

UNIVERSITY HILL SECONDARY SCHOOL



3228 Ross Drive Vancouver, B.C. V6S 0C6

Phone: 604-713-8258

Website: www.vsb.bc.ca/university-hill

Administrators

Mr. T. Bell Gr.11 & 12, Whitecaps FC & Strategies ttbell@vsb.bc.ca
Principal

Mr. D. Bach Gr. 8 to 10 dbach@vsb.bc.ca
Vice Principal

Counsellors

Ms. E. Chen Gr. 8-12 (Last names A-Ki) & Strategies ehchen@vsb.bc.ca
Ms. S. Hornby Gr. 8-12 (Last names Kj-T) shornby@vsb.bc.ca
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** See the school website for any changes to last name responsibilities

Office Staff

Ms. H. Low Accountant hlow@vsb.bc.ca
TBD Office Administrative Assistant
Mr. S. Kale Receptionist /First Aid Attendant skale@vsb.bc.ca
Ms. C. Wang Student Records cwang@vsb.bc.ca

Student Absence Reporting Email: uhillswitchboard@vsb.bc.ca

For Teaching and Special Education Support Staff Emails –
Click “Our staff” under the “About Us’ tab on the School Website

This 2026 – 2027 Agenda belongs to:

Name _____ Student # _____

Semester		Course	Teacher	Room
1	1			
	2			
	3			
	4			
2	1			
	2			
	3			
	4			

Covers designed by Kacey Liu

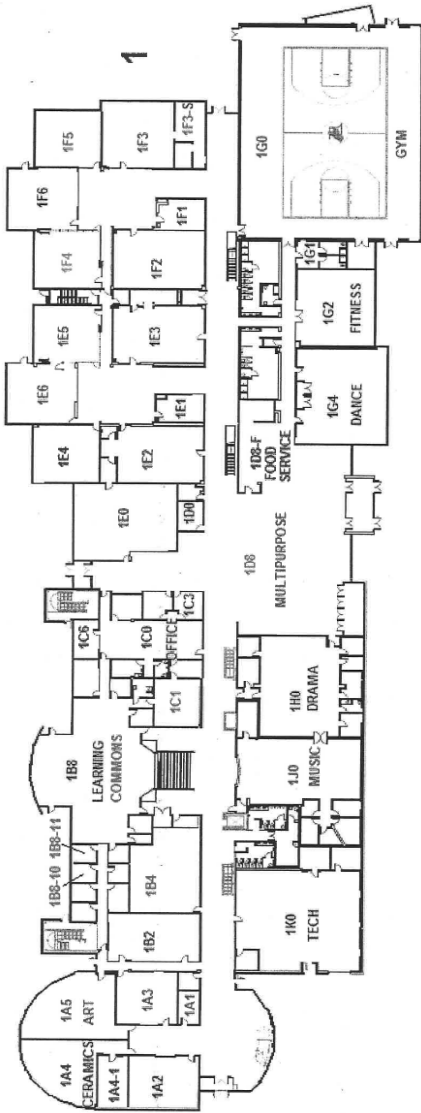
With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Uxwumixw (Squamish Nation) & səliłwataʔ (Tseil-Waututh Nation).

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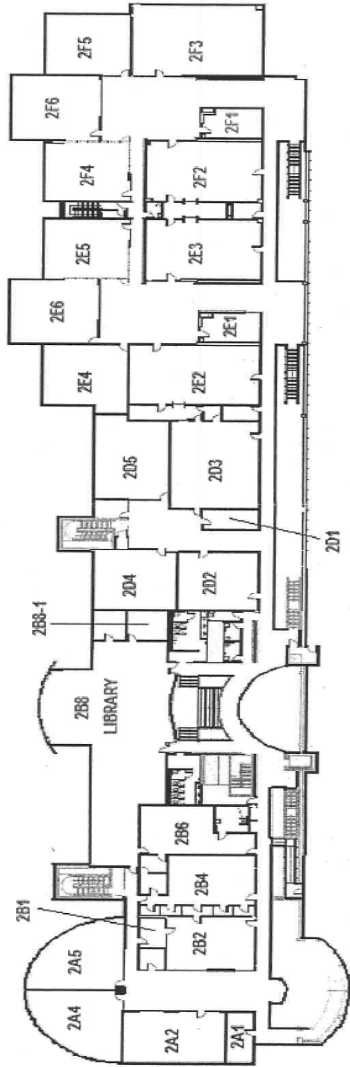
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SCHOOL FLOOR PLAN

First Floor



Second Floor



UNIVERSITY HILL SECONDARY – PERSPECTIVE

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus.

University Hill's first graduates were the class of 1927 and at that time the secondary school was located on the site of the present elementary school on Chancellor Boulevard. In 1954, the Acadia Road building welcomed its first students, with additional facilities opening in 1957. In those days, the graduating classes numbered about 25. The Vancouver School Board assumed responsibility for the school in 1969 and over time, with the addition of 8 portable classrooms, the graduating classes steadily increased to 120 students or more.

In January 2014, U-Hill Secondary re-located to our current location at 3228 Ross Drive, in the Wesbrook Village neighbourhood at UBC: a vibrant new location with an exciting, modern school facility. University Hill Secondary School is an exceptional school in several respects: it is the first Vancouver secondary school constructed in the 21st Century, has a capacity of 1000 students and is the only high school on the UBC Campus. We have a strong sense of community among Parents/Guardians, students, and staff who work together to create and maintain high-quality educational programs in a safe and supportive learning and social environment.

University Hill Secondary takes pride in its traditions of excellence and service. Our school culture is characterized by a strong commitment to academics and a record of active participation in the fine arts, performing arts, and athletics.

MISSION STATEMENT & GOAL SUMMARY

We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

University Hill Secondary, a multicultural school community, is committed to the pursuit of excellence through the provision of teaching and learning environments based on co-operation and social responsibility. University Hill staff, students, and parents/guardians are guided in their efforts to fulfil the school mission by the following goals and principles:

- Well-qualified and dedicated staff is crucial to the efficient delivery of outstanding educational programs.
- Quality learning is fostered in safe, respectful, encouraging, and creative settings.
- The school curriculum, programs, and activities are student centred for active learning.
- Teachers, parents/guardians, and students co-operate in important ways to ensure effective communication in the process of achieving academic and social goals.
- Recognition is given for the achievements of students and staff, and positive reinforcement for self-reliant and co-operative behaviour.
- The school community and culture are characterized by concern for equity, fairness, school spirit, environmental awareness, and global issues.

2026 – 2027 CALENDAR DATES TO NOTE

September 2026

- 09 First Day of Classes
- 11 Photo Day (9:00 am – 3:00 pm)
- 14 Welcome Assemblies Periods 2 & 3
- 18 Last Day for course change requests
- 21 Non-Instructional Day (School Based)
- 25 CPT Day – Classes begin at 10:00 am
- 30 STAT-National Day for Truth & Reconciliation

October 2026

- 08 Photo Retake Day (12:45 – 3:00 pm)
- 12 STAT - Thanksgiving Day
- 16 S1 Informal Learning Update Published
- 22 CPT – Classes end at 1:45 pm
- 23 Non-Instructional Day (Province Wide)

November 2026

- 02 to 06 Grad Assessments (Literacy 12)
- 10 Remembrance Day Assemblies
- 11 STAT – Remembrance Day
- 20 Non-Instructional Day (District Wide)
- 27 S1 Written Learning Update & FY Informal Learning Update Published

December 2026

- 09 Immunization Day #1-for Gr. 9's
- 10 Parent/Teacher Conferences (Early Dismissal at 2:05 pm)
- 11 CPT – Classes begin at 10:00 am
- 18 Last Day before Winter Break
- 18 CPT – Classes end at 1:45 pm
- 21 to 01 January Winter Break

January 2027

- 01 STAT- New Years Day/Winter Break
- 04 School Reopens after Winter Break
- 19 to 22 Grad Assessments (Numeracy 10)
- 29 Last Day of Semester 1
- 31 to Feb 04 Grad Photo Sessions at Artona Studios – by appointment

February 2027

- 01 & 02 Semester Turnaround Days
- 03 First Day of Semester 2
- 05 S1 Summary of Learning & FY Written Learning Update Published
- 12 Non-Instructional Day (District Wide)
- 15 STAT - Family Day
- 19 CPT – Classes start at 10:00 am

March 2027

- 12 S2 Informal Learning Update published
- 12 Last Day before Spring Break
- 15 to 26 Spring Break
- 26 STAT – Good Friday/Spring Break
- 29 STAT – Easter Monday
- 30 School Reopens after Spring Break

April 2027

- 08 CPT – Classes end at 1:45 pm
- 13 to 16 Grad Assessments (Literacy 10)
- 19 Non-Instructional Day (District Wide)

