

Student Handbook 2025 - 2026



**ST. STEPHEN
HIGH SCHOOL**

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PRINCIPAL’S MESSAGE

It is with great honor and pride that I have the privilege of serving as your principal for the 2025 -2026 school year. I hope each of you has had a restful summer and are ready to take on the challenges and excitement of the new year. At St. Stephen High School we strive to provide a high-quality education combined with numerous extra-curricular activities that will meet the needs and interests of our very talented and unique student population. I am looking forward to leading the best, brightest and most talented students in Anglophone South.

Sincerely,
Krista Amos
Principal

*And always know....
Every day is a great day at St. Stephen High School!*

ADMINISTRATIVE AND GUIDANCE PERSONNEL

Mrs. Krista Amos - Principal Ms. Katie Dow - Guidance Counsellor
Mr. Adam Harris - Vice-Principal Ms. Allyson Waycott – Guidance Teacher
Mr. Jonathan Conley – Vice-Principal

ST. STEPHEN HIGH SCHOOL 2025/2026 SCHOOL CALENDAR

SEMESTER ONE

September 01 (no classes) Labour Day Holiday
September 02..... First Student Day for Grade 9 Only
September 03.....First Student Day (all students)
September 26 (no classes)Professional Learning
September 30 (no classes) National Day for Truth and Reconciliation
October 13 (no classes)..... Thanksgiving Day Holiday
November 4.....Grade 9 – 12 Report Cards Issued
November 10 (no classes) School Improvement Planning
November 11 (no classes)..... Remembrance Day Holiday
November 21 (no classes)Parent/Teacher Interviews/Professional Learning
December 19 Last Day of Classes for Students
December 22 – 31 (no classes) Holidays
January 01 – 02 (no classes) Holidays
January 05..... First Student Day
January 19-23.....Assessment/Demonstration of Learning/Course Recovery
January 26-27 (no classes)Turn Around Days
January 28..... Semester 2 begins, and Report Cards Issued

SEMESTER TWO

February 16 (no classes) Family Day Holiday
March 02 – 06 (no classes)..... March Break
April 02 (no classes)Parent-Teacher Interviews/Professional Learning
April 03 (no classes)Good Friday
April 06 (no classes)Easter Monday
April 07.....Grade 9 – 12 Report Cards Issued
May 01 (no classes)NBTA Council Day
May 04 (no classes) NBTA Branch Meeting Day
May 18 (no classes)Victoria Day Holiday
June 08 – 12.....Assessment/Demonstration of Learning/Course Recovery
June 15-22..... Graduation Activities
June 19..... Last Day of Casses/Final Report Card Day

DAILY Bell Schedule

8:20	First Bell
8:25 – 9:25	Period 1
9:30 – 10:25	Period 2
10:25 – 10:35	Break
10:40 – 11:35	Period 3
11:35 – 12:25	Lunch
12:30 – 1:25	Period 4
1:30 – 2:00	Academic Intervention
2:00 – 2:10	Break
2:15 – 3:10	Period 6

ASSEMBLY Bell Schedule

8:20	First Bell
8:25 – 9:10	Period 1
9:15 – 10:00	Period 2
10:00 – 10:10	Break
10:15 – 11:00	Period 3
11:00 – 11:50	Lunch
11:55 – 12:40	Period 4
12:40 – 2:10	ASSEMBLY
2:10 – 2:20	BREAK
2:25 – 3:10	Period 6

One Hour DELAY Bell Schedule

8:20	First Bell
8:25 – 9:25	Study Hall/Homework/Extra Help (Delay)
9:25 – 10:10	Period 1
10:15 – 11:00	Period 2
11:00 – 11:10	Break
11:15 – 12:00	Period 3
12:00 – 12:50	Lunch
12:55 – 1:40	Period 4
1:45 – 2:10	Academic Intervention
2:10 – 2:20	Break
2:25 – 3:10	Period 6

Two Hour DELAY Schedule

8:20	First Bell
8:25 – 10:25	Study Hall/Homework/Extra Help (Delay)
10:25 – 11:00	Period 1
11:05 – 11:40	Period 2
11:40 – 11:50	Break
11:55 – 12:30	Period 3
12:30 – 1:15	Lunch
1:20 – 1:55	Period 4
2:00 – 2:20	Academic Intervention
2:20 – 2:30	Break
2:35 – 3:10	Period 6

TRANSITION FROM MIDDLE TO HIGH SCHOOL: GRADE 9 LEARNERS AND EXPECTATIONS

The Grade 9 year is considered a unique time to map a path for high school success and a good life. The common curriculum is completed over the year and Grade 9 students begin to select courses that reflect their interests and desired career pathways. The curriculum, along with life experiences, from the early years to Grade 9 will have impacted interests, developed skills, and established in the learner some ideas about their own competencies and goals which will influence decisions about the future.

