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LEA ARP ESSER Plan: “A Plan for the LEA’s Use of ARP ESSER funds”

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s 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 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, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire’s total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a “school district use of funds plan.”

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. LEA Name:	Great Bay Charter School	
2. Date of Publication:	8/23/2021	
3. Contact Name and Title:	Peter Stackhouse	Executive Director
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Plan Overview

Background

Great Bay Charter School operated remotely from March 16, 2020 through the end of the school year, then returned to campus in 2020-2021 with a modified hybrid structure with students in attendance both in-person and remotely approximately through the first three quarters. As many students who desired five-day in-person instruction were accommodated as possible, with priority scheduling for students with IEPs.

The final quarter of 2020-2021 was primarily in-person with approximately fifteen learners remaining remote by choice. The school operated a synchronous remote/in-person schedule from September 1, 2020 through mid-April, 2021 with class members split into two cohorts. One cohort was remote and other in-person on alternating days. Several students from each cohort were brought in for five days each week.

Like most schools in New Hampshire, the pandemic affected the students of our school community with academic and social-emotional impacts, but this impact was somewhat mitigated by maintaining a structure that ensured daily connections with peers and teachers, common expectations and supports for in-person and remote learning, and continuity with the students’ academic and social-emotional support structures.

Some students were negatively impacted by outside influences and limitations that being in-person would have further mitigated. Notable signs to our staff were disengagement of some students with adults and peers, withdrawal from social circles, and lack of perseverance throughout the day.

With only fifteen staff members and 145 students, our small school community’s resources were stretched to and beyond expected bounds. Teachers, who all held advisory roles, in addition to their classroom teaching

responsibilities, did their best to engage with and stay connected with their advisees and their classroom students throughout their scheduled opportunities.

Needs emerge through observation, assessment and feedback

Our school's strong culture of flexibility and caring for each other was a foundation for many students and staff to remain connected, but as the year progressed, we had noted disengagement from many remote students, whether absent from scheduled classes, or simply non-participatory. This was noted through ongoing staff discussions, parental contacts, and various data points including monitoring academic progress and attendance.

Through various staff discussions (formal and informal), and parent meetings related to individual student needs and feedback about our approach to COVID-19 protocols and continuity of learning, these conversations led to a picture that emerged about how the school could enhance its service to students. We explored and were awarded funding (*Promising Futures for NH Grant*) for: 1) further enhancing and developing our advisory program by increasing the use of *Choose Love*, and 2) increasing the awareness of existing mental health resources and partnerships with the goal of strengthening and increasing awareness. We also included activities to train staff in the use of *Mental Health First Aid* and engage with advisors to become more effective ‘trusted adults’ for our students using concepts from One Trusted Adult by Brooklyn Raney. Our faculty has and will continue to participated in efforts this summer and through this school year to become more aware and appropriately supportive of our students’ mental health needs.

Integration of Fund Use

ARPA/ESSER III funds provide a unique opportunity for GBCS to utilize funds to build school supports. For example, we have identified a need for a School Social Worker/Interventionist position to become a greater support and resource for students, families and staff. We also feel that we can utilize funds to increase opportunities for individual students to access supports both within and outside of the school day, and through the summer to address any deficits or learning loss. This project targets each of these needs.

GBCS is also utilizing ESSER II Project Funding for parallel needs, so have targeted ESSER II funding for 2021-2022 and ESSER III for 2022-2023 and 2023-2024. This will create a longer three-year window to develop and implement an enhanced program during which we can explore funding sources to sustain these efforts beyond 2024.

Stakeholder input

As the plan for funding for ARPA ESSER III funding is not planned for implementation until the 2022-2023 school year, this plan has been developed as a draft from existing data, discussions, and meetings with input from staff, students, parents, and special education experts. While not yet focusing on project components or details, per se, the needs expressed and identified form the foundation for this project and funding plan. With the knowledge of the beneficial resources the school needs to support students, this draft is a valid plan to address learning loss and supporting students with mental health needs.

GBCS will further refine this plan through feedback gathered from additional opportunities for focused discussion with community stakeholders. GBCS will involve its Data Team, School Improvement Team, and various targeted feedback opportunities with various stakeholder groups to refine our plan.

