Bill as Introduced

HB 804 – AS INTRODUCED

2003 SESSION

03-0823
04/01

HOUSE BILL ***804***

AN ACT establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

SPONSORS: Rep. Akins, Graf 18

COMMITTEE: Education

ANALYSIS

This bill establishes a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

HB 804 – AS INTRODUCED

03-0823
04/01

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Three

AN ACT establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Committee Established. There is established a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

2 Membership and Compensation.

I. The members of the committee shall be as follows:

(a) Three members of the house of representatives, appointed by the speaker of the house.

(b) Three members of the senate, appointed by the president of the senate.

II. Members of the committee shall receive mileage at the legislative rate when attending to the duties of the committee.

3 Duties. The committee shall:

I. Study the feasibility of certifying public elementary and secondary schools in this state in accordance with International Organization of Standards 9001 guidelines.

II. Determine any costs associated with such certification.

III. Determine whether any federal or state funds are available to assist with the cost of such certification.

4 Chairperson; Quorum. The members of the study committee shall elect a chairperson from among the members. The first meeting of the committee shall be called by the first-named house member. The first meeting of the committee shall be held within 45 days of the effective date of this section. Four members of the committee shall constitute a quorum.

5 Report. The committee shall report its findings and any recommendations for proposed legislation to the speaker of the house of representatives, the senate president, the house clerk, the senate clerk, the governor, and the state library on or before November 1, 2003.

6 Effective Date. This act shall take effect upon its passage.

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 804

BILL TITLE: establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

DATE: March 18, 2003

LOB ROOM: 207 **Time Public Hearing Called to Order:** 11:20 am

Time Adjourned: 11:45 am

(please circle if present)

Committee Members: Reps. L'Heureux, Alger, Dearborn, Flint, Carson, Colcord, Balboni, Leone, McHugh, Naro, Laurent, Tufts, M. Carter, Hagan, Ingbretson, Snyder, Claire Clarke, Jean, Rush, Scovner and J. Dunn.

Bill Sponsors: Rep. Akins

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

Representative Ralph Akins introduced bill and submitted written testimony. Rep. Scovner (Question): Would International Organizational Standards help with accreditation of schools? (Answer): It helps, but under State and Federal Statute, no. Rep. Scovner (Question): I see some heavy costs up front. (Answer): Yes, there is. The commission would look for private grants to offset the costs. Rep. Leone (Question): Is this model similar to the one General McArthur used in Japan after WWII? (Answer): Yes. (Question): Have school systems used this and have had problems? (Answer): No. Schools are run like a business. Rep. Balboni (Question): How many public schools have this? (Answer): I don't have an accurate figure, but the ISO is growing. Rep. Ingbretson (Question): What are we doing here? (Answer): Referred to last page of handout in regards to what the ISO program does. We are trying to improve the delivery of services. Rep. Alger (Question): Is anyone doing this in New Hampshire? (Answer): I don't know of any schools using this. Rep. Dunn (Question): What about Private Schools? (Answer): I don't know the figures. (Question): What about colleges and universities? (Answer): Those programs are very successful.

Sarah Browning, Department of Education supports this bill. This could help measure a school's performance and help a school be held accountable. Rep. Ingbretson (Question): What is school performance? (Answer): We are being asked to assess whether our schools are doing a good job and this seems to be another tool to help accomplish this.

Respectively submitted,

Sharon M. Carson

Sharon M. Carson
Committee Clerk

Testimony

Written Testimony #4 RALPH ATKINS

HB 804 ISO Study Committee – Testimony 3-18-03

Over the past 15 years most successful manufacturing companies have relied on ISO 9000 criteria and processes to improved their efficiencies and the quality of their products. For those of you not familiar with it ISO stands for International Standards Organization. That organization has established methodologies for efficient organization and a quality focus. It certifies analysts who work with companies to develop their own internal methodologies to improve the way they do business on a continual basis.

Recently a growing number of schools and school districts have adapted and adopted the "best business practices" found in the ISO 9001 requirements to their educational environments.

Pre-K-12, vocational-technical and higher educational institutions are all using the ISO 9001 registration process as a means to better manage their organizations and continually improve the processes that lead to quality in the classroom and overall operational efficiency. ISO procedures also help them tie together the multitude of federal, state and local requirements into a single quality management system know by the abbreviation (QMS).

Schools are finding that an ISO QMS provides a central management tool to make sure all internal and external stakeholders are satisfied - starting with their students.

Through the use of internal and external audits, school administrators get ongoing feedback on how well their school is performing from an "inside-out" perspective.

Day-to-day operations are assessed to ensure consistency. Weaknesses are reported in a process which requires quick resolution. Internal and external performance measures tell how well quality objectives are being met.

ISO9001 is a framework for planning, implementing and managing a quality management system (QMS).

The QMS interrelates all of the organizational processes that result in satisfaction of the organization's customer.

Schools generally define their customers as their student's. District offices see the schools within the district as their customers.

In both cases, the process of determining customer requirements, establishing internal processes to meet those requirements, delivering their "product " (i.e. education) and measuring the level of customer satisfaction are the essence of QMS activities. For schools customer (or student) satisfaction must be taken to include the student's educational success.

The processes are subject to continual improvement through systems that drive better performance based on internal and external quality measures.

Implementing the QMS starts with documenting the organization's internal quality policies and procedures. Faculty, staff and administration are trained based on the documented policies and procedures.

