

Acme School

2025-2026

High School  
STUDENT and PARENT  
Handbook



Committed to Powerful Learning in our  
Community-based Schools



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Ms. Sadie Oberle - Principal  
Mrs. Jennifer Aoki - Vice-Principal  
Mrs. Pam Wade - Lead Teacher  
Mrs. Lori Campion - Administrative Assistant  
Ms. Megan Fusaro - Administrative Assistant

Acme School Website:  
<https://www.acmeschool.ca>

Facebook: <https://www.facebook.com/AcmeSchoolAlberta>

Instagram: <https://www.instagram.com/acmeschool/>

Golden Hills School Division:  
[www.ghsd75.com](http://www.ghsd75.com)

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[acme@ghsd75.ca](mailto:acme@ghsd75.ca)

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## Welcome to Acme School

Acme School and Dr. Elliott School, and the communities of Linden and Acme, have operated as a Bi-Campus since the 1979-1980 school year. Forty-five years of cooperation! In 2011, Carbon School joined our team and we became a Tri-Campus. Junior High students from Acme attend Dr. Elliott for the full day, and Carbon junior high students attend Dr. Elliott for the afternoon, to participate in option and CTF courses. All students from Acme, Carbon, and Linden attend Acme for high school.

Acme School is a Grade K-6, and 10-12 school with 223 students. It has a deeply rooted history of innovation and excellence, producing proud, engaged citizens. We believe that creative thinking, critical inquiry, collaborative group processes, and navigating dynamic work environments are the foundational skills of a prosperous community.

Through strong community partnerships with local businesses and organizations, our students engage in authentic, real-world, meaningful experiences. We work to foster a strong community that is healthy, reciprocal, and collaborative which positively impacts the success of our students.

We work with our Parent Advisory Council to initiate and support programming that provides support for academic and social programs as well as extracurricular and fine arts.

## Vision, Mission, and Values Statement

Acme School Vision	Acme School Mission	Acme School Values
To continue to be the exemplary model for community-based education in Canada.	Committed to Powerful Learning in our community-based schools.	Engagement, Collaboration, Flexibility, Positive, Caring, Relationships, Citizenship

## School Colors

The school colors of Acme School are White, Red, and Black.  
Our sports teams are called "The Reds".

## Key Beliefs and Values

We, the members of the school community of Acme School, believe that our school's purpose is to provide a whole and continuing education for the citizens and future citizens of Canada and the world.

We believe that education is not confined to any one place or any one stage in a person's life. Rather, it is an ongoing process that begins at birth and never ceases. Acme School is a learning environment for all those in it. We attempt to foster learning and creativity within its halls. Pupils and staff alike are all students.

We see our task as preparing students for more than the first years after high school. Rather, we are preparing students to become reasoning, respectful and responsible citizens. We do so by working to foster:

- A. an appreciation of learning and the skills required to continue learning all through life and a learning environment that is supportive of the individual; yet challenging to all areas of human growth: physical, intellectual, social, and emotional.
- B. a learning environment in which students are taught respect for self, the individual, the community, and the planet.
- C. through our positive connection between the Linden, Acme, and Carbon communities, a sense of the importance of community in the affairs of humankind.
- D. a learning environment in which students are given responsibility for their own actions and an understanding that positive actions always have positive consequences.
- E. an understanding that with rights must also come a responsibility to protect and recognize those rights.
- F. a learning environment in which students are encouraged to participate fully in all aspects of school life both while in attendance and later as alumni.

*Like each of us, this document will not remain static, but as we learn more, it must grow and expand with us.*

# Bell Schedule/High School Timetable

## **BELL TIMES FOR ELEMENTARY SCHOOL**

8:45 AM	Warning Bell
8:52 AM	School Starts
10:30 AM	Morning Recess Begins
10:45 AM	Recess Ends
12:00 PM	Lunch Begins <b>(No Bell)</b>
12:15 PM	Recess/Wellness Break Begins
12:30 PM	Recess/Wellness Break Ends
12:35 PM	Afternoon Classes Start
2:10 PM	Afternoon Recess Begins
2:30 PM	Afternoon Recess Ends
3:30 PM	School Ends

## **BELL TIMES FOR HIGH SCHOOL**

8:45 AM	Warning Bell School Starting
8:55 AM	Announcements
9:00 AM	Block 1
10:00 AM	Block 2
11:00 AM	Block 3
12:00 PM	Lunch Begins
12:35 PM	Warning Bell Lunch Ending
12:40 PM	Repeat
1:40 PM	Block 4
3:06 PM	School Ends

## **TIMETABLE FOR HIGH SCHOOL**

<b><u>Time</u></b>	<b><u>Day 1</u></b>	<b><u>Day 2</u></b>	<b><u>Day 3</u></b>
<b>8:45</b>	Warning Bell School Starting		
<b>8:55</b>	Announcements		
<b>9:00-9:59</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>10:00-10:59</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>11:00-11:59</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>12:00-12:35</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>12:35</b>	Warning Bell Lunch Ending		
<b>12:40-1:40</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1:40-3:06</b>	<b>Options</b>	<b>Options</b>	<b>Options</b>

## Acme Staff List

<b>Administration</b>	
Sadie Oberle	Principal
Jennifer Aoki	Vice-Principal
<b>Teaching Staff</b>	
Debbie Keet	Elementary - Kindergarten
Kristina Sayer	Elementary – Grade 1
Bailey Haeberle	Elementary – Grade 2/3
Cassidy Sawyer	Elementary – Grade 4/5
Kayleigh Albrecht	Elementary – Grade 5/6
Matt Sandersen	Sr. High Construction
Catherine Loewen	Sr. High Social Studies/Horticulture/Graphic Design
Dan Loewen	Sr. High English Language Arts/Art/Photography/Business Ed./Film Studies
Cathy Price	Sr. High Work Experience/Guidance Counseling & Elementary Innovation
Colby Reimer	Athletic Director and Sr. High Science/Phys Ed./Fitness
Rachele Preston	Sr. High Math/CALM/Science/Foods & Nutrition
Tyler Selski	Sr. High Chemistry/Physics/Biology/Video Game Design
Marci Steen	Sr. High Math/Cosmetology
Pam Wade	Lead Teacher and Sr. High English Language Arts/Social Studies/French
<b>Support Staff</b>	
Brenda Huff	Educational Assistant
Joanne Moulton	Educational Assistant
Pamela Pierce	Educational Assistant
Jody Toews	Educational Assistant
Amy Zollner	Educational Assistant and LLI
Brandy Rose	Librarian
Lori Campion	Administrative Assistant
Megan Fusaro	Administrative Assistant
	Family Wellness Worker
Keelin McKiernan	Education Consultant
Eric Gundangan	Custodian
Maritess Gundangan	Custodian

## PowerSchool Parent Portal

The PowerSchool Parent/Student portal provides parents/guardians and students with quick and easy access to their current marks, assessment information, attendance records, assignment due dates, and report cards. Parents, guardians, and students who have had a chance to use this web-based portal appreciate its value. Parents and guardians appreciate that they can be more in-tune and involved in their children's education. The parent portal can be found on our website or by typing <https://sis.ghsd75.ca/public/>

### Advantages

- Timely, up to date information on your child
- Assignments and marks updates available
- Direct communication with the teacher by email
- Class-by-class updates on student attendance

## Student Fees

Parents or guardians are responsible for payment of all fees.

