
Essay Contest Sponsored By PC Chamber

The Greater Pell City Chamber of Commerce is sponsoring an essay contest for local school children on grades seven, eight and nine, with an \$18.75 Savings Bond to be awarded the winner in each group.

Subjects for the essays will be as follows: 7th Grade — "Recreation On Logan Martin Lake;" 8th Grade — "Potential Industrial Development on Logan Martin Lake Area;" 9th Grade — "The Importance of the Chamber of Commerce to the Community."

A screening committee composed of the superintendent of county schools and principals of the schools involved will select the winners in each grade and submit them to a Chamber of Commerce Committee headed by George Williams, Bill Williams and Harold Williams.

Winners will be announced in the News-Aegis.

*News-Aegis
Nov. 17, 1966*

Group wants decision on city school issue

A delegation approached the Pell City Council Monday night and asked that a decision be made soon on the creation of a city school system in the city.

The delegation, led by Harold King, asked the council to decide one way or the other on the matter and asked that a

date be given as to when a city school system could begin operation. King said a decision needed to be made now so funds from the one cent sales tax could begin accumulating in case the system began operation in September, 1976.

Mayor A.E. "Dill" Nixon told

the group that the council was still studying the situation and that they had recently returned from talking to officials in Oneonta, Arab and Guntersville about creating a city school system.

Also, the council heard a report from Artis Weems that the city does indeed have enough insurance coverage in the wake of a recent ruling by the Alabama Supreme Court that struck down the immunity of cities from liability in damage suits.

Mayor Nixon had asked for a report on the insurance situation after a recommendation by city attorney Billy Church. Weems said the city had an excellent program and noted that there was no problem in case of a damage suit.

The council heard a request from Malcolm Carpenter about the possibility of funding the Day Care Center for Retarded Children in Pell City. Carpenter told the council that a 100 per cent grant from last year had

(See Issue Page 6A)

Issue

(Continued from Page 1)

been reduced to 87 ½ per cent this year and that funds were needed to make up the difference. He said some \$5,000 was needed.

"As you know, there are no funds earmarked for mental health in the county," he said. "And we hope by next year that the Legislature will provide the funds," he added.

Nixon said the council would try and help the situation and asked Don Cosby about the possibility of a grant to pay for the funding.

The council also heard a request from a resident of Highway 174 who asked that a hole near his home be filled up by the city. He said water was standing in the hole and was creating a problem with rats. He noted that people were dumping garbage there and that flies and mosquitoes were

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Nixon said he would check with the health department and act upon their recommendation.

In other action, the council:

—Heard a report from Don Cosby that all of the \$50,000 grant monies would go to the Eden Sewer project;

—Hear a report from Nixon that the Medical Clinic Board for the Cooks Springs expansion looked favorable; and

—Agreed to build a stall for the radio operator.

OBSERVER, Pell City, Ala. August 14, 1975

City School Study Trip Set By Pell City Council

The Pell City Council met in regular session Monday night and agreed to make a one-day visit to Oneonta, Guntersville and Arab, on Wednesday, Aug. 20, in connection with a continuing study of the feasibility of launching a city school system here in Pell City.

The purpose of the visit, according to Pell City Mayor A.E. "Dill" Nixon would be to determine the problems encountered by the three cities under the newly-created city school systems.

"So far we've just heard the education side of the question. What we want to find out now is how the cities themselves have handled the problem," Nixon said.

The visit of the entire council in two weeks will follow a committee visit made by Councilmen R.F. Cox, Forest Walls and Harvey Watson and a citizens group several weeks

ago. At that time, the three toured the Guntersville City School System and returned with a glowing report of the facilities visited.

In other business Monday night, the council:

—On a motion from Councilman Walls, voted unanimously to adopt the resolution which will advertise the proposed Eden sewer extension to enable the scheduling of public hearings on the question.

—Agreed that no more fund-raising roadblocks will be permitted in Pell City - due to

numerous complaints-until the council completes a study of the matter. Several councilmen expressed the opinion that a previous resolution of the council required all groups planning such roadblocks to appear before the council and thus far none had done so.

—Police Chief Ruble Bowlin recommended that the city take bids on obsolete city equipment including a used truck and four used cars. The council then voted to take bids on the vehicles.

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Council Hears 'Enthusiastic' Report On Guntersville Trip

The Pell City Council met in regular session Monday night and heard an enthusiastic report from Councilman R.F. "Bam" Cox on the recent tour of the Guntersville City School System conducted by Cox, Councilmen Forest Walls and Harvey Watson and a group of local citizens.

The trip was made last week in connection with an ongoing study by the Pell City Council which is exploring the ad-

vantages and disadvantages of a city school system. The three councilmen were accompanied to Guntersville by a citizens group composed of Mr. and Mrs. Harold King, Vivian Doyle, Ray Miller and Mr. and Mrs. Calvin Bain.

"The system (Guntersville) is far superior to anything we've seen around here. It just staggers the mind to think how far ahead of us they are," Cox told the council.

Guntersville was selected as a model city school system due to the similarities between it and Pell City in terms of population, industry and water-based recreation.

The three councilmen spoke in glowing terms of the facilities which have come into being since Guntersville went to a city school system five years ago. Especially noted were library, home economics, science

Continued On Page 3

sports and auditorium facilities.

Cox said that contrary to reports, the athletic program had not suffered as a result of the switch to a city school system. "If anything, judging from this year's trophies, it's greatly improved.

"For the first time in the history of their county, four merit scholarships have gone to one school's students that of Guntersville."

Cox also noted that Guntersville educators told the group that, "There was no way to have what they have and stay in a county system.

"But most important," Cox said, "everyone including the students take pride in the school."

At the completion of Cox's report, the council agreed that the entire council would now go to Guntersville to get the viewpoint of their city council regarding the change to a city system.

In other business, Pell City Attorney Bill Hereford came before the council to request that the name of Dr. Goode be withdrawn from nomination to the medical clinic board, since he did not meet the requirement of being a Pell City property owner. Hereford said he apologized for the mistake, but hoped that the council would

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Pell City's new school board passes \$15 million budget

By **Cindy Warner**
Home staff writer

The newly elected Pell City School Board presided over their first board meeting Tuesday night and they made several major decisions, the biggest being the passage and adoption of a \$15 million budget for the upcoming fiscal year.

The budget, which was passed unanimously, lists total revenues at \$15,249,723 and total expenditures of \$14,918,121.

The revenues include state, federal and local appropriations of \$11,951,602 and a surplus balance of \$3,278,121.

The state appropriation is \$7.8 million dollars, while the federal is about \$1.5.

The total amount listed for the local revenue is about \$1.6 million, superintendent Dr. Billy Pack said.

The local figure is broken down into county and district amounts, he said.

The county portion is listed as \$708,000, which include a projected amount of \$290,000 for the 4 mill tax, \$380,000 from the 6 mill tax and \$34,000 from the local alcohol tax.

The district figure is projected at \$885,000.

\$110,000 will come from the 3 mill tax, while \$775,000 is projected

revenue from the one-cent sales tax that is collected within the Pell City limits.

"We have estimated an increase of \$110,000 in sales tax this year over last year's figure of \$665,000," Pack said.

The total amount appropriated from the state is determined on an enrollment ratio percentage, Pack told the new board and those in attendance.

If enrollment drops, then the funding is cut back some too. If it increases, then the funding does as well.

The state funds are earmarked for certain areas and can only be used in

See Pell City, Page 16

Inside

Classified 121
Editorial
Sports
Community calendar
Comic/TV
Ann Landers

Weather

Wednesday mostly High in the middle 70s wind 10 to 15 mph. Wed night clear and cooler. 1 to 45. Thursday sunny. 1 the middle 70s.

See Deaths, Page 3

Burl McMichael
Harvey Jackson (Jack)
Bobbie L. Robinson
Virginia D. Williams
Ollie Wright

Daily Home 9-29-93

War II: Tir
front se
night Page 1
B
City

those areas, he said.
The federal funding is designated also to the federal programs such as Chapter I, Title II, and sponsored lunches.

It also includes new programs such as the Even Start program and the Jobs program through J.T.P.A. (Jobs Training Program Act), Pack said.

The total expenditures include salary for personnel, the various programs that are implemented such as Even Start and Chapter One, and other operating expenses.

Pack said expenditures such as new textbooks are costly ones, with some books being as high as \$40 a piece.

The state provides about \$58,000

\$3,278,121.

for books, but with the price being so high, that money doesn't go very far, he said.

The board did vote to continue the previous board's policy of receiving no pay for their service, except for travel expense compensation when needed.

The board also elected Carol Barnett as the chairperson for the board and Joe Funderburg as the vice chairman.

Ms. Barnett will serve as chairperson for two of her four years in office, while Funderburg will serve one. Funderburg's elected term is for one year, according to the bill's requirements of having staggered elections concurrent with the 1994 state and 1996 federal elections.

mill tax, with...

Daily Home 9-27

Local

Deanna Lawley named Key Educator

By Cindy Warner
Home staff writer

Deanna Lawley said one of her biggest teaching challenges was probably her very first class of students in Philadelphia, Pa., who she affectionately compares to the "Sweathogs" from the old television show, *Welcome Back Kotter*.

That group, she said, prepared her for just about anything that might come her way as an educator.

Mrs. Lawley has been honored for her years of teaching service in Pell City by being named "Key Educator of the Year" by the Delta Epsilon Chapter of Delta Kappa Gamma.

Chapter president Marie Manning said Mrs. Lawley is the kind of educator who gives unselfishly to her students year after year.

"Deanna has done and done and done for Pell City High School," Mrs. Manning said.

Delta Kappa Gamma is an honorary women's teachers society, whose members are invited to join by invitation only from the current members. Just being a member of the organization is considered to be an honor, Mrs. Manning said.

"Being named the Key Educator is the top honor given by the society," she added.

Receiving the honor was special because it was given by her fellow educators, she said.

"I feel most honored that it came from the teachers that I truly admire," Mrs. Lawley said. "Everyone of them deserves it." But her students say it is Mrs. Lawley who is the deserving candidate.

It takes a lot to be a top notch teacher, and Mrs. Lawley is just the person for the job, said Michael Dillard, an Advanced Placement Senior English student.

"A good teacher is more than an educator," he said. "She is an understanding but firm person who cares more about her students than their grades.

"She is both a teacher and a friend — if you want her to be. She is someone whom you can respect, and she returns that respect to you. Mrs. Deanna Lawley exemplifies all of these qualities, and she is truly deserving of this award."



Bob Crisp/Home staff photo

At home in the classroom, Mrs. Lawley loves turning students on to literature. She often helps students learn by putting literary works into everyday life examples.

the classroom. This time, it was at Pell City High School.

One reason Mrs. Lawley has always been such a big hit with her students is that she believes there is more to being a teacher than just the classroom aspect.

"Classroom teaching is the most important, but if you really want to get to know your student, you have to get involved in everything else," she said.

She served as the Beta Club sponsor at PCHS for 11 years.

During her years as sponsor, the PCHS Beta Club won every top award possible at the state convention, including three state Beta Club presidents and the top awards for academics, talent and skit presentations.

For all of the things Mrs. Lawley has accomplished at PCHS, there are three she singles out with pride.

The first is the Advanced Placement English program.

This year, there are 19 11th grade students and 14 12th grade students in her AP English classes.

To be chosen for AP, a student must have outstanding standardized test scores, be an all-around good student and show the potential for

ment thanks to the Miss Pell High pageant, which it sponsors annually and from the financial support gained from the newspaper's circulation.

Academic recognition is also high on Mrs. Lawley's growing list of accomplishments.

The students at PCHS are not recognized academically with a Senior Seniors Board for ACT score the Top Ten (academic ranking Board for all four classes, an Academic Breakfast and an Academic Banquet, thanks to Mrs. Lawley's her efforts.

While she was a driving force behind these accomplishments, she said she cannot take all of the credit. She has a lot of support from her husband.

"I really appreciate Barnett doing everything he has done to help with all of these projects," she said.

Key Educator of the Year

As a teacher, Mrs. Lawley shows a genuine concern about her students — past and present.

One of her greatest joys is to have her past students drop by for a visit to catch her up on what is going on in

their lives.

"It really is a delight for them to drop by or send a letter and let us know what they are doing," she said.

While it is evident that Mrs. Lawley is loved by her students, it is

equally evident that she is respected by her fellow teachers.

Mrs. Manning probably summed it up best: "No teacher has ever been as dedicated as Deanna Lawley, and you can quote me on that."

OLD FASHIONED CHRISTMAS OPEN HOUSE

SATURDAY, NOVEMBER 13, 1993
9:00 A.M. - 6:00 P.M.

Refreshments!

Special Items Featured. Several of our lucky customers will win Door Prizes!!

The following Antique Shops will be participating:

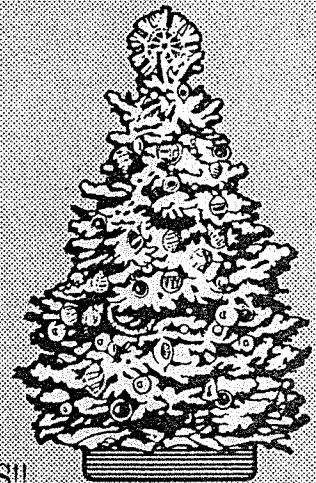
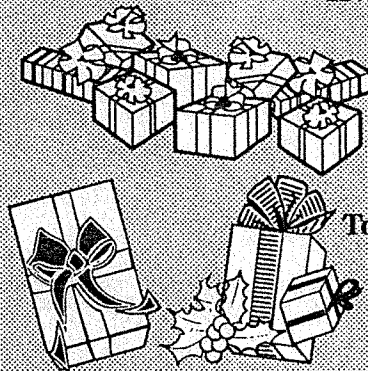
First Floor Bellevue Antiques
Hwy. 21 (3 miles E. of Talladega)

Golden Era Antiques
E. Court Square

Jackie's Antique Shop
515 E. North Street

Townsend's Lamps & Antiques
206 W. Coosa Street

Pitterpat's Antiques
Downtown Lincoln



REKINDLE CHILDHOOD MEMORIES!!

THIS YEAR, GIVE A ONE-OF-A-KIND GIFT, A GIFT THAT LASTS FOREVER!!

Wed.-Sun. - 5 Days Only

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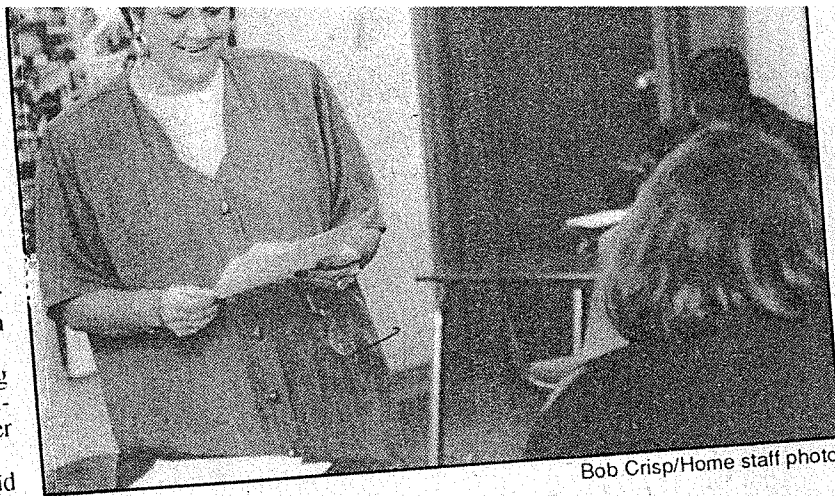
Mrs. Lawley, a native of Newnan,
Ga., is a magna cum laude graduate
of Auburn University, where she re-
ceived her bachelor's degree in edu-
cation.

She taught one year in Philadel-
phia after her husband Barnett, a Pell
City native, took a job there.

She began her teaching career in
Pell City as an English teacher at
Duran Jr. High after the couple re-
turned to St. Clair County.

Mrs. Lawley taught at Duran for
six years before taking a break to
raise her son, Cannon, who is now a
junior at Auburn.

In 1982, Pell City broke away
from the county to form its own school
system, and Mrs. Lawley returned to



Bob Crisp/Home staff photo

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While all of the English students
in her classes do projects, such as a
recent study of Henry David
Thoreau's famous work, *Walden*, AP
students have to do more reading and
writing. Not only are AP students
required to do more work, it also
must be much more in depth, Mrs.
Lawley said.

The second accomplishment is the
success of the school newspaper, *The
Panther Paw*.

The paper, which is currently in
its eighth year, is published at least
once every six weeks.

The staff of the newspaper has
been successful in buying about
\$20,000 worth of computer equip-

ment thanks to the Miss Pell High
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blue, charcoal gr

Pell City Board of Education sets public hearing on grades structure

By Cindy Warner
Home staff writer

Pell City parents, teachers, and concerned citizens will have the opportunity to voice their opinions about a proposed grade change in the way the Pell City school system's grade organization is set up.

The Pell City Board of Education voted Tuesday night to hold a public forum on the issue next Thursday night, Nov. 18, to give the public a chance to have some input on the possible change.

The board decided to hold the forum after hearing several options of how the grades structure might be changed.

Superintendent Dr. Billy Pack presented the board with three options at the Oct. 20 board meeting.

Pack explained to the board how each of those plans could be worked in with the proposed \$22 million Master Facility Plan, which calls for a massive building project that would revamp the entire system by the year 2000.

The three options Pack presented were, K-5, 6-8 and 9-12; K-6, 7-9 and 10-12; and K-6, 7-8 and 9-12.

Pack recommended at Tuesday night's meeting that the board adopt the third option.

Dr. Eric Hicks presented the board with two other options that he would like to see considered.

Hicks' proposal not only varies from Pack's plan for grade reorganization, but it would completely change the Master Facility Plan as well.

Pack's plan calls for the addition

of a new elementary school, re-building Kennedy and Iola Roberts and expanding Coosa Valley.

Each of the four elementary schools would be capable of holding 600 students.

Hick's plan calls for one 1,000 student capacity K-2 elementary school, one 1,000 student capacity 3-5 elementary school, one 1,000 student capacity 6-8 middle school and one 1,200 student capacity high school.

The system already operates with one junior high school and one high school for the area, so the biggest change would be how the lower grades would be structured and the fact that there would be no zones.

No matter where the students live

See Pell City, Page 20

Daily Home 11-10-93

to give a specific number.

Pell City

ation sets s structure

From Page 1

in the district, under Hicks' plan where the child would go to school would be determined by their grade, rather than where they reside.

Hicks stated that he feels there are pros and cons to Pack's plan, just as there are pros and cons to his.

Hicks said he feels enforcing zoning would be too expensive and time-consuming and the money could better be spent in the classroom.

He also fears that a student that might live close to a zoning line could possibly be the victim to being reassigned to a different school each year.

Hicks also stated that it isn't fair to put Iola Roberts on the back burner of the building plan, as the students and parents of that school would surely feel left out.

Pack's plan also doesn't really address the issue of eliminating all portable buildings until after the second phase, at which time the board would have already spent \$8 million and students would still be using the

also calls for the duplication of some programs and services that could be more easily provided with his plan, Hicks said.

The cons to his plan would be that the students would probably bond more with their teachers and develop more of a sense of pride and ownership at a six or seven year school such as Pack planned.

Also buses would have to stop at three schools and parents might have to drop children off at more than one school, depending on the child's age.

Hicks said his research revealed similar plans being used in other Alabama systems, including Prattville, Trussville, Vestavia Hills and Alexander City.

If the Pell City Board were to go with Hicks' plan, he suggests studying the Alexander City system, which has been using a very similar arrangement for 25 years, as a role model.

The public forum that will address all of these plans in detail will be held

at a new elementary school, rebuilding Kennedy and Iola Roberts and expanding Coosa Valley.

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See Pell City, Page 20



Pell City School Board hears multi-million dollar building plan

Daily Home
p. 20-93

By Cindy Warner
Home staff writer

Pell City's Superintendent of Education Dr. Billy Pack told school board members Tuesday night that Dr. Martin Luther King Jr.'s famous "I Have A Dream" speech could be the motto they need to adopt to the future.

The "dream," as Pack sees it, is a seven year, multi-million dollar building plan that would "take the Pell City school system well into the 21st century."

The plan was originally proposed to the previous board at its Sept. 1 meeting.

Pack and architects with CenterPoint Architect Partnership unveiled blueprints and discussed the proposed plan in detail with the newly-elected school board.

The plan is broken down into four phases, that if carried through would be completed around the year 2000.

The previous board did vote to go forward with one initial step of Phase I with the addition of a new gymnasium that has classroom space as well.

The second step of Phase I would be to rebuild Walter M. Kennedy Elementary School.

Architects Mike Ellis and Robert Walker explained to the school board that work on the master plan actually began in March.

A survey of the existing school facilities was done to see what would need to be done to bring the system

into the year 2000.

The overview of the survey was that several of the schools, primarily Kennedy and Iola Roberts, are not up to current building codes and specifications.

Most of the schools have open stairwells, which is a definite fire hazard, and only a few have the appropriate handicapped accessibility.

Iola Roberts also has some structural weaknesses, they said.

The cost of bringing the schools up to code would exceed the cost of building new schools, they said, so the master plan calls for new schools rather than renovation work.

Walker said the buildings did meet the codes when they were first built, but the codes have changed and the buildings are now outdated.

Ellis said if the board does approve building a new school for Kennedy, work could be completed as soon as December 1994, pending approval from the Justice Department about where the new school could be located.

The cost for the 15 acre, 600 student capacity building is estimated at \$2.6 million.

Phase II calls for the completion of the Coosa Valley campus and a new elementary school to be built.

Coosa Valley would get a new cafeteria, 10 new classrooms to replace portable structures, and a covered bus area, at an estimated cost of \$2.06 million.

The 15 acre site for the new el-

ementary school has not been determined, but the plan calls for it to have the capacity to house 600 students.

The cost for the new school, to be completed in 1996 or 1997, would be \$3.05 million.

Phase III calls for a new Iola Roberts Elementary School to be built either in the same location as the present school or right behind it.

The school board does not own the property directly in front of the present structure and a clause in the contract states that if the property is even vacated, then it reverts back to the heirs of the original property owner.

The two proposals of how the school would be built are to tear down the existing building and house the students in portable structures until the new facility is completed, or to build behind the existing school and tear it down upon completion of the new one.

The architects said a considerable cost factor would be involved in doing the dirt work to remove the hill behind the school and level off that area.

Pack said it would be important to build the new school at Kennedy and the new elementary school first, so the portable structures at Kennedy could be used to house the students at Iola Roberts.

The estimated cost of this part of

See Schools, Page 18

voice and in the body language that lets you know

ools

age 1

plan is \$3.3 million.

Also in Phase III is the renovation of Duran Jr. High School.

That proposal calls for a new structure to be built behind the present facility that would be used for expansion as student enrollment increases. The renovations, which would bring Duran student capacity to 1,000, would cost about \$4.7 million.

The fourth and last phase of the project, which would be completed at the close of the 20th century, calls for a \$1.7 million dollar vocational school on the Pell City campus and the addition of various athletic complexes.

The athletic complexes include a \$1.2 million, 1,000 seat capacity gymnasium; a \$2.9 million, 6,000 seat capacity football field and a \$275,000 track and field arena.

THE PROPOSED SITE for this project would be on a piece of property already owned by the school board behind the Central Office.

The site was originally proposed for the new elementary school, but concerns about traffic congestion caused that plan to be eliminated.

The original plan for the site with the elementary school called for a Highway 78 entrance to help with the flow of traffic, Pack said.

The adjacent property owner will not grant permission to the school board to have access to the highway, however, and that plan had to be cancelled, he said.

There should not be a traffic problem with the athletic complex being built out there, the architects said.

To sum up the proposed plan, Pack said, projected enrollment figures estimate about 3,666 students will be attending school in Pell City by the year 1997. Currently Pell City has about 3,400 students enrolled.

Pack said another factor to be considered before the plan is adopted is what the grade structure will be.

Pack proposed three plans.

The first would be K-5, 6-8 and 9-12. The second would be K-6, 7-9 and 10-12.

The third plan would be K-6, 7-8 and 9-12.

PACK SAID HE prefers plan two because the present K-5 structure eliminates the possibility for Basil Reading Programs, which have to be completed at the sixth grade level. Pack said he also feels that developmentally, ninth grade students do better with seventh and eighth graders, as opposed to sophomores, juniors and seniors.

As far as what is feasible with this particular building plan, Pack said plan three would be the best bet.

The question of how the \$22 million project would be funded is still up in the air.

"I don't know where we would get the money," Pack told the board.

The two possible sources of revenue, he said, would be to pull from the local tax base and try to acquire some state funding, as well.

"People won't be happy about rais-

ing taxes," he added. "But this is what is going to benefit the children and that has to be our primary concern, doing what will benefit the children in the long run."

need to be done to bring the system

Tests show below level language scores in Pell City

Daily Home 12-14-93

By Cindy Warner
Home staff writer

Recent test results of the High School Graduation Exam and the Basic Competency Test show Pell City students scoring slightly below average in certain areas.

Schools Superintendent Dr. Billy Pack said that in both tests students scored lowest in the area of language.

Students taking the exit exam recorded scores of 89 percent in reading, 83 percent in math and 74 percent in language.

The state average for the three areas are 88 percent in reading, 81 percent in math and 77 percent in language.

"We are above the state average in reading and math and slightly below in language," Pack said.

All three areas are down from where they were last year. In fact, the scores have continued to decrease each year.

"We are concerned that they are continuing to decrease," Pack said. "We are making a special effort to try and identify exactly what objectives we are not doing well in so we can try to correct it."

Pack said once those areas have been identified, steps will be taken to

strengthen the curriculum for those subjects.

"Another idea we are looking at is developing some type of local practice test to see what areas the students are weak in before they take the actual test," he said. "Then we can remediate to help strengthen those skills."

Exam results of students in the third, sixth and ninth grades who took the Basic Competency Test showed the two lower grades scoring fairly well, but the ninth grade scoring was down this year.

High school guidance counselor Pam Foote said to pass the BCT, students must answer a certain percentage of questions correctly.

In the third grade, students must answer 74 percent of the questions correctly in reading and math and 76 percent in language.

In Pell City, 66 percent of the students answered 74 percent of the questions correctly in reading; 54 percent answered 74 percent of the items correctly in math; and 60 percent scored the required 76 percent correctly in language.

Those scores were all improvements over the previous two years, the report showed.

See Scores, Page 10

Scores

From Page 1

In the sixth grade, students are required to answer 73 percent of the items correctly in reading and math and 74 percent in language.

This year, 55 percent of the students passed in reading; 51 percent passed in math; and 65 percent answered the required amount in language.

The report showed no improvement for the sixth grade in reading, but the scores were improved in math and language.

The ninth grade did not fare as well, however.

The required percentage of correctly answered questions is 74 percent in reading and 75 percent in math and language.

In reading, 73 percent answered the required percentage correctly; 47 percent scored well in math, and 53 percent in language.

THOSE SCORES COMPARED with the previous two years showed a 7 percent decrease in reading, a 1 percent increase in math and a 3 percent decrease in language.

The BCT only tests the students in the grades they have previously completed, Ms. Foote said.

For example, a ninth grader is tested on the knowledge he or she acquired in the sixth, seventh and eighth grades, she said.

A sixth grader would be tested from the materials covered in third, fourth and fifth grades, and the third grade would be tested from kindergarten through second grades.

Pack said each school principal has been given a copy of the report to see how well their particular school fared and how the system fared as a whole.

"We will look hard at the areas that are below average and try to improve those areas for next year," Pack said.

HE SAID THE MOST pressing need, however, is improving the exit exam scores at the high school level.

The students have a total of four chances in high school to pass the test. It is given once in the fall and once in the spring of both the junior and senior years.

"If the student still doesn't pass but passes the required courses and has the required Carnegie Units, they have until they are 21 to retake the exit exam and try to pass it," Ms. Foote said.

WHEN THE STUDENT takes the tests as a junior and doesn't score well, remediation programs are started to try and help that student, Pack said.

"Last year, we only had four or five students that failed to pass the test," he said. "All of the other students improved and passed."

"A lot of this is determined by how willing the student is to receive the help," Pack said. "We can start all of these programs, but at some point, the student has to be a willing participant."

Pack and Ms. Foote agreed that one of the problems is that the stu-

dents don't take the exit exam seriously enough.

"A lot of students don't even try until they are under the gun, so to speak," he said.

"Some don't think anything about it until they fail a section, and then they usually improve the next time," Ms. Foote said. "We always have a big increase in passing the second time they take it."

The county scores that were reported were an average of all the schools in the county system, Pack said.

The county students scored 91 in reading, 83 in math and 83 in language.

"That is the combined average of all five county schools," Pack said. "You may have had two or three scoring high and two scoring low, but with the combined average they balance out."

Union State presents Educa

By **Cindy Warner**
Home staff writer

The Pell City Educational Foundation saw an important dream come true this week with the establishment of its first chair.

Union State Bank presented the foundation with the second installment of a \$10,000 donation for the chair this week, just in time for the Foundation's grant awards presentation on Monday.

The bank had given the first \$1,000 last year and completed the remainder of the donation with a \$9,000 contribution last Thursday.

Bank President Reed Alexander said he hopes his company's contribution is just the first of many more to come for the foundation.

"We don't want to draw praise to ourselves," Alexander said. "We want any glory to go to the Foundation for what they are doing, and I hope that other business will be encouraged to contribute also."

Alexander said he is very impressed with the Foundation and what they are trying to accomplish.

"I think Union State Bank is very interested in our education process," he said. "Education is what brings industry and business into the community. The members of the Foundation are doing a great job."

The Foundation's main purpose is to serve as a financial source for teachers who need help funding certain educational projects.

The projects are funded off of the interest of the money that is donated.

This year, the Educational Foundation funded 19 grants for \$4,954.23.

Foundation President David Jackson said the group had 41 grant requests submitted with a total of \$17,127.39 in funding requested. That amount is a considerable increase over last year's request of about \$12,000, Jackson said.

The grants are approved by a grant selection committee on an anonymous basis. The teachers make their applications in September, but the grant committee does not know which teachers have filled out the request. The grants are awarded strictly based on the program's merit.

