

Budget

Grand Valley Local (045864) - Ashtabula County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (46)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	30,000.00	500,000.00	0.00	530,000.00
Support Services		10,000.00	2,000.00	23,000.00	0.00	0.00	0.00	35,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		10,000.00	2,000.00	38,000.00	30,000.00	500,000.00	0.00	580,000.00
Adjusted Allocation								0.00
Remaining								-580,000.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Implementing a 1:1 Device Program for Equitable Access to Technology for Economically Disadvantaged Rural School

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Grand Valley Local Schools (GVLS) seeks to implement a 1:1 device program in order to improve student achievement and increase resources in the classrooms. A review of the research and literature reveals that 1:1 device programs can have a significant positive impact on student learning provided implementation is strategic and appropriate. Key components of this implementation will include a high quality, rigorous professional development program, adequate technological infrastructure and support, leadership in attaining stakeholder buy-in, and a realistic plan for sustainability. Every learner in the Grand Valley Local Schools (GVLS) district will interact with their individual technological device and consider them to be familiar tools used in learning, working, and living. These same tools will be used by professional staff to enhance instruction, engage in professional development, track student progress, and communicate with families about their children's education. In addition to having the prerequisite skills necessary to successfully learn new technologies, students will enter college or career prepared to use the technology commonly available and used in those settings.

1400 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: William Nye
Organizational name of lead applicant: Grand Valley Local Schools
Unique Identifier (IRN/Fed Tax ID):
Address of lead applicant: 111 Grand Valley Ave. Orwell, OH 44076
Phone Number of lead applicant: 4404376260
Email Address of lead applicant: william.nye@neomin.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: NA
Unique Identifier (IRN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The individuals listed below will be responsible for the implementation of the 1:1 device project.William Nye - Superintendent Ellen Winer - Principal GVES Roberta Cozad - Principal GVMS Douglas Hitchcock - Principal GVHS Mark Brewster - IT Specialist Louise Casagrande - Curriculum & Instruction/School Improvement All of the above-listed individuals have extensive experience in deploying educational reform initiatives including the deployment of the Race to the Top Scope of Work. Ms. Casagrande has also served as Executive Director of a foundation dedicated to changing educational culture for the improvement of student achievement.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):

- New - never before implemented
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
Mixed Concept - incorporates new and existing elements
Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Given the low socio-economic status of the community very few students have access to robust technology in their homes. At school, the technology that is available has to be shared, despite the school-wide wireless Internet access. Limited access to computing devices in schools is a primary reason given by teachers to explain the limited use of technology in teaching and learning. If computers are in labs, scheduling difficulties reduce the opportunities for learning with computers. Research is clear that computers can make a difference when students have continued access. The elementary school works at providing devices to students one grade level at a time as funding permits. This means there could be a 1-2 year delay in purchasing new devices. At the rate of technological changes this timeline indicates that there will always be students and teachers using old technology. The middle school has one class pack of 30 devices to be shared among all grades 5-8. GV high school has no individual devices, a desktop lab with only partially operating computers and outdated productivity software. There exists one working computer lab that is used only for the scheduled computer courses. GVLS plans to implement a 1:1 device initiative as a qualitative move forward from previous teaching, learning, and educational technology practices. The 1:1 computing initiative will be a technology rich educational reform effort where access to technology is not shared but where all teachers and students have access to their own devices, thus overcoming the challenges, limits, and inequalities our students face in an economically disadvantaged rural school district. The devices will be incorporated throughout the pedagogical process. The intention is to provide every learner with frequent and immediate access to educational technology. Each student will receive a personal device permanently connected to the Internet while in the school environment, loaded with contemporary productivity software (e.g. word processing, spreadsheet, and multi-media creation tools.) and additional educational software geared to meeting the rigor of Ohio's New Learning Standards, the 3rd Grade Guarantee, assessment/testing and other state requirements. This will place technology in an integral position in relation to student learning and teacher instruction. The main goals of the initiative are to provide learners with the technological skills and competencies necessary for the economy and society; to reduce the digital divide between individuals and social groups and their access to technology; and, to improve the quality of instruction, making it more student-centered in order to elevate academic achievement bridging the gap between formal and informal learning. The 1:1 program intends to provide opportunities to promote student autonomy enabling students to work quickly and independently. They can access and organize information, work at their own pace, devise their own strategies as well as pursue their points of interest going in depth on the topic. Teachers will rely less on textbooks and will be better able to meet the needs of students that are struggling as well as the gifted students. There are greater

