

TRANSCRIPT OF PROCEEDINGS

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - SEPTEMBER 24, 2012

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

DR. MARIAN PHILLIPS, ASSISTANT SUPERINTENDENT

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT

SERVICES

JOAN S. ROBERTS - COURT REPORTER

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2
1 CHAIRMAN FILLAUER: I'd like to call
2 to order the September meeting of the Oak Ridge
3 Board of Education, the Committee of the Whole.
4 I'd like to invite the principal of Woodland
5 Elementary School, Ms. Nancy West, to come forward
6 and introduce our special guests to start off our
7 evening.
8 (Whereupon introductions were made, and
9 the Pledge of Allegiance was recited)
10 CHAIRMAN FILLAUER: The next item
11 under the Committee of the Whole is the Public
12 Forum. The Public Forum is for anyone in the
13 audience who would like to address the Board on a
14 topic that is not on the Board agenda. The Board
15 does not take action at this time but may have
16 questions and then may direct the superintendent to
17 provide additional information or direct you to the
18 appropriate staff member. If you choose to speak,
19 please, sign your name and address at the podium
20 and then state your name and address. You will
21 have three minutes to speak. Is there anyone who
22 wishes to address the Board at this time?
23 Seeing no one, I'll adjourn the
24 Committee of the Whole and call to order our Regular

3
1 Meeting.
2 First item on the Regular Meeting
3 agenda is the approval of the agenda. Do I hear any
4 additions, corrections or deletions from this agenda?
5 Ms. Richter.
6 MS. RICHTER: Mr. Chairman, I'd like
7 to move Item B under the Consent Agenda to an Item
8 for Action so we can discuss it.
9 CHAIRMAN FILLAUER: Let's move Item B
10 under Consent Agenda, let's just make that Item C
11 under Items for Action Curriculum and Instruction,
12 if that's okay.
13 MS. RICHTER: That's fine.
14 CHAIRMAN FILLAUER: Anyone else? Do
15 I hear a motion for approval of the agenda?
16 MR. EBY: So move.
17 MS. RICHTER: Second.
18 CHAIRMAN FILLAUER: Any additional
19 discussion? All those in favor signify by saying
20 aye.
21 (Whereupon, all members voted aye)
22 CHAIRMAN FILLAUER: Opposed? Motion
23 carries. Next under Special Report, Good News. We
24 will start with Mr. Eby.

4
1 MR. EBY: Yes, Mr. Chairman, I had
2 some great news today. A lot of us already know,
3 Glenwood was awarded the National Blue Ribbon
4 School Award on September 7th by the U.S.
5 Department of Education and they are going to be
6 recognized at a ceremony in Washington, DC, along
7 with the other winners. The students were treated
8 with ice cream and a movie to celebrate. I think
9 there were six schools. Principal Pearl Goins is
10 out in the audience there. I think there were six
11 schools in the state of Tennessee that got this
12 award. It's a great award. The Board went and
13 celebrated that day, it was a great celebration and
14 just well deserving. And congratulations to you
15 and to your staff and to the students for doing
16 that. That's great news.
17 CHAIRMAN FILLAUER: And that deserves
18 a round of applause. Ms. Goins, if you'd like to
19 take the opportunity, I'd certainly give you the
20 opportunity to make any comments on that or
21 anything you might want to say. If you'd like to,
22 we'd certainly welcome you to.
23 MS. GOINS: Well, I'm a bit hoarse
24 but I am here. It was just a tremendous

5
1 opportunity and I'm not going to say a word until
2 my staff members stand up because, as we all know,
3 we would not be where we are if it wasn't
4 tremendous work of the staff at Glenwood Elementary
5 School so I'm going to ask them to stand up.
6 Needless to say, we are very excited.
7 It is a tremendous opportunity for our students
8 because they have learned so much and we are so proud
9 of them. But at the same token, it just shows hard
10 work and dedication that our teachers have put forth
11 in their efforts. So I am too excited. There are a
12 group of us going to Washington and what happens in
13 Washington stays in Washington. But we are going to
14 be leaving out on November 11th and then there's a
15 ceremony that will take place on both the 12th and
16 13th. So we are very excited about that. Mr. Duncan
17 will be the presenter that night when we get our
18 actual plaque that you will see on display at the
19 school when we arrive back. But it's just a
20 tremendous opportunity for Glenwood because, in my
21 mind, I think of Glenwood as the Little Engine that
22 Could, just keep chugging and chugging and chugging
23 and chugging and finally you see the fruits, you
24 know, the results of all your hard work. So we are

1 excited. I appreciate the Board and all the support
2 that you've given to us over the years and that's in
3 the form of making sure we have the materials and
4 things we needed to meet the need of our students.
5 And, also, I want to say thank you to our parents,
6 especially our PTO Board who has also been
7 significant in providing us with the tools that are
8 necessary to help us be who we are. So I won't
9 belabor this anymore except to say I'm excited,
10 looking forward to it and just happy, happy, happy.

11 DR. BAILEY: Pearl, before you leave,
12 if I may, first of all, welcome back, it's good
13 seeing you back, you are looking good. I want you
14 to do something. I've got lots of friends in the
15 DC area, my son-in-law is from there, and so forth.
16 But my wife, when I told her about Glenwood winning
17 this and then I told her something else, if you go
18 back and look, your elementary school in Virginia
19 that my wife Nuckols Farm Elementary School was a
20 winner in Virginia, so when you see them up there,
21 Knuckles Fawn Elementary, Henrico County, say hello
22 to them on Susan's behalf. And you and your staff,
23 this is not an award that should be taken lightly
24 by anybody because it is selected by the state

1 nominating people and that means your school, then
2 them validating the success of student achievement
3 because it's about the achievement and what
4 students accomplish. And we know, sitting here
5 where we are, that for two years now your
6 achievement has been unbelievable and that is
7 directly related to students, parents and teachers
8 and everybody pulling together under your
9 leadership. So thank you for your leadership and
10 everything you've accomplished.

11 MS. GOINS: Thank you.

12 CHAIRMAN FILLAUER: Ms. Agle.

13 MS. AGLE: From Jefferson Middle
14 School the construction of a wetland at Jefferson
15 Middle was completed on August 29th by the Clinch
16 River Environmental Studies Organization, what we
17 call CRESO, and its primarily wetland partners, Oak
18 Ridge Schools, Anderson County Schools, ARCADIS,
19 Anderson County Highway Department and the
20 University of Tennessee Forest Resources Research
21 and Education Center. CRESO, through a Department
22 of Energy grant is an education research program
23 that designs and creates semi-permanent wetland eco
24 systems and terrestrial habitats for the purpose of

1 the landscape enhancement and educational outreach.
2 Jefferson Middle School staff and students were
3 engaged in the process of design and creation of
4 the wetland and will help monitor and manage the
5 wetland thus providing students with an opportunity
6 to document water quality and the bio diversity
7 information. Congratulations to Jefferson.

8 CHAIRMAN FILLAUER: My good news
9 comes in two parts. The first part is actually not
10 good news for this Board but good news for the
11 person that this will be happening to. I would
12 like Ms. LeeAnn Tupper to please stand up, if she
13 would. LeeAnn is the education and community
14 reporter for the Oak Ridger. She has been
15 extremely faithful to covering the happenings of
16 this Board of Education and the Oak Ridge Schools.
17 She has done it with great integrity and painted a
18 picture of what goes on very concisely, very
19 appropriately and very factually. She will be
20 leaving the Oak Ridger. In fact, this will be the
21 last school board meeting that she will be
22 covering. She has accepted the position to work as
23 the executive assistant, is that right? Executive
24 administrative assistant for the new mayor of

1 Anderson County and will officially start that job
2 next Monday. So we are just thankful that you
3 could make this last meeting and we appreciate all
4 that you have done. And I would give any other
5 Board member that would like to make a comment an
6 opportunity to do that. But I just want to say
7 thank you for all that you have done for us. And
8 would like any of the Board members, and you have
9 to stand up while we do this, that would like to
10 make a comment to please do so. Mr. Eby.

11 MR. EBY: I just wanted to
12 congratulate you on your new position but also say
13 that I thought that you were very, very fair in the
14 way that you reported and very objective in the way
15 you reported. And encourage whoever takes your
16 place to use you as a model.

17 CHAIRMAN FILLAUER: Ms. Richter.

18 MS. RICHTER: I'll say ditto to that.

19 CHAIRMAN FILLAUER: Dr. Bailey.

20 DR. BAILEY: I understand that your
21 replacement is here tonight. Is that right or not?

22 CHAIRMAN FILLAUER: No, that's the
23 Observer.

24 DR. BAILEY: That's the Observer; ok,

1 because I was just saying all the way from Germany,
 2 right? My forgiveness, I thought you had to go all
 3 the way to Germany to find someone to replace you.
 4 I do want to echo one thing. As a superintendent,
 5 it's critical to have a relationship with the press
 6 of trust. And, true, and I've attempted to give
 7 you the factual information when I had it and I
 8 really appreciate you reporting it in a factual,
 9 sincere and very appropriate manner. And that
 10 means an awful lot, I think, to the general public
 11 at large. So I want to thank you and wish you the
 12 best of luck in the future as well. Thank you.

13 CHAIRMAN FILLAUER: Mr. DiGregorio.

14 MR. DIGREGORIO: LeeAnn, I appreciate
 15 your fair reporting. I often had to read it to
 16 make sure that's what we did. And after reading it
 17 I said, yes, that's what we did. I appreciate
 18 that. It was unembellished, very fair, very
 19 factual, very accurate.

20 CHAIRMAN FILLAUER: And we wish you
 21 the best of luck and ask the Board to give her a
 22 round of applause.

23 MR. EBY: One final thing; I expect
 24 to see this written up in tomorrow's paper.

1 CHAIRMAN FILLAUER: Thank you.
 2 My other part of the good news is
 3 Robertsville hosted five Nakashi students and one
 4 chaperone during the Sister City Exchange Program in
 5 August. Art teacher, Shawn Selfret and eighth grade
 6 language arts teacher, Julie Kinder, helped make this
 7 visit a rewarding experience for all. Robertsville
 8 thanks the school board for -- they wrote this, this
 9 is written here. Robertsville thanks the school
 10 board for allowing this program to continue. August
 11 28th Representative Ragan visited Robertsville and
 12 presented the Robertsville Technology Student
 13 Association with a proclamation drafted in honor of
 14 their exceptional performance last year. And that's
 15 my good news. Ms. Richter.

16 MS. RICHTER: I've got two sets of
 17 good news. One is, and thanks to LeeAnn Tupper
 18 because her article in The Oak Ridger. Ten of our
 19 Oak Ridge High School students were named as
 20 National Merit Semi-Finalists. And I'd like to
 21 name the students if you will bear with me. Anja
 22 Alexandrova, James M. Andruss, Timothy G.
 23 Blackwell, Riley M. Flowers, Seru Mau, Julianna M.
 24 Romanaski, Katherine G. Center, Albert J. Taa,

1 Katherine E. Wheeler and Jason J. Zong have been
 2 named as semi-finalists in the 2013 National Merit
 3 Scholarship Program. An incredible number and I
 4 think that the teachers, the administrators, the
 5 students and the parents should be congratulated
 6 for that.

