

**REGULAR MEETING
BOARD OF SCHOOL TRUSTEES
BROWNSBURG COMMUNITY SCHOOL CORPORATION**

The Board of School Trustees of the Brownsburg Community School Corporation met in a regular meeting on Monday, April 12, 2021 at 6:30 p.m. in the F.L. O’Neal Administration Building, 310 Stadium Drive; Brownsburg, Indiana.

I. CALL TO ORDER

Mr. Eric Hylton, President of the Board, called the meeting to order at 6:30 p.m. Other Board members in attendance were Dr. Matthew Freije, Ms. Jessica Heffernan, Mrs. Tiffany Dearman and Mr. Mike Wells. Administrators present were Dr. Jim Snapp, Dr. Kat Jessup, Mr. Shane Hacker and Mr. John Voigt. Mrs. Jodi Gordon, Ms. Vicki Murphy, Mrs. Shayla Webb, Mrs. Laurie Johnson and Dr. Bret Daghe were also present. Additional administrators in attendance included Mr. Adam Poliskie, Mrs. Sarah Henry, Mrs. Amanda Pond and Mrs. Tiffany Blickenstaff.

II. PLEDGE OF ALLEGIANCE

Everyone stood for the Pledge of Allegiance.

III. MOMENT OF REFLECTION

Mr. Hylton asked for a moment of silence for reflection.

IV. CONSENT ITEMS**A. Approval – Minutes of March 8, 2021 Business Meeting**

**B. Claims: P/R #03/12/2021 - \$1,432,495.45; P/R #03/26/2021 - \$1,463,187.64;
3/4/21-4/7/21 - \$5,603,048.83**

C. Superintendent’s Report

The Superintendent’s Report is presented as follows:

1. Retirements – Certified:

Name	Building	Position	Effective Date
a. Julie VanLiew	Central Office	Coordinator of Curriculum and Special Programs	June 30, 2021
b. Darlene Badgley	Eagle	4 th Grade Teacher	End of the 2020-21 school year

2. Retirement – Support Staff:

Name	Building	Position	Effective Date
c. Virginia Bright	White Lick	Administrative Assistant	End of the 2020-21 school year

3. Resignations – Certified:

Name	Building	Position	Effective Date
a. Lynn Lodwick	Harris	Director of Harris Academy	June 30, 2021
b. Dominic Piedmonte	Brown	Music Teacher	March 19, 2021
c. Paul Trimmel	Reagan	PE Teacher	March 19, 2021
d. Sarah Heine	BHS	Spanish Teacher	End of the 2020-21 school year
e. Anna Tirman	Cardinal	Music Teacher	End of the 2020-21 school year
f. Tori Angel	Lincoln	Special Education Teacher	March 19, 2021
g. Dustin Podgorski	BHS	Choir Teacher	End of the 2020-21 school year
h. Allison Moyes	Eagle	4 th Grade Teacher	End of the 2020-21 school year
i. Desiree Bernardo	EMS	Special Education Teacher	End of the 2020-21 school year
j. Kayla Woodruff	BHS	Chemistry Teacher	End of the 2020-21 school year

4. Resignations – Support Staff:

Name	Building	Position	Effective Date
a. Kathy Javella	Central Office	Network Specialist	May 31, 2021
b. Shawna Abernathy	EMS	Nutrition Services	March 19, 2021
c. Amanda Stout	EMS	Special Education Instructional Assistant	End of the 2020-21 school year
d. Lindsey Hudson	BHS	Administrative Assistant	April 16, 2021
e. Deborah Veyette	BHS	Assistant Café Manager	March 19, 2021
f. Sharon Conner	Facility Services	Custodian	February 24, 2021
g. Meagon Stocker	BHS	Nutrition Services	March 12, 2021
h. Summer Turner	BHS	Nutrition Services	March 19, 2021
i. Damien Reed	Facility Services	Custodian	March 19, 2021

5. New Employment – Administrative:

Name	Building	Position	Effective Date	Reason for Employment
a. Tonia Thompson	BHS/EMS/WMS	English Secondary Department Head; 2 year, 220 day contract; Salary to be determined once 2021-22 salaries are established	July 12, 2021	Replacing Carrie Rosebrock
b. Nicole Walker	WMS	Principal; 2 year, 220 day contract; Salary to be determined once 2021-22 salaries are established	July 12, 2021	Replacing Laurie Johnson due to a job transfer

6. New Employment – Certified:

Name	Building	Position	Effective Date	Degree	Reason for Employment
a. Jenna Rose	Brown	Music Teacher; Long term substitute	April 5, 2021 thru the end of the 2020-21 school year	Masters	Replacing Dominic Piedmonte
b. Maggie Herrin	WMS	6 th Grade Teacher	May 4, 2021 thru the end of the 2020-21 school year	Bachelors	While Seth Vaught is on medical leave
c. Michelle Hendricks	Lincoln	Special Education Teacher; Long term substitute	April 5, 2021 thru the end of the 2020-21 school year	Bachelors	Replacing Tori Angel
d. David Schall	Reagan	PE Teacher; Long term substitute	April 12, 2021 thru the end of the 2020-21 school year	Bachelors	Replacing Paul Trimmel

7. New Employment – Support Staff:

Name	Building	Position	Effective Date	Hours per Day	Reason for Employment
a. Kelsea Hammer	BHS	Special Education Job Coach / Instructional Assistant	March 8, 2021	7	Replacing Shelby McLaughlin
b. Lynne Throop	BHS	Special Education Job Coach	April 6, 2021	16 hours / week	Replacing Brayden Montgomery
c. Jennifer Wilmoth	Nutrition Services	Floater	March 15, 2021	5	Open floater position
d. Keevin Allen	Facility Services	Custodian	March 8, 2021	8	Replacing Jarrett Robinson

