

The Family Experience: School During a Pandemic

FALL FAMILY SURVEY REPORT

November 2020



Nevada PEP Fall Family Survey Results

Nevada PEP conducted a follow-up Fall family survey in response to the Summer family survey that revealed concerns and potential struggles leading up to the 2020-21 school year. With families now experiencing school and distance learning, we talked to them once more to see how their experience in school has been this year. This survey was conducted throughout the month of October 2020, and there was a total of 333 participants.

As a collective, families are struggling with distance education. An overwhelming majority of families do have access to the technology and internet that they need for students to attend school virtually. The survey does show that parents are concerned and want Nevada schools to focus on adhering to Free and Appropriate Public Education (FAPE) requirements for children and youth with IEPs. Nevada PEP has published a resource *Special Education in a Pandemic* (link below) as a guide for parents to advocate for their children who receive special education supports and service.

Distance Learning



93% of students are using some form of distance learning

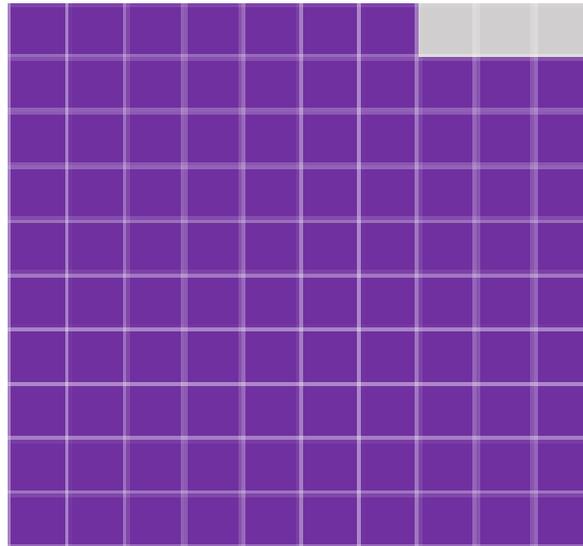


Survey Question: How is Your Student Attending School?

93% of youth are experiencing distance learning whether that be distance learning full time or hybrid learning where youth spend some time learning at school and the rest is at home. Only 7% of students are attending in-person school full-time.



97% of parents **have access to the technology and internet needed for school attendance**

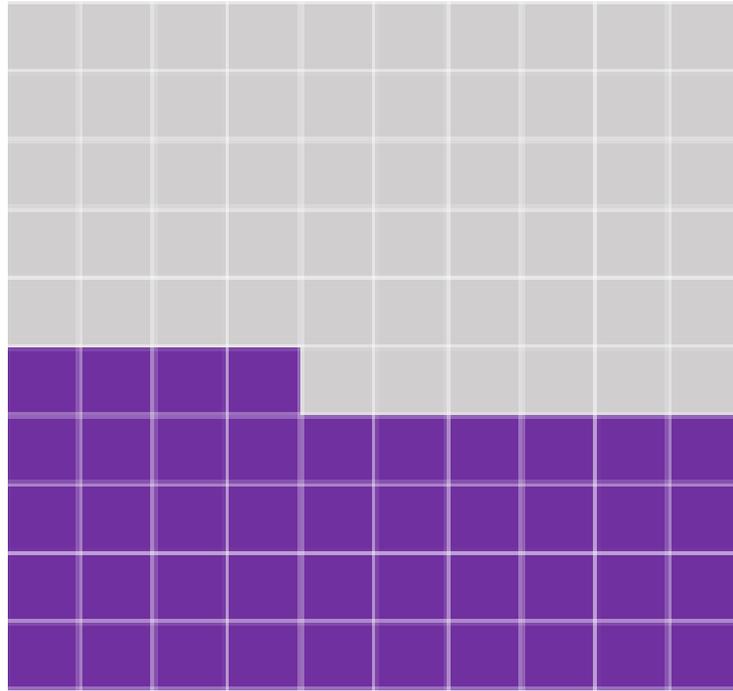


Survey Question: Do you have access to the technology and internet needed for your student to attend school?

The vast majority of families - 97% - have access to all of the technology needed for their students.



44% of parents are not satisfied with distance learning



Survey Question: Are you satisfied with the distance learning education provided to your student?

Nearly half of parents are not satisfied with their child's distance education. This could be related to the stress that distance education is causing in homes, concerns about a lack of progress, or increased worry and behaviors.

Families will need access to tools strategies to manage all of these challenges at once.

Two-thirds of families experienced significant stress related to distance learning



Survey Question: How would you describe the level of stress in your home related to distance learning?

