



2022-2023

School
Handbook



Wetaskiwin
Regional
Public
Schools



Buck Mountain Central School
Box 30
Buck Lake, AB
T0C 0T0

Principal: Ms. Nicole Townsend
Vice-Principal: Mr. Michael York

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Motto: *"Respect - Responsibility - Results!"*

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[Buck Mountain Central School Administrative Team](#)

Principal: Ms. Nicole Townsend

- Responsible for all aspects of the school
- Instructional leadership of staff
- Collaborates with staff and oversees all programming in the school
- Responsible for human resources and budgeting activities
- Health and safety regulations
- Responsible for student issues / discipline in all grades

Vice Principal: Mr. Michael York

- Responsible for student issues / discipline in all grades
- Oversees and coordinates our inclusion supports and system programming
- Leads professional learning opportunities at the site
- Learning Support

[Administrative Support Team](#)

Administrative Assistant / Librarian: Mrs. Randi Tyler & Mrs. Heidi Plotts

- Financial Management
- Student Information Support
- School attendance
- Event coordination / concession
- Library

[Student Support Team](#)

Family School Liaison: Ms. Lesley Cropper

- Provides emotional and personal support for our students
- Mediation for student issues
- Meeting with at-risk youth

Indigenous Support Worker Mr. Wayne Caron

- Provides guidance and support to students and families

- Supports culturally responsive programming

Learning Support: Success Coach - Mrs. Judy Miller and Inclusion Coach - Mr. Michael York

- Facilitates the development of Individual Program Plans for students in the school
- Works with classroom teachers to meet the individual learning needs of students
- Works with students who require additional assistance to experience success
- Provide academic and career counseling to students

Wellness Coach:

- Universal support for students with learning about mental health
- Works with classroom teacher to build capacity for teaching about mental health

Buchholz, Amanda	Custodian
Caron, Wayne	Indigenous Support Worker
Clague, Colleen	Educational Assistant
Cropper, Lesley	Family School Liaison Worker
Glenn, Donna	Custodian
Gordon, Danielle	Teacher
Hilstad, Susan	Educational Assistant
Kwirant, Linda	Teacher
LaBrie, Lyric	Educational Assistant
Meuser, Benjamin	Teacher
Miller, Judy	Teacher
Neumann, Amanda	Teacher
Plotts, Heidi	Administrative Assistant
Spruyt, Morgan	Teacher
Stewart, Timothy	Teacher
Townsend, Nicole	Principal
Tyler, Randi	Administrative Assistant
Vesa, Cristian	Teacher
Wassing, Bailey	Teacher
Wolney, Eric	Teacher
York, Michael	Vice Principal

Daily Schedule

Office hours: Monday - Friday 8:00 am - 4:00 pm



2022-2023

Bell Schedule



Warning Bell 8:45 AM (3 minutes)
Directed Learning 8:47 a.m. - 9:16 a.m. (29 minutes)
Break 9:16 - 9:20 (4 Minutes)
Period 1 9:20 a.m. - 9:59 a.m. (39 minutes)
Period 2 9:59 a.m. - 10:38 a.m. (39 minutes)
Break 10:38 - 10:42 (4 minutes)
Period 3 10:42 a.m. - 11:21 a.m. (39 minutes)
Period 4 11:21 a.m. - 12:00 p.m. (39 minutes)
Lunch Break 12:00 p.m. - 12:36 p.m. (36 minutes)
Warning Bell 12:36 p.m.- 12:38 p.m. (2 minutes)
Period 5 12:38 p.m. - 1:17 p.m. (39 minutes)
Period 6 1:17 p.m. - 1:56 p.m. (39 minutes)
Break 1:56 p.m. - 2:00 p.m. (4 minutes)
Period 7 2:00 p.m. - 2:39 p.m. (39 minutes)
Period 8 2:39 p.m. - 3:18 p.m. (39 minutes)
Busses Depart 3:18 p.m. - 3:22 p.m. (4 minutes) <i>CTS Floater Block</i>

- Busses leave the Buck Mountain Central School at 3:23 p.m.
- If the student arrives within the first 15 minutes of the period the teacher will need to mark the student as late.
- If the student arrives after the first 15 minutes the student will be left as an absent.

2022 – 2023 School Calendar

August 24	Staff only/organizational day
August 25 & 26	Student Registration
August 29	Staggered Start - Grade 7 and 12 students only
August 30	First Day of Regular Classes
September 5	Labor Day – No School
September 15	Add/drop Deadline for students to change courses
September 23	Terry Fox Run
September 26-30	Week for Truth and Reconciliation
September 29	Orange Shirt Day
September 30	No School - National Day for Truth and Reconciliation
October 7	No School – Professional Learning & Collaboration Day
October 10	Thanksgiving Day – No School
October 19	School Pictures
October 20	Awards and Parent-Teacher Interviews
November 1	No School – Professional Learning & Collaboration Day
November 7-11	No School - Fall Break
November 14	Quarter 2 Begins; School Picture Retakes
November 22	Parent-Teacher Interviews
December 9	No School – Professional Learning & Collaboration Day
December 19	Holiday Dinner (tentative)
December 22	Holiday Activity Day
December 23 – January 8	Holiday Break – No School
January 23 – 27	Exam week - Finals and Midterms
January 30	No School – Professional Learning & Collaboration Day
January 31	Semester Two (Quarter 3) Begins
February 3	Ski Trip (tentative)
February 9 & 10	No School – Teachers' Convention
February 17	No School - Professional Learning & Collaboration Day
February 20	Family Day – No School
February 22	Pink Shirt Day - AntiBullying Awareness
March 15	Parent-Teacher Interviews
March 17	No School – Professional Learning & Collaboration Day
March 24 – April 2	Spring Break – No School
April 7 & 10	No School, Good Friday and Easter Monday
April 20	Quarter 4 Begins
April 25	Parent-Teacher Interviews
April 28	No School - Professional Learning & Collaboration Day
May 18	No School – Professional Learning & Collaboration Day
May 19	No School – School Closure Day
May 22	Victoria Day – No School
May 26	Graduation
June 21	No School – National Indigenous People's Day & Professional Learning & Collaboration Day
June 20	Last Day of Classes
June 22 – 27	Exam Week
June 28	No School – Staff Organizational Day

NOTE: The above is tentative and subject to change. Check the website regularly for updates.

Communication

The school has in place several mechanisms that are set up to facilitate communication with parents. These items are in place to inform our parents and community of what is taking place at BMC.

- ✓ School Website – www.buckmountain.ca
- ✓ Google Classroom – Teacher Course assignments
- ✓ Teacher Email (Available on the school website – Contact Tab)
- ✓ Attendance Phone Calls
- ✓ Instagram & Facebook
- ✓ PowerSchool Markbook – all guardians / students will be mailed usernames and passwords to access.
- ✓ School Messenger
- ✓ Newsletter

Parent-Teacher Interviews

These are held four times per year – once before and after the first report card in each semester. Parents and students are invited to come and meet with their son/daughter's teachers at that time. However, parents are also encouraged to contact teachers at any time if they have questions or concerns about their son or daughter's progress in school.

