

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2011-2012

District Report



Glen Martin Associates
41 State Street, Suite 604-02
Albany, NY • 12207
Phone: (518) 486-8885 • Fax: (518) 486-8886
www.glenmartinassociates.com

CONTENTS

Introduction.....	1
Survey Development and Dissemination.....	2
Methods.....	3
District Survey Responses	5
Canton.....	5
Derby.....	11
East Lyme	17
Killingly	23
Lebanon	29
Madison.....	35
New Britain	41
New London.....	47
North Stonington	53
Orange	59
Preston	65
Shelton.....	71
Waterbury.....	77
Westbrook	83
Wilton	89
Windsor.....	95
Appendix A: Response Rate by District.....	101
Appendix B: Overall Survey Response Table	102

Introduction

In spring 2012, the Connecticut State Department of Education (CSDE), Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The survey was sent to a total of 6,143 parents of children receiving special education services across 21 school districts. Overall, 1,097 surveys were returned, representing a response rate of 17.9%, with the survey response rate for individual school districts ranging from a low of 11.9% to a high of 32.7%.

The 2011-2012 CT Special Education Parent Survey Summary Report (expected to be available on the Department website by the end of 2012) will provide a comprehensive summary of findings from the statewide survey, including a summary of open-ended comments across the 21 districts. This document is intended to provide supplementary district-level information to that report and includes quantitative data for all districts with 20 or more survey responses (16 of 21 school districts)¹.

¹ The CSDE standard for confidentiality reporting prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district. Each of the 16 districts included in this report were emailed an individual report which included the enclosed quantitative data, as well as a summary of open-ended comments organized into satisfied and dissatisfied categories.

Survey Development and Dissemination

Background

In 2004-2005, the Connecticut State Department of Education disseminated the first annual statewide Special Education Parent Survey. The objectives of the survey were to identify, from the perspective of parents, areas of strength in Connecticut's special education programs, as well as areas in need of improvement. The development and implementation of the survey was a collaborative effort between the CSDE and the CT Parent Advisory Work Group.

Following the first year of the statewide survey, the U.S. Department of Education, Office of Special Education Programs (OSEP) mandated that all states submit a six-year State Performance Plan (SPP) to evaluate the state's efforts to implement the requirements of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP guidelines required each state to establish data sources and targets for 20 indicators, including SPP Indicator 8: percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. As a result, the 2004-2005 statewide survey was modified to serve as the chief instrument for collecting parent involvement data for SPP Indicator 8 with survey item 12 serving as the primary measure for the indicator.

As part of the new OSEP directive, states were also encouraged to use sampling in their efforts to collect reliable and accurate parent involvement data. A complex sampling design (two-stage cluster sampling with stratification) was developed to generate a six-year cycle for survey distribution to a statewide representative sample of parents of students with disabilities. Districts were sampled without replacement, ensuring that all districts received the survey once over a 6-year period and that all districts would be surveyed by 2010-2011. This year's survey represents the 1st year of the second 6-year period (i.e., year 7).

Survey Design and Distribution

The parent survey questionnaire includes 40 survey items related to parents' experiences in six topic areas: 1) satisfaction with my child's special education program; 2) participation in developing and implementing my child's program; 3) my child's participation; 4) transition planning for preschoolers and secondary students; 5) parent training and support; and 6) my child's skills. In addition, an open-ended comment section at the end of the survey allows respondents to comment on their overall experiences with their child's special education program.

In May of 2012, surveys were sent to all parents of students with disabilities in 19 of the 21 districts participating in the seventh year of the survey (in the two largest districts - New Britain and Waterbury- surveys were sent to a sample of parents). The survey mailing included a letter of instruction (including directions for completing the survey online), the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC) and a business reply envelope. Following the initial mailing of the survey questionnaire, a reminder letter was sent to each parent, encouraging them to return their completed survey (or complete the survey online), or to contact the external evaluator directly if they had lost or needed a new questionnaire. All survey materials were printed and available online in both English and Spanish. The deadline for returning completed surveys was June 22, 2012.

Methods

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

Survey Response Tables

The survey response tables provide a district summary of survey responses organized by the six topic areas established on the survey questionnaire. For each survey item, the number of respondents (n) includes all parents who selected a survey response option other than “not applicable.” Confidentiality edits were applied to all survey items with five or fewer respondents per item.

Across the 21 districts that received the 2011-2012 survey, there was considerable variation in the total number of surveys received; while at the same time, within districts, there was also considerable variation in the number of parents to respond to particular survey statements (most notably on statements regarding translation services, transportation, and transition planning). As such, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context. (See Appendix A for the survey response rate per district, and Appendix B for the overall distribution of survey responses.)

Box-and-Whisker Charts

The box-and-whisker charts provide a visual snapshot (by survey item) of a district’s mean (average) score relative to the mean score of all other districts participating in the survey². The mean district score represents the average parent response scaled from 1 (strongly disagree) or dissatisfied to 6 (strongly agree) or satisfied³. The response options “not applicable” and “don’t know” were not included in the calculation of the mean score, as there is no intuitive ordering for these responses.

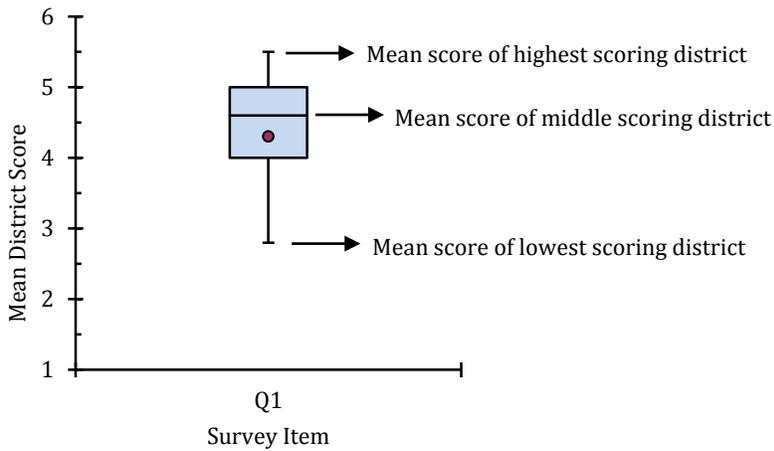
An illustration of how to interpret the box-and-whisker charts is provided in the diagram on the next page. A box for each survey item represents the middle 50% of districts and the middle (median) district score is represented by a black line within the box. The “whiskers” on the box represent the minimum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

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

² Survey responses from five districts were not included due to the CSDE standard (n=20) for confidential reporting of district level data. See Appendix A for districts with fewer than 20 survey responses.

³ Survey items Q3, Q4, and Q26 are negatively keyed (6=strongly agree is equivalent to a high level of dissatisfaction); therefore, responses to these items were reverse-coded to maintain a consistent interpretation of mean scores.

How to Interpret Your Box-and-Whisker Chart



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

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

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

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

As stated previously, all comparisons (across survey items and across individual districts) should be examined with consideration given to the total number of survey respondents⁴. Although the number of survey respondents per item is not available on the box-and-whisker charts, it can be obtained (along with the wording of each survey item) from the response tables provided for each district.

⁴ Two survey items (Q21 and Q22) were excluded from the analysis altogether due to the overall low number of parents to respond to these statements.

District Survey Responses

Canton School District

The 2011-2012 survey was sent to 170 parents of children receiving special education services in the Canton School District. A total of 47 surveys were returned for a response rate of 27.6%, above the overall survey response rate of 17.9% (n=1,097).

Canton Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	47	42.6%	46.8%	2.1%	91.5%	2.1%	0.0%	6.4%	8.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	47	72.3%	17.0%	6.4%	95.7%	0.0%	2.1%	2.1%	4.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	91.7%	91.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	15	0.0%	13.3%	13.3%	26.7%	6.7%	0.0%	66.7%	73.3%	±
5. My child is accepted within the school community.	46	56.5%	26.1%	10.9%	93.5%	2.2%	0.0%	4.3%	6.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	47	48.9%	27.7%	12.8%	89.4%	6.4%	0.0%	4.3%	10.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	47	51.1%	27.7%	10.6%	89.4%	0.0%	0.0%	6.4%	6.4%	4.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	47	53.2%	17.0%	14.9%	85.1%	8.5%	2.1%	4.3%	14.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	46	67.4%	15.2%	8.7%	91.3%	4.3%	0.0%	4.3%	8.7%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	43	44.2%	30.2%	11.6%	86.0%	7.0%	2.3%	4.7%	14.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	43	53.5%	30.2%	7.0%	90.7%	0.0%	4.7%	4.7%	9.3%	0.0%

Table is continued on the next page.

Canton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	47	57.4%	21.3%	17.0%	95.7%	2.1%	0.0%	2.1%	4.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	46	71.7%	17.4%	4.3%	93.5%	0.0%	4.3%	2.2%	6.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	47	61.7%	27.7%	8.5%	97.9%	2.1%	0.0%	0.0%	2.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	47	61.7%	14.9%	14.9%	91.5%	4.3%	2.1%	2.1%	8.5%	±
16. My child's evaluation report is written in terms I understand.	47	44.7%	34.0%	10.6%	89.4%	6.4%	2.1%	2.1%	10.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	46	58.7%	15.2%	8.7%	82.6%	4.3%	4.3%	8.7%	17.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	47	59.6%	14.9%	8.5%	83.0%	6.4%	6.4%	4.3%	17.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	47	53.2%	25.5%	8.5%	87.2%	8.5%	2.1%	2.1%	12.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	47	72.3%	17.0%	8.5%	97.9%	2.1%	0.0%	0.0%	2.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	40	52.5%	15.0%	7.5%	75.0%	0.0%	0.0%	10.0%	10.0%	15.0%

Table is continued on the next page.

Canton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	46	87.0%	4.3%	2.2%	93.5%	0.0%	0.0%	6.5%	6.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	79.1%	7.0%	4.7%	90.7%	0.0%	0.0%	9.3%	9.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	32	6.3%	0.0%	6.3%	12.5%	0.0%	0.0%	87.5%	87.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	22	36.4%	4.5%	9.1%	50.0%	0.0%	9.1%	18.2%	27.3%	22.7%
Transition Planning for Preschoolers										
Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	42.9%	0.0%	28.6%	71.4%	0.0%	0.0%	28.6%	28.6%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	30.0%	40.0%	10.0%	80.0%	0.0%	10.0%	10.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	7	42.9%	14.3%	0.0%	57.1%	0.0%	0.0%	14.3%	14.3%	28.6%
31. The PPT introduced planning for my child's transition to adulthood.	10	40.0%	20.0%	30.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	90.0%	10.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	8	37.5%	37.5%	0.0%	75.0%	12.5%	0.0%	12.5%	25.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	10	40.0%	20.0%	10.0%	70.0%	10.0%	20.0%	0.0%	30.0%	±

Table is continued on the next page.

Canton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	28	28.6%	17.9%	0.0%	46.4%	3.6%	3.6%	46.4%	53.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24	20.8%	0.0%	8.3%	29.2%	4.2%	8.3%	58.3%	70.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	41	4.9%	2.4%	14.6%	22.0%	0.0%	4.9%	29.3%	34.1%	43.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	41	17.1%	2.4%	12.2%	31.7%	4.9%	0.0%	17.1%	22.0%	46.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	44	61.4%	11.4%	18.2%	90.9%	2.3%	2.3%	4.5%	9.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	44	63.6%	18.2%	9.1%	90.9%	2.3%	2.3%	4.5%	9.1%	±

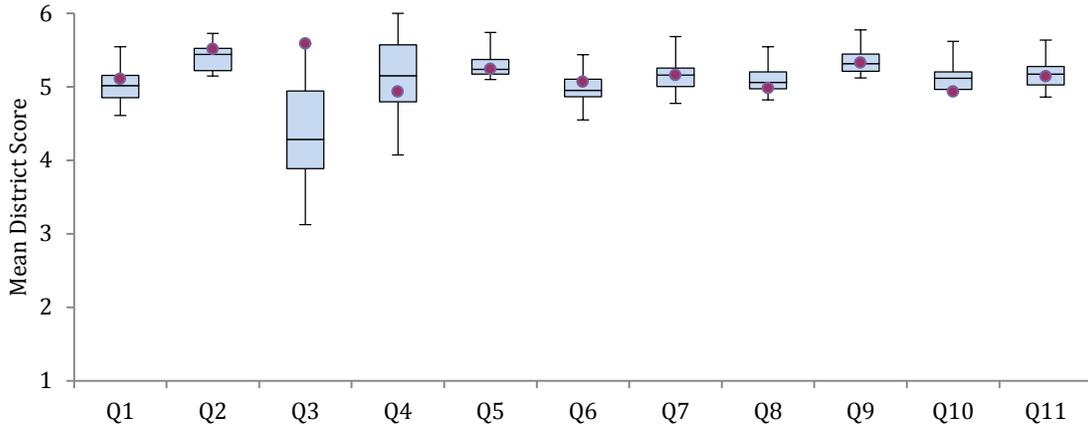
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

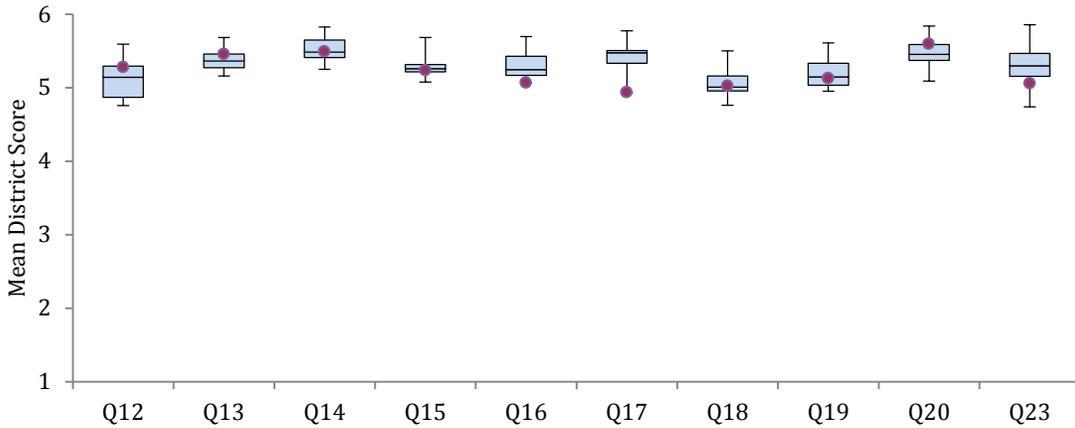
±± Minimum reporting standard not met for this survey item.

Canton Box-and-Whisker Charts

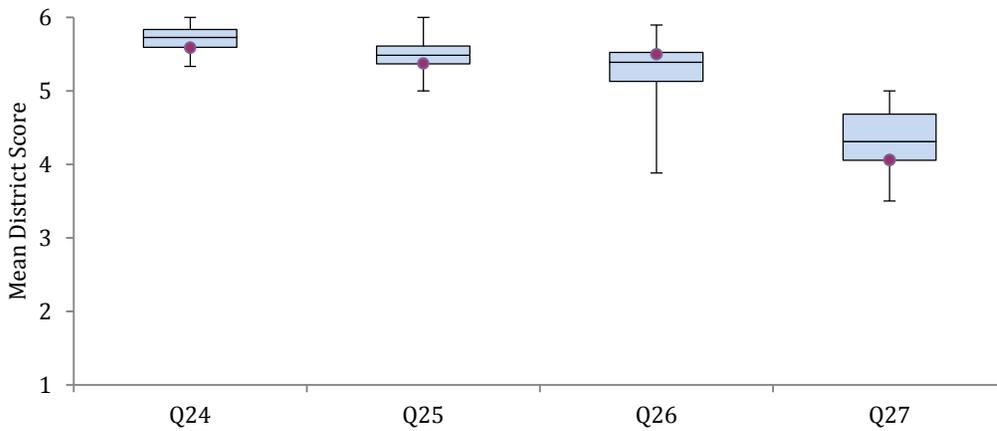
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



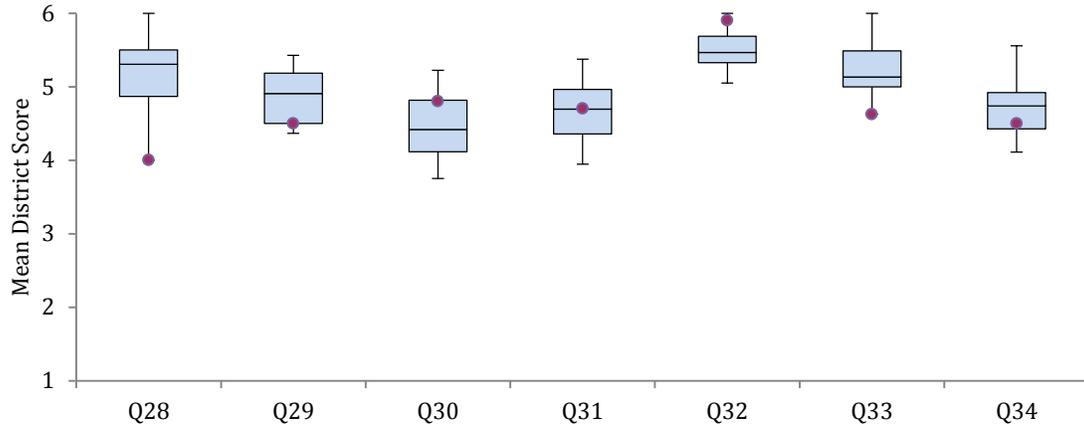
My Child's Participation



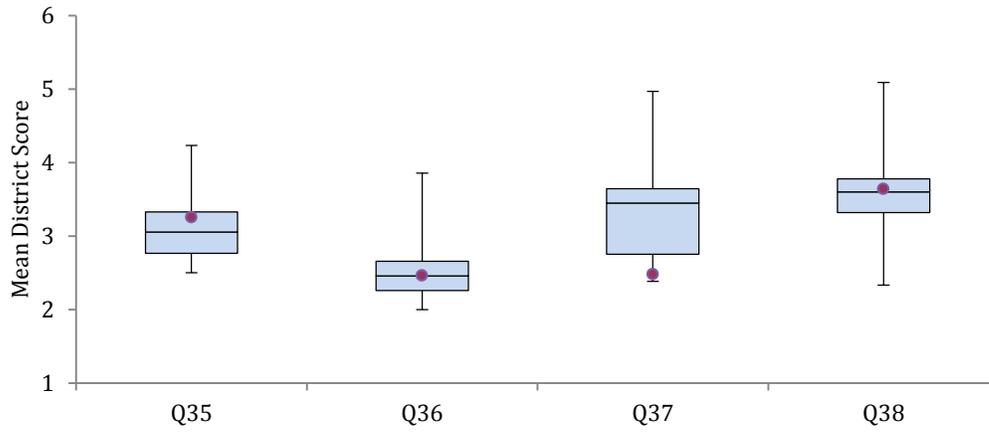
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Canton Box-and-Whisker Charts (continued)

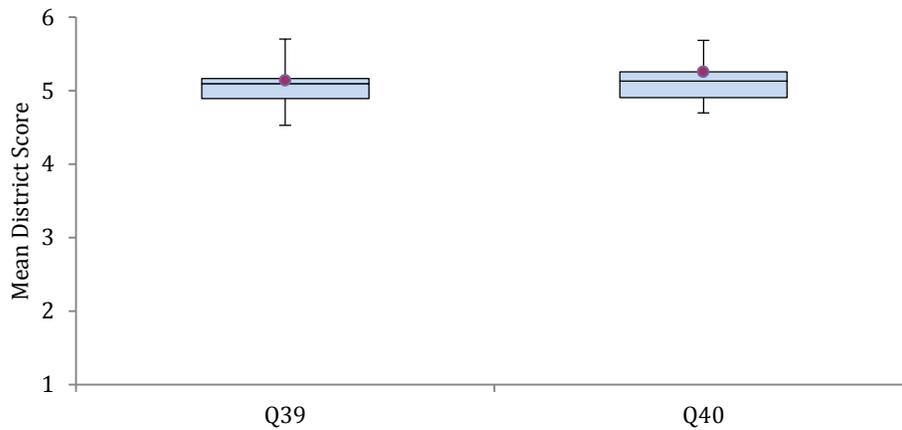
Transition Planning



Parent Training and Support



My Child's Skills



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

Derby School District

The 2011-2012 survey was sent to 151 parents of children receiving special education services in the Derby School District. A total of 28 surveys were returned for a response rate of 18.5%, above the overall survey response rate of 17.9% (n=1,097).

