

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/icer/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: Hopkinton → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 263 → Autopopulates upon Selection
- 3) SAU Number: 66 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name -  
(Superintendent / Head of School): Michael Flynn, Superintendent
- 6) Email & Telephone: [mflynn@sau66.org](mailto:mflynn@sau66.org), 603-746-5186, Ext. 2251

## II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

**Yes - Description Required**

***Description:***

There was a School Board meeting on 8/10/21 that included a public hearing on uses. This meeting, there was also discussion on the safe learning plan. The plan was emailed to all staff and parents on 8/12/21 and the uses document is a live document on the district website [www.hopkintonschools.org](http://www.hopkintonschools.org) under the business department tab. There is also a running google doc that anyone can access from our district site.

- 2) The plan is in an understandable and uniform format (please choose one):

**Yes - Description Required**

***Description:***

The document is on the [www.hopkintonschools.org](http://www.hopkintonschools.org) website under the business department tab and is detailed by use.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

**Yes - Description Required**

***Description:***

Upon request is provided in an alternative format accessible to a parent who is an individual with a disability as defined by the ADA. Will translate to any language requested.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

***Description:***

Will translate to any language requested.

### III. Stakeholder Engagement

#### Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

#### Yes - Description Required

##### Description:

Public input was solicited at the 8/10/21 School Board Meeting as well as indicated in email sent to staff and parents on the plan. Survey was also done to the school community stakeholders. Survey included all stakeholders (staff, parents, students and community at large). We also have a part of our school board meetings that when funds are going to be used for a new purpose they are approved there.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

#### Yes - Description Required

##### Description:

Surveys were completed to gain information as well as we obtain input at meetings when discussions are going on for a new use.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:  
a. Students (please choose one):

#### Yes - Description Required

##### 1) Description:

We sent a survey out to solicit feedback from students. We listed the ten options provided to us under the American Rescue Plan for which we could spend our ESSER III funds and asked them to rank order the list in order (1= highest priority and 10=lowest priority). This helped us better understand what our priorities may be based on our students' perspectives.

*i) Number of total responses: 17*

##### *ii) Uses consulted on:*

- 1.To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
- 2.To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
- 3.To provide students with disabilities various services that were disrupted due to COVID19.
- 4.To purchase instructional materials and curriculum to help with learning recovery efforts for students.
- 5.To provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices.
- 6.To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.
- 7.To provide additional learning time such as additional school days or extended school hours (before and after school tutoring) to accelerate learning for students.
- 8.To provide technology updates and improve infrastructure and connectivity.
- 9.To provide staff development (training for teachers) on best practices to accelerate learning for students.
- 10.To provide online learning services/virtual instruction for families who want to continue learning from home.

##### *iii) Description of feedback received:*

Responses from students yielded the following priority areas:

1. Repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns
2. Provide technology updates and improve infrastructure and connectivity
3. Provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all students who attend our middle and high schools. All middle and high school students had access to devices, email, and to the survey.

**3) Widely advertised and available:** Multiple reminders were sent encouraging students to respond to the survey. The survey was posted on multiple platforms to ensure students had access to the survey and could fill it out during a time that was conducive to them.

**4) Ongoing:** The survey remained open for an extended period of time and results that came past the deadline for submission were still accepted and included for future considerations.

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

We sent a survey out to solicit feedback from families. We listed the ten options provided to us under the American Rescue Plan for which we could spend our ESSER III funds and asked them to rank order the list in order (1= highest priority and 10=lowest priority). This helped us better understand what our priorities may be based on our families' perspectives.

*i) Number of total responses:170*

**ii) Uses consulted on:**

- 1.To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
- 2.To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
- 3.To provide students with disabilities various services that were disrupted due to COVID19.
- 4.To purchase instructional materials and curriculum to help with learning recovery efforts for students.
- 5.To provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices.
- 6.To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.
- 7.To provide additional learning time such as additional school days or extended school hours (before and after school tutoring) to accelerate learning for students.
- 8.To provide technology updates and improve infrastructure and connectivity.
- 9.To provide staff development (training for teachers) on best practices to accelerate learning for students.
- 10.To provide online learning services/virtual instruction for families who want to continue learning from home.

**iii) Description of feedback received:**

Responses from families yielded the following priority areas:

1. Hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
2. Provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
3. Provide students with disabilities various services that were disrupted due to COVID19.

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all families who have students who attend any of our schools. We ensured every family had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file.

**3) Widely advertised and available:** Multiple reminders were sent encouraging families to respond to the survey. The survey was posted on multiple platforms to ensure families had access to the survey and could fill it out during a time that was conducive to them.

**4) Ongoing:** The survey remained open for an extended period of time and results that came past the deadline for submission were still accepted and included for future considerations.

c. School and district administrators, including special education administrators (please choose one):

**Yes - Description Required**

**1) Description:**

The School Administrative Unit Leadership Team comprised of our Superintendent of Schools, our Business Administrator, our Director of Technology, our Director of Student Services, and our school principals and assistant principal met weekly to discuss and prioritize the use of ESSR funds. Members of the Leadership Team also completed a survey to identify the priorities of the schools.

