

TRANSCRIPT OF PROCEEDINGS

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - NOVEMBER 19, 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

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1 CHAIRMAN FILLAUER: I'd like to call
 2 to order the regular scheduled meeting of the Oak
 3 Ridge Board of Education Monday, November 19, 2012.
 4 First on the agenda is the Committee
 5 of the Whole. I'd like to call on Ms. Lisa Light,
 6 principal at Willow Brook to introduce our guests.
 7 MS. LIGHT: Thank you, Mr. Fillauer,
 8 members of the Board and ladies and gentlemen.
 9 Tonight we will have our fourth grade chorus who will
 10 do a number for us.

11 (Whereupon, the chorus performed and
 12 Pledge of Allegiance was recited)

13 CHAIRMAN FILLAUER: Thank each of
 14 you very much.

15 The next item under the Committee of
 16 the Whole is the Public Forum. The Public Forum is
 17 for anyone in the audience who would like to address
 18 the Board on a topic that is not on the Board agenda.
 19 The Board does not take action at this time but may
 20 have questions and then may direct the superintendent
 21 to provide additional information or direct you to
 22 the appropriate staff member. If you choose to
 23 speak, please sign your name and address at the
 24 podium and then state your name and address. You

1 will have three minutes to speak. Is there anyone
 2 who wishes to address the board at this time?

3 Seeing no one, I will adjourn the
 4 Committee of the Whole and call to order our Regular
 5 Meeting.

6 First on the agenda is the approval
 7 of the agenda. Are there any additions, corrections
 8 to this agenda? Then do I hear a motion?

9 MR. DIGREGORIO: Move for approval.

10 MS. RICHTER: Second.

11 CHAIRMAN FILLAUER: Any additional
 12 discussion? All those in favor of approving the
 13 agenda as it is please signify by saying aye.

14 (Whereupon, all members voted aye)

15 CHAIRMAN FILLAUER: Opposed? Motion
 16 carries.

17 Next under Special Report is our
 18 Good News segment. Mr. Eby.

19 MR. EBY: Yes, Mr. Chairman, I have
 20 some good news from Robertsville Middle School.
 21 Robertsville Middle School was recently awarded a
 22 \$4000 grant from the Southeast Dairy Association and
 23 Fuel up to Play Sixty. The grant was written by
 24 assistant principal Blair King with assistance from

1 Robertsville Middle School Teen Living and PE
 2 departments. To be divided between these two
 3 departments. Fuel up to Play Sixty is a program
 4 founded by the National Dairy Council and the NFL in
 5 collaboration with the USDA that empowers students to
 6 take charge in making small, everyday changes at
 7 school. And that's good news.

8 CHAIRMAN FILLAUER: Ms. Agle.

9 MS. AGLE: Also from Robertsville a
 10 Food City representative was on hand at Tuesday's
 11 Robertsville PTSA meeting to present Robertsville
 12 with a check for \$546.20. This money was the
 13 Robertsville 2011-2012 School Bucks earning check
 14 earned throughout the year by school supporters who
 15 shop at Food City. Robertsville plans to put the
 16 money toward supporting additional school needs
 17 related to instructional practices with the focus on
 18 common core. And that's good news.

19 CHAIRMAN FILLAUER: My good news
 20 comes from the Oak Ridge School System. About this
 21 time a year ago we had just returned from the
 22 Tennessee School Board Association Convention and one
 23 of the things that we had heard was an issue or a
 24 topic called the TSBA Healthier Schools Challenge

1 Award. At this Tennessee School Board Association
 2 Conference, which we just returned from this year,
 3 the Oak Ridge School System was awarded, received the
 4 TSBA Healthier Schools Challenge Award at the
 5 convention. This award went to not only each school
 6 in Oak Ridge but even the Board participated in this
 7 challenge and superintendent some time ago. So this
 8 award was encompassing the entire school. There were
 9 a number of criteria that you had to meet in order to
 10 be able to receive this award. The Oak Ridge Schools
 11 met this challenge and by meeting this challenge, not
 12 only did we receive, Blair, I think a nice
 13 certificate but we also will be receiving a check for
 14 \$5000 based on what all these schools have done. And
 15 the Board, too. So I'd like to recognize Mr. Blair
 16 King who got us started on this path as our school
 17 health coordinator who was there to receive the award
 18 at the convention. And Blair, I'd like you to stand
 19 up. And let's give Blair a round of applause for
 20 doing this. Ms. Richter.

21 MS. RICHTER: My good news has a
 22 first part and the first part is that we had seven
 23 different students at Oak Ridge High School who
 24 participated in regional competition for the Siemens

1 awards and I wanted to name their names. We had
2 James Andrus, A.J. Toth, Tuong A. Cho, Samantha Wong,
3 John Coffman, Megan Kelly and Patrick Williams. And
4 we are very happy to say that two of our Oak Ridge
5 High School students just won the Siemens regional
6 competition at Georgia Tech over the weekend. That
7 was A.J. Toth and James Andrus. Toth and Andrus will
8 now advance to the national competition in
9 Washington, DC in a week and a half to compete
10 against five other regional teams. And if they win,
11 they will share a \$100,000 scholarship prize. So
12 congratulations to all those students who did so
13 well.

14 CHAIRMAN FILLAUER: Mr. DiGregorio.

15 MR. DIGREGORIO: On behalf of the
16 Board of Education and Dr. Bailey, we would like to
17 wish everybody a Happy Thanksgiving and safe
18 holidays.

19 CHAIRMAN FILLAUER: And that is just
20 some of the good news that is going on in the Oak
21 Ridge Schools.

22 DR. BAILEY: Can I contribute?

23 CHAIRMAN FILLAUER: Oh, are you
24 still here?

1 DR. BAILEY: I will contribute in
2 spite of the Chairman not recognizing me officially.

3 CHAIRMAN FILLAUER: I didn't see you
4 raise your hand.

5 DR. BAILEY: I know, it was a fault
6 in school, too, I was trying to get over. But a lot
7 of the public may know this and some may not but at
8 the conference as well the Chairman of the Board,
9 Keys Fillauer, was recognized on the All Tennessee
10 School Board. One of five individuals selected. And
11 that's of all the school board members in the state
12 so that's quite a distinction and I want to mention
13 that. To have a person serve in that capacity means
14 they will get some more work out of you at the state
15 level. So congratulations for the honor to do more
16 work and be recognized.

17 CHAIRMAN FILLAUER: They didn't tell
18 me that part. Thank you.

19 The next item on the --

20 MR. DIGREGORIO: Mr. Chairman, are
21 we going to talk about him sometime during this
22 meeting?

23 CHAIRMAN FILLAUER: Yes, yes, yes.

24 DR. BAILEY: No. About him, this

1 guy.

2 CHAIRMAN FILLAUER: In fact, we are
3 probably going to do that right now. I have a
4 resolution that I would like to present to the Board
5 at this time. This resolution states: Resolution of
6 Recognition and Appreciation of Dr. Thomas E. Bailey.
7 Whereas, Dr. Thomas E. Bailey served as
8 Superintendent of Schools from July 1, 2002 until
9 December 31, 2012 and; whereas, he worked diligently
10 and earnestly to establish a sound and superior
11 program for the Oak Ridge Schools; and whereas, he
12 fulfilled all aspects of his duties with integrity
13 and high standards as he represented the Oak Ridge
14 Schools. And now therefore be it resolved by the Oak
15 Ridge Schools Board of Education that in recognition
16 of his distinguished service to the schools the Board
17 pays tribute to Dr. Thomas E. Bailey and accords him
18 an honored place in the history of this school
19 system. Be it further resolved that a copy of this
20 Resolution shall be presented to Dr. Bailey as a
21 token of this Board's esteem and on behalf of the Oak
22 Ridge School System. This 19th day of the month of
23 November the year 2012. It will be signed by all
24 members of this Board. And I would need a motion.

1 MR. EBY: I so move.

2 MS. AGLE: Second.

3 CHAIRMAN FILLAUER: You have heard
4 the motion. Any discussion on that motion? All
5 those in favor signify by saying aye.

6 (Whereupon, all members voted aye)

7 CHAIRMAN FILLAUER: All opposed?
8 Motion carries. Congratulations.

9 DR. BAILEY: I'll hang this right
10 next -- no, I can't say that. You know, this means
11 an awful lot to be recognized in this manner. Thank
12 you. I'll say more later. Thank you.

13 CHAIRMAN FILLAUER: We are going to
14 probably save what you were talking about right down
15 toward the end would probably be appropriate.

16 MR. DIGREGORIO: Tom, I want to wish
17 you well. I've enjoyed sitting next to you like
18 this. I'm going to have to train somebody else to
19 poke during our meetings. Chairman Fillauer
20 mentioned something during our reception about
21 sending me to Connecticut and I had to think about
22 that for awhile and think about what that meant. I
23 don't want to go to Connecticut. Not only that, the
24 print that was presented to Dr. Bailey would look a

1 lot better hanging on the wall than I would.
 2 Congratulations on your retirement, Tom.
 3 CHAIRMAN FILLAUER: We will get to
 4 the other Board members toward the end. Or do you
 5 all want to go now?
 6 MS. AGLE: Later is better.
 7 CHAIRMAN FILLAUER: The next item on
 8 the agenda is recently, as you heard me say, we were
 9 able to attend the Tennessee School Board Association
 10 Convention and would call on Board members to make
 11 any comments about that. We were also able to attend
 12 a Leadership Conference that was prior to that. And
 13 one of the individuals that spoke at that Leadership
 14 Conference was Coach Jim Johnson. If you are not
 15 familiar with him, I'll just tell you briefly who he
 16 is. He is the coach that with four minutes left to
 17 go in the game he had an autistic student that had
 18 been involved in his basketball program as basically
 19 a manager. And the autistic student had been trying
 20 out for the team and made the junior varsity but just
 21 couldn't go any farther but was just so interested in
 22 being part of this program that he continued to work
 23 and continued to hang around. And the coach told him
 24 when we get down to the last game I might let you

