2014-2015

CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Glastonbury Nexus District

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INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.[1] The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.[2] A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).[3]

PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Glastonbury Nexus District in an easy-to-use format.[4] The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

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[1] The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

[2] In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

[3] SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

[4] The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

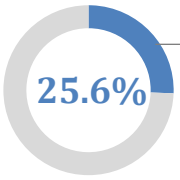
SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the sample of parents selected to participate in the survey from the Glastonbury Nexus District.

DELIVERY METHOD

Mail	508	Mail Non-Deliverable Rate	2.0% (n=10)
Email	95.9% (n=487)	Email Non-Deliverable Rate	1.4% (n=7)

RESPONSE RATE

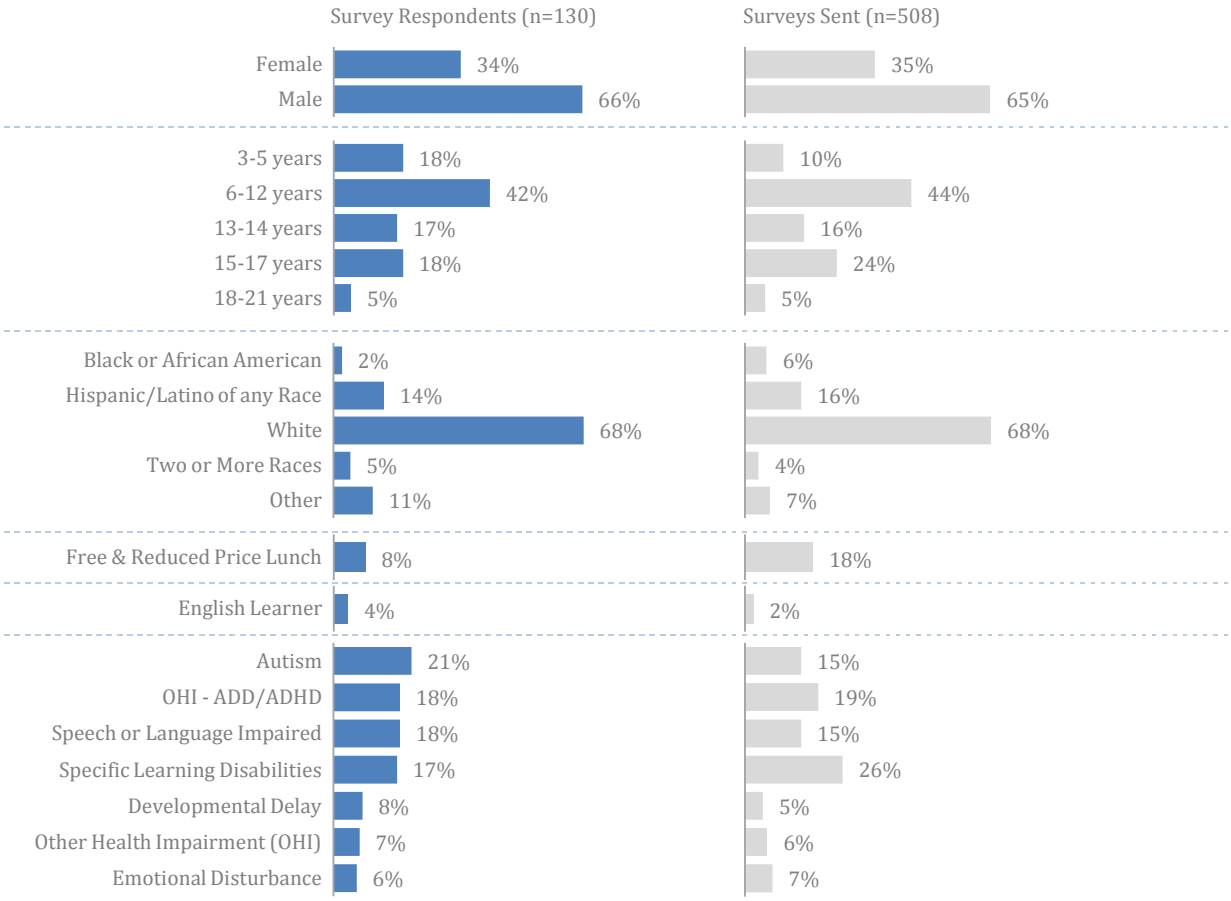


130 completed

56.9% Online

43.1% Paper

CHILD DEMOGRAPHICS



Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.

