BRITISH COLUMBIA

School Centred Leadership
and
Shared Business Systems
February 1, 2006

BRITISH COLUMBIA
Ministry of Education

Agenda: School Centered Leadership

8:00	Registration and Breakfast	
9:00	Introductions/Overview/Objectives	Gary Graf Scott MacDonald
9:15	School Centered Leadership	Emery Dosdall
9:45	Showcases	Dick Chambers Cam Dow
10:30	Coffee	
10:45	Table Discussion:	Gary Graf Scott MacDonald
11:05	Panel Discussion Dick Chambers, Bennie Miller, Bryan Mix, Cam Dow, Paul Carriere	
11:45	Summary and Next Steps	Gary Graf Scott MacDonald

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Objectives for the Morning

- To develop a shared understanding of School Centered Leadership and how it allows for effective local decisions to improve student achievement.

- Identify the key questions, issues and challenges related to the concept of SCL.

- To determine if districts are interested in pursuing SCL and participating in a working group.

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School Centred Leadership

Emery Dosdall

Deputy Minister

Ministry of Education

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Provincial Agenda

Student Achievement

Autonomy

Accountability

Flexibility and Choice

Parent Involvement

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The BC Context

- We have the responsibility to improve the performance of ALL students.

- Our achievement levels are high when compared to other jurisdictions.

- Pressure from parents and community for even higher levels.

- Pressure to keep pace with other jurisdictions as they improve.

- A performance plateau will require significant change to see continued improvement.

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Six Year Dogwood Completion Rate

Year	Completion Rate (%)
1997/1998	71
1998/1999	73
1999/2000	74
2000/2001	75
2001/2002	76
2002/2003	78
2003/2004	79
2004/2005	79

Purpose

Give schools more control over
decision-making in order to
increase student achievement.

What We Know

- When decisions are made closer to the students, the right decisions are made.

- Effective schools are empowered schools.
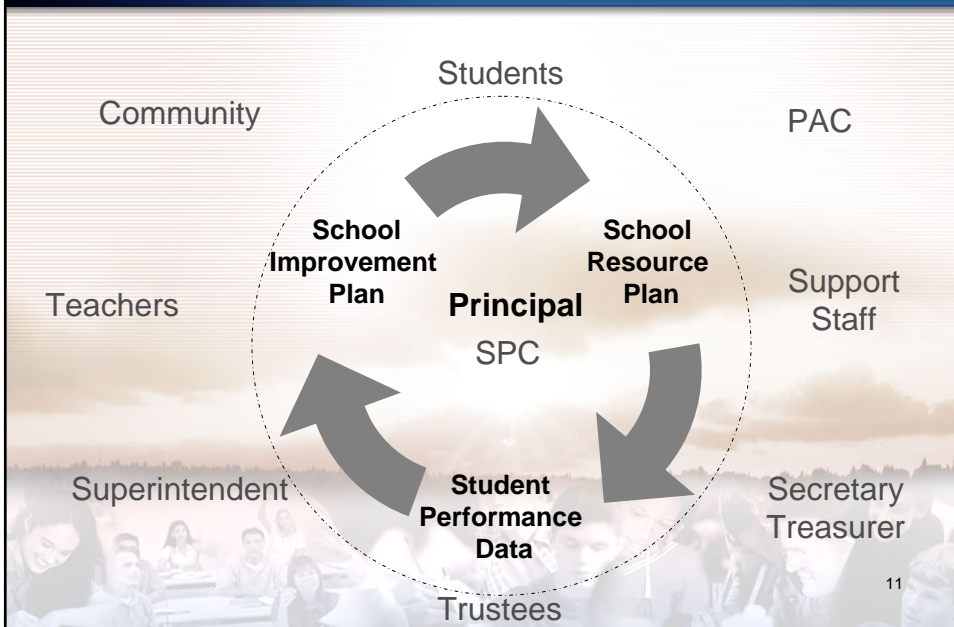
- Leadership for learning is required in every school.

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The Starting Points

- A number of School Boards have an interest in School Centered Leadership.

- Formation of School Planning Councils.

- Provincial per student funding formula.

- Partnership model to share common applications (BCeSIS, CAMs, Transportation).

- Accountability Framework based on school plans.

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A Conceptual Model

Students

Community

PAC

School Improvement Plan

School Resource Plan

Principal

SPC

Support Staff

Teachers

Student Performance Data

Superintendent

Secretary Treasurer

Trustees

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School Centered Leadership

- Move decision making closer to the student.

- Gives schools greater authority and ability to make decisions that impact the learning of their students.

