

TRANSCRIPT OF PROCEEDINGS

OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - JANUARY 23, 2012

7:00 p.m.

BOARD MEMBERS

MR. W. KEYS FILLAUER, CHAIRMAN

MS. ANGI AGLE

MR. DAN DIGREGORIO

MR. ROBERT EBY

MS. JENNIFER RICHTER

ALSO PRESENT:

DR. THOMAS BAILEY, SUPERINTENDENT OF SCHOOLS (ABSENT)

MR. KEN GREEN, ASSISTANT SUPERINTENDENT OF SCHOOLS

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT
SERVICES (ABSENT)

JOAN S. ROBERTS - COURT REPORTER

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1 MR. FILLAUER: I'd like to call to order
2 the regular meeting of the Oak Ridge Board of
3 Education. First item on the agenda is the meeting of
4 the Committee of the Whole, which I'll call to order
5 at this time. And I'll turn over to Mr. Green to
6 introduce our guests for this evening.

7 MR. GREEN: Thank you. Our program
8 today is from Oak Ridge High School, the Oak Ridge
9 High School ensemble. And I would like to ask Dr.
10 Goins if he would come forward to recognize and
11 introduce his group.

12 DR. GOINS: Good evening, Board of
13 Education. Tonight we have the distinct pleasure of
14 listening to the Oak Ridge High School chorus program
15 under the direction of Ms. Amanda Ragan. At this
16 time, I'd like to turn the program over to Ms. Ragan
17 and her wonderful students as they present this
18 evening. Ms. Ragan.

19 (Whereupon, the Pledge of
20 Allegiance was recited)

21 (Whereupon, the ORHS chorus
22 performed.)

23 MR. FILLAUER: And before you leave, I
24 would just personally like to say, if you're just

1 MR. EBY: So move.

2 MS. AGLE: Second.

3 MR. FILLAUER: All those in favor of
4 approving the agenda signify by saying aye.

5 (Whereupon, all members voted aye)

6 MR. FILLAUER: Opposed? Motion carries.
7 Next item under Special Report/Presentation, we'll
8 start with our Good News segment. Mr. Eby.

9 MR. EBY: Yes, Mr. Chairman. My good
10 news today comes from Robertsville Middle School. Ben
11 Carlson was the essay contest winner for the Patriots
12 Pen Essay Writing Contest sponsored by the Veterans of
13 Foreign Affairs. He was presented with a \$100 prize
14 and the topic this year for grades 6 through 8 was
15 "Are You Proud of Your Country." As a local winner,
16 Ben is now in district judging with the possibility of
17 moving on to the State and National levels. He's the
18 son of Don and Rachel Carlson and language art
19 students of Julie Kinder. And that is great news.

20 MR. FILLAUER: Thank you. Ms. Agle.

21 MS. AGLE: From Linden; Linden
22 Elementary had a ribbon cutting on December 7th to
23 officially open their brand new amphitheater. The
24 project was a cooperative effort between the Linden

1 working on that to be perfected, I can hardly wait to
2 hear it when it is perfected. Well, that was
3 fantastic. I think maybe this is the second or third
4 time you have been here representing Oak Ridge High
5 School and, personally, I always look forward to you
6 all being here. Outstanding. And we very much
7 appreciate it. Next under Committee of the Whole is
8 the Public Forum. The Public Forum is for anyone in
9 the audience who would like to address the Board on a
10 topic that is not on the Board agenda. The Board does
11 not take action at this time but may have questions
12 and then may direct the Superintendent to provide
13 additional information or direct you to the
14 appropriate staff member. If you choose to speak,
15 please, sign your name and address at the podium and
16 then state your name and address. You will have three
17 minutes to speak. Is there anyone who wishes to
18 address the Board at this time?

19 Seeing no one, I will adjourn the Committee
20 of the Whole and call to order our regular meeting.

21 First item on that agenda is the approval of
22 the agenda. Are there any corrections or additions to
23 the agenda? If not, I will entertain a motion for
24 approval.

1 PIA and community supporters. A permanent plaque has
2 been installed on the amphitheater to recognize all
3 who contributed. The venue seats approximately 220
4 students. Also, from Linden, 4th grade teacher,
5 Denise Parton, was selected as the WBIR Teacher of the
6 Week for the week of January 16th. From Robertsville,
7 Robertsville students and staff raised over \$1,800 for
8 angel tree children with the help of an organization,
9 Last Turn Advantage, Inc., which contributed \$650.
10 This money provided Christmas gifts for 25 Oak Ridge
11 children. This has been an ongoing Robertsville
12 Student Council project for 14 years.

13 MR. FILLAUER: Later on on our agenda
14 we'll be hearing from Mr. Blair King, who is the
15 coordinator of the Oak Ridge Schools Coordinated
16 Schools Health Program, and he'll be providing us with
17 some information about Tennessee School Board
18 Association Healthier Schools Challenge. But my good
19 news surrounds Mr. King, who recently was recognized
20 by the Safe Kids of the Greater Knoxville Area
21 Program, which is a part of the East Tennessee
22 Children's Hospital. And Blair was selected as the
23 Safe Kids Hero Award for the year. So,
24 congratulations to Blair, who is here in our audience.

1 Ms. Richter.
 2 MS. RICHTER: My good news has to do
 3 with something that started many, many years ago but
 4 was brought to fruition this evening. We had a
 5 ceremony down at the high school at 5:00 for a ground
 6 breaking ceremony to get the process started to build
 7 the new concessions area, the restrooms, a new
 8 entryway into the soccer complex, which was all part
 9 of the original high school project. Unfortunately,
 10 it was one of those things that was value engineered
 11 out at one point. And many of us wanted to cling to
 12 it. It's through the hard work of many boosters, Dr.
 13 Bailey, and Pro2Serve, who has been an excellent
 14 supporter of the Oak Ridge Schools. And thanks to all
 15 of those individuals, we have a field that is in great
 16 shape and we are about to have a wonderful new
 17 structure there that I think families will enjoy in
 18 Oak Ridge for years and years to come.
 19 MR. FILLAUER: Thank you. Mr.
 20 DiGregorio.
 21 MR. DIGREGORIO: Weighing in at a
 22 whopping healthy 8 lbs, 4 oz., born at 1:38 a.m.
 23 today, Katherine Bailey Lassell, proud grandparent,
 24 Dr. Thomas E. Bailey. Congratulations to Tom and his

1 extended family.
 2 MR. FILLAUER: And that is good news in
 3 the Oak Ridge Schools. Next item on the agenda under
 4 Special Report/Presentation. Mr. Green.
 5 MR. GREEN: Thank you, Mr. Chairman. In
 6 recognition of School Board Appreciation Week I would
 7 like to read the following proclamation from our
 8 Governor: "Whereas, an excellent public education
 9 system is vital to the quality of life of our
 10 communities and to the economic development of our
 11 state; and whereas, school board members represent a
 12 tremendous resource as local decision makers
 13 diligently working to meet the challenges of a dynamic
 14 world while ensuring that every child receives the
 15 services needed for a quality education; and whereas,
 16 school board members recognize the importance of
 17 educational reform and accept the responsibilities
 18 involved with implementing such initiatives as the
 19 Tennessee Diploma Project and First to the Top Act;
 20 and whereas, the men and women of our local school
 21 boards are elected by the people and deserve
 22 recognition and thanks for their countless hours of
 23 service to the public education in Tennessee. Now,
 24 therefore, I, Bill Haslam, Governor of the State of

1 Tennessee, do hereby proclaim the week of January 22nd
 2 through the 28th, 2012 as School Board Appreciation
 3 Week in Tennessee and encourage all citizens to join
 4 me in this worthy observance."
 5 MR. FILLAUER: Thank you very much.
 6 Next item is the Consent Agenda. Do I hear a motion?
 7 MS. AGLE: Move for approval.
 8 MR. DIGREGORIO: Second.
 9 MR. FILLAUER: Any discussion? All
 10 those in favor of approving the Consent Agenda signify
 11 by saying aye.
 12 (Whereupon, all members voted aye)
 13 MR. FILLAUER: Opposed? Motion carries.
 14 Next item on the agenda under Items for Action,
 15 Business, approval of Woodland Elementary School
 16 structural repairs. Mr. Green.
 17 MR. GREEN: Mr. Chairman, the
 18 Superintendent recommends the approval to pursue bids
 19 to complete structural repairs at Woodland Elementary
 20 at an amount not to exceed \$689,282.
 21 MR. FILLAUER: You've heard the
 22 recommendation. Do I hear a motion?
 23 MR. DIGREGORIO: Move for approval.
 24 MR. EBY: Second.