8. New Employment – Extra-Curricular:

Name	Building	Position	Effective Date
a. Nicole Wilson	EMS	½ 7 th Grade Softball Coach	For the 2020-21 season
b. Kelsey Vaughn	EMS	½ 7 th Grade Softball Coach	For the 2020-21 season
c. Brayden Jackson	BHS	Assistant Baseball (Lay) Coach	For the 2020-21 season
d. John Latta	BHS	Assistant Track Coach	For the 2020-21 season
e. Derek Gardner	WMS	Boys Golf (Lay) Coach	For the 2020-21 season
f. Stephen Marshall	WMS	Assistant Track (Lay) Coach	For the 2020-21 season

9. Leaves of Absence – Certified:

Name	Building	Position	Type of Leave	Dates of Leave
a. Olivia Orlando	Delaware Trail	2 nd Grade Teacher	Medical / Maternity	Approximately July 27, 2021 thru October 8, 2021
b. Lori Wood	WMS	6 th Grade Teacher	Medical	April 5, 2021 thru approximately April 16, 2021
c. Seth Vaught	WMS	6 th Grade Teacher	Medical	May 3, 2021 thru the end of the school year
d. Amanda Rogers	Reagan	2 nd Grade Teacher	Medical	May 6, 2021 thru the end of the school year
e. Kayla Woodruff	BHS	Chemistry Teacher	Medical / Maternity	Approximately May 15, 2021 thru the end of the school year

10. Leaves of Absence – Support Staff:

Name	Building	Position	Type of Leave	Dates of Leave
a. Megan Myers	BCSC Campus	Occupational Therapist	Medical / Maternity	Approximately April 23, 2021 thru the end of the 2020-21 school year

11. Change of Status – Support Staff:

Name	Previous Position	New Position	Effective Date	Reason for Change
a. Camaya Polin	EMS Nutrition Serviced Team Member	EMS Assistant Café Manager	April 12, 2021	Replacing Jerah Edgar due to a job transfer

12. 2021-22 Certified Job Share Application:

It is recommended the Board approve the renewal of the job share of Nikki Goodpaster and Macy McGoun for the 2021-22 school year as the PE teacher at Brown Elementary.

13. Recommendation to Declare Materials and Equipment Surplus:

As the Facility and Transportation Services Departments prepare to move into the new TaFS facility, it is recommended the Board declare the following items as surplus and to be disposed of.

- Trailer 002, an open 12' black trailer of unknown manufacture, serial number 99107, BCSC asset number 12218.
- Trailer 009, a Royal covered trailer, serial number 5LABE16246M068785, BCSC asset number-202054

These "vehicles" are in poor condition and no longer needed by BCSC for their intended purposes. Both will be disposed of either through a public online auction service or for scrap.

For Board Information:**14. Approval of Construction Change Orders:**

The Administration has approved the following construction change orders; the projects remain within their respective established budgets.

BCSC Transportation and Facility Services Center

Contractor	CO #	Contract Amount	CO Dollar Amount	New Contract Value	BCSC Approval	Board Meeting	Description
BP 08 - CDI	1	\$ 56,475.00	\$ (2,000.00)	\$ 54,475.00	3/30/2021	4/12/2021	Epoxy Floor Credit
BP 09 - Greiner Bros.	6	\$ 2,876,899.00	\$ 4,438.00	\$ 2,881,337.00	4/1/2021	4/12/2021	Fueling Station modem and T-Stats to GFPUH
BP 10 - Gaylor	3	\$ 1,963,296.73	\$ 3,886.00	\$ 1,967,182.73	4/2/2021	4/12/2021	Additional Cameras at Fueling Station

15. Approval of Use of Facilities/Special Use Agreements:

The Administration has approved and received the following fully executed Special Use Agreement(s):

Brownsburg Little League Baseball: A Special Use Agreement dated February 18, 2021 and fully executed March 9, 2021, for the period March 1, 2021 through July 31, 2021, for the use of middle school baseball and softball fields for both practices and games. There is no facility use charge. Custodial hours will be billed at the published rate of \$39.00/hour only if those services are necessary.

16. Modification of a Professional Services Agreement – 2021 Brownsburg West Middle School Renovations and Additions:

On April 5, 2021, the Administration approved Fee Proposal No. 1 with CSO Architects, Inc. modifying the original contract to reflect professional services costs associated with redesigning the structural plan to accommodate recent market conditions (specifically, delays in deliveries of bar joists). The Fee Proposal increases CSO's contract value by \$4,800.00 to a total fee of \$2,086,240.00.

Dr. Snapp recommended the Board approve the Minutes of the March 8, 2021 Board Meeting. Mrs. Dearman moved to approve the recommendation; Dr. Freije seconded the motion. The Board approved the motion by a vote of three (3) ayes; zero (0) nays; two (2) abstentions. Dr. Snapp then recommended the Board approve the remainder of the Consent Agenda as presented; Mrs. Heffernan moved to approve the recommendation; Mrs. Dearman seconded the motion. The Board approved the motion by a vote of five (5) ayes; zero (0) nays.

V. COMMUNICATIONS:**A. Introduction of New Administrators**

Dr. Snapp thanked all of the staff members and interview participants who were in attendance at the meeting. He introduced Mrs. Nicole Walker as the new principal of West Middle School. Mrs. Walker introduced her family who were also in attendance. Dr. Snapp then introduced Ms. Tonia Thompson as the new English Secondary Department Head.

B. Operations Update

Mr. Voigt provided updated information on student participation in the free breakfast and lunch meals program. He explained that after a downtick in December, believed to be a result of a number of student quarantines at that time, participation has rebounded significantly. He shared that the participation of students eligible for reduced price meals has increased significantly, equaling the number of free meal qualified student participation. Mr. Voigt noted that a total of 873,878 meals have been served this school year through March 3. The expanded meal waiver program this school year has saved BCSC parents nearly \$1.5 million through March 3. Mr. Hylton asked if the revenue for nutrition services has been affected. Mr. Voigt explained that the cash flow for nutrition services is now stable and the cash flow loan provided to the department last year has been fully reimbursed. Families are saving money and the department is doing well financially.

Mr. Voigt shared that at the request of the Hendricks County Health Department, COVID mass vaccination clinics will be held at White Lick Elementary School on the weekends of April 17-18 and May 22-23 from 11:00 a.m. to 6:00 p.m. Citizens can schedule their appointments through 211 or the Indiana Department of Health COVID website.