SECTION II: SURVEY RESULTS

The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from "strongly disagree" to "strongly agree" their experiences with their child's special education program over the past 12 months.[5] The following tables include bar charts that illustrate parents' "high level of agreement" (i.e., strongly agree and moderately agree), as well as a column with the percentage to express "total agreement" (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Glastonbury Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT		TOTAL AGREEMENT
Satisfaction with My Child's Program			
1. I am satisfied with my child's overall special education program. [n=128]	42.2%	80.5%	88.3%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. [n=130]	56.9%	82.3%	92.3%
3. My child is accepted within the school community. [n=128]	59.4%	80.5%	88.3%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs. [n=130]	38.5%	72.3%	83.1%
5. All special education services identified in my child's IEP have been provided. [n=129]	49.6%	79.1%	88.4%
6. Staff is appropriately trained and able to provide my child's specific program and services. [n=125]	52.0%	77.6%	86.4%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP. [n=126]	55.6%	82.5%	88.9%
8. General education teachers make accommodations and modifications as indicated on my child's IEP. [n=124]	37.9%	66.1%	78.2%
9. General education and special education teachers work together to assure that my child's IEP is being implemented. [n=124]	38.7%	66.9%	79.0%
Participation in My Child's Program			
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=127]	49.6%	73.2%	87.4%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=129]	61.2%	76.7%	90.7%
12. I understand what is discussed at meetings to develop my child's IEP. [n=126]	64.3%	85.7%	94.4%
13. My concerns and recommendations are documented in the development of my child's IEP. [n=127]	52.8%	75.6%	92.1%

KEY: Strongly Agree Moderately Agree

[5] Parents were given the option of selecting "don't know" on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.

	HIGH LEVEL OF AGREEMENT		TOTAL AGREEMENT
Participation in My Child's Program (Continued)			
14. My child's evaluation report is written in terms I understand. [n=126]	57.9%	84.1%	94.4%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=126]	67.5%	86.5%	91.3%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=128]	47.7%	75.8%	87.5%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers. [n=128]	54.7%	72.7%	85.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=127]	76.4%	88.2%	93.7%
19. If necessary, a translator was provided at the PPT meetings. [n=80]	71.3%	81.3%	87.5%
20. The translation services provided at the PPT meetings were useful and accurate. [n=76]	67.1%	76.3%	85.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=125]	76.8%	85.6%	91.2%
My Child's Participation			
22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=99]		18.2%	20.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=128]	81.3%	92.2%	94.5%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=124]	79.8%	88.7%	92.7%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). [n=114]	43.0%	55.3%	64.0%
Parent Training and Support			
26. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. [n=108]	28.7%	42.6%	52.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=109]	24.8%	37.6%	44.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=121]	29.8%	43.8%	55.4%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=122]	37.7%	50.8%	61.5%

KEY: ■ Strongly Agree ▨ Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
My Child's Skills		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=126]	50.0% 73.0%	88.1%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=126]	55.6% 74.6%	84.1%
Transition Planning		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=21]	71.4% 76.2%	90.5%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=39]	43.6% 69.2%	76.9%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=34]	32.4% 50.0%	61.8%
35. The PPT introduced planning for my child's transition to adulthood. [n=37]	35.1% 73.0%	78.4%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=36]	77.8% 88.9%	97.2%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=36]	55.6% 75.0%	77.8%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=35]	31.4% 74.3%	80.0%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

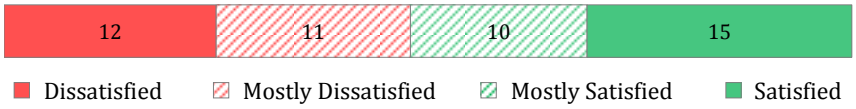
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY: Strongly Agree Moderately Agree

SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 130 surveys completed by parents in the Glastonbury Nexus District, 38.5% (n=50) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.[6]

RESPONDENTS' COMMENTS PER 4-POINT SATISFACTION RUBRIC



Note: The comments of two respondents were not coded because the remarks could not be classified as either a reflection of satisfaction or dissatisfaction with their child's program.