ISO is a documentation-based process with employees serving as internal auditors. Employees and management alike assess work procedures and jointly develop a quality manual and corrective action procedures. A team of internal auditors is trained to conduct regular internal audits to determine the overall effectiveness of the QMS. A "management review" is established to review audit results. The objective is to improve internal communication, increase effectiveness, monitor performance, resolve deficiencies and adopt the best practices found throughout the organization.

ISO9001 registration is achieved by contracting with a third-party auditing firm called a "registrar" who assesses the QMS to ensure it complies with all ISO9001 requirements and certifies that the QMS is effective. Once the registration certificate is issued, the registrar will

schedule semi-annual or annual surveillance audits to confirm ongoing compliance and effectiveness.

The application of ISO 9001 to school districts and other educational facilities is a fairly recent trend. The initial reaction was that the teaching profession could not use standards because of the "creative and empathic aspects of their work."

Those concerns have been overcome in many schools. Educators see that ISO 9001 improves their operational structure. With less time lost on operational inefficiencies the application of a QMS system frees up educator's time and energy for the creative and people aspects of their mission.

Schools generate an enormous amount of paperwork that needs tracked and maintained. The central offices have many external customers--administrators and teachers--whose needs must be addressed daily.

ISO provides a framework and structure to help improve service to these customers. For example, procurement management is one area which can often be improved upon leading to lower costs and better delivery.

A wide variety of educational establishments in the United States have implemented ISO 9001 in recent years.

Exact numbers are not available, because ISO only publishes standards and the 50 accredited U.S. registrars operate independently of each other.

Dr. Craig Johnson, a management consultant based at Florida State University who heads up the American Society for Quality's education committee, says he knows of about 200 public schools, colleges and community colleges nationwide that have earned ISO 9001 registration.

The A.V. Cato Elementary School in Fort Worth, Texas, just started the ISO 9001 process this spring, and two vocational technical schools in Ohio and Michigan are preparing to pursue ISO 9001. The

Hershey School, a private school in Pennsylvania, received ISO certification last year.

School districts known to have implemented ISO 9001 programs range in size from 1,200 students in northwestern Ohio to an urban system with 90,000 students. It is reported that they now provide better quality education that is real world oriented and based on efficient and consistent management.

The majority of schools are using ISO 9001 programs to simply improve on their operation. Some schools are going further by leveraging their ISO 9001 certificate for a more productive relationship with industry for their school-to-work programs. Such a collaboration with business and industry can better prepare students for the workplace and open a dialogue between schools and the private sector about what skills are needed to meet the demands of today's real world economy.

HB804 establishes a committee to study the subject of ISO 9001 certification. If ISO certification is deemed of value the committee should further determine how the State can encourage schools to adopt ISO certification and improve their practices. This may include educating school managers through seminars on ISO, providing for initial consultation or serving as catalysts to encourage ISO certified businesses to assist schools and school districts.

Handout #1

ISO in Education
An overview

A white paper by:

Core Business Solutions, Inc.



INTRODUCTION

While the traditional use of the ISO9000 registration has been for manufacturing companies, over the past few years many educational institutions have taken hold of its quality-focus in order to implement a *systematic approach* to driving quality into their organizations. Many schools find guidance within the business-oriented language of the ISO requirements for a better way to do business – that is, a manageable approach for continually improving the processes that lead to quality in the classroom and overall operational efficiency.

A growing number of local school districts, vocational-technical schools and higher-education institutions are finding in the ISO9000 standard a way to manage improvement in their organizations. These include schools and school districts in the United States, Canada, Singapore, the United Kingdom, Switzerland and Australia. Dr. Craig Johnson, a management consultant based at Florida State University who heads up the American Society for Quality's education committee, says he knows of about 200 public schools, colleges and community colleges nationwide that have earned ISO 9000 registration in the US.

While there are several state and federal mandates that oversee performance accountability and recognize the need for continuous improvement in education, ISO 9000 addresses accountability and continuous improvement. It also provides the structure to create a quality policy and quality objectives that can direct everyone in the organization toward common goals that genuinely matter to the success of the school or district.

> ***"ISO 9000 improves the operational structure [schools] work in and the day-to-day processes. With less time lost on operational malfunctions, they have more time and energy for the creative and people aspects. In addition, the implementation of an ISO 9000 quality system by a school may give confidence to taxpayers that their money is being used effectively."***
>
> - - Roger Frost, press officer for the International Organization for Standardization in Geneva, Switzerland

WHAT IS ISO9000?

ISO9000 is a framework for planning, implementing and managing a quality management system (QMS). The QMS interrelates all of the organizational processes that result in satisfaction of the organization's *customers*. Schools generally define their customers as their students while district offices see the schools within the district as their customers. In both cases, the process of determining customer requirements, establishing internal processes to meet those requirements, delivering their "product" and measuring the level of customer satisfaction are the essence of the QMS activities. Supporting these core processes is a continual improvement system that drives better performance based on internal and external quality measures.

Implementing the QMS starts with documenting the organization's internal quality policies and procedures, then training faculty, staff and administration from those documents. A team of internal auditors is trained to prepare to conduct regular internal audits to determine the overall effectiveness of the QMS. A "management review" is established to review audit results, customer satisfaction data and other system measures to determine action necessary to improve the performance of the QMS.

