

TRANSCRIPT OF BOARD MEETING

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - AUGUST 8, 2011

7:00 p.m.

BOARD MEMBERS

MR. W. KEYS FILLAUER, CHAIRMAN

MS. ANGI AGLE

MR. DAN DIGREGORIO

MR. ROBERT EBY

MS. JENNIFER RICHTER

ALSO PRESENT:

DR. THOMAS BAILEY, SUPERINTENDENT OF SCHOOLS

MR. KEN GREEN, ASSISTANT SUPERINTENDENT OF SCHOOLS

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT

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1 MR. FILLAUER: Good evening. I'd like
2 to call to order the Oak Ridge Board of Education
3 meeting for Monday, August 11, 2011. First item is
4 the Committee of the Whole. And at this time, I would
5 like everyone in the audience to please stand and
6 honor America as we say the Pledge to the flag.

7 (Whereupon, the Pledge was recited.)

8 MR. FILLAUER: Next is the public forum.
9 The public forum is for anyone in the audience who
10 would like to address the Board on a topic that is not
11 on the Board agenda. The Board does not take action
12 at this time but may have questions and then may
13 direct the Superintendent to provide additional
14 information or direct you to the appropriate staff
15 member. If you choose to speak, please sign your name
16 and address at the podium then state your name and
17 address. You will have three minutes to speak. Is
18 there anyone who wishes to address the Board at this
19 time? Seeing no one, I will adjourn the Committee of
20 the Whole and call to order our regular Board meeting.
21 The next item on that agenda is approval of the
22 agenda. Any additions, corrections, or changes to the
23 agenda? I have one. Under Items for Information I
24 would like to add C, and that would be the Tennessee

1 Occupation Students of America that hosts a leadership
2 conference this summer. And that is good news.

3 MR. FILLAUER: It is good news. And
4 we'll go to the other end of the table and go to Dr.
5 Bailey.

6 DR. BAILEY: Yes, thank you, Mr.
7 Chairman. At this time, it's always very interesting
8 when our students hold State offices but it's also
9 more than interesting when they hold a State office
10 but then they're selected by their peers to be the
11 number one individual in the State from all of the
12 student associations. So, at this time, we have a
13 very special young man that I'm going to ask Mr. Goins
14 to come up and stand right up here and kind of walk us
15 through the accomplishments of this particular
16 individual. I don't know that we know him but see if
17 you can bring him to our attention. And I'm glad to
18 see that you put him up there with you.

19 MR. GOINS: Good evening, Board of
20 Education, Chairman, and fellow Board members. We
21 have the distinct pleasure this evening of talking a
22 little bit about a young man who is just a phenomenal
23 person. And I know for a fact that he also comes from
24 phenomenal parents. This evening we're going to be

1 School Board Association Summer Law Conference Report.
2 Any other changes or additions? Seeing none, do I
3 hear a motion?

4 MR. DIGREGORIO: Move for approval.

5 MS. RICHTER: Second.

6 MR. FILLAUER: Other discussion? All
7 those in favor of approving the agenda signify by
8 saying aye.

9 (Whereupon, all members voted aye)

10 MR. FILLAUER: Opposed? Motion carries.
11 Next on our agenda under Special Report, even though
12 school is just getting back under way today with
13 teachers reporting we saw a lot of smiles. Most
14 people were smiling today and, hopefully, it will be a
15 continuing smile for the rest of the school year,
16 particularly next week as the students arrive. But
17 there's still some good things that have been going on
18 and are going on in the Oak Ridge Schools. So, we're
19 going to start with Mr. Eby first.

20 MR. EBY: Yes, Mr. Chairman. I'm
21 pleased to announce that Kelly Drane, Health Science
22 Clinical Intern, who graduated from Oak Ridge High
23 School just this past June placed once again first in
24 the nation in epidemiology at the National Health

1 talking about Parks Fillauer. Parks was recently
2 selected as the Outstanding CTSO Student of the Year,
3 which is presented by the Tennessee Association of
4 Career and Technical Education. Parks is a 2011
5 graduate of Oak Ridge High School. And Parks was also
6 selected to receive the William P. Elrod Memorial
7 Scholarship on behalf of the Technology Student
8 Association at the 33rd Annual National Conference in
9 Dallas, Texas, which was held this past summer from
10 June 21st to June 25th. At this time, I'd like to
11 give a round of applause not only to Parks'
12 accomplishments on this particular award but for his
13 previous accomplishments at Oak Ridge High School as
14 well.

15 DR. BAILEY: Mr. Goins, if I may ask, I
16 was reading an article on that, and the CTSO is
17 comprised of student leaders representing all of the
18 major student activity and clubs in the technical and
19 career area, including TSA, FFA, FCCLA, DECA, FBLA,
20 and HOSA. Now, my understanding is the significance
21 of this is not that Parks held that State award but he
22 was selected to be the major recipient of that award.
23 That means he was considered the best of all of those
24 clubs and activities in representing. And that was

1 voted on by the peers and the leaders which make it
2 even more special, Parks.

3 MR. GOINS: That's correct, Dr. Bailey.
4 And I'd like to give Parks the opportunity now to
5 speak before you all and the community members. Just
6 a phenomenal young man and I don't want to stand on
7 his stage or platform any longer.

8 PARKS FILLAUER: Thank you, Dr. Goins, 8
9 and School Board. I just want to say thank you very
10 much for giving me the opportunities that I've been
11 given for the past thirteen years as a student in Oak
12 Ridge Schools. I feel very blessed to have been able
13 to be a part of this great school system and I know I
14 couldn't have accomplished anything without the
15 teachers, administrators, and people who work for our
16 school system. So, I greatly appreciate it and
17 everything you've given to me and all students in this
18 city. So, thank you.

19 DR. BAILEY: You've represented us well.
20 Congratulations. Thank you, Parks.

21 MR. GOINS: And just one final comment,
22 Oak Ridge High School and the community of Oak Ridge,
23 and I know along with the Board of Education, would
24 also like to wish Parks well in his next journey of

1 instruction. So, just taking a look at our day we saw
2 that from 7:45 until 8:15 we have a captive audience
3 of about 300 children waiting in bus hall just sitting
4 there waiting to go to class. And so, I had a need, I
5 thought that might be a good time to start a little
6 activity. And then we have Devon Driscoll who is the
7 owner and founder of Next Level Training, which is in
8 Knoxville. And Devon said, you know, I've got a
9 really heart and passion for kids. How can I help?
10 How can I get kids moving and get kids active? And
11 so, kind of through his partnership and the community,
12 Blair King, our school coordinated health, he kind of
13 brought the two of us together. And then Kimberly is
14 our faculty staff member that is there every Monday,
15 Wednesday, and Friday and for thirty minutes Devon has
16 those kids up and moving and it's insane and you just
17 walk in there and go, oh, my goodness, but he's got it
18 in complete control and he knows how to work those
19 kids out and it's so much fun and high energy. And in
20 just a year we have dropped our overall body mass
21 index as a school by 10%. And so, it was really
22 significant. So, anyhow, we were nominated for the
23 award. We were one of three finalists in the nation.
24 We won the public voting component and then we found

1 life as he gets ready to start his college education.
2 Good luck, Parks, and thank you for the memories.

3 MR. FILLAUER: Thank you very much. You
4 make two parents very proud. And I will have to say
5 his mother picks out his ties, too. Thank you, Dr.
6 Bailey. Thank you, Dr. Goins, and thank you, Parks.

7 DR. BAILEY: Next I'm going to ask
8 Mardee Miller to step up and Blair and other team
9 members. The Healthy Living Innovations National
10 Award winner. The best thing to do is let the people
11 before you speak to that because this was really, it's
12 something special. So, just tell us what all this is
13 about, Mardee.

14 MS. MILLER: It is. We're really
15 excited to find out that we are the first ever school
16 in the country to receive by the Department of Health
17 and Human Services the National Secretary contacted us
18 that our Mornings in Motion Program has won a National
19 award and we will be going to Washington, DC, in
20 October to receive that at their national convention.
21 And the program really is an amazing program. When we
22 knew we had to increase physical activity in the
23 schools that was one of the things that came our way
24 and, okay, how do you do that without impacting

1 out that we actually have taken the award. So, I'm
2 really excited about that. Just last week I got a
3 letter from the Pentagon. Got an Email in that said
4 that, the person that wrote to me said that she had
5 heard about it at the Pentagon and she had been a
6 Willow Brook alumni from the 1970's and when we head
7 to Washington she wants to take us a tour. I got an
8 Email today out of the State Department of Indiana
9 wanting to know about this program. California has
10 called. And so, it's pretty neat. It's what we do
11 every Monday, Wednesday, and Friday and don't think
12 much about it. To see that folks say that's pretty
13 innovative, and it really is.

14 DR. BAILEY: I want to put Devon on the
15 spot here for a minntc. Devon, I need to have you
16 step forward here just for a minute. An individual
17 and owner of Next Level Training. Now, not a
18 difficult question but one I need to ask you. Those
19 young people, do they have any energy in the morning?

20 MR. DRISCOLL: Yeah, actually, they wake
21 me up on Monday, Wednesday, and Friday. It's funny.
22 Initially, you know, we kind of gave them a routine to
23 kind of follow was we started the day and then every
24 day would be completely different in between. So, the

1 first ten minutes would be the same. Then kind of a
 2 chunk in the middle would be different, and then we
 3 kind of bookend it. There's days towards the end
 4 where I would get there and they would start doing
 5 their warmup. It worked out great because I got to be
 6 the good cop and Kimberly is the bad cop. So, it
 7 worked out fantastic, so it was a win-win for me.
 8 But, no, they have tons of energy. It's actually the
 9 highlight of my day to come over there and do that so
 10 it's real good start to the day for me as well.

11 DR. BAILEY: It's very important for
 12 them to start the day with getting that adrenaline
 13 going but also, as you mentioned, health is part of
 14 everything we do in life. And, thank you.

15 MR. DRISCOLL: Thank you.

16 DR. BAILEY: Blair, any comments?

17 MR. KING: I would like to comment on
 18 Devon. Not only does he do the Mornings in Motion
 19 Program, but for our PE Department he's provided
 20 several in-service to us free of charge.

21 DR. BAILEY: I like that, like hearing
 22 that word.

23 MR. KING: He's helped us with the
 24 Character Club at Jefferson Middle School and anytime

1 we call on him. He brought out UT athletes to speak
 2 to them. And anytime we call on him he comes out and
 3 does it with a smile on his face.

4 DR. BAILEY: So, Kimberly, you were the
 5 bad cop? It's critical, I mean, to end up now you're
 6 going to the White House, going up to DC, and you're
 7 going to receive your award from the Secretary of
 8 Health and Human Services, right?

9 MS. MILLER: Yes.

10 DR. BAILEY: So, that is great. It's
 11 very special to see you earn that. Well deserved, and
 12 it's a collective effort from everybody. Thank you so
 13 much.

14 MR. FILLAUER: Let's give them a nice
 15 hand as well. And I'd just like to say thank you
 16 again and thank you for the example that you set for
 17 all of us to follow. Any comments from any other
 18 Board members? I've got just one other piece. We
 19 mentioned this before but now it's really official. I
 20 mentioned this morning it's a privilege and an honor
 21 for me to serve as Chairman of this Board as I travel
 22 around the state and see other Boards, and so forth.
 23 It just makes me feel very thankful for the colleagues
 24 that I have on this Board and their dedication to

1 education and what they do. And TSBA has a program
 2 called the TSBA Board of Distinction and we were
 3 officially informed that the Oak Ridge Board of
 4 Education had earned the TSBA Board of Distinction
 5 honor for its efforts to effectively govern public
 6 schools for more than 4,700 students. So, that is
 7 good news, and it's because of these ladies and
 8 gentlemen that sit right here. With all that, we'll
 9 move on next to the Consent Agenda. Do I hear a
 10 motion?

11 MR. EBY: So move.

12 MS. RICHTER: Second.

13 MR. FILLAUER: Motion has been made.

14 All those in favor signify by saying aye.

15 (Whereupon, all members voted aye)

16 MR. FILLAUER: Opposed? Motion carries.
 17 Next item on the agenda, Items for Action. Under
 18 Curriculum Instruction, approval of Jefferson Middle
 19 School field trip to Williamsburg, Virginia. Dr.
 20 Bailey.

21 DR. BAILEY: Mr. Chairman, I would
 22 recommend that Jefferson Middle School field trip to
 23 Williamsburg, Virginia, be approved by the Board.

24 MR. FILLAUER: You've heard the

1 Superintendent's recommendation. Do I hear a motion?

2 MR. DIGREGORIO: Move for approval.

3 MS. AGLE: Second.

4 DR. BAILEY: In front of you you have
 5 the attached documentation details of the Jefferson
 6 Middle School American History field trip to
 7 Williamsburg, Virginia, included in the campus leave
 8 request, a cost breakdown sheet, bid information for
 9 transportation, hotel, banquet, single source bid
 10 sheet for Colonial Williamsburg programs, and the
 11 parent/student letters, the itinerary and sign-up
 12 packet that was sent home in April. The final
 13 permission slip pack and price information will be
 14 sent out late August. So, this is the trip every
 15 year. And Mr. Lay and Steve and Scott, what can I
 16 say. So, they're here to answer any questions you may
 17 have.

