

Soft System Analysis of Student Processing at
Continuing and Distance Education Services: A Rich Picture

Continuing and Distance Education Services
School District 57, British Columbia

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MDDE 603 Assignment 1 – 3: Part 1
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Introduction

Educational organizations are complex human activity systems (Banathy 1995; Cookson 1998), faced with challenges to thrive and survive in today's fast paced, constantly changing environments. Leaders dealing with problems that arise within these organizations and those who assist them, must approach problem solving with an open mind and awareness that soft systems analysis is an effective tool for examination, determination, and resolution of problem situations (Naughton 1984). The Checkland Methodology for soft system analysis presented by Naughton (p.17) is one such tool. Within School District 57 (SD57), located in Prince George, British Columbia is an educational organization that has been and continues to struggle with rapid, continuous, change – Continuing and Distance Education Services (CDES). Many issues and problems remain unresolved at CDES. This paper examines one problem situation, using Checkland's methodology to provide CDES leadership with an "efficient, economical and illuminating way of summarizing [and] representing the situation in all its complexity" (Naughton p.21).

Background

CDES is the amalgamation of three distinct educational organizations, the Continuing Education School (CE) providing Adult Basic Education (ABE); the Central Interior Distance Education School; and all Community Alternate Programs (CAP). The resulting entity is a school with a broad mandate for delivery of educational services to diverse student populations. First within that broad mandate, CDES provides Adult Basic Education (ABE)¹ programs for communities within School District 57. Secondly, CDES carries a mandate for providing flexibility, choice and options in education to the K–12 community in School District 57. These consist of but are not limited to the following:

- a) Street youth, youth at risk or youth in special circumstances registered in CDES Community Alternate Programs (CAP) consisting of 14 different programs scattered throughout the city of Prince George.
- b) Students already registered in district neighborhood schools but needing additional choices for courses and/or flexibility in obtaining those courses, for various reasons.

¹ Adult Basic Education programs are referred to as Continuing Education (CE) at CDES. The two terms will be used interchangeably throughout this paper.

Thirdly, CDES is home for the Central Interior Distance Education School (CIDES) with the mandate of providing distance educational (DE) services to students in School Districts 27, 28, 49, 57, and 91².

The business manager identified a problem situation in registrations, articulating it with the statement: “We need to streamline the registration process, helping people who come through the door”. This problem situation in registrations has emerged from the expanded and broad mandate of the school, and upheavals in the merger.

The Problem Situation

In keeping with Checkland’s methodology, Table 1 provides the point of embarkation for application of the method to the CDES problem situation. It identifies the “Client” (who initiated this study), the Problem Solver (who hopes to do something about this problematic situation), and some possible Problem Owners (to provide some different perspectives on the problem situation). It identifies the problem situation as expressed by the Client. Consultation with the client identified a broad cross section of individuals for interviewing, who are either involved or responsible for the registration process.

Table 1: The problem situation and people involved

Initial Problem Statement	We need to streamline the registration process, helping people who come through the door
Client	Brenda Foster, business manager
Problem Solver	Brenda Foster, business manager Robin Dielissen, vice-principal
Possible Problem Owners	Business manager Counselors Vice-principals Clerical Staff Students
People to Interview	Business Manager Computer Operator #1 – School Administrative Student Systems Operator (SASSO) Computer Operator #2 – Senior School Administrative Student Systems Operator DE Counselor #1 – counselor distance education DE Counselor #2 – counselor distance education CE Counselor #1 – counselor ABE Clerical #1 – clerical admissions Clerical #2 – clerical admissions VP #1 – vice-principal

² In addition, CDES operates a well-established and expanding International ESL summer program with home-stay students from Japan, and is responsible for the delivery and administration of SD57’s summer school program.

	CE Counselor #2 – counselor ABE
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The author interviewed each identified person³ (see Table 2 in Appendix A). This process accomplished the first stage of Checkland’s methodology. The second stage was to derive a “rich picture” of the problem situation.

The Rich Picture

Problem solving is concerned with getting from finding out about a problem to implementing some action to resolve it. In complex human activity systems like education, subjective interpretational aspects of the situation, in addition to hard cold information, are important to discover during problem examination, and effective resolution requires both. They are also revealing beyond the immediate problem situation. Creating a Checkland “rich picture” using both types of information provides a means of summarizing everything we can know about the situation. Structures, processes, relationships and personal interactions involved with the problem situation, determined through analysis of data are recorded in table 3.