Parent-Teacher Interviews Tuesday, Oct. 20th → 4:00-7:00 PM Wednesday, Nov. 22th → 4:00-7:00 PM Thursday, Mar. 15th → 4:00-7:00 PM Wednesday, Apr. 25th → 4:00-7:00 PM

School Council/Parent Advisory

If numbers are sufficient, a School Council and/or Parent Advisory Group will be established for the school. There will be five meetings each year and any parent/guardian of a student attending BMC is invited to these meetings.

Academic Expectations of Buck Mountain Central Students

The expectations of students are rigorous. Students are expected to display the highest standards of academic diligence and effort to the best of their ability. Students will be expected to:

- Be diligent in pursuing their studies
- Attend school regularly and punctually
- Always use proper grammar and complete sentences when answering questions – in all subject areas.
- Keep their notebooks and lockers neat and organized
- Be in communication with classroom teachers when they are unable to meet a classroom expectation (for example missing a deadline).
- Complete assignments promptly and submit on time
- Complete school work on a regular basis and attend Directed Learning as required

Students can expect to be graded on:

- The Course Outcomes as found in the Program of Studies for each course

Failing A Grade Level

Students in junior high are expected to demonstrate that they have achieved the skills, attitudes, and knowledge necessary to move from one grade to the next. This is typically demonstrated in the attainment of good marks. Student will be considered for grade retention if:

- They have failed at least two core subjects
- They have missed a significant amount of school time (more than 25%)

However, the promotion of students takes into account other factors such as maturity level of the student, chronological age, physical size, and previous retention. Parents will be involved in all discussions regarding grade retention.

Good Standing

Students are expected to demonstrate the attributes and characteristics contained in the School's 3-Rs – Respect, Responsibility, and Results. Students, who consistently do this remain in good standing with the school and are able to:

- Represent the school as an athlete, actor, or musician
- Join extracurricular clubs
- Attend school dances
- Have all the privileges available to students at BMC

To lose good standing, a student may:

- Be failing two or more subjects
- Have a record of habitual absenteeism
- Have a record of habitual tardiness
- Have been suspended from school
- Demonstrate significant behavior issues

Academic Help

Key Learning from our experience in High School Redesign

Teachers, principals, and superintendents were encouraged and supported in working with students, parents, and community members to rethink and redesign high schools across Alberta to become increasingly student centered. This work is critical as we prepare students to be active, engaged, and successful participants in an increasingly knowledge-based and globalized society. High school redesign at Buck Mountain includes the following:

Directed Learning Block – A 30 minutes block is offered to all students and utilized by teachers to reteach, advise students, provide help, as well as offer extensional opportunities. At BMC we have merged this concept with the response to intervention model. In this way, we can offer choice to students along with providing opportunities for extension introduction of restorative principles via counselling circles and providing interventions for students who may need additional help.

- o We have also initiated collaborative response meetings during this directed learning time, where teacher collaboratively plan student learning activities that may take place during directed learning and/or regular classroom settings

Credit Recovery – This is a formal process that provides opportunities for students to gain credit for courses that they fail without having to redo the whole course and without having to drop down to the lower level. Basically, students would have to redo, or do for the first time, assignments and other work in a course they fail, perhaps re-write a final exam, or do other work to ensure they meet the outcomes for the course.

- o **Credit Recovery Expectations**

- Minimal mark of 40+ with teacher discretion
- Failed one unit or two small units
- Teacher/admin/student/parent meeting required
- All participants must be willing to do credit recovery (teacher, student, and administration)
- 80% attendance
- All expectations must be met in order to qualify
- Opportunity to complete/or re-learn outcomes and show that students are now capable of meeting those outcomes.
- This will be the responsibility of the student and that timelines and grade expectations are exceeding 50% on credit recovery

Mustangs in Action Groups (MIA) – These groups were formerly known as teacher advisory groups, however the focus has shifted from an advisory role to being an inclusive welcoming learning environments. As such our Sense of Belonging Learning team organizes school wide activities for these mixed grade groups to participate in.

- o These activities may include learning about personal wellness, reflection on learning habits and preferences, and for personal check-ins to assess how the school year is progressing.

BMC Redo Policy

1. This policy will be consistent in any grade and any subject throughout the school.
2. This policy aims to help students meet the Learner Outcomes
3. The REDO Policy only applies to students that have handed in the assignment on time.
4. REDO's will be allowed on Chapter Tests, Quizzes, and Assignments.
5. REDO's will NOT be allowed on Unit Tests, Term Papers, Mid-term Examinations, or Final Examination.
6. Students have to inform the teacher that they wish to redo an assignment within 2 days after receiving the mark from the teacher.
7. The mark that is received on the REDO will be the mark that is recorded in the teacher mark book
8. Students and parents will have to sign off the on redo request sheet that outlines a student improvement plan.
9. Multiple REDO's of the same assignment are not permitted.

Redo Request Sheet

Rewrites allowed will be allowed on Chapter Tests, Quizzes, as well as Assignments.
REDO's will NOT be allowed on: Unit Tests, Term Papers, Mid-term Examinations or Final Examination
The Original Assignment must be handed in on time for a student to be eligible for a REDO.
Redo only can be written once. The redo is the mark you will receive.
In order to do a redo, you must decide within **two days** of receiving the mark.
The student must meet the criteria outlined in the action plan.

Student: _____

Date: _____

Subject: _____

1. Redo (what are you requesting a redo on): _____
2. Why are you requesting redo? _____

3. Action Plan. What are you going to do to improve your learning? (study plan, questions, help after school or lunch, make corrections, etc.) _____

4. Parent signature: _____
5. Student signature: _____
6. Discuss with the teacher whether or not redo is approved according to if the action plan is adequate and set a date for the redo.
7. Provide **evidence of your action plan** (that it was carried out). This must be shown before the rewrite will occur.
8. Teacher Signature: _____

Credits

Grade 10

- Grade 10 students enrolled at Buck Mountain Central School shall have a full-time class load of in-school courses (minimum of 40 in-school credits).
- Grade 10 students may take Work Experience outside of classroom hours.
- Grade 10 students may take courses via Distance Education and/or Outreach.
- All grade 10 students will take PE 10 and CALM (for a minimum of three (3) credits).
- All grade 10 students shall take two optional courses – chosen from the CTS or Fine Arts courses offered.
- Grade 10 students shall take a sufficient number of courses to ensure that graduation requirements are met (no spares).

Grade 11

- Grade 11 students enrolled at Buck Mountain Central School shall have a full-time class load of in-school courses (minimum of 40 in-school credits).
- Grade 11 students may take Work Experience.
- Grade 11 students may take courses via Distance Education and/or Outreach.
- All grade 11 students shall take two optional courses – chosen from the CTS, Physical Education, or Fine Arts courses offered.
- Grade 11 students shall take a sufficient number of courses to ensure that graduation requirements are met (no spares).

