

COMOX VALLEY SCHOOLS ACKNOWLEDGES THAT WE ARE ON THE TRADITIONAL TERRITORIES OF THE K'ÓMOKS FIRST NATION. WE WOULD LIKE TO THANK THEM FOR THE PRIVILEGE OF LIVING ON THEIR LAND AND THE GIFT OF WORKING WITH THEIR CHILDREN.

GILAKAS'LA WELCOME TO COMOX VALLEY SCHOOLS SCHOOL DISTRICT 71

Comox Valley Schools Purpose Statement:

To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.



ABOUT THIS DOCUMENT:

THIS DOCUMENT IS INTENDED TO HELP GUIDE AND INFORM PARENTS, GUARDIANS AND FAMILIES TO SAVE TIME AND TO HELP WITH NAVIGATING ON BEHALF OF YOUR CHILD AND YOUR FAMILY. THIS DOCUMENT WAS CREATED BY PARENT VOLUNTEERS. IF YOU HAVE ADDITIONS/SUGGESTIONS/QUESTIONS, PLEASE EMAIL: DPAC@SD71.BC.CA
IT IS BEST VIEWED ON A DEVICE BECAUSE OF THE EMBEDDED LINKS TO SOURCE DOCUMENTS AND RESOURCES.



STRATEGIC PLANS & SCHOOL GROWTH PLANS:



Why is the Strategic Plan relevant to me as a parent/caregiver?

The Strategic Plan is the guiding document that focuses the goals and values of our individual school district for up to four years. All the priorities and decisions must be in alignment with the Strategic Plan.



[FIND THE STRAT PLAN HERE](#)

The Strategic Plan for Comox Valley Schools outlines the learning goals for School District 71 in four year cycles. The current Strategic Plan will be the guiding document for approximately four years, with each Board of Education working with District Partners to embed the Strategic Plan with plans for growth, commitments to values, articulated design principles and overall District direction. Each year, individual School Growth Plans are also developed in alignment with the Strategic Plan as an overarching guiding document and individual school growth plans outlining school specific goals for that year.

Core Competencies come from the BC government and are the measurable goals for BC students supported through the [BC School Curriculum](#). School districts are tasked with supporting students to safely learn the BC curriculum, measured through core competencies, with communicated methods and values uniquely reflective of their communities through Strategic Plans.



SCHOOL CODES OF CONDUCT & DISTRICT CODES OF CONDUCT:

School Codes of Conduct: Each individual school has a Code of Conduct that is developed by the Principal with the Staff and eventually the parents & students. You can find these Codes of Conduct on the school's website. These codes feature language and strategies the school-level educators will be using for conflict resolution and student discipline. The Codes should also give you a sense of the school community. As school Principals may rotate positions every four years, you may find the plan is not current and a new Code of Conduct is in development.

District Code of Conduct: The District Code of Conduct is also currently known as Administrative Procedure 350. This AP Lists all the things students should not do, sometimes specifically (e.g. theft) and sometimes less clearly defined (e.g. unacceptable behaviour). The Administrative Procedures can be revised and streamlined, this information may change.



Why are there different Codes of Conduct?

Behaviour and conduct expectations will range by age and ability (e.g. differences between elementary and secondary schools). Codes of Conduct are intended to outline the measures and responses in an age-appropriate way. District Codes of Conduct are for the most serious issues and apply to all students all of the time.



School Safety is everyone's responsibility, but it can be challenging to know who is the correct person to ask about safety concerns. Your classroom teacher is a good starting point, then your school's principal. If your concerns are still not resolved, see chart on the next page. If you have an urgent safety concern, the ERASE (Expect Respect & Safe Education) Report-it Tool can help.

PART 1: SAFETY CONCERNS, COMMUNICATION CONFLICTS & FINDING RESOLUTIONS



School Safety: The BC government program has a dedicated school program and tool with targeted resources about school safety topics, known as ERASE (Expect Respect & a Safe Education) and the Erase Report Tool. The Report tool has an anonymous feature for reporting bullying, violence, online harassment and more. Reports go directly to the SD71's Safe Schools coordinator and to school administrators.



VTRA: Student Threat Risk Assessment is the system used to determine collective or specific threats to school populations. School Districts are required to give families Fair Notice that VTRA is a system that may identify their student as a potential risk if threats are indicated.

