

TRANSCRIPT OF PROCEEDINGS

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OAK RIDGE SCHOOLS - OAK RIDGE BOARD OF EDUCATION

REGULAR MEETING

SCHOOL ADMINISTRATION BUILDING BOARD ROOM

MONDAY - FEBRUARY 27, 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

MR. KEN GREEN, ASSISTANT SUPERINTENDENT OF SCHOOLS

(ABSENT)

MS. KAREN GAGLIANO, DIRECTOR OF BUSINESS & SUPPORT

SERVICES

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JOAN S. ROBERTS COURT REPORTER

P.O. BOX 1374

CLINTON, TENNESSEE 37717

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1 MR. FILLAUER: I'd like to call to order  
 2 the February meeting of the Oak Ridge Board of  
 3 Education. First item on the agenda is the Committee  
 4 of the Whole. I'd like to introduce Mr. Roger Ward,  
 5 Principal of Linden Elementary, who has a program for  
 6 us this evening.

7 MR. WARD: Thank you very much, Mr.  
 8 Fillauer. We're going to do a little something  
 9 different for you tonight. Generally, when Linden  
 10 comes Mrs. Hixson, who is our music teacher, has her  
 11 choir here. And we thought you might want to see  
 12 something different. So, Ms. Hixson is our music  
 13 teacher but she also acts as one of our internal  
 14 coaches for a program that we have in the building  
 15 called School Wide Positive Behavior and Intervention  
 16 Support. And she has some other helpers with her, Ms.  
 17 Julie Curitin, one of our Kindergarten teachers, and  
 18 Ms. Lisa Downard, our administrative assistant, and  
 19 several parents who are here and teachers as well.  
 20 So, I'm going to introduce Erica Hixson and she's  
 21 going to come up and get started.

22 MS. HIXSON: I'm going to go ahead and  
 23 tell you a little bit about our school-wide positive  
 24 behavior support system. This is an amazing program

1 that Linden, only Linden Elementary, has implemented  
 2 in their building. It is all about changing the way  
 3 we speak to our kids and what we teach them about  
 4 being respectful and responsible, ready, and safe.  
 5 This is a school-wide positive behavior support  
 6 system. It is a team-based proactive approach for  
 7 creating and maintaining safe and effective learning  
 8 environments. We have a positive social culture and  
 9 effective behavioral supports for all students. The  
 10 focus of school-wide positive behavior support is that  
 11 the school develops, implements, evaluates, and  
 12 sustains a three-tier model of teaching and  
 13 preventing. This model includes a set of primary  
 14 interventions that all students get at the beginning of  
 15 the year. We teach them exactly what we expect in  
 16 every single area of the building, hallways,  
 17 cafeteria, music room, even the bathroom, which you'll  
 18 get to see a little bit of in a minute. And then we  
 19 have secondary interventions for students that are at  
 20 risk of school failure where we just give them more  
 21 support by giving them more positive feedback of what  
 22 they're doing right. And then we have tertiary  
 23 interventions for students with extreme and chronic  
 24 problems with behavior. Critical elements of School

1 Wide Positive Behavior includes achievement of desired  
 2 outcomes. We use research validated practices that  
 3 maximize achievement for students. And we use a  
 4 team-based application of data based decision making.  
 5 One of the things we looked at at tier one was we were  
 6 seeing a lot of problems in the cafeteria at a certain  
 7 time of day when one grade level was in there. And  
 8 so, Ms. Downard went back this past Wednesday and we  
 9 brought each Kindergarten class in and we just  
 10 retaught expectations. We said, wow, these  
 11 Kindergartners haven't heard this since August. It's  
 12 been a long time since we just went over what was  
 13 expected in the cafeteria. And so, that's how we use  
 14 that data that we found and then made it positive and  
 15 retaught expectations. And today I asked my cafeteria  
 16 monitor, I said, how's the cafeteria been. She said,  
 17 it's like the beginning of the year. It's like  
 18 everything is just really, they just got reinforced  
 19 and reminded of what was expected. And so that gives  
 20 you a little bit of an idea of what Linden is doing  
 21 for School-Wide Positive Behavior. I am so proud, not  
 22 only to be a part of implementing this in our school  
 23 system, but I am so proud of every student in our  
 24 school. They say things like; I like the way you're

1 being respectful. We say things like that. I talk to  
 2 students differently, even after thirteen years of  
 3 teaching, because we all do it and it's how we do  
 4 business at Linden Elementary. And I am so proud to  
 5 be a part of this amazing elementary school. I really  
 6 feel like this is going to be a pilot and everyone in  
 7 the district is going to want to be on this program  
 8 because of the kind, respectful nature that it brings,  
 9 not to our schools, not just to our school classroom,  
 10 but in the hallways, in the music room, and at home.  
 11 My Kindergartner often tells me when maybe his sister  
 12 isn't being respectful and making good choices. So,  
 13 it comes home, too, whether you like it or not; it  
 14 comes home. So next we're going to have, this is just  
 15 some of our data from last year in the green, and this  
 16 year is in the blue. And you can see that every  
 17 single month, well, August we didn't track all of our  
 18 discipline referrals so we're higher there, but every  
 19 other month our discipline referrals are down from  
 20 last year. And that is something that we celebrate at  
 21 Linden because the less that we are dealing with  
 22 behavior issues in the classroom the more learning  
 23 that's going on, and that was really a celebration for  
 24 us this year. And so our Linden Lions school rules

1 are; be respectful, be responsible, be ready, and be  
2 safe. And some of our students are going to talk a  
3 little bit more about that. If any of the Board  
4 members would like to go to that side to see it, we'll  
5 face this way. And my Linden Lions come on up.

6 (Performance by students)

7 MR. BAILEY: Erica, before you leave,  
8 Mr. Chairman, if I may, were those critical skills on  
9 the SPIs of the TCAP scores?

10 MS. HIXSON: Actually, Mr. Ward, do you  
11 want to talk about that?

12 MR. BAILEY: Now, you know, the  
13 foundation that you all are doing with this really  
14 sets the tone, too, for dealing with bullying and all  
15 of the aspects in treating people the way they should  
16 be treated. And, you know, one thing you said that  
17 kind of brought back to me, sometimes we have to be  
18 reminded. Started off in the first of the year and  
19 then we have to be reminded. And the value that you  
20 see of children, really respect each other in the  
21 building if we set the model and example, and they do  
22 it with each other. So, I applaud your efforts. I  
23 was also really pleased to see, Mr. Ward, that it was  
24 a reward to have lunch with you. So that's good as

1 well.

2 MS. HIXSON: Actually, we use the same  
3 all around approach with the TIC, too. It's look at  
4 the data, what do we need to do, and then make that  
5 decision based on the data. So we've got to connect  
6 that with our PLCs, too, which is just great.

7 MR. BAILEY: Absolutely. Well  
8 connected.

9 MR. FILLAUER: And I certainly would  
10 just add, the signs that you held up and the rules are  
11 certainly indicators that all of us could learn to  
12 live by and do better. Thank you all very much.

13 (Pledge of Allegiance was  
14 recited.)

15 MR. FILLAUER: And thank you all again.  
16 And, parents, thank you as well. And if you would  
17 like to leave right now, unless you want to stay and  
18 join us for the rest of the night, you're welcome to  
19 do that. Thank you. Next item on the agenda is the  
20 public forum. The public forum is for anyone in the  
21 audience who would like to address the Board on a  
22 topic that is not on the Board agenda. The Board does  
23 not take action at this time but may have questions  
24 and then may direct the Superintendent to provide

1 additional information or direct you to the  
2 appropriate staff member. If you choose to speak,  
3 please, sign your name and address at the podium and  
4 then state your name and address. You will have three  
5 minutes to speak.

6 Is there anyone who wishes to address the  
7 Board at this time?

8 Seeing no one, I will adjourn the Committee  
9 of the Whole and call to order our regularly scheduled  
10 Board meeting. First item on the agenda is the  
11 approval of the agenda. Were there any additions,  
12 corrections, deletions to the agenda? Ms. Richter?

13 MS. RICHTER: I'd like to recommend that  
14 we take a look under Business and Support Services.  
15 We have as Item B, approval of a design option to  
16 address structural issues at Woodland Elementary  
17 School. I believe we need something else in there  
18 also where we approve a recommendation by the  
19 Superintendent to move forward with the structural  
20 project in creating construction documents to put out  
21 for bid. So I think we need another item that  
22 actually should be B and then this item should  
23 probably be renumbered C, one re-lettered C.

24 MR. BAILEY: I would not object to that.

1 That was the intent of the work session, for us to  
2 kind of look at that and weigh in on the different  
3 options with the idea of moving, with the Board making  
4 a recommendation on the option, you know. And I would  
5 certainly make a recommendation of that and then you  
6 can defeat that or, through your own discussion,  
7 determine what option is best that you would like to  
8 see.

9 MS. RICHTER: Right. I just think we  
10 have to agree to move forward before we address the  
11 options.

12 MR. BAILEY: Oh, I got you. Okay.

13 MR. FILLAUER: So you're replacing Item  
14 B under Business and Support Services with what you  
15 just read. Is that correct?

16 MS. RICHTER: Right.

17 MR. FILLAUER: I'll get you to read it  
18 again since you've got it written.

19 MR. DIGREGGIO: Does this then become  
20 C?

21 MS. RICHTER: B should become C.

22 MR. FILLAUER: Right.

23 MS. RICHTER: We shouldn't work on the  
24 design option until we agree that we want to do the

1 work.

2 MR. BAILEY: But would it be worded that

3 I, as Superintendent, move approval of the Board to

4 move forward the recommendation to move forward with

5 the design option to address the Woodland structural

6 issue.

7 MS. RICHER: I think that what we're

8 doing is we are agreeing to move forward with the

9 Woodland structural project. Then I think secondary

10 to that we are deciding on the design option.

11 MR. FILLAUER: Right.

12 MR. BAILEY: And the only caveat I want

13 to be sure that we're critical on on that is that we

14 can move forward with the recommendation on the

15 project and the design but we're not saying that we're

16 moving forward with the responsibility of full funding

17 on the option. That's to be determined.

18 MR. FILLAUER: Correct.

19 MS. RICHER: Yeah, I agree.

20 MR. FILLAUER: Any other changes? Then

21 do I hear a motion to approve the agenda as amended?

22 MR. DIGREGORIO: Move for approval.

23 MS. AGLE: Second.

24 MR. FILLAUER: Any other discussion?

1 All those in favor signify by saying aye.

2 (Whereupon, all members voted aye)

3 MR. FILLAUER: Opposed? Motion carries.

4 Next item under Special Report is Good News. Mr. Eby.

5 MR. EBY: Mr. Chairman, I have two

6 pieces of good news. First, from Woodland school,

7 nine Woodland elementary students competed in

8 Tennessee State Scholastic Individual Chess Tournament

9 on Saturday, January 28th. There was 131

10 participants, 28 in the primary section and 53 in the

11 elementary section. Joshua Kesterson and Matthew

12 Swigert finished fifth and sixth and seventh place,

13 respectively. And they qualified for the Tennessee

14 State Finals. And Jacob Kesterson earned second place

15 in the primary under 800 rating category. And that's

16 good news. Secondly, from Willow Brook School, on

17 Thursday, March 1st, Heather Gwynn from UT Ag

18 Extension will speak at a free dinner served at Willow

19 Brook Elementary School for Willow Brook students and

20 preschool students and their families. She's going to

21 talk about how eating healthy is about feeling great,

22 having more energy, and keeping yourself healthy to

23 the best of your ability. And that's good news.

