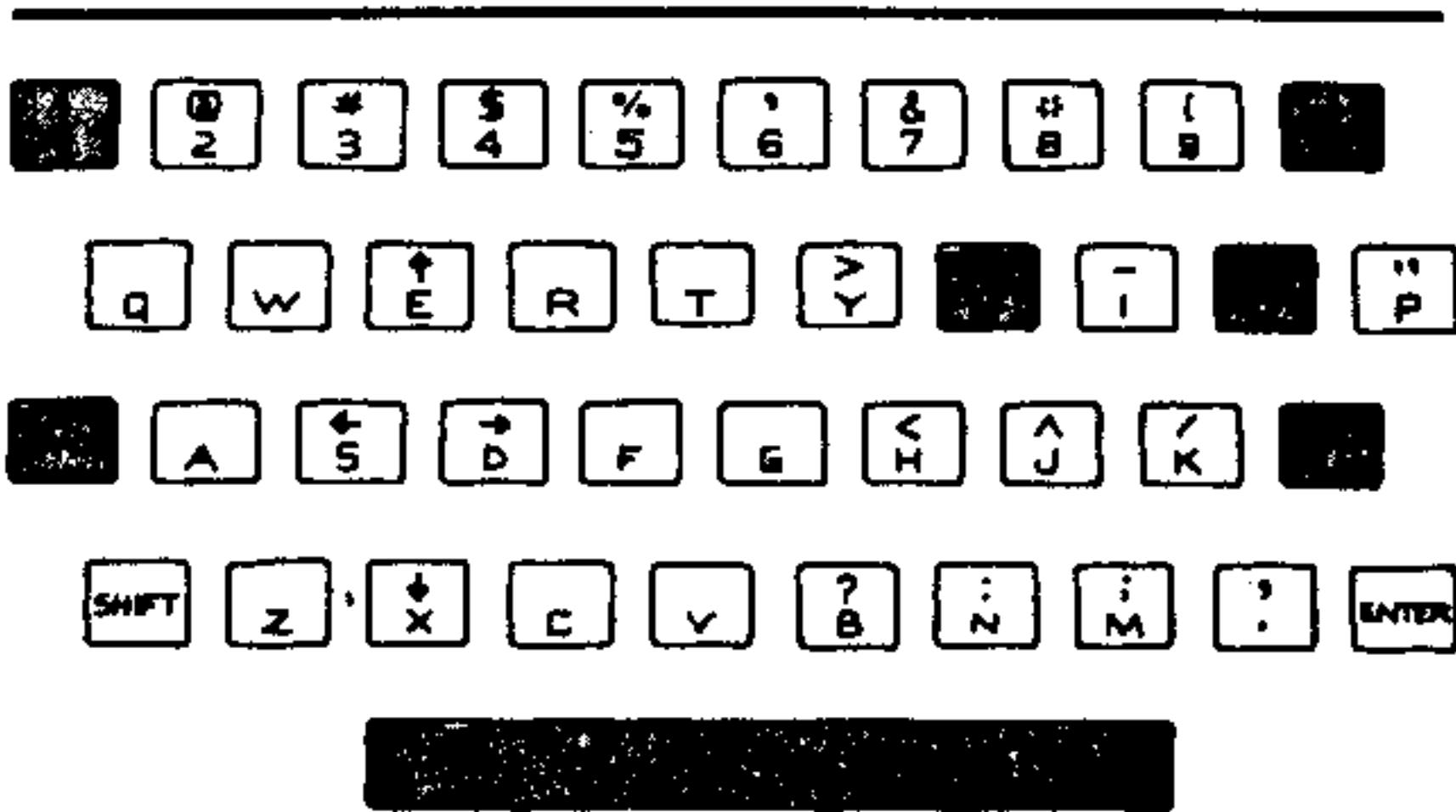


Salary Planner

Scott, Foresman School Management Applications

for the Texas Instruments 99/4 microcomputer

Keyboard Reminders



The keys highlighted in the diagram *do not function like corresponding typewriter keys:*

1. You cannot substitute the letter *L* for the number *one*.
2. You cannot substitute the letter *O* for a *zero*.
3. You cannot use the underscore key (SHIFT-U) to underline. It erases characters and replaces them with a dash.
4. The space bar and space key both erase characters as they create spaces.
5. All punctuation keys except the period require the use of the SHIFT key as you press the punctuation key.
6. The SHIFT key is not used for capitalizing. In this manual, the word SHIFT before the name of a key (as in SHIFT-D) means that both keys must be pressed simultaneously to activate a certain command or character.

Special Command Keys

Of the command and editing keys, including those labeled on the keyboard overlay, the ones below are available to help users of *School Management*

Applications:

1. **ENTER** signals the computer to accept the data that have just been typed and that are displayed on the video monitor screen.
2. **SHIFT-S (LEFT)** moves the cursor one space to the left each time both keys are pressed. The characters passed over are not erased.
3. **SHIFT-D (RIGHT)** similarly moves the cursor one space to the right each time, again without erasing characters.
4. **SHIFT-F (DEL)** deletes whatever character is beneath the cursor when both keys are pressed. The space is automatically closed up.
5. **SHIFT-G (INS)** allows you to insert one or more characters, beginning from the point where the cursor is placed when SHIFT-G is first activated.
6. **SHIFT-T (ERASE)** and **SHIFT-C (CLEAR)** both erase the entire field of data in which the cursor is when either command is activated.
7. **SHIFT-Q (QUIT)** abruptly terminates a program and restores the preliminary Texas Instruments title display to the monitor screen. *This command can cause loss of data and therefore should only be used to stop an application in case of unusual erratic performance by a module.* To restore the preliminary display after ending an application, simply remove the module and switch the console off and then on to reset it before inserting the next module.

Salary Planner

Developed by ESI, Inc.
St. Paul, Minnesota

Scott, Foresman School Management Applications

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This Scott, Foresman *School Management Application* module is designed for use with the Texas Instruments 99/4 microcomputer. A disk controller, two disk drives for 5¼-inch diskettes, an RS-232 interface, and a printer must be used with this module.

The Scott, Foresman *School Management Applications* were developed in conjunction with ESI, Inc., a firm that provides a variety of professional services for local, state, and Federal educational agencies, and for corporations engaged in developing technological products for education. Founded in 1968 as an educational consulting and evaluation group, ESI has come to focus its staff's professional expertise in educational computing on the development of computer software for education, training, and administration.

Component	Serial Number	Purchase Date
TI 99/4 Microcomputer		
Video Display Monitor		
RS-232 Interface		
Disk Controller		
Disk Drive 1		
Disk Drive 2		
Printer		
Optical Card Reader		
RF Video Modulator (needed with TV sets)		

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 1 2 3 4 5 6 7 - MAL - 87 86 85 84 83 82 81

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Part 2: Using *Salary Planner*

How This Application Can Help You

Salary Planner is designed to help people involved in teacher contract negotiations by providing easy computation and comparison of a current salary schedule with up to seven other proposed salary schedules, all stored on the same diskette. The data needed to use this application are your school district's personnel matrix, the number of employees at each level of that matrix, and your district's current salary schedule. Once these data are entered, the computer can automatically perform many useful calculations from them and can generate new proposed schedules based on the factors you input.

Important: The *Salary Planner* module uses only one diskette, but keeping a backup is essential with this sort of data.

Each diskette that you use for *Salary Planner* can contain the personnel matrix for a *single* school system or district. One matrix may consist of as many as *twenty steps* of experience, each step usually being used to represent one year; and up to *eleven lanes* of degree or other teacher qualification status. You can define these lanes with whatever headings reflect the salary structure of your schools. For instance, Lane 1 may be for staff members with a bachelor's degree, Lane 2 for staff members with a bachelor's plus 15 units, and so on. Each position in the matrix or grid where one step intersects one lane is termed a *cell*.

Important: Remember that one diskette can hold only *one* personnel matrix. Furthermore, although the number of people in any matrix cell and the salary for any cell in a proposed or current schedule can easily be changed at any time, *it is not possible to alter the structure of the matrix or the wording of lane headings once these have been recorded on the diskette.*

The Main Procedures

There are essentially five steps in using *Salary Planner*:

1. A personnel matrix is defined with the number of steps and lanes in your school district's salary schedule. Then the number of employees in each cell of that matrix is entered.

2. The current salary amounts for each cell are entered. This salary schedule must have the same steps and lanes as the matrix.

3. The current salary schedule must be converted into proposed schedule number 1 (labeled by the computer as PROP1). This step is necessary because the program is structured to analyze proposed schedules only. Therefore, to compare the current schedule with others, it must first be duplicated as one of the eight available proposed schedules. The simple procedure for doing this is explained under "Option 3: Build Proposed Schedule." After conversion, the current schedule remains stored as *both* CURRENT SCHEDULE *and* PROP1.

4. From one to seven additional proposed schedules—labeled PROP2 to PROP8—can then be built either by entering a salary amount in each cell, or by entering numbers to be added to or multiplied with any current or proposed schedule.

5. The computer can then analyze any of this information according to your instructions, and you can select any of seven reports based on its analyses.

