

REVIEW OF THE ROLE AND RESPONSIBILITIES OF THE SECRETARY-TREASURER

This review provides the background information on roles and responsibilities of the Secretary-Treasurer in the public education sector in BC and compares to the other western provinces and jurisdictions.

Prepared for
BC Association of School
Business Officials,
December 2016,
prepared by
Lyle Boyce, Retired
Executive Director

Table of Contents

Executive Summary/Key Observations	1
Resulting Organization Chart for a Medium to Large Size School District	2
Purpose	3
Expectations of the Review	3
Approach to Meeting Expectations	3
Summary of Review Work	4
1. Legislative Duties of Secretary-Treasurer	4
2. Sample Board Policy – Duties of Secretary-Treasurer	4
3. Sample Support Staff Collective Agreement	5
4. School District Financial Reporting Guideline	5
5. ASBO International – Skill Set/Skill Dimensions and Professional Standards	5
6. Leadership Development Committee – Core Competencies	5
7. Roles, Duties and Responsibilities for the Position of Secretary-Treasurer, British-Columbia, Alberta, Saskatchewan and Manitoba	5
8. Roles, Duties, and Responsibilities for the Senior Business Official of Sample Local Governments and Post-Secondary Institutions	6
Appendix A Legislative Responsibilities	8
Appendix B Responsibilities Under District Policy	16
Appendix C Responsibilities Under Collective Agreements	18
Appendix D Responsibilities For Reporting	20
Appendix E Leadership Development	24
Appendix F Sample Role and Responsibilities from Job Descriptions, And Policies	27
Appendix G Organization Charts	71
Sample School Districts	71
Sample Local Government and University/Colleges	84
Appendix H Skills and Competencies	91
Association of School Business Officials International	99

Table of Figures

Figure 1: Example Medium to Large Size School District _____	2
Figure 2: Turtle Mountain School Division (small) _____	72
Figure 3: Seven Oaks School Division (medium) _____	73
Figure 4: River East School Division (large) _____	74
Figure 5: Christ the Teacher School Division (small) _____	75
Figure 6: North East School Division (medium) _____	76
Figure 7: Prairie Valley School Division (large) _____	77
Figure 8: St. Paul School Division (small) _____	78
Figure 9: Foot Hills School Division (medium) _____	79
Figure 10: Rocky View School Division (large) _____	80
Figure 11: Qualicum School District (small) _____	81
Figure 12: Vernon School District (medium) _____	82
Figure 13: Victoria School District (large) _____	83
Figure 14: Camosun College _____	85
Figure 15: Simon Fraser University _____	86
Figure 16: Vancouver Island University _____	87
Figure 17: City of Campbell River _____	88
Figure 18: City of Nanaimo _____	89
Figure 19: City of Victoria _____	90

Executive Summary/Key Observations

The Secretary-Treasurer duties, role and responsibilities are complex, varied and challenging within the educational enterprise.

The role of Secretary-Treasurer is so important to the stewardship and trust in the sector for the financial and operational support functions of public education. It is also clear that this position is important to the effective operation of schools and districts.

Professional training provides the skills but experience in the educational enterprise is also an important requirement. Newly hired Incumbents come with professional qualifications and experience in their field of expertise but need to understand the business of education.

This complex and varied portfolio for the position of Secretary-Treasurer poses challenging expectations for professional learning. This is evident in the presentation at the ASBO International Conference of Leading the Skill Development of School Business Leaders in Australia (Appendix H). The document on the functional areas, specific competencies, levels, and indicators demonstrate the need for continued professional development.

The organizational structure varies across school districts. There are a variety of reasons for this: size of district, skill set of other senior managers, organizational philosophy and other reasons. The main functions of difference is the responsibility for Information Technology and Human Resources, where an understanding of both the business support function and the educational programming needs are required to be effective.

The size of a school district poses challenges in the capacity of the Secretary Treasurer to manage all the dimensions of the job. For a larger district delegation to functional specialization is possible.

The review materials demonstrate that the closest comparable positions for determining compensation levels are the Secretary-Treasurers of other provinces and Vice President in post-secondary institutions.

The position of Chief Administration Officer in local government has the same varied overall responsibilities as the Secretary-Treasurer. Generally, local governments are able to manage these responsibilities over more than one position.

The position title of Secretary-Treasurer is dated and there should be consideration given to changing to a more appropriate title that fits better with our school district organizational structure and is a better description of the responsibilities. Examples are Chief Financial and Business Officer, Chief Operating Officer, Secretary Treasurer/Chief Operating Officer.

All school districts need access to the full skill set/skill dimensions outlined in this report and that the individual(s) performing the work need the required competencies. Due to the risk to districts of mismanagement of these functions, it is important that they are managed by experienced and well trained individuals. We must ensure that these individuals are supported in having the skills, experience, authority and continued professional learning to do this important work.

Respectfully submitted

December 1, 2016



Lyle Boyce
Retired Executive Director, BCASBO

Resulting Organization Chart for a Medium to Large Size School District

Business/Operations Services

The following is an organization chart for a medium to large size school district reflecting the role and responsibilities outlined in this report.

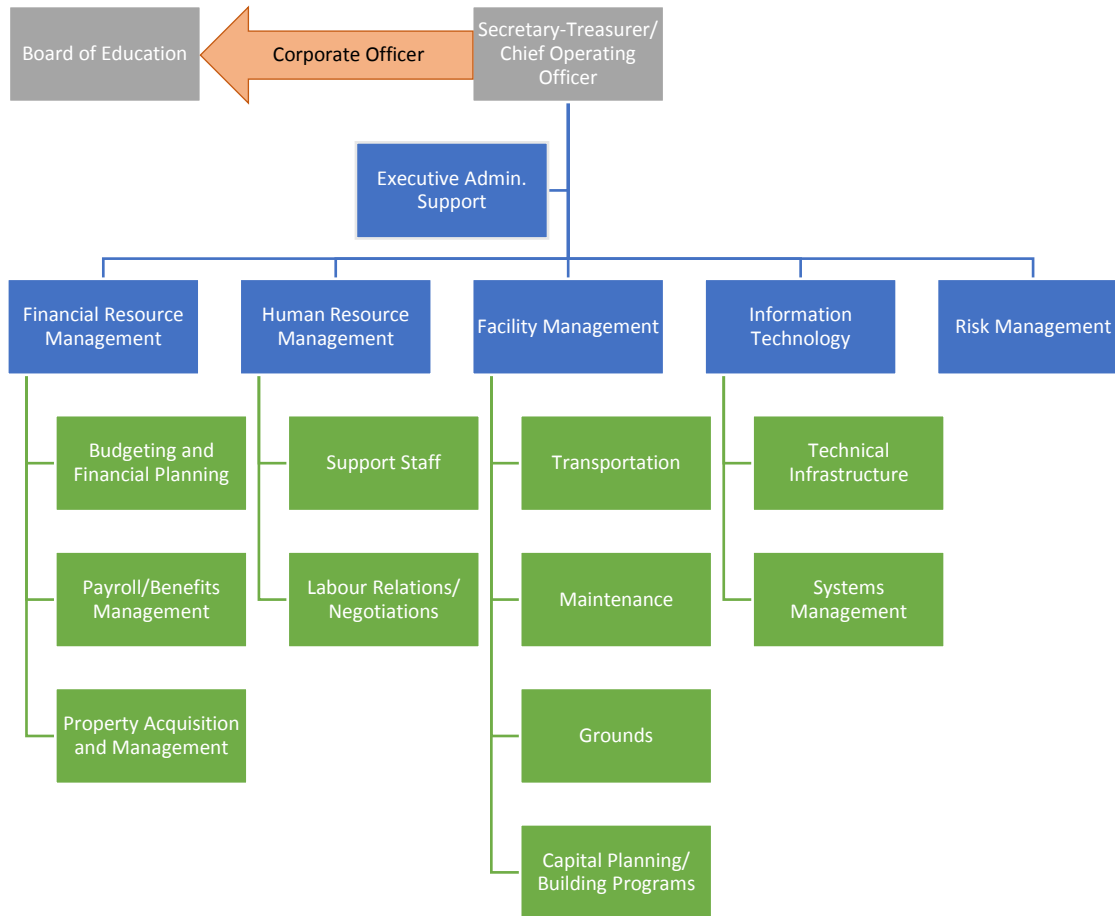


Figure 1: Example Medium to Large Size School District

Purpose

British Columbia Association of School Business Officials commissioned a review of the duties, role and responsibility of the position of Secretary-Treasurer in BC School Districts to inform leadership capacity building, performance evaluation processes and clarify the requirements of key business positions. The review was to provide comparison of British Columbia with other jurisdictions, post-secondary and local governments.

A summary report of the review with comparisons with other jurisdictions and key observations are to be identified.

Expectations of the Review

The work expectations are to research and summarize as follows:

- Roles and responsibilities as defined by ASBO International, other provinces and sample school districts within BC
- The legislative requirements of the Secretary-Treasurer position in BC and other provinces
- The work of the BCASBO Leadership Committee
- Organizational Charts of sample BC school districts
- School District financial reporting guidelines
- Board policies on the responsibilities of the Secretary-Treasurer
- ASBO International reports on professional standards and skill requirements
- Compare to similar positions within the post-secondary and municipal entities

Approach to Meeting Expectations

The approach to meeting the work expectations were completed by the following:

- Roles and responsibilities as defined by ASBO International, other provinces and sample school districts within BC
 - Research ASBO International website for information on roles and responsibilities
 - Direct contact with executive directors of Alberta ASBO, Manitoba ASBO and Saskatchewan ASBO, requesting information on Secretary-Treasurer roles and responsibilities, information on School legislation that may identify roles and responsibilities, sample school division organizational charts and position descriptions for small, medium and large divisions, and any other information related to this project that may be useful.
 - Research, request and gather sample school districts within BC for position descriptions and organizational charts
- The legislative requirements of the Secretary-Treasurer position in BC and other provinces
 - Request information from executive directors of Alberta ASBO, Manitoba ASBO and Saskatchewan ASBO
 - Review and summarize the BC School Act, for duties related to the Secretary-Treasurer position
- The work of the BCASBO Leadership Committee
 - Obtained and reviewed information on the professional development and leadership programs
 - Obtained and reviewed the BCASBO Core Competencies and How Addressed document
- Organizational Charts of sample BC school districts
 - Researched and requested sample BC school district Organizational Charts
- School District financial reporting guidelines
 - Obtained from the BC Ministry of Education and sample school district financial reporting guideline
- Board Policies on the responsibilities of the Secretary-Treasurer
 - Obtained a sample school district board policy book to review and summarize duties related to the position of Secretary-Treasurer

- ASBO International reports on professional standards and skill requirements
 - Obtained from ASBO International Professional standards and skill requirements for the School Business Official
- Compare to similar positions within the post-secondary and municipal entities
 - Direct contact and website research on sample post-secondary and municipal entities for obtaining position descriptions of the senior business official and organizational charts

In addition to the above a review of a sample school district support staff agreement for duties of the Secretary-Treasurer was completed and the Special Advisor to School District 83 report was reviewed.

Summary of Review Work

1. Legislative Duties of Secretary-Treasurer

The legislative duties of the Secretary-Treasurer are listed in Appendix A. included in the chart is a list of legislation that the Secretary-Treasurer must be familiar with. The list is not complete but provides a perspective on the variety of legislation the Secretary-Treasurer must be familiar with. The school act (section 23.02) specifies “the Secretary-Treasurer of a board is its corporate officer and must perform those duties set out in the regulations”.

The BC School Act Regulations section 7 – Duties of Secretary-Treasurers:

1. The Secretary Treasurer of a board shall:
 - a) become familiar with and comply with the accounting and administrative procedures specified by the minister and shall keep a record of the proceedings of the board and perform the other duties the board may assign in relation to its corporate affairs,
 - b) perform the duties specified for a Secretary Treasurer by the Act and the regulations, rules or orders made under it, and
 - c) perform those duties assigned by the board.
2. The records referred to in subsection (1) (a), and all books, accounts, vouchers and papers of the board, shall at all times be subject to inspection by the minister or his or her designated representative and by the comptroller general of the Province.

While the School Act and Regulations specify duties of Secretary-Treasurers, section 7.1.c, “perform those duties assigned by the board” provides for the boards of education to assign duties for the Secretary-Treasurer of a board. There is common duties assigned by boards however, there is also a variety of duties assigned to a Secretary-Treasurer by boards. This has to do with a variety of reasons from size of a district, skill set of the Secretary-Treasurer and senior management team, organizational structure, philosophy, capacity of individuals, etc.

There is no one organizational structure and specific duties that fits all school districts.

Alberta ASBO has created an important document “school business official’s skill sets and legislative links”. This document contains web links to various pieces of legislation according to the school business official skill set/skill dimensions as developed by ASBO International.

2. Sample Board Policy – Duties of Secretary-Treasurer

A review and summary was made of a school district board policy on duties identified for the Secretary-Treasurer. This is contained in appendix B in this report.

This is a sample only and identifies the variety of duties a board of education may assign to a Secretary-Treasurer. The district sampled is a medium size district.

3. Sample Support Staff Collective Agreement

A review and summary was made of a school district support staff collective agreement and duties assigned to a Secretary-Treasurer. This is contained in appendix C.

This is a sample only and identifies the variety of duties a support staff collective agreement may assign to a Secretary-Treasurer. The district sampled is a medium size district.

4. School District Financial Reporting Guideline

A sample financial reporting guidelines and timelines for a school year cycle is contained in appendix D and sets out the extensive reporting requirements of the district under the responsibility of the Secretary-Treasurer.

5. ASBO International – Skill Set/Skill Dimensions and Professional Standards

What are the Skill Set/Skill Dimensions of the Secretary-Treasurer?

Appendix H contains an outline summary of the skill set/skill dimensions for the Secretary-Treasurer as identified by the Association of School Business Officials International. A Secretary-Treasurer would not necessarily perform the duties as listed in the skill set/skill dimension however, there is an expectation that a Secretary-Treasurer should have leadership and oversight responsibility.

A copy of the International School Business Management Professional Standards and Code of Ethics is included for the full explanation of the professional standards for school business officials.

Included in Appendix H is a page from a presentation on the school business official in Australia given at the recent ASBO International Conference identifying the functional areas of a school business leader. They are similar to the ASBO International skill set/skill dimensions for Secretary-Treasurers. In this presentation the specific competency for each functional area is broken down into levels of that competency and the indicators of demonstrating the mastering of that competency.

6. Leadership Development Committee – Core Competencies

Appendix E contains information compiled for the Leadership Committee of the Ministry of Education. It outlines the competencies to fulfill the position and appropriately support districts and Boards of Education. These competencies can be obtained through professional training and extensive experience.

Alberta ASBO has created a “Definitions of Practice” chart (Appendix E) that identifies the Area of Practice, Function, Practice Standards, Knowledge and Skills needed to meet practice standards. This is a helpful document to use for professional development purposes.

7. Roles, Duties and Responsibilities for the Position of Secretary-Treasurer, British-Columbia, Alberta, Saskatchewan and Manitoba

Research for this report included contacting and gathering of information from sample school districts in BC, Alberta, Saskatchewan and Manitoba. Appendix F contains position descriptions from those sample school districts.

The roles and responsibilities fit the ASBO International skill set for the most part however, individual districts align the functions of Information Technology and Human Resources in either business or educational or shared responsibility.

Page 6 is an example of an organizational chart that demonstrates the functional responsibilities for the Secretary-Treasurer. The common roles and responsibilities for the position of Secretary-Treasurer are the Educational Enterprise, Financial Management, Facility and Transportation Management, Property Management and Risk Management. The responsibilities for Human Resources go from little support to shared support. Information technology is varied as well. The size of the district did have some bearing on whether or not information technology was a responsibility for the Secretary-Treasurer but not in all cases. The Human

Review of the Role and Responsibilities of the Secretary-Treasurer

Resources functions were in some cases shared with another member of senior management or the Secretary-Treasurer provided support for negotiations and grievances.

Here is a chart of various school district comparisons:

School District	Educational Enterprise	Financial	Human Resources	Facility/ Transport.	Property	Information Technology	Risk
British Columbia							
Qualicum	yes	yes	yes/support staff	yes	yes	yes	yes
Vernon	yes	yes	yes/support staff	yes	yes	yes	yes
Victoria	yes	yes	no	yes	yes	no	yes
Alberta							
St Paul	yes	yes	no yes/ negotiation grievances	yes	yes	no	n/a
Foothills	yes	yes		yes	yes	yes	yes
Rocky View	yes	yes	no	yes	yes	no	yes
Manitoba							
Turtle Mountain	yes	yes	no	no	no	no	yes
Seven Oaks	yes	yes	no	no	no	no	yes
River East	yes	yes	yes/support staff	yes	yes	yes	yes
Saskatchewan							
Christ the Teacher	yes	yes	yes/support negotiations	yes	yes	no	yes
North East	yes	yes	yes/support negotiations	yes	yes	no	yes
Prairie Valley	yes	yes	yes/shared responsibility	yes	yes	yes	yes

British Columbia

Secretary-Treasurer for two districts and one district Secretary-Treasurer and Chief Operating Officer.

Alberta

Secretary-Treasurer, Assistant Superintendent Corporate Services, Associate Superintendent of Business and Operations.

Manitoba

Secretary-Treasurer for the three school divisions.

Saskatchewan (CEO is Director of Education)

Secretary-Treasurer and Chief Financial Officer, Superintendent of Business Administration, Deputy Director Division Services, and Chief Financial Officer.

8. Roles, Duties, and Responsibilities for the Senior Business Official of Sample Local Governments and Post-Secondary Institutions

Appendix F contains sample position descriptions for the senior business official.

The data shows the variety of roles duties and responsibilities for the senior business official in the sample organizations. The post-secondary sample positions are consistent and contain all the skill set/skill dimensions.

Review of the Role and Responsibilities of the Secretary-Treasurer

While the local government sample share the skill set/skill dimensions across multiple positions but with the most senior position being consistent in overall responsibilities with the position of Secretary-Treasurer. The school business official position in school district more closely aligns with the post-secondary positions. The local government senior business official has a similar overall scope of duties and responsibilities with multiple positions covering all the requirements. Most of the focus is on financial management and information technology and lesser on human resources and facility/transportation and property management.

Here is a chart of the comparison with senior business official, local government and post-secondary institutions:

Institution	Educational Enterprise	Financial	Human Resources	Facility/ Transport.	Property	Information Technology	Risk
Local Government							
Campbell River	no	yes	yes	no	no	yes	no
Nanaimo	no	yes	no	no	no	yes	yes
Victoria	no	yes	no	no	no	yes	no
Post-Secondary							
Vancouver Island University	yes	yes	yes	yes	yes	yes	yes
Camosun College	yes	yes	yes	yes	yes	yes	yes
Simon Fraser University	yes	yes	yes	yes	yes	yes	yes

Organizational charts of sample BC school districts and other provinces

Appendix G contains sample organizational charts for BC school districts and other provinces.

Organizational charts of sample local governments and post- secondary institutions

Appendix G contains sample organizational charts for sample local governments and post-secondary institutions.

Special Advisor Report – SD 83

Liz Watson, Special Advisor, conducted a review of governance in SD 83. In her report, she recognized the key role of the Secretary-Treasurer along with the Superintendent in the effective operations of school districts. The role of the Secretary-Treasurer in providing stewardship and appropriate information and advice to the Board of Education was outlined.

Appendix A Legislative Responsibilities

The following are legislative requirements from the School Act & Regulations British Columbia that pertain to the position of Secretary-Treasurer:

School Act & Regulations British Columbia of the Position of Secretary-Treasurer		
Section	Heading	Brief Description
23.01	Secretary-Treasurer	Board must appoint and Secretary Treasurer must be bonded
23.02		The secretary treasurer of a board is its corporate financial officer and must perform those duties set out in the regulations.
24	Notification of Appointment	A board must notify the Minister of a appointment of a secretary treasurer
41.07	Non- resident property electors	A registered owner who has consented to the registration of another registered owner of the property may withdraw the consent by delivering a written withdrawal to the secretary treasurer of the board.
45.02(c)	Elections	a reference to the designated local government officer or to the local government corporate officer is to be read as a reference to the secretary treasurer of the board;
50.02	Oath of Office	The oath must be made before a judge of the Court of Appeal, Supreme Court or Provincial Court, a justice of the peace, a local government corporate officer or the secretary treasurer of a board, and the person making the oath must obtain the completed oath or a certificate of it from the person administering it.
51.01	Resignation of Office	A trustee may resign from office by giving written notice to the secretary treasurer of the board.
67.01	Meetings and Chair	After the general local election of trustees in a school district, the secretary treasurer for that school district must convene a first meeting of the board as soon as possible and in any event within 30 days from the date that the new board begins its term of office.
67.02	Meetings and Chair	At the meeting convened by the secretary treasurer under subsection (1), the board must elect a chair and may elect a vice chair from among its members.
69.03	Attendance of public and secretary treasurer at meeting	the secretary treasurer or another employee designated by the board under subsection (4) must be present at the time that a decision of the board is rendered and must record any decision.
72	Minutes	The minutes of the proceedings of all meetings of the board must be certified as correct by the secretary treasurer
95.21	Formation of companies – signature on articles	The articles of a company must be signed on the applicable signature line by the secretary treasurer of that board.
95.4 (2)	Number of directors	if a board is the member of a company, the secretary treasurer or a trustee of the board must be one of the directors of the company.
95.43	Attendance of public and secretary treasurer at meetings	the secretary treasurer or a director or employee of the company designated by the directors under subsection (4) must be present at the time that a decision of the members is rendered and must record any decision.
95.45	Minutes	The minutes of the proceedings of all meetings of a company must be certified as correct by the secretary treasurer or other person designated by the directors under section 95.43
95.6 (2)	Audit Committee	The secretary treasurer or a trustee of the board that is the member of the company must be a member of the audit committee and must chair the audit committee.
117.01	Conditions of grant payment	The minister may withhold or reduce a grant payable to a board under this Act, other than a debt service grant, if the duties of the secretary treasurer of the board are not being discharged satisfactorily,
143	Capital Bylaws	The capital bylaw may delegate to a trustee, the secretary treasurer or an employee of the board the authority to settle the terms and conditions of securities

Review of the Role and Responsibilities of the Secretary-Treasurer

School Act & Regulations British Columbia of the Position of Secretary-Treasurer		
Section	Heading	Brief Description
148	Signature and corporate seal	Debentures issued under this Act by a board must have the board's corporate seal affixed and be signed by the chair and by the secretary treasurer of the board.
150	Registration of debentures and transfers	The secretary treasurer has many duties related to registration and transfers of debentures
157 (1)	Financial Statements	The board must cause to be prepared each fiscal year by the secretary treasurer or other person authorized by it, financial statements of the school district respecting the preceding fiscal year.
157 (4)	Financial Statements	The financial statements referred to in subsection (2) must be signed by the chair of the board and the secretary treasurer, and must be published for distribution to the public before December 31 together with the auditor's report submitted to the board under section 161 (1) (d).
157 (5)	Financial Statements	The secretary treasurer must, not later than September 30 in each year, forward to the minister a copy of the financial statements together with the auditor's report.
159 (1)	Rescission of auditor appointment	The secretary treasurer of each board must promptly notify, in writing, the auditor and the minister of an appointment made under section 158 (1) and of the rescission of the appointment.
159 (3)	Rescission of auditor appointment	An appeal under subsection (2) must be in writing and a copy of the written appeal must be filed by the auditor with the secretary treasurer.
175 (2)	Power to make regulations and orders	Without limiting subsection (1), the Lieutenant Governor in Council may make regulations as follows: prescribing the duties of secretary treasurers and employees of a board who are certificate holders;
10	Liability for damage to property	The secretary treasurer plays an important role in process related to property damage
11	Appeals	The secretary treasurer plays an important role in the process for handling appeals to the board
15	Employees	Appointment, evaluation, management, reporting
26.1	Board use of volunteers	As relates to collective agreements
27	Terms and conditions of teacher employment and restricted scope of collective bargaining	Providing advice to the superintendent and board
28	Scope of bargaining	Providing advice to the superintendent and board
35	Elections	Secretary treasurer has a role in the complete trustee election process – coordination with local governments
Part 5	Conflict of Interest	Secretary treasurer will have a role in any conflict of interest matters of trustees
71	Remuneration and expense allowance	Administration of trustee remuneration and expense allowance
73	Establishment and closure of schools	Secretary treasurer has a role
74	Management of school	Secretary treasurer has a role
74.01	Video surveillance	Secretary treasurer has a role
75.01	Catchment areas	Secretary treasurer has a role
82	Fees and deposits	Secretary treasurer has a role
83	Financial assistance	Secretary treasurer has a role
84	Insurance	Secretary treasurer has a role

School Act & Regulations British Columbia of the Position of Secretary-Treasurer		
Section	Heading	Brief Description
85.1	Use of board property	Secretary treasurer has a role
86	Agreements	Secretary treasurer has a role in shared service agreements
Division 4	Limitation of actions and indemnification	Secretary treasurer has a role
Part 7	School Property	Secretary treasurer has a role in property management
Part 8	Finance	Secretary treasurer has a role Division 1 – operating grants
Part 8	Finance	Secretary treasurer has a role Division 2 - Budgets
Part 8 AA	Finance	Secretary treasurer has a role Division 3 – Grants and Division 4 Taxation

School Regulation Section 7

Duties of secretary-Treasurers

(1) The secretary treasurer of a board shall (a) become familiar with and comply with the accounting and administrative procedures specified by the minister and shall keep a record of the proceedings of the board and perform the other duties the board may assign in relation to its corporate affairs, (b) perform the duties specified for a secretary treasurer by the Act and the regulations, rules or orders made under it, and (c) perform those duties assigned by the board.

(2) The records referred to in subsection (1) (a), and all books, accounts, vouchers and papers of the board, shall at all times be subject to inspection by the minister or his or her designated representative and by the comptroller general of the Province.

Other Legislation where the Secretary Treasurer has responsibility are:

- Freedom of Information and Protection of Privacy,
- Worksafe BC,
- Employment Standards and Income Tax Act,
- Municipal Act,
- Human Rights Legislation,
- Criminal Records Checks.

MEMBER ACTS/REGULATIONS/CODES

School Business Officials Skill Sets and Legislative Links

The ASBOA Definition of Practice outlines 7 main areas that a certified school business official should have a working knowledge of. Within each of these areas school business officials must have an awareness and understanding of the legislative requirements at the local, provincial and federal level.

The “Skill Sets” and “Skill Dimensions” listed for each of these 7 areas have been used as an outline for determining the base of legislation that could impact requirements in these areas. One additional area, “Student Issues” was added to the Skill Set list. While this list focuses on legislation that affects all school districts, you must also be aware of the impact of local bylaws, policies and agreements on local school boards.