This year's recipients include:

□ Deanna Lawley, Pell City High School, \$174.95 for the program, "In-

books will be purchased along with a video interview with Wiesel.

□ Elaine Church, Coosa Valley Elementary School, \$500, for the program, Environment Beware. The money will be used to provide materials to incorporate better science instruction at the primary grade level.

The Primary Level Concept Science units will be used to help teach the children more about the earth and the universe. The entire program will cost \$681.25. Church will supplement the program with supply money.

□ Jennifer Cohron, Iola Roberts Elementary School, \$250, for the program, Pathfinders. The money will be used to purchase a set of World Book Encyclopedias for first grade students to use in developing reference skills. Total cost of the project is \$559.

□ Linda Busbee, Pell City High School, \$160, for the program, Books for Better Readers. Money will be used to purchase durable copies of high interest books that encourage ninth grade students to become better readers.

Students are required to read two novels outside the classroom as part of the curriculum. These books will ensure everyone is reading the same book, and everyone gets a good copy.

□ Stephanie Barnes, Duran Jr. High School, \$230, for the program, Visualizing the Past. Money will be used to purchase literature and reference maps that will be used to introduce students to early cultures. Maps will include the World, the Mediterranean World and the Roman World.

□ Debra Crain, Iola Roberts Elementary School, \$212.48, for the program, Readiness Reading Program. Money will go to help provide high interest books that are specifically written for the beginning reader.

□ Carole Birchfield, Pell City High School, \$300, for the Scholar Bowl State Championship training. Money will help provide a buzzer system that is necessary for Scholar Bowl practice and competitions.

□ Peggy Threatt, Walter M. Kennedy School, \$200, for a Music Enrichment Program. Money will help provide fifth grade students with an opportunity to gain basic knowledge and use of musical instruments, to learn notes and rhythm in order to

Money will be used to purchase high interest books that will encourage students to protect and save the environment.

Each book contains step-by-step lessons, patterns, read-aloud recommendations, speaking and writing activities, songs and a two-sided color poster.

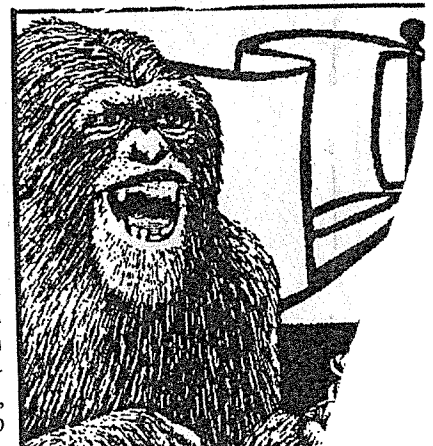
□ Debra Watson, Coosa Valley Elementary School, \$400, for a Mathematical Manipulative Lab. Money will help provide a lab for three kindergarten classes that will help increase their understanding of mathematical skills.

□ Tammy Stewart, Walter M. Kennedy School, \$200, for the program, Insights to Science. Money will be used to purchase science equipment and kits that will help provide hands-on experience to fifth grade science students.

□ Charles Moore, Duran Jr. High School, \$230, for a Visual Aids in World History program. Materials provided would help students to have a clearer understanding of history through the use of maps. Money will be used to purchase four historical maps and two physical/political maps.

□ Sonya Franklin, Walter M. Kennedy School, \$217, for the program, Hooked on Phonics. Money will be used to purchase the program that helps to teach English and Reading by using "sight words" and phonetic sounds.

□ Margaret Green, Duran Jr. High School, \$400, for the program, Overhead Mathematics. Money will be used to purchase an overhead projector, replacement bulbs, clear transparencies, color transparencies, over-



Local owner, only 8,500 miles, XLT

THE DAILY HOME, Talladega-Sylacauga-Pell City, Ala., Wednesday, October 27, 1993 — 11

ational Foundation chair

head color pens and other materials needed to used the mathematics program that was previously purchased with Eisenhower funds.

□ Patricia Taylor, Walter M Kennedy, \$275, for the program, Big Book

Reading Units. Money will be used

to help provide the units that provide "whole group" reading instruction through their use.

□ Alesia Gilliland, Coosa Valley Elementary School, \$400, for program, Dear Grandma. Funds will be used to purchase high interest, low level reading materials for special

needs students.

□ Diane Baker, Walter M. Kennedy School, \$125, for the program, Reference Materials. Money will be used to purchase a set of Golden Book Encyclopedias that will help teach the students reference skills.

In an order released Monday, three-judge federal panel asked the

trial court...

...then led to law... court and then in state court.

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This year's recipients include:

□ Deanna Lawley, Pell City High School, \$174.95 for the program, "Insights." The money will be used to add the novel *Night* by Nobel Peace Prize author Elie Wiesel to the curriculum for advanced English students.

Mrs. Lawley said the book, which is about the horrors of the Nazi Holocaust, will be used to broaden the students' cultural knowledge. Thirty

Childersburg police probe burglary

Childersburg police are investigating a weekend burglary at Plug In Electronics on U.S. 280.

An employee reported to Childersburg police that a burglary occurred at the business between Oct. 23 at 7 p.m. and Oct. 25 at 9 a.m.

According to Sgt. James Flower of the Childersburg Police Department, \$407 in electronics and \$500 in cash were taken.

cost \$681.25. Children will supplement the program with supply money.

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Will include the purchase of musical instruments, tapes and records for use in a newly developed music program, which is now required by the state.

□ Stacey Watson, Coosa Valley Elementary School, \$370, for the program Top Help. Money will help provide language materials that will be used by the two speech/language therapists.

Works to enhance problem solving skills in elementary children.

□ Judy Ash, Walter M. Kennedy, \$200, for Music Education for the fourth grade. Money will help provide cassette tapes, a tape player, listening tape with instruments and a teacher edition of Songs in Action for a new program for the fourth grade students.

□ Joann Hinds, Iola Roberts Elementary School, \$109.35, for the program, Ecology and Geography.

will help provide a lab for three kindergarten classes that will help increase their understanding of mathematical skills.

□ Tammy Stewart, Walter M. Kennedy School, \$200, for the program, Insights to Science. Money will be used to purchase science equipment and kits that will help provide hands-on experience to fifth grade science students.

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**SEE
THE
GIANT
PINK
GORILLA**

New Pell City school on the way

By Cindy Warner
Home staff writer

Pell City Board of Education members are getting closer to getting the new Walter M. Kennedy rebuilding project underway.

According to Pell City Schools Superintendent Dr. Billy Jack Pack, board members met for several hours last week to interview potential architects for the project, which will provide for 600 students and eliminate the need for trailer classrooms.

Board Chairwoman Carol Barnett said board members chose four architectural firms from the previous board's list and then added two others that they wanted to hear more from.

Mrs. Barnett participated in the interview process, but she recused herself from the actual rating and decision process due to her husband's close working relationship with many of the firms being looked at.

The board will visit some other projects to see the architects' work first-hand.

The board is anxious to select an architecture firm as soon as possible

'There isn't enough room to build what we want on the existing site. We are looking for something that will have plenty room for expansion.'

— Carol Barnett,
Chairwoman, Pell City Board of Education

so that the chosen firm might help with the site selection, Mrs. Barnett said.

"They have so much knowledge about those kinds of things," she said. "It will help us a lot because getting a good deal on a piece of property isn't worth it if you have to spend a fortune in developing it to get ready."

Dr. Pack and the board have been contacted by several land owners about potential sites, but haven't taken any action as of yet.

"We are interested in talking to anyone that might have land within a one mile radius of the existing school," Mrs. Barnett said. "We want to try to get the best possible deal, because the less we have to spend on the land, the more we will be able to

spend on the building."

The board has about \$2.6 million left from the last bond issue to construct the new facility.

Mrs. Barnett said another site for the school is the only option that can be taken, because of the space restrictions of the present location.

"There isn't enough room to build what we want on the existing site," she said. "We are looking for something that will have plenty room for expansion."

She added, however, that the board is restricted as to how far away they can move the school, and approval for this site will have to come from

See School, Page 20

first time.

Mrs. Barnett added that the vote to

Daily Home 2-23-94

the Justice Department.

Once the site has been selected, the Justice Department approval will probably take about 60 days, Dr. Pack said.

With the extra room for expansion, Mrs. Barnett hopes to eliminate the need to have portable buildings at the new school.

"I don't want to see any kids in trailers," she said.

Mrs. Barnett said one of the questions asked of the six potential firms was "How long will it take to build the school, once the approval is given and the site is selected?"

The answer to that question was at least three to six months of planning in the architectural stage and then another year or more to construct the building.

"We are probably looking at fall of 1995," Mrs. Barnett said.

But, the board wants to be sure that they take the extra time to ensure that the project is done right.

For instance, the planning will include a lot of input from teachers, students and parents, Mrs. Barnett said.

"We want to include everyone with the planning," she explained. "And we want to make sure it is done right. I for one would rather see it take a little longer in order to do it right the first time."

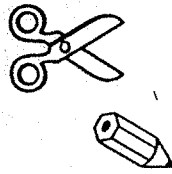
Mrs. Barnett added that the vote to

start the Kennedy project was not a vote to complete the entire Master Facilities plan as presented by Dr. Pack.

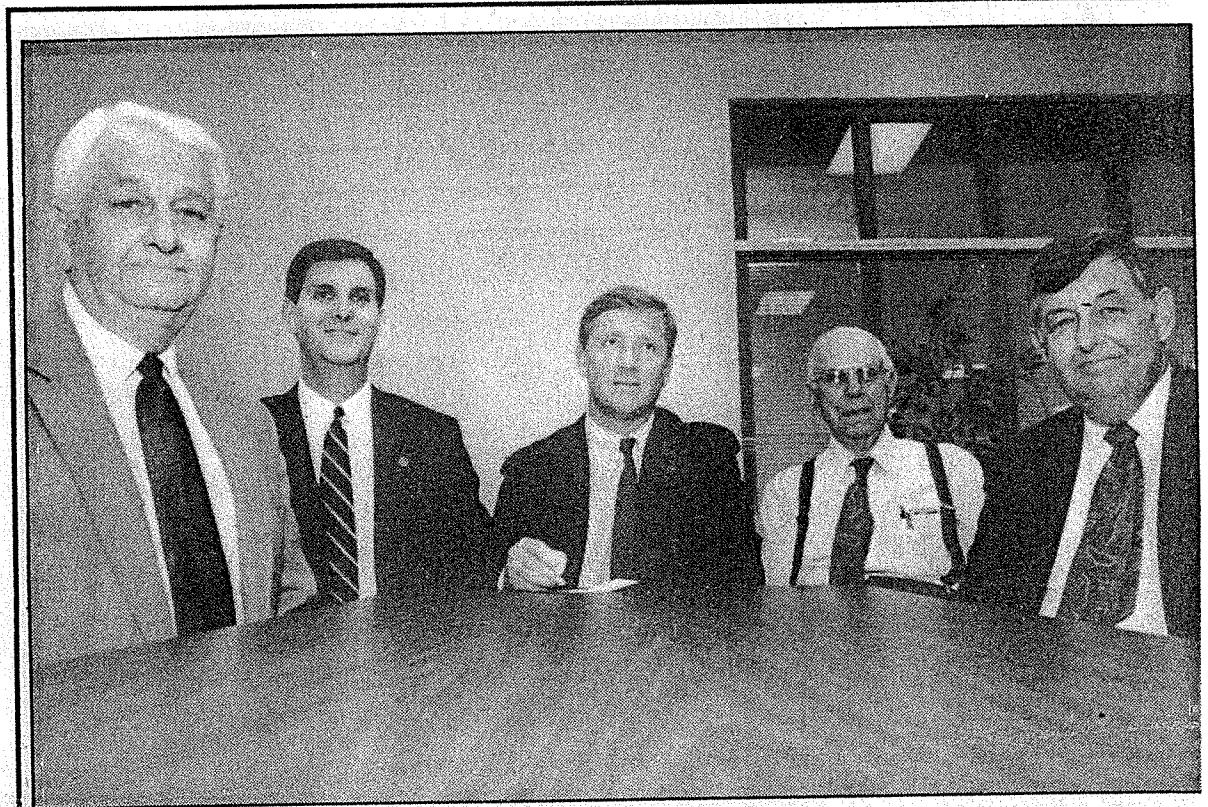
That plan, which called for a total revamping of all of the buildings in the school system, was voted down at a recent board meeting.

But, that vote doesn't mean that the project won't ever happen, Mrs. Barnett said.

"It came up for a vote and we just weren't ready to commit to it just yet," she explained. "All we were ready to do was the Kennedy project and that is what we are doing."



School



The Pell City Educational Foundation is off to a strong start in only its second year with the first presentation of a \$10,000 chair from Union State Bank and the awarding of 19 grants. In a special ceremony Monday, grant recipients received checks to fund special projects for their classrooms.

In the photo at left, pictured from left, front row, are: Foundation President David Jackson, Patricia Taylor, Diane Baker and Educational Foundation Vice-president Tommy Bowers; second row, Charles Moore, Sonya Franklin and Margaret Green; third row Joann Hinds, Debra Watsor and Tammy Stewart; fourth row, Carole Birchfield, Peggy Threatt, and Judy Ash; fifth row, Linda Buzbee, Stephanie Barnes and Debra Crain; back row, Deanna Lawley, Elaine



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In the top photo, Union State President Reed Alexander signs a check the first chair of the Foundation. From left are: Foundation member Dick Whatley, President David Jackson, Alexander, Foundation member J.T. Morton and Pell City Superintendent Dr. Billy Pack.

Michael Anderson/Home staff photos



Pack gets satisfactory job evaluation from Pell City School Board

By Cindy Warner
Home staff writer

The Pell City School Board gave Superintendent Dr. Billy Jack Pack a satisfactory job evaluation at Monday night's board meeting, but overall his numbers were down from his last evaluation given by the previous board last June.

The evaluation, which according to Pack's contract is required every six months, is broken down into six main areas of responsibility. Each of those areas are broken down into a list of performance based questions.

The board scores the superintendent on a score of 1-9, with a score of 1-3 considered unacceptable, 4-6 considered satisfactory and 7-9 considered commendable job perfor-

mance.

Each board member fills out an evaluation and then a composite score is figured from the average of the five. An overall score is also compiled by averaging the composite scores of the six main areas together.

This year, Pack scored an overall score of 4.8 as opposed to his previous score of 7.4

In the first main area, relationship with the board, Pack scored 4.7, compared to a commendable score of 7.3 from the previous board.

This area covers items such as keeping the board informed on important issues, offering personal advice, interpreting board policy, seeking and accepting criticism from the board, making employment recommendations, and an overall harmoni-



Billy Jack Pack

ous relationship with the board.

The second area deals with Pack's performance concerning community relations.

The board gave Pack a score c

See Pack, Page 12

This year, compared to a last year's lowest score of 6.5.

This area deals with the superintendent's ability to gain respect and support of the community on the conduct of the school operation, to solicit and give attention to individual and group problems, his relationship with the media, and his willingness to be a community leader.

In the area of staff and personnel relationships, Pack received a score of 4.8. Last year, the board gave him a ranking of 7.2.

This covers areas such as developing and executing sound personnel procedure, developing good staff morale and loyalty to the organization, treating all personnel fairly, delegating authority, recruiting the best staff, etc.

In the fourth area, educational leadership, Pack was given a score of 4.6, compared to his previous ranking of 7.4

Under this category, a few of Pack's duties are to keep the board informed on all aspects of the instructional program, to implement the district's philosophy of education, to participate with the overall planning of curriculum improvement, and to provide democratic procedures in curriculum work.

On his last evaluation, Pack scored the highest, 8.3, on the area of business and finance.

This year, that area was his strongest with a score of 5.4.

The business and finance category covers areas such as keeping the board informed on needs of the school program, supervising operations, determining that funds are wisely spent and that accounting is maintained, evaluating financial needs and making recommendations for adequate financing.

The sixth area on the evaluation is that of personal qualities, of which the board gave Pack a score of 5.2, the second highest score on this year's evaluation.

Last year he received a rating of 7.4

This area covers personality and moral attributes such as, defending principle and conviction, maintaining high ethical standards, earning respect among professional colleagues, his ability to work well with others, appropriate dress, appropriate language, and a good working relationship with superintendents from other districts.

In other business, the board voted to officially pursue with the next step on the Master Facility Plan, which is to construct a new 600-student capacity elementary school to replace Walter M. Kennedy

The building will stay in the same general geographic location that it is in now, but no definite plans have been made as to where, she said.

"Our next step will be to look for some land," she said. "Once we decide that we will have to wait for Justice Department approval before we actually start construction."

Mrs. Barnett added that it usually takes about 60 days for final Justice Department approval.

The decision to construct the new school is just a small step toward accomplishing the entire Master Facility Plan, which calls for a total revamping of the present five school system.

Also Monday, some members of the board questioned how the school system currently keeps up with the mileage logs of the system's employees.

Board member Joe Funderburg said he has a problem with the fact that the mileage logs aren't being properly kept and in some cases, are not being turned in at all.

He was particularly upset that the Support Service supervisor, Foster Drummonds, had not turned in a log sheet since October.

He also questioned the policy about the cars being driven home for personal use and how many miles were being accumulated that way.

"I also had to hunt this information down at the shop and from now on, I for one would like to see these logs sheets kept at the Central office where we can look over them if we need to," Funderburg said.

The board also:

☐ Voted 3-2 against Pack's recommendation to hire Andrew Wright as the new part-time Drug Free program coordinator. Board member Jack Hagan said he feels like Wright already has enough to do as the director of the Even Start program and as truant officer to take on the added responsibilities of coordinating the Drug Free program.

☐ Accepted the resignations of Pell City High School English teacher Ann "BeBe" Shaw and Duran Jr. High School special education teacher Sandra Maddox. The board also accepted the resignation of PCHS lunchroom worker Neva Isbell.

☐ Accepted a leave of absence request from Coosa Valley first grade teacher June Davis, who is out following back surgery.

☐ Voted to employ Casey Brown and Brenda Otwell as lunchroom workers at PCHS.

☐ Voted to adopt the state mileage rate of 25 cents a mile.

☐ Awarded diesel fuel bid to Lawley Oil Company for 57 cents a gallon.

Handwritten: Daily Home 2-1-94

director of the school operation, to solicit and give attention to individual and group problems, his relationship with the media, and his willingness to be a community leader.

In the area of staff and personnel relationships, Pack received a score of 4.8. Last year, the board gave him a ranking of 7.2.

This covers areas such as developing and executing sound personnel procedure, developing good staff morale and loyalty to the organization, treating all personnel fairly, delegating authority, recruiting the best staff, etc.

In the fourth area, educational leadership, Pack was given a score of 4.6, compared to his previous ranking of 7.4

Under this category, a few of Pack's duties are to keep the board informed on all aspects of the instructional program, to implement the district's philosophy of education, to participate with the overall planning of curriculum improvement, and to provide democratic procedures in curriculum work.

On his last evaluation, Pack scored the highest, 8.3, on the area of business and finance.

This year, that area was his strongest with a score of 5.4.

The business and finance category covers areas such as keeping the board informed on needs of the school program, supervising operations, determining that funds are wisely spent and that accounting is maintained, evaluating financial needs and making recommendations for adequate financing.

The sixth area on the evaluation is that of personal qualities, of which the board gave Pack a score of 5.2, the second highest score on this year's evaluation.

Last year he received a rating of 7.4

This area covers personality and moral attributes such as, defending principle and conviction, maintaining high ethical standards, earning respect among professional colleagues, his ability to work well with others, appropriate dress, appropriate language, and a good working relationship with superintendents from other districts.

In other business, the board voted to officially pursue with the next step on the Master Facility Plan, which is to construct a new 600-student capacity elementary school to replace Walter M. Kennedy.

Chairwoman Carol Barnett said the board already has the money in place to build the school as there is some left from the last bond issue.

The question is where to construct the facility, she said.

Justice Department approval before we actually start construction."

Mrs. Barnett added that it usually takes about 60 days for final Justice Department approval.

The decision to construct the new school is just a small step toward accomplishing the entire Master Facility Plan, which calls for a total revamping of the present five school system.

Also Monday, some members of the board questioned how the school system currently keeps up with the mileage logs of the system's employees.

Board member Joe Funderburg said he has a problem with the fact that the mileage logs aren't being properly kept and in some cases, are not being turned in at all.

He was particularly upset that the Support Service supervisor, Foster Drummonds, had not turned in a log sheet since October.

He also questioned the policy about the cars being driven home for personal use and how many miles were being accumulated that way.

"I also had to hunt this information down at the shop and from now on, I for one would like to see these logs sheets kept at the Central office where we can look over them if we need to," Funderburg said.

The board also:

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☐ Voted to employ Casey Brown and Brenda Otwell as lunchroom workers at PCHS.

☐ Voted to adopt the state mileage rate of 25 cents a mile.

☐ Awarded diesel fuel bid to Lawley Oil Company for 57 cents a gallon.

☐ Approved trips to Alabama Junior Beta Convention (March 17-18), Alabama High School Beta Convention (March 10-11), Junior National Assembly, golf team tournament, and the National School Boards Association Convention.

2-1-94

Teachers From St. Clair And

Miss Nioma Geneva Lee, librarian at St. Clair County Training School, and Mrs. Margaret Mann, social studies teacher at Homewood Junior

High School, have been nominated for The Post-Herald's Favorite Teacher award.

The deadline for nominations is fast drawing to a close; so hurry and get them in. Nominations will be accepted until Feb. 3 and supporting letters will be received until Feb. 17.

Any classroom teacher or supervisor is eligible. Principals and superintendents cannot compete.

After a nomination is sent in for a teacher, he or she is notified and asked whether the nomination is accepted. If it is, the nominee is asked to fill out a questionnaire, detailing personal and professional history, activities in school, church and civic ventures. These should be as complete

as possible and returned immediately.

Selection of the winner does not depend on the number of seconding letters received, but on the contents of the letters about the teacher and his or her contribution to the community.

Letter Required

Clip out the nomination blank and be sure to send a detailed letter along with it explaining the teacher's qualifications. Send it to Favorite Teacher, Birmingham Post-Herald, Birmingham 35202.

Miss Lee has been a librarian at the St. Clair County Training School since last August. Previously, she taught first, fourth, fifth and sixth grades at Coal City Junior High School; seventh, eighth and ninth grades at



ACTIVE TEACHER — Miss Nioma Lee.

Alabama Politics

Seen In President

BY JAMES
Post-Herald Gov
publicans, face
with former Gov
crossfire over

Homewood Are Nominated For Favorite Award

Chandler Mountain School; eighth, ninth and 10th grades at Pell City High School and social studies and English in

Summer schools for a total of 27 years in the teaching profession.

Miss Lee received an AB degree from Howard College (Samford) and an MA degree and AA certificate from the University of Alabama. She attended Alabama College and the George Peabody College for Teachers.

Miss Lee is a member of the Pell City Business and Professional Women's Club, where she has held numerous offices and received the club's Woman of Achievement Award last year.

Several Organizations

She is a member of the First Methodist Church of Pell City, treasurer of the Wesleyan Service Guild and a mem-

ber of several educational organizations.

Aside from her teaching, she is a Beta Club sponsor, Library Club sponsor; was chairman of Career Day at Pell City High; girl's counselor and administered all state

and national tests given at Pell City High School from the first adoption of the State Guidance Testing Program.

Mrs. Mann, a seventh grade social studies teacher at Homewood Junior High

School, has 18 years.

She is a member of the Ingham-Southamford Chapter of the Iota, Wesleyan Service Guild and president of the Patchettes, a

She is a member of the American Association of University Women, Iota, Wesleyan Service Guild at Trinity and president of the Council for



HOMWOOD FAVORITE — Mrs. Margaret Mann.



I Are Nominated For Favorite Award

Summer schools for a total of 17 years in the teaching profession.

Miss Lee received an AB degree from Howard College (Samford) and an MA degree and AA certificate from the University of Alabama. She attended Alabama College and the George Peabody College for Teachers.

Miss Lee is a member of the Pell City Business and Professional Women's Club, where she has held numerous offices and received the club's Woman of Achievement Award last year.

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and national tests given at Pell City High School from the first adoption of the State Guidance Testing Program.

Mrs. Mann, a seventh grade social studies teacher at Homewood Junior High

School, has taught for 10 years.

She is a graduate of Birmingham-Southern and received 18 additional hours of study at Samford University. During her days at college, she was president of Paint and Patches, a dramatics club.

She is a member of the American Association of University Women, Kappa Kappa Iota, Wesleyan Service Guild, at Trinity Methodist Church and president of the Alabama Council for Social Studies.

Staufel, 16, and Ann Staufel, 15, were rescued around 9:30 p.m. Sunday by the Madison County Rescue Squad after they were trapped about 50 feet inside the cave located on the south slope of Drake Mountain inside the Huntsville city limits.

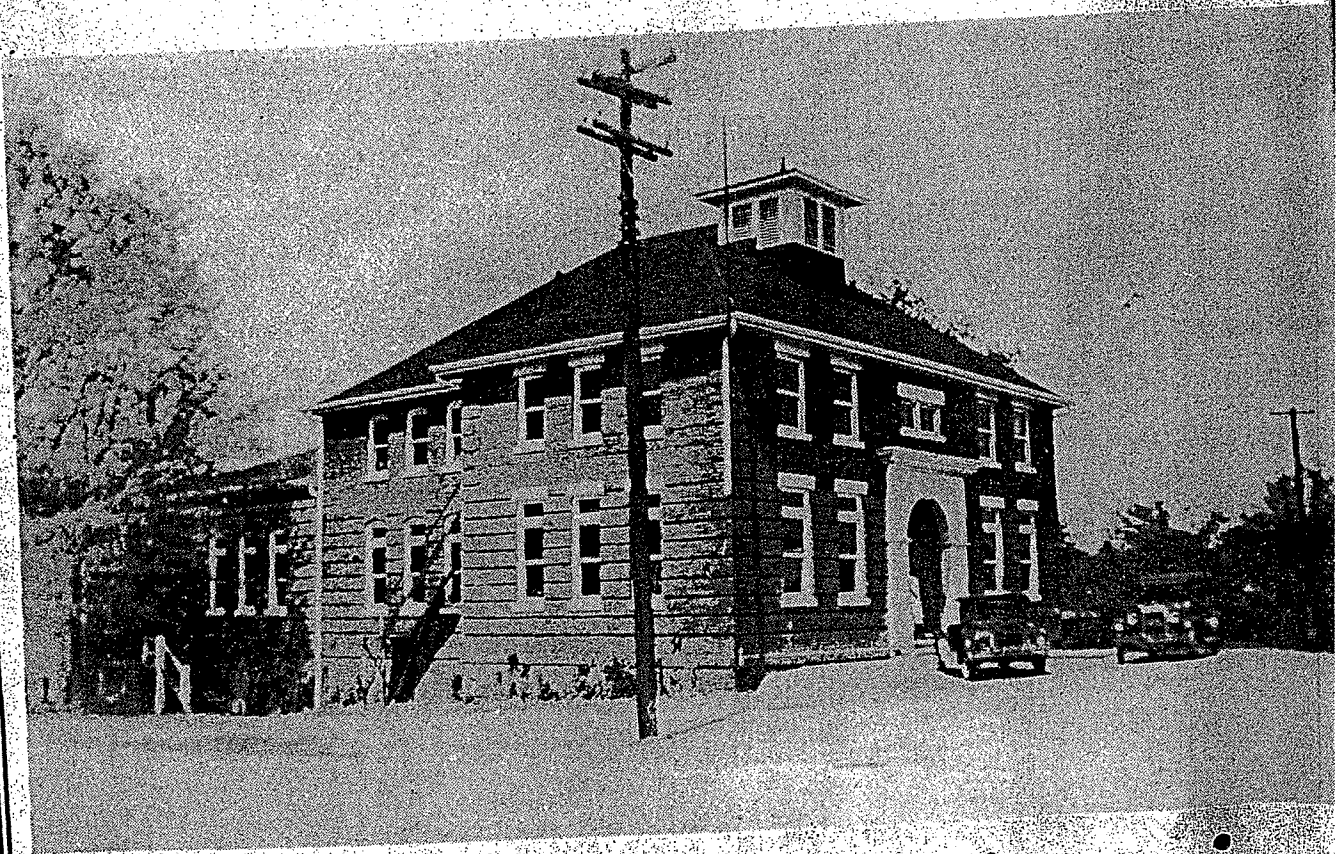
The three trapped explorers were accompanied to the cave by two other teenagers who later notified authorities of the plight of their companions.

The five youngsters had gone to the mountain about 10 miles from the entire

By Robert ...

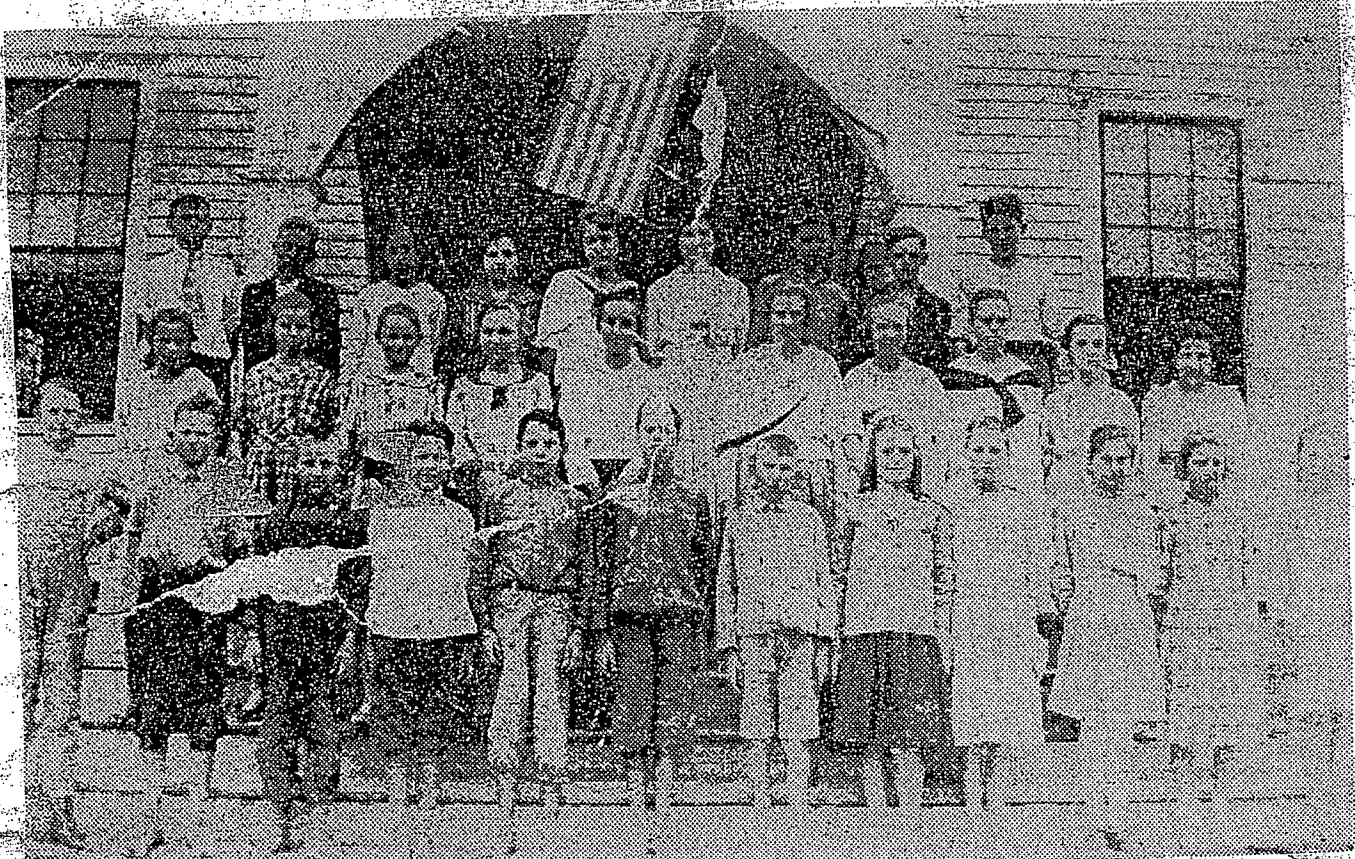


Mitnick's Store



High School-Grammar School

(Photos Cow

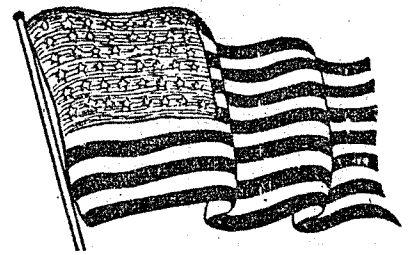


ANOTHER OLD ONE from the album of the News-Aegis files. This picture was loaned to the News-Aegis by Mrs. Lindsay Smith, nee Miss Bessie Duke. They are from left front row; Robert McClellan, Clarence Phillips, unidentified, Joe Stone, Alton Brown, unidentified, Ralph Renegar, Mabel Bowen, Flossie Stephens, (Mrs. John W. Singleton), Helen Mikul, Ruth Zackie, unidentified. 2nd row: A Bowman girl, first name unknown, Ice Graham, Mae Luker, Bessie Duke, Bertie Mae Neal, Ruby Zackie, Ollie Owens, unknown, Pearl Levans, Stevans last name, first name unknown. 3rd row; Hubert Pear, last name Stevens, first name unknown, Ila Day, Inez Thomas, Clara Spruiell, (Mrs. Hughie Dickey), Vanire Walker, teacher, J. D. Stephens, Laney Bain and Laney Graham. This picture was made at the old Hall Hill school about 1918.

JEWEL—AEGIS

DAILY NEWSPAPER

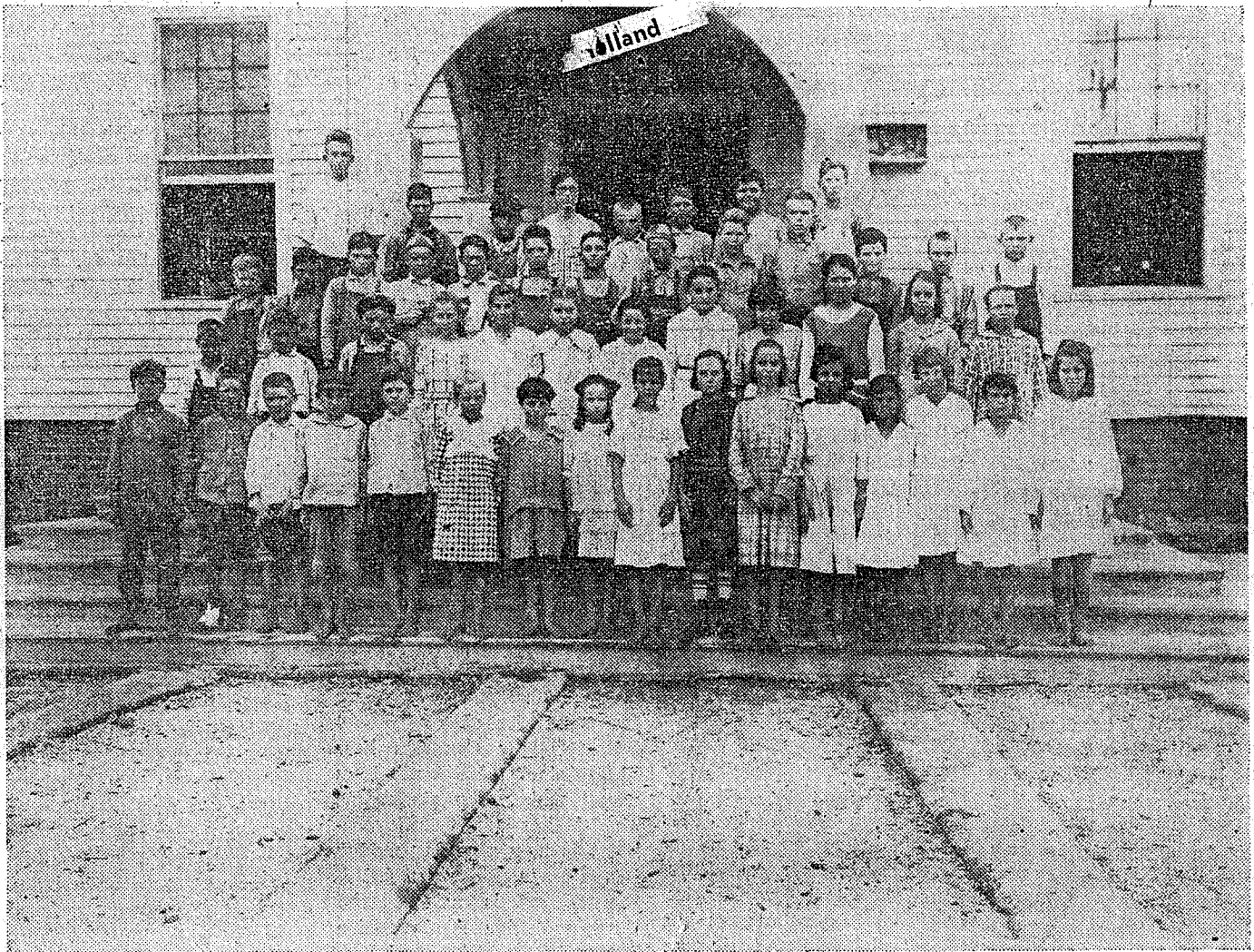
Successor To The Southern Aegis, Est. 1873



WEDNESDAY, MARCH 5, 1959

\$2.50 A YEAR

5¢ COPY



ST. CLAIR ALBUM . . .

WHO DO YOU KNOW in the above photo of a group of pupils in front of the old Avondale school known as Hall Hill School? The picture furnished by John H. Martin, Pell City groceryman, is believed to have been made in 1917 or '18, just a year or so before the school burned. John is seventh from the left on the third row, but he doesn't trust his memory to try and identify the others. See how many of them you can recognize

GTE gives computers to Pell City

By Cindy Warner

Home staff writer

Pell City School Superintendent Dr. Billy Jack Pack said a recent donation of computers by GTE will go a long way in getting a pilot program off the ground.

Pack said the Management Information System program will be used in all elementary schools by the office staff and the teachers to help keep track of information such as free and reduced lunches and grade distribution.

The school system had previously written a letter to GTE asking if they might have surplus computers on hand they could donate, but Pack said he didn't expect such a generous response.

"They were gracious enough to find them for us and even sent us some spare parts," Pack said. "It is nice to have an industry neighbor that is interested in helping the schools."

Pack said he first thought of asking GTE after their merger because he thought they might have some computers that weren't being used.

GTE donated 15 Epson and IBM compatible computers. Pack said they will be divided between the three grammar schools: Iola Roberts, Walter Kennedy and Coosa Valley.

Pack said each grade at each school will have a computer that the teachers will share. For example, the fourth grade teachers at Coosa Valley will have one computer they will share and the fifth grade teachers will have one that they will share.

Each school office will have a larger, more sophisticated computer that will tie each school's system to the one at the central office.

Pack said the central office has



Cindy Warner/Home staff photo

Walter M. Kennedy Elementary School students try out one of the 15 computers that were recently donated to the Pell City School System by GTE. While the students are having fun with the computer, it will actually be used by the teachers, Pack said. Pictured from left in the front are Leslie Chasteen, Haley Sullivan, Ashley Newton, Blake Muivehill, Taylor Daly and Rebecca Franklin (sitting). Dr. Billy Jack Pack, left, and GTE local manager Douglas Smith look on.

already been equipped with their computer and bids are being submitted for the ones to be placed in the school offices.

The GTE computers will go a long way in helping supply the teacher computers, he said.

"This will give us immediate access to this information instead of having to dig around for it," Pack said.

The IBM compatible computers were needed in order to run a particular software package the schools needed.

The computers in the student labs are Apples and the labs are in pretty good shape, Pack said.

"Getting computers for the teachers was one of our greatest concerns."

GTE spokesman Don Hottle said the computers that were donated are about four to six years old and they came from the Durham office.

"We had them and we were happy to get them down here because we felt the Pell City school system could use them," Hottle said.

St. Clair News-Register - Thursday, Nov. 1, 1990

na to introduce bill in 1991 session

regulating smoking in other public places? Yes, 76. No, 9. No response, 9.

(5) Would you support a law regulating smoking in work places? Yes, 84. No, 3. No response, 7.

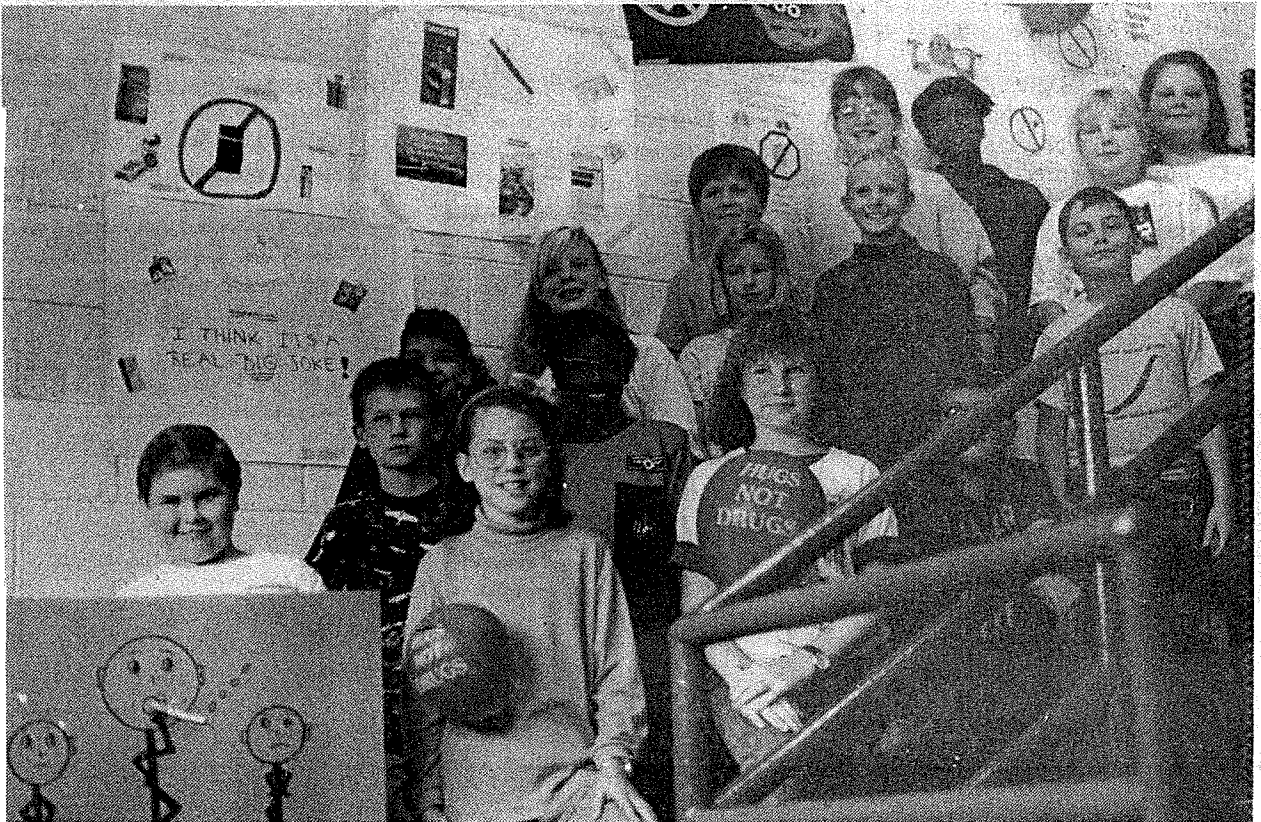
(6) Would you support the proposed Alabama Clean Indoor Air

Bill? Yes, 74. No, 1. No response, 19.

Jim Hughes of the American Lung Association, a spokesman for the group, said he is encouraged that the survey shows good support for the Clean Indoor Air Bill from candidates.

"We know that most people have gotten the message that secondary smoke from other people's tobacco products is harmful to anyone who breathes it," he said. "All this bill does is protect the health of non-smokers, without imposing a burden on the smoker."

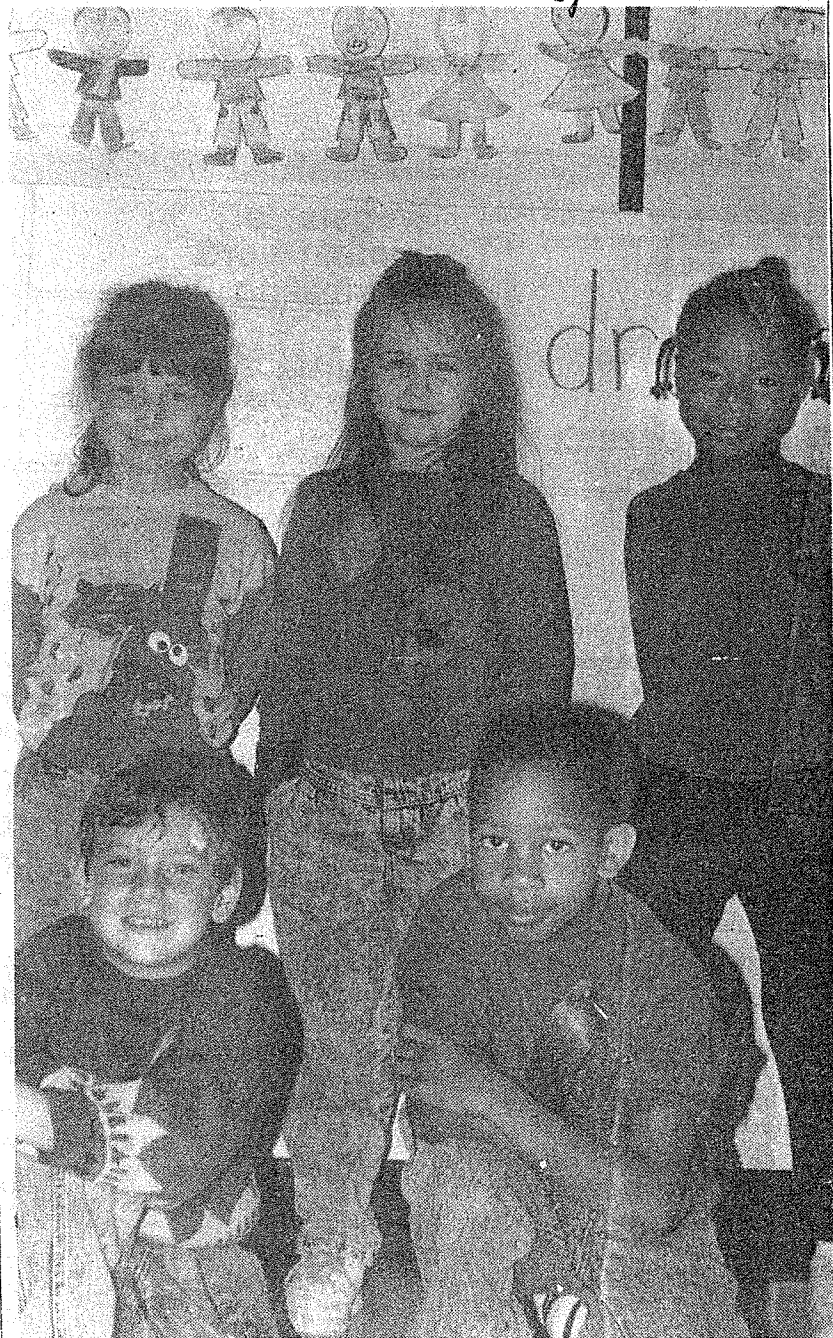
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Join anti-smoking campaign

Twenty-nine classmembers of Vicki Harmon's fifth grade class at Kennedy School participated in an anti-smoking campaign recently by constructing posters and giving a play "Drugs Are A Joke". Participating in the play were Whitney Hudson, Merrill Jackson, Brandy Kendrick and Becky Harris.

Thursday, November 1, 1990
St. Clair News - begins



Coosa Valley first-graders

These first grade students were just some of the winners for their poster design during Red Ribbon Week. Front row from left are: Jeffrey Wagmon and Billy Lane. Back row from left are: Telisa Shoener, April Bryant and Charrita Brand.

COOSA VALLEY POSTER



Artists of the future

It's a wonder the children weren't scared stiff after designing their own Halloween posters.

Spooky and ghoulish posters covered the lunchroom tables of Coosa Valley Elementary School on Tuesday as the annual Halloween poster contest was held. Each child was given the opportunity to let their imagination run wild and

create a poster for the upcoming Fall Festival, to be held on Nov. 3.

The posters will be displayed in area businesses to promote the Festival.

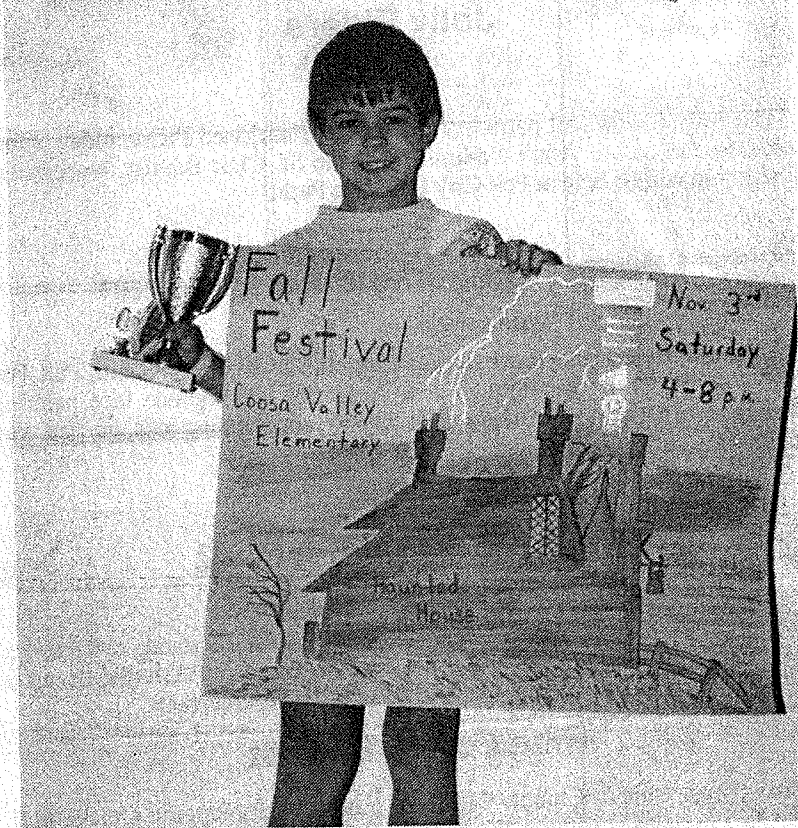
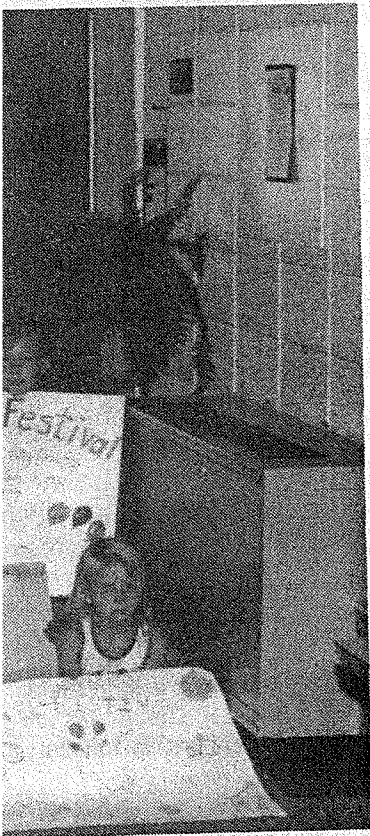
Designs ranged from a three-dimensional haunted house to a number of ghosts hanging from a half-moon, a Batman insignia glowing high in the sky. Other posters

sparkled with glitter, while others were drenched in a rainbow of paints.

After the judges, Sara Beth Blum and Joyce St. John, looked carefully at each poster, they awarded ribbons for first, second and third place. An overall winner was given a trophy for his outstanding work.

The following students received

VINNERS



Randall Armstrong

wards:

Kindergarten: 1st place - Roshniue Carter; 2nd place - Lynn Mastelberry; tie for 3rd place - Bradley Hodges and Valerie Rich.

First grade: 1st place - April Bryant; 2nd place - Jay Haynes; tie for 3rd place: Alan Tollison and Elisa Schoener.

Second grade: 1st place - Kyla

Lee; 2nd place - Thomas Guinn; tie for 3rd place: Blake Clawson and Kelly Barber.

Third grade: 1st place - Randall Armstrong; 2nd place - Mike Megais; tie for third place - Jacob Mitchell and Nikki Parker.

Fourth grade: Tie for 1st place: Dustin Black and Andy Tollison; 2nd place - Latoya Threatt; tie for

3rd place - Matt Brown and Bekiva Lane.

Fifth grade: 1st place - Rachel Gortney; 2nd place - Jennifer Carreker; 3rd place - Amanda Macon.

Overall winner - Randall Armstrong, for his rendition of a haunted house drawn on black posterboard.



Coosa Valley School News

by Jacob Dier and Gail Poteracki

To start out with, Mrs. Guin kindergarten teacher has been teaching her students how to count and to learn their colors. They also learned how to write their names.

Mrs. Phillips is also a kindergarten teacher, but she teaches other things such as singing songs, art, and Reading time.

The first grade, however, is doing much more advanced work. They are writing Journals and words. Mrs. Davis and Mrs. Church are also teaching their students spelling words.

The fifth grade has been up to 4-H. October 3, 1989 Mrs. Dickinson came to Mrs. Hane's room so that the students of the fifth grade could vote on and pick their officers for 4-H. Jacob Dier and Liz Hanes - Song Leaders, Gray Golden - President, Gail Poteracki - Vice President, Briana Dochner - Secretary, Mary Barbara Dickman - Devotion Leader, Keith Rich - Exhibit Leader, Miranda Roberson - Project Leader, Misty Farley - Exhibit Leader.

The fifth grade has been writing to other states also. They all picked states that they wanted to write to and they wrote to the state's Chamber of Commerce. What we're asking for is post cards, maps, what that state bird and flower is, climate, natural resources and capital.



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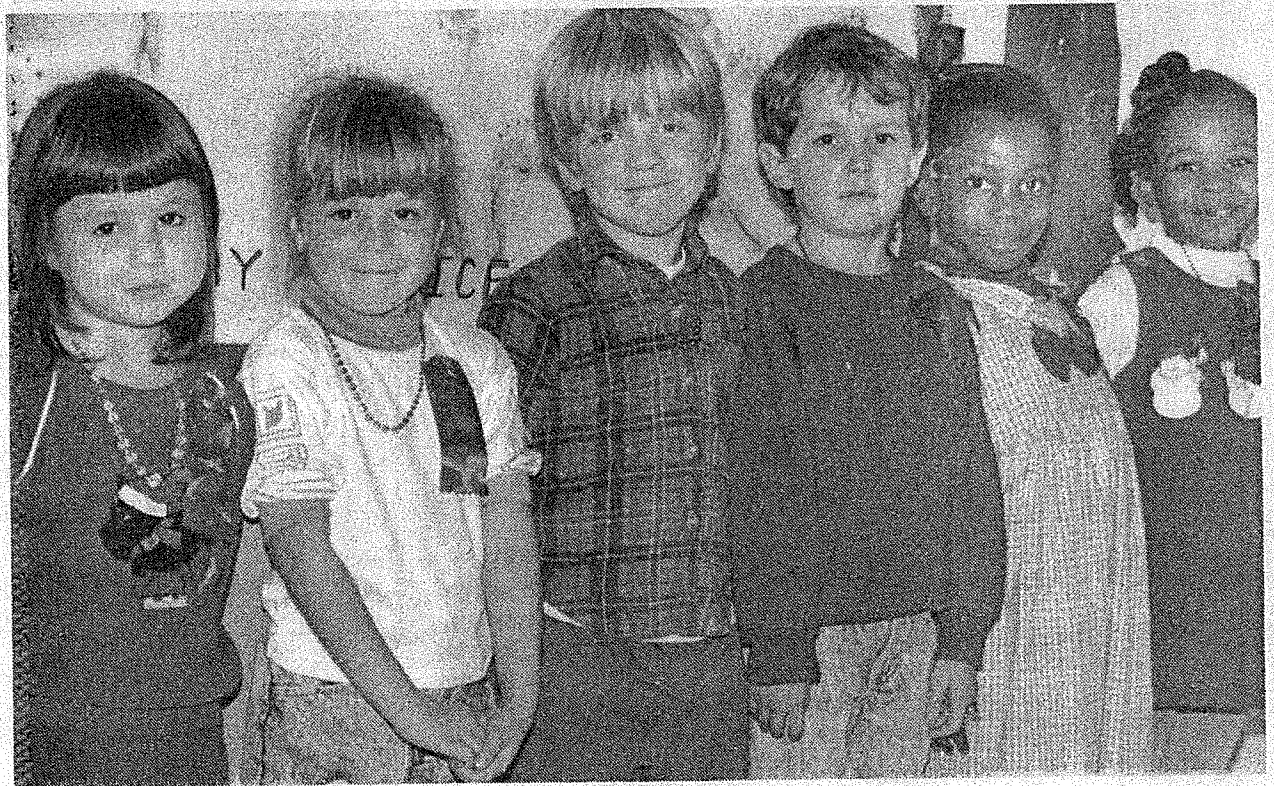
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The fifth grade is also busy with an American essay which contains information about American inventors which lived anywhere from 1775 - 1850. It must be 300 to 600 words long and is due January 15, 1990. Awards are given by each local D.A.R. chapter.

Note: The Journal welcome its two newest correspondents who are students at Coosa Valley School.

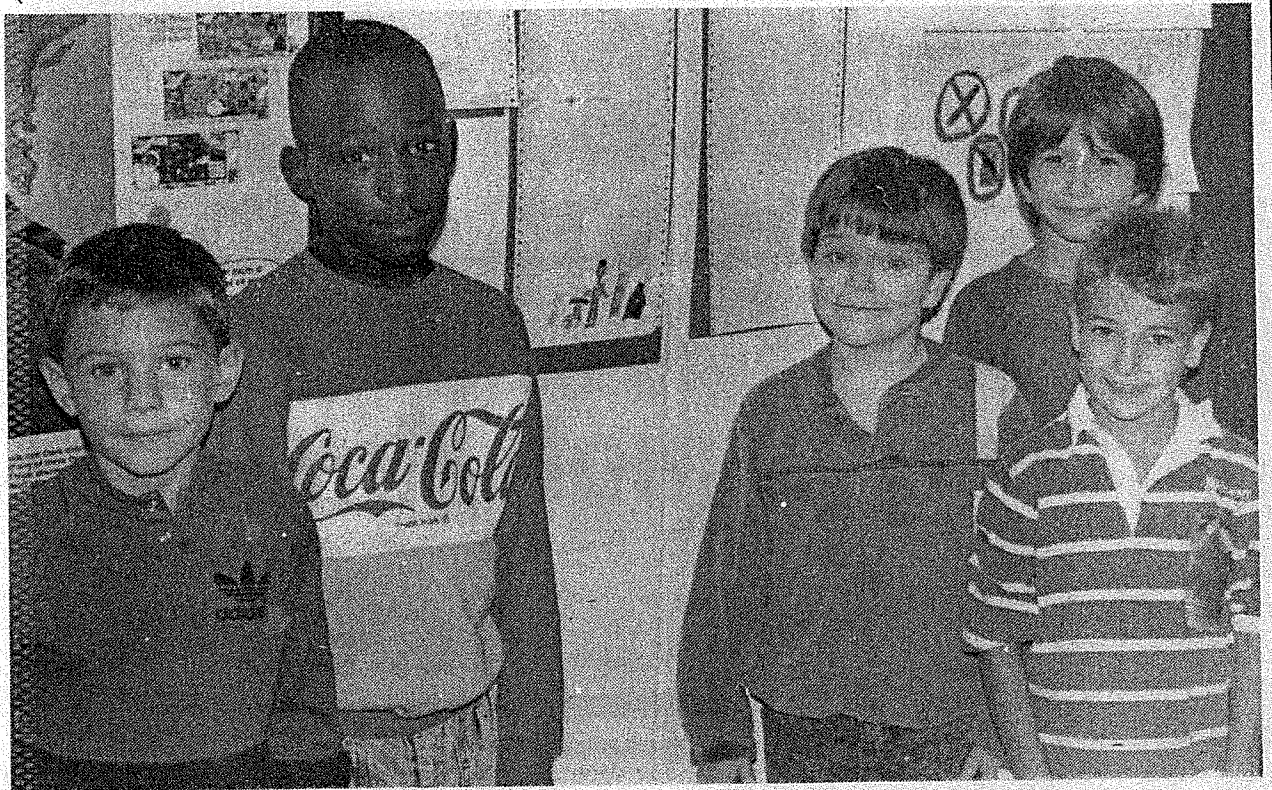
The Bell City Journal
10.17.89

RED RIBBON WEEK



Coosa Valley kindergarteners

These kindergarten students at Coosa Valley stand in front of their award winning design last week during Red Ribbon Week. Pictured left to right are: Stacy Armstrong, Christina Hollis, Matthew Kennedy, David Johnson, Brittney Frazier and Jasmine Carter. The children's poster read, "Stamp out drugs, My choice is drug free."



