

**Connecticut Department of Education
Bureau of Special Education**

2005
Connecticut Special Education
Parent Survey

Summary Report

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2005 Connecticut Special Education Parent Survey Report

Introduction

In spring 2005, the Connecticut State Department of Education (CT SDE), Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. In 2002, as part of the state's Special Education Program Review self-assessment process, a similar survey was conducted of parents with children attending ACES region public schools. The 2005 statewide survey, a collaborative effort, was developed and implemented with advisement from members of the Parent Work Group.

Parent Work Group members include parents of students with disabilities; many also represent parent support and advocacy organizations. See Appendix A for a list of participating organizations. The group was originally formed to assist the CT SDE with creating the state's Continuous Improvement Plan for Early Intervention and Special Education in the area of Family Involvement. On recommendation of the Work Group, a standing committee of parents was established to advise the CT SDE on implementation of the plan. In spring 2004, the CT SDE added membership to the group by including parents from the parent organizations that were named plaintiffs in the *PJ et al. v State of Connecticut et al. Settlement Agreement*. This group will be working with CT SDE on the creation of the Family Involvement section of the federally-required State Performance Plan and advising on the implementation of the plan and completion of annual performance reports to the federal Office of Special Education Programs.

Glen Martin Associates, a program evaluation and research services firm serving clients in New York and New England, was contracted to assist with the survey development, data entry, data analysis and reporting.

Highlights from the 2005 Special Education Survey Data

The 2004-2005 survey questionnaire asked parents to respond to a series of statements related to 1) satisfaction with their child’s special education program, 2) participation in developing and implementing their child’s program, 3) their child’s participation, 4) transition planning for preschoolers and secondary students, 5) parent training and support, and 6) the child’s skills. Respondents were asked to answer according to their experiences over the past twelve months and could answer “Yes”, “Sometimes/Somewhat”, “No”, “Don’t Know” or “N/A” to survey statements.

The following highlights are based on a form of regression analysis known as an ordered probit model. The ordered probit assesses significant determinants of the dependent variable (such as parental satisfaction) and can determine significant differences ($p < .05$) among various demographic groups. For the purposes of this analysis, only responses of “Yes”, “Sometimes/Somewhat”, and “No” were considered, except for those statements where the “Don’t Know” response represented 10% or more of the total question response. Please refer to Appendix C for a more detailed description of the empirical model and methods used in the parent survey analysis. The highlights below represent a summary and are not inclusive of all significant differences. For a complete description of all significant differences by demographic group and primary eligibility category, please see Appendix D and Appendix E.

Satisfaction with My Child’s Program

The majority (90.4%) of respondents indicated being satisfied or sometimes satisfied with their child’s overall special education program [Q1].

<i>Survey Question</i>	<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
1. <i>I am satisfied with my child’s overall special education program.</i>	59.6%	30.8%	9.7%

Parent Participation

Parent response to questions eliciting information on parent participation [Q10-20] were analyzed to determine if participation was a significant determinant in whether or not parents were satisfied with their child’s overall special education program. Participation questions covered a range of issues, including the frequency and convenience of meetings, parental perception that they were respected partners in their child’s program, and the availability of translation services. All ten questions were tested for significance and the following three were found to be significant determinants of satisfaction. Parents who answered “Yes” on these questions were significantly more likely to answer “Yes” to question one, demonstrating the importance of parent participation in determining parental satisfaction with their child’s special education program.

- *When we implement my child’s IEP, I feel I am a respected partner with my child’s teachers and other service providers [Q13].*

- *I understand what is discussed at meetings to develop my child's IEP [Q14].*
- *At my child's PPT, the school district proposed programs and services to meet my child's individual needs [Q17].*

Additional aspects of respondent satisfaction were assessed in the initial questions of the survey. Other positive responses of “Yes” or “Sometimes/Somewhat” ranged from 90.7% of parents who indicated their child’s IEP was meeting or was sometimes meeting their child’s educational needs [Q2] to 97.2% of parents who felt their child was accepted or was sometimes accepted within the school community [Q9]. In addition, most survey respondents (90.2%) indicated that their child had not been sent home from school due to behavioral difficulties [Q7].

<i>Survey Question</i>		<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
2.	<i>My child's IEP is meeting his or her educational needs.</i>	58.4%	32.3%	9.3%
3.	<i>All special education services identified in my child's IEP have been provided.</i>	69.6%	22.1%	8.3%
4.	<i>Staff is able to appropriately provide my child's specific program and services.</i>	64.8%	27.7%	7.4%
5.	<i>Modifications and accommodations written in my child's IEP are consistently provided.</i>	64.5%	26.4%	9.1%
6.	<i>Child's school day has been shortened to accommodate their transportation needs.</i>	10.1%	2.5%	87.3%
7.	<i>My child has been sent home from school due to behavioral difficulties.</i>	7.4%	2.3%	90.2%
8.	<i>Staff is appropriately trained to provide my child's specific program and services.</i>	69.9%	22.4%	7.8%
9.	<i>My child is accepted within the school community.</i>	82.2%	15.0%	2.8%

Age

- Parents of children **ages 3 to 5** were **more likely** than parents of children in all other age categories to indicate satisfaction with their child’s special education program. These parents were **more likely** to answer **YES** to the first five questions pertaining to satisfaction [Q1-Q5]. They were also **more likely** to feel that staff was appropriately trained to provide their child’s specific program and services [Q8] and that their child was accepted within the school community [Q9].
- Parent of children ages **3 to 5** were **more likely** than parents of children in all other age categories to answer **NO** when asked if their child had been sent home from school due to behavioral difficulties [Q7].

Race/Ethnicity

- Parents of **Black non Hispanic** children were **less likely** than parents of children in all other race/ethnicity groups to answer **positively** when asked if they were satisfied with their child’s overall special education program [Q1].
- Parents of **White** children were **less likely** than parents of children in all other race/ethnicity groups to indicate their child had been sent home from school due to behavioral difficulties [Q7].

- Parents of *American Indian/Alaskan Native or Asian/ Pacific Islander* children were *more likely* than parents of children in all other race/ethnicity groups to answer *YES* when asked if staff was appropriately trained to provide their child’s specific program and services [Q8].

Gender

- Parents of *male* students were *more likely* than parents of *female* students to report that their child had been sent home from school due to behavioral difficulties [Q7].

Disability

- In general, parents of children with a *speech and language impairment* were *most likely* to answer questions regarding satisfaction *positively*. These parents were *more likely* to answer *YES* than parents of *learning disabled* children [Q2-Q5, Q8-Q9], parents of children with *autism* [Q2-Q4, Q8-Q9], and parents of children with *ADD/ADHD* [Q2, Q5, Q8-Q9].
- Parents of *learning disabled* children and parents of children in the *other*¹ category were *more likely* than parents of *autistic* children and parents of children with *multiple disabilities*² to feel their child was accepted within the school community [Q9].
- Parents of children with *ADD/ADHD*, parents of *autistic* children, and parents of *learning disabled* children were all *more likely* than parents of children with a *speech and language impairment* to report their child had been sent home from school due to behavioral difficulties [Q7].

Participation in Developing and Implementing my Child’s Program

In each question pertaining to parent participation in their child’s program [Q10-Q15, Q17-Q18] at least 93% of all survey respondents indicated a positive response of “Yes” or “Sometimes/Somewhat”. Questions regarding translation services [Q19, Q20] were largely answered “Not Applicable”, 80.6% and 81.4% respectively. However, of those who responded otherwise, 64.8% stated a translator was provided at PPT meetings while almost a third (29.6%) indicated a translator was not available [Q19]. Translation services were reported as effective by 69.3% of respondents while 17.2% of respondents felt they were not effective [Q20].

¹ Given their small representation in the sample, several disabilities were combined into an ‘other’ category for the purpose of analysis. These disabilities include deaf/blind, developmental disability, emotional disturbance, hearing impaired, intellectual disability, orthopedic impairment, other health impaired, traumatic brain injury, visual impairment, other, and don’t know.

² On the survey questionnaire, respondents were asked to choose only one disability category. For the purpose of comparing differences between various disability categories, all respondents who choose more than one disability were recoded as a parent of a child with a multiple disability.

<i>Survey Question</i>	<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
10. <i>Have had the opportunity to take part in development of child's IEP at the PPT meeting.</i>	88.1%	9.2%	2.7%
11. <i>PPT meetings for my child have been scheduled at times and places that met my needs.</i>	83.0%	12.6%	4.4%
12. <i>When we plan the IEP, I am a respected partner with teachers & service providers.</i>	80.0%	15.7%	4.4%
13. <i>When we implement the IEP, I am a respected partner with teachers & service providers.</i>	74.4%	20.7%	4.9%
14. <i>I understand what is discussed at meetings to develop my child's IEP.</i>	85.5%	13.2%	1.3%
15. <i>At meetings to develop the IEP, I am comfortable asking questions & expressing concerns.</i>	87.2%	10.6%	2.2%
16. <i>The regular classroom was proposed for my child as the first placement option.</i>	78.4%	7.2%	14.4%
17. <i>At child's PPT, programs & services were proposed to meet child's individual needs.</i>	73.6%	20.2%	6.3%
18. <i>I have received a copy of my child's IEP within 5 school days after the PPT.</i>	87.3%	7.7%	5.1%
19. <i>If necessary, a translator was provided at the PPT meetings.</i>	64.8%	5.6%	29.6%
20. <i>The translation services provided at the PPT meetings were effective.</i>	69.3%	13.5%	17.2%

Age

- Parents of children **ages 3 to 5** were **more likely** than parents of children **ages 13 to 14** and parents of children **ages 15 to 17** to answer **YES** when asked if PPT meetings had been scheduled at times and places that met their needs [Q11], if they felt they were a respected partner when implementing their child's IEP [Q13], and if the school district proposed program and services to meet their child's individual needs [Q17].
- Parents of children **ages 3 to 5** and parents of children **ages 6 to 12** were **more likely** than parents of children **ages 15 to 17** and parents of children **ages 18 to 21** to report they had received a copy of their child's IEP within 5 school days after the PPT [Q18].
- Parents of children **ages 6 to 12** and parents of children **ages 13 to 14** were **more likely** than parents of all other ages to indicate the school district had proposed the regular classroom for their child as the first placement option [Q16].

Race/Ethnicity

- Parents of **White** children were **more likely** than parents of **Black non Hispanic** children to answer **YES** when asked if the school district had proposed the regular classroom for their child [Q16].
- Parents of **American Indian/Alaskan Native or Asian/Pacific Islander** children were **more likely** than parents of children in all other race/ethnicity groups to indicate that translation services provided at the PPT meetings were effective [Q20].

Disability

- Parents of **autistic** children were **less likely** than parents of children in all other disability categories to report the school district had proposed the regular classroom for their child [Q16].

- Parents of children with a *speech and language impairment* were *more likely* than parents of children with *ADD/ADHD* and parents of *learning disabled* children to indicate they felt they were a respected partner in implementing their child's IEP [Q13] and they understood what was discussed at meetings to develop their child's IEP [Q14].
- Parents of children with a *speech and language impairment* were also *more likely* than parents of *learning disabled* children and parents of *autistic* children to report that the school district proposed programs and services to meet their child's individual needs [Q17].

Survey Language

- Parents who completed the *English* version of the parent survey questionnaire were *more likely* than parents who completed the *Spanish* version to answer *YES* when asked if they had the opportunity to take part in the development of their child's IEP [Q10], if they understood what was discussed at IEP meetings [Q14], and if they felt comfortable asking questions at IEP meetings [Q15].
- Parents who completed the *Spanish* version of the parent survey questionnaire were *more likely* than parents who completed the *English* version to indicate that if necessary, a translator was provided at the PPT meetings [Q19].

My Child's Participation

The majority (98.0% and 91.8%) of parent survey respondents reported that their child has had or has sometimes had the opportunity to participate in school sponsored activities [Q21] and extracurricular activities [Q22], respectively. Almost all (90.3%) of survey respondents also indicated that their child had not been denied access to non-school sponsored community activities [Q24]. A smaller percentage of survey respondents (72.7%) indicated that their child's school provides or sometimes provides the supports necessary for their child to participate in extracurricular school activities, while over a quarter (27.4%) of respondents felt the school did not offer such support [Q23].

[Note: In addition, 18.4% of respondents indicated they did not know if the school provided such supports [Q23]. See the table note below for corresponding response rates when the "Don't Know" response is included].

<i>Survey Question</i>	<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
21. <i>My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events.</i>	91.3%	6.7%	2.0%
22. <i>My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.</i>	86.1%	5.7%	8.3%
23.* <i>My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.</i>	61.5%	11.2%	27.4%
24. <i>My child has been denied access to non-school sponsored community activities due to his/her disability.</i>	6.2%	3.5%	90.3%

*Question 23 was analyzed separately for significant differences between those who answered "Don't Know" and those who did not. When "Don't Know" is included, response rates for Q23 are "Yes"=50.2%, "Sometimes/Somewhat"=9.1%, "No"=22.3%, and "Don't Know"=18.4%.

Age

- Parents of children **ages 6 to 12** were **more likely** than parents of children **ages 15 to 17** and parents of children **ages 18 to 21** to answer **YES** when asked if their child had the opportunity to participate in school-sponsored activities [Q21].
- Parents of children **ages 6 to 12** and parents of children **ages 13 to 14** were **more likely** than parents of children **ages 18 to 21** to report their child had the opportunity to participate in extracurricular school activities [Q22].
- Parents of children **ages 3 to 5** were **more likely** than parents of children **ages 6 to 12**, **ages 13 to 14**, and **ages 15 to 17** to indicate their child's school had provided the supports necessary for their child to participate in extracurricular school activities [Q23].
- Parents of children **ages 3 to 5** were also **more likely** than parents of children **ages 6 to 12**, **ages 15 to 17**, and **ages 18 to 21** to indicate they **did not know** if their child's school provided such supports [Q23].

Race/Ethnicity

- Parents of **White** children were **more likely** than parents of **Hispanic** children to indicate their child had the opportunity to participate in extracurricular school activities [Q22].

Gender

- Parents of **male** students were **more likely** than parents of **female** students to indicate their child's school provided the supports necessary for their child to participate in extracurricular school activities [Q23].

Disability

- Parents of **autistic** children were **less likely** than parents of children in all other disability categories to answer **YES** when asked if their child had the opportunity to participate in school-sponsored [Q21] activities, extracurricular school activities [Q22] and if their

school provided the support necessary for their child to participate in extracurricular school activities [Q23].

- Parents of children with **ADD/ADHD** were **more likely** than parents of children in all other disability categories (with the exception of speech and language impairment) to indicate their child had the opportunity to participate in extracurricular school activities [Q22].

Survey Language

- Parents who completed the **English** version of the parent survey questionnaire were **more likely** than parents who completed the **Spanish** version to report their child had the opportunity to participate in school-sponsored activities [Q21].

Transition Planning for Preschoolers and Secondary Students

The percentage of survey respondents indicating satisfaction with transition planning was not as high as satisfaction levels for previous survey questions. Due to the age constraints placed on these questions, there was also a large “Not Applicable” response rate, measuring for each question at least 37.9% of all responses. The level of satisfaction with transition activities at the Birth to Three level was the highest, with 84.1% of respondents indicating they were satisfied or somewhat satisfied when their child left Birth to Three [Q25]. Transition services at the secondary level didn’t fair quite as well, with 77.5% of respondents indicating they were satisfied or somewhat satisfied [Q31]. A response of “No” was largest (45.2%) when parents of children age 13 or older were asked if the PPT introduced planning for their child’s transition to adulthood [Q26], while (43.2%) of parents reported that outside agencies had not been invited to participate in secondary transition planning [Q30].

[Note: In addition, 21.5% of respondents indicated they did not know if outside agencies had been invited to participate [Q30]. See the table note below for corresponding response rates when the “Don’t Know” response is included].

<i>Survey Question</i>	<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
25. <i>I am satisfied with transition activities when my child left Birth to Three.</i>	69.2%	14.9%	15.9%
26. <i>My child is age 13 and the PPT introduced planning for transition to adulthood.</i>	44.6%	10.2%	45.2%
27. <i>The school district encourages my child to attend & participate in PPT meetings.</i>	65.6%	11.5%	22.8%
28. <i>My child is age 13 or 14 & the PPT discussed appropriate course of high school study.</i>	54.2%	11.2%	34.7%
29. <i>My child is age 15 or older & the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation.</i>	49.2%	16.4%	34.5%
30.* <i>Outside agencies have been invited to participate in secondary transition planning.</i>	46.6%	10.3%	43.2%
31. <i>I am satisfied with the way the secondary transition services were implemented for my child.</i>	51.5%	26.0%	22.5%

*Question 30 was analyzed separately for significant differences between those who answered "Don't Know" and those who did not. When "Don't Know" is included, response rates for Q30 are "Yes"=36.7%, "Sometimes/Somewhat"=8.1%, "No"=34.0%, and "Don't Know"=21.5%.

Age

- Parents of children *ages 18 to 21* were *more likely* than parents of children *ages 15 to 17* to report that outside agencies had been invited to participate in secondary transition planning [Q30].
- Parents of children *ages 15 to 17* were *more likely* than parents of children *ages 3 to 5*, *ages 6 to 12*, and *ages 13 to 14* to indicate they *did not know* if outside agencies had been invited to participate in secondary transition planning [Q30].

Race/Ethnicity

- Parents of *Black non Hispanic* children were *less likely* than parents of children in all other race/ethnicity groups to answer *YES* when asked if the PPT introduced planning for their child's transition to adulthood [Q26]. Parents of *Hispanic* children and parents of *White* children were *more likely* than parents of *American Indian/Alaskan Native or Asian/Pacific Islander* children to answer *positively* to this question.
- Parents of *Black non Hispanic* children and parents of *Hispanic* children were *more likely* than parents of *White* children to answer they *did not know* when asked if outside agencies had been invited to participate in secondary transition planning [Q30].

Disability

- Parents of children with *ADD/ADHD* and parents of *learning disabled* children were *more likely* than parents of children with *multiple disabilities* to indicate the school district actively encouraged their child to attend and participate in PPT meetings [Q27].
- Parents of children with *ADD/ADHD*, parents of *autistic* children, and parents of *learning disabled* children were *more likely* than parents of children with a *speech and language impairment* to report that outside agencies had been invited to participate in secondary transition planning [Q30].

Parent Training and Support

Over three-quarters (79.2%) of survey respondents indicated that in the past year they had *not* attended a parent training or information session that addressed the needs of parents and of children with disabilities [Q33]. When asked if opportunities for these parent training sessions existed, 42.7% responded "Yes" while 37.0% responded "No" [Q32]. Similarly, the majority (83.4%) of respondents indicated that they were *not* involved in a support network for parents of students with disabilities [Q35]. When asked if such support networks were available to them through their school district, 42.5% responded "Yes" while 46.4% responded "No" [Q34].

[Note: Almost a third (29.2%) of respondents indicated they did not know if opportunities for parent training were provided [Q32] while 38.2% of respondents reported they

did not know if a support network was available to them [Q34]. See the table note below for corresponding response rates when the “Don’t Know” response is included].

<i>Survey Question</i>	<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
32.* <i>There are opportunities for parent training or information sessions regarding special education provided by my child’s school district.</i>	42.7%	20.3%	37.0%
33. <i>In the past year, I have attended parent training or information sessions that addressed the needs of parents and of children with disabilities.</i>	16.4%	4.4%	79.2%
34.* <i>A support network for parents of students with disabilities is available to me through my school district or other sources.</i>	42.5%	11.1%	46.4%
35. <i>I am involved in a support network for parents of students with disabilities available through my school district or other sources.</i>	11.8%	4.8%	83.4%

**Questions 32 and 34 were analyzed separately for significant differences between those who answered "Don't Know" and those who did not. When "Don't Know" is included, response rates for Q32 are "Yes"=30.3%, "Sometimes/Somewhat"=14.4%, "No"=26.3%, and "Don't Know"=29.2% and response rates for Q34 are "Yes"=26.2%, "Sometimes/Somewhat"=6.8%, "No"=28.6%, and "Don't Know"=38.2%.*

Age

- Parents of children **ages 3 to 5** were **more likely** than parents of children **ages 6 to 12** and parents of children **ages 13 to 14** to report opportunities for parent training were available in their school district [Q32], that they had attended parent training or information sessions [Q33], and that a support network for parents of student with disabilities was available to them through their school district or other source [Q34].
- Parents of children **ages 3 to 5** were also **more likely** than parents of children **ages 15 to 17** to answer **YES** when asked if opportunities for parent training [Q32] and a support network was available to them [Q34].

Race/Ethnicity

- Parents of **White** children were **more likely** than parents of **Black non Hispanic** children to indicate they **did not know** if a support network for parents of students with disabilities was available to them through their school district or other sources [Q34].
- Parents of **Black non Hispanic** children and parents of **Hispanic** children were **more likely** than parents of **White** children to report being involved in a support network for parents of students with disabilities [Q35].
- Parents of **Hispanic** children were also **more likely** than parents of **White** children to indicate they had attended parent training in the past year [Q33].

Disability

- Parents of *autistic* children were *more likely* than parents of children in all other disability categories (with the exception of multiple disabilities) to indicate they had attended parent training or information sessions in the past year [Q33].
- Parents of children with *autism* were *less likely* than parents of children in all other disability categories to report they *did not know* if opportunities for parent training were provided by their school district [Q32]. Parents of *learning disabled* children were *less likely* than parents of children with *ADD/ADHD* and parents of children with a *speech and language impairment* to answer they *did not know* to this question [Q32].
- Parents of *autistic* children were *more likely* than parents of children in all other disability categories to answer *YES* when asked if they were involved in a support network for parents of students with disabilities [Q35].
- Parents of children with *autism* were *less likely* than parents of children in all other disability categories to report they *did not know* if a support network for parents of student with disabilities was available to them [Q34].

My Child's Skills

Most survey respondents (92.6%) indicated they felt their child was learning or was somewhat learning skills that would enable them to be as independent as possible [Q36]. Similarly, most respondents (92.2%) reported their child was learning skills that would lead to a high school diploma, further education, or a job [Q37].

<i>Survey Question</i>	<i>Yes</i>	<i>Sometimes/ Somewhat</i>	<i>No</i>
36. <i>My child is learning skills that will enable him/her to be independent as possible.</i>	70.8%	21.8%	7.4%
37. <i>My child is learning skills that will lead to a high school diploma, further education, or a job.</i>	74.6%	17.6%	7.8%

Age

- Parents of children *ages 3 to 5* were *more likely* than parents of children in all other age categories to answer *positively* when asked if their child was learning skills that would enable him/her to be as independent as possible [Q36].
- Parents of children *ages 3 to 5* and parents of children *ages 6 to 12* were *more likely* than parents of children *ages 13 to 14* to feel their child was learning skills that would lead to a high school diploma, further education or job [Q37].

Race/Ethnicity

- Parents of **White** children were **more likely** than parents of **Hispanic** children to answer **YES** when asked if their child was learning skills that would enable him/her to be as independent as possible [Q36].

Disability

- Parents of children with **ADD/ADHD** and parents of **learning disabled** children were **more likely** than parents of children with **multiple disabilities** to indicate their child was learning skills that would enable them to be independent as possible [Q36] and that would lead to a high school diploma, further education, or a job [Q37].
- Parents of children with a **speech and language impairment** were **more likely** than parents of children with **ADD/ADHD**, parents of **autistic** children, and parents of **learning disabled** children to indicate their child was learning skills that would enable them to be independent as possible [Q36] and that would lead to a high school diploma, further education, or a job [Q37].

Survey Language

- Parents who completed the **English** version of the parent survey questionnaire were **more likely** than parents who completed the **Spanish** version to feel their child was learning skills that would lead to a high school diploma, further education, or a job [Q37].

Overall Response Summary Table

Parent Survey Question	n	Yes	Sometimes/ Somewhat	No	Don't Know	NA
Satisfaction with My Child's Program						
1. I am satisfied with my child's overall special education program.	1631	58.9%	30.4%	9.6%	0.8%	0.3%
2. My child's IEP is meeting his or her educational needs.	1622	56.4%	31.2%	8.9%	3.3%	0.2%
3. All special education services identified in my child's IEP have been provided.	1616	65.9%	20.9%	7.9%	5.0%	0.4%
4. Staff is able to appropriately provide my child's specific program and services.	1623	62.4%	26.7%	7.1%	3.5%	0.3%
5. Modifications and accommodations written in my child's IEP are consistently provided.	1608	5.9%	24.3%	8.4%	6.0%	1.9%
6. My child's school day has been shortened to accommodate his/her transportation needs.	1609	6.0%	1.5%	51.3%	2.0%	39.2%
7. My child has been sent home from school due to behavioral difficulties (not considered suspension).	1618	6.3%	2.0%	76.5%	0.4%	14.8%
8. Staff is appropriately trained to provide my child's specific program and services.	1626	63.7%	20.4%	7.1%	7.7%	1.0%
9. My child is accepted within the school community.	1626	79.6%	14.6%	2.7%	2.0%	1.2%
Participation in Developing and Implementing My Child's Program						
10. I have had the opportunity to take part in the development of my child's Individualized Education Plan (IEP) at the PPT meeting.	1623	86.9%	9.1%	2.6%	0.5%	0.9%
11. PPT meetings for my child have been scheduled at times and places that met my needs.	1628	82.4%	12.5%	4.4%	0.3%	0.4%
12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.	1627	78.7%	15.4%	4.3%	0.9%	0.7%
13. When we implement my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.	1616	72.8%	20.2%	4.8%	1.2%	1.0%
14. I understand what is discussed at meetings to develop my child's IEP.	1627	84.8%	13.1%	1.3%	0.2%	0.6%
15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.	1624	86.0%	10.5%	2.2%	0.4%	0.9%
16. The school district proposed the regular classroom for my child as the first placement option.	1602	68.7%	6.3%	12.7%	5.4%	6.9%
17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1609	71.0%	19.5%	6.0%	2.0%	1.6%
18. I have received a copy of my child's IEP within 5 school days after the PPT.	1622	84.2%	7.4%	4.9%	2.4%	1.2%
19. If necessary, a translator was provided at the PPT meetings.	1595	11.7%	1.0%	5.3%	1.4%	80.6%
20. The translation services provided at the PPT meetings were effective.	1592	11.9%	2.3%	3.0%	1.4%	81.4%

(Continued)

Parent Survey Question	n	Yes	Sometimes/ Somewhat	No	Don't Know	NA
My Child's Participation						
21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events.	1623	85.6%	6.3%	1.9%	1.5%	4.6%
22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1619	75.1%	4.9%	7.2%	3.4%	9.3%
23. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.	1610	31.1%	5.7%	13.9%	11.4%	38.0%
24. My child has been denied access to non-school sponsored community activities due to his/her disability.	1610	4.6%	2.6%	67.5%	3.3%	22.0%
Transition Planning for Preschoolers						
25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.	662	32.9%	7.1%	7.6%	5.1%	47.3%
Transition Planning for Secondary Students						
26. My child is age 13 and the PPT introduced planning for her/her transition to adulthood.	461	17.1%	3.9%	17.4%	3.9%	57.7%
27. The school district actively encourages my child to attend and participate in PPT meetings.	599	38.9%	6.8%	13.5%	2.8%	37.9%
28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.	520	26.2%	5.4%	16.7%	2.5%	49.2%
29. My child is age 15 or older & the PPT developed individualized goals related to emp./postsecondary education, indep. living & community participation.	530	22.1%	7.4%	15.5%	3.0%	52.1%
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	785	17.3%	3.8%	16.1%	10.1%	52.7%
31. I am satisfied with the way the secondary transition services were implemented for my child.	768	22.4%	11.3%	9.8%	9.2%	47.3%
Parent Training and Support						
32. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1538	28.5%	13.5%	24.7%	27.4%	5.9%
33. 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.	1534	14.5%	3.8%	69.7%	3.1%	8.9%
34. A support network for parents of students with disabilities is available to me through my school district or other sources.	1532	24.1%	6.3%	26.3%	35.3%	8.0%
35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1525	10.4%	4.3%	73.4%	3.3%	8.7%
My Child's Skills						
36. My child is learning skills that will enable him/her to be independent as possible.	1547	65.9%	20.2%	6.9%	3.3%	3.7%
37. My child is learning skills that will lead to a high school diploma, further education, or a job.	1539	63.1%	14.9%	6.6%	7.4%	8.1%

Summary of Open-Ended Comments

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their experience with their child’s special education program. Unlike the previous section of the survey, comments could refer to respondent’s overall experiences and were not limited to the past twelve months. Of the 1,627 surveys returned, 710 had written comments, representing 43.3% of the total received.

Methodology

Responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Written comments were coded, through a series of trials, in order to provide a systematic way of representing the data. Main coding categories were constructed for general topic areas followed by sub-codes developed to categorize more specific comments. Two researchers then coded a sample of surveys and discussed any differences, a process known as inter-coder reliability. This process provides clarity to coding definitions and reveals any codes that may need to be added, expanded, or eliminated. A final list of 45 main codes was created along with an additional 54 sub-codes. Each response was assigned as few as one and as many as six applicable codes. In total, 1,394 codes were assigned to the open-ended comment section.

Selection Bias

Respondents who chose to comment in the open-ended section were compared to the original survey sample to check for evidence of self-selection bias. A bias would occur if self-selection (those who chose to respond) was in some way dependent on the demographic or attitudinal characteristics of the respondent. All demographic characteristics and eligibility categories were compared. Respondents who were over-represented in the open-ended comment section were those parents who answered the English version of the survey, parents of White children, and parents of autistic children. Parents of Hispanic children and parents who answered the survey in Spanish were under-represented in the open-ended responses.

Under or Over Representation of Demographic Groups in the Open-Ended Section of the Parent Survey

Demographic Characteristic	All Survey Respondents	Survey Respondents with Comments	Survey Respondents with No Comments
<i>English Speaking</i>	94.4%	95.6%	93.4%
<i>White</i>	73.5%	79.2%	69.3%
<i>Autistic</i>	7.9%	10.7%	5.7%
<i>Hispanic</i>	16.6%	12.6%	19.4%
<i>Spanish Speaking</i>	5.6%	4.4%	6.6%

Differences between the entire population of survey respondents and those respondents who commented in the open-ended section were significant ($p < .05$) for the above demographic groups.

Self-selection bias as a result of attitudinal characteristics of the two groups was examined using the first question of the survey, “I am satisfied with my child’s special education program” as a proxy for satisfaction. The open-ended section presented parents with an opportunity to express their views. Given the time and effort this section requires, the discontented may have a stronger incentive to respond than those who have no issue with their child’s current special education program. Survey respondents who answered “Yes” to this first question were significantly under-represented while those who answered “No” were significantly over-represented among open-ended responses.

Q1. I am satisfied with my child’s special education program.

Answer	All Survey Respondents	Survey Respondents with Comments	Survey Respondents with No Comments
<i>Yes</i>	59.6%	51.3%	65.8%
<i>Sometimes/Somewhat</i>	30.7%	32.8%	29.3%
<i>No</i>	9.8%	15.9%	4.9%

Differences between the entire population of survey respondents and those respondents who commented in the open-ended section were significant ($p < .05$) for each response category above.

Although it is possible that responses to the open-ended section exhibit some self-selection bias, there are also clear advantages to open-ended questions. Important topics that were unanticipated during the survey question design may arise and open-ended responses allow the respondent to more clearly articulate their thoughts rather than only having the option of choosing a provided response. However, it is important to remember that the open-ended responses represent less than half the total survey response.