7 One more item of good news. I hope
 8 that many of you saw this, this occurred since our
 9 last Board meeting. But in the Prep Extra section of
 10 the Knoxville News Sentinel a very nice large article
 11 about one of our student athletes, who is known to
 12 many of you, Elliott Normand plays for the Oak Ridge
 13 High School football team. And not only was the
 14 article well written but it was remarkable in that
 15 Mike Black, the writer, focused as much on his
 16 academic prowess as he did his athletic prowess. And
 17 his coach was equally happy with Elliott's abilities
 18 in both areas. So it's an article worth reading if
 19 you didn't have a chance to see it the first time.
 20 September 14, 2012.

21 CHAIRMAN FILLAUER: Mr. DiGregorio.

22 MR. DIGREGORIO: My good news is from
 23 Woodland. Sandy Bradshaw, the science lab teacher,
 24 was recently awarded a grant from Oak Ridge

1 Associated Universities. The grant provided \$2,000
 2 for the purchase of four Ipads to be used in the
 3 science center for research simulation and data
 4 management during lab time. So congratulations to
 5 Sandy and to Woodland.

6 CHAIRMAN FILLAUER: And that's just
 7 some of the good news that's happening in the Oak
 8 Ridge Schools.

9 Next item on the agenda is a report on
 10 the Tennessee School Board Association fall district
 11 meeting. This entire Board, along with Dr. Phillips
 12 and Dr. Henderson traveled to Oneida, Tennessee to
 13 the Onelda Special School District, along with other
 14 Board members from across this district to attend the
 15 fall district meeting.

16 I'll just briefly cover just a few
 17 things that we talked about and if any of the other
 18 Board members want to add on, please feel free to do
 19 so. The three major areas we really talked about and
 20 discussed two pending legislative issues this coming
 21 legislative year. One is on the issue of fiscal
 22 independence, which the legislature will probably be
 23 taking a look at repealing the law which does not
 24 allow special school districts to be formed and to

1 propose that the state allow special school districts
2 to be formed. And a special school district is a
3 district that has taxing authority, that develops a
4 budget and then sets the tax rate for the community
5 that is needed to fund that budget. So there will be
6 some discussion on that.

7 We also talked about vouchers and the
8 potential use of vouchers in the educational system
9 for Tennessee. We talked about common core standards
10 which will be put into place this coming year. Or
11 are being put into place this coming year. And
12 discuss the impact that will have on the education of
13 students in Tennessee. As always, there is a mention
14 of the topic that seems to always rear up every year
15 and that's the discussion of whether or not to have
16 elected or appointed superintendents. It seems to
17 gain a little momentum one year and then it seems to
18 back up a little bit and then it comes back and
19 gains. We will hope it just stays in that going and
20 backing up period and that's as far as it ever gets.

21 We did, this Board of Education, did
22 keep its three-year record intact as one of the
23 attendees from the Oak Ridge Schools did win a prize.
24 This is the third year in a row that we have won a

1 prize. We are very lucky in that respect because
2 there is no rhyme or reason, we just sit at the right
3 place and we seem to have done that for three years
4 in a row. This year Dr. Henderson brought home a
5 Kindle so that was pretty exciting. Last year Ms.
6 Agle won it and I was sitting right next to her and
7 she won. This year I was sitting right next to Dr.
8 Henderson and she won. I can't seem to get in the
9 right seat, I don't know what the problem with that
10 is.

11 MR. EBY: I know where I'm going to
12 sit next year.

13 CHAIRMAN FILLAUER: Any other
14 comments the Board members would like to make? Ms.
15 Agle.

16 MS. AGLE: Information on the common
17 core standards, which are being phased in now, is
18 something that really all parents should take a
19 look at. And if you just Google common core
20 standards Tennessee, you will come up with
21 information for parents. But basically what we are
22 doing is narrowing the number of standards but
23 increasing the depth. And they gave us an example
24 of a third grade math problem that illustrates what

1 they are trying to do. And the key is it's not
2 just do you get the right answer, lots of people
3 would get the right answer. Lots of people would
4 get the right answer in different ways. And they
5 had us do this problem in the meeting. Mr. Eby got
6 the same answer I did but we didn't do the problem
7 the same way. So what you are teaching children is
8 there is more than one right way to do it. And
9 teaching them to think and problem solve rather
10 than just memorize one way to work a problem.
11 Which I think will be an improvement. There are
12 going to be growing pains but they spent about
13 forty minutes on this topic of common core
14 standards and it's something that really all
15 parents do need to investigate.

16 CHAIRMAN FILLAUER: I do think this
17 Board was the only board that got the correct
18 answer. Two different ways. Anything else?

19 Moving on to the Consent Agenda, do I
20 hear a motion?

21 MS. RICHTER: Move for approval.

22 MR. DIGREGORIO: Second.

23 CHAIRMAN FILLAUER: Any other
24 discussion or comments? All those in favor of

1 approving the Consent Agenda please signify by
2 saying aye.

3 (Whereupon, all members voted aye)

4 CHAIRMAN FILLAUER: Opposed? Motion
5 carries.

6 Next under Items for Action under
7 Curriculum Instruction Approval of Extended Contract
8 Proposal for FY 2012-2013. Dr. Bailey, I wonder
9 since we've moved Item B out of the Consent Agenda
10 and that item does deal with extended contracts that
11 maybe we ought to do that one first. So if there is
12 no objection from the Board, we are going to move
13 down to Item C, which is B from the Consent Agenda,
14 which would be Approval of FY '13 Budget Amendment
15 #092412, transfer of funds, first reading. Dr.
16 Bailey.

17 DR. BAILEY: I'm going to make the
18 recommendation and then I'd like to speak to some
19 of the things that this is related to.

20 I recommend the Approval of the
21 Transfer of Funds to Support the Contract Program.

22 CHAIRMAN FILLAUER: You've heard the
23 superintendent's recommendation. Do I hear a
24 motion?

1 MS. RICHTER: Move for approval.
 2 MS. AGLE: Second.
 3 CHAIRMAN FILLAUER: Dr. Bailey.
 4 DR. BAILEY: Every year this is an
 5 area that the State refers to Extended Contract and
 6 some other things to fall out of the BEP funding
 7 and they call it discretionary money because it
 8 falls out of funding in the BEP. With that in
 9 mind, we have said for years, TOSS Association and
 10 you as a Board, that when you look at that money
 11 these are essential things to deliver education.
 12 Summer school we are going to have. So that either
 13 means it's in the BEP funding, the discretionary
 14 money outside of that or it's in our budget one way
 15 or the other because we are going to have some form
 16 of summer school. This is an area that almost
 17 every year you have heard me say for three and four
 18 years in a row we will extend the contract money
 19 along with the Internet connection, remember, along
 20 with some other things that we put on the table
 21 that will it be in the State budget or will it not.
 22 It's one of those things that every year it seems
 23 to be a back and forth until we get the final
 24 notice. And this past year in the budget we were

1 told that this would be an area that would not
 2 change. And we put it in our budget with that in
 3 mind. And just two weeks ago, approximately two
 4 weeks ago we received word that the State was now
 5 decreasing the allotment of funding for Extended
 6 Contract at 25 percent which by the time you put
 7 the benefits associated with that it ended up with
 8 a 37% increase. Which was after we had passed the
 9 budget and really we are already two to three to
 10 four weeks into the school system when we received
 11 word that it's not there. So with that in mind, in
 12 the fiscal year '12 Oak Ridge Schools received an
 13 allocation for the Extended Contract Program in the
 14 amount of \$185,100. For the fiscal year '13 the
 15 allocation was only \$117,200. This represents a
 16 decrease of \$37,000 from the previous year's
 17 amount. While a decrease of approximately 25
 18 percent was estimated, the 37 percent decrease was
 19 not anticipated. In order to cover the unexpected
 20 shortfall, it is recommended that \$64,286 be moved
 21 from 14171900-599 instructional contingency and be
 22 redistributed as follows. What we would end up
 23 doing and what we are saying is that we would still
 24 leave. . . we would use instructional contingency

1 in this line item to fully fund what we had in the
 2 budget approved to do for Extended Contract and
 3 that would be \$55,167 to line item 14171001160067
 4 salaries of Extended Contract and I'll get into
 5 greater depth. Then the Social Security State
 6 Retirement and the Medicare benefits. No new
 7 monies are being requested. This will not change
 8 the overall appropriation approved by City and
 9 requires no action of City Council. What it's
 10 really saying is that we keep a certain dollar
 11 figure in instructional contingencies for things
 12 exactly like this when they occur, as well as, as
 13 you know, we've always kept it in there with the
 14 uncertainty of any instructional issue, a teacher
 15 needed at kindergarten three years ago, a middle
 16 school teacher or any teacher that we see the
 17 enrollment increase. We feel pretty confident
 18 today as we sit before you tonight that we will not
 19 need to use instructional contingency to hire
 20 another first grade teacher, we were concerned
 21 about first and second grades at a couple of our
 22 schools but the enrollments look good. And by good
 23 I mean they meet the minimum requirements for the
 24 actual state as far as pupil/teacher ratio. With

1 that in mind and with the fact that this money;
 2 when we got the word we sat down in executive
 3 committee and just to give you an example of what
 4 that 117,200 the 186 and then cutting it down to
 5 117 represents, and it's critical that we
 6 understand what that money is being used for.
 7 28,000 is used to do summer school for the high
 8 school. 17,000 for summer school for the middle
 9 school. And then credit recovery 3,500 in summer
 10 school and throughout the year. We also have
 11 \$3,000 for the local writing initiative that Oak
 12 Ridge has had for years and that's one of the
 13 reasons our writing scores are as good as they are
 14 because of what we do in our writing. The
 15 Intercession program at Willow Brook is \$10,000.
 16 Then there is \$17,000 of flow-through money which
 17 is similar to career ladder but it's flow-through
 18 money that's been there for administrators. And
 19 it's been our position that when an administrator
 20 retires any new administrator coming in, that money
 21 is gone. In other words, it just continues until
 22 that person retires. Other than that, the rest of
 23 the funding goes specifically to schools in the
 24 tune of Linden's summer school. And these are

1 things that the school puts in place for our
 2 achievement initiatives that deal with response to
 3 interventions, after-school programs, in-school
 4 programs, summer school programs to enhance
 5 achievement for students that have gaps in
 6 learning. And the rest of the money then that I'm
 7 talking about tonight funding with just simply
 8 taking the instructional contingency money and
 9 making the difference there is to keep it in place
 10 the funding at \$7,500 for Linden, 13,000 for
 11 Jefferson, 13,000 for Robertsville Middle School,
 12 8,000 for Glenwood, 3,000 for Woodland and the high
 13 school with \$26,000. Those are all intervention
 14 activities and things that, if you remember, we
 15 spent a lot of time in the last three years at
 16 board retreats and in meetings talking about the
 17 extent of trying to put interventions in place for
 18 gaps in students' learning. And most states put in
 19 their state budgets funding to deal with gaps in
 20 students' learning that are not passing State test.
 21 And that's in essence what this money is being used
 22 for is to provide avenues of reteaching and
 23 interventions to help children that have gaps in
 24 learning. And that's what that \$96,000 approximate

1 are used for at the school level. So I
 2 respectfully put that in here tonight to say that
 3 we had word two years ago to cut and that
 4 represented cutting around right at \$64,286, which
 5 means we would have to come back and ask the
 6 schools to go in and say, ok, what out of this
 7 would you cut. And it would all impact children.
 8 And what we have in place already that had been
 9 planned by teachers to do lesson plans,
 10 interventions, et cetera, et cetera. And with that
 11 in mind, with that kind of notice I don't think
 12 that's an appropriate thing to do so I would
 13 recommend moving the instructional line item that
 14 was there for a teaching position to cover that
 15 expense.