Skill Set and Skill Dimension	Legislative Link	Other Related Resources (include Process Management Documents, etc.)
<p>1. Administration</p> <p>A. Organization and Administration</p> <p>B. Public Policy and Intergovernmental Relations</p> <p>C. Legal Issues</p> <p>D. Risk Management</p>	<p>Generally, the School Act and all accompanying Regulations:</p> <ul style="list-style-type: none"> • Alberta School Foundation Fund Regulation • Board of Reference Fees Regulation • Capital Borrowing Regulation • Certification of Teachers Regulation • Charter Schools Regulation • Closure of Schools Regulation • Disposition of Property Regulation • Early Childhood Services Regulation • Home Education Regulation • Practice Review of Teachers Regulation • Private Schools Regulation • School Board Investment Regulation • School Buildings and Tendering Regulation • School Councils Regulation • Separate School Regions Establishment and Provision of Services Order Regulation • Special School Tax Levy Plebiscite Regulation • Student Evaluation Regulation • Student Record Regulation • Student Transportation Regulation • Superintendent of Schools Regulation • Withdrawal of Ward Plebiscite Regulation <p>Local Authorities Elections Act</p> <p>Insurance Act</p> <p>Occupational Health & Safety Act</p> <p>Freedom of Information, Protection of Privacy Act</p> <p>Alberta School Board Association Act</p> <p>Personal Information Protection Act</p> <p>Copyright Act (federal)</p>	

Skill Set and Skill Dimension	Legislative Link	Other Related Resources (include Process Management Documents, etc.)
<p>2. Financial Resource Management</p> <p>A. Principles of School Finance</p> <p>B. Budgeting and Financial Planning</p> <p>C. Accounting, Auditing and Financial Reporting</p> <p>D. Cash Management Investments, and Debt Management</p> <p>E. Technology for School Finance Operations</p>	<p>School Act and Regulations</p> <ul style="list-style-type: none"> • Capital Borrowing Regulation • School Board Investment Regulation • Alberta School Foundation Fund Regulation <p>Trustee Act</p> <p>Charitable Fundraising Act</p> <p>Societies Act</p> <p>Gaming and Liquor Act</p>	<p>-PAR Manual (Program Accounting & Reporting Manual) Available from School Finance and Facilities, School Business Unit, Alberta Education (780) 427-2045 Library Catalogue: LB 2806 A4 P964</p> <p>-CICA Handbook (Cdn Institute of Chartered Accountants)</p> <p>-Trade Investment and Labour Mobility Agreement</p> <p>Agreement on Internal Trade</p>
<p>3. Human Resource Management</p> <p>A. Personnel and Benefits Administration</p> <p>B. Professional Development</p> <p>C. Labour Relations and Employment Agreements</p> <p>D. Human Relations</p>	<p>School Act and Regulations</p> <ul style="list-style-type: none"> • Superintendent of Schools Regulation • Certification of Teachers Regulation • Practice Review of Teachers Regulation • Board of Reference Fees Regulation <p>Employment Standards Code</p> <p>Labour Relations Code</p> <p>Occupational Health & Safety Act</p> <p>Human Rights, Citizenship and Multiculturalism Act</p> <p>Workers Compensation Act</p> <p>Teachers' Pension Plans Act</p> <p>Teaching Profession Act</p> <p>Public Sector Pension Plans Act</p> <p>Adult Interdependent Relationships Act</p> <p>Mental Health Act</p> <p>Human Rights, Citizenship and Multiculturalism Act</p> <p>Board of Reference Fees Regulation</p> <p>Local Authorities Pension Plan Regulation</p>	<p>Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta, Ministerial Order #016/97</p> <p>Local Collective Agreements</p>

Skill Set and Skill Dimension	Legislative Link	Other Related Resources (include Process Management Documents, etc.)
<p>4. Facility Management</p> <p>A. Planning and Construction</p> <p>B. Maintenance and Operations</p>	<p>School Act and Regulations</p> <ul style="list-style-type: none"> • Capital Borrowing Regulation • School Buildings and Tendering Regulation • Disposition of Property Regulation • School Buildings and Tendering Regulation • Closure of Schools Regulation <p>Municipal Government Act Occupational Health & Safety Act Safety Codes Act</p>	<p>Workplace Hazardous Materials Information System (WHMIS Information for Workers)</p> <p>TILMA</p> <p>Agreement on Internal Trade, chapter 5</p> <p>Local Municipal Bylaws</p>
<p>5. Property Acquisition and Management</p> <p>A. Purchasing</p> <p>B. Supply and Fixed Asset Management</p> <p>C. Real Estate Management</p>	<p>School Act and Regulations</p> <p>Capital Borrowing Regulation</p> <ul style="list-style-type: none"> • Disposition of Property Regulation • School Buildings and Tendering Regulation <p>Closure of Schools Regulation Municipal Government Act Occupational Health & Safety Act</p>	<p>TILMA</p> <p>Workplace Hazardous Materials Information System (WHMIS Information for Workers)</p>
<p>6. Information Management</p> <p>A. Strategic Planning</p> <p>B. Instructional Support Program Evaluation</p> <p>C. Instructional Program Evaluation</p> <p>D. Communications</p> <p>E. Management Information Systems</p>	<p>School Act and Regulations</p> <ul style="list-style-type: none"> • Student Record Regulation • Student Evaluation Regulation <p>Freedom of Information, Protection of Privacy Act Personal Information Protection Act Copyright Act (federal)</p>	

Skill Set and Skill Dimension	Legislative Link	Other Related Resources (include Process Management Documents, etc.)
7. Transportation A. Transportation	School Act Student Transportation Regulation Occupational Health & Safety Act Traffic Safety Act and Regulations School Bus Operation Regulation Operator Licensing and Vehicle Control Regulation -	Trade Investment and Labour Mobility Agreement Agreement on Internal Trade Agreement on Internal Trade, chapter 5
8. Student Issues	School Act and Regulations Child Youth and Family Enhancement Act Child and Family Services Authorities Act Child and Family Services Regulations Divorce Act (federal) Family and Community Support Services Act Family Law Act Youth Justice Act Youth Criminal Justice Act (federal)	

Appendix B Responsibilities Under District Policy

Secretary-Treasurer - Board Policy Requirements	
Title	Description
Procedural Bylaw-Inaugural and annual meeting	Secretary Treasurer to preside over inaugural board meeting until a chair has been elected Read returns of election as certified to the secretary treasurer and shall report that the necessary oaths and declarations have been completed in accordance with section 50 of the school act
Procedural Bylaw-Meetings of the board	Ensure that each trustee receives a notice of meeting together with an agenda Special meetings may be requested by any trustee by submitting the request to the secretary treasurer
Procedural Bylaw-Order of proceedings	Minutes of meetings shall be certified as correct by the secretary-treasurer
Procedural Bylaw-Order of business	Secretary Treasurer in conjunction with the superintendent after consultation with the chair shall prepare an agenda for each regular board meeting
Committees	Secretary Treasurer is a member: <ul style="list-style-type: none"> • Finance, Facilities and Technology Committee • Human Resources Committee • Policy Development Committee • Executive Committee
Official Signing Officer	Secretary Treasurer is a signing officer for: <ul style="list-style-type: none"> • Cheques • Payroll • Corporate Seal
Parent Involvement	A copy of the District Parents Advisory Council constitution and bylaws shall be kept on file in the office of the secretary treasurer
Collection, Retention and Security of student records under FOIPPA	Secretary treasurer is authorized by the board as permitted under section 77(b) of the act to administer the act and make operational decisions
Accounting – Non-public funds	Monthly report from each school to be provided to the secretary treasurer on the balance of each fund including a bank reconciliation
Accounting – Non-public funds	Annual report on the balance of each fund and total funds raised is to be sent to the secretary treasurer
External Funding through Donations or Partnerships	All proposals for external funding or support in excess of \$500 through donations or partnerships will be submitted to the secretary treasurer for review
Installation of Playground equipment	The secretary treasurer shall approve the location of playgrounds and equipment on school grounds
Installation of Playground equipment	Plans structures and equipment specifications shall be submitted to the secretary treasurer for approval prior to any work proceeding
Installation of Playground equipment	Decisions to remove equipment will be made by the secretary treasurer after consultation with the principal
School Closures	Secretary treasurer is a member on a school closure committee
Disposal of school board lands or improvements	Secretary treasurer to be appointed to the disposal of school board lands and or improvements committee
Purchasing	Secretary treasurer to approve purchases over \$50,000
Purchasing	Secretary treasure to review recommendations for managers in the tendering process
Education of students with special needs	The planning of budgets for special education programs in the district prior to board approval, will be the responsibility of the superintendent, Assistant superintendent and secretary treasurer

Review of the Role and Responsibilities of the Secretary-Treasurer

Secretary-Treasurer - Board Policy Requirements	
Title	Description
Employment of non-teaching staff	Secretary treasurer responsible to the board for effective and efficient implementation of procedures for employment on non-teaching staff
Maternity Leave for employees not covered by a collective agreement	Application for leave under policy to be submitted in writing to the secretary treasurer
Complaints related to a member of the management team	Complaints must be in writing in person to the superintendent, assistant superintendent, secretary treasurer or director of human resources
Criminal record reviews for staff and volunteers	Criminal record checks to be provided to the secretary treasurer
Criminal record reviews for staff and volunteers	Contractors, intern and practicum students who have the potential for unsupervised access to students must provide a criminal record review to the secretary treasurer
Criminal record reviews for staff and volunteers	Volunteer criminal record review to be submitted to the secretary treasurer
School bus accident procedures	The secretary treasurer is to ensure appropriate procedures are kept current through review by regulatory agencies for school bus accidents
Collection, Retention, and Security of student records under FOIPPA	Secretary treasurer is responsible for ensuring that the district complies with the provisions of FOIPPA
Freedom of Information	Secretary treasurer is designated by the Board as official head for the purposes of the Act

Appendix C Responsibilities Under Collective Agreements

Secretary-Treasurer – Collective Agreements		
Article	Title	Description
4.02 (a)	Sexual Harassment	A complaint of sexual harassment may be filed verbally or in writing with one of the following: <ul style="list-style-type: none"> • The School Principal • Director of Human Resources • Secretary-Treasurer • Director of Facilities
4.02 (b)	Personal Harassment	If the complaint is not resolved at Article (a), Step (1) the employee with or without a member of the Union shall report the incident to one of the following: <ul style="list-style-type: none"> • The School Principal • Director of Human Resources • Secretary-Treasurer • Director of Facilities
5.03	New Employees	The Secretary-Treasurer will forward copies of correspondence to the Union within seven (7) days of a Board Meeting, on continuing employees hired, promoted, disciplined, discharged, laid off, recalled, transferred, resigned and retired.
6.01	Union Dues	Deductions shall be made from each pay cheque and shall be forwarded to the Secretary-Treasurer of the Union not later than the 15th day of the next succeeding month, accompanied by a list of employees from whose wages the deductions have been made.
8.01	Correspondence	All and any matters between the parties hereto arising out of this agreement or incidental thereto shall pass to and from the Secretary (or designate) of the Union and the Secretary-Treasurer (or designate) of the Board.
9.03	Meetings of Committee	Regularly scheduled labour management meetings shall take place three times per year; the dates to be agreed upon by January 15th of each year. Either party may also request that a special meeting be convened, in which case the Secretary-Treasurer of the Board shall arrange a mutually agreeable date for such a meeting.
12.02	Grievance Step 2	Within five (5) working days following receipt of the Step 1 response, if the union does not consider the grievance to be satisfactorily resolved, it will request in writing that the grievance be advanced to Step 2. A union representative with or without the aggrieved employee will meet with the Secretary-Treasurer or designate to seek a resolution. The Secretary-Treasurer or designate will provide a written response to the grievance within five (5) working days of this meeting.
12.02	Grievance Step 3	Failing a satisfactory settlement within the time limits indicated in Step 2, the Union may submit, within five (5) working days, a written grievance to the Board's Human Resources Committee. A meeting between the Union's Grievance Committee and the Board's Human Resources Committee shall be at a mutually agreeable time, but in any event not later than ten (10) working days from the date the written grievance was received by the Secretary-Treasurer under Step 3. A written response shall be forwarded to the Union's Grievance Committee within five (5) working days of the meeting with the Human Resources Committee of the Board.

Secretary-Treasurer – Collective Agreements		
Article	Title	Description
14.03	Warnings	Whenever the Board deems it necessary to censure an employee in a manner indicating that dismissal or discipline may follow any repetition of the act complained of or omissions referred to if the employee fails to bring his work up to the required standard by a given date, the Board shall forward copies of correspondence relating to such censure to the employee and the Secretary of the Union. All warnings shall be in writing.
14.06	Suspensions	The Board may suspend an employee for just and reasonable cause, on written notice, for a period of up to ten (10) working days. The Board reserves the right to extend the suspension for just and reasonable cause. 3
16.04	Job Sharing	Concerns and issues arising from a Job Share shall be addressed to the Secretary-Treasurer or designate, and forwarded to the Labour Management Committee for discussion.
24.05	Professional Development Fund	The Secretary-Treasurer will approve expenditure of the funds upon request from the employee, supported by the employee's supervisor. This approval must be obtained prior to the employee taking the course.
24.12	Guidelines for partial leaves of absence	Employees may be granted partial leaves of absence, without pay, upon his or her written request to the Secretary-Treasurer or designate specifying date(s) and times subject to the terms and conditions of this Article.
24.13	Return from Leave of Absence	An employee on a one year leave of absence granted in accordance with Article 24.09 is required to notify the Secretary-Treasurer in writing two (2) months prior to the expiration of the approved leave of absence of their intention to return or not from leave, or to request an extension to the leave. If such request is not received by the Secretary-Treasurer, such non-communication shall bar any extension of the leave. Failure to return to work on the specified return date may be deemed to be a resignation by the employee.

Appendix D Responsibilities For Reporting

Reporting Timelines

Office of the Secretary-Treasurer		
Due Date	Document	Completed
September		
September 4	Public Sector Compensation Report to BCPSEA by Sept 15	
September 30	Audited Financial Statements – approved by Board, to MOE & website	
October		
October 15	Ministry Form 1702 – Echo	
October 15	Ministry Form 2003 – Data Verification -	
October 31	Ministry Form 1530 – FTE Employees by Program	
January		
January 15,	Trustee Disclosure Forms	
Jan-Feb	Determine budget timelines, communications strategy and key messages for the upcoming school year budget process	
February		
February 28th	Amended Annual Budget Submission– approved by Board, to MOE & website	
April		
	Memo re Summer Hours	
May		
	Proposed Board & Committee Meeting Dates to May Board Meeting	
	Set up School Budget/Staffing Meetings for beginning of June	
June		
June 10	CUPE Staffing Letters	
June 12	Management representation letter to Min of Ed	
June 29	Subsequent Event Reporting to Ministry of Ed	
June 30	Budget By-law and submission to Ministry of Education	
June 30	CUPE ProD fund report to CUPE President	
June	Contract Employee renewal letters (ie speech pathologists, psychologists, FN Ed Assistants, etc.)	
July		
July	Crossing Guard – Grant in Aid Letters to Municipalities	
Monthly		
By 8th	Capital Reporting to MOE	

Sample Reporting Timelines And Significant Dates For The XXXX School Year	
Date	Description
July 15th	Actuarial calculation tool due to Ministry
July 20th	Fourth quarter GRE due to Ministry
July 31st	Federal French evaluation form due to Ministry
August 31st	Exempt staff compensation survey
September 30th	Audited financial statements due to Ministry Request to underspend aboriginal targets due to Ministry 1701 data collected
October 12th	First quarter GRE due to Ministry
October 14th	Form 2003 due to Ministry (approx.) Capital Plan due to Ministry
October 31st	Form 1530 due to Ministry
December 14th	Second quarter GRE due (projected to end December) Charities information return due SOFI report due Financial statements must be posted to website
February	Invoice to First Nations Bands Carbon Tax rebate application Amended annual budget due to Ministry
March 15th	Preliminary operating grant announcement
April 11th	Third quarter GRE due to Ministry
April 30th	AFG projects and expenditures report due to Ministry School fees for 2012/2013 for Board approval
June 15th	(approx.) Optional building insurance renewal due to SPP (approx.) Personal accident insurance renewal due to SPP
June 30th	Annual budget due to Ministry Year end
July 13	Actuarial calculation tool due to Ministry
July 18th	Fourth quarter GRE due to Ministry

School District Financial Reporting Timelines

	Legend:		Submission deadlines & key dates for School Districts Ministry of Education delivery of information dates
	Dates	Category	Explanation
2014	December	Budget	2014/15 Autumn Recalculated Operating Grant Information
	December	Budget	2014/15 Amended Annual Budget Request/Instructions
	December 10	GRE	December Quarterly Report
	December 31	Statement of Financial Information	2013/14 Annual Report
2015	January 1	Financial Statements	2012/13 & 2013/14 Financial Statements must be posted on School District website
	Late January	First Nation Billing Rates	2014/15 First Nation Billing Rates
	February 28	Budget	2014/15 Amended Annual Budget
	March 7	Budget	Debt Service Data
	March 13	Budget	2015/16 Preliminary Operating Grant Information
	Mid March	Budget	Amended Budgeted 2014/15 Revenue & Expenditure Tables
	March 16	Budget	2015/16 Annual Budget Request/Instructions
	March 31	Budget	Debt Service Estimates (applicable SDs only)
	April 1	Budget	Decision on referendum, to meet legislative requirement of at least 2 weeks prior to referendum
	April 1 - 15	Budget	Referendum particulars must be advertised once each week for 2 weeks
	April 15	GRE	March Quarterly Report
	April 18	Budget	Referendum vote (if applicable)
	April 30	Budget	School Referendum Tax Rate Bylaw passed (if applicable) and submitted to the municipal council and the Surveyor of Taxes
	May 4	Budget	School tax rates set by provincial Order in Council
	Mid May	Financial Statements	2014/15 Financial Statement Instructions
	June 30	Budget	2015/16 Annual Budget and Bylaw
	June 30	Financial Statements	2014/15 Fiscal Year End
	July 15	Actuarial Tool	2014/15 Actuarial Calculation Tool is Due
	July 15	GRE	June Quarterly Report
	Mid July	Financial Statements	2014/15 Grant Confirmations
	Mid July	Budget	Budgeted 2015/16 Revenue & Expenditure Tables
	September 30	Budget	2015/16 Enrolment Counts
	September 30	Financial Statements	Request to Underspend Aboriginal Education Target
	September 30	Financial Statements	2014/15 Audited Annual Financial Statements
	October 14	GRE	September Quarterly Report
	Mid October	Financial Statements	2014/15 Revenue & Expenditure Tables
	Mid October	Budget	2015/16 Enrolment and Other Data
	Mid October	Capital Plan	Capital Plan Submissions
	December	Budget	2015/16 Autumn Recalculated Operating Grant Information
	December	Budget	2015/16 Amended Annual Budget Request/Instructions
	December 9	GRE	December Quarterly Report
	December 31	Statement of Financial Information	2014/15 Annual Report

Review of the Role and Responsibilities of the Secretary-Treasurer

	Legend:		Submission deadlines & key dates for School Districts Ministry of Education delivery of information dates
	Dates	Category	Explanation
2016	January 1	Financial Statements	2013/14 & 2014/15 Financial Statements must be posted on School District website
	Mid January	First Nation Billing Rates	2015/16 First Nation Billing Rates
	February 28	Budget	2015/16 Amended Annual Budget
	March 7	Budget	Debt Service Data
	March 11	Budget	2016/17 Preliminary Operating Grant Information
	March 14	Budget	2016/17 Annual Budget Request/Instructions
	Mid March	Budget	Amended Budgeted 2015/16 Revenue & Expenditure Tables
	March 31	Budget	Debt Service Estimates (applicable SDs only)
	April 1	Budget	Decision on referendum, to meet legislative requirement of at least 2 weeks prior to referendum
	April 1 - 15	Budget	Referendum particulars must be advertised once each week for 2 weeks
	April 15	GRE	March Quarterly Report
	April 16	Budget	Referendum vote (if applicable)
	April 30	Budget	School Referendum Tax Rate Bylaw passed (if applicable) and submitted to the municipal council and the Surveyor of Taxes
	May 4	Budget	School tax rates set by provincial Order in Council
	Mid May	Financial Statements	2015/16 Financial Statement Instructions
	June 30	Budget	2016/17 Annual Budget and Bylaw
	June 30	Financial Statements	2015/16 Fiscal Year End
	July 13	Actuarial Tool	2015/16 Actuarial Calculation Tool is Due
	July 13	GRE	June Quarterly Report
	Mid July	Financial Statements	2015/16 Grant Confirmations
	Mid July	Financial Statements	Budgeted 2016/17 Revenue & Expenditure Tables

Last Updated: December 2014

Page 1 of 1

Appendix E Leadership Development

BCASBO Submission to the Leadership Development Working Group
(LDWG Committee March 11, 2016)

BCASBO Submission to the Leadership Development Working Group	
Core Competencies	How Addressed
<p>Organization and Administration: Ability to understand various organizational models, motivate others, delegate authority, make decisions, allocate resources, assign personnel, conflict resolution, group dynamics, maintain positive working relationships</p>	<ul style="list-style-type: none"> • CPA qualifications, training and required ongoing professional development • Leadership series • BCASBO Conferences and professional development sessions • BCPSEA Conferences and professional development sessions and guidelines
<p>Policy and Intergovernmental Relationships: Develop policy, work with special interest groups, municipalities, Ministry of Education, MLAs, interpret the School Act</p>	<p>BCASBO Conferences and professional development sessions and Zone Meetings Mentorship Program BCSTA Conferences and professional development sessions</p>
<p>Governance Support Ability to support Boards of Education in the fulfilment of their governance responsibilities.</p>	<p>BCASBO Conferences and professional development sessions BCSTA Conferences and professional development sessions</p>
<p>Legal Issues: Ability to understand legal contracts and legislation and interpret into plain language and work with legal counsel. Understanding legal advice and ability to put into practice.</p>	<p>CPA qualifications, training and required ongoing professional development BCASBO Conferences and professional development sessions and Zone meetings Law Firm Conferences and advice on specific issues</p>
<p>Risk Management: Understanding and ability to prepare a comprehensive risk plan and how to address the risks. Legal requirements for insurance and understanding of insurance policies.</p>	<p>BCASBO Conferences and professional development sessions Leadership Series School Protection Plan documentation and professional development sessions</p>
<p>Strategic Planning: Ability to lead in the preparation of a strategic plan and create operational plans, understand the support of technology in the classroom, understanding of risks, data requirements, legislation and regulations.</p>	<ul style="list-style-type: none"> • CPA qualifications, training and ongoing required professional development • BCASBO conferences and professional development sessions • ERAC conferences and professional development sessions
<p>Communications: Ability to understand the requirements for communication and information to support the business of public education Ability to present orally and in writing a comprehensive, understandable, informative, and persuasive communications product as required.</p>	<ul style="list-style-type: none"> • CPA qualifications, training and ongoing required professional development • BCASBO Conferences and professional development sessions • Leadership Series

BCASBO Submission to the Leadership Development Working Group	
Core Competencies	How Addressed
<p>School District Finance: Ability to forecast revenue sources, interpret the government funding model, analyze the shift in funding factors, explore alternative revenue sources, analyze significant social, demographic and economic changes that may affect the district</p>	<ul style="list-style-type: none"> ● CPA qualifications, training and ongoing required professional development ● BCASBO Conferences and professional development sessions ● Mentorship Program ● Ministry of Education discussions on reporting requirements ● CRA guidelines
<p>Budgeting and Financial Planning: Prepare a budget plan including consultation and communication, ability to forecast budget factors and costs for multi years, apply legal requirements for budget adoption</p>	<ul style="list-style-type: none"> ● CPA qualifications, training and ongoing required professional development ● BCASBO Conferences and professional development sessions ● Mentorship Program
<p>Accounting, Financial Reporting and Auditing: Understanding of accounting principles, statement templates, auditing standards, ability to prepare and analyze financial statements and reports and communicate findings and projections into the future. Know the business. Understand audit procedures and expectations from the district auditors Know the legal parameters for this work.</p>	<ul style="list-style-type: none"> ● CPA qualifications, training and ongoing required professional development ● BCASBO Conferences and professional development sessions ● Mentorship Program ● PSAB guidelines and reports from the Office of the Auditor General on best practices ● CRA Guidelines
<p>Cash Management, Investment and Debt: Ability to understand the School Act, develop investment policies, negotiate banking agreements, cash forecasting and manage returns on investments</p>	<ul style="list-style-type: none"> ● CPA qualifications, training and ongoing required professional development
<p>Technology for School District Finance Operations: The school business official understands and demonstrates the ability to keep current with technology applications and programs, assess the district’s needs related to available budget dollars for technology, ensure that the district technology plan is designed to meet the district’s goals, develop an operational plan to meet the district’s financial goals and objectives.</p>	<ul style="list-style-type: none"> ● CPA qualifications, training and ongoing required professional development ● BCASBO Conferences and professional development sessions ● ERAC-IT Conferences
<p>Personnel and Benefits Administration: Ability to manage the personnel and payroll functions of the district, evaluate the effectiveness, assist with recruitment, evaluation, etc. and understand the legal and contractual guidelines for this work, negotiate contracts with vendors</p>	<ul style="list-style-type: none"> ● CPA qualifications, training and ongoing required professional development ● BCASBO Conferences and professional development sessions ● BCPSEA Conferences and professional development sessions and guidelines ● BC – HRMA ProD sessions ● Justice Institute ProD sessions
<p>Professional Development: Understand the needs for development of staff and how best to provide, ensure all training required under the collective agreements or legislatively is provided</p>	<ul style="list-style-type: none"> ● BCPSEA Conferences and professional development sessions and guidelines

BCASBO Submission to the Leadership Development Working Group	
Core Competencies	How Addressed
<p>Labour Relations and Employment Agreements: Ability to understand employment agreements and negotiate language, monitor compliance, assist the Board of Education in development of bargaining objectives, bargaining spokesperson, understand legal documents and precedent</p>	<ul style="list-style-type: none"> • CPA qualifications, training and ongoing required professional development • BCPSEA Conferences and professional development sessions
<p>Management and Leadership of Staff: Ability to diagnose, improve organizational health and morale, develop employee assistance programs, staff evaluation programs, conflict resolution techniques Ability to lead organizational change</p>	<ul style="list-style-type: none"> • CPA qualifications, training and ongoing required professional development • BCPSEA Conferences and professional development sessions and guidelines • BCASBO Conferences and professional development sessions • Mentorship program • BCASBO Leadership series
<p>Facilities Management: Expertise in areas such as physical plant planning, accountability for capital resources, and administration of the substantial public investment in schools are basic performance competencies for school business officials. Understand the classroom facility needs. Management of real estate which may include being a landlord.</p>	<ul style="list-style-type: none"> • BCASBO Conferences and professional development sessions • EFMA Conferences and professional development sessions
<p>Supply Chain Management: Understanding of procurement techniques, asset management, local and provincial policies and regulations, policy development.</p>	<ul style="list-style-type: none"> • BCASBO Conferences and professional development sessions • BC Education Marketplace information sharing • Purchasing Management Association of Canada PMAC ProD sessions
<p>Transportation Systems: Understand the district transportation program, best practices around student safety, maintain communication with staff and parents</p>	<ul style="list-style-type: none"> • BCASBO Conferences and professional development sessions • Leadership Series • Association of School Transportation Services of BC (ASTSBC) ProD sessions

Appendix F Sample Role and Responsibilities from Job Descriptions, And Policies

British Columbia School Divisions:	Advertisements for School District No. 69(Qualicum) and School District No. 22 (Vernon)
Alberta School Divisions:	Rocky View Schools, St. Paul Education Region Division 1
Saskatchewan School Divisions:	Christ the Teacher Catholic Schools, North East School Division, Prairie Valley School Division, Ile A La Crosse School Division 112
Manitoba School Divisions:	SevenOaks School Division, River East Transcona School Division , Turtle Mountain School Division
Local Government:	City of Campbell River, City of Nanaimo
Post Secondary:	Camosun College, Vancouver Island University



School District No. 69 (Qualicum) Invites applications for the position of SECRETARY–TREASURER

The Position:

Reporting to the Superintendent, the Secretary-Treasurer, as the Chief Financial Officer and Corporate Officer of the Board, provides expertise and advice in the areas of finance, operations and corporate services to the elected Board, district and schools. The Secretary-Treasurer, through sound financial planning and management, allocates resources to be utilized to support student learning while ensuring fiscal responsibility and accountability. The Secretary-Treasurer provides expertise and support so that the District achieves its vision and objectives.