Each of these operations can be selected from the main menu, headed SALARY PLANNER (see page 35). This menu also enables you to choose to change information in any schedule or to delete any proposed schedule. Whenever you wish to end the program, you should return to this menu from any point in the program and press E followed by ENTER in response to YOUR CHOICE? The use of the E key to *end* activities is explained further under "Special Key Functions."

The *Salary Planner* Reports

This application produces seven reports: Report 1, "Personnel Matrix"; Report 2, "Current Schedule"; Report 3, "Proposed Schedule"; Report 4, "Cost of Proposed Schedule"; Report 5, "Proposed Schedule with Increments"; Report 6, "Index of Proposed Schedule"; and Report 7, "Raises and Percent Raises."

Report 1 (illustrated on page 37), is a table that shows the number of employees entered in each

cell of your district's matrix. The total number of employees is printed at the end of the report. Reports 2 and 3 are similar tables that show the salaries for every cell of your matrix in your actual pay scale (Report 2), or in any proposed schedule (Report 3).

As well as being available at any time through the REPORTS menu, Reports 1, 2, and 3 have to be printed just after you enter data for a personnel matrix or any salary schedule. The monitor display will prompt you to do this as part of the process of saving the new data on diskette, and you are thereby offered an immediate opportunity to proofread and verify the data.

Reports 4, 5, 6, and 7 are described on pages 41-42 and illustrated (at half size) on page 43. You may note here, however, that you can use Report 4 to have the computer calculate and print automatically such figures as the total cost of any schedule, the separate costs of salary increments paid for additional experience and training, a ratio comparing those two totals, and the average district salary. Reports 5 and 6 will—without any hand calculation—give you the dollar or percentage increments between each pair of neighboring cells in any salary schedule, both reading across the steps and down the lanes. When Report 7 is selected, the computer automatically compares the salary for each cell in the chosen base schedule with any proposed schedule for the coming year. Both dollar and percentage differences are printed.

As You Get Started

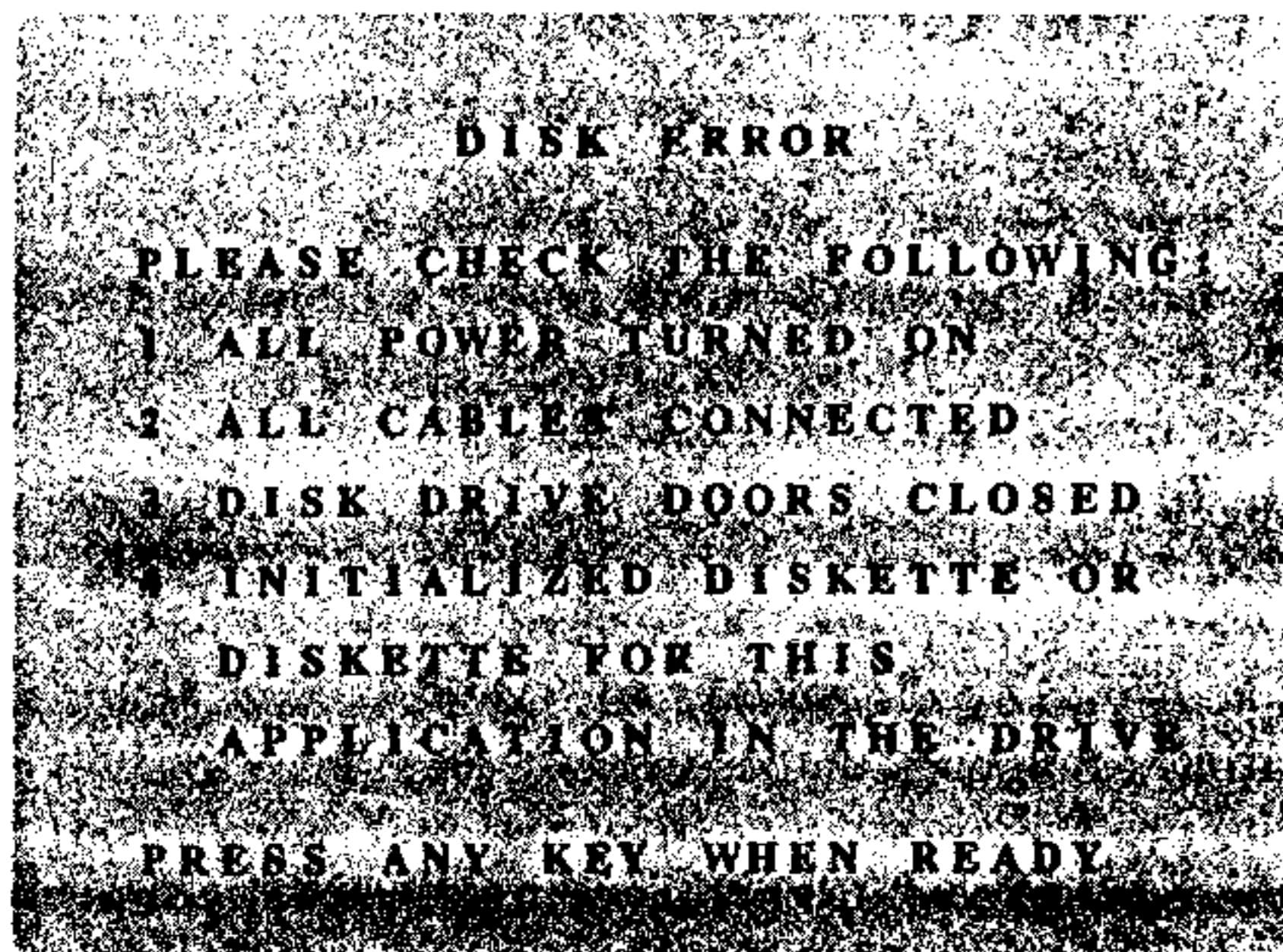
Preliminary Checks

If the system is not already turned on:

1. Check that all units are properly connected.
2. Be sure to switch on the disk controller and disk drives before the console.
3. To avoid the risk of stalling the application when you select a report, make certain that the RS-232 interface is on, with the painted red dot completely uncovered by the switch. Also doublecheck that the printer interface cable is firmly plugged into both the printer's interface connector and the port on the back of the RS-232 interface that is *next to* that unit's power cord.
4. Check also that the printer LINE/LCL switch is set to LINE.

Now you should insert the *Salary Planner* module all the way into the console port, and place an *initialized diskette* in DRIVE 1. (Occasionally, inserting the module may produce an abnormal, garbled monitor display. If this occurs, simply switch the console off, then on again.) If you are creating a new *Salary Planner* personnel matrix and do not know how to initialize a diskette, consult "Initializing Diskettes" in Part 1. As soon as the diskette is initialized, label it, identifying clearly what personnel matrix will be recorded on it. If you are using a *Salary Planner* diskette with data previously stored on it, make sure it contains the personnel matrix for the district and year that you want to work with.

The monitor is now displaying the Texas Instruments preliminary title screen with the message: READY—PRESS ANY KEY TO BEGIN. Do so to make the preliminary program selection menu appear, and press the number 3 to start *Salary Planner*. The computer will first display the *School Management Applications* title screen, followed by the title screen for *Salary Planner*. Next, the screen will briefly flash from blue to green and back to blue, and you will see the message: DISK CHECK. The DRIVE 1 light should go on as the diskette is spun, and if all is in order, you will next see a screen headed SALARY PLANNER, with blank fields for you to input your district's name and the date. However, if the disk check had uncovered any problems, you would see the display shown on the next page.



If you need guidance in performing these checks, consult "Disk System Checks" and "Testing Diskettes" in Part 1. If you had inserted the wrong diskette, you would get only the message: WRONG DISKETTE IN DRIVE 1.

Once the disk check is satisfactorily accomplished, you can begin entering or updating data. But first you should become familiar with some special convenience features of this application.

Special Key Functions

The "E" Key To stop the program when finished using it, you should get to the main menu headed SALARY PLANNER. In response to YOUR CHOICE? at bottom right of this menu, type E (For "end") and then press ENTER. *This is the only safe way to close the program without risk of losing new data.* If you are at another point in the program and want to return to the main menu either to choose another activity or to end the program, use the E key in response to ANY CHANGES? or YOUR CHOICE? at bottom right of the screen you are on. This will return you to the previous menu.

Important: Information you have entered on the display at which you press E is *not* recorded and will be lost. Of course, information is not lost when you use the E key to stop the program from the main menu.

SHIFT-Function Keys In *School Management Applications*, information is typed into blank white fields on the display. You can move the cursor *within* a given field one space left at a time using SHIFT-S, or one space right at a time using SHIFT-D (see the labels on the keyboard overlay). Also *within* a data field, you can use SHIFT-T (ERASE) or SHIFT-C (CLEAR) to erase that field only; SHIFT-F (DEL) can similarly be used

to delete one character, and SHIFT-G (INS) to insert one or more characters starting from the point where you put the cursor.

SHIFT-Q (QUIT) can return you to the Texas Instruments preliminary title screen, but it should *never* be used in normal circumstances, and *especially not when a disk drive light is on* (see the caution in Part 1, "Special Command Keys," page 14). The E key should *always* be used to terminate a program. Following that, the preliminary title screen can be restored and a new application begun simply by removing one module and inserting the next.

