**CODE:** FULL CAPS

**Administrative Regulations Review - Tips and Instructions**

(Code provided by Manager Policy Development)

**Administrative Regulations**

**EFFECTIVE DATE:** N/A

**ISSUE DATE:** N/A

**REVIEW YEAR:** N/A

**TOPIC:** Title

Title should clearly indicate the subject of the content

(Dates provided by Manager Policy Development)

**OBJECTIVE**

A brief statement of what the administrative regulation is intended to achieve and rationale.

An objective statement helps define the scope of the regulation for the writer – but more importantly, it helps build understanding for the reader and clarity and congruence within the system.

The following are examples of Objective statements:

* To create coherency and consistency across all administrative regulations by articulating the Superintendent of Schools’ requirements for the development and review of administrative regulations. ([CHA.AR – Administrative Regulation Development and Review)](http://www.epsb.ca/ourdistrict/policy/c/cha-ar/)
* To outline the length of term for designation, appointment and assignment to leadership positions.  ([FBA.AR – Designation, Appointment, and Assignment to Leadership Positions](http://www.epsb.ca/ourdistrict/policy/f/fba-ar/))
* To minimize the potential for workplace violence and ensure a consistent approach to addressing any incidents that occur. ([FBEB.AR – Workplace Violence](http://www.epsb.ca/ourdistrict/policy/f/fbeb-ar/))
* To meet the District’s responsibilities for implementing the Public Interest Disclosure (Whistleblower Protection) Act by assigning roles, responsibilities and defining expectations for district procedures that facilitate employees to make confidential disclosures about wrongdoing in a safe setting that is free from reprisal.  ([FBEC.AR – Public Interest Disclosure](http://www.epsb.ca/ourdistrict/policy/f/fbec-ar/) (Whistleblower Protection))
* To articulate the Superintendent of Schools’ requirements for the organization, supervision, documentation and approval of field trips to ensure a focus on student learning outcomes and the safety of students.  ([GICA.AR – Field Trips](http://www.epsb.ca/ourdistrict/policy/g/gica-ar/))

**DEFINITIONS (as needed, remove heading if not necessary)**

Explanation of abbreviations, acronyms and definitions of terminology used necessary for the understanding of the administrative regulation. **Bold** the term being defined within the explanation or at the beginning of the description as appropriate.

For example, the following definitions have been taken from Administrative Regulation CHA.AR – Administrative Regulation Development and Review and are necessary for the understanding of the administrative regulation and this review process:

**Administrative Regulations**are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy, the District Vision and Mission, and the effective operation of the District.

Policy **Sponsor**is the District Support Team member assigned by the Superintendent of Schools with the overall responsibility for development, review or revision of a policy. The District Support Team is comprised of the Superintendent of Schools, Assistant Superintendents, Executive Directors and Directors reporting directly to the Superintendent of Schools. 

**Manager**Policy Development is an individual designated to oversee the implementation of Board Policy CH.BP – Framework for Policy Development and Review. The Manager also provides oversight for the development of administrative regulations on behalf of the Superintendent of Schools.  

Administrative Regulation **Development Lead**is an individual assigned through the Sponsor to lead the development, review or revision of a specific policy.

Definitions may or may not be necessary for understanding of an administrative regulation.

Only provide definitions of words, acronyms and education or technical terminology used, necessary to the understanding of the administrative regulation. Technical terms or words with unique meaning to educators may not be commonly understood by the average person or non-educator (parents and non-certificated staff).

When using terminology already defined elsewhere in board policy or other administrative regulations, use the same definition and provide a reference. For example, “wellness” is defined in Board Policy AEBB.BP – Wellness of Students and Staff which provides a more in-depth explanation of wellness and how it is addressed in the District. The definition is used again in draft Board Policy FA.BP – Human Resources Framework and refers back to AEBB.BP.

**Wellness** is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables individuals to reach their full potential. (as defined in Board Policy AEBB.BP – Wellness of Students and Staff)

**RESPONSIBILITY (as needed, remove heading if not necessary)**

Statements assigning specific responsibility for implementing aspects of the administrative regulation to named positions or organizational units within the District.

Not all administrative regulations require a responsibility section. For example, if the administrative regulation documents a single process to be followed, responsibility can be addressed more naturally within the regulation.

