Budget

Jefferson Township Local (048686) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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	0.00	800,000.00	0.00	800,000.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	4,200,000.00	0.00	4,200,000.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	5,000,000.00	0.00	5,000,000.00
						Adjusted Allocation	0.00
						Remaining	-5,000,000.00

Application

Jefferson Township Local (048686) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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:Tech. Upgrades for Enhanced Learning

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.

Our project involving transforming our traditional classrooms into a new generation of classrooms that feature cutting-edge technology, more flexible learning spaces, plenty of natural lighting, and other innovations designed to foster teamwork, enhance students' experience, and to have significant advancement in raising achievement. The energy savings from Straight A renovations alone will allow for $40,000 in annual spending reductions in the school district's general fund. Cost savings from Straight A Fund initiatives will help both our students and teachers by providing more resources to support the student learning environment. This may allow for expanded science labs or the introduction of web literacy into the curriculum. It will allow for expanded gifted services or more high school offerings.

500 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Richard Gates

Organizational name of lead applicant: Jefferson Township Local School District

Unique Identifier (IRN/Fed Tax ID): 048686

Address of lead applicant: 2625 South Union Road, Dayton, Ohio 45417

Phone Number of lead applicant: 937-835-5682

Email Address of lead applicant: rgates@jeffersontwp.k12.oh.us

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: n/a

Unique Identifier (IRN/Fed Tax ID): n/a

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

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.

Dr. Richard Gates is the lead director on this project. He has been the Superintendent of Jefferson Twp. Local Schools since 2008. Prior to 2008, Dr. Gates was the Principal of Jefferson Twp.Jr. High and High School, calculus teacher, test coordinator and systems analyst for General Motors and National Cash Register Company. His doctorate was obtained in Educational Leadership from University of Dayton in 1998, and is national recognized for this ACT preparation program for high school students. Jerry Dirr is the project coordinator, having 35 years as a school district business manager with major facility projects, and 10 years as a project coordinator for Steed Hammond and Paul, giving direction to the layout, design and development of school building projects for student classroom enhancements that will impact teaching and learning.

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)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

Jefferson Township Local School District (JTLSD) is a district that consists of 500 students in grades PK thru 12. Ninety percent of our students are African American and are at or below the poverty level. All students in our district qualify for free and reduced lunch. The average home in our district costs about $50,000.00. Only 15% of our students enter kindergarten ready to learn. JTLSD has two schools that were both were built in 1962. Both have asbestos ceilings high with old, inefficient lighting. Insuffienct electrical capacity. Cannot get internet connections in schools buildings and not enough wall outlets. Wireless capabilities are limited. We are one of the school districts in Ohio that still relies on clothbound textbooks and learning to fit within the confines of a seven hour day. Students are expected to rely on just two sources of data for most of the day - the teacher and the textbook. Our 1962 schools were designed to meet the needs of our classrooms attended by the grandparents of our current students. Our innovative project is to transform our traditional classrooms into a new generation of classrooms that feature cutting-edge technology, more flexible learning spaces, plenty of natural lighting, and other innovations designed to foster teamwork and enhance students' experience. Today's students are digital learners. They take in the world via the filter of computing devices. When our students are allowed to access the web and use the web as their learning platform, it provides them with an unlimited amount of information. Each student will receive a laptop computer. There will be interactive whiteboards, in every classroom, and wireless connectivity throughout the school.

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.

1. Student Achievement - per the district's Ohio Improvement Process, our primary goal is that by 2016, 80% of Jefferson Township students in grades K-12 will score at the proficient level or higher level in English Language Arts, mathematics, social studies and science as measured by district, state and/or national assessments. Our secondary goal is that the district will create a welcoming environment for students, families, and community as measured by increased participation at school-related events. 2. Spending reduction in 5year forecast - Purchased services will be reduced through utility savings and reduction in related special education services. 3. Utilization of a greater share of resources in the classroom-per the Ohio Improvement Plan, it allows the district to aligh the curriculum and instructional resources with Ohio's New Learning Standards.

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.

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

5,000,000.00 * 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).

$800,000 to be spent on instructional equipment such as computers, projectors and whiteboards. $4,200,000 to be spent on building renovations to include new HVAC systems, technology wiring, energy efficient lighting and drop ceilings. No other funds will be used.

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.

0.00 * 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.

$50,000 annual maintenance agreement to be offset by utilities and repair savings as a result of the renovations.

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

40,000.00 * 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.)

