

**New Hampshire NCLB Title II-D
Regular Funds for Round 9
Competitive Grants – February 2011**

Step 2: Application Narrative for Classroom Mini-Grants Program

(Please be sure to complete Step 1 online at: www.nheon.org/oet/nclb)

District:	Claremont	Date:	2-25-2011
Project Manager:	Dr. Elaine Arbour		
Position Title:	Director of Curriculum & Instruction		
Mailing Address:	165 Broad Street, Claremont, NH 03743		
Email Address:	earbour@sau6.k12.nh.us		
Phone:	543-4200 x245		

BE SURE TO READ ALL OF THE FOLLOWING STATEMENTS.

ASSURANCES

I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending **6/30/2012** and expended and reported no later than quarterly report ending **9/30/2012**.
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
6. The District will keep records and provide information to the NHDOE as may be required for program evaluation, consistent with responsibilities under NCLB Title II-D as outlined within the Grant Application Guidance (e.g., annual tech survey, case study report).
7. The schools to be funded by this program are compliant with the Children's Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access or because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

Superintendents: When you submit your final grant application in the online grants management system, you will be certifying the above assurances.

Application Form for Classroom Tech Mini-Grant

Applicant: Erica G. Ferland, Stevens HS science teacher

Criteria	<p>Applicants: <i>Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.</i></p>
<p>Project Abstract (10 points) A clear and concise abstract (100-150 word limit) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.</p>	
<p>1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.</p>	<p>Stevens High School will expand on a highly successful, science research based activity called The Twin State Mercury Project. Part of the expansion will directly involve most freshmen and sophomores in History, Geography and ICT courses, while integrating a rich learning opportunity for the Language Arts and Math departments, ultimately reaching the majority of the student body at Stevens High School.</p>
<p>2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.</p>	<p><i>“What can students learn from Google Earth and GPS mapping in relation to geographical, historical, and environmental factors that are impacting our community?”</i> We will build on our current research project, The Twin State Mercury Project, with Dr. Sarah J. Nelson, a Mercury Researcher associated with Acadia Partners, University of Maine, Orono, and Schoodic Educational Research Center Institute (SERC). They will help us monitor mercury levels in the New Hampshire ecosystem by conducting original research, using both field work and lab analysis with students in grades 9-10. We will use GPS and Google Earth to create a map showing the specific location of each sample collected, to analyze data and pose new questions. Students will create a 36”x36” research poster, the scientific method of sharing new research, and use Fathom software to show their quantitative findings. This work will be assessed using rubrics developed by each department. Science is using a rubric for both content and laboratory skills. This project will advance student achievement by increasing engagement, providing hands-on and visual learning opportunities. This project gives place to the real-world application of scientific knowledge and critical thinking skills within a historical and geographic perspective.</p> <p>Stevens High School is identified as a School In Need of Improvement (SINI) and according to the most current NECAP science scores, students struggled with data analysis and open-inquiry on the text. With this grant students will be exposed to authentic research experiences and have opportunities to analyze actual data produced from their samples at the University of Maine’s lab in Orono, Maine. By uniting several subjects such as History, Geography, Life Science, ICT, Math and Language Arts, the expected outcomes for this project would lend itself to increased student engagement and achievement.</p>

<p>Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.</p> <p>If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.</p> <p>If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.</p>	
<p>1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.</p>	<p>Since The Twin State Mercury Project was met with extreme success, Stevens High School is excited to refine the project and expand across the curriculum. One of the goals for this grant is to give every student access to an individual laptop and Fathom software which will enable them to manipulate the maps and do their own data analysis. They will present their research using a PowerPoint slide to create a research poster which may be shared publically again. This will help students build critical thinking skills in science by analyzing data, making bar graphs, data charts, and scatter plots by computer.</p> <p>The most recent science NECAP scores indicated that we need to improve our students' inquiry skills. Since approximately 6% of high school grade 11 students performed at the proficient level or above on the 2010 science NECAP we see this project meeting a definite need at Stevens High School.</p>

2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.

Content Area and Standards with will be assessed during the project:

Life Science- Content and Process Skills:

S:LS2:11:1.6 Explain or evaluate potential bias in how evidence is interpreted in reports concerning a particular environmental factor that impacts the biology of humans.

S:LS2:11:3.2 Trace the cycling of matter (e.g., carbon cycle) and the flow of energy in a living system from its source through its transformation in cellular, biochemical processes.

S:LS3:11:1.1 Identify ways humans can impact and alter the stability of ecosystems, such as habitat destruction, pollution, and consumption of resources; and describe the potentially irreversible effects these changes can cause.

