

### **ARP ESSER III Stakeholder Survey - Suggested Questions**

Questions adapted from the TEA Stakeholder Engagement Survey linked to the TTAA dated [5/13/21](#)

Select your stakeholder category. Please select all that apply.

- (LEA Name) administrator (including special education administrator)
- Teacher
- Principal or school leader
- Other school personnel
- Student
- Parent/Family member
- Civil rights organizations (including disability rights organizations)
- 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.

#### **Current Issues, Challenges and Best Practices**

From your perspective, what are the top issues currently facing students and our school during the COVID-19 pandemic?

In your opinion, what are the biggest challenges our school faces in accelerating student learning due to the COVID-19 pandemic?

What do you believe are the highest priority needs for the remainder of the 2020-2021 school year and for the 2021-2022 school year related to the impact of the COVID-19 pandemic? Please select all that apply.

- Academic
- Social
- Emotional
- Mental Health

#### **Accelerated Learning and Additional Supports Needed**

Beyond the traditional school day, which types of programs do you believe our school should consider to accelerate student learning? Please select all that apply.

- Tutoring
- After school programs
- Summer learning programs
- Blended learning
- Other

If selected other in the previous question, please explain: \_\_\_\_\_

In your opinion, what resources, tools and/or training supports would help our school align after school activities and the school day to address student needs?

If you work at, attend, or your child attends a (LEA Name) school, what data sources are being used to determine the impact of lost instructional time for students?

When addressing the needs of students with disabilities resulting from the loss of services related to COVID-19, we recognize there are many possible supports. Of the four options listed below, what should (LEA Name) prioritize? Please select one.

- Supports to implement compensatory services
- Direct supports to parents
- Training for teachers and staff
- Training to parents

### Supporting Student Groups

What special considerations should our school take into account when planning services for the following student groups?

- English Learners: \_\_\_\_\_
- Special Education: \_\_\_\_\_
- Dyslexia: \_\_\_\_\_
- Economically Disadvantaged: \_\_\_\_\_
- Incarcerated Students: \_\_\_\_\_
- Homeless/Foster Students: \_\_\_\_\_
- Migratory Students: \_\_\_\_\_
- Specific Race/Ethnicities: \_\_\_\_\_
- Former Special Education students: \_\_\_\_\_
- Other: \_\_\_\_\_

How has the COVID-19 pandemic impacted the academic progress in the student groups listed above in (LEA Name)?

Please describe how remote instruction impacted student group program participation in (LEA Name).

In your opinion, how did the COVID-19 pandemic impact the social/emotional well-being of the student groups and their families?

From your perspective, what outreach or strategies were used by (LEA Name) to engage families of the student groups?

Please enter any additional comments: