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Adjusted Allocation | 0.00

Remaining | -203,500.00
The Unthinking Schools - Rethinking Learning project provides an opportunity for the Port Clinton City Schools to continue to integrate learning by design with an integrated learning model that fits 21st Century learning. We address how students learn (learning modalities), when students learn (role of time), what students learn (curriculum and content), who helps students learn (human capital), where students learn (learning environment), and how much students learn (evidence of learning). The blended learning design model is personalized to fit each learner, learner driven to let the students own their learning, applied to let students learn by doing, cost-effective to be feasible at scale, and tech enabled to leverage technologies that work.

1. Project Title: Unthinking Schools - Rethinking 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.

This project is not about technology. It is about providing opportunities. Port Clinton City School district is redesigning its learning system. Today's education system is based on the outdated industry model of learning. A model where one size fits all. A model where everyone is at the same place, at the same time, learning at the same rate. This model fails today's students. (Gartner 2002) To be competitive in today's world a new model of learning needs to be designed. This initiative simultaneously addresses all six elements of learning to World blended learning pilot program.

3. How students learn:

Mr. Jeff Dornbusch (District Treasurer) Mr. Dornbusch is instrumental in identifying cost savings that this initiative brings to the Port Clinton City School district. Mr. Kevin Luz (District Technology Coordinator) Mr. Lutz has had over 25 years experience as a district technology coordinator. In that time has had the opportunity to see what technologies and pedagogies are effective in improving student learning. Mr. Doug Armstrong (District technology web and media specialist) Mr. Armstrong's expertise in media allows for the successful implementation of the flipped classroom using various technologies. Dr. Allison Godde Dr. Godde is a technology professor at Bowling Green State University. She has specialized in technology integration and learning over the past 25 years. The Port Clinton city school district has piloted a Google initiative (One-To-One) pilot with this year's eighth grade class for the last six months, including staff development. This pilot which provides Chromebooks to all 8th grade students for use at school and at home has proven to be very successful based on teacher, student, and parent feedback. Also student performance has increased based on grades, attendance, behavior problems. Student/teacher collaboration and participation in new and meaningful ways is another outcome reported by staff. This success must be attributed to administration, a supporting community, teachers who are willing to go above and beyond to help students learn. They all know that the way we do school today will not meet the future skills students need. Our team has made this project work. We know how to sustain this pilot based on our experience in technology, pedagogy, and learning theory.

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

First Name, last Name of contact for lead applicant: Patrick Adkins
Organizational name of lead applicant: Port Clinton City Schools
Unique Identifier (IRN/Fed Tax ID): 044651
Address of lead applicant: 811 Jefferson Street, Port Clinton OH 43452
Phone Number of lead applicant: 419-732-2102
Email Address of lead applicant: padkins@pcssd.net

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

First Name, last Name of contact for secondary applicant: Jack Nitz
Organizational name of secondary applicant: Port Clinton City Schools
Unique Identifier (IRN/Fed Tax ID): 044651
Address of secondary applicant: 811 Jefferson Street, Port Clinton OH 43452
Phone Number of secondary applicant: 419-732-2102
Email address of secondary applicant: jnitz@pcssd.net

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.

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.

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.

Mr. Pat Adkins (District Superintendent) Mr. Adkins is a former educational technology director with proven technology, learning, and leadership skills. Ms. Carries Sanchez (Middle School Principal) Ms. Sanchez has been instrumental in the successful One-to-World blended learning pilot program. Mr. Gary Steyer (High School Principal) Mr. Steyer understands the value of learning and technology when implemented in grades 9-12 and provides key leadership components. Mr. Todd Buck (Assistant High School Principal) Mr. Buck has implemented several technology initiatives in the educational technology environment. Mr. Gene Lloyd (Educational Technology Integrator) Mr. Lloyd has more than 15 years experience in one-to-one technology environment where blended learning is the cornerstone. Mr. Jeff Dornbusch (District Treasurer) Mr. Dornbusch is instrumental in identifying cost savings that this initiative brings to the Port Clinton City School district. Mr. Kevin Luz (District Technology Coordinator) Mr. Lutz has had over 25 years experience as a district technology coordinator. In that time has had the opportunity to see what technologies and pedagogies are effective in improving student learning. Mr. Doug Armstrong (District technology web and media specialist) Mr. Armstrong's expertise in media allows for the successful implementation of the flipped classroom using various technologies. Dr. Allison Godde Dr. Godde is a technology professor at Bowling Green State University. She has specialized in technology integration and learning over the past 25 years. The Port Clinton city school district has piloted a Google initiative (One-To-One) pilot with this year's eighth grade class for the last six months, including staff development. This pilot which provides Chromebooks to all 8th grade students for use at school and at home has proven to be very successful based on teacher, student, and parent feedback. Also student performance has increased based on grades, attendance, behavior problems. Student/teacher collaboration and participation in new and meaningful ways is another outcome reported by staff. This success must be attributed to administration, a supporting community, teachers who are willing to go above and beyond to help students learn. They all know that the way we do school today will not meet the future skills students need. Our team has made this project work. We know how to sustain this pilot based on our experience in technology, pedagogy, and learning theory.

