

**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, May 10, 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. Ms. Vicki Murphy, Mrs. Shayla Webb, and Dr. Bret Daghe were also present. Additional administrators in attendance included Mr. Adam Poliskie, Dr. Ryan Hoover, Mr. Chris Renner, Mrs. Amber Schroering 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 April 12, 2021 Executive Session 6:00 PM****B. Approval – Minutes of April 12, 2021 Business Meeting****C. Approval – Minutes of April 12, 2021 Executive Session 7:30 PM****D. Approval – Minutes of April 26, 2021 Work Session****E. Claims: P/R #04/09/21 - \$1,327,209.66; P/R #04/23/21 - \$1,427,024.85;
P/R #05/07/21 - \$1,423,884.74; Claims Apr 8-May 5 - \$5,162,998.36****F. Superintendent’s Report**

The Superintendent’s Report was presented as follows:

1. Retirements – Support Staff:

Name	Building	Position	Effective Date
a. Lissa Broyles	Transportation	Bus Driver	End of the 2020-21 school year
b. Neida Scott	EMS/BHS	Nutrition Services	End of the 2020-21 school year

2. Termination – Support Staff:

Name	Building	Position	Effective Date
a. David Mugabe	Facility Services	Custodian	April 15, 2021

3. Resignations – Certified:

Name	Building	Position	Effective Date
a. Kelsey Duerksen	Lincoln	3 rd Grade Teacher	End of the 2021-21 school year
b. Taylor Golding	Lincoln	4 th Grade Teacher	End of the 2020-21 school year
c. Joseph Holt	EMS	Social Studies Teacher	End of the 2020-21 school year
d. Brian Hahn	WMS	Math Teacher	End of the 2020-21 school year
e. Alexandra Wentz	Cardinal	2 nd Grade Teacher	End of the 2020-21 school year
f. Cara Edwards	Eagle	4 th Grade Teacher	End of the 2020-21 school year
g. Sarah Gayman	EMS	Language Arts Teacher	End of the 2020-21 school year
h. Bailie McGee	Cardinal	1 st Grade Teacher	End of the 2020-21 school year

i. Mikayla Carpenter	Eagle	4 th Grade Teacher	End of the 2020-21 school year
j. Kaitlin Hawk	Cardinal	2 nd Grade Teacher	End of the 2019-20 school year
k. Brit Moran	White Lick	4 th Grade Teacher	End of the 2020-21 school year

4. Resignations – Support Staff:

Name	Building	Position	Effective Date
a. Jennifer Matherly	BHS	Team 2023 Administrative Assistant	September 1, 2020
b. Clementine Nyirazuba	Facility Services	Custodian	April 9, 2021
c. Keith Ford	Facility Services	Custodian	April 21, 2021
d. Richard Shikiro	Facility Services	Custodian	May 7, 2021
e. Tim Sutton	Facility Services	Custodian	May 7, 2021
f. Laurie Zaicow	Eagle	Special Education Instructional Assistant	May 18, 2021
g. Elizabeth Cabrera	White Lick	Nutrition Services	May 4, 2021
h. Audrey White	BHS	Nutrition Services	End of the 2020-21 school year
i. Megan McCain	White Lick	Media Instructional Assistant	End of the 2020-21 school year
j. Deena Deckard	BHS	Nutrition Services	End of the 2020-21 school year
k. Nancy Nunan	Brown	Treasurer	End of the 2020-21 school year
l. Nancy Eldred	White Lick	Special Education Instructional Assistant	End of the 2020-21 school year

5. New Employment – Administrative:

Name	Building	Position	Effective Date	Reason for Employment
a. Donavan White	EMS	Assistant Principal; 2-year, 220 day contract	July 12, 2021	New position
b. Austin Inge	Harris Academy	Director; 2-year, 220 day contract; Salary to be determined once 2021-22 salaries are established	July 12, 2021	Replacing Lynn Lodwick

6. New Employment – Certified:

Name	Building	Position	Effective Date	Degree	Reason for Employment
a. Jenna Rose	Brown	Music Teacher	July 27, 2021	Masters	Replacing Dominic Piedmonte
b. Katy Burger	Cardinal	Music Teacher	July 27, 2021	Bachelors	Replacing Anna Tirman
c. Alexis Methner	Reagan	3 rd Grade Teacher	July 27, 2021	Bachelors	Replacing Kalie Courtney
d. Jacob Luellen	Lincoln	1 st Grade Teacher	July 27, 2021	Bachelors	Replacing Heather Barrett
e. Morgan Tackett	White Lick	1 st Grade Teacher	July 27, 2021	Bachelors	Replacing Erica Ikner
f. Marissa Moriarty	White Lick	Kindergarten Teacher	July 27, 2021	Bachelors	Replacing Katie Fedder
g. Jama Rice	White Lick	3 rd Grade Teacher	July 27, 2021	Bachelors	Replacing Brit Moran
h. Claire Collins	Eagle	4 th Grade Teacher	July 27, 2021	Bachelors	Replacing Mikayla Carpenter
i. Stephanie Chasteen	Eagle	5 th Grade Teacher	July 27, 2021	Bachelors	Replacing Darlene Badgley
j. Natalie Meadows	Reagan	5 th Grade Teacher	July 27, 2021	Bachelors	Replacing Courtney Denney
k. Madison Peters	Cardinal	1 st Grade Teacher	July 27, 2021	Bachelors	Replacing Bailie McGee
l. Adrian Robinson	EMS	Social Studies Teacher	July 27, 2021	Bachelors	Replacing Joseph Holt

m. Patrick Sullivan	EMS	Math Teacher	July 27, 2021	Bachelors	Replacing Dean Nelson due to a job transfer
n. Alicia Lewis	EMS	Science Teacher	July 27, 2021	Bachelors	New position
o. Emma Leary	EMS	Language Arts Teacher	July 27, 2021	Bachelors	Replacing Sarah Gayman
p. David Janney	EMS	Social Studies Teacher	July 27, 2021	Bachelors	New position
q. Timothy Gordon	BHS	Math Teacher	July 27, 2021	Masters	New position
r. Helen Zoss	BHS	English Teacher	July 27, 2021	Bachelors	New position
s. Andrew Timm	BHS	Chemistry Teacher	July 27, 2021	Bachelors	Replacing Kayla Woodruff
t. Katie Burris	BHS	English Teacher	July 27, 2021	Bachelors	Replacing Tonya Bess
u. Kaitlynn Craigen	BHS	Spanish Teacher	July 27, 2021	Bachelors	Replacing Tiarra Clarkston
v. July Leiva Escobar	BHS	Spanish Teacher	July 27, 2021	Masters	Replacing Sarah Heine
w. Beth Mitchell	White Lick	3 rd Grade Teacher; Temporary contract	May 3, 2021 thru the end of the 2020-21 school year	Masters	While Lori Tietz is on medical leave
x. Alexis Methner	Reagan	2 nd Grade Teacher; Temporary contract	May 6, 2021 thru the end of the school year	Bachelors	While Amanda Rogers is on medical leave
y. Maggie Herrin	WMS	Language Arts Teacher; Temporary contract	May 3, 2021 thru the end of the school year	Bachelors	While Seth Vaught is on medical leave
z. Caitlin Helm	BHS	Chemistry Teacher; Temporary contract	Approximately May 15, 2021 thru the end of the school year	Bachelors	While Kayla Woodruff is on medical / maternity leave

7. **New Employment – Support Staff:**

Name	Building	Position	Effective Date	Hours per Day	Reason for Employment
a. Darayl Jordan	BHS	Team 2025 Academic Coach; 185 work days	July 27, 2021	NA	Replacing AJ Akinribade due to a job transfer
b. Jessica Rogers	BHS	Science Lab Assistant	July 28, 2021	8	Replacing Caitlin Helm
c. Elaine Gould	Nutrition Services	Floater	April 19, 2021	5	Replacing Jennifer Wilmoth due to a job transfer
d. Urbano Guerrero Pineda	Facility Services	Custodian	May 3, 2021	8	Replacing Moses Byringiro

8. **Leaves of Absence – Certified:**

Name	Building	Position	Type of Leave	Dates of Leave
a. Kayla Blackburn	Cardinal	2 nd Grade Teacher	Medical / Maternity	July 27, 2021 thru October 1, 2021
b. Lori Tietz	White Lick	3 rd Grade Teacher	Medical	April 29, 2021 thru the end of the school year

c. Rockina Patterson	Lincoln	School Counselor	Medical / Maternity	July 27, 2021 thru December 17, 2021
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9. Leaves of Absence – Support Staff:

Name	Building	Position	Type of Leave	Dates of Leave
a. Marie Kalen	Transportation	Bus Aide	Medical	May 4, 2021 thru the end of the school year