Fees are Due: **September 30th for first semester and March 6th for second semester.**

*If there are any extenuating circumstances, and a payment plan is required, please contact the school office to make arrangements.*

All fees are assigned through the online School Cash program. (The link to sign up to pay online is on the upper right-hand side of our school webpage, Click on "Quick Links", then "Online School Fees")

Fees are assigned based on the programs your child is enrolled in. Fees can be assigned at any time of the year to coordinate with student activities. Fees for courses will be assigned at the start of both semesters. Parents are encouraged to use the online system to pay for their school fees. All first semester fees will be assigned within the first 2 weeks of school, and all second semester fees will be assigned within the first 2 weeks of February.

## Registration/Reporting Information

Golden Hills School Division uses an online registration and fee payment structure. All parents are required to create a Parent Portal Account through PowerSchool. Through this account, you will be able to register your students, provide updated contact information and access your student's grade information and attendance. To access and pay school fees parents will need to setup an account on School Cash Online.

Senior high report cards will not be printed off. Prior to the report card release date, PowerSchool will go offline. This allows teachers to finalize comments and ensure the information is accurate and complete. On the release date, the report card will be live.

It is very important that you review your contact information to ensure you receive both phone calls and emails from the school. We use an automated messaging system to send home important information on a regular basis and we need current contact information.

Information and instructions can be found on the school web page as well as by contacting the office.

## Inclement Weather

In case of inclement weather, our bus drivers will make the decision if they are able to safely make the route to school. If they are not running they will contact the school principal, the transportation supervisor, and their route families. Notifications will go out on social media and the transportation supervisor will update the information on the website. In case of school closure, an attempt to email all families will also be made. Be sure the school has your preferred email.

### Green

Some buses are not running. School is open with regular classes.

### Yellow \*

No buses are running. School is open but no regular classes are being offered. Parents and students are encouraged to stay home and avoid risks of travel.

### Red \*

The school is **NOT** open. Due to weather and travel conditions, we are not able to guarantee the school will be unlocked or staff will be in the building. **DO NOT** send students to school.

\* requires Superintendent's approval

Please trust your own judgment and make a decision that is right for your family before sending students to school during severe inclement weather days.

Ensure your students are dressed for the weather in case of bus emergencies.

Please remember to call the school should your child be absent, so we know they did not venture out in the weather.

If conditions during the day worsen students will remain at school until they can be safely transported home. No early bus dismissals will occur.

## Locks and Lockers

High School Students are assigned lockers with locks, and it is their responsibility to keep their lockers clean and their belongings locked securely. The locker rental is \$4.00. Although students rent their lockers, they remain school property and can be inspected at any time. Parents who wish to retrieve student belongings from lockers may obtain the lock combination from the office.

## Student Pick-Up and Drop-Off

The school day begins at 8:45 AM. The buses are scheduled to arrive beginning at 8:30 AM. We will have supervision on the playground from 8:30-8:50 AM. Please do not send your children to school before 8:30 AM as we will not have supervision and they will not be permitted in the school prior to that time.

There will be no parking in the front parking lot during bus times (8:00-9:00 AM and 3:00-4:00 PM). Parents are welcome to park on the street during drop-off and pick-up times. Please meet your child outside of their entrance door to avoid congestion inside the school. Please use the sidewalk provided and avoid having students walk through the buses at drop-off and pick-up.

## How to Get Good Grades: 10 Easy Steps

<b>1. Believe in Yourself:</b>		<b>2. Get Help When You Need It:</b>
Set reasonable but challenging goals for yourself and believe that you can succeed.		When you have a problem, do something to resolve it.
<b>3. Be Organized:</b>		<b>4. Study Smart:</b>
Use a student planner; break down assignments; use binders and folders; keep your locker and backpack neat; get organized before you go to bed.		Find a good place to study; get started; know your learning style; organize your study time; know how to study for tests; use tricks to help you memorize information; know how to write a paper.
<b>5. Be Successful in Class:</b>		<b>6. Be a Good Test Taker:</b>
Be in school and on time every day; adapt to different teachers; prepare for each class; sit as close to the front of the class as possible; be aware of your body language; always do your homework; be a good group member; participate; treat others with respect; involve your parents; take responsibility for your grades.		Get off to a good start; develop a plan; mark the questions that you want to return to; increase your odds on multiple choice questions by eliminating choices that you know are wrong; look for keywords in true/false questions; know how to approach essay questions; be prepared for open book tests; check your answers; go over all returned tests.
<b>7. Manage Your Time Well:</b>		<b>8. Reduce Test Anxiety:</b>
Use class time and study areas; create a study plan; and prepare for obstacles.		Study without cramming; review material; walk into a test with confidence; relax.
<b>9. Take Good Notes:</b>		<b>10. Know How to Read a Textbook:</b>
Be an active listener; take notes to help you pay attention; recognize important information; take neat notes; go over notes as soon as possible; get copies of notes when absent.		Scan by reading subtitles, words in bold and italic print, summaries, charts, and review questions; read with a purpose; review by scanning the material to check your understanding.