COMMENTS EXPRESSING SATISFACTION

- *Help from the school was successful in the academic year of 2014-2015. My son had a very good year with a team of excellent teachers! [Translation]*
- *The Smith Middle School in Glastonbury has a phenomenal special education teacher that went above and beyond expectations. She showed love and confidence in my child which significantly contributed to his success. She is experienced and equipped with skills to motivate and train. She has continued to encourage my son in his success since he left the school. The district is lucky to have this teacher, as she is a valuable asset to teachers, students, administrators, and parents. She taught me many things about parenting, as well as how to see the best in my child.*
- *Hopewell School has gone out of their way to help my son overcome emotional difficulties with autism so he can succeed in class. The community is welcoming and accepting.*
- *I am very pleased with the level of services and attention my child has received.*
- *The elementary school has been very welcoming to our family and has treated our son amazingly. I could not ask for a better staff to provide our son with the best education possible.*
- *The Glastonbury school system always goes above and beyond to support my grandson's needs with his education. From kindergarten to high school, they have always been there to provide support and help.*
- *I am very happy with the program and cannot say enough good things about Glastonbury High School.*
- *We felt very fortunate to have had our daughter enrolled in the special education program at Nayaug Elementary School. Her team there did an excellent job in helping her learn how to overcome her physical disabilities. All of the staff in the special education program kept me informed and made recommendations where they saw fit.*
- *I am very pleased with the day-to-day work of my son's special education team. They ensure he has the supports he needs to be successful.*
- *The Glastonbury school system has given my child support and respect. We are pleased and proud of our son and appreciate all the help Glastonbury has given him and us throughout the years. We are looking forward to the postgrad program.*

COMMENTS EXPRESSING DISSATISFACTION

- *I feel that transition programming at the high school level could be much better at assisting parents with resources. Case managers should email or call parents during the first week of school to introduce themselves.*

[6] Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

- *The school district does little or nothing to educate parents on services provided by the state.*
- *We have found that some "regular" teachers are very resistant to follow the accommodations outlined in our IEP. Some have overtly refused to follow some accommodations only to be reminded that they are obligated by law to do so. More often we find that these teachers subtlety ignore what they don't want to follow.*
- *I think I need more support and training as a parent of a disabled child.*
- *I did not feel my child was supported by the special education program as she transitioned from one school to the next. There was no communication with me the entire beginning of the school year. It wasn't until I reached out about her poor grades that I was able to determine her IEP modifications were not in place in her general education classes. That was a huge oversight on their part and not acceptable in my eyes.*
- *My son's high school has tremendous difficulty with supporting age appropriate and sincere social interactions. The school system does not teach or reinforce "soft skills" that are so important to successfully engage in adult life.*
- *I find that the Glastonbury school system follows the rules with regards to the meetings and paperwork timelines. They check the box so that they can prove that they follow the rules versus truly providing the appropriate support for the child. They do not encourage a partnership with parents. They determine the outcome by voting amongst themselves. They will listen to my concerns and then proceed to tell me why my daughter doesn't need anything additional than what they have already determined.*
- *I would appreciate more information regarding services that support children and their parents at home. I think having that discussion at the IEP and in conjunction with the school's services would make the home to school transition more successful. This would benefit all parties in truly understanding the implications and in reinforcing learning.*
- *My daughter had a reading comprehension issue. I wish she got more time with a reading specialist.*
- *Although district staff are very quick to reassure us that our child's needs will be met, this simply isn't the case. The teachers are not held to a higher standard to assure that the child is properly supported in the classroom. The special education teachers are often providing services only in a "study hall" like setting with numerous other children, all with varying needs. This district wants to get their kids to progress to the next level but not address the real learning challenges and needs many of our kids face. Managing behavior until the child can move on to another class and another grade, is not the same as supporting children, helping them to develop coping skills in real time, and actually effecting real and significant change.*

