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:	Wentworth School District	Date:	2/23/2011
Project Manager:	Keith Charpentier		
Position Title:	Principal		
Mailing Address:	PO Box 139, Wentworth, NH 03282		
Email Address:	kcharpentier@wes.sau48.org		
Phone:	(603)786-5811 school phone number		

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: Wentworth School District/Wentworth Elementary School

Criteria	***Applicants:*** *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.*
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.	
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.	Wentworth Elementary School's Why Study Fractals & Tessellations? Project Based Learning Integrated Mathematics & Art through differentiating instruction via multimedia apps and collaborative tools grant proposal is an original project that will transform students' creativity into a visual masterpiece charged with digital effects to promote critical thinking skills. This project focuses on students in grades K-8 engaging in science and mathematics curricula with art and technology integration utilizing iPads.
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.	How can fractals and tessellations occur in art, nature and mathematics? Content standards and skills are important, but they are more important within the context of a vibrant approach to application and transfer. Students will utilize iPads to explore and expand learning, be engaged the exploration of science, art, and nature, capturing the moment, whether it's in a picture and/or video through video production, presentation, and publication through project-based learning.
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. 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. 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.	

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.	This original project impacts nine grade levels. Utilizing iPads, students will be able to connect, communicate, collaborate, and create using tools that are readily available. Technology integration will include apps, podcasts, and websites provide options for personalization of engaged learning inside and outside the classroom. The iPads will provide multiple paths for engagement and expression in the areas of science, mathematics, arts, and language arts for struggling learners and special needs students. The need for this project is evidenced by: • **21%** of the school population are identified as Special Education; • **48%** of the school population are free/reduced lunch; • lack of technology in the students' homes • **30%** of the school population are below proficiency in English Language Arts (Fall 2010 NECAP) • **22%** of the school population are below proficiency in Mathematics (Fall 2010 NECAP) The school currently has immediate access to the Internet through wireless connectivity for content area research. The iPads address the need for mobile technology supporting the instructional strategies and for improving instruction. The need for mobile devices allow students in grades K-8 at Wentworth Elementary School to produce, rather than just consume, many types of content, all with one device. The apps are inexpensive, and using them is more focused than just telling students to "go online" to search for a topic. Mobile devices (iPads) will enable the students to film videos, take pictures, create presentations, take notes, and upload and share the, with the community. It is a two-way interactive process instead of one-way. The abilities mobile technologies (iPads) give to author, to publish, to edit---are real-world applications.

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.	We will utilize iPads to infuse technology into the inquiry process allowing students to create a visual art display that will be installed on the wall in Wentworth Elementary School. The art work will have a positive aesthetic community presence. The artwork wil make math meaningful through utilization of fractal and tessellations as design elements. The artwork will be presented to the school community at the Academic Fair night. It will represent students' learning. Necessary mathematic skills will be built to support meaningful student engagement with standards-based content. Our goals are: 1. to improve and strengthen student inquiry by developing new ways for students to create design elements, locate and organize information, collaborate with others, and share their fractals and tessellations; 2. to expand students' knowledge using technology to enhance their learning; 3. to provide a rich variety of multimedia content to students to support their understanding and provide differentiation; and 4. to develop a venue (Academic Fair Night) for students to share authentic learning, keep current with a technological society, and foster life skills. This will be accomplished by the visual art display at Wentworth Elementary School. 21st century skills will be embedded throughout the content areas of mathematics, science, art, and English Language Arts.. **<u>21st Century Learning and Innovation Skills:</u>** Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. This project includes: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration The utilization of the National Education Technology Standards for students will identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society. These areas will include the ability to: • Demonstrate creativity and innovation (visual art display) • Communicate and collaborate (web site and podcast) • Conduct research and use information (iPads) • Think critically, solve problems, and make decisions • Use technology effectively and productively.