24 MR. FILLAUER: Ms. Agle.

1 MS. AGLE: Robertsville Middle School

2 Technology Student Association posted some big wins at

3 the regional conference last Monday. In agriculture

4 and biotechnology first place went to Carol Crispin

5 and Katherine Gelmire. Chapter team got third place.

6 Elizabeth Gelmire, Madison Gilmore, Addie, Sammy

7 Powers, Maddie Buckner, and Daniel Wboten.

8 Challenging technology issues took third place with

9 Scamial Otodway Ramirez and Sammy Powers. And

10 problem solving first place went to Luke Buckner and

11 Andreas Franko. And techno talk, second place, went

12 to Grace Crissman and Camille Mock Olsen. And in

13 video game design, second place, to Simon Mason and

14 Katelyn Payne. And the last one, those are just two

15 of a team of five but they were the two that

16 interviewed. Then also from Glenwood, Mona Ridencour,

17 the gym teacher at Glenwood, sponsored Jump Rope for

18 Heart on Friday, February 3rd. In true volunteer

19 fashion, the students raised \$3,916.09 to contribute

20 to this worthy cause. Congratulations and thank you

21 to the staff and students at Glenwood.

22 MR. FILLAUER: My good news also comes

23 from Robertsville. The RMS Ninjaneers previously

24 known as the RMS I Team competed at the Tennessee

1 State Competition. They won second place in robot

2 performance and second place championship award. In

3 the robot game they earned 177 points. PISA

4 Reflection Program winners were Alexis Palot, Beth Ann

5 Ridley, David Joy, Nancy Pont Brent, and Andrew

6 Gillenwaters. Their entries will advance to the State

7 Reflections contest. Elijah Abar won first place in

8 the Blacks in Government Middle School Essay Contest

9 sponsored by CRFSC and will be awarded a \$100 savings

10 bond. Bobby Kreger won second place and will receive

11 a \$50 bond. Robertsville Middle had the most

12 participation in the essay contest. Both students,

13 their guests, and a representative from RMS are

14 invited to the Annual BIG Scholarship Luncheon on

15 February 23rd, I guess they've been to that, at the

16 Oak Ridge Civic Center. Eli will read his essay at

17 the luncheon. Congratulations to both RMS students.

18 Ms. Richter.

19 MS. RICHER: My good news involves

20 Woodland Kindergarten teacher Jan Shoop, who is

21 invited to a breakfast that was sponsored by Hamray

22 Publishing because the story that Jan submitted was

23 chosen for inclusion in the third phase of their

24 kaleidoscope leveled readers series. That's the good

1 news. The bad news is that while the publisher is  
 2 based in San Diego the luncheon was held in Columbus,  
 3 Ohio. The breakfast was held in conjunction with the  
 4 Annual National Reading Recovery Conference. And  
 5 Jan's book, What Can Go, is about forms of  
 6 transportation. It will be available at next year's  
 7 conference when phase three books will be unveiled.  
 8 So, congratulations, Jan. And that's my good news.

9 MR. FILLIAUER: Mr. DiGregorio.

10 MR. DIGREGORIO: My good news is from  
 11 Jefferson Middle School. February 4th the JMS Math  
 12 Counts team faced off with the best mathlete teams in  
 13 the Knoxville region. The competition sponsored by  
 14 the Tennessee Society of Professional Engineers took  
 15 place at the University of Tennessee. The Eagle team  
 16 consisted of ten students, including Chen Chen Xang,  
 17 Gabe Baculiak, Bonnie Moon, Jumu Chung, Hym Wong,  
 18 Wilson Wong, Melissa Yuan, Vatori Qu, and Jason Lee,  
 19 and the incredible fifth grade, Bill Angus. All  
 20 questions in this competition were designed for the  
 21 eighth grade level, probably not the way we remember  
 22 the eighth grade level, with the outcome determining  
 23 the winning team and the top four individual scores.  
 24 The team and the individuals will represent the

1 favor of approving the consent agenda signify by  
 2 saying aye.

3 (Whereupon, all members voted aye)

4 MR. FILLIAUER: Opposed? Motion carries.  
 5 Next under Items for Action, Business and Support  
 6 Services, approval of acceptance of the FY 2011 audit  
 7 reports. Dr. Bailey.

8 MR. BAILEY: Yes, Mr. Chairman, I would  
 9 recommend the approval of the Fiscal Year 2011  
 10 financial audit reports for Oak Ridge Schools and the  
 11 individual school student activity funds.

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

14 MS. RICHIER: Move for approval.

15 MS. AGLE: Second.

16 MR. FILLIAUER: Dr. Bailey.

17 MR. BAILEY: Well, we have Ted and John  
 18 and the staff here from Pugh and so, Ted, we'll turn  
 19 it over to you. We've received that financial audit.  
 20 Four Oak Ridge copies of the financial statements have  
 21 been sent to the Board of Education. Apology for the  
 22 student activities. That was a glitch of some people  
 23 being out of town and then getting that to you today.  
 24 Mr. John Sutton, auditor with Pugh and Company, served

1 Knoxville Chapter at the State competition. Our team  
 2 took second place after a very close match with West  
 3 Valley Middle School and took all four individual  
 4 positions for the State championships. The State  
 5 competition will take place on March 17 in Nashville.  
 6 And our participating four will be Bill Andres, Gabe  
 7 Baculiak, Melissa Yuan, and Bonnie Moon. Bonnie  
 8 replaced Juman Chung who, unfortunately, has to return  
 9 to South Korea by the end of the month.  
 10 Congratulations, mathletes, for another job well done.

11 MR. FILLIAUER: And that's just some of  
 12 the good news taking place in the Oak Ridge Schools.

13 MR. BAILEY: Mr. Chairman, if I may.

14 MR. FILLIAUER: Yes.

15 MR. BAILEY: Just a courtesy, if I may.

16 My good news, I'm a granddad, four weeks, a  
 17 granddaughter, Katherine Bailey Lassell. She looks  
 18 just like her mother, thank God, and dad.

19 MR. FILLIAUER: And that is certainly  
 20 good news. The next item on the agenda is the Consent  
 21 Agenda. Do I hear a motion?

22 MR. DIGREGORIO: Move for approval.

23 MR. EBY: Second.

24 MR. FILLIAUER: Any discussion? All in

1 as primary auditor for the audit and will be  
 2 available, but Perry and Ted, also with the firm of  
 3 Pugh and Company, to respond to any questions.  
 4 Results of the audit examination continue to reflect  
 5 an overall commitment to staff, to fiscal management,  
 6 observance of Board policies and procedures.  
 7 Gentlemen.

8 MR. HOLTZ: Thank you, Dr. Bailey. I'm  
 9 Ted Holtz and this is John Sutton with me and Perry is  
 10 in the audience in case there's further questions that  
 11 we may need his assistance. We do appreciate the  
 12 chance for Pugh and Company to serve as your auditors  
 13 and following behind Bacon and Howard. You may have  
 14 received a letter, which basically is a standard audit  
 15 communication letter as well, and I'm going to briefly  
 16 go over that. First of all, there is nothing alarming  
 17 in the letter. It basically describes what our  
 18 responsibility is under Generally Accepted Auditing  
 19 Standards. And our responsibility is to express an  
 20 opinion about whether the statement review and  
 21 approved by management with your oversight are fairly  
 22 presented in all material respects in accordance with  
 23 U.S. GAP. Also, discussed is the compliance report.  
 24 There is a caption in there starting on the top of the

1 second page that says "Significant Audit Findings" but  
 2 that's kind of a misleading term. It basically just  
 3 describes that significant accounting policies are  
 4 used in the audit. In the first paragraph, accounting  
 5 estimates are part of an audit and estimates in this  
 6 audit, for instance, would include like depreciation  
 7 provisions on your capital assets and also the pension  
 8 calculations, which actuaries are used for. And third  
 9 paragraph just discusses disclosures in the statements  
 10 and there's nothing really unusual about those  
 11 disclosures. The letter goes on to say that there are  
 12 no difficulties in performing the audit, no  
 13 disagreements with management. A copy of the  
 14 representation letter, I believe, will be attached to  
 15 it and that's what management has represented to us.  
 16 No outside consultations or other significant audit  
 17 findings as part of the audit. And I'm going to let  
 18 John speak now regarding the financial numbers itself.  
 19 It's kind of hard for an audit report to follow a  
 20 presentation by Linden Schools. That was excellent.  
 21 I enjoy seeing that part of a school board meeting.  
 22 MR. SUTTON: I guess I would have to  
 23 agree with that. I'm John Sutton and previously with  
 24 Bacon and Howard for twenty-five years and then merged

1 merged with Pugh and Company has joined the alliance  
 2 of Magladry and Pullen, which is the fifth largest  
 3 accounting firm in the country. We are not owned by  
 4 Magladry but we are part of their alliance, which is  
 5 like a network where we have access to their  
 6 resources, their training modules, and conference  
 7 dates and that sort of thing. So, that's just we're a  
 8 member of an alliance; we are still independently  
 9 owned; we're still locally owned. We're not part of  
 10 them but we're a part of their alliance with about  
 11 another 120 firms across the country. They're  
 12 primarily out of the midwest is their home base. But  
 13 just so you'll know what that means. Page three  
 14 through ten, that's the management discussion  
 15 analysis. If you don't do anything else, if you read,  
 16 sort of go through page three through ten and it will  
 17 give you a summary overview of what happened, why it  
 18 happened, what the cause and effect was. And this is  
 19 very similar to what you would find in a Fortune 500  
 20 report for a larger corporation but it's required  
 21 under GAP for local governments. Even the utility  
 22 districts have to do this, cities, counties, school  
 23 boards, airport authorities, any local government-type  
 24 entity has to have this section in their report now to

1 with Pugh and Company back January 1st of 2011. And  
 2 I'll just, everybody has got a thick copy here, I'm  
 3 just going to summarize a few key points and give you  
 4 the page number. I'm not going to read the page or  
 5 read all the excerpts but you might want to make you a  
 6 little note on that page and then you can go back and  
 7 look at it later if you have more time. First of all,  
 8 in the front section there's a little Roman Numeral  
 9 VIII and it kind of looks like this. And last year  
 10 for Fiscal Year 2010 you received a Certificate of  
 11 Excellence from the Association of School Business  
 12 Officials. And that's the first time a school  
 13 district had applied for that and received it, so  
 14 that's a nice, little, good housekeeping seal of  
 15 approval, I suppose. But that's one item. Right  
 16 after that is page one and two and that's our opinion.  
 17 I briefly point out that at the bottom, the last  
 18 paragraph on page one, paragraph four, that is our  
 19 opinion paragraph where we say the financial  
 20 statements are fairly presented in accordance with  
 21 General Accepted Accounting Principles. Also, at the  
 22 bottom, you'll notice a little watermark at the bottom  
 23 that says Magladry Alliance. I need to explain what  
 24 that means. Our firm, about a year ago, after we