ISO9000 registration is achieved by contracting with a third-party auditing firm called a "registrar" who will assess the QMS to ensure it complies with all ISO9000 requirements and whether the QMS is effective. Once the registration certificate is issued, the registrar will schedule semi-annual or annual surveillance audits to confirm ongoing compliance and effectiveness.

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THE NEW ISO9000

In 2000, the ISO9000 requirements were updated and renamed ISO9001:2000. Organizations previously registered are given three years to upgrade their QMS to the new requirements and to be re-certified.

While the earlier version of the standard was targeted at manufacturing companies, the new version has been written to be more easily adopted by a wide variety of organizations, including schools. Still, there is a process of translating the requirements to the specific operational processes of the organization and determining which requirements apply and which do not.

Three of the most important changes in the "2000" version are

- The **increased requirements for top management** to provide planning and oversight of the QMS;
- The need to implement **measurable quality objectives** that drive continual improvement; and
- A **"process approach"** to managing the QMS that relies on defining the organization's key processes and measuring their performance on an ongoing basis.

Both school districts and individual schools may find the new standard much more "user friendly" than its predecessor with the flexibility to maximize the value added to the organization while minimizing any additional administrative work.

TANGIBLE BENEFITS

The application of ISO9000 to school districts and other educational facilities is a fairly recent trend, according to Roger Frost, press officer for the International Organization for Standardization in Geneva, Switzerland, which has developed the ISO 9000 standards series.

Frost explains that educational facilities "see that ISO 9000 improves the operational structure they work in and the day-to-day processes. With less time lost on operational malfunctions, they have more time and energy for the creative and people aspects. In addition, the implementation of an ISO 9000 quality system by a school may give confidence to taxpayers that their money is being used effectively."

Numerous benefits have been reported by school districts and individual schools directly resulting from their ISO9000 registration including benefits for the faculty, staff, students, community employers and the school itself, including:

Benefits to the school.

- Increased community awareness and appreciation of the education provided by the school
- Increased operational efficiency
- Empowerment of staff members to recommend and implement change,
- Better documentation of methods and responsibilities resulting in more consistent processes
- Reduction of the internal costs of doing business
- Better management practices including planning and fact-based performance review
- Management of a business plan and model for the future that includes involvement by the entire organization and a commitment to quality and improvement
- A process for solving problems
- Significant manpower savings
- Catching procedural errors that weren't being taken care of appropriately
- Establishing measures to track school performance as indicators of how well the school or district is maintaining quality

Benefits to faculty and staff.

- Developing a perspective of students as customers and taking responsibility for customer satisfaction
- Refocus of staff energies on the core mission of teaching and learning
- More open lines of communication
- Methods for taking corrective actions so if something needs attention, it can get attention
- Establishment of a workforce development system that is accountable, cost-effective, and addresses continual improvement.

Benefits to students.

- Development of a quality mindset among students
- Preparing students to go into the work place with an understanding of the importance of quality standards, which provides a significant advantage to their employers

Benefits to community employers.

- Employers taking greater interest in the development of programs with the schools and a greater interest in their students
- Preparing greater collaboration with business and industry to better prepare students for the workplace

In Ohio...

The Liberty Center Local School District in Liberty Center, Ohio, is the smallest district to earn ISO9000 registration with a total of 1,200 students in a K-6 building and a second school for grades 7-12. Superintendent Thomas Lammers says, "Northwest State Community College (in Archbold, Ohio) asked us if we have an ISO 9000 registration process and we thought it was intriguing. We could institute a quality management system in our district to improve education and make it more efficient. We had a continuous improvement plan in place to meet statewide accountability, so we were more interested in improving our overall performance. ISO 9000 took us to a new level."

Moreover, Lammers wanted to promote greater collaboration with business and industry to better prepare students for the workplace. He hasn't seen enough dialogue between schools and the private sector about what skills are needed to meet the demands of a new high-tech, global economy. ISO 9000 has been a tool in promoting that partnership, he says.

In Colorado...

At the other extreme, the Jefferson County, Colo., district, with 143 school sites and 89,000 students, generates a great deal of paperwork that needs tracking and maintaining. Jefferson County opted to pursue ISO 9000 registration, says Cherie Lyons, executive director of planning, research and resource development, "because it provided a framework and structure to help us improve customer service (to individual schools), especially on the business side of our operation."

In Pennsylvania...

In Lancaster, Pa., a district with about 12,000 students, Superintendent Vicki Phillips says, "I became a big fan of ISO 9000 for education." The Lancaster district spent almost two years working on its ISO 9000 process. Phillips says the first concern was translating the standards' key elements, which were designed for industry, into educational terms. The next concern was how to involve in meaningful ways a full range of staff members--from teachers to custodians, administrators and finance specialists.

Phillips can tick off at least five ways that ISO 9000 has benefited the school district. These range from refocusing staff energies on the core mission of teaching and learning to establishing six areas to track in the community as indicators of how well the district is maintaining quality. But mainly, Phillips says, ISO 9000 "opened up communication. People can audit what we do and there are methods for taking corrective actions. If something needs attention, it can get attention because there is a way to do that."

Like many educational institutions, the School District of Lancaster believes that applying successful business practices to education is long overdue. In a May issue of USA Today, Lancaster's ISO initiative was called "one of the most ambitious attempts yet to take something that works in business and apply it to public education."

In Delaware...

