CT Department of Education

Bureau of Special Education

Connecticut Special Education Parent Survey

2010-2011

District Report

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Introduction

In spring 2011, the Connecticut State Department of Education (CSDE), Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and parents' involvement in their child's special education program. The 2010-2011 statewide survey represents the final year of the six-year sampling protocol for the State Performance Plan (SPP).

The 2010-2011 CT Special Education Parent Survey Summary Report (expected to be available on the Department website by the end of 2011) will provide a comprehensive summary of findings from the statewide survey. This document is intended to provide supplementary district-level information to that report.

Methods

District-level data in this report is presented in two formats; survey response tables and box-and-whisker charts. A summary description of both methods is presented below.

Survey Response Tables

The survey response tables provide a district summary of survey responses organized by the six topic areas established on the survey questionnaire. For each survey item, the number of respondents (n) includes all parents who selected a survey response option other than "not applicable." Confidentiality edits were applied to all survey items with five or fewer respondents per item. In addition, survey responses from six districts (Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11) were aggregated into a single survey response table in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district.

Across the 29 districts that received the 2010-2011 survey, there was considerable variation in the total number of surveys received; while at the same time, within districts, there was also considerable variation in the number of parents to respond to particular survey statements (most notably on statements regarding translation services, transportation, and transition planning). As such, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context. (See Appendix A for the survey response rate per district, and Appendix B for the overall distribution of survey responses.)

Box-and-Whisker Charts

The box-and-whisker charts provide a visual snapshot (by survey item) of a district's mean (average) score relative to the mean score of all other districts participating in the survey. The mean district score represents the average parent response scaled from 1 (strongly disagree) or dissatisfied to 6 (strongly agree) or satisfied.[1] The response options "not applicable" and "don't know" were not included in the calculation of the mean score, as there is no intuitive ordering for these responses.

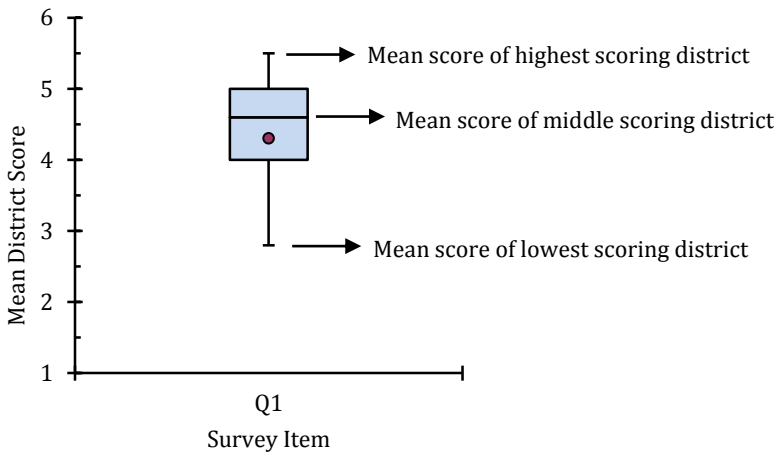
An illustration of how to interpret the box-and-whisker charts is provided in the diagram on the next page. A box for each survey item represents the middle 50% of districts and the middle (median) district score is represented by a black line within the box. The "whiskers" on the box represent the minimum and maximum mean scores across all districts and an individual district is represented by a round dot (•). Thus, if the district mean score was inside the box, it would be considered an average rating; if the district mean score was in the lower "whisker," it would be considered a below average rating; and if the district mean score was in the upper "whisker," it would be considered an above average rating.

Any district with five or fewer respondents to a particular survey item was not included in the overall mean score for that item. If the round dot (•) representing a district is missing from a box-and-whisker chart, then this confidentiality edit was applied to that district for the respective survey statement. The responses of six districts (Canaan, Eastford, Hampton, Hartland,

[1] Survey items Q3, Q4, and Q26 are negatively keyed (6=strongly agree is equivalent to a high level of dissatisfaction); therefore, responses to these items were reverse-coded to maintain a consistent interpretation of mean scores.

Marlborough, and Regional School District 11) were aggregated into one box-and-whisker chart in order to meet the CSDE standard for confidential reporting of district-level data.

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).

As stated previously, all comparisons (across survey items and across individual districts) should be examined with consideration given to the total number of survey respondents.[2] Although the number of survey respondents per item is not available on the box-and-whisker charts, it can be obtained (along with the wording of each survey item) from the response tables provided for each district.

[2] Two survey items (Q21 and Q22) were excluded from the analysis altogether due to the overall low number of parents to respond to these statements.

District Survey Responses

Brooklyn

The 2010-2011 survey was sent to 140 parents of children receiving special education services in the Brooklyn School District. A total of 42 surveys were returned for a response rate of 30.0%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Brooklyn Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	42	50.0%	31.0%	4.8%	85.7%	7.1%	4.8%	2.4%	14.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	42	61.9%	21.4%	9.5%	92.9%	4.8%	2.4%	0.0%	7.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	66.7%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	14	7.1%	0.0%	0.0%	7.1%	0.0%	7.1%	85.7%	92.9%	±
5. My child is accepted within the school community.	42	61.9%	19.0%	11.9%	92.9%	2.4%	2.4%	2.4%	7.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	42	50.0%	31.0%	9.5%	90.5%	4.8%	0.0%	4.8%	9.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	42	54.8%	26.2%	4.8%	85.7%	2.4%	7.1%	2.4%	11.9%	2.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	42	52.4%	26.2%	7.1%	85.7%	2.4%	2.4%	9.5%	14.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	40	62.5%	27.5%	0.0%	90.0%	2.5%	7.5%	0.0%	10.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	39	53.8%	17.9%	17.9%	89.7%	5.1%	2.6%	2.6%	10.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	41	41.5%	31.7%	12.2%	85.4%	7.3%	2.4%	2.4%	12.2%	2.4%

Table is continued on the next page.

Brooklyn Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	42	45.2%	21.4%	21.4%	88.1%	4.8%	4.8%	2.4%	11.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	42	64.3%	26.2%	0.0%	90.5%	7.1%	2.4%	0.0%	9.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	42	71.4%	19.0%	7.1%	97.6%	2.4%	0.0%	0.0%	2.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	42	54.8%	33.3%	9.5%	97.6%	2.4%	0.0%	0.0%	2.4%	±
16. My child's evaluation report is written in terms I understand.	42	61.9%	21.4%	7.1%	90.5%	4.8%	4.8%	0.0%	9.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	41	56.1%	24.4%	12.2%	92.7%	2.4%	0.0%	4.9%	7.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	51.2%	19.5%	17.1%	87.8%	7.3%	0.0%	4.9%	12.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	42	54.8%	21.4%	19.0%	95.2%	4.8%	0.0%	0.0%	4.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	42	57.1%	21.4%	9.5%	88.1%	0.0%	4.8%	7.1%	11.9%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	39	74.4%	23.1%	0.0%	97.4%	0.0%	2.6%	0.0%	2.6%	0.0%

Table is continued on the next page.

Brooklyn Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	41	78.0%	17.1%	0.0%	95.1%	2.4%	0.0%	2.4%	4.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	70.3%	13.5%	5.4%	89.2%	8.1%	0.0%	2.7%	10.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	24	8.3%	0.0%	4.2%	12.5%	0.0%	8.3%	79.2%	87.5%	±
27. 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).	21	47.6%	4.8%	9.5%	61.9%	19.0%	4.8%	4.8%	28.6%	9.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	85.7%	14.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

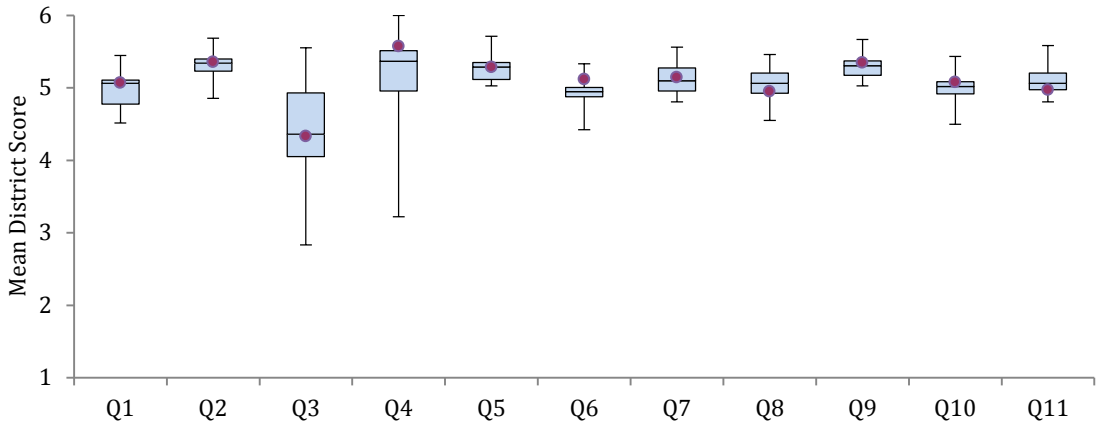
Brooklyn Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	22	9.1%	31.8%	9.1%	50.0%	4.5%	4.5%	40.9%	50.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	20	10.0%	15.0%	10.0%	35.0%	15.0%	10.0%	40.0%	65.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	32	6.3%	12.5%	12.5%	31.3%	6.3%	0.0%	28.1%	34.4%	34.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	27	11.1%	0.0%	18.5%	29.6%	3.7%	0.0%	25.9%	29.6%	40.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	36	47.2%	30.6%	8.3%	86.1%	0.0%	2.8%	11.1%	13.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	34	47.1%	26.5%	14.7%	88.2%	0.0%	2.9%	8.8%	11.8%	±

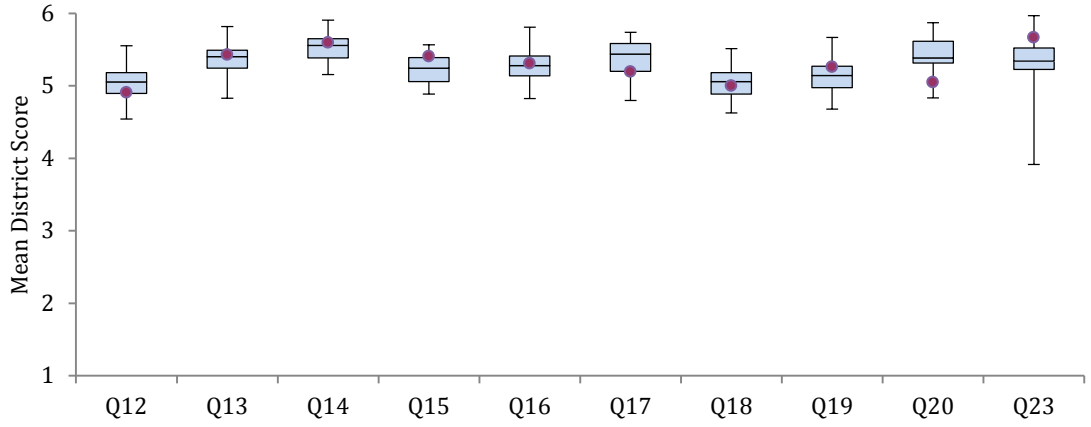
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Brooklyn Box-and-Whisker Charts

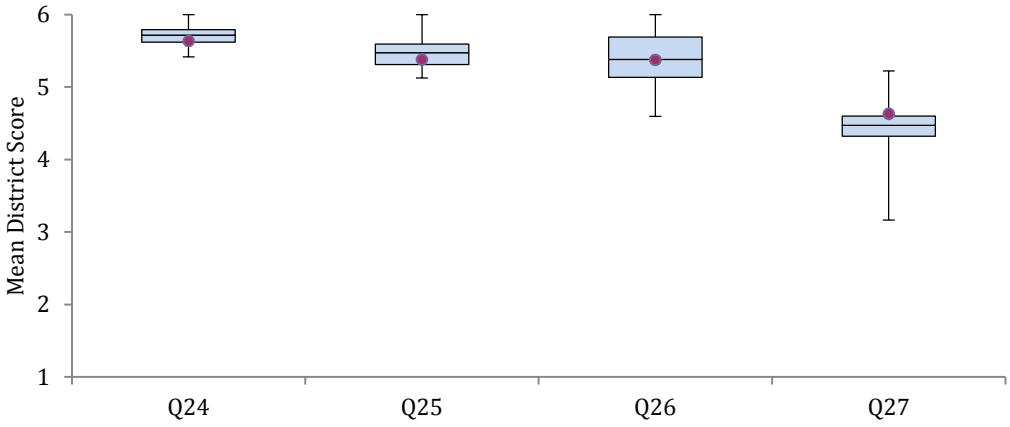
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



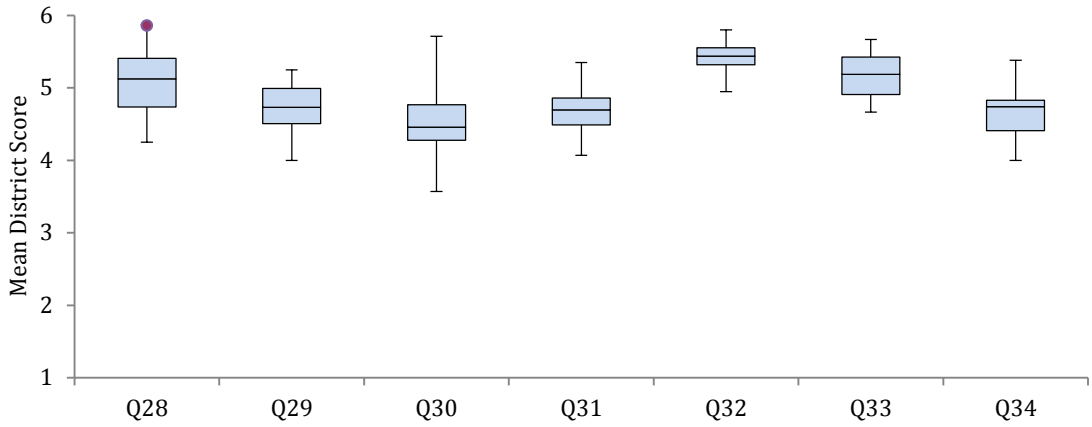
My Child's Participation



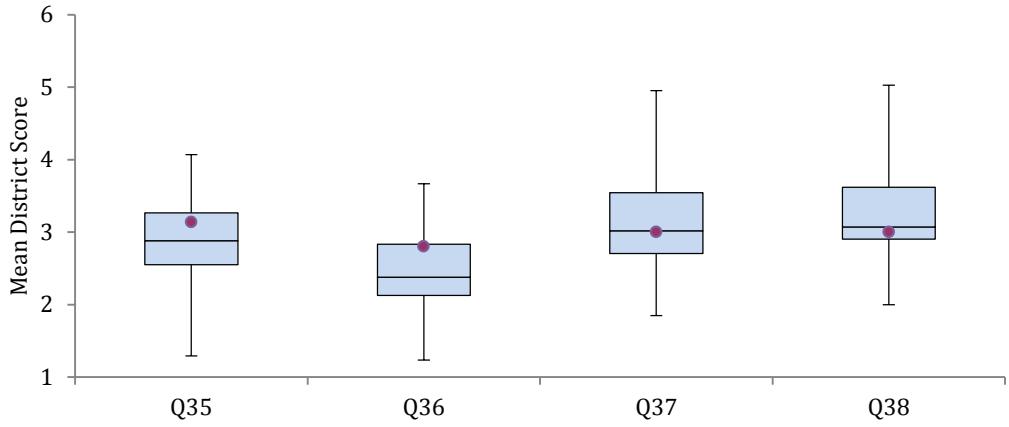
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Brooklyn Box-and-Whisker Charts (continued)

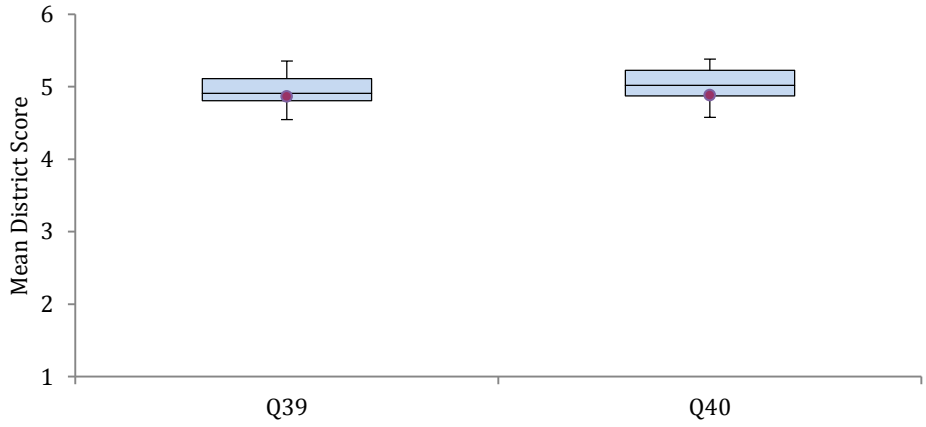
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q29 through Q34.

Clinton

The 2010-2011 survey was sent to 264 parents of children receiving special education services in the Clinton School District. A total of 54 surveys were returned for a response rate of 20.5%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Clinton Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	54	48.1%	24.1%	14.8%	87.0%	3.7%	5.6%	3.7%	13.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	53	62.3%	20.8%	9.4%	92.5%	3.8%	1.9%	1.9%	7.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	0.0%	8.3%	16.7%	25.0%	8.3%	8.3%	58.3%	75.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	25	4.0%	0.0%	8.0%	12.0%	0.0%	0.0%	88.0%	88.0%	±
5. My child is accepted within the school community.	54	63.0%	18.5%	3.7%	85.2%	3.7%	9.3%	1.9%	14.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	54	42.6%	29.6%	11.1%	83.3%	1.9%	7.4%	5.6%	14.8%	1.9%
7. All special education services identified in my child's IEP have been provided.	52	57.7%	19.2%	7.7%	84.6%	0.0%	7.7%	5.8%	13.5%	1.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	53	58.5%	18.9%	7.5%	84.9%	9.4%	1.9%	3.8%	15.1%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	53	58.5%	22.6%	7.5%	88.7%	5.7%	1.9%	3.8%	11.3%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	51	41.2%	25.5%	11.8%	78.4%	9.8%	2.0%	3.9%	15.7%	5.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	52	51.9%	21.2%	7.7%	80.8%	5.8%	5.8%	1.9%	13.5%	5.8%

Table is continued on the next page.

Clinton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	52	44.2%	19.2%	11.5%	75.0%	11.5%	3.8%	9.6%	25.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	53	56.6%	18.9%	11.3%	86.8%	0.0%	9.4%	3.8%	13.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	53	71.7%	18.9%	3.8%	94.3%	1.9%	3.8%	0.0%	5.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	52	50.0%	28.8%	5.8%	84.6%	1.9%	9.6%	3.8%	15.4%	±
16. My child's evaluation report is written in terms I understand.	53	58.5%	26.4%	9.4%	94.3%	1.9%	3.8%	0.0%	5.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	53	67.9%	24.5%	3.8%	96.2%	0.0%	3.8%	0.0%	3.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	53	49.1%	18.9%	17.0%	84.9%	3.8%	5.7%	5.7%	15.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	53	47.2%	26.4%	7.5%	81.1%	11.3%	3.8%	3.8%	18.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	53	73.6%	20.8%	1.9%	96.2%	1.9%	0.0%	1.9%	3.8%	±
21. If necessary, a translator was provided at the PPT meetings.	7	57.1%	14.3%	14.3%	85.7%	14.3%	0.0%	0.0%	14.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	49	61.2%	18.4%	4.1%	83.7%	2.0%	2.0%	6.1%	10.2%	6.1%

Table is continued on the next page.

Clinton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	53	88.7%	3.8%	3.8%	96.2%	1.9%	0.0%	1.9%	3.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	52	82.7%	3.8%	5.8%	92.3%	0.0%	1.9%	5.8%	7.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	8.3%	8.3%	8.3%	25.0%	2.8%	0.0%	72.2%	75.0%	±
27. 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).	29	41.4%	3.4%	10.3%	55.2%	3.4%	3.4%	27.6%	34.5%	10.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	75.0%	12.5%	0.0%	87.5%	0.0%	12.5%	0.0%	12.5%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	17	47.1%	17.6%	17.6%	82.4%	0.0%	0.0%	17.6%	17.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	10	60.0%	10.0%	0.0%	70.0%	0.0%	0.0%	30.0%	30.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	15	40.0%	20.0%	20.0%	80.0%	6.7%	0.0%	13.3%	20.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	19	68.4%	15.8%	15.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	19	57.9%	21.1%	10.5%	89.5%	0.0%	5.3%	5.3%	10.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	18	33.3%	33.3%	16.7%	83.3%	0.0%	11.1%	5.6%	16.7%	±

Table is continued on the next page.

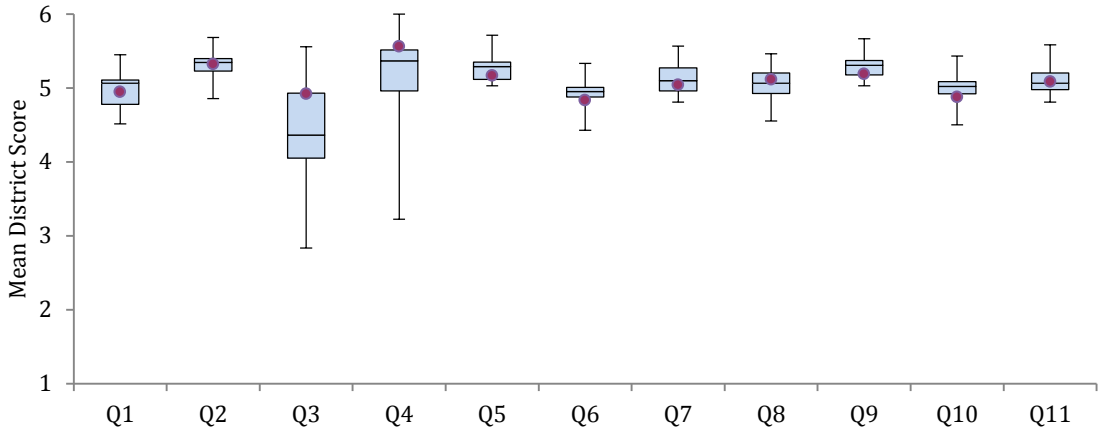
Clinton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	36	22.2%	2.8%	11.1%	36.1%	8.3%	5.6%	50.0%	63.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31	12.9%	0.0%	6.5%	19.4%	3.2%	6.5%	71.0%	80.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	41	7.3%	12.2%	4.9%	24.4%	7.3%	7.3%	43.9%	58.5%	17.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	41	17.1%	4.9%	4.9%	26.8%	7.3%	9.8%	34.1%	51.2%	22.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	50	46.0%	22.0%	12.0%	80.0%	6.0%	6.0%	8.0%	20.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	51	51.0%	21.6%	5.9%	78.4%	5.9%	5.9%	9.8%	21.6%	±

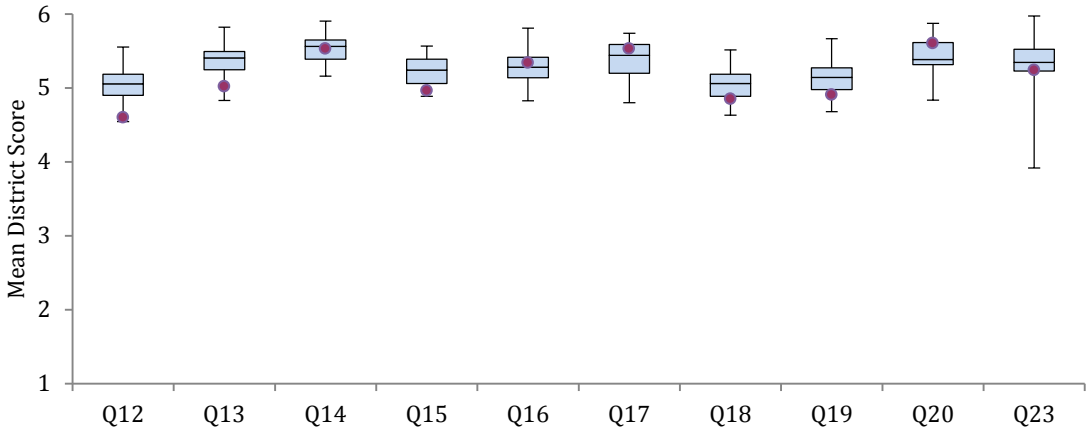
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Clinton Box-and-Whisker Charts

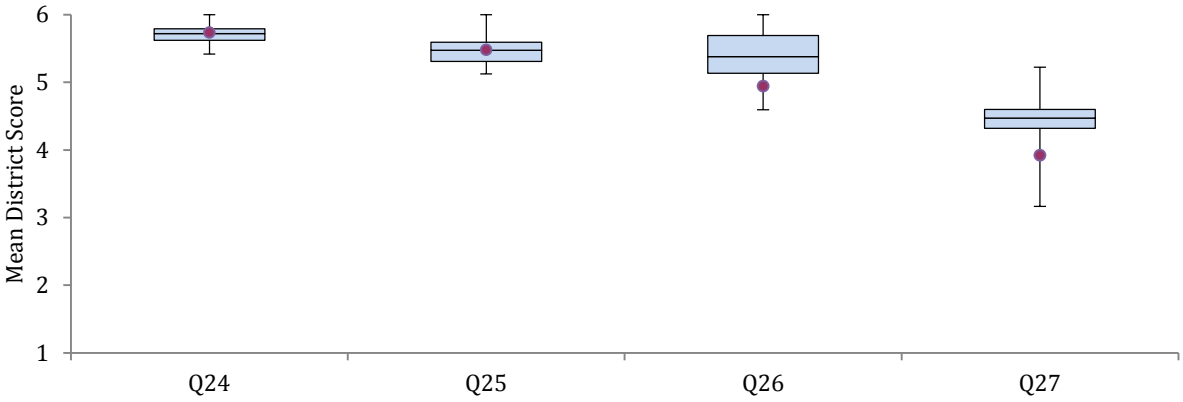
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



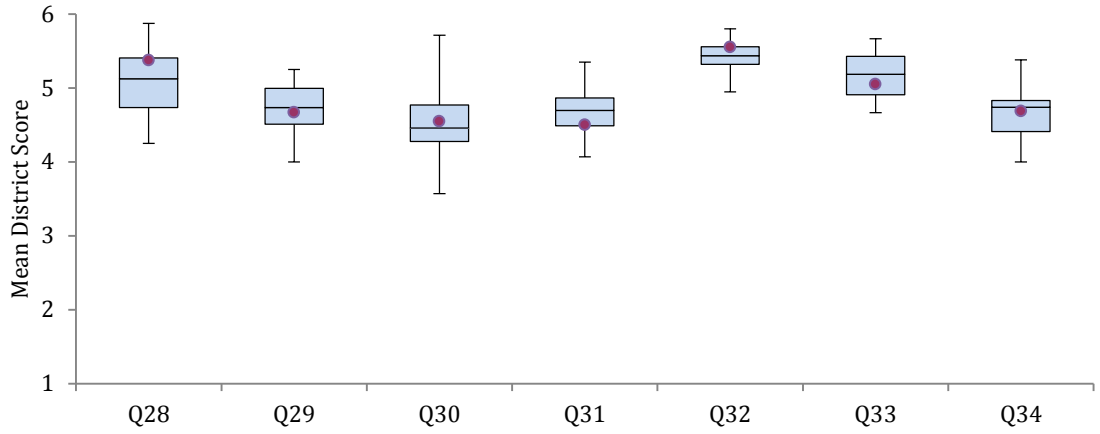
My Child's Participation



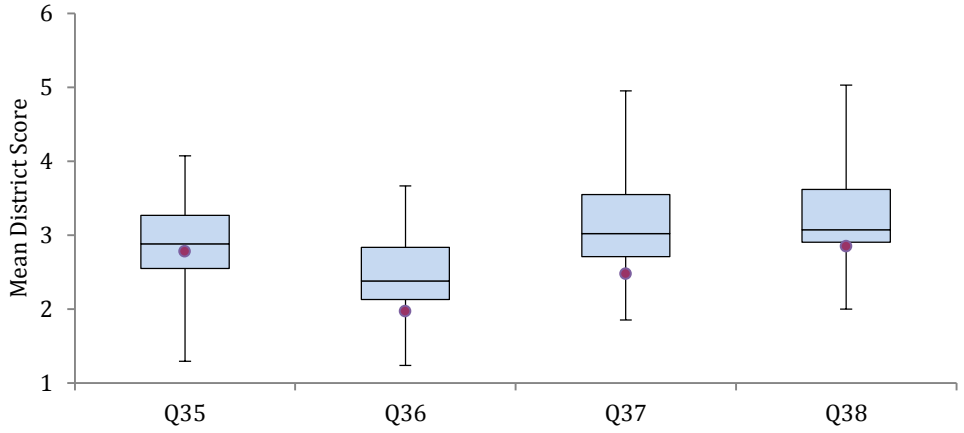
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Clinton Box-and-Whisker Charts (continued)

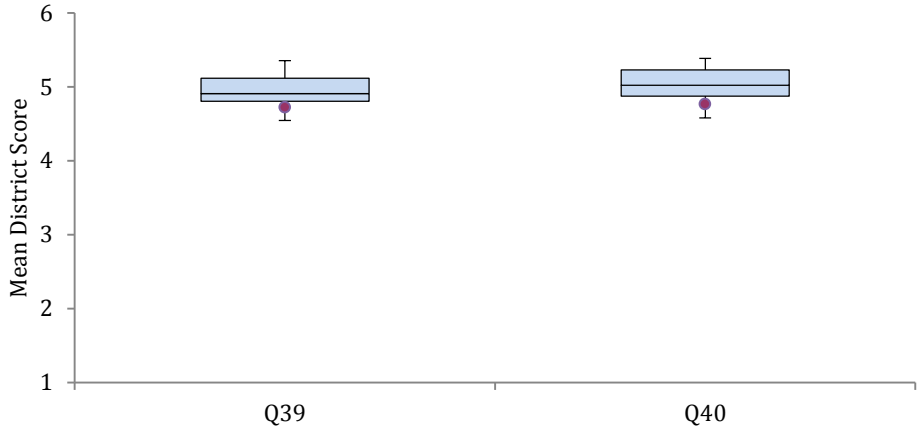
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Darien

The 2010-2011 survey was sent to 562 parents of children receiving special education services in the Darien School District. A total of 121 surveys were returned for a response rate of 21.5%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Darien Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	121	47.1%	38.0%	6.6%	91.7%	0.0%	3.3%	5.0%	8.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	120	71.7%	19.2%	5.0%	95.8%	0.0%	3.3%	0.8%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	24	8.3%	0.0%	20.8%	29.2%	8.3%	4.2%	58.3%	70.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	36	8.3%	0.0%	2.8%	11.1%	0.0%	8.3%	80.6%	88.9%	±
5. My child is accepted within the school community.	119	61.3%	24.4%	6.7%	92.4%	5.0%	0.8%	1.7%	7.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	121	39.7%	38.8%	9.9%	88.4%	2.5%	3.3%	5.0%	10.7%	0.8%
7. All special education services identified in my child's IEP have been provided.	121	51.2%	33.1%	5.8%	90.1%	3.3%	0.8%	4.1%	8.3%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	121	46.3%	31.4%	10.7%	88.4%	3.3%	4.1%	2.5%	9.9%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	120	60.8%	25.8%	5.0%	91.7%	3.3%	4.2%	0.0%	7.5%	0.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	109	46.8%	34.9%	8.3%	89.9%	2.8%	3.7%	3.7%	10.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	112	57.1%	19.6%	11.6%	88.4%	2.7%	3.6%	4.5%	10.7%	0.9%

Table is continued on the next page.

Darien Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	120	45.0%	30.0%	14.2%	89.2%	3.3%	3.3%	4.2%	10.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	121	66.9%	23.1%	3.3%	93.4%	2.5%	1.7%	2.5%	6.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	121	61.2%	29.8%	6.6%	97.5%	0.0%	0.0%	2.5%	2.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	121	62.8%	22.3%	6.6%	91.7%	5.0%	0.8%	2.5%	8.3%	±
16. My child's evaluation report is written in terms I understand.	121	45.5%	33.1%	14.0%	92.6%	2.5%	3.3%	1.7%	7.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	121	68.6%	22.3%	6.6%	97.5%	0.8%	0.8%	0.8%	2.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	119	56.3%	23.5%	10.1%	89.9%	5.0%	2.5%	2.5%	10.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	120	51.7%	25.8%	11.7%	89.2%	5.8%	2.5%	2.5%	10.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	120	64.2%	25.0%	4.2%	93.3%	2.5%	0.0%	4.2%	6.7%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	66.7%	16.7%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	102	70.6%	12.7%	1.0%	84.3%	2.0%	0.0%	8.8%	10.8%	4.9%

Table is continued on the next page.

Darien Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	115	88.7%	7.0%	1.7%	97.4%	1.7%	0.0%	0.9%	2.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	111	88.3%	6.3%	0.9%	95.5%	1.8%	0.0%	2.7%	4.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	80	6.3%	3.8%	3.8%	13.8%	1.3%	1.3%	83.8%	86.3%	±
27. 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).	47	38.3%	12.8%	10.6%	61.7%	6.4%	2.1%	14.9%	23.4%	14.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	56.3%	25.0%	12.5%	93.8%	0.0%	6.3%	0.0%	6.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	22	59.1%	18.2%	13.6%	90.9%	0.0%	9.1%	0.0%	9.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	7	28.6%	14.3%	0.0%	42.9%	14.3%	14.3%	0.0%	28.6%	28.6%
31. The PPT introduced planning for my child's transition to adulthood.	19	42.1%	26.3%	21.1%	89.5%	5.3%	5.3%	0.0%	10.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	26	73.1%	15.4%	3.8%	92.3%	0.0%	3.8%	3.8%	7.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	27	55.6%	18.5%	18.5%	92.6%	0.0%	3.7%	3.7%	7.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	22	45.5%	13.6%	36.4%	95.5%	0.0%	0.0%	4.5%	4.5%	±

Table is continued on the next page.

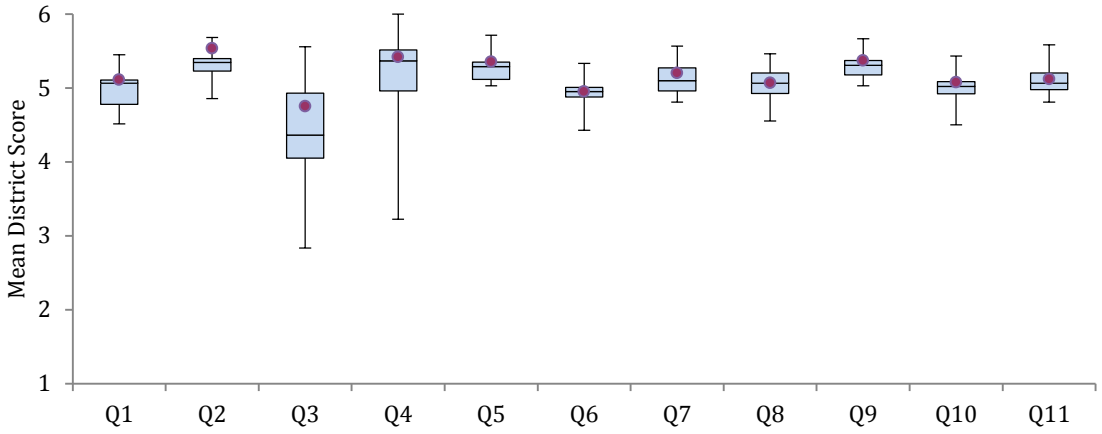
Darien Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	69	21.7%	11.6%	13.0%	46.4%	1.4%	2.9%	49.3%	53.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	16.9%	11.3%	19.7%	47.9%	7.0%	2.8%	42.3%	52.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	105	12.4%	7.6%	14.3%	34.3%	9.5%	5.7%	25.7%	41.0%	24.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	105	14.3%	6.7%	13.3%	34.3%	5.7%	5.7%	21.9%	33.3%	32.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	114	57.0%	23.7%	9.6%	90.4%	2.6%	1.8%	5.3%	9.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	109	63.3%	19.3%	7.3%	89.9%	2.8%	1.8%	5.5%	10.1%	±

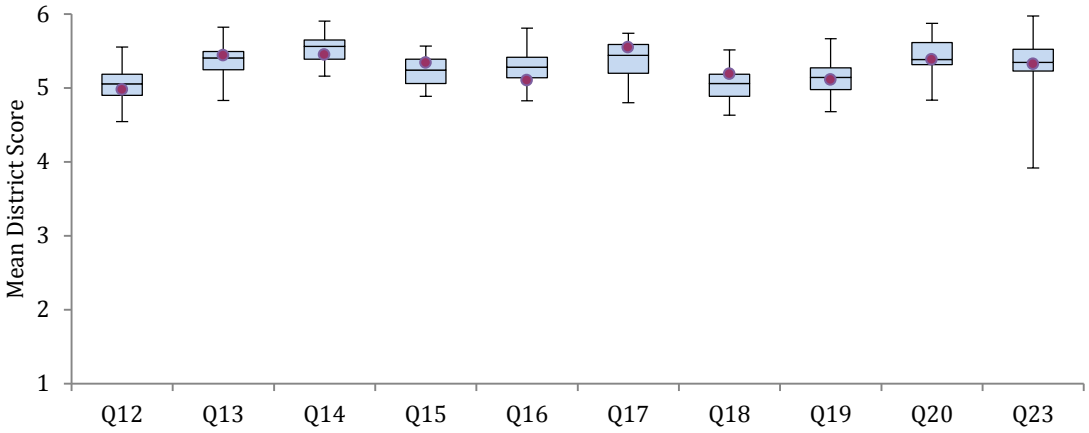
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Darien Box-and-Whisker Charts

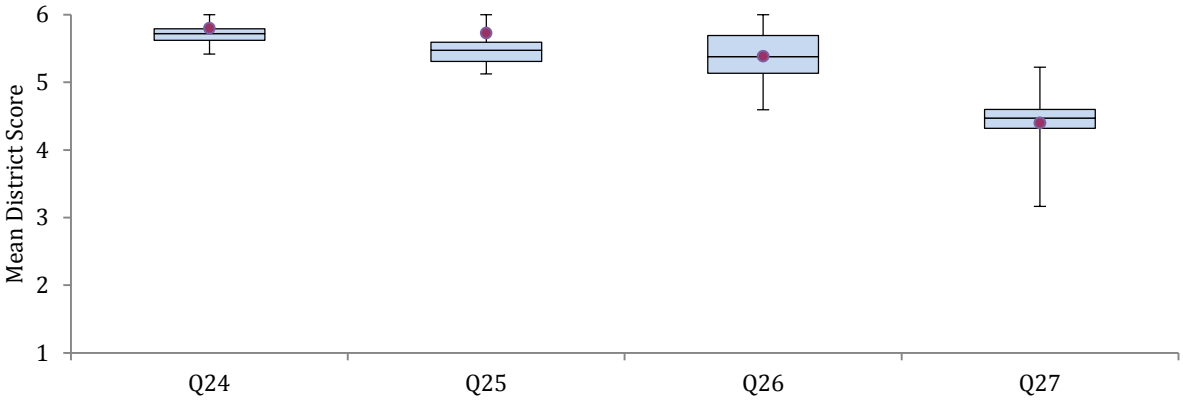
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



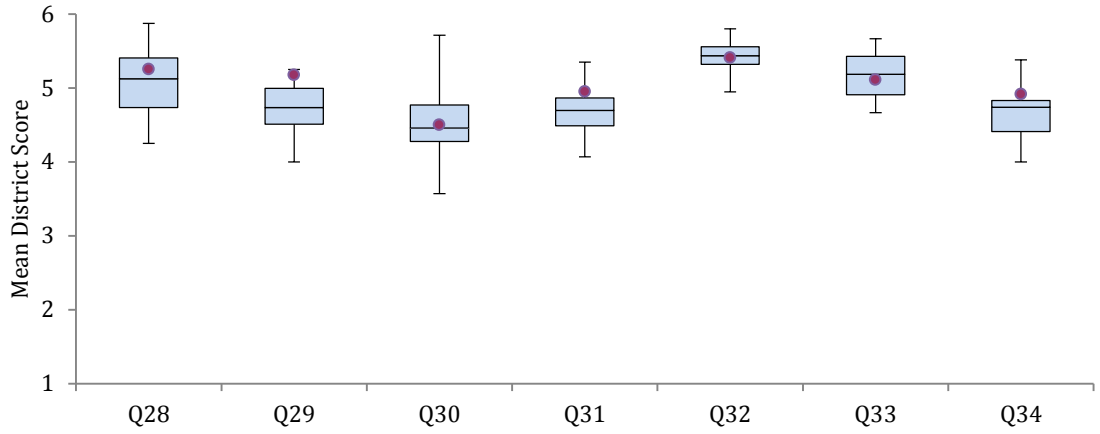
My Child's Participation



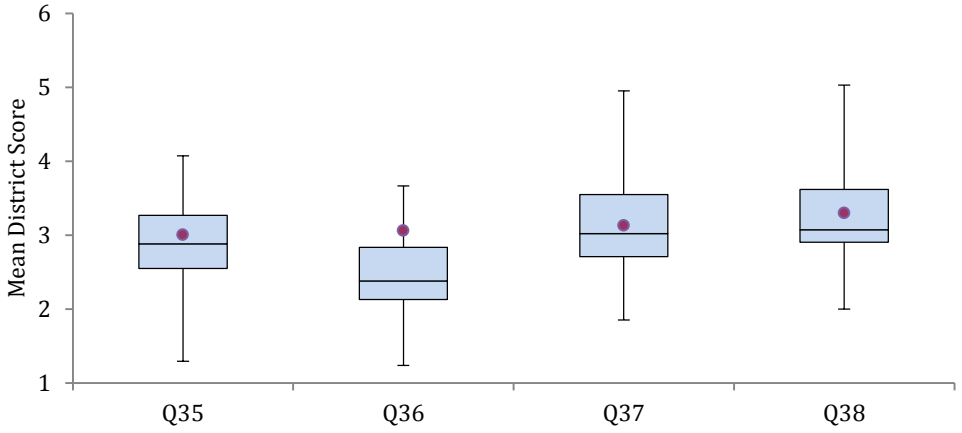
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Darien Box-and-Whisker Charts (continued)

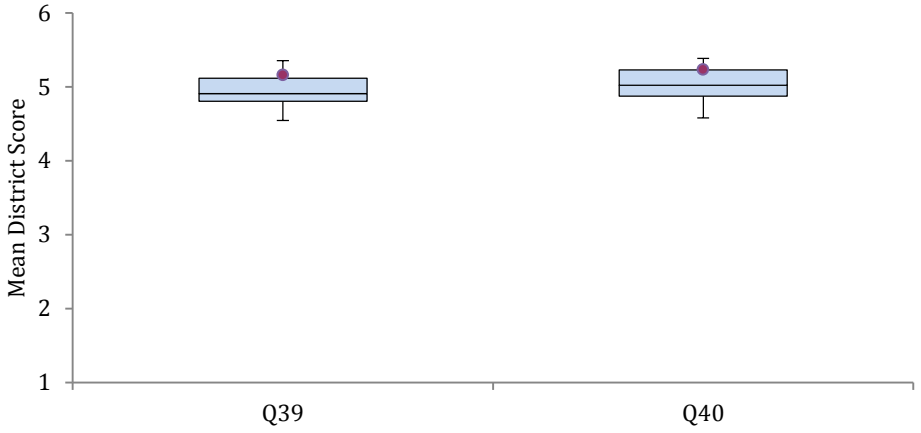
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

East Granby

The 2010-2011 survey was sent to 95 parents of children receiving special education services in the East Granby School District. A total of 26 surveys were returned for a response rate of 27.4%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

East Granby Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	26	38.5%	46.2%	7.7%	92.3%	0.0%	7.7%	0.0%	7.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	48.0%	36.0%	12.0%	96.0%	0.0%	4.0%	0.0%	4.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	++	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	8	0.0%	0.0%	12.5%	12.5%	0.0%	12.5%	75.0%	87.5%	±
5. My child is accepted within the school community.	23	60.9%	26.1%	8.7%	95.7%	0.0%	0.0%	4.3%	4.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	26	38.5%	38.5%	15.4%	92.3%	0.0%	7.7%	0.0%	7.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	26	46.2%	42.3%	3.8%	92.3%	7.7%	0.0%	0.0%	7.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	26	38.5%	50.0%	3.8%	92.3%	0.0%	3.8%	0.0%	3.8%	3.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	24	50.0%	37.5%	12.5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	25	28.0%	40.0%	16.0%	84.0%	8.0%	4.0%	4.0%	16.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	24	45.8%	33.3%	16.7%	95.8%	4.2%	0.0%	0.0%	4.2%	0.0%

Table is continued on the next page.

