

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, 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/bills/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: Timberlane Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 534 → Autopopulates upon Selection
- 3) SAU Number: 106 → Autopopulates upon Selection
- 4) Date of Publication: 1/10/2023
- 5) Approver Name -
(Superintendent / Head of School): Christopher Kellan
- 6) Email & Telephone: christopher.kellan@timberlane.net; 603-382-6119

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:

The Use of Funds Plan was first published on August 23, 2021 and then updated in March 2022 and January 2023. The plan is accessible on the district website at: <https://www.timberlane.net/esser-iii-grant-information/>

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

Yes - Description Required

Description:

The plan is organized into the format provided by the Department of Education, complete with sections that are organized by title and that correspond to planned activities.

- 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:

The plan is written in English. The district will provide a written or oral translation, upon request, to a parent with limited English proficiency.

- 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:

Upon request, the district will provide the plan to an individual with a disability, in an alternative format that corresponds to the specific needs of that individual.

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:

Somewhat - Description Required

Description:

The district sent a survey to stakeholders in August 2021. This survey asked stakeholders to prioritize in rank order the categories to which the district should allocate ESSER funds. The survey was a preliminary method of outreach. The district is actively planning to send follow-up surveys to stakeholders regarding more specific activities that will be funded through ESSER.

- 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:

When developing the ESSER Use of Funds Plan, the district prioritized the top two categories from the August 2021 community survey. These two categories are: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps and 2. to provide repair and/or improve facilities including improved air quality and help with crowding capacity concerns. The district is actively planning to hire additional staff during the summer months to provide both targeted interventions to students in need and enriching learning opportunities to all students. The district is also actively engaged in developing plans to use ESSER funds to repair and/or replace air handling units to improve the overall air quality in schools.

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

Somewhat - Description Required

1) Description:

Students were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to students' district email accounts and links were posted on social media outlets. The student response rate was low compared to other stakeholder groups. The district will engage in ongoing student outreach as we finalize our plans to develop summer activities designed to address learning loss.

i) Number of total responses: 60

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students; 2. To purchase instructional materials and curriculum to help with learning recovery efforts for students; and 3. 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

Please indicate how consultation was:

2) Inclusive: Surveys were sent to all students across district, however response was limited to a small percentage of students.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to families and posted on school and district websites. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 905

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: Top 3 categories from the family survey results were: 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 COVID-19

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

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

Somewhat - Description Required

1) Description:

School and district administrators were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all employees and posted on school and district websites. District administrators have participated in ongoing planning sessions connected to the planned use of ESSER funds. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address

i) Number of total responses: 13

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: Top 3 categories from this stakeholder group on the survey were: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students; 2. 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; 3. To purchase instructional materials and curriculum to help with learning recovery efforts for students

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

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

Somewhat - Description Required

1) Description:

Teachers, principals, school leaders, other educators, school staff, and their unions were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all employees and posted on school and district websites. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 296

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: Top 3 ranked categories from survey responses from this stakeholder group were: 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; and 3. To provide students with disabilities various services that were disrupted due to COVID-19

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

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:

Representatives of civil rights organizations were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 8

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: The top 3 ranked categories from this stakeholder group on the community survey were: 1. 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; 2. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students, and 3. To provide students with disabilities various services that were disrupted due to COVID-19

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

- 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:

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 were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 79

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: The top 3 rated categories from this stakeholder group on the community survey were: 1. To provide students with disabilities various services that were disrupted due to COVID-19; 2. 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; and 3. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

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

Somewhat - Description Required

1) Description:

Representatives of community-based organizations were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district is also actively reaching out to aspecific community organizations to inquire about the ability to partner with these organizations as we plan for summer learning activities. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 75

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: The top 3 ranked categories from this stakeholder group on the community survey were: 1. To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns; 2. To provide students with disabilities various services that were disrupted due to COVID-19; 3. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

- 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:

Early childhood education providers and families were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 18

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning

iii) Description of feedback received: The top 3 ranked categories of responses from this stakeholder group on the community survey were: 1. To provide students with disabilities various services that were disrupted due to COVID-19; 2. To purchase instructional materials and curriculum to help with learning recovery efforts for students; and 3. To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites and social media pages.