1 get a clean opinion. So it's a nice summary to read  
 2 through. Right after that on page eleven, twelve and  
 3 thirteen is something you don't normally get except at  
 4 the end of the year in the audit. Those are the GASB  
 5 Statement Number 34 statements. That's where we take  
 6 the fund accounting statements and convert them to  
 7 full accrual with fixed assets, debt that's been  
 8 issued by the City, derivative swaps issued by the  
 9 City, the whole bucket. And the concept is that  
 10 you're a department of the City and if you issue a  
 11 stand-alone report you must issue as if you were a  
 12 smaller version of the City with all the other items  
 13 coming through here, even though they might not have  
 14 gone through your accounting records. Like the debt  
 15 payments are made by the City. You don't make those  
 16 but it is the school's share of the debt and the share  
 17 of the capital assets as well. Page fourteen and  
 18 sixteen starting out, that's where we get more into  
 19 the fund statements. And the schools have two major  
 20 funds. A major fund is determined by the size and the  
 21 dollar amount, and that's the General Purpose School  
 22 Fund and the School Federal Projects Fund. And if  
 23 you'll notice, the fund balance for the General Fund  
 24 ended at \$5.6 million for the year and the unassigned

1 fund balance, which is the old terminology unreserved,  
 2 we now use a new term called unassigned, that is about  
 3 almost 11% of the FY '11 expenditures. That's a good  
 4 healthy fund balance to have. I believe under FEP, if  
 5 I'm not mistaken, you're supposed to have at least 3%,  
 6 but a good range is five to ten is sort of the minimum  
 7 rainy day fund, carry forward that range that most  
 8 accounting literature recommends for local  
 9 governments. That's basically your working capital.  
 10 Pages 51 through 53 are your pension disclosures. And  
 11 the only reason I'm talking about that, that's such a  
 12 hot topic in the media today. And your two plans are  
 13 under the TCRS plan, one for non teachers and one for  
 14 teachers. The one for non teachers you have the  
 15 ultimate, you have funding responsibilities for both  
 16 but the non teacher plan is very well-funded. It's  
 17 87% funded. In other words, there's assets in there  
 18 to fund 87% of your actuarially accrued liabilities.  
 19 That's a very healthy ratio. Most material plans  
 20 should, the good general rule of thumb in today's  
 21 market is 80%. Most cities, most counties, most  
 22 states are not even close to that. So you have to  
 23 give a lot of thanks to the Tennessee Consolidated  
 24 Retirement System under the former stewardship and

1 leadership of William Snodgrass, the former  
 2 comptroller who was on their Board for fifty something  
 3 years. Very conservative investments, very  
 4 conservative benefit formulas. So you have not over-  
 5 promised your future payments, so that's a good thing  
 6 to know. And, actually, on page 59 will show you the  
 7 trend of that plan over the last twelve years.  
 8 There's an actuarial study done once every two years  
 9 so that's why they're just numbered by odd years.  
 10 They do a bi-annual study, actuarial study. And under  
 11 that plan the schools pay 10% and the employees put in  
 12 five. And under the teachers' plan the Board puts in  
 13 9% right now and the teachers put in five. That will  
 14 probably, may go up some based on the new actuarial  
 15 studies they are just now working on, and that will be  
 16 effective July 1. So Karen will probably get  
 17 something pretty soon, late this Spring, about what an  
 18 employer's share is going to be going forward. She  
 19 may already have it by now; I'm not sure. We had to  
 20 combine some smaller funds last year that were set up  
 21 initially, and I believe another one or two that were  
 22 set up in this year, because they did not meet the  
 23 definition of what a fund is supposed to be under the  
 24 new accounting standards. One was called the Race to

1 the Top fund, one was called something else, but,  
 2 basically, they got combined and rolled into the  
 3 school Federal Projects fund because they were  
 4 primarily funded by the Federal Department of  
 5 Education. And so that was more of a housekeeping  
 6 item; it's nothing to worry about. There was no  
 7 reason other than try to meet this new accounting  
 8 requirement that it really be a part of a particular  
 9 fund. And on the Schedule of Federal Awards on page  
 10 85 through 88, I'll just point out that due to tha,  
 11 primarily due to the Stimulus Act of two years ago  
 12 your Federal funding doubled in a two-year period.  
 13 You went from \$3.5 million to about \$7 million, maybe  
 14 a little more than that. Yes, \$7.8 million, actually.  
 15 So, some of that's probably going to peel off as the  
 16 Stimulus Act has been fully appropriated and fully  
 17 expended. I don't know what the future will hold in  
 18 that at this point on some of those programs, but they  
 19 will, I suspect, go down somewhat. Yes, sir.

20 MR. BAILEY: John, that was really the  
 21 result, as you just mentioned, of the ARRA funds and  
 22 the stimulus money coming in and that would be true  
 23 for any school system.

24 MR. SUTTON: That's right. Nothing

1 unique.

2 MR. BAILEY: I just don't want the  
 3 general public to think we got a \$7 million check from  
 4 the government.

5 MR. SUTTON: No, they are very, very  
 6 structured on what you spend it on. And then on the  
 7 back under pages 107 through 112 are our internal  
 8 control letters and our letters regarding our opinion  
 9 on how you spent those Federal monies. And I'm happy  
 10 to report we did not have any material weaknesses or  
 11 significant deficiencies and we gave you a clean  
 12 opinion on the expenditure of your Federal awards.  
 13 And I'll be happy to answer any questions.

14 MR. FILLAUER: Questions from any of the  
 15 Board members? Ms. Agle.

16 MS. AGLE: This is just a question of my  
 17 own ignorance. But what is a derivative interest rate  
 18 swap? It sounds like a bad thing.

19 MR. HOLTZ: Well, that's basically when  
 20 the City, I mean, you had no, the Board had no control  
 21 over that. That's where the City issued long-term  
 22 debt basically to build the high school. And instead  
 23 of going to a fixed interest rate they bought  
 24 synthetic, they went to a variable rate. To hedge

1 that variable rate they entered into synthetic  
2 interest rate swaps with third parties. And that's a  
3 negative value right now because of the market  
4 conditions. Now, when they did a lot of that in 2004  
5 and 2005 and 2006, you know, they couldn't predict the  
6 market turmoil that we've had the last two or three  
7 years. So, that's what that is. We have a hard time  
8 understanding it as well and we make several jokes in  
9 the office about it, which I will not share in public.  
10 Going to the race track is one of them, but heads I  
11 win, tails you lose. But that's to make, it doesn't  
12 require any more interest payments per se right now.  
13 It just measures what those swaps are against the  
14 benchmarks of the agreements that the City entered  
15 into. That's the best I can explain.

16 MS. AGLE: So that might explain the  
17 numbers that are being thrown out as to what the City  
18 funded the high school at as being something more than  
19 we actually approved as the construction cost, because  
20 they messed with the interest rates?

21 MR. HOLTZ: No. That fair value is just  
22 a measurement of one point in time. It doesn't mean  
23 that they've paid more interest than what they entered  
24 into per se. I have a hard time understanding it as

1 well, to be honest with you.

2 MS. GAGLIANO: Excuse me a minute. It  
3 appears from reading the notes each year in the audit  
4 that the reason that that number is larger than what  
5 the actual cost was, it appears as if debt for other  
6 projects, previous additions on the high school or  
7 projects on the high school or other buildings, were  
8 refinanced and possibly rolled into that total.

9 MS. AGLE: Other school system buildings  
10 or other City buildings in addition to school system  
11 buildings?

12 MS. GAGLIANO: School system. It  
13 appears as if they're trying to make two pots of debt,  
14 one school and one City, and so maybe the previous  
15 school projects that were financed maybe at a higher  
16 interest rate were refinanced but then added into the  
17 total high school ticket.

18 MR. FILLAUER: Mr. Eby.

19 MR. EBY: As I recall in the past,  
20 sometimes you have recommendations on things that you  
21 think we ought to do differently. I did not see any  
22 in here. Are you pretty well satisfied with the  
23 process, our accounting processes now?

24 MR. HOLTZ: Yes, we were satisfied with

1 the policies and procedures and we test those and  
2 sample those. There's been some turnover in that area  
3 the last few years that you're probably unaware of.  
4 We were generally satisfied, yes.

5 MR. BAILEY: I'd like to make a comment  
6 to Mr. Holtz and to John, you know, because we've got  
7 a new team. When you have a new team you don't, the  
8 amount of time, I don't think anybody understands how  
9 much time it takes. We have a nice little room that  
10 these guys occupy for a period of hours and days and  
11 months. Perry is in there, John is in there, Ted is  
12 in there.

13 MR. HOLTZ: Don't charge us rent.

14 MR. BAILEY: I'm not, believe me. I'm  
15 not sure I'd want to. But the reality, I just say  
16 that because they take their job very seriously and,  
17 believe me, sometimes I sit here as a superintendent  
18 and think the Board asks me 20 questions, okay, they  
19 ask me 40, 50, 60, but that's their job. And so, they  
20 really are looking at it. And the findings that even  
21 we've had in the past are things that when you look at  
22 internal controls, when you look at accounting, that a  
23 person could make a mistake on and yet they're  
24 expected to be corrected. But what I found

1 interesting in this report that no matters were being  
2 reported of any financial statement findings and  
3 Federal award findings and question cost. And I say  
4 that because I look at the staff, Karen and Hal and  
5 all of the other people, to try to keep track of the  
6 Race to the Top, the Jobs Bill money, the ARRA money,  
7 put additional burden on everybody in this room,  
8 including you guys, but I know the staff worked hours  
9 to try to understand everything from the State and the  
10 Feds and, believe me, it was not fun. It was a lot of  
11 hard work. So, I just say that because the staff  
12 deserves a lot of credit, and so do you all, because  
13 you had to do a lot of things on that.

14 MR. HOLTZ: I'll make a comment. The  
15 last three years with stimulus money involved, we were  
16 under a lot of extra audit requirements that we had  
17 not been before and so, it's been a tough last couple  
18 of years.

19 MR. FILLAUER: Other questions or  
20 comments? Then the motion on the floor is the  
21 approval of acceptance of the FY 2011 audit reports.  
22 All those in favor signify by saying aye.

23 (Whereupon, all members voted aye)

24 MR. FILLAUER: Opposed? Motion carries.



1 Gentlemen, thank you very much for your time and  
 2 effort. We appreciate it.  
 3 MR. HOLTZ: Thank you.  
 4 MR. BAILEY: Thanks, gentlemen.  
 5 MR. FILLAUER: If I'm not confused, the  
 6 next item on the agenda under Business and Support  
 7 Services, B, is the approval of a design option to  
 8 address the structural issues at Woodland Elementary.  
 9 No, that's not right, is it? I need to go to you,  
 10 right?  
 11 MS. RICHER: And I've tried to cut down  
 12 the phrasing of it.  
 13 MR. FILLAUER: Okay.  
 14 MS. RICHER: I believe it should be  
 15 stated something like this: Approval that the  
 16 Superintendent take the steps necessary to continue  
 17 moving forward with the Woodland structural project.  
 18 That should allow him to encompass putting out bids or  
 19 whatever it happens to be, but it should be done I  
 20 think with the Board's approval.  
 21 MR. FILLAUER: You want to do that one  
 22 more time?  
 23 MS. RICHER: Approval that the  
 24 Superintendent continue to take the steps necessary to

1 move forward with the Woodland structural project.  
 2 MR. BAILEY: Now, for us to move forward  
 3 with the corrections, you know, to address the  
 4 corrections.  
 5 MR. EBY: Yeah, I'm wondering if we  
 6 shouldn't go a step further. I mean, basically, what  
 7 we have to do to move this thing forward is take it to  
 8 City Council and request the funds, right? I mean,  
 9 should that not be what we're recommending is that we  
 10 recommend that the Superintendent move forward to  
 11 prepare a package that we take to City Council for  
 12 appropriate funding, or something like that.  
 13 MR. BAILEY: In essence, when we discuss  
 14 this in trying to put this together there are two  
 15 factors going on. One was to do what we originally  
 16 did in the Board meeting. Then we got into the  
 17 reality of before with the time and the urgency of the  
 18 safety issue it became really critical that with the  
 19 timing of trying to get this project done so that it's  
 20 completed by the first day of school next year it  
 21 became necessary to say we may have to step forward  
 22 instead of just throwing this in the lap of the City  
 23 Council and saying here it is, you all take it, and  
 24 design it and whatever, that we do our due diligence.