16 CHAIRMAN FILLAUER: Ms. Richter.

17 MS. RICHTER: So I've got a couple of
 18 questions but, first, what would that leave us in
 19 the instructional contingency line?

20 DR. BAILEY: We had 70,000 so right
 21 at 5,000 and something.

22 MS. RICHTER: Do you anticipate
 23 anything coming up in that that we are going to
 24 regret this move for?

1 DR. PHILLIPS: We've checked our
 2 enrollment and been watching and monitoring that
 3 and we are covered with our ratios at this point.

4 MS. RICHTER: My next question is,
 5 Tom, you said we were notified of this fairly late.
 6 Are other systems feeling this issue also?

7 DR. BAILEY: Same thing.

8 MS. RICHTER: So this is nothing that
 9 is independent of...

10 DR. BAILEY: Everybody received the
 11 same notification we did.

12 MS. RICHTER: And then the last
 13 question I had was looking ahead, obviously, we
 14 don't want to fund this this way next year.

15 DR. BAILEY: No way.

16 MS. RICHTER: So any plans going
 17 forward?

18 DR. BAILEY: Yes, yes. We will
 19 engage, starting tomorrow, an administrative
 20 council to discuss and we've already discussed it
 21 at executive level. We did this several years ago.
 22 Remember when we were talking about at that time
 23 Extended Contract was going to be out altogether to
 24 the tune of, with Internet and everything, it was

1 like \$325,000. And the Extended Contract has
 2 always been in the neighborhood of \$185,000 to
 3 \$175,000. With that in mind, we would have to go
 4 back and sit down with each principal, look at
 5 exactly every single thing that we are currently
 6 doing and we would have to really say to the
 7 schools because one I just mentioned; summer
 8 school, we had already talked with the Board about
 9 trying to expand some of the things in summer
 10 school. Well, right now 28,000, 17,000 and 3,500
 11 are activities just to deal with the current summer
 12 school as we know it as of right now. The local
 13 writing program, I think, is one of the reasons we
 14 see our writing scores being so high. And that's
 15 \$3,000. We have had a preliminary discussion to
 16 say leave it. Intercession would be the activities
 17 at Willow Brook that bring kids back and those are
 18 absolutely related to bringing them back so there
 19 are no gaps in learning and the activities that
 20 take place there. The flow-through money is
 21 17,000. Any retirements that exist in any
 22 administrative staff or whatever that would occur,
 23 I hate to say we'd look into that money because
 24 what that would be is if we cut that money it

1 literally takes about three to \$4,000 out of the
 2 salary that was there given to administrators back
 3 almost similar to Career Ladder. But that's not
 4 the right word. I forget what it was, but it was
 5 similar to that. And so that leaves approximately
 6 \$74,000 remaining for us to look at how do we get
 7 that money down, excuse me, that's wrong, it's
 8 about \$100,000 that we've got to come back and then
 9 determine what types of activities. \$26,000 at the
 10 high school; can that be reduced. And then, quite
 11 frankly, I think it's going to be a matter of
 12 determining that even when we say because every one
 13 of these things are critical, I think it's going to
 14 come back, I won't be here at that time making
 15 these recommendations but I can tell you now, from
 16 looking at this with Donna Farmer, with Dr.
 17 Phillips, with Ken Green, with principals in the
 18 past, the things we are talking about here are
 19 crucial to serving instruction for children. So it
 20 may be that we have to look at other line items in
 21 the budget and say we want to fund this particular
 22 thing that's been cut out of extended contract and
 23 put back in the budget in this manner. But at
 24 least know that we are funding it in the budget

1 versus depending on State funding. Obviously, if
 2 the State is going to give us funding, then we want
 3 the funding. And if it's going to be for Extended
 4 Contract because later right after we get through
 5 with this I'm asking you all to at least be aware
 6 of the fact that we are moving forward with what
 7 has to go to the Board because we have to say to
 8 the State what we are spending the Extended
 9 Contract money on. So if they are going to fund
 10 it, fine. If they don't, I think we need a plan B
 11 to say this is important enough to have in our
 12 budget. And if they fund it, fine. If they don't,
 13 call it whatever you want but it may be a holding
 14 of instructional contingency for that purpose if it
 15 is cut 25 percent. Because otherwise, you are
 16 doing without things that truly will have an impact
 17 on Oak Ridge or any school system, quite frankly,
 18 that are doing the things we are talking about to
 19 be successful in improving student achievement and
 20 meeting the goals that they expect to be met. I
 21 mean, we already know that our paradigm shift says
 22 we will reteach and identify gaps in students'
 23 learning and their individual weaknesses. And when
 24 you do that, that is what this money is going for

1 is to provide those activities before school, after
 2 school, during school, during the summer and
 3 actually focus on the gaps in students' learning
 4 and giving them opportunities for reteaching in
 5 those content areas they need help with. So it's
 6 going to be a tricky type of discussion but it's
 7 one that I think obviously will generate a lot of
 8 discussion and focus.

9 CHAIRMAN FILLAUER: It's once again
 10 another example of what we in Oak Ridge and in
 11 other systems too, but we in Oak Ridge try to
 12 provide in putting forth a quality education. We
 13 go back years and look at things that we've had to
 14 eliminate that we felt were important to our
 15 program but we had no way to fund it. Exactly, as
 16 you've said, we've got to not only think that this
 17 money is going to be zero, at the same time we've
 18 got to think if it's going to be anything the
 19 potential to be less than what it was exists. So
 20 it is going to be an important discussion.

21 DR. BAILEY: And if you remember and
 22 I know you all were part of that discussion with
 23 TSBA but also with TOSS and with the Day on the
 24 Hill. Extended Contract is something that TOSS,

1 Tennessee Organization of School Superintendents,
 2 spoke to every representative specifically about
 3 the value. Representative Brooks, all of them,
 4 that it was critical to fund Extended Contract.
 5 And with that in mind, they said, we are going to
 6 cut it to this level, that's it, but you can depend
 7 on that being funded. And then turn around and now
 8 cut it another 26 percent, which represents 64,000
 9 for us. Each school system would be different
 10 depending on the size of their Extended Contract
 11 money but that is, I don't like those kinds of
 12 things, I don't think they are right, I don't think
 13 it's appropriate. And they really hit at the heart
 14 of what we are trying to do. We made suggestions
 15 that if you are going to cut anything, you know, we
 16 don't want to see any of that cut but I've made the
 17 suggestion every year, it's not popular with some
 18 people but I'd rather see the school coordinated
 19 health position cut state-wide than to see things
 20 that impact instruction per se. And then it comes
 21 down to, well, are you not concerned about obesity,
 22 are you not concerned about health. And I said,
 23 absolutely, I'm concerned about that. We deal with
 24 that with our health programs, our physical

1 education programs, our activities within the
2 curriculum. So if that's a \$15,000,000 program in
3 the state, you may want to look there if you are
4 having difficulty in state funding. And they've
5 got to establish some priorities but that was
6 planned by the legislators, this is State money so
7 it's a little bit different, so it's still up for
8 grabs and debate each year.

9 CHAIRMAN FILLAUER: Ms. Agle.

10 MS. AGLE: This is very disturbing to
11 me because the State revenue collections have been
12 significantly above projections. And during the
13 time when they gave us information about our
14 revenue we were told that this money would be
15 there. Do you know who made the decision and why?

16 DR. BAILEY: No, I just simply
17 received a letter that notified us that Extended
18 Contract money was being cut. I'll get that letter
19 and share it with you but it just came from the
20 State department. And we were to present a plan
21 back to say, you know, every year we have to
22 present a plan for what it's being spent on. And
23 we had, in fact, already started, as you know, with
24 Willow Brook starting we've already engaged in the

1 activities. And it's kind of ridiculous to try to
2 pull that out from under children and teachers that
3 have already made the preparation to make those
4 units available for learning. So that's why. We
5 discussed it and felt that it was extremely
6 important to leave it in place and then work
7 through this year of if we know that's going to be
8 the funding that we determine as a Board and a
9 school system what our recommendation is to how to
10 put it in our budget based on saying this is the
11 funding we have and then hope for no other cuts.
12 But again, it goes back to, well, are we going to
13 hit this same thing again next year where instead
14 of 25 percent -- remember Safe Schools has averaged
15 an eight percent, ten percent, 25 percent cut for
16 the last three years. I hope -- there was a
17 recommendation put forth by the commissioner,
18 Commissioner Huffman, to put Extended Contract into
19 the BEP formula. Not to have it outside of the
20 BEP. Because anything considered outside the BEP
21 they refer to as discretionary money. I beg to
22 differ about, remember we discuss BEP funding like
23 a D plus, F plus, D minus funding formula. You
24 can't run a school system on the funding of the

1 BEP. Not a quality school system. So the reality
2 comes if it's considered discretionary money, I beg
3 for someone to tell me that summer school is
4 discretionary. Not the way that students need help
5 in making up credits to meet graduation
6 requirements in four years.

7 CHAIRMAN FILLAUER: Mr. Eby.

8 MR. EBY: I think this is a big
9 problem and it's not only a problem because we are
10 losing the Extended Contract but I think this is a
11 precedent-setting issue that the State can
12 arbitrarily take the money away without giving a
13 reason why they have after the school year started,
14 after we have already started spending that money,
15 so it's almost like a double hit because we were
16 counting on that budget and we were spending that
17 money at that rate. And now they are pulling it
18 out. I think we ought to go to Representative
19 Ragan, Senator McNally and ask them why this is
20 being done. Because I think it sets a very
21 dangerous precedent in the future that they can do
22 the same thing. And we ought to at least get a
23 reason, not just send you a letter and say we are
24 cutting your budget another \$65,000.

1 DR. BAILEY: I agree. We had that
2 discussion and the only caveat that was ever said
3 was that we hope to keep it in there and this is
4 the funding that you can anticipate. And we
5 presented the budget with that in mind, if you
6 remember, we were told that, that it was in there.
7 And the likelihood of it being cut; minimum. And
8 then it went through and now we are in the school
9 year and being told that it's being cut.