Table 3: Structures, processes, relationships, and personal interactions of the problem situation

Structures	Processes	Relationships and Personal Interactions
1. Counseling Department - 2 separate groups DE and CE	1. Funding Reports	1. Clerical and SASSO’s report to Business Manager, poor directions & location of BM
2. Admin	2. Identification of what system for program delivery	2. Business Manager reports to Admin
3. Front End Clerical	3. Identification of what system/program to legally register for maximum \$\$	3. Counselors report to Admin
4. Business Manager	4. Identification of what system/program to track course work ⁴	4. Filing Clerk in back
5. Author	5. Counseling, career planning services	5. District decides physical plant and won’t allow any new moves
6. SASSO’s	6. Create files, requires work with file clerk and admin	
7. Students	7. Intent to Enroll	
8. Physical Plant	8. Course registrations	
9. 3 Computer Systems	9. Creation of manual for all procedures	
	10. Cross training of staff	
	11. Orientations before registrations	

³ Interview notes were recorded by hand. Each individual was presented with the problem situation statement, and asked to share their thoughts, feelings, experiences on the situation. Occasional probing or clarification questions were asked.

⁴ Legally registered once for funding, but may be “enrolled” in 3 different management systems (delivery, course management for teacher, funding)

Attitudes and feelings of individuals are an integral part of the analysis and must be layered with the information of table 3.

