduction to science writing, and a reinforcement of math skills. Though not a laboratory course, independent and group labs are incorporated in both chemistry and physical units.

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.

SOCIAL SCIENCES

American Government/Economics — 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.

Economics gives students an introduction to the financial underpinnings of our society and how multiple forces effect our daily lives. Students will learn about philosophical and practical foundations of the financial and 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.

PARENT/TEACHER TEAMWORK

Student learning is optimal when they experience support and teamwork from both parents and teachers. As a staff, we strive to provide you with information and resources related to your child's progress via FACTS and Cougar Tracks. In return we ask that you read the information we provide and keep us informed of situations which may affect your child's participation in learning.

Weekly Teacher/Parent Communication

We will send a weekly communication via email. This letter will provide information pertinent to students and families, including calendar highlights.

In order to monitor the academic progress of 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 PAA website (mypaa.net), or in the school directory, available online to all families early in the school year.

Attendance Philosophy

The attendance policy is based on the knowledge that classroom learning involves far more than completing worksheets or daily assignments. Our teachers have invested many years of training for this profession and they commit their time and expertise 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, verified by a note from parent
- 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)

Resolving Concerns:

Because we are a Christian school, we highly value 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 12:15 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, Scooters

Students may only ride bicycles or scooters on campus when under direct supervision. If a student rides a bike or scooter to school, we request that they store the it 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.

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 specific policies for our students and for those who interact with our students.

Emergency Policies and Procedures

Fire

In the event of a fire on campus (or for a fire drill), the fire alarm is activated.

When the fire alarm sounds:

1. Students exit the classroom as instructed by the teacher and gather at the designated emergency rendezvous location.
2. Teachers will close the windows, turn off the lights, exit the room (with class roster and radio), close the door, and meet the students at the emergency rendezvous location.
3. Students should stand quietly and confirm their presence with their teacher.
4. The drill administrator will ask each teacher for confirmation (via radio) regarding the presence of each student.
5. When the "All Clear" signal is given (via radio, after the fire alarm is silenced), students are escorted by their teacher back to the classroom.

Classroom Doors

The exterior classroom door handles should be in the locked position at all times.

During passing periods, the "lockblocks" should be engaged. (This will allow students to enter the classroom, but it will also enable the doors to be locked quickly from the inside of the classroom.)

After the students have entered the classroom after each passing period, the "lockblocks" should be disengaged (to restrict unauthorized entry).

Lockdown

To alert the school regarding the presence of an intruder, or to initiate a lockdown drill, the alarm is sounded on the 2-way radio and followed up by stating (via radio) "This is a lockdown drill." (if it is a drill) or "This is a lockdown." (if there is an intruder on campus.)

1. Students will be instructed to "hide" in the specified place (out of sight from windows, close blinds).
2. Teacher will verify that the classroom doors are locked.
3. Teacher will join the students in the "hiding place," taking a radio and cell phone with them. (turn radio down) and join the students in the "hiding place."
4. Teacher will inform the administrator (via text) regarding the presence of students by stating "(class identity) all here." (For example: "Biology, all here") If students who are not in the class have joined in the hiding place, their names will be sent in a follow-up text.
5. The drill administrator will acknowledge receipt of the teacher's text (via text) and communicate intent to enter the class's "hiding place."
6. Students wait quietly with the teacher until a drill administrator opens the door to the "hiding place." This will be the end of the drill.

Earthquake

When the earthquake drill sounds (a call on the 2-way radio):

1. Teacher will instruct students to "Drop, Cover, and Hold On."
    a. Drop: Get on hands and knees
    b. Cover: Get under a desk or table, cover head and neck with one arm. (If there is no desk or table available, get on elbows and knees and cover the head and neck with hands and arms.
    c. Hold On: Hold on to the leg of the table or desk with one hand (if available).
2. When instructed (via radio) teacher and students will go to the emergency rendezvous location.
3. Teacher will confirm the presence of all students and communicate to the drill administrator that students are accounted for.
4. When the "All Clear" sounds, (via radio) teacher will escort student back to the classroom.

Off-Campus Rendezvous

If an emergency makes it necessary to flee the campus with students, the default rendezvous location will be the Chico Adventist Church.