The specific responsibilities include:

- Leading and overseeing the Finance and Operations departments
- Overall responsibility for all accounting practices and processes
- Developing district budgets
- Dealing with legal and insurance matters
- Overseeing Board and corporate affairs including recording and maintaining minutes of the Board and standing committee meetings; coordinating and distributing Board correspondence
- Responsible for support staff labour relations, including administration and negotiation of collective agreements
- Fulfilling the responsibilities and requirements of the Secretary-Treasurer as outlined in the School Act

The Community and School District:

School District 69 (Qualicum) is located on the east coast of Vancouver Island in a beautiful resort area of beaches, mountains, and forests. The district includes the City of Parksville, the Town of Qualicum Beach, Lasqueti Island, and stretches from Bowser in the north to Nanoose Bay in the south. The district currently enrolls 4200 students and operates on a budget of \$40,000,000. This is a district that is committed to providing excellence in education and coordinated services for families and children in partnership with many outside agencies.

The Candidate:

The successful candidate will possess:

- A fundamental commitment to public education, students and the school community
- Strategic leadership related to finance and operations
- Exceptional interpersonal, communication, and people management skills to work with the Board, staff and education partners
- Senior management experience in areas of finance and operations with a public sector organization, ideally a BC public school district
- An ability to provide strong financial leadership for the district with experience developing and managing school district budgets
- A collaborative team building approach
- An academic background in finance ideally with a professional designation (CA, CGA, CMA, MBA)
- Experience working with public or private corporate boards
- Excellent problem solving abilities while being innovative and entrepreneurial
- An ability to provide strategic insight and policy direction as a member of the senior management team
- Strength with information technology
- *The successful applicant will be subject to a Criminal Record Check, in accordance with the Ministry of the Attorney General*

School District No. 22 (Vernon)

Invites applications for

Secretary---Treasurer



School District No 22 (Vernon) invites applications from experienced, energetic, and progressive leaders for the position of Secretary---Treasurer.

The District

The Vernon School District is centered in the City of Vernon B.C. in the beautiful North Okanagan. With an operating budget of approximately \$75 million, the district provides educational services to 8200 students from Kindergarten to Grade 12 in the Vernon, Coldstream, Lumby and Cherryville communities. There are 14 elementary, 5 secondary and 3 alternative education sites that offer extensive adult education and on---line learning programs.

The Position

The Secretary---Treasurer is a senior management team member reporting to the Superintendent of Schools (CEO). As the corporate officer to the Board of School Trustees, the Secretary---Treasurer will be responsible for the financial, business administration, and support staff labour relations in the School District which will include: accounting, payroll, purchasing, contracts, capital, operations, transportation, maintenance of grounds and schools, benefits, policy, health and safety, support staff contract administration, support staff bargaining, and providing advice on labour relations matters in general.

The incumbent will possess:

- Superior interpersonal, communication, analytical, problem---solving and conflict resolution skills
- A professional designation in accounting or business management
- Demonstrated success in directing and providing leadership in a multi---faceted organization, ideally in a BC Public school district or similar public organization
- Experience in labour relations in a unionized environment
- A strong commitment to public education and a commitment to schools
- Exemplary financial planning and management skills
- A thorough understanding of organizational systems and the change process
- Extensive knowledge and experience with computer systems and computerized financial administration systems

Ability to work as a positive team member

Responsibilities per Policy:

Rocky View Schools - Alberta

EXECUTIVE TEAM RESPONSIBILITIES 2016-17

SUPERINTENDENT	ASSISTANT SUPERINTENDENT LEARNING SERVICES	ASSISTANT SUPERINTENDENT EMPLOYEE SERVICES	ASSISTANT SUPERINTENDENT CORPORATE SERVICES
Chief Executive Officer	Learning Services	Employee Services	Corporate Services
Board Administration	School Improvement (Action Research)	Human Resources	Board Liaison
Accountability for the FSD Mission	Curriculum & Instruction (P K – 12)	Payroll	Facility Services
System Direction and Alignment	Media Services (IMC)	Staffing Allocation	Financial Services
Leadership Development	New Teacher Mentorship	Staff Deployment and Placement	Transportation Services
Growth, Supervision – School Based Administrators o IPGP/Career Planning	Instructional / Learning Coaches	Teacher Staffing	Employee Agreements o Negotiations
	Three-Year Plan and Annual Educational Results Report (AERR)	Support Staff Staffing	o Grievances
	School Improvement Planning	Staffing Recruitment Plan	FOIPP
Administrative Selection / Staffing	Staff Learning	Leadership Development	Student Admissions o Foreign / Non-Resident Students
Public Relations and Corporate Communication	Distributed Learning	New Teacher Mentorship	Legal Services
Board/ATA Joint Committee	Parental Concerns	New Administrator Mentorship	Government Liaison
Partnerships	Alberta Education Liaison	School Based Administrator Growth, Supervision and Evaluation	School Attendance Boundaries
Government Liaison Policy	Provincial Testing Initiatives	Learning and Leading	Inclement Weather/Temporary School Closure
Development Stakeholder Engagement Students' Matters Teachers	Locally Developed Courses	Administrative Staffing	Transportation
	Alternative Programs	Administering Employee Agreements	Education Act/Regulatory Review
	Suspensions/Expulsions	Parental Concerns	Learning Technologies
	Attendance Board	FNMI	
Advisory Council	Coordinator Learning Services Meetings	Coordinator Learning Services Meetings	
School Improvement Planning	ELL/ESL	Foothills Administrator's Association/ Professional	

Reference: Section 60, 61, 96, 113, 116, 117 School Act

Responsibilities in St. Paul Education Regional Division 1 - Alberta

DUTIES OF THE SECRETARY-TREASURER

Administrative Procedure 453

DUTIES OF THE SECRETARY-TREASURER

The Secretary-Treasurer is the business manager of the Division. The Secretary-Treasurer, under the direction of the Superintendent, is responsible to the Board for the budget control of the Division's operations.

Procedures

The Secretary-Treasurer shall, under the direction of the Superintendent, conduct all the business affairs of the Division. The Secretary-Treasurer shall:

Be responsible for the fiscal management of the Division, including budgeting purchasing and financial responsibility and accountability, under the direction of the Superintendent.

Attend all Board meetings except when the Secretary-Treasurer's tenure, salary or evaluation are under consideration.

Develop an adequate system for recording and preserving the proceedings of the Board, and the recording and filing of official corporate documents.

Act as secretary for all committees of the Board unless otherwise designated.

Be responsible, jointly with the Superintendent, for conducting all the financial and corporate affairs of the Board and for operating within the approved annual budget.

Be responsible for the management of the office and office staff included in assessment of office staff.

Be responsible for the business aspects of the Director of Finance/Student Services and Director of Transportation and Facilities/Operation and Maintenance.

Reference: Sections 60, 61, 113, 116 School Act

*Small
Catholic*

Clirist tie rfeaclier Catliouc Schiools

ADMINISTRATIVE PROCEDURES

400 - PERSONNEL & EMPLOYEE

CODE:

AP 472

SECTION:

RELATIONS

PROCEDURE:

ROLE OF CHIEF FINANCIAL OFFICER

BACKGROUND

Guided by the Division's vision, mission, values, and goals the Chief Financial Officer will assist the Director in fulfilling the general and specific aspects of the role description for the Director as defined in provincial statute, Saskatchewan Learning documents, and Board Policy.

The Chief Financial Officer is the senior financial officer of the Board and is responsible for the business operations of the Division.

The Chief Financial Officer participates in the planning, development and execution of the annual budget. Under limited supervision conducts and coordinates complex professional budget and accounting work involving the research, analysis, preparation and maintenance of financial information for financial reporting and audit purposes.

JOB DESCRIPTION

1. Immediate Supervisor: Director
2. Minimum Qualifications
 - 2.1 Bachelor's degree in administration, commerce or a similar degree that is acceptable to the Board.
 - 2.2 Three (3) to five (5) years of experience in general accounting and preferably local governmental accounting.
 - 2.3 Two (2) years supervisory experience.
 - 2.4 Any equivalent combination of training and experience which would provide the acceptable knowledge, abilities and skills, as evidenced in the following performance responsibilities.
3. Knowledge, Skills and Abilities
 - 3.1 Comprehensive knowledge of government accounting, auditing, and financial reporting.
 - 3.2 Knowledge of Generally Accepted Accounting Principles and Governmental Accounting Standards.
 - 3.3 Thorough knowledge of automated budget and accounting microcomputer systems, operations and procedures.
 - 3.4 Ability to create and implement budget and financial reporting procedures designed to comply with generally accepted accounting practices and to improve operations.

AP 472

- 3.5 Ability to prepare various financial and operational reports.
 - 3.6 Ability to plan, coordinate and direct the work of subordinates.
 - 3.7 Ability to establish and maintain effective working relationships with outside contacts, officials, school secretaries, principals, directors, and other Division employees.
 - 3.8 Ability to assemble and organize complex data.
 - 3.9 Ability to work independently on responsible and complicated administrative **assignments**.
 - 3.10 Ability to compose effective and accurate correspondence.
 - 3.11 Ability to quickly learn procedures used to report information and maintain records.
4. Performance Responsibilities
- 4.1 Leadership Practices
 - 4.1.1 Is viewed positively and has the support of those with whom he/she works most directly in carrying out his/her responsibilities.
 - 4.1.2 Works to achieve goals approved by the Director for the Department and the Division.
 - 4.1.3 Monitors the achievement of the goals established for the Business Administration Department and the Division related to the duties of this position.
 - 4.1.4 Develops and implements a personal professional development plan for his/her ongoing professional improvement.
 - 4.2 Financial Operations
 - 4.2.1 Acts as the bonded agent of the Division, with signing authority in all legal and financial matters relating to the Division as requested by the Director.
 - 4.2.2 Directs the development and implementation of the annual and long-range budget cycles for the Division in a manner that is consistent with standard accounting procedures, and legal and ethical requirements.
 - 4.2.3 Provides for the fiscal management of revenues and expenditures in accordance with organizational goals (including school-based decision-making) and statutory requirements.
 - 4.2.4 Assists in the development of budget systems and procedures; works with Division staff to develop and implement automated budget processes.
 - 4.2.5 Submits to Saskatchewan Learning all required financial documents (i.e., Annual Education Budget, Audited Financial Statement).
 - 4.2.6 Provides quarterly periodic reports to the Director regarding the financial operations of the Division.
 - 4.2.7 Assists school sites with preparation of budgets and the management of their financial affairs.

Review of the Role and Responsibilities of the Secretary-Treasurer

- 4.2.8 Prepares all budget documents.
- 4.2.9 Analyzes departmental budget requests for assessment of budget needs. Supervises employees in the areas of purchasing, budgeting, and financial reporting.
- 4.2.10 Reviews the disbursements of all monies and control of expenditures for the Division's capital projects to ensure appropriations are not exceeded.
- 4.2.11 Monitors activity appropriations for spending; advises supervisors of the availability of annual appropriations.
- 4.2.12 Assists the administration of the annual audit, which includes analysis, development and summarization of all school funds.
- 4.2.13 Assists in the implementation of generally accepted accounting principles relating to Division operations.
- 4.2.14 Assists in the implementation of all Government Accounting Standards relating to Division operations.
- 4.2.15 Maintains Division debt service schedules and prepares periodic financial reports on payments for principal, interest and handling fees.
- 4.2.16 Assists in budgeting for activities relating to the grants received by the **Division**.
- 4.2.17 Attends Board meetings and work sessions on budget and other related financial matters.
- 4.2.18 Prepares fixed asset schedules at year-end for auditors.
- 4.3 Plant Operations and Maintenance
 - 4.3.1 In consultation with the Maintenance Worker II and the Director, develops and monitors facility maintenance and operation plans.
 - 4.3.2 Ensures sufficient and appropriate insurance is maintained for all operations and buildings.
 - 4.3.3 When required, coordinates meetings of maintenance and cleaning staff to enhance services.
- 4.4 Student Transportation
 - 4.4.1 Coordinates urban and rural transportation agreements and contracts.
 - 4.4.2 Ensures that Division vehicles are safe and well maintained.
 - 4.4.3 Arranges for the transportation of special needs students.
- 4.5 Personnel Functions
 - 4.5.1 Works collaboratively with the Director in negotiating collective agreements.
 - 4.5.2 Administers collective agreements in accordance with Board mandate.
 - 4.5.3 Provides for the supervision and evaluation of "direct reports".
 - 4.5.4 Monitors the utilization of vacation days for "direct reports" and the caretaking and maintenance staff.

4.5.5 Facilitates the direction of services in a manner that meets the needs of schools and administrative departments.

4.6 Board and System Relations

4.6.1 Submits Board reports in an accurate and timely manner in preparation for regular Board meetings.

4.6.2 Establishes and maintains positive professional working relations with the Board and all staff.

4.7 Confidentiality

4.7.1 At no time should the Chief Financial Officer discuss in public information pertaining to employees, students or the operation of the school division. The Chief Financial Officer is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and The Local Authority Freedom of Information and Protection of Privacy Act.

4.8 Other Duties and Obligations

4.8.1 Performs other duties and obligations as assigned by the Director.

5. Confidentiality

5.1 At no time should the Chief Financial Officer discuss in public information pertaining to employees, students or the operation of the school division. The Chief Financial Officer is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally commnicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and The Local Authority Freedom of Information and Protection of Privacy Act.

Reference: Sections 85, 87, 108, 109 110, 278, 281, 282 *Education Act*

Date Issued: January 1, 2014



NORTH EAST SCHOOL DIVISION

*Middle/Large
Rural*

Applications for the position of:

Superintendent Of Business Administration

Cultureot

Melton, Saskatchewan

Reporting to the Director of Education, the Superintendent of Business Administration is a strategic leader delivering measurable results to make vision a reality. The successful applicant will establish priorities and objectives for the effective management of financial and material resources aligning with the division's strategic plan while compliant with the legislative provisions of *The Education Act*. This member of Executive Council will also possess the leadership skills, understanding, and confidence to maximize the potential of the school division business team within organization.

As a prerequisite, the successful candidate must commit to the vision, mission, and guiding principles of the North East School Division. In addition, the candidate must possess proven experience in the management of a multi-faceted organization coupled with the integrity and demonstrated ability to work within a team environment led by a publicly funded and elected Board of Education. Duties to commence on August 1, 2015 or as mutually agreed.

Additional education and experience requirements are:

- A professional designation (CA, CGA, CMA, CPA or equivalent) coupled with an Undergraduate Degree in Business Administration, Commerce or equivalent.
- A Master's Degree in Business Administration, Commerce or equivalent would be an asset
- Minimum of 3 years' experience with demonstrated success in a senior leadership role in an organization with a significant budget (\$57M) and large staff compliment (650 F. T. E.).
- Minimum 5 years direct supervisory experience
- Eligibility for membership in SASBO

Additional knowledge and skill requirements are:

- Strong knowledge of educational finance and the pressures surrounding the sector.
- Knowledge of best practices in non-profit leadership and operational methods.
- Knowledge of performance management and enterprise risk management.
- Knowledge of human resource issues and practices, facility and capital planning, supporting transportation/logistics systems and general organization operations.
- Knowledge of best practices in educational leadership
- Knowledge of results-based and policy driven governance is an asset.

The North East School Division provides for the learning needs of over 5000 students and is comprised of 22 schools in 13 communities located in one of the most naturally beautiful and diverse areas of Canada.

A total compensation package commensurate of education and experience recognition is provided. Additional information regarding this position may be obtained by contacting Mr. Don Rempel, Director of Education at rempe.don@nesd.ca or (306) 752-5741.

Quote Job# 2014-15-041 and send applications to the undersigned complete with a covering letter, a complete resume (with all supporting documentation) and a minimum of three professional references including your most recent employer by **12:00 PM. Friday, February 13, 2015** to:

Don Rempel, Director of Education North East School Division No. 200 Box

Prarie Valley School Dvision

JOB DESCRIPTION

Position	Deputy Director of Education, Division Services/CFO/Secretary to the Board of Education
Reports To	Director of Education/CEO
Location	Education Centre, RM of Sherwood
Salary Range	As per annual salary grid

JOB PURPOSE

Reporting to the Director of Education/CEO, the Deputy Director/CFO/Secretary to the Board has both internal and external responsibilities, including executive support to the board of education and responsibility for non-instructional services: finance, facilities, transportation, information technology and communications as well as shared responsibility for human resources recruiting, mentoring and succession planning. The Deputy Director/CFO/Secretary to the Board partners closely with the Director of Education and the Deputy Director of Instruction and School Operations to chart Prairie Valley School Division's future growth and strategic responses to a challenging and ever-changing environment.

PRIMARY RESPONSIBILITIES

- Work collaboratively with the Director of Education/CEO and the Deputy Director of Instruction and School Operations in the strategic leadership, organizational development and operational management of all aspects of school division operations. Make effective contributions to the senior leadership team (Administrative Council Executive) and the senior management team (Administrative Consortium).
- Lead the Division Services management team, aligning and integrating efforts and resources across finance, facilities, transportation, information technology and communications to provide cohesive, effective and efficient non-instructional support services that promote student opportunity and **achievement**.
- Provide timely, accurate and high quality executive support services to the Board of Education including preparing and monitoring a well-organized and cohesive annual board work plan, preparing balanced and relevant monthly agendas, preparing or overseeing high quality materials for the board package, preparing and retaining accurate minutes and records, overseeing board elections in accordance with legislation, managing board remuneration claims and preparing briefing materials for the Board Chair and Vice Chair.
- In consultation with the ACE group, lead the development, implementation and monitoring of the division strategic plan, ensuring alignment with Ministry and sector planning work.
- Lead the development and implementation of internal and public reporting and accountability work across the organization, ensuring that the School Division demonstrates transparency in the financial

Review of the Role and Responsibilities of the Secretary-Treasurer

- Develop and manage an annual planning and budget development process that aligns finance, facilities, information technology and communications efforts across the organization in support of the organization's strategic direction and priorities.
- Maintain and manage the School Division's Business Continuity Plan.
- Build and maintain strong, positive relationships with board members, staff, First Nations, the Ministry of Education, Ministry of Finance, Office of the Provincial Auditor, school divisions and other educational partners.

KNOWLEDGE, SKILLS AND ABILITIES

- Demonstrated leadership, strategic thinking and innovation in a senior position in the education system
- Demonstrated ability to track and analyse performance and take action in response to improve service delivery to schools and students
- A broad understanding of best practices, current research and provincial initiatives in Pre-K to Grade 12 education
- Understanding of the principles and practice of policy development, implementation, evaluation and **monitoring**
 - Excellent working knowledge of finance, risk management, strategic planning and sound organizational and project management skills
 - Theoretical and practical knowledge of human resource development, management, succession planning and performance evaluation processes and practices
 - Excellent organizational and tracking skills and knowledge of best practices in not for profit board **operations**
 - Ability to communicate effectively and build and maintain positive relations with central and school-based staff, Board members, communities and other stakeholders

COMPETENCIES

Problem Solving/Creative Thinking

Resolves difficult and complicated challenges using new and innovative ideas. Develops creative approaches and seeks opportunities to improve processes that affect the workplace. Analyzes options and decisions based on long-term outcomes.

Organizational Awareness

Shows commitment to the organizational vision and strategic goals by acting in accordance to organizational expectations. Uses knowledge of the organizational and business climate to solve issues and accomplish goals and business strategies, complies with and enforces organizational policies, procedures and practices.

Leadership

Maintains a professional and positive manner even under changing or uncertain conditions. Works well with a wide range of individuals to provide support, coaching, encouragement and direction. Engages others in order to accomplish organizational goals and strategies.

Teamwork

*Small
Northern*

ILE-A-LA-CROSSE SCHOOL DIVISION N0.112

SECRETARY-TREASURER JOB DESCRIPTION

The Secretary-Treasurer is an integral part of the senior management team filling the role of Chief Financial Officer (CFO) for the school division. Reporting to the Board of Education through the Director of Education (CEO) the Secretary-Treasurer is the corporate Secretary to the Board.

The Secretary-Treasurer is a hands-on and participative manager that will take an active role in leading, managing and supporting the following areas of operation: Financial Operations; Accounting; Plant Operations, Transportation, Information Technology (IT); Human Resources and Administration Services.

A: FINANCIAL OPERATIONS

The Secretary Treasurer is responsible for all aspects of the Financial Operation of the school division including, but not restricted to the following:

1. Preparation of the annual operating and capital budgets for the school division.
2. Preparation of the annual financial statement in accordance with PSAB and Ministry of Education requirements.
3. Coordination of audit activities.
4. Ensure timeliness, accuracy and usefulness of financial and management reporting for Federal Government, Provincial Government, Board of Education, School Administration and other managers.
5. Manage cash flow and direct all financial, project-based, and departmental accounting.
6. Oversee investment, borrowing and asset management activities.
7. Review and audit of school division financial status in relation to budget.

B: ACCOUNTING

The Secretary-Treasurer is responsible for accounting and financial reporting. In this role the Secretary-Treasurer shall:

1. Direct and supervise purchasing, accounts payable, payroll and accounting functions.
The Secretary Treasurer shall direct and supervise accounting, payroll and clerical staff.
2. Develop and maintain appropriate internal controls, financial procedures and accounting policies that comply with Public Sector Accounting Bodies (PSAB) and Generally Accepted Accounting Principles (GAAP).
3. Prepare month-end, quarterly and year end financial reports as required.
4. Review all month-end closing activities including general ledger audit and bank reconciliation.
5. Oversee weekly cash management and accounts payable activities.

C: PLANT OPERATIONS

The Secretary-Treasurer is responsible for the operation of school division facilities. In this role the Secretary-Treasurer shall:

ILE-A-LA-CROSSE SCHOOL DIVISION N0.11

1. Supervise and provide general direction to school division Maintenance Staff.
2. Develop and maintain a three and five year facilities plan and capital budget.
3. Manage capital and major renovation projects.
4. Prepare reports as required by the Board and Ministry of Education
5. Maintain the Facilities Asset Management (FAME) software system.
6. Manage facility lease and rentals.

D: PUPIL TRANSPORTATION

The Secretary-Treasurer is responsible for the operation of the Transportation Department. In this role the Secretary-Treasurer shall:

1. Supervise and provide general direction to the Manager of Transportation Services.
2. Develop and maintain a five year capital plan to address bus, van and maintenance vehicle replacement and facility requirements.
3. Ensure that transportation services are provided in accordance with Board Policy and provincial legislation.
4. Prepare reports as required by the Board and Ministry of Education

E: INFORMATION TECHNOLOGY

The Secretary-Treasurer is responsible for overseeing the operation of all aspects of Information Technology. In this role the Secretary-Treasurer shall:

1. Develop a five year plan complete with an annual budget to address the replacement of school division hardware.
2. Maintain a record of software used in the division and ensure that all software deployed is properly licensed.
3. Ensure that the school division is kept up to date and current.
4. Ensure that school division electronic data is secure and properly backed up.
5. Develop policies and procedures that govern the use of technology and security requirements.

F: HUMAN RESOURCES

The Secretary-Treasurer is responsible for the following Human Resources functions:

1. Payroll services.
2. Employee Benefits management.
3. Recruiting practices are consistent and streamlined.
4. Contract negotiations.
5. Job descriptions and compensation schedules for school division personnel.
6. Maintenance of personnel records.

G: ADMINISTRATION SERVICES

In addition the Secretary-Treasurer shall be responsible for the following:

1. Attend all Board Meetings and serve as secretary to the Board with responsibilities for taking and preparing minutes of the meeting.

ILE-A-LA-CROSSE SCHOOL DIVISION N0.11

2. Manage the school division charities fund.
3. Maintain school division records in accordance with the record retention, disposal and storage schedule.
4. Manage the school division's insurance program. (Insurance, Risk Management and Appraisals)
5. Coordinate School Board Elections. The Secretary-Treasurer is the Returning Officer for school division elections.

QUALIFICATIONS

The Secretary-Treasurer will have at least five years of professional experience managing the finance and administration of an organization, preferably a school division, with an operating and capital budget of \$5,000,000.00 to \$10,000.00.

The Secretary-Treasurer will have the following experience and qualifications:

- Bachelor's degree or a combination of education and related experience that is acceptable to the Board.
- An accounting designation (CA, CMA or CGA) is desired.
- Demonstrated excellence in managing financial management, accounting and administration.
- A collaborative, flexible and team oriented leadership style.
- Ability to make decisions.
- Excellent communication (written, oral and technical) and relationship building skills.
- Ability to prioritize, negotiate and work with a variety of internal and external stakeholders.
- Human Resources management, contract negotiation and staff development experience.
- Good understanding of Information Technology and the ability to take a leadership role in selecting and overseeing software and hardware solutions for the school division.
- Excellent Microsoft Office skills and an understanding of computer accounting systems is required.
- Good administrative and project management skills.
- Personal qualities of integrity, credibility and commitment.

Responsibilities in THE SEVEN OAKS SCHOOL DIVISION - Manitoba

DUTIES OF THE SECRETARY-TREASURER

TITLE: SECRETARY-TREASURER

REPORTS TO: SUPERINTENDENT OF SCHOOLS

The Secretary-Treasurer is the Chief Financial Officer of the Seven Oaks School Division. His/her primary responsibility as a member of the Superintendent's management team is to provide leadership to the board, staff and community in our business and financial activities to enable the division to realize its mission statement.

The Seven Oaks School Division is a community of learners, every one of whom shares the responsibility to assist children in acquiring an education which will enable them to lead fulfilling lives within the world as moral people and contributing members of society.

La Division scolaire Seven Oaks rassemble des personnes pour qui l'apprentissage est une valeur essentielle. Chacune d'entre elles a la responsabilité d'éduquer les élèves et de les aider ainsi à s'épanouir et à se réaliser pleinement. Elles ont aussi pour mission de communiquer aux élèves des valeurs morales qui leur permettront de devenir des citoyens responsables dans leur société.

- 1993

The Secretary-Treasurer's specific business and financial responsibilities relate to supervision and staff development, general administration, accounting, purchasing, payroll and those areas of responsibility specifically assigned to him/her.

June 11, 2007

Supervision and Staff Development

1. Recommend the engagement, suspension and/or dismissal of personnel under his/her direction.
2. Supervise, support and evaluate personnel under his/her direction in accordance with Board Policy.
3. Assist the Superintendent and Assistant Superintendents in the administration and budget control of the Maintenance and Transportation Departments.
4. Conduct and/or convene professional development in-services for administrators and/or support staff in the business administration area.
5. Encourage his/her staff to participate in professional development programs and services in the areas for which they are responsible.

General Administration

1. Prepare Board meeting materials and handle related correspondence in the areas of his/her responsibility.
2. Review and sign contracts and agreements involving the Board's signing officers in areas dealing with construction contracts, collective agreements, shared service agreements, teacher contracts, by-laws and financial agreements, etc.
3. Ensure that the minutes of all Board meetings are approved by the Board of Trustees and are signed by the Chairperson of the Board and the Secretary-Treasurer.
4. Administer and enforce Board policies in all aspects of the business administration services of the Division.
5. Review, assess and make recommendations to the Superintendent concerning all policy or program changes in the business administration area.
6. Interpret and administer the various Collective Agreements and report any problems and/or concerns to the Superintendent.
7. Provide counsel and assistance to school administrators in the areas of risk management, school fund accounting, school administrative procedures, purchasing, accounting and reporting of information to the Department of Education.

June 11, 2007

General Administration (continued)

8. Provide the Superintendent and the Board of Trustees with operating statements on a regular basis in accordance with the Board Policy.
9. Prepare reports and proposals for Manitoba Education and other government bodies as required.
10. Provide the Superintendent and the Board of Trustees with management reports and advice to assist them in making decisions.
11. Assist the Board Negotiation Committees by providing information and analysis as well as recording and preparing negotiation materials as required.
12. Ensure that the record retention and disaster recovery policies are followed.
13. Attend all Board meetings and such other meetings as the Superintendent may direct.