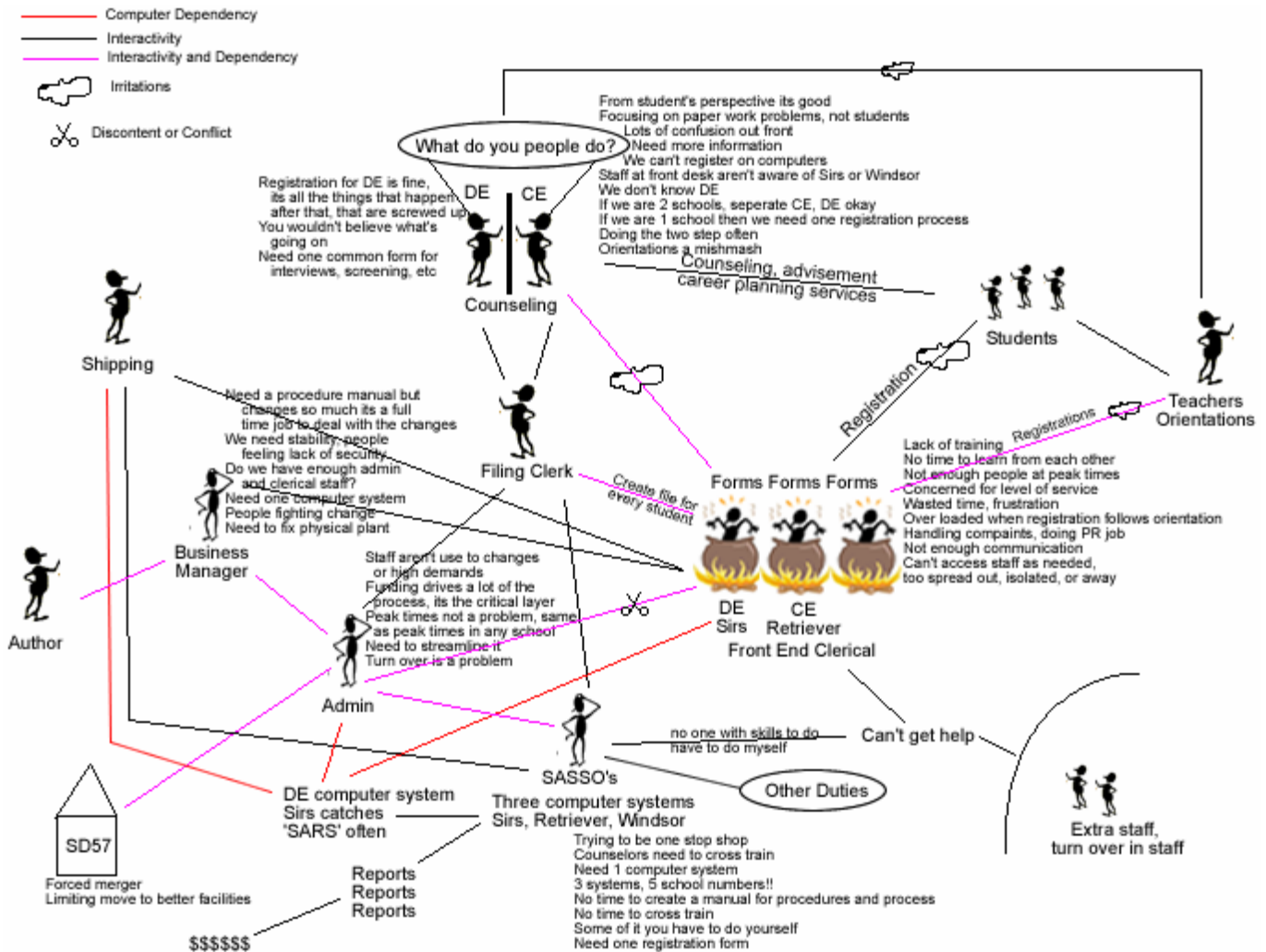


Figure 1: Rich picture of registration problem situation

Some noteworthy findings from examination of the observations are:

- Administration believes the load at the registration desk is no different from that found in any school.
- SASSO's and registration clerical do not have time to cross train on each others' jobs, and do no have time to create procedures manuals
- A single form for registrations is under development but needs input from all involved.

- The SIRS computer system has undergone major failure as a result of updates to the system⁵.
- There are misunderstandings between counseling and clerical.
- A wide range of perspectives exist among the staff
- Clerical and SASSO's cannot count on people to aid them due to lack of training.
- The physical plant layout is hampering efficient work, space is limited and poorly configured, but School District will not provide better facilities at this time.
- There is concern among front line staff as to the level of service being provided and the resulting band PR that may develop because of service levels.

Figure 1 above, provides the resulting rich picture that emerged from analysis of the observational interview data.

Summary

CDES is an educational organization that exemplifies the challenges of problem solving in human activity systems. Leadership at CDES is dealing with many problems that arise within the organization. The Checkland methodology for soft system analysis presented by Naughton is an excellent tool to examine the problem situation of registrations at CDES. The rich picture in figure 1, determined by the first two stages of the method, provides a way of summarizing the situation in its complexity, and helps illuminate the situation. The remaining steps of Checkland's methodology must yet be applied to find resolution to the registration problem situation. In the meantime, CDES staff and leadership have a focus point for open discussions on the situation in the registration situation, rich picture.

References

- Banathy, B.H. (1995). Developing a systems view of education. *Educational Technology* (May/June), 53 – 57.
- Cookson, P.S. (1998). Settings for distance education: A comparative study of two organizational systems. *Staff Papers*. Athabasca University. (as cited in (2004) Systems Design in Distance Education: Master of Distance Education 603 Readings, *Athabasca University*. p.35)
- Naughton, J. (1984). *Soft systems Analysis: An Introductory Guide*. UK: The Open University Press

⁵ This has impacted all 9 of the distance education schools in the provincial Distance Education Consortium. Company responsible is working to fix the problems.

Appendix A

Table 2: The problem situation unstructured, interviews and observations

<p>Business Manager</p>	<ul style="list-style-type: none"> - need to fix the physical plant layout, part of it - need to enroll a student in 3 different systems before they can be an online student - people don't want to be here, don't want to change, want things to be the way they were - we need consistent tangible procedure - new practices and new people, new people doing things - procedure manuals not kept up, need something people can flip to - we need set procedures, we need consistency - if DE, CE, CAP procedures are different, depends on where they are going - need to clone our tech analyst - 3 different computer systems, each has its own system (DE, CE, CAP) - big lack of direction for the clerical staff, my responsibility, but because of where I am, because of the 50 million things I'm trying to do - Alternate programs, we are doing that on top of all we were doing before merger - the question is do we have enough staff, do we have the right staff, do we have enough administrative staff, do we have enough clerical staff - principal and vice-principals keep changing the rules (have a new student come in with special needs → need to change the system for them → hoops to jump through to get the funding → that when total disaster → if/then – if/then – if/then...nested logic process to figure out where they sit for funding, where they sit for reporting, and where they sit for evaluation and monitoring) - we have 7 different school numbers, 2 for CE, 2 for DE, 1 for CAP, 3 for Provincial Resource Programs (Camp Trapping, ICCR, Hospital Detox) - problem of registering – put them in this way for funding...but serving them this way to meet their needs - we need stability and one system - people are feeling a lack of security and stability - manual in process before the merger fell by the way side - making so many changes, full time job to keep a manual up to date - need counselors⁶ to have one process, counselors agreed to meet to create one common process, to learn each others
<p>Computer Operator #1 SASSO⁷</p>	<ul style="list-style-type: none"> - trying to be a one stop shop - admin → do we send them here or here, counselors → do we sent them here or here, looking at areas, instead of serving all students - if its DE use DE form, if its CE use CE form - running 3 different computer administration student management systems, 3 ways of funding, working on one registration form (see appendix D), admin and counselors to meet to work out the bugs - counselors need to cross train to work with anyone