Plan Funding Overview

ESSER III Amount of Allocation: \$184,373.81

Date for Project Funds to be spent by: 9/1/24

Use 1: Addressing Learning Loss Through Evidence-based Interventions (minimum 20% of total allocation)

- 1. Create educational enrichment opportunities available to all students for school year and summer programming**
- 2. Create individual and small group tutoring/remediation and support opportunities open to students with notable academic deficits/learning loss**

Use 2: Remaining Authorized Uses (up to 80% maximum of total allocation)

1. Hire and integrate the services of a School Social Worker/Interventionist
 - a. Qualified resource for students, staff, families, and school
 - b. Create a school *Student Response Team* to periodically assess the well-being of our students and respond to needs
 - c. Add an important resource to our school team to monitor and respond to student mental health issues
2. Educational Technology
 - a. Technology resource for Social Worker (22-23)
 - b. Purchase Chromebooks for distribution to students needing a 1:1 device (23-24)

Project Budget Outline

Planned Use	Type/Reference	Project School Year					
		2021-2022		2022-2023		2023-2024	
		Activity	Expense	Activity	Expense	Activity	Expense
Part 1) Learning Loss							
Minimum 20% Allocated for Part 1: \$36874.72	Summer Enrichment			Summer Enrichment	4,500	Summer Enrichment	4,600
	Summer Learning			Summer Remediation	4,500	Summer Enrichment	4,600
	After School Programming			After School Enrichment	4,600	After School Enrichment	4,700
	After School Programming			After School Tutoring/ Remediation	4,630	After school Tutoring/ Remediation	4,800
				TOTAL	18,230	TOTAL	18,700
						TOTAL Part 1	36,930
Part 2) Other Approved Uses		Project School Year					
Maximum Allocated for Part 2: \$147,499.04		2021-2022		2022-2023		2023-2024	
				Educational Techology	1,050	Educational Technology	4,393
				School Social Worker/ Interventionist	70,000	School Social Worker/ Interventionist	72,000
				TOTAL	71,050	TOTAL	76,393
						TOTAL Part 2	147,443
						Grand Total	184,373

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:

Description:

Link to Great Bay Charter School specific web page: [COVID-19 Updates](https://www.gbees.org/about/great-bay-charter-school-2020-2021-school-year-updates)
[\(https://www.gbees.org/about/great-bay-charter-school-2020-2021-school-year-updates\)](https://www.gbees.org/about/great-bay-charter-school-2020-2021-school-year-updates)

2. The plan is in an understandable and uniform format (please check one):

Yes: X

Somewhat:

No:

Description:

The plan is laid out visually integrating the two parts: 1) Addressing Learning Loss, and 2) Other Approved fund uses.

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 check one):

Yes: X

Somewhat:

No:

Description:

Plainly written, color-coded for fund use type. Background of need and plan is included.

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 check one):

Yes: X

Somewhat:

No:

Description:

May be explained to any individual needing clarification as needed

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

Description:

See Plan Overview above—Needs emerge... and Stakeholder input. The school will also post the plan and invite public input in addition to the school community opportunities as identified. This input will be integrated into any revisions.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students (please check one):

Yes: X

Somewhat:

No:

Description:

Student feedback has and will continue to be sought through Advisory discussion and representative groups of students. Feedback has been used in developing the initial plan and further refinement is expected.

b. Families (please check one):

Yes: X

Somewhat:

No:

Description:

Family feedback will be sought through email communication, forum discussion, and public comment period.

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

Yes: X

Somewhat:

No:

Description:

Single school, one administrator, teacher leadership team

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

Yes: X

Somewhat:

No:

Description:

All staff (teachers and support staff) invited to provide feedback. Faculty discussions regarding student needs and school resources have been ongoing. There is no union at our school.

e. Tribes, if applicable (please check one): N/A

Yes:

Somewhat:

No:

Description: **Not applicable**

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

Yes:

Somewhat:

No: X

Description: **We have gotten feedback from local experts working with students with disabilities, but have yet to receive feedback from broader organizations.**

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 check one):

Yes: X

Somewhat:

No:

Description:

We have gotten feedback from local professionals, experts working with students having disabilities. We have had discussions with professionals working with homeless youth in the Seacoast, and mental health professionals. Further feedback has been integrated through our Promising Futures for NH Grant Project, both with experts working with the project and the DOE professionals in the Bureau of Student Wellness

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

Yes: X

Somewhat:

No:

Description:

We have gathered feedback and included this from local mental health providers and support professionals and integrated recommendations from experts from our Promising Futures for NH Project. We will reach

out to Exeter AREA YMCA inviting them to discuss project opportunities, particularly related to after school and summer supplemental or remedial programming.

- VIII. 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):

N/A

Yes:

Somewhat:

No: **Not applicable**

Description:

IV. Supporting the Continuous and Safe Operation of In-Person Learning

The extent to which and how LEA ARP ESSER 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: (Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Description during SY21-22:

Implementation of data-driven mask policy based on current school and community transmission data is included in our updated Re-opening Plan. The school will promote and maintain 3' distancing throughout the school, provide classroom HEPA filtration, regular disinfection and cleaning, avoiding shared supplies, and promotion of hand washing and respiratory hygiene.

The school has also taken steps to alter its schedule to mitigate crowding in hallways, cafeteria and reduce class size to promote distancing.