18 MR. FILLAUER: Questions from the Board?

19 MR. EBY: Yes, I was reading the letter
 20 here that Principal Lay sent and it's talking about
 21 the new directive that forced us to revise the 8th
 22 grade Williamsburg field trip concept. Given the
 23 trip's cost five hundred dollars in 2010 and the new
 24 policy we essentially have two options. One is cancel

1 the trip entirely or two, go on during non-school
 2 hours during fall break. And I certainly admire the
 3 teachers willing to give up their break time for these
 4 trips. It says JMS is simply unable to cover or waive
 5 full or even partial student cost for the trip. Does
 6 that mean that students who cannot afford the trip are
 7 being excluded from being able to go?

8 MR. REDDICK: What that statement means
 9 as written is that if we get into a situation where we
 10 can't request, we can only request but not require the
 11 payments, there's no way we could handle to do some or
 12 all if we had fifty people show up and say we can't
 13 afford the trip.

14 MR. EBY: Sure.

15 MR. REDDICK: What we do for kids who
 16 have indicated that they really want to go and that
 17 they are interested in going and they're interested in
 18 going over fall break we look at all the criteria that
 19 we use for all the other students. We start to get
 20 scholarship donations from faculty, from parents.
 21 We've gotten contributions from a number of different
 22 sources, not from PTO though. That's one difference.
 23 We do not have a scholarship fund for field trips
 24 through our JMS PTO. And once we look at that, we

1 look over the want-to-gos, I guess for lack of a
 2 better term, and we review how they're doing and we
 3 sort of weigh what we think they'll get from the trip.
 4 We'd love to take everybody, of course, but we will
 5 stretch the scholarship dollars as far as we can. In
 6 years past, you know, we never quite know who has
 7 simply voted to not go by not putting any paperwork
 8 in. You know, we probably can assume that some of
 9 those are kids who simply can't afford it. But
 10 without trying to pry too much, what we'll do is once
 11 we get our list of not-going kids we'll start working
 12 that list and seeing, well, if money is an issue and
 13 if it were possible for you to go would you like to be
 14 considered for a scholarship. And the past couple of
 15 years we've done that, we've gone through that
 16 process, and we have ended up not using all of our
 17 scholarship money. We get more donated than ends up
 18 being needed, kind of surprising in a way. But for
 19 any number of reasons kids can't go. Now that it's a
 20 fall break situation parents already had trips planned
 21 or kids are simply not interested in giving up, you
 22 know, three days of their trip. So, it's kind of a
 23 convoluted way of saying we consider as many of the
 24 not-going kids. We look at their eligibility by all

1 the other criteria that we use and then we just try to
 2 determine if there is financial need and then we see
 3 if we can offer scholarship assistance. We have
 4 covered everything from a full scholarship, which is
 5 \$500 for last year anyway; we've done half
 6 scholarships; we've done quarter scholarships. We
 7 usually speak to the parents of the child and ask them
 8 if they are comfortable receiving scholarship
 9 assistance, is there a portion of it that they can
 10 pay. We have this discussion prior to making any
 11 decisions.

12 MR. EBY: Okay.

13 MR. FILLAUER: Anyone else?

14 DR. BAILEY: I was just going to say I
 15 think Mr. Eby also addressed something that I think is
 16 important not to miss, is that the faculty members and
 17 staff actually taking their time, which speaks volumes
 18 for the fact that they value giving their own time to
 19 make this happen.

20 MR. FILLAUER: How many years, Steve?

21 MR. REDDICK: The trip started in '76.
 22 It's been going now for however many years that is;
 23 thirty-five.

24 MR. FILLAUER: Anyone else? You've

1 heard the recommendation and the motion is for
 2 approval of the Jefferson Middle School field trip to
 3 Williamsburg, Virginia. All those in favor signify by
 4 saying aye.

(Whereupon, all members voted aye)

6 MR. FILLAUER: Opposed? Motion carries.
 7 Next item on the agenda is approval of the requested
 8 but not required fee list. Dr. Bailey.

9 DR. BAILEY: I think you took the
 10 expression right out of my recommendation there. I
 11 would recommend approval of the requested but not
 12 required fee list.

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

15 MR. EBY: So move.

16 MS. RICHTER: Second.

17 MR. FILLAUER: Dr. Bailey.

18 DR. BAILEY: As you know, some years
 19 ago, not too long ago the State put in there about
 20 fees and we put in money in our budget to cover an
 21 awful lot of our fees. But State guidance on school
 22 fees allows schools to request but not require fees
 23 for activities and materials that impact students
 24 during the regular school day or that are a part of

1 the curriculum. Any request for fees must still be
 2 approved by the Board of Education. We are requesting
 3 that the attached fee list be approved as a requested
 4 but not required fee list for Oak Ridge Schools.
 5 Language already exists in the student handbook
 6 informing students and parents that class fees are not
 7 a requirement for any student regardless of his or her
 8 financial situation. Principals will be asked to
 9 include the following phrase in any and all requests
 10 for additional fees: "In the course of learning
 11 throughout the school year there are always
 12 opportunities to go above and beyond what the basic
 13 curriculum requires. In such cases, it is customary
 14 for the school to request a fee in order to cover the
 15 cost of these enhancements. These fees are in no way
 16 required and your child will not be denied the
 17 opportunity to participate or benefit from any
 18 curricular offering as a result of not paying a
 19 requested fee. The fee simply allows the district to
 20 offset the cost of any additional opportunities."
 21 Many of our parents really do help us with that.

22 MR. FILLAUER: Ms. Richter.
 23 MS. RICHTER: I have a question. Is
 24 this list created with your assistance, Ken? That's

1 three-fourths, of fees paid that are requested. So,
 2 the impact to the budget where we place a significant
 3 portion of money we have not exhausted since we have
 4 been doing it.

5 MS. RICHTER: That's good. I'm glad to
 6 hear that.

7 MR. FILLAUER: Mr. Eby.
 8 MR. EBY: I didn't see a total sum of
 9 this. What does this work out to be, the 25% that is
 10 not typically paid?

11 MR. GREEN: I gave that number a year
 12 ago.

13 MR. EBY: Was it \$120,000?
 14 MR. GREEN: Roughly, \$120,000, yes. And
 15 that's actually what we set aside.

16 MR. EBY: Okay. So, basically, \$90,000
 17 might be paid by the parents and then \$30,000 is
 18 additional paid by the school system?

19 MR. GREEN: That's correct.
 20 MR. EBY: Which has not been paid by the
 21 schools before.

22 MR. GREEN: That's correct.
 23 MR. EBY: That's all changed. That's
 24 something we had to take up.

1 what I thought. Are these all requested or are some
 2 of these anticipatory? It almost looks like it's a
 3 list where people were thinking of everything possible
 4 so that we would have it approved but not necessarily
 5 that each and every one of these fees would be
 6 requested at some time. Am I correct?

7 MR. GREEN: You'll see at the elementary
 8 level a standard class fee that's been the same fee
 9 without an increase, quite honestly, for many years
 10 now. The middle school and the high school lists are
 11 generated by the affected classrooms or teachers, and
 12 as far as I know, just about all of them are
 13 requested.

14 MS. RICHTER: They're actually
 15 requested?

16 MR. GREEN: Yes.

17 MS. RICHTER: And then the next part of
 18 my question was are we tracking to see, do we have
 19 some concept of how much participation we have when we
 20 request?

21 MR. GREEN: Yeah, I should have brought
 22 the exact numbers because I meant to do that annually.
 23 But we've got a fairly good sense that we get about,
 24 believe it or not, three-fourths, close to

1 MR. GREEN: That's true. And I will get
 2 with finance office and try to see how much, just
 3 exactly how we impacted the \$120,000 and try to run
 4 those numbers so that you can see that exact.

5 MR. FILLAUER: Anyone else? Motion on
 6 the table is to approve the requested but not required
 7 fee list. All those in favor signify by saying aye.

(Whereupon, all members voted aye)

9 MR. FILLAUER: Opposed? Motion carries.
 10 Next item on the agenda is approval of the TCAP
 11 Grading Policy, and this is a first reading. Dr.
 12 Bailey.

13 DR. BAILEY: Thank you, Mr. Chairman.
 14 And I'm glad you referenced that. This is the first
 15 reading of an actual policy. So, I'd recommend
 16 approval of the TCAP Grading Policy.

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

19 MR. DIGREGORIO: Move for approval.

20 MS. RICHTER: Second.

21 MR. FILLAUER: Discussion.

22 DR. BAILEY: Mr. Chairman, the Public
 23 Chapter Number 1127 requires that districts have a
 24 policy that enables TCAP scores to count anywhere from

1 15% to 25% of the second semester grade in subjects
 2 for which TCAPs are administered in grades 3 to 8.
 3 Again, that was to also put some emphasis on the fact
 4 that the test would say to students you have a
 5 responsibility to take the test seriously as well.
 6 And after discussion with professional staff and Ken
 7 meeting with principals and staff and reviewing
 8 policies from across the state, the attached policy
 9 has been developed and recommended for approval. And
 10 that policy would say that 15% would be applied to
 11 each subject for which a TCAP is administered. In
 12 accordance with the individual student performance on
 13 the Tennessee Comprehensive Assessment Test will
 14 comprise 15% of the students second semester grade.
 15 The 15% weight will be applied to each subject for
 16 which a TCAP is administered. Superintendent of
 17 Schools shall put forth the administrative guidelines
 18 for instructional staff to follow in calculating these
 19 grades annually. And, again, that would be through
 20 our electronic grading system and working the formulas
 21 out for that. In the event the TCAP data is not
 22 available the State Department of Education may exempt
 23 districts from this policy. And we are required by
 24 State to have a policy in place.

1 increase to 25% this year.
 2 MR. DIGREGORIO: Of the fourth term?
 3 MR. GREEN: Of the fourth nine weeks,
 4 correct.
 5 DR. BAILEY: Fourth nine weeks grade
 6 only.
 7 MR. SCOTT: And teachers have the luxury
 8 of being able to do that as 10% of the second
 9 semester, however it works out mathematically, so that
 10 it impacts the student's grade the same amount. The
 11 general escalation is supposed to stop at 25%,
 12 according to the State. We had a schedule for that,
 13 and it should remain that way until they change
 14 something.
 15 MR. DIGREGORIO: This is a mandated
 16 thing from the State, 25%?
 17 MR. GREEN: Yes. The TCAP portion
 18 that's just been enacted is mandated and that came
 19 about, as you can imagine, as the stakes for the TCAP
 20 went up, the accountability attached to it for
 21 teachers went up. There was a push, obviously, and
 22 some compromise that there be some impact on student
 23 achievement. I would editorialize that I'm not in
 24 favor of it at all. There's no research that suggests

1 MR. FILLAUER: Mr. DiGregorio,
 2 MR. DIGREGORIO: Is this going to apply
 3 to end-of-course exams also or just...?
 4 MR. GREEN: It already applies to
 5 end-of-course --
 6 MR. DIGREGORIO: I mean, do we have a
 7 policy in place about how much the end-of-course exam
 8 counts?
 9 MR. GREEN: We were not required for a
 10 policy on end-of-course; it was dictated to us. We
 11 were required for a policy for the TCAP.
 12 MR. DIGREGORIO: How much, typically,
 13 will an end-of-course exam count?
 14 MR. GREEN: Is it 20, Mr. Scott?
 15 MR. SCOTT: This year and last year was
 16 20% of the fourth nine weeks. This coming year it
 17 will be 25%.
 18 DR. BAILEY: But that's only for the
 19 fourth nine weeks.
 20 MR. DIGREGORIO: I couldn't hear what he
 21 said.
 22 MR. GREEN: He said the last two years
 23 it has been 20% for end-of-course, 20% of the fourth
 24 nine weeks grade. And it will be 25%, it will

1 that adding this does anything to student achievement,
 2 but I suppose it makes us feel better.
 3 MR. DIGREGORIO: I'm having some
 4 heartburn about this whole thing, as you can probably
 5 imagine. The 15% is mandated by the State, I mean, we
 6 have this option, 15 to 25%.
 7 MR. GREEN: 15 to 25%, right.
 8 MR. DIGREGORIO: We're going to vote on
 9 15%, right?
 10 MR. GREEN: That is our recommendation
 11 that it be 15.
 12 MR. DIGREGORIO: At the high school for
 13 end-of-course then 25% of the fourth grading period,
 14 is that a mandated number?
 15 MR. GREEN: That is a number that we
 16 have a range for. But if you calculate that out, the
 17 impact on the semester grade is comparable. In fact,
 18 it's slightly lower. It's 10% roughly on the second
 19 semester grade. This is on the second semester, 15%
 20 on the second semester grade.
 21 MR. DIGREGORIO: For the end-of-course
 22 exam?
 23 MR. GREEN: For the TCAP. And about 10%
 24 for the end-of-course as it's currently situated.

1 MR. DIGREGORIO: How about for next
2 year?
3 MR. GREEN: It will go up a little bit.
4 MR. DIGREGORIO: 10%?
5 MR. GREEN: No.
6 DR. BAILEY: 12.5.
7 MR. GREEN: Yes.
8 MR. DIGREGORIO: This higher math is
9 alluding me right now. 25% of the fourth term. It
10 doesn't say the second semester. It says fourth term.
11 MR. GREEN: That's on the end-of-course.
12 MR. DIGREGORIO: That's what I'm talking
13 about, the end-of-course.
14 MR. GREEN: We're passing a policy right
15 now on the TCAP.
16 MR. DIGREGORIO: I'm just trying to get
17 this wrapped around. Should they not be the same for
18 the TCAP and end-of-course exam?
19 MR. GREEN: There is no mandate that
20 suggests they should and no particular reason why they
21 should. That would just be preference. There's not a
22 mandate for them to be the same.
23 MR. DIGREGORIO: What will the high
24 school then require on the end-of-course exam?