# Getting the Most Out of High School: 10 Easy Steps

1. **Understand Your Academic Record:** It's important that you know what your graduation requirements are, and that you know what information is included in your academic record.
2. **Get Involved.**
3. **Be In School Every Day:** To succeed in school, you must have good attendance.
4. **Know How to Get Good Marks:** See above.
5. **Set Smart Goals**
6. **Know Your School:** Review handbook for important dates, policies and information.
7. **Make Good Choices and Decisions**
8. **Know How to Handle Stress**
9. **Use Available Services and Supports**
10. **Plan and Prepare Your Future**

## Attendance and Punctuality

### Attendance

Educational research reveals a high correlation between regular attendance and student achievement. Acme School believes that regular attendance is crucial to successful academic performance. Excusable absences are those due to illness, doctor and dental appointments, and family bereavement. Two of our society's greatest expectations are dependability and punctuality. To reinforce these expectations, Acme School has adopted the following attendance expectations:

1. A daily record of attendance will be kept for each class.
2. **Parents or guardians should phone the school the morning of the absence- even if the student is 18 years old or older to explain the reason for the absence.** If no parent call is received, our automated phone system will call to advise parents of the absence at 6 pm. Parents can receive real-time attendance updates through PowerSchool. Should attendance become an issue the teacher will contact the parent or guardian informing them of their concerns.
3. Absent students who sign out of school during the day are not considered excusable until parents/guardians phone in. Students should sign out at the office before leaving the school. The school cannot be held responsible for students who leave the building without permission.
4. Should attendance continue to be a problem, the classroom teacher will notify both the parents and administration as well as meet with the student to determine the best way to support and assist in getting the student to class. If attendance does not improve, the administration will contact both the student and parents to determine the best path moving forward. Following the conversation with the student, a follow-up phone call home will be made and a letter drafted outlining the steps taken with the student to date. All circumstances will be taken into consideration before a decision is made.
5. Medical issues will be considered when assessing attendance.

## Other Expectations Regarding Attendance

1. Students are responsible for finding out about and completing missed schoolwork. Missed evaluations must be completed, even if it's an excused absence.
2. Students with poor attendance may be denied the right to participate in co-curricular activities and school-sponsored field trips. Students who are absent on the day of co-curricular, sporting events, or any special events are denied the right to participate in events after school.
3. Student awards and rewards are based on factors including attendance.
4. Subject teachers may request explanations for student absences.

## Absences for Holidays/Exams

Although we do not approve of such absences because of the serious negative impact on student learning we expect that:

1. Students discuss plans for making up missed work with each subject teacher and are prepared to put in extra time if requested by the teacher.
2. The student is prepared to make up missed evaluations as soon as possible following the absence.
3. Students will not be permitted to write final exams at any other time than those scheduled for the exam. It is expected that all students attend school and scheduled exams until the school year has ended. Where extenuating circumstances exist that may legitimately prevent the student from writing the exam, the Principal must be contacted. If a student is excused from writing the final exam due to an excusable absence, the student's final mark will be based on his/her year's average.

## Late Policy

Prompt attendance is required for all classes. Students who are late for school will be expected to stop at the office to check in so the office staff is able to enter the information in PowerSchool. Should a student be late for an individual class, they are expected to enter the class quietly and without interruption. Students who are greater than 10 minutes late will be marked with an unexcused absence. Consequences for an excessive number of "lates" will escalate from being denied sporting and co-curricular activities to in-school suspensions.

# Student Code of Conduct

## Student Conduct:

A student shall conduct themselves so as to comply with the following code of conduct from *The School Act*:

- be diligent in pursuing their studies
- attend school regularly and punctually
- cooperate fully with everyone authorized by the board to provide educational programs and other services
- comply with the rules of others

We have high expectations for learning, behaviour, and character for Acme School students. Teachers will use their own discretion and professional judgment when dealing with discipline issues.

In the event that a student does not meet reasonable standards of behavior, three steps will be taken in order to modify such behavior:

- **Step One:** The teacher will deal with the student and, depending on the seriousness of the problem, send the student to the office, and inform the parents and administration.
- **Step Two:** If the situation is more serious, an administrator will deal with the student and, if necessary, talk to parents advising them of the problem, the disciplinary measures taken, and the probable consequence of future unacceptable behavior. If circumstances warrant, the Family Wellness Worker and/or Education Consultant will be contacted for support.
- **Step Three:** For very serious behavior problems, the administrator may give an in or out-of-school suspension to the student. Parents will be informed.

Student participation in athletics and extra-curricular field trips may be subject to administrative approval if they are unable to follow the guidelines noted above.

## Suspension and Detentions

**Suspension:** a suspension occurs when a student is not permitted to attend a class or classes for a maximum period of five school days. There are two types of suspensions:

- **In-School Suspension:** A student will spend the school day(s) in a room isolated from other students, and is expected to complete all assignments and will receive credit for evaluations.
- **Out-of-School Suspension:** A student is banned from the school and not allowed on school property (including the parking lot) or to attend any school-sponsored event at any time. Students are expected to make arrangements for keeping up and catching up on all missed schoolwork and evaluations while suspended.

Students may be suspended for any of the following behaviors:

- **open opposition to authority**
- **habitual neglect of duty**
- **the use of improper or profane language**
- **excessive absenteeism and/or tardiness**
- **improper conduct**
- **violation of the school drug and alcohol policy**
- **theft**
- **use of intimidation or force towards any other individual**

*Parents will be phoned and informed in writing of any out of school suspension imposed upon their child.*

**Expulsions:** Expulsion is a suspension from the school for a period of more than five school days and is typically for one semester or one year. Only the Board of Education (or a subcommittee of the board) has the right to expel a student.

## Violence and Bullying, Drugs and Alcohol

**Violence, Fighting & Bullying:** There is a **zero-tolerance** policy for violence, bullying, intimidation, and threats at Acme School. Violence in schools is a matter of concern for students, parents, and teachers.

Since it is essential that students feel safe while in school, no tolerance can be shown toward those who cause others to feel insecure. Fighting which involves **any** physical assault (i.e., hitting, pinching, kicking, hair pulling, etc.) is totally unacceptable and will result in an automatic suspension of up to five days and possibly a recommendation for expulsion from school. Bullying, intimidation, or uttering threats will also result in severe consequences.

**Drugs and Alcohol:** All drugs including alcohol and nicotine and any form of vaping, are not permitted on school property or at school functions, trips, or events.

Students suspected of being under the influence or in possession of alcohol or toxic substances while in attendance at school or on a school-sponsored activity shall be reported to the principal who will investigate and take appropriate action – up to a five-day suspension. The incident will be recorded and the parent and superintendent advised, in writing, of the circumstances and the actions taken and/or recommended.

## Additional Information and Expectations

### School Lockers

School lockers are the property of Acme School. Lockers are to be kept neat and clean. As property of Acme School, lockers can be searched at any time by a school official.

### Student Parking

Student parking is available in the student parking lot North of the school. Student parking in the staff and visitor parking lot is **prohibited** during school hours. Student vehicles may be towed away at the owner's expense. Irresponsible driving or improper parking by a student will result in parental notification and a suggestion that the vehicle be left at home. In extreme circumstances, a complaint will be filed with the RCMP and parking privileges could be denied. **Students are not to be in their cars or in the parking lot during regular class hours except for arrival and departure.** Students are expected to keep their parking lot clean. Students are not permitted to transport other students to school events including sporting events and option classes.