Signal Tones

If you hear a single high-pitched tone about a second long as you press ENTER, it means you have tried to enter invalid data. For instance, you may have typed a letter in a field reserved strictly for numbers; or you might have input a number larger than the computer is programmed to accept in a certain field. You will also hear this warning tone if you neglect to enter any data in a field where some entry is required for the application to work.

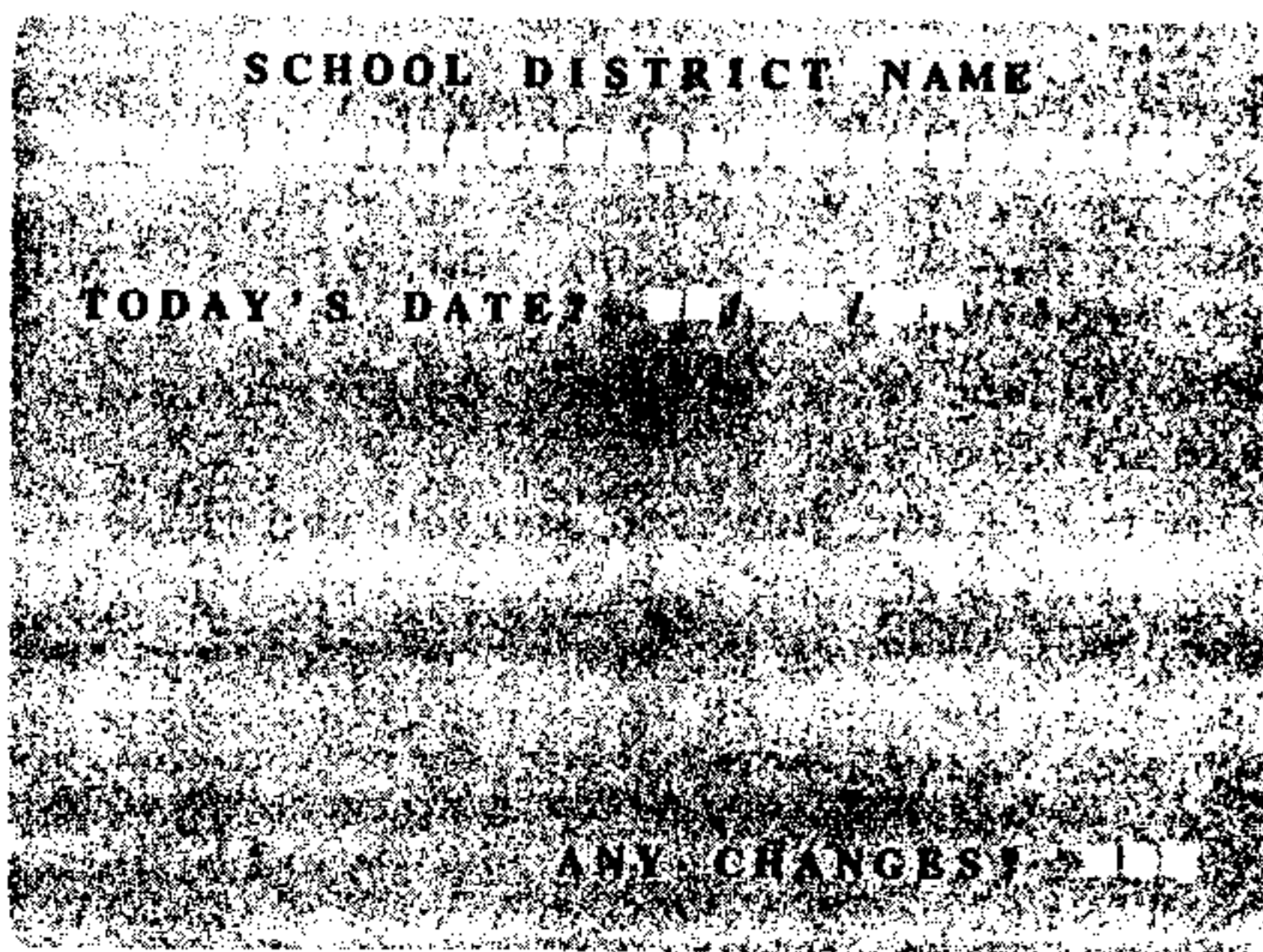
When you have already reached the last position in a field, then type another character before pressing ENTER, you will hear a shorter, much lower tone. This signals that you have just overwritten and therefore changed the last character in that data field. If you intended to alter that character, there is no error.

Entering Data

It is essential to observe the maximum length of each field; otherwise you may type characters that will not be stored by the computer. To help you remember these length limits, the maximum number of characters a field can accept is given in boldface in parentheses following the first reference to each field. If a certain field can accept only letters or only numbers, this is also specified.

If this is your first experience with *Salary Planner*, you should practice entering data as you read the instructions. You should also make some deliberate errors to accustom yourself to the signal tones and the use of the editing keys. Remember that you cannot hurt either the machines or your module by pressing "wrong" keys.

If you have not yet started the program, do so now and let it run through the disk check. You will next see this screen:



The field for SCHOOL DISTRICT NAME (28 spaces; any characters) must be filled in first. After typing your district's name, press ENTER and the cursor will jump to the month field. The three date fields (2 spaces each; numbers only) are in the order month/day/year. Dates with only one digit can be typed either as 01(ENTER)/04(ENTER)/82(ENTER) or as 1(ENTER)/4(ENTER)/82(ENTER). Note that ENTER must be pressed after you type each section of the date, and the cursor will move to the next section. To hear the invalid data tone, try pressing ENTER when the cursor is in a blank field; the program requires a date entry.

After you have entered the year, the cursor will move to the field following ANY CHANGES?

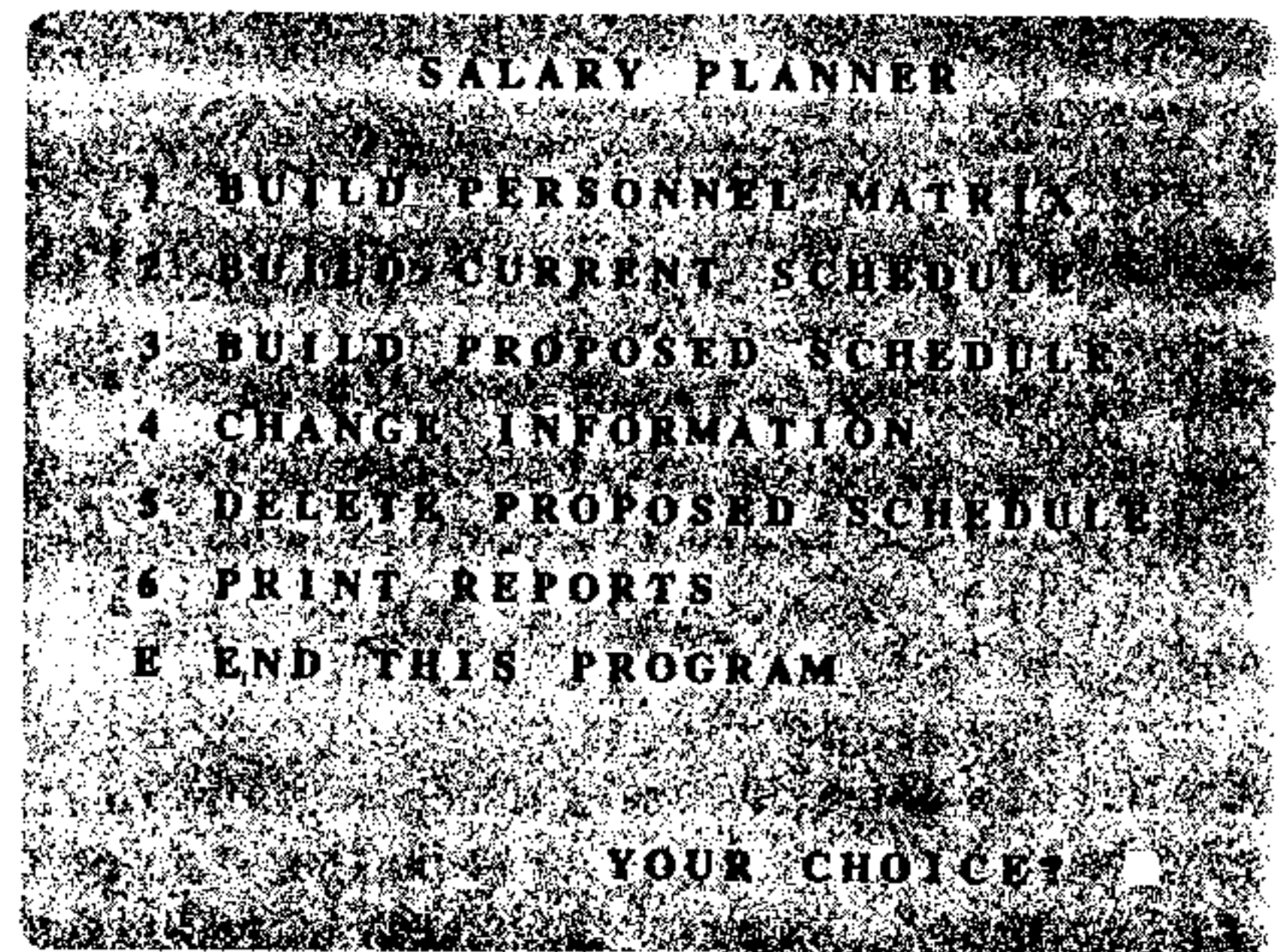
Correcting Input Errors

When the cursor reaches ANY CHANGES? at the bottom of any display, you should proofread your data carefully. If there are errors, type Y or YES and press ENTER. The cursor will return to the start of the display. *You need not retype every field.* If an entire field is correct, press ENTER to confirm it to the computer; the cursor will move to the next field. When the cursor reaches a field with an error, use SHIFT-S or SHIFT-D to move it to the error. Then you can either retype the rest of the field from that point or simply use the appropriate editing keys to change it. Once the error is corrected, you need not continue typing to the end of the field; simply press ENTER, and the computer will register the revised data.