10. Change of Status – Support Staff:

Name	Previous Position	New Position	Effective Date	Reason for Change
a. Amy Huang	Eagle Technology Instructional Assistant	WMS Special Education Teacher; Masters	July 27, 2021	Replacing Robert LaPlante
b. Jacinta Snyder	Delaware Trail Learning Lab Instructional Assistant	Lincoln 1 st Grade Teacher; Bachelors	July 27, 2021	Replacing Kelsey Duerksen
c. Torrie Russell	Reagan Nutrition Services; 5 hours / day	Reagan Nutrition Services; 7 hours / day	April 19, 2021	Increase in hours
d. Christee Deardorff	BHS Nutrition Services; 6 hours / day	BHS Nutrition Services; 7 hours / day	April 12, 2021	Increase in hours
e. Ashley Tudor	BHS Nutrition Services	BHS Nutrition Services Assistant Manager; 8 hours / day	May 3, 2021	Replacing Deborah Veyette

11. Change of Status – Certified:

Name	Previous Position	New Position	Effective Date	Reason for Change
a. Jamie Lee	EMS Language Arts Teacher	EMS School Counselor; 187 days	July 27, 2021	Replacing Rose Rosenbalm

12. Clarification – Certified:

Name	Building	Position	Dates of Leave
a. Cory Haley	Lincoln	High Ability Teacher; Temporary contract	Ms. Haley was previously approved being paid the substitute teacher rate for the first 14 days; Ms. Haley will be paid contract pay starting with the first day of her assignment (\$257.30 / day)

13. 2021 Summer School Employment:

It is recommended the Board approve the following secondary and elementary summer school employment.

High School Summer SchoolTEACHERS

Sarah Lee	Math	51 hours
Kristen Sargent	Math	51 hours
Christina Duncan	Science	51 hours
Monique Mohler	Science	51 hours
Jason Gill	Social Studies	51 hours
Joe Stucker	Social Studies	51 hours
Abbi Martin	English	51 hours
Audrey Cannon	English	25.5 hours
Katie Sciacca	English	25.5 hours
Brian Burr	Spanish	51 hours

SUPPORT STAFF

Shannon Downs	PLATO Supervisor	51 hours
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Elementary Summer SchoolADMINISTRATOR

Lisa Riley	65.5 hours
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TEACHERS

Julie Esterline	Kindergarten	51.5 hours
Erin Bratcher	Kindergarten	51.5 hours
Mandy Butner	Kindergarten	51.5 hours
Melissa Pool	Kindergarten	51.5 hours
Courtney Wesson	Kindergarten	51.5 hours
Abby Hall	1 st Grade	51.5 hours
Julia Moeller	1 st Grade	51.5 hours
Mandy Hines	1 st Grade	51.5 hours
Rachel Wildeman	1 st Grade	51.5 hours
Kayleigh Ayres	1 st Grade	51.5 hours
Annie Thurber	1 st Grade	51.5 hours
Katelyn Arndt	1 st Grade	51.5 hours
Tonya Beard	1 st Grade	51.5 hours
Lindsey Layton	2 nd Grade	51.5 hours
Ali Wentz	2 nd Grade	51.5 hours
Sarah Struck	2 nd Grade	51.5 hours
Annika Sallee	2 nd Grade	51.5 hours
Codie Thompson	2 nd Grade	51.5 Hours
Tammy Huggler	2 nd Grade	51.5 hours
Andrew Matters	3 rd Grade	51.5 hours
Emily Garrard	3 rd Grade	51.5 hours
Ashlen Buck	3 rd Grade	51.5 hours
Kim Kinney	3 rd Grade	51.5 hours
Julianna DePoister	Special Education	51.5 hours
Jennifer Spoor	Special Education	51.5 hour
Samantha Frank	Special Education	51.5 hours
Stacie Dalton	ELL Teacher	51.5 hours

SUPPORT STAFF

Shannon Woodruff	Instructional Assistant	48.5 hours
Kathy Lehn	Instructional Assistant	48.5 hours
Keira Hillman	Instructional Assistant	48.5 hours
Dawn Mulder	Instructional Assistant	48.5 hours
Liz Wernsman	Instructional Assistant	48.5 hours
Robyn Yogi	Instructional Assistant	48.5 hours
Madi Schilling	Instructional Assistant	48.5 hours
Stacey Schreijer	Administrative Assistant	51.5 hours
Amanda Owens	School Nurse	40.5 hours
Jenny Ramsey	School Nurse	13.5 hours
Anne Hurd	School Nurse	4.5 hours

14. Recommendation for School Bus Trades: It is recommended the Board declare the following school buses as unsuitable for continued use and to dispose of these vehicles as scrap (Bus 67, after being parted out by Transportation Services) or as trade against the current bus purchase:

Asset number	Corporation ID number	Generic description	Year	Make	Model	VIN	Mileage
203008	25	Type D	2003	Thomas	HDX	1T7YT4B2751147520	159,998
15006	35	Type D	2003	Thomas	HDX	1T7YT4B2941135044	151,795
15009	60	Type D	2003	Thomas	HDX	1T7YT4B2041135045	189,697
203002	66	Type D	2003	Thomas	HDX	1T7YT4B2751147517	106,741
203007	67	Type D	2003	Thomas	HDX	1T7YT4B2951147518	143,755
202044	75	Type D	2004	Thomas	HDX	1T7YT4A2761165163	152,749
15083	106	Type D	2003	Thomas	HDX	1T7YT4B2641144008	152,823
202038	39	Type C special needs	2005	Thomas	FS65	4UZAAXCS77CW46082	132,982
212287	7	Type A special needs	2011	Thomas	Minotour	1GB3G3BG0B1151250	27,541
212286	8	Type A	2011	Thomas	Minotour	1GB3G3BG8B1151352	51,650

Mileage is as of 4/14/21

*Bus 82 (blown engine) was declared surplus at the September 14, 2020 meeting.

FOR YOUR INFORMATION:

15. Transfers - Certified:

Name	Previous Position	New Position	Effective Date	Reason for Change
a. Dean Nelson	EMS Math Teacher	EMS/WMS Math Teacher	July 27, 2021	New position
b. Emily Zeto	Cardinal Speech Language Pathologist	ECC Transition Teacher	July 27, 201	Replacing Robin McCullom
c. AJ Akinribade	BHS Academic Coach	BHS Social Studies Teacher	July 27, 2021	New position

16. Transfer – Support Staff:

Name	Previous Position	New Position	Effective Date	Reason for Change
a. Jennifer Wilmoth	BCSC Nutrition Services Floater; 5 hours / day	BHS Nutrition Services; 5 hours / day	April 12, 2021	Open position

17. Approval of Use of Facilities/Special Use Agreements: The Administration has approved and received the following fully executed Special Use Agreement(s):

Brownsburg Rugby Team: A Special Use Agreement dated January 20, 2021 and fully executed April 7, 2021, for the 2021 Rugby Season, for the use of the West MS Soccer field for both practices and games, to be billed at \$10.50 per hour for games only. No Custodial hours are expected.

18. Construction Contract Approval (less than \$2,000,000): The Administration approved the construction contract for the 2021 Summer Paving Repairs Project as follows:

2021 Summer Paving Repairs Project:

Grady Brothers, Inc.	
Base Bid – BHS	\$82,250.00
Additional work to be contracted through unit prices as listed on the bid-form	\$67,750.00
Total Contract Value:	\$150,000.00

19. Approval of Field Trip Requests:

The Brownsburg High School Marching Band will be traveling to the Bands of America Regional competition at Bowling Green State University, Bowling Green, Ohio on October 2, 2021. Approximately 200 students and 20 chaperones will participate. The trip is being organized by Tracy Runyon, BHS Band Director and has been approved by the Superintendent based on travel guidelines set forth by the Board.

Dr. Snapp recommended the Board approve the Minutes of the April 12, 2021 6:00 PM Executive Session. Ms. Heffernan moved to approve the recommendation; Mrs. Dearman seconded the motion. The Board approved the motion by a vote of four (4) ayes; zero (0) nays; one (1) abstentions. Dr. Snapp then recommended the Board approve the remainder of the Consent Agenda as presented; Ms. Heffernan moved to approve the recommendation; Dr. Freije seconded the motion. The Board approved the motion by a vote of five (5) ayes; zero (0) nays. Dr. Snapp then introduced Mr. Donovan White as the new assistant principal at East Middle School and Mr. Austin Inge as the new director of Harris Academy.

V. COMMUNICATIONS:

A. Brownsburg Education Foundation Report

Mrs. Dearman shared the following information from the Brownsburg Education Foundation:

- Chip in for the Kids Golf Outing – Presented by Summers Plumbing Heating and Cooling, scheduled for Friday, June 11, 2021 at West Chase Golf Club. Contact the BEF office for sponsorship opportunities or individual team registrations. You can also register online.
- Scholarships – Seniors will be presented with their scholarships at a Zoom presentation on Tuesday, May 11. BEF will award 47 \$1,000 scholarships and 1 \$2,000 scholarship to BHS graduates in the Class of 2021. Twenty-one of the scholarships are on behalf of the BCSC employees through payroll deduction contributions.
- Grants – District Excellence Award grant notifications went out last week. BEF awarded over \$49,000 during this grant cycle. All grade levels and departments benefitted from this grant cycle; InCredible Award grant applications will be available in the next few weeks and will be due August 15, 2021.