1 MR. FILLAUER: Mr. Green.
 2 MR. GREEN: Yes. After the school staff
 3 secure competitive bids to complete the repairs as
 4 detailed in the attached, the recommended bid will be
 5 presented to the Board of Education for approval and
 6 further submitted to the City Council for payment as
 7 an emergency capital repair project. Because the
 8 repairs are structural in nature the project is
 9 considered necessary with regard to health and safety
 10 precautions. These expenditures cannot be absorbed
 11 into the school's annual Capital Improvement Plan
 12 beyond the original \$40,000 to begin the project and
 13 the roofing cost at \$545,872.
 14 MR. FILLAUER: I know -- Allen, do you
 15 want to follow up on that with some comments before I
 16 open to the Board. And I know we have representatives
 17 here also that can discuss where we are at this point
 18 and where we need to get to.
 19 MR. THACKER: Unfortunately, we're
 20 having a little technical difficulties with the
 21 preview, although we sent it to you guys
 22 electronically, so you're actually looking at the
 23 structural issues, so we're not able to get them up on
 24 the screen tonight. However, what we discovered when

1 we first set out on this project was we had the
 2 initial, if you recall, the library area had suffered
 3 a structural shift that we had a very strong concern
 4 about its structural integrity. So, we closed that
 5 area off and contacted a structural engineer. And
 6 upon their initial scope of work they began looking
 7 and we brought in an architectural firm as well to
 8 look at the whole structure. Upon the initial look,
 9 what we're having to deal with was the library, the
 10 settlement of the slab in three classrooms, the
 11 movement of brick along the rear of the building, and
 12 the settlement of the slab in the kindergarten
 13 classroom. We did several borings, test borings, to
 14 determine whether we had sinkholes, and what we found
 15 was soils with high plasticity, or they were very
 16 elastic in that they would shrink and swell, and this
 17 was causing movement of the building. Along that
 18 route, we discovered that there were three other areas
 19 that needed to be addressed and we brought the team
 20 back to look at those. And that was the cafeteria
 21 area. There is a storage room and the exterior wall
 22 in that has moved quite a bit and was in very poor
 23 shape. There was a room in the fourth grade area that
 24 the slab had settled and also the corner of the old

1 cafeteria, which is now the art room, had also
 2 settled. With that settlement issue there and looking
 3 at the brick shifting on the front side of the
 4 building as well, the architectural team came back
 5 with an updated revised scope of work of what we
 6 believe needs to be done to this building to correct
 7 issues that are structurally questionable. And we
 8 have a concern that long term avoidance of doing this
 9 work could eventually play a hazard to students. In
 10 the meantime, the maintenance department has come
 11 along and removed areas of brick over doorways and put
 12 some metal over that to shed the water so that we
 13 wouldn't have a safety issue with students entering
 14 and exiting the building. I believe we have Red Chair
 15 Architectural with us today, and I think that they'll
 16 be able to give us a little bit better sight. And I
 17 think Mr. Green is getting us a projector so we can
 18 actually look at the photos up here.

19 MR. SUTLIFF: Good evening. I'm Mickey
 20 Sutliff with Red Chair Architects, and I worked
 21 alongside Ken Griffin with Carpenter and Wright
 22 Engineering to do the evaluation on the building in
 23 our original scope of work to look at these areas that
 24 Mr. Thacker just spoke to. While he is getting those

1 together, as we reviewed those conditions, as he said,
 2 we came to see where the brick was falling off where
 3 the slabs had been depressed, some up to two inches in
 4 those classroom areas over time. And he brought us
 5 back out there and we walked the building and were
 6 looking at other areas as well that he mentioned in
 7 seeing that the conditions on the west side, which is
 8 where the brick currently is showing the most amount
 9 of damage and where they have actually pulled the
 10 brick from the entries, is where some places were
 11 chipping and falling off and were protecting those
 12 entryways. As we walked around the school and
 13 observed the east side and the two ends of the
 14 building, similar conditions are there as well, just
 15 not maybe as advanced as they were on the west side.
 16 What you have in your documents there that I believe
 17 they gave you the same presentation that we're working
 18 to get up on the screen. What we looked to try to do
 19 in this slide presentation is to kind of have an
 20 overall just walk-through documentation of the
 21 existing issues that we were called in to look at, and
 22 then what we saw as the areas to be addressed and how
 23 to go about addressing those issues in the original
 24 scope of work, followed up by that expanded, those

1 areas that Allen spoke to. In this first slide, I'm
 2 just going to go kind of quickly, if you will, through
 3 these, just some photos documenting. This is the
 4 library area where that shift had taken place, as you
 5 can see what's illustrated there is that the wall of
 6 the expansion of that library, the most recent
 7 addition, pulled away as the outside wall settled.
 8 And you can see that gap. But the inside is up to,
 9 it's over an inch low and it gets greater as you get
 10 towards the top of the wall above the ceiling up to
 11 about two inches or so. You can easily stick your
 12 hand in there and see daylight through the other side.
 13 The next slide, this is in one of the classrooms on
 14 the north end of the building. And this illustrates
 15 really over time how that settlement of the soils has,
 16 the wall itself seems to be structurally holding its
 17 own, it's not settling. The slab is what is dropping
 18 on the inside. And that dark band on the top is where
 19 the glue used to be where the base, yeah, the base was
 20 initially set at the top of that dark area that's
 21 been, it was moved down once to kind of hide the fact,
 22 if you will, or adjust the fact that that slab was
 23 settling, and then it has settled more. So, almost up
 24 to two inches of settlement over the life of those

1 classrooms. And that's about the same in the other
 2 end of the building at the kindergarten rooms. This
 3 is the west facade, those areas that Allen spoke to,
 4 at the entry points of the building where the brick
 5 was coming loose and were actually physically removed
 6 by Allen's department to protect those openings so
 7 there wouldn't be any falling brick, if that did
 8 happen, at those entryways for the safety of the
 9 children. And so, we've got kind of a temporary fix,
 10 if you will, to keep the water out of the wall system
 11 there at the top. The next slide is just some more
 12 pictures around that west side where you can see where
 13 the brick has failed in some places near the windows
 14 and the lintels are maybe not necessarily doing what
 15 they were originally intended to do, the brick up at
 16 the top. And, mainly, this is concentrated at the top
 17 of the wall, which led us really to probably
 18 understand that over time the major problem with the
 19 wall system has probably been water penetration over
 20 time, possibly at the top where the coping may have,
 21 and the flashing at the top of the wall system has
 22 failed and water has gotten into that wall system year
 23 in and year out. It's freezing and falling and
 24 causing expansion and contraction, if you will, within

1 that wall system. Because most of the movement and
 2 cracking and bulging of the brick is at the top and it
 3 lessens as you come down the wall, which leads us to
 4 surmise that that's probably where most of the damage
 5 is. You saw the glass block was cracking. And
 6 there's probably some movement issues with the
 7 structural system at the foundation level that's
 8 probably amplified some of that problem. But this is
 9 just kind of a graphic representation of that typical
 10 elevation that you have on the west side. It's also
 11 very similar to what's on the east side. So, we just
 12 kind of were noting the issues there on the exterior
 13 that you've got loose and collapsing brick veneer up
 14 at the top above the windows near the parapet. The
 15 coping is probably a part of the problem there.
 16 Damage to the glass block units above the windows,
 17 which talking with Ken Griffin at Carpenter Wright,
 18 really would recommend taking that out. It's
 19 non-reinforced glass block so whatever movements on
 20 that wall system, wind load, etcetera, that block is
 21 really, doesn't have that structural integrity to
 22 potentially not have a problem down the road with it
 23 as well, with the crack in joints. Now, this is
 24 really a diagram to represent as we went and studied