As a result of the energy savings from the renovations, our district will save $40,000 a year. Also, with the technology purchased with Straight A funds, we will save from expenditures needed to meet the PARCC assessments and Common Core requirements.

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.

There will be savings on utility costs of approximately $50,000 per year. This classroom project will enable students with disabilities to have interaction with learning, visual learning and collaboration on learning with peers because of the classroom computer-related enhancements.

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): 09/01/2013

* Narrative explanation

Planning - Our District Leadership Team (DLT), consisting of teachers, paraprofessionals, parents, community members, civil government trustees, school administrators, and board of education members have met monthly since August 2013. A subcommittee from this group has met bi-monthly and developed our District Plan that is aligned with Ohio's New Learning Standards. A five-step agenda is followed in these meeting and minutes are distributed to all members after the meeting. Our timeline is as follows: Planning- August thru December 2013

Implement (MM/DD/YYYY): 01/15/2014

* Narrative explanation

Implement - Mid January Notice to Bidders; Renovations in January 15, 2014 thru September 30, 2014.

Summative evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

Summative evaluations - September 30, 2014 This project involves renovations and technology that success of this project is dependent on the renovations included that , the efficacy of technology on student achievement will be evaluated during the 2014-2015 school year.

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

Ideally, to maximize these opportunities, every student needs direct access to technology on a daily basis. This means moving away from the days of visiting the computer lab toward a one-to-one initiative in the classroom. Unfortunately, with variable school budgets and technology resources, this often seems like a daunting task. We should certainly strive for the ideal one-to-one computing environment. As an added bonus, this collaborative structure is particularly conducive to transforming technology use from skill drills to teaching through discovery and creation activities0. Developing a progressive technology-infused campus is not about money; it's about mindset. It's also about: -Makes the needs of the new 21st century learner a priority; -Deliberately empowers teachers to innovatively craft digital learning experiences that promote discovery and creation; and -Establishes a shared vision and unique plan for their students and teachers. In order to propagate the vision to all staff, parents, and students, we must have these students and educators share their experiences and expertise through school events as well as staff and in-service meetings. Most importantly, proudly broadcast the most valuable results of these innovators by showcasing student gains, discoveries, and creations. The new 21st century learners are sitting in our classrooms, ready to explore, design, and create. If we provide the resources and transform their mindsets, powerful and effective technology integration will follow.

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.

It is both reasonable and expected that technology should help lead the way to improve teaching and learning in our schools. Further, it is reasonable to believe that the ability to incorporate the educational opportunities that technology promises will help level the playing field throughout K-12 education-particularly across racial, gender, and geographic divides. Our project will provide a view of the issues concerning the effectiveness of technology in its role to enhance education. We are concerned about our teachers and students making optimal use of technology in the schools. Specifically, data from our project will focus on issues that need to be considered as we assess the impact of technology and develop evidence-based strategies for technology integration that contribute to high achievement for all students. Provides useful information and specific recommendations about evaluating the effectiveness of technological applications implemented to enhance teaching, learning, and achievement. Technology should be a tool to help educators meet the educational needs of all children. As such, technologies cannot function as solutions in isolation but must be thought of as key ingredients in making it possible for schools to address core educational challenges. Technology can serve as an enabler in teaching and learning to: Help organize and provide structure for material to students. Help students, teachers, and parents interact, anytime and anywhere. Facilitate and assist in the authentication and prioritization of Internet material. Simulate, visualize, and interact with scientific structures, processes, and models. Help in learning history and depicting future trends. Serve as an extension and enhancer for handicapped populations. Provide automated translators for multilingual populations. We fully understand that simply providing access does not ensure that technology will effectively enhance teaching and learning and result in improved achievement. Nor does providing access imply that all teachers and students will make optimal use of the technology. Technology may mean little without appropriate objectives and goals for its use, structures for its application, trained and skillful deliverers, and clearly envisioned plans for evaluating its effectiveness. Two yardsticks we can use to measure the strides technology has made are accessibility by students (and teachers) to technology resources and how technology is actually utilized by schools and teachers in different settings and for different students. The rapid growth of school technology infrastructure has led to the increased availability and

use of computers in schools. Most students now have access to computers and the Internet in their classrooms, nearly all students have access somewhere in their schools, and a majority of teachers report using computers or the Internet for instructional purposes. While the number of students per instructional computer dropped, those in need are the most likely to lack Internet access. However, the ratio is improving rapidly in schools with the highest poverty concentration, as has the percentage of instructional rooms with Internet access. But while they may have abundant computers, schools may not use them in the best ways to enhance learning. A great deal depends on the levels of planning, structure, preparation, and evaluation of the potential impact that technology will have on teaching, learning, and achievement. Experts believe that increasing capacity depends on enhancing the technology skills of teachers and administrators. Many states, for example, have taken steps to provide guidelines for how to use educational technology more effectively; and 80% have developed standards for teachers and administrators that include technology. In terms of utilization, technology has expanded from use primarily as an instructional del