10 MR. DIGREGORIO: How much is left?
11 5,000?

12 DR. BAILEY: Yeah, probably about
13 five, not over six.

14 CHAIRMAN FILLAUER: I would ask Ms.
15 Agle, as our legislative contact, to make that
16 contact with both of them to see what --

17 DR. BAILEY: And I'll get the actual
18 correspondence from the State and share with you
19 all.

20 CHAIRMAN FILLAUER: The motion is the
21 Approval of the FY '13 budget amendment, 092412
22 transfer of funds. This is a first reading. All
23 those in favor signify by saying aye.

24 (Whereupon, all members voted aye)

1 CHAIRMAN FILLAUER: Opposed? Motion
2 carries. Next we will move back to the Approval of
3 the Extended Contract Proposal for FY 2012-2013,
4 Dr. Bailey.

5 DR. BAILEY: I would recommend
6 approval of the Extended Contract proposal for
7 fiscal year 2012-2013.

8 CHAIRMAN FILLAUER: You have heard
9 the superintendent's recommendation. Do I hear a
10 motion?

11 MR. DIGREGORIO: Move for approval.

12 MR. EBY: Second.

13 CHAIRMAN FILLAUER: Dr. Bailey.

14 DR. BAILEY: What you have before you
15 Donna fills this out every year, this is what goes
16 into the State, it's a copy of Extended Contract
17 Proposal for providing extended learning time
18 through extended learning programs for fiscal year
19 2012-2013 and it's attached to the agenda
20 materials, this represents a funding reduction of
21 approximately 38 percent. You see the proposal and
22 what it does is provide we sign it acknowledging
23 that our Extended Contract is being used for the
24 things that you see before you. It's a list of,

1 I'll not read each one of those but it's all the
2 different things that make up the actual learning
3 proposal, the activity description. For example,
4 title At Risk Student Intervention, Goal to Achieve
5 Academic Success for all Students, To Increase
6 Performance with Special Education and/or At-Risk
7 Students, Targeted Population, and this is just one
8 of the activities as an example, K-12 At Risk
9 Students and its resources needed, one and a
10 quarter contacts, eight full time contracts 48,500
11 teachers with appropriate secondary endorsements.
12 And the evaluation students participate in the
13 summer Credit Recovery Program earned 95 credits.
14 Seventh grade middle school students increase
15 proficiency levels and advanced in reading,
16 language arts from 58 to 61 percent; in math from
17 46 to 56. So that's just one of the activities as
18 an example. It takes you through all of the
19 activities and this is what will be presented to
20 the State. You see about four or five pages in one
21 program referred to as academic success. And then
22 teacher competency is second year. You have a base
23 allocation of summer school at 86,000.
24 Administrator extended contracts flow-through

1 17,000 and that's 103,000. And then it gives the
2 breakdown of the hours of each of the contracts and
3 number of students that are being served. So this
4 is the report that goes to the State that makes up
5 how the money is going to be accounted for through
6 the State.

7 CHAIRMAN FILLAUER: Mr. Eby.

8 MR. EBY: I think I asked this last
9 year, I look at the different schools and there is
10 different numbers of teachers involved. Let me
11 just go through the elementary schools. At Willow
12 Brook there is 18 teachers involved in remediation.
13 At Woodland there is only one teacher involved
14 there in remediation. At Linden I think there were
15 three teachers involved. Yes, they are all in
16 remediation. And then at Glenwood it turns out
17 there is five teachers involved; four in
18 remediation and it doesn't say what the fifth one
19 is involved. Is the reason there are so diverse
20 numbers across elementary schools is that the
21 teachers from the Extended Contracts are working in
22 those schools or why is it that one elementary
23 school has 18 and another one only has one?

24 DR. BAILEY: We could probably ask

1 Roger and some of the others. One of the issues
2 there is that Linden puts a lot of their funding
3 into summer school so you are looking at one aspect
4 of one program versus say an internal program. The
5 breakdown that I had was Linden summer school
6 program, \$7,500. And Glenwood, for example,
7 \$8,000. So there may be some difference there.
8 Now Woodland only had \$3,000 so it is based on the
9 number of students that are being served in terms
10 of deficiency so there is some issues there. But I
11 know that Donna takes applications from each
12 principal that is targeted on their school
13 improvement plan with a focus on how it impacts the
14 students that are in need, if you will, of the
15 greatest avenues of response to intervention.

16 MR. EBY: Do all principals
17 essentially get the same amount of money and then
18 it is their decision?

19 DR. BAILEY: No.

20 MR. EBY: Ok, then why is there such
21 a discrepancy?

22 DR. PHILLIPS: The contracts are open
23 for everyone. The opportunity is afforded to all
24 teachers to decide whether or not they want to

1 design a program and present it to their principal
2 to have it supported. And over the years this
3 number of the dollars has dramatically fallen over
4 the last few years so principals have had to make
5 some very tough decisions about which programs
6 support the objectives and the goals and the
7 mission of their school.

8 MR. DIGREGORIO: Let me see if this
9 question is the same as what Bob has got. How much
10 does the 45/15 calendar have to do with the fact
11 that Willow Brook has got 18 and everybody else,
12 because they've got that three-week break and at
13 least one of those weeks is an intercession week.

14 DR. BAILEY: Absolutely, \$10,000 is
15 assigned to the intercession for Willow Brook and
16 Linden is 7,500 and Glenwood is 8,000 and Woodland
17 is 3,000. That is not every year, that fluctuates
18 exactly depending on what you present in your plan
19 in terms of the number of students that would be
20 impacted, as well as teachers.

21 MR. EBY: So Woodland is three and
22 Glenwood is eight and Willow Brook is ten. Is that
23 again because the teachers and teaching staff at
24 Woodland decided not to go for Extended Contract

1 money or....?

2 DR. BAILEY: That's part of it.
3 That's definitely part of it, it's not the only
4 part of it.

5 DR. PHILLIPS: At one point the
6 preschool was also involved in this with some
7 contracts working with children during the
8 three-week break also that children with high needs
9 who were showing regression over that three-week
10 period. For a period of time we were able to do
11 that.

12 MR. EBY: Could we hear from some of
13 the principals why these decisions, I mean, I'm
14 just trying to understand the diversity of why it's
15 so.

16 MR. WARD: At Linden I decide what I
17 will accept from teachers as far as Extended
18 Contract. For me it was either before or after
19 school tutoring intervention. Or working in our
20 summer school program with third graders who
21 weren't proficient on math or reading, language
22 arts on the TCAP. And so I had three teachers who
23 went to work with the summer school students.
24 Those teachers approached me about that. I didn't

1 have anybody who wanted to work before or after
2 school. So those contracts were sent on to Donna's
3 office and were approved. That's what happened at
4 Linden.

5 MR. EBY: Let me ask this question.
6 So if there are some students at Linden who would
7 like to have that remediation, there is not an
8 Extended Contract there, is there any way that if
9 they had transportation they could go to Willow
10 Brook or to Glenwood and participate there?

11 MR. WARD: I'd sure let them go
12 anyplace they would like to go but I don't know the
13 answer.

14 DR. BAILEY: The answer, Bob, is that
15 absolutely that could happen but it's all depending
16 on the funding and travel to get them there and
17 availability of teaching staff. See, the thing
18 that I don't like about any of this is that it's
19 all about money and you have to have some money for
20 summer school. After school remediation, after
21 school and before school it's very difficult for
22 students to stay and for teachers to stay. So one
23 of the things that we've been trying to preach, I
24 know at the superintendent's level, is to include

1 those things within the day. Even if you extend
2 the day for half hour or you do some other aspects
3 but trying to have teachers that stay after. What
4 Roger just demonstrated is exactly what we focused
5 on about five years ago to say Extended Contract
6 had to have a focus on learning, had to have a
7 focus on achievement. And everything he just said
8 at the microphone focused on Improving where he had
9 known deficiencies for groups of students at third
10 or fourth grade in reading, math, whatever. And
11 then trying to determine what staff were available
12 that were willing to meet those conditions to go
13 after the State funding. So all of those variables
14 enter the picture and confuse the picture. Because
15 if we had more money then we could say let's go on
16 and put a contract out, not just to the teachers
17 that we are under, but maybe just like we did the
18 graduation coaches, as an example, to impact
19 anybody. Ok, I mean, there's a lot of different
20 approaches to it. But the funding source is based
21 on that. Nancy, you do a similar thing, I believe.

22 MS. WEST: I was just going to
23 mention again it fluctuates at Woodland. We did
24 have, I believe, about \$9,000 when I came to

1 Woodland in our Extended Contract. One of those
2 teachers retired and no one else wanted to pick up
3 that afternoon time in the computer lab. And then
4 one of contracts was going for Chess Club and then
5 we cut that because it didn't meet our objectives
6 of being direct academic learning. Right now we
7 have a teacher that has entered a proposal for
8 early morning math tutoring. And so we've got that
9 covered. Last year we had two teachers that did
10 that and the second teacher hasn't applied for that
11 yet this year.

12 MR. EBY: So let me ask a question,
13 you just raised a point. So you had money coming
14 from the State that was used for enrichment for the
15 Chess Club.

16 MS. WEST: Yes.

17 MR. EBY: And you made a decision
18 that that didn't meet learning capabilities or
19 something, learning objectives, so you cut the
20 Chess Club --

21 MS. WEST: We didn't cut the Chess
22 Club, we cut funding it through Extended Contract.

23 MR. EBY: Does that cost the district
24 any money or we just don't get those funds from the

1 State?

2 MS. WEST: It was part of the
3 reduction. System-wide we were asked to look at
4 each of the programs --

5 MR. EBY: So it's part of when the
6 State reduced their budget, you went through --

7 MS. WEST: Exactly, we went through
8 all of our programs.

9 MR. EBY: From a prioritization this
10 is where you set a priority?

11 MS. WEST: Yes, if there wasn't a
12 direct alignment with academic intervention.

13 DR. BAILEY: From the previous State
14 cut --

15 MS. WEST: Right, then we were not
16 allowed to approve that contract.

17 MR. EBY: So basically the difference
18 between the schools is do you have, I mean, if
19 everybody has the same objective of remediation and
20 helping students, are the teachers willing to work
21 the Extended Contract during the times that the
22 principals are setting up times to go after that
23 money or not?

24 MR. WARD: One additional thought is

1 that we do have teachers working before and after
2 school with students. They just don't want to work
3 under the parameters of Extended Contract so they
4 are doing it without pay.

5 DR. BAILEY: You know what? Thank
6 you for saying that because Marian and I were just
7 saying it's called Extended Contract because it
8 cannot be used during the course of the day. Quite
9 frankly, that is part of the flaw when you think of
10 the new paradigm is that we may have to look at
11 ways to bring students out of other activities
12 during the day because not all children can stay
13 after school. And so it really does present a
14 dilemma.

15 MR. DIGREGORIO: Now I'm hopeless,
16 hopelessly confused at this point. Clearly Willow
17 Brook is the outlier, it's got 18 folks involved in
18 Extended Contract all in remediation. The others
19 are one, two, three or some smaller number. Does
20 this have more to do with the 45/15 calendar than
21 anything else?

