

A Plan for the Milford School District's use of ARP ESSER Funds

Introduction

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 document is intended to collect all federally-required information from the Milford School District in a convenient format and to assist Milford School District in meeting the federal requirement that, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire’s total allocation), the Milford School District shall publish the Milford School District’s 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

LEA Name: Milford School District (SAU #40)

Date of Publication: August 23, 2021

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II. Transparency and Accessibility

1. **This plan for the Milford School District use of ARP ESSER Funds was published and made publicly available:**

SAU#40 Milford School District website –

<https://www.milfordk12.org/apps/pages/Reopening-of-Schools-2020-21>

The plan is in an understandable and uniform format:

Yes, the plan is available in a PDF format on our SAU#40 website.

2. **The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable, orally translated:**

Yes, the plan is posted the SAU#40 website which allows for translation into a variety of languages. If parents/guardians or community members have questions regarding the plan, they may reach out to building level administration or the SAU office. The Dept. of Student Support Services including Special Education and ESOL may assist as well.

3. **The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent:**

Yes, the plan may be accessed from the District website or requested from the SAU office in an alternative format to meet individual needs.

III. Stakeholder Engagement

1. **The Milford School District provided the public the opportunity to provide input in the development of the Milford School District's plan for the use of ARP ESSER funds and take such input into account.**

The Milford School District held a Public Hearing for the acceptance of ESSER III funds where stakeholders had an opportunity to provide input in the development of the Milford School District's plan for the use of the ARP ESSER funds. The meeting was held on June 8, 2021. The agenda was posted in two newspapers, The Milford Cabinet and The Nashua Telegraph, as well as posted in all 6 school buildings (Milford High School, Milford Middle School, Heron Pond Elementary,

Jacques Memorial School, Project Drive, and Milford Office of Special Services), the Milford Town Hall, inside the SAU office, and at the main entrance of the SAU office.

Survey data was also collected to solicit input for the use of ESSER III funds. Additional surveys will be implemented as the District's plan is reviewed and revised throughout its duration. Surveys are distributed community wide and posted on the District webpage for ease of access.

2. How the Milford School District engaged in meaningful consultation with specific stakeholders, including, but not limited to

a. Students

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

b. Families

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

c. School and district administrators, including special education administrators

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

d. Teachers, principals, school leaders, other educators, school staff, and their unions

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

e. Tribes

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

f. Civil rights organizations, including disability rights organizations

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

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

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

h. Community-based organizations, including partnerships to promote access to before and after-school programming

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

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

Yes, survey data collection, School Board public comment, and Public Hearing for acceptance of Funds.

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

- 1. The extent to which and how Milford School District's 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:

- This link will bring you to Milford Return to Learning Plan. This plan is where you will find the Milford School Board approved, on August 17, 2021, Return to Learning safety protocols.

[FINAL_MSD Return to Learning Fall 2021 Plan.docx.pdf](#)

- The District will arrange to add three additional buses to bus routes this year in order to continue with two students to a seat unless siblings in an effort to keep transmissions low due to close exposure and to help with contact tracing by limiting the number of students affected in case of transmission.
- Water bottle filling stations will be purchased and installed in place of the current water bubblers that have been banned for safety reasons.

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

- 1. The Milford School District 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:

Identifying, addressing and monitoring student learning loss, progress, and growth

- Fall benchmarking (NWEA, early literacy screeners), teacher and parent communication, Spring NHSAS
- Partnering with families, providing resources, and involvement in supporting student learning
 - Communication
 - Parent learning academies
 - Before and after school programs/late bus transportation

- **Jacques Memorial Elementary School (Grades K &1)**

- On September 1, we are holding a modified day for students new to our school, students that were fully remote last year, and 1st grade students
- Will have time built into the 1st to allow for play based learning, which they would have missed in kindergarten.
- PLC time scheduled on early release days to allow for more teacher/team led planning & data driven decision making
- Have a student support team/service team for students with learning or social and emotional challenges
- There will be cohorts in grade levels for small group sizes
- Use a Multi Tiered Systems of Supports (Academic and Behavior) MTSS-B
- Work with Milford Thrives Collaboration which supports families and provides interventions
- We will have a WIN (What I Need) Time for Literacy
- We are adding a WIN II (What I Need) for Math
- We are offering in and out of classroom support (claiming and planning center)
- Bringing in a Therapy Dog a couple days a week
- We have hired a PreK through 12 grade technology integration specialist
- ChooseLove - SEL curriculum
- Offering before and after school program with late bus transportation