May 2027

- 04 S2 & FY Written Learning Update Published
- 12 Parent/Teacher Conferences (Early Dismissal at 2:05 pm)
- 13 CPT – Classes begin at 10:00 am
- 21 Non-Instructional Day (School Based)
- 24 STAT - Victoria Day

June 2027

- 02 Immunization Day #2 (9:00 am – 12:00 pm)
- 07 Graduation Ceremony at Chan Centre
- 10 CPT – Classes end at 1:45 pm
- 25 Year End Assemblies Periods 2 & 3
- 25 Last Day of Classes
- 28 & 29 IE Days
- 29 S2 & FY Summary of Learning Published



2026 – 2027 WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
FIT 8:40 – 9:20	Period 1 8:40 – 10:00	Period 1 8:40 – 10:00	Period 1 8:40 – 10:00	FIT 8:40 – 9:20
Period 1 9:20 – 10:20	Period 2 10:05 – 11:25	Period 2 10:05 – 11:25	Period 2 10:05 – 11:25	Period 1 9:20 – 10:20
Period 2 10:25 – 11:25		Period 2 10:05 – 11:25	Period 2 10:05 – 11:25	Period 2 10:25 – 11:25
11:25 – 12:20 Lunch				
Period 3 12:20 – 1:40	Period 3 12:20 – 1:20	Period 3 12:20 – 1:40	Period 3 12:20 – 1:20	Period 3 12:20 – 1:40
Period 4 1:45 – 3:05	FIT 1:25 – 2:05	Period 4 1:45 – 3:05	FIT 1:25 – 2:05	Period 4 1:45 – 3:05
	Period 4 2:05 – 3:05		Period 4 2:05 – 3:05	

Flexible Instructional Time (FIT) is a period of instructional time built into the weekly schedule that gives our students more agency in their learning, goal setting, and time management, empowering students to develop their thinking, communication, personal, and social core competencies. Ultimately, the purpose of Flexible Instructional Time (FIT) is to support the learning and well-being of students by enabling them to have choice in how, when, and where their learning takes place.

<p style="text-align: center;">Examples of some ways to use Flexible Instructional Time (FIT) include:</p> <ul style="list-style-type: none"> • Meeting with teachers for support in subject learning or completing assignments. • Attending tutorial sessions • Connecting with counsellors • Collaborating with other students • Individual time for wellness, mindfulness, reflection, and learning • Career Life Connections 12 and Capstone • Enrichment passion projects • Grade-wide assemblies • Core competency reflection and goal setting 	<p style="text-align: center;">Examples of Places at school to be during Flexible Instructional Time (FIT):</p> <ul style="list-style-type: none"> • Classrooms (30 max.) • Gym (as per PHE Department schedule) • Common areas by classrooms (Pods A-F) • Upper Learning Commons (ULC/Library) • Lower Learning Commons (LLC) • Cafeteria (for Grade 11s and 12s only)
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FIT EXPECTATIONS: QUESTIONS AND ANSWERS

Q1: Will my teachers be available during FIT?

A: Yes. Since FIT is instructional time, teachers are available to support you in your learning by offering extra help, engaging with you in an educational program, or by providing a place to study and collaborate.

Q2: Can a teacher assign me to a specific class/task during FIT?

A: Yes. Since FIT is instructional time, a teacher may specify that you spend your FIT with them, especially if you are behind in your learning in that subject. If more than one teacher requires you to spend FIT with them, it is your responsibility to arrange a schedule and communicate with your teachers. Teachers can also, on occasion, have an entire class come in for flex to complete a lab, assignment, tutorial, exam, etc.

Q3: Can I go to the classes of teachers who I do not currently have?

A: Maybe. It is expected that you will be seeking help from your current teachers. Teachers may wish to offer assistance to students that are not currently enrolled in their classes.

Q4: What if a class I want to go to is full?

A: Classroom spaces may be capped at 30 students (or less depending on the learning space). If your FIT choice is full, make sure you have a second choice ready.

Q5: Can I work in the Cafeteria, Upper Learning Commons (ULC) /Library, Lower Learning Commons (LLC) and/or Pods during FIT?

A: When possible, the cafeteria (for Grade 11s and 12s only), ULC/Library, LLC, and Pods will be available for quiet collaboration and study during FIT. If you choose to select one of these locations for FIT, please ensure that you are focused on learning and mindful of others around you. Remember that FIT is instructional time. Thank you in advance for keeping these spaces focused on learning and wellness.

Q6: What if there is an assembly or core competency activity scheduled during FIT?

A: If there is an assembly or core competency activity scheduled during FIT, you are expected to attend and participate in the assembly or core competency activity.

Q7: What if there is a fire alarm or need for evacuation?

*A: All students and staff respond as they would during regular class time: evacuate the building via the designated exit and then **marshal on the field in your grade islands for attendance.***

- **Morning FIT: marshal with your Period 1 teacher after evacuation.**
- **Afternoon FIT: marshal with your Period 3 teacher after evacuation.**
- *Before school: marshal with your Period 1 teacher after evacuation.*
- *Break, lunch, or afterschool: marshal with the teacher from your previous period after evacuating the building.*

COLLABORATIVE PLANNING TIME SCHEDULE

AM	PM
Friday, September 25 Friday, December 11 Friday, February 19 Thursday, May 13	Thursday, October 22 Friday, December 18 Thursday, April 08 Thursday, June 10
(Dept)	(Admin)
CPT 8:40 – 10:00	Period 1 8:40 – 10:00
Period 1 10:00 – 10:40	Period 2 10:05 – 11:25
Period 2 10:45 – 11:25	
11:25 – 12:20 lunch	11:25 – 12:20 lunch
Period 3 12:20 – 1:40	Period 3 12:20 – 1:00
Period 4 1:45 – 3:05	Period 4 1:05 – 1:45
	CPT 1:45 – 3:05

Early Dismissal Schedule For Thursday, December 10, 2026 & Wednesday, May 12, 2027 (Re: Parent Teacher Conferences)	
Period 1	8:40 - 10:00
Period 2	10:05 - 11:25
Lunch	11:25 - 12:20
Period 3	12:20 - 1:10
Period 4	1:15 - 2:05

UNIVERSITY HILL SECONDARY CODE OF CONDUCT

If we have the heart and are willing, we start to wonder and become curious about learning, about ourselves, others, and the world, and then we gain knowledge. With this knowledge, we can become good stewards and make a difference to the people and the world around us.

	ALL SETTINGS	CLASSROOM	HALLS / CAFETERIA	COMMUNITY	ONLINE
 <p>HEART We care for self, each other, and community.</p>	<p>We will.....</p> <ul style="list-style-type: none"> Follow the 3Rs. Respect ourselves, respect others and respect the environment Read the school bulletin daily to be aware of school events Take ownership of our behaviour and accept the consequences of our choices Be open-minded and accept people for who they are Join new clubs and sports teams, and learn to cheer everyone on Be involved in making a positive change Have a positive attitude Communicate with adults when we encounter difficult situations Return found items to the office or owner 	<p>We will.....</p> <ul style="list-style-type: none"> Use cell phones and electronic devices for learning Demonstrate honesty and integrity when completing our assignments, and tests Always speak in English Respect differences of opinion & learning needs Come to class on time, well-prepared and committed to learning Attend all classes unless we have an excused absence Ask for help when needed Strive for excellence Understand that marks do not describe who we are! 	<p>We will.....</p> <ul style="list-style-type: none"> Speak in English as much as possible Be inclusive of all students Recycle correctly Clean up and tidy after ourselves Make healthy choices Be quiet in halls while classes are in session 	<p>We will.....</p> <ul style="list-style-type: none"> Be gracious and friendly with our neighbours in Webbook Village Be courteous and show integrity when using facilities and businesses in Webbook Village Report theft in our village and school community Behave in other schools how we are expected to behave at UHill If visiting other schools, report to the visiting school office first Be involved in community events and show our UHill Spirit! 	<p>We will.....</p> <ul style="list-style-type: none"> Use appropriate and respectful language online Post appropriate items online Show responsibility for what we post, say, and share online Be mindful that feelings can be hurt over the internet Report internet bullying and unsafe internet activities Use social media sites and public forums for positive interactions with others Be cautious of downloads Prioritize time spent on the computer to make sure that it does not hinder with our success and goals
<p>APPRECIATION We accept opportunity, diversity, and beauty.</p>					
<p>WONDER We are curious and willing to learn.</p>					
<p>KNOWLEDGE We are life-long learners.</p>					
<p>STEWARDSHIP We are selfless leaders committed to service in this global community.</p>					

UNIVERSITY HILL'S CODE OF CONDUCT

(Reviewed 2024 June 01)

Statement of Purpose

University Hill Secondary is committed to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

- Promote clear behavioural expectations of respectful and responsible citizenship that leads to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Conduct Expectations

• **Acceptable Conduct**

- Respecting self, others, and the school
- Contributing to a safe, caring, positive, inclusive, and peaceful environment
- Seeking to prevent violence and potentially violent situations, and demonstrating social responsibility by reporting such situations
- Engaging in purposeful learning activities

• **Unacceptable Conduct**

"Students shall not discriminate against others on the basis of Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds." **Racism and discrimination will not be tolerated in our school.**

- Behaviours that interfere with the learning of other, interfere with an orderly environment, or create an unsafe environment
- Acts of bullying, harassment, intimidation, or physical violence
- Illegal acts, such as possession, use or distribution of illegal or restricted substances
- Theft or damage to property

Note: Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

- **Rising Expectations**

Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.