APPENDIX A | GLASTONBURY SURVEY FINDINGS

A.1 | SURVEY RESPONSE TABLE

A.2 | BOX-AND-WHISKER CHARTS

APPENDIX A.1: GLASTONBURY SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	128	3.9%	4.7%	3.1%	7.8%	38.3%	42.2%	±	11.7%	88.3%	80.5%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	130	1.5%	3.1%	3.1%	10.0%	25.4%	56.9%	±	7.7%	92.3%	82.3%
3. My child is accepted within the school community.	128	1.6%	3.9%	6.3%	7.8%	21.1%	59.4%	±	11.7%	88.3%	80.5%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	130	6.2%	6.2%	4.6%	10.8%	33.8%	38.5%	0.0%	16.9%	83.1%	72.3%
5. All special education services identified in my child's IEP have been provided.	129	3.1%	4.7%	3.1%	9.3%	29.5%	49.6%	0.8%	10.9%	88.4%	79.1%
6. Staff is appropriately trained and able to provide my child's specific program and services.	125	4.8%	4.0%	4.0%	8.8%	25.6%	52.0%	0.8%	12.8%	86.4%	77.6%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	126	3.2%	4.0%	0.8%	6.3%	27.0%	55.6%	3.2%	7.9%	88.9%	82.5%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	124	1.6%	6.5%	4.8%	12.1%	28.2%	37.9%	8.9%	12.9%	78.2%	66.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	124	1.6%	5.6%	4.8%	12.1%	28.2%	38.7%	8.9%	12.1%	79.0%	66.9%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	127	3.1%	3.9%	5.5%	14.2%	23.6%	49.6%	±	12.6%	87.4%	73.2%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	129	4.7%	2.3%	2.3%	14.0%	15.5%	61.2%	±	9.3%	90.7%	76.7%
12. I understand what is discussed at meetings to develop my child's IEP.	126	0.8%	1.6%	3.2%	8.7%	21.4%	64.3%	±	5.6%	94.4%	85.7%
13. My concerns and recommendations are documented in the development of my child's IEP.	127	2.4%	3.1%	2.4%	16.5%	22.8%	52.8%	±	7.9%	92.1%	75.6%
14. My child's evaluation report is written in terms I understand.	126	0.0%	0.8%	4.8%	10.3%	26.2%	57.9%	±	5.6%	94.4%	84.1%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	126	2.4%	4.0%	2.4%	4.8%	19.0%	67.5%	±	8.7%	91.3%	86.5%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	128	2.3%	5.5%	4.7%	11.7%	28.1%	47.7%	±	12.5%	87.5%	75.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	128	2.3%	3.9%	7.8%	13.3%	18.0%	54.7%	±	14.1%	85.9%	72.7%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	127	4.7%	1.6%	0.0%	5.5%	11.8%	76.4%	±	6.3%	93.7%	88.2%
19. If necessary, a translator was provided at the PPT meetings.	80	8.8%	1.3%	2.5%	6.3%	10.0%	71.3%	±	12.5%	87.5%	81.3%
20. The translation services provided at the PPT meetings were useful and accurate.	76	14.5%	0.0%	0.0%	9.2%	9.2%	67.1%	±	14.5%	85.5%	76.3%
21. The school district proposed the regular classroom for my child as the first placement option.	125	4.8%	0.8%	0.0%	5.6%	8.8%	76.8%	3.2%	5.6%	91.2%	85.6%

Table is continued on the next page.

APPENDIX A.1: GLASTONBURY SURVEY RESPONSE TABLE (CONTINUED)