Red Flag Warning

If the National Weather Service issues a red flag warning for an area which encompasses the Paradise Adventist Academy campus, we will conduct classes in person on the Paradise campus, and we will take the following precautions:

1. We will monitor the Butte County Sheriff/Fire Tac, CalFire and Paradise Police radio band for communications that would indicate a need for evacuation.
2. We will review evacuation rosters with students to ensure that students know in which vehicle they will ride to evacuate campus if the need arises.
3. Students whose parents have signed a Pre-arranged Red Flag Distance Learning Agreement will be given the opportunity to "attend" classes via Zoom.
4. In the event of an evacuation, we will send a parent alert via text indicating the location where students will be evacuated. (The Chico SDA Church campus will be our default evacuation site.)

Wildfire Safety Protocol

Winston Churchill advised that we should "never let a serious crisis go to waste." We have chosen to let the crisis of the Camp Fire serve as an opportunity to help us be more vigilant regarding wildfire safety. We continue to communication with Cal Fire experts and local fire and police authorities to develop effective responses to multiple threats to safety, including the threat of wildfire. We are committed to doing everything possible to ensure the safety of our students and faculty during school days.

In the past, some parents have been concerned about sending their children to school during "red flag days". We have communicated with multiple Cal-Fire and public safety officials regarding the best course of action during red flag days. We have been advised that it would be best to conduct school "as usual" during red flag days and let the red flag warnings serve as reminders to be vigilant and prepared for the possibility of wildfire.

We respect those who do not feel comfortable sending their students to school during red flag days, and we will excuse the absences of students whose parents request that they not attend school when red flag warnings are in effect. We will do all we can to minimize disruption to the education of students with excused absences. (If parents want their children to be absent from school during a red flag day, it is essential that they contact the school administration before the absence occurs.)

We understand that in emergency situations the best laid plans may have to be altered. However, the basic framework of our default evacuation plan is as follows:

- PAA will alert all families regarding school closures and/or evacuations

- Staff will ensure that all students are accounted for before they leave campus
- Students will be transported to the Chico Adventist Church
- If Skyway is closed, students will be taken to the Oroville SDA church, 1180 Robinson St., Oroville, CA 95965
- Students with driving privileges will convoy with vehicles driven by school staff members
- Upon arrival at the designated safety pick up zone, attendance will be taken to ensure that all staff and students are present.
- Parents will be notified regarding the location of their students and coordination of pick up

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

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 during the student's seventh grade year.

No "grace period" of attendance is allowed for those pupils if they do not have a health record. Students 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 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 do not 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

The 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 families, the Northern California Conference provides additional accident medical coverage that may be purchased by parents to assist with the cost of medical treatment not covered by other health coverage students may have.

All students have accident insurance while participating in school-sponsored activities. 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.

Visitors

Visitors are welcome who want to learn about the great things happening on our campus. To ensure the safety of students, visitors must first check in at the office and explain the purpose of their visit. Visitor badges will be provided to help teachers, staff, and students identify authorized visitors. Visitors must wear this badge while on campus. Prospective students should make arrangements for their visits.

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 students, all volunteers are required to complete a background check and online volunteer training. If you are interested in volunteering, including driving for school events, please contact the registrar or office personnel and follow the instructions provided. We thank you in advance for your willingness to enrich our program by serving as a volunteer.

STUDENT LIFE

Cell Phone Policy

The goal of the cell phone policy is to encourage responsible technology use while minimizing distractions. We appreciate the cooperation of students and families in upholding these expectations.

To maintain a focused and respectful learning environment, the following guidelines for cell phones and other electronic devices, including smartwatches, must be followed:

Starting with student's first class of the day:

- **Classrooms & Study Areas**: Cell phones must be turned off and kept out of sight during class, study halls, and the Connect period unless a staff member grants explicit permission. Teachers may have classroom-specific policies that students are expected to follow.

- **Passing Periods & Non-Instructional Time**: Cell phone use is not allowed during passing periods or other non-instructional times unless specifically permitted by a staff member.

- **Lunch Period**: Students on the under-70 list may not use their phones during lunch.