A cornerstone for the Grade 9 year is career-connected learning. Career-connected learning is embedded in Personal Wellness 9 and Tech 9, but is also important for other curricular areas, as this is foundational to individual decisions about courses and willingness to engage in the multi-faceted high school experience (e.g., courses, social activities, co- and extracurriculars, community involvement).

We also offer a dedicated Course Connect Academic Intervention (AI) period, designed to support students throughout their high school journey. Each student is paired with the same Course Connect AI teacher for all four years at SSHS, fostering consistent guidance and mentorship. Held one to two times per month, this period provides students with career connected learning opportunities and serves as a structured time for developing their individualized high school pathways and course selections.

ORGANIZING THE CURRICULUM IN GRADE 9

Subject area learning in Grade 9 will include learning expectations from the common curriculum continued from Grade 8. Developing assessment-capable learners—those who set goals and are accountable for their learning—is the choice and flexibility envisioned in this transition year. For those learners who master the expectations in the subjects prior to the end of Grade 9, they may be encouraged to begin to accumulate credits. Depending on the size and offerings of the school, choices may include online, face-to-face, and locally developed courses, and/or micro credits.

Approaching the end of the Grade 9 High School Block, learners have experienced a well-rounded curriculum with opportunities to practice and explore a variety of areas to nurture identity, foster learning, and increase capacity to make choices. These choices include what courses they want to follow and what they hope to gain toward their goals from the courses they will take.

HIGH SCHOOL GRADUATION REQUIREMENTS

Policy 316B indicates that as of 2026, graduates must:

- have met learning requirements prescribed in Grade 9 curriculum
- have completed compulsory credit-hours in Grades 10 through 12
- have accumulated 100 credit-hours to apply for graduation
- have developed a documented career-life plan

Students can begin to accumulate credit-hours in courses once they have met the learning requirements prescribed for the Grade 9 curriculum in the corresponding subject area or equivalent. Students will be eligible to graduate when the graduation requirements are met.

The minimum acceptable grade of 60% is required in the learning expectations for high school courses. Students are required to accumulate the minimum credit-hours in each of the 7 subject area clusters and acquire a literacy credential by achieving a successful rating on the English Language Proficiency Assessment. Schools may apply to have a student exempted from the ELPA if the student is learning English as an additional language at A1-A2 levels in reading/writing. Students at B1 level and above should attempt the ELPA with universal accommodations.

Students are required to accumulate:

80 total credit-hours from the list of compulsory courses and options in the cluster areas. [72 credit-hours from list of compulsory outcomes + 8 credit-hours from any cluster]

a minimum of 20 additional credit-hours which may include elective courses, up to 8 credit-hours from Challenge for Credit Courses, 4 credit-hours for Independent Study, and/or 8 credit-hours for Locally Developed Courses

French Immersion students must complete 50% of the Grade 9 curriculum and 40 credit-hours in Grades 10–12 French

Graduation requirements for a student with a Personalized Learning Plan (PLP) may vary. A PLP can contain one or more of the following:

Accommodated: Accommodations are strategies, technologies, or adjustments without which a learner would not be able to access the curriculum or demonstrate their knowledge.

Individualized: Planning that supports student's skill development and does not follow the prescribed curriculum.

Adjusted Curriculum: A course is adjusted when grade level curriculum outcomes of a subject have been changed or deleted to address the specific needs of the learner. The integrity (general intent) of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.