The transition to distance learning has caused stress for families. 48% of families are experiencing very high levels of stress. While 18% of families and 14% of families are experiencing moderate and low levels of stress, respectively. Only 14% of families report no additional stress related to distance learning.



58% of parents **have noticed an increase in behaviors**



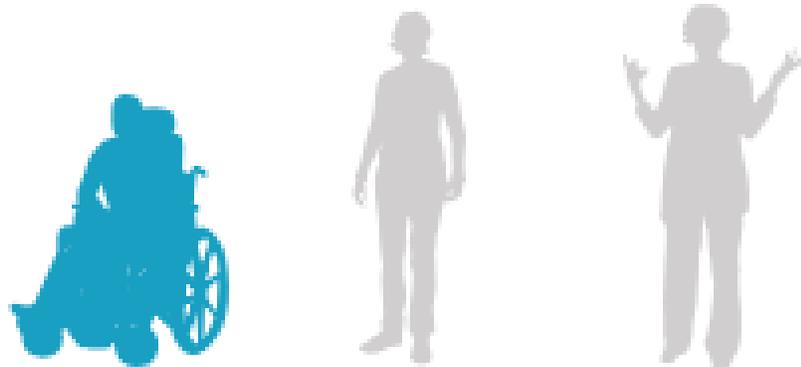
Survey Question: Have you noticed behaviors escalating because of distance learning?

Not only are parents balancing work and home responsibilities while supporting their children's distance education, they also are seeing an increase in behaviors because of distance learning. This could be a contributing factor to the high levels of stress reported. It also speaks to the need for family peer support to reduce isolation and learn helpful strategies from other parents.

Students with IEPs



More than 1/3 of children are not receiving the related services on their IEPs



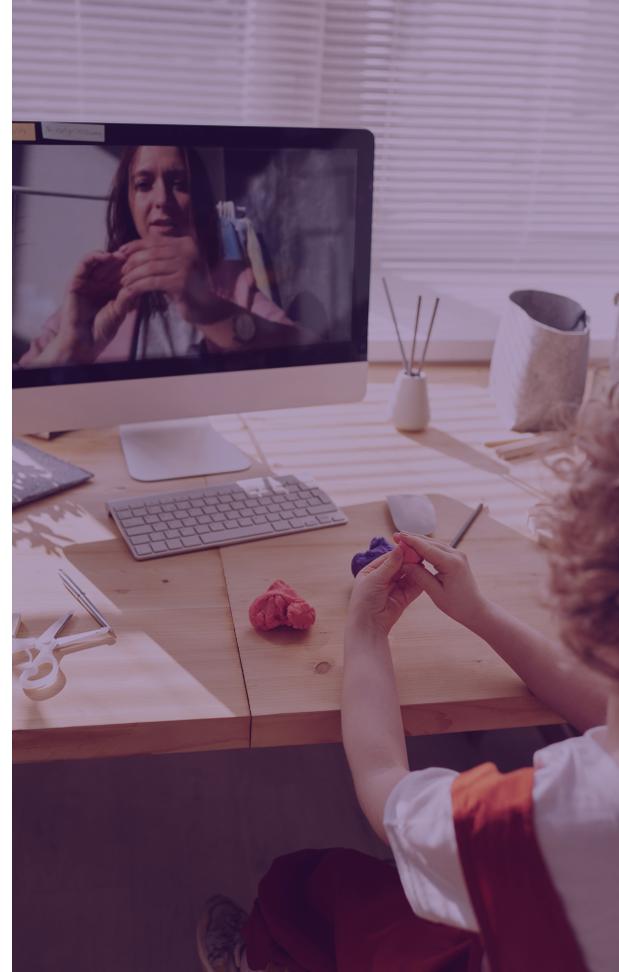
Survey Question: Is your child receiving the related services that are on the IEP, such as speech therapy or occupational therapy, during distance learning?

Although 65% of children are receiving related services, the rest of students - 35% - are not receiving related services, even though they are a part of the IEP. This adds additional stress for families and struggles for children and youth.

About 30% of students are not receiving the instruction time indicated in their IEPs

Survey Question: Is your student receiving the instruction time that is indicated in the IEP?

Although students have instruction time indicated in their IEPs, 28% of them are not receiving that instruction time in the online school environment. Additional information is needed to know if this is why many families were asked to change their child's IEPs.