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
Students will:
a. apply existing knowledge to generate new ideas, products, or processes (visual art display)
b. create original works as a means of personal or group expression (visual art display)
2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, to support individual learning and contribute to the learning of others.
Students will:
a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (iPads)
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats (iPads, visual art display, web site)
3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
Students will:
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
4. Critical Thinking, Problem Solving, and Decision Making
Students will:
a. use critical thinking skills to plan and conduct research, manage projects,
b. solve problems, and make informed decisions using appropriate digital tools and resources (iPads).
Students will:
a. identify and define authentic problems (tessellations and fractals) and significant essential questions for investigation.
b. plan and manage activities to develop and complete the visual art display.
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
Students will:
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.
Students will:
a. understand and use technology systems.
b. select and use applications effectively and productively.
d. transfer current knowledge to learning of new technologies.

Alignment to Standards (integrating the technology standards above with the standards below)

Our usage of iPads will focus on addressing specific Common Core standards in English Language Arts and Mathematics, as well as New Hampshire science and visual arts standards.

Common Core Standards in English Language Arts: Integration of Knowledge and Ideas:

1. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

2. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

3. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Common Core State Standards Mathematical Practices:

1. Make sense of problems and persevere in solving them

2. Reason abstractly and quantitatively

3. Construct valid arguments and critique the reasoning of others

4 .Model with mathematics

5. Use appropriate tools strategically

6 Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

New Hampshire Science Standards:

SC - 1.1.6.8 - Construct explanations, including the development of simple models, for observations made.

SC - 1.1.6.9 - Work in small teams to investigate problems, but form own conclusions.

SC - 1.1.10.4 - Use technologies as tools in conducting investigations, e.g. microscopes, computer, calculator.

SC - 1.1.10.5 - Construct and revise scientific explanations and models using logic and evidence.

New Hampshire Visual Art Education Standards:

Curriculum Standard 1: Apply appropriate media, techniques, and processes
Curriculum Standard 2: Identify and apply the elements of visual art and principles of design
Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas

Expanding students' knowledge about the role of technology in learning:
We will use a pre- and post-survey and student interviews and reflections to gauge their growing knowledge about how they can use technology in their learning.

Improving understanding and differentiation through multimedia content:
We will use existing assessments to measure student understanding of content. We will also examine lesson plans for evidence that teachers are using multimedia throughout their content units and also for reflections about the impact the multimedia is having on students.

Sharing authentic learning and content with one another and the world:
Teacher web pages, and student-created iPad and web content (podcasts) will provide evidence of the attainment of this project.

5. 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.	How do students learn by creating a visual art display of fractals and tessellations as design elements? Students learn to work in collaborative groups. The learning process follows Bloom's Taxonomy that was revised in 2001 to address digital learning: ▪ Remembering ▪ Understanding ▪ Applying ▪ Analyzing ▪ Evaluating ▪ Creating Students will create a visual art display as collaborative teams. Students will use web tools working as a group to examine the mathematical nature of art, tilings, tessellations, and fractals: o using images and multimedia to inspire questioning o using collaborative tools to generate and refine questions o using interactive documents and graphic programs to create fractals and tessellations o providing high quality, developmentally-appropriate multimedia content to support content acquisition, evaluation, and synthesis of information o using video, images, podcasts, and slide shows to differentiate instruction o creating visual art display and sharing student-created multimedia content with the iPads and on the school web site (podcasts). We will use assessments as learning targets. We will: 1. Share rubrics with students. 2. Show models and exemplars. 3. Assess *before* teaching. 4. Use on-going assessments for feedback. 5. Engage students in self-assessment and goal setting. 6. Use results to guide *team* planning for improvement. While inquiry tends to be a collaborative process, our inquiry-driven curriculum is inherently flexible. Therefore, we will also use the iPads to support students' individual inquiry and learning needs, and provide time for independent investigation and project creation as well.