1 And I think it's something we should do anyway. And  
 2 actually deal with the aspect of beginning  
 3 design/development construction documents that would  
 4 be ready to go to bid. And so, the issue is that  
 5 giving the Superintendent make a recommendation to  
 6 move the project forward is appropriate with the idea  
 7 of selection of design options to address the issues  
 8 to correct the Woodland Elementary School situation.  
 9 And then the caveat at that point is, in addition to  
 10 that, would be to then recommend and discussion of how  
 11 to fund that.  
 12 MR. EBY: First I'm in total agreement  
 13 we need to move this thing forward. But do we have  
 14 the funds identified to do what you're asking to do?  
 15 And I question whether we can, if we don't have those  
 16 funds identified, how can we move it forward? I mean,  
 17 even if we use them out of our contingency fund or out  
 18 of some other —  
 19 MR. BAILEY: Oh, no. If I confused you  
 20 I didn't mean to do that. What I'm really saying is  
 21 that we have to get the design/development documents  
 22 prepared. They can go out to bid. We're now ready at  
 23 that point for the City. We would write to the City  
 24 and say we have prepared the documents necessary based

1 on our due diligence to say this is what it would take  
 2 to correct the situation.  
 3 MR. EBY: And we have funds to be able  
 4 to do that?  
 5 MR. BAILEY: Yes. Oh, I'm sorry.  
 6 MR. EBY: Okay. That's what I —  
 7 MR. BAILEY: Oh, I'm sorry. Yeah,  
 8 Absolutely. That means that when you vote on this  
 9 we're taking existing, as I mentioned earlier in the  
 10 work session, that's why I brought that up in work  
 11 session, we are bringing those funds forward from  
 12 other things that we would have been doing. But,  
 13 Jenny, you asked me a question, is this urgent.  
 14 Absolutely. So, we have sat down as a staff and said  
 15 we're not asking the City for those funds. So, we  
 16 have already paid the original funds and now we're  
 17 going to complete the documents that would go out for  
 18 construction. And that's all we're really asking  
 19 tonight is to approve the decision of a design option.  
 20 Jenny is right. The Superintendent is saying move  
 21 this forward so that that would then be ready for the  
 22 City Council to deal with it. And the funding aspect  
 23 of it would be something that would be determined by  
 24 the City Council and the City Manager.

1 MR. FILLAUER: So, would a motion then  
2 be to authorize the Superintendent to initiate design,  
3 development and construction documents?  
4 MR. EBY: That's what we're authorizing.  
5 MS. RICHER: In fact, that was in the  
6 original. I was just trying to cut it down. You did  
7 a better job.  
8 MR. FILLAUER: Does that work then?  
9 MR. BAILEY: I think so.  
10 MR. DIGREGORIO: Go real slow.  
11 MR. FILLAUER: Okay. The recommendation  
12 from the Superintendent, which we would put in the  
13 form of a motion here momentarily, would be to  
14 authorize the Superintendent to initiate design,  
15 development and construction documents.  
16 MR. BAILEY: To be funded with existing  
17 budgetary, with our own existing budget.  
18 MR. EBY: So you need a motion for that?  
19 MR. FILLAUER: You need to hear it  
20 again? Question?  
21 MR. DIGREGORIO: No. It almost seems  
22 like, maybe I don't understand it, it almost seems  
23 like we're muddying the water a whole lot here. Seems  
24 to me that the first thing we've got to do is do just

1 exactly what's on here is approve the design option  
2 without authorizing the Superintendent to move forward  
3 with the design documents and whatever.  
4 MR. FILLAUER: When you say design  
5 option you're referring to A, B or C?  
6 MR. DIGREGORIO: A, B or C, yeah.  
7 MR. EBY: I don't think it really  
8 matters, the chicken comes first or the egg, but  
9 you've got to do them both. I agree with Jenny.  
10 MR. FILLAUER: Yeah, we're going to do  
11 them both regardless of what we do here. It's just a  
12 matter of if you want to go back and approve A, B or C  
13 first, that's not a problem.  
14 MR. DIGREGORIO: And it's probably just  
15 me.  
16 MR. FILLAUER: We want you to feel  
17 comfortable.  
18 MR. BAILEY: It is a chicken and egg  
19 thing.  
20 MR. FILLAUER: Yeah, it is. Okay. We  
21 haven't seconded or made anything. Let's just back up  
22 then. Does someone have a recommendation for Option  
23 A, B or C?  
24 MS. AGLE: I move to recommend Option C.

1 MR. EBY: Second.  
2 MR. FILLAUER: Motion has been made and  
3 seconded to recommend Option C.  
4 MR. DIGREGORIO: Okay. Second for  
5 discussion.  
6 MR. FILLAUER: Yeah, we did. We got a  
7 second.  
8 MR. DIGREGORIO: Okay. This is a  
9 situation where it almost seems like we should have  
10 another special-called meeting after we have had a  
11 chance to look these three things over. Bob is  
12 shaking his head and you're shaking your head. Am I  
13 the only one that doesn't understand what's going on?  
14 MR. FILLAUER: I think, if you look --  
15 MR. DIGREGORIO: I can't make a decision  
16 right now.  
17 MR. FILLAUER: Well, if you look at  
18 those designs -- when we get -- whichever one we  
19 approve is going to come back to the Board for  
20 acceptance. At that point in time, we can accept it  
21 or send it back for bid again if we don't like it.  
22 Based on, and correct me if I'm wrong, either one of  
23 you all when I make this statement, based on A, B or  
24 C, C probably has a few more odds and ends to it than

1 the other two, correct? But what I hear from you is  
2 the significance in cost is not that great.  
3 MR. BAILEY: It's minimum.  
4 MR. FILLAUER: It's minimum between all  
5 of them. However, if we came back and once we get the  
6 documents and the costs for C, if this Board says  
7 maybe that's a little too much, at that point in time,  
8 if we choose to, we can back up and say we need to  
9 rebid this in a different scenario. Would that be  
10 correct?  
11 MR. COCKRILL: Yes, sir. We have a lot  
12 of flexibility as this thing moves forward. And as I  
13 understand this, what you all are trying to do tonight  
14 is just authorize us to continue development of  
15 construction documents that would go out for bid.  
16 MR. BAILEY: That's it.  
17 MR. COCKRILL: As the design proceeds  
18 there will be more milestones where you can look at  
19 it. This is not an all for none kind of design review  
20 tonight. This is very preliminary. And, Mr.  
21 Fillaueer, to your point, as we move forward, if we  
22 think we may be pushing the budget a little bit, we  
23 can look at things in the construction documents like  
24 additive alternates or deductive alternates. You

1 know, for instance, we could, on the parapet, that was  
2 the only issue that was really brought out that sort  
3 of signifies a visual difference between A, B and C.  
4 You know, on C we could have, you know, the coping and  
5 parapet issue as an additive alternate. So, your base  
6 bid is a certain amount and then if we have money left  
7 we can accept that additive alternate. And I'm making  
8 it way more complicated than it needs to be for this  
9 but, basically, what I'm understanding is the school  
10 system is saying that you all want to use your budget  
11 to authorize development of bidding documents.

12 MR. FILLAUER: So then we don't even  
13 need to say A, B or C?

14 MR. BAILEY: No. As a matter of fact,  
15 and I guess that maybe my confusion on that was that  
16 in the work session, the purpose of the work session  
17 to make sure the Board felt comfortable with  
18 materials, vertical, horizontal, you know, the actual  
19 tying in the roof and all the different features to  
20 it. And, literally, because of the nature of the  
21 timing, that last page, that was the critical element  
22 tonight was to say if we don't approve a design option  
23 to address structural issues, then we can't go out to  
24 bid regardless of whether we have the money in time to

1 get it done. So let's do our due diligence and we  
2 have a responsibility, I think, as a school system to  
3 say we have a safety issue, we don't want to delay it,  
4 we're stepping forward and providing the funding  
5 through our own budget to get the actual design,  
6 development and construction documents ready to go to  
7 bid. And then determine at that point when we say it  
8 to the City any negotiations or sharing of how we're  
9 going to come up with funding would be dealt with at  
10 that time.

11 MR. DIGREGORIO: Now I'm on the  
12 wavelength.

13 MR. FILLAUER: That's a good  
14 explanation.

15 MR. COCKRILL: Yes, sir. And I think,  
16 you know, as we go along we'll be coming back to you  
17 with further development of what you saw. And I would  
18 encourage you to maybe send us down the path of Option  
19 C. It's more interesting. We'll start to develop  
20 that. We'll come back with colors and more definitive  
21 information. What you see tonight is really just a  
22 schematic and we have the next phase of design/  
23 development, which we begin to pick actual materials  
24 and colors and do some details and then construction

1 documents are the actual working drawings that will be  
2 put out for bid.

3 MR. FILLAUER: Mr. Eby.

4 MR. EBY: I think in parallel we need to  
5 continue to lay the groundwork with City Council that  
6 says this is coming down the pike, we have to get it  
7 done in a certain period of time if we're going to  
8 affect next year. And I don't think any of us want  
9 school kids going there with potential bricks falling.  
10 So, this is something that's got to be done in  
11 immediate time period and so, you know, when we come  
12 in with that design we need to get to City Council.  
13 We need their response immediately.

14 MR. FILLAUER: So you want to withdraw  
15 your motion on A, B or C?

16 MR. EBY: Sure. Ch, she made the  
17 motion.

18 MR. FILLAUER: And you did the second.

19 MR. EBY: I did the second.

20 MR. FILLAUER: That's off the table.

21 MR. BAILEY: You know, if I may, because  
22 I think Bob has made an excellent point here is that,  
23 if you recall, the Board directed and the City Manager  
24 stepped forward and said he'd like to have as much

1 information about different things. So he and I have  
2 spent a lot of time meeting on individual situations,  
3 and this was one. I mean, last Friday, Thursday, we  
4 met and spent three hours together as one of many  
5 topics, and this topic was one of them. That's why I  
6 brought up tonight the idea of let's do nothing. You  
7 know, if someone is out there thinking we can do  
8 nothing, that's not acceptable. The second is don't  
9 build anything, don't do anything toward relocate the  
10 kids and position the students in other buildings. In  
11 other words, close Woodland. And I explained why that  
12 couldn't happen and I reemphasize that tonight in this  
13 meeting. So, those were all factors, too, that enter  
14 into the dialogue of discussion as the City Council  
15 has to wrestle with this. And because we have an  
16 issue that we, as a City, have to address. It's City  
17 property, it's schools, and how can we correct it for  
18 the benefit of safety for children and staff.