When the data on the screen are correct, type N or NO following ANY CHANGES?, and then press ENTER. The displayed data will then be recorded on the diskette and, in this case, the main menu for SALARY PLANNER will appear.

Using the Main Menu

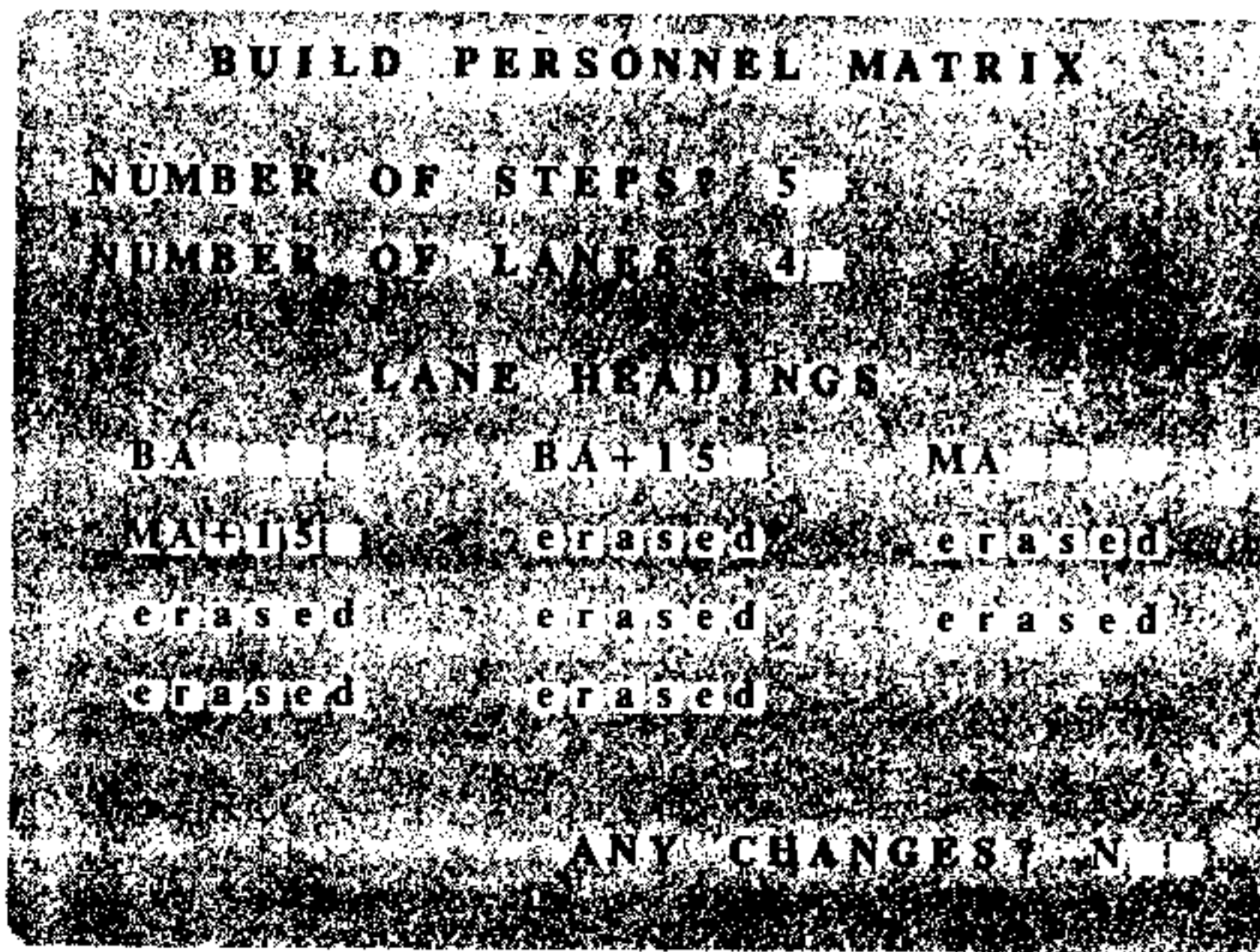
Each of the first six choices on the main menu represents a single *branch* or subsection of the program. *Salary Planner* cannot operate without a personnel matrix and a current schedule, so if you are using a new diskette, you must perform Option 1 first, and then Option 2. To select an option on any menu, type the number of that option in the YOUR CHOICE? field at bottom right of the display, and then press ENTER.



Since only one personnel matrix and one current schedule can be stored on a single diskette, if these items have already been defined when you select Option 1 or Option 2, you will get a message at the end of the main menu that a matrix or a current schedule is already built. On the other hand, if you attempt any other options before those items have been created, the display will prompt you to build your personnel matrix or current schedule first.

Option 1: Build Personnel Matrix

The screen at the top of the next page appears at first with eleven blank fields for lane headings. As soon as you enter the number of steps and lanes your personnel matrix requires, any excess heading fields will be erased. This display shows how the steps, lanes, and headings for the personnel matrix on page 37 were entered.



Although lane heading blanks must be displayed above each other for space reasons, on reports the headings are all printed across. Type the heading you want into the first blank (6 spaces; any characters), and press ENTER. Then do the same with each of the LANE HEADINGS fields. Appropriate headings might be BA, BA+15, MA, and so on. Note that spaces and periods use up space for characters.

After you enter the last lane heading, the ANY CHANGES? field will appear at bottom right of the screen with the cursor flashing in it. Proofread your headings on the screen with care, because once they are stored they cannot be changed without re-initializing the diskette and starting over. If the headings contain errors, answer Y or YES to ANY CHANGES? and press ENTER. The cursor will return to the first field on the screen. You can then go through the display using the ENTER key to accept any correct field until you reach one with an error, which you can correct with the editing keys. When you have again reached ANY CHANGES?, doublecheck your lane headings. If they are all right, answer N or NO and press ENTER. You will then see the query: ARE THE HEADINGS O.K.? This gives you one final chance to check them. A response of N or NO followed by ENTER will allow you to edit the display as before. A response of Y or YES followed by ENTER will cause the number of steps, the number of lanes, and the lane headings you have entered to be recorded as the permanent personnel matrix of this diskette. However, you will always be able to change the numbers of people and the salary amounts that you will store in this matrix.

The Personnel Matrix Form If this is your first use of *Salary Planner* you can quickly familiarize

yourself with its workings by creating a short, fictitious personnel matrix with only a small number of steps and lanes. For instance, the sample reports in this section and on page 43 were produced from a matrix of 5 steps and 4 lanes, with the lane headings entered on the screen already illustrated.

In regular use, however, accurate and efficient data entry is difficult without a personnel matrix data form on which the number of employees and the salary for each cell of your district's matrix can be clearly written. The number of steps and lanes will depend on your district's matrix, but if you need to make such a data-entry form, a model is provided below. If your district has Scott, Foresman's *Personnel Data Recorder*, that module can produce a report that is specially formatted for input into *Salary Planner*.

The following example form is filled out with two of the five steps that were input to create the sample reports in this manual.

School District: YOUR DISTRICT

Schedule for Year: 1982 Date: 3/28/82

Disk Catalog No: 42 Backup Disk No: 43

Lane Headings:	BA	BA+15	MA	MA+15
Step 1				
Employees	3	6	2	0
Salary	11000	12000	13000	14000
Step 2				
Employees	2	5	4	4
Salary	12500	13500	14500	15500

Entering Numbers of Employees The next task is to copy from such a form onto a diskette the number of staff members at each experience step in each lane. The computer displays a data field that is blank except for a zero below each of the lane headings you just entered, and beneath that the message ENTERING STEP [1]. After a few moments the cursor starts to flash in the first field. Only then should you enter a number. These fields accept numbers only (try a letter to hear the warning signal), but although they have five spaces to fit the salaries you will enter shortly, the largest number of teachers you can put in a single cell or field is 998. You can input decimals such as 85.25

to account for part-time staff. After you type each number, press ENTER to store it and move the cursor to the next field. If there are no teachers in a certain cell, you can simply press ENTER to accept the zero already there.

After you have filled in each lane for one step, ANY CHANGES? will appear at bottom right of the display, and the cursor will move to that field. Check your entries and, if necessary, correct them as before. The computer will then begin flashing the number of the next step to be entered in the blank following the words ENTERING STEP. Wait until that number stops flashing and the cursor appears in the first lane field once more. You can then enter the personnel numbers for the next step, and repeat this procedure until your matrix is complete. Once you have thus stored numbers of personnel and salary grades, the computer will be able to manipulate these figures arithmetically and produce analyses based on them at the touch of a few buttons.