Grade 12

- Grade 12 students enrolled at Buck Mountain School must take more than 50% of a full-time class load to maintain regular student status. For those students who are classified as part-time, the guidelines for part-time students shall apply.
- Grade 12 students may take Work Experience.
- Grade 12 students may take courses via Distance Education.
- Grade 12 students shall be expected to carry a minimum class load necessary to provide for the student being able to meet graduation requirements
- Grade 12 students may have one spare per semester to retain their full-time status. If a student wishes to have more than one spare, the student and/or parent must meet with the school administration to discuss the implications of a part-time student (see information on part-time students).

Part-Time Students – A student who takes less than 50% of a full time class load is considered a part-time student. Part-time students, so long as they meet age requirements, are eligible to participate on school teams, attend school dances, etc. A part-time student is expected to leave the school campus when their classes are done. Thus, part time students must either be able to drive or have their parents transport them.

Blended Program – Students who opt to take a combination of courses in school, through the outreach program and/or through home education are considered to be on a blended program. Students on a blended program, so long as they meet age requirements, are eligible to participate on school teams, attend school dance, etc.

High School Diploma Information – Students must achieve a minimum of 100 credits to receive a high school diploma. Check with a success coach or administrator for detailed information.

The Alberta High School Diploma is awarded to students meeting the requirements outlined below:

- ✓ Earn a minimum of 100 credits
- ✓ Complete and meet the standards of the following courses: English 30-1 or 30-2 or 30; Social Studies 30-1 or 30-2; Mathematics 20-1, 20-2, or 20-3; Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- ✓ Complete and meet the standards of the following: Physical Education 10 (3 or 5 credits); Career and Life Management (CALM) (3 credits); 10 credits from Career and Technology Studies (CTS) or Fine Arts or Second Languages; 10 credits in any 30-level course (including locally developed) in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2

Awards and Scholarships

Junior High Awards – For each grade level (7, 8, and 9):

- Highest Academic Award – Highest average in the four core subjects
- Honours – Students with an average of 80% or more on the four core subjects
- Drama – Student who excels, works hard, and positively contributes to the class
- Industrial Arts Student who excels, works hard, and positively contributes to the class
- Home Economics – Student who excels, works hard, and positively contributes to the class
- Outdoor Education – Student who excels, works hard, and positively contributes to the class
- Band Award – Student who excels, works hard, and positively contributes to the class
- Girls/Boys Physical Education – A girl/boy that display the following: a high grade, good participation, sportsmanship, leadership, and a positive attitude (selected by the Physical Education teachers and coaches)
- Merit Award – Student in each grade that best displays the characteristics of effort and perseverance (selected by staff)
- Citizenship Award – Student in each grade that best displays the qualities of a good citizen – is kind, generous, and thoughtful of others, contributes to the school, and is respectful (selected by staff)
- Attendance – students with zero up to three absences
- Hayduk Trucking Incentive Award (donated by Norm and Josie Dodman) – presented to a student in junior high, who works hard, does well, and contributes in a positive way to the school but is often not recognized for their efforts (selected by staff)
- Layne Steeves Outdoor Education Memorial Award – This award will be presented to a grade 8 or 9 outdoor education student who has a positive attitude and exhibits a passion for the outdoors (selected by Outdoor Ed. teacher)

Grade 10 & 11 Awards

- Highest Academic Award using the Honours criteria
- Honours – Students with an average of 80% or more: English, Social Studies, Math, and one Science
- Student with the highest mark in each of the following subjects:
 - English 10-1; English 10-2; English 20-1; English 20-2
 - Social Studies 10-1; Social Studies 10-2; Social Studies 20-1; Social Studies 20-2
 - Math 10 C; Math 10-3; Math 20-1; Math 20-2; Math 20-3
 - Biology 20; Chemistry 20; Physics 20
 - Drama
 - Construction
 - Outdoor Education
 - Food Studies
 - Band 10; Band 20
- Girls/Boys Physical Education 10 and 20 – A girl and boy that displays the following: a high grade, good participation, sportsmanship, leadership, and a positive attitude (selected by the Physical Education teachers and coaches)
- Merit Award – Student in each grade that best displays the characteristics of effort and perseverance (selected by staff)
- Citizenship Award – Student in each grade that best displays the qualities of a good citizen – is kind, generous, and thoughtful of others, contributes to the school, and is respectful (selected by staff)
- Layne Steeves Outdoor Education Memorial Award – This award will be presented to a grade 8 or 9 outdoor education student who has a positive attitude and exhibits a passion for the outdoors (selected by Outdoor Ed. teacher)

Grade 12 Awards

- Highest Academic Award using the Honours criteria
- Second highest academic award.
- Honours – Students with an average of 80% or more: English, Social Studies, Math, and one Science
- Student with the highest final mark in each of the following subjects:
 - English 30-1; English 30-2; English 30-4
 - Social Studies 30-1; Social Studies 30-2
 - Math 30-1, Math 30-2, Math 30-3

- o Biology 30; Chemistry 30; Physics 30
- o Foods 30
- o Communications 30
- o Outdoor Education 30 (Wildlife)
- o Band 30
- o Drama 30
- Girls/Boys Physical Education 30 – A girl and boy that displays the following: a high grade, good participation, sportsmanship, leadership, and a positive attitude (selected by the Physical Education teachers and coaches)
- Merit Award – Student in grade 12 that best displays the characteristics of effort and perseverance (selected by staff)
- Citizenship Award – Student in grade 12 that best displays the qualities of a good citizen – is kind, generous, and thoughtful of others, contributes to the school, and is respectful (selected by staff)
- Hayduk Trucking Incentive Award (donated by Norm and Josie Dodman) – presented to a student in grade 12, who works hard, does well, and contributes in a positive way to the school but is often not recognized for their efforts (selected by staff)
- Governor General Medal – an award provided by the Governor General of Canada and is presented to the student who graduates with the highest standing in his/her graduating class. The highest standing is calculated based on the final results of all the grade 11 and 12 courses as listed on the student’s official transcript from Alberta Learning.
- Premier’s Citizenship Award – presented to a graduate on behalf of the Premier of Alberta.
- Valedictorian – the graduate with the highest average using the criteria for Honors in Grade 12
- Seely Leadership Award – Student in grade 12 who displays leadership qualities, is registered to attend post-secondary education in the fall, and is involved in school and/or community
- Winfield and District Agricultural Society: Citizenship and Achievement Award
- Winfield Lions Scholarship
- Layne Steeves Outdoor Education Memorial Award – This award will be presented to a grade 8 or 9 outdoor education student who has a positive attitude and exhibits a passion for the outdoors (selected by Outdoor Ed. teacher)

Other Scholarships/Awards for Grade 12 Graduates:

CASS Scholarship – This is a \$100.00 award presented on behalf of Wetaskiwin Regional Public Schools. The School using the following criteria selects students: Leadership qualities, citizenship, social acuity, positive relationships, and role-modeling.