In the Brandywine School District in Claymont, Del., Superintendent Joe DeJohn figured ISO 9000 might be the best way for him to bring better management practices to the mid-size urban district with 11,400 students. "We wanted to improve and ISO 9000 has been largely a total quality management move," DeJohn says. "In TQM you have to say what you do, do what you say, prove it and improve it. That's what we were after."

GETTING STARTED

As a consulting firm with years of ISO9000 experience working with businesses in industry, **Core Business Solutions** has taken a leadership position in providing similar consulting services to educational institutions. As we have worked with various schools, we've developed a customized approach to helping schools plan and implement an ISO9000 quality management system that is fully adapted to their organizations. We work closely with top administration to determine specific improvement objectives then involve faculty and staff in the development of quality policies and work procedures appropriate to the school's "way of doing things". We focus on providing in-depth training for everyone involved so they can fully understand how a QMS benefits each individual and the school as a whole, what will be expected of everyone in the organization and how to use the new QMS to directly improve the quality of education and student services.

Core Business Solutions' business background has been very helpful to enable us to offer suggestions for looking at processes from a different vantage point and school personnel have been very open to finding new ways of dealing with issue they have struggled with for years. At the same time, we are very aware of the basic differences between business and educational organizations and are careful to design an approach that fits the school's objectives and unique culture.

Our ISO9000 in Education services range from one-time training programs to fully engaged consulting projects. We also provide several software solutions designed especially to simplify the administration of the ISO9000 requirements. Here are some of the services and products we have available:

TRAINING PROGRAMS

- ISO9000 for Schools: An Introduction (2 hr.)
- School Management Planning Workshop (4 hr.)
- Faculty and Staff Overview of ISO9000 (2 hr.)
- ISO9000 Documentation (8 hr.)
- ISO9000 Internal Auditing (16 hr.)
- ISO9000 Employee Introduction (online)
- ISO9000 Project Manager Training (online)

CONSULTING SERVICES

- Gap Analysis
- Documentation Development
- Project Management
- Management Planning
- Registrar Selection
- Pre-assessment Readiness Audit

SOFTWARE APPLICATIONS

- DocBase Direct® - QMS Document Management Application
- TrainingTrack 2000® – Training Management Software

ISO9000 SERVICE PACKAGES FOR EDUCATION

- ISO9000 First-Time Certification Package
- ISO9001:2000 Transition Upgrade Package
- ISO9000 Coaching Support Package

For more information or to request a call from a Core Business Solutions' representative contact us at:

Website: www.thecoresolution.com
Email: coreinfo@thecoresolution.com
Phone: (866)354-0300 (US)
(570)524-2785 (outside US)

NEED SOME ASSISTANCE?

Core Business Solutions provides a full range of ISO9001:2000 support services that can assist you in implementing or upgrading your quality management system. These include:

First Time certification consulting	Our experience implementing an ISO9001:2000 quality management system (QMS) has focused on designing a system that delivers measurable results to the organization, beyond a mere certificate.
ISO9001:2000 transition consulting	We can help you adapt your current ISO9001/2:1994 QMS to match the new terminology, structure and requirements of the ISO9001:2000 standard with a minimum disruption to your organization.
Quality management system automation solutions	Our flagship product, DocBase Direct® is a web-based quality management automation application that helps streamline your QMS, moving it from a paper-based process to an electronic system.
ISO9001:2000 training	Core Business Solutions' ISO9000 training programs provide the needed education in a lively, engaging learning atmosphere.
Targeted consulting assistance for a specific area of your QMS	If you need assistance in only one or two specific areas of the ISO9001:2000 standard, we can take on a short-term, focused project to help you tackle a particular aspect of your QMS.
Outsourced Management Representative services	For smaller organizations we can assign an experienced quality professional to remotely perform your management representative duties to be sure ensure that your QMS stays up-to-date.
E-consulting services	Many of our consulting and training services can be conducted through the internet and phone conferencing to reduce the cost to our clients.

Take advantage of our experience in the manufacturing, education and service industries. Let us know how we can be of assistance.

For more information and for a complete list of products and services available from ***Core Business Solutions*** contact:

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The School Administrator Web Edition
June 2000

Our Application of ISO 9000

A Colorado district proves a business model for improvement can make a difference in how the central office relates to schools

BY JANE HAMMOND

Why would the largest school district in Colorado adopt ISO 9000, a model for continuous improvement used more commonly in business and industry?

I was convinced of its merits by what Tom Clark, president and chief executive officer of the Jefferson County Economic Council, had to say about our pursuit of this international standard for organization–wide quality management: "We are going to be the best. We are going to compete on a world level, not just a neighborhood or statewide level. I would say that the biggest challenge that public education, K-12, has today is public trust and confidence in its ability to adapt to change."

Clark admitted he and the rest of the business community were surprised at first that a public school district would aspire to such a standard. Recognizing the high level of performance needed to attain ISO certification, he said business leaders appreciated the district's efforts to create a world-class system "through a performance-based system and a measurement system that ensure consistent, outstanding performance."

Our taxpayers have taken notice, too. In November 1999 they passed the county's first mill levy override in 16 years. Just a year earlier, 58 percent voted against a similar mill levy increase.

A Mis ing Link

ISO 9000 is far from a cure-all for everything that ails our schools. Neither is it a surefire way

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to restore public confidence. Yet I am convinced there may be no better singular, symbolic and practical way of demonstrating quality management in a public school system.