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

☑ Yes ☐ No

22. If so, how?

It is both reasonable and expected that technology should help lead the way to improve teaching and learning in our schools. Further, it is reasonable to believe that the ability to incorporate the educational opportunities that technology promises will help level the playing field throughout K-12 education-particularly across racial, gender, and geographic divides. Our project will provide a view of the issues concerning the effectiveness of technology in its role to enhance education. We are concerned about our teachers and students making optimal use of technology in the schools. Specifically, data from our project will focus on issues that need to be considered as we assess the impact of technology and develop evidence-based strategies for technology integration that contribute to high achievement for all students. Provides useful information and specific recommendations about evaluating the effectiveness of technological applications implemented to enhance teaching, learning, and achievement. Technology should be a tool to help educators meet the educational needs of all children. As such, technologies cannot function as solutions in isolation but must be thought of as key ingredients in making it possible for schools to address core educational challenges. Technology can serve as an enabler in teaching and learning to: Help organize and provide structure for material to students. Help students, teachers, and parents interact, anytime and anywhere. Facilitate and assist in the authentication and prioritization of Internet material. Simulate, visualize, and interact with scientific structures, processes, and models. Help in learning history and depicting future trends. Serve as an extension and enhancer for handicapped populations. Provide automated translators for multilingual populations. We fully understand that simply providing access does not ensure that technology will effectively enhance teaching and learning and result in improved achievement. Nor does providing access imply that all teachers and students will make optimal use of the technology. Technology may mean little without appropriate objectives and goals for its use, structures for its application, trained and skillful deliverers, and clearly envisioned plans for evaluating its effectiveness. Two yardsticks we can use to measure the strides technology has made are accessibility by students (and teachers) to technology resources and how technology is actually utilized by schools and teachers in different settings and for different students. The rapid growth of school technology infrastructure has led to the increased availability and use of computers in schools. Most students now have access to computers and the Internet in their classrooms, nearly all students have access somewhere in their schools, and a majority of teachers report using computers or the Internet for instructional purposes. While the number of students per instructional computer dropped, those in need are the most likely to lack Internet access. However, the ratio is improving rapidly in schools with the highest poverty concentration, as has the percentage of instructional rooms with Internet access. But while they may have abundant computers, schools may not use them in the best ways to enhance learning. A great deal depends on the levels of planning, structure, preparation, and evaluation of the potential impact that technology will have on teaching, learning, and achievement. Experts believe that increasing capacity depends on enhancing the technology skills of teachers and administrators. Many states, for example, have taken steps to provide guidelines for how to use educational technology more effectively; and 80% have developed standards for teachers and administrators that include technology. In terms of utilization, technology has expanded from use primarily as an instructional del

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

Goal 2 By 2016 Jefferson Township Local School District will create a welcoming environment for students, families and community as measured by increased participation at school-related events. Strategy 2.A : Create a district-wide culture and climate that promotes teaching and learning. Adult Implementation Indicator 100% of the staff will consistently implement the school wide positive behavior system as monitored by the data system. Student Performance Measure District-wide, students will improve their behavior and attendance as measured by the district-wide data system. Action Steps 2. A.1. Consistently enforce high-level positive behavior across the building and in every classroom 2.A.2. Set consistent, high expectation student focus on academics and rigor. 2.A.3. Assist with, and expect teachers to create classrooms where students feel valued and learning is engaging. (ex. Proper lesson pacing, high quality delivery and content, hands-on activities, understood classroom routines and procedures, increases engagement, active learning, etc.). 2.A.4. Celebrate academic achievement; display high quality student work; expand out of class academic opportunities for students (i.e. Clubs, competitions, etc.) 2.A.5. Explore and implement practices that will engage parents in their child's secondary learning experiences. 2.A.6. Increase and improve communication between all school stakeholders. 2. A.7. Increase parent participation in educational activities and provide them with the tools to support their child's learning. 2.A.8. Seek and develop community partnerships to support instruction.

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.