22 DR. BAILEY: The only part of the
23 45/15 is that the intercession, the activity during
24 that fifteen days of the intercession is funded

1 with that 10,000 to provide activities that do
2 exactly what Roger is doing after school. So the
3 answer to that is it definitely takes more money
4 because you are bringing in a greater number of
5 kids in intercession.

6 MR. DIGREGORIO: But it is also more
7 of an opportunity for teachers to want to be
8 involved in that.

9 DR. BAILEY: Absolutely. Remember,
10 we discussed the 45/15 cost involved. You are
11 paying the teachers to come back and that's an
12 Extended Contract. Just like after school they are
13 coming back in their vacation time, so to speak,
14 during their break. Because they are providing
15 intercession. Also, keep in mind that there is a
16 difference in performance levels and students that
17 have gaps in learning at each of our schools. So
18 each principal has to look at that and measure that
19 as they compete, if you will, for dollars that are
20 available. And also for teachers that are willing
21 to stay after and provide those opportunities as
22 well. So your point is well taken. Intercession
23 is almost a given. You are going to have almost
24 always nine to ten thousand dollars in that realm

1 and teachers that will want to step up because they
2 are not going to be on vacation 15 days four times
3 during the year.

4 MR. DIGREGORIO: If I had to bet
5 money, I'd bet that would be the biggest reason.

6 DR. BAILEY: And remember when we
7 talked about even the consideration of going 45/15.
8 If we did that as a contract then the school system
9 would be picking up any and all additional teachers
10 coming in to provide that Extended Contract issue.
11 So there is some definite expense involved in that.

12 CHAIRMAN FILLAUER: Correct me if I'm
13 wrong on this too. In a perfect scenario, thinking
14 back to my days of Extended Contracts, in a perfect
15 scenario you would say you have to be able to,
16 number one; as been pointed out, you have to be
17 able to match the number of students that are
18 available for a certain whatever with the number of
19 teachers that are available to match with those
20 students and, and let's be realistic here too, the
21 amount of money that is payable by Extended
22 Contract is nowhere near the amount of money that a
23 teacher is earning on a regular contract. So
24 you've got to take all that into consideration and

1 ideally you would want to say, someone might want
2 to say, well, wouldn't every student want to be
3 involved in a program that would give them
4 extensions. That's not true.

5 DR. BAILEY: You just made an
6 excellent point there that we need to emphasize.
7 Our teachers stepped forward, I want to say five
8 years ago, seven, when this first reduction
9 occurred and reduced the amount per hour they were
10 being paid so that they could still deliver the
11 same time to the students. So it wasn't any greed
12 on the teachers' part at all, it was them being
13 willing, they wanted to stay and work with children
14 to give additional help. And they did that. And
15 this is just another example. Extended Contract;
16 some states use this logic. They take the total
17 number of students in a school district that show
18 deficiency in passing the state test and they
19 allocate a specific dollar figure by up to each
20 student based on whether they pass the test or not.
21 And then each school gets that depending on the
22 number of students. And then it's you take this
23 amount of money for this number of students that
24 didn't pass and you then develop activities to

1 address that issue. And it doesn't have any
2 condition after school or before school, it can be
3 the school system uses it designed to impact
4 instruction. I think that's a fair way and a more
5 direct way.

6 MR. EBY: Yeah, I think that seems
7 fair too. Going back to Dan's comment. If you
8 look at middle schools, Jefferson has 19 and
9 Robertsville has 10 and they are not on the 45/15.

10 MR. DIGREGORIO: They are not
11 elementary schools either.

12 MR. EBY: No, but what I'm saying is
13 I think it still is very school concentric with
14 regard to decisions and how they do it and the
15 teachers, I think there's a lot into that.

16 DR. BAILEY: And that goes back to
17 the fact Robertsville and Jefferson both get 13,000
18 approximate dollars and they are dealing with
19 around 750 students approximately each and they are
20 trying to deal with eighth grade tests, as well as
21 fifth, sixth. So it is insufficient funding
22 totally to begin with. But the reality is the
23 schools, we made a conscious decision with a
24 paradigm shift five or six years ago, I know I said

1 it over and over, I always call the bulls eye in
2 the middle is achievement and student learning.
3 And if we are trying to fund anything through
4 Extended Contract that doesn't attack achievement,
5 math scores, English scores, reading, language
6 arts, then we are not going to fund it because the
7 dollars are so critical and they keep being reduced
8 we want it to attack achievement. Playing Chess is
9 great, I mean, it's a game that we know develops
10 critical thinking and all these types of things.
11 But right now it's not on the TCAP or the state
12 test.

13 CHAIRMAN FILLAUER: I think finally
14 I'll say I think something that Mr. Ward said was
15 important and sometimes people outside the
16 profession kind of shake their head at this but
17 there are many, many teachers who prefer, because
18 they can work it within their schedule, to either
19 come in early or stay a little bit late and not get
20 paid for it. I think that makes a big difference.

21 DR. BAILEY: Lots of teachers are
22 doing that.

23 CHAIRMAN FILLAUER: The motion on the
24 floor is Approval of Extended Contract Proposal for

1 FY 2012-2013. All those in favor signify by saying
 2 aye.
 3 (Whereupon, all members voted aye)
 4 CHAIRMAN FILLAUER: Opposed? Motion
 5 carries.
 6 Now the next item on the agenda is the
 7 approval of recommendation relative to a field trip,
 8 Oak Ridge High School Orchestra trip. Dr. Bailey.
 9 DR. BAILEY: Mrs. Van Tol, we should
 10 have put this first. I'm sorry, we should have
 11 moved this up. I would recommend that the Oak
 12 Ridge High School Orchestra be granted permission
 13 to travel to Williamsburg, Virginia to participate
 14 in festival competition.
 15 CHAIRMAN FILLAUER: You have heard
 16 the superintendent's recommendation. Do I hear a
 17 motion?
 18 MR. DIGREGORIO: Move for approval.
 19 MS. AGLE: Second.
 20 CHAIRMAN FILLAUER: Dr. Bailey.
 21 DR. BAILEY: This trip includes the
 22 following; this is the National Adjudication
 23 Competition at national level before a panel of
 24 judges for evaluation and comparison to other

1 groups across the nation. And you have the full
 2 itinerary, the insurance, number one insurance
 3 program available. You get the cost of the trip,
 4 per student cost 450. You've got examples in here
 5 of students having the opportunity to lower the
 6 cost of the trip by about \$50.00 per student in the
 7 past years just simply from a negotiation angle.
 8 And in addition they give partial scholarships to
 9 students who are unable to afford the whole amount.
 10 And also students have the opportunities during the
 11 year to take part in fundraisers and raise money to
 12 pay for the trip themselves. So you've got all of
 13 the proposed value of the trip. When I read this I
 14 wanted to come out of retirement and see if I could
 15 be a chaperone to go down to Williamsburg. I love
 16 the Williamsburg area but when I saw the National
 17 Adjudication that's going to be a great experience
 18 for the students. So you have all the itinerary,
 19 the insurance, all the proposals there before you.
 20 It's a very excellent trip, it's put together well.
 21 Steven Reddick would be jealous of this trip, I
 22 would think.
 23 CHAIRMAN FILLAUER: Other questions?
 24 Mr. Eby.

1 MR. EBY: Does this occur over Spring
 2 break or...
 3 MS. VAN TOL: No.
 4 MR. EBY: So it's during school time.
 5 And we ask the parents if they are willing to
 6 contribute the funds and if they are not willing to
 7 contribute the funds the school will pay?
 8 MS. VAN TOL: Up until now parents
 9 have been willing to pay, we help out as much as we
 10 can but also students have every month an
 11 opportunity to take part in a fundraising event.
 12 DR. BAILEY: And then your Booster's
 13 Club also raises money and contributes to bring the
 14 trip cost down \$50.00 per student.
 15 CHAIRMAN FILLAUER: Can I get you to
 16 come up here because she can't....?
 17 MS. VAN TOL: I'm sorry. We have a
 18 Booster's Club that raises money throughout the
 19 year with various activities. And a lot of the
 20 money that is raised is raised by students on an
 21 individual basis. We had a car wash last Saturday
 22 and the students who took part in the car wash; the
 23 money that they earned at the car wash will be
 24 divided up among those students in an hourly wage.

1 And we do gift wrapping at Books A Million in
 2 December and the students who either play with
 3 quartets playing at Books A Million and we have
 4 students that are wrapping gifts. The money that
 5 is earned there is divided up among those students.
 6 So those people who are willing to work have a way
 7 of earning money to pay for the trip themselves.
 8 Students aren't forced to take part in these
 9 activities. If the parent wants to just pay for
 10 the trip, that's fine. Some of the students do
 11 that too.
 12 DR. BAILEY: Mrs. Van Tol, would you
 13 spend just a minute or so talking about the value
 14 of this kind of national competition when it comes
 15 to the musical value the adjudication because this
 16 is a very competitive aspect of the trip.
 17 MS. VAN TOL: It has helped to raise
 18 a national awareness of our orchestra program in
 19 Oak Ridge because many music educators around the
 20 country have heard of our program and know about
 21 the high level of performance that we do here
 22 because we have gone to one of these competitions
 23 every year for years now. And it's not so much,
 24 the competition gives the students a goal to work

1 toward. And it really makes them more aware of
 2 raising their performance to a higher level. But
 3 I've also found, especially in Oak Ridge, in recent
 4 years that I've given opportunities to students
 5 through these travel, opportunities that they would
 6 never have had. Four years or five years ago we
 7 did this same trip and I had a number of students
 8 come up to me and tell me they had never seen the
 9 ocean before. And they spent several hours on the
 10 beach and they were just thrilled they actually saw
 11 the ocean. And we always try and take a boat ride
 12 on the trips. And the students came up and one
 13 girl hugged me and said, I've never been on a boat
 14 before. Just opening their eyes to the
 15 possibilities, some of these kids have never
 16 traveled further than 30 or 40 miles outside of Oak
 17 Ridge. And it's for those students to give them
 18 the opportunities of travel and seeing another part
 19 of the country and making it possible for them to
 20 have the feeling of success that they earned the
 21 money to pay for their trip. I think it goes way
 22 beyond just the musical value.

23 DR. BAILEY: I agree with you but I
 24 wanted to stress the fact that nationally-known

1 judges so these are not lightweight judges that are
 2 adjudicating the performance of the students so
 3 it's a pretty high level.

4 MS. VAN TOL: Last year we had Elliot
 5 Del Borgo as a judge who is one of the leading
 6 composers in the country right now. And he fell in
 7 love with our program. He was just so impressed
 8 with our program here. And he's been in e-mail
 9 contact with me several times since then. So it's
 10 a good advertisement for what we do here. We would
 11 appreciate having it approved.

12 CHAIRMAN FILLAUER: Anyone else?
 13 Thank you. The motion on the floor is the approval
 14 of the recommendation by the superintendent
 15 relative to the field trip for the Oak Ridge High
 16 School Orchestra. All those in favor signify by
 17 saying aye.