⁶ Two counselors serve distance education students, two counselors serve continuing education students

⁷ School Administrative Student System Operator

	<ul style="list-style-type: none"> - legally getting the most funding for our students - need one computer system where we could go in and tick off what a student is - Windsor system not by grade- done by program - Multiple reporting for Ministry of Education - Using Windsor for 5 different schools - I don't know how to put it into words, I have always created a procedure manual first thing for any job I've been at, I don't really know what I do yet, so many things to think of, feel like I'm screwing up royally at times (pull a kid, did I do it right) - Betty and I are suppose to cross train, don't have time - Other CE duties on top of everything: keep phone lists; checking alerts; offsite entries; reporting marks to ministry; government exam organization; sorted through CE mark reporting for June to today, hand entered, typed them into excel mail merge to Ministry reporting form - Position is overloaded - We are bigger than John McInnis School which has more staff - Betty takes all her time to fix the data in the Sirs⁸ system - To get someone to help, how do you do it when you don't know yourself what you're doing - I feel a lot better about it now than I did a few months ago - H's and R's designation in Alt Programs a huge headache, Verley helped but turned out really bad, had to go and redo it myself. Carl → Ivan → rules, rules, rules → H's and R's. - Some of it you have to do it yourself - I Report to Brenda and ask her for more help when I need it - Huge communication gap with CE students for government exams - I'm kind of a control freak, I can feel it coming together, I feel like I'm starting to understand what I'm doing, I used to clean my desk off at the end of the day always, can't do that here, always stuff left to do, its been a growing experience for me - All in at the ground floor, making up procedures as we go - Process is coming but the computer system is not working - One stop shopping faze, 1 registration, 1 counseling appointment, 1 enrollment
<p>Computer Operator #2 Senior SASSO</p>	<ul style="list-style-type: none"> - when new "builds"⁹ are done on Sirs... information disappears, developer fixes and we go back to square one - Old DE system had a good shipping poor reporting, new Sirs system has a poor shipping good reporting
<p>DECounselor#1</p>	<ul style="list-style-type: none"> - need to take all operational elements of this place with a skeletal information form and ask what info they need from the student - one common form useful to all, a screening tool, an interview tool - you wouldn't believe what's going on - Intent to enroll forms are flying out to the schools – different versions - One person in the office can't do it on their own - Communicate, communicate, communicate

⁸ Administrative student management system for DE students

⁹ Builds refer to updates to the Sirs computer program which is used provincially by all DE consortium schools, but having serious problems for all.