For many years I have worked to establish high-performing systems, in Jefferson County and elsewhere, that support student achievement in public schools. As superintendent, my goal has been to create a clear, shared vision of effective schools based on research and community expectations. I have promoted strategic planning, leadership development, school-based decision making and strong, vibrant curricula matched to performance standards.

While these efforts helped increase student achievement, I began to recognize that something was missing. We lacked a system for developing and maintaining processes to ensure all parts of the organization work together in ways that maximize effectiveness and efficiency. I believe ISO provides that system by creating a mechanism to continuously improve, which is essential to a district as large and complex as Jefferson County.

With 143 schools, including 11 charter schools, our district covers 780 square miles, ranging from inner-city, low-income communities to affluent suburban areas with million-dollar homes. Our district, known widely as Jeffco, has the lowest per-pupil expenditures in a state that is ranked by Education Week as 49th in per-pupil spending. With 89,000 students, we educate one of every seven students in the state.

A First Step

In 1997, we initiated an effort to achieve international standards certification by focusing on the service provided by our central departments. Two years later, in October 1999, in spite of the horrific effects of the Columbine tragedy, we achieved the ISO 9001 standard (the particular form of ISO 9000 that applies to the education sector).

Staff members, for the most part, were eager participants. "My immediate reaction is that we really need something that gives us a concrete way to show that we can improve on a regular basis, and anybody who is in education knows that we have great improvements to make," said Vivian Johnston, principal of Wheat Ridge High School. "But sometimes I think we feel frustrated that we've not had a process to follow to help us feel that we're making improvements."

ISO certification was a first step in developing

ISO certification was a first step in developing an integrated approach to school management in our district. It established the processes that describe how we do what we do and then helped us monitor how we will do what we say we do. It is making us more consistent, and therefore more trustworthy and dependable. ISO is a beginning effort to standardize and then continuously improve our processes to create a quality learning environment that is safe.

Parents, too, recognized the value of the continuous improvement process. "For our parents ... it gives us a way to understand how we will be treated from building to building. If it's consistent throughout this school district and there's a process that's followed, trust will be built because you're getting the same message consistently from all the adults in leadership," said Deb Benefield, president of the Jefferson County Schools Council PTA.

One other notable characteristic of ISO 9000: We must continue to improve to maintain our certification. Our district will have to pass at least one annual external audit to remain certified. This process holds us accountable.

Early Effects

Since we initiated the ISO system, we have reviewed the processes of 14 central departments to improve how they serve the school and affect student achievement. The departments included curriculum, budget and finance, technology, purchasing, grants and the superintendent's office. After each documented its processes, internal auditors reviewed them to ensure they were thorough and consistent. By the end of 2000, all of our central departments will be part of the ISO program.

We also asked all employees to participate in evaluating central department processes. If employees have a problem with a process, they can submit a corrective action form. The department involved will review the process, make adjustments and respond. The effort has produced improvements in performance, efficiency, productivity and public confidence.

"I believe that ISO helps us to ensure that as we look to the central-area resources that are available we will make those connections work in a much more efficient manner and hopefully save us all time and money," said Nancy Sommer, principal of South Lakewood Elementary School. "Now we're part of the solution."

Some of the early results of our effort:

* We will save more than $900,000 on

We will save more than $900,000 on purchasing processes alone during the first year of implementation.

* We established a quality curriculum development process that uses the best of what we know about effective instruction and provides opportunities for staff input and consistency.

* We increased understanding and collaboration within departments, among and between departments and between central offices and schools.

* We are pilot testing use of a purchasing credit card to avoid the additional expense resulting from processing purchase orders for small purchases.

* We continue to increase our results on state and national measures of student achievement.

* We found ISO 9000 supports the implementation of our values of integrity, respect for people, teamwork and exemplary performance.

* We have seen increased pride among staff who know they are more effective and efficient with a system that capitalizes on their strengths.

* We have been able to focus on systems thinking to engage in long-term improvement rather than quick fixes.

* We can find and fix inconsistencies so that quality service will be provided each and every time. These improvements can be seen in each department involved.

The cost of implementing ISO 9000 varies considerably depending on a district's need for external technical assistance and training. Outside resources to assist in the transition are invaluable. Jefferson County had excellent support from a company that provided technical assistance for ISO.

Internal resources are needed for coordination and tracking of the continuous improvement process. Through increased efficiency, we have been able to reallocate existing resources for this internal coordination. The costs are minor compared to the savings.

A Work in Progress

ISO 9000 has not completely solved deep-seated communication barriers between the central office and schools, but it has led to increased understanding. Schools know what to expect and what procedures to use in obtaining

needed resources and services. School leaders now believe they are part of the solution because the corrective action process enables them to identify and correct ineffective practices.

We are a work in progress and still have a long way to go. However, we are excited about the opportunities for systemic improvement that ISO provides. In addition, ISO certification aligns with our goal of becoming a high-performing organization that supports increased student achievement.

Jon DeStefano, president of the board of education, believes the pursuit of continuous improvement by district staff will make a significant difference. "It's about finding solutions and it's about improving processes, and that's a really important thing for educational institutions," he says.

ISO certification can be valuable to any school district eager to undertake a systematic route to improvement. Any district that wants to increase the quality of its work should consider beginning with the control of the fundamental processes related to student outcomes and district success.

