

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 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/ocr/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: Lebanon → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 295 → Autopopulates upon Selection
- 3) SAU Number: 88 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Joanne Roberts
- 6) Email & Telephone: iroberts@sau88.net 603-790-8500

## 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:***

[https://www.sau88.net/apps/pages/index.jsp?uREC\\_ID=331607&type=d&termREC\\_ID=&pREC\\_ID=801121](https://www.sau88.net/apps/pages/index.jsp?uREC_ID=331607&type=d&termREC_ID=&pREC_ID=801121)

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

**Yes - Description Required**

***Description:***

The plan is understandable and uniform in format.

- 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:***

There is the ability to have the plan translated orally or in writing upon request.

- 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:***

The District is open to working with any parent with or without disabilities who would like to have the information in an alternative format.

### 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:

In spring 2021, the Lebanon School Board talked about the use of ESSER funds. In June 2021, I administered a 2022-2025 Strategic Plan Survey to staff, students, families, and community members which focused on several areas including diversity, equity, and inclusion. The majority of respondents stated that Lebanon has done a great job supporting the District's CARES mission statement but work needs to be done specifically on diversity, inclusion, and equity of underrepresented student populations. When seeking input on the use of ESSER funds for the Lebanon School District I reached out to several agencies including WISE, ACLU, DHHS-Division of Children, Youth and Families, Youth, Easter Seals, Upper Valley Haven, and the Special Needs Support Center. Information about a focus on underrepresented students and social-emotional learning and ESSER III funding has been included in Board meeting agendas and discussions, and Superintendent letters which are sent to staff, family, and community members and are readily available. I also met with student council members to talk about this work and the equity audit. Mr. Mwano and his team met with students, parents, staff members, and administrators to have conversations before developing the survey questions. We reviewed the questions with these groups. Then we provided a week for parents to review the survey questions. The equity audit survey was administered in January/February to students, parents, and staff. Time was actually scheduled for students to take the survey during the school day and for staff to take the survey during staff meeting times. We also provided supports for parents who did not have internet or that English is not their first language. Mr. Mwano and his team are meeting with students, staff, and parents to review the draft survey results. Data from the survey results is being compiled for a presentation to the School Board and community on April 6, 2022. To take seeking input from stakeholders a step further, after receiving a letter from Stephanie Patrick, Executive Director Disability Rights Center- NH that went to all NH Superintendents, I called Ms. Patrick. We had a great discussion about the work happening in Lebanon, Lebanon's efforts to seek input, our focus on social-emotional learning, diversity, and performing an equity audit. Ms. Patrick stated she was "impressed" with all that the Lebanon School District has done and the use of the ESSER funds to support underrepresented student populations.

- 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:

We took public input through the Strategic Plan Survey and local agencies. We reviewed the responses which led us to this focus on Diversity, Equity, and Inclusion.

- 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 engaged in meaningful consultation through the Equity Survey and work with Mr. Mwano and his associates.

*i) Number of total responses: There were 1,028 responses received from students.*

*ii) Uses consulted on: Students answered the survey questions, which focused on DIE issues. There was consensus on needing to address DIE issues.*

*iii) Description of feedback received: Appreciation for being part of the process, requesting a focus on Diversity, Inclusion, and Equity in curriculum, hiring, and school activities. Example: over 40% of High school students selected ethnicity, nationality, and gender as needing more representation in various roles within the school.*

Please indicate how consultation was:

**2) Inclusive:** We sought student input to develop questions, participate, and to review results.

**3) Widely advertised and available:** We provided opportunity during the school day to meet and to take the survey.

**4) Ongoing:** We will be meeting with student council members, parents, staff members, and the School Board to develop targeted action steps based on the survey results.

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

We engaged in meaningful consultation through the Equity Survey and work with Mr. Mwano and his associates.