Derby Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	28	60.7%	21.4%	10.7%	92.9%	0.0%	7.1%	0.0%	7.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	28	78.6%	14.3%	7.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	15.4%	7.7%	15.4%	38.5%	7.7%	0.0%	53.8%	61.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	19	10.5%	0.0%	10.5%	21.1%	0.0%	0.0%	78.9%	78.9%	±
5. My child is accepted within the school community.	26	76.9%	7.7%	7.7%	92.3%	0.0%	7.7%	0.0%	7.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	28	57.1%	25.0%	10.7%	92.9%	0.0%	3.6%	3.6%	7.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	28	60.7%	32.1%	3.6%	96.4%	3.6%	0.0%	0.0%	3.6%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	28	64.3%	21.4%	7.1%	92.9%	3.6%	3.6%	0.0%	7.1%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	28	71.4%	21.4%	3.6%	96.4%	0.0%	3.6%	0.0%	3.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	24	54.2%	25.0%	4.2%	83.3%	0.0%	4.2%	0.0%	4.2%	12.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	24	66.7%	8.3%	8.3%	83.3%	4.2%	8.3%	0.0%	12.5%	4.2%

Table is continued on the next page.

Derby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	28	64.3%	14.3%	14.3%	92.9%	0.0%	7.1%	0.0%	7.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	28	75.0%	10.7%	10.7%	96.4%	3.6%	0.0%	0.0%	3.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	28	78.6%	14.3%	3.6%	96.4%	3.6%	0.0%	0.0%	3.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	28	67.9%	7.1%	21.4%	96.4%	0.0%	3.6%	0.0%	3.6%	±
16. My child's evaluation report is written in terms I understand.	28	67.9%	21.4%	7.1%	96.4%	3.6%	0.0%	0.0%	3.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	28	75.0%	10.7%	10.7%	96.4%	0.0%	0.0%	3.6%	3.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	28	60.7%	21.4%	14.3%	96.4%	3.6%	0.0%	0.0%	3.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	27	70.4%	14.8%	14.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	28	78.6%	7.1%	7.1%	92.9%	0.0%	0.0%	7.1%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	21	57.1%	9.5%	4.8%	71.4%	0.0%	0.0%	19.0%	19.0%	9.5%

Table is continued on the next page.

Derby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	25	76.0%	12.0%	12.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	21	76.2%	0.0%	4.8%	81.0%	4.8%	0.0%	14.3%	19.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	17	29.4%	11.8%	5.9%	47.1%	0.0%	0.0%	52.9%	52.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	20	50.0%	5.0%	15.0%	70.0%	0.0%	0.0%	25.0%	25.0%	5.0%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	8	62.5%	12.5%	12.5%	87.5%	12.5%	0.0%	0.0%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	9	55.6%	11.1%	33.3%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	8	50.0%	37.5%	12.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	80.0%	10.0%	0.0%	90.0%	0.0%	10.0%	0.0%	10.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	55.6%	33.3%	11.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	10	50.0%	30.0%	10.0%	90.0%	10.0%	0.0%	0.0%	10.0%	±

Table is continued on the next page.

Derby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	16	25.0%	12.5%	6.3%	43.8%	6.3%	0.0%	50.0%	56.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	17	29.4%	0.0%	5.9%	35.3%	0.0%	5.9%	58.8%	64.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	21	19.0%	9.5%	0.0%	28.6%	0.0%	4.8%	47.6%	52.4%	19.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	21	33.3%	4.8%	4.8%	42.9%	0.0%	4.8%	33.3%	38.1%	19.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	28	57.1%	25.0%	10.7%	92.9%	3.6%	0.0%	3.6%	7.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	27	59.3%	22.2%	7.4%	88.9%	7.4%	3.7%	0.0%	11.1%	±

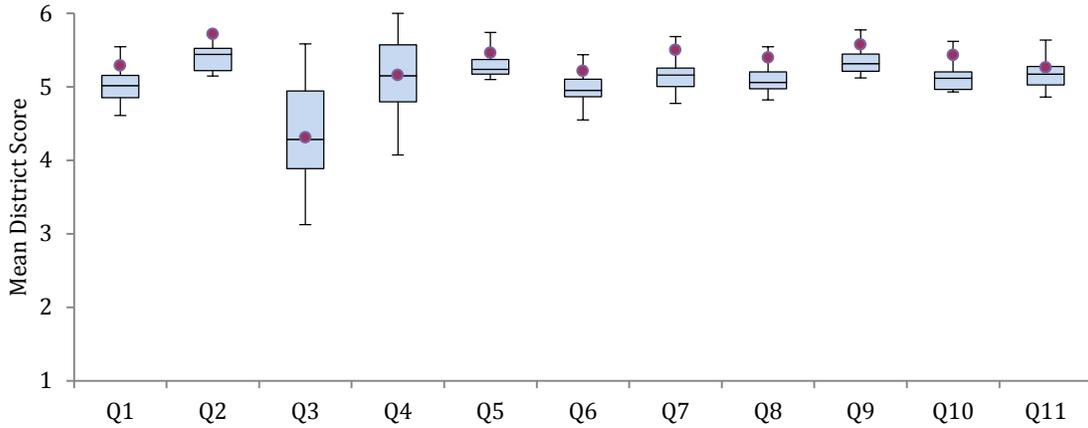
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

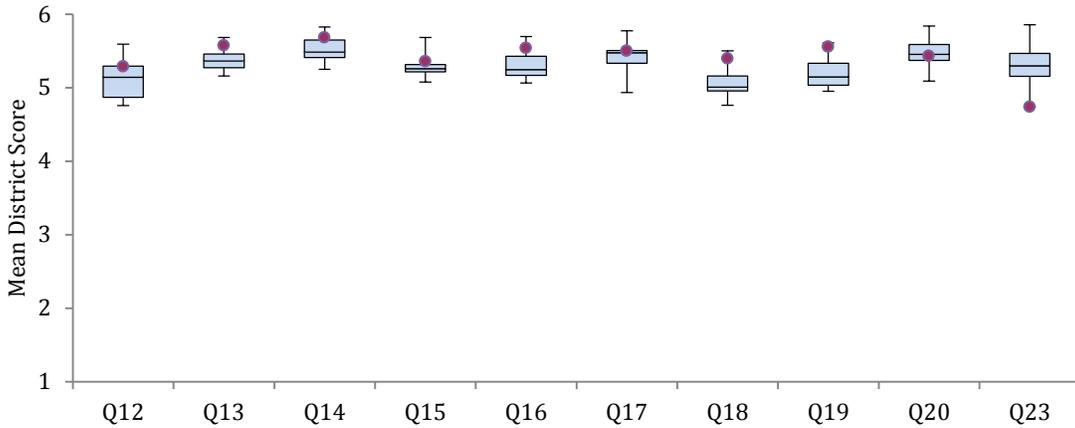
±± Minimum reporting standard not met for this survey item.

Derby Box-and-Whisker Charts

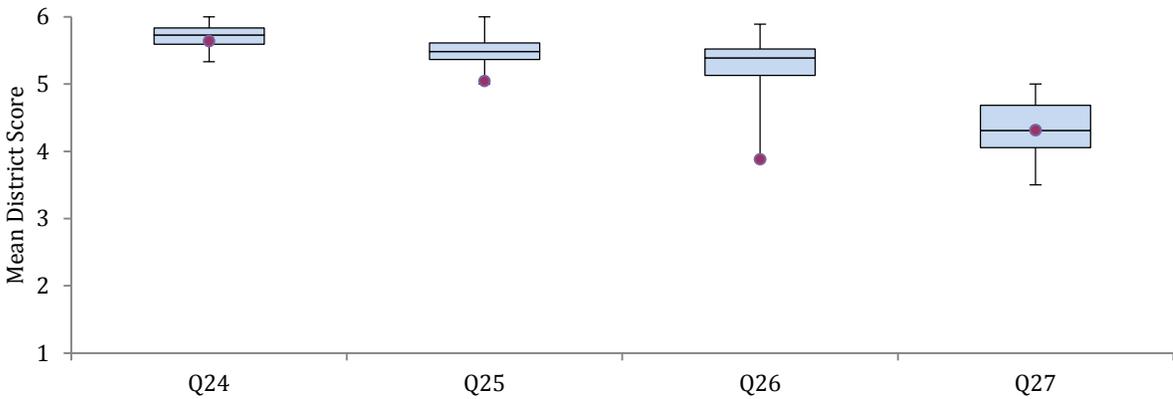
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



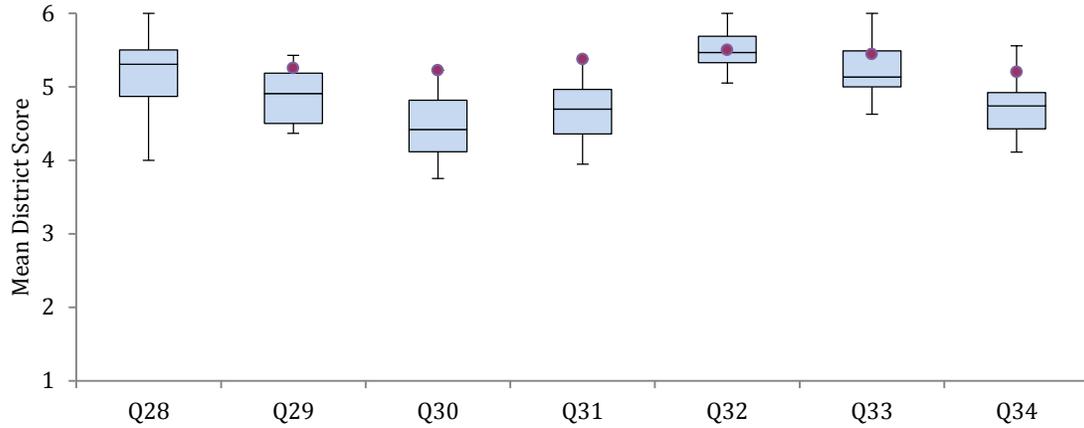
My Child's Participation



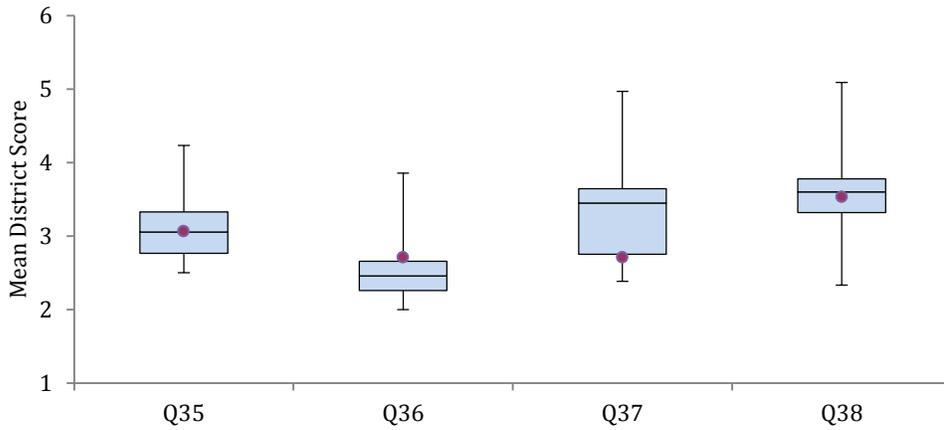
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Derby Box-and-Whisker Charts (continued)