- **Retaliation Prevention**

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

Consequences

- Disciplinary action, wherever possible, is restorative rather than merely punitive. The school will treat seriously any behaviour that discriminates based on Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability.
- Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.
- Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.
- Responses to unacceptable conduct are consistent and fair.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

- **Notifications**

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s) of student offender(s) and parent(s) of student victim(s) – in every instance
- School district officials
- Police and/or other agencies, as required by law
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action

- **Suspensions**

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b) because the behaviour of the student breaches the District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school.
- c) because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per [District Student Code of Conduct, AP 350](#).

As per AP 350 7.7 an educational program must be provided.

School Motto

We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

SCHOOL PROCEDURES

Attendance, Punctuality and Reporting Absences

Teachers, counsellors, and administration regularly monitor attendance, attitude, and achievement. Classroom teachers record absences and punctuality for each class into MyEdBC (Ministry of Education student information data system). Student absences are then reported daily to parents/guardians via the School Messenger System by both voice mail and email notification. It is the parent's responsibility to notify the school office for both a daily absence and/or extended absence.

Daily Absences

Parents/guardians are to report all absences by email at uhillswitchboard@vsb.bc.ca Emails should be sent using a parent/guardian email address and should provide the **students name, date(s) of absence, grade, student number and reason for the absence.**

For extended absences parents/guardians must email the student's counsellor. A student should also be provided a note for their teachers. Students must be reminded that falsifying attendance notes is unacceptable. It is the student's responsibility to make up any work that is missed, regardless of the reason for the absence. Exceptions to this may be granted due to unforeseen circumstances. If a student becomes ill while at school, or has an appointment during school time, students must sign out at the office. Students will only be released with parent permission. Students who are ill should not come to school and if they attend school and is deemed to be unwell, parents/guardians will be contacted to pick up their child.

Extended Periods of Absence

Any student who misses more than one month of school in consecutive absences may be withdrawn and asked to re-register upon their return. Please contact the school office for questions.

Notice of Late Return

Any student who arrives late for school in September without having completed a Notice of Late Return Form may be withdrawn. Any student who leaves school before completing the Provincial Assessments must re-write the exam at a later date. Note that UHill Secondary may not offer all assessment sittings. The Notice of Late Return Form can be found on the school website. (Click on "Forms" under the "About Us" Tab)

Request for Reference/Enrolment Letters & Transcripts

We receive an extremely high number of requests for letters of reference, letters verifying enrolment and transcripts. Please be reminded that requests for a letter of reference from a teacher, counsellor or administrator is a privilege and not a right. Please follow social protocol when requesting a letter of reference. Requests for letters verifying enrolment or requests for transcripts must be made in writing by using the appropriate forms in the office. Note, the turnaround time is five business days after the formal written request has been submitted.

Academic Integrity

It is expected that all students will show academic integrity by not cheating on homework, assignments, or tests. Cheating includes plagiarism, having someone else do an assignment for you, submitting the same assignment more than once, cheating on a test or exam, and consciously assisting another student through misrepresentation. Inappropriate use of tutors and /or use of cell phones and/or other electronics during exams is also considered a breach of academic integrity. The incident will be recorded, and Parents/Guardians informed. The student may not be eligible for school awards recognition for that term or year. They may not be eligible for school-based scholarships for that academic year. Repeated incidents of cheating could result in suspension. Academic integrity must also be maintained on records of volunteerism and letters. Students who are found to have submitted forged, altered, or falsified documents, will receive disciplinary action by their grade administrator.

Alcohol, Drugs and Smoking

VSB policy states that: Students are not to attend school or school functions while in possession of or while under the influence of any intoxicating, banned or controlled substance. This policy is strictly enforced, and violation will result in parent contact and may result in suspension. The administration has the right to search the property and locker of a student that they suspect of having drugs and/or alcohol. Smoking in the school or on VSB property is both prohibited and illegal. Offenders will be referred to the administration for appropriate disciplinary action.

E-cigarettes, Personal Vaporizers (PV) or Electronic Nicotine Delivery Systems (ENDS)

These are forbidden for students to possess and/or use while at any school function, or on school property. The health impact of repeatedly inhaling e-cigarette chemicals is unknown. As such, this policy is strictly enforced, and violation will result in parent contact and may result in suspension. The administration has the right to search the property and locker of a student that they suspect of having e-cigarettes, vaporizers and/or ENDS. Offenders will be referred to the administration for appropriate disciplinary action.

Harassment and Violence Prevention

Individuals should be treated with respect and dignity, and all students have the right to be free from harassment. A student who bullies others in person, via the internet, or in other forms or commits racial, religious, or sexual harassment will be disciplined. Harassment based on real or perceived sexual orientation or gender identity will not be tolerated. Violence of any kind also will not be tolerated. Violence comes in various forms: verbal and written threats; physical, emotional, and sexual abuse and harassment; and racial discrimination. Any form of violence or intimidation that threatens the health, safety or welfare of students and staff is unacceptable. If a student has been affected by harassment or violence or knows of others who have been affected by violence, it is important to inform a school Administrator, Teacher, or Counsellor.

Personal Device Use Policy

Philosophy

At University Hill, our goal is to help students use technology thoughtfully and effectively. We recognize that technology can both support and undermine learning, well-being, relationships, and personal efficiency.

We are committed to developing strong digital citizenship in all students, including the ability to make intentional choices about when and how technology is used. A growing body of research indicates that frequent cell phone use—particularly during learning and social time—can negatively affect focus, academic efficiency, and student well-being.

As a school that prioritizes connection, belonging, and relationships, we aim to create learning environments that encourage presence, engagement, and meaningful interaction. We acknowledge that technology can support connection, but we also recognize its potential to interfere with attention, learning, and in person relationships when not used purposefully.

Guidelines

Designated Storage - Phone Hotels

- Personal Digital Devices are kept in the hotel during class time
- As students enter their classroom, they will be required to:
 - Place their devices (and connected peripherals such as ear buds and smart watches) in the designated storage provided
 - Their devices will remain in the storage provided for the duration of the class
 - Students will get their devices back after the class is dismissed
- As students enter their classroom during FIT, they will be required to:
 - Turn off devices and keep them out of sight

Expectations of Students

- Students will adhere to the published guidelines
- Use of personal devices is permitted under the following circumstances only:
 - For educational purposes as directed by the educator in the classroom
 - Students with specific accommodations for the use of technology in their IEP or student support plans

Expectations of Parents/Guardians

- Parents/Guardians will refrain from communicating with their child during the school day to avoid the need for students to be accessing their devices.
- For parents who wish to communicate urgent matters to their child throughout the day, they can contact the school reception who will relay messages on their behalf.
- Support the school as our students develop their digital literacy with the support of the Personal Device Use Policy. This includes adherence to our consequences for cell phone misuse whereby students might be without their phones for a period of time resulting in challenges to family communication routines.

Expectations of Teachers

- Establish clear and consistent classroom routines to ensure that students are not using devices in class until they are necessary to support specific learning outcomes.
- Monitor student use of devices during lessons to ensure they are being utilized appropriately.
- Model appropriate technology use by not accessing personal devices during lesson time except when access is required for login and attendance purposes.

University Hill Secondary School and the Vancouver School Board are not responsible for the loss, damage or disappearance of personal digital devices that students decide to bring to school.

Weapons

Students are not permitted to bring weapons, replica weapons or toy weapons into the school. Weapons are defined as any object that is used with the intent to hurt or frighten someone. Any student found with a weapon, involved in a violent act, or in soliciting others to commit a violent act will be disciplined. In all cases, the school Administrator will notify the student's Parents/Guardians, and one or more of the following actions may be taken: the Police may be called; the student suspended; the student may be required to sign a behaviour contract.

School Program

Apart from special circumstances which are approved by the principal, students in Grades 8 through 11 are enrolled in eight courses. With the approval of the Principal, Grade 12 students may take seven courses and a study block. Physical and Health Education (PHE) is compulsory for all students in Grades 8, 9, and 10, unless medically excused, and is an elective (optional) course in Grades 11 and 12. A student requiring an exemption from PHE is to present a letter from the family doctor to the Administration for approval. Students are expected to wear a T-shirt, shorts, and running shoes for PHE.

