
Summer Learning Code of Conduct

Statement of Purpose:

West Vancouver Schools' Summer Learning programs are safe, caring, inclusive, and orderly environments where every learner can thrive. Appropriate conduct is a shared responsibility among learners, staff, and parents/caregivers. This Code of Conduct:

- Promotes a positive climate and purposeful learning;
- Balances individual and collective rights, freedoms, and responsibilities; and
- Outlines expectations for acceptable/unacceptable behaviour, digital citizenship, dress, safety, and attendance.

Special considerations and advocacy apply for learners who are neurodivergent or who have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, and for learners and families of Indigenous ancestry—using approaches that are mindful of historical context, Indigenous ways of knowing, and individual needs.

Summer Learning promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law and prohibiting discrimination based on (but not limited to): appearance, Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital/family status, physical or mental disability, sex, real or perceived sexual orientation, gender identity or expression, and age—in respect of discriminatory publication and discrimination in accommodation, services, and facilities in the school environment.

This Code applies:

- During instructional time, breaks, and district organized activities;
- On school grounds and transportation;
- Online (district networks, learning platforms, and public digital spaces) when conduct affects safety, wellbeing, or the learning environment; and
- Beyond these times where behaviour reasonably impacts the Summer-Learning community.

Retaliation against anyone who reports a concern will not be tolerated.



Rights & Responsibilities

Learners have the right to learn in a safe, caring, inclusive environment free from discrimination and harassment—and the responsibility to uphold that right for others.

- Learners: treat others with dignity and care; contribute to a positive learning environment; follow school/site/classroom/district rules; use technology responsibly and lawfully; practice academic integrity; follow staff directions for safety.
- Parents/Caregivers: support regular, punctual attendance; partner in restorative problem solving; review expectations (technology, dress, attendance) with their learner.
- Staff: teach/model/reinforce expectations; respond with fairness, dignity, and confidentiality; use restorative approaches whenever possible; consider age, maturity, disability, and cultural context in decisions.

Acceptable Behaviour

In Summer Learning, we expect students to contribute to a positive, safe, and respectful learning environment. Students are expected to:

Engagement and Attendance

- Be on time, prepared, and ready to learn every day.
- Attend classes consistently and participate in purposeful learning activities.

Respect for People and Relationships

- Maintain courteous and considerate interactions with peers, teachers, staff, and all members of the school community.
- Be inclusive, honest, and consider the perspectives and experiences of others.

Respect for the Learning Environment

- Observe all site, classroom, and district rules.
- Follow staff directions that support safety and learning.
- Demonstrate academic integrity in all work.

Respect for Property and the Environment

- Care for classrooms, equipment, materials, and public spaces.
- Respect both personal and school property.
- Leave no trace and help maintain clean, orderly learning spaces.



Safety and Conduct

- Move safely in buildings and on playgrounds; follow established site safety routines.
- Refrain from violence, bullying, or threats of any kind.
- Use appropriate language and maintain responsible personal hygiene and dress.

Technology Use

- Use technology responsibly and only to enhance learning.
- Protect personal privacy and follow teacher and staff guidelines for appropriate use.

Unacceptable Behaviour

Unacceptable conduct includes, but is not limited to, behaviours that occur at school, during any school-related activity, or in any circumstance where the behaviour has a negative impact on the school environment. These behaviours include:

- Bullying, cyberbullying, harassment, intimidation, or discrimination.
- Violence or threats of violence, including acts of retribution against anyone who reports concerns.
- Disruptions that interfere with learning, school operations, or the privacy and peace of neighbours.
- Offensive, disrespectful, or discriminatory language, tone, images, or gestures.
- Weapons, replica weapons, or objects imitating weapons (including toys).
- Theft, vandalism, property damage, or tampering with safety equipment.
- Academic dishonesty, including plagiarism, cheating, or helping others to cheat.
- Defiance of staff direction, confrontational behaviour, or the use of profane language.
- Possession, use, distribution, supply, or being under the influence of alcohol, tobacco, vapour products, cannabis, or illegal/restricted drugs is prohibited on all school district property, on district transportation, and at all district- or school-sponsored activities. District property is smoke-free and vape-free at all times, including evenings and weekends.
- Unsafe operation of vehicles or devices (e.g., bicycles, scooters, e-bikes, skateboards) on school property.

Bystanders share responsibility: inaction is not an option. Students are expected to seek help or report concerns when safety is at risk.