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.

This project is not about technology. It is about providing opportunities. Port Clinton City School district is redesigning its learning system. Today's education system is based on the outdated industry model of learning. A model where one size fits all. A model where everyone is at the same place, at the same time, learning at the same rate. This model fails today's students. (Gartner 2002) To be competitive in today's world a new model of learning needs to be designed. This initiative simultaneously addresses all six elements that create the learning experience. It is blended learning by design. 1. What students learn. Curriculum and content based on Common Core standards that are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. In 1970 the top three skills required by the Fortune 500 companies were the three Rs: reading, writing, and arithmetic. In 1999 the top three skills in demand were teamwork, problem-solving, and interpersonal skills. We need schools that are developing these skills. Educators, inspired by everything from the Internet to evolutionary psychology, neuroscience, and artificial intelligence, are inventing radical new ways for children to learn, and grow. (2 Revolutions 2013) 2. How students learn: Access to a world of infinite information has changed how we communicate, process information, and think. Decentralized systems have proven to be more productive and agile than rigid, top-down ones. Innovation, creativity, and independent thinking are increasingly crucial to the global economy. Unthinking Schools - Rethinking Learning better address all learning styles and modalities based on Howard Gardner's research on multiple intelligences. 3. How much students learn. Using the data points (Applied Analytics) that are tracked in a learning management system (Schoology Enterprise Version) will give the learner, parents, and teachers an accurate dashboard of what has been
earned, as well as predicting what methods work best with the individual learner. This allows the students to be in charge of their learning. These advanced analytics can also provide a bird’s-eye-view of system-wide statistics or in-depth analyses of single students throughout their educational careers. Facilitating differentiated instruction by helping administrators, teachers, and parents understand the students’ strengths and weaknesses. Schoology’s performance management reporting is one way for greater understanding of their performance. Also, these new analytic metrics of complex data are easy to read. 4. Where students learn. The artifacts of 6 million are literally in the air at the disposal of the connected learner. Students and teachers can access the artifacts from anywhere. Learning can take place anywhere. For the past students no longer need to go to school to get the information. 5. When students learn. The “on demand” learning is available to all that want when they want. This allows the learner to be more in control of their learning. 6. Who are the students’ teachers. It bears repeating. Unlike the industrial model of education, 21st century learners do not have to go to school to get the information. They can choose from a variety of learning sources. Learn to participate in the field, virtually go and visit places they previously might have never had the opportunity. Unthinking School... Rethinking Learning expands an innovative one to one initiative already underway in Port Clinton City Schools. Eleventh grade students currently receive a Chromebook that they will take with them each year until they graduate from Port Clinton High School. This program will expand to two additional grades 7 and 10 allowing all students in grades 7-12 to be engaged anytime, anywhere.

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.

Port Clinton City Schools is a Race to Top School that has witnessed full implementation of OTES and OPES evaluation models. The district has also implemented a performance based salary schedule that is competitive with other local districts. These performance based salary schedule drivers are supported by the school’s sustainable budgeting process. The district budgeting process is modeled after the sustainable budgeting model developed by the American Institute for Research and the Ohio Department of Education to pilot online assessments. Most recently Port Clinton High School will participate in the PARCC field testing for the 2014 school year. The Unthinking School... Rethinking Learning initiative supports Race to the Top Assurance Areas B “Standards and Assessments” specifically. Port Clinton City Schools is a Race to Top District and has witnessed full implementation of OTES and OPES evaluation models.

During the pilot project (One-to-One) world education is moving toward electronic textbook adoptions and teachers are developing their own resources and no longer purchasing online or hard copy textbooks. In this sustainable blended learning model students apply to themselves the learning process. Some key attributes that are essential to this redesign of the learning include: 1. Learning needs to be personalized (to fit each learner). 2. Learning is student driven (students own their learning). 3. Learning needs to be tech-enabled (leverage technologies that work). 2. Learning needs to be competency based.

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 implementing 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?

