

RECORD OF PROCEEDINGS
MINUTES OF THE GRANDVIEW HEIGHTS SCHOOLS BOARD OF EDUCATION
Regular Meeting – March 12, 2025

The Grandview Heights Schools Board of Education met in regular session in the Grandview Heights High School Media Center.

Call to Order: President Emily Gephart called the meeting to order at 7:00 p.m.

Roll Call	Members Present: Eric Bode Emily Gephart Kevin Gusé Katie Matney Molly Wassmuth	Members Absent:
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The Pledge of Allegiance was said.

Board Meeting Minutes

Recommendation for Approval (Motion 25-057) Mr. Bode moved to approve the following meeting minutes:

a. Regular Meeting, February 12, 2025

Mr. Gusé seconded the motion.

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

Motion carried 5-0.

Presentation: Auditor of State Award for the 2023-2024 Financial Audit – Scott Brown, Regional Liaison, Auditor of State's Office

Mr. Scott Brown, Regional Liaison from Auditor of State Keith Faber's Office, read the following statement:

I appreciate a few moments on your agenda this evening to celebrate a job well done. My name is Scott Brown, and I am Auditor of State Keith Faber's Central Ohio Liaison or, as the Auditor would say, your personal customer service representative.

It is my honor to be here on behalf of Auditor Faber to present the *Auditor of State Award* to the Grandview Heights School District.

Each year our office is responsible for conducting more than 4,200 audits of our 6,000 clients statewide. This award places your organization in a very select group as just 10% of our clients qualify for the award.

The *Auditor of State Award* is presented to local governments and school districts upon the completion of a financial audit that meets the following criteria defined as a "clean" audit report:

- The entity must file financial reports with the Auditor's Office by the statutory due date, without extension, via the Hinkle System and in accordance with *Generally Accepted Accounting Principles*.
- The audit report does not contain any findings for recovery, material citations, material weaknesses, significant deficiencies, Uniform Guidance (Single Audit) findings, or questioned costs.

This award represents the hard work of all the staff and employees who make every effort each day to attain accounting excellence. We'd like to recognize the Board, Administration, and Finance Department that have done an outstanding job watching over every dollar. What this truly means is that across the entire organization you have the people and processes in place that understand fiscal accountability.

I especially want to recognize Treasurer Beth Collier for her outstanding leadership and commitment to fiscal integrity.

On behalf of Auditor of State Keith Faber, I would like to present the Grandview Heights School District with the *Auditor of State Award*.

Recognition of Guests and Hearing of the Public

Grandview Heights High School students Lizzie Smith and Hanna Longbrake read the following statement:

We are student leaders of the Bobcat Anti-Racism Collective (BARC). Thank you for hearing us tonight. We want to start by saying that we are very grateful to be in a school that offers clubs like BARC and we want to share our gratitude for the school's continued support of honesty in education.

Just a little bit about BARC – It's a collection of students and staff who collaborate to (a) broaden our predominantly white students' knowledge and empathy for the Black experience in America, as well as other experiences from people of color; (b) educate students on the systems and institutions both nationally and locally that perpetrate racial inequity; and (c) provide students with specific anti-racist thoughts and actions. We host movie nights, general meetings, we bring in guest speakers, provide resources to combat bills in our legislature, and we are involved in activism events. Thank you again for your continued support for ensuring that we have a safe and inclusive environment for learning.

Just today, we had a group of students participate in volunteering at the Mid-Ohio Food Bank. This event was impactful because it supported our community and opened our eyes and mind to how access to essential resources such as food and hygiene products are not proportionally ensured to many people of color. This highlights the racism that is happening right here in Columbus all the time.

BARC has also focused on discussing new DEI policies and this is an important topic to highlight because DEI in education is currently being threatened. This will affect our own learning and classroom experience.

Given our current climate of dishonesty and ignorance in the United States, we are especially glad that our school does its best to promote an honest and inclusive curriculum characterized by diverse representation and valuable discussions that help us grow as critical thinkers. Bills, orders, and policies that are currently circulating have put BARC at risk now more than ever and although the political climate is changing, that doesn't mean our values are. We hope that your continued support allows us to keep voicing our passions and keep changing our community. Thank you so much.

Presentation – English Language Arts Curriculum – Chief Academic Officer Angie Ullum, Stevenson Elementary Principal Lisa Sullivan, Larson Middle School Principal Shawn Hinkle, and 4th Grade ELA Teacher Elizabeth Page

Angie Ullum, Lisa Sullivan, Shawn Hinkle and Elizabeth Page presented to the Board on the process for adopting the new English Language Arts curriculum for grades K-5. A copy of the presentation is attached to this official meeting minutes record.

Discussion

In light of the curriculum content that builds each year, Mr. Gusé asked whether there is support in the curriculum for students new to the district who haven't had the prior years' content.

Mrs. Ullum explained that most of the knowledge-building units overlap with content in the state standards, so students will get that content again in science or social studies classes. However, this ELA curriculum has intervention and English language learners supports for students who need additional support.

Ms. Wassmuth asked whether there is flexibility within the curriculum for teachers to adjust as they see fit.

Mrs. Ullum explained that teachers are going to pay attention to what students need, but will do their best to stay within the scope and sequence of the curriculum.

Mrs. Gephart asked what the impetus behind the mandated ELA curriculum was, or what problem the Department of Education and the legislature were trying to fix with the mandate.

Mrs. Ullum and Mr. Culp explained that, statewide, there is a reading deficiency and the legislature took a holistic approach in mandating a high quality science-based curriculum, believing that doing so would improve reading scores across the state. There were no exceptions to the mandate for districts already achieving at a high level.

Mrs. Gephart asked about the transition from 5th grade to 6th grade given the ELA curriculum is only mandated through 5th grade.

Mrs. Ullum explained that she wanted to give the staff a year to implement the new curriculum and then she will get together with the 6th-8th grade teachers to ensure the curriculum is still aligned as students transition to middle school.

Mrs. Matney asked whether new curriculum implementations are also done in other subject areas.

Mrs. Ullum explained that the state is discussing the possibility of implementing a math revision whereby a list of high quality materials would be provided to school districts and each district would have to select one for implementation. Regardless of a possible mandate, Grandview Heights Schools reviews math curriculum every 4-5 years.

Presentation – Best Practices for Technology Integration – 21st Century Learning Coach Jessica Fields

Jessica Fields presented to the Board on integrating technology into educational best practices. A copy of the presentation is attached to this official meeting minutes record.

Discussion

Mrs. Matney asked how AI is incorporated into the software that is available for student use.