The following is a summary of all written responses in the open-ended section. Tables are categorized by comment topic and include main codes in boldface type and sub-codes in italics. Verbatim sample comments, in italics, follow the tables. All identifying information has been removed from the respondent’s comments.

Pleased with Program

Of the 710 questionnaires with written responses, 27.7% (n=197) of respondents expressed being pleased with their child's program and services. Of these comments, almost half (48.2%) noted their child's progress as the source of their satisfaction.

Pleased with Program	n	Percent
Pleased with Program	197	27.7%
<i>General comments</i>	124	17.5%
<i>Pleased with child's progress</i>	95	13.4%
<i>Pleased with IEP/PPT process</i>	8	1.1%
Total	197	27.7%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

General comments

- *I have been pleased with the services he has been provided.*
- *We are extremely pleased with the services provided to our child.*

Pleased with child's progress

- *My son has come a long way and is succeeding in all programs.*
- *Because of the great program and staff my child is making great progress for his age.*

Pleased with IEP/PPT process

- *The IEP has been beneficial to my son in order to identify areas of growth.*
- *We have very productive IEP meetings.*

Pleased with Staff

In questionnaires with written comments, 27.5% (n=195) of respondents indicated being pleased with staff. About a third of these comments (33.8%) referred to the school district and/or administration while just over a third (38.0%) of comments referred to teachers (regular education, special education, and no specification combined).

Pleased with Staff	n	Percent
Pleased with Staff - General Comments	66	9.3%
School district/administration	66	9.3%
Teachers (no specification)	41	5.8%
Special education teachers	30	4.2%
Specialized staff (speech, occupational, psych.)	28	3.9%
Paraprofessionals/aides	5	0.7%
Regular education teachers	3	0.4%
Total	195	27.5%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

General comments

- *He has a great and dedicated team, who are truly concerned with his well being and academic achievement.*
- *The staff has had a profound positive effect on the development of my child.*

Pleased with school district/administration

- *The school is very supportive in helping us make difficult decisions.*
- *The school has gone out of their way to make every possible service available for my son.*

Pleased with teachers (no specification)

- *I must commend the dedicated teachers who worked with my daughter in high school. They are a blessing.*
- *The teachers have been helpful and always had my child's best interest first.*

Pleased with special education teachers

- *Good special education teachers like these are invaluable to our kids.*
- *My son's special education teachers, two in particular, have been instrumental in my son's education. Without their knowledge and guidance of how the system works we would be lost.*

Pleased with specialized staff (includes speech, OT, psychologist, etc.)

- *These three ladies (occupational therapist, speech therapist, autistic teacher) make the program a success. I now actually think my daughter may be able to make something of herself. They gave us hope.*
- *The services we have received for speech have been excellent. The pathologist does a great job working with our son and helping him progress towards the goals of his IEP.*

Pleased with paraprofessionals/aides

- *There have been many, many willing paraprofessionals.*
- *The paraprofessional does a lot of work with him.*

Pleased with Communication and Parent Support

Among questionnaires with written comments, 4.4% (n=31) of respondents reported being pleased with their school's communication and support network. These responses most often (64.5%) cited an appreciation for the schools willingness to involve parent in their child's special education program.

Pleased with Communication and Parent Support	n	Percent
Pleased with Communication and Parent Support	31	4.4%
<i>School's involvement of parents</i>	20	2.8%
<i>Staff to parent communication</i>	12	1.7%
<i>Parent and/ or support groups helpful</i>	1	0.1%
Total	31	4.4%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Pleased with school's involvement of parents

- *I used the school's support network when my son was in elementary/middle school and found it a great help on many levels.*
- *His teacher for the past two years has consistently gone out of her way to ensure he's working to the best of his ability – including his parents every step of the way.*

Pleased with staff to parent communication

- *We love the daily communication with his classroom teacher (also available by phone).*
- *Close contact with her teachers and they are always willing to talk to me and not at me which really makes a difference as a parent.*

Somewhat Satisfied

Respondents expressed being somewhat satisfied with their child's program and/or services in 6.6% (n=47) of written comments. Of these comments, 40.4% of respondents stated their dissatisfaction stemmed from noticing progress in their child but feeling the progress was not adequate.

Somewhat Satisfied	n	Percent
Somewhat Satisfied	47	6.6%
<i>General comments</i>	23	3.2%
<i>Progress seen, but not adequate</i>	19	2.7%
<i>Mostly dissatisfied but did note some positives</i>	6	0.8%
Total	47	6.6%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

General comments

- *I'm not saying the school system is bad, but there is a lot of room for improvement to develop a child of special needs.*
- *More times than not things are followed through by the special education teachers but not always with consistency.*

Progress seen but not adequate

- *Without support services he could not keep up with his class and even with the support I don't feel he is where his classmates are, though it does help him.*
- *My child was not reading last year. He has had a change in tutors which seems like it has helped for a while but now we're at a standstill again.*

Mostly dissatisfied but did note some positives

- *My son suffered for seven years before he was out placed as a remedy to his academic difficulties. I feel this was virtually criminal, but I know now it's not for lack of good intentions.*

Change in Satisfaction

In 10.1% (n=72) of written comments, respondents indicated a change in their level of satisfaction, usually from the previous year. The majority (75.0%) of these comments referred to respondents who were previously dissatisfied but were now satisfied with their child's program and services.

Change in Satisfaction	n	Percent
Dissatisfied Previously, Now Satisfied	54	7.6%
<i>Due to change in schools</i>	24	3.4%
<i>Due to fight for care, delay in care, or other changes made</i>	14	2.0%
<i>Due to change in grade level</i>	10	1.4%
<i>Due to change in teacher and/or staff</i>	8	1.1%
<i>General comments</i>	1	0.1%
Satisfied Previously, Now Dissatisfied	18	2.5%
<i>Due to change in grade level</i>	17	2.4%
<i>Due to change in teacher and/or staff</i>	2	0.3%
Total	72	10.1%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Dissatisfied Previously, Now Satisfied

Respondents expressed being satisfied, after previously being dissatisfied, in 7.6% (n=54) of written comments. Slightly less than half (44.4%) of the respondents attributed the difference to a change in schools.

Due to change in schools

- *I moved from one town where my son was expelled from two daycares and one pre-school to another town that has opened their hearts and arms to both of us from the very beginning.*
- *My son just transferred to the other high school in our city and the experience since then has been a great improvement. Sadly, two years of my son's high school experience was tarnished.*

Due to a fight for care or after a delay in care

- *Once an outside evaluation was done, the school system has provided the necessary special education and modifications.*
- *I couldn't get anyone to pay attention to my requests for intervention until the fourth grade. Once they intervened, they did a marvelous job and my son flourished.*

Due to change in grade level

- *When he was in the elementary grades I was extremely dissatisfied with the programs and supports offered to students like him. My son is currently in 11th grade and I'm completely satisfied that everything is being done to help my son transition to a higher education school.*

- *I am very pleased with my experience at the middle school level – much better than 4-6 grades.*

Due to change in teacher/staff

- *We are on our second speech pathologist in less than a year and what a difference our current pathologist is. Now we are very pleased and happy with his major improvement.*
- *This is the very first year that I have been satisfied with my son’s special education services. Everything is due to a new special education teacher who was hired by the school.*

Satisfied Previously, Now Dissatisfied

Respondents expressed being dissatisfied, after previously being satisfied, in 2.5% (n=18) of written comments. Almost all (n=17), attributed the difference to a change in their child’s grade level.

Due to change in grade level

- *When we were in K-2 grades the school psychologist and specials team were excellent. She understands my son through and through and knew exactly what to do for him through any situation. Now, for the past two years the school psychologist still does not understand who my son is and what to do for him.*
- *I was completely happy with his elementary and middle school. So far, I am very disappointed in the services that have been provided/not provided for my child by the high school team.*

Problems with the Program

Problems with children’s special education programs were noted in 15.4% (n=109) of written responses. Of those, comments most often referred to problems with the IEP process (33.9%) and problems with diagnosis (33.9%).

Problems with Program	n	Percent
IEP Process	37	5.2%
<i>Teachers do not follow the IEP</i>	28	3.9%
<i>General comments</i>	9	1.3%
Child not Diagnosed Soon Enough, Long Delay in Services, Misdiagnosis	37	5.2%
Disagree with Staff’s Assessment, Implementation of Services	28	3.9%
PPT Process	18	2.5%
Total	109	15.4%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

IEP Process

In questionnaires with written responses, 5.2% (n=37) indicated they were not pleased with their child's IEP or the IEP process. Of these responses, the majority (75.7%) indicated problems associated with teachers not following the IEP.

Teachers do not follow the IEP

- *Regular education teachers do not consistently follow her IEP (i.e., test modifications, notifying SPED teacher of missing assignments, homework modifications).*
- *Classroom teachers are often unwilling, inflexible, or simply do not seem to understand how to apply what is in the IEP.*

General comments

- *IEP needs to be simple for ordinary people to understand. Too much jargon.*
- *IEP is in place but not successful, so they just let him fail without further intercession.*

Child not diagnosed soon enough, long delay in services or misdiagnosis

- *Our daughter was not diagnosed with autism until age four although she was in preschool for over a year. I feel that had she gotten services earlier her progress would have been much better.*
- *Overall the special ed team was not very good with identifying my child's needs. They did not place her for quite some time even though she had a history of placement needs. Only after a suicide attempt did the school agree to place her at a residential facility.*

Disagree with staff's assessment, implementation of services

- *After listening to the school district tell us our son is improving with their teaching, we had him tested by two professionals outside of the system. Both professionals told us this was not true.*
- *The district refuses to accept my child's diagnosis (via several specialists) of autism and has not provided the appropriate program for his unique needs.*

Problems with the PPT process

- *Way too much time is occurring between meetings and changes to actually efficiently accomplish things.*
- *The assumption at the PPT meetings is that all parents understand what is going on and we don't.*

Problems with Staff

Problems with a staff member was cited in 16.8% (n=119) of written comments. Of these comments, the majority (66.4%) noted concerns with teachers (regular education, special education, and no specification combined) followed by the school administration and/or school district (31.9%).

Problems with Staff	n	Percent
Teachers, No Specification	51	7.2%
<i>General comments</i>	25	3.5%
<i>Lack of training</i>	23	3.2%
<i>Unable to meet special ed needs</i>	4	0.6%
Regular Education Teachers	18	2.5%
<i>General comments</i>	10	1.4%
<i>Lack of training</i>	5	0.7%
<i>Unable to meet special ed needs</i>	4	0.6%
Special Education Teachers	10	1.4%
<i>General comments</i>	8	1.1%
<i>Lack of training</i>	2	0.3%
Administration and/or School District	38	5.4%
Specialized Staff (Psych., Speech, Occupational)	11	1.5%
Paraprofessionals/Aides	6	0.8%
Total	119	16.8%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Teachers

Of the 710 questionnaires with written comments, 11.1% (n=79) of respondents reported having a problem or not being satisfied with a teacher (special education, regular education, and no specification combined). The majority (64.6%) of these respondents did not specify the type of teacher while almost a quarter (22.8%) cited a regular education teacher as the problem. Overall, lack of training was referred to most often (38.0%) as the source of the respondent's dissatisfaction.

Lack of training

- *I would like to see individual teachers have more training about my child's disabilities.*
- *Make them go to training sessions so they know at least what to expect and what not to expect from the special education child.*

Teachers, no specification

- *The vast majority of my son's teachers were ill equipped, unprepared, and ill mannered and unable to handle my son's educational needs.*
- *Not all of my child's teachers are aware of her problems. How does that happen?*

Regular education teachers

- *We have been unhappy at times with regular teachers who have seemed to regard our son as a problem for them rather as a regular member of their class.*
- *I think the problem is with the regular education teachers - that they do not know how to adjust themselves with the special ed student.*

Special education teachers

- *Her elementary special education teacher was extremely difficult to learn from. Her middle school special education teacher doesn't really help her learn skills to do homework.*
- *The special education teacher had the attitude of I know what I'm doing, you don't have the degree, shut up and just agree with me*

Administration and/or school district

- *The school as well as the school system has been no help to either my adopted children with special needs as well as to us as a family. Shame on them. Very poor, no goals are met.*
- *The school district that we live in has failed us. Only after a long drawn out hassle were we able to effectively place my child in the best program possible.*

Specialized staff

- *The school psychologist still does not understand who my son is and what to do for him. As a result, my son literally hates school.*
- *The speech therapist does not have the patience to deal with either the children or the parents.*

Paraprofessional/aides

- *Special education aides are not properly trained to carry out all the demands put on them by the teachers.*
- *I think the aides hired by the school system should have experience with children with special needs.*

Problems with Communication and Parent Support

In 14.1% (n=100) of written comments, respondents noted a problem with communication and parent support in their school district. Of these responses, 41.0% noted a need for support groups and 40.0% noted being dissatisfied with staff to parent communication.

Problems with Communication and Parent Support	n	Percent
Support Groups Needed	41	5.8%
Staff to Parent Communication	40	5.6%
<i>General comments</i>	35	4.9%
<i>Lack of flexibility in scheduling</i>	6	0.8%
Advocates Needed and/or Not Provided	15	2.1%
<i>Assistance of advocate required</i>	8	1.1%
<i>General comments</i>	6	0.8%
<i>Use of advocates discouraged</i>	2	0.3%
<i>Access to advocates limited</i>	1	0.1%
Parents Not Adequately Heard	14	2.0%
Total	100	14.1%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Support groups needed

- *I would like to see educational services made available to parents because I still feel left in the dark about what my children are entitled to.*
- *I wish my town or the state would have more parent training sessions on how to help us parents deal with his or her disabilities at no cost to us.*

Staff to parent communication

- *I experience that the staff does not contact me when my child is slipping in grades and it takes me to see it on a progress or report card and contacting them before steps are taken to correct the matter. There is no follow-up on the staff's end.*
- *Sometimes I wonder what goes on in the classroom. More communication would be better.*

Advocates needed and/or not provided

- *I have had to hire an advocate to help assist us get more hours and more services for my autistic son.*
- *Why are advocates so hard to find? Schools discourage them at all costs but they are necessary to protect the child.*

Parents not adequately heard

- *My suggestions are always knocked down and I usually don't agree with the explanations for not providing the service. I don't feel a part of the team.*
- *I find there are times when I am being talked down to.*

Problem with Services

Among questionnaires with written responses, 22.3% (n=158) noted a problem with inadequate, inconsistent, or limited special education services.

Problem with Services	n	Percent
Services Inadequate	120	16.9%
<i>General comments</i>	57	8.0%
<i>Had to fight for services received; had to take the lead</i>	33	4.6%
<i>Due to budget cuts and/or fear of budget cuts</i>	22	3.1%
<i>Due to short staffing</i>	19	2.7%
Services Inconsistent	15	2.1%
<i>General comments</i>	8	1.1%
<i>Frequent changes in staff</i>	4	0.6%
<i>Placed in wrong class or frequent changes in service</i>	3	0.4%
Speech or O.T. Services Lacking	28	3.9%
Total	158	22.3%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Services Inadequate

Among the responses noting inadequate services, over a quarter (27.5%) specifically cited having to fight for the services their child received and/or needing to take the initiative in

obtaining adequate services for their child. Service cutbacks due to budget cuts (18.3%) and short staffing (15.8%) also were often cited.

General comments

- *I would like better special education services for others so they don't have to go through the sleepless, crying, nights that I went through.*
- *I can't believe a number of full day kindergarten slots can't be reserved for children with identified disabilities and needs. Is it fair she has to deal with so many changes and adjustments?*

Had to fight for services received; had to take the lead

- *It's always been a stressful fight to get things he needs in the school program. It shouldn't be this hard.*
- *We find that it is a fight to get services provided. We constantly struggle and believe we will have to continue in the future to get what our child needs to learn.*

Due to budget cuts and/or fear of budget cuts

- *I am frustrated and disappointed with the services that have been eliminated due to budget cuts.*
- *I feel that budget constraints determine the level of services my child receives. I feel this is unfair and illegal.*

Due to short staffing

- *I feel there is not adequate staffing or time to meet the needs of children with IEPs.*
- *The teachers work very hard but cannot totally concentrate on the students, more help for them is needed so they can be in the classroom where they want and should be.*

Services inconsistent

- *Services are different in every town. Relocating from one town to another my son is now no longer classified language impaired but ADD. Our new town is much more difficult for him.*
- *Recently the district has demonstrated a lack of consistency with services for speech.*

Speech or O.T. services lacking

- *His delays clearly show that more time spent with the OT and speech and language teachers are necessary. Thirty and 45 minutes per week are not enough.*
- *The district has demonstrated a lack of consistency with services for speech, due to a shortage of licensed speech and language teachers.*

Need for Additional Activities or Services

Respondents specified a need for additional activities or services in 10.6% (n=75) of all written comments. Over half of these respondents (57.3%) mentioned the need to obtain outside services for their child.

Need for Additional Activities/Services	n	Percent
Outside Services Needed for Child (private tutor, therapist, etc)	43	6.1%
Additional Activities Needed	39	5.5%
<i>Due to child being excluded from regular school activities</i>	14	2.0%
<i>After-school extra-curricular activities needed</i>	13	1.8%
<i>More tutoring/after-school tutoring</i>	10	1.4%
<i>Summer programming needed</i>	8	1.1%
More Vocational Training Needed	7	1.0%
Total	75	10.6%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Outside services needed for child

- *We have had to hire experts outside of the school to test our child and be our advocate at two PPTs. This cost our family \$5,000.*
- *Right now I have to pay for a tutor for one and a half hours per week. This is a tremendous help to my child.*

Additional Activities Needed

A need for additional activities was referred to in 5.5% (n=39) of written responses. Of these written responses, about two-thirds stated a child was excluded from regular school activities (35.9%) or noted that additional after-school activities were needed (33.3%).

Due to child being excluded from regular school activities

- *My child was unable to participate in the drill team in which she wanted to participate.*
- *My daughter was involved in school activities then she got worse and this was taken away from her.*

After school extra curricular activities needed

- *After school activities do not exist for disabled children.*
- *His social skills would benefit greatly if the school provided some special needs activities after school.*

More tutoring/after-school tutoring

- *I have expressed many times about extra help after school. There is no such program for my son. Too bad the request isn't fulfilled when you know a difference can be made.*
- *There should be more after school programs for reading and writing.*

Summer programming needed

- *There is nothing for special ed kids during the summer months to retain what they've learned through the school year.*
- *Summer school services are only one hour per day – not adequate.*

More Vocational Training Needed

- *I feel there should be technical schools for the special needs so they can also learn a trade of some type.*

- *I feel the school's goals are to get the kids graduated and out. I need her to get more job mentoring and skills.*

Needs of Specific Disability Not Met

In 7.6% (n=54) of written comments, respondents expressed feeling that the needs of their child's specific disability were not being met. Of these responses, problems with reading and writing skills (37.0%) were most often mentioned as not being adequately addressed.

Needs of Specific Disability Not Met	n	Percent
Needs of Specific Disability Not Met	54	7.6%
<i>Reading and writing skills</i>	20	2.8%
<i>Other Disability</i>	10	1.4%
<i>Autism</i>	6	0.8%
<i>Older children</i>	5	0.7%
<i>Mild disability</i>	3	0.4%
<i>Behavior/Emotional</i>	3	0.4%
<i>ADD/ADHD</i>	3	0.4%
<i>Gifted</i>	3	0.4%
<i>Physical</i>	2	0.3%
Total	54	7.6%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Reading and writing skills

- *My child was not reading last year. This year he has just begun reading and he is nine years old.*

Other Disability

- *The sensory component of his dysfunction is not regularly addressed at school, despite much discussion about it. Resources are not available to provide a stimulating or relaxing environment to children of his nature in order to enhance his learning experience.*

Autism

- *Very limited choices for the population of children on the autism spectrum.*

Older children

- *I am not very pleased with the way my son's support seemed to drop when he turned 15.*

Mild disability

- *They group the highly challenged kids with the slightly learning disabled and the teachers teach on a level to help the more challenged and end up holding the less disabled kids back.*

Behavioral/Emotional

- *I wish there were more resources for children with anxiety disorders and other behavioral problems.*

ADD/ADHD

- *Special ed may work for kids with tangible disabilities but ADD kids don't look different. My child is bright but he needs one-on-one.*

Gifted

- *Our child was diagnosed as gifted with a learning disability. It is our feeling that there is more help available for his learning disability than for his giftedness. Services seem to come on only one level.*

Instructional and Curricular Concerns

Concerns in the classroom accounted for 14.1% (n=100) of all written responses. The greatest number of these respondents (n=29) cited a need for more individualized instruction.

Instructional and Curricular Concerns	n	Percent
More Individualized Instruction Needed	29	4.1%
More Time Devoted to Socialization; Real Life Experiences <i>Concerns with bullying & distractions of peers with behavioral problems</i>	14	2.0%
More Should be Expected from Child	14	2.0%
More Time Needed in Special Education Classes	10	1.4%
More Time Needed in Regular Education Classes	9	1.3%
Further Accommodations Needed	9	1.3%
Too Much Emphasis on Testing	7	1.0%
Total	100	14.1%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

More individualized instruction needed

- *Individual attention is given only when my child falls behind in class work or homework.*
- *I feel as though my child needs more one-one-one or hands on with her learning.*

More time devoted to socialization; real life experiences

- *My child feels nobody wants to be around her because of her handicap.*
- *She has a hard time with her peers, socialization is harsh. The children don't know how to take her and are not friendly.*

More should be expected from child

- *I want my son to come up to standard instead of the teachers just taking the work away.*
- *I feel teachers are too soft on him. There are times that he doesn't understand his work yet he can always figure out his toys. They need to make him think more.*

More time needed in special education classes

- *They're telling me next year they will be giving him special ed services in the classroom. He will be so embarrassed in front of his peers. He needs more time out of the classroom where he can learn at his own pace.*
- *My child needs more special education hours added.*

More time needed in regular education classes

- *The one reason my son objects to his special education program is that he doesn't like being taken out of the classroom.*
- *Integration of children with disabilities with children of no disabilities is of utmost importance for success within the classroom. Opportunities are lacking.*

Further accommodations needed

- *In public education, she is not able to access learning to her style – she must fit in to the parameters of what the classroom provides in learning and instruction.*
- *Just because my child can work independently and fits in a regular education classroom none of the recommendations are being used (i.e., extended time for assignments, word banks, etc.)*

Too much emphasis on testing

- *I feel that testing (CAPT, CMT) is very stressful for special ed children.*
- *It seems that services don't truly begin until two months into each school year, primarily due to all the testing.*

Dissatisfied with Transition

The transition process was noted as a source of problems in 5.5% (n=39) of written comments. The transition from one school year to the next was mentioned in the majority (59.0%) of these comments.

Dissatisfied with Transition	n	Percent
From Year to Year	23	3.2%
<i>Into high school</i>	8	1.1%
<i>General comments</i>	6	0.8%
<i>Into grade k</i>	3	0.4%
<i>Into middle school</i>	3	0.4%
<i>Into 3-5 years</i>	2	0.3%
<i>Out of high school</i>	2	0.3%
Into Regular Classroom	16	2.3%
<i>Due to Inclusion</i>	13	1.8%
<i>Due to change in disability status</i>	3	0.4%
Into Special Education	1	0.1%
Total	39	5.5%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Transition into high school

- *I am trying to plan or at least review all areas in high school so I can prepare child for the future. I am getting no help from the middle school with this.*
- *Since transitioning to high school, no one seems to know anything about my son. No one has done what they said, no meetings, and no testing.*

Into Regular Classroom

- *Last year was the first year we did have conflict because the school administration was trying to increase the mainstream of academic classes due to the PJ settlement which was not beneficial to my son's education. I pushed for life skills training rather than sit in a mainstream environment just to meet the status quo where he would zone out of the room.*
- *He is now in a classroom with kids his own age but the work is so much modified that I don't think it's appropriate at times. He tries so hard and sometimes he gets frustrated because he knows he can't do their exact school work.*

Concerns with Child's Progress and/or Future

Among questionnaires with written responses, 10.0% (n=71) noted a concern for their child's progress and/or future. Over a third (35.2%) of these respondents felt their child had made little or no progress.

Concerns with Child's Progress and/or Future	n	Percent
Little or No Progress Seen	25	3.5%
General Concerns about Child's Future	20	2.8%
Child Promoted with Little or No Progress/Pushed through the System	15	2.1%
Child Stigmatized by Special Education Label	10	1.4%
Dissatisfied with Post Secondary Options	9	1.3%
Total	71	10.0%

Percent totals are based on the 710 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Little or no progress seen

- *I do not feel that my child is being successful at all in public schools.*
- *After two years of IEP implementation in this school, my son has shown barely any progress.*

General concerns about child's future

- *I think they're not helping him to be independent and it's not helping him to go forward in life. It's keeping him back.*
- *I am very much worried about the years to come.*

Child promoted with little or no progress/pushed through the system

- *By the time the parents figure out that the goals aren't met for a particular year, the student is passed onto the next grade and the process starts again.*
- *I believe I am now being pacified – they are pushing my child through the years with passing grades yet he is not ready for high school.*

Child stigmatized by special education label

- *There is an implied stigma associated with special education. If you are in special ed, people not in special ed either shun you or mistreat you.*
- *My child is very intelligent but has hearing and vision difficulties which cause her to not write legibly. Teachers forget that she can't write and just assume that she is deaf and dumb.*

Dissatisfied with post secondary options

- *I have had to push for more challenging work. My son has also been told that I am pushing him to go to college (it was his idea) and that he isn't college material. P.S. He's going to community college!*
- *More attention needs to be paid to help the child who wants to go to college. Not just get a high school diploma. That's an easy out.*

Other Comments or Concerns

Comments that could not be easily categorized were placed in this category, accounting for 3.8% (n=27) of all written comments.

Other Comments and/or Concerns	n	Percent
Other Comments	27	3.8%

Other Comments

- *We have certain religious beliefs and do not celebrate holidays and I've seen my daughter come home with different projects that are holiday based.*
- *My daughter is 12 but is so severely disabled she is really at a 6-12 month level. I feel a lot of these questions did not pertain to her level of disability.*

Appendix A
Parent Work Group Participating Organizations

ARC of Connecticut

African-Caribbean American Parents of Children with Disabilities (AFCAMP)

Connecticut Autism Spectrum Resource Center

Connecticut Birth to Three System

Connecticut Coalition for Inclusive Education

Connecticut Council on Developmental Disabilities

Connecticut Office of Protection and Advocacy for Persons with Disabilities

Connecticut Parent Advocacy Center, Inc. (CPAC)

Down Syndrome Congress

Family Advocacy Organization for Children's Mental Health (FAVOR)

University of Connecticut A.J. Pappanikou Center for Developmental Disabilities

Appendix B

CT Special Education Parent Survey Questionnaire



2004 –2005 CT Special Education Parent Survey

Please share your thoughts and experiences regarding your child's special education program. Information from this statewide survey will be used to monitor progress in improving special education in Connecticut. Please take a few minutes to complete the following questionnaire.

Fill circles completely with a dark pen or pencil. Like this: ● Not this: ○ ~~○~~

After completing the survey, please return by mail in the stamped envelope provided to: Deborah Richards, CT State Department of Education, Bureau of Special Education, 165 Capitol Avenue, Hartford, CT 06145.



Parent: Please mark the circles below to describe your child. (This important information will help determine whether the Parent Survey response is representative of the state as a whole. It will not be used to identify your child in any way.)

Age	Gender	Race/Ethnicity [Choose One Only]	Grade Level*
3 – 5 ○	Male ○	Am. Indian or Alaskan Native ○	Pre-school ○
6 – 12 ○	Female ○	Asian or Pacific Islander ○	Elementary ○ <small>(includes Kindergarten)</small>
13 – 14 ○		Black not Hispanic ○	Middle ○
15 – 17 ○		Hispanic ○	High ○
18 – 21 ○		White not Hispanic ○	Transition/18-21 yrs. ○
		<small>These categories are mandated by the federal government.</small>	<small>*Depending on your district, grade level may include various grades.</small>

Primary Eligibility for Services			
[Choose One Only; Eligibility is listed on Page 1 of your child's IEP.]			
ADD/ADHD	○	Multiple Disabilities	○
Autism	○	Orthopedic Impairment	○
Deaf/Blind	○	Other Health Impaired	○
Developmental Disability	○	Speech or Language Impairment	○
Emotional Disturbance	○	Traumatic Brain Injury	○
Hearing Impaired	○	Visual Impairment	○
Intellectual Disability/Mental Retardation	○	Other _____	○
Learning Disability	○	Don't Know	○

Type of Placement [Choose One Only]			
Public School	○	Out-of-State	○
Out of District Special Education School	○	Hospital/Homebound	○
Residential School	○	Don't Know	○
Other _____	○		

Please continue →

Please report your experience with your child's special education program over the past 12 months by indicating:

YES if the statement is true. **SOMETIMES/ SOMEWHAT** if the statement is partially true. **NO** if the statement is not true.

DON'T KNOW if you are not sure the statement is true.

N/A (Not Applicable) if the statement does not apply to you or your child.

CT Special Education Parent Survey

YES **SOMETIMES/
SOMEWHAT** **NO** **DON'T
KNOW** **N/A**

Satisfaction with My Child's Program

1. I am satisfied with my child's overall special education program.	<input type="radio"/>				
2. My child's IEP is meeting his or her educational needs.	<input type="radio"/>				
3. All special education services identified in my child's IEP have been provided.	<input type="radio"/>				
4. Staff is able to appropriately provide my child's specific program and services.	<input type="radio"/>				
5. The modifications and accommodations written in my child's IEP are consistently provided.	<input type="radio"/>				
6. My child's school day has been shortened to accommodate his/her transportation needs.	<input type="radio"/>				
7. My child has been sent home from school due to behavioral difficulties (not considered suspension).	<input type="radio"/>				
8. Staff is appropriately trained to provide my child's specific program and services.	<input type="radio"/>				
9. My child is accepted within the school community.	<input type="radio"/>				

Participation in Developing and Implementing My Child's Program

10. I have had the opportunity to take part in the development of my child's Individualized Education Plan (IEP) at the PPT meeting.	<input type="radio"/>				
11. PPT meetings for my child have been scheduled at times and places that met my needs.	<input type="radio"/>				
12. When we <u>plan</u> my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.	<input type="radio"/>				
13. When we <u>implement</u> my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.	<input type="radio"/>				
14. I understand what is discussed at meetings to develop my child's IEP.	<input type="radio"/>				
15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.	<input type="radio"/>				
16. The school district proposed the regular classroom for my child as the first placement option.	<input type="radio"/>				
17. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	<input type="radio"/>				
18. I have received a copy of my child's IEP within 5 school days after the PPT.	<input type="radio"/>				
19. If necessary, a translator was provided at the PPT meetings.	<input type="radio"/>				
20. The translation services provided at the PPT meetings were effective.	<input type="radio"/>				

My Child's Participation

21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	<input type="radio"/>				
22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	<input type="radio"/>				
23. 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).	<input type="radio"/>				
24. My child has been denied access to non-school sponsored community activities due to his/her disability.	<input type="radio"/>				

Please report your experience with your child's special education program over the past 12 months by indicating:

YES if the statement is true. **SOMETIMES/ SOMEWHAT** if the statement is partially true. **NO** if the statement is not true.

DON'T KNOW if you are not sure the statement is true.

N/A (Not Applicable) if the statement does not apply to you or your child.