Emergencies and urgent threats to safety or reports of harm should go to the Comox Valley RCMP, either to 911 or the Non-Emergency Line at:

250-338-1321



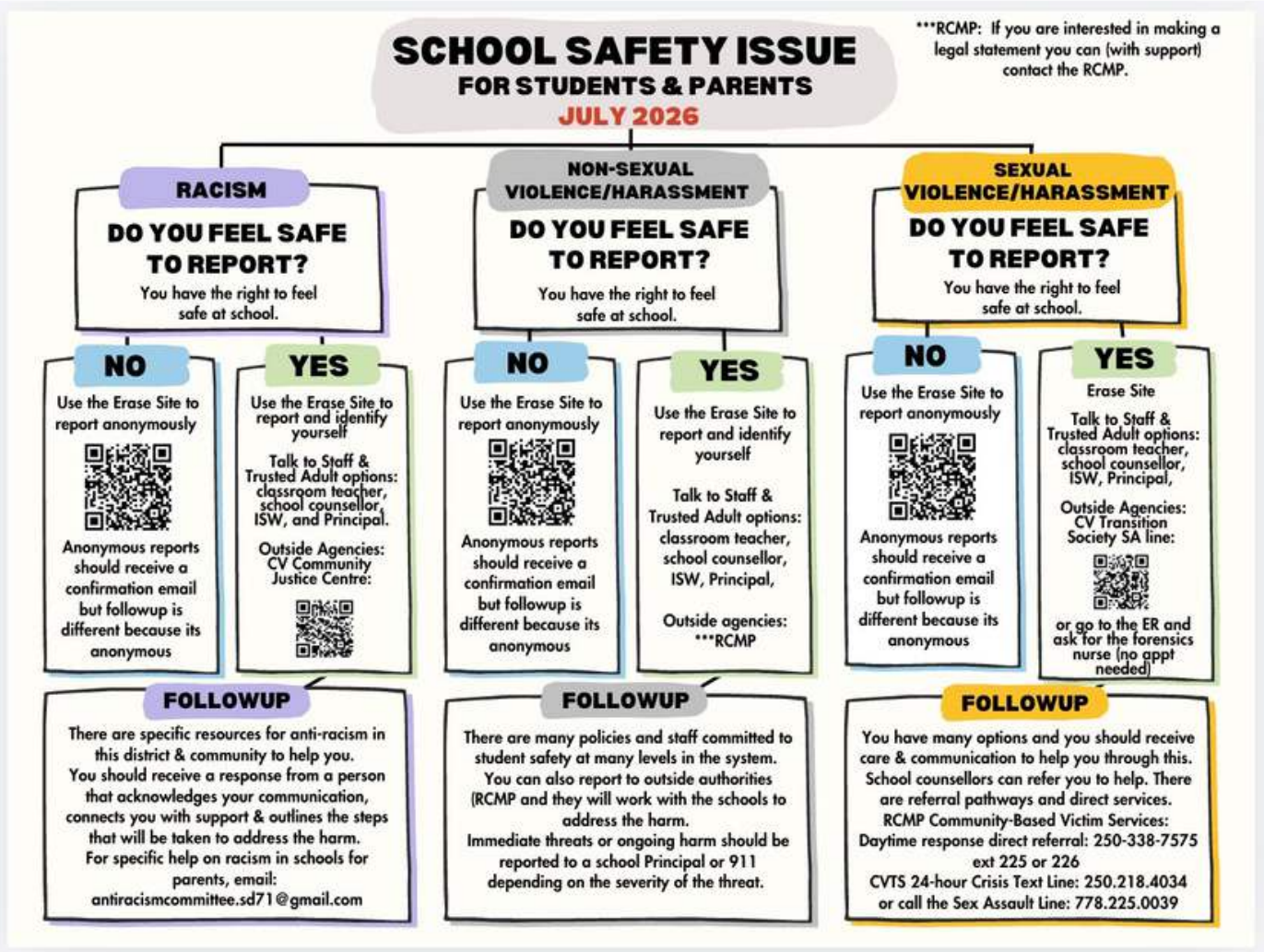
The ERASE Report-It Tool can be used anonymously or you can choose to leave your contact information with your report. Access the tool HERE

Safe learning environments are in part achieved by clearly communicating the standards and expectations for behaviour for all. All adults in the school are governed by respective codes of conduct related to their employment (teachers, support staff) and volunteers.

Comox Valley Schools are committed to fostering a safe environment in which all students can thrive. Safety issues that affect students and their ability to attend school, feel safe at school and to learn should be communicated to school staff. It can be challenging to find the right way to articulate a safety issue and find the correct person to report to. You may have to try more than once to connect your issue with the correct person to help you resolve it.

Please try your school contacts first, the front office staff are there to help.

For urgent Student Safety matters, please see the chart below:



PART 2: SAFETY CONCERNS, COMMUNICATION CONFLICTS & FINDING RESOLUTIONS

For non-urgent concerns, start with the person closest to the issue. Keep your communication clear, focused on solutions and be respectful of the person and people you are communicating with.



Need advice navigating?

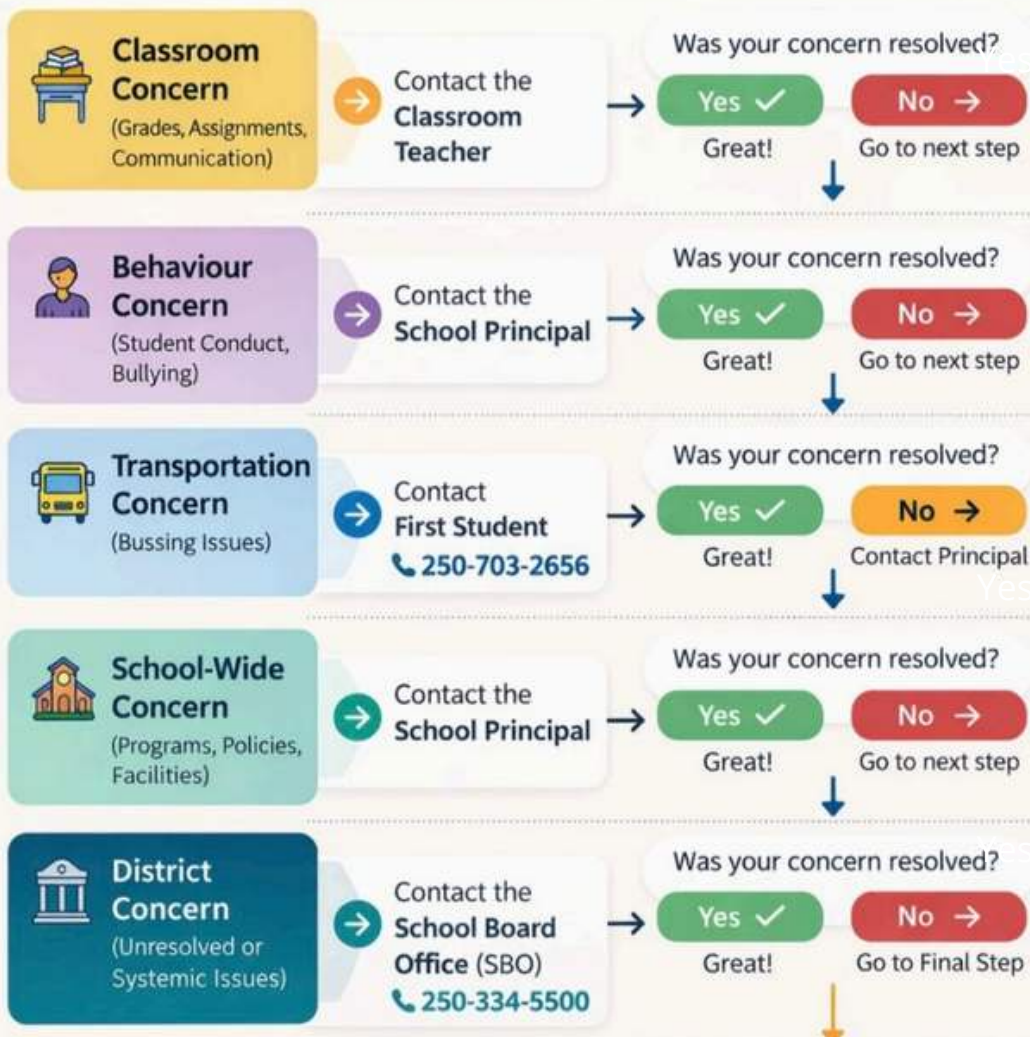


Question: What if I just phone the School Board Office?