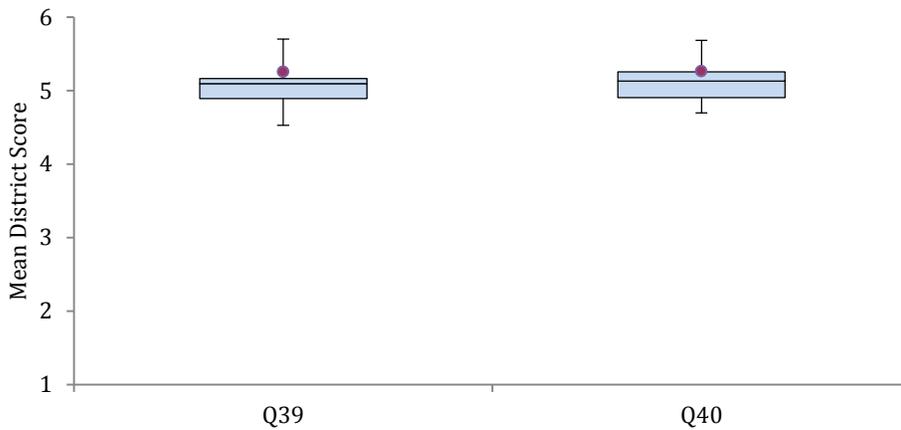
Transition Planning



Parent Training and Support



My Child's Skills



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

East Lyme School District

The 2011-2012 survey was sent to 357 parents of children receiving special education services in the East Lyme School District. A total of 61 surveys were returned for a response rate of 17.1%, slightly below the overall survey response rate of 17.9% (n=1,097).

East Lyme Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	61	47.5%	29.5%	8.2%	85.2%	9.8%	3.3%	1.6%	14.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	61	65.6%	18.0%	9.8%	93.4%	4.9%	0.0%	1.6%	6.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	14.3%	14.3%	28.6%	57.1%	0.0%	0.0%	42.9%	42.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	4.8%	0.0%	4.8%	9.5%	4.8%	4.8%	81.0%	90.5%	±
5. My child is accepted within the school community.	60	50.0%	30.0%	6.7%	86.7%	6.7%	6.7%	0.0%	13.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	61	47.5%	27.9%	8.2%	83.6%	9.8%	1.6%	4.9%	16.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	61	54.1%	26.2%	4.9%	85.2%	1.6%	8.2%	4.9%	14.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	61	50.8%	26.2%	6.6%	83.6%	3.3%	9.8%	3.3%	16.4%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	61	63.9%	21.3%	4.9%	90.2%	1.6%	4.9%	3.3%	9.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	57	52.6%	19.3%	12.3%	84.2%	3.5%	3.5%	7.0%	14.0%	1.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	58	53.4%	19.0%	10.3%	82.8%	1.7%	8.6%	6.9%	17.2%	0.0%

Table is continued on the next page.

East Lyme Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	61	57.4%	19.7%	6.6%	83.6%	4.9%	4.9%	6.6%	16.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	61	68.9%	18.0%	4.9%	91.8%	3.3%	0.0%	4.9%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	61	70.5%	14.8%	9.8%	95.1%	1.6%	1.6%	1.6%	4.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	61	67.2%	18.0%	3.3%	88.5%	3.3%	1.6%	6.6%	11.5%	±
16. My child's evaluation report is written in terms I understand.	59	64.4%	20.3%	3.4%	88.1%	3.4%	1.7%	6.8%	11.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	61	67.2%	19.7%	4.9%	91.8%	0.0%	6.6%	1.6%	8.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	61	54.1%	23.0%	11.5%	88.5%	1.6%	1.6%	8.2%	11.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	61	55.7%	18.0%	9.8%	83.6%	6.6%	1.6%	8.2%	16.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	60	78.3%	11.7%	3.3%	93.3%	3.3%	1.7%	1.7%	6.7%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	54	72.2%	5.6%	5.6%	83.3%	0.0%	3.7%	7.4%	11.1%	5.6%

Table is continued on the next page.

East Lyme Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	59	83.1%	11.9%	1.7%	96.6%	0.0%	3.4%	0.0%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	60	80.0%	10.0%	3.3%	93.3%	0.0%	0.0%	6.7%	6.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	37	5.4%	2.7%	0.0%	8.1%	2.7%	5.4%	83.8%	91.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	35	45.7%	17.1%	5.7%	68.6%	5.7%	0.0%	14.3%	20.0%	11.4%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	18	33.3%	33.3%	11.1%	77.8%	0.0%	16.7%	5.6%	22.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	27.3%	18.2%	0.0%	45.5%	0.0%	18.2%	9.1%	27.3%	27.3%
31. The PPT introduced planning for my child's transition to adulthood.	16	37.5%	25.0%	18.8%	81.3%	0.0%	0.0%	18.8%	18.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	19	73.7%	10.5%	5.3%	89.5%	0.0%	5.3%	5.3%	10.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	19	47.4%	36.8%	0.0%	84.2%	5.3%	0.0%	10.5%	15.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	18	27.8%	27.8%	16.7%	72.2%	0.0%	11.1%	16.7%	27.8%	±

Table is continued on the next page.

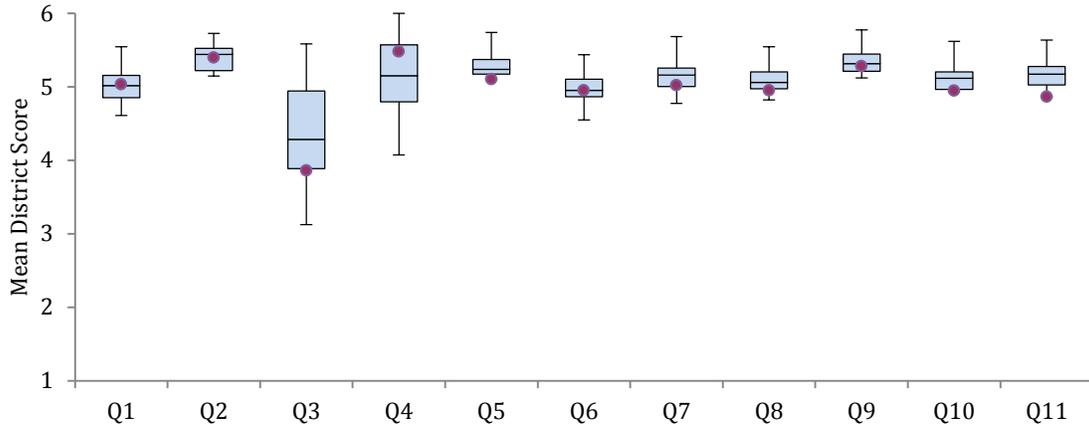
East Lyme Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	37	32.4%	2.7%	5.4%	40.5%	2.7%	2.7%	54.1%	59.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	36	16.7%	8.3%	11.1%	36.1%	2.8%	8.3%	52.8%	63.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	48	10.4%	10.4%	8.3%	29.2%	2.1%	2.1%	37.5%	41.7%	29.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	14.9%	17.0%	8.5%	40.4%	4.3%	6.4%	21.3%	31.9%	27.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	60	58.3%	16.7%	10.0%	85.0%	6.7%	1.7%	6.7%	15.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	60	63.3%	13.3%	13.3%	90.0%	3.3%	0.0%	6.7%	10.0%	±

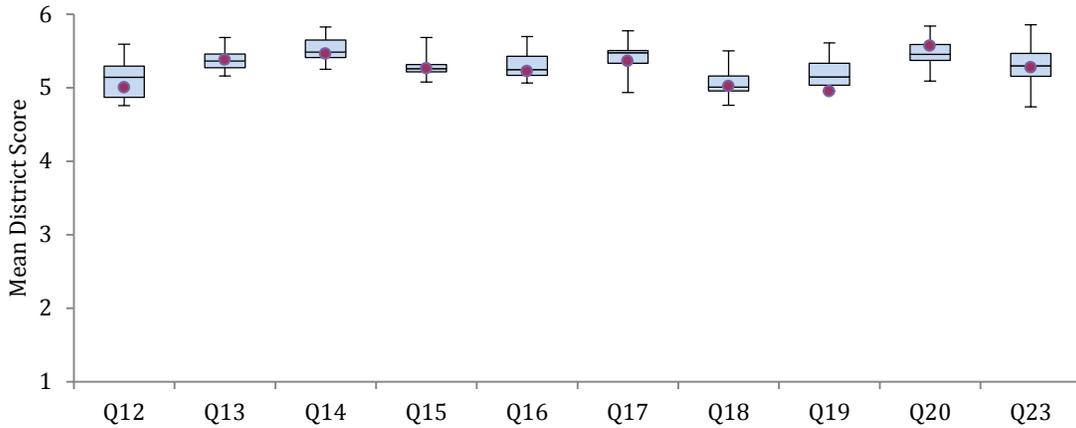
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

East Lyme Box-and-Whisker Charts

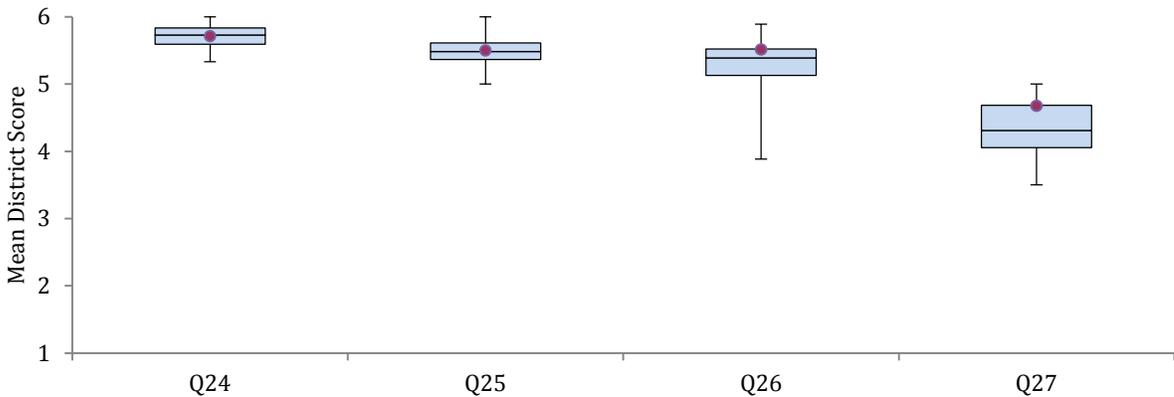
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