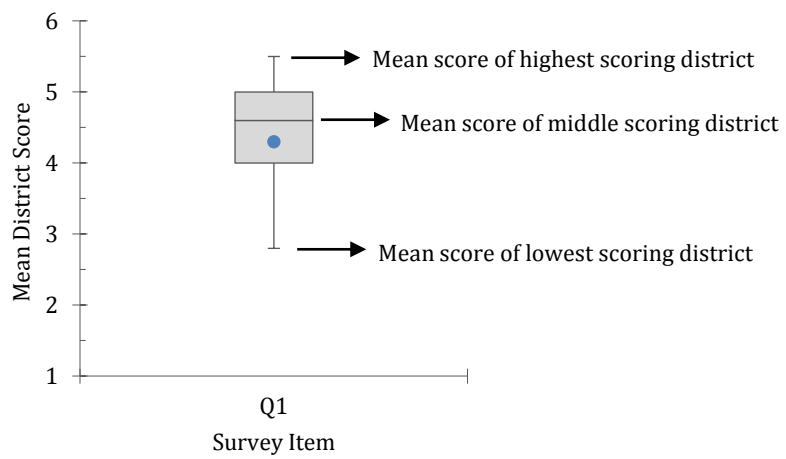
	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	99	76.8%	2.0%	1.0%	2.0%	4.0%	14.1%	±	79.8%	20.2%	18.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	128	1.6%	3.9%	0.0%	2.3%	10.9%	81.3%	±	5.5%	94.5%	92.2%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	124	4.8%	1.6%	0.8%	4.0%	8.9%	79.8%	±	7.3%	92.7%	88.7%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	114	7.9%	2.6%	3.5%	8.8%	12.3%	43.0%	21.9%	14.0%	64.0%	55.3%
26. In the past year, I have attended parent training or information sessions (provided by my district, other districts, or agencies) that addressed the needs of parents and of children with disabilities.	108	34.3%	4.6%	8.3%	10.2%	13.9%	28.7%	±	47.2%	52.8%	42.6%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	109	43.1%	6.4%	6.4%	6.4%	12.8%	24.8%	±	56.0%	44.0%	37.6%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	121	9.1%	2.5%	5.0%	11.6%	14.0%	29.8%	28.1%	16.5%	55.4%	43.8%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	122	4.9%	0.8%	3.3%	10.7%	13.1%	37.7%	29.5%	9.0%	61.5%	50.8%
30. My child is learning skills that will enable him/her to be as independent as possible.	126	3.2%	4.8%	4.0%	15.1%	23.0%	50.0%	±	11.9%	88.1%	73.0%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	126	4.0%	6.3%	5.6%	9.5%	19.0%	55.6%	±	15.9%	84.1%	74.6%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	21	9.5%	0.0%	0.0%	14.3%	4.8%	71.4%	±	9.5%	90.5%	76.2%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	39	7.7%	12.8%	2.6%	7.7%	25.6%	43.6%	±	23.1%	76.9%	69.2%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	34	8.8%	5.9%	2.9%	11.8%	17.6%	32.4%	20.6%	17.6%	61.8%	50.0%
35. The PPT introduced planning for my child's transition to adulthood.	37	8.1%	8.1%	5.4%	5.4%	37.8%	35.1%	±	21.6%	78.4%	73.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	36	2.8%	0.0%	0.0%	8.3%	11.1%	77.8%	±	2.8%	97.2%	88.9%
37. The PPT discussed an appropriate course of study at the high school for my child.	36	5.6%	8.3%	8.3%	2.8%	19.4%	55.6%	±	22.2%	77.8%	75.0%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	35	8.6%	5.7%	5.7%	5.7%	42.9%	31.4%	±	20.0%	80.0%	74.3%

Note: High level agree = "moderately agree" + "strongly agree."
± Not a response option for this survey item.

APPENDIX A.2: GLASTONBURY BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.[7] The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."[8] An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.[9] The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (•). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (•) will be missing for those items.[10]

How to Interpret Your Box-and-Whisker Chart



Contains the middle 50% of mean district scores on Question 1.

• Represents the mean score for your district on Question 1.

Result: The mean score for your district is below the mean score of the "middle" scoring district but is within the middle 50% of all mean district scores for this question.

Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

[7] Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

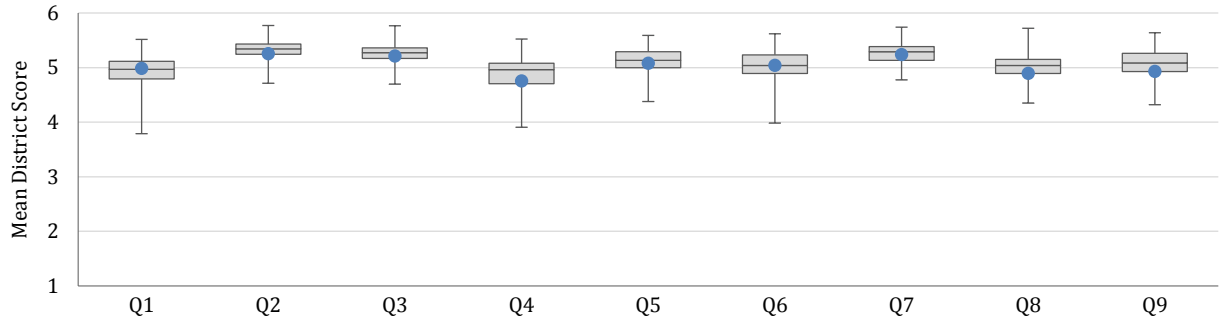
[8] The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