Student Timetable Changes

Deadline to request changes to your 2026 - 2027 timetable is: September 18, 2026

Any requests for changes to your timetable including dropping a course AFTER the **September 18th** deadline will NOT be considered unless there are exceptional, extenuating, and unforeseen circumstances that have arisen. A low grade will not be considered as an acceptable reason. These special requests will require application to and approval from the grade administrator.

Changing a student timetable, once the school year has commenced, is not encouraged and often not possible due to timetable constraints. However, individual circumstances may arise whereby altering a student program may be beneficial to potential academic success. Our school policy is that all students should complete all courses they chose to be enrolled in at the beginning of the year.

Withdrawals & Repeating Courses

Students withdrawing from courses after Term I will receive a “W” on their report card along with a date stamp and percentage at time of withdrawal. Student repeating courses need to seek permission from grade administrator. Priority enrolment will be given to students taking the course for the first time.

Homeroom

Students are grouped by grade into same age groups of students that meet at the beginning of the year and various times throughout the year to facilitate administrative duties, to complete core competency self-reflection and goal setting, and to receive encouragement, support, and guidance.

Advance Placement (AP) Program

AP is an enrichment program. Students are expected to maintain a full course load when taking AP courses. Students may take up to a maximum of 4 AP courses at U-Hill per year. Course Change Policy: Students wishing to drop an AP course(s) MUST follow regular course drop deadline and guideline. These requests will require application in writing to and approval from the grade administrator. Students who register late to an AP course must take the initiative to sign up and pay for the exam.

For more information and a list of courses see the current course planning booklet on the school website (Click Course Planning under the Guidance and Support Tab)

Accidents & Illnesses

All cases of illness and accidents occurring in the school or on the grounds are to be reported to the office. No student is to leave the school because of illness or accident without reporting to the school office so that parents/guardians may be notified.

Bicycles, Scooters and Skateboards

Students are welcome to ride or board to school but must dismount once on school property. Students are strongly recommended to lock up these items as the school accepts no responsibility for these lost or damaged items.

Environmental Friendliness

University Hill recycles and composts. Students are asked to place their food waste in the green containers located throughout the school. Our compost is collected by the U-Hill Environmental Club and taken to the UBC Farm. Students are also asked to recycle refundable bottles and cans. The U-Hill Leadership Class coordinates all recycling and donates all the money earned to the U-Hill Scholarship Fund.

Field Trips/Career Preparation

Prior to participating in field trips and work experience placements, students must have consent forms signed by a parent/guardian and have obtained approval from subject teachers.

Lockers and Locks

Lockers are school property. They must be treated with care and may be opened by the administration if the need arises. It is strongly recommended that students purchase and use a school-issued heavy-duty lock for their lockers. Please note, each student requires two locks – one for their personal locker, and one for the PE locker room. Parents/Guardians and students are reminded that neither the school nor the VSB has insurance to cover the loss of or damage to a students' personal property. We recommend that students never leave valuable items or cash in lockers. **See page 21 for Locker Instructions.**

Lost & Found

Students should check the Lost and Found section on the All-Students Teams Channel if they have lost an item. All the found items will be posted for one month and if not claimed they will be donated.

Lunch

The school has a cafeteria open before school and at lunch. There are microwaves available for students who wish to bring a hot lunch, but they must be in microwave safe containers.

Parking Lot and Student Drop Off

The school parking lot is for University Hill Staff only and it is very busy before and after School. Therefore, we encourage students to walk, bike or take transit to school.

Textbooks

Textbooks are provided free of charge, subject to their return in good condition. Students are charged the REPLACEMENT COST for lost or damaged textbooks. Yearbooks, reports, and registration documents may be withheld if there are outstanding charges.

Thefts

Students are reminded to lock their items in a locker. Please report your loss or theft at the office immediately. It is imperative that students do not bring valuables to school or share lockers. Parents/Guardians and students are reminded that neither the school nor the Vancouver School Board has insurance to cover the loss of or damage to a student's personal property.

SCHOOL FEES

Under the school fee legislation, there are two categories of allowable expenses- **Allowable Student Fees** and **Optional Fees**

Allowable Student Fees		Grades 8-9	Grades 10-11	Grade 12
Student Agenda Book	Available for grades 8s and 9s only	\$9	---	---
Student Activities/Student Leadership	Includes: Intramurals, clubs, student welcome events, social responsibility activities, student council	\$21	\$21	\$21
Graduation Ceremony	Includes: gown package, two ceremony tickets, facility rental, decorations, photographer, complimentary photos *In the event of cancelation, funds that can be refunded will be refunded. Amount TBD	---	---	\$100
Graduation Dinner/Dance	Facility rental, buffet dinner, DJ and photobooth *In the event of cancelation, funds that can be refunded will be refunded. Amount TBD	---	---	\$200
Total		\$30	\$21	\$321

Optional Fees

Yearbook			\$60
Locks	Heavy Duty Combo Lock – new		\$19
	Heavy Duty Combo Lock – used		\$5

School fees should be paid using School Cash Online <https://vsb.schoolcashonline.com>

Note: Locks can be purchased by cash or cheque from the office.

Standard Fee Amounts

Students who are new to University Hill Secondary choose to pay the total of the allowable and optional fees. Returning students may not need to purchase an additional lock each year and their total amount due will be reduced by the amounts of the optional items not required.

*Supplemental Subject Fees

Some courses may have supplemental fees for workbooks, enrichment activities or supplies. Information about these fees, if applicable, will be provided by those subject teachers and/or on the supplemental fees list on the school website and reflected on the student's School Cash Online profile <https://vsb.schoolcashonline.com> by the beginning of October.

Fee Waiver/Financial Hardship Policy

The Board of Education Trustees is committed to ensuring that no school-age student will be denied an opportunity to participate in a course, class, or program because of an inability to pay fees. Parents and guardians unable to pay some or all school fees are invited to speak to their child's teacher, counsellor and/or the principal.

SCHOOL & COMMUNITY COMMUNICATIONS

School website: <https://www.vsb.bc.ca/university-hill>

Add our website to your favourites to view the most up-to-date information.

Weekly Student Bulletin

The weekly bulletin is posted on the bulletin board just outside of the School Office and it can also be viewed electronically on the "all-students" Teams Channel. Email uhsbulletin@vsb.bc.ca to submit a notice. Students wishing to submit notices must have approval from their club/event sponsor teacher when submitting each request. The deadline to submit a notice is by 12:30pm, on the Thursday prior to weekly publication.

UHill Community Newsletter

A monthly newsletter highlighting the upcoming school events and activities are emailed to all families and posted on the school website.

Email

Parents, please ensure that your email is correct in our school records to receive community events and information.

We ask Parents/Guardians wishing to contact any staff member to email them directly. For a list of Staff Emails -See the school website - Click "Our staff" under the "About Us" tab.

Multicultural Liaison Workers

The Multicultural Liaison Workers are the home language based cultural bridge of the Vancouver School Board. They enhance communication between home and school through linguistic and cultural interpretation. They are professionally trained and have experience with issues related to cultural integration and cross-cultural communication. Services and support are available in the following languages: Chinese (Cantonese and Mandarin), Filipino, Khmer, Korean, Spanish, South Asian (Hindi and Punjabi) and Vietnamese. Multicultural Liaison Workers can be reached at **(604) 713-5958**.

SCHOOL ACTIVITIES

Extracurricular Programs

The school offers extracurricular activities in athletics, fine arts, performing arts, and clubs. In athletics, we have an intramural games program, and the school participates in inter-school competition in select sports based on student interest as well as available sponsorship and facilities. Coaching is done by staff and community volunteers. There are many Clubs at U-Hill—too many to list! —so students should inquire through Student Council and/or attend Clubs Day where all clubs self-promote and recruit.

Student ID Card

All students are required to have their photo taken to obtain a Student ID Card and to be included in the yearbook. The ID Card is official identification which students must use for entry into School events, exams, and is used to take out books/resources from the U-Hill Library. The ID Card is included in the school fee. Replacement ID cards can be purchased from the school accountant in the Office.

Parent Advisory Council (PAC)

The Parent Advisory Committee acts in an advisory capacity to the principal. Meetings are held monthly to promote the exchange of information among the principal, staff, students, and Parents/Guardians relating to school activities and programs. The U-Hill PAC also organize informative workshops for parents. Meeting and workshop dates are published in the school calendar. The PAC Chairperson and Executive are elected for each school year. All Parents/Guardians who have children attending University Hill Secondary are members and are encouraged to attend PAC meetings.

University Hill Locker Instructions

➔ Go to: uhillsecondary.lockergm.net

- Enter your user id and password
- Your student number is both your user id and your password.