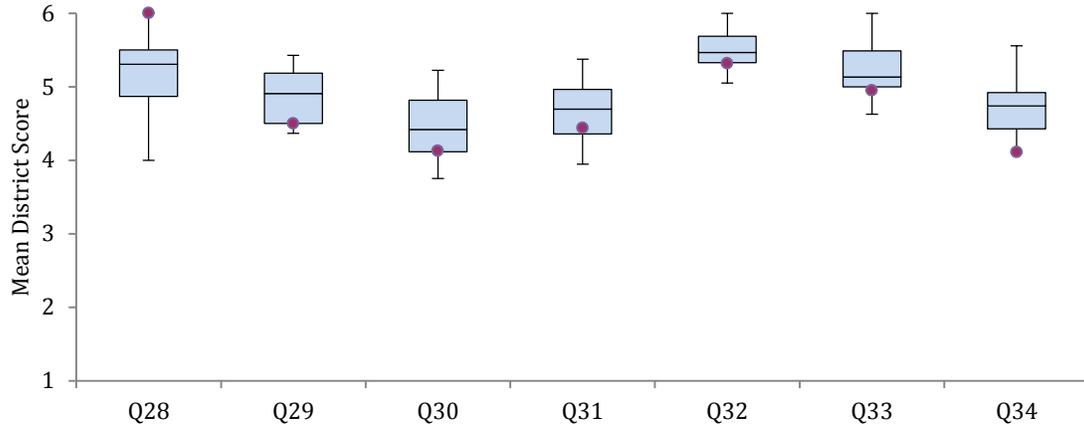
My Child's Participation



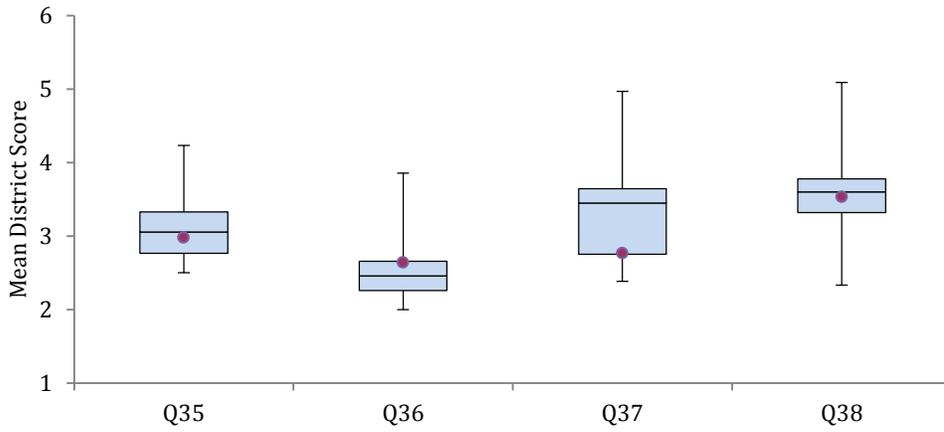
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

East Lyme Box-and-Whisker Charts (continued)

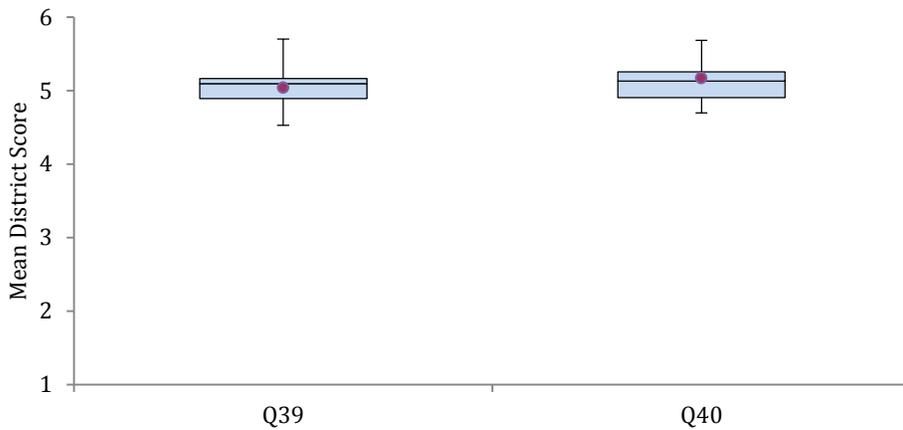
Transition Planning



Parent Training and Support



My Child's Skills



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

Killingly School District

The 2011-2012 survey was sent to 396 parents of children receiving special education services in the Killingly School District. A total of 63 surveys were returned for a response rate of 15.9%, below the overall survey response rate of 17.9% (n=1,097).

Killingly Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	62	40.3%	32.3%	12.9%	85.5%	3.2%	3.2%	8.1%	14.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	62	58.1%	19.4%	8.1%	85.5%	8.1%	6.5%	0.0%	14.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	22	22.7%	13.6%	13.6%	50.0%	0.0%	4.5%	45.5%	50.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	28	25.0%	3.6%	10.7%	39.3%	3.6%	3.6%	53.6%	60.7%	±
5. My child is accepted within the school community.	63	55.6%	20.6%	17.5%	93.7%	1.6%	4.8%	0.0%	6.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	62	41.9%	29.0%	11.3%	82.3%	4.8%	4.8%	8.1%	17.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	62	48.4%	22.6%	12.9%	83.9%	3.2%	6.5%	4.8%	14.5%	1.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	63	50.8%	15.9%	11.1%	77.8%	6.3%	6.3%	6.3%	19.0%	3.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	63	49.2%	30.2%	11.1%	90.5%	3.2%	1.6%	3.2%	7.9%	1.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	58	46.6%	32.8%	1.7%	81.0%	6.9%	5.2%	5.2%	17.2%	1.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	59	50.8%	25.4%	10.2%	86.4%	1.7%	5.1%	5.1%	11.9%	1.7%

Table is continued on the next page.

Killingly Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	63	47.6%	23.8%	12.7%	84.1%	6.3%	1.6%	7.9%	15.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	63	68.3%	17.5%	6.3%	92.1%	3.2%	0.0%	4.8%	7.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	63	63.5%	20.6%	7.9%	92.1%	1.6%	3.2%	3.2%	7.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	63	65.1%	15.9%	11.1%	92.1%	3.2%	1.6%	3.2%	7.9%	±
16. My child's evaluation report is written in terms I understand.	63	58.7%	22.2%	11.1%	92.1%	3.2%	0.0%	4.8%	7.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	63	61.9%	23.8%	7.9%	93.7%	1.6%	0.0%	4.8%	6.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	62	51.6%	19.4%	17.7%	88.7%	1.6%	1.6%	8.1%	11.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	61	49.2%	26.2%	11.5%	86.9%	8.2%	1.6%	3.3%	13.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	63	61.9%	27.0%	6.3%	95.2%	1.6%	0.0%	3.2%	4.8%	±
21. If necessary, a translator was provided at the PPT meetings.	11	81.8%	9.1%	9.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	12	83.3%	16.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	52	57.7%	19.2%	13.5%	90.4%	0.0%	1.9%	1.9%	3.8%	5.8%

Table is continued on the next page.

Killingly Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	57	77.2%	12.3%	7.0%	96.5%	1.8%	1.8%	0.0%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	54	72.2%	14.8%	13.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	2.8%	0.0%	11.1%	13.9%	5.6%	5.6%	75.0%	86.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	41	51.2%	9.8%	7.3%	68.3%	4.9%	4.9%	4.9%	14.6%	17.1%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	13	61.5%	15.4%	15.4%	92.3%	7.7%	0.0%	0.0%	7.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	11	72.7%	9.1%	0.0%	81.8%	0.0%	9.1%	9.1%	18.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	10	50.0%	10.0%	20.0%	80.0%	0.0%	0.0%	20.0%	20.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	11	45.5%	9.1%	9.1%	63.6%	9.1%	9.1%	18.2%	36.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	14	71.4%	14.3%	7.1%	92.9%	0.0%	0.0%	7.1%	7.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	12	66.7%	8.3%	8.3%	83.3%	0.0%	8.3%	8.3%	16.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	12	66.7%	16.7%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

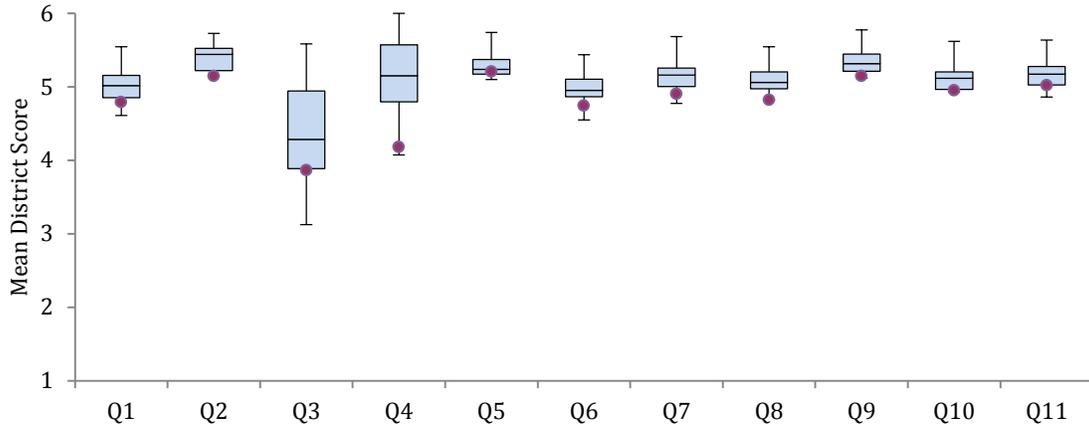
Killingly Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	40	25.0%	10.0%	7.5%	42.5%	2.5%	12.5%	42.5%	57.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	38	13.2%	7.9%	2.6%	23.7%	5.3%	15.8%	55.3%	76.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	30.6%	2.0%	2.0%	34.7%	0.0%	6.1%	28.6%	34.7%	30.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	51	31.4%	7.8%	3.9%	43.1%	0.0%	3.9%	17.6%	21.6%	35.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	55	52.7%	23.6%	12.7%	89.1%	1.8%	1.8%	7.3%	10.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	51	51.0%	21.6%	15.7%	88.2%	2.0%	2.0%	7.8%	11.8%	±

