

THORNTON – Minigrant Application

Abstract

How can the actions and choices of people in your community contribute to the positive and negative changes within the ecosystem?

Using iPad technology will provide an alternative medium for NH History and Science, and will enhance the students' learning experiences. The integration of the Internet, and iPad applications in conjunction with the fourth grade textbook "Our Home New Hampshire" will promote 21st century learning. Constructivism and 21st century literacy skills are used in the classroom to promote a positive learning experience. We will integrate all units of studies across the curriculum while engaging students in project based learning activities throughout the community. Upon completion, students will share work samples, projects, and digital portfolios during our academic fairs. As a form of assessment students will upload all of their artifacts to their digital portfolios as evidence that they met all of the required state standards.

Project Description:

Through inquiry tasks, students will develop an understanding of researching and compiling data through hands on experiments. Students will use the data they collect to make predications and explain how the data either supported or did not support their predictions. The science processing skills will prepare our students for the fourth grade NECAP Assessments, as well as meet curriculum standards across the grade levels 4-8.

The goal of this project is to help students develop a familiarity of ecological communities with an emphasis on local ecosystems. This project will help students gain a deeper appreciation and understanding of different natural resources and physical features found in New Hampshire by exposing them to the different ecosystems in our community.

In this project, students will take on the perspective of a scientist and research local ecosystems, as well as the animal and plant life it supports. Students will identify human, environmental, and seasonal effects on the pond's ecosystem. Using iPads as a technology tool, students will document data by taking pictures, videos, and collecting samples. Students will graph collected data and interpret the results. This project will engage students in the integration of all subject areas.

Finally this project of study will enable students to access information using a variety of learning styles; it will promote a synthesis of knowledge and use of critical thinking skills. Through the integration of technology, this project will foster cooperative learning and teamwork, and it will help students comprehend concepts and ideas beyond facts and figures, through logical connections across the curriculum.

Quarter 1 Goals:

Essential Question: How can the actions/choices of people in your community contribute to the positive and negative changes within the ecosystem?

Standards being met during Quarter 1 Goal:

- **S:LS3:4:1.1** Provide examples of how environmental changes can cause different effects on different organisms.
- **S:LS3:4:1.2** Provide examples of how an organism's inherited characteristics can adapt and change over time in response to changes in the environment.
- **S:LS3:4:1.3** Using information (data or scenario), explain how changes in the environment can cause organisms to respond (e.g., survive there and reproduce, move away, die).
- **S:LS1:4:2.3** Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).
- **S:LS2:4:1.1** Describe how the nature of an organism's environment, such as the availability of a food source, the quantity and variety of other species present, and the physical characteristics of the environment affect the organism's patterns of behavior.
- **S:SPS1:4:1.2** Make and record observations for a given purpose.
- **S:SPS1:4:2.2** Select an activity and justify it as an effective means of collecting appropriate data.

Media Standards

- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- **Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- **Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

NETS for Students

- **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students:
 - a. plan strategies to guide inquiry.
 - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - d. process data and report results.
- **2. Communication and Collaboration** Students use digital media and

environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Objectives: Students will be introduced to the Ecosystem project, iPads, and various multimedia tools. Students will make their first visit to the pond to collect samples and observe the ecosystem, its inhabitants, and geological features. Using the iPad, data will be recorded through written narratives. Students will observe and hypothesize the affects of human, environmental and seasonal changes to an ecosystem by using the iPad to access KidBlog.org to journal their ideas. Students will also continue to use the iPad for a variety of online sources to aid in their research efforts. The Thornton Central School community will also be introduced to the project during Open House.

- Community Involvement- Open House (Fall)
- Writing Journals/Technology- Using KidBlog.org students will blog about the animals, insects, plant, trees, and weather they encounter while visiting the ecosystems.
- Digital Portfolios- students will create a digital story of their ecosystem using iMovie. Their digital stories will be uploaded to their digital portfolios.

Quarter 2 Goals:

Essential Question: In what ways can the local government protect the ecosystems of our community?