Please Note: If you bypass the person closest to the issue without trying to first resolve the concern with them (where appropriate), you may be redirected to the appropriate person before any other steps can be taken.

How to Address a School Concern

Start with the person closest to the situation.
When in doubt email dpac@sd71.bc.ca



Board Appeal

Appeal to the Board of Education
→ Reference the Board Policy Manual



Space
for written numbers
& notes specific to
your school:

Tip: Keep communication respectful, clear, and focused on solutions.

COMMUNICATION APPS & PROGRAMS



School Attendance Communication:



In all schools, your main point of contact for attendance is the school office staff with best practice to include your child/children's classroom teacher. Communicating attendance can be done through emailing or phoning the school. At the elementary level, you must sign-out your student if you are picking them up during the school day. Supervision hours (the point at which the school is responsible for your child) begin at Elementary at 8am and finish at 3pm.



BC MyEd: In our District, parents and caregivers do not have access to MyEd until secondary, but this platform holds all of the contact information, allergy information, and academic information about your child. School support staff manually input the information you give them at the beginning of the year through hard copy forms into the system. Your school will send home a verification form in September, and you can ask for updates to your child/children's MyEd profile by contacting school office staff (e.g. allergies, medications, etc.)



School Messenger is an attendance app that you can put on your devices to quickly communicate with the school about attendance changes. Administrative assistants compare the updates from the app to the daily attendance records they receive from classroom teachers and will contact you at the end of the day if your student was absent without communication.



SD71 Crisis Notification System: This is a service connected to the School Messenger App. The app will text alerts about school closings and emergencies directly to your phone. Text: 978338 with "Yes"
Sign up instructions: [Crisis Notifications Opt-In Instructions](#)



School Emergency Terminology: Sources from [SD71 Emergency Protocols](#)



Shelter-In-Place: Protocol activated to keep students and staff safe inside the school when there are threats outside the school (examples include things like: weather, bears, chemical spills).



Hold and Secure: Protocol activated when there is a potential threat in the vicinity of the school but not directly targeting the school. Students are held securely inside the school until the potential threat is resolved, but classes continue as normally inside the school. Doors are locked to the public to keep the premises secure, no one is allowed to enter or leave the school. Please do not call the school as many schools only have two phone lines which need to be kept clear for communication. Potential examples: criminal activity near the school, nearby schools in lockdown.



Lockdown: Protocol activated when there is a potential threat inside the school or directly to the staff/students. Classroom doors are locked, lights turned off, students shelter out of sight and quietly. Communication maintained with law enforcement until the threat is resolved.



Evacuation: Protocol activated when a potential threat is inside the building such as gas leak, fire, or as a precaution to unknown chemical odours. Students and Staff wait at the predetermined area until Emergency Services arrive, assess, and until they have cleared the site for threats.



Dismissal: Protocol activated after an evacuation or a serious event. Parents and caregivers will be notified of early dismissal. Sign-out procedures at elementary level include only releasing students to emergency contacts with photo identification.



Question: Where does the school district store my contact information?

Answer: The primary place is on MyEd, it assigns every BC Student a profile, student number, and parent/caregiver contact info.

COMMUNICATION APPS & PROGRAMS

School Academic Communication:



Question: Why does the MyEd password expire so often?

Answer: Unknown, but it is not unusual to have to reset every 30 days.



MS Office & Outlook:

Each student has an office platform and outlook account including email connected to their student number.



MS Teams:

Each student can access MS Teams through their MSCoPilot and Learn71 platform, chat feature availability varies by age.



School Messenger:

Third-party service for reporting absences and used for District-level communication.



BrightSpace:

Varies by teacher usage, platform accessible through the Learn71 platform and the student's MS Office platform.



MyEd:

Provincial program and platform connected to a BC student number. Information access varies by age and user. Parents/guardians are expected to use MyEd to see school fees, assignments, and student grades at the secondary level.

PART 4 - THE SCHOOL CALENDAR: 2026/2027



School Calendars for SD71:

2026/2027

2027/2028

2028/2029



Question: Will this calendar change?

Answer: The process to change the school calendar requires multiple approval steps including review by a District Calendar Committee. If it does, families will be given extensive communication and advance notice.

Comox Valley Schools – District School Calendar 2026 – 2027

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
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27	28	29	30			

OCTOBER 2026						
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NOVEMBER 2026						
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29	30					

DECEMBER 2026						
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JANUARY 2027						
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31						

FEBRUARY 2027						
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MARCH 2027						
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APRIL 2027						
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MAY 2027						
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23	24	25	26	27	28	29
30	31					

JUNE 2027						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	Instructional Day
	Non-Instructional Day
	Schools Not In Session
	Statutory Holidays
	Elementary School Non-Instructional Day
	Secondary School Non-Instructional Day
	Administrative Day (no classes, teachers attend)

Jul. 1	Canada Day
Aug. 3	B.C. Day
Sep. 7	Labour Day
Sep. 8	First Day of School
Sep. 21	Non-Instructional Day – Pro-D
Sep. 30	National Day for Truth and Reconciliation
Oct. 12	Thanksgiving
Oct. 23	Non-Instructional Day – Provincial Pro-D
Nov. 11	Remembrance Day
Nov. 19	Elementary School Non-Instructional Day (Parent Teacher Interviews)
Dec. 21-31	Winter Break
Dec. 25	Christmas Day
Dec. 26	Boxing Day
Dec. 28	Day in Lieu of Boxing Day
Jan. 1	New Year's Day
Jan. 4	First Day Back to School
Feb. 1	Secondary School Non-Instructional Day
Feb. 15	Family Day
Feb. 26	Non-Instructional Day – Pro-D
Mar. 15-25	Spring Break
Mar. 26	Good Friday
Mar. 29	Easter Monday
Mar. 30	First Day Back to School
Apr. 19	Non-Instructional Day – Pro-D
May 21	Non-Instructional Day – Indigenous Focused
May 24	Victoria Day
Jun. 29	Last Day of School
Jun. 30	Administrative Day (no classes, teachers attend)

INCLUSIVE EDUCATION:



Inclusive Ed: Formerly “Student Services”, Inclusive Education manages the specialized services and resources to support students with additional and complex needs. The Inclusive Education department includes school-based services through the following staff at the school site level: Learning Support Teachers (LSTs), School Counsellors, Education Assistants (EAs), and Speech and Language Pathologists (SLPs). At the district-wide level, the Inclusive Education department includes the following staff: AACP Speech Language Pathologist, Psychologists, a Hearing Support Teacher, a Vision Support Teacher, Physiotherapists, Occupational Therapists, an English Language Learning Teacher, District Inclusion Support Teachers, a Reading Intervention Support Teacher, and an Inclusive Education Technology Support Teacher, technician and support worker.