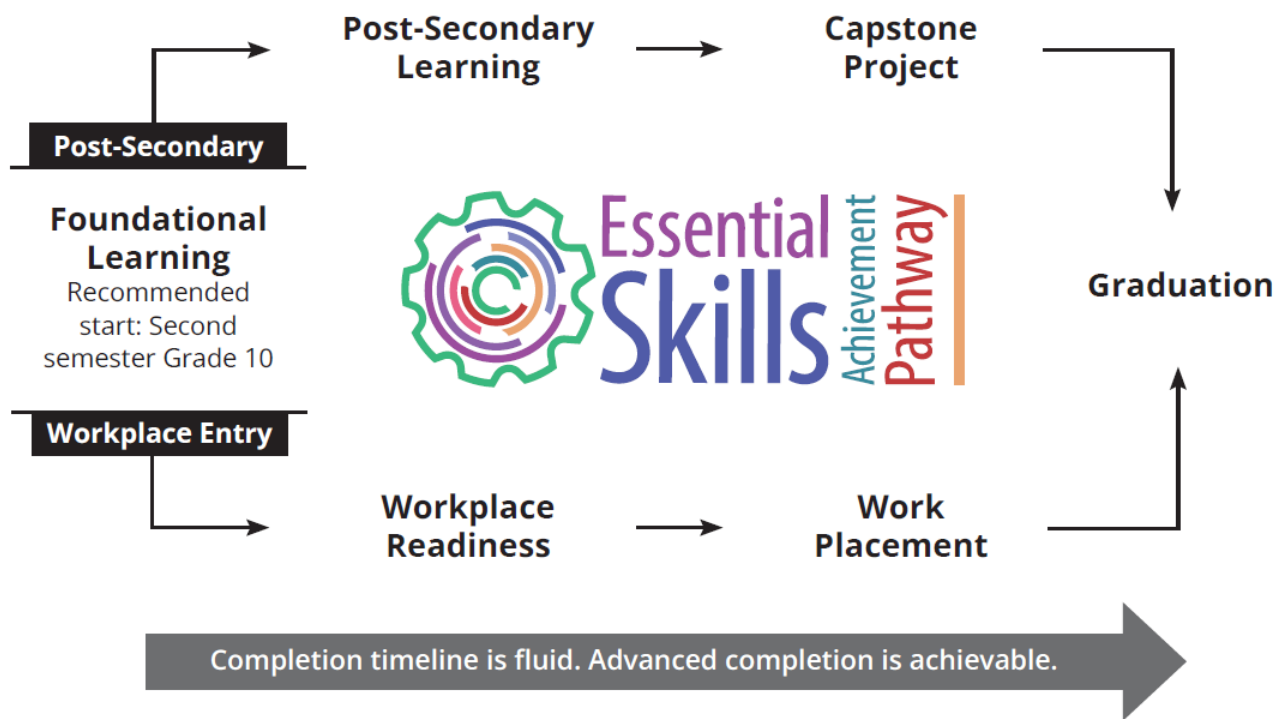
ESSENTIAL SKILLS ACHIEVEMENT PATHWAY (ESAP)

The Essential Skills Achievement Pathway (ESAP) Program is a student driven high school graduation program focused on skills-based learning, knowledge acquisition, and experiential learning opportunities. This program prepares students for a post-secondary education, apprenticeship, or the world of work.

The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities, and interests while intentionally attaining the 9 federally identified Skills for Success. Proficiency in these skills is demonstrated and evaluated through problem and project-based learning in the essential skills classroom, content specific courses, community experiential learning, and workplace opportunities.

The experiential, problem-, and project-based learning environment positions the student at the center, and the teacher as a trusted mentor and guide on the side. This program gives students the opportunity to drive their own learning, prepare for the current skills-based economy, and be best positioned to engage in future work, learning, and life.

NEW BRUNSWICK ESSENTIAL SKILLS GRADUATION PATHWAY



FLEXIBLE CREDIT HOUR OPTIONS

PERSONAL INTEREST 1 AND 2

Personal Interest 1 and 2 courses provide the opportunity for students to pursue an individual interest or passion. Students will determine the focus of their learning with help from educators and other mentors in the school or local/global community. Schools may offer this as a class, or learners may apply to complete the course independently. This course can meet elective cluster requirements.

CHALLENGE FOR CREDIT

Challenge for Credit Notice of Intent and Letter of Agreement can be used for any course that is not required. Two courses may be challenged for credit in use towards meeting graduation requirements. Currently, if a course is challenged for credit, students will receive a Pass on the transcript if successful. Generally, compulsory courses are not challenged.

“FAST TRACK” OPTIONS

Fast track options provide learners with 4 credit-hours by simply submitting proof of completion. Current “fast track” options include CADET level 4, Scout Exploration Activity Award, Duke of Edinburgh, Imagine NB, National Lifesaving Society, Girl Guides Trailblazer Award, Coach NB, Junior Achievement, Université de Moncton Explore Jeunesse and Junior High Programs, the Immersion Program of Université Saint-Anne, and les Jeunes chanteurs d’Acadie.

DUAL CREDIT COURSES

Dual credit courses allow learners to earn both high school credit-hours and credit(s) or program recognition toward a post-secondary certificate, diploma, degree, or Certificate of Apprenticeship. An example of a current option is NBCC Skilled Trades Math.

EARLY START CREDITS

Early Start Credits provide Grade 12 students who are on track to graduate the option to enroll in an online course from UNB, STU, Mt. Allison University, NBCC, or Crandall University. Tuition costs apply, although funding options are available. The school counsellor can direct students to the list of courses from each institution and help them get registered.

PRE-APPRENTICESHIP CREDITS

Students participating in the New Brunswick Teen Apprenticeship Program (NBTAP), doing a summer placement with a Journeyperson in the skilled trades, will be able to complete some additional assignments each summer, and over the course of two summers, may receive twelve hours of course credits (4cr hrs. for every 200 apprenticeship hours). This is the equivalent of the current three-hour Coop (12 credit-hours starting in September 2023). This learning experience allows for a clear pathway in the skilled trades and supports learners to gain credit for graduation. The apprenticeship model is ideal for skilled trades career-oriented students. Information can be accessed through the school-based NBTAP Champion or the Pre-Apprenticeship Coordinator at EECD.