1 dress out. Well, got down to the last game and they
 2 did let him dress out. We got down to four minutes
 3 to go in the game and the coach kind of looked down
 4 to the end of the bench and said, I think I'm going
 5 to put him in, so he put him in. Just a little over
 6 four minutes. He went in, took his first shot and it
 7 was an air ball. But after that in the next four
 8 minutes he scored 22 points in the next four minutes.
 9 They weren't lay-ups, they were three point shots.
 10 And, in fact, the last shot that he took was a
 11 three-pointer even farther than the NBA range
 12 three-pointer was. He really had a great message
 13 which I shared just a minute with that message but
 14 the message came from his relationship with this
 15 young man to believe in your dreams. And he said the
 16 only negative comment I got, they've met the
 17 President and they've done all kinds of things. And
 18 Mr. Eby and I both have a book that we'd be glad to
 19 share with anyone. It's a good read, very
 20 motivational. He said the only negative comment that
 21 I got was from Charles Barkley on his television
 22 show. And Charles Barkley said, he ought to be
 23 fired. He said, wait a minute, what do you mean. He
 24 said, what kind of coach is this if he can score 22

1 points in four minutes, why hasn't he been playing
 2 all year. But he was really, really a good
 3 motivational speaker. And one of the things he
 4 talked about was extraordinary leadership and how to
 5 achieve the winner's edge. And I think the three
 6 points that he made is something that this Board can
 7 work to achieve as well. His first point was
 8 clarifying vision. His second point was building
 9 trust. And his third point was creating the edge.
 10 And these are things that we as school personnel,
 11 administrators, teachers and Board members,
 12 superintendent and all are some good points that we
 13 can work to achieve in those positions. Obviously, I
 14 enjoyed hearing him speak and got a lot out of it.
 15 MR. EBY: It was quite a conference
 16 and I think that certainly was a highlight but there
 17 was some other things that I participated in that
 18 also I thought were worthy of mentioning. One;
 19 before he talked Dr. James Johnson, who is the
 20 professor at the business school of Chapel Hill,
 21 North Carolina spoke and one thing he spoke about was
 22 how the demographics are changing across the entire
 23 United States. And we talk about demographics
 24 changing here in Oak Ridge but clearly across the

1 entire U.S. And how education is going to have to
 2 change in the future to meet those demographics and
 3 we are right in the middle of that and finding that
 4 out. Also a couple of other things; I got to serve
 5 as a judge for the Architectural Design School of the
 6 Year and there were five judges and that was an
 7 interesting process to do this year. I've never done
 8 that before. And I see Scott Gillenwaters out there
 9 in the audience and Scott and I got up on Sunday
 10 morning and ran a 5K. Scott was about ten minutes
 11 ahead of me, I think, but we both finished without
 12 dying and it was fun. The other session that I
 13 thought was most interesting was the one that was on
 14 common core standards and what is called PARCC.
 15 PARCC is a partnership for assessment and readiness
 16 for colleges and careers. And we are moving toward
 17 the common core standards and that's basically
 18 putting us, the state of Tennessee but, more
 19 importantly, Oak Ridge Schools on a standard in the
 20 nation where we are going to be compared not against
 21 other schools in the state of Tennessee but in the
 22 nation. What is interesting is when you go to these
 23 board meetings it makes you appreciate the Oak Ridge
 24 schools and the leadership we have in the Oak Ridge

1 schools and what we are doing in the Oak Ridge
2 schools because there were board members who were
3 standing up and they were saying, we don't need any
4 common core standards, we don't even need the state
5 standards, we know what we need to teach kids. And
6 we are competing nationally, we are competing
7 globally and the best way we know to compete is to
8 know where we are nationally and globally. So I'm
9 glad to see these standards coming. I thank you for
10 the opportunity to attend the convention.

11 MS. AGLE: There were a number of
12 interesting programs. One that I attended and
13 enjoyed was on the use of electronic textbooks but
14 not just electronic textbooks but open source. And
15 as many of you all may know, there have been a number
16 of highly respected colleges and universities like
17 MIT developing open course ware. There is a movement
18 to develop open course ware textbooks written around
19 the common core standards. The problem that we have
20 is that school systems across the country are
21 adopting common core but the textbook companies have
22 not yet published the textbooks to go with them. So
23 there is a school system in Tullahoma that is
24 converting to open source textbooks and they are

1 using a format where their teachers can change and
2 augment and add to these open source books which
3 costs them absolutely nothing. I think that's going
4 to be an idea worth watching to see how well they do
5 with it, how quickly they move completely over. And
6 if you think about what we spend on textbooks every
7 single year, we could probably outfit every student
8 in the schools with a tablet that --

9 DR. BAILEY: Amen! Amen! I'm
10 sorry, you were talking.

11 MS. AGLE: I'm finished.

12 DR. BAILEY: Can I make a comment?
13 Secretary of Education Duncan in the released
14 December copy. Duncan; make textbooks obsolete.
15 Education Secretary Arne Duncan on October 2nd called
16 for the nation to move as fast as possible away from
17 printed textbooks and toward digital ones. Over the
18 next few years textbooks should be obsolete, he
19 declared. It's not just a matter of keeping up with
20 the times, Duncan said in remarks to the National
21 Press Club, it's about keeping up with other
22 countries whose students are leaving American
23 counterparts behind. And we heard that in the
24 gentleman you talked about, talks about South Korea

1 and it goes on. But I was going to share that but,
2 Angi, that's exactly what you are talking about right
3 there.

4 CHAIRMAN FILLAUER: It was
5 interesting, if I might add, I think this was Sunday
6 sometime, there is a local television show, gosh, I
7 can't remember the name of it. It's on NBC station,
8 Today in Tennessee or something like that. But they
9 had two people as the guests. One was a person
10 involved in curriculum development in Knox County and
11 the other one was a person out of the mayor's office,
12 vice mayor for something, they had just returned from
13 Mooresville where our staff is going soon. And they
14 were talking about on this same topic the use of
15 technology in the school system and how they were
16 using it and how it was being an asset to learning
17 and had good questions, good points. But the three
18 people that were asking them the questions you could
19 see a look of; I just don't know if this is going to
20 happen, how can we use these if kids can't read and
21 we can't teach them to read, et cetera, et cetera.
22 Those are the people who are going to have to be
23 educated. I think we as educators see where this
24 role is going to take us. And if we don't get out

1 and support it we, in Oak Ridge, are going to be
2 again behind if we don't do that. So we've got to
3 find a way to make that happen because it is
4 happening. I was visiting with my sister in
5 Cleveland, Tennessee today. Her four-year-old
6 grandson came into the office where we were. He
7 walked right in, father dropped him off, he walked
8 right in and walked around my sister's desk and got
9 on the computer and just started going and doing
10 things, four years old.

11 DR. BAILEY: Didn't you see Kate
12 tonight? She was ready to take over right there.

13 CHAIRMAN FILLAUER: I guess the
14 whole point with that is we cannot be left behind.
15 If we are it will be a detriment to our students if
16 we do.

17 DR. BAILEY: Chairman Fillauer, Dr.
18 Mark Edwards was in Mooresville. That was a school
19 system three years ago when he took over was 91st or
20 2nd in the state academically. They are 3rd right
21 now. And technology has played an important part.
22 So it is about reading, it's about information
23 retrieval, it's about using the digital content and
24 so we are taking a staff down right after

1 Thanksgiving and they've done a lot of tours
2 nationally, and so forth. But it's not just
3 dabbling, they are doing good things with technology,
4 it's not about just having a piece of equipment, it's
5 how you use that piece of equipment to impact
6 learning.

7 CHAIRMAN FILLAUER: And I'm sure the
8 Board will be anxious to hear back from that report.

9 MS. RICHTER: To follow up a little
10 bit on what Bob was saying about that common core
11 standards program that he and I both went to; he
12 mentioned the one school board member who couldn't
13 understand why we would want to do that and his
14 follow-up comment to that, if you remember, was our
15 kids go down to Cleveland State and they get stuck in
16 all sorts of remedial classes. Well, if that doesn't
17 tell you something about what the core of the problem
18 is, I don't know what was but he didn't see a need to
19 push for higher standards and he could not understand
20 why the kids were having to go to remedial classes at
21 Cleveland State so when you've got that kind of
22 disconnect you are going to have problems in your
23 educational system. One of the programs that stood
24 out for me has an extremely boring title. It was

1 called Joint User Agreements a Strategy for
2 Increasing Physical Activity. And I know that just
3 sounds like a winner but I'd been to some of the
4 other ones before so I went to this and the premise
5 was they had some speakers, some professors from
6 Vanderbilt and then a practitioner who ran a
7 recreational system for the Raleigh Durham area and
8 he talked primarily about how to integrate the
9 recreational use and needs of your citizens with
10 facilities that already existed at your schools. The
11 fields that we have, the tracks that we have, the
12 walking paths and all sorts of things and some of us
13 asked him about safety and security and they've
14 worked at this for a long time, he's been with it for
15 many, many years. And he gave us a lot of data and
16 statistics pointing out that crime around those areas
17 actually goes down, there is less vandalism. There
18 is not a huge use of the areas to the point where you
19 really are having to replace things and it brings the
20 community back to your schools. And several of us
21 mentioned, well, you know, we have all put fences up
22 around to protect the playgrounds that kids use to go
23 down and play on and he said; got to take those
24 fences down. It was a good program, it's an

1 interesting program and I hope that there was enough
2 coming out of that that we could talk about it as a
3 Board at some point and see if it's something we want
4 to pursue.

5 CHAIRMAN FILLAUER: Anyone else?
6 Other comments?

7 MR. DIGREGORIO: I didn't get to go
8 to this conference. I was helping my bride prepare
9 for a family wedding, our daughter got married. And
10 I don't know how much help I was to her but it made
11 me feel better. I'm really glad to hear this thing
12 about electronic books and online books and whatnot.
13 This probably should have been under the Good News
14 section.

15 CHAIRMAN FILLAUER: I will have to
16 mention keeping up the high standards and traditions
17 of this Board, we did have a winner. Mr. Eby was
18 drawn as a winner for a \$50 gift card. So once
19 again, wherever we travel somebody does win something
20 so we appreciate you keeping that tradition alive and
21 strong. Ok, moving on. Next is the Consent Agenda.
22 Do I hear a motion?

23 MS. RICHTER: Move for approval.
24 MR. EBY: Second.

1 CHAIRMAN FILLAUER: Any discussion?
2 The motion is to approve the Consent Agenda. All
3 those in favor signify by saying aye.

4 (Whereupon, all members voted aye)

5 CHAIRMAN FILLAUER: Opposed? Motion
6 carries.

7 Next under Items for Action
8 Curriculum and Instruction. First item; Approval of
9 Textbook Adoption Committee for FY 13 school year for
10 grades K through 12. Dr. Bailey.

11 DR. BAILEY: I would recommend at
12 this time the attached reading and literature
13 committees for K-12 textbook adoption.