Mrs. Fields explained that there is an image generator in Canva that students can use. She also explained that teachers have the ability to share SchoolAI with students through Schoology.

Mr. Gusé asked whether Book Creator is a product available for teachers. Mrs. Fields confirmed that teachers do have access to Book Creator.

Mr. Gusé asked whether teachers have an opportunity to explore and try some of the new products vs. being expected to implement them immediately.

Mrs. Fields explained that, for example, in the Workshop Model, there are core programs including Zearn, ST Math, and MAP that teachers are asked to implement and utilize. However, there are opportunities to utilize supplemental resources within that model at the teacher's discretion.

Mrs. Gephart explained that she is a little bit skeptical of the benefits of technology in all places and asked whether there are studies that show the use of technology in education is closing achievement gaps.

Mrs. Fields gave an example of a researcher, John Hattie, who looks at metadata and how instructional technology is woven into some best practices. She added that while no technology replaces the effectiveness of a teacher, students' needs can best be met in small group instruction and while that is occurring, technology can be a very powerful tool in terms of providing individualized feedback to other students.

Mrs. Ullum added that if younger children are practicing making mistakes without feedback, those mistakes are going to become more permanent, so it's important to provide immediate feedback. She explained that the district has seen great success with Lexia for struggling readers because it provides immediate feedback when often times a student struggling with reading just pretends to read a physical book. It also gives teachers feedback data that helps them tailor instruction to students.

Mrs. Gephart cited a study she read that indicated that absorbing information through a screen is not as effective as physically writing or reading a book or doing math problems on a piece of paper.

Mrs. Fields confirmed that and explained, for example, that is the reason the math curriculum (Zearn) has an offline component for practicing.

Mrs. Gephart explained that she does recognize the benefits of integrated technology but has concerns over too much technology utilization. For example, she stated that Youtube is a site that she believes is used extensively and she asked how the district limits overexposure.

Mrs. Fields stated that all classroom teachers have full control over what Youtube content their students can access and can block the site entirely if necessary. She also explained that most teachers have an "early finisher" project that students can access in lieu of unproductive online time when they finish a test or assignment early.

Mrs. Gephart asked about student keyboarding skills and whether students take a keyboarding class.

Mrs. Fields explained that keyboarding is offered through Typing Agent from kindergarten through fifth grade.

Mr. Deis added that keyboarding instruction now looks different than it did 30 years ago, for example, because students are in front of a keyboard from a much earlier age now. Instructing students on proper keyboarding is more challenging given the habits they learn before even coming to school.

Mrs. Gephart reiterated that she does recognize the positive aspects of integrating technology into education, but she believes attention needs to be paid to research that appears to show an over-reliance on technology, and appropriate modifications should be made, as necessary, similar to the recent pull back on cell phone use in schools. She added that it is easy and convenient to use technology as a babysitter for kids and she wants to ensure that is not happening in the classroom.

Mrs. Fields concluded by saying the model she presented is what the district is constantly striving to follow but there is always room for reevaluation and improvement.

Superintendent's Report

Teaching and Learning

Stevenson Elementary's second grade was featured on NBC 4 regarding their service-learning project to help those impacted by the wildfires in California. Students created fliers with QR codes to make donations easier as well as a promotional video. Our students exceeded their goal by about \$1000.

Stevenson Elementary has held two open houses recently, a Toy Open House and a STEAM Night, sharing creativity and learning with each other and their families. Students also participated in READ ACROSS AMERICA Week in celebration of reading and reading-related activities.

Larson Middle School hosted its second career speaker series on February 10 with a focus on STEM careers, utilizing hands-on activities with our students in grades 6 through 8. On February 26, Soroptimist International of the Americas hosted a career exploration workshop for middle school girls, connecting future work to personal values, and creating 'dream boards' based on those personal goals and preferences.

GHHS students attended the Central Ohio Healthcare Summit to meet with industry professionals and learn about career pathways. During our recent late start, teachers toured the Wexner Medical Center gaining insight into potential career paths for their students.

Over Spring Break GHHS students will be traveling to France and Costa Rica for an international learning experience, fostering cultural awareness and global citizenship. In April, our GHHS Band members will travel to Orlando for special performances at Disney World.

Kudos to the *Wizard of Oz* cast, crew, directors, musicians, and volunteers! It was a wonderful performance! There will be a Jazz Ensemble Concert on March 18 at 7 p.m. in the GHHS Auditorium.

District Wide

Superintendent Andy Culp recently hosted the Central Ohio Aspiring Superintendent Cohort, a collaboration between the AASA, The School Superintendents Association and the ESC of Central Ohio. Students served as greeters and tour guides offering our guests an up close and personal point of view.

Spring Break is March 24-28. Have a safe and fun break!

Note the following update: The Monday, April 7, 2025, district wide late start will begin at 11:30 a.m. as opposed to 10 a.m. as they normally do. This is being done to comply with required professional development for our new ELA curriculum.

Community Engagement

Grandview Heights Schools has published its' Quality Profile 2025. The purpose and intent of a profile is to provide a more complete picture of a school district's strengths and initiatives beyond what is captured in the state's standardized report card. Our profile details and illustrates the district's Strategic Plan and its' priorities of Personalized Learning, Well-being, and Safety and Resourcing, celebrates student success, and provides a quick overview of the district's finances, and is mailed to every district residence.

A recent Tri-Village Magazine article captures the spirit and intent of GHHS alumni Warren Klink and Carolyn Guggenaster Wyman's generous donation for district cross-curriculum environmental stewardship and music. Read the article here: <https://www.cityscenecolumbus.com/communities/tri-village/grandview-heights-schools-conservation-and-music-programs-re/>

The final Coffee & Conversation with Supt. Andy Culp and the Leadership Team of the school year is Thursday, April 17, from 8:30 to 9:30 a.m. in the District Administration Collaboration Area. Enter through the front doors of Larson Middle School. Coffee is provided!

Mark Your Calendar – The Grandview Heights Marble Cliff GRAND EVENT is Saturday, April 26, 2025, from 7 to 11 p.m. at The Little Grand Market. Tickets \$125/each includes food, beverages, live music, and silent auction.