MICRO-COURSES AND CREDITS

Micro-courses are short, compact learning solutions that provide credited opportunities for students to explore and develop global competencies, skills, and knowledge relevant to their interests and needs. They can be condensed or extended adaptations of full-length prescribed courses or other existing options for credit, such as locally developed courses. Duration and intensity of these courses is defined by the credit-hours assigned to the course (1-3 credit-hours).

Micro-credits are credits that are offered that do not fit in the 4 credit-hour-per-course structure. Micro-credits may be assigned to micro-courses, used as an extension for currently prescribed courses, or offered in 1, 2 or 3 increments. Processes to develop and offer micro-courses and credits are not yet developed.

DOCUMENTED CAREER-LIFE PLAN AND MYBLUEPRINT

A Documented Career-Life Plan is a comprehensive education, career, and life plan that documents the learning needs, interests, and aspirations of all students. A recommended and provincially supported student tool is the online career-life planning tool, myBlueprint.

Effective September 2023, schools will have access to a Hopeful Transitions model and tool to support the planning process with learners.

myBlueprint Sign-up with Unique District Landing Page

Visit our district landing page:

www.myBlueprint.ca/anglophonesouth

Students: Click School Account Login and sign in with your school credentials.

Educators: When creating an account for the first time, select your role and the grades you require access to.

Families: Select your school from the drop-down list and click **Create Account**. Enter your child's school email address (NBSS) that they use to log in to their myBlueprint account and click **Add Student**. (*Note: your child will have to approve your link request.*)

For more information and printable documents, please visit [Career Connected Learning \(gnb.ca\)](http://Career Connected Learning (gnb.ca))

EARLY APPLICATIONS TO GRADUATE PROCESS

Students who have met the graduation requirements in Policy 316B have the option of applying to graduate. This provides flexibility for students, regardless of age or grade level.

Students shall be permitted to attend school-sanctioned activities during their current graduation year, provided they are in good standing with the school and district.

Students who graduate before June of their graduation year will be permitted to participate in all regular graduation activities, provided students have met all the school's requirements, which may include graduation fees.

Students are recommended to have a plan that can include work, college, university, GAP, exchange, or another plan that the school, family and student have agreed upon.

The process will require both a signed letter and a review of graduation status and post-secondary requirements by the school, family/guardian, and student.

The signed letter will include confirmation of: Graduation status, post-secondary entrance requirement comparison to completed courses, Signatures of the following: School Counsellor, Administration, Parent and/or Guardian, Student.

Acknowledgment of all agreed upon parties that the student has met graduation requirements and will not be attending school after the signed date.

ONLINE COURSES

New Brunswick Virtual Learning Centre (NBVLC) offers expanded learning opportunities to all high school students in the province by allowing registered students to access courses online, anywhere, anytime. Course offerings currently consist of over 50 high school courses, including all required courses at the Grades 11 and 12 levels as well as many optional and advanced level courses. This allows students to access courses that, because of scheduling conflicts, illness, or limited course availability in their own schools, might not otherwise be available to them.

New Brunswick Virtual Learning Centre (NBVLC), which is constantly being improved, updated and expanded, emphasizes a facilitated learning approach. In such an approach, online teachers use online course chat rooms, discussion boards, email, and videoconferencing to engage students in the learning process as well as to answer specific queries students may have. Local facilitators are on hand at the students' schools to ensure that the students can access and use all of the tools and equipment they need to complete the course. Students, for their part, work independently, completing online interactive activities, assignments, and tests as they progress through the course.

Classroom teachers can also take advantage of the online course offerings by registering an entire class in a specific course. In this way, teachers can use elements of the online course, such as interactive activities and animated demonstrations, to enhance their instruction and students' learning.

Contact Distance.Learning@nbed.nb.ca for more information.

[New Brunswick Virtual Learning Centre \(NBVLC\) \(gnb.ca\)](http://gnb.ca)

STUDENT EVALUATION

Students in grades 9 - 12 are expected to maintain a minimum 60% mastery level. Evaluation procedures will focus on class work, laboratory work, tests, homework assignments, portfolios, and demonstrations, as well as final assessments. Each reporting period will represent the students' cumulative mark to date.

A STUDENT MUST COMPLETE ALL ASSIGNED WORK PRIOR TO RECEIVING A FINAL MARK IN A COURSE.

A student who misses an evaluation or fails to submit any major project for reasons not deemed valid will receive an incomplete mark until the evaluation or project is completed.

HONOURS

Honours' standing is conferred for a course mark of 80% or higher.

Honours' standing is conferred for a year if a student achieves an average of 80% or higher with no failing mark over all credit courses.

Honours Society is conferred if a student maintains honours standing during Grades 11 and 12 (years combined). A year is defined as two semesters.

High honours apply to items 1, 2 and 3 but is conferred for a mark of 90% or higher.