B. Operations Update

Mr. Voigt shared that construction on the Transportation and Facility Services Center is nearly complete. He noted that furnishings are scheduled to be installed next week and staff orientation walk-throughs of the building will be held at the end of next week. He shared a School Corp All and community open house is scheduled for Monday, May 24 from 3:00-6:00 pm and invitations are going out to all staff district-wide and to neighboring residents. Facilities and Transportation staff will be on hand to answer questions of anyone walking through the building. He noted daily operations for both departments will be relocated to their new home on Friday, May 28.

Mr. Voigt also shared that planning for Crossroads Elementary School is beginning. As shared at the January Board retreat, the BCSC Five-year Facility Plan calls for Crossroads to open in the summer of 2024. In order to meet this schedule, preliminary design work must commence. The initial focus will be on general site and building layout, also known as schematic design. This planning work is expected to run through the end of August. If September's enrollment numbers and assessed value updates align with projections, design work will continue into the fall and construction of the project would start next spring. The current design/construction management team of CSO Architects and Meyer Najem will continue on this next project.

C. Second Reading of Board Policies

Dr. Jessup explained that changes/updates are 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 noted that some suggestions for changes were received late last week which will need to be discussed and reviewed for clarity. She shared that updated, revised policies will be sent to the Board prior to the June Board meeting when the policies will be brought for third reading and approval.

D. First Reading of Staff Handbooks

Dr. Jessup presented the following Staff Handbooks for first reading:

- BCSC PD Staff Handbook
- Health Services Staff Handbook
- Transportation Services Staff Handbook
- Nutrition Services Staff Handbook
- Support Staff Handbook
- Teacher Handbook

Dr. Jessup explained that the updated handbooks have been provided to the Board for review. She noted that changes are very minor in nature, most dealing with dates, formatting and pagination. She explained that the final handbooks will be presented for approval at the June Board meeting.

E. Acknowledgment of Receipt of Termination of Contract with the Town of Brownsburg

Dr. Snapp explained that items E and F are related. He shared that after a long conversation with The Town of Brownsburg, they terminated the contract to purchase the north property during the due diligence period. That contract was linked with BCSC's contract with Brownsburg Girls Softball to purchase 10 acres adjacent to the high school. The termination of the Town of Brownsburg contract automatically terminated our purchase agreement with Softball. No Board action is requested because the contract was approved and that was a clause in the contract. This is just for public acknowledgment of that taking place.

F. Acknowledgement of Termination of Purchase Agreement with Brownsburg Girls Softball

Please see Item E.

G. COVID Preplanning for 2021-2022

Dr. Snapp explained that there is no recommendation tonight or decisions being made with regard to the opening of the 2021-2022 school year. He shared the following three areas of decision making; Safety, Academics and Procedures. When we think about starting the school year, things continue to change rapidly. The information being shared tonight is our thinking as of May 10th, however, things could change on May 11th. This is our current thinking.

Safety – includes issues such as wearing masks, social distancing, crowd sizes, quarantining and anything else related to safety of students. We would recommend following the direction of the Hendricks County Health Commissioner when that recommendation comes. That might come from the state level to the Hendricks County Health Commissioner, but we would allow the health professionals to make those decisions. Again, things are changing rapidly and these items may not be an issue moving forward but this is where we are at this point in time.

Academics – broken down into the four areas; Preschool, K-5, Grades 6-8, Grades 9-12. Preschool, since it is an optional program, no alternative, meaning an at-home option, will be offered. Special education services will be determined for those impacted. K-5, consider a BCSC led online option

based on enrollment. This would be more limited in scope, fewer students and fewer teachers than this year. Our data from February was only about 10 percent of the roughly 900 students still attending the at-home option would consider it for next year. Grades 6-8, Indiana Online Academy with one transition at any time back into school. Middle School counselors will be responsible for tracking these students and scheduling transitions back into East Middle School and West Middle School. Special Education services still need to be considered. Participation in co-curricular and extra-curricular programs would mirror what was done this year, meaning you had to be in person in order to participate in those programs. Grades 9-12, Indiana Online Academy with a transition plan to be determined by Dr. Daghe and the Teams at Brownsburg High School. Teams will be responsible for scheduling transitions back into BHS or Harris Academy. Special Education services still need to be considered. Participation in co-curricular and extra-curricular programs would mirror what was done this year.

Procedures – Dr. Snapp shared that at this time, schools need to prepare for the start of the 2021-2022 school year just as we have ended this year, using the procedures we have identified this year. He stated please understand this might change late in the summer based on loosening of the restrictions by the Hendricks County Health Commissioner and/or the Governor. Those would be, for example, what happens at recess, what happens in the cafeteria, etc.

Dr. Snapp shared that meetings were held with grade level leaders last week and one of the things they are so grateful for is the balanced calendar. This is the ninth year for that. However, because we start the year at the end of July, many schools start later than us and so some decisions come a little bit later. I think a lot of people that are decision makers think about school starting in mid-August, which is not our case and is not the case for a lot of schools in Hendricks County. Dr. Snapp noted that we had talked about the June Board meeting being the time that we will be making some decisions. It is believed we will have to revisit that timeline as we are not sure that in June we will be ready to make definite decisions because things are changing so rapidly and we should make the most current and best and safest decisions for our students.

Dr. Freije asked when the next meeting is scheduled with the Health Commissioner. Dr. Snapp indicated that meeting is scheduled for June 22, which is after the June Board meeting but we could have another meeting if we need to. There is a push to have things ready by July 4 that could transpire, Brownsburg plans to have their 4th of July Parade. We know that things are starting to return to normal and I believe we will want to take advantage of as much time as possible.

Mrs. Dearman asked if we would anticipate the request for the specific procedural things that we would need to look at the July Board meeting. Dr. Snapp explained that we can always put the recess schedule back in place, the lunch periods back in place, but the important piece for us is how many people would request online learning. We would need two or three weeks to be able to get that information and respond to that. Could we do that with making a decision at the July Board meeting – I think we probably could. If there's an online option and we decide to offer that, it will be far fewer students than we saw this year.

VI. COMMENTS FROM PATRONS

Mr. Hylton stated that approximately 20 people signed up to speak. He recited the Board Policy regarding Comments from Patrons. Mr. Hylton then read the following statement:

Critical Race Theory or CRT has garnered much attention in the national and state media. In the past few weeks, nearly a half dozen central Indiana school corporations have heard patron comments concerning perceptions of CRT being taught or emphasized in those school corporations. In each of those cases, the school corporation's response has been clear, Critical Race Theory is not being taught in their schools and there are no plans to do so. Just this weekend in our community there have been some comments on social media that community members will be here tonight to speak against the use of CRT in our schools, so it is important that we communicate clearly the

following: *Critical Race Theory is not currently being taught at Brownsburg Schools and there are no plans to incorporate it into the curriculum.*

Darla Mitchener – Brownsburg, Indiana

Mrs. Mitchener read the following letter from Indiana Senator John Crane: *Members of Brownsburg School Board, thank you so very much for your service on the Brownsburg School Board. Your behest on behalf of our next generation of students is a worthy investment of time and such a critical role in raising up people who will make a great difference in our communities and country. It was just recently brought to my attention that there is a Board meeting this evening to discuss among other subjects the teaching of Critical Race Theory within the Brownsburg School District. Unfortunately, a prior speaking engagement prevents my attendance at this meeting, but I felt it necessary to at least offer a brief perspective on this issue. As someone who was required to take a class on Critical Race Theory in graduate school, I have some serious concerns about the official endorsement of such a framework. In fact, despite the cultural backdrop which informs this emerging effort to advance CRT, the reality of the ideas it promotes as well as the terms associated with it are not aligned with either the American ideals set forth by our founders nor the genuine pursuit of racial equality that we all seek for our children. Where the pursuit of racial equality is concerned, I couldn't agree more with Dr. Martin Luther King Jr.'s vision, a day when our children would not be judged by the color of their skin but by the content of their character. Is this not the world that we would hope to live in? Dr. King rightfully tied the colorblind idea to the original vision set forth by our founders but he also said on that August day in 1963 that he longs for the day when our nation will rise up to live out the true meaning of the creed "all men are created equal." Certainly, we have not yet realized that aim, but the target of treating people fairly and equally has been a worthy endeavor. Unfortunately, using the terms associated with CRT in our classrooms doesn't get us closer to the vision of equality. On the contrary, it serves to create an inequality and divide culture. There's a danger when we advocate the idea that all of us are equal the reality that some are more equal than others.* Mr. Hylton indicated that time was over two minutes. Mrs. Mitchener noted she would submit the complete letter to the Board.