- Requires effective and appropriate involvement of staff, parents and students.

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Challenges

- Requires time and commitment: this is a long-term process.

- Changes some traditional roles and responsibilities.

- Requires strong district and school leadership.

- Union agreements and legislation preserve tradition.

- Political support from local school boards.

- Buy-in and understanding from partner groups.

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Approach to the Project

- Collaborate to create a "made-in-BC" solution.

- Meet the needs of schools.

- Free schools to plan for student achievement.

- Pilot in one or more schools in 2006/07 in each participating district.

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Ministry Commitments

The Ministry will play a leadership role by:

- focusing the needs of schools in relation to SCL.
- facilitating planning for implementation in 2006/07.
- coordinating training and coaching sessions for staff at all levels.
- providing incentives during the pilot phase.
- following through to completion.

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Show Cases

Dick Chambers
Superintendent
School District 57 (Prince George)

Cam Dow
Secretary Treasure
School District #6 (Rocky Mountain)

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Small Group Discussion

Questions	Issues	Opportunities

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Panel Discussion

Dick Chambers, Superintendent
School District #57 (Prince George)

Bryan Mix, Secretary Treasurer
School District #57 (Prince George)

Bendina Miller, Superintendent
School District #6 (Rocky Mountain)

Cam Dow, Secretary Treasure
School District #6 (Rocky Mountain)

Paul Carriere, Principal
School District #6 (Rocky Mountain)

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✓ To develop a shared understanding of School Centered Leadership and how it allows for effective local decisions to improve student achievement.

✓ Identify the key questions, issues and challenges related to the concept of SCL.

✓ To determine if districts are sufficiently interested in pursuing SCL and participate in a working group.

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School Centred Leadership

Thank You

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Shared Business Services

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Time	Item	Presenter
1:00	Introductions/Overview	Gary Graf Scott MacDonald
1:15	Shared Business Services	Emery Dosdall
1:45	Table Discussions	Gary Graf Scott MacDonald
2:15	Coffee	
2:30	Table Discussions	Gary Graf Scott MacDonald
3:30	Next Steps	Gary Graf Scott MacDonald

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- To develop a shared understanding of the high-level requirements for common shared business services.

- Identify the key questions, issues and opportunities related to sharing business services.

- Identify potential business services that could be shared.

- To determine if districts are interested in sharing business services and participating in a working group to develop a common approach.

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Shared Business Services
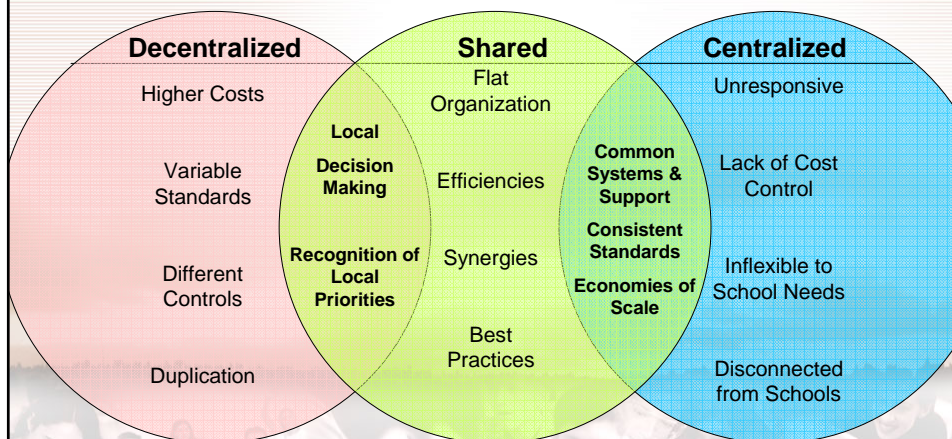
Emery Dosdall
Deputy Minister
Ministry of Education

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Smart Management

- Smart Decentralization

- Smart Centralization

- Allocate savings to the classroom

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Smart Shared Services

Decentralized

Higher Costs

Variable Standards

Different Controls

Duplication

Local Decision Making

Recognition of Local Priorities

Shared

Flat Organization

Efficiencies

Synergies

Best Practices

Common Systems & Support

Consistent Standards

Economies of Scale

Centralized

Unresponsive

Lack of Cost Control

Inflexible to School Needs

Disconnected from Schools

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Trend #1: Demand for Information

Increased demand for information
to better manage school district
and school operations.

