

TRANSCRIPT OF MEETING

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

SPECIAL CALLED MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

TUESDAY - MAY 22, 2012

5:30 p.m.

BOARD MEMBERS

MR. W. KEYS FILLAUER, CHAIRMAN

MS. ANGI AGLE

MR. DAN DIGREGORIO

MR. ROBERT EBY

MS. JENNIFER RICHTER

ALSO PRESENT:

DR. THOMAS BAILEY, SUPERINTENDENT OF SCHOOLS

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT

SERVICES

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2
1 MR. FILLAUER: I'd like to call to
2 order a special-called Board meeting of the Oak
3 Ridge Board of Education Tuesday, May 22, 2012.
4 There is one item on the agenda. Well, there is
5 actually two items on the agenda but they all are
6 under the same guideline and that is the FY '13
7 Budget Recommendations. The first will be a public
8 hearing with those comments directed toward the
9 proposed FY '13 budget and then the Board will
10 entertain a first reading and approval on a first
11 reading of the FY '13 Budget Recommendation. And,
12 if my calendar is correct, we will return on this
13 Thursday at 5:30 for a second and final reading and
14 adoption of the budget. So this public hearing is
15 for anyone in the audience who would like to
16 address this Board on the topic of the FY '13
17 budget. The Board appreciates those who are here
18 to offer their advice and their opinions, which we
19 certainly appreciate, and appreciate your interest
20 in making education in Oak Ridge successful.
21 Obviously, this is not a time that this Board would
22 take action on your recommendations; but it is a
23 time that the Board will listen to your
24 recommendations and, certainly, take those

3
1 recommendations under consideration as we move
2 toward final adoption of this budget. I think I
3 can speak for my colleagues on this Board. We do
4 appreciate those of you, some are in this audience,
5 that have e-mailed us with your opinions and your
6 suggestions. Unfortunately, with those e-mails, I
7 didn't find, some of you all may have, any dollars
8 or money orders attached that might help us in some
9 of these areas. But we do appreciate that. It
10 does help us hear from those people who are
11 directly involved with educating our students. You
12 will have three minutes to speak. When you are
13 recognized, if you would move to the podium, if you
14 would, please, sign your name and address, I think
15 there is a sheet there. And then after you have
16 done that, please state your name and address and
17 we will move forward at that time. So if there is
18 anyone that wishes to speak at this time, now is
19 your time to do that. And if you are ready to
20 speak, if you would raise your hand, I think that
21 would be, instead of getting everybody to line up,
22 we don't want to leave you standing there. If
23 somebody wants to jump out and be first and raise
24 their hand, we'll start and go from there.

4
1 MS. SHOUBE: Good evening, I was here
2 last night and I had so much fun I thought I'd come
3 back.
4 MR. FILLAUER: You are retired, you
5 can't speak now. Oh, that's not yet, right. By
6 the way, a very nice article today in the paper. A
7 very, very nice article.
8 MS. SHOUBE: She did a great job,
9 didn't she? Yea, LeeAnn, you did. She did a great
10 job. Even though I am leaving and I am retiring, I
11 still do care what happens in this school system.
12 I have lived here, it will be 17 years this August.
13 If I had stayed, it would be my 18th year to teach
14 here. I wanted to speak about the Reading Recovery
15 Program. I'm speaking as a parent of a former
16 reading recovery student and I'm also speaking as,
17 of course, an elementary teacher here in Oak Ridge.
18 In my 17 years I have been here, I've been either
19 in kindergarten or first grade the whole time. So
20 I've seen firsthand the benefits of the Reading
21 Recovery Program. Now I know most teachers are
22 always asking what would I want for this student if
23 a student is struggling. And I know my answer has
24 always been I would want the same for this student

5
1 that I would want for my own child. And this
2 Reading Recovery Program has been an intervention
3 program that targets specific children that are
4 struggling readers. And it might not seem that
5 important unless it's your child that's involved in
6 the struggle. In my time here we have had a lot of
7 training in literacy and we have seen that small
8 group instruction works. We have also seen that
9 some children don't benefit unless they have this
10 intensive one-on-one program. When Willow Brook
11 went to the 45/15 calendar my son was entering
12 first grade and I put him there at Willow Brook and
13 he was selected to be included in the Reading
14 Recovery Program. He had a learning disability in
15 math and I've often wondered if he had not had the
16 benefits of the Reading Recovery Program would he
17 also have been labeled disabled in reading as well.
18 But the program really did make a difference for
19 him. And I realize that the Reading Recovery
20 Program is costly because it's a one-on-one
21 intensive program. But I also worry about what are
22 the long-term effects down the road, what will the
23 costs be for children who don't get these services.
24 And as I see it and what I've seen at my own

1 school, we have way more students who are not
 2 getting served that need the services. So, to me,
 3 to cut it would be just a disaster. As I said, I
 4 was here last night, I am leaving but I do care
 5 what happens here in the school system. I realize
 6 money is tight but I also realize about 30 teachers
 7 are leaving who were at the upper end of the pay
 8 scale so I have to believe there is some money to
 9 play with there. I also wonder how are we going to
 10 attract people that would want to come here to fill
 11 in in some of our administrative positions when we
 12 keep continually cutting programs. And I'm just
 13 wondering if there's some other areas that could be
 14 cut and if you would, please, consider retaining
 15 the Reading Recovery Program. Thank you.

16 MR. FILLAUER: Thank you.

17 MS. SMITH: I have a handout. Can I
 18 bring it forward?

19 MR. FILLAUER: Yes. I may have said
 20 this and I may not have. Let me remind everyone,
 21 please sign your name there and also state your
 22 name and address so we can get that recorded as
 23 well.

24 MS. SMITH: My name is Stephanie

1 Smith and I'm a reading specialist at Linden and I
 2 live at 112 West Melbourne. The question is why
 3 should Oak Ridge Schools continue to invest in
 4 reading recovery. Perhaps, one of the best ways to
 5 answer this question is to consider who reading
 6 recovery in our system does serve. And what
 7 happens to these students when they experience
 8 long-term literacy failure. In the 2010/11 school
 9 year 53 students across three elementary schools
 10 received reading recovery intervention delivered by
 11 the FTE of 3.0 reading recovery-trained reading
 12 specialists. 81 percent of those students received
 13 free or reduced price lunches. 28 were minority
 14 students. 17 had a certified speech and language
 15 impairment. And 60 were male. If these students
 16 are denied the effect of early expert and
 17 individualized intervention they need, what does
 18 their future hold. A longitudinal study of nearly
 19 4000 students conducted by the Annie E. Casey
 20 Foundation revealed the following. 32 percent of
 21 children who have spent more than half of their
 22 childhood in poverty do not graduate from high
 23 school. The dropout rate is highest for poor black
 24 and Hispanic students. Longitudinal studies also

1 reveal that there is a 90 percent chance that a
 2 child who is a poor reader at the end of first
 3 grade will remain a poor reader at the end of
 4 fourth grade. Children placed in low achievement
 5 groups in fourth grade are far more likely to fail
 6 a grade, be placed in special education, drop out
 7 of school before graduating, become a teenage
 8 parent, commit a juvenile criminal offense and
 9 remain less than fully literate for the remainder
 10 of their lives. In teaching the most at-risk
 11 children to read, we are literally racing against
 12 catastrophe. Research results indicate that 90 to
 13 95 percent of children with reading problems can
 14 overcome those difficulties if they receive the
 15 appropriate treatment at an early age. The
 16 research in the field of early reading and writing
 17 acquisition is clear and indisputable. The lowest,
 18 most at-risk students need the one-to-one
 19 intervention that is early, intensive and delivered
 20 by a highly trained teacher. Our school system's
 21 mission is success for all students. We must never
 22 forget when we are talking about budgets and
 23 dollars and data we are really talking about
 24 children's lives. Historically, it is the poorest,

1 most at-risk children who suffer the most when
 2 budget cuts are made. The comment has been made
 3 that some students who receive reading recovery do
 4 not graduate from high school. In fact, many of
 5 them do. I recently received a note from a mother
 6 of a former reading recovery student who is
 7 graduating this year. The note says; I just wanted
 8 to send you a thank you. You may not remember my
 9 child but she had reading recovery her first grade
 10 year. I just wanted to let you know what she has
 11 achieved, in part, thanks to your work with her.
 12 The mother also included a newspaper clipping with
 13 a picture of her daughter, who was my former
 14 reading recovery student, and she is the
 15 valedictorian of her class this year.

16 MR. EBY: I'd like to ask a question.

17 I understand what you are saying about reading
 18 recovery. And, if you recall, what we are looking
 19 at is possibly reading specialists as opposed to
 20 reading recovery where, it's my understanding, you
 21 could address more students than the one-on-one
 22 intervention. So I would like to get input, I
 23 mean, everything is talking about reading recovery.
 24 I'd like a comparison in your mind between those

1 two situations.
 2 MS. SMITH: Well, all of us are
 3 reading specialists and we all do groups during the
 4 day also, especially the full time people, some of
 5 the part time people also do groups along with the
 6 reading recovery. What we have found, and what
 7 data shows, and we have studies if you'd be
 8 interested in seeing those, is that children who
 9 have one-to-one that are the most at-risk kids who
 10 are having the most trouble learning only benefit
 11 from the one-on-one. They will make small gains in
 12 groups. Even groups as small as one-to-three and
 13 one-to-four. But they will see increased
 14 achievement quickly with one-to-one. Whereas, they
 15 can be in a group all year and not move at the same
 16 rate or sometimes anywhere close to that. But
 17 there are several studies that have been done on
 18 groups. If you would be interested in that, we
 19 would be glad to get it to you.
 20 MR. EBY: What about the benefit of
 21 the others that reading recovery you are not being
 22 able to reach that you would reach if you were
 23 working in small groups? And that's a question.
 24 MS. SMITH: We typically hit the

1 lowest 20 percent in first grade in reading
 2 recovery. The children who still need help above
 3 that, we do also work with in groups.
 4 MR. FILLAUER: I have a question
 5 while you are there and you may have said this.
 6 I'm not sure if you did or not. Do you know across
 7 the system how many students in a year's time would
 8 be served in that one-on-one-type situation?
 9 MS. SMITH: As far as the 2010/11
 10 year, we had 53 students in three schools that were
 11 served.
 12 MR. FILLAUER: I thought that's what
 13 that number was on there. So a total of 53 in all
 14 schools?
 15 MS. SMITH: Yes. In three schools.
 16 MR. FILLAUER: Three schools.
 17 MS. SMITH: Three schools.
 18 MR. FILLAUER: That's what it says
 19 right there. Thank you.
 20 MS. CLARK: My name is Karen Clark
 21 and I'm a reading specialist at Willow Brook
 22 Elementary, I teach part time reading recovery and
 23 part time group instruction. I live at 84 Rolling
 24 Links Boulevard. There is continuous discussion