Business and Finance

Finance Presentation

Treasurer Beth Collier presented the following financial highlights:

General Fund (001)

- General Fund Revenues
 - Taxes – \$87.1% of budget.
 - State Funding – 67.8% of budget.
 - State Share of Local Property Tax – 48.2% of budget.
 - Grandview Yard – 51.5% of budget.
 - Other Revenue – \$61,627.87 MTD Interest | \$551,447.13 FYTD Interest
- General Fund Expenditures
 - FYTD Budget: 7 months (66.7%)
 - Total FY Expenditures: 64.1% of budget
- General Fund Investments
 - US Bank Investment account: average yield to maturity 3.46%
 - Star Ohio Yield – 4.48%

Permanent Improvement Fund (003):

- Unreserved Fund Balance: \$336,526.28
- Ongoing projects:
 - Track Replacement
 - GHHS/LMS interior design/branding
 - Stevenson boiler repairs

Construction Fund

- Bonds sold March 4th; proceeds to be rec'd April 1st
- BAN Proceeds
 - US Bank - 4.34% weighted average yield
 - Star Ohio - 4.48%

Discussion

Ms. Collier explained that the district is currently working with AEP to obtain updated revenue projections for the planned utility substation on West Fifth Avenue. Work on the site has begun and AEP expects it to be complete by Summer, 2026. She added that the district has recently learned that the investment into the substation will be significantly more than originally planned, meaning there is potential the school district could receive more public utility tax from the project than originally estimated.

Finance Committee Report

Ms. Wassmuth reported the Finance Committee met and discussed the following:

- State Budget
- S&P Global Ratings Report
- School Activities/Trips

Mrs. Matney asked about the impact of possible changes at the federal level.

Ms. Collier explained that the district currently receives about \$300,000 in federal funds each year to support the instruction of students with disabilities and economically disadvantaged students. While there could be a financial impact if the U.S. Department of Education is disbanded, the district has not received any information on that at this time.

Mrs. Gephart explained that while the level of state and federal funds is relatively low for Grandview Heights Schools, the impact of potential state and federal funding cuts will be disastrous for many other school districts.

Recommendations for Approval (Motion 25-058) Ms. Wassmuth moved to approve the following:

1. February Financial Reports
Recommend the board approve February 2025 financial reports.

2. Budget Adjustments

Recommend the Board approve the following adjustments:

Estimated Revenue

Boys Basketball (300-9113) \$10,000.00

Appropriations

Athletics (300-9101) \$5,000.00

Class of 2026 (200-9136) 6,000.00

Boys Basketball (300-9113) 10,000.00

3. Then and Now Certifications

Recommend the Board approve the following then and now certifications:

PO 45169, Building Control Integrators, repairs
PO 44932, Carmen's Distribution Systems, facility supplies
PO 45153, Columbus State Community College, College Credit Plus supplies
PO 45123, Trillion Richter, instructional supplies
PO 45115, VISA, athletic supplies
PO 45152, VISA, technology supplies
PO 45190, VISA, athletic supplies
PO 45167, Christine Wackler, OG services
PO 45134, Shawn Hinkle, reimbursement
PO 44914, State Security, service
PO 45206, Police Officers, security services
PO 45195, KET Promotions, graduation supplies
PO 45194, ACT Review, review course
PO 45219, Upper Arlington City Schools, supplies
PO 45203, Westerville Central Athletics, entry fee
PO 45217, Matt Wion, mileage reimbursement
PO 45098, ESCCO, COSA Dues
PO 45242, Bexley City School District, entry fee
PO 45227, Eagle Wings Academy, instructional services
PO 45224, Mary Ann Stephens, accompanist
PO 45019, FBCoachSimpson, LLC, system service
PO 45261, Powell Prints, athletic supplies
PO 45254, Central Buckeye League, dues

4. Amended Tax Rate Resolution – 2025 Collections

Recommend the Board approve an amended resolution accepting the amounts and rates as determined by the Budget Commission, and authorizing the necessary tax levies, and certifying them to the County Auditor.

5. Tax Rate Resolution – 2026 Collections

Recommend the Board approve a resolution accepting the amounts and rates as determined by the Budget Commission, and authorizing the necessary tax levies, and certifying them to the County Auditor.

6. Baker Tilly Contract

Recommend the Board approve the following agreements with Baker Tilly, as contained in the appendix.

- a. An engagement letter for financial consulting services; and
- b. An engagement letter appendix for the preparation of 2025 Grandview Yard TIF revenue projections; and
- c. General Municipal Advisory Services and Independent Registered Municipal Advisor Engagement

7. Prodigy Travel Contract

Recommend the Board approve a contract with Prodigy Student Travel for the 2025 8th Grade Washington, D.C. trip.

8. Crossing Guards
Recommend the Board approve a contract with the City of Grandview Heights for the shared cost of crossing guard services.
9. Perkins&Will Contract
Recommend the Board approve the following resolution:

**AMENDING PRIOR RESOLUTION TO INCREASE THE CONTRACT SUM WITH PERKINS&WILL, INC. FOR
THE CAPITAL IMPROVEMENTS PROJECT**

The Superintendent recommends the Board of Education amend Resolution No. 25-052 passed by the Board on February 12, 2025, which authorized an agreement with Perkins&Will, Inc. ("Perkins&Will") to serve as the design professional for the Capital Improvements Project (the "Project"); this resolution authorizes an increase of the total Contract Sum to \$89,680.

Background:

1. The Board previously selected Perkins&Will to serve as the design professional for the Project and authorized the Superintendent and Treasurer, working with legal counsel, to solicit a pricing proposal from Perkins&Will and to negotiate an agreement for the Project.
2. Perkins&Will initially provided a proposal for the Project in the amount of \$4,225,390.
3. By Resolution No. 25-052, the Board approved negotiation of an agreement for the Project with Perkins&Will in an amount not to exceed \$4,225,390.
4. Thereafter, Perkins&Will and District administrators identified the need for traffic impact study services, zoning services, and additional reimbursable expenses for the Project.
5. Perkins&Will provided updated pricing for the necessary design professional services for the Project in the amount of \$4,315,070.00 for the Project, which the Superintendent believes to be reasonable and appropriately competitive.
6. The Superintendent requests the Board of Education amend Resolution No. 25-052 to increase the not to exceed amount for the Contract with Perkins&Will to \$4,315,070.00 (the "Contract Sum").

The Board of Education resolves as follows:

1. The Board amends Resolution No. 25-052 passed by the Board on February 12, 2025, to authorize negotiation and execution of an agreement with Perkins&Will for the Project in an amount not to exceed the Contract Sum.
2. The Board authorizes the Superintendent, Treasurer, and Board President to execute any documents necessary to effectuate the intent of this resolution.