Xerox Scholarship – This is a \$500.00 award that must be applied for. Two scholarships will be presented to WRPS students annually. The following criteria apply: good citizenship and community involvement with extra consideration for those involved in athletics.

Other Scholarships may be available. Please check with the Success Coach or check www.studentawards.com.

Rutherford Scholarship Criteria

Grade 10 An average of 75% or higher OR 80% or higher in five subjects:

- English 10-1 or English 10-2;
- Plus two of the following:
 - o Math 10C
 - o Science 10
 - o Social Studies 10-1 or 10-2
 - o Second Language (10 Level)
- Any two other courses at Grade 10 including those listed above and Introductory C.T.S*. Courses.

Grade 11 An average of 75% or higher OR 80% or higher in five subjects:

- English 20-1 or English 20-2
- Two of the following:
 - o Math 20-1 or Math 20-2
 - o Science 20

- o Biology 20
- o Chemistry 20
- o Physics 20
- o Social Studies 20-1 or 20-2
- o Second Language (20 Level)

- Any two other courses at Grade 11 including those listed above and Intermediate C.T.S* courses.

*C.T.S. Courses – Three one-credit modules can be combined and used as one subject at the grade 10 and/or grade 11 levels. All modules must be from the same level

Grade 12: An average of 75% or higher OR 80% or higher in five subjects:

- English 30-1 or English 30-2
- Two of the following:
 - o Math 30-1 or Math 30-2
 - o Mathematics 31
 - o Science 30
 - o Biology 30
 - o Chemistry 30
 - o Physics 30
 - o Social Studies 30-1 or 30-2
 - o Second Language (30 Level)
- Any two five credit courses at 30 Level (including CTS courses)

Student Assessment and Evaluation

[Please also refer to WRPS Handbook on Assessment and Reporting \(website link\).](#)

Measures used to assess and evaluate student achievement shall be based on the outcomes defined in the Alberta Curriculum and Program of Studies. Teachers shall use both Formative and Summative Assessments to determine the students' progress.

Formative Assessment (assessment for learning) assessment experiences that result in ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (not used to determine grades).

Summative Assessment (assessment of learning) assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction. Information gathered from formative assessment and practice is not used to determine a student's grade. Only levels of achievement derived from summative assessments are used as evidence and are reported in a Teacher's Mark book. The final evaluation shall be a cumulative final mark. Buck Mountain Central does not feel that a Zero is an accurate measure of student learning in reference to the course outcomes. As a result, Zeros will not be given as a mark unless:

- There are no other assessments that provide alternate evidence of a student's progress with the learning outcome at the same level of understanding.
- A student has not provided his/her teacher with a note/call/email from home, preferably prior to the deadline or within a reasonable timeframe after, that includes a reason for an assignment not handed in or a test or exam missed and the teacher accepts the note and the reason(s). This cannot happen on a regular basis and is subject to teacher discretion.
- A student has not handed in an assignment two weeks after the due date and the student's parents/guardian have agreed that a zero is a reasonable grade for the assessment.
 - o In the event that agreement cannot be reached, a teacher may consult with BMC administrators to determine that a zero is warranted.
- A student has cheated on a test or assignment.
- A student has committed plagiarism.

BMC's Beliefs on Assessment

At BMC, We Believe the Following About Student Learning, Instruction, and Assessment

Instruction should:

- be based on the appropriate Program of Studies as outlined by Alberta Education
- focus on a broad range of outcomes, reflecting multiple dimensions of skill development
- encourage students to set and revise learning goals
- consider cultural background, language proficiency, and prior experiences, in order to give all students equitable opportunities to use accommodations and/or assistive technology as appropriate
- within the same subject area, be based on predetermined levels of rigor for the learning outcomes.
Teachers will strive to work cooperatively to ensure this occurs

Assessment should:

- value formative assessment as an important component of student learning, and those measures should not be factored into a student's achievement grade
- separate behaviours, such as participation, attitude, and attendance, from academic achievement if they are not curriculum based
- ensure that grades are based on an individual's performance rather than group achievement grades (group work or self-assessment may have an individual component)
- allow no single assessment measure to be considered as the main source of evidence when making professional judgement about student achievement toward the expected learning outcomes

The Following Stakeholders' Roles were Defined by BMC Staff

At BMC, we believe that students should:

- be motivated, put in effort, be willing to practice, and see the value in their work; take on a teachable attitude
- have a responsibility to do their best in order to maximize learning
- see the target they are aiming for and know the expectations
- know the purpose and value of assessment (formative and summative assessments)
- be an integral part of the assessment process through peer and self-assessments
- reflect on their learning and assessments so they know what outcomes to target for extra support
- have choice and understanding in how they will be assessed
- set SMART goals, celebrate all success, big and small
- not be too focused on a number grade
- revise work based on feedback

At BMC, we believe that teachers should:

- believe all students are capable of learning at high levels
- model attitudes that they expect of students
- have a clear and defined purpose for each assessment
- know and meet curricular outcomes
- plan for formative and summative assessments
- apply strategies and have a plan for when students do not meet the outcomes
- make formative assessments valuable for student growth, allow for them to inform instruction
- be flexible to student needs and continuously monitor student progress
- follow IPPs, accommodate and modify assessments
- give useful feedback to students about their learning
- collaborate between each other for common practices
- blueprint summative assessments
- make students aware and understanding of assessment practices
- allow for choice in assessment; provide a variety of assessments
- communicate outcomes to students and their purpose

At BMC, we believe that parents should:

- know the importance of taking an active role in their child's education

- encourage and support a positive attitude about assessment
- work with teachers to help their child's learning by asking questions and monitoring their child's work habits and their progress
- communicate expectations to students and check in regularly
- know what their child's curriculum is by reinforcing their learning at home
- maintain effective communication with the school and have access to online markbooks
- have an understanding of formative and summative assessments
- understand that a certain percentage grade isn't the only reflector of assessment

When assessment is a focus: *(taken from the Assessment High School Redesign Pillar)*

- a variety of assessments are used, including portfolios, demonstrations of learning, applied projects, and performance assessments
- assessment is a part of the learning process and is used to guide teachers in adjusting instruction, promoting learning, and assessing student mastery
- clear expectations about high standards, foster a culture of continuous improvement
- students are given chances to replace earlier attempts and have opportunities to make up missed assignments
- fair, accurate and flexible grading practices are used, and teachers exercise their professional judgment when determining final course marks
- professional development assists teachers in understanding how to manage and use the data they gather

Plagiarism

Plagiarism is an extremely serious offence. Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a. The work submitted by the student was actually done by someone else, but is presented as the student's work.
- b. Parts of the work are taken from another source without reference to the original author.
- c. The whole work is taken from another source without reference to the original author.
- d. The student submits work in one course which has also been submitted in another course without prior agreement of the teachers(s) involved.
- e. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, honesty requires that such references be explicitly and clearly noted.