1 about the cost effectiveness of reading recovery.
 2 Reading recovery is cost effective. Our system
 3 spends two million dollars a year to offer
 4 preschool to disadvantaged children because we know
 5 that upfront investments and early interventions
 6 save money in the long run. In order to get
 7 maximum return on this important investment,
 8 research shows that we must continue to offer
 9 additional support services to these at-risk
 10 children. Only if early childhood intervention
 11 efforts are both intensive and sustained will the
 12 results be substantial and lasting. There have
 13 been several cost effectiveness studies on early
 14 interventions, including reading recovery. The
 15 findings have been consistent. In the long run
 16 reading recovery costs significantly less than
 17 alternative interventions, such as retention,
 18 special education and long term remedial services
 19 in the form of small groups. The question is; is
 20 reading recovery too expensive. The results of
 21 independent cost benefit studies show that it is
 22 expensive to not have reading recovery. We, as
 23 reading specialists, welcome the opportunity to do
 24 cost benefit analyses of different interventions

1 offered by our system. And we urge you to not
 2 eliminate or expand any particular intervention
 3 before we have taken this critical step.
 4 MR. FILLAUER: Thank you.
 5 MS. BAUGHN: Trina Baughn, 119
 6 Newport Drive. I have a daughter in kindergarten
 7 at Linden and I volunteer in that classroom on
 8 occasion and I have seen the disparity between
 9 children in terms of their reading and their
 10 writing skills. Reading is the least we can expect
 11 our schools to teach our children. The average,
 12 according to the No Child Left Behind Yearly
 13 Progress Report, the statistics show that only 65
 14 percent across the board of K-8 Oak Ridge children
 15 tested proficient or better in reading. So across
 16 the board, 35 percent of our kids can't read. The
 17 breakdown is such that Jefferson only 73 percent
 18 tested proficient or better. Robertsville; 67
 19 percent tested proficient or better. 72 percent at
 20 Glenwood. 61 percent at Woodland. 54 percent at
 21 Willow Brook. And 45 percent of the children at
 22 Linden, which was once hailed as the premier school
 23 system, in the elementary level here in Oak Ridge,
 24 only 45 percent tested at proficient or better.

1 Again, reading is the most fundamental skill we can
2 expect our schools to teach our children. You have
3 got about 80 secretaries and/or managers in this
4 system. You need to have these two and a half
5 positions. You can do it. It's not that hard.
6 Thank you.

7 MR. FILLAUER: Thank you.

8 MS. TURNER: My name is Mary Ann
9 Turner and I teach first grade at Linden. And I've
10 taught for 18 years and 15 of those years have been
11 in first grade. I'm asking you to keep reading
12 recovery as well. Just a quick story; we have a
13 child this year that was a kindergarten repeater
14 and he came to first grade reading below
15 kindergarten level and he received classroom
16 instruction from his teacher, reading at level A.
17 And then he also received an extra small group
18 reading group and then in November and December had
19 an additional reading group and was then reading on
20 level D. In February he started reading recovery,
21 the one-on-one program, and he is now reading on a
22 level N. He was tested last week with Fountas and
23 Panel Reading Assessment. And a level N is a
24 third-grade equivalent. So he's very confident and

1 feels very successful now. So that's just a quick
2 story of a little success story that we had this
3 year that I wanted to share with you.

4 MR. FILLAUER: Thank you.

5 MS. KRUSHENSKI: I also have a little
6 handout, if I could hand it to you. My name is
7 Barbara Krushenski and I'm a reading specialist
8 full time at Woodland. I live at 100 Connors Drive
9 and I would like to speak to you as a reading
10 specialist and reading recovery teacher. Kevin
11 Huffman, Tennessee State Commissioner of Education
12 outlined the new key objectives under Tennessee's
13 No Child Left Behind waiver. Number one; growth
14 for all students each year. Number two; closing
15 achievement gaps but ensuring faster progress for
16 those students who are furthest behind. Reading
17 recovery is in direct alignment with both of these
18 goals. The pi graph you have illustrates that for
19 the 2008 through 2011 school years 77 percent of
20 the very lowest performing first graders in Oak
21 Ridge were able to accelerate their progress to
22 attain the reading benchmark. This accelerated
23 progress occurred after approximately 15 to 20
24 weeks in reading recovery. Many of these students

1 received the reading recovery early intervention
2 after failing to make accelerated progress in a
3 small group intervention during the first half of
4 the year. In times of ever increasing budget
5 constraints administrators often consider shifting
6 from a research-based one-to-one intervention, such
7 as reading recovery, to exclusively using a small
8 group approach in the hopes of achieving similar
9 results with more students. The most recent study
10 addressing this issue has just been published in
11 the elementary school journal this June. Schwartz
12 and Colleagues examined the influence of
13 teacher/student ratio on literacy learning.
14 Referring to the bar graph from the study in your
15 handout; it is clear that the one-to-one
16 intervention was the most efficient in accelerating
17 progress to close the achievement gap. Based on
18 this analysis and consistent with other studies,
19 one-to-one tutoring is the only intervention format
20 that significantly reduces the percentage of
21 students experiencing literacy failure. In
22 preventing reading problems the question is not
23 whether one-to-one or small group instruction is
24 best; but rather which students need what

1 instruction when. As noted by Schwartz, a school
2 does not need reading recovery if, number one; all
3 students are leaving first grade reading at
4 benchmark or above and, number two; no one is being
5 referred for special education placement. Can we
6 say this is the case in our system? No. The
7 question is not which is most needed; individual,
8 small group or quality classroom instruction. All
9 are essential. Please, do not remove any one of
10 these essential components of instruction. Thank
11 you.

12 MR. FILLAUER: Thank you.

13 MR. EBY: Ms. Krushenski, may I ask a
14 question?

15 MS. KRUSHENSKI: Sure.

16 MR. EBY: I just want to understand
17 this graph. So when they talk about efficiency
18 gains on a one-to-one versus one-to-five, this is
19 the efficiency? This is how one person progressed?

20 MS. KRUSHENSKI: This was a study
21 with 170 at-risk students and there were 85 reading
22 recovery-trained teachers who were randomly
23 assigned to the one-on-one intervention, the
24 one-to-two, one-to-three and they all did 20 weeks,

1 30-minute lessons. And that was the comparison of
2 the results.

3 MR. EBY: Let me make sure I
4 understand. Of that, the students that were in the
5 one-to-one intervention effectively averaged a 61
6 percent increase.

7 MS. KRUSHENSKI: 61 percent, yeah,
8 reached the benchmark.

9 MR. EBY: And the students that were
10 in the one-to-five went up by 19 percent?

11 MS. KRUSHENSKI: 19 percent reached
12 the benchmark.

13 MR. EBY: And they were in a group of
14 five people so I would assume that each one of
15 those five went up 19 percent?

16 MS. KRUSHENSKI: If you would like to
17 see the study, I think we can get you that
18 information. This was the overall summary results.

19 MR. EBY: Ok, yeah, I'd like to see
20 it.

21 MR. FILLAUER: Don't go away.

22 MS. RICHTER: Do you mind another
23 question? And you may or may not be able to answer
24 this. Did this study also then follow any of these

1 children through other grades?

2 MS. KRUSHENSKI: I can't say that I
3 know right off the top of my head.

4 MS. RICHTER: And then another
5 question was --

6 MS. KRUSHENSKI: It's a new study so
7 I'm not sure that --

8 MS. RICHTER: So it may not, ok.

9 MS. KRUSHENSKI: I know they are
10 doing that.

11 MS. RICHTER: The next question is, I
12 feel inadequate in many ways to try to assess a
13 particular program. You can find research going
14 all sorts of directions. So my question has to do
15 with whether or not your staff in the building
16 discussed these particulars with the principal or
17 with the other staffs? You know, these decisions
18 are made, in many cases, at a building level. And
19 I'm not trying to put you on the spot. I'm just
20 questioning whether or not these discussions have
21 occurred where they are appropriately housed.

22 MS. KRUSHENSKI: I can't speak for
23 all of the buildings. I know at my building, I
24 think we had this discussion and I think I felt

1 supported the whole year by our principal and by
2 our teachers. And I have had teachers in 3rd and
3 4th grade who have spoken to me thanking me for
4 what I've done. I had one 3rd grade teacher stop
5 me today about a student I had in first grade and
6 she was so excited about Fountas and Panel
7 Benchmark Assessment test. And he had reached
8 benchmark at the end of first but he struggled some
9 in second when we put him in a small groups
10 supplemental intervention. So some kids need that,
11 like we mentioned before, that long-term sustained,
12 not long-term, but sustained support for a little
13 bit of time to make sure that they keep going in
14 the progress that they have been making.

15 MS. RICHTER: Thank you.

16 MS. LITTLE: Good evening, my name is
17 Jennifer Little and I teach 3rd or 4th grade at
18 Woodland Elementary and this is my 20th year there.
19 And I live at 7523 Willow Creek Pointe Lane,
20 Knoxville, Tennessee. I know firsthand how
21 important the Reading Recovery Program and our
22 reading specialists are to our schools. I tell
23 Lynn and Barbara all the time; thank you, thank
24 you, thank you for all the work that you do early

1 on in grades K, 1 and 2. Because having taught 3rd
2 and 4th grades for so long, it is so vital that
3 students get this early intervention, whether it be
4 small group or the one-on-one that they do in first
5 grade. When they get these interventions in K, 1
6 and 2 and it's targeted instruction, when the
7 students, the majority of the students, come to 3rd
8 and 4th grade they are no longer learning to read
9 but rather reading to learn. And so much of the
10 curriculum in 3rd and 4th grade becomes intensively
11 harder, I think with the reading, everything that
12 you do in 3rd and 4th grade requires being able to
13 be a strong, avid reader. And when you cannot read
14 well or have the vocabulary development, then you
15 struggle across the board in every subject area.
16 So I want to thank you all for all the work that
17 you do to help those students. And, without their
18 help, our jobs would be so much more difficult than
19 they already are. I know that the time that I
20 spend in the classroom doing whole group reading,
21 small group reading, extra intervention with kids
22 that are struggling and I know that when they have
23 had reading recovery in the past it just makes a
24 huge difference. So I'm asking as well that

1 instead of making instructional cuts that you try
2 to make cuts other places so that we can improve
3 those at-risk readers in the younger grades so that
4 when they get to the upper grades and on into
5 middle school and high school they are functioning.
6 And they can succeed and not fail. So thank you.