- **Parent/Guardian Communication**: Guardians should not call or text students during school hours. If urgent communication is needed, they must contact the school office, and a staff member will relay the message to the student.

- **Respectful & Appropriate Use**: All digital communication, including texts, images, videos, and social media activity should reflect positive intent and align with the school's Christian values. This includes obtaining explicit permission before recording videos or taking pictures. Inappropriate communication or unauthorized recordings, whether on or off campus, may result in disciplinary action.

- **Extra Curricular Activities**: Phone usage may be allowed during extracurricular activities and will be up to the discretion of the sponsor of the activity.

Cell Phone Progressive Discipline Plan

Violations of the cell phone policy will result in the following consequences (per semester):

1**. First Offense**: The phone is confiscated for the rest of the school day. The student may retrieve it from the office after school, and a guardian will be notified.
2. **Second Offense**: The phone is confiscated, and a guardian must retrieve it from the office. A meeting with school staff may be required.
3. **Third Offense**: The student loses the privilege of bringing a cell phone to school for the remainder of the semester. Additional disciplinary actions, such as a behavior contract, may be assigned.

Severe or repeated violations—such as cyberbullying, sharing inappropriate content, or other serious misuse of technology—may result in suspension or further disciplinary measures at the administration's discretion.

Internet Usage

We are pleased to offer students access to the school network for electronic mail and the Internet. Access to the Internet will enable students to explore thousands of libraries and databases while exchanging message with Internet users around the world.

While our intent is to make Internet access available to further educational goals and objectives, students may, on their own, find ways to access other material as well. We believe that the benefits to students from access to the Internet exceed any disadvantages. However, the school
supports and respects each family's right to decide whether or not to apply for the school's Internet access. Students are responsible for good behavior on school computer networks just as they are in the classroom or school campus. Communications on the network are often public in nature. General school rules for behavior and communication apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right, and responsible behavior is expected. The school has the right and duty to monitor and restrict both the amount of time online and the sites visited. This responsibility extends to any communication to or from sites.

It is not possible to list all activity that is not permitted, but the following are examples of unacceptable behavior that extends to all technology:

- Sending or displaying offensive messages or pictures
- Distributing personal information about yourself or any other student on sites using chats, blogs, social networking, or email
- Arranging a meeting with an online contact without school or parental approval
- Using obscene language
- Harassing, insulting, or stalking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another person's password or sharing your password with others
- Browsing in another person's folders, work, or files
- Using profiles or any other technology to bypass the school's filtering, including using other wireless networks such as mobile hot spots, etc.
- Intentionally wasting resources
- Using the network for commercial purposes

Technology Use

Technology is a vital part of learning in today's world. Students learn to use computers and the internet as a key component of research, discovery and learning. However, there are many inappropriate uses of technology. Learning appropriate use of technology is integral to the maturing process.

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, pictures, or cyber bullying.
- 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.
- 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

The attire of students has a profound influence on their attitude toward learning. These guidelines for parents and students will help determine appropriate clothing for PAA. The 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. Students and parents are expected to accept responsibility for complying with this dress code. Appropriate and modest 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)

- Slacks or Skirts
    - 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.

    - Flannel pajama style pants are not appropriate school attire

- Footwear must be worn at all times.
- Flannel pajama style pants are not appropriate school attire.
- 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.
- 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.

Privacy

Your privacy is important to the school and is understandably an area of concern for every student and parent/guardian. The school values your right to privacy and seeks to preserve and protect it. However, your right to privacy is not unlimited. This policy seeks to explain how your information is collected and used and also to define your privacy rights as a student or parent/guardian at this school.

Personally identifiable information

As part of the admissions process, and throughout a student's enrollment, the school will occasionally request personally identifiable information from students and parents/guardians/ This will likely include, though not be limited to, the students' and parents/guardians' names, addresses, email addresses, phone numbers, and the student's date of birth and social security number. The school will also generate personally identifiable information about its students in the form of student records, which may include academic records, health records, and disciplinary records. This information is necessary for the school to provide its services to its students and parents/guardians and will only be utilized by the school or its agents for that purpose. For more information, see the policies on student records.