10. Construction Consultant Contracts
Recommend the Board approve the following resolution:

**SELECTING AND AUTHORIZING AGREEMENTS WITH CONSULTANTS
FOR THE CAPITAL IMPROVEMENTS PROJECT**

The evaluation committee recommends Terracon Consultants, Inc. ("Terracon"), Evans, Mechwart, Hambleton & Tilton, Inc. dba EMH&T ("EMH&T"), and Concord Addis, LLC ("Concord Addis") (collectively the "Consultants") as the most qualified firms to provide services for the Capital Improvements Project (the "Project"). The Superintendent requests authority for the Superintendent and Treasurer to negotiate and enter into agreements with the Consultants for the Project.

Background:

1. The District has identified a need for consultants to perform several services for the Project. Specifically, the District needs the following services: land surveying and utility location services; soil borings and geotechnical engineering services; building commissioning; construction materials testing and special inspections; and hazardous material assessment and abatement design services (the "Services"). These Services qualify as design professional services.

2. Sections 153.65 through .71 of the Ohio Revised Code prescribes a qualifications-based selection process, which is required to be followed by public entities when design professional services are needed.
3. In accordance with the statutory process, the Superintendent, on behalf of the Board, publicly advertised and issued a request for qualifications for the Services, and the evaluation committee evaluated the statements of qualifications submitted by the firms.
4. Following this evaluation, firms were ranked in the following order for each of the following Services:

Service	First	Second	Third
Soil borings and geotechnical engineering services; construction materials testing and special inspections and; hazardous material assessment and abatement design services.	Terracon	N/A	N/A
Land surveying and utility location services	EMH&T	N/A	N/A
Building commissioning services	Concord Addis	N/A	N/A

5. The Superintendent recommends Terracon as the most qualified to provide soil borings and geotechnical engineering services; construction materials testing and special inspections and; hazardous material assessment and abatement design scope of the Services.
6. Terracon provided a pricing proposal for the soil borings and geotechnical engineering services; construction materials testing and special inspections and; hazardous material assessment and abatement design scope of the Services for the Project for a total amount not to exceed \$329,164.
7. The Superintendent recommends EMH&T as the most qualified to provide land surveying and utility location scope of the Services.
8. EMH&T provided a pricing proposal for the land surveying and utility location scope of the Services for the Project for a total amount not to exceed \$34,111.
9. The Superintendent recommends Concord Addis as most qualified to provide building commissioning scope of the Services.
10. Concord Addis provided a pricing proposal for the services for the Project for a total amount not to exceed \$197,500.
11. The Superintendent and Treasurer request authority, working with legal counsel, to negotiate and execute the agreements with Terracon in an amount not to exceed \$329,164, EMH&T in an amount not to exceed \$34,111, and Concord Addis in an amount not to exceed \$197,500.

The Board of Education resolves as follows:

1. The Board approves the selection of Terracon to provide soil borings and geotechnical engineering services; construction materials testing and special inspections and; hazardous material assessment and abatement design scope of the Services for the Project, and authorizes the Superintendent and Treasurer, working with legal counsel, to negotiate and execute an agreement not to exceed \$329,164.
2. The Board approves the selection of EMH&T to provide land survey and utility location scope of the Services for the Project, and authorizes the Superintendent and Treasurer, working with legal counsel, to negotiate and execute an agreement in an amount not to exceed \$34,111.

3. The Board approves the selection of Concord to provide building commissioning scope of the Services for the Project, and authorizes the Superintendent and Treasurer, working with legal counsel, to negotiate an agreement not to exceed \$197,500.

11. Donations

Recommend the Board accept the following donations:

- a. \$6,730.50 to the Grandview Heights High School Library from the Charles Cantwell Dumbaugh, GHHS Class of 1956, Library Book Fund at The Columbus Foundation
- b. \$2,910.00 to support The Johannes-Tyler Outstanding Grandview Heights School District Teacher of the Year Award from the The Johannes-Tyler Outstanding Grandview Heights School District Teacher of the Year Award Fund at The Columbus Foundation
- c. Cupcakes for the Girls Basketball Team Senior Day from Giant Eagle -Market District
- d. Food for to the Girls Basketball Team End of Year Banquet from Jay Kessler/Knotty Pine

12. Donations

Recommend the Board accept the following donations to the Boys Basketball Program:

- | | | |
|----|-----------------|-------|
| a. | Bob Williams | \$150 |
| b. | Eric Lobao | \$100 |
| c. | Brent Cavallaro | \$100 |
| d. | Lisa Ruscilli | \$50 |
| e. | James Hunt | \$50 |
| f. | Ken Copley | \$50 |

Mr. Bode seconded the motion

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

Motion carried 5-0.

Personnel

Recommendations for Approval (Motion 25-059) Ms. Wassmuth moved to approve the following:

1. Certified Resignations

Recommend the Board approve the following resignations:

- a. Kelly Berlin; School Psychologist, effective at the end of the 2024-2025 school year
- b. Shawn Hinkle; Larson Middle School Principal, effective July 31, 2025

2. Classified Resignation

Recommend the Board accept the following classified resignation:

- a. Matt Ricker; Custodian, effective 3/14/2025

3. Sabbatical Leave Request

Recommend the Board approve a one-year sabbatical leave for Rachel Smith for the 2025-2026 school year.

4. Parental Leave

Recommend the Board approve one year of unpaid parental leave for Olivia Nunner for the 2025-2026 school year.

5. Extended School Year Instruction

Recommend the Board approve Extended School Year (ESY) 2025 summer instruction at \$55.00 per hour, effective June 1, 2025.

6. Orton-Gillingham Summer Instruction

Recommend the Board approve Orton-Gillingham (OG) 2025 summer instruction at the rate of \$60.00 per hour, effective June 1, 2025.

7. Supplemental Contract Correction
Recommend the Board approve the following contract correction:
 - a. Jack Sterneker; Baseball, 7th Grade Coach, from .75 FTE to 1.0 FTE, V-1-0, \$2,857.14
8. Supplemental Contract
Recommend the Board approve the following supplemental contract for the 2024-2025 school year:

Non-Certificated Coaching Supplementals
 - a. Mark Gerrit Mallow; Tennis, JV Coach, Boys, Spring, (1 FTE), VI-1-0, \$1,904.76
9. EMIS and Data Coordinator Contract
Recommend the Board approve a contract with Kim Pytlarz, EMIS and Data Coordinator, effective March 26, 2025 through July 31, 2027.
10. Administrator Contract
Recommend the Board approve the following administrator contract:
 - a. Matt Wion; LMS Principal, \$111,395, effective 8/1/2025 - 7/31/2028

Mr. Gusé seconded the motion

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

Motion carried 5-0.