S:LS3:11:1.2 Identify ways of detecting, and limiting or reversing environmental damage.

S:LS3:11:1.3 Analyze the aspects of environmental protection, such as ecosystem protection, habitat management, species conservation and environmental agencies and regulations; and evaluate and justify the need for public policy in guiding the use and management of the environment.

S:SPS1:11:2.1 Apply scientific theories and laws to new situations to generate hypotheses.

S:SPS1:11:4.1 Compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.

S:SPS1:11:5.1 Explain how data support or refute the hypothesis or prediction.

S:SPS2:11:1.7 Realize that in science, the testing, revising, and occasional discarding of theories, new and old, never ends; this ongoing process leads to an increasingly better understanding of how things work in the world but not to absolute truth.

Social Studies: Geography and History

SS:GE:12:1.1: Use graphic tools to depict geographic issues.

SS:GE:12:3.3: Illustrate the characteristics of different ecosystems, e.g., the location of temperate rain forests or the factors and processes involved in the formation of soils

SS:GE:12:3.5: Recognize the importance of ecosystems in people's understanding of environmental issues, e.g., the long-term effects of acid rain on water bodies or forest fires and management.

SS:HI:12:3.2: Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods.

SS:HI:12:4.3: Explain how the development of technology has both simplified and complicated work, e.g., the development of interchangeable parts or the "paperless" office.

ICT:

C1. Demonstrate skills needed to find, use, and communicate technical information.

5. Students will understand that there are interrelationships among the individual, society, technology, and the environment.(pg. 17)

Math:

M:F&A:10:1 Identifies, extends, and generalizes a variety of patterns (pg. 52)

M:DSP:10:1 Interprets a given representation(s) (pg 56)

M:DSP:HS:3 Organizes and displays one and two-variable data using a variety of representations

Students in grades 9 and 10 at Stevens High School will investigate the art and science of analyzing maps within the context of historical, geographical, and environmental disciplines. The main focus will be to build on the current data acquired via last year's inquiry-based project of studying mercury in the local ecosystem. Students will use ICT skills to create, analyze, and present their data using Google Earth and GPS technology. This project will also allow us to build upon the work in future years and integrate additional content areas over time. The software used in this project will also have a life beyond the project, as it is what the community college system is using, providing a link between high school and college tools.

The content areas included in this project include science, history, geography, and ICT literacy. This will grow into mathematics, Earth Science, and English Language Arts in subsequent years. Science, specifically biology, is the focal point of this project. The ICT literacy skills will be used to support scientific learning and communication of findings.

<p>3. Proposal describes in detail the project based learning unit(s) that will encompass the project, and project features support acquisition of digital and media literacy skills. Project based learning (or problem based learning) with a constructivist approach and essential questions are the heart of these projects. Team projects must show evidence that these pedagogies are clearly understood and applied.</p>	<p>The GSEs require that students will form a hypothesis, back it up with research, collect and analyze data, and display the findings. Students will learn GPS, PowerPoint, Excel (spreadsheets and graphs), and Fathom software. Students will investigate the geographical and historical factors that impact the mercury levels in our local ecosystem. Students will pose their own questions and prove or refute the accuracy of their hypothesis, engaging them in a constructivist approach to learning.</p> <ul style="list-style-type: none"> • Students will begin studying Ecology specifically, biogeochemical cycles, biomes, habitats and various forms of pollution (thermal, chemical, etc). • Students will carry-out a guided-inquiry lab (<i>How can you grow radish seeds without soil?</i>) prior to the Mercury project. • After completing the radish lab, students will learn about the Mercury Cycle and read peer-reviewed articles written by environmental experts in the field. • A guest researcher will demonstrate “clean hands/dirty hands” to the students to ensure proper technique while in the field. • Students will gather samples (macroinvertebrates) at various locations and “tag” the exact point with their GPS device in order to create maps of the sample’s exact locations. • Students will use each step of the scientific method (background research, hypothesis generation, methodology, analysis, and presentation). • In the history class, students will begin plotting historical points of interest in our surrounding town. They will be using GPS devices to find the sites and input them into Google Earth. • Students in the science class will be able to reference their work electronically to start generating hypotheses to their Mercury research question. • In the geography class, students will study various environmental factors that could be negatively impacting an ecosystem and plotting those points on another map which will be electronically retrieved for scientific analysis.
<p>4. Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.</p>	<ul style="list-style-type: none"> • Teachers will learn how to use GPS devices to their maximal capabilities. Instructions will include in part, plotting points and integrating gathered data into Google Earth. • One of the team members uses Google Earth on a regular basis. The other team members will receive training in order to use Google Earth’s applications, specifically creating maps with various attributes. • The Fathom software came recommended to the team by a respected math teacher and a research scientist. Teachers on our team have never used this software and training will be necessary. <p>Without training in these three areas the project would not be able to succeed. Growth for teachers and students is the backbone of this project.</p>
<p>5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.</p>	<p>The superintendent, principal, and director of curriculum and instruction all strongly support the project. (See enclosed letters.) They also endorse team members who will present their work at the Christa McAuliffe Technology Conference. They also support any additional meetings team members will need to attend in order to meet the obligations of the grant.</p>
<p>6. Proposal supports schools, teams, or districts that haven’t participated in mini-grants previously or partners with such entities.</p>	<p>During the second year of this study, Stevens will continue its collaborative efforts with Woodstock Union High School in Woodstock, Vermont. Stevens has not received a mini-grant in the past, but due to the nature of “citizen science” team members will have opportunities to reach out to high schools in our surrounding area to build our research community.</p>