203,500.00 ** Specific amount of 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, RTT money, local funding, foundation support, etc.), and provide details on the costs included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc). Professional Development is necessary for all staff associated with grades 6-12. This professional development will include project based learning tactics. Google applications, Schoology integration and integration to improve learning strategies. Professional development will be facilitated by Bowling Green State University and Port Clinton City School teachers using the train the trainer model. The cost for training 4 teachers, 1 per core content area is $7,160. Salary for these teachers to train our teachers will be $800 with another $128 in benefits. Tuition reimbursement will be offered to staff as permitted by the district LPOC through Bowling Green State University. The district shall support this initiative with an amendment of $55,000 (K-12) allocated to professional development in addition to the $25,572 requested through the grant. These additional funds would allow the district to develop a comprehensive professional development plan to support the blended learning model. The line item should list professional development specifically. Additional funds would allow the district to develop a comprehensive professional development plan to support the blended learning model. The line item should list professional development specifically.

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.

67,200.00 ** Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the costs 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.

Port Clinton City School District is committed to continuing the One to World initiative after grant dollars are no longer available. We have shown recouping costs for five years beyond the life of the grant. We elected five years (FY2019) as it represents the year the current class of 8th graders will graduate from Port Clinton High School. The cost of sustainability will increase every year a new class will come on board annually. Item/FY2015/FY2016/FY2017/FY2018/FY2019 Schoology LMS/$0/$0/$0/$0/$0 = Total $19,500 Chromebooks=$50,000/$50,000/$50,000=$150,000. Specific amount of new/recurring cost (annual cost after project is implemented to 2019:

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

111,280.00 ** 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). If there are no expected savings, please explain why.

Unthinking School... Rethinking Learning will provide opportunities for the district to continue to reduce expenditures for the fifth straight year in a row. An anticipated annual savings will average $111,280. These savings have been realized in areas: Educational support staff has had initial annual savings of approximately $30,000 annually. Moving to a cloud based environment will allow the district to move the district away from stand-alone file servers to a cloud based system saving the district from upgrading local area network servers every five years saving the district $2,400 in server replacement. The district currently has a First Class email server which the district pays $3,600 annually that will be replaced by Google email service which costs approximately $290 annually. Anticipated savings to the district for moving to electronic classroom resources is $20,000 annually. Purchased Supplies: With a move to electronic instruction the paper and printer costs to the district will be reduced. The district has eliminated most printouts throughout the school and the exchange of information now occurs electronically. Anticipated printing savings will be $6,000 annually. The district also spends approximately $15,000 annually on software licensing for Microsoft Office and other instructional programs that are now replaced by free online apps. Human Resources: Moving to the Unthinking School... Rethinking Learning initiative will reduce the amount of money spent on substitute teachers. Teachers will be able to make their classrooms available 24/7 through the Schoology Learning Management System and flipped classrooms. When a teacher is absent classrooms still need to be supervised but in some cases the classroom may be covered by a guest teacher at no additional cost. The district would be compensated for these substitute teachers. This provides a savings of approximately $1,200 annually. Item/Savings Purchased Equipment-Computer Laptops=$30,000(Annual) - File Servers=$2,400(One Time) - Email Server=$3,600(Annual) - Chromebooks=$50,000(FY15 and FY16 only) Textbooks=$20,000(Annual) Purchased Supplies - Instructional Support Materials=$1,000(Annual) - Software=$10,000(Annual) - Printers=$6,000(Annual) Salaries - Substitute Staffing=$1,200(Annual) Total Savings: FY15-$143,200 FY16-$140,800 FY17-$108,600 FY18-$80,908 FY19-$80,600 Total Savings $565,400 Annual Avg $111,280

17. Provide a brief explanation of how the project will be 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 grant’s new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how the project will sustain itself beyond the life of the grant. Pursuant to Section 16: During the pilot project (One-to-World) the eighth grade teachers, students, parents, and students would again and again realize that new approaches to learning were emerging. Suddenly resources were available to all that were never before available. Communications could be both synchronous and asynchronous. Greater creativity tools unleashed students’ passions. Several eighth grade students wrote...
their own novels using the Novella app. Student mastery of concepts was not guesswork but detailed reports in Schoology for teachers and parents to see. **Narrative explanation**

Project Implementation:
It is important that all stakeholders are part of the planning and implementation process. Teachers begin by learning through professional development the new skillset required of the 21st century learner. These teacher skills include developing and organizing content via learning management system, analyzing student data, alignment of digital tools and core curriculum with higher-order thinking skills.

Students receive their Chromebook only after guards attend a one hour orientation on not to use technology but how learning is changing and how it is different today. 