Kim Smoot – Brownsburg, Indiana

Ms. Smoot shared that she has three students in the district, elementary, middle and high school. She asked if anyone in attendance has full confidence in the school district that we all choose to live in and the teachers that are teaching our children to please stand up.

Karen Howell – Brownsburg, Indiana

Ms. Howell shared that she is the parent of a freshman and a senior at Brownsburg High School and has a daughter who graduated from the high school last year. Five years ago they moved from Indianapolis to Brownsburg specifically for the schools. We love Brownsburg. It has been a warm and welcoming community. We also love Brownsburg Schools. When we arrived, our youngest son was struggling with math. He had not passed the math portion of ISTEP in two years. His very first year here in Brownsburg, he passed ISTEP. That means his teacher taught him three years worth of math in one year. She taught it in a way that he understood and retained it. That was amazing and we were so thankful we had moved our kids into Brownsburg Schools. I tell you this story to remind you how wonderful Brownsburg Schools are and how much we all want them to remain this way. When schools focus on the core subjects, students succeed. I send my kids to school to learn math, science, English and history. I do not send my kids to school to learn about positions on social and political issues. Divisive issues such as Critical Race Theory and the many words and ideas that go along with it have no place in the classroom. They belong in student's homes, to be discussed with their parents around the dinner table. These words and ideas are subjective and extremely divisive and I do not want the school system teaching them to my children. I do not support the implementation of these definitions into Brownsburg School curriculum.

Jarrett Meyer – Brownsburg, Indiana

Mr. Meyer shared as a citizen of Brownsburg, a school parent, and a member of the Jewish community, I am here to voice my support that the Board unanimously approve the recommendation to adopt the equity definitions presented at the last Board meeting. I will remind

the Board and our audience present and afar that adopting a shared language is not an affirmation that these issues exist in marginalized communities nor is it an affront in any way to who you think you are or who the community is. I am not asking you to agree that microaggressions plague minority communities or that there are structural issues that still exist that intentionally or unintentionally hold back people because of race, color, religion, sex, gender, sexual orientation or economic status. We are simply asking that we agree to a language. We cannot begin to discuss what is or is not an issue if we don't agree on what the words that define that issue are. Finally, I am very grateful to Shayla Webb for her excellent presentation at the last meeting. This is the only way to start.

Blaine Thompson – Brownsburg, Indiana

Mr. Thompson shared that he grew up in Brownsburg, went to school here for 12 years. He has three kids that are in the school system right now and two kids that graduated. He lived most of his childhood and most of his adult life in Brownsburg and spent the rest of that time in Indianapolis. If you're not teaching Critical Race Theory then what in the world do we need a diversity and inclusion officer in our school system for. I don't understand what that has to do with, like the lady said, teaching history, mathematics, English all of the above. That's all that needs to be taught in this school system. Yes, I agree that we do need a language to communicate this stuff with, but, I'm pretty sure all of you have seen what is going on in our country over the last year and a half and I don't think anybody knows what anybody is talking about. I think it's a lot of hate, a lot of people pushing agendas, and my children are not going to be used as pawns in this. We are not to tell my children that they're racist or that they live or contribute or were born into a racist system. That flag that we said the Pledge of Allegiance to earlier, this country was built for equality. Black, white, red, yellow, people died and shed their blood on the ground for that flag and for freedom for this country. I don't know what you're teaching if it's not Critical Race Theory. I'd like a definition of what it is and what the heck we need an inclusion and diversity officer for. I want to know, because you guys are creating this conflict by throwing around all these terms that everybody else is using in the media. I would like to know what is being taught, what is being pushed if it is not Critical Race Theory. It sounds to me just like a bunch of gaslighting like the rest of the people who push this are doing.

Brian Weidner – Brownsburg, Indiana

Mr. Weidner shared that he has two children at Brownsburg West Middle School. He noted he is here for two reasons. One, on his behalf but also that of many behind him to express his sincere appreciation to this Board and Dr. Snapp and others have made in recent hires of individuals who support diversity, equity and inclusion initiatives within our community and for seriously considering equity definitions so that we can do exactly the conversations that have been had just now. Have honest conversations about what needs to happen. I would ask if members of the audience are in support of these to please stand up so we can see who those people are. Second, I want to share an anecdote from my professional life. I teach at Butler University, I am a music teacher educator, and this past month had two of my students of color who are looking for jobs in elementary general music come forward after I recommended that they apply for the elementary general positions here in Brownsburg. They did exactly what we want young teachers to do. They went and talked with their mentors, talked with the people who are important in their lives and they came back to me and said "Dr. Weidner, I need to tell you that I know that you feel strongly about Brownsburg, but the mentors in my life, people who have lived in Brownsburg, one who continues to live in Brownsburg, who are people of color, said do not apply for this position, it is not a community and a school that will be welcoming to you." I am hoping that is a story of our past rather than our future. But a key starting point for this is being able to have clear definitions of what we're talking about and then looking for initiatives moving forward within our hiring practices, within our curriculum, and within our policies that ensure that there is diversity and equity for all students. Thank you for your work up to this point and for your continued work.

Rob Kendall – Brownsburg, Indiana

Mr. Kendall began by congratulating the school system for staying open and in person for the entire year. Regardless of how we feel on different issues I feel that should be applauded by everyone it's

a wonderful job by the Board and by the entire school system. I want to talk obviously about the hot-button issue, Item F. Equity Definitions. Look, America is the greatest idea ever conceived by man. It was founded by some of the most brave and brilliant people that have ever lived. You are all here, we are all here because of the brilliance and bravery of those people. Hundreds of thousands of people laid down their lives to fix issues that existed at our inception. In our 240 plus years of existence, America has freed more people in the history of the rest of the world combined. We do not teach that, nor do I see anyone up here fighting for us to teach that. We are not a racist country, we are not a racist state, we are not a racist town. You can say what you want about whether Critical Race Theory is being taught. This is the catalyst. It has happened all throughout the country. It is naïve and insulting to people to say that it is not that. I just saw the gentleman ask people to stand up, I was standing in the back, it was 50/50. 50/50 on a super divisive issue that will divide this community. This Board, not this specific School Board, but the Brownsburg School Board has been here before. Six years ago, there was a super divisive issue, that a bunch of people were waving their hands and said "wait, there's a better way. We can do this if we hit pause and work together." That was the referendum. That referendum was nasty and divisive and there was no reason for it as was proven by the next year, the school funded all \$100 million worth of growth with zero tax increases, which the school should be commended for. We are right here again. Everybody can get what they want if we hit pause, if we work together and we come together as a community. Adopting this tonight will not do that. It will divide this community for years to come. I ask you to hit pause, work together with the community and come to a solution that works for everyone so we can grow together.

Rev. Dr. Amy Lindeman Allen – Brownsburg, Indiana

Thank you Dr. Snapp, the School Board and I want to also extend my thanks to equity and diversity coordinator Shayla Webb for the fantastic efforts that you have put forth this past year to work toward coming together as a community. I know we got off to a rough start last summer, Dr. Snapp, when I engaged with members of the community in a petition asking the school district to take these questions of diversity and equity seriously. I've done some learning, you've done some learning, and I just want to say thank you to you, and to this entire Board and community for taking concerned parents seriously. I have three children in the school district, one going into high school next year, one in the 2/3 high ability class at Brown and one in kindergarten at Brown. I love the education they're receiving. I'm grateful to their teachers and the community for providing that. And anecdotally I want to tell you that my daughter in the 2/3 class at Brown comes home every day with a dictionary this thick in her bag. Every day I try to take it out of her bag because it's too heavy for her back and she says "No, because I need that in class. I'm going to look things up and Ms. Rose is going to want me to have it close and ready." Definitions aren't divisive. Definitions are what this school corporation is about. It's about teaching our children to think for themselves and to be able to understand what's being taught to them across the subjects, in English, history, science and everywhere else. So thank you for taking seriously the desire to teach our children definitions, teach them how to be in the kind of conversations that you've modeled for us this year.

Jeff Gracey – Brownsburg, Indiana

Good evening, a couple of things, administrative things. I would encourage the elected officials who are running this school district to give the people that voted for them more than two minutes at a time to share their opinions with you. It's bad enough that the town only offers three when I'm trying to get five. Two minutes is nothing, unless you guys just don't want to listen to your constituency. Also, I would expect all of you to vote against whatever vote is coming up on the second reading of your handbooks that are coming up because it sounds to me like they're not complete yet they're subject to change. Other elected officials in this town have a hard time grasping that concept as well. Just real quick on these definitions, the last speaker talked about a dictionary. Dictionaries have obviously words and definitions in them. I see that we've recently hired yet another admin person, I'm assuming to help provide direction on how to define words and once they're defined what to do with them. I can only attribute that to either the Board has no idea what the definitions of these are or staff doesn't and were required to hire another admin person to kind of point us in the direction so we can figure things out.