Coosa Valley second-graders

These second-graders won awards for their computer printout designs for Red Ribbon Week. Pictured from left to right are: Brian Lamberth, Darryl Cade, Daniel Hathcock, Chris Whitten and Jared Knight.

Welcome



to the
City of Pell City's

2000 Inaugural Ceremony

Walter M. Kennedy School

October 2, 2000

7:00 PM

Mayor *Guin Robinson*

Councilman District 1 *Forest Walls*

Councilman District 2 *James McGowan*

Councilman District 3 *Bernard White*

Councilman District 4 *Donnie Todd, Jr.*

Councilman District 5 *Darrin DeLoach*

School Board District 1 *David Murphy*

School Board District 2 *J.T. Carter*

School Board District 3 *Dr. Eric Hicks*

School Board District 4 *Michael Price*

School Board District 5 *Norman Wilder*

Welcome Mayor Guin Robinson

Invocation Tommy Bowers

Pledge to the Flag. Elsie McGowan

The National Anthem and
God Bless America

. Pell City High School Concert Choir
. Kennedy Elementary School Choir

Oath of Office Billy L. Church, Esquire

Charge to the Council. . . Billy L. Church, Esquire

Organizational Session of the Pell City Council

- Call the meeting to order.
- Elect a Mayor Pro Tempore of the Council to act in place of the Mayor in his absence.
- Adopt a motion setting the time and place for regular council meetings.
- Mayor's appointment of councilmembers to Department Committees:

Finance	Parks & Recreation
Police	Utilities
Streets	Fire
Library	
- Adopt a motion to designate the Mayor, Mayor Pro Tempore and Finance Committee Chairman to sign checks along with the City Clerk.
- Adopt a motion to continue the use of our present depositories.
- Adopt a motion to appoint Marinda Gipson as City Clerk.
- Adopt a motion providing that all other administrative officers and employees of the City continue temporarily in their respective duties, pending such time as the council shall make permanent appointments.
- Motion to recess subject to the call of the Mayor.

Special Thanks.....

to all the individuals and business organizations who helped make this event possible. A tremendous team of volunteers from the community and employees of the City and School System have poured their heart and soul into this Inaugural Ceremony. We hope this event will signify the beginning of a great millennium for Pell City.

Thirty-Six Will Receive Diplomas Friday Night

Thirty-six members of the senior class will receive their high school diplomas at the graduation exercises to be held at the high school auditorium Friday night.

In the program at the graduation exercises the president of each class will introduce officers of each class and the presiding officers of each campus organization will introduce officials of their respective groups. The Glee club will render a short program and Professor J. Rogers Moore will hand out the diplomas.

Ralph Johnson is president of the 1940 senior class. Marilyn Love, vice president and Louise Martin, secretary-treasurer. The class roll is as follows: J. D. Abbott, Paul Abbott, Rubye Marie Adams, Willie Greene Bell, Arvin Dixon Braden, Boyd Leon Braden, Mattie Lois Compton, Florence Crance, Eugene Henry Davis, Nellie Frances Freeman, Eloise Gambrell, Evelyn Louise Gravett, Mary Bernice Gray, Margie Dean Goodgame, Edna Florence Higginbotham, James P. Kelly, Rubye Locke, Kathryn Lonergan, Ruby Verlon Merrill, June Amelia Mewbourne, Ruth Rowe, John Billie Rowland, Bettie Scott, Aubrey Simon, J. P. Sims, Jr., Florence Louise Smith, Norman Richard Smith, James Earle Stovall, Almus James Thornton, Charles Wheeler Turner, Nellie Elizabeth Wilkins, Charles Harlan Willis, Lelius Edward Walker.

High School Program Starts Friday Night

Commencement program at the high school will get underway Friday night when the Seniors will present their annual class play. "The Haunted High School" by Orville Snapp, is the title of the comedy-drama to be presented. The play is under the direction of Miss Virginia James, English instructor. The play will be presented at the high school auditorium at 8:30, daylight saving time.

Dr. A. N. Reid, vice president of Howard college will deliver the Baccalaurate at the high school auditorium at 11 a. m. Sunday. "Class Night" ceremonies will be held Thursday night, May 16, and the graduation exercises will come the following night, Friday, May 17.

Norman Smith as President of the student body will be in charge of the graduation exercises Friday night. An effort will be made throughout the graduation program to present to the public the plans and purposes of extra curricular activities of the student body.

YOU CAN REGISTER.
Tell all your friends
and everybody
Party.
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EDITH

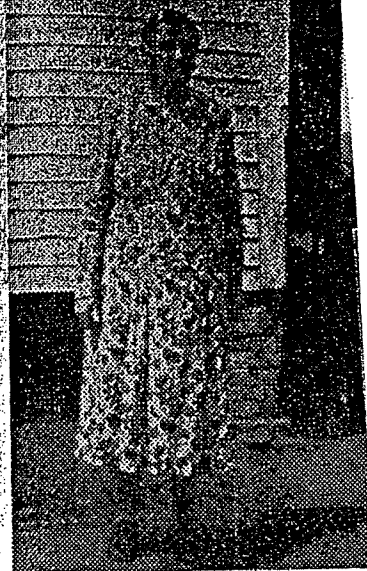


MADGE LOVE
LOUISE MARTIN

BETTY SCOTT
LOUISE GRAVETTE

Above is shown four Pell City girls who will graduate from high school next week and who came up the long, long trail from the first day of grammar school and on through high school together. They are from left to right: Madge Love, Louise Martin, Betty Scott and Louise Gravette. These four Misses started to grammar school here

and had as their first teacher Miss Dadie Griffith, shown at right. The girls never deviated from the course they set together on their first day in public school and all expect to receive their high school diploma, the goal of their work, at the graduation exercises next Friday night, May 17.



MISS DADIE GRIFFITH

Above is shown Miss Dadie Griffith, veteran public school teacher of St. Clair County, who has taught school 27 years, all of them in St. Clair with the exception of one year in Bibb county. Hundreds of men and women in all walks of life have received their elementary education with "Miss Dadie" as teacher and remember her as kindly and sympathetic toward all youngsters in the difficult days of "starting to school."

Madge Love, Louise Martin, Betty Scott and Louise Gravette probably will go to college together. All four girls, of Pell City, started out together and finished together in grammar school and high school and if the love bug doesn't bite them, they may enter college in the same way.

Miss Dadie Griffith has taught public schools in St. Clair County for 27 years.

1940

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City school board is created

BY MIKE MOSER
News-Aegis Editor

Working under the pressure of a time limit to qualify for state funds, the Pell City council Monday passed a resolution establishing a city board of education which, if all goes as scheduled, will officially take control of schools in the city Ju-

ly 1, 1982.

The current ad hoc school board recommended the action in the form of a letter following communication from Dr. Wayne Teague, state superintendent, advising the formation be made at the earliest time.

According to the request, the ad hoc board had learned that if

the action was taken before the next legislative session when division of education dollars is made, the city school system would not receive a share of state money.

Mayor Hugh Williamson told council it was his impression that actual board members did not have to be appointed at this time but the board need to be

created. The city is going to check legal sources to confirm and if appointments must be made, a special meeting will be held.

A copy of the resolution forming the city board of education will be forwarded to the county board. Councilmen Keith Porter, Paul Turner and Forest Walls approved the measure while Councilmen Barnett Lawley and Charles Lockridge were absent and did not vote. In other business, council: —APPOINTED Dr. John Haynes, A. G. Keller and George Williams to the city's industrial development board. All three have recently completed terms on the board and were reappointed unanimously. —APPROVED a wine license on request from Ann Youngblood for Ann's Country Store on U. S. 78 East. —HEARD a report on the planned construction of a building to house a wash rack for city vehicles to be located at the city shop on 19th Street South at a cost of \$1,500 for materials with city employees doing the construction.

—APPROVED installation of two street lights on Edgewood Drive in the Forest Hills Subdivision.

—APPROVED on recommendation of the zoning board a zoning map change for a parcel of property on Hospital Drive from residential to business.

—REFERRED to the city planning commission a zoning question concerning property on 19th Street South following a request from Mike Hutchins for a business license. The property in question is zoned residential and Hutchins was advised to petition the commission for a zoning change or variance before consideration for a license could be given.

—HEARD a report from Porter concerning progress on the proposed new sewage treatment plant. Porter stated the first bid of the four-phase project would be opened in December with the last bid to be opened January 7. Williamson stated the project was divided up into phases to allow small contractors a change to bid on the project. —TABLED action on an ordinance setting a license fee of \$100 to sell fireworks inside the city limits and \$50 in the police jurisdiction.

Council approves sales tax for city schools

BY MIKE MOSER
News-Aegis Editor

A one cent sales tax ordinance with monies earmarked for an independent city school system was adopted as expected by the Pell City council Monday night as supporters of the city school system moved a step closer towards reality.

The action delighted over 20 supporters in attendance at Monday night's meeting while only one person showed up to voice his opposition to the city school system.

The motion introduced by Councilman Keith Porter and seconded by Barnett Lawley institutes the tax effective January 1 with a 12 month limit on forming the system. At the end of the year, if the city system does not become a reality, the tax will be rescinded with monies collected going to improvements of the county schools inside Pell City.

Councilmen Paul Turner and Forest Walls joined Lawley and Porter in approving the tax while Councilman Charles Lockridge voted against the proposal as he had done in the previous vote.

Last week Lockridge stated he voted against the one cent sales tax stating he felt there should be time spent on seeking other ways to fund the local school system. "I'm for city schools and there is no doubt it will help, but I don't like this way of funding," Lockridge had earlier said. He did not further qualify his vote Monday night. City businessman T. L. Harmon Sr. told council he was against any tax and that there was a lot of confusion about

formation of a city school system but after his questions had been answered, he felt better about the proposal. Councilmen Lawley and Porter explained to the gathering that the new tax money was needed to employ an additional 22 teachers which will reduce the student-teacher ratio and to also make improvements in the library which can result in the Pell City schools reaching accreditation standards.

It was also explained by supporters of the city system that more local control would be gained, property values would be enhanced and the educational level would be improved.

Businessman J. D. Abbott told council he felt that a sales tax was the only fair tax council could use. "People that make and spend a little money will pay a little tax and people that make and spend a lot of money will pay a lot," it was pointed out.

Lawley also pointed out that the tax passage was needed at this time to

allow the city system to enjoy windfall tax dollars, if any, from various governmental sources. In other business, council: —APPROVED a road block on request from James Tyus which would allow distribution of the Shriners newspaper for donations with proceeds going to the crippled childrens hospital. That roadblock has been set for November 14. —APPROVED on request of Shelia Slovensky an off-premise beer license. —APPROVED a petition for refunds on \$10.60 in ad valorem taxes on a case where exemptions were due but had not been recognized. —APPROVED a limit of two shredder truck loads per household on limb removal by the city. The city will remove additional loads at a rate of \$35 per hour for the use of the shredder, three men and the truck. This is effective immediately. —APPROVED collection of garbage at residences once a week effective November 1. A schedule will be released at a later date. —APPROVED annexation of 40 acres of property inside the city limits on Dry Creek Road on request from Harold Williams and a subdivision off Skyline on request of Johnny Smith. —DISCUSSED installing a bill drop box for the convience of water and gas customers so that city customers will not have to go inside city hall to pay their bills and also allow after hours bill paying.

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—Added one cent so

Proponents of city school board ask council to

A concerned group of Pell City residents approached the Pell City Council in an unofficial session Monday night to propose the formation of a new, separate school system for the education of Pell City children.

The group, meeting with the Mayor A.E. "Dill" Nixon and all members of the council except adlerman Charles Lockeridge, made known their desire for the council to appoint a

separate school board from the county system.

Spokesman for the group, Harold King, presented a list of proposed and estimated budgets of several similar towns and asked the city fathers to "seriously consider" setting up a new system.

Included in the request was a proposal that the city levy a one cent sales tax to aid funding of the new system.

According to King, the group is "interested in raising the level of education in Pell City." Included in the group who met with the council were local businessmen Jack Baggett, Jim Ruple, Doyle Findley and Ray Miller. King said all five school principals of the Pell City area were also in attendance "merely as interested non-participants."

"We have talked about this thing for several years off and on," King said. "We feel with a separate system, we can upgrade the level of education in Pell City. Should the city pass a new one-cent sales tax to aid in the funding, the system can be set up and made operable," he added.

King said the towns of Oxford, Guntersville and Arab had been studied by the group and they felt the proposed budget submitted to the council was "very near to accurate" for a town the size of Pell City.

"With a city system, we could provide things like improved buildings, higher level of education, a better athletics program and more extracurricular activities," King pointed out.

King added however, that the only way the city system could be made operable was with the one cent sales tax.

Mayor Nixon, contacted about the meeting Tuesday, said the "Mayor and council are not going into this thing alone."

"We are not going to take the responsibility of the one cent sales tax on our back... if the majority of the opeople want the city school system, then we'll go from there," Nixon said.

The mayor added that the matter "may come down to a referendum." "We feel like



KING . . . "We could provide a better educational system for our children and our children's children . . ."



NIXON . . . "The mayor and council are not going into this thing by themselves."

we can get the feelings of the people by bringing the matter before the clubs in the city and by holding public hearings to discuss the matter.

"The way the situation is of the tornado problems) is to make it upon ourselves, and conclude.

Satterfield, Wyatt will

even secretaries?

St. Clair News Aegis

FEB 20, 1962

as tax talked—

school system pursue matter

St. Clair Superintendent of Education George Eden told THE NEWS Tuesday he "would not oppose any movement to set up a separate city school system."

"Any group that can better themselves, I have no objections," the superintendent stated. "As I see it now, I don't feel the formation of another system would hurt the present county system and as long as it doesn't then I'm not opposed to it."

Eden did point out a couple of things for consideration by the group.

"One of the first things they had better be aware of is that any new system must be approved by Federal Judge Sam Pointer in Birmingham," Eden said. "Right now, he requires that the ratio of a system's professional people — teachers and administration — be 25 per cent Black."

He said the present status of the schools in the Pell City area was not 25 per cent. "There are 154 white professionals on the payroll and 19 Black. You would have to have about 43 Black professionals on the rolls before he would approve the system," Eden pointed out.

The second thing Eden pointed out was that a new system would be required to have funding other than that provided by the State and Federal Government. "In other words, the only way they could have a city system would be if they passed the one cent sales tax," Eden said. "Anything less, and they would only end up in failure."

Eden concluded his statements by saying, "We stand ready to work with these new city system proponents in any way and will negotiate and work out any problems they might face."

According to the budget submitted the council by the group, the new system could be expected to have \$1,575,000.00 in total revenues — \$200,000 of which would come from the new sales tax.

The budget listed total expenditures of \$1,396,000.00 with an excess working capital of \$179,000.

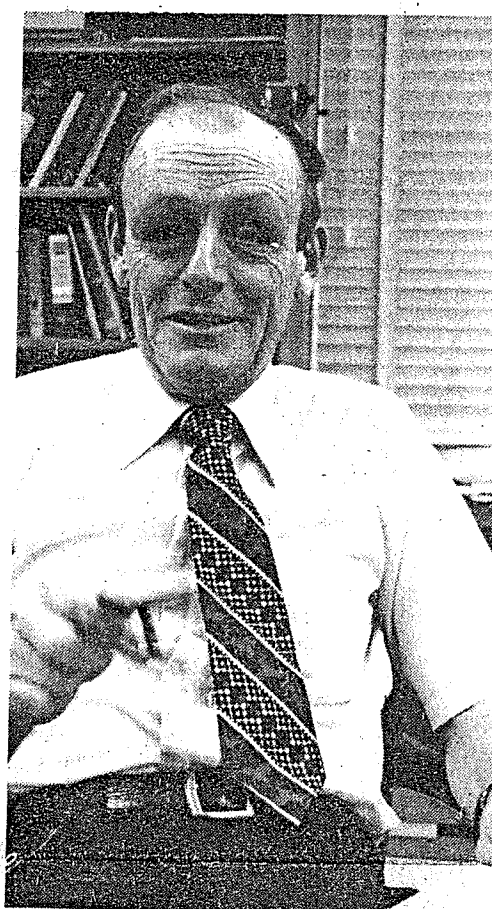
"We tried to go high on the expenditures

and low on the revenues to compensate for any discrepancy," King pointed out.

"Another thing we are talking about is for the one cent sales tax to be earmarked solely for the school system . . . nothing else will get any of that money," he added.

"In conclusion, I guess you might say we are only interested in raising the level of

(See Proponents Pg. 6A)



EDEN . . . "It would actually take a load off the county board, but they will have to have the tax to make it go . . ."



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Manslaughter case tops court-docket

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Sheryl Dubose and her band of loyal teens were busy making sure all the supplies were on hand and visiting as they went.

When six o'clock rolled around, there were about 400 hungry folks lined up at the door. Mrs. Littlejohn reported, with a smile, that they put out over 500 forks, and ran out!

The ladies who helped her and Dorothy Brice get this giant feast together were all smiles and joy as they greeted the guests and watched a ton of food vanish in a matter of minutes. After everyone had been fed and more music was on stage provided by more wonderful church choirs, the crowd began

had gone through the exhibits, every politician in the county had shaken every hand, and every member of the Centennial Committee had said to himself, "it was worth every minute of effort."

The purpose of a Centennial Celebration is to appreciate what we have here as a city. What we have is "Community" working and living together.

As one lady said, "We should do this more often, it felt like old times."

Watch for more Centennial events in the coming months. ■

Kennedy Middle School Students — Capture 100 Years Of Life

went to school in Pell City during the years of Iola Robers reign as education town, you would have felt right at Kennedy Middle School on Friday, May 1, 1990.

Children of Kennedy, under the direction of Vickie Harmon, Brenda Smith and the able narration of Rob Skelton, presented the old fashioned "Panorama" of the history of Pell City. (Miss Iola would have been proud!)

As the play progressed, with students dressed as historians, included dance numbers from several decades of the city's past.

As the Virginia Reel dissolved into the Waltz, you could see the gleam of memory in the eyes of the parents and grand parents assembled to celebrate the first big event of the Centennial. The Kennedy Kids kicked off the weekend on the right note. Everyone present, including Ty Wood, who is shooting the Centennial Video, commented on how well the play caught the spirit of Miss Roberts' legendary productions of half a century ago.

As students returned to the stage for a bow after the performance, three and four

generations of Pell Citians stood and beamed at the joy and hope represented on that stage.

The spirited play, which tells the story of Pell City's rise from a cotton shipping rail crossing to a thriving city of the 1990's, will be performed for the public during the centennial year. A date will be announced and the Civic Center will be the location. When a date is announced, mark it on your calendar, you do not want to miss this tribute to our city done by some of its most attractive and intelligent young citizens. A job well done! The 1990's are off to a great start! ■

side of a movie theater looked like. Which was all right, I guess, since they don't look much like they used to anyway.

Now there are obvious advantages and disadvantages to renting movies at a store and watching them at home, one of the former being that, in some cases, you already know that the picture you are about to watch — and the actor/actors therein — has won an Academy Award; and one of the latter being that the picture was made maybe two years ago.

Anyway, a month or two ago the lovely Sylvia and I began taking advantage of free Monday afternoons and lower matinee box office prices to (as I said in the beginning) rediscover the fantasy world of movie houses and the fresh-off-the-press movies that they offer.

For that reason, I was more interested than usual in the recent Academy Awards, having seen such films as:

"Driving Miss Daisy," in which both Morgan Freeman and Jessica Tandy are superb. As we all now know, Miss Tandy won the Best Actress award for her performance and Freeman was nosed out by someone I had never heard of for his work in a picture I hadn't seen, "My Left Foot." But if you haven't seen "Daisy," take my word for it, Freeman would have been just as deserving a choice for the top award.

"Steel Magnolias," featuring Sally Fields, who I think might just be the finest actress in Hollywood; Shirley McClain, who gets better with age; Olympia Dukakis, who is also an old pro; Darryl Hannah, who has

Continued On Page 6

One life long resident of Pell City, now gracefully into her own seventh decade, summed it up when she said, "We were there all day and enjoyed the fact that there was so much to see and when you got tired of looking and listening to the music, there was a room full of old friends to visit with and I've never seen so much good food."

Guin Roberson, a relative new comer to Pell City, but a small town Alabama boy to the core, arrived early with his display of historic Avondale Mills pictures and even a miniature cotton bail. Guin has been very

Sheryl Dubose and her band of loyal teens were busy making sure all the supplies were on hand and visiting as they went.

When six o'clock rolled around, there were about 400 hungry folks lined up at the door. Mrs. Littlejohn reported, with a smile that they put out over 500 forks, and ran out.

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Kennedy Middle School Students — Capture 100 Years

If you went to school in Pell City during the fifty years of Iola Roberts reign as educator to the town, you would have felt right at home at Kennedy Middle School on Friday, March 30, 1990.

The children of Kennedy, under the direction of Vickie Harmon, Brenda Smith and with the able narration of Rob Skelton, staged an old fashioned "Panorama" of the history of Pell City. (Miss Iola would have liked that word!)

The play, with students dressed as historic residents, included dance numbers from the different decades of the city's past.

As the Virginia Reel dissolved into the Waltz, you could see the gleam of memory in the eyes of the parents and grand parents assembled to celebrate the first big event of the Centennial. The Kennedy Kids kicked off the weekend on the right note. Everyone present, including Ty Wood, who is shooting the Centennial Video, commented on how well the play caught the spirit of Miss Roberts' legendary productions of half a century ago.

As students returned to the stage for a bow after the performance, three and four

Movement afoot in Pell City to form own school system

By DENNIS LOVE
Star Staff Writer

PELL CITY — It has been 27 years since the voters of St. Clair County approved an increase in property taxes to boost funding for the education of their children.

Which means that in the state's second-fastest growing county (according to the 1980 census), school revenues of local origin amount to only about \$100 per student. In this important category, St. Clair ranks 117th among 127 school systems in Alabama.

And the effects of this tight-fisted attitude are fast becoming more apparent. This is particularly true here in Pell City, the county's largest municipality situated about midway between Anniston and Birmingham along Interstate 20.

Some businessmen here go so far as to say that deteriorating school facilities and high student-teacher ratios have played a major role in scaring away prospective industry, impeding expansion of the city's economic base.

THESE FACTORS AND OTHERS have resulted in a bold movement afoot in Pell City — a campaign to disengage from the county school system and form a separate city system. Pell City Mayor Hugh Williamson says the plan now on the drawing board could become an operating reality by the time schools open for the 1982-83 school year.

The idea began to pick up steam early this year, when the Greater Pell City Area Chamber of Commerce sent its education committee before the City Council to request a study into the possibility of forming a city system.

The council appropriated \$5,000 for research and a joint feasibility study was conducted under the management of Dr. B.D. Whetstone of Birmingham Southern College and the University of Alabama's Bureau of Educational Services.

According to Whetstone, the study found "the people of Pell City want a new system. At what level they want the system to perform is the key question."

Whetstone's study concentrated on three areas of

the city limits) will go to the Pell City school system. The county is talking about one-third of our student population, state allocation, local revenue and so on.

The county's school budget of about \$100 million will be cut by about a third, but Richey maintains that it is obviously "there would also be other programs to administer."

Meanwhile, the campaign is at the grassroots stage at this point," according to Williamson, a member of the city's planning commission and the city board of education.

"We're not blessed with a daily newspaper in Pell City, and it's hard to tell how many people are listening on the radio. . . . our major concern is to tell the people what we're doing and why we're doing it."

Part of the communication process was completed when a newsletter was given to all Pell City residents. A questionnaire attached for parents to return the leaflets Friday, and Moody says survey results will give an indication of public opinion is running at present.

"And hopefully at the same time we can allay the fears people may have about new tax levies," Moody says.

A decision on whether to move forward with the project will be made no later than January, says Williamson.

"The ad hoc board will at that time recommend one way or the other," Williamson says. "The recommendation is to move ahead, with the county would begin and the Pell City in motion."

The mayor said the board's recommendation will come as early as October.

"Whatever is done, the Pell City school system things must be done diplomatically. Diplomacy will be crucial from the start of negotiations since "the split will need to be as painless as possible," he says.

And caution must be used in choosing the method of funding, since "to stick

Whetstone's study concentrated on three areas of funding, what he called "minimum, adequate, and effective" levels.

- **Minimum funding** — This level would require about \$20 per city resident, or a total of about \$60,000 in new revenues per year. "This would be required just to make the change," says Whetstone. The student-teacher ratio would remain about the same, which officially is about 25 to one at present in the St. Clair County system. However, Whetstone says a more realistic figure is about 35 to one.

- **Adequate funding** — This level would mean revenues of \$75 per resident, or some \$450,000 in additional yearly revenues. This amount would assure accreditation for the system and reduce class loads to about 25 to one, Whetstone says.

- **Effective funding** — This level would fund a "top system" which would be among the best in the state, according to Whetstone. Revenues would need to amount to about \$144 per resident, or \$900,000 per year. Class loads would be about 15 to 20 students per teacher, a situation Whetstone called "very desirable."

FINDINGS ARE STILL somewhat incomplete, and Whetstone says, "More extensive surveys are required to find out if they (Pell City residents) can afford it (new system), and if so, how much they're willing to pay."

That is the issue with which Keith Porter is dealing, Porter, a city councilman and a member of the chamber of commerce education committee, is studying the funding problems and possible methods of providing new revenues for a Pell City system.

For now, Porter says, the council and an ad hoc board of education — set up to steer the project during the initial stages — are using the "adequate" level as a guide. That means Pell City must find \$450,000 in revenues in addition to the state and federal allocations the system would receive each year.

That's \$450,000 in an area which has refused to raise its own taxes since 1954 for educational purposes. Porter and others say the issue of funding must be approached "very carefully" and "explain our position to the people as clearly as we can."

Porter says options under consideration are a council-imposed, one-cent sales tax, a voter referendum on a one-cent sales tax, a referendum on an increase in property taxes, or a council-imposed occupational tax like that in Gadsden in Etowah County.

"No tax is attractive," Porter says. "But it appears the easiest and most cut-and-dried approach would be for the council to impose the one-cent sales tax." A one-cent sales tax would bring in about \$500,000 per year, he says.

But no decision has been made, and Williamson says it is "likely the people would want a chance to vote on the issue."

This could result in a referendum to let voters decide which method of funding will be used.

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ANOTHER FINANCIAL CONSIDERATION has to do with what will be done with the 1,200 or so students who live outside the Pell City limits but attend one of the city's schools. (Schools which would comprise a Pell City system include Iola Roberts Elementary, Pell City Intermediate School, Coosa Valley Elementary, Duran Junior High, Pell City High School and the Eden School, where many special education students attend. The St. Clair County system presently has 18 schools, including the vocational school between Pell City and Ashville.)

Students outside the city limits attending Pell City schools make up about one-third of the city school population, which in turn comprises about one-third of St. Clair's approximately 9,000 students.

J.W. Richey, superintendent of St. Clair County schools, says, "If you assume they (the students outside

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the city limits) will go to the Pell City schools, you're talking about one-third of our students, one-third of our state allocation, local revenue and so forth."

The county's school budget of about \$10 million would be cut by about a third, but Richey makes the point that obviously "there would also be one-third less of a program to administer."

Meanwhile, the campaign is at the "educating the masses stage at this point," according to Larry Moody, a member of the city's planning commission and the ad hoc board of education.

"We're not blessed with a daily newspaper here in Pell City, and it's hard to tell how many people listen to the radio . . . our major concern is to try to let folks know what we're doing and why we're doing it."

Part of the communication process began last week, when a newsletter was given to all Pell City students with a questionnaire attached for parents. Students were to return the leaflets Friday, and Moody said perhaps the survey results will give an indication of how public opinion is running at present.

"And hopefully at the same time we can put to rest any fears people may have about new taxes and that sort of thing," Moody says.

A decision on whether to move forward with the project will be made no later than Jan. 31, according to Williamson.

"The ad hoc board will at that time make a recommendation one way or the other," Williamson says. "If the recommendation is to move ahead, then negotiations with the county would begin and the process would be set in motion."

The mayor said the board's recommendation could come as early as October.

"Whatever is done, the Pell City faction is aware that things must be done "diplomatically," as Moody puts it. Diplomacy will be crucial from the standpoint of county negotiations since "the split will need to be as peaceful as possible," he says.

And caution must be used in connection with the method of funding, since "to stick something down people's throats would be a terrible mistake. We must convince them the children will get more out of the schools than what they pay . . . and we'll have to prepare for the time when the people will be asked for more financial support. We don't want to just stop here . . . the future of our city is at stake here."

Adult education

Pell City ponders school system

PELL CITY — This municipality may be closer to its own school system, according to Mayor Hugh Williamson.

