

TRANSCRIPT OF PROCEEDINGS

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - SEPTEMBER 26, 2011

7:00 p.m.

BOARD MEMBERS

MR. W. KEYS FILLAUER, CHAIRMAN

MS. ANGI AGLE

MR. DAN DIGREGORIO

MR. ROBERT EBY

MS. JENNIFER RICHTER

ALSO PRESENT:

DR. THOMAS BAILEY, SUPERINTENDENT OF SCHOOLS (ABSENT)

MR. KEN GREEN, ASSISTANT SUPERINTENDENT OF SCHOOLS

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT

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1 MR. FILLAUER: I'd like to call to order
 2 the Oak Ridge Board of Education Regular Meeting,
 3 Monday, September 26, 2011. First on the agenda is
 4 the Committee of the Whole, and we have with us
 5 tonight Ms. Carden, who is the music teacher at
 6 Woodland Elementary School. And she and some of her
 7 students are going to open our meeting tonight. And,
 8 ladies, it looks like you're ready.

9 (Whereupon, Pledge of Allegiance
 10 was recited and students performed and were
 11 introduced.)

12 MR. FILLAUER: Next item on the agenda
 13 is the Public Forum. The Public Forum is for anyone
 14 in the audience who would like to address the Board on
 15 a topic that is not on the Board agenda. The Board
 16 does not take action at this time but may have
 17 questions and then may direct the Superintendent to
 18 provide additional information or direct you to the
 19 appropriate staff member. If you choose to speak,
 20 please sign your name and address at the podium and
 21 then state your name and address. You will have three
 22 minutes to speak. Is there anyone who wishes to
 23 address the Board at this time? Seeing no one, I will
 24 adjourn the Committee of the Whole and call to order

1 our regularly scheduled meeting, I hope. First item
 2 or the next item on the agenda is the approval of the
 3 agenda. Are there any additions or changes or
 4 corrections to the agenda?

5 MR. EBY: Mr. Chairman, I'd like to move
 6 from the Consent Agenda the approval of the food
 7 services policy into Items for Action.

8 MR. FILLAUER: Okay. And I'm going to
 9 move Item 6, Items for Discussion, the Oak Ridge
 10 Community Solar Initiative. We have a number of
 11 people here tonight that are here to address the Board
 12 on that topic. So, I'm going to move that before
 13 Items for Action so those people don't have to stay
 14 for the whole Board meeting unless they would like to.
 15 They would certainly be welcome to do that. Okay.
 16 We'll put the approval of the food service policies,
 17 we'll make that Item E under Business and Support
 18 Services. Any other additions or corrections? Then
 19 do I hear a motion to approve the agenda?

20 MS. RICHTER: Move for approval.

21 MR. DIGREGORIO: Second.

22 MR. FILLAUER: Any other discussion?
 23 All those in favor signify by saying aye.

24 (Whereupon, all members voted aye)

1 MR. FILLAUER: Opposed? Motion carries.
 2 The next item is under Special Reports, good news.
 3 Mr. Eby.

4 MR. EBY: Yes, Mr. Chairman. My good
 5 news for today is that on this past Saturday
 6 Robertsville Middle School hosted Bike Safety Day. We
 7 had dozens of Robertsville Middle School students
 8 participate in the event. Received numerous tips from
 9 the staff and had the opportunity to improve their
 10 bike skills in a series of safety drills. Jamie
 11 Petree organized the event and a grant from the Safe
 12 Routes to School funded Bike Safety Day. It also
 13 allowed the City of Oak Ridge to make improvements to
 14 the sidewalks and streets around the schools in Oak
 15 Ridge during the summer. And that's good news.

16 MR. FILLAUER: Thank you, Mr.
 17 DiGregorio.

18 MR. DIGREGORIO: Mine is also from
 19 Robertsville. Congratulations to Melissa Jeter and
 20 Cathy Janell, both 7th grade science teachers at
 21 Robertsville Middle School. They recently received a
 22 technology award from Oak Ridge Associated
 23 Universities. And the monies received will be used
 24 toward a Promethean board and slate for their

1 classrooms. Congratulations.

2 MR. FILLAUER: Ms. Richter.

3 MS. RICHTER: Mine comes from Glenwood.
 4 And I wish I knew more about it because it sounds
 5 interesting. Glenwood Elementary School teachers
 6 recently participated in a Take Ten Training
 7 Presentation by a national trainer. And this Take Ten
 8 is a school-based intervention program that integrates
 9 physical activity with academic lessons and they align
 10 it to State standards. I would love to see all that
 11 happening at one time. I guess they're hopping around
 12 while they do some of their studies or something. But
 13 the program contains movement lessons that are safe
 14 and age appropriate. And they try to mesh language
 15 arts, math, social studies, science and health with
 16 movement. The grant was secured by the Oak Ridge
 17 Coordinated Student Health Department and it was
 18 awarded by General Mills Champion for Healthy Kids
 19 Grant Program. So, I wish Pearl were here so we could
 20 -- is she back there hiding? No. I was going to ask
 21 her to demonstrate.

22 MR. FILLAUER: Maybe that's why she's
 23 not here. Thank you. Ms. Agle.

24 MS. AGLE: Well, last Tuesday the Board

1 of Education attended the TSBA Fall District Meeting,
 2 which was held at Hardin Valley Academy in Knoxville.
 3 And one of our volunteers from here in Oak Ridge at
 4 Linden, Angie Palan, was awarded the School Volunteer
 5 Award for the East District. This means that she will
 6 go with us to the TSBA Convention in November and find
 7 out if she is the state-wide winner. If she is that
 8 comes with a substantial grant that can be used at the
 9 school of her choice. A couple of our Board members
 10 also received recognition for level two and level
 11 three Board membership. Mr. Eby achieved his level
 12 two recognition, and Mr. DiGregorio, level three.
 13 Congratulations.

14 MR. FILLAUER: Thank you very much. M4
 15 good news centers in on some reminders. Again,
 16 reminders to principals or staff members who have
 17 something exciting going on at their school that would
 18 like to be mentioned in the good news segment if you
 19 would please get that to Dr. Bailey's secretary. We
 20 certainly would be more than glad to announce whatever
 21 you have for us to announce that is good news. Also,
 22 we started last Wednesday the Board's television
 23 program, which is called Focus on Education. I had
 24 the opportunity to host the first program and Dr.

1 that topic will be on Superintendents Evaluations.
 2 So, we're pleased to have them doing that as well.
 3 And that is our good news for this evening. Next item
 4 is the Consent Agenda. We have removed Item B from
 5 that. So, do I hear a motion for approval of the
 6 Consent Agenda?

7 MR. DIGREGORIO: Move for approval.

8 MS. AGLE: Second.

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

12 (Whereupon, all members voted aye)

13 MR. FILLAUER: Opposed? Motion carries13
 14 Next item on the agenda is the Items for Discussion
 15 that we've moved to this placeholder. Under Items for
 16 Discussion we have the Oak Ridge Community Solar
 17 Initiative. Mr. Green, do you have an introduction
 18 for that?

19 MR. GREEN: Yes, an introduction, and I
 20 believe we have individuals in the audience who are
 21 going to speak to the matter. And Tim Myrick who is
 22 here and some others with him -- Tim Myrick is the
 23 name I quickly recognize which is why you saw me
 24 reference him. But he has company with him and

1 Marian Phillips was my guest. I'm snre you've been
 2 getting a lot of phone calls probably, haven't you?
 3 Yes, I knew you had. And we, of conrse, talked about
 4 the preschool and Dr. Phillips did an outstanding job.
 5 In October, Mr. Eby will host the next one, and that's
 6 on October the --

7 MR. EBY: October the 12th at 5:00 and
 8 my guest will be none other than Mr. Ken Green on a
 9 very interesting tople called the Teacher Evaluation
 10 System.

11 MR. FILLAUER: And throughout the school
 12 year each Board member will be hosting that TV program
 13 on our eable station on 15. And we appreeiate Mr
 14 Cinnamon and his students for putting that together
 15 for us. It is done live. It's quite au exciting
 16 experience to do a television show live. And it is
 17 replayed several times so if you don't see it the
 18 first time you can come baek and see it again. And
 19 we'll be hosting, all the Board members will be
 20 hosting that show throughout the year. And, finally,
 21 I have mentioned this onee before but it is worth
 22 mentioning again. Ms. Richter and Mr. Ehy will be
 23 doing one of the clinie sessions at the Tennessee
 24 School Board Association Convention in November, and

1 they're all going to come forward to present on the
 2 matter, and I believe they have some slides that
 3 they're going to show for us. But the Oak Ridge
 4 Community Solar Initiative was formed to bring a
 5 community-owned solar power faeilty to Oak Ridge for
 6 educational purposes. It was developed from an idea
 7 by a recently graduated Oak Ridge High School student,
 8 Ben Terpstra. I believe Ben's father is here in the
 9 audience and is part of this project as well. The
 10 concept is to install a solar-powered generation
 11 system at Oak Ridge High School at no eost to the
 12 sehool system or the City. And the solar faelity
 13 will be owned by members of the community and they
 14 will sell the power back to TVA through the Generation
 15 Partners Program. That being said --

16 MR. FILLAUER: Whichever one or all of
 17 you that are going to lead this discussion.

18 MR. MYRICK: I am standing in as a proxy
 19 for Ben who wasn't able to be here. The entire
 20 general partners of ORCSI are bere and I'd like to
 21 introducee them. Sherie Culverson and Tom Burns and
 22 myself are on the general partners, and Ben, in
 23 absentia, with me as his proxy, are all here. Okay.
 24 I've got my slides. In order to not get too much of a

1 kink in your neck you probably need to turn around a
 2 little bit. As Mr. Green mentioned, the Community
 3 Solar Initiative was started around the beginning of
 4 the year and first came to this group last April for
 5 approval to proceed. And shortly after that, you
 6 might recall having seen this in the Knoxville
 7 News-Sentinel. That article was a good summary of the
 8 project written by Bob Fowler in late April. And
 9 along about July we started to go public with the
 10 project and really try to get the word out to the
 11 community. This is an article in The Oak Ridger
 12 shortly after we gave two public presentations at the
 13 high school about the project, and that sort of kicked
 14 it into high gear. I want to talk a little bit about
 15 how the whole project goes so that everybody has got
 16 the big picture and just to kind of see how the
 17 electrons flow and how the cash flows in this project.
 18 It all starts with the sun, of course. And the sun
 19 shines down on an array of photoelectric panels that
 20 convert those photons into electrons. Those electrons
 21 get shipped off to the City of Oak Ridge Electric
 22 Department, who meters them and calculates how much
 23 electricity is generated. They ship those electrons
 24 off to TVA. TVA in turn then pays the City of Oak