DECounselor#2	<ul style="list-style-type: none"> - don't see it as a problem, once they come to see me - if they phone me directly to register in DE it is not a problem - Intent to enroll forms sit in the schools, we send them out, they don't get updated at the school, we can still work with the old forms, not a problem - Don't switch computer systems in mid stream - Registrations for DE is fine its all the things after that are screwed up
CECounselor#1	<ul style="list-style-type: none"> - amalgamated with DE at this point its always a case of who gets the funding, \$CE or \$DE, which one - a matter for me of getting more information - grey areas, ACE program requirement are know, but I can't do any enrolling in ACE 1, 2, 3...I don't have Windsor, have to go through Lisa → Phyllis to register - once in a while a whole different route, working with students a whole other process that had been implemented I didn't' even know about - Matt and I can't register on our computers - Office staff at front desk aren't aware of Sirs or Windsor - Here's the really big problem, recommended courses to start, put into Retriever → print and put in file → send to front desk → secretary always coming back to find out if recommendations correct; always have to remind the office staff that the student is >19 or <19 if graduated, bothersome, info is in retriever on their computers, not a huge problem just one person that has trouble understanding what needs to be done - If we had ability to register we could put them in courses they need - Nice to have a common computer program, can't access information when taking DE student registration - We're in the grey area – not one school, but not 2 or 3 either - There is pushing for counselors to know everything, not familiar with requirement for DE, Paula indicated a lot to know on DE side, if they want that there has to be one registration process - If we are two schools CE and DE counseling advising separate okay - If we are one school then need one registration process - We deal with adults >16, merging brings in a whole other realm of registration procedures - We were told we need to know about all the Alt Ed programs, but got our hand slapped [for getting involved], 16-18 alt ed students → Ivan → has taken back all control - Don't know all the procedures for Alt programs - Nothing major, in some areas have to do a two-step - Orientations are a mishmash, paper record from Connie, First Class not being used - Shift from Room time to First Class scheduling, its working now I guess - The appointment thing was a mess, it's better, Double and Triple booked at first always have to print now to get all the necessary info...can't read it on the computer off the screen - Tech things is like people don't know how to use them - Finally able to pull up students in the black hole¹⁰, took a long time to fix

¹⁰ Black hole refers to hidden archive of students only tech can give anyone access to.

	<ul style="list-style-type: none"> - Improvements could be made, its working - Great idea to know both counselors duties, but it works now - DE has a lot of phoning and need to know the courses, a lot more to them than just registering and giving the books - When someone wants to register in a course, student comes to counselor, (why did you not make it??), student finished Math 11, secretaries want counselor to give the go ahead, staff are not paying attention to the Educational Plan in Retriever that is laid out by the counselors. It's there, go for it, maybe still a good idea to see a counselor? - Putting in info of student vs registry - Misunderstanding of whether student registered, uncertainty of registration process in front, lots of confusion out there
CECounselor#2	<ul style="list-style-type: none"> - focus on paper work problems rather than helping the students - actually not a bad system from the student's perspective - come in → make an inquiry → placement test → dose of reality → something to talk about when they set up their next appointment → dispels illusions about starting right into grade 12 - coming back for an appointment separated those serious about coming back to school, that particular thing is pretty good, that is a pretty good system - when we meet them we try to figure out a plan and match objectives to meet the plan, grade 12 only part, really a long term objective, do a lot of career counseling, deal with trade schools, colleges, university programs - orientations on going, meeting every time students finish a course, meet to update - lots of attrition - intake from students perspective is pretty good
Clerical #1	<ul style="list-style-type: none"> - weed out people, serious to come and take our courses vs registering to just getting \$\$ - administration → register anyone through the door - before registering have to see counselors, counselors need to streamline the process for registry, some we don't see the whites of their eyes, all need to be orientated before registry, yesterday registration not working, Connie → 13-15 people for orientation, after only 2 people to handle their registrations all at once, orientations need to be streamlined to register students afterwards - if the above put into place then a lot of the problem not there - wasted a lot of time to find teachers etc, to check, checks need to be done ahead in this establishment its not working well - filing in the back, always looking for files before you can do anything to help a student - not enough bodies to do the job at peak periods of registration - part of reason not working since amalgamation of the 3 → didn't get the training to do each other's job, don't know each other's job, to be efficient at it always have to stop to get the help we seek from each other - lack of administration being available - part of problem not a big enough establishment (facility) to work, like sardines in here - office at the front so loud, people milling around not a good situation, (one of the programs had a bunch of people in), adult center students complaining,

some ABE students left, too noisy, they said they were going home, it was quieter there.