Summative evaluation (MM/DD/YYYY): 6/16/2014 
**Narrative explanation**

Teachers will learn to use the time in the classroom to facilitate student engagement with digital tools and problem solving, simultaneously measuring student progress in reaching higher order thinking (HOTS) skills such as analysis, synthesis, and evaluation. Students who have mastered content at the knowledge, comprehension, application level will demonstrate confidence in the face-to-face collaborative setting where teachers are measuring and recording behaviors aligned with rubrics. As concepts are being accomplished and mastered, the teacher directs student success based on analysis of formative and summative data. The new role of the teacher becomes measuring student behavior through formative assessment procedures. Summative evaluation procedures are administered as benchmarks are reached as determined by teacher analysis of individual student's formative evaluations. Through formative evaluation procedures, such as teachers monitoring student collaboration and recording levels of engagement in the classroom, the learning process is active and the teacher can determine readiness for summative evaluation procedures. As part of the learning process and classroom activities, students work among peers and use their individual strengths to contribute to collective works in a problem-solving environment. In addition they are capable of managing the collective shifts to facilitate 21st century learning practices that are subject to evidence of effective behavior that is not witnessed or collected in the online environment. Through this process teachers learn to recognize students struggling and addressing problems immediately. Formative assessment tasks such as developing concept maps to create an outline to solve a complex problem and immediate feedback based on observations may be facilitated in the face-to-face classroom environment. 

Through the use of rubrics created to identify target student behaviors and outcomes that are indicative level of accomplishment in real time as the 21st century student engages. Individualized instruction takes place in the classroom environment as teachers determine need on demand. Students' roles change in the classroom as they are demonstrating content competency. In the active classroom, students are performing tasks that show HOTS as the teacher is realizing levels of success and taking notes. Students' engagement in the blended learning experience is essential to the success of the 21st century classroom. Real-time spiraling of ideas, problem solving, and deeper questioning strategies will take place in the face-to-face environment as the teacher facilitates the learning. The rich content acquisition such as chapter readings, videos, and teacher presentations are made available in a structured format via the learning management system (LMS). In the LMS environment, teachers prepare modules of information to be consumed by students in addition to the face-to-face environment. Teachers are managing the delivery of content in a digital format but that students are able to access and respond as needed. Standards-based assessment is designed, within the time constraints, that may be given to an entire class or sub groups of students. Immediate feedback is provided to the teacher and the student. Information, teachers use information recorded from the LMS to analyze their accomplishments. In an instant when individual students are not demonstrating competency, the teacher is able to direct them to repeat digital content while continuing to move forward with advancing students. Activity and accountability at this level of engagement is possible with the use of LMS and blended learning practices. Professional development for teachers consists of technology tools and construction of content into the LMS, construction of active learning environments, assessment practices to support student progress and direction of instruction, and construction of instructional materials via web-based resources based on core curriculum.

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

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.

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

F) Yes  N) No

Districts can incorporate those learning systems components that will facilitate rethinking school with little cost. The technological components can be addressed with little increase in human resources and technology cost.

This robust wireless network can be built at a relatively low cost. The unique feature of this project is that the initial implementation costs are easily recovered with savings in other areas of the district budget. A robust wireless network is present in most k-12 Ohio schools. The easily managed Chrome network saves on implementation of Chrome Books. With the registration process already completed by Google allows for rapid deployment of machines into students hands. The network administrator can also easily add and remove apps, user rights, control machine functions, for all users from a single easy to understand console. Therefore, scalability is easily achieved in low cost environment. The Chrome operating system is updated automatically, thus
23. Describe the substantial value and lasting impact that the project hopes to achieve.

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.

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.

Student behavior in classroom changes as a result of confidence with content: (As measured by discipline referrals, and observed student attitude in class) Teachers drive instruction based on standard curriculum models designed for student-centered learning. Through these models, individual progress is measured and monitored by the teacher. (As measured by Schoology analytics) As concepts are being accomplished and mastered, the teacher determines student success based on analysis of student data. (As measured by Schoology analytics) Teachers measure skills for analyzing, and teachers monitoring and engagement among students in the classroom. As measured by Schoology analytics and student created projects) Formative assessment tasks such as developing concept maps to create an outline to solve a complex problem, immediate feedback based on observations, and student self-assessment may be facilitated in the face-to-face classroom environment. (As measured by data collected by rubrics from teacher observation). In the web-based learning environment, teachers prepare modules of information the be consumed by students away from the face-to-face environment. Standards-based content is acquired by students (As measured by Schoology analytics) Real-time spiraling of ideas, brainstorming, and negotiation strategies. (As measured by teacher observation)

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, [name], 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.

Accept Patrick D. Atkins, Superintendent Port Clinton City Schools October 25, 2013