CT Special Education Parent Survey

	YES	SOMETIMES/ SOMEWHAT	NO	DON'T KNOW	N/A
Transition Planning for Preschoolers					
25. [Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.] I am satisfied with the school district transition activities that took place when my child left Birth to Three.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition Planning for Secondary Students					
26. [Answer <u>only</u> if your child was age 13 at their last PPT meeting.] My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. [Answer <u>only</u> if your child is age 13 or older.] The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. [Answer <u>only</u> if your child was age 13 or 14 at their last PPT meeting.] My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. [Answer <u>only</u> if your child is age 15 or older.] My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I am satisfied with the way the secondary transition services were implemented for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Training and Support					
32. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. A support network for parents of students with disabilities is available to me through my school district or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Child's Skills					
36. My child is learning skills that will enable him/her to be as independent as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. My child is learning skills that will lead to a high school diploma, further education, or a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS: Please use this space to comment on your experience with your child's special education program. These comments may refer to your experiences overall and are not limited to the past 12 months.

Thank you for your valuable response!

Appendix C Methodology

Survey Development and Response

The development of the statewide Special Education Parent Survey began in fall 2004. The survey questionnaire items were based on the 2002 ACES region parent survey, other state and national surveys, and input from the Parent Work Group and Bureau of Special Education consultants. Items were aligned with indicators of progress for Connecticut's Continuous Improvement Plan for Early Intervention and Special Education. The survey questionnaire was translated into Spanish. Several members of the Parent Work Group representing parent organizations assisted with a pilot of the survey questionnaire to their English and Spanish-speaking constituents.

The final version of the survey questionnaire included demographic items related to children's age, gender, race/ethnicity, grade, primary eligibility for services and type of placement, 36 items related to parents' experiences with their child's special education program over the past 12 months, and one open-ended item regarding parents' overall experiences with special education (See Appendix B for a copy of the CT Special Education Parent Survey Questionnaire.)

The confidential survey questionnaires were sent by the CT SDE Bureau of Special Education to 6,225 families from 100 schools chosen randomly using multistage cluster sampling by RESC and by school type (elementary, middle, and high school). The sample for this survey did not include vocational technological schools or Unified Public School Districts. School districts provided mailing labels to the Bureau of Special Education for the families whose children attended or would have attended the selected schools as home schools. Responses were received from 1,627 families, a 26.1% response rate

Based on survey response zip codes, responses were approximately representative of the state by the six Regional Educational Service Center (RESC) regions, with overrepresentation from the Capitol Region Education Council (CREC) serving the mid-central region of the state and slight underrepresentation of Education Connection, serving the northwestern region of the state. Based on statistical analysis, survey representativeness varied among the demographic variables.

Empirical Analysis

In addition to the descriptive analyses, an ordered probit model was utilized to identify the sign and significance of demographic and attitudinal variables on parents' overall satisfaction with the special education program. The ordered probit is estimated using a method known as a "maximum likelihood technique" and affords two principle advantages in assessing the determinants of parent response to survey questions. First, each explanatory variable (such as age) was tested for its effect on the dependent variable (parent response), while holding fixed the influence of all other explanatory variables (such as race, gender, or disability). The model

thereby separates causation from correlation and reduces the risk of drawing false conclusions regarding the significance of the explanatory variables.

The second major advantage is the model's treatment of the dependent variable. In principle, a respondent's assessment of satisfaction cannot be exactly measured, as the actual value will fall along some continuum that the researcher has no way of directly observing. The 3-point scale (Yes, Sometimes/Somewhat, and No) thus serves as a proxy for the actual underlying assessment of satisfaction. One implication of reverting to this 3-point scale is that it is not possible to ensure that the distances between the categories are equal; only the ordering is known. The ordered probit accommodates this distinct ordering of the data and, unlike a standard linear regression, does not impose the assumption that the dependent variable is continuous.

There is no intuitive ordering for the responses of "Don't Know" and "Not Applicable" and therefore these responses were left out of the ordered probit analysis. However, in survey questions where the "Don't Know" response was sufficiently large (greater than 10% of the total question response rate) an ordinary probit model was used to assess the determinants of parent response. In this form of probit model, the dependent variable is no longer an ordering of responses but is instead a binary variable indicated by a "1" if the "Don't Know" response was chosen and a "0" otherwise (N/A response were not included). All other characteristics of this probit model follow that of the ordered probit model.

The probits estimated for this study includes a set of variables that can be divided into three categories capturing the 1) socio-demographic attributes of the students, 2) their eligibility for services, and 3) attitude of the student's parents toward the program. Four socio-demographic variables were included: age, gender, ethnicity and an indicator for whether English was the language in which the questionnaire was completed. Because the information on age was recorded categorically by age bracket, the influence of this determinant is captured by a series of binary indicator variables corresponding to each bracket. The indicator for the 3 to 5 age bracket is excluded as the comparison group. Ethnicity is also measured as a series of binary indicators that record Native Americans, Asian/Pacific Islanders, Black non Hispanics, Hispanics, and Whites. Native Americans and Asian/Pacific Islanders were grouped into a single category given their small representation (<2.0%) in the sample. Following convention, Whites, being the largest group, were excluded from the model as the base category.

Five binary disability indicators were included to control for the source of eligibility for services: ADD/ADHD, autism, learning disability, multiple disabilities, and speech or language impairment, with learning disability being excluded as the base group. On the survey questionnaire, respondents were asked to choose only one eligibility for services category. However, approximately 200 respondents chose anywhere from two to eight disability categories. When testing for significant differences between groups, allowing respondents to appear in multiple categories may bias the results. For this reason, all respondent who chose more than one eligibility category were recoded as having a child with a multiple disability; more than doubling the number of children recorded as such. Given their small representation in the sample, the remaining indicators for deaf/blind, developmental disability, emotional disturbance, hearing impaired, intellectual disability, orthopedic impairment, other health impaired, traumatic brain injury, visual impairment, other, and don't know were grouped into the

‘other’ category. As with ethnicity, the largest group, parents of children with a learning disability, were excluded as the base category in the model.

Finally, using question one as a proxy for overall satisfaction, the responses to questions eliciting information on parent participation were analyzed to determine if participation was a significant determinant in parent satisfaction. Participation questions covered a range of issues, including the frequency and convenience of meetings, parental perception that they were respected partners in their child’s program, and the availability of translation services. Several models were estimated to test the significance of parent participation on parent satisfaction, with each of the ten parent participation questions [Q10-Q20] considered. Results presented earlier in the highlight section focused on a specification that included only those questions that were found to be statistically significant ($p < .05$). In this model, p-values were calculated on the basis of robust standard errors using the Huber-White estimator of variance in order to control for the effects of heteroscedasticity³. A test of the joint significance of the explanatory variables suggested that the model as a whole was highly significant, as evidenced by the p-value ($p < .01$) for the Wald chi-square statistic.

³ Heteroscedasticity occurs when there are considerable unequal variances in the dependent variable for the same values of the independent variable in the different populations being sampled and compared.

Appendix D
Survey Respondent Demographic Tables

The confidential parent survey questionnaires were sent by the CT SDE Bureau of Special Education to 6,225 families. Responses were received from 1,642 families, a 26.4% response rate. The following tables display the demographic representation of the special education children from these families and the language of the survey completed by the respondent. The survey responses for the demographic items related to children’s age, gender, race/ethnicity, grade, and primary eligibility are compared to the state in order to determine any areas where over or under-representation might have occurred. A table of the number of missing responses for each variable is also included.

Child's Age	Parent Survey Response		Parent Survey Sample	State
	n	Percent	Percent	Percent
3 to 5	252	15.5%*	11.6%	11.0%
6 to 12	821	50.4%*	53.4%	45.6%
13 to 14	260	16.0%	16.3%	16.6%
15 to 17	230	14.1%*	15.5%	21.8%
18 to 21	65	4.0%*	3.2%	5.0%
Total	1628	100.0%	100.0%	100.0%

A * indicates survey representation is significantly different (p<.05) than the state.

Child's Grade	Parent Survey Response		Parent Survey Sample	State
	n	Percent	Percent	Percent
Pre-school	204	12.6%*	7.8%	7.4%
Elementary	667	41.3%*	41.8%	37.2%
Middle	441	27.3%*	28.4%	24.6%
High	286	17.7%*	22.0%	30.8%
Transition	18	1.1%	-	-
Total	1616	100.0%	100.0%	100.0%

A * indicates survey representation is significantly different (p<.05) than the state.

Child's Gender	Parent Survey Response		Parent Survey Sample	State
	n	Percent	Percent	Percent
Male	1140	69.9%	67.8%	68.7%
Female	492	30.1%	32.2%	31.3%
Total	1632	100.0%	100.0%	100.0%

Child's Race	Parent Survey Response		Parent Survey Sample	State
	n	Percent	Percent	Percent
White not Hispanic	1185	73.5%*	62.0%	65.3%
Hispanic	268	16.6%	21.3%	16.9%
Black Not Hispanic	119	7.4%*	15.0%	15.9%
Asian or Pacific Islander	31	1.9%*	1.2%	1.2%
Am. Indian or Alaskan Native	9	0.6%	0.2%	0.4%
Total	1612	100.0%	99.7%	99.7%

A * indicates survey representation is significantly different (p<.05) than the state. Percent totals may not equal 100.0% due to rounding.

Child's Primary Eligibility for Services	Parent Survey Response		Parent Survey Sample	State
	n	Percent	Percent	Percent
Learning Disability	528	32.9%*	40.3%	36.6%
Speech or Language Impairment	356	22.2%	22.1%	21.8%
ADD/ADHD	312	19.4%*	6.1%	5.7%
Autism	127	7.9%*	2.9%	3.2%
Developmental Disability	108	6.7%	-	-
Other	103	6.4%	5.9%	5.7%
Multiple Disability	76	4.7%*	2.7%	3.0%
Intellectual Disability/Mental Retardation	68	4.2%	5.7%	4.6%
Other Health Impairment	60	3.7%*	6.5%	7.6%
Emotional Disturbance	51	3.2%*	6.6%	9.7%
Don't Know	48	3.0%	-	-
Visual Impairment	24	1.5%*	0.4%	0.5%
Hearing Impaired	23	1.4%	0.7%	1.2%
Orthopedic Impairment	17	1.1%*	0.2%	0.2%
Traumatic Brain Injury	12	0.7%*	0.1%	0.1%
Deaf/Blind	4	0.2%	0.3%	0.1%
Total Responses	1917	-	-	-

A * indicates survey representation is significantly different (p<.05) than the state. Percent totals do not equal 100.0% because some respondents chose to select more than one category.

Child's School Type	Parent Survey Response	
	n	Percent
Public School	1535	94.2%
Special Education School - Out of District	53	3.3%
Residential School	15	0.9%
Other Placement	15	0.9%
Don't Know	11	0.7%
Hospital/Homebound	1	0.1%
Total	1630	100.0%

Language of Response	Parent Survey Response	
	n	Percent
English	1550	94.4%
Spanish	92	5.6%
Total	1642	100.0%

Demographic	Responses	Missing	Percent Missing
Age	1628	14	0.9%
Grade	1616	26	1.6%
Gender	1632	10	0.6%
Race/Ethnicity	1612	30	1.8%
Primary Eligibility for Services	1607	35	2.2%
School Placement Type	1630	12	0.7%
Overall Survey Response	1642	-	-

Appendix E
Significant Differences ($p < .05$) by Age

More Likely to Respond YES	Question Topic & Number																																				
	Satisfaction									Parent Participation										Child Participation				Transition						Parent Training				Child's Skills			
Age	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
3 to 5	vs 6 to 12	*	*	*	*	*	*	*	*															*,dk	*				*			*	*	*		*	
	vs 13 to 14	*	*	*	*	*	*	*	*	*	*						*						*									*	*	*		*	*
	vs 15 to 17	*	*	*	*	*		*	*	*	*						*	*					*,dk		*				*			*		*		*	*
	vs 18 to 21	*	*	*	*	*		*	*			*					*	*					dk									*				*	
6 to 12	vs 3 to 5						*				*					*																					
	vs 13 to 14		*		*	*		*	*			*					*	*	*												*					*	*
	vs 15 to 17		*	*	*	*				*	*	*				*	*	*	*	*	*								*	*						*	
	vs 18 to 21							*			*	*				*	*	*	*	*	*									*							
13 to 14	vs 3 to 5						*									*																					
	vs 6 to 12																									*	*	*									
	vs 15 to 17															*																					
	vs 18 to 21															*						*															
15 to 17	vs 3 to 5						*																					*		dk							
	vs 6 to 12																									*	*	*	dk								
	vs 13 to 14																									*	*	*	dk								
	vs 18 to 21							*																													
18 to 21	vs 3 to 5						*																														
	vs 6 to 12					*																				*	*	*	*	dk							
	vs 13 to 14					*																				*	*	*									
	vs 15 to 17					*																								*							

Note: All results are based on "Yes", "Sometimes/Somewhat" and "No" responses. An astericks (*) indicates a significant ($p < .05$) result. Empty cells indicate no significant differences exist. A separate analysis was done after including the "Don't Know" response in questions 23, 30, 32, and 34. A (dk) represents a significant ($p < .05$) result, indicating a demographic group more likely to answer "Don't Know" than its comparison demographic group.

Significant Differences (p< .05) by Race/Ethnicity, Gender, and Survey Language

More Likely to Respond YES		Question Topic & Number																																							
		Satisfaction								Parent Participation												Child Participation				Transition					Parent Training				Child's Skills						
Race/Ethnicity		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37			
Black	vs Hispanic							*																			*														
	vs White						*	*																				*			dk						*				
	vs AmIndAsian																										*									*					
Hispanic	vs White						*	*																						dk		*		*							
	vs AmIndAsian																										*														
	vs Black	*					*																																		
White	vs AmIndAsian																										*														
	vs Black	*														*																					dk				
	vs Hispanic																						*															*			
Amer. Indian & Asian	vs Black	*						*													*										*								*		
	vs Hispanic							*													*										*										
	vs White						*	*	*												*									*											
Gender		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37			
Male	vs Female							*																	*																
Female	vs Male																																								
Survey Language		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37			
English	vs Spanish										*				*	*						*																		*	
Spanish	vs English																			*																					

Note: All results are based on "Yes", "Sometimes/Somewhat" and "No" responses. An astericks (*) indicates a significant (p<.05) result. Empty cells indicate no significant differences exist. A separate analysis was done after including the "Don't Know" response in questions 23, 30, 32, and 34. A (dk) represents a significant (p<.05) result, indicating a demographic group more likely to answer "Don't Know" than its comparison demographic group.

Appendix F
Significant Differences ($p < .05$) by Eligibility Category

More Likely to Respond YES	Question Topic & Number																																				
	Satisfaction									Parent Participation										Child Participation				Transition						Parent Training				Child's Skills			
Primary Eligibility	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
ADD/ADHD	vs Autism							*								*					*	*	*		*							dk		dk			
	vs Learning																					*			*			*				dk					
	vs Multiple	*			*											*						*					*	*								*	*
	vs Speech						*	*																	*				*								
	vs Other																					*						*									
Autism	vs Learning																																	*		*	
	vs Multiple																																		*	*	
	vs Speech							*																					*				*	*	*		
	vs Other																																*	*	*		
	vs ADD																																*	*	*		
Learning Disability	vs Multiple							*			*	*	*	*												*									*	*	
	vs Speech						*																					*						*	*		
	vs Other																										*					*					
	vs ADD																																				
	vs Autism							*								*					*	*	*								dk		dk				

Note: All results are based on "Yes", "Sometimes/Somewhat" and "No" responses only. An asterisks (*) indicates a significant ($p < .05$) result. Empty cells indicate no significant differences exist. A separate analysis was done after including the "Don't Know" response in questions 23, 30, 32, and 34. A (dk) represents a significant ($p < .05$) result, indicating a demographic group more likely to answer "Don't Know" than its comparison demographic group. The "Other" category includes deaf/blind, developmental disability, emotional disturbance, hearing impaired, intellectual disability, orthopedic impairment, other health impaired, traumatic brain injury, visual impairment, other, and don't know.

(Continued)

More Likely to Respond YES		Question Topic & Number																																							
		Satisfaction									Parent Participation										Child Participation				Transition						Parent Training				Child's Skills						
Primary Eligibility		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37			
Multiple Disability	vs Speech																																								
	vs Other																																			*					
	vs ADD																																								
	vs Autism																*							*	*	*								dk		dk					
	vs Learning																																								
Speech & Language	vs Other																																								
	vs ADD		*			*			*	*				*	*								*																		
	vs Autism		*	*	*			*	*							*	*	*					*	*	*									dk		dk				*	*
	vs Learning		*	*	*	*		*	*			*	*	*		*								*					*					dk						*	*
	vs Multiple																																								
Other	vs ADD												*																												
	vs Autism								*							*								*	*									dk		dk					
	vs Learning																																								
	vs Multiple								*		*	*																													*
	vs Speech																																								

Note: All results are based on "Yes", "Sometimes/Somewhat" and "No" responses only. An asterisks (*) indicates a significant (p<.05) result. Empty cells indicate no significant differences exist. A separate analysis was done after including the "Don't Know" response in questions 23, 30, 32, and 34. A (dk) represents a significant (p<.05) result, indicating a demographic group more likely to answer "Don't Know" than its comparison demographic group. The "Other" category includes deaf/blind, developmental disability, emotional disturbance, hearing impaired, intellectual disability, orthopedic impairment, other health impaired, traumatic brain injury, visual impairment, other, and don't know.

Appendix G
Survey Item Responses by Gender, Age, Grade, and Race/Ethnicity

1. I am satisfied with my child's overall special education program.

Q1. I am satisfied with my child's overall special education program.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	197	481	128	112	35	953
	% of Child's Age	78.5%	58.9%	49.8%	49.1%	54.7%	58.9%
Sometimes/Somewhat	n	40	259	99	74	20	492
	% of Child's Age	15.9%	31.7%	38.5%	32.5%	31.3%	30.4%
No	n	12	69	27	38	9	155
	% of Child's Age	4.8%	8.4%	10.5%	16.7%	14.1%	9.6%
Don't Know	n	2	6	2	3	-	13
	% of Child's Age	0.8%	0.7%	0.8%	1.3%	-	0.8%
N/A	n	-	2	1	1	-	4
	% of Child's Age	-	0.2%	0.4%	0.4%	-	0.2%
Total	n	251	817	257	228	64	1,617
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q1. I am satisfied with my child's overall special education program.		Child's Gender		Total
		Male	Female	
Yes	n	666	289	955
	% of Child's Gender	58.8%	59.1%	58.9%
Sometimes/Somewhat	n	345	149	494
	% of Child's Gender	30.5%	30.5%	30.5%
No	n	112	43	155
	% of Child's Gender	9.9%	8.8%	9.6%
Don't Know	n	8	5	13
	% of Child's Gender	0.7%	1.0%	0.8%
N/A	n	1	3	4
	% of Child's Gender	0.1%	0.6%	0.2%
Total	n	1,132	489	1,621
	% of Child's Gender	100.0%	100.0%	100.0%

Q1. I am satisfied with my child's overall special education program.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	5	23	65	170	683	946
	% of Child's Race/Ethnicity	55.6%	74.2%	55.1%	63.9%	58.0%	59.1%
Sometimes/ Somewhat	n	4	4	31	59	388	486
	% of Child's Race/Ethnicity	44.4%	12.9%	26.3%	22.2%	33.0%	30.4%
No	n	-	3	20	25	103	151
	% of Child's Race/Ethnicity	-	9.7%	16.9%	9.4%	8.8%	9.4%
Don't Know	n	-	1	2	8	2	13
	% of Child's Race/Ethnicity	-	3.2%	1.7%	3.0%	0.2%	0.8%
N/A	n	-	-	-	4	1	5
	% of Child's Race/Ethnicity	-	-	-	1.5%	0.1%	0.3%
Total	n	9	31	118	266	1,177	1,601
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q1. I am satisfied with my child's overall special education program.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	162	394	240	138	11	945
	% of Child's Grade Level	79.4%	59.4%	54.9%	48.8%	61.1%	58.9%
Sometimes/ Somewhat	n	30	202	159	94	4	489
	% of Child's Grade Level	14.7%	30.5%	36.4%	33.2%	22.2%	30.5%
No	n	11	60	32	48	3	154
	% of Child's Grade Level	5.4%	9.0%	7.3%	17.0%	16.7%	9.6%
Don't Know	n	1	6	3	3	-	13
	% of Child's Grade Level	0.5%	0.9%	0.7%	1.1%	-	0.8%
N/A	n	-	1	3	-	-	4
	% of Child's Grade Level	-	0.2%	0.7%	-	-	0.2%
Total	n	204	663	437	283	18	1,605
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2. My child's IEP is meeting his or her educational needs.

Q2. My child's IEP is meeting his or her educational needs.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	186	458	118	112	32	906
	% of Child's Age	74.4%	56.6%	45.7%	49.1%	50.0%	56.3%
Sometimes/Somewhat	n	38	263	109	69	24	503
	% of Child's Age	15.2%	32.5%	42.2%	30.3%	37.5%	31.3%
No	n	13	62	24	38	7	144
	% of Child's Age	5.2%	7.7%	9.3%	16.7%	10.9%	8.9%
Don't Know	n	13	25	7	7	1	53
	% of Child's Age	5.2%	3.1%	2.7%	3.1%	1.6%	3.3%
N/A	n	-	1	-	2	-	3
	% of Child's Age	-	0.1%	-	0.9%	-	0.2%
Total	n	250	809	258	228	64	1,609
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q2. My child's IEP is meeting his or her educational needs.		Child's Gender		Total
		Male	Female	
Yes	n	635	273	908
	% of Child's Gender	56.5%	55.8%	56.3%
Sometimes/Somewhat	n	351	153	504
	% of Child's Gender	31.2%	31.3%	31.2%
No	n	101	44	145
	% of Child's Gender	9.0%	9.0%	9.0%
Don't Know	n	36	17	53
	% of Child's Gender	3.2%	3.5%	3.3%
N/A	n	1	2	3
	% of Child's Gender	0.1%	0.4%	0.2%
Total	n	1,124	489	1,613
	% of Child's Gender	100.0%	100.0%	100.0%

Q2. My child's IEP is meeting his or her educational needs.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	5	22	64	144	663	898
	% of Child's Race/Ethnicity	62.5%	71.0%	55.2%	55.0%	56.4%	56.4%
Sometimes/ Somewhat	n	1	4	29	71	390	495
	% of Child's Race/Ethnicity	12.5%	12.9%	25.0%	27.1%	33.2%	31.1%
No	n	1	2	16	20	105	144
	% of Child's Race/Ethnicity	12.5%	6.5%	13.8%	7.6%	8.9%	9.0%
Don't Know	n	1	2	7	25	18	53
	% of Child's Race/Ethnicity	12.5%	6.5%	6.0%	9.5%	1.5%	3.3%
N/A	n	-	1	-	2	-	3
	% of Child's Race/Ethnicity	-	3.2%	-	0.8%	-	0.2%
Total	n	8	31	116	262	1,176	1,593
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q2. My child's IEP is meeting his or her educational needs.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	156	383	215	135	10	899
	% of Child's Grade Level	76.8%	58.1%	49.5%	47.7%	55.6%	56.3%
Sometimes/ Somewhat	n	29	196	178	91	5	499
	% of Child's Grade Level	14.3%	29.7%	41.0%	32.2%	27.8%	31.2%
No	n	12	52	27	50	2	143
	% of Child's Grade Level	5.9%	7.9%	6.2%	17.7%	11.1%	9.0%
Don't Know	n	6	28	12	6	1	53
	% of Child's Grade Level	3.0%	4.2%	2.8%	2.1%	5.6%	3.3%
N/A	n	-	-	2	1	-	3
	% of Child's Grade Level	-	-	0.5%	0.4%	-	0.2%
Total	n	203	659	434	283	18	1,597
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3. All special education services identified in my child's IEP have been provided.

Q3. All special education services identified in my child's IEP have been provided.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	202	543	152	125	35	1,057
	% of Child's Age	81.5%	67.1%	58.9%	55.6%	55.6%	65.9%
Sometimes/Somewhat	n	29	167	68	56	16	336
	% of Child's Age	11.7%	20.6%	26.4%	24.9%	25.4%	21.0%
No	n	4	62	22	29	9	126
	% of Child's Age	1.6%	7.7%	8.5%	12.9%	14.3%	7.9%
Don't Know	n	13	36	14	12	3	78
	% of Child's Age	5.2%	4.4%	5.4%	5.3%	4.8%	4.9%
N/A	n	-	1	2	3	-	6
	% of Child's Age	-	0.1%	0.8%	1.3%	-	0.4%
Total	n	248	809	258	225	63	1,603
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q3. All special education services identified in my child's IEP have been provided.		Child's Gender		Total
		Male	Female	
Yes	n	741	318	1,059
	% of Child's Gender	66.2%	65.3%	65.9%
Sometimes/Somewhat	n	232	104	336
	% of Child's Gender	20.7%	21.4%	20.9%
No	n	94	33	127
	% of Child's Gender	8.4%	6.8%	7.9%
Don't Know	n	49	30	79
	% of Child's Gender	4.4%	6.2%	4.9%
N/A	n	4	2	6
	% of Child's Gender	0.4%	0.4%	0.4%
Total	n	1,120	487	1,607
	% of Child's Gender	100.0%	100.0%	100.0%

Q3. All special education services identified in my child's IEP have been provided.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	5	23	70	154	795	1,047
	% of Child's Race/Ethnicity	55.6%	74.2%	60.9%	59.0%	67.8%	65.9%
Sometimes/ Somewhat	n	3	5	22	49	252	331
	% of Child's Race/Ethnicity	33.3%	16.1%	19.1%	18.8%	21.5%	20.8%
No	n	1	1	14	23	86	125
	% of Child's Race/Ethnicity	11.1%	3.2%	12.2%	8.8%	7.3%	7.9%
Don't Know	n	-	1	8	32	38	79
	% of Child's Race/Ethnicity	-	3.2%	7.0%	12.3%	3.2%	5.0%
N/A	n	-	1	1	3	1	6
	% of Child's Race/Ethnicity	-	3.2%	0.9%	1.1%	0.1%	0.4%
Total	n	9	31	115	261	1,172	1,588
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q3. All special education services identified in my child's IEP have been provided.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	169	444	276	147	13	1,049
	% of Child's Grade Level	83.7%	67.7%	63.3%	52.3%	76.5%	65.9%
Sometimes/Somewhat	n	21	124	109	79	1	334
	% of Child's Grade Level	10.4%	18.9%	25.0%	28.1%	5.9%	21.0%
No	n	4	53	28	37	3	125
	% of Child's Grade Level	2.0%	8.1%	6.4%	13.2%	17.6%	7.9%
Don't Know	n	8	35	20	15	-	78
	% of Child's Grade Level	4.0%	5.3%	4.6%	5.3%	-	4.9%
N/A	n	-	-	3	3	-	6
	% of Child's Grade Level	-	-	0.7%	1.1%	-	0.4%
Total	n	202	656	436	281	17	1,592
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

4. Staff is able to appropriately provide my child's specific program and services.

Q4. Staff is able to appropriately provide my child's specific program and services.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	200	511	132	127	37	1,007
	% of Child's Age	80.0%	62.8%	51.6%	56.2%	58.7%	62.6%
Sometimes/Somewhat	n	35	223	92	55	21	426
	% of Child's Age	14.0%	27.4%	35.9%	24.3%	33.3%	26.5%
No	n	5	55	20	32	4	116
	% of Child's Age	2.0%	6.8%	7.8%	14.2%	6.3%	7.2%
Don't Know	n	10	24	10	10	1	55
	% of Child's Age	4.0%	2.9%	3.9%	4.4%	1.6%	3.4%
N/A	n	-	1	2	2	-	5
	% of Child's Age	-	0.1%	0.8%	0.9%	-	0.3%
Total	n	250	814	256	226	63	1,609
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q4. Staff is able to appropriately provide my child's specific program and services.		Child's Gender		Total
		Male	Female	
Yes	n	704	303	1,007
	% of Child's Gender	62.4%	62.5%	62.4%
Sometimes/Somewhat	n	303	126	429
	% of Child's Gender	26.9%	26.0%	26.6%
No	n	80	36	116
	% of Child's Gender	7.1%	7.4%	7.2%
Don't Know	n	39	17	56
	% of Child's Gender	3.5%	3.5%	3.5%
N/A	n	2	3	5
	% of Child's Gender	0.2%	0.6%	0.3%
Total	n	1,128	485	1,613
	% of Child's Gender	100.0%	100.0%	100.0%

Q4. Staff is able to appropriately provide my child's specific program and services.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	5	22	73	161	734	995
	% of Child's Race/Ethnicity	55.6%	71.0%	61.9%	61.9%	62.4%	62.4%
Sometimes/ Somewhat	n	3	8	22	50	340	423
	% of Child's Race/Ethnicity	33.3%	25.8%	18.6%	19.2%	28.9%	26.5%
No	n	1	-	16	18	80	115
	% of Child's Race/Ethnicity	11.1%	-	13.6%	6.9%	6.8%	7.2%
Don't Know	n	-	-	6	28	23	57
	% of Child's Race/Ethnicity	-	-	5.1%	10.8%	2.0%	3.6%
N/A	n	-	1	1	3	-	5
	% of Child's Race/Ethnicity	-	3.2%	0.8%	1.2%	-	0.3%
Total	n	9	31	118	260	1,177	1,595
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q4. Staff is able to appropriately provide my child's specific program and services.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	165	417	255	147	13	997
	% of Child's Grade Level	80.9%	63.2%	58.5%	52.7%	72.2%	62.4%
Sometimes/ Somewhat	n	30	173	136	82	3	424
	% of Child's Grade Level	14.7%	26.2%	31.2%	29.4%	16.7%	26.5%
No	n	5	44	26	39	2	116
	% of Child's Grade Level	2.5%	6.7%	6.0%	14.0%	11.1%	7.3%
Don't Know	n	4	26	15	10	-	55
	% of Child's Grade Level	2.0%	3.9%	3.4%	3.6%	-	3.4%
N/A	n	-	-	4	1	-	5
	% of Child's Grade Level	-	-	0.9%	0.4%	-	0.3%
Total	n	204	660	436	279	18	1,597
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

5. The modifications and accommodations written in my child's IEP are consistently provided.

Q5. The modifications and accommodations written in my child's IEP are consistently provided.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	179	500	125	113	34	951
	% of Child's Age	72.5%	62.0%	48.8%	50.9%	53.1%	59.6%
Sometimes/Somewhat	n	34	199	78	55	19	385
	% of Child's Age	13.8%	24.7%	30.5%	24.8%	29.7%	24.1%
No	n	4	53	33	38	6	134
	% of Child's Age	1.6%	6.6%	12.9%	17.1%	9.4%	8.4%
Don't Know	n	20	45	14	11	5	95
	% of Child's Age	8.1%	5.6%	5.5%	5.0%	7.8%	6.0%
N/A	n	10	9	6	5	-	30
	% of Child's Age	4.0%	1.1%	2.3%	2.3%	-	1.9%
Total	n	247	806	256	222	64	1,595
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q5. The modifications and accommodations written in my child's IEP are consistently		Child's Gender		Total
		Male	Female	
Yes	n	655	296	951
	% of Child's Gender	58.8%	61.0%	59.5%
Sometimes/Somewhat	n	271	117	388
	% of Child's Gender	24.3%	24.1%	24.3%
No	n	102	32	134
	% of Child's Gender	9.2%	6.6%	8.4%
Don't Know	n	68	29	97
	% of Child's Gender	6.1%	6.0%	6.1%
N/A	n	18	11	29
	% of Child's Gender	1.6%	2.3%	1.8%
Total	n	1,114	485	1,599
	% of Child's Gender	100.0%	100.0%	100.0%

Q5. The modifications and accommodations written in my child's IEP are consistently provided.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	6	22	70	137	701	936
	% of Child's Race/Ethnicity	66.7%	71.0%	60.9%	54.2%	59.9%	59.3%
Sometimes/ Somewhat	n	-	5	17	50	314	386
	% of Child's Race/Ethnicity	-	16.1%	14.8%	19.8%	26.8%	24.4%
No	n	3	-	13	18	98	132
	% of Child's Race/Ethnicity	33.3%	-	11.3%	7.1%	8.4%	8.4%
Don't Know	n	-	3	12	43	37	95
	% of Child's Race/Ethnicity	-	9.7%	10.4%	17.0%	3.2%	6.0%
N/A	n	-	1	3	5	21	30
	% of Child's Race/Ethnicity	-	3.2%	2.6%	2.0%	1.8%	1.9%
Total	n	9	31	115	253	1,171	1,579
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q5. The modifications and accommodations written in my child's IEP are consistently provided.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	147	411	234	138	12	942
	% of Child's Grade Level	73.5%	62.7%	54.3%	49.5%	66.7%	59.5%
Sometimes/ Somewhat	n	28	146	132	76	2	384
	% of Child's Grade Level	14.0%	22.3%	30.6%	27.2%	11.1%	24.2%
No	n	4	43	36	47	3	133
	% of Child's Grade Level	2.0%	6.6%	8.4%	16.8%	16.7%	8.4%
Don't Know	n	14	45	21	14	1	95
	% of Child's Grade Level	7.0%	6.9%	4.9%	5.0%	5.6%	6.0%
N/A	n	7	11	8	4	-	30
	% of Child's Grade Level	3.5%	1.7%	1.9%	1.4%	-	1.9%
Total	n	200	656	431	279	18	1,584
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

6. My child's school day has been shortened to accommodate his/her transportation needs.

Q6. My child's school day has been shortened to accommodate his/her transportation needs.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	23	34	12	12	13	94
	% of Child's Age	9.3%	4.2%	4.7%	5.3%	21.0%	5.9%
Sometimes/Somewhat	n	-	12	5	7	-	24
	% of Child's Age	-	1.5%	2.0%	3.1%	-	1.5%
No	n	113	424	129	118	35	819
	% of Child's Age	45.9%	52.5%	51.0%	52.2%	56.5%	51.3%
Don't Know	n	10	12	4	5	-	31
	% of Child's Age	4.1%	1.5%	1.6%	2.2%	-	1.9%
N/A	n	100	326	103	84	14	627
	% of Child's Age	40.7%	40.3%	40.7%	37.2%	22.6%	39.3%
Total	n	246	808	253	226	62	1,595
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q6. My child's school day has been shortened to accommodate his/her transportation needs.		Child's Gender		Total
		Male	Female	
Yes	n	58	37	95
	% of Child's Gender	5.2%	7.6%	5.9%
Sometimes/Somewhat	n	19	5	24
	% of Child's Gender	1.7%	1.0%	1.5%
No	n	565	256	821
	% of Child's Gender	50.8%	52.5%	51.3%
Don't Know	n	19	13	32
	% of Child's Gender	1.7%	2.7%	2.0%
N/A	n	451	177	628
	% of Child's Gender	40.6%	36.3%	39.3%
Total	n	1,112	488	1,600
	% of Child's Gender	100.0%	100.0%	100.0%

Q6. My child's school day has been shortened to accommodate his/her transportation needs.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	2	3	8	46	35	94
	% of Child's Race/Ethnicity	22.2%	9.7%	7.0%	17.8%	3.0%	5.9%
Sometimes/ Somewhat	n	-	1	2	11	9	23
	% of Child's Race/Ethnicity	-	3.2%	1.8%	4.3%	0.8%	1.5%
No	n	4	14	60	134	597	809
	% of Child's Race/Ethnicity	44.4%	45.2%	52.6%	51.9%	51.1%	51.2%
Don't Know	n	-	-	5	14	13	32
	% of Child's Race/Ethnicity	-	-	4.4%	5.4%	1.1%	2.0%
N/A	n	3	13	39	53	514	622
	% of Child's Race/Ethnicity	33.3%	41.9%	34.2%	20.5%	44.0%	39.4%
Total	n	9	31	114	258	1,168	1,580
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q6. My child's school day has been shortened to accommodate his/her transportation needs.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	19	30	19	18	7	93
	% of Child's Grade Level	9.4%	4.6%	4.4%	6.5%	38.9%	5.9%
Sometimes/ Somewhat	n	-	11	6	7	-	24
	% of Child's Grade Level	-	1.7%	1.4%	2.5%	-	1.5%
No	n	86	350	221	146	7	810
	% of Child's Grade Level	42.4%	53.3%	51.8%	52.3%	38.9%	51.1%
Don't Know	n	8	11	7	5	-	31
	% of Child's Grade Level	3.9%	1.7%	1.6%	1.8%	-	2.0%
N/A	n	90	255	174	103	4	626
	% of Child's Grade Level	44.3%	38.8%	40.7%	36.9%	22.2%	39.5%
Total	n	203	657	427	279	18	1,584
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

7. My child has been sent home from school due to behavioral difficulties (not considered suspension).

Q7. My child has been sent home from school due to behavioral difficulties (not considered suspension).		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	2	55	18	15	8	98
	% of Child's Age	0.8%	6.8%	7.0%	6.6%	12.5%	6.1%
Sometimes/Somewhat	n	2	13	8	8	1	32
	% of Child's Age	0.8%	1.6%	3.1%	3.5%	1.6%	2.0%
No	n	210	617	192	166	45	1,230
	% of Child's Age	84.0%	76.3%	75.0%	73.5%	70.3%	76.6%
Don't Know	n	3	3	1	-	-	7
	% of Child's Age	1.2%	0.4%	0.4%	-	-	0.4%
N/A	n	33	121	37	37	10	238
	% of Child's Age	13.2%	15.0%	14.5%	16.4%	15.6%	14.8%
Total	n	250	809	256	226	64	1,605
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q7. My child has been sent home from school due to behavioral difficulties (not considered suspension).		Child's Gender		Total
		Male	Female	
Yes	n	79	21	100
	% of Child's Gender	7.0%	4.3%	6.2%
Sometimes/Somewhat	n	29	3	32
	% of Child's Gender	2.6%	0.6%	2.0%
No	n	863	368	1,231
	% of Child's Gender	76.9%	75.6%	76.5%
Don't Know	n	5	2	7
	% of Child's Gender	0.4%	0.4%	0.4%
N/A	n	146	93	239
	% of Child's Gender	13.0%	19.1%	14.9%
Total	n	1,122	487	1,609
	% of Child's Gender	100.0%	100.0%	100.0%

Q7. My child has been sent home from school due to behavioral difficulties (not considered suspension).		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	1	2	19	30	47	99
	% of Child's Race/Ethnicity	11.1%	6.7%	16.4%	11.5%	4.0%	6.2%
Sometimes/ Somewhat	n	-	3	5	7	16	31
	% of Child's Race/Ethnicity	-	10.0%	4.3%	2.7%	1.4%	1.9%
No	n	6	21	72	194	925	1,218
	% of Child's Race/Ethnicity	66.7%	70.0%	62.1%	74.3%	78.8%	76.6%
Don't Know	n	-	-	2	2	3	7
	% of Child's Race/Ethnicity	-	-	1.7%	0.8%	0.3%	0.4%
N/A	n	2	4	18	28	183	235
	% of Child's Race/Ethnicity	22.2%	13.3%	15.5%	10.7%	15.6%	14.8%
Total	n	9	30	116	261	1,174	1,590
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q7. My child has been sent home from school due to behavioral difficulties (not considered suspension).		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	2	41	31	22	1	97
	% of Child's Grade Level	1.0%	6.3%	7.1%	7.8%	5.6%	6.1%
Sometimes/ Somewhat	n	1	12	9	9	1	32
	% of Child's Grade Level	0.5%	1.8%	2.1%	3.2%	5.6%	2.0%
No	n	170	507	327	204	13	1,221
	% of Child's Grade Level	83.3%	77.4%	75.2%	72.6%	72.2%	76.6%
Don't Know	n	1	4	2	-	-	7
	% of Child's Grade Level	0.5%	0.6%	0.5%	-	-	0.4%
N/A	n	30	91	66	46	3	236
	% of Child's Grade Level	14.7%	13.9%	15.2%	16.4%	16.7%	14.8%
Total	n	204	655	435	281	18	1,593
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

8. Staff is appropriately trained to provide my child's specific program and services.

Q8. Staff is appropriately trained to provide my child's specific program and services.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	210	522	127	133	38	1,030
	% of Child's Age	83.7%	64.2%	49.2%	58.6%	59.4%	63.9%
Sometimes/Somewhat	n	21	171	70	50	15	327
	% of Child's Age	8.4%	21.0%	27.1%	22.0%	23.4%	20.3%
No	n	6	53	22	23	9	113
	% of Child's Age	2.4%	6.5%	8.5%	10.1%	14.1%	7.0%
Don't Know	n	11	61	34	18	2	126
	% of Child's Age	4.4%	7.5%	13.2%	7.9%	3.1%	7.8%
N/A	n	3	6	5	3	-	17
	% of Child's Age	1.2%	0.7%	1.9%	1.3%	-	1.1%
Total	n	251	813	258	227	64	1,613
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q8. Staff is appropriately trained to provide my child's specific program and services.		Child's Gender		Total
		Male	Female	
Yes	n	719	312	1,031
	% of Child's Gender	63.7%	63.8%	63.8%
Sometimes/Somewhat	n	232	96	328
	% of Child's Gender	20.6%	19.6%	20.3%
No	n	85	30	115
	% of Child's Gender	7.5%	6.1%	7.1%
Don't Know	n	86	40	126
	% of Child's Gender	7.6%	8.2%	7.8%
N/A	n	6	11	17
	% of Child's Gender	0.5%	2.2%	1.1%
Total	n	1,128	489	1,617
	% of Child's Gender	100.0%	100.0%	100.0%

Q8. Staff is appropriately trained to provide my child's specific program and services.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	7	23	70	165	751	1,016
	% of Child's Race/Ethnicity	77.8%	74.2%	59.3%	62.5%	64.0%	63.7%
Sometimes/ Somewhat	n	2	4	19	44	260	329
	% of Child's Race/Ethnicity	22.2%	12.9%	16.1%	16.7%	22.1%	20.6%
No	n	-	-	12	19	82	113
	% of Child's Race/Ethnicity	-	-	10.2%	7.2%	7.0%	7.1%
Don't Know	n	-	2	15	33	72	122
	% of Child's Race/Ethnicity	-	6.5%	12.7%	12.5%	6.1%	7.6%
N/A	n	-	2	2	3	9	16
	% of Child's Race/Ethnicity	-	6.5%	1.7%	1.1%	0.8%	1.0%
Total	n	9	31	118	264	1,174	1,596
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q8. Staff is appropriately trained to provide my child's specific program and services.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	173	426	255	153	14	1,021
	% of Child's Grade Level	84.8%	64.6%	58.4%	54.1%	77.8%	63.8%
Sometimes/Somewhat	n	14	136	99	71	4	324
	% of Child's Grade Level	6.9%	20.6%	22.7%	25.1%	22.2%	20.2%
No	n	5	47	26	35	-	113
	% of Child's Grade Level	2.5%	7.1%	5.9%	12.4%	-	7.1%
Don't Know	n	9	47	49	21	-	126
	% of Child's Grade Level	4.4%	7.1%	11.2%	7.4%	-	7.9%
N/A	n	3	3	8	3	-	17
	% of Child's Grade Level	1.5%	0.5%	1.8%	1.1%	-	1.1%
Total	n	204	659	437	283	18	1,601
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

9. My child is accepted within the school community.

Q9. My child is accepted within the school community.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	222	659	186	180	40	1,287
	% of Child's Age	88.4%	80.8%	72.1%	79.6%	64.5%	79.8%
Sometimes/Somewhat	n	12	112	56	34	18	232
	% of Child's Age	4.8%	13.7%	21.7%	15.0%	29.0%	14.4%
No	n	3	26	6	6	2	43
	% of Child's Age	1.2%	3.2%	2.3%	2.7%	3.2%	2.7%
Don't Know	n	9	11	6	5	1	32
	% of Child's Age	3.6%	1.3%	2.3%	2.2%	1.6%	2.0%
N/A	n	5	8	4	1	1	19
	% of Child's Age	2.0%	1.0%	1.6%	0.4%	1.6%	1.2%
Total	n	251	816	258	226	62	1,613
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q9. My child is accepted within the school community.		Child's Gender		Total
		Male	Female	
Yes	n	902	387	1,289
	% of Child's Gender	80.0%	79.1%	79.7%
Sometimes/Somewhat	n	163	71	234
	% of Child's Gender	14.5%	14.5%	14.5%
No	n	34	9	43
	% of Child's Gender	3.0%	1.8%	2.7%
Don't Know	n	21	11	32
	% of Child's Gender	1.9%	2.2%	2.0%
N/A	n	8	11	19
	% of Child's Gender	0.7%	2.2%	1.2%
Total	n	1,128	489	1,617
	% of Child's Gender	100.0%	100.0%	100.0%

Q9. My child is accepted within the school community.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	8	24	95	213	929	1,269
	% of Child's Race/Ethnicity	88.9%	77.4%	81.9%	80.7%	79.0%	79.5%
Sometimes/ Somewhat	n	-	3	13	22	195	233
	% of Child's Race/Ethnicity	-	9.7%	11.2%	8.3%	16.6%	14.6%
No	n	1	1	4	9	28	43
	% of Child's Race/Ethnicity	11.1%	3.2%	3.4%	3.4%	2.4%	2.7%
Don't Know	n	-	1	2	17	12	32
	% of Child's Race/Ethnicity	-	3.2%	1.7%	6.4%	1.0%	2.0%
N/A	n	-	2	2	3	12	19
	% of Child's Race/Ethnicity	-	6.5%	1.7%	1.1%	1.0%	1.2%
Total	n	9	31	116	264	1,176	1,596
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q9. My child is accepted within the school community.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	180	547	321	217	12	1,277
	% of Child's Grade Level	88.7%	82.5%	73.3%	77.8%	66.7%	79.8%
Sometimes/ Somewhat	n	9	83	88	46	5	231
	% of Child's Grade Level	4.4%	12.5%	20.1%	16.5%	27.8%	14.4%
No	n	3	20	10	9	-	42
	% of Child's Grade Level	1.5%	3.0%	2.3%	3.2%	-	2.6%
Don't Know	n	6	9	11	5	1	32
	% of Child's Grade Level	3.0%	1.4%	2.5%	1.8%	5.6%	2.0%
N/A	n	5	4	8	2	-	19
	% of Child's Grade Level	2.5%	0.6%	1.8%	0.7%	-	1.2%
Total	n	203	663	438	279	18	1,601
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

10. I have had the opportunity to take part in the development of my child's Individualized Education Plan (IEP) at the PPT meeting.

Q10. I have had the opportunity to take part in the development of my child's IEP at the PPT meeting.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	214	708	224	197	58	1,401
	% of Child's Age	87.0%	87.2%	86.8%	86.4%	89.2%	87.1%
Sometimes/Somewhat	n	19	76	23	21	6	145
	% of Child's Age	7.7%	9.4%	8.9%	9.2%	9.2%	9.0%
No	n	10	19	7	5	-	41
	% of Child's Age	4.1%	2.3%	2.7%	2.2%	-	2.5%
Don't Know	n	2	3	1	2	-	8
	% of Child's Age	0.8%	0.4%	0.4%	0.9%	-	0.5%
N/A	n	1	6	3	3	1	14
	% of Child's Age	0.4%	0.7%	1.2%	1.3%	1.5%	0.9%
Total	n	246	812	258	228	65	1,609
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q10. I have had the opportunity to take part in the development of my child's IEP at the PPT		Child's Gender		Total
		Male	Female	
Yes	n	982	422	1,404
	% of Child's Gender	87.2%	86.7%	87.0%
Sometimes/Somewhat	n	102	43	145
	% of Child's Gender	9.1%	8.8%	9.0%
No	n	30	12	42
	% of Child's Gender	2.7%	2.5%	2.6%
Don't Know	n	6	2	8
	% of Child's Gender	0.5%	0.4%	0.5%
N/A	n	6	8	14
	% of Child's Gender	0.5%	1.6%	0.9%
Total	n	1,126	487	1,613
	% of Child's Gender	100.0%	100.0%	100.0%

Q10. I have had the opportunity to take part in the development of my child's IEP at the PPT meeting.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	9	26	98	210	1,042	1,385
	% of Child's Race/Ethnicity	100.0%	83.9%	83.1%	79.8%	88.8%	86.9%
Sometimes/ Somewhat	n	-	3	11	26	104	144
	% of Child's Race/Ethnicity	-	9.7%	9.3%	9.9%	8.9%	9.0%
No	n	-	-	4	16	23	43
	% of Child's Race/Ethnicity	-	-	3.4%	6.1%	2.0%	2.7%
Don't Know	n	-	-	-	7	1	8
	% of Child's Race/Ethnicity	-	-	-	2.7%	0.1%	0.5%
N/A	n	-	2	5	4	3	14
	% of Child's Race/Ethnicity	-	6.5%	4.2%	1.5%	0.3%	0.9%
Total	n	9	31	118	263	1,173	1,594
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q10. I have had the opportunity to take part in the development of my child's IEP at the PPT meeting.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	174	571	383	248	17	1,393
	% of Child's Grade Level	86.6%	87.2%	87.2%	87.3%	94.4%	87.2%
Sometimes/ Somewhat	n	18	61	35	26	1	141
	% of Child's Grade Level	9.0%	9.3%	8.0%	9.2%	5.6%	8.8%
No	n	7	19	11	4	-	41
	% of Child's Grade Level	3.5%	2.9%	2.5%	1.4%	-	2.6%
Don't Know	n	1	1	4	2	-	8
	% of Child's Grade Level	0.5%	0.2%	0.9%	0.7%	-	0.5%
N/A	n	1	3	6	4	-	14
	% of Child's Grade Level	0.5%	0.5%	1.4%	1.4%	-	0.9%
Total	n	201	655	439	284	18	1,597
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

11. PPT meetings for my child have been scheduled at times and places that met my needs.

Q11. PPT meetings for my child have been scheduled at times and places that met my needs.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	223	680	197	175	56	1,331
	% of Child's Age	89.6%	83.2%	77.0%	76.4%	88.9%	82.5%
Sometimes/Somewhat	n	17	101	44	36	4	202
	% of Child's Age	6.8%	12.4%	17.2%	15.7%	6.3%	12.5%
No	n	9	30	12	15	3	69
	% of Child's Age	3.6%	3.7%	4.7%	6.6%	4.8%	4.3%
Don't Know	n	-	2	2	1	-	5
	% of Child's Age	-	0.2%	0.8%	0.4%	-	0.3%
N/A	n	-	4	1	2	-	7
	% of Child's Age	-	0.5%	0.4%	0.9%	-	0.4%
Total	n	249	817	256	229	63	1,614
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q11. PPT meetings for my child have been scheduled at times and places that met my needs.		Child's Gender		Total
		Male	Female	
Yes	n	936	399	1,335
	% of Child's Gender	82.9%	81.6%	82.5%
Sometimes/Somewhat	n	131	71	202
	% of Child's Gender	11.6%	14.5%	12.5%
No	n	56	13	69
	% of Child's Gender	5.0%	2.7%	4.3%
Don't Know	n	2	3	5
	% of Child's Gender	0.2%	0.6%	0.3%
N/A	n	4	3	7
	% of Child's Gender	0.4%	0.6%	0.4%
Total	n	1,129	489	1,618
	% of Child's Gender	100.0%	100.0%	100.0%

Q11. PPT meetings for my child have been scheduled at times and places that met my needs.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	9	25	94	215	973	1,316
	% of Child's Race/Ethnicity	100.0%	80.6%	80.3%	82.4%	82.5%	82.4%
Sometimes/ Somewhat	n	-	4	16	24	158	202
	% of Child's Race/Ethnicity	-	12.9%	13.7%	9.2%	13.4%	12.6%
No	n	-	-	5	17	46	68
	% of Child's Race/Ethnicity	-	0.0%	4.3%	6.5%	3.9%	4.3%
Don't Know	n	-	1	1	2	1	5
	% of Child's Race/Ethnicity	-	3.2%	0.9%	0.8%	0.1%	0.3%
N/A	n	-	1	1	3	2	7
	% of Child's Race/Ethnicity	-	3.2%	0.9%	1.1%	0.2%	0.4%
Total	n	9	31	117	261	1,180	1,598
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q11. PPT meetings for my child have been scheduled at times and places that met my needs.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	181	562	335	226	15	1,319
	% of Child's Grade Level	88.7%	85.2%	76.8%	79.6%	83.3%	82.3%
Sometimes/ Somewhat	n	15	72	73	41	1	202
	% of Child's Grade Level	7.4%	10.9%	16.7%	14.4%	5.6%	12.6%
No	n	8	22	22	15	2	69
	% of Child's Grade Level	3.9%	3.3%	5.0%	5.3%	11.1%	4.3%
Don't Know	n	-	1	3	1	-	5
	% of Child's Grade Level	-	0.2%	0.7%	0.4%	-	0.3%
N/A	n	-	3	3	1	-	7
	% of Child's Grade Level	-	0.5%	0.7%	0.4%	-	0.4%
Total	n	204	660	436	284	18	1,602
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.

Q12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	193	661	202	170	44	1,270
	% of Child's Age	77.5%	81.1%	78.9%	74.2%	68.8%	78.7%
Sometimes/Somewhat	n	40	115	39	38	16	248
	% of Child's Age	16.1%	14.1%	15.2%	16.6%	25.0%	15.4%
No	n	11	29	10	15	4	69
	% of Child's Age	4.4%	3.6%	3.9%	6.6%	6.3%	4.3%
Don't Know	n	2	7	2	3	-	14
	% of Child's Age	0.8%	0.9%	0.8%	1.3%	-	0.9%
N/A	n	3	3	3	3	-	12
	% of Child's Age	1.2%	0.4%	1.2%	1.3%	-	0.7%
Total	n	249	815	256	229	64	1,613
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Gender		Total
		Male	Female	
Yes	n	894	379	1,273
	% of Child's Gender	79.4%	77.2%	78.7%
Sometimes/Somewhat	n	166	83	249
	% of Child's Gender	14.7%	16.9%	15.4%
No	n	48	21	69
	% of Child's Gender	4.3%	4.3%	4.3%
Don't Know	n	10	4	14
	% of Child's Gender	0.9%	0.8%	0.9%
N/A	n	8	4	12
	% of Child's Gender	0.7%	0.8%	0.7%
Total	n	1,126	491	1,617
	% of Child's Gender	100.0%	100.0%	100.0%

Q12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	6	26	96	209	920	1,257
	% of Child's Race/Ethnicity	66.7%	83.9%	81.4%	80.1%	78.1%	78.7%
Sometimes/ Somewhat	n	2	1	13	23	206	245
	% of Child's Race/Ethnicity	22.2%	3.2%	11.0%	8.8%	17.5%	15.3%
No	n	1	-	4	16	48	69
	% of Child's Race/Ethnicity	11.1%	-	3.4%	6.1%	4.1%	4.3%
Don't Know	n	-	3	2	7	2	14
	% of Child's Race/Ethnicity	-	9.7%	1.7%	2.7%	0.2%	0.9%
N/A	n	-	1	3	6	2	12
	% of Child's Race/Ethnicity	-	3.2%	2.5%	2.3%	0.2%	0.8%
Total	n	9	31	118	261	1,178	1,597
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	156	537	344	209	14	1,260
	% of Child's Grade Level	77.2%	81.2%	78.9%	73.3%	77.8%	78.7%
Sometimes/ Somewhat	n	33	91	66	54	4	248
	% of Child's Grade Level	16.3%	13.8%	15.1%	18.9%	22.2%	15.5%
No	n	8	28	15	17	-	68
	% of Child's Grade Level	4.0%	4.2%	3.4%	6.0%	-	4.2%
Don't Know	n	2	4	5	3	-	14
	% of Child's Grade Level	1.0%	0.6%	1.1%	1.1%	-	0.9%
N/A	n	3	1	6	2	-	12
	% of Child's Grade Level	1.5%	0.2%	1.4%	0.7%	-	0.7%
Total	n	202	661	436	285	18	1,602
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

13. When we implement my child's IEP, I feel I am a respected partner with my child's teacher and other service providers.

Q13. When we implement my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	195	609	171	151	40	1,166
	% of Child's Age	78.3%	75.7%	66.8%	66.2%	62.5%	72.8%
Sometimes/Somewhat	n	37	150	65	54	18	324
	% of Child's Age	14.9%	18.6%	25.4%	23.7%	28.1%	20.2%
No	n	7	35	13	17	6	78
	% of Child's Age	2.8%	4.3%	5.1%	7.5%	9.4%	4.9%
Don't Know	n	4	8	4	3	-	19
	% of Child's Age	1.6%	1.0%	1.6%	1.3%	-	1.2%
N/A	n	6	3	3	3	-	15
	% of Child's Age	2.4%	0.4%	1.2%	1.3%	-	0.9%
Total	n	249	805	256	228	64	1,602
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q13. When we implement my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Gender		Total
		Male	Female	
Yes	n	818	351	1,169
	% of Child's Gender	72.7%	73.0%	72.8%
Sometimes/Somewhat	n	226	99	325
	% of Child's Gender	20.1%	20.6%	20.2%
No	n	54	24	78
	% of Child's Gender	4.8%	5.0%	4.9%
Don't Know	n	15	4	19
	% of Child's Gender	1.3%	0.8%	1.2%
N/A	n	12	3	15
	% of Child's Gender	1.1%	0.6%	0.9%
Total	n	1,125	481	1,606
	% of Child's Gender	100.0%	100.0%	100.0%

Q13. When we implement my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	6	23	87	196	843	1,155
	% of Child's Race/Ethnicity	66.7%	76.7%	75.0%	76.3%	71.7%	72.8%
Sometimes/ Somewhat	n	3	4	19	32	263	321
	% of Child's Race/Ethnicity	33.3%	13.3%	16.4%	12.5%	22.4%	20.2%
No	n	-	-	5	13	58	76
	% of Child's Race/Ethnicity	-	-	4.3%	5.1%	4.9%	4.8%
Don't Know	n	-	2	1	10	6	19
	% of Child's Race/Ethnicity	-	6.7%	0.9%	3.9%	0.5%	1.2%
N/A	n	-	1	4	6	5	16
	% of Child's Race/Ethnicity	-	3.3%	3.4%	2.3%	0.4%	1.0%
Total	n	9	30	116	257	1,175	1,587
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q13. When we implement my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	156	503	301	182	14	1,156
	% of Child's Grade Level	77.2%	76.7%	69.7%	64.1%	77.8%	72.6%
Sometimes/ Somewhat	n	32	116	99	74	4	325
	% of Child's Grade Level	15.8%	17.7%	22.9%	26.1%	22.2%	20.4%
No	n	6	30	19	22	-	77
	% of Child's Grade Level	3.0%	4.6%	4.4%	7.7%	-	4.8%
Don't Know	n	3	5	8	3	-	19
	% of Child's Grade Level	1.5%	0.8%	1.9%	1.1%	-	1.2%
N/A	n	5	2	5	3	-	15
	% of Child's Grade Level	2.5%	0.3%	1.2%	1.1%	-	0.9%
Total	n	202	656	432	284	18	1,592
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

14. I understand what is discussed at meetings to develop my child's IEP.

Q14. I understand what is discussed at meetings to develop my child's IEP.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	224	687	214	191	55	1,371
	% of Child's Age	88.9%	84.3%	83.3%	84.1%	87.3%	84.9%
Sometimes/Somewhat	n	22	113	39	30	6	210
	% of Child's Age	8.7%	13.9%	15.2%	13.2%	9.5%	13.0%
No	n	-	11	2	5	2	20
	% of Child's Age	-	1.3%	0.8%	2.2%	3.2%	1.2%
Don't Know	n	-	1	2	-	-	3
	% of Child's Age	-	0.1%	0.8%	0.0%	-	0.2%
N/A	n	6	3	-	1	-	10
	% of Child's Age	2.4%	0.4%	-	0.4%	-	0.6%
Total	n	252	815	257	227	63	1,614
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q14. I understand what is discussed at meetings to develop my child's IEP.		Child's Gender		Total
		Male	Female	
Yes	n	960	413	1,373
	% of Child's Gender	85.0%	84.5%	84.9%
Sometimes/Somewhat	n	143	69	212
	% of Child's Gender	12.7%	14.1%	13.1%
No	n	16	4	20
	% of Child's Gender	1.4%	0.8%	1.2%
Don't Know	n	2	1	3
	% of Child's Gender	0.2%	0.2%	0.2%
N/A	n	8	2	10
	% of Child's Gender	0.7%	0.4%	0.6%
Total	n	1,129	489	1,618
	% of Child's Gender	100.0%	100.0%	100.0%

Q14. I understand what is discussed at meetings to develop my child's IEP.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	8	27	101	215	1,004	1,355
	% of Child's Race/Ethnicity	88.9%	90.0%	85.6%	82.1%	85.2%	84.8%
Sometimes/ Somewhat	n	1	2	14	31	162	210
	% of Child's Race/Ethnicity	11.1%	6.7%	11.9%	11.8%	13.7%	13.1%
No	n	-	-	-	10	10	20
	% of Child's Race/Ethnicity	-	-	-	3.8%	0.8%	1.3%
Don't Know	n	-	-	-	2	1	3
	% of Child's Race/Ethnicity	-	-	0.0%	0.8%	0.1%	0.2%
N/A	n	-	1	3	4	2	10
	% of Child's Race/Ethnicity	-	3.3%	2.5%	1.5%	0.2%	0.6%
Total	n	9	30	118	262	1,179	1,598
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q14. I understand what is discussed at meetings to develop my child's IEP.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	183	550	370	239	17	1,359
	% of Child's Grade Level	89.7%	83.1%	84.9%	84.5%	94.4%	84.8%
Sometimes/Somewhat	n	17	97	59	37	1	211
	% of Child's Grade Level	8.3%	14.7%	13.5%	13.1%	5.6%	13.2%
No	n	-	12	2	6	-	20
	% of Child's Grade Level	-	1.8%	0.5%	2.1%	-	1.2%
Don't Know	n	-	-	3	-	-	3
	% of Child's Grade Level	-	-	0.7%	-	-	0.2%
N/A	n	4	3	2	1	-	10
	% of Child's Grade Level	2.0%	0.5%	0.5%	0.4%	-	0.6%
Total	n	204	662	436	283	18	1,603
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.