7 MR. FILLAUER: Thank you. Before I
8 recognize someone else, I want to ask maybe some
9 hard questions right here and whomever might like
10 to answer these or give me your feedback, I won't
11 count that against your three minutes. You can
12 come back up and speak again, if you'd like. When
13 I was teaching I used to eat breakfast in the
14 morning at the Village Restaurant, it's no longer
15 there. And the person I ate with, he and I, would
16 have various discussions ranging from A to Z. And
17 I remember one particular time our discussion
18 centered in on reading, the ability of students to
19 read. And he made the statement to me, he said,
20 you know, he said, I think what should happen is
21 that if a student gets to the third grade and they
22 cannot read at third grade level, they should not
23 be moved on until they can. Well, that was quite
24 an interesting concept and I won't go into the rest

1 of the discussion. But I mention that to kind of
2 lead into my questions. We are talking about a
3 program, Reading Recovery, that basically in a
4 year's time focused on 53 needy students in three
5 schools. I would anticipate that there is probably
6 more than 53 students that need that. However, we
7 also, and I think this information is correct, as
8 best as I remember, in the one school that does not
9 participate in reading recovery, their reading
10 scores were the highest of any of the elementary
11 schools. So I wonder and I understand that if we
12 can have one-on-one intervention, the opportunity
13 for a person at a lower learning level to improve
14 is much greater. My son, for example, works
15 helping a student at Jefferson, tutors a student at
16 Jefferson one-on-one. And I kind of get some
17 feedback from him on how this student is doing
18 because I'm interested in how my son is doing. And
19 it's amazing the change over this school year that
20 this young man has made because of that
21 intervention. So, certainly, it would be nice if
22 we could have one-on-one intervention with more
23 than 53 students in reading. It would be nice if
24 we could have one-on-one intervention in math. And

1 I guess in any discipline we talk about we could go
2 on and discuss that. I certainly, without
3 question, understand the importance of reading
4 program, reading specialists and the need to get
5 our students to read on grade level because I am
6 convinced that if they can do that, they can do
7 about anything else they want to do. So I
8 understand that issue. My concern is and what I'm
9 struggling with is if we are looking at this 53
10 students in a year, how many are we not reaching
11 and/or and I think Mr. Eby's question, I want to go
12 back to that, of that 19 percent, that is a good
13 question. What was that percentage in that group
14 of five? Was one of them at 80 percent and one was
15 at 20 percent? We don't know. That's where I'm
16 struggling right there. I'm certainly supportive
17 of the reading program. I'd like for us to
18 financially be able to do more. But that is where
19 I'm struggling right there. So if anybody would
20 like to help me break out of that struggle, step
21 forward and do so now.

22 MS. TSCHAPLINSKI: You promise you
23 are not going to count it against my later three
24 minutes?

1 MR. FILLAUER: I am not even running
2 the clock.

3 MS. TSCHAPLINSKI: My name is Lynn
4 Tschaplinski, I'm a reading specialist at Woodland
5 Elementary, I live at 126 Mockingbird Lane. The
6 first question I want to answer was the question
7 about the Schwartz study. In the one-to-five
8 intervention the 19 percent means that 19 percent
9 of the students in that treatment reached mid-year
10 benchmark, which was like a level ten, it's a level
11 of reader during first grade, so that's what that
12 means. The remaining students fell short of that
13 benchmark. And that benchmark was identified as
14 the mid-year benchmark. The minimum proficiency
15 level that they wanted those students to be at mid
16 first grade.

17 MR. EBY: That leaves me with a
18 question. Then what you are telling me, if I read
19 this correctly, is that then on the one-to-one, the
20 ones that are on one-to-one 61 percent of those
21 students met the mid-year and 39 didn't?

22 MS. TSCHAPLINSKI: And they all had
23 20 weeks, that's correct. Well, any intensive
24 intervention, including reading recovery, has two

1 positive outcomes. The first positive outcome that
 2 we are aiming toward is to accelerate students,
 3 make them progress faster to reach minimum
 4 proficiency level or the average reading level of
 5 their peers. The second positive outcome is to
 6 find students who truly need long-term support,
 7 they are not instructional failures, they are not
 8 failing because we failed to give them the right
 9 instruction. They are kids who truly need
 10 long-term support, they may even need to be
 11 referred for eligibility for special education
 12 placement. But we can refer them with confidence
 13 because we've given them the most intensive
 14 intervention we can give them by someone who is
 15 trained in working with students who are
 16 specifically struggling in early and emergent
 17 stages of reading. Another thing I wanted to
 18 mention is, I guess, because we are always talking
 19 about reading recovery, teachers who are reading
 20 recovery trained and provide the reading recovery
 21 intervention, especially if they are full time but,
 22 also, it's true of those of us who are part time,
 23 do more than just reading recovery. We teach
 24 groups, we organize teaching assistants and monitor

1 their delivery of instruction to other students, we
 2 help with the overall program in the building, just
 3 countless duties. In fact, we can provide you with
 4 sample pages of other duties that we carry out that
 5 have to do with the overall literacy program. So I
 6 wouldn't want anybody to think that we are just
 7 about reading recovery. This is, I think, sort of
 8 a misconception just because of what we are talking
 9 about. But we do a lot more. Also, the Glenwood
 10 scores that you refer to, and I'm not here to take
 11 away from the excellent work that Marsha Anderson
 12 and Pearl are doing at their school by any means,
 13 but those students last year with the stellar test
 14 scores had the reading recovery intervention in
 15 first grade, as will the next two years of fourth
 16 graders. They've only discontinued reading
 17 recovery there in the past two years. Does that
 18 answer your questions?
 19 MR. FILLAUER: Very helpful.
 20 MS. TSCHAPLINSKI: Anything else?
 21 MS. RICHTER: I have got sort of a
 22 question based on that but I don't think Lynn would
 23 probably be the person to answer that. And someone
 24 wrote us this, also, that the Glenwood students

1 have received reading recovery. What kind of
 2 numbers are we talking about would be represented
 3 there?
 4 MS. GOINS: I guess I'm the one that
 5 can answer that. We had a reading recovery person,
 6 actually Dr. Betty Wooten, the children we are
 7 talking about that went through last year did not
 8 receive training from her. She's .5. She was
 9 there year before last is the last time we had any
 10 reading recovery. She did her four students. Last
 11 year she was reading intervention, she was a
 12 reading specialist last year, as she is this year.
 13 Those children that were 3rd grade last year that
 14 scored so high in the 90 percentile, by the way,
 15 did not go through her training. It would have
 16 been a 2nd grade. The 4th grade that went through
 17 last year that scored in the nineties, if you look
 18 at maybe eight children out of that group. The
 19 year before that Dr. Wooten's on leave and was not
 20 in the school. I had a substitute and she did
 21 reading groups. Dr. Wooten came back this year, I
 22 can't, all I know is what I do. And I want to tell
 23 you, I'm 59 percent at risk, 59 percent. I qualify
 24 for Title I. If you were to look at the number of

1 students we refer for special education, you will
 2 find we have fewer numbers. I didn't come here
 3 with statistics, I can get them, I can call Marsha
 4 Anderson now and get them. She does our database.
 5 She does our reading log. I can give you any
 6 statistic you want. I can bring it Thursday, if
 7 that's what you need. I don't have anything
 8 against reading recovery. I know what is right for
 9 my students and my students. When we first started
 10 looking I had 39 percent students at risk, 39
 11 percent. I thought, I can't do this. Now I'm a
 12 first grade teacher, I'm a 37-year educator. Out
 13 of those years I spent 25 years in the classroom.
 14 This is my 11th year as a principal. I'm a Teacher
 15 of the Year in Oak Ridge City Schools. I work hard
 16 at what I do and I know my craft. No, I'm not a
 17 reading specialist, I teach a reading class at
 18 South College and I schooled myself. But even
 19 during those times, I recognize students have to
 20 have intervention and I did it in my classrooms,
 21 just me. And I'd group them. All I can say is
 22 this and I say in defense of my staff and my
 23 students, not one of our students, even though I
 24 don't have reading recovery, not one of them are

1 left behind. We do RTI, we do one, we do two. I
 2 use my assistants, they are highly trained by
 3 Marsha Anderson. I had my reading recovery teacher
 4 to leave the Reading Recovery Program because she
 5 recognized those 39 percent would fall through the
 6 cracks. What were we going to do. They didn't
 7 meet, they weren't special ed, they didn't meet
 8 that ten percent, how could I justify 39 percent.
 9 I couldn't. So therein, lies a decision. I had to
 10 do what was best for my students, 100 percent of my
 11 students. Now I don't back down from what I did,
 12 will never do that. Because I saved as many as I
 13 could, and that's my goal, that's my job, that's
 14 why you hired me. And our children have been
 15 successful. All I can tell you is we do small
 16 group interventions. We do one-to-one, if we need
 17 to. We have an excellent kindergarten program.
 18 Because that small group when they come out of
 19 kindergarten, we don't have that ten percent, we
 20 didn't. The year after we did away with reading
 21 recovery, I didn't have that ten percent. I have
 22 statistics to back that up. Now I have nothing
 23 against the program. I can only speak to Glenwood.
 24 And if those four students in our fourth grade, I

1 can get you statistics, I don't think they put me
 2 in the 90 percentile. I'm saying it was to the
 3 whole and I can't speak to anything else. Except
 4 today I wouldn't change a thing. We do intensive,
 5 we work very hard, we do before school, after
 6 school, it's hard work. But we are meeting the
 7 masses. And out of those 350 students coming in
 8 next year, I can't tell you how many is going to be
 9 at risk. But I can tell you this; I may have a
 10 shoestring budget, but they will get a topnotch
 11 education and we will work at it. And we will have
 12 reading recovery if you tell me I need .5, I'll do
 13 it. But I would request, if I'm given that
 14 autonomy to ask, I won't because I have to look at
 15 what is best for Glenwood. And 59 percent are at
 16 risk and that's where I stand and I stand by that.
 17 Do you have any questions of me?

18 MR. EB: If we gave you a .5 person
 19 as a reading specialist, I think I heard you say
 20 you would not put in reading recovery but are you
 21 telling me you don't even need a .5 reading
 22 specialist?

23 MS. GOINS: That's not what I'm
 24 saying.

1 MR. EB: Ok, I just want to make
 2 sure I understood.

3 MS. GOINS: What I'm saying is I
 4 would take that one person and serve 20 kids
 5 compared to eight. No, you can never get enough
 6 help. I would fight you, Mr. Eby. Equality stands
 7 at the forefront of anything I do.