Mr. Voigt also shared that HRH will be offering a walk-up non-COVID student vaccination clinic on three dates in April. Brownsburg will host this clinic on Saturday April 17 from 8:00 a.m. to noon, Avon High School will host on April 15 and Plainfield on April 20. Only students covered by insurance

or Medicaid are eligible to participate in this program. Parents have been notified by letter if their student is in need of vaccine. Mr. Voigt noted this is part of our on-going effort to ensure students comply with State student vaccination requirements.

Mr. Voigt reported on progress made on the Transportation and Facility Services building. He explained that construction work is quickly coming to a close and occupancy activities are scheduled to begin in early May. The work to address neighbor concerns in Sugar Bush Farms started over spring break and is expected to be completed in the next two weeks. An open house for staff and their family members is being planned for the end of the school year. Mr. Voigt shared the most recent photographs of the facility.

C. Brownsburg Education Foundation Report

Mrs. Dearman thanked all those who participated in some aspect of this year's Rally for Our Kids Gala-thon. The event raised \$55,000 to benefit the students and teachers in our community. Mrs. Dearman shared the following activities of the Education Foundation:

- Chip in for the Kids Golf Outing: presented by Summers Plumbing, Heating and Cooling is scheduled for June 11, 2021 at West Chase Golf Course with a shotgun start at 8:30 a.m. Online sign-ups are on the BEF website for anyone interested in participating or volunteering.
- Graduate Walk Brick Promotions: Bricks can still be ordered but will not be placed in the walk before graduation as the March 19 deadline is past.
- Grants and Scholarships:
 - Scholarship applications were due before spring break and the scholarship committee will meet to determine the recipients of the 48 - \$1,000 scholarships that BEF will award to the Class of 2021. 21 of the scholarships are thanks to the generosity of the BCSC staff and the payroll deduction program.
 - District Excellence Award grants were submitted by grade level and department heads before spring break and announcements about them will be made at the beginning of May.
 - InCredible Award grant applications will be available mid-May and due to the BEF office by August 15.

D. COVID Preplanning for 2021-22

Dr. Snapp shared that we will continue to watch things develop in the face of COVID. He noted that since the last Board meeting, the governor has moved from a mask mandate to a mask advisory, vaccinations are now available to all people 16 and older as well as the request being made for approval of the Pfizer vaccine to those 12 and older. We still have some time before the June meeting when we hope to make our final decisions regarding the start of the next school year. Dr. Snapp explained that some decisions will be dictated locally and others dictated by the local health department. We are all hoping for a more normal 2021-22 school year.

E. Equity Definitions

Mrs. Webb explained the definitions were initially created by the Community Equity Leadership Group. When she started with the corporation, she reviewed and worked through the definitions, presented them back to the Community Group, received their feedback and approval and then they were shared with the District Equity Leadership Team (DELT Group), who have also approved these definitions. The definitions are:

- **Racism** is an internal or external prejudice or discriminatory behavior against a person or group of people based on their membership in a particular racial or ethnic group.
- **Institutional Racism** in education is racism that is embedded within the structure of education, which can impact the achievement and advancement of students of color.

- **Anti-Racism** is actively opposing racism through intentional action.
- **Equity** is providing resources based on need, providing more for those who need it.
- **Inclusion** is fostering an environment that welcomes all to fully participate, regardless of their level of influence or perceived power.
- **Diversity** is the existence of difference.
- **Microaggressions** are intentional or unintentional words and behaviors toward marginalized groups or individuals, which are experienced as hostile, derogatory, or negative.
- **Macroaggressions** are large scale, or overt acts of aggression, prejudice or discrimination towards a marginalized group and are experienced as hostile, dangerous, derogatory, or negative.
- **Intersectionality** the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Dr. Freije asked, so having a set of guidelines so you can move forward is what you're trying to say? A set of terms with which you can implement guidelines or policies. Mrs. Webb replied yes.

Mrs. Dearman asked if Mrs. Webb could you give an example of how intersectionality might be used or applied or what would be the purpose for that term? Mrs. Webb replied intersectionality is you, as a Black female. Both groups could be considered marginal and you could be mistreated because you are Black or because you are female or because you are both. Intersectionality removes the weight of having to pick an identity in which you'll present or having to say, or having to diminish an identity because you don't want it to show up and potentially be something that causes you to be marginalized.

Mrs. Dearman asked Mrs. Webb if she could provide a specific example of how that term would be applied in creating a guideline or I guess addressing a situation with a student or staff, it just seems really vague to me exactly how it would be used or applied. Mrs. Webb stated, let's say we have a student who is a Black female and they have a disability. When we talk about equity, I can't just talk about it from a racial perspective for you, I can't just talk about from a gender perspective for you, I have to talk about it also from a disability standpoint for you. And if we ignore the disability identity and just go to Black or female, we're not fully involving that person in the conversation. It's allowing each identity that you have to be present in the conversation and accounted for.

Dr. Freije asked, under microaggressions and macroaggressions, you put in there the word marginalized groups. Does it have to be a marginalized group or individual or could it be any group or an individual? Is marginalized just put in there? Because, really, if we're treating everyone like all, I mean, groups or individuals is what should be part of that definition versus having marginalized in there. Mrs. Webb responded; I disagree. I think that we can all be, we can all experience microaggressions, but in terms of racial equity, gender equity, whatever we want to talk about it is against a marginalized group by definition. Now, we can decide if we want to take that word out, but I think that if we take the word out we are watering down what we mean to say. And I don't want to start us off by watering down what we mean to say. And to speak on it being for all of us; I do believe that equity is for all of us, absolutely. It's not just for this group versus that group, it's not that this group needs to apologize to that group, it's for all of us and it's not agenda based for me. I'm not seeking to push an agenda or an idea. My goal is to have everyone understand that we need to treat one another with respect and dignity regardless of how we feel about a characteristic concerning you. As we

move forward, I want that to be very clear to you all as the Board, that you don't have to be concerned with us fighting a specific fight because I'm not going to change anyone's beliefs because I'm not going to change mine. But regardless of my beliefs, my convictions, my values, I don't have the right to disrespect anyone. I don't have the right to treat someone as if they are lesser than I am because they are different than I am. think that's a lesson that we all take from talking about diversity, our differences, and equity, meaning that we still can come together and support one another in those differences will be much better off.