### Electronic Devices

In September 2025, Alberta Education issued a Ministerial Order regarding the use of personal mobile devices and social media in schools. Acme School follows Golden Hills School Division's *Administrative Procedure 145* which states students are not permitted to use personal mobile devices during instructional time.

Progression of Disciplinary Measures for the possession and/or usage of personal mobile devices during the school day:

1. The student will be given a warning and asked to put it away.
2. Temporary confiscation, where the student or parent/guardian may regain access or collect the device at the end of the school day. The teacher will have a conversation with the student and parent/guardians.
3. Prohibition of the device on school property.

4. If the device is on school property after prohibition, the principal and/or vice principal will determine appropriate disciplinary measures which may include suspension of the student.

We encourage students to leave their personal mobile devices at home whenever possible. Our goal is to work collaboratively with students and families and be proactive in addressing any concerns. Parents/guardians will be contacted if their child is found to be in violation of the guidelines. We thank you in advance for your understanding and support.

## Appropriate Dress

Clothing that depicts or promotes violence, criminal activity, use of drugs or alcohol, pornography, or hate speech is prohibited. Clothing needs to cover undergarments, please. Coats are to be left in lockers and not worn in class.

## Student Recognition

Teachers, students, and community members take considerable pride in the success of students, by their achievements, individually or as part of a team. In addition to the annual Awards Night, staff members will seek out opportunities to recognize students who have done well in one or more of the following areas:

**academics, athletics, school government, citizenship, leadership, the arts, and attendance.**

***Note:** Returning Grade 12 students will not be eligible for any awards.*

We invite students and parents to assist us in creating an environment where all students are recognized for their accomplishments. You can help in this endeavor by simply complimenting a student, writing an article for the newspaper, or passing on pertinent information to teachers.

## Assessment

### Goals of Assessment

- To provide **hope, motivation** and to **encourage confidence** and the **next steps** in the learning process.
- To foster the qualities of a **passionate learner**
- To provide information regarding **achievement strengths and areas of need**
- To communicate the student's **achievement of outcomes** from the Programs of Study

See School Website Link: [Assessment@AcmeSchool](mailto:Assessment@AcmeSchool)

### Late Work Policy

Late submissions may be accepted at the individual teacher's discretion. Students are encouraged to communicate any challenges they are facing directly with their teacher as soon as possible. The teacher will consider the circumstances, the nature of the assignment, and the student's overall academic standing when determining whether to accept late work and if any penalties will apply.

## School Services

### Guidance and Academic Counseling Services

There are several counseling services available to students offered by Acme School.

1. **Career Counseling** - Mrs. Wade and Mrs. Price provide reading materials, and testing for specific student interests and aptitudes, they will assist students in investigating career choices. Career counselors will be able to help students investigate their future goals and education options such as universities, colleges, trades, etc. Information on financial assistance available to students entering post-secondary educational institutions is also available.
2. **Academic Counseling** – Ms. Oberle, Mrs. Aoki, and Mrs. Wade will help students to select a school program and courses best suited to their individual needs and abilities. The counselor may also assist students to learn effective study skills and offer ideas on developing good work habits.
3. **Personal Counseling** – A Family Resource Worker will be available to listen and to help students evaluate and take action on personal problems or concerns they may be experiencing. Personal counseling is done in confidence.

The counselors are available at the following times:

Ms. Oberle	Schedule varies – check at the office
Mrs. Aoki	Schedule varies – check at the office
Mrs. Wade	Rm 125 - Blk. 3 (Sem 1), Blk 2 (Sem. 2)
Mrs. Price	Office - Tuesdays 8:55-11:15 AM
FCSS Worker	FWW office - Tuesdays 9:00 AM-3:20 PM

## School Council

The ASA has a long-standing tradition at Acme School. The Student Council co-ordinate activities and provide a student voice in the affairs of the school. The Student Council has held official elections for the executive offices of President, Vice-President, Secretary, and Treasurer and meetings generally occur on a weekly basis.

Students in Grades 10-12 are all eligible to participate in Student Council. If interested, please see Mr. Loewen for details.

## Extracurricular Activities

It is a privilege for you as a student to be a participant in extracurricular activities at Acme School. Along with these privileges, the students understand the responsibility that comes with their participation as they will be representing Acme School.

### Co-curricular Participants:

- Students who participate in co-curricular events such as team sports, clubs or special events are **expected to attend classes regularly, demonstrate positive behaviors in school, and maintain passing grades.**
- All **school rules are in effect during the entire co-curricular** event including transportation to and from the event.

- Consequences for violations are the same as if the offense occurred at school.
- If a student is absent on the day of an event, it is expected that he or she will not attend the co-curricular event that day.
- Students who fail to meet these expectations could face suspension from the team or club, or some related disciplinary measure.
- If a student is failing in one class, his/her progress will be monitored; two or more failing grades will result in the loss of the opportunity to participate in co-curricular activities until such time as the situation is rectified.
- In order to be reinstated and allowed to participate in co-curricular events; the student must meet with the administration.

The coach or supervising teacher will have the final say as to whether or not the student will participate in the event.

**STUDENTS ABSENT FROM SCHOOL, OR SUSPENDED FROM SCHOOL, ON THE DAY OF THE EVENT, ARE INELIGIBLE TO PARTICIPATE (unless the absence is excused).**

Inter-school Sports		Other
X-Country Golf Volleyball Basketball Badminton Esports Track and Field		ASA - Students' Council Social Committee Yearbook

# Alberta High School Diploma Requirements

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. At Acme School, we encourage students to earn 110 credits to ensure they have met all the requirements for a diploma.

Earn a minimum of 100 credits and completion of the following courses:

<p style="text-align: center;"><b>Credits in</b></p> <ul style="list-style-type: none"> <li>English 30-1 or 30-2</li> <li>Social Studies 30-1 or 30-2</li> <li>Mathematics 20-1 or 20-2 or 20-3</li> <li>Science 24 or Biology 20 or Chemistry 20 or Physics 20</li> </ul>	<p style="text-align: center;"><b>Credits in</b></p> <ul style="list-style-type: none"> <li>Physical Education (3 credits)</li> <li>Career and Life Management (CALM) 20 (3 credits)</li> </ul>	<p style="text-align: center;"><b>Credits in</b></p> <ul style="list-style-type: none"> <li>10 credits in any combination from Career and Technology Studies (CTS) OR Fine Arts OR Second Languages OR Physical Education 20 and/or 30</li> <li>10 credits in <u>any grade 12 level course</u> in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2</li> </ul>
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## Selecting Your Courses

The programs in this guide are organized by core and elective courses. All students are required to take core courses. Students elect from the range of elective courses in keeping with career plans and personal interests. Consider the following before electing your courses:

- Before you select a course, ensure that you have completed the pre-requisite.
- Consult your teacher or the guidance department or Administrator if you are not sure about the course sequence you should select.
- Review the courses needed to complete the Alberta High School Diploma (see above).
- Confirm the courses required to meet your post-secondary goals.