East Granby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	24	29.2%	45.8%	12.5%	87.5%	8.3%	4.2%	0.0%	12.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	26	76.9%	11.5%	3.8%	92.3%	3.8%	3.8%	0.0%	7.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	26	76.9%	19.2%	0.0%	96.2%	3.8%	0.0%	0.0%	3.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	26	46.2%	30.8%	15.4%	92.3%	3.8%	0.0%	3.8%	7.7%	±
16. My child's evaluation report is written in terms I understand.	26	61.5%	23.1%	7.7%	92.3%	3.8%	3.8%	0.0%	7.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	26	61.5%	19.2%	7.7%	88.5%	7.7%	0.0%	3.8%	11.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	25	52.0%	24.0%	12.0%	88.0%	12.0%	0.0%	0.0%	12.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	25	48.0%	40.0%	8.0%	96.0%	4.0%	0.0%	0.0%	4.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	24	62.5%	8.3%	4.2%	75.0%	8.3%	8.3%	8.3%	25.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	21	66.7%	23.8%	0.0%	90.5%	4.8%	0.0%	0.0%	4.8%	4.8%

Table is continued on the next page.

East Granby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	25	84.0%	12.0%	0.0%	96.0%	4.0%	0.0%	0.0%	4.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	24	79.2%	12.5%	4.2%	95.8%	4.2%	0.0%	0.0%	4.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	13	0.0%	0.0%	0.0%	0.0%	15.4%	0.0%	84.6%	100.0%	±
27. 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).	14	28.6%	14.3%	14.3%	57.1%	21.4%	0.0%	7.1%	28.6%	14.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	++	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	8	37.5%	37.5%	12.5%	87.5%	12.5%	0.0%	0.0%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	7	42.9%	14.3%	28.6%	85.7%	0.0%	0.0%	14.3%	14.3%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	8	37.5%	37.5%	12.5%	87.5%	0.0%	0.0%	12.5%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	75.0%	25.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	8	62.5%	25.0%	12.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	7	57.1%	28.6%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±

Table is continued on the next page.

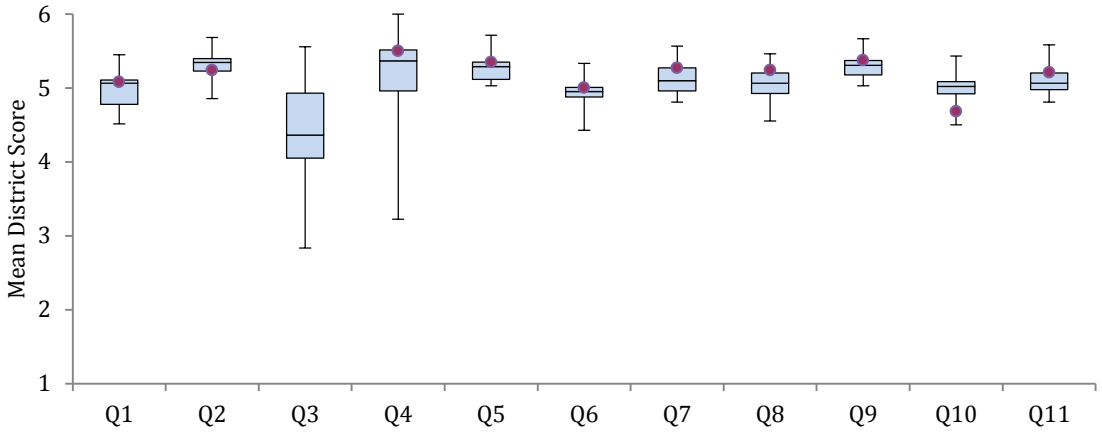
East Granby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	14	28.6%	0.0%	0.0%	28.6%	7.1%	7.1%	57.1%	71.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	13	30.8%	0.0%	7.7%	38.5%	0.0%	0.0%	61.5%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	21	4.8%	9.5%	9.5%	23.8%	0.0%	0.0%	47.6%	47.6%	28.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	21	4.8%	4.8%	9.5%	19.0%	4.8%	0.0%	47.6%	52.4%	28.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	23	43.5%	39.1%	8.7%	91.3%	8.7%	0.0%	0.0%	8.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	22	54.5%	31.8%	9.1%	95.5%	4.5%	0.0%	0.0%	4.5%	±

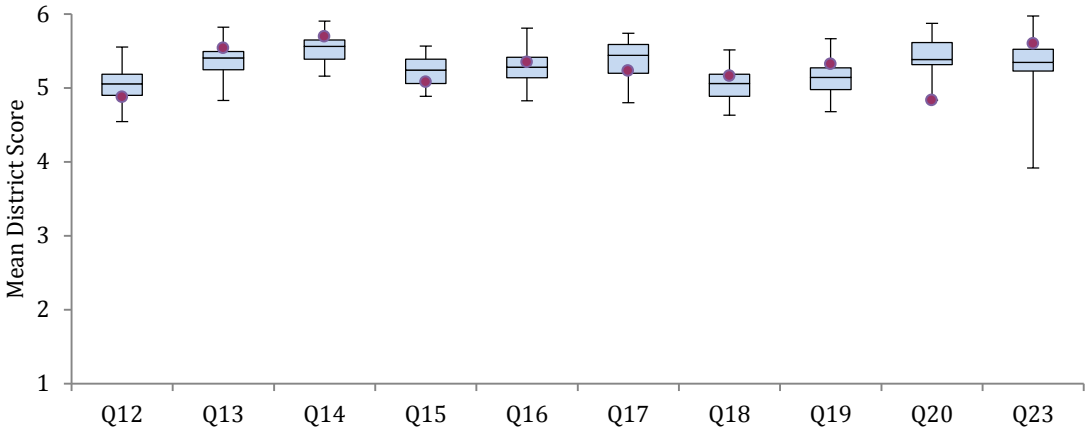
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

East Granby Box-and-Whisker Charts

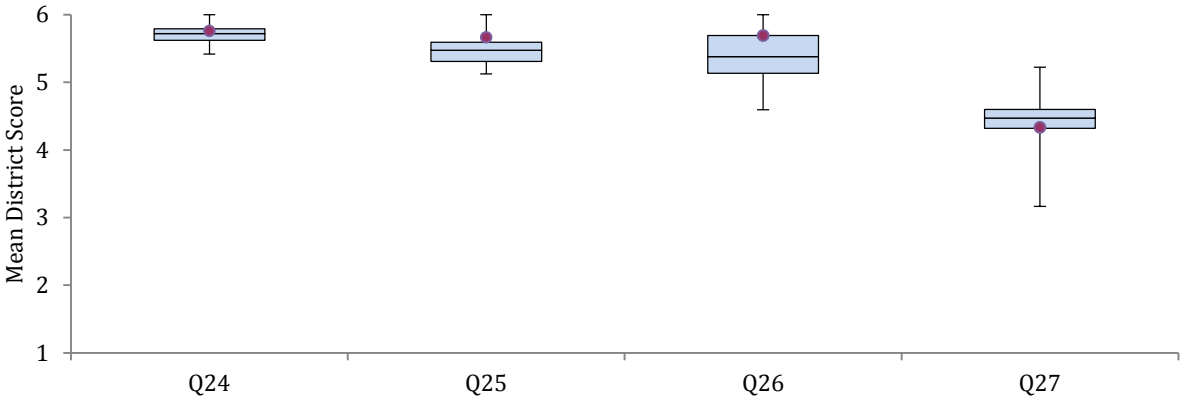
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



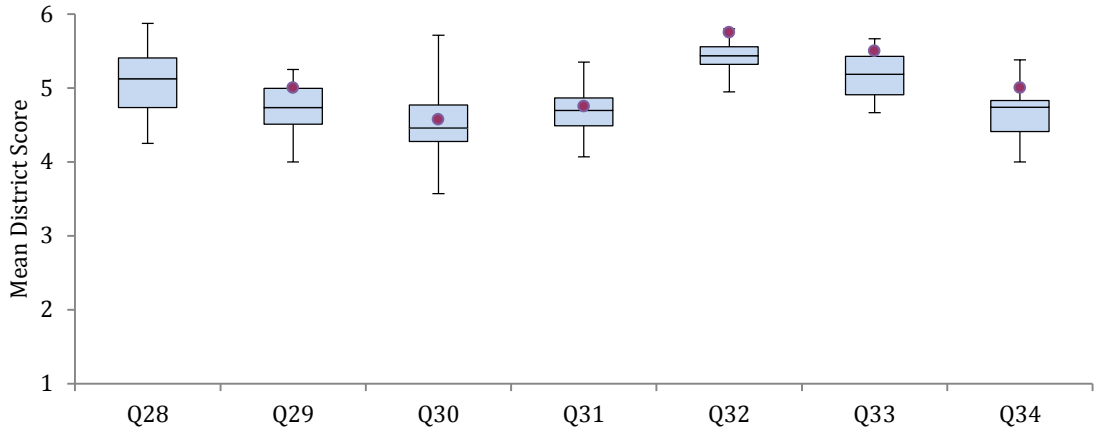
My Child's Participation



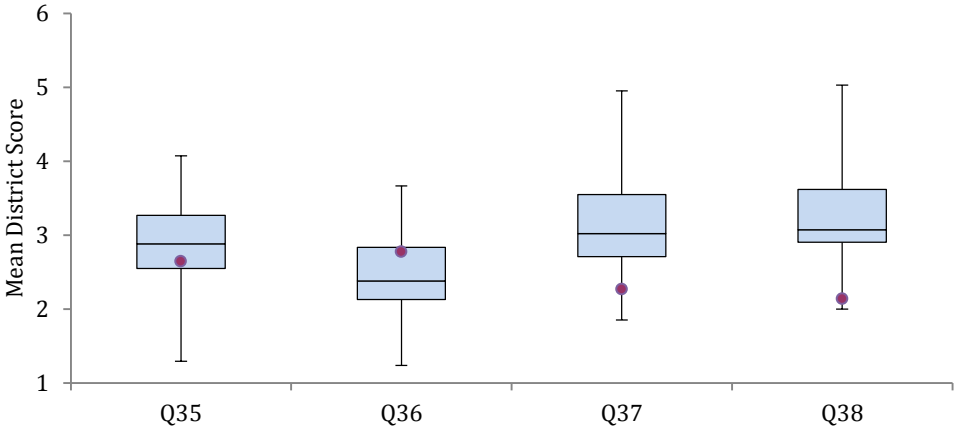
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

East Granby Box-and-Whisker Charts (continued)

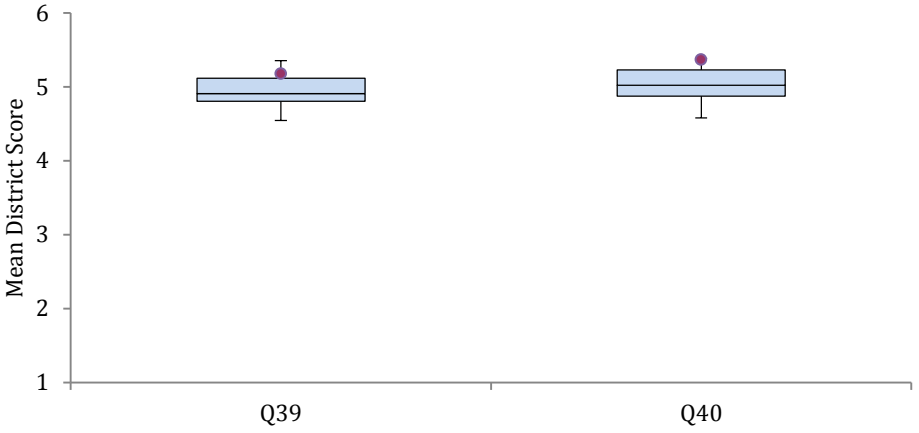
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28.

East Hampton

The 2010-2011 survey was sent to 152 parents of children receiving special education services in the East Hampton School District. A total of 35 surveys were returned for a response rate of 23.0%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

East Hampton Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	35	37.1%	25.7%	14.3%	77.1%	5.7%	8.6%	8.6%	22.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	35	51.4%	28.6%	11.4%	91.4%	8.6%	0.0%	0.0%	8.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	0.0%	11.1%	0.0%	11.1%	0.0%	0.0%	88.9%	88.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	14	7.1%	0.0%	7.1%	14.3%	0.0%	0.0%	85.7%	85.7%	±
5. My child is accepted within the school community.	34	58.8%	32.4%	2.9%	94.1%	5.9%	0.0%	0.0%	5.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	35	42.9%	34.3%	8.6%	85.7%	2.9%	2.9%	8.6%	14.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	35	40.0%	37.1%	5.7%	82.9%	2.9%	8.6%	2.9%	14.3%	2.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	35	45.7%	31.4%	5.7%	82.9%	2.9%	5.7%	5.7%	14.3%	2.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	34	41.2%	41.2%	8.8%	91.2%	0.0%	5.9%	2.9%	8.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	30	33.3%	36.7%	10.0%	80.0%	0.0%	6.7%	13.3%	20.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	31	35.5%	35.5%	12.9%	83.9%	6.5%	9.7%	0.0%	16.1%	0.0%

Table is continued on the next page.

East Hampton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	35	28.6%	42.9%	17.1%	88.6%	5.7%	5.7%	0.0%	11.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	34	50.0%	26.5%	8.8%	85.3%	11.8%	2.9%	0.0%	14.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	35	57.1%	34.3%	5.7%	97.1%	0.0%	2.9%	0.0%	2.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	35	42.9%	37.1%	8.6%	88.6%	5.7%	2.9%	2.9%	11.4%	±
16. My child's evaluation report is written in terms I understand.	35	40.0%	42.9%	8.6%	91.4%	2.9%	0.0%	5.7%	8.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	35	45.7%	22.9%	17.1%	85.7%	2.9%	2.9%	8.6%	14.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	35	37.1%	28.6%	20.0%	85.7%	0.0%	2.9%	11.4%	14.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	35	28.6%	37.1%	28.6%	94.3%	2.9%	2.9%	0.0%	5.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	35	60.0%	31.4%	5.7%	97.1%	0.0%	0.0%	2.9%	2.9%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	57.1%	28.6%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	30	56.7%	16.7%	16.7%	90.0%	0.0%	0.0%	6.7%	6.7%	3.3%

Table is continued on the next page.

East Hampton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	33	81.8%	15.2%	3.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	31	71.0%	9.7%	3.2%	83.9%	6.5%	6.5%	3.2%	16.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	22	0.0%	0.0%	0.0%	0.0%	4.5%	9.1%	86.4%	100.0%	±
27. 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).	16	18.8%	6.3%	18.8%	43.8%	6.3%	18.8%	12.5%	37.5%	18.8%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	50.0%	12.5%	0.0%	62.5%	25.0%	0.0%	12.5%	37.5%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	50.0%	10.0%	20.0%	80.0%	0.0%	0.0%	20.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	9	33.3%	33.3%	22.2%	88.9%	0.0%	0.0%	0.0%	0.0%	11.1%
31. The PPT introduced planning for my child's transition to adulthood.	10	40.0%	40.0%	10.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	80.0%	10.0%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	55.6%	22.2%	22.2%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	10	20.0%	40.0%	10.0%	70.0%	0.0%	10.0%	20.0%	30.0%	±

Table is continued on the next page.

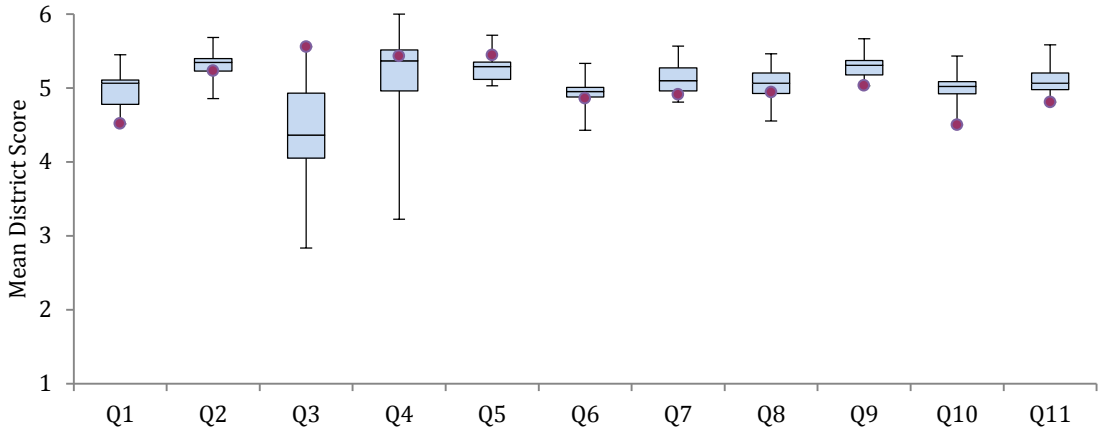
East Hampton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	20	30.0%	15.0%	5.0%	50.0%	0.0%	0.0%	50.0%	50.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	15.8%	0.0%	10.5%	26.3%	0.0%	5.3%	68.4%	73.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	26	11.5%	11.5%	3.8%	26.9%	3.8%	0.0%	50.0%	53.8%	19.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	26	19.2%	3.8%	11.5%	34.6%	0.0%	0.0%	42.3%	42.3%	23.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	32	34.4%	37.5%	15.6%	87.5%	3.1%	6.3%	3.1%	12.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	28	35.7%	35.7%	10.7%	82.1%	10.7%	3.6%	3.6%	17.9%	±

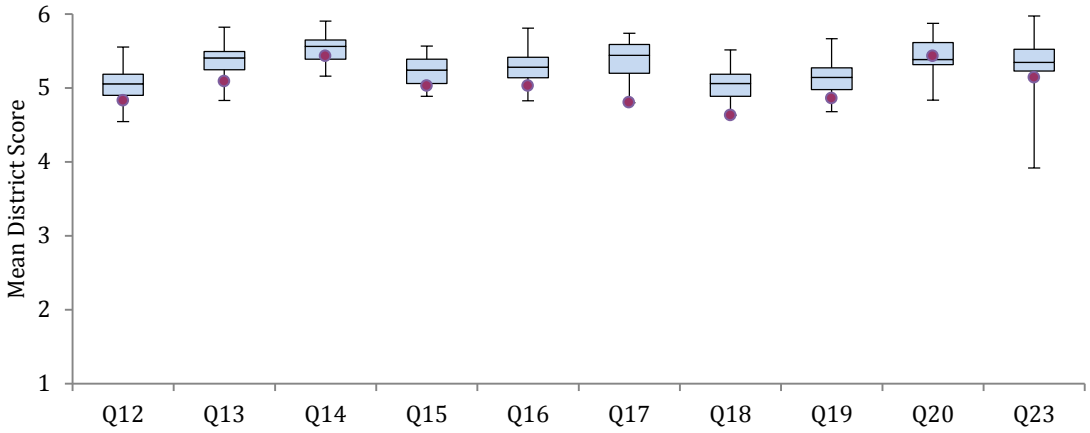
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

East Hampton Box-and-Whisker Charts

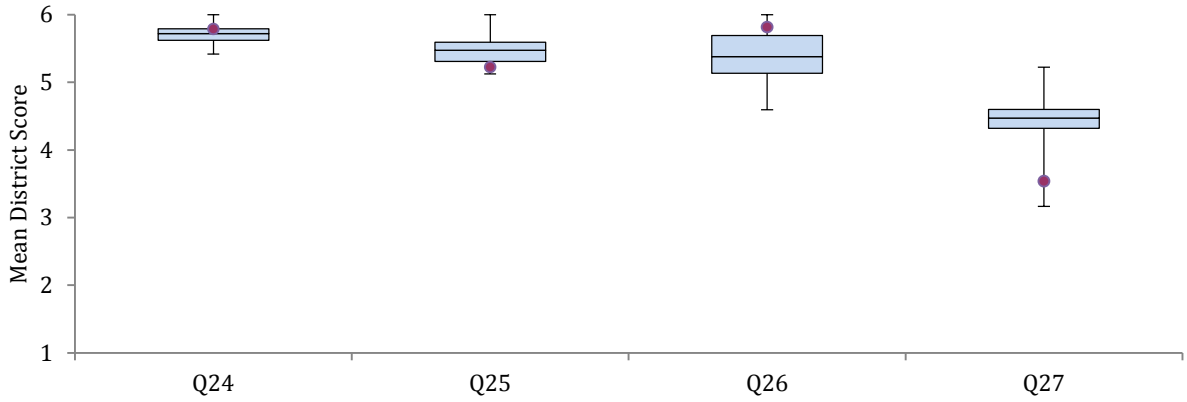
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



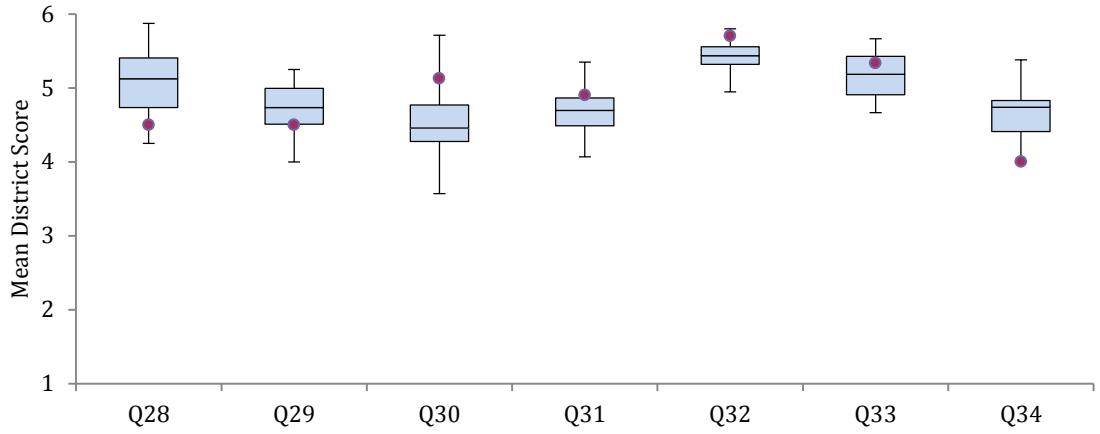
My Child's Participation



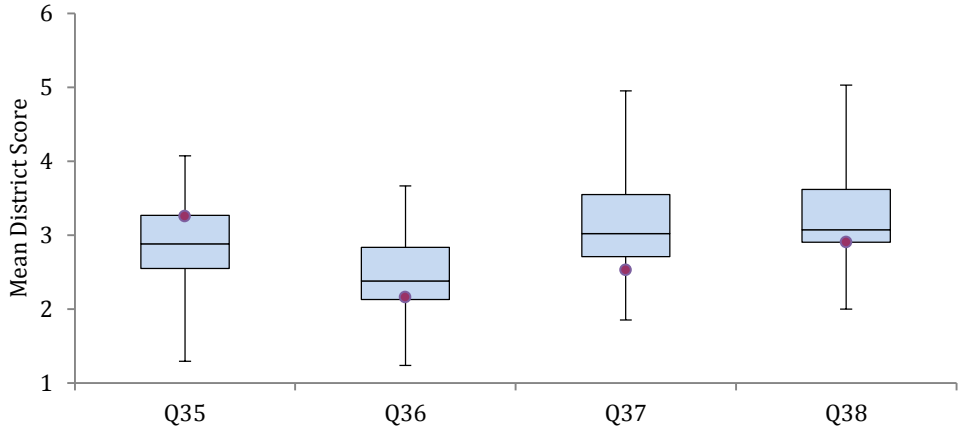
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

East Hampton Box-and-Whisker Charts (continued)

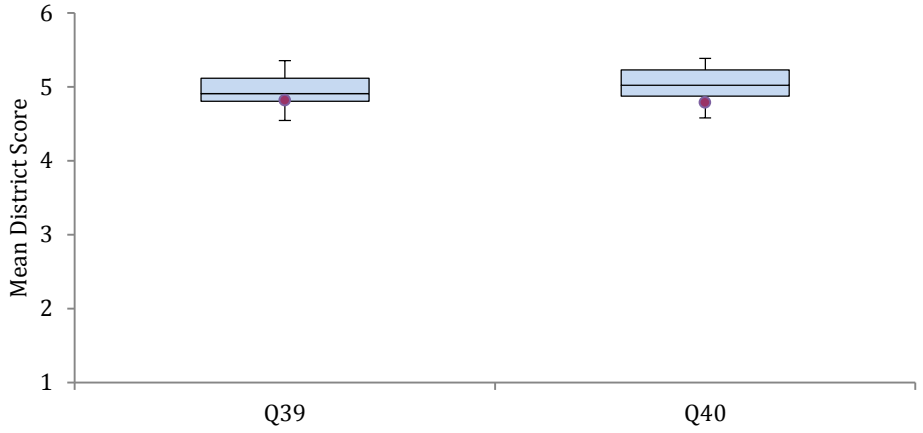
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Enfield

The 2010-2011 survey was sent to 654 parents of children receiving special education services in the Enfield School District. A total of 129 surveys were returned for a response rate of 19.7%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Enfield Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	127	37.0%	33.9%	12.6%	83.5%	3.9%	5.5%	7.1%	16.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	128	52.3%	26.6%	9.4%	88.3%	3.9%	3.9%	3.9%	11.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	22.2%	7.4%	7.4%	37.0%	3.7%	0.0%	59.3%	63.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	15.8%	7.9%	5.3%	28.9%	5.3%	2.6%	63.2%	71.1%	±
5. My child is accepted within the school community.	127	63.0%	20.5%	7.9%	91.3%	3.1%	2.4%	3.1%	8.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	126	46.0%	34.1%	6.3%	86.5%	3.2%	2.4%	7.9%	13.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	128	46.1%	25.8%	9.4%	81.3%	2.3%	8.6%	3.9%	14.8%	3.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	128	43.8%	28.9%	4.7%	77.3%	3.9%	7.0%	5.5%	16.4%	6.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	121	52.9%	24.0%	9.1%	86.0%	5.0%	0.8%	5.0%	10.7%	3.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	119	39.5%	31.1%	10.1%	80.7%	3.4%	5.0%	5.9%	14.3%	5.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	118	39.8%	32.2%	9.3%	81.4%	4.2%	4.2%	6.8%	15.3%	3.4%

Table is continued on the next page.

Enfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	125	47.2%	26.4%	12.8%	86.4%	4.8%	1.6%	7.2%	13.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	129	59.7%	25.6%	6.2%	91.5%	1.6%	3.1%	3.9%	8.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	129	60.5%	27.1%	7.8%	95.3%	2.3%	0.0%	2.3%	4.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	128	49.2%	34.4%	7.0%	90.6%	0.8%	0.8%	7.8%	9.4%	±
16. My child's evaluation report is written in terms I understand.	129	49.6%	29.5%	7.8%	86.8%	7.0%	1.6%	4.7%	13.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	129	58.9%	19.4%	8.5%	86.8%	3.9%	2.3%	7.0%	13.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	125	36.0%	33.6%	14.4%	84.0%	5.6%	2.4%	8.0%	16.0%	±
19. 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	39.1%	35.9%	11.7%	86.7%	5.5%	1.6%	6.3%	13.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	129	64.3%	21.7%	4.7%	90.7%	4.7%	1.6%	3.1%	9.3%	±
21. If necessary, a translator was provided at the PPT meetings.	15	53.3%	20.0%	13.3%	86.7%	0.0%	6.7%	6.7%	13.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	64.3%	7.1%	14.3%	85.7%	0.0%	0.0%	14.3%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	116	60.3%	17.2%	3.4%	81.0%	1.7%	1.7%	6.0%	9.5%	9.5%

Table is continued on the next page.

Enfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	125	82.4%	11.2%	2.4%	96.0%	0.8%	1.6%	1.6%	4.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	116	77.6%	12.9%	5.2%	95.7%	0.0%	1.7%	2.6%	4.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	78	7.7%	2.6%	3.8%	14.1%	2.6%	3.8%	79.5%	85.9%	±
27. 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).	71	29.6%	21.1%	7.0%	57.7%	5.6%	0.0%	12.7%	18.3%	23.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	50.0%	6.3%	12.5%	68.8%	6.3%	0.0%	25.0%	31.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	33	21.2%	33.3%	15.2%	69.7%	3.0%	9.1%	18.2%	30.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	26	30.8%	23.1%	11.5%	65.4%	7.7%	11.5%	7.7%	26.9%	7.7%
31. The PPT introduced planning for my child's transition to adulthood.	32	28.1%	34.4%	9.4%	71.9%	12.5%	9.4%	6.3%	28.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	37	62.2%	27.0%	8.1%	97.3%	0.0%	2.7%	0.0%	2.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	37	43.2%	37.8%	2.7%	83.8%	5.4%	0.0%	10.8%	16.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	34	23.5%	35.3%	11.8%	70.6%	2.9%	8.8%	17.6%	29.4%	±

Table is continued on the next page.

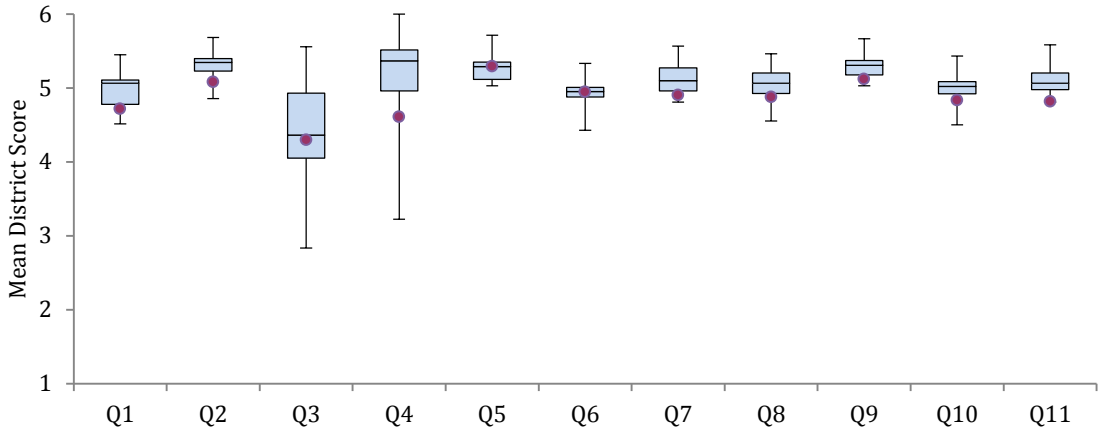
Enfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	74	17.6%	5.4%	1.4%	24.3%	4.1%	6.8%	64.9%	75.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	70	12.9%	1.4%	5.7%	20.0%	4.3%	8.6%	67.1%	80.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	96	11.5%	6.3%	5.2%	22.9%	2.1%	10.4%	27.1%	39.6%	37.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	96	12.5%	6.3%	5.2%	24.0%	3.1%	7.3%	25.0%	35.4%	40.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	113	42.5%	25.7%	14.2%	82.3%	7.1%	0.9%	9.7%	17.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	107	49.5%	23.4%	11.2%	84.1%	4.7%	3.7%	7.5%	15.9%	±

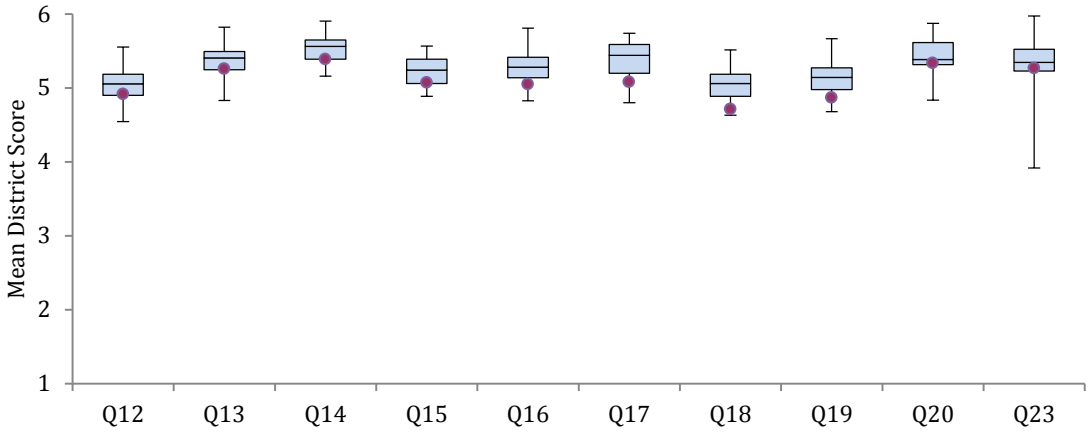
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Enfield Box-and-Whisker Charts

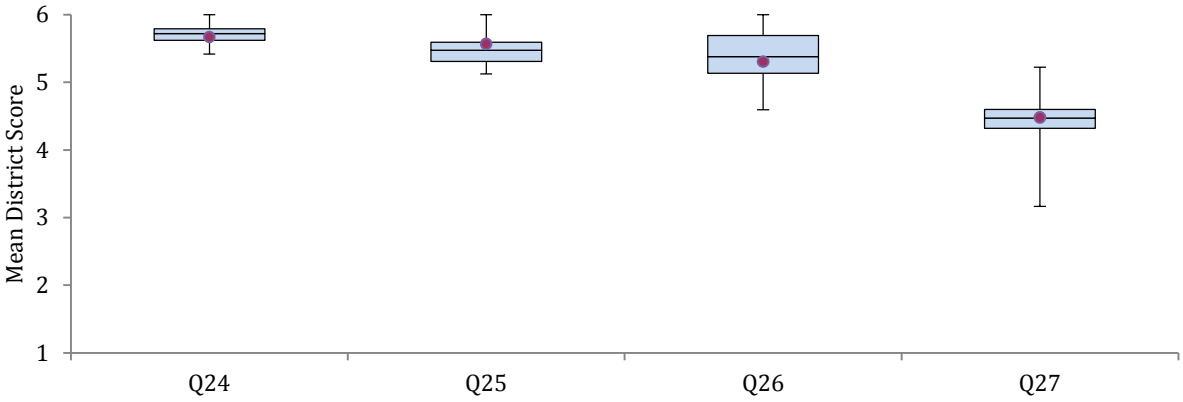
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



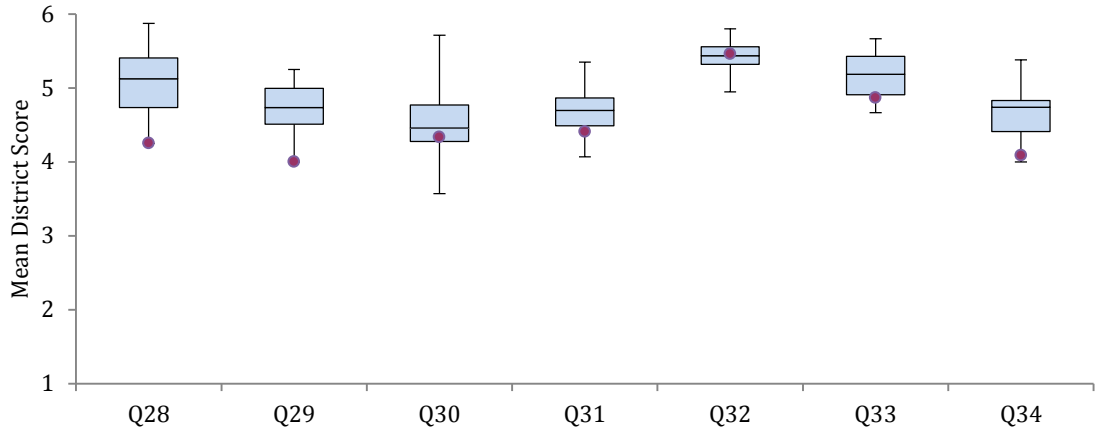
My Child's Participation



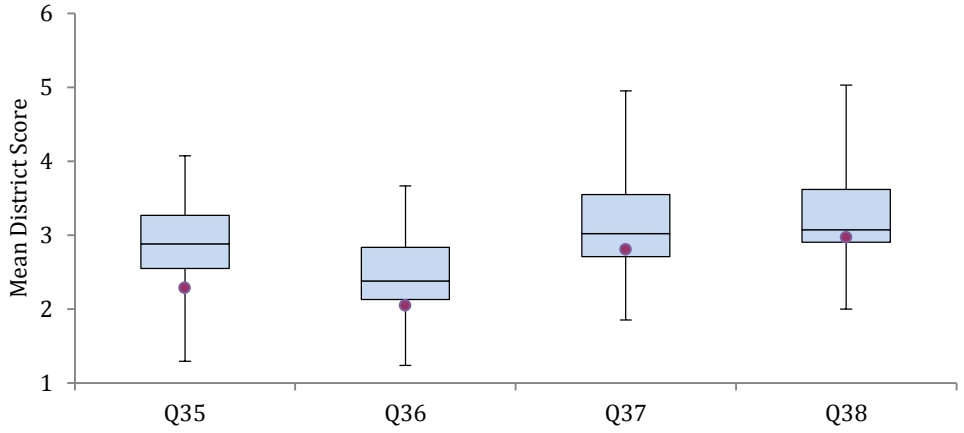
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Enfield Box-and-Whisker Charts (continued)

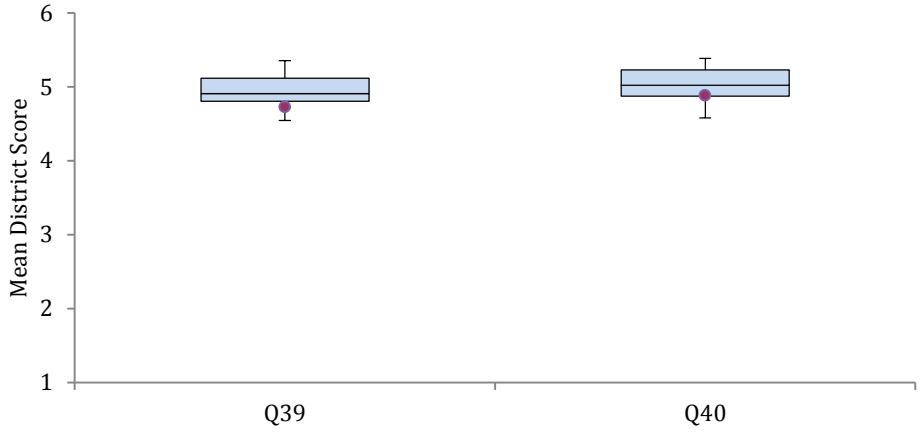
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Greenwich

The 2010-2011 survey was sent to 684 parents of children receiving special education services in the Greenwich School District. A total of 133 surveys were returned for a response rate of 19.4%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Greenwich Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	130	38.5%	30.0%	13.8%	82.3%	3.1%	6.9%	7.7%	17.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	130	48.5%	30.0%	13.1%	91.5%	5.4%	2.3%	0.8%	8.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	25	12.0%	12.0%	20.0%	44.0%	0.0%	4.0%	52.0%	56.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	46	2.2%	8.7%	10.9%	21.7%	4.3%	2.2%	71.7%	78.3%	±
5. My child is accepted within the school community.	125	56.8%	19.2%	9.6%	85.6%	6.4%	4.8%	3.2%	14.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	129	37.2%	31.8%	14.7%	83.7%	3.9%	4.7%	7.8%	16.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	129	42.6%	27.1%	10.9%	80.6%	4.7%	4.7%	6.2%	15.5%	3.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	131	40.5%	29.0%	12.2%	81.7%	4.6%	6.1%	6.1%	16.8%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	128	53.9%	28.1%	10.2%	92.2%	2.3%	3.1%	2.3%	7.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	118	36.4%	24.6%	16.9%	78.0%	8.5%	4.2%	6.8%	19.5%	2.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	123	39.8%	27.6%	13.0%	80.5%	7.3%	4.9%	3.3%	15.4%	4.1%

Table is continued on the next page.