Dr. Freije asked, but you still agree that all should be treated the same, correct? Mrs. Webb replied yes, but I don't think that that applies to the definition of a microaggression.

Mrs. Dearman asked who determines what is a microaggression versus a macroaggression? Who will be making that decision in a specific instance. Mrs. Webb responded I think it's up to personal interpretation. And I say that because I'm not the arbiter of people's feelings. You could say something to me that might be a microaggression and I'm offended and you could say it to Mrs. Thompson and she could care less. I think that the environment that I want to create is where I can say, "Hey, Tiffany, you offended me, and let me tell you why," and then you say, "that wasn't my intention, I apologize," and we move on, slate clean. Because we are never going to be in world where we can't and don't offend one another because we don't know everything about one another. But to have these terminologies and to work to steer clear of them, there are some very clear microaggressions that we all know fall under that category, but really to create a system of communication and not holding things against one another, or not creating an offense that's long lasting is really my goal. Definitions are a must because if we're not speaking the same language we can't address situations effectively because you spend ten minutes saying "well, I meant this as a microaggression versus I meant this." But with like terminology we can get right to the point of offense, discuss that and move on.

Mrs. Dearman continued, since you mention that it can be very subjective... in terms of a microaggression, then how do we define being anti-racist if someone says something to me that doesn't offend me but, or does offend me, and a person who hears that, if I'm understanding what the anti-racism is, that you need to speak up, is that true, is that right, is my understanding correct, that you need to do something or speak up if you observe what is perceived to be racist behavior? Mrs. Webb replied, yes, it's not incorrect, but to me when I think about anti-racism, I think about the way we make automatic assumptions about things. When you have thoughts and ideas and stereotypes embedded in the way that you think, when we have unconscious bias embedded in the way that we think, to me, to be anti-racist is to address those unconscious biases within us so that they don't continue to creep up into our decision making, or into the way that we interact with people or the way that we make assumptions about people. Anti-racism is an individual's capacity to overcome the things that have created a thought line for people, whatever that looks like for them is a personal journey, absolutely, but I think that creating the pathway for people to have those conversations. If no one ever tells you that the way you're thinking about something is incorrect, you'll go on thinking that way. And not only will you go on thinking that way, people will go on thinking that you're terrible instead of just saying "hey, the way you're approaching this is incorrect." We change the thinking and we change the behavior and we repair the relationship.

Mrs. Dearman asked, you don't feel like that the character traits that we have now, respect and honesty, you don't believe those cover these behaviors well enough as we interact with different people that we need to create separate terms that apply specifically to ethnicity. Mrs. Webb replied I think that they apply, but I don't think that they're direct enough. To me, we want to be direct. Direct doesn't mean anti a group. It just means when we say respect in terms of diversity and equity, here's what we mean. Because again, if it's never been discussed, and if people were applying respect, then acceptance and all these things to these topics, we wouldn't be here. But they're not. We have to bring these topics into the language that we already know, merge them and show people that there's something we're missing

within our conversation and then add that into the conversation. We're embedding equity into our conversation.

Mrs. Dearman asked, do you believe that there's any race of people that don't have bias? Mrs. Webb replied, no. I think we all do.

Mrs. Dearman stated everyone does. And with providing equity, resources based on need providing more for those who need it. With limited resources as a school corporation, how do we make sure everybody gets what they need without leaving anyone out and then if someone gets left out how do we decide who does? Mrs. Webb replied, I think part of your question is a little above my paygrade, but I think the other half that I can address is that sometimes people feel stereotyped and marginalized and won't say that they need something else. Think about the numbers that Mr. Voigt just discussed with school lunch. We have more people eating a free school lunch now than did before. Could there have been some kind of embarrassment or a pride or stigma attached to free lunch that stopped people from allowing their children to have that? Now that it's removed because it's just free for everyone, there's no stigma attached to having an application, paperwork, etc., we have opened up a door for people to have the nutritional resources that they need. I think that when we step back a little bit, and yes, when we talk about diversity and equity, we're going to talk about race, just period, but when we talk about diversity and equity, that's not all. When we talk about resources, I don't allocate resources – and that's for the best, but when I think about creating pathways for people to say, without shame, "I need help with this," that is something that I have my hand on. I think that that's something that when we do that, we can properly allocate resources.

Mrs. Dearman asked, So you're not in favor of allocating resources based on ethnicity, including or excluding based on ethnicity? That is one of the definitions of equity that I'm familiar with. But you're not saying you support that? Mrs. Webb replied, No. When I wrote it, I wanted to be clear that nothing I wrote could be misinterpreted. I don't believe that we should be doing anything on the basis of race. It's illegal to hire on the basis of race, even if you're trying to hire a Black person. I don't believe we do anything on the basis of race. I believe that we remove barriers so that we all can succeed. And, whether that's removing it from a person of a different race, gender, ethnicity, national origin, whatever it is, we have to be able to remove the barriers. But if we never create a culture where people can tell us what the barriers are, we won't know them.

Dr. Freije asked, if we're not doing anything by race, institutional racism, at the very end this puts "of color." Why don't you just take the "of color" part and just leave it with "students?" That way it's not based off of race. Mrs. Webb replied, because institutional racism is based off of race. I think the hang up could potentially be that you feel as though we are creating an us versus them mentality. I'll tell you that I think that is the wrong way to do this work. I know how many Black teachers we have in the district. If the 27, 28 Black teachers decided it was us versus them, we're going to lose the fight. It's not us versus them, it's all of us coming together to ensure all of us have what we need in whatever capacity in which we need it. To talk about institutional racism, the education system hasn't been skewed against students who aren't of color, it's been skewed against students of color. So just because we have to be firm in our standard and definition of certain things like racism and institutional racism, that doesn't mean we're only focused on racism, that doesn't mean that we're only focused on race, it means that is also an important segment of what we're doing and to leave that out waters down the entire thing. I really think that it makes it not worth doing, because it doesn't advance people who need the advancement, it doesn't spotlight the people who need the spotlight. But just because we shine a spotlight on someone doesn't mean that everyone else is in the shadow. It means we get to look at everyone now versus just a smaller population of people.