18 (Whereupon, all members voted aye)

19 CHAIRMAN FILLAUER: Opposed? Motion
 20 carries.

21 Next on the agenda under School Board
 22 Operations is a second reading for approval of the
 23 revised School Board Meeting's Policy 1.400. This
 24 policy under second reading was discussed at our last

1 meeting and basically has two additions to this
 2 recommendation. One deals with electronic attendance
 3 by Board members at meetings. And the other was a
 4 recommendation that restricted the use of cameras,
 5 camcorders or other photographic equipment that
 6 interferes or disrupts the Board meeting. Dr. Bailey
 7 for a recommendation.

8 DR. BAILEY: The recommendation on
 9 the table, I would recommend approval of the
 10 revised School Board Meeting Policy 1-400.

11 CHAIRMAN FILLAUER: You've heard the
 12 superintendent's recommendation. Do I hear a
 13 motion?

14 MS. RICHTER: Move for approval.

15 MS. AGLE: Second.

16 DR. BAILEY: Mr. Chairman and Board,
 17 the policy addresses the recent TSBA policy change
 18 to allow electronic attendance by Board members at
 19 Board meetings and address use of photographic
 20 equipment during Board meetings. Changes are noted
 21 in red and underlined. With the first reading of
 22 this there were two comments that the Board made
 23 and so we have addressed those in this manner. In
 24 the original first reading; no one shall bring a

1 camera. The Board felt very strongly that that was
 2 very restrictive. So with the intent of our
 3 discussion last time we've changed that wording to
 4 read; the Board reserves the right to restrict the
 5 use of cameras, camcorders or other photographic
 6 equipment that interferes or disrupts a Board
 7 meeting. Because that was the intent that we felt
 8 the Board had based on your discussion at the last
 9 one.

10 The other area was under family
 11 emergency. And in that particular area originally it
 12 read; the member shall be absent due to
 13 hospitalization of the member or the death or
 14 hospitalization of the member's spouse, father,
 15 mother, son, daughter, et cetera, et cetera. Was
 16 very specific, ok. So what we've added is we've
 17 changed that to read; the member is dealing with a
 18 family emergency as determined by the LEA to allow
 19 some flexibility of that. Because, if you remember,
 20 there is a restriction anyway on this that no member
 21 may participate more than twice per year due to a
 22 family emergency. So that would be the idea that you
 23 may have a situation that you had someone at home,
 24 not hospitalized, but it kept you at home but you

1 still want to participate. And based on the Board
2 determining that, we felt that was the intent of the
3 Board so we think those two corrections put that
4 policy and procedures in place for your approval
5 tonight.

6 CHAIRMAN FILLAUER: Questions? Ms.
7 Richter.

8 MS. RICHTER: The section that talks
9 about the chairman or the Board must be able to
10 visually identify the Board member. It doesn't go
11 as far as saying the Board member has to be present
12 in Skype format or something. But do you think
13 that's what they were thinking of?

14 MR. EBY: How else could you be
15 visually identified if it wasn't by some video?

16 DR. BAILEY: We have two venues that
17 we can use. Skype is one. And what's the other
18 one?

19 MR. COFER: We have Tandburg and
20 Skype and Google.

21 DR. BAILEY: So the intent of that,
22 Jenny, is exactly that. The Board member that
23 would want to take advantage of this because they
24 couldn't make it and, remember, quorum of the Board

1 has been a situation where individuals disrupted a
2 meeting using video camcorders and purposely to
3 distract from the meeting and you are trying to
4 engage in discussion. And it's one thing for a
5 family to come in and take pictures of the kids
6 singing or entertaining. And remember our Board
7 policy restricts really within our own school
8 system just taking pictures of people just candidly
9 anyway. So this was a very orchestrated attempt, I
10 assume, based on what I heard of it and I don't
11 know the full details of it, Dan. But there could
12 be individuals that want to disrupt a meeting
13 simply by being obnoxious, quite frankly. And if
14 you are moving around the room, you know, if the
15 press comes in they set up. But if someone is
16 moving around, coming up out of seats and filming
17 and doing whatever, there is a certain decorum that
18 you have got to have without distracting from the
19 general public that is at the meeting as well as
20 within the meeting. So all this does is simply say
21 the Board chairman and the Board would base that on
22 the disruption, that's all it's saying.

23 MR. DIGREGORIO: Would we even know
24 if somebody is taking a picture?

1 has to be present anyway. So this affords the
2 opportunity that something would keep you home as
3 in a family emergency or a work-related event but
4 you could still visually come in would mean we
5 would Skype you in, we would see you visually. So
6 it would mean that you are not just on there
7 pretending to be Bob or Tom Bailey or Angi or
8 Jenny, we would be able to see that it was you
9 participating.

10 CHAIRMAN FILLAUER: Anyone else?

11 MR. DIGREGORIO: I've got a few
12 questions about our restricting cameras, et cetera.
13 The statement is certainly better than it was last
14 meeting. I still am not sure that there has ever
15 been a problem with this in our Board meetings. I
16 certainly don't remember any since 1972 when I've
17 been on the Board, excuse me, when I joined the Oak
18 Ridge Schools. Again, it's an open and public
19 meeting. But under what circumstances would we
20 ever ask the audience not to take pictures or
21 record the proceedings of this meeting?

22 DR. BAILEY: Well, we could look to
23 the reason that this was put in there by the
24 Tennessee School Board Association because there

1 MS. RICHTER: That's not a
2 disruption.

3 CHAIRMAN FILLAUER: I think the issue
4 is and I look at it from where I sit right now as
5 Board chairman. If any person out there in any
6 form or fashion is disruptive in the meeting, if
7 they are talking to someone on this side is talking
8 across to somebody on that side, somebody stands up
9 and continually interrupts the process that's going
10 on up here, some person is playing their iPhone
11 where we can hear the music, any type of
12 disruption, then it would be incumbent on me as
13 chairman of the Board to stop, request that that
14 person refrain from doing what they are doing. And
15 if that person refrained, then we would move on.
16 If that person did any one of those, or others that
17 I could think of, things that disrupted this
18 meeting, I then would address that person. I'm
19 basically a two-chance person, not a third-chance
20 person and on that second time I would say you were
21 asked to adhere to the rules of this meeting, you
22 have chosen not to. I would ask you now to please
23 leave this meeting. And if they didn't, that's why
24 we have the officer stationed here. I would then

1 ask the officer to remove them. In our policies
2 this is just another identification of what a
3 disruption might be. So the question I think we
4 have to answer is are we satisfied that the Board
5 chairman, whoever he or she is, from this point on
6 until whenever, has the authority to do that, which
7 the Board chairman does, then do we need this in
8 any part of the policy. That's the question I
9 think we have to answer.

10 Ms. Richter, I think you were next.

11 MS. RICHTER: I was just going to
12 comment that somebody surreptitiously photographing
13 us isn't disrupting the meeting so they wouldn't
14 run afoul of this policy anyway.

15 DR. BAILEY: That's right.

16 MR. DIGREGORIO: So we are really not
17 preventing people from taking photographs?

18 CHAIRMAN FILLAUER: Absolutely not.

19 MR. DIGREGORIO: What we are trying
20 to do here. . . we need to make this clear because
21 we have already had the e-mail traffic about this.
22 We are not trying to prevent people from taking
23 photographs or recording the proceedings of the
24 Board. What we are trying to do is keep them from

1 making a circus out of it?

2 CHAIRMAN FILLAUER: I would agree
3 with that. Mr. Eby.

4 MR. EBY: I was not here last month
5 so I didn't have benefit of the discussion you had
6 before. I think you have to ask the question and I
7 think you make very good points why do you need it
8 if the chairman already has the ability if somebody
9 is disrupting it. I think you have to ask two
10 questions. One is why is it that TSBA is
11 recommending. There must be a reason why they are
12 recommending it. And a person could potentially
13 stand on the grounds of saying they have the right
14 to video and take pictures or whatever because this
15 is an open meeting. So they may decide to use that
16 as part of their disruption. I don't know that
17 they would but they possibly could. By having this
18 policy, then we stay upfront. We are not
19 preventing anybody and we make the meeting open.
20 We have it on TV and anybody can copy anything they
21 want to from the TV. But it may be that the policy
22 is recommended by TSBA just for the protection of
23 the case where the person stands up and says I have
24 this right to do this because this is an open

1 meeting. I don't know.

2 DR. BAILEY: One of the examples that
3 was given at one of the meetings is cell phones,
4 we've talked about cell phones. You go to the
5 movie theater and they ask you to turn your cell
6 phone off while the movie is on. Well, cell phones
7 are cameras now and you can flash and you can
8 flash, you can also have them ring. I always
9 wanted a Harley Davidson motorcycle so my ring on
10 my telephone is a Harley Davidson motorcycle
11 because that's as close as I'm going to get to
12 having one. So the reality is that you can disrupt
13 meetings in lots of different ways, if that's your
14 intention. This is not to preclude anybody from
15 using anything appropriately. Pictures, cameras,
16 et cetera, photographic equipment. It's when it's
17 designed everybody's cell phone is going to go off
18 at specifically a time every five minutes to
19 disrupt a meeting. Now I would hope that the
20 general public or anybody would not do that but
21 this has happened, folks, ok. So when people, TSBA
22 is suggesting that just to be exactly, Bob, as you
23 are saying to have something there that is saying
24 you reserve the right to restrict it. And they

1 were even more; no one should bring a camera. I
2 had a problem with that and so did you all. And I
3 think that this affords the Board and this
4 community to understand no one is trying to prevent
5 anybody from doing the civil thing, the right
6 thing, you know, and if they operate within the
7 normal procedures and Roberts Rules of Orders and
8 respect, and so forth, the meeting goes on without
9 any disruption or interference, then that's
10 appropriate. We want that, we want input, we want
11 dialogue. We don't want meetings interrupted or
12 interfered with in a disruptive manner.

13 MR. DIGREGORIO: Is there a
14 possibility of abuse by future Boards? I mean, we
15 understand this. To where they would take that
16 reserving a right to restrict cameras and recording
17 devices to say no?

18 MR. EBY: I would say if the Board
19 did that, they would probably be crucified in the
20 papers with the current open meetings.

21 MR. DIGREGORIO: So why do we need
22 this part? Ok, I'm going to try this. I move we
23 strike that sentence.

24 MS. AGLE: I'm going to second that

1 because my question was basically what Mr. Fillauer
2 spoke to that the Board already has the right to
3 prevent disruption of the meeting. So is this
4 specificity necessary?