## Course Load

Grade 10 and 11 students enroll in a full course load within the regular bell schedule and may not have spares. Grade 12 students have 2-3 courses within the regular bell schedule and may have one 80-minute spare in the year. Work Experience and RAP count as courses.

## How Credits Are Awarded

One high school credit is equal to 25 hours of instruction time. Each course is assigned a credit value based on hours of instruction (usually 5 credits) as determined by Alberta Education. To receive credits in a course, a student must achieve a mark of 50%. Credits can only be earned once in any course. A grade of 50% must be obtained to proceed to the next course in the sequence. No credits will be granted when the maximum credits in a course have been previously awarded. Students achieving between 40% and 49% in a course may, instead of repeating the course, take a course in an alternative sequence. Students who successfully complete the next level course in the alternative sequence will then be granted retroactive credit for the prerequisite course. Most Grade 11 and 12 courses require prerequisite courses.

# Graduation

Commencement is a school function to recognize the achievement of students completing their programs at Acme School.

## Graduation Requirements

- A. A student must enter Grade 12 with 65 credits and be enrolled in sufficient courses at Acme School and must be on track to earn 100-110 credits by the end of their Gr. 12 school year. The credits must be consistent with the courses required to obtain a high school diploma.
- B. Any student withdrawing from classes or school or expelled at any time during their Grade 12 year will not be on the commencement list. A student may transfer from one class to another before March 1st, as long as they maintain the appropriate number of credits to graduate.

# Courses

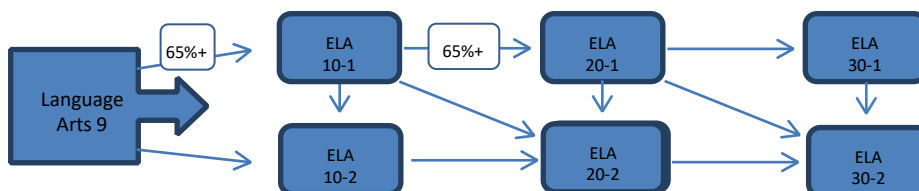
## English

### English -1

This program sequence is designed for students with strong reading and communication skills and an interest in literature. Students will be asked to respond critically and personally to a wide variety of texts. Successful completion of English 30-1 is a requirement for entrance to most universities and some other post-secondary programs.

### English -2

This program sequence is designed to help students build confidence as they develop their English skills for school success, future careers, and life goals. Successful completion of this program provides access to most certificate/diploma programs in colleges and technical institutions.



## Social Studies

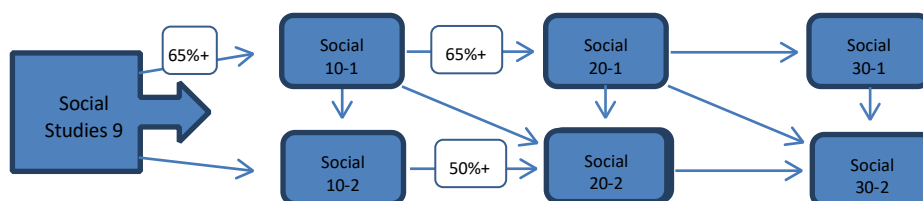
### Social Studies -1

This program sequence is designed for academic students with strong communication skills. Students in Social 10-1 explore the origins of globalization and its impact, locally, nationally, and internationally, on culture, economies, human rights, and quality of life. Social 20-1 students explore the complexities of nationalism in Canadian and international contexts. Students in Social 30-1 explore the origins and

complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. Successful completion of Social Studies 30-1 is a requirement for entrance to most universities and some other post-secondary programs.

## Social Studies -2

This program sequence begins in Social 10-2 in which students explore the history of globalization and its effects on land, culture, human rights, and quality of life. Students in Social 20-2 examine historical and contemporary understandings of nationalism in Canada and the world. In Social 30-2, students examine the origins, values, and components of competing ideologies. Successful completion of this program provides access to most certificate/diploma programs in colleges and technical institutions.



## Mathematics

All of the course sequences will give students the mathematical reasoning and critical thinking skills they'll need in life. Students should reflect upon their goals and aptitudes as they choose a Mathematics stream. I should plan to take:

### Mathematics-1

For students who:

- want to study mathematics or sciences at a university, college or technical institute and go on to a related career.
- plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require advanced math skills. The sequence is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.
- includes topics such as permutations and combinations, relations and functions, sequences and series, and trigonometry.

Mathematics 30-1 is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.

### Mathematics-2

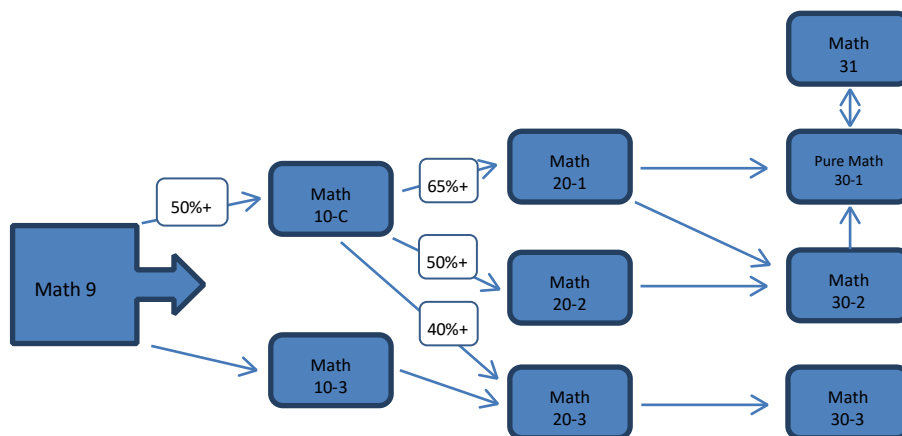
For students who:

- want to attend a university, college or technical institute after high school, but do not need calculus skills.
- wish to study at the post-secondary level in diverse fields, including arts programs, some engineering technologies, medical technologies, and some apprenticeship programs. This path will fulfill most students' needs. Mathematics-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or 12 if his/ her interests change.
- includes topics such as relations, functions and equations, probability, statistics and trigonometry.