- **Heron Pond Elementary School (Grades 1 through 5)**

- On September 1, we are holding a modified day for 2nd grade students, 3rd grade students fully remote last year, and new students to Heron Pond
- Multi Tiered System of Supports (MTSS-B) - Working with a coordinator to assess students and resources to support in all tiers
- We have a Student Support Team (SST) - They will meet to discuss additional ways to support struggling learners
- Weekly PLC time scheduled weekly in addition to early release days to allow for more teacher/team led planning & data driven decision making
- Implementation of out of class support spaces
- Expansion of art classes to include adaptive lessons or art therapy
- We have hired a PreK through 12 grade technology integration specialist

- specialist
- ChooseLove - SEL curriculum

- **Milford Middle School**

- On September 1, we are holding a modified day for 6th grade students, 7th grade students who were fully remote last year, and students new to the school to support a positive transition back to school.
- School-wide Responsive Advisory Program
- Student Support Team (SST) - we meet regularly to evaluate additional supports for struggling and resistant learners
- School Level Data Team - the curriculum coordinator will work with PLC Leaders to review identified data/criteria to identify and potential trends in schoolwide data.
- Weekly PLC meetings in addition to monthly early release days to continue curriculum development, revision, and implementation. PLC time allows for more teacher/team led planning & data driven decision making.
- We have hired a 6th grade through 12 grade Literacy Coach
- We have hired a PreK through 12 grade technology integration specialist
- ChooseLove - SEL curriculum

- **Milford High School**

- On August 27 we are holding a welcome and transition day for new students to the school District.
- On September 1, we are holding a modified day for 9th grade students, and 10th grade students who were fully remote last year.
- We have hired a 6th grade through 12 grade Literacy Coach.
- We have hired a PreK through 12 grade technology integration specialist.
- Student Support Team (SST) - this is done through teacher referrals, meeting to determine/develop additional supports for struggling and resistant learners.
- Homework Club with NH Scholars as tutors.
- Staff will review courses and school-wide data to identify cohorts or areas that need additional support.
- We will be adding a Teacher in the Academic Support Center (TASC).
- We will have PLC - which will review student assessment results and reflect on curriculum and instructional practices.

- ChooseLove - SEL curriculum

2. The Milford School District 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 after school programs, or extended school year:

Description during SY21-22:

- Summer programs to assist students with learning loss and social and emotional well being.
- Hired a Part-time (.70) Multi-tiered systems of support for Behavior Coordinator - Address Social, Emotional, and Behavioral Health needs of students upon transition back to school, post COVID. This position will guide the district in the development and implementation of MTSS-B model and framework at district and school levels. This position will be responsible for the coordination of a comprehensive, multi-tiered system of providing students with interventions.
- Purchased online interactive lessons and courseware for remote and hybrid instruction, and learning recovery options.
- Hired a Registered Behavior Technician (RBT) .85
- Hired a Technology integration in the classroom for educational planning, instruction, and assessment. The position will support, model, and coach the integration of technologies in all curricular areas.
- Hired a Gr. 6-12 Literacy and Reading Coach - Regular education reading and literacy support for students and teachers, including conducting model lessons, analyzing student achievement and literacy data, and small group tutoring.
- Added time to Art and Music positions at the elementary school level to support therapeutic arts for students.

Description during SY22-23:

- Summer programs to assist students with learning loss and social and emotional well being.

- Continue to fund the part-time (.70) Multi-tiered systems of support for Behavior Coordinator - Address Social, Emotional, and Behavioral Health needs of students upon transition back to school, post COVID. This position will guide the district in the development and implementation of MTSS-B model and framework at district and school levels. This position will be responsible for the coordination of a comprehensive, multi-tiered system of providing students with interventions.
- Purchase online interactive lessons and courseware for remote and hybrid instruction, and learning recovery options.
- Continue to fund the Registered Behavior Technician (RBT) .85
- Continue to fund the Technology integration in the classroom for educational planning, instruction, and assessment. The position will support, model, and coach the integration of technologies in all curricular areas.
- Continue to fund the Gr. 6-12 Literacy and Reading Coach - Regular education reading and literacy support for students and teachers, including conducting model lessons, analyzing student achievement and literacy data, and small group tutoring.
- Continue to fund the Art and Music positions at the elementary school level to support therapeutic arts for students.

Description during SY23-24:

- Summer programs to assist students with learning loss and social and emotional well being.
- Continue to fund the Part-time (.70) Multi-tiered systems of support for Behavior Coordinator - Address Social, Emotional, and Behavioral Health needs of students upon transition back to school, post COVID. This position will guide the district in the development and implementation of MTSS-B model and framework at district and school levels. This position will be responsible for the coordination of a comprehensive, multi-tiered system of providing students with interventions.
- Purchase online interactive lessons and courseware for remote and hybrid instruction, and learning recovery options.
- Continue to fund the Registered Behavior Technician (RBT) .85
- Continue to fund the Technology integration in the classroom for educational planning, instruction, and assessment. The position will support, model, and coach the integration of technologies in all curricular areas.