Jane Hammond is superintendent of the Jefferson County Public Schools, 1829 Denver West Drive, Building 27, Golden, CO 80401. E-mail: jhammond@jeffco.k12.co.uk

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ISO 9001:2000 EXPLAINED

ISO9001:2000 Explained Articles

This publication provides a series of down-to-earth "how to" articles in plain language explaining key aspects of the ISO9001:2000 standard. These papers will be especially helpful for individuals and organizations who are new to the ISO9001:2000 requirements or are faced with transitioning their organization from the ISO9000:1994 standard to the ISO9001:2000 standard.

These articles are provided to anyone interested, free of charge. You can either subscribe to our email list and we will send you a new article every two weeks, or you can return to our website as often as you like to download the recently posted articles.

- 4.2.2 Quality Manual
- 4.2.3 Document Control
- 4.2.4 Control of Records
- 5.0 Management Responsibility
- 5.3 Quality Policy
- 5.4 Management Planning
- 5.5.2 Management Representative

5.6 Management Review NEW

- 6.2.2 Competence, Awareness and Training
- 7.1 Quality Plans
- 7.2 Customer-related Processes
- 7.3 Design and Development
- 7.6 Control of Monitoring and Measuring Devices (Calibration)
- 8.2.1 Customer Satisfaction
- 8.2.2 Internal Audit
- 8.2.2 The Internal Auditor
- 8.2.3 Monitoring and Measurement of Processes
- 8.2.4 Monitoring and Measurement of Product
- 8.4 Analysis of Data
- 8.5.1 Continual Improvement
- 8.5.2 Corrective Action
- 8.5.3 Preventive Action

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The School Administrator Web Edition
June 2000

Quality Assurance Through ISO 9000

Four school districts pursue a worldwide standard for efficiency and performance once reserved for business and industry

BY AMY ZUCKERMAN

What do school districts in Liberty Center, Ohio, Jefferson County, Colo., Claymont, Del., and Lancaster, Pa., have in common besides pizza day on their lunch menu once a week?

These districts, ranging from 1,200 students in northwestern Ohio to an urban system with 90,000 students, share a concern for quality education that is real-world oriented and based on efficient and consistent management.

To this end, three have qualified for the ISO 9000 international quality assurance standard and a fourth is close to doing so.

ISO 9000, created in 1987, is the first attempt to develop a worldwide standard to help companies and other institutions measure and monitor their quality efforts. A documentation-based process, ISO 9000 asks organizations to tap employees to act as internal auditors. This is accomplished by having employees and management alike assess work procedures and jointly develop a quality manual and corrective action procedures.

Although typically applied in manufacturing settings, ISO 9000 certification is being pursued increasingly by service-oriented organizations intent on upgrading their performance. The aim is to improve internal communication, increase monitoring of activities and adopt best practices from throughout the organization.

The application of ISO 9000 to school districts

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The application of ISO 9000 to school districts and other educational facilities is a fairly recent trend, according to Roger Frost, press officer for the International Organization for Standardization in Geneva, Switzerland, which has developed the ISO 9000 standards series.

"Only a few years ago, the idea that you could apply ISO 9000 quality systems to schools would have earned low marks," he says. "The teaching profession, like other professionals such as nurses, scientists, journalists, were wary of ISO 9000 because they did not see how you could standardize the creative and empathic aspects of their work."

Those concerns have been overcome, Frost explains, as educational facilities "see that ISO 9000 improves the operational structure they work in and the day-to-day processes. With less time lost on operational malfunctions, they have more time and energy for the creative and people aspects. In addition, the implementation of an ISO 9000 quality system by a school may give confidence to taxpayers that their money is being used effectively."

A wide variety of educational establishments in the United States, Canada, Singapore, the United Kingdom, Switzerland and Australia have implemented ISO 9000 in recent years. However, because ISO only publishes standards and the 50 accredited U.S. registrars operate independently of each other, no statistics exist on the number of school districts involved nationwide.

Craig Johnson, a management consultant based at Florida State University who heads up the American Society for Quality's education committee, says he knows of about 200 public schools, colleges and community colleges nationwide that have earned ISO 9000 registration. Many of the individual public schools are included in the school districts named here.

The A.V. Cato Elementary School in Fort Worth, Texas, just started the ISO 9000 process this spring, and two vocational technical schools in Ohio and Michigan are preparing to pursue ISO 9000, says Johnson. The Hershey School, a private school in Pennsylvania, received ISO certification last year.

Motivating Factors

The Liberty Center Local School District in Liberty Center, Ohio, is the smallest district to earn ISO 9000 registration. Located about 60

miles from the Indiana state border, the district has a total of 1,200 students in a K-6 building and a second school for grades 7-12.

What it lacks in size, the district makes up in forward-thinking attitudes that include partnering with local business and industry through a school-to-work program. Superintendent Thomas Lammers says it was through this program he first became aware of the ISO 9000 standards series, which many area businesses have adopted within their own companies.

"Northwest State Community College (in Archibold, Ohio) asked us if we have an ISO 9000 registration process and we thought it was intriguing," he says. "We could institute a quality management system in our district to improve education and make it more efficient. We had a continuous improvement plan in place to meet statewide accountability, so we were more interested in improving our overall performance. ISO 9000 took us to a new level."