The results of a questionnaire sent to parents of children attending six St. Clair County schools within the Pell City limits shows that 80 per cent of the respondents support formation of an autonomous school system through additional taxation.

Williamson also said 95 percent of the respondents felt schools needed improvement, and more than half favored funding a separate system to the tune of about \$950,000 per year.

That figure, according to researchers, is what will be needed for the schools to significantly lower teacher-student ratios and otherwise provide an "effective" system.

The mayor said the City Council will meet Monday

night in a joint session with the ad hoc board of education formed to study the logistics involved with forming a separate school system.

The mayor said the committee is nearing the time when "it is ready to begin negotiations with the county dealing with the transfer of property and other matters."

Williamson said the Monday night meeting will be a "information-sharing" session so council members "can know what to expect."

The mayor said, however, that no final decisions regarding the school plan likely will be made at the meeting.

The St. Clair County school system presently has about 9,000 students with a budget of about \$10 million. A Pell City system would take away about one-third of the county system's students and about a third of its federal and state appropriations.

DA THE ANNISTON STAR Tuesday, Oct. 13, 1981

Pell City OKs tax for new school system

PELL CITY — Collection will begin Jan. 1 here on an additional one-cent sales tax which will help finance a new city school system.

The City Council voted 4-1 Monday night to approve the new tax, which will provide about \$500,000 in 1982 for operating the new system. Voting against the measure was Charles Lockridge.

Mayor Hugh Williamson said negotiations "should begin in earnest now" with the St. Clair County Board of Education to work out the logistics involved with pulling away from the county school system.

The six schools which would comprise the new system — all located within the Pell City limits — make up one-third of St. Clair's present 18-school system.

Pell City officials, including members of the Greater Pell City Area Chamber of Commerce and an ad hoc board of education created to study the matter, have worked since early this year investigating the feasibility of pulling away from the county system.

Studies have been performed and questionnaires sent to parents of children in the schools which would be affected by such a move. The movement began when some residents and civic groups expressed concern over what they said were deteriorating school facilities and overcrowded classrooms due to inadequate local funding.

Williamson said the council stipulated Monday night that negotiations with the county must be completed within six months. Should an unforeseen circumstance kill the plan, Williamson said the tax money collected would be used on capital expenditures on the schools within the Pell City limits.

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BC The Anniston Star
Wednesday, Oct. 22, 1981

Pell City discussing school plans

PELL CITY — Initial negotiations began today to work out the logistics involved with the separation of a new Pell City school system from the St. Clair County system.

Pell City Mayor Hugh Williamson said St. Clair County Schools Superintendent J.W. Richey and Dr. B.D. Whetstone, a consultant to the ad hoc board of education in Pell City, planned to meet at 10 a.m. today to discuss plans for the new Pell City system.

The meeting came on the heels of a City Council vote Monday night to create a separate city school system, which would include six of the county's present 18 schools.

The council Oct. 12 approved an additional one-cent sales tax, effective Jan. 1, to provide local funding for the school system. The tax will provide about \$500,000 in 1982.

Pell City officials, including members of the Greater Pell City Area Chamber of Commerce and the ad hoc board of education created to study the matter, have worked since early this year investigating the feasibility of a city school system.

The council formally created the system Monday night since the system was required to be in existence before Nov. 3 to be eligible for state funding, Williamson said.

Negotiations between the city and county will deal with such matters as school buses and administrative personnel, Whetstone has said.

the

railroad station.

Motorists are asked to use alternate routes during the construction period.

Pell City hires superintendent

PELL CITY — The Pell City Board of Education has named Dr. Hoyt Washington as the first superintendent of the new Pell City School System.

Washington will begin his duties June 1, one month before the recently created school system is scheduled to begin. He currently serves as administrative assistant to the superintendent for systems management for Jefferson County schools.

STERLING JEWELERS

Diamond

4B The Anniston Star Wednesday, Feb. 9, 1983

St. Clair leaves tax unchanged

By DAVID PERKINS

Star Staff Writer

ASHVILLE — With order and little debate, the St. Clair County Commission has voted to hold the county's tax millage steady, at least until the long-delayed property tax reappraisal is complete.

"I want to see what we're getting before I cut it," said Commissioner Chris Fowler, "otherwise we're just stabbing in the dark."

According to state law, the commission must set the millage by Feb. 1 or the first official meeting thereafter for tax notices that will go out in October.

ON TUESDAY, the commission agreed to hold the millage at 28¼ mills. Of that amount, six mills go to the general fund, three mills to the road and bridge fund, two mills toward the cost of property reappraisal, 13¼ mills to education, and

four mills to the county hospital. The county also levies a tax of five cents an acre on forest land. The county collects 6¼ additional mills for the state's general fund.

The commission's action brought approving comments from Dr. Hoyt Washington, superintendent of Pell City Schools.

"I think that's the only prudent answer they could have given," Washington said after the meeting. He urged the commission not to lower the millage in view of 10 percent proration and the poor condition of city and county schools.

"A quick fix for our present times is not what is needed for tomorrow," he said.

School tax revenues will be divided, with 36 percent going to the new Pell City system and the county system getting the rest, Washington said. Pell City formed a separate system in July 1982.

THE COMMISSION'S move puts to rest the recent controversy over the sudden reduction in millage rates voted Jan. 11 by the outgoing commission, chaired by Dr. James McClendon. A letter from the Attorney General's office, requested by new Commission Chairman James S. "Shirley" Satterfield, declared the earlier action "null and void" because the commission had not set the millage rates on time.

It is still unclear whether reappraisal will lead to a sharp increase in county revenues, or if the commission will take steps to return that money to the taxpayers.

Complaints continue to arise from reappraisal.

Jack Hazelwood of Pell City spoke to the commission Tuesday, complaining

that his property taxes on his 200-acre farm had risen more than 400 percent since 1976. "It's flat land and the ground won't percolate, and they're valuing it very high. I know it's not worth that much," he said. "With a few more reappraisals and they'll have me a millionaire on paper."

Hazelwood said he hadn't been able to get the Board of Equalization to take a closer look.

Commissioner Charles Marcrum said lowering the millage rates wouldn't give Hazelwood any relief, and that this was a matter that involved the Equalization Board.

EXACT INCOME FROM reappraisal will not be known until at least the end of the month. Tax Collector Ed Hollis said he hopes to do that at the end of February.

After Guntersville Trip—

Council again tables city school system issue

By LOUIS MURO

The Pell City Council discussed but once again tabled action on the formation of a city school system after three of the councilmen gave a favorable report following a trip to Guntersville to study the city system there.

Councilmen Art Walls, Harvey Watson and Dr. R.F. Cox discussed their trip in which they met with the superintendent and members of the school board and toured the facilities of the school system.

"They have a real impressive picture up there and it's superior to anything we've seen around here," Cox said. "They had nothing to sell us but just took their time to show us their facilities and answer our questions," he added.

The group described an ultra-modern school complex, football field and baseball field under construction that was all made possible by the creation of a city system in Guntersville. They also pointed out that the high school was air conditioned, carpeted and equipped with a large library.

Mayor A.E. "Dill" Nixon suggested that the council talk to the city councils and mayors of these municipalities that have recently gone to a city system. "We need to line up two or three councils in one day to talk to," he said. "We've only heard the school side so far."

The council briefly discussed the affect a recent ruling by Federal Judge Sam Pointer

against the St. Clair County Board of Education would have on the creation of a city system. Pointer told City Attorney Billy Church some time ago that he wouldn't be able to determine

anything until it came before him.

The council also hear from attorney Bill Hereford, who withdrew the name of Rev.

Robert Goode from the names of members of the Medical Clinic Board. The Board is currently involved in the expansion of facilities at the Baptist Home for Senior Citizens at Cooks Springs. The council decided to meet with Hereford at the next meeting to discuss a replacement. Goode was ineligible for the post since he was not a property owner.

In other action, the council accepted a tractor from Thompson Tractor after a larger size was obtained.

Was told by Nixon that he had signed a contract with Alabama Power on moving street lights.

Was told the \$15,000 had not been received yet and thus contractor has not been hired.

Heard a report from Jack Baggett who asked the council to zone a certain amount of property commercial so a sign can be placed there, and

Agreed to look into the work being done by Control Inc. in fixing leaks.

Can Now Be Sued—

Pell City to check insurance after Supreme Court ruling

Pell City Mayor A.E. "Dill" 100-year-old law that gave cities are that persons arrested will

report following a trip to Guntersville to study the city system there.

Councilmen Art Walls, Harvey Watson and Dr. R.F. Cox discussed their trip in which they met with the superintendent and members of the school board and toured the facilities of the school system.

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Agreed to look into the work being done by Control, Inc. in fixing leaks.

Can Now Be Sued

Pell City to check insurance after Supreme Court ruling

Pell City Mayor A.E. "Dill" Nixon said Monday night he would check into the city's insurance situation in light of a recent ruling by the Alabama Supreme Court which said cities may now be sued.

City Attorney Billy Church brought up the matter at Monday's meeting of the City Council and suggested the council check into their insurance coverage.

"I think we're covered pretty well but I'll get in touch with Arns Weems to see if we can't cover the gaps," Nixon said.

The ruling by the Supreme Court in mid-July struck down a

100-year-old law that gave cities and counties immunity from prosecution. The majority opinion in the 6-3 decision stated that the old doctrine of immunity for cities "cannot be rationally defended any longer" while the dissenting opinion argued the ruling could cripple law enforcement and greatly reduce city services.

Several legislators have criticized the ruling and said they hope it is reversed in the near future. The League of Municipalities is also conducting a campaign to have the law reinstated. Arguments from law enforcement circles

are that persons arrested will now be able to sue policemen for what they consider too much force used during an arrest.

In her majority opinion, Associate Justice Janis Shores said, "The rules of governmental immunity for cities bottomed as it is on the English concept that the King can do no wrong" is the antithesis of the very concept upon which our government is founded.

"In fact," she added, "recent events have demonstrated dramatically that the King can do wrong in America and when he does he must pay the penalty for such wrongdoing."

bill would cut state tax collections by \$9 break.

Pell City appoints school board

PELL CITY — A board of education for the newly formed Pell City school system has been appointed by the Pell City Council.

The council Monday night appointed Dwight Blair, Ernest White, Ed Ash, George Eden and Larry Moody to stag-

gered terms.

All five were original members of the ad hoc board of education which researched and implemented the plan for a school system in Pell City.

The board will assume official control of its system Thursday.

Weaver city clerk resigns

ST. CLAIR COUNTY BOARD OF EDUCATION

Pell City, Alabama

May 18, 1982

7:00 P. M.

The St. Clair County Board of Education met jointly with the Pell City Board of Education on May 18, 1982 at the City Hall in Pell City at 7:00 P.M.

Board members present were: Dr. Joe Coupland
Mrs. Judith Dickinson
Mr. William Gossett

In this joint meeting of the St. Clair County Board of Education and the Pell City Board of Education "The Transfer of Administrative Control of the Schools in Pell City from the St. Clair County Board of Education to the Pell City Board of Education Terms of Agreement" was signed. Dr. Joe Coupland, Chairman of the Board and Mr. J. W. Richey, Superintendent, signed the documents for the St. Clair County Board of Education.

THE TRANSFER OF ADMINISTRATIVE CONTROL OF THE SCHOOLS
IN PELL CITY FROM THE
ST. CLAIR COUNTY BOARD OF EDUCATION TO
THE PELL CITY BOARD OF EDUCATION
TERMS OF AGREEMENT

In order to facilitate the transition of the Pell City schools; and to insure that students enrolled in those schools continue their education with minimum distraction and without interruption; and to protect the present and future interests of all citizens in St. Clair County; the Board of Education agrees to the following procedures and conditions which will go into effect July 1, 1982:

Students:

It is agreed that the current attendance district established by the Federal Court, with the exception of the Coal City sub-district, be designated as the Pell City School District.

COAL CITY - The St. Clair County Board of Education shall provide transportation in the Coal City zone. Pell City Board of Education will operate at their own expense an express bus from Coal City for students in grades 7-12. The St. Clair County Board of Education will provide an express bus from Coal City to Ragland for grades 7-12.

AREA VOCATIONAL SCHOOL - Students who enroll in Pell City schools and also attend the Area Vocational School will do so under the following conditions:

The Pell City School System will transport students from their system to the Area Vocational Center.

The Pell City School System will reimburse the St. Clair County School System for a prorated share of the ordinary costs of operating the vocational school above the amounts reimbursed by State and Federal Funds. The cost per pupil shall be determined as follows: Enrollment shall be based on the first semester of each year and payment of the Pell City School System's

Pell City, Alabama

May 18, 1982

7:00 P.M.

share shall be made on June 30th following the first semester of each year.

Personnel:

- I. Central Office Professional and support personnel will be assigned by the St. Clair County Board of Education and accepted by the Pell City Board of Education effective July 1, 1982 as follows:

Hugh H. Williamson
Jimmy S. Lee
Hazel V. Alexander
Peggy C. West
Stacy H. Lee

- II. The following teachers will be assigned by the St. Clair County Board of Education and accepted by the Pell City Board of Education as of July 1, 1982. Teachers on Maternity Leave are to be included in this transfer.

COOSA VALLEY ELEMENTARY SCHOOL

Thelma A. O'Neal
Susan Deneise Chabert
Charles Ray Moore
Sue Rast Lawrence
Lynn H. Batemon
Vair C. Moore
Dianna P. Riley
Ruth L. Bowie
June Ann Davis
Millie Ann Lawley
Cheryl A. Wright
Cynthia C. Cochran

Title I Teacher

Rosemary Overton Eoff

Special Education Teacher

Sarah S. Brand

O. D. DURAN JUNIOR HIGH SCHOOL

John C. Slovensky
Robert Bruce Hand
Jean B. Fortinberry
Vandi M. Roberts
Sara D. Bain
Henry A. Fisher, Jr.
Frances C. Jones
Robert E. Praytor
Vicki H. Smith
Betty J. Vardaman

O. D. DURAN (Cont'd)

John Wayne Whitfield
Reita Joyce Browning
Anna Merle Dollar
Marie B. Coker
Johnny P. McGowan
Michael L. Porter
Pamela B. Ray
Annie L. Robinson
Katie Ann Roe
Willard D. Smith
Johnny W. Truitt
Ralph W. Bell
Gaile P. Buice
Susan Webb Carswell
Margaret E. Green
Sondra N. Johnson
Laura Poe Lawley
Nellie B. Lewis
Laura J. Martin
Bettye Allen McCurry
Earl Lamar Smith, Jr.
Sara G. Smith
Carol Evans Kilgroe

Special Education Teachers

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Barbara Vaughn
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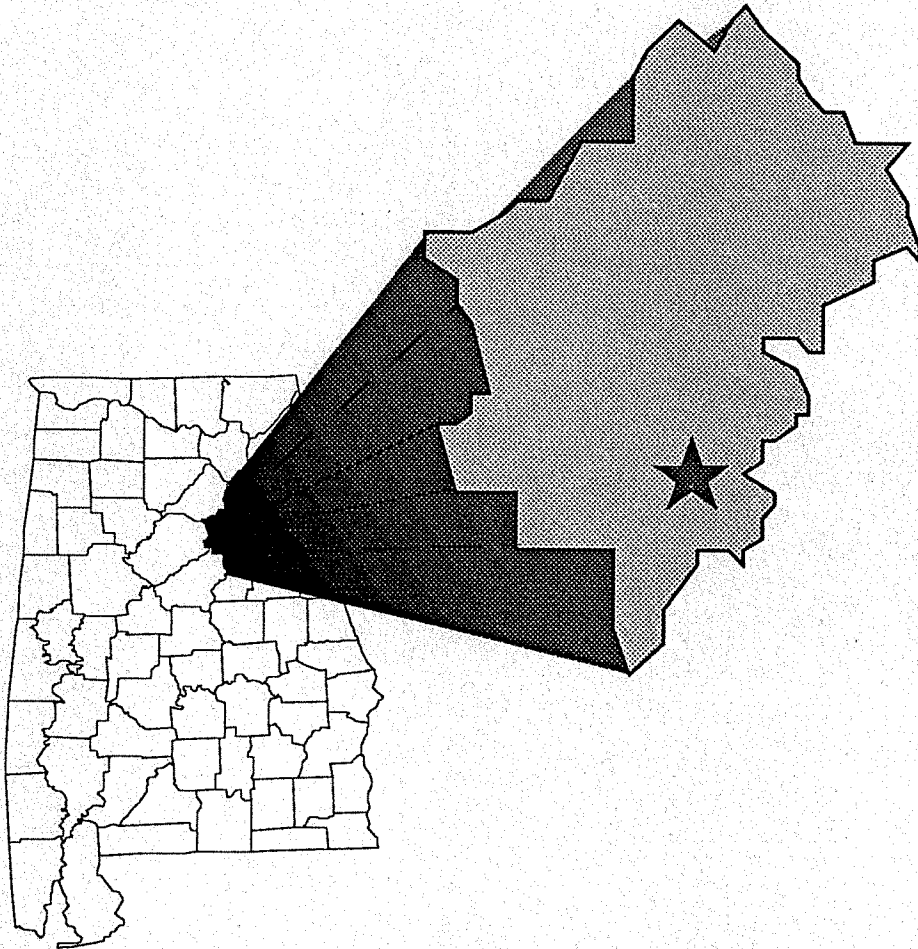
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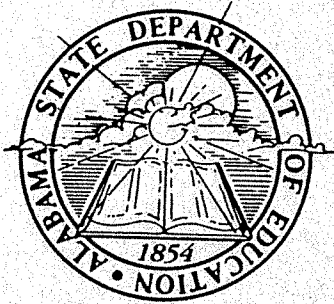
Special Education Teachers

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Betty Jean Foster
Barbara Vaughn
Lila Ann B. Jones
Nellie Robinson Seay

**ANNUAL STATUS REPORT
ON THE
CONDITION OF EDUCATION**



**PELL CITY PUBLIC SCHOOLS
1992-93**



Prepared By:

Wayne Teague
State Superintendent of Education

Kenneth Wilson, Assistant State Superintendent
Administrative and Financial Services

Rex Jones, Division Manager
Computer Services

Dean Argo, Director
Information and Communications

Reference: Original action adopted by the State Board of Education on July 12, 1988.
Amended August 1, 1988. Amended August 10, 1989. [Action Item No. I-1-c.]

INTRODUCTION

In an effort to help Alabama citizens become better informed about their public schools, the Alabama Department of Education publishes these Annual Status Reports. The reports were mandated by the state Board of Education in 1988 as one of the 20 "accountability resolutions," and they provide a variety of statistical information on each of the state's 127 school systems and on each school within those systems.

This year marks the fifth issue of the Annual Status Reports, which are produced from information submitted to the Department of Education by local school boards. They are distributed annually to local school systems, where they are available for public review.

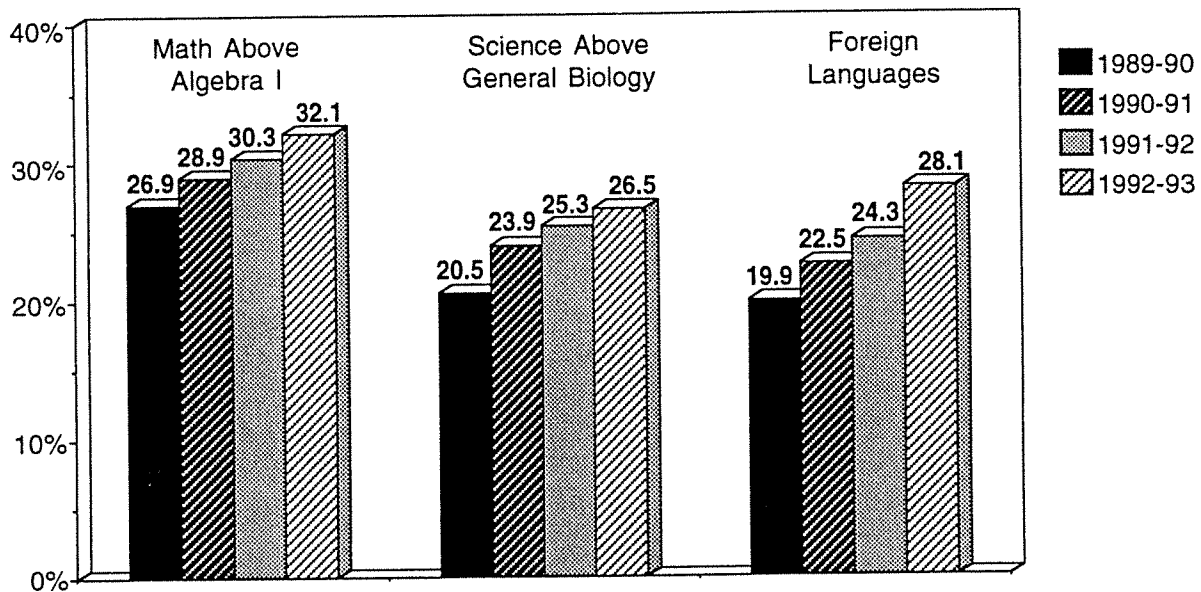
To aid in making comparisons, school systems have been placed in eight homogeneous groups, called clusters, based on enrollment and the socioeconomic conditions of the community served by the system. In clusters, systems are ranked 1, 2, 3 or 4 on the wealth indices and "S" or "L" for small or large enrollment. In this way, a school system may be compared with others of similar wealth and size.

STATE SUMMARY

Enrollment in Advanced Courses

Many of today's educators encourage students to enroll in more challenging coursework to ensure they are prepared for higher education and the work force.

**Percentage of Students Enrolled in Advanced Courses
1989-90 to 1992-93**

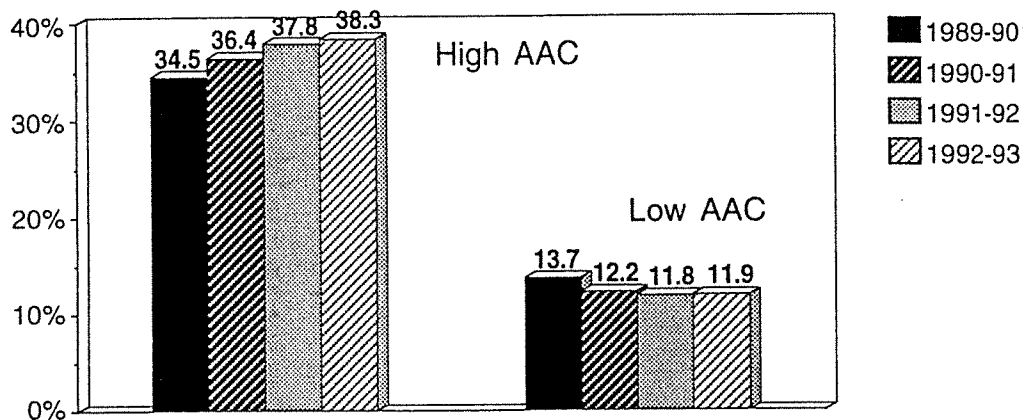


As shown by the graph above, the most dramatic enrollment increase has been in foreign languages, where 28.1 percent of students were enrolled in 1992-93, as compared to only 19.9 percent in 1989-90.

Stanford Achievement Test — High and Low AAC

The Achievement Ability Comparison, or AAC, uses the Otis/Lennon School Ability Test in conjunction with the Stanford Achievement Test to view a student's score in relation to students of the same measured ability. Nationally, 23 percent of the students taking the test are classified in the low AAC group, 54 percent are in the middle group, and 23 percent are in the high group. The Stanford Achievement Test and the OLSAT are given to students in the fourth and eighth grades.

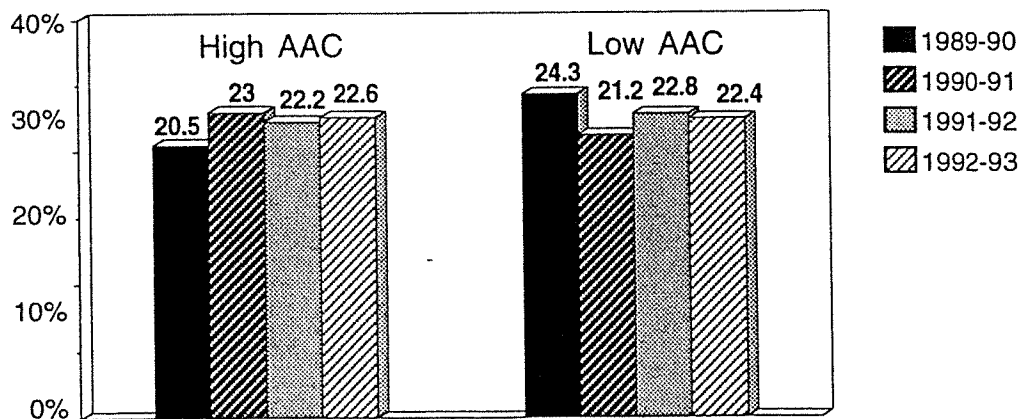
Percentage of Fourth-Graders with High & Low AAC on the Stanford Achievement Test — 1989-90 to 1992-93



The above graph shows that the percentage of fourth-graders with a high AAC is steadily increasing, while the percentage of those with a low AAC has leveled off.

The results from the eighth-grade Stanford, as indicated in the graph below, continue to reflect national norms. The percentage of students with a high AAC increased in 1992-93, while the percentage of students with a low AAC decreased.

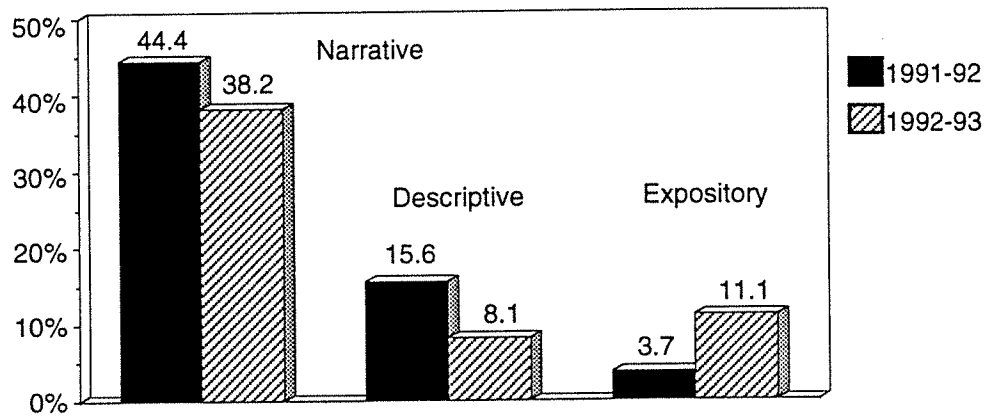
Percentage of Eighth-Graders with High & Low AAC on the Stanford Achievement Test — 1989-90 to 1992-93



Alabama Direct Assessment of Writing: Grade Five

The primary purposes of this assessment are to encourage descriptive, narrative and expository writing by examining student performance in these areas, and to encourage higher levels of learning in these three modes of writing. It should be noted that the standards for "adequate" performance were more rigorous and specific than is conveyed by the normal meaning of that term. For examples of the definition of adequate performance, consult the glossary of this publication.

Alabama Direct Assessment of Writing: Grade Five
Percentage of Students Scoring Adequate or Above — 1991-92 to 1992-93

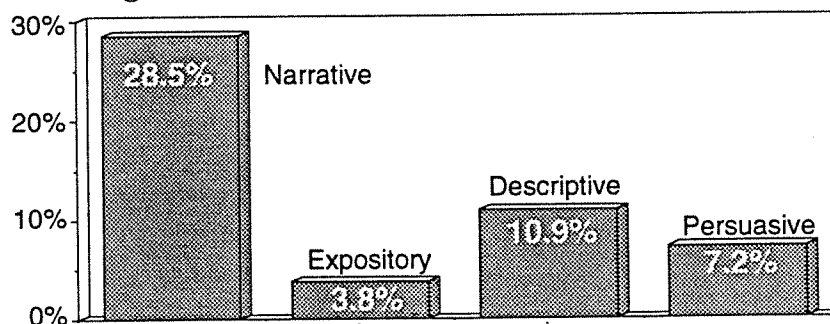


As can be seen from the above graph, the fifth-graders made significant gains in expository writing; however, scores were down from 1992 levels in both descriptive and narrative writing.

Alabama Direct Assessment of Writing: Grade Seven

The seventh-grade writing assessment was given statewide for the first time in the spring of 1993. The test is similar to the fifth-grade assessment, except that an additional category of persuasive writing is included.

Alabama Direct Assessment of Writing: Grade Seven
Percentage of Students Scoring Adequate or Above — 1992-93

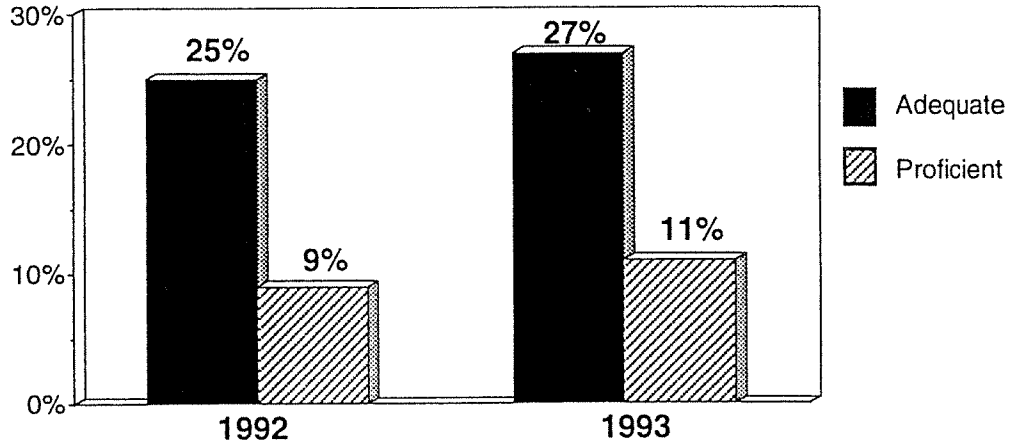


As depicted in the above graph, student performance was highest on the narrative portion of the test, where 28.5 percent scored adequate or above. However, performance was much weaker on the other sections of the test, particularly expository writing, where only 3.8 percent of students scored adequate or above.

