

SECRETARY TREASURER ROLE AND EVALUATION

The Secretary Treasurer is the Chief Financial Officer and Corporate Secretary of the Board in accordance with the School Act and corresponding regulations. In accordance with the District's dual authority model, the Secretary Treasurer reports directly to the Board of Education. Areas of assigned responsibility include: overall fiscal management including but not restricted to operating and capital budget preparation, implementation and reporting. Other areas of assigned supervisory responsibility include: facilities/maintenance, transportation, grounds, and custodial.

Specific Areas of Responsibility

1. Secretary Treasurer/Board Relations

- 1.1 Establish and maintain positive, professional working relationships with the Board.
- 1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.
- 1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.
- 1.4 Organize, as required, Trustee elections and referenda in accordance with the School Act and the Local Government Act.
- 1.5 Perform such other duties as are assigned by the Board from time to time.

2. Fiscal Accountability

- 2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.
- 2.2 Ensure Board assignments, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.
- 2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statutes, and Ministry mandates.
- 2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.

- 2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.
- 2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.
- 2.7 Develop recommended short-term and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.
- 2.8 Ensure any deficiencies identified in the audit report and management letter are remediated in a timely manner and follow up reports that document the status of deficiencies and remediation efforts are provided to the Board.

3. Human Resources/Labour Relations

- 3.1 Provide supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.
- 3.2 Act as the lead negotiator for support staff agreements.
- 3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the CUPE 4165 Collective Agreement and which maintain the integrity of the District.
- 3.4 Provide advice to principals and managers concerning the implementation, interpretation or administration of the support staff collective agreements and related labour legislation.
- 3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements (CFTA, CUPE) personal services contracts comply with BCPSEA policies and directives.

4. Organizational Management

- 4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates, community partnerships and timelines, including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other corporate documents.
- 4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

5. Leadership Practices

- 5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.
- 5.2 Work effectively with all District staff to make the Board's will a reality and to develop and maintain a positive productive work environment in the District.

- 5.3 Work effectively in the District's dual authority structure resulting in strong support for Board direction.
 - 5.4 Develop positive working relationships with other members of District senior management and employee groups.
 - 5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests in the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school Districts.
6. Communications and Community Relations
- 6.1 Take appropriate actions to ensure positive external and internal communication are developed and maintained within areas of assigned responsibility.
7. Strategic Planning and Reporting
- 7.1 Ensure the budget is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making to support strategic priorities.
8. Policy and Administrative Procedures
- 8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and of administrative procedures within areas of assigned responsibility.
9. Transportation
- 9.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour while being transported to or from school programs on transportation provided by the District.
 - 9.2 Ensure student transportation is provided with due regard for safety, efficiency and length of ride.
10. Facilities
- 10.1 Ensure facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program need.

Legal Reference: Section 22, 85 School Act

SECRETARY TREASURER EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

Provides for accountability, growth, and the strengthening of the relationship between the Board and the Secretary Treasurer. The written evaluation report shall affirm specific accomplishments and identify growth areas where applicable. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the District's environment.

1. Provides for an annual written evaluation of the Secretary Treasurer's performance.
2. Recognizes that the Secretary Treasurer is also held accountable for work performed primarily by staff who report to the Secretary Treasurer.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators (QI), which describe expectations in regard to each assigned role expectation (RE).
4. Is aligned with and based upon the Secretary Treasurer's roles and responsibilities.
5. Is aligned with the District's Strategic Plan and the key results contained therein.
6. Sets out standards of performance. The quality indicators (QI) in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the Secretary Treasurer's success in addressing growth areas identified in the previous evaluation.
8. Uses multiple data sources.
9. Elicits evidence to support subjective assessments.
10. Ensures Board feedback is provided regularly. Such feedback normally will be provided annually and will focus on areas over which the Secretary Treasurer has authority.

The Secretary Treasurer will maintain an electronic evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide evidence that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to these quality indicators.

The Board and the Secretary Treasurer will be present during the facilitated evaluation session. The Secretary Treasurer will ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Secretary Treasurer will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor. An internal report is one that comes through the Secretary Treasurer. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Secretary Treasurer/Board Relations.