Accounting

1. Prepare and oversee the Division Budget process and review school and departmental budget requests prior to their submission to the Superintendent and the Board of Trustees.
2. Assist the division's auditors with the preparation of the division's annual financial audit and ensure that the division has adequate internal control systems in place.
3. Ensure monthly financial reports are properly prepared and maintained for MYAC, KYAC and SOEF.
4. Ensure that payments of all accounts are properly made and report such payments to the Board of Trustees for subsequent approval on a regular basis.
5. Ensure that school fund accounts are reviewed on an annual basis and prepare reports for individual schools and for the Superintendent and the Board of Trustees.
6. Ensure that all division operating grants and capital grant claims are properly submitted and payment is received.
7. Ensure the collection of non-resident fees and other receivables and records are properly maintained.

June 11, 2007

Accounting (continued)

8. Monitor expenditures for all schools and departments.
9. Implement and maintain the financial reporting systems and student information systems including related programs such as transportation and catchment areas, absence reporting and office programs such as word processing, spreadsheet, email, calendaring and report writers.
10. Handle all banking (deposits/reconciliation), financing of capital projects and cash flow projections for the school division.

Payroll

1. Ensure that all staff salaries and benefits are properly paid on a regular schedule and that accurate payroll records are maintained.

Purchasing

1. Administer program development and implementation in areas of inventory control of fixed assets and stores, maintenance and repair of facilities, management information systems, school accounting systems and other areas under his/her direction.
2. Administer the purchasing of the division's contracted services, supplies and materials by arranging for tenders and/or quotations as required by the Public Schools Act.

The Secretary-Treasurer is authorized to incur expenditures and engage outside services where required in the business and financial areas. The Secretary-Treasurer will report such actions to the Superintendent and may delegate duties to other employees in his department with the understanding that such delegation does not relieve the Secretary-Treasurer of the responsibility for the action taken.

SECRETARY-TREASURER ROLES AND RESPONSIBILITIES - RIVER EAST TRANSCONA SCHOOL DIVISION - Manitoba

(1) **General Responsibilities**

Is the chief financial officer of the school division. Performs secretary-treasurer functions for the board of trustees as stipulated in the Public Schools Act. Directs and controls the business administration functions of the division in the areas of accounting and records, purchasing, budgets, maintenance, caretaking, student transportation and information technology.

(2) **Duties, Authority and Responsibilities**

(a) **Operations**

- (i) Directs, coordinates controls and evaluates the financial, maintenance, transportation and information technology functions of the school division.
- (ii) Establishes procedures for effective and efficient operations in the finance, maintenance and transportation departments of the school division.
- (iii) Prepares agendas and makes all necessary arrangements for board and committee meetings. Provides trustees with copies of minutes, committee reports and any other information needed for the meetings.
- (iv) Attends all meetings of the board of trustees and such committee meetings deemed necessary by the board of trustees and the superintendent.
- (v) Tables correspondence and keeps a record of proceedings and prepares covering minutes.
- (vi) Attends to correspondence of the board and notifies appropriate individuals within and outside of the division of action taken at meetings.
- (vii) Maintains custody of documents, contracts, leases, deeds, minute books and all other official records of the division.
- (viii) Acts as the signing officer for the division.
- (ix) Maintains custody of all funds of the division and directs the handling of cash receipts and disbursements.
- (x) Coordinates and directs division accounting activities. Ensures that necessary accounting and financial control procedures and proper books of account are maintained. Is responsible for the preparation of regular financial statements. Supervises the conduct of, and reports on, special financial and cost studies.

SECRETARY-TREASURER ROLES AND RESPONSIBILITIES - RIVER EAST TRANSCONA SCHOOL DIVISION - Manitoba

- (xi) Compiles reports and records prescribed by the provincial department of education, the board of trustees, and the superintendent.
 - (xii) Coordinates and directs the division purchasing activities. Develops tendering and purchase approval routines and ensures adherence to approved purchasing policies and procedures. Coordinates tender reviews and approves non-routine purchases in line with the established purchase approval schedule.
 - (xiii) Coordinates and directs division school maintenance and caretaking activities. Ensures that established maintenance and caretaking standards are maintained, and that board policies and regulations respecting these are followed.
 - (xiv) Coordinates and directs division student transportation services. Ensures that transportation services are carried out in line with the requirements of the Board and provincial regulatory bodies and the required standards of safety and operating efficiency are maintained at all times. Acts on major requests or complaints respecting transportation services.
 - (xv) Coordinates and directs division information technology infrastructure functions. Ensures technical standards are maintained and the needs of curricular, co-curricular, and administration are met.
 - (xvi) Directs and coordinates the activities of all clerical staff not assigned to school units.
 - (xvii) Provides information and assistance to the board's negotiations committee or sub-committees in contract negotiations.
 - (xviii) Administers the division insurance program. Keeps informed on the premium status of all policies and ensures that they are kept valid. Periodically reviews the division insurance portfolio and recommends revisions and/or additions to ensure the proper coverage for division against loss or liability.
 - (xix) Liaises with the division solicitor on such matters as construction contracts and inter-division agreements, and ensures a proper mutual understanding of the intent and implication of legal commitments or pending commitments of the division.
 - (xx) Liaises with architects, contractors, solicitors and other concerned parties on division construction projects and generally ensures that the obligations of all parties are properly identified and fulfilled.
 - (xxi) Performs all duties in accordance with provincial statutes and regulations and the by-laws and policies of the board of trustees.
-

**SECRETARY-TREASURER ROLES AND RESPONSIBILITIES - RIVER EAST
TRANSCONA SCHOOL DIVISION - Manitoba**

- (xxii) Reports regularly to the superintendent on the activities of the organizational unit for which the secretary-treasurer is responsible.
 - (xxiii) May delegate portions of responsibilities and authority to subordinate supervisory personnel, but may not delegate overall responsibility for results or any portion of accountability.
 - (xxiv) Initiates, coordinates and implements administrative applications of technology in cooperation with the superintendent's department.
 - (xxv) Performs other duties as assigned from time to time by the Superintendent.
- (b) **Finances**
- (i) Advises and assists the superintendent in the development of annual operating and capital budget.
 - (ii) Administers funds allotted under the approved budget for the activities for which the secretary-treasurer has responsibilities.
 - (iii) Coordinates the preparation of the annual division detailed budget estimates.
 - (iv) Ensures the implementation and maintenance of effective budgetary control measures for the division.
 - (v) Develops a program for estimating cash requirements and cash flow to ensure that the division is in a sound cash position at all times.
- (c) **Organization**
- (i) Recommends to the superintendent changes in the structure and function of the secretary-treasurer Department to meet the needs of the school division.
 - (ii) Prepares and amends, as necessary, for the approval of the superintendent, the position descriptions of personnel who report directly to the secretary-treasurer.
- (d) **Personnel**
- (i) Directs the recruitment procedures of all personnel directly responsible to the secretary-treasurer.
 - (ii) Recommends to the superintendent the selection, promotion, tenure and termination of all personnel in the division who are responsible to the secretary-treasurer.
 - (iii) Conducts regular performance assessments of all personnel reporting directly to the secretary-treasurer.

**SECRETARY-TREASURER ROLES AND RESPONSIBILITIES - RIVER EAST
TRANSCONA SCHOOL DIVISION - Manitoba**

- a) Assumes the responsibility of office manager, directing the day-to-day routines and department of clerical staff located at Central Office
- b) Communicates expectations of the employer to clerical staff and addresses issues that foster a productive working climate and good staff morale.

(3) **Relationships**

- (a) Is responsible directly to the superintendent.
- (b) Supervises and directs the activities of the assistant secretary-treasurer, the director of maintenance, the director of transportation, the manager of information technology, and other personnel as may, from time to time, be assigned.
- (c) Conducts such relationships with representatives of the provincial department of education, provincial and civic agencies, Manitoba Association of School Trustees, Manitoba Association of School Business Officials, and other organizations as are necessary and facilitative to the accomplishment of the functions of this position.
- (d) Maintains membership in appropriate professional associations, participates in the activities of such associations so as to further personal professional development and thereby benefit the school division.

Effective Date:	April 20, 2004	Policy	XXX
Amended Date:		Regulation	
Board Motion(s):	268/04	Exhibit	
Legal/Cross Reference:			

Review of the Role and Responsibilities of the Secretary-Treasurer

TURTLE MOUNTAIN SCHOOL DIVISION
SECTION L: SENIOR ADMINISTRATION

POLICY |
L - 1

POSITION DESCRIPTION

Position Title: Secretary-Treasurer

Position Description:

Reporting to the Superintendent/CEO, the Secretary-Treasurer shall act as the secretary and financial manager within the Division. The Secretary-Treasurer shall administer, supervise or have the authority to delegate all activities related to non-teaching and/or support services sector as defined within this job description and in the organizational chart. The delegation of such powers or duties, however, shall not relieve the Secretary Treasurer of the responsibility for the action taken under such delegations.

Turtle Mountain School Division (TMSD) operates as a CEO organization. The Secretary-Treasurer's department is primarily responsible for fiscal management. The Superintendent/CEO is primarily responsible to the Board for all functions of the Division.

The Secretary-Treasurer reports to the Superintendent/CEO. The primary function of the Secretary-Treasurer as a member of the Superintendent/CEO's management team is to provide leadership in the business administration activities: these include accounting, purchasing, payroll, general administration and those areas of responsibility specifically assigned to him/her.

The Secretary/Treasurer will act as the Business Administrator of the School Division and Office Manager of the Education Support Centre with responsibilities to:

1. assist the Superintendent/CEO with planning the agenda for Board meetings and prepare reports on matters which fall within the jurisdiction of this position.
2. attend all Board meetings and other meetings as the Superintendent/CEO may direct;
3. prepare the minutes and related correspondence of all Board meetings and other duties arising from the meetings;
4. review and sign contracts and agreements involving the Board's signing officers in areas dealing with contracts, collective agreements, shared service agreements, teacher contracts, by-laws and financial agreements, etc.;
5. administer and enforce Board policies in all aspects of the business administration services of the Division;
6. review, assess and make recommendations to the Superintendent/CEO concerning all policy or program changes in the business administration area;
7. provide the Superintendent/CEO and the Board of Trustees with management reports and advice to assist them in making decisions;
8. assist the Board Negotiations Committee by providing information and analysis as well as recording and preparing negotiation materials are required;
9. prepare the budget and review school and department budget requests prior to their submission to the Superintendent/CEO and the Board of Trustees;
10. ensure that all staff salaries and benefits are properly made
11. ensure that payment of all accounts are properly made and report such payments to the Board of Trustees for subsequent approval on a regular basis;
12. ensure that guidelines and Board Policy regarding school fund accounts are followed and file reports as required by Policy;
13. provide counsel and assistance to school administrators in the areas of school fund accounting, school administrative procedures, purchasing, accounting and reporting of information to Manitoba Education
14. interpret and administer the various Collective Agreements and report any problems and/or concerns to the Superintendent/CEO;
15. recommend the engagement, suspension and/or dismissal of personnel under his/her direction;
16. evaluate the performance of personnel under his/her direction in accordance with Board policy;
17. assist the Division's auditors with the preparation of the Division's annual financial audit and ensure that the Division has adequate internal control systems in place;
18. administer program development and implementation in areas of inventory control on fixed assets and stores; maintenance and repair of facilities, management information systems, school accounting systems and other areas under his/her direction;
19. ensure that all Division operating grants and capital grant claims are properly submitted and payment is received;
20. ensure the collection of non-resident fees and other receivables and maintain proper subsidiary ledger control;

Cross Reference: Procedure L-1 (Role of the Secretary-Treasurer)

Amended Date: April 23, 2014

Policy Review Date:

Page 1 of 1 |

Review of the Role and Responsibilities of the Secretary-Treasurer

TURTLE MOUNTAIN SCHOOL DIVISION
SECTION L: SENIOR ADMINISTRATION

POLICY |
L - 1

19. handle all banking (deposits/reconciliation), financing of capital projects and cash flow projections for the School Division;
20. arrange for tenders and/or quotations as required by the Public Schools Act;
21. provide the Superintendent/CEO and the Board of Trustees with operating statements on a regular basis in accordance with the Board Policy;
22. monitor expenditures for all schools and departments;
23. assist the Superintendent/CEO, the Maintenance Supervisor, and the Transportation Supervisor in administration of the Maintenance and Transportation Department in the areas of capital projects, budget control and management reporting;
26. prepare reports and proposals for Manitoba Education and other government bodies as required;
27. participate as an individual in appropriate local, provincial, regional, national and international organizations which promote professional development for school business administrators;
28. conduct and/or convene professional development inservices for administrators and/or support staff in the business administration area;
29. encourage his/her staff members to participate in professional development programs and inservices in the areas for which they are responsible;
30. ensure that the Turtle Mountain School Division Policy Manual is maintained and ensure that all copies are updated when revisions are made;
31. perform such other duties as may be assigned by the Superintendent/CEO.

The Secretary-Treasurer is authorized to incur expenditures and engage outside services where required in the business administration areas. The Secretary-Treasurer will report such actions to the Superintendent/CEO and may delegate duties to other employees in his/her department with the understanding that such delegation does not relieve the Secretary-Treasurer of responsibility for the action taken.

Cross Reference: Procedure L - 1 **Role of the Secretary-Treasurer**

Amended Date: April 23, 2014

Policy Review Date:

Page 2 of 1

EVALUATION OF THE SECRETARY-TREASURER

A. *INTRODUCTION:*

The Board believes that there exists a direct relationship between the performance of the Secretary Treasurer and the effective operation of the financial component of the Division. In recognition of this relationship, the Board adopts this policy to be referenced by the Superintendent/CEO when conducting an annual evaluation of the Secretary Treasurer.

B. COMPONENTS OF THE EVALUATION:

- I. Clarify the Secretary Treasurer's role in the school system through a review of the job description.
2. Improve job performance through an objective analysis of past performance in light of agreed upon objectives, goals and responsibilities.

[Click to view Procedure](#)

EVALUATION OF THE SECRETARY-TREASURER

A. *PROCEDURES:*

1. a) Prior to the regular Board meeting in April, the Superintendent/CEO will receive the Secretary Treasurer's prior composite, goals status report and a new evaluation form.
b) The Superintendent/CEO will then complete the evaluation form prior to the May Board meeting, and will review the evaluation with the Secretary-Treasurer prior to the end of May. Through this discussion goals for the following year will be established.
2. The completed evaluation will become part of the Secretary-Treasurer's personnel file.

[Click to view Policy](#)

;Cross Reference-: Po L--g_{\$_valuation of the Secretary-Treasurer)
f gQ!_L____..... -

APPENDIX

FORM A EVALUATION OF THE SECRETARY TREASURER:

EVALUATION RATINGS:

3 • Exceeds job requirements 2 • Meets job requirements 1-Needs improvement

*When selecting 1 -comments must be provided

1. Financial leadership:

a. Asset management and maintenance:

i) Ensures adequate and proper maintenance of building and grounds. 3 2

ii) Maintains capital equipment database. 3 2

b. Reviews, maintains, ensures payments on Division accounts. 3 2

c. Reviews and reports regularly on school funds and school financial procedures. 3 2

e. Effectively supervises payroll and benefits personnel. 3 2

2. Ensures all financial and legal matters as stipulated in the Public Schools Act are signed in a timely and appropriate manner. 3 2 1

3. Controls and maintains the official records of the Division. 3 2

4. a. Effectively supervises the accounts/purchasing personnel as well as delegates and monitors internal control procedures over expenditures. 3 2

b. Coordinates all procedures and contractual arrangements related to tendering, leasing and purchasing. 3 2 1

c. Prepares the following appropriately:

i) Financial Statements 3 2

ii) Reports 3 2

iii) Appropriate budget allocations and appropriate information 3 2

5. Budget Presentation to the Board

i) Provides ample information to enable the Board to make decisions. 3 2

ii) Monitors budget allocations and where required takes appropriate action and/or advises the Superintendent/CEO and the Board. 3 2 1

6.. Ensures that the property and liability insurance programs are administered correctly.

Cross Reference: Policy L – 2 (Evaluation of the Secretary-Treasurer)
Page 2 of 4

Review of the Role and Responsibilities of the Secretary-Treasurer

TURTLE MOUNTAIN SCHOOL DIVISION SECTION L: SENIOR ADMINISTRATION	POLICY L - 2
7. Follows, when elections or bi-elections are held, the Local Authorities Election Act and the Public Schools Act.	3 2
8. Submits reports as required to the Department of Education, Citizenship and Youth.	3 2
9. Participates as an active member of the Manitoba Association of School Board Officials.	3 2
Comments and Recommendations:	
Board Communication	
1. Attends meetings as required.	3 2
2. Ensures the following are completed appropriately, timely and according to policy.	
i) Provide agendas and minutes for the following meetings:	3 2
a) Board b) Operation Committee c) Education Specific d) Special e) Budget	
ii) Reports on Division's matters that fall under the jurisdiction of this position.	3 2
3. a. Provide information promptly to the Board on topics relating to negotiation.	3 2
b. Provide information promptly to the Board relating to budget and planning.	3 2
4. Provides information or direction promptly to trustees related to policy, procedure and other points under the jurisdiction of this position.	3 2 1
5. Ensures the Board is informed of the correspondence.	3 2
Comments and Recommendations:	
Communication	
<u>Cross Reference: Policy L - 2 (Evaluation of the Secretary-Treasurer)</u> Page 3 of 4	

Review of the Role and Responsibilities of the Secretary-Treasurer

TURTLE MOUNTAIN SCHOOL DIVISION
SECTION L: SENIOR ADMINISTRATION

POLICY |
L - 2

- | | | | |
|--|---|---|---|
| 1. Representing the division and relating to the financial aspects of the Division. | | | |
| a. Attends meetings and conferences. | 3 | 2 | |
| b. Liaises with government officials, agencies and business. | 3 | 2 | |
| 2. Ensures the Freedom of Information and Protection of Privacy Act (FIPPA) and the Personal Health Information Act (PHIA) are followed in the Division. | 3 | 2 | 1 |
| 3. a. Explains all policies under the Secretary-Treasurer's jurisdiction to staff. | 3 | 2 | |
| b. Reviews policies with staff on a regular basis. | 3 | 2 | |

Comments and Recommendations:

Human Relations

- | | | | |
|--|---|---|--|
| 1. Deals with the following with consideration and tact: | | | |
| a. Superintendent/CEO | 3 | 2 | |
| b. Division Employees | 3 | 2 | |
| c. Stakeholders | 3 | 2 | |
| 2 Operates well within a CEO system | 3 | 2 | |

General Comments and Recommendations:



Job Description

GENERAL MANAGER CORPORATE SERVICES

Appendix H

Approval	Abril	Department	Corporate
<input type="checkbox"/> IAF		<input type="checkbox"/> CUP	<input checked="" type="checkbox"/> Managemen
Title of Immediate		City	

General Accountability:

Purpose and Scope

Reporting directly to the City Manager, the General Manager of Corporate Services provides organizational leadership across the City of Campbell River as part of the Senior Management team. The position has overall accountability for the Corporate Services Division, comprising the Finance, Human Resources, Information Services and Police Services departments, each led by a respective Manager reporting to the General Manager. The General Manager ensures that the operations of the Corporate Service departments meet the needs of the organization and the activities of each department adhere to City policy as mandated by applicable regulatory bodies, Council and the City Manager.

In addition to the critical leadership of the Corporate Services Division, the General Manager has several organization-wide responsibilities and accountabilities that transcend all departments and contributes to the development of strategies and processes which result in the formulation and achievement of the City's overall goals and objectives.

Nature and Scope of Work

- Provide leadership for the organization as a member of the Senior Management team to create overall goals and objectives and make decisions that contribute to the achievement of Council directed objectives.
- Contribute to and support the strategic direction and the overall management and growth of the City.
- Responsible for the effective and efficient management of the Corporate Services division, comprised of Finance, Human Resources, Information Services and Police Services departments ,by:
 - providing leadership and management of the Finance Manager, Information Services Manager, RCMP Municipal Manager and Human Resources Manager ;
 - establishing division goals and objectives in conjunction with department managers that are reflective of the Corporate Strategic Plan;
 - providing strong leadership to project teams and managers in order to capitalize on their full potential;
 - reviewing annual area budget estimates with departmental managers and exercising expenditure control within approved budgets;
 - preparing and/or reviewing the capital budget and 5 year capital projects for the division;
 - ensuring that all reports from Corporate Services to Council contain the necessary information and provide the appropriate recommendations to assist Council in its decision-making process.
- Responsible for overseeing the strategic development of the City's long term financial plan and all financial and business planning services.
- Lead the development and execution of the City's strategic Human Resources plan.
- Contribute to development of organizational leadership through focused development strategies including talent and performance management.
- Responsible for policy development that assists in the operation of the function within the Corporate

Job Description – General Manager Corporate Services Page 2 of 3

Services division.

- Ensure the organization is in full compliance with all relevant legislation and City administrative policies.
- Provide guidance for organization-wide change management initiatives.
- Maintain effective working relationships with key internal and external stakeholders.
- Attend Council meetings as the functional area representative and sits on various committees as required
- Ensures an effective and inclusive system for internal communication exists between staff and management. Ensures all staff are made aware of the City’s mission, vision and goals for both the long and short term.
- Keep abreast of trends and developments in municipal operations and recommends new and innovative approaches to enhance the performance of the City.
- Other related duties as required.

Necessary Qualifications

Technical knowledge and skills:

- Local government operations and governance, including city bylaws, policies and procedures;
- An understanding of the current legal environment in which the municipality operates including applicable federal, provincial and local legislation, regulations, standards and guidelines;
- Thorough understanding of the financial operating process of a municipal government, including budget formulation, and related legislation;
- Knowledge of human resources and labour relations practices and related legislation;
- A well-defined sense of diplomacy, including solid negotiation and conflict resolution skills, as well as political astuteness;
- Strong technical skills related to interpretation of complex bylaws, resolutions, agreements and contracts;
- High level of critical and logical thinking, analysis, and/or reasoning to identify underlying principles, reasons, or facts;
- Departmental and corporate long-range plans;
- An understanding of inter-government relationships.

Key Competencies:

Key Competency	Job Specific Requirements
Accountability and Reliability	<ul style="list-style-type: none"> • Take personal ownership and responsibility for the quality and timeliness of work commitments and demonstrates integrity on a daily basis • Follow organizational guidelines, professional standards, regulations and principles
Adaptability and Flexibility	<ul style="list-style-type: none"> • Flexible and comfortable adapting current work practices to respond to changing conditions, priorities and job requirements. • Remain open-minded with a willingness to alter opinions and behaviours on the basis of new information.
Collaboration and Negotiation	<ul style="list-style-type: none"> • Work with others to foster mutual understanding of complex initiatives and sensitive situations, ensuring ideas, proposals and solutions from all participants are considered. • Work collaboratively to resolve conflicts as well as reach solutions that best meet organizational needs and goals.
Communication	<ul style="list-style-type: none"> • Ability to interpret, report, provide, advise and guide on a variety of complex matters pertaining to the City • Express information, thoughts and ideas clearly in different contexts (e.g. oral, written) to individuals and groups • Utilize active listening skills and summarizes information according to the audience in order to promote engagement and increase understanding. • Explain and advocate facts and ideas in a convincing manner while communicating and negotiating with individuals and groups

Review of the Role and Responsibilities of the Secretary-Treasurer

Key Competency	Job Specific Requirements
Decision Making and Problem Solving	<ul style="list-style-type: none"> Analyze situations, diagnose problems, identify key issues and establish and evaluate alternative courses of action in order to make concrete, well-informed, sound decisions that support the overall organization and demonstrate integrity Exercise sound judgement in assessing and applying the impacts of decisions involving policy and procedures, guidelines and legislation in various contexts.
Leadership	<ul style="list-style-type: none"> Influence others, encouraging, inspiring and supporting others to deliver. Has the ability to understand how individuals, at all levels, operate and how best to use that understanding to achieve objectives. Actively seeks positive change for the organization by capitalizing on opportunities. Ability to motivate and supervise others in work requiring close attention to detail;
Networking and Relationship Building	<ul style="list-style-type: none"> interact with others in ways that advance work of the organization by developing respect, mutual understanding and productive working relationships with stakeholders (eg. general public, media, business, representatives of all levels of government, City staff and Council)
Planning and Organizing	<ul style="list-style-type: none"> Organize own time effectively, delegate appropriately, prepare in advance and set realistic timeframes. Make sure all activity and resources are used efficiently and effectively and monitor progress toward operational or strategic objectives Ability to prioritize workload, which may have competing interests, and adapt readily to rapidly changing demands and circumstances
Stress Tolerance	<ul style="list-style-type: none"> Maintain effective performance under pressure, handling stress in a manner that is acceptable to others and to the organization Maintain a professional and positive manner even under changing or uncertain conditions.
Teamwork	<ul style="list-style-type: none"> Foster effective working relationships by working willingly and cooperatively within diverse groups of people in order to achieve group and organizational goals. Participate actively in group activities, encourage departments to work cooperatively and take personal accountability to foster teamwork across the organization.

Education/Training/Certification:

- Minimum of a university degree in business or public administration (or equivalent) OR
- Professional accounting designation (CA, CMA, CGA, CPA)
- Human Resources training/experience is an asset

Experience:

- Minimum of eight (8) years experience at a senior management level of municipal government or other public sector organization including at least three (3) years in a supervisory capacity

Signature of Incumbent: _____	Date: _____
Signature of Supervisor: _____	Date: _____

CITY OF NANAIMO

JOB DESCRIPTION



TITLE: DIRECTOR OF FINANCE

DEPARTMENT: Finance

DIVISION: Corporate Services

**Evaluated: April 2005
Updated: February 2015**

GENERAL ACCOUNTABILITY

The Director of Finance reports to the General Manager, Corporate Services and is accountable for direction and control of the accounting, financial reporting, budgeting, financial forecasting, investing, revenue collection, property taxation, payroll, stores and purchasing and expenditure control functions of the City. The incumbent is also responsible for providing advice, guidance, and direction on financial matters to Council and other Senior Staff, as well as acting as a City Financial Signing Officer. There is also accountability for implementing and administering budgetary and expenditure and revenue control programs to ensure the City achieves its financial objectives.

The work is performed under the general direction of the General Manager, Corporate Services. The incumbent exercises considerable independent judgment and action of his/her daily work and only matters of major impact or policy are referred to the General Manager. Work is evaluated in terms of achieving efficient and effective financial management of the City and its overall financial position.

The Director of Finance is a member of the City's Senior Management Team and is required to participate in the overall planning, administration, and management of the City. The incumbent is the officer responsible for financial administration as defined by the *Local Government Act and Community Charter*.

NATURE AND SCOPE OF WORK

Through subordinate managers, plans, organizes, coordinates and directs all services and programs provided by the Finance Department.

Advises and guides subordinate managers and staff and assists them with difficult labour relations, administrative or technical issues.

Directs the selection, appointment and appraisal of Staff, approves training programs and in consultation with the City Manager, determines staff promotions, discipline and termination.

NATURE AND SCOPE OF WORK (Cont)

Responsible for efficient administrative and budgetary operation of the Department (accounting, financial planning, purchasing and stores, payroll and revenue services).

Fulfills all responsibilities of financial administration as specified in the *Local Government Act and Community Charter*.

Provides direction on financial issues related to Asset Management.

Prepares and implements, or directs the preparation and implementation of, all departmental reports, technical programs, services, bylaws, City Manager's Reports, etc.

Monitors, oversees and provides direction to Finance Department and their contracted service providers.

Establishes, organizes and maintains departmental Emergency Response protocol and ensures that given an emergency situation the department will have a full understanding of their roles and responsibilities.