V. Addressing the Academic Impact of Lost Instructional Time (20 percent of an LEA's Allocation)

1. How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description during SY21-22:

GBCS will use Performance Plus, NH SAS, and SAT data gathered in 2021. GBCS will also use IXL for Math and/or ELA to assess and develop a remedial plan for learning gaps. Local assessments (writing samples), Assessment of reading rates, Lexile scoring, etc; review of attendance data and virtual learning data for potential targeted interventions.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22:

Project funds for ESSER III are not planned to be utilized in 21-22. We will be using other project funds to fund similar needs.

Description during SY22-23:

Project plans include: Summer Learning Program (remediation and competency recovery), Summer Enrichment Program, Afterschool Enrichment Program, and Supplemental School-day or Afterschool Remediation

The school will offer an expanded summer learning program to include both enrichment and remediation/competency recovery components. In addition, the school will expand its during-or after school remediation programming to include an afterschool enrichment and during-or afterschool school year tutoring/remediation program.

Description during SY23-24:

Project plans include: Summer Learning Program (remediation and competency recovery), Summer Enrichment Program, Afterschool Enrichment Program, and Supplemental School-day or Afterschool Remediation The school will implement the program implemented in 22-23 during the 23-24 school year.

3. How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
 - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please check one):
Yes: X
Somewhat:
No:

Description:

During- or afterschool and/or summer tutoring/remediation programming will be available as a result of this project.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please check one):
Yes:
Somewhat:
No: X

Description:

This is not a planned activity expense for this project.

4. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

Enrichment Program: participation records, student and teacher evaluative feedback, artifacts produced or learning evidence presented.

Remediation: As this is more learner targeted, student learning data/evidence via IXL, NH SAS, meeting specific curricular competencies will be primary.

[VI. Addressing Learner and Community Needs \(80 percent of an LEA's Allocation\)](#)

After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A.):

Description during SY21-22:

Project funds not planned to be utilized in 21-22

Description during SY22-23:

Primarily Student Social-emotional Support and Intervention

The school will employ a social worker/interventionist to work with students and families as necessary. This will impact attendance, access to resources, availability of additional supports for GBCS and its students and families.

Description during SY23-24:

Primarily Student Social-emotional Support and Intervention

The school will continue to employ a school social worker/interventionist as implemented in the 22-23 school year. Additionally, the school will use some funds to purchase Chromebooks for any students needing a 1:1 device.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. Providing individualized instruction:

During SY21-22 (check one): Yes:	Somewhat:	No: X	
During SY22-23 (check one): Yes:	X	Somewhat:	No:
During SY23-24 (check one): Yes:	X	Somewhat:	No:

Description of all Sys:

Individualized instruction and support, extended year support. See plan activities in Fund Use Plan as described above.

b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY21-22 (check one): Yes:	Somewhat:	No: X
During SY22-23 (check one): Yes:	Somewhat:	No: X
During SY23-24 (check one): Yes:	Somewhat:	No: X

Description of all Sys:

Project funds not being directly planned for this purpose

c. Improving family engagement:

During SY21-22 (check one): Yes:	Somewhat:	No: X
During SY22-23 (check one): Yes:	Somewhat: X	No:
During SY23-24 (check one): Yes:	Somewhat: X	No:

Description of all Sys:

Fund Use Plan describes general activities, but additional parallel outcomes will result in greater outreach to families, an additional resource to families (Social Worker/ Interventionist) and coordination with families regarding resources for maintaining students' social-emotional well-being.

3. The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Approximately 30% of allocated funds will be administered under school leader discretion in both Parts: 1) minimum 20% addressing learning loss, and 2) maximum of 80% other approved uses.

The extent to which these funds will be targeted specifically toward students with IEPs (approximately 30% of our student population) and Free-Reduced Lunch (approximately 30% of our population, but overlapping with IEPs) should be in line with fund allocation for learning loss and other approved programs.

Amount: Estimated:

Part 1) 30% of \$36,930 = \$11,079

Part 2) 30% of \$147,443 = \$44,233

Total = \$455,312

Percentage: **30%**

Allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Part 1) Enrichment program is open to all students; remediation targeted toward those with learning deficits. Should these students be within the identified subgroups, there may be more discretion with regard to sources of funding to support them. (i.e Title I projects, special education support from districts, etc.)

Part 2) This part also will be open to all students. While there are some students who may never need or access the services of a Social Worker/Interventionist, they will be available to all.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: N/A

Percentage: **0%**

Description, including funds used to support learner obtainment of industry-recognized credentials:

Not applicable

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise

access.

During Sys 21-24 (check one): Yes:

Somewhat:

No: X

Description of all Sys:

Project funds are not currently being planned for this purpose.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

Description:

The proposed programs will be open and accessible to all students equally. The planned programs will target students with measured academic deficits according to standardized and local assessments are designed to support competency recovery. Access to a school social worker/interventionist will provide a key mental health support that we are currently lacking.

VIII. Authorization

LEA Superintendent's Signature:



Date: 8/19/2021

Appendix

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 ([20 U.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

(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.