1 the end of this week we hope to have information from
 2 the USDA as to whether or not we'll get that grant.
 3 We haven't collected any funds as yet for this project
 4 because we've been waiting to see what all the pieces
 5 were going to be and what kind of a pitch we'd have to
 6 make. The drop dead date for us is December, well,
 7 it's December 31st, I guess. We've got to start
 8 construction by the end of the year; otherwise, we
 9 lose the thirty percent federal grant. So, that's the
 10 big picture of the project. And in terms of
 11 commitments, we've already gotten about \$100k in
 12 pledges; 55 people have made pledges to the system.
 13 And we've collected, well, we haven't collected
 14 anything yet, but we've got that amount of pledges.
 15 Half of the City Council has pledged but no School
 16 Board members have pledged as of yet. I do have
 17 sign-up sheets with me here in case anybody is
 18 interested in that. And that probably means I'll stay
 19 til the end of the meeting. The technical side of
 20 things has evolved as well. Our original proposal to
 21 you in late April was to glue down thin film solar on
 22 the roof of the cafeteria. That was Plan A. We had
 23 negotiated with the roof manufacturer in advance and
 24 they had approved this installation. But then when we

1 Ridge, or at least gives them a credit, for that
 2 electricity, and also gives them a credit for the fact
 3 that those are solar electrons, so there's a twelve
 4 cent premium for solar electrons as opposed to regular
 5 old electrons. And that brings the total price to
 6 about double what it would ordinarily be. The City of
 7 Oak Ridge then credits the Oak Ridge Schools with that
 8 same amount of money. Oak Ridge Schools then passes
 9 those funds back to ORCSI making for a whole bunch of
 10 happy investors. So, that's the big picture of how
 11 the whole system fits together. So far what we've
 12 done since our meeting in April, we've done all the
 13 paperwork to get things set up for the Generation
 14 Partners Program and signed up with Jack Suggs with
 15 the City and gotten all those pieces in place. We
 16 also have a power purchase agreement with the Oak
 17 Ridge Schools. That was signed in mid June. And all
 18 that was in preparation for a USDA grant that was
 19 submitted on time and we're still waiting for word on
 20 that grant. In July, as I mentioned, we did the
 21 public roll out. We've talked twice at the high
 22 school. We've talked to a couple of the Rotaries.
 23 We've talked to ETEC, the East Tennessee Economic
 24 Council, and a couple churches. And we're waiting, by

1 got closer to actually making a commitment they backed
 2 away on that and said they were seeing some problems
 3 with this material delaminating the roofs and they
 4 wouldn't extend the warranty. And since one of our
 5 commitments is to make sure that there's no liability
 6 to the school in this project we decided we couldn't
 7 do the unisolar and we had to go to Plan B. If you've
 8 been listening to NPR or any of the debates in
 9 Congress these days you've probably heard that name
 10 Solyndra in the last few weeks. They are now
 11 bankrupt. So, although the technology looked great
 12 for what we wanted to do with it, it's not going to
 13 happen. So, Plan B is off the table. We went back to
 14 our local vendor and said we need some new proposals.
 15 We got four bids for four different kinds of systems.
 16 And the one that we decided made the most sense for
 17 our installation is something that's called a solar
 18 awning where you've got parking spaces underneath pole
 19 mounted solar polycrystalline panels of the
 20 traditional rigid sort that we've seen in the past.
 21 These panels are sharp panels. They're made in
 22 Memphis. The piping is from Outpost Solar, which some
 23 of you may recognize. They're a Pulaski, Tennessee,
 24 company. And they had a big system at ORAU, I guess

1 about a year or two ago, where they did an 18-wheeler
 2 with a \$5K solar array that charged batteries and they
 3 could haul it into the desert and use it to replace
 4 diesel fuel generators for engagement activities by
 5 the military. What we're proposing now instead of the
 6 thin film solar on the roof is something that looks
 7 more or less like this. What you see here is kind of
 8 a one-sided solar awning. And underneath it we see a
 9 conceptual picture of a whole bunch of EV charging
 10 stations. Now, those EV charging stations are
 11 available free through a company called ECotality for
 12 the installation. The question would be as to who
 13 would pay the electricity for charging. There's no
 14 real way to meter that independently of the school's
 15 accounts. So, that's an item for discussion, but it's
 16 certainly something that could be added to this
 17 project free. This picture shows thirty charging
 18 stations. I think the guy who drew it got a little
 19 bit overly ambitious. We could probably support three
 20 or four rather than six, but it's a nice addition to
 21 the overall package and really drives home that
 22 message of alternative energy. Here's a bird's eye
 23 view of the school, and this will show you where we're
 24 talking about putting things. We're talking about

1 of thing that would occur on a roof that already
 2 exists. This looks a little bit more like a filling
 3 station or a gas station sort of thing. And it's in
 4 an area that we use quite a bit for band practice, for
 5 other types of practice, a big open area. Have you
 6 considered other sites?
 7 MR. MYRICK: We looked around at other
 8 sides and, actually, the innocuous invisible was one
 9 of the things that we did not want with the first
 10 application. We felt that the cafeteria roof was an
 11 extremely visible roof and would send the message very
 12 clearly to the community that this was a solar, an
 13 alternative energy installation, that was driving home
 14 the message that alternative energy is viable. One of
 15 the reasons that we went with this approach is
 16 primarily because it's also visible. It's not as
 17 visible but it's visible once you drive into the
 18 parking area and can see it. In terms of interfering
 19 with the current usages of the parking lot, because
 20 it's up against that edge, it's up against the side of
 21 the parking lot already, in fact, I can go back to
 22 that, you can kind of see that it's really not
 23 impacting the bulk of the parking area at all. So, it
 24 gives us a good south exposure. There's no trees or

1 this edge of the parking lot, fifteen spaces on the
 2 far end of that first row. Those are all staff spots,
 3 I believe, right now. And, I don't know, you could
 4 envision some ways of making those, you know, student
 5 of the month spots or something, covered parking, that
 6 might be kind of neat, and reserve a couple for
 7 electric charging. And then there's a long cable that
 8 would have to be run back to the transformer here.
 9 That would be an underground cable to tie into that
 10 transformer. And it's the fact that we've got to run
 11 that cable and pay for it that makes it possible to
 12 put those electric charging stations there as well
 13 because there's electricity going in both directions
 14 that way. So, that's basically the picture. And I'm
 15 willing to, what I'd like to request from the Board is
 16 that you approve us proceeding with this change in
 17 direction of the project so that we can begin
 18 collecting the funds and actually making this happen
 19 before the end of the year. And I'd be happy to
 20 entertain any questions you might have.

21 MR. FILLAUER: Questions from anyone or
 22 comments? Ms. Richter.

23 MS. RICHTER: When this was originally
 24 proposed to us it was an innocuous, non-visible sort

1 anything that need to be taken out in order to get in
 2 the way. We could go to a roof but roofs have
 3 penetration issues and all kinds of other issues that
 4 we just really didn't feel that we wanted to get into.
 5 Also, in terms of warranty on roof issues and leaks
 6 and things like that. We felt that for a whole lot of
 7 reasons having it pole mounted on the edge of the
 8 parking lot would be the optimal set of conditions.
 9 We did have three other bids, three other options, but
 10 I think that aesthetically you'd probably object to
 11 those even more. I could show those, too, if you're
 12 interested.

13 MS. RICHTER: Well, it's certainly not
 14 what I pictured from the first proposal. And it takes
 15 up real estate now, so it occupies space in a
 16 different way entirely than the space that had already
 17 been occupied by the roof. Have you considered the
 18 back parking lot on the other side of the arena, for
 19 instance?

20 MR. MYRICK: Well, that's on the north
 21 side of the building and the problem there is you
 22 don't get the southern exposures that you need in
 23 order to get good efficiency on a solar panel.

24 MS. RICHTER: Wouldn't you get it in the

1 parking lots though? You're still, it's still a big
 2 open space.
 3 MR. MYRICK: You're talking about the
 4 parking lot -- yeah, those parking areas, those
 5 parking slots are not oriented north/south facing.
 6 So, you wouldn't get the same angles. Unfortunately,
 7 they're not on the picture that I've got there.
 8 MR. FILLAUER: Mr. Eby.
 9 MR. EBY: Yes, I had a couple of
 10 questions. You mentioned that you would have charging
 11 stations for people to use because you have
 12 electricity going both ways. But you also said that
 13 they haven't decided yet how or who would pay for that
 14 electricity, although right now, obviously, it would
 15 be coming through the Oak Ridge Schools. So, what
 16 kind of controls would you have that in the evenings,
 17 weekends, you know, I can envision sometime in the
 18 future where a lot of people have electric cars people
 19 just don't come up, charge up, and let Oak Ridge
 20 Schools pay for their energy sources there. And how
 21 much, typically, are you talking about?
 22 MR. MYRICK: Okay. To charge my Leaf
 23 after driving it all day takes about \$1.84 if I've got
 24 a full charge on it. And so, that would require

1 mounted on that narrow sidewalk on the back edge of
 2 the parking lot. It's not really even a sidewalk;
 3 it's only about a foot and a half wide, I think, if I
 4 recall correctly. So, it's really out of the driving
 5 area but, certainly, that doesn't mean that someone
 6 couldn't hit it somehow. Those things are solid
 7 enough that I doubt that an impact at twenty or thirty
 8 miles an hour would have any effect at all on the
 9 panel structure itself. And if there were any damage
 10 to the panels, obviously, that would be an ORCSI
 11 issue. If there were a liability issue that would be
 12 something that we're still working through the whole
 13 idea of liability. Because the structure of the
 14 system has changed from what we were proposing in
 15 April, the liability issues have changed as well.
 16 Before it was the concern about kids climbing on the
 17 roof and, obviously, that would be a liability issue
 18 that the schools would have to assume because they're
 19 climbing on the roof. In this case, the lower edge of
 20 those panels is ten feet off the ground so they're up
 21 pretty high. Doesn't mean a kid couldn't shimmy up
 22 there but I don't know that the liability issue is
 23 really huge, and that would be an issue that ORCSI
 24 would have to guarantee doesn't impact the school