➔ Enter your profile information


- Enter your First Name, Last Name and Homeroom (ex 08A, 10B etc..)
- It is recommended that you change your password
- Then select + New Rental

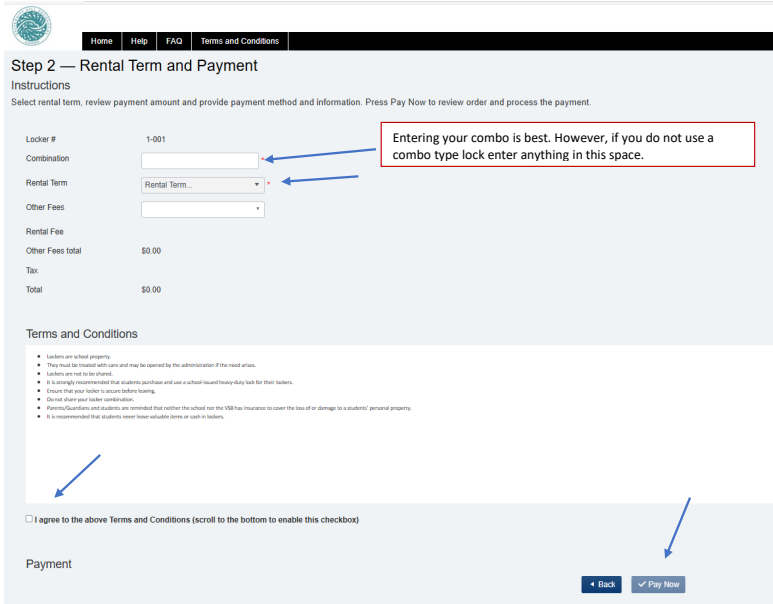
➔ Step 1: Find Locker - Use the search criteria below to find a locker.

- Select a locker from the results list and click Next to proceed to payment. Your selected locker will be held for just 10 minutes. Therefore, you must click **Next** as soon as you select the locker that you want.

Locker #	Type	Building	Floor	Zone	Room #	Map
1-007	Half-Size	Man Building	1st Floor	West		
1-008	Half-Size	Man Building	1st Floor	West		
1-009	Half-Size	Man Building	1st Floor	West		
1-010	Half-Size	Man Building	1st Floor	West		
1-011	Half-Size	Man Building	1st Floor	West		
1-012	Half-Size	Man Building	1st Floor	West		
1-013	Half-Size	Man Building	1st Floor	West		
1-014	Half-Size	Man Building	1st Floor	West		
1-015	Half-Size	Man Building	1st Floor	West		
1-016	Half-Size	Man Building	1st Floor	West		
1-017	Half-Size	Man Building	1st Floor	West		
1-018	Half-Size	Man Building	1st Floor	West		
1-019	Half-Size	Man Building	1st Floor	West		
1-020	Half-Size	Man Building	1st Floor	West		

Step 2 - Rental Term and Payment

- Enter your combination in the Combination space; then from the drop-down menu and select **2025-2026**; click on the box to agree to the Terms and Conditions and Select  to complete the locker registration.
- *****Do not worry, even though it says pay now all locker rentals are free.**



Step 2 — Rental Term and Payment



Instructions
Select rental term, review payment amount and provide payment method and information. Press Pay Now to review order and process the payment.

Locker # 1-001
Combination
Rental Term Rental Term...
Other Fees
Rental Fee
Other Fees total \$0.00
Tax
Total \$0.00

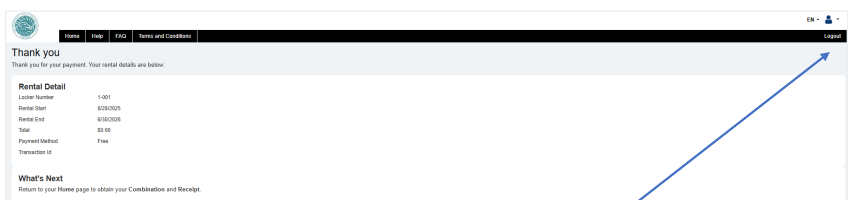
Terms and Conditions

- Lockers are school property.
- They must be treated with care and may be cleaned by the administration if the need arises.
- Lockers are not to be shared.
- It is strongly recommended that students purchase and use a school-issued heavy-duty lock for their lockers.
- Doors that stay locked 15 seconds before opening.
- Do not share your locker combination.
- Parents/Guardians and students are reminded that neither the school nor the VSB has insurance to cover the loss of or damage to a student's personal property.
- It is recommended that students never leave valuable items or cash in lockers.

I agree to the above Terms and Conditions (scroll to the bottom to enable this checkbox)

Payment  

Once you have selected Pay Now you will see the following screen.



Thank you
Thank you for your payment. Your rental details are below:

Rental Detail

Locker Number	1-001
Rental Start	8/26/2025
Rental End	6/30/2026
Total	\$0.00
Payment Method	Free
Transaction ID	

What's Next
Return to your Home page to obtain your Combination and Receipt

[Logout](#)

Just a reminder to Logout.

TECHNOLOGY GUIDE

MyEducation BC - (MyEdBC) Access

All students and parents have access to a MyEducation BC account (MyEd). This account will be used throughout the year for students and parents/guardians to monitor attendance, check report cards and to check class schedules.

Go to: <https://www.myeducation.gov.bc.ca/aspden/logon.do>



Login ID: **Student #** and Password: **(the one you have created)**.

Students: Please share the password with your parent/guardians as this is a family account.

For returning students:

Accounts will be reactivated September 1st and will be accessible by the last successful login ID and password. Carry on with your existing Student Number, Login ID and password. Should you forget your password, use the **"I forgot my password"** function. You will be prompted to reset your password. See below for further instructions.

New Students:

If you have never logged in to MyEd, **your first temporary password is Dist\$2026** (case sensitive) and use your student number as your login ID. Once you have entered MYED for the first time, follow the prompts to create a new password.

Note: Access to My Ed usually takes 1 to 2 days. However, it can take up to 5 days.

Reset Password for My Education BC:

Should you forget your password, use the **"I forgot my password"** function. Enter your student number as the Login ID and the student email you provided the school (at registration or on your Student Information Verification form) as the Primary email. Click "Continue" and you will be prompted to answer a security question you originally set up when you created your MyEdBC account. Upon submitting your correct answer, an email with a temporary password will be sent to your student email.

My Education Account Disabled:

If your account is disabled, please see your grade administrator or a member of the office staff.

VSBC Network & Office 365

VSBC Network: student # and password

New Students: The temporary password is **student** and your **[student number]@learn.vsb.bc.ca** is your login. **Note: Access to My Ed usually is 1 to 2 days. However, it can take up to 5 days.**

You will have access to Office 365 to use in your everyday learning, school assignments, presentations and to access your VSBC email.

Here is how you can access Office 365:

1. Go to the University Hill Website (uhill-sec.vsb.bc.ca) and click on the "Office 365" link at the bottom of the website. Or go to <http://govsb.ca/o365login>
2. Type in your VSBC email address. **[your student number]@learn.vsb.bc.ca**
3. Click **Next**, you will be redirected to the VSBC Office 365 login page.
4. Enter your VSBC password. **The password is the same one that you have been using to access all other VSBC services** (i.e.: logging on to a school computer.)
5. Click on the Sign in button.

Continued on to next page....

6. You will be taken to the Office 365 Homepage.
7. Click on the app you would like to use online. If you don't see a particular app, you can also click on "Explore all your apps" to find them.

"Outlook" is your email app. This is where your temporary MyED passwords will be sent.

Forgot your password? – See the instructions below.

VSBC Network / Library

LOGIN: Use your **VSBC student #** (with no extension)

Password: **is the same as your password you use for your email**

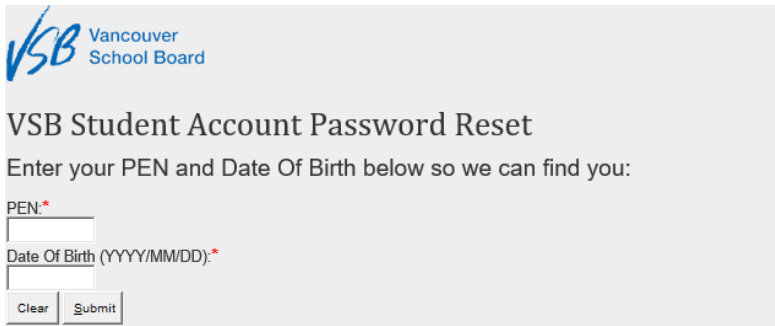
Forgot your password:

Instructions for resetting a PASSWORD for the following sites:

Myblueprint
Teams
Office 365
Network (access to secured Wi-Fi & to school computers)
E-mail

Log into the following website: <https://studentpass.vsb.bc.ca/>

You will need your PEN number (NOT your student number) and date of birth. See Below:



VSBC Vancouver School Board

VSBC Student Account Password Reset

Enter your PEN and Date Of Birth below so we can find you:

PEN: *

Date Of Birth (YYYY/MM/DD): *

Click submit.