opportunities for differentiated and individualized instruction, formative assessments, and engaging learning.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Although GVLS has never wavered from its commitment to improved student achievement, current instructional practices do not engage and immerse students in their learning, nor prepare them for their futures. There is also concern that an inordinate number of our students are excluded from technological possibilities. In the knowledge-based economy today the demand for new skills, especially technology skills, can generate for our students even further social divisions between those able and those unable to perform within this new context. Planning for the 1:1 program will serve as a catalyst for the district's comprehensive reform. A 1:1 program would support the goal of improving student achievement by creating student-centered environment where every learner can reach beyond the classroom walls for information, expertise, and resources in real time, anywhere. Studies that examined the impact of 1:1 computing on student achievement found that students in the 1:1 settings outperformed their traditional classroom peers on standardized tests by a statistically significant margin. Evidence of increased student motivation and engagement, as well as changes in teachers' instructional practices was also reported. Teacher benefits were found to increase professional productivity, encourage greater collaboration, and improve home-school communication.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Straight A Financial Impact Template has been uploaded.

14. What is the total cost for implementing the innovative project?

580,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Total Grant Request \$580,000: \$500,000 purchase of approx.. 1,400 Chromebooks and cases \$10,000 "Train the Trainer" Trainer stipends \$2,000 Benefits associated with Train the Trainer stipends \$23,000 IT assistance in FY 14 to assist with Chromebook set up \$15,000 Professional Development for the "Trainers" \$30,000 purchase of e-books and necessary software \$580,000 Total Grant Request-see also item #17 for additional explanation

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

20,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

New recurring costs for this grant are as follows: FY15 Post Grant Stipends for "Trainers" \$10,000 Associated Benefits \$2,000 Professional Development \$8,000 Total \$20,000 FY16 Post Grant Stipends for "Trainers" \$5,000 Associated Benefits \$1,000 Professional Development \$4,000 Total \$10,000 FY17 Post Grant Stipends for "Trainers" \$5,000 Associated Benefits \$1,000 Professional Development \$4,000 Total \$10,000 FY18 Post Grant Stipends for "Trainers" \$5,000 Associated Benefits \$1,000 Professional Development \$4,000 Total \$10,000 FY19 Post Grant Stipends for "Trainers" \$2,500 Associated Benefits \$500 Professional Development \$2,000 Total \$5,000 The ongoing costs associated with this grant will be the professional development for staff to learn to use the devices, to learn to incorporate them into their curriculums and to assist students in using them. The district plans to use the "train the trainer" concept for providing professional development to staff. The "trainers" will also receive a stipend during the first year to provide the ongoing training to their peers. After the initial grant period, i.e. the first post grant year, the ongoing costs associated with the grant will be professional development for staff and the continuation of stipends to our staff "trainers". The district anticipates that these costs for professional development and stipends will decrease over the term of the financial impact as teachers learn and incorporate innovative ways to use the devices in their classrooms. The need for specialized oversight from the "trainers" will also decrease thus so will the stipends for those trainers.

16. Are there expected savings that may result from the implementation of the innovative project?

20,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Expected Savings costs for this grant are as follows: Anticipated reductions in PSEO expenditures -\$12,000 Repurpose Textbook and Workbook expenditures -\$8,000 Total -\$20,000 The district anticipates that savings from repurposing textbook and workbook expenses (due to the ability to use the individual devices for this purpose) and a 30% reduction in PSEO expenses will offset the costs for the professional development and stipends. The district expects a reduction in students leaving the district via PSEO because Eastern Gateway Community College has offered to partner with the district to offer college course credit through the dual credit program to students who have access to individual devices and obtain dual credit at both Eastern Gateway Community College and Grand Valley High School. This will incent some of the students to remain at our high school, still obtain college credit while maintaining their high school experience.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The bulk of the funds from this grant are planned to be used for technology devices for staff and students. The cost for the devices will be a one-time cost up front from this grant. There will also be initial costs for e-books for students to use on the individual devices. The ongoing costs associated with this purchase will be the professional development for staff to learn to use the devices, to learn to incorporate them into their curriculums and to assist students in using them. There is also an expense in the first year for additional IT help to get the devices operational and into the hands of staff and students as quickly as possible, and no later than the middle of the second semester 2014. The district plans to use the "train the trainer" concept for providing professional development to staff. The "trainers" will also receive a stipend during the first year to provide the ongoing training to their peers. After the initial grant period, i.e. the first post grant year, the ongoing costs associated with the grant will be professional development for staff and the continuation of stipends to our staff "trainers". The district anticipates that these costs for professional development and stipends will decrease over the term of the financial impact as teachers learn and incorporate innovative ways to use the devices in their classrooms. The need for specialized oversight from the "trainers" will also decrease thus so will the stipends for those trainers. The district anticipates that savings from repurposing textbook and workbook expenses (due to the ability to use the individual devices for this purpose) and a 30% reduction in PSEO expenses will offset the costs for the professional development and stipends. The district expects a reduction in students leaving the district via PSEO because Eastern Gateway Community College has offered to partner with the district to offer college course credit through the dual credit program to students who have access to individual devices and obtain dual credit at both Eastern Gateway Community College and Grand Valley High School. This will incent some of the students to remain at our high school, still obtain college credit while maintaining their high school experience. The district also plans to implement a lease to purchase program for students who wish to actually purchase devices so that when they graduate, the devices are theirs to keep. Revenue from this program will be maintained in a separate funds and will be used to replenish new devices for new students.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 09/30/2013 - 06/30/2104