Accountable for implementing and administering budgetary and expenditure and revenue control programs to ensure the City achieves its financial objectives.

Plans and develops strategies for the most effective use of available operating and capital resources. Establishes priorities in support of departmental objectives and coordinates and ensures works/programs are scheduled appropriately.

Investigates and resolves issues where potential departmental conflicts may develop within the Corporation, with the public, subordinate staff or external agencies.

Enhances the department profile by communicating positively with the public, external agencies, the media and organizations and liaises effectively with the various departments within the Corporation.

Keeps the General Manager, Corporate Services informed by providing dependable and sound advice. Prepares comprehensive reports containing clear alternatives and recommendations and performs other duties as required to ensure that the department is productive and effective.

Oversees the preparation of all annual reports, financial statements and financial management reports, the evaluating of requirements for funds, and the investments of surplus funds.

Oversees the preparation of the City's Financial Plan and is responsible for implementing and maintaining sufficient control systems to ensure the City ends each year with an annual surplus of revenue over expenditure.

Oversees the collections of all City revenues and ensures that all funds owing to the City are collected in a timely manner and in accordance with the requirements of the *Local Government Act and Community Charter*.

NATURE AND SCOPE OF WORK (Cont)

Oversees the selection and implementation of financial software systems. Reviews and evaluates work methods, equipment, promotes new and innovative technology, performance, quality of service and working conditions and institutes changes as required.

Develops and implements financial policies and procedures that contribute to the good financial management of the City.

Attends meetings of the City's Senior Management Team and provides direction and recommendations on financial matters. Works collaboratively with other senior managers on projects and initiatives.

Acts as a Financial Signing Officer for the City.

Attends meetings of Council, Committees of Council, and associated bodies and provides advice and guidance as required.

Maintains effective relationships with the City Directors and other Senior Staff and Council.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

Extensive knowledge of financial and accounting principles, including GAAP and PSAB, practices, and procedures specifically related to municipal affairs.

Extensive knowledge of financial management practices in large, complex organizations.

Thorough knowledge of the *Local Government Act and Community Charter*, related statutes, laws, regulations, and precedents respecting municipal government, with specific emphasis on financial implications.

Thorough knowledge of financial software systems.

Ability to interpret, report, and provide advice and guidance on a variety of accounting and financial management matters; ability to produce concise and complex financial statements and reports.

Ability to manage and direct personnel engaged in diverse activities.

Ability to work varied hours as necessary to meet the requirements of the position.

Ability to meet and deal tactfully, efficiently, and effectively with government, municipal business and other officials, media and the general public.

Ability to solve complex problems, examine alternatives and present sound advice and guidance to subordinate staff and Senior Administration.

Effective communication, presentation, leadership and interpersonal skills.

MINIMUM TRAINING AND EXPERIENCE REQUIRED

Certification in a recognized professional accounting designation such as CA, CGA, CMA or CPA and 8 years progressively responsible related experience, including 4 years in a management supervisory role.

An equivalent combination of education and experience may be considered.

REQUIRED LICENCES, CERTIFICATES AND REGISTRATIONS

Satisfactory Criminal Record Check.

DESIRABLE TRAINING, EXPERIENCE AND/OR CERTIFICATION

Bachelor's Degree in a related discipline (e.g. Business Administration or Public Administration) would be an asset.

Advanced training in local government administration and/or a strong depth of municipal finance experience would be an asset.

GENERAL STANDARDS

Managers and supervisors shall ensure the health and safety of their employees by demonstrating support and participation in all aspects of the Occupational Health and Safety (OHS) Program, communicating hazards and expectations of safety, maintaining safe work areas, and assigning work to trained persons.

All employees shall take reasonable care to protect their health and safety, and the health and safety of other persons by becoming familiar with the Occupational Health and Safety (OHS) Program, following established safe work procedures, using protective equipment, and asking for training if unfamiliar with work requested to perform.

Must be in good health and have sufficient physical strength and agility to perform required work activities of this position.

Contributes in maintaining a respectful, safe and supportive work environment that embraces diversity and where everyone is treated with courtesy, dignity and fairness.

Takes responsibility for reducing energy consumption within the scope of the job duties.

Meets the City's core competencies in the areas of Building Relationships, Developing Self & Others, Focusing on Customer, Communicating Effectively, Thinking Strategically and Collaborating for Results.

Adheres to City policies and objectives.

Revision: 2011-Dec-19 (CRC req'd); 2012-Nov-8 (min quals); 2015-Feb-10 (general updates)
G:\Job Descriptions\Current\3. MGMT\Corporate Services\Finance\Director of Finance (2015).docx

DIRECTOR OF FINANCE

Position Summary

Under the direction of the General Manager – Corporate Services, the Director is a member of the City's senior management team and shall be responsible for leading the strategic direction, performance outcomes, organizational development priorities, and policy and resource allocation decisions for the finance programs.

Provide professional advice to Council and other City departments' in areas of expertise including: accounting, revenue, budget, supply management and information technology operations.

Major Accountabilities

Develops, implements and evaluates the strategic plan goals and objectives for the department consistent with Council's priorities and the City's corporate strategic plan.

Provides vision, leadership and strategic direction to staff in a manner that contributes to their motivation, morale commitment and contribution to a larger team environment and ensures the provision of high quality service to both internal and external clients.

Oversees the statutory duties of the financial officer under the Community Charter and the preparation of the Operating Budget, Capital Budget and Long Range Financial Plans to ensure financial stability, fiscal responsibility and viability of the municipality.

Develop and manage the City's annual operating and capital budgets, longer term financial planning through consultation with departments.

Develop, monitor and enforce policies and procedures relevant to accounting, budgeting, forecasting, and project tracking.

Maintains and develops working relationships and communications on behalf of the department and the City with outside agencies, governments and with senior management of other municipalities.

Researches new trends and innovations, consults with stakeholders and makes policy and strategic direction recommendations.

Oversees the department operations to promote a positive labour relations environment to ensure effective and expeditious responses to labour relations matters; attends grievance and union management meetings as required.

Qualifications

Professional accounting designation (CA, CMA or CGA)

10 - 15 years of related experience with at least 10 years at the senior level in a public sector environment.

The candidate will possess exceptional leadership, judgment and interpersonal skills and the proven ability to develop credibility and effective working relationships with employees, elected officials and external stakeholders.

Competencies: Level 4 or higher, Exempt Competency Framework.



Appendix H

CAMOSUN COLLEGE JOB DESCRIPTION

Working Title: Vice President, Administration

Dated: August 2015

Division: Administration

Supervises: 5 direct reports

Reports To: President

Updated:

A) ORGANIZATIONAL OVERVIEW

Camosun College is a comprehensive community college serving the people of the Greater Victoria Region of British Columbia, on scenic southern Vancouver Island. Guided by an inspiring strategic plan and administered by a professional community of talented faculty, staff and senior executives, Camosun enrolls over 18,000 learners each year, including over 1,100 Aboriginal students of First Nations, Métis and Inuit ancestry and International students from more than 70 countries. Situated on two beautiful campuses with the geography and moderate climate unique to Canada's west coast, Camosun offers more than 160 certificate, diploma, and bachelor's degree programs in arts, sciences, business, health and human services, trades, technologies, sport education, Indigenous studies and adult upgrading. New major infrastructure investments, like the Complex for Trades Education & Innovation, ensure Camosun continues to expand its reputation as a community leader, an applied research hub, and an education powerhouse, providing transformative experiences for students and employees alike. The College has an operating budget of over \$115 million.

B) JOB SUMMARY

Under the direction of the President, this position has overall responsibility for a broad range of administration functions including human resources, financial management, information technology, risk management, contract management, Freedom of Information/Protection of Privacy (FIPPA) requests and issues, and operational and capital planning. The Vice President attends all Board meetings and gives frequent presentations and updates to the Board of Governors and its committees. The position is directly responsible for the Administration Division.

C) REPORTING RELATIONSHIPS

Reports directly to the President.

Direct operational responsibility for the Administration Division which includes responsibility for the following departments:

- Facilities Services
- Finance
- Human Resources
- Information Technology Services
- VP, Administration office

D) ORGANIZATION AND STRUCTURE

This position is one of a seven member College Executive Team led by the College President. The other members are the Vice President, Communications, Advancement and Planning, the Vice President, Education, the Vice President, Strategic Development, the Chief Financial Officer and the Executive Director, Human Resources.

E) ESSENTIAL JOB FUNCTIONS

Under general direction from the President, this position is accountable for:

1. Participating in the preparation, implementation and evaluation of the College's strategic and other major plans;
2. Providing leadership to achieve goals and strategies in support of the College's Strategic Plan;
3. Providing leadership in the development and implementation of the College's campus plan and long term capital planning; oversight of all current major capital plans and capital project implementation;
4. Providing leadership and policy guidelines in the financial management of the College;
5. Working with the CFO, is responsible for the College's overall financial control framework;
6. Developing and implementing strategic approaches and tactics to ensure effective and efficient use of institution resources – financial, human resources, IT and facilities;
7. Planning, development, implementation and evaluation of financial information systems and management information systems;
8. Providing leadership and support in evolving areas of information technology;
9. Providing leadership in the risk management practices of the College including the development and management of the risk management framework;
10. Providing leadership in the contract management practices of the College;
11. Providing leadership with regards to Freedom of Information/Protection of Privacy (FIPPA) requests and issues;
12. Ensuring that parameters and safeguards are provided for institutional contracts and providing advice and support to the College with respect to major contracts and matters of legal liability;
13. Negotiating major contracts and related expenditures within his/her area of responsibility;
14. Financial planning and negotiations with various organizations with respect to the acquisition or lease of land and buildings;
15. Contributing to the development of, and ensuring compliance with College policies and procedures;
16. Advising the President and College Executive Team on all administration matters of general concern to the College;
17. Advising the President and the Board regarding all aspects of financial, administrative, business and legal affairs of the College;
18. Responding to media requests for information or interviews;
19. Contributing to business strategy by working with other college leaders to develop operational people plans that make sense in light of current labor trends and the College's existing talent base;
20. Translating College strategy into workforce requirements through plans and programs that align with the College's overall objectives;
21. Addressing talent gaps by orchestrating learning skills and career development to find the right mix of development programs to satisfy the College's unique requirements;
22. Providing employees, union executives, students, student society board and other stakeholders with appropriate communication relating to responsibilities transparently and with integrity;

23. As a member of the College Executive Team and the Senior Leadership Council, promoting the good general management of the College;
24. Attending all meetings of the Board;
25. Representing the College and College interest with the Ministry of Advanced Education, other Provincial Ministries, BC Colleges, other educational institutions, public agencies and municipal government departments, other external organizations and at appropriate community meetings, events and public hearings.
26. Providing leadership in the development of business plans in departments within the Administration division;
27. Ensuring that regular evaluations and professional development plans are in place for administrators in his/her area or responsibility;
28. Accounting for the overall allocation of operating and capital budgets within his/her area of responsibility;
29. Direction, assignment, evaluation, discipline and development of personnel reporting directly to him/her;
30. Providing leadership to ensure that administrative policy and procedure, relevant to his/her area or responsibility, of a non-educational nature is developed and implemented in anticipation of institutional needs.

F) OTHER FUNCTIONS AND RESPONSIBILITIES

The incumbent will fulfill the general accountability of this position through the following specific accountabilities:

1. Assuming the duties of the President and other Vice-Presidents as and when required;
2. Assuming any duties and responsibilities that may be assigned by the President;
3. Attending Camosun College Foundation and Board meetings;
4. Acting as the College liaison with the Pacific Institute for Sport Excellence.

G) KNOWLEDGE, SKILLS AND ABILITIES:

The incumbent will exhibit the following:

- Excellent interpersonal skills with the ability to communicate at all levels;
- Collaborative and collegial – excited by contributing to a true team environment;
- High degree of integrity; able to lead by example and foster accountability;
- Demonstrated leadership skills and the ability to inspire those within the organization;
- Demonstrate creative thinking and the ability to develop solutions within challenging environments;
- Demonstrated ability to lead a team of senior managers from different disciplines;
- Ability to negotiate and manage complex contracts and relationships;
- Experience developing and negotiating funding for large, complex capital projects;
- Senior experience in more than one sector considered an asset as well as the ability to provide strategic counsel and institution-wide global perspectives;
- Ability to work under pressure, against time constraints and in a rapidly changeable environment;
- Politically and corporately astute;
- In-depth knowledge of BC post-secondary educational environment is an asset.

H) QUALIFICATIONS:

The incumbent will:

- Graduate degree in business administration or equivalent;
- Experience in a senior leadership role with supervisory, operational and administrative development responsibilities;
- Extensive experience of the BC public sector in positions of increasing responsibilities;
- Experience working in a multi-union environment;
- Strong leadership and decision making skills with an exceptional capability for resolving issues in an open and consultative manner;
- Motivated professional with excellent interpersonal skills and highly developed oral and written communications skills.

H) JOB DESCRIPTION APPROVAL

I have reviewed the job description and affirm that it accurately portrays the duties and qualifications required.

Current Incumbent

Date

Position Supervisor

Date

Human Resource Consultant

Date

CC: Human Resources



Vancouver Island University

Vice President Administration and Finance

Position Profile

FUNCTION:

Reporting directly to the President, the Vice President Administration & Finance (VPAF) is the Financial Officer (CFO) for the University. The CFO plays a key financial stewardship role for the University and as VPAF is responsible for providing leadership, strategic direction and overall management to his/her portfolio to support the achievement of the designated goals and priorities of the University's Integrated Plans.

The VPAF leads a varied portfolio that includes financial, procurement, payroll, employee relations, health and safety, information systems and technology, facility services, campus planning, business operations and ancillary services. The VPAF is responsible within the portfolio areas, through department leaders and the staff of the office of the VPAF for: the overall quality of services; meeting University policies; compliance with federal and provincial statutes and regulations and reporting requirements; deploying resources; and planning improvements that enhance the University's ability to achieve its Vision through its Integrated Plans. The VPAF ensures the President is fully informed and involved appropriately in matters that span his/her portfolio. The Vice-President, as directed by the President, provides advice and assistance to the governing bodies of VIU and VIU related entities.

STRATEGIC:

As CFO for the University, the Vice-President ensures current and long-term effectiveness of all financial functions of the University and its related entities, including accounting, asset and debt management; financial statements; insurance; capital and operating financial planning and reporting; supply chain management; and audit. The CFO is the conduit for the external auditor and supports the provision of objective internal audit to add value and improve University operations.

The VPAF in close collaboration with the Provost and Vice President Academic provides leadership and support to ensure administration and finance functions are aligned with academic priorities as well as effectively aligned with the University's Integrated Plans. He or she champions and demonstrates the values of the University.

The Vice President, as a member of the University Senior Executive Team, is accountable for strategic risk management within areas under his/her portfolio including the delegation of the risk management process to Executive Directors, Directors and Managers. Collectively the Senior Executive Team is responsible for:

- The formal identification of strategic risks that impact the University's Integrated Plan

- Development of strategic risk management plans
- Reporting on the status of items in the risk register.

The VPAF maintains a professional reputation which preserves the values and standing of the University and permits him or her to effectively represent the University internally, provincially, nationally and internationally.

OPERATIONAL:

Financial Services

Through leadership and support to the Director, Financial Services, the VPAF ensures that Financial Services can achieve their mission of “Engaging the University and contributing together to provide exemplary service both strategically and operationally in the delivery of relevant and reliable resource management to optimize the University’s ability to achieve its mandate, vision and goals”.

Functions within financial services include: financial planning and analysis; procurement; business case and contract management; payroll and benefits administration; investment management; accounts payable; accounts receivable; revenue collection; reporting; general accounting and audit.

Human Resource Management

Through leadership and support to the Executive Director, Human Resources, the VPAF ensures that the University’s staff management, employee relations, health and safety initiatives and organizational development and design support the achievement of the Academic Plan and the vision and values of the University. All labour contracts and negotiation processes are facilitated through the Human Resources department.

Infrastructure and Ancillary Services

Through leadership and support to the Executive Director, Infrastructure and Ancillary Services, the VPAF ensures that the University’s facilities, information systems, and ancillary services support the achievement of the Academic Plan and the vision and values of the University.

Facilities Service functions include: physical plant, grounds, capital planning, development and construction management; environmental sustainability; custodial services; security and parking. A University capital plan is updated regularly and guides facilities and infrastructure development.

Ancillary Services and Business Operations include the following: Bookstore; Food Services; printing and duplicating; meeting and events services; student housing and commercial ventures.

Appendix G Organization Charts

Sample School Districts

BCASBO Research Project

The pages that follow contain sample organization charts:

Turtle Mountain School Division
Small School Division - Manitoba

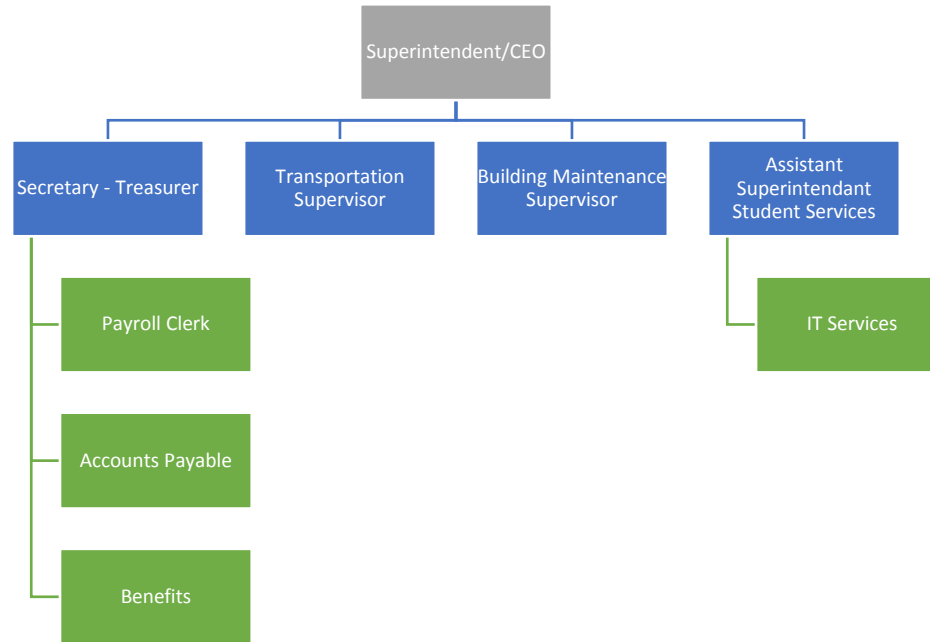


Figure 2: Turtle Moutain School Division (small)

Seven Oaks School Division
Medium School Division - Manitoba

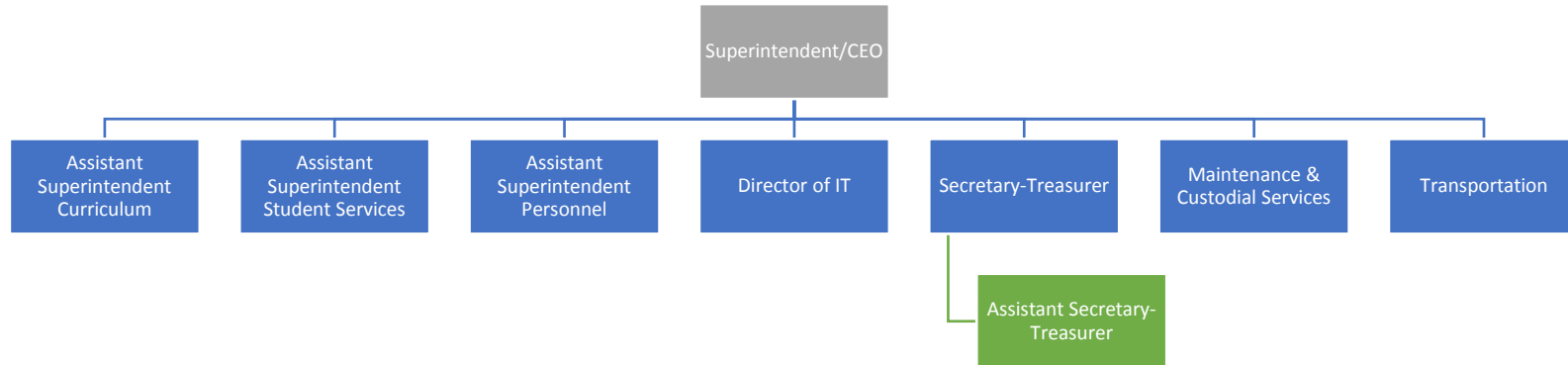


Figure 3: Seven Oaks School Division (medium)

Review of the Role and Responsibilities of the Secretary-Treasurer

River East School Division

Large School Division - Manitoba

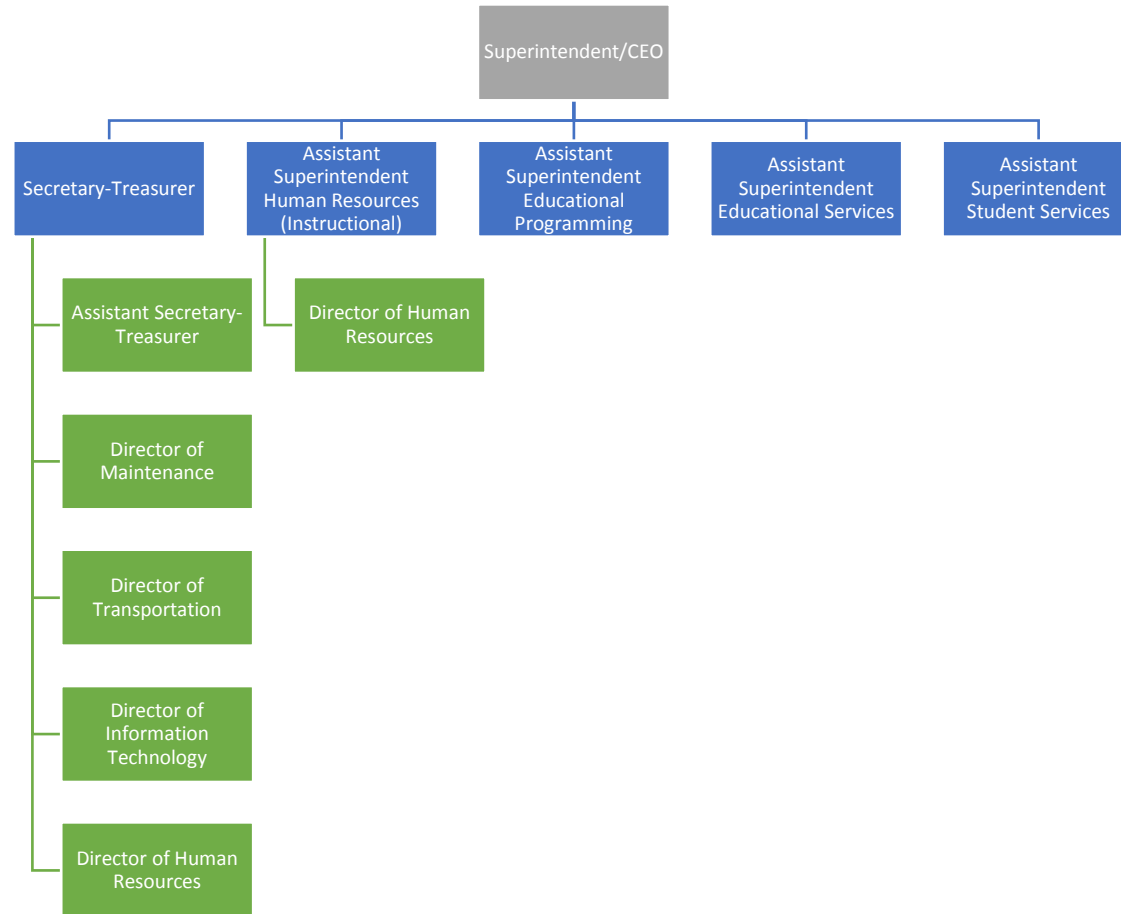


Figure 4: River East School Division (large)

Christ the Teacher School Division
Small School Division - Saskatchewan

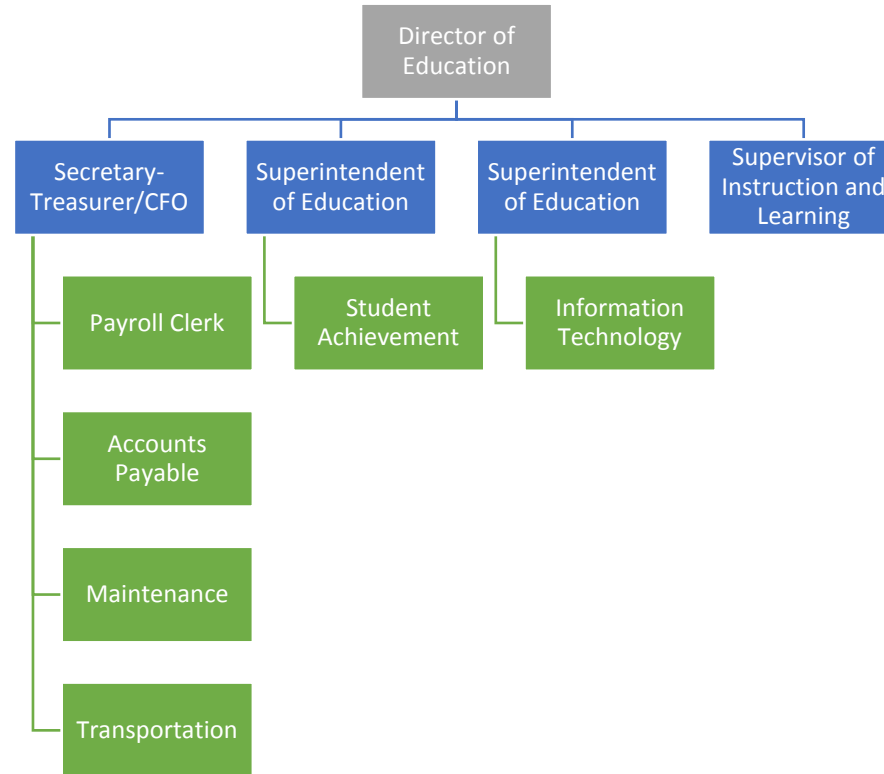


Figure 5: Christ the Teacher School Division (small)

North East School Division

Medium School Division - Saskatchewan

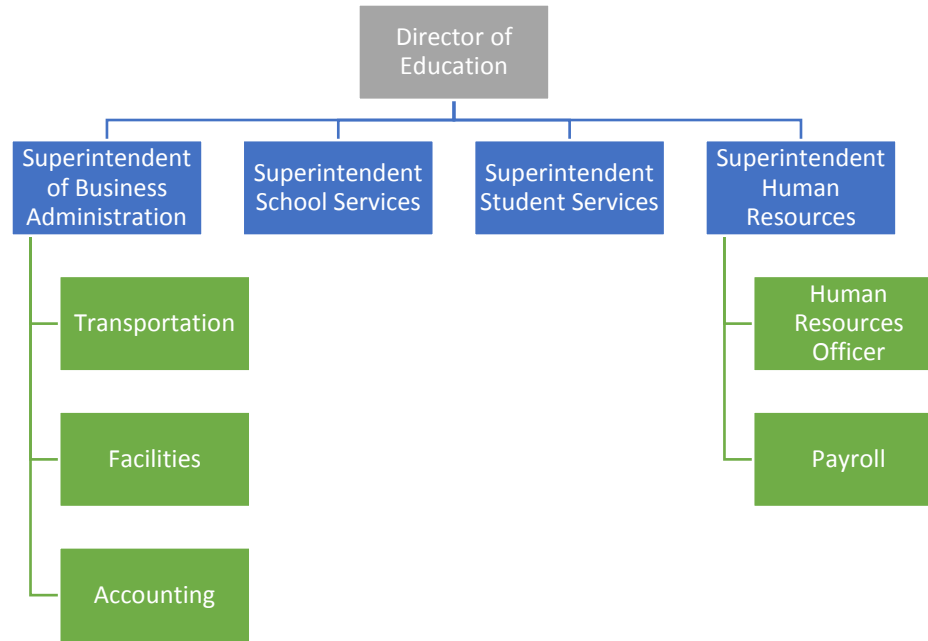


Figure 6: North East School Division (medium)