Q15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	222	690	225	192	56	1,385
	% of Child's Age	88.8%	84.8%	88.6%	84.2%	87.5%	86.0%
Sometimes/Somewhat	n	17	98	21	25	7	168
	% of Child's Age	6.8%	12.0%	8.3%	11.0%	10.9%	10.4%
No	n	5	19	4	6	1	35
	% of Child's Age	2.0%	2.3%	1.6%	2.6%	1.6%	2.2%
Don't Know	n	1	1	2	3	-	7
	% of Child's Age	0.4%	0.1%	0.8%	1.3%	-	0.4%
N/A	n	5	6	2	2	-	15
	% of Child's Age	2.0%	0.7%	0.8%	0.9%	-	0.9%
Total	n	250	814	254	228	64	1,610
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.		Child's Gender		Total
		Male	Female	
Yes	n	971	418	1,389
	% of Child's Gender	86.3%	85.5%	86.1%
Sometimes/Somewhat	n	116	52	168
	% of Child's Gender	10.3%	10.6%	10.4%
No	n	25	10	35
	% of Child's Gender	2.2%	2.0%	2.2%
Don't Know	n	3	4	7
	% of Child's Gender	0.3%	0.8%	0.4%
N/A	n	10	5	15
	% of Child's Gender	0.9%	1.0%	0.9%
Total	n	1,125	489	1,614
	% of Child's Gender	100.0%	100.0%	100.0%

Q15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	8	28	102	212	1,023	1,373
	% of Child's Race/Ethnicity	88.9%	93.3%	87.2%	80.9%	87.0%	86.1%
Sometimes/ Somewhat	n	1	1	11	26	127	166
	% of Child's Race/Ethnicity	11.1%	3.3%	9.4%	9.9%	10.8%	10.4%
No	n	-	-	1	11	21	33
	% of Child's Race/Ethnicity	-	-	0.9%	4.2%	1.8%	2.1%
Don't Know	n	-	-	1	4	2	7
	% of Child's Race/Ethnicity	-	-	0.9%	1.5%	0.2%	0.4%
N/A	n	-	1	2	9	3	15
	% of Child's Race/Ethnicity	-	3.3%	1.7%	3.4%	0.3%	0.9%
Total	n	9	30	117	262	1,176	1,594
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	178	562	372	248	16	1,376
	% of Child's Grade Level	88.1%	85.0%	85.9%	87.0%	88.9%	86.1%
Sometimes/ Somewhat	n	16	75	47	27	2	167
	% of Child's Grade Level	7.9%	11.3%	10.9%	9.5%	11.1%	10.4%
No	n	3	21	4	6	-	34
	% of Child's Grade Level	1.5%	3.2%	0.9%	2.1%	-	2.1%
Don't Know	n	1	-	3	3	-	7
	% of Child's Grade Level	0.5%	-	0.7%	1.1%	-	0.4%
N/A	n	4	3	7	1	-	15
	% of Child's Grade Level	2.0%	0.5%	1.6%	0.4%	-	0.9%
Total	n	202	661	433	285	18	1,599
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

16. The school district proposed the regular classroom for my child as the first placement option.

Q16. The school district proposed the regular classroom for my child as the first placement option.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	129	606	178	147	34	1,094
	% of Child's Age	52.4%	75.9%	70.4%	64.8%	53.1%	68.9%
Sometimes/Somewhat	n	6	36	24	22	10	98
	% of Child's Age	2.4%	4.5%	9.5%	9.7%	15.6%	6.2%
No	n	45	86	26	31	14	202
	% of Child's Age	18.3%	10.8%	10.3%	13.7%	21.9%	12.7%
Don't Know	n	19	37	13	14	1	84
	% of Child's Age	7.7%	4.6%	5.1%	6.2%	1.6%	5.3%
N/A	n	47	33	12	13	5	110
	% of Child's Age	19.1%	4.1%	4.7%	5.7%	7.8%	6.9%
Total	n	246	798	253	227	64	1,588
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q16. The school district proposed the regular classroom for my child as the first placement option.		Child's Gender		Total
		Male	Female	
Yes	n	768	327	1,095
	% of Child's Gender	69.5%	67.1%	68.8%
Sometimes/Somewhat	n	63	36	99
	% of Child's Gender	5.7%	7.4%	6.2%
No	n	147	56	203
	% of Child's Gender	13.3%	11.5%	12.8%
Don't Know	n	59	26	85
	% of Child's Gender	5.3%	5.3%	5.3%
N/A	n	68	42	110
	% of Child's Gender	6.2%	8.6%	6.9%
Total	n	1,105	487	1,592
	% of Child's Gender	100.0%	100.0%	100.0%

Q16. The school district proposed the regular classroom for my child as the first placement option.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	6	20	63	152	845	1,086
	% of Child's Race/Ethnicity	66.7%	69.0%	53.4%	60.6%	72.5%	69.0%
Sometimes/ Somewhat	n	1	3	11	21	58	94
	% of Child's Race/Ethnicity	11.1%	10.3%	9.3%	8.4%	5.0%	6.0%
No	n	1	1	18	40	141	201
	% of Child's Race/Ethnicity	11.1%	3.4%	15.3%	15.9%	12.1%	12.8%
Don't Know	n	1	3	14	29	36	83
	% of Child's Race/Ethnicity	11.1%	10.3%	11.9%	11.6%	3.1%	5.3%
N/A	n	-	2	12	9	86	109
	% of Child's Race/Ethnicity	-	6.9%	10.2%	3.6%	7.4%	6.9%
Total	n	9	29	118	251	1,166	1,573
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q16. The school district proposed the regular classroom for my child as the first placement option.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	98	491	305	186	7	1,087
	% of Child's Grade Level	48.8%	75.9%	71.1%	66.0%	38.9%	68.9%
Sometimes/ Somewhat	n	6	27	33	29	3	98
	% of Child's Grade Level	3.0%	4.2%	7.7%	10.3%	16.7%	6.2%
No	n	36	73	45	39	6	199
	% of Child's Grade Level	17.9%	11.3%	10.5%	13.8%	33.3%	12.6%
Don't Know	n	16	35	20	13	-	84
	% of Child's Grade Level	8.0%	5.4%	4.7%	4.6%	-	5.3%
N/A	n	45	21	26	15	2	109
	% of Child's Grade Level	22.4%	3.2%	6.1%	5.3%	11.1%	6.9%
Total	n	201	647	429	282	18	1,577
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

Q17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	199	589	169	139	39	1,135
	% of Child's Age	79.9%	73.3%	67.1%	61.5%	60.9%	71.2%
Sometimes/Somewhat	n	31	152	56	53	17	309
	% of Child's Age	12.4%	18.9%	22.2%	23.5%	26.6%	19.4%
No	n	11	37	18	22	8	96
	% of Child's Age	4.4%	4.6%	7.1%	9.7%	12.5%	6.0%
Don't Know	n	3	16	4	7	-	30
	% of Child's Age	1.2%	2.0%	1.6%	3.1%	-	1.9%
N/A	n	5	10	5	5	-	25
	% of Child's Age	2.0%	1.2%	2.0%	2.2%	-	1.6%
Total	n	249	804	252	226	64	1,595
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.		Child's Gender		Total
		Male	Female	
Yes	n	791	345	1,136
	% of Child's Gender	70.9%	71.3%	71.0%
Sometimes/Somewhat	n	219	91	310
	% of Child's Gender	19.6%	18.8%	19.4%
No	n	63	33	96
	% of Child's Gender	5.7%	6.8%	6.0%
Don't Know	n	24	8	32
	% of Child's Gender	2.2%	1.7%	2.0%
N/A	n	18	7	25
	% of Child's Gender	1.6%	1.4%	1.6%
Total	n	1,115	484	1,599
	% of Child's Gender	100.0%	100.0%	100.0%

Q17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	6	24	80	187	828	1,125
	% of Child's Race/Ethnicity	66.7%	80.0%	68.4%	72.8%	71.0%	71.2%
Sometimes/ Somewhat	n	1	3	16	35	249	304
	% of Child's Race/Ethnicity	11.1%	10.0%	13.7%	13.6%	21.4%	19.3%
No	n	2	1	10	14	70	97
	% of Child's Race/Ethnicity	22.2%	3.3%	8.5%	5.4%	6.0%	6.1%
Don't Know	n	-	1	5	16	6	28
	% of Child's Race/Ethnicity	-	3.3%	4.3%	6.2%	0.5%	1.8%
N/A	n	-	1	6	5	13	25
	% of Child's Race/Ethnicity	-	3.3%	5.1%	1.9%	1.1%	1.6%
Total	n	9	30	117	257	1,166	1,579
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	163	481	303	168	11	1,126
	% of Child's Grade Level	80.3%	73.7%	71.0%	59.4%	61.1%	71.1%
Sometimes/ Somewhat	n	25	119	88	70	7	309
	% of Child's Grade Level	12.3%	18.2%	20.6%	24.7%	38.9%	19.5%
No	n	9	31	20	34	-	94
	% of Child's Grade Level	4.4%	4.7%	4.7%	12.0%	-	5.9%
Don't Know	n	2	13	9	6	-	30
	% of Child's Grade Level	1.0%	2.0%	2.1%	2.1%	-	1.9%
N/A	n	4	9	7	5	-	25
	% of Child's Grade Level	2.0%	1.4%	1.6%	1.8%	-	1.6%
Total	n	203	653	427	283	18	1,584
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

18. I have received a copy of my child's IEP within 5 school days after the PPT.

Q18. I have received a copy of my child's IEP within 5 school days after the PPT.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	214	714	208	177	43	1,356
	% of Child's Age	85.3%	88.0%	81.6%	77.3%	68.3%	84.3%
Sometimes/Somewhat	n	13	39	26	26	15	119
	% of Child's Age	5.2%	4.8%	10.2%	11.4%	23.8%	7.4%
No	n	10	32	13	19	3	77
	% of Child's Age	4.0%	3.9%	5.1%	8.3%	4.8%	4.8%
Don't Know	n	10	16	6	5	2	39
	% of Child's Age	4.0%	2.0%	2.4%	2.2%	3.2%	2.4%
N/A	n	4	10	2	2	-	18
	% of Child's Age	1.6%	1.2%	0.8%	0.9%	-	1.1%
Total	n	251	811	255	229	63	1,609
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q18. I have received a copy of my child's IEP within 5 school days after the PPT.		Child's Gender		Total
		Male	Female	
Yes	n	954	404	1,358
	% of Child's Gender	84.8%	83.0%	84.2%
Sometimes/Somewhat	n	80	40	120
	% of Child's Gender	7.1%	8.2%	7.4%
No	n	54	23	77
	% of Child's Gender	4.8%	4.7%	4.8%
Don't Know	n	28	11	39
	% of Child's Gender	2.5%	2.3%	2.4%
N/A	n	9	9	18
	% of Child's Gender	0.8%	1.8%	1.1%
Total	n	1,125	487	1,612
	% of Child's Gender	100.0%	100.0%	100.0%

Q18. I have received a copy of my child's IEP within 5 school days after the PPT.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	9	25	94	205	1,009	1,342
	% of Child's Race/Ethnicity	100.0%	83.3%	79.7%	78.2%	86.0%	84.3%
Sometimes/ Somewhat	n	-	2	11	27	76	116
	% of Child's Race/Ethnicity	-	6.7%	9.3%	10.3%	6.5%	7.3%
No	n	-	-	8	17	51	76
	% of Child's Race/Ethnicity	-	0.0%	6.8%	6.5%	4.3%	4.8%
Don't Know	n	-	2	-	8	29	39
	% of Child's Race/Ethnicity	-	6.7%	-	3.1%	2.5%	2.4%
N/A	n	-	1	5	5	8	19
	% of Child's Race/Ethnicity	-	3.3%	4.2%	1.9%	0.7%	1.2%
Total	n	9	30	118	262	1,173	1,592
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q18. I have received a copy of my child's IEP within 5 school days after the PPT.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	173	575	374	214	11	1,347
	% of Child's Grade Level	84.8%	87.4%	86.2%	75.4%	61.1%	84.3%
Sometimes/Somewhat	n	12	35	29	40	4	120
	% of Child's Grade Level	5.9%	5.3%	6.7%	14.1%	22.2%	7.5%
No	n	7	28	15	22	2	74
	% of Child's Grade Level	3.4%	4.3%	3.5%	7.7%	11.1%	4.6%
Don't Know	n	8	15	8	7	1	39
	% of Child's Grade Level	3.9%	2.3%	1.8%	2.5%	5.6%	2.4%
N/A	n	4	5	8	1	-	18
	% of Child's Grade Level	2.0%	0.8%	1.8%	0.4%	-	1.1%
Total	n	204	658	434	284	18	1,598
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

19. If necessary, a translator was provided at the PPT meetings.

Q19. If necessary, a translator was provided at the PPT meetings.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	22	91	27	29	13	182
	% of Child's Age	8.9%	11.4%	10.7%	13.2%	20.6%	11.5%
Sometimes/Somewhat	n	2	8	5	1	-	16
	% of Child's Age	0.8%	1.0%	2.0%	0.5%	-	1.0%
No	n	6	42	15	16	4	83
	% of Child's Age	2.4%	5.2%	6.0%	7.3%	6.3%	5.2%
Don't Know	n	3	9	4	6	-	22
	% of Child's Age	1.2%	1.1%	1.6%	2.7%	-	1.4%
N/A	n	213	651	201	168	46	1,279
	% of Child's Age	86.6%	81.3%	79.8%	76.4%	73.0%	80.8%
Total	n	246	801	252	220	63	1,582
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q19. If necessary, a translator was provided at the PPT meetings.		Child's Gender		Total
		Male	Female	
Yes	n	127	57	184
	% of Child's Gender	11.5%	11.9%	11.6%
Sometimes/Somewhat	n	13	3	16
	% of Child's Gender	1.2%	0.6%	1.0%
No	n	46	38	84
	% of Child's Gender	4.2%	7.9%	5.3%
Don't Know	n	13	9	22
	% of Child's Gender	1.2%	1.9%	1.4%
N/A	n	909	371	1,280
	% of Child's Gender	82.0%	77.6%	80.7%
Total	n	1,108	478	1,586
	% of Child's Gender	100.0%	100.0%	100.0%

Q19. If necessary, a translator was provided at the PPT meetings.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	1	3	17	115	46	182
	% of Child's Race/Ethnicity	11.1%	10.3%	14.9%	44.6%	4.0%	11.6%
Sometimes/ Somewhat	n	-	-	1	10	5	16
	% of Child's Race/Ethnicity	-	-	0.9%	3.9%	0.4%	1.0%
No	n	-	1	15	32	34	82
	% of Child's Race/Ethnicity	-	3.4%	13.2%	12.4%	2.9%	5.2%
Don't Know	n	1	1	2	5	13	22
	% of Child's Race/Ethnicity	11.1%	3.4%	1.8%	1.9%	1.1%	1.4%
N/A	n	7	24	79	96	1,059	1,265
	% of Child's Race/Ethnicity	77.8%	82.8%	69.3%	37.2%	91.5%	80.7%
Total	n	9	29	114	258	1,157	1,567
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q19. If necessary, a translator was provided at the PPT meetings.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	13	88	36	39	3	179
	% of Child's Grade Level	6.5%	13.5%	8.4%	14.2%	16.7%	11.4%
Sometimes/ Somewhat	n	2	7	5	2	-	16
	% of Child's Grade Level	1.0%	1.1%	1.2%	0.7%	-	1.0%
No	n	3	36	26	16	1	82
	% of Child's Grade Level	1.5%	5.5%	6.1%	5.8%	5.6%	5.2%
Don't Know	n	3	7	6	6	-	22
	% of Child's Grade Level	1.5%	1.1%	1.4%	2.2%	-	1.4%
N/A	n	179	513	355	212	14	1,273
	% of Child's Grade Level	89.5%	78.8%	82.9%	77.1%	77.8%	81.0%
Total	n	200	651	428	275	18	1,572
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

20. The translation services provided at the PPT meetings were effective.

Q20. The translation services provided at the PPT meetings were effective.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	24	94	30	26	11	185
	% of Child's Age	9.8%	11.7%	12.2%	11.7%	17.2%	11.7%
Sometimes/Somewhat	n	2	19	5	8	3	37
	% of Child's Age	0.8%	2.4%	2.0%	3.6%	4.7%	2.3%
No	n	4	19	9	12	1	45
	% of Child's Age	1.6%	2.4%	3.7%	5.4%	1.6%	2.9%
Don't Know	n	3	10	2	7	-	22
	% of Child's Age	1.2%	1.2%	0.8%	3.1%	-	1.4%
N/A	n	212	659	199	170	49	1,289
	% of Child's Age	86.5%	82.3%	81.2%	76.2%	76.6%	81.7%
Total	n	245	801	245	223	64	1,578
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q20. The translation services provided at the PPT meetings were effective.		Child's Gender		Total
		Male	Female	
Yes	n	127	60	187
	% of Child's Gender	11.5%	12.5%	11.8%
Sometimes/Somewhat	n	27	10	37
	% of Child's Gender	2.5%	2.1%	2.3%
No	n	24	21	45
	% of Child's Gender	2.2%	4.4%	2.8%
Don't Know	n	13	9	22
	% of Child's Gender	1.2%	1.9%	1.4%
N/A	n	911	380	1,291
	% of Child's Gender	82.7%	79.2%	81.6%
Total	n	1,102	480	1,582
	% of Child's Gender	100.0%	100.0%	100.0%

Q20. The translation services provided at the PPT meetings were effective.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	1	3	20	103	58	185
	% of Child's Race/Ethnicity	11.1%	10.3%	17.2%	40.1%	5.0%	11.8%
Sometimes/ Somewhat	n	-	-	3	22	12	37
	% of Child's Race/Ethnicity	-	-	2.6%	8.6%	1.0%	2.4%
No	n	-	-	9	18	18	45
	% of Child's Race/Ethnicity	-	-	7.8%	7.0%	1.6%	2.9%
Don't Know	n	-	2	3	6	11	22
	% of Child's Race/Ethnicity	-	6.9%	2.6%	2.3%	1.0%	1.4%
N/A	n	8	24	81	108	1,052	1,273
	% of Child's Race/Ethnicity	88.9%	82.8%	69.8%	42.0%	91.4%	81.5%
Total	n	9	29	116	257	1,151	1,562
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q20. The translation services provided at the PPT meetings were effective.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	16	86	42	35	3	182
	% of Child's Grade Level	8.0%	13.2%	10.0%	12.6%	16.7%	11.6%
Sometimes/ Somewhat	n	1	16	8	11	-	36
	% of Child's Grade Level	0.5%	2.5%	1.9%	4.0%	-	2.3%
No	n	2	16	15	11	-	44
	% of Child's Grade Level	1.0%	2.5%	3.6%	4.0%	-	2.8%
Don't Know	n	3	8	4	7	-	22
	% of Child's Grade Level	1.5%	1.2%	1.0%	2.5%	-	1.4%
N/A	n	177	525	352	214	15	1,283
	% of Child's Grade Level	88.9%	80.6%	83.6%	77.0%	83.3%	81.9%
Total	n	199	651	421	278	18	1,567
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

Q21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies, and social events.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	171	746	229	187	46	1,379
	% of Child's Age	69.0%	91.4%	89.5%	82.7%	73.0%	85.7%
Sometimes/Somewhat	n	6	47	18	19	10	100
	% of Child's Age	2.4%	5.8%	7.0%	8.4%	15.9%	6.2%
No	n	6	9	5	9	2	31
	% of Child's Age	2.4%	1.1%	2.0%	4.0%	3.2%	1.9%
Don't Know	n	8	7	1	8	1	25
	% of Child's Age	3.2%	0.9%	0.4%	3.5%	1.6%	1.6%
N/A	n	57	7	3	3	4	74
	% of Child's Age	23.0%	0.9%	1.2%	1.3%	6.3%	4.6%
Total	n	248	816	256	226	63	1,609
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies, and social events.		Child's Gender		Total
		Male	Female	
Yes	n	964	419	1,383
	% of Child's Gender	85.8%	85.5%	85.7%
Sometimes/Somewhat	n	71	29	100
	% of Child's Gender	6.3%	5.9%	6.2%
No	n	17	14	31
	% of Child's Gender	1.5%	2.9%	1.9%
Don't Know	n	20	5	25
	% of Child's Gender	1.8%	1.0%	1.5%
N/A	n	51	23	74
	% of Child's Gender	4.5%	4.7%	4.6%
Total	n	1,123	490	1,613
	% of Child's Gender	100.0%	100.0%	100.0%

Q21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies, and social events.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	7	24	97	207	1,030	1,365
	% of Child's Race/Ethnicity	77.8%	77.4%	82.9%	79.6%	87.6%	85.7%
Sometimes/ Somewhat	n	-	2	9	29	58	98
	% of Child's Race/Ethnicity	-	6.5%	7.7%	11.2%	4.9%	6.2%
No	n	-	1	2	10	18	31
	% of Child's Race/Ethnicity	-	3.2%	1.7%	3.8%	1.5%	1.9%
Don't Know	n	-	2	4	8	11	25
	% of Child's Race/Ethnicity	-	6.5%	3.4%	3.1%	0.9%	1.6%
N/A	n	2	2	5	6	59	74
	% of Child's Race/Ethnicity	22.2%	6.5%	4.3%	2.3%	5.0%	4.6%
Total	n	9	31	117	260	1,176	1,593
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies, and social events.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	125	609	392	235	11	1,372
	% of Child's Grade Level	62.5%	91.7%	90.1%	83.6%	61.1%	85.9%
Sometimes/ Somewhat	n	7	35	29	23	4	98
	% of Child's Grade Level	3.5%	5.3%	6.7%	8.2%	22.2%	6.1%
No	n	6	6	6	11	-	29
	% of Child's Grade Level	3.0%	0.9%	1.4%	3.9%	-	1.8%
Don't Know	n	6	7	3	9	-	25
	% of Child's Grade Level	3.0%	1.1%	0.7%	3.2%	-	1.6%
N/A	n	56	7	5	3	3	74
	% of Child's Grade Level	28.0%	1.1%	1.1%	1.1%	16.7%	4.6%
Total	n	200	664	435	281	18	1,598
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

Q22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	106	661	219	179	40	1,205
	% of Child's Age	43.1%	81.4%	85.2%	79.2%	62.5%	75.1%
Sometimes/Somewhat	n	4	38	17	14	6	79
	% of Child's Age	1.6%	4.7%	6.6%	6.2%	9.4%	4.9%
No	n	16	59	12	19	10	116
	% of Child's Age	6.5%	7.3%	4.7%	8.4%	15.6%	7.2%
Don't Know	n	20	23	1	8	3	55
	% of Child's Age	8.1%	2.8%	0.4%	3.5%	4.7%	3.4%
N/A	n	100	31	8	6	5	150
	% of Child's Age	40.7%	3.8%	3.1%	2.7%	7.8%	9.3%
Total	n	246	812	257	226	64	1,605
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.		Child's Gender		Total
		Male	Female	
Yes	n	845	365	1,210
	% of Child's Gender	75.4%	74.6%	75.2%
Sometimes/Somewhat	n	53	25	78
	% of Child's Gender	4.7%	5.1%	4.8%
No	n	78	38	116
	% of Child's Gender	7.0%	7.8%	7.2%
Don't Know	n	41	14	55
	% of Child's Gender	3.7%	2.9%	3.4%
N/A	n	103	47	150
	% of Child's Gender	9.2%	9.6%	9.3%
Total	n	1,120	489	1,609
	% of Child's Gender	100.0%	100.0%	100.0%

Q22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	6	20	81	175	912	1,194
	% of Child's Race/Ethnicity	66.7%	64.5%	70.4%	67.8%	77.6%	75.1%
Sometimes/ Somewhat	n	-	-	5	15	58	78
	% of Child's Race/Ethnicity	-	-	4.3%	5.8%	4.9%	4.9%
No	n	1	2	8	36	70	117
	% of Child's Race/Ethnicity	11.1%	6.5%	7.0%	14.0%	6.0%	7.4%
Don't Know	n	-	7	7	16	23	53
	% of Child's Race/Ethnicity	-	22.6%	6.1%	6.2%	2.0%	3.3%
N/A	n	2	2	14	16	113	147
	% of Child's Race/Ethnicity	22.2%	6.5%	12.2%	6.2%	9.6%	9.3%
Total	n	9	31	115	258	1,176	1,589
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	72	536	358	223	10	1,199
	% of Child's Grade Level	36.2%	81.2%	82.5%	78.8%	55.6%	75.2%
Sometimes/ Somewhat	n	4	29	27	16	2	78
	% of Child's Grade Level	2.0%	4.4%	6.2%	5.7%	11.1%	4.9%
No	n	13	45	26	24	4	112
	% of Child's Grade Level	6.5%	6.8%	6.0%	8.5%	22.2%	7.0%
Don't Know	n	16	20	8	11	-	55
	% of Child's Grade Level	8.0%	3.0%	1.8%	3.9%	0.0%	3.5%
N/A	n	94	30	15	9	2	150
	% of Child's Grade Level	47.2%	4.5%	3.5%	3.2%	11.1%	9.4%
Total	n	199	660	434	283	18	1,594
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

23. 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).

Q23. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	63	253	79	75	24	494
	% of Child's Age	25.7%	31.2%	31.2%	33.6%	38.1%	31.0%
Sometimes/Somewhat	n	3	44	17	20	6	90
	% of Child's Age	1.2%	5.4%	6.7%	9.0%	9.5%	5.6%
No	n	13	138	30	29	10	220
	% of Child's Age	5.3%	17.0%	11.9%	13.0%	15.9%	13.8%
Don't Know	n	35	88	32	23	5	183
	% of Child's Age	14.3%	10.8%	12.6%	10.3%	7.9%	11.5%
N/A	n	131	289	95	76	18	609
	% of Child's Age	53.5%	35.6%	37.5%	34.1%	28.6%	38.2%
Total	n	245	812	253	223	63	1,596
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q23. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.		Child's Gender		Total
		Male	Female	
Yes	n	350	148	498
	% of Child's Gender	31.4%	30.5%	31.1%
Sometimes/Somewhat	n	60	29	89
	% of Child's Gender	5.4%	6.0%	5.6%
No	n	142	79	221
	% of Child's Gender	12.7%	16.3%	13.8%
Don't Know	n	129	52	181
	% of Child's Gender	11.6%	10.7%	11.3%
N/A	n	433	178	611
	% of Child's Gender	38.9%	36.6%	38.2%
Total	n	1,114	486	1,600
	% of Child's Gender	100.0%	100.0%	100.0%

Q23. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	3	8	49	108	321	489
	% of Child's Race/Ethnicity	33.3%	27.6%	42.2%	41.9%	27.5%	30.9%
Sometimes/ Somewhat	n	-	1	8	24	55	88
	% of Child's Race/Ethnicity	-	3.4%	6.9%	9.3%	4.7%	5.6%
No	n	1	3	17	45	152	218
	% of Child's Race/Ethnicity	11.1%	10.3%	14.7%	17.4%	13.0%	13.8%
Don't Know	n	1	7	14	37	123	182
	% of Child's Race/Ethnicity	11.1%	24.1%	12.1%	14.3%	10.5%	11.5%
N/A	n	4	10	28	44	517	603
	% of Child's Race/Ethnicity	44.4%	34.5%	24.1%	17.1%	44.3%	38.2%
Total	n	9	29	116	258	1,168	1,580
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q23. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	48	201	141	93	7	490
	% of Child's Grade Level	24.2%	30.5%	32.6%	33.3%	41.2%	30.9%
Sometimes/ Somewhat	n	2	32	31	21	3	89
	% of Child's Grade Level	1.0%	4.9%	7.2%	7.5%	17.6%	5.6%
No	n	11	104	61	37	3	216
	% of Child's Grade Level	5.6%	15.8%	14.1%	13.3%	17.6%	13.6%
Don't Know	n	23	77	54	25	1	180
	% of Child's Grade Level	11.6%	11.7%	12.5%	9.0%	5.9%	11.4%
N/A	n	114	244	146	103	3	610
	% of Child's Grade Level	57.6%	37.1%	33.7%	36.9%	17.6%	38.5%
Total	n	198	658	433	279	17	1,585
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

24. My child has been denied access to non-school sponsored community activities due to his/her disability.

Q24. My child has been denied access to non-school sponsored community activities due to his/her disability.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	8	39	8	16	3	74
	% of Child's Age	3.3%	4.8%	3.2%	7.0%	4.7%	4.6%
Sometimes/Somewhat	n	3	26	6	4	3	42
	% of Child's Age	1.2%	3.2%	2.4%	1.8%	4.7%	2.6%
No	n	139	558	188	148	43	1,076
	% of Child's Age	56.7%	69.1%	74.6%	65.2%	67.2%	67.4%
Don't Know	n	11	26	5	9	2	53
	% of Child's Age	4.5%	3.2%	2.0%	4.0%	3.1%	3.3%
N/A	n	84	159	45	50	13	351
	% of Child's Age	34.3%	19.7%	17.9%	22.0%	20.3%	22.0%
Total	n	245	808	252	227	64	1,596
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q24. My child has been denied access to non-school sponsored community activities due to his/her disability.		Child's Gender		Total
		Male	Female	
Yes	n	57	17	74
	% of Child's Gender	5.1%	3.5%	4.6%
Sometimes/Somewhat	n	27	15	42
	% of Child's Gender	2.4%	3.1%	2.6%
No	n	751	331	1,082
	% of Child's Gender	67.5%	68.0%	67.6%
Don't Know	n	38	15	53
	% of Child's Gender	3.4%	3.1%	3.3%
N/A	n	240	109	349
	% of Child's Gender	21.6%	22.4%	21.8%
Total	n	1,113	487	1,600
	% of Child's Gender	100.0%	100.0%	100.0%

Q24. My child has been denied access to non-school sponsored community activities due to his/her disability.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	-	-	7	20	46	73
	% of Child's Race/Ethnicity	-	-	6.0%	7.7%	3.9%	4.6%
Sometimes/ Somewhat	n	-	-	4	16	22	42
	% of Child's Race/Ethnicity	-	-	3.4%	6.2%	1.9%	2.7%
No	n	7	18	77	174	794	1,070
	% of Child's Race/Ethnicity	77.8%	62.1%	66.4%	66.9%	68.1%	67.7%
Don't Know	n	1	2	4	19	25	51
	% of Child's Race/Ethnicity	11.1%	6.9%	3.4%	7.3%	2.1%	3.2%
N/A	n	1	9	24	31	279	344
	% of Child's Race/Ethnicity	11.1%	31.0%	20.7%	11.9%	23.9%	21.8%
Total	n	9	29	116	260	1,166	1,580
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q24. My child has been denied access to non-school sponsored community activities due to his/her disability.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	6	32	17	18	-	73
	% of Child's Grade Level	3.0%	4.8%	4.0%	6.4%	-	4.6%
Sometimes/ Somewhat	n	3	20	11	8	-	42
	% of Child's Grade Level	1.5%	3.0%	2.6%	2.8%	-	2.6%
No	n	104	467	297	189	13	1,070
	% of Child's Grade Level	52.5%	70.8%	69.6%	67.0%	72.2%	67.5%
Don't Know	n	6	19	16	10	-	51
	% of Child's Grade Level	3.0%	2.9%	3.7%	3.5%	-	3.2%
N/A	n	79	122	86	57	5	349
	% of Child's Grade Level	39.9%	18.5%	20.1%	20.2%	27.8%	22.0%
Total	n	198	660	427	282	18	1,585
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.