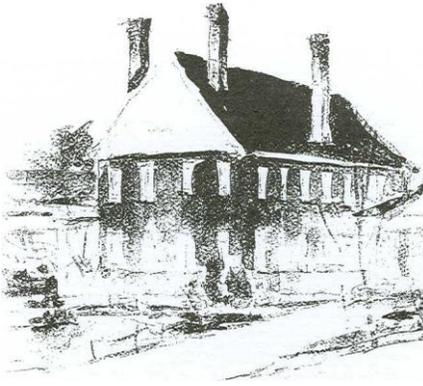
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	This program includes a direct partnership with Dartmouth College, University of Maine, Orono, and Plymouth State University. The Fathom software to be used also links students to programs used throughout the University of NH system.
8. Proposal indicates thoughtful inclusion of students with special needs and uses appropriate technology to assist those learners in order to promote the achievement of all students.	Professional Development days are set aside each school year. Consideration may be given to team members to discuss and implement best pedagogical strategies to meet the needs of all students involved in the project.
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	<p>Stevens High School is already partnering with Woodstock Union High School in VT. They will build on this by sharing their results with other high schools in the area. The students currently involved in this project presented their original research and results at The Hop at Dartmouth College.</p> <p>The administrative team is supportive of team member's obligations to present at various venues throughout the state. Especially Christa McAuliffe Technology Conference.</p> <p>Currently, there is a proposal into the NSTA conference about the Twin State Mercury Project from the current year's research. One team member has contacts with the N.H. Fish and Game Department and Harrisville Center for Conservation which will be a viable venue for presentations in the subsequent years to follow.</p>
10. Proposal indicates specific plans for video production training as needed and an outline for the promotional video that describes the various stages of design and implementation of the project.	The students and staff will be trained by videographers at the Sugar River Valley Regional Technical Center in Claremont. The outline includes the project origins, the students' research design process, data collection and analysis process, and the final outcomes. This includes what the students learned specifically about mercury levels and the factors that impacted them, as well as what they learned about science inquiry within a historical and geographical context.
Capacity for Success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.	
1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.	<p>Stevens High School offers teachers Professional Learning Communities (PLC). Consideration may be given to have the team members of this project to be in same PLC to allow adequate time for implementation, evaluation and reflection.</p> <p>The current project has received a tremendous amount of support from the school and broader community. Students are engaged and excited by this work and have access to a variety of scientific agencies and academic institutions, ensuring their success. (University of Maine, Orono Acadia Partners, SERC, Dartmouth College, Trout Unlimited, NH Fish & Game, Plymouth State University, etc.)</p>
2. Proposal describes why participation in this effort is appropriate for district and the capacity the school or district has that will insure the success of the project.	<p>This is appropriate for the school and district to engage in because it allows students to engage in the scientific process as scientists doing real research. Staff and students are eager to participate in this work and there is adequate support locally to ensure that the staff receives the PD and resources they need.</p> <p>Stevens High School offers teachers Professional Learning Communities (PLC). Consideration may be given to have the team members of this project to be in same PLC to allow adequate time for implementation, evaluation and reflection.</p>