1 their quick scores back in time to do their
2 calculations for years now.
3 MS. AGLE: And quick scores are
4 individual student scores?
5 MR. GREEN: Correct.
6 DR. BAILEY: And we also have in our
7 Superintendent meetings and School Board meetings, if
8 you remember, the discussion of everyone at the State
9 level saying more pressure on the testing agencies to
10 get the scores back earlier than they have been. That
11 remains to be seen.
12 MR. FILLAUER: Mr. Eby.
13 MR. EBY: I have a series of questions,
14 also. That same line that Ms. Agle was just talking
15 about it says "in the event that the data is not
16 available the State Department of Education may exempt
17 districts from the policy." If it's not available
18 then, I mean, what do you mean they may exempt?
19 MR. GREEN: It is their prerogative.
20 MR. EBY: What if they don't exempt?
21 MR. GREEN: Then they would have to
22 extend some time for calculating those grades and
23 delay the impact of those grades, but it would be some
24 direction from their end.

1 MR. GREEN: The high school requires as
2 they sit right now for this year 25% of the fourth
3 nine weeks.
4 MR. DIGREGORIO: This coming year?
5 MR. GREEN: Correct.
6 MR. FILLAUER: Ms. Agle.
7 MS. AGLE: I have two questions, and one
8 of them is going to sound silly but I have to ask.
9 This counts as 15% of the second semester in the year
10 in which the test is taken, right?
11 MR. GREEN: That is correct.
12 MS. AGLE: The second question is, of
13 course, the last line says "in the event it's not
14 available." Have we ever even once gotten TCAP data
15 back by the end of school?
16 MR. GREEN: The quick reports, the quick
17 scores, have come back by the end of the year. And
18 the quick scores are not, those are data that can be
19 used at our level to do this kind of calculation.
20 It's not the data that is released in reports and the
21 reports never are released or completed that early.
22 They require just far more statistical work that takes
23 a great deal of time. But the quick scores are
24 released. And the end-of-course has been able to get

1 MR. EBY: So, seniors or somebody may
2 not get their test scores, I mean, eighth grade going
3 to high school they may not get their test scores
4 going to high school which may change their schedule.
5 MR. GREEN: I have no reason to think
6 they'll do that. My guess is if they run into that
7 situation they'll simply not do it. This was supposed
8 to be enacted last year. They could not get the
9 scores in and so they delayed the policy. But we were
10 supposed to calculate this last year in the students'
11 grades. Part way through the year the State
12 Department released a memo indicating that they would
13 not be able to do that in the first year and that they
14 were delaying the policy.
15 DR. BAILEY: Great question. Because
16 the common sense would say if you don't get them you
17 can't do it. But the seniors they probably exempt
18 totally and say no, but ninth and tenth they may do
19 some type of thing like there will be a grace period
20 here until we get the scores and then you'll calculate
21 it in for ninth, tenth, and eleventh, they could do
22 that.
23 MR. EBY: Okay. Next question. It says
24 15 to 25%, and I gather you took the 15 because you're

1 against it and you want it to have the minimal impact.
 2 MR. GREEN: Actually, we did a look
 3 around other districts and tried to see where other
 4 districts were going and see what they were scoring.
 5 I saw very few at 25. Knox County took 15, Athens
 6 took 20, various other school districts, you know,
 7 doing 20 or 15, and so we went with 15.
 8 MR. EBY: Did you survey the teachers to
 9 see what they wanted?
 10 MR. GREEN: We did not survey teachers.
 11 MR. EBY: I would suggest that, I don't
 12 know what they would have said, but I would think that
 13 would be of value. And I don't know where the
 14 compromise is that put this in there, but I look and I
 15 see, I see the one value of doing it. We're holding
 16 teachers responsible for scores. Administration is
 17 going to hold the teachers responsible for the scores.
 18 We're holding the administration responsible. And as
 19 we're going to go through the Board evaluation we're
 20 actually holding ourselves responsible for those
 21 scores, which I think we all should if we want to
 22 improve it. I do believe, you know, the students
 23 ought to have some responsibility in that, too. So, I
 24 think it would be of value to get feedback from the

1 the student knowing that my education is important, I
 2 need to value it, I need to come in and I need to take
 3 the test seriously, because our school system is
 4 measured by that test. And they won't graduate as
 5 well if they don't do well on the test. So, it is a
 6 factor. But I think that maybe gets at the heart of
 7 your concern of not having it so high and yet at the
 8 same time having something there that at least puts
 9 something out there to kind of buy into that factor.
 10 MR. DIGREGORIO: I'm not worried about
 11 it being so high. I think 25% is high enough. I'm
 12 kind of a little more concerned about making it very,
 13 very standard across the board and what a student
 14 should expect in whatever course, you know, I think
 15 should be pretty much standard. And if it's 25% of
 16 the fourth term, then I think 25% of the fourth term
 17 for everybody should be okay. If it's 25% of the
 18 second semester, 25% of the second semester, you know,
 19 whatever. But I think it should be very, very clear
 20 to everybody what the standard is.
 21 MR. GREEN: I think it's clear. Once
 22 you approve it, it's clear. It will be published. It
 23 will be clear.
 24 MR. DIGREGORIO: I'm talking about for

1 teachers as well as, you know, get ownership from the
 2 parents, you know, students.
 3 MR. GREEN: I appreciate it in theory.
 4 The research simply doesn't support that adding a
 5 weight to a test is a motivating factor for the
 6 students you are attempting to motivate. It is a
 7 motivating factor for students who are already
 8 motivated. The students who are not performing well
 9 either in classes or on student assessments are doing
 10 so partly for the reason that they are not motivated
 11 by the notion of a failure or not scoring well on a
 12 particular score. It is an attempt to place an
 13 external motivation or a type of motivation on a kid
 14 who's simply not motivated that way, and there are
 15 better ways to motivate students for achievement than
 16 a stick. As I would say are better ways to motivate
 17 teachers than a stick.
 18 MR. EBY: That's exactly right.
 19 MR. GREEN: But that is the nature of
 20 the beast.
 21 DR. BAILEY: But your comment, it's
 22 absolutely out there in the rhetoric in terms of
 23 saying, because there is another part. It's not just
 24 the teachers, it's not just the administrators; it's

1 the end-of-course exams.
 2 MR. GREEN: Yes. I'm saying once it's
 3 approved in the K-8 policy for TCAP, which is one type
 4 of assessment, will be 15%, 20%, or 25%, as the Board
 5 likes. The end-of-course will be 25% of the fourth
 6 nine weeks.
 7 MR. DIGREGORIO: I've got one more
 8 question. Are you through, Bob? For a middle school
 9 student, for example, 15% of the fourth grading period
 10 will be TCAP.
 11 MR. GREEN: 15% of the second semester.
 12 MR. DIGREGORIO: Second semester, my
 13 fault. Now, on top of that will they also, can they
 14 also be given a final exam which counts a certain
 15 amount?
 16 MR. GREEN: They can.
 17 MR. DIGREGORIO: So, they're being
 18 tested a lot. Those final exams are going to be
 19 really, really heavy.
 20 MR. GREEN: They will be being tested,
 21 if all things remain the thing they would be being
 22 tested the same amount they were always tested. They
 23 were always taking TCAP and they'd always have a final
 24 exam. The TCAP would now have an impact on their

1 grade and would be weightier, which is why I think
2 you've got to think through to what extent, and I
3 think it's important to consider as you select a grade
4 or a weight for this particular assessment just how
5 much you would want that assessment to hold sway over
6 the student's performance. It is one measurement of
7 the student's performance.

8 MR. DIGREGORIO: Is there policies at
9 the middle school that decide how much a final exam is
10 going to count for --

11 MR. GREEN: I don't think there are
12 written policies regarding that. I think it varies
13 from class to class and teacher to teacher. You would
14 have far more variability in the grading practices of
15 your teaching staff than you would have in the 15% in
16 this policy.

17 MR. DIGREGORIO: But right now we're
18 just worried about 15% on the TCAP?

19 MR. GREEN: For approval of the policy,
20 yes.

21 MR. DIGREGORIO: I suspect that you can
22 kind of understand my heartburn about all of this. I
23 think a lot of this is really, really heavy for a lot
24 of students.

1 DR. BAILEY: Ten years ago when I left
2 Henrico the State test counted 20% of your final
3 grade. So, that was a pretty heavy bite. 20% of your
4 final grade, so it was equivalent to a nine-week
5 grade.

6 MR. FILLAUER: Mr. Eby.

7 MR. EBY: We don't have too many
8 teachers out in the audience but I would like to hear
9 from them if they would have a preference of 15, 20,
10 or 25. Or maybe I would propose that we survey the
11 teachers and ask them. I think their input would be
12 of value what they think is of the greatest value to
13 the process or the students. You want to speak or
14 should we ask for a survey?

15 MR. REDDICK: I drew the short straw
16 again. We would be happy to survey the staff but I
17 think I would probably feel more comfortable if the
18 survey originated from the central office so that they
19 know this is not just some OREA caper that we're
20 trying to run because we don't have anything else to
21 do. So, and plus you'd have a way of setting up a
22 survey monkey that you could respond back.

23 MR. GREEN: We could get results easily
24 before second reading. It's not a difficult process

1 MR. GREEN: I think it's heavy across
2 the district at this time.

3 MR. DIGREGORIO: Pardon?

4 MR. GREEN: I think it's heavy across
5 the district at this time.

6 MR. DIGREGORIO: Yes.

7 DR. BAILEY: Well, I think that's why
8 you saw the action of the study. Instead of going
9 with 25% they went with the lowest range of 15 to 25.
10 That's why 15 was used instead of 25%.

11 MR. GREEN: And I will add that some
12 districts that we looked at have decided to do a
13 graduated process. They're doing 15 this year,
14 they're going to go up in two years to 20, and then
15 they're going to go up to 25%. And that's certainly
16 an option to do as well. But you can find the
17 policies, since it's not optional, you can find the
18 policies with a quick search around districts and see
19 what their published policies are.

20 MR. DIGREGORIO: Yeah, we really don't
21 have an option whether or not we're going to vote on
22 this. The option is will be it 15 through 25?

23 DR. BAILEY: Exactly.

24 MR. GREEN: The option is how much.

1 at all.

2 MR. REDDICK: And I think the teachers
3 would appreciate the invitation for input on this
4 question because it obviously is one where they're, I
5 think people are sort of all over the map as far as
6 how much, whether to count TCAPs at all. I mean, this
7 is a discussion we didn't have to have, we weren't
8 having up until the present time when I think there
9 was, you know, one of the responses to some of the
10 State legislation was what are we going to do to
11 encourage students to be more accountable since
12 everybody else is being asked to be. That's all I
13 shall say.

14 MR. FILLAUER: Anyone else?

15 MR. EBY: I would then ask that we ask
16 the staff to use our survey monkey which we're paying
17 for and get staff input on what they would prefer.

18 MR. DIGREGORIO: I think we also need to
19 take into account what Ken has told that the research
20 doesn't really support a lot of this. I mean, we have
21 to do this. We have to do it.

22 DR. BAILEY: So, we should share that
23 research maybe with the State Department of Ed and the
24 people mandating the requirement of this?

1 MR. DIGREGORIO: Sure. Absolutely. And I
 2 I know they'll read it with great relish.
 3 MR. FILLAUER: We can become
 4 philosophical here but it would, and I want to be
 5 careful here, it would seem if the State Department
 6 would become as efficient as they're asking us to it
 7 would help resolve some issues along the way. So,
 8 let's vote. The recommendation is the approval of the
 9 TCAP Grading Policy, first reading. All those in
 10 favor signify by saying aye.
 11 (Whereupon, all members voted aye)
 12 MR. FILLAUER: Opposed? Motion carries.
 13 Moving next to Business and Support Services.
 14 Approval of Board Policy 2.201, Line Item Transfer
 15 Authority. Dr. Bailey.
 16 DR. BAILEY: Mr. Chairman and Board, I
 17 would recommend approval of the proposed changes to
 18 Board Policy 2.201, Line Item Transfer Authority, as
 19 shown on the attached Board policy review template.
 20 MR. FILLAUER: You've heard the
 21 Superintendent's recommendation. Do I hear a motion?
 22 MS. RICHTER: Move for approval.
 23 MR. DIGREGORIO: Second.
 24 MR. FILLAUER: Dr. Bailey.