**i) Number of total responses: 8**

**ii) Uses consulted on:**

- 1.To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
- 2.To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
- 3.To provide students with disabilities various services that were disrupted due to COVID19.
- 4.To purchase instructional materials and curriculum to help with learning recovery efforts for students.
- 5.To provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices.
- 6.To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.
- 7.To provide additional learning time such as additional school days or extended school hours (before and after school tutoring) to accelerate learning for students.
- 8.To provide technology updates and improve infrastructure and connectivity.
- 9.To provide staff development (training for teachers) on best practices to accelerate learning for students.
- 10.To provide online learning services/virtual instruction for families who want to continue learning from home.

**iii) Description of feedback received: Multiple leadership team meetings to discuss uses of ESSER funds as well as the survey was sent out.**

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all administrators in our school district. We ensured every administrator had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file. When in weekly Leadership Team meetings, everyone had an opportunity to attend and share their point of view.

**3) Widely advertised and available:** Multiple reminders were sent encouraging administrators to respond to the survey. The survey was posted on multiple platforms to ensure administrators had access to the survey and could fill it out during a time that was conducive to them.

**4) Ongoing:** The survey remained open for an extended period of time and results that came past the deadline for submission were still accepted and included for future considerations. Leadership Team meetings were held weekly for the entire school year so feedback was continuously received and included as part of our decision making process.

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):

**Yes - Description Required**

**1) Description:**

We sent a survey out to solicit feedback from school staff and teachers. We listed the ten options provided to us under the American Rescue Plan for which we could spend our ESSER III funds and asked them to rank order the list in order (1= highest priority and 10=lowest priority). This helped us better understand what our priorities may be based on our school staff and teachers' perspectives.

*i) Number of total responses: 16*

*ii) Uses consulted on:*

- 1.To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
- 2.To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
- 3.To provide students with disabilities various services that were disrupted due to COVID19.
- 4.To purchase instructional materials and curriculum to help with learning recovery efforts for students.
- 5.To provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices.
- 6.To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.
- 7.To provide additional learning time such as additional school days or extended school hours (before and after school tutoring) to accelerate learning for students.
- 8.To provide technology updates and improve infrastructure and connectivity.
- 9.To provide staff development (training for teachers) on best practices to accelerate learning for students.
- 10.To provide online learning services/virtual instruction for families who want to continue learning from home.

*iii) Description of feedback received: op 3 for the survey responses were hire staff, facilities/space and disability services*

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all school staff and teachers who are employed in any of our schools. We ensured every school staff member and teacher had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file.

**3) Widely advertised and available:** Multiple reminders were sent encouraging school staff and teachers to respond to the survey. The survey was posted on multiple platforms to ensure school staff and teachers had access to the survey and could fill it out during a time that was conducive to them.

**4) Ongoing:** The survey remained open for an extended period of time and results that came past the deadline for submission were still accepted and included for future considerations.

e. Tribes, if applicable (please choose one):

**No**

**1) Description:**

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

f. Civil rights organizations, including disability rights organizations (please check one):

**Somewhat - Description Required**

**1) Description:**

*Survey was done to students as well as testing was completed to determine what needs if any exist due to COVID. Homeless liason which is Director of Student Services works with all to ensure needs are addressed.*

*i) Number of total responses: Included in the community number above*

*ii) Uses consulted on: use of funds*

*iii) Description of feedback received: Top 3 for the survey responses were hire staff, facilities/space and disability services*

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all students and families who were connected to any of our schools. We ensured every family had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file.

**3) Widely advertised and available:** Sent survey link

**4) Ongoing:** Have ongoing live document with the uses and estimated cost as well as the plan on the district website. Also meetings with parents

**with students with disabilities we ask questions.**

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

**Somewhat - Description Required**

**1) Description:**

Survey was done to students as well as testing was completed to determine what needs if any exist due to COVID. Homeless liason which is Director of Student Services works with all to ensure needs are addressed.

- i) Number of total responses: Included in the community number above*
- ii) Uses consulted on: use of funds*
- iii) Description of feedback received: Top 3 for the survey responses were hire staff, facilities/space and disability services*

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all students and families who were connected to any of our schools. We ensured every family had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file.

**3) Widely advertised and available:** Sent survey link

**4) Ongoing:** Have ongoing live document with the uses and estimated cost as well as the plan on the district website.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please choose one):

**Somewhat - Description Required**

**1) Description:**

Survey was done to students as well as testing was completed to determine what needs if any exist due to COVID. Work with Boys and Girls Club and After School Organization.

- i) Number of total responses: Included in the community number above*
- ii) Uses consulted on:*
  - 1.To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
  - 2.To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
  - 3.To provide students with disabilities various services that were disrupted due to COVID19.
  - 4.To purchase instructional materials and curriculum to help with learning recovery efforts for students.
  - 5.To provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices.
  - 6.To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.
  - 7.To provide additional learning time such as additional school days or extended school hours (before and after school tutoring) to accelerate learning for students.
  - 8.To provide technology updates and improve infrastructure and connectivity.
  - 9.To provide staff development (training for teachers) on best practices to accelerate learning for students.
  - 10.To provide online learning services/virtual instruction for families who want to continue learning from home.
- iii) Description of feedback received: Top 3 for the survey responses were hire staff, facilities/space and disability services*

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all students and families who were connected to any of our schools. We ensured every family had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file.

