
BRIEFING NOTE

To: Board of Education

Prepared By: Dave Eberwein
Superintendent of Schools

Subject: Administrative Procedure Updates – Sept2025

Date: September 10, 2025

BACKGROUND

Policy 14 – Role of Superintendent specifies how the Superintendent is to manage and keep current, all district Administrative Procedures (APs). Specifically, sections 4.2, 4.3 and 4.4 outline these expectations:

Policy 14.4

2. *Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.*
3. *Appropriately involves individuals and groups in the Administrative Procedures development process.*
4. *Ensures system adherence to Policies and Administrative Procedures.*

Policy 6 – Policy Making and Review specifies how the Superintendent must inform the Board of any new administrative procedure or any substantive change to an existing one. In particular:

Policy 6 Section 11

The Superintendent must inform the Board as soon as practicable of any new administrative procedure or substantive changes to administrative procedures as an information item in a Board agenda.

After review by the Executive Team, several APs were identified for review as they were:

- out of alignment with current practice,
- not fully aligned with Board policy, or
- requiring updating or creation to ensure consistent practice.

NEW / SUBSTANTIALLY CHANGED ADMINISTRATIVE PROCEDURES

AP252 – Challenge of Learning Resources

UPDATED

- The overall intention of this AP has not changed – which is to provide residents, parents/guardians, or employees with guidelines on how to challenge a current learning resource. The existing AP was not clear in this regard.

- The existing AP also does not align with current practice on how to file a complaint. Board Policy (*Bylaw 16*) states that 'The Board generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises'. *AP152 – Complaints Regarding Personnel, Programs or Procedures* specifies that complaints are best dealt with 'as near to the source of the complaint as possible' and 'should the concern be the result of an action or decision of an employee, the complainant is encouraged to discuss the issue with that employee'. Classroom concerns are often, but not always, initially discussed with a teacher. This updated AP now reflects this expectation.
- The updated AP also allows for the Superintendent to have discretion as to whether the learning resource should be temporarily withdrawn from use prior to the consideration of its appropriateness. The current AP requires the Superintendent to automatically withdraw the learning resource being questioned before any review is conducted. This could result in any learning resource being immediately withdrawn even before a review is considered or conducted.
- The updated AP now identifies that the Superintendent will communicate to the complainant once a determination about the learning resource has been made.
- A new *Application for Reconsideration of Learning Resource – Form 252-1* has been created providing the complainant with a consistent and clear understanding of what is required to file a complaint.

AP345 – Student Use of Personal Digital Devices

UPDATED

- This updated AP now aligns language between middle and secondary schools on when and how digital devices will be used by students at school.

AP560 – Student Bus Transportation Services

UPDATED

- The existing definitions for Priority 2 and Priority 3 riders did not accurately align with *Policy 21 – Student Transportation*.
- Updated language now correctly identifies Priority 2 riders as being those students attending a district program at a school that is not their catchment school. The previous language did not include "at a school that is not their catchment school."
- Updated language now correctly identifies Priority 3 riders as being those students who are not Priority 1 or Priority 2. Previous language stated that Priority 3 riders are those who are not Priority 1 and who attend a school of choice.

Respectfully submitted,



Dave Eberwein
Superintendent of Schools

AAP 252 - CHALLENGE OF LEARNING RESOURCES

Formatted: Font: 16 pt, Bold

Formatted: Font: 16 pt, Bold

Background

While every effort will be made to ensure the high quality of learning resources chosen in accordance with [Administrative Procedure 251 - Selection of Learning Resources](#), there may be times when the value of a specific resource may be questioned. This Administrative Procedure allows for the inclusion of the opinions of those persons in the schools and the community who are not directly involved in the selection process.

Any resident, parent / guardian of a child in the District, or employee may formally challenge learning resources used in the District's educational program on the basis of appropriateness.

Procedures

1. In the event a controversy arises over prescribed instructional materials, the Superintendent approves the following process:

- 1.1. That no parent or group of parents has the right to determine the print or non-print resources for students other than their own children.

- 1.2. The Superintendent District does, however, recognize the right of an individual parent / guardian to request that their child not have access to print or non-print resources, provided a written request is made.

- 1.2.1.3. Any parent / guardian concern over resources should be shared with the teacher and, if unresolved, then with the Principal. Any community concern or concern from an employee should be directed to the Principal.