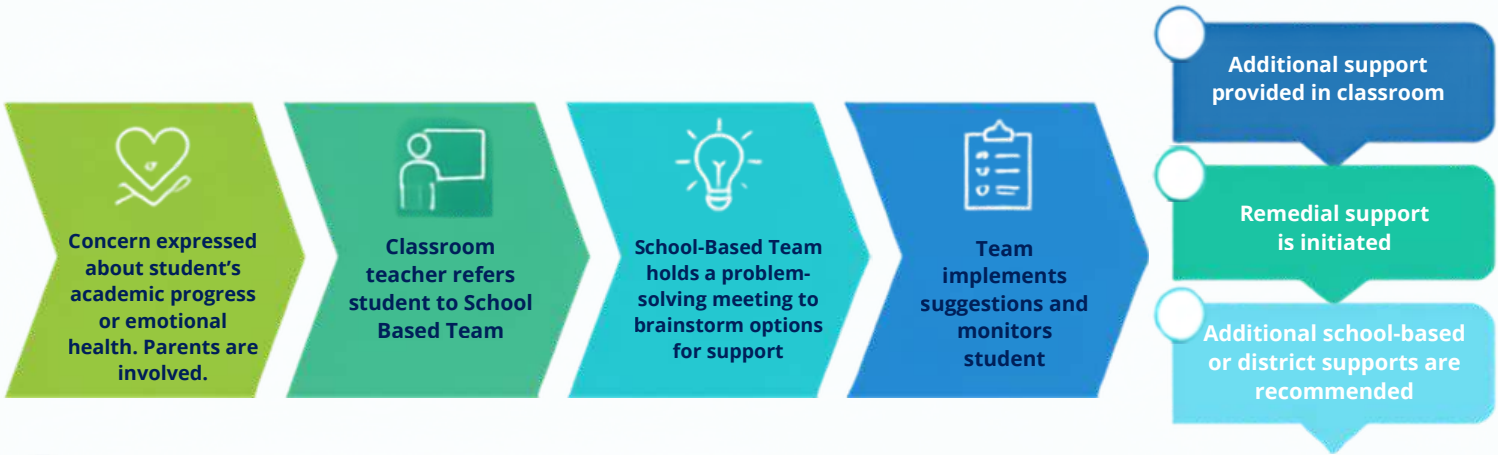


Inclusive Ed Resources: Students with additional/complex needs can reach out to Inclusive Education services through their classroom teacher at the elementary level. The classroom teacher makes a recommendation to include the student in School-Based Team. School-Based Team is the avenue through which additional supports are identified and connected with the student. Internal Referrals to Inclusive Education come from the School-Based Team.

Graphic from: <https://www.comoxvalleyschools.ca/wp-content/uploads/2024/12/Inclusive-Education-Pamphlet.pdf>



The **School Based Team (SBT)** is the school committee that works to determine the supports and interventions for individual students. If you have a concern, begin with a conversation with your child’s teacher. A referral may be made through parent consultation.



Quick School Staff Acronym

- SLP** - Speech Language Pathologist **or** Student Learning Plan
- OT** - Occupational Therapist
- LST** - Learning Support Teacher
- CST** - Curriculum Support Teacher
- EA** - Educational Assistant
- SBT** - School-Based Team

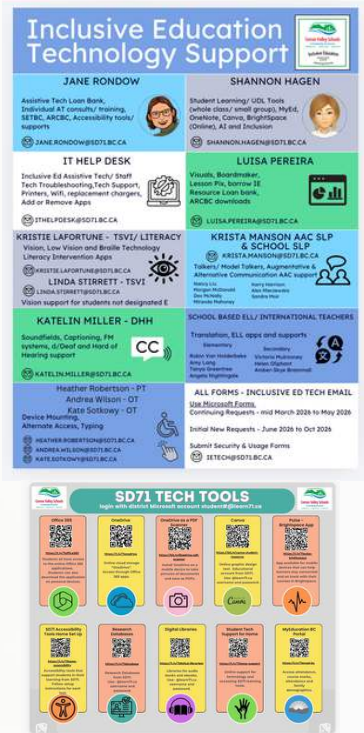
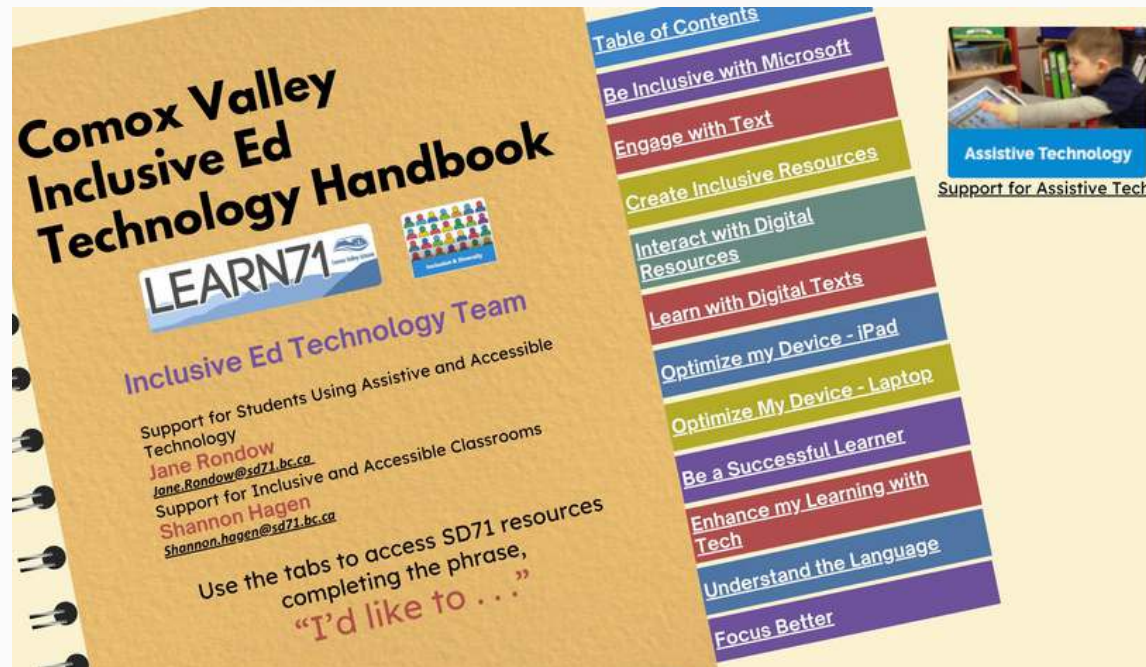
- ISW** - Indigenous Support Worker
- FSW** - Family Support Worker
- ELL** - English Language Learner
- IEP** - Individualized Education Plan
- SLP** - Student Learning Plan
- PVP** - Principals and Vice-Principals