Dr. Freije asked how is it looking at everyone when you just said you're putting the highlight on just one particular people? Mrs. Webb replied because those people are already standing in the light. Dr. Freije continued, isn't the light on everyone anyway? So you're trying to do it for all? Mrs. Webb responded our goal is to put the light on everyone. Right now it's not, because if it was, I wouldn't have this job. If the light was on all of us, there wouldn't be institutional racism. When we realized something was going wrong in this education system, we would have said "uh oh, let's fix that, let's address that," but because it was working for the majority, the minority just had to go along with it. I have two brothers, PhD scientists, it worked for us. I'm an attorney, it worked for me, but I know a lot of people who worked very hard and it didn't work for them, regardless of their race. But there were definitely students of color. Now, are we going to look at things like poverty and test scores? We care about that, too. But that doesn't mean that we have to forsake these definitions because they're bothersome to the people already in the light. We can all be in the light.

Mrs. Dearman asked, would you say that you support equal opportunity or you feel there needs to be equality of outcome? Mrs. Webb replied, both. I think that because we have unconscious biases, in whatever direction, we don't always create equal opportunity, and that effects our equality of outcome. Mrs. Dearman continued, while I absolutely agree there's not always equal opportunity and that is why it is absolutely necessary for us to be always looking at offering that, but I'm not sure you can assure equality of outcome, just because there are so many different factors that go into how people live their lives and where they end up besides just race. Mrs. Webb responded, absolutely. It's about people's decisions. Mrs. Dearman stated, it's also external. I think equal opportunity should absolutely be a priority. But equality of outcome, that scares me. Mrs. Webb continued, I would never say that this job is going to change the trajectory of generations, per se. I mean, do I want it to, yes. But what I will say is that me being in this position, having these definitions and doing this work, will remove us as a barrier for people having an equality of outcome. They can't say that they came through Brownsburg School Corporation and were treated with such disdain that they didn't want to come back to class because no one understood them, they never saw themselves reflected in the classroom. They won't be able to say that. If you made poor decisions, then that's on you, but they can't put the onus back on us because of the work that we're doing to remove ourselves as a barrier.

Mrs. Dearman added, it sounds like you do realize that regardless of what we do, and I think it is important again that we do everything in our power to make sure that Brownsburg has unity in our community and that every single student, teacher, staff member feels like they belong here and say that this is their school. And with that, we also know that people have the freedom to have whatever perceptions they want to have and that we may not be able to immediately or long-term effect how somebody else might impact somebody else because it's a personal relationship thing. Mrs. Webb replied, I am mindful of the scope of this position. That's why I say I'm not changing feelings, I'm not changing hearts and minds. I'm telling you that regardless of how you feel, you're not going to disrespect anyone or treat them with contempt because that's how you feel about them. That's not the right way to show up. You can go your whole life not liking me because I'm a Black female, but don't come up and call me a derogatory name...just go about your way, right? To me, the mistake people make in this role is thinking that they're going to change everyone to just become these anti-racist champions of diversity. I don't know if that's possible. I like to work with the coalition of the willing, number 1, and I like to understand that people have had so many opportunities to learn before now, whether or not they capitalized on them is just not my responsibility. But what I will say is, regardless of how you feel, you're going to treat people with respect and then we're going to help you understand them better. Because maybe that will change how you feel. Maybe you have a fear based on lack of knowledge, and I'm not changing your beliefs but I'm changing the way you see people. I'm rehumanizing them to you.

Mrs. Dearman continued, I just have maybe two more questions and then I'm done. I don't see critical race theory up there anywhere. Do you feel that fits into the whole intersectionality

idea? My understanding of intersectionality is that, of course, we all intersect at different points, but in society there are the oppressed and the oppressors and at the top of the oppressed scale is the white male protestant and then it goes down from there as different levels of oppression that happen and so if you're a white male protestant you're automatically an oppressor. I didn't know if this fits into that or the critical race theory? Mrs. Webb responded, no, because I think that your concern with making people feel like the villain because people are victims, I think that would buy right into that. Because I don't think that we have villains, I think that we have people that are byproducts of the system that was created and they have privileges that they didn't ask for but they have and now we have to figure out how we can all have an opportunity to succeed. I don't want to have anything on paper that's going to villainize anyone because that's going to immediately turn people off to the conversation that we're wanting to have. I don't think that it would be helpful. Mrs. Dearman asked, will it immediately victimize anyone, who may not feel like a victim? Do you feel like we have people that we don't want to victimize any more than we want to villainize? Mrs. Webb replied, from talking with a lot of people, probably over 200 people since I've been here, I have not heard a lot of the victim mentality. I have had a lot of people feel like the villain that I've had to personally tell "You are not the villain. You are here, you're having this conversation with me, you didn't have to but because you want to learn how to do better, because you realize you unintentionally didn't do the best you could." And that's for all of us and so I don't think that we have people who are saying, "woe is me." I think we have people who are saying, "am I the problem?" And my answer to you is "No. We're all the problem, and we're all going to work to become the solution together."

Mr. Hylton asked if there were any more questions.

Mrs. Heffernan responded I can just say that I'm really happy to have you here. I think you're doing a great job. I think that anytime that you put more concentration around anything, people are going to learn and grow. And that in and of itself will result in different behaviors and different outcomes. I appreciate everything you're doing.

Dr. Freije added, it goes back to that it's a hard position, no matter who you're talking to, it really is. I appreciate you getting up there and talking. Conversation is a good way to start, no matter which way it goes.