5 MS. RICHTER: A comment. Well, you
6 could ask the same thing under special meetings the
7 policy reads only business related to the call of
8 the meeting and details related to agenda items
9 shall be discussed or transacted by the Board at a
10 special meeting. I don't know why that statement
11 is there because that's going to be under the
12 control of the Board and the Board chair to keep
13 the meeting closely associated to the topics at
14 hand. I'm not saying that I'm convinced that we
15 need this line but I'm not quite sure what the
16 goblins are either. Why this concerns anybody. It
17 says the Board reserves the right to restrict the
18 use of cameras, camcorders or other photographic
19 equipment that interferes or disrupts a Board
20 meeting. I don't know why --

21 MR. DIGREGORIO: I think it clutters
22 the policy and I think it just makes a problem
23 where one doesn't exist.

24 CHAIRMAN FILLAUER: Part of this

1 reasoning for this being included by TSBA was
2 initiated by several incidents, as I found out, at
3 some Board meetings on the other end of the state
4 where the discussion if you were aware of what was
5 going on in the school system at the other end of
6 the state in the Memphis area, and during the
7 course of that discussion there were those in the
8 audience who came intentionally to disrupt and
9 interfere with the meetings so the meetings could
10 not achieve the desired results based on what the
11 agenda of that meeting was. There was one
12 situation where the Board chairman actually
13 adjourned the meeting because they couldn't carry
14 on the business because of the behavior of the
15 audience. And it was such a number of people that
16 the Board chairman was more inclined to adjourn
17 that meeting as opposed to try to deal with what
18 they would have to deal with to remove those people
19 from the meeting.

20 MR. DIGREGORIO: But that has not
21 been a problem here? Ever?

22 CHAIRMAN FILLAUER: No.

23 DR. BAILEY: Doesn't mean it couldn't
24 be.

1 CHAIRMAN FILLAUER: Ms. Richter,
2 MS. RICHTER: Do you know whether or
3 not that disruption had some relationship to
4 electronic equipment and recording equipment like
5 this?

6 CHAIRMAN FILLAUER: Playing music
7 from iPhones.

8 DR. BAILEY: And it's there to do
9 exactly that.

10 MR. EBY: Where in our policies does
11 it say that we have the right to remove people who
12 disrupt? I'm sure it's got to be in there
13 somewhere but does somebody know where it is? I
14 just want to read it.

15 CHAIRMAN FILLAUER: I couldn't get to
16 it without going there and looking to find it
17 myself. I couldn't tell you off the top of my
18 head.

19 MR. EBY: If we are claiming it
20 protects us from that, I would like to see what it
21 says and how it protects us before we vote this
22 down or something like that.

23 CHAIRMAN FILLAUER: Ms. Agle.

24 MS. AGLE: The motion currently on

1 the floor is to remove this sentence, which would
2 enable us to then move on and vote on the other
3 piece of this, which I think is much more
4 significant in allowing Board members to
5 participate electronically and then we could
6 revisit this at some point in the future, if we
7 chose to do so. It seems awkward to me to put
8 these two changes in in the same reading because
9 they are so unrelated.

10 CHAIRMAN FILLAUER: The issue is if
11 people want to read this as it is written then it
12 is very understandable to me. The three key words
13 are "reserves, interferes and disrupts." If people
14 choose to read only restrict the use of cameras,
15 camcorders and other photographic equipment, then
16 they have gone out on a completely different
17 avenue.

18 DR. BAILEY: Absolutely.

19 CHAIRMAN FILLAUER: And that's the
20 issue and that's what this discussion really is
21 centered on. And I think really, if it comes down
22 to it, we are asking ourselves and I think, Dan,
23 you and I had this discussion as we were exiting
24 somewhere, that's the issue. Is it all of what we

1 are doing spending time right here to deal with the
2 fact that what's going to be made evident from
3 this, if it is passed, are restrict use cameras,
4 camcorders and other photographic, and the other
5 part of it is going to be lost.

6 MR. DIGREGORIO: You've already made
7 my point. This distracts from an otherwise very
8 good policy.

9 CHAIRMAN FILLAUER: So I think at
10 this point in time I would agree with Ms. Agle,
11 let's pass this policy, let's get in with the
12 electronic attendance, which is the most important.
13 Let me do a little research through our policy just
14 to see and if we need to come back and put this
15 back in the policy, there is no reason why we can't
16 do that and consequently I would support the motion
17 that is on the floor.

18 MR. DIGREGORIO: And I would
19 recommend that we don't even attempt this until we
20 get a new superintendent who might have his or her
21 own view points or whatever. I'm not criticizing
22 you, Dr. Bailey.

23 DR. BAILEY: I would want to make
24 sure that wasn't the point.

1 MR. DIGREGORIO: This is not a slam
2 at you. You're still my home boy, alright.

3 DR. BAILEY: I believe in the freedom
4 of expression and I don't want that to be inferred
5 otherwise, Dan.

6 MR. DIGREGORIO: This is not a slam
7 about you, make it very clear.

8 DR. BAILEY: I'm glad you clarified
9 that. Thank you.

10 CHAIRMAN FILLAUER: And I'd want to
11 do what Mr. Eby said, too, clarify within the
12 policy what the authority is and that would solve
13 it.

14 MR. DIGREGORIO: Let me go back to
15 this with clarification with the superintendent.
16 He's not even the one who brought this up. This is
17 a TSBA thing.

18 DR. BAILEY: I appreciate you saying
19 that. I wonder why you made the other comment
20 before you made that comment.

21 CHAIRMAN FILLAUER: Ok, the motion on
22 the floor is to remove, correct me if I'm wrong,
23 Ms. Agle, since you had the motion --

24 MR. DIGREGORIO: No, I made the

1 motion.

2 CHAIRMAN FILLAUER: You made the
3 motion and she seconded it. Correct me if I'm
4 wrong. The motion on the floor is to remove the
5 section of this policy that states; the Board
6 reserves the right to restrict the use of cameras,
7 camcorders and other photographic equipment that
8 interferes or interrupts the Board meeting. To
9 remove that section from this policy. That was the
10 motion and you had the second. I'll call for a
11 vote on that motion. All those in favor of that
12 motion, the motion to remove this, signify by
13 saying aye.

14 (Whereupon, all members voted aye)

15 CHAIRMAN FILLAUER: Opposed? Motion
16 carries. Now we deal with the motion on the floor
17 to approve the policy school board meetings with
18 the addition of this section referring to
19 electronic attendance. And that motion has been
20 made so I'll call for a vote.

21 MR. EBY: I had one question since I
22 wasn't here last time. When we talk about family
23 emergencies, if an individual, a Board member is
24 ill, is that considered a family emergency?

1 CHAIRMAN FILLAUER: I think that is
2 why we put in there and discretion are determined
3 by the LEA, yes.

4 DR. BAILEY: Just clarifying the
5 reason we said that that way, Bob, was because you
6 literally could come down with something that you
7 are okay to be home but you don't want to be here.

8 MR. EBY: We don't want to bring it
9 to the other Board members.

10 DR. BAILEY: Exactly. And so the
11 original policy was you had to be hospitalized or
12 have a death in the family and that's pretty
13 restrictive. So I think the intent here, remember,
14 you are only talking two meetings that you could do
15 this anyway.

16 CHAIRMAN FILLAUER: Others? The
17 motion is to approve the, let me read the motion
18 exactly. The motion is to approve the Revised
19 School Board Meeting Policy 1,400 on second reading
20 as amended. All those in favor signify by saying
21 aye.

22 (Whereupon, all members voted aye)

23 CHAIRMAN FILLAUER: Opposed? Motion
24 carries. Next under Items for Information,

1 enrollment update. Are there any questions?
2 Standards-based report card; comments
3 or questions.

4 MS. RICHTER: Just one comment.
5 Golly, that is complicated.

6 MR. EBY: I looked at that, it's
7 going to take forever to fill that thing out.

8 DR. PHILLIPS: This has been a very
9 interesting journey but it is one that the teachers
10 have actually been asking for. And they are the
11 ones who, as we've gotten together across the
12 system and started talking like third and fourth
13 grade teachers across the district, they are
14 realizing what a discrepancy there is between what
15 we report to parents and what we are teaching the
16 children. So now with the common core standards in
17 place, Roger and his team brought this up and we
18 started talking with the other principals and they
19 were all for it, in addition to all of the third
20 and fourth grade teachers. So we integrate that
21 into our way of reporting to parents how their
22 child is doing. And we've already started a lot of
23 discussions across the system with parents.

24 MS. RICHTER: That was going to be

1 one of my questions. Mr. Chairman, if I could ask
2 another question. Have you received feedback from
3 a variety of parents on this? This is an
4 intimidating document and I read a lot.

5 DR. BAILEY: And believe me, it's
6 going to take some effort to walk parents through
7 it at parent visitations, at report card time
8 because the other piece that you have also ties in
9 directly to the accountability system that we are
10 being held to.

11 MS. RICHTER: Yeah, that was pretty
12 obvious. I just hope this is going to be something
13 good for parents and kids.

14 MR. WARD: We started the year at our
15 parent nights by giving this document to third
16 grade and fourth grade parents. And our teachers
17 at parent night explained the process for coming to
18 a point where they would be able to give a student
19 a zero, one, two, three or four based on their
20 proficiency. In those meetings I met with the
21 parents as a large group to finish up the night and
22 talked to them some more about why. Fortunately,
23 we have been having lots of conversations at Linden
24 about common core, about standards, about how we

1 evaluate student progress. And believe it or not,
2 I haven't had any parent say anything just yet
3 about standards-based report card. They all have
4 the document. The next step is when it's time in
5 October every third and fourth grade parent will
6 sit down individually with their child's teacher
7 and the teacher will explain the report card one on
8 one. That's what we've dedicated ourselves to
9 doing. We've done that for the past few years with
10 our other report card and those conversations have
11 been somewhat frustrating because we've been able
12 to say in the meeting the student has a C in
13 mathematics but the struggle has been how do they
14 get better. How do they get from a C to an A. So
15 it's been a real struggle for the parents to
16 understand the teachers. With this report card,
17 it's very obvious, if you are not at proficiency,
18 here's where you are lacking proficiency. All of
19 these standards have a scale that matches, that
20 tells this parent what activities are we using in
21 order to measure the proficiency. So it is a
22 change. I will tell you that kindergarten has been
23 doing the standards-based report card for awhile.
24 And our kindergarten teachers were the first ones

1 in elementary school to actually enter grades
2 electronically and they loved it. So that led
3 other teachers at the elementary school to say if
4 kindergarten teachers can do it, I bet we can do
5 it. And we actually had a group of teachers at our
6 school who came to me in the summer and said; why
7 are we sitting around, we need to do this. I,
8 frankly, was blown away. I said, are you sure, do
9 you know what you are asking for. And they said,
10 yes. So I brought that to Dr. Phillips' attention
11 which I think shocked her at first. And then,
12 believe it or not, more teachers began to say,
13 yeah, we want that as well. And I'll tell you, if
14 it weren't for Holly Cross, Holly Cross has been
15 doing an incredible job. Within a couple of days
16 Holly had taken Skyward, a grade tool, taken the
17 common core and somehow through the magic of
18 Skyward she was able to create this report card by
19 just pulling these standards over. Our teachers
20 have been in sessions with Holly and they feel as
21 confident as they possibly could right now at being
22 able to implement the standards-based report card.
23 Do we feel like we have been thrown into the deep
24 end of the pool? Yes. But sometimes, you know, my

1 grandmother said to me, don't wait until you can
2 afford children to have them. I think the same is
3 true here. The analogy helps. If we waited until
4 we are ready to do a standards-based report card,
5 we probably never would.