1 how to resolve — and I'm going to start primarily
 2 with this exterior and we'll move back to the slabs
 3 here in a moment. But to resolve the issues on the
 4 exterior, the best thing we know to do is really to
 5 take that brick off that's falling up at the top, get
 6 a repair done on the metal coping, and with the
 7 roofing project that they're going to do is to tie
 8 that roof system into the top of the wall system
 9 properly and come back — we looked at multiple
 10 options, you know, do you go back in with a new brick
 11 facade, do you go back in with partial brick and
 12 secondary material, or do we pull all that brick down
 13 to the bottom of the windows, which is what we're
 14 proposing to do is to take that brick all the way off
 15 to the bottom of the windows. The existing windows
 16 will remain; they're fairly in good condition. And
 17 then go back with a metal panel system to create a new
 18 aesthetic, but at the same time will allow us to look
 19 at the substrate of the wall, correct any lintel and
 20 structural conditions that might be there behind the
 21 windows or behind the brick above the windows, and
 22 come in with a new waterproofing membrane, air barrier
 23 system on the substrate to avoid any future water
 24 problems on that wall, tie that in again at the coping

1 at the top, reflash the windows. And then also, as
 2 another part of the system that we recommend coming
 3 back with is with an inch and a half of rigid
 4 insulation minimum to bring the R value or insulating
 5 value of that exterior wall up. Since we're taking
 6 that facade apart, let's rebuild it back to where it
 7 creates some added value to the school as a wall
 8 system as a whole, and then skinning that with a metal
 9 panel system that will be more economical than coming
 10 back with brick. You don't have to come back with
 11 more structural lintels to carry brick over the
 12 openings. And so, we're kind of taking off that as a
 13 more economical solution with the metal panel system.
 14 And then leaving that brick veneer at the bottom as
 15 kind of a base to the building, which will be where
 16 the ground touches the maintenance hits and such to
 17 create a good base for the building. And then one of
 18 the things that we did pick up on is that over the
 19 years a lot of the maintenance that's been done has
 20 kind of been real Bandaid approach maintenance, if you
 21 will, and renovations to the school to meet various
 22 needs and that's created kind of a patchwork in the
 23 facade where the brick doesn't match or some patching
 24 has been done over time. And that's another challenge

1 you always have with trying to bring old, you know,
 2 new brick in with old brick because you get kind of a
 3 real patchwork effect. And that's one of the things
 4 that in taking the brick down we're going to paint it
 5 and give it a unified look as well. And so, that's
 6 another aspect of the system that we're proposing. In
 7 this next slide, this is just some images of some
 8 buildings that we have done as a firm that shows
 9 different ways to handle metal panel. So, depending
 10 on what you're thinking there, there's a lot of
 11 creative and good systems out there now. You can
 12 really vary the look of the facade, whether you use
 13 vertical or horizontal or even a combination of both
 14 in combination with the brick that we think would
 15 bring a new aesthetic to that school facade and unify
 16 it, kind of freshen it up, as well as doing it in an
 17 economical way. And that's what we found with --
 18 these are schools and medical healthcare projects that
 19 we've worked on. This next one is another school
 20 where we used even two different colors, if you will,
 21 of metal panel in combination with brick to get the
 22 aesthetic of the facade working well. And so, there's
 23 a lot of options. And at this point, since we were
 24 really only scoped to go about 50% through schematic

1 design we really have kind of given a general
 2 direction proposal for the exterior. And as we, if it
 3 is approved to move forward it's in this next phase
 4 that then the type of metal panel and the direction
 5 would be further studied and selected to get the look
 6 that's desired. This plan diagram of the school,
 7 north is to the left, for orientation. The front of
 8 the school is to the top of the page. That red line
 9 represents that west facade that we looked at and we
 10 were just looking at where the recommendation of the
 11 original scope was to address. The light blue areas
 12 identify the three classrooms where that slab, where
 13 the one picture was taken was that far left classroom
 14 where the slab had dropped about a couple of inches in
 15 the kindergarten rooms on the south end. Where those
 16 repairs that we're recommending there is that you go
 17 in, you cut those slabs out. We show a partial cut
 18 out because the slab depression on the north side is
 19 primarily towards the west side of the classroom. So,
 20 we'll cut that slab out, go in and kind of cut out the
 21 bad soils, if you will, do some compaction, go back in
 22 with fill, and put a new slab in back up to the level
 23 that it should be and kind of unify those classrooms
 24 back to the level that they originally were at. And

1 in doing so, there's some new walls and ceiling that
 2 will need to be a part of those three classrooms,
 3 whereas, the kindergarten classrooms will be just a
 4 slab repair and floor finish. The yellow zone is that
 5 library addition that did have the biggest settlement,
 6 if you will, and the kind of a quick settlement early
 7 last Fall. And the recommendation there to address
 8 that immediately, because right now that's
 9 unoccupiable until that's fixed due to safety
 10 concerns, would be a helical pier system where they
 11 basically go in with an auger-type pier that goes down
 12 and solidifies that foundation around the perimeter of
 13 that and kind of jacks it back up as it allows. And
 14 that's something that the contractor would be able to
 15 do to try to restore that elevation of the foundation
 16 and the wall back as best they can. But it will
 17 solidify the foundation system of that and kind of get
 18 those wall systems and will do minimal impact inside
 19 as far as painting and recaulking and addressing any
 20 of the minor stuff inside. Now, these next pictures,
 21 as Allen says, we were going through this, Allen
 22 brought us back out to look at some other areas of the
 23 school that they had identified having very similar
 24 problems. And this is that cafeteria storage area.

1 You can see in that photograph there's been clearly
 2 quite a bit of movement on that end. And a part of
 3 the thing that we would recommend is another set, and
 4 I think we are going to be proceeding with that,
 5 getting a geotechnical report on that end of the
 6 building as well just to make sure to see if we have
 7 to have a similar solution down here as is at the
 8 library. And so, as you can see, the cracking on this
 9 one is inside on the right, outside on the left, and
 10 it's pretty significant movement that's happened in
 11 that portion of the school. As you walk around we
 12 went then to that art room. This shows, the one on
 13 the left, is where the floor has dropped in there
 14 similar to in the classrooms. And the photograph on
 15 the right is where that settlement in that corner of
 16 the art room where the restroom is the walls
 17 themselves have cracked. I think they've had to
 18 readjust the doors for the doors to be able to
 19 function because of the, they wouldn't swing because
 20 of the settlement. And so, it's a pretty good
 21 settlement that's happened there as well. And then
 22 these are facade shots of the east side of the
 23 building, which is the front side, and you can see
 24 there are very similar issues that we found on this

1 side as well, maybe not as advanced as they were on
 2 the west side. But we believe pretty strongly you'll
 3 have the same issues that you have on the west side on
 4 this east side in the near future if they're not
 5 addressed. And it just made sense to us as we began
 6 to talk through these solutions with Dr. Bailey and
 7 Allen that if you're going to come out and make the
 8 necessary repairs for safety issues on the west side
 9 in these classrooms, it makes good sense with the
 10 existing conditions kind of leading you in that
 11 direction in the near future to go ahead and propose
 12 to do correction on all of it at the same time and get
 13 that efficiency, if you will, of one mobilization, one
 14 project, one disruption to the school. And so, this
 15 is a picture of the west side as well at the fourth
 16 grade wing. It's just kind of one of those
 17 illustrations that that wall system there seems to
 18 have a little bit of issue with the water getting out
 19 as well as we've got some moss growing there on the
 20 north side up above the window sill where the water is
 21 collecting and clearly staying long enough to support
 22 the moss. So, these are all things. And so, this
 23 diagram is similar to the first original scope; it
 24 just shows the areas where we looked at and identified