As soon as you answer N or NO to ANY CHANGES? at the end of the last step, the computer will display this message:

PERSONNEL MATRIX

READY TO PRINT. TURN ON
PRINTER AND PRESS ANY KEY
WHEN READY.

Before pressing a key, make sure your printer is on, set to LINE, and correctly linked to the RS-232 interface. Printing should begin promptly. Below is a half-size reproduction of the personnel matrix that produced the reports on page 43.

3/28/82		*** PERSONNEL MATRIX *** YOUR DISTRICT			
STEP	BA	BA+15	MA	MA+15	
1	3	6	2	0	
2	2	5	4	4	
3	1	5	7	3	
4	0	4	6	1	
5	0	3	7	4	
TOTAL NUMBER OF TEACHERS IS 67					

Report 1

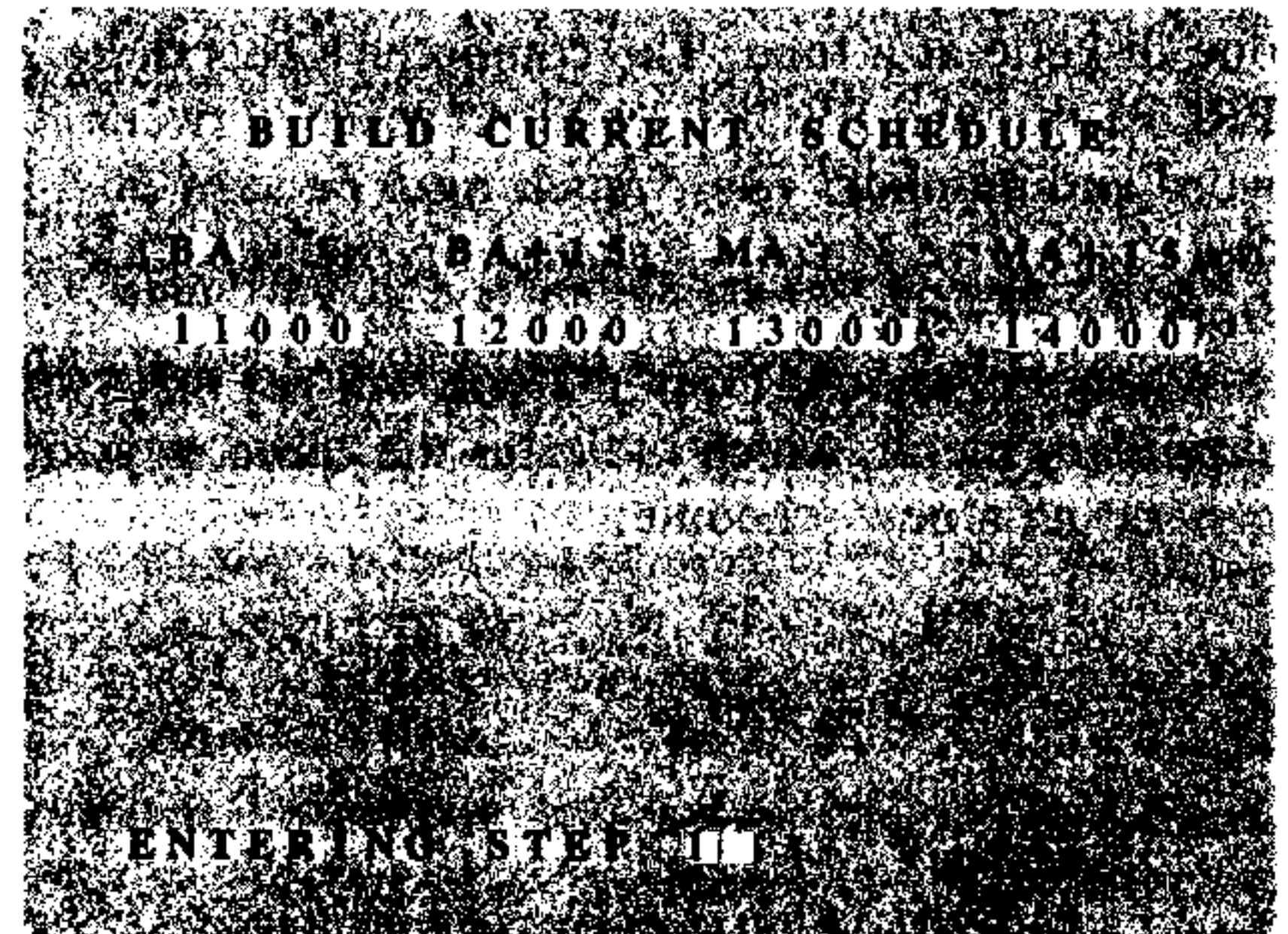
When the report is finished, the monitor will ask DO YOU WANT TO SAVE THIS SCHEDULE? Even if you find errors when you proofread the

report, you should answer Y or YES unless you have been entering practice data only. The report just printed is *not yet stored*. The matrix is still in the computer, but has not been transmitted to the disk memory. If you answer N or NO, the data will not be recorded and will be lost. It is much easier to save the data and correct any errors later, using the CHANGE INFORMATION option (page 39).

The disk drive will run briefly as it records your matrix. Then the computer will automatically return you to the main menu.

Option 2: Build Current Schedule

This procedure is very similar to the entering of the numbers of people in the personnel matrix, only here you enter the salary amount for each step in each lane. To select this option from the main menu, press 2 and then ENTER. The personnel matrix just printed initially produces this display for the user to enter Step 1:



This time, in each data field (5 spaces; numbers only) you should enter the salaries given on the personnel matrix data-entry form for your district. As before, you enter one matrix step at a time.

The salary fields can contain any amount up to \$99,999.00. However, you should enter only the whole-dollar digits—not the dollar sign, nor the comma, nor the decimal point, nor the cents, if any. *Salary Planner* can accept decimal numbers, but in calculations it rounds them to the nearest dollar anyway. Besides, in this case, the largest dollars-and-cents figure that could be entered would be 99.99.

If you mistakenly type a letter, an error signal will sound as soon as you press ENTER, and the cursor will return to the first position of that field. As before, you can use the ANY CHANGES?

field after you finish each step, so that you can edit data before completing your schedule. If you type an E in response to this query, you will return to the main menu, but the data entered will *not* be recorded.

After you finish entering the last step of the current schedule and accept it as correct, you will see another display saying that the computer is **READY TO PRINT**. Make sure your printer is on and set to **LINE** before starting the printout. When the report is completed, you will be asked: **DO YOU WANT TO SAVE THIS SCHEDULE?** Remember that the information will *not* be recorded on diskette unless you respond **Y** or **YES** and press **ENTER**. Errors should be edited later using the **CHANGE INFORMATION** mode.

Again, the disk system requires a minute or two to record the new data, after which the computer returns to the **SALARY PLANNER** menu, where you can now select any of the remaining options.

Option 3: Build Proposed Schedule

Up to eight proposed schedules can be saved on one diskette at a time. The computer labels them **PROP1** through **PROP8**—with *no* space between word and number. *These labels must be used in that exact form to call up each proposed schedule from the diskette.*

When you choose Option 3 you will get this subsidiary menu, which indicates the three ways of generating a new schedule:

```

BUILD PROPOSED SCHEDULE
1 ENTER ALL ENTRIES
2 BUILD PROPOSED SCHEDULE
  FROM CURRENT SCHEDULE
3 BUILD PROPOSED SCHEDULE
  FROM A PROPOSED SCHEDULE
YOUR CHOICE?
  
```

Entering Steps Manually If you choose the first method, you will follow the same procedure as for building a new current schedule, step-by-step. To select this method, press **1** and then **ENTER**.

Modifying a Current Schedule However, if you want to have the computer quickly calculate a

proposed schedule from your current schedule, press **2** and then **ENTER**. You will get this display, which appears in stages as explained in the following text.

```

BUILDING PROPOSED SCHEDULE
FROM CURRENT ONE
CHANGE
LANE, STEP, OR ALL? L
LANE# 3
ADD OR MULTIPLY (A OR M)? A
ADD# 57.5
IS THIS CHANGE O.K.? Y
  
```

This display enables you to create a new schedule by adjusting every cell or any step or lane of your current schedule, either by adding a fixed dollar amount (up to 4 figures), or by multiplying by a constant percentage (up to 5 figures plus a decimal point). To change all salaries in one lane only, type **LANE**, or just **L**, into the first field and press **ENTER**. To change a single step across all lanes, type **STEP** or **S** and press **ENTER**. To change every cell, type **ALL** or **A** and press **ENTER**. If you answered **LANE** or **STEP**, the next line of the display will appear, asking you to fill in the number of the step or lane you want to alter. As usual, you must press **ENTER** to register your answer. You then can choose whether to add or multiply by answering either **A** or **M** in the next field and pressing **ENTER**. Depending on your choice, you will then be asked which number you wish to add or multiply. In this response field (4 spaces for addition; 6 spaces—including a decimal point—for multiplication), you may use decimals, with a period for the decimal point. For example, to have the computer calculate an 8¼ percent increase for every step in Lane 7, you would type **L** in the first field, **7** in the second field, **M** (for “multiply”) in the third field, and then enter a factor of **1.0825** in the resulting 6-space field.