Standards being meet during Quarter 2 Goal:

- **S:SPS1:4:1.7** Ask questions about objects, organisms and events in their local environment.
- **S:SPS1:4:1.8** Pose questions to investigate and practical problems to solve
- **S:SPS1:4:4.4** Analyze data and identify discrepancies.
- **S:SPS1:4:5.3** Draw a conclusion to answer an initial question, based on the evidence collected.
- **S:SPS3:4:1.1** Be able to complete an assigned task when given a specific role in a group.
- **S:SPS3:4:1.2** Communicate ideas to others.
- **S:SPS3:4:1.3** Give specific feedback about work of others
- **S:SPS3:4:2.4** Locate and collect information about the environment and environmental and natural resources topics.
- **S:SPS3:4:2.5** Use reliable information to answer questions.
- **S:SPS3:4:2.6** Organize information to search for relationships and patterns concerning the environment and environmental topics.
- **S:SPS3:4:2.7** Identify and investigate issues in their local environments and communities.

- **S:SPS4:4:1.1** Access information from a variety of media sources (e.g., Internet, CD-ROM programs, print resources).
- **S:SPS4:4:1.2** Use appropriate tools to measure and graph data.
- **S:SPS4:4:1.3** Analyze and compare data from a variety of age-appropriate sources such as newspapers and websites.
- **S:SPS4:4:2.1** Use a variety of tools and formats (oral presentations, journals, and multimedia presentations) to summarize and communicate the results of observations.
- **S:SPS4:4:3.3** Organize observations and data into tables, charts and graphs
- **S:SPS4:4:4.1** Ask questions and plan investigations to find answers.
- **S:SPS4:4:4.2** Compile data gathered through observations to record and present results using tally charts, tables and graphs.
- **S:SPS4:4:4.3** Use evidence to construct explanations.

Media Standards

- **Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.**
- Indicator 1: Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
- Indicator 2: Designs, develops, and evaluates information products and solutions related in personal interests

NETS for Students

- **4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
 - a. identify and define authentic problems and significant questions for investigation.
 - b. plan and manage activities to develop a solution or complete a project.
 - c. collect and analyze data to identify solutions and/or make informed decisions.
 - d. use multiple processes and diverse perspectives to explore alternative solutions.
- **5. Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
 - a. advocate and practice safe, legal, and responsible use of information and technology.
 - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. demonstrate personal responsibility for lifelong learning.
 - d. exhibit leadership for digital citizenship.

Objectives: Students will interpret the data collected to begin the process of creating a proposal to raise awareness of the value of our local ecosystems. By connecting N.H. government into the project, students will learn how to make and implement policies that affect their own community. Students will continue to reflect on their findings by using the iPad to graph and organize their data. By now students will be more confident in their ability to use the iPad effectively for research and analysis purposes.

- Language Arts/Persuasive Writing- Students will write proposals to the local selectmen on what they would like to see happen with the pond, the positive and negative affects of tourism on the pond, and the current state of the pond.
- Math/Technology- Graphing- graph initial data collected to be compared with future analysis.
- Music/Technology- Write a song about an ecosystem using GarageBand to record vocals and compose background music for the lyrics.

Quarter 3 Goals:

Essential Question: How do the geological features of N.H. affect our community's habitats?

Standards being meet during Quarter 3 Goal:

- **W:EW:1:** In written narratives, students organize and relate a story line/plot/series of events by **W:EW:4:1.1:** Creating a clear, understandable story line with a beginning, middle, and end.
- **W:EW:2:** Students demonstrate use of narrative strategies by W:EW:4:2.1: Using relevant and descriptive details.
- **W:HW:2:** Demonstrates the habit of writing extensively by W:HW:4:2.3: Generating topics for writing.

Media Standards

- **Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.**

Indicator 1: Is a competent and self-motivated reader.

Indicator 2: Derives meaning from information presented creatively in a variety of formats.

Indicator 3: Develops creative products in a variety of formats.

- **Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.**

Indicator 1: Shares knowledge and information with others.

Indicator 2: Respects others' ideas and backgrounds and acknowledges their contribution.

Indicator 3: Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.

Indicator 4: Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

NETS for Students

- **6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
 - a. understand and use technology systems.
 - b. select and use applications effectively and productively.
- **1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. apply existing knowledge to generate new ideas, products, or processes.
 - b. create original works as a means of personal or group expression.
 - c. use models and simulations to explore complex systems and issues.
 - d. identify trends and forecast possibilities.

Objectives: With the knowledge gained of how to use the iPad, students will begin to research different geological features within central N.H. and how they affect ecosystems. Students will also begin to create a piece of written and visual art work that demonstrates their understanding of ecosystems and their importance.

- Literacy/Art/Technology- Research information on the iPads and use observations collected from field trips to complete “Dot Books” created by 4th grade students and read to 1st grade students.
- Art- Construct ecosystems out of various mediums.