19 MR. FILLAUER: So the motion on the  
20 floor is to authorize the Superintendent to initiate  
21 design, development and construction documents to be  
22 funded with existing school budget.

23 MS. RICHTER: I make the motion.

24 MR. FILLAUER: Ms. Richter has made the

1 motion.

2 MR. EBY: I'll second it.

3 MR. FILLAUER: The motion has been  
4 seconded. Any additional discussion?

5 MR. BAILEY: They only thing, a caveat,  
6 is that this gentleman right here, red chair, will be  
7 the ones, whatever design is, that we'll continue with  
8 that.

9 MR. FILLAUER: Absolutely. All those in  
10 favor of the motion signify by saying aye.

11 (Whereupon, all members voted aye)

12 MR. FILLAUER: Opposed? Motion carries.  
13 Thank you.

14 MR. DIGREGORIO: See, I can understand  
15 things if you go real slow.

16 MR. FILLAUER: Next item on the agenda  
17 under Curriculum and Instruction is the approval of  
18 the 2013-2014 traditional school calendar. Dr.  
19 Bailey.

20 MR. BAILEY: Yes, Mr. Chairman, at this  
21 time based on the summary of votes received of the  
22 four options presented, I recommend approval of Option  
23 B as the 2013-2014 Oak Ridge Schools calendar for all  
24 school sites, with the exception of Willow Brook

1 Elementary and the preschool.

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

4 MR. EBY: So move.

5 MR. DIGREGORIO: Second.

6 MR. FILLAUER: Discussion. Or, excuse  
7 me, Dr. Bailey, any comments?

8 MR. BAILEY: Mr. Green is not with us  
9 tonight. Donna Farmer is here if you have any  
10 questions but we discussed this earlier. The basis of  
11 the recommendations are based on also trying to follow  
12 with the, if you look at the calendar option  
13 parameters that, you know, try to address that each  
14 year. And the options that we're talking about in  
15 terms of the votes you see in front of you. And when  
16 we look at Option B, which was the one being  
17 recommended, we tried to keep as much of a balance,  
18 excuse me, let me get it right, and we also played  
19 into the number of days in the first and second  
20 semester and all of the different caveats to that.  
21 And so, that's a matter of trying to equalize those  
22 days is the most difficult thing to do unless we want  
23 to come back and have exams after, and that is not  
24 something parents, students or staff have recommended.

1 So, I think you have the Option B is clearly  
2 representative of what the survey monkey and the PIA,  
3 PISO. Response count was 210. Now, that doesn't  
4 represent the total number of people that it actually  
5 went to, but you had a 46% response from the staff,  
6 32% from the PIO's representative of each school, and  
7 others with the other departments, custodial,  
8 secretarial, etcetera, in the division. So if you  
9 have any specific questions, I know Donna can  
10 elaborate more.

11 MR. FILLAUER: Mr. DiGregorio.

12 MR. DIGREGORIO: Is there a policy on  
13 the earliest date that school can start?

14 MR. BAILEY: Well, it's not a policy.  
15 There's been some guidelines. Those are on the  
16 calendar option parameters that you see on the page  
17 that has all the options, right at the bottom left.  
18 183 student instructional days is one of the  
19 parameters. Students begin no earlier than August the  
20 13th.

21 MR. DIGREGORIO: That is the earliest  
22 date, right?

23 MR. BAILEY: Yeah. And so, that's been  
24 a parameter. There's no official policy per se on

1 that.

2 MS. FARMER: Right. That's something  
3 that over the years has been a parameter not to start  
4 before then. Whether that was originally intended as  
5 like a window of that certain week or if it was meant  
6 as a hard date I'm not sure. But that's the reason on  
7 that option it's starting on a Tuesday because that's  
8 the 13th.

9 MR. BAILEY: See, if that's a window, it  
10 could be Monday if it's a window. But if we say it's  
11 a hard date of August 13th and that falls on a Tuesday  
12 like this does, we would start then.

13 MR. FILLAUER: Ms. Richter.

14 MS. RICHIER: I remember that discussion  
15 very well. And it was an absolute hard date. We were  
16 very uncomfortable with starting any earlier than the  
17 13th.

18 MR. EBY: Is that an Oak Ridge Schools  
19 parameter or is that a State?

20 MS. RICHIER: It was a Board decision.

21 MR. EBY: Okay. Is there a State  
22 parameter on that?

23 MS. FARMER: No.

24 MS. RICHIER: Not yet.

1 MS. FARMER: There was a bill that  
2 almost passed last year.  
3 MR. FILLAUER: I would say that that is  
4 still on the legislative table to be discussed.  
5 MS. FARMER: Yes, I agree.  
6 MR. BAILEY: Well, and that bill that's  
7 there is really to move it back to start after  
8 September so that you can't start in August and it's  
9 kind of similar to the Virginia bill that we  
10 affectionately refer to as the King's Dominion Bill so  
11 that people, high school kids worked in the amusement  
12 park and started school after that. And that was the  
13 basis of it, quite frankly.  
14 MR. FILLAUER: Ms. Agle.  
15 MS. AGLE: What is the fiscal impact of  
16 one day's attendance? Because Option B does have the  
17 last day of school on a Monday and I just wonder what  
18 our absentee rate might be.  
19 MR. BAILEY: The caliber of instruction  
20 and dedication our students have absolutely lend  
21 itself to their 100% attendance on that day, as you  
22 know. Who knows. Whether it's a Monday or Tuesday  
23 the last day of school is the last day of school  
24 sometimes.

1 MS. AGLE: Well, I don't think there  
2 would be any instructional impact. What I'm wondering  
3 is is there a fiscal impact in State funding based on  
4 one day's attendance?  
5 MR. BAILEY: I don't think it's going to  
6 be a major impact. As a matter of fact, whether it's  
7 on a Monday or Tuesday, I think you'll still have the  
8 number of students show up that would still be —  
9 MR. EBY: It's still four days earlier  
10 than the last day under Option A.  
11 MR. BAILEY: That's right.  
12 MS. FARMER: Right. However, if you did  
13 start on the 12th instead of the 13th, it would move  
14 that Monday date to the Friday before.  
15 MR. BAILEY: And that's really I think  
16 why you're asking the question, if you move that  
17 Tuesday. But if it's a fast date and we tried to  
18 honor that, you know, those parameters every time we  
19 do the calendar, you know, we honor those parameters  
20 that have been set up and we've had lots of discussion  
21 on that, believe me.  
22 MS. AGLE: I'm not going to be the one  
23 to propose that we violate that.  
24 MR. EBY: I wasn't here during that

1 discussion and I know that if you did move that  
2 forward to Monday, the 12th, then you better balance,  
3 again, your first semester with your second semester.  
4 MR. BAILEY: You do pick up an  
5 additional day.  
6 MR. EBY: So it's 87/96 instead of  
7 86/97. So, I mean, why were we so hard, and I think  
8 Ms. Agle brings up a good point is that by finishing  
9 on Friday, what would that be, the 31st of May or  
10 something like that, versus going over and taking  
11 Monday, I think a lot of people would be more  
12 susceptible to that.  
13 MR. FILLAUER: Here's one of those  
14 situations with what makes the most sense. And if you  
15 look across at all of those options they all start on  
16 Monday except Option B. And, you know, to me, is it  
17 not more logical to start at the first of the week and  
18 end at the last of the week? I mean, to me, this  
19 makes a lot of sense.  
20 MR. EBY: And education wise you pick up  
21 that extra day. I don't understand why you would not  
22 do that.  
23 MR. FILLAUER: Ms. Richter.  
24 MS. RICHER: Can I point out that when

1 we had this discussion many moons ago people were very  
2 concerned about calendar creep, because every few  
3 weeks, or every few years you'll run into this and the  
4 next thing you know it's going to be starting on  
5 Monday, August 10th or Monday, August 9th, to try to  
6 preserve that. The other thing is that what we heard  
7 from teachers and parents at the time was that the  
8 first week of school is tough anyway and I'm sure that  
9 some of the elementary school principals out here  
10 might support that concept that heading back into  
11 school after summer break and having a full week can  
12 be tough, too. So, there were good and solid reasons  
13 for looking at those different things. It just so  
14 happens that this year this is what it results in.  
15 But those were some of the reasons behind doing some  
16 of the things that we did at that time. And I think  
17 that Ken Green has tried to stick pretty faithfully to  
18 that, which is probably why you're seeing this. I  
19 don't know; that's my guess.  
20 MR. DIGREGORIO: But instead of a date  
21 why not the second Monday of August?  
22 MS. RICHER: We could do that.  
23 MR. BAILEY: Well, that would address  
24 the creep. Because Jenny is absolutely correct, if

1 you don't watch that, next thing you know now it's not  
 2 August the 13th, 11th, or 10th, you're now starting  
 3 school on the 5th and the 7th and whenever.  
 4 MR. DIGREGORIO: If you do it whatever  
 5 the second Monday of August is that kind of fixes  
 6 that, I think. I don't have all the calendars.  
 7 MR. EBY: Or the second Monday of August  
 8 could be as early as August 8th.  
 9 MR. BAILEY: Exactly. And that's the  
 10 flaw.  
 11 MR. EBY: But it would never be any  
 12 earlier than that.  
 13 MR. DIGREGORIO: Will it be that early?  
 14 MR. EBY: Well, if August 1st was a  
 15 Monday then the second would be the 8th.  
 16 MR. BAILEY: See, that's the danger in  
 17 doing that. But, Bob, you could do what you all are  
 18 tempting to do right now is that you protect that by  
 19 knowing to protect it if the dates do that.  
 20 MR. EBY: You could say Monday,  
 21 depending upon what a certain day falls and then you  
 22 could switch back to the third Monday or the  
 23 Wednesday.  
 24 MR. DIGREGORIO: Or a Monday has to have

1 double digits.  
 2 MR. BAILEY: Sure. The biggest thing  
 3 that we were concerned about was trying to honor the  
 4 parameters, and Ken does that each year. It's tough  
 5 to do. And Jenny is right on that. And I'm sure he  
 6 brought that recommendation forward for that reason.  
 7 The second is that last year, and even previous years,  
 8 we've all been concerned about having less days in the  
 9 first semester than the second. But we are also  
 10 trying to protect the exam issue because that is crazy  
 11 to come back and then the minute you come back right  
 12 after Christmas, I mean, after the holiday, winter  
 13 break, you have, in fact, review and exams. We want  
 14 to get that out of the way.  
 15 MR. EBY: When do you have to decide  
 16 this by? Does it have to be done this month or  
 17 tonight?  
 18 MS. FARMER: I do not know the answer to  
 19 that. The 100 day calendar that goes to the State is  
 20 due June 1st, I believe. So, I don't think it would  
 21 have to be.  
 22 MR. BAILEY: Our calendar right now for  
 23 next year is already in place, so this would be the  
 24 replacement so I think we have, if you need a little

