

TRANSCRIPT OF PROCEEDINGS

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - AUGUST 29, 2011

7:00 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

MR. KEN GREEN, ASSISTANT SUPERINTENDENT OF SCHOOLS

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT

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MR. FILLAUER: I'd like to call the regular meeting for August of the Oak Ridge board of Education to order. First on the agenda is the Committee of the Whole. I would like to ask everyone to please stand and we will honor America by pledging allegiance to the flag.

(Whereupon, the Pledge of Allegiance was led by Jefferson Middle School)

MR. FILLAUER: Thank you everyone again. Next on the Committee of the Whole is the Public Forum. The Public Forum is for anyone in the audience who would like to address the Board on a topic that is not on the Board agenda. The Board does not take action at this time but may have questions and then may direct the superintendent to provide additional information or direct you to the appropriate staff member for that information. If you choose to speak, please, sign your name and address at the podium and then state your name and address. You will have three minutes to speak. Is there anyone who wishes to address the Board at this time?

MS. FOWLER: My name is Martha Delagarza Fowler and I live at 116 Windover in Oak Ridge. Last week I wrote letters to the editors of The Oak Ridger

who does not acknowledge underage drinking and sometimes the use of other intoxicants as well is living in a fantasy world. Why would sane, caring adults send hundreds of kids, some of whom are probably intoxicated, out on the highway. I have been told that the prom venue is selected by committee. I also know that you, as responsible school Board members, could set governing parameters about what venues might be eligible for consideration. Finally, I note I graduated from ORHS in 1970. We were the absolute crest of the baby boom, the highest class, and Bob was with me in that class, Mr. Eby, in ORHS history. I think there were 686 of us. Is that right? Six hundred and eighty something.

MR. FILLAUER: Thirty seconds.

MS. FOWLER: We were a very large class. At any rate, we were accommodated at the old Holiday Inn, which was small. I feel sure that the current smaller classes could be accommodated in Oak Ridge. Finally, Central High School of Knoxville, Clinton High School, and Sunbright High School all held their proms at the Doubletree Hotel in Oak Ridge last spring. I ask you as school Board members to show responsible leadership, to do the right thing, and put

and The Oak Ridge Observer suggesting that the ORHS prom should not be held in Knoxville but rather Oak Ridge. I am here to plead the same case to school Board members tonight. In my letter I cited three reasons that I believe the prom should remain in Oak Ridge. But, really, there is only one of those three reasons that is an overriding consideration, and that is safety, the safety of our young people in Oak Ridge. Two years ago when my older son, Joe, went to the ORHS prom at Rothchild's in West Knoxville, which as an aside I will tell you, in my opinion, is nothing but a big room in a shabby strip mall, but that's not a consideration, that is an aside. There was a veritable monsoon with widespread flooding in Knoxville. We were very luck as a community that there was not a serious weather-related mishap that evening. No one can predict the weather, especially of late, and it seems to me that it is not wise to send young people out on the highway late at night, especially in bad weather. Secondly, the fact is that on prom night there is a certain amount of underage drinking that goes on. To acknowledge a behavior does not mean that you condone it. But it is my informed opinion as a mother of two teenage sons that anyone

safety first as much as humanly possible and keep the prom in Oak Ridge. Thank you.

MR. FILLAUER: Thank you. Anyone else? Seeing no one else I will adjourn the Committee of the Whole and call to order our regular meeting. First item on the agenda is the approval of the agenda. I have one item to add, and I think the best place to add that would be under Old Business and that will be discussion and approval of the Board's self-evaluation document. Any other additions or corrections? Do I hear a motion?

MR. DIGREGORIO: Move for approval.

MR. EBY: Second.

MR. FILLAUER: All those in favor signify by saying aye.

(Whereupon, all members voted aye)

MR. FILLAUER: Opposed? Motion carries. Next on the agenda is good news in the Oak Ridge Schools. Mr. Eby.

MR. EBY: My good news is with Robertsville Middle School cheerleaders who attended the UCA Cheer Camp at the University of Tennessee on July 22nd through 25th. While they were there they got first place in home pom, first place in extreme

1 routine, second place in cheer, camp leadership
2 trophy, and the traditions plaque. And the following
3 members of the team are Amani Spradling, Arissa
4 Freeman; they're team captains; Ashlyn Summer, Latalya
5 Willis, Hunter Pernel, Beeky Hanover, Destiny Oggs,
6 and Jasmine Maddox. And their coach is Lauren Wilson
7 and Jimmy Chapman. Our congratulations to them.

8 MS. AGLE: And from Woodland Elementary
9 congratulations to Shaylan Dodson, teacher at Woodland
10 Elementary, who was selected as a winner of the tenth
11 annual ORAU Education Grants Program. The grant will
12 provide ELMO document cameras to K through second
13 grade teachers at Woodland. The cameras will visually
14 aid teacher instruction in all curriculum areas as
15 well as to help meet the diverse needs of students in
16 our technology-based world of today.

17 MR. FILLAUER: And I would like to
18 remind staff members and principals that as our year
19 is now beginning that as these good news items occur
20 in your school please take the time to send them to
21 the Superintendent's office so we can recognize those
22 individuals, staff members, students, who go a step
23 beyond. The final good news is if you can hear my
24 voice and you can see our faces on Channel 15, good

1 has been developed and recommended for approval.

2 MR. FILLAUER: You've heard the
3 Superintendent's recommendation. Do I hear a motion?

4 MR. DIGREGORIO: Move for approval.

5 MR. EBY: Second.

6 MR. FILLAUER: Discussion? Dr. Bailey.

7 DR. BAILEY: That policy basically says
8 that individual student performance on the Tennessee
9 Comprehensive Assessment Program, TCAP, will comprise
10 15% of a student's second semester grade. The 15%
11 weight will be applied to each subject for which a
12 TCAP is administered. Superintendent of Schools shall
13 put forth the administrative guidelines for
14 instructional staff to follow in calculating these
15 grades annually.

16 MR. FILLAUER: I would remind Board
17 members this is second reading. Mr. Eby.

18 MR. EBY: I just had one question. The
19 last sentence, "In the event that TCAP data is not
20 available the State Department of Education may exempt
21 districts from this policy." What happens if they
22 don't exempt districts from this policy?

23 DR. BAILEY: The only reason that I can
24 think of that they've given us as Superintendents that

1 luck, you're back on the air. If you cannot see us
2 then, hopefully, someone will tell you that you need
3 to call Comcast and tell them your problems. It's not
4 on our end; it's on their end. And that ends the good
5 news. Next item on the agenda is the Consent Agenda.
6 Do I hear a motion?

MS. AGLE: Move for approval.

MR. DIGREGORIO: Second.

MR. FILLAUER: Any discussion? All
those in favor of approving the Consent Agenda signify
by saying aye.

(Whereupon, all members voted aye)

MR. FILLAUER: Opposed? Motion carries.
Next under Items for Action under Curriculum is the
approval of the TCAP Grading Policy. And this is
second reading. Dr. Bailey.

DR. BAILEY: Yes, Mr. Chairman. I would
recommend approval of the TCAP Grading Policy. Public
Chapter Number 127 requires that the district have a
policy that enables TCAP scores to count 15 to 25% of
the second semester grade in subjects for which TCAPs
are administered in grades 3 through 8. After
discussion with professional staff and reviewing
policies from across the state, the attached policy

1 they may exempt would be the fact the scores aren't
2 back in time. And that's the reason that's in there.

3 MR. EBY: I know. So, by saying if the
4 scores aren't back in time and they don't exempt us --

5 DR. BAILEY: Then it won't count 15% of
6 the grade. We would go back to the actual conversion
7 that we've done before.

8 MR. EBY: Do we need to put that in
9 there, or is that assumed?

10 DR. BAILEY: That's assumed, I would
11 hope.

12 MR. GREEN: Yeah, there is no conversion
13 at this time. If the State does not exempt you from
14 the policy, which would be odd, then we'd be held to
15 counting the TCAP, but the TCAP wouldn't be present so
16 you'd be in quite, you couldn't do it so it's not a
17 proposition that would likely occur, but you can't
18 presume upon the State. We're not the State so if we
19 say that the State will and the State doesn't, we
20 certainly can't do that. So, to simply say "may"
21 gives us the window to let the State respond as it
22 would. I'm assuming the State would respond in a
23 responsible manner as they've done in the past.
24 They've already had this practice. They exempted it

1 for the first year. They did not get the TCAPs, were
2 not able to get the TCAP scores back in time last
3 year, which was when this policy was supposed to be
4 enacted. And so, they extended it for districts to
5 enact it this year.

6 MR. EBY: I think it's just a
7 technicality. I mean, I agree that's what's going to
8 happen but, you know, it leaves open -- again, we're
9 trying to get our policies exact, or something like
10 that.

11 DR. BAILEY: And I guess the reason I
12 answer it the way that Ken and I have answered is that
13 in these Superintendent's meeting with TOSS, as well
14 as at the State level and the State Department the law
15 itself dictated school systems having this but it said
16 that, obviously, it's dependent upon the grades
17 getting back in time. If it didn't, then you can't
18 put it in there. So, I think the policy itself is
19 handled, the law is handled that way. And the
20 assumption is if we don't have the grade, we can't
21 count anything 15% of nothing. 15% of nothing is
22 going to be nothing. And they have said that
23 legislatively, as well as in the State Department so I
24 think that request for an exemption is almost

1 automatic.

2 MR. FILLAUER: Anyone else? Mr.
3 DiGregorio.

4 MR. DIGREGORIO: I think one more time
5 here, I think we need to clarify that this is not our
6 doing on this. This is something we're getting to do
7 whether we want to or not. We're having the choice of
8 whether we vote anywhere from 15 to 25%.

9 MR. GREEN: That's correct. This is not
10 an act of the district, and I would submit that the
11 chances are if it were just up to the district we
12 would not do it. I don't believe that there is --

13 MR. DIGREGORIO: This is one of those
14 things though we have to do something that we may not
15 want to do but we have to do it.

16 MR. GREEN: That is correct. There's
17 strong research evidence to suggest that you should
18 not use standardized tests in this manner.

19 MR. DIGREGORIO: Strongly agree.

20 MR. FILLAUER: Anyone else? Motion on
21 the floor then is approval of the TCAP Grading Policy
22 on second reading. All those in favor signify by
23 saying aye.

24 (Whereupon, all members voted aye)

1 MR. FILLAUER: Opposed? Motion carries. I
2 Next item on the agenda is approval to increase music
3 teacher at Glenwood from .8 to 1.0 FTE. Dr. Bailey.

4 DR. BAILEY: Thank you, Mr. Chairman. I
5 would recommend approval to increase the music teacher
6 at Glenwood from .8 to a full-time FTE of 1.

7 MR. FILLAUER: You've heard the
8 Superintendent's recommendation. Do I hear a motion?

9 MR. DIGREGORIO: Move for approval.

10 MS. AGLE: Second.

11 MR. FILLAUER: Dr. Bailey.

12 DR. BAILEY: This request is due to
13 Glenwood's increase in enrollment and the additional
14 core teachers hired. The increase is for special area
15 teachers and allows Glenwood to complete the rotation
16 of its professional learning communities, which has
17 been a big part of actually dealing with gaps in
18 learning. At the elementary level special area
19 teachers are the foundation for the professional
20 learning communities as they provide classroom
21 teachers with the planning time necessary in order to
22 complete this process. But our current allocation of
23 .8 in music and art we cannot provide equitable time
24 for all teachers. This increase will bring Glenwood

in line with the other elementary school allocations.

2 MR. FILLAUER: Comments or questions?
3 Ms. Agle.

4 MS. AGLE: You can probably answer this
5 question in response to both this one and the art
6 teacher that's the next motion. But what is the cost
7 for this and where does it come from?

8 MR. GREEN: The cost for this increase
9 is \$32,159, and the cost of it will come from the
10 balance remaining in the regular teacher line. If
11 there is not a balance in that, it will come from the
12 contingency line.