DR. BAILEY: The current Board policy
 requires first and second readings of any budget
 transfer between funds or functions of the budget.
 This process interferes with the efficient and timely
 instructional and operational business because of the
 two-month time delay to seek approval and complete the
 transfer. The budget is a living document that is
 developed with information available at the time. As
 the year progresses staff must adjust to change and
 information available and often need to move funds
 between budget line items to best address use of
 available funds. Detail of that explanation will be
 given by examples that Karen may have if you have any
 questions because it really does create some issues
 sometimes of trying to get something for the benefit
 of teachers and staff by doing it. And it's still
 there. It's still a document that has all the
 evidence and proof of the transfer of funding.
 MR. FILLAUER: Just to get us thinking a
 little bit, if you'd give us an example or two.
 MS. GAGLIANO: Sure. One thing that I
 need to add to the description of this is that it
 should be a first reading. That was left off of
 there. So, there will be a first and second reading

1 since it is a policy. And on the Board review
 2 template what I've done is the print in black is the
 3 original policy as it read. The red is the changes.
 4 And just to remind you, over the past couple of years
 5 most of the time they fall in the Consent Agenda where
 6 you've got a first and second reading on transferring
 7 funds, say between, I'll use the function of regular
 8 instruction versus regular instructional support.
 9 Both budgets are managed by the same area, department,
 10 person, and they're sort of interchangeable funds that
 11 are in one function or the other based on the
 12 description. And a lot of times during the year there
 13 is where the expense should be appropriately recorded
 14 there's less money in that account and more money in
 15 another account where they don't need it there. So,
 16 the transfer has to take place. If it's a transfer
 17 that's within a function, for example, say in the
 18 operational budget for maintenance and operations, the
 19 operational side, if they need to move some money from
 20 a supply to a contracted service. That's within the
 21 same function and right now that just requires the
 22 Superintendent's signature and mine and the business
 23 office. And that can be done once the request is made
 24 in writing and the approval signatures are gotten,

1 then it's okay for the accountant to go ahead and make
 2 the transfer. And, basically, that's what this policy
 3 change is leading to. Because of waiting for two
 4 Board meetings over a two-month span and legally not
 5 being able to use that money or move that money until
 6 the Board approves it, it really does slow down the
 7 operation of whatever particular function area it's
 8 affecting, whether it be instruction, whether it be
 9 the operational or maintenance budget. And I've
 10 spoken with our auditors about it and, basically, up
 11 until now their audit included making sure we followed
 12 the current policy as it reads. They have no
 13 objection to the changes in the policy, but their
 14 audit then will make sure that we follow whatever the
 15 Board chooses to change the policy to. So, that's
 16 basically their job. It's the Board's call how strict
 17 they want this. What we had also proposed in here is
 18 that in order to make the Board aware of the changes
 19 that have been made, as a part of each financial
 20 report at each Board meeting, there would be a listing
 21 of transfers that had already, that had taken place
 22 the month before so that it would be available for
 23 informational purposes. And it would be up to the
 24 Superintendent to make the call on whether the intent

1 of the transfer still stayed within the intent of the
 2 Board and their original approval of the budget. It
 3 would not be items that would affect the bottom line
 4 of the budget. For example, we have had budget
 5 amendments come to you before where we have gotten
 6 grant money in that we didn't expect and it materially
 7 changed the budget on the revenue and expenditure side
 8 to the point where we had a first and second reading
 9 at the Board level and then took it to the City
 10 Council to change the overall appropriation. Those
 11 would still be brought to the Board in the same
 12 fashion and still go to City Council in the same
 13 fashion. These are just not changing the bottom line
 14 but moving the money either between the function areas
 15 or the funds but keeping the bottom line the same.

16 MR. FILLAUER: Mr. Eby.

17 MR. EBY: I need to clearly understand
 18 because I've got some real concerns about this. Let
 19 me give you an example. If the Board had approved a
 20 certain number of teachers and at the beginning of the
 21 year we didn't hire those teachers or something and
 22 there was funds left over for that, by this policy, if
 23 I read it correctly, the Superintendent could take
 24 those funds and use those funds maybe to hire a

1 Not hire the teacher but use that money to pay for
 2 books or something like that. I mean, give me an
 3 example of where those funds could be used. As I read
 4 this policy, it pretty much gives you a lot of freedom
 5 to use that.

6 MS. GAGLIANO: Normally, it's not a
 7 salary issue we're talking about. Normally, it's the
 8 objects of the 300's through the end. The 100's and
 9 200's are salaries and benefits. Sometimes it does
 10 involve benefits where in the example I gave before
 11 like maybe I didn't budget the right amount of
 12 benefits so I have more in this function and I don't
 13 need it so I could move them over there to cover that
 14 benefit. But it's not adding.

15 MR. EBY: The key word you just said was
 16 "normally." And my concern is is the way this is
 17 written, and this is a policy, is it's setting a
 18 policy. And so, what may be normal today, you know,
 19 may not be the situation tomorrow. And if I read this
 20 correctly, my feeling is the Board is giving up a lot
 21 of responsibility that we have for setting and
 22 maintaining the budget and a lot of control. And I
 23 understand the concepts and I understand the concern
 24 of, you know, if we have two, we have to have first

1 teaching assistant or to hire or actually to go and
 2 buy instructional supplies with it as opposed to being
 3 used for pay for teachers. Correct or incorrect?

4 MS. GAGLIANO: Well...

5 DR. BAILEY: I don't think I could hire
 6 a teacher because that would take --

7 MS. GAGLIANO: Yeah, any positions --

8 MR. EBY: No, if we had already given
 9 you approval at the beginning of the year to hire
 10 twenty-five teachers, okay.

11 DR. BAILEY: Right.

12 MR. EBY: And you didn't use those
 13 funds; you only hired twenty-four or something like
 14 that and so, there's funds left in that budget. You
 15 could take those funds and use those at your
 16 discretion for a teaching assistant or some
 17 instructional supplies, more books, or something like
 18 that.

19 MS. GAGLIANO: I don't think so because
 20 the Board would have already approved the number of
 21 positions in each category. So, in order to add
 22 positions in another category it would have to be
 23 brought back to the Board.

24 MR. EBY: What about subtract positions?

1 and second reading and there's a month apart, you
 2 know. I've never normally seen that to be a major
 3 issue and so if it is why couldn't we have first and
 4 second reading, you know, two weeks. Or we could do
 5 like other Boards that we visit that have first and
 6 second readings in the same meeting. I think there's
 7 other ways to solve this than to give up that control.

8 MS. GAGLIANO: Well, I honestly can't
 9 remember ever using a salary line item. These are,
 10 like I said, it's for operational like supplies,
 11 travel, that kind of thing. But if that is a concern
 12 of yours, you could qualify for transactions other
 13 than salaries.

14 MR. EBY: That is just one example.
 15 It's just, you know, --

16 DR. BAILEY: Intent.

17 MR. EBY: I understand the intent. It's
 18 the words that say, and when, you know, a year from
 19 now, two years from now, five years from now when
 20 somebody wants to do something and the Board has given
 21 up a lot of, I think a lot of its control by doing it.

22 DR. BAILEY: Well, control in one
 23 respect, but also say that one of the things that's a
 24 safeguard on that is that that list will be provided.

1 So, it's not like, if I were to do something that the
2 Board totally says is not appropriate you're going to
3 see that in that list very shortly after that. But
4 what this does is really allow the Superintendent, me,
5 to be in a position to try to get supplies to the
6 teacher instead of waiting two months or two readings
7 or, you know, to get it. That's really the intent.
8 That was it.

9 MR. EBY: I understand that. You say
10 the list will be provided, but the deed will have
11 already been done. And by the policy the way the
12 policy is written the Board would have no recourse to
13 bring it back. I understand and there might be some
14 other way to solve the concerns to get it to the
15 teacher. I want to get the funds to the teachers as
16 quickly as possible, too.

17 MR. FILLAUER: Ms. Agle.

18 MS. AGLE: I share Mr. Eby's concern,
19 and at the same time, appreciate the difficulty in
20 having a two-month delay. My question was would it be
21 possible to approve it in a single reading, which cuts
22 it down to, at most, a one-month delay, but probably
23 more like a few weeks, or could we do two readings in
24 one meeting?

1 legally it's okay.

2 MS. GAGLIANO: I would like to just kind
3 of give you an example of maybe an operational issue
4 just to maybe put another perspective on it. Our
5 skyward software, financial software, using the
6 purchasing process a requisition is put into the
7 system so that we can encumber funds through the
8 development of a purchase order. That requisition
9 travels up through the approval chain of all the
10 approvals that have to be done for that particular
11 purchase. And skyward will, skyward shows a little
12 pie chart and they show a dollar amount at the bottom
13 when you're in the approval chain and if it's a
14 negative amount then you're not going to approve it
15 because the money is not there. So, if you're in a
16 situation where I'll use books or some kind of supply
17 needs to be ordered and the particular line item that
18 it needs to be ordered out of does not have sufficient
19 funds, we can't order it. So, we can't get the supply
20 and we can't get the book because they're not going to
21 do it two months from now; they need it now.

22 DR. BAILEY: Could be \$50, \$20, \$100.

23 MS. GAGLIANO: And so, that's why it
24 would be, you know, because as it is getting the

1 DR. BAILEY: And if I could come before
2 you with a first and second reading on the same night,
3 that would be great.

4 MR. FILLAUER: And I don't know and I
5 can't speak, I can only speak what I've seen being
6 done and having attended two Board meetings from other
7 systems evaluating their Board meetings. And both of
8 those Board meetings they had a first and second
9 reading the same night.

10 DR. BAILEY: See, to me, that almost
11 violates the intent of what a first and second reading
12 stands for.

13 MR. FILLAUER: Well, one particular one
14 we questioned that but they said, no, we do that all
15 the time. Unless, unless, unless, there was an
16 unless, if I remember, it was a large sum of money or
17 a major, major --

18 DR. BAILEY: We may have just solved our
19 problem.

20 MR. EBY: Well, I think the Board
21 members had the option if they wanted to postpone the
22 second reading they could do that, you know. But,
23 yeah, I mean, we had the question when we visited that
24 school how they could get by with it, but they said

1 Superintendent and my approval and that's a step that
2 has to come up through, and then the accountant has to
3 get it on her schedule to actually make the transfer
4 in skyward, do all the printouts that show what was
5 done, and then give an Email back to the person who
6 originated it to say, okay, it's okay now to do. So,
7 I mean, it's a very long process that is tracked on
8 purpose because we're, you know, very accountable for
9 everything. And so, that's just an example of how it
10 can hold things up. And I know that people need to
11 plan ahead but sometimes it's not, something comes
12 along and it's a benefit they see that they want to
13 participate in and there's a time factor.

14 DR. BAILEY: And the concern, I mean,
15 it's a valid point, the concern would be, well, does
16 it give me carte blanche that I can do this, that, and
17 the other and shift things around. Hearing this
18 discussion, based on allowing this, I feel comfortable
19 in saying move it forward with the idea of what we're
20 talking about is those types of examples. And then
21 with the Board seeing, I know it may be after the
22 fact, but if I do something, well, we weren't giving
23 you that kind of leeway, then, boom, it could be
24 stopped if I'm way out of line. I don't think I would

1 be.
 2 MR. EBY: But you might not be here two
 3 years from now.
 4 DR. BAILEY: Yeah, well, that's true.
 5 As a matter of fact, I won't be here two years from
 6 now.
 7 MS. GAGLIANO: I'm still confused about
 8 the position thing because as part of your budget
 9 you're approving the number of positions. So, in your
 10 example, if the money was taken out of the teacher
 11 line item and put somewhere else for supplies then
 12 when you started the next budget cycle what are we
 13 going to say all of a sudden, oh, well, we have twenty
 14 less teachers because we don't have the money for it
 15 because we used it for something else.
 16 MR. FILLAUER: No, I think, and correct
 17 me if I'm wrong here, let me intervene if I can, if we
 18 had money approved for twenty-six teachers and we only
 19 hired twenty-five, I've got to work in small numbers
 20 here, okay, and we've got \$1,000, do we have \$1,000 in
 21 that budget because we didn't approve or that other
 22 teacher we didn't hire for whatever reason. Okay.
 23 There's \$1,000 extra. Then can we take that \$1,000
 24 and just move it to wherever we need it?

1 MS. RICHTER: I think that I understand
 2 what Boh is saying because this is a major shift of
 3 authority and responsibility and it puts our heads in
 4 the sand a bit. And take the salary discussion out of
 5 it because maybe we have precedent for some other way
 6 of dealing with it. Say you had \$50,000 allocated for
 7 computers and suddenly, without Board approval, it was
 8 shifted to travel. I think that that could happen,
 9 reading the policy the way I'm reading it right now.
 10 There don't seem to be any kind of limits on it, no
 11 kind of dollar amount limits or anything along those
 12 lines. So, you are just, you are, in fact, shifting
 13 that Board responsibility and accountability to the
 14 Superintendent's office, and I don't think that's what
 15 I could support at this time without knowing more,
 16 without seeing possibly what other schools do, seeing
 17 whether there are ways to put limits on this in terms
 18 of dollar amounts or accounts or something.
 19 DR. BAILEY: Yeah, a dollar amount
 20 limit.
 21 MS. RICHTER: Otherwise, it's just a
 22 pure shift and I'm not comfortable, as a Board member,
 23 shifting that.
 24 DR. BAILEY: Well, based on that very

1 DR. BAILEY: It goes into fund balance.
 2 MR. FILLAUER: Would it go to fund
 3 balance?
 4 DR. BAILEY: End of the year it would.
 5 MS. GAGLIANO: At the end of the year,
 6 if it wasn't used. But, like I said, we don't move it
 7 from salaries to other stuff because we know we have
 8 to have that money in there for the next year because
 9 normally we're adding teachers, not taking them away.
 10 MR. FILLAUER: So, that \$1,000, if that
 11 teacher were not hired, would stay in the salary
 12 category of the budget and would not be moved anywhere
 13 else, correct?
 14 MS. GAGLIANO: That's correct.
 15 MR. EBY: And where does this policy say
 16 that? I don't think it does.
 17 DR. BAILEY: It's general practice that
 18 we've had for years. And one of the reasons we have
 19 that is that you have to anticipate something could
 20 change in staffing during the year. We could have an
 21 increase of ELL students and have to hire somebody. I
 22 mean, all of those factors can weigh into that.
 23 MS. RICHTER: Can I add?
 24 MR. FILLAUER: Yeah, go ahead.