1 somebody parking there all night long, and that would
 2 be a pretty easy thing to pick up on the security
 3 cameras, even to the point of getting a license plate
 4 and going back and saying don't do that or something
 5 more aggressive. So, what you typically would be
 6 looking at in this case is someone parking there for a
 7 couple of hours, coming to visit the school, or coming
 8 to a school event, or something like that. And in
 9 that case, it might cost you thirty to fifty cents per
 10 charge with current rates. So, it's not a huge, if we
 11 put in three stations you'd be looking at maybe two
 12 bucks a day, something like that. So, it's a question
 13 of the school as to whether or not they want to bear
 14 that cost for that public charging station.
 15 MR. EBY: Second question I had is,
 16 obviously, this is in a student parking lot. What
 17 happens if there is an accident and a student happens
 18 to hit or a teacher or a person visiting hits one of
 19 the charging stations? Where is the liability or who
 20 pays for the repairs, etcetera?
 21 MR. MYRICK: Any damage -- let's see,
 22 let's back off and see that structure. There's
 23 nothing occluding the parking lot itself. There's
 24 one, two, three, four, five, six poles that are

1 system in any way.
 2 MR. FILLAUER: Ms. Agle.
 3 MS. AGLE: When looking at alternative
 4 places to put it besides the cafeteria roof, did you
 5 think about maybe an awning on the front of that
 6 building that we've always called G building? Because
 7 there is none there and it looks like it would face
 8 pretty close to the same angle as the parking lot.
 9 MR. MYRICK: We did consider an awning
 10 on the front edge of the auditorium. We did not
 11 consider the G Building. In fact, the only reason
 12 that the G Building came into play at all was because
 13 it was the closest transformer. So, that's why that
 14 one popped up as a choice. I guess my concern with G
 15 Building at this point is not knowing exactly what the
 16 future of that building is going to be. I'd really be
 17 hesitant to put \$200,000 worth of solar panels on the
 18 front of it if it gets renovated in some way in the
 19 next five or ten years.
 20 MR. FILLAUER: The charging stations; is
 21 it a necessity to put those charging stations in with
 22 the initial construction cost effective-wise, or is
 23 that something the solar panels, etcetera, could be
 24 established and then can you come back at another time

1 and put those charging stations in there? Or is it
2 better to do it all in one piece?
3 MR. MYRICK: Well, the all in one piece
4 comes from the fact that DOE has a grant right now
5 with a company called ECotality to get I think seven
6 hundred charging stations in East Tennessee by the end
7 of the year. So, they are very motivated to give
8 these stations away. It would certainly be possible
9 to put them in at a later date, but there's no
10 guarantee that that grant would still be in place and
11 that it wouldn't cost at that point to put them in.
12 But there's a window of opportunity now that would
13 allow for them to be installed for free.
14 MR. FILLAUER: Mr. DiGregorio.
15 MR. DIGREGORIO: I want to ask the
16 Board, does anybody know of any plans that we have to
17 eliminate G Building in the next five or ten years?
18 MR. GREEN: G Building would absolutely
19 be a wild card. There's all kinds of potential talk
20 about what could or could not happen with G Building
21 so that certainly is foreseeable.
22 MR. DIGREGORIO: What's foreseeable?
23 MR. GREEN: That there could be a
24 renovation to G Building.

1 prepared for it. But as far as the maintenance during
2 that time frame, that falls on ORCSI and our
3 involvement would be partnering with them to make sure
4 they have access to the building, and any renovations
5 we do we'll incorporate those into the system.
6 MR. FILLAUER: Mr. Eby.
7 MR. EBY: Could you refresh my memory
8 from an educational standpoint what the plans would be
9 to include this in our educational system as far as
10 teaching about solar energy, that type of thing?
11 MR. MYRICK: This system differs from
12 the previous proposal in that it's got a technology on
13 it called microinverters which, basically, means that
14 every panel has its own inverter to AC and every
15 panel, therefore, can be monitored independently of
16 every other panel. So, you've got a wealth of
17 information. I happen to know somebody who's teaching
18 a basic physics course this year who's amazed at how
19 these kids are struggling with very, very simplistic
20 concepts. So, the idea even at that level, doing
21 things like means and averages and medians and those
22 kinds of basic manipulations would be, there would be
23 a wealth of data available for those kinds of things.
24 Beyond that, economics classes could calculate whether

1 MS. GAGLIANO: I just had a question.
2 If this were to move forward, what kind of a
3 commitment would we be looking at for staff resources,
4 be it operations and maintenance, or further, you
5 know, resolution of paperwork and contracts and that
6 kind of thing through the Business Office, future and
7 immediate?

8 MR. MYRICK: I don't think that burden
9 would be much. There would be some contract
10 negotiation to guarantee that any contracted employees
11 that do the installation would meet the school's
12 criteria for anyone working on site. That's a pretty
13 straightforward process, as I understand it. Beyond
14 that, the school's obligation would be minimal. Long
15 term maintenance; maybe Allen could address that.

16 MR. THACKER: As the process of ORCSI
17 eventually turning this over to us once they've
18 reached their return on investment then that becomes
19 an issue of us maintaining long term, but that is
20 fifteen --

21 MR. MYRICK: Twenty years.

22 MR. THACKER: Twenty years down the
23 road. So, hopefully, you'll have somebody else that
24 will be able to do that. But if not, we'll be

1 or not we've got our returns on investment right. I
2 don't know if that's interesting or not. But there's
3 a wide variety of opportunities for incorporating it
4 into the curriculum. There's a school in Texas, Sam
5 Rayburn High School in Pasadena, Texas, that had, they
6 were lucky enough to get \$2 million from a court
7 settlement over air pollution specifically to do
8 alternative energy at their high school. And they've
9 got Solyndra and unsolar and I think they've got
10 polycrystalline panels like we're suggesting at this
11 point, too, and they've developed a lot of curriculum
12 already and they're eager to work with us on
13 collaborating on curriculum for those kinds of things.
14 So, there's a lot of opportunities there for
15 curriculum.

16 MR. FILLAUER: Mr. Green, this is an
17 item on the agenda for discussion. So, it's not an
18 action item to take action. And it was mentioned that
19 the Board does need to give approval because of this
20 change that has come down that's being presented
21 tonight. Has Dr. Bailey made a recommendation at this
22 point in time whether to move forward like this, or
23 where has he stood with this at this point?

24 MR. GREEN: Dr. Bailey's position at

1 this point, having heard the revisions, was to have
2 this to come before the Board again. He is still in
3 support of the project as it is. He has had a number
4 of meetings now with the group and feels comfortable
5 that it is still a project that is worth moving
6 forward. There would have to, obviously, be a formal
7 action again to move forward with the new design. So,
8 I think, you know, the best that we can do at this
9 point is for the Board to take the information that's
10 been presented to formulate the additional questions
11 or concerns and then it would have to come back for a
12 formal action.

13 MR. FILLAUER: You mentioned one date
14 there. What is your time table for getting this
15 underway? Let me rephrase that. That's a bad choice
16 of words. You are underway. There is no doubt about
17 that. But to, I guess, turn to the dirt, so to speak.

18 MR. MYRICK: We've got to have the
19 project under construction by December 31st. So,
20 that's absolutely the last date. We really don't want
21 to sign a contract with an installer until we've got
22 the go ahead, obviously. And we'd also like to have
23 the money in hand rather than just pledges because
24 we'd feel a lot more secure about that. That means

1 MR. MYRICK: That would certainly I
2 think make all of us feel a lot more comfortable with
3 the time frame.

4 MR. FILLAUER: Okay. Any other
5 questions?

6 MR. MYRICK: Thank you for your time.

7 MR. FILLAUER: Mr. Eby.

8 MR. EBY: One thing I would like to
9 clearly understand by that time is our liabilities.
10 You know, because of these changes, what are the
11 liabilities for the school system?

12 MR. MYRICK: Okay. When would we need
13 that information prepared? By about the 10th?

14 MR. EBY: I mean, just in time that we
15 can take action by the 12th so I'd say, you know, if
16 we had something like the 3rd of October, a week ahead
17 of time, or something like that.

18 MR. MYRICK: Okay. We can do that. And
19 if there are concerns that you might have that you
20 could get to us to answer before that meeting, that
21 would be great.

22 MR. DIGREGORIO: Parliamentary procedure
23 continues to allude me but can we take that action at
24 the retreat?

1 that as soon as we hear from USDA, which should be the
2 end of this week, we're ready to push hard on getting
3 the money raised, which we expect to take no longer
4 than the end of October, so it would be November when
5 we'd like to see all of the details worked out so that
6 we can actually start construction in December.

7 MR. FILLAUER: So, if this would come
8 forward on our October Board meeting then I would
9 invite you again to come back and have all of those
10 details in place or have had a conversation with Dr.
11 Bailey prior to that?

12 MR. MYRICK: I'm a little concerned that
13 October, late October, might be late to actually let
14 contracts and things like that but we can make that
15 work if that's the desire of the Board.

16 MR. FILLAUER: We do have another
17 option. Once the Board has had a chance to deal with
18 this issue, it's not an issue, deal with the project,
19 we do have a retreat coming up October the 12th. We
20 can have initial discussion on that and if that point
21 in time we seem to all be on the same page I can poll
22 the Board and get a vote without having to wait to
23 that meeting if that presents a problem. That is an
24 option.

1 MR. FILLAUER: We can't take the action
2 at the retreat but, based on our discussion, after the
3 retreat is over I could come back and poll the Board
4 on that issue and ask for your vote.

5 MR. DIGREGORIO: Our retreat is what
6 day, the 12th? And then we meet two weeks later. So,
7 when would that take place?

8 MR. EBY: Can't we have a special-called
9 meeting or something?

10 MR. FILLAUER: Could do that, could have
11 a special-called meeting. We could do that, yes. We
12 can take care of that.

13 MR. EBY: We can have the retreat and
14 then we can have a special-called meeting immediately
15 after the retreat.

16 MR. FILLAUER: Okay. Thank you all.
17 Thank each of you for coming tonight. I appreciate
18 your work on this. This is an exciting project.
19 Thank you. Moving from there to Items for Action
20 under Business and Support Services, the first item,
21 approval of purchase for 418 Dell GX620 refurbished
22 computer systems. Mr. Green.