F. Student Growth Report

Dr. Jessup shared that as information has been shared with the Board over the past several meetings, she is presenting information that would typically be shared by the school counselors. Dr. Jessup explained that we meet quarterly with counselors which includes discussions focusing on the character education lessons. She shared that what we have discovered is while our counselors are teaching the same character trait, the curriculum may vary. As we are known for our similar to identical curriculum for teachers, the character education lessons are at the identical end of that continuum. Dr. Jessup explained our findings conclude that while all schools teach the character education trait of the month, there is not consistency in what is shared and how these lessons are presented. Additionally, counselors have different levels of comfort when talking about diversity and equity and don't feel they have the training they need to work with students on instruction for those character traits. Dr. Jessup shared that she and Mrs. Webb will begin meeting monthly with the counselors to develop stronger character trait lessons which will include diversity and equity components and will continue to meet monthly during the 2021-22 school year to reflect on character lessons and to revise as needed. She noted that as BCSC continues its work in understanding how restorative practices may be utilized in relation to progressive discipline, the education component as a first response would include the support of counselors. Additionally, counselors will receive training to understand their role in the education component of progressive discipline. Counselors will also receive training on how to address microaggressions and ways to have productive conversations with students. Mrs. Dearman asked for an example of restorative consequences. Dr. Jessup noted restorative practices focus on the relationships between the

student and the teacher, restoring the relationship while also working on what can be done to prevent the behaviors from happening again.

G. First Reading of 2021-2022 School Handbooks

Dr. Jessup presented the 2021-2022 School Handbooks for first reading. She shared that there are many changes to the handbooks; the standard dates, page numbers, etc. She noted that from operations areas, there were some updates from Nutrition Services, Health Services and Transportation. Additionally, the term Restorative Practice has been added as part of disciplinary actions to all handbooks. Dr. Jessup explained that the handbooks will be presented for second reading and approval at the May Board meeting and encouraged Board members to share any questions or concerns with her before then.

H. First Reading of Board Policies

Dr. Jessup presented changes/updates being recommended to the following policies:

- 5517 – Anti-Harassment
- 5517.01 – Bullying
- 7540.03 – Staff and Student Network and Internet Acceptable Use and Safety

Dr. Jessup addressed several questions and comments from the Board with respect to changes to the policies as presented. The policies will be brought to the Board for second reading at the May meeting with final approval anticipated in June.

I. First Reading of 2022-23 School Calendar

Dr. Snapp presented the 2022-23 Draft School Calendar. He explained that this is very similar to the calendars of the previous decade. He noted this is the first reading and will be brought back in May for final approval.

VI. COMMENTS FROM PATRONS

Leslie Arnold – Brownsburg, Indiana

Mrs. Arnold stated she is before the Board as a representative of the Brownsburg Band and Orchestra parents. She and BBOP wanted to publicly thank the Board for allowing the Band and Orchestra programs to continue, albeit with modifications, through this year. She noted the students have been able to hold band concerts and contests, orchestra concerts, and jazz concerts. She explained that many districts are not offering these opportunities and our parents and students are so grateful many of these activities have been able to continue in a safe manner. The parents and students are grateful for the opportunities and that the Board has an understanding of the value of music programs within the schools.

VII. OLD BUSINESS

A. Public Hearing on Eighth Amendment to Lease

Mr. Hylton opened the Public Hearing at 7:16 pm.

Mr. Hacker explained that this is the next step in the financing for the 2021 West Middle School project. He shared that this hearing has been properly advertised to the public and this is the next step in the legal process of lease financing. He explained that the School Corporation is funding this project through a lease financing, and with the WMS project, we will be adjusting the current lease that is in place, hence the Eighth Amendment to the Lease. The financing agreement describes the project outline and financing terms. This is the agreement that states BCSC will pay the bond holders from the debt service fund. The hearing allows comment to ensure the lease is fair and reasonable. He shared the financing of this project will not raise taxes.

Mr. Hylton called for public comments. There were none.

Mr. Hylton closed the Public Hearing at 7:18 pm.

B. Recommendation to Approve Resolution Authorizing Execution of Eighth Amendment to Lease and Sale of Real Estate

Mr. Hacker recommended that the Board of School Trustees approve the resolution authorizing the execution of the Eighth Amendment to Lease. He explained that as required by the school Leasing Statute, after a hearing, the School Board must approve the amendment to the lease and authorize the officers of the school corporation to execute the agreement. Mr. Hacker shared that this Lease is the agreement whereby the School Corporation will levy the required property tax to pay the lease payments.

RESOLUTION AUTHORIZING EXECUTION OF EIGHTH AMENDMENT TO LEASE AND SALE OF REAL ESTATE

WHEREAS, on April 15, 2021, this Board of School Trustees (the "Board") examined and approved a form of Eighth Amendment to Lease (the "Eighth Amendment") between the Brownsburg 1999 School Building Corporation (the "Building Corporation") and Brownsburg Community School Corporation (the "School Corporation"); and,

WHEREAS, notice of a hearing on the proposed Eighth Amendment was given by publication in *The Republican* on March 11, 2021, and said hearing has been held in accordance with the notice; and,

WHEREAS, by statute the Building Corporation is required to own the real estate to be leased to the School Corporation, and the School Corporation is required to have the value of the real estate determined by court-appointed appraisers; now, therefore,

BE IT RESOLVED by the Board of the School Corporation, that the preliminary drawings, plans, specifications and estimates provide the necessary facilities for the pupils of this School Corporation and the same now are hereby approved, and any members of the Board be, and they are hereby authorized and directed to endorse their approval upon such drawings, plans, specifications and estimates.

BE IT FURTHER RESOLVED, that the proposed Eighth Amendment provides for a fair and reasonable rental, and further that the execution of the Eighth Amendment is necessary and wise.

BE IT FURTHER RESOLVED, that the Secretary or Assistant Secretary of the Board is authorized and directed to initial and date a copy of the proposed Eighth Amendment and to place the same in the minute book immediately following the minutes of this meeting, and said Eighth Amendment is made a part of this resolution as fully as if the same were set forth herein.

BE IT FURTHER RESOLVED, that any officers of the Board be, and they are hereby authorized and directed to execute Eighth Amendment on behalf of the School Corporation.

BE IT FURTHER RESOLVED, that the Board ratifies and approves the filing of a petition with the Circuit Court of Hendricks County (the "Court") requesting the appointment of appraisers to determine the fair market value of the real estate subject to the Eighth Amendment (the "Real Estate").