*i) Number of total responses: There were 61 responses received from families.*

*ii) Uses consulted on: Families responded to the survey, which focused on DIE issues. There was consensus on needing to address DIE issues.*

*iii) Description of feedback received: Appreciation for being part of the process, requesting a focus on Diversity, Inclusion & Equity in curriculum and school activities. Example: 50% of parents/families feel that students have the least power within the powerstruggle of the school district and 43% of parents/families agree or strongly agree that injustice, prejudice, and discrimination happens toward groups that identify with different diversity characteristics at their student's school.*

Please indicate how consultation was:

2) **Inclusive:** We sought family input to develop questions, participate, and to review results.

3) **Widely advertised and available:** We provided the opportunity to complete the survey electronically or via paper. We provided support if families requested it to complete the survey. We offered the survey in multiple language formats.

4) **Ongoing:** Mr. Mwano will be meeting with parents to review the survey results. Goals will be identified and be part of the next three year Strategic Plan.

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

**Yes - Description Required**

1) **Description:**

School and District Administrators, including special education administrators, met with Mr. Mwano to discuss, develop, administer, and review the results of the survey.

*i) Number of total responses: There were 4 responses received from school and district administrators. Responses are included in the staff section*

*ii) Uses consulted on: Administrators answered the survey, which focused on DIE issues. There was consensus that funds needed to be spent to hire a diversity consultant.*

*iii) Description of feedback received: Administrator responses are included in the staff section of the survey results. Administrators reviewed results and helped develop the goals in the strategic plan.*

Please indicate how consultation was:

2) **Inclusive:** We sought administrator input, including special administrators input, on developing and administrating and reviewing the survey data.

3) **Widely advertised and available:** The survey was sent to all administrators electronically.

4) **Ongoing:** We will be meeting with administrators, including special education administrators, to develop targeted action steps based on the survey results.

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

**Yes - Description Required**

1) **Description:**

Teachers, principals, school leaders, other educators, school staff, and their unions were involved in conversations leading to the creation of the questions in the survey, participating in the survey, and reviewing the survey.

*i) Number of total responses: There were 210 responses received from teachers, principles, school leaders and other educators*

*ii) Uses consulted on: Teachers, principals, school leaders, other educators, school staff, and their unions were involved in conversations leading to the creation of the questions in the survey, participating in the survey, and reviewing the survey. Survey focuses on diversity, inclusion and equity. Feedback from this group included the use of funds for DIE. Additionally, the need to update math curriculum was identified, and the need to update MLS facilities by renovating and expanding nurse's office space and the multi-purpose room to standards that would address equity with other schools in the district.*

*iii) Description of feedback received: Appreciation for being a part of developing and taking the survey. Used survey results to create various goals in the strategic plan. Staff members would appreciate more opportunities to participate in the decision-making process at the SAU and school level. Math resouce is antiquated and need a new program.*

Please indicate how consultation was:

2) **Inclusive:** Time was given to all employees to complete the survey.

3) **Widely advertised and available:** The survey was sent to all employees electronically with a link to access the survey.

4) **Ongoing:** Mr. Mwano will be meeting with employees to review the data and discuss action steps based on the survey results.

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

**No**

1) **Description:**

- i) Number of total responses: N/A*
- ii) Uses consulted on: N/A*
- iii) Description of feedback received: N/A*

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

**Yes - Description Required**

**1) Description:**

*Prior to administering the survey, input was sought from several agencies including WISE, ACLU, DHHS-Division of Children, Youth and Families, Youth, Easter Seals, Upper Valley Haven, and the Special Needs Support Center. Organizations outside of the School District were part not of this specific survey.*

- i) Number of total responses: 1*
- ii) Uses consulted on: The response was specific to disability rights. Thus funds might be used to address this issue (which was done through the DIE consultant.)*
- iii) Description of feedback received: Appreciation for our efforts to support Lebanon students. Keep focusing on access and inclusion*

Please indicate how consultation was:

2) Inclusive: Consultation was sought from all stakeholders – administrators, staff members, family, students, and community members

3) Widely advertised and available: Yes, through both Superintendent's letters and school messenger. There were opportunities to meet in person and/or to complete the survey to provide input.