- 1.3. Any complainant whose parent who concern remains unresolved after meeting with the Principal, may choose to submit an Application for Reconsideration of Learning Resource (Form 252-1) to the Superintendent's office. wishes to request reconsideration of the use of any print or non-print resource in the school must make such a request to the Superintendent.

~~That the final decision for controversial print or non-print resources shall rest with the Superintendent after careful examination and discussion of the print or non-print resources with school officials or anyone else the Superintendent may wish to involve.~~

Formatted: Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.55"

2. In the event a controversy arises over school or district-based learning resource materials, the Principal shall follow these procedures:

2.1. Receive the concerns but make no commitments to the learning resource's usage.

2.2. Invite the complainant to file ~~objections~~their concerns in writing, using the approved Application for Reconsideration of Learning Resource (Form 252-1).

2.3. Meet with the complainant to attempt to resolve the concern.

2.2.2.4. Should the complainant feel that their concerns have not been adequately resolved, they may choose to submit Form 252-1 to the office of the Superintendent.

3. Upon receiving Form 252-1 from a complainant, the Superintendent will decide if the resource should be temporarily withdrawn from use prior to the consideration of its appropriateness. Temporarily withdraw the material pending a decision of the local school committee:

2.3:

3.1. Upon direction from the Superintendent, tThe Principal shall meet with the local school Resource Review Ccommittee (appointed by the Principal) ~~to which will~~ serve in an advisory capacity. This committee shall include:

3.1.1. ~~shall include~~ the Principal,

3.1.2. ~~the~~ Teacher-Librarian, and

3.1.3. ~~a p~~Parent / guardian s who are representative ~~representative of from~~ the whole school community.

2.4. This committee will:

2.4.1. ~~Review the resource referenced;~~

2.4.2. ~~Check general acceptance of the materials;~~

2.4.3. ~~Weigh values and faults against each other and form opinions based on the material as a whole;~~

3.2. MeetThe Committee will meet to discuss the material resource and to prepare a written report on its appropriateness. The committee will:

3.2.1. Review the Learning Resource,

3.2.2. Check the general acceptance of the resource,

3.2.3. Consider any values and concerns of the resource, and

Formatted

Formatted: Indent: Left: 0.55", No bullets or numbering

Formatted: Tab stops: Not at 1"

3.2.4. Form opinions based on the resource as a whole.

Formatted

2.4.4. — The Principal will retain a copy of the report at the school as well as file a copy of the report with the Superintendent. The Principal will meet with the Superintendent to discuss the report.

Formatted

3.3. File a copy of the report in the school and administrative offices, and inform the Superintendent. The final decision for the Learning Resource shall rest with the Superintendent after their careful examination of the report and discussion with any school officials or others whom the Superintendent may choose to involve.

3.4. The Superintendent will inform the complainant of the final decision.

2.4.5. —

Formatted

Reference: Sections 7, 8, 17, 20, 22, 65, 85 School Act
Copyright Act
Ministerial Order 333/99 Education Program Guide Order
B.C. Ministry of Education and Childcare Learning Resources Policy July 1, 2017
[Focused Education Resources, Evaluation Services](#) ERAC Evaluating, Selecting and Acquiring Learning Resources: A Guide

Approved: November 2020

Revised: September 2025



Application for Reconsideration of Learning Resource (Form 252-1)

The following form shall be used when filing a formal complaint of a print or non-print learning resource on the basis of its appropriateness. This form can be used by a resident, parent/guardian of a child in the District, or employee.

Title of Learning Resource: _____

Details of Resource (author, publisher, producer, etc.): _____

Applicant's Name: _____

Address: _____

City: _____

Email: _____

Telephone: _____

Applicant Represents:

1. Themselves: ☐
2. Parent / guardian of a child: ☐
 - Child's name: _____
 - Child's school: _____
3. Other: please specify: _____

Please provide fulsome answers to the following questions:

1. To what in the material do you object? Please be specific (e.g. pictures, captions, statements). Indicate resource locations where applicable.

2. What do you feel might be the effect on students who may read, view or listen to this material?

3. Did you read, view or listen to the entirety of this learning resource? Yes ☐ No ☐

If NO, what parts did you read, view or listen to?