PERSONALIZED LEARNING PLANS

All families want their children to become independent and develop to their full potential. Research shows that students thrive when the school and home work together. This ongoing collaboration is vital when implementing a Personalized Learning Plan (PLP) for a learner. Because the PLP is a legal document families and school personnel meet to collaboratively outline the strategies and supports so that students experience success in their classrooms.

TYPES OF PERSONALIZED LEARNING PLANS

Accommodated Plan (PLP-ACC) – helps the student fully access and participate in the prescribed grade level curriculum without changing the instructional content and without reducing the student’s rate of learning. The plan is intended to remove barriers to learning while still expecting mastery of the instructional content.

Adjusted Curriculum (PLP-ADJ) – specific needs of the student are addressed by adjusting the grade level curriculum of a subject. While the integrity and intent of the course is maintained, learning outcomes are changed, kept, or deleted to help the student succeed. The PLP-ADJ was formerly known as “modified”.

INDIVIDUALIZED PLAN (PLP-IND) – targets specific personalized goals that are not related to the prescribed grade level curriculum.

NEWCOMER SUPPORT AND TRANSITION PLAN – the Newcomer Support and Transition Plan (NSTP) is available as a support for any student working on English language acquisition and/or foundational literacy due to limited or interrupted schooling. The purpose of the NSTP is to plan for, and track response to, intentional supports for students whose language skills are below B1 level and who will benefit from additional supports. The NSTP is not a PLP and is therefore not a legal document. Rather, it is a short-term, responsive plan that will allow for co-planning and co-provision of intentional cultural, linguistic, and academic scaffolds.

ST. STEPHEN HIGH SCHOOL AWARDS

Social Award - Involvement in 3 social clubs for 2 years during grades 11 and 12

Social Award with Distinction - Involvement in 6 social clubs for 2 years during grades 11 and 12

Managerial Award -The equivalent of 2 years managing a varsity team.

Athletic Award - The equivalent of being a member of a varsity team for 2 years during grades 11 and 12.

Athletic Award with Distinction - The equivalent of being a member of 6 varsity teams during grades 11 and 12.

Honour Society - Maintaining an Honour Standing (80%) during grades 11 and 12.

High Honour Society - Maintaining a High Honour standing (90%) during Grades 11 and 12.

Students must demonstrate involvement during their senior year in the appropriate category. Please refer to Athletic Handbook for athletic point system

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled for each semester, and you are encouraged to discuss your child's progress with the teachers at that time. However, if you have concerns at any time, please contact the school and make an appointment with the teachers, guidance counselors and/or administration.

November 20	5:00 - 7:00 pm	Classrooms
November 21	8:30 - 11:30 am	Classrooms
April 01	5:00 - 7:00 pm	Classrooms
April 02	8:30 - 11:30 am	Classrooms

SCHOOL ATTENDANCE

OBJECTIVE

To promote regular attendance at school, thereby ensuring that the student obtains maximum benefits from the educational system.

St. Stephen High School uses an automated telephone system to contact homes each day when a student has an unexcused absence from class. Parents/Guardians may also access PowerSchool at any time to check on student attendance.

St. Stephen High School will initiate the following interventions with respect to student absenteeism. Depending on the known reasons for the absences, the school may decide to forego any or all of the steps.

Tier 1

1-5 classes missed

A teacher is the contact with home, i.e. subject teacher, Homeroom teacher or advisory teacher. An attendance tracking system is established in the school and contact home will be recorded.

Tier 2

12 or more classes missed

Referral to ESS Team (Guidance, Vice-Principal, Principal, Behaviour Intervention Mentor)
One-on-one contact with student with a case plan developed to engage both home and school.

Tier 3

In excess of 20 plus classes missed

Admin involvement, Referral to ESS Team

Case conference scheduled to review next steps.

The case conference will generate clear expectations with agreed-upon consequences. *The committee may recommend that the administration withdraw the student from courses that are not attainable.*

The student and parent/guardian have a right to appeal any recommendation.

Any absence from school must be documented in the traditional manner by a parental/guardian note delivered to the homeroom teacher when the student returns to class.

Students must be in class for 50% of the class period to be marked as present.

SIGN-IN AND SIGN-OUT

Students must sign in if arriving for the first time after 9:00 a.m. and students must sign out if leaving the school before the end of the day. Students must have written permission or oral verification by the parent/guardian before a leaving slip will be issued. In the event of a student being unable to return to school following lunch, he/she must have a parent/guardian notify the school by telephone.

SERVICES AVAILABLE TO STUDENTS

EXTRA CURRICULAR ACTIVITIES

The following programs are offered at this school: soccer, volleyball, golf, basketball, hockey, rugby, softball, wrestling, swimming, football, baseball, cross country, drama, art club, math enrichment, yearbook, student leadership group, senior class, Gay-Straight Alliance, Key Club, Art Club, Tech, GREEN Group, Student Support Group, Unified Athletics, International Club for Understanding.

CAFETERIA

Cafeteria facilities are available for students during lunch hour. Pita Pit's staff offers an assortment of food at a reasonable cost to the student. Students are responsible for the removal of waste upon completion of their lunch.

EXTRA HELP

Students are encouraged to seek extra help from their teachers if they do not understand an assignment, if the work is difficult, or if they have been legitimately absent and have missed assignments and class discussions. Times for prescheduled extra help include before morning classes, lunchtime, after school and period 5 (AI) class.

COUNSELLING SERVICES

Career guidance and individual counselling services are available through the guidance department. Assistance in the selection of programs and courses is both scheduled and available upon request. Students are counselled in planning for careers or entry into post-secondary institutions. Individual counselling services are available for those students encountering personal problems. The guidance department works with Integrated Service Delivery (ISD) and other community partners to provide additional services for students. Students who are considering withdrawing from school are asked to meet with a guidance counsellor. The student will be made aware of the options available including staying in school, changing programs, enrolling in a program outside of school and the availability of work.

PHYSICAL EDUCATION FACILITIES

The school physical education facilities include outdoor basketball and tennis courts, softball diamonds and playing fields for rugby, soccer, football and track. Indoor activities take place in the main gymnasium and weight room. While using these facilities, students are expected to follow the guidelines of sportsmanship and to abide by specific rules which are posted in the areas.

LEARNING COMMONS

The learning commons is designed for research or quiet study between the hours of 8:00 a.m. and 3:45 p.m. Books and materials must be signed out properly and returned within the time limit. Students who fail to follow procedure will be subject to fine or loss of library privileges. Food & drinks are not permitted near computers.

STUDENT REGULATIONS

COMPUTERS

Several computers are available for student use in the Learning Commons. Permission must be received from supervising staff before students log on to any systems. Except in special circumstances, these systems are not to be used for games or chat lines. E-MAIL software that includes graphics is not allowed. Any student using the Internet will be assigned a password and is responsible for any damage or inappropriate behavior resulting from the use of his/her password. Students who provide unauthorized individuals with their passwords may lose their computer privileges. When in doubt, ask your teacher.

DRESS CODE

Students at St. Stephen High School are required to dress neatly and cleanly during school hours and at all school events and/or school sponsored activities. Students dress which is disturbing, distracting and detracts from a positive learning environment will be deemed inappropriate.

The aim of this policy is to foster a responsible and respectful attitude toward appropriate dress. The administration of St. Stephen High School reserves the right to modify and interpret this policy as deemed necessary to determine disruptive and unsafe attire.

DRUGS AND ALCOHOL

The use or possession of drugs or alcohol while on the property of St. Stephen High School, and while attending or participating in school-sponsored activities is forbidden and will result in a suspension from school. When students are in violation of this policy, the R.C.M.P. will be notified.

LOCKERS

Each student is assigned a locker and is responsible for the proper care of the locker, which includes keeping the locker clean and free of litter and reporting any vandalism. Lockers are subject to regular inspection by school authorities. **Students should not use any locker other than the one assigned to them, and only school-assigned locks shall be used on the lockers.** All materials must be removed from lockers before the last school day before Christmas Break and before the last day of June exams. The school will not be responsible for items remaining in lockers after these dates.

STUDENT VEHICLES

The operation and parking of student vehicles on school property is a privilege extended to those who comply with school regulations regarding such use. Any student who wishes to operate and park a vehicle on school property must register each vehicle with the office, provide a valid driver's license, proof of insurance, receive a parking sticker and a copy of the regulations. Any student who parks a vehicle outside of the designated student parking lot may lose this privilege. Students are not permitted to loiter in the student parking area during breaks or at lunch.

SMOKING/VAPING

To promote the health and well-being of our students, St. Stephen High School is a vape/tobacco-free campus. The schools and District Office of Anglophone South shall be smoke-free. There is NO SMOKING, VAPING, NICOTINE POUCHES or CHEWING tobacco on school grounds.

STUDENT FEES

The fee structure at S.S.H.S. includes the following:

- a) General Student Fee – A general student fee of \$35 for one student, \$60 two students, and \$75 for 3 students will be collected at the beginning of the year from all students. These fees are used by the school and student government to help finance extra-curricular activities such as athletics, social clubs, drama, spring fling, etc. The fee also covers the cost of the student's lock, locker maintenance, student handbook, parking sticker, basic student I.D. card, guest speakers. Fees may be paid by cash, School Cash Online or cheque payable to St. Stephen High School. [NOTE: A special rate is available for families who have more than one student at S.S.H.S.]
- b) Activity Fee - An additional activity registration fee will be levied for all extra-curricular activities. Each activity fee will be pro-rated based upon the student council budget for the year.
- c) Graduation Fee - Graduation fee is \$200.00/student or the sale of 20 fundraiser calendars.
- d) Course Fees (where applicable) - These fees pertain only in special situations, e.g., consumables for courses such as Culinary Tech, Welding, Carpentry, Art, Outdoor Pursuits.