1 as needing similar correction as to the original
 2 scope. So, it expands the facade to the east side,
 3 the two ends of the building, and then also to the
 4 fourth grade wing on the west side. And then, again,
 5 the yellow represents that similar settlement issues
 6 to the library and the kitchen storage area and then
 7 the art room. And then there is settlement in that
 8 northwest classroom of the fourth grade wing. It
 9 settled about an inch, inch and a half, in that corner
 10 as well. So, that would then bring the scope of work
 11 to an expanded, this shows the original scope of work
 12 plus the additional scope, and a plan diagram kind of
 13 showing all the different areas. You can see it's
 14 pretty widespread around the school, if you will. The
 15 issues are not isolated to one area or another. It's
 16 pretty common around. And then that's, as you can
 17 see, well, probably the sheet that you have in front
 18 of you kind of does a breakdown of the project to the
 19 different areas, the original scope plus the expanded
 20 areas as identified in that spreadsheet and that's how
 21 we get to the total estimated project cost of
 22 \$669,563. And then just the construction piece of
 23 that, because that estimated cost does include all the
 24 professional services as well. Total cost to the

1 project, construction cost being approximately
 2 \$620,000. And this last slide is just what we would
 3 propose as kind of some critical dates in moving it
 4 forward is looking at it if you choose to move in that
 5 direction to get the project done this year to address
 6 those immediate issues on the west side and then the
 7 library, to execute the documents and get them prepped
 8 for bidding, would be February through March. And
 9 then it would be critical to be able to get started
 10 right after school is out, which would be that June
 11 1st would be to get the contract and the contractor
 12 ready to mobilize so that we can hit the ground
 13 running, if you will, once the site is available after
 14 school is out to be substantially complete in early
 15 August for the first day of school.

16 MR. GREEN: As a point of clarification,
 17 the total price of \$669,563, does that include, I
 18 believe I heard a conversation, that includes some of
 19 the work that is already, does that include some of
 20 the work already done?

21 MR. SULLIFF: Well, the scope that we
 22 have does bring us to approximately a 50% schematic
 23 design. That's why when we show like the image of
 24 where we're going on that facade renovation we chose

1 to be a little more diagrammatic because at this point
 2 that's as far as we've gone with looking at a system.
 3 So, yes, the work that we've originally been tasked to
 4 do we're going to finish that up tonight, if you will,
 5 which will bring us to 50% schematic for the process.
 6 So, we're moving forward. We'd be picking up and
 7 completing that design phase and construction document
 8 phase.

9 MR. FILLAHER: When this project is
 10 completed, and I know you can never give 100%
 11 assurance on anything. But when this project is
 12 completed, do we feel comfortable that by doing what
 13 is outlined in this proposal will eliminate future
 14 problems such as what we've seen occurring here?

15 MR. SULLIFF: On the exterior of the
 16 building and in the slab areas where we're going to
 17 address them I would say yes. Now, the one thing we
 18 haven't done is gone through and looked at all the
 19 other classrooms, if you will, to see how those slabs
 20 are doing. On the exterior — and that's one of the
 21 reasons we ended up, or one of the aspects of
 22 recommending the metal panel versus going back to
 23 brick is that it brings you to a facade that now is
 24 probably less maintenance as far as the brick goes.

1 And if there is any issues that kind of eliminate the
2 falling brick issue from above the window and also
3 kind of minimize the amount of structural repair that
4 would have to be done to get that facade back to
5 brick.

6 MR. FILLIAUER: Ms. Richter.

7 MS. RICHER: I've got lots of
8 questions, because when we originally started talking
9 about this I didn't in any way envision changing,
10 making the major changes that we're talking about to
11 the look of that building. We're talking about making
12 it primarily metal on the front and the back now, are
13 we not? We undertook a renovation not that long ago
14 to make that building look like it does now. Now
15 we've got failures at the bottom, if I understand,
16 because the slab is moving, and at the top because
17 there have been water issues. Am I correct? So, it
18 seems to me that there must be interior issues also,
19 not just facade issues.

20 MR. THACKER: The last major renovation
21 of that building took place in, if I remember my dates
22 correctly, around '89. So, we're looking at a pretty
23 good span of time frame for that work to have taken
24 place.

1 MS. RICHER: But brick should last
2 longer than that.

3 MR. THACKER: That's true. However,
4 some of the areas that the brick was worked on dates
5 back to 1948. So, what you're looking at is original
6 1948 brick meshed together with brick placed in the
7 70's as well as the late 80's, because that building
8 has been added on over the course of, I believe, five
9 different renovations since it's original construction
10 in '48. So, you're looking at a building that has
11 several components added over the years. And I think
12 all those components together are now showing that
13 they're not meshing together as well as we'd like.
14 And, of course, the water issue, somewhere in the
15 past, probably due to the original roofing that was on
16 that building, having got in there at some point and
17 created some areas that was allowing water to get in
18 there and create that movement of brick veneer. As
19 far as the structural foundation areas that we're
20 looking at, the library section was also part of the
21 '89 renovation. And so, that little section there is
22 what is actually sunk in. The rest of the areas that
23 we're looking at that are sinking are slab, not
24 foundational, areas. So, that's really over the

1 course of, and the area that those are sinking, is a
2 very old area, in the late 40's that that was put in
3 place. So, that could possibly draw back to the last
4 time we even had this issue of soil shrinking that
5 took place out there and we did the core test. And we
6 found the high plasticity of soil then as well. So,
7 that trend has continued and now we're seeing more
8 upon that. And we never did do any work to rectify
9 the situation of the original slab settlement that we
10 noticed back in the 80's when we did the original
11 cores. I'm sorry, it may have been the 90's that we
12 did the core sampling. I'd have to look back at my
13 notes on that. So, this is the second round of core
14 sampling we did. And the first round we determined
15 that the building was not in danger of a structural
16 issue. So, I think budget-wise that was put on the
17 table for a while.

18 MS. RICHER: I have one last question.
19 What options exist besides the metal?

20 MR. SULLIFF: Well, we could look at
21 alternative material. One of the things we were
22 looking at the cost effectiveness because, you know,
23 to go back with the brick would clearly be a more
24 expensive solution. That would be an option but it

1 would be a substantially more expensive option because
2 it might entail additional structural repair to be
3 done to carry the brick over the openings if the
4 existing lintels are not in good enough condition to
5 accept the new brick veneer. But some other options
6 would be either a stucco or stucco veneer. The tile I
7 think is what is on the 1989 addition, and just in our
8 observation that tile went in an application on the
9 building where the glass block had been above the
10 window is where the moss was growing and it looked
11 like there was some issues with some of the tile areas
12 in that '89 as far as water coming out of that wall
13 system. And I think that's just a big question, you
14 know, with the longevity of the building, what the
15 future life of the building is, is the amount of
16 investment that the school system wants to make in
17 this building, and we would be more than willing to
18 discuss that further. We were looking at it from an
19 economy side, as well as a function side, to bring
20 kind of some additive value with the ability to come
21 back into that wall system and add that insulation as
22 a part of that system to bring up the insulating value
23 of the skin of the building would be a benefit to the
24 HVAC system and the impact load on that building, as

1 well as keeping water out as well. Because that's
2 clearly something that, you know, you had asked about
3 the brick. Most of the brick on that building, in our
4 observation, has not been addressed since its original
5 installation. Even with some of the cracking that we
6 observed looks like more of a Bandaid approach has
7 been taken, just recaulked. It does not look like a
8 lot of brick has been taken out and put back in in
9 those problem areas. They've just been caulked.

10 MR. FILLAUER: Mr. Eby.

11 MR. EBY: Yes, I have several questions,
12 too. So, has this just you think settled slowly over
13 time or was this an event you think that happened
14 pretty quickly?