14 CHAIRMAN FILLAUER: You have heard
15 the superintendent's recommendation. Do I hear a
16 motion?

17 MR. DIGREGORIO: Move for approval.

18 MS. RICHTER: Second.

19 CHAIRMAN FILLAUER: Any discussion?

20 DR. BAILEY: Dr. Phillips, do you
21 want to just walk them through that?

22 DR. PHILLIPS: Yes, this is the
23 first step in getting the textbook adoption process
24 started for the year. And one thing that you do need

1 to be aware of is that last year the literature for
2 the middle and high school was delayed based on the
3 preference and waiting on books with the common core
4 to come out. Now those books are here so in this
5 next budgeting cycle there will be two sets of books,
6 course textbooks that must be approved and bought for
7 this next year. So we just need to keep in mind that
8 there will be an additional cost for textbooks in the
9 coming year. We saved some this year, it will catch
10 up with us next year.

11 CHAIRMAN FILLAUER: Mr. Eby.

12 MR. EBY: Going back to Ms. Agle's
13 comments from the TSBA meeting and I know common core
14 isn't in the online textbooks at this point in time
15 yet or hasn't been. But as this adoption committee
16 goes through, will they consider online electronic
17 textbooks or not?

18 DR. PHILLIPS: Absolutely. In fact,
19 I talked with Ms. Givens, our reading coordinator who
20 will be heading up the committee just today about
21 that very thing and she said; but now you know that
22 there is a cost for the online versions. I said,
23 absolutely, there will be. But for anything that we
24 can go away from the printed material and get online

1 and have them logging on...a lot of the instructor
2 books are online now already so we are looking and
3 will be exploring to see what is available.
4 Absolutely.

5 DR. BAILEY: If I may, Big Chalk has
6 been a major corporation in the digital content
7 content as well and Beyond Books dot com, 20 or 25
8 years ago we were dealing with them. The reality is
9 keep in mind when we have these discussions open
10 source content can be very good and free. But it's a
11 matter of evaluating it with groups of people to make
12 it fit. You may not want a textbook on nuclear
13 physics written by Thomas E. Bailey, for instance.
14 But you may want one written by someone else. The
15 reality, though, is that in Tennessee and throughout
16 the country and we know right now we will have to
17 have ready and in place online testing in Tennessee
18 for all students next year. So we are doing some
19 preliminary things this year. Keys, I think you said
20 it well. It's coming. The digital, that little
21 child that you referred to, they are the natives in
22 this and it's coming so we have got to be ready for
23 it. And our head-end room, gosh, I thought Doug was
24 going to go crazy in our meeting this morning as he

1 showed us pictures of the generators trucking in over
2 to G Building. And I talked with the city manager
3 tonight when we were talking over there about the
4 fiberoptic program and how important it is for the
5 city to move onto fiberoptic because that's going to
6 be critical for the band width and us doing what we
7 need to do. And if they don't move forward on their
8 end, then we are going to have to turn around and
9 probably go into a contract of some kind because it's
10 going to be critical for that so the next step is in
11 place to be ready to do it.

12 CHAIRMAN FILLAUER: You have heard
13 the Superintendent's recommendation. The motion is
14 to approve Textbook Adoption Committee for FY 13
15 school year for grades K through 12. All those in
16 favor signify by saying aye.

17 (Whereupon, all members voted aye)

18 CHAIRMAN FILLAUER: Opposed? Motion
19 carries.

20 Next item under Curriculum and
21 Instruction; Approval of Changing Advanced Ed which
22 is similar to the SACS accreditation status.

23 DR. BAILEY: Mr. Chairman, I would
24 recommend approval of changing our advanced ed SACS

1 accreditation from school level to district level
2 status.

3 CHAIRMAN FILLAUER: You have heard
4 the Superintendent's recommendation. Do I hear a
5 motion?

6 MR. EBY: Move to approve.

7 MS. RICHTER: Second.

8 MS. AGLE: Second.

9 CHAIRMAN FILLAUER: Dr. Bailey.

10 DR. BAILEY: Before I turn this over
11 to Dr. Phillips and give the credit where it needs to
12 be, you may recall us even anticipating or talking
13 about this is a potential budget cut because of what
14 we are measuring now with Race to the Top and No
15 Child Left Behind. But with that in mind, Dr.
16 Phillips came to me recently and I'm going to let her
17 explain this because this is absolutely the next step
18 prior to that and it has some features to it that I
19 think is just the time to do it. And go ahead and
20 explain because I want to talk about her initiative
21 to put it on my table to bring to you tonight.

22 DR. PHILLIPS: Back during the
23 summer, I believe it was, Dr. Henderson brought to us
24 the information and we'd also received some

1 information from Advance Ed that they for the first
 2 time will allow systems to seek status as a
 3 district-approved SACS accredited school as opposed
 4 to school by school. And right now we have eight
 5 schools, all eight schools in our district are SACS
 6 accredited. And it's a year-long process to go
 7 through this every five years and it's very painful.
 8 And in addition to that, over the last three years or
 9 so we've been doing the school improvement plan with
 10 much more fidelity than in the past and much more
 11 rigor. So if it's your year then you have got both
 12 processes going on and they fold into each other well
 13 so that you can just do one process. You have to
 14 have two separate committees. And the other piece of
 15 that is it's very labor intensive but I think more
 16 importantly than that is the prestige of being a SACS
 17 accredited school no longer holds the weight that it
 18 has in the past. Because in Tennessee, as in many
 19 other states, the state standards are so much more
 20 rigorous than they have been in the past. That if we
 21 are meeting our state standards, especially with this
 22 in line with common core and then as we move to PARCC
 23 we are probably further along in being of high
 24 quality than SCAS accreditation would speak to. So I

1 talked to the person at Advance Ed, Dr. Connie Smith,
 2 who used to be with the State department and she said
 3 it's a great way to go, she urged us to go ahead and
 4 move from being school-by-school approved to being
 5 district approved. And the first step she said to
 6 get it before your Board and make sure that the Board
 7 understands and is in agreement that that is a good
 8 way to go for us. We will pay money for the system.
 9 It's less than each school. We will have one visit
 10 every five years. And what happens during that visit
 11 is that prior to the visit we review all the
 12 standards, pull together the paperwork, they do a
 13 desk top monitoring before coming to see us. And
 14 then they come out. They will go to one or more
 15 schools, she wasn't sure exactly how many. And the
 16 schools do have to do some online...they go online
 17 and do some paperwork online but the intensity of it
 18 is greatly reduced and it still has the same status
 19 of being SACS accredited. So it's a win-win
 20 situation for us at this point if we are not going to
 21 drop it altogether. And I think we are all a little
 22 hesitant to let go of it totally.

23 DR. BAILEY: We are and we aren't.
 24 This is the next step, if you will. They have put

1 this in place, quite frankly, because school systems
 2 are driving them.

3 MR. EBY: That was actually the
 4 question I was going to ask because I've been
 5 associated with the school board for 27 years now and
 6 we've always bragged at Oak Ridge Schools that we've
 7 been SACS accredited and I know when they come
 8 through. So if, in fact, school systems are dropping
 9 SACS as an organization I think would be changing
 10 their model to meet new state requirements, meet the
 11 common core requirements so they are only doing it by
 12 this district whether or not...?

13 DR. PHILLIPS: Yes, the standards
 14 are still rigorous, they are still high quality, we
 15 would still be meeting many of the standards that we
 16 are already conforming to within the state school
 17 improvement model. It's the fact that we won't be
 18 doing double the work. And Dr. Henderson has been
 19 through the training and has already reviewed one
 20 district and so she will be available to walk us
 21 through and be the chair of our committee for the
 22 system which will be a great plus since she has it.
 23 And what she will do is pull together but I think the
 24 verdict is out on the weight of it over time.

1 DR. BAILEY: I think, Dr. Henderson,
 2 you shared with us in executive this morning that you
 3 are good for the next two years or in the process of
 4 being ready for the next two years which I think
 5 going this route now and if they don't do what you
 6 just said, my recommendation and I won't be here at
 7 that time but I came close last year to say do away
 8 with it. We did away with it in my previous school
 9 system 12 or 15 years ago. Because the very measure
 10 that we are against right now; all those federals,
 11 local and state mandates and if you don't do that, if
 12 you are not meeting that the heck with SACS so it is
 13 getting them both kind of in line a little bit. And
 14 it's a lot of work. So this is the concept of saying
 15 why do we keep leaving everything on the plate and
 16 take nothing off the plate because teachers and staff
 17 at the schools do an awful lot of work to do all
 18 those reports. It's like I remember the old, old
 19 state visitations and those types of things. So I
 20 think this is the first step to say reduce it to four
 21 or five years and within this next two years you will
 22 know one way or another whether you are going to
 23 continue it or not.

24 CHAIRMAN FILLAUER: Just one

1 comment; having been both a teacher in a school that
 2 has been evaluated and having served on a SACS
 3 evaluation team in another school district, at that
 4 point in time in both of those situations talking
 5 with my colleagues on a staff and then talking with
 6 those people that I was evaluating the one common
 7 thing that they said the only real thing that we get
 8 out of this is it is an effort for us to take a look
 9 at ourselves period. And the other stuff that went
 10 with that is extremely time consuming. I could tell
 11 you some stories but I'm not going to about the value
 12 of what that time consuming brought to the picture
 13 but it seems to me and why I would support this that
 14 based on what we are now being asked to do in
 15 education in Tennessee, the evaluation process for
 16 what we are doing is much more on the front of the
 17 table than it was when we were doing SACS evaluation.
 18 So we are continuing to evaluate ourselves in a much
 19 more, I'll be careful here, maybe a much more
 20 effective way.

21 DR. PHILLIPS: Our schools right now
 22 through their PLC work and other initiatives that we
 23 have going it's incredible the conversations that are
 24 happening everyday in the schools and I've been

1 privileged to sit in on several of the PLC teams and
 2 leadership teams and it's incredible. Our teachers
 3 and our staff, our principals are doing a fabulous
 4 job.

5 CHAIRMAN FILLAUER: Well, let me
 6 just be honest and say that's much more effective
 7 than a group sitting down trying to figure out what
 8 they can write in a report that would be impressive.

9 DR. BAILEY: And maybe not using the
 10 reports after they write it.

11 CHAIRMAN FILLAUER: I didn't say
 12 that.

13 DR. BAILEY: I'll say it, I've seen
 14 it.

15 CHAIRMAN FILLAUER: Any other
 16 questions or comments? The motion on the floor is
 17 approval of changing Advance Ed SACS accreditation
 18 status. All those in favor signify by saying aye.