Quarter 4 Goals:

Essential Questions: What human and natural environmental factors have changed the ecosystems and pond over time? How do the ecosystems of the pond change with each season?

Standards being meet during Quarter 4 Goal:

- **S:LS3:4:1.1** Provide examples of how environmental changes can cause different effects on different organisms.
- **S:LS3:4:1.2** Provide examples of how an organism’s inherited characteristics can adapt and change over time in response to changes in the environment.
- **S:LS3:4:1.3** Using information (data or scenario), explain how changes in the environment can cause organisms to respond (e.g., survive there and reproduce, move away, die).
- **S:LS1:4:2.3** Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).

Media Standards

- **Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.**

Indicator 1: Respects the principles of intellectual freedom.

Indicator 2: Respects intellectual property rights.

Indicator 3: Uses information technology responsibly.

NETS for Students

- **6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
 - a. understand and use technology systems.
 - b. select and use applications effectively and productively.
- **4. Critical Thinking, Problem Solving, and Decision Making**
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make
- informed decisions using appropriate digital tools and resources. Students:
 - a. identify and define authentic problems and significant questions for investigation.
 - b. plan and manage activities to develop a solution or complete a project.
 - c. collect and analyze data to identify solutions and/or make informed decisions.
 - d. use multiple processes and diverse perspectives to explore alternative solutions.
- **5. Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
 - a. advocate and practice safe, legal, and responsible use of information and technology.
 - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. demonstrate personal responsibility for lifelong learning.
 - d. exhibit leadership for digital citizenship.

Objectives: Students will take a final trip to the pond ecosystem and once again collect important data using the iPad to compare and contrast the figures collected from the past trip. Students will do their final data analysis and showcase to the community the complete culmination of the project during the Thornton Central School Integration Night. As an end of the year class trip, students will visit the Flume Gorge in Franconia, to observe and compare a different ecosystem and how geological changes can affect an ecological community.

- Community Involvement- Integration Night (Spring)- display final project to the school and community.
- Math/PE/Health- Hiking the Flume. Students will predict and calculate the amount of calories they burned during their hike Students will learn how to take their pulse throughout the hike. Discussions about the importance of physical activity and N.H.'s natural resources for exercise.
- Technology- Students will upload all digital artifacts to their digital portfolios, and reflect on their projects.

Professional Development Learning Goals

The cohort of teachers will work collaboratively through a Professional Learning Community during common planning times, before, and after school. Teachers will examine lesson plans, activities, and student work samples through digital portfolios in an effort to make decisions about instruction. They will discuss how lessons progressed, evidence of learning, what worked and didn't work, and assessment. After such meetings our team will focus on the following goals/essential questions to assess the overall implementation and design of the project;

1. How can we share the necessity for globalizing curriculum and instruction to our larger community, school board, and parents?
2. How does the work with digital portfolios affect curriculum decision-making?
3. What might sustainable curriculum and assessment look like for our specific community at each level, K-8?

The cohort of teachers will present at a professional development meeting, the success and failures of the project. At this meeting everyone will be able to examine the goals, see a completed activity, student work examples, how the project is aligned to state standards, and how the project is linked to all content areas.

The cohort of teachers will use the student iPADS to be self-reflective and to critically analyze their teaching, instruction and activities. The Professional Learning Community at Thornton Central School will be seen as a powerful staff development approach and strategy for overall school growth and improvement.

The integration of iPads will support individualized small group instruction/investigation. Students will synthesize available Internet, application information, and textbook materials to evaluate NH's endangered species populations and construct a plan to help combat further depletion of endangered species.

The integration of this technology will further support the 21st century classroom constructivist approach to education through project-based learning. Students will discover higher level thinking skills through experiences gained within their groups and supported by their educator.

Substantial needs at TCS

The community of Thornton, NH is a small, rural, under served district. There are no major businesses to support the community. Thornton Central School is a low-income

district with 13.4 percent of families being below poverty level. Our Special Education population, including IEPs and 504s, makes up 20 percent of our student population.

Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. Thornton Central School's inclusion plan involves bringing the support services to the child rather than moving the child to the services.