23 MR. GREEN: Yes. The Superintendent
24 recommends the purchase of 418 Dell GX620 refurbished

1 computer systems from CoreTech at a total cost of
 2 \$79,420. That's part of the CalFirst lease that the
 3 Board has already seen and approved.
 4 MR. FILLAUER: Do I hear a motion?
 5 MR. EBY: So move.
 6 MS. AGLE: Second.
 7 MR. FILLAUER: Discussion? Mr. Green,
 8 additional information?
 9 MR. GREEN: Cost for each of the
 10 computers, refurbished computer systems, is \$190.
 11 Each computer system is comprised of the P4 2.8 Gb
 12 CPU, 2 GB Ram. These will provide each elementary
 13 instructional classroom with four student computer
 14 stations. And the cost, again, is covered by the
 15 CalFirst lease. Mr. Cofer is here also to address,
 16 Director of Technology, any specific technology issues
 17 or where this fits in the plan for other purchases.
 18 MR. FILLAUER: Questions? Mr. Eby.
 19 MR. EBY: I just question if you look at
 20 the award report, the bids varied from a low of
 21 \$79,000, which we're taking, to a high of \$306,000.
 22 I'm assuming the \$306,000 may be new computers, I
 23 don't know if they are or not. But there is even CDI
 24 is \$128,000. Why such a wide diversity and how do we

1 MR. FILLAUER: Mr. Cofer.
 2 MR. COFER: We currently have one of
 3 these, which is the goal of this is going to hold all
 4 the data in the school district. So, whether it's a
 5 file document that somebody has typed or the virtual
 6 servers that we have, these devices will hold all of
 7 it. So, it's in the process of getting our system
 8 upgraded for the data center and the fiber project.
 9 So, we have one we currently operate now. This will
 10 be its redundant. So, it will be housed in a
 11 different location.
 12 MR. GREEN: This is the piece that adds
 13 the redundancy that Dr. Bailey referenced so that if
 14 there was a catastrophic event we would not lose all
 15 of our historical and current documents and we'd be
 16 able to conduct business.
 17 MR. FILLAUER: Ms. Agle.
 18 MS. AGLE: For how long do you expect
 19 this amount of storage to be sufficient? Because it's
 20 a redundancy, so at the point that we have to grow to
 21 more storage we have to replace it in two places,
 22 right?
 23 MR. COFER: This particular device you
 24 can add trays of storage to it. And I'm trying to

1 know we're not going to get what we pay for here?
 2 MR. COFER: We've done business with
 3 this company in the past so we feel their product will
 4 meet our needs.
 5 MR. FILLAUER: Anyone else? Motion on
 6 the floor is for the approval of purchase for 418 Dell
 7 GX620 refurbished computer systems. All in favor
 8 signify by saying aye.
 9 (Whereupon, all members voted aye)
 10 MR. FILLAUER: Opposed? Motion carries.
 11 Next item is the approval of purchase for one EMC
 12 network area storage device. Mr. Green.
 13 MR. GREEN: The Superintendent
 14 recommends the purchase of one EMC network area
 15 storage device of which I could not begin to explain
 16 what that actually is, at a total of \$47,132.24. And
 17 that also is part of the CalFirst lease.
 18 MR. FILLAUER: You've heard the
 19 recommendation. Do I hear a motion?
 20 MS. RICHTER: Move for approval.
 21 MS. AGLE: Second.
 22 MR. FILLAUER: Discussion?
 23 MR. DIGREGORIO: So, what is this thing?
 24 MR. GREEN: Mr. Cofer,

1 think but I think about 120 terabytes might be the top
 2 of it but it's got enough that we'll grow through it's
 3 life span. Should be no problem.
 4 MR. FILLAUER: Anyone else? Motion is
 5 to approve the purchase of one EMC network area
 6 storage device. All those in favor signify by saying
 7 aye.
 8 (Whereupon, all members voted aye)
 9 MR. FILLAUER: Opposed? Motion carries.
 10 Next item on the agenda -- thank you, Mr. Cofer -- is
 11 the approval of Woodland structural settlement study
 12 and recommendation for repair. Mr. Green.
 13 MR. GREEN: The Superintendent
 14 recommends approval of the proposal from Cockrill
 15 Design and Planning of Knoxville in the amount not to
 16 exceed \$46,000 for the structural settlement study and
 17 recommendation for repair.
 18 MR. FILLAUER: You've heard the
 19 recommendation. Do I hear a motion?
 20 MR. DIGREGORIO: Move for approval.
 21 MR. EBY: Second.
 22 MR. FILLAUER: Mr. Green.
 23 MR. GREEN: This project, as you know,
 24 is at Woodland Elementary School and we are not sure

1 at this point, actually, all the factors that are
 2 contributing to the settling and causing some of the
 3 cracks that are, at least in one case, pretty
 4 substantial to one side of the building where an
 5 addition is placed. That crack is described as being
 6 large enough to see daylight through from inside the
 7 building. So, you can fit your hand well through
 8 that. It happened in a very short period of time,
 9 which caused additional concern. It also happened
 10 shortly after the earthquake that had occurred in the
 11 eastern part of our country. And we were not sure,
 12 actually, whether that had any contributing factor.
 13 We think at this point that that is perhaps not the
 14 case. Nevertheless, it's a significant amount of
 15 movement in a reasonably short period of time that
 16 would lead us to think that much like in the high
 17 school project we better examine it thoroughly for
 18 safety because it clearly has the potential of
 19 compromising the structure.

20 MR. FILLAUER: Questions? Allen? Mr.
 21 Eby.

22 MR. EBY: In a situation like this, is
 23 there any insurance coverage of any shape or kind?

24 MR. THACKER: I believe Karen and I

1 MS. RICHTER: So I'm clear, the \$46,000
 2 will be for the study of the issues but we will not
 3 achieve any fixes from that?

4 MR. THACKER: Correct.

5 MS. RICHTER: We'll identify options?

6 MR. THACKER: That is correct. It will
 7 give us options on what we need to do to correct those
 8 issues and some things that are actually very visible
 9 for us right now, it will tell us what we need to do
 10 to move in that direction.

11 MR. FILLAUER: You mentioned, and we
 12 know that this has occurred, that there has been
 13 damage done to the building. Could you review briefly
 14 to the Board what damage has already occurred to the
 15 building?

16 MR. THACKER: Okay. On the addition to
 17 the library there was a separation from one corner
 18 sinking, so we actually have a separation about four
 19 to five inches in one area. That area will have to be
 20 corrected. On one end of the building we have three
 21 classrooms. The slab has broken and sunk
 22 approximately four inches on half of the classroom.
 23 So, you literally have a four-inch dip before you step
 24 up to go out of the room. On the other end of the

1 explored that and there wasn't anything that covered
 2 this situation.

3 MR. FILLAUER: Mr. DiGregorio.

4 MR. DIGREGORIO: Ken, do you know if
 5 there's karst activity under the building? Do you
 6 know that?

7 MR. GREEN: If there's what type?

8 MR. DIGREGORIO: Karst, sinkholes,
 9 whatever.

10 MR. GREEN: We do know that there is a
 11 sinkhole reasonably within the vicinity of that, not
 12 on that property, but there is property adjacent to it
 13 that does have some sinkhole issues. So, that's an
 14 area that will be explored in the study. There's some
 15 issues of soil plasticity that Allen discussed some,
 16 too, that are all possibilities. But I think until we
 17 get the study done and it examined, we're not going to
 18 be real sure.

19 MR. THACKER: A lot of this study also
 20 includes recommendations for correction of the issues
 21 that are there, and from the damage that's been done
 22 to the building, what needs to be done to repair that
 23 as well.

24 MR. FILLAUER: Ms. Richter.

1 building you have the same situation. In addition,
 2 throughout the whole length of the building, you have
 3 several areas where you have some cracks in some of
 4 the walls, and so forth, nothing that is structurally
 5 concerning at this point but we do want to study it to
 6 make sure that we don't have movement that's even
 7 greater. In addition to that, we were looking at
 8 areas where the brick veneer on the back side of the
 9 building is literally starting to be pushed off,
 10 separate in sections, if you will, from the top above
 11 the windows and door openings it's actually pushing
 12 off. And then safety-minded, we went and removed all
 13 of the brick, according to recommendations from the
 14 architects to take the brick off of the exits in those
 15 areas so we don't have a problem with brick actually
 16 falling out on a student. And we put a little
 17 flashing over that at this time. However, with that
 18 being said, that's an issue we're going to have to
 19 address and repair. Some of the area of this
 20 building, this building was actually constructed over
 21 the course of four different renovations and
 22 construction projects over the course since 1948 was
 23 the original construction on that building. You're
 24 finding things like caulking has reached its actual

1 life span and is dried up and now allows water to seep
2 into certain areas, which could cause some pushing on
3 the areas if you have water between the building and
4 the walls. Areas like that will need to be examined
5 by an architect and a structural engineer to give us a
6 direction to go to correct the problems. And that's
7 what this report will give us. In fact, this report
8 will go to the extent of giving us even budgetary, an
9 idea of what our budgetary costs would be to do these
10 repairs.

11 MR. FILLAUER: And where I think you
12 mentioned this in a previous discussion, but just to
13 make sure, we have been assured by preliminary
14 investigation of this facility that there's nothing
15 that's hazardous or dangerous to the school
16 population.

17 MR. THACKER: That's correct. Any of
18 the concerns that they had we addressed immediately
19 and have placed those areas in a safe condition to
20 continue school until we can actually go back and do
21 repairs based upon the recommendations from an
22 architect.

23 MR. FILLAUER: Mr. Eby.

24 MR. EBY: So, let me understand. Are we

1 saying that this was a single event that occurred, and
2 did all these things just get recognized at once, or
3 is this something that they've been noticing for some
4 time?

5 MR. THACKER: Part of this has been
6 noticed for some time. There was a study done back in
7 2001, 2003, in that time frame, and it had some items
8 that they were looking at. However, this has been an
9 ongoing process of continuing. The last event was
10 very sudden and to an extent that we realized we're
11 going to have to get in here a little bit faster and
12 see what's going on. It raised the alarm issue a
13 little bit higher.

14 MR. EBY: So, you indicated that the
15 study is going to give us how to repair and make the
16 changes. Will it do sort of a root cause analysis
17 that we will identify what was the cause of the
18 failures first?