19 (Whereupon, all members voted aye)

20 CHAIRMAN FILLAUER: Opposed? Motion
 21 carries.

22 Next under Board of Education the
 23 first item is Approval of Revised Teacher
 24 Professional Association Policies. And this is a

1 first reading. Dr. Bailey.

2 DR. BAILEY: Yes, Mr. Chairman, I'd
 3 like to recommend approval of the revised teacher
 4 professional association policies 2.803, 1.406,
 5 2.200, 1.402, 4-82, 4-88, 4-89, 4-90, 4-92, 4-94 and
 6 4-95.

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

10 MS. AGLE: Move for approval.

11 MS. RICHTER: Second.

12 CHAIRMAN FILLAUER: Dr. Bailey.

13 DR. BAILEY: This came about when
 14 you take a look at the Professional Negotiations Act
 15 this past year. PET, an organization, sent me a
 16 letter and I shared that with the Board. And then I
 17 sent all of our policies to our school board
 18 attorney. What you have before you is the first
 19 reading that basically just simply says that; for
 20 membership any recognized teacher organization, we
 21 had ours kind of focused on the Oak Ridge Education
 22 Association, a fine outstanding organization, good
 23 leadership that it has. But the reality is that any
 24 other qualifying organizations. So what Mr. Cagle

1 has done as your attorney is he has gone through all
 2 the different policies that you have before you and
 3 simply edited in red the corrections that would
 4 revise our policies to be in line with that
 5 Professional Negotiations Act just to clarify it. So
 6 this is the first reading and something we need to
 7 move forward with.

8 CHAIRMAN FILLAUER: Questions? The
 9 motion is to approve the revised Teacher Professional
 10 Association Policies on first reading. All those in
 11 favor signify by saying aye.

12 (Whereupon, all members voted aye)

13 CHAIRMAN FILLAUER: Opposed? Motion
 14 carries.

15 Next on the agenda is Items for
 16 Information. The first item is enrollment update.
 17 Questions or comments on that?

18 MS. AGLE: Just a comment that
 19 despite hearing an awful lot during the election
 20 about our declining enrollment, it isn't.

21 DR. BAILEY: There you go. It's
 22 increased. 18. It's moving right up the ladder.

23 CHAIRMAN FILLAUER: Anyone else?
 24 Financial Report. Comments or Questions? Any Old

1 Business? We do have some items under New Business.
 2 Dr. Bailey, I'll refer to you first to talk about
 3 some projected enrollment numbers.
 4 DR. BAILEY: Let me grab that and
 5 pass this down to you. Every year as we get ready
 6 for the budget process we have fun with Dr. Jernigan
 7 and the enrollment projections but Dr. Jernigan is
 8 quick to point out that the projections hallow within
 9 one percent and less of being accurate every year.
 10 Is that not correct?

11 DR. JERNIGAN: Every year.

12 DR. BAILEY: Every year. And that's
 13 the overall district. And every school principal
 14 knows and we know that you can be off in individual
 15 schools a little but the reality of what you see here
 16 is before you in terms of projected enrollments for
 17 next year. So you see Glenwood is projected to be up
 18 25 students. Linden down 19. Willow Brook down 15.
 19 Woodland down 15. Total enrollment in elementary
 20 down a little bit. And that's the first trend that
 21 we've had any down because elementary has been going
 22 up anywhere from 25, 30 to 90 students one year. So
 23 that's kind of leveling off and droppng just a
 24 little. Jefferson Middle School down 13.

1 Robertsville plus. Middle school total a negative
 2 two. High school is going up gaining six students
 3 next year. So it's just leaps and bounds. Now with
 4 that said, remember and I want us to keep an eye on
 5 it, this is critical, this type of thing is critical
 6 each year. You say alright we are losing 19
 7 students, we can lose a teacher. Those 19 students
 8 can be divided kindergarten through first, second,
 9 third or fourth grade. My guess in looking at this
 10 would be no additional staffing needed. But also no
 11 loss of staffing in the budget just from the numbers
 12 that will take on different dimensions as we monitor
 13 the actual enrollment throughout the years but again
 14 this will be part of the budget process in looking at
 15 enrollments. If you remember the 2007 demographic
 16 study as part of our feasibility study it stated, the
 17 gentleman that did that, he was very good out of
 18 Atlanta, Georgia said that from 2007 to 2014 Oak
 19 Ridge Schools will have a plus or minus ten student
 20 difference from '07 to '14 unless, and he added the
 21 caveat, unless the age population of parents within
 22 what would be child bearing years starts to increase.
 23 And we are starting to see a little bit of that in
 24 Oak Ridge so keep that in mind as well as we talk

1 about enrollment projections. But just want to give
 2 you that information at this point.

3 CHAIRMAN FILLAUER: Any questions?
 4 Still under New Business we are going to hear from
 5 Mr. Scott and Mr. Goins in reference to a schedule
 6 report that they are going to share with us.

7 DR. BAILEY: While they are coming
 8 up, Mr. Chairman, and we will have Principal Goins
 9 and Christopher Scott come up. It was really good,
 10 and I'm going to say this because, boy, did this
 11 bring back memories in packing up some of the things
 12 from my office, Jody, I almost gave you a call today
 13 to say come by and let me show you Tom Bailey's
 14 attempt at this stuff at one time, ok, it was really
 15 fascinating especially when these two gentlemen came
 16 to my office and shared the fact that this is
 17 absolutely evidence of what staffing does in terms of
 18 saying where can we improve, if it ain't broke don't
 19 fix it. Well, if it ain't broke let's make it
 20 better. So let's analyze our data, let's analyze our
 21 schedule because really the only true thing that the
 22 school controls is the time of day and how they can
 23 impact the learning of children. So I wanted Jody
 24 and Christopher to come to the Board tonight to put

1 in place because you need to hear what they've done
 2 as a faculty, what they done in involving the
 3 students, the parents and the input in trying to put
 4 together a hybrid schedule. And I can remember those
 5 days with Lynn Canady and I know Lynn has been to Oak
 6 Ridge and so has Mike Resnick out of James Madison
 7 University. And I know those were two gentlemen that
 8 I spent a lot of time in my past working with. And
 9 the reality is there are so many different, quote,
 10 block, schedules. I like to refer to it as flexible
 11 schedule because there are 54 hybrid and you use a
 12 hybrid schedule and that's even a unique way to put
 13 it. So I'm going to turn it over to these gentlemen
 14 to walk us through what they are proposing and what
 15 they are doing, what they are going to do and why
 16 that's going to be an advantage to Oak Ridge High
 17 students in the future. Go ahead, gentlemen.

18 MR. SCOTT: Dr. Bailey, School
 19 Board, thank you very much for having us here
 20 tonight. I'm going to try to debrief but at the same
 21 time I want to be able to thoroughly answer any
 22 questions that you may have. There is quite a bit in
 23 this report because the process that we've used to
 24 get to this point we've tried to be very deliberate

1 about. We began several months ago by looking at
 2 some of the concerns that our faculty had, parents,
 3 students some of the feedback we got on how we can
 4 best serve our students. Right now education is in
 5 tremendous reform which is code for change. Because
 6 of that we have to constantly look at how we conduct
 7 business at the high school. And so many of their
 8 concerns were directed or impacted by our schedule.
 9 So we began looking at our schedule. And Dr. Goins
 10 asked me to start a schedule committee at the high
 11 school which was a faculty member from every
 12 department in the building that came together
 13 throughout this Fall and began looking at our current
 14 schedule. On the second page of the booklet that you
 15 got you will see our timeline and at the beginning of
 16 that you will notice that there are several catalysts
 17 for why we were considering moving away or at least
 18 examining schedules again with regard to our current
 19 hybrid schedule and how our current schedule impacts
 20 both our staff members and our students. Underneath
 21 that is the timeline of some of the steps that we
 22 have taken throughout this season and you will see
 23 that we have met multiple times and sought input from
 24 our students, from our faculty and from our parents.

1 We have met with our PTSO, we have met with our
 2 student council. Our faculty has looked at just
 3 about every schedule that is out there from module
 4 schedules to traditional schedules to block schedules
 5 to every type of hybrid that is used anywhere in our
 6 area for a high school. We even looked at
 7 tri-semester schedules. We decided against that one,
 8 by the way. But anyway the process was a great
 9 learning experience for our staff. They looked at
 10 four-year plans which for any parent has encountered
 11 that with their 8th grade child but our staff took
 12 sample four-year plans and put them into a bunch of
 13 different schedule scenarios. And really examined
 14 and looked at how our students progressed through the
 15 high school, what courses they have access to and
 16 what year. And discovered firsthand some of the
 17 difficulty that our parents have and some of our
 18 students. So with that began looking at what types
 19 of schedules alleviate some of these concerns. We
 20 then at that point had our committee do a forced
 21 ranking of priorities. This was important for us.
 22 We took everything that we wanted, we felt like our
 23 students needed and our parents have talked about for
 24 a schedule, a dream schedule, and we threw them all

1 up on a whiteboard. And then every committee member
 2 had to rank them from most important to least
 3 important.

4 DR. BAILEY: You led them through a
 5 nominate group process is what you did.

6 MR. SCOTT: Yes. And what that
 7 provided for us was a lens through which to look at
 8 the schedules that we are examining and to be able to
 9 have a group priority list, not just our individuals
 10 or in a high school departments. So we are getting
 11 out of that shell and looking at what our school as a
 12 whole needed. After doing that and then looking at
 13 some of the specific feedback we got from students
 14 which was insightful, boy our students are smarter
 15 than we are. And they asked really good questions.
 16 We included some of those comments back in your
 17 packet for you. And they then Influenced the type of
 18 questions that we asked in our surveys. After
 19 talking to students and discovering that what they
 20 wanted was a voice what we want is to have some
 21 influence and then we discussed that we are not
 22 voting but we will certainly get feedback. We
 23 proceeded to look at ways to be able to get that
 24 feedback from students, parents and our faculty. If

1 you will go to the section that is titled Staff,
 2 Parent and Student Surveys, we conducted three
 3 surveys. We had a staff survey in which we had 80 of
 4 our staffs reply. In that survey they identified
 5 some of their greatest needs which was which
 6 scheduling issue is the most important to them. And
 7 it was having time to tutor students during the day
 8 was the most important thing to our faculty right
 9 now. Intervention is what that's typically called in
 10 education currently. But it's being able to have
 11 access to our students who either are trying to
 12 stretch themselves or are struggling. And being able
 13 to do that during the school day, not after school,
 14 not before school, not when transportation is
 15 necessary from mom or dad but while we have teachers
 16 in our classrooms being able to help students.