8 MR. EB: You don't have to fight me.

9 MS. GOINS: Thank you.

10 MR. EB: Because I look at this
 11 chart right here and I'm thinking, and I think this
 12 is exactly what you are saying, and first let me
 13 say this, as I think everybody knows, I am a very
 14 strong proponent of reading in schools and the
 15 importance of keeping the reading program. But
 16 one-to-one 61 percent so I say, ok, if I had a
 17 hundred students, 61 of those would meet their
 18 benchmark. And then I go over to one-to-five and
 19 that same number of teachers that could teach a
 20 hundred students on a one-to-five, they could teach
 21 500 students and 19 percent of that is 95 would
 22 meet their benchmarks. So on a one-to-one I could
 23 get 61 and the same ratio on a one-to-five I could
 24 get 95. Now there's more students but when I think

1 about teacher effectiveness and impact to the
 2 overall program, I would love for us to have enough
 3 money to have reading recovery and reading
 4 specialists in every program. City Council, we
 5 need more money. We don't have that.
 6 Unfortunately, we don't have that. So we have to
 7 look to see where is the funds best and most
 8 efficiently, and I look at this program and I look
 9 at this data, it appears to me you can hit more
 10 effectively with one-to-five than you can with
 11 one-to-one. I don't know.

12 MR. FILLAUER: Thank you. Ok, we are
 13 back to our three-minute intervention.

14 MR. DIGREGORIO: What was your final
 15 conclusion, Bob? Say it again.

16 MR. EB: I want to look at all the
 17 data, obviously, and keep on getting data and try
 18 to keep an open mind. But I said I just look at
 19 this data right here and I put it on a ratio that
 20 at one-to-five you can reach a higher percentage
 21 overall of the students that meet the benchmark.
 22 If you had the same number of reading teachers and
 23 you said this number is in a reading recovery
 24 program and this number is in a reading specialist

1 in a small group intervention program. And by the
2 data I read here, and maybe I'm wrong, but I can
3 reach more students and have more students hit the
4 benchmark overall with the one-to-five than I can
5 with the one-to-one. Prove me wrong. I'm open if
6 somebody can prove me wrong.

7 MS. WATSON: Kathryn Watson. 133
8 Manhattan Avenue. I moved here from Arkansas four
9 years ago, married and moved here. I was a
10 substitute teacher for several years in Arkansas,
11 all grades. And was a teacher's aid in Harrison
12 Junior High in Harrison, Arkansas for two years.
13 Junior highers I have a heart for because they are
14 old enough to have a conversation with and young
15 enough to influence. And it's a needy age and that
16 is my personal desire to be with that age level but
17 I have been with all levels. I'm just going to say
18 briefly I want to mention two people. Thomas Alva
19 Edison and a little girl I read about in the paper
20 and it was heart wrenching. Her name was Savannah
21 Hardin. It was a story about a month and a half
22 ago. A little girl from Alabama. She died
23 tragically after her paternal grandmother, who was
24 raising her, forced her to run around the yard for

1 three hours whereupon she collapsed and was taken
2 to a hospital in Birmingham eventually and was
3 taken off life support a couple days later. This
4 little girl was obviously an intelligent little
5 girl. Her father was with the State Department and
6 lived out of the country. I do not know why he
7 left his daughter in the hands of this situation.
8 Her mother in Florida, there had been reports of
9 ill treatment that the Florida State Children
10 whatever couldn't find substantiation. So they
11 moved back to Alabama. Long story short, this
12 little girl made A's and B's. In her local
13 elementary school her teacher said she was a great
14 reader, she was a great student. That little girl
15 suffered. Talk about at-risk students. What about
16 that little girl? She achieved. I can't imagine
17 what her home life was like. Maybe she was an
18 extraordinary little girl with a strong character.
19 She obviously was. We have a bigger picture here.
20 What causes poverty. What causes at-risk youth.
21 What about broken homes. I come from a broken
22 home. My dad was states away. I was an avid
23 reader. Devoured Reader's Digest and Guidepost
24 every month. I skipped second grade because I was

1 a good reader. I think I needed the math in second
2 grade, had struggles in third but I went on to
3 achieve. But that said, I think there is a lot
4 more that goes into the mix than statistics and
5 citing studies. And Annie B. Casey, who I heard
6 mentioned here when I first came in --

7 MR. FILLAUER: Thirty seconds.
8 MS. WATSON: I'm sorry. Anyway, I
9 think you should Google Annie B. Casey and see what
10 she is all about. Students need attention but I
11 think more than that they need order in the
12 classroom. Discipline is a huge issue that no one
13 talks about. I have been in classrooms here. I
14 have been in different schools and it is a problem
15 nationwide. I think that needs to be addressed.
16 Sure, you raise a reader, you raise an educated
17 person. But a lot of that comes from where are the
18 parents. School systems can only do so much. And
19 I don't think we need to perpetuate poverty and
20 throw money at situations when really it gets back
21 to the parents. My mom was a single mom. Everyone
22 has a different experience. But there are
23 principles that you can't ignore, you can't throw
24 money at -- I learned to read. How did you all

1 learn to read?

2 MR. FILLAUER: Your time is up.
3 MS. WATSON: Ok, how did you learn to
4 read? Think about that.
5 MR. FILLAUER: Thank you very much.
6 MS. MENTZER: My name is Brenda
7 Mentzer, I'm a reading specialist at Linden. My
8 address is 10657 Lakecove Way. And I'm a part time
9 reading recovery teacher. We have had a lot of
10 statistics. I'm not doing statistics or ratios. I
11 just want to have you consider an analogy that
12 we've been thinking about. One way to examine the
13 role and cost effective, benefit effectiveness of
14 an intervention program, especially the one-to-one
15 tutoring, is to use a medical analogy. Good
16 classroom teachers would be equivalent to the care
17 that you would get from your general practitioner.
18 The supplemental small group intervention would be
19 equivalent to your specialist like your
20 dermatologist. The intensive intervention, such as
21 reading recovery, is the equivalent to that care
22 that you would receive if you needed to go to the
23 intensive care unit like the ICU. So that's the
24 analogy. If the ICUs were closed down because the

1 care was too costly or it was too individualized,
 2 it is obvious that some patients would needlessly
 3 die. Now if we have this effective intervention in
 4 reading recovery, if that's eliminated, some of our
 5 students would necessarily fail, some of them.
 6 Just as the levels of medical care are needed, all
 7 three tiers of educational care are needed as well.
 8 In fact, increasingly the tiers of instruction are
 9 required under the, and I'm sure you've heard this,
 10 Individuals With Disabilities Education Act, or the
 11 IDEA. And reading recovery qualifies as an
 12 essential part of compliance with the IDEA as an
 13 early intervention service that responds to that
 14 program. We need the RTI guidelines. Part, and
 15 this is interesting, just something to think about,
 16 part of the hippocratic oath includes the pledge to
 17 prevent disease whenever I can for prevention is
 18 preferable to cure. There is good news. I don't
 19 want to be pessimistic here. There is good news.
 20 Early literacy failure is entirely preventable in
 21 all but the most extreme cases. But only if
 22 children receive the appropriate intervention at an
 23 early age. And you've heard this through some of
 24 our talks. That is why such focus on preventing

1 failure by having all students read proficiently by
 2 3rd grade. That's why in a faculty meeting with
 3 Roger, Roger's concerned about 3rd grade students
 4 going to 4th grade. And he knows that that is
 5 coming down the pike of something we have to do.
 6 And what he's decided is maybe we need to do summer
 7 school for these kids. But the emphasis is there,
 8 it's the early grades, that's when it makes a
 9 difference.

10 MR. FILLAUER: Thirty seconds.

11 MS. MENTZER: There is nothing in the
 12 literature that identifies an effective replacement
 13 for one-on-one expert intervention. And with all
 14 the, and we've heard that research-based plan, we
 15 have not heard of a new research plan to replace
 16 reading recovery. Let me just end with this.
 17 Please, do not remove an essential intervention for
 18 our very lowest and our most vulnerable children.
 19 Those are the minority students, children of
 20 poverty and children with multiple risk factors.
 21 Thank you.

22 MR. FILLAUER: Thank you.

23 MS. TSCHAPLINSKI: As I said earlier,
 24 my name is Lynn Tschaplinski, I'm a reading

1 specialist at Woodland. The question is why not
 2 teach all struggling readers in small groups. All
 3 of our elementary schools already use this format
 4 to teach many of our lowest students. Why bother
 5 with one-to-one intervention. And the answer is
 6 the 2004 reauthorization of the Individuals with
 7 Disabilities Education Act. Under the RTI
 8 initiative contained in this act the traditional
 9 concept of serving children has been redefined.
 10 For many years most struggling readers were served
 11 in remedial groups year after year. Each year some
 12 progress was reported but most of these children
 13 continued to lag behind. No one was really
 14 expecting them to catch up. Under RTI students are
 15 truly served only if they receive increasingly
 16 intensive instruction. Interventions must be
 17 focused on outcomes rather than simply on numbers
 18 of children served. These research-based
 19 interventions that we provide students include both
 20 small group and individual tutoring since the
 21 research was also clear. As summarized by renowned
 22 early literacy experts and researchers Fountas and
 23 Panel, and I quote, some children will require
 24 individual tutoring, small group help will not be

1 sufficient. How does one-to-one intervention
 2 impact a child's progress in Oak Ridge. I share
 3 with you one example from Woodland from 2009/2010
 4 in the form of a graph. The progress of the
 5 reading recovery students are shown in red and
 6 blue. A somewhat higher but still below grade
 7 level comparison group that received small group
 8 instruction only, as show in green, if there had
 9 been no reading recovery in 2009/2010, the
 10 equivalent of an entire first grade class of
 11 students would have finished first grade on average
 12 at least one-half year below benchmark. As these
 13 students progress through their elementary years we
 14 would project the reading progress to continue to
 15 be negatively impacted with most students falling
 16 further behind. Monitoring students' progress
 17 through the end of third grade for several years at
 18 Woodland has revealed that reading recovery
 19 students have maintained their progress with most
 20 meeting or exceeding the end of 2nd grade
 21 benchmark. Supplemental small group instruction
 22 absolutely has a critical place in a
 23 well-coordinated reading program. One-to-one
 24 instruction is equally critical for those who need

1 it. And it is our responsibility as educators to
2 fine tune the instructional services so that
3 classroom, small group and individual teaching
4 occur when and for whom they are needed in a timely
5 way and with high quality.