Progressive Discipline & Restorative Responses

When responding to unacceptable behaviour, staff will:

- Consider the student's age, maturity, developmental level, individual needs, and the context of the behaviour.
- Take all reasonable steps to prevent retaliation against any student who reports a concern or participates in an investigation.
- Prioritize responses that are restorative whenever possible and appropriate, focusing on repairing harm, rebuilding relationships, and supporting learning.
- Apply progressive discipline when needed, using consequences that increase in seriousness if behaviour persists.

Restorative Approaches may Include:

- Facilitated conversations
- Collaborative problem-solving
- Reflective or educational tasks
- Restitution or repairing harm
- Actions that rebuild trust and strengthen relationships

Progressive Discipline may Include:

- Verbal warnings or redirection
- Communication with parents/guardians
- Behaviour or safety plans
- Temporary loss of privileges
- Increased support or supervision
- In-school or out-of-school suspension
- Referral to district staff or outside agencies for serious matters

Violations may result in immediate suspension and referral to district officials and/or police; substance concerns may include a referral to counselling/supports in addition to discipline where appropriate. (See [AP 162](#) and [AP 350](#) in References.)



Personal Digital Devices & Technology Use

During Instructional Time (Elementary & Secondary)

- Personal digital devices may be used only with direct permission from a teacher or administrator.
- Staff will provide clear guidelines and supervision when a device is needed for instructional, medical, accessibility, or accommodation purposes.
- Device use must not disrupt learning (e.g., sounds, alerts, notifications, lights).
- Devices must never be used in private settings, including washrooms, change rooms, or counselling spaces, nor to record anyone without permission.
- In emergencies (e.g., lockdown, evacuation), students must follow staff instructions regarding device use.
- Equity considerations will be made to ensure that access—or lack of access—to personal devices does not disadvantage any learner.
- Students who bring devices to school assume responsibility for their safekeeping (the district does not cover loss, theft, or damage).

Dress Guidelines

Summer Learning is committed to providing students with learning environments that are safe, responsive, and inclusive. Our dress code recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that such decisions are personal. Learners may attend Summer Learning in dress of their choice provided that choices:

- Do not represent or promote alcohol or drugs;
- Use respectful language and imagery;
- Do not depict or promote violence, racism, sexism, or discrimination;
- Conform to health and safety requirements for the intended activity; and
- Are not intimidating to others.

Learners have the right to dress in a manner consistent with their gender identity and/or expression. This includes students who may dress in a manner that is not consistent with the societal expectations of masculinity/femininity.



Threat Risk Assessment

Threat making behaviour—including verbal, written, drawn, or online threats—will be taken seriously and may trigger a Threat Risk Assessment by a multidisciplinary team (school/district staff and, where appropriate, police and partner agencies). Assessments may proceed with or without consent when safety requires it. The purpose is safety, support, and appropriate intervention planning. (See AP 175 in References.)

Reporting & Support

If you experience or witness unsafe behaviour, discrimination, harassment, bullying, or threats:

1. Tell a teacher, counsellor, or administrator;
2. Use available school/district reporting channels; and
3. In emergencies, call 911.

Reports will be addressed promptly, with dignity and confidentiality to the extent possible. We will take all reasonable steps to prevent retaliation.

For Reference:

[AP 160 Health & Safety](#)

[AP 162 Use of Tobacco, Vapour Products, and Cannabis](#)

[AP 170 Diversity and Human Rights](#)

[AP 171 Sexual Orientation Gender Identity](#)

[AP 175 Acts of Violence](#)

[AP 310 Restraint & Seclusion](#)

[AP 313 Bomb Threats](#)

[AP 350 Student Code of Conduct and Discipline](#)

[AP 351 Schools Code of Conduct](#)

[AP 357 Property Damage](#)

Appendix A – Student One Pager

- Be on time and prepared every day.
- Treat everyone with kindness and inclusion; keep hands, feet, and objects to yourself.
- No bullying, harassment, threats, discrimination, or retribution—in person or online.
- Use technology for learning only, with staff permission; never in private spaces; don't record others without permission.
- Dress for learning and safety (no alcohol/drug, violent, or discriminatory content).
- No alcohol, vaping, drugs, or smoking on any district property or at school activities. ([See AP 162.](#))
- Respect classrooms, equipment, and public spaces—leave no trace.
- Walk wheels on site (bikes, scooters, ebikes); follow staff directions for safety.
- Report unsafe behaviour—inaction is not an option.
- We use restorative responses first and progressive discipline when needed; special considerations apply for learners with disabilities and for Indigenous learners/families.

Full Code of Conduct and Administrative Procedures:

- [Summer Learning website](#)
- [Administrative Procedure 300 Student Registration, Enrolment and Placement](#)