- way configured not working for the number of people working in this space
- we need to decide what kind of center we are, baby crying, annoying to people studying
- lack some kind of training so we all know the jobs
- need someone to train us in all the jobs we are supposed to be doing, so we can help people who walk in, more efficiently
- between admin, training, re-configure for student learning center and registration, until we resolve the space problem and have administration that can resolve the problems
- about 100 people (staff) connected to this and at times no admin here, so if you have a real serious problem where do you go
- it needs to be us knowing how to do our job, space, and staff
- understaffing and lack of communication
- everyone has own agenda but we don't know what you want from us, Linda's orientation totally different than Connie's etc
- bottom line → need to be streamlined through the counselor and teachers before they get to us
- and the staffing to do it
- re-register → sent to teacher → teachers are always busy, need someone to be able to deal with student quickly, that is a big problem, in trying to find someone to take care of people
- when regular people away, subs know nothing, somebody in the teaching departments needs to leave something for the subs to know what to do and how to do it
- a lot of streamlining that needs to be done for things to work
- we are on 3 systems, need to be on one system so we can access everything we need for registration
- need to be consistent for what we do
- need to be addressed by I don't think it will happen here
- when student enrolls in school, need to generate a file for each student → counselors suppose to do it → counselor enters everything into retriever → give file to Verley for her to track down PR cards and file from past school
- case → Paula brought student entered in Retriever already but no file on the student???!!!!
- all we need to know, do we have the right paperwork to get the student registered
- went to front, went to back to find a file for this student, where is placement test, or copy of transcript that indicates student ready for course
- 1 more glitch you spend time dealing with...wasted an hour... counselor saw student, okayed student to try and retrieve her records on her own, counselor registered student in retriever with no formal schooling information, makes it difficult, I'm the one to ensure there is a file on every person at the back.
- students on phone waiting for an answer, admin holed up to discuss something, problem of accessing them, never get to them, problem exchange to deal with
- feeling a lack of leadership around here
- many times need guidance from admin, conspicuous by their absence

	<ul style="list-style-type: none"> - at times, don't know they are leaving, find out at times strictly by accident, stalling people all morning in meantime - if they want this place to work they need to take a hard look at how things are being done - alternate programs at the ABE learning center creating disruptions for learning - before this space was sufficient for CE not for CE, DE and CAP together - staff digging in heels to amalgamating and having to do all three, know their jobs don't want to learn anymore jobs - if you need help for registrations get Phyllis, not always available, phones, intercoms, not working, spin wheels to find bodies to help - Brenda needs to be out front - not reconfigured to the way things would work best at the front, \$\$ would be needed to reconfigure the front for efficiency - extra traffic in building that shouldn't be (significant others for pregnant moms, clientele we attract) - this space not big enough to house us, old boys club downtown¹¹, won't change the physical plant situation - noise level too too high for ABE students - problem of parking is serious - had to fight to get a coat closet, so didn't have to use back of chairs - configuration never spent a dime, still don't have a proper printer table - teachers from other sites can't find parking, they light into us in frustration, we are first in front line - trying to do this on less than a shoestring - shipping and receiving needs to be streamlined to the back, worst than junkyard wars up front on a good day, boxes, shipping etc all over, need to look at shipping and receiving, was going to happen but didn't - district decisions on facilities are impacting operations
Clerical #2	<ul style="list-style-type: none"> - things are so different, when De on its own, system was in place, ran so smooth, people cross trained and knew each others jobs - they want lots of people to do these registrations - so many people doing things, more space for errors - I just shake my head when I come to work - everyone at the center needs to know how to do it - Karen knows DE system, Laurie knows Retriever (ABE) system really well - with it so busy its hard to for us to learn all the intricacies - what's difficulties when they have orientations for ABE, it's difficult, students have to wait, it is not good service, if we are all tied up with registrations, person with appointment coming in doesn't get helped immediately - rearranging the office, Tammy forward, me back, new person in afternoon coming, but will still only be 3 at front counter and 1 behind that can help or if some one off on coffee, then less - doesn't matter how many people know both systems still only can help one person at a time - phones set up so anyone can pick them up, any clerical staff, that's good - I don't know if this is part of it → Sheila in shipping → she needs material

¹¹ Reference to SD57 administration and its decisions.