### Mathematics-3

For students who:

- are interested in learning the mathematics needed to enter most trades or if they want to enter the workforce after high school.
- want to apprentice to a trade or enter the workplace directly after high school.
- this program is designed to meet the entrance requirements for apprentices in most trade programs.
- includes topics such as finance, geometry, measurement, and trigonometry.



### Sciences

#### Science 10 • 20 • 30

This program sequence provides students with a unified view of the biological, chemical, physical, and earth sciences and an awareness of the connections among them. Science 10 is the prerequisite for all 20-level science courses. Science 20 and 30 are only available by distance education.

#### Science 14 • 24

This program sequence meets the basic requirements for an Alberta High School Diploma. It is designed primarily for students planning to enter apprenticeships and trades.

#### Biology 20 • 30

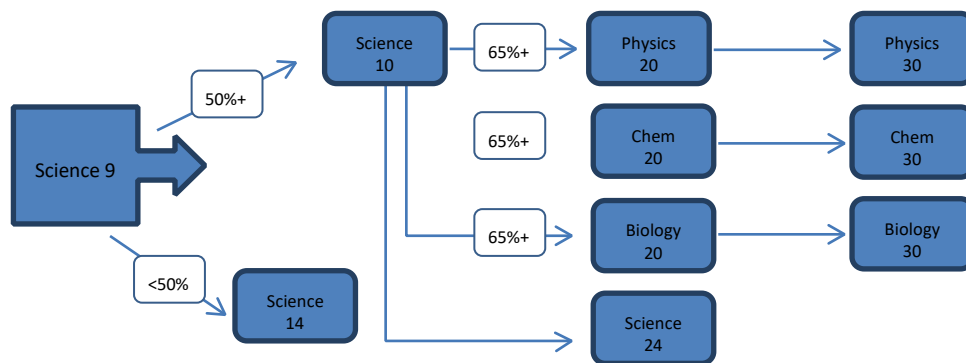
This program sequence begins in Biology 20 with a study of Energy & Matter Exchange in the Biosphere, Ecosystems, Population Change, Photosynthesis & Cellular Respiration, and Human Systems. Biology 30 emphasizes adaptation and change and covers Nervous and Endocrine Systems, Reproduction & Development, Cell Division, Genetics & Molecular Biology, and Population & Community Dynamics.

#### Chemistry 20 • 30

This program sequence is designed to study matter and its changes. Chemistry 20 students explore the Diversity of Matter and Chemical Bonding, Forms of Matter: Gases, Matter as Solutions, Acids & Bases, and Quantitative Relationships in Chemical Changes. Chemistry 30 examines thermochemical Changes, Electrochemical Changes, Chemical Changes of Organic Compounds, and Chemical Equilibrium Focusing on Acid-Base Systems.

## Physics 20 • 30

This program sequence begins in Physics 20 with a study of Kinematics, Dynamics, Periodic Motion, and Conservation of Energy. Physics 30 students study Momentum & Impulse, Forces & Fields, Electromagnetic Radiation, and Atomic Physics.



## Physical Education 10 • 20 • 30

The goal of the course is to provide students with exposure to a wide variety of lifetime physical activities, with the hope of “carryover potential”, i.e. that students may wish to pursue such activities in their own leisure time. During the course of the semester, the teacher will attempt to assist students with the development and maintenance of physical fitness and physical skills found within each unit. Although skill development and knowledge are important, the emphasis in this course will be on leadership, social skills, participation, improvement, and fitness. Mastery of skills is not expected, but an attempt by the students to do their best is.

## Career and Life Management (CALM)

CALM is a 3-credit required course for an Alberta High School Diploma. The aim of CALM is to enable students to make well-formed, thoughtful decisions and choices in all aspects of their lives, developing behaviors and attitudes that contribute to well-being and respect for self and others, now and in the future. This course covers Resource Choices, Career & Life Choices, and Personal Choices.

## Fine Arts and CTS

### Construction 10 • 20 • 30

Industrial Education at the senior high level is geared to letting the students continue to develop the woodworking skills that they were introduced to in Junior High. In addition to woodworking, the students will have the opportunity to explore the trade of welding at an introductory level. The course is also going to focus on bringing in different tradespeople to talk about their careers and the opportunities that are available.

### Cosmetology 10 • 20 • 30

The Cosmetology program offers a wide variety of skills to our students, from personal care, professional relationships, health, and safety as well as client relations, all starting with learning proper hygiene and self-care. Students learn:

- Hair styling using multiple techniques and hot tools like blow dryers, flat irons and curling irons. They will create updos for formal events as well as day-to-day styles.

- Skin care and treatments including facials and learn how to assess different skin types.
- Manicure and pedicure techniques and how to identify and treat different nail types/disorders.
- Makeup for day looks, evening, and theatre makeup.

While some students take the Cosmetology program to simply learn about how to care for themselves, some decide that this is a path they may choose a career in. With this program, they are able to transfer credits and hours towards post-secondary training and apprenticeship hours to gain their red seal in the hair styling trade.

### **Film & Media Art 15 • 25 • 35**

Film and Media Art is the exploration of film and media art as an artistic form of expression. This course provides an open and active structure for the learning and invites students, with the support of a collaborative community, to engage with ideas, colleagues and audiences through film and media art. Personalized learning occurs through a studio environment in which students engage in deep disciplinary ways of knowing and doing in order to better understand themselves as artists and refine their practice.

### **Fitness for Life**

This dynamic fitness course is designed to help students take charge of their physical health through a variety of engaging and educational activities. Students will participate in a well-rounded fitness experience that includes:

- Weight Training: Develop proper technique, strength, and confidence in the weight room with progressive resistance training tailored to individual goals.
- Group Fitness: Engage in fun and challenging group classes like circuit training, HIIT, yoga, and routines designed to build teamwork and motivation.
- Nutrition Education: Learn the fundamentals of healthy eating, meal planning, and how nutrition supports athletic and everyday performance.
- Alternative Physical Activities: Explore a variety of fitness opportunities beyond traditional school sports—such as hiking, recreational games, golf, biking and other lifestyle-focused movement—to foster lifelong physical literacy.

This course emphasizes personal growth, physical literacy, and the development of healthy habits that students can carry beyond the classroom. Whether you're an athlete or just looking to get stronger and more active, this class offers something for everyone.

### **French 10 • 20 • 30**

Being able to understand and use a second language is an important aspect of being a Canadian and a global citizen. The French course consists of three levels and is based on a communicative approach. Through the use of themes, the course focuses on listening, speaking, reading, and writing skills. This will be accomplished through reading text, speaking to classmates, listening to music and French speakers, completing written exercises or assignments, and playing games in French.