1 more time to make up your —  
 2 MR. EBY: Seems to me, I mean, if Ken  
 3 Green is not here but he has his reasons we ought to  
 4 get all the facts before we make a decision.  
 5 MS. FARMER: Well, my understanding from  
 6 Mr. Green was the reason he did the 13th was because  
 7 that was the parameter he had been given from the  
 8 Board in the past.  
 9 MR. BAILEY: We reviewed that in  
 10 Executive today and with him having a conference to go  
 11 to that's exactly what was said. He has set the  
 12 parameters and honored that based on what he believes  
 13 his direction from the Board has been. And, you know,  
 14 your all's pleasure to entertain that but he's trying  
 15 to honor that based on the very things Jenny pointed  
 16 out because that creeping back is something you  
 17 definitely want to protect.  
 18 MS. AGLE: One of the things that we  
 19 should keep in mind is that there is another bill in  
 20 the legislature this year that's a not earlier than  
 21 start date and it's much later than our usual start  
 22 date. I wonder if this is what's pushing that  
 23 further, more school systems that are starting a day  
 24 earlier, two days earlier. I would hate to antagonize

1 that situation.  
 2 MR. BAILEY: Yeah. And as you know,  
 3 that legislation is being proposed with the option for  
 4 localities to consider certain things in relation to  
 5 that. But you're right, it could do that.  
 6 MR. FILLAUER: There's some good  
 7 questions here looking at both sides of the issue. I  
 8 mean, you look, too, if you're looking high school  
 9 only that the seniors are gone and that Monday is a  
 10 test day. That's a final exam day on a Monday.  
 11 MR. BAILEY: I think they'll show up.  
 12 MR. FILLAUER: They will. And then if  
 13 you move down to elementary and middle school, I don't  
 14 think we're writing any essays or reading any books or  
 15 working any math problems. We're at the pool or we're  
 16 having a field day or something.  
 17 MR. BAILEY: You may lose some.  
 18 MR. FILLAUER: So I personally would  
 19 support backing it up myself. And if the Board wants  
 20 to table this until our next meeting, I don't know,  
 21 the only other resolve we would have is Mr. Green  
 22 would be here and could convey his thoughts. So I'm  
 23 open. I'll go either way.  
 24 MR. EBY: I would support backing it up

1 but before I do that I want to understand all the  
 2 reasons why. I mean, if it was just because he was  
 3 honoring the Board's request I think that is admirable  
 4 but let's do what's right for the students. So if it  
 5 means waiting a month, it sounds like we have that  
 6 time, I will move that we table this til next month.  
 7 MR. DIGREGORIO: We're talking about a  
 8 day, right? Move it up to the 12th and move the end  
 9 day to the Friday instead of Monday?  
 10 MR. EBY: Right.  
 11 MR. BAILEY: Let me ask. It was  
 12 definitely developed with the —  
 13 MR. FILLAUER: Before you do that, did I  
 14 have a second to that motion to table it?  
 15 MS. AGLE: Second.  
 16 MR. FILLAUER: Okay.  
 17 MR. EBY: Then there's no discussion on  
 18 table. I think you've got to take a vote, don't you?  
 19 MR. FILLAUER: Yeah. We'll just save  
 20 you on that.  
 21 MR. BAILEY: How about some direction?  
 22 MR. FILLAUER: Direction?  
 23 MR. BAILEY: Come back, do you want  
 24 another survey monkey or do you want to discuss it

1 first?  
 2 MR. FILLAUER: No, I don't think we need  
 3 a survey monkey. I think we just need to hear the  
 4 information and then make a decision if we want to  
 5 stay with it or not.  
 6 MR. BAILEY: Good. Glad to hear that.  
 7 MR. FILLAUER: The motion is to table  
 8 the discussion on the approval of the 2013-2014  
 9 traditional school calendar until the next Board  
 10 meeting. All those in favor signify by saying aye.  
 11 (Whereupon, all members voted aye)  
 12 MR. FILLAUER: Opposed? Motion carries.  
 13 Next item is the approval of the 2013-2014 Willow  
 14 Brook and Oak Ridge Preschool calendar.  
 15 MR. BAILEY: Mr. Chairman, I would  
 16 recommend the adoption of calendar Option B for Willow  
 17 Brook and Oak Ridge Preschool for 2013-2014 school  
 18 year.  
 19 MR. FILLAUER: You've heard the  
 20 Superintendent's recommendation. Do I hear a motion?  
 21 MS. RICHER: Move for approval.  
 22 MS. AGLE: Second.  
 23 MR. FILLAUER: Dr. Bailey.  
 24 MR. BAILEY: You, again, have the

1 information before you. It's the tally of the  
 2 calendar option preference as well as a copy of the  
 3 detail and monthly calendars for Option B. So I will  
 4 entertain any questions you may have but ballots and  
 5 the parents and staff all totaled 61% would like to  
 6 see Option B.  
 7 MR. FILLAUER: Questions or comments?  
 8 Hearing none, the motion has been made for approval of  
 9 the 2013-2014 Willow Brook and Oak Ridge Preschool  
 10 calendar. All those in favor signify by saying aye.  
 11 (Whereupon, all members voted aye)  
 12 MR. FILLAUER: Opposed? Motion carries.  
 13 Next item is the approval of the Jefferson Middle  
 14 School field trip to Williamsburg, Virginia.  
 15 MR. BAILEY: Mr. Chairman and Board, I'd  
 16 recommend the Jefferson Middle School field trip to  
 17 Williamsburg, Virginia be approved by the Board.  
 18 MR. FILLAUER: You've heard the  
 19 Superintendent's recommendation. Do I hear a motion?  
 20 MR. EBY: So move.  
 21 MS. AGLE: Second.  
 22 MR. BAILEY: The attached documentation  
 23 details the Jefferson Middle School American History  
 24 field trip to Williamsburg, Virginia. Included are

1 the campus leave requests, itinerary, informal bid  
 2 information for transportation, hotel, and banquet in  
 3 a single source bid sheet for Colonial Williamsburg  
 4 programs. The parent/student letter, itinerary,  
 5 signup packet will be sent home before Spring break  
 6 pending Board approval. The final permission slip  
 7 packet and price information will be sent home with  
 8 the students in late August. This trip's dates are  
 9 October 19th through 22nd at the beginning of Fall  
 10 break.  
 11 MR. FILLAUER: Questions? Comments?  
 12 Mr. Williamsburg trip is here if there are any  
 13 questions.  
 14 MR. BAILEY: Yeah, he's here.  
 15 Robertsville has already had this trip, right?  
 16 MR. FILLAUER: They've had it approved.  
 17 They haven't gone yet.  
 18 MR. BAILEY: Yeah, had it approved.  
 19 MS. AGLE: I just have a comment to,  
 20 again, express our appreciation for the staff who are  
 21 willing to give up Fall break to take our students.  
 22 MR. BAILEY: Amen. You all are not  
 23 going to put Steve on the spot with any questions?  
 24 MR. EBY: No, they've worked me down too

1 much. I'll let him go.  
 2 MR. FILLAUER: Motion is for approval of  
 3 the Jefferson Middle School field trip to  
 4 Williamsburg, Virginia. All those in favor signify by  
 5 saying aye.  
 6 (Whereupon, all members voted aye)  
 7 MR. FILLAUER: Opposed? Motion carries.  
 8 Next item on the agenda is Items for Information,  
 9 report on Day on the Hill. Board members had an  
 10 opportunity to be in Nashville for TSEA Day on the  
 11 Hill to hear information concerning pending  
 12 legislation as well as an opportunity to meet with  
 13 representatives and senators to discuss pertinent  
 14 issues. I'll turn this over to Ms. Agle.  
 15 MS. AGLE: Well, we have all received  
 16 from TSEA a list twenty-four pages long of proposed  
 17 education legislation. You should have also received  
 18 from TSEA the sections, the things that they support,  
 19 things that they oppose. We primarily talked to our  
 20 legislators about three primary concerns. One is  
 21 preservation of the EP funding. The bill that has now  
 22 died for this year but will almost certainly come back  
 23 next year that was purported to give districts some  
 24 flexibility with class size would have actually

1 reduced the funding for teachers in Oak Ridge by about  
 2 27 positions because they're basing funding in grades  
 3 K through 8 on maximum class size, rather than the  
 4 current class size. So we expressed some concern  
 5 about that, not just for this year but going forward,  
 6 that reducing the funded teacher positions is not a  
 7 good way to give us flexibility. We expressed our  
 8 support for restoring funding for the family resource  
 9 centers and talked a little bit with them about what  
 10 our family resource center does and how important that  
 11 is. What most people don't understand is how many  
 12 volunteers that brings into the school system who are  
 13 doing actual work with our students to help bring up  
 14 their academic proficiency. It's just a half hour a  
 15 week, an hour a week. Some may do a little more than  
 16 that, but it's about 80 people and that's all  
 17 coordinated through the family resource center in  
 18 addition to the dozen or so other things that they do.  
 19 We reinforced, as we do every year it seems, the  
 20 importance of keeping appointed superintendents.  
 21 We're facing enough change and enough challenge that  
 22 that would just throw a tremendous monkey wrench in  
 23 the mix that none of us need. And those were the  
 24 three things that we really reinforced with our

1 representatives.  
 2 MR. FILLAUER: I think it's going to be  
 3 very important, and I speak not only when I say this  
 4 to Board members, to staff members, to anybody that  
 5 believes in public education, at this point in time  
 6 the Governor's budget does not include extended  
 7 contracts, money for the family resource center, or  
 8 Internet connectivity is not in that budget. The  
 9 legislature has set this aside for a couple of weeks  
 10 before they begin discussing these particular issues.  
 11 This would put a major impact not only on the Oak  
 12 Ridge School System but on other school systems as  
 13 well. And I think it's imperative that we, as a  
 14 Board, other Board members, school administration,  
 15 teachers, etcetera, contact our representatives, not  
 16 just those who represent us in the House or the  
 17 Senate, but those who are members of the Education and  
 18 Finance committees or anybody you want to contact  
 19 that's in the House or the Senate and make them aware  
 20 of the importance of the funding. If we as a school  
 21 system had to attempt to fund just the first two we  
 22 would be in very difficult financial situation.  
 23 MR. BAILEY: Question, and I'm just  
 24 asking for some clarification. In the Governor's

1 State of the State message, and they kept using that  
 2 term, and we've used it continuously, of  
 3 non-discretionary funding. It falls out of the BEP.  
 4 Extended contracts basically does summer school. He  
 5 had mentioned in the State of the Union he was going  
 6 to put that in his budget as a reoccurring entity in  
 7 the BEP. Has he changed his position on that?  
 8 MS. AGLE: I don't know. We probably  
 9 would have to get that from somebody at the State  
 10 Department of Education.  
 11 MR. BAILEY: I was at the breakfast for  
 12 Day on the Hill and heard some of the things on  
 13 comment on a minute but I went over to Commissioner  
 14 Huffman's presentation of superintendents with us and  
 15 the State people because he asked us to go to that  
 16 because of Tennessee being granted a waiver from No  
 17 Child Left Behind and the new standards related to  
 18 that and gave us a 35-page thing to read and be aware  
 19 of that. So, I think that what I'm hearing, and it  
 20 deserves, just because he's recommending it doesn't  
 21 mean it's approved. But what I had heard was the  
 22 family resource center is definitely not in, that the  
 23 Internet connection is not in. Extended contract and  
 24 Health Coordinator positions are being recommended for



1 reoccurring dollars built within, and not  
 2 discretionary, and that's the difference. Now, if  
 3 that occurs then that's a big help. And the very  
 4 points you're making, Mr. Chairman, would be exactly  
 5 true. But, see, that's the thing that every year that  
 6 just puzzles me and bugs me and all of us. Here we  
 7 are trying to do a budget and start that dialogue,  
 8 what's in, what's out. He's also in the State of the  
 9 Union, and I want to capitalize on something that I  
 10 know that you addressed that I think was really  
 11 healthy, was he's asking for 2.5% salary increase.  
 12 Now, when that happens, as you know, and I'm just  
 13 going to go on to say one thing, in the breakfast we  
 14 heard a number of school board members stand up and  
 15 talk about when that occurs the BEP only funds a  
 16 portion of that. And in our case, for example, and  
 17 Karen, correct me, this is just a rough guess, we  
 18 would still have to come up with about \$580,000,  
 19 approximate dollars, to fund those teachers not  
 20 included in the BEP that we obviously have to have and  
 21 any other staff. And so, I know there has been some  
 22 discussion with some legislators and I think it's an  
 23 excellent idea to at least entertain is that let the  
 24 legislators know and take a look at maybe saying that

1 whatever that pool of money represents then let that  
 2 come to the school system and then divide it. May not  
 3 be a 2.5% increase, but at the hard times of trying to  
 4 ask for additional money or cut out of our budget  
 5 programs and different things to get that, is really  
 6 crazy. I mean, it's almost, you know, how do you do  
 7 it, because we're faced with that every year. So, as  
 8 we start this budget coming up, you'll hear later, but  
 9 we've got to replace approximately \$582,000 of Jobs  
 10 Bill money. You throw on top of that the \$380,000  
 11 step increase that is automatic, and then the raise  
 12 and we're at \$1.5 million of coming up with that kind  
 13 of revenue before we buy the first thing for the  
 14 school system. So that was a concept that I heard. I  
 15 know, Mr. Chairman, you addressed that and I thought  
 16 it was something excellent to take a look at. But,  
 17 obviously, we'll get more information on that as that  
 18 materializes.

19 MR. FITLAUER: Mr. Eby.

20 MR. EBY: I wasn't at the Day on the  
 21 Hill but I did talk to Senator McNally specifically  
 22 about that 2.5% and he actually asked the question, he  
 23 said what would the school board think about doing it  
 24 providing the flexibility. And I said, that is

1 something that, you know, we're going to have to have  
 2 if we're going to be able to achieve our budget  
 3 situation.

4 MR. BAILEY: And especially in this day  
 5 and time. One other bill that I wrote about, as well,  
 6 I wrote some representatives and TOSS did not go on  
 7 record in opposition. They chose to let it be handled  
 8 in another way. But class size reduction was  
 9 definitely an issue. It's something I do not support  
 10 at all because all it does is drive, losing teachers  
 11 and driving that up. And that would have actually  
 12 said that Kindergarten, first grade, whatever, can  
 13 have up to 25 kids in a class, and high school classes  
 14 up to 35. And when that happens that's what the  
 15 classes are going to be. And the other thing was that  
 16 there was, and I don't have the bill in front of me  
 17 but I'm just going from something that also bothered  
 18 me, was to tamper with the State teacher salary aspect  
 19 and allow the local LEAs the option to have an  
 20 initiative, maybe use that funding for incentive pay  
 21 to teachers. We already know what the research says.  
 22 I mean, first of all, the bonus would not be  
 23 significant enough, but the research says, I mean,  
 24 here right in our own back yard Vanderbilt did a study

1 on incentive pay for bonuses just last year, true  
 2 study, and it does not have an impact, and yet that's  
 3 being ignored. And I think that at least in my mind  
 4 we have addressed that as an organization of  
 5 superintendents. We're not in favor of it. And I  
 6 know I just speak for me; I'm not in favor of it. And  
 7 one of the reasons that I'm really concerned about  
 8 that is that that State salary is kind of a minimum  
 9 basis to attract teachers into a system. When we  
 10 start playing around with giving localities, you know,  
 11 that structure, that difference of using it in other  
 12 ways, and it's being masked under the guise of  
 13 political statements. It gives the local LEAs the  
 14 option and the flexibility to do so. You know, it's a  
 15 duck, folks. If it walks like a duck and quacks like  
 16 a duck it is a duck. And so, I think we need to be  
 17 careful with both of those.

18 MR. EBY: With regard to the class size,  
 19 again, I also asked that question. He said that the  
 20 intent was that if you had one or two extra students  
 21 then it would allow the LEAs not to have to add a  
 22 whole other class for one student or two students. I  
 23 don't disagree with you but that was their intent. Of  
 24 course, they've pulled that back.

1 MR. BAILEY: Well, we have that option  
2 right now. I went to the Commissioner based on that.  
3 We had Oak Ridge PIRs. Remember that? Our own range.  
4 The one good thing about the BEP that I like coming  
5 from out of state to Tennessee was it set some  
6 parameters on class size. That was a good thing in  
7 the BEP. That's one thing I think they did well.  
8 They didn't fund it well in terms of the number of  
9 positions and I've been outspoken on that, and they  
10 still aren't. So when they said they'd fully fund the  
11 BEP they're fully funding an educational system that  
12 you would not want.

13 MR. DIGREGORIO: This is like starting  
14 day creep. As soon as you authorize one or two more  
15 then it's three or five more.

16 MR. BAILEY: Well, absolutely.

17 MR. DIGREGORIO: Pretty soon you've got  
18 a whole bunch.

19 MR. BAILEY: See, the intent is that we  
20 can go right now, if we exceed the average by one or  
21 two, I can ask the Commissioner for exception.  
22 Otherwise, we have to get another teacher and pay a  
23 \$50,000 fine and hire a teacher to correct it. But I  
24 can also go and say, look, we just had one student

1 accomplished/commendable, three was  
2 proficient/satisfactory, two was developing/needs  
3 improvement, one was not evident/not  
4 demonstrated/unsatisfactory and that, too, required  
5 supporting comment. I think one of the things that  
6 this evaluation has done, and I would say that, as a  
7 new document, there's some tweaking that we will need  
8 to do, but that's part of the process. And I think by  
9 having now done this, by taking a look at it again and  
10 making changes, additions, or what we need to do will  
11 even strengthen what we have. I think one of the  
12 things important to me that this evaluation did, for  
13 the first time we, as a Board, were given the  
14 opportunity to deal with more than just numbers and,  
15 perhaps, at the end all we had were just numbers. We  
16 didn't have any direction that we, as the Board, could  
17 give to the Superintendent or any dialogue with the  
18 Superintendent that we could have as a Board of things  
19 that we needed to do. I think another thing that we  
20 did, which was very important to me, was to ask the  
21 Superintendent to do a self-evaluation. We had not  
22 done that before and, certainly, that was very  
23 helpful. And then tying in goals for the  
24 Superintendent with goals that we're asking our

1 over or two, let me keep a track on that for the next  
2 two or three months because I guarantee we'll have  
3 somebody move out and move in. Now, if all of a  
4 sudden ten or twelve students or whatever and the  
5 class starts going up then we do correct it. That's  
6 why we keep contingency in our budget. So, that  
7 flexibility, Bob, is already there, in my opinion.

8 MR. FILLAER: Thank you very much.  
9 Next under Items for Information is report on  
10 Superintendent's evaluation. As we all know, we began  
11 a process some months ago trying to revise the  
12 evaluation for the Superintendent, this  
13 Superintendent, and superintendents to come, that  
14 would take the Superintendent and tie his evaluation  
15 guidelines in with the same types of guidelines and  
16 evaluations that our teaching staff is also being  
17 evaluated on. And we followed that by developing an  
18 evaluation, self evaluation, for the Board, which  
19 we'll be doing in the very near future. And that was  
20 also tied in with the evaluation documents that are  
21 being dealt with across the board. We used a rating  
22 scale of five through one. Five was exceeds  
23 expectations/distinguished. And if you gave that, it  
24 requires supporting comment. Four was

1 students and staff to reach as well. And then if you  
2 tie in the Board's self evaluation, we're being  
3 evaluated, are we providing the opportunity and  
4 providing the infrastructure, so to speak, for the  
5 Superintendent to accomplish the things that he has  
6 set forward. So, if you take a look at that in its  
7 entirety, I think we have painted a picture of what we  
8 see this Superintendent doing. And I think also what  
9 you have to do as you look at this evaluation, you  
10 cannot just take it as a whole. You have to pull  
11 those sections out of it and look at those sections  
12 for growth, for where we need to take steps to grow  
13 more and, above all, how we're going to get there.  
14 And it's going to present an opportunity for this  
15 Board individually or collectively as a Board in our  
16 discussion individually, to sit down with the  
17 Superintendent and have that discussion, which the  
18 previous evaluation did not really provide an  
19 opportunity for us to do that, and then collectively  
20 as a Board for us to make decisions as we see the  
21 goals that this Superintendent, or any Superintendent  
22 in the future, sets for this school system. So,  
23 personally, I'm very pleased with this document. I'm  
24 pleased with how we started on it. The next

1 opportunity will be for any Board member who wants to  
 2 contact the Superintendent and sit down with him to  
 3 discuss the evaluation or vice versa, for the  
 4 Superintendent to contact Board members and say I'd  
 5 like to sit down with you and discuss this evaluation.  
 6 Doing those things can only strengthen what we have.  
 7 So, I'll stop for a minute and see if anybody else has  
 8 any comments they would like to make at this point in  
 9 time. Mr. Eby.

10 MR. EBY: When I looked at all the  
 11 numbers and I was actually very surprised at how  
 12 consistent we were amongst the five of us in our  
 13 evaluations. I mean, you always are going to have  
 14 differences, but I think the key thing is is that in  
 15 our own minds we were grading it on a consistent scale  
 16 and from that we will be able to watch trends over  
 17 time and see the areas that we want to focus our  
 18 efforts and focus the Superintendent's efforts on and  
 19 to improve, to grow, for continuous improvement. So,  
 20 you know, this was the first year that we did this but  
 21 I personally couldn't think that it could have gone  
 22 any better, and the information, the data, that we're  
 23 going to have is going to be valuable.

24 MR. DIGREGORIO: What are we as a Board

1 going to do? Just what we're doing right now? I  
 2 mean, we're not going to have an opportunity to go  
 3 through the document and talk about these things?

4 MR. FILLAUER: Yes. We're not going to  
 5 do it here, but if you want to do that the opportunity  
 6 will be designed for you to do that with the  
 7 Superintendent. Once we give everybody an opportunity  
 8 that wants to do that, and I have had the discussion  
 9 with the Superintendent on this document, then I think  
 10 it will be important for us to come back as a Board  
 11 and sit down, take this document, see what we did, see  
 12 what changes we need to make and go forward with that.  
 13 That would be my recommendation.

14 MR. DIGREGORIO: Okay. I think that  
 15 would be valuable because, I mean, you know my  
 16 aversion to using numbers on this.