TELEPHONES/CELL PHONES

Students are advised that telephone messages from anyone other than parents/guardians cannot be given high priority in the daily operations by the main office staff.

To ensure a focused and productive learning environment, the use of communication devices including cell phones, smartwatches, and headphones/earbuds will not be permitted during instructional times. These devices are to be kept in classroom cell phone storage units or bookbags. Communication devices are to remain in classrooms if a student is required to leave the room for a washroom break

Students may use their communication devices only before school, during scheduled breaks, and lunch. This policy aims to minimize distractions and maximize the effectiveness of the educational experience for all students. We appreciate your cooperation in adhering to these guidelines and contributing to a positive learning environment.

- Communication devices must be put in backpacks or designated storage area during class time.
- If a student needs to leave the classroom, communication devices must remain in the classroom.
- If a student needs to place an emergency phone call during class time, they may do so in the main office with permission from their teacher.
- If parents/guardians need to contact their child, in case of an emergency, they should contact the school's main office: (506) 466-7312.
- SMART watches may be worn in class; however, they must be placed on airplane mode or do not disturb.
- If a student uses their communication device for medical purposes, they will be granted permission. Please contact the school's main office and ask to speak with the Resource Department if a medical condition requires the use of a communication device during instructional time as there is paperwork that will have to be completed.
- School staff are not responsible for the loss or damage of students' devices.

TEXTBOOKS

Textbooks will be issued to each student by the subject teacher as required for each course. Each student is responsible for the care and return of textbooks upon completion of the course. Students who lose or damage texts will be billed for replacement or repairs.

VISITORS

Visitors to the school are required, on each occasion, to register with the reception desk or main office upon entry to the premises. Loitering on the premises is prohibited. Students are not to take visitors, including children, to class unless they have the permission of the administration at least one day in advance.

STUDENT BEHAVIOUR

Students are to maintain a high standard of conduct while attending St. Stephen High School. While on the premises, students are encouraged to socialize but their behavior should not interfere with the educational activities of others.

Please remember that:

1. You are asked to co-operate with all school personnel in a polite and mature manner.
2. You must do all work assigned. All work will be done in an acceptable manner or redone until it meets minimum standards.
3. You are not to damage any school property. Anyone who does this will have to pay for the damages and may be subject to charges as per the criminal code.
4. Fighting and profanity are not acceptable conduct in our school.
5. You are expected to bring required texts and material to class.
6. Inappropriate displays of affection or loud boisterous behaviour are not acceptable conduct in our school.
7. Loitering is not allowed in stairways, entrances and washrooms.

Careful observance of these behavior guidelines will promote a positive learning environment and contribute to your overall school experience.

HARASSMENT

The administration at S.S.H.S strongly believes that all students have a right to attend school without being afraid or intimidated. Harassment of any type, such as sexual, verbal, or physical, is viewed as a very serious matter. Incidents of harassment will be dealt with in a firm manner by the administration and may involve local law enforcement agencies.

We believe that everybody should enjoy our school equally, feel safe, secure and accepted regardless of colour, race, gender, sexual orientation, appearance, popularity, abilities, intelligence, religion and nationality.

PHYSICAL CONFRONTATIONS

Physical confrontations or fighting is not tolerated at St. Stephen High School. Any student(s) who through these actions take away from the academic tone of the school will be suspended from school for up to five days and have the incident referred to the R.C.M.P.

SUSPENSIONS/DETENTIONS

The suspension/detention of a student may be of the following form:

1. *In-School Suspension* - Student is segregated from the mainstream of the student body. The student works on assignments with the guidance of a substitute teacher or in-school suspension teacher.
2. *Lunch Remediation* - Students who are assigned a Lunch Remediation will spend all of lunch in the detention room to catch up on work owing. The remediation is supervised by a member of the regular teaching staff. Students are expected to work on assignments.
3. *Out of School Suspension* - Out of school suspensions may range from one to five days.
4. *Noon/After School Detention* - Student is assigned for 30 min. to a supervised study area.

ST. STEPHEN HIGH SCHOOL PLAGIARISM POLICY

The teachers and administration of **St. Stephen High School** believe in the quality of “academic integrity”. We want our students to take pride in their work and put forward the best effort possible! To ensure that this happens we want students to avoid the problem of plagiarism.

The teachers in your courses will provide proper methods for using and documenting outside information. St. Stephen High School will follow the APA Format, which is used by most post secondary institutions in Canada. Additional assistance is also available from any of your regular classroom teachers, at any time.