19 MR. THACKER: Yes, that will be included
20 in that document.

21 MR. EBY: I mean, seems like you need to
22 know what the cause is before you get the fixes so you
23 prevent that from happening again.

24 MR. THACKER: Correct.

1 MR. FILLAUER: Motion on the floor is
2 the approval of the Woodland structural settlement
3 study and recommendation for repair. All those in
4 favor signify by saying aye.

5 (Whereupon, all members voted aye)

6 MR. FILLAUER: Opposed? Motion carries.
7 Next item on the agenda is the approval of additional
8 CIP funding. Mr. Green.

9 MR. GREEN: The Superintendent
10 recommends approval of an additional \$50,000 in CIP
11 funds for the use in upcoming 2012-2017 CIP Plan.

12 MR. FILLAUER: You've heard the
13 recommendation. Do I hear a motion?

14 MR. DIGREGORIO: Move for approval.

15 MS. AGLE: Second.

16 MR. FILLAUER: Mr. Green.

17 MR. GREEN: This addresses the
18 additional dollars that were not originally planned
19 for when the CIP discussions came before the Board.
20 We're now aware that we have an additional \$50,000 and
21 it will require approval to add and then to be able to
22 spend. Ms. Gagliano, if you have any additional
23 related to that.

24 MR. FILLAUER: Questions?

1 MS. RICHTER: Just one.

2 MR. FILLAUER: Ms. Richter.

3 MS. RICHTER: Is this an instance where
4 we have to go back and amend our budget, or do we just
5 get to spend the \$50,000?

6 MS. GAGLIANO: The CIP funds are managed
7 by the City. And the reason for this happening now is
8 we just recently received communication from the City
9 that they were going to be adding \$50,000 to both the
10 City side and the school side. And we always bring
11 the plan before you, which we've already done, and so
12 we wanted to make sure that you were aware of the
13 additional funding and the plans for its use. But
14 anything that we spend out of that funding we submit
15 to the City for payment. So, it's not --

16 MS. RICHTER: We're not changing
17 anything in our budget.

18 MS. GAGLIANO: Right.

19 MR. FILLAUER: Ms. Agle.

20 MS. AGLE: Was the recommendation for
21 paving made maybe before we knew we were going to have
22 to spend this at Woodland for the crack repair?

23 MS. GAGLIANO: We've talked about this.
24 Actually, everything that we have on our plan that

1 you've approved previously will be on hold until we
 2 find out the results of this study, because we don't
 3 have an idea of the magnitude right now and we will
 4 have to go back to the plan itself and reprioritize
 5 based on, you know, some of the items are, for
 6 example, replacing a boiler. You know, if the boiler
 7 is able to limp along and hold out then the
 8 prioritization will change. But, really, we presented
 9 the plan to you before we knew that this was going,
 10 that we were going to be getting into this situation.
 11 So, that's a good point and we talked about that today
 12 in Executive that we would be basically freezing the
 13 CIP projects until we receive the outcome of this
 14 study.

15 MR. FILLAUER: Anyone else? Mr. Eby.

16 MR. EBY: So, I'm looking at the
 17 spreadsheet on the last page there. Is this \$50,000
 18 what shows up in FY '18? Or this is \$50,000 a year
 19 down at the bottom. Oh, system-wide paving; I see it
 20 now.

21 MR. THACKER: We receive \$50,000 a year
 22 starting this year in addition, so we'll get \$50,000 a
 23 year ongoing.

24 MR. EBY: So, in '15, '16, and '17 that

1 see where the Education Foundation can be helpful
 2 within the Oak Ridge Schools. And I'd like to thank
 3 Ms. Lila Metcalf, who is the Executive Director of the
 4 Education Foundation, for being here tonight. We
 5 appreciate that. And we, as a Board, have invitations
 6 to attend their meetings as we have extended
 7 invitations to them to attend our meetings as well.
 8 And you should be receiving something in the next few
 9 days regarding our retreat and the time table for
 10 those persons from the Foundation to come and have
 11 that discussion and some topics that we'll be talking
 12 about. Thank you. See how I covered you, Mr. Green.

13 MR. GREEN: You covered me well. I may
 14 have to stall further and ask you to cover longer but
 15 I'll see if I can get there. We recommend the Board
 16 approve the required Tennessee Nutrition Department
 17 Food Service Policies.

18 MR. FILLAUER: You've heard the
 19 recommendation. Do I hear a motion?

20 MS. RICHTER: Move for approval.

21 MS. AGLE: Second.

22 MR. FILLAUER: Discussion? Do you have
 23 something additional?

24 MR. GREEN: I do have something

1 goes up, but we had \$100,000 in there already or
 2 something?

3 MR. THACKER: That is correct.

4 MR. EBY: Got it.

5 MR. THACKER: And, of course, any
 6 priorities we'll readjust this, which we'll be
 7 bringing back to the Board if we have to adjust.

8 MR. FILLAUER: Motion on the floor is
 9 approval of additional CIP funding. All those in
 10 favor signify by saying aye.

11 (Whereupon, all members voted aye)

12 MR. FILLAUER: Opposed? Motion carries.
 13 Thank you, Allen. Next item was the item we removed
 14 from the Consent Agenda, which was the approval of the
 15 Oak Ridge Food Service Policies. Mr. Green.

16 MR. GREEN: I didn't remember that we
 17 changed that item.

18 MR. FILLAUER: While you're doing that,
 19 let me just take a moment so I don't forget. One of
 20 the goals of this Board is to continue to work on our
 21 relationship with a number of bodies from City Council
 22 to the Chamber to the Education Foundation. And we've
 23 already had some discussion about how this Board and
 24 the Education Foundation can work closely together to

1 additional. Attached are the food service policies
 2 that are in the proper format required by the
 3 Tennessee Nutrition Department. These policies cover
 4 all aspects of the Oak Ridge food service operation.

5 MR. FILLAUER: Questions or comments?
 6 Mr. Eby.

7 MR. EBY: Yeah, a couple. Just a minor,
 8 technical one is throughout this thing there's several
 9 places that our Chairman is supposed to sign.
 10 Sometimes his name is spelled K-e-y-s and sometimes
 11 it's K-e-y-e-s, so to make it technically right.
 12 That's just one point.

13 MR. FILLAUER: I noticed that but I'm so
 14 used to that sometimes it just goes right by me.

15 MR. EBY: I did have another question
 16 though, more importantly. When I read it I noticed,
 17 and I wanted to make sure I understand it and
 18 everybody understands, that the way I read it
 19 elementary school students, if they don't have their
 20 funds with them, they will not be denied food. Is
 21 that correct?

22 MR. GREEN: That is correct, yes. What
 23 that looks like, and Mr. Gluch may be able to explain
 24 a little bit in detail what that would look like for

1 that individual student.
 2 MR. GLUCH: Certainly. Last year, with
 3 the help of the Superintendent's office, we made a
 4 change in the way we were handling the charges of our
 5 lunch students. Making a discovery two years ago on
 6 how we rolled over negative account couldn't do. So,
 7 we had to address what are we going to do to get out
 8 of this situation. We're not rolling over negative
 9 lunch accounts and staying compliant with Tennessee
 10 State law concerning that. So, what we did is we went
 11 ahead and we worked on the charge policy for each
 12 school level. And the elementary children we
 13 continued to allow them to charge. You know, we were
 14 not going to deny the children any food at all
 15 whatsoever. One of our goals is to make sure that
 16 everybody gets fed properly. So, what we did in that
 17 essence is Dr. Bailey allowed us to continue to charge
 18 and then the collection of the charge process and how
 19 we handled that was adjusted. We're not turning
 20 anybody away.
 21 MR. EBY: Because I understand last year
 22 I think there were a couple of cases where people did
 23 get turned away and I want to be sure that does not
 24 happen.

1 Mr. DiGregorio.
 2 MR. DIGREGORIO: I understand it's not a
 3 new program, not a new whatever, but the money is
 4 coming from a different pot now, right?
 5 MR. GREEN: That is correct. That money
 6 originally in this plan came from extended contract.
 7 Extended contract guidelines no longer allow for that
 8 payment so that individual was receiving payment and
 9 has been receiving payment. It's just that the
 10 location now has to be moved because extended contract
 11 no longer allows for that.
 12 MR. DIGREGORIO: So, where's the money
 13 coming from?
 14 MR. GREEN: It would come from the
 15 regular teacher line and it would be added as a
 16 supplement to the coaching schedule. By adding it as
 17 a supplement to that schedule gives it a permanent
 18 home.
 19 MR. FILLAUER: Mr. Eby.
 20 MR. EBY: Do you know how other school
 21 systems handle this?
 22 MR. GREEN: A variety of ways, but in
 23 most cases it would be part of a supplement that would
 24 be assigned to a coach or teacher. The importance,

1 MR. GLUCH: No, no, definitely.
 2 MR. FILLAUER: Anyone else? Thank you.
 3 MR. GLUCH: Certainly.
 4 MR. FILLAUER: Motion is for the
 5 approval of the Oak Ridge Food Service Policies. All
 6 those in favor signify by saying aye.
 7 (Whereupon, all members voted aye)
 8 MR. FILLAUER: Opposed? Motion carries.
 9 Moving to Curriculum and Instruction, next item on the
 10 agenda is the approval to add a coordinator of weight
 11 room training to the coaching supplement schedule.
 12 Mr. Green.
 13 MR. GREEN: Yes. The Superintendent
 14 recommends approval of the addition of a coordinator
 15 of weight room training to the coaching supplement
 16 schedule. It should be noted this is not a new
 17 position or a new person. It is a movement of the
 18 location of where this individual is funded, where the
 19 supplement is funded.
 20 MR. FILLAUER: You've heard the
 21 recommendation. Do I hear a motion?
 22 MS. RICHTER: Move for approval.
 23 MS. AGLE: Second.
 24 MR. FILLAUER: Discussion or questions?