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Trend #1: Demand for Information

- Achievement
- Accountability
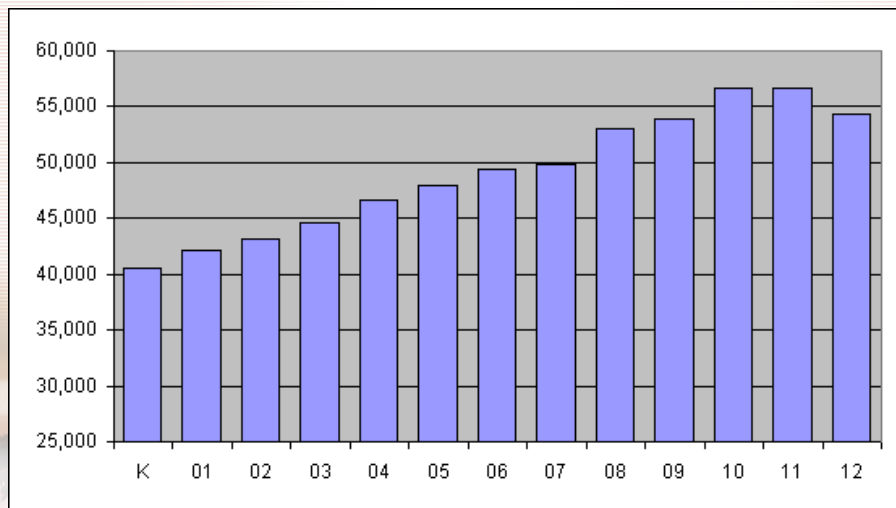- Autonomy
- Flexibility/Choice
- Funding

Policy

Management

Information

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Trend # 2: Current Enrolment

Declining student enrolment places pressure
on central district support services.

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Trend # 2: Current Enrolment

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Challenges for small and remote
school districts.

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Size of District	Number of Districts
Less than 500	4
501 - 3,000	14
3,001 - 6,000	13
6,001 - 10,000	13
10,000 +	16
Total	60

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Benefits of Shared Business Services

- Improve resource allocation.

- Improve ability to plan for the future.

- Meet increasing demands for information.

- Provide improved accountability.

- Focus its effort on providing high quality education.

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Opportunities

- Shared systems have the potential to:
  - Improve education system effectiveness through better decision making.
  - Reduce time and money spent managing administrative processes and information systems.
  - Provide better systems and services than small districts could afford on their own.
  - Minimize duplication and overlap among districts
  - Align the systems with provincial policies.
  - Enable more efficient data sharing and reporting among districts and with the Ministry of Education.

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- A number of School Boards have an interest in shared business services.

- Partnership and governance model to share common applications (BCeSIS, Capital Asset Management System, Transportation System, BCPSEA).

- Commitment from the provincial government.

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Share Systems:

Districts use the same software, hosted locally.

Districts use the same software, hosted centrally.

Share Services:

Districts provide services to other districts.

Districts buy services from other districts.

Districts buy services from an independent provider.

Number of Systems/Services:

One business area.

Many business areas.

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Approaches to the Project

- Collaborate to create a "made-in-BC" solution.

- Meet the needs of schools districts.

- Shared solutions must provide added value to the 'customers'.

- Seek school districts that are willing to collaborate and develop a common plan.

- Determine scope of potential business areas & delivery options.

- Begin sharing services in 2006/07.

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Ministry's Commitment

The Ministry will play a leadership role by:
- focusing the needs of school districts.
- facilitating planning, training and implementation efforts for staff at all levels.
- providing incentives to districts that commit to participate.
- managing the procurement of new systems or services.
- following through to completion.

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Table Discussion #1

Questions	Issues	Opportunities

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Table Discussion #2

Potential Business Areas	Potential Shared Systems

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Table Discussion #3

In your school district which business services would you consider to:

    a) contract IN (provide services to other districts)

    b) contract OUT (buy from another school district or supplier)?

Contract IN	Contract OUT
-	-
-	-
-	-
-	-
-	-
-	-

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Next Steps

✓ To develop a shared understanding of the high-level requirements for common shared business services.

✓ Identify the key questions, issues and opportunities related to sharing business services.

✓ Identify potential business services that could be shared.

✓ To determine if districts are interested in sharing business services and participating in a working group to develop a common approach.

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School Centered Leadership

Ministry of Education
Richmond, B.C.
February 1, 2006

Dick Chambers
Superintendent of Schools
School District No. 57 (Prince George)

To Be Considered:

1. What is School Centered Leadership?
2. Philosophical base
3. Connection to School Plan
4. Extent of decentralization
5. Allocating the money
6. Management of decentralization

What is it?