17 DR. BAILEY: Chris, just on that
 18 point I know when I met with you two guys and Dr.
 19 Phillips you stressed the fact that doing that
 20 enabled you to build a schedule and use the teacher's
 21 ability to impact, reteach in an intervention in
 22 those specific areas where the data shows that we
 23 have gaps in learning or taking the other students
 24 further ahead.

1 MR. SCOTT: And it's very important,
 2 especially with our middle student, students who can
 3 potentially reach a more rigorous course if they had
 4 support. And not just doing homework at home but
 5 actually had some instructional support from a
 6 content expert at the high school. So it's not just
 7 about our top students or our struggling students, it
 8 really helps all students across the board. And that
 9 is a unique reform for education. We don't often
 10 find that. Something that we can do in a school that
 11 truly can help every student in an equal fashion.
 12 The students' survey showed that what they most
 13 wanted right now from a schedule is to be able to
 14 take their desired electives. Several years ago we
 15 moved to a hybrid schedule partially because we were
 16 experiencing credit compression our junior and senior
 17 year which means our students weren't having enough
 18 time to take the courses they wanted. We tried to
 19 alleviate that by inserting a block hybrid. That has
 20 continued to prove difficult for many of our students
 21 because if you are a senior and you want to take one
 22 of those courses you like you have to pop into a
 23 block schedule which means you lose your off-campus
 24 lunch. And there is no desire greater for an upper

1 classman at Oak Ridge High School than off-campus
 2 lunch. So that presented a conflict for so many of
 3 our students. But they want access to our electives
 4 and we have some wonderful electives at the high
 5 school. Engineering, computer design, our arts
 6 programs are tremendous and our students shouldn't
 7 have to make a choice between science and ceramics.
 8 So our parent survey showed that they are most
 9 concerned with out college preparatory courses. They
 10 want their students prepared for college. And that
 11 was a reasonable trend, especially from a parent
 12 perspective. So those are all very different desires
 13 among those three groups. The common denominator
 14 across all of them was they all chose the same type
 15 of schedule. Every group; their first choice was an
 16 8-period traditional day.

17 DR. BAILEY: Explain a little bit
 18 about how you propose to have that work for the
 19 Board.

20 MR. SCOTT: There is a number of
 21 scenarios for implementing that type of a schedule.
 22 I put one sample in your booklet and I'd like to
 23 emphasize this is a sample. Not a final draft of any
 24 kind. This is something that the schedule committee

1 put together as they were working. But an 8-period
 2 day, if you will harken back to a few years ago when
 3 we had a 7-period day, every student took six classes
 4 or five classes and had a lunch. I'm sorry, took six
 5 classes and had a lunch. In an 8-period day every
 6 student would initially have the option of six
 7 classes and a lunch and then the 7th period for that
 8 student would be either a tutoring or intervention, a
 9 study hall or taking an elective during that period.
 10 Both parents and students' second choice for most
 11 important thing in a schedule was study hall time.
 12 And when we visited with parents we had an open
 13 public forum plus two PTSO meetings and the feedback
 14 that we got was my student is taking a whole bunch of
 15 really hard classes which we have plenty of; they
 16 have three hours of homework a night, they have
 17 football practice and a girlfriend and it's driving
 18 me as a parent insane. What can you, as an
 19 administrator at the high school, do to help us. And
 20 I felt for them. I mean, even my eight-year-old I'm
 21 running all over the place and we don't seem like we
 22 have a minute to breathe. If we had an opportunity
 23 for even our students who don't need tutoring to have
 24 an hour's worth of homework done during the day the

1 impact on the family or the impact on their
 2 extracurricular activities is tremendous potentially.
 3 So that 7th period could be used for a number of
 4 different things. It helps our middle student be
 5 able to reach....teachers could offer labs during
 6 that time instead of losing your lunch to do a lab.
 7 Even if you have a study hall and are struggling with
 8 a class, the potential to be able to get access to a
 9 teacher to help you during that period is available.
 10 Where right now it's not available.

11 DR. BAILEY: This actually allows
 12 the staff and the students to look at the data to
 13 disaggregate the actual achievement data and do an
 14 individual learning packet in that intervention
 15 period for Tom Bailey as a student or any other
 16 student. And I'm talking about the aspect of the
 17 achievement aspect of it. But also the student
 18 that's doing very well, as you mentioned, to pursue
 19 some other ventures as well. And that's schedule
 20 compression. I remember five years ago the State
 21 Board and this was at the same thing we just attended
 22 at TSBA and it was a presentation of the state and
 23 trying to say that they knew graduation requirements
 24 could be done in a six-period day. No, it could not.

1 MR. SCOTT: Very difficult, yeah.
 2 DR. BAILEY: This is absolutely what
 3 schools are doing to allow the opportunity to look at
 4 data and address individual student weaknesses and
 5 strengths so it allows you to do both. So I commend
 6 you for what you have done.
 7 MR. SCOTT: One of the major pushes
 8 that the state is looking at right now, and Dr.
 9 Phillips can address this as well, is the gap
 10 closure. That's what our system is judged upon,
 11 that's what our individual schools are judged upon.
 12 To be able to close a gap between a subgroup and the
 13 population as a whole requires that we raise support
 14 to meet our high expectations. The only other option
 15 is to lower expectations and there is no one at the
 16 high school interested in doing that. But to raise
 17 support you have to have either an increase in
 18 intensity or an increase in time. And this type of
 19 schedule allows honestly both.
 20 CHAIRMAN FILLAUER: Ms. Richter.
 21 MS. RICHTER: I know you have spent
 22 a lot of time on this but I'm seeing it for the first
 23 time so when I look at this I'm looking at the
 24 student survey and at the bottom it says which of

1 these schedules would you most prefer. A; current
 2 schedule. B; 8-period day schedule. The current
 3 schedule is what? A 6-period day schedule? Five
 4 classes plus lunch?
 5 MR. SCOTT: It's a hybrid. We have
 6 for underclassmen we have five year-long classes and
 7 two semester-long block classes.
 8 MS. RICHTER: So that's considered
 9 seven I guess?
 10 MR. SCOTT: Yes.
 11 MS. RICHTER: So that leads to my
 12 question; 8-period day schedule would either require
 13 a longer school day but that's not something anybody
 14 seems to want or shorter classes. So do we have
 15 enough instructional time in each of those areas if
 16 we have shorter classes? More but shorter?
 17 MR. SCOTT: Even if we stayed within
 18 our current confines of our beginning and end bell,
 19 our classes would be approximately 48 minutes long.
 20 Previously they were 53. When talking with our
 21 staff, the scheduling committee which represented
 22 every department and then they would go back to their
 23 departments, get feedback and come back to the
 24 committee. Of the 14 departments, 13 departments

1 recommended the 8-period day with the understanding
 2 that there would be less time per period. There are
 3 high schools throughout the country that run this
 4 kind of schedule on considerably less time. For
 5 example, Adlai Stevenson, which is a top high school
 6 in the country, runs 43-minute periods. There is
 7 other factors that impact that time and our staff's
 8 assessment of it. Right now one of the reforms that
 9 we referenced earlier is that curricular wise we are
 10 moving into the common core. The common core's
 11 curriculum is fewer standards taught at greater depth
 12 so instead of a teacher having to move through 87
 13 standards as a sophomore English teacher, they move
 14 through a fraction of that but do it in greater
 15 depth. So you are less rushed and more able to teach
 16 with a greater level of sophistication for students
 17 who need it. And any time lost with that would be
 18 more than made up for by getting students help during
 19 the school day who need it. Our average student
 20 doesn't struggle in a class. They do fine in class.
 21 But students who do struggle, 53 minutes or 48
 22 minutes, they still struggle.
 23 CHAIRMAN FILLAUER: Ms. Agle.
 24 MS. AGLE: So would we still be able

1 to have some of the courses that were created
 2 especially for struggling students like Algebra 1-T?
 3 Would that take up two class periods or how would
 4 that work?
 5 MR. SCOTT: That's a great question.
 6 The math department has been looking at that right
 7 now. 1-T is important and will stay a part of our
 8 curriculum and it will most likely be an extended
 9 period course, not a block but an extended period
 10 course that we would have some additional help on the
 11 back end of. So students who are already in need of
 12 a longer instructional period will also be able to
 13 have some additional time to have some guided
 14 practice or get some additional small group of
 15 one-on-one instruction. The commitment of those
 16 types of special courses would be maintained. Many
 17 of the block classes would go back to a traditional
 18 year-long format.
 19 CHAIRMAN FILLAUER: I've got a
 20 comment and a question. When my son was at Oak Ridge
 21 High School and today one of the things that I hear
 22 which you have alluded to are there are many great
 23 classes at Oak Ridge High School that I can't take
 24 that I would like to take. Well, realistically you

1 are not going to be able to take them all. But there
 2 are some there that you would like to pick and choose
 3 from. And one of the things that I think all of us
 4 on the Board would agree to this that we keep seeing
 5 as we move on down the road is because of schedule
 6 compression these good classes, these valuable
 7 classes, kind of start fading away because kids just
 8 can't get in there. So I like that aspect of this.
 9 I like the fact that there is time for intervention.
 10 And I would hope this would be true because, as
 11 educators, we have all dealt with this in some form
 12 or fashion. If one of those things is a study hall
 13 it can be very important if used correctly. If it's
 14 not used correctly and a student goes in there to say
 15 this is a breather, well, in a way it is a breather,
 16 it's a breather to let you focus on what you need to
 17 do. So I think, and I'm not telling you all
 18 something you don't know, but to me that's a critical
 19 aspect of this part of this.

20 MR. SCOTT: It was surprising to see
 21 that study hall came in second in both the student
 22 and the parent survey. So I thought there is clearly
 23 a desire to be able to have some time.

24 CHAIRMAN FILLAUER: I guess this is

1 the question as I look at this and maybe I've just
 2 overlooked it, I see the page that has the
 3 traditional 8-period schedule with 48-minute periods.
 4 Is there something in there that shows us that
 5 8-period schedule on Wednesday?

6 MR. SCOTT: No, I didn't include
 7 that template. But that's not a hard template to
 8 make yet. We actually have one. If you are curious
 9 about any other schedules that certainly have some
 10 interesting configurations let me know. I'll send
 11 them to you. But we have a Wednesday.