Apple has added some accessibility features in iPad so that people who have vision impairments, are deaf or hard of hearing, or have a physical or learning disability can also use iPads. Listed below are various accessibility features to support our Special Education population;

- Support for playback of closed-captioned content
- Voice Over screen reader
- Full-screen zoom magnification
- White on Black viewing capabilities
- Mono Audio

Technology Plan

Thornton Central School follows the New Hampshire ICT Literacy standards, and to ensure that our students learn 21st century skills. The overarching goals of our Technology Plan, which we will meet with our project based learning units, are listed below;

Overarching Goals

1. To continuously improve student performance and achievement.
2. To use multiple forms of assessment to provide data to inform instruction.
3. To provide support and training in order for all professionals to grow and develop in assessment and instruction.
4. To ensure a safe and supportive school environment.
5. To sustain an open environment of collaboration and communication.

One of our team members, Kiley Kapp, teaches a graduate and undergraduate class at Plymouth State University. She teaches the graduate level class to certified teachers obtaining their Masters Degree, C.A.G.S Degree, or for teachers that are looking to obtain 3 graduate credits above their Bachelor's in Education. She teaches an undergraduate class to students that are currently enrolled in a teacher accreditation program at Plymouth State University;

CE 5120 The Integration of Technology in the K-12 Curriculum- 3 Graduate Credits

ED-2200.01 Tech Support in Teaching and Learning -3 Undergraduate Credits

Teachers at Thornton Central School collaborate on a yearly basis with the teacher accreditation program at Plymouth State University. Student teachers are placed into regular classrooms in grades K-8 with highly qualified teachers. Two of our four-team members currently have student teachers in their classrooms.

Upon completion of the project we will present at the Christa McAuliffe and at our January SAU #48-wide in-service. Our January SAU-wide in-service is a day in which all teachers in SAU #48 meet to collaborate on current and upcoming projects that are used in the classroom. The meeting also discusses any curriculum changes and updates. Our team members will use our website to display our project, and share it with the community and the teachers at our SAU wide in-service day.

Our team members are trained in using Flip cameras to record their students. We will record the progression of the projects by filming step-by-step procedures. We will train the students to be responsible for filming their group's participation in the project, and uploading their data to their digital portfolios and our school website. Upon completion of the project, a promotional video will be created with the students' video clips that were collected throughout the project.

Amy Gagnon and Christina Anderson are our fourth grade teachers. As the fourth grade teachers, they will implement the project from start to finish with their combined classes. They will collaborate with our computer teacher to support the technology aspects of the project. They will also incorporate our project into the school community through a partnership with primary grade levels.

Kiley Kapp is the computer teacher, and she will work with all students and staff members to integrate the iPads across the curriculum for all grade levels. She will be part of the 4th grade project, and will show students and staff members how to add digital artifacts to student portfolios. She will instruct students on how to make a digital story and how to collect data with the iPads. She will be in charge of maintaining, updating, safely storing, and charging the iPads on a daily basis. She will purchase applications through iTunes and sync the applications with all of the iPads. When working with students or staff, she will be using the iPads in conjunction with her iMac lab. She will also maintain and upload project information to the school website to share the process with the community.

Julie Presher is our Professional Development Coordinator. She will conduct meetings to present the success and failures of the project. She will make sure the group stays on task and discusses the essential questions used to implement the project.

Capacity for Success

Capacity to implement the project

We have three professional days throughout the year, and we will attend workshops as teams of two, and bring info back to share with team members and our school. We have full support of Building Administrator and our Superintendent. We are eager to see this project carried out next year. We have an immense willingness to share at conferences, on the web, with other faculty members, and our community. We are reaching out beyond the four walls of the school and reaching out to the community.

Participation in this project is necessary as the district goals are in alignment with Project Based Learning. Each summer, a Project Based Learning course is offered to teachers in SAU #48. Our team manager, Kiley Kapp, took this class last summer and found it to be very useful for creating project based learning activities. The success of the project is insured through Principal and Superintendent support. The Project Based Learning courses are offered each summer to staff at SAU #48.

The cohort of teachers will present at a professional development meeting, the success and failures of the project. At this meeting everyone will be able to examine the goals, see a completed activity, lesson plans, student work examples, how the project is aligned to state standards, and how the project is linked to all content areas. The group of teachers will participate in all required mini-grant meetings to share the same materials shared within their district. We will produce a 3-minute documentary using Flip cameras of the students collecting and analyzing data, completed activities and their final projects. This information and documentary will also be shared at the Christa McAuliffe conference in December. We will also attend the Mini-Grant celebration day to share our knowledge of the project and see other projects and lessons.