The school does not sell, trade, or otherwise transfer to outside parties your personally identifiable information. This does not include trusted third parties who assist the school in conducting its business or providing its services to you, so long as those parties agree to keep this information confidential. We may also release your information when we believe release is necessary to comply with the law. The school may desire to publicize student participation and achievement on its website or in its publications. This may include school utilization of photographs, videos, writings, and voice or performance recordings of a student or parents for educational, promotional, and/or athletic purposes in the school's promotional materials, newsletters, press releases, website, videos, media outreach, and other such publications. Unless students/parents/guardians formally opt out, they agree to permit such use by the school. See the media release policy for more information.

Student Records

This school is a private religious school that does not accept federal funds. As such, it is not subject to the provisions of the Federal Educational Rights and Privacy Act (FERPA). However, your records will only be readily available and accessible to authorized personnel, the student, or the parent/guardian. See the student records policy for further information about what your records contain and who may access them.

School Property

School property includes, but is not limited to, desks, lockers, school computers or electronic devices, classrooms, common areas, school athletic equipment, school vehicles, and any other property owned or controlled by the school. Students have no privacy rights or expectation of privacy in the utilization of any school property. The school may search school property at any time for any reason pursuant to the school's search and seizure policy. See the search and seizure policy for more information.

Student Property

Student property is generally defined as the student's own body and any item owned by the student or worn by the student. Student property includes, but is not limited to, student-owned backpacks, bags, purses, computers or electronic devices, telephones, clothes, and student or parent/guardian owned vehicles. Student property may be searched under certain circumstances to maintain student safety or to enforce school rules or policies. See the search and seizure policy for more information.

Revisions to this policy

This policy may be changed from time to time by the school. Changes will be made available either online or in writing and continued enrollment in the school constitutes your acceptance of any changes to the policy.

Search

The school search policy is effective for all students in attendance. This policy is designed to balance the privacy of the individual student while allowing school officials to maintain a safe environment for all students. The school administration has the right and responsibility to conduct (in the presence of an adult witness, when possible) a search of student property, including the student, a student's automobile, clothes, and/or backpack (or similar personal items) when there is reasonable suspicion that a student may be in possession of drugs, weapons, alcohol, or other contraband in violation of a school rule, school policy, or law. A student's personal computer, tablet, smart-phone, or other technology may also be searched when there is reasonable suspicion that the devices contain information relevant to a serious violation of a school rule, school policy, or law. The school will use reasonable efforts to make the search minimally invasive and targeted.

School property may be searched at any time for any reason. School property includes, but is not limited to, desks, lockers, school computers or electronic devices, classrooms, common areas, school athletic equipment, school vehicles, and any other property owned or controlled by the school. Students have no privacy rights or expectation of privacy in the utilization of any school property.

Law enforcement may be contacted, where appropriate, before, during, or after a search. When appropriate, the school may report violations of law to appropriate authorities.

Parents will be notified after any search.

Lockers

Personal locker space is a privilege and lockers are the property of the school. Lockers are to be kept in good condition at all times. 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

PAA is a Christ-centered community where 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

Bullying

All members of the school community are committed to ensuring a physically and emotionally safe environment. We strive to value the rights of all people to learn without fear. A student shall not intimidate or harass another student through words or actions. Such behavior includes, but is not limited to, direct physical contact, such as hitting or shoving; verbal (or non-verbal digital) assaults, such as threatening, teasing or name calling; and social isolation or manipulation. When such conduct is repetitive or appears likely to be repeated, it is considered bullying. Our school expects students and/or staff to immediately report incidents of bullying to the principal. Staff members are expected to immediately intervene when they see or hear a bullying incident. Parents will be notified when their student has been involved in acts of bullying. Students who bully may be subject to discipline. Law enforcement will be notified if appropriate.

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.

Weapons Policy

Paradise Adventist Academy is a haven of safety for students and staff. All weapons are banned from school and school activities. Students possessing these articles will be immediately suspended with expulsion recommended in line with the school's disciplinary procedures. Applicable state and federal laws will be followed.

Weapons Definition: A "weapon" is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive or incendiary device, poison gas, Mace, pepper spray or knife with a blade exceeding three (3) inches in length. "Weapon" also includes any device that is either designed by it's manufacturer or redesigned and/or altered by another for use as a weapon. "Weapon" also includes any device in a student's possession while at school, on school property or at a school sponsored function that the student intends to use as a weapon for the infliction of permanent or temporary bodily harm or harm to property.