BEHAVIOUR EXPECTATIONS of Buck Mountain Students

The pursuit of excellence includes the pursuit of good behavior. At BMC we believe our students should:

1. Be diligent in pursuing their studies
2. Attend school regularly and punctually
3. Cooperate fully with everyone involved in providing educational programs and services
4. Comply with the rules of the school
5. Account to their teachers for their conduct
6. Respect the rights of others
7. Respect and care for personal and public property
8. Be polite and display good manners

In order to ensure a safe, secure and undisturbed school and learning atmosphere, the following behaviors will not be accepted:

- a) Open opposition or willful disobedience to the request of any member of the staff;
- b) Verbally abusive behavior including loud, profane, or threatening language, towards any staff member or to any other student;

- c) Physically abusive behavior, including pushing, shoving, fighting, or any type of threatening gesture, towards any staff member or to any other student;
- d) Willful destruction or damage of property; students will be charged for willful damage to school property;
- e) Behavior (verbal or physical) that persistently disturbs teaching in classrooms;

Buck Mountain Central School holds students accountable for their behaviours; students who misbehave in or out of the classroom will be subject to disciplinary action.

School-wide Behaviour Expectations:

Above all else, we expect all those who enter Buck Mountain Central School to be Safe, Organized, Cooperative, and Kind.

When students do not meet these expectations, they will be redirected or expected to participate in a learning activity related to their misbehaviour. The goal is for students to effectively learn what behaviour is acceptable, rather than to be punished. At times, consequences for behaviour may include loss of privileges – dances, trips, teams, detentions, and/or suspensions.

Students can expect:

- Students who engage in any kind of **physical or verbal aggression** (hitting, pushing, tripping, threats etc.) can expect to be suspended for a period of 3-5 days for displaying aggressive behaviors or possible expulsion.
- Students' use of language will be closely monitored and habitual users of foul language will be subject to progressive discipline, which may include suspension. Students who engage in the **use of foul, offensive, or obscene language** will be subject to disciplinary action from any staff member.
 - *Example of possible progressive disciplinary action:*
 - Time one – warning; Time two – sent to office for the class; Time three – ½ day in school suspension; Repeated – meeting with parents, further suspension
 - Foul language directed at a staff member will escalate the disciplinary action listed above.
- The **consumption / possession of alcohol or the use of illegal drugs** will be dealt with severely. In the event of drug use, or suspected drug use, the RCMP will be contacted. Searches will be conducted in accordance with WRPS administrative procedures. Alcohol or illegal drugs and /or paraphernalia found on a student's person or in their locker will be confiscated and will be turned over to the RCMP. Parents will be phoned and students can expect to be suspended from school for a period of 3-5 days
 - This applies to students throughout the school day, at school dances, and/or at events sponsored or supported by the school (including field trips, athletic events, excursions, band trips, and so on).
- Students are not permitted to **possess tobacco and vape products** while in attendance at Buck Mountain Central School, including vapes. Buck Mountain Central School is a tobacco- and vape-free facility, which includes the school building, fields, and parking lots, or on the property directly adjacent to the school. Students who are found to have tobacco/vape products will have those products confiscated. Students caught **smoking/vaping** can expect consequences, including possible suspension.
 - *Example of possible disciplinary action:* First instance – 1 day in school suspension; second instance – 2 day in school suspension; third instance – Out of school suspension, meeting with parents
- Buck Mountain School has a **closed campus policy** for junior high students, which means that students are not able to come and go from the school facility or grounds without permission from parents/guardians and without signing out at the school office. Students who do not adhere to this policy can expect consequences similar to skipping school.
- Students are expected to attend school regularly and punctually. Students who do not adhere to this will be expected to spend time in the office to account for missing time from school. Directed Learning is a scheduled class and is subject to these same rules.

In addition to loss of privilege, students will be required to show evidence of their learning as a result of their behaviour and subsequent consequences. Students referred to the office should expect to complete individual learnign activities related to the behaviour they exhibited.

Attendance Policy

Regular attendance and punctuality are essential if a student is to achieve maximum benefit from his or her schooling. A student that is away from school for any reason - vacation, illness, excused or unexcused - has missed opportunities for learning. These missed opportunities can add up over the course of the year or the course of a students' academic career.

Research shows the point at which these absences can begin to affect academic growth is missing 10% or more of the school year. This level of school absence is referred to as chronic absenteeism and is associated with lower academic performance in subsequent grades.

The following codes and descriptions will be used to monitor attendance at BMC:

Present: Student is in attendance at a school sanctioned activity	
Present (P)	Student is present and attending regular programming
Activity (Y)	Student is in attendance, but not on site or in class because of another commitment to a school approved activity
Non-Instructional (N)	Student is in attendance, but not present in class as a result of a meeting with a student services staff such as a counsellor, grade advisor, learning support teacher, IPP meeting, etc.
Discipline (D)	Student is in attendance, but directed to an in-school suspension or other alternative disciplinary setting and not permitted to attend class or otherwise participate in scheduled school programming or activities
Absent: Student is not in attendance at a school sanctioned activity	
Absent (A)	Student is not at school and has not been otherwise excused
Verified (V)	Student is not at school and the parent/guardian has informed the school
Illness (I)	Student is not at school due to a sickness or illness. Parent/guardian has informed the school
Family (F)	Student is not at school due to a death in the family, religious/cultural event, or engaged in cultural learning. Parent/guardian has informed the school. Ensure there is a comment referring to the specific reason.
Suspended (S)	Student was not at school due to an out-of-school suspension. School Administration has provided notification to the family
Late: Student is late arriving to class or school	
Late/Leaving Early (L)	Student is late arriving to class or school. Ensure there is a comment referring to the specific arrival/departure time.

Late Arrivals / Leaving Early

All students are expected to arrive punctually to their school or class, with all the appropriate materials, ready to receive instruction. A student arriving to school or class beyond the scheduled start time will be considered late.

A student that leaves school prior to the end of the regularly scheduled departure time will be considered as "Leaving Early".

Regular school attendance is one of the key factors responsible for students doing well in school.

Universal Supports (<5-10%) – BMC staff will focus on creating a safe, welcoming, caring, respectful learning environment that fosters a sense of belonging among all members of the school community and promotes regular student attendance.

- o classroom teachers will be encouraged to engage in positive conversations with the family of a student who has missed class to offer assistance to improve attendance, inform regarding missed lessons, and deliver a positive message on the importance of daily school attendance.

Targeted Supports (10%-15%) - If a student's absences reaches 10% in a month, it needs to be determined why.