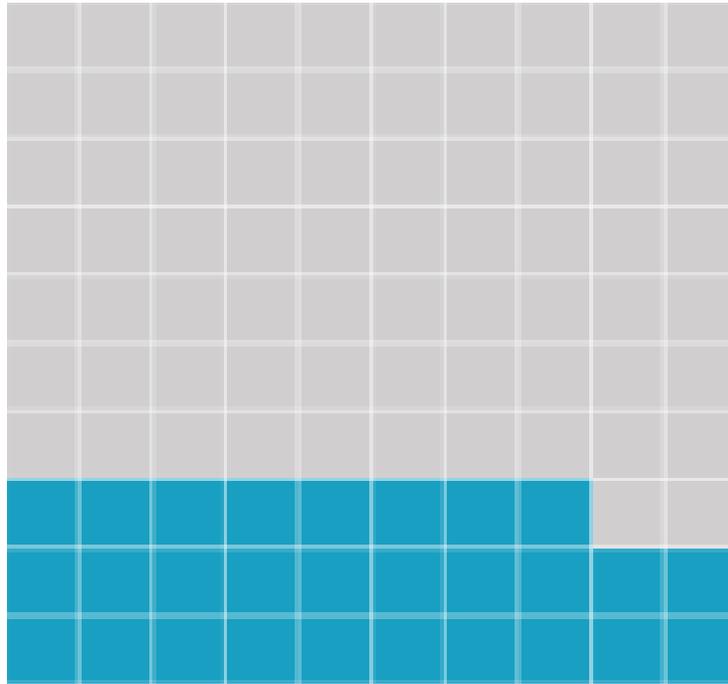
Over half of parents were asked to change their child's IEP



Survey Question: Were you asked to agree or disagree to changes to your child's IEP because of distance learning?

More than half - 56% - of families were asked to change their children's IEPs to adapt them to distance learning. It is unknown whether these changes were set temporarily during the pandemic, permanent changes, reducing instruction time, or increasing instruction time (as some experts have recommended).

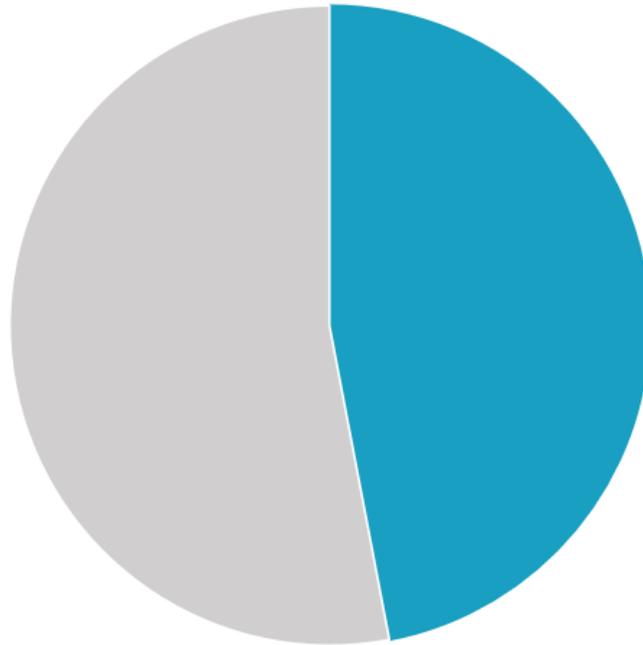
28% of parents were asked to change their child's IEP without an IEP meeting.



Survey Question: Have you been asked to change the IEP without having the opportunity to meet with your child's IEP team?

Of those parents asked to change their child's IEP, 28% were asked to do so without a full IEP team meeting.

Nearly half of families are not satisfied that their child is making progress towards their IEP goals



Survey Question: Are you satisfied that your child is making progress in meeting their IEP goals through distance learning?

Overall, 47% of families are not satisfied that their child is making progress towards their IEP goals. This may lead to significant issues when students return to the traditional school environment, especially if IEPs have been changed to fit online school instead of traditional school. Children will return to in-person school in the future, and parents will be able to continue collaborating with school professionals to help their children make progress.

Survey Takeaways

1

Most children and youth are going to school from home. This is causing increased stress for families and increased worry and behaviors for students.

2

A majority of families have access to the technology they need for their children to attend school online.

3

Too many parents are being asked to change their children's IEPs to fit the distance learning environment, at times without having an IEP meeting.

4

Too many students are not receiving the instruction time and related services in their IEPs, impeding them from making progress towards their IEP goals.

5

Parents and students would benefit from tools, resources, and strategies to help them navigate all of the challenges they are facing due to COVID-19 and to minimize the negative impact on their home life. The need for resiliency strategies will continue after students have returned to in-person school.