After you enter the desired number, the cursor will move to **IS THIS CHANGE O.K.?** You should carefully check your entries and if a change is necessary, type **N** or **NO** and press **ENTER** to initiate the usual correction procedure. If you wish to stop generating proposed schedules, you can

enter E here and return to the main menu, without having your latest schedule recorded. When the entries are accurate and you respond with Y or YES, a new line will appear in the place of IS THIS CHANGE O.K.?, which is erased. This new query asks if you want to make ANOTHER CHANGE? If you answer Y or YES you will be able to repeat the preceding process, entering another number for addition or multiplication. The computer can thus be instructed to perform a *series* of calculations on the same schedule.

Once you have signaled that you do not want to make another change to the schedule, the computer will display a screen headed PROPOSED SCHEDULE with the usual READY TO PRINT message. As always, you should check that your printer is on and set to LINE, then press any key. Following the printout comes a message asking DO YOU WANT TO SAVE THIS SCHEDULE? Of course, you have a printed record of it, but it will not be memorized on your diskette for future calculations unless you answer Y or YES and press ENTER. After the disk system has stored your data, the computer will return to the main menu automatically.

Duplicating a Current Schedule As mentioned, you need to convert your current schedule into a proposed schedule so that the figures can be compared with other schedules. For ease in identifying which proposed schedule is the duplicate, you should perform this conversion first after building your current schedule, so that the duplicate becomes PROP1.

This conversion is easily done by selecting Option 2 on the proposed schedule menu. First press 2 and ENTER to get BUILD PROPOSED SCHEDULE FROM CURRENT SCHEDULE. When the next display asks whether you wish to change a step, a lane, or all of your current schedule, specify any step or lane. Then you can either add 0 (*zero*) to that section, or multiply it by 1 (*one*). In response to IS THIS CHANGE O.K.? you should then answer Y or YES, and then answer N or NO to ANOTHER CHANGE? You can then print out *and save* the resulting PROP1, which will be effectively the same as your current schedule.

Modifying a Proposed Schedule The third method of generating a proposed schedule is to BUILD PROPOSED SCHEDULE FROM A PROPOSED SCHEDULE, which of course you cannot select unless you have already built at least one proposed schedule. When you choose Option 3 here, a

further message appears on the same menu: WHICH SCHEDULE? The field following this query has 5 spaces, and you must specify the base schedule you want in the exact form PROP#, typing in the number of the schedule you want (e.g. PROP2). Below this query will appear a list of all proposed schedules on your diskette. After you choose one, the computer will take you to the same display used for generating a proposed schedule from the current one, only the schedule you specified is named beneath the headline. From here you can add to or multiply the base schedule as explained earlier.

Keeping Track of Your Arithmetic In building new schedules from existing ones, it is essential to start with a clear record of the numbers and operations to be used in generating each new proposed schedule, and also to follow precisely the *sequence* in which the operations are to be performed. Clearly, adding 500 dollars to Lane 2 and then multiplying the whole schedule by 1.07 to increase every step 7 percent will not produce the same results in Lane 2 as if the multiplication were done *before* the addition. *The computer does calculations in the order in which it receives the instructions.*

Furthermore, a schedule cannot be evaluated unless the changes used to produce it are on record. In order to input the information accurately, an operator needs a numbered list of all proposed schedules to be created in a given work session (for example, PROP3, PROP4, PROP5), along with the operations to be entered to create each one. You might use a form like the following, which also allows for checking off the changes after they are entered:

Proposal	Date Ent.	Change 1	✓	Change 2	✓
PROP 1	3/28/82	Lane 1 + 0	✓		
PROP 2	3/28/82	All x 1.0909	✓		

Of course you may provide more columns for changes. In addition, you may wish to have the changes noted at the top of each proposed schedule after it is first printed out.

Option 4: Change Information

When you choose Option 4 from the main menu, you get the CHANGE INFORMATION subsidiary menu that offers three choices:

- 1 PERSONNEL MATRIX
- 2 CURRENT SCHEDULE
- 3 PROPOSED SCHEDULE

In the YOUR CHOICE? field at the bottom of this menu, type the number of the item you want to edit and press ENTER. Whenever you want to end this activity, type E and ENTER in this field to bring back the main menu. If you choose Option 3 here, the computer will list on this same screen all the proposed schedules you have saved and ask you to specify WHICH SCHEDULE? is to be changed.

When you have identified what matrix or schedule you want to edit, a screen will appear which identifies that matrix or schedule in the headline and then presents blank data fields underneath the lane headings of your personnel matrix. At bottom left of any of these screens you will see the cursor flashing in a 2-space field following the query WHAT STEP? Type the number of the step you wish to alter (usually identified from a previous printout of the schedule) and press ENTER. The data for each lane of that step will quickly appear in the blank fields.

As explained in "Correcting Input Errors," the ENTER key is used to move the cursor through any still-valid fields. When you reach a field that is to be altered, use SHIFT-T or SHIFT-C to erase the old data or simply type the new information over it. Then press ENTER to move on. After the last data field is passed, the computer will replace the query WHAT STEP? with another one asking ANOTHER CHANGE? If you answer N or NO, the disk drive light will come on as your new data are recorded, after which the CHANGE INFORMATION menu will automatically come back. If, however, you wish to make further changes to the same schedule before any new information is stored, you can respond Y or YES to this query. The message WHAT STEP? will then appear once more. After you specify the next step you want to change, the data for that step will be displayed and the cursor will return to the first data field, waiting for you to edit again. Of course, you can also reply YES to ANOTHER CHANGE? if you need to go back and correct an input error in a step previously edited.

If you wish to return directly to the CHANGE INFORMATION menu without recording new data, press E and ENTER in response to ANOTHER CHANGE? The E key will not work in answer to WHAT STEP?

Important: None of the new information is transmitted to the diskette until you indicate that you do not want another change. Before that the

changes are just temporarily stored in the console's memory, and E will erase them.

Option 5: Delete Proposed Schedule

If you have already stored eight proposed schedules on one diskette and try to select BUILD PROPOSED SCHEDULE on the main menu, you will get the message DELETE A SCHEDULE FIRST. To do so, simply select Option 5 on the main menu. The next display, headed DELETE SCHEDULE, lists all proposed schedules currently stored and asks: WHICH SCHEDULE DO YOU WANT TO DELETE? At the bottom right of this screen there is a YOUR CHOICE? query, followed by a field of 5 spaces. In this you should type the name of the schedule you wish to erase: for example, PROP6. To allow you to doublecheck your choice, the computer will display above YOUR CHOICE? the further query, DELETE PROP6? To confirm your decision, simply type Y or YES followed by ENTER. The disk drive will start to run as the schedule is deleted, and in a few seconds you will again see the main menu.

If, however, you decide not to delete the schedule, you can answer the confirmation query with either E or N followed by ENTER. Both these responses will return you to the main menu without erasing the schedule you had specified. If you then wanted to delete another schedule, you could simply repeat the procedure above, naming the other schedule when you reached YOUR CHOICE? Incidentally, in answer to YOUR CHOICE? you can also use E to bring back the main menu, but N or NO will not work there.

Important: When a schedule is deleted, the numbers of the other proposed schedules *do not change*. However, the next proposed schedule that you create will get the lowest proposal number available, which may well be the former number of a deleted schedule. Therefore, to avoid confusion between old and new schedules, it is wise to mark all reports pertaining to a deleted schedule as being outdated.

Even if your diskette is not yet full, you may find it easier to delete a schedule as soon as it is no longer necessary.

Option 6: Print Reports

Taking this choice from the main menu leads to this subsidiary REPORTS menu:

REPORTS

- 1 PERSONNEL MATRIX
- 2 CURRENT SCHEDULE
- 3 PROPOSED SCHEDULE
- 4 COST OF PROPOSED SCHEDULE
- 5 PROPOSED WITH INCREMENTS
- 6 INDEX OF PROPOSED SCHEDULE
- 7 RAISES AND % RAISES

YOUR CHOICE?

The first three options on this menu allow you to print additional copies of the personnel matrix or any salary schedule, each of which was printed when first generated and saved. Options are selected from this menu by the standard method of pressing the desired number followed by ENTER. To return to the main menu, press E instead.

The personnel matrix and current schedule are printed as soon as selected; but before the reports for Options 3 through 7 are produced, you are shown a screen with a list of all proposed schedules, with the query above them: WHICH PROPOSED SCHEDULE DO YOU WANT TO USE? As usual, there is a field at bottom right labeled YOUR CHOICE?, in which you should specify the name of the proposed schedule that you want in the format PROP#.

As you read this section, you should familiarize yourself with those reports that you have not yet seen by producing them from the practice data you have entered. By now you should know the first three types of reports.