Curriculum and Instruction

Teaching and Learning Committee Report

Mr. Gusé reported the Teaching and Learning Committee met earlier today and discussed the following:

- Advanced Benchmark ELA Curriculum
- Possibility of pursuing STEM designation

Co-Curricular Activities and Extra-Curricular Activities

Recommendations for Approval (Motion 25-060) Mrs. Gephart moved to approve the following:

1. OHSAA Membership for the 2025-2026 School Year
Recommend the Board approve the following resolution:

Board of Education/Governing Board Resolution Authorizing 2025-2026 Membership in the Ohio High School Athletic Association

WHEREAS, GRANDVIEW HEIGHTS SCHOOLS, District IRN number: 44073 of 1587 West Third Avenue, Columbus, Franklin County, Ohio has satisfied all the requirements for membership in the Ohio High School Athletic Association, a voluntary unincorporated association not for profit; and

WHEREAS, the Board of Education/Governing Board ("Board") and its Administration desire for the schools with one or more grades at the 7-12 grade level under their jurisdiction to be voluntary members of the OHSAA;

NOW THEREFORE BE IT RESOLVED by the Board of Education/Governing Board that all schools listed on the reverse side of this card do hereby voluntarily renew membership in the OHSAA and that in doing so, the Constitution, Bylaws, Regulations and Business Rules of the OHSAA are hereby adopted by this Board as and for its own minimum requirements as it pertains to, but not limited to, student-eligibility, coaching requirements, and administrative responsibility. Notwithstanding the foregoing, the Board reserves the right to raise the minimum standards as it deems appropriate for the schools and students under its jurisdiction; and

BE IT FUTHER RESOLVED that the schools under this Board's jurisdiction agree to conduct their athletic programs in accordance with the Constitution, Bylaws, General/Sport-specific Regulations, Business Rules, interpretations and decisions of the OHSAA and to cooperate fully and timely with the Executive Director's office of the OHSAA in all matters related to the interscholastic athletic programs of the schools. Furthermore,

the schools under this Board's jurisdiction shall be primary enforcers of the OHSA Constitution, Bylaws, General/Sport-specific Regulations, Business Rules and the interpretations and rulings rendered by the Executive Director's office. The administrative heads of these schools understand that failure to discharge the duty of primary enforcement may result in fines, removal from tournaments, suspension from membership and/or other such penalties as prescribed in Bylaw 11.

2. Field Trip

Recommend the Board approve the following competition field trip for the FIRST Robotics Team to Cleveland, Ohio:

- a. April 2-5, 2025
- b. 10 Students/3 Chaperones
- c. Van transportation/lodging funded by FIRST Robotics Team fundraising
- d. Meals provided by families

Mr. Gusé, seconded the motion

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

Motion carried 5-0.

Recommendation for Approval (Motion 25-061) Ms. Wassmuth moved to approve the following:

1. Volunteers

Recommend the Board approve the following volunteers:

- a. Christopher Donald Baker
- b. Alicia L. Berkemer
- c. Katie Jean Branum
- d. Ann Adams Huston Burk
- e. Theodore (Ted) Bush
- f. Jean Ann Bussell
- g. Stephen William Chordas
- h. Timothy Sean Coffey
- i. Lauren Michelle Edwards
- j. Lori Marie Fellows
- k. Emily Waring Harding Gephart
- l. Michelle (Sheli) Beck Hill
- m. Barrett Philip Richter
- n. Jessica Renee Russo
- o. Alexis Nicole Sands
- p. Isaiah Montgomery Sizemore
- q. Dionne Barbara Spenthoff
- r. Kelly Kight Swink
- s. Joanne Carter Taylor

Mr. Bode seconded the motion

Roll Call: Mr. Bode, aye; Mrs. Gephart, abstain; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

Motion carried 4-0-1.

Discussion

The Board discussed the need to hold a Special Board Meeting on Monday, May 19th to vote on the schematic design phase of the construction design process.

Motion 25-062 (Executive Session) Mrs. Matney moved to enter into Executive Session for the following purpose:

- a. Preparing for, conducting, or reviewing negotiations or bargaining sessions with employees.

Mr. Bode seconded the motion.

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

Motion carried 5-0.

The Board of Education entered into Executive Session at 8:42 p.m.

The Board of Education returned to Regular Session at 10:17 p.m.

Adjournment

Motion 25-063 (Adjourn) Mr. Gusé moved to adjourn the meeting. Mr. Bode seconded the motion.

Roll Call: Mr. Bode, aye; Mrs. Gephart, aye; Mr. Gusé, aye; Mrs. Matney, aye; Ms. Wassmuth, aye.

President Gephart declared the meeting adjourned.

ATTEST:

President

Treasurer



Presented by Angela Ullum, Lisa Sullivan, Shawn
Hinkle, & Elizabeth Page

Why a New Curriculum?

- Ohio Revised Code Section 3313.6028 states schools must adopt a core curriculum and instructional materials that align with Science of Reading.
- ODEW has provided a list of approved curriculums for districts.

Our Process

May 2024 - Vendor Review

August - Piloted Wit and Wisdom

November - Piloted Benchmark Advance

January - Program Selection

February - Material share at Supt. Coffee

April - Implementation Professional Development

ELA Pilot Team - Katie Konrad, Molly Newberry, Paula Oswald, Amie Goode, Elizabeth Page, Jenny Callif, Amanda Parnell, and Jessica Fields

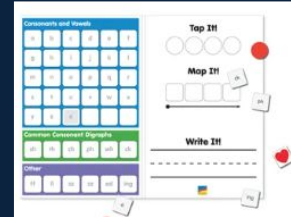
Program Highlights

Benchmark Advance is a K-5 comprehensive, knowledge-based literacy program that was developed using research-based principles aligned to the science of reading..