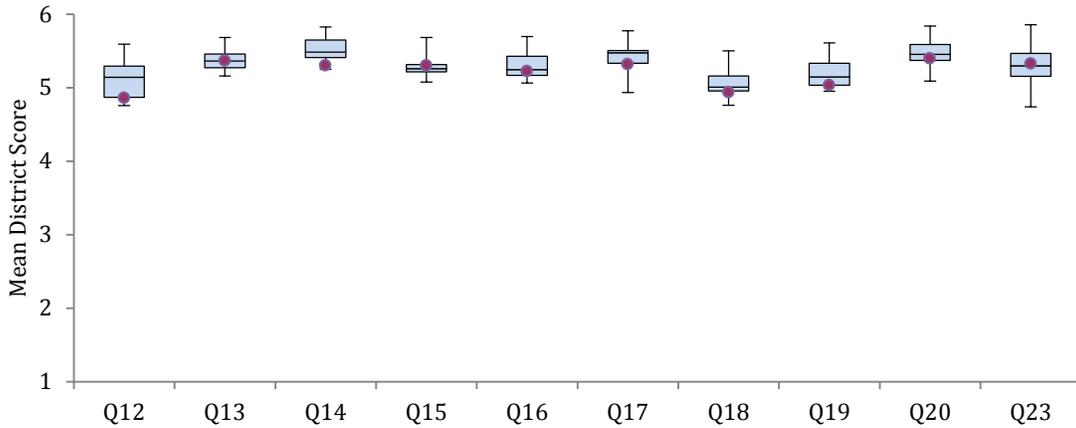
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Killingly Box-and-Whisker Charts

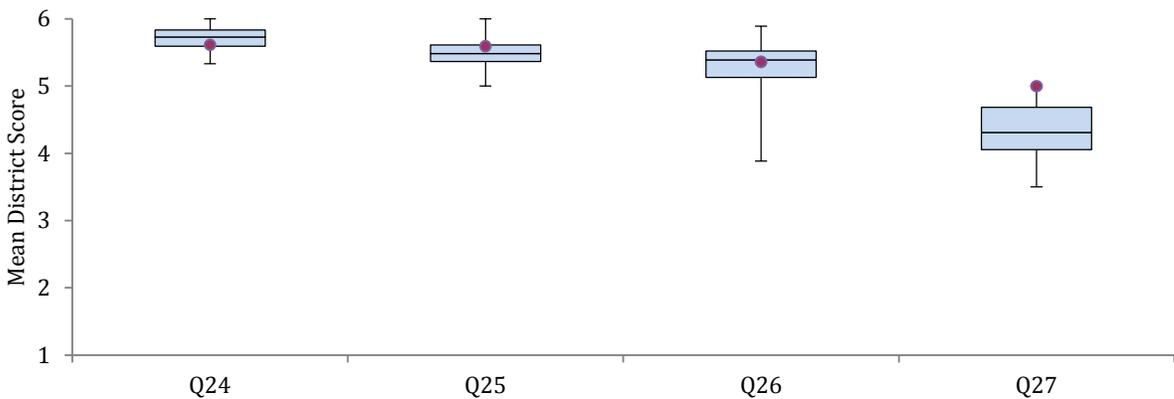
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



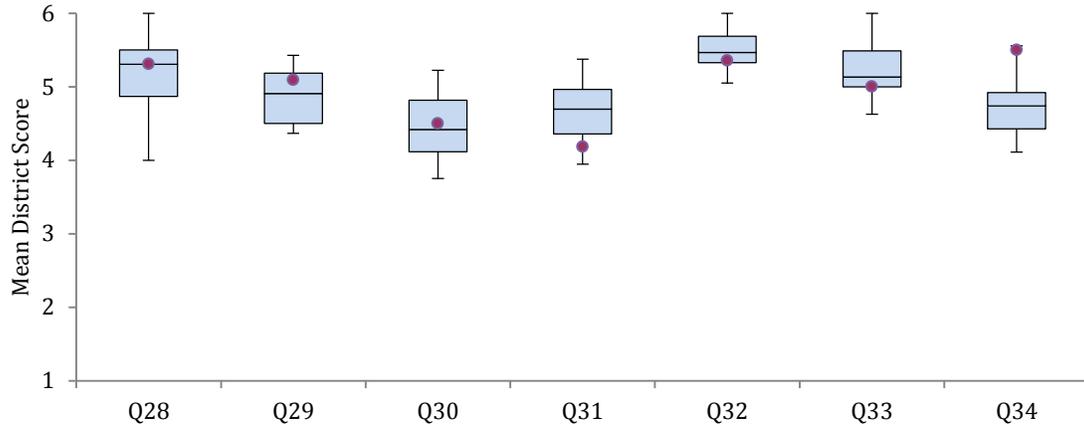
My Child's Participation



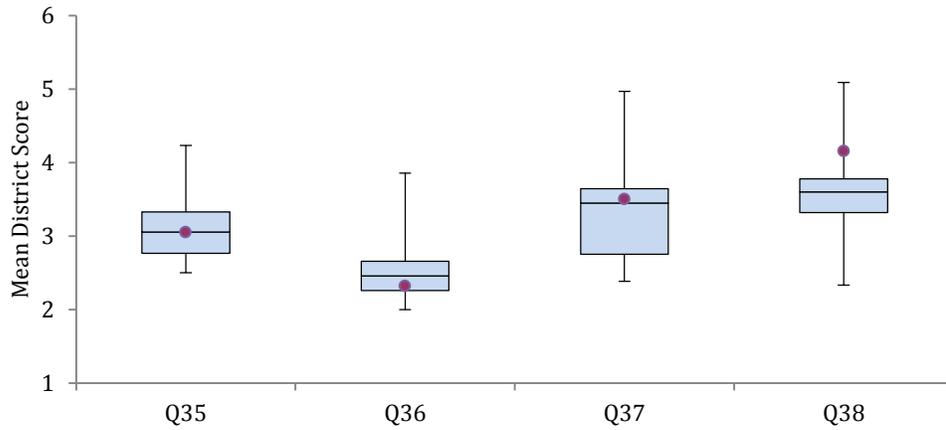
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Killingly Box-and-Whisker Charts (continued)

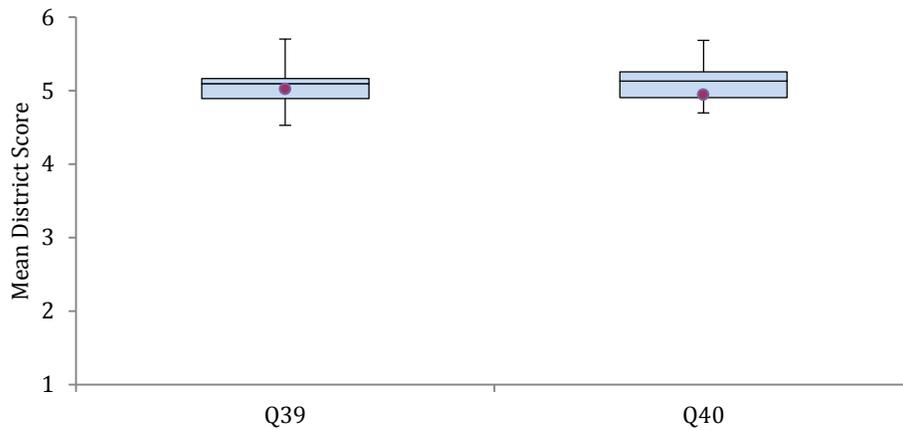
Transition Planning



Parent Training and Support



My Child's Skills



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

Lebanon School District

The 2011-2012 survey was sent to 143 parents of children receiving special education services in the Lebanon School District. A total of 41 surveys were returned for a response rate of 28.7%, above the overall survey response rate of 17.9% (n=1,097).

Lebanon Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	41	46.3%	34.1%	12.2%	92.7%	0.0%	0.0%	7.3%	7.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	68.3%	19.5%	7.3%	95.1%	2.4%	2.4%	0.0%	4.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	8	12.5%	12.5%	12.5%	37.5%	0.0%	12.5%	50.0%	62.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	12	0.0%	0.0%	8.3%	8.3%	0.0%	8.3%	83.3%	91.7%	±
5. My child is accepted within the school community.	41	63.4%	17.1%	14.6%	95.1%	2.4%	0.0%	2.4%	4.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	41	46.3%	31.7%	9.8%	87.8%	7.3%	0.0%	4.9%	12.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	41	56.1%	29.3%	2.4%	87.8%	9.8%	2.4%	0.0%	12.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	46.3%	34.1%	9.8%	90.2%	4.9%	0.0%	4.9%	9.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	40	62.5%	22.5%	7.5%	92.5%	7.5%	0.0%	0.0%	7.5%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	40	57.5%	20.0%	12.5%	90.0%	7.5%	2.5%	0.0%	10.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	41	61.0%	22.0%	12.2%	95.1%	0.0%	2.4%	2.4%	4.9%	0.0%

Table is continued on the next page.

Lebanon Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	41	56.1%	26.8%	12.2%	95.1%	2.4%	2.4%	0.0%	4.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	41	73.2%	14.6%	4.9%	92.7%	2.4%	2.4%	2.4%	7.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	80.5%	12.2%	4.9%	97.6%	2.4%	0.0%	0.0%	2.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	70.7%	12.2%	12.2%	95.1%	0.0%	2.4%	2.4%	4.9%	±
16. My child's evaluation report is written in terms I understand.	41	68.3%	17.1%	12.2%	97.6%	0.0%	2.4%	0.0%	2.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	41	70.7%	12.2%	12.2%	95.1%	4.9%	0.0%	0.0%	4.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	53.7%	24.4%	7.3%	85.4%	4.9%	2.4%	7.3%	14.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	41	61.0%	26.8%	4.9%	92.7%	4.9%	0.0%	2.4%	7.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	70.7%	22.0%	4.9%	97.6%	0.0%	2.4%	0.0%	2.4%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	38	71.1%	10.5%	5.3%	86.8%	0.0%	0.0%	2.6%	2.6%	10.5%

Table is continued on the next page.