- A management approach which is designed:
  - to allow the most significant decisions and actions,
  - aimed at achieving specific results at the school,
  - to be made at the school.

You are decentralized if -

- The District allows the school to determine the number and kinds of staff within the total funds allocated.

Legal Principle

- Allocation process and staffing decisions must not violate legal and contractual agreements.

It Won't…

- Solve all your problems.
- Create more money.
- Lead to out-of-control spending.

Dick Chambers
Superintendent of Schools
School District No. 57 (Prince George)

It Will…

- Lead to more creative solutions at the school level than the 'one size fits all' solutions that tend to be necessary when the decisions are made at the district level.
- Allow schools to focus resources on their unique student achievement needs.

Golden Rule(s)

- Do unto others…(the temptation to target).

- Whoever has the gold makes the rules, and vice versa.

- "Authority can be delegated, responsibility cannot."

Guiding Principles

- The allocation formula should <u>equitably</u> disperse funds to each school.
- Allocations should be perceived to be equitable. (Justice should be seen to be done.)
- The allocation system should recognize differences.
- Optimize the amount of funds at the school level.

Basic System (SD#57)

- District Allocates Money to Schools based on <u>September 30 F.T.E. students</u>.
- School buys service at the average cost of the employee unit:
  - Average teacher cost
  - Average clerical level cost
  - Average aide cost, etc
- Surplus / Deficit - school gets to keep both.

Extent of Decentralization (SD#57)

- Teachers
- Clerical
- Aides
- School Based Administration
- All school based programs
- Supplies, phones, photocopiers, etc
- Learning Resources
- Equipment Replacement
- T.O.C. replacement (to some extent)

Allocated by others to school

- Aboriginal Education Funding
- Additional Special Education

- Continuing Education
  - Funded as if it were a secondary school

Centralized (SD#57)

- Utilities
- Custodial
- Long Term Sick Leave
- Maintenance
- Transportation
- Specialized Special Education
- District Administration

The Formula: Schools (SD#57)

Elementary Schools	$104,000
Elementary 20<>40	$1,000>
Elementary 40<>140	$20,000
Elementary 140<>160	$1,000<
Secondary Schools < 200	$169,000
Small Secondary School Grant	Ministry
Junior Secondary & Middle	$279,000
Secondary School	$204,000

The Formula: Students (F.T.E.)

Kindergarten	$4,694
Grade 1 –3	$4,364
Grade 4 –7	$3,828
Grade 8 – 10	$4,329
Grade 11 – 12	$4,692
Adult	$3,321

Formula: Special Education

Level 1 Students	$32,000
Level 2 Students	$16,000
Level 3 Students	$8,000
Mild Mentally Handicapped	$6,000

* These grants determine the overall level of funding. They are managed on a student by student basis in terms of allocation to schools.

School Centered Leadership
Panel Discussion Overview
February 1, 2006

Moderator: Scott MacDonald
Recorder: Gary Graf

Panel Members:
        Dick Chambers: Super PG
        Bennie Miller: Super, Rocky Mountain
        Bryan Mix: ST PG
        Cam Dow: ST Rocky Mountain
        Paul Carriere: Asst Super Rocky Mtn

Question / Comment…	Response…
1500 student secondary school: Do they get complete choice re class organization? e.g., a class of 51 and one of 9	• Yes, school gets complete control but school has to adhere to collective agreements etc

History:
You have been through this; think back…what are some of the key things that we need to think about, coming from scarcity to a little more funding?
How would you bring parents in?
How do you get people to focus on program and not the money
	• School closure has influenced our community thinking; e.g. rural dispersion grants; lots more community attention
	• Willingness of Boards to let this go;
	  - Challenge of giving up control and getting the commitment
	• Importance of moving to a dollar based system
	• Understandings and practices now in place
	  - SPCs and knowledge of systems
	  - Focus on accountability and achievement for students; different mind set
	• Perhaps have those with practical experience explain the benefits
	• Reinforce requirements of legislation, policy, and collective agreements but…they to reduce the number of limits

How do you hold schools and school Principals accountable?	• Accountability is built into the process and along with this comes the responsibility
	  - Dialogue with Principals
	  - Shared understanding
	  - Clarity about "who" is responsible
	• Realize that this will be tested in that District staff, or perhaps Trustees, may not always agree with the School decision

	- Some examples (LA, VP) • Schools overall have made very good and sometimes very "interesting" decisions • Make sure that you monitor school reports on a regular basis; perhaps monthly - Create info at school; monitor at district
How do you match: role with acceptance of decentralized system and… expectations of District office and changing personnel	• Expectations change with regimes / personnel…scale of flexibility to greater and lessening degrees • Remember value of school based allocations and processes with reminder of provincial and district priorities
What about District Programs?	• One example: if Board initiated then look at cost, allocate to school with expectation of the program • Another example: schools worked together to fund a teacher to run the program (small community)

How do you deal with personnel changes or maintain consistency at the school?
 	