Greenwich Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	128	39.8%	28.1%	15.6%	83.6%	7.8%	3.1%	5.5%	16.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	131	56.5%	21.4%	10.7%	88.5%	5.3%	3.8%	2.3%	11.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	131	59.5%	22.9%	9.2%	91.6%	4.6%	2.3%	1.5%	8.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	127	47.2%	31.5%	9.4%	88.2%	4.7%	2.4%	4.7%	11.8%	±
16. My child's evaluation report is written in terms I understand.	130	53.1%	25.4%	9.2%	87.7%	5.4%	3.1%	3.8%	12.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	132	59.1%	26.5%	7.6%	93.2%	1.5%	3.0%	2.3%	6.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	129	43.4%	27.9%	10.1%	81.4%	4.7%	3.9%	10.1%	18.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	129	48.8%	27.1%	9.3%	85.3%	6.2%	6.2%	2.3%	14.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	130	66.9%	16.9%	6.9%	90.8%	5.4%	0.8%	3.1%	9.2%	±
21. If necessary, a translator was provided at the PPT meetings.	16	75.0%	18.8%	0.0%	93.8%	0.0%	0.0%	6.3%	6.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	64.3%	28.6%	7.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	110	62.7%	18.2%	4.5%	85.5%	4.5%	0.9%	0.9%	6.4%	8.2%

Table is continued on the next page.

Greenwich Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	123	82.9%	12.2%	3.3%	98.4%	0.8%	0.8%	0.0%	1.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	121	76.0%	14.0%	5.8%	95.9%	1.7%	0.0%	2.5%	4.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	76	9.2%	2.6%	5.3%	17.1%	1.3%	10.5%	71.1%	82.9%	±
27. 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).	61	39.3%	18.0%	16.4%	73.8%	3.3%	1.6%	13.1%	18.0%	8.2%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	48	29.2%	27.1%	18.8%	75.0%	0.0%	8.3%	16.7%	25.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	32	25.0%	21.9%	21.9%	68.8%	6.3%	6.3%	9.4%	21.9%	9.4%
31. The PPT introduced planning for my child's transition to adulthood.	43	30.2%	23.3%	18.6%	72.1%	2.3%	2.3%	23.3%	27.9%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	55	70.9%	21.8%	1.8%	94.5%	1.8%	1.8%	1.8%	5.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	51	49.0%	25.5%	9.8%	84.3%	5.9%	2.0%	7.8%	15.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	40	37.5%	30.0%	10.0%	77.5%	2.5%	5.0%	15.0%	22.5%	±

Table is continued on the next page.

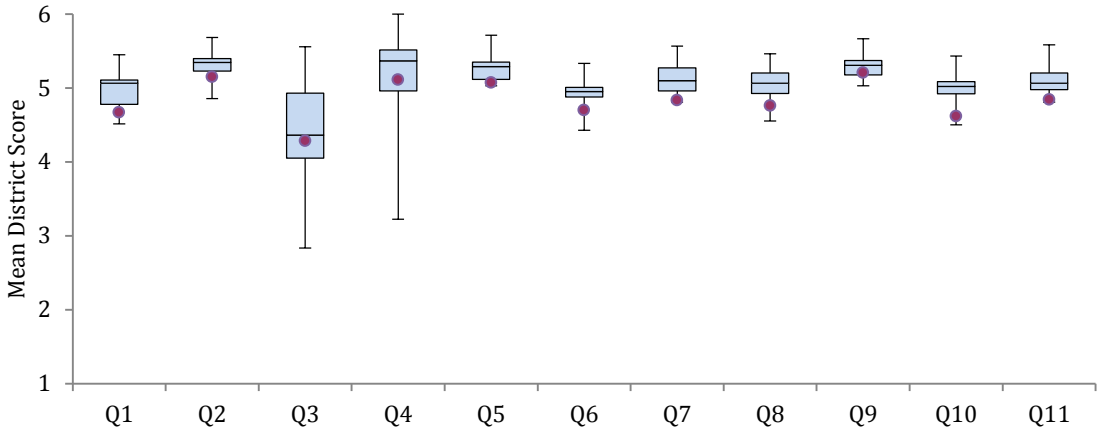
Greenwich Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	84	35.7%	16.7%	16.7%	69.0%	3.6%	4.8%	22.6%	31.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	83	25.3%	13.3%	19.3%	57.8%	6.0%	9.6%	26.5%	42.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	116	37.1%	23.3%	9.5%	69.8%	5.2%	4.3%	7.8%	17.2%	12.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	114	42.1%	25.4%	9.6%	77.2%	3.5%	1.8%	4.4%	9.6%	13.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	123	45.5%	27.6%	12.2%	85.4%	3.3%	3.3%	8.1%	14.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	118	54.2%	22.9%	9.3%	86.4%	2.5%	5.9%	5.1%	13.6%	±

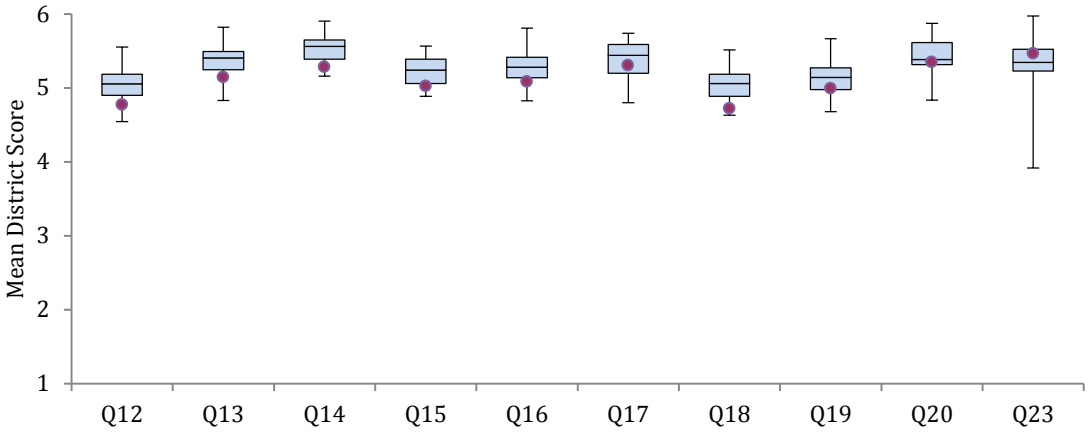
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Greenwich Box-and-Whisker Charts

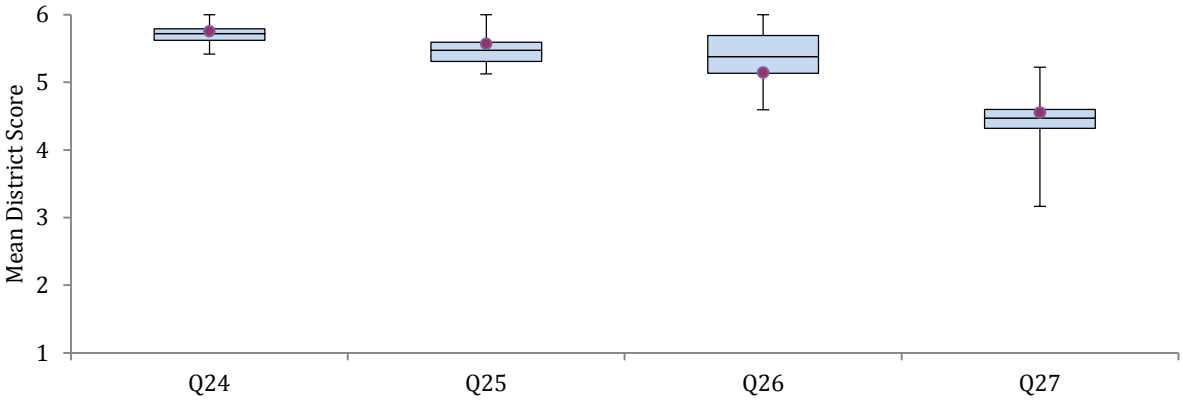
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



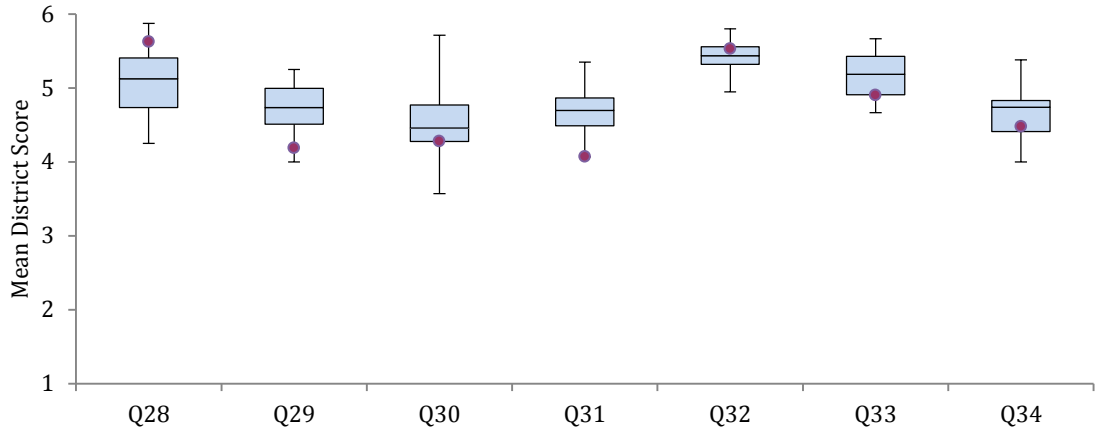
My Child's Participation



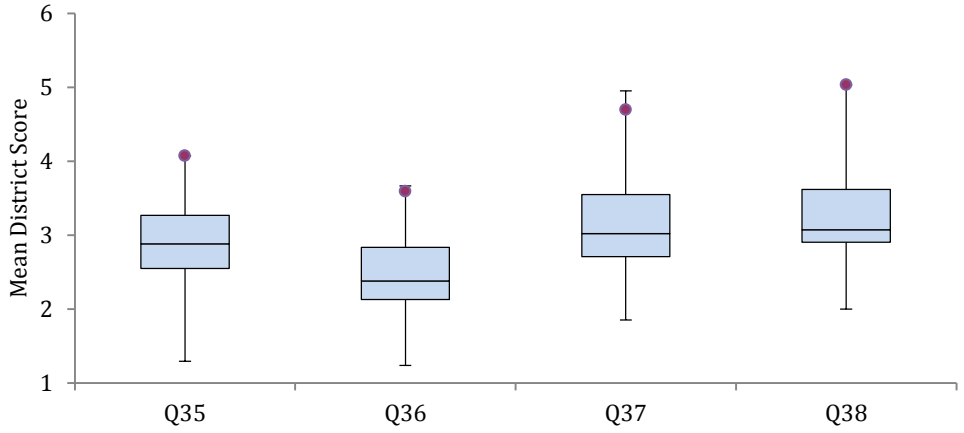
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Greenwich Box-and-Whisker Charts (continued)

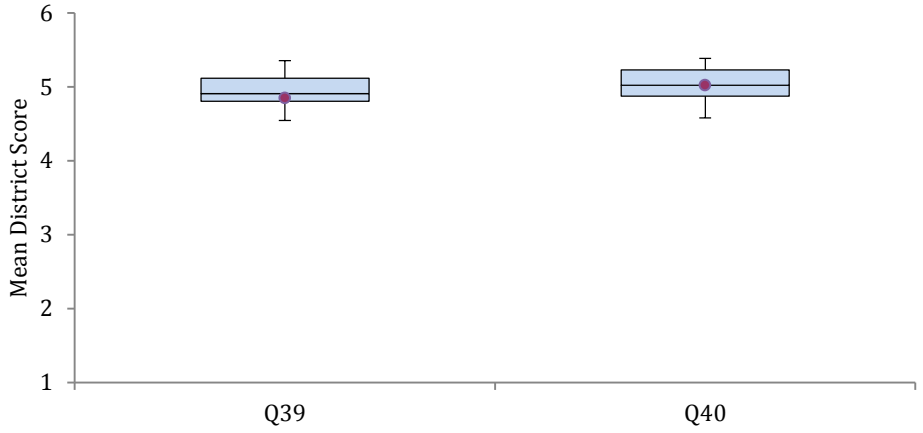
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Hamden

The 2010-2011 survey was sent to 699 parents of children receiving special education services in the Hamden School District. A total of 120 surveys were returned for a response rate of 17.2%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Hamden Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	114	40.4%	36.8%	13.2%	90.4%	4.4%	3.5%	1.8%	9.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	117	58.1%	29.9%	6.0%	94.0%	4.3%	0.9%	0.9%	6.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	34	8.8%	5.9%	8.8%	23.5%	2.9%	2.9%	70.6%	76.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	50	16.0%	2.0%	4.0%	22.0%	2.0%	0.0%	76.0%	78.0%	±
5. My child is accepted within the school community.	115	58.3%	25.2%	9.6%	93.0%	2.6%	3.5%	0.9%	7.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	117	37.6%	35.0%	11.1%	83.8%	5.1%	3.4%	4.3%	12.8%	3.4%
7. All special education services identified in my child's IEP have been provided.	116	45.7%	36.2%	6.0%	87.9%	7.8%	1.7%	2.6%	12.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	118	48.3%	25.4%	10.2%	83.9%	4.2%	4.2%	2.5%	11.0%	5.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	113	50.4%	32.7%	7.1%	90.3%	4.4%	3.5%	0.9%	8.8%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	100	43.0%	30.0%	12.0%	85.0%	4.0%	3.0%	5.0%	12.0%	3.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	106	51.9%	26.4%	12.3%	90.6%	3.8%	2.8%	0.9%	7.5%	1.9%

Table is continued on the next page.

Hamden Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	114	53.5%	20.2%	20.2%	93.9%	2.6%	0.9%	2.6%	6.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	117	76.1%	17.1%	2.6%	95.7%	3.4%	0.9%	0.0%	4.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	116	73.3%	23.3%	3.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	116	63.8%	26.7%	5.2%	95.7%	3.4%	0.9%	0.0%	4.3%	±
16. My child's evaluation report is written in terms I understand.	117	65.0%	23.9%	7.7%	96.6%	3.4%	0.0%	0.0%	3.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	117	76.9%	20.5%	0.9%	98.3%	1.7%	0.0%	0.0%	1.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	116	48.3%	28.4%	14.7%	91.4%	5.2%	0.9%	2.6%	8.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	115	51.3%	31.3%	12.2%	94.8%	1.7%	1.7%	1.7%	5.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	114	68.4%	18.4%	4.4%	91.2%	1.8%	0.0%	7.0%	8.8%	±
21. If necessary, a translator was provided at the PPT meetings.	15	73.3%	20.0%	6.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	15	73.3%	20.0%	6.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	92	54.3%	15.2%	7.6%	77.2%	2.2%	3.3%	12.0%	17.4%	5.4%

Table is continued on the next page.

Hamden Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	114	86.0%	7.9%	3.5%	97.4%	0.9%	1.8%	0.0%	2.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	107	76.6%	8.4%	2.8%	87.9%	0.9%	3.7%	7.5%	12.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	73	11.0%	1.4%	1.4%	13.7%	4.1%	4.1%	78.1%	86.3%	±
27. 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).	76	38.2%	18.4%	5.3%	61.8%	2.6%	1.3%	17.1%	21.1%	17.1%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	14	64.3%	7.1%	0.0%	71.4%	7.1%	14.3%	7.1%	28.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	46	47.8%	26.1%	13.0%	87.0%	4.3%	2.2%	6.5%	13.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	36	38.9%	19.4%	11.1%	69.4%	2.8%	0.0%	19.4%	22.2%	8.3%
31. The PPT introduced planning for my child's transition to adulthood.	43	39.5%	25.6%	20.9%	86.0%	4.7%	0.0%	9.3%	14.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	56	62.5%	10.7%	8.9%	82.1%	0.0%	8.9%	8.9%	17.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	53	49.1%	34.0%	9.4%	92.5%	1.9%	3.8%	1.9%	7.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	44	38.6%	13.6%	25.0%	77.3%	2.3%	9.1%	11.4%	22.7%	±

Table is continued on the next page.

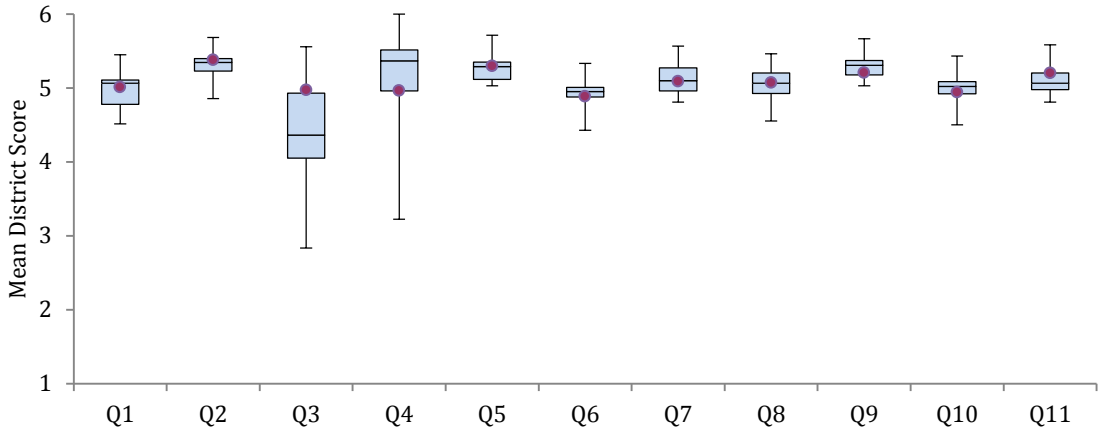
Hamden Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	76	22.4%	10.5%	5.3%	38.2%	3.9%	7.9%	50.0%	61.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	75	13.3%	5.3%	5.3%	24.0%	4.0%	10.7%	61.3%	76.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	97	11.3%	9.3%	7.2%	27.8%	5.2%	4.1%	28.9%	38.1%	34.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	96	12.5%	8.3%	7.3%	28.1%	3.1%	3.1%	31.3%	37.5%	34.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	112	45.5%	23.2%	14.3%	83.0%	7.1%	4.5%	5.4%	17.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	113	51.3%	21.2%	10.6%	83.2%	7.1%	5.3%	4.4%	16.8%	±

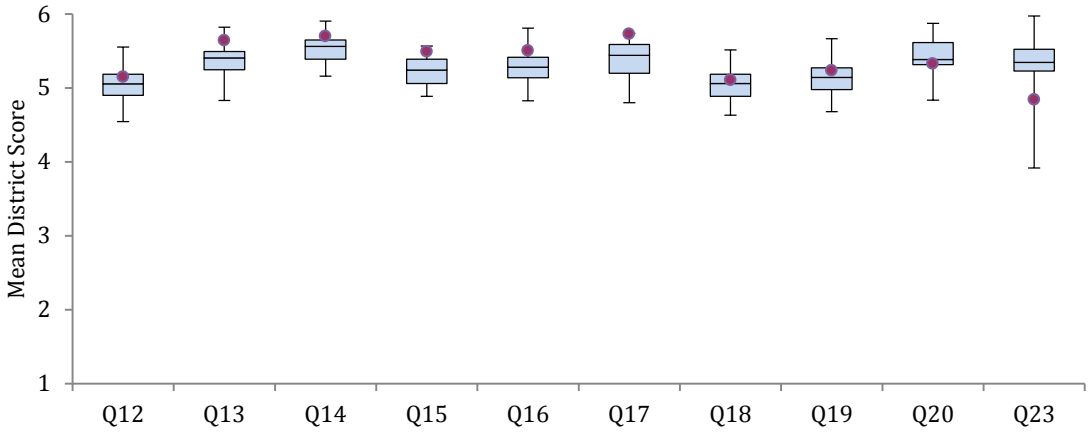
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Hamden Box-and-Whisker Charts

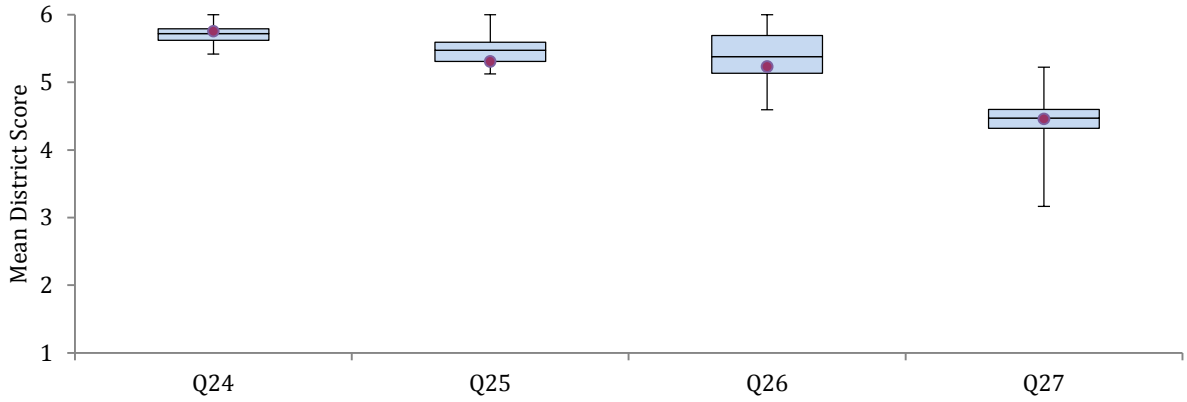
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



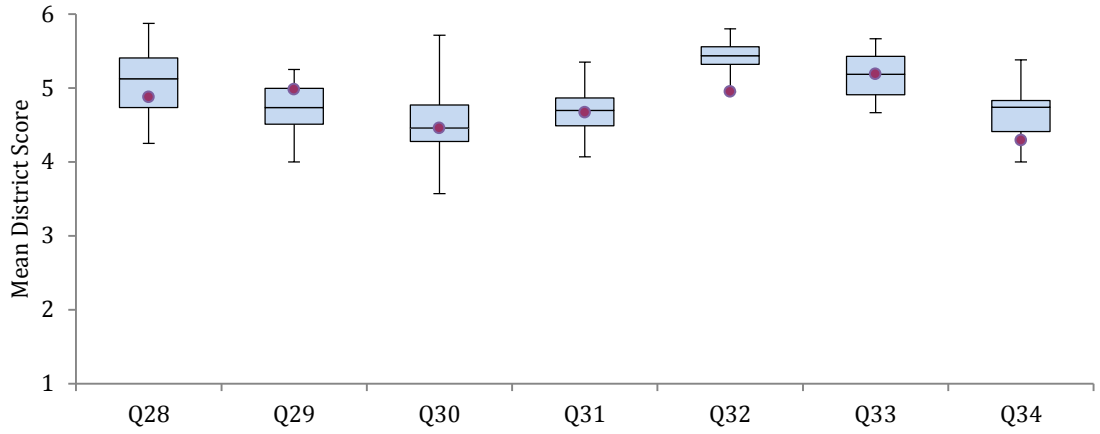
My Child's Participation



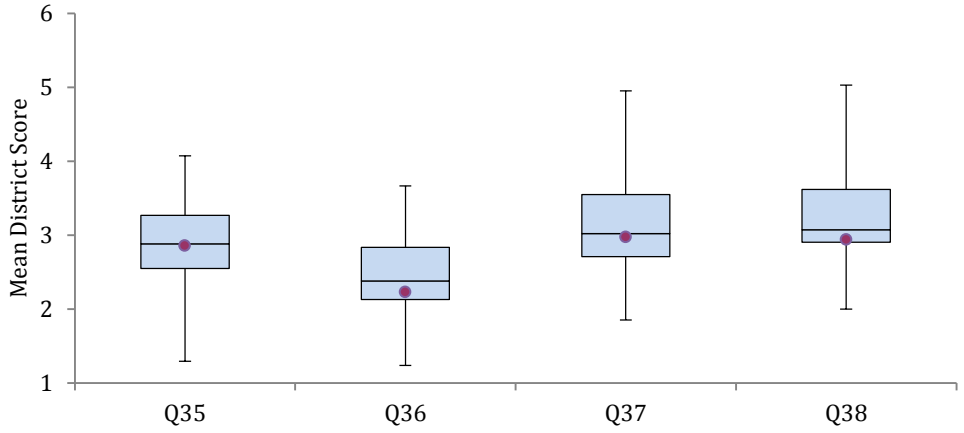
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Hamden Box-and-Whisker Charts (continued)

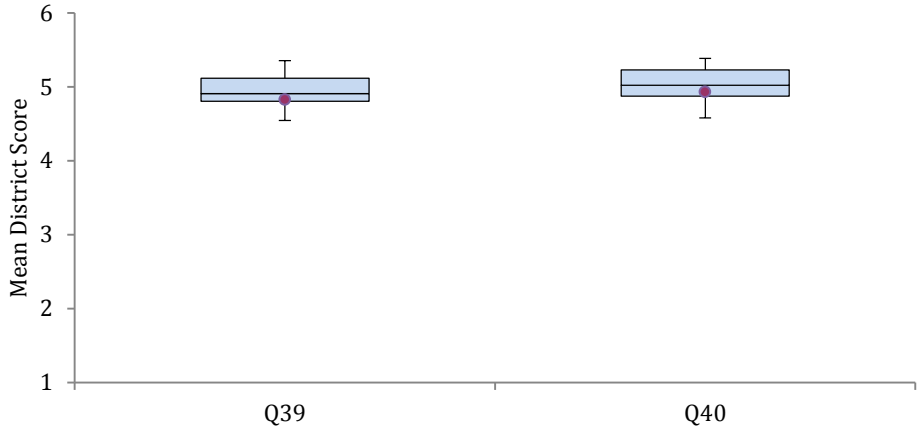
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Hartford

The 2010-2011 survey was sent to 851 parents of children receiving special education services in the Hartford School District. A total of 82 surveys were returned for a response rate of 9.6%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Hartford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	79	45.6%	26.6%	7.6%	79.7%	5.1%	2.5%	12.7%	20.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	79	59.5%	26.6%	8.9%	94.9%	1.3%	0.0%	3.8%	5.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	43	23.3%	27.9%	9.3%	60.5%	2.3%	2.3%	34.9%	39.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	20.0%	26.7%	8.9%	55.6%	0.0%	2.2%	42.2%	44.4%	±
5. My child is accepted within the school community.	78	71.8%	14.1%	7.7%	93.6%	1.3%	2.6%	2.6%	6.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	79	49.4%	24.1%	8.9%	82.3%	3.8%	1.3%	12.7%	17.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	79	49.4%	24.1%	6.3%	79.7%	6.3%	1.3%	8.9%	16.5%	3.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	81	48.1%	18.5%	13.6%	80.2%	4.9%	3.7%	8.6%	17.3%	2.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	81	53.1%	19.8%	16.0%	88.9%	2.5%	2.5%	4.9%	9.9%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	79	48.1%	21.5%	13.9%	83.5%	3.8%	1.3%	7.6%	12.7%	3.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	80	51.3%	26.3%	7.5%	85.0%	2.5%	1.3%	7.5%	11.3%	3.8%

Table is continued on the next page.

Hartford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	79	44.3%	31.6%	8.9%	84.8%	6.3%	3.8%	5.1%	15.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	81	59.3%	25.9%	4.9%	90.1%	4.9%	0.0%	4.9%	9.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	81	60.5%	27.2%	3.7%	91.4%	6.2%	0.0%	2.5%	8.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	79	60.8%	21.5%	7.6%	89.9%	2.5%	1.3%	6.3%	10.1%	±
16. My child's evaluation report is written in terms I understand.	79	63.3%	15.2%	10.1%	88.6%	3.8%	2.5%	5.1%	11.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	80	66.3%	23.8%	3.8%	93.8%	2.5%	0.0%	3.8%	6.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	79	48.1%	29.1%	7.6%	84.8%	5.1%	0.0%	10.1%	15.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	78	50.0%	33.3%	6.4%	89.7%	5.1%	1.3%	3.8%	10.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	81	55.6%	24.7%	9.9%	90.1%	2.5%	1.2%	6.2%	9.9%	±
21. If necessary, a translator was provided at the PPT meetings.	45	73.3%	17.8%	0.0%	91.1%	2.2%	2.2%	4.4%	8.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	46	65.2%	23.9%	0.0%	89.1%	0.0%	4.3%	6.5%	10.9%	±
23. The school district proposed the regular classroom for my child as the first placement option.	70	51.4%	14.3%	5.7%	71.4%	1.4%	5.7%	8.6%	15.7%	12.9%

Table is continued on the next page.

Hartford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	79	68.4%	20.3%	6.3%	94.9%	0.0%	0.0%	5.1%	5.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	73	60.3%	26.0%	4.1%	90.4%	1.4%	0.0%	8.2%	9.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	11.5%	11.5%	7.7%	30.8%	5.8%	1.9%	61.5%	69.2%	±
27. 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).	65	40.0%	24.6%	7.7%	72.3%	3.1%	3.1%	13.8%	20.0%	7.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	66.7%	22.2%	0.0%	88.9%	0.0%	0.0%	11.1%	11.1%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	33	42.4%	21.2%	12.1%	75.8%	6.1%	0.0%	18.2%	24.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	27	29.6%	40.7%	3.7%	74.1%	0.0%	0.0%	22.2%	22.2%	3.7%
31. The PPT introduced planning for my child's transition to adulthood.	29	34.5%	31.0%	3.4%	69.0%	0.0%	3.4%	27.6%	31.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	36	52.8%	25.0%	5.6%	83.3%	5.6%	2.8%	8.3%	16.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	35	48.6%	28.6%	5.7%	82.9%	5.7%	2.9%	8.6%	17.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	35	42.9%	25.7%	2.9%	71.4%	2.9%	2.9%	22.9%	28.6%	±

Table is continued on the next page.

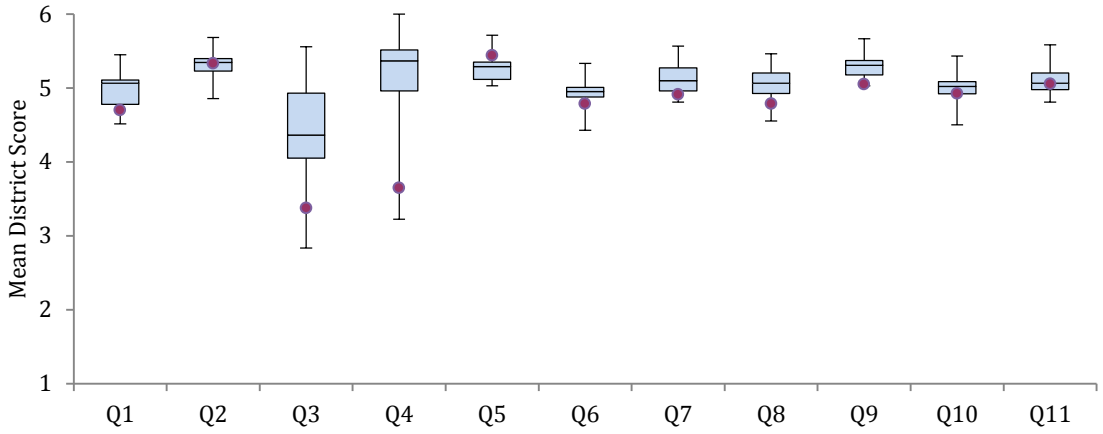
Hartford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	55	34.5%	14.5%	10.9%	60.0%	3.6%	5.5%	30.9%	40.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	51	19.6%	9.8%	17.6%	47.1%	3.9%	5.9%	43.1%	52.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	65	33.8%	13.8%	13.8%	61.5%	0.0%	3.1%	26.2%	29.2%	9.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	62	22.6%	21.0%	16.1%	59.7%	1.6%	3.2%	27.4%	32.3%	8.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	77	41.6%	22.1%	14.3%	77.9%	6.5%	2.6%	13.0%	22.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	71	49.3%	15.5%	14.1%	78.9%	2.8%	1.4%	16.9%	21.1%	±

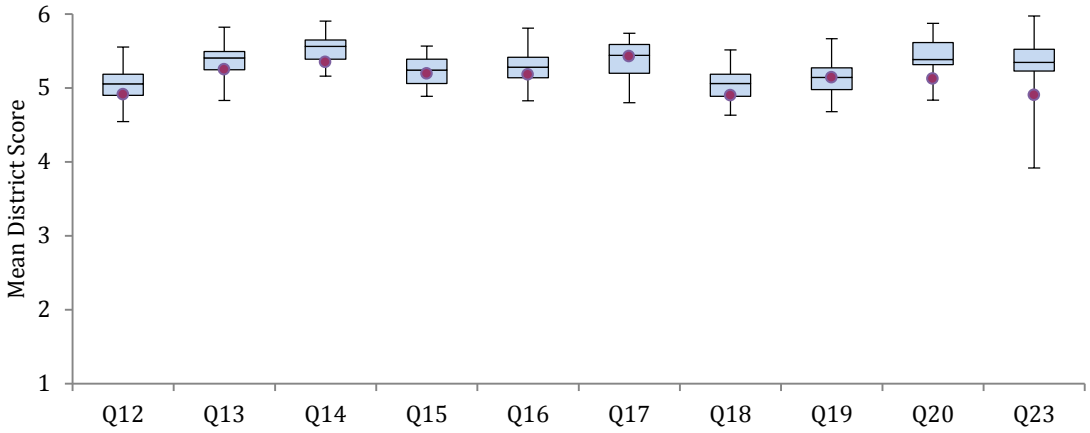
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Hartford Box-and-Whisker Charts

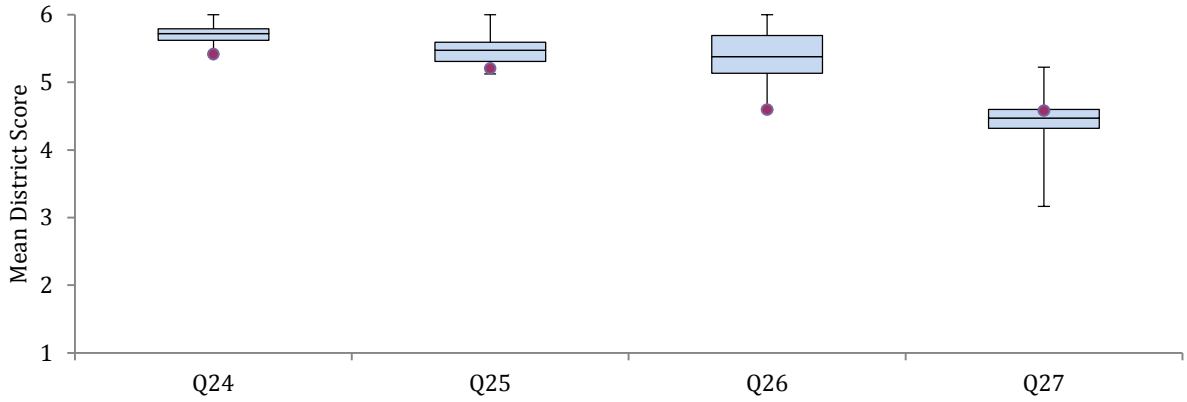
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



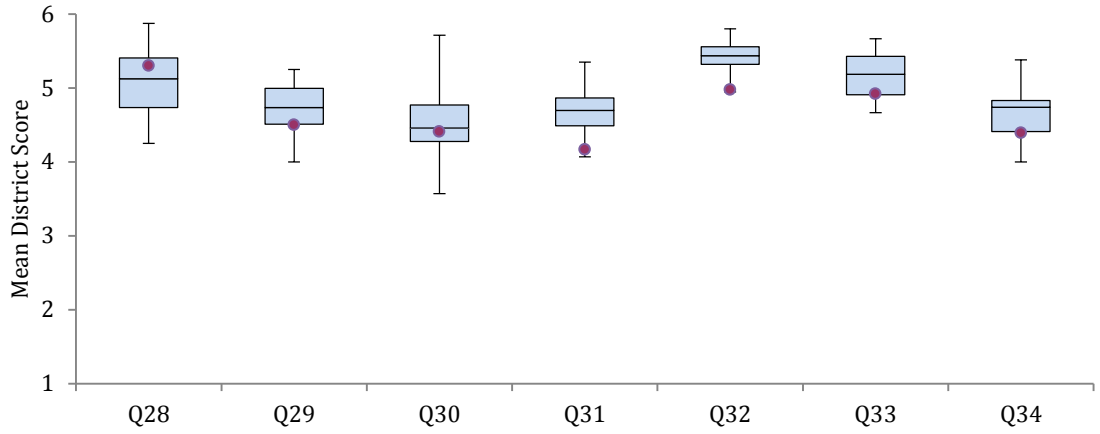
My Child's Participation



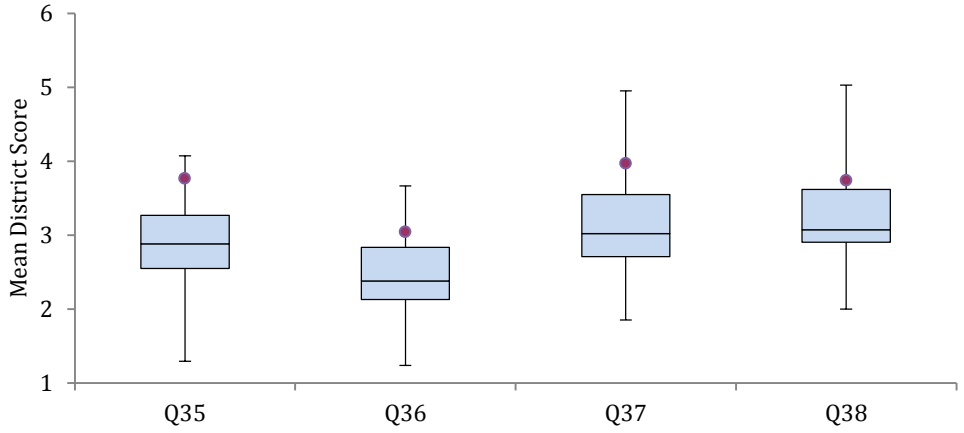
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Hartford Box-and-Whisker Charts (continued)

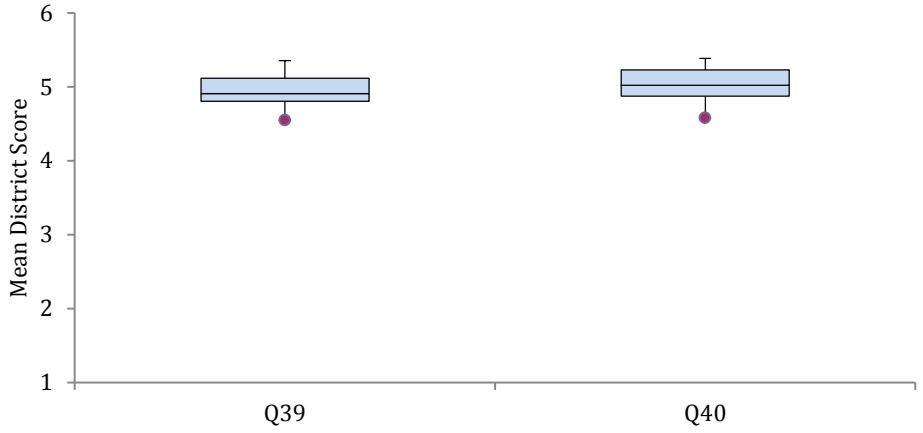
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Litchfield

The 2010-2011 survey was sent to 126 parents of children receiving special education services in the Litchfield School District. A total of 39 surveys were returned for a response rate of 31.0%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Litchfield Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	38	60.5%	26.3%	10.5%	97.4%	2.6%	0.0%	0.0%	2.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	38	76.3%	18.4%	2.6%	97.4%	2.6%	0.0%	0.0%	2.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	++	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	9	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	88.9%	100.0%	±
5. My child is accepted within the school community.	39	64.1%	25.6%	7.7%	97.4%	0.0%	2.6%	0.0%	2.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	39	56.4%	25.6%	12.8%	94.9%	5.1%	0.0%	0.0%	5.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	39	71.8%	15.4%	10.3%	97.4%	2.6%	0.0%	0.0%	2.6%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	39	59.0%	30.8%	7.7%	97.4%	2.6%	0.0%	0.0%	2.6%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	37	70.3%	24.3%	5.4%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	37	59.5%	27.0%	10.8%	97.3%	2.7%	0.0%	0.0%	2.7%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	37	62.2%	29.7%	5.4%	97.3%	0.0%	0.0%	0.0%	0.0%	2.7%

Table is continued on the next page.

Litchfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	38	63.2%	31.6%	2.6%	97.4%	2.6%	0.0%	0.0%	2.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	39	84.6%	12.8%	2.6%	100.0%	0.0%	0.0%	0.0%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	39	87.2%	12.8%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	37	73.0%	18.9%	2.7%	94.6%	2.7%	2.7%	0.0%	5.4%	±
16. My child's evaluation report is written in terms I understand.	39	64.1%	28.2%	7.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	39	84.6%	7.7%	2.6%	94.9%	0.0%	2.6%	2.6%	5.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	39	66.7%	25.6%	5.1%	97.4%	0.0%	0.0%	2.6%	2.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	39	71.8%	23.1%	5.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	39	87.2%	12.8%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	34	97.1%	2.9%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table is continued on the next page.

Litchfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	38	97.4%	2.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	36	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	20	5.0%	0.0%	0.0%	5.0%	0.0%	5.0%	90.0%	95.0%	±
27. 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).	10	60.0%	20.0%	0.0%	80.0%	0.0%	0.0%	10.0%	10.0%	10.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	6	50.0%	33.3%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	6	66.7%	33.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

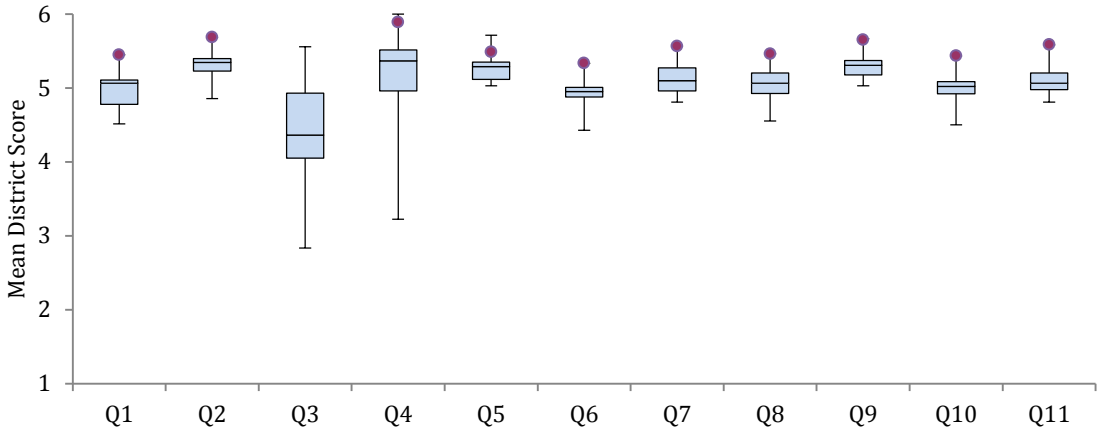
Litchfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	17	5.9%	0.0%	0.0%	5.9%	0.0%	0.0%	94.1%	94.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	17	0.0%	5.9%	0.0%	5.9%	0.0%	0.0%	94.1%	94.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	26	0.0%	7.7%	0.0%	7.7%	11.5%	11.5%	46.2%	69.2%	23.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	25	0.0%	8.0%	4.0%	12.0%	12.0%	8.0%	44.0%	64.0%	24.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	34	55.9%	29.4%	11.8%	97.1%	0.0%	2.9%	0.0%	2.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	34	61.8%	23.5%	8.8%	94.1%	2.9%	2.9%	0.0%	5.9%	±

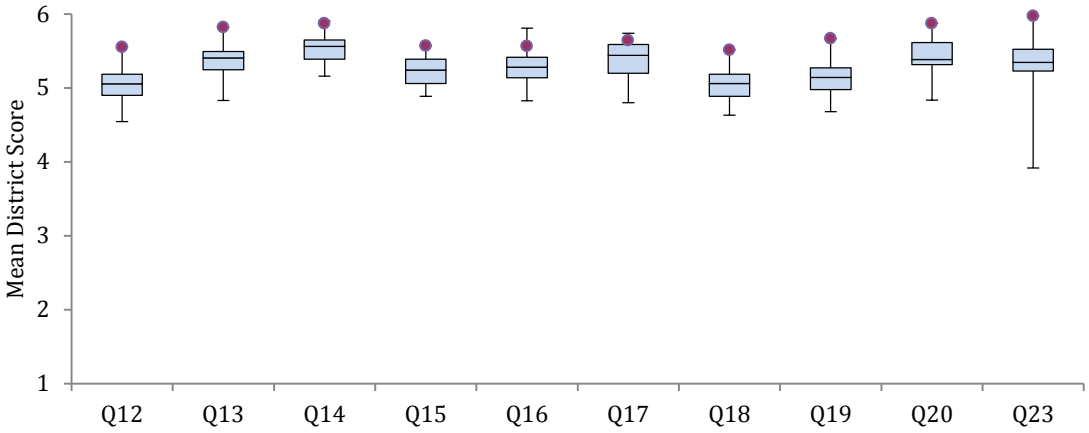
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Litchfield Box-and-Whisker Charts

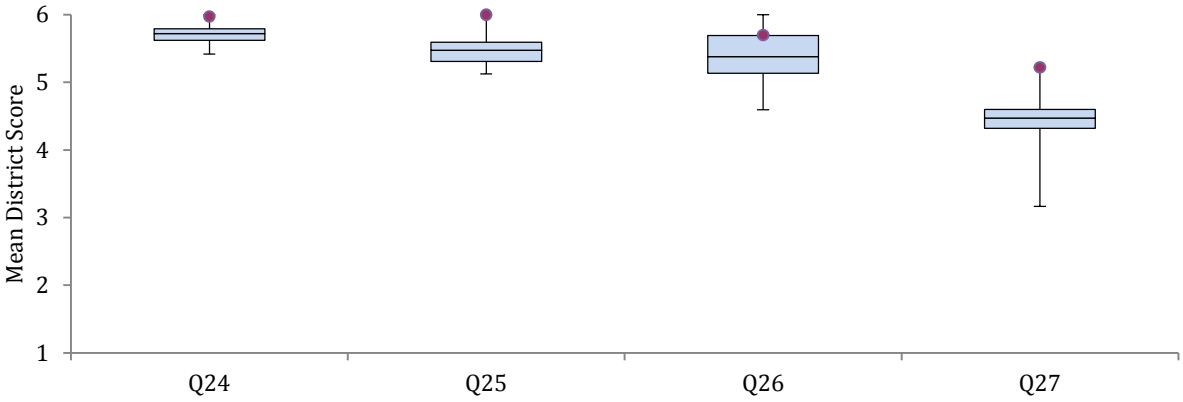
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



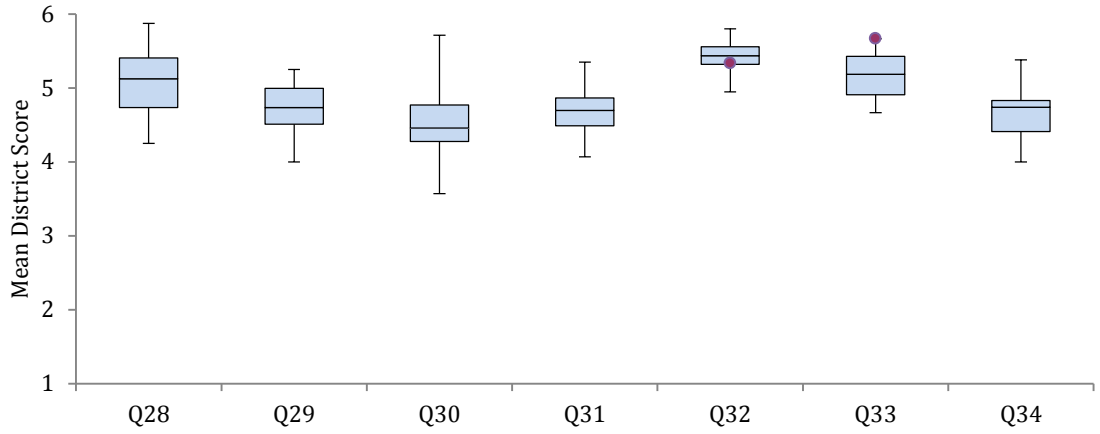
My Child's Participation



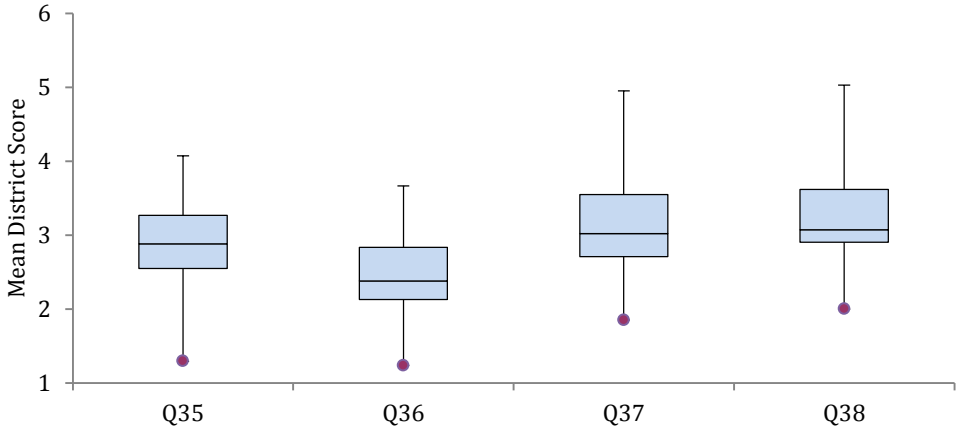
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Litchfield Box-and-Whisker Charts (continued)

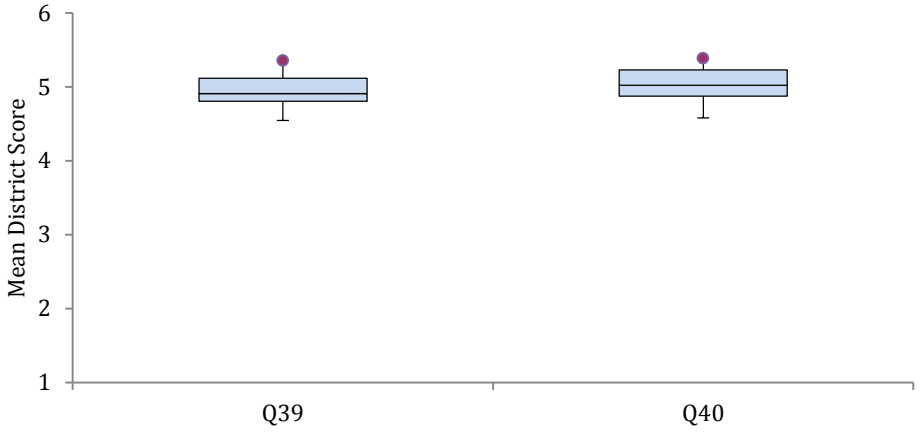
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28 through Q31, and Q34.

New Canaan

The 2010-2011 survey was sent to 434 parents of children receiving special education services in the New Canaan School District. A total of 107 surveys were returned for a response rate of 24.7%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

New Canaan Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	107	52.3%	29.9%	7.5%	89.7%	2.8%	1.9%	5.6%	10.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	105	68.6%	18.1%	2.9%	89.5%	4.8%	1.9%	3.8%	10.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	16	6.3%	0.0%	6.3%	12.5%	0.0%	18.8%	68.8%	87.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	44	2.3%	0.0%	6.8%	9.1%	2.3%	0.0%	88.6%	90.9%	±
5. My child is accepted within the school community.	104	58.7%	23.1%	10.6%	92.3%	2.9%	3.8%	1.0%	7.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	106	38.7%	37.7%	12.3%	88.7%	0.9%	5.7%	4.7%	11.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	106	51.9%	25.5%	9.4%	86.8%	5.7%	3.8%	2.8%	12.3%	0.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	106	49.1%	26.4%	13.2%	88.7%	4.7%	2.8%	3.8%	11.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	103	61.2%	23.3%	10.7%	95.1%	0.0%	1.9%	2.9%	4.9%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	94	47.9%	24.5%	14.9%	87.2%	3.2%	3.2%	5.3%	11.7%	1.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	93	51.6%	26.9%	6.5%	84.9%	5.4%	3.2%	4.3%	12.9%	2.2%

Table is continued on the next page.

New Canaan Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	104	58.7%	21.2%	7.7%	87.5%	3.8%	3.8%	4.8%	12.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	107	68.2%	17.8%	7.5%	93.5%	2.8%	1.9%	1.9%	6.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	105	72.4%	18.1%	5.7%	96.2%	1.0%	1.9%	1.0%	3.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	107	65.4%	20.6%	8.4%	94.4%	2.8%	0.9%	1.9%	5.6%	±
16. My child's evaluation report is written in terms I understand.	107	68.2%	19.6%	5.6%	93.5%	2.8%	2.8%	0.9%	6.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	106	73.6%	16.0%	6.6%	96.2%	2.8%	0.0%	0.9%	3.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	105	55.2%	26.7%	8.6%	90.5%	2.9%	2.9%	3.8%	9.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	105	56.2%	21.9%	13.3%	91.4%	1.9%	1.9%	4.8%	8.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	105	66.7%	18.1%	7.6%	92.4%	4.8%	1.9%	1.0%	7.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	83	78.3%	7.2%	2.4%	88.0%	1.2%	1.2%	8.4%	10.8%	1.2%

Table is continued on the next page.

New Canaan Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	100	83.0%	6.0%	6.0%	95.0%	0.0%	4.0%	1.0%	5.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	95	81.1%	5.3%	5.3%	91.6%	1.1%	2.1%	5.3%	8.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	59	13.6%	3.4%	6.8%	23.7%	3.4%	3.4%	69.5%	76.3%	±
27. 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).	48	52.1%	8.3%	8.3%	68.8%	2.1%	6.3%	14.6%	22.9%	8.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	20	75.0%	10.0%	10.0%	95.0%	5.0%	0.0%	0.0%	5.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	23	39.1%	21.7%	26.1%	87.0%	4.3%	4.3%	4.3%	13.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	12	16.7%	8.3%	25.0%	50.0%	16.7%	8.3%	8.3%	33.3%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	21	33.3%	9.5%	23.8%	66.7%	9.5%	14.3%	9.5%	33.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	25	52.0%	32.0%	12.0%	96.0%	0.0%	0.0%	4.0%	4.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	26	42.3%	23.1%	23.1%	88.5%	3.8%	3.8%	3.8%	11.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	23	30.4%	13.0%	30.4%	73.9%	13.0%	13.0%	0.0%	26.1%	±

Table is continued on the next page.

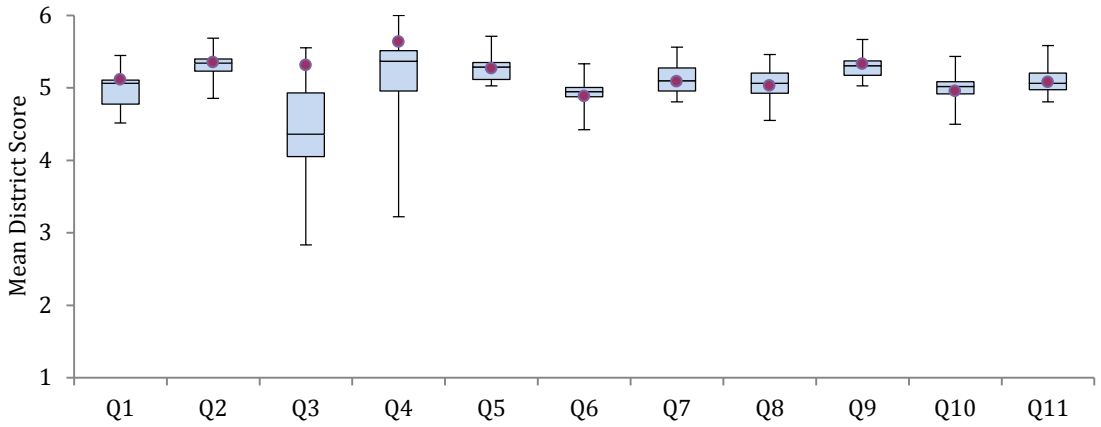
New Canaan Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	75	30.7%	21.3%	17.3%	69.3%	6.7%	2.7%	21.3%	30.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	70	20.0%	14.3%	17.1%	51.4%	14.3%	5.7%	28.6%	48.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	89	47.2%	20.2%	14.6%	82.0%	5.6%	1.1%	5.6%	12.4%	5.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	86	46.5%	19.8%	10.5%	76.7%	8.1%	1.2%	7.0%	16.3%	7.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	93	60.2%	15.1%	14.0%	89.2%	2.2%	3.2%	5.4%	10.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	89	59.6%	16.9%	9.0%	85.4%	5.6%	2.2%	6.7%	14.6%	±

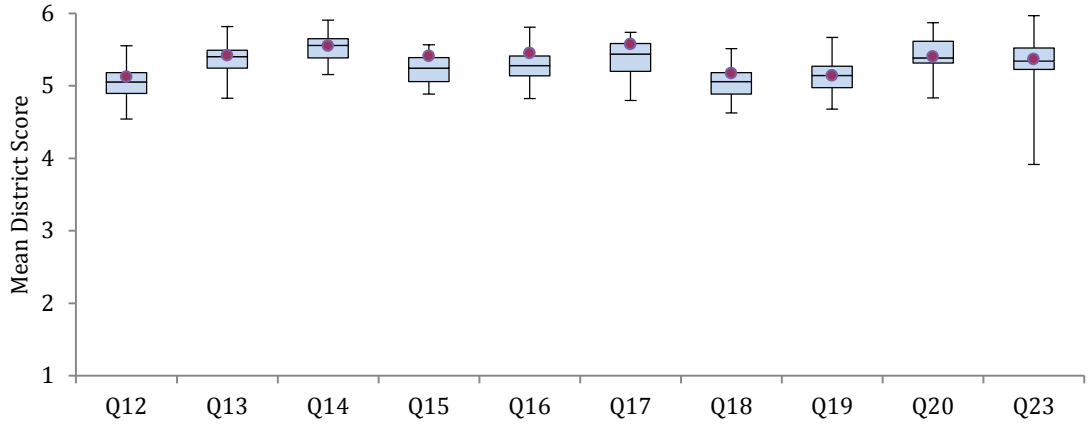
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

New Canaan Box-and-Whisker Charts

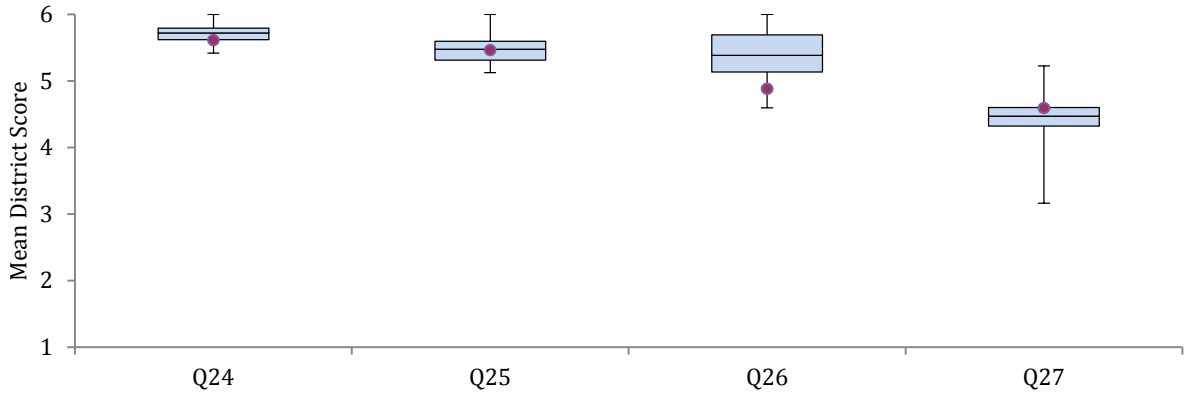
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



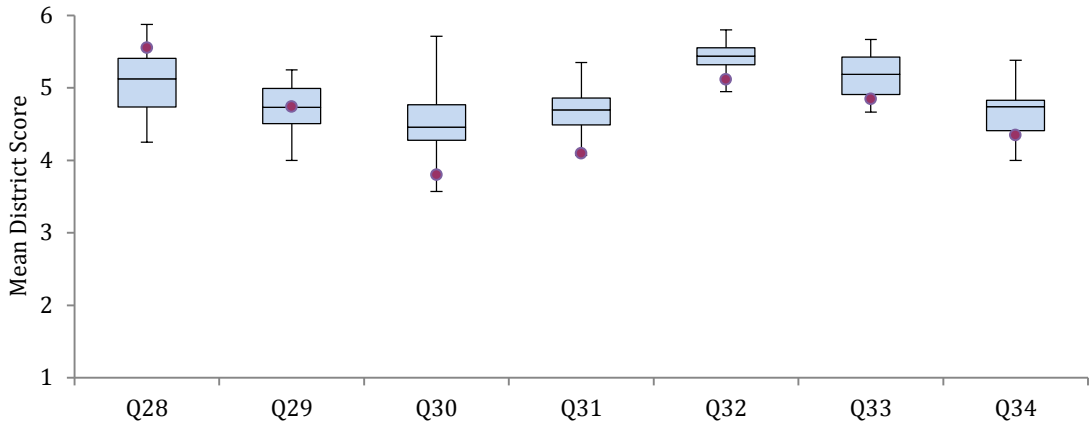
My Child's Participation



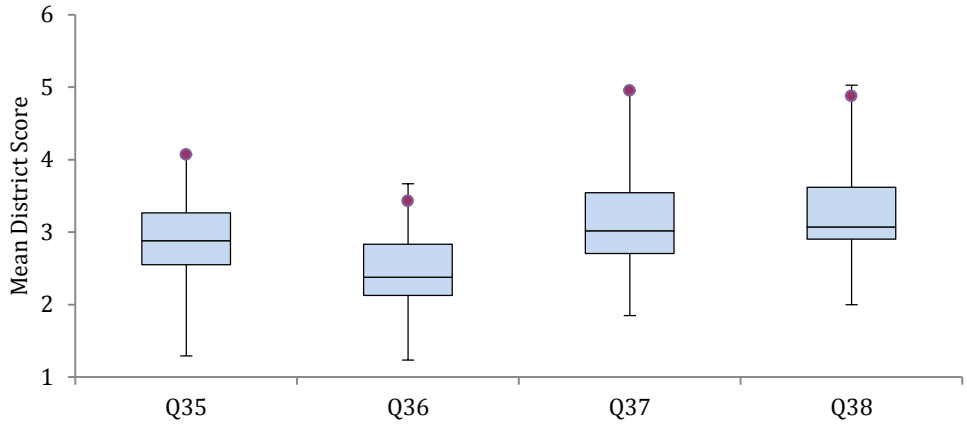
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

New Canaan Box-and-Whisker Charts (continued)

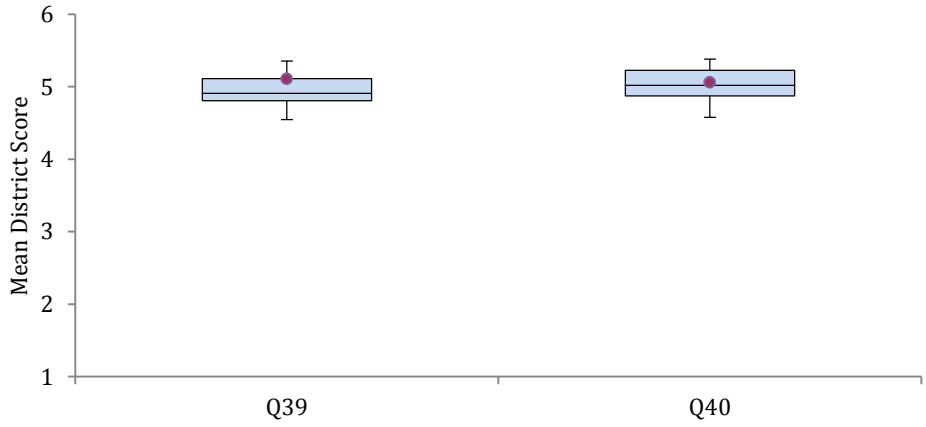
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Newtown

The 2010-2011 survey was sent to 459 parents of children receiving special education services in the Newtown School District. A total of 128 surveys were returned for a response rate of 27.9%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Newtown Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	127	34.6%	30.7%	14.2%	79.5%	3.9%	6.3%	10.2%	20.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	127	59.1%	18.1%	11.8%	89.0%	3.9%	1.6%	5.5%	11.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	26	7.7%	0.0%	11.5%	19.2%	7.7%	7.7%	65.4%	80.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	47	4.3%	4.3%	4.3%	12.8%	2.1%	2.1%	83.0%	87.2%	±
5. My child is accepted within the school community.	124	52.4%	22.6%	14.5%	89.5%	4.0%	4.8%	1.6%	10.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	128	35.2%	28.9%	10.2%	74.2%	6.3%	5.5%	13.3%	25.0%	0.8%
7. All special education services identified in my child's IEP have been provided.	128	46.9%	23.4%	7.0%	77.3%	7.0%	8.6%	4.7%	20.3%	2.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	128	43.0%	23.4%	7.0%	73.4%	6.3%	10.2%	9.4%	25.8%	0.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	124	55.6%	21.0%	5.6%	82.3%	4.8%	5.6%	3.2%	13.7%	4.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	113	51.3%	20.4%	8.8%	80.5%	2.7%	7.1%	5.3%	15.0%	4.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	115	47.0%	21.7%	9.6%	78.3%	6.1%	2.6%	8.7%	17.4%	4.3%

Table is continued on the next page.

Newtown Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	125	40.8%	23.2%	13.6%	77.6%	5.6%	5.6%	11.2%	22.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	128	53.1%	21.1%	7.8%	82.0%	0.8%	7.8%	9.4%	18.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	127	55.9%	23.6%	9.4%	89.0%	5.5%	2.4%	3.1%	11.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	125	53.6%	18.4%	10.4%	82.4%	4.8%	6.4%	6.4%	17.6%	±
16. My child's evaluation report is written in terms I understand.	126	45.2%	22.2%	14.3%	81.7%	10.3%	4.0%	4.0%	18.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	128	54.7%	22.7%	13.3%	90.6%	3.1%	1.6%	4.7%	9.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	126	42.1%	27.0%	9.5%	78.6%	7.9%	4.8%	8.7%	21.4%	±
19. 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	46.1%	20.3%	10.9%	77.3%	8.6%	6.3%	7.8%	22.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	128	71.1%	13.3%	3.9%	88.3%	2.3%	2.3%	7.0%	11.7%	±
21. If necessary, a translator was provided at the PPT meetings.	6	16.7%	16.7%	0.0%	33.3%	0.0%	0.0%	66.7%	66.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	111	66.7%	14.4%	5.4%	86.5%	0.9%	0.9%	4.5%	6.3%	7.2%

Table is continued on the next page.

Newtown Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	119	84.0%	7.6%	5.0%	96.6%	0.0%	0.0%	3.4%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	116	78.4%	7.8%	4.3%	90.5%	0.9%	2.6%	6.0%	9.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	83	8.4%	2.4%	2.4%	13.3%	1.2%	2.4%	83.1%	86.7%	±
27. 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).	62	17.7%	11.3%	9.7%	38.7%	3.2%	1.6%	35.5%	40.3%	21.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	35	48.6%	11.4%	8.6%	68.6%	8.6%	5.7%	17.1%	31.4%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	27	29.6%	44.4%	3.7%	77.8%	11.1%	3.7%	7.4%	22.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	7.7%	7.7%	23.1%	38.5%	0.0%	0.0%	15.4%	15.4%	46.2%
31. The PPT introduced planning for my child's transition to adulthood.	27	29.6%	48.1%	7.4%	85.2%	3.7%	3.7%	7.4%	14.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	83.3%	3.3%	3.3%	90.0%	0.0%	3.3%	6.7%	10.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	29	55.2%	27.6%	10.3%	93.1%	3.4%	0.0%	3.4%	6.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	26	46.2%	19.2%	15.4%	80.8%	7.7%	3.8%	7.7%	19.2%	±

Table is continued on the next page.

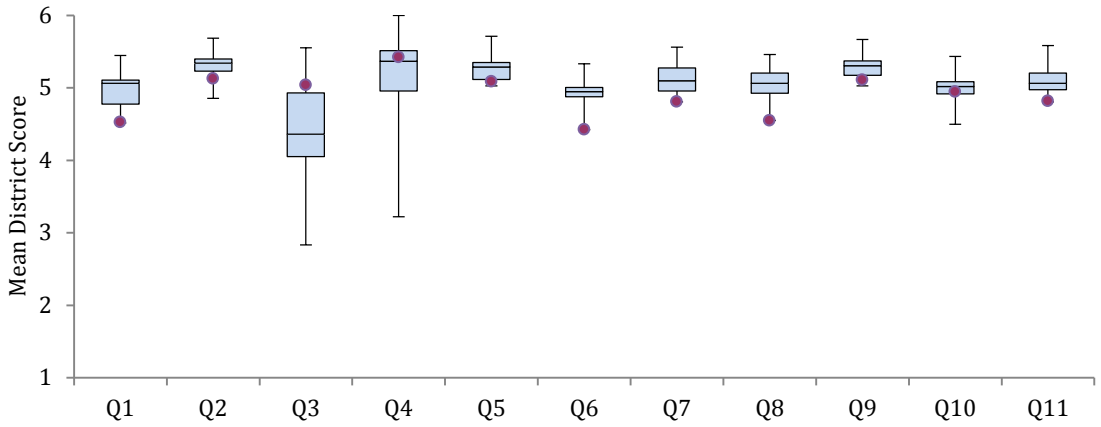
Newtown Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	78	17.9%	6.4%	11.5%	35.9%	9.0%	6.4%	48.7%	64.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	74	10.8%	9.5%	6.8%	27.0%	4.1%	8.1%	60.8%	73.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	101	9.9%	8.9%	9.9%	28.7%	3.0%	8.9%	34.7%	46.5%	24.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	100	15.0%	14.0%	8.0%	37.0%	3.0%	4.0%	27.0%	34.0%	29.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	117	39.3%	29.9%	8.5%	77.8%	2.6%	7.7%	12.0%	22.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	113	44.2%	27.4%	6.2%	77.9%	4.4%	6.2%	11.5%	22.1%	±

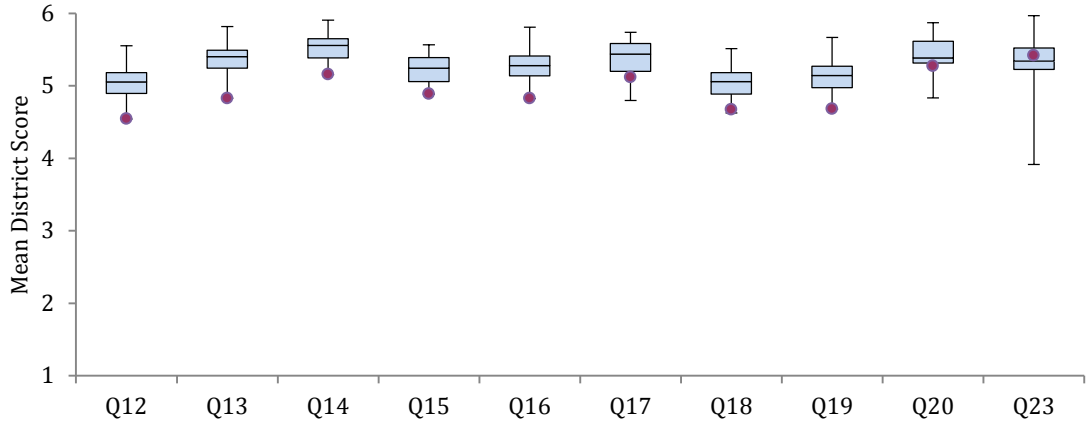
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Newtown Box-and-Whisker Charts

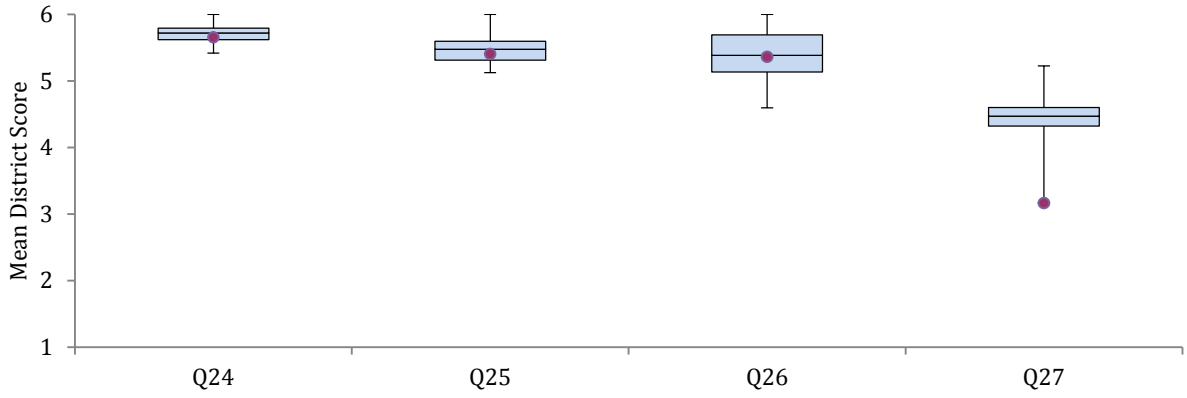
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



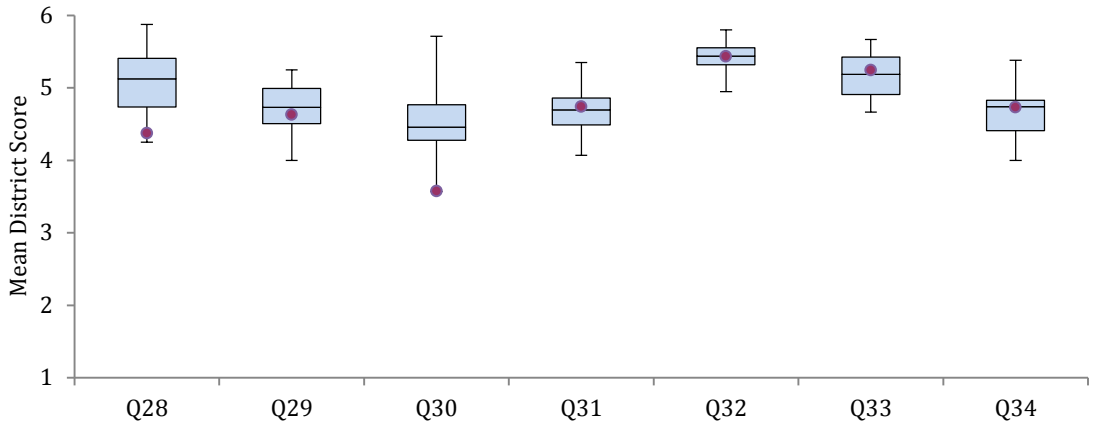
My Child's Participation



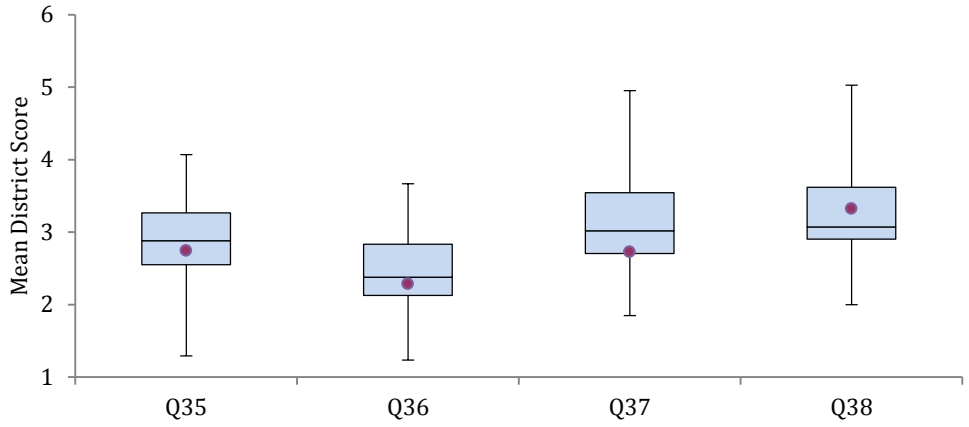
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Newtown Box-and-Whisker Charts (continued)

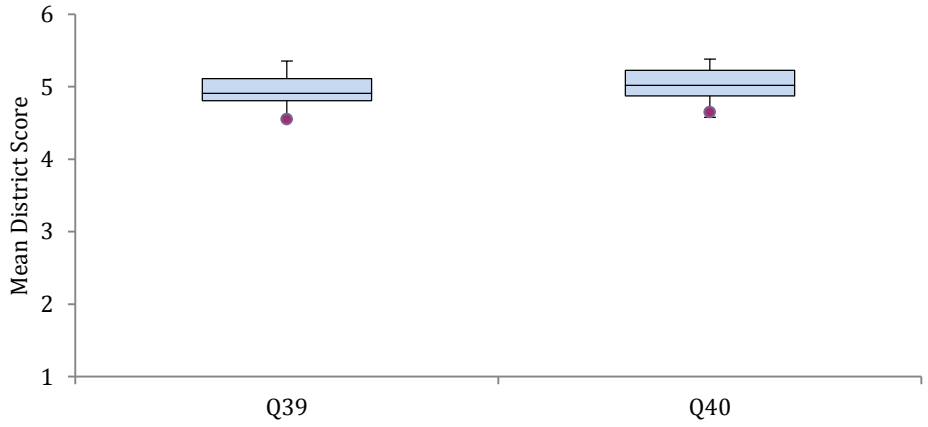
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

North Branford

The 2010-2011 survey was sent to 311 parents of children receiving special education services in the North Branford School District. A total of 80 surveys were returned for a response rate of 25.7%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

North Branford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	79	48.1%	29.1%	13.9%	91.1%	1.3%	5.1%	2.5%	8.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	80	63.8%	23.8%	6.3%	93.8%	6.3%	0.0%	0.0%	6.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	18	44.4%	5.6%	0.0%	50.0%	5.6%	0.0%	44.4%	50.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	31	6.5%	3.2%	6.5%	16.1%	0.0%	0.0%	83.9%	83.9%	±
5. My child is accepted within the school community.	79	55.7%	34.2%	5.1%	94.9%	2.5%	0.0%	2.5%	5.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	80	42.5%	33.8%	10.0%	86.3%	5.0%	6.3%	2.5%	13.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	80	53.8%	31.3%	8.8%	93.8%	2.5%	3.8%	0.0%	6.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	80	52.5%	30.0%	7.5%	90.0%	3.8%	1.3%	3.8%	8.8%	1.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	80	61.3%	21.3%	13.8%	96.3%	2.5%	1.3%	0.0%	3.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	77	49.4%	27.3%	14.3%	90.9%	6.5%	2.6%	0.0%	9.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	77	57.1%	22.1%	13.0%	92.2%	7.8%	0.0%	0.0%	7.8%	0.0%

Table is continued on the next page.