15 MR. SUTLIFF: The classroom slabs or
16 the...?

17 MR. EBY: Any and all of it right now.

18 MR. SUTLIFF: Well, the classroom slabs
19 seem to indicate, and Ken Griffin may want to speak to
20 some of the structural, his structural observations,
21 but the slabs in the classrooms appear to be over
22 time. You kind of see that with the repositioning of
23 the base itself where there has been some settlement,
24 they moved the base down, and then now there's been

1 some more settlement. So, that's clearly been a
2 longevity issue. The library maybe a little more
3 rapid just because it's one of the 1989 additions.
4 But I think in talking with Ken my understanding of
5 that is that the suspicion is that the soils had been
6 shrinking and that there might have been, but the
7 structural integrity, if you will, of that recent
8 addition kind of held it in place until just recently
9 where I know we had a good dry spell over the last
10 summer, which would have caused that soil to contract
11 more as less moisture was in it. And so, and I know
12 there was some seismic activity in August that might
13 have prompted — the soils might have already kind of
14 shrunk out from underneath the foundation and then
15 that seismic activity, we don't know, but it could
16 have been what kind of triggered the rapid change of
17 the soil.

18 MR. EBY: So, here's my question.
19 What's the likelihood that you might get more activity
20 or you might get more of these events happening and we
21 go and we spend \$600,000 and fix this and six months
22 from now we have the same issue?

23 MR. SUTLIFF: Well, I think on the
24 structural end I'll leave Ken to address the

1 structural because he's more of an expert, I should
2 say, in that than I am.

3 MR. GRIFFIN: Hello. As Mickey
4 indicated, the slabs at the rear of the building were
5 over a long period of time. And the soils analysis
6 indicated that it was consolidation settlement of some
7 rather poorly compacted fill areas. The original
8 construction indicated those areas were on fill. The
9 analysis, based on the analysis, the geotechnical
10 engineer felt like that most of that consolidation
11 settlement in the classroom slabs had occurred. As
12 in, he felt it was reasonable if we went in and
13 replaced the slabs that we wouldn't see very much
14 continued settlement. As Mickey had indicated also,
15 those rear walls are not settling like the slabs are.
16 The foundations are lower and they were actually built
17 on residual soils. The library area that brought us
18 all to the table here, so to speak, Allen and his
19 staff were called out to look at a rather quick
20 incident that what they felt like some movement that
21 occurred very quickly. Based on the soils analysis,
22 it is, again, that '89 addition was built on fill and
23 they felt it was more consolidation-type settlement,
24 poor soils. We think that you got that settlement

1 over that period of time since 1989 but the structure
2 was actually stiff enough projecting out from the
3 existing building that the wall was supporting it, so
4 to speak, and at some point it just got to its
5 capacity and broke and rotated and settled with the
6 soil. All I have to say is in that area we're going
7 on helical piles that are down to refusal or down to
8 rock. So, that area is, the building foundation
9 should not settle further in that limited area.

10 MR. EBY: Okay. A couple other
11 questions. What kind of warranty comes along with
12 this?

13 MR. GRIFFIN: With?

14 MR. EBY: The work that's being done so
15 that it won't settle again, you know, you take it down
16 to bedrock or whatever.

17 MR. GRIFFIN: I'm not sure of the
18 warranty on the helical piles. I think there is one.
19 It's probably for more like a one or a two-year
20 period. I mean, you're not going to get a warranty on
21 the slab work. You're just doing what you think is
22 feasible for the money, you know, outside of going
23 down to rock, you're not ever going to get a solution
24 that would guarantee no settlement. The helical piles

1 going to rock; I think you're more than likely, you're
2 going to correct the settlement of the foundations in
3 that area. The contractor, I believe, his warranty is
4 probably about a year for workmanship and that kind of
5 stuff.

6 MR. EBY: Maybe I misunderstood you.
7 But I thought you said that you haven't looked at all,
8 that you are going back and look at all the classrooms
9 or something. Is there a reason why we haven't looked
10 at all the classrooms? Did I miss something there?

11 MR. SUTLIFF: Primarily, just our
12 original scope was to address the areas that were
13 brought to our attention when we were brought out,
14 those three classrooms, the two at the kindergarten
15 end and the library.

16 MR. THACKER: Maintenance had looked at
17 all of the rooms and that's why we actually brought
18 them back to look at three other areas. And so, none
19 of the other rooms showed any sign of any settlement
20 at that time.

21 MR. EBY: So, you have looked at all of
22 the rooms now?

23 MR. THACKER: Yes, sir.

24 MR. EBY: Okay.

1 down to resistance, or bedrock, and the only thing
2 they found as far as evidence of any problems is the
3 soil's high plasticity. And that's the area where the
4 kindergarten is.

5 MR. SUTLIFF: Of course, East Tennessee
6 and Oak Ridge has a lot of sinkhole activity. You
7 can't ever guarantee you're not going to have some of
8 that. But the borings did not indicate a similar
9 condition to what I think you're referring to at the
10 church.

11 MR. FILLAUER: Question?

12 MS. AGLE: I had a different question
13 that's probably more for Mr. Green. What happens if
14 City Council just says no?

15 MR. DIGREGORIO: What was the question?

16 MS. AGLE: What happens if City Council
17 says no? We're asking for them to pay for this as an
18 emergency capital improvement.

19 MR. GREEN: I suspect there would be a
20 series of very long conversations if City Council said
21 no. The obligation — I think the challenge is more
22 to establish the need and the safety. The buildings
23 in the end do belong to the City and there is an
24 obligation to address them in the area of safety and

1 MR. GRIFFIN: We believe we're going to
2 see similar soils conditions but we do think it
3 prudent to do a couple more borings in those areas to
4 verify and confirm.

5 MR. EBY: That's all right now. I'll
6 have another question later but let's talk about this
7 stuff first.

8 MR. FILLAUER: Ms. Agle.

9 MS. AGLE: I'm thinking about the
10 classrooms on the west side. I know that a nearby
11 church that I think is slightly southwest of the
12 school has recently had to abandon their building and
13 just build a new one in a different part of town
14 because of settlement issues. So, if all you're going
15 to do is dig up the dirt, put down different dirt and
16 compact it, that doesn't give me a lot of comfort that
17 that's going to be a lasting solution. Or did I
18 misunderstand and you're going to put in some sort of
19 supports under the three classroom slabs?

20 MR. THACKER: The church next door, the
21 actual sinkhole is located right outside the building
22 itself that if you look as you're driving by you'll
23 see a little fence built around it. They actually did
24 test borings on that end of the school and they went

1 construction. So, what we're asking for or addressing
2 is not unprecedented. It does happen to be an
3 emergent need.

4 MR. FILLAUER: And I would just follow
5 up with that question is; if we approve this tonight
6 and work begins and we saw the schedule that they
7 would like to work on, what is the time table for us,
8 as a Board, to know if the City is going to accept
9 that recommendation? I mean, and I guess my worry
10 would be if we approve it, they get started, and we're
11 in the end of February, and then all of a sudden we
12 have no money. I guess we stop? I mean, what's our
13 — do we know an alternative time table?

14 MR. GREEN: I do not have an alternative
15 unless Mr. Thacker does. I would say that at no point
16 would we proceed in work that would require, that
17 would obligate us, obviously, to the over half a
18 million dollars that we would not have. But, Mr.
19 Thacker.

20 MR. THACKER: As you know, we put a halt
21 on the Capital Improvement Plans that we had for this
22 year. So, we have enough money left in capital
23 improvement this year to continue with the engineering
24 phase so that we will not get behind in the time line

1 of getting the work done. Worst case scenario, we've
2 got a plan ready to go out for bid but we have not
3 been given approval for actual construction funds from
4 the City. I do know that the planning commission is
5 making the recommendation for this to be a high
6 priority. That will be addressed in the meeting with
7 the City Council, the work session, I believe, on
8 February 6th or 7th, at that time frame.

9 MR. FILLAUER: Mr. Eby.

10 MR. EBY: I have two questions that are
11 related to that. What I wanted to ask is, first, have
12 we talked to the City Council from the standpoint that
13 they know this is coming?