<p>3. Proposal describes any structures, policies, and/or procedures already in place in school or district that support the project and the project-based learning philosophy.</p>	<p>Our philosophy is that students engage in student-centered work based on the NH Frameworks and apply it in real-world contexts. This project aligns with that thinking.</p>
<p>4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.</p>	<p>The lead teacher in this project, Erica G. Ferland, has already demonstrated her ability to organize the project and collaborate with others through the current Twin State Mercury Project in the 2010-11 school year. She will complete her Masters of Science Education in March 2011.</p> <p>David Hardy , Charlie Gessner, and Jill Chastenay are all veteran teachers at Stevens High School. David, Jill and Erica all have completed virtual classrooms in the Moodle domain while Charlie Gessner administers many of the technological needs of Stevens High School. Each teacher is willing and capable of meeting the demands of this grant.</p> <p>David Hardy collaborated with the retiring environmental science teacher to purchase a few GPS devises. He currently GPS and Google Earth based history elective course so his experience and contribution will be vital to this project.</p> <p>Jill Chastenay will teach a geography course next year and wanted to use a new strategy to cover her content area. Her rich background, specifically in Asian studies will give this project the cultural and geographical perspective necessary to be successful.</p> <p>Charlie Gessner teaches ICT courses which covers effective Power Point presentations, web page design and graphic arts. Charlie already helped some of Erica’s students on their research poster during the current Mercury project.</p> <p>All four team members bring a unique angle to the project and are eager to implement new material that will support each other across the curriculum.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> • implementing the project in classrooms, • supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program, • participating in required mini-grant meetings, • producing the 3 minute documentary video for presentation, • preparing the lesson plans and materials necessary for sharing with other, • attending the Mini-Grant celebration day, • presenting the project within the district and at a regional or state venue, and • participating in post-project evaluations for program improvement. 	<p>Team and district staff are all supportive of the required elements of the mini-grant. They are already presenting the current project in several venues, and would be eager to present the proposed research project.</p> <p>They will collaborate and prepare all lessons and materials as needed to ensure the success of this project, including using the SRVRTC to support the documentary production.</p>

<p>6. Proposal discusses the Extent of Impact within the School – indicates the anticipated number of staff that will be directly and indirectly impacted by the project, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.</p>	<p>Students directly impacted by this proposed project will be 80 students in the biology classes, 60 in the history and geography classes and 40 in the ICT courses. Indirectly, approximately 240-280 students will be impacted by this project due to collaboration with the English Dept (proof reading our power points and research posters) and the Math Dept. (peer reviewing the science work and their own investigations using the Fathom software). Potentially, the number could span due Earth and Environmental Science, Physics and Chemistry courses which would use the Fathom software for data analysis and interpretation.</p> <p>In the 2011-2012 school year, the environmental courses offered at Stevens will be given to Erica to teach. She will be able to continue the work from the current forest transect mapping study already in place.</p> <p>The team purposely wanted to focus on freshmen and sophomores in this project. The goal is to see increased success as they progress through their high school career.</p>
<p>7. Proposal discusses the Extent of Impact to Other Schools – Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.</p>	<p>The Stevens High School teacher will collaborate with a Claremont Middle School science teacher to reach out to other students in the district. The collaboration with Woodstock Union High School will also continue.</p> <p>With increased technology capabilities students and teachers will also have opportunities to video conference with other schools and districts.</p> <p>Team members are willing to present their findings and results with various schools via workshop trainings or one-to-one conferences.</p>
<p>Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.</p>	

Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes \$100 per teacher for attendance at celebration event.

Item Narrative	Cost
The purchase of technology for this project will enhance the development of 21 st Century skills necessary to deal with higher level thinking and real world application.	
Equipment <ul style="list-style-type: none"> • 6 Garmin GPS Etrex Legend H • 4 Digital Camera • 6 Laptops • 1 Printer • Charging laptop cart • Wireless access point • Gigabit switch • Cat5 cable 	\$6,218.23
Software <ul style="list-style-type: none"> • Fathom data analysis 	\$999.95
Professional Development <ul style="list-style-type: none"> • LESCN Annual Conference April 8, 2011 \$125.00 (includes registration fee and mileage for 4 teachers) • Christa McAuliffe Technology Conference December 2011– \$670.00 (includes conference registration, and travel costs for 4 teachers) • LESCN Annual Conference April 2012 \$575.00 (includes registration fee and mileage for 4 teachers) • SRPDC-Fathom software and GPS training— total of two days at \$680.00 (registration fee for 4 teachers) 	\$2,500.00
Indirect costs	\$281.82
TOTAL BUDGET	\$10,000.00



School Administrative Unit #6

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February 28, 2011

Dr. Cathy Higgins
NH Dept. of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Higgins:

As Superintendent of Schools for SAU #6 (Claremont, Cornish, and Unity, NH), I have great interest in, respect for, and enthusiasm about the Twin State Mercury Project. Just this past week several hundred people attended the 2010-2011 Twin State Mercury Project students' presentation at the Top of the Hop in Hanover, NH. I was able to witness the transformation of students who studied the sciences into students who had become researchers in science.