The next page will allow you to set your own password (with conditions) or let the computer generate one for you.

EMERGENCY PROCEDURES

FIRE: At the sound of the alarm

A: when classes are in session, students:

- Follow the instructions of the teacher.
- Leave the building in an orderly and quiet fashion so that instructions can be heard.
- Remain in class groups with their teacher.
- Move well away from the buildings and report to the assembly area (the turf field).
- Do not to re-enter the building until you have been instructed to do so.

B: When classes are not in session (noon hour, between periods, before/after school), students:

- Leave the building **immediately** at nearest safe exit (see next page)
- Close doors behind you
- **REMAIN CALM and DO NOT USE THE ELEVATOR**
- When you have reached the outside, move away from the building.
- Go to the designated assembly area (turf field) and meet: If before school meet with your P1 classroom teacher; and for all other breaks meet with your previous period's classroom teacher.
- Do not to re-enter the building until you have been instructed to do so.

If you discover a fire: (when you are not in a classroom)

- Leave the fire area.
- Immediately sound the alarm by activating the nearest red alarm pull station.
- Call the Fire Department, **DIAL 911**, tell them you are reporting a fire at:
University Hill Secondary School at 3228 Ross Drive in Vancouver BC
- Close doors behind you, leave the building by the nearest safe exit.

EARTHQUAKE:

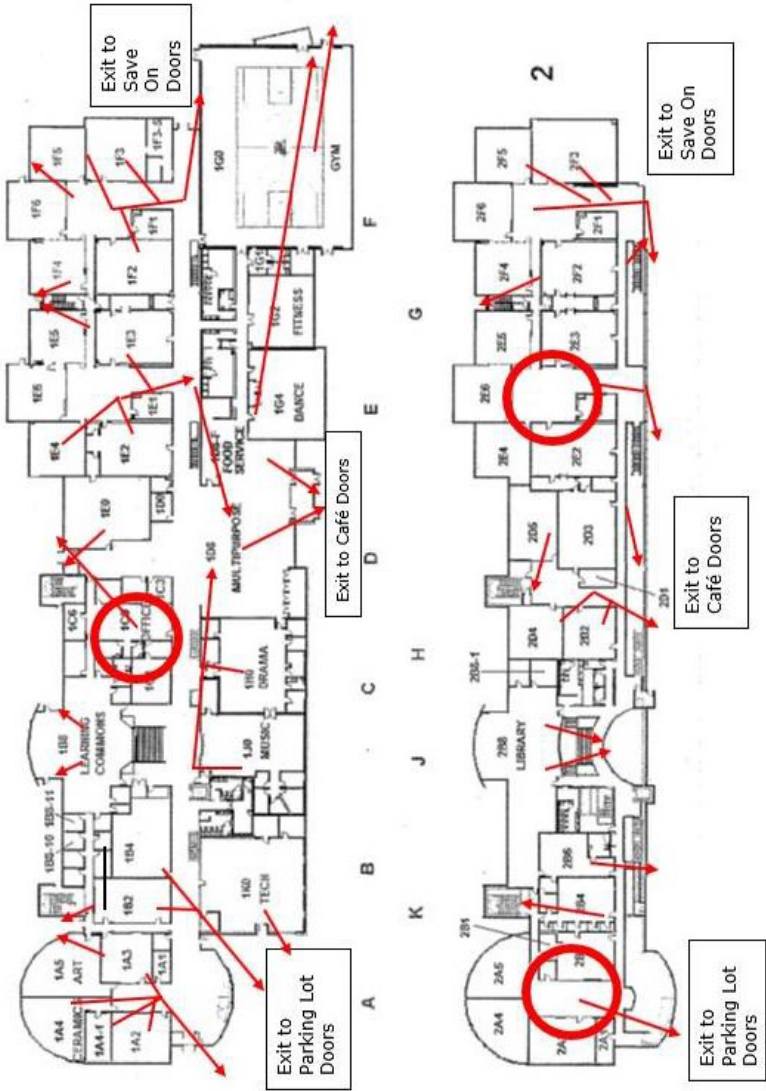
A: When classes are in session, students:

- Immediately **DROP AND TAKE COVER** under desks or tables.
- **TURN AWAY FROM WINDOWS.**
- **ASSUME CRASH POSITION** (on knees, head down, eyes closed tightly, clasped hands on back of neck or head covered with book or jacket).
- Stay under cover until the shaking stops then **COUNT ALOUD** to 60 and remain in sheltered position.
- **BE SILENT AND LISTEN FOR INSTRUCTIONS.**

B: When classes are not in session (noon hour, between periods, before/after school), students:

- Immediately **DROP AND TAKE COVER.**
- Move to an interior wall and **TURN AWAY FROM WINDOWS**, shelving, or heavy objects such as lockers that may fall.
- **ASSUME CRASH POSITION.**
- Stay under cover until shaking stops then **COUNT ALOUD TO 60.**
- **BE SILENT AND LISTEN FOR INSTRUCTIONS;** do not leave the building until instructed.

SCHOOL EVACUATION MAP



Assembly on the Field



Emergency Procedures

In the event that a potential threat may be encountered, emergency procedures will be used when it is either safer to stay in an area that can be secured and/or leave the building as and when it is safer to do so.

Hold and Secure

When a threat is outside of the school, all outside school doors are locked disallowing any entry into the school.

Lockdown

If a level of threat is more immediate, a lockdown involves all staff and students remain quiet and away from the windows and sightlines while awaiting instruction. All inside doors are locked and blinds are drawn.

Shelter in Place

Environmental or weather hazard outdoors is impacting the school.

Dangerous Goods Incidents

Instructions will be given over the PA system. Teachers and students remain in the building until an evacuation route has been determined. Teachers guide their students to the evacuation assembly point. Students remain in class groups until dismissal or re-entry procedures are determined.

STUDENT SERVICES

Counselling & School Based Team

Website - <https://uhillcounselling.weebly.com>

The Counsellors attend to course related and guidance counselling of students at both the senior and junior levels. The Counsellors work with Teachers, Parents/Guardians, and Administrators in monitoring student performance, progress, and attendance. The School Based Team (comprised of Counsellors, Administration, District Resource Teacher, and Learning Hub Teacher) meets monthly to identify and review students experiencing problems. The SBT then develops strategies to assist students and/or make referrals to appropriate school and district services.

Learning Hub

The Learning Hub Teacher provides support services for students who are experiencing learning difficulties. The Learning Hub also coordinates all Peer Tutoring.

Library Resources Learning Commons Centre

The Library Learning Commons reinforces University Hill's commitment to quality learning and student responsibility in the provision of facilities for independent study and group work, with access to reference books, periodicals, maps, videos, and computers. The library also has a printer which students may use at minimal cost. Students use their ID Card to sign out books.

The Library Learning Commons provides:

- Orientation and instruction to all grade nines and other students new to the school
- Reference and informational services to support the curriculum.
- Subject resource lists and new book displays to inform Teachers and students of the changing collection.
- Instructional units (co-operatively planned with Teachers) to assist students in the efficient use of Library resources.
- Reader advisory to provide students with recreational reading and encouragement in the selection of materials.

The Library Learning Commons is open from 8:15am to 3:30pm Monday through Friday.

HEALTH SERVICES

First Aid

Students' first aid needs, illnesses, and health emergencies should be reported to the office. A qualified First Aid Attendant is available from 8:00am-3:30pm. Students who are not feeling well enough to stay at school should report to the office. Students are only dismissed after a parent or guardian has been consulted.

Immunization Records

Vancouver Coastal Health -Public Health Program
Pacific Spirit Community Health Centre: **604-261-6366**

School Nurse

The School Nurse Liaison is available for consultation by appointment through the grade counsellors. The nurse coordinates the immunization program where there are two clinics per year which will be noted on the school calendar.

Parent Resources

Parent Support Services Society of BC	604-669-1616
Family Smart	604-878-3400
Parent Together	604-325-0556
Multicultural Support	
Immigrant Support Services	604-684-2561
Mosaic	604-254-9626
Success	604-684-1628
Police and Legal	
Crime Stoppers	604-669-TIPS
Legal Aid Services	604-601-6000
Youth Against Violence	1-800-680-4264

Youth Resources



**VANCOUVER
LOCAL ACTION TEAM**

Who can I talk to?