North Branford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	78	52.6%	24.4%	11.5%	88.5%	5.1%	1.3%	5.1%	11.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	80	62.5%	22.5%	7.5%	92.5%	3.8%	1.3%	2.5%	7.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	80	61.3%	25.0%	7.5%	93.8%	3.8%	2.5%	0.0%	6.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	80	60.0%	28.8%	5.0%	93.8%	2.5%	3.8%	0.0%	6.3%	±
16. My child's evaluation report is written in terms I understand.	80	51.3%	27.5%	12.5%	91.3%	3.8%	3.8%	1.3%	8.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	80	52.5%	27.5%	5.0%	85.0%	6.3%	5.0%	3.8%	15.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	79	54.4%	20.3%	15.2%	89.9%	2.5%	3.8%	3.8%	10.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	80	56.3%	22.5%	10.0%	88.8%	2.5%	5.0%	3.8%	11.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	79	70.9%	25.3%	2.5%	98.7%	1.3%	0.0%	0.0%	1.3%	±
21. If necessary, a translator was provided at the PPT meetings.	6	50.0%	16.7%	0.0%	66.7%	0.0%	0.0%	33.3%	33.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	10	50.0%	30.0%	0.0%	80.0%	0.0%	10.0%	10.0%	20.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	64	70.3%	14.1%	4.7%	89.1%	0.0%	0.0%	4.7%	4.7%	6.3%

Table is continued on the next page.

North Branford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	78	85.9%	10.3%	1.3%	97.4%	0.0%	1.3%	1.3%	2.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	74	75.7%	10.8%	2.7%	89.2%	2.7%	1.4%	6.8%	10.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	40	2.5%	5.0%	0.0%	7.5%	2.5%	7.5%	82.5%	92.5%	±
27. 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).	41	41.5%	12.2%	2.4%	56.1%	2.4%	2.4%	14.6%	19.5%	24.4%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	58.3%	16.7%	0.0%	75.0%	0.0%	0.0%	25.0%	25.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	15	60.0%	20.0%	0.0%	80.0%	13.3%	6.7%	0.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	12	33.3%	0.0%	16.7%	50.0%	0.0%	8.3%	8.3%	16.7%	33.3%
31. The PPT introduced planning for my child's transition to adulthood.	15	60.0%	13.3%	0.0%	73.3%	6.7%	6.7%	13.3%	26.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	20	80.0%	20.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	20	65.0%	15.0%	10.0%	90.0%	10.0%	0.0%	0.0%	10.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	18	38.9%	33.3%	11.1%	83.3%	5.6%	11.1%	0.0%	16.7%	±

Table is continued on the next page.

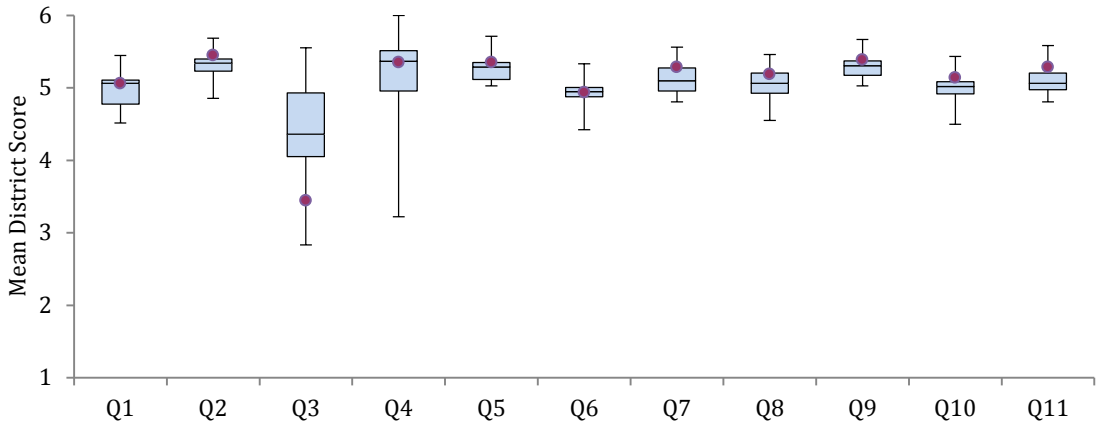
North Branford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	40	10.0%	0.0%	2.5%	12.5%	5.0%	15.0%	67.5%	87.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	42	7.1%	4.8%	4.8%	16.7%	0.0%	11.9%	71.4%	83.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	63	12.7%	4.8%	6.3%	23.8%	4.8%	9.5%	33.3%	47.6%	28.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	61	16.4%	6.6%	3.3%	26.2%	6.6%	3.3%	31.1%	41.0%	32.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	66	47.0%	27.3%	9.1%	83.3%	4.5%	7.6%	4.5%	16.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	68	45.6%	29.4%	14.7%	89.7%	1.5%	2.9%	5.9%	10.3%	±

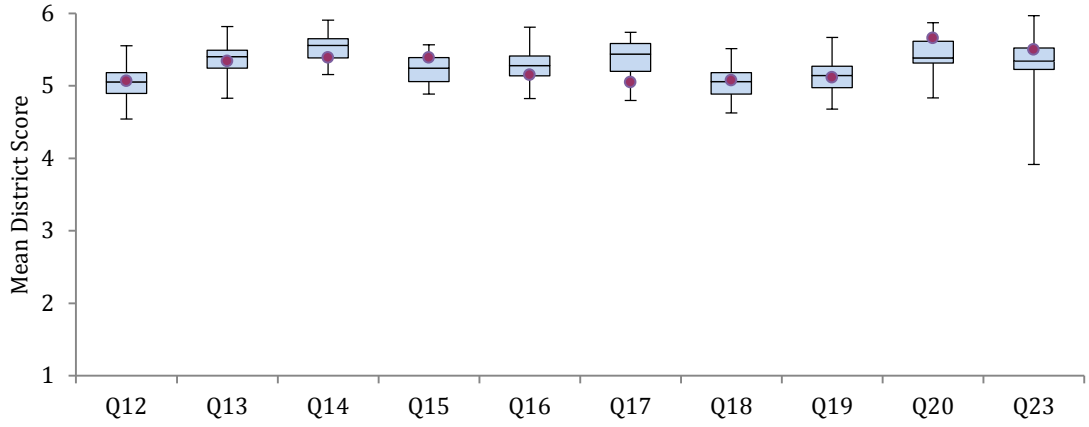
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

North Branford Box-and-Whisker Charts

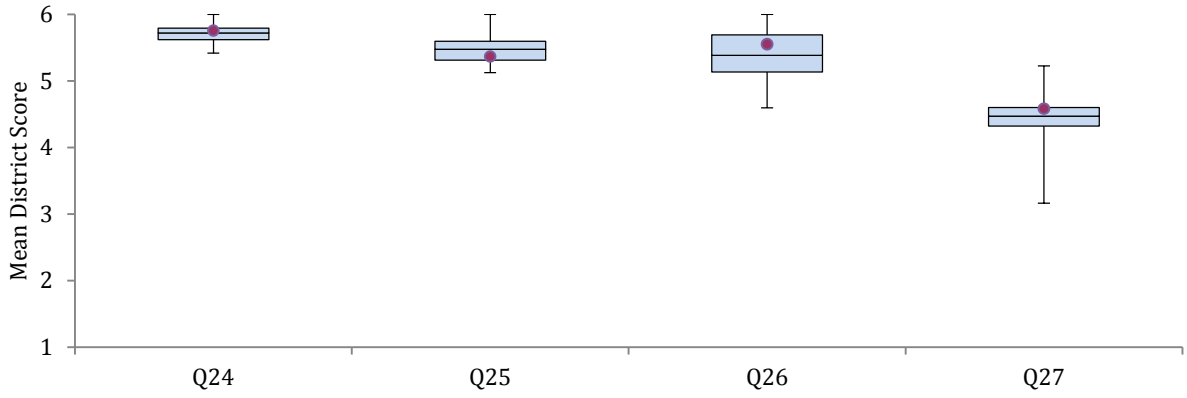
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



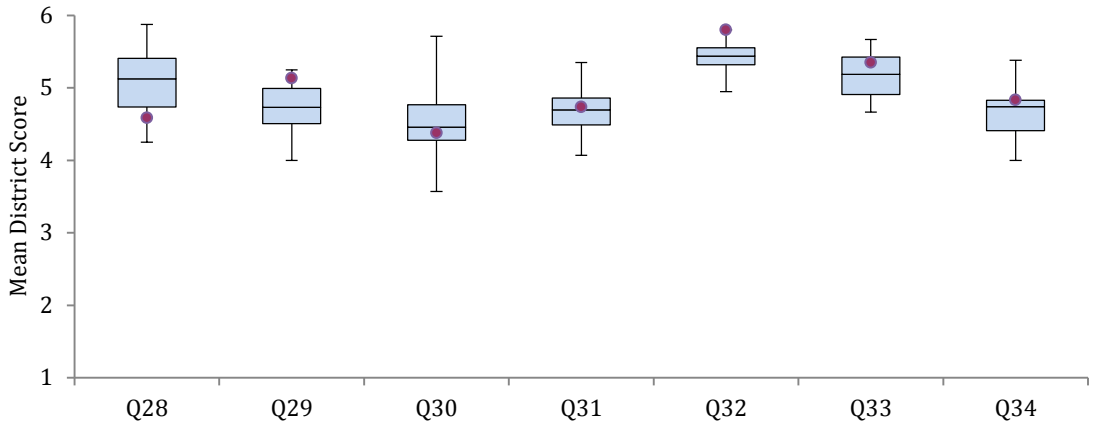
My Child's Participation



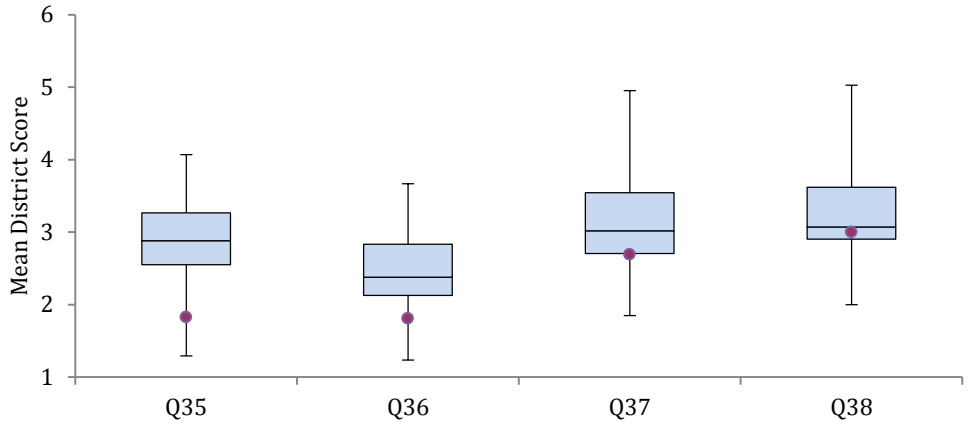
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

North Branford Box-and-Whisker Charts (continued)

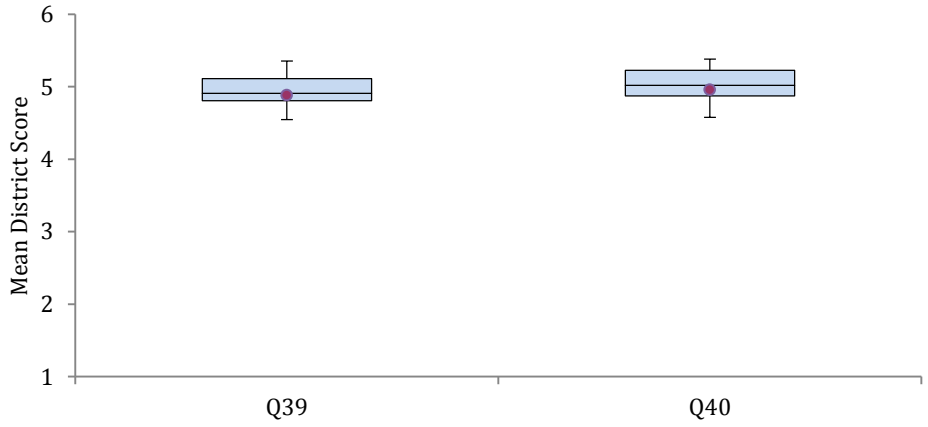
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Regional School District 4

The 2010-2011 survey was sent to 135 parents of children receiving special education services in the Regional School District 4. A total of 21 surveys were returned for a response rate of 15.6%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Regional School District 4 Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	20	60.0%	25.0%	5.0%	90.0%	0.0%	5.0%	5.0%	10.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	21	61.9%	28.6%	0.0%	90.5%	4.8%	0.0%	4.8%	9.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	++	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	±
5. My child is accepted within the school community.	21	76.2%	19.0%	4.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	21	42.9%	42.9%	4.8%	90.5%	0.0%	0.0%	9.5%	9.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	21	57.1%	33.3%	4.8%	95.2%	0.0%	0.0%	4.8%	4.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	21	52.4%	33.3%	9.5%	95.2%	0.0%	0.0%	4.8%	4.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	21	71.4%	19.0%	0.0%	90.5%	4.8%	0.0%	0.0%	4.8%	4.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	50.0%	15.0%	25.0%	90.0%	0.0%	5.0%	0.0%	5.0%	5.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	20	50.0%	25.0%	15.0%	90.0%	5.0%	0.0%	5.0%	10.0%	0.0%

Table is continued on the next page.

Regional School District 4 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	21	71.4%	23.8%	0.0%	95.2%	0.0%	0.0%	4.8%	4.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	21	85.7%	9.5%	0.0%	95.2%	0.0%	0.0%	4.8%	4.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	21	90.5%	9.5%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	21	57.1%	33.3%	4.8%	95.2%	0.0%	0.0%	4.8%	4.8%	±
16. My child's evaluation report is written in terms I understand.	21	85.7%	9.5%	4.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	21	71.4%	19.0%	9.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	21	57.1%	33.3%	0.0%	90.5%	4.8%	4.8%	0.0%	9.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	21	76.2%	19.0%	0.0%	95.2%	0.0%	0.0%	4.8%	4.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	21	85.7%	14.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	19	89.5%	5.3%	0.0%	94.7%	5.3%	0.0%	0.0%	5.3%	0.0%

Table is continued on the next page.

Regional School District 4 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	21	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	21	95.2%	0.0%	0.0%	95.2%	0.0%	0.0%	4.8%	4.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	±
27. 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).	7	42.9%	14.3%	0.0%	57.1%	14.3%	28.6%	0.0%	42.9%	0.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	30.0%	50.0%	10.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	50.0%	25.0%	12.5%	87.5%	0.0%	12.5%	0.0%	12.5%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	8	62.5%	12.5%	12.5%	87.5%	0.0%	12.5%	0.0%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	80.0%	10.0%	0.0%	90.0%	10.0%	0.0%	0.0%	10.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	10	50.0%	30.0%	10.0%	90.0%	10.0%	0.0%	0.0%	10.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	9	33.3%	44.4%	0.0%	77.8%	22.2%	0.0%	0.0%	22.2%	±

Table is continued on the next page.

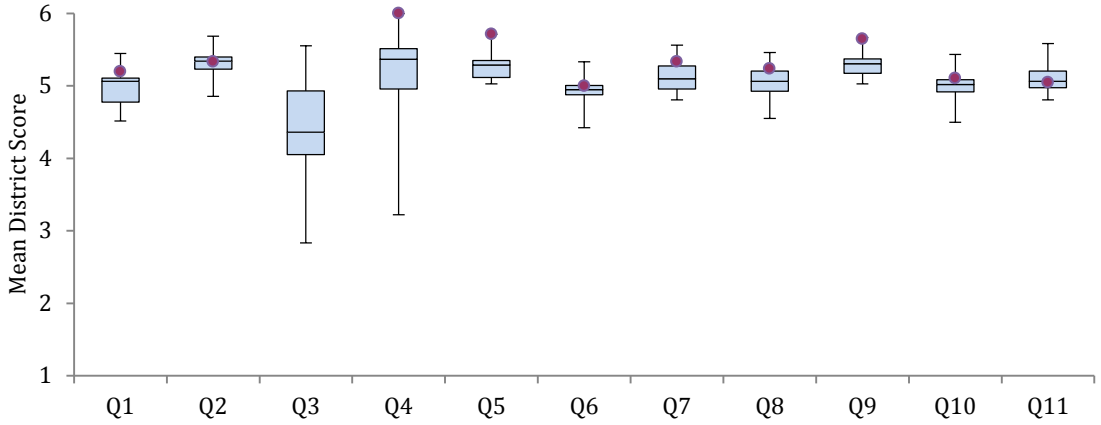
Regional School District 4 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	13	0.0%	7.7%	7.7%	15.4%	7.7%	7.7%	69.2%	84.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	13	7.7%	0.0%	7.7%	15.4%	7.7%	0.0%	76.9%	84.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	16	6.3%	6.3%	6.3%	18.8%	0.0%	0.0%	25.0%	25.0%	56.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	17	0.0%	5.9%	0.0%	5.9%	5.9%	0.0%	23.5%	29.4%	64.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	19	57.9%	21.1%	10.5%	89.5%	0.0%	5.3%	5.3%	10.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	21	61.9%	19.0%	9.5%	90.5%	4.8%	0.0%	4.8%	9.5%	±

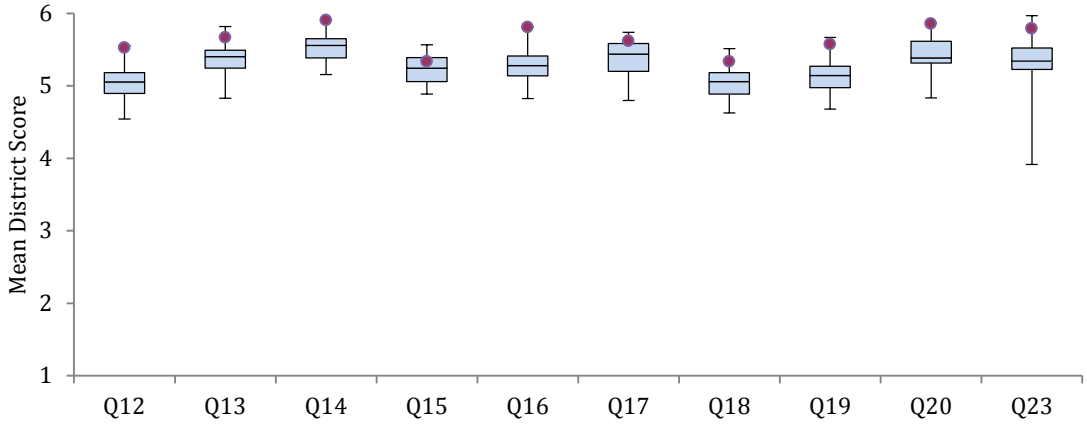
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Regional School District 4 Box-and-Whisker Charts

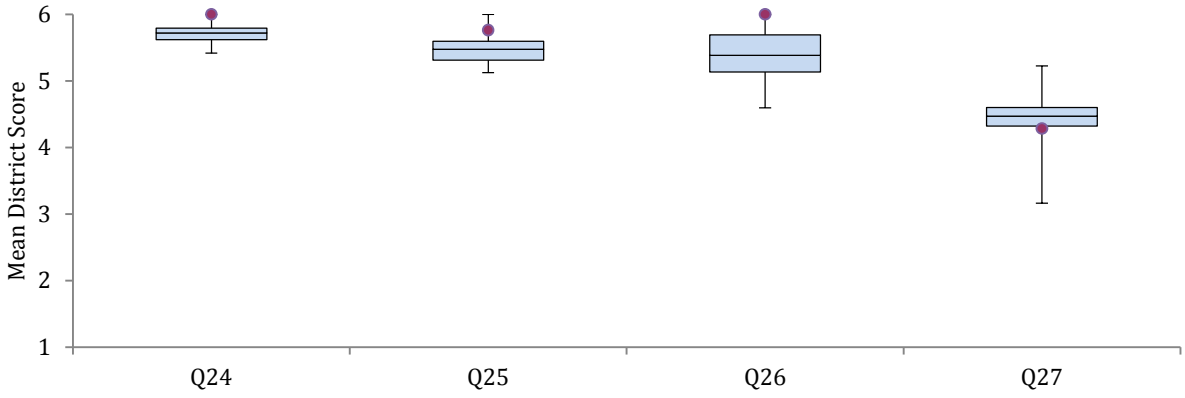
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



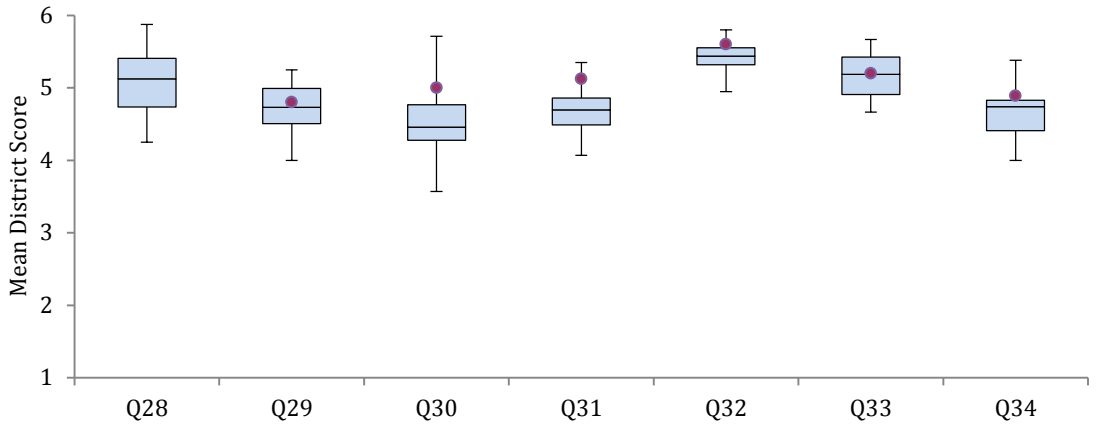
My Child's Participation



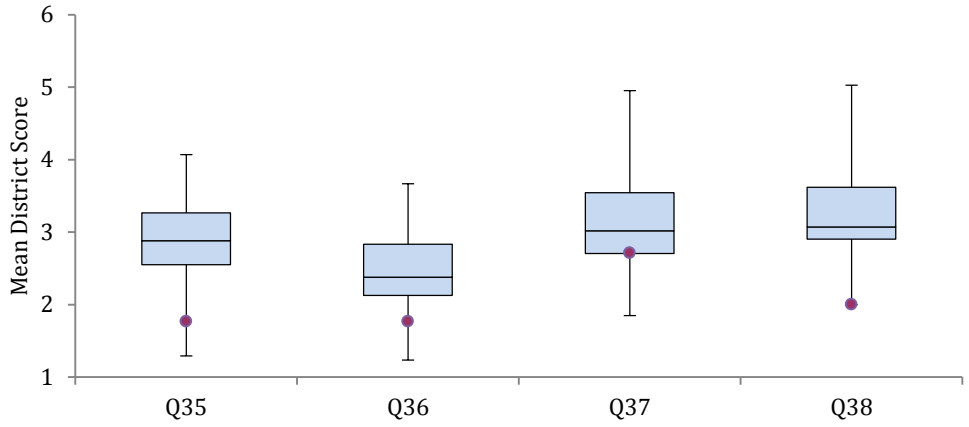
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Regional School District 4 Box-and-Whisker Charts (continued)

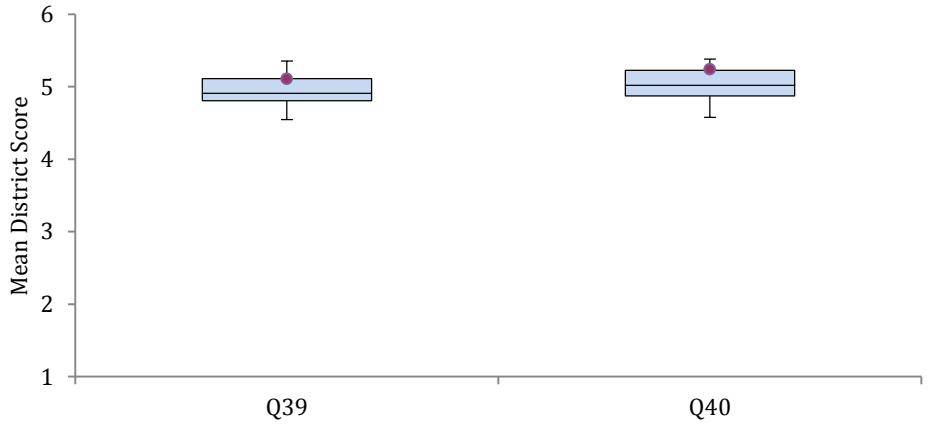
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28.

Rocky Hill

The 2010-2011 survey was sent to 244 parents of children receiving special education services in the Rocky Hill School District. A total of 58 surveys were returned for a response rate of 23.8%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Rocky Hill Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	58	44.8%	41.4%	5.2%	91.4%	3.4%	1.7%	3.4%	8.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	58	81.0%	8.6%	5.2%	94.8%	3.4%	1.7%	0.0%	5.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	15.4%	15.4%	0.0%	30.8%	7.7%	0.0%	61.5%	69.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	24	4.2%	4.2%	4.2%	12.5%	0.0%	0.0%	87.5%	87.5%	±
5. My child is accepted within the school community.	56	46.4%	32.1%	16.1%	94.6%	0.0%	0.0%	5.4%	5.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	58	51.7%	29.3%	6.9%	87.9%	1.7%	5.2%	5.2%	12.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	57	57.9%	31.6%	5.3%	94.7%	1.8%	1.8%	1.8%	5.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	57	59.6%	21.1%	7.0%	87.7%	1.8%	1.8%	3.5%	7.0%	5.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	57	73.7%	21.1%	3.5%	98.2%	1.8%	0.0%	0.0%	1.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	55	60.0%	18.2%	14.5%	92.7%	5.5%	0.0%	1.8%	7.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	57	57.9%	29.8%	5.3%	93.0%	1.8%	1.8%	1.8%	5.3%	1.8%

Table is continued on the next page.

Rocky Hill Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	57	63.2%	14.0%	14.0%	91.2%	5.3%	1.8%	1.8%	8.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	57	78.9%	8.8%	8.8%	96.5%	1.8%	0.0%	1.8%	3.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	58	72.4%	20.7%	5.2%	98.3%	1.7%	0.0%	0.0%	1.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	56	67.9%	17.9%	7.1%	92.9%	1.8%	3.6%	1.8%	7.1%	±
16. My child's evaluation report is written in terms I understand.	58	60.3%	19.0%	10.3%	89.7%	5.2%	3.4%	1.7%	10.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	57	80.7%	14.0%	3.5%	98.2%	1.8%	0.0%	0.0%	1.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	57	64.9%	14.0%	7.0%	86.0%	8.8%	0.0%	5.3%	14.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	57	59.6%	26.3%	7.0%	93.0%	5.3%	0.0%	1.8%	7.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	58	84.5%	12.1%	0.0%	96.6%	3.4%	0.0%	0.0%	3.4%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	52	71.2%	11.5%	0.0%	82.7%	0.0%	1.9%	7.7%	9.6%	7.7%

Table is continued on the next page.

Rocky Hill Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	55	90.9%	9.1%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	54	87.0%	9.3%	1.9%	98.1%	0.0%	0.0%	1.9%	1.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	39	2.6%	2.6%	0.0%	5.1%	2.6%	2.6%	89.7%	94.9%	±
27. 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).	31	38.7%	12.9%	0.0%	51.6%	9.7%	9.7%	9.7%	29.0%	19.4%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	66.7%	11.1%	0.0%	77.8%	11.1%	0.0%	11.1%	22.2%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	17	47.1%	23.5%	5.9%	76.5%	0.0%	5.9%	17.6%	23.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	36.4%	0.0%	9.1%	45.5%	0.0%	9.1%	18.2%	27.3%	27.3%
31. The PPT introduced planning for my child's transition to adulthood.	17	52.9%	17.6%	11.8%	82.4%	0.0%	0.0%	17.6%	17.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	72.2%	11.1%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	70.6%	23.5%	5.9%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	18	50.0%	22.2%	11.1%	83.3%	0.0%	0.0%	16.7%	16.7%	±

Table is continued on the next page.

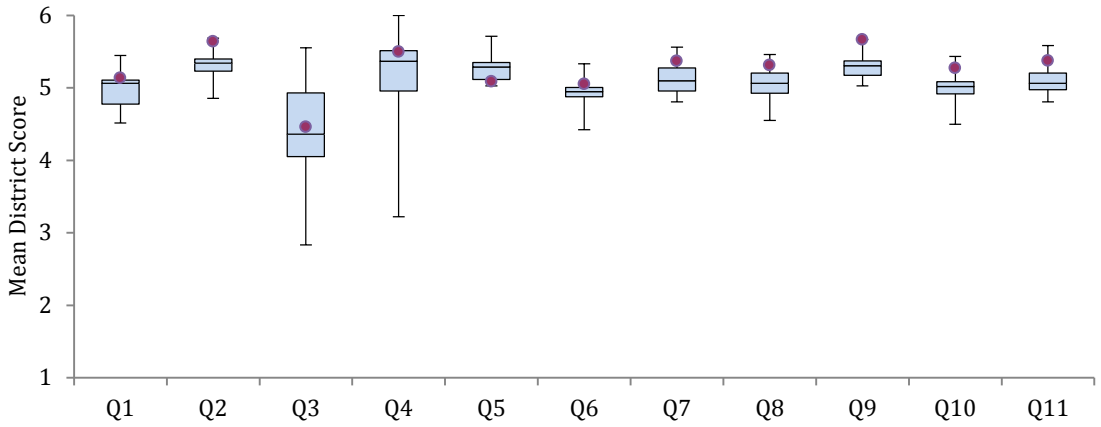
Rocky Hill Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	38	36.8%	5.3%	10.5%	52.6%	5.3%	2.6%	39.5%	47.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	34	20.6%	2.9%	2.9%	26.5%	11.8%	8.8%	52.9%	73.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	46	30.4%	8.7%	15.2%	54.3%	6.5%	8.7%	6.5%	21.7%	23.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	17.0%	10.6%	6.4%	34.0%	8.5%	8.5%	12.8%	29.8%	36.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	54	59.3%	22.2%	7.4%	88.9%	5.6%	3.7%	1.9%	11.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	51	58.8%	25.5%	11.8%	96.1%	0.0%	2.0%	2.0%	3.9%	±

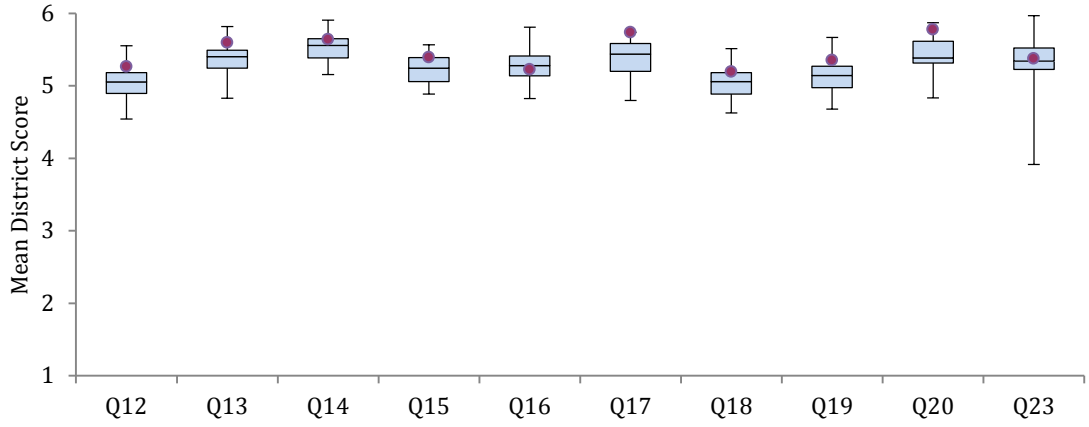
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Rocky Hill Box-and-Whisker Charts

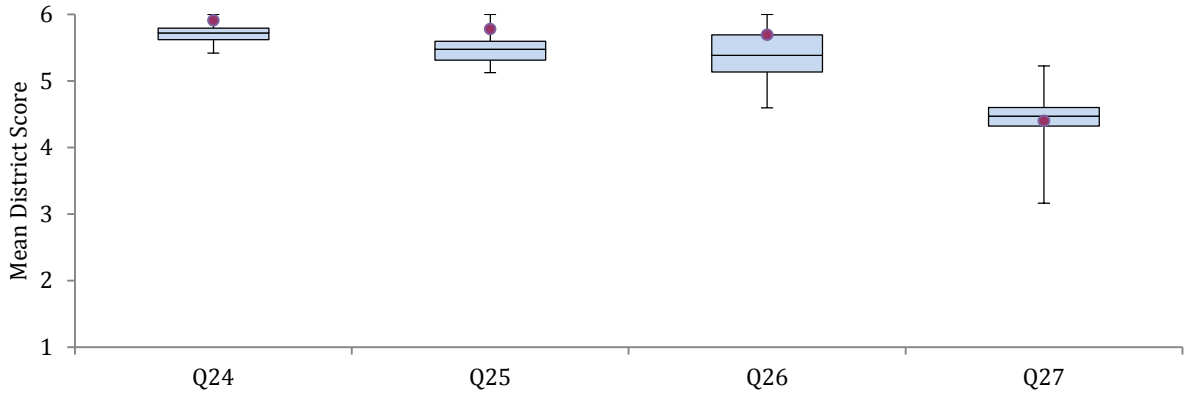
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



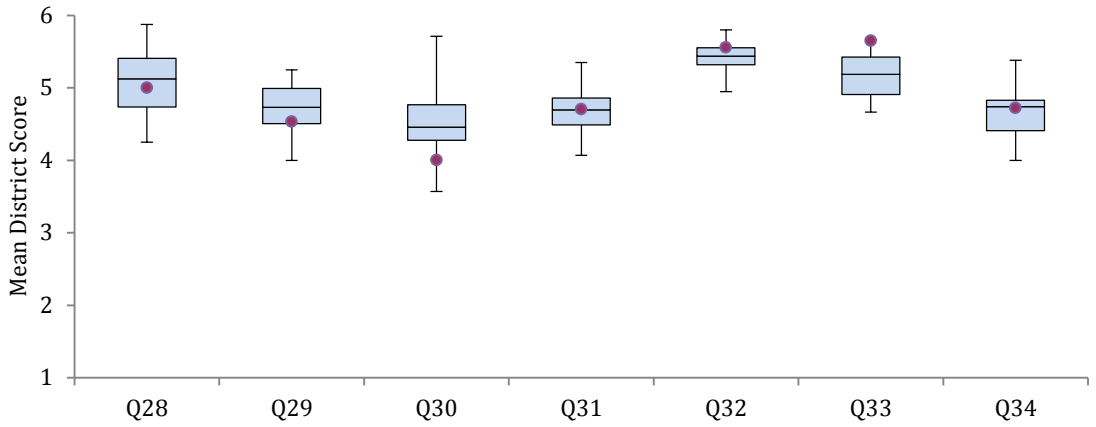
My Child's Participation



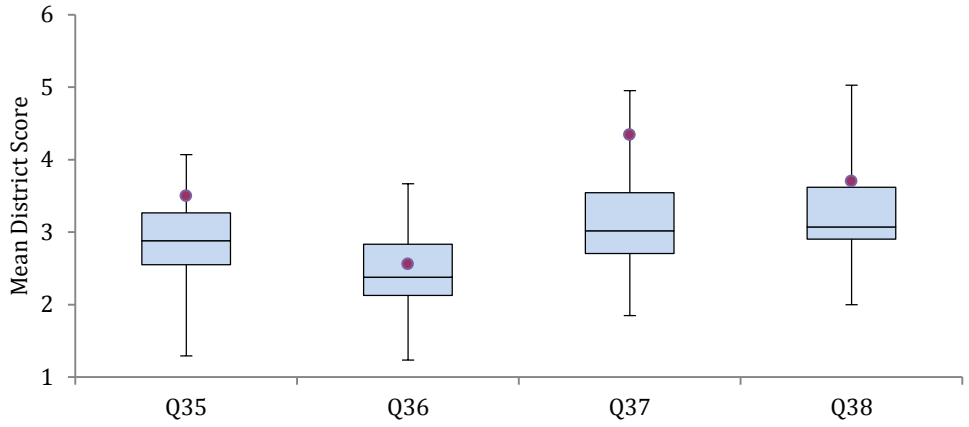
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Rocky Hill Box-and-Whisker Charts (continued)

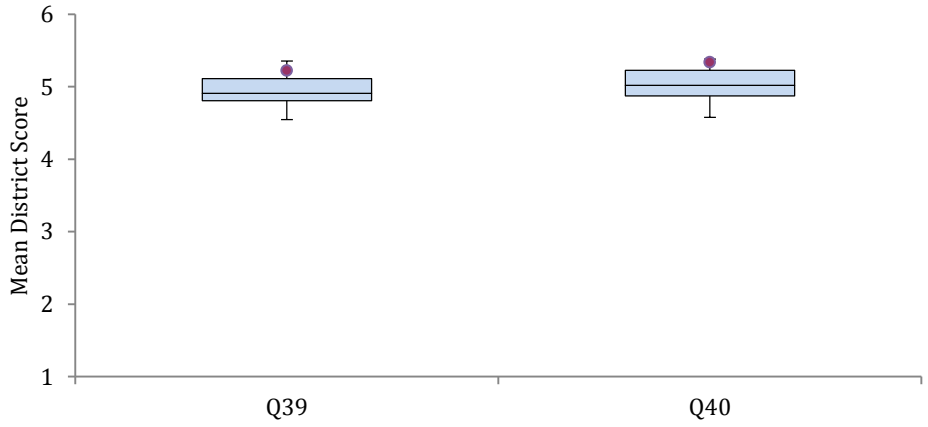
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Stamford

The 2010-2011 survey was sent to 765 parents of children receiving special education services in the Stamford School District. A total of 125 surveys were returned for a response rate of 16.3%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Stamford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	123	40.7%	34.1%	9.8%	84.6%	2.4%	4.9%	8.1%	15.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	122	54.1%	29.5%	8.2%	91.8%	4.1%	1.6%	2.5%	8.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	55	18.2%	12.7%	5.5%	36.4%	12.7%	0.0%	50.9%	63.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	61	8.2%	6.6%	8.2%	23.0%	0.0%	6.6%	70.5%	77.0%	±
5. My child is accepted within the school community.	120	64.2%	20.8%	8.3%	93.3%	1.7%	1.7%	3.3%	6.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	119	41.2%	33.6%	9.2%	84.0%	2.5%	3.4%	9.2%	15.1%	0.8%
7. All special education services identified in my child's IEP have been provided.	123	47.2%	27.6%	10.6%	85.4%	2.4%	4.1%	5.7%	12.2%	2.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	123	48.0%	29.3%	5.7%	82.9%	3.3%	4.1%	5.7%	13.0%	4.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	118	57.6%	21.2%	11.0%	89.8%	4.2%	2.5%	2.5%	9.3%	0.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	104	45.2%	25.0%	13.5%	83.7%	5.8%	2.9%	4.8%	13.5%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	109	48.6%	24.8%	7.3%	80.7%	5.5%	4.6%	3.7%	13.8%	5.5%

Table is continued on the next page.

Stamford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	118	46.6%	29.7%	13.6%	89.8%	4.2%	1.7%	4.2%	10.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	122	59.8%	22.1%	9.8%	91.8%	2.5%	2.5%	3.3%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	122	55.7%	32.8%	4.1%	92.6%	2.5%	1.6%	3.3%	7.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	122	50.8%	30.3%	12.3%	93.4%	2.5%	0.8%	3.3%	6.6%	±
16. My child's evaluation report is written in terms I understand.	120	50.8%	26.7%	10.0%	87.5%	6.7%	1.7%	4.2%	12.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	124	58.1%	21.8%	8.1%	87.9%	4.8%	1.6%	5.6%	12.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	118	39.8%	32.2%	12.7%	84.7%	5.9%	3.4%	5.9%	15.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	118	39.0%	37.3%	11.9%	88.1%	5.9%	1.7%	4.2%	11.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	121	64.5%	26.4%	4.1%	95.0%	2.5%	0.8%	1.7%	5.0%	±
21. If necessary, a translator was provided at the PPT meetings.	31	58.1%	29.0%	6.5%	93.5%	3.2%	0.0%	3.2%	6.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	35	60.0%	28.6%	5.7%	94.3%	5.7%	0.0%	0.0%	5.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	90	46.7%	24.4%	3.3%	74.4%	4.4%	6.7%	3.3%	14.4%	11.1%

Table is continued on the next page.

Stamford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	116	75.0%	13.8%	6.9%	95.7%	2.6%	0.0%	1.7%	4.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	107	68.2%	12.1%	7.5%	87.9%	1.9%	0.9%	9.3%	12.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	70	14.3%	4.3%	8.6%	27.1%	4.3%	4.3%	64.3%	72.9%	±
27. 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).	78	41.0%	17.9%	5.1%	64.1%	6.4%	9.0%	10.3%	25.6%	10.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	14	57.1%	14.3%	0.0%	71.4%	0.0%	14.3%	14.3%	28.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	35	48.6%	28.6%	2.9%	80.0%	8.6%	0.0%	11.4%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	30	26.7%	23.3%	6.7%	56.7%	3.3%	0.0%	16.7%	20.0%	23.3%
31. The PPT introduced planning for my child's transition to adulthood.	31	38.7%	22.6%	19.4%	80.6%	3.2%	0.0%	16.1%	19.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	45	62.2%	11.1%	15.6%	88.9%	4.4%	0.0%	6.7%	11.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	43	51.2%	27.9%	4.7%	83.7%	2.3%	2.3%	11.6%	16.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	36	50.0%	22.2%	11.1%	83.3%	0.0%	2.8%	13.9%	16.7%	±

Table is continued on the next page.