6 MR. FILLAUER: Thank you.

7 MS. CHRIST: My name is Lynn Christ
8 and I live at 107 Berea Road here in Oak Ridge.
9 And it's a home that we've lived in for almost 28
10 years and I think it's important to note that our
11 decision to move here to Oak Ridge was solely,
12 solely based on the Oak Ridge School System's
13 reputation for excellence. We felt then and I
14 continue to feel that the schools in Oak Ridge have
15 been a major drawing card for our community and
16 that historically our residents have been more than
17 willing to pay higher taxes, both real estate,
18 sales tax and to contribute toward the cost of the
19 high school. For example, the renovation project.
20 All for the sake of offering high caliber
21 education. And if we take away that powerful
22 magnet, my concern is that our city, as we know it,
23 may not continue to survive. Just to get back to
24 that fallacy for a moment; if we are talking about

1 19 percent of 500 and we serve 95, sure, those are
2 greater numbers but doesn't that mean that we are
3 failing 405? You are talking about 500 students
4 and being able to meet that benchmark for just 95
5 of them. That, to me, is a frightening,
6 frightening thought. So it's of dire concern to me
7 then that, as a member of the Oak Ridge community,
8 as well as a teacher within Oak Ridge, that
9 deficits in the budget may have resulted in the
10 decision to eliminate the Reading Recovery Program,
11 critical staff. And I truly believe that it's an
12 integral and invaluable part of our literacy
13 program. While I recognize that the level of
14 professionalism and dedication, enthusiasm,
15 intellect, etcetera, encouragement that our reading
16 recovery teachers steadfastly provide, can't be a
17 determining factor in whether or not this program
18 and its position to maintain. The fact that these
19 programs and individuals are so critical to the
20 development of what Oak Ridge School System has
21 recognized as best practice in education must be a
22 consideration. The formative years of early
23 education provide the basis on which all education
24 grows. Oak Ridge has committed to this philosophy

1 through its considerable investment in our
2 preschool program. But the benefits of these early
3 investments are only sustained if they are not
4 maintained. Early and powerful experiences in
5 reading, for example, are those in which young
6 students read at levels that are simultaneously
7 challenging and achievable in order to promote
8 individualized comfort, success and enjoyment. The
9 Reading Recovery Program provides intensive
10 opportunities for success in our most struggling
11 readers. The success of this program has been well
12 documented. An early monetary investment in
13 struggling readers prevents them from falling
14 through the cracks. The alternative can be
15 substantially more costly demands on education and
16 society from students who would become discouraged,
17 feel disenfranchised and detach themselves from the
18 educational process. As a current classroom
19 teacher at Linden Elementary, a former classroom
20 teacher in Anderson County and as a former reading
21 recovery teacher at Linden, I have consistently
22 witnessed and applauded the successes that
23 individual students have experienced as a direct
24 result of reading recovery. I know we have heard

1 some success stories. I've had people come to me
2 who say, remember my child, thank you so much. And
3 it still happens.

4 MR. FILLAUER: Thirty seconds.

5 MS. CHRIST: I implore you to
6 consider the value that we at Linden have attached
7 to reading recovery and to postpone any decision to
8 discontinue reading recovery until you have
9 long-term, reliable data on any alternative
10 programs that can comparably compare with reading
11 recovery's success data. I know that budgetary
12 decisions are difficult but I ask you to make these
13 decisions in a way that you can be certain that we
14 are not reducing cost or distributing cost over a
15 greater number of students only to dilute the
16 results and, perhaps, undermine successful
17 educational practice. Don't allow these cuts to
18 directly detriment primary education. And, please,
19 make these decisions that reflect equitable, not
20 equal distribution of personnel and resources.
21 Thank you for your time. In my own class I
22 provided small group reading, I've extended that
23 small group reading to my struggling readers. They
24 have been in, for example, Brenda Mentzer's small

1 group --

2 MR. FILLAUER: And your time is up.

3 MS. CHRIST: Thank you.

4 MR. FILLAUER: Don't go away. We

5 have a question.

6 MR. EBY: As a comment and I really

7 appreciate you challenging me. I want to explain

8 the situation here. If I look at the numbers, you

9 are right, out of 500 students, you would only hit

10 95 so there is 405 that would not make the

11 benchmark. And that is very sad. But if you took

12 the one-to-one intervention, for the same amount of

13 funds, and that's our problem is that we are

14 limited by funds, you are going to approach 100

15 students and those other 400 that make up the 500

16 aren't going to get any small group activity.

17 MS. CHRIST: But they are getting

18 small group, you know, they are getting --

19 MR. EBY: You have to look at the

20 incremental amount. So the 500, if you put it on a

21 one-to-one basis or equal basis, you said the

22 one-to-five they are getting an incremental extra

23 besides what they would normally get with the same

24 number of dollars, the same number of teachers, so

1 for the one-to-one those other 400 would not get

2 any unless you had more teachers associated with

3 it. So if you are comparing the 500 to the 100, I

4 don't think there is any fallacy in that.

5 MS. CHRIST: Could I make one comment

6 in that regard?

7 MR. EBY: Sure.

8 MS. CHRIST: And that is that just

9 presumes that those are the only interventions

10 available. I know in our school, I heard mention

11 before said at Glenwood the desire would be to

12 serve 20 students rather than eight and yet I see,

13 for example, let me say Brenda serves perhaps ten

14 reading recovery students over the course of the

15 year and then additionally maybe eight in small

16 group. So she is serving 18. Not so very

17 different from serving 20. And with a good deal

18 more intensive and effective results, I believe.

19 And I shouldn't say that because I know Glenwood

20 has done a marvelous job but we have 550 students

21 in comparison to their 350, perhaps, with the same

22 number of personnel. Thank you so much. I

23 appreciate your time and I really appreciate what

24 you do.

1 MR. FILLAUER: While we are kind of

2 on this train right here, is there anyone else that

3 would like to speak on this topic? And if there

4 is, we will get them. If not, we will maybe see if

5 there is someone that would like to speak on

6 another topic budget related. Did you want to

7 speak on this topic? Let's get her and then we

8 will follow up and end with you. Is that ok?

9 MS. FRANK: My name is Rhonda Frank

10 and I live at 110 Norway Lane in Oak Ridge. I'm a

11 teaching assistant at Linden Elementary. It seems

12 like deja vous because last year I stood at the

13 same place and asked you to do the same thing, in

14 addition to keeping my job as a TA. Last year we

15 thought everything was going to be gone this year

16 but somehow it seems the money for the TAs is in

17 place. So I'm wondering why we couldn't find a

18 little more to keep this Reading Recovery Program.

19 I work with reading recovery teachers. I work

20 alongside them, I do literacy groups so I've seen

21 one-on-one as I've watched our two teachers do

22 their students one-on-one and I do small literacy

23 groups. I'm also a parent of a child who was in

24 the program. So I've seen the benefits on both

1 sides of it and I don't see anything but positive

2 results. I just ask that you carefully consider

3 doing away with the program. I know if we do, we

4 will probably never get it back. I believe if you

5 go a year without it, those people have to be

6 retrained. Is that correct? Which would be an

7 additional cost if it were to come back. And I

8 don't know that there has been any better program

9 proposed to take the place of it. And I know you

10 are asking us or you said you received e-mails with

11 no money figures in there. But, I don't know, I

12 hear you all proposing to cut it and I haven't

13 heard any resolutions to the problem either. I

14 don't see that we've gotten any other programs that

15 I think will serve the same children in the same

16 way. We had the woman that spoke earlier and said

17 that parents were responsible for our children. I

18 just want to let you know, they have hit on this

19 earlier, most of these children are low income, a

20 lot of them don't even live with their parents,

21 they don't have a voice and they don't have anyone

22 to speak for them from their home in a lot of

23 situations. And I think they could be totally lost

24 without this program. So I ask you to reconsider

1 it. And then I wanted to hit on one other point.
2 We talked about school in particular having the
3 lowest TCAP scores. We do have the highest number
4 of children and you mentioned that the school that
5 did not use reading recovery had the highest scores
6 but we also have quite a few more students than
7 they do. And I wonder going in how many students
8 did we have compared to them that were low risk to
9 begin with. And in that sense, we obviously had
10 more that we couldn't hit on.

11 MR. FILLAUER: Thirty seconds.

12 MS. FRANK: Ok, that wraps it up.

13 Thank you.

14 MR. FILLAUER: Thank you.

15 MR. EBY: Just one comment while you
16 are walking back. That's the challenge that we
17 gave to the superintendent was to go and find funds
18 to maintain the reading program so we are trying to
19 address that.

20 MS. FRANK: It seems like, you know,
21 don't throw away something before you have
22 something better in its place.

23 MS. TSCHAPLINSKI: Hopefully, in
24 answer maybe to part of your wondering about the

1 percentage of students and which intervention is
2 most effective with them. Only 20 to 25 percent of
3 students typically should need intervention. If
4 you have a greater number than that, usually it's a
5 quality of classroom instruction problem. And then
6 you want to have small group and you want to have
7 one-on-one and you want to use your local outcome
8 data to time and deliver the interventions. So
9 that they are most efficiently used. Only your
10 very, very lowest would need one-on-one. You would
11 want to put the low students that are the higher
12 end of the low in your small group and they would
13 hopefully do better than a 19 percent success rate.
14 And you would only take your very lowest students
15 and put them in your one-to-one. Those would be
16 the students that were the very lowest at the
17 beginning of the year, they would be your rush-to-
18 ICU students. And then part way through the year,
19 as those students hit benchmark, you would only
20 want to pull the ones out of small group that are
21 not making progress. So it's not as simple as just
22 we take 500 students and put them here or there.
23 We are using local outcome data and we're timing
24 sort of the delivery of who goes where when for the

1 most efficient use. And you are only looking at a
2 small percentage. The majority of your students
3 certainly don't need one-on-one and don't even need
4 additional small group. So I don't know if that's
5 helpful.

6 MR. FILLAUER: Anyone else on this
7 particular topic, before we move on? Before we do
8 move on, let me just say that this Board does
9 greatly appreciate the information that you share
10 with us, your passion for your product, the e-mails
11 that you send, even though we may not get back to
12 you on every one of them with a comment, we do read
13 them. And they do enter into helping us make a
14 decision. I, also, know that if we were talking
15 about a similar program in math, the passion of our
16 teachers would be the same. Therein lies some of
17 the dilemma. I do remember back, it's been a
18 number of years ago, my second year teaching in Oak
19 Ridge I had the opportunity to teach a special
20 class in civics. One of the things that made this
21 class special, and this is kind of on the other
22 side of the equation that we are talking about here
23 but has some similarities. My classes were
24 generally taught by two teachers and we had, in

1 most cases, anywhere from 80 to 90 students in that
2 class. And this one particular class, as a pilot
3 project, I had 15 students. They were the best.
4 And it enables us with those 15 students to do
5 things that my other classes could never do just
6 simply because of the numbers. And what it enabled
7 these 15 students to do is it enabled me to take
8 them above where I could have taken them in a
9 regular classroom setting. Here we are talking
10 about taking students that are below and trying to
11 get them up to the level of a classroom setting.
12 And I understand that dilemma greatly. What we
13 have to look at as a Board across the board in all
14 our programs is how are we going to most
15 effectively serve all the students in all the
16 disciplines that we offer in the Oak Ridge Schools.
17 That's the problem. The information that you
18 provide to us helps us make that decision. And
19 speaking for my colleagues, we do greatly
20 appreciate your input without question. Believe it
21 or not, you may think it makes our job more
22 difficult hearing all this, in many respects it
23 makes it much easier because you are the ones doing
24 the job, you are the ones that are out there. And