13 DR. BAILEY: That does include benefits,
14 too.

15 MR. GREEN: It does.

16 MS. AGLE: And that is for the two
17 positions?

18 MR. GREEN: That is correct.

19 MR. FILLAUER: Mr. Eby.

20 MR. EBY: Yes, you said this brings it
21 in line. There's, what, something like 270 students
22 at Glenwood and there's 450 at Linden and Willow
23 Brook, or something like that. How many music and art
24 teachers do they have at those schools, you know,

1 what's the ratio of students to teachers?

2 DR. BAILEY: They have 1.0 allocations
3 in those categories. They may have slightly more
4 allocation in one or two. But in art they would have
5 1.0. Glenwood would have .8. In music at each of
6 those they would have 1.0.

7 MR. EBY: So, what you're saying is they
8 each have 1.0 for 450 children, and I'm not saying
9 that Glenwood doesn't need to go to 1.0 in each one of
10 these, but I'm really struggling with why there's 1.0
11 for 450 versus 1.0 for 270 and the number of classes.
12 And going back to your comment on the professional
13 learning communities it gives teachers time for --

14 MR. GREEN: It completes a rotation so
15 that their teachers can have a period that represents
16 a common planning period for that period. If you have
17 a partial allocation there you can't complete the
18 rotation. You can serve the kids you have; you just
19 can't complete the rotation for your plan.

20 MR. EBY: So, do you have that at the
21 schools where you have 450 children?

22 MR. GREEN: We do. And that's because
23 of other things that occur as well that are, it's
24 difficult to compare them person to person, but each

1 do believe that our budget is going to have to
2 especially as the accountability increases we are
3 going to have to address proportionality. There are
4 certain allocations that simply are not proportionate.
5 And that's because in the current budget they are not
6 proportionate. And over the years that we have known
7 them to not be proportionate we've not had adequate
8 resources to correct that issue. I think we're at a
9 point in our budget, and sorry for introducing a
10 different conversation, but I think we're at a point
11 in our budget where the Board will have to consider
12 that issue pretty seriously.

13 MR. EBY: I mean, that's exactly where I
14 was getting to is that, you know, I think we've got to
15 look and see what is it that some schools are doing
16 that's giving good test scores, what are other schools
17 doing that's giving not so good test scores, and what
18 can we do to improve that. And that may mean changing
19 some proportions or putting different fundings at
20 different levels.

21 MR. GREEN: You are correct.

22 DR. BAILEY: Absolutely.

23 MS. GOINS: I just want to make one
24 correction. We have 338.

1 school has done different things in order to make sure
2 that they're able to have an allocation. In some
3 cases, it deals with how much time they have allocated
4 to other areas. And so, they've adjusted allocations
5 in various ways. How much time kids spend in X
6 program or class.

7 MR. EBY: One thing as we continue to go
8 forward that I'd like to understand better, because I
9 know we're going to get test scores back soon and
10 they're going to show differences between the schools,
11 and the schools that have done well I would like for
12 us to look and see what, you know, practices,
13 examples, ratios of -- and I know when we visited
14 Glenwood something that impressed me about Glenwood is
15 that they were using some of the special area teachers
16 to help in reading and some of these other classes.

17 MR. GREEN: That's been an advantage,
18 and those similar to that. But you bring up a point
19 that I would, and I do believe we will discuss later
20 in the Board retreat, and that is the number of
21 things, certain things we do by per pupil allocation
22 and certain things do not follow per pupil
23 allocations, which gets to the issue of
24 proportionality that I believe you're referencing. I

1 MR. GREEN: 338. 338 students at
2 Glenwood.

3 MR. FILLAUER: Anyone else? The motion
4 on the floor is to approve approval to increase the
5 music teacher at Glenwood from .8 to 1.0 FTE. All
6 those in favor of the motion signify by saying aye.

7 (Whereupon, all members voted aye)

8 MR. FILLAUER: Opposed? Motion carries.
9 Next item for action is the approval of the increase
10 of the art teacher at Glenwood from .8 to 1.0 FTE.

11 DR. BAILEY: Mr. Chairman, I would
12 recommend approval to increase art teacher at Glenwood
13 from .8 to an FTE of 1.

14 MR. FILLAUER: Do I hear a motion?

15 MR. DIGREGORIO: Move for approval.

16 MS. AGLE: Second.

17 DR. BAILEY: Angie was already looking
18 ahead when she asked for costs. The two are tied
19 together with the same principle, the same rationale.

20 MR. FILLAUER: Questions? Motion is to
21 approve the increase of art teacher at Glenwood from
22 .8 to 1.0 FTE. All those in favor signify by saying
23 aye.

24 (Whereupon, all members voted aye)

1 MR. FILLAUER: Opposed? Motion carries. 1
 2 Ms. Hodgers and Ms. Casey, I guess now you're going to 2
 3 really have to work full-time, right? And thank you 3
 4 for coming tonight, too, by the way. Appreciate that. 4
 5 Next item on the agenda under Curriculum, approval of 5
 6 extended contract proposal for FY 2011-2012. 6
 7 DR. BAILEY: Mr. Chairman, I would 7
 8 recommend approval of the extended contract proposal 8
 9 for Fiscal Year 2011-12. A copy of the extended 9
 10 contract proposal for providing extended learning time 10
 11 through extended learning programs is attached to the 11
 12 agenda materials. 12
 13 MR. FILLAUER: Do I hear a motion? 13
 14 MR. EBY: So move. 14
 15 MR. DIGREGORIO: Second. 15
 16 MR. FILLAUER: Discussion? 16
 17 DR. BAILEY: The only comments I'll make 17
 18 on this is that you see the notes there, well, you 18
 19 don't see them because I have them in the green 19
 20 folder. No change in the allocation on this, an 20
 21 extended contract, and the emphasis is on academic 21
 22 application. 22
 23 MR. FILLAUER: Ms. Farmer, I see you 23
 24 hiding back there. 24

DR. BAILEY: She can run but she can't
 hide.
 MR. FILLAUER: I think I probably know
 the answer to this but I think it's important that we
 repeat this each year because the changes that have
 been made each year are certainly affecting this
 program, correct?
 MS. FARMER: Yes.
 MR. FILLAUER: Would you say over the
 last five years that the ability for Oak Ridge Schools
 to manage the use of extended contract monies has
 decreased significantly?
 MS. FARMER: Yes, for a couple of
 reasons. One is, of course, from the budget cuts
 because compared to how much money we got several
 years ago it has been a big cut. So, we have had many
 very valuable and good programs that we just don't
 have enough money to fund all of them. So, there's
 been a big decrease in the sense of not being able to
 fund everything we would like to. Another thing
 that's kind of, I guess, a hidden thing is that we
 still pay teachers for extended contract at the same
 rate that started twenty-five years ago. And a few
 years ago the State made an amendment to the law that

1 said a district could either pay more now for the
 2 first time in like twenty years, they could pay more
 3 for extended contract, if they chose to do so and
 4 wrote their application that way. And we had a
 5 committee with representatives from each building and
 6 we polled all the extended contract teachers and spent
 7 a lot of time during that school year determining
 8 whether we were going to up the pay for teachers doing
 9 extended contract. And the decision of that committee
 10 was not to do so, because if you up the pay, of
 11 course, that's even fewer contracts. So, I think we
 12 also have to give a lot of credit to our teachers who
 13 continue to work the same number of hours for the same
 14 amount of pay that was pretty good twenty-five years
 15 ago. It's not much today. But because of their
 16 dedication to our students and not wanting to further
 17 decrease the number of programs that could be funded,
 18 that was the decision at that time not to increase the
 19 funding. So, it's been not only a decrease because of
 20 funding but also we would have had even fewer
 21 contracts if we had chosen to increase the funding per
 22 teachers pay as well.
 23 DR. BAILEY: And, Mr. Chairman, I am so
 24 glad that you asked that question because it begs, if

1 you will, if you look at this, extended contract money
 2 from the State has always been considered by
 3 individuals in the State legislatively to be
 4 discretionary money. When you look at what it does, I
 5 never have referred to it as discretionary money, to
 6 me, it's -- and the reason they define it that way is
 7 it falls outside of BEP, if you will. We hope that it
 8 will be funded again this year, but if you remember,
 9 in every budget cycle we've had for the last three or
 10 four years it has been saved to some degree. There's
 11 always been cuts in it but it's been saved. And at
 12 the same time, to say that it's discretionary when, in
 13 fact, it's actually money needed to address the very
 14 things that the State charges to accomplishing to work
 15 with at-risk students, enrichment as well, and special
 16 education populations in attacking gaps in learning.
 17 And so, to say that's discretionary, summer school and
 18 some of the things. We had a discussion with the
 19 45-15 and how we need to do some things with our
 20 summer school and I think we really do need to address
 21 those areas. But, again, it takes money. And our
 22 teachers did exactly what Donna said. They chose to
 23 stay at the same rate of pay some twenty-five years
 24 ago so that they could offer opportunities to our

1 students versus to offer less opportunity and get, you
2 know, pay for it.

3 MS. FARMER: It works out to about \$14
4 an hour.

5 MR. FILLAUER: With the change of
6 incentive, I guess is the word, for increased
7 curriculum support and grading and evaluation and
8 testing, are we being limited by the State as to what
9 we can offer for extended contracts?

10 MS. FARMER: Yes. There is the emphasis
11 on, of course, direct student contact is the most
12 important thing. But you can still approve some
13 contracts that have to do with teacher competency and
14 curriculum development, but very little of our money
15 is spent that way because it is for direct student
16 contact. But, yes, the State is emphasizing that you
17 must approve contracts that go along with your school
18 or district improvement plan so that you have the data
19 that was used to put in your improvement plan what you
20 need to work on. And then your contracts then can be
21 related to those goals that you have in your
22 improvement plan.

23 MR. FILLAUER: Mr. Eby.

24 MR. EBY: A couple questions. First,

1 they make some decisions on what are the most
2 important things for their building. And then I
3 review them to be sure that they follow the State
4 guidelines and can be approved. But it is the
5 principal's discretion as to matching those contracts
6 to the needs of their building.

7 MR. EBY: If you look at the difference
8 between Willow Brook, which has 22, and Woodland,
9 which has 2, is that just because Woodland didn't feel
10 like they needed more, they didn't want to have any
11 additional? I mean, that seems like a pretty wide
12 disparity.

13 MS. FARMER: It is. But if you think
14 about Willow Brook's schedule as well they have
15 intercessions. And so, that accounts for a lot of
16 their contracts as well. Some of the elementary
17 schools have a summer program and some do not. And
18 so, Linden, for example, has a summer program, so does
19 Glenwood. Woodland does not. Willow Brook doesn't
20 have a summer program but they have intercession. So,
21 some of that has to do with whether they have summer
22 programs as well.

23 MR. FILLAUER: Anyone else? The motion
24 on the floor then is the approval of the extended

1 \$14 an hour is amazing.

2 MS. FARMER: Before tax.

3 MR. EBY: I was looking at the
4 individual schools here and this is where I saw
5 Glenwood says 297 students, but that's obviously
6 before the year. You look at how the extended
7 contracts, Glenwood has five total teachers and they
8 break it up between remediation and enrichment about 4
9 to 1. Woodland only has two teachers, one remediation
10 and one enrichment. And, actually, the numbers that
11 supplies about 2 to 1 on enrichment. Willow Brook is
12 22 and they're all on remediation. And then Linden is
13 6 and it's 5 remediation and 1 enrichment. How is
14 that determined where the needs are, and is that
15 totally a principal's determination or is that a
16 determination of the teachers that apply for the
17 contracts, or how does that work?

18 MS. FARMER: I think it's a little bit
19 of all of those things. Certainly, certain individual
20 teachers have a passion in certain areas and want to
21 participate and do certain things. But the principals
22 read all of the contracts submitted from their
23 building and they, of course, there aren't enough
24 funds for them to do everything they would like to, so

1 contract proposal for FY 2011-12. All those in favor
2 signify by saying aye.

3 (Whereupon, all members voted aye)

4 MR. FILLAUER: Opposed? Motion carries.
5 Next item is approval of purchase of wireless response
6 system from Proven Learning. Dr. Bailey.

7 DR. BAILEY: Mr. Chairman, I would
8 recommend approval of wireless response system from
9 Proven Learning at a cost of \$37,370.