The programs provide a cohesive instructional framework that reflects the two sets of competencies from science of reading research addressing all components of the reading process:

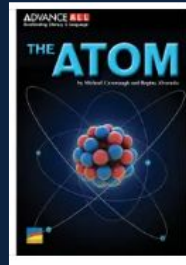
- **Foundational Reading-Skill Competencies:**

- Phonemic Awareness
- Phonics and Word Study
- Fluency
- Sight Words
- High Frequency Words



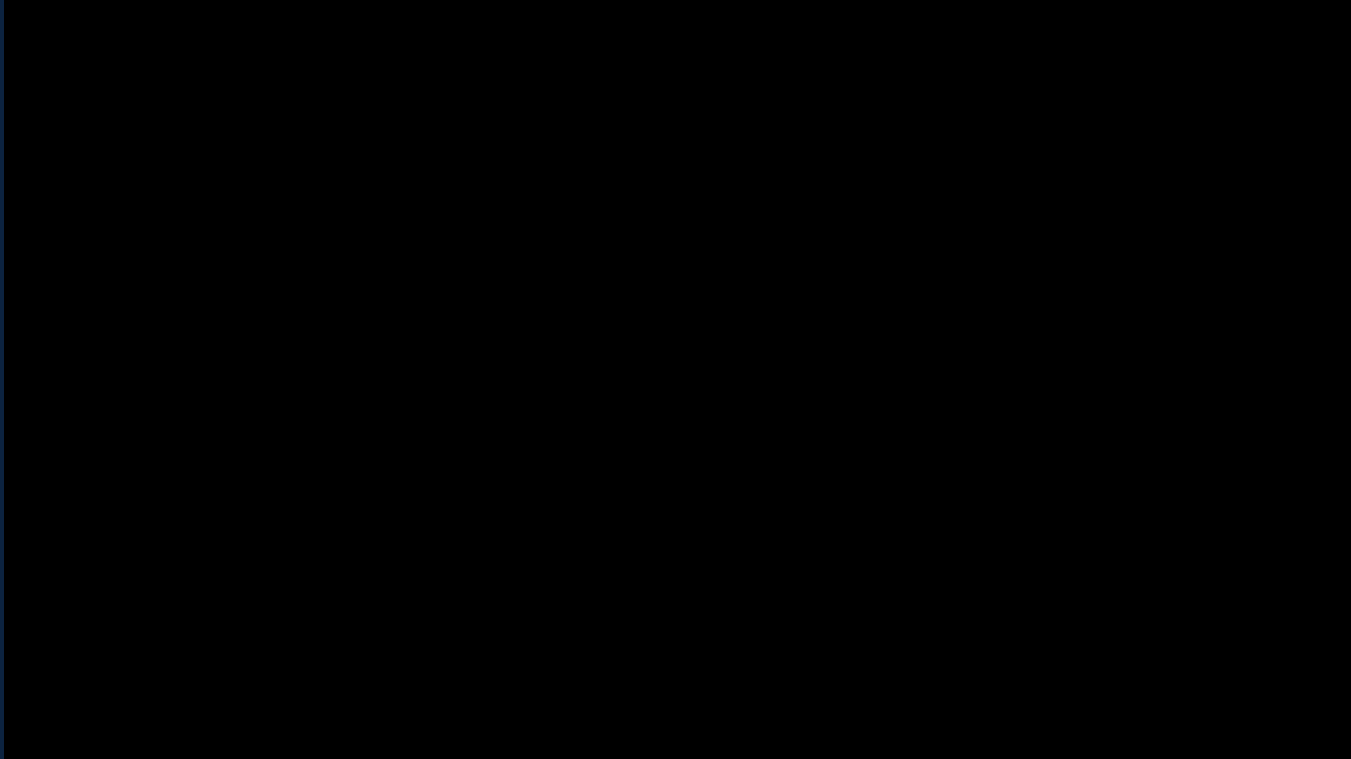
- **Knowledge-Based Competencies:**

- Vocabulary
- Language
- Comprehension
- Background Knowledge



Program Overview

-



Implementation Plan

Benchmark Advance Implementation Plan

Dates	Time	Location	Professional Learning
April 7	8-11	Stevenson	Implementation Training
May 28	8-3	Stevenson (Trade Day)	Foundation Skill/ Word Study & Facilitated Planning IF you can not attend, videos are available, but will need to schedule planning with Angie or take as a 1/2 day Launch
May 29	8-3	Stevenson (Trade Day)	Implementing BA Universe & Facilitated Planning IF you can not attend, videos are available, but will need to schedule planning with Angie or take as a 1/2 day Launch
Oct. Late Start	8-10	Stevenson	Reading Mini Lesson
Nov. Late Start	8-10	Stevenson	Vocabulary Instruction
Feb Late Start	8-10	Stevenson	Writing Mini Lesson
April Late Start	8-10	Stevenson	eAssessments

Additional Professional Development: Grade-level access to a Benchmark coach once a quarter the first year.

Thank You!

Questions & Discussion

Technology Integration



Goal: Integrate technology in the classroom strategically, focusing on **enhancing learning experiences** and **student engagement**. This includes using technology to provide **personalized learning opportunities**, foster collaboration, and access a wider range of resources/products.



EST. 1906

GRANDVIEW HEIGHTS
SCHOOLS

SAMR MODEL

Developed by Dr. Ruben Puentedura, the SAMR model is a framework for integrating technology into teaching and learning.

S

SUBSTITUTION

Does the technology act as a direct substitution for the task?

A

AUGMENTATION

M

MODIFICATION

Does the technology allow for significant changes to the task?

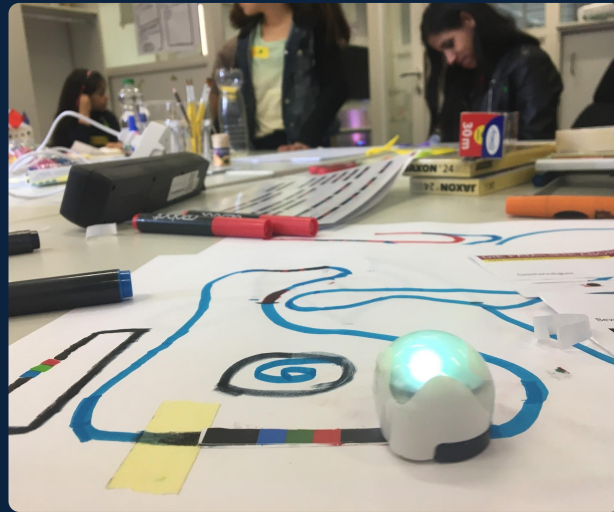
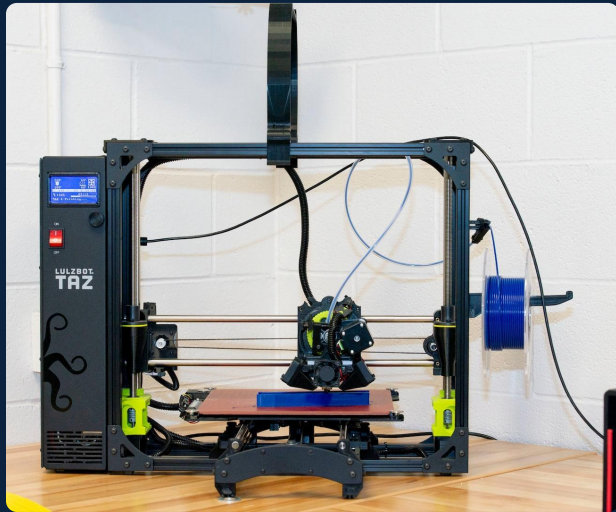
R

REDEFINITION

Is a previously inconceivable task able to be achieved with the technology?