During the evaluation workshop, a written evaluation report will be facilitated by the external consultant, which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
- Identification of any growth goals if deemed appropriate for the coming year; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the corporate Board position. This report will be approved by Board motion. The actual report is a confidential document. A copy signed by the Board will be provided to the Secretary Treasurer and a second signed copy will be placed in the Secretary Treasurer's personnel file held by the District.

Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing selected staff who work closely with the Secretary Treasurer, those who report directly to the Secretary Treasurer on the Board approved organizational chart. Leadership practices will normally be assessed once in a Board term of office as determined by the Board.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Secretary Treasurer the performance expectations held by the Board. This guide is also intended to be used by the Board to evaluate the performance of the Secretary Treasurer in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

Timelines for Evaluations

Evaluations will be conducted annually, commencing with 2019-2020.

Legal Reference: Section 22, 85 School Act

SECRETARY TREASURER PERFORMANCE ASSESSMENT GUIDE

1. Secretary Treasurer/Board Relations

Role Expectations:

- RE 1.1 Establish and maintain positive, professional working relationships with the Board.
- RE 1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.
- RE 1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.
- RE 1.4 Organize, as necessary, Trustee elections and referenda in accordance with the School Act and the Local Government Act.
- RE 1.5 Perform such other duties as are assigned by the Board from time to time.

Quality Indicators relative to Secretary Treasurer/Board Relations:

- QI 1.1 Implements Board decisions with integrity in a timely fashion.
- QI 1.2 Interacts with the Board in an open, honest, proactive and professional manner.
- QI 1.3 In areas of assigned responsibility ensures matters are placed in agendas for Board approval in a timely manner and in such instances provides the Board with balanced, sufficient, concise information and clear recommendations.
- QI 1.4 Ensures Board agendas are prepared and distributed to Trustees in sufficient time to allow for appropriate Trustee preparation for Board meetings.
- QI 1.5 Keeps the Board informed on sensitive issues within areas of assigned responsibility in a timely manner.

2. Fiscal Accountability

Role Expectations:

- RE 2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.
- RE 2.2 Ensure Board assignments, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.

- RE 2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statutes, and Ministry mandates.
- RE 2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.
- RE 2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.
- RE 2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.
- RE 2.7 Develop recommended short- and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.

Quality Indicators relative to Fiscal Accountability:

- QI 2.1 Ensures Public Sector Accounting Board (PSAB) accounting principles are being followed.
- QI 2.2 Adequate internal financial controls exist and are being followed.
- QI 2.3 All collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 2.4 Internal audits of school-based funds are conducted in a timely manner.
- QI 2.5 Provides the Board with quarterly fiscal accountability reports in a format acceptable to the Board including variances, projections, accumulated surpluses, and fiscal issues.
- QI 2.6 Reviews expenditures to ensure continuous improvement in terms of value for money.
- QI 2.7 Any deficiencies identified in the audit report and management letter are remediated in a timely manner and a follow up report that documents the status of deficiencies and remediation efforts is provided to the Board.
- QI 2.8 The Board is informed immediately regarding any litigation brought by or against the District.

3. Human Resources/Labour Relations

Role Expectations:

- RE 3.1 Provide supervisory oversight, coordination, and support for all staff under the direction of the Secretary Treasurer.
- RE 3.2 Act as the lead negotiator for support staff agreements.

- RE 3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the CUPE 4165 Collective Agreement and maintain the integrity of the District.
- RE 3.4 Provide advice to principals and managers concerning the implementation, interpretation or administration of the support staff collective agreements and related labour legislation.
- RE 3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements and employment contracts comply with BCPSEA policies and directives.

Quality Indicators relative to Human Resources/Labour Relations:

- QI 3.1 Works effectively with other District Human Resources personnel to ensure the CUPE 4165 Collective Agreement is interpreted and applied as negotiated.
- QI 3.2 Collective agreements and employment contracts comply with BCPSEA policies and directives.
- QI 3.3 Develops and effectively implements high quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes within areas of assigned responsibility.