Advancing Personnel One Step With Report Options 1 and 4 you can get approximate projections of both your personnel matrix and the cost of any proposed schedule one year into the future. When you select either of these options, you are asked at the bottom of the REPORTS menu DO YOU WANT TO ADVANCE PERSONNEL ONE STEP FIRST? The response field is 1 space only, so you can reply either Y or N, and then press ENTER. If you press Y, the computer will temporarily adjust the matrix for the next report only—without altering the numbers of teachers at each step in your real matrix—and will then print the report specified. All staff members are moved up one step in the same lane, but the resulting projection does not allow for promotions into higher-paying lanes. Moreover, these shifts

logically produce reports in which Step 1 is entirely zero, everyone having been promoted out of it; while the last two steps of your matrix are combined, since staff members in the highest step would not be promoted further in that lane.

This method of projection can be very valuable if you are involved in two-year negotiations and if you have a good estimate of your personnel matrix for the coming year. You can enter that year's matrix on a diskette, and then advance all teachers one step further to approximate the second year of a contract.

Remember that you have to specify this advancement every time you want it incorporated in a report, because the stored matrix is not changed. Adjusted reports carry a line at the end stating that teachers are advanced one step.

Report 4: Cost of Proposed Schedule To get this report the computer rapidly multiplies the number of people in each cell of your personnel matrix by the salary for that cell in the proposed schedule that you specified. You can also get these calculations for your current schedule if you converted it to a proposed one. In addition to the salary cost for each cell and the totals for each step and lane, the report shows at the end the total cost of the schedule and the average salary.

The report also provides at the bottom three other figures to help skilled administrators evaluate the effectiveness of their salary structure. These are "Cost of Experience Increments," "Cost of Training Increments," and an "Experience/Training" ratio.

The "Cost of Experience Increments" is calculated by moving all personnel in the matrix down to Step 1, then multiplying this collapsed step by the salaries in the proposed schedule's Step 1. The product shows what the schedule would cost if all staff members were in their first year. This product is then subtracted from the real total cost of the schedule to yield the cost of increments paid for experience.

The "Cost of Training Increments" is calculated similarly by multiplying the total number of personnel in each step of your matrix by the salary for that step in Lane 1 of the proposed schedule. This product would be the cost of that schedule if no staff members had any training beyond your lowest lane. This amount is then subtracted from the real total cost of the schedule, giving the cost of increments paid for further training and qualifications.

The "Experience/Training" ratio is produced by dividing the cost of training into the cost of experience.

Report 5: Proposed Schedule with Increments On this one report your school computer presents the dollar increments both between successive steps in one lane, and between successive lanes across each step.

Report 6: Index of Proposed Schedule The proposed schedule you specified is printed, and below each salary appears the percentage by which it differs from the base index, which is the amount in Step 1 of Lane 1.

Report 7: Raises and Percent Raises This report compares each step in a given lane of the base schedule with the next higher step in the same lane of the other schedule being compared. In other words, it shows both the dollar and percentage differences between what a teacher is earning under the base schedule and what that teacher would be earning under a proposed schedule *in the following year* (the next step up in that lane). Naturally, this assumes no movement from lane to lane. This comparison can be made between any two of your stored schedules, *including the current schedule*, and either of them can be used as the base.

When you select Report 7, you first see a subsidiary menu asking you whether you want the comparison **BASED ON CURRENT SCHEDULE** (Option 1), or **BASED ON PROPOSED SCHEDULE** (Option 2). If you enter 1 in the **YOUR CHOICE?** field at bottom right of this display, you will next see a screen asking **WHAT PROPOSED SCHEDULE DO YOU WANT TO USE?**, with a list of all stored proposals below this query. When you have named your choice in the usual manner in the **YOUR CHOICE?** field, the report will be printed.

However, if you want to use a proposed schedule as the base, you should select Option 2 on the subsidiary menu and press **ENTER**. Before that menu disappears you will first be shown a list of the stored proposals and above that, the query: **BASED ON SCHEDULE?** In the following field of **5 spaces** you should name the schedule you want as base, following the correct name format. The next display will then appear with the query: **WHICH PROPOSED SCHEDULE DO YOU WANT TO COMPARE IT WITH?** Below that the various proposed schedules are listed, with a **5-space YOUR CHOICE?** field at bottom right for

you to name your selection. The comparison will then be printed.

On the facing page are *half-size* reproductions of Reports 4, 5, 6, and 7. The actual size of the continuous form paper selected for *School Management Applications* is 9½ by 11 inches, including the perforated sprocket-hole strips. When those two strips are removed after printing, each report sheet becomes a standard 8½-by-11-inch notebook page.

Creating Fixed-Index Schedules If you want several schedules with the same indices but different base salaries, you should start from a schedule that has the indices you want to duplicate. Suppose you have chosen a proposed schedule with a base of \$12,000 in Step 1 of Lane 1, and now you want a parallel schedule with a base of \$12,500. First, divide \$12,500 by \$12,000, which yields 1.0417. Then go to the main menu and select Option 3, **BUILD PROPOSED SCHEDULE**. Next, you should choose the option of building a proposed schedule from another proposed schedule, which will be your original base schedule. Then simply multiply **ALL** cells of this original schedule (based on \$12,000) by the factor of 1.0417. The result will be a proposal with the same indices, but a base salary of \$12,500.

Salary Planner Sample Reports

3/28/82

*** COST OF PROPOSED SCHEDULE PROP2 ***
YOUR DISTRICT

STEP	BA	BA+15	MA	MA+15	TOTAL
1	0	0	0	0	0
2	40908	88362	31636	0	160906
3	30546	81820	69816	74180	256362
4	16909	90000	133637	60546	301092
5	0	137452	269451	109090	515993
TOTALS	88363	397634	504540	243816	

TOTAL COST OF PROPOSED SCHEDULE \$1,234,353 AVERAGE SALARY \$18,423
 COST OF EXPERIENCE INCREMENTS \$309,252 EXPERIENCE/TRAINING 2.55
 COST OF TRAINING INCREMENTS \$121,093

TEACHERS ARE ADVANCED ONE STEP.

Report 4

3/28/82

*** PROPOSED SCHEDULE PROP2 WITH INCREMENTS ***
YOUR DISTRICT

STEP	BA	BA+15	MA	MA+15
1	12000 1636	1091 13091 1636	1091 14182 1636	1091 15273 1636
2	13636 1637	1091 14727 1637	1091 15818 1636	1091 16909 1636
3	15273 1636	1091 16364 1636	1090 17454 1637	1091 18545 1637
4	16909 1636	1091 18000 1636	1091 19091 1636	1091 20182 1636
5	18545	1091 19636	1091 20727	1091 21818

Increments

Base Schedule, Step 1

3/28/82

*** RAISES AND PERCENT RAISES PROP2 ***
YOUR DISTRICT
BASED ON CURRENT SCHEDULE (B)

STEP	BA	BA+15	MA	MA+15
B 1	11000 2636 24	12000 2727 22.7	13000 2818 21.7	14000 2909 20.8
P 2	13636	14727	15818	16909
B 2	12500 2773 22.2	13500 2864 21.2	14500 2954 20.4	15500 3045 19.6
P 3	15273	16364	17454	18545
B 3	14000 2909 20.8	15000 3000 20	16000 3091 19.3	17000 3182 18.7
P 4	16909	18000	19091	20182
B 4	15500 3045 19.6	16500 3136 19	17500 3227 18.4	18500 3318 17.9
P 5	18545	19636	20727	21818
B 5	17000 1545 9.1	18000 1636 9.1	19000 1727 9.1	20000 1818 9.1
P 5	18545	19636	20727	21818

Salary Increment
Percentage Increase

Report 7

Report 5

3/28/82

*** INDEX OF PROPOSED SCHEDULE PROP2 ***
YOUR DISTRICT

STEP	BA	BA+15	MA	MA+15
1	12000 1	13091 1.091	14182 1.182	15273 1.273
2	13636 1.136	14727 1.227	15818 1.318	16909 1.409
3	15273 1.273	16364 1.364	17454 1.455	18545 1.545
4	16909 1.409	18000 1.5	19091 1.591	20182 1.682
5	18545 1.545	19636 1.636	20727 1.727	21818 1.818

Percentage Index

Report 6

The Salary Planner Flow Chart

Preliminary menu and School Management title screens

DISK CHECK

Enter district name and date
(Do not use SHIFT-Q)

DISK ERROR or WRONG DISK message

Main menu: SALARY PLANNER
Options 1-6 and E to end program

Option 1

Option 2

Option 3

BUILD PERSONNEL MATRIX
Define steps, lanes, and lane headings

BUILD CURRENT SCHEDULE
Enter actual salary levels for each cell

Menu: **BUILD PROPOSED SCHEDULE**
Options 1-3

BUILD PERSONNEL MATRIX
Enter number of employees in each cell

Enter each step in turn, one lane at a time

Option 1
ENTER PROPOSED SCHEDULE
Enter proposed salary levels for each cell

Options 2, 3
BUILDING PROPOSED SCHEDULE
by adding to or multiplying an existing schedule

READY TO PRINT
First check printer, RS-232 interface, and their cable

DO YOU WANT TO SAVE THIS SCHEDULE?

Key:

E (beside a screen): The E key can be used here to bring back the last menu, or to end the program if selected on the main menu.

R (beside a screen): The computer returns automatically to the last menu after this step.