Prairie Valley School Division
Large School Division - Saskatchewan

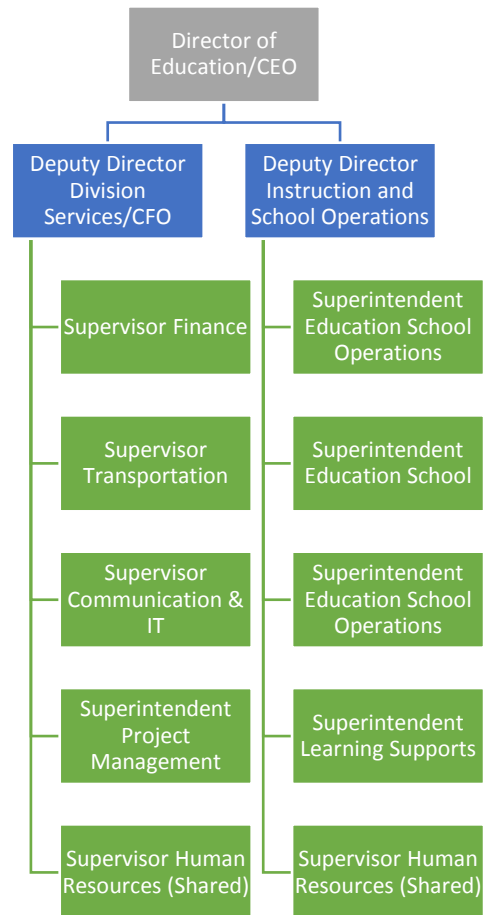


Figure 7: Prairie Valley School Division (large)

St. Paul School Division
Small School Division - Alberta

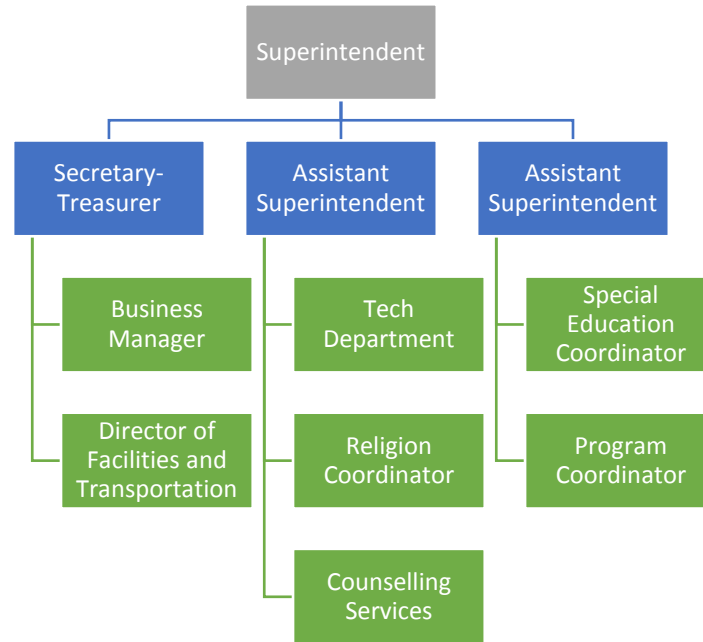


Figure 8: St. Paul School Division (small)

Foot Hills School Division
Medium School Division - Alberta

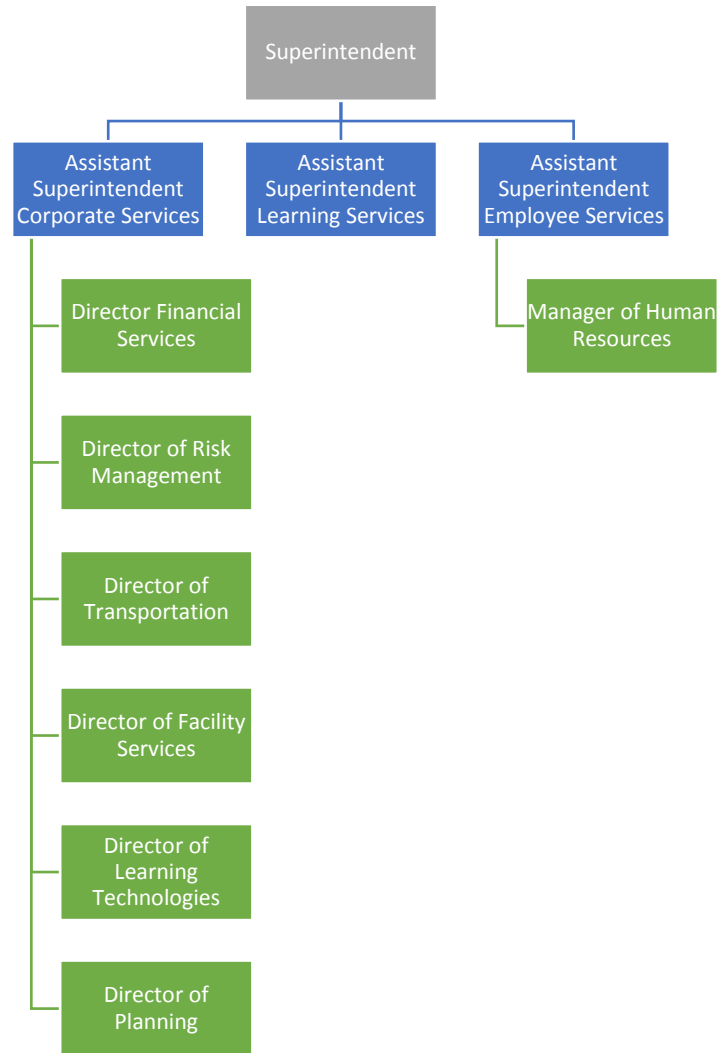


Figure 9: Foot Hills School Division (medium)

Rocky View School Division
Large School Division - Alberta

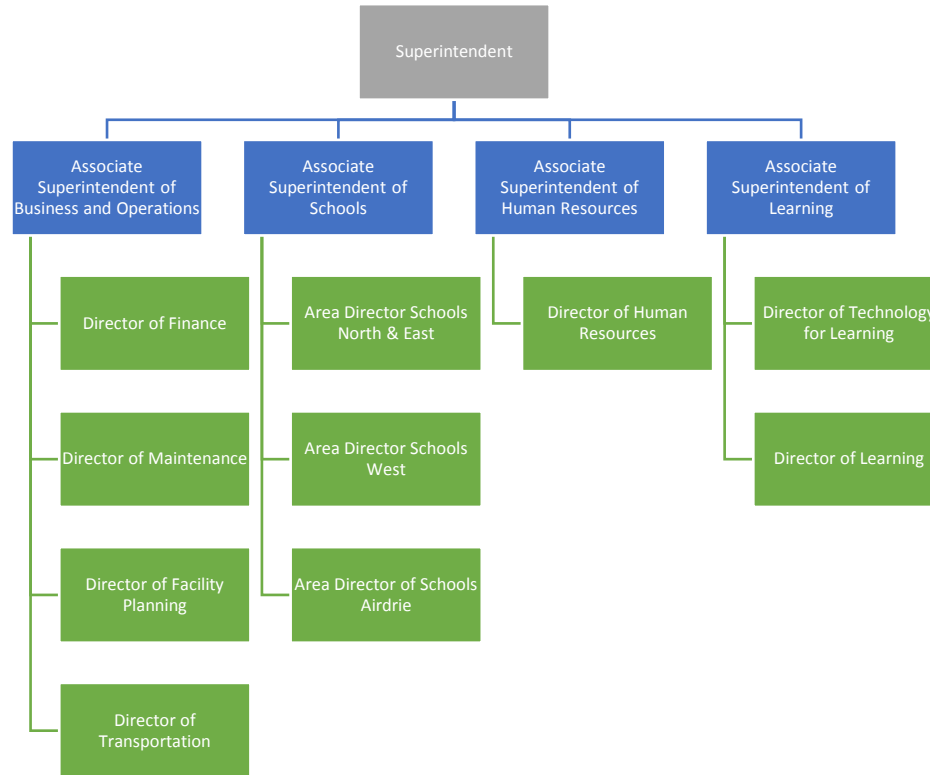


Figure 10: Rocky View School Division (large)

Qualicum School District
Small School District – British Columbia

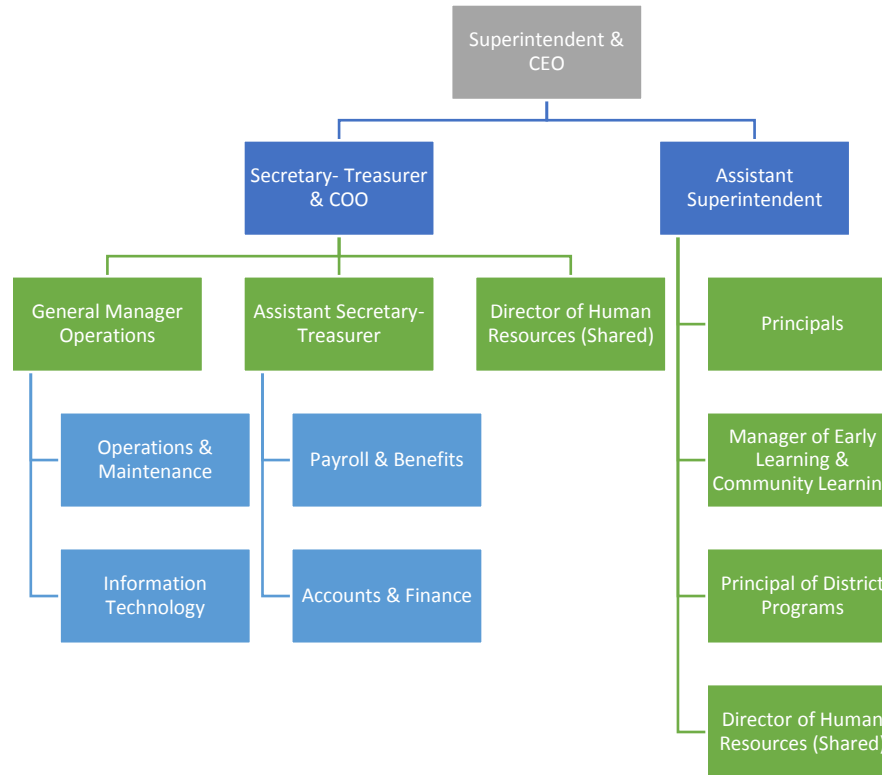


Figure 11: Qualicum School District (small)

Vernon School District

Medium School District – British Columbia

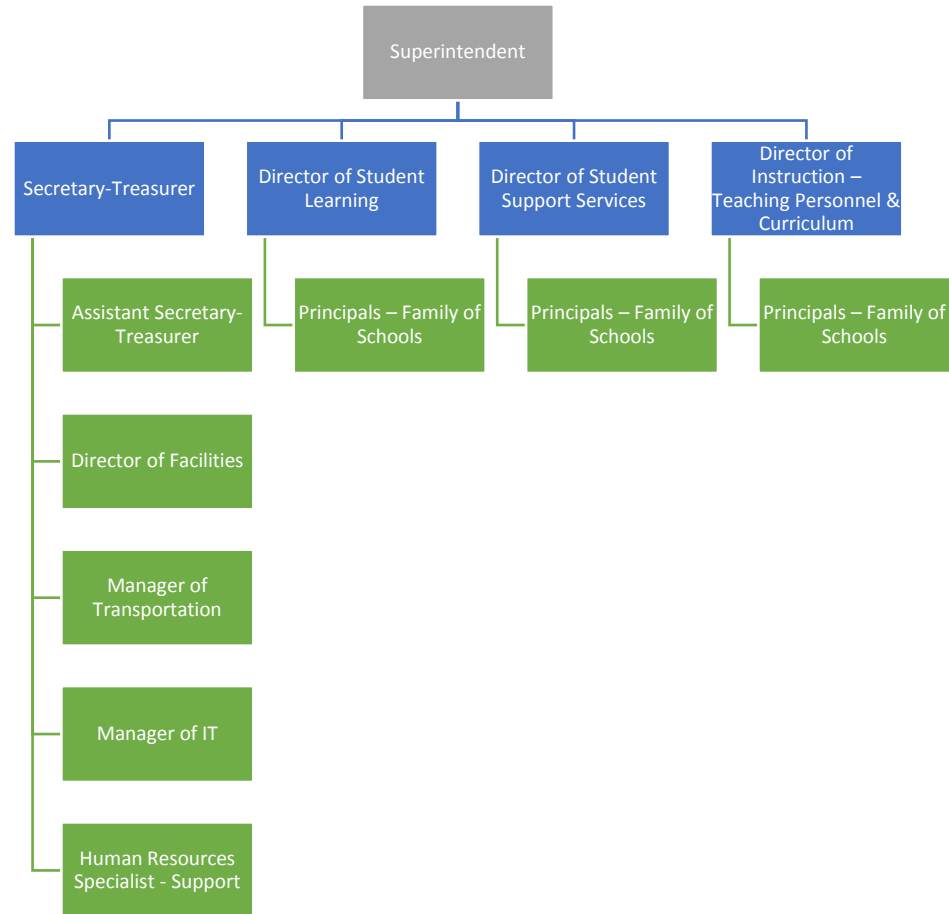


Figure 12: Vernon School District (medium)

Victoria School District
 Large School District – British Columbia

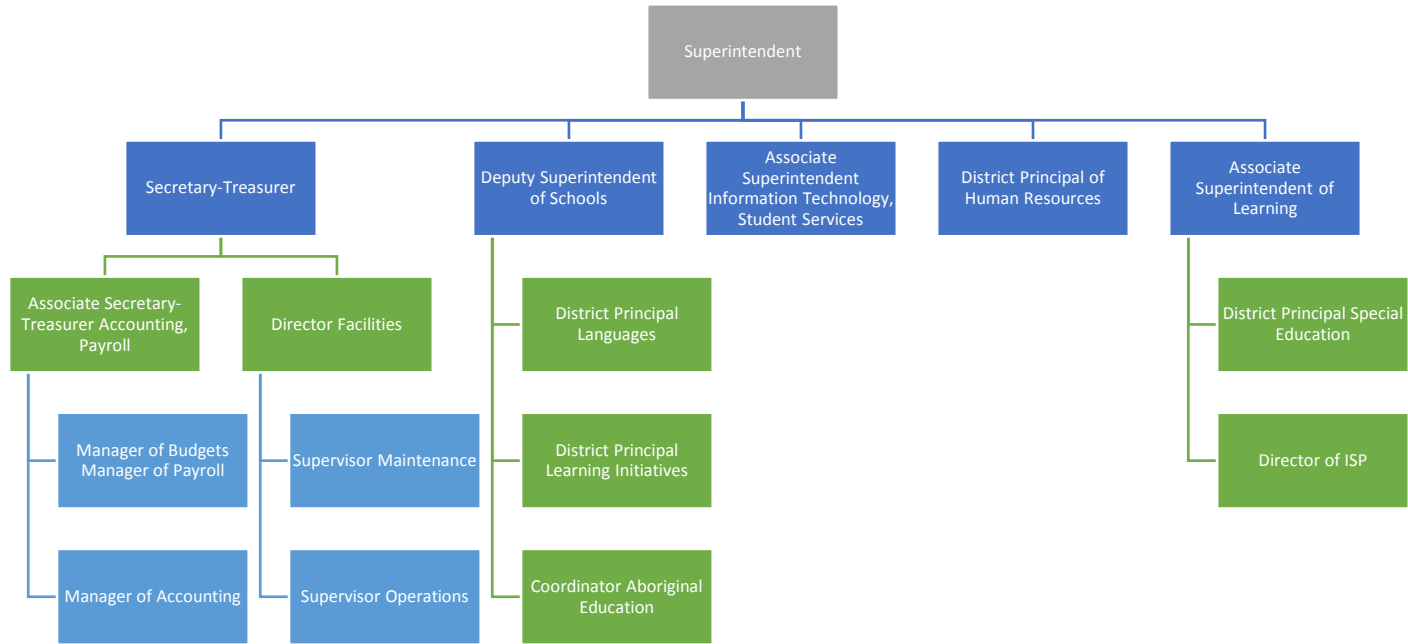


Figure 13: Victoria School District (large)

Sample Local Government and University/Colleges

BCASBO Research Project

The pages that follow contain sample organization charts:

Camosun College
University & Colleges

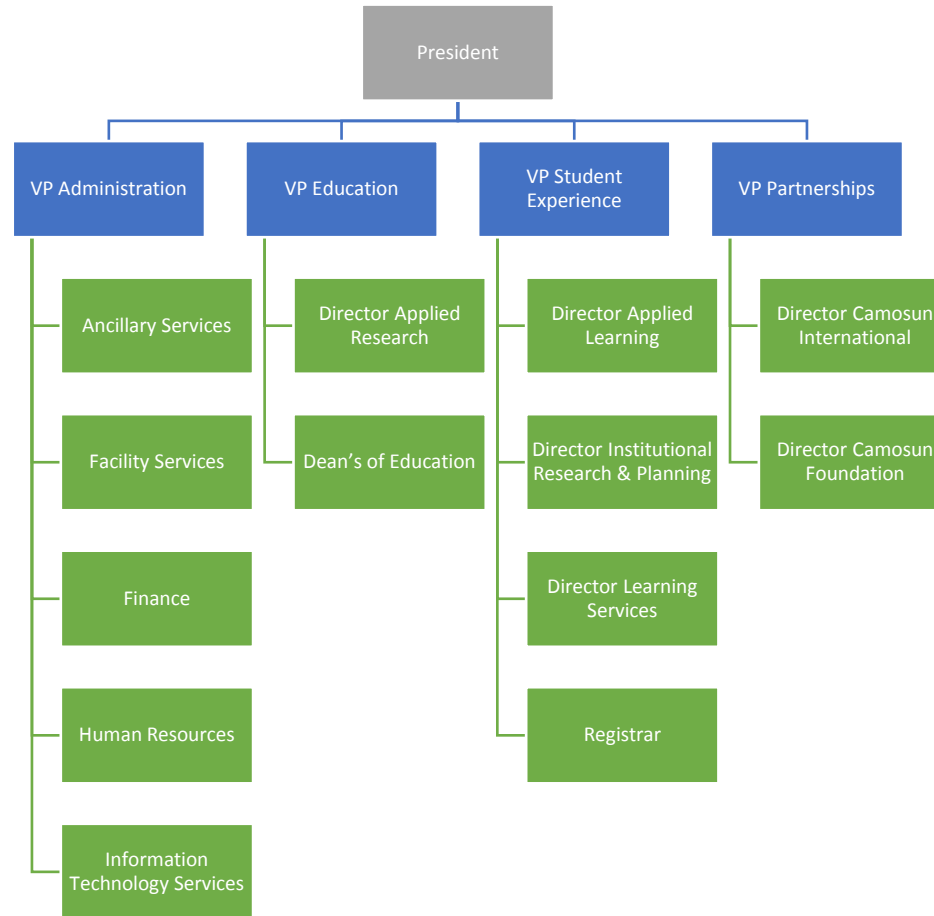


Figure 14: Camosun College

Simon Fraser University
University & Colleges– British Columbia

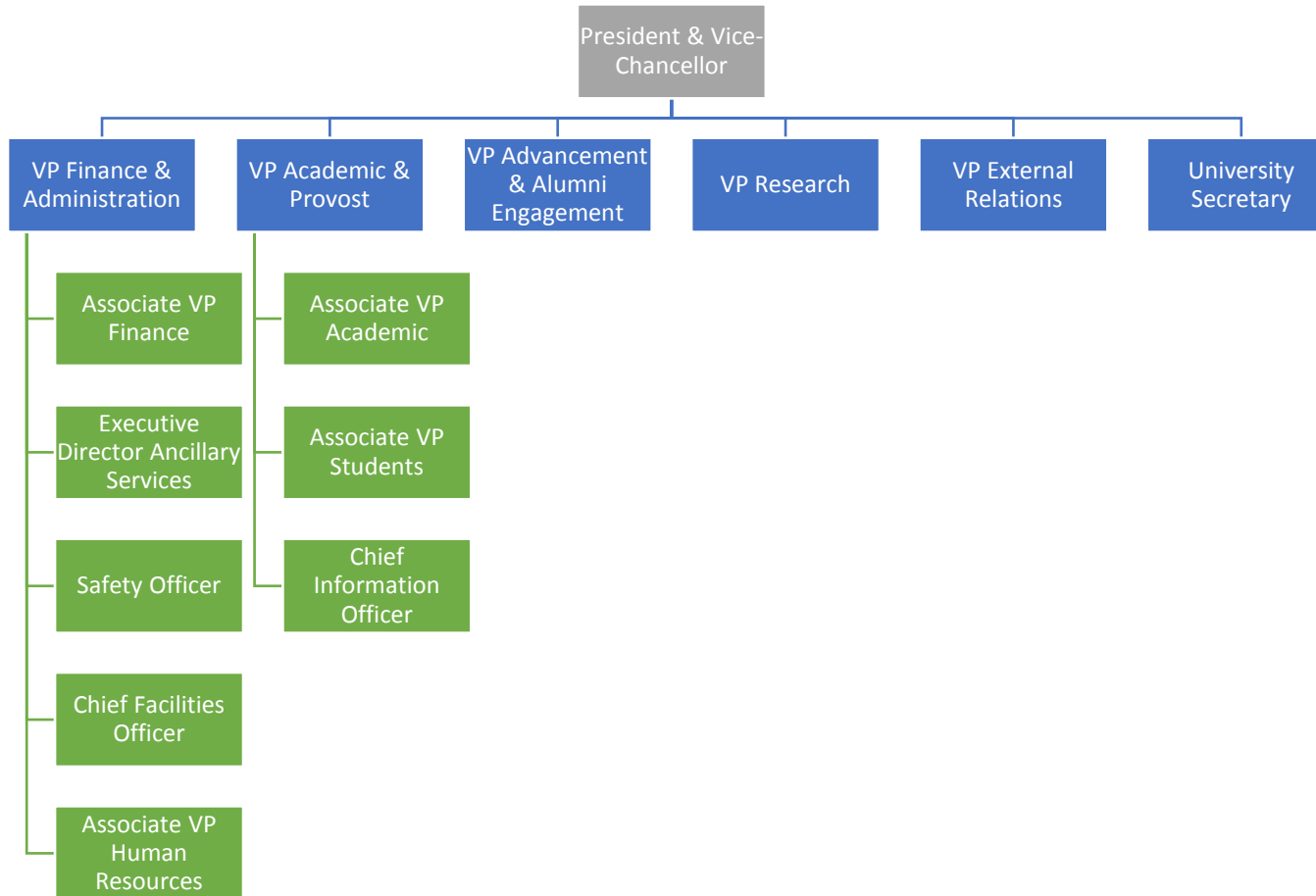


Figure 15: Simon Fraser University

Vancouver Island University
University & Colleges– British Columbia

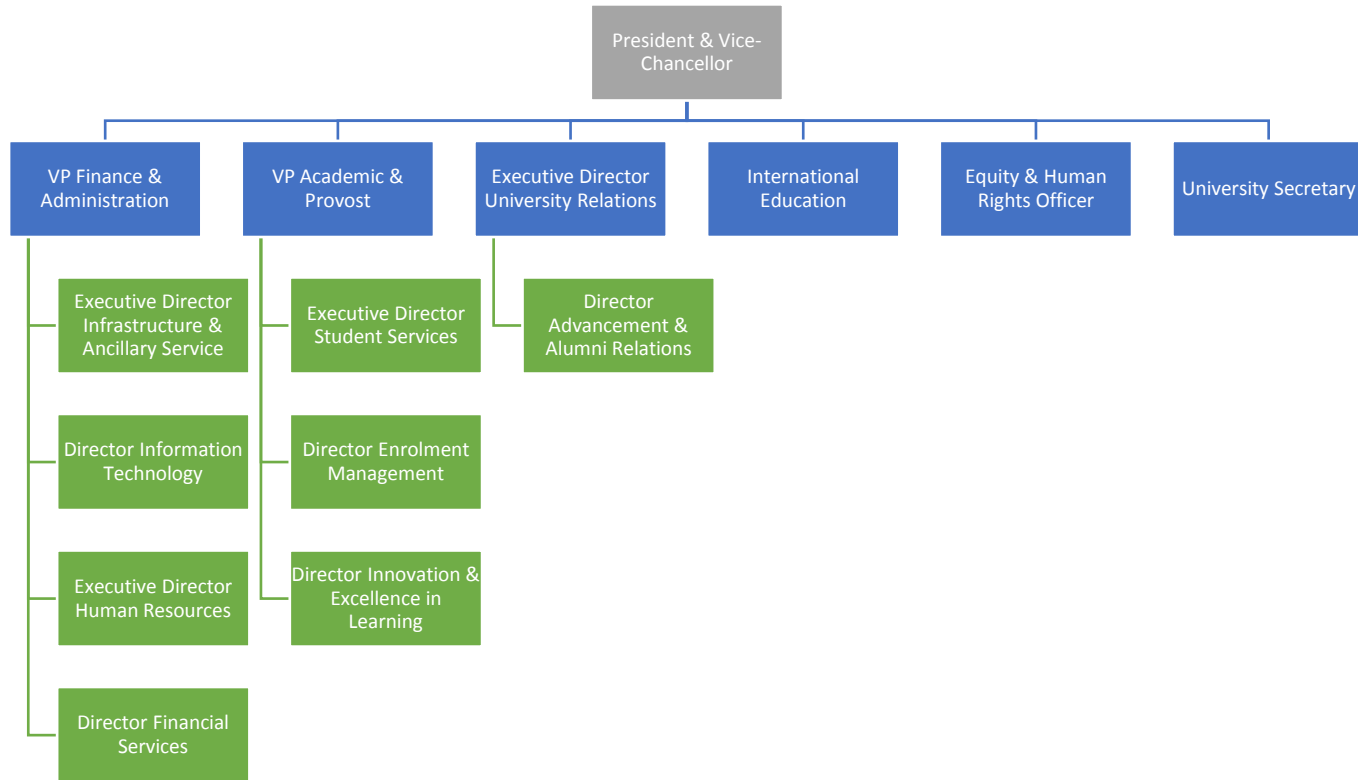


Figure 16: Vancouver Island University

City of Campbell River
Local Government

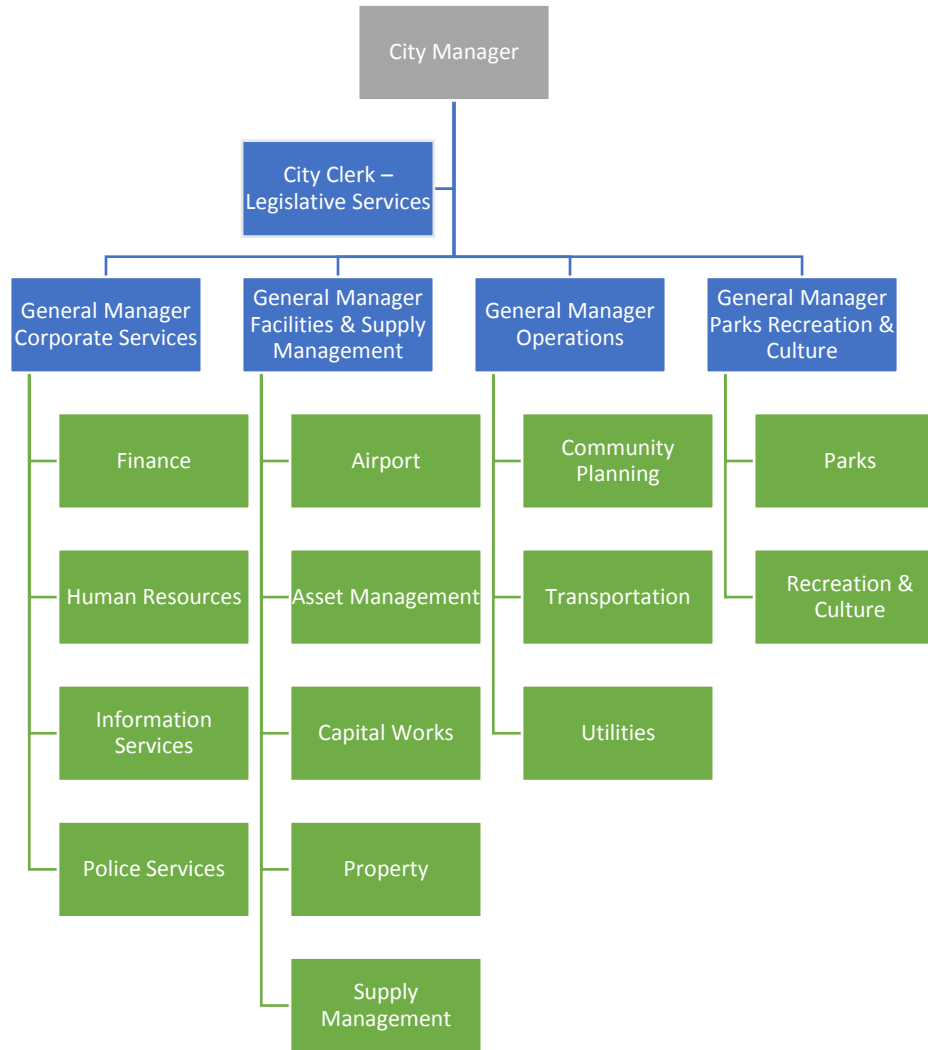


Figure 17: City of Campbell River

City of Nanaimo
Local Government

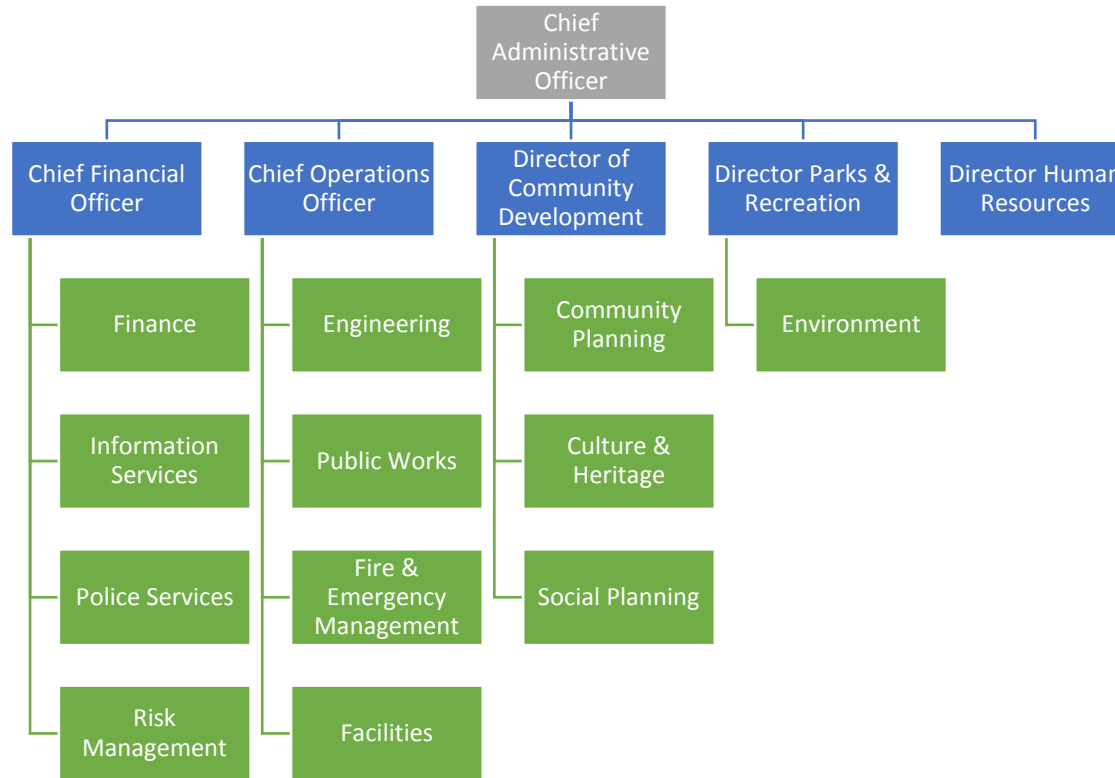


Figure 18: City of Nanaimo

Review of the Role and Responsibilities of the Secretary-Treasurer

City of Victoria
Local Government

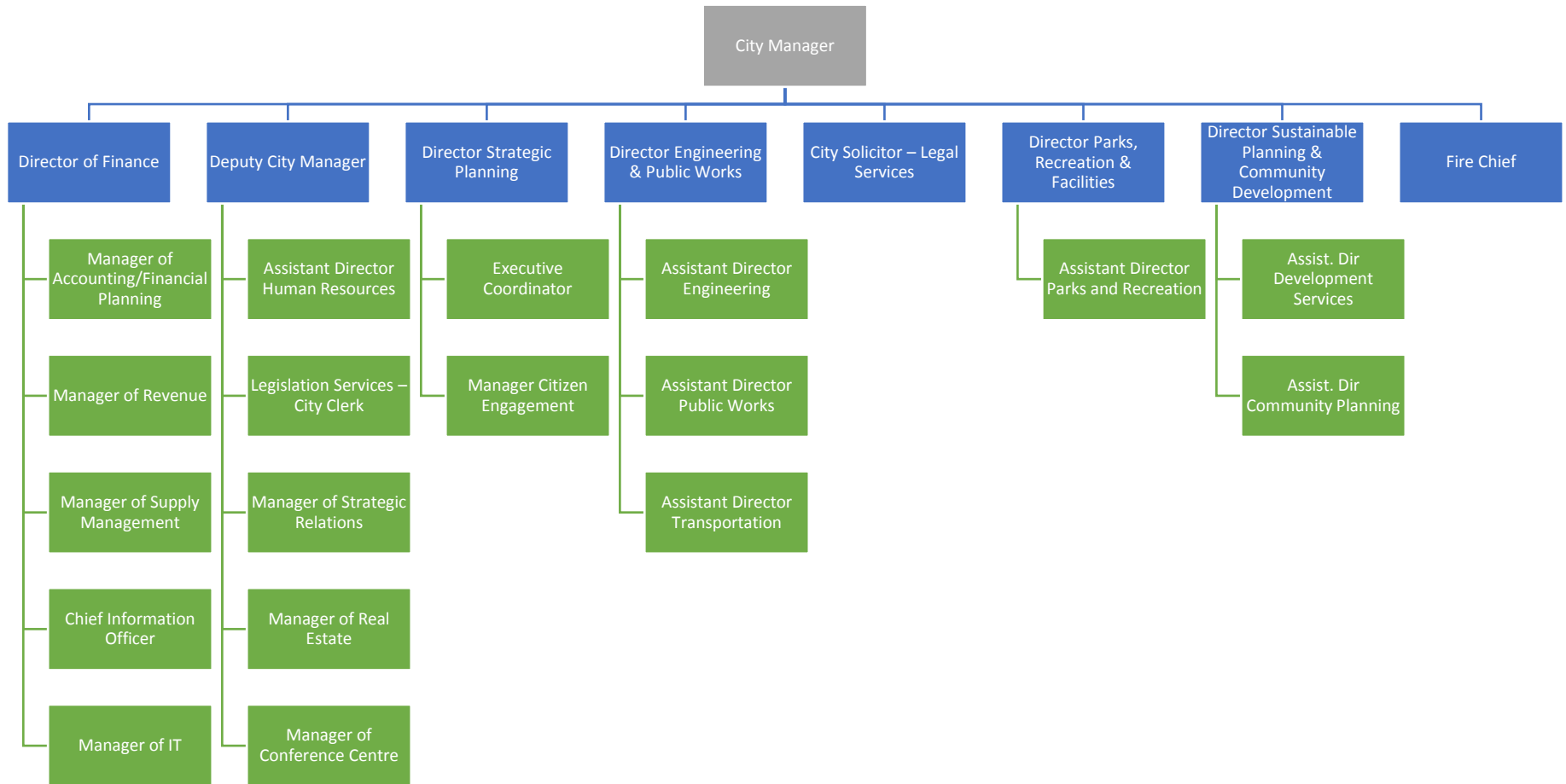


Figure 19: City of Victoria

Appendix H Skills and Competencies

Information provided to the Leadership Working Group-Ministry of Education

Skill Set	Skill Dimension
The Educational Enterprise	Organization and Administration Policy and intergovernmental relations Legal issues Corporate Officer of the Board
Financial Resource Management	School Finance Budgeting and Financial Planning Accounting, Auditing, and Financial Reporting Cash Management, Investments and Debt Management Technology for School Finance Operations
Human Resource Management	Personnel and Benefits Administration Professional Development Labour Relations and Employment Agreements Human Rights
Facility Management/Transportation	Planning and Construction Maintenance and Operations Bussing of Students
Property Acquisition and Management	Purchasing Supply and Fixed Asset Management Facility Management – Leasing
Information Management	Strategic Planning Communications Management Information Systems
Risk Management	School Protection Program Risk Management Program

The Educational Enterprise

The public is giving more attention to the relationship between a school’s sound business practices and the quality education of students. Legislative mandates from all levels of government have drawn more scrutiny about the utilization of resources in schools.

Secretary-Treasurers have been recognized as being central to the successful operation of the educational enterprise. School business practices permeate the entire school district. The local education enterprise often maintains the largest budget in the community. Therefore, due to the public’s increased demand for accountability, transparency, and independence; the challenge to do more with less; and the expertise needed to manage the financial resources of the school, the Secretary-Treasurer must endorse certain standards in organization and administration, public policy and intergovernmental relations, and the legal framework of our public school districts.

Financial Resource Management

Secretary-Treasurers must be able to understand and demonstrate the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management, and technology for school business operations.

Human Resource Management

In the education sector, the critical importance of human resource management is the administration and monitoring of personnel, benefits, professional development, labor relations, employment agreements, and the fostering of human relations.

Human resource management, while involving many day-to-day practical considerations, also requires an understanding of both theory and practice, recognizing that theory often determines practice. Secretary-Treasurers cannot fulfill their human resource management role efficiently and effectively without being aware of relevant management concepts and theories as well as local and national rules and regulations.

Facility Management

Research on learning has validated the effect of the environment on the learner. Factors such as sound, light, temperature and the design of space affect the ability of individuals to learn and work. Hence, effective and efficient facility management contributes to the educational process by providing the environment in which instructional programs are delivered. Expertise in areas such as physical plant planning, accountability for capital resources, and administration of the substantial public investment in schools are basic performance competencies for Secretary-Treasurers.

Property Acquisition and Management

Effective acquisition of property, materials, equipment, and services requires a systematic purchasing system operated by established procedures and managed by competent professionals. Acquiring the products and services needed for the educational enterprise is an integral part of the instructional program. Accountability in education begins with the procurement of school property and materials. Effective, efficient, and proper procurement of property, materials, equipment, and services supports accountability in education. Secretary-Treasurers coordinate the economic, efficiency, and cost-effectiveness of property acquisition and management according to appropriate laws and ethical practices.

Information Management

In a technological environment where information flows to and from school organizations in gigabytes per second, the prerequisite competencies to direct, protect, analyze, and update this information has become a primary focus for Secretary-Treasurers.

Ultimately, information management is more than simply overseeing technical data; it also involves the presentation and articulate communication of information to key decision-making individuals and groups.

Risk Management

All schools risk suffering loss or damage to their property, personnel, and reputation, which may affect their ability to deliver services. Risk management and contingency planning can be used to anticipate and limit those risks that may affect the activities of the school.

Risk management also plays a role in developing standards of benchmarking, best practices, and performance measurement. Financial standards such as claim statistics and cost-of-risk analysis are important measures of efficiency but are not true measures of risk management effectiveness when used alone. Other areas that must be measured include strategies to contain costs of workers' compensation, litigation management, employee relations, loss control, and cost containment.

Functional Areas of a School Business Leader include:

Functional area	Examples of activities
Human resource management	<ul style="list-style-type: none"> • Managing recruitment, selection and appointment • Coordinating and delivering induction • Managing leave • Managing performance processes • Delivering workforce planning • Managing change • Managing occupational safety and health
Financial management and accounting	<ul style="list-style-type: none"> • Managing financial planning, accounting and reporting • Developing and managing processes to ensure compliance • Managing costings for locally raised revenue • Managing contracts and procurement • Adhering to relevant taxation compliance requirements and obligations • Operating and managing financial systems
Information and communication technology management	<ul style="list-style-type: none"> • Retaining and disposing of records • Maintaining physical and online filing systems • Maintaining information and communication technology systems
Building and asset management	<ul style="list-style-type: none"> • Maintaining and monitoring assets and resources • Managing facilities • Managing building and equipment faults, repairs and replacements
Promotions and public relations	<ul style="list-style-type: none"> • Promoting the school and presenting a good public image • Producing school publications • Coordinating and managing high profile marketing campaigns to secure sponsorships and enrolments • Acting as the first contact point for students, parents and members of the community
School and student administration	<ul style="list-style-type: none"> • Preparing correspondence • Answering telephone calls and undertaking reception duties • Undertaking photocopying • Assisting with timetabling • Processing enrolments • Processing staff records • Monitoring and addressing risk

Deakin Study from Australia



Specific competencies					
<p>Level 1 Demonstrates developing knowledge of HRM principles and processes.</p> <p>Demonstrates developing skills in HRM and administration.</p>	<p>Level 2 Demonstrates basic understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies and procedures.</p> <p>Demonstrates basic skills in HRM and administration.</p>	<p>Level 3 Demonstrates proficient understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies, procedures and resources.</p> <p>Demonstrates proficient skills in HRM and administration and mentors others.</p>	<p>Level 4 Demonstrates accomplished understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies, procedures and resources.</p> <p>Demonstrates accomplished skills in HRM and administration and undertakes a leadership role.</p>	<p>Level 5 Demonstrates highly accomplished understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies, procedures and resources.</p>	<p>Level 6 Demonstrates highly accomplished understanding and practice in HRM in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.</p>
<p>Indicators</p> <ul style="list-style-type: none"> Provides assistance in supporting induction and training. Sources and conveys appropriate information from various sources. Relates to others in a professional manner. Prioritises work within boundaries of office procedures. Enters simple data under supervision. Seeks clarification, when required. 	<p>Indicators</p> <ul style="list-style-type: none"> Assists and understands the school's process for induction and training of new staff. Undertakes basic HRM research and analysis. Problem solves effectively to assist staff with basic HRM queries. Supports and contributes to local occupational safety and health processes under the guidance of the registrar. 	<p>Indicators</p> <ul style="list-style-type: none"> Researches and analyses workplace HRM matters under guidance of line manager and/or central office staff. Coordinates and/or undertakes site inductions. Manages people effectively. Contributes to school planning activities under the guidance of the principal. Ensures adequate performance standards are maintained. Coordinates local occupational safety and health processes under the guidance of the principal. 	<p>Indicators</p> <ul style="list-style-type: none"> Manages and leads corporate services staff effectively. Diagnoses HRM problems and applies effective responses. Identifies and researches potential trends and solutions to HRM matters. Contributes to school planning activities under the guidance of the leadership team. Contributes to establishing and maintaining a performance culture that reflects Department values. Identifies and recommends system improvements. Contributes to workforce planning and change management processes. Coordinates local occupational safety and health management processes in collaboration with the principal. 	<p>Indicators</p> <ul style="list-style-type: none"> Provides guidance to others in HRM and administration, and undertakes leadership role. Diagnoses complex HRM problems and applies effective responses. Develops workforce plans and incorporates staff succession and development plans. Establishes and maintains a performance culture and delivers effective performance management processes. Develops and implements school HRM policies and procedures. Implements change management processes. Implements and manages local occupational safety and health processes in line with the school's plan and Department policies. 	<p>Indicators</p> <ul style="list-style-type: none"> Provides effective HRM guidance and strategic leadership as an executive member to the school council/board. Participates in strategic planning and contributes to decision making processes. Undertakes appropriate succession and workforce planning to ensure ongoing provision of trained HR staff to support school operations. Establishes corporate objectives, including formulating and implementing school business plans. Develops and implements policy frameworks based on school and system priorities. Leads change management processes. Develops, implements and manages occupational safety and health processes and strategies in line with the school's plan and Department policies.

Financial Management

Specific competencies					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Shows awareness of the legislative framework for school financial management. Demonstrates ability to complete tasks accurately to support school financial management processes.	Demonstrates basic knowledge and skills in financial and accounting principles and practices. Demonstrates basic understanding of the legislative framework for school financial management and School Information System application software.	Demonstrates proficient knowledge and practice in undertaking school financial and accounting processes in accordance with relevant legislation, financial principles and Department policies.	Demonstrates accomplished knowledge and skills in managing school financial and accounting processes in accordance with relevant legislation, financial principles and Department policies.	Demonstrates highly accomplished knowledge and skills and leads in managing school financial and accounting processes in accordance with relevant legislation, financial principles and Department policies.	Demonstrates highly accomplished understanding and practice in leading and managing school financial and accounting processes in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.
Indicators	Indicators	Indicators	Indicators	Indicators	Indicators
<ul style="list-style-type: none"> Operates school databases, records management and information systems. Undertakes receipting procedures. Assists in recording physical resources. Completes basic data entry. Uses basic software applications. 	<ul style="list-style-type: none"> Provides assistance and undertakes GST coding, reconciliations, invoice processing and financial reporting. Undertakes basic bookkeeping, receipting and banking tasks. Contributes to the annual school budget and school financial planning. 	<ul style="list-style-type: none"> Undertakes a range of financial, administrative and operational tasks. Plans and manages the school's financial plan, including budgeting. Contributes to annual school budget and school financial planning. Undertakes financial and physical resource management. Provides information on financial management. 	<ul style="list-style-type: none"> Conducts analyses, planning and forecasting. Manages and delegates financial processes. Provides training, support and advice to financial stakeholders. 	<ul style="list-style-type: none"> Provides guidance to others in financial management and accounting, and undertakes a leadership role. Develops and evaluates the school financial plan. Supervises and delegates financial processes as appropriate. Contributes to strategic analysis and planning. 	<ul style="list-style-type: none"> Counsels others and delivers strategic leadership as a member of the executive team and school council/board. Undertakes strategic management of school financial and physical resources. Develops and manages the school's financial policy. Sources and implements funding opportunities. Develops and implements adequate financial controls. Develops cost effective service delivery strategies for the school.

Building and Asset Management

Specific competencies			
<p>Level 1</p> <p>Demonstrates developing knowledge of school buildings and resources.</p> <p>Demonstrates ability to complete tasks accurately to support school building and asset management activities and processes.</p>	<p>Level 2</p> <p>Demonstrates basic knowledge and ability to apply principles of asset management, resources and disposal in accordance with the Public Sector framework and Department policies for asset management.</p>	<p>Level 3</p> <p>Demonstrates proficient knowledge and skills in applying the principles of asset management, resources and disposal in accordance with the Public Sector framework and Department policies for asset management.</p>	<p>Level 4</p> <p>Demonstrates accomplished understanding and operation of the building and asset management environment and context, including risk management.</p>
<p>Indicators</p> <ul style="list-style-type: none"> Enters data on the resource list or asset database accurately. Assists in maintaining a stocktake inventory. Assists with maintenance of school facilities, assets and resources. Organises repairs and reports faults. 	<p>Indicators</p> <ul style="list-style-type: none"> Undertakes stocktake procedures. Coordinates facilities and ground maintenance and management under guidance,. Administers and manages community use of school facilities. 	<p>Indicators</p> <ul style="list-style-type: none"> Coordinates facilities and ground maintenance and management. Implements internal controls to manage assets and resources, including risk strategies. Manages acquisition, deployment and recording of assets. 	<p>Indicators</p> <ul style="list-style-type: none"> Provides guidance to others in managing and administering school assets and resources. Develops procedures, systems and controls for school asset management. Contributes to the development of a facilities improvement plan. Oversees strategic procurement to maximise available funding. Manages capital and minor works, upgrades of existing facilities, building works and school improvements.

Information Communication Technologies

Specific competencies				
<p>Level 1 Demonstrates developing knowledge and skills in ICT in a school context to support projects, plans and administration.</p>	<p>Level 2 Demonstrates basic knowledge and skills in ICT to support school projects, plans and activities.</p>	<p>Level 3 Demonstrates proficient knowledge and skills to support school ICT plans, projects and activities, including an understanding of Department ICT policies, procedures and obligations.</p>	<p>Level 4 Demonstrates accomplished knowledge and skills in delivering support for school ICT plans, projects and services, including an understanding of Department ICT policies, procedures and obligations.</p>	<p>Level 5 Demonstrates highly accomplished understanding of Department and school ICT legislative and policy frameworks and operating networks.</p>
<p>Indicators</p> <ul style="list-style-type: none"> Undertakes basic computer application tasks. Uses computer-based technologies/software to create, manipulate, store and retrieve information. Reports faults and/or difficulties to the responsible officer. Participates in computer-based training. 	<p>Indicators</p> <ul style="list-style-type: none"> Provides technical support to users in schools #. Monitors and supports school ICT systems #. Adopts policies relating to the use of school computing devices. Monitors and responds appropriately to technology changes #. 	<p>Indicators</p> <ul style="list-style-type: none"> Administers information systems to ensure school ICT requirements are met. Ensures school ICT systems comply with relevant legislation and Department policies and guidelines. Supports implementation of ICT plans. Processes procurement requirements in relation to ICT. Maintains and operates ICT resources in the school #. Provides technical support and training to users throughout the school #. Applies Department/school ICT standard operating environment on all desktop and notebook computers #. Ensures security of school systems and data #. 	<p>Indicators</p> <ul style="list-style-type: none"> Contributes to strategic planning and monitoring of school ICT requirements. Maintains school ICT network where it is not maintained centrally #. Applies risk strategies including effective back-up procedures, data security and disaster recovery #. Provides advice on system requirements and implementation of new software (where school-specific software is required) #. 	<p>Indicators</p> <ul style="list-style-type: none"> Provides guidance to others in ICT management and undertakes a leadership role. Integrates ICT with school business requirements and future plans accordingly. Provides advice about, and coordinates appropriate professional learning, to meet school needs for ICT.

Promotions and Public Relations

Specific Competencies					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Demonstrates developing customer service skills to support school activities and processes.	Demonstrates basic knowledge of school promotion programs, providing a professional, responsive and high standard of communication and customer service.	Demonstrates proficient knowledge and skills in providing effective communications and school promotions.	Demonstrates accomplished knowledge and skills in delivering effective communications and marketing, including legislative and policy frameworks that govern marketing and relevant service principles and practices.	Demonstrates highly accomplished knowledge and skills in leading the school's communications and marketing functions, and building the school's brand, image and reputation.	Demonstrates highly accomplished knowledge and skills in leading strategic marketing and communications directions in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.
<p>Indicators</p> <ul style="list-style-type: none"> Applies customer service skills to resolve queries accurately and in a timely manner. Applies empathy and understanding when dealing with staff, students and parents. Listens, understands and adapts communication to audience. Applies appropriate computer skills in producing communication and marketing materials. Sources appropriate information and seeks clarification where required. Provides effective administrative assistance to support customer service and communication functions. Develops and maintains effective working relationships with internal and external stakeholders. 	<p>Indicators</p> <ul style="list-style-type: none"> Creates and disseminates communication and marketing materials in an accurate and timely manner. Applies a range of computer and software applications (particularly databases, spread sheets and word processing packages) in coordinating communication and marketing activities. Sources appropriate information to support communication and marketing activities. 	<p>Indicators</p> <ul style="list-style-type: none"> Uses relevant communication and marketing strategies and techniques to promote the school. Provides operational input into developing, implementing and monitoring school business and marketing plans. Delivers appropriate and timely marketing activities. Builds effective working relationships with internal and external stakeholders to promote the school's image and reputation. 	<p>Indicators</p> <ul style="list-style-type: none"> Leads the school's communication and customer service functions, building and maintaining appropriate standards. Promotes marketing strategies and techniques that reflect the school's context, plans, structure and culture and wider social environment (political, economic). Builds effective working relationships with internal and external stakeholders to promote the school and facilitate identification of funding opportunities. 	<p>Indicators</p> <ul style="list-style-type: none"> Provides guidance to others in public relations and undertakes a leadership role in the area. Plans, implements, monitors and evaluates communications and marketing functions. Manages physical aspects that reflect the school's brand, image and reputation. Identifies and/or creates sponsorship opportunities, using commercial awareness and acumen. Builds relationships and successfully negotiates with sponsors and community partners. Assesses risks, and develops and implements effective mitigation strategies. 	<p>Indicators</p> <ul style="list-style-type: none"> Manages and negotiates sponsorship and funding in consultation with the leadership team. Promotes the school, its brand and reputation using strategic communication channels and tools. Builds and maintains external State and national stakeholder relationships, and community and industry experts networks, ensuring school alignment with current trends and practices.

[Association of School Business Officials International](#)

The following pages contain an outline summary of the skill set/skill dimensions for the Secretary-Treasurer as identified by the Association of School Business Officials International.

This page intentionally left blank.



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

International School Business Management Professional Standards and Code of Ethics



Table of Contents

Preface.....	iv
Introduction.....	1
The Educational Enterprise.....	2
Organization and Administration.....	2
Public Policy and Intergovernmental Relations.....	2
Legal Issues.....	3
Financial Resource Management.....	3
Principles of School Finance.....	3
Budgeting and Financial Planning.....	3
Accounting, Auditing, and Financial Reporting.....	4
Cash Management, Investments, and Debt Management.....	4
Technology for School Finance Operations.....	5
Human Resource Management.....	5
Personnel and Benefits Administration.....	5
Professional Development.....	6
Labor Relations and Employment Agreements.....	6
Human Relations.....	6
Facility Management.....	7
Planning and Construction.....	7
Maintenance and Operations.....	7
Property Acquisition and Management.....	8
Purchasing.....	8
Supply and Fixed Asset Management.....	8
Real Estate Management.....	9
Information Management.....	9
Strategic Planning.....	9
Instructional Support Program Evaluation.....	9
Instructional Program Evaluation.....	10
Communications.....	10
Management Information Systems.....	10
Ancillary Services.....	11



Risk Management	11
Transportation.....	12
Food Service	12
ASBO's Code of Ethics and Professional Conduct.....	13
Basic Beliefs	13
Ethical Standards	13
Ethical Conduct.....	13
Expectations of Personal and Professional Integrity	14
Works Consulted.....	15
Internet Sites	16



Preface

The Association of School Business Officials International (ASBO) expresses its thanks to the Professional Standards Committee and its chair, Dr. Pam Deering, for continuing to improve this important document. ASBO International also extends its thanks to the many professionals who reviewed the work of the committee at various stages. Their comments and recommendations made a positive impact on the final version of this work.