1 rationale that you just said, that could happen
 2 possibly. Because what we're really talking about
 3 here, frankly, is those not big items, okay. So, put
 4 in a dollar --
 5 MS. RICHTER: It doesn't say that.
 6 DR. BAILEY: It doesn't say that. So,
 7 put in a dollar limit.
 8 MR. FILLAUER: That would make it, would
 9 that not make it more, and if we did that would that
 10 not make it more consistent with the Board having to
 11 give approval of items that are purchased up to or
 12 over a certain amount where you can, without Board
 13 approval, if you have to spend X amount of dollars,
 14 you can come and do that. If it gets over whatever
 15 the limit is then the Board has to approve that,
 16 correct?
 17 MS. GAGLIANO: Right. Well, right now
 18 anything over \$25,000 comes to the Board for approval.
 19 MR. FILLAUER: I couldn't think of the
 20 number.
 21 MS. GAGLIANO: And, normally, the
 22 funding source is named in the description of
 23 whatever.
 24 MR. FILLAUER: Right. So, within this

1 policy if there were a number saying that if the
2 amount was this amount the Board has to approve it, if
3 it was below that amount it could be moved at the
4 Superintendent's discretion. Dan?

5 MR. DIGREGORIO: Well, I mean, we're
6 worried right now about control and I understand all
7 this, and we should be, yes. What about tabling this
8 until the next meeting?

9 MR. FILLAUER: Well, it's a first
10 reading. I mean, we'd still --

11 MR. DIGREGORIO: We've tabled something
12 before on the first reading that we didn't pass the
13 first reading and just tabled it.

14 MR. EBY: I would like to see the
15 wording before I'm --

16 MR. DIGREGORIO: Before we even do first
17 reading.

18 MR. EBY: Yeah, because I'm going to
19 vote against it right now as it is.

20 MR. DIGREGORIO: Yeah.

21 MR. EBY: And, you know, I think even
22 the wording you just talked about, about a dollar
23 amount, I think you've got to look at aggregate
24 amounts. I mean, you can --

1 you withdraw it, we've got to withdraw the motions
2 here, right?

3 MR. FILLAUER: Yep.

4 MR. DIGREGORIO: Isn't that right? So,
5 if Mr. Eby will withdraw his second I will withdraw my
6 motion to table.

7 MR. EBY: I withdraw my second.

8 MR. FILLAUER: Moving on.

9 MR. DIGREGORIO: And you're going to
10 withdraw it now, Tom, right?

11 DR. BAILEY: Yeah, I'm going to fine
12 tune it.

13 MR. FILLAUER: Next item is approval of
14 recommendation to enter into a municipal lease with
15 Cal First. Dr. Bailey.

16 DR. BAILEY: Thank you, Mr. Chairman. I
17 would recommend approval of the proposed lease with
18 Cal First of Irvine, California, for technology
19 equipment, valued \$1,152,844.

20 MR. FILLAUER: You've heard the
21 recommendation from the Superintendent. Do I hear a
22 motion?

23 MS. RICHTER: Move for approval.

24 MS. AGLE: Second.

1 MR. DIGREGORIO: I move we table this
2 until next meeting.

3 MR. EBY: I second that.

4 MR. FILLAUER: I have a motion and a
5 second, okay, to table it. Before we vote, just one
6 other question. Dr. Bailey, Ken, or Karen, or
7 whomever, I'd like, because this could play a role in
8 the decision at the end, I'd like to have some
9 information about conducting a first and second
10 reading at the same meeting to see if we are, I mean,
11 the Board obviously would have the ability to make
12 that decision to do that but I'd like to know, and I
13 think the Board would, too, in our minds if that is
14 something we can do legally. And if we can, that
15 might be a resolve in future discussion for what we're
16 talking about right here. So, the motion --

17 DR. BAILEY: And I'll just make this
18 comment. What you have before you I can see where it
19 gives you great pause, okay, because it leaves so many
20 unopened doors that, you know, a lot of trust, a lot
21 of what-ifs and we need to do a better job of defining
22 that if we put it before you. I withdraw it.

23 MR. DIGREGORIO: You withdraw it? Well,
24 we've got a motion on the floor. So, I guess before

1 MR. FILLAUER: Dr. Bailey.

2 DR. BAILEY: I'm really pleased to see
3 us in terms of the Board's action whenever we get to
4 the point that we're trying to get self-sustaining
5 dollars to support the technology in our school system
6 for replacement of computers for teachers, staff,
7 students, etcetera. The lease conditions will be a
8 four-year term, \$1 buyout, annual payments in advance,
9 including a funding-out provision and an interest rate
10 of 2.97. Funds to support annual lease payments will
11 be budgeted in the debt service function of the
12 general fund each year. Beginning in Fiscal Year '12
13 payments will be due in July each year, 2011 through
14 2014. The planned purchases include a refresh at the
15 elementary schools, \$721,332.43, and at the middle and
16 high schools, \$431,611.12. Please see the attached
17 equipment list. Purchases will be made from existing
18 State or local contracts or competitively bid per Oak
19 Ridge Schools Purchasing Policy. And those leases we
20 know, this is not unlike what we've already done with
21 the Apple lease, the Cal First lease on the computers
22 and the technical education in the high school labs,
23 etcetera. So, this is a continuation of trying to
24 leverage those funds that give us the great, better

1 ability to buy more equipment over a lease than you
2 would in a one-time purchase. But it is, it's got to
3 be presented through this process.

4 MR. FILLAUER: Questions? Ms. Agle.

5 MS. AGLE: I note that middle school is
6 included here. Does this include the middle school
7 technology labs?

8 DR. BAILEY: Doug,

9 MR. COFER: It does not. It does not
10 include the middle school technology labs. It
11 replaces the laptops for the middle schools and the
12 high school teachers.

13 MR. FILLAUER: Anyone else? The motion
14 on the floor then is approval of recommendation to
15 enter into a municipal lease with Cal First. All
16 those in favor signify by saying aye.

17 (Whereupon, all members voted aye)

18 MR. FILLAUER: Opposed? Motion carries.
19 Next item on the agenda is approval of non-resident
20 tuition rates for the 2011-2012 school year. Dr.
21 Bailey.

22 DR. BAILEY: I'd recommend approval of
23 the 2011-2012 tuition rates as listed on the attached
24 information.

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

3 MS. RICHTER: Move for approval.

4 MR. EBY: Second.

5 MR. FILLAUER: Dr. Bailey.

6 DR. BAILEY: Mr. Chairmau, the Board of
7 Education Policy 6.204 requires students who are not
8 legal residents of Oak Ridge to pay tuition as
9 approved annually by the Board of Education. A copy
10 of this policy and proposed tuition rates are
11 attached. Non-resident tuition statistics for 2010-11
12 school year, there were 107 tuition students that paid
13 \$388,126.02 in tuition to Oak Ridge Schools. Of this
14 number, 66% percent were from Anderson County, 19%
15 from Roane County, and 15% were from other counties in
16 Tennessee. Sixty-four percent of the non-resident
17 students were enrolled in grades 7 through 12, and 36%
18 were enrolled in grades K through 6. And those
19 formulas that you see for Anderson County, Roane,
20 other Tennessee, and out-of-state residents are on the
21 next page for your review.

22 MR. FILLAUER: Mr. Eby.

23 MR. EBY: Surprised I had a question?

24 MR. FILLAUER: No.

1 MR. EBY: I understand, I think I
2 understand the formula and Anderson County, Roane
3 County, and other Tennessee all went up, but
4 out-of-state residents went down. Why?

5 MS. GAGLIANO: There's a formula that's
6 used for calculating this and it takes into account
7 revenues and some other items as far as ADM and the
8 breakout in the counties. And there was a chunk of
9 revenue that had previously been included in the
10 formula that had to do with food service fees doing
11 the food service catering kinds of events. That
12 revenue was around \$55,000, I believe. So, that has
13 been moved to the food service fund; it's not part of
14 general fund anymore. So, it wasn't part of the
15 calculation. That was one change. And then the other
16 changes, as far as the different revenue levels
17 received from the different counties, would be the
18 other change. And, of course, ADM, the proportions of
19 ADM changed as well. So, I just plugged in the
20 formula and that's what came out.

21 MR. EBY: And, I mean, I understand
22 everything you said and, you know, I can understand
23 how that affects county residents in other Tennessee
24 counties. I'm not sure how food services takes into

1 account there. But I'm wondering, and I don't think
2 we have any out-of-state students, maybe we do or not.

3 MS. GAGLIANO: No, I don't think so.

4 MR. EBY: But it just blows my mind, and
5 maybe I'd like to see the formula, why we would reduce
6 cost to out-of-state residents and we're increasing
7 the cost to our county residents.

8 MS. GAGLIANO: Well, it's a formula that
9 the Board, or its designee, developed many, many, many
10 years ago.

11 MR. EBY: If you'd send it to me and
12 show me the numbers that you plugged in. Just send
13 that to me. It would satisfy my itch, I guess.

14 MS. GAGLIANO: Okay.

15 MR. FILLAUER: Anyone else? The motion
16 is the approval of non-resident tuition rates for
17 2011-2012 school year. All those in favor signify by
18 saying aye.

19 (Whereupon, all members voted aye)

20 MR. FILLAUER: Opposed? Motion carries.
21 Next on the agenda is approval of HVAC and building
22 controls for Jefferson Middle School.

23 DR. BAILEY: Mr. Chairman, I would
24 recommend approval of the add alternate of \$64,000

1 that was part of the original bid from Knox-Bradley
2 Mechanical for HVAC and building controls at Jefferson
3 Middle School.

4 MR. FILLAUER: And the reason I'm
5 looking kind of strange right here, maybe I'm not the
6 only one, is that missing? Do you have it?

7 MR. DIGREGORIO: No.

8 DR. BAILEY: Did you not get it online?
9 That was added and sent online.

10 MS. AGLE: It was Emailed to us today at
11 2:27. I don't think we were given a paper copy.

12 MR. DIGREGORIO: I got other stuff but
13 not this.

14 MR. GREEN: Would you like me to run and
15 copy it?

16 DR. BAILEY: Obviously, I was told that
17 you all had this. My apologies. I was under the
18 impression that this had gone out with something I
19 looked at because of the very reasons for what it
20 stands for. Allen, you want to step up and speak to
21 this because we discussed about this was on the
22 original bid of the HVAC at Jefferson so it ties hand-
23 in-hand with trying to complete that system.

24 MR. FILLAUER: Wait. Wait. Wait. Can

1 we go ahead and get a motion, if you all feel
2 comfortable with getting a motion on the floor before
3 we have this discussion.

4 MS. RICHTER: I do.

5 MR. FILLAUER: Okay. Could I hear a
6 motion?

7 MS. RICHTER: Move for approval.

8 MS. AGLE: Second.

9 MR. THACKER: When we originally bid the
10 project for building automated controls at Jefferson
11 we included three add alternates in the event that
12 funding would be available. And through the course of
13 this summer we had a few projects come in under budget
14 allowing enough funding to do one of the alternates.
15 We chose the gymnasium due to the fact that it would
16 have the least effect on students as far as
17 interruption in classroom instruction time and the
18 fact that we can get most of the work done in the gym
19 proper prior to school starting. So, they can
20 actually get the duct work done before that starts and
21 then the unit will arrive afterwards and be installed.

22 DR. BAILEY: And when Allen came to me,
23 I mean, this really comes down, this is something that
24 will be done at some portion, gosh, in my lifetime

1 hopefully, that we'll finish with HVAC. Bruce, next
2 year you all will have cool air and proper
3 temperatures in all parts of the building. So, with
4 that being said, that's why I said let's add it and
5 thought that it had come to you in advance so you
6 would know that. So, we'll get those copies. But
7 that's what it's about. It's simply to try to get
8 this done to complete that section with dollars that
9 are available to do so.

10 MR. THACKER: Funding is from CIP.

11 MR. FILLAUER: Does anyone have a
12 question? Do we want to wait for the document?
13 What's the Board's pleasure?

14 MR. EBY: It came at 3:21 today.

15 DR. BAILEY: I thought it went out
16 yesterday, not today. We had it done before today.

17 MR. EBY: That was a different one that
18 came at 3:21 today.

19 DR. BAILEY: I know we did not talk
20 about this today; we talked about this several days
21 ago and so I know Karen got hers early this morning or
22 last week.

23 MR. THACKER: We got it in last week.

24 DR. BAILEY: I thought this was around

1 Thursday of last week that we talked.

2 MR. THACKER: It was.

3 MS. AGLE: This one came on Email Friday
4 about 1:15.

5 MR. FILLAUER: You've heard the
6 Superintendent's recommendation. Don't go away,
7 Allen. You've heard the Superintendent's
8 recommendation, and the motion is to approve the HVAC
9 and building controls for Jefferson Middle School.
10 All those in favor signify by saying aye.

(Whereupon, all members voted aye)

11 MR. FILLAUER: Opposed? Motion carries.
12 While you're up here we did receive an Email from your
13 office, Allen, which outlines the summer projects and
14 the highlights of work in progress completed by
15 Maintenance and Operations this summer, which, once
16 again, indicates that you all have not just been
17 sitting around looking at each other. There's been a
18 lot going on. And this Board appreciates again you
19 and your staff for making many of these changes which
20 improve not only the aesthetics of our system but also
21 the safety of our system in several situations as
22 well. And I just wanted to mention from the Board,
23 again, we appreciate the hard work that this staff

1 does. They're a great asset to our school system. We
2 appreciate it.

3 MR. THACKER: Thank you. Our staff
4 works very hard and we really appreciate the support
5 that we receive from the Board and the administration.

6 DR. BAILEY: You know, this past thing
7 we just voted on is that because of what Allen does
8 and works so hard and these projects coming in under
9 cost and then it frees up dollars to get the next part
10 of that CIP, because that's what it was, and then
11 having the ability, Mr. Lay and staff at Jefferson,
12 have a little air condition down in that area earlier
13 than later is, I'm sure, greatly appreciated. And
14 it's important to do those things when we can, so
15 appreciate that.

