

Role of the Secretary Treasurer

The Charter Board, consistent with the requirements of the Education Act, will employ an individual who will assume the role and responsibilities of Secretary-Treasurer.

Guidelines

1. The Board will notify the Minister of Education of the appointment and arrange for the bonding of the Secretary-Treasurer in an amount that is reasonable within the context of the financial operation of the school.
2. The Superintendent will work with the Secretary-Treasurer to ensure compliance with all requirements of the Education Act and other duties and responsibilities as deemed necessary by the Board of Directors and the Superintendent. The Secretary-Treasurer is an employee of the Board who reports to the Superintendent.
3. The primary duties and responsibilities will include the following:
 - a. Takes major responsibility and leadership for managing the financial operation of the school.
 - b. Works with the Superintendent to develop the annual school budget and capital plan.
 - c. Ensures accountability for the receipt and expenditure of all funds.
 - d. Regularly monitors the school's financial status to ensure that expenditures are in accordance with the approved budget.
 - e. Maintains up to date financial records.
 - f. Liaises with government and other agencies as required.
 - g. Prepares and provides financial statements and reports to the Board, Superintendent, Revenue Canada, Alberta Education and Alberta Infrastructure and Transportation as required.
 - h. Assumes responsibility for the preparation and administration of payroll, benefits, Alberta Teachers Retirement Fund (ATRF)/Local Authorities Pension Plan (LAPP).
 - i. As the school's primary liaison, prepares and presents all necessary records and documents to support the annual school audit and works with the auditor as required.
 - j. Attends Board meetings as Recording Secretary.
 - k. Performs other duties assigned.

The annual evaluation of the Superintendent shall be conducted in accordance with Attachment A - Secretary Treasurer Evaluation Process

Legal Reference: The Education Act 68

Secretary Treasurer Evaluation Process

The evaluation process:

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board, the Superintendent and the Secretary Treasurer. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.
2. Complies with the contract between the Board and the Secretary Treasurer includes performance evaluation criteria and processes and provision for regular annual written evaluation of the Secretary Treasurer's performance.
3. Highlights the key role of the Secretary Treasurer as the Financial Officer for GVRA to enhance student achievement and success for all children.
4. Recognizes that the Secretary Treasurer is the Financial Officer. The Secretary Treasurer is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. 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 the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence (see Criteria for Evaluations).
6. Meets contractual requirements in that the Secretary Treasurer and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
7. Is aligned with and based upon the Secretary Treasurer's roles and responsibilities. The Board policy is consistent with the evaluation document.
8. Is linked to GVRA's goals. The Strategic Planning and Reporting section directly links the Secretary Treasurer's performance to the Strategic Planning process, which includes these goals.
9. Sets out standards of performance. The quality indicators 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.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Secretary Treasurer's success in addressing identified growth areas. (Initial Process not necessarily applicable)
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and financial data are augmented with subjective data provided in surveys.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.

13. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Secretary Treasurer has authority.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in a Performance Assessment Guide established by the Board of Directors. 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. An external consultant will collect data relative to leadership practices by interviewing all principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Secretary Treasurer on the GVRA’s organizational chart.