Does a de-centralized system create the possibility of lack of continuity
	• Board sets district directions; these provide consistency and continuity of direction; keeps focus on school achievement
	• Programs and services can also be affected by the nature, interests, and initiatives of staff in all systems
	• Perhaps more creativity and uniqueness
	• One Principal example…liking the authority, the responsibility and the opportunities to take a few risks
	  - Staff invigoration
	  - collaboration

What happens when District undertakes a major initiative when, for example, not everyone is committed to the initiative?	• There are two ways: hold it back and implement or expect schools to use there budgets • District can still undertake key directions and support them • Seems to create a greater interest in sharing contributions…district and school

What about small district with high staff turnover?
 	
Note reality of extra work and expertise of Principals
	• Initially looks daunting for small districts but
	  - There are small school / small district examples:
	    - Road trip
	    - Simple
	    - Developed our own version that works for schools of range of sizes
	    - People catch on quickly
	    - Staffing is the biggest challenge
	    - Teachers feel empowered

School Centered Leadership
Tables Discussions
February 1, 2006

Questions	Issues	Opportunities
If you don't have any money (discretionary) now, how do you implement (what's the incentive)?	- Data discrimination - Comparable data/what's different? - Start small - There are areas of discretion	- Latitude - Staff decision making - Buy in - Build trust beginning by baby steps
What do the unions get out of this?	- Trust needs to be built - B.C.T.F. and CUPE resistance	- Decisions and needs of schools are better served made at school
What does this allow schools to do in the future?	- Delegate authority to schools - Principals plans can run contrary to board office and school board	- School has guidelines, but has opportunity in decentralized model - Move student achievement agenda forward - Change focus
How deep is the culture in district? How can you change it? (promo is needed) What is role of parents?	- Board may not want to give up control - Special ed culture - Staffing - Restrictions - Union contracts - Lack of money - Suspicion/lack of trust	- Need to work on areas where district is out of step - Determine opportunity
How do you link school plans and work with SPC's, board and board office. How do you get staff to buy into staffing? How do you build trust?	- Business Manager support - Role of principal moving into - Union suspicion, trust track record performance, phasing in	- Principal can direct initiative, support needs of staff/school/students /staffing - S.L services - Staff development at school - Build on successes - Build on trust - Need champions
If parents can choose their child's school, what happens when it's full?	- Class size - Extra cost - Midyear changes	
How do you address audit changes? Does the school pay or the district for incorrectly classified	- Handling layoffs midway through the year	

students?		
How do you allocate funds to small schools and maintain quality service?	- Library services - Office services	
Political intervention seems to be destabilization. What if school plan conflicts with funding requirements?	- Even when not targeted funding, may have expectations	
Can a board delegate decision making and still be held accountable?	- Level of control	
How do you handle changes in school philosophy when PAC's change, Admin Officer focus changes at the school.		
Has achievement improved?	- How do you maintain a district focus?	
What is the role of the board?	- Sharing of information - Trust	
What is the role of senior management?	- Union agreements	
How do you train VP/PS to be unable to accommodate this? - Role play - Scenarios	- Autonomy vs. efficiency	

Shared Business Services
Collated Notes from Table Discussions

Possible shared services:
    Bulk purchasing/procurement
        School Busses
        Government-wide master standing offers (MSO)
        Purchase support
        School Furniture
        Information reports

    Technology Services
        IT Consulting
        Common Computing Platform
        Online Interactive learning (e.g., cool school)
        Technical Training
        E-mail and web hosting
        Web-content design

    Professional Services
        WCB Services
        Legal/Contract
        Safety Supervisor Services
        Transportation Planning
        Specialty Trades/Maintenance
        Shared Specialists

    Business Applications and Support
        Financial Systems
        Human Resources
        TOC Management
        Distribution
        GRE Reporting
        Common accounting

    Education Delivery Support
        Teacher professional development
        Specialized training services
        Career and Technical Transition Coordination
        Trades Programs
        Special Education Assessments
        Speech/OT/PT Services
        Curriculum development and sales
        International students