- Continue to fund the Gr. 6-12 Literacy and Reading Coach - Regular education reading and literacy support for students and teachers, including conducting model lessons, analyzing student achievement and literacy data, and small group tutoring.
- Continue to fund the Art and Music positions at the elementary school level to support therapeutic arts for students.

3. The Milford School District 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

- Yes, the high school Homework Club will utilize student scholars and educators as tutors. The elementary and middle schools will conduct before and/or after-school programs and tutoring services. Daytime intervention time (WIN, Titan Time, and TASC Block) will be built into school specific schedules to address student learning needs above the core instructional day.
- Community-based after-school programs will also support student learning (Boys and Girls Club, Hampshire Hills, etc..)

b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs

- Educators will participate in annual needs assessment, goal setting, and engagement in teacher-directed professional learning using funds allocation through collective bargaining and ESSER III.

4. The Milford School District will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

- Progress monitoring data, student achievement data through local and state level assessment tools, and early literacy/numeracy screeners.

VI. Addressing Learner and Community Needs (80% of an Allocation)

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

Description during SY21-22:

- The prioritized use of funds will be used to address health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

Description during SY22-23:

- The prioritized use of funds will be used to address health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

Description during SY23-24:

- The prioritized use of funds will be used to address health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

- 2. The Milford School District'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:

Description during SY21-22:

- Individualized instruction and support by teachers and tutors over and above the core grade level/course through Elementary What I Need (WIN), Middle School Titan Time, High School TASC Block. Targeted skills will be identified through local and state assessment data.
- Before and after-school, as well as summer programs to assist students with learning loss and social and emotional well being.

Description during SY22-23:

- Individualized instruction and support by teachers and tutors over and above the core grade level/course through Elementary What I Need (WIN), Middle School Titan Time, High School TASC Block. Targeted skills will be identified through local and state assessment data.
- Before and after-school, as well as summer programs to assist students with learning loss and social and emotional well being.

Description during SY23-24:

- Individualized instruction and support by teachers and tutors over and above the core grade level/course through Elementary What I Need (WIN), Middle School Titan Time, High School TASC Block. Targeted skills will be identified through local and state assessment data.
- Before and after-school, as well as summer programs to assist students with learning loss and social and emotional well being.

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

Description during SY21-22:

Yes, the Milford School District will be supporting educators and reducing stress through

- J.Wortman - "Staying Sane or Saner in the new year",
- J. Casas Book 'Culturize" Book and the J. Casas will be coming to speak with our staff.
- Teacher selected PD
- Mentoring and Coaching for teachers
- New and updated technology
- We have hired additional staff to lighten the course load and provide support to teachers & staff

Description during SY22-23:

- Based upon needs assessment and stakeholder input.

Description during SY23-24:

- Based upon needs assessment and stakeholder input.

c.. Improving family engagement:

Description during SY21-22:

Yes, the Milford School District will be improving family engagement through partnering with families, providing resources, and increasing involvement and supporting for student learning.

- Increased levels of communication
- Parent learning academies
- Before and after school programs/late bus transportation

Description during SY22-23:

The Milford School District will improve family engagement through partnering with families, providing resources, and increasing involvement and supporting for student learning.

- Increased levels of communication
- Parent learning academies
- Before and after school programs/late bus transportation

Description during SY23-24:

The Milford School District will improve family engagement through partnering with families, providing resources, and increasing involvement and supporting for student learning.

- Increased levels of communication
- Parent learning academies
- Before and after school programs/late bus transportation

3. The Milford School District'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 Milford School District's total allocation will be administered under school leader discretion:

Amount: Full Allocation

Percentage: 100%

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:

- Equitable distribution and allocation based upon assessment of need, analysis of local assessment, and plan evaluation data.

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

Amount: \$300,000

Percentage: 10%

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

- National certification and licensing cost supported through ESSER funds for Video, Engineering, and Graphic Arts.
- Supporting ATC teachers in securing resources, grant activity data collection, supporting quote development, etc.
- Before, After, and Summer School clubs and programs for ATC interest at middle and high school levels
- Hire part-time work-based opportunity/internship professionals to support student placement in community based work.

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:

- ESSER funds will be used to pay the student/family portion of costs for dual enrollment/concurrent enrollment courses/programs outside of the public school in community colleges, vacation week and summer camps, etc.

VII. Addressing the Unique Needs of All Learners

1. **The Milford School District 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.**

- Progress monitoring data, disaggregation of local and state assessment data for all subgroups of students, and in-particular those students who are most significantly impacted by COVID.

VII. Authorization

LEA Superintendent's Signature: _____ Date: 08/23/2021

Christi L. Michaud
Interim Superintendent of Schools

VIII. Appendices

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 after school 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 a 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 after school 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.