BE IT FURTHER RESOLVED, any officers of the Board are authorized to execute a deed and sell the Real Estate at a price not less than that fixed by the Court.

BE IT FURTHER RESOLVED, that the officers of the Board have full authority to execute any and all documents necessary to execute an Eighth Amendment and Deed, if applicable, or for the issuance of the bonds secured by such Eighth Amendment and that the use of electronic signatures by officers of the Board or representatives of the School Corporation are hereby authorized and affirmed with full valid legal effect and are enforceable.

Passed and Adopted this 12th day of April, 2021.

Ms. Heffernan moved to approve the recommendation; Mr. Wells seconded the motion. The Board approved the motion by a vote of five (5) ayes; zero (0) nays.

C. Recommendation to Approve the following Resolutions:

- **Resolution Assigning Construction Bids and Contracts;**
- **Resolution Approving Tenth Supplement to Amended and Restated Master Continuing Disclosure Undertaking and Issuing Bonds**

Mr. Hacker recommended that the Board of School Trustees approve the following resolutions:

- Resolution Assigning Construction Bids and Contracts;
- Resolution Approving Tenth Supplement to Amended and Restated Master Continuing Disclosure Undertaking and Issuing Bonds

Mr. Hacker explained that the first resolution assigns the construction bids and contracts to the Building Corporation. The Building Corporation will also be the issuer of the bonds. The bond proceeds will be held by the trustee bank, and will be used to pay the contractors for the work done throughout the project.

Mr. Hacker explained that the second resolution is a requirement from the Securities and Exchange Commission which requires that the School Corporation agree to timely provide certain financial information to the SEC's database and provide notice of any material events that may occur.

RESOLUTION ASSIGNING CONSTRUCTION BIDS AND CONTRACTS, ONCE RECEIVED

WHEREAS, the Brownsburg Community School Corporation (the "School Corporation") has or will receive construction bids or enter into contracts for the renovation and construction of improvements to a portion of West Middle School and renovation of and improvements to school facilities throughout the School Corporation including site improvements and the purchase of technology, buses and equipment (the "Project"); and

WHEREAS, the School Corporation intends to sell certain real estate on which the Project will be constructed and renovated (the "Real Estate") to the Brownsburg 1999 School Building Corporation (the "Building Corporation") which Building Corporation will complete the Project; and

WHEREAS, the School Corporation intends to establish a construction fund and appropriate the funds it receives from the Building Corporation for the sale of the Real Estate; now, therefore,

BE IT RESOLVED, the construction bids and contracts relating to the Project are hereby assigned to the Building Corporation, once received.

BE IT FURTHER RESOLVED, that the Board of School Trustees will hold a public hearing to discuss the appropriation of the funds received from the sale of the Real Estate.

BE IT FURTHER RESOLVED, that the Secretary is authorized and directed to publish a notice of the hearing on the appropriation.

Passed and Adopted this 12th day of April, 2021.

RESOLUTION APPROVING TENTH SUPPLEMENT TO MASTER CONTINUING DISCLOSURE UNDERTAKING

WHEREAS, a Tenth Supplement to Master Continuing Disclosure Undertaking (the "Undertaking") have been presented to the Board of School Trustees (the "Board") of Brownsburg Community School Corporation (the "School Corporation") in connection with the issuance of the Brownsburg 1999 School Building Corporation Ad Valorem Property Tax First Mortgage Bonds, Series 2021 (the "Bonds"); and

WHEREAS, the Board must approve the form of Undertaking and the issuance of the Bonds; now, therefore,

BE IT RESOLVED, that the Board hereby approves the form of Undertaking and hereby authorizes any officers of the Board to execute such Undertaking.

BE IT RESOLVED, that any officers of the Board are hereby authorized and directed to execute any and all documents and certificates required in order to issue and deliver the Bonds.

Passed and Adopted this 12th day of April, 2021.

Dr. Freije moved to approve the recommendation; Mrs. Dearman seconded the motion. The Board approved the motion by a vote of five (5) ayes; zero (0) nays.

VIII. NEW BUSINESS

A. Recommendation to Award Construction Contracts – West Middle School-Release 3

Mr. Voigt recommended the Board of School Trustees accept the lowest most responsible and responsive bids for the 2021 West Middle School Renovation & Expansion Project, Release 3 – Sitework and Roofing, award the below listed construction contracts, and authorize the Administration to execute all necessary contracts, issue and approve change orders, and other necessary actions to achieve the project's schedule, providing the total project cost does not exceed the authorized limits:

Bid Package 7 – Sitework, awarded to Millennium Contractors, LLC.:

Base Bid	\$1,700,000.00
Total Purchase Order Amount	\$1,700,000.00

Bid Package 8 – Roofing, awarded to Korellis Roofing, Inc.:

Base Bid	\$1,987,513.00
Total Purchase Order Amount:	\$1,987,513.00

Recommendations on Alternates 1, 2, 3, and 4 are reserved at this time and are expected to be added to the construction contract by change order when contract values on the overall project are known at the July 12, 2021 board meeting.

Mr. Voigt explained that on Thursday, April 1, 2021 bids were publicly received and opened for Release 3 – Sitework and Roofing. This is the third of five bid releases on the 2021 West Middle School Renovations & Expansion project and includes sitework and underground utilities as well as new and replacement roofing for the project. Both packages are being awarded at this time to ensure work can start at the beginning of the summer recess while design and engineering work continues on the remaining bid packages scheduled for award later this year.

No recommendations are presented for the roofing alternates, the scope of which covers replacement of existing roofs on the 7th & 8th Grade wing, the gymnasiums, and a number of other smaller areas of existing roof. The existing roof is over 25 years old and is due for replacement throughout. However, these alternates are the only remaining large scopes of work that could be deferred if construction contracts awarded later this year come in over budget. Given the volatile nature of the construction economy at this time, and to ensure a viable project remains at the end of all five bid releases, the team determined it prudent to bid these roofs as alternates at this time. We fully expect to add the alternates by change order when all bids on the project are in and the budget has been firmly maintained.