[9] Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

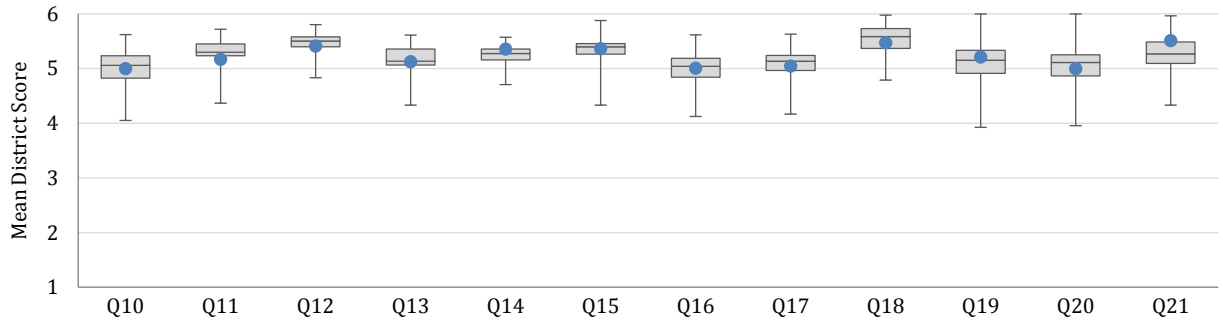
[10] A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

APPENDIX A.2: GLASTONBURY BOX-AND-WHISKER CHARTS (CONTINUED)

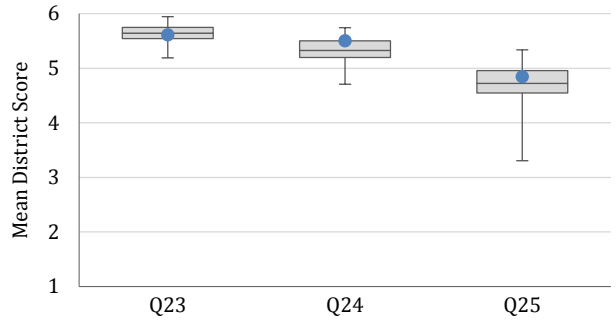
SATISFACTION WITH MY CHILD'S PROGRAM



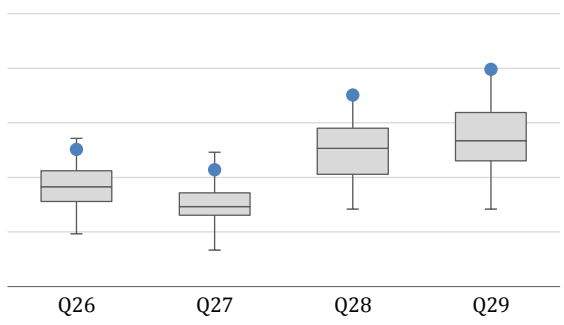
PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM



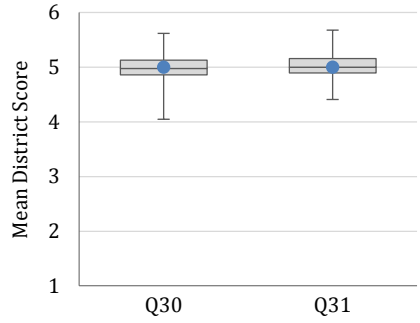
MY CHILD'S PARTICIPATION



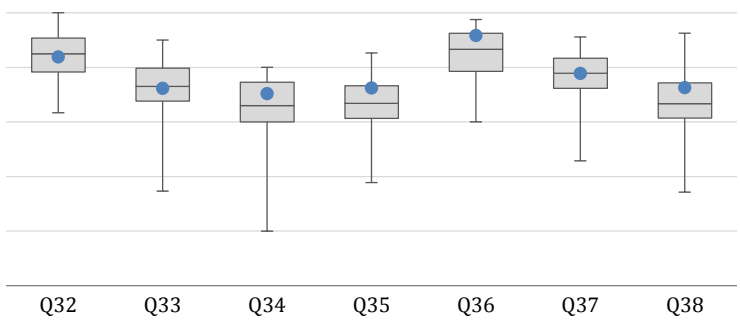
PARENT TRAINING AND SUPPORT



MY CHILD'S SKILLS



TRANSITION PLANNING



APPENDIX B | STATEWIDE RESULTS

B.1 | RESPONSE RATE BY DISTRICT

B.2 | STATEWIDE SURVEY RESPONSE TABLE

APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
Total	**18,634**	**3,965**	**21.3%**

Note: Districts are sorted in descending order based on their response rate.
A (*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.

APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. In the past year, I have attended parent training or information sessions (provided by my district, other districts, or agencies) that addressed the needs of parents and of children with disabilities.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."
± Not a response option for this survey item.