### **Graphic Design**

Graphic Design and Publishing introduces students to the world of graphic design. Through hands-on tutorials, students will explore the foundational elements and principles of design and apply them to create their own original work. Students will also gain a solid understanding of computer graphics and develop proficiency in industry-standard software, including Adobe Illustrator, InDesign, and Photoshop.

### Horticulture 10 • 20 • 30

Horticulture is the science and art of the development, sustainable production, marketing, and use of both food and ornamental plants. In Horticulture 10, 20, and 30, students will develop skills and knowledge related to the field of horticulture with the opportunity to pursue a dual credit course with Olds College and the possibility of pursuing Work Experience with the Sunterra Greenhouse. Horticulture 10 will provide students with the basic prerequisite knowledge needed to succeed in Horticulture 20 and 30. Throughout all three courses students will learn about plant propagation, gardening and landscaping, greenhouse and nursery crops, soils management, and pest management.

### Photography 10 • 20 • 30

Students will develop essential skills by using both digital SLR and film-based cameras along with Adobe Photoshop and a traditional darkroom lab to manipulate images. Students will expand their photography skills including composition, exposure, basic lighting, camera operation, image processing and proofing, and display. Students learn the technical and creative uses of aperture, shutter speed, and ISO, and demonstrate how combinations of the three elements give very different results.

### Understanding Video Games 15

Video games are a globally entrenched entertainment medium that entertains, informs, educates, and challenges us. These games are influenced and defined by our modern culture. In this course students will begin to develop an understanding about the mechanics of video games, multiple theories of game development, and the social and cultural aspects of games. Students will learn how to study video games in order to engage in informed discussions about them.

### Visual Arts 10 • 20 • 30

This is an Art program that allows students to experience different mediums of Art. From painting and sketching to graphic design and film creation, students will be able to explore various art forms. Students will also be able to choose between different modules that they can complete throughout the course.

## Off-Campus Education

Off-Campus Education includes **Work Experience**, **Special Projects**, **Green Certificate**, and the **Registered Apprenticeship Program**. These program sequences provide learning experiences that are not within the scope of the curriculum. Off-campus education provides opportunities for students to explore and expand their skills, knowledge, and career interests. These program sequences focus on helping students build an appropriate work ethic to assist them as they transition from high school to the world of employment.

### Work Experience

Work Experience courses are components of an off-campus education learning experience. These courses provide opportunities for students to:

- apply, in the workplace, knowledge, skills, and attitudes acquired through other course work.
- discover their career interests and aptitudes in meaningful work activities, situated in community-based workstations, and work sites in the business, industry, government, and community service.

Work experience courses also provide opportunities for the school and its community to combine resources to further the student's personal development, career planning, and employability skills through placements in off-campus workstations or work sites.

### **HCS 3000 – Workplace Safety Systems**

This 1-credit CTS course is a prerequisite for both Work Experience and RAP. Students gain the knowledge and skills and attitudes related to workplace health and safety and examine relevant legislation required in the workplace. This is offered as part of our CALM class.

### **Registered Apprenticeship Program (RAP) 15 • 25 • 35**

The Registered Apprenticeship Program (RAP) is a way for registered high school students to become apprentices and earn credits toward an apprenticeship program and a high school diploma at the same time. Students complete one Work Experience course before registering for RAP. Students enrolled in the RAP program can earn from 5–40 credits. The RAP apprenticeship ends when the RAP apprentice finishes high school. The RAP apprentice is then automatically registered as a regular apprentice and the credit earned while in the RAP program is applied to his or her apprenticeship through the apprenticeship program.

### **Special Projects**

Special Project credits are assigned for learning that is not within the scope of the curriculum within the school. They are designed to recognize work undertaken by students on an individual or small group basis. Students may become involved in the election, planning, and organization of their own programs. A special project may not duplicate content that is available in a high school course offering.

### **Green Certificate Program**

This is an industry-driven training program. Its apprenticeship style of delivery ensures that participants learn through actively performing the skills required. This means going out into the barn, field, or corral and getting dirty. It means having a trainer who is knowledgeable and vested in the trainee's success. The Green Certificate Program currently consists of eleven specializations: Cow/Calf, Dairy, Feedlot, Field Crop, Irrigated Field Crop, Sheep, Swine, Beekeeper, Equine, Greenhouse, and Poultry Production.

## **Knowledge & Employability (K&E) Courses**

Knowledge and Employability courses are available to students in Grades 9 through 12 who meet specific criteria. These courses are intended to provide students with opportunities to experience success and become well-prepared for employment, further studies, active citizenship, and life-long learning.

Knowledge and Employability courses include and promote workplace standards or academic, occupational, and employability skills; practical applications through on- and off-campus experiences and/or community partnerships; career development skills to explore careers, assess career skills and develop a career-focused portfolio; and interpersonal skills to ensure respect, support, and cooperation with others at home, in the community and at the workplace.

Knowledge and Employability courses are designed to provide entry-level employment skills. When finished, students will achieve a Certificate of High School Achievement. Some students may transition successfully from Knowledge and Employability courses to other courses to achieve a high school diploma, or to post-secondary opportunities (e.g. some colleges, some apprenticeship programs). Reviewing each student's learning plan on an annual basis will assist in adjusting his or her goals and courses as needed.

## **Senior High Final Course Mark Appeal**

Students in all high school subjects, who feel an injustice or error has adversely affected their final course mark, or in the case of "Provincial Exam" subjects concerning their final school awarded mark, have the right of appeal. The procedure to make such an appeal is outlined in the steps, which follow:

1. **Appeal to the Teacher:** The 1st level of appeal shall be to the teacher. A student who is dissatisfied with a school-awarded mark may appeal to the teacher who awarded the mark. At the time of appeal, the student shall provide the teacher with the reason(s), in writing, for the appeal. A student who appeals a mark to a teacher shall do so no later than three school days following the date the school-awarded mark was received.
2. **Appeal to the Principal:** The 2nd level of appeal will be to the Principal. A student, who is dissatisfied with the outcome of an appeal to a teacher, may appeal a school-awarded mark to the Principal. At the time of the appeal, the student will provide the Principal with the reason(s), in writing, for the appeal. A student, who appeals a mark to the Principal, will do so not later than three school days following the date the written summary was received from the teacher.
3. **Appeal to the Superintendent of Schools:** The final level of appeal will be to the Superintendent of Schools. A student who is dissatisfied with the appeal to the Principal may appeal a school-awarded mark to the Superintendent of Schools. At the time of the appeal, the student shall provide reason(s), in writing, for the appeal. A student who appeals to the Superintendent of Schools shall do so no later than five calendar days following the date the Principal's decision was received. The Superintendent of Schools will, within seven calendar days of receiving an appeal, advise the student in writing of his decision. The Principal will be notified if the school-awarded mark is changed. When absent, the Superintendent of Schools may designate the Deputy Superintendent to rule on student appeals.