PART 5 – DEPARTMENTAL SUPPORTS: INCLUSIVE EDUCATION CONTINUED

THE LEARN71 INCLUSIVE EDUCATION TECHNOLOGY TEAM & STAFF

The dedicated SD71 Inclusive Education Assistive Technology Team have created extensive visual guides and resources for students and families to assist with general technology support and assistive technology. Click the link above and scroll down the page to find printable guides and resources for all families. They also have a staff directory and Assistive Tech Support application form.

[Learn71 Assistive Technology](#)



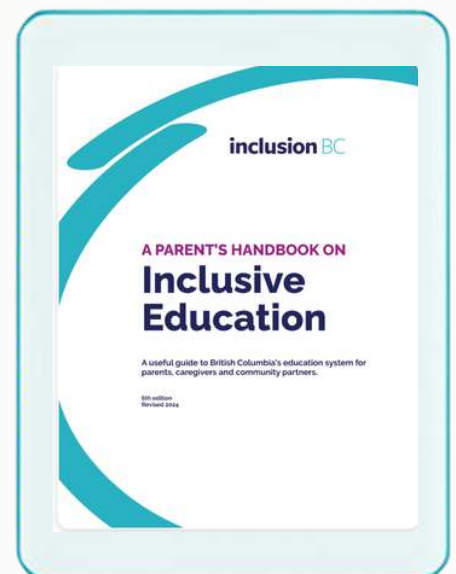
IEP vs. SLP

Individual Education Plan (IEP): is a documented plan developed for a student with disabilities or diverse abilities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

Student Learning Plan (SLP): Similar goals to an IEP but differs from an IEP as not a legal document.



Find more information in Inclusion BC's [A Parent's Handbook on Inclusive Education](#)



School Counsellors: are there to help connect students and families with the resources they need to feel comfortable in school and to thrive in school. School counsellors provide counselling services to facilitate positive change, help identify students at risk, consult with School-Based Teams, coordinate with outside agencies, and help within the school environment with curriculum topics like Social Emotional Learning and Social Responsibility.



Secondary Schools/High schools: have dedicated counselling offices where students can drop in or book academic, personal, or career support appointments.

At Elementary schools: counsellors are often shared or assigned to specific days of the week per school. You can find out what days a counsellor is on-site by checking your school's newsletter or asking the front office staff.



Please note that although DPAC is considered a Partner Group and listed on [Comox Valley Schools site](#), all DPAC & PAC positions are 100% volunteer roles. Please allow for volunteer parent capacity when communicating.

District Parent Advisory Council:

What is DPAC?

DPAC stands for District Parent Advisory Council. SD71 DPAC is the district-wide voice for parents and caregivers in Comox Valley Schools and an important education partner of School District 71.

What does DPAC do?