16 MR. FILLAUER: Okay. Moving next under 16
17 Items for Discussion. This is the first time that the
18 Board has had an opportunity to discuss the document
19 that Mr. DiGregorio was requested by this Chairman to
20 put together to pull us in line with a Board self-
21 evaluation document that would also be in line with
22 the new evaluation that this Board has for the
23 Superintendent. So, this is a time, as we said, for
24 any discussion. The first document that you got was a

1 take responsibility for student test results. The
2 more I think about this and the more we talked about
3 student test results the more important I think this
4 becomes for us, frankly. And it is our job as well.
5 At the last meeting I asked for, you know, input from
6 the Board members. I didn't get any, but then I
7 didn't expect any either with a long summer. Nobody
8 likes to do homework during the summer. So, it is
9 also intended that we will vote on this at the next
10 meeting, Mr. Chairman, as an item for action, yes.
11 And at that point, we'll take ownership. It is not
12 intended that this thing be written in cement even
13 after we approve this because I think after the first
14 time we use it we should tweak this and see how it
15 worked out. I would like, Mr. Chairman, usually we
16 send the results to you to tabulate and collate. This
17 first time I would like to do it, if that's okay with
18 you.

19 MR. FILLAUER: You are more than welcome
20 to do that.

21 MR. DIGREGORIO: It's not that I want to
22 take your job, please don't entertain that. I just
23 want to see if the spreadsheet and stuff works out
24 alright. I do want to ask you the question after

1 draft and, as Mr. DiGregorio said, he's basically open
2 for suggestions, critiques, etcetera. So, Dan, I'll
3 go to you first and see if there's anything in
4 particular you want to say and then we'll open it for
5 any Board member that has comments or questions on the
6 first draft of this document.

7 MR. DIGREGORIO: Basically, this
8 document is the same as the one that I gave you at the
9 last meeting. There are a couple of fine tunes in
10 there. For example, Mr. Eby questioned me last time
11 about the numbers on the evaluation and I put a big
12 thing there that says "example" this time so that no
13 one should get too confused here. It's still draft
14 one. Up at the top of the first page I have
15 identified who AA and DD and BE, KF, and JR are. I
16 should have done that the last time but I didn't think
17 that far ahead. It is intended that those numbers
18 where we put our personal evaluation be whole numbers,
19 not fractional. I can see no value in the fractional
20 numbers, truthfully. The numbers are there for
21 example just to test my spreadsheet capabilities.
22 There are eleven, ten different sections. The last
23 section is basically the one that I would consider the
24 most original of the bunch, and this is where we also

1 we've talked about percent of test score and how much
2 they count. That last section, do we want to assign a
3 percent on that or just leave it all --.

4 MR. FILLAUER: Since you pulled in that
5 last section, and I'm obviously working off of the
6 original copy that you gave us where I've got my notes
7 right here.

8 MR. DIGREGORIO: Sure. It's the same
9 thing. Although it's been tweaked a little bit and
10 it's a little prettier than the first one I gave you,
11 the guts have not changed. They're all the same.

12 MR. FILLAUER: My question is this, in
13 the section, The Board and Student Test Results, and I
14 agree wholeheartedly with your comment that the Board,
15 too, plays a role in talking ownership in achievement
16 results. Part of my, I guess, concern lies with any
17 evaluation document, which is extremely difficult to
18 put together, I applaud your willingness as I did Bob
19 and Jenny for doing that as well, the use sometimes of
20 words in evaluation give me concern to whether or not,
21 you know, where do you reach a point where you say,
22 well -- and let me deviate from that bottom section
23 for just a minute and go up to number nine right above
24 it under The Board and Instructional Program, which

1 says, "The school plan equipment and support systems
2 operate safely, efficiently, and effectively." If I'm
3 doing this evaluation, to the best of my knowledge,
4 I'm going to give that, personally, I'm going to give
5 that the highest number I can because I feel like they
6 do. Now, am I in error when I do that because they
7 could probably operate better than they do and saying,
8 you know, no one is perfect. So, if you give them a
9 five is there room for growth. That's where I have a
10 concern of, you know, when you give a rating to
11 something, at what point do you take ownership. So,
12 with that in mind, looking back at The Board and
13 Student Test Results what we're asking ourselves is as
14 a Board did we see these test results achieved. If
15 those test results as indicated were not achieved then
16 I rank this Board as a one. But that's not, in my
17 opinion, a valid assessment of what this Board has
18 done or put in place to try to make that happen. You
19 see where I'm going with that?

20 MR. DIGREGORIO: Of course. Those are 20
21 the same questions I had with the Superintendent's
22 evaluation. The answer is no, you're not wrong, but
23 you're not right.

24 MR. FILLAUER: Right.

1 citizens of this community ought to expect that we
2 have ownership of that. So, absolutely, we need to do
3 that. Let me address your first question then I think
4 I'm going to suggest something for this, which,
5 hopefully, will take care of yours. With regard to
6 "The Board provides for proper maintenance renovation
7 under construction of physical facilities," if the
8 facilities all do as expected then I think that that
9 is rated a three. If you look at that, that's
10 satisfactory. Has that exceeded any expectations?
11 I'd say no. But if Allen Thacker goes out and
12 installs these computer controls for the temperatures
13 or something like that, that's going to save the Board
14 \$50,000 or \$100,000 then I think that goes beyond to
15 the four or the five. And it is a judgment. But the
16 key is the trend. What we need to do is we need to
17 plot, and I'll take this data, Board policies,
18 training, each year we'll plot the results for 2011,
19 2012, 2013, 2014, and we want to see if that trend is
20 going up or that trend is going down. Similarly, to
21 address your questions, Keys, I think on the test
22 scores, yeah, you're either going to meet those test
23 scores or you're not going to meet those test scores.
24 And, actually, if we do all these other things, the

1 MR. DIGREGORIO: And it's a subject of
2 concern, yeah. It causes some gastric reflux when you
3 start assigning a number. Well, going back to this
4 section, number ten, let's just take a look at the
5 last one, number seven. "All four of the Board-
6 directed Superintendent ACT goals were achieved."
7 Well, if all four of them were then, you know, it's
8 probably a three or a four, right?

9 MR. FILLAUER: It would be a five to me.

10 MR. DIGREGORIO: Well, it could be a
11 five but you'd have to document that. Right? I mean,
12 you'd have to give some kind of written thing if it's
13 a five.

14 MR. FILLAUER: But my five would be here
15 are the scores and he achieved them.

16 MR. DIGREGORIO: Okay.

17 MR. EBY: Can I make a suggestion?

18 MR. FILLAUER: Yeah.

19 MR. EBY: Because we added these test
20 scores in on the Superintendent's -- and I applaud you
21 for putting them in here, I think it's, again, as you
22 say, we expect the teachers to have ownership, we
23 expect the administration to have ownership, and we
24 should expect ourselves to have ownership, and the

1 results should be the test scores, you know, we ought
2 to see student achievement go up. So, I wouldn't give
3 a one, two, three, four, five on the test scores.
4 What I would propose that we do on the test scores is
5 we make those available, you know, here's the scores,
6 here's the results and, again, you plot year after
7 year and after about three or four years you're going
8 to see if that trend is going up or going down, and
9 are we meeting the expectations of ourselves, of the
10 community, of our residents. So, I think it's great.
11 It's going to take a while to see the results but I
12 don't think, I mean, the test scores are the results.
13 That's what the State is holding us responsible for.

14 MR. FILLAUER: I certainly would feel
15 better with doing it that way.

16 MR. DIGREGORIO: Okay. You'll have to
17 go a little slower for the slow learner here. Not a
18 one, two, three, four or five on test results?

19 MR. EBY: No, you just plot --

20 MR. DIGREGORIO: No, on Section 10.

21 MR. EBY: Section 10 we give the results

22 --

23 MR. DIGREGORIO: The results of what?

24 MR. EBY: Well, you know, you're going

1 to show what the NCLB scores are, you're going to show
2 the value added scores against the goals, okay.
3 Either you met them or you didn't meet them.

4 MR. DIGREGORIO: Okay.

5 MR. EBY: And so, that is what we're
6 going to be held responsible for. If we don't meet
7 those, the State Board will come in and take the
8 schools away from us. I mean, they've said that.

9 MR. DIGREGORIO: So, what your
10 suggestion is I put what the goal is now and what it
11 should be?

12 MR. EBY: Right. 90%, 92%, and this is
13 what we have, over the next five years we've got to
14 get up to 90% from 70% and we're going to plot
15 ourselves against that goal and see if we're tracking
16 better than that, on that, or below that.

17 DR. BAILEY: And you have those State-
18 targeted goals.

19 MR. EBY: Exactly.

20 MR. DIGREGORIO: But for many of them
21 there's multiple goals and they're all different. So,
22 that's going to make that Section 10 just a wee bit
23 lengthier than what it is right now. If that's okay
24 with you, it's okay with me.

1 moved to increase the funding in the maintenance
2 department so that they could accomplish these things
3 and go above and beyond what they ordinarily do, that
4 would be an act from the Board that would be in
5 support of and would rank high in the Board's support
6 for that initiative. If, in the case of the
7 Superintendent, the Board were to direct the
8 Superintendent to do certain activities and those
9 activities increased the Superintendent's
10 accountability of scores or performance at the school
11 level, then those behaviors would be what you have
12 done that would have led to that, not the scores
13 themselves. The scores themselves are a result of
14 many factors of direct action on the part of many
15 other people. So, I'm just trying to understand how
16 in the verbiage you quote that.

17 MR. DIGREGORIO: Actually, when I put
18 this thing together what I was really looking at is
19 what our behavior was. How well did we make the goals
20 for the Superintendent to achieve. Do you understand
21 what I'm saying? If we said you got to increase 10%,
22 did we really do that correctly? I mean, is 10% a
23 reasonable, achievable goal that we set. I mean,
24 those words right there "Board-directed goals", that's

1 MR. EBY: I think it's transparent. I
2 think that's what people want to see.

3 MR. DIGREGORIO: We can just grab them
4 right off the Superintendent's evaluation and stick
5 them on here.

6 MR. EBY: Absolutely.

7 MR. FILLAUER: Exactly. I think that's
8 where I was trying to go.

9 MR. GREEN: I'm trying to understand.
10 Are you attempting to evaluate the Board's behaviors
11 that lead to the results, or are you trying to
12 evaluate the result? The example, for instance, of
13 Allen or the custodial example, if Allen puts in, goes
14 above and beyond, then the Board would rank itself
15 higher in that category. The behaviors were Allen's
16 behaviors. Are you looking to rank, there are
17 specific behaviors that the Superintendent does to
18 raise test scores. And in doing those behaviors if he
19 does those behaviors, test scores should go up. Those
20 are behaviors that you're rating that coincide with
21 the score. If you transfer that same line of thinking
22 to the Board, again, are you trying to evaluate the
23 behavior that leads to, so it would be, in Allen's
24 case, going above and beyond, if the Board secured or

1 the goals that we made for the Superintendent. Now,
2 the question is how well did we set those goals. We
3 gave him a whole long list of goals to achieve for
4 each category. The question is did we set the goals
5 correctly?

6 MR. EBY: I think the fundamental
7 question is why are we here? What are we trying to
8 accomplish? Aren't we trying to provide the students
9 with the best education opportunity they can have,
10 best education experience that they can have, right?
11 And how is that measured? We measure it through
12 several ways. We measure it through our Board
13 policies, we measure it through Superintendent
14 relationship. But, ultimately, the way it's measured
15 is, you know, by the results, are the students
16 matriculating through the school system in a
17 productive manner, getting better education, learning
18 something, and somebody has determined that learning
19 something is judged by these test results. I'm not
20 saying that is it or not but that is what the State
21 has judged that is the grade of whether they're
22 learning something or not. And so, all of this,
23 everything we do, seems to me, gets boiled down to are
24 the students progressing, learning something, as shown

1 by the test results. So, that ought to be the
2 ultimate as how, you know, that we ought to at least
3 evaluate ourselves on how the students are doing
4 against those test results because everything we do
5 should be moving toward that, should be pointed toward
6 giving them a good education experience.

7 MR. DIGREGORIO: And if we do that,
8 we'll be evaluating ourselves on how well we set those
9 goals.

10 MR. GREEN: So, the behavior that we're
11 talking about, so in the case of the teacher, we know
12 that we're grading, we're not grading the teacher's
13 test scores alone as much as their behavior to
14 influence those test scores. There are specific
15 behaviors, instructional behaviors, that lead to
16 increased test scores. There are specific principal
17 behaviors that lead to increased test scores. There
18 are specific Superintendent behaviors that lead to
19 increased test scores. I'm simply asking what are the
20 Board behaviors that lead to increased test scores
21 that we're trying to rank or evaluate.

22 MR. DIGREGORIO: That's why I say I
23 think we need to be reasonable in how we set the goals
24 to make them achievable and not something way, way out

1 said is the question that I was asking from the very
2 beginning. I just didn't have the word "behavior"
3 right there handy. My question being I agree with all
4 those things that the Board is responsible to see that
5 all of those things happen but, using that word now,
6 what is our behavior that makes those things happen in
7 the test scores. So, if you go back to your example,
8 sorry, Allen, that we're picking on you, we go back to
9 Allen over there where Mr. Eby said if the Board gave
10 him approval to do this and he came up with this plan
11 and that would be exceptional well then would the
12 Board's behavior, if Allen made that request, and we
13 said, no, we can't do that because the funding is not
14 available then would our behavior, would I rate myself
15 on that unsatisfactory?