1 obviously, has increased of having supervision and the
 2 need for year round athletics doing more weight
 3 training and the need to have adult supervision there.
 4 MR. FILLAUER: Ms. Agle.
 5 MS. AGLE: So, does this free up \$4,000
 6 in extended contract funds that can be used at that
 7 school for some other purpose, academics or something,
 8 that is allowable?
 9 MR. GREEN: It, in essence, frees up the
 10 \$4,000 by simply changing the policy about how it
 11 would be spent. That money in extended contract is a
 12 whole allotment of money that is divided out by
 13 application at each building, from each building to
 14 Donna Farmer's office. So, yes, it does make
 15 additional funds available.
 16 MR. FILLAUER: The motion is to approve
 17 the addition of a coordinator of weight room training
 18 to a coaching supplement schedule. All those in favor
 19 signify by saying aye.
 20 (Whereupon, all members voted aye)
 21 MR. FILLAUER: Opposed? Motion carries.
 22 Moving next to pupil services, I would remind the
 23 Board that on these next three items that we're going
 24 to deal with this is the second reading. The first

1 one is the approval of the TSBA Proposed Board Policy
 2 4.300, Extracurricular Activities. Mr. Green.
 3 MR. GREEN: Yes. The Superintendent
 4 recommends the approval of Extracurricular Activities
 5 Policy 4.300.
 6 MR. FILLAUER: Do I hear a motion?
 7 MS. AGLE: Move for approval.
 8 MR. EBY: Second.
 9 MR. FILLAUER: Discussion. Mr. Green,
 10 additional information?
 11 MR. GREEN: Yes. You can see that
 12 attached are the copies of the proposed
 13 Extracurricular Activities Policy. The policy
 14 addresses the recent TSSAA policy regarding home
 15 school students' participation in athletic activities
 16 of the Oak Ridge Schools. The proposed changes are
 17 noted in bold type.
 18 MR. FILLAUER: Mr. DiGregorio.
 19 MR. DIGREGORIO: It is possible that I'm
 20 missing something. Besides athletics, what precisely
 21 are extracurricular activities?
 22 MR. GREEN: Those would be any of the
 23 activities for which a student might participate
 24 before or after school that is not part of the regular

1 MS. RICHTER: Yes, Maskers.
 2 MR. GREEN: Those types of programs.
 3 MR. DIGREGORIO: I guess part of the
 4 concern with me is because it's tied into what is a
 5 full-time student. I mean, clearly, the TSSAA thing
 6 is what's driving this policy, right?
 7 MR. GREEN: In part. I think it drew
 8 attention to the fact that we needed to be clearer on
 9 our policy.
 10 MR. DIGREGORIO: Yes. I mean, do we
 11 know what a full-time student is?
 12 MR. GREEN: I'm pretty clear on a
 13 full-time student.
 14 MR. DIGREGORIO: Okay. What is a
 15 full-time student?
 16 MR. GREEN: At which location? A
 17 student who is full-time enrolled in Oak Ridge
 18 Schools, is attending our school as a primary, it is
 19 their primary school and the place for which they are
 20 accruing credit and/or progress reticulation is
 21 recognized by the State. So, therefore, the
 22 substantial part of their day is within Oak Ridge
 23 Schools.
 24 MR. DIGREGORIO: How many hours?

1 school day, is not for accruing credit per se, and so
 2 there would be a number of activities that would fall
 3 into that category. I can think of a number of club
 4 activities and athletic activities.
 5 MR. DIGREGORIO: Can we put a definition
 6 in this policy?
 7 MR. FILLAUER: Yes, we could. Ms.
 8 Richter.
 9 MS. RICHTER: Well, before we do that,
 10 do we need a definition that is different from
 11 extracurricular activity?
 12 MR. DIGREGORIO: I'm sorry, Jenny, I
 13 couldn't hear you.
 14 MS. RICHTER: Do we need something that
 15 is different from, it states here: "Extracurricular
 16 activities shall include those activities in which a
 17 student participates voluntarily and without credit."
 18 Some examples that come to mind are some of the
 19 programs that, for instance, Shirley Holt-Hale's
 20 program that was out at Linden where the kids would
 21 get together and do things before school, Chess Club
 22 at Jefferson, anything that's outside of the
 23 curriculum would be an extracurricular --
 24 MR. GREEN: Maskers.

1 MR. GREEN: You do it by credit at the
 2 high school but it's like --
 3 MR. DIGREGORIO: Hours per day.
 4 MR. GREEN: Give me the number for that,
 5 Mr. Scott.
 6 MR. SCOTT: To be counted present it's,
 7 I think currently, three hours and forty-five minutes.
 8 Credits in Tennessee are no longer accrued through
 9 Carnegie units which is seat time; they're instead
 10 accrued through competency.
 11 MR. DIGREGORIO: Chris, can you tilt
 12 that thing up a little bit.
 13 MR. SCOTT: Credits aren't done through
 14 seat time but instead through competency. But a
 15 full-time student at the high school would attend
 16 classes from first period through seventh period.
 17 MR. GREEN: For which we would receive a
 18 full allotment in terms of the dollars that are
 19 associated with that from the State, are associated
 20 with how many courses that student takes during the
 21 day.
 22 MR. DIGREGORIO: So, did he say first
 23 through seventh?
 24 MR. GREEN: That is correct.

1 MR. DIGREGORIO: So, if they're not in
2 there for first through seventh that means they can't
3 do anything except what is curricular? Do I
4 understand that correct?
5 MR. GREEN: No, I don't believe that
6 that's the way that that's intended to be interpreted,
7 no.
8 MR. DIGREGORIO: Help me out. Because
9 the purpose of policy is to make it clear and to
10 provide guidance, right?
11 MR. FILLAUER: Ms. Richter.
12 MS. RICHTER: I guess I'm struggling
13 with what the problem is. It says to be eligible to
14 participate in athletic and all extracurricular
15 activities for the Oak Ridge Schools a student shall
16 be enrolled as a full-time student in Oak Ridge
17 Schools. And then it goes on to say that part about
18 extracurricular activities shall include those
19 activities in which a student participates voluntarily
20 and without credit. I don't know, the common reading
21 and meaning of that I think would explain who is
22 covered. So, I'm struggling to see what the problem
23 is. Maybe you could explain that to me better where
24 that doesn't cover something.

1 category, and a student must fill out paperwork or he
2 so assigned as a home school student. Or that student
3 is privately schooled. I think that exhausts those
4 options.
5 MR. FILLAUER: And if you're not in one
6 of those categories and you are enrolled at Oak Ridge
7 High School, you are a full-time student.
8 MR. GREEN: In Oak Ridge Schools, yes.
9 MR. EBY: So, there's no such thing as a
10 part-time student where a student is enrolled. So, I
11 think that's the point.
12 MR. DIGREGORIO: Can you be in Oak Ridge
13 High School for five periods a day and be considered a
14 full-time student?
15 MR. GREEN: If your requirements have
16 you so situated that you have, that in order to say
17 you are a senior and you are matriculating and the
18 course required of you now to graduate is that you
19 have five more courses to take you would be a
20 full-time student with Oak Ridge Schools. You would
21 have five courses that you had to complete. You might
22 be there five periods of the day.
23 MR. DIGREGORIO: And that person would
24 be considered a full-time student?

1 MR. DIGREGORIO: If I could explain it
2 better, I probably wouldn't be asking this question.
3 Seven hours a day at the high school is a full-time
4 student.
5 MR. GREEN: No.
6 MR. DIGREGORIO: If they're not in there
7 seven hours a day --
8 MR. FILLAUER: No.
9 MR. GREEN: No.
10 MS. RICHTER: If they're enrolled as a
11 full-time student.
12 MR. GREEN: A student who is enrolled as
13 a full-time student with Oak Ridge Schools. I guess
14 the better way to describe it would be to say that
15 that location is that student's primary and only
16 school option. They are not enrolled as a home school
17 student, they are not enrolled as a private school
18 student, they are enrolled as a public school student
19 with the Oak Ridge Schools and they are fully enrolled
20 in that sense. There are only a few options for which
21 a student can be -- there are only a few options. You
22 are either. You are either delinquent. That is you
23 do not attend school. You are truant and delinquent.
24 Or you are home schooled, for which we have a

1 MR. GREEN: It would be considered a
2 full-time student.
3 MR. FILLAUER: Any other questions?
4 The motion is for approval of the TSBA proposed Board
5 Policy, 4.300, Extracurricular Activities, on second
6 reading. All those in favor signify by saying aye.
7 (Whereupon, all members voted aye)
8 MR. FILLAUER: All opposed? Motion
9 carries. Next item; Approval of TSBA proposed Board
10 Policy 6.202, Home Schools, also second reading. Mr.
11 Green.
12 MR. GREEN: Yes, the Superintendent
13 recommends the approval of Home Schools Policy 6.202.
14 MR. FILLAUER: Do I hear a motion?
15 MS. AGLE: Move for approval.
16 MS. RICHTER: Second.
17 MR. FILLAUER: Mr. Green.
18 MR. GREEN: You'll see that attached are
19 copies of the proposed Home School Policy to meet
20 current changes in State law. The proposed changes
21 are noted in bold type. As you recall, this is a
22 change in the requirement on the parental side of the
23 degrees and level of education required of the parent
24 to legally home school a child.

1 MR. DIGREGORIO: I guess what's not
2 clear to me is why do we need this policy other than
3 they're saying we need the policy?
4 MR. GREEN: You need the policy because
5 State law changed and so when State law changed it
6 required that we changed the wording in our policy to
7 adjust for that. We had the policy in place; we
8 simply had to change the wording to adjust to the new
9 State law.
10 MR. FILLAUER: Mr. Eby.
11 MR. EBY: This is sort of humorous
12 because if you read the very last paragraph it says:
13 "Oak Ridge Schools recognizes and respects a parent's
14 right to home school; however, a parent request for
15 part-time access to Oak Ridge Schools." And we just
16 got done saying there was no such thing as part-time.
17 They're either full-time or they're not.
18 DR. HENDERSON: They are not enrolled.
19 MR. GREEN: They are not enrolled.
20 DR. HENDERSON: They are allowed to take
21 classes. They put in writing the classes that they
22 would like to take. That comes to the principal and
23 then also goes to the Superintendent for approval.
24 MR. EBY: So, the difference then is

1 that the school uses. A lot of the classes, at the
2 high school level a lot of the classes that the home
3 school students ask to participate have been the
4 higher level classes like some of the AP classes. Is
5 that right, Mr. Scott?
6 MR. SCOTT: Yeah, or science.
7 DR. HENDERSON: Or science; some of
8 those.
9 MR. EBY: Should we not put that in our
10 policy, though?
11 DR. HENDERSON: We can. We haven't
12 before because sometimes they don't take two, they
13 only ask for one.
14 MR. EBY: No, what I'm saying is a
15 maximum of two in our policy.
16 DR. HENDERSON: We can add that.
17 MR. EBY: That way that would, seems
18 like to me that would be easier for you all so that if
19 somebody comes and says, well, I want to take three
20 you can say, no, the Board policy says a maximum of
21 two.
22 MR. FILLAUER: Any objection or
23 questions about that being added to this policy? Ms.
24 Agle.