SAMR Model

Created in 2010 by education researcher Ruben Puentedura. The SAMR model is a framework that helps teachers integrate technology into their classrooms. It's a tool that helps teachers think about how technology can support learning.





Purpose

Instructional Methods

- Workshop Model
- Design Thinking
- Universal Design for Learning
- CASEL

Personalized Learning

- Curriculum Resources
- Diverse Needs
- Assessment & Feedback Loop

4 Cs

- Creativity
- Critical Thinking
- Communication
- Collaboration

Workshop Model



Instructional Methods

-Workshop Model

- Design Thinking
- Universal Design for Learning
- CASEL

Math Workshop Model

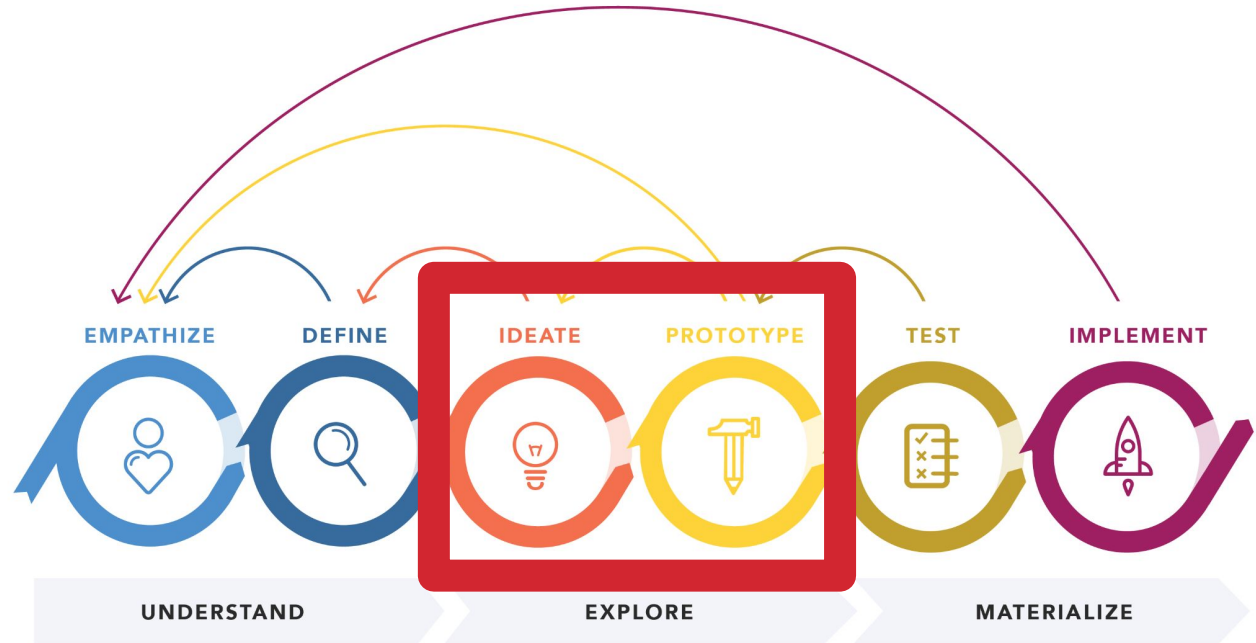
Monday- Thursday			Friday Flex Day
Warm Up 5-10 minutes	Fluency and Word Problem		Master Track Learning Groups
Instruct 10 minutes	Mini Lesson		Assessments <ul style="list-style-type: none">• MasterTrack• Zearn: Mid and End Mission• AIMSweb for Intervention
Instruct, Explore, and Apply 30-40 minutes	Small Group Instruction "Grouped by data"	Independent Practice *Complete Zearn independent work and then ST Math	Enrichment/Intervention <ul style="list-style-type: none">• Khan Mappers• Problem Solvers• Makerspace
Wrap Up 5 minutes	Master Track Checkpoint (M)		Student Discourse <ul style="list-style-type: none">• PBL, STEM, Guest Mathematicians
Resources			
Curriculum: <ul style="list-style-type: none">• Fifth• Fourth• Third• Second• First• KG	Teaching & Learning: <ul style="list-style-type: none">• Cross Cutting Concepts	Core Materials: <ul style="list-style-type: none">• Zearn• K-4: ST Math• MasterTrack• MAP	Supplemental Learning Materials: <ul style="list-style-type: none">• BrainPOP Jr and BrainPOP• Khan Kids Academy (k), Khan Academy (1st-5th)• Prodigy
<p>Math Talk: Google Slide Templates</p> <p>Stimulus Slides: Kindergarten, OA, NBT, G, MD</p> <p>Reference Tasks Standards Correlation: 1st Grade, 2nd Grade, 3rd Grade, 3rd Grade Folding Fractions</p> <p>Picture It: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade</p> <p>Teacher Resources: Notice and Wonder, YouCubed, Mashup Math, BetterLesson, 3 Act Math, Would You Rather, Steve Wyborney, CommonCoreSheets, Making Thinking Visible Routines, What doesn't belong?, Generation Genius</p> <p>Online Tools: Seesaw, Schoology, Math Manipulatives, Embedded Calculator</p>			