## Provincial Diploma Exams

Provincial Diploma Exams are required in English 30-1 and 30-2, French LA 30-1, Social Studies 30-1 and 30-2, Mathematics 30-1 and 30-2, Science 30, Biology 30, Chemistry 30, and Physics 30. The final mark in these courses is a combination of a school mark (70%) and a provincial diploma mark (30%).

### Appealing the Diploma Examination Mark

A student who is dissatisfied with a diploma examination mark has four options:

1. Students may request their diploma examination be remarked by writing to the Student Evaluation Branch of Alberta Education. A fee of \$50.00 (inc. GST) will be charged. If there is more than a 5% increase in the second marking, the fee will be refunded. The reread mark will become the student's new diploma exam mark.
2. Students may rewrite the diploma exam at a later date.
3. Students may take the course again and rewrite the exam.
4. Students may request permission from the Principal to audit a course to help them prepare for a rewrite of a Diploma exam.

Student appeals must adhere to the deadline stated on their marks statement.

## Alberta Learning Website

Visit <http://education.alberta.ca> for more information about curricula and exams.

## myPass

myPass is an Alberta Education self-service website for students to:

- Order high school transcripts in English or French
- View diploma exam marks
- Register to write or rewrite diploma exams with online payment
- View and print Detailed Academic Reports (DAR)
- View progress towards a credential (diploma or certificate)
- Order additional copies of an awarded credential in English or French
- Receive notifications for important messages

Visit <https://public.education.alberta.ca/PASI/myPass/Welcome/Index> for more information on how to sign up for your myPass account.

# Diploma Examination Schedule

## January 2026

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams must remain SECURED before and during the administration. Teacher perusals are permitted (see Diploma Exam Rules and Policies for rules).

All diploma exams, except those that are asterisked (\*), must remain SECURED after the administration and be returned to Alberta Education.

Monday, Jan. 12	9 AM–12 PM	Français 30–1 Partie A* French Language Arts 30–1 Partie A*
Tuesday, Jan. 13	9 AM–12 PM	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Wednesday, Jan. 14	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Thursday, Jan. 15	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Monday, Jan. 19	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Tuesday, Jan. 20	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Wednesday, Jan. 21	9 AM–11:30 AM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Thursday, Jan. 22	9 AM–12 PM	Biology 30
Friday, Jan. 23	9 AM–12 PM	Chemistry 30
Monday, Jan. 26	9 AM–12 PM	Physics 30
Tuesday, Jan. 27	9 AM–12 PM	Science 30

The diploma exam schedules for 2025/26 are considered draft until confirmed in the November 2024 update.

All students are provided with up to double the official time noted above if they require it.

## June 2026

Diploma exams **must** be administered in accordance with the scheduled dates and times.

All diploma exams must remain SECURED before and during the administration. Teacher perusals are permitted (see Diploma Exam Rules and Policies for rules).

All diploma exams, except those that are asterisked (\*), must remain SECURED after the administration and be returned to Alberta Education.

Monday, June 8	9 AM–12 PM	Français 30–1 Partie A* French Language Arts 30–1 Partie A*
Tuesday, June 9	9 AM–12 PM	Français 30–1 Partie B French Language Arts 30–1 Partie B
Wednesday, June 10	9 AM–12 PM	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Thursday, June 11	9 AM–12 PM 9 AM–11:30 AM	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Friday, June 12	9 AM–12 PM	Mathematics 30–1 Mathematics 30–2
Monday, June 15	9 AM–12 PM	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Tuesday, June 16	9 AM–11:30 AM	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Thursday, June 18	9 AM–12 PM	Biology 30
Friday, June 19	9 AM–12 PM	Chemistry 30
Monday, June 22	9 AM–12 PM	Physics 30
Tuesday, June 23	9 AM–12 PM	Science 30

The diploma exam schedules for 2025/26 are considered draft until confirmed in the November 2024 update.

All students are provided with up to double the official time noted above if they require it.



## Acme School Schedule 2025-2026 SEM 1

Per.		10	11	12	Student
9:00 - 10:00	1	ELA 10-1 - D.L. ELA 10-2 - P.W.	Bio 20 - T.S. Math 20-3 - R.P.	Math 30-2 - M.S.	Last Name
10:00 - 11:00	2	CALM - R.P. PE 10 - C.R.	Math 20-1 - M.S. Social 20-2 - C.L.	ELA 30-1 - D.L. ELA 30-2 - P.W.	First Name
11:00-12:00	3	Math 15 - R.P Math 15 - M.S.	Social 20-1 - C.L. Bus. Ed - D.L. PE 20/30 - C.R.	Chem 30 - T.S. PE 20/30 - C.R.	Grade
12:00-12:35	LUNCH				Notes
12:40-1:40	Repeat				
1:40-3:06	4	Science 10 - R.P. Science 10 - C.R.	Art - D.L. French 30 - P.W. Physics 20 - T.S. Graphic Design - C.L. RAP/WE - C.P.	Art - D.L. French 30 - P.W. Physics 20 - T.S. Graphic Design - C.L. RAP/WE - C.P.	Locker

# Acme School Schedule 2025-2026    SEM 2

Per.		10	11	12	Student
8:52 - 9:56	1	Math 10C - M.S. Math 10-3 - R.P.	ELA 20-2 - P.W. ELA 20-1 - D.L.	Bio 30 - T.S. Social 30-2 - C.L.	Last Name
9:56-11:00	2	CALM - R.P. PE 10 - C.R.	Math 20-2 - M.S. Film Studies - D.L. Video Game Design - T.S.	Social 30-1 - C.L. Film Studies - D.L. Video Game Design - T.S.	First Name
11:05-12:09	3	Social 10-1 - C.L. Social 10-2 - P.W.	Chem 20 - T.S. Science 24 - C.R. Foods & Nutrition - R.P.	Math 30-1 - M.S. Foods & Nutrition - R.P.	Grade
12:09-12:40	LUNCH				Notes
12:40-1:40	Repeat				
1:40-3:06	4	French 10 - P.W. Shop - M. San. Photography - D.L. Cosmetology - M.S. Horticulture 10 - C.L. Fitness - C.R.	Physics 30 - T.S. French 10 - P.W. Shop - M. San. Photography - D.L. Cosmetology - M.S. Horticulture 10 - C.L. Fitness - C.R.	Physics 30 - T.S. French 10 - P.W. Shop - M. San. Photography - D.L. Cosmetology - M.S. Horticulture 10 - C.L. Fitness - C.R.	Locker