Administrative regulations that require coordination of multiple processes and cross department boundaries benefit from having clear lines of authority and responsibility delineated. This helps to clarify our organizational structure and ensure that all parties know and understand their role in supporting implementation of the intent of the administrative regulation.

TIP: All named departments or specific positions should be part of the development team or at minimum consulted with respect to the administrative regulation.

**REGULATION**

Statements providing the Superintendent of Schools’ specific direction, outcomes or results to be achieved by the administrative regulation and by which department or position.

Statements may provide broad guidelines where discretion may be used or may be prescriptive when there is an expectation of conformity of district practice and consistent procedure. The use of the words:

* “may” in a regulation indicates a discretionary guideline and
* “shall” indicates a non-discretionary directive.

The numbering convention shall be:

1. FRUIT (Section titles in full capitals not-bolded are only used when necessary to group related expectations in the regulation for clarity and readability).
2. Citrus fruit is…..
3. Orange …
4. Navel orange…

If a section title is not necessary, begin with:

1. Citrus fruit is
2. Orange …
3. Navel orange…

* Bullets may be used when the order of the items do not matter.

Formatting will be checked by Lisa, so do not spend too much time on this item.

1. DOCUMENT FORMATTING
2. Template margins are moderate:
3. Top: 1”
4. Bottom: 1”
5. Left: 0.75”
6. Right: 0.75”
7. Page numbers should be in the footer, right aligned, format Page # of # in Arial, 8 point font.
8. Text should be aligned left, not justified.
9. Text should be single spaced with double spacing between paragraphs and sections.
10. When referring to a specific item or group within the District, nouns should start with a capital, e.g. District, Administration, Superintendent of Schools, Assistant Superintendent of Schools, Board of Trustees. When referring in general to boards, trustees, administration duties, and school districts, these nouns should not start with a capital.
11. Font sizes are:
12. **Template Headings: Arial, Bold, 10 point font, ALL CAPITALS**
13. Body text: Times New Roman 12 point font
14. DOCUMENT EXEMPLARS

The following links to recently approved administrative regulations on the District website are examples of the correct template format and provide sample objective, definition and responsibility statements.

* FBEC.AR - [Public Interest Disclosure (Whistleblower Protection)](http://www.epsb.ca/ourdistrict/policy/f/fbec-ar/)
* GICA.BP - [Field Trips](http://www.epsb.ca/ourdistrict/policy/g/gica-ar/)
* GGAD.AR - [Knowledge and Employability (K&E) Courses](http://www.epsb.ca/ourdistrict/policy/g/ggad-ar/)

1. OTHER TIPS AND CONSIDERATIONS

* Be specific as to which department or position is responsible for each task. Vague statements such as “the District will do xyz” are not appropriate as there is no accountability assigned.
* Avoid references to one time only events/tasks or future developments that once done no longer need to be mentioned in the regulation.
* Are steps/ tasks specified in an appropriate sequence?
* Is the task or requirement clearly articulated/communicated for the reader to understand what is expected?
* Are the key requirements from the parent policy/ies addressed in the administrative regulation?
* Are there any legislated requirements that must be addressed in the administrative regulation.

**REFERENCES**

Include a listing of references (with hyperlinks) pertinent to the understanding of the administrative regulation such as legislation, board policies and other administrative regulations.

As well, links to other resource materials, documents, and procedures that can be accessed from an external or internal website can be included. For example, administrative regulation GICA.AR – Field Trips has a link in the Reference section to a *Field Trip Form* which is housed on the District Support Services website.

* List internal references first (policies and administrative regulations, other written references)
* When listing related board policies and administrative regulations, each board policy should be followed by the corresponding administrative regulation in alphabetic order
* Reference legislation in the following format: *Title* s. 1(1)(a)(i). For example, *School Act* s. 60(1)(b).
* When the *School Act* is referenced provide the equivalent section references for the *Education Act.*
* The full title of an internal document housed on a department website should be included and the hyperlink. (Contact [Lisa.Boston@epsb.ca](mailto:Lisa.Boston@epsb.ca) for assistance.)

If you need a *word* version of a current administrative regulation for revisions, please contact [Lisa.Boston@epsb.ca](mailto:Lisa.Boston@epsb.ca)