We believe that mental health is just as important as physical health

Youth Resource Directory
-Vancouver BC-

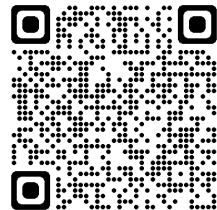
The Vancouver Local Action Team is a collection of people and organizations focused on improving mental health and substance use care and support for children and youth (CYMHSU) in Vancouver. We work together on projects that help children, youth, and their families find and access timely and relevant local services and supports.

For more information, please visit:

<https://vancouverlat.wixsite.com/resource-directory> or scan the QR code.

Who can I talk to?

- Talk to Someone Now
- Chat and Texting Options
- Counselling Services
- Medical Services
- Substance Assault Supports
- Programs and Places



Medical Services

HealthLink BC (Nurse Line)
Options for Sexual Health
1-800-SEX-SENSE
Youth Clinics
Looking Glass (eating disorders)

811
optionsforsexualhealth.org
1800 739-7367
www.vch.ca/youthclinic
lookingglassbc.com

Need to Talk?

School Counsellors
Child and Adolescent Response Team (CART)
Child and Mental Health Services Intake Line
Broadway Youth Resource Centre
Directions Youth Services
QMunity (Queer Resources Centre)
Urban Native Youth Association (UNYA)
Foundrybc

604-874-2300
604-675-3895
604-786-2228
directionsyouthservices.ca
www.qmunity.ca
www.unya.bc.ca
foundrybc.ca/vancouver-granville/

Need help Now?

Crisis Line
BC Mental Health Support Line
Indigenous Crisis Line
Help Line for Children
BC Suicide Line
BC 211 Resource Directory
Kids Help Phone
Rape Crisis Line

988
310-6789
1-800-588-8717
310-1234
1-800-SUICIDE (784-2433)
211 (chat.bc211.ca/chat_html)
1-800-668-6868(kidshelpphone.ca)
604-255-6344

Substance Use Services

Alcohol and Drug Information & Referral Line
Centralized Addiction Intake Team (CAIT)
D-talks youth detox line
Overdose Response
Watari (Counselling & Support services)
Boys and Girls Club
SACY (Supporting and Connecting Youth)

604-660-9382
604-675-2455 Ext 22502 or caid.youth@vch.ca
1-866-658-1221
www.vch.ca/youthOD
www.watari.ca
604-879-6354 (www.bgcbc.ca)
www.vsb.bc.ca/sacy

Online

www.anxietycanada.com
www.keitymentalhealth.ca
www.heretohelp.ca
www.youthinbc.com
www.openmindbc.ca
www.teenmentalhealth.org
www.foundrybc.ca/virtual
www.here2talk.ca/home
www.youthspace.ca

Apps

Mindshift
Breathr
Stop, breath & think
Headspace



COMMUNICATING STUDENT LEARNING

The purpose of assessment is to move learning forward in an equitable and inclusive way. It helps us answer the following questions:

- Where am I now?
- Where am I going?
- How do I get there?

Quality assessment is ongoing and responsive. It informs the instruction cycle and provides teachers with evidence to plan. It helps families understand and support their children’s learning. Most importantly, it provides student with meaningful feedback to guide their learning and help them reflect on their growth.

At the beginning of each course, student receive a course outline from each teacher highlighting learning objectives in the form of big ideas, curricular competencies, and content topics. Since learning is an ongoing process, assessment and evaluation is cumulative, with emphasis on supporting students to achieve proficiency.

All Grade 8 and 9 courses use the following proficiency scale to report achievement:

The Provincial Proficiency Scale	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

While Grade 10-12 courses may also use the proficiency scale to assess and communicate learning, letter grades and percentages will be used to report achievement. All courses will also provide descriptive comments on progress of learning.

Letter Grades and Definitions for Grades 10 to 12

- A** Excellent..... (86% - 100%)
- B** Very Good..... (73% - 85%)
- C+** Good..... (67% - 72%)
- C** Satisfactory..... (60% - 66%)
- C-** Pass..... (50% - 59%)
- IE** Insufficient Evidence
- F** Failing
- W** Withdrawn from Course

Learning Updates

Teachers will issue an Informal Learning Update and a Writing Learning Update once each semester as well as a Summary of Learning at the end of each Semester. Each reporting period is an opportunity to celebrate learning and offer feedback for future learning. These reports will be available from the MyEducation Family Portal. In addition to written reports, communication about student progress takes place by telephone and parent teacher interviews. Parents/Guardians are encouraged to contact individual subject Teachers or Counsellors for information on student progress.

PARENT TEACHER CONFERENCES

have been scheduled on

Thursday, December 10, 2026

(for Semester 1)

and

Wednesday, May 12, 2027

(for Semester 2)

REPORTING TIMELINE

Semester 1

Informal Learning Update published **October 16, 2026**
Written Learning Update published **November 27, 2026**
Summary of Learning published **February 05, 2027**

Semester 2

Informal Learning Update published **March 12, 2027**
Written Learning Update published **May 04, 2027**
Summary of Learning published **June 29, 2027**

Full Year Courses

Informal Learning Update published **November 27, 2026**
Written Learning Updates published **February 05 & May 04, 2027**
Summary of Learning published **June 29, 2027**

SCHOOL AWARDS

Term Awards

At the end of each semester, a term award will be awarded to one student per grade in each of the three categories below. These students are chosen by staff based on the following criteria:

1. Student of the Term Award
 - a student who has good relationships with peers and staff
 - a student who makes the class a better place to learn
 - a student who is supportive of the learning environment and who helps others when appropriate.
 - a socially responsible student who values education and is a role model to other students in the class.
 - a student with integrity who always tries his/her best and demonstrates a sincere and honest approach to learning.
 - not necessarily the student with the best marks
2. Citizenship Award
 - a model "citizen" of U-Hill
 - a friendly student with a positive attitude towards learning
 - a responsible student with humble and generous character
 - a caring leader and role model who demonstrates moral and ethical behaviour.
 - a helpful student who is involved in and contributes to the school community.
3. U-Hill Renaissance Award
 - a student who demonstrates exemplary capacity across all aspects of school life
 - a student who carries a diverse and rigorous course load
 - a student who is wide-reaching in their involvement in a multitude and variety of school events, clubs, and activities
 - a helpful student who contributes to the school community and has a positive impact on school culture.

Grade 12 Graduation Awards, Scholarships & Bursaries

Awards and scholarships are awarded to the top graduating students in June. We are grateful for the donations provided through school fundraising, the PAC, education associations and professional associations. The following criteria is used to consider students for Grade 12 awards and scholarships at graduation:

- Students must be enrolled in seven University Hill Secondary courses during their Grade 12 year, including English 12. CLC/Capstone is excluded from this course count.
- Students must have attended University Hill Secondary for Grades 11 and 12 and must have taken at least seven Grade 12 level courses over the two years.
- The six best University Hill Grade 12 level courses, including English 12, will be used for average calculations. Mid-semester marks will be used for in-progress courses. Peer Tutoring 12, CLC/Capstone, Career Preparation and Work Experience are not included in the average calculation. A modern languages grade 12 course taken at UHill must be included in the calculation for one specific academic award.
- Exceptions may be made at the Principal's discretion.

Athletic Awards

Athletic awards are given for participation in the intramural and the extracurricular athletic programs. Students are selected for athletic awards by the Awards Committee on the recommendation of staff, coaches, and sponsors.

CORE COMPETENCIES: SELF REFLECTION AND GOAL SETTING

Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

Three times a year, students will complete core competency self reflection and goal setting with homeroom teachers during scheduled FIT periods.

◊ **Communication** ◊ **Personal and Social** ◊ **Thinking**

What does this look like in my classes? My learning?
My teams and clubs? My community?