Q25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	126	71	11	6	2	216
	% of Child's Age	62.1%	24.2%	13.8%	9.5%	11.1%	32.9%
Sometimes/Somewhat	n	25	18	1	1	2	47
	% of Child's Age	12.3%	6.1%	1.3%	1.6%	11.1%	7.2%
No	n	15	22	6	6	1	50
	% of Child's Age	7.4%	7.5%	7.5%	9.5%	5.6%	7.6%
Don't Know	n	9	12	5	6	1	33
	% of Child's Age	4.4%	4.1%	6.3%	9.5%	5.6%	5.0%
N/A	n	28	170	57	44	12	311
	% of Child's Age	13.8%	58.0%	71.3%	69.8%	66.7%	47.3%
Total	n	203	293	80	63	18	657
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.		Child's Gender		Total
		Male	Female	
Yes	n	162	54	216
	% of Child's Gender	35.7%	26.6%	32.9%
Sometimes/Somewhat	n	33	14	47
	% of Child's Gender	7.3%	6.9%	7.2%
No	n	35	15	50
	% of Child's Gender	7.7%	7.4%	7.6%
Don't Know	n	20	13	33
	% of Child's Gender	4.4%	6.4%	5.0%
N/A	n	204	107	311
	% of Child's Gender	44.9%	52.7%	47.3%
Total	n	454	203	657
	% of Child's Gender	100.0%	100.0%	100.0%

Q25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	1	6	16	41	151	215
	% of Child's Race/Ethnicity	16.7%	42.9%	27.6%	28.5%	35.2%	33.0%
Sometimes/ Somewhat	n	-	1	2	8	36	47
	% of Child's Race/Ethnicity	-	7.1%	3.4%	5.6%	8.4%	7.2%
No	n	1	-	3	20	26	50
	% of Child's Race/Ethnicity	16.7%	-	5.2%	13.9%	6.1%	7.7%
Don't Know	n	-	2	5	18	8	33
	% of Child's Race/Ethnicity	-	14.3%	8.6%	12.5%	1.9%	5.1%
N/A	n	4	5	32	57	208	306
	% of Child's Race/Ethnicity	66.7%	35.7%	55.2%	39.6%	48.5%	47.0%
Total	n	6	14	58	144	429	651
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	103	86	18	7	2	216
	% of Child's Grade Level	62.8%	31.4%	14.0%	9.0%	33.3%	33.2%
Sometimes/ Somewhat	n	19	20	3	2	1	45
	% of Child's Grade Level	11.6%	7.3%	2.3%	2.6%	16.7%	6.9%
No	n	14	19	11	6	-	50
	% of Child's Grade Level	8.5%	6.9%	8.5%	7.7%	-	7.7%
Don't Know	n	6	12	7	7	-	32
	% of Child's Grade Level	3.7%	4.4%	5.4%	9.0%	-	4.9%
N/A	n	22	137	90	56	3	308
	% of Child's Grade Level	13.4%	50.0%	69.8%	71.8%	50.0%	47.3%
Total	n	164	274	129	78	6	651
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

26. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.

Q26. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	1	4	57	12	3	77
	% of Child's Age	2.3%	2.3%	35.8%	20.0%	25.0%	17.0%
Sometimes/Somewhat	n	1	-	15	2	-	18
	% of Child's Age	2.3%	-	9.4%	3.3%	-	4.0%
No	n	2	16	44	11	1	74
	% of Child's Age	4.5%	9.0%	27.7%	18.3%	8.3%	16.4%
Don't Know	n	-	2	11	4	1	18
	% of Child's Age	-	1.1%	6.9%	6.7%	8.3%	4.0%
N/A	n	40	155	32	31	7	265
	% of Child's Age	90.9%	87.6%	20.1%	51.7%	58.3%	58.6%
Total	n	44	177	159	60	12	452
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q26. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.		Child's Gender		Total
		Male	Female	
Yes	n	51	28	79
	% of Child's Gender	16.5%	19.3%	17.4%
Sometimes/Somewhat	n	14	3	17
	% of Child's Gender	4.5%	2.1%	3.7%
No	n	53	24	77
	% of Child's Gender	17.1%	16.6%	16.9%
Don't Know	n	8	10	18
	% of Child's Gender	2.6%	6.9%	4.0%
N/A	n	184	80	264
	% of Child's Gender	59.4%	55.2%	58.0%
Total	n	310	145	455
	% of Child's Gender	100.0%	100.0%	100.0%

Q26. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	-	-	14	27	38	79
	% of Child's Race/Ethnicity	-	-	28.6%	21.6%	14.3%	17.5%
Sometimes/ Somewhat	n	-	-	-	2	16	18
	% of Child's Race/Ethnicity	-	-	-	1.6%	6.0%	4.0%
No	n	1	-	4	36	37	78
	% of Child's Race/Ethnicity	25.0%	-	8.2%	28.8%	14.0%	17.3%
Don't Know	n	-	-	3	6	9	18
	% of Child's Race/Ethnicity	-	-	6.1%	4.8%	3.4%	4.0%
N/A	n	3	9	28	54	165	259
	% of Child's Race/Ethnicity	75.0%	100.0%	57.1%	43.2%	62.3%	57.3%
Total	n	4	9	49	125	265	452
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q26. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	-	5	53	18	-	76
	% of Child's Grade Level	-	3.3%	28.0%	25.4%	-	17.0%
Sometimes/Somewhat	n	1	-	15	2	-	18
	% of Child's Grade Level	2.9%	0.0%	7.9%	2.8%	-	4.0%
No	n	2	16	45	11	-	74
	% of Child's Grade Level	5.9%	10.7%	23.8%	15.5%	-	16.5%
Don't Know	n	-	2	10	5	1	18
	% of Child's Grade Level	-	1.3%	5.3%	7.0%	25.0%	4.0%
N/A	n	31	127	66	35	3	262
	% of Child's Grade Level	91.2%	84.7%	34.9%	49.3%	75.0%	58.5%
Total	n	34	150	189	71	4	448
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

27. The school district actively encourages my child to attend and participate in PPT meetings.

Q27. The school district actively encourages my child to attend and participate in PPT meetings.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	2	2	94	104	27	229
	% of Child's Age	4.7%	1.2%	48.0%	72.2%	73.0%	38.7%
Sometimes/Somewhat	n	-	-	22	13	4	39
	% of Child's Age	-	-	11.2%	9.0%	10.8%	6.6%
No	n	2	14	48	15	1	80
	% of Child's Age	4.7%	8.2%	24.5%	10.4%	2.7%	13.5%
Don't Know	n	-	3	11	2	1	17
	% of Child's Age	-	1.8%	5.6%	1.4%	2.7%	2.9%
N/A	n	39	152	21	10	4	226
	% of Child's Age	90.7%	88.9%	10.7%	6.9%	10.8%	38.2%
Total	n	43	171	196	144	37	591
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q27. The school district actively encourages my child to attend and participate in PPT meetings.		Child's Gender		Total
		Male	Female	
Yes	n	151	80	231
	% of Child's Gender	36.8%	43.7%	39.0%
Sometimes/Somewhat	n	28	11	39
	% of Child's Gender	6.8%	6.0%	6.6%
No	n	57	24	81
	% of Child's Gender	13.9%	13.1%	13.7%
Don't Know	n	10	7	17
	% of Child's Gender	2.4%	3.8%	2.9%
N/A	n	164	61	225
	% of Child's Gender	40.0%	33.3%	37.9%
Total	n	410	183	593
	% of Child's Gender	100.0%	100.0%	100.0%

Q27. The school district actively encourages my child to attend and participate in PPT meetings.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	3	1	25	42	156	227
	% of Child's Race/Ethnicity	50.0%	10.0%	42.4%	32.1%	40.7%	38.5%
Sometimes/ Somewhat	n	-	-	3	6	32	41
	% of Child's Race/Ethnicity	-	-	5.1%	4.6%	8.4%	7.0%
No	n	1	-	7	28	44	80
	% of Child's Race/Ethnicity	16.7%	-	11.9%	21.4%	11.5%	13.6%
Don't Know	n	-	-	-	8	9	17
	% of Child's Race/Ethnicity	-	-	-	6.1%	2.3%	2.9%
N/A	n	2	9	24	47	142	224
	% of Child's Race/Ethnicity	33.3%	90.0%	40.7%	35.9%	37.1%	38.0%
Total	n	6	10	59	131	383	589
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q27. The school district actively encourages my child to attend and participate in PPT meetings.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	1	6	74	139	7	227
	% of Child's Grade Level	2.9%	4.1%	34.3%	77.2%	63.6%	38.7%
Sometimes/ Somewhat	n	-	-	20	18	1	39
	% of Child's Grade Level	-	-	9.3%	10.0%	9.1%	6.7%
No	n	2	12	56	10	-	80
	% of Child's Grade Level	5.9%	8.3%	25.9%	5.6%	-	13.7%
Don't Know	n	-	4	10	2	1	17
	% of Child's Grade Level	-	2.8%	4.6%	1.1%	9.1%	2.9%
N/A	n	31	123	56	11	2	223
	% of Child's Grade Level	91.2%	84.8%	25.9%	6.1%	18.2%	38.1%
Total	n	34	145	216	180	11	586
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.

Q28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	1	1	89	39	4	134
	% of Child's Age	2.3%	0.6%	45.4%	43.8%	40.0%	26.2%
Sometimes/Somewhat	n	-	1	15	10	-	26
	% of Child's Age	-	0.6%	7.7%	11.2%	-	5.1%
No	n	2	16	50	14	1	83
	% of Child's Age	4.7%	9.2%	25.5%	15.7%	10.0%	16.2%
Don't Know	n	-	2	9	1	1	13
	% of Child's Age	-	1.2%	4.6%	1.1%	10.0%	2.5%
N/A	n	40	153	33	25	4	255
	% of Child's Age	93.0%	88.4%	16.8%	28.1%	40.0%	49.9%
Total	n	43	173	196	89	10	511
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.		Child's Gender		Total
		Male	Female	
Yes	n	88	48	136
	% of Child's Gender	24.8%	30.2%	26.5%
Sometimes/Somewhat	n	20	5	25
	% of Child's Gender	5.6%	3.1%	4.9%
No	n	58	28	86
	% of Child's Gender	16.3%	17.6%	16.7%
Don't Know	n	9	4	13
	% of Child's Gender	2.5%	2.5%	2.5%
N/A	n	180	74	254
	% of Child's Gender	50.7%	46.5%	49.4%
Total	n	355	159	514
	% of Child's Gender	100.0%	100.0%	100.0%

Q28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	1	1	16	30	87	135
	% of Child's Race/Ethnicity	20.0%	11.1%	29.1%	22.9%	28.1%	26.5%
Sometimes/ Somewhat	n	-	-	2	7	18	27
	% of Child's Race/Ethnicity	-	-	3.6%	5.3%	5.8%	5.3%
No	n	1	-	11	33	41	86
	% of Child's Race/Ethnicity	20.0%	-	20.0%	25.2%	13.2%	16.9%
Don't Know	n	-	-	-	6	7	13
	% of Child's Race/Ethnicity	-	-	0.0%	4.6%	2.3%	2.5%
N/A	n	3	8	26	55	157	249
	% of Child's Race/Ethnicity	60.0%	88.9%	47.3%	42.0%	50.6%	48.8%
Total	n	5	9	55	131	310	510
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	-	3	71	58	-	132
	% of Child's Grade Level	-	2.0%	32.9%	55.2%	-	26.1%
Sometimes/ Somewhat	n	-	-	15	11	-	26
	% of Child's Grade Level	-	-	6.9%	10.5%	-	5.1%
No	n	2	17	54	10	-	83
	% of Child's Grade Level	5.9%	11.6%	25.0%	9.5%	-	16.4%
Don't Know	n	-	2	8	2	1	13
	% of Child's Grade Level	-	1.4%	3.7%	1.9%	25.0%	2.6%
N/A	n	32	125	68	24	3	252
	% of Child's Grade Level	94.1%	85.0%	31.5%	22.9%	75.0%	49.8%
Total	n	34	147	216	105	4	506
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

29. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.

Q29. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living & community participation.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	2	1	2	79	31	115
	% of Child's Age	4.5%	0.6%	3.0%	42.2%	55.4%	22.0%
Sometimes/Somewhat	n	-	-	3	26	9	38
	% of Child's Age	-	-	4.5%	13.9%	16.1%	7.3%
No	n	1	15	7	49	7	79
	% of Child's Age	2.3%	8.9%	10.4%	26.2%	12.5%	15.1%
Don't Know	n	-	1	3	8	4	16
	% of Child's Age	-	0.6%	4.5%	4.3%	7.1%	3.1%
N/A	n	41	152	52	25	5	275
	% of Child's Age	93.2%	89.9%	77.6%	13.4%	8.9%	52.6%
Total	n	44	169	67	187	56	523
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q29. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living & community participation.		Child's Gender		Total
		Male	Female	
Yes	n	72	45	117
	% of Child's Gender	20.9%	25.0%	22.3%
Sometimes/Somewhat	n	23	16	39
	% of Child's Gender	6.7%	8.9%	7.4%
No	n	53	26	79
	% of Child's Gender	15.4%	14.4%	15.0%
Don't Know	n	7	9	16
	% of Child's Gender	2.0%	5.0%	3.0%
N/A	n	190	84	274
	% of Child's Gender	55.1%	46.7%	52.2%
Total	n	345	180	525
	% of Child's Gender	100.0%	100.0%	100.0%

Q29. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living & community participation.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	2	1	15	29	66	113
	% of Child's Race/Ethnicity	50.0%	10.0%	26.8%	22.1%	20.9%	21.9%
Sometimes/ Somewhat	n	-	1	4	4	28	37
	% of Child's Race/Ethnicity	-	10.0%	7.1%	3.1%	8.9%	7.2%
No	n	-	-	9	30	41	80
	% of Child's Race/Ethnicity	-	-	16.1%	22.9%	13.0%	15.5%
Don't Know	n	-	-	3	6	5	14
	% of Child's Race/Ethnicity	-	0.0%	5.4%	4.6%	1.6%	2.7%
N/A	n	2	8	25	62	176	273
	% of Child's Race/Ethnicity	50.0%	80.0%	44.6%	47.3%	55.7%	52.8%
Total	n	4	10	56	131	316	517
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q29. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living & community participation.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	1	2	4	97	10	114
	% of Child's Grade Level	2.9%	1.4%	3.9%	44.1%	58.8%	22.0%
Sometimes/ Somewhat	n	-	-	2	32	4	38
	% of Child's Grade Level	-	-	1.9%	14.5%	23.5%	7.3%
No	n	1	15	12	50	1	79
	% of Child's Grade Level	2.9%	10.3%	11.7%	22.7%	5.9%	15.2%
Don't Know	n	-	1	4	10	1	16
	% of Child's Grade Level	-	0.7%	3.9%	4.5%	5.9%	3.1%
N/A	n	32	127	81	31	1	272
	% of Child's Grade Level	94.1%	87.6%	78.6%	14.1%	5.9%	52.4%
Total	n	34	145	103	220	17	519
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

30. When appropriate, outside agencies have been invited to participate in secondary transition planning.

Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	8	31	31	41	23	134
	% of Child's Age	9.6%	10.7%	20.1%	21.1%	41.1%	17.2%
Sometimes/Somewhat	n	1	6	6	9	8	30
	% of Child's Age	1.2%	2.1%	3.9%	4.6%	14.3%	3.9%
No	n	5	23	32	55	9	124
	% of Child's Age	6.0%	7.9%	20.8%	28.4%	16.1%	16.0%
Don't Know	n	6	28	12	23	8	77
	% of Child's Age	7.2%	9.7%	7.8%	11.9%	14.3%	9.9%
N/A	n	63	202	73	66	8	412
	% of Child's Age	75.9%	69.7%	47.4%	34.0%	14.3%	53.0%
Total	n	83	290	154	194	56	777
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning.		Child's Gender		Total
		Male	Female	
Yes	n	90	45	135
	% of Child's Gender	17.1%	17.8%	17.4%
Sometimes/Somewhat	n	18	12	30
	% of Child's Gender	3.4%	4.7%	3.9%
No	n	78	45	123
	% of Child's Gender	14.9%	17.8%	15.8%
Don't Know	n	52	26	78
	% of Child's Gender	9.9%	10.3%	10.0%
N/A	n	287	125	412
	% of Child's Gender	54.7%	49.4%	53.0%
Total	n	525	253	778
	% of Child's Gender	100.0%	100.0%	100.0%

Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	2	1	15	32	82	132
	% of Child's Race/Ethnicity	40.0%	6.3%	22.1%	20.3%	15.8%	17.2%
Sometimes/ Somewhat	n	-	-	2	9	19	30
	% of Child's Race/Ethnicity	-	-	2.9%	5.7%	3.7%	3.9%
No	n	-	-	12	39	72	123
	% of Child's Race/Ethnicity	-	-	17.6%	24.7%	13.9%	16.1%
Don't Know	n	-	3	12	20	37	72
	% of Child's Race/Ethnicity	-	18.8%	17.6%	12.7%	7.1%	9.4%
N/A	n	3	12	27	58	309	409
	% of Child's Race/Ethnicity	60.0%	75.0%	39.7%	36.7%	59.5%	53.4%
Total	n	5	16	68	158	519	766
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	7	25	38	55	9	134
	% of Child's Grade Level	10.6%	10.6%	18.0%	22.9%	52.9%	17.4%
Sometimes/ Somewhat	n	-	6	6	13	5	30
	% of Child's Grade Level	-	2.5%	2.8%	5.4%	29.4%	3.9%
No	n	3	16	41	63	-	123
	% of Child's Grade Level	4.5%	6.8%	19.4%	26.3%	-	16.0%
Don't Know	n	3	26	16	27	3	75
	% of Child's Grade Level	4.5%	11.0%	7.6%	11.3%	17.6%	9.7%
N/A	n	53	163	110	82	-	408
	% of Child's Grade Level	80.3%	69.1%	52.1%	34.2%	-	53.0%
Total	n	66	236	211	240	17	770
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

31. I am satisfied with the way the secondary transition services were implemented for my child.

Q31. I am satisfied with the way the secondary transition services were implemented for my child.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	14	34	42	59	22	171
	% of Child's Age	16.9%	12.5%	26.8%	30.7%	40.0%	22.5%
Sometimes/Somewhat	n	2	9	30	32	14	87
	% of Child's Age	2.4%	3.3%	19.1%	16.7%	25.5%	11.4%
No	n	1	7	18	36	10	72
	% of Child's Age	1.2%	2.6%	11.5%	18.8%	18.2%	9.5%
Don't Know	n	5	25	13	22	4	69
	% of Child's Age	6.0%	9.2%	8.3%	11.5%	7.3%	9.1%
N/A	n	61	198	54	43	5	361
	% of Child's Age	73.5%	72.5%	34.4%	22.4%	9.1%	47.5%
Total	n	83	273	157	192	55	760
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q31. I am satisfied with the way the secondary transition services were implemented for my child.		Child's Gender		Total
		Male	Female	
Yes	n	116	56	172
	% of Child's Gender	22.5%	22.8%	22.6%
Sometimes/Somewhat	n	51	36	87
	% of Child's Gender	9.9%	14.6%	11.4%
No	n	51	21	72
	% of Child's Gender	9.9%	8.5%	9.5%
Don't Know	n	42	28	70
	% of Child's Gender	8.2%	11.4%	9.2%
N/A	n	255	105	360
	% of Child's Gender	49.5%	42.7%	47.3%
Total	n	515	246	761
	% of Child's Gender	100.0%	100.0%	100.0%

Q31. I am satisfied with the way the secondary transition services were implemented for my child.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	2	2	23	39	104	170
	% of Child's Race/Ethnicity	33.3%	13.3%	33.8%	25.7%	20.5%	22.7%
Sometimes/ Somewhat	n	-	-	5	20	59	84
	% of Child's Race/Ethnicity	-	-	7.4%	13.2%	11.6%	11.2%
No	n	1	1	6	16	47	71
	% of Child's Race/Ethnicity	16.7%	6.7%	8.8%	10.5%	9.3%	9.5%
Don't Know	n	-	2	7	23	34	66
	% of Child's Race/Ethnicity	-	13.3%	10.3%	15.1%	6.7%	8.8%
N/A	n	3	10	27	54	264	358
	% of Child's Race/Ethnicity	50.0%	66.7%	39.7%	35.5%	52.0%	47.8%
Total	n	6	15	68	152	508	749
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q31. I am satisfied with the way the secondary transition services were implemented for my child.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	12	27	45	78	7	169
	% of Child's Grade Level	18.2%	11.9%	21.7%	33.1%	41.2%	22.4%
Sometimes/ Somewhat	n	1	7	32	42	5	87
	% of Child's Grade Level	1.5%	3.1%	15.5%	17.8%	29.4%	11.6%
No	n	-	8	19	43	2	72
	% of Child's Grade Level	-	3.5%	9.2%	18.2%	11.8%	9.6%
Don't Know	n	1	22	22	22	2	69
	% of Child's Grade Level	1.5%	9.7%	10.6%	9.3%	11.8%	9.2%
N/A	n	52	163	89	51	1	356
	% of Child's Grade Level	78.8%	71.8%	43.0%	21.6%	5.9%	47.3%
Total	n	66	227	207	236	17	753
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

32. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

Q32. There are opportunities for parent training or information sessions regarding special education provided by my school district.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	94	196	61	63	18	432
	% of Child's Age	39.0%	25.6%	25.4%	28.9%	30.0%	28.3%
Sometimes/Somewhat	n	33	104	33	23	12	205
	% of Child's Age	13.7%	13.6%	13.8%	10.6%	20.0%	13.4%
No	n	39	198	68	55	16	376
	% of Child's Age	16.2%	25.8%	28.3%	25.2%	26.7%	24.7%
Don't Know	n	64	226	63	57	11	421
	% of Child's Age	26.6%	29.5%	26.3%	26.1%	18.3%	27.6%
N/A	n	11	42	15	20	3	91
	% of Child's Age	4.6%	5.5%	6.3%	9.2%	5.0%	6.0%
Total	n	241	766	240	218	60	1,525
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q32. There are opportunities for parent training or information sessions regarding special education provided by my school district.		Child's Gender		Total
		Male	Female	
Yes	n	304	131	435
	% of Child's Gender	28.3%	28.8%	28.4%
Sometimes/Somewhat	n	156	50	206
	% of Child's Gender	14.5%	11.0%	13.5%
No	n	259	119	378
	% of Child's Gender	24.1%	26.2%	24.7%
Don't Know	n	301	119	420
	% of Child's Gender	28.0%	26.2%	27.5%
N/A	n	54	36	90
	% of Child's Gender	5.0%	7.9%	5.9%
Total	n	1,074	455	1,529
	% of Child's Gender	100.0%	100.0%	100.0%

Q32. There are opportunities for parent training or information sessions regarding special education provided by my school district.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	4	5	36	82	304	431
	% of Child's Race/Ethnicity	44.4%	17.9%	32.4%	34.2%	27.0%	28.5%
Sometimes/ Somewhat	n	-	7	9	29	161	206
	% of Child's Race/Ethnicity	-	25.0%	8.1%	12.1%	14.3%	13.6%
No	n	2	4	25	55	286	372
	% of Child's Race/Ethnicity	22.2%	14.3%	22.5%	22.9%	25.4%	24.6%
Don't Know	n	2	5	31	62	316	416
	% of Child's Race/Ethnicity	22.2%	17.9%	27.9%	25.8%	28.1%	27.5%
N/A	n	1	7	10	12	59	89
	% of Child's Race/Ethnicity	11.1%	25.0%	9.0%	5.0%	5.2%	5.9%
Total	n	9	28	111	240	1,126	1,514
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q32. There are opportunities for parent training or information sessions regarding special education provided by my school district.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	78	166	99	78	5	426
	% of Child's Grade Level	39.6%	26.8%	23.9%	29.2%	27.8%	28.1%
Sometimes/ Somewhat	n	30	81	57	32	4	204
	% of Child's Grade Level	15.2%	13.1%	13.8%	12.0%	22.2%	13.5%
No	n	32	166	104	68	5	375
	% of Child's Grade Level	16.2%	26.8%	25.1%	25.5%	27.8%	24.7%
Don't Know	n	49	173	130	65	3	420
	% of Child's Grade Level	24.9%	27.9%	31.4%	24.3%	16.7%	27.7%
N/A	n	8	34	24	24	1	91
	% of Child's Grade Level	4.1%	5.5%	5.8%	9.0%	5.6%	6.0%
Total	n	197	620	414	267	18	1,516
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

33. 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.

Q33. In the past year, I have attended parent training or information sessions that addressed the needs of parents and of children with disabilities.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	52	88	36	36	6	218
	% of Child's Age	21.6%	11.5%	15.0%	16.6%	10.3%	14.3%
Sometimes/Somewhat	n	11	27	8	7	4	57
	% of Child's Age	4.6%	3.5%	3.3%	3.2%	6.9%	3.7%
No	n	151	563	169	139	42	1,064
	% of Child's Age	62.7%	73.6%	70.4%	64.1%	72.4%	70.0%
Don't Know	n	9	20	6	9	2	46
	% of Child's Age	3.7%	2.6%	2.5%	4.1%	3.4%	3.0%
N/A	n	18	67	21	26	4	136
	% of Child's Age	7.5%	8.8%	8.8%	12.0%	6.9%	8.9%
Total	n	241	765	240	217	58	1,521
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q33. In the past year, I have attended parent training or information sessions that addressed the needs of parents and of children with disabilities.		Child's Gender		Total
		Male	Female	
Yes	n	160	60	220
	% of Child's Gender	14.9%	13.2%	14.4%
Sometimes/Somewhat	n	38	19	57
	% of Child's Gender	3.5%	4.2%	3.7%
No	n	755	312	1,067
	% of Child's Gender	70.5%	68.7%	70.0%
Don't Know	n	33	13	46
	% of Child's Gender	3.1%	2.9%	3.0%
N/A	n	85	50	135
	% of Child's Gender	7.9%	11.0%	8.9%
Total	n	1,071	454	1,525
	% of Child's Gender	100.0%	100.0%	100.0%

Q33. In the past year, I have attended parent training or information sessions that addressed the needs of parents and of children with disabilities.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	1	3	19	47	149	219
	% of Child's Race/Ethnicity	12.5%	10.7%	17.3%	19.6%	13.3%	14.5%
Sometimes/ Somewhat	n	1	-	2	19	34	56
	% of Child's Race/Ethnicity	12.5%	-	1.8%	7.9%	3.0%	3.7%
No	n	5	15	68	148	817	1,053
	% of Child's Race/Ethnicity	62.5%	53.6%	61.8%	61.7%	72.8%	69.8%
Don't Know	n	-	5	4	9	29	47
	% of Child's Race/Ethnicity	-	17.9%	3.6%	3.8%	2.6%	3.1%
N/A	n	1	5	17	17	94	134
	% of Child's Race/Ethnicity	12.5%	17.9%	15.5%	7.1%	8.4%	8.9%
Total	n	8	28	110	240	1,123	1,509
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q33. In the past year, I have attended parent training or information sessions that addressed the needs of parents and of children with disabilities.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	43	80	46	45	3	217
	% of Child's Grade Level	21.9%	12.8%	11.3%	16.9%	17.6%	14.4%
Sometimes/ Somewhat	n	10	26	7	12	2	57
	% of Child's Grade Level	5.1%	4.2%	1.7%	4.5%	11.8%	3.8%
No	n	123	452	305	168	10	1,058
	% of Child's Grade Level	62.8%	72.2%	75.1%	62.9%	58.8%	70.0%
Don't Know	n	6	18	10	11	1	46
	% of Child's Grade Level	3.1%	2.9%	2.5%	4.1%	5.9%	3.0%
N/A	n	14	50	38	31	1	134
	% of Child's Grade Level	7.1%	8.0%	9.4%	11.6%	5.9%	8.9%
Total	n	196	626	406	267	17	1,512
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

34. A support network for parents of students with disabilities is available to me through my school district or other sources.

Q34. A support network for parents of students with disabilities is available to me through my school district or other source.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	76	164	55	49	19	363
	% of Child's Age	31.7%	21.6%	22.9%	22.4%	31.7%	23.9%
Sometimes/Somewhat	n	13	44	13	17	9	96
	% of Child's Age	5.4%	5.8%	5.4%	7.8%	15.0%	6.3%
No	n	46	212	67	57	17	399
	% of Child's Age	19.2%	27.9%	27.9%	26.0%	28.3%	26.3%
Don't Know	n	84	280	90	73	13	540
	% of Child's Age	35.0%	36.8%	37.5%	33.3%	21.7%	35.5%
N/A	n	21	61	15	23	2	122
	% of Child's Age	8.8%	8.0%	6.3%	10.5%	3.3%	8.0%
Total	n	240	761	240	219	60	1,520
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q34. A support network for parents of students with disabilities is available to me through my school district or other source.		Child's Gender		Total
		Male	Female	
Yes	n	261	104	365
	% of Child's Gender	24.4%	22.9%	24.0%
Sometimes/Somewhat	n	72	24	96
	% of Child's Gender	6.7%	5.3%	6.3%
No	n	285	117	402
	% of Child's Gender	26.7%	25.7%	26.4%
Don't Know	n	375	164	539
	% of Child's Gender	35.1%	36.0%	35.4%
N/A	n	76	46	122
	% of Child's Gender	7.1%	10.1%	8.0%
Total	n	1,069	455	1,524
	% of Child's Gender	100.0%	100.0%	100.0%

Q34. A support network for parents of students with disabilities is available to me through my school district or other source.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	3	4	32	62	260	361
	% of Child's Race/Ethnicity	33.3%	14.3%	29.4%	26.1%	23.1%	23.9%
Sometimes/ Somewhat	n	-	3	8	19	66	96
	% of Child's Race/Ethnicity	-	10.7%	7.3%	8.0%	5.9%	6.4%
No	n	4	9	25	62	294	394
	% of Child's Race/Ethnicity	44.4%	32.1%	22.9%	26.1%	26.2%	26.1%
Don't Know	n	1	8	31	75	421	536
	% of Child's Race/Ethnicity	11.1%	28.6%	28.4%	31.5%	37.5%	35.5%
N/A	n	1	4	13	20	83	121
	% of Child's Race/Ethnicity	11.1%	14.3%	11.9%	8.4%	7.4%	8.0%
Total	n	9	28	109	238	1,124	1,508
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q34. A support network for parents of students with disabilities is available to me through my school district or other source.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	61	141	85	64	7	358
	% of Child's Grade Level	31.1%	22.7%	20.9%	23.7%	38.9%	23.7%
Sometimes/ Somewhat	n	13	30	26	21	6	96
	% of Child's Grade Level	6.6%	4.8%	6.4%	7.8%	33.3%	6.4%
No	n	40	167	115	71	4	397
	% of Child's Grade Level	20.4%	26.9%	28.3%	26.3%	22.2%	26.3%
Don't Know	n	68	225	157	87	1	538
	% of Child's Grade Level	34.7%	36.2%	38.7%	32.2%	5.6%	35.6%
N/A	n	14	58	23	27	-	122
	% of Child's Grade Level	7.1%	9.3%	5.7%	10.0%	-	8.1%
Total	n	196	621	406	270	18	1,511
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.