6 DR. BAILEY: And, Roger, it's coming.
7 This is being done already in different school
8 systems. And you mentioned something, Angi made a
9 comment tonight about common core earlier, ok, this
10 also reflects the essential skills related to the
11 common core and it also pulls out the SPIs that
12 used to be there but are now being pulled out
13 because of the depth and the breadth of what your
14 comments were earlier.

15 MR. WARD: I think we have been, Ms.
16 Richter, trying to create some urgency in the minds
17 of parents. That's sometimes difficult to do at
18 our level. They suffer for it at the middle and
19 high school. If we are not preparing students for
20 that next step and the urgency certainly is created
21 with this document, parents are saying, oh, wow,
22 they can't really afford to miss school, we've got
23 to be there everyday. I like myself personally
24 being out on the tip of the spear. I think Oak

1 Ridge needs to live there as well. I'm pretty
2 excited about it. I'm willing to fall in the hole
3 a little bit and find our way out of it with
4 parents and that's how we are approaching it with
5 our parents. Look, we are so lucky to be the
6 guinea pigs here and your students are going to
7 benefit. I don't know any colleges out there who
8 are looking at elementary GPAs for admittance. So
9 if we can somehow help out down the road, I'm
10 excited about the opportunity.

11 DR. BAILEY: Roger, you actually had
12 some parents tell you, I got this through Marian,
13 that they liked it because it gave them more
14 specific information.

15 MR. WARD: Absolutely. We now have
16 parents working with their students at home because
17 it's very explicit about what they need to know.

18 MR. EBY: I actually applaud you for
19 doing this. The level of detail, if you truly want
20 to track a student's progress and know where they
21 are with regard to what is expected of them, with
22 this level of detail you can track it, you can know
23 where they are, the parents can know where they
24 are. It is going to be an awful lot of work but if

1 the teachers are willing to do it, I think it's
2 great.

3 MR. WARD: Let me walk you just a
4 little bit. Where the asterisks are on the report
5 card --

6 DR. BAILEY: This is critical.

7 MR. WARD: In reading, language arts
8 and math are the actual standards that are assessed
9 first nine weeks. And what a teacher can do is go
10 in under that first math standard and she or he can
11 prepopulate every student with what's the general
12 score. For example, if most of the class is at
13 proficiency, they can say prepopulate everybody's
14 name with a three. And then they can go in and
15 change the ones that aren't a three. So, in
16 essence, instead of having to get a paper/pencil
17 report card and go through each child and average
18 grades and put down that score on the report card,
19 the theory from Holly is that this might even be
20 quicker work for teachers. We will see how that
21 goes. We will get some definite feedback. I'd
22 like to come back sometime in November and say;
23 here's how it went, the first nine weeks.

24 CHAIRMAN FILLAUER: We would actually

1 like for you to come back and tell us that.

2 MR. WARD: Well, chances are if I'm
3 hearing things, you are probably going to be the
4 next in line or maybe you first and then me but we
5 will be trying to keep parents informed well enough
6 that they don't have questions that get to your
7 level.

8 DR. BAILEY: Roger, one other comment
9 I think the Board needs to hear, I heard it from
10 Marian as well. When you look at T-1, T-2, 3 and 4
11 and you look at the actual SPIs or the essentials
12 some of those obviously fall in the first versus
13 the second so it's a graduation of those skills
14 that you expect to measure along the path.

15 MR. WARD: The good news, too, is if
16 your student has a two, which is below proficiency
17 in the first grading period, it's not the end of
18 the story anymore. They can still move from a two
19 to a three to a four as the year progresses.
20 That's why the box continues on out. Before, once
21 the nine weeks was over and Mr. DiGregorio and Mr.
22 Fillauer can speak to this, once the nine weeks is
23 over, you've sort of left those standards behind
24 and moved on to a new set of standards. Today's

1 educational best practice is if a student is not
2 quite finished with a standard, we are still going
3 to continue to instruct with that student with that
4 standard. That's where intervention and extensions
5 come in. If a student is at a three, which is
6 proficiency, that student is not going to stop.
7 They are going to keep moving toward that four by
8 the end of the year.

9 CHAIRMAN FILLAUER: Ms. Agle.

10 MS. AGLE: Well, this is very
11 detailed and I do expect it's going to be a lot of
12 work for the teachers. But looking at it through a
13 parent's eyes, this is fabulous.

14 MR. WARD: I know, I love it.

15 MS. AGLE: Because when the parent
16 gets it, they know it's not math in general that's
17 the problem, it's this specific thing that we can
18 work on over Christmas break and come back ready.
19 You will have some parents who don't understand it.
20 You will have some who aren't sure what to do and,
21 hopefully, you can develop some coaching materials
22 for those who aren't sure. You all have already
23 accepted that this is a process.

24 MR. WARD: Right, one of the hardest

1 things, I think, for parents to understand is that
2 a four is not equal to an A, a three is not equal
3 to a B and so on. So it's a lot of conversations
4 but I think because we are launching into it it's
5 going to pay great dividends later on.

6 DR. BAILEY: I applaud the leadership
7 of Roger in stepping forward and the staff and
8 their piloting to December and guess what the
9 others are in the dialogue and discussion and they
10 want it as well. So they welcome the opportunity
11 for you to kind of clean up.

12 MR. WARD: Sure, we have a great
13 responsibility in order to get this to a place
14 where it works well so that when the other three
15 elementary schools come on board second semester
16 they don't encounter any issues. So we know that's
17 a huge responsibility we have and we are trying to
18 . . . Dr. Phillips has encouraged us to document
19 progress along the way so that we remember what
20 happened and we can help the other three
21 elementaries avoid those pitfalls as they launch in
22 the Spring.

23 MR. DIGREGORIO: Question. Will this
24 be used all the way through grade twelve eventually

1 or just elementary?

2 MR. WARD: I only principal Linden
3 Elementary School.

4 MR. DIGREGORIO: I mean eventually.

5 DR. PHILLIPS: The other schools are
6 working on reporting regarding common core
7 standards in their learnings but it won't be in
8 this fashion.

9 MR. DIGREGORIO: Yeah, because there
10 is a lot of difference between 150 kids and 30 kids
11 for teachers.

12 DR. PHILLIPS: This is for
13 elementary.

14 MR. WARD: Not only that, I think at
15 the collegiate level I'm not sure they are ready to
16 accept this sort of reporting in order to admit
17 students. So there would be a lot of work on that
18 end as well.

19 DR. BAILEY: But this speaks so
20 loudly to the fact that if you take them when they
21 are young and work on deficiencies and get
22 everybody prepared so that when they are in middle
23 and high school, it just starts all at the
24 beginning and works its way upward so it's well

1 done.

2 CHAIRMAN FILLAUER: Roger, you did
3 say one thing. When you get this figured out, I
4 would like for you to let the Board know and that's
5 when you get the transition of trying to get
6 parents to understand that a three is not this
7 grade or a four is not this grade. I think that's
8 the same thing this Board finds when we are trying
9 to explain various report cards and things that
10 come down from the State, we have that same issue.
11 We have that same issue when we do superintendent
12 or Board self-evaluation. That is a problem and
13 that is a major goal to get that understanding in
14 the parents' hands to help make this work.

15 DR. BAILEY: Excellent point with the
16 elementary. Parents need to get away from thinking
17 that it's an A,B,C or D, it never has been, it's
18 about the skills they are learning and where those
19 skills are in relationship to where they need to
20 be. And that's what this does so this is well
21 done.

22 CHAIRMAN FILLAUER: Thank you, Roger.
23 Next Safe Schools Act of 1998 application. Dr.
24 Bailey, any comments or questions from anyone?

1 DR. BAILEY: I just wanted the Board
 2 to be aware that the Safe Schools Act application
 3 goes in each year so I wanted you to -- I think we
 4 do this almost every year but if we haven't in
 5 awhile, it's just the idea of looking at the
 6 application. At one high school we have a resource
 7 officer assigned to the high school. Officer
 8 Selby. S-e-l-b-y. Right? Ok, we have two middle
 9 schools and we don't have any SROs assigned there.
 10 We have four elementaries, no SROs. The local
 11 sheriff police department funds that. And then you
 12 go to the next part of it. Does the district
 13 utilize school resource officers; yes. Does the
 14 district either directly or by your relationship
 15 with local law enforcement agents adhere to the
 16 employment and training standards mandated under
 17 Tennessee law; yes. And there's an agreement now
 18 that we have in conjunction with that. And Chief
 19 Akagi is the actual contact. Then the project
 20 narrative we just wanted you to be aware of the
 21 school-wide positive behavior in the system is part
 22 of what we spend the money on. And then the Crisis
 23 Management Plan; it became very evident from the
 24 input of parents that we did not have an effective

1 rapid way to communicate with them. Alert Now was
 2 fine but we also have gone to the Sky Alert System
 3 and that is working very well. It still falls
 4 within the same communication plan, the emergency
 5 plan that we use. And then we also put training in
 6 here for physical restraint. It's appropriate and
 7 ensure that safe administration of restraint when
 8 deemed necessary two staff members will receive the
 9 recertification training and then lead workshops,
 10 and so forth. The year before you had the Positive
 11 School, you had the Crisis Management Plan and you
 12 had some emphasis on students' safety in terms of
 13 intercom systems and money spent at the alternative
 14 school and walkie talkies. So this was just to let
 15 you know where the money was being spent and this
 16 is what goes to the State Department.
 17 CHAIRMAN FILLAUER: Any questions?
 18 Any Old Business and New Business? I'll kind of
 19 combine, let me just remind you that on October
 20 12th we will be having a retreat here at the School
 21 Administration Building from eight until noon that
 22 morning. I've already met with Dr. Bailey and we
 23 have several items for discussion. If there is any
 24 Board member that has something that they would

1 like to see placed on that item for discussion, if
 2 you'd send that information to Dr. Bailey. Ms.
 3 Richter, you've already suggested one which I have.
 4 On October 17th Ms. Agle will be
 5 hosting Focus on Education. I just finished hosting
 6 one for this month and my guest was Dr. Bailey.
 7 And on Wednesday of this week the Oak
 8 Ridge Schools will be having a Health and Wellness
 9 Fair at Oak Ridge High School in the food court area
 10 from three to six, I believe is the correct time.
 11 And that's all I have unless someone
 12 else has something.
 13 DR. BAILEY: The head-end room is
 14 making progress. I'll send you some pictures very
 15 soon. The walls are up so things are moving with a
 16 completion date set, hopefully, for around December
 17 10th or 11th.
 18 CHAIRMAN FILLAUER: We will wait for
 19 the ribbon cutting.
 20 Anyone else? We stand adjourned.
 21
 22
 23
 24

W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Thomas E. Bailey

Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

11/26/12

Date Approved

C E R T I F I C A T E

I, Joan S. Roberts, Notary Public at Large
for the State of Tennessee, and Licensed Court
Reporter do hereby acknowledge that the foregoing 89
pages are a true and correct transcript of the
proceedings taken by me in this cause on the 24th day
of September, 2012.

This the 16th day of October, 2012

Joan S. Roberts

Joan S. Roberts, Court Reporter