4. Organizational Management

Role Expectations:

- RE 4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates and timelines including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other corporate documents.
- RE 4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

Quality Indicators relative to Organizational Management:

- QI 4.1 The District is in compliance with Ministerial and Board mandates and timelines.
- QI 4.2 The District is in compliance with Occupational Health and Safety standards.

5. Leadership Practices

Role Expectations:

- RE 5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.
- RE 5.2 Work effectively with all District staff to develop and maintain a positive productive work environment in the District.
- RE 5.3 Work effectively in the District's dual authority structure resulting in strong support for Board direction.
- RE 5.4 Develop positive working relationships with other members of District senior management and employee groups.
- RE 5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests with the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school districts.

Quality Indicators relative to Leadership Practices:

- QI 5.1 Provides clear direction to those within areas of assigned responsibility.
- QI 5.2 Provides effective leadership.
- QI 5.3 Establishes and maintains positive, professional working relationships with Staff.
- QI 5.4 Unites people toward achieving District/department goals.
- QI 5.5 Is trusted by staff.
- QI 5.6 Effectively solves problems.

6. Communications and Community Relations

Role Expectations:

- RE 6.1 Take appropriate actions to ensure positive external and internal communications are developed and maintained within areas of assigned responsibility.

Quality Indicators relative to Communications & Community Relations:

- QI 6.1 Represents the District in a positive, professional manner which maintains or enhances the public image of the District.
- QI 6.2 Manages conflict effectively.
- QI 6.3 Interacts with the Ministry of Education officials in a productive manner resulting in a positive professional working relationship between the District and the Ministry.
- QI 6.4 Effectively acts as or designates the Freedom of Information and Protection of Privacy Act (FIPPA) Head for the District.
- QI 6.5 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.

7. Strategic Planning and Reporting

Role Expectations:

- RE 7.1 Ensure the budget to support strategic priorities is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making.

Quality Indicators relative to Strategic Planning and Reporting:

- QI 7.1 In areas of assigned responsibility ensure performance indicators approved by the Board are achieved.
- QI 7.2 Ensure strategic priorities approved by the Board are addressed within the Board approved budget.

8. Policy and Administrative Procedures

Role Expectations:

- RE 8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and administrative procedures within areas of responsibility.

Quality Indicators relative to Policy & Administrative Procedures:

- QI 8.1 Appropriately involves individuals and groups in the administrative procedures and policy development and review processes.
- QI 8.2 Ensures system adherence to policies and administrative procedures within areas of assigned responsibilities.
- QI 8.3 Demonstrates a knowledge of and respect for the Board's responsibility and role in policy processes.

9. Transportation

Role Expectations:

- RE 9.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours while being transported to or from school programs on transportation provided by the District.

Quality Indicators relative to Transportation:

- QI 9.1 Annually provides the Board with a transportation accountability report focused on student safety, fiscal efficiency, client satisfaction and length of ride.

10. Facilities

Role Expectations:

- RE 10.1 Ensure facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program needs.

Quality Indicators relative to Facilities:

- QI 10.1 Facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.
- QI 10.2 Provides an analysis of incident reports related to student injuries and insurance claims including but not restricted to those involving facilities.
- QI 10.3 Annually provides the Board with a facilities report including maintenance accountability report focused on student safety, fiscal efficiency, accommodation of students and programs.

Legal Reference: Section 22, 85 School Act

INTERVIEW GUIDE

SECRETARY TREASURER LEADERSHIP PRACTICES

Perceptions of selected supervised staff and selected co-workers:

Please cite evidence to support or refute each of the following:

- 1.1 The Secretary Treasurer provides clear direction
 - 1.2 The Secretary Treasurer provides effective leadership in areas of assigned responsibility
 - 1.3 The Secretary Treasurer establishes and maintains positive, professional working relationships with staff
 - 1.4 The Secretary Treasurer unites people toward achieving District /departmental goals
 - 1.5 I trust the Secretary Treasurer
 - 1.6 The Secretary Treasurer effectively solves problems
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2. What does the Secretary Treasurer do, if anything that helps you do your job effectively?
 3. What does the Secretary Treasurer do, if anything, that makes doing your job more difficult to do effectively?

SECRETARY TREASURER ORGANIZATIONAL CHART

The Secretary Treasurer Organizational Chart may be found [here](#).