12 CHAIRMAN FILLAUER: Other questions
 13 or comments at this point in time? Mr. Eby.

14 MR. EBY: So what is the intent to
 15 go forward here? Where do you go with this?

16 MR. SCOTT: At this point in the
 17 school year we start to hit critical times. We are
 18 in the middle of doing our program studies which
 19 means if we are to move to a different schedule we
 20 would need to do so within the next few weeks so that
 21 we can properly prepare our program and our courses
 22 to be able to fit whatever schedule we are looking
 23 for. So that's where we are at right now as far as
 24 the time frame.

1 MR. EBY: But in general the
 2 teachers feel comfortable with five minutes less per
 3 period as far as being able to get the material out
 4 to the students?

5 MR. SCOTT: Yeah, in fact, many of
 6 the teachers felt like it would be a 45-minute period
 7 but it's actually even within our current time frame
 8 bell schedule it can be a 48.

9 DR. BAILEY: It's been very
 10 difficult....I think you've done an excellent job.
 11 But Bob, one of the things they did a lot of research
 12 behind all this as well so they have looked at the
 13 research in terms of time and the amount of time. If
 14 you concentrate exactly on what Christopher said that
 15 teachers should concentrate, you can take 50 minutes,
 16 60 minutes, 48 minutes and you can lose eight to ten
 17 minutes depending on how effective you are in
 18 starting the class. And you know it and I know it.
 19 The reality is that the critical time element for
 20 this group is that they've spent a lot of time
 21 looking at students, parents, research and going
 22 through a process. And they are at the stage right
 23 now, Bob, where they are looking at, ok, with core
 24 selections coming up in January-February parent

1 input, student input, teacher input and driving more
 2 than anything else the ability to deal with the
 3 schedule compression is a big component. But equally
 4 as important is the opportunity of where do you put
 5 the time; and you call it intervention. I call it
 6 reteaching. I call it looking at those gaps, looking
 7 at you as almost an individual education plan for
 8 each student. And that's where this faculty and
 9 staff is headed. And believe me, after school and
 10 before school and Saturday won't get it.

11 MR. SCOTT: There is no research
 12 that shows it does.

13 DR. BAILEY: Not at all. I've read
 14 it, you've read it. So it's not out there. But this
 15 type of thing the research shows good support of the
 16 ability to increase achievement and learning.

17 MR. EBY: Are there other schools
 18 within the region here that are on this schedule, do
 19 you know?

20 MR. SCOTT: Not that are running a
 21 traditional 8-period day.

22 MR. EBY: I know there is a lot of
 23 block scheduling.

24 MR. SCOTT: We live in a block

1 schedule state in many ways, although, many schools
2 around our state are looking and investing quite a
3 bit in moving off the block and onto a schedule of
4 this nature.

5 MR. EBY: I'm not advocating we do
6 something whether the other schools are doing because
7 I think we have to do things differently if we are
8 going to be successful.

9 MR. SCOTT: And we are also building
10 on success that we've previously had. Many of you
11 are familiar with the ROAR program at the high
12 school. That is a pull-out intervention program that
13 has students come into a class for direct tutoring,
14 guided study with the sole purpose of improving
15 achievement and grades. And just two people doing
16 that has impacted graduation rate by upwards of ten
17 percent or like in this year 93.4, sorry, I had to
18 sneak that in.

19 DR. BAILEY: Would you repeat that
20 again one more time? 93.4 and it was 87. --

21 MR. EBY: I gave you a five in that
22 area.

23 DR. BAILEY: Thank you, that's all I
24 wanted to hear.

1 MR. SCOTT: Ms. Estep just
2 corrected me; point six, yes. My point is that what
3 we have already found at the high school is that this
4 type of service to a student proves successful and
5 that's when two people are doing it. When a faculty
6 does that the potential is tremendous.

7 CHAIRMAN FILLAUER: Ms. Richter.

8 MS. RICHTER: I've got several
9 questions. First let me clarify something. You need
10 to know how to move forward with this at some point
11 soon because of upcoming registration, not so it
12 would be applied in January?

13 MR. SCOTT: Oh, goodness gracious,
14 no. That was one of the first questions our students
15 asked. Is this going to happen immediately.

16 MS. RICHTER: I've been sitting here
17 wondering the same thing. Second question; can you
18 give us an example of some of the programs that have
19 lost enrollment?

20 MR. SCOTT: That have lost
21 enrollment?

22 MS. RICHTER: Yes, you mentioned
23 that several programs have lost enrollment in part
24 due to heavily sequence blocked classes.

1 MR. SCOTT: Some of the programs
2 that have lost the most enrollment in the high school
3 have been programs that are elective in nature, that
4 contribute to the area of focus graduation
5 requirement that the new graduation policy rule has.
6 There are courses like business courses, computer
7 arts, engineering, those types of courses.

8 MS. RICHTER: Very helpful courses.

9 MR. SCOTT: They are tremendous
10 courses that our students adore and whose enrollment
11 had been going up for the last several years has seen
12 a recent dip.

13 MS. RICHTER: And then my third
14 question. The study halls, if a student elects study
15 hall, how are you going to be designating these? I
16 take it they will be teacher-monitored or
17 teacher-assigned? Are students going to be scheduled
18 into a study hall with someone? This is not a second
19 planning period. I just want to put that out there
20 quickly.

21 MR. SCOTT: No, in fact, it will
22 involve some staff development. And I say that
23 because I had the privilege last year of running a
24 study hall with about a hundred students in it during

1 lunch. It was called Closed Campus. This is a study
2 hall with students who were not thrilled to be there.

3 MS. RICHTER: It sounds like it.

4 MR. SCOTT: But I'm giving that
5 example because, one; it was a personal experience.
6 But, two; that a study hall can be an effective
7 meaningful time for students if it's structured
8 properly, if expectations are on task and if help is
9 needed it can be provided. So study halls can be
10 quite effective if they are more of a guided study
11 than a free period. I remember when I was in high
12 school we just hung in the cafeteria. We are not
13 talking about hanging in the cafeteria, we are
14 talking about working.

15 MS. RICHTER: So you are talking
16 about study hall that's going to have an English
17 focus or study hall that will have a math focus so
18 that we are using our teachers in their areas of
19 expertise?

20 MR. SCOTT: Those would fall in line
21 with the intervention. If you have a student who
22 needs additional service in a subject, those would be
23 scheduled throughout the day. So if I'm going to
24 school right now and I'm struggling in English and I

1 currently have first period and when I registered I
2 registered for a study hall but I'm making a D, I'm
3 going to be moved down the hallway to an English
4 teacher who is going to help me get my grade back
5 together.

6 CHAIRMAN FILLAUER: Ms. Agle.

7 MS. AGLE: What about those students
8 whose need varies from day to day? I mean, today I'm
9 behind on my chemistry and I need to work on that but
10 day after tomorrow I'm really going to have to be
11 working on an English essay. How do you manage that
12 juggling where one day a kid may need to be in with a
13 particular teacher but a different day they just need
14 some time to do their work?

15 MR. SCOTT: That's an excellent
16 question. We are running several staff run
17 interventions in the building through we were able to
18 find an extra section free that we could do...we are
19 doing it right now for Algebra II, it's incredibly
20 successful. We are moving kids into that
21 intervention with specific learning goals and when
22 they achieve them we are moving them out. So the
23 process of moving a student in and then moving them
24 out and doing so in the computer so they are assigned

1 that class and they take roll. And when they are off
2 they are disenrolled from that class and moved
3 somewhere else. That process is going reasonably
4 well. There will be growing pains no matter what.
5 The first year we will not be moving students one day
6 here and one day there and one day there. We will
7 take it a little slower, a little more deliberate but
8 still responsive. We are being responsive right now.
9 So we will still have the ability to be responsive
10 and as time goes by as one would expect you become
11 much less cumbersome with that type of traffic.

12 MS. RICHTER: Another question. Do
13 you see this move as creating any kind of need to
14 hire more teachers?

15 MR. SCOTT: No, our population is
16 about the same. We carry a good teacher to pupil
17 ratio. Because of the nature of some of the things
18 that we want to do with that 7th period we anticipate
19 our interventions to be able to have small numbers.
20 We anticipate actually being able to offer some
21 additional courses. We have teachers right now that
22 have courses they would love to teach.

23 DR. BAILEY: And this schedule is
24 not in violation of any instructional class periods

1 required by law that would make your question mean
2 more staff would be needed.

3 MR. SCOTT: We have enough staff to
4 keep below the 150 line required by the State of
5 Tennessee.

6 CHAIRMAN FILLAUER: I would like to
7 tag on something that Mr. Eby alluded to, if I may.
8 I think I can speak for the entire Board, we
9 appreciate the large effort that went into looking at
10 this and, once again, this is one of the things that
11 make the Oak Ridge Schools outstanding is that we
12 don't wait to see what somebody else is doing. We
13 are always looking to see what we can do the best for
14 our students and I think this is a perfect example
15 that won't solve all the issues but will help open
16 some different doors that have not been available to
17 open before. So I really appreciate the work and the
18 input from staff and students to make this happen.
19 I'm a little disappointed with the answer to Ms.
20 Richter's question. I thought you were talking about
21 this January. But we will look forward to getting
22 updates when this starts the next school year to see
23 how it's going and get some feedback on this process.

24 DR. BAILEY: But this January to get

1 them scheduled.

2 MR. EBY: What is the day...starts
3 when and finishes when? The school day?

4 MR. SCOTT: Oh, 7:50 to right now
5 2:55.

6 MR. EBY: You've got a typo on your
7 page, you've got 3:56.

8 MR. SCOTT: It's not a typo, there
9 is one extra minute there.

10 MR. EBY: No, you have 3:56 and it
11 should be 2:56. I just wanted to make sure.

12 MR. SCOTT: Sorry.

13 DR. BAILEY: That would be a little
14 bit off.

15 MR. SCOTT: Not one minute, but six
16 minutes.

17 MS. AGLE: It would be a really long
18 eighth period.

19 CHAIRMAN FILLAUER: Anyone else?
20 Thank you both very much. We appreciate the update
21 and the information and we look forward to seeing
22 good results.