Moreover, Lammers has wanted to promote greater collaboration with business and industry to better prepare students for the workplace. He hasn't seen enough dialogue between schools and the private sector about what skills are needed to meet the demands of a new high-tech, global economy. ISO 9000 has been a tool in promoting that partnership, he says.
At the other extreme, the Jefferson County, Colo., district, with 143 school sites and 89,000 students, generates a great deal of paperwork that needs tracking and maintaining. The central office also has many external customers--in this case site administrators and teachers--whose needs must be addressed daily. Superintendent Jane Hammond had seen ISO 9000 in practice during her tenure as a district superintendent in Washington state and believes in its benefits.

Jefferson County opted to pursue ISO 9000 registration, says Cherie Lyons, executive director of planning, research and resource development, "because it provided a framework and structure to help us improve customer service (to individual schools), especially on the business side of our operation."

Adds Michael Mitchell, the school district's executive director of procurement management: "Documentation was one of the areas we thought we could effectively improve in, especially business processes. And we did take an aggressive look at our documentation processes with an eye to reducing the internal costs of doing business and communicating to

our customers what we're doing."

In Lancaster, Pa., Superintendent Vicki Phillips (left) admits she was not entirely enthusiastic when one of her school board members recommended the district pursue ISO 9000 after being involved in a company effort. But after learning about the standards' many benefits, she says, "I became a big fan of ISO 9000 for education."

Her enthusiasm led Lancaster, with about 12,000 students, to become in February 1999 the first school district in the United States to earn registration to the standard.

In the Brandywine School District in Claymont, Del., Superintendent Joe DeJohn (left) figured ISO 9000 might be the best way for him to bring better management practices to the mid-size urban district with 11,400 students. He learned about ISO 9000 from Johnson, a retired professor of educational research at Florida State University, who has consulted with school districts on management issues.

"We wanted to improve and ISO 9000 has been largely a total quality management move," DeJohn says. "In TQM you have to say what you do, do what you say, prove it and improve it. That's what we were after."

Applying to Schools

The Lancaster district spent almost two years working on its ISO 9000 process. Phillips says the first concern was translating the standards' 20 key elements, which were designed for industry, into educational terms--elements such as defining responsibility and authority within the organization and verification of resources and personnel information. The next concern was how to involve in meaningful ways a full range of staff members--from teachers to custodians, administrators and finance specialists.

"We did a lot of staff training, set up audit teams and got the documentation done. This took quite a while," Phillips says, noting that Lancaster now has been immersed in the process long enough to start facing surveillance audits that usually take place on six-month schedules--required of institutions that want more than one-time ISO 9000 certification. To maintain their registration, the district will have to submit to biannual audits from registrars.

The Jefferson County district earned its ISO registration last fall. The school district organized a management review team that's

still functional. It includes two members of the superintendent's cabinet responsible for personnel, business services and instruction. The team meets bimonthly with the superintendent.

The focus has been on documenting the central administration functions, not individual schools, according to Lyons. "Right now we've documented central departments and operations for each school that include transportation, food services, procurement, etc. ... All employees in central administration have participated in documenting work procedures, which we started in October 1998 and finished in August 1999. Besides documenting, we created flow charts, developed new procedures and a quality manual."

In Liberty Center, Ohio, Lammers says the district has been helped in its efforts by an existing policy manual and quality manual, both required by the state. With well-developed job descriptions already in place, ISO 9000 certification has gone fairly easily. "We've often been able to say this was largely done," the superintendent says.

En route to registration in June 1999, Lammers says the district ensured all school personnel were aware of the new quality policy under ISO 9000. Although not all teachers were involved in the process, he said the ISO 9000 did interview select teachers at the elementary school and high school levels about their work practices.

Liberty Center has just passed its first audit surveillance period under ISO 9000. That means the internal audit team can't simply rest on past laurels, but has to continually keep ISO 9000 practices in place and prove to auditors the quality system is doing its job.

Upfront Costs

ISO 9000 registration doesn't come without costs. Most school districts have paid at least $15,000 in one-time registration fees and far more when employee time is considered. To maintain registration, they can expect to pay $10,000 in annual audit surveillance fees.

"In terms of dollars, it's cost us $13,000 for the payment to our registrars for pre-assessments, audits and a site visit," says Lyons of Jefferson County. "We used our own resources to pay for employee time, and an ISO 9000 technician has been hired to handle corrective actions at a salary of $30,000 annually. And we face another $10,000 annually for surveillance."

Liberty Center has been able to defray ISO 9000 costs--$15,000 to earn initial registration--through grant money, explains Lammers. That's been spent, but he says the district is applying for more external support. "If we don't get those dollars, we're committed to paying the $5,000 per audit, or roughly $10,000 a year to maintain registration."

Despite these cash outlays, the leadership of all school districts involved in ISO 9000 agree they're willing to front the costs, at least for now. They see direct bottom line and performance benefits from implementing the standard.

"The benefit of ISO 9000 organizationally is having a business plan and model for the future, one that defines involvement by the entire organization and a commitment to quality and improvement in a way we haven't experienced in the past," says Mitchell, the executive director of procurement, who has worked closely with Jefferson County Superintendent Jane Hammond. "Our corrective action procedure is in place and is helping to solve problems and to do process mapping for the entire organization."

They are beginning to see concrete changes that result in cost savings. ISO 9000 has helped the district develop a procedure for grants management that streamlines the preparation process. Lyons says the time now needed to prepare a grant application has been cut from three hours to 20 minutes. Considering Jefferson County submits about 200 grant proposals a year, this contributes to significant manpower savings.

