

Stafford MSD - ARP ESSER III Stakeholder Engagement Survey

The survey will take approximately 9 minutes to complete.

Due to COVID-19, the number of students performing below grade level is likely to increase. The typical summer results in some learning loss. The school closures from March 2019 to the end of the 2019-2020 school added to this loss. Therefore, the federal stimulus Elementary and Secondary School Emergency Relief III grant to schools through the American Rescue Plan Act provides funds to respond to the pandemic and to address student learning loss. Stafford MSD is seeking input from stakeholders as we develop our plan for the use of these funds.

* Questions with an asterisk require a response.

...

* Required

1. Select your stakeholder category. Please select all that apply. *

- Teacher
- Stafford Administrator
- 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

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

Enter your answer

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

Enter your answer

4. What do you believe are the highest priority needs 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
- Family Support

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

- Tutoring/intervention that is targeted and personalized
- After school enrichment programs
- Summer learning programs
- Blended learning

Other

6. 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?

Enter your answer

7. If you work at, attend, or your child attends an Stafford MSD school, what data sources are being used to determine the impact of lost instructional time for students?

Enter your answer

8. 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 Stafford MSD prioritize? *

Supports to help students make up for progress or skills they lost

Direct supports to parents

Training for teachers and staff

Training for parents

9. What special considerations should our school take into account when planning services for English Learners?

Enter your answer

10. What special considerations should our school take into account when planning services for Special Education students?

Enter your answer

11. What special considerations should our school take into account when planning services for students with dyslexia?

Enter your answer

12. What special considerations should our school take into account when planning services for students who are in economically disadvantaged situations?

Enter your answer

13. What special considerations should our school take into account when planning services for students who are incarcerated?

Enter your answer

14. What special considerations should our school take into account when planning services for students who are in a homeless situation or foster care?

Enter your answer

15. What special considerations should our school take into account when planning services for students who are of specific underserved races or ethnicities?

Enter your answer

16. How has the COVID-19 pandemic impacted SMSD's academic progress for any student groups mentioned in questions 9-15?

Enter your answer

17. Please describe how remote instruction impacted participation by any student groups mentioned in questions 9-15?

Enter your answer

18. In your opinion, how did the COVID-19 pandemic impact the social/emotional well-being of any student group and their families listed in questions 9-15?

Enter your answer

19. From your perspective, what outreach or strategies were used by SMSD to engage families of any student group listed in questions 9-15?

Enter your answer

20. Please enter any additional comments

Enter your answer

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