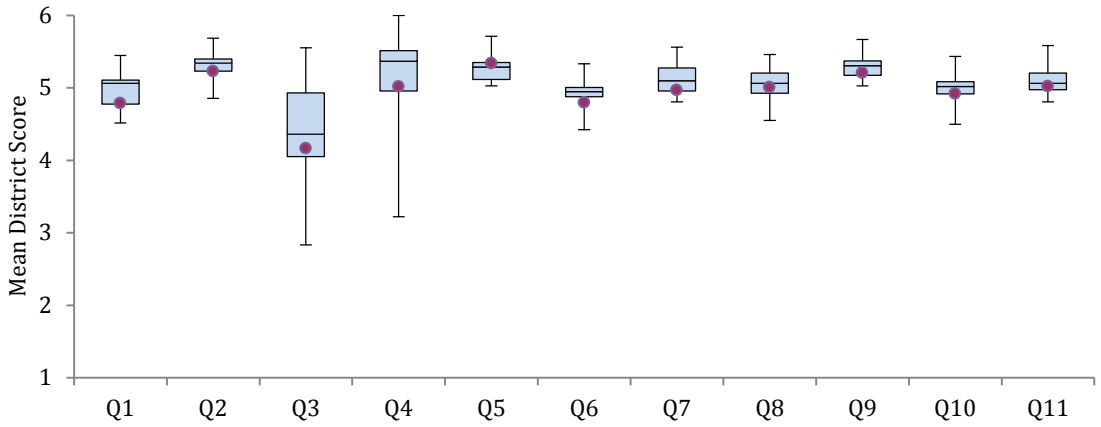
Stamford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	82	20.7%	20.7%	8.5%	50.0%	6.1%	7.3%	36.6%	50.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	77	15.6%	16.9%	10.4%	42.9%	5.2%	6.5%	45.5%	57.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	102	11.8%	18.6%	10.8%	41.2%	2.0%	3.9%	29.4%	35.3%	23.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	99	14.1%	9.1%	13.1%	36.4%	4.0%	2.0%	30.3%	36.4%	27.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	111	43.2%	25.2%	12.6%	81.1%	7.2%	3.6%	8.1%	18.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	106	47.2%	22.6%	14.2%	84.0%	4.7%	4.7%	6.6%	16.0%	±

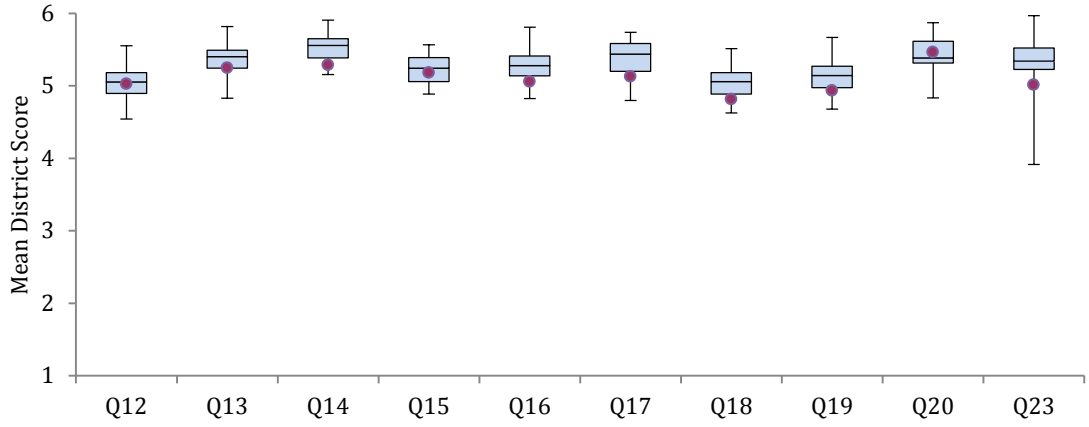
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Stamford Box-and-Whisker Charts

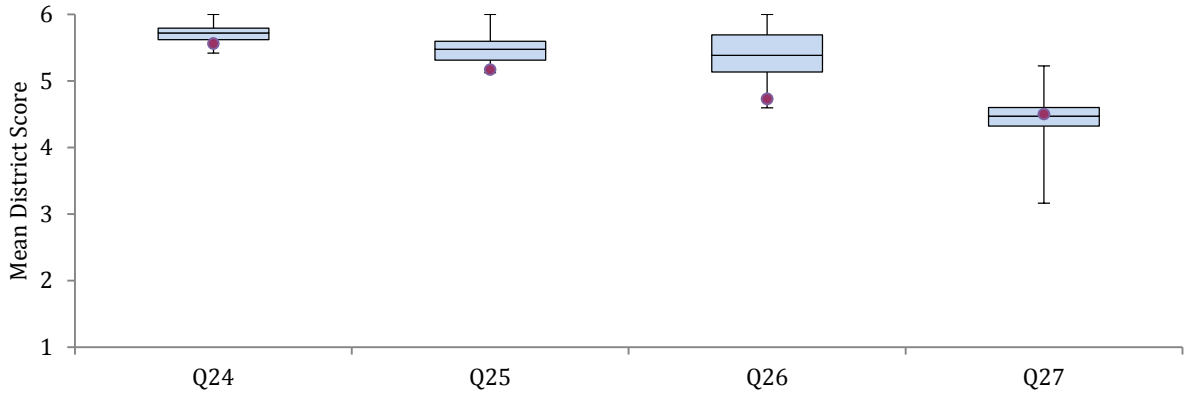
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



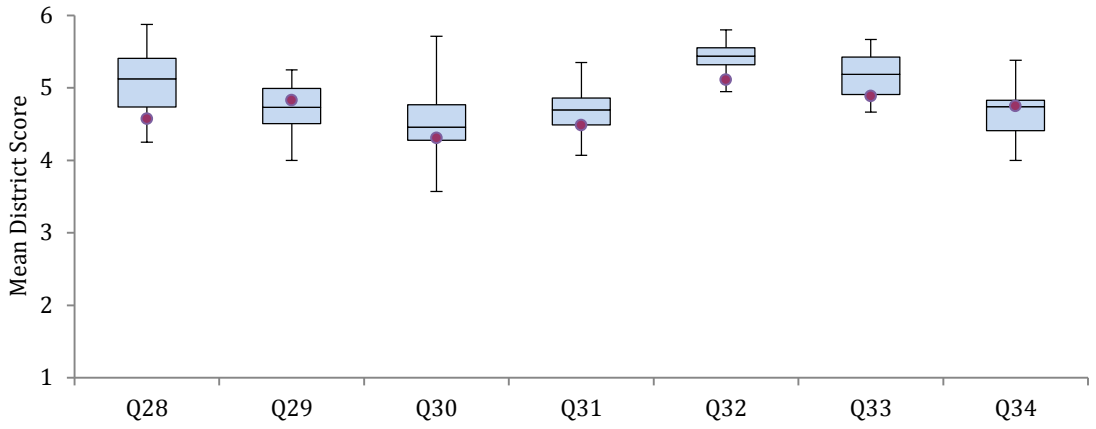
My Child's Participation



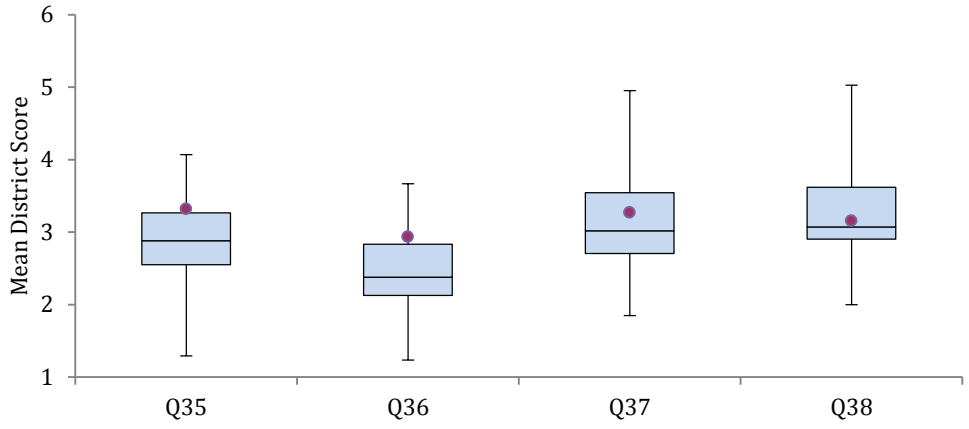
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Stamford Box-and-Whisker Charts (continued)

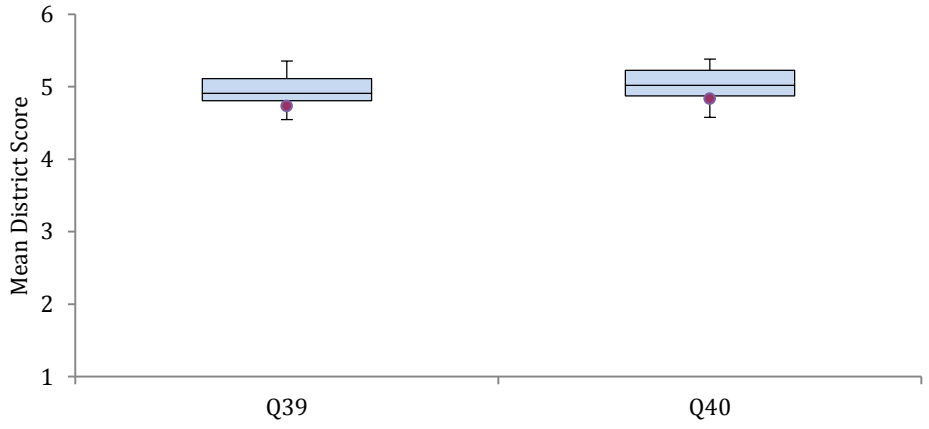
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Tolland

The 2010-2011 survey was sent to 338 parents of children receiving special education services in the Tolland School District. A total of 101 surveys were returned for a response rate of 29.9%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Tolland Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	100	37.0%	37.0%	9.0%	83.0%	4.0%	6.0%	7.0%	17.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	100	52.0%	34.0%	6.0%	92.0%	1.0%	3.0%	4.0%	8.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	22	4.5%	4.5%	4.5%	13.6%	0.0%	4.5%	81.8%	86.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	42	14.3%	7.1%	0.0%	21.4%	0.0%	0.0%	78.6%	78.6%	±
5. My child is accepted within the school community.	100	51.0%	26.0%	12.0%	89.0%	2.0%	4.0%	5.0%	11.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	99	36.4%	41.4%	13.1%	90.9%	0.0%	4.0%	5.1%	9.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	98	44.9%	32.7%	8.2%	85.7%	4.1%	2.0%	7.1%	13.3%	1.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	99	40.4%	34.3%	8.1%	82.8%	4.0%	6.1%	7.1%	17.2%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	99	53.5%	25.3%	8.1%	86.9%	1.0%	6.1%	3.0%	10.1%	3.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	90	47.8%	31.1%	8.9%	87.8%	3.3%	4.4%	3.3%	11.1%	1.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	91	49.5%	25.3%	13.2%	87.9%	1.1%	2.2%	7.7%	11.0%	1.1%

Table is continued on the next page.

Tolland Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	97	42.3%	28.9%	13.4%	84.5%	3.1%	3.1%	9.3%	15.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	99	64.6%	18.2%	5.1%	87.9%	3.0%	4.0%	5.1%	12.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	100	61.0%	27.0%	5.0%	93.0%	2.0%	3.0%	2.0%	7.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	100	49.0%	28.0%	11.0%	88.0%	2.0%	3.0%	7.0%	12.0%	±
16. My child's evaluation report is written in terms I understand.	100	51.0%	35.0%	4.0%	90.0%	4.0%	4.0%	2.0%	10.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	100	55.0%	29.0%	6.0%	90.0%	3.0%	5.0%	2.0%	10.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	100	47.0%	30.0%	11.0%	88.0%	4.0%	6.0%	2.0%	12.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	98	42.9%	29.6%	13.3%	85.7%	4.1%	4.1%	6.1%	14.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	99	66.7%	20.2%	5.1%	91.9%	3.0%	1.0%	4.0%	8.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	87	62.1%	14.9%	5.7%	82.8%	3.4%	2.3%	4.6%	10.3%	6.9%

Table is continued on the next page.

Tolland Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	96	81.3%	8.3%	4.2%	93.8%	0.0%	2.1%	4.2%	6.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	89	71.9%	5.6%	6.7%	84.3%	3.4%	3.4%	9.0%	15.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	61	1.6%	1.6%	3.3%	6.6%	3.3%	4.9%	85.2%	93.4%	±
27. 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).	49	34.7%	12.2%	8.2%	55.1%	6.1%	4.1%	18.4%	28.6%	16.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	19	63.2%	15.8%	10.5%	89.5%	0.0%	0.0%	10.5%	10.5%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	23	52.2%	26.1%	13.0%	91.3%	4.3%	0.0%	4.3%	8.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	17	41.2%	29.4%	5.9%	76.5%	5.9%	0.0%	5.9%	11.8%	11.8%
31. The PPT introduced planning for my child's transition to adulthood.	23	39.1%	39.1%	8.7%	87.0%	8.7%	4.3%	0.0%	13.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	26	69.2%	23.1%	3.8%	96.2%	0.0%	0.0%	3.8%	3.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	25	64.0%	32.0%	0.0%	96.0%	0.0%	4.0%	0.0%	4.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	25	44.0%	40.0%	4.0%	88.0%	8.0%	4.0%	0.0%	12.0%	±

Table is continued on the next page.

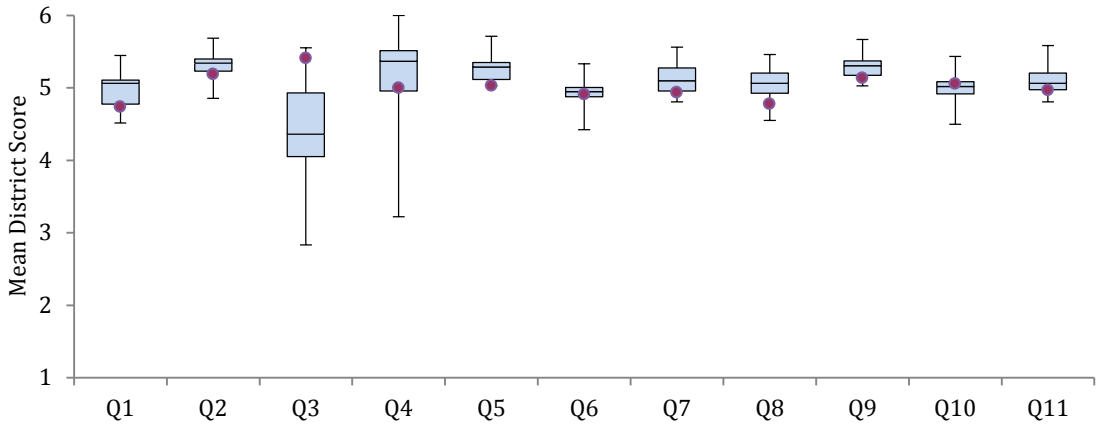
Tolland Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	71	12.7%	8.5%	4.2%	25.4%	11.3%	4.2%	59.2%	74.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	11.3%	5.6%	4.2%	21.1%	9.9%	9.9%	59.2%	78.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	89	12.4%	7.9%	6.7%	27.0%	5.6%	4.5%	32.6%	42.7%	30.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	91	11.0%	12.1%	5.5%	28.6%	6.6%	3.3%	28.6%	38.5%	33.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	98	36.7%	34.7%	12.2%	83.7%	8.2%	3.1%	5.1%	16.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	95	45.3%	29.5%	9.5%	84.2%	4.2%	5.3%	6.3%	15.8%	±

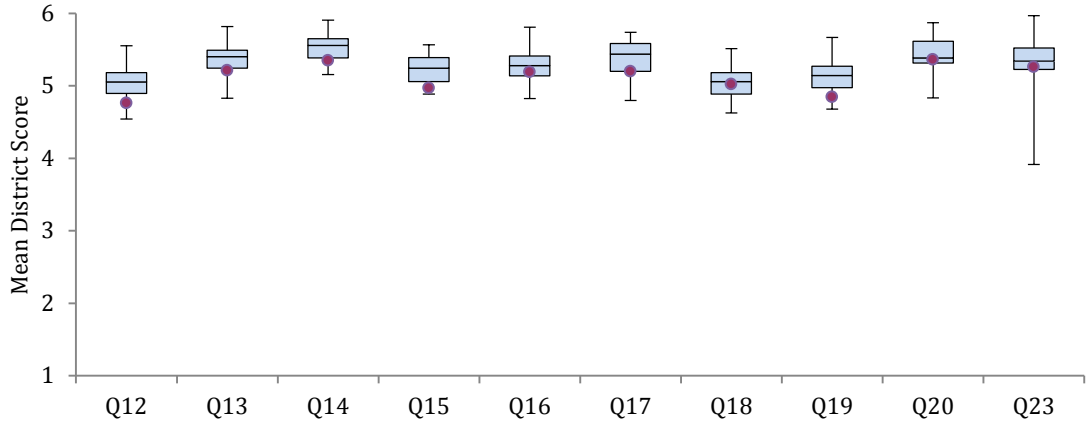
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Tolland Box-and-Whisker Charts

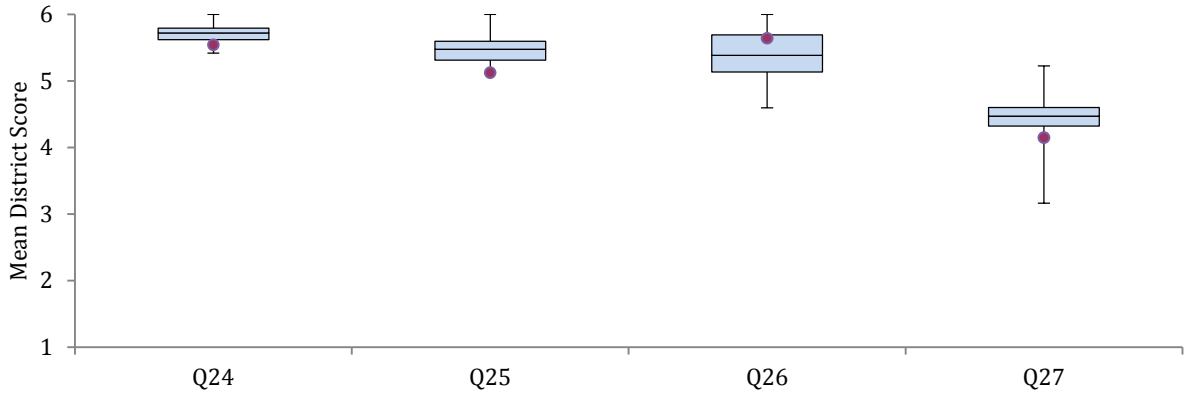
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



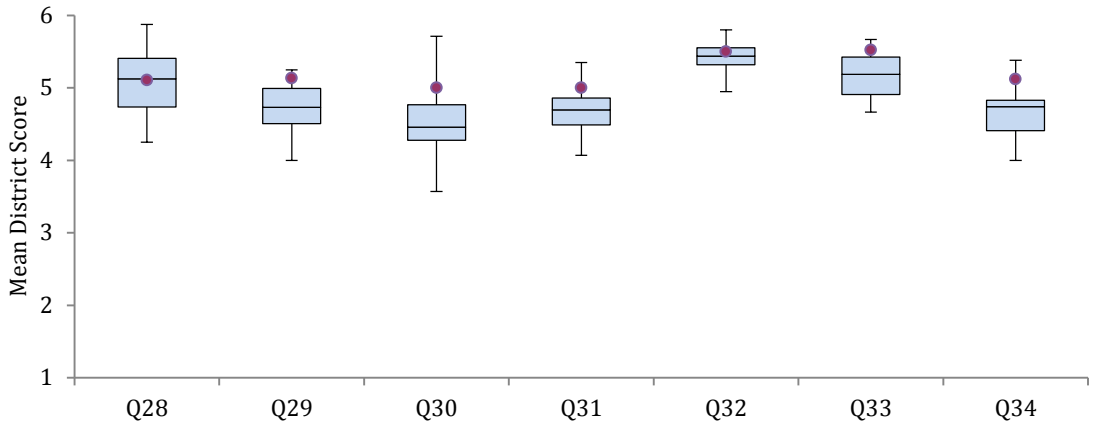
My Child's Participation



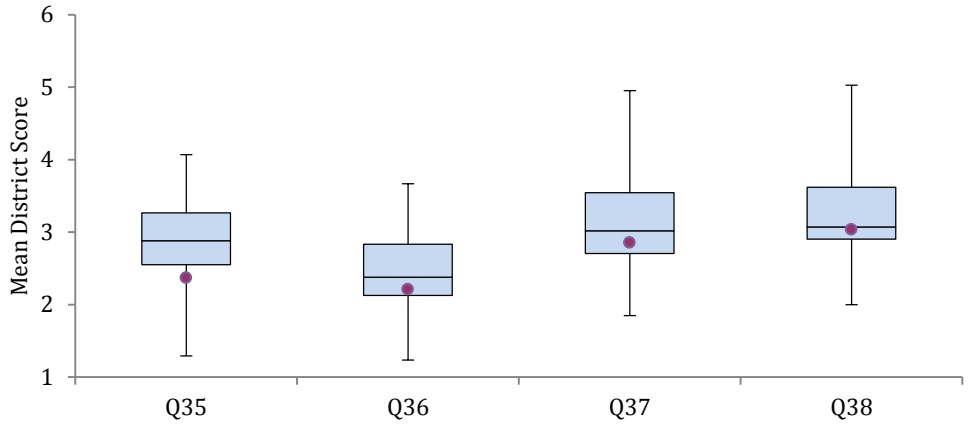
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Tolland Box-and-Whisker Charts (continued)

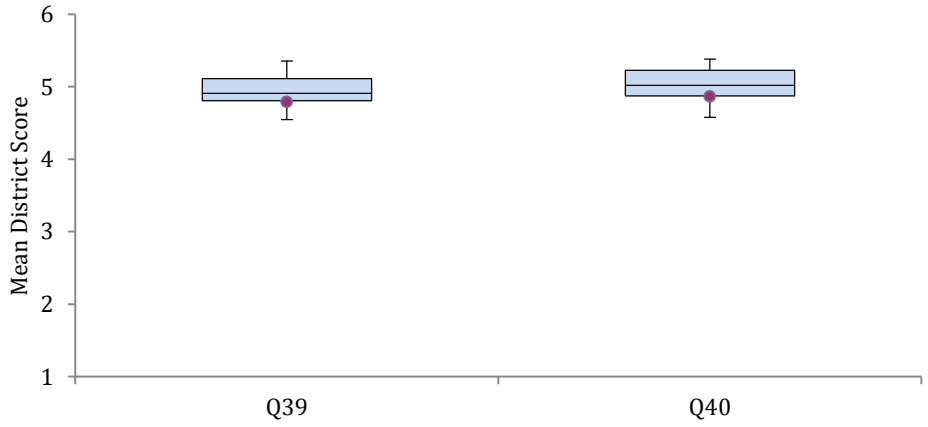
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Unified School District 2

The 2010-2011 survey was sent to 231 parents of children receiving special education services in Unified School District 2. A total of 23 surveys were returned for a response rate of 10.0%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Unified School District 2 Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	22	45.5%	31.8%	18.2%	95.5%	0.0%	0.0%	4.5%	4.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	21	38.1%	42.9%	4.8%	85.7%	4.8%	0.0%	9.5%	14.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	33.3%	22.2%	11.1%	66.7%	0.0%	0.0%	33.3%	33.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	9	22.2%	33.3%	0.0%	55.6%	11.1%	11.1%	22.2%	44.4%	±
5. My child is accepted within the school community.	20	50.0%	30.0%	10.0%	90.0%	5.0%	0.0%	5.0%	10.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	22	50.0%	36.4%	9.1%	95.5%	0.0%	4.5%	0.0%	4.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	22	50.0%	31.8%	9.1%	90.9%	0.0%	4.5%	0.0%	4.5%	4.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	22	45.5%	36.4%	4.5%	86.4%	0.0%	0.0%	4.5%	4.5%	9.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	22	50.0%	36.4%	4.5%	90.9%	0.0%	4.5%	0.0%	4.5%	4.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	17	47.1%	29.4%	11.8%	88.2%	0.0%	0.0%	5.9%	5.9%	5.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	17	41.2%	35.3%	11.8%	88.2%	0.0%	0.0%	5.9%	5.9%	5.9%

Table is continued on the next page.

Unified School District 2 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	22	45.5%	31.8%	18.2%	95.5%	0.0%	0.0%	4.5%	4.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	22	54.5%	31.8%	9.1%	95.5%	0.0%	0.0%	4.5%	4.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	22	72.7%	22.7%	4.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	20	45.0%	30.0%	15.0%	90.0%	0.0%	10.0%	0.0%	10.0%	±
16. My child's evaluation report is written in terms I understand.	22	63.6%	22.7%	13.6%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	22	54.5%	31.8%	9.1%	95.5%	0.0%	4.5%	0.0%	4.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	22	50.0%	27.3%	18.2%	95.5%	0.0%	4.5%	0.0%	4.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	22	50.0%	31.8%	9.1%	90.9%	0.0%	4.5%	4.5%	9.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	22	50.0%	27.3%	18.2%	95.5%	4.5%	0.0%	0.0%	4.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	62.5%	37.5%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	14	35.7%	14.3%	0.0%	50.0%	7.1%	0.0%	28.6%	35.7%	14.3%

Table is continued on the next page.

Unified School District 2 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	21	57.1%	28.6%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	16	56.3%	25.0%	6.3%	87.5%	6.3%	0.0%	6.3%	12.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	12	8.3%	8.3%	0.0%	16.7%	8.3%	8.3%	66.7%	83.3%	±
27. 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).	19	42.1%	26.3%	10.5%	78.9%	5.3%	0.0%	5.3%	10.5%	10.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	15	46.7%	20.0%	13.3%	80.0%	6.7%	0.0%	13.3%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	46.2%	23.1%	7.7%	76.9%	15.4%	0.0%	7.7%	23.1%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	14	50.0%	14.3%	21.4%	85.7%	0.0%	0.0%	14.3%	14.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	72.2%	11.1%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	16	68.8%	6.3%	18.8%	93.8%	6.3%	0.0%	0.0%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	16	43.8%	31.3%	6.3%	81.3%	6.3%	6.3%	6.3%	18.8%	±

Table is continued on the next page.

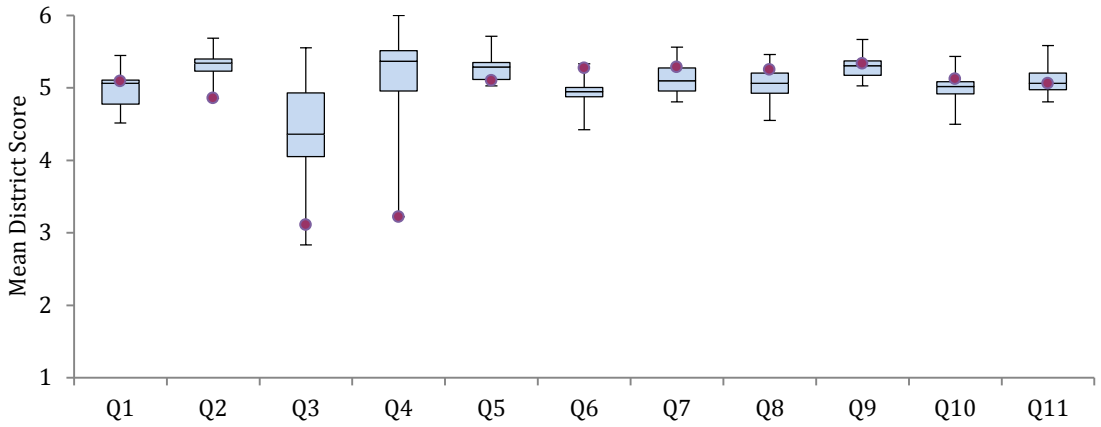
Unified School District 2 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	14	42.9%	14.3%	7.1%	64.3%	7.1%	0.0%	28.6%	35.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	12	16.7%	33.3%	16.7%	66.7%	0.0%	0.0%	33.3%	33.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	14	28.6%	0.0%	21.4%	50.0%	0.0%	0.0%	28.6%	28.6%	21.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	15	33.3%	6.7%	6.7%	46.7%	6.7%	0.0%	20.0%	26.7%	26.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	21	42.9%	23.8%	23.8%	90.5%	0.0%	9.5%	0.0%	9.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	20	45.0%	35.0%	5.0%	85.0%	5.0%	5.0%	5.0%	15.0%	±

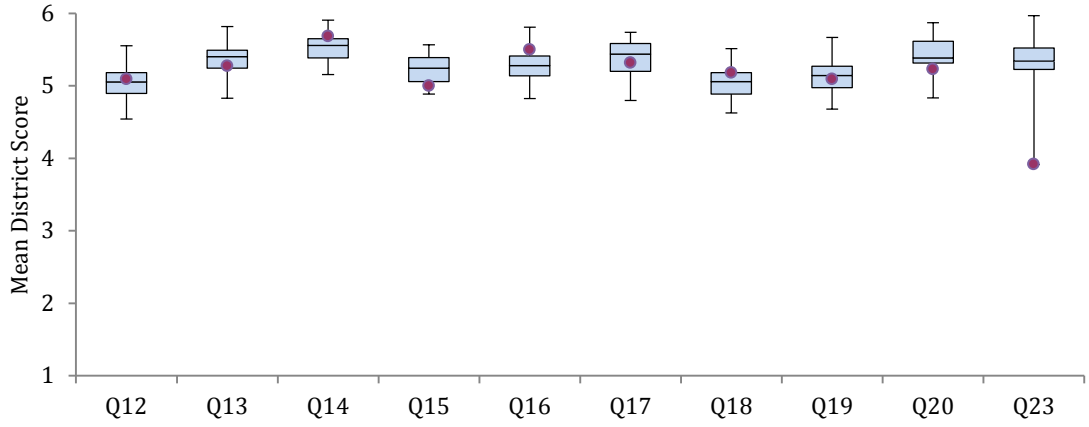
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Unified School District 2 Box-and-Whisker Charts

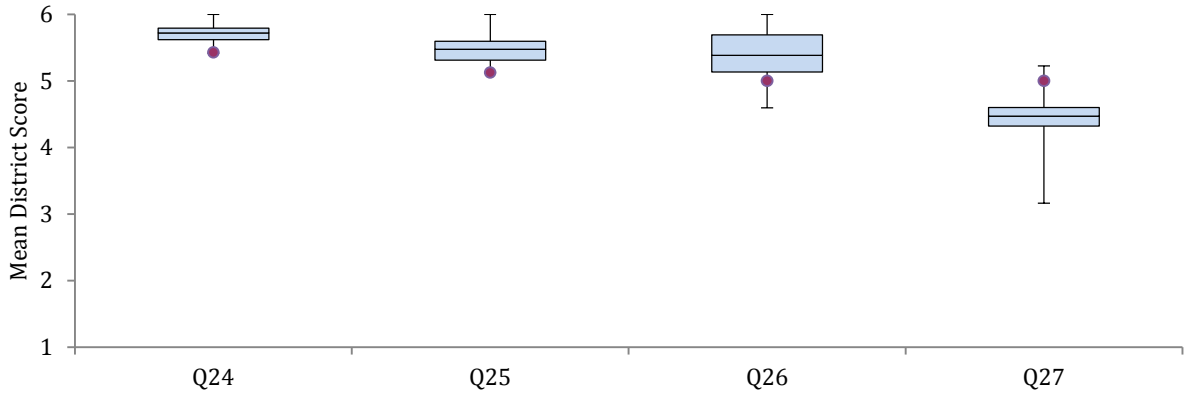
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



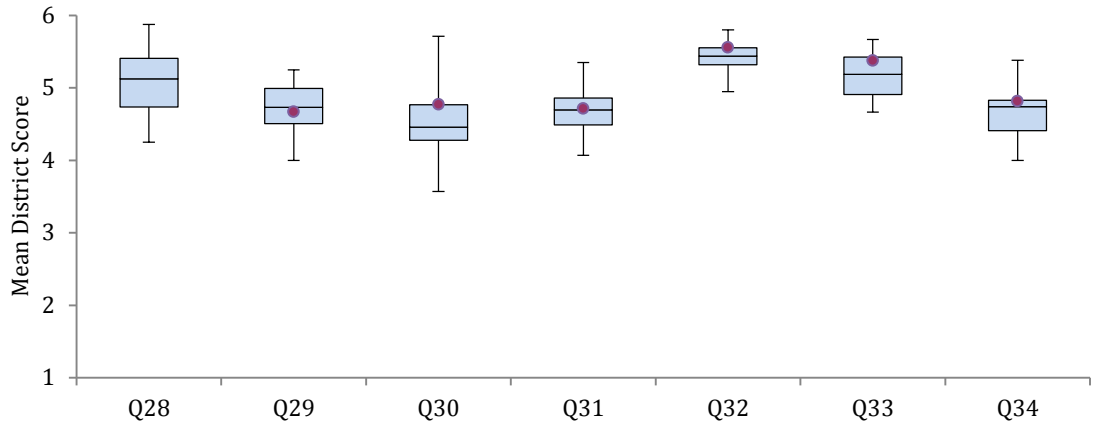
My Child's Participation



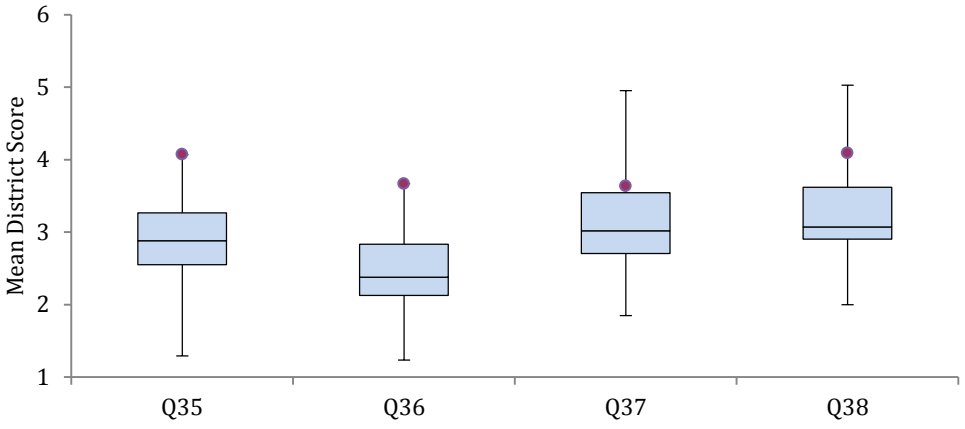
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Unified School District 2 Box-and-Whisker Charts (continued)

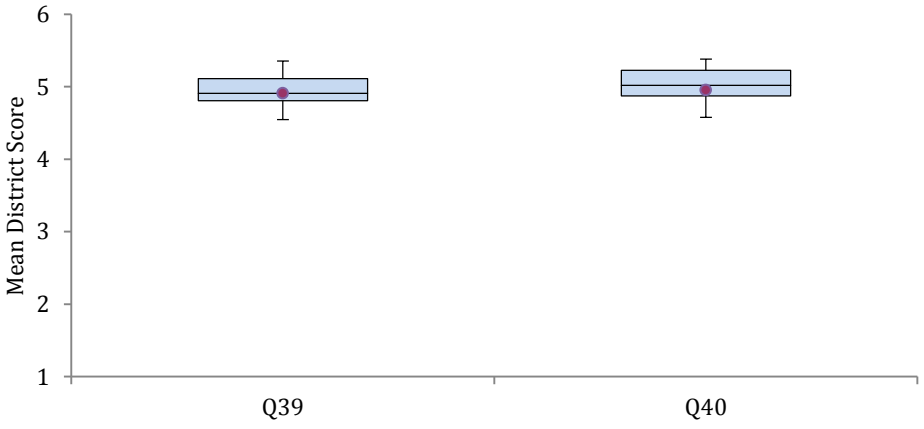
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28.

Vernon

The 2010-2011 survey was sent to 433 parents of children receiving special education services in the Vernon School District. A total of 82 surveys were returned for a response rate of 18.9%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Vernon Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	79	45.6%	38.0%	6.3%	89.9%	3.8%	2.5%	3.8%	10.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	82	61.0%	24.4%	8.5%	93.9%	3.7%	1.2%	1.2%	6.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	28	21.4%	3.6%	10.7%	35.7%	0.0%	7.1%	57.1%	64.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	41	4.9%	0.0%	0.0%	4.9%	7.3%	2.4%	85.4%	95.1%	±
5. My child is accepted within the school community.	80	55.0%	20.0%	12.5%	87.5%	6.3%	1.3%	5.0%	12.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	81	42.0%	34.6%	9.9%	86.4%	2.5%	7.4%	2.5%	12.3%	1.2%
7. All special education services identified in my child's IEP have been provided.	80	48.8%	35.0%	8.8%	92.5%	1.3%	1.3%	2.5%	5.0%	2.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	82	47.6%	31.7%	8.5%	87.8%	1.2%	2.4%	3.7%	7.3%	4.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	80	61.3%	18.8%	6.3%	86.3%	6.3%	1.3%	1.3%	8.8%	5.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	77	50.6%	26.0%	9.1%	85.7%	3.9%	2.6%	0.0%	6.5%	7.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	77	58.4%	24.7%	6.5%	89.6%	2.6%	2.6%	2.6%	7.8%	2.6%

Table is continued on the next page.

Vernon Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	82	48.8%	26.8%	13.4%	89.0%	4.9%	3.7%	2.4%	11.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	81	66.7%	22.2%	7.4%	96.3%	1.2%	1.2%	1.2%	3.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	81	66.7%	24.7%	7.4%	98.8%	1.2%	0.0%	0.0%	1.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	80	57.5%	28.8%	12.5%	98.8%	1.3%	0.0%	0.0%	1.3%	±
16. My child's evaluation report is written in terms I understand.	81	53.1%	23.5%	18.5%	95.1%	1.2%	1.2%	2.5%	4.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	80	70.0%	23.8%	6.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	77	55.8%	36.4%	7.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	81	50.6%	34.6%	12.3%	97.5%	1.2%	1.2%	0.0%	2.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	80	70.0%	17.5%	3.8%	91.3%	2.5%	0.0%	6.3%	8.8%	±
21. If necessary, a translator was provided at the PPT meetings.	9	77.8%	22.2%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	12	58.3%	33.3%	8.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	71	64.8%	18.3%	4.2%	87.3%	0.0%	1.4%	8.5%	9.9%	2.8%

Table is continued on the next page.