4) Ongoing: The 2022-2025 Three year strategic plan was based on the conversations and survey data. The plan was approved by the LSD School Board on June 8, 2022.

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):

**Yes - Description Required**

**1) Description:**

*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 responded to this survey as employees of the district.*

- i) Number of total responses: There were 20 responses received from stakeholders.*
- ii) Uses consulted on: Mr. Mwano sought feedback regarding questions and the survey results. Survey focuses on diversity, inclusion and equity. Thus, the respondents indicated the need to spend funds on DIE*
- iii) Description of feedback received: Appreciation for being included and a continued focus on diversity, equity, and inclusion.*

Please indicate how consultation was:

2) Inclusive: All stakeholders were included. Mr. Mwano sought feedback when developing the questions, they participated in the survey, and reviewed the results.

3) Widely advertised and available: The survey was sent electronically to all stakeholders

4) Ongoing: We will be working on targeted goals for the next three year Strategic Plan.

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

**Somewhat - Description Required**

**1) Description:**

*Prior to administering the strategic plan survey, input was sought from several agencies including WISE, ACLU, DHHS-Division of Children, Youth and Families, Youth, Easter Seals, Upper Valley Haven, and the Special Needs Support Center. Organizations outside of the School District were part not of this specific survey. Mr. Mwano contacted all stakeholders to ask if they wanted to provide input into the equity survey. He met with various stakeholder groups, including students, parents, and staff members, and based on that feedback developed the equity survey. The equity survey was sent out to all stakeholders. Mr. Mwano created slide decks from the data, met with the stakeholder groups virtually, and presented the information to the school board. He then met multiple times with the administrative team to develop goals in the 3-year strategic plan. Both the equity survey results and 3-year strategic plan were posted on the SAU88 website and sent to all stakeholders via district communication.*

- i) Number of total responses: N/A*
- ii) Uses consulted on: N/A*
- iii) Description of feedback received: The district sought feedback from the agencies listed above; no specific feedback was provided. Subsequent*

*surveys indicate more before/after school programs and integration with community partners which are goals outlined in the strategic plan.*

*Please indicate how consultation was:*

**2) Inclusive:** Consultation was sought from all stakeholders -- administrators, staff members, family, students, and community members

**3) Widely advertised and available:** Yes, through both Superintendent's letters and school messenger which are also posted on district website. There were opportunities to meet in person and/or to complete the survey to provide input. Mr. Mwano contacted stakeholders

**4) Ongoing:** The 3 year strategic plan with ongoing goals focused on Diversity, Equity, & Inclusion and community partnerships

- 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):

**No**

**1) Description:**

*Prior to administering the survey, input was sought from several agencies including DHHS-Division of Children, Youth and Families, Youth, Upper Valley Haven, and the Special Needs Support Center. Early Childhood Organizations outside of the School District were part not of this specific survey. There was no response to communication from the Superintendent about the survey or use of funds. Please see the consolidated slide deck attached for information about the Equity Survey. Families responses are included in the family section of responses.*

*i) Number of total responses: N/A*

*ii) Uses consulted on: N/A*

*iii) Description of feedback received: N/A*

*Please indicate how consultation was:*

**2) Inclusive:** Consultation was sought from all stakeholders -- administrators, staff members, family, students, and community members. Superintendent reached out to several agencies

**3) Widely advertised and available:** through both Superintendent's letters and school messenger which are also posted on district website. There were opportunities to meet in person and/or to complete the survey to provide input. Mr. Mwano contacted stakeholders for additional input

**4) Ongoing:** The 3 year strategic plan with ongoing goals focused on Diversity, Equity, & Inclusion and community partnerships