17 MR. FILLAUER: Well documented, I might  
 18 add.

19 MR. DIGREGORIO: I just reiterate that  
 20 all over again.

21 MR. BAILEY: Maybe a reason for  
 22 discussion.

23 MR. FILLAUER: Yeah. And I think that's  
 24 why it's important for each Board member to take the

1 opportunity to sit with the Superintendent and have  
 2 that discussion. I think it can be very valuable.  
 3 And then we can pull ourselves back together. We've  
 4 had the discussion and we know where it will take us  
 5 and what we need to do.

6 MR. BAILEY: May I? First of all, I  
 7 commend the Board in the discussion. Because in the  
 8 evaluation, and I've had phone calls from other  
 9 superintendents, and I know you all have from other  
 10 school systems, and some other schools systems have  
 11 adopted this model. We also know that when it was  
 12 developed we said it was dynamic. It's like anything  
 13 else, you got to look at it each year. We already  
 14 found that we had one cell that was repetitive so you  
 15 have to take it out. We left in a cell that talked  
 16 about collective bargaining. We don't have collective  
 17 bargaining. So, we missed some things, but that's  
 18 good. That's the ability of discussion and dialogue.  
 19 And more than anything else, I, sitting in this chair  
 20 as Superintendent and who's going to sit in here that  
 21 precedes me, whatever time that would be, would be  
 22 based on creating direction. And starting off by  
 23 saying if we're going to hold teachers accountable,  
 24 we're going to hold principals accountable, then you

1 darn well ought to hold me accountable in terms of  
 2 what I'm doing in leadership to provide resources, and  
 3 you and everyone else. But it's through discussion  
 4 that you really develop the direction for the  
 5 Superintendent. That's the real value of this  
 6 instrument, in my opinion, for me, is feedback. You  
 7 may have a perception, Jenny, Keys have another one,  
 8 Angi another. And Bob just said in an evaluation  
 9 system, and you know, because remember the old system  
 10 of 1, 2, 3, 4, 5 was like an A, B, C, D, E, F. Three  
 11 in this case means you're doing rock solid is what the  
 12 State says, rock solid. Playing a little words there  
 13 for the teachers' benefit. And yet at the same time,  
 14 you have to know what it means and you do that, quite  
 15 frankly, you don't walk in my shoes every day through  
 16 meetings, through what you hear, through what you see,  
 17 through what you observe, and what, quite frankly,  
 18 data we give you. So, the work sessions are critical,  
 19 the School Board meetings are critical. Certainly, a  
 20 complaint from a parent, a teacher, a citizen, maybe  
 21 an individual complaint, but you have to look at it in  
 22 the big scope of things, in the dialogue. And one  
 23 thing that, Bob, you made the statement and I agree  
 24 with you 100% is that there was a fairly significant

1 consistency. But in any evaluation, and I was trained  
 2 in Paul Hershey's evaluation on principal assessment  
 3 training was one of the most dynamic trainings I've  
 4 ever had in my life, is that when five people are  
 5 rating or ten people, if the rating scale you see a  
 6 difference, if I give a five and you give a four,  
 7 we're not that far off. But if I give a five and you  
 8 give a three, we're off. So, you have to justify your  
 9 five, someone else has to justify a four. But someone  
 10 gives a two and everybody else gives a three or four,  
 11 if you're one standard over then why is one person  
 12 seeing a two and someone else seeing a four. And  
 13 that's the healthy dialogue that needs to be  
 14 interchanged to get a perspective because nothing is  
 15 going to help me to say, well, have I got an issue of  
 16 something I don't know about, or there's some  
 17 direction I need to be taking a look at. And I don't  
 18 care who's sitting in this chair; that's healthy  
 19 dialogue. And so, I think the evaluation does that.  
 20 But it's also an instrument, too, that if we don't  
 21 provide you, that's why it's critical in the work  
 22 sessions, the strategic plan and, quite frankly, the  
 23 continuation of monitoring it throughout the year,  
 24 those sessions that we may want to have. I was

1 talking with the Chairman in terms of we put some  
 2 parameters of when to do it and how to meet with that.  
 3 And I want to caution the Board that we need to stay  
 4 within those parameters but we changed that because we  
 5 didn't have the test scores back. So that means, even  
 6 though the parameters was there similar to the  
 7 calendar, we can't come back and say we've got to  
 8 evaluate the Superintendent by June the 30th and we  
 9 don't have the data in on achievement, that's  
 10 ridiculous. So we have the opportunity to dialogue  
 11 and say that parameter needs to be common sense and  
 12 dealt with. So I felt very comfortable in the first  
 13 stage of this, quite frankly, with getting input that  
 14 I then appreciate the opportunity where I can meet  
 15 individually with you and dialogue on any particular  
 16 issues I see that will help me get direction and at  
 17 the same time help the Board have direction as well.  
 18 MR. FILLIAUER: Any other comments? And  
 19 I look at the members of the press when I say this,  
 20 I'll give the Board members an opportunity to meet  
 21 with the Superintendent and finish this final stage  
 22 and when that's done, if you have an interest in this,  
 23 which I know you will, I will make the opportunity to  
 24 sit down individually with each one of you and go over

1 this. I think it makes it much more appropriate to do  
 2 it that way instead of me handing you a sheet that's  
 3 just got numbers on it that really don't mean anything  
 4 unless you understand how we, as a Board, came to that  
 5 conclusion. So give us just a little time to do that  
 6 and then I'll get with you and be glad to do that.  
 7 Okay. Next item on the agenda is the Enrollment  
 8 Report. Any comments or questions? Financial Report?  
 9 Old Business? New Business? Communications? Mr.  
 10 Eby, you've got Focus on Education the month of March;  
 11 is that correct?

12 MR. EBY: I guess I do.

13 MR. FILLIAUER: Or do I?

14 MR. EBY: No, when did you have it last?

15 I think I do have it in March. Yeah, because I  
 16 couldn't do it in April. Oh, Steve is pointing to  
 17 you.

18 MR. FILLIAUER: I do? I better check my  
 19 calendar.

20 MR. EBY: Yeah, I think I do have it in  
 21 April.

22 MR. FILLIAUER: By golly, I do. March  
 23 the 21st. I'll be there and I already have a guest.

24 MR. BAILEY: If I may, just in

1 Communications because, you know, I think it's  
 2 critical, I really appreciate the fact that City  
 3 Manager, Mark Watson, has entertained meetings with  
 4 Karen and I go next week.  
 5 MR. FILLIAUER: Wednesday, isn't it?  
 6 MR. BAILEY: Yeah, Wednesday and then  
 7 next, I don't know, whatever day it is, I have to look  
 8 at the calendar. But the reality right now is that  
 9 we've had some sessions and I've written some things,  
 10 he's shared some information with me, so trying to  
 11 keep each other, you know, in terms of information.  
 12 One of the things Donna Farmer did for us recently and  
 13 I shared with the City Manager was that we looked at  
 14 the Fiscal Year '10, '11, and '12 in terms of Title I,  
 15 Title IA ARRA, Title IIA, Title IID, Title IID ARRA,  
 16 Title III, Title IV, Title X ARRA, Safe Schools ARRA,  
 17 and extended contract money. And we looked at that in  
 18 terms of what we got in '10, '11 and '12 so that in  
 19 Fiscal Year '12 changes, for example, in Title IA  
 20 budget reduced then some funds were restored. So, I  
 21 mean, when people try to say every year we come up and  
 22 we have different dollars, well, we have the dollars  
 23 we have when we know when we have them. And the  
 24 reality of the ARRA fund, that expires. We had

1 \$440,000, it was a carryover, and now next year we  
 2 have none. So it's a total reduction. So when we  
 3 talk about budget increases, you know, you heard  
 4 tonight through the auditors an increase, it may give  
 5 the public the appearance that we had all kinds of  
 6 additional money that was stimulus and ARRA money that  
 7 increased things but I want to make sure that  
 8 everybody understands that. The Title IIA in Fiscal  
 9 Year '10 was \$179,788 we get from Federal and State  
 10 funding, and Fiscal Year '12 is \$138,000. Two  
 11 reductions thus far. Title DII, \$7,993, is going to  
 12 be zero dollars. The Title IID ARRA money, which was  
 13 \$19,000 for two consecutive years, goes to zero.  
 14 Title III, \$22,000 then \$23,000 then \$25,000, so it's  
 15 been a slight increase, and that's based on the  
 16 English language learner student. So we see some  
 17 increase. Remember, we had to increase our budget,  
 18 too, based on the ratio on that. And then Title V  
 19 goes from \$13,000 to zero, zero funding at the Federal  
 20 level. Title X ARRA, \$3,000 and carryover, expiration  
 21 again of all ARRA funds, all Jobs money. Safe  
 22 Schools; it was kind of interesting. They cut that  
 23 budget, Donna, what was it, like four or five years  
 24 ago, almost like \$18,000, \$20,000 and whatever; now

1 with the City Council and alert them to different, and  
 2 that was part of the dialogue is that whatever  
 3 information he requests of me, I provide. We sit down  
 4 and have those meetings, and it's an ongoing, it's not  
 5 just one meeting. And he's been very receptive to  
 6 that and I'm appreciative of that. I think that's a  
 7 good sign. Because through the information he then  
 8 does, I believe, Jenny, to answer your question, have  
 9 a better understanding. Because, remember, he's  
 10 coming in new. And, I mean, I've been here ten years  
 11 and I'm still not sure I understand the BEP. And  
 12 maybe it's designed that way not to understand it; I  
 13 don't know. But, no, I think he's very receptive to  
 14 that.

15 MR. FILLAUER: Then that gets us to the  
 16 end of our agenda. We appreciate those in attendance  
 17 tonight for being here. We thank you very much. And  
 18 we are adjourned.

1 they're starting to put some money back in it. Not  
 2 big money, but it went from \$11,000 to \$22,000 and  
 3 then now they've cut it again to \$20,900. So we lost  
 4 a couple thousand. Extended contract stays the same  
 5 in State and Federal funding right now of \$185,000.  
 6 But the point you made is that funding returned to the  
 7 State budget is unknown for Fiscal Year '13 until we  
 8 know it.

9 MS. AGLE: I would add, just looking at  
 10 the audit report we received tonight, on page seven,  
 11 documents, this is history, but a reduction in BEP  
 12 funding from 2010 to 2011, a reduction of almost half  
 13 a million dollars.

14 MR. BAILEY: Absolutely.

15 MS. RICHIER: Dr. Bailey, I think your  
 16 point of telling us this was that you've been doing  
 17 some work with the City.

18 MR. BAILEY: Absolutely.

19 MS. RICHIER: Are you confident that our  
 20 City Manager sees the picture that you're portraying?

21 MR. BAILEY: Well, I think he sees the  
 22 difficulty with financing in lots of ways. I think  
 23 the valid aspect of that is that I share that with him  
 24 and his staff. Now, his obligation is to share it

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*W. Keys Fillauer*

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Oak Ridge Board of Education

W. Keys Fillauer, Chairman

*Thomas E. Bailey*

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Superintendent, Oak Ridge Schools

Thomas E. Bailey, Ed.D.

*4/30/12*


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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 81 pages are a true and correct transcript of the proceedings taken by me in this cause on the 27th day of February, 2012.

This the 10th day of April, 2012.

  
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Joan S. Roberts, Court Reporter