- o a student who is absent > 10%, they may receive a letter from the school advising them of the absences

Specialized Supports (>15%) - If a student's absences reach greater than 15% in a month, they are at risk of loss in relationships with peers and staff at school and a loss of academic progress. Intensive supports and interventions will need to be in place that may include counselling supports, community partners and referral to the Attendance Board.

- o Parents and students (high school) are advised that an absentee rate of 15% or more may result in a student losing credit for their course(s). Parents and students are advised that a student might be better served academically to retake the course at a future date when they can assure more regular attendance.
- o If a High School student misses 25% or more of class time, the student may be removed from the course(s) and be asked to retake the course at a later date when they can assure more regular attendance. Parents may appeal this decision to the principal.

Referrals to appropriate officials with Wetaskiwin Regional Public Schools and/or the Provincial Attendance Board may be made if efforts to improve poor attendance fail at the school level.

Once a student leaves home, either on the school bus or by private vehicle, with the implied intent of coming to school, they are considered to be *in attendance* at school. Thus, if a student who does leave home as noted and does not go to classes, that student will also be considered to have skipped school and subject to disciplinary action. For example, if a student gets on the school bus and rides to school, he or she is considered to be attending school. Even if the student leaves the school grounds without entering the school building, they will be considered to have skipped school.

BUCK MOUNTAIN CENTRAL SCHOOL COMMITMENT TO ANTI-BULLYING

Belief Statement

Buck Mountain Central School community is committed to the elimination of bullying through the positive involvement and ongoing education of students, parents and staff. It is the belief of the Buck Mountain Central School community that students are not inherently bullies but rather that bullying is a learned behavior and the behaviors of the bully, the bullied, and the bystanders can be changed.

The Buck Mountain Central School community is committed to the creation of a safe and caring environment for all students which promotes respect for all and to that end, has zero acceptance of bullying behavior. A disciplinary process will be used to address any incidents of bullying behavior while still leaving the dignity of all students intact.

What is Bullying?

Bullying can be best defined as a behavior that is intended to cause, or should be known to cause people to feel uncomfortable or threatened. Bullying is an action that hurts, frightens, upsets, or demeans someone else. It can be committed by a group or a single individual and may involve repeated and systematic harassment and attacks or a single incident of inappropriate conduct designed to harass or intimidate a victim. Bullying can take many forms, none of which are acceptable. The main types of bullying include:

VERBAL	PHYSICAL	RELATIONAL	CYBER BULLYING
Name calling/putdowns	Hitting	Manipulating friendships	Email
Insults	Kicking	Gossip/rumors	Social networking
Racist comments	Spitting	Exclusion	Instant messaging
Sexist comments	Pushing	Intimidation	Text messaging
Teasing/taunting	Inappropriate gestures/touching	Written notes	Cell phone communication
Threatening/extortion	Tripping		Internet blogs
Harassment	Stealing		Chat rooms

Signs and symptoms that bullying might be occurring to a student:

Is frightened when walking to or from school
 Doesn't want to go on the school bus (begs to be driven to school)
 Changes to his/her usual routine
 Is unwilling to go to school
 Becomes withdrawn, anxious, or lacking in confidence
 Starts stammering
 Attempts or threatens to run away or harm himself or herself
 Cries a lot
 Has nightmares
 Feels ill in the morning

School work begins to suffer
 Arrives from school with damaged clothes or books
 Has possessions go missing
 Asks for money or steals money to pay bully
 Comes home hungry after lunch is stolen
 Becomes aggressive, disruptive, or unreasonable
 Is bullying other children or siblings
 Stops eating
 Is frightened to say what is wrong
 Gives improbable excuses for any of the above

Responsibilities of Members of the Buck Mountain School Community

All members of the school community are encouraged to take advantage of any educational opportunities to become more knowledgeable about bullying and bullying issues.

Responsibilities of Students

Students shall:

- Refrain from, report, and not accept bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, on the school bus, during the school day, or by electronic means.

Responsibilities of Staff (including adult volunteers)

Staff and Adult Volunteers shall:

- Provide a safe and secure environment for all students free from bullying.
- Act upon, respond, attend to and follow up on any incidents of bullying that are reported to them or come to their attention through other indirect means.

Responsibilities of Parents and Guardians

Parents and Guardians shall:

- Report any incidents of bullying as soon as reasonably possible.
- Provide positive support to students and the school involved in incidents of bullying.

Responsibilities of Bystanders

Do the Right Thing

- Don't be a silent witness. You would want someone to have your back if you were the one getting bullied.
- Don't watch and laugh. That's even worse than doing nothing.

- If it's too hard to speak out, send an anonymous note to school staff
- Be assertive, not aggressive. Fighting doesn't help anyone.
- Invite the person being targeted to leave the situation with you
- Encourage the target to get help from someone, like a counselor, teacher, or other adult who can help.

Reporting

Whether you are the bullied or the bystander you must notify an adult of bullying situations as soon as possible. If you are unsure of who to talk to, contact one of the adults on the list below. You are encouraged to talk to the primary contact person first as they are closest to the situation and can have the most immediate effect. If the primary contact person is not available, contact one of the people in the secondary contact list.

<u>LOCATION</u>	<u>PRIMARY CONTACT</u>	<u>SECONDARY CONTACTS</u>
On the bus	Bus driver	Parents Guardians Counselors Fellow students Teachers Teacher Assistants Custodians Office staff Community member Vice principal Principal RCMP
In the hallway	Hallway supervisor	
In the classroom	Classroom teacher teacher assistant	
In the gym	Gym supervisor	
School grounds	Outside supervisor	
School activities, trips, sports	Activity supervisor	
Cyber bullying	Parent/ school counselor	
After school	Parent/ school counselor	

Procedures

All incidents of bullying that are reported to school personnel will be dealt with. Students who engage in bullying-type behavior can expect a progressive disciplinary route with the ultimate goal of changing student behaviors. To get there, students can expect office referrals, documentation of information, contact with parents, referrals to counseling, and progressing to detentions, removal of school privileges (as describe elsewhere in this document), in-school suspensions, and out of school suspensions. The welfare and dignity of all students will be respected throughout any disciplinary action taken.

[Other School Policies & Information](#)

BMC Cell Phone and Device Policy

Buck Mountain Central School has a restricted cell phone and device policy. As such, during scheduled class times, students in grades 7-9 are not permitted cell phones in instructional areas. Students wishing to contact their parents may seek permission from their teacher to do so through the office. Parents may phone the regular school phone number to contact their child.

Teachers may request students bring their devices to a class on a specified date and time if the use of the device adds instructional value to the classroom activity and school provided technologies cannot meet the need.

Students in grades 10-12 are encouraged to keep their cell phones and devices in their lockers during instructional times. Teachers will provide their expectations for cell phone/electronic use in their respective course outlines.

Upon misuse of cell phones and devices in instructional areas, instructors will ask that the device be taken to the students locker. Continued misuse will have the device taken to the office, where it will be returned by the end of the day, or when deemed appropriate by administration. If a student's use of their device continues to be problematic, the teacher may request a meeting with parents to discuss.