Also in Jefferson County, the central purchasing department is developing a process for textbook acquisition that Mitchell expects to save significant money over time. While the teaching staff is still responsible for text selections, the business department will for the first time negotiate bulk-purchase discounts with publishers. "There wasn't that cooperation between departments prior to ISO 9000," he says.

At Liberty Center, Lammers credits ISO 9000 with "catching procedural errors that weren't being taken care of appropriately. For example, some supervisors felt that certain paperwork was being carried out, but in some cases things were remiss. This process is making all employees conscious of doing what they're supposed to be doing."

Tangible Benefits

In Claymont, Del., DeJohn and his colleagues are immersed in the process of documenting work procedures, an ongoing, two-year effort. The superintendent expects the district to complete its ISO 9000 certification within the next few months.

Recently, the district studied what happens when a teacher orders a textbook. That means, DeJohn says, "what happens to that order, where it goes, how long it takes to go through, how many pieces there are in the process. And we found we could improve that process." He also credits ISO 9000 with inspiring the district to create a Web site so "any parent and teacher will be able to see what we're doing about instruction and discipline."

And in Lancaster, Phillips can tick off at least five ways that ISO 9000 has benefited the school district. These range from refocusing staff energies on the core mission of teaching and learning to establishing six areas to track in the community as indicators of how well the district is maintaining quality.

But mainly, Phillips says, ISO 9000 "opened up communication. People can audit what we do and there are methods for taking corrective actions. If something needs attention, it can get attention because there is a way to do that."

Pointing to an old purchasing process system in Lancaster that was cumbersome and costly, Phillips contended the district used to spend $200 in employee time for each $5 purchase a teacher made. "We saved over $500,000 by improving that process," she says. "Also, our business manager, by using the data and documentation approach of ISO 9000, was able to develop a proposal to refinance our bonds. As a result, we were the first school district in the country to refinance our bonds and sell them online."

Future Support

The superintendents in the four ISO districts realize that their governing boards ultimately will decide whether the annual payments for registrar auditing fees are worthwhile.

For now, Lammers says, "We like what we see at Liberty Center. Certainly the board of education will re-evaluate it. They like to see corrective actions and improvement of the quality of our overall education.

"As long as ISO 9000 does that and the costs don't get prohibitive, they'll be supportive of this program."

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Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 804

BILL TITLE: **establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.**

DATE: March 19, 2003

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, (ITL), Interim Study (Please circle one.)

Moved by Rep. Hagan

Seconded by Rep. Dunn

Vote: 14-5 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Sharon M. Carson, Clerk

HOUSE COMMITTEE ON EDUCATION

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Moved by Rep. Nagan

Seconded by Rep. Dunn

Vote: 14/5 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Sharon M. Carson

Rep. Sharon M. Carson, Clerk

OFFICE OF THE HOUSE CLERK 2003 SESSION

EDUCATION

Bill #: HB804 **Title:** Establishing a Committee to Study Certification of NH Public schools in accordance w/ ~~ISO~~ IOS guidelines

PH Date: 3/18/03 Exec Session Date: 3/19/03

Motion: ITL Amendment #:

MEMBER	YEAS	NAYS
L'Heureux. Stephen R. Chairman		
Alger. John R M. V Chairman		✓
Dearborn. Bruce L	✓	
Flint. Gordon B	✓	
Carson. Sharon M		✓
Colcord. J D		✓
Balboni. Michael A	✓	
Leone. Richard C		✓
McHugh. Claire B		✓
Naro. Debra A	✓	
Laurent. John J	✓	
Tufts. J Arthur	✓	
Carter. Mark S	✓	
Hagan. Barbara J	✓	
Ingbretson. Paul	✓	
Snyder. Clair A	✓	
Jean. Claudette R		
Clarke. Claire D	✓	
Rush. Deanna P	✓	
Scovner. Nancy M	✓	
Dunn. James T	✓	
	14y	5N

TOTAL VOTE:
Printed: 1/6/2003

Committee Report

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HB 804**

TITLE: establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

DATE: March 20, 3002 CONSENT CALENDAR YES ☐ NO ☒

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Although the implementation of ISO seemed very interesting, and the sponsor presented detailed information on the process, the majority of the committee agreed that a study could fall under the existing Charter of the Education Oversight Committee and did not need an independent committee study.

Vote 14-5.

Rep. Barbara J. Hagan
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

Education

HB 804, establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines. **INEXPEDIENT TO LEGISLATE**

Rep. Barbara J. Hagan for Education: Although the implementation of ISO seemed very interesting, and the sponsor presented detailed information on the process, the majority of the committee agreed that a study could fall under the existing Charter of the Education Oversight Committee and did not need an independent committee study. **Vote 14-5.**

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HB 804**

TITLE: establishing a committee to study the certification of New Hampshire public schools in accordance with International Organization of Standards 9001 guidelines.

DATE: March 20, 3002 CONSENT CALENDAR YES ☐ NO ☑

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☑ INEXPEDIENT TO LEGISLATE

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Vote 14/5

Rep. Barbara J Hagan
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

Although the implementation of ISO seemed very interesting, and the Sponsor presented detailed information on the process, the majority of the committee agreed that a study could fall under the existing Charter of the Education Oversight Committee

(6-5)