Eric Knight – Brownsburg, IN

My name is Eric Knight. A couple of things, thank you very much for allowing music programs to meet and perform this year. My student, Diana, is a 10th grader, she loves music, she has a love and appreciation for music. Thank you for allowing us to share that with the community and having common sense. That common sense I hope pervades through this discussion. Rob is exactly right, this is such a divisive thing we're about to talk about. I have no problem with the definitions, it's great. Racism is terrible. I think everyone in here would agree that racism is terrible. But what I'm concerned about and this is what I implore you, is what are the definitions going to be used for? Are they going to be used for guidelines in the curriculum, in the handbook for students? Like antiracism, that is such a juxtaposition word. Racism is terrible, we all are antiracist, at least I hope so. What I don't want to see is, we have antiracism in there, if we don't support BLM or some other, we can talk about Proud Boys and how they're a terrible organization. BLM, I think had a place, but now we're seeing results of it. So if my student does not support BLM, is there going to be punitive action to that? Microaggressions, I don't like the term of that because that's a perception. I may have said something to someone, I have no ill intention. I may have given them the wrong pronoun. It's just common sense and decency. If someone wants to be referred to as him, her, she we ought to just be able to express that, have a conversation, "how would you like to be perceived?" But what I don't want to see is that perception or those definitions be put in as punitive. So, if I refer to someone as the wrong pronoun, and hopefully there would be an apology and go forward, but I don't want to see student action going against that and that's what these all do. These definitions impart divisiveness, they define what's going to be wrong. You're assuming that someone's going to be wrong if they don't support antiracism. That's all I'm asking is, I understand the need for the definitions, just please don't include them for the purposes of punitive.

Becky Secord – Brownsburg, Indiana

Hi, thank you for letting me speak. I know you're wanting to vote on approving radical untested theories tonight that are embedded in the equity definitions, but I want everyone in our community to know that these concepts, which are being considered as curriculum for our kids, is actually the foundation for Critical Race Theory. A highly controversial, damaging, new and untested bad curriculum being both implemented and banned across the country and in our schools. Once we allow our schools to use these drastic new ideas as course material, we are opening the doors for Critical Race Theory to take over our education system. Condemning racism, as we all do, is no longer going to be good enough. Our children will have to be antiracist. Through the means of political activism, and must, and I'm quoting here, "actively oppose racism through intentional action," students will be trained as activists on issues instead of using most of their class time to be taught critical skills for the job market. The question is why? It would be helpful if a member of the Board here would give just one example of systemic racism currently happening in our schools. Is it in our policies, is it in our faculty, is it our students? If the Board can't name an instance where racism is endemic within our district, then we are here to simply solve a problem that doesn't exist. Now it seems more likely to me that this is a guise to open the floodgates of the radical propaganda of the teacher's unions, one in our schools, and to make many activists of our children, instead of focusing on the basics. Furthermore, the bigger question is, who is actually determining which of our kids are going to be marginalized or not based on the new equity definitions? Do these students feel this way before our teachers are now conditioning them to be as such? And what does teaching someone that they are a perpetual victim going to do, going to help them be successful? There are countless articles on the harm of these policies. Now, I warned everyone this was going to happen. Do you want our teachers to push radical issues in our schools? To force our children to focus on race and to create the vision by classifying our children into groups of victims or oppressors. Parents, if you're fed up with what's going on, it's time to retake our schools. This Board, if they pass this tonight, it's members can be replaced. We can take advantage of school choice, vouchers, homeschooling and private school. Do not capitulate, do what's right for the children.

Beth Riga – Indianapolis, Indiana (Brownsburg District)

Thank you for letting me speak tonight. I first wanted to thank the Board and Dr. Snapp and the school system for coming up with these equity definitions and for bringing them before the Board so we can have comment on these. I don't think that these are particularly outrageous examples of

definitions, but I think it helps to have these so that we can talk about them. The issue of making sure that our schools are as equitable as they possibly can be. I taught community college for six years and then taught at the college level for over seven years. And one of the things that I had to do as part of my position was work with employers and see what did they want our students to know. And one of the things that was always brought up by employers was they wanted our students to be able to be critical thinkers. To be able to understand why they believe a certain way. To hear other people's viewpoints and to understand their viewpoints, and then, if they disagree, to be able to say why. So it's not enough simply to teach math, history, science, English, our students need to have better skills than that. And I think that this equity definition is something that is trying to push us more towards having a discussion as to how we can teach our students to be critical thinkers, whether they agree with this idea of CRT or not.

Deb Bagan – Brownsburg, Indiana

Hi, my name is Deb Bagan. I am the proud parent of two Bulldogs. One is a graduate and one in school currently and I've stood before you before. I'm just here tonight to make it real easy. I support what you're doing in trying to hire and foster DEI principles. I don't believe you're teaching CRT. I had to have my college student explain CRT to me to be honest. I've done a lot of reading but it is kind of confusing. He explained it pretty quickly to me and looked very closely to our high school son and said, "Dude, no one's teaching you CRT." He said, "I'm going to go ask one of my teachers about it." And I said, "that's an awesome idea." Not specifically about CRT but how those principles work in class. He's a little shy, he'll never do that. But, he felt like he could have that conversation. And I think being able to open the conversation, and I'm sorry there are a lot of people here tonight that are angry and that you have to hear that, because I do believe you guys are really trying to do what's best for our community. And I want to do what I can to support that.

Kristi Thornbury – Brownsburg, Indiana

Hello, I have a freshman and I have a 6th grader and we moved here for the school system purpose only. We come from southern Indiana, it's a very low diverse area and when we moved up here I heard great things, except for maybe paying more taxes and I said, "you know what, I will pay taxes out the wazoo if it means that my kids have a great education." My son is high functioning autistic. He was being missed in the school down south and the school system up here has been an incredible team. Now, that doesn't have to do with all this CRT, communication stuff, but he was an outsider, and he's been treated as an outsider within this town. And this child did nothing to be treated like an outsider. And I would not want any child to go to school, no matter Black, white, yellow, purple, green whatever, and not feel like they're welcomed. And that if they approach a teacher or anybody that they would fit in and say, "hey, you know what, I just want to know I'm heard. I just want to know that I matter and that I'm seen." Because some of this old rhetoric, and old mindsets no longer serve our communities. They no longer serve this country. It is very diverse and you have to kind of give and take. It doesn't mean it's one way, it doesn't mean it's the other way, it means you meet in the middle.

David Weyant – Brownsburg, Indiana

Good evening members of the Board. I have a couple of items here related to Item V. E and F and number VIII. F. We had a Board member say this evening that they terminated the contract, being the Town of Brownsburg. That's not entirely true. There were two ordinances passed by the Town of Brownsburg. One which required a minimum of a 60-day extension that the Town of Brownsburg asked of the School Board to those legal agreements that were available. In the event that the School Board did not provide that extension, the Town of Brownsburg then passed that those agreements would be null and void. I would like some insight from the School Board here regarding the Executive Session that was held, that you can provide how that decision was reached, that you folks failed to provide the 60-day extension. Please provide the courtesy to me of that answer and of this query in your Superintendent Comments or your Board Member Comments. I'm also going to speak here briefly, that we had a member here, a resident say that "I am thankful that the Board has hired a diverse workforce." I am actually thankful that the Board and other public servants have hired people that exhibit work experience and education background which exceed the job descriptions regardless of their skin, race, color, creed, or sexual orientation. Because that's what

you should have done, right? Mr. Martin Luther King has said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but the content of their character." Do the equity definitions detract or promote Dr. King's vision that we work to achieve every day? Ask that of yourselves before you take your vote.

Kristin Ferklic – No address provided

I had a statement prepared for this evening, but as we got going tonight, many more issues have arisen that seem much more pertinent than the relaying of my personal narrative, but I will go over it briefly. Approximately over the last year I've had quite an education of the Brownsburg School System as well as the education system in the State of Indiana. A great part of that has been learning by experience that many of you up here are willing to lie to me in email, over the phone and continue the charade for months. If anyone wants to know my narrative, I'm happy to share it with you. It culminated in my 8th grade son being surveyed in his classroom by the Leaders of Tomorrow group. Probably none of you are aware that Dr. Snapp gave them full reign to, we'll say, assess your students, and give them equity and social justice training throughout the entire year. I would imagine that's going to go on next year, too. Unfortunately, I was also blocked from communicating with both the high school and East middle school by Dr. Snapp when he also stopped communication with me. Getting information since then has been very difficult. I've only been granted two of my five FOI requests. That's how I know the little information that I do know. These definitions that are before you tonight, a lot of you that have come up and spoken...the wrap up goes like this...your statement that you gave initially, that Critical Race Theory is not being taught, is entirely false. These definitions that you trotted out are part and parcel Critical Race Theory. This is a lie. All of it is a lie. Critical Race Theory is already being taught in Brownsburg Schools. You're solidifying it tonight with these definitions.