1 whether it's an enrolled student or not enrolled?
2 DR. HENDERSON: Yes, correct.
3 MR. DIGREGORIO: How many classes are
4 they allowed to take?
5 DR. HENDERSON: They're allowed to take
6 two if it doesn't impact the curriculum at the school.
7 MR. DIGREGORIO: Up to two if what?
8 DR. HENDERSON: If it does not impact
9 the curriculum at the school.
10 MR. GREEN: There may not be space to
11 allow them to take any.
12 DR. HENDERSON: Right. And we have
13 students that are home schooled that even come back to
14 elementary school for like music, those kind of
15 classes. And, again, they look at the numbers to see
16 if it does not impact the program.
17 MR. DIGREGORIO: But they're not
18 enrolled in the school system?
19 DR. HENDERSON: No.
20 MR. DIGREGORIO: So, they're not
21 considered part-time students?
22 MR. EBY: Where does it say that they
23 can only take two classes?
24 DR. HENDERSON: That's the guidelines

1 MS. AGLE: If it has worked efficiently
2 to just have it as a matter of practice without it
3 being coded in the policy, why is it necessary to
4 change it at this point?
5 MR. EBY: Just to avoid confusion in the
6 future. I mean, somebody, you don't know that
7 somebody might come and say I want my child to take
8 three AP classes or I want my, I mean, what would keep
9 somebody from doing that?
10 DR. HENDERSON: Again, they would look
11 at the number of students already enrolled in that
12 class to see if they could accommodate up to three.
13 But, usually, they look at the request, and it's
14 always been two. It's usually been the sciences or
15 the AP classes.
16 MR. EBY: But what you're telling me is
17 that if I had a home taught student and I wanted to go
18 to Oak Ridge High School and say I would like to
19 submit my child in here for AP math, AP history, and
20 remedial reading, they could do that. But that's not
21 what --
22 DR. HENDERSON: It would have to meet
23 the approval of the principal at the building and also
24 the Superintendent.

1 MR. FILLAUER: So, the question then is
2 where do we, when do we reach a point when the number
3 is such that we would not even ask for approval from a
4 principal or whatever.

5 DR. HENDERSON: We haven't had that
6 problem in the past. Usually, it's just been two
7 classes. They try to schedule the classes, it's my
8 understanding, they try to schedule them at the high
9 school level where they're back to back so you don't
10 have a student coming, taking a class, leaving, and
11 then coming back.

12 MR. FILLAUER: Off the top of your head, 12
13 how many students would you say in the last year that
14 are home schooled have requested more than two
15 classes?

16 DR. HENDERSON: I would say none.

17 MR. GREEN: I think the question though 17
18 does probably require, I would agree that since that
19 question exists and since there is the potential to do
20 more if there is a limit then we should state the
21 limit and I think that would make it clearer and close
22 any doors that may cause problems down the road. And
23 I think it keeps us from appearing to be capricious
24 with that as well. So, I think probably I would agree

1 MR. DIGREGORIO: So, they are enrolled? 1
2 DR. HENDERSON: No, they're not
3 enrolled.

4 MR. GREEN: They're not receiving that
5 credit. They receive their credit in their place.

6 DR. HENDERSON: In their place, yeah.

7 MR. GREEN: In their home school. They
8 are not enrolled. No matter how you twist that, they
9 are not enrolled.

10 MR. FILLAUER: Ms. Agle.

11 MS. AGLE: So, is their grade determined
12 by the teacher at the high school or is their grade
13 determined by the parent?

14 DR. HENDERSON: I think the grade is
15 given to them by the teacher at the high school and is
16 taken back. Some of these students are home schooled
17 by parents, others are home schooled maybe through
18 other umbrella schools. And so, they determine the
19 grades from there.

20 MR. FILLAUER: Is this policy -- how
21 much of this policy is directed by State law or
22 requirements from home school organizations?

23 DR. HENDERSON: The bulk of the policy
24 that you have before you is required by State law.

1 as well that we need to add at least an upper limit.

2 MR. EBY: I think the purpose of our
3 policy should be as clear as we can be to take away
4 any ambiguities that cause problems down the road.

5 MR. GREEN: I would agree.

6 MR. FILLAUER: Ms. Richter.

7 MS. RICHTER: I have a question. In
8 terms of attendance, and so on, and so forth, are home
9 schooled kids who are coming in for classes required
10 to maintain the same kind of attendance patterns that
11 we expect of our full-time students?

12 DR. HENDERSON: Yes.

13 MR. FILLAUER: Mr. Eby.

14 MR. EBY: When a home school student
15 comes into the classes, does the school system get any
16 funding for that portion of it?

17 DR. HENDERSON: No.

18 MR. EBY: Definitely we ought to
19 restrict it then.

20 MR. DIGREGORIO: We get no funding?

21 DR. HENDERSON: No.

22 MR. DIGREGORIO: Do they get credit for
23 the course they take?

24 DR. HENDERSON: Yes.

1 The changes that were made that were in the bold, some
2 of just the minor grammatical things like his or her
3 designee, the major change was at number six where
4 they took out the baccalaureate degree for grades 9
5 through 12. And now all they have to have is a high
6 school diploma or GED. The part that was added at the
7 bottom, the last paragraph, is more or less letting
8 you know that we do have some students that ask to
9 come in to take classes and we do honor those requests
10 if there is space. So, that's not required by State
11 law.

12 MS. RICHTER: Right. Okay. That's what
13 I wanted to clarify.

14 DR. HENDERSON: Yes, it's not --

15 MS. RICHTER: It is not required of us
16 to open our doors.

17 DR. HENDERSON: No.

18 MS. RICHTER: What I think we were doing
19 is recognizing that there has been a practice in some
20 of the buildings that that was happening and to allow
21 it to happen without recognizing it and kind of
22 folding it in through policy was a mistake. But
23 that's not required by law.

24 DR. HENDERSON: No.

1 MR. FILLAUER: Mr. Eby.
 2 MR. EBY: So, if we don't get any funds
 3 for those students that come in and take two out of
 4 seven classes or something, do the parents, or where
 5 do the funds go for educating that student? The
 6 State, obviously, has money to pay funds for every
 7 student that's educated.
 8 DR. HENDERSON: Those students are not
 9 enrolled so we can't count them to get funds.
 10 MR. EBY: I know we can't count them
 11 but.
 12 DR. HENDERSON: I don't know if home
 13 school has provisions for -- if it's an umbrella
 14 school they charge for that program. But if they do
 15 it themselves, parents can elect to home school
 16 themselves, and they just have to come up with the
 17 curriculum.
 18 MR. EBY: Do other school systems allow
 19 home school students to come into their schools for
 20 education?
 21 DR. HENDERSON: Yes, I think so. Yes.
 22 MR. EBY: Do you know what they do from
 23 that standpoint? Do they --
 24 MR. GREEN: On the funding side I'm not

1 MS. RICHTER: Because I assume that
 2 kicks them into the tuition category no matter what.
 3 DR. HENDERSON: Right. Right.
 4 MS. RICHTER: Okay.
 5 MR. DIGREGORIO: Are there any cases
 6 ever where we are required to take a student who is
 7 not enrolled, home schooled, private schooled,
 8 whatever?
 9 MR. GREEN: There are services that
 10 private schooled students on the federal side that
 11 private school students may take advantage of and
 12 could require, it would be required that we provide
 13 the service because they reside in our district. And
 14 though they have opted to do private school, or in
 15 some cases even home school, they could still avail
 16 themselves of certain special ed services, they could
 17 avail themselves of certain public school services
 18 without being enrolled.
 19 MR. DIGREGORIO: And would that even
 20 exceed the two limit?
 21 MR. GREEN: Yeah, it wouldn't get into
 22 the two issue, it would get into the service issue.
 23 MR. DIGREGORIO: So, it could be more
 24 than two then?

1 sure. On average, they do tend to follow the two
 2 course requirement. What opened that door was the
 3 issue of whether or not the parents were paying taxes
 4 that were going to the school. Obviously, they're
 5 paying taxes. But it is an interesting question as to
 6 where those funds, you know, technically trying to
 7 track those funds and tie them specifically to the
 8 district in which the student resides would be
 9 interesting. It's part of the general tax base,
 10 obviously, that that household contributes, but it
 11 would be interesting to track where those, if those
 12 dollars end up being sectioned off for education
 13 anywhere or do they just simply become, are they just
 14 part of the general tax base that never make their way
 15 in that sense. And I would guess they never make
 16 their way specifically to education because no one can
 17 actually claim them for the purpose of FT.
 18 MS. RICHTER: I'm not trying to take
 19 this to the extreme but it just occurred to me. Do we
 20 have any home schooled children in our schools who
 21 would be from out of district? Would we ever run into
 22 that?
 23 DR. HENDERSON: We have not yet, no. I
 24 don't think so.

1 MR. GREEN: Those students take
 2 advantage of services, yes. But that wouldn't be
 3 taking advantage of extra classes, they're taking
 4 advantage of extra services.
 5 MR. DIGREGORIO: And there would still
 6 be no funding tracking.
 7 MR. GREEN: It's just a, it's a question
 8 I don't have the answer to how that funding, on the
 9 one side, on the service side is with federal programs
 10 so those are federal dollars that are being accessed
 11 in that sense. It's the local and state dollars that
 12 are harder and I just don't have an answer as to how
 13 those are tracked. My guess is that they're not
 14 tracked through education.
 15 MR. DIGREGORIO: This policy tries to
 16 make it clear but it's still a complicated issue.
 17 MR. GREEN: I think it is. There are
 18 still complications and scenarios that don't fit. And
 19 there will always be scenarios that won't fit a policy
 20 and we'll have to use best judgment and past practice
 21 to guide.
 22 MR. DIGREGORIO: I'm going to support
 23 Bob's request.
 24 MR. FILLAUER: We're going back to that

1 and he's going to make a recommendation of where it
2 would go in and make a motion for that.

3 MR. EBY: I would like to move that we
4 amend this policy, and at the end of the very document
5 add in bold where it talks about "Oak Ridge Schools
6 recognize and respects the parent's right to home
7 school, however, a parent request for part-time access
8 will be granted on a case-by-case basis as determined
9 by the building level principal and the Director of
10 Schools." And then I would add, "However, at no time
11 shall a home school student be allowed to take more
12 than two classes per year in a school year."