14 MR. THACKER: I'm not sure if the City
15 Council has been brought totally into the loop but I
16 know that the City Manager has. So, I'm sure that he
17 has been giving them heads-up as well.

18 MR. GREEN: That is correct. Dr. Bailey
19 has met with the City Manager and has been in
20 conversation.

21 MR. EBY: And I think, Mr. Green, you
22 hit the nail on the head is that I think what we have
23 to do is look at it, show it from a safety
24 perspective, what is the issue from a safety

1 the worst time because water gets in, freezes,
2 expands, cracks, freezes, expands.

3 MR. SUTLIFF: And that's what we believe
4 has really caused the majority of the issues on the
5 brick veneer is over time. And that's the thing, that
6 we observed anyway, is that there really hasn't been
7 any real direct effort to address those problems over
8 the fifty plus years of the building. It's been
9 really kind of an as-needed minimal approach to
10 maintenance on that front.

11 MR. GREEN: I might add, very similar to
12 the high school scenario when we began. It's not a,
13 it is not a very predictable event. Right now we're
14 looking at, you know, pieces of brick, you know, the
15 size of your hand falling. And you would assume,
16 okay, if that's what's falling, then we have some idea
17 of the risk or the potential. We thought that as well
18 at the high school until a very large chunk fell and
19 then, and we dodged that bullet. But at that point,
20 then it became very serious because it's simply not,
21 it's not predictable how much shifting occurs and what
22 the brick fascia does. You know, if one piece flakes
23 off, that's one thing. If two, you know, chunks of
24 brick fall off and, obviously, as we know, if one were

1 perspective. So, my question, obvious question, is if
2 we do nothing from a professional position, what would
3 happen and how long would we have before those
4 activities would happen?

5 MR. SUTLIFF: Well, I think from what
6 you've seen on the west side, which was more advanced
7 as far as the brick issue on the outside of the
8 building, you'd probably have to continue doing what's
9 been done on the west side around the building because
10 we saw similar conditions on the east side or really
11 all the way, in various places around the building,
12 where that brick was showing signs of bulging,
13 cracking, had been repaired to a limited way in the
14 past. So, I think you would just be continuing to
15 kind of Bandaid what you have for safety measures,
16 because I think it will begin to extend around the
17 building from what we saw on that west side where
18 brick is actually coming off and needed to be removed.
19 And probably within the next, it just probably depends
20 on weather and other factors with moisture, etcetera,
21 especially if the coping is not addressed and water
22 continues to get in that system and can't get out as
23 it should.

24 MR. EBY: And, obviously, the winter is

1 to fall off and we could prevent one and that one were
2 to injure a child, we would do whatever.

3 MR. EBY: I think the fact that we know
4 this is a possible event to occur, we know the
5 situation, this Board has to take some action, you
6 know, from a responsibility standpoint. I don't think
7 we have any options.

8 MR. DIGREGGIO: I don't think that
9 doing nothing is an option.

10 MR. FILLAUER: I would just add a
11 comment to something Ms. Richter said. In some
12 preliminary discussions I was involved in when we were
13 talking about what might happen, what direction we
14 might go, whether the brick or go with what's been
15 recommended here, I kind of envisioned just a metal
16 shed came to my mind for some reason when we talked
17 about that. And it's hard looking at a picture; it's
18 hard to tell. But there was one of the iters, and I'm
19 going back in my mind here, I think it was the health
20 system place that was in Englewood.

21 MR. SUTLIFF: Yes, it was Cherokee
22 Health.

23 MR. FILLAUER: Yeah, Cherokee Health
24 that they directed me to and in one of my travels back

1 up and down I detoured over there just so I could see
2 that building, and it's a very attractive building. I
3 mean, it's not just some metal slapped up on the side
4 of a building. It can be done very creatively, I
5 guess is what I'm looking at. So, and then when you
6 figure that in with the cost effectiveness of brick
7 plus this it makes a big difference.

8 MR. SUTLIFF: And those metal panel
9 systems, they're heavy duty. They're meant to last.
10 They have a finish system on them that's meant to
11 last. We use them in school systems and have on
12 previous schools that we've worked on. So, it's a
13 material that is commonly accepted, if you will, as a
14 good low maintenance solution as well, and we think
15 can be a very attractive solution. And its
16 applications vary. There's a lot of variety of metal
17 panel out there and that's why at this stage we didn't
18 really feel it was prudent to try to commit to one
19 versus the other, but that would be something that we
20 could study, it could be studied, depending on what
21 the aesthetic options would be. But, thank you, Mr.
22 Fillauer, for your compliments of the building. We
23 feel strongly that we can handle that material in a
24 very pleasing aesthetic manner.

1 MR. FILLAUER: Anyone else? Motion on
2 the floor is the approval to pursue bids to complete
3 structural repairs at Woodland Elementary at an amount
4 not to exceed \$689,282. All those in favor signify by
5 saying aye.

6 (Whereupon, all members voted aye)

7 MR. FILLAUER: Opposed? Motion carries.
8 Thank you all very much for your time and for being
9 here tonight. We appreciate that.

10 MR. THACKER: Mr. Fillauer, in addition
11 to that project that we're looking at, we were looking
12 also at one other issue with the roofing on that. And
13 I think Mr. Green wanted me to bring that up at one
14 time. The roofing schedule for Woodland to be
15 reroofed is actually 2014. Linden is 2013. We were
16 going to look at flip-flopping those so that we'll do
17 this roofing at the same time while all the
18 construction is going on so we'll have our best water
19 seal from the roof down. So, just to be aware that in
20 our current CIP plan, those two projects will flip-
21 flop based upon need.

22 MR. FILLAUER: Thank you. Next item on
23 the agenda under Curriculum and Instruction is the
24 approval of recommendation to accept Educational

1 Tours/Brightspark bid for the June 2-4, 2012,
2 Williamsburg trip for Robertsville 8th graders. Mr.
3 Green.

4 MR. GREEN: Yes, the Superintendent
5 recommends approval to accept the Educational
6 Tours/Brightspark bid for June 2-4, 2012, Williamsburg
7 trip for Robertsville's 8th graders.

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

10 MR. DIGREGORIO: Move for approval.

11 MS. RICHTER: Second.

12 MR. FILLAUER: Discussion? Mr. Green.

13 MR. GREEN: This is the annual
14 Williamsburg trip that occurs at both Robertsville and
15 Jefferson. It is one of the trips that has remained
16 in our repertoire of field trips that have been, I
17 think, both Mr. Reddick is here as well from
18 Jefferson, I think we can attest that it has been a
19 very educational and beneficial trip for the students.
20 This is the standard bid for this process.

21 MR. FILLAUER: I know Ms. Campbell and
22 Mr. Wilson are here full of answers if there happen to
23 be any questions. Any Board members have a question?
24 Mr. Eby.

1 MR. EBY: I don't have a question. I've
2 just got a comment that Mr. Hinton one more time has
3 failed to come here to face me face-to-face and make
4 this request. So, I want you to tell him that. I'll
5 tell him Saturday.

6 MR. FILLAUER: Ms. Richter.

7 MS. RICHTER: Mine is just a comment,
8 and that is to just extend our appreciation to all of
9 the people who work on this and are going to be going
10 on this trip June 2-4. So, we do recognize that and
11 appreciate it.

12 MR. EBY: I think an important part of
13 that is for the students to go, the faculty are giving
14 up their own time to be able to take them. Otherwise,
15 the school system would have to be paying for that.
16 So, we do appreciate that.

17 MR. FILLAUER: Absolutely. Motion on
18 the floor then is the approval to accept the
19 Educational Tours/Brightspark bid for the June 2-4,
20 2012, Williamsburg trip for Robertsville 8th graders.
21 All in favor signify by saying aye.