Thomas Kneeland – Brownsburg, Indiana

Thank you for having me this evening. My name is Thomas Kneeland and I am a Brownsburg resident and I have three kids in Brownsburg Schools, at White Lick and one on the way next year. I am an African American male and being in this community I have discovered more instances of racism than I would like to admit. The topic of Critical Race Theory is meant to spark change in the stone hearts of those who remain in a suspended state of what I like to call racialization en masse. At the same time, however, I find it very important to note that Critical Race Theory is also for the purpose of educating every single person about the historical facts about Black people, about people of color, every tidbit of history that exists, even the history that we currently learn in school, that is traditionally taught is fundamental but at the same time there are principles that are not taught in the schools that a lot of our children are not hip to. And because of this, we have all of the instances of racism that we see today, all of the inequalities that we see today is because our children are not being educated properly. And if we would take the time to educate them, then our entire nation, because this generation that is coming is the one that is going to be informing how the rest of our future takes place, or how the rest of our future passes. If we don't inform them appropriately, we are going to remain in the same pool of injustice, the same pool of people dying every day, the same pool of tasers being confused with guns, the same pool of a kid not having access to educational resources. We have Brownsburg Schools that is an amazing school system. Critical Race Theory is essential to the growth of all students within our nation, otherwise we will continue in a downward spiral. Please open your eyes, please open your ears and open your hearts. Because being angry about including something that is as essential as Critical Race Theory is truly relevant.

Mitch Morgan – Brownsburg, Indiana

I want to thank you all for your service and I also want to say it's a tough night, I feel for you guys. I want to start out by reading a few things and then ask a question. Just to get us to where I stand on this "train your kids in how to think, how to weigh fast, how to draw rational conclusions, and how to avoid assumptions." It is a necessary skill for a world that constantly tells them what to think, not how to think. I guess my questions for the Board or I would say this, I am a huge proponent of equality of opportunity not so much for equality of outcome. I just think it's a slippery slope. And so I guess my questions in this are, where is this going? What is the ultimate goal? How will this create unity between teachers, administrators, students, etc.?

John Collins – Brownsburg, Indiana

Good evening. I have absolutely nothing prepared but I just want to say I have a child going to elementary school, one entering next year. I went to Robey Elementary down the road. I was never taught racism, never. I'm not racist. My wife is Colombian. No one that I know in my life is racist. So why are we all of the sudden going to teach our children what to think. How is it that we can't just make it a parent priority instead of the school's priority? It's called individual responsibility, right? Generally, that's how life works. This is a parent's responsibility to teach these kids, not the schools.

Dr. Chantée Eldridge – Indianapolis, Indiana (Brownsburg district)

Good evening, my name is Dr. Chantée Eldridge. My most important role is the wife of an assistant pastor and the mother to a seventh-grade student at Brownsburg Community School Corporation. Let's start with the most critical point of this evening. President Hylton and members of the School Board, first I want to thank you for encouraging public discourse. It is the foundation of our nation in a democratic society to actually engage in conversation regardless of the topic when you disagree or agree. Personally, I want to encourage you to press on, press ahead and approve the proposed slate of definitions for diversity, equity and inclusion. Our school corp deserves a culturally responsible education where the curriculum is historically, sociologically and contextually sound and accurate. This should be the expectation and not the exception. My hope is that we fight for the more perfect union. Notice that I didn't say, the perfect union, that we're fighting for a more perfect union. Before I sit down, I just want everyone to just think beyond the lead that we see, and the tweet and the Facebook posts that likes to encourage a nation full of us versus them, an inference of a school corp that is "ours" versus the African Americans that are trying to teach Critical Race Theory. What we are proposing and encouraging the school district is to create an environment where inclusive excellence is what we want our children to learn. We want to talk about what diversity, equity and inclusion, what we gain by having inclusive excellence. That is more inclusive and equitable approaches to high ability, to disciplinary action, to retentions, to hiring and to succession planning. That's an inclusive environment. An environment where my son's friends are not making videos around the "n" word. If it's personal responsibility, then that means that, and these are not students of color by the way that are doing this, if it's personal responsibility, it leaves it by chance. If we are intentionally inclusive and teaching values about what's right in a humane society, then we are teaching respect, discipline and we can have discourse about being inclusive about being historically accurate, sociologically, contextually, and historically about what's right and what's wrong and let's talk about it.

Rev. Yvonne Brandenburg – Brownsburg, Indiana

I want to thank all of you for the work you're doing and the direction you're going. And I guess that as my bottom line, is please as you are doing do so more and more. I'll back up from my last line though and say that my husband and I have volunteered in the school system in the middle school, the Harris Academy, and for three years every week at the high school. I can tell you, in each of those settings, anytime someone's personhood is in any way compromised, there is a procedure in the school, and there are administrators and teachers and other staff that are there to help those students with whatever has happened. I've also been there long enough to know that there's an awful lot else that happens that a person can't even own its worth telling to someone. It happens in the halls, it happens all over the place. We can't change life, that's always been true. It's been true in the schools for all of us in one way or another. But what you're saying is, we have a process, we have a policy, we have a plan in which there will be discussions, where there will be open affirmations of ideas. And I want to say that the purpose of inclusion and equality isn't about you becoming me or me becoming you, it's about having to figure out together how we're going to walk together in this world.

Mr. Hylton thanked everybody for showing such respect to each side and letting everybody have their say. As we move on, as we continue this journey, we hope you'll come back to our meetings and make further public comments in the future.

VII. OLD BUSINESS

A. Public Hearing on Additional Appropriations

Mr. Hylton opened the Public Hearing at 7:32 pm.

Mr. Hacker explained that this is the final step in the approval process for the 2021 bond for the construction project at West Middle School. He shared that since these funds were not initially listed in the school corporation's annual budget, which is standard for construction funds, the school corporation is required to hold a hearing of the additional appropriation of those funds, approving use of these funds for the construction payments.

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

Mr. Hylton closed the Public Hearing at 7:33 pm.

B. Recommendation to Approve Additional Appropriation Resolution

Mr. Hacker recommended that the Board of School Trustees approve the resolution approving the Additional Appropriation Resolution. He explained that this resolution outlines the appropriation of the funds for the 2021 West Middle School construction project, approving the use of the bond proceeds, which will all be deposited into a school construction account, separate from all other corporation funds.

ADDITIONAL APPROPRIATION RESOLUTION

WHEREAS, Brownsburg Community School Corporation (the "School Corporation") is a school corporation organized and existing under the provisions of Indiana Code § 20-23; and

WHEREAS, the Board of School Trustees (the "Board") of the School Corporation finds that the present facilities of the School Corporation are not adequate to provide for the proper educational environment of the pupils now attending or who will attend its schools; and

WHEREAS, the Board has determined to sell certain real estate to the Brownsburg 1999 School Building Corporation (the "Building Corporation") for a purchase price not to exceed \$39,000,000 and to use such proceeds for the renovation and construction of improvements to 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 estimated cost of the Project at the present time is in the approximate amount of \$39,000,000, and the Board finds that no sufficient provision has been made on account thereof in the existing budget, and that a need exists for the making of an additional appropriation for such purpose; now, therefore,

BE IT RESOLVED by the Board of the School Corporation that an appropriation of the proceeds of the sale of real estate to the Building Corporation in the maximum amount of \$39,000,000 be and the same is hereby made to be applied on the costs of the Project, said appropriation to include the incidental expenses necessary to be incurred in connection with the Project; that said appropriation shall be in addition to all appropriations provided for in the existing budget, and shall continue in effect until the completion of the Project.

BE IT FURTHER RESOLVED that the Board authorizes the establishment of a construction fund in which will be deposited the real estate proceeds in the maximum amount of \$39,000,000, and directs that all interest on such construction fund shall be retained in such construction fund.

BE IT FURTHER RESOLVED that the Board authorizes that any funds remaining in the construction fund after completion of the Project shall be deposited into one or more of the other established funds of the School Corporation, as the Board directs.

Passed and Adopted this 10th day of May, 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.

C. Second Reading and Recommendation to Approve 2021-22 School Handbooks

Dr. Jessup recommended that the Board of School Trustees approve the 2021-22 School Handbooks. She explained that this recommendation includes the handbooks for Brownsburg High School, Middle Schools, Elementary, Athletics, BECC, Harris Academy and ALPHA. She indicated there are very minimal changes to the handbooks which include dates, pagination and some minor changes within Nutrition Services.

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.

D. Second Reading and Recommendation to Approve 2022-23 School Calendar

Dr. Snapp recommended that the Board of School Trustees approve the 2022-2023 School Calendar. He explained that this calendar mirrors that of the previous nine years with a July start, a two week break in the fall, winter and spring and ending classes prior to Memorial Day weekend.

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.