10 MR. FILLAUER: Do I hear a motion?

11 MR. EBY: So move.

12 MR. DIGREGORIO: Second.

13 MR. FILLAUER: Dr. Bailey.

14 DR. BAILEY: The development of a
15 formative assessment system is a key component of the
16 district's Race to the Top application. Last year,
17 secondary teachers piloted response systems to
18 determine if this technology would ease the process of
19 delivering formative assessments and encourage
20 formative instructional practices. We received
21 overwhelming support from the instructional staff for
22 the use of this technology. The funds for this
23 purchase come from the district's Race to the Top
24 grant and is consistent with the approved Race to the

1 Top application, which is now referred to as First to
 2 the Top. Proven Learning is a sole source vendor for
 3 this purchase due to the specific interface required
 4 for our assessment and data warehousing package. You
 5 have that documentation before you.

6 MR. FILLAUER: Questions? Seeing none,
 7 you've heard the Superintendent's recommendation.
 8 It's for approval of the purchase of wireless response
 9 systems from Proven Learning. All those in favor
 10 signify by saying aye.

11 (Whereupon, all members voted aye)

12 MR. FILLAUER: Opposed? Motion carries.
 13 Next under Business, first item under that item on the
 14 agenda is the approval of the Capital Improvements
 15 Program. Dr. Bailey.

16 DR. BAILEY: Yes, Mr. Chairman. I would
 17 recommend approval of the Fiscal Year '12 through
 18 Fiscal Year '18 Oak Ridge Schools Capital Improvement
 19 Program for inclusion in the overall City of Oak Ridge
 20 Capital Improvements Program based on the needs
 21 outlined.

22 MR. FILLAUER: You've heard the
 23 Superintendent's recommendation. Do I hear a motion?

24 MR. DIGREGORIO: So move.

1 MS. AGLE: Second.
 2 MR. FILLAUER: Discussion?
 3 DR. BAILEY: On the second page there
 4 you'll see that after consideration of district
 5 capital needs the budget considerations of the
 6 following additions to the CIP master plan were put in
 7 there: Replacement of the JMS 250 ton chiller with
 8 associated piping, electrical controls, and VFD
 9 (variable frequency drive) for energy conservation,
 10 \$650,000. And then repair and replacement of roof
 11 section at Robertsville Middle School. There's still
 12 roofing on the gym and gym lobby will require repair
 13 and painting for long term rust protection, and the
 14 shingle roof on the auditorium will have reached its
 15 life expectancy, \$50,000 for that. Sidewalk and
 16 carpet repair district wide are required for ongoing
 17 preventative maintenance. We've been doing that,
 18 chipping away at that each year, so that's \$50,000 for
 19 a total of \$750,000. So, you see that adjustment.
 20 And you see the rest of the fiscal year is spelled out
 21 there. After we do that I do want to bring Allen up
 22 and bring you up to date with a couple other things,
 23 too, that we need to at least be aware of.

MR. FILLAUER: Questions?

1 DR. BAILEY: We would like to have more
 2 money. It takes money to put a roof on a building.
 3 And, as you can see, when you look at the capital
 4 improvement of \$750,000, I mean, obviously, the
 5 chiller unit, \$650,000, I mean, pretty much eats it up
 6 and there's so many things that need to be done. Our
 7 buildings are literally old. We keep chipping away at
 8 that and, obviously, that \$750,000 each year helps.
 9 So, I'm not trying to say that's bad, I'm just trying
 10 to say it would be nice to get all this stuff up to
 11 where it should be. I'm going to give you some
 12 updates on Woodland and start there, Allen. Allen and
 13 the principal, Nancy West, called me two days, three
 14 days ago, I'm trying to remember now, come out to
 15 Woodland, we have an issue out there. So, Allen, walk
 16 into that issue and let's explain it.

17 MR. THACKER: Last Wednesday we reported
 18 over at Woodland to repair some ceiling tile that had
 19 fell out. Once we were out on site the carpenters
 20 noticed that we had a settlement issue which was
 21 causing this. Part of the 1988 addition of Woodland
 22 had settled in one corner of the building. It's on
 23 the library portion. It's about one-third of the
 24 library space. And what we were seeing was actual

1 rotation where at the top of the building we would
 2 have a four to six inch gap where it came down to the
 3 footer it closed the gap. So, it was actually showing
 4 a rotation out. We had a concern about that because
 5 that rotation took place in about four days time
 6 period so we didn't know how far this was going to go,
 7 whether it was stopped, and there's a main support
 8 beam that spans that whole space of area there. So,
 9 we had a concern about that support beam being in
 10 tension and giving loose. So, we contacted Carpenter
 11 Wright Engineers. They did some engineering for us
 12 for structural issues a few years ago on our bleachers
 13 at Blankenship Field so we've got a history with those
 14 folks. And they came in and they agreed with our
 15 recommendation of removing the kids from that area.
 16 Since then we've built a temporary construction wall
 17 over that area to keep the kids totally out of the new
 18 addition of the library. So, they can still utilize
 19 two-thirds of the space, but one-third of it is closed
 20 off until we can get a report from Carpenter Wright on
 21 any subsurface settlements there. They also had some
 22 concerns about some movement of the brick veneer on
 23 the back side of the building where it was shifting.
 24 So, their recommendation was that we remove any of the

1 shifting brick veneer over any of the exits. Our men
 2 started work on that today. And I got a call just
 3 before I had an Executive Council meeting and showed
 4 up over there and we've actually gotten some water
 5 intrusion beneath that brick veneer. So, we've got a
 6 little rot right there at the edge of that roof that
 7 we're going to have to do some work on. I'm telling
 8 you all of this to bring you up to date on what we're
 9 looking at doing as far as repair of this. Once we
 10 have information from Carpenter Wright about what we
 11 need to do to stabilize the foundation areas and deal
 12 with any of the architectural issues we're going to
 13 need funding to do something with that. That being
 14 said, we've had some savings in CIP this year and I've
 15 held off on doing the boiler project at Linden. That
 16 boiler is still in good shape; we can nurse it along
 17 for a few more years. That saves us about \$200,000 to
 18 work with in CIP. We don't know what our costs are
 19 going to be with this as far as exploratory
 20 information that they've got to do, if they've got to
 21 do core drillings to find out where we've got to do
 22 repairs. But that gives us a starting base to work
 23 with to do something with it. Now, their initial
 24 assessment was by removing the brick veneer over the

1 Allen and I did, and I was looking at those eaves up
 2 there where Allen mentions the brick veneer, and
 3 they're literally bulging out to the point, what would
 4 you say, Allen, a four-inch brick was two inches off
 5 of the center?

6 MR. THACKER: Yeah, several of them are
 7 that way.

8 DR. BAILEY: Yeah. And so, I mean,
 9 literally, they're right over exits. And so, we said
 10 we need to have this person that's coming out looking
 11 at the structural on the library also look at that
 12 because that's a potential danger of that stuff
 13 falling off and falling on a child as they go out to
 14 playground areas or the portable classrooms or just
 15 simply walking outside. So, wanted to bring you up to
 16 date on that issue tonight and Allen is working with
 17 the structural engineer to make sure that, as he said
 18 to you, those situations are dealt with. And we'll be
 19 coming back, obviously, to say we've got to correct
 20 that particular issue. So, stay tuned for that.

21 MR. FILLAUER: Anyone have a question of
 22 Allen in regard to that and/or the motion which is on
 23 the floor, and that's the approval of the Capital
 24 Improvements Program? Mr. Eby.

1 entranees and closing off that area the building is
 2 safe for occupancy. They do not have any concerns
 3 about anything catastrophic or anything of that nature
 4 with failure. They are going to do a more intensive
 5 study but we have secured the areas that they had any
 6 concerns about.

7 DR. BAILEY: And I want to mention that
 8 when Allen called me, and this is strictly
 9 speculation, it has no basis, but it was right after
 10 the earthquake, the seismic activity that we had. So,
 11 we didn't know if that had some relationship. It may.
 12 We don't really know. But, also, the soil out there
 13 is cracking around that foundation on the actual if
 14 you look at the ground. But, again, that's the
 15 moisture in the soil and the actual plasticity, if you
 16 will, of that. But we've always had concerns, and I
 17 know when I got here ten years ago we've been
 18 monitoring, if you will, that school from some of
 19 that. I mean, go into one classroom on the back side
 20 and you can walk toward the corner and see that it's
 21 actually sloping down.

22 MR. THACKER: We do have slab settlement
 23 there.

24 DR. BAILEY: So, we walked the outside,

1 MR. EBY: I just had one question. I
 2 notice also you listed the open projects, replacing
 3 SAB in preschool. I thought that was in a different
 4 capital fund. Wrong or right?

5 MR. THACKER: I can probably answer
 6 that. Both capital improvement and capital
 7 maintenance come from the same funding allocation.
 8 Capital maintenance is a regular item that they give
 9 us \$750,000 for which we actual term as capital
 10 improvement. But the open projects below is
 11 technically the capital improvement. As the City
 12 allocates they have to sell bonds to fund those.

13 MR. EBY: So, in approving this program
 14 through 2018, with these listed down below, what we're
 15 saying is we're not formally asking the City in any
 16 requests on these open projects now?

17 MR. THACKER: Those have actually
 18 already been formally requested and we've placed those
 19 in the plan, the real thick plan the City has, in the
 20 priorities. Those are all in a holding pattern with
 the City until they decide to fund it.

22 DR. BAILEY: But this Board, and we are
 23 on record, having submitted to them an actual priority
 24 on each building and each capital improvement.

1 MR. THACKER: And all of that came from 1
2 the --

3 MR. EBY: I guess my question is, as we 3
4 approve this plan do we need to reiterate our emphasis 4
5 on, you know, needing that school administration 5
6 building and preschool.

7 MR. FILLAUER: I don't think there's any 7
8 doubt about that. Every year we continue. And, 8
9 correct me if my memory fails me here, but at one of 9
10 the planning commissions meeting last year they were 10
11 probably more receptive to getting this at least up 11
12 the ladder than they have been in several years.

13 MR. THACKER: They actually moved it off 13
14 of the hold list and actually into their list of 14
15 projects to do. So, that's the most movement we've 15
16 ever had in the past few years.

17 DR. BAILEY: But projects to do are 17
18 still looking out at a time from what I'm being told 18
19 in a seven to eight year range.

20 MR. THACKER: Seven to eight years 20
21 before they're ever able to provide funding.

22 MR. FILLAUER: But that's not an 22
23 acceptable answer for this Board as to say we accept 23
24 that. The acceptable answer is that each year we will

continue to pursue the need for this if we know that
it exists.

MR. THACKER: And we'll continue to
bring to the Planning Commission any additions of
upcoming things that we see happening to the building
that's going to increase our concern about staying in
the building any longer.

DR. BAILEY: Bob, that's pretty much
where we put the emphasis that you're talking about is
in that meeting to just simply remind and focus
attention on not forgetting that.

MR. FILLAUER: Any others? Mr.
DiGregorio.

MR. DIGREGORIO: Speaking of the need to
keep pursuing things, we talked about at the last
meeting I think, the regular scheduled meeting, lane
eight of Oak Ridge's track, of the Ben Martin Track,
severe erosion and we're in danger of losing lane
eight on that track on the turn closest to the
swimming pool. What is that, the northwest corner?

MR. THACKER: Yes.

MR. DIGREGORIO: You know about this, of
course, and I think you know about it because we
talked about it. It's got to be fixed. I mean, what

1 is the stumbling block here?

2 MR. THACKER: There's two issues 2
3 involved with that. One is the creek that is causing 3
4 the erosion is classified as a blue stream so it sort 4
5 of limits our ability to get in there and work around 5
6 that to build up some type of wall. We're working 6
7 through that with an engineer at this point getting 7
8 some information from them. However, the second issue 8
9 that we have to deal with is the subsurface of the 9
10 track itself. The subsurface is basically dates back 10
11 to the 1950s asphalt and that asphalt is starting to 11
12 lose its cohesion with the binder in the asphalt so 12
13 there's areas we're getting more blisters show up on 13
14 the track because the rubber surfacing is not able to 14
15 adhere to that as well. Moisture is coming up through 15
16 that. So, over the next two or three years we're 16
17 going to have to look at possibly stripping off the 17
18 rubber surfacing, regrade the sub base, put a new base 18
19 asphalt, and then put the rubber back on, which is 19
20 fairly costly.

