

## ESSER III Stakeholder Survey

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSER III) provides over \$12,000,000,000 to the State of Texas. While the U.S. Department of Education (USDE) has released approximately \$8,000,000,000 of that allocation to school districts across the state of Texas, in order to apply for the district's eligible funding, Raymondville ISD must seek input from students, parents, and the community into the use of funds plan.

Raymondville ISD is seeking input from stakeholders across the district as we develop our district plan. Your feedback and input is incredibly valuable and will help inform our final plan.

Responses to this survey are due by 4 p.m. on June 2 and will be reviewed for inclusion into the district's ESSER III plan and grant application.

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

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| <input type="checkbox"/> Superintendent  | <input type="checkbox"/> Student   |
| <input type="checkbox"/> Charter School Leader   | <input type="checkbox"/> Parent/Family   |
| <input type="checkbox"/> Teacher   | <input type="checkbox"/> Civil rights organizations (including disability rights organizations)  |
| <input type="checkbox"/> Principal or school leader  | <input type="checkbox"/> 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, children enrolled in afterschool and summer programs, and other underserved students |
| <input type="checkbox"/> School and district administrators (including special education administrators) | <input type="checkbox"/> Non-profit afterschool provider   |
| <input type="checkbox"/> Afterschool or summer staff/educator  | <input type="checkbox"/> Teacher union   |
| <input type="checkbox"/> Other school personnel  |  |

Other (please specify)

## 2. Current Issues, Challenges and Best Practices

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

- Students' learning loss
- Preparing schools for students to return to school for face-to-face instruction
- Repairing or upgrading projects to improve indoor air quality in school buildings
- Needs of Special Education students
- Needs of English Learners
- Providing meals to eligible students
- Providing technology for online learning to all students
- Providing guidance for carrying out requirements under IDEA (Special Education)
- Providing mental health services and supports
- School facility repairs to reduce the risk of virus transmission and exposure to environmental hazards
- Continuing to employ existing staff

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

- Access to digital devices
- Access to internet or wifi hotspot
- Extra-duty for teachers
- Quality intervention programs
- Increased instructional time

Other (please specify)

4. What do you believe are the highest priority needs (academic, social, emotional, and/or mental health, etc...) 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 refer to Q2. for eligible options for allowable uses of funds to address the priority needs.)

5. What strategies have been most effective, in your experience, in supporting the needs of students in Texas during the COVID-19 pandemic?

Accelerated Learning and Additional Supports Needed

These questions are designed to help inform potential programs to ensure students are academically successful in the coming school year.

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

- Tutoring
- Afterschool programs
- Summer learning programs
- Blended learning

Other (please specify)

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

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

9. 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, which should the district prioritize? Please select one.

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

Supporting English Learners

These questions are designed to better understand the challenges and supports needed for this special population.

10. How has the COVID-19 pandemic impacted the academic progress of English Learners (EL's)?

11. Please describe how remote instruction impacted English Learners program participation.

12. In your opinion, how did the COVID-19 pandemic impact the social/emotional well-being of English Learners and their families?

13. From your perspective, what outreach or strategies were used by campus staff to engage families of English Learners?

14. Please enter any additional comments.

Thank you! You have reached the end of the survey. We value your input and greatly appreciate your willingness to provide feedback as Raymondville ISD works to complete district's ESSER III Grant Plan. Once you hit "Done" your responses will be recorded.