Ms. Heffernan moved to approve the recommendation; Mr. Wells seconded the motion. The Board approved the recommendation by a vote of five (5) ayes; zero (0) nays.

B. Recommendation to Approve Out of District Student Transfers

Dr. Snapp recommended that the Board of School Trustees approve Out of District Student Transfers. Dr. Snapp thanked Dr. Jessup for all her work on putting this plan together. He explained that at the January Board Retreat, a discussion took place about the possibility of accepting out of district students. The direction from the Board at that time was to gauge interest from teachers on this topic, which we did in February. We continued the internal conversation with school leaders and provided an update at the March School Board meeting. At this time, we are prepared to recommend that we accept up to ten students per grade, kindergarten through twelfth grade for the 2021-2022 school year. The enrollment period for out of district students would be from May 3 through May 28. Students who are accepted to BCSC would be notified by June 11 with school placement notification coming approximately July 16.

He shared the following guidelines:

Beginning with the 2021-2022 school year, Brownsburg Community School Corporation will accept out of district students in accordance with Indiana Code 20-26-11-32.

- For the 2021-2022 school year, BCSC will accept approximately 10 students per grade in all grades K – 12, out of district transfer students will not be accepted for the preschool program.
- Enrollment for out of district transfer students will begin on May 3, 2021 and will close on May 28, 2021. Enrollment documents can be found at www.brownsburg.k12.in.us
- A student may not request to transfer primarily for athletic reasons.
- In the event the number of requests to transfer exceeds the capacity established (approx. 10 per grade level), a lottery will be held at noon on June 3rd in the Board Room at 310 Stadium Drive.
 - If a lottery is conducted, members of the same household will be accepted if one student of the household is selected in the lottery.
 - Students of school employees will be accepted.
 - Students who attended BCSC for the 2020-2021 school year who are in good standing based on IC 20-26-11-32 will be accepted.
- Brownsburg Community School Corporation may deny a request for an out of district transfer if, in the preceding 12 months prior to the request the student:
 - Has been suspended or expelled for 10 or more school days;
 - For a violation under IC 20-33-8-16 (possession of a firearm, deadly weapon, or destructive device);
 - For causing physical injury to a student, a school employee, or a visitor to the school; or
 - For a violation of a school corporation's drug or alcohol rules; or
 - The student has had a history of unexcused absences and the Superintendent or designee believes that, based upon the location of the student's residence,

- attendance would be a problem for the student if the student is enrolled with the school corporation.
- The parent/guardian of each applicant for out of district transfer will be required to complete a document providing information about their student with regard to the afore mentioned matters.
 - Brownsburg Community School Corporation may discontinue enrollment currently or in a subsequent school year, or establish terms or conditions for enrollment or continued enrollment in a subsequent school year, if a student has:
 - Has been suspended or expelled for 10 or more school days;
 - For a violation under IC 20-33-8-16 (possession of a firearm, deadly weapon, or destructive device);
 - For causing physical injury to a student, a school employee, or a visitor to the school; or
 - For a violation of a school corporation’s drug or alcohol rules; or
 - The student has had a history of unexcused absences and the Superintendent or designee believes that, based upon the location of the student’s residence, attendance would be a problem for the student if the student is enrolled with the school corporation. Unexcused absences include full and half day absences, tardy to school, or tardy from being picked up from school.
 - Out of district transfer students will be placed at the discretion of the Assistant Superintendent. School placement decisions will be shared with families by July 19, 2021. Students will remain at their assigned school and move through the feeder system from elementary to middle school. School placement for out of district transfer students may change if BCSC goes through the redistricting process.

Parents/Guardians must provide transportation to and from school for their student.

Ms. Heffernan moved to approve the recommendation; Mr. Wells seconded the motion. The Board approved the recommendation by a vote of four (4) ayes; one (1) nay.

IX. SUPERINTENDENT COMMENTS

Dr. Snapp shared copies of the book “Arrows” with each of the Board members. He explained the book was recently released and is authored by Sarah Henry, BCSC Science Secondary Department Head and Carrie Rosebrock, former English Secondary Department Head. He shared that this is a quick read about our story, The Brownsburg Way. He said the book has been announced as one of 3 finalists for a statewide book study.

X. BOARD MEMBER COMMENTS

Mr. Wells stated, I want to reach out to Mrs. Webb and just say I really appreciate the effort and the work you have put in in this new role. I’m looking forward to seeing how it transitions into the schools going forward. I’m 100% behind this so thank you very much.

Mrs. Dearman stated, congratulation to our new principal and her family and I just want to say thank you to Rene Behrend for all you do with BEF and all the money that you were able to raise in the support of our kids. And I want to say thank you to Mrs. Webb for standing there and answering all those questions. I know it wasn’t easy and I really appreciate that.

Dr. Freije thanked all the speakers getting up there because that is never easy no matter who you are. It really isn’t. He added, my goal of course always is to ensure all students and staff are being treated equally without prejudice or bias for any reason. That’s why having those conversations we had today was a good thing and we should continue to have those conversations. I do recommend that we do take the information that was provided today, and for review, as a school board prior to distributing it amongst the students and staff, because there are some questions that still need to be asked and addressed especially if this is to be

used in future trainings because we do approve and disapprove things generally for guidelines and policies. We found out definitions in the handbooks, like restorative practices to be implemented by the Superintendent and staff and we should get a consensus of the Board before we actually do that. I believe more conversation is merited at this time prior to use at a future date. Number 3 – The only way we can grow is realizing that we do have differences that make us unique but we reinforcing that we are more alike than different is also a good thing too. Focusing on differences only creates more division and unity is what we should always strive to be and have.

Ms. Heffernan congratulated and welcomed the new administrators. She also congratulated Mrs. Laurie Johnson in her new role at Central Office.

XI. ADJOURNMENT

Mr. Hylton called for a motion to adjourn the meeting. Dr. Freije moved to adjourn the meeting; Mrs. Dearman seconded the motion. The Board approved the motion by a vote of five (5) ayes; zero (0) nays. The meeting adjourned at 7:26 p.m.

**BROWNSBURG COMMUNITY SCHOOL CORPORATION
BOARD OF SCHOOL TRUSTEES**