VIII. NEW BUSINESS

A. Recommendation to Award Construction Contracts – West Middle School-Release 4

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 4 – Demolition and Structural Steel, 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 9 – Demolition, awarded to JBM Contractors Corp.:

Base Bid	\$659,000.00
Total Purchase Order Amount	\$659,000.00

Bid Package 10 – Structural Steel, awarded to Structural Steel Services, Inc.:

Base Bid	\$1,258,700.00
Total Purchase Order Amount:	\$1,258,700.00

Mr. Voigt explained that on Tuesday, May 9, 2021 bids were publicly received and opened for Release 4 – Demolition and Steel. This is the fourth of five bid releases on the 2021 West Middle School Renovations & Expansion project and includes the structural steel frame and decking for the new areas of the project and nearly all of the selective demolition needed in new and existing areas (some additional minor selective demolition may be included with the

scope of work bid through Release 5). 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 package scheduled for award in July.

We continue to see COVID-19 and the general economic conditions impacting the project. The bid date for this release was already pushed back once to accommodate a change in the structural steel frame due to extended lead times. The structural frame was further modified by addendum during the bid period to eliminate materials that normally have a 12-week lead time which had grown first to 28-weeks and now is running 40 weeks. These extended durations would not work with the phasing plan required to allow the project to be completed in the allotted time and maintaining necessary functions throughout. Along with time impacts we are also seeing cost impacts. The modified steel frame design noted above is more expensive than the original design, and other prices are rising as well. It is likely Release 5 will also see these types of impacts and we are examining how future BCSC projects must be scheduled and budgeted to better accommodate these market forces that are outside our control.

The bid response was positive with two bids for demolition and three for structural steel. The demolition package came in above the estimate while the structural steel package was slightly below the latest estimate. The sum of the Release 1 through 4 contracts represents approximately 27% of the total estimated project value and, overall, the project remains approximately 1% under budget.

Release 5, including all remaining bid packages, will be issued for bidding at the end of May and presented for award at the July 12, 2021 board meeting.

Mr. Wells moved to approve the recommendation; Ms. Heffernan seconded the motion. Mr. Hylton asked if the increasing costs of wood and lumber have affected the project. Mr. Voigt explained that the cost estimator is a bit nervous, however, other adjustments have been made to account for the possibility of increased cost. There being no further questions, the Board approved the motion by a vote of five (5) ayes; zero (0) nays.

B. Recommendation to Approve Nutrition Services Meal Prices for 2021-22

Mr. Voigt recommended the Board of School Trustees approve the 2021-22 Nutrition Service Fund Budget and meal prices.

Meal Price Adjustments, Effective July 1, 2021:

	<u>Current</u> <u>2020-21</u>	<u>Proposed</u> <u>2021-22</u>
Grades K-12		
Breakfast	\$1.75	\$1.85
Adult Breakfast	\$2.25	\$2.35
Pre-School Snack	\$1.00	\$1.00
Grades K-5 Lunch	\$2.65	\$2.75
Grades 6-12		
Lunch	\$2.80	\$2.90
Adult Lunch	\$3.65	\$3.75

Reference: 2020-21 Federal Reimbursement for a free meal is \$3.58

Mr. Voigt explained that the proposed 2021-22 Nutrition Services Fund budget and associated meal prices includes the following key points:

- While school meals will continue to be “free” for the 2021-22 school year, meal prices are proposed to increase to ensure the charged price is adequate when the free and reduced meal waiver extension ends (presumably at the end of SY 2021-22), avoiding a potentially significant meal price increase from 2020-21 prices.
- The proposed meal prices increased of ten (10) cents ensures continued compliance with USDA requirements for pricing structure as it relates to the school nutrition programs and to accommodate continued increases in the operation costs, specifically food and labor costs.
- The proposed 2021-22 budget reflects fixed student sales as compared to the current school year, as well as a conservative increase in food, supplies and labor expenditures.
 - Projected Total Revenue - \$6,177,791 (0% change over 2020-21 SY)
 - Projected Total Expenditures - \$5,973,029 (8% increase over 2020-21 SY)
- The proposed 2021-22 budget is expected to allow the Nutrition Services department to maintain an appropriate cash balance, provide indirect costs reimbursement to the Operations Fund and reinvest \$500,000 into the department to replace aging kitchen equipment
- The 2021-22 compensation and benefit adjustments for Nutrition Service’s staff are expected to align in magnitude with the adjustment in other areas of the school district.
- The USDA waivers allowing BCSC to offer free meals – breakfast and lunch – to all students is expected to save families \$2,326,709 in the 2021-22 SY
 - 2020-21 SY Expected Savings – \$2,173,844
- “Additional Expenditures” within the projected **2020-21** budget includes a repayment to the Operations Fund to cover a loan for Nutrition Services staff compensation and benefits during 2019-20 school closure.

Mr. Voigt shared that the meal waiver program has benefitted families this year by saving families about \$2.2 million dollars in breakfast and lunch costs. That cash flow has been positive for the department and has allowed them to repay the cash flow loan. We’re also hoping to provide indirect cost reimbursement back to the district which is something we have not been able to for several years. Meal participation has increased dramatically since the start of the waiver program in early October, late September, breakfast participation is up 102% and lunch participation is up nearly 32%.

Mr. Voigt also shared that the budget is conservatively based in terms of being conservative about how many sales we will actually have, on the low side, and also being conservative about the amount of costs that will be incurred, be that labor costs, material costs, etc. There is a significant part of the budget that is looking to improve kitchen equipment which is something the department has not been able to do in the past and items are beginning to age.

Ms. Heffernan moved to approve the recommendation; Mr. Wells seconded the motion. Dr. Freije asked if we believe the waiver program will become an annual thing? Mr. Voigt explained that it may be a possibility but it’s too early to know. There being no further questions, the Board approved the motion by a vote of five (5) ayes; zero (0) nays.

C. Recommendation to Approve Use of Facilities Fees and Policy Adjustments for 2021-22

Mr. Voigt recommended that the Board of School Trustees approve the revised Use of Facilities Rules and Fees for all new events scheduled to occur on and after July 1, 2021. Mr. Voigt explained that the proposed fee adjustments reflects a nominal 3% increase of space rental fees, rounded to the nearest 50¢. He indicated there were no significant changes to the policies.

Ms. Heffernan moved to approve the recommendation; Mr. Wells seconded the motion. Mrs. Dearman asked about the jump in fees for the auditorium. Mr. Voigt believed it to be the 3%

increase but would look into it. There being no further questions, the Board approved the motion by a vote of five (5) ayes; zero (0) nays.

Recommendation to Approve Body Safety Curriculum

Dr. Jessup recommended the Board of School Trustees approve the use of a new Body Safety Program for grades K – 5. Dr. Jessup explained that as required by Indiana Code, we teach body safety to all of our students. She noted we have been using the same curriculum for many years. On Wednesday, April 14, 2021, the new program was shared with a group of parents from all of the elementary schools. Their feedback was overwhelmingly in support of using the new program. This program is called “Child Safety Matters” and is from the Monique Burr Foundation for Children. For the elementary program, students will have two days of lessons that cover the following topics in an age appropriate way: Safety awareness, shared responsibility for safety, safe adults, types of abuse, red flags, safety rules, bullying, cyberbullying, digital abuse, digital safety tips and digital citizenship.

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.

D. Recommendation to Approve Book Rental Fees for 2021-22

Dr. Jessup recommended that the Board of School Trustees approve the elementary, middle school and high school textbook rental fees for the 2021-22 school year. She explained the following which have led to a small decrease to all elementary and middle school fees:

- Supplies used to support instruction been required to be supply fees, are now able to be considered curricular supplies. This allows these fees to be reimbursed from the state for students who received free or reduced textbook support.
- There were no new adoptions at any grade level.
- Elementary decreases were due to a discount from Scholastic magazines and Reading A to Z.
- Middle school changes were due to pricing differences in novels.
- High school book rental changes that did not impact the overall cost are not reflected in the document below – ex. An ISBN number changed on the book, supplies changed, etc.