4. How is the material being used in the classroom?

5. What do you believe is the message in the material?

6. Is there anything recommendable about the material?

7. For what age group would you recommend the material?

8. Please indicate if you are aware of any professional judgements of this material.

9. What would you like your school to do about the material?

☐ Do not assign it to my child

☐ Have the school Resource Review Committee re-evaluate the resource

10. What material would you recommend the school consider to better convey the content this resource is attempting to present?

Signature of Applicant

Date

AP 345 – STUDENT USE OF PERSONAL DIGITAL DEVICES

Background

The District believes that students learn best when they are in an environment that supports learning and limits distractions. This administrative procedure follows the expectations as described in the Provincial Standards for Codes of Conduct Order, requiring district [Codes of Conduct](#) to outline the use and restrictions of personal digital devices. It provides consistency in restricting student personal digital device use at school, particularly during instructional times, or learning related activities.

The District also recognizes the capacity with new and future technologies to create opportunities for constructive applications that can aid instruction and learning.

The use of these technologies will or must be balanced by requirements for safety, security, and privacy for students and staff. The restricted use of student personal digital devices creates the necessary space for focused learning and positive interpersonal connections in the classroom with fewer distractions and interruptions.

Student use of personal digital devices will be at the discretion of supervising staff. This regulated and supervised approach helps foster healthy digital citizenship while increasing student online safety. Non-compliance with this Administrative Procedure may result in progressive discipline as outlined in the [Code of Conduct](#) - Interventions and Supports.

The security and storage of personal digital devices is the sole responsibility of the owner/user. The district assumes no responsibility for the safety, security, loss, repair or replacement of these devices.

Personal Digital Device: Refers to any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, a tablet, smart watches, gaming devices, and electronic toys, and includes the use of earbuds and headphones.

Procedures

Use of Personal Digital Devices

The use of personal digital devices should be appropriate to a student's age and developmental stage. Elementary school codes of conduct take a more restrictive approach, while middle and secondary schools allow for some flexibility and teacher agency in using personal digital devices for educational purposes.

- Elementary Schools: Little or no use of personal digital devices.
- Middle Schools: The use of personal digital devices is only permitted by invitation from a staff member to meet the learning needs within the classroom.
- Secondary Schools: The use of personal digital devices is only permitted by invitation from a staff member to meet the learning needs within the classroom.
The use of personal digital devices is only permitted by invitation from a staff member to meet the learning needs within the classroom.

Detailed guidelines regarding the limited use of personal digital devices during instructional hours can be found in the Elementary, Middle, and Secondary Codes of Conduct.

Accessibility and Accommodation Needs

Personal digital devices may be used to support students with disabilities or diverse abilities as outlined in students' support plans or Individual Education Plans. This includes the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy

Medical and Health Needs

Personal digital devices may be used to support medical necessities, such as monitoring blood glucose levels for a student with diabetes.

Equity to Support Learning Outcomes

Considerations will be made to ensure personal digital device restrictions do not disproportionately impact some students more than others. For example, computer or cell phone access facilitated by the school district to support students who do not have access to the internet outside of school and who therefore might use technology at school to complete schoolwork.

Digital Literacy

While we recognize the importance of setting restrictions on the use of personal digital devices within our school district, it is essential to emphasize that we still have the responsibility of teaching.

Digital Literacy and Online Safety

Digital Literacy is a critical skill in today's technology-driven world. We aim to empower our students to be responsible, informed, and ethical digital citizens. By integrating technology into classroom practice and providing opportunities for its use, we equip our learners with skills that encourage productivity, creativity, critical thinking, and collaboration.

Admin Procedure 560 – Student Bus Transportation Services

Background

The District operates student bus transportation services that prioritize transportation for students travelling to their nearest regular program catchment school, taking into consideration supporting student educational needs, active transportation, student safety, system efficiency, financial accountability and provincial legislation.

