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Report for the month of January 1981
Morse/Madison Exchange Program

The main complaint about this program is the late busses. I find that some of the busses have no radios and are very shabby in appearance ie. paper on the floor, the dash looked as though it had been stripped of fixtures with wires hanging loose and the dash caved in.

We held a talk segment for the students to share their concerns about the Exchange Program. One of the students shared how he was denied the right to attend his neighborhood school at the Jr. High level and is now at the Sr. High attending Madison as a VEEP student.

There were a couple of students who wanted to opt out of the program from Morse because of personality clashes that stemed from the lack of communication between them and their teacher. The students told me that if they got out of the program, they would be given a "U". I ask by whom and they said, "the Counselor".

White students shared that they were not encouraged to participate in the Exchange Program and found it difficult to get in or to get other students in from Madison. Some said their parents did not want them to participate because of the time, bus ride, and cost of gas. I shared with them at that point, that the District receives funds for integration purposes. The students seem to like each other as well as the program and do not look at it as a negative experience.

Another area discussed was that there is not enough interaction between the two schools. Students exchange schools, they go to class and stay with their own schoolmates rather than mix with the Morse students. I think the teachers could encourage the students to sit next to the host school students instead of the separatism. They do not participate in the noon time activities provided by Morse and seldom eat in the cafeteria with the other students from Morse. However, it seems in reverse when Morse visits Madison.

Oh, by the way, the bus was late 26 times either going or coming or both and they have indicated by as much as 30 minutes. Please refer to their time sheets I have attached.

Betty Brown

Lincoln = Claremont + Patrick Henry Secondary Exchange
Exchange

Students do use the same materials but in some cases the instruction has to be a little slower. The extra programs sometimes cut into the regular programming, (field trips, speakers, etc.). Majority seems to be slightly ahead of the Minority students.

There seems to be a strong feeling of not enough time. Should cover more than 3 periods. Also the teachers have to get together on their planning etc. on their own time which requires some telephoning, meeting after school, week-ends etc. There is just not enough time otherwise. One of them having to catch a bus after classes to ride back to home school. Also presents a problem when they have to consult with counselers about a student that is not at their home school.

It seems the Health/Medication portion of the program has been weak. If a student becomes ill at the exchange school the nurse calls the home school nurse about that student. One teacher did ask the home nurse to check with the exchange nurse about health problems because of field trips.

The trips to & from the schools on the bus are much the same. Music & talking. No teaching experience seems to be taking place.

Students involved in special programs are usually not in this program. If there were to be a student in the special programs their schedule would be arranged to take care of that student if possible.

There has been one student who withdrew because he was failing & two who moved away.

The teachers did most of their own recruiting this last year. They feel this could be done better by students knowing in the spring that this was being offered. The schools are planning to do this this year.

Very little or no efforts were made for parent participation. This is seen as a weak spot.

The students seem to get along very well with each other. Some would like it to be for a longer period of time. I haven't been aware of any freindships being established beyond the school day.

Most of the teachers would do this again but the frustrations are great. The teacher is the key to the success of this program. All the help possible should be given them.

Received 2/18/81 from Betty Zimmerman, Monitor, Secondary Exchange
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