BMC Backpack and Book Bag Policy

Backpacks, book bags, duffle bags, sports bags, or other types of satchels are not permitted within classrooms. Small purses, fanny packs, or other enclosures meant to store personal effects or supplies, are permitted within reasonable limits. Students are encouraged to combine binders and visit lockers at the appropriately scheduled breaks in order to be prepared for class. Reasons for this policy include general classroom clutter, safety, and hazards. Special cases may be permitted as determined by administrators, and include exceptional circumstances

Hats and Hoods

As of September 2022, all students, staff, and guests to schools in Wetaskiwin Regional Public Schools will be asked to remove their hats and hoods when entering the building. This policy is informed by RCMP partners.

Final Exam Policy

Rationale: At Buck Mountain, we believe that student completion of final assessments are an essential element of education. Through this practice, students show their understanding of curricular outcomes and acquired knowledge and/or skills for whole courses.

Policy

- Completion is compulsory. Failure to complete will result in a final mark 0% on the assessment.
- Exceptions to completion of the assessment may be given in the case of extenuating circumstances, as deemed appropriate by school administration, in consultation with course instructors.
 - Exceptions may include serious medical care, with documentation, and compassionate considerations for personal tragedy.
 - Final evaluation of course completion will be made on a case by case basis.
- All students must write on the school mandated date; however, alternative arrangements may be made with approval by school administration, in consultation with course instructors.

Device/WIFI Expectations

All students and staff have access to WIFI using their computer logins. Some expectations apply:

- ✓ Regular calculator needed (school will have extra calculators)
- ✓ Devices cannot be used during testing – leave in locker or teachers desk
- ✓ Useage is a privilege, your teacher will decide when, how, or if devices may be used in class
- ✓ Teacher can see what you are doing – refusal to let teacher see –taken to office
- ✓ No expectation of privacy
- ✓ FOIP not allowed to take photos/record videos
- ✓ Sound – sound/vibrate off
- ✓ Texting – no texting during class time (no social media)
- ✓ Student responsible for device at all times – expectation to leave in locker when not in use
- ✓ WiFi is for educational purposes only

Energy Drinks

Energy drinks are not permitted in the school.

Dance Policy

Students at BMC have the privilege of attending school dances, organized by the Student's Union. There are no open dances. Guests are required to be registered in school and must receive approval to attend by the principal.

Only students with permission to arrive late will be admitted after the designated time. If a student leaves the school after being admitted, they will not be readmitted.

- Drugs and/or alcohol are not permitted. Infractions may result in suspension from school, and in the case of alcohol or drugs, the police will be notified.
- Students who have been given in- school suspensions or out-of-school suspensions in the term prior to the dance are not eligible to attend the dance.
- Students have to be in *good standing* to go to a dance.

School Dress Code

Students are expected to dress in a clean, neat, appropriate manner. The learning atmosphere should be considered comparable to a business atmosphere. Clothing with offensive words, slogans, or pictures is considered inappropriate. Students will not wear skimpy, revealing clothing (the arm rule for bottoms). This would include tops that are backless or strapless. Spaghetti straps and bare midriffs are also not allowed. Coats are to be removed when in class. Students are expected to have a second pair of clean indoor shoes to be worn in the school and in the gym. Outside shoes are to be removed at the entrance door when conditions are wet or muddy.

Excessive Public Displays of Affection

The school recognizes that genuine feelings of affection may exist between students; however students should refrain from inappropriate intimate behaviours at school or school related events. The following activities specifically will not be allowed:

- Prolonged kissing
- No pelvic contact allowed, including, but not limited to, full body hugs and sitting on laps.
- No touching and fondling of a sexual nature.

Consequences: Offenses will be brought to the attention of people involved. Severe or repeated offenses will warrant a meeting with students, parents, and teachers, where appropriate consequences will be decided.

Dropping Classes/Changing Classes

Students are given the opportunity to drop a class or change a class according to a strict schedule. The first three weeks of a semester are relatively open for students to change courses, as students may register in a course and quickly find that it is too difficult or for some other reason they need to change. After the first few weeks, changing courses becomes quite difficult as hours of instruction come into play, but it may still be possible to move from a higher academic to a lower academic course once the appropriate counseling has taken place and administrative details are worked out. Students who wish to change or drop a class need to complete the appropriate form, which is available from the office

Illness/Emergency Contact Telephone Numbers:

Students who are not feeling well (i.e. who are sick) should be at home recovering from their illness. As you know, illnesses are spread very easily in a public space such as a school. It is with this in mind that we urge you to have, at the very least, two emergency contact numbers with the School office, in case your child(ren) are not feeling well or get injured, and need to leave school. These persons should have been informed of this arrangement and be aware that they will be expected to pick up your child, or make alternate arrangements for them, should you be unavailable. The office telephone will be made available for students should they need to phone home or to an emergency contact if they are sick at school.

Instructional Field Trips

Students will not be charged for transportation on field trips of an instructional nature. Students may be charged a fee equivalent to admission costs or other associated costs.

Books, Materials, and School Fees

Students are expected to get the books and materials they require for the next periods at their breaks. Students losing or abusing books will be charged fair replacement value. When the school year begins, students are expected to arrive with general school supplies. Textbook rental fees and other school fees are payable in

September. Students will receive a fee schedule at that time. If payment of school fees is a concern, parents are encouraged to contact the school to make alternative arrangements.

Gym Clothes

It is preferred that students have a separate change of clothes and shoes for Physical Education class. Shorts, T-shirts, and sweat suits are all suitable attire. When indoors, students are expected to wear clean, non-marking, shoes for gym classes. Students are expected to come prepared for outdoor activities for gym classes as well.

Locker/Locker Searches

Students will be issued a school locker and lock on their first day of school. Combination locks will be attained from the school. The lock combination will be kept on file in the office. All other locks will not be permitted. Lockers must be locked at all times. Failure to follow these rules will result in loss of locker privileges.

All student lockers are the possession of the Wetaskiwin Regional Public Schools (WRPS) and are rented to students on a year-to-year basis.

- Students and their parents will be required to sign a locker-rental agreement before being assigned a locker.
- Students should not have an expectation of privacy in regards to the lockers they rent from WRPS.
- Student lockers may be subject to unannounced searches by school administration and/or by outside law enforcement agencies

Phone Calls

Students who receive a phone call will not be taken out of class unless it is an emergency. Student may also make calls during breaks in the office.

Fire and Lockdown Drills

Fire and Lockdown drills will be held regularly and are of a serious nature. Specific rules and directions for fire drills are posted in all rooms. It is the duty of each student to be aware of these rules and directions.