This policy is not intended to preclude the occasional special display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a "weapon," provided advance written approval for display or use is obtained. Such approval is required from the school principal (or head teacher, where applicable), unless the principal is the person seeking approval, in which case approval is required from the conference superintendent.

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 or requests and other conduct of a sexual nature which is offensive. Harassment can be spoken, written, physical and/or distributed through electronic means. 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 prohibited sexual harassment. Sexual harassment also occurs when the offensive behavior or material creates a hostile school environment.

Reporting Procedures: Students who have experienced sexual harassment shall report the incident to school authorities as soon as possible. If the harassment is between students, the student shall report the incident to any teacher. The student may also report to the principal, vice-principal or counselor. If the harassment comes from an adult, the student should report directly to the principal or another responsible adult.

Child Abuse Reporting

Obligation to Report Instances of Suspected Sexual Misconduct or Child Abuse: (Mandated Reporter) All instances of suspected sexual misconduct or child abuse must be reported to the appropriate school administrator and child protection agency as specified by state laws. Persons who are mandated by law to report suspected child abuse are protected from retaliation and civil or criminal liability under applicable state laws.

Statement of Knowledge of Duty to Report Abuse: A certificated employee has the duty to report cases of child abuse and will comply with the provisions of state law. This requires that any employee who is a child care custodian who has knowledge of or observes a child known or reasonably suspected of having been the victim of child abuse is to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report within the time required of receiving the information concerning the incident.

The following reporting procedures should be followed:

1. An employee who has knowledge of or observes a child who is known or reasonably suspected of being the victim of sexual misconduct or child abuse shall report the known or suspected incident to a child protective agency as soon as practically possible by telephone. Child abuse includes sexual abuse, physical abuse and neglect. A written report should be sent within the specified time required by state law. The employee should consult with the administrator at the time of reporting. Pacific Union Conference Education Code 2022 E10 | Employment of Certificated Personnel: General Policies E10-144 Policy and Guidelines Relating to Sexual Misconduct Incidents Towards Students (Cont'd)

2. If volunteers or other adults have reasonable suspicion of sexual misconduct or child abuse it should be promptly reported to child protective services and a school administrator.

3. The superintendent of schools or designee should be notified of the suspected incident as soon as practically possible if the suspected abuser is an employee or volunteer.

4. If the suspected incident involves an employee or volunteer that person may be placed on administrative leave from duty during the investigation by the child protection agency at the discretion of the superintendent of schools in consultation with the principal.

5. All suspected incidents of sexual misconduct or child abuse should be maintained in confidence apart from required notification to child protective services and school administrators. The information should only be shared with others on a need to know basis.

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 ASB officers and faculty sponsor 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. The sponsor will notify faculty of upcoming events in a timely manner.

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.

Athletics

Athletics are an excellent learning opportunity for our students. To ensure interscholastic athletics are not interfering with a student's other school work, the following requirements are needed for participating in accordance with the athletic handbook:

- Citizenship of good standing as determined by administrative council.
- An attendance grade of C or higher is required. 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. (See Athletic Handbook)

2024-25 CALENDAR

This calendar lists school and vacation days only. The comprehensive calendar, with grading periods, deadlines and school events is available on our website, mypaa.net. That is the best resource for any calendar questions, as dates change throughout the year in response to unforeseen circumstances.

Parent Orientation	August 15
First day of school	August 21
Professional Enrichment Days — no school for students	October 14, 15
Thanksgiving break — no school	November 25-29
Christmas break — no school	December 23-January 3
Classes resume	January 6
Martin Luther King Jr. Day — no school	January 20
Presidents' Day — no school	February 17
Professional Learning Community – minimum day for students	March 3
Spring break — no school	March 24-28
Professional Enrichment Day – minimum day for students	April 7
PAA/COAS/PAE Community Day – attendance taken	May 4
Professional Learning Community – minimum day for students	May 12
Memorial Day — no school	May 26
Last day of school	June 6
Graduation ceremonies	June 7 & 8