Algebra I End-of-Course Test

This is a 47-item assessment that includes seven open-ended response items that determine a student's depth of understanding and logical thinking, not just the final answer. It was first offered statewide in 1992.

**Algebra I End-of-Course Test
Percentage of Students Scoring Adequate or Above — 1992-93**

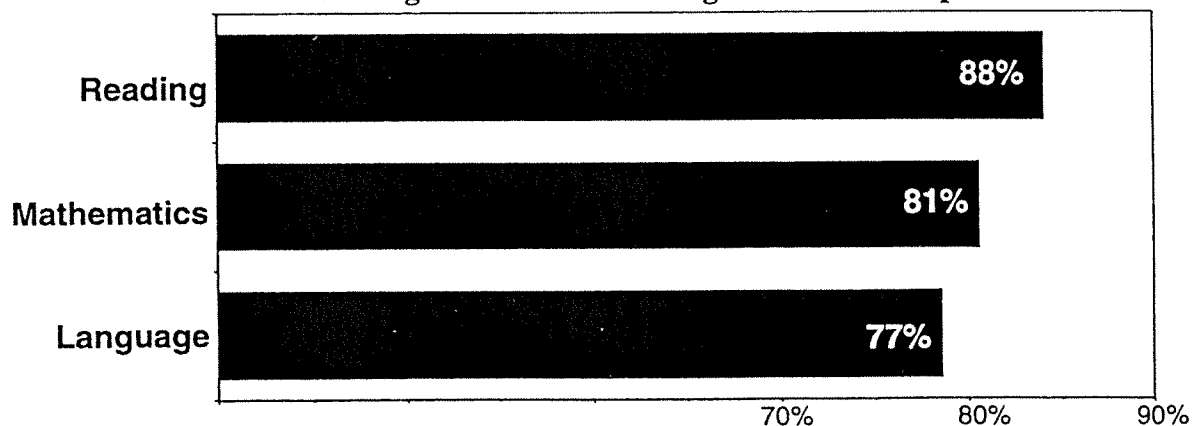


The graph above indicates that students' performance on the test improved from the first administration of the test to the second. In 1993, 38 percent of students scored adequate or above, as compared to 34 percent in 1992.

High School Basic Skills Exit Exam

Formerly called the Alabama High School Graduation Examination, the exit exam has been given each year since 1983. All students must pass the exam to receive a diploma. Students have four opportunities before graduation to pass all three sections.

**High School Basic Skills Exit Exam — 1993
Percentage of Students Passing on First Attempt**



In the fall of 1993, more than 41,000 students took the test. As seen in the above graph, students scored highest in reading, with the scores in language and mathematics somewhat lower.

SYSTEM REPORTS

PELL CITY CITY - 2S

ANNUAL STATUS REPORT (1992-93) - PERFORMANCE MEASURES

	CURRENT YEAR	AVERAGE* FOR PREV YRS	DIFFERENCE IN CURRENT YR AND AVG
THE PERCENT OF STUDENTS SCORING HIGH AAC AND THE PERCENT OF STUDENTS SCORING LOW AAC ON THE STANFORD ACHIEVEMENT TESTS.			

BASIC BATTERY HIGH AAC - GRADE 04	43.6%	38.9%	4.7%
BASIC BATTERY LOW AAC - GRADE 04	10.0%	14.0%	-4.0%
BASIC BATTERY HIGH AAC - GRADE 08	18.7%	24.5%	-5.8%
BASIC BATTERY LOW AAC - GRADE 08	24.1%	16.2%	7.9%

THE PERCENT OF STUDENTS (EXCLUDING SPECIAL EDUCATION STUDENTS) CORRECTLY ANSWERING THE PERCENTAGE OF ITEMS ON THE ALABAMA BASIC COMPETENCY TESTS REQUIRED TO MEET THE STATE ACCREDITATION STANDARDS.

READING - GRADE 03	62.1%	59.2%	2.9%
MATHEMATICS - GRADE 03	41.4%	43.2%	-1.8%
LANGUAGE - GRADE 03	53.9%	50.0%	3.9%
READING - GRADE 06	60.1%	50.6%	9.5%
MATHEMATICS - GRADE 06	49.8%	34.3%	15.5%
LANGUAGE - GRADE 06	66.8%	51.6%	15.2%
READING - GRADE 09	79.3%	79.7%	-.4%
MATHEMATICS - GRADE 09	48.5%	42.7%	5.8%
LANGUAGE - GRADE 09	58.5%	53.7%	4.8%

THE PERCENT OF STUDENTS (EXCLUDING SPECIAL EDUCATION STUDENTS) PASSING THE HIGH SCHOOL BASIC SKILLS EXIT EXAM ON THE FIRST ATTEMPT.

READING -	90.1%	94.7%	-4.6%
MATHEMATICS -	78.2%	83.1%	-4.9%
LANGUAGE -	77.1%	79.8%	-2.7%

THE PERCENT OF STUDENTS IN GRADE 5 SCORING ADEQUATE OR ABOVE ON THE WRITING ASSESSMENT.

NARRATIVE -	39.0%	40.5%	-1.5%
EXPOSITORY -	3.8%	1.3%	2.5%
DESCRIPTIVE -	4.9%	7.4%	-2.5%

THE PERCENT OF STUDENTS IN GRADE 7 SCORING ADEQUATE OR ABOVE ON THE WRITING ASSESSMENT.

NARRATIVE -	10.3%		
EXPOSITORY -	.0%		
DESCRIPTIVE -	12.1%		
PERSUASIVE -	.0%		

THE PERCENT OF STUDENTS SCORING AT OR ABOVE THE ADEQUATE LEVEL ON THE ALGEBRA I END OF COURSE TEST.

	39.1%	24.0%	15.1%
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* THIS COLUMN IS BLANK WHERE DATA FOR PREVIOUS YEARS IS EITHER UNAVAILABLE OR INAPPROPRIATE.

PELL CITY CITY - 2S

ANNUAL STATUS REPORT (1992-93) - PERFORMANCE MEASURES

	CURRENT YEAR	PRIOR YEAR	CLUSTER AVG
THE PERCENT OF STUDENT ENROLLMENTS IN MATHEMATICS ABOVE ALGEBRA I, SCIENCE ABOVE GENERAL BIOLOGY AND FOREIGN LANGUAGE.			
MATHEMATICS ABOVE ALGEBRA I	27.2%	25.3%	33.8%
SCIENCE ABOVE GENERAL BIOLOGY	9.6%	13.3%	24.0%
FOREIGN LANGUAGE	18.1%	15.2%	24.1%
THE PERCENT OF STUDENT ENROLLMENTS IN ADVANCED/ APPLIED MATHEMATICS, ADVANCED/APPLIED SCIENCE, BASIC MATHEMATICS AND BASIC SCIENCE.			
ADVANCED/APPLIED MATHEMATICS(11)	48.9%	83.4%	58.8%
ADVANCED/APPLIED SCIENCE(11)	23.7%	37.3%	53.1%
BASIC MATHEMATICS(11)	26.5%	.0%	12.5%
BASIC SCIENCE(11)	.0%	.0%	4.9%
ADVANCED/APPLIED MATHEMATICS(12)	18.7%	30.8%	35.9%
ADVANCED/APPLIED SCIENCE(12)	10.6%	13.5%	31.8%
BASIC MATHEMATICS(12)	.0%	.0%	3.4%
BASIC SCIENCE(12)	15.7%	13.9%	1.4%
THE PARTICIPATION IN THE ADVANCED PLACEMENT PROGRAM.			
ENROLLMENTS IN ADVANCED PLACEMENT PROGRAM	155	204	N/A
NUMBER TAKING EXAMINATION	13	20	N/A
NUMBER SCORING 3,4, OR 5 ON THE EXAMINATION	7	8	N/A
THE PERCENT OF GRADUATES IN THE ADVANCED DIPLOMA PROGRAM.			
	23.0%	32.5%	32.8%
THE PERCENT OF STUDENTS ENROLLED IN ALGEBRA I BY THE 10TH GRADE.			
	42.8%	67.6%	72.2%
THE PERCENT OF VOCATIONAL COMPLETERS IN CONTINUING EDUCATION OR PLACED IN A RELATED JOB.			
	20.0%	44.4%	55.9%
THE AVERAGE NUMBER OF DAYS THAT CLASSROOM TEACHERS ARE ABSENT EACH YEAR.			
	8.6	9.5	8.3
THE AVERAGE NUMBER OF DAYS THAT STUDENTS ARE ABSENT EACH YEAR.			
	8.5	8.8	8.2

SCHOOL REPORTS

PELL CITY CITY - 2S
 ANNUAL STATUS REPORT (1992-93) - COOSA VALLEY ELEMENTARY SCH
 GRADES OK-05; GRADES SACS ACCREDITED NONE

STUDENT INFORMATION		SCHOOL	SYSTEM	STATE
ENROLLMENT (ELEMENTARY)	-	314		
PERCENT ENROLLMENT TRANSPORTED	-	84.1		
PERCENT ENROLLMENT SPECIAL EDUCATION	-	15.3		
PERCENT AVERAGE DAILY ATTENDANCE	-	95.0	95.2	94.7
AVG CLASS SIZE SELF CONTAINED (K)	-	19	22	19
AVG CLASS SIZE SELF CONTAINED (1-3)	-	25	24	21
AVG CLASS SIZE SELF CONTAINED (4-6)	-	24	28	26
PERSONNEL INFORMATION		FTE		
CLASSROOM TEACHERS (SPEC ED PGM)	-	1.0		
CLASSROOM TEACHERS (REGULAR PGM)	-	17.3		
ART TEACHERS (K-6)	-	.3		
MUSIC TEACHERS (K-6)	-	1.0		
PHYS ED TEACHERS (K-6)	-	1.0		
COUNSELORS	-	.0		
PRINCIPAL	-	1.0		
ASSISTANT PRINCIPALS	-	.0		
LIBRARY MEDIA SPECIALISTS	-	.5		
NURSES	-	.0		

PELL CITY CITY - 2S
ANNUAL STATUS REPORT (1992-93) - COOSA VALLEY ELEMENTARY SCH
STUDENT ACHIEVEMENT

STANFORD ACHIEVEMENT TESTS	SCHOOL
THE PERCENT OF STUDENTSGRADE 04	
BASIC BATTERY - HIGH AAC	37.1
BASIC BATTERY - MIDDLE AAC	45.8
BASIC BATTERY - LOW AAC	17.1

PELL CITY CITY - 2S
 ANNUAL STATUS REPORT (1992-93) - IOLA ROBERTS ELEMENTARY SCH
 GRADES OK-02; GRADES SACS ACCREDITED NONE

STUDENT INFORMATION		SCHOOL	SYSTEM	STATE
ENROLLMENT (ELEMENTARY)	-	634		
PERCENT ENROLLMENT TRANSPORTED	-	91.3		
PERCENT ENROLLMENT SPECIAL EDUCATION	-	12.3		
PERCENT AVERAGE DAILY ATTENDANCE	-	95.3	95.2	94.7
AVG CLASS SIZE SELF CONTAINED (K)	-	23	22	19
AVG CLASS SIZE SELF CONTAINED (1-3)	-	21	24	21
AVG CLASS SIZE DEPARTMENTALIZED (1-3)	-	20	20	18
PERSONNEL INFORMATION		FTE		
CLASSROOM TEACHERS (SPEC ED PGM)	-	1.0		
CLASSROOM TEACHERS (REGULAR PGM)	-	35.7		
ART TEACHERS (K-6)	-	1.7		
MUSIC TEACHERS (K-6)	-	1.0		
PHYS ED TEACHERS (K-6)	-	2.0		
COUNSELORS	-	1.0		
PRINCIPAL	-	1.0		
ASSISTANT PRINCIPALS	-	.0		
LIBRARY MEDIA SPECIALISTS	-	1.0		
NURSES	-	.0		

PELL CITY CITY - 2S
ANNUAL STATUS REPORT (1992-93) - IOLA ROBERTS ELEMENTARY SCH
STUDENT ACHIEVEMENT

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*****  
***** PLEASE NOTE *****  
*****  
*   STANFORD ACHIEVEMENT TEST (SAT), HIGH SCHOOL BASIC   *  
*   SKILLS EXIT EXAMINATION, AND THE AMERICAN COLLEGE   *  
*   TESTING (ACT) ARE THE ONLY ACHIEVEMENT DATA REPORTED *  
*   AT THE SCHOOL LEVEL ON THE ANNUAL STATUS REPORT.     *  
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PELL CITY CITY - 2S

ANNUAL STATUS REPORT (1992-93) - DURAN JUNIOR HIGH SCHOOL

GRADES 06-08; GRADES SACS ACCREDITED NONE

STUDENT INFORMATION		SCHOOL	SYSTEM	STATE
ENROLLMENT (ELEMENTARY)	-	269		
ENROLLMENT (SECONDARY)	-	538		
PERCENT ENROLLMENT TRANSPORTED	-	95.9		
PERCENT ENROLLMENT GIFTED	-	.1		
PERCENT ENROLLMENT SPECIAL EDUCATION	-	12.3		
PERCENT AVERAGE DAILY ATTENDANCE	-	94.7	95.2	94.7
AVG CLASS SIZE DEPARTMENTALIZED (4-6)	-	28	29	25
AVG CLASS SIZE CORE COURSES (7-12)	-	28	28	25
PERCENT ENROLLMENTS IN:				
ART (7-12)	-	16.5	13.8	9.5
MUSIC (7-12)	-	41.9	77.3	33.2
PERSONNEL INFORMATION		FTE		
CLASSROOM TEACHERS (SPEC ED PGM)	-	4.0		
CLASSROOM TEACHERS (VOC ED PGM)	-	1.0		
CLASSROOM TEACHERS (REGULAR PGM)	-	31.4		
ART TEACHERS (K-6)	-	.0		
MUSIC TEACHERS (K-6)	-	.0		
PHYS ED TEACHERS (K-6)	-	1.3		
COUNSELORS	-	2.0		
PRINCIPAL	-	1.0		
ASSISTANT PRINCIPALS	-	1.0		
LIBRARY MEDIA SPECIALISTS	-	1.0		
NURSES	-	.0		

PELL CITY CITY - 2S
ANNUAL STATUS REPORT (1992-93) - DURAN JUNIOR HIGH SCHOOL
STUDENT ACHIEVEMENT

STANFORD ACHIEVEMENT TESTS	SCHOOL
THE PERCENT OF STUDENTS GRADE 08	
BASIC BATTERY - HIGH AAC	18.7
BASIC BATTERY - MIDDLE AAC	57.2
BASIC BATTERY - LOW AAC	24.1

PELL CITY CITY - 2S
 ANNUAL STATUS REPORT (1992-93) - PELL CITY HIGH SCHOOL
 GRADES 09-12; GRADES SACS ACCREDITED 09-12

STUDENT INFORMATION	SCHOOL	SYSTEM	STATE
ENROLLMENT (SECONDARY)	931		
PERCENT ENROLLMENT TRANSPORTED	90.2		
PERCENT ENROLLMENT SPECIAL EDUCATION	14.6		
NUMBER OF GRADUATES	191		
NUMBER OF DROPOUTS (9-12)	94		
PERCENT AVERAGE DAILY ATTENDANCE	95.5	95.2	94.7
PERCENT GRADUATES WITH STANDARD DIPLOMA	65.4	65.4	62.3
PERCENT GRADUATES WITH ADVANCED DIPLOMA	23.0	23.0	30.8
AVG CLASS SIZE CORE COURSES (7-12)	29	28	25
PERCENT ENROLLMENTS IN:			
ART (7-12)	12.3	13.8	9.5
MUSIC (7-12)	97.4	77.3	33.2
MATHEMATICS ABOVE ALGEBRA I (9-12)	27.2	27.2	32.1
ADVANCED/APPLIED MATHEMATICS (11)	48.9	48.9	54.5
BASIC MATHEMATICS (11)	26.5	26.5	13.8
ADVANCED/APPLIED MATHEMATICS (12)	18.7	18.7	32.7
BASIC MATHEMATICS (12)	.0	.0	5.7
SCIENCE ABOVE GEN BIOLOGY (9-12)	9.6	9.6	26.5
ADVANCED/APPLIED SCIENCE (11)	23.7	23.7	53.8
BASIC SCIENCE (11)	.0	.0	5.7
ADVANCED/APPLIED SCIENCE (12)	10.6	10.6	34.1
BASIC SCIENCE (12)	15.7	15.7	2.4
FOREIGN LANGUAGE (9-12)	18.1	18.1	28.1
ADVANCED PLACEMENT (11-12)	37.2	37.2	19.5
PERSONNEL INFORMATION	FTE		
CLASSROOM TEACHERS (SPEC ED PGM)	7.0		
CLASSROOM TEACHERS (VOC ED PGM)	5.0		
CLASSROOM TEACHERS (REGULAR PGM)	30.6		
COUNSELORS	2.0		
PRINCIPAL	1.0		
ASSISTANT PRINCIPALS	1.0		
LIBRARY MEDIA SPECIALISTS	1.0		
NURSES	.0		

PELL CITY CITY - 2S
ANNUAL STATUS REPORT (1992-93) - PELL CITY HIGH SCHOOL
STUDENT ACHIEVEMENT

HIGH SCHOOL BASIC SKILLS EXIT EXAMINATION	SCHOOL
THE PERCENT OF STUDENTS (EXCLUDING SPECIAL EDUCATION STUDENTS) PASSING ON FIRST ATTEMPT	
READING	90.1
MATHEMATICS	78.2
LANGUAGE	77.1
AMERICAN COLLEGE TESTING PROGRAM	
COLLEGE PREPARATORY EXAMINATION	
AVERAGE COMPOSITE SCORE	19.5
NUMBER OF STUDENTS	114
AVERAGE COMPOSITE SCORE - CORE CURRICULUM	22.1
NUMBER OF STUDENTS - CORE CURRICULUM	44

PELL CITY CITY - 2S
 ANNUAL STATUS REPORT (1992-93) - WALTER M KENNEDY SCHOOL
 GRADES 03-05; GRADES SACS ACCREDITED NONE

STUDENT INFORMATION		SCHOOL	SYSTEM	STATE
ENROLLMENT (ELEMENTARY)	-	646		
PERCENT ENROLLMENT TRANSPORTED	-	94.0		
PERCENT ENROLLMENT GIFTED	-	.3		
PERCENT ENROLLMENT SPECIAL EDUCATION	-	15.0		
PERCENT AVERAGE DAILY ATTENDANCE	-	95.3	95.2	94.7
AVG CLASS SIZE SELF CONTAINED (1-3)	-	28	24	21
AVG CLASS SIZE SELF CONTAINED (4-6)	-	29	28	26
AVG CLASS SIZE DEPARTMENTALIZED (4-6)	-	35	29	25
PERSONNEL INFORMATION		FTE		
CLASSROOM TEACHERS (SPEC ED PGM)	-	4.0		
CLASSROOM TEACHERS (REGULAR PGM)	-	28.0		
ART TEACHERS (K-6)	-	.0		
MUSIC TEACHERS (K-6)	-	.0		
PHYS ED TEACHERS (K-6)	-	.0		
COUNSELORS	-	1.0		
PRINCIPAL	-	1.0		
ASSISTANT PRINCIPALS	-	1.0		
LIBRARY MEDIA SPECIALISTS	-	1.0		
NURSES	-	.0		

PELL CITY CITY - 2S
ANNUAL STATUS REPORT (1992-93) - WALTER M KENNEDY SCHOOL
STUDENT ACHIEVEMENT

STANFORD ACHIEVEMENT TESTS	SCHOOL
THE PERCENT OF STUDENTSGRADE 04	
BASIC BATTERY - HIGH AAC	44.9
BASIC BATTERY - MIDDLE AAC	46.5
BASIC BATTERY - LOW AAC	8.6

GLOSSARY
OF
ABBREVIATIONS, ACRONYMS AND TERMS

AAC - The Achievement/Ability Comparison is a comparison of a student's score on the Stanford Achievement Test with the scores of other students of similar ability as measured by the Otis-Lennon School Ability Test.

ACT - An acronym for the American College Testing Program.

ACT-CORE CURRICULUM - Courses defined by the American College Testing Program to be central to a core of knowledge for high school graduates. Generally consists of four years of English, Math, Science and Social Studies.

ADEQUATE (DESCRIPTIVE) - A written response that addresses the task appropriately by using a plan or strategy to describe someone or something presenting specific information/details and showing some sense of logical progression and overall completeness. The writer displays some sense of author control using one controlling idea and may or may not wander from it. The writer displays a sense of audience and purpose in word choice, develops the topic without necessarily providing a definite introduction or conclusion and presents ideas clearly but with little attention to their flow. The writer makes occasional errors in sentence formation, grammar, usage or mechanics.

ADEQUATE (EXPOSITORY) - A written response that addresses the task appropriately by using a plan or strategy to present reasons, explanations or steps in a process. The writer uses logical order (appropriate sequencing of steps or ideas), a main idea and some supporting details showing some sense of logical progression and overall completeness. The writer displays some sense of author control using one controlling idea and may or may not wander from it. The writer displays a sense of audience and purpose in word choice, develops the topic without necessarily providing a definite introduction or conclusion and presents ideas clearly but with little attention to their flow. The writer makes occasional errors in sentence formation, grammar, usage or mechanics.

ADEQUATE (NARRATIVE) - A written response that addresses the task appropriately by using a plan or strategy to present a sequence of events telling what happens and showing some sense of logical progression and overall completeness. The writer displays some sense of author control using one controlling idea and may or may not wander from it. The writer displays a sense of audience and purpose in word choice, provides a time frame, develops the topic without necessarily providing a definite introduction or conclusion and presents ideas clearly but with little attention to their flow. The writer makes occasional errors in sentence formation, grammar, usage or mechanics.

ADEQUATE (PERSUASIVE) - A written response that addresses the task appropriately by using a plan or strategy to present reasons and examples that influence action or thought. The response contains a clearly stated opinion and supporting details and shows some sense of logical progression and overall completeness. The writer displays some sense of author control using one controlling idea and may or may not wander from it. The writer displays a sense of audience and purpose in word choice, provides a time frame, develops the topic without necessarily providing a definite introduction or conclusion and presents ideas clearly but with little attention to their flow. The writer makes occasional errors in sentence formation, grammar, usage or mechanics.

ADEQUATE LEVEL (Algebra I End-of-Course Test) - Students performing at the Adequate Level consistently demonstrate understanding of the concepts and skills as outlined in the *Alabama Course of Study: Mathematics* and apply them with guidance as a problem-solving tool to fairly routine procedural situations. These students can make decisions as to which operations and methods to use and can apply multiple operations. They know and use individual algebraic concepts and skills but may have difficulty when integrating concepts and skills in more intricate situations.

ADV - An abbreviation for advanced.

ADVANCED/APPLIED MATHEMATICS (11) - The total enrollment in all mathematics courses higher than Pre-Algebra taken in eleventh grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the eleventh grade as reported on first month attendance.

ADVANCED/APPLIED MATHEMATICS (12) - The total enrollment in all mathematics courses higher than Pre-Algebra taken in twelfth grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the twelfth grade as reported on first month attendance.

ADVANCED/APPLIED SCIENCE (11) - The total enrollment in all biological and physical science courses higher than Basic Biology including Principles of Technology taken in eleventh grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the eleventh grade as reported on first month attendance.

ADVANCED/APPLIED SCIENCE (12) - The total enrollment in all biological and physical science courses higher than Basic Biology including Principles of Technology taken in twelfth grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the twelfth grade as reported on first month attendance.

ADVANCED DIPLOMA - The diploma awarded to a student completing 22 units including four units in English, two units in a Foreign Language, three units in Math, four units in Social Studies, which must include World History, three units in Science, one-half unit in Health Education, one unit in Physical Education and four and one-half elective units. The student must also pass the Alabama High School Graduation Examination and must be computer literate.

ADVANCED PLACEMENT EXAMINATION - A test given upon request at the completion of an advanced placement course. A score of 3, 4 or 5 on the test qualifies the course for college credit.

ADVANCED PLACEMENT PROGRAM - A program, governed by the College Entrance Examination Board that determines which schools may offer to eleventh and twelfth grade students, on an elective basis, courses for which students may receive college credit.

ALABAMA DIRECT ASSESSMENT OF WRITING: GRADE FIVE - Used to assess students' writing performance in descriptive, narrative and expository modes of discourse, thus encouraging writing in all three modes.

ALGEBRA I END-OF-COURSE TEST - Used to assess student's understanding of concepts and skills in Algebra I as outlined in the *Alabama Course of Study: Mathematics*, thus encouraging consistency of learning in Algebra I classes across the state.

ATTENDANCE DAYS - The number of days students are required to attend school. State of Alabama minimum is 175 days.

AVERAGE COMPOSITE SCORE - An average score of all subtests in a given test.

AVERAGE FOR PREV YRS - The actual value for the single previous year or the average of no more than the three previous years to parallel performance based accreditation standards where possible.

AVERAGE NUMBER OF DAYS THAT CLASSROOM TEACHERS ARE ABSENT EACH YEAR - The total number of days that a system requests reimbursement for substitutes divided by the total number of classroom teachers in the system.

AVG - An abbreviation for average.

AVG CLASS SIZE CORE COURSES - The average enrollment per class for all classes in grades 07-12 excluding Art, Music, Health and Physical Education, Special Education, Vocational Education and remedial classes.

AVG CLASS SIZE DEPARTMENTALIZED - The average enrollment per class for all classes in departmentalized elementary programs excluding Art, Music, Special Education and remedial classes.

AVG CLASS SIZE SELF-CONTAINED - The average enrollment per class for all classes reported as self-contained; that is, one teacher all the instructional day.

BCT - An acronym for the Basic Competency Test(s) developed by the state of Alabama and administered annually in grades 03, 06 and 09.

BASIC BATTERY AAC - Comparison of a student's performance on the Stanford Achievement Test Basic Battery in relation to the performance of other students with the same level of ability. An AAC of "High" refers to the top 23 percent of the comparison group; "Low," to the lowest 23 percent; and "Middle," to the middle 54 percent.

BASIC MATHEMATICS (11) - The total enrollment in all mathematics courses lower than Algebra I taken in eleventh grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the eleventh grade as reported on first month attendance.

BASIC MATHEMATICS (12) - The total enrollment in all mathematics courses lower than Algebra I taken in twelfth grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the twelfth grade as reported on first month attendance.

BASIC SCIENCE (11) - The total enrollment in all biological and physical science courses lower than General Biology taken in eleventh grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the eleventh grade as reported on first month attendance.

BASIC SCIENCE (12) - The total enrollment in all biological and physical science courses lower than General Biology taken in twelfth grade, as reported on the LEA Certificated Personnel data, divided by the total enrollment for the twelfth grade as reported on first month attendance.

CHILD COUNT - A count of students identified by one of federally defined exceptionalities and served by a public school system. The count is a basis for the allocation of federal and state funds.

CLASSROOM TEACHER - A certificated employee who instructs a class of students or has a non-instructional assignment each period but does not have an assignment in the other personnel functions of resource teacher, consulting teacher, librarian, counselor or administrator.

CLUSTER - School systems are placed into homogeneous groups based on the socioeconomic conditions of the community served by the school system and the size of the school system. The per capita income, percentage of students in the school system eligible for free or reduced-priced lunches and the yield per mill per student in ADA of district tax were used to group the systems on economic conditions. There are eight clusters of school systems representing four categories of economic condition with each of these divided into large and small systems with similar economic conditions. (See end of glossary for list of clusters.)

ELEMENTARY - Any or all of grades 0K thru 06 inclusive.

ENR - An abbreviation for enrollment.

ENROLLMENT (ELEMENTARY) - The total enrollment for grades 0K thru 06 as reported on the ninth month attendance.

ENROLLMENT (SECONDARY) - The total enrollment for grades 07 thru 12 as reported on the ninth month attendance.

FTE - An abbreviation for full-time equivalency.

FTE ART TEACHERS (K-6) - The full-time equivalent of classroom teachers based on the fractional portion of periods art courses are taught in grades 0K thru 06.

FTE CLASSROOM TEACHERS (REGULAR PGM) - The full-time equivalent of classroom teachers based on the fractional portion of periods where courses other than vocational and special education are taught in grades 0K thru 12.

FTE CLASSROOM TEACHERS (SPEC ED PGM) - The full-time equivalent of classroom teachers based on the fractional portion of periods special education courses are taught in grades 0K thru 12.

FTE CLASSROOM TEACHERS (VOC ED PGM) - The full-time equivalent of classroom teachers based on the fractional portion of periods vocational courses are taught.

FTE MUSIC TEACHERS (K-6) - The full-time equivalent of classroom teachers based on the fractional portion of periods music courses are taught in grades 0K thru 06.

FTE PHYS ED TEACHERS (K-6) - The full-time equivalent of classroom teachers based on the fractional portion of periods physical education courses are taught in grades 0K thru 06.

FOREIGN LANGUAGE - The enrollment in all foreign language courses taken in grades 09 thru 12, as reported on the LEA Certificated Personnel data, divided by the total enrollment for grades 09 thru 12 as reported on first month attendance.

GIFTED STUDENT - A student who has been identified as gifted and is being served by the school system.

GRADE ORGANIZATION - The grades, included in the school, reported as a range from the lowest grade to the highest grade with kindergarten reported as 0K. A school with kindergarten and grades 01, 02, 03, 04, 05, 06, 07 and 08 will be indicated as 0K-08.

GRADUATE - A student who received either a standard or an advanced diploma as defined by State Board regulations.

HIGH SCHOOL BASIC SKILLS EXIT EXAM - A test developed for Alabama students which must be passed to receive an Alabama high school diploma from a public school.

LEA CERTIFICATED PERSONNEL - Data collection for each employee in a Local Education Authority whose position, for the Regular Day School of the basic nine-month school year, requires certification by the state Department of Education. This data is reported as of the end of October and includes data about personal identification, employment history, assignment and funding, and teacher schedule.

LIBRARY MEDIA AIDE - The total FTE of the three support personnel classifications (Library Clerk, Media Clerk and Support Media Clerk).