1 we have to learn and make the decisions from what
 2 we hear from you. Enough on my soapbox, let's move
 3 to something else.
 4 MS. HOLT-HALE: I am Shirley
 5 Holt-Hale, elementary physical education
 6 specialist, retired. 1025 West Outer Drive. I am
 7 here this evening to speak to you regarding a
 8 proposed reduction of the physical education staff
 9 at Linden Elementary School. The elimination of
 10 what is referred to as the outdoor program. Since
 11 the late 1970s physical education at Linden has
 12 been provided by 1.5 physical education teachers,
 13 giving children three times per week of
 14 instructional physical education. This provision
 15 continued through the completion of the 2010/11
 16 school year. One would look at this particular
 17 proposed reduction and conclude that this will
 18 result in the program being cut by 33 percent.
 19 Thus, children would still receive two days per
 20 week of physical education. However, that is not
 21 the case. During the 2011/12 school year Linden
 22 moved to a rotational schedule for special area
 23 classes. This rotational schedule includes no
 24 regular special area classes on Wednesdays. That

1 doesn't mean they do nothing when she is off for
 2 remediation and enrichment for students. The new
 3 schedule also means what is called a five-day
 4 rotational for all special area classes. A
 5 five-day rotational schedule requires six days
 6 since they don't teach those classes on Wednesday.
 7 I won't get into the particulars of that schedule
 8 for you. The rotational schedule for physical
 9 education results in 30 weeks of instructional time
 10 for children. The regular school year is 36 weeks
 11 of instructional time. The result of the
 12 rotational schedule for physical education is the
 13 loss of six weeks of instruction. That is a 17
 14 percent drop in physical education for children.
 15 Why is that particular piece of information
 16 important to you as a Board of Education? The 2013
 17 budget includes the reduction of the physical staff
 18 at Linden to a 1.0 position. The elimination of
 19 the part time/outdoor program. The combination of
 20 the loss in instructional time, due to the
 21 rotational schedule and the loss of instructional
 22 time due to this proposed reduction would be the
 23 loss of 48 classes of physical education. That is
 24 a reduction in the instructional program by 44

1 percent. I do not need to talk to you about
 2 obesity for children and its effects on their
 3 health and well being. It is in the newspapers
 4 everyday. It was the feature on the world news
 5 each evening the second week in May. I am here
 6 simply to request your consideration for restoring
 7 what a prominent researcher calls, and I quote,
 8 "the best public health delivery system our nation
 9 has" end quote. That is three days a week of
 10 physical education. At a time when obesity among
 11 children has tripled and all our children eight
 12 years and younger are predicted to not outlive
 13 their parents. We are making a difference for
 14 children at Linden. We have the lowest BMI scores
 15 in the district. We have the lowest, which is the
 16 best, mile-run scores of all the elementary
 17 schools. I am simply asking you that that
 18 opportunity for children continue. Thank you. Any
 19 questions?

20 MR. FILLAUER: Thank you.

21 MR. WARD: Roger Ward, 700
 22 Robertsville Road is my work location. And 17
 23 Winchester Circle is home address. It's very
 24 difficult to sit and listen to my stats but Ms.

1 Baughn is right, those were our statistics. It was
 2 a hard summer. 45 percent proficient in reading,
 3 54 percent in math. Lowest BMI in the district.
 4 Fast mile-run in the district. The highest number
 5 of students enrolled in strings with more music
 6 instruction at Linden than social studies or
 7 science instruction. We were out of balance, so to
 8 speak, at least I thought, so I gathered staff
 9 together, we had about 19 staff members come
 10 together and we talked about our schedule. We
 11 revamped our master schedule because we felt that
 12 the reason our 4th graders weren't proficient, I
 13 think our 4th graders were 37 percent proficient in
 14 reading, is because they were lacking sufficient
 15 core instruction because we were offering a lot of
 16 things. So what we did is we took the strings
 17 program and put it in our encore block and now we
 18 have 100 percent of our students participating in
 19 strings but it doesn't impact core instruction
 20 because they are coming out during encore. So we
 21 separated the two. We valued both. So we took
 22 care of that. We scaled back on the amount of
 23 minutes they took strings. It was 90 minutes a
 24 week and it's now about 90 but because we run the

1 rotation, they get about 75. So we scaled back on
2 strings as well. With PE; the PE program for our
3 4th graders is 45 minutes one week, 90 minutes the
4 other week so it ends up being about 75 minutes.
5 Now using the same criteria, we just got quick
6 scores back and we are pretty excited about it,
7 using the same criteria that the state used last
8 year, 94 percent of our kids are proficient in math
9 and reading. We think it's because of our master
10 schedule. Now the state moved the bar and instead
11 of having to make 70, now the kids have to make 85.
12 Even with the new bar, we increased 12 percentage
13 points in reading, eight percentage points in math.
14 We are sending to Robertsville Middle School 94
15 percent of our kids making a 70 or above on the
16 TCAP in both math and reading. So we felt like we
17 could attribute a lot to our master schedule and
18 the change we made there. Thank you.

19 MR. FILLAUER: Wait, question.

20 MS. RICHTER: You can't move that
21 fast. So now it's roughly 45 minutes of PE one
22 week, 75 minutes the second week.

23 MR. WARD: 90 minutes the second
24 week.

1 MS. RICHTER: Oh, 90 minutes. Prior
2 to the shift of the master schedule, how many
3 minutes were they getting per week?

4 MR. WARD: 90 minutes of PE every
5 week. Also, we were doing 30 minutes with Ms.
6 Hale, I guess, last year. 60 minutes with indoor
7 PE with Dr. Holt-Hale. And then 30 minutes of
8 outdoor PE with Mr. Johnson every week, 90 minutes.

9 MS. RICHTER: So a total of 90. So
10 you have cut back 45 minutes every two weeks.

11 MR. WARD: And I think the important
12 part of that is they are not coming out of core
13 instruction for the outdoor PE, they are getting
14 all of that instruction in indoor PE --

15 MS. RICHTER: Hang on, I'm not going
16 in that direction.

17 MR. WARD: Ok, sorry.

18 MS. RICHTER: What I'm questioning is
19 how you made that kind of dramatic increase with 45
20 minutes every two weeks. In other words, can the
21 raise, hopefully, the scores being raised be
22 attributed to 45 minutes less of PE or is it some
23 other huge fundamental shift in the way you are
24 doing --

1 MR. WARD: Well, I think a lot of it
2 also has to do that we are targeting specific
3 students. For example, when we say a student gets
4 75 minutes of PE class, that's not accurate for all
5 students. What we are doing with our Wednesdays
6 with intervention extension periods is saying we
7 have identified kids who our data is showing us
8 that have high BMI, they may need additional
9 physical education. So now our indoor PE teachers
10 identifying those kids, giving them an intervention
11 on Wednesday for those specific students, instead
12 of taking a kid who runs a 5K every time one comes
13 around and giving them extra PE. So we are trying
14 to target using the data individuals who need the
15 additional.

16 MS. RICHTER: Ok, thanks.

17 MR. FILLAUER: Thank you.

18 MS. ELLEN SMITH: I'm Ellen Smith,
19 116 Morningside Drive. Also a member of the Oak
20 Ridge Council. I appreciate coming to a different
21 meeting tonight, although it does seem like the
22 sorts of things I do every night. I'm here to say
23 that city council has not asked the school board to
24 cut reading or any other instructional programs.

1 I've looked at the school's budget and I'm dismayed
2 to see what appears to me to be some misplaced
3 priorities. Oak Ridge is still leading the state
4 in the amount that we spend per pupil on our
5 schools. We have got a budget that shows about a
6 one percent expected reduction in enrollment for
7 the coming year. The city doesn't see a need to
8 increase the amount that we give to the schools
9 under that circumstance. We are trying to continue
10 to use the resources we have as efficiently as we
11 can. And what I see in the school budget is a big
12 cut in instruction, a big cut in teachers but level
13 support for ancillary things, instructional
14 support, administratio, and so forth. It seems to
15 me that the opportunity exists to provide more
16 resources for the teachers who are the people who
17 instruct our children, the people who effect the
18 most education by finding some efficiencies in some
19 of those other areas. One thing that I have
20 observed in the school's budget in the years that I
21 have been on the City Council is that every year
22 the schools do an efficient job of budgeting, an
23 efficient job of operatios during the year and you
24 end up with a little bit more in the fund balance

1 than existed the year before so every year you are
 2 able to go back and spend some money in the fund
 3 balance, which is a good thing. I understand there
 4 are restrictions on what you can do with that fund
 5 balance money; it can't be used for things that you
 6 need to do absolutely every year, it has to be
 7 spent on things that are, in some way, special,
 8 one-time expenditures. But it looks like the
 9 availability of that fund balance to make one-time
 10 expenditures kind of increases kind of like funny
 11 money if you are spending fund balance in lieu of
 12 recurring funds. You could spend it on things that
 13 are kind of extras. But it would appear to me that
 14 that is not always necessary. This year you've got
 15 a big fund balance expenditure out of the budget
 16 but instructional contingency, which is currently
 17 budgeted out of the regular budget, could come out
 18 of the fund balance. It is money that you are not
 19 necessarily planning to have to spend. That's what
 20 special expenditures are for. Text books, while
 21 you buy them every year, but the fact that you buy
 22 some this year doesn't mean that you are committed
 23 to spending at the same level next year or the year
 24 after. That's something else that could be

1 considered a one-time expenditure. You could make
 2 a one-time expenditure every year. Similarly with
 3 working materials, staff development activities,
 4 the fact that --

5 MR. FILLAUER: Thirty seconds.

6 MS. ELLEN SMITH: It's good to
 7 redevelop the staff but the savings could exist.
 8 The fund balance this year is being used heavily
 9 for this head-end room which, as I understand, is a
 10 computer server room. I wonder if we are not
 11 spending a lot of money right now on the last
 12 decade's technology when we should be looking, and
 13 this goes for the City as well as the schools, at
 14 questions of whether we should be looking at
 15 collocating our servers. That will cut both the
 16 capital cost and the personnel cost. These are
 17 decisions but I believe that some efficiency could
 18 be found and that head-end room is one significant
 19 one. So that we can spend more on teachers and
 20 less on some of these other fun things. Thank you.

21 MR. FILLAUER: Thank you. Don't go
 22 away. Ms. Agle.

23 MS. AGLE: I appreciate your
 24 comments. I understand that you are thoroughly

1 familiar with the city budget. In the school's
 2 budget it is true that we buy different textbooks
 3 every year but we must buy some every year so
 4 that's a recurring cost. And it's one that we
 5 frequently have to use money from fund balance to
 6 augment that because the price of books will go up
 7 more than what we anticipated. Our
 8 non-instructional expenditures are very limited and
 9 they are things like the water cost and the sewer
 10 cost going up rather dramatically this year, as it
 11 has for every customer in the city of Oak Ridge.
 12 The head-end room that you reference -- if I'm not
 13 mistaken, Dr. Bailey, is that not planned to be a
 14 collocated server room for the City and the
 15 schools?