21 MR. DIGREGORIO: But that's a different 21
22 issue from that erosion issue.

23 MR. THACKER: That is true. However, 23
24 when we do that work we can also shift the track by a

1 couple of feet to give us a little more work to be
2 able to correct that erosion issue at the same time.

3 MR. DIGREGORIO: If you have not been 3
4 down at the track on that corner you might want to 4
5 take a look at it and see what I'm talking about.

6 MR. THACKER: Our current plan is to add 6
7 rip rap on that corner to prevent any future erosion,
8 but we do have an engineer looking at it and providing
9 us a little information on what we can do to correct
10 that.

11 DR. BAILEY: You know, just for the sake 11
12 of the public and whatever because they're not seeing
13 this, when we look at things on this Capital
14 Improvement Program and sitting down with Karen and
15 Allen every year, I mean, we're talking about rooftop
16 gas packs, we're talking about the HVAC, we're talking
17 about air handlers, control units, Jefferson's
18 auditorium seating, the chiller replacement at
19 Jefferson, alternative school HVAC to be replaced in
20 the future, the Blankenship visitor and home bleacher,
21 I mean, we need work up there, system-wide asbestos
22 abatement and payment. And so, it's like any one
23 issue you could grab and say we need to do something
24 with that and Allen would say, Amen. But, again, it

1 goes back to \$750,000 and trying to determine where do
2 we spend the money based on the priorities we have.
3 And we do move things around in this. I mean, even
4 after you approve it if something comes up and we have
5 to say, well, we don't have the money to do that but
6 this means the whole fifth grade wing at Robertsville
7 has just gone dead we have to fix it. So, we may move
8 something else around. But it is critical, Dan, to
9 keep in mind those different things like that lane is
10 important. What becomes more important is how do we
11 address that. And it's difficult. It's really
12 difficult to try to determine priorities.

13 MR. DIGREGORIO: I agree. I understand.

14 MR. FILLAUER: Thank you, Allen. The
15 motion on the floor is approval of the Capital
16 Improvements Program. All those in favor signify by
17 saying aye.

18 (Whereupon, all members voted aye)

19 MR. FILLAUER: Opposed? Motion carries.
20 Next item on the agenda is the approval of the
21 proposed budget timeline for FY 2012-2013. Dr.
22 Bailey.

23 DR. BAILEY: Again, the proposed budget
24 timeline for Fiscal Year '12-'13 is presented for your

1 actually make the budget process for the Board much
2 more realistic because if you have better numbers you
3 won't have to agonize so much.

4 DR. BAILEY: Karen, thank you for
5 bringing that up because we discussed that in
6 Executive. And so, you know, talking, discussion,
7 would the Board want to direct me to sit down with the
8 City Manager and see if that is something that is
9 still being entertained, and make a formal request.

10 MR. FILLAUER: I was about to do that.
11 Does this date, May the 21st, which is the proposed
12 second reading of the appropriations ordinance by City
13 Council, does that closely correspond to the date last
14 year when that occurred?

15 DR. BAILEY: Yes.

16 MR. FILLAUER: Then I would recommend
17 that maybe our first start, Dr. Bailey, is if we draft
18 a letter to the city manager reflecting on the
19 discussion that we did have last year as far as
20 extending that. And then I would also recommend, Dr.
21 Bailey, that you set up a meeting with the city
22 manager to follow up on that discussion. And we need
23 to do that now as opposed to as it gets closer to that
24 time where we'll be right where we were. But thank

1 review, input, and approval. This is a draft and
2 based on last year's schedule, any and all dates shown
3 for City meetings are subject to change as more
4 information is received. We go through this every
5 year when we set these dates and there will be at
6 least one or two changes probably before it's all
7 over. But this gives you pretty much the feel for how
8 it plays out at this point.

9 MR. FILLAUER: You've heard the
10 Superintendent's recommendation. Do I hear a motion?

11 MR. DIGREGORIO: Move for approval.

12 MS. RICHTER: Second.

13 MR. FILLAUER: Discussion? Karen?

14 MS. GAGLIANO: I just wanted to make the
15 point that this is a draft and, yes, we do wait for
16 updated dates for specific meetings each year. But,
17 also, last year we had some discussions with the mayor
18 and the city manager about actually moving the
19 timeline out further to accommodate receiving
20 information from the State about our funding sources
21 so that we can make decisions based on numbers that
22 are real and not estimates times estimates times
23 estimates. And so, I'm hoping that there might be
24 some action regarding that move. And it will

1 you for reminding us of that because that discussion
2 did occur. And there seemed to be support to do that.
3 So, we need to follow up and see that, hopefully,
4 maybe that will happen.

5 DR. BAILEY: Well, you know, every year
6 we face the reality that we come before you with
7 figures that we base on trend data versus having real
8 figures. So, at least it helps to limit, you know,
9 the closer we get to June the more accurate our
10 figures are on BEP particularly.

11 MR. FILLAUER: Mr. Eby.

12 MR. EBY: I'm just trying to understand.
13 The meeting you're talking about having with the Mayor
14 is to talk about a schedule, or are we talking about
15 having a meeting, there was some discussion that we
16 would have a meeting with Mayor and City Council or
17 something and talk about budget concepts. What are we
18 talking about here?

19 DR. BAILEY: This would be specifically
20 to address taking the budget timeline and moving our
21 budget process, what do you call it, forward,
22 backward, but where we actually present the final
23 budget to City Council later.

24 MR. EBY: Well, I think somewhere, and

1 it's not in here, we ought to have a meeting with City
2 Council to at least, you know, help them understand
3 better what our needs are so that we don't wait til we
4 go down and present the budget to them and they have
5 an expectation of what budget we're going to ask for
6 and, you know, I mean, we don't know what budget we're
7 going to ask for until this Board votes on it and
8 passes it.

9 DR. BAILEY: Right.

10 MR. EBY: But I do believe the City
11 Council needs to clearly understand what our needs are
12 so that they don't have some preconceived expectation
13 of what we're going to come down there with.

14 DR. BAILEY: It's very difficult. We've
15 had this discussion about multi-year budgets, and so
16 forth. And until the State tells us exactly, for
17 example, is extended contract going to be in there, is
18 there going to be a salary increase from the Governor,
19 etcetera, etcetera, what we do is have periodic
20 meetings, the Chairman and I may sit down with the
21 Mayor and City Manager based on, and Karen and the
22 finance people. So, we have, what, two to three
23 meetings at least prior to December that we sit down
24 and say here's the preliminary stuff. Everytime we

1 get new information or they get new information they
2 share it with us and we share it with them. Now,
3 that's just information based on what the first
4 suggested movement is coming from Tennessee
5 Organization of Superintendents and also from the
6 State Department in terms of the Commissioner saying
7 to us here's what we believe the budget picture will
8 look like. So, those are the preliminary discussions.

9 MR. EBY: But they came out of those
10 meetings, it's clear, with an expectation that this
11 Board wasn't going to ask for anything but 1% or 1.1%,
12 and, you know, they can't do that. I mean, they don't
13 know what, you know, what this Board is going to ask
14 for. So, the question is --

15 DR. BAILEY: Yeah, I see what you're
16 saying.

17 MR. EBY: And yet we come down at the
18 end of the day and they say, you know, we're surprised
19 because, you know, we thought we had an agreement that
20 we were only going to ask for 1.1% and that's what
21 they ended up funding us. So, my question is how do
22 we do a better job as we go through the process of
23 educating them so they understand that we have some
24 pretty significant needs here and that this Board will

1 go through the process and we will recommend a budget
2 to them, but at least it's not a surprise to them the
3 night that we bring the budget to them.

4 DR. BAILEY: You know, my general
5 reaction is that it's not a surprise. What's going on
6 is that they have a set formula they have in their
7 mind that you will not exceed whatever it is that
8 we're told not to exceed, if you will. That comes
9 from their financial plan. And I remember you talking
10 about the model when you sat on the Board before. But
11 therein lies the inherent issue related to the
12 discussion because as I meet, and Chairman Fillauer
13 and Karen and we sit and have those discussions they
14 base it on here's what we believe the City Council is
15 looking at doing.

16 MR. EBY: But I remember the Mayor
17 specifically, in fact, they tried to pass, I think
18 they brought up as a motion or something that they
19 would have meetings with us ahead of time in the
20 coming year. I think the Mayor specifically was
21 proposing that.

22 MS. GAGLIANO: There's really no problem
23 with us sharing with them our needs. The problem is
24 sharing with them what we're going to request from

1 them. Because what we're going to request from them
2 is the difference between our needs and what the State
3 and local revenues are going to fund, local meaning
4 county revenues, and the third piece of the puzzle is
5 the City's revenue. And that's why moving everything
6 farther out is we would go to them with more of a
7 realistic number. But, like I said, we have no
8 problem sharing with them what our needs are; we just
9 can't give you the bottom line yet, and that's what
10 they want is the bottom line.

11 MR. FILLAUER: I don't think we're at a,
12 and I understand that, obviously, but I think, and I
13 do remember this conversation, I think what we need to
14 do, and as I look at this calendar right here, on
15 February the 21st is Day on the Hill. We find out as
16 Board members that particular day if there are pending
17 pieces of legislation that may or may not affect our
18 financial picture. Then on February the 27th is a
19 regular Board meeting where the Superintendent
20 presents to us the big picture of what the potential
21 for the oncoming budget looks like. It would seem to
22 me that after those two times would be an appropriate
23 time, and I'm not for eliminating any of the other
24 gatherings that may take place, but I think it would

1 be important to sit down with every member of City
2 Council present to say last year we faced these
3 problems financially because of this last year. And
4 what we see now in our big picture and what we know of
5 at this time from potential legislative actions that
6 may affect us financially here is where our stumbling
7 blocks are going to be as we prepare this budget. And
8 we need to make you as City Council members aware that
9 in order for us to put together a budget proposal that
10 is going to continue to operate our school system at
11 the level which we'd expect this is what our
12 expectations are going to be, and we want you to hear
13 these expectations. We're not talking about dollars
14 and cents; we're talking about expectations of
15 programs based on last year's information and what we
16 know at that time. And I agree with you, we can't
17 give them numbers. There's no way we could. But we
18 can certainly give them expectations as we see it from
19 our viewpoint as Board members because we have, the
20 Superintendent by then is already going to give us an
21 overview of what the budget is going to be like.

22 MS. GAGLIANO: See, according to our
23 timeline, that's what the March 6th date, the next
24 date, was intended to do. But they basically chose to

1 get the door slammed on us, it's not working. I agree
2 with the Chairman, we have got to be the initiators.
3 They have told us, they've opened the door to us, they
4 said we want you to come to it, bring it to them and
5 let it be to the City Council and not to the City
6 Finance Committee and expect them to take it.

7 DR. BAILEY: Oh, I don't disagree. As a
8 matter of fact, I like that discussion from last year.
9 The thing that I'm saying is that that is how they had
10 it set up. So, part of the discussion in terms of the
11 letter and meeting with the city manager I would think
12 would be to address that aspect of it as well.

13 MR. FILLAUER: I agree.

14 DR. BAILEY: Because right now to say
15 they don't hear the information or they don't know
16 about the information, it's not because we haven't
17 shared it.

18 MR. FILLAUER: Well, I think if we do as
19 a Board sit down face to face with our counterparts on
20 City Council the response cannot be, well, we didn't
21 know about it, whether they were told or they had
22 forgotten or they didn't want to know, whatever.
23 That's occurred. And I think, yes, that would be
24 appropriate to include that in that letter to say we

1 have their City Finance Committee handle it rather
2 than their whole Board. So, that's kind of a flaw in
3 the process.

4 MR. FILLAUER: Well, they did say
5 collectively as a Council, and individually they've
6 talked to us as Board members, one of the things we
7 want to hear from you is give us an early start. We
8 need to put the ball in their court then and say we're
9 giving you an early start. Here's the information; we
10 want to meet it. If they refuse to have that meeting
11 so be it. But we need to be the initiators here, I
12 think.