The cohort of teachers will use the student iPads to be self-reflective and to critically analyze their teaching, instruction and activities. The Professional Learning Community at Thornton Central School will be seen as a powerful staff development approach and strategy for overall school growth and improvement.

This project will reach out to the Campton Elementary School fourth grade classes. Because the pond is located in both towns of Campton and Thornton, the impact of human interference both positively and negatively, will affect the future of residents in both communities. The students will blog (using KidBlog) their observations, data, and conclusions to the Campton fourth grade classes. Together both school communities will study the impact of the pond community.

Extent of Impact within the School-

The roughly 30 students, and two fourth grade teachers will be directly impacted by this proposal by completing the research project on local ecosystems. The iPads will be used as their primary technology tool. Students will use the iPads to research, collect data, and journal their experiences while completing the project. Teachers will also use the iPads to produce lesson plans and activities as well as detailed observations of successes and failures during their students' fieldwork.

Indirectly the approximate 200 students at Thornton Central School will be positively impacted by this iPad proposal, which will promote computer use within the classroom setting. Students can use the iPads for online math, language and learning games that

will support higher achievement in all content areas and standardized tests. Students will also be able to access their digital portfolios at any given time. In addition, the Thornton Central School staff of 15 teachers grades K-8, and several support staff members will also be impacted by the use of the iPads. With the addition of the iPads, teachers will have more opportunities to expand their knowledge of technology through small group training sessions and professional development opportunities.

Budget Narrative

Our intent is to purchase eleven iPads to integrate into our daily teaching as well as use for our project based learning units. iPad covers, iPad cases, and Applecare will be purchased to maintain the integrity of the iPads. A camera adapter will be used to upload videos and pictures to students' iPads. Purchasing a VGA adapter will allow teachers to project their iPad screen to demonstrate proper use of the applications for students to utilize. Applications will be purchased for all subject areas.

If our team receives the grant, we plan on attending the following workshops in groups of two:

- LESCN Annual Conference on April 8, 2011 at \$125.00 per person
- Celebration Event \$100.00 per person (all 4 members will attend)
- ASCD Summer Conference in Boston, July 1-3, 2011 at \$493.00 per person
- Constructing Modern Knowledge, July 11-14, 2011 at \$675.00 per person
- 2010 Christa McAuliffe Technology Conference, dates and prices TBD

Budget

Items	Price	Quantity	Total
iPad Applecare	99.00	2	198.00
iPad Case	39.00	2	78.00
iPad	499.00	2	998.00
iPads- cases, charger, & Applecare	Package Price:	10	5,580.00

Camera Adapter	29.00	1	29.00
VGA Adapter	29.00	1	29.00
Clear Cover	29.99	12	359.88
App Store	1.00	228	128.00
PD Money	625.00	4	2,600
		Total	9,999.88



SCHOOL ADMINISTRATIVE UNIT #48

SERVING CAMPTON • ELLSWORTH • HOLDERNESS • PEMI-BAKER REGIONAL
PLYMOUTH • RUMNEY • THORNTON • WATERTOWN VALLEY • WENTWORTH

February 22, 2011

To Whom It May Concern:

I am writing this letter in support of the Thornton Central School District *Project-Based Learning Our Home New Hampshire* Technology Mini-Grant. This grant supports effective and innovative technology implementation at Thornton Central School. The Thornton team is committed to participate in dissemination to and support of other districts in SAU #48 and foresees this project as one that can be replicated in New Hampshire schools. The team is committed to the professional development requirements outlined in the RFP.

As the Superintendent of the Thornton Central School District, 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.

Sincerely,

Mark J. Halloran, Superintendent of SAU #48 Schools

Thornton Central School

1886 NH RT 175, Thornton, NH 03285 – 603 726-8904 – Fax 603 726-3801–tcs.sau48.org
Jonathan Bownes, Principal – Daniela Morse, Guidance Counselor – Carol Tyler, Administrative Assistant

February 24, 2011

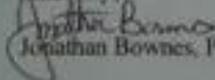
To Whom It May Concern:

As the principal of Thornton Central School, I support the team members in their pursuit to attain the Technology Mini-Grant. The grant supports the Thornton Central School technology plan, and will assist in meeting the needs of our diverse learners. The team members are dedicated to fulfilling the grant and integrating technology into their classrooms, as well as assisting teachers at Thornton Central School, SAU #48, and teachers throughout the community in learning the new technology as well.

As the principal of Thornton Central School, 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.

Sincerely,



Jonathan Bownes, Principal of Thornton Central School