16 MR. GREEN: Right. And setting goals is
17 one of the Board behaviors that research shows has an
18 impact on student achievement. It's one of the goals.
19 I was just asking if there were other, are there other
20 behaviors related to student achievement, specifically
21 on the test scores, that the Board is looking to
22 evaluate.

23 MR. DIGREGORIO: What Bob is suggesting
24 though, if I understand, to track this over a period

1 of line somewhere. We've already discussed some of
2 those percentage things earlier. I have some
3 difficulty with that just like I have difficulty with
4 --

5 MS. RICHTER: I'd be curious, because I
6 see what you're saying. We have certain things that
7 we control, resources, support, policy, so on and so
8 forth, but we can't affect those things the way you're
9 identifying the behaviors of the other groups unless
10 there's something that --

11 MR. GREEN: Those behaviors, though, do.
12 Those behaviors that you just began to articulate do
13 actually affect those things. The way you fund
14 support request, require inquiry into matters of
15 academic achievement. There's research on what
16 effective Boards do to impact student achievement.
17 There's a study, Robert Marzano does, District
18 Leadership that Works, it's a book, and it addresses
19 the behaviors of Boards to improve student achievement
20 and there's an effect size. There's effect size of
21 what those behaviors look like. So, I was just
22 curious as to whether we were looking at specific
23 behaviors or the act of setting a score.

24 MR. FILLAUER: I think what you've just

1 of time and then I think at that point, you know,
2 we're in a better position because this will be the
3 first time. Right? This will be a baseline-type
4 thing for us if we did this. It ain't been done
5 before, right?

6 DR. BAILEY: Absolutely. As a matter of
7 fact, in Bob's comment, and yours, a behavior of just
8 articulating that the Board is putting value and
9 emphasis on student achievement is a behavior that
10 some Boards don't do. Is that we do expect the
11 primary mission to be student achievement.

12 MR. DIGREGORIO: So, if we take any one
13 of these and the answer, you know, fails because we
14 didn't meet the goals then what do we need to do to
15 help the Superintendent achieve that goal.

16 DR. BAILEY: That's where you get into,
17 that's the purpose of evaluation.

18 MR. DIGREGORIO: And I think that's the
19 whole purpose of evaluation. This is where I was
20 coming from. I mean, I was looking at it not
21 necessarily for test scores, I was looking did we set
22 the goal properly for the Superintendent. If we
23 didn't, why not? Or if the goal wasn't reached, why
24 not. Nothing to do with teacher evaluation.

1 DR. BAILEY: Well, see, whether it be
2 your evaluation as a Board or mine as Superintendent,
3 that's where you get into the discussion and dialogue.
4 We met three of the four. What types of things do we
5 believe impacted not meeting that as we look at
6 trends. Because there may be a decision that I didn't
7 put forth to you that would have weighed heavily.
8 I'll give an example. We spoke very loud and clearly
9 a year or so ago about the reorganization of some
10 curriculum specialists and that was a behavior and
11 that was a recommendation we needed in order to
12 effectuate some change. And a few others that, quite
13 frankly, I think we need to do something with summer
14 school in the future. I mean, we need to look at gaps
15 in students' learning and I think our whole summer
16 school needs to take on a whole different direction.
17 But those are things that when we say, well, why are
18 we thinking that this is not achievable. There's one
19 thing that I think you've done in my evaluation and in
20 your own evaluation that I think is critical, and it's
21 not about fives and fours and threes, it's about
22 understanding the purpose of the evaluation. Is that
23 you've added in mine and yours that if you give a five
24 it requires supporting documentation. Anything you

1 newspaper "Oak Ridge Board of Education gives
2 themselves an evaluation of 4.6 out of 5." Well, for
3 those over there reading that they say, well, they
4 just think they're doing everything wonderful. And
5 that's not a good reading. Now we're going to have
6 something that will tell us that reading and where we
7 need to go here, either low because we're low or high
8 because we're high, and we've documented it. That
9 word is the strength in both of those evaluations, I
10 think.
11 DR. BAILEY: And it gets at the heart of
12 evaluation. If it's truly designed to improve, then
13 it moves in the direction of looking where are we
14 headed and why and then try to figure out what
15 strategies are best to accomplish that. I tell you it
16 helps me as Superintendent having that kind of
17 dialogue.
18 MR. FILLAUER: Any other comments?
19 MR. DIGREGORIO: I'm all ears, folks.
20 MR. FILLAUER: Well, my suggestion would
21 be is we've looked at this, had this discussion, and
22 it seems we're moving, I think, in the right
23 direction. I would strongly recommend between now and
24 not the day before of our next meeting but if you have

1 give, whether it's me or you, is going to be based on
2 what knowledge you have or don't have. And so, if
3 you're going to give a five, then there's got to be
4 some supporting documentation, as well as a one. And
5 then from there, I even believe the twos and the fours
6 and the threes take some degree of knowledge in order
7 to make some basis. Otherwise, it's just, well, I
8 think we're doing this. And so, it does require, I
9 think, through our discussion, through our meetings,
10 through all the things we know that we see and done,
11 like that report you got on what was done in the
12 summer in maintenance. I didn't know that Allen
13 accomplished all that until he sent it to me this
14 afternoon. I knew most of it but not all of that.
15 And you all didn't know that. See, so, that's
16 information.

17 MR. FILLAUER: I think the evaluation in
18 the first place is for those who are being evaluated
19 to bring forth a discussion, just as you said, to see
20 where their strengths and weaknesses are.

21 DR. BAILEY: Absolutely.

22 MR. FILLAUER: And that's where I think
23 your evaluation and our evaluation is going to be more
24 valuable instead of seeing the headline in the

1 suggestions or comments you want to send to Dan and he
2 can incorporate those as he sees fit, come back with a
3 document for our approval at the next meeting.

4 MR. DIGREGORIO: I will take, if
5 everybody concurs, I will take what Bob said about the
6 Section 10 and scratch out the one about one, two,
7 three, four, and five on that and just put what the
8 goal was, what the goal is expected to be, and I may
9 have to stretch it out a little bit because it will
10 involve several categories on that, which is not a
11 problem. Do I hear a yes from my colleagues on this?

12 MR. FILLAUER: I think that's a yes.

13 MR. DIGREGORIO: Okay. And if you have
14 any additional questions or comments, send them to me.

15 MR. FILLAUER: Thank you for your work
16 on this.

17 MR. DIGREGORIO: Thank you.

18 MR. FILLAUER: It's very appreciated.
19 Items for Information, I want to go through these kind
20 of reverse order if the Board doesn't object. Item A
21 is setting the time for a Board retreat and Item B is
22 the 45-15 calendar document, which each of you should
23 have in your hands. In some previous discussion we've
24 had we need to decide where we are with this calendar

1 comparison document of the 45-15 calendar and if we
2 want to, how we want to proceed with this document,
3 whether we want to have a work session specifically
4 directed toward dealing with this document or whether
5 we want to have our Board retreat and make this part
6 of the retreat. So, thinking we have one Board
7 retreat of which this document is a part of, or do we
8 make it separate and have a work session and then a
9 Board retreat. So, I'm going to kind of combine that
10 in a discussion right here, the Board retreat, the
11 45-15 calendar, and a work session. So, I'd like to
12 hear comments from the Board. Ms. Agle.

13 MS. AGLE: I think that our Board
14 retreat is usually pretty cram-packed with
15 information. So, I would think that a separate work
16 session might be appropriate for this.

17 MR. FILLAUER: Mr. Eby,

18 MR. EBY: I agree with Ms. Agle. First,
19 let me thank Mr. Green. There's a lot of good
20 information in here. I've spent a lot of time reading
21 through it and I think it warrants a separate session.
22 In the Board retreat we always, things take longer and
23 we get crunched, and we don't want to crunch this.

24 MR. GREEN: Mr. Chairman, if you would,

1 as a Board write this information down, you did not
2 receive this in, and I thought we were going to have a
3 little bit more of a discussion today so I was
4 prepared to tell you, but you have a number of
5 sections divided by green sheets in that document.
6 The first section is a brief overview of year round
7 education. The second section deals with pros and
8 cons of the movement and it addresses that there are
9 two schools of thought in the movement. There's the
10 pro year round schooling done by the National
11 Association of Year Round Education. And then there
12 is a counter movement that is a group called Save our
13 Summers. And they're both very politically active and
14 so there is some information from both of those
15 groups, and I tried to give that information to you in
16 a balanced way.

17 MR. EBY: Let me mention one thing, and
18 I know we don't want to get into it, but there's also
19 two kinds of year rounds. There's multi-track and
20 single track and I think we've got to be real careful
21 about taking the pros and the cons of the multi-track
22 and applying them to the single track and visa versa.

23 MR. GREEN: Yeah, we're only addressing,
24 I let you know there's a multi-track but we're only

1 addressing single track in our comparison.

2 MR. EBY: Exactly.

3 MR. GREEN: But just so that you got the
4 full picture of all that is out there. The next
5 section deals with the multiple debates that are time,
6 summer loss, and accountability in the session. And
7 then you get a whole section on different districts
8 and their experiences. And then you're going to get
9 the California experience. That's in there because
10 they're the largest. They have the highest number of
11 year round schools in the country. And so, they are
12 often a study for that. And then the last part deals
13 with student achievement and the cost. So, just so
14 that you know how that's organized. I'll send you
15 that in an Email just so that you can tab those. And,
16 no, I didn't want you to just kind of think they were
17 just randomly thrown together.

18 MR. EBY: Mr. Chairman.

19 MR. FILLAUER: Ms. Richter, did you have
20 -- no. Sorry. Okay. Mr. Eby.

21 MR. EBY: Yeah, and if we're going to
22 have a discussion on this, and this is a lot of good
23 information, but we have a lot of great information in
24 our own school systems because we have two 45-15

1 schools. So, we need to be sure to get input from
2 that, as well as from the regular school year. So,
3 again, I would like to see input from teachers and
4 from those who've experienced it and not experienced
5 it because I think there's as much good information
6 there that's valuable to us as there is here.

7 MR. GREEN: Yes. And I want to make
8 sure I'm clear on my directive as well. As I
9 understood it, I was preparing information still at
10 the point where you were deciding whether or not you
11 were going to go full blown in a study or in a
12 research in which case we will pull a tremendous
13 amount of information, both inside the district and
14 outside the district. So, I hope I didn't undershoot
15 in providing information and not providing enough.

16 MR. EBY: I think just, I guess my
17 feeling is is to make that decision we ought to get,
18 you've given us a lot of information. We ought to at
19 least have some information about internal things.

20 MR. FILLAUER: Any other comments?
21 Well, let's proceed with calendars that are just wide
22 open, I'm sure. Do we want to, which is first in
23 priority here? To have dates set for a retreat or a
24 date set for the work session on this item? Retreat

1 first?
 2 MR. EBY: You can do whatever you want
 3 to do. I'm really, you know, and we've been talking
 4 about this for a year and I just hate to keep on
 5 putting it off and off and off and off. I would like
 6 to, I want to be sure that we get this discussion in
 7 at some point in time. I think we owe it to
 8 everybody.
 9 MR. FILLAUER: Do I hear anybody wants
 10 to just jump right up and make a suggestion of a date?
 11 MR. EBY: We're having a Board meeting
 12 on the 29th, or on the 22nd. We had one of them and
 13 it got changed. I was just wondering if we could have
 14 the other Monday. The 29th is the Board meeting.
 15 Could we have the work session on the 22nd?
 16 DR. BAILEY: What was that, Bob? 22nd?
 17 MR. EBY: 22nd, Monday night.
 18 MR. FILLAUER: Okay.
 19 MR. EBY: 5:30 or something and just go
 20 ou from there. 6:00, okay.
 21 DR. BAILEY: And that meeting is
 22 specifically on the 45-15?
 23 MR. FILLAUER: Yes, just on that alone.
 24 DR. BAILEY: Okay.