Q35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	26	68	25	28	9	156
	% of Child's Age	10.9%	9.0%	10.5%	12.9%	15.0%	10.3%
Sometimes/Somewhat	n	12	31	10	9	3	65
	% of Child's Age	5.0%	4.1%	4.2%	4.1%	5.0%	4.3%
No	n	171	575	172	149	43	1,110
	% of Child's Age	71.5%	75.9%	72.3%	68.7%	71.7%	73.4%
Don't Know	n	7	22	11	8	1	49
	% of Child's Age	2.9%	2.9%	4.6%	3.7%	1.7%	3.2%
N/A	n	23	62	20	23	4	132
	% of Child's Age	9.6%	8.2%	8.4%	10.6%	6.7%	8.7%
Total	n	239	758	238	217	60	1,512
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.		Child's Gender		Total
		Male	Female	
Yes	n	117	39	156
	% of Child's Gender	11.0%	8.6%	10.3%
Sometimes/Somewhat	n	43	22	65
	% of Child's Gender	4.0%	4.9%	4.3%
No	n	786	328	1,114
	% of Child's Gender	73.9%	72.4%	73.5%
Don't Know	n	33	16	49
	% of Child's Gender	3.1%	3.5%	3.2%
N/A	n	84	48	132
	% of Child's Gender	7.9%	10.6%	8.7%
Total	n	1,063	453	1,516
	% of Child's Gender	100.0%	100.0%	100.0%

Q35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	-	4	14	35	102	155
	% of Child's Race/Ethnicity	-	14.8%	13.1%	14.7%	9.1%	10.3%
Sometimes/ Somewhat	n	2	1	6	13	43	65
	% of Child's Race/Ethnicity	22.2%	3.7%	5.6%	5.5%	3.8%	4.3%
No	n	6	15	67	162	850	1,100
	% of Child's Race/Ethnicity	66.7%	55.6%	62.6%	68.1%	76.0%	73.3%
Don't Know	n	-	1	8	7	34	50
	% of Child's Race/Ethnicity	-	3.7%	7.5%	2.9%	3.0%	3.3%
N/A	n	1	6	12	21	90	130
	% of Child's Race/Ethnicity	11.1%	22.2%	11.2%	8.8%	8.0%	8.7%
Total	n	9	27	107	238	1,119	1,500
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	23	59	34	37	3	156
	% of Child's Grade Level	11.9%	9.5%	8.4%	13.9%	16.7%	10.4%
Sometimes/ Somewhat	n	11	23	19	10	2	65
	% of Child's Grade Level	5.7%	3.7%	4.7%	3.7%	11.1%	4.3%
No	n	139	463	307	180	12	1,101
	% of Child's Grade Level	71.6%	74.8%	75.8%	67.4%	66.7%	73.3%
Don't Know	n	3	21	13	12	-	49
	% of Child's Grade Level	1.5%	3.4%	3.2%	4.5%	-	3.3%
N/A	n	18	53	32	28	1	132
	% of Child's Grade Level	9.3%	8.6%	7.9%	10.5%	5.6%	8.8%
Total	n	194	619	405	267	18	1,503
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

36. My child is learning skills that will enable him/her to be as independent as possible.

Q36. My child is learning skills that will enable him/her to be as independent as possible.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	193	526	134	121	35	1,009
	% of Child's Age	80.1%	68.6%	54.9%	55.3%	55.6%	65.8%
Sometimes/Somewhat	n	30	143	69	55	15	312
	% of Child's Age	12.4%	18.6%	28.3%	25.1%	23.8%	20.3%
No	n	7	47	17	25	9	105
	% of Child's Age	2.9%	6.1%	7.0%	11.4%	14.3%	6.8%
Don't Know	n	4	24	11	9	3	51
	% of Child's Age	1.7%	3.1%	4.5%	4.1%	4.8%	3.3%
N/A	n	7	27	13	9	1	57
	% of Child's Age	2.9%	3.5%	5.3%	4.1%	1.6%	3.7%
Total	n	241	767	244	219	63	1,534
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q36. My child is learning skills that will enable him/her to be as independent as possible.		Child's Gender		Total
		Male	Female	
Yes	n	704	309	1,013
	% of Child's Gender	65.3%	67.2%	65.9%
Sometimes/Somewhat	n	226	87	313
	% of Child's Gender	21.0%	18.9%	20.4%
No	n	77	28	105
	% of Child's Gender	7.1%	6.1%	6.8%
Don't Know	n	34	17	51
	% of Child's Gender	3.2%	3.7%	3.3%
N/A	n	37	19	56
	% of Child's Gender	3.4%	4.1%	3.6%
Total	n	1,078	460	1,538
	% of Child's Gender	100.0%	100.0%	100.0%

Q36. My child is learning skills that will enable him/her to be as independent as possible.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	7	21	67	146	765	1,006
	% of Child's Race/Ethnicity	77.8%	77.8%	59.8%	59.6%	67.8%	66.1%
Sometimes/ Somewhat	n	1	4	22	48	233	308
	% of Child's Race/Ethnicity	11.1%	14.8%	19.6%	19.6%	20.6%	20.2%
No	n	-	1	13	33	57	104
	% of Child's Race/Ethnicity	-	3.7%	11.6%	13.5%	5.0%	6.8%
Don't Know	n	1	-	6	14	26	47
	% of Child's Race/Ethnicity	11.1%	-	5.4%	5.7%	2.3%	3.1%
N/A	n	-	1	4	4	48	57
	% of Child's Race/Ethnicity	-	3.7%	3.6%	1.6%	4.3%	3.7%
Total	n	9	27	112	245	1,129	1,522
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q36. My child is learning skills that will enable him/her to be as independent as possible.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	157	439	245	154	8	1,003
	% of Child's Grade Level	80.5%	70.5%	59.0%	56.2%	44.4%	65.8%
Sometimes/ Somewhat	n	25	105	110	64	6	310
	% of Child's Grade Level	12.8%	16.9%	26.5%	23.4%	33.3%	20.3%
No	n	6	38	23	34	3	104
	% of Child's Grade Level	3.1%	6.1%	5.5%	12.4%	16.7%	6.8%
Don't Know	n	1	19	19	12	-	51
	% of Child's Grade Level	0.5%	3.0%	4.6%	4.4%	-	3.3%
N/A	n	6	22	18	10	1	57
	% of Child's Grade Level	3.1%	3.5%	4.3%	3.6%	5.6%	3.7%
Total	n	195	623	415	274	18	1,525
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

37. My child is learning skills that will lead to a high school diploma, further education, or a job.

Q37. My child is learning skills that will lead to a high school diploma, further education, or a job.		Child's Age					Total
		3-5 years	6-12 years	13-14 years	15-17 years	18-21 years	
Yes	n	148	495	139	142	39	963
	% of Child's Age	62.2%	65.0%	56.5%	64.5%	61.9%	63.0%
Sometimes/Somewhat	n	14	101	56	44	13	228
	% of Child's Age	5.9%	13.3%	22.8%	20.0%	20.6%	14.9%
No	n	7	48	20	19	6	100
	% of Child's Age	2.9%	6.3%	8.1%	8.6%	9.5%	6.5%
Don't Know	n	24	62	19	6	3	114
	% of Child's Age	10.1%	8.1%	7.7%	2.7%	4.8%	7.5%
N/A	n	45	55	12	9	2	123
	% of Child's Age	18.9%	7.2%	4.9%	4.1%	3.2%	8.0%
Total	n	238	761	246	220	63	1,528
	% of Child's Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q37. My child is learning skills that will lead to a high school diploma, further education, or a job.		Child's Gender		Total
		Male	Female	
Yes	n	672	296	968
	% of Child's Gender	62.6%	64.5%	63.2%
Sometimes/Somewhat	n	167	61	228
	% of Child's Gender	15.6%	13.3%	14.9%
No	n	69	31	100
	% of Child's Gender	6.4%	6.8%	6.5%
Don't Know	n	83	31	114
	% of Child's Gender	7.7%	6.8%	7.4%
N/A	n	82	40	122
	% of Child's Gender	7.6%	8.7%	8.0%
Total	n	1,073	459	1,532
	% of Child's Gender	100.0%	100.0%	100.0%

Q37. My child is learning skills that will lead to a high school diploma, further education, or a job.		Child's Race/Ethnicity					Total
		American Indian/ Alaskan Native	Asian/Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	
Yes	n	7	19	64	146	724	960
	% of Child's Race/Ethnicity	77.8%	70.4%	57.7%	59.8%	64.4%	63.4%
Sometimes/ Somewhat	n	-	2	20	26	177	225
	% of Child's Race/Ethnicity	-	7.4%	18.0%	10.7%	15.7%	14.9%
No	n	-	-	10	38	52	100
	% of Child's Race/Ethnicity	-	-	9.0%	15.6%	4.6%	6.6%
Don't Know	n	1	3	9	16	77	106
	% of Child's Race/Ethnicity	11.1%	11.1%	8.1%	6.6%	6.9%	7.0%
N/A	n	1	3	8	18	94	124
	% of Child's Race/Ethnicity	11.1%	11.1%	7.2%	7.4%	8.4%	8.2%
Total	n	9	27	111	244	1,124	1,515
	% of Child's Race/Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q37. My child is learning skills that will lead to a high school diploma, further education, or a job.		Child's Grade Level					Total
		Preschool	Elementary	Middle	High	Transition 18-21 years	
Yes	n	117	403	250	179	10	959
	% of Child's Grade Level	60.6%	65.2%	60.4%	64.9%	55.6%	63.1%
Sometimes/ Somewhat	n	11	76	80	55	5	227
	% of Child's Grade Level	5.7%	12.3%	19.3%	19.9%	27.8%	14.9%
No	n	6	39	28	24	1	98
	% of Child's Grade Level	3.1%	6.3%	6.8%	8.7%	5.6%	6.5%
Don't Know	n	18	54	31	10	-	113
	% of Child's Grade Level	9.3%	8.7%	7.5%	3.6%	-	7.4%
N/A	n	41	46	25	8	2	122
	% of Child's Grade Level	21.2%	7.4%	6.0%	2.9%	11.1%	8.0%
Total	n	193	618	414	276	18	1,519
	% of Child's Grade Level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix H
Survey Item Responses by Primary Eligibility Category