Examples:

COMMUNICATION	<ul style="list-style-type: none"> • <i>I ask and respond to questions to be an active, supportive listener.</i> • <i>I recognize different points of view and can disagree respectfully.</i> • <i>I can understand and share information about a topic of interest in a clear, organized way.</i> • <i>I work with others to achieve a goal. I take on roles and responsibilities in a group: I do my share</i> • <i>I give, receive and act on feedback</i> • <i>I can demonstrate my learning and tell how it connects to my experiences</i>
PERSONAL/SOCIAL	<ul style="list-style-type: none"> • <i>I understand that my identity is made of many interconnected aspects</i> • <i>I understand that learning is continuous and my identity will continue to evolve.</i> • <i>I can identify and describe my attributes</i> • <i>I can identify my strengths and weaknesses and identify my potential</i> • <i>I can tell what is important to me and I can explain my values</i> • <i>I understand how many values shape my choices</i>
A. <i>Positive Personal and Cultural Identity</i>	<ul style="list-style-type: none"> • <i>I can show a sense of accomplishment and joy. I take pride in my work and myself.</i> • <i>I advocate for myself</i> • <i>I imagine and work towards change in myself and in the world</i> • <i>I work to inform myself about issues surrounding me</i>
B. <i>Personal Awareness and Responsibility</i>	<ul style="list-style-type: none"> • <i>I can show a sense of accomplishment and joy. I take pride in my work and myself.</i> • <i>I advocate for myself</i> • <i>I imagine and work towards change in myself and in the world</i> • <i>I work to inform myself about issues surrounding me</i>

	<ul style="list-style-type: none"> • <i>I recognize emotions and use strategies to manage them</i> • <i>I persevere with challenging tasks and take ownership of my goals, learning and behaviour</i> • <i>I participate in activities that support my well-being and take responsibility for my well being</i> • <i>I make choices that keep me safe in my community and online</i> • <i>I use strategies to help me find peace and I sustain a healthy and balanced lifestyle</i>
B. Social Responsibility	<ul style="list-style-type: none"> • <i>With support, I can be part of a group</i> • <i>I am kind to others, and support others when they need it</i> • <i>I participate in classroom or group activities that improve the class, school, or community</i> • <i>I can identify how my actions affect the community or environment and I can make positive change</i> • <i>I can solve problems and I know when to ask for help</i> • <i>I demonstrate respectful inclusive behaviour</i> • <i>I can explain when something is unfair and advocate for others</i> • <i>I take action to support diversity and defend human rights</i>
THINKING	<ul style="list-style-type: none"> • <i>I can form new ideas to create new things. I can also build on the ideas of others.</i>
A. Creative Thinking	<ul style="list-style-type: none"> • <i>I get ideas when I use my five senses to explore or when I pursue my interests</i> • <i>I deliberately learn about things that interest me, and new ideas pop into my head</i> • <i>I can develop a body of creative work overtime</i> • <i>I can persevere over time to develop my ideas, and I expect setbacks and failure, but use that to develop my ideas</i>
B. Critical Thinking	<ul style="list-style-type: none"> • <i>I can analyze evidence to make judgements</i> • <i>I can reflect on my thinking</i> • <i>I can analyze my own beliefs and consider views that do not fit with them</i> • <i>I can ask open-ended questions to gather information</i> • <i>I consider more than one way to proceed in an investigation</i> • <i>I can tell the difference between facts and opinions</i>

University Hill Secondary School
Core Competencies: Self Reflection and Goal Setting

Name: _____ Date: _____

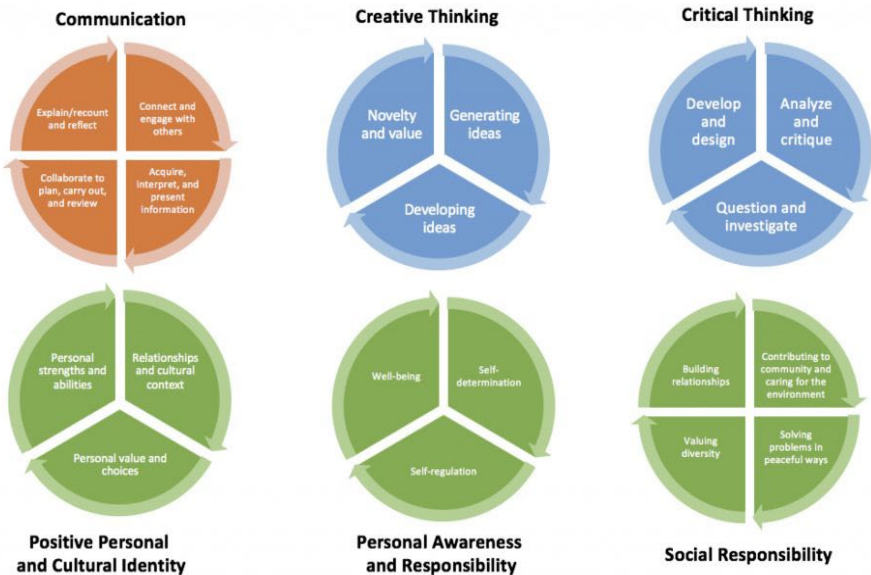
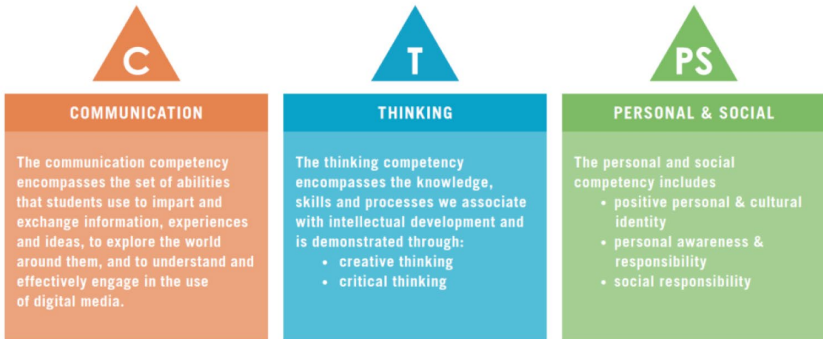
Before you fill out this graphic organizer, think about the statements you identified with on the previous page.

1. Pick on area, **Communication, Personal/Social or Thinking** from the left page that is a **strength** for you and list ideas in the story box below.
2. Give examples of how you show that strength at school, on teams, clubs, at home or in the community in the top right box.
3. Think about something upon which to **improve**, it can be related to the same strength or something different. This will become a goal for the future. Write about it in the bottom left box.
4. Think about how you will meet your goal. Write down your plan in the bottom right box.

<p>1. My strengths: I can</p> <p>ex) Give, receive and act on feedback.</p>	<p>2. Evidence of my strengths: I know this because.....</p> <p>ex) My dance group had a lot of competing ideas and we had to figure out how to give each other advice and make our points while staying open and being kind.</p>
<p>ex) I am going to read daily to improve my vocabulary. ex) I will spend my FIT with my English teacher getting extra help with writing paragraphs.</p> <p>4. My plan to reach my goals: To do this I will...</p>	<p>ex) I'd like to get better at explaining my point of view.</p> <p>3. My goals: I can get better at...</p>

Core Competencies

The Core Competencies are the foundation to the Big Ideas, Curricular Competencies, and Content of the BC Curriculum. This foundation ensures that students are always mindful of their growth in the Core Competencies through self-reflection, self-assessment, and providing evidence of growth.



COMMUNICATION –THINKING - PERSONAL & SOCIAL

Competencies In Kid Talk (By Jill Fader & Class)

Communication:

Communication is when students exchange information, experiences, and ideas to help them learn more. Communication is how we express our thoughts, feelings, ideas, and opinions. Students need to understand and use digital media to communicate.

Thinking:

Thinking is taking concepts and content and changing into new understanding.

Creative Thinking:

Thinking in an original or new way and creating new ideas or concepts that matter to others.

Critical Thinking:

Critical thinking is analyzing, drawing conclusions, and making judgments about information (Metacognitive awareness is being aware how you think and learn. "Thinking about thinking")

Personal and Social:

Students understand their identity as individuals and members of society.

Positive Personal and Cultural Identity:

Awareness of who you are including heritage and beliefs, contributing to a healthy sense of self.

Personal Awareness and Responsibility:

Skills to help students stay healthy like setting goals, regulating emotions, respecting themselves and others and managing stress.

Social Responsibility:

A student's ability to make a difference and contribute to family, community, society, and the environment. Also, to be able to resolve problems peacefully and empathize with others creating healthy relationships.

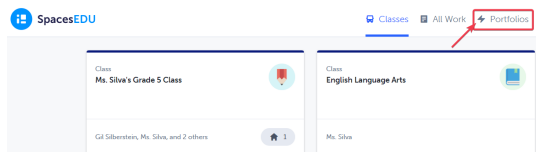
Core Competency Documentation and Reflection

How to Login to SpacesEDU

1. Visit: <https://ca.spacesedu.com/sso/sd39>
2. Enter your district credentials (email, password)

How to Document and Reflect on the Core Competencies

1. From your Dashboard, click **Portfolios**



If you're logged into your Class when you first sign into SpacesEDU, click the home button at the top left to access your Dashboard

2. Click on the **Core Competencies Portfolio**
3. Explore the resources that are available to you, including useful prompts, video overviews, and more! Once you're reviewed, click Get Started in the top right corner.



Need to revisit these resources later, click the i in the top right of your Portfolio.

4. Create your first **Post** by clicking on the **+Create** button
 - Add a title and write a description - this is a great opportunity to use "I Can" statements
 - You can include multiple pieces of multimedia evidence in your post
 - Make sure you've selected to appropriate Section (i.e. Personal & Social)
5. Using SpacesEDU in your classes? You can easily copy posts from your Class to your Core Competencies Portfolio. Simply click the three dots on the post, Copy, and then select the destination

Learn best with video? Give the Adding Content to a Portfolio tutorial video @ <https://resources.spacesedu.com/en/adding-content-to-portfolios-students-video-tutorials/> a quick watch!