1 anything liued up yet?
 2 MR. FILLAUER: No. Okay. How about the 2
 3 21st?
 4 MR. EBY: I'm out that whole week.
 5 MR. FILLAUER: Okay. How about the 12th
 6 of October? I have two goods coming this way.
 7 MR. DIGREGORIO: We have a meeting on
 8 the 13th?
 9 MR. FILLAUER: Of October?
 10 MR. EBY: We have a meeting on the 17th
 11 and I'm going to miss that meeting unless we change
 12 that.
 13 MR. FILLAUER: The retreat, 8:00 a.m.
 14 One thing I will mention just for your thinking, Dr.
 15 Bailey, here as we begin thinking of items and other
 16 Board members if they have particular items. I did
 17 have a meeting with Thom Mason in regard to the
 18 Education Foundation and would like to include a
 19 segment of that retreat to have some of their members
 20 come and talk with the Board about our relationship
 21 and interaction and how we can work together on our
 22 needs. And I'll also mention this, had a couple of
 23 City Council members express an interest in us getting
 24 together to have some type of dialogue, I don't know

1 MR. FILLAUER: Okay. What about a
 2 recommendation for a date for our retreat?
 3 MS. AGLE: Is that a whole day? Half
 4 day?
 5 MR. EBY: Oh, wait, I can't do it on the
 6 22nd.
 7 MR. FILLAUER: Good, that's when we'll
 8 meet. Okay, so, the 22nd is out.
 9 MR. EBY: Sorry.
 10 MR. FILLAUER: That's alright.
 11 MR. EBY: How about the 24th?
 12 MR. FILLAUER: The 24th is okay with me.
 13 Okay with everybody else? Dr. Bailey? 5:30?
 14 Earlier? 5:00.
 15 DR. BAILEY: 5:00.
 16 MR. FILLAUER: I should start writing
 17 this in peucil. Okay. Now, back to the retreat. Let
 18 me just throw a date out to get us started. How
 19 about, we've usually tried to stick with a Wednesday
 20 morning on that. How about September the 14th?
 21 MR. DIGREGORIO: What is the purpose of
 22 the retreat? Several?
 23 MR. FILLAUER: Several.
 24 MR. DIGREGORIO: Okay. We don't have

1 if that's something we'd want to do, maybe with a
 2 committee representing City Council to come in at that
 3 same time. That's just something we could think
 4 about. But I have had two council members express
 5 that interest and I said I would pass that along to
 6 you and to the Board as we looked at building our
 7 retreat as a possibility.
 8 MR. EBY: Is the retreat all day, half
 9 day, what?
 10 MR. FILLAUER: We've usually gone, we've
 11 usually met, had lunch, and gone til like 2:00 is what
 12 we've done in the past. We can kind of work on that
 13 same. Okay. We'll hope nothing happens between now
 14 and then that would change that.
 15 MR. EBY: Could we look at the Board
 16 meeting on the 17th?
 17 MS. RICHTER: I may be out of town that
 18 night, too.
 19 MR. EBY: Yeah, I'm coming back from
 20 Cleveland that day.
 21 MR. FILLAUER: The 24th is schools are
 22 out on fall break. I don't think we want to interfere
 23 with that. And then we're into November.
 24 MR. EBY: I can do it Wednesday the

1 19th.
 2 MR. FILLAUER: I'm in Nashville on
 3 Wednesday and Thursday of that week. We've got
 4 another meeting. Let's give that some thought and
 5 kind of look before we do that.
 6 MR. EBY: If we're all going to be here
 7 on the 12th for the retreat, maybe we could have the
 8 Board meeting following that.
 9 MR. FILLAUER: I'm not sure my brain
 10 could take both of those.
 11 MR. DIGREGORIO: We've done it before.
 12 MR. EBY: The 17th I'm out of town.
 13 MR. FILLAUER: We have two possibilities
 14 that are going to be gone on the 17th. Well, let's
 15 leave that and pursue some possibilities at our next
 16 meeting. Okay. Ms. Richter attended the Tennessee
 17 School Board Association Summer Law Conference. In
 18 conversation we were having earlier, some information
 19 that she has may be something that would fit into our
 20 discussion at the retreat or a section at the retreat.
 21 So, we'll turn that over to her.
 22 MS. RICHTER: It was a conference worth
 23 going to this year. Dr. Henderson and I sat and tried
 24 to hear everything that they were talking about

1 year. There was a lot of discussion about
 2 collaborative conferencing, which is the new way of
 3 saying collective bargaining. The information that we
 4 were provided at the conference said that even if our
 5 districts do not engage in collective bargaining in
 6 the past or, therefore, collaborative conferencing in
 7 the future we, as Board members, will be required to
 8 attend information sessions about collaborative
 9 conferencing. So, keep your antenna up. I think
 10 that's what the first program was supposed to have
 11 been about that didn't really work out all that well,
 12 August 5th, that TSBA members had been invited to
 13 listen to. What we were told at this conference is
 14 that they are supposed to have a collaborative
 15 conferencing session set up for school board members.
 16 We have to undergo training by July 1st, 2012, but
 17 they will not have the training developed or available
 18 until some time this January. So, keep your ears open
 19 and if you're heard anything different, Keys, in
 20 attending the TSBA Board Sessions, let us know. A few
 21 other things that they spotted for us, they said that
 22 three big issues that they see coming up in the State
 23 next year, continued discussion about elected
 24 Superintendents, vouchers, and school start dates were

1 because there have been so many changes this last year
 2 with some of the legislation that passed in State
 3 government, some of the changes in teacher
 4 evaluations, tenure laws, so on and so forth. But,
 5 specifically, for the Board purposes there were a few
 6 things that I thought that we ought to all be aware
 7 of. There are several policies that we are going to
 8 need to work on, including we need to develop a
 9 service animal policy. We had quite a bit of
 10 discussion about that with Knox County people and
 11 they've got one that they said we ought to take a look
 12 at and possibly develop ours from theirs. Another
 13 policy that came up, there have been some, the law has
 14 been clarified and put into statute regarding at-will
 15 employees in the school system. And one of the things
 16 that we need to be sure that our system is providing
 17 is a process for ensuring that we have due process
 18 available to those at-will employees if we elect to
 19 have them as year-by-year employees as most at-will
 20 employees tend to be. We are required to be sure to
 21 have a good set of procedures in place to make sure
 22 that they're treated fairly in that time period in the
 23 event of any kind of disciplinary action or
 24 termination. So, this is something that's new this

1 the three things that they kind of pinpointed as being
 2 hot topics still. A couple things that I wrote down
 3 because I thought the discussion, it was one of those
 4 discussions that you're just sitting there thinking do
 5 people really do that. And I wrote number five, don't
 6 do strip searches. Some Boards have policies that
 7 allow administration to do strip searches of students.
 8 And all I could think of when I heard that discussion
 9 was just don't do it.
 10 DR. BAILEY: Just don't do it.
 11 MS. RICHTER: Don't think about it.
 12 Don't ever even approach it. Just don't do strip
 13 searches. They spent some time going over cases that
 14 had run amuck, I guess you could say, and we don't
 15 want to get involved in that. There were a couple of
 16 other things that came up, and I would be happy to
 17 share them with anybody. One thing that we as Board
 18 members need to know a little bit more about, I think,
 19 I didn't know much about it until I heard it here, is
 20 how very much the evaluation process is changing for
 21 our teachers. It's just incredible. The doing of the
 22 evaluations is going to be an incredible undertaking.
 23 The results of the evaluations will be very difficult
 24 to get used to. As I understand it, there are even

1 parameters that we are required to follow in terms of
 2 how many people can receive excellent evaluations. It
 3 almost sounded, and I think I said this to Dr.
 4 Henderson, sounded like a perfect Bell curve. There
 5 will be a small number of people up here getting
 6 fives, if that were your scale, most people will be in
 7 the middle, and then some will be at the bottom, and
 8 it's pretty much dictated to us. So, it's going to
 9 be, and those evaluations, to get tenure in the future
 10 the evaluations are very much tied to tenure. You
 11 have to have two years, after you qualify for
 12 consideration of tenure you have to have two years of
 13 fours or fives in your evaluation process. And the
 14 demands on our administration, our administrators in
 15 the buildings, I think, is going to be incredible,
 16 too, because the numbers of reviews that you have to
 17 do. So, as Board members I think it's going to be our
 18 responsibility to understand that because when they
 19 start talking about it, if we are not aware of what's
 20 going on, we'll be lost and we will not have a good
 21 concept of what they're dealing with in the buildings.
 22 It's going to be some undertaking. So, that's just
 23 kind of a smattering. It was worth going to this
 24 year, I'm glad to say.

1 MR. DIGREGORIO: This is probably not
 2 the time, but for a teacher evaluation, how much does
 3 the end-of-course test count?
 4 DR. BAILEY: (Inaudible)
 5 MR. DIGREGORIO: Fifty percent.
 6 MR. FILLAUER: Just don't try to figure
 7 it out. Okay. Any old business? New business?
 8 Communications?
 9 DR. BAILEY: Just bring to your
 10 attention, there was a resolution, and Ken's printing
 11 that off now, that came to my attention that, you
 12 know, the Commissioner and the Governor have asked
 13 for, not an appeal, but a grace period, if you will.
 14 UNKNOWN: Waiver.
 15 MR. FILLAUER: Waiver.
 16 DR. BAILEY: Waiver. Thank you. I was
 17 looking for the word. A waiver for the actual
 18 reauthorization and the testing. And it really speaks
 19 to the fact that some school systems, and I'll share
 20 with you if I may, I'll pass this down, is that a
 21 resolution from Williamson County and superintendent
 22 there and the Board took some action. And I want to
 23 be careful that, you know, we have been very
 24 outspoken, I know I have, in terms of some of the

1 DR. BAILEY: Glad to hear what you
 2 mentioned on the at-will employees because the hearing
 3 requirement of the Bailey Law changed. But it still
 4 doesn't mean that you shouldn't have a process. And
 5 one of the things that, you know, our Code of Conduct
 6 and behavior that we took a look at was looking at the
 7 language in that because this law has changed. And
 8 that book, just like the Code of Conduct for Students,
 9 will also change to reflect that.
 10 MR. FILLAUER: Ms. Agle.
 11 MS. AGLE: The Thursday before the
 12 Summer Law Conference I attended the TLN Legislative
 13 Conference. And I don't want to cover the whole thing
 14 but Senator Jim Tracey was there and he said something
 15 that surprised me, enough that I went up and spoke
 16 with him afterward to confirm that I'd really heard
 17 what I thought he said. And what he said was with the
 18 new tenure change that goes from three years to five
 19 years another thing they changed was that at the end
 20 of five years if the teacher is not granted tenure,
 21 that they can be retained for the next year. And that
 22 is a significant change because before at three years
 23 you had to decide either you're tenured or you're
 24 gone. He said it was indefinite.

1 characteristics of No Child Left Behind. The primary
 2 thing, it's not funded. The second thing is the
 3 punishment emphasis on it. And the second, quite
 4 frankly, if you look at some of the variables of
 5 saying that all students at all levels pass the same
 6 test, and I'm especially concerned about that
 7 requirement as it pertains to special education
 8 students. Maybe not tonight, but at least if the
 9 Board would take a look at this, a resolution of the
 10 Williamson County Board of Education supporting the
 11 appeal or modification of the No Child Left Behind Act
 12 of 2001. And there is tremendous debate right now
 13 among all parties. So, this is not a Republican or a
 14 Democratic issue. But this speaks, I think, to the
 15 fact that No Child Left Behind legislation was not
 16 from its inception has never been fully funded,
 17 whereas. So, there's some really key points that I
 18 think that this resolution hits home and, therefore,
 19 be it resolved that Williamson County Board of
 20 Education supports the July 29th waiver request of
 21 Tennessee Governor Haslam and Commissioner Huffman and
 22 supports modification or repeal of No Child Left
 23 Behind-related legislation so that the measure of
 24 school performance can be more reasonably related to

1 the potential of each student and more focused on
2 student growth rather than an impossible standard that
3 not every child can reach. And I particularly like
4 Mike's letter that he wrote to President Barack Obama.
5 I'm not going to read it to you tonight. But I think
6 he really hits at the heart of the things that this
7 Board and a lot of us in education have talked about.
8 So, I share that with you just for information and for
9 consideration for future support or our own action if
10 you'd like.

11 MR. DIGREGORIO: I thought I'd read
12 something in The Oak Ridger tonight that it's a done
13 deal, that the President is going to grant the waiver.
14 True or false? I think I sent you that link.

15 MS. AGLE: It was announced today that
16 they will develop a waiver process and that they will
17 work with states to be helpful in granting waivers.
18 It's not yet announced that Tennessee will get it but
19 it certainly looks optimistic.

20 MR. DIGREGORIO: Oh, each state is doing
21 it state by state?

22 DR. BAILEY: Yes. And I'm going to tell
23 you that the information that Governor Haslam and
24 Commissioner Huffman sent, I mean, very detailed and

1 well written. So, it's, you know, a fairly lengthy
2 document, but that has moved forward to request that
3 waiver. And, again, because of the high standards
4 that Tennessee has set and being in a position to deal
5 with that aspect as well.

6 MR. DIGREGORIO: But this also goes back
7 to our earlier discussion. When we start setting
8 goals for the Superintendent to achieve, you know, we
9 should make sure that they're achievable goals without
10 setting a standard that is an impossible-type goal
11 because it affects us, it affects everybody on this.

12 DR. BAILEY: But, you know, I really
13 believe that what you heard this morning and what
14 we're focusing our attention on is the process of
15 students learning and achievement. And teaching to a
16 curriculum that is set and then identifying through
17 data exactly what those gaps are and the interventions
18 that can be used to address, you know, instruction so
19 that all kids can improve and have something that is
20 tangible from that perspective. But looking at the
21 elements of No Child Left Behind, and I don't want to
22 confuse those two issues because they're two separate
23 issues really, and because there's a motive behind one
24 and the other one that motive I don't like. The

1 motive in terms of looking at accountability and
2 holding us accountable for student achievement and
3 attacking the actual emphasis of how we teach and how
4 we analyze what we do in the achievement process I
5 think is critical. And I think you heard that
6 addressed today very well. And our teachers and
7 staff, and if we really get to the heart of creating a
8 professional learning community that addresses asking
9 the questions of all of us as a team, how can we
10 really improve and impact learning, I think we'll see
11 us do a better job for children. And that part I
12 don't want to dismiss. I think we need to concentrate
13 on that.

14 MR. FILLAUER: Alright. Thank each of
15 you, and those who came tonight, thank you for being
16 here. We're adjourned.

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W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Thomas E. Bailey

Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

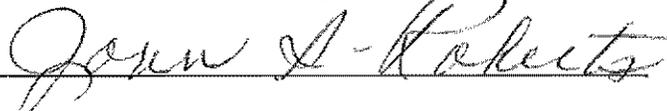
9/26/11

Date Approved

C E R T I F I C A T E

I, Joan S. Roberts, Notary Public at Large for the State of Tennessee, and Licensed Court Reporter do hereby acknowledge that the foregoing 105 pages are a true and correct transcript of the proceedings taken by me in this cause on the 8th day of August, 2011.

This the 21st day of September, 2011.

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

Joan S. Roberts, Court Reporter