Design Thinking



Instructional Methods

- Workshop Model
- Design Thinking**
- Universal Design for Learning
- CASEL



Design Thinking



C3 Inquiry Arc

Instructional Methods

- Workshop Model
- Design Thinking**
- Universal Design for Learning
- CASEL

			
DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Design Thinking



Instructional Methods

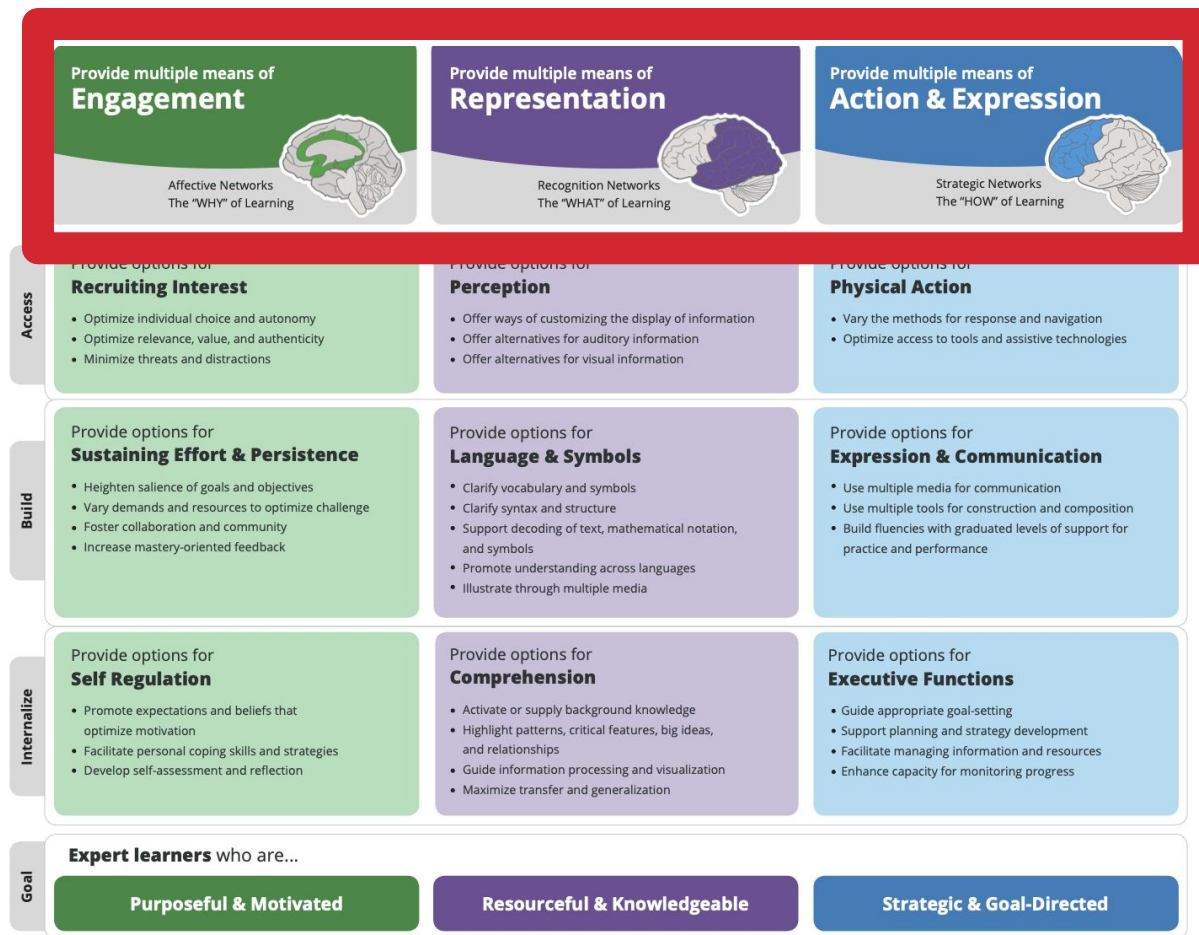
- Workshop Model
- Design Thinking**
- Universal Design for Learning
- CASEL



UDL

Instructional Methods

- Workshop Model
- Design Thinking
- Universal Design for Learning
- CASEL



CASEL

Instructional Methods

- Workshop Model
- Design Thinking
- Universal Design for Learning
- CASEL

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Personalized Learning



Personalized Learning

-Curriculum Resources

- Diverse Needs
- Assessment & Feedback Loop

- Standard alignment
- Science of reading and math
- Evidence-based practices



Personalized Learning

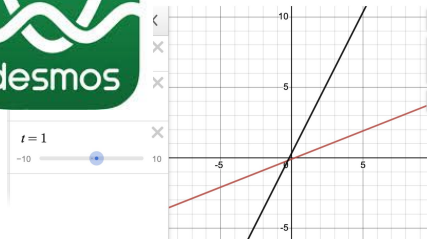
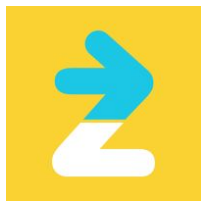


Personalized Learning

-Curriculum Resources

- Diverse Needs
- Assessment & Feedback Loop

- Standard alignment
- Science of reading and math
- Evidence-based practices



[Curriculum](#)> [Scope & Sequence](#)> [Grade 4](#)> [3: Multiply and Divide Big](#)

GO

Lesson 2 Dynamic Dimensions

Solve multiplicative comparison word problems by applying the area and perimeter formulas

Fluency

NUMBER GYM

DISCOVERY CANYON



Guided Practice

MATH CHAT



Independent Practice

TOWER OF POWER

BONUS

Lesson 3 As Long, As Wide

TOPIC
B

Multiplication by 10, 100, and 1,000

Lessons 4 – 6

Diverse Needs



Personalized Learning

-Curriculum Resources

-Diverse Needs

-Assessment & Feedback Loop



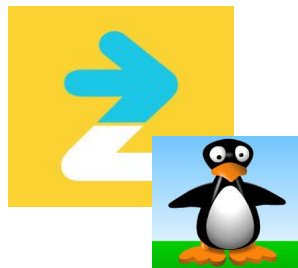
Feedback Loop



Personalized Learning

- Curriculum Resources
- Diverse Needs
- Assessment & Feedback Loop

- For Learning (timely & gamification)
- Of Learning
- Intervention
- Gamification

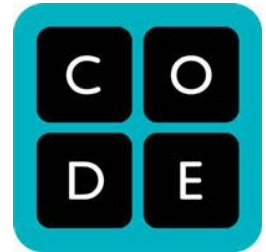
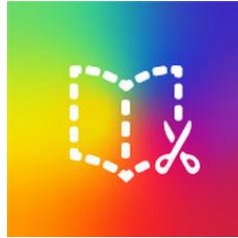


4 Cs (Products)



4 Cs

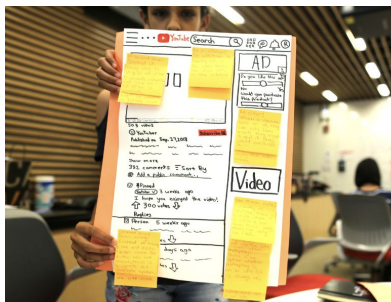
- Creativity
- Critical Thinking
- Communication
- Collaboration



SOLE



Drafting Process



Small Group Instruction



Discussion and Discourse



Product



Community