22 (Whereupon, all members voted aye)

23 MR. FILLAUER: Opposed? Motion carries.
24 Next on the agenda under Items for Information, each

1 Board member will remember that at our TSEBA convention
 2 one of the items that was on our agenda dealt with the
 3 healthier schools challenge. And not only is this a
 4 challenge to meet certain criteria to make us all
 5 healthier but, also, based on what we can or cannot
 6 do, hopefully, what we can do, is a monetary award,
 7 which would go to the schools. So, Mr. Blair King,
 8 who you met earlier, is going to talk to us about
 9 that. And I know you have this information, but just
 10 in case, I know you've seen this pamphlet, Mr. King
 11 brought one for each of us. And even though you may
 12 have received the pedometer at the School Board
 13 Convention, Mr. King has brought us another one. And
 14 this one is much better because I know each Board
 15 member has probably already worn theirs out, I'm sure.

16 MR. DIGREGORIO: I maxed out on the
 17 other one.

18 MR. FILLAUER: Right. And, Mr. Green,
 19 there's one for you, too. I know you need one. And
 20 the floor is all yours.

21 MR. KING: Just to explain, for those
 22 who don't know, Tennessee Healthier School Challenge
 23 is a voluntary state-wide initiative recognizing
 24 school systems for their participation in merging

1 Challenge. And you just have to meet the bronze
 2 level. This is Mr. Glutch (phonetic) and I are in the
 3 process of applying for each school for the bronze
 4 level status. And the reason for the bronze level
 5 status and not higher is because Glenwood and Willow
 6 Brook are the only ones that qualify for silver status
 7 based on the average daily participation rate of the
 8 lunch. It has nothing to do with what we offer,
 9 anything like that. And based on what we offer, food
 10 services does exceed the nutritional requirements for
 11 bronze and silver levels. However, they are working
 12 diligently towards meeting the nutritional gold level
 13 requirements. However, again, the schools will not
 14 meet the gold level currently based on the average
 15 daily participation rate. For the elementary level,
 16 it must meet 70%; middle school 70%; and high school,
 17 65%. The third goal are all schools are compliant
 18 with the 90 minutes of physical activity law and I'm
 19 proud to say all schools are based on reports received
 20 from each individual school. And fourth, one new
 21 school participate in the physical activity program.
 22 I'm proud to say we have met that at Willow Brook and
 23 Glenwood. Both receive Take Ten Trainings from a
 24 \$10,000 grant we received from General Mills this

1 health and academics to create student success. It's
 2 sponsored by the Tennessee School Board Association,
 3 Tennessee Department of Education, Tennessee
 4 Organization of Superintendents, Tennessee Parent
 5 Organization, Tennessee Chamber of Commerce, Tennessee
 6 Business Round Table, Tennessee Education Association,
 7 Stand for Children, and the State Collaborative on
 8 Reform and Education. It's underwritten by United
 9 Healthcare. The award levels, if you meet 11 out of
 10 the 12 criteria, there's a \$5,000 award. 10 out of
 11 the 12 at the gold level, there's \$3,000; silver,
 12 \$2,000, that's meeting 9 out of 12; bronze, \$1,000 for
 13 meeting 8 out of 12. And what I talked to Mr.
 14 Fillauxer about was going over the goals and what we
 15 already are doing. The first goal is coordinating
 16 school health goals are incorporated into the school
 17 systems' strategic plan. And this is based on the IEA
 18 School Improvement Plan as well as First to the Top
 19 and measured by the IEA's plans that demonstrate
 20 school health goals and their inclusion. And this is
 21 a work in progress. These goals have been sent to Dr.
 22 Bailey and that's just the process of inserting them
 23 into the school system plans. And one of the big ones
 24 is a new school is recognized by the USDA Healthier US

1 year. Robertsville Middle School, through the
 2 direction of Jamie Petree and Jill Pruden, have
 3 developed a program that encourages after school
 4 physical activity called Fit For Life. And these are
 5 based on certain programs that they approve. And
 6 other programs that would work is Walking For Schools;
 7 Junprope and Hoops for Heart, which Jefferson and
 8 Glenwood currently do; Take Ten or Adventure Fitness.
 9 Any questions? Five, a wellness program is provided
 10 to School Board members and 50% actively participated.
 11 This one could be met very easily. It's simply
 12 wearing the pedometer and you could submit steps to me
 13 or online web-based program where you just log your
 14 steps, like a little profile. And that meets that
 15 criteria that easily. Health and wellness information
 16 was shared with all parents and guardians through the
 17 assistance of each principal and their assistants and
 18 teachers. We do this very frequently with nutrition
 19 newsletters, community events. Family Lunch and
 20 Learns at Willow Brook that go on. At least two
 21 community events were held for parents and guardians.
 22 This is met very frequently. We exceed that one.
 23 Eighth, students were active members of school health
 24 advisory committee and healthy school teams. And I

1 have to say I'm very proud of this one with the middle
 2 and high school level, Scotty Harrell, Katie Sacks,
 3 and Janice Ford have really worked hard on their
 4 healthy school teams and they are improving their
 5 schools, and students are involved on those teams.
 6 Ninth, all students receive a minimum of thirty
 7 minutes of comprehensive health education a week.
 8 This is the one we don't know if we meet or not
 9 because we know they get it in Wellness Teen Living.
 10 It's just very hard to track what teachers are doing.
 11 Some report they do. But teachers do have access to
 12 helpteacher.com, which is approved by the State
 13 Department of Education for a health curriculum
 14 resource that integrates health with what they're
 15 already teaching that's matched to State standards.
 16 And that was actually donated to us by
 17 helpteacher.com. We don't pay for it. I think it's
 18 about an \$8,000 value they've given to us. And tenth,
 19 the percent of school health community partnerships
 20 and/or grants, income gifts to IEA's increase by 10%
 21 from the previous year. And last school year the
 22 Coordinated School Health secured \$88,000 in in-kind
 23 cash donations and grants. To date, for 2011-2012, we
 24 have secured \$55,000. And that's anything in-kind,

1 gifts, anything like that. Partners, we currently
 2 have 208 partners with the Coordinated School Health
 3 Program as compared to 162 last school year. Staff
 4 Wellness Program, participation increase by 10% from
 5 the prior year. We calculate this based on a survey
 6 and we're currently trying to figure out where the cap
 7 is for that because when we get that survey back,
 8 we're told anywhere from 80 to 90% participate and
 9 it's real hard to get past that. But we do have three
 10 corporate wellness discount programs for Oak Ridge
 11 Schools employees and that helps. And we also do
 12 offer a fit club for staff members here at the SAB
 13 building and one at Jefferson Middle School, and
 14 that's free of charge for teachers and staff. And a
 15 system-wide inservice was held at length, health
 16 academics. We've had those types of inservice, just
 17 not system wide. That would be the only requirement
 18 that we'd have to meet. And from my understanding,
 19 you can do that on an individual school basis. Once
 20 you cover all it's considered system wide. And that's
 21 it, unless you have any questions.

22 MR. FILLAUER: At some point in time you
 23 have to process all this information and get it to the
 24 appropriate people.

1 MR. KING: Yes.
 2 MR. FILLAUER: Is there a deadline?
 3 MR. KING: I know they announce the
 4 winners in November, I think, before the TSBA
 5 Conference. So, we have till, I believe, October.
 6 MR. FILLAUER: I notice, like on one I
 7 notice that, number nine, I think it had to be
 8 received no later than April, 2012. So, I would
 9 assume —
 10 MR. KING: For that particular one
 11 that's when they want it in place. That's actually
 12 one of the goals that they give to our department each
 13 year is that that's met. It's one of your rather
 14 difficult ones with time given to all the other areas.
 15 And what helpteacher.com does is it already links what
 16 they're doing to it and a lot of teachers do take
 17 advantage of it. And helpteacher.com, we're working
 18 with them where it can tell us who's using it and when
 19 they're using it.
 20 MR. FILLAUER: Questions from any of the
 21 Board members? I would hope that we can meet number
 22 five so that's not the one that pulls us down.
 23 MR. EB: Where is the criteria that
 24 says we can't get any higher than bronze?