16 DR. BAILEY: It was discussed with
 17 the City Manager for us to back them up and us to
 18 back each other up and we are including space in
 19 there for future expansion for the City to do that.

20 MS. ELLEN SMITH: Well, that's one of
 21 those areas where a few years ago that was what
 22 collocation meant. But now there is an increasing
 23 trend in government and in business that
 24 collocation means going to a third party company

1 that has servers, has excess capacity on its
 2 servers, it also means going to the Cloud and they
 3 would provide the resources off site. They can
 4 provide, in many cases, better security than we can
 5 here locally with our own system because they have
 6 the efficiency of being able to employ a few
 7 top-notch people to make sure that security works
 8 for all their customers. But it appears to me, you
 9 know, technology is one of those things we are
 10 continually chasing. We don't know what the right
 11 decision is but this is one of those areas where
 12 the opportunity may exist to do things completely
 13 differently. And it requires some analysis, it
 14 requires sitting down and determining what our
 15 needs are and finding out what our options are and
 16 doing a comparative study. This is the kind of
 17 thing I wish we could do when we have these joint
 18 meetings of the school board and the city council.
 19 Rather than having school board show up with an
 20 attorney who accuses us of playing fast and loose
 21 with school money suggesting that we are not
 22 actually spending it on debt service --

23 MS. AGLE: -- council members using
 24 the word fraud?

1 MR. FILLAUER: Wait, wait, we are not
2 going to go here on this discussion. We can have
3 that discussion at another time. This is not the
4 time and place for that discussion. And I really,
5 Councilman Smith, don't appreciate you coming and
6 making that comment to this Board in this type of
7 situation.

8 MS. ELLEN SMITH: Well, I'm
9 personally disappointed --

10 MR. FILLAUER: I'm sorry, your time
11 is up.

12 MS. ELLEN SMITH: -- we've lost the
13 opportunity --

14 MR. FILLAUER: Your time is up and
15 you are finished. We are not going to listen
16 anymore. I'm sorry.

17 MS. ELLEN SMITH: Thank you.

18 MR. FILLAUER: Anyone else? Again,
19 we are going to take a Dan DiGregorio five-minute
20 break. We welcome you to stay. We are going to
21 continue this meeting with a first reading on the
22 budget and a vote on that. We will take about a
23 five-minute break. Thank everyone for coming and
24 offering your advice and opinion. We greatly

1 appreciate it.

2 (Recess)

3 MR. FILLAUER: Ok, when we last left
4 the Board had been discussing, we were in a work
5 session dealing with budget issues and where we
6 might could go. There had been a motion made to
7 reduce the \$9990 line item, 7221407, periodicals to
8 \$2500, I'm reading backwards here. So a reduction
9 of \$7490 to reinstate two positions for reading
10 specialists. The Board had discussion on that.
11 After discussion that motion was withdrawn with
12 direction to Dr. Bailey to take a look at what
13 might be done in some administrative areas to be
14 able to reinstate two positions for reading
15 specialists. So that's kind of where we are at
16 this point in time. So at this point, before we
17 move on to any other possibilities or discussion
18 about the budget, Dr. Bailey, I will defer to you.

19 DR. BAILEY: Appreciate it, Mr.
20 Chairman. I went back and I have spent the days
21 since our meeting looking at every single
22 department, and that includes the superintendent's
23 office. I would recommend that you have a
24 superintendent in the future. I did the same thing

1 with the assistant superintendent and I would
2 recommend that you have an assistant superintendent
3 and I don't think that we are overloaded at the
4 central office area. We are putting a .2 request
5 into human resource in the budget because those
6 positions are needed to carry out the duties and
7 responsibilities that do impact children. That do
8 impact our delivery of instruction, that do keep
9 us, hopefully, out of law cases, out of meeting the
10 well being of everything we are trying to provide
11 in education for Oak Ridge students. And that's
12 not, certainly, I've always said that the most
13 important thing in learning is the individual
14 teacher in the classroom and I still believe in
15 that. With that said, I looked at every single
16 department. And I started looking, and I'm talking
17 about what is referred to as the central office. I
18 also looked, you know, we already are touching in
19 this budget with a cut in maintenance and custodial
20 service when we've had a request already for
21 additional positions based on square footage and
22 recommended national guidelines from that
23 perspective. Sat down with individual principals
24 and talked about any potential avenues there,

1 looked at guidance department. Don't want to move
2 in that direction at this point. But I will be
3 presenting a recommendation that I'm not quite
4 ready to make tonight. I want to make sure I have
5 fine-tuned that to look at all potential legal
6 issues related to it. And you asked me to make
7 sure that I felt comfortable with the impact. I'm
8 probably about 90 percent ready to make that but
9 until I'm 100 percent to make it, I'll make no
10 comments tonight. And respectfully request that by
11 Thursday I should have, I believe, a recommendation
12 to you that will have the least impact and will be
13 able to provide the funding necessary to put a
14 reading specialist 2.0 FTE in reading back into
15 providing additional service in reading to each of
16 our elementary schools. But at this time I'm not
17 ready to do that but I'm going to continue that
18 tomorrow and I should be ready by Thursday to do
19 that.

20 MR. FILLAUER: Thank you. Other
21 discussion, comments or questions? Mr. Eby.

22 MR. EBY: When we vote today on the
23 first reading the question is do we put these
24 positions back in at this point in time with the

1 expectation that your recommendation that we come
2 back with is something that we would accept or do
3 we hold off until Thursday night? I guess my
4 position, and I would like to reinstate my motion
5 and that is that I think we ought to show that the
6 intent of this Board is to reinstate those reading
7 positions. And then if you bring a recommendation
8 to us Thursday night that we don't accept then we
9 obviously would have to find where we would take
10 those funds out one way or the other. So I'm
11 willing to, if it's appropriate, remake my motion
12 to reinstate two reading positions with funds
13 coming from the \$7500 from periodicals; and the
14 balance expected to come from the superintendent's
15 identification of other reductions.

16 MR. FILLAUER: Is there a second?

17 MS. RICHTER: I'm going to second it
18 because I've got questions. So second.

19 MR. FILLAUER: Questions.

20 MS. RICHTER: So unless you are going
21 to say, Mr. Eby, that you want to reduce the line
22 item for staff or teachers or something, somewhere
23 or somehow you are recommending that we do
24 something that would mean that we are passing an

1 unbalanced budget tonight?

2 MR. EBY: At this point in time what
3 I would like this Board to do is show their intent
4 to support to recover the reading positions. And I
5 would actually take an amendment to say that we
6 will pass a balanced budget on Thursday night. I'm
7 not advocating that we don't have a balanced budget
8 at this point in time. I agree that we should,
9 while I don't agree with it, I think we are going
10 to have to have a balanced budget. So I'm not
11 saying that we would not balance the budget
12 Thursday night. What I would like to do is show
13 the public on this first reading what our intent
14 is. And I think our intent, this Board's intent,
15 would be to recover those reading positions. That
16 gives the community two days to think about where
17 this Board is going. If we don't pass this
18 tonight, then I think the community won't know that
19 our intent is to recover those reading positions
20 and then we'd be waiting until Thursday night, the
21 last night at second reading to make that change.
22 What I think I hear the superintendent saying, and
23 maybe I'm wrong, is that he is working on a plan,
24 as we had directed him to, at the last meeting to

1 identify funds that would balance the budget that
2 would reinstate those reading positions. And I
3 think it is to our benefit to let the community
4 know that is where we are going.

5 MR. DIGREGORIO: Question.

6 DR. BAILEY: That's how I read the
7 Board, that's what I'm talking about is actually
8 recommending reductions that would, in fact, equal
9 that and make a balanced budget.

10 MR. DIGREGORIO: What are the total
11 funds needed to get this accomplished?

12 MR. FILLAUER: What I have is
13 approximately, \$131,000. Is that close, Karen?

14 MS. GAGLIANO: It's actually about
15 155.

16 DR. BAILEY: About 158.

17 MS. GAGLIANO: One thing I wanted to
18 point out, too, the Item for Action Information
19 that you received with the approval recommendation
20 and the listing by fund of the amounts with a grand
21 total. Actually since that was put together,
22 another mandate appeared in our office and I had to
23 increase the cafeteria fund on both the revenue and
24 expenditure side to account for the tracking of

1 governmental commodities in a way that we have not
2 been required to do in the past. So it does
3 increase the cafeteria and the bottom line. And
4 the reason I mention that is that as you do move to
5 approve this tonight, I would guess that you would
6 be approving it as presented and possibly with this
7 change but then also with what you had alluded to
8 as far as any changes that would be brought forward
9 to accomplish what you are wanting the
10 superintendent to do. And then the numbers would
11 reflect that on Thursday night's supporting
12 documentation to you. But if you don't pass this
13 existing one, then we don't have a first reading
14 passed. So we have to start somewhere but knowing
15 it's going to change.

16 DR. BAILEY: Also, let me correct
17 myself. Karen is correct, it's 155. I was looking
18 at another figure.

19 MR. DIGREGORIO: Well, if it's 155
20 and you propose a cut in periodicals of what?
21 5000?

22 MR. FILLAUER: 7500.

23 MR. DIGREGORIO: We've still got a
24 long ways to go.

1 MR. EBY: But I think what the
 2 superintendent has told us is that he has some
 3 thoughts and ideas that he's working on that is his
 4 expectation that he would be able to come to us
 5 with a proposal that would meet that \$155,000
 6 number. Correct, Dr. Bailey?
 7 MR. FILLAUER: Let me ask this
 8 question and only speaking for myself because, with
 9 the exception of Mr. Eby, I'm not sure of the other
 10 Board members and their support of his motion. And
 11 the question I'm asking is to the Board and, Karen,
 12 maybe to you as well. The cleanest way to do this;
 13 is it easier or would it be easier to pass this
 14 motion and have it included in the budget on the
 15 assumption of what Dr. Bailey has just said,
 16 keeping in mind that when Dr. Bailey comes back
 17 with his recommendation, this Board might not
 18 accept that recommendation and, therefore, we are
 19 back to square one on how to fund your proposal if
 20 that proposal is passed. So is it cleaner for us
 21 if we choose to indicate our support for this
 22 motion but not deal with it until that night
 23 because -- do you follow where I'm going with that?
 24 What is the cleanest way to do that?