13 DR. BAILEY: The two things Karen has
14 hit on exactly what I was talking to Ken about. When
15 we sit down on that March 6th meeting, we've done this
16 every year, based on who represents their finance
17 committee, it can be generally two to three people.
18 And what happens, we give them the big picture. Now,
19 to what degree then is that big picture shared with
20 other City Council members and permeates that
21 discussion because, believe me, we are not shy in our
22 discussion --

23 MR. EBY: But we've done that every year
24 and every year it is not working. When we go and we

1 would like to set up a time. I don't think much past
2 the middle of March, I think it's got to be before
3 then.

4 DR. BAILEY: We'll sit down with the
5 City Manager and kind of talk about that issue. And I
6 think, Bob, from that conversation that you're
7 bringing up is that members of City Council, my
8 recollection was that, they were supportive of having
9 some dialogue to say we need to hear, you know,
10 because maybe they don't get that picture in the true
11 sense. Sometimes it's worthy of discussion and
12 dialogue and exchange because how much of it is shared
13 in the same context, I don't know.

14 MR. FILLAUER: Oh, I would suggest and I
15 see my colleagues shaking their head that we proceed
16 in that direction.

17 MR. DIGREGORIO: I strongly agree, with
18 every member of City Council.

19 MR. FILLAUER: Yes.

20 DR. BAILEY: Well, there are two issues
21 here. One is moving the calendar back so we have
22 greater data that Karen reflected on, knowing what the
23 sales tax, property tax, all the different figures
24 are.

1 MR. FILLAUER: Right.
2 DR. BAILEY: And then the second is to
3 have a meeting that would actually create some
4 discussion of the big picture and some of the things
5 we know after Day on the Hill and whatever we know at
6 that point.

7 MR. FILLAUER: Right.

8 DR. BAILEY: And say here's our thinking
9 as a school system of our needs that need to be
10 addressed and so here's our big picture. So, have
11 that at least in your mind of how we can support that.

12 MR. FILLAUER: And I think that's a
13 point in time, too, we know as a Board things that we
14 need to be able to direct money toward. We also know
15 that we may not have that money to direct it toward
16 that unless we get additional funding from the City.
17 I think that has to be laid out on the table that this
18 is the thinking from this Board, this is what we, as a
19 Board, feel is important for our school system. And,
20 you know, I think we've had this discussion at one
21 point in time. I kind of feel like, I don't know
22 exactly what I feel like making that, I don't feel
23 very good about it. I don't feel like, when I make
24 that presentation to City Council, I feel like it's a

1 it.

2 MR. FILLAUER: Ms. Agle.

3 MS. AGLE: Hopefully, we will reach an
4 agreement with them to push this back a little bit
5 because there are already a couple of dates on this
6 calendar, some of the critical dates, the TSA State
7 Conference is April 1 through 4, which is right during
8 the public hearing, the work session, second reading.
9 And then the budget is due to be delivered to us
10 initially on March 16th, which is during Spring Break.
11 So, those are a couple of things that could be a
12 problem, at least for me.

13 DR. BAILEY: That's good information
14 because it seems like every year we've had something
15 come up that we should be at one of the meetings but
16 instead we've got to be pretty much at a required
17 meeting for us as Board members and Superintendents,
18 and it's critical I think that we be there. So, we
19 need to look at some of those dates as well. I also
20 want to conclude by at least making the comment that
21 all of the discussion means nothing if the philosophy
22 is that what you do for one side of the house you do
23 for the other side of the house, meaning each
24 department gets a set 1.1% or a 2% or 3% instead of

1 waste of time. It's already in the books, so to
2 speak. So, I think this would give us some impetus
3 maybe to move forward.

4 MR. DIGREGORIO: The date that bothers
5 me the most in our timeline is the April 5 date where
6 we do our second reading adoption of the budget. I
7 mean, that seems like it's just next week. Any
8 document that we make then has got to be nothing more
9 than fiction.

10 MS. GAGLIANO: Right, because we don't
11 even have the very, very first BEP estimate til mid
12 April.

13 DR. BAILEY: It is fiction.

14 MR. FILLAUER: So, that's why the hope
15 to move it up in that discussion, I think, would be
16 beneficial.

17 DR. BAILEY: Yeah.

18 MS. GAGLIANO: And, also, the meeting
19 that you would have with City Council members we could
20 also then at that point refresh their memory of what
21 our timeline is for getting more solid revenue
22 figures, you know, have that be part of the discussion
23 to maybe help them understand that that's why the
24 numbers change. As we get more information we share

1 sitting down and looking at the big picture, whether
2 it be police, fire, schools, public works, etcetera,
3 in establishing priorities through leadership and what
4 has the need that has the greatest priority, similar
5 to what we were just talking about in our own budget.
6 But if it's just strictly, well, this is what we have
7 and everybody shares equally then, I'm sorry, the
8 City, in my opinion, is making a major mistake in
9 doing that and have been for the last ten years of my
10 tenure.

11 MR. FILLAUER: The motion on the floor
12 is the approval of the proposed budget timeline for FY
13 2012-2013. All those in favor signify by saying aye.

14 (Whereupon, all members voted aye)

15 MR. FILLAUER: Opposed? Motion carries.
16 Next item is the approval of purchase of one MERU
17 MC4100.

18 DR. BAILEY: We're going to purchase it
19 whatever it is.

20 MR. FILLAUER: Dr. Bailey, do you have a
21 recommendation on that?

22 DR. BAILEY: Doug, you want to go ahead
23 and have a shot at that?

24 MR. FILLAUER: Well, we've got to get a

1 motion before you do that. What is your
2 recommendation then?
3 DR. BAILEY: I would recommend the
4 purchase of one MERU MC4100 from MXN Corporation at a
5 total cost of \$101,597.20 for wireless coverage at the
6 elementary schools as part of the CAL First Lease.
7 Sounds space oriented, doesn't it?
8 MR. FILLAUER: You've heard the
9 Superintendent's recommendation. Do I hear a motion?
10 MR. EBY: So move.
11 MS. RICHTER: Second.
12 MR. FILLAUER: Discussion.
13 DR. BAILEY: The cost of the wireless
14 access ports and the controller to provide wireless
15 coverage to the elementary schools will be
16 \$101,597.20. The wireless access points and the
17 controller will be used to replace the current Apple
18 Airports installed in the elementary schools. And
19 that was part of the refresh if you remember way back.
20 And it will provide network security and reliability.
21 The cost will be covered by the Cal First Lease.
22 Bidding requirements for the purchase of the one MERU
23 MC4100 from MXN Corporation were met by purchasing
24 from an existing White County, Tennessee, K12 contract

1 (Whereupon, all members voted aye)
2 MR. FILLAUER: Opposed? Motion carries.
3 Next item on the agenda is the approval to purchase
4 for 36 5-Pack MacBook Pro 13 w/4 year Apple Care
5 Warranty.
6 DR. BAILEY: You did a good job, Mr.
7 Chairman. I would recommend the purchase of 36
8 5-packs at a total of 180 MacBook Pro 13's with a
9 four-year Apple Care Warranty from Apple at a total
10 cost of \$240,768 as part of the Cal First lease.
11 MR. FILLAUER: You've heard the
12 Superintendent's recommendation. Do I hear a motion?
13 MS. RICHTER: Move for approval.
14 MR. EBY: Second.
15 MR. FILLAUER: Discussion? Dr. Bailey.
16 DR. BAILEY: Cost for each laptop is
17 \$1337.60. The total cost of 180 is \$240,768. The
18 laptops will be used to replace the teacher
19 administrative laptops at the elementary schools. The
20 cost will be covered by the Cal First lease. The
21 bidding requirements for purchase from Apple have been
22 met by a sole source.
23 MR. FILLAUER: Questions? Ms. Agle.
24 MS. AGLE: I'm confused. Are we buying

1 bid.
2 MR. FILLAUER: Comments or questions?
3 Doug.
4 MR. COFER: One of the things we wanted
5 to make sure we refreshed when this cycle came up was
6 the wireless in the elementary schools that had been
7 giving quite a bit of difficulty for the last year or
8 two. So, from a survey we put out in May, it was one
9 of the things that was requested to be replaced.
10 MR. FILLAUER: Any questions from the
11 Board members? Ms. Agle.
12 MS. AGLE: If I remember correctly, the
13 wireless systems in the elementary schools are all
14 still open access. Will the new ones, you say this
15 increases security, are they going to be password
16 encoded?
17 MR. COFER: Yes. We currently operate
18 the MERU in both the high school and the middle
19 schools and it does provide a much greater security.
20 DR. BAILEY: That's one thing it should
21 enhance.
22 MR. FILLAUER: Okay. The motion on the
23 floor is the approval to purchase one MERU MC4100.
24 All those in favor signify by saying aye?

1 these or are we leasing them?
2 DR. BAILEY: It's a lease. It's a
3 four-year lease. It's coming from the lease money.
4 So, what we're doing is actually dealing with the
5 teacher replacement as part of that cycle and the
6 others we're refurbishing. Is that what we're doing
7 at this point?
8 MR. COFER: Right. We will own these.
9 DR. BAILEY: We'll own these.
10 MR. COFER: It's a four-year -. We will
11 own these. We will purchase these assets. Is that
12 what she's asking?
13 MR. FILLAUER: Yes.
14 DR. BAILEY: Well, we owned the others
15 in the past but after four years we get X number of
16 dollars for them based on a replacement cycle.
17 MR. COFER: Absolutely. Correct.
18 DR. BAILEY: Don't get much for them,
19 but...
20 MR. FILLAUER: Motion on the floor is
21 approval to purchase for 36 5-pack MacBook Pro's. All
22 those in favor signify by saying aye.
23 (Whereupon, all members voted aye)
24 MR. FILLAUER: Opposed? Motion carries.

1 Next item on the agenda is the approval to purchase
2 for 665 Microsoft EES license packs. Dr. Bailey.
3 DR. BAILEY: I would recommend the
4 purchase of Microsoft EES license from Insight at a
5 total cost of \$40,159.35 as part of the Cal First
6 lease.
7 MR. FILLAUER: You've heard the
8 Superintendent's recommendation. Do I hear a motion?
9 MS. AGLE: Move for approval.
10 MR. DIGREGORIO: Second.
11 MR. FILLAUER: Discussion?
12 DR. BAILEY: This would provide license
13 for all relevant Microsoft software. And, again,
14 that's our Suite. If you remember, at one time we
15 came in and we had so much a variety of different
16 things, so this is to, again, keep everything on a
17 standard. The cost of each license pack is \$60.39.
18 The total cost of all 665 licenses is \$40,159.35.
19 This will be used to provide current licenses and
20 upgrades for all Microsoft products used in the
21 district. The cost will be covered by the lease.
22 MR. FILLAUER: Questions?
23 DR. BAILEY: And it is off a government
24 contract so that's where you can get it in terms of

1 if so, what are we going to be doing about that?
2 DR. BAILEY: They all have very
3 expensive light bulbs, whether it be SmartBoard,
4 Polyvision. If anyone out there would design a light
5 bulb they could make a fortune right now in school
6 systems if they would design one that was under \$300,
7 or under \$200 particularly. Again, we'll explain
8 where they're going to go, but this is the cost for
9 each projector, \$1,210. The total cost that you see
10 there, the installation be done, is part of the
11 Promethean board installation be covered in the Cal
12 First lease. And it will go in, a standard Promethean
13 board has been kind of the selection of the elementary
14 schools. So, this will go in schools that don't
15 currently have Promethean boards. And those that do
16 it will furnish them with Promethean boards in
17 classrooms that need them and will replace those in
18 the future in that manner.
19 MR. EBY: Will this get boards for all
20 the elementary classrooms?
21 MR. COFER: All instructional classrooms
22 will have a Promethean board.
23 MR. EBY: Hallelujah.
24 DR. BAILEY: That brings a smile to our

1 the bidding aspect.
2 MR. FILLAUER: Motion is to approve the
3 purchase of 665 Microsoft EES license packs. All
4 those in favor signify by saying aye.
5 (Whereupon, all members voted aye)
6 MR. FILLAUER: Opposed? Motion carries.
7 Next item is the approval to purchase for 58 Epson
8 450W projectors, 58 Promethean Pro387 with
9 installation by Nexicore, and 210 Lenovo X220T laptops
10 with a four-year warranty.
11 DR. BAILEY: I think you did well, Mr.
12 Chairman. I recommend the purchase of 58 Epson 450W
13 projectors, 58 Promethean Pro387s with installation by
14 Nexicore, and 210 Lenovo X220T laptops with a
15 four-year warranty from CDWG at a total cost of
16 \$486,622.40, again, as part of the Cal First lease.
17 That's the recommendation.
18 MR. EBY: Move for approval.
19 MR. DIGREGORIO: Second.
20 MR. FILLAUER: Any questions? Ms.
21 Richter.
22 MS. RICHTER: Two questions. Where are
23 the Promethean boards going, and was it the Promethean
24 boards that had the very expensive light bulbs? And,

1 face because this is a piece of equipment that
2 teachers have, and whether it be SmartBoard or any
3 other companies, have literally found a great value
4 with teachers as they look at the classroom
5 instruction. And so, we can leverage and get more
6 product, basically, by leveraging that four-year lease
7 or five-year lease, depending on whether it's high
8 school or elementary.
9 MS. RICHTER: My question about the
10 bulbs is serious.
11 DR. BAILEY: It is a serious --
12 MS. RICHTER: Because if we're going to
13 have these in every single classroom in the district
14 and the bulbs are \$400 each, I think, or is it \$300?
15 MR. COFER: It would be closer to \$300.
16 The newer the projectors the cheaper the bulbs and the
17 longer the life of the bulb.
18 MS. RICHTER: And what is the life of a
19 bulb?
20 MR. THACKER: These will run about 3,000
21 hours. The ones in the past have been about a 2,000
22 hour bulb.
23 DR. BAILEY: And there are some issues
24 in training that we also have to teach people how to

1 turn them off just like Epson machines, and so forth,
2 projection bulbs, or whatever. But it is definitely a
3 cost-associated issue because buying, you're right on
4 target, buying the board is one thing but then making
5 sure when the bulb burns out you need to replace the
6 bulb. So, I know we have a line item in your budget
7 and we try to add to it a little bit each year so that
8 we get to that concept that I like self-sustaining
9 dollars, because the board is worthless if you can't
10 replace the bulb.

11 MS. RICHTER: Well, and that's my
12 follow-up question was going to be will the cost of
13 replacing these bulbs, say you have to replace them
14 every year, are they going to be coming out of the
15 school's individual budgets or your budget?

16 MR. COFER: Actually, most of it right
17 now comes out of the school's budget. It's to replace
18 the piece in it was for our overhead projectors. So,
19 instead of running and maintaining the overhead
20 projectors we'll use that money towards these as well.

21 MS. RICHTER: Okay.

22 MR. COFER: And we will try to sustain
23 or bring our dollars up to help with that.

24 DR. BAILEY: And we do discuss that each

1 year. We try to look at if we have any additional
2 money where we can increase a line item to take some
3 of the expense. Because, remember, we talked with the
4 schools about equipment and supplies and they haven't
5 had any increases. So, when you put something like
6 this in it's like you take one thing off the plate and
7 you add something else. But, hopefully, we can take
8 something off the plate that helps adjust some of the
9 costs associated with it.

10 MR. EBY: This ought to save a lot of
11 Xeroxing that I think a lot of teachers are --

12 DR. BAILEY: Well, hopefully. You know,
13 hopefully, thermocopy and other things materialize, it
14 remains to be seen. But we think that it will.

15 WOMAN: (Inaudible)

16 MR. COFER: We have the remainder of the
17 funds. What we'll end up doing is we'll go back and
18 address any, like I think arts, music is the ones that
19 we need to pick up. Some of the buildings have
20 already bought those boards in anticipation, so
21 they're already there, they're not out of these funds,
22 out of their local funds. And to help with the bulb
23 life, we also set up monitoring in the buildings. We
24 run a shut-down sequence on the projectors twice a

1 night just in case somebody comes back in and turns
2 one back on. So, we do a shut down over the network
3 just to help.

4 MR. FILLAUER: Good information. Thank
5 you. The motion on the floor is approval to purchase
6 58 Epson 450W projectors, 58 Promethean Pro 387s with
7 installation by Nexicore, and 210 Lenovo X220T laptops
8 with a four-year warranty. All those in favor signify
9 by saying aye.

10 (Whereupon, all members voted aye)

11 MR. FILLAUER: Opposed? Motion carries.
12 Next we move to Pupil Services. Item A is approval of
13 the TSBA Proposed Board Policy 6.206, Transfers Within
14 the System (Cross Boundary). And this is a first
15 reading.

16 DR. BAILEY: Before moving into that I'd
17 also like to remind Allen Thacker that, obviously, the
18 electrical needed for those SmartBoards, don't come
19 up, just all I'm saying is work on it, stay on it, and
20 get the electrical in so when they arrive we're ready
21 to go.

22 MR. THACKER: We've already got Linden
23 done.

24 DR. BAILEY: Got to get them all done.

1 The man never ceases to amaze me what he can
2 accomplish. At this time, I would recommend approval
3 of the Transfers Within the System (Cross Boundary)
4 Policy.

5 MR. FILLAUER: You've heard the
6 Superintendent's recommendation. Do I hear a motion?

7 MR. DIGREGORIO: Move for approval.

8 MS. RICHTER: Second.

9 MR. FILLAUER: Discussion? Dr. Bailey.

10 DR. BAILEY: Attached are copies of the
11 proposed cross boundary policy to meet our current
12 policy and guidelines. The proposed changes are noted
13 in red type. And we added the word "cross boundary"
14 to students. We said afternoon transportation is
15 probably the biggest change. Within the school zone
16 will be considered an extenuating circumstances and if
17 bus capacity allows. Also, we added in here before
18 the Superintendent of Schools or his or her designee
19 for evaluation and decision. And, also, had a
20 concern, and Dr. Henderson can speak to it, that if
21 the proper forms have been completed and approved, is
22 granted, and teachers will also need to complete the
23 appropriate forms for cross boundary requests. This
24 is really to clean up the policy with that language so

1 that we have the ability to do a better job, I think,
 2 of knowing how many students are cross boundary before
 3 and after and have those forms submitted as we would
 4 expect them to be for everyone so that we understand.
 5 Cross boundary is still based on whether or not
 6 there's space availability. And so, as you know, our
 7 allotment for teaching positions every year when Ken
 8 sits and Hal gives him those projections and then Ken
 9 works his magic with the idea that our ability to
 10 address the number of teachers needed in any classes
 11 directly also related to the principal knowing how
 12 many cross boundary students. So, I think I've
 13 captured that. Cross boundary request for the
 14 upcoming school year must be completed and submitted
 15 each year during the spring pre-enrollment period.
 16 Again, that's for the emphasis of us having
 17 information ahead of time so that those decisions can
 18 be made. So, that's the intent. And Dr. Henderson
 19 can answer any more questions. But that's the purpose
 20 of those changes.

21 MR. FILLAUER: Questions or comments?
 22 Mr. Eby.

23 MR. EBY: Two questions. The first one
 24 is paragraph that teachers who reside in Oak Ridge may

1 they may not know it is a staff member's child coming
 2 in.

3 MR. EBY: Okay. Second question I had,
 4 this goes back to one that Ms. Miller last meeting was
 5 talking about with regard when we were talking about
 6 the 45-15, "Students whose families transfer their
 7 residence to another school area after the first month
 8 of school may complete the school year at their former
 9 school if the proper forms have been completed and
 10 approval is granted." Going back to the point that
 11 Willow Brook is on one schedule, you send your kids
 12 there and then you change. And so, the question goes
 13 back to the babysitting factor that was asked. What
 14 protection do we have that parents aren't just sending
 15 their children to Willow Brook to send them off to
 16 school for an extra week?

17 DR. HENDERSON: We have close
 18 communication with the school, my office and the
 19 schools. So, when they make that determination,
 20 because there was one family, and Ms. Miller will
 21 remember, that tried to do that. And we watch that
 22 and I told the parent no, according to our policy
 23 they've got to stay there and not transfer back and
 24 forth.

1 be allowed to enroll their children. Why do we even
 2 need that paragraph in there because if they live in
 3 Oak Ridge they would apply normal cross boundary
 4 anyway unless we're going to give them a priority.
 5 And if we're going to do that maybe we ought to say
 6 that. So, why do you even need that paragraph in
 7 there?

8 DR. HENDERSON: That was already in the
 9 policy and the one word change that was there that was
 10 not highlighted in red where it said "may be allowed"
 11 was "shall". And because we look at a space available
 12 basis and a lot of the staff will write on their forms
 13 "staff" so that we know who they are, who the children
 14 are when they come in. But a lot of them, I think
 15 that was already in the --

16 MR. EBY: But my question is do we
 17 give them, and maybe we should, do we give them a
 18 priority being a teacher? If we don't give them a
 19 priority then they're no different than any other
 20 parent in the city and so why would you have anything
 21 specific?

22 DR. HENDERSON: The principals do give
 23 them, they look at that, if they notice a staff member
 24 coming in because if it's a cross boundary student

1 MR. EBY: So, how does that show that in
 2 our policy? That's what I'm trying to understand. I
 3 mean, if I read this policy they can do that.

4 DR. HENDERSON: It says if it's approved
 5 and granted. Sometimes there are extenuating
 6 circumstances and the principal may sign off on it.
 7 The approval comes from the building.

8 MR. EBY: Okay.

9 DR. HENDERSON: And then my signature is
 10 the second line of approval.

11 MR. EBY: Okay.

12 DR. HENDERSON: So, they look at that.
 13 And a lot of times if there's extenuating
 14 circumstances, divorces, those kinds of things, then
 15 that comes through the building level.

16 MR. EBY: Okay. So, you get to police
 17 that and stop that?

18 DR. HENDERSON: Yes.

19 DR. BAILEY: You get to be interrogated
 20 by Dr. Henderson in that process?

21 DR. HENDERSON: Yes.

22 MS. AGLE: In the second paragraph where
 23 the change in red says, "Afternoon transportation
 24 within the school zone will be considered in

1 extenuating circumstances and if bus capacity allows,"
2 Would that extend also to tuition students as well as
3 cross boundary?

4 DR. HENDERSON: No. I think in our
5 tuition policy we do not have that in there, just in
6 the cross boundary. Because our cross boundary
7 students are our students, Oak Ridge students.
8 They're just moving from one zone to the other. The
9 tuition students are not our students per se; they're
10 not residents of Oak Ridge.

11 MR. FILLAUER: Anyone else?

12 DR. BAILEY: And the Board has said to
13 me make sure they live --

14 DR. HENDERSON: They're domiciled.

15 DR. BAILEY: You know, domiciled or
16 they're paying tuition. And if they are tuition
17 students, they furnish their transportation.

18 DR. HENDERSON: Right.

19 DR. BAILEY: Bob, I will go back to a
20 comment because I think the teacher aspect was that if
21 a teacher would like to bring their children to the
22 building they teach in we gain on that simply because
23 now the teacher has her children there and doesn't
24 have to run all over after school if they're staying

1 for different activities and working with the
2 students. So, that's one of the reasons. I think
3 there is some priority --

4 MR. EBY: I understand the full benefit
5 of that. I just didn't understand if they have to
6 follow the same process why we would have it in there
7 unless they are getting a priority. And I think it's
8 great that they're getting a priority. I just didn't
9 understand.

10 DR. HENDERSON: We have them follow the
11 same process because we look at space and availability
12 and then the student has to stay in good standing,
13 which is academic, behavior, and attendance.

14 DR. BAILEY: Yeah, they do have to meet
15 those requirements, absolutely.

16 DR. HENDERSON: Right.

17 MR. FILLAUER: Mr. DiGregorio.

18 MR. DIGREGORIO: Teachers who live out
19 of town, they pay tuition, right?

20 DR. HENDERSON: Yes.

21 MR. DIGREGORIO: There's not a break on
22 tuition, is there? They still got to jump through the
23 same hoops as everybody else?