Procedures

1. Registration for bus transportation will be prioritized as follows:
 1. Priority 1 - Students prioritized for bus transportation per Policy 21 (Student Transportation) Guiding Principles 1 to 5.
 2. Priority 2 (Courtesy Rider) - Students who are not priority 1 and who attend a District Program **at a school that is not their catchment school.**
 3. ~~Priority 3 (Courtesy Rider) - Students who are not priority 1 (Courtesy Rider) and who attend a school of choice.~~ **Students who are not priority 1 or 2.**
2. For the purpose of this administrative procedure and Policy 21 (Student Transportation), a District Program is defined as either the French Immersion program or the International Baccalaureate (IB) program.
3. As the transportation system is established to provide optimal service for Priority 1 riders, transportation routes and bus stops will not be altered to enhance service for Priority 2 or Priority 3 riders.
4. Application and Registration for Bus Service
 1. The application deadline for bus transportation services for the subsequent school year is May 31.
 2. Registrations for bus service for applications received prior to May 31 will occur as follows:
 1. Applications for Priority 1 riders will be processed and registered for bus services, except where limited by transportation system capacity. Where capacity is limited, applications will be prioritized on a furthest distance basis.
 2. Waitlisted Priority 1 applications received prior to May 31 will be prioritized ahead of Priority 2 and Priority 3 applications and all applications received after May 31.
 3. Priority 2 applications received prior to May 31 will be processed after June 30, but will be prioritized ahead of Priority 2 applications received between June 1 and June 30.
 4. Priority 3 applications will be processed after August 1 and will be prioritized ahead of Priority 3 applications received after May 31.

3. Registrations for bus service for applications received between June 1 and June 30 will occur as follows:
 1. Applications for bus services received between June 1 and June 30 will be processed only following the processing of all applications received prior to May 31.
 2. Applications for Priority 1 riders will be processed and registered for bus services first, except where limited by transportation system capacity. Where capacity is limited, applications will be prioritized on a furthest distance basis.
 3. Waitlisted Priority 1 applications received between June 1 and June 30 will be prioritized ahead of Priority 2 applications received prior to June 30, Priority 3 applications and all applications received after June 30.
 4. Following the processing of all applications for Priority 1 riders, applications for Priority 2 riders will be processed and registered for bus services, except where the capacity of requested routes have been reached. All Priority 2 applications received prior to May 31 will be processed before Priority 2 applications received between June 1 and June 30. Where capacity is limited, applications will be prioritized on a furthest distance basis.
 5. Waitlisted Priority 1 and Priority 2 applications received between June 1 and June 30 will be prioritized ahead of all applications received after June 30.
 6. Priority 3 applications will be processed after August 1st and will be prioritized ahead of Priority 3 applications received after June 30.
4. Registration for bus service for applications received between July 1 and July 31 will occur as follows:
 1. Applications for Priority 1 and Priority 2 riders will be processed and registered for service or waitlisted (where route capacity is reached) on a first come first service basis.
 2. Priority 3 applications will be processed after August 1st
5. After August 1, Priority 3 applications received prior to August 1 will be processed in the following order:
 1. Applications received prior to May 31. Where capacity is limited, applications will be prioritized on a furthest distance basis.
 2. Applications received between June 1 and June 30. Where capacity is limited, applications will be prioritized on a furthest distance basis.
 3. Applications received after June 30. Where capacity is limited, applications will be prioritized on a furthest distance basis.

6. Registration for bus service for applications received on or after August 1 will occur as follows:
 1. Registrations for bus services received on or after August 1 will be processed only following the completion of registration steps 4.2 to 4.5 as outlined above.
 2. Applications for Priority 1, Priority 2, and Priority 3 riders will be processed and registered for service or waitlisted (where route capacity is reached) on a first come first service basis.
 3. Applications received on or after August 1 may not be processed prior to school start-up.
5. In order to establish an efficient and effective student transportation system that serves as many students as possible:
 1. Only registered riders may use the bus transportation service.
 2. Riders will be issued bus passes and will be required to produce, scan or tap them when getting on and off the bus.
 3. The bus transportation system will transport students to the bus stop assigned to the student's home address(es), or to a designated after school childcare program approved by Transportation Department. Students will not be transported to an alternate location such as for extracurricular activities.
 4. In order to maintain registration for bus service on a route that is at capacity, registered riders must ride the bus for a minimum of 35% of school days each month, except in exceptional circumstances.
 5. In order to maintain registration for bus service, registered riders must comply with the School Bus Riders Code of Conduct.
6. A registration fee will apply to all riders. A late registration fee will apply to registrations received after May 31, with exceptions for Kindergarten registrations and other students enrolling in a district school for the first time. Payment of applicable fees is required prior to confirmation of ridership.
7. Transportation Assistance
 1. When the Assistant Superintendent assigns an individual student to a school other than the school designated for their catchment area, the District may provide transportation assistance to parents who provide transportation for their children to and from school.