End of program

Backup new data
Remove and file disk
before switching off
machine

Option 4

Menu:
CHANGE
INFORMATION
Options 1-3 (For Option
3, specify schedule)

CHANGE:
Personnel matrix or
Current schedule or
Proposed schedule
Specify which step(s)

Reports 1, 2

If Reports 1 or 2 are
chosen, printing begins
immediately

Option 5

DELETE SCHEDULE
Name the proposed
schedule (PROP#)
to be erased

Reports 3-6

If Reports 3-6 are chosen,
the desired schedule
is specified first

Option 6

Menu:
REPORTS
Reports 1-7 (With 1
and 4 personnel can
be advanced 1 step)

Report 7

If Report 7 is chosen,
first select a base schedule
for the comparison

Then name the proposal
(PROP#) to be
compared to the base

Printing

Hints to Help You

When you terminate a work session by entering E at the end of the main menu, you will see a message reminding you to make a copy of your diskette if it contains significant new data, and to remove it before turning off power. If you are not certain how to copy a diskette, consult "Backing Up Diskettes" in Part 1.

An easy way to produce a dual-purpose form for both your personnel matrix and your current (or a projected) salary schedule is to create a personnel matrix printout with nothing but zeros in the cells. To do this, set up the steps and lanes of your actual matrix, with the appropriate headings. When you come to enter numbers of people in each step, simply keep pressing ENTER to accept all the automatically displayed zeros. On the resulting report you can opaque out the zeros and photocopy the sheet as a data-entry form custom tailored for your district's *Salary Planner*.

Caring for Your Module

School Management Modules are sturdy devices that cannot jam or be accidentally erased. Nonetheless, they deserve the same care you would give any high-quality piece of electronic or audio-visual equipment. Keep the module clean and dry and do not touch its recessed contacts. **Important:** Like data on diskettes, the program stored in a module can be damaged by static electricity discharges. Keep the module away from sources of static. See "Avoiding Accidental Data Loss" in Part 1.

In Case of Difficulty

If the module does not appear to be performing properly, return to the preliminary Texas Instruments screen by pressing SHIFT-Q. Withdraw the module, realign it with the module port on the console, and reinsert it carefully. Then press any key to make the master selection list appear. The title of the module should be third on this list. Press the number 3 to restart the application. If the problem continues, turn the console off, wait a few seconds, then switch it on and again restart the application as above.

If the module is accidentally removed from the console port while being used, the computer may behave erratically. To restore normal operation, turn off the console, wait a few seconds, reinsert the module carefully, and switch on again.

If you experience further difficulty, consult "Checking Your System" in Part 1. Additional information may be found in your *User's Reference Guide* for the TI 99/4. If you need further assistance, contact the Customer Service Representative for Electronic Publishing at your nearest Scott, Foresman Regional Office.

Microcomputer Glossary

backup: a duplicate data disk made as a reserve in case of accidental erasure of or damage to a master disk; also, the process of copying the contents of a master disk onto a reserve disk, which is most conveniently done when both disks are in connected disk drives.

branch: an alternative procedure in an application that is triggered instead of another procedure by a specific input or command. In *School Management Applications*, the user-controlled branches are identified by numbered lists on menu screens and selected by entering the desired number.

character: any letter, number, or other symbol, such as an asterisk or plus sign. To a computer a space counts as one character.

cursor: a movable symbol (such as a rectangle or a dash) that flashes on a monitor screen at the point where the next character can be typed. Data cannot be entered at any place or any time that the cursor is not flashing.

data-entry form: a form that conveniently presents varied input data for one application in a clear layout to make accurate keyboard input easier.

default: an item of data that a computer will use as input unless given other data. The most likely response to a query on a display is often preset to be a default.

disk: a magnetic recording medium on which coded information can be stored and swiftly retrieved from any location on the disk. Disks work much faster and more reliably than cassette tapes for data storage and retrieval.

diskette: a small "mini-floppy" disk, 5¼ inches across, made of flexible plastic coated with a thin layer of metallic oxide.

diskname: a user-assigned code name consisting of up to ten characters (with no periods or spaces), which is recorded on a disk to enable a computer to "recognize" that disk when it is in a drive.

display: the information shown on a video monitor screen at any one time.

editing keys: certain keys that, when used with the SHIFT key, can move the cursor within a data field, erase an entire field, or delete and insert characters.

ENTER: a command key at bottom right of the TI 99/4 keyboard that signals the computer to accept or "remember" the last group of data typed in.

field: a specific space on a disk or other data-storage device that is reserved for a single item of information, and limited to a certain number of characters; for instance, a field of 23 spaces for a name, or one of 4 spaces for a room number. In

School Management Applications, each data field is displayed on the monitor as a white block whose length indicates the number of characters that can be input there. Some fields are for numbers or letters only.

initialization: the process by which an operator identifies a disk with a unique diskname, while the computer clears the disk and sets up an index to prepare it for new data.

input: any data that must be provided to a computer in order to use an application.

interface: a communications link between two devices or computer systems, in which such variables as their rates of data handling or their types of electronic coding are adjusted to work together.

menu: a video display on which branches are listed as numbered options that are selected by typing the desired number and pressing the ENTER key. On some menus, just pressing the number is sufficient.

microcomputer: a small, economical, portable computer that is very simple to operate.

output: any product of a computer such as a printed report or a video display.

RAM (Random Access Memory): computer circuitry that allows information to be both "written" in and also "read" out, but that offers no safeguards against erasure.

read/write head: the part of a disk drive that both records data on a disk and locates it to be played back.

ROM (Read Only Memory): computer circuitry that permanently protects stored contents, thus allowing a program to be freely "read" and used, but not tampered with nor erased.

sector: a segment of a disk that can hold a certain maximum quantity of data (usually 256 characters). A sector is analogous to one drawer in a bank of file cabinets. Diskettes are said to be *soft-sectored* if a computer can adjust their sectors, and *hard-sectored* if the diskette is manufactured with predefined sectors.

Solid State Software™: read-only application (or *command*) modules that contain pretested computer programs and that are fast-working, durable, and tamper-resistant because they have no loose wires or moving parts.

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Warranty and Service Information

Texas Instruments Incorporated extends this consumer warranty only to the original consumer purchaser.

Warranty Coverage

This warranty covers the electronic and case components of the software module. These components include all semiconductor chips and devices, plastics, boards, wiring, and all other hardware contained in this module ("the Hardware"). This limited warranty does not extend to the programs contained in the software module and in the accompanying book materials ("the Programs").

The Hardware is warranted against malfunction due to defective materials or construction. **This warranty is void if the hardware has been damaged by accident or unreasonable use, neglect, improper service, or other causes not arising out of defects in material or construction.**

Warranty Duration

The Hardware is warranted for a period of three months from the date of the original purchase by the consumer.

Warranty Disclaimers

Any implied warranties arising out of this sale, including but not limited to the implied warranties of merchantability and fitness for a particular purpose, are limited in duration to the above three-month period. Texas Instruments shall not be liable for loss of use of the Hardware or other incidental or consequential costs, expenses, or damages incurred by the consumer or any other user.

Some states do not allow the exclusion or limitation of implied warranties or consequential damages, so the above limitations or exclusions may not apply to you in those states.

Legal Remedies

This warranty gives you specific legal rights, and you may also have other rights that vary from state to state.

Performance by TI Under Warranty

During the three-month warranty period, defective Hardware will be replaced when it is returned postage prepaid to a Texas Instruments Service Facility listed below. The replacement Hardware will be warranted for a period of three months from date of replacement. Other than the postage requirement, no charge will be made for replacement. TI strongly recommends that you insure the Hardware for value prior to mailing.

Texas Instruments Consumer Service Facilities

Texas Instruments Service Facility
P.O. Box 2500
Lubbock, Texas 79408

Geophysical Services Incorporated
41 Shelley Road
Richmond Hill, Ontario, Canada L4C5G4

Consumers in California and Oregon may contact the following Texas Instruments offices for additional assistance or information.

Texas Instruments Consumer Service
831 South Douglas Street
El Segundo, California 90245
(213) 973-1803

Texas Instruments Consumer Service
10700 Southwest Beaverton Highway
Beaverton, Oregon 97005
(503) 643-6758

Important Notice of Disclaimer Regarding the Programs

The following should be read and understood *before* purchasing and/or using the software module.

Scott, Foresman and Company does not warrant that the *School Management Applications* Programs will be free from error or will meet the specific requirements of the consumer. The consumer assumes complete responsibility for any decisions made or actions taken based on information obtained using the Programs. Any statements made concerning the utility of the Programs are not to be construed as express or implied warranties.

Scott, Foresman and Company makes no warranty, either express or implied, including but not limited to any implied warranties of merchantability and fitness for a particular purpose, regarding the Programs and makes all Programs available solely on an "as-is" basis.

In no event shall Scott, Foresman and Company be liable to anyone for special, collateral, incidental, or consequential damages in connection with or arising out of the purchase or use of the Programs and the sole and exclusive liability of Scott, Foresman and Company, regardless of the form of action, shall not exceed the purchase price of the software module. Moreover, Scott, Foresman and Company shall not be liable for any claim of any kind whatsoever by any other party against the user of the Programs.

Some states do not allow the exclusion or limitation of implied warranties or consequential damages, so the above limitations or exclusions may not apply to you in those states.