6. 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.	High quality curriculum is engaging, authentic, varied, and interesting. For our teachers it develops skills and become an equalizer for learning. As a result, student achievement is positively impacted. What tools and strategies will teachers need to support students in order to analyze and synthesize content and demonstrate their learning? How will teachers' understanding of the mathematical and science practices effect their planning for instruction and assessment, integrating these understandings with visual arts? How will teachers create classroom experiences that value and build upon mathematical practices? How do the mathematical practices connect to the content teachers' teach? Professional Development Activities Aligned to 3 Goals: 1. Teachers will learn how to effectively use iPads in the classroom to enhance lessons and maximize student achievement. 2. Teachers will learn about video production to incorporate into their lessons, improve student achievement, and provide alternative assessments. Proposed professional development will provide instructional recommendation for basic skills with video production. 3. Teachers will learn how to create a visual art display using fractals and tessellations which will ultimately showcase student work on the school wall, and be podcast on the school's website. Different applications (apps) will be explored in the training for teachers to implement with their students. Professional development activities will be made available at the local professional development centers to provide the team with the necessary skills to accomplish activities 1-3.
7. 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.	Letters of support are included in this application from the building principal, an active member of the team, and the Superintendent of Schools. The team agrees to attend the mini-grant meetings to support this project. The Superintendent and principal acknowledge and support the team's plans to present their project to the faculty, to all the schools in SAU #48 in January 2012 at the SAU #48 in-service, and at the 2012 Christa McAuliffe Technology Conference. It is understood that team members will be engaged in post-project evaluation if awarded the grant.
8. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	We participated in mini-grants previously (digital portfolios 2006). For this project proposal, we are determined to share our newly learned expertise in the area of fractals and tessellations to move beyond the walls of our school through collaboration online utilizing the iPads. Students will be able to showcase this project through their digital portfolios, and on the school web site.
9. Proposal indicates partnerships which involve NH teacher preparation program faculty.	We are partnered with Plymouth State University Teacher Pre-Service Preparation Program. We have student teachers within our building each year and will engage them in this project.

10. 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.	To what extent can the use of the iPad as assistive technology impact the development of creativity and content area achievement for students with disabilities? Education (as an institution) is in a stage of transformation. Inclusive practices are a reality. Multiple grade configurations at Wentworth Elementary School and the broad range of student abilities within classes, across content areas, have placed innumerable challenges on schools, their teachers and their students. With the charge of closing identified achievement gaps, we will look to build capacity within students through empowerment, skill development, and academic competency. Students at Wentworth Elementary School will develop content readiness through the following application of activities: Concurrent use of the iPad within process level differentiation across content areas to build pathways to learning. We will create opportunities for self-monitoring, empowerment, goal creation, collaborative processing, and metacognition, in which the active progress monitoring is infused within all activities. The iPad will impact student achievement, student perceptions of school, conceptions of self and ability, while also providing them tools for independence, collaboration, and preparation for the possibilities and opportunities that await them in adulthood. As we look at building capacity within our models of schooling and developing effective, sustainable systems of intervention and practice, we feel strongly that these tools can provide not only the intangibles necessary for educational motivation but for content knowledge and academic growth.
11. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	The team will present their project to the educators at Wentworth Elementary School, to the Wentworth School Board, at Open House in the Fall of 2012, to all eight schools in SAU #48 at the January 2012 at the SAU #48 in-service, at the SAU #48 Cultural Arts Night, and at the 2012 Christa McAuliffe Technology Conference. In addition, the Wentworth Elementary School website will publish the students ‘digital art display.

12. 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.	Video production training needed includes: • Preproduction (scriptwriting, storyboarding, organizing folders • Production (recording voiceovers, gathering images, beginning movie creation) • Post Production (adding effects, title screens, and background music to the movie) • Distribution (sharing finished products) The promotional video will then follow the above format showing each stage taken as the project is implemented. Elements of design will include rubric development by the teachers for assessment of the project.
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.	The team members are committed to implementing this project. The grades K-8 teachers have access to common planning time and weekly meetings. The art teacher and library media support staff will work closely with them to plan lessons and provide resources that promote 21st Century Skills.
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.	There is collaboration among teachers and specialists allowing for cross-curriculum connections. Our students and staff are vociferous with the utilization of technology to implement ideas and strategies they possess.
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.	The project-based learning philosophy aligns with SAU #48 comprehensive goals and objectives. A project-based learning course is offered to SAU-wide educators each summer. The school currently has interactive whiteboards/projectors in every classroom, and the media center provides easy access for all students and staff.