1. <b>Project Information</b> Project Name: [Redacted] Project ID: [Redacted]	2. <b>Project Manager</b> Name: [Redacted]	3. <b>Project Sponsor</b> Name: [Redacted]	4. <b>Project Start Date</b> Start Date: [Redacted]	5. <b>Project Description</b> Description: [Redacted]															6. <b>Project Status</b> Status: [Redacted]	7. <b>Project Budget</b> Budget: [Redacted]	8. <b>Project Risk</b> Risk Level: [Redacted]
				9. <b>Project Location</b> Location: [Redacted]	10. <b>Project Phase</b> Phase: [Redacted]	11. <b>Project Team</b> Team Lead: [Redacted]	12. <b>Project Stakeholders</b> Stakeholders: [Redacted]	13. <b>Project Objectives</b> Objectives: [Redacted]	14. <b>Project Deliverables</b> Deliverables: [Redacted]	15. <b>Project Milestones</b> Milestones: [Redacted]	16. <b>Project Risks</b> Risks: [Redacted]	17. <b>Project Issues</b> Issues: [Redacted]	18. <b>Project Changes</b> Changes: [Redacted]	19. <b>Project Communications</b> Communications: [Redacted]	20. <b>Project Reporting</b> Reporting: [Redacted]	21. <b>Project Documentation</b> Documentation: [Redacted]	22. <b>Project Tools</b> Tools: [Redacted]	23. <b>Project Templates</b> Templates: [Redacted]			





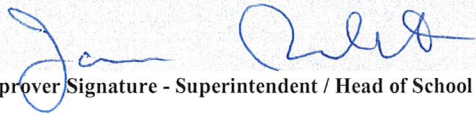
Die Bundesrepublik Deutschland (BRD)										Die Bundesrepublik Österreich (BRÖ)				
1. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	2. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	3. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	4. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	5. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	6. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	7. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	8. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	9. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	10. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	11. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	12. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	13. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	14. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)	15. Staat (Name, Hauptstadt, Fläche, Bevölkerung, etc.)
BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD	BRD

Diese Tabelle enthält Informationen über die Bundesrepublik Deutschland (BRD) und die Bundesrepublik Österreich (BRÖ). Die Spaltenüberschriften sind hier als Platzhalter dargestellt.

**X. Authorization**

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

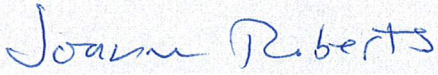
[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



Approver Signature - Superintendent / Head of School

1/30/23

Date



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;*

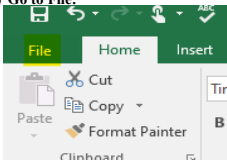
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

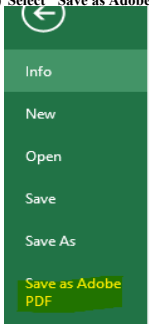
*(iv) Be made publicly available on the LEA's website.*

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

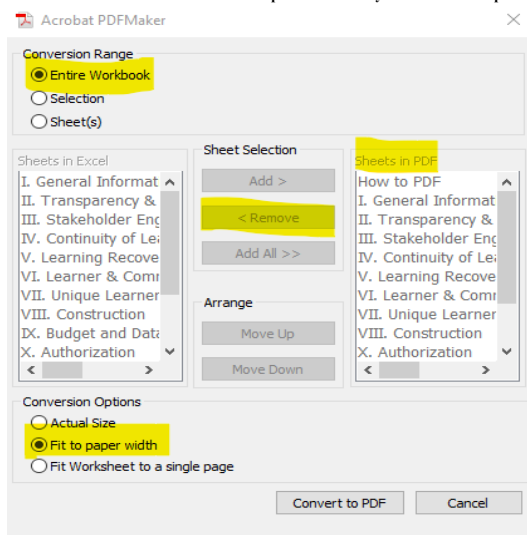
1) Go to File:



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