13 MR. FILLAUER: Do I have a second for
14 that motion?

15 MS. AGLE: Second.

16 MR. FILLAUER: Any additional
17 discussion?

18 MR. DIGREGORIO: Yes. Ken has already
19 given a situation where there might be more than two.

20 MR. GREEN: No. That was not a
21 situation where they would take more classes, only
22 that they would avail themselves of more services.
23 That could be speech services, speech and hearing. It
24 could be PT, physical therapy. It would be those

1 types of services.

2 MR. DIGREGORIO: Which are different
3 from classes?

4 MR. GREEN: Yes.

5 DR. HENDERSON: Right.

6 MR. DIGREGORIO: Okay.

7 MR. FILLAUER: Okay. A motion has been
8 made and seconded to amend this policy to add as a
9 last sentence on page two: "However, at no time shall
10 a home school student be allowed to take more than two
11 class periods." Is that what you said?

12 MR. EBY: Two classes per year. First I
13 thought about saying enrolled in two classes. Well,
14 then they could take two in the first semester and two
15 in the second. So, two classes per year.

16 MR. FILLAUER: Do you have that, Dr.
17 Henderson?

18 DR. HENDERSON: Yes.

19 MR. FILLAUER: Any other questions or
20 discussion? Good discussion on that. The motion then
21 is for the approval of TSBA Board Policy 6.202, Home
22 Schools, as amended, on second reading. All those in
23 favor signify by saying aye.

(Whereupon, all members voted aye)

1 MR. FILLAUER: Opposed? Motion carries.
2 Thank you, Dr. Henderson.

3 DR. HENDERSON: I have one more.

4 MR. FILLAUER: Just stay there. Next
5 item on the agenda is the approval of TSBA proposed
6 Board Policy 6.206, Transfers Within the System Cross
7 Boundary, second reading. Mr. Green.

8 MR. GREEN: The Superintendent
9 recommends approval of the Transfers Within the System
10 Cross Boundary Policy 6.206.

11 MR. FILLAUER: You've heard the
12 recommendation. Do I hear a motion?

13 MS. RICHTER: Move for approval.

14 MS. AGLE: Second.

15 MR. FILLAUER: Discussion? Mr. Green.

16 MR. GREEN: Attached are copies of the
17 proposed cross boundary policy to meet our current
18 policy and guidelines. Proposed changes are noted in
19 bold and much of it centers around a couple of issues,
20 one being transportation for cross boundary students.

21 MR. FILLAUER: Comments or questions?
22 Hearing none, the motion is to approve the TSBA
23 proposed Board Policy 6.206, Transfers Within the
24 System Cross Boundary on second reading. All those in

1 favor signify by saying aye.

(Whereupon, all members voted aye)

2 MR. FILLAUER: Opposed? Motion carries.
3 Next item for action is approval of recommendation for
4 reclassification. Mr. Green.

5 MR. GREEN: The Superintendent
6 recommends the approval of the request to reclassify a
7 position, secretary position, as moving from level C
8 to a level D and this is in the preschool.

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

11 MR. EBY: So move.

12 MS. RICHTER: Second.

13 MR. FILLAUER: Mr. Green.

14 MR. GREEN: We're recommending that one
15 of the preschool office positions be reclassified from
16 a C to a level D. This request is made to institute
17 equity with all other district schools which have one
18 D level secretary serving the principal and also to
19 reflect the higher level of accounting and data
20 management needed for the preschool federal grant
21 programs. This change will have a cost of \$1,967 and
22 funds are available within the preschool budget to
23 cover this expense.

1 MR. FILLAUER: Questions? Ms. Richter. 1
 2 MS. RICHTER: Does that change also 2
 3 bring with it a change in the requirements for the 3
 4 secretarial position, different job responsibilities? 4
 5 MR. GREEN: In this case, as is often 5
 6 the case when we reclassify, the change in 6
 7 responsibilities preceded the change in the request 7
 8 for the dollars. So, the individual's role had 8
 9 already changed and was doing the additional task that 9
 10 had grown. And so, that usually is what prompts the 10
 11 request. 11
 12 MR. FILLAUER: Motion is for approval of 12
 13 the recommendation for reclassification. All those in 13
 14 favor signify by saying aye. 14
 15 (Whereupon, all members voted aye) 15
 16 MR. FILLAUER: Opposed? Motion carries 16
 17 Next under Items for Information, we have information 17
 18 concerning enrollment update. Comments or questions 18
 19 there? Mr. Eby. 19
 20 MR. EBY: Yeah, I look at these 20
 21 enrollment numbers and I look at Woodland School 21
 22 dropped 52 students. Can you explain to me what 22
 23 happened there? And if I average that even over five 23
 24 grades that's ten students per grade if it were 24

1 month as being May of the last school year, right? Or 1
 2 is that actually an August number versus a September 2
 3 number? 3
 4 MR. GREEN: In this particular one that 4
 5 is probably August, August to September. We will at 5
 6 one point in the year give you a year to year so that 6
 7 you can see start times, what the change is in 7
 8 enrollment from one period to the next. Excuse me, 8
 9 not one period, but one year to the next. But I don't 9
 10 believe that that's what this report is. 10
 11 MR. EBY: I mean, I noticed, too, 11
 12 Glenwood picked up 34 and Linden picked up 15. 12
 13 MR. GREEN: Yeah. 13
 14 MR. EBY: But as we do our planning 14
 15 process and as we allocate teachers and resources, I 15
 16 think that's important. 16
 17 MR. GREEN: We'll get you those numbers. 17
 18 I can almost assure you that that is a change in, not 18
 19 in warm bodies but in the computer adjustment but I'll 19
 20 make sure that's so. Their enrollment shifts would 20
 21 not indicate, you know, pupil/teacher ratios that I 21
 22 monitor would have shown up very clearly a 52 student 22
 23 loss. 23
 24 MR. EBY: Yeah, bring, let me, I'd like 24

exactly even. And I think about the number of 1
 students in a classroom; that's pretty significant. 2
 So, what went on there? 3
 MR. GREEN: I usually have the, and I 4
 don't have it with me in front of me, but the 5
 background on the actual students and their movement. 6
 But I will tell you that that size and a couple of the 7
 others appear to be adjustments that occur after 8
 September that are adjustments in the computer 9
 database. I will go back and make a note and make 10
 sure. I'm pretty sure that is what that is because 11
 I've seen that happen before. I'll be surprised if 12
 that's actually 52 real students in the course of a 13
 month. 14
 MR. EBY: In particular, because I would 15
 assume that, you know, if that was based on a 16
 projection that we had we probably hired the number of 17
 teachers for that larger number and we got 52 less 18
 students and do we need that many teachers. Could 19
 that money be spent elsewhere better? So, if you 20
 could get back to us. 21
 MR. GREEN: Certainly, I will. 22
 MS. AGLE: Well, where this says 23
 previous month it's actually counting the previous 24

1 to see what the pupil/teacher ratio is at Woodland, 1
 Glenwood, Linden, at those, just how they compare. 2
 MR. FILLAUER: The next item under Items 3
 for Information were the financial reports. We have 4
 information on that topic. Any questions? Ms. Agle. 5
 MS. AGLE: I do have just one on the 6
 first page, which would be the June 30th. It looks 7
 like energy efficient schools, which is shown as a 8
 revenue item but gives us a negative number, so it 9
 makes it look like we actually lost money on something 10
 that was supposed to be a revenue. What happened? 11
 MS. GAGLIANO: That was actually a 12
 carry-over from the year before in that it was 13
 supposed to be a grant that we were supposed to be 14
 getting and there was some confusion at the State and 15
 it did not materialize. And so, we had to account for 16
 the adjustment here. So, it was something that we had 17
 anticipated but we had to account for it as a 18
 negative. 19
 MS. AGLE: So, we actually spent money 20
 in anticipation of the grant and then didn't get the 21
 grant? 22
 MS. GAGLIANO: Correct. 23
 MR. FILLAUER: Mr. Eby. 24

1 MR. EBY: So, at the end of the year the
2 difference in expenditures, which were lower than what
3 we expected, the revenues weren't as high as what we
4 expected but expenditures were much lower, that
5 difference goes into our fund balance?

6 MS. GAGLIANO: Actually, happy to see
7 that we received 99.35% of our revenues. That was
8 good. And, as you mentioned, the expenditures were
9 lower. And there were different reasons in different
10 categories and I can explain those, if necessary.

11 MR. FILLAUER: Okay. Next item for
12 information, you have information concerning the Safe
13 Schools Act. Questions or comments there?

14 MR. GREEN: You have to have questions
15 because Ms. Farmer is here and has stayed the entire
16 meeting.

17 MR. FILLAUER: Well, Ms. Farmer, just
18 come up and tell us a little bit about the Safe
19 Schools Act then.

20 MS. FARMER: Are you serious?

21 MR. FILLAUER: I'm just following
22 directions.

23 MR. GREEN: I'm going to pay for this
24 dearly. Donna, if there are no highlights, if it's

1 standard, you're fine. Thank you.

2 MR. FILLAUER: Old business? New
3 business? And I guess this is kind of old business.
4 Just a reminder, the retreat, our retreat, will be
5 somewhere in this building on October the 12th
6 starting at 8 a.m. Dr. Bailey and I will be meeting
7 to put together an agenda for that meeting. If any
8 Board member has something that they would like to see
9 placed on that agenda for discussion, if you would
10 please get that to me in the next two days we'll go
11 from there. We already have several items on the
12 agenda for that day. Also, in accordance with what
13 we've been doing the last several years is we now have
14 begun our school visits, City Council and the city
15 manager and our new police chief has been invited to
16 attend our visits at Jefferson and at Linden this
17 year. Communications? We are adjourned.

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W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Ken Green

Assistant Superintendent, Oak Ridge Schools

Ken Green

11/28/11

Date Approved

C E R T I F I C A T E

I, Joan S. Roberts, Notary Public at Large for the State of Tennessee, and Licensed Court Reporter do hereby acknowledge that the foregoing 79 pages are a true and correct transcript of the proceedings taken by me in this cause on the 26th day of September, 2011.

This the 25th day of October, 2011.

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

Joan S. Roberts, Court Reporter