1 MR. KING: Oh, for the USDA?
 2 MR. EB: There's platinum, gold, silver
 3 and bronze, right?
 4 MR. KING: Yeah. It might have been a
 5 confusion with the U.S. Healthier School Challenge to
 6 the USDA. That's based on your nutrition requirements
 7 and physical activity requirements through them. And
 8 to meet the silver level, you have to have a certain
 9 average daily participation rate in the school lunch
 10 program. And based on those rates, we only meet it
 11 for two schools for higher than bronze.
 12 MR. EB: So, for the \$10,000 award or
 13 \$5,000 award, are we eligible for that if we get 11
 14 out of 12?
 15 MR. KING: Yeah. Yes, sir.
 16 MR. EB: Okay.
 17 MR. KING: It just says you have to be
 18 recognized for at least the bronze level and those
 19 don't require average daily participation.
 20 MR. FILLAUER: Anyone else? Thank you.
 21 Thank you, Blair. Keep us up to date where we stand
 22 and what we need to do and we'll get the drive behind
 23 these five people seated here. And I guess that
 24 includes everybody seated at this table, includes

1 those that might be absent.
 2 MR. GREEN: Those who are absent, in
 3 particular.
 4 MR. FILLAUER: Yes.
 5 MR. DIGREGORIO: Particularly those who
 6 are absent.
 7 MR. FILLAUER: Particularly those who
 8 are. Thank you, Blair. Next under Items for
 9 Information, Oak Ridge Schools credit union merger.
 10 Mr. Green or Mr. Bryant, whichever is going to, or
 11 both.
 12 MR. GREEN: I believe Mr. Bryant is
 13 going to speak to this issue that is essentially new
 14 information regarding the Oak Ridge Credit Union and
 15 changes in their affiliation that has been occurring
 16 at the Board level for their organization.
 17 MR. BRYANT: Yes, and Dr. Goins has
 18 already warned me that my work load tomorrow depends
 19 on how brief I am tonight, so I'll be quick. Oak
 20 Ridge Schools Credit Union, since 1948, has been a
 21 great benefit to the employees of Oak Ridge Schools.
 22 But lately there's been a lot of change in the
 23 business of banking and credit unions, mainly in
 24 electronic and just the services that they provide.

1 And so, it's really just like any other mom and pop
 2 operations, it's been very hard for us to compete with
 3 the larger credit unions and banks in the area and
 4 still serve our employees the way we've wanted to.
 5 So, we just weren't able to offer the things that
 6 people want and attract new teachers so we felt like
 7 the best thing to do was look for another credit union
 8 in the area that's like-minded like us that serves
 9 school employees and that was a closed credit union.
 10 Big difference, if you don't know, between Oak Ridge
 11 Schools Credit Union and a lot of the credit unions
 12 here in Oak Ridge is they're more of an open credit
 13 union; whereas, we are closed and you have to be an
 14 employee of Oak Ridge Schools to actually belong to
 15 this credit union, or be a family member. So we went
 16 looking and we found a very like-minded credit union,
 17 Knox City Teachers Credit Union. And so we started
 18 into talks with them and now we have actually sent a
 19 ballot out to the members and we're having a meeting
 20 on February 7th and we expect that to go through. If
 21 that goes through, then the NOIA will grant us a
 22 merger and we'll be able to join forces. And that way
 23 we'll also be able to really serve our teachers a lot
 24 better by giving them full online banking, 24-hour

1 teller service over the phone, just about anything
 2 that the larger credit unions can offer.
 3 MR. FILLAUER: Questions from any of the
 4 Board? Mr. Eby.
 5 MR. EBY: Just curious. Why is being
 6 closed so important because, I mean, I'm familiar with
 7 ORNL and Enrichment Federal Credit Union quite a bit.
 8 So, I'm just curious what is it that makes being
 9 closed so important to the teachers here?
 10 MR. BRYANT: Well, I feel like being a
 11 closed credit union it's run by its members and we're
 12 able to actually serve our members as family. One
 13 great thing about our credit union is you go down, you
 14 know Pat and June, it's a very personal experience,
 15 and we're not, it's not as a large — I think a lot of
 16 the open credit unions are all about growth and we're
 17 not about just growing for growth's sake. We're about
 18 serving our members the best we can.
 19 MR. FILLAUER: Thank you. With that
 20 short, he should give you the day off tomorrow. Next
 21 under Items for Information is proposed options for
 22 the 2013-2014 traditional school calendar. You see
 23 that these options will be submitted to the faculty,
 24 students, and parents for a vote in February. And at

1 that point in time, the Board will come back and, I
 2 guess, adopt that calendar. So, any questions about
 3 that?
 4 MR. GREEN: If you have, as you study it
 5 or look at it, just if you'll send e-mails to me for
 6 any questions or corrections that you see, we'll try
 7 to make sure those get taken care of.
 8 MR. FILLAUER: Next item is the
 9 enrollment report for the fourth attendance period.
 10 Any questions? Next item is the financial report. I
 11 guess if you have a question and Karen is not here you
 12 can always e-mail her that question.
 13 MR. GREEN: Logan, her second in
 14 command, is here in the event that there are
 15 questions.
 16 MR. FILLAUER: By golly, there he is.
 17 Any questions? Under Old Business, just one comment.
 18 One of the things that I would like to do beginning at
 19 our next Board meeting is to add always under Items
 20 for Information what we would call Legislative Update.
 21 As we begin our legislative session, and one of the
 22 things that we talked about at our convention and one
 23 of the things that Mr. Bob Alvy, (phonetic) who is the
 24 new president of TSEA, is really working toward, along

1 with, of course, Lea Harrell, who is the legislative
2 representative from TSBA, to make sure that our school
3 boards across the state stay up to date, stay aware,
4 stay in contact with our state legislators. This
5 Board does a good job of doing that but I think it
6 would be good for us if we keep those issues on the
7 front burner. And if we have that on the agenda,
8 we're able to do that. So, I'll be adding that
9 beginning our next Board meeting. Ms. Agle will again
10 be serving as our TIN representative. And that
11 program has been changed a little bit where they're
12 putting a little bit more responsibility, would that
13 be the best way to say it, on each individual TIN rep
14 that serves on each Board. Would that be somewhat
15 appropriate?

16 MS. AGLE: A little bit. But I think I
17 can handle it.

18 MR. FILLAUER: I know you can.

19 MR. DIGREGORIO: Mr. Chairman, recently
20 I read this document of proposed legislation by TSBA.
21 I've put this thing in a safe place.

22 MR. FILLAUER: You've forgotten where
23 that safe place is?

24 MR. DIGREGORIO: Yes. It's very safe.

1 MS. AGLE: TSBA.net.

2 MR. DIGREGORIO: What was the document?

3 MR. FILLAUER: It came through e-mail.
4 Just go to TSBA.com and you can pull that agenda,
5 legislative agenda.

6 MS. AGLE: I think it's .net.

7 MR. FILLAUER: .net. You're right. It
8 is .net. TSBA.net and it has that as one of the links
9 on there, I'm quite sure. If not, holler at me and
10 I'll get it to you if I can find it.

11 MR. DIGREGORIO: It's somewhere.

12 MR. FILLAUER: Okay. New Business?
13 Communications? We're adjourned.

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W. Keys Fillauer

Oak Ridge Board of Education

W. Keys Fillauer, Chairman

Ken Green
Thomas S. Bailey

Assistant Superintendent, Oak Ridge Schools

Ken Green

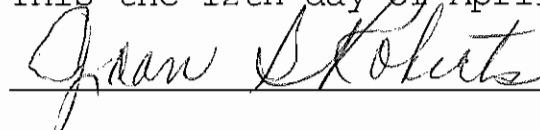
4/30/12

Date Approved

C E R T I F I C A T E

I, Joan S. Roberts, Notary Public at Large
for the State of Tennessee, and Licensed Court
Reporter do hereby acknowledge that the foregoing
sixty (60) pages are a true and correct transcript of
the proceedings taken by me in this cause on the 23rd
day of January, 2012.

This the 12th day of April, 2012

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

Joan S. Roberts, Court Reporter