	<p>photocopy → she goes to photocopy materials → no one in shipping, that delays things if any one of us or counselors need to go to shipping</p> <ul style="list-style-type: none"> - that's hard is when you come from a place where everything is running efficiently, some change is good - changes are coming fast, like daily sometimes - it's hard on everyone, it creates tensions not that you don't want to work together, you just don't know what you are doing - to make the system work everyone needs to be made aware of the changes, I'm still not sure of the changes that were made by the teachers, I'm holding application, I can't input them until I know what's been changed or not - that's really important customer service – DE students phoning in where are my courses, they should have had them by now - clerical get the complaints doing the PR, suggest talk to admin → don't want to, just wanted someone to sound off to - second semesters started, 8-10's don't have there courses yet for many, teachers schedule for completion has already failed, because students don't have them, not a whole lot I can do, but empathize with the students - you can have change and rapid change but you have to be informed along the way - I think a lot of communication is being missed, its not intentional but its happening - with change, person has to feel that out of it, it will be beneficial to the organization, I don't know that we are to that point yet - to me it feels like we are having to do what we have to do to survive - [laughing] – live for the weekends - it's been in constant motion since we've been here, no one's had a chance to just ... we're moving forward - the changes are good but coming too fast - DE and CE in this organization are becoming closer and closer to being the same, but I don't think they can be the same?? - if it doesn't fit to what we want to do we are devising ways around it, making it work for us, rather than it working for us - part is understanding how the system works, what it's capable of, and the flow - before I worked at DE I didn't realize how interconnected jobs can be, never worked where what one person does affects 3 others - if you give good service the student has a positive experience, I don't want them to go away with the feeling of “why did I go there anyway” 				
<p>VP#1</p>	<ul style="list-style-type: none"> - Ideally, student in the door → registration form → one of two processes: first 3 program advisors¹² with booked appointments and second 1 program advisor free for walk in traffic - We need: <table border="1" data-bbox="479 1690 1485 1948"> <thead> <tr> <th data-bbox="479 1690 933 1732">3 program advisors</th> <th data-bbox="933 1690 1485 1732">1 program advisor</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1732 933 1948"> <ul style="list-style-type: none"> - Students who know what they need </td> <td data-bbox="933 1732 1485 1948"> <ul style="list-style-type: none"> - Out of school - Need information, clarification - Some one to talk to - Take them through the process of what to do next - Career exploration </td> </tr> </tbody> </table> 	3 program advisors	1 program advisor	<ul style="list-style-type: none"> - Students who know what they need 	<ul style="list-style-type: none"> - Out of school - Need information, clarification - Some one to talk to - Take them through the process of what to do next - Career exploration
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		<ul style="list-style-type: none"> - Help begin the journey - Help develop an academic plan <ul style="list-style-type: none"> - Do we need support teachers on site to do 2nd level of assessment, deeper levels of assessment - Discussion ensued on particular student's need for assessment - Need orientations for students - Need help with career counseling academic planning - I see a need to streamline it - Problem of turn over in CUPE staff¹³, need it so someone coming in can feel comfortable communicating that information to clients coming through the door - I'm still learning about our students - I've been in schools where students below grade level, we booked for formal assessment before we even talked about programming - Lot of clientele not easy to get school records, could take couple of months to track down last school attended - Coming provincial wide school admin system...counseling and clerical streamlined → special ed categories → IEP's - We have students here in generational poverty (as opposed to situational poverty, they need to establish a positive relationship from initial walk in the door - So what are the solutions?... if we were resource rich - Looking at other schools we have 4 programs advisors, they need to be comfortable working with all 3 programs and all the pieces of within each, what we hope to do this point is start the process, so they can learn the areas they aren't so familiar with, I think it's achievable, our goal initially was to begin this in January, not ready then, only 2 counselors here (2 on vacation, Matt and Paula away), not the best timing, only the 2 here who were more efficient talking to students in areas they know. - As people begin to know the process they can start to work with those students - Talking the whole registration procedure for new registrants - Take time to sit down and get to know a student on first visit - On Monday I've hear "too many students here wanting to be registered", in secondary schools I've had 100-200 walk in students on first day waiting to see us, new registrants with parents, high school students came in, we gave them a time or where they were on the list, my experience has always been yes they are all there and you'll just get to each one of them, we are trying to provide the best educational program for every student that comes through the door, there was urgency on the parents part not our part - Funding drives a lot of the process, this is the critical systems layer - Shipping drives the school - CE and DE funding drives the process - Provincial school administration system is being piloted in Sept 2004, available in Sept 2005, told Kerry¹⁴ we would be willing to be a pilot school - When we first moved we let the two groups CE and DE parallel play in their own sandboxes, some sand throwing went on, admin talked to individuals about how jobs blend, what positions needed to be, Lorelie¹⁵ had worked in each of their environments, clerical met for input before the placements → flexibility to
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	<p>choose about what would work for them → but still a difficult change</p> <ul style="list-style-type: none">- Some are used to constant change, used to 80 kids in the office getting go passes¹⁶, quite a bit more that what some are used to- Need for streamline procedures- Constant change since July for staff involved, how do I know what I am doing today is the same I'll be doing next week- Issue of how people adapt to change, reference to example of dancers in organization change situation, some can switch others can't
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