Students and teachers from Stevens High School and Woodstock High School (VT) worked with researchers and teachers from Dartmouth College, the University of Maine, Orono Acadia Partners, Trout Unlimited, NH Fish and Game, and Plymouth State University during the fall of 2010 and into the end of February 2011. The engagement of our students was much higher than we have seen within typical classroom settings. The quality of work produced was excellent!

So, as we look forward to next year, we want to expand the scope and the reach of this very successful project. We will work across the curricula (history, geography, environmental science, biological science, English, Mathematics, and technology) with other teachers at the two high schools. We will deepen the research practices that students will use to gather and analyze data from the environments in two states. We will offer expanded technology to use for this research. We will include approximately 240-280 ninth and tenth graders at Stevens alone in this important and authentic work.

This second year of grant funding will allow us to build upon our successes this year and to improve in the areas we know now need improvement.

As a SINI with really low high school NECAP scores in science from the spring of 2010, we believe that this engaging, authentic science and cross-curricula project will lead to increased student learning and assessment results.

Please consider this grant request with as much enthusiasm as I do. This is how we must change teaching for our students to be successful.

Sincerely,

Jacqueline E. Guillette
Superintendent of Schools

**STEVENS HIGH SCHOOL
SUGAR RIVER VALLEY REGIONAL TECHNICAL CENTER**

L. Paul Couture
Principal

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Scott Fitzgerald
Athletic Director
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Frank Sprague
Director of Student Services

February 17, 2011

Application for Classroom Tech Mini-Grant

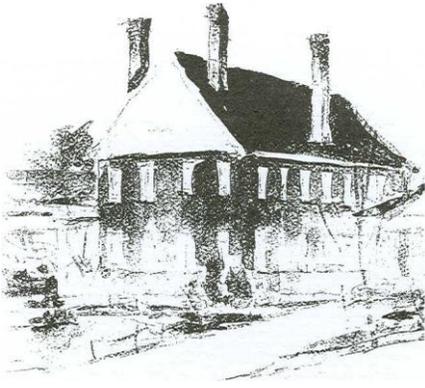
Letter of Support

This grant application certainly has my support since it contains all the ingredients which lend themselves to an authentic, rigorous, and memorable learning experience. Stevens High School teacher Erica Ferland cannot and does not fail to meet her objectives when she identifies learning opportunities for her students. This application, should the grant funding be awarded, would extend an already successful endeavor associated with what we have come to know as the Mercury Project and would widen the base as a collaborative activity. As an extension of Mrs. Ferland and her students' successes so far, this particular project would essentially tie together Acadia National Park, Dartmouth College, the University of Maine, Trout Unlimited, New Hampshire Fish & Game, Plymouth State University, the University of New Hampshire System in general through the use of the Fathom software, the work of students from Woodstock Union High School (VT) and Stevens High School (NH), as well as extend to the students of the Claremont Middle School (NH).

I wholeheartedly support this application because it champions that real world learning associated with the scientific process, an inquiry-based educational model, authentic learning, and Google Earth and GPS mapping skills in relation to geographical, historical, and environmental factors that are impacting our community. The very real prospect of 'success grown from success' would seem to be the perfect justification for the investment.

Enthusiastically,

L. Paul Couture
Principal



School Administrative Unit #6

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February 25, 2011

Dr. Cathy Higgins
NH Department of Education
101 Pleasant Street
Concord NH 03301

Dear Dr. Higgins:

Please accept this letter of support for Claremont's Title IID mini-grant application. The project that Erica Ferland is proposing is a continuation and extension of a highly successful collaboration, known locally as the Mercury Project.

Mrs. Ferland's Mercury Project proposal, should it be funded, will provide an authentic scientific experience for the students involved in the project. It will also integrate science standards with ICT literacy standards, social studies, math, and language arts. This is a powerful marriage of meaningful curriculum, engaging instruction, applied technology, and integrated learning that will engage students to scientific thinking at its best.

In addition to the benefits for students, the staff will have an opportunity to collaborate across departments and participate in meaningful professional development. Knowing that collaboration and professional development are foundational to effective schools, this aspect of the project is important and exciting. Additionally, the collaboration extends beyond the school walls to many other community organizations and institutions of higher learning. Students will not only see the collaboration modeled, but they will participate in it as they conduct their research, analysis, and presentations.

I am enthusiastically supportive of this proposal. I am confident that Mrs. Ferland and her colleagues will bring their students to higher levels of learning through this project. Thank you for your consideration of the proposal submitted on behalf of Claremont's students.

Sincerely,

Dr. Elaine M. Arbour
SAU #6 Director of Curriculum & Instruction