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.	Keith Charpentier (WES principal) has been a teacher for 23 years at grades 1-12 levels. As project manager, he will collaborate, organize, schedule, and provide the time needed for this project to be implemented and evaluated. He recognizes and identifies exemplary use of technology in instruction. He provides constructive feedback via classroom observation to teachers on their technology use and develops a school culture that expects all teachers to use technology. The principal is totally committed to 21st Century Learning. He will ensure that the necessary resources to make this project successful are in place. Additionally, Keith Charpentier teacher pre-service teachers at Plymouth State University as an adjunct faculty member. Carmelina Fauteaux has been an art teacher for five years, teaching grades K-8. She is an avid user of integrated technology within all curricula and creates a culture of inquiry, sharing and knowledge building. She will be instrumental in seeing this project to completion with the visual art display of tessellations and fractals on the wall at Wentworth Elementary School as well as at the SAU #48 Cultural Arts Night. Erin Kindl has been special education aide (yet a certified teacher) for several years, and is currently the grade 2 teacher on this team. She integrates evolving technologies in her teaching process by allowing for greater levels of access, interest, inquiry, analysis, collaboration and creativity in her curricula. Nick Gagnon has been a teacher in the grades 1-8 classrooms for four years. His interest in this project centers around the use of iPad technology for cooperative projects integrated in curricular areas of science and math. He utilizes electronic white boards and technology in his classroom on a daily basis. He also has an extensive background in special education. Julie Quesnall, in our library media center, has a background as a Technology Integrator and has worked in classrooms for several years with special education students. She provides rich resources with anytime learning available through a variety of delivery systems. Her training exemplifies the integration of technology within the content areas and how to effectively manage it in the classroom.

5. Proposal indicates team member and district/administrative support with respect to: • 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.	The grant team is committed to all grant requirements. The team understands the impact of the iPads and the effect they can have on student learning. The team realizes that this will be a learning experience as this is their first mini-grant program (all new teachers) and they are excited about the professional development learning opportunities afforded by this grant. They look forward to creating the 3 minute documentary video for presentation at two NH venues, including sharing and presenting lessons learned at the SAU #48 in-service in January 2012 with all district schools. They are committed to participating in post-project evaluations for program improvement. It is their desire to see this project replicated in New Hampshire. They want to share with others the digital tools experiences that enhance their curricula and engage their students in life-long learning.
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.	There will be seven teachers directly impacted by this project: grades K-8 classroom teachers along with the library media personnel. There will be 63 students directly impacted by the project. However, all staff members will have the opportunity to attend professional development workshops provided by the project team.
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.	The outreach and impact of this project will include all of the schools within SAU #48. During the SAU #48 in-service day, the project team will craft and present workshops (including the 3 minute documentary video) to showcase the positive impact of technology integration for students.
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.	

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.	Budget: Our intent is to purchase 10 iPads to integrate into grades kindergarten through grade 8 with Why Fractals & Tessellations? Project Based Learning Project. To maintain the iPads, cases, screen covers and Applecare warranties are included. Applications will be purchased for the at-risk populations, language arts, mathematics, arts, and science. • 10 iPads with cases, chargers, screen covers, and warranties $6,300. • Apps for the iPads to include: Dragon Dictation, iHearClearly, math and art etc. $500. Cart for the iPads (to secure them) $700. Professional Development: • LESCN Annual Conference on April 8, 2011 $500. $125X4 team members • Celebration Event (Meredith) $100X4 members $400. • 2011 Christa McAuliffe Tech Conference • Constructing Modern Knowledge Conference $1,600. July 11-14, 2011 $675X2 plus food, mileage **Total: 10,000.**

SCHOOL ADMINISTRATIVE UNIT #48
SERVING CAMPTON • ELLSWORTH • HOLDERNESS • PEMI-BAKER REGIONAL
PLYMOUTH • RUMNEY • THORNTON • WATERVILLE VALLEY • WENTWORTH

February 22, 2011

To Whom It May Concern:

I am writing this letter in support of the Wentworth Elementary School District *Project-Based Learning Differentiating Instruction Through Multimedia Apps and Collaborative Tools* Technology Mini-Grant. This grant supports effective and innovative technology implementation at Wentworth Elementary School. The Wentworth 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 Wentworth Elementary 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.
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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

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