Goal 1 By 2016, 80% of Jefferson Township students in grades K-12 will score at the proficient level or higher level in English Language Arts, mathematics, social studies and science as measured by district, state and/or national assessments. Strategy Strategy 1A: Align district curriculum and instructional resources with Ohio's New Learning Standards Adult Implementation Indicator 100% of teachers will demonstrate a focus for student learning, with appropriate learning objectives that include measurable goals) for student learning aligned with Ohio's New Learning Standards. Teachers will demonstrate the importance of the goal and its appropriateness for students as measured by walkthroughs which target on clear learning targets. 100% of teachers plan and sequence instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards, as measured by principal walkthroughs and lesson plans. Student Performance Measure 100% of students will demonstrate academic progress on quarterly assessments based upon the ONLS aligned curriculum. Action Steps 1.A.1. Develop, implement and monitor instructional calendars for each content area which are aligned with Ohio's New Learning Standards. 1.A.2. Using the Instructional Calendars, teachers work in Teacher-based Teams to deconstruct the standards/content statements to increase their knowledge of the expectations embedded in those standards. 1.A.3. Collaboratively develop and utilize clear learning targets /"I Can" statements daily that reflect the full extent of Ohio's New Learning Standards. Strategy 1B: Implement a variety of approved assessments that measure student learning aligned with Ohio's New Learning Standards. Adult Implementation Indicator 100% of teachers will use ONLS aligned - BLT approved diagnostic, - formative and - BLT approved summative assessments as monitored by the BLT Strategy 1B: Implement a variety of approved assessments that measure student learning aligned with Ohio's New Learning Standards. Adult Implementation Indicator 100% of teachers will use ONLS aligned - BLT approved diagnostic, - formative and - BLT approved summative assessments as monitored by the BLT Student Performance Measure 100% of students will have data folders that indicate the variety of assessment measures and their progress on them. Action Steps 1 B.1. Provide HQPD on the structure and purpose of the varied assessments. 1.B.2. Provide HQPD on creating and implementing formative and summative assessments and scoring rubrics based on the ONLS Instructional Calendar. 1.B.3. Utilize TBTs to develop and implement pre- and post, assessments with rubrics based on the ONLS Instructional Calendar. 1.B.4. Develop a process for collecting data for and maintaining student data folders to monitor student progress. Strategy 1C: Make well-informed decisions about teaching and learning that are grounded in data. Adult Implementation Indicators 100% of teachers will - analyze data from the various assessments - monitor student progress and learning - plan, differentiate and modify instruction as measured by the minutes from TBTs 5-Step Process, and monitored by implementation checks by the BLT. 100% of teachers will make clear and coherent connections with students' prior knowledge and future learning - b

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.

Our evaluation will not measure technology use - it will assess student learning. In our district, technology will be used seamlessly to help students meet learning goals, be productive, be creative, and be collaborative. It should not and will not be a separate entity. We will conduct a scientific study of the effectiveness of using educational technology to answer the following questions: -Is educational technology effective in improving student academic achievement? -Which conditions and practices are related to the effects of educational technology? Our plan will be to conduct a scientific evaluation of the efficacy of technology applications designed to improve student learning in math and reading in grades K-12. This study, will examine impacts on achievement, by assessing effects of two reading products on reading achievement in grades two thru eight. It will also look at effects of two math products on math achievement in grades two thru eight, and two high school algebra products used mostly in ninth grade. A classroom-level random assignment design will be used to estimate impacts. The study will be focused on classes that implement interventions, had the technology infrastructure to support the intervention, and were able to implement random assignment at the appropriate grade level. Our study will assess technology's impacts using two types of student achievement measures. The first set of measures will assess reading achievement among students who are part of the reading cluster experiments, and math achievement among students who are part of the math cluster experiments. The second set of measures will use data collected from school records and include such outcomes as student attendance and promotion to the next grade. The study also will examine the conditions and practices under which educational technology is effective. The design will yield measures of technology's impacts for each class in the study. The importance of school-level conditions and practices will be explored by relating the school-level impact estimates and measures of school factors. Data collection will be based on five instruments: (1) a teacher survey, (2) classroom observations, (3) teacher interviews, (4) school records, and (5) achievement tests administered to students. The teacher survey will be conducted soon after the start of the 2014-2015 school year. Classroom observations will be conducted three times during the 2014-2015 school year, with the first occurring in fall 2014, the second in winter 2015, and the third in spring 2015. Teacher interviews will be conducted during the first and third classroom observations. School records will be obtained at the end of the 2014-2015 school year and contained information for that school year, as well as information for the previous school year. Achievement tests will be administered to students at the beginning and end of the 2014-2015 school year.

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. Richard Gates Superintendent Jefferson Township Local Schools October 25, 2013