Spares

Only students in grade 12 are allowed to have spares. Students in grade 10 and 11 must take a full load of courses, either in class or via distance education. High School students have four places where they may be during their spares:

1. In the Library with sufficient work to occupy them for the duration of the spare.
2. Galleria area with work, reading, or other quiet activities.
3. In the early fall and late spring they may take work to the picnic tables.
4. They may leave the school grounds.

Under no circumstances will students on spares be permitted to be in the halls during class time. Failure to follow these rules will result in the students spending their spares in a supervised room where classes are in progress. The basic rules of conduct apply to all students with spares. Students who do not conduct themselves appropriately will lose the privilege of having a spare.

Inclement Weather

The most current and up-to-date information about bus schedules is posted at www.wrps11.ca. Any buses that are not running due to inclement weather will be posted on this website. Parents and students are advised to check the WRPS website during evenings or mornings of days in which school operation is in doubt. Schools are generally not closed due to weather conditions. Please do not drop your child off at school without ensuring they have gained access to the building before you depart.

Students Providing Their Own Transportation

Wetaskiwin Regional Public Schools provides transportation for students to attend school. Students who choose to provide their own transportation on a regular or occasional basis should observe the following rules:

1. Park in designated areas. Enter and leave the school grounds, at a speed not in excess of 15 km per hour.
2. Students are not permitted to sit in vehicles at any time, nor are they permitted to loiter around the vehicles. This area is out of bounds unless students are arriving or leaving.
3. Enter the school grounds quietly and leave quietly (radios, mufflers, etc.).
4. Students who do not follow the above rules will not be permitted to bring vehicles to school.
5. Students are not allowed to transport other students to school sanctioned extra-curricular events. They are to use the provided bussing as arranged by the school.

Extra-Curricular Opportunities: Team Participation

Transportation

For away games, all players must travel with the team and ride in the transportation provided by the school. Most likely, this will be a bus. It is possible for parents to drive to away games, provided they have completed the necessary forms from the school and are, therefore, approved by the school to drive. The coach and/or staff advisor will decide whether or not the team takes a bus, the school van, or parent vehicles.

Fees

Fee to participate will be set each year and will reflect costs involved in league registration, referees, and transportation. Players must pay the fee prior to playing any games. This fee is non-refundable.

Player Conduct

Players are expected to conduct themselves appropriately. They must display good sportsmanship and good behavior at all times. Students are representing the school and any student who fails to conduct him or herself as good representatives are subject to removal from the team as well as to such discipline from the school as is appropriate.

Eligibility to Play

Students must attend Buck Mountain School in order to participate on a team. Students must further remain in good standing to participate on an extracurricular team. Please refer to the section on good standing. In summary, a student must adhere to the following:

- Students must maintain passing grades. Students who are failing two courses may be removed from the team until such time as their grades have improved to passing.
- Students must maintain a good attendance record.
- Students must not be habitually late for class.
- Students must demonstrate appropriate behavior – those students involved in incidents that include suspensions from school may lose their eligibility to play.
- Fees must be paid.

Team Commitment

Players are expected to make all practices and games. If a player is unable to attend a practice or a game, they must inform the coach at least one day prior.

Athletic Awards

Each school year, BMC hosts the Athletic Awards Banquet. This event's purpose is to celebrate the achievement of athletes from this school year and to acknowledge the help of volunteers. This is also an opportunity for fundraising to support the cost of athletics and to maintain low students fees.

Each year, the following achievements are awarded:

Most Improved Player (one per team) – to the player who experienced the greatest growth throughout the season.

Most Valuable Player (one per team) – to a high performing player who exemplifies leadership and strong fundamental skills of the game.

Male and female Athlete of the Year – to one senior high male and one senior high female athlete. These individuals show leadership on teams, participate in multiple athletics, and are recognized throughout the school for their athletics.

Athletic Honor Role – for a senior high team or individual who competes in provincial play. Recipients are added to the plaque on the awards wall.

Extracurricular Activities/Trips

Students will be expected to pay the costs, including transportation costs, set by the school for participation in extracurricular activities.

Sports Teams

Costs to participate in sports teams may vary from the costs listed below. These are the maximum allotted fees participants will be charged. Coaches may plan for fundraising or budget for a lower fee to sustain the program.

<u>Volleyball</u>	Fee	<u>Basketball</u>	Fee
Jr. Boys Volleyball	\$110.00	Jr. Boys Basketball	\$110.00
Jr. Girls Volleyball	\$110.00	Jr. Girls Basketball	\$110.00
Sr. Boys Volleyball	\$135.00	Sr. Boys Basketball	\$220.00
Sr. Girls Volleyball	\$135.00	Sr. Girls Basketball	\$220.00
 <u>Cross Country</u>		 <u>6-Man Football</u>	
Jr. and Sr. Cross Country	\$30.00	High School	Spring \$165.00 Fall \$250.00
 <u>Badminton</u>		 <u>Track and Field</u>	
Jr. and Sr. Badminton	\$35.00	Jr. High Track and Field	\$30.00
		Sr. High Track and Field	\$30.00
 <u>Cheerleading</u>			
Jr. and Sr. Cheer	\$150.00 and \$200.00		

Performing Arts

- **Junior Band**: Under the direction of Mrs. Spruyt, the Junior Band performs at various community and school functions.
- **Senior Band**: The Senior Band, under the direction of Mrs. Spruyt, performs at most school functions, as well at many community events.
- **Band Tour**: The Senior Bands may go on a 3-4 day tour, performing at different schools and other venues during the tour.
- **Music Festivals**: Bands participate in at least one festival each year.
- **Christmas Concert**: Put on by the Band programs.
- **Spring/End of the Year Concert**: Put on by the Band programs.
- **Band Camp**: An intensive weekend camp to get students off to a great start in band.
- **Drama**: Puts on anywhere from 2-4 performances in a year.
- **Drama Dinner Theatre**: Before Christmas
- **Drama Club**: An opportunity for students from grades 7-12 to develop advanced acting/technical skills, leading to a community based performance of a play. High school students may receive credits at the completion of the process. Admission is based on auditions and/or teacher recommendation.

Other Activities

- **Yearbook**: Students compile the yearbook.
- **Student's Association / Leadership**: Student representatives meet twice monthly at lunchtime. Various activities are planned, including spirit days and dances.
- **Ski Trip**: During Semester Break, students and staff go to Rabbit Hill or Canyon.
- **Skills Canada**: Students in Fabrications and Food Studies have the opportunity to attend the Skills Canada Competition in Edmonton and compete in various categories. If cosmetology is offered, students have gone to participate in those categories as well.
- **Travel Club** – Students in grades 10-12 have the opportunity to participate in the travel club. This club has travelled to Greece, England, Scotland, France, Costa Rica, London, Hawaii, and New York in the past few years. Trips are usually taken over the Easter Holiday. Students who wish to participate must pay for all costs associated with the trip.
- **Intramurals** – Occur over the lunch break. Students compete in various activities throughout the year.

Buck Mountain Central School Staff Contact Information

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