Q1. I am satisfied with my child's overall special education program.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	222	209	129	124	68	36	20	21	17	40	26	27	961
	% of Child's Eligibility	53.6%	72.8%	50.4%	58.2%	61.8%	66.7%	42.6%	53.8%	47.2%	70.2%	61.9%	67.5%	58.9%
Sometimes/Somewhat	n	144	64	80	72	31	14	21	17	16	12	7	7	496
	% of Child's Eligibility	34.8%	22.3%	31.3%	33.8%	28.2%	25.9%	44.7%	43.6%	44.4%	21.1%	16.7%	17.5%	30.4%
No	n	42	11	44	17	11	4	6	1	2	4	6	5	156
	% of Child's Eligibility	10.1%	3.8%	17.2%	8.0%	10.0%	7.4%	12.8%	2.6%	5.6%	7.0%	14.3%	12.5%	9.6%
Don't Know	n	4	3	3	-	-	-	-	-	-	1	2	-	13
	% of Child's Eligibility	1.0%	1.0%	1.2%	-	-	-	-	-	-	1.8%	4.8%	0.0%	0.8%
N/A	n	2	-	-	-	-	-	-	-	1	-	1	1	5
	% of Child's Eligibility	0.5%	-	-	-	-	-	-	-	2.8%	-	2.4%	2.5%	0.3%
Total	n	414	287	256	213	110	54	47	39	36	57	42	40	1,631
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q2. My child's IEP is meeting his or her educational needs.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	203	209	123	115	65	31	23	22	17	37	23	24	914
	% of Child's Eligibility	49.3%	73.6%	48.6%	53.7%	58.6%	58.5%	48.9%	56.4%	47.2%	64.9%	53.5%	63.2%	56.4%
Sometimes/Somewhat	n	158	58	85	73	34	13	17	14	14	12	9	9	506
	% of Child's Eligibility	38.3%	20.4%	33.6%	34.1%	30.6%	24.5%	36.2%	35.9%	38.9%	21.1%	20.9%	23.7%	31.2%
No	n	38	11	35	19	9	7	6	2	4	6	3	4	145
	% of Child's Eligibility	9.2%	3.9%	13.8%	8.9%	8.1%	13.2%	12.8%	5.1%	11.1%	10.5%	7.0%	10.5%	8.9%
Don't Know	n	12	6	10	7	3	2	1	1	-	2	8	-	54
	% of Child's Eligibility	2.9%	2.1%	4.0%	3.3%	2.7%	3.8%	2.1%	2.6%	-	3.5%	18.6%	-	3.3%
N/A	n	1	-	-	-	-	-	-	-	1	-	-	1	3
	% of Child's Eligibility	0.2%	-	-	-	-	-	-	-	2.8%	-	-	2.6%	0.2%
Total	n	412	284	253	214	111	53	47	39	36	57	43	38	1,622
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q3. All special education services identified in my child's IEP have been provided.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	248	227	154	140	73	39	27	26	22	35	22	27	1,065
	% of Child's Eligibility	60.8%	80.2%	60.6%	65.1%	66.4%	73.6%	60.0%	70.3%	61.1%	61.4%	52.4%	67.5%	65.9%
Sometimes/Somewhat	n	105	40	55	44	23	8	13	7	7	14	7	7	338
	% of Child's Eligibility	25.7%	14.1%	21.7%	20.5%	20.9%	15.1%	28.9%	18.9%	19.4%	24.6%	16.7%	17.5%	20.9%
No	n	34	8	28	19	10	5	4	2	3	5	3	4	127
	% of Child's Eligibility	8.3%	2.8%	11.0%	8.8%	9.1%	9.4%	8.9%	5.4%	8.3%	8.8%	7.1%	10.0%	7.9%
Don't Know	n	19	8	15	12	4	1	1	2	3	3	10	1	80
	% of Child's Eligibility	4.7%	2.8%	5.9%	5.6%	3.6%	1.9%	2.2%	5.4%	8.3%	5.3%	23.8%	2.5%	5.0%
N/A	n	2	-	2	-	-	-	-	-	1	-	-	1	6
	% of Child's Eligibility	0.5%	-	0.8%	-	-	-	-	-	2.8%	-	-	2.5%	0.4%
Total	n	408	283	254	215	110	53	45	37	36	57	42	40	1,616
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q4. Staff is able to appropriately provide my child's specific program and services.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	232	223	144	131	69	38	23	23	23	36	25	23	1,012
	% of Child's Eligibility	56.6%	78.0%	56.7%	61.5%	62.2%	71.7%	48.9%	59.0%	65.7%	63.2%	59.5%	57.5%	62.4%
Sometimes/Somewhat	n	127	50	73	64	29	10	17	12	8	16	8	11	433
	% of Child's Eligibility	31.0%	17.5%	28.7%	30.0%	26.1%	18.9%	36.2%	30.8%	22.9%	28.1%	19.0%	27.5%	26.7%
No	n	35	8	30	10	9	4	4	3	2	3	2	3	116
	% of Child's Eligibility	8.5%	2.8%	11.8%	4.7%	8.1%	7.5%	8.5%	7.7%	5.7%	5.3%	4.8%	7.5%	7.1%
Don't Know	n	14	5	7	8	4	1	3	1	1	2	7	2	57
	% of Child's Eligibility	3.4%	1.7%	2.8%	3.8%	3.6%	1.9%	6.4%	2.6%	2.9%	3.5%	16.7%	5.0%	3.5%
N/A	n	2	-	-	-	-	-	-	-	1	-	-	1	5
	% of Child's Eligibility	0.5%	-	-	-	-	-	-	-	2.9%	-	-	2.5%	0.3%
Total	n	410	286	254	213	111	53	47	39	35	57	42	40	1,623
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q5. The modifications and accommodations written in my child's IEP are consistently provided.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	216	201	145	124	69	36	24	24	18	34	21	24	955
	% of Child's Eligibility	52.9%	71.5%	57.8%	58.2%	62.7%	66.7%	51.1%	64.9%	50.0%	60.7%	50.0%	60.0%	59.4%
Sometimes/Somewhat	n	125	50	61	49	26	12	12	11	10	10	7	10	391
	% of Child's Eligibility	30.6%	17.8%	24.3%	23.0%	23.6%	22.2%	25.5%	29.7%	27.8%	17.9%	16.7%	25.0%	24.3%
No	n	45	6	28	25	8	2	6	1	3	4	2	3	135
	% of Child's Eligibility	11.0%	2.1%	11.2%	11.7%	7.3%	3.7%	12.8%	2.7%	8.3%	7.1%	4.8%	7.5%	8.4%
Don't Know	n	16	10	13	14	7	4	5	1	4	7	12	2	97
	% of Child's Eligibility	3.9%	3.6%	5.2%	6.6%	6.4%	7.4%	10.6%	2.7%	11.1%	12.5%	28.6%	5.0%	6.0%
N/A	n	6	14	4	1	-	-	-	-	1	1	-	1	30
	% of Child's Eligibility	1.5%	5.0%	1.6%	0.5%	-	-	-	-	2.8%	1.8%	-	2.5%	1.9%
Total	n	408	281	251	213	110	54	47	37	36	56	42	40	1,608
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q6. My child's school day has been shortened to accommodate his/her transportation needs.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	11	10	29	13	3	2	2	6	5	5	3	2	96
	% of Child's Eligibility	2.7%	3.5%	11.5%	6.2%	2.8%	3.8%	4.3%	15.4%	13.9%	9.3%	7.5%	5.0%	6.0%
Sometimes/Somewhat	n	5	2	5	4	2	-	-	1	-	1	1	-	24
	% of Child's Eligibility	1.2%	0.7%	2.0%	1.9%	1.9%	-	-	2.6%	-	1.9%	2.5%	-	1.5%
No	n	196	136	136	118	64	29	27	21	14	33	25	19	826
	% of Child's Eligibility	47.7%	47.9%	53.8%	56.2%	59.3%	55.8%	57.4%	53.8%	38.9%	61.1%	62.5%	47.5%	51.3%
Don't Know	n	10	7	4	1	1	-	-	1	-	2	4	1	32
	% of Child's Eligibility	2.4%	2.5%	1.6%	0.5%	0.9%	-	-	2.6%	-	3.7%	10.0%	2.5%	2.0%
N/A	n	189	129	79	74	38	21	18	10	17	13	7	18	631
	% of Child's Eligibility	46.0%	45.4%	31.2%	35.2%	35.2%	40.4%	38.3%	25.6%	47.2%	24.1%	17.5%	45.0%	39.2%
Total	n	411	284	253	210	108	52	47	39	36	54	40	40	1,609
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q7. My child has been sent home from school due to behavioral difficulties (not considered suspension).		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	18	2	26	21	8	-	5	4	3	2	5	2	102
	% of Child's Eligibility	4.4%	0.7%	10.2%	9.9%	7.3%	-	10.6%	10.5%	8.3%	3.6%	11.9%	5.3%	6.3%
Sometimes/Somewhat	n	4	4	5	8	3	1	1	2	3	-	-	-	32
	% of Child's Eligibility	1.0%	1.4%	2.0%	3.8%	2.7%	1.9%	2.1%	5.3%	8.3%	-	-	-	2.0%
No	n	308	224	183	168	93	47	35	27	25	48	34	26	1,237
	% of Child's Eligibility	74.8%	79.2%	72.0%	79.2%	84.5%	87.0%	74.5%	71.1%	69.4%	85.7%	81.0%	68.4%	76.5%
Don't Know	n	2	3	-	-	-	-	-	1	-	1	-	-	7
	% of Child's Eligibility	0.5%	1.1%	-	-	-	-	-	2.6%	-	1.8%	-	-	0.4%
N/A	n	80	50	40	15	6	6	6	4	5	5	3	10	240
	% of Child's Eligibility	19.4%	17.7%	15.7%	7.1%	5.5%	11.1%	12.8%	10.5%	13.9%	8.9%	7.1%	26.3%	14.8%
Total	n	412	283	254	212	110	54	47	38	36	56	42	38	1,618
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q8. Staff is appropriately trained to provide my child's specific program and services.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	247	230	146	135	62	36	19	27	22	35	24	26	1,036
	% of Child's Eligibility	60.1%	80.4%	57.5%	63.1%	55.9%	67.9%	40.4%	69.2%	62.9%	61.4%	55.8%	65.0%	63.7%
Sometimes/Somewhat	n	85	28	65	46	32	11	18	9	6	12	7	9	332
	% of Child's Eligibility	20.7%	9.8%	25.6%	21.5%	28.8%	20.8%	38.3%	23.1%	17.1%	21.1%	16.3%	22.5%	20.4%
No	n	39	9	26	13	9	3	4	1	4	2	2	2	115
	% of Child's Eligibility	9.5%	3.1%	10.2%	6.1%	8.1%	5.7%	8.5%	2.6%	11.4%	3.5%	4.7%	5.0%	7.1%
Don't Know	n	36	15	16	19	8	3	6	2	2	8	9	1	126
	% of Child's Eligibility	8.8%	5.2%	6.3%	8.9%	7.2%	5.7%	12.8%	5.1%	5.7%	14.0%	20.9%	2.5%	7.7%
N/A	n	4	4	1	1	-	-	-	-	1	-	1	2	17
	% of Child's Eligibility	1.0%	1.4%	0.4%	0.5%	-	-	-	-	2.9%	-	2.3%	5.0%	1.0%
Total	n	411	286	254	214	111	53	47	39	35	57	43	40	1,626
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q9. My child is accepted within the school community.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	343	258	175	168	77	44	28	28	23	51	37	32	1,294
	% of Child's Eligibility	83.1%	90.5%	69.2%	78.1%	69.4%	81.5%	59.6%	71.8%	67.6%	89.5%	86.0%	80.0%	79.6%
Sometimes/Somewhat	n	55	15	56	36	22	6	16	9	8	3	2	7	237
	% of Child's Eligibility	13.3%	5.3%	22.1%	16.7%	19.8%	11.1%	34.0%	23.1%	23.5%	5.3%	4.7%	17.5%	14.6%
No	n	7	3	11	7	5	4	2	-	3	1	-	-	44
	% of Child's Eligibility	1.7%	1.1%	4.3%	3.3%	4.5%	7.4%	4.3%	-	8.8%	1.8%	-	-	2.7%
Don't Know	n	7	4	7	2	5	-	1	2	-	2	2	-	32
	% of Child's Eligibility	1.7%	1.4%	2.8%	0.9%	4.5%	-	2.1%	5.1%	-	3.5%	4.7%	-	2.0%
N/A	n	1	5	4	2	2	-	-	-	-	-	2	1	19
	% of Child's Eligibility	0.2%	1.8%	1.6%	0.9%	1.8%	-	-	-	-	-	4.7%	2.5%	1.2%
Total	n	413	285	253	215	111	54	47	39	34	57	43	40	1,626
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q10. I have had the opportunity to take part in the development of my child's IEP at the PPT meeting.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	351	250	221	189	100	47	41	33	32	51	30	38	1,411
	% of Child's Eligibility	84.8%	89.6%	86.0%	89.2%	90.1%	88.7%	87.2%	86.8%	88.9%	87.9%	69.8%	95.0%	86.9%
Sometimes/Somewhat	n	46	19	20	18	11	6	6	4	2	5	5	1	147
	% of Child's Eligibility	11.1%	6.8%	7.8%	8.5%	9.9%	11.3%	12.8%	10.5%	5.6%	8.6%	11.6%	2.5%	9.1%
No	n	11	10	11	4	-	-	-	-	1	1	5	-	43
	% of Child's Eligibility	2.7%	3.6%	4.3%	1.9%	-	-	-	-	2.8%	1.7%	11.6%	-	2.6%
Don't Know	n	2	-	2	-	-	-	-	1	-	1	1	-	8
	% of Child's Eligibility	0.5%	-	0.8%	-	-	-	-	2.6%	-	1.7%	2.3%	-	0.5%
N/A	n	4	-	3	1	-	-	-	-	1	-	2	1	14
	% of Child's Eligibility	1.0%	-	1.2%	0.5%	-	-	-	-	2.8%	-	4.7%	2.5%	0.9%
Total	n	414	279	257	212	111	53	47	38	36	58	43	40	1,623
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q11. PPT meetings for my child have been scheduled at times and places that met my needs.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	341	248	207	166	97	42	41	32	30	46	33	31	1,342
	% of Child's Eligibility	82.2%	87.6%	80.9%	77.2%	87.4%	79.2%	87.2%	82.1%	83.3%	85.2%	76.7%	77.5%	82.4%
Sometimes/Somewhat	n	46	25	34	37	13	8	6	6	2	6	6	7	203
	% of Child's Eligibility	11.1%	8.8%	13.3%	17.2%	11.7%	15.1%	12.8%	15.4%	5.6%	11.1%	14.0%	17.5%	12.5%
No	n	24	10	12	11	1	3	-	1	3	2	2	1	71
	% of Child's Eligibility	5.8%	3.5%	4.7%	5.1%	0.9%	5.7%	-	2.6%	8.3%	3.7%	4.7%	2.5%	4.4%
Don't Know	n	2	-	2	-	-	-	-	-	-	-	1	-	5
	% of Child's Eligibility	0.5%	-	0.8%	-	-	-	-	-	-	-	2.3%	-	0.3%
N/A	n	2	-	1	1	-	-	-	-	1	-	1	1	7
	% of Child's Eligibility	0.5%	-	0.4%	0.5%	-	-	-	-	2.8%	-	2.3%	2.5%	0.4%
Total	n	415	283	256	215	111	53	47	39	36	54	43	40	1,628
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q12. When we plan my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	323	234	179	173	92	38	39	33	28	48	29	32	1,280
	% of Child's Eligibility	78.0%	82.7%	69.9%	80.8%	82.9%	71.7%	83.0%	86.8%	77.8%	84.2%	67.4%	80.0%	78.7%
Sometimes/Somewhat	n	65	38	56	29	14	11	7	1	6	9	8	5	251
	% of Child's Eligibility	15.7%	13.4%	21.9%	13.6%	12.6%	20.8%	14.9%	2.6%	16.7%	15.8%	18.6%	12.5%	15.4%
No	n	19	6	16	11	5	4	1	4	1	-	2	1	70
	% of Child's Eligibility	4.6%	2.1%	6.3%	5.1%	4.5%	7.5%	2.1%	10.5%	2.8%	-	4.7%	2.5%	4.3%
Don't Know	n	3	3	3	1	-	-	-	-	-	-	3	-	14
	% of Child's Eligibility	0.7%	1.1%	1.2%	0.5%	-	-	-	-	-	-	7.0%	-	0.9%
N/A	n	4	2	2	-	-	-	-	-	1	-	1	2	12
	% of Child's Eligibility	1.0%	0.7%	0.8%	-	-	-	-	-	2.8%	-	2.3%	5.0%	0.7%
Total	n	414	283	256	214	111	53	47	38	36	57	43	40	1,627
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q13. When we implement my child's IEP, I feel I am a respected partner with my child's teachers and other service providers.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	291	227	170	147	83	38	35	31	23	46	27	29	1,176
	% of Child's Eligibility	71.0%	80.2%	66.4%	69.0%	75.5%	71.7%	74.5%	81.6%	65.7%	82.1%	64.3%	72.5%	72.8%
Sometimes/Somewhat	n	91	44	62	51	23	12	8	2	8	10	8	5	327
	% of Child's Eligibility	22.2%	15.5%	24.2%	23.9%	20.9%	22.6%	17.0%	5.3%	22.9%	17.9%	19.0%	12.5%	20.2%
No	n	22	2	19	12	4	2	4	3	3	-	2	4	78
	% of Child's Eligibility	5.4%	0.7%	7.4%	5.6%	3.6%	3.8%	8.5%	7.9%	8.6%	-	4.8%	10.0%	4.8%
Don't Know	n	2	4	3	3	-	1	-	2	-	-	4	-	19
	% of Child's Eligibility	0.5%	1.4%	1.2%	1.4%	-	1.9%	-	5.3%	-	-	9.5%	-	1.2%
N/A	n	4	6	2	-	-	-	-	-	1	-	1	2	16
	% of Child's Eligibility	1.0%	2.1%	0.8%	-	-	-	-	-	2.9%	-	2.4%	5.0%	1.0%
Total	n	410	283	256	213	110	53	47	38	35	56	42	40	1,616
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q14. I understand what is discussed at meetings to develop my child's IEP.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	338	261	200	180	97	47	43	33	30	48	35	36	1,380
	% of Child's Eligibility	82.0%	91.3%	78.4%	84.5%	87.4%	88.7%	91.5%	84.6%	85.7%	84.2%	81.4%	90.0%	84.8%
Sometimes/Somewhat	n	64	20	47	29	13	6	3	4	5	9	7	2	213
	% of Child's Eligibility	15.5%	7.0%	18.4%	13.6%	11.7%	11.3%	6.4%	10.3%	14.3%	15.8%	16.3%	5.0%	13.1%
No	n	8	1	4	3	1	-	1	2	-	-	-	1	21
	% of Child's Eligibility	1.9%	0.3%	1.6%	1.4%	0.9%	-	2.1%	5.1%	-	-	-	2.5%	1.3%
Don't Know	n	1	-	2	-	-	-	-	-	-	-	-	-	3
	% of Child's Eligibility	0.2%	-	0.8%	-	-	-	-	-	-	-	-	-	0.2%
N/A	n	1	4	2	1	-	-	-	-	-	-	1	1	10
	% of Child's Eligibility	0.2%	1.4%	0.8%	0.5%	-	-	-	-	-	-	2.3%	2.5%	0.6%
Total	n	412	286	255	213	111	53	47	39	35	57	43	40	1,627
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q15. At meetings to develop my child's IEP, I feel comfortable asking questions and expressing concerns.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	341	254	210	190	99	46	42	35	31	51	33	36	1,397
	% of Child's Eligibility	83.0%	89.4%	82.7%	88.4%	89.2%	85.2%	89.4%	89.7%	86.1%	89.5%	78.6%	90.0%	86.0%
Sometimes/Somewhat	n	52	22	32	21	9	8	5	3	2	6	5	2	170
	% of Child's Eligibility	12.7%	7.7%	12.6%	9.8%	8.1%	14.8%	10.6%	7.7%	5.6%	10.5%	11.9%	5.0%	10.5%
No	n	12	4	6	4	3	-	-	1	1	-	3	1	35
	% of Child's Eligibility	2.9%	1.4%	2.4%	1.9%	2.7%	-	-	2.6%	2.8%	-	7.1%	2.5%	2.2%
Don't Know	n	2	1	3	-	-	-	-	-	-	-	-	-	7
	% of Child's Eligibility	0.5%	0.4%	1.2%	-	-	-	-	-	-	-	-	-	0.4%
N/A	n	4	3	3	-	-	-	-	-	2	-	1	1	15
	% of Child's Eligibility	1.0%	1.1%	1.2%	-	-	-	-	-	5.6%	-	2.4%	2.5%	0.9%
Total	n	411	284	254	215	111	54	47	39	36	57	42	40	1,624
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q16. The school district proposed the regular classroom for my child as the first placement option.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	316	187	158	155	59	37	35	19	24	38	26	25	1,101
	% of Child's Eligibility	76.9%	66.8%	63.7%	74.2%	54.1%	68.5%	74.5%	51.4%	66.7%	69.1%	60.5%	64.1%	68.7%
Sometimes/Somewhat	n	33	11	19	12	6	1	7	2	1	5	1	-	101
	% of Child's Eligibility	8.0%	3.9%	7.7%	5.7%	5.5%	1.9%	14.9%	5.4%	2.8%	9.1%	2.3%	-	6.3%
No	n	30	21	45	17	36	9	3	13	7	5	6	7	203
	% of Child's Eligibility	7.3%	7.5%	18.1%	8.1%	33.0%	16.7%	6.4%	35.1%	19.4%	9.1%	14.0%	17.9%	12.7%
Don't Know	n	19	13	14	15	3	3	1	2	1	3	6	3	86
	% of Child's Eligibility	4.6%	4.6%	5.6%	7.2%	2.8%	5.6%	2.1%	5.4%	2.8%	5.5%	14.0%	7.7%	5.4%
N/A	n	13	48	12	10	5	4	1	1	3	4	4	4	111
	% of Child's Eligibility	3.2%	17.1%	4.8%	4.8%	4.6%	7.4%	2.1%	2.7%	8.3%	7.3%	9.3%	10.3%	6.9%
Total	n	411	280	248	209	109	54	47	37	36	55	43	39	1,602
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q17. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	292	223	164	151	79	36	27	27	25	40	24	32	1,142
	% of Child's Eligibility	71.2%	78.8%	65.6%	71.6%	71.2%	66.7%	58.7%	69.2%	69.4%	72.7%	58.5%	82.1%	71.0%
Sometimes/Somewhat	n	88	35	59	45	24	14	13	6	4	10	4	1	313
	% of Child's Eligibility	21.5%	12.4%	23.6%	21.3%	21.6%	25.9%	28.3%	15.4%	11.1%	18.2%	9.8%	2.6%	19.5%
No	n	19	11	18	9	7	4	6	6	5	2	7	3	97
	% of Child's Eligibility	4.6%	3.9%	7.2%	4.3%	6.3%	7.4%	13.0%	15.4%	13.9%	3.6%	17.1%	7.7%	6.0%
Don't Know	n	7	3	8	6	1	-	-	-	-	1	4	1	32
	% of Child's Eligibility	1.7%	1.1%	3.2%	2.8%	0.9%	-	-	-	-	1.8%	9.8%	2.6%	2.0%
N/A	n	4	11	1	-	-	-	-	-	2	2	2	2	25
	% of Child's Eligibility	1.0%	3.9%	0.4%	-	-	-	-	-	5.6%	3.6%	4.9%	5.1%	1.6%
Total	n	410	283	250	211	111	54	46	39	36	55	41	39	1,609
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q18. I have received a copy of my child's IEP within 5 school days after the PPT.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	346	250	217	184	85	47	41	31	21	48	35	33	1,365
	% of Child's Eligibility	84.2%	87.7%	85.8%	85.6%	78.0%	88.7%	89.1%	79.5%	58.3%	84.2%	81.4%	82.5%	84.2%
Sometimes/Somewhat	n	36	14	18	13	13	3	-	3	7	5	3	2	120
	% of Child's Eligibility	8.8%	4.9%	7.1%	6.0%	11.9%	5.7%	-	7.7%	19.4%	8.8%	7.0%	5.0%	7.4%
No	n	21	6	10	11	6	2	5	4	4	3	2	3	79
	% of Child's Eligibility	5.1%	2.1%	4.0%	5.1%	5.5%	3.8%	10.9%	10.3%	11.1%	5.3%	4.7%	7.5%	4.9%
Don't Know	n	6	11	6	6	4	1	-	1	2	-	1	1	39
	% of Child's Eligibility	1.5%	3.9%	2.4%	2.8%	3.7%	1.9%	-	2.6%	5.6%	-	2.3%	2.5%	2.4%
N/A	n	2	4	2	1	1	-	-	-	2	1	2	1	19
	% of Child's Eligibility	0.5%	1.4%	0.8%	0.5%	0.9%	0.0%	0.0%	0.0%	5.6%	1.8%	4.7%	2.5%	1.2%
Total	n	411	285	253	215	109	53	46	39	36	57	43	40	1,622
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q19. If necessary, a translator was provided at the PPT meetings.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	42	27	45	19	5	2	-	9	3	6	10	3	186
	% of Child's Eligibility	10.3%	9.6%	17.9%	9.1%	4.5%	3.7%	0.0%	23.7%	9.4%	11.1%	25.0%	7.5%	11.7%
Sometimes/Somewhat	n	2	2	3	3	2	-	-	-	-	2	-	-	16
	% of Child's Eligibility	0.5%	0.7%	1.2%	1.4%	1.8%	-	-	-	-	3.7%	-	-	1.0%
No	n	25	10	18	8	2	3	4	3	1	2	4	2	85
	% of Child's Eligibility	6.1%	3.6%	7.2%	3.8%	1.8%	5.6%	8.7%	7.9%	3.1%	3.7%	10.0%	5.0%	5.3%
Don't Know	n	8	1	3	2	2	1	-	-	-	1	4	-	22
	% of Child's Eligibility	2.0%	0.4%	1.2%	1.0%	1.8%	1.9%	-	-	-	1.9%	10.0%	-	1.4%
N/A	n	330	240	182	176	99	48	42	26	28	43	22	35	1,286
	% of Child's Eligibility	81.1%	85.7%	72.5%	84.6%	90.0%	88.9%	91.3%	68.4%	87.5%	79.6%	55.0%	87.5%	80.6%
Total	n	407	280	251	208	110	54	46	38	32	54	40	40	1,595
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q20. The translation services provided at the PPT meetings were effective.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combine d
Yes	n	49	24	43	16	5	3	1	8	3	11	12	1	190
	% of Child's Eligibility	12.1%	8.6%	17.5%	7.7%	4.6%	5.6%	2.2%	21.6%	8.8%	19.6%	27.9%	2.6%	11.9%
Sometimes/Somewhat	n	11	4	5	5	2	-	1	1	1	1	2	1	37
	% of Child's Eligibility	2.7%	1.4%	2.0%	2.4%	1.9%	-	2.2%	2.7%	2.9%	1.8%	4.7%	2.6%	2.3%
No	n	11	6	10	7	-	1	1	2	-	1	3	1	47
	% of Child's Eligibility	2.7%	2.1%	4.1%	3.3%	-	1.9%	2.2%	5.4%	-	1.8%	7.0%	2.6%	3.0%
Don't Know	n	7	1	5	2	1	1	-	-	-	1	4	-	22
	% of Child's Eligibility	1.7%	0.4%	2.0%	1.0%	0.9%	1.9%	-	-	-	1.8%	9.3%	-	1.4%
N/A	n	327	245	183	179	100	49	43	26	30	42	22	36	1,296
	% of Child's Eligibility	80.7%	87.5%	74.4%	85.6%	92.6%	90.7%	93.5%	70.3%	88.2%	75.0%	51.2%	92.3%	81.4%
Total	n	405	280	246	209	108	54	46	37	34	56	43	39	1,592
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q21. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies, and social events.		Child's Primary Eligibility for Services												Total
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know	Combined	
Yes	n	383	234	215	193	85	42	42	26	26	51	30	33	1,390
	% of Child's Eligibility	93.0%	82.1%	85.3%	89.8%	78.0%	77.8%	89.4%	66.7%	72.2%	87.9%	69.8%	84.6%	85.6%
Sometimes/Somewhat	n	16	5	23	16	11	3	4	8	5	2	4	3	102
	% of Child's Eligibility	3.9%	1.8%	9.1%	7.4%	10.1%	5.6%	8.5%	20.5%	13.9%	3.4%	9.3%	7.7%	6.3%
No	n	4	4	5	3	5	1	1	2	1	3	1	-	31
	% of Child's Eligibility	1.0%	1.4%	2.0%	1.4%	4.6%	1.9%	2.1%	5.1%	2.8%	5.2%	2.3%	-	1.9%
Don't Know	n	6	4	3	2	1	2	-	1	1	-	4	-	25
	% of Child's Eligibility	1.5%	1.4%	1.2%	0.9%	0.9%	3.7%	-	2.6%	2.8%	-	9.3%	-	1.5%
N/A	n	3	38	6	1	7	6	-	2	3	2	4	3	75
	% of Child's Eligibility	0.7%	13.3%	2.4%	0.5%	6.4%	11.1%	-	5.1%	8.3%	3.4%	9.3%	7.7%	4.6%
Total	n	412	285	252	215	109	54	47	39	36	58	43	39	1,623
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q22. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.		Child's Primary Eligibility for Services												Total
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know	Combined	
Yes	n	373	204	175	189	51	26	40	15	20	42	27	26	1,216
	% of Child's Eligibility	90.3%	72.3%	69.4%	87.9%	46.4%	49.1%	85.1%	38.5%	55.6%	76.4%	62.8%	65.0%	75.1%
Sometimes/Somewhat	n	8	4	23	6	15	3	4	6	3	3	1	3	80
	% of Child's Eligibility	1.9%	1.4%	9.1%	2.8%	13.6%	5.7%	8.5%	15.4%	8.3%	5.5%	2.3%	7.5%	4.9%
No	n	20	9	25	6	21	4	2	8	6	5	4	5	117
	% of Child's Eligibility	4.8%	3.2%	9.9%	2.8%	19.1%	7.5%	4.3%	20.5%	16.7%	9.1%	9.3%	12.5%	7.2%
Don't Know	n	3	7	13	7	5	2	-	6	1	3	4	2	55
	% of Child's Eligibility	0.7%	2.5%	5.2%	3.3%	4.5%	3.8%	-	15.4%	2.8%	5.5%	9.3%	5.0%	3.4%
N/A	n	9	58	16	7	18	18	1	4	6	2	7	4	151
	% of Child's Eligibility	2.2%	20.6%	6.3%	3.3%	16.4%	34.0%	2.1%	10.3%	16.7%	3.6%	16.3%	10.0%	9.3%
Total	n	413	282	252	215	110	53	47	39	36	55	43	40	1,619
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q23. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	123	73	91	73	25	11	8	14	12	25	13	13	501
	% of Child's Eligibility	30.1%	25.8%	36.4%	34.3%	22.7%	20.8%	17.4%	35.9%	33.3%	45.5%	31.0%	32.5%	31.1%
Sometimes/Somewhat	n	20	12	22	8	10	-	2	2	4	3	4	2	91
	% of Child's Eligibility	4.9%	4.2%	8.8%	3.8%	9.1%	-	4.3%	5.1%	11.1%	5.5%	9.5%	5.0%	5.7%
No	n	47	17	46	23	33	8	10	10	3	8	6	8	223
	% of Child's Eligibility	11.5%	6.0%	18.4%	10.8%	30.0%	15.1%	21.7%	25.6%	8.3%	14.5%	14.3%	20.0%	13.9%
Don't Know	n	33	27	35	23	13	10	8	8	4	6	7	5	183
	% of Child's Eligibility	8.1%	9.5%	14.0%	10.8%	11.8%	18.9%	17.4%	20.5%	11.1%	10.9%	16.7%	12.5%	11.4%
N/A	n	185	154	56	86	29	24	18	5	13	13	12	12	612
	% of Child's Eligibility	45.3%	54.4%	22.4%	40.4%	26.4%	45.3%	39.1%	12.8%	36.1%	23.6%	28.6%	30.0%	38.0%
Total	n	408	283	250	213	110	53	46	39	36	55	42	40	1,610
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q24. My child has been denied access to non-school sponsored community activities due to his/her disability.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	8	12	17	9	6	2	4	3	1	2	2	3	74
	% of Child's Eligibility	2.0%	4.3%	6.8%	4.2%	5.4%	3.8%	8.5%	7.7%	2.9%	3.7%	4.7%	7.7%	4.6%
Sometimes/Somewhat	n	6	4	14	6	4	2	-	2	1	-	-	-	42
	% of Child's Eligibility	1.5%	1.4%	5.6%	2.8%	3.6%	3.8%	-	5.1%	2.9%	-	-	-	2.6%
No	n	295	173	169	151	73	28	33	25	20	40	29	30	1,086
	% of Child's Eligibility	72.3%	61.3%	67.3%	70.9%	65.8%	52.8%	70.2%	64.1%	57.1%	74.1%	67.4%	76.9%	67.5%
Don't Know	n	8	3	12	8	6	4	-	5	1	1	3	1	53
	% of Child's Eligibility	2.0%	1.1%	4.8%	3.8%	5.4%	7.5%	-	12.8%	2.9%	1.9%	7.0%	2.6%	3.3%
N/A	n	91	90	39	39	22	17	10	4	12	11	9	5	355
	% of Child's Eligibility	22.3%	31.9%	15.5%	18.3%	19.8%	32.1%	21.3%	10.3%	34.3%	20.4%	20.9%	12.8%	22.0%
Total	n	408	282	251	213	111	53	47	39	35	54	43	39	1,610
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q25. I am satisfied with the school district transition activities that took place when my child left Birth to Three.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	22	73	35	15	23	16	1	9	1	11	2	6	218
	% of Child's Eligibility	16.4%	46.8%	36.1%	23.4%	37.1%	53.3%	5.9%	50.0%	11.1%	37.9%	20.0%	40.0%	32.9%
Sometimes/Somewhat	n	6	15	7	2	7	5	1	-	-	1	2	1	47
	% of Child's Eligibility	4.5%	9.6%	7.2%	3.1%	11.3%	16.7%	5.9%	-	-	3.4%	20.0%	6.7%	7.1%
No	n	6	9	9	1	7	4	3	1	1	4	-	3	50
	% of Child's Eligibility	4.5%	5.8%	9.3%	1.6%	11.3%	13.3%	17.6%	5.6%	11.1%	13.8%	-	20.0%	7.6%
Don't Know	n	8	7	3	4	1	-	-	1	-	1	4	-	34
	% of Child's Eligibility	6.0%	4.5%	3.1%	6.3%	1.6%	-	-	5.6%	0.0%	3.4%	40.0%	-	5.1%
N/A	n	92	52	43	42	24	5	12	7	7	12	2	5	313
	% of Child's Eligibility	68.7%	33.3%	44.3%	65.6%	38.7%	16.7%	70.6%	38.9%	77.8%	41.4%	20.0%	33.3%	47.3%
Total	n	134	156	97	64	62	30	17	18	9	29	10	15	662
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q26. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	27	3	15	12	1	-	6	2	2	5	2	-	79
	% of Child's Eligibility	21.4%	5.3%	19.5%	18.5%	3.7%	-	42.9%	13.3%	18.2%	21.7%	25.0%	-	17.1%
Sometimes/Somewhat	n	5	1	1	5	2	-	1	-	2	1	-	-	18
	% of Child's Eligibility	4.0%	1.8%	1.3%	7.7%	7.4%	-	7.1%	-	18.2%	4.3%	-	-	3.9%
No	n	22	4	18	10	3	3	2	5	1	3	4	1	80
	% of Child's Eligibility	17.5%	7.0%	23.4%	15.4%	11.1%	27.3%	14.3%	33.3%	9.1%	13.0%	50.0%	14.3%	17.4%
Don't Know	n	7	-	6	1	-	-	-	-	-	1	1	-	18
	% of Child's Eligibility	5.6%	-	7.8%	1.5%	-	-	-	-	-	4.3%	12.5%	-	3.9%
N/A	n	65	49	37	37	21	8	5	8	6	13	1	6	266
	% of Child's Eligibility	51.6%	86.0%	48.1%	56.9%	77.8%	72.7%	35.7%	53.3%	54.5%	56.5%	12.5%	85.7%	57.7%
Total	n	126	57	77	65	27	11	14	15	11	23	8	7	461
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q27. The school district actively encourages my child to attend and participate in PPT meetings.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	89	4	36	42	9	3	10	8	12	8	3	1	233
	% of Child's Eligibility	50.9%	7.0%	35.0%	44.2%	29.0%	25.0%	50.0%	36.4%	57.1%	33.3%	33.3%	9.1%	38.9%
Sometimes/Somewhat	n	12	1	9	9	1	-	2	-	2	3	1	-	41
	% of Child's Eligibility	6.9%	1.8%	8.7%	9.5%	3.2%	-	10.0%	-	9.5%	12.5%	11.1%	-	6.8%
No	n	22	2	22	9	4	2	3	7	1	2	2	3	81
	% of Child's Eligibility	12.6%	3.5%	21.4%	9.5%	12.9%	16.7%	15.0%	31.8%	4.8%	8.3%	22.2%	27.3%	13.5%
Don't Know	n	6	1	6	2	-	-	1	-	-	-	1	-	17
	% of Child's Eligibility	3.4%	1.8%	5.8%	2.1%	-	-	5.0%	-	-	-	11.1%	-	2.8%
N/A	n	46	49	30	33	17	7	4	7	6	11	2	7	227
	% of Child's Eligibility	26.3%	86.0%	29.1%	34.7%	54.8%	58.3%	20.0%	31.8%	28.6%	45.8%	22.2%	63.6%	37.9%
Total	n	175	57	103	95	31	12	20	22	21	24	9	11	599
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q28. My child is age 13 or 14 and the PPT discussed appropriate course of study at the high school.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	54	4	20	31	4	1	7	2	4	2	3	-	136
	% of Child's Eligibility	37.0%	7.1%	23.5%	36.9%	14.8%	7.7%	36.8%	11.8%	30.8%	8.7%	30.0%	-	26.2%
Sometimes/Somewhat	n	11	-	4	4	2	2	1	1	2	1	-	-	28
	% of Child's Eligibility	7.5%	-	4.7%	4.8%	7.4%	15.4%	5.3%	5.9%	15.4%	4.3%	-	-	5.4%
No	n	24	2	19	8	2	2	4	7	-	7	4	3	87
	% of Child's Eligibility	16.4%	3.6%	22.4%	9.5%	7.4%	15.4%	21.1%	41.2%	-	30.4%	40.0%	33.3%	16.7%
Don't Know	n	4	-	2	3	-	-	-	-	-	1	2	-	13
	% of Child's Eligibility	2.7%	-	2.4%	3.6%	-	-	-	-	-	4.3%	20.0%	-	2.5%
N/A	n	53	50	40	38	19	8	7	7	7	12	1	6	256
	% of Child's Eligibility	36.3%	89.3%	47.1%	45.2%	70.4%	61.5%	36.8%	41.2%	53.8%	52.2%	10.0%	66.7%	49.2%
Total	n	146	56	85	84	27	13	19	17	13	23	10	9	520
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q29. My child is age 15 or older & the PPT developed individualized goals related to employment/postsecondary education, independent living & community participation.		Child's Primary Eligibility for Services												Total
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know	Combined	
Yes	n	46	2	22	13	6	-	3	6	8	3	1	2	117
	% of Child's Eligibility	28.0%	3.4%	25.3%	17.1%	22.2%	0.0%	20.0%	31.6%	44.4%	15.0%	20.0%	16.7%	22.1%
Sometimes/Somewhat	n	16	2	8	4	1	1	1	1	2	1	-	1	39
	% of Child's Eligibility	9.8%	3.4%	9.2%	5.3%	3.7%	8.3%	6.7%	5.3%	11.1%	5.0%	-	8.3%	7.4%
No	n	29	3	14	16	1	3	4	5	1	2	-	2	82
	% of Child's Eligibility	17.7%	5.2%	16.1%	21.1%	3.7%	25.0%	26.7%	26.3%	5.6%	10.0%	-	16.7%	15.5%
Don't Know	n	4	-	8	1	-	-	-	-	1	-	2	-	16
	% of Child's Eligibility	2.4%	-	9.2%	1.3%	-	-	-	-	5.6%	-	40.0%	-	3.0%
N/A	n	69	51	35	42	19	8	7	7	6	14	2	7	276
	% of Child's Eligibility	42.1%	87.9%	40.2%	55.3%	70.4%	66.7%	46.7%	36.8%	33.3%	70.0%	40.0%	58.3%	52.1%
Total	n	164	58	87	76	27	12	15	19	18	20	5	12	530
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q30. When appropriate, outside agencies have been invited to participate in secondary transition planning.		Child's Primary Eligibility for Services												Total
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know	Combined	
Yes	n	35	4	36	20	8	3	5	6	4	4	1	5	136
	% of Child's Eligibility	15.2%	3.8%	29.8%	18.0%	18.2%	13.0%	21.7%	24.0%	22.2%	12.1%	7.1%	26.3%	17.3%
Sometimes/Somewhat	n	7	2	6	1	3	2	-	1	2	1	1	2	30
	% of Child's Eligibility	3.0%	1.9%	5.0%	0.9%	6.8%	8.7%	-	4.0%	11.1%	3.0%	7.1%	10.5%	3.8%
No	n	38	11	20	21	4	4	5	6	4	5	3	2	126
	% of Child's Eligibility	16.5%	10.6%	16.5%	18.9%	9.1%	17.4%	21.7%	24.0%	22.2%	15.2%	21.4%	10.5%	16.1%
Don't Know	n	33	5	14	11	2	1	1	3	1	1	3	2	79
	% of Child's Eligibility	14.3%	4.8%	11.6%	9.9%	4.5%	4.3%	4.3%	12.0%	5.6%	3.0%	21.4%	10.5%	10.1%
N/A	n	118	82	45	58	27	13	12	9	7	22	6	8	414
	% of Child's Eligibility	51.1%	78.8%	37.2%	52.3%	61.4%	56.5%	52.2%	36.0%	38.9%	66.7%	42.9%	42.1%	52.7%
Total	n	231	104	121	111	44	23	23	25	18	33	14	19	785
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q31. I am satisfied with the way the secondary transition services were implemented for my child.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	61	14	27	25	8	4	5	7	4	5	3	3	172
	% of Child's Eligibility	26.2%	14.0%	23.7%	22.7%	18.6%	17.4%	21.7%	29.2%	22.2%	16.7%	21.4%	17.6%	22.4%
Sometimes/Somewhat	n	30	1	19	8	7	-	7	5	3	2	3	1	87
	% of Child's Eligibility	12.9%	1.0%	16.7%	7.3%	16.3%	-	30.4%	20.8%	16.7%	6.7%	21.4%	5.9%	11.3%
No	n	24	2	17	11	1	3	5	3	2	2	1	1	75
	% of Child's Eligibility	10.3%	2.0%	14.9%	10.0%	2.3%	13.0%	21.7%	12.5%	11.1%	6.7%	7.1%	5.9%	9.8%
Don't Know	n	30	8	10	10	1	1	-	1	1	3	2	2	71
	% of Child's Eligibility	12.9%	8.0%	8.8%	9.1%	2.3%	4.3%	-	4.2%	5.6%	10.0%	14.3%	11.8%	9.2%
N/A	n	88	75	41	56	26	15	6	8	8	18	5	10	363
	% of Child's Eligibility	37.8%	75.0%	36.0%	50.9%	60.5%	65.2%	26.1%	33.3%	44.4%	60.0%	35.7%	58.8%	47.3%
Total	n	233	100	114	110	43	23	23	24	18	30	14	17	768
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q32. There are opportunities for parent training or information sessions regarding special education provided by my school district.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	110	73	74	55	30	17	11	10	14	17	5	9	438
	% of Child's Eligibility	28.2%	27.1%	30.1%	27.6%	27.5%	32.7%	25.0%	27.0%	43.8%	30.4%	13.5%	23.7%	28.5%
Sometimes/Somewhat	n	45	34	32	22	28	16	9	4	4	5	3	3	208
	% of Child's Eligibility	11.5%	12.6%	13.0%	11.1%	25.7%	30.8%	20.5%	10.8%	12.5%	8.9%	8.1%	7.9%	13.5%
No	n	100	50	73	41	36	12	12	13	5	12	9	13	380
	% of Child's Eligibility	25.6%	18.6%	29.7%	20.6%	33.0%	23.1%	27.3%	35.1%	15.6%	21.4%	24.3%	34.2%	24.7%
Don't Know	n	109	89	61	71	14	7	11	10	5	17	14	8	421
	% of Child's Eligibility	27.9%	33.1%	24.8%	35.7%	12.8%	13.5%	25.0%	27.0%	15.6%	30.4%	37.8%	21.1%	27.4%
N/A	n	26	23	6	10	1	-	1	-	4	5	6	5	91
	% of Child's Eligibility	6.7%	8.6%	2.4%	5.0%	0.9%	-	2.3%	-	12.5%	8.9%	16.2%	13.2%	5.9%
Total	n	390	269	246	199	109	52	44	37	32	56	37	38	1,538
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q33. In the past year, I have attended parent training or information sessions that addressed the needs of parents and of children with disabilities.		Child's Primary Eligibility for Services												Total
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know	Combined	
Yes	n	41	30	38	27	28	13	9	8	10	4	-	6	222
	% of Child's Eligibility	10.6%	11.2%	15.6%	13.6%	25.9%	25.5%	20.0%	22.9%	31.3%	7.3%	0.0%	15.8%	14.5%
Sometimes/Somewhat	n	14	8	12	9	4	4	-	-	-	2	1	1	59
	% of Child's Eligibility	3.6%	3.0%	4.9%	4.5%	3.7%	7.8%	-	-	-	3.6%	2.5%	2.6%	3.8%
No	n	282	186	176	149	67	32	34	26	18	36	28	23	1,069
	% of Child's Eligibility	72.7%	69.1%	72.1%	74.9%	62.0%	62.7%	75.6%	74.3%	56.3%	65.5%	70.0%	60.5%	69.7%
Don't Know	n	10	10	8	5	4	-	1	1	-	4	3	-	47
	% of Child's Eligibility	2.6%	3.7%	3.3%	2.5%	3.7%	-	2.2%	2.9%	-	7.3%	7.5%	-	3.1%
N/A	n	41	35	10	9	5	2	1	-	4	9	8	8	137
	% of Child's Eligibility	10.6%	13.0%	4.1%	4.5%	4.6%	3.9%	2.2%	-	12.5%	16.4%	20.0%	21.1%	8.9%
Total	n	388	269	244	199	108	51	45	35	32	55	40	38	1,534
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q34. A support network for parents of students with disabilities is available to me through my school district or other source.		Child's Primary Eligibility for Services												Total
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know	Combined	
Yes	n	78	56	69	40	48	14	10	13	14	8	5	9	369
	% of Child's Eligibility	20.3%	20.9%	28.0%	20.4%	44.0%	26.4%	22.2%	35.1%	43.8%	14.5%	12.8%	23.7%	24.1%
Sometimes/Somewhat	n	21	10	15	13	15	6	1	2	3	3	2	1	96
	% of Child's Eligibility	5.5%	3.7%	6.1%	6.6%	13.8%	11.3%	2.2%	5.4%	9.4%	5.5%	5.1%	2.6%	6.3%
No	n	105	53	69	53	33	11	14	11	4	20	12	12	403
	% of Child's Eligibility	27.3%	19.8%	28.0%	27.0%	30.3%	20.8%	31.1%	29.7%	12.5%	36.4%	30.8%	31.6%	26.3%
Don't Know	n	157	103	86	80	12	21	17	11	6	19	13	10	541
	% of Child's Eligibility	40.8%	38.4%	35.0%	40.8%	11.0%	39.6%	37.8%	29.7%	18.8%	34.5%	33.3%	26.3%	35.3%
N/A	n	24	46	7	10	1	1	3	-	5	5	7	6	123
	% of Child's Eligibility	6.2%	17.2%	2.8%	5.1%	0.9%	1.9%	6.7%	-	15.6%	9.1%	17.9%	15.8%	8.0%
Total	n	385	268	246	196	109	53	45	37	32	55	39	38	1,532
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q35. I am involved in a support network for parents of students with disabilities available through my school district or other sources.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	25	14	28	19	28	5	9	8	6	2	3	9	158
	% of Child's Eligibility	6.5%	5.2%	11.4%	9.7%	25.9%	9.6%	20.0%	22.2%	18.8%	3.8%	7.5%	23.7%	10.4%
Sometimes/Somewhat	n	17	7	12	7	9	3	1	1	2	1	1	1	65
	% of Child's Eligibility	4.5%	2.6%	4.9%	3.6%	8.3%	5.8%	2.2%	2.8%	6.3%	1.9%	2.5%	2.6%	4.3%
No	n	291	194	185	154	66	42	34	26	19	41	28	20	1,119
	% of Child's Eligibility	76.2%	72.4%	75.2%	79.0%	61.1%	80.8%	75.6%	72.2%	59.4%	77.4%	70.0%	52.6%	73.4%
Don't Know	n	17	8	10	4	1	1	-	1	-	3	2	2	50
	% of Child's Eligibility	4.5%	3.0%	4.1%	2.1%	0.9%	1.9%	-	2.8%	-	5.7%	5.0%	5.3%	3.3%
N/A	n	32	45	11	11	4	1	1	-	5	6	6	6	133
	% of Child's Eligibility	8.4%	16.8%	4.5%	5.6%	3.7%	1.9%	2.2%	-	15.6%	11.3%	15.0%	15.8%	8.7%
Total	n	382	268	246	195	108	52	45	36	32	53	40	38	1,525
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q36. My child is learning skills that will enable him/her to be as independent as possible.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	259	218	138	128	70	33	20	24	18	38	27	27	1,019
	% of Child's Eligibility	65.9%	81.0%	56.6%	63.7%	65.4%	62.3%	44.4%	63.2%	56.3%	69.1%	65.9%	69.2%	65.9%
Sometimes/Somewhat	n	81	24	65	48	26	14	14	10	9	8	4	7	313
	% of Child's Eligibility	20.6%	8.9%	26.6%	23.9%	24.3%	26.4%	31.1%	26.3%	28.1%	14.5%	9.8%	17.9%	20.2%
No	n	21	6	30	11	7	4	6	4	3	4	7	2	107
	% of Child's Eligibility	5.3%	2.2%	12.3%	5.5%	6.5%	7.5%	13.3%	10.5%	9.4%	7.3%	17.1%	5.1%	6.9%
Don't Know	n	16	5	7	8	2	2	3	-	1	1	3	-	51
	% of Child's Eligibility	4.1%	1.9%	2.9%	4.0%	1.9%	3.8%	6.7%	-	3.1%	1.8%	7.3%	-	3.3%
N/A	n	16	16	4	6	2	-	2	-	1	4	-	3	57
	% of Child's Eligibility	4.1%	5.9%	1.6%	3.0%	1.9%	-	4.4%	-	3.1%	7.3%	-	7.7%	3.7%
Total	n	393	269	244	201	107	53	45	38	32	55	41	39	1,547
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Q37. My child is learning skills that will lead to a high school diploma, further education, or a job.		Child's Primary Eligibility for Services											Total	
		LD	Speech	MD	ADD	Autism	DD	Other Health	ID/MR	ED	Other	Don't Know		Combined
Yes	n	276	193	117	141	55	30	25	15	20	37	20	22	971
	% of Child's Eligibility	70.1%	72.3%	47.8%	70.1%	51.9%	60.0%	54.3%	39.5%	62.5%	67.3%	51.3%	59.5%	63.1%
Sometimes/Somewhat	n	55	12	57	38	14	7	10	9	8	5	4	5	229
	% of Child's Eligibility	14.0%	4.5%	23.3%	18.9%	13.2%	14.0%	21.7%	23.7%	25.0%	9.1%	10.3%	13.5%	14.9%
No	n	17	3	33	10	9	5	3	7	2	5	5	1	101
	% of Child's Eligibility	4.3%	1.1%	13.5%	5.0%	8.5%	10.0%	6.5%	18.4%	6.3%	9.1%	12.8%	2.7%	6.6%
Don't Know	n	28	10	22	7	19	5	6	4	1	4	5	1	114
	% of Child's Eligibility	7.1%	3.7%	9.0%	3.5%	17.9%	10.0%	13.0%	10.5%	3.1%	7.3%	12.8%	2.7%	7.4%
N/A	n	18	49	16	5	9	3	2	3	1	4	5	8	124
	% of Child's Eligibility	4.6%	18.4%	6.5%	2.5%	8.5%	6.0%	4.3%	7.9%	3.1%	7.3%	12.8%	21.6%	8.1%
Total	n	394	267	245	201	106	50	46	38	32	55	39	37	1,539
	% of Child's Eligibility	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%