**3) Widely advertised and available:** sent survey link

**4) Ongoing:** Have ongoing live document with the uses and estimated cost as well as the plan on the district website. Also meetings with parents with students with disabilities we ask questions.

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

**Somewhat - Description Required**

**1) Description:**

We sent a survey out to solicit feedback from families. We listed the ten options provided to us under the American Rescue Plan for which we could spend our ESSER III funds and asked them to rank order the list in order (1= highest priority and 10=lowest priority). This helped us better understand what our priorities may be based on our families' perspectives.

- i) Number of total responses:170*

**ii) Uses consulted on:**

- 1.To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
- 2.To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
- 3.To provide students with disabilities various services that were disrupted due to COVID19.
- 4.To purchase instructional materials and curriculum to help with learning recovery efforts for students.
- 5.To provide mental health counseling and wellness supports to students and staff as well as professional development (training)for staff in trauma-informed instructional practices.
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- 8.To provide technology updates and improve infrastructure and connectivity.
- 9.To provide staff development (training for teachers) on best practices to accelerate learning for students.
- 10.To provide online learning services/virtual instruction for families who want to continue learning from home.

**iii) Description of feedback received:**

Responses from families yeilded the following priority areas:

1. Hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.
2. Provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns.
3. Provide students with disabilities various services that were disrupted due to COVID19.

*Please indicate how consultation was:*

**2) Inclusive:** The survey was sent out to all students and families who were connected to any of our schools. We ensured every family had an accurate, current email address on file and we ensured 100% of emails were delivered to the address on file.

**3) Widely advertised and available:** sent survey link

**4) Ongoing:** Have ongoing live document with the uses and estimated cost as well as the plan on the district website. Also meetings with parents with students with disabilities we ask questions.







**X. Authorization**

*\*Please print and sign this page. Return a signed version with your completed packet to :*

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



**Approver Signature - Superintendent / Head of School**

1/9/2023

**Date**

Michael Flynn, Superintendent

**Printed Name - Superintendent / Head of School**

**Appendix A. ARPA Statutory Excerpt**

*(e) USES OF FUNDS.—A local educational agency that receives funds under this section—*

*(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and*

*(2) shall use the remaining funds for any of the following:*

*(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.*

*(B) Any activity authorized by the Individuals with Disabilities Education Act.*

*(C) Any activity authorized by the Adult Education and Family Literacy Act.*

*(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.*

*(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*

*(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*

*(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*

*(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*

*(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*

*(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*

*(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*

*(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.*

*(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*

*(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—*

*(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;*

*(ii) implementing evidence-based activities to meet the comprehensive needs of students;*

*(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and*

*(iv) tracking student attendance and improving student engagement in distance education.*

*(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

*(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

*(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

## Appendix B. Interim Final Requirements of ARP ESSER Excerpt

### Appendix B. Interim Final Requirements of ARP ESSER Excerpt

#### *(2) LEA ARP ESSER Plan.*

*(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*

*(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;*

*(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;*

*(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and*

*(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

*(b) In developing its ARP ESSER plan, an LEA must—*

*(i) Engage in meaningful consultation—*

*(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and*

*(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and*

*(ii) Provide the public the opportunity to provide input and take such input into account.*

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

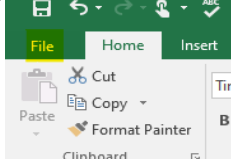
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

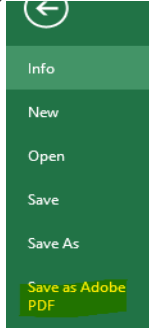
*(iv) Be made publicly available on the LEA's website.*

Please follow these steps once all tabs of your Districts Excel workbook are completed.

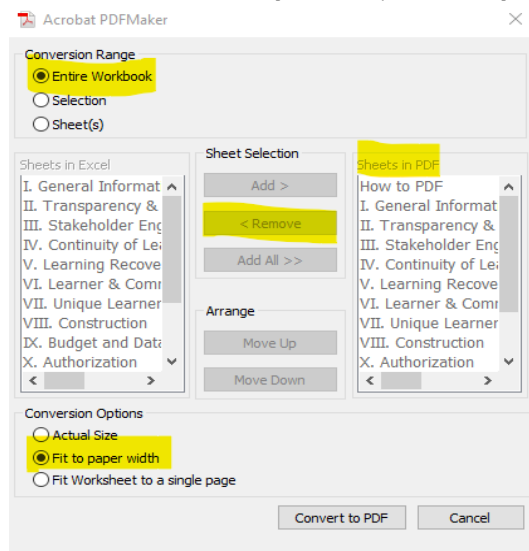
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSSER LEA Fund Use - Excel Workbook
  - i. Print the "V. Authorization" tab from Excel file
  - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)