23 Next item under New Business and
24 this could have been under, or part of it could have

1 been under Good News, is that based on the results of
 2 the last election, we are going to be able to keep
 3 this team together for at least another two years.
 4 And I think that's, as I've commented to my
 5 colleagues on the Board, one of the things that we do
 6 and I'm going to brag for just a minute because I
 7 think we do this well, particularly when you look
 8 around across the state at other boards of education,
 9 you heard Mr. Eby and Ms. Richter kind of make a
 10 comment about some of the things we hear, even as you
 11 look across the state at cities that deal with issues
 12 trying to get their boards or councils focused on
 13 what is at hand and that is to provide the best
 14 education for the students of that community. And we
 15 do have our discussions, we do shake our heads at
 16 each other sometimes but when all is said and done
 17 whatever decision is made we feel like it's made for
 18 the best for students and staff and we all do support
 19 it at the end. And I think that's a very, very
 20 important thing and it's an honor to be part of this
 21 Board. With that having been said, the next item of
 22 business because of that election we need to elect
 23 Board officers again so I would open the floor at
 24 this time. Mr. Eby.

1 MR. EBY: Mr. Chairman, while the
 2 Chairman of the Board has no more vote than any one
 3 of the other Board members, that chairman is the face
 4 of the Board for the city and must spend a great deal
 5 of time outside the Board meetings and I believe that
 6 chairman ought to be somebody that has that time
 7 available and has done that and done that quite well.
 8 I'd like to nominate Keys Fillauer to continue as
 9 chairman.

10 MS. AGLE: Second.

11 MS. RICHTER: Third.

12 MR. DIGREGORIO: Fourth.

13 CHAIRMAN FILLAUER: I appreciate
 14 that. And I guess before I say anything else, I
 15 ought to ask for a vote to make sure. All those in
 16 favor of the motion made by Mr. Eby signify by saying
 17 aye.

18 (Whereupon, all members voted aye)

19 CHAIRMAN FILLAUER: Opposed? Motion
 20 carries.

21 Then I in turn, based on what I just
 22 said, I'm going to speak a little bit more to that in
 23 just a minute but we each do different things very
 24 well and we each play different roles very well and I

1 think that in order to do that it's important to keep
 2 things as we've had them. We've got some good things
 3 going in the right direction so I can call on any one
 4 of these Board members at anytime and ask for their
 5 support, their opinions and their dedication, having
 6 also a good strong right hand is important and I've
 7 been able to call on Bob for advice. It's not very
 8 often that you have somebody serving as your vice
 9 chairman that's also been Board chairman on this
 10 Board in the past and that makes a difference. So
 11 with that said, I nominate Bob as vice chairman.

12 MS. RICHTER: Second.

13 MR. DIGREGORIO: Third.

14 MS. AGLE: Fourth.

15 CHAIRMAN FILLAUER: Any discussion?

16 All those in favor of the motion I just made signify
 17 by saying aye.

18 (Whereupon, all members voted aye)

19 CHAIRMAN FILLAUER: Opposed? Keep
 20 that in line.

21 MR. EBY: Thank you.

22 CHAIRMAN FILLAUER: Next I would
 23 like to nominate Ms. Agle to continue her role as
 24 treasurer. So I would ask for a second for that.

1 MR. DIGREGORIO: Second.

2 MR. EBY: Third.

3 MS. RICHTER: And so on.

4 CHAIRMAN FILLAUER: All those in
 5 favor signify by saying aye.

6 (Whereupon, all members voted aye)

7 CHAIRMAN FILLAUER: Opposed? And I
 8 again would appoint, this is an appointed position,
 9 Ms. Richter as parliamentarian. And Mr. DiGregorio
 10 would continue to serve as the title he likes the
 11 best; Board member.

12 MR. DIGREGORIO: I would be
 13 disappointed if I were not nominated for that
 14 position.

15 DR. BAILEY: Would you consider
 16 consultant to retired superintendents?

17 CHAIRMAN FILLAUER: Considered. One
 18 of the things, as I mentioned, this Board now has
 19 some real opportunities, we are going to talk about
 20 Dr. Bailey in just a minute but we've got some real
 21 opportunities with a new superintendent coming in to
 22 train him or her in the appropriate educational
 23 techniques of Oak Ridge and it is a real opportunity.
 24 I'm going to ask the Board members, if they choose to

1 do so, to take on some different roles other than
 2 just being seated here and doing what we normally do.
 3 And I have spoken briefly with each of the Board
 4 members to share this with them. I haven't heard a
 5 yes or no or their interest and certainly we will
 6 continue the dialogue. One of the things that I'm
 7 going to focus on as chairman is when this new
 8 superintendent, he or she, is selected it's going to
 9 be part of my duties to take this person and get them
 10 involved in the community and establish, if you will,
 11 a speaking itinerary so they can get out in the
 12 community and get themselves known and let the
 13 community know what they stand for in education and
 14 that will be a very important thing once we get this
 15 new superintendent, he or she, selected. To build
 16 that community relationship. So that's one of the
 17 additional things that I will be working on as well
 18 as making myself available to come and talk about
 19 issues across the state that are going to be
 20 affecting us here in Oak Ridge as well as in other
 21 districts as well. With having a business
 22 background, I'm going to ask Mr. Eby to work to
 23 establish and develop a plan to bring business
 24 support for the Oak Ridge education as well as

1 establish and develop a plan to bring City Council
 2 and the Board to an even playing field. These are
 3 things that won't happen overnight but these are
 4 things that we, as a Board, need to have discussion
 5 about to make those things happen. And I feel
 6 confident that Bob can do that. I'm going to ask
 7 Angi, who is our legislative representative, so to
 8 speak, I'm going to ask her to continue that
 9 legislative work. And in addition to working with
 10 both newspapers, to allow her to put a column in your
 11 paper on a regular basis to keep the community aware
 12 of things that are going on in the state legislature
 13 that this Board is having to deal with. Your average
 14 on-the-street citizen probably couldn't tell you what
 15 a voucher is but that is something we are going to
 16 really have to deal with and face in this legislative
 17 session is the use of vouchers or not the use of
 18 vouchers. So I'm going to ask Angi to continue that
 19 legislative work and keep us up to date with what is
 20 going on on the Hill but also broaden that into let
 21 the community be aware of what is going on and what
 22 we are having to face. I'm going to ask Dan...one of
 23 the things that we talked about at our retreat was
 24 the effect on social media. I was having a

1 conversation earlier tonight with Kathy and she was
 2 talking about her trip to Atlanta where her son was
 3 participating in the Siemens competition. She was
 4 talking to a person from Siemens and the topic was
 5 the use of social media and how again we've got to
 6 find a way to effectively use this in today's society
 7 to bring people on board with what is going on. And
 8 to do it on a repetitive basis so they continue to
 9 hear the good things that are happening, the issues
 10 that we are facing and not just deal with a column or
 11 a blog once every so often that focuses on the
 12 negative. So we've got to really be proactive and
 13 deal with that. So I'm going to ask Dan to continue
 14 that work, if he will, to look into social media.
 15 What we do now, what we can do and how we, as a
 16 Board, can effectively use that and give us some
 17 insight into that. And I'm probably going to ask
 18 Jenny to do one of the harder things, if she is
 19 willing to do it, one of the things with a new
 20 superintendent coming in is we now really need to
 21 take a look, as we have been doing all along with Dr.
 22 Bailey, but we don't know where this new
 23 superintendent wants to take us or how we are going
 24 to get there...is to begin taking a look at our Board

1 policies and to see, and this is probably going to be
 2 a two-year project to do this but we need as a Board
 3 to take a look at them to see what our
 4 recommendations are. I know, Dr. Bailey, you started
 5 us on this process and it's not an easy process, long
 6 and time consuming. But it's something I think we as
 7 a Board have to do and while we've got this
 8 cohesiveness at least for another two years I think
 9 it's something, if Jenny is willing to do that,
 10 something that we can begin working on and taking a
 11 look at. A lot of these things are not just going to
 12 involve this Board, they are going to involve work
 13 from our administrative staff both at central office
 14 level, our principals, input from staff and, above
 15 all, input from the community. If we can pull all
 16 that together, the success of the Oak Ridge Schools
 17 will advance so I hope each of you will begin that
 18 process of thinking about what you need to do and
 19 take that role upon yourself and move forward.
 20 With all that said and done, Dr.
 21 Bailey, ten and a half years went by. I don't know
 22 how. I had the opportunity, I was elected to this
 23 Board at the same time Dr. Bailey was selected as
 24 superintendent so our path, like Ms. Richter, have

1 been since you stepped on board with us. So I'm
2 going to give this opportunity to any Board member
3 that would like to make a comment before we adjourn
4 tonight. This will be Dr. Bailey's last official
5 Board meeting barring any...do we need to call a
6 Board meeting Friday night right after Thanksgiving.
7 Ms. Richter.

8 MS. RICHTER: It seems appropriate
9 for me to start since I was on that search committee
10 that brought him in. Not only was I on the search
11 committee but I was one of the three Board members
12 who decided and we decided it wasn't enough just to
13 bring candidates here. Most of you know that hiring
14 is about 50/50 no matter what you do. So we decided
15 to try to narrow the potentials and we did an onsite
16 visit and Tom Bailey was the candidate who we wanted
17 to go and do an onsite visit for. So three of up
18 traipsed up to Henrico County in Virginia and were
19 just amazed how not only large that area was, how
20 diverse it was, how well known Tom was throughout the
21 system. I mean, we were really driving a long way to
22 go from school to school and to see all the different
23 things and everybody knew Tom Bailey. That won't
24 surprise anybody out here in the audience. But at

1 the time it did surprise us because it was a large
2 district and a very upwardly mobile district. We
3 drove around, we met lots of people and heard just
4 tremendous things. I will never forget the drive
5 back. We were also amazed at Tom Bailey's energy.
6 And those of you who know him know that that has
7 never been depleted. We drove back and as we were
8 coming through southern Virginia we actually drove
9 through an area that was affected by a tornado that
10 evening and that should have been a sign because a
11 tornado we got. And I just want to tell you how very
12 much we have appreciated you and the whirlwind of
13 activity and interest and commitment to education. I
14 think he must breathe, eat and sleep education,
15 research, the foundations for it and everything else
16 and we appreciate tremendously the time and effort
17 you have given this community. Thank you.