* Narrative explanation

1. Purchase devices 2. Decide on a standard set of software tools - This helps to ensure teachers are teaching standards and content, not software applications. 3. Employ temporary IT person - There is only one IT person in the district. Taking on the additional technology needs of the 1:1 program would create a barrier to its success as well as frustration among stakeholders. Having temporary assistance would ensure the launch of the initiative is efficient and effective. 4. Student tech support training - Even with temporary IT help the demand for tech support will increase proportionately with the number of devices and added software. In partnership with Eastern Gateway Community College, GVLS is putting into place a "Fundamentals of Computer Hardware" course. Students in this course will learn the installation, maintenance and troubleshooting or personal computer hardware. Upon successful completion of the course, they will receive dual credit through Eastern Gateway Community College. This course will replace an outdated computer course currently being offered as a high school elective. 5. Prepare devices for teachers - As teachers will be learning a new set of skills, it is important they have the devices first. They need time for experimentation, reflection, independent study, collaboration and curriculum development. 6. Prepare devices for students - Devices will be prepared for students according to the professional development deployment listed below with the high school first, middle school second and elementary school third. 7. Monitor progress 8. Make/plan for improvements

Implement (MM/DD/YYYY): 02/24/2014 - 06/04/2014

* Narrative explanation

1. Professional development for teachers - One of the major obstacles in this reform initiative will be in changing the learning environment. Many teachers will not immediately understand how the devices can be used as learning tools. Teachers that do embrace the effort will still have a legitimate complaint that there is not enough time to learn about the technology and its integration into classroom learning systems. Ongoing professional learning and support are critical factors for the success of the program. * Professional development (PD) will begin with a core group of teacher leaders who will receive instruction on a train-the-trainer basis. Their training will consist of: * Becoming proficient with the technology itself * Learning how to use the technology as an instructional tool * Classroom management strategies in a 1:1 environment * Refining their technological skills * Adapting technology to learning styles As they progress more time will be spent on pedagogical changes within a 1:1 environment, meeting federal, state and local requirements, assessment design, and data collection and use. These teacher trainers will deploy their learning to the remaining teachers in smaller learning communities, starting with the high school and finishing with the elementary school. Additionally, appropriate staff members will be trained in the use, troubleshooting and repair of software. 2. Progress check - In order to ensure success of the initiative, frequent, systematic checks for progress will be conducted. Data will be collected around: *What's working/not working? Why or why not? *What do we need to do differently? *What are the satisfaction levels regarding the technology, infrastructure, tech support, professional development? *What are valid future needs? 3. Program/process improvement plan - Based on the data collected GVLS will develop a plan for improvement that may include any policy issues needing to be addressed by the board of education.

Summative evaluation (MM/DD/YYYY): 05/16/2014 - 06/30/2014

* Narrative explanation

The impact and efficacy of this initiative will be both formative and summative. Formative evaluations will help program directors/facilitators monitor and adjust the program as they go, and to make process improvements. Summative evaluations will serve to inform judgments of overall program/process effectiveness. These will be in the form of systematic formal and informal surveys.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

In GVLS teaching and learning will be quite different in a 1:1 classroom environment. Changes we expect to see in practices include but are not limited to: *Tech used daily or almost every day *An increase in student motivation and engagement *Student ownership of learning * More student-centered strategies such as project-based learning *Teacher as coach/facilitator *Technology as main writing tool *More time in demonstration *Gradual release of responsibility *Teacher/student partnerships *More communication with families and the community