The professional standards presented in this document are intended to

- Assist those currently working in the profession of school business management to perform their duties as expertly as possible.
- Delineate the content of both the pre-service and professional development experiences of those entering or seeking growth in the profession.
- Provide a framework for establishing accreditation standards for higher education institutions involved in training school business officials.
- Present a model from which to build certification standards for the profession and aid local decision makers in seeking and securing the best person for the school business official position.



Introduction

The revised standards (2005) evolved from a combination of existing standards (2001), the knowledge base in the field, and the input of highly trained and well-recognized school business officials. The standards represent the best thinking of the profession in addition to decades of study and research ASBO International has conducted regarding the role of school business officials and their importance to the overall educational management team on national and international levels. While presenting the best thinking at this point and time, the standards presented in this document need to be viewed as dynamic. In our highly complex and quickly evolving society, standards such as these require regular review and refinement.

Today, school districts cannot meet the challenges of an increasingly demanding and diverse clientele without an efficient and effective business and financial framework within which to operate. Well-prepared and dedicated school business officials, working in tandem with other members of the administrative team, can better assure that such a framework is in place. The revised standards presented in this document have been developed to assist training institutions, accrediting agencies, certifying entities, and members of the school business profession to define and achieve educational excellence through the work of the school business official.

ASBO International considers professional standards for school business officials a key to gaining and maintaining the trust of policymakers and citizens. The association has been actively developing and disseminating standards for the position of school business official for nearly five decades. Throughout those years, ASBO International has operated under the principle that public trust is built when written standards are in place, professional development supports the standards, and the performance of members of the profession are judged in concrete terms against the standards. Being judged as "professional" is critical to the school business official. The term engenders an image of expertise, trust, and dedication. ASBO International believes all school business officials today must strive for this image. In so doing, these standards address the following: The Educational Enterprise, Financial Resource Management, Human Resource Management, Facility Management, Property Acquisition and Management, Information Management, Ancillary Services, as well as the Code of Ethics.



The Educational Enterprise

The public is giving more attention to the relationship between a school's sound business practices and the quality education of students. Legislative mandates, such as the "No Child Left Behind Act" in the United States, from all levels of government have drawn more scrutiny to the utilization of resources in schools. School business officials have been recognized as being central to the successful operation of the educational enterprise. School business practices permeate the entire school district. The local education enterprise often maintains the largest budget in the community. Therefore, due to the public's increased demand for accountability, transparency, and independence; the challenge to do more with less; and the needed expertise to manage the financial resources of the school, the school business official must endorse certain standards in organization and administration, public policy and intergovernmental relations, and the legal framework of our public school districts.

Organization and Administration

The school business official understands and demonstrates the ability to

- Identify and apply various organizational leadership models.
- Identify techniques for motivating others, delegating authority, decision making, information processing, planning, and allocating resources.
- Examine methods of assigning personnel and resources to accomplish specific goals and objectives and to utilize scheduling techniques for the coordination of tasks to maximize personnel and resource utilization.
- Identify problems, secure relevant information, and recognize possible causes of conflict.
- Utilize questioning techniques, fact-finding, categorizing information, and retention of relevant data.
- Apply concepts of change, group dynamics, interpersonal relationships, and effective problem solving.
- Delegate and assign responsibilities to staff; collect, analyze, and evaluate information to generate contingency plans; and apply basic concepts of organizational development.
- Maintain a positive working relationship with all staff.

Public Policy and Intergovernmental Relations

The school business official understands and demonstrates the ability to

- Develop and apply the policies and roles of all relevant education authorities and local and national governments.
- Identify the role of special interest groups (public and private) within a school district and their ability to influence those who approve district policy.
- Analyze the political and legislative process as it relates to local board elections, municipal governments, state/provincial legislatures, and other governmental jurisdictions.
- Use the skills necessary to interpret and evaluate local school board policies and administrative procedures to ensure consistent application in the daily operation of the school district.



Legal Issues

The school business official understands and demonstrates the ability to

- Identify the local and national constitutional rights that apply to individuals within the public and private education system.
- Review and analyze appropriate statutory and constitutional authority regarding the administration of public and private schools.
- Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management including freedom of information and protection of privacy, and management of ancillary services.
- Apply the highest values and ethical standards as they relate to the entire profession of school business administration.
- Protect all stakeholders' interests with respect to responsibility and financial integrity.

Financial Resource Management

School business officials must be able to demonstrate, understand, and comprehend the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management, and technology for school business operations.

Principles of School Finance

The school business official understands and demonstrates the ability to

- Apply economic and financial markets/theories.
- Recognize and forecast the major sources of revenue available to the school district from local and national governments and other sources.
- Interpret the relevant governmental funding model.
- Analyze the impact of shifts in local and national funding and the effect on local spending plans.
- Apply multiple techniques for identifying expenditures across cost centers and programs.
- Explore alternative and innovative revenue sources.
- Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.

Budgeting and Financial Planning

The school business official understands and demonstrates the ability to

- Prepare a budget calendar to meet the time constraints of budget preparation.
- Use multiple approaches to determine reliable enrollment and personnel projections.
- Forecast anticipated expenditures by program.
- Identify various methods of budget analysis and management.
- Apply statistical process control techniques for budgetary analysis.
- Apply the legal requirements for budget adoption.



- Prepare revenue projections and estimates of expenditures for school sites and district-wide budgets.
- Recognize and explain internal and external influences on the budget.
- Maximize state/provincial/national aids for the district.
- Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
- Develop multi-year budgets that serve as a communications tool for the stakeholders.
- Develop a financial model to monitor a school district's financial health.
- Analyze comparable data of other school districts.

Accounting, Auditing, and Financial Reporting

The school business official understands and demonstrates the ability to

- Obtain the services of an internal and external auditor.
- Establish and verify compliance with finance-related legal and contractual provisions.
- Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
- Prepare, analyze, and report financial statements and supporting discussion documents to the board of education throughout the fiscal year.
- Prepare a corrective action plan from the information conveyed in the annual audit report to improve financial tracking and reporting and internal controls and guide the implementation of the plan.
- Apply concepts and standards of accounting relevant to the district's location.
- Adhere to the accounting standards-setting governing body and prepare financial statements in accordance with the most current standards as issued by such body.
- Report the financial status of the district to the appropriate state/provincial agency in the appropriate regulatory format, which may be on a generally accepted accounting basis or on a customized/regulated basis of reporting.

Cash Management, Investments, and Debt Management

The school business official understands and demonstrates the ability to:

- Select professional advisors/contractors such as bond counsel, rating agencies, financial advisors, and underwriters.
- Use lease purchasing and partner with other jurisdictions such as municipalities, counties, and other school districts.
- Develop/recommend investment policies for the governing board to include investment objectives such as maximizing investment income and preserving the investment principal.
- Develop specifications for the selection of banking and other financial services.
- Apply the concept of compensating balances.
- Comprehend procedures and legal constraints for cash collection and disbursement.
- Calculate the yields and understand the risks of various investment options legally available to a school district.
- Apply various methods of cash forecasting.
- Apply appropriate types of short-term debt financing instruments available to school districts.
- Analyze monthly internal transfers and loans.



- Analyze the legal constraints and methods of issuing long-term general obligation bonds, including the bond rating process and the role of the bonding attorney and rating services.
- Analyze the implication of arbitrage rules that may apply to the issuance of long-term general obligation bonds; provide for arbitrage payable when appropriate.
- Prepare a cash flow analysis, including a fund balance report, for the board of education.
- Review accrued receivables and understand permitted collection processes.

Technology for School Finance Operations

The school business official understands and demonstrates the ability to

- Keep current with technology applications and programs.
- Assess the district's needs related to available budget dollars for technology.
- Ensure that the district technology plan is designed to meet the district's goals.
- Develop an operational plan to meet the district's financial goals and objectives.

Human Resource Management

In the education sector, the critical importance of human resource management is the administration and monitoring of personnel, benefits, professional development, labor relations, employment agreements, and the fostering of human relations.

Human resource management, while involving many day-to-day practical considerations, also requires an understanding of both theory and practice, recognizing that theory often determines practice. School business officials cannot fulfill their human resource management role efficiently and effectively without being aware of relevant management concepts and theories as well as local and national rules and regulations.

Personnel and Benefits Administration

The school business official understands and demonstrates the ability to

- Coordinate the development and management of an appropriate personnel database to provide seamless integration with payroll and other school district functions.
- Manage and continually evaluate the effectiveness of the school district's payroll operations.
- Administer employment agreements including interpreting contract language, considering the concepts of "past practice," "just cause" provisions, and grievance procedures.
- Assist with the processes related to the recruitment, selection, orientation, assignment, evaluation, and termination of school district personnel.
- Ensure the selection and hiring of the most qualified individuals for positions, adhering to all local and national rules and regulations.
- Research and explain various compensation arrangements including salaries and wages, employee health care benefit programs, and retirement options.
- Coordinate the procedures for termination of employment including the concept of "due process" and an awareness of the procedures, usually governed by collective bargaining agreements, with respect to reduction in work force.



Professional Development

The school business official understands and demonstrates the ability to

- Conduct needs assessments to identify areas and content for training and development.
- Build a professional development system, based primarily on adult motivation research, to improve the performance of staff members and to assist staff in meeting the educational objectives of the school district.
- Ensure all staff meet training and continued education requirements to comply with local and national rules and regulations.
- Identify appropriate procedures for the management and evaluation of professional development programs.
- Involve all school district staff in determining their professional development needs that can significantly enhance the effectiveness of employee training and development programs.

Labor Relations and Employment Agreements

The school business official understands and demonstrates the ability to

- Analyze jurisdictional and governmental laws and regulations with respect to employment agreements.
- Continually conduct and analyze benchmark surveys to assess the cost of current salary and employee benefit packages and proposals.
- Analyze current employment contracts and/or collective bargaining agreements and develop comparative reports with local and national agreements.
- Identify and monitor compliance with the grievance procedures as set out in employment agreements and local and national law.
- Review local and national laws and regulations with respect to impasse procedures such as mediation, voluntary arbitration, and binding arbitration.

Human Relations

The school business official understands and demonstrates the ability to

- Diagnose, maintain, and when necessary, improve organizational health/morale, including increasing focus on employee wellness programs.
- Develop policies and procedures for the management of school district personnel.
- Develop employee assistance programs and evaluate their impact on the school district's staff morale.
- Frequently monitor performance through constructive evaluations, including a comparison of standards and goal-setting to ensure accountability.
Identify and implement procedures for conflict resolution and team building to enhance morale and productivity.
- Help create a high performance work system by fostering open communication and feedback throughout all levels of the district.
- Recognize and promote compliance with standards of ethical behavior and standards for professional conduct applicable to all school district staff.



- Stay current with management theory and leadership styles including concepts of behavioral science, organizational structure theory, developing and maintaining organizational culture, and managing organizational change.

Facility Management

Research on learning has validated the effect of environmental stimuli on the learner. Factors such as sound, light, temperature, and the design of space affect the ability of individuals to learn and work. Hence, effective and efficient facility management contributes to the educational process by providing the environment in which instructional programs are delivered. Expertise in areas such as physical plant planning, accountability for capital resources, and administration of the substantial public investment in schools are basic performance competencies for school business officials.

Planning and Construction

The school business official understands and demonstrates the ability to

- Develop a long-range facility plan that includes demographic data and serve as an integral member of the planning team.
- Develop a working knowledge of funding sources and issues related to school construction, including bond ratings, the rating process, and bond election processes.
- Develop appropriate procedures for selecting architects, engineers, construction managers, and other professionals.
- Apply the steps and procedures involved in developing and using education specifications for selecting school sites.
- Review the legal and administrative responsibilities for advertising, awarding, and managing construction contracts.
- Recognize the impact of energy and environmental factors on the learning process.
- Meet the requirements of local and national agencies regarding construction and renovation of school facilities.
- Communicate financial implications of unanticipated issues during the construction process to appropriate personnel in order to guarantee project solvency.
- Involve appropriate existing district/agency personnel who have experience with local energy demands, materials choices, and contractor regulations to share their concerns during construction job progress meetings.

Maintenance and Operations

The school business official understands and demonstrates the ability to

- Administer procedures required to keep schools clean, safe, and secure through effective custodial services and preventive maintenance.
- Manage energy consumption and environmental aspects.
- Determine resource allocation for maintenance and operations.
- Develop a crisis management plan.
- Maintain a positive working relationship with staff, contractors, and suppliers.



- Be knowledgeable of sources of alternative revenue (other than debt or tax levies) such as grant revenue to meet facility needs.
- Be able to effectively form partnerships with the private sector to enhance resources available to the district in regard to facilities and equipment.
- Utilize technology to improve facilities through data management.

Property Acquisition and Management

Effective acquisition of property, materials, equipment, and services requires a systematic purchasing system, operated by established procedures, and managed by competent professionals. Acquiring the products and services needed for the educational enterprise is an integral part of the instructional program. Accountability in education begins with the procurement of school property and materials. Effective, efficient, and proper procurement of property, materials, equipment, and services supports accountability in education. School business officials coordinate the efficiency and cost-effectiveness of property acquisition and management according to appropriate laws and ethical practices.

Purchasing

The school business official understands and demonstrates the ability to

- Develop and implement an integrated purchasing process that complies with all government regulations.
- Adhere to a strict code of purchasing and procurement ethics.
- Develop and implement a bid procurement system that complies with all government regulations.
- Analyze and, if feasible, implement an e-procurement system that complies with all government regulations.
- Obtain good value for each procurement.
- Properly and effectively apply the rules, regulations, and statutes that govern school procurement.
- Determine and produce the most appropriate method of source selection for each procurement.
- Formulate competitive procurement solicitations that are fair and reasonable and that promote open competition.
- Conduct all procurement without conflict of interest, impropriety, or any attempt to obtain personal gain.

Supply and Fixed Asset Management

The school business official understands and demonstrates the ability to

- Develop and implement a system to manage and track supply inventories and distribution.
- Develop and implement a program for the effective current and long-range acquisition, maintenance, and repair of equipment.
- Develop a system to reallocate and/or dispose of surplus, scrap, and obsolete materials and equipment.
- Develop and implement a system for the proper valuation, classification, and depreciation of fixed assets.



- Develop and implement a system to adequately control and account for capital assets.

Real Estate Management

The school business official understands and demonstrates the ability to:

- Coordinate with other government agencies regarding zoning, land use, and other real estate issues.
- Develop and implement procedures for the acquisition and disposal of land and buildings.
- Develop and implement a use of facility system that complies with all government regulations.

Information Management

In a technological environment where information flows to and from school organizations in gigabytes per second, the prerequisite competencies to direct, protect, analyze, and update this information has become a primary focus for school business officials. Ultimately, information management is more than simply overseeing technical data; it also involves the presentation and articulate communication of information to key decision-making individuals and groups in the school environment.

Strategic Planning

The school business official understands and demonstrates the ability to

- Participate in administrative and employee teams in the identification of short- and long-term goals in all aspects of school district activities.
- Assist with the development and communication of a vision of the preferred future of the school district, drawing from current research and best practice.
- Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals.
- Assist in providing the data required to facilitate the strategic planning process.
- Assist in the implementation, monitoring, evaluation, reporting, and revision of a strategic plan.

Instructional Support Program Evaluation

The school business official understands and demonstrates the ability to

- Apply a practical and research-based knowledge of the components and skills to evaluate programs and business services.
- Identify various economic and cost factors inherent in program operation and evaluation.
- Develop and apply procedures for the systematic evaluation of instructional support programs.
- Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
- Effectively manage a change process when evaluation determines that instructional support programs must be improved.



Instructional Program Evaluation

The school business official understands and demonstrates the ability to

- Support the components of the instructional programs within the school district.
- Participate in the planning and implementation of instructional program improvement.
- Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
- Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
- Utilize evaluation data toward the development of instructional program changes.
- Effectively participate in the change process when instructional programs must be improved.
- Assist in directing and facilitating the allocation of resources within the school district toward the improvement of instructional programs.
- Assist in directing and promoting the allocation of resources for professional development leading to improved instructional programs.

Communications

The school business official understands and demonstrates the ability to:

- Comprehend effective communication strategies and techniques related to mass and interactive communications.
- Identify the primary components of public information management and public relations.
- Develop a clear understanding of the major constituencies within the school district.
- Present financial data to various school and community groups in written, oral, and multi-media formats.
- Assist in the development of a plan for a positive school community relations program for the business office and the school district.
- Assist in the development of procedures for the management of public information programs and departments that relate to school/community relations.

Management Information Systems

The school business official understands and demonstrates the ability to

- Direct or develop management information systems.
- Apply the most current technology to the storage, analysis, and communication of data (fax, electronic mail, administrative and educational computer systems, and more).
- Evaluate the cost benefits and organizational value of producing information.
- Develop, maintain, and validate a records management system using appropriate technology that complies with all legal requirements.
- Develop and maintain an accurate database to facilitate management decisions using current information management techniques.
- Administrate a computerized management information system.
- Ensure that appropriate data security and privacy of records are maintained.
- Assist in the integration and gathering of information for public relations purposes.
- Assist in and coordinate the gathering and reporting of information for government reports.



- Maintain and protect the historical records archive of the school district.
- Assist in the development and implementation of technology in the business office and the classroom environment.
- Maintain a working knowledge of the technology and software available for school and business office use.
- Direct or develop specific plans for secure student and employee access to the Internet.
- Evaluate the cost of Internet access options for the school district.
- Evaluate and apply various technology tools for use in the school and business office.
- Assist in the development of long-range technology planning for the school district.
- Promote and assist in the development of technology training for all staff.
- Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
- Develop appropriate specifications for purchasing technology and contracting for technology infrastructure for the school district.

Ancillary Services

Risk Management

All schools risk suffering loss or damage to their property, personnel, and reputation, which may affect their ability to deliver services. Risk management and contingency planning can be used to anticipate and limit those risks that may affect the activities of the school.

Risk management also plays a role in developing standards of benchmarking, best practices, and performance measurement. Financial standards such as claim statistics and cost-of-risk analysis are important measures of efficiency but are not true measures of risk management effectiveness when used alone. Other areas that need to be measured include strategies to contain costs of workers' compensation, litigation management, employee relations, loss control, and cost containment.

The school business official understands and demonstrates the ability to

- Ensure that a comprehensive risk management program is in place.
- Ensure the risk management program addresses safety and security.
- Assess risk management programs and recommend changes consistent with district needs.
- Identify and apply models for the evaluation of potential risk management programs.
- Identify and evaluate alternative methods of funding and managing risk.
- Communicate the risk management program to all stakeholders.
- Direct the process of selecting/employing an insurance consultant or risk manager.
- Adhere to legal requirements for insurance coverage.



Transportation

The transportation of children is a major logistical task for all school districts. In addition to getting the students to and from school, educational visits are an additional responsibility. In the United States, it is one of the largest public mass transportation systems. With the volume of vehicles, passengers, and miles traveled, problems are inevitable.

The school business official understands and demonstrates the ability to

- Support and maintain a student transportation program that adheres to all legal requirements.
- Ensure (where appropriate) that the school bus maintenance and replacement program is established and maintained.
- Monitor the student transportation program for its safety, security, and efficiency and make adjustments as needed.
- Analyze alternative methods available for providing transportation.
- Ensure (where appropriate) an efficient and comprehensive routing system is developed and maintained.
- Ensure a comprehensive plan is in place that includes an analysis of what transportation requirements are and the basic features of a system to provide pupil transportation, and where appropriate, arrangements for screening, training, re-training and retaining bus drivers, paraprofessionals, and other essential transportation personnel.
- Develop and maintain open and clear lines of communication with parents, staff, administration, state/provincial legislatures, and the public for the purpose of conveying the responsibilities, needs, and expectations of all stakeholders.

Food Service

International studies confirm that children who eat nutritious meals perform better academically, show improved behavior, and are physically healthier. Culturally, school districts use different approaches to ensure children are receiving nutritious meals/snacks. Breakfast programs, lunch programs, and afterschool meals/snacks are provided through contracted or provision of services. Funding of food services is nationally peculiar to the country and local governmental unit.

The school business official understands and demonstrates the ability to

- Establish procedures for the implementation and operation of the food service program.
- Adhere to the legal requirements, including local and national government guidelines of the food service program.
- Monitor the food service program and make adjustments as needed.
- Ensure the management systems for tracking meals and inventories are in place and identify participant status.
- Manage and control inventories and procurement.
- Ensure compliance with required nutritional value is in place.
- Analyze the methods available for providing food service and identify and recommend the most beneficial methods for a given situation.
- Interface with nutrition and regulatory agencies relative to planning, conduct, and reporting of catering service programs within the school.



- Ensure effective cash handling procedures and internal controls.

ASBO's Code of Ethics and Professional Conduct

Basic Beliefs

Members and associate members of the Association of School Business Officials International, including its affiliates, are committed to conducting themselves within the highest standards of professional and personal ethics, to continuing ongoing professional growth and development, and to developing these beliefs in others with whom they work.

Members assume the responsibility for providing professional leadership in their schools, communities, and organizations. This responsibility requires members to maintain standards of exemplary personal and professional conduct. To these ends, members subscribe to the following standards.

Ethical Standards

In all activities, members and associate members in good standing of ASBO International and its accredited affiliates shall

- Make the well-being of all students, staff, and fellow members a fundamental value in all decision making and actions.
- Fulfill professional responsibilities with honesty and integrity.
- Support the principle of due process and protect the civil and human rights of all individuals.
- Obey all local, state, and national laws.
- Implement the policies and administrative rules and regulations of the employing organization (school district, private school and/or associated organization).
- Pursue appropriate measures to correct those laws, policies, and regulations that are not consistent with this code of ethics.
- Not tolerate the failure of others to act in an ethical manner and will pursue appropriate measures to correct such failures.
- Never use their positions for personal gain through political, social, religious, economic, or other influence.
- Honor all contracts until fulfillment or release.

Ethical Conduct

In all activities, members and associate members in good standing of ASBO International and its accredited affiliates shall demonstrate their adherence to the standards set forth above by

- Actively supporting the goals and objectives of the educational institution with which they work.
- Interpreting the policies and practices of their employer to the staff and to the community fairly and objectively.
- Implementing, to the best of their ability, the policies and administrative regulations of their employer.
- Assisting fellow members, as appropriate, in fulfilling their obligations.



- Supporting a positive image of the educational institution with which they work.
- Not publicly criticizing board members, superiors, administrators, or other employees.
- Helping subordinates achieve their maximum potential through fair and just treatment.
- Maintaining confidentiality of data and information.
- Accurately and objectively reporting data, in a timely fashion, to authorized agencies.

Expectations of Personal and Professional Integrity

In the conduct of business and the discharge of responsibilities, each member will

- Conduct business honestly, openly, and with integrity.
- Avoid conflict of interest situations by not conducting business with a company or firm in which the official or any member of the official's family has a vested interest.
- Avoid preferential treatment of one outside interest group, company or individual over another.
- Uphold the dignity and decorum of their office in every way.
- Never use their position for personal gain.
- Never accept or offer illegal payment for services rendered.
- Not accept gifts, free services, or anything of value for or because of any act performed or withheld.
- Support the actions of colleagues whenever possible.
- Actively support appropriate professional associations aimed at improving school business management, and encourage colleagues to do likewise.
- Accept leadership roles and responsibilities when appropriate.



Works Consulted

- American Association of School Administrators. (1993). Professional Standards for the Superintendency. Arlington, VA: Author.
- Association of School Business Officials International®. (1991). Guidelines for the Initial Preparation of Chief School Business Administrators. Reston, VA: Author.
- Association of School Business Officials International (1991, August). Guidelines for the Initial Preparation of Chief School Business Administrators. Submitted to the Specialty Areas Studies Board of the National Council for the Accreditation of Teacher Education.
- Association of School Business Officials International. (1998). Meritorious Budget Awards Program Criteria. Reston, VA: Author.
- Association of School Business Officials International. (2000). Certificate of Excellence in Financial Reporting Program Self-Evaluation Worksheet. Reston, VA: Author.
- Association of School Business Officials International. (2001). Code of Ethics & Standards of Conduct. *School Business Affairs*, 67 (3), 18.
- New Jersey Association of School Business Officials. (1997). NJ ASBO's ® State Certification Program: The Model Training Program for New School Business Officials. Bordentown, NJ: Author.
- Texas Association of Pupil Transportation. (1999). Professional Certification Program Catalogue. Buchanan Dam, TX: Author.
- Texas Association of School Business Officials. (1999). Professional Certification Program Catalogue. Austin, TX: Author.
- Texas School Food Service Association (1998). Professional Certification Program. Austin, TX: Author.
- Albert, L. (2000). *Cooperative Discipline*. New York, NY: McGraw-Hill.
- Cohen, M. (1997). *John Dewey: Experiences and Education*. New York, NY: Simon and Schuster.
- Cooke, K. (2000). *School Governance: Effective School Boards*. The Board, 8-10.
- Everett, R. E., Lows, R. L., & Johnson, D. (1996). *Financial and Managerial Accounting for the School Administrator*. Reston, VA: Association of School Business Officials International.
- Glass, T. E., Everett, R. E., & Johnson, D. R. (1998). Survey Results: Preparing School Business Administrators. *School Business Affairs*, 64 (9), 19-23.
- Hanson, M. E. (1996). *Educational Administration and Organizational Behavior*. University of California, Riverside, CA: Allyn and Bacon.
- Heifetz, R. (1997). *Leadership Without Easy Answers*. Cambridge, MA: Belknap Press of Harvard University Press. 29
- Johnston, R. C. (2001). American Educators Face Woes. *Education Week XIX* (26), 14.
- Kremer, M. C. (2001). Systemic Reform: The Hardest Work You Will Ever Do. *Superintendent's Journal*, 8(8), 4.
- McGuffey, C. W. (1980). *Competencies Needed by Chief School Business Administrators*. Reston, VA: Association of School Business Officials International.
- Odden, A. & Goertz, M. (1999). *School-Based Financing*. Thousand Oaks, CA: Corwin Press.
- Picus, L. (2001). In *Search of More Productive Schools: A Guide to Resource Allocation in Education*. Eugene, OR: ERIC Clearinghouse on Educational Management.



- Smith, R. P. (1998). *Improving Fiscal Administration in Texas Public School Districts: Development of Standards of Performance for School Business Officials*. Richardson, TX: Education Service Center Region 10.
- Smith, R. P. & Bertstein, G. (1998). *School Business Official Competencies: A Review of the Literature*. Richardson, TX: Education Service Center Region 10.
- Schwahn, C. J. & Spady, W. G. (1998). *Total Leaders Applying the Best Future – Focused Change Strategies to Education*. Arlington, VA: American Association of School Administrators.
- Stevenson, K. R. & Tharpe, D. I. (1999). *The School Business Administrator*. Reston, VA: Association of School Business Officials International.
- Stevenson, K. R. & Warren, E. (1996, April). *Weathering the Future: The Changing Role of the School Business Official*. *School Business Affairs*, 62 (4), 35-38.
- Tharpe, D. I. (1995). *A Comparative Study of the School Business Manager's Responsibilities in School Divisions of 5,000 Students or Less in the Commonwealth of Virginia*. Unpublished dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.
- Thompson, D. C. & Wood, R. C. (2001). *Money and Schools, Second Edition*. Larchmont, NY: Eye on Education, Inc.
- Wasley, P. A. & Legr, R. J. (2001). *Small Schools Real Gains, Educational Leadership*. Larchmont, NY: Eye on Education, Inc.
- Wood, R. C., Thompson, D. C., Picus, L. O., & Tharpe, D. I. (1995). *Principles of School Business Management*. Reston, VA: Association of School Business Officials International.

Internet Sites

American School Food Service Association www.asfsa.org

National Association of State Directors of Pupil Transportation Services www.nasdpts.org

Risk Insurance Management Society www.rims.org

School Transportation News www.stnonline.com