MATHEMATICS ABOVE ALGEBRA I - The total enrollment in all mathematics courses higher than Algebra I taken in grades 09 thru 12, as reported on the LEA Certificated Personnel data, divided by the total enrollment for grades 09 thru 12 as reported on first month attendance.

NBR - An abbreviation for number.

OTIS-LENNON SCHOOL ABILITY TEST - A test designed to assess those abilities that are related to success in cognitive, school-related activities.

PCT - An abbreviation for percent or percentage dependent upon use.

PER CAPITA INCOME - Per capita income is defined as the total personal income of a state divided by the total resident population of that state.

PERCENT AVERAGE DAILY ATTENDANCE - The percent of students in attendance daily compared to daily enrollment.

PERCENT OF STUDENTS ENROLLED IN ALGEBRA I BY THE 10TH GRADE - The sum of the total enrollments in Algebra I for the eighth grade for school year 1989-90, the ninth grade for school year 1990-92 and the tenth grade for school year 1991-92 divided by the average of the total enrollment for the eighth grade for school year 1989-90, the total enrollment for the ninth grade for school year 1990-91 and the total enrollment for the tenth grade for school year 1991-92.

PERCENT OF VOCATIONAL COMPLETERS IN CONTINUING EDUCATION OR PLACED IN A RELATED JOB - The total number of completers from school year 1990-91 who are reported on the 1991-92 teacher follow-up report as enrolled in a 4-year college, a junior college, a technical institution or a private institution in a field related to their high school vocational program plus the total number of completers from school year 1990-91 who are reported on the 1991-92 teacher follow-up report as employed in the same or related field as their high school vocational program divided by the total number of completers from school year 1990-91.

PERFORMANCE MEASURE - An item of information identified by the state Department of Education that can be used to measure progress toward excellence in education.

PGM - An abbreviation for program.

SAC - An acronym for the Southern Association of Colleges and Schools.

SCIENCE ABOVE GENERAL BIOLOGY - The total enrollment in all biological and physical science courses higher than General Biology taken in grades 09 thru 12, as reported on the LEA Certificated Personnel data, divided by the total enrollment for grades 09 thru 12 as reported on first month attendance.

SECONDARY - Any or all of grades 07 thru 12 inclusive.

SPEC ED STUDENT - An abbreviation for Special Education Student. The term is defined as a student who has been identified and included in the Child Count by one of federally-defined exceptionalities.

STANDARD DIPLOMA - The diploma awarded to a student completing 22 units including four units in English, two units in Math, three units in Social Studies, two units in Science, one-half unit in Health Education, one unit in Physical Education and nine and one-half elective units. The student must also pass the Alabama High School Graduation Examination and must be computer literate.

STANFORD ACHIEVEMENT TEST - A comprehensive battery of tests designed to measure school achievement.

TCHRS - An abbreviation for teachers.

VOC ED - An abbreviation for vocational education.

SYSTEM CLUSTER LIST

CLUSTER 1S (6 total)

CITY SYSTEMS:

Auburn
Cullman
Homewood
Mountain Brook
Muscle Shoals
Vestavia Hills

COUNTY SYSTEMS:

None

CLUSTER 1L (8 total)

CITY SYSTEMS:

Decatur
Dothan
Hoover
Huntsville

COUNTY SYSTEMS:

Baldwin
Houston
Jefferson
Shelby

CLUSTER 2S (28 total)

CITY SYSTEMS:

Albertville
Alexander City
Andalusia
Arab
Athens
Brewton
Fort Payne
Guntersville
Haleyville
Hartselle
Jacksonville
Jasper
Midfield
Oneonta
Opp
Oxford
Pell City
Scottsboro
Tarrant
Winfield

COUNTY SYSTEMS:

Cleburn
Coffee
Colbert
Covington
Dale
Lamar
Randolph
Washington

CLUSTER 2L (18 total)

CITY SYSTEMS:

Enterprise
Florence
Gadsden
Opelika
Tuscaloosa

COUNTY SYSTEMS:

Autauga
Calhoun
Elmore
Etowah
Lauderdale
Madison
Marshall
Mobile
Monroe
Montgomery
Morgan
St. Clair
Tuscaloosa

CLUSTER 3S (29 total)

CITY SYSTEMS:

Attalla
Carbon Hill
Daleville
Demopolis
Elba
Eufaula
Fairfield
Geneva
Lanett
Ozark
Piedmont
Russellville
Sheffield
Sylacauga
Tallassee
Thomasville
Troy
Tuscumbia

COUNTY SYSTEMS:

Bibb
Cherokee
Clay
Coosa
Fayette
Franklin
Geneva
Henry
Tallapoosa
Winston

CLUSTER 3L (16 total)

CITY SYSTEMS:

Anniston
Birmingham
Phenix City

COUNTY SYSTEMS:

Blount
Chambers
Chilton
Cullman
DeKalb
Escambia
Jackson
Lawrence
Lee
Limestone
Marion
Talladega
Walker

CLUSTER 4S (17 total)

CITY SYSTEMS:

Linden
Roanoke
Talladega

COUNTY SYSTEMS:

Barber
Bullock
Choctaw
Conecuh
Crenshaw
Greene
Hale
Lowndes
Marengo
Perry
Pike
Russell
Sumter
Wilcox

CLUSTER 4L (7 total)

CITY SYSTEMS:

Bessemer
Selma

COUNTY SYSTEMS:

Butler
Clarke
Dallas
Macon
Pickens

A Comprehensive Local Education Agency Plan

To Provide an Appropriate Education
to All Handicapped Children
as Required by Act 106 and P.L. 94-142

General Information

Local Education Agency Pell City School System

Address 25 - 12th St. So. Pell City, Al. 35125
Street Number City County State Zip

Name of LEA Superintendent Hoyt Washington, Ed. D.

Telephone 884-4440

Name of LEA Special Education Coordinator DeVann E. Stewart, Ed. S.

Telephone 338-7029

I, the undersigned authorized official of the Local Education Agency of Pell City School System, hereby submit the following comprehensive local education plan as required by Act 106 and P.L. 94-142.

I certify that the following assurances will be met within the Local Education Agency of Pell City School System.

1. The local education agency is responsible for assuring that the requirements of Act 106 and P.L. 94-142 are carried out and that each educational program for handicapped children administered within the local education agency, including all programs administered by other agencies within the geographical boundaries of the local education agency, is under the general supervision of the local education agency and that all other programs will meet the education standards required of the local education agency.
2. Funds received by the local education agency shall be used to provide a free and appropriate public education for all handicapped children as prescribed by the priority requirements. Funds are to be utilized for the purpose of providing the excess cost of services to handicapped children. Excess cost is considered that cost over and beyond that which is provided to regular education students.

I. PUBLIC NOTICE AND OPPORTUNITY FOR COMMENT

The Pell City School System will submit the attached local education agency comprehensive plan for the education of all exceptional children and application for Title VI-B Funds under P.L. 94-142 for the 1982-83 school year to the Alabama State Department of Education. A draft copy LEA Plan will be available for public review and comment for a period of 30 days at the superintendent's office and at the Pell City Public Library. All written comments will be reviewed and considered in the development of the LEA Plan by the Coordinator of Special Education. All comments will be kept in a permanent file in the Coordinator's office. Once the LEA Plan is approved by the Alabama State Department of Education, the approved LEA Plan will always be available for public review at the superintendent's office during regular office hours. Three announcements of the LEA Plan availability will be published in local newspaper during the 1982-83 school year.

AMENDMENT TO 1979-80 LEA PLANS

Transportation, at no cost to the parents, shall be provided for all exceptional children requiring special transportation placed by the Pell City School System. Transportation to Special Education and Related Service programs includes travel to, from and between each child's least restrictive environment settings. Regular school transportation will be utilized whenever possible, but each child requiring special transportation shall be transported even if it means providing specialized equipment such as special or adapted buses, lifts, ramps, etc., or other commercial or private transportation. For students placed in a full-time (24 hour) facility by the LEA, the Individual Education Plan will specify the type and number of home visits to be made to and from the facility. The Pell City School System shall not be responsible for students placed without LEA involvement.

KINDERGARTEN

The Pell City School System will make Kindergarten programs available to all handicapped children within its geographic boundary who are in the appropriate age range.

II. RIGHT TO EDUCATION POLICY

- A. The Pell City School System shall ensure that a free appropriate public education is available to all exceptional children ages 3 through 21 by September 1, 1978, and 0 through 21 by September 1, 1980, as defined in P.L. 94-142, provided state legislation is changed to include 3 to 5 years olds. We shall be in compliance with Act 106 and Act 688. The eventual goal shall be to serve ages 0 through 21 by the year 2000.

The first priority shall be to provide service to the unserved handicapped children, and second priority shall be to provide services to the handicapped within each disability with most severe handicaps who are receiving inadequate education. This applies to all schools including private and other service agencies within the boundaries of the Pell City School System which provide for the education of exceptional children.

- B. Roman numeral IIA. is the Pell City Schools System's policy in regards to the right for education to all exceptional children as adopted by the St. Clair County Board of Education on May 26, 1978.

Through a verbal agreement with the Talladega School for the Deaf and Blind and the Pell City School System, the multi-handicapped students receive educational services on the campus of the School for the Deaf and Blind. The Deaf, the Blind, the Deaf/Blind, visually impaired, hearing impaired receive educational services on the Campus of the Deaf. The secondary EMR students receive vocational training at the John Pope Eden Area Vocational School. A cooperative verbal agreement is in effect with the Blount, Jefferson, St. Clair Mental Health Authority whereby students needing mental health services are referred for such services.

III. FULL EDUCATIONAL OPPORTUNITIES GOAL

- A. By the school year September 1, 1982, appropriate educational service for all exceptional students ages 0 through 21 shall be provided, provided state law 106 and 688 is amended to be in compliance with P.L. 94-142. By the school year September 1, 2000, appropriate educational services shall be provided for all exceptional students ages 0 through 21.

B. Major problems anticipated in meeting full educational opportunities goal by 1982 are:

1. Lack of teacher units - if full funding is not received, there shall be difficulty in providing teachers.
2. Teacher aides - it shall be necessary to employ aides to assist in classrooms, especially with the multi-handicapped and severe/profound.
3. Material and equipment - it shall be necessary to have appropriate material and equipment to meet the diverse needs of all exceptional children.

C. The Pell City School System shall meet the total educational needs for facilities, personnel and other services. The Pell City School System shall, through renovation and modification, provide educational facilities for the inadequately served student, however, the first priority shall be those students who are not receiving services.

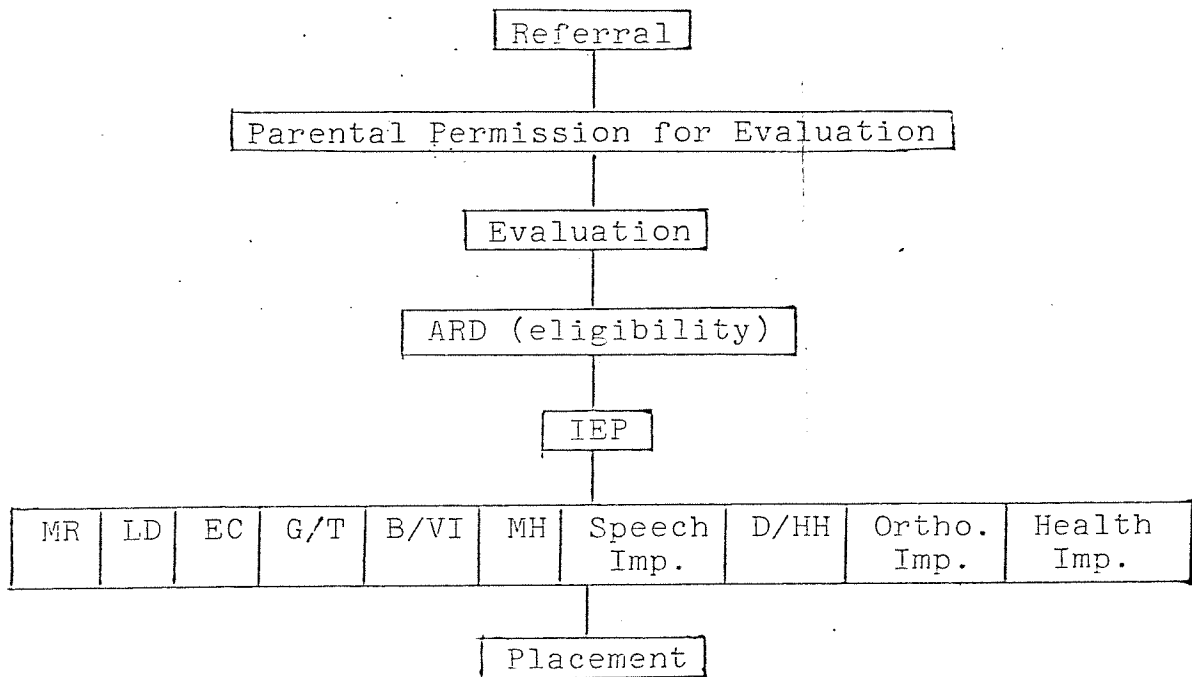
IV. PRIORITIES

The Pell City School System shall ensure that a free appropriate public education is available to all exceptional children, ages 6 through 18, by September 1, 1978, and 3 through 21 by September 1, 1980, as defined in P.L. 94-142 and Act 106 and 688, provided state legislation is changed to include the 3-5 year old. The eventual goal is to serve 0 through 21 by year 2000.

1. Those individuals who are not receiving any educational services shall be first priority. The system shall endeavor to locate, identify, evaluate and provide educational services for all of the exceptional children within its jurisdiction.
2. The second priority - shall be to serve handicapped children within each disability with the most severe handicaps receiving an inadequate education.

In 1974 and 1975 a survey was conducted by the St. Clair County School System to determine the number of exceptional children by category. Child Find was initiated by the State Department of Education in 1976 and the LEA's continued this phase of the survey. The St. Clair County School System conducted the local Child Find by publishing the information, by placing the information on the local radio station, by distributing flyers and handbills in the homes and the communities, by placing posters in the courthouses and community businesses, and by announcement by principals and teachers. Speech therapists made a survey of children needing speech correction; parents have referred children whom they feel are in need of special services; teachers have referred children whom they feel are

in need of special services; outside agencies have made referrals of students needing special services; grades 1-12 are involved in a special testing program and grades 2, 4, 6, and 8 are involved in the state testing program. After referrals are made, assessment is conducted to verify the need of special or additional services. The Pell City School System, effective July 1, 1982, does hereby acknowledge the above stated information and will continue, at an ongoing basis, to provide services following the due process as outlined on the chart herein.



In order for all school personnel to become proficient in making referrals of children suspected of needing special education services, characteristics of each exceptionality listed in Bulletin No. 31 State Policies and Procedures Manual shall be utilized. School personnel shall be made aware of these characteristics through local in-service education meetings and faculty meetings. State Department of Education Consultants shall be utilized for systemwide in-service education meetings. Selected children shall be observed in September and April each year by teachers and other personnel to determine areas of need.

V. INDIVIDUALIZED EDUCATION PROGRAM

- A. The Pell City School System shall comply with P.L. 94-142, (121a - 222a). Individualized education program shall be established and maintained, reviewed and revised. The following procedure will be utilized.
 - 1. IEP's shall be developed an/or revised by the beginning of each school year and reviewed and/or revised at least annually.
 - 2. An individualized education must be in effect before special education and related services are provided to a child; and must be implemented as soon as possible following the meetings under; (121a 342).
 - 3. Planning conferences involving the special education teacher; principal of each school which houses special education units; parents; guardians or surrogate parents; and others, shall be held when needed. The LEA is responsible for initiating and conducting conferences.
 - a. Parents shall be afforded an opportunity to participate in the planning conference at a mutually agreed upon time and place.
 - b. Letters, phone calls and other contacts shall be documented in the event a parent does not attend or wish to attend planning conferences.
 - c. Written records showing date, time, person contacted, and telephone number will be kept. The LEA ensures that every effort will be made to ensure that parents understand the IEP meeting and in the case of communication barriers, an interpreter shall be furnished. (121a 345 (e)).
 - d. Notification of the IEP meeting shall be sent early enough to ensure an opportunity for the parents to attend.
 - e. If parents are unable to attend the IEP meeting alternative solutions shall be provided.
 - 4. Planning conferences shall be conducted within thirty days of determination of the child's eligibility for special education.
 - 5. Planning conferences shall include, but not limited to:
 - a. child's teacher
 - b. one or both parents
 - c. representation of the education agency other than child's teacher
 - d. child, when appropriate
 - e. Other individuals at the discretion of the parent or education agency. Each parent or agency must notify the other agencies, 24 hours prior to meeting, if other individuals will be present; and who the individuals will be.

f. For the handicapped child who is being evaluated for the first time, the Pell City School System shall ensure:

- 1. That a member of the evaluation team participate in the meeting or
- 2. That a representative of the LEA, the child's teacher or some other person who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

6. The Individualized Education Program (IEP) shall include: (121a 346).

- a. a statement of child's present levels of educational performance;
- b. a statement of annual goals, including short term instructional objectives;
- c. a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs.
- d. The projected dates for initiation of services.
- e. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.
- f. The type of physical education will be described on the IEP; regular or adaptive.

7. Private School Placements (121a 347)

A. Developing Individualized Education Programs

- 1. Before the Pell City School System places an exceptional child in, or refers a child to, a private school or facility, the system shall initiate and conduct meetings to develop an individualized education program for the child in accordance with (121a 347).
- 2. The agency shall ensure that a representative of the private school facility attends the meeting. If the representative cannot attend, the agency shall use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.
- 3. The public agency shall also develop an individualized educational program for each exceptional child who was placed in a private school or facility by the agency before the effective date of the regulations.

B. Reviewing and revising individualized education programs.

1. After an exceptional child enters a private school or facility, any meetings to review and revise the child's individualized education program may be initiated and conducted by the private school or facility at the discretion of the public agency.
2. If the private school or facility initiates and conducts these meetings, the public agency shall ensure that the parents and an agency representative:
 - a. are involved in any decision about the child's individualized education program/ and
 - b. agree to any proposed changes in the program, before those changes are implemented

C. Responsibility

Even if a private school or facility implements a child's individualized education program, responsibility for compliance with this part remains with the Pell City School System.

The Pell City School System ensures that any exceptional child placed by the system in a private school, other agency or institution shall be placed only in those that provide a state approved educational setting. This approval shall be varified by the Coordinator of Special Education of Pell City School System.

If a referral is made by the system, the private school, agency, other institution or parent of any child placed by the system and that placement is determined inappropriate, the individual child shall follow the same procedure as all students enrolled in the Pell City School System, i.e. written referral, permission to evaluate, screening, evaluation, eligibility determination and development of the IEP.

8. Exceptional children in Parochial or other Private Schools (121a 348).

If an exceptional child is enrolled in a parochial or other school and receives special education or related services from the Pell City School System the system shall:

- a. Initiate and conduct meetings to develop, review, and revise an individualized education program for the child, in accordance with 121a 348; and
- b. Ensure that a representative of the parochial or other private school attends each meeting. If the representative cannot attend the system shall use other methods to ensure participation by the private school including individual or conference telephone calls.

VI. PROCEDURAL SAFEGUARDS

The following procedures, taken from the Due Process Procedures and Confidentiality Section of the state plan for FY 76, have been adopted by the Pell City School System for ensuring that exceptional students and their parents are guaranteed procedural safeguards in decisions regarding identification, evaluation, and educational placement of exceptional children.

1. Written notification before evaluation - Parents always have the right to an interpreter/translator if their primary language is not English and will be provided with an interpreter/translator when needed.
2. Written parental consent is required before initial special education placement.
3. At least an annual review of educational placement shall be conducted.
4. Opportunity for an impartial hearing shall be given, including:
 - Specific and timely notice of such hearing
 - The right to review all records
 - The right to obtain an independent evaluation
 - Right to Counsel
 - Right to cross examine
 - Opportunity to present witnesses
 - Opportunity to present evidence
 - Right to receive a complete and accurate record of the proceedings
 - Right to appeal the decision
5. Assignment of a surrogate parent shall be made when:
 - The parent or guardian is unknown
 - The parent's are unavailable
 - The child is a ward of the state
6. Access to educational record shall be given
7. Sign-off forms are placed in each child's folder (copy attached)
8. Parents shall be provided a copy of the IEP upon request

VII. CONFIDENTIALITY

The Pell City School System adopted the following rules regarding storage, retention and destruction of all personally identifiable data, and disclosure to third parties:

1. Storage - All records shall be maintained in the principal's office and shall be safeguarded by the principal or his designee.
2. Retention of Data - Once services are terminated for the child, the Pell City School System shall inform parents that they can have a copy of the child's records. The following data will be kept for permanent records: name, address, grade level completed, classes completed, attendance record. People who have responsibility in the collection and securing of personal data are:

Central Office - Special Education Coordinator
 Local School - Principal's office and teacher's room in
 locked files
 Confidential - records or anything that is identifiable
 with child is kept in locked files

3. The public agency shall inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Persons who have access to data are: Central office personnel charged with working with students, Special Education Coordinator, principals, teachers, counselors, officials of participating agencies, officials of educational agencies, SEP, parents. In each local school a list shall be maintained in the principal's office of persons who have access to data and sign off procedures shall be utilized upon review of the material by the individuals. Anyone who reviews confidential information must sign name, date, reason for review and position.

Once services are terminated for the child, the Pell City School System shall inform parents that they can have a copy of the child's records. The following data shall be kept: name, address, grade level completed, classes attended, attendance record.

VIII. LEAST RESTRICTIVE ENVIRONMENT (121a 550)

General

1. The major problem areas encountered in making alternative placements in meeting the needs of exceptional children: classroom space; available qualified personnel; resistance from principal and regular classroom teachers; transportation; possible parent resistance from so called normal parents when severely handicapped students are placed in the same classroom environment with their children.
2. a. The Pell City School System shall establish and implement procedures which meet the requirements of (121a 500 - 121a 556)
- b. The Pell City School System shall ensure:
 1. That to the maximum extent appropriate, exceptional children, including children in public or private institutions or other care facilities are educated with children who are not handicapped, and
 2. That special classes, separate schooling or other removal of exceptional children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Continuum of alternative Placements (121a 551)

- a. The Pell City School System shall ensure that a continuum of alternative placements is available to meet the needs of exceptional children for special education and related services.
- b. The continuum required under paragraph (a) of this section must:
 - 1. Include the alternative placements listed in the definition of special education under (121a 13 of Subpart A) (instruction in regular classes, special classes, special schools home instructions) and
 - 2. Make provision for supplementary services (such as resource room or itinerant instruction to be provided in conjunction with regular class placement).

Placements (121a 552)

The Pell City School System shall ensure that:

- a. Each exceptional child's educational placement:
 - 1. Is determined at least annually,
 - 2. Is based on his or her individualized education program, and
 - 3. Is as close as possible to the child's home.
- b. The various alternative placements included under (121a 551) are available to the extent necessary to implement the individualized education program for each exceptional child;
- c. Unless an exceptional child's individualized education program requires some other arrangement, the child is educated in the school which he or she would attend if not exceptional; and
- d. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs.

IX. PROTECTION IN EVALUATION PROCEDURES

The Pell City School System will ensure that the following procedures are established and adhered to in the evaluation of children.

Pell City School System ensures that:

- 1. Testing and evaluation materials and administrative procedures will be non-discriminatory, racially or culturally
- 2. All other services delivery agencies implement the Protection in Evaluation Requirements. Describe procedure (121a 532)
- 3. The evaluation must be made by a multidisciplinary team or group of persons knowledgeable in the area of suspected disability.(121a 532 (e)).
- 4. The child is assessed in all areas related to the suspected disability (121a 532 (f)).

5. No single test shall be the sole criteria for placement

Procedures require a full and individual formal evaluation to occur prior to action taken re:

6. Initial placement or denial of placement of a handicapped child into a special education program (121a 531)
7. Materials be administered in child's native language, unless clearly not feasible (121a 532)
8. Evaluation materials are to be properly validated (121a 532)
9. Test materials be utilized or recommended by their producer for a specific purpose and administered in conformance with instructions provided by the producer and administered by certified personnel
10. Evaluation materials which are adopted must be tailored to assess specific areas of educational need and not merely I.Q. (121a 532 (b)).
11. Evaluation materials administered to a child with impaired sensory, manual, or speaking skills must yield results which accurately reflect the child's aptitude or achievement level (121a 532 (c))
12. Data from a variety of sources including achievement tests must be gathered (121a 533 (a)(1))
13. Information from a variety of sources must be considered in the placement decision (121a 533)
14. Information obtained from all sources are documented (121a 533)
15. Interpretation of evaluation data and determination of child's placement be made by a team knowledgeable about the child, the meaning of the evaluation results, the placement options, and the personnel available to provide appropriate educational and related services (121a 533 (3))
16. If evaluation data shows the child does not need instruction in a special setting, the child will not be placed outside the regular instructional setting (121a 533)
17. If a determination is made that the child needs special education and related services, an IEP is developed for the child according to the requirement of (121a 340, 349, 533)
18. Reevaluation must include:
 - a. review of IEP - not less than annually (121a 534)
 - b. formal evaluation to be conducted at least every 3 years, or whenever conditions warrant, including at the request of the child's parents or teachers (121a 534)

Evaluation procedures to determine the progress being made to meet personnel, facility and service needs in the educational program for exceptional children will be threefold. First, the Coordinator will conduct an annual self-study to determine the strengths and weakness of its program for the handicapped. Second, the SDE consultant for the Pell City area, will be asked to make an onsite program evaluation. Last, specific recommendations for enhancing the program will be made by a committee composed of the SDE consultant, the Superintendent of Education, at least two regular educators and one special educator from each school in the system.

In evaluating a child suspected of having a specific learning disability in addition to the requirements of 121a 532, each public agency shall include on the multidisciplinary evaluation team:

1. The child's regular teacher or, if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age. (121a 540) L.D. Regulations
2. For a child of less than school age, an individual qualified by the State Educational Agency to teach a child of his or her age
3. At least one person qualified to conduct individual diagnostic examination of children.
4. A team may determine that a child has a specific learning disability if (121a 541)
 - a. the child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph 2 of this section, when provided with learning experiences appropriate for the child's age and ability levels; and
 - b. the team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - 1) oral expression
 - 2) listening comprehension
 - 3) written expression
 - 4) basic reading skill
 - 5) reading comprehension
 - 6) mathematics calculations; or
 - 7) mathematics reasoning
5. The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of:
 - a. a visual, hearing, or motor handicap
 - b. mental retardation
 - c. emotional disturbance; or
 - d. environmental, cultural, or economic disadvantage

Observation (121a 542)

- a. at least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting
- b. in the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age

Written Report (121a 543)

- a. the team shall prepare a written report of the results of the evaluation

- b. the report must include a statement of:
 1. whether the child has a specific disability;
 2. the basis for making the determination
 3. the relevant behavior noted during the observation of the child;
 4. the relationship of that behavior to the child's academic functioning;
 5. the educationally relevant medical findings, if any
 6. whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and
 7. the determination of the team concerning the effects of environmental, cultural, or economic disadvantage
- c. each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

X. PLACEMENT IN PRIVATE SCHOOLS

- A. The Pell City School System recognizes that some exceptional children may require services available in a private school or facility as the least restrictive environment. These children will be provided special education and related services:
 - (1) in conformance with an IEP
 - (2) at no cost to parents
 - (3) and which meet State education standards.These children will be placed in such a private situation only if child is declared eligible by the ARD Committee and if the placement is determined by the IEP Committee. An IEP determining such placement must be signed by all members of the IEP Committee and countersigned by the Superintendent. The Pell City School System assumes responsibility for the education of those children placed by the IEP Committee in private facilities. The following conditions observed:
 1. When and exceptional child is offered a free appropriate public education in a public education agency that is readily accessible to his/her home community and the parents waive that opportunity in favor of private school placement, the parents shall assume full financial responsibility for the child's education.
 2. If a parent contends that he/she has been forced, at the parent's own expense, to seek private schooling for the child because an appropriate program does not exist, and the responsible agency disagrees, that disagreement and the question of who remains financially responsible is a matter to which the due process procedure applies.
 3. Whenever exceptional children are placed in private schools or facilities by public education agencies, the State Education Agency shall take steps to assure

that the children have all the rights they would have if educated in a public school.

4. Provision will be made for private schools to receive a copy of State standards, and revisions as they occur.
 5. Provide opportunity for private school participation in development and revision of standards relating to special education.
- B. 1. Each State Educational Agency shall ensure that an exceptional child who is placed in or referred to a private school or facility by a public agency:
- (a) Is provided special education and related services:
 1. In conformance with an individualized education program;
 2. At no cost to parents; and
 3. At a school or facility which meets the standards that apply to State and local educational agencies; and
 - (b) Has all of the rights of an exceptional child who is served by a public agency.
2. In implementing placement the State Educational agency shall:
- (a) Monitor compliance through procedures such as written reports, on-site visits, and parent questionnaires;
 - (b) Distribute copies of applicable standards to each private school and facility to which a public has referred or placed an exceptional child; and
 - (c) Provide an opportunity for those private schools and facilities to participate in the development and revision of State standards which apply to them.

Monitoring to determine compliance with policy requirements for private school placement will be done as an on-site review annually by the State Education Agency and will include a review of administrative procedures, records, data collection, instruction, and all other phases of program development. Act 106, Public Law 90-142, Bulletin 8 and the new Policies and Procedures will be followed in placing students into the least restrictive alternative. Each child's IEP will be reviewed as scheduled. If the review indicates that the child's placement is inappropriate, the IEP Committee will either develop a new IEP with a new LRD or will refer the case back to the ARD Committee for corrective action.

THE FOLLOWING IS A SUMMARY OF THE PLAN TO IMPLEMENT THE REGULATORY REVISIONS FOR THE 1950 LOCAL EDUCATION AGENCY PLANS.

A NEW NUMBERING SYSTEM BEGINNING WITH NO. I WILL BE USED.