24 DR. HENDERSON: Yes.

1 MR. FILLAUER: Okay. The motion on the
2 floor is approval of TSBA Proposed Board Policy 6.206,
3 Transfers Within the System (Cross Boundary). This is
4 first reading. So, if you have thoughts that come
5 your way before our next meeting then we can deal with
6 it at that time. All those in favor of approval
7 signify by saying aye.

8 (Whereupon, all members voted aye)

9 MR. FILLAUER: Opposed? Motion carries.
10 Item B under Pupil Services, approval of TSBA Proposed
11 Board Policy 4.300, Extracurricular Activities. This
12 is also first reading.

13 DR. BAILEY: Mr. Chairman, I would
14 recommend approval of Extracurricular Activities
15 Policy 4.30.

16 MR. FILLAUER: You've heard the
17 Superintendent's recommendation. Do I hear a motion?

18 MS. RICHTER: Move for approval.

19 MR. DIGREGORIO: Second.

20 MR. FILLAUER: Discussion? Dr. Bailey.

21 DR. BAILEY: What we did, and attached
22 are copies of the proposed Extracurricular Activities
23 Policy, the policy addresses, and we added a phrase in
24 it to address the recent TSSAA policy regarding home

1 school students' participation in athletic activities
2 of the Oak Ridge Schools. The proposed changes are
3 noted in red type. So, we believe by adding that
4 statement in red that it will literally, with our
5 existing policy, just simply meet the conditions of us
6 having something in place to clarify that for anyone.
7 And, as you can see, that phrase would be, "To be
8 eligible to participate in athletic extracurricular
9 activities for Oak Ridge Schools a student shall be
10 enrolled as a full-time student in Oak Ridge Schools.
11 Extracurricular activities shall include those
12 activities in which a student participates voluntarily
13 and without credit." Then the rest of our guidelines
14 would stay in place. And I think that would then meet
15 the intent of what the Board was looking at in terms
16 of us addressing it in policy.

17 MR. FILLAUER: Questions?

18 MR. DIGREGORIO: What are some of the
19 programs, activities, that qualify?

20 MR. FILLAUER: Hold just a second. My
21 parliamentarian, did I ask for approval on this
22 motion? Okay. Go ahead.

23 MR. DIGREGORIO: Tell me what some of
24 the activities are and programs that qualify as

1 voluntary and without credit besides sports?
 2 MR. GREEN: That would literally, that's
 3 a long list that would literally be any activity for
 4 which a student does not receive credit but may
 5 participate voluntarily. These would include many of
 6 your after school, if not all of your after school,
 7 activities.
 8 MR. EBY: German Club.
 9 DR. BAILEY: Chess Club.
 10 MR. DIGREGORIO: Do what?
 11 MR. EBY: German Club, Chess Club.
 12 MS. AGLE: Ski Club, Swim Team.
 13 MR. GREEN: Club, club, club, club,
 14 club, and athletics, athletics, athletics. It would
 15 be a very long lengthy list.
 16 MR. DIGREGORIO: But things like band
 17 they get credit.
 18 MR. GREEN: They get credit, correct.
 19 It would not be included in that list.
 20 MR. FILLAUER: Mr. Eby.
 21 MR. EBY: Well, for that exact reason I
 22 question this thing is titled Extracurricular
 23 Activities and it says the beginning is "to be
 24 eligible to participate in athletic extracurricular

1 sponsored by outside groups or agents will be approved
 2 only if they're co-sponsored by the school. Approved
 3 by whom? Is that the Superintendent? Is that the
 4 Board of Education? What is our, who has to approve
 5 the outside groups?
 6 DR. BAILEY: Combination of both. They
 7 go through the principal and then they have to be
 8 submitted to human resources for any kind of
 9 background check that we would require.
 10 MR. EBY: Again, in the policy we ought
 11 to clearly say who has final approval for the various
 12 groups because I don't know what our practice has been
 13 and what it should be.
 14 DR. BAILEY: It's really similar to
 15 number two where the principal after obtaining the
 16 recommendation of faculty and Superintendent of
 17 Schools shall determine which clubs shall be
 18 permitted. So, it's pretty much the same type of
 19 process is that an activity sponsored by an outside --
 20 I'm trying to think of one that we have.
 21 MR. EBY: So, it's the principal that
 22 can approve? I would assume that at least the
 23 Superintendent ought to approve.
 24 DR. BAILEY: Well, obtaining

1 activities" as the very first sentence in this
 2 section. Are we only concerned about athletic extra
 3 or should the word athletic be out of there or should
 4 we say and specifically to participate in any athletic
 5 extracurricular, blah, blah, blah, blah.
 6 MS. AGLE: Or maybe just add the phrase
 7 "and other".
 8 MR. EBY: Yeah.
 9 MS. AGLE: Athletic and other
 10 extracurricular activities.
 11 DR. BAILEY: It seems to, well,
 12 obviously, the emphasis is on athletics to clear that
 13 up. But at the same time --
 14 MR. EBY: But my question is German Club
 15 or --
 16 MR. GREEN: Yes, your point is accurate,
 17 I believe.
 18 MR. EBY: So, athletic and other or all
 19 extracurricular activities.
 20 DR. BAILEY: And all extracurricular
 21 activities. The greatest would be athletics.
 22 MR. EBY: That's what brought this to
 23 attention but, again, you know, we've got to be sure
 24 we got the policy right. Item number 12, Activities

1 recommendation of faculty and Superintendent of
 2 Schools. I mean, I'm involved in that process. I
 3 mean, they would actually say that we would like to do
 4 this activity and we meet these guidelines and then I
 5 would sign off on it as well saying it's approved. I
 6 don't go out and say you will have this club. That
 7 club generates from the interest of what's going on
 8 with the faculty, the program at the schools. And you
 9 can have different clubs and activities. But they
 10 just can't go out on their own and start a club
 11 without meeting the conditions of us doing background
 12 checks and the things that you see in place here.
 13 MR. EBY: But, again, that being a
 14 policy that we're going to live with, hopefully, til
 15 we're long gone, we ought to say who is the approving
 16 mechanism here so there's no question twenty years
 17 from now.
 18 DR. BAILEY: On number twelve you mean?
 19 MR. EBY: Yes.
 20 MR. GREEN: All of them are listed as
 21 Superintendent. All of the activities ultimately on
 22 this list, if you look at item two, fall under
 23 Superintendent.
 24 MR. EBY: So, I would suggest on twelve

1 then we would change approved by the Superintendent.
 2 MR. FILLAUER: Well, I kind of had that
 3 same question. If you've got two, why do you need
 4 twelve?
 5 MR. GREEN: I'm not sure why it
 6 specifies outside groups in the original policy. I
 7 don't know.
 8 DR. HENDERSON: If you notice, this is
 9 4.3 policy, so it's really not mine, it's Mr. Green's.
 10 I just inherited it this morning.
 11 MR. GREEN: That was well handled.
 12 DR. BAILEY: Twelve may be covered by
 13 number two.
 14 MS. RICHTER: Well, I'm wondering if the
 15 reason that it's singled out is because these are
 16 outside groups or agents so they have to be
 17 co-sponsored by somebody within the system before it's
 18 ever going to go through any approval process.
 19 MR. GREEN: They would. You can't have
 20 an activity come in as an outside entity that didn't
 21 also go through the approval process that's specified
 22 earlier. If an outside group were to desire to do
 23 that they would start that process up at phase two. I
 24 think what this speaks to is that there is an

1 and major events which cannot be rescheduled
 2 otherwise." Would that impact the Williamsburg trip?
 3 MR. GREEN: Would not.
 4 MR. DIGREGORIO: What was the question?
 5 MR. DIEMER: Would that impact the
 6 Williamsburg trip the way that is worded?
 7 MR. GREEN: No, it fits the Williamsburg
 8 trip. It cannot be scheduled otherwise as a result of
 9 the fee policy. That's why they opted to use it.
 10 MR. DIEMER: That was my understanding.
 11 MR. GREEN: Yes.
 12 MR. DIEMER: Somebody would interpret
 13 that differently.
 14 MR. EBY: What it does do is it says
 15 that if somebody wanted to have a Chess Club
 16 tournament during vacation period, they couldn't do
 17 that because that's not an athletic program. Again, I
 18 think we've got to go back and say be restricted to
 19 regularly programs or something like that. I mean,
 20 again, this one -- what I think we tried to do is we
 21 tried to meld an athletic policy with a general policy
 22 and that's giving us --
 23 MR. GREEN: No, in this case, these
 24 changes, if it's not in red, that policy existed.

1 opportunity for outside groups to pursue having a club
 2 as long as it follows that procedure.
 3 DR. BAILEY: I think Mr. Eby's point is
 4 well taken is that number twelve to add to it that to
 5 be co-sponsored by the school with the Superintendent
 6 approval.
 7 MR. GREEN: It would be an easy
 8 addition.
 9 MR. FILLAUER: Other questions or
 10 comments?
 11 MR. DIGREGORIO: I need to go back to
 12 the very first sentence. How are we suggesting fixing
 13 that?
 14 MR. FILLAUER: To be eligible to
 15 participate in athletic and all extra-curricular
 16 activities, adding the words "and all".
 17 DR. BAILEY: And then adding to number
 18 twelve "with Superintendent approval."
 19 DR. HENDERSON: I got it.
 20 MR. DIEMER: On item number eight, if
 21 you'll look at that just for a second, please, just
 22 for clarification. It says "school sponsored student
 23 activities during vacation periods should be
 24 restricted to regularly scheduled athletic programs

1 That's how it was written. Only things changed were
 2 written or added in red. So, it's been in place for
 3 quite some time. As to the one in question, it starts
 4 with school-sponsored student activities, which covers
 5 all activities. It then references athletic
 6 activities. So, it covers both of those events. It
 7 doesn't just focus on athletics.
 8 MR. EBY: If I read that statement
 9 right, it says school-sponsored student activities,
 10 that could be any student activity during a vacation
 11 period is restricted to athletic programs, to
 12 regularly scheduled athletic programs and major events
 13 which cannot be scheduled otherwise. So, I guess does
 14 a major events cover all the other activities that
 15 they would do besides athletic programs?
 16 MR. GREEN: It would certainly, it can
 17 certainly do that. The wording may not be precise but
 18 it certainly does cover that. And at the beginning it
 19 speaks to both then it references athletics. It
 20 includes athletics and any major event, which would
 21 cover, seems to cover the waterfront for any of the
 22 events or contingencies that you described.
 23 MR. EBY: So, if we wanted to have a
 24 Chess tournament during that week we would consider

1 that some other major event?
 2 MR. GREEN: That would be a major event.
 3 MR. FILLAUER: Ms. Richter.
 4 MS. RICHTER: I'm not sure my comment is
 5 still necessary. But it seems to me that the way it's
 6 written is to show clear disfavor for scheduling
 7 things during vacation periods.
 8 DR. BAILEY: It's attempting to do that.
 9 MS. RICHTER: Yet it accepts and it
 10 understands and acknowledges that there are going to
 11 be some regularly scheduled athletic programs and
 12 possibly major events that can't be scheduled
 13 otherwise.
 14 DR. BAILEY: That's exactly what it's
 15 doing. Well put.
 16 MR. GREEN: It does.
 17 DR. BAILEY: Why didn't you say that
 18 earlier?
 19 MS. RICHTER: We're busy tonight.
 20 MR. FILLAUER: Other questions? The
 21 motion on the floor is approval of the TSBA Proposed
 22 --
 23 MR. DIGREGORIO: You got one more.
 24 MR. FILLAUER: Okay.