Lebanon Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	41	92.7%	4.9%	0.0%	97.6%	0.0%	0.0%	2.4%	2.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	38	73.7%	15.8%	5.3%	94.7%	2.6%	0.0%	2.6%	5.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	21	0.0%	4.8%	0.0%	4.8%	0.0%	4.8%	90.5%	95.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	22	36.4%	18.2%	0.0%	54.5%	0.0%	4.5%	27.3%	31.8%	13.6%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	10	80.0%	10.0%	0.0%	90.0%	0.0%	10.0%	0.0%	10.0%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	8	25.0%	25.0%	37.5%	87.5%	0.0%	12.5%	0.0%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	25.0%	25.0%	12.5%	62.5%	25.0%	0.0%	0.0%	25.0%	12.5%
31. The PPT introduced planning for my child's transition to adulthood.	8	37.5%	25.0%	12.5%	75.0%	12.5%	0.0%	12.5%	25.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	9	66.7%	33.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	77.8%	11.1%	0.0%	88.9%	11.1%	0.0%	0.0%	11.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	9	55.6%	0.0%	0.0%	55.6%	11.1%	11.1%	22.2%	44.4%	±

Table is continued on the next page.

Lebanon Survey Response Table (continued)

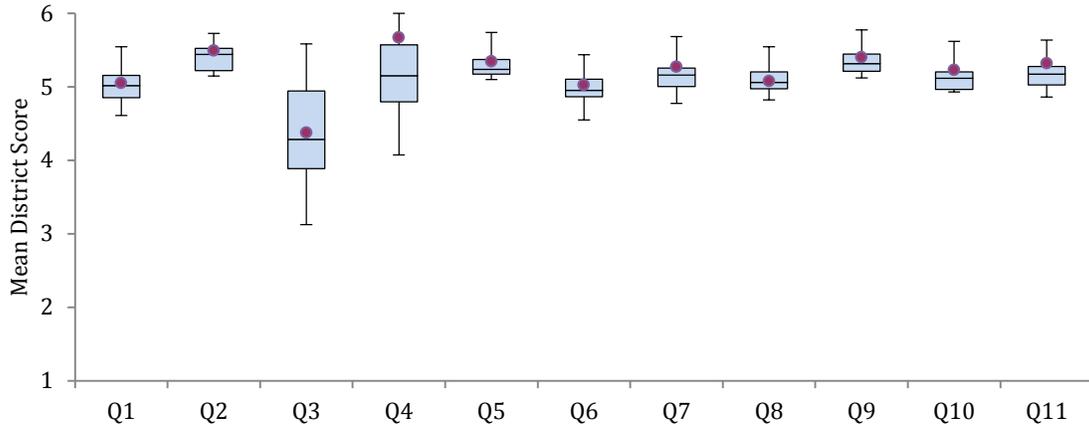
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	26	50.0%	11.5%	7.7%	69.2%	0.0%	3.8%	26.9%	30.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	28	39.3%	14.3%	7.1%	60.7%	3.6%	3.6%	32.1%	39.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	37	43.2%	18.9%	13.5%	75.7%	5.4%	0.0%	5.4%	10.8%	13.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	38	52.6%	13.2%	13.2%	78.9%	5.3%	0.0%	5.3%	10.5%	10.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	39	51.3%	25.6%	12.8%	89.7%	5.1%	0.0%	5.1%	10.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	37	54.1%	27.0%	10.8%	91.9%	5.4%	0.0%	2.7%	8.1%	±

Note: The number of respondents (n) excludes those who selected "not applicable."

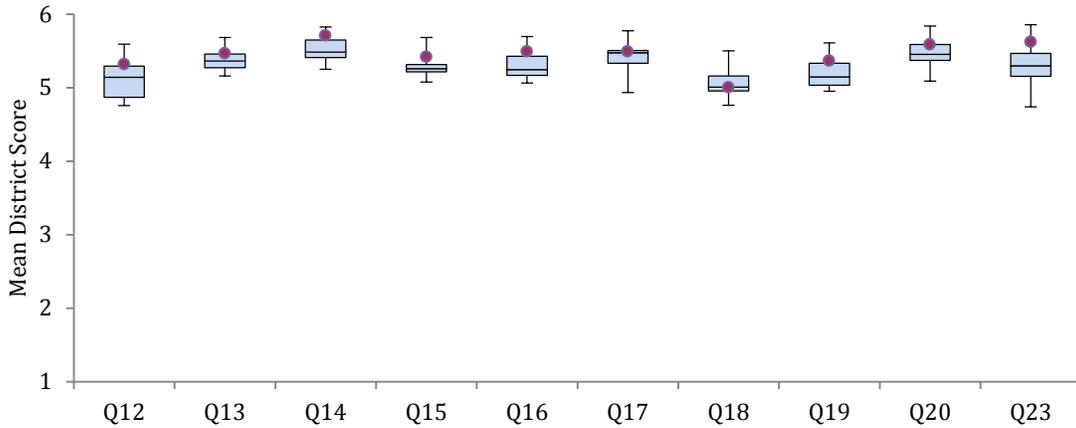
± Not a response option for this survey item.

±± Minimum reporting standard not met for this survey item.

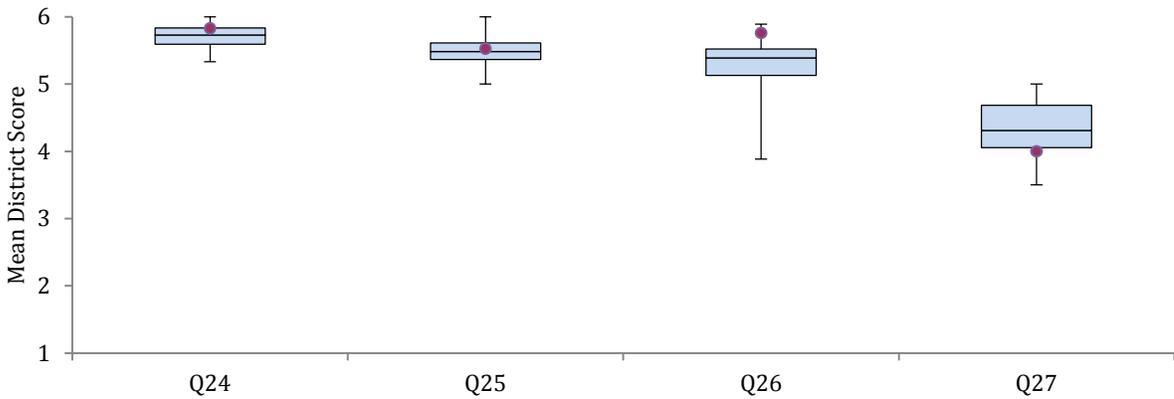
Lebanon Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



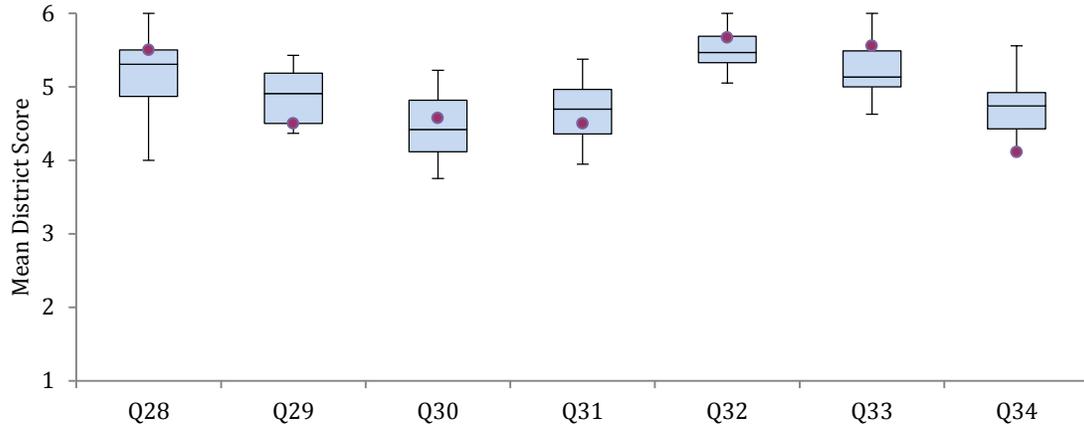
My Child's Participation



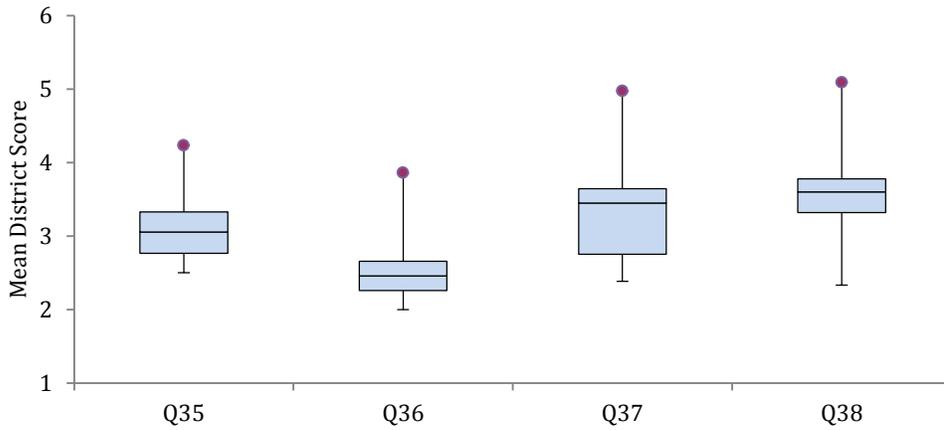
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Lebanon Box-and-Whisker Charts (continued)

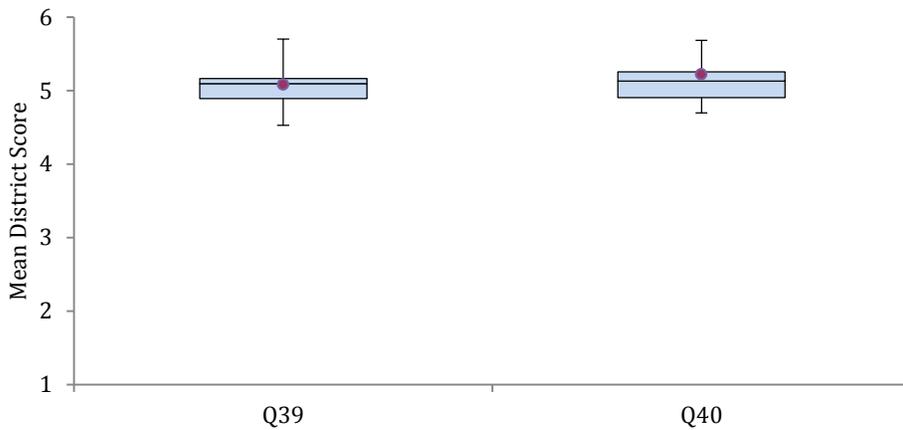
Transition Planning



Parent Training and Support



My Child's Skills



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

Madison School District

The 2011-2012 survey was sent to 379 parents of children receiving special education services in the Madison School District. A total of 77 surveys were returned for a response rate of 20.3%, above the overall survey response rate of 17.9% (n=1,097).