Vernon Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	78	71.8%	17.9%	3.8%	93.6%	1.3%	0.0%	5.1%	6.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	71	69.0%	15.5%	4.2%	88.7%	4.2%	2.8%	4.2%	11.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	53	5.7%	3.8%	1.9%	11.3%	0.0%	1.9%	86.8%	88.7%	±
27. 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).	44	36.4%	15.9%	11.4%	63.6%	0.0%	2.3%	18.2%	20.5%	15.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	17	64.7%	23.5%	0.0%	88.2%	5.9%	5.9%	0.0%	11.8%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	19	42.1%	26.3%	26.3%	94.7%	5.3%	0.0%	0.0%	5.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	53.3%	26.7%	0.0%	80.0%	0.0%	0.0%	0.0%	0.0%	20.0%
31. The PPT introduced planning for my child's transition to adulthood.	20	55.0%	35.0%	5.0%	95.0%	0.0%	5.0%	0.0%	5.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	65.2%	26.1%	0.0%	91.3%	0.0%	0.0%	8.7%	8.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	21	61.9%	23.8%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	21	52.4%	33.3%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

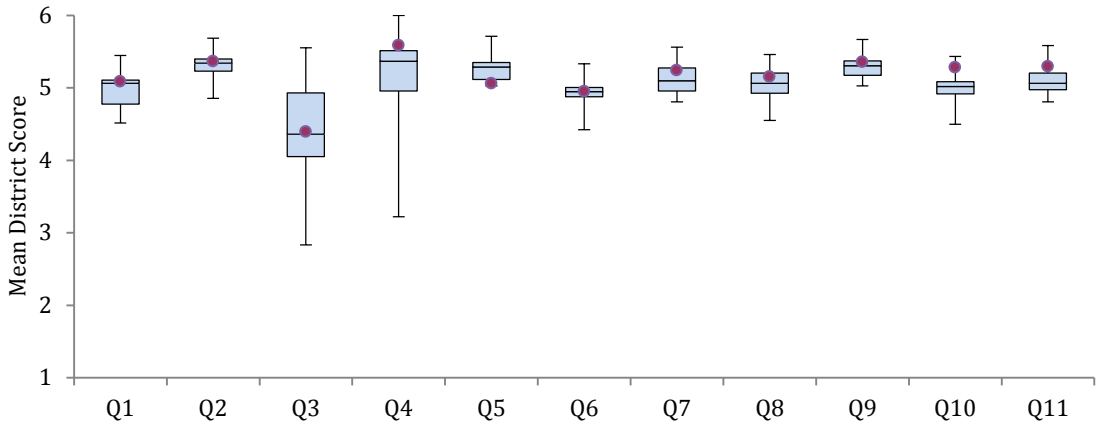
Vernon Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	58	13.8%	8.6%	6.9%	29.3%	6.9%	6.9%	56.9%	70.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	59	13.6%	5.1%	5.1%	23.7%	6.8%	8.5%	61.0%	76.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	67	10.4%	10.4%	13.4%	34.3%	6.0%	3.0%	29.9%	38.8%	26.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	66	12.1%	9.1%	4.5%	25.8%	3.0%	4.5%	30.3%	37.9%	36.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	75	49.3%	25.3%	12.0%	86.7%	2.7%	5.3%	5.3%	13.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	73	50.7%	23.3%	13.7%	87.7%	5.5%	4.1%	2.7%	12.3%	±

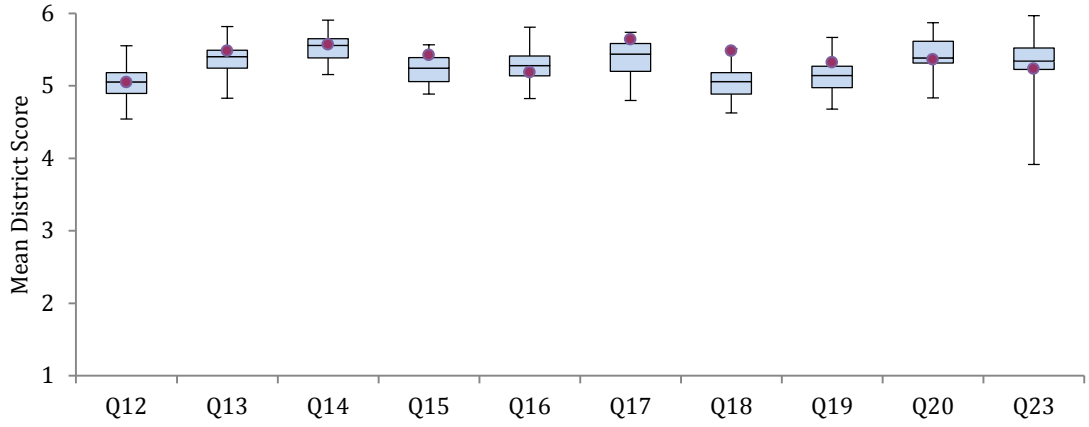
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Vernon Box-and-Whisker Charts

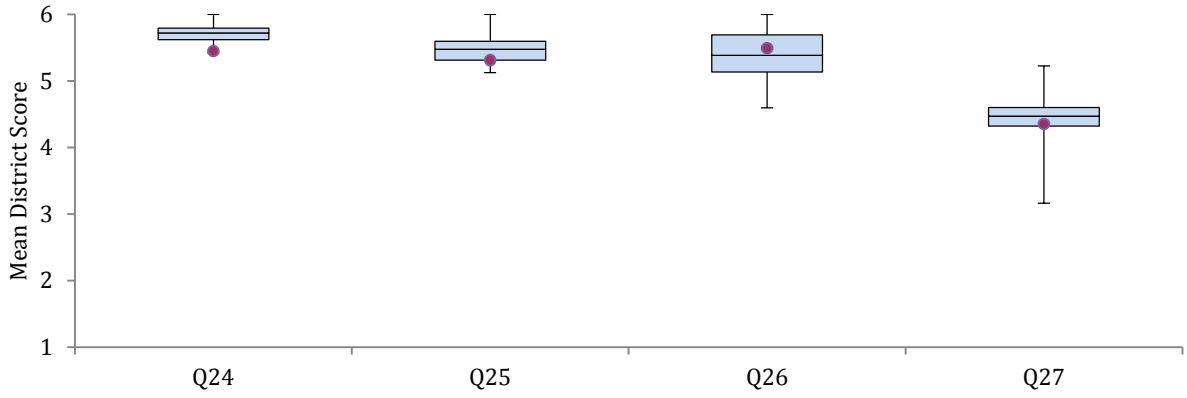
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



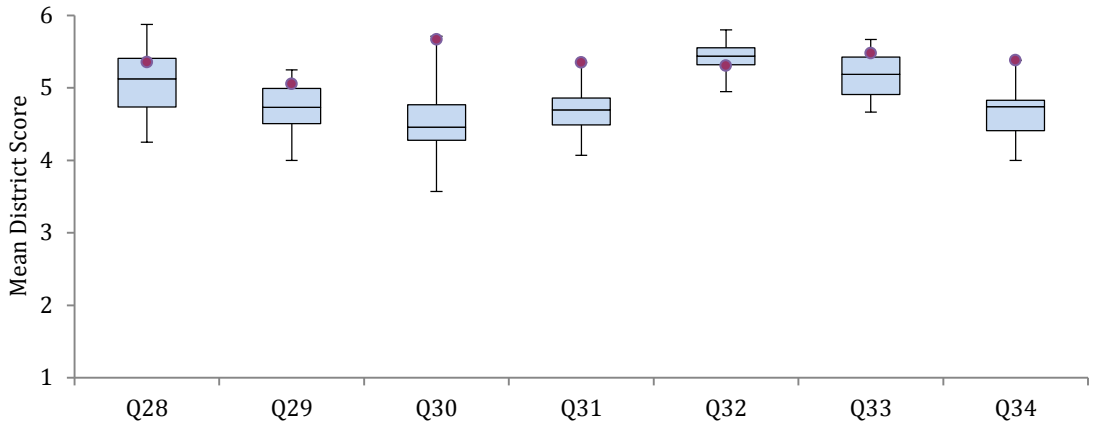
My Child's Participation



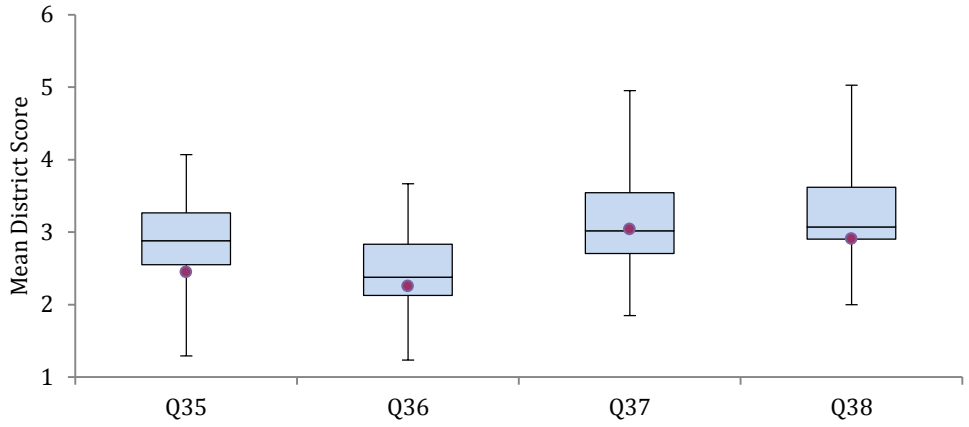
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Vernon Box-and-Whisker Charts (continued)

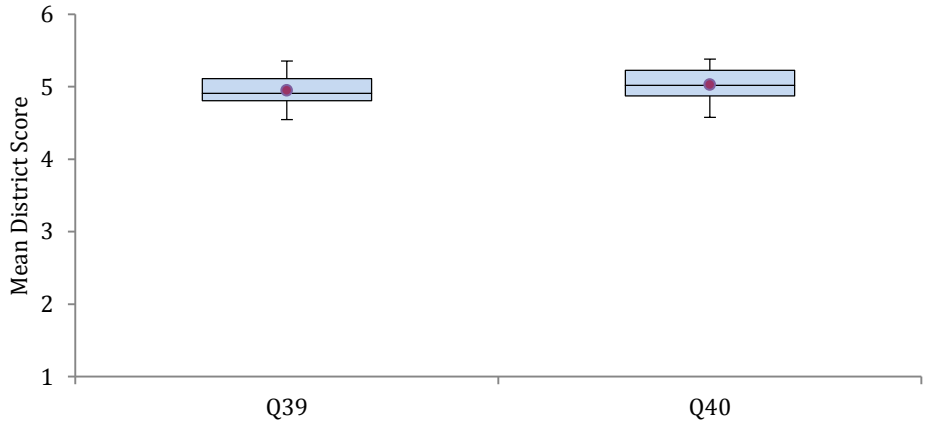
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Waterford

The 2010-2011 survey was sent to 347 parents of children receiving special education services in the Waterford School District. A total of 69 surveys were returned for a response rate of 19.9%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Waterford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	69	52.2%	33.3%	4.3%	89.9%	2.9%	2.9%	4.3%	10.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	69	63.8%	21.7%	10.1%	95.7%	1.4%	0.0%	2.9%	4.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	41.7%	0.0%	25.0%	66.7%	16.7%	0.0%	16.7%	33.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	0.0%	9.5%	4.8%	14.3%	4.8%	0.0%	81.0%	85.7%	±
5. My child is accepted within the school community.	68	61.8%	20.6%	8.8%	91.2%	2.9%	2.9%	2.9%	8.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	69	50.7%	26.1%	11.6%	88.4%	5.8%	0.0%	5.8%	11.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	69	55.1%	24.6%	4.3%	84.1%	7.2%	2.9%	5.8%	15.9%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	69	52.2%	27.5%	5.8%	85.5%	1.4%	2.9%	7.2%	11.6%	2.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	68	61.8%	19.1%	11.8%	92.6%	1.5%	0.0%	2.9%	4.4%	2.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	69	47.8%	23.2%	14.5%	85.5%	5.8%	4.3%	4.3%	14.5%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	69	49.3%	23.2%	14.5%	87.0%	1.4%	4.3%	4.3%	10.1%	2.9%

Table is continued on the next page.

Waterford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	68	55.9%	23.5%	13.2%	92.6%	2.9%	1.5%	2.9%	7.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	68	75.0%	13.2%	7.4%	95.6%	1.5%	0.0%	2.9%	4.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	68	75.0%	17.6%	5.9%	98.5%	1.5%	0.0%	0.0%	1.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	68	60.3%	14.7%	16.2%	91.2%	5.9%	1.5%	1.5%	8.8%	±
16. My child's evaluation report is written in terms I understand.	69	56.5%	23.2%	13.0%	92.8%	5.8%	1.4%	0.0%	7.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	69	73.9%	15.9%	8.7%	98.6%	1.4%	0.0%	0.0%	1.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	68	60.3%	20.6%	11.8%	92.6%	4.4%	1.5%	1.5%	7.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	67	62.7%	17.9%	11.9%	92.5%	4.5%	0.0%	3.0%	7.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	65	70.8%	16.9%	3.1%	90.8%	3.1%	1.5%	4.6%	9.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	50.0%	25.0%	12.5%	87.5%	0.0%	12.5%	0.0%	12.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	65	64.6%	24.6%	3.1%	92.3%	0.0%	0.0%	1.5%	1.5%	6.2%

Table is continued on the next page.

Waterford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	67	86.6%	6.0%	0.0%	92.5%	4.5%	1.5%	1.5%	7.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	65	80.0%	10.8%	0.0%	90.8%	6.2%	1.5%	1.5%	9.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	42	2.4%	9.5%	4.8%	16.7%	2.4%	2.4%	78.6%	83.3%	±
27. 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).	34	38.2%	17.6%	0.0%	55.9%	5.9%	5.9%	5.9%	17.6%	26.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	87.5%	12.5%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	11	36.4%	27.3%	18.2%	81.8%	0.0%	0.0%	18.2%	18.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	7	57.1%	14.3%	0.0%	71.4%	0.0%	14.3%	14.3%	28.6%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	11	45.5%	18.2%	18.2%	81.8%	0.0%	0.0%	18.2%	18.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	16	62.5%	18.8%	18.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	14	50.0%	21.4%	0.0%	71.4%	21.4%	7.1%	0.0%	28.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	12	33.3%	16.7%	25.0%	75.0%	8.3%	8.3%	8.3%	25.0%	±

Table is continued on the next page.

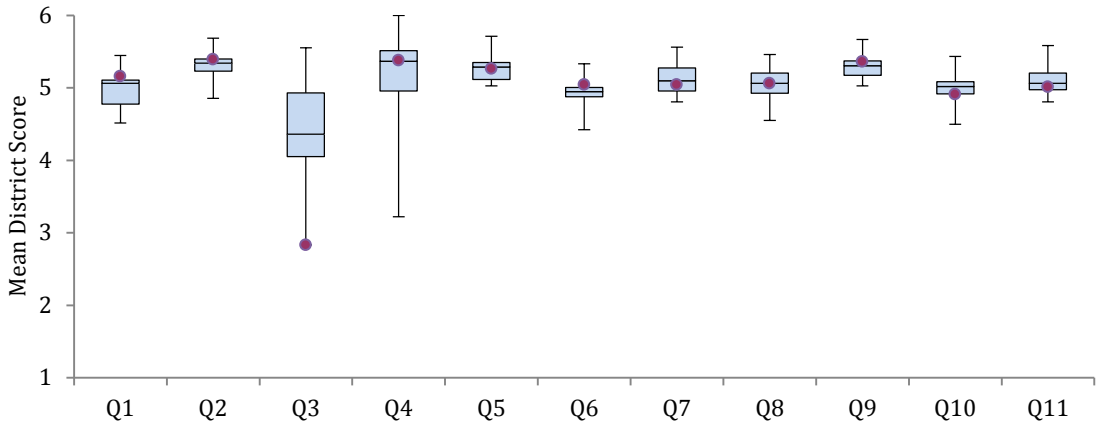
Waterford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	37	21.6%	10.8%	13.5%	45.9%	0.0%	2.7%	51.4%	54.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	38	10.5%	10.5%	10.5%	31.6%	10.5%	0.0%	57.9%	68.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	56	25.0%	12.5%	10.7%	48.2%	3.6%	3.6%	14.3%	21.4%	30.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	55	27.3%	10.9%	10.9%	49.1%	0.0%	3.6%	10.9%	14.5%	36.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	60	51.7%	30.0%	10.0%	91.7%	1.7%	1.7%	5.0%	8.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	56	60.7%	23.2%	10.7%	94.6%	3.6%	0.0%	1.8%	5.4%	±

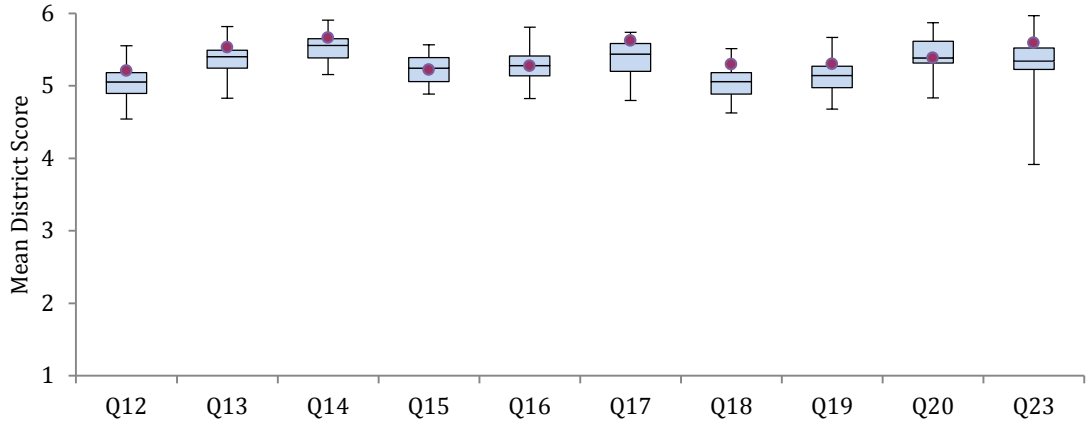
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Waterford Box-and-Whisker Charts

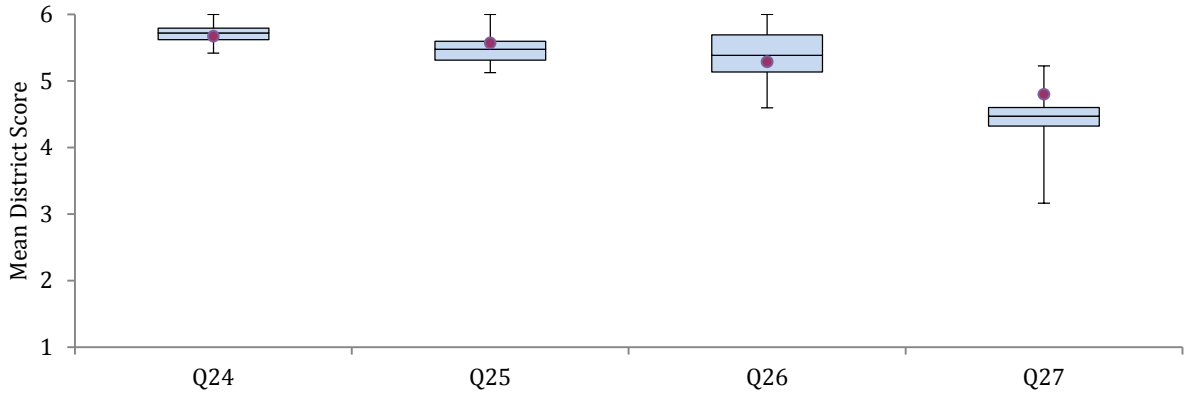
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



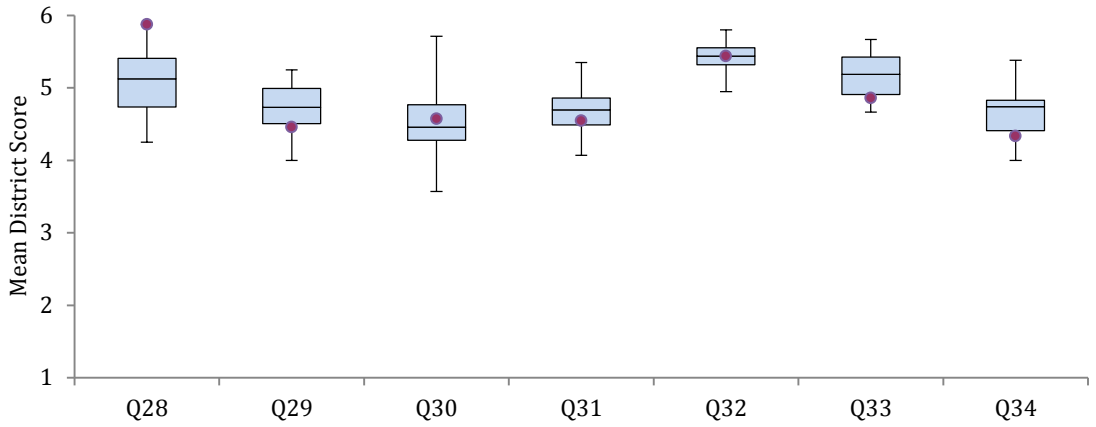
My Child's Participation



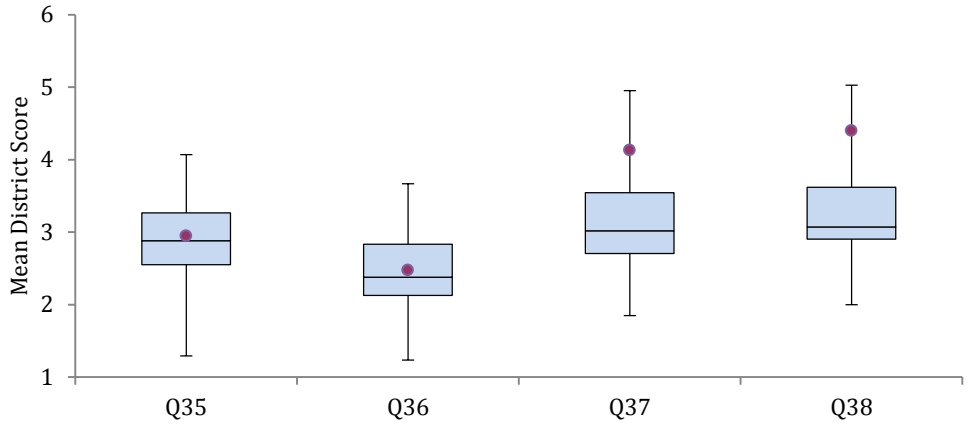
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Waterford Box-and-Whisker Charts (continued)

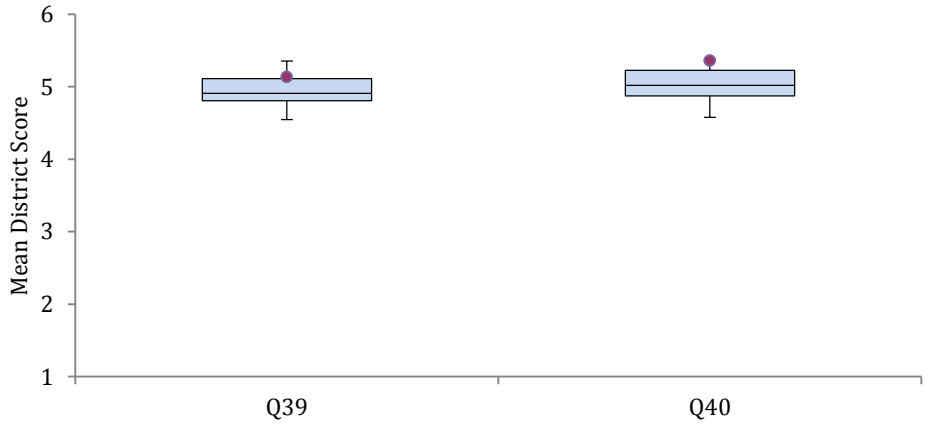
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Watertown

The 2010-2011 survey was sent to 358 parents of children receiving special education services in the Watertown School District. A total of 82 surveys were returned for a response rate of 22.9%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Watertown Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	82	46.3%	34.1%	9.8%	90.2%	0.0%	3.7%	6.1%	9.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	81	64.2%	21.0%	6.2%	91.4%	2.5%	4.9%	1.2%	8.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	14.3%	21.4%	7.1%	42.9%	0.0%	0.0%	57.1%	57.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	29	13.8%	6.9%	6.9%	27.6%	6.9%	0.0%	65.5%	72.4%	±
5. My child is accepted within the school community.	82	61.0%	19.5%	12.2%	92.7%	1.2%	2.4%	3.7%	7.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	81	51.9%	24.7%	9.9%	86.4%	3.7%	2.5%	6.2%	12.3%	1.2%
7. All special education services identified in my child's IEP have been provided.	82	56.1%	22.0%	12.2%	90.2%	2.4%	3.7%	3.7%	9.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	82	59.8%	22.0%	4.9%	86.6%	3.7%	1.2%	6.1%	11.0%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	80	61.3%	21.3%	7.5%	90.0%	1.3%	3.8%	3.8%	8.8%	1.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	78	52.6%	20.5%	10.3%	83.3%	7.7%	2.6%	3.8%	14.1%	2.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	78	59.0%	17.9%	7.7%	84.6%	3.8%	3.8%	3.8%	11.5%	3.8%

Table is continued on the next page.

Watertown Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	80	62.5%	16.3%	10.0%	88.8%	5.0%	0.0%	6.3%	11.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	80	70.0%	18.8%	3.8%	92.5%	3.8%	0.0%	3.8%	7.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	82	70.7%	20.7%	6.1%	97.6%	1.2%	0.0%	1.2%	2.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	80	63.8%	20.0%	5.0%	88.8%	7.5%	0.0%	3.8%	11.3%	±
16. My child's evaluation report is written in terms I understand.	81	63.0%	27.2%	3.7%	93.8%	3.7%	1.2%	1.2%	6.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	82	75.6%	17.1%	2.4%	95.1%	1.2%	1.2%	2.4%	4.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	81	53.1%	23.5%	8.6%	85.2%	7.4%	1.2%	6.2%	14.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	82	59.8%	23.2%	4.9%	87.8%	4.9%	1.2%	6.1%	12.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	81	64.2%	23.5%	7.4%	95.1%	1.2%	1.2%	2.5%	4.9%	±
21. If necessary, a translator was provided at the PPT meetings.	9	44.4%	44.4%	11.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	50.0%	35.7%	7.1%	92.9%	0.0%	0.0%	7.1%	7.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	72	65.3%	18.1%	6.9%	90.3%	2.8%	1.4%	1.4%	5.6%	4.2%

Table is continued on the next page.

Watertown Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	80	83.8%	10.0%	2.5%	96.3%	1.3%	1.3%	1.3%	3.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	76	80.3%	11.8%	0.0%	92.1%	1.3%	0.0%	6.6%	7.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	49	8.2%	6.1%	6.1%	20.4%	2.0%	2.0%	75.5%	79.6%	±
27. 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).	48	50.0%	12.5%	8.3%	70.8%	2.1%	0.0%	14.6%	16.7%	12.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	14	64.3%	14.3%	7.1%	85.7%	7.1%	0.0%	7.1%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	26	42.3%	19.2%	7.7%	69.2%	7.7%	3.8%	19.2%	30.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	23	39.1%	0.0%	13.0%	52.2%	13.0%	8.7%	13.0%	34.8%	13.0%
31. The PPT introduced planning for my child's transition to adulthood.	22	50.0%	4.5%	18.2%	72.7%	4.5%	13.6%	9.1%	27.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	27	63.0%	18.5%	0.0%	81.5%	11.1%	0.0%	7.4%	18.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	27	63.0%	7.4%	14.8%	85.2%	3.7%	3.7%	7.4%	14.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	25	36.0%	28.0%	16.0%	80.0%	12.0%	4.0%	4.0%	20.0%	±

Table is continued on the next page.

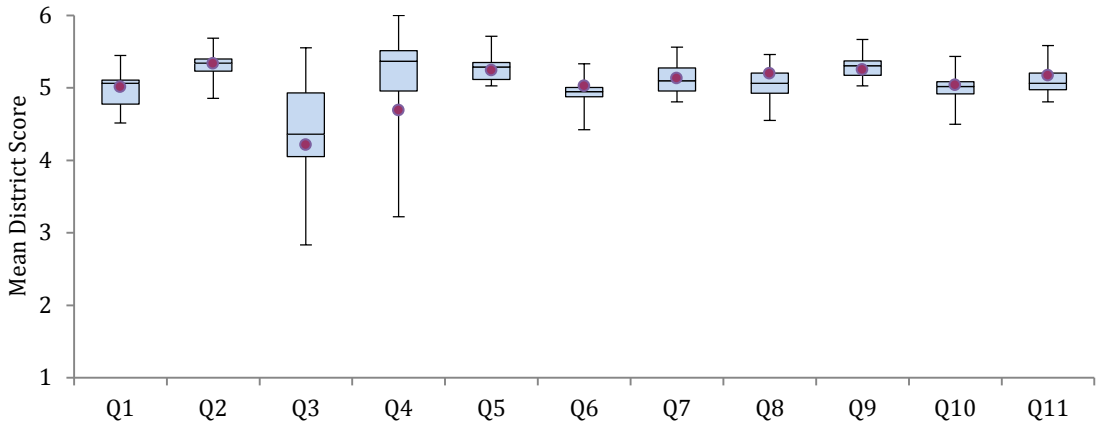
Watertown Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	44	22.7%	9.1%	6.8%	38.6%	6.8%	6.8%	47.7%	61.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	43	14.0%	7.0%	11.6%	32.6%	7.0%	9.3%	51.2%	67.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	70	12.9%	10.0%	11.4%	34.3%	0.0%	2.9%	25.7%	28.6%	37.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	72	18.1%	9.7%	5.6%	33.3%	6.9%	2.8%	20.8%	30.6%	36.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	79	50.6%	24.1%	13.9%	88.6%	0.0%	0.0%	11.4%	11.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	74	56.8%	21.6%	10.8%	89.2%	2.7%	2.7%	5.4%	10.8%	±

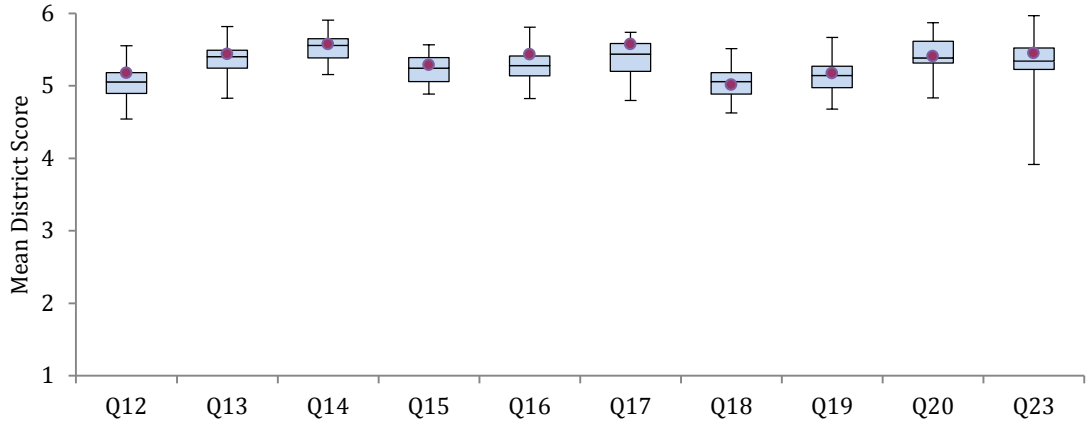
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.

Watertown Box-and-Whisker Charts

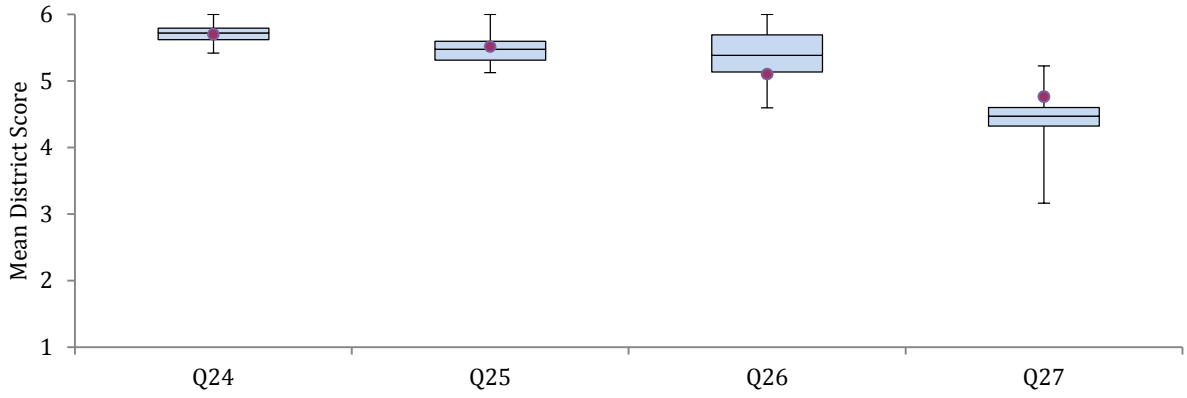
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



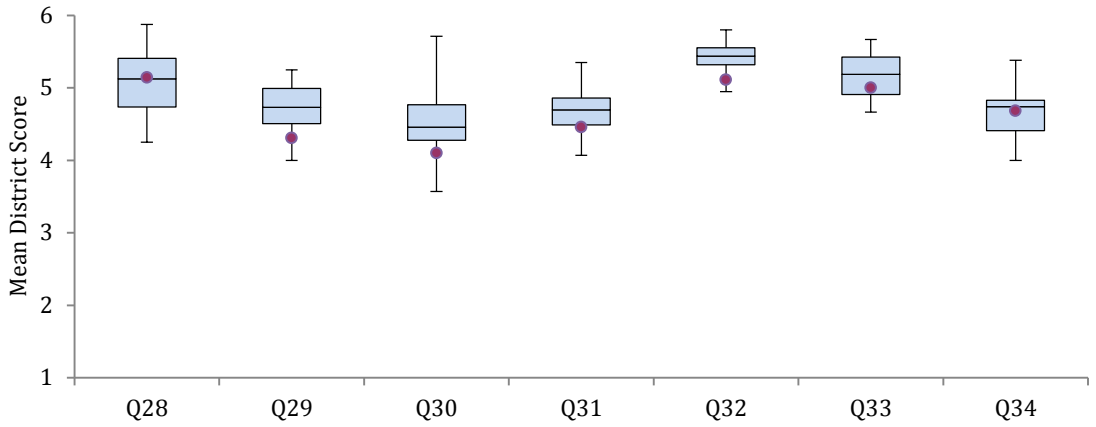
My Child's Participation



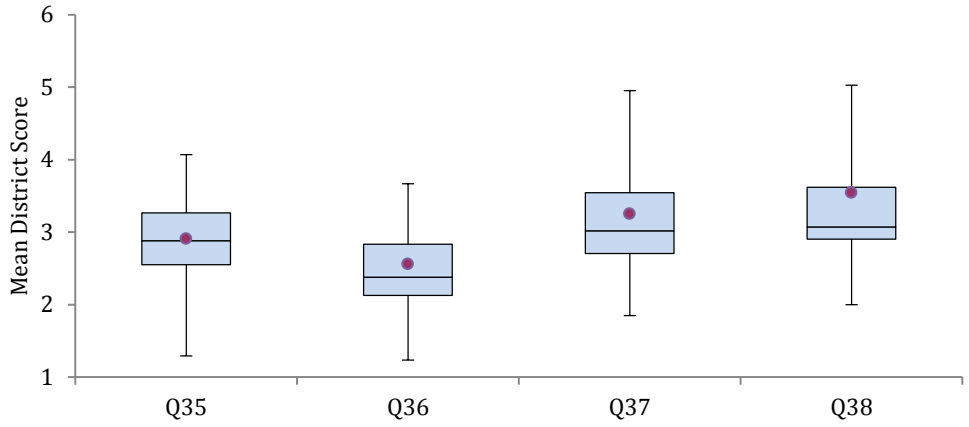
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Watertown Box-and-Whisker Charts (continued)

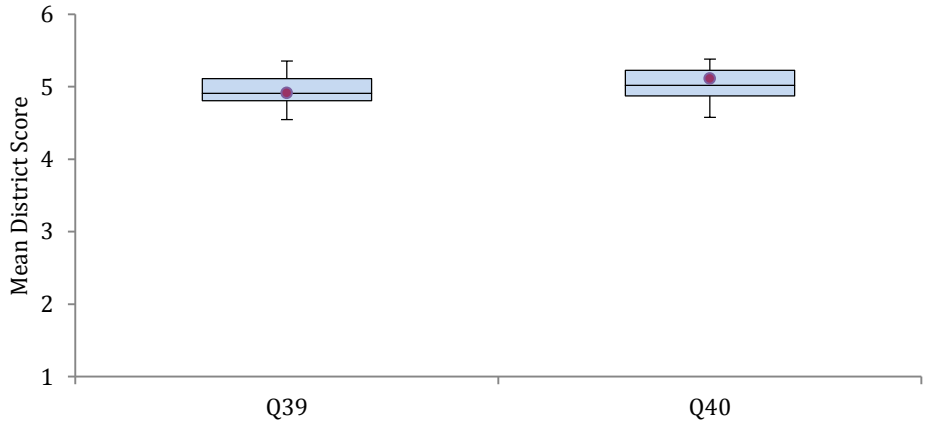
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Windsor

The 2010-2011 survey was sent to 546 parents of children receiving special education services in the Windsor School District. A total of 95 surveys were returned for a response rate of 17.4%, below the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Windsor Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	93	45.2%	31.2%	7.5%	83.9%	1.1%	7.5%	7.5%	16.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	95	65.3%	22.1%	8.4%	95.8%	1.1%	1.1%	2.1%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	22	13.6%	4.5%	0.0%	18.2%	9.1%	9.1%	63.6%	81.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	44	13.6%	2.3%	6.8%	22.7%	0.0%	0.0%	77.3%	77.3%	±
5. My child is accepted within the school community.	94	59.6%	25.5%	9.6%	94.7%	1.1%	3.2%	1.1%	5.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	94	47.9%	26.6%	16.0%	90.4%	2.1%	1.1%	6.4%	9.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	95	52.6%	22.1%	11.6%	86.3%	6.3%	3.2%	2.1%	11.6%	2.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	94	48.9%	28.7%	5.3%	83.0%	5.3%	5.3%	4.3%	14.9%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	93	54.8%	29.0%	10.8%	94.6%	0.0%	1.1%	3.2%	4.3%	1.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	84	41.7%	32.1%	14.3%	88.1%	3.6%	1.2%	3.6%	8.3%	3.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	83	48.2%	24.1%	16.9%	89.2%	2.4%	3.6%	2.4%	8.4%	2.4%

Table is continued on the next page.

Windsor Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	91	56.0%	27.5%	7.7%	91.2%	4.4%	1.1%	3.3%	8.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	95	63.2%	25.3%	8.4%	96.8%	0.0%	1.1%	2.1%	3.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	95	71.6%	20.0%	5.3%	96.8%	2.1%	1.1%	0.0%	3.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	94	54.3%	21.3%	12.8%	88.3%	7.4%	1.1%	3.2%	11.7%	±
16. My child's evaluation report is written in terms I understand.	95	53.7%	31.6%	8.4%	93.7%	5.3%	1.1%	0.0%	6.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	95	66.3%	24.2%	4.2%	94.7%	0.0%	4.2%	1.1%	5.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	93	49.5%	32.3%	11.8%	93.5%	1.1%	0.0%	5.4%	6.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	95	53.7%	24.2%	17.9%	95.8%	2.1%	1.1%	1.1%	4.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	95	69.5%	15.8%	4.2%	89.5%	2.1%	1.1%	7.4%	10.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	66.7%	16.7%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	78	67.9%	10.3%	1.3%	79.5%	1.3%	0.0%	9.0%	10.3%	10.3%

Table is continued on the next page.

Windsor Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	92	88.0%	7.6%	2.2%	97.8%	1.1%	1.1%	0.0%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	86	80.2%	7.0%	4.7%	91.9%	2.3%	2.3%	3.5%	8.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	61	6.6%	0.0%	1.6%	8.2%	1.6%	8.2%	82.0%	91.8%	±
27. 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).	40	55.0%	10.0%	5.0%	70.0%	2.5%	2.5%	7.5%	12.5%	17.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	14	64.3%	7.1%	7.1%	78.6%	0.0%	7.1%	14.3%	21.4%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	17	52.9%	17.6%	17.6%	88.2%	0.0%	5.9%	5.9%	11.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	10	20.0%	30.0%	0.0%	50.0%	0.0%	0.0%	20.0%	20.0%	30.0%
31. The PPT introduced planning for my child's transition to adulthood.	16	56.3%	18.8%	0.0%	75.0%	6.3%	0.0%	18.8%	25.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	24	83.3%	8.3%	8.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	23	65.2%	26.1%	4.3%	95.7%	0.0%	4.3%	0.0%	4.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	21	42.9%	23.8%	19.0%	85.7%	4.8%	4.8%	4.8%	14.3%	±

Table is continued on the next page.