18 CHAIRMAN FILLAUER: Ms. Agle.

19 MS. AGLE: Well, when you drive down
20 the turnpike and you look at that great big new high
21 school, I can't imagine anybody else getting that
22 done, getting all the teams of people working
23 together, people from the community providing input,
24 teachers, students, parents, folks who don't even

1 have kids, everybody weighed in on it. And I think
2 that you had a great deal to do with designing that
3 process to make that happen. And that's just one of
4 many, many things. When I first came on this Board
5 Linden School was still using a computer identical to
6 my very first computer except I had it in 1978 and it
7 was still being used in 2003. You have gotten rid of
8 those. There are no 1978 machines in use in this
9 system. Our IT Department has made tremendous
10 strides so that we have something that is manageable
11 and sustainable. The list of things that you have
12 either accomplished or helped effect the
13 accomplishment of is very long and I would still be
14 counting several months into your retirement if I
15 tried. Thank you for what you've done.

16 CHAIRMAN FILLAUER: Mr. Eby.

17 MR. EBY: Well, I'm the new kid on
18 the block. And I admit that two and a half years ago
19 when I came on the Board I had heard a lot of things
20 and people talking about different things going on in
21 the school system and I really didn't know who Tom
22 Bailey was. I had been out of the school system for
23 like 15 years and just hadn't been really focused on
24 it. So when I came in I came in with kind of a

1 jaundiced eye and said, well, I'm going to go in here
2 and see what I can do to fix these schools and
3 whatever. And I'll tell you this; in the two and a
4 half years I learned how committed you are to Oak
5 Ridge Schools and first and foremost to the kids and
6 that is what it's all about. You were always
7 available anytime we called, you were always
8 responsive anytime we called and I always felt that
9 you had the Oak Ridge Schools as a focus in the
10 region and the number one priority. I appreciate
11 that and I've enjoyed working with you.

12 CHAIRMAN FILLAUER: Well, everyone
13 has taken just about everything I was going to say
14 but a couple of things I'd like to add on to that.
15 Ms. Richter mentioned that when you traveled to
16 Virginia that Dr. Bailey was known across the state.
17 As I've had the opportunity as a member of this Board
18 and the year that I served on Tennessee School Board
19 Association Board Dr. Bailey is known across the
20 state of Tennessee for those same reasons. In
21 meetings that I have gone into when I introduce
22 myself and I say I'm from Oak Ridge the first thing
23 they say is, well, how is Tom doing and they ask
24 questions about that. To me that indicates that Dr.

1 Bailey not only has taken the Oak Ridge School System
2 and challenged it to rise to greater heights, he has
3 done the same for the Oak Ridge School System across
4 the state of Tennessee without question. John Smith,
5 if you heard him talk earlier, I told Dr. Bailey when
6 I was elected chairman if John Smith hasn't worked on
7 your psyche enough in the years that he was chairman
8 I just don't think I'm going to be able to help any
9 more if he hasn't gotten you to the point that he
10 needs to have you. And Bob will agree with this as
11 well. As chairman you come real close to walking in
12 the shoes of a superintendent. If I walked in Dr.
13 Bailey's shoes, I can't tell you how many pairs of
14 shoes I would have already worn out. It would have
15 been quite a task. But I have learned a lot that
16 hopefully will help me to be a more effective Board
17 from watching what you do, listening to you and
18 enjoying your company. There were times, however,
19 probably when we enjoyed the company but maybe not
20 what we were having to deal with at the time perhaps.
21 But still and, as Ms. Agle said, you might wake up in
22 the middle of the night in Connecticut and sit up in
23 bed and say to yourself; wonder what my legacy will
24 be in Oak Ridge. Well, Ms. Agle certainly hit on two

1 of them; a brand new high school that is just
2 extraordinarily a part of this community.
3 Advancement in technology is incredible, you put us
4 on a path that we continue to need to improve on as
5 we talked about earlier today. But most important to
6 me, and I think Bob hit on that legacy, is that your
7 commitment and dedication to education in the
8 students of Oak Ridge is your legacy. So we thank
9 you. And I would like to ask the Board to do one
10 thing and those of you in the audience may join me;
11 I'd like for you to stand and give him a round of
12 applause.

13 DR. BAILEY: Just so this is not the
14 shortest school board meeting.

15 CHAIRMAN FILLAUER: We've surpassed
16 that already. We are way past that.

17 DR. BAILEY: If I may just to
18 reflect on a couple of things. When you sit in this
19 seat of the superintendent, it's not about the
20 superintendent it's about the team that I've had.
21 I've had such great opportunity to work with good
22 leaders, teachers that are just of the utmost
23 quality. Don't lose that factor, the most
24 significant factor that can influence achievement is

1 the quality of the teaching staff and Oak Ridge
2 definitely has quality teaching. Leadership at the
3 administrative level, the principals and we've had
4 some changes, we've made some changes and we've got
5 good leaders. Central office staff; when you are a
6 small school system the central office and curriculum
7 team all come together as a resource to the one
8 element that should be our focus and it is my focus,
9 students. Tonight, and I'm not going to get into the
10 details of this but a person showed up tonight that
11 had a child that probably wouldn't have graduated but
12 we worked together. She told me tonight when she
13 graduates from college we are going to let you know
14 about it because you made a difference in
15 effectuating some things that helped her course and
16 her pathways. If one teacher can do that, if we can
17 do that collectively and we do it everyday, students
18 that talk about their teachers helped them move in a
19 different direction. And you know my life going
20 through, I don't apologize for Tom Bailey, I got in
21 trouble in school a little bit, not real bad but
22 enough where I was paddled 52 times in the 7th grade.
23 The 8th grade year I did 54. It didn't help at all.
24 But the 9th grade none. And 10th grade none. 11th

1 grade none. And one suspension in high school my
2 senior year. With that said, I had two years of
3 college that did well. And then I decided, well, I'm
4 not having a whole lot of fun and not sure what
5 direction I'm taking. I wanted to be an engineer, I
6 wanted to be a dentist, I wanted to be an
7 oceanographer, whatever. But I decided, well, I
8 think I'll not go to class and just find out what
9 college is about in the other realm and I made two Ds
10 and two Cs at Virginia Tech and was asked to leave.
11 Which I did. And a person by the name of Mr. Beasley
12 who was 63 years old at the time; I called him at
13 East Tennessee State University and said I'd like to
14 come to your university. Well, where are you now,
15 son. I said, I'm home, I've been thrown out of
16 Virginia Tech and I'd like to come to East Tennessee
17 State. And I told him the story, told him the truth.
18 Couldn't believe it but he said, I'll have a room
19 available for you on Sunday, this was a phone call on
20 Friday and I went into that university at East
21 Tennessee State and never made below a B in my major
22 subject after that because that gentleman had some
23 faith in me. And we need to have faith. We don't
24 know when that light bulb is going to go off with

1 different students. Someone has got to reach out and
 2 help all of us. The second thing that was important
 3 with that issue was I wasn't going to get into
 4 teaching. My grandmother and grandfather ran a boys'
 5 home. And I knew I'd do something that would
 6 effectuate helping young people to some degree but I
 7 was also very much into science and math. And Dr.
 8 Armantrow, (phonetic) biology professor, asked me...I
 9 was getting married on June 13th to the lovely lady
 10 that spoke today, a first grade teacher for 25 years,
 11 and he said, come back and get your teaching degree.
 12 I was heading on to marine biology I thought. And I
 13 came back and taught student teaching at University
 14 High School and fell in love with it. Taught every
 15 8th and 9th grader that had failed science in Johnson
 16 City, Tennessee as my student teaching experience.
 17 And if you can love that then you can love a lot of
 18 things in live. And the reality is that this has
 19 been a profession that was made for me. I truly have
 20 committed my life to young people and I say that and
 21 have enjoyed every minute of it. There have been
 22 trials and tribulations. Thank God I've had
 23 therapists along the way. Thank God I've had
 24 teachers and people that I can joke with. I think a

1 sense of humor in this business is critical. But I
 2 will leave you with this thought. I will be skypeing
 3 in, blogging in, being on the social media, ok, I'd
 4 like to look at my colleagues Steve and Mike in terms
 5 of the teachers and let you know that a recent effort
 6 by the teachers in Connecticut is putting a stop on
 7 the voucher systems in the state of Connecticut led
 8 by the neighborhood adjoining mine in Glastonbury,
 9 Wethersfield and it was done by collectively getting
 10 the information out because people didn't understand
 11 what was going on. And we'd better stop just
 12 accepting things and start raising questions and
 13 educating the general public because if we screw up
 14 or mess up or hurt public education we are going to
 15 hurt this nation. So I would encourage all the
 16 people at home to read Diane Ravage's book on The
 17 Death and Dying of Public Education. Focus on things
 18 like my affectionate regard for TVAAS and some of the
 19 evaluation systems that are going on in the state. I
 20 have told and said to my wife she will be the first
 21 focus now instead of 2nd or 3rd in my life. And I
 22 think you saw one other little focus tonight that
 23 definitely already has Pop's attention. But I leave
 24 with saying Thank God I had a Board that listens, you

1 make good decisions because you keep us on our toes.
 2 When we come to a school board meeting we
 3 affectionately joke sometimes, not publicly but in my
 4 executive meetings, how many questions will we get
 5 tonight on this particular issue. We try to
 6 anticipate your questions and we do a fairly good job
 7 most of the time, there are times when we don't but
 8 you've always been very respectful of me as
 9 superintendent and allowed me the freedom as
 10 superintendent to do the things we need to do to do
 11 our job which is to the school system. You've not
 12 micromanaged. You've made policy, you've stuck to
 13 that and you've been people of integrity and that
 14 means an awful lot to me. You deal with the hard
 15 issues and you confront that and more than anything
 16 else you are committed to student achievement for all
 17 students. So now just continue moving it forward,
 18 it's moving in the right direction and our teaching
 19 and staff are moving it forward and they are getting
 20 after that and I just leave with feeling good about
 21 this city, feeling good about the ten years that I've
 22 had, ten and a half years, with each of you. And God
 23 Bless you and I wish nothing but the best for Oak
 24 Ridgers and Oak Ridge School Systems because it's got

1 an awful lot going for it. Thank you for allowing me
 2 the opportunity to serve you. I appreciate it.
 3 CHAIRMAN FILLAUER: Thank you.
 4 We are adjourned.

W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Thomas E. Bailey (Ed.D.)

Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

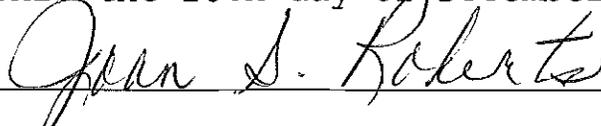
1-7-13

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 82
pages are a true and correct transcript of the
proceedings taken by me in this cause on the 19th
day of November, 2012.

This the 28th day of December, 2012



Joan S. Roberts, Court Reporter