All work submitted must be your own. Copy and pasting information, using a previous student’s assignment, copying a classmate's assignment, translation sites for French Immersion assignments and submitting work generated by any type of AI (Chat GPT or any other type of AI program or software) are some of the many types of plagiarism that will not be tolerated at SSSH.

Penalties for plagiarism are as follows:

Penalties for plagiarism are as follows:

- *First Offence* – An automatic **50% reduction** in the value of the assignment, essay, or report with the student required to **redo the assigned work**.
- *Second Offence* – **Zero** on the paper.
- *Third Offence* – **Zero** in the course!

Note: All incidents of plagiarism will be recorded and placed in the students’ permanent cumulative file.

FIRE DRILL / EMERGENCY EVACUATION PROCEDURES

A long sounding tone indicates a fire drill.

1. During the fire drill students are to walk to the exits as directed by the teachers.
2. No talking during the drill.
3. Teachers are responsible to see that all windows and classroom doors are closed and lights off.
4. Students are to move at least one hundred feet away from the building.
5. All persons are to leave the building.
6. Teachers are to have with them their subject attendance sheets.
7. At the completion of the drill a bell will sound three times indicating that the students are to return to their classes.
8. If evacuation at SSSH is necessary, the off-site location will be at St. Stephen Elementary School.

SCHOOL LOCKDOWN / HOLD AND SECURE

An emergency may prevent the safe evacuation of the school building and require steps to isolate students and staff from danger by instituting a school lockdown. Depending on the situation, different forms of the lockdown procedure will be implemented.

As per provincial policy two lockdown practices shall take place each school year.

SCHOOL BUS REGULATIONS

1. Be on time and never stand in the street or highway while waiting for the school bus.
2. Be quiet while the bus is approaching and crossing a railway.
3. Pupils shall be picked up and discharged only at bus stops approved by the School District.
4. Obey the driver promptly and avoid any unnecessary conversation with him/her while the bus is in motion.
5. Do not cross the road behind the bus. Crossings are to be made in front of the bus, not nearer than 10 feet and only after looking in both directions.
6. Occupy seats assigned by the driver or other school officials.
7. Obtain approval of the driver to open the Emergency Door or bus windows. Do not throw anything out of the windows or extend hands, arms or legs through openings.
8. Do not throw refuse on floor of bus and help the driver to keep the bus sanitary.

9. Eating or drinking is not permitted on a school bus.
10. The use of tobacco in any form is not permitted on the bus.
11. Be courteous to the driver and fellow passengers. Rough or boisterous conduct will not be permitted.
12. In case of any road emergency, remain seated in the bus until ordered to vacate.
13. Willful damage to the bus must be paid for by the offender.
14. Transportation to school by bus is a privilege, not a right. Any violation of the above rules may result in disciplinary action by the school officials and possible loss of transportation privileges. A parent/guardian of a student suspended from being transported by bus is responsible for the conveyance of the student to school during the period of suspension.

2025-2026 EXTRA/CO-CURRICULAR ACTIVITIES

FALL SPORTS

Varsity Girls Softball Mr. J. Kenney
Exhibition Girls Softball.....TBA
Varsity Girls Soccer Ms. Rachel Clarke/Ms. Frances McCurdy
Varsity Boys Soccer.....Mr. P. Zwicker
Football..... Mr. N. Grant
Boys Baseball.....Mr. J. Estabrooks
Golf Mr. A. Harris

WINTER SPORTS

Varsity Girls Basketball.....Mr. R. Daye
J.V. Girls Basketball.....TBA
Varsity Boys Basketball.....Mr. A. Atkinson
J.V. Boys Basketball.....TBA
Boys Hockey.....Mr. A. Harris
Girls Hockey..... Ms. T. Bartlett
Wrestling.....Mr. M. Mann
SwimmingMr. K. Russell

SPRING SPORTS

Boys Rugby.....Mr. I. Williams
Girls Rugby Ms. M. Greenlaw
Varsity Girls Volleyball..... TBA
J.V. Girls Volleyball..... TBA
J.V. Boys Volleyball.....TBA
Varsity Boys Volleyball.....TBA
Track & Field.....Mr. D. Somers

ATHLETIC DIRECTORMr. D. Taylor

OTHER GROUPS/CLUBS

Drama..... Mrs. E. Somers
Yearbook.....Ms. K. Disher
Tech.....Mrs. E. Somers
Gay Straight Alliance.....Mrs. K. Dow
Student Support GroupMrs. T. Calder
Leadership Team. Mrs. N. Hart /Ms. R. Clarke/Mrs. A. Waycott
Reach for the Top.....Mr. J. McGinn
Art Club.....Mr. J. McGinn
International Club for Understanding.....Ms. J. Wheaton

ADMINISTRATOR RESPONSIBLE FOR CLUBS/GROUPS.....Mr. J. Conley

**ADMINISTRATOR RESPONSIBLE FOR EXTRA-CURRICULAR
ACTIVITIES.....Mr. A Harris**