The book rental fees are as follows:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Increase
Elem Lifeskills	\$80.00	\$86.00	\$86.00	\$96.00	\$104.00	\$104.00	No change
Kdg	\$122.00	\$110.00	\$110.00	\$120.00	\$127.00	\$126.00	-\$1.00
1	\$136.00	\$134.00	\$133.00	\$148.00	\$157.00	\$156.00	-\$1.00
2	\$123.00	\$124.00	\$123.00	\$132.00	\$143.00	\$142.00	-\$1.00
3	\$129.00	\$128.00	\$126.00	\$132.00	\$141.00	\$140.00	-\$1.00
4	\$128.00	\$126.00	\$124.00	\$136.00	\$145.00	\$144.00	-\$1.00
5	\$123.00	\$124.00	\$122.00	\$133.00	\$142.00	\$141.00	-\$1.00
HA K/1	\$120.00	\$125.00	\$123.00	\$133.00	\$145.00	\$142.00	-\$3.00
HA 2	\$122.00	\$118.00	\$115.00	\$121.00	\$130.00	\$129.00	-\$1.00
HA 3	\$126.00	\$118.00	\$114.00	\$120.00	\$129.00	\$128.00	-\$1.00
HA 4	\$126.00	\$119.00	\$117.00	\$129.00	\$137.00	\$136.00	-\$1.00
HA 5	\$120.00	\$114.00	\$112.00	\$124.00	\$132.00	\$131.00	-\$1.00
6th Grade	\$198.00	\$196.00	\$186.00	\$187.00	\$195.00	\$193.00	-\$2.00
7th Grade	\$190.00	\$192.00	\$197.00	\$198.00	\$206.00	\$205.00	-\$1.00
8th Grade	\$178.00	\$180.00	\$184.00	\$195.00	\$203.00	\$203.00	No change
MS Lifeskills	\$142.00	\$142.00	\$142.00	142.00	\$142.00	\$142.00	No change

Department	Course Number	Total Course Fee			Change
		2020-21	2021-22	Diff	
Business	5583-5584	11.46	3.00	-8.46	Computer Science Applicatons - removed textbook, add supply fee
English	103-104	31.26	22.66	-8.60	English 9 - removed The Glass Castle
FACS	703	25.68	30.80	5.12	Intro to Fashion & Textiles - changed supply fee desc, increased fee
Perf Arts					Band/Orchestra - changed uniform cleaning from \$20 to \$15
PLTW	5831-5832	45.86	46.09	0.23	Biomedical Innovations - increased workbook cost
	5861-5862	36.04	36.27	0.23	Principles of Engineering - increased workbook cost
	5911-5912	33.04	33.27	0.23	Civil Engineering & Architecture - increased workbook cost
	595-596	33.04	44.27	11.23	Engineering Design and Development - increased workbook cost
	5871-5872	41.04	41.27	0.23	Digital Electronics - increased workbook cost
Special Ed	9223-9224	0.00	20.00	20.00	Basic Skills - Applied - added course
	8297-8298	0.00	10.00	10.00	Applied Interpersonal Relationships - added course
	8315-8316	0.00	26.16	26.16	Applied Geography and History of the World - added course
	1183-1184	0.00	10.00	10.00	Applied Life Science - added course
Social Studies	4000	0.00	2.00	2.00	Ethnic Studies - added course
World Lang	5003-5004	37.62	41.82	4.20	Adv German CC/VU - updated title, publisher, ISBN, fee

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.

F. Recommendation to Approve Equity Definitions

Dr. Snapp recommended that the Board of School Trustees approve the Equity Definitions as presented at the April 12, 2021 Board meeting.

- **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. Snapp shared that the definitions have been shared with various community groups, school leader groups and the last group was a group of Brownsburg Community School Corporation staff members that are on the District Equity Leadership Team. Just to tell you who those people are, of those people on the District Equity Leadership Team, four of them happen to be graduates of Brownsburg High School that are back teaching and working in our school corporation. Those people on the District Equity Leadership Team are parents of 20 students in our schools. These are the people that our community has entrusted their children with to teach them every day to take care of them every day and certainly have the very best interest in mind. When you think about the process that these definitions have gone through, been vetted and talked about, it has been very comprehensive. I will tell you that these are original. They are not taken from any cookie cutter program, they have not been influenced by any outside organization. As we begin to look at answering the questions that staff members have about how to make all of our students feel safe and comfortable in this environment, certainly there is not any guilt implied or shame implied, that these are made here, locally, in Brownsburg by our people. I think that for some that might have concerns, hopefully that will give them an opportunity to take a breath and they trust us with their children every day and hope they will continue to do so. I would recommend approval at this time.

Mr. Wells approved the recommendation; Ms. Heffernan seconded the motion. Dr. Freije shared that as we look at these definitions, I'd like us to remember that we have tried to talk about this topic before. We have brought up changes that were not openly taken. Should this move forward, without the proper terminology for all people to be represented equally, I feel that we could create a divide amongst our students and staff. We must recognize we are all more alike than we are different so moving together is important. Creating verbiage or use of

semantics that segregates or pulls people apart from one another, that does not unite us toward a common goal, is not a worthwhile pursuit. It only creates frustration and division. Let's continue to work together, probably putting this on pause would be the best way to do that as was also proposed during the last meeting. To come to an agreement in which all School Board members would be comfortable moving forward with this important topic that allows a foundation for Brownsburg Community School Corporation's future. Mrs. Dearman said she would echo Dr. Freije's comments and I would just say what I do support is unity in diversity and administrative programs that are focused on lifting up the entire school community through education, empowerment and empathy. I agree, we have more in common than we do differences. We all bleed red. I also believe that we are made in the image of God and every single life has value and should be treated with dignity. And so my desire is to affirm my commitment to our students our parents our teachers and our staff in helping our community grow in unity and that no individual's comfort or discomfort in our educational environment takes precedence over another. Our vision is Higher Achievement Together and I believe the only way we achieve more is if we do it together. Dr. Freije called for a motion to place this on pause. Mr. Hylton acknowledged his question and with a motion and second to approve the recommendation, the Board approved the motion by a vote of three (3) ayes; two (2) nays.

IX. SUPERINTENDENT COMMENTS

Dr. Snapp shared that he appreciated the diversity of thought this evening. This is heartbreaking. I hope that we can work together. I hope for those of you that have trusted the educators in this school corporation with your children, that you know that they have their very best interest in mind and that you will continue to do that and continue the conversation. Nothing is accomplished through negative and misplaced speech. I hope that we can work together in a collaborative environment, not in an us versus them environment. I do think that what Mrs. Dearman and Dr. Freije said is that the collective good is important and we do honor all of our students. I think that that's important and that gets us most of the way there.

X. BOARD MEMBER COMMENTS

Mr. Wells stated: I want to thank everybody for coming out, speaking whether you were for or against the language of DEI. This is definitely a tough subject to deal with and to echo what Dr. Snapp said, hopefully we can all come together on this. It won't be easy obviously because both sides did speak out on the issue so I just want to reiterate thank you for coming out and expressing yourselves.

Mrs. Dearman stated: respect, showing kindness and courtesy towards others; responsibility, being accountable for what you say and do; compassion, being kind to others; integrity, doing what you're supposed to do even when no one is looking; perseverance, never give up and keep working hard; acceptance, recognizing and showing appreciation for our differences; citizenship, choosing to act in a way that benefits everyone. I personally feel like these are extremely powerful and very effective character traits by which we already focus our students and our teachers and our staff on. I believe if these character traits are demonstrated in their entirety with compassion and understanding and cultural awareness, we could address a good majority of the issues that are represented with the terms of the definitions. Thank you to everyone who spoke.

Dr. Freije thanked all the speakers, no matter who you were, for getting up there. As I've said before it is not an easy thing to get up there and actually speak. Sometimes passion overrides us one way or another and it's hard to formulate your thoughts. That's part of the reason why I wrote down mine. Racism, prejudice and bias knows no boundaries of ethnicity, color, culture, gender or any other difference as it affects us all in one way or another. Because I have spoken up and Mrs. Dearman as well today to question or shed doubt to a foundation of definitions that will make up the core of Brownsburg Community School Corporation's SEL learning and

how it pertains to future policies, guidelines and disciplinary issues. I might be labeled a negative term such as a racist or a bigot. This is far from the truth as I have shown by example many times and taught my children to judge others by the basis of one's character and actions, not on a person's color, race or creed and will continue to lead by this example and hope you do as well. I serve the community and only wanted to grow by providing opportunities for all we represent, not one select group or individual over another and no matter who they may be. I hope and humbly ask for transparency, openness to the community prior to any SEL implementation as the people do have the right to prepare and know what is being taught prior to implementation through the DEI standard district wide. I appreciate you all for listening and thank you for coming out. Please continue to be active.

Ms. Heffernan thanked those for getting up and talking. I know it's tough sometimes getting up in front of everybody and finding the words to clearly, without being disrespectful to one another, talk about a subject that is tough for some people. I don't believe that the definitions are put in place to create division. I've been in H/R for 18 years and I'm faced with a diverse work force. Giving our children more education around other people, around other beliefs, will never hurt them going into the future. Thank you again for coming out and for speaking. I truly appreciate it.

Mr. Hylton thanked everyone as well. These are big issues. The start of the school year, opening the school year and being in session the entire school year, that was a really big issue and we made that decision and that's turned out well and we're asking you to trust us on this. We encourage you to come out, to speak your mind. By Indiana law, we don't have to allow any public comment but that's something that we definitely want to allow and allow you to have that opportunity. We will continue to work through these things and be as transparent as possible and allow you to have comment. You have the right to do that. Thank you again to everyone for coming and have a pleasant evening.

XI. ADJOURNMENT

Mr. Hylton called for a motion to adjourn the meeting. Mrs. Dearman moved to adjourn the meeting; Mr. Wells seconded the motion. The Board approved the motion by a vote of five (5) ayes; zero (0) nays. The meeting adjourned at 7:54 p.m.

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