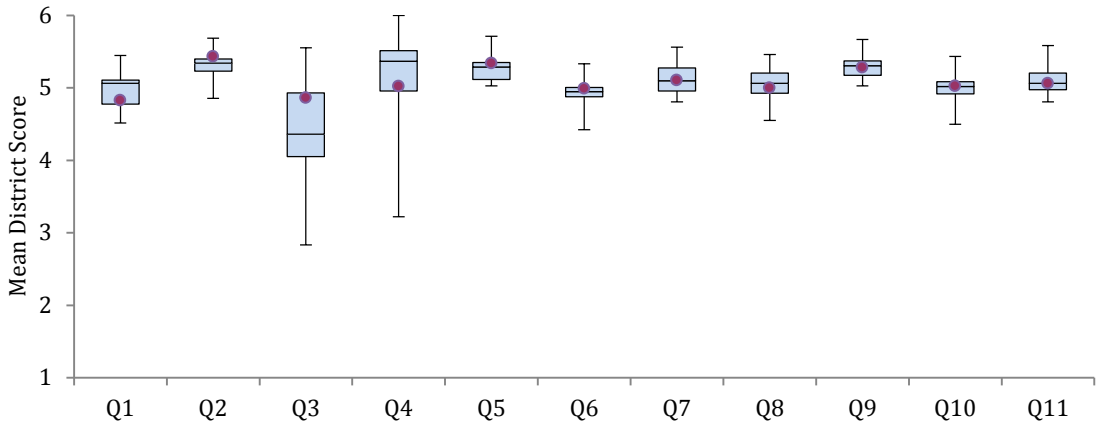
Windsor Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	60	21.7%	8.3%	3.3%	33.3%	0.0%	6.7%	60.0%	66.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	56	10.7%	7.1%	1.8%	19.6%	0.0%	10.7%	69.6%	80.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	77	14.3%	3.9%	10.4%	28.6%	1.3%	2.6%	26.0%	29.9%	41.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	78	15.4%	3.8%	6.4%	25.6%	2.6%	2.6%	25.6%	30.8%	43.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	88	51.1%	21.6%	13.6%	86.4%	3.4%	3.4%	6.8%	13.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	82	54.9%	24.4%	8.5%	87.8%	6.1%	1.2%	4.9%	12.2%	±

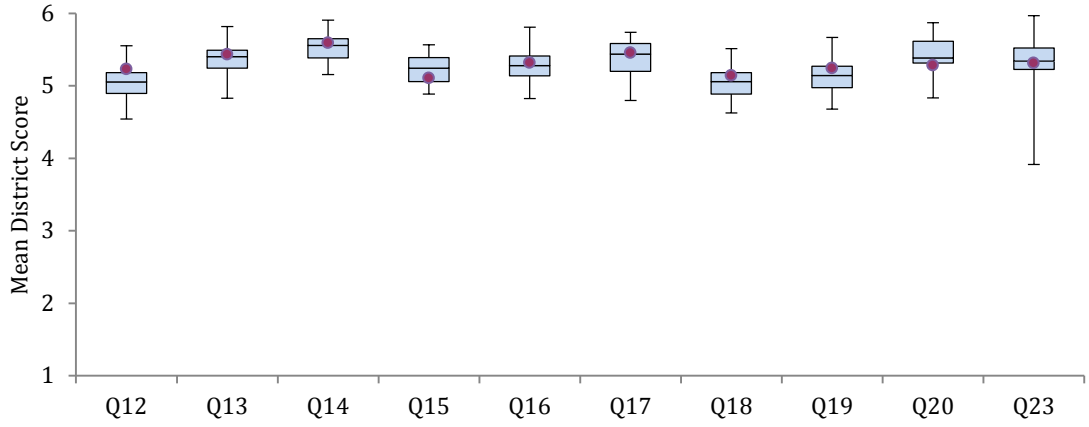
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Windsor Box-and-Whisker Charts

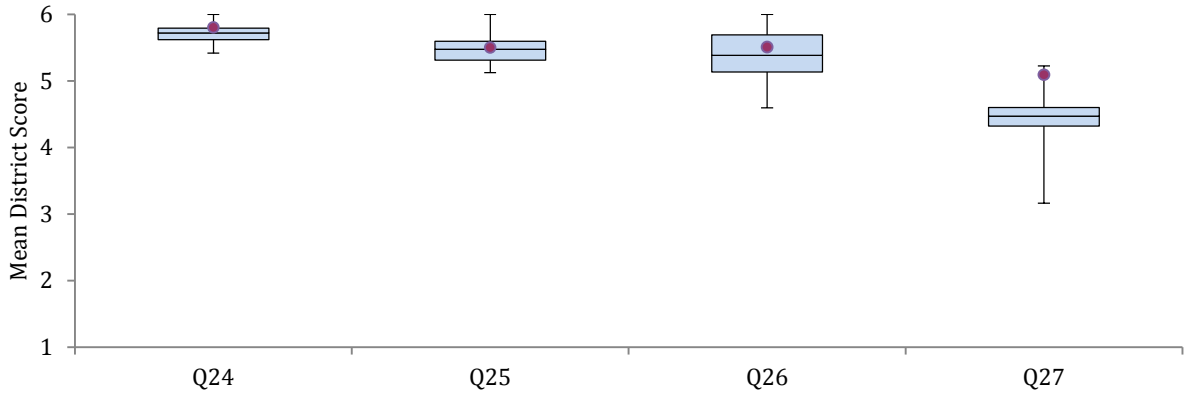
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



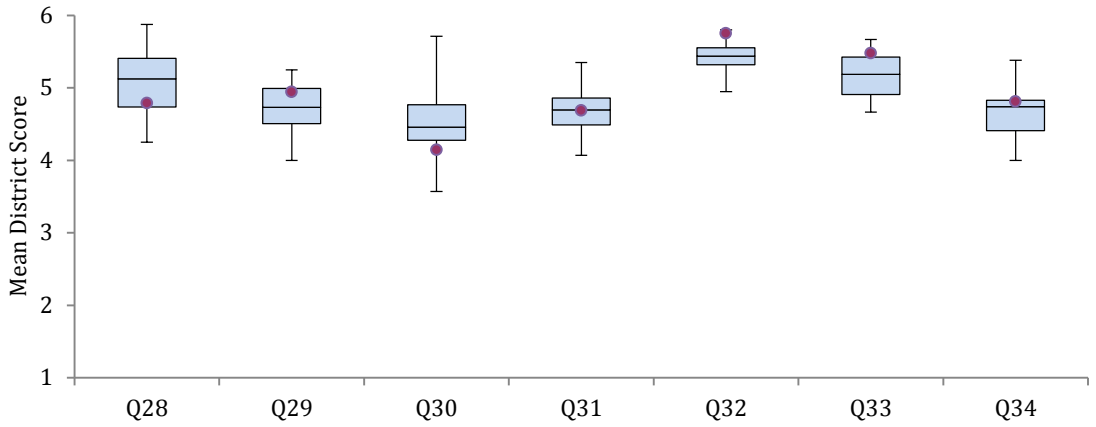
My Child's Participation



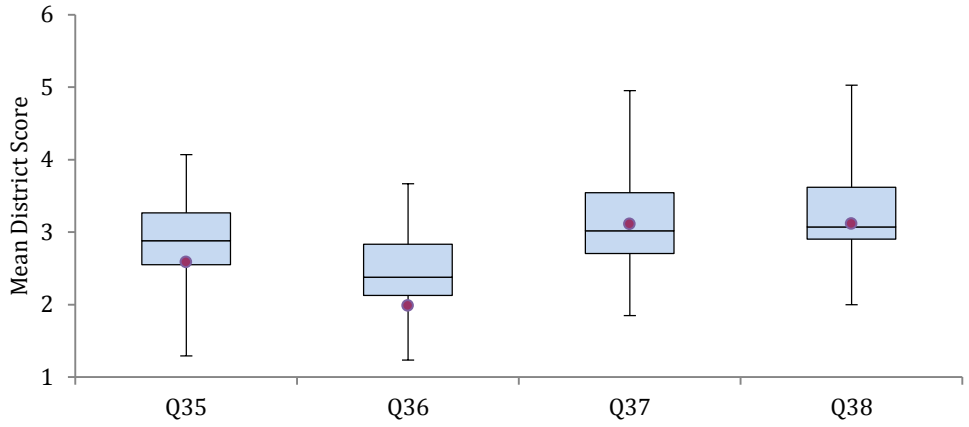
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Windsor Box-and-Whisker Charts (continued)

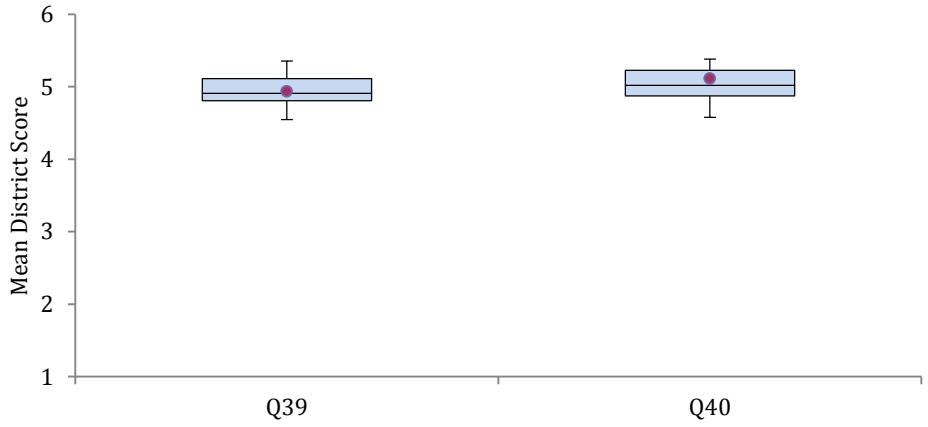
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Windsor Locks

The 2010-2011 survey was sent to 209 parents of children receiving special education services in the Windsor Locks School District. A total of 54 surveys were returned for a response rate of 25.8%, above the overall survey response rate of 20.2% (n=1,870). (See Appendix A for the survey response rate per district.)

Windsor Locks Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	51	52.9%	29.4%	7.8%	90.2%	2.0%	2.0%	5.9%	9.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	54	66.7%	18.5%	9.3%	94.4%	1.9%	1.9%	1.9%	5.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	21.4%	14.3%	21.4%	57.1%	0.0%	0.0%	42.9%	42.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	20	5.0%	10.0%	10.0%	25.0%	5.0%	0.0%	70.0%	75.0%	±
5. My child is accepted within the school community.	54	66.7%	20.4%	3.7%	90.7%	1.9%	3.7%	3.7%	9.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	54	42.6%	33.3%	13.0%	88.9%	5.6%	0.0%	5.6%	11.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	53	62.3%	28.3%	1.9%	92.5%	3.8%	1.9%	1.9%	7.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	53	52.8%	30.2%	5.7%	88.7%	5.7%	0.0%	3.8%	9.4%	1.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	52	61.5%	28.8%	7.7%	98.1%	0.0%	0.0%	1.9%	1.9%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	52	50.0%	26.9%	5.8%	82.7%	7.7%	3.8%	3.8%	15.4%	1.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	52	53.8%	26.9%	9.6%	90.4%	3.8%	1.9%	1.9%	7.7%	1.9%

Table is continued on the next page.

Windsor Locks Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	51	60.8%	25.5%	5.9%	92.2%	3.9%	0.0%	3.9%	7.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	53	66.0%	22.6%	3.8%	92.5%	1.9%	0.0%	5.7%	7.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	53	66.0%	24.5%	3.8%	94.3%	1.9%	1.9%	1.9%	5.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	53	66.0%	15.1%	9.4%	90.6%	3.8%	0.0%	5.7%	9.4%	±
16. My child's evaluation report is written in terms I understand.	53	54.7%	28.3%	11.3%	94.3%	1.9%	3.8%	0.0%	5.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	53	69.8%	18.9%	3.8%	92.5%	5.7%	1.9%	0.0%	7.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	50	52.0%	22.0%	14.0%	88.0%	6.0%	2.0%	4.0%	12.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	52	57.7%	28.8%	5.8%	92.3%	1.9%	0.0%	5.8%	7.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	53	73.6%	22.6%	1.9%	98.1%	0.0%	0.0%	1.9%	1.9%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	66.7%	16.7%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	48	56.3%	29.2%	4.2%	89.6%	0.0%	2.1%	6.3%	8.3%	2.1%

Table is continued on the next page.

Windsor Locks Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	53	79.2%	13.2%	0.0%	92.5%	5.7%	1.9%	0.0%	7.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	53	69.8%	17.0%	5.7%	92.5%	3.8%	1.9%	1.9%	7.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	0.0%	5.6%	0.0%	5.6%	0.0%	5.6%	88.9%	94.4%	±
27. 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).	38	23.7%	26.3%	5.3%	55.3%	2.6%	5.3%	18.4%	26.3%	18.4%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	66.7%	16.7%	0.0%	83.3%	0.0%	8.3%	8.3%	16.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	11	27.3%	36.4%	18.2%	81.8%	18.2%	0.0%	0.0%	18.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	11	36.4%	27.3%	9.1%	72.7%	18.2%	9.1%	0.0%	27.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	14	64.3%	14.3%	14.3%	92.9%	7.1%	0.0%	0.0%	7.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	14	42.9%	28.6%	14.3%	85.7%	14.3%	0.0%	0.0%	14.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	14	35.7%	28.6%	14.3%	78.6%	21.4%	0.0%	0.0%	21.4%	±

Table is continued on the next page.

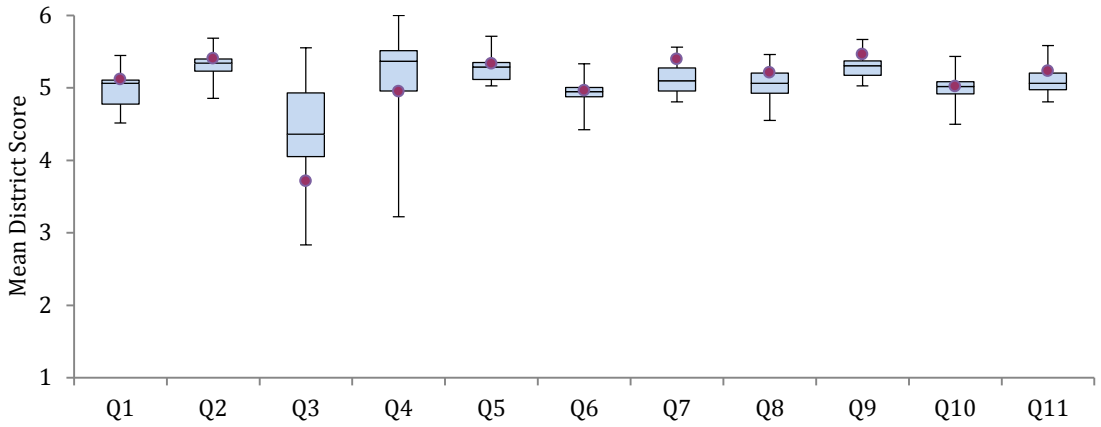
Windsor Locks Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	29	20.7%	6.9%	13.8%	41.4%	17.2%	3.4%	37.9%	58.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	26	3.8%	11.5%	23.1%	38.5%	15.4%	0.0%	46.2%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	44	15.9%	9.1%	13.6%	38.6%	6.8%	6.8%	18.2%	31.8%	29.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	45	13.3%	11.1%	8.9%	33.3%	8.9%	0.0%	17.8%	26.7%	40.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	51	41.2%	33.3%	13.7%	88.2%	9.8%	0.0%	2.0%	11.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	45	46.7%	28.9%	13.3%	88.9%	6.7%	0.0%	4.4%	11.1%	±

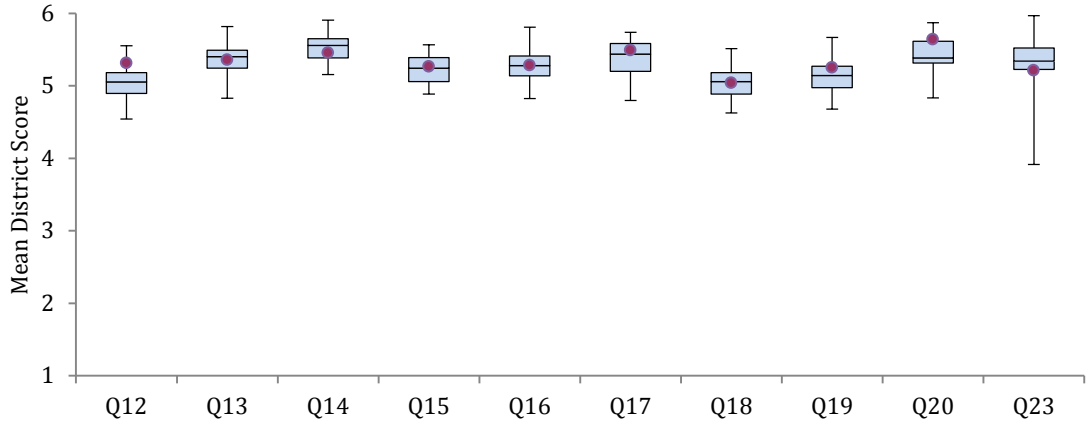
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Windsor Locks Box-and-Whisker Charts

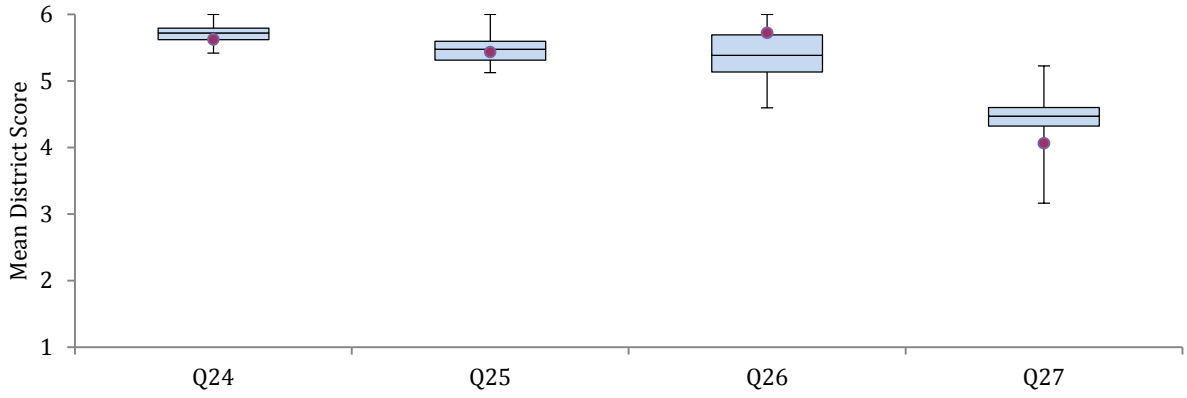
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



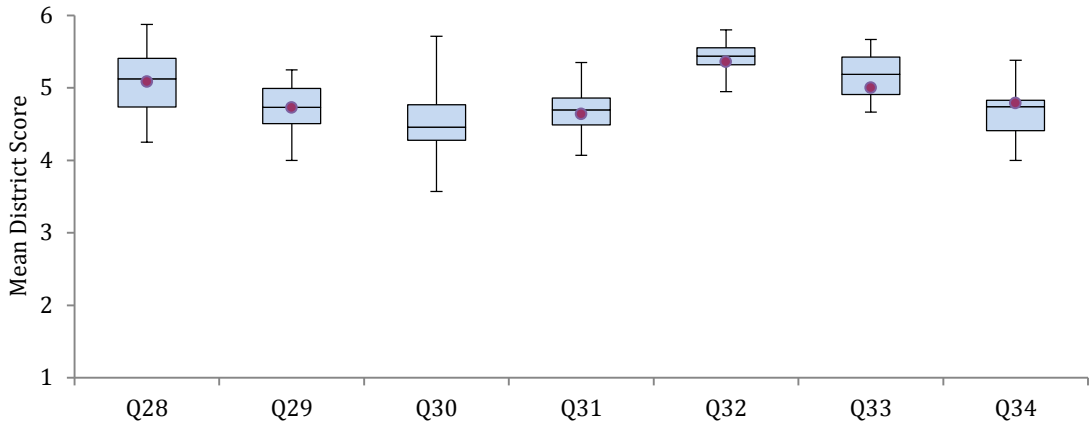
My Child's Participation



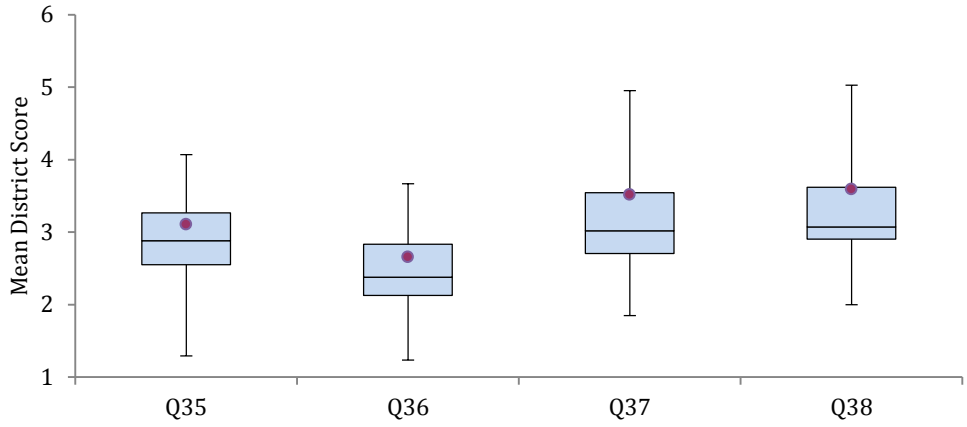
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded.

Windsor Locks Box-and-Whisker Charts (continued)

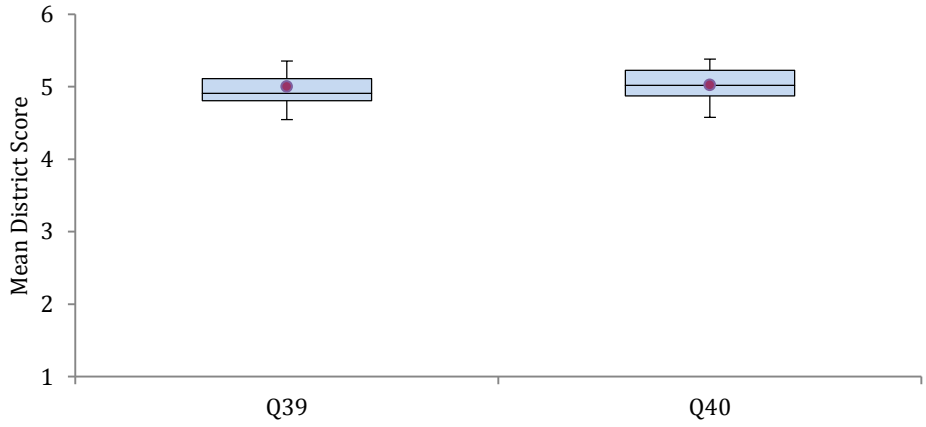
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q30.

Districts with Fewer than 20 Responses

Survey responses from the school districts of Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11 were aggregated into a single survey response table and box-and-whisker chart in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district. (See Appendix A for the survey response rate per district.)

Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11
Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	48	52.1%	31.3%	4.2%	87.5%	2.1%	4.2%	6.3%	12.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	48	60.4%	29.2%	6.3%	95.8%	0.0%	2.1%	2.1%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	++	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	23.5%	5.9%	5.9%	35.3%	0.0%	5.9%	58.8%	64.7%	±
5. My child is accepted within the school community.	49	40.8%	42.9%	12.2%	95.9%	0.0%	0.0%	4.1%	4.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	49	42.9%	38.8%	8.2%	89.8%	2.0%	2.0%	6.1%	10.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	48	56.3%	20.8%	8.3%	85.4%	0.0%	6.3%	6.3%	12.5%	2.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	49	49.0%	28.6%	4.1%	81.6%	4.1%	0.0%	12.2%	16.3%	2.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	49	53.1%	28.6%	4.1%	85.7%	2.0%	0.0%	8.2%	10.2%	4.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	46	50.0%	23.9%	10.9%	84.8%	2.2%	2.2%	6.5%	10.9%	4.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	46	56.5%	17.4%	6.5%	80.4%	2.2%	4.3%	8.7%	15.2%	4.3%

Table is continued on the next page.

Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11
Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	49	59.2%	18.4%	12.2%	89.8%	2.0%	2.0%	6.1%	10.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	49	65.3%	20.4%	10.2%	95.9%	0.0%	0.0%	4.1%	4.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	48	77.1%	16.7%	4.2%	97.9%	0.0%	0.0%	2.1%	2.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	48	60.4%	22.9%	8.3%	91.7%	2.1%	4.2%	2.1%	8.3%	±
16. My child's evaluation report is written in terms I understand.	49	67.3%	18.4%	8.2%	93.9%	2.0%	2.0%	2.0%	6.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	49	73.5%	14.3%	4.1%	91.8%	2.0%	0.0%	6.1%	8.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	49	49.0%	28.6%	10.2%	87.8%	2.0%	4.1%	6.1%	12.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	49	57.1%	18.4%	10.2%	85.7%	6.1%	4.1%	4.1%	14.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	48	85.4%	10.4%	0.0%	95.8%	2.1%	0.0%	2.1%	4.2%	±
21. If necessary, a translator was provided at the PPT meetings.	++	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	++	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	38	71.1%	13.2%	5.3%	89.5%	0.0%	0.0%	2.6%	2.6%	7.9%

Table is continued on the next page.

Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11
Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	48	91.7%	8.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	47	87.2%	8.5%	2.1%	97.9%	0.0%	0.0%	2.1%	2.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	33	3.0%	0.0%	3.0%	6.1%	0.0%	0.0%	93.9%	93.9%	±
27. 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).	25	40.0%	12.0%	4.0%	56.0%	0.0%	12.0%	12.0%	24.0%	20.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	66.7%	16.7%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	8	75.0%	12.5%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	7	71.4%	28.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	8	50.0%	37.5%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	9	77.8%	11.1%	0.0%	88.9%	0.0%	0.0%	11.1%	11.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	66.7%	0.0%	11.1%	77.8%	0.0%	0.0%	22.2%	22.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	8	75.0%	0.0%	0.0%	75.0%	0.0%	0.0%	25.0%	25.0%	±

Table is continued on the next page.

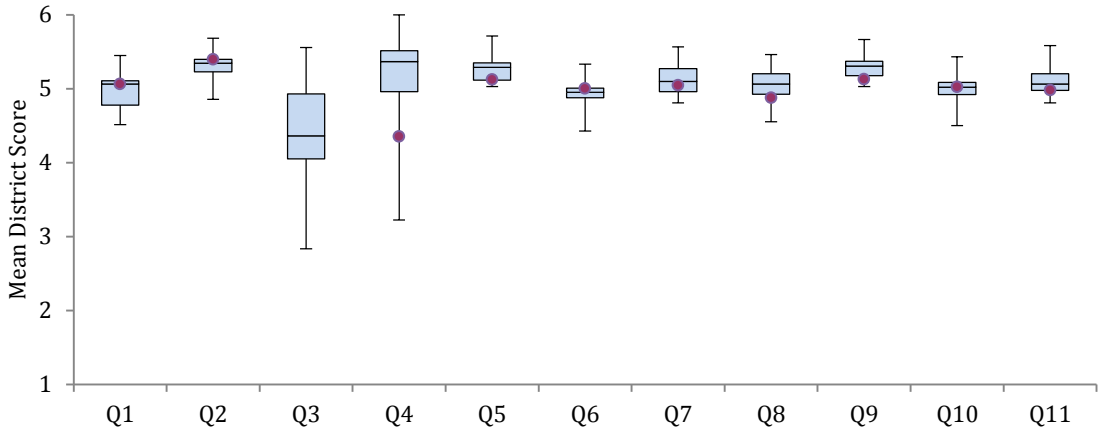
Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11
Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	28	21.4%	14.3%	3.6%	39.3%	3.6%	3.6%	53.6%	60.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	30	13.3%	6.7%	6.7%	26.7%	3.3%	0.0%	70.0%	73.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	38	7.9%	5.3%	2.6%	15.8%	7.9%	5.3%	39.5%	52.6%	31.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	38	7.9%	2.6%	5.3%	15.8%	7.9%	2.6%	36.8%	47.4%	36.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	45	55.6%	24.4%	11.1%	91.1%	2.2%	2.2%	4.4%	8.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	44	61.4%	20.5%	6.8%	88.6%	4.5%	4.5%	2.3%	11.4%	±

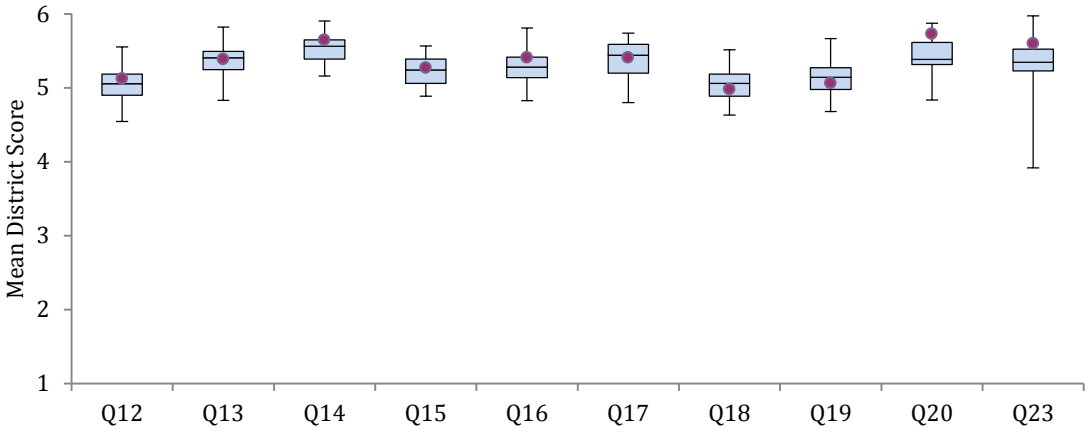
Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.
±± Minimum reporting standard not met for this survey item.

Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11
Box-and-Whisker Charts

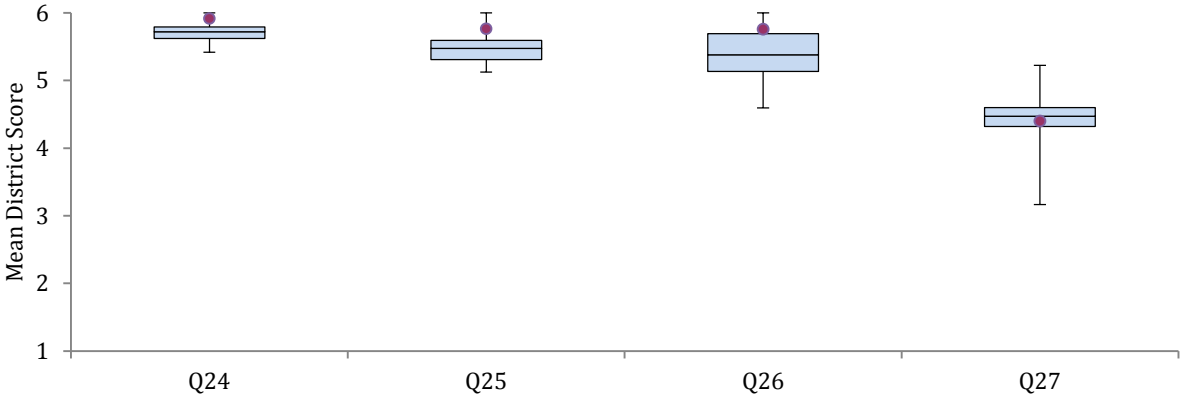
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



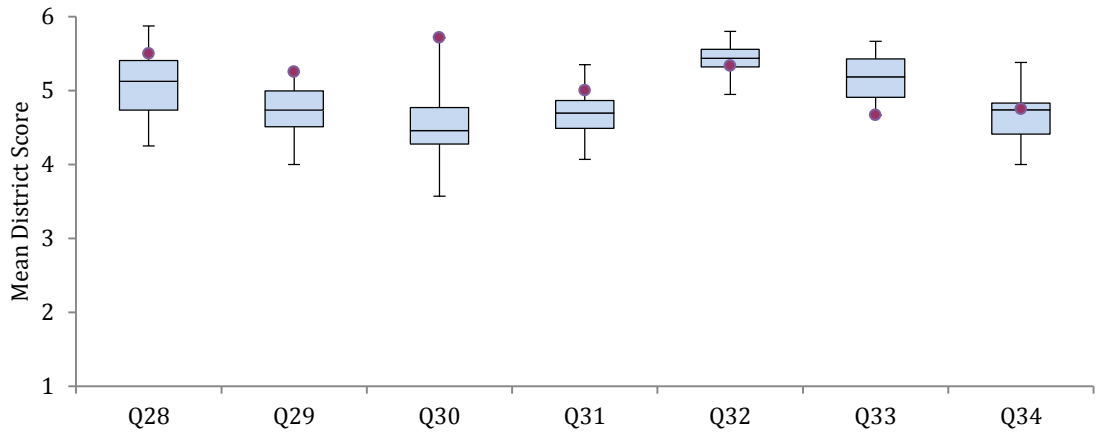
My Child's Participation



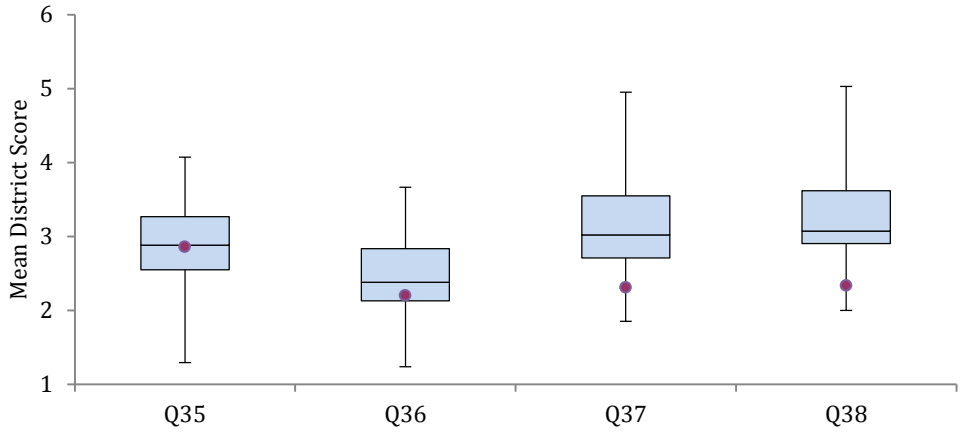
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively–keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Canaan, Eastford, Hampton, Hartland, Marlborough, and Regional School District 11
Box-and-Whisker Charts (continued)

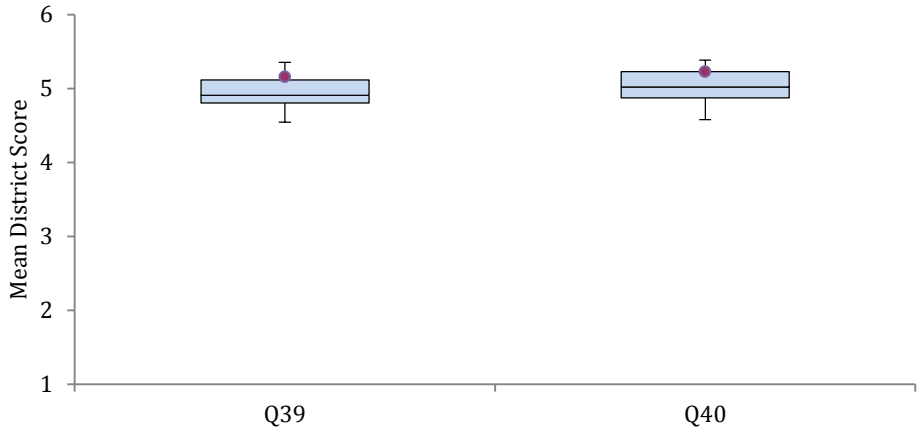
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree).

Appendix A: Response Rate by District

The 2010-2011 survey was sent to a total of 9,251 parents of children receiving special education services across 29 districts. The overall survey response rate was 20.2% (n=1,870), with the response rate by district ranging from a low of 6.3% in Canaan School District to a high of 33.3% in the Hartland School District. A total of 523 surveys were returned undeliverable, representing 5.7% of the total mailing.

Survey Response Rate by District Table

District	Surveys Sent	Surveys Received		Surveys Received with Open-Ended Comments	
	n	n	%	n	%
Hartland	36	12	33.3%	5	41.7%
Litchfield	126	39	31.0%	15	38.5%
Brooklyn	140	42	30.0%	13	31.0%
Tolland	338	101	29.9%	45	44.6%
Marlborough	46	13	28.3%	6	46.2%
Newtown	459	128	27.9%	54	42.2%
East Granby	95	26	27.4%	10	38.5%
Eastford	33	9	27.3%	2	22.2%
Windsor Locks	209	54	25.8%	20	37.0%
North Branford	311	80	25.7%	35	43.8%
New Canaan	434	107	24.7%	31	29.0%
Rocky Hill	244	58	23.8%	19	32.8%
East Hampton	152	35	23.0%	18	51.4%
Watertown	358	82	22.9%	31	37.8%
Darien	562	121	21.5%	46	38.0%
Clinton	264	54	20.5%	21	38.9%
Waterford	347	69	19.9%	27	39.1%
Enfield	654	129	19.7%	47	36.4%
Greenwich	684	133	19.4%	46	34.6%
Hampton	21	4	19.0%	2	50.0%
Vernon	433	82	18.9%	27	32.9%
Windsor	546	95	17.4%	40	42.1%
Hamden	699	120	17.2%	37	30.8%
Stamford	765	125	16.3%	50	40.0%
Region 11	62	10	16.1%	3	30.0%
Region 4	135	21	15.6%	7	33.3%
USD 2	231	23	10.0%	6	26.1%
Hartford	851	82	9.6%	17	20.7%
Canaan	16	1	6.3%	0	0.0%
Unknown	-	15	-	4	26.7%
Total	9,251	1,870	20.2%	684	36.6%

Note: Districts have been sorted in descending order based on their response rate.

Appendix B: Overall Survey Response Table

Overall Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	1,838	44.1%	32.8%	9.7%	86.6%	2.8%	4.5%	6.1%	13.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,844	60.4%	24.2%	7.9%	92.5%	3.3%	1.9%	2.3%	7.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	448	16.7%	9.2%	9.2%	35.0%	4.9%	3.6%	56.5%	65.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	731	9.0%	5.7%	5.5%	20.2%	2.1%	2.6%	75.1%	79.8%	±
5. My child is accepted within the school community.	1,821	58.9%	23.3%	9.4%	91.7%	2.9%	2.7%	2.7%	8.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	1,841	42.7%	32.7%	10.7%	86.1%	3.2%	3.6%	6.5%	13.3%	0.5%
7. All special education services identified in my child's IEP have been provided.	1,843	50.5%	27.7%	8.0%	86.2%	4.0%	3.9%	4.1%	12.0%	1.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,853	48.2%	27.9%	7.9%	84.1%	3.9%	4.1%	5.3%	13.3%	2.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,811	57.3%	24.8%	8.3%	90.4%	2.7%	2.8%	2.5%	8.0%	1.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,697	46.4%	26.5%	12.1%	85.0%	4.6%	3.5%	4.4%	12.4%	2.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,722	50.1%	25.4%	10.2%	85.8%	4.1%	3.3%	4.1%	11.4%	2.8%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,814	49.5%	25.6%	12.6%	87.7%	4.6%	2.5%	5.2%	12.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,849	64.6%	20.6%	6.6%	91.8%	2.6%	2.3%	3.3%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,849	65.8%	23.7%	5.8%	95.3%	2.2%	1.1%	1.4%	4.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	1,831	56.6%	25.3%	8.9%	90.9%	3.4%	2.1%	3.5%	9.1%	±
16. My child's evaluation report is written in terms I understand.	1,846	55.7%	25.8%	9.6%	91.2%	4.4%	2.4%	2.1%	8.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,853	65.2%	21.4%	6.6%	93.2%	2.4%	1.8%	2.6%	6.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,822	49.4%	26.9%	11.3%	87.7%	4.6%	2.5%	5.3%	12.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	1,833	50.7%	27.5%	11.1%	89.3%	4.4%	2.6%	3.7%	10.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,837	68.1%	19.7%	4.7%	92.5%	2.7%	1.0%	3.8%	7.5%	±
21. If necessary, a translator was provided at the PPT meetings.	210	64.3%	20.0%	5.2%	89.5%	2.4%	1.9%	6.2%	10.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	239	61.5%	25.9%	5.0%	92.5%	1.3%	1.7%	4.6%	7.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,566	64.4%	16.1%	4.0%	84.4%	1.9%	1.7%	5.6%	9.2%	6.4%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	1,784	83.1%	10.3%	3.1%	96.5%	1.1%	0.9%	1.5%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,692	77.3%	10.5%	4.0%	91.7%	2.0%	1.5%	4.8%	8.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,134	7.1%	3.5%	3.7%	14.4%	2.5%	4.1%	79.0%	85.6%	±
27. 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).	985	38.3%	15.4%	7.5%	61.2%	4.5%	3.9%	14.9%	23.2%	15.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	276	63.4%	13.0%	5.8%	82.2%	4.0%	4.0%	9.8%	17.8%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	486	42.2%	25.5%	13.4%	81.1%	4.7%	3.5%	10.7%	18.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	346	34.4%	20.8%	11.3%	66.5%	4.6%	3.8%	11.8%	20.2%	13.3%
31. The PPT introduced planning for my child's transition to adulthood.	456	40.4%	25.7%	13.8%	79.8%	4.6%	3.9%	11.6%	20.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	566	67.1%	17.5%	7.8%	92.4%	1.8%	1.8%	4.1%	7.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	547	54.3%	25.0%	9.7%	89.0%	3.8%	2.2%	4.9%	11.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	494	39.9%	26.1%	14.2%	80.2%	4.9%	5.3%	9.7%	19.8%	±

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. 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.	1,143	22.2%	11.3%	8.7%	42.2%	5.3%	5.4%	47.1%	57.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,103	14.7%	8.6%	9.9%	33.2%	6.1%	7.0%	53.8%	66.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,509	17.6%	11.1%	9.9%	38.5%	4.4%	4.9%	26.0%	35.3%	26.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,496	18.9%	10.7%	8.4%	37.9%	4.8%	3.5%	23.9%	32.2%	29.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,705	47.2%	25.8%	12.2%	85.2%	4.3%	3.5%	7.0%	14.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,636	52.1%	23.6%	10.3%	86.0%	4.2%	3.5%	6.2%	14.0%	±

Note: The number of respondents (n) excludes those who selected "not applicable."
± Not a response option for this survey item.