DPAC works to strengthen the parent voice in public education and advocate for students and families across the District. Each school's Parent Advisory Council (PAC) has the opportunity to be represented at DPAC. Under the B.C. School Act, PAC bylaws must include a process for electing a DPAC representative, and each PAC may elect one member annually to represent it at the District Parent Advisory Council. Working with the District DPAC is actively involved in the work of SD71. DPAC representatives participate on District committees and working groups, attend public Board of Education meetings, and meet regularly with senior District leadership. These opportunities allow DPAC to bring parent and caregiver perspectives into district-level conversations, share concerns and experiences from school communities, ask questions, and advocate for the needs of students and families. DPAC also provides advice to the Board of Education.

What is the background of DPAC?

Under the B.C. School Act, a DPAC may advise the Board on any matter relating to education in the school district. Parent Education & Information Parent education is an important part of DPAC's work. SD71 DPAC is committed to helping parents and caregivers understand the public education system, navigate SD71 and have the information they need to participate meaningfully in their child's education. Throughout the year, DPAC provides opportunities for learning through meetings, presentations, guest speakers, resources and information sharing. Topics may include student safety and well-being, inclusive education, learning supports, internet safety, health and well-being, District programs and services, policies and procedures, advocacy, and other issues affecting students and families.

How can DPAC help me?

DPAC can help parents and caregivers find information, understand District processes and determine where to start when they have a question or concern. DPAC does not replace school administration or the District's formal complaint or appeal processes, but can help families understand and navigate those systems. You don't need to be a PAC executive member to connect with DPAC. All SD71 parents and caregivers are welcome to attend DPAC meetings, access parent-education opportunities and resources, ask questions, and stay informed about what is happening across the District.

How do I contact DPAC?

Questions or need help navigating SD71? Our email is: dpac@sd71.bc.ca



The BC School Act maps out the roles and scope of PACs and DPAC.

Parent Advisory Councils (PACs):

All parents/caregivers and legal guardians of a student are considered members of the PAC under the BC School Act. In order to qualify for the BC Gaming Grant (roughly \$20 a student), PACs form individual councils to qualify for the grant, to enhance their schools through fundraising initiatives, and to advise their school administration through collaboration. Specific points for PACs to collaborate include: School Growth Plans, school Codes of Conduct, and supporting school spirit and activities with their volunteer populations.

What is a PAC?

A PAC (Parent Advisory Council) is the official collective voice of the parents of a particular school's student community as constituted by the BC School Act.

The PAC should:

- Provide input to the school through a direct channel to administration;
- Learn about (and participate in) school-based activities;
- Advocate for all students of the school community.
- There can only be one PAC per school.

PACs are not:

- A social club;
- are not the forum to discuss individual student or staff issues.

There is a provincial-level PAC known as [BCCPAC](#) for provincial-level issues.



Question: How do I know where to find the right person to help me?

Answer: Your question may be multi-layered and complex and require multiple people and departments to find the right & helpful resolution. We are here to help as fellow parents and volunteers with lived experience navigating the system as well.



Stay Connected: Family Checklist



Emergency Contacts: Choose people who keep their devices on, consider strategy for logistical travel (crossing bridges, barriers, etc) make sure your contacts know to bring ID if they are picking up children from school.



Media Consent Form: Signing this form allows your child's image to be on social media.



Allergies: Communicate with the school the severity and nature of allergies to be added to MyEd. Update the school if allergies worsen or lessen.



Epi-Pen: Keep an epi-pen at school for your child if required and communicate instructions for usage (e.g. student keeps with them vs. adult needs to administer)



Medications: Indicate the dosage, time of day for administering, whether the child should self-administer, and who to contact for questions.



Provide any family law orders to the school to keep on file and arrange a meeting to discuss any requirements as needed.



IEPs: Reach out to your LST to meet in the late summer or fall for connection, updates and planning.



Technology Form: Each school varies in the approach and policy to PDD (personal digital devices); reach out to your school for more information.



Field Trip Form/s: Each form varies by risk associated with the activity.



Criminal Record Check: To volunteer with children in the schools, a quick and free criminal record check must be completed.



Driver's Abstract: Field trip bussing for schools and classes costs hundreds of dollars. Send in your driver's abstract to volunteer to drive and increase the number of field trips your students can attend. Quick link here: [ICBC Link](#)  [Driver's Abstract](#)



BC Services Card/Care Card Number: This number will go on most field trip forms, have it nearby to save time.



All schools will send out details about these processes at the start of the school year.