I. PUBLIC NOTICE AND OPPORTUNITY FOR COMMENT

Each LMA is required to make the LMA plan available to the public for review and comment for a period of 30 days.

- 1. Public notice has been made and the opportunity for comment made available.
- 2. LMA describes the procedure for public notice and comment.

II. POLICY ON PRIORITIES

A. The first priority is to serve the handicapped children who are not receiving educational services and the second priority is to serve the handicapped children who are receiving inadequate education. The Fell City School System has a cooperative agreement with Mental Health, ARD, and the Department of Pensions and Security which provides services to handicapped students at the present time. Therefore, the first priority shall be to provide appropriate public education for these students.

III. CHILD IDENTIFICATION

A. "All children residing in Fell City are who are exceptional regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, evaluated, and educational and support services are provided and a means is initiated to determine the number of children not receiving services, and those who are receiving services." (Section 612(2)(c) of HA-B as amended by P.L. 94-142).

The special education coordinator, who is appointed by the Fell City School System, and who functions in an administrative capacity is responsible for the administration of the special education program.

One responsibility of Special Education Coordinator is to promote Child Find Act for the Fell City area. After the children are referred to the coordinator's office, they are evaluated by the psychometrist. After the intellectual and educational assessments are made, they are reviewed by the ARD committee to determine eligibility for special education and related services. Children who are eligible to

CEPIONALITY

SERVICES PROVIDED

ACTIVITIES PROVIDED

AMOUNT OF MONEY EXPENDED

State

Federal

5.

Evaluation

Basic Skills

1. achievement
 2. Intellectual
 3. Social maturity
 4. Self-Concept survey
 5. Speech, hearing & vision screening
- Guidance & counseling
regular educational
services Consultation

- Behavior Modification
activities
Crisis Intervention
Group skills

Second Priority

MR

Evaluation

Adaptive Home Living

- a. Intellectual
 - b. Achievement
 - c. Social maturity
 - d. Speech, hearing and vision screening
- Curriculum development
Consultation
Paraprofessionals

- Adaptive P.E.
Language Development
Self-care skills

MR

Evaluation

Basic skills activities

- a. Intellectual
 - b. Achievement
 - c. Social maturity
 - d. Occupational (High School)
- Speech, hearing, and vision
screening
Regular educational services
with mainstreaming
Consultation

- Visual motor activities
Regular school activities
Career guidance

EXCEPTIONALITY

SERVICES PROVIDED

ACTIVITIES PROVIDED

AMOUNT OF MONEY EXPENDED

Severe/Profound

Evaluation

Adaptive Home Living

State

Federal

- a. Intellectual
- b. social maturity speech, hearing, & vision screening curriculum development Paraprofessionals Consultations

- Adaptive P.E.
- Language Development
- Self-care skills

SPEECH

Speech rehabilitation Hearing, vision, and speech screening Evaluation

Articulation Voice

- Regular Educational services Consultation

- Language Development
- Communication disorders

I.D.

Evaluation

Basic skills activities

- a. Intellectual
- b. basic skills
- c. visual & auditory skill screening
- d. visual motor skills achievement
- e. achievement individualized curriculum development Regular educational services Consultation

- Visual-motor activities
- Regular school activities
- Regular classroom support help

EPIDEMIOLOGY

SERVICES PROVIDED

ACTIVITIES PROVIDED

AMOUNT OF MONEY EXPENDED

Medically Impaired

- Evaluation
- a. Intellectual
- b. achievement
- c. Social maturity
- Regular education services
- Consultation
- Barrier-free structures

- Support educational services if needed
- Physical therapy and training
- Adaptive home-living skills
- If necessary
- Vocational Training High School

State

Federal

Deaf Impaired

- Evaluation
- a. Intellectual
- b. Achievement
- c. Social Maturity
- Home-bound teacher
- Curriculum development

- Instruction in basic subject areas

Deaf/Blind

Combined services of Deaf, Hard of Hearing, and Visually Impaired

- Evaluation
- a. Intellectual
- b. Achievement
- c. Regular education services
- Consultation

- Resource room
- Academic activities
- Support activities for regular school curriculum
- Field experience

Deaf & Hard Hearing

- Evaluation
- a. Intellectual
- b. Achievement
- c. Degree of Impairment
- d. Social maturity
- Regular education services modified to individuals particular needs
- Consultation
- Audiological examination
- Medical evaluation if necessary

- Resource or full-time teacher as needed
- Language and communication development
- Adaptive social skills
- Modifies physical education if necessary
- Vocational training High School

ADDITIONALITY

SERVICES PROVIDED

ACTIVITIES PROVIDED

AMOUNT OF MONEY EXPENDED

State

Federal

usually
discussed

Evaluation

a. Intellectual

b. Achievement

c. Degrees of Impairment

d. Social maturity

Regular education services

modified to individuals

particular needs.

Consultation

Large type or Braille

Instructional materials

Optometric examination

Medical evaluation if necessary

Resources or full-time

teacher as needed

Mobility training

Adaptive home living skills

Modified physical education

Braille instruction

Vocational training High School

receive these services are referred to the appropriate IEP Committee within the local school system.

Once an IEP is developed, placement then occurs. Formal reevaluation takes place every three years or earlier if requested by teacher or parent.

Monitoring is a continuing process. The coordinator, principals of the schools where special education units are housed, state department personnel, and SIF help to see that IEP's are implemented and annually evaluated.

- 2. a. Department of Pensions and Security, Department of Public Health, Mental Health, Crippled Children's Services, Association of Retarded Citizens, assist the Fell City School System in referring and locating students. Mental Health works closely with the Fell City School System in providing services for emotionally disturbed students.

Referral forms are provided by the Coordinator of Special Education in the event a child is referred.

- 3. a. Outreach

- 1. The following activities are utilized by the Fell City School System in creating an awareness to the needs for identifying exceptional children:

Newspapers (legal ads section)	August
Handbills	August

Posters
Radio Station

August
August

B. Screening Program or Procedure

1. When an achievement test (SRA, CAT, etc.) is used to determine eligibility of a student, those students who score below the 50th percentile shall be considered for further evaluation. Also, students who exhibit an IQ score of 65 or below on the PMA/STEA (SRA or MMT (CAT) shall be considered for further evaluation. Those students who score three to four years below grade level on reading and mathematics are considered for further screening as possible LD candidates. Students considered for placement in the LD program shall be evaluated by the WISC-R. All other students shall be evaluated by either the WISC/WAIS or Stanford-Binet. No student shall be placed upon the basis of one test score:
2. Achievement test scores shall be utilized as well as an individual intelligence test. Teacher observation shall be used (especially when a child is exhibiting characteristics of a specific learning disability). Teacher observations, plus team observations shall be used when a child is suspected of L.D.
3. The tests to be used for evaluations of exceptional children are as follows:

WISC-R	Walker
Binet	Vineland
WAIS	Slosson
WRAT	AAMD
Woodcock	MVPT
PPVT	Detroit
Brigance	Cain-Levine
Key-Math	Goldman-Fristoe
PIAT	Fairview
Sucher-Allred	

4. The principal of each school is responsible for receiving and disseminating the results of the California Achievement Test, SRA, Achievement Test and any other achievement tests. Conferences are with parents to explain test results. Counselors have this responsibility in schools where counseling services are provided. In schools where counseling services are not provided, principals or psychometrist meet with parents to explain test results.
5. Children receiving special education and related services have been through the complete screening program including identification, referral,

achievement, and individual assessment, determination of eligibility, IEP development, placement (procedural due process). When a child is found ineligible for special education and related services he completes the screening program, through the ARD Committee meeting. Parents are notified as to why the child does not meet the criteria for special education or related services.

C. Initial Identification and Location

1. The referral procedure is the same for parents, teachers, counselors, other school personnel, and persons outside the school such as other agencies. The referral procedures are as follows:
 - a. Completion of a referral form by the person making the referral
 - b. Referral is given to the principal of the school.
 - c. Principals sends referral to the coordinators office.
 - d. The Child Find person places the child on the monitoring control sheet.
2. Referral forms are made available to private school and other agencies. These forms must be completed and returned to office of coordinator.
3. The psychometrist, coordinator and referring person(s) review the referring data. A parental consent for evaluation is obtained from the parent(s) or guardian to conduct a full educational assessment.
4. Vision, hearing, language and speech assessments are done by the speech therapist and Health Occupations Education class.

It is the responsibility of the principal or counselor to obtain and maintain all relevant medical records. The principal and counselor also have the responsibility for maintaining attendance, grades, achievement test score results and all cumulative records. All records are to be placed in a secure area in the school.

D. Comprehensive Assessment procedures in the following areas are:

1. Adaptive Behavior - Instruments such as the Walker,

- WAMD, and others are administered by the teacher, counselor or psychometrist when needed. The data obtained from the instruments is utilized in the planning, development and implementation of the child's IEP.
2. Language - needs in the area of language are determined by teacher observation, parent request, and a comprehensive screening process conducted by the speech therapist.
 3. Physical - needs determined by teacher observation, parent request, request from other agencies, and physicians. These request are given to Coordinator of Special Education who must act to see that appropriate services are provided, such as selective seating for the visually impaired and hard of hearing.
 4. Emotional behavior - children who exhibit unacceptable social behavior are referrals are made to the Coordinator of Special Education. Assessments such as the Walker will be administered by the referring teacher.
 5. Sociological - all children who qualify for special education services will have a Vineland Social Maturity administered by the teacher.
 6. Intellectual - all children who are referred for special education services, optional for children who only need speech therapy, are administered an individual intelligence assessment - by the psychometrist.
 7. Educational performance - level is determined by the use of instruments such as the KeyMath, Woodcock Reading, WRAT, Brigance, PIAT, and other like tests. The results of these tests; which are administered by psychometrist or teacher shall be used when the IEP Committee plans an individualized educational program for the child. This program will be designed to teach from the child's strengths to his weaknesses.

E. Eligibility and/or IEP Committee

1. Referral data, plus all educational assessments are reviewed by the school screening committee to determine eligibility - then the psychometrist gives further assessment.
2. After the child is determined eligible for special education services by the eligibility committee, the local principal notifies parents inviting them to attend the IEP meeting. This invitation is given early enough to ensure that parents have an opportunity to attend. The meeting will be scheduled at a mutually agreed on time and place. In the event parents/guardian cannot attend the IEP meeting, documentation of attempts - letters and/or phone calls are filed. (121a 345)

3. The ARD Committee which determines eligibility reviews the following information in order to determine if a child is eligible for special education or related services:
 - a. initial referral which contains past academic achievement records, past achievement test scores and teacher observations.
 - b. vision/hearing/language/speech results
 - c. present achievement test scores such as KeyMath, Woodcock, PIAT, WRAT, CAT, etc.
 - d. social maturity scales
 - e. adaptive behavior scales
 - f. intellectual evaluation
4. The development of an IEP planning conferences shall include, but not be limited to:
 - a. child's teacher
 - b. one or both parents
 - c. representative of the education agency other than child's teacher
 - d. child, when appropriate
 - e. other individuals at the discretion of the parent or education agency
 - f. for a handicapped child who has been evaluated for the first time: The Pell City School System shall ensure:
 1. That a member of the evaluation team participates in the meeting or
 2. That a representative of the LEA knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation
5. The Pell City School System has one ARD Committee which determines eligibility for all exceptional children. Members of this committee are as follows:
 - a. Special Education Coordinator - chairman
 - b. Public Health Nurse
 - c. Superintendent
 - d. Assistant Superintendent
 - e. Vocational Counselor
 - f. Psychometrist

The IEP committees are located in each of the local schools.

F. The Pell City School System shall provide the following program options:

1. Regular class with indirect services within regular class - where the teacher utilizes on a consultative basis, the special education personnel within the system to help provide instructional techniques, materials and such for exceptional children within their classes. The child does not receive any services from anyone except the regular class teacher.

2. Regular class with resource room services - where the exceptional child is placed in a regular classroom situation and then is scheduled into a resource room for specific periods of time to receive instruction in specific content areas.
3. Self-contained classroom with part-time instruction in a regular class - when an exceptional child is placed in a special education class and is scheduled into a regular classroom for specific periods of time to receive instruction in specific content areas.
4. Self-contained classroom with students participating in areas other than content - when an exceptional child participates in extra curricular activities.
5. Self-contained special class - full-time on a regular school campus when an exceptional child is placed full-time in a special class program that is located in the same building as regular classes and "normal" children.
6. Public residential school facility - when a child is placed within a publically supported 24 hour care facility away from his home setting.
7. Other least restrictive environments will be considered and utilized as needed by individual children.

In determining the LRE for students, the Pell City School System ensures:

- a. that each exceptional child's educational placement shall be individually determined, by determined at least annually and used on his/her individualized education program (121a 552)
- b. that, to the extent necessary to implement the individualized education program for each exceptional child in a applicable agency, that agency must provide, or arrange for the provision of, all of the alternative settings included in (121a 552).
- c. that, except where an exceptional child's individualized education program requires some other arrangement, the child shall be educated in the school which he/she would normally attend if not handicapped (121a 552)

Should the Pell City School System place a child in a private school, all standards of P.L. 94-142, Act 106 and 688 and Bulletin 31 State Policies and Procedures Manual will be adhered to in such placement. When feasible the Coordinator of Special Education shall personally visit the private school at least twice a year to see if the student is receiving services as indicated on the IEP, whether the IEP is being implemented in the classroom and to ensure that all policies and procedures of the Pell City School System are being followed in relation to services for the student.

- G. Information on each child enrolled in a special education program is kept on file in coordinators office. These cards are checked in September and January to determine the need for evaluation. Upon the request of a parent or teacher, reevaluation will be conducted before the end of the three year period.

IV. PERSONNEL PREPARATION

1. A comprehensive system for personnel development and In-Service education is developed by the Pell City School System in accordance with the State Plan for professional growth and development.
2. The In-Service education program is planned from a formal needs assessment instrument which is completed by all personnel in April. These needs assessment forms are studied by the local planning committee and programs are designed to meet the needs expressed in these forms.
3. Five days are given by the Pell City School System for in-service education and professional development, during the school year. In addition to these planned days, all personnel are informed of P.L. 94-142, Act 106 and 688. Principals and regular classroom teachers are involved in activities which are designed to integrate Special Education into and a part of the total school program.
4. All activities are evaluated by each participant at the end of the program. This evaluation is in a written form. Groups receiving training shall be special education teachers, regular teachers, administrators, psychometrists, speech therapists, physical education teachers, aides, bus drivers, parents, parent surrogates, volunteers and other.

V. VOCATION EDUCATION PROGRAMS

The Pell City School System provides services to exceptional children in the vocational education programs.

1. Description of vocational services:
 - a. Career Education Programs
Career education is included in each of the vocational areas. Students are exposed to various fields in the work environment. Emphasis is placed on exploratory programs in career education on the 10th grade level.
 - b. Local School Vocational Programs
These programs include the Agribusiness and Home Economics classes, and are available to any of the exceptional secondary students, who may wish to enroll in them. Many of the exceptional students are mainstreamed into these local school vocational classes.

c. Area Vocational Programs

There are 13 programs of training available at the John Pope Eden Vocational Center. These programs are available to exceptional students on the same basis as other students in grades 10-12.

Priority is given to students as follows: 12th, 11th and then 10th graders if we have openings. Vocational service programs at the center are: Air Conditioning & Refrigeration, Auto Body, Auto Mechanics, Business & Office Education, Carpentry & Cabinet Making, Clothing Production, Cosmetology, Health Careers, Horticulture, Radio & T.V. Repair, Telephone Installation & Repair, Trowel Trades and Welding.

2. The procedure utilized by the Pell City School System is the same for exceptional students as for regular students. All 10th grade students are given an opportunity to visit the area center, and films and slide presentations are shown to 10th graders in the local schools to familiarize the students with available programs. The GATB is used to help students make class choices and to help counselors in assigning students to classes.
 - a. Psychological testing, Teacher evaluations, GATB, Career Choices.
 - b. Least restrictive setting in which the student will not be a danger to himself or to his fellow classmates. With the power machinery in most of the departments, at times a student is restricted from these classes.
 - c. A person from vocational education, usually the vocational counselor, is a member of the IEP Committee.

As a general rule, students apply for places in the vocational classes in the Spring and assignments are made in the Summer.

3. The projected number of students to receive vocational education during the 1982-83 year are:

Special Education (EMR)

- a. Area Vocational Center - 30
- b. Local High School (Agribusiness & Home Economics) - 20

The Pell City School System will utilize the 14 attached forms in conjunction with the FY 82 comprehensive LEA Plan.

INDIVIDUALIZED EDUCATION PROGRAM REVIEW

SDE/PECY/Phase 3

July 1980

Directions: _____ Check the appropriate areas where a problem prevents appropriate implementation.

Note: All areas may not apply for all exceptionalities.

1. Write where kept by the side of each.
2. Dates of tests.

LEA _____	School	Comments
Person Completing Form _____	Teacher	
	Student	
Date _____	Exceptionality	
1. Record of Access Sheet		
2. Completed Referral Form		
3. Permission to Evaluate		
4. Parental Notification of Rights		
5. Evaluation (4 Basic Evaluations)		
a. Vision & Hearing Screening		
b. Individual Intellectual Evaluation		
c. Behavior Rating/Social Maturity		
d. Educational Achievement Test		
Other Evaluations (if necessary)		
e. Observation Checklist (SLD)		
f. Speech and Language Screening		
g. Behavior Checklist		
h. Diagnostic Assessments/Reports		
i. Work Samples		
j. Physician's Report		
6. Eligibility Determination Meeting		
7. Eligibility Committee Report		
8. Notice of IEP Meeting		
9. IEP Meeting Held		
10. IEP Signed/Dated by Committee		
11. Appropriate LRE Stated/Implemented		
12. Present Level of Performance		
13. Annual Goals and Objectives		
14. Objectives Relate to Annual Goals		
15. Measurable Objectives		
16. Special Education/Regular Services		
17. Related Services (Transportation, etc.)		
18. Type Physical Education		
19. Implementation of Services Dates		
20. Annual Review Date		
21. Time in Regular Ed. Environment		
22. Reevaluation Notice/Reevaluation		
23. Permission to Place		
24. Teacher Certification		

INITIAL REFERRAL FORM FOR EVALUATION SERVICES

Date _____

1. REFERRING AGENCY _____ PERSON REFERRING _____

NAME OF CHILD _____

DATE OF BIRTH _____ AGE _____ SEX _____

NATIVE LANGUAGE SPOKEN IN THE HOME _____

NAME OF PARENT, GUARDIAN OR SURROGATE PARENT _____

COMPLETE ADDRESS _____

_____ ZIP CODE _____ TELEPHONE _____

(Home) (work)

SPECIFIC REASONS FOR REFERRAL _____

2. EDUCATIONAL RECORD (If not enrolled, state reason)

a. Present School and Address

b. Present Class Placement

c. PRIOR EVALUATIVE INFORMATION:

DATE

TEST

SCORES

AGENCY

3. MEDICAL REPORTS

DATE

PHYSICIAN

DIAGNOSIS

REQUEST FOR PARENTAL PERMISSION TO EVALUATE

Pell City School System

Dear _____,

(School System)

would like to provide an evaluation for

to assure that he/she has an appropriate education

(Student Complete Name)

program. The referral was made by _____ for an evaluation after the following options were considered:

These options were rejected because: _____

The evaluation would include the following:

Type of Test/Procedure

Proposed Date of Evaluation

You have the right to see, inspect or make copies of education records in the student's school file.

When the evaluations are completed you may wish to discuss the results. If this evaluation shows that the student is eligible for special education programs services, we will ask you to help in preparing an individualized education program. The educational programs of the student will not be changed without your knowledge. If you do not agree with the school's evaluation you have a right to get an outside evaluation at public expense by a qualified examiner certified/approved by the State Department of Education unless the school system can present evidence through due process procedures that the school's evaluation is appropriate.

If you do not feel the need to review the student's records or request a conference and you agree to an evaluation as outlined above, please give your consent by signing below.

If you DO NOT AGREE to an evaluation as outlined above, please sign below. We will contact you to arrange a personal conference as soon as possible. If an agreement cannot be reached, we may ask for a due process hearing for a decision. You have a right to request a due process hearing if you disagree with school procedures or actions leading to testing.

If you wish to see the records or arrange a conference to discuss the referral and/or the evaluation procedures and instruments you may call:

(Staff Member)

(Telephone)

(Hours to Call)

AGREE to an evaluation: _____

(Signature of Parent)

Date

DO NOT AGREE to an evaluation: _____

(Signature of Parent)

Date

I have received a copy of Parental Rights - see reverse side _____

(Signature of Parent)

Date

REQUEST TO APPOINT SURROGATE PARENT

(Local Education Agency)
(Letterhead Block)

(Date)

CHILD

1. NAME _____
2. ADDRESS _____
(Number) (Street)
- (City) (State) (Zip Code)
3. TELEPHONE _____
(Area Code) (Number)
4. WITH WHOM IS THE CHILD RESIDING?
NAME _____
RELATIONSHIP _____

PERSON MAKING REQUEST

1. NAME _____
2. POSITION TITLE _____
3. EMPLOYER/AGENCY _____
4. BUSINESS ADDRESS _____
(Number) (Street)
- (City) (State) (Zip Code)
5. BUSINESS TELEPHONE _____
(Area Code) (Number)
6. WHY HAS THIS REQUEST BEEN MADE?

Signature _____
(Person Making Request)

NOTICE OF INTENT TO CONDUCT A REEVALUATION

(REQUIRED AT LEAST EVERY 3 YEARS)

Local Education Agency
(Letterhead Block)

(Parent, Guardian)
(Address Block)

Dear _____:

This is to notify you that _____
(School System)
will provide a reevaluation for _____
(Student's Complete Name) to assure that he/she
has an appropriate education program. The educational program of the student will not be
changed without your knowledge.

At the _____
(Parent's Request/School's Request) the student will be reevaluated for the follow-
ing reasons: _____

The reevaluation would include the following:
Type of Test/Procedure

Proposed Date of Reevaluation

Type of Test/Procedure	Proposed Date of Reevaluation
_____	_____
_____	_____
_____	_____
_____	_____

You have the right to see, inspect or make copies of education records in the student's scho-
file. If you wish to see the records or arrange a conference to discuss the referral and/or
the reevaluation procedures and instruments, you may call:

(Staff Member)

(Telephone)

(Hours to Call)

When the reevaluation is completed you may wish to discuss the results. If the reevaluation
shows that the student is eligible for placement or changes in special education programs and
services, we will ask for your assistance in preparing or revising the individualized educa-
tion program. If you do not agree with the school's evaluation you have a right to get an
outside evaluation at public expense by a qualified examiner certified/approved by the State
Department of Education unless the school system can present evidence through due process
procedures that the school's evaluation is appropriate.

Sincerely,

(Signature of Appropriate LEA Official)

(Individual School Address)

?

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL
AND NOT ELIGIBLE FOR SPECIAL EDUCATION

Local Education Agency
(Letterhead Block)

(Date)

(Parent, Guardian)
(Address Block)

Dear _____:

_____ has provided an evaluation for
(School System)

_____ to assure that he/she has an appropriate
(Student's Complete Name)
educational program.

Review of the evaluation results indicate that _____
(Student's Name)

is not an exceptional student and is not in need of special programs and services as outlined in state and federal legislation related to exceptional students.

You have the right to see, inspect or make copies of education records in the student's school file. If you wish to see the records or arrange a conference to discuss the results and/or the evaluation procedures and instruments you may call:

(Staff Member)

(Telephone)

(Hours to Call)

If you do not agree with the school's evaluation, you may wish to get an outside evaluation for your child at public expense by a qualified examiner certified/approved by the State Department of Education unless the school system can present evidence through due process procedures that the school's evaluation is appropriate.

We have a right to request a due process hearing if you disagree with school procedures or actions leading to this decision.

Sincerely,

(Signature of Appropriate LEA Official)

(Individual School Address)

REQUEST FOR PARENTS TO ATTEND A MEETING
TO PLAN AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Local Education Agency
(Letterhead Block)

(Date)

(Parent, Guardian)
(Address Block)

Dear _____:

This is to inform you that we have completed _____
(Student's Complete Name)
evaluations which the Eligibility Determination Committee reviewed and from which they
determined him/her eligible for placement in special education and/or related services.
We wish to plan and/or revise his/her individualized education program (IEP). It is
your right and you are encouraged to join with this planning committee so that you may
participate and be fully informed concerning program and/or placement revisions that
may be necessary.

The meeting to develop your child's individualized education program has been scheduled
for _____
(Date) (Time) (Place)

Anticipated participants at the Conference: _____

Please indicate below your decision to participate in this planning meeting. If you
have any questions or for some reason must change the scheduled time to attend, please
contact me.

(Signature of Appropriate LEA Official) (Date) (Telephone)

We would like to participate in planning or revising our child's individualized
education program (IEP).

(Parent's Signature) (Date)

We do not desire to participate in the planning or revising of our child's
individualized education program (IEP).

(Parent's Signature) (Date)

Please return this letter as soon as possible. If you do not desire to participate,
we will hold an IEP planning meeting without you. You have a right to review the
IEP developed for your child.

RECOMMENDED PLACEMENT NOTICE

(School Copy)

9

Local Education Agency
(Letterhead Block)

(Date)

(Parent, Guardian)
(Address Block)

Dear _____:

The recommended educational program and placement proposed for _____
(Student's Complete Name)

is _____ at _____
(Education, Status and Placement)

as shown on the Individualized Education Program (IEP). Other options considered were: _____

Those options were rejected because: _____

If you approve this recommendation, sign, date and indicate this below:

_____ We APPROVE the recommended placement and program.

_____ We DO NOT APPROVE the recommended placement and program.

(Date)

(Parent's Signature)

If you were not present for the IEP planning meeting, please review carefully the enclosed IEP. If you have any questions, you have the right to request a conference to discuss this with school personnel before this student placement is made or the program is begun. If you disagree with the outcome of this conference, you may request a formal hearing to contest the recommended educational program and placement before it is carried out. You should also be aware of and understand that you have the following rights:

1. To review or make copies of records related to the recommended placement.
2. To be fully informed of the results of the evaluation used to determine the placement.
3. To refuse to permit the placement (in which case the school system can request a hearing to question your decision).
4. If you do not agree with the school's evaluation, you have a right to get an outside evaluation at public expense unless the school can present evidence that the school's evaluation is appropriate.
5. To request a due process hearing if you disagree with school procedures or actions leading to placement.

If you wish to participate in a conference, sign and indicate this below; then return the school copy in the enclosed envelope.

For further information contact: _____
(Name) (Title) (Phone)

(Signature of Appropriate LEA Official)

_____ I wish to request a conference to discuss this placement.

(Date)

(Parent's Signature)

(PLEASE RETURN THIS NOTICE TO THE SCHOOL IN THE ENCLOSED ENVELOPE.)

CONFERENCE RECORD AND PARENTAL RESPONSE FORM

IEP FORM I
(Parent Copy)

(School System)
(Letterhead Block)

(Date)

(Parent, Guardian)
(Address Block)

Dear _____:

This letter will serve as a record of the conference with you on _____
(Date)

(Place of Conference)

The following persons were participants:

NAME	TITLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The issues resolved and/or changes made were:

The issues not resolved were:

IF YOU APPROVE of the recommended placement and program for the student, please check the space provided for approval and sign your name. Changes in the original plan will be made as indicated under "issues resolved." You will receive a copy of the revised placement and program plan. As soon as you give your approval the program will begin as planned.

IF YOU DO NOT APPROVE the recommended placement and program and your concerned issues were not resolved, you may wish to request a hearing. If so, check the space on the following page that is provided for disapproval and sign. To request a hearing send your request to:

(Name)

(Address)

NOTICE OF REQUEST FOR A HEARING

Local Education Agency
(Letterhead Block)

(Date)

(Parent, Guardian)
(Address Block)

Dear _____:

This is to notify you that _____
(School System)
filed a request with the State Department of Education on _____
(Date)
for a due process hearing before an impartial officer pertaining to the proposed

(Identification, Evaluation, Placement or Free Appropriate Public Education)

(Student's Complete Name)

The hearing officer will notify you as to the time and place of the hearing.

If you do not agree with the school's evaluation, you have a right to obtain an independent evaluation at public expense by a qualified examiner certified/approved by the State Department of Education unless the school system can present evidence through due process procedures that the school's evaluation is appropriate. You have the right to be represented at the hearing by a person or persons of your choice. You also have the right to review and/or copy all of your child's school records. A small fee may be charged for duplication services relating to this.

Enclosed is a copy of the hearing procedure and a description of your rights. A list of agencies in the community from which legal counsel may be obtained is also enclosed.

Should you have any questions, please feel free to contact me. We hope that this hearing will help us to reach an agreement so that your child is assured of an appropriate education.

Please be assured of our continued interest in working with you to provide the best possible placement/program for your child.

(Signature of Appropriate Official)

(Telephone)

(Individual School Address)

**PELL CITY SCHOOL SYSTEM
INDIVIDUALIZED EDUCATION PROGRAM**

IEP-1
PECY
February 1981

Evaluation/Present Level of Education Performance
Summary For: _____

(Name of Student)

Date Evaluation Completed: _____

LEA/Other Agency: _____ School: _____

Area Evaluated	Assessment Instrument & Date Administered	Areas of Strength	Areas of Weakness
Vision			
Hearing			
Intelligence			
Behavior Rating or Social Maturity			
Educational Achievement			
Other			

PELL CITY SCHOOL SYSTEM

INDIVIDUALIZED EDUCATION PROGRAM: IMPLEMENTATION PLAN FOR

(Name of Student)

LFA/OTHER AGENCY: _____ SCHOOL: _____

YEAR: _____

VOCATIONAL EDUCATION OCCUPATIONAL GOAL (IF APPLICABLE): _____

SPECIAL GOALS AND OBJECTIVES

TYPE EVALUATION

DATE

AREA: _____

Annual Goal: _____

Objective: _____

Objective: _____

AREA: _____

Annual Goal: _____

Objective: _____

Objective: _____

AREA: _____

Annual Goal: _____

Objective: _____

Objective: _____

AREA: _____

Annual Goal: _____

Objective: _____

Objective: _____