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

A review by James P. Tenbusch of seven long-term research studies examining the educational outcomes of 1:1 computing revealed six statistically significant educational benefits, provided that schools met two criteria: teachers were adequately trained, and a strong level of support for the initiative existed among central office and building level administrators. 1. Students in a 1:1 environment consistently outperformed non-laptop students in all subject areas on standardized state assessment tests. (Suhr, K.A. et al, Journal of Technology, Learning, and Assessment, 9 (5), 2010) 2. Laptops are not just technological tools; rather they are cognitive tools that are integrated into the teaching and learning of a school. The "paradigm shift" resulting from 1:1 computing fostered more higher-order reasoning and critical analysis skills among students and greater teacher-student collaboration around instructional tasks. (Weston, M.E. & Bain, A., Journal of Technology, Learning, and Assessment, 9(6), 2010) 3. Teacher practices generally changed to accommodate the opportunities of increased technology access in a 1:1 computer setting, leading to more problem-based or project-based learning activities; but the change takes time-up to two years, typically. (Shapley, K.S. et al, Journal of Technology, Learning, and Assessment, 9(4), 2010) 4. Teachers report students are "more engaged learners" as a result of 1:1 implementation and enjoy using multimedia applications, searching the Internet for instructional purposes, writing papers, and preparing presentations. (Babell, D., & Kay, R., Journal of Technology, Learning, and Assessment, 9(2), 2010; Project RED Key Findings, ISTE Presentation, 2010) 5. The "implementation strength" of student access and use of technology was consistently found to be a positive predictor of student reading and math scores on academic achievement tests. (Shapley, K.S. et al, Journal of Technology, Learning, and Assessment, 9(4), 2010) 6. Students graduating from 1:1 high schools outperformed non-laptop students in terms of 21st-century skills needed to be successful in the workplace and post-secondary educational opportunities. (Lemke, C. & Martin, C., One-to-One Computing in Maine: A State Profile, 2003; Partnership for 21st Century Skills and Citizen Schools, 2006)

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

Since this project replicates other successful 1:1 device initiatives it would, most likely, be replicable anywhere.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The long-term and lasting value that the 1:1 initiative hopes to achieve is as follows. *Continued improvement in student learning and achievement *Students prepared to compete in technology-rich workplace *Increase economic competitiveness of local area *Transformation of education to provide differentiated, problem-based learning demanding higher-order thinking skills in a student centered classroom with the 1:1 device acting as a catalyst for reform. *Graduates with accomplished information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills, all of which are 21st Century Skills *Greater community and parental involvement

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Anticipated outcomes include but are not limited to: *Digital content ultimately available before, during and after school *Digital content integrated into all instruction as appropriate *Students and staff will have expanded access to curricula and support related to local and state standards and requirements *Students have access to instruction and instructional resources that incorporate Universal Design * Students have equitable access to a personal device on a daily basis both in school and at home *Students will have on-line assessment practice prior to the new state assessments *Teachers have learning systems that integrate the technology to achieve better instruction * Increased student motivation and engagement *Student and parent attitudes improve toward school *Students have access broader range of resources *Significant increase in student-centered strategies such as project-based learning and independent research

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The methods for evaluation include the use of objective performance measures that reflect the intended long term and incremental outcomes of the project, and will produce quantitative and qualitative data. All outcome data will be compared with baseline data to determine the extent of change that occurs. Student data will be tracked directly from classrooms and buildings. The focus will be to quantify change attributable to program participation within the grant implementation period. Measurement for teachers will include appraisals of pedagogical knowledge and skills associated with the applied technologies. Additionally, attitudes and perceptions regarding the 1:1 device program, professional capabilities and changes in practice patterns will be addressed. Specific types of data we will collect will include, but may not be limited to: *Standardized test scores (Ohio Achievement Test/Ohio Graduation Test); data available vary by grade level and content area tested *Content benchmarking scores *Formative, performance and summative assessment scores *Surveys Throughout the life of the project, data will be collected as it becomes available. This variety of data will enable a continuous process for measuring improvement, periodic as well as summative evaluation analysis, and reporting of outcome data. Quantitative data will be collected to support the following project outcomes: * Increase in achievement.... as measured by increased performance on standardized and classroom developed assessments against collected baseline scores * Increase in knowledge and understanding of specific professional development topic areas - using pre-post test surveys Qualitative evaluation methods will also be utilized to track project impact. Stakeholder surveys for teachers, students, and other key individuals that may be identified to assess the following: * Impact of professional development for teachers *Attitudinal feedback from teachers and students related to using interactive technology in classrooms In addition, specific case study information may be gathered to highlight best practices in integrating the classroom technology for the purpose of replicating successful efforts throughout the project.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept. Dr. William R. Nye, Jr. Superintendent Grand Valley Local Schools 10/24/2013