Madison Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	77	59.7%	20.8%	11.7%	92.2%	1.3%	6.5%	0.0%	7.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	77	67.5%	20.8%	7.8%	96.1%	2.6%	1.3%	0.0%	3.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	10	40.0%	0.0%	0.0%	40.0%	0.0%	0.0%	60.0%	60.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	27	14.8%	3.7%	3.7%	22.2%	0.0%	0.0%	77.8%	77.8%	±
5. My child is accepted within the school community.	76	53.9%	23.7%	11.8%	89.5%	3.9%	3.9%	2.6%	10.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	77	58.4%	24.7%	6.5%	89.6%	3.9%	5.2%	1.3%	10.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	77	61.0%	22.1%	5.2%	88.3%	3.9%	2.6%	3.9%	10.4%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	77	57.1%	26.0%	5.2%	88.3%	3.9%	1.3%	6.5%	11.7%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	75	70.7%	16.0%	6.7%	93.3%	4.0%	1.3%	0.0%	5.3%	1.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	68	47.1%	27.9%	16.2%	91.2%	2.9%	2.9%	1.5%	7.4%	1.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	68	57.4%	19.1%	11.8%	88.2%	8.8%	0.0%	1.5%	10.3%	1.5%

Table is continued on the next page.

Madison Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	76	47.4%	26.3%	9.2%	82.9%	3.9%	1.3%	11.8%	17.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	77	66.2%	11.7%	10.4%	88.3%	5.2%	2.6%	3.9%	11.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	77	61.0%	27.3%	6.5%	94.8%	3.9%	1.3%	0.0%	5.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	77	61.0%	18.2%	7.8%	87.0%	7.8%	2.6%	2.6%	13.0%	±
16. My child's evaluation report is written in terms I understand.	76	63.2%	31.6%	1.3%	96.1%	3.9%	0.0%	0.0%	3.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	77	71.4%	16.9%	6.5%	94.8%	1.3%	2.6%	1.3%	5.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	77	63.6%	13.0%	11.7%	88.3%	3.9%	5.2%	2.6%	11.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	77	54.5%	16.9%	15.6%	87.0%	6.5%	2.6%	3.9%	13.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	77	74.0%	14.3%	3.9%	92.2%	2.6%	1.3%	3.9%	7.8%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	70	75.7%	7.1%	4.3%	87.1%	0.0%	1.4%	5.7%	7.1%	5.7%

Table is continued on the next page.

Madison Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	74	89.2%	6.8%	4.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	66	83.3%	4.5%	3.0%	90.9%	1.5%	0.0%	7.6%	9.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	48	4.2%	4.2%	0.0%	8.3%	2.1%	4.2%	85.4%	91.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	32	37.5%	15.6%	3.1%	56.3%	3.1%	6.3%	18.8%	28.1%	15.6%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	62.5%	25.0%	6.3%	93.8%	0.0%	6.3%	0.0%	6.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	16	37.5%	18.8%	25.0%	81.3%	6.3%	0.0%	12.5%	18.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	10	20.0%	20.0%	10.0%	50.0%	0.0%	10.0%	20.0%	30.0%	20.0%
31. The PPT introduced planning for my child's transition to adulthood.	16	37.5%	43.8%	6.3%	87.5%	6.3%	0.0%	6.3%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	19	63.2%	21.1%	0.0%	84.2%	0.0%	5.3%	10.5%	15.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	18	55.6%	33.3%	0.0%	88.9%	5.6%	0.0%	5.6%	11.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	18	44.4%	38.9%	5.6%	88.9%	0.0%	0.0%	11.1%	11.1%	±

Table is continued on the next page.

Madison Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	53	20.8%	9.4%	5.7%	35.8%	1.9%	3.8%	58.5%	64.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	46	10.9%	4.3%	4.3%	19.6%	2.2%	10.9%	67.4%	80.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	63	23.8%	6.3%	11.1%	41.3%	3.2%	3.2%	25.4%	31.7%	27.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	63	22.2%	7.9%	4.8%	34.9%	6.3%	7.9%	17.5%	31.7%	33.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	68	61.8%	25.0%	10.3%	97.1%	0.0%	1.5%	1.5%	2.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	64	65.6%	17.2%	10.9%	93.8%	0.0%	3.1%	3.1%	6.3%	±

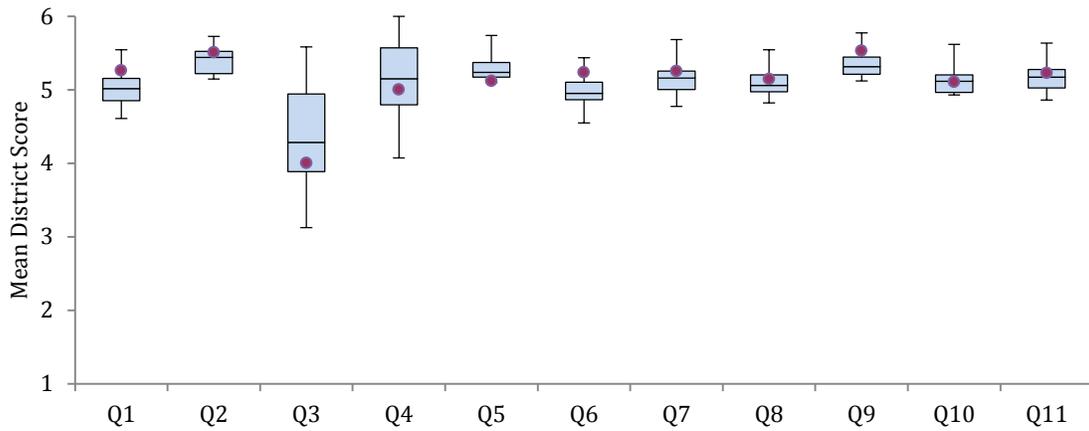
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

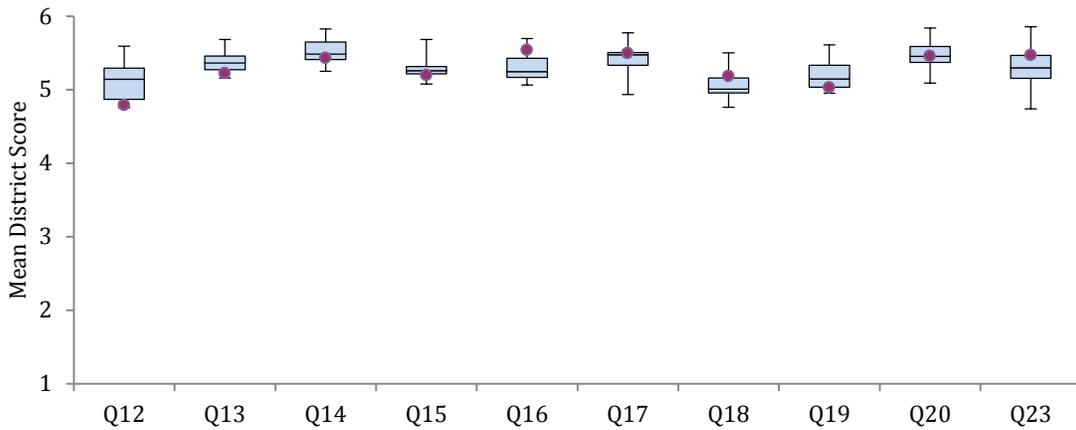
±± Minimum reporting standard not met for this survey item.

Madison Box-and-Whisker Charts

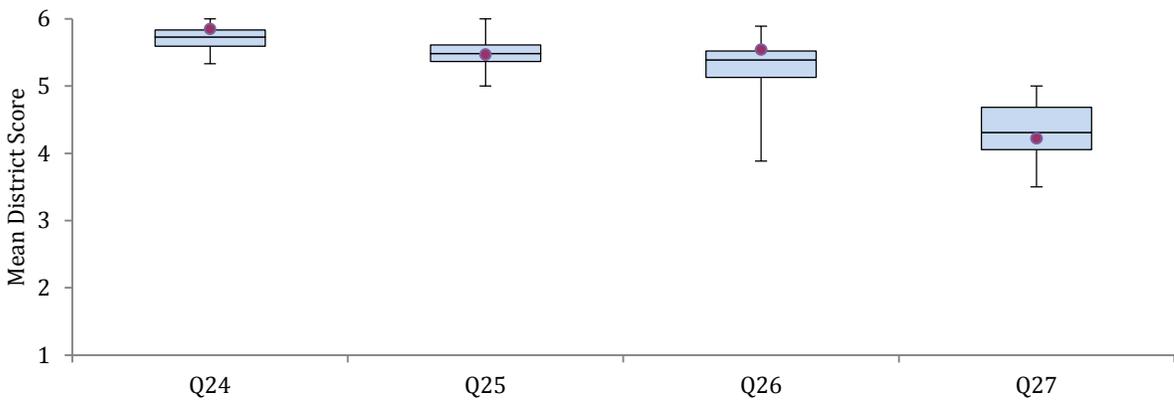
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



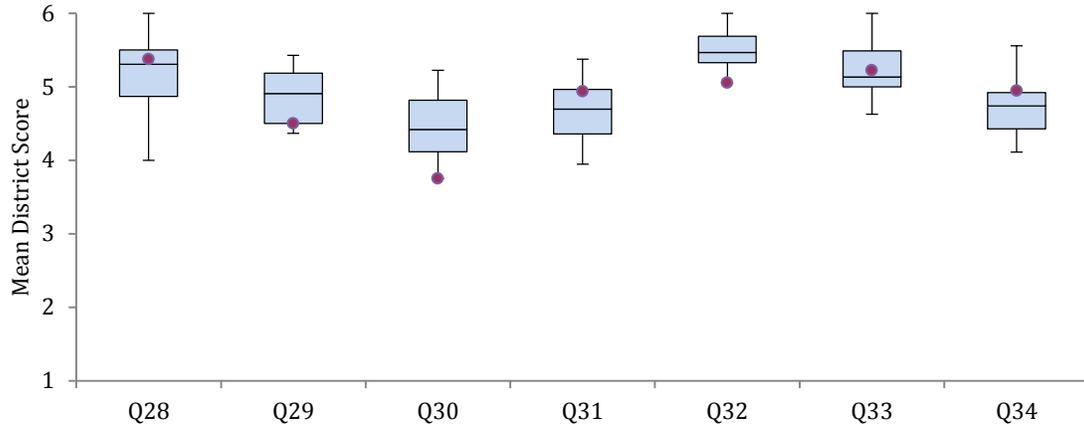
My Child's Participation