1 MR. DIGREGORIO: I don't feel
 2 comfortable at all voting for an unbalanced budget.
 3 MS. GAGLIANO: It won't be
 4 unbalanced.
 5 MR. FILLAUER: It won't be
 6 unbalanced.
 7 MR. DIGREGORIO: Tonight, if we vote
 8 tonight.
 9 DR. BAILEY: You are not going to
 10 have any recommendation coming from me Thursday
 11 night that's going to be an unbalanced budget.
 12 MR. DIGREGORIO: But tonight.
 13 MR. FILLAUER: Tonight it would be.
 14 MS. GAGLIANO: Tonight it would be
 15 balanced as presented but then you are amending
 16 what you are approving to include the direction to
 17 Dr. Bailey.
 18 DR. BAILEY: (microphone off)
 19 MR. DIGREGORIO: But we don't know
 20 what they are.
 21 MR. FILLAUER: Right, we don't. And
 22 therein lies part of the issue. And again, trying
 23 to find what is the cleanest way to do this, the
 24 most efficient way maybe is a better word. The

1 most efficient way to do this because, as I said,
 2 we might come back and might not like the
 3 superintendent's recommendation and then we've got
 4 to go elsewhere or we've got to go back and make a
 5 motion to withdraw the motion that you just made.
 6 MR. EBY: And it's easy to do that.
 7 Again, my point here is if this Board has the
 8 intent of supporting this program. And granted,
 9 you don't know what you are countering it against
 10 right now. But if you believe what the
 11 superintendent is saying, I think it's important to
 12 let the community know on the first reading before
 13 you go on to the second reading because, I guess,
 14 my experience in the past is what I hate more than
 15 anything is that during the second reading things
 16 come up and get passed and the people don't know
 17 enough out there, have enough input to input to us.
 18 And I think it's important for us to let the
 19 community know this Board wants to reinstate these
 20 reading positions, if we can. We also can say that
 21 we are not going to go in with an unbalanced
 22 budget, we will have a balanced budget. And by
 23 passing this motion, we are doing that. I
 24 understand your question and I like asking if there

1 is a preference one way or the other and you are
 2 the one that has to do the most work.
 3 MR. FILLAUER: Ms. Agle is next.
 4 MS. AGLE: I think that simply by
 5 discussion of this motion and the fact that Dr.
 6 Bailey says he is very, very close to having
 7 something to offer, that should tell the community
 8 that we are indeed working on this. But just like
 9 last week, I'm not comfortable voting on something
 10 in a black box. I need to know what it is and I
 11 think that's only fair. We can only vote on a
 12 balanced budget. We can't pass an unbalanced
 13 budget and I can't vote to approve something that I
 14 don't know what it is yet and we will have
 15 Thursday. And, yes, we are working toward this.
 16 MR. FILLAUER: Karen.
 17 MS. GAGLIANO: In order to make the
 18 second reading approval official, you would have to
 19 be approving the amounts in each fund and the grand
 20 total, which I can bring to you Thursday, based on
 21 Dr. Bailey's recommendation. If that
 22 recommendation does not pass, then I would think we
 23 would have to schedule another meeting, we'd have
 24 to get input from the Board on what they were

1 wanting and then go back and do it again, unless
2 there was some way that you could approve it with
3 the amounts, you know, you would set the amounts
4 and then you would give Dr. Bailey the flexibility
5 to make it work within whatever your direction was.
6 That's the only way I can see that you wouldn't
7 need another meeting. This is going to be what our
8 budget is. These are the guidelines and we approve
9 it within those restrictions. That would be one
10 way to not have to have another meeting. We do
11 have to transmit the bottom line figure to the City
12 on Friday.

13 MR. FILLAUER: Mr. DIGregorio.

14 MR. DIGREGORIO: When we are voting
15 on this, Bob, because you said we should show our
16 intent to support the program, are you talking
17 about the program, Reading Recovery, or are we
18 talking about reinstating the two positions?

19 MR. EB: The motion, which is
20 reinstating the two positions.

21 MR. DIGREGORIO: That the principals
22 can use however they wish, whether they are as
23 reading specialists or as reading recovery or a
24 combination of? True or false?

1 MR. EB: That's true just because it
2 is the principal's responsibility to identify how
3 --

4 MR. DIGREGORIO: I'm not sure that we
5 should be telling the principals how to do their
6 job.

7 MR. EB: I agree. I think the
8 superintendent ought to have input to the
9 principals on how they are doing their job.

10 MR. DIGREGORIO: They work for you,
11 boss.

12 MR. FILLAUER: Other comments? I
13 guess I agree within this discussion and in the
14 reporting of this discussion the Board leans toward
15 the favor of that motion. But, from my vantage
16 point, before I pass that motion, I would like to
17 also know what the corresponding replacement would
18 be to make that possible. And I would support this
19 motion and I do support this motion. But before I
20 vote on it, I agree with what you just said.

21 MR. EB: What if we tabled the
22 motion until Thursday?

23 MR. FILLAUER: That's what we would
24 do, yes. I don't think we remove the motion.

1 MR. EB: I do not want to withdraw
2 the motion but let's just table it.

3 MR. FILLAUER: I think we can do
4 that. Is that agreeable?

5 MR. DIGREGORIO: Do we have to second
6 that? If we move to table?

7 MR. FILLAUER: I don't believe so.

8 MR. EB: I think if there is a move
9 to table, you have to go to immediate vote.

10 MR. FILLAUER: Yeah, there is not a
11 second needed. A motion has been made to table
12 this motion until Thursday's meeting. All those in
13 favor signify by saying aye.

(Whereupon, all members voted aye)

14 MR. FILLAUER: Opposed? Motion
15 carries. Other comments? Concerns? Lottery
16 winners?

17 MR. EB: I do have one more
18 question. I would like to ask a question on the
19 physical education, Dr. Bailey. When I look at
20 Appendix B I notice that in every one of the
21 elementary schools now with these recommended
22 changes, there is one full time teaching equivalent
23 at each of the elementary schools except for

1 Woodland, which retains that 1.5 and I guess I
2 would like to understand why it is that Woodland
3 has 1.5 and the other schools have 1.0. Right in
4 the center of the page.

5 NANCY: Actually Woodland does not
6 have 1.5 PE positions. Woodland has 1.0 PE
7 positions. Mr. Garrison; his other half of his
8 administrative assistant time is listed as PE
9 because that's his primary area of certification.
10 But he's actually doing administrative duties
11 during that .5 time.

12 DR. BAILEY: And that was the comment
13 that I was making last week that we really need to
14 correct that in the description because it
15 absolutely is wrong in terms of how it is being
16 used. The chart that I have here talks about the
17 number of minutes that schools are having.

18 MR. EB: I understand that. This is
19 teaching positions. And I want to ask you another
20 question. If you say that and then I go over here
21 under principals, assistant principals,
22 administrators then I look at all the elementary
23 schools and they are all at 1.5, including
24 Woodland, which is 1.5. And then you just said his

1 other half-time position is administrator. Would
2 that make Woodland have two administrators and all
3 the others have 1.5?

4 DR. BAILEY: No.

5 NANCY: I can't speak to what is at
6 all the other elementary schools but we were able
7 some years ago to add for Mr. Garrison to be full
8 time to do some administrative duties, as well as
9 help out with some teaching duties. So his role is
10 really an administrative role on a teacher's salary
11 is basically what that amounts to.

12 MR. EBY: I clearly think we need to
13 clean this up and understand if we are approving
14 positions and a position is called a PE position
15 instead of administrator position, we are talking
16 about administrative positions.

17 DR. BAILEY: Because we don't really
18 have PE people. We've got reading people, we have
19 non reading people, we have special ed people, we
20 have half-time that do nothing but administrative
21 assistant so it's being confusing, at best. And I
22 mentioned that last year and that's an area that
23 definitely needs to be cleaned up so that we
24 understand exactly what it means.

1 DR. PHILLIPS: Part of the half-time
2 position oftentimes or, for the most part, I
3 believe is used as, one; administrative assistant
4 and, two; the second half as instructional
5 facilitator helping teachers with the staff
6 development, evaluation process.

7 NANCY: Technology, etcetera.
8 Evaluations.

9 DR. BAILEY: See, therein lies what
10 the Board has been trying to direct and I've been
11 trying to say we have got to take a look at the
12 definition of administrative aid and tie it in to
13 the paradigm shift of going to where we are headed.
14 And as a resource to the principal and the teachers
15 in effectuating what needs to be done in the plan
16 that we've got in place. And if they are not doing
17 PE, then they are doing something else and we know
18 they are doing something else. Let's define that.
19 Because, believe me, when I sit down and talk in
20 those staff meetings about it we raised this issue
21 last year, let's clean that up with a better
22 description. Because right now it's going on the
23 old format and it's wrong.

24 MR. EBY: Particularly, since we are

1 asking the question right now about I call
2 administrator but I call them non touch positions.

3 DR. BAILEY: Absolutely.

4 MR. EBY: I guess what I would like
5 to have, Dr. Bailey, is to understand that at all
6 the schools then do we have other situations like
7 this where people are somewhere in what we consider
8 in the teaching role or in the touch labor
9 positions that are actually serving as
10 administrators?

11 DR. BAILEY: I will provide the Board
12 with a description by name and by what they are
13 doing.

14 MR. EBY: Thank you.

15 DR. BAILEY: Thank you.

16 MR. FILLAUER: Anyone else?

17 MR. DIGREGORIO: That cleaned up my
18 question.

19 MR. FILLAUER: We are here to serve.

20 Hearing no one else --

21 MR. EBY: Are we going to take a
22 vote?

23 MS. GAGLIANO: Yeah, you have to --

24 MR. FILLAUER: I was just about to do

1 that. You thought I was about to hit my gavel,
2 didn't you? Sorry. The vote then will be to -- we
3 need a motion to approve the FY '13 Oak Ridge
4 Schools budget on first reading. I would need a
5 motion.

6 MS. AGLE: Move for approval.

7 MR. DIGREGORIO: Second.

8 MR. FILLAUER: Any other discussion?

9 You have heard the motion, it has been seconded.

10 All those in favor signify by saying aye.

11 *(Whereupon, all members voted aye)*

12 MR. FILLAUER: Opposed? Motion

13 carries. Anything else? We will see you again

14 Thursday at 5:30. We are adjourned.

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W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Thomas E. Bailey

Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

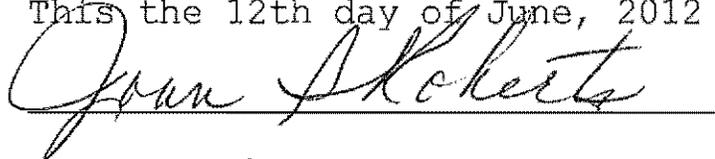
6-25-12

Date Approved

C E R T I F I C A T E

I, Joan S. Roberts, Notary Public at Large
for the State of Tennessee, and Licensed Court
Reporter do hereby acknowledge that the foregoing
85 pages are a true and correct transcript of the
proceedings taken by me in this cause on the 22nd
day of May, 2012.

This the 12th day of June, 2012

A handwritten signature in cursive script, reading "Joan S. Roberts", written over a horizontal line.

Joan S. Roberts, Court Reporter