3) Widely advertised and available: Survey links were posted on school website and district social media outlets. Results were posted on district website following the closing of the survey and remain posted.

4) Ongoing: The district plans to send new surveys in January / February 2023. The district has also reviewed the results from the 603 Bright Futures survey to inform ongoing planning.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

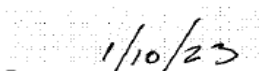

Table 1: Summary of the 2023-2024 Financial Year													
Category	Sub-category	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
Revenue	Sales	Product A	Product B	Product C	Product D	Product E	Product F	Product G	Product H	Product I	Product J	Product K	Product L
		Product M	Product N	Product O	Product P	Product Q	Product R	Product S	Product T	Product U	Product V	Product W	Product X
		Product Y	Product Z	Product AA	Product BB	Product CC	Product DD	Product EE	Product FF	Product GG	Product HH	Product II	Product JJ
		Product KK	Product LL	Product MM	Product NN	Product OO	Product PP	Product QQ	Product RR	Product SS	Product TT	Product UU	Product VV
		Product WW	Product XX	Product YY	Product ZZ	Product AAA	Product BBB	Product CCC	Product DDD	Product EEE	Product FFF	Product GGG	Product HHH
Expenses	Cost of Goods Sold	Product A	Product B	Product C	Product D	Product E	Product F	Product G	Product H	Product I	Product J	Product K	Product L
		Product M	Product N	Product O	Product P	Product Q	Product R	Product S	Product T	Product U	Product V	Product W	Product X
		Product Y	Product Z	Product AA	Product BB	Product CC	Product DD	Product EE	Product FF	Product GG	Product HH	Product II	Product JJ
		Product KK	Product LL	Product MM	Product NN	Product OO	Product PP	Product QQ	Product RR	Product SS	Product TT	Product UU	Product VV
		Product WW	Product XX	Product YY	Product ZZ	Product AAA	Product BBB	Product CCC	Product DDD	Product EEE	Product FFF	Product GGG	Product HHH
Expenses	Marketing	Product A	Product B	Product C	Product D	Product E	Product F	Product G	Product H	Product I	Product J	Product K	Product L
		Product M	Product N	Product O	Product P	Product Q	Product R	Product S	Product T	Product U	Product V	Product W	Product X
		Product Y	Product Z	Product AA	Product BB	Product CC	Product DD	Product EE	Product FF	Product GG	Product HH	Product II	Product JJ
		Product KK	Product LL	Product MM	Product NN	Product OO	Product PP	Product QQ	Product RR	Product SS	Product TT	Product UU	Product VV
		Product WW	Product XX	Product YY	Product ZZ	Product AAA	Product BBB	Product CCC	Product DDD	Product EEE	Product FFF	Product GGG	Product HHH

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X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

Christopher Kellan

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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;

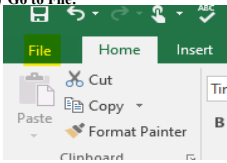
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

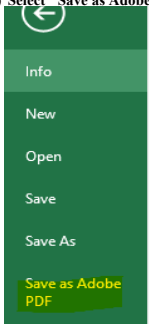
(iv) Be made publicly available on the LEA's website.

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

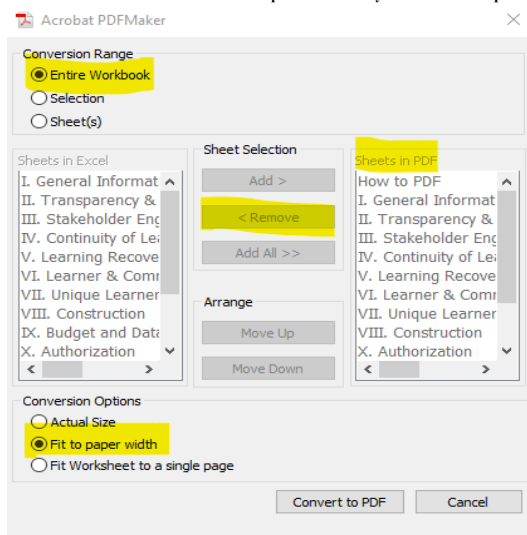
1) Go to File:



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)