1 MR. FILLAUER: Discussion? Dr. Bailey.
 2 DR. BAILEY: You have copies of the
 3 proposed cross boundary policy to meet current changes
 4 in State law. The proposed changes are noted in red
 5 type.
 6 MR. FILLAUER: That would be Home School
 7 Policy.
 8 DR. BAILEY: I mean Home School Policy.
 9 I'm sorry. The Home School Policy that you see before
 10 you; most of the changes you're going to see Director
 11 of Schools/or his/her designee. And then the biggest
 12 change is in number six where the "possess a high
 13 school diploma or GED in order to conduct classes in
 14 K-8 and grades 9-12 for proper State Department of
 15 Education exemption." In the past you didn't have to
 16 have that.
 17 MR. DIGREGORIO: What was that last
 18 comment?
 19 DR. BAILEY: Look at number six.
 20 MR. DIGREGORIO: No, I got it.
 21 MR. FILLAUER: Mr. Eby.
 22 MR. EBY: To teach grades 9 through 12
 23 in the state of Tennessee you have to have a teacher
 24 certification, yes or no? You have to be a certified

1 MR. DIGREGORIO: This has been on books
 2 a long time; I understand. Is this a TSBA policy or
 3 is this our own?
 4 DR. BAILEY: It's our own.
 5 MR. DIGREGORIO: Huh?
 6 DR. BAILEY: It's our own.
 7 MR. DIGREGORIO: This is our own policy.
 8 MR. FILLAUER: With that said, approval
 9 of TSBA proposed Board policy 4.300, Extracurricular
 10 Activities, first reading, with changes that have been
 11 made tonight, in first reading, so, if you have
 12 additional thoughts on that between now and then,
 13 those in favor of this approval signify by saying aye.
 14 (Whereupon, all members voted aye)
 15 MR. FILLAUER: Opposed? Motion carries.
 16 Last item under Pupil Services, approval of TSBA
 17 proposed Board policy 6.202, Home Schools, also first
 18 reading.
 19 DR. BAILEY: Mr. Chairman, I would
 20 recommend approval of Home Schools Policy 6.202.
 21 MR. FILLAUER: You've heard the
 22 Superintendent's recommendation. Do I hear a motion?
 23 MS. RICHTER: Move for approval.
 24 MS. AGLE: Second.

1 teacher?
 2 MR. GREEN: To teach at any of our
 3 grades you have to have teacher certification.
 4 DR. HENDERSON: Yeah.
 5 MR. EBY: Okay. So, if that's true why
 6 wouldn't we require that for children who are going to
 7 be home schooled?
 8 DR. HENDERSON: This is a State law
 9 change.
 10 MR. GREEN: It's governed by the State.
 11 This is not our policy change.
 12 DR. HENDERSON: This is not ours.
 13 MR. GREEN: This is the State of
 14 Tennessee's policy.
 15 DR. HENDERSON: It's caused a lot of
 16 heartburn to a lot of the high schools. The changes
 17 that were in red, there was one that is not there and
 18 that was where we could, they had a registration
 19 deadline by August the 1st if they came through an LEA
 20 to fill out a form letting us know their intent to
 21 home school their children. And there was a fee
 22 attached to that that schools could charge up to \$80
 23 after that cutoff date. So, the State took all that
 24 away. So, there's no registration period anymore.

1 So, they can come in mid year and decide they want to
2 home school. The other thing, the biggest change, was
3 the grades 9 through 12, which previously the parents
4 had to have and bring us a copy of a Baccalaureate
5 Degree, and the State changed all that. All they have
6 to have now is a high school diploma or a GED for
7 grades 9 through 12.

8 DR. BAILEY: See, by law,
9 Superintendents don't have to have a license in
10 Tennessee. But I have my beginner's administration
11 license and proud of it.

12 MR. GREEN: Many people have a concern
13 with the change, especially in light of the State's
14 increase in accountability and expectations that they
15 have lowered the expectation for home schooling. So,
16 there's a great deal of head scratching over this
17 particular one. It is fortunately not our policy.

18 MR. EBY: But the State made that a law.
19 Do the individual LEA's have to follow that or can --

20 DR. HENDERSON: Yes.

21 MR. GREEN: Yes.

22 DR. BAILEY: Yes.

23 MR. EBY: (Continuing) We say at least
24 that is a minimal requirement and we could have a

1 greater requirement?

2 DR. HENDERSON: No, we have to follow
3 it.

4 MR. GREEN: We have to follow it. You
5 can take that up, as I imagine many will, on Day on
6 the Hill as I've already heard some conversation
7 related to it.

8 MR. FILLAUER: Motion on the floor is
9 approval of proposed Board policy 6.202, Home Schools,
10 first reading. All those in favor signify by saying
11 aye.

(Whereupon, all members voted aye)

12 MR. FILLAUER: Opposed? Motion carries.

13 MR. DIGREGORIO: This is another one
14 where you don't have a choice about --

15 DR. HENDERSON: Right.

16 MR. FILLAUER: Correct. Next under Old
17 Business, we had an opportunity at the -- thank you,
18 Dr. Henderson.

19 DR. HENDERSON: You're welcome.

20 MR. FILLAUER: (Continuing) To take a
21 look at the draft proposal, ask some questions, make
22 comments, still had some time to do that, after we had
23 that discussion on the Board of Education Self-
24

1 Evaluation document. Again, Mr. DiGregorio, thank you
2 for your time and effort that you've put in this to
3 bring us I think in some consistency with our
4 evaluation process and in some consistency with how we
5 evaluate the Board in relation to how we evaluate the
6 Superintendent. So, the motion I would ask for is for
7 approval of this document. And if we can get a second
8 then we can have some discussion and deal with this
9 and move forward.

10 MR. EBY: So move.

11 MS. AGLE: Second.

12 MR. FILLAUER: Dan, any comments or
13 questions you have?

14 MR. DIGREGORIO: Yes. On the sheet that I
15 sent you today, this is a result of two separate
16 comments, and they all have to do with the rating
17 scale. I was proposing the top rating scale, then
18 there's a middle one that Bob suggested at one point,
19 or that or something like it, and then Jenny suggested
20 that we go ahead and do the same thing that we're
21 doing for the Superintendent. This is the third set
22 right there. And it makes sense to me to do the same
23 thing that we're doing with the Superintendent, which
24 would be the third set. If that is okay with my

1 colleagues, I would certainly support that.

2 MR. FILLAUER: And that would still be a
3 five-point scale, five exceeds expectations,
4 distinguished, requires documentation; four,
5 accomplished/commendable; three,
6 proficient/satisfactory; two, developing/needs
7 improvement; one, not evident/not
8 demonstrated/unsatisfactory, requires supporting
9 document. Correct?

10 MR. DIGREGORIO: Correct.

11 MR. FILLAUER: Comments on that or
12 discussion on any other items? Ms. Richter.

13 MS. RICHTER: I think the requirement
14 for consistently exceeds expectations or not
15 evident/not demonstrated, both of those require
16 supporting documentation or supporting comments. I
17 think that will take care of Mr. Eby's concern that we
18 all suffer a bit from grade inflation. That's
19 probably appropriate.

20 MR. DIGREGORIO: Yes. And that is
21 exactly what we're doing with the Superintendent's
22 evaluation, too, which makes sense to me. It's fine.

23 MR. FILLAUER: Any other comments or
24 questions?

1 MR. DIGREGORIO: Does anybody else have
2 questions or comments about any of these sections?
3 Bob, you brought up something at the very beginning
4 when we were talking about tests and what not to see
5 whether or not we're providing support, adequate time,
6 etcetera, etcetera, and I think I've tried to address
7 that in those comments in Section 10.

8 MR. EBY: Yeah, I think you've done a
9 good job.

10 MR. FILLAUER: And, obviously, the proof
11 in the pudding will be our first time through this to
12 see, and I do remember your request when we do this to
13 let you run it through just so we can give you chance
14 to tweak it, if necessary.

15 MR. DIGREGORIO: Yeah, I'd like to do
16 that. I do have a couple more questions about this.
17 I need some clarification on test scores. But after
18 we do the first run through on this, then I'm going to
19 ask for some tweaking because then we will have had
20 experience by that time. I will also ask that after,
21 if we approve this tonight, then after we'll get a
22 bunch of numbers from the Superintendent and Assistant
23 Superintendent regarding test scores once they are
24 fully available to us then we'll have a chance to take

a look at those and that we give it a run through to
use as a baseline type of an evaluation. It won't be
our real evaluation, just a baseline. Does that make
sense what I'm saying on that?

MR. FILLAUER: Dr. Bailey.

DR. BAILEY: Don't forget, whether it be
the Superintendent's or your evaluation, the critical
element of either one is going to be the discussion
instead of looking at a goal and saying we did what
you, you know, I think Mr. Eby put it well last time
we discussed, is looking at trends, looking at
baseline information. Are we moving in the right
direction? You know, you're going to be limited as a
Board sometimes where things you would like to do you
just, quite frankly, can't do because of certain
factors that are beyond your control, but they will
impact the achievement of that goal. The same thing
will be true for me as well. The issue is, though,
are we and have we developed strategies to try to
address that at some level as we move forward. We
can't go out and buy all the technology we need right
away that may have a dramatic impact on achievement,
but at the same time we can start eating that elephant
little by little and see small gains or gains in

1 things depending on how people embrace certain things.
2 I love the comment that the Board made, I forget who
3 made it, but it was the idea that change, you know,
4 we've got to look at what we're doing right. And from
5 that he willing to change and move in a direction of
6 where those change show productive results. You know,
7 I heard the presentation of Jimmy Haslam just this
8 past week, really a very kind of common sense kind of
9 guy and he just spoke, he said the reason we've been
10 successful in Pilot and our business is that we've
11 been willing to change. And if you look at
12 businesses, businesses that fail don't change. And
13 so, we're just as guilty of that in education if we
14 don't think there's some things we could do better.
15 You know, the old adage if it ain't broke, don't fix
16 it, if it ain't broke, let's make it better. We
17 should be analyzing that. So, I just caution the
18 Board that in your evaluation trying to take figures
19 without explanation will not be good. You need
20 explanations on discussion.

21 MR. DIGREGORIO: We've always dissen
22 each one of these things as we went through the Board
23 evaluation. That's the part that I like the best.
24 The numbers, you know, don't really do a lot for me

1 but the discussion does a great deal for me. And I
2 hope we certainly will continue that. And this is
3 intended now to be a kind of a living instrument that
4 we tweak this thing as we go along to see what no
5 longer applies or what we should do better in its own
6 self. The other question that I want to ask is there
7 are five columns for us, do we want to add another
8 column for the Superintendent because I guess we can
9 argue he's an ex official member and he's got to live
10 with some of this, too. When we do the
11 Superintendent's evaluation he'll do it his own self,
12 so will we, right?

MR. FILLAUER: I believe that's correct.

MR. DIGREGORIO: So, when we do the
Board self-evaluation in addition to us five do we
want to include the Superintendent? I can live with
this either way on this. I'm asking for your guidance
on this one.

MR. FILLAUER: Ms. Richter.

MS. RICHTER: I think in this instrument
the Board is evaluating itself and the Superintendent
is not a Board member. I think if we want the
Superintendent to participate in evaluating the Board
that we ought to come up with a different way, method,

1 or instrument. 2
 2 DR. BAILEY: If you remember, the way 3
 3 I'm included in that is any reference in dialogue and 4
 4 discussion in your evaluation and that's it. 5
 5 MR. DIGREGORIO: Okay. I did want to 6
 6 bring it up, however. 7
 7 MR. FILLAUER: The motion on the floor 8
 8 is the approval of the Board of Education's Self- 9
 9 Evaluation document. All those in favor signify by 10
 10 saying aye. 11
 11 (Whereupon, all members voted aye) 12
 12 MR. FILLAUER: Opposed? Motion carries.13
 13 MR. DIGREGORIO: Ladies and gentlemen,14
 14 thank you very much. 15
 15 MR. FILLAUER: Thank you. Old Business?16
 16 New Business? Next item is Communications. You did 17
 17 receive communication from me regarding the back on 18
 18 the air once again Focus on Education. Mr. Cinnamon 19
 19 sent us dates and everybody has picked a date. Need 20
 20 to be, if you haven't already, to be thinking about 21
 21 whom your guest might be on your designated time. And 22
 22 once you've made that decision if you'd please direct 23
 23 that information to Mr. Cinnamon so he will have that 24
 24 for his records and for advertising purposes. And I

1 believe we've reached the time when 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.

10/17/11

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 97
pages are a true and correct transcript of the meeting
taken by me in this cause on the 29th day of August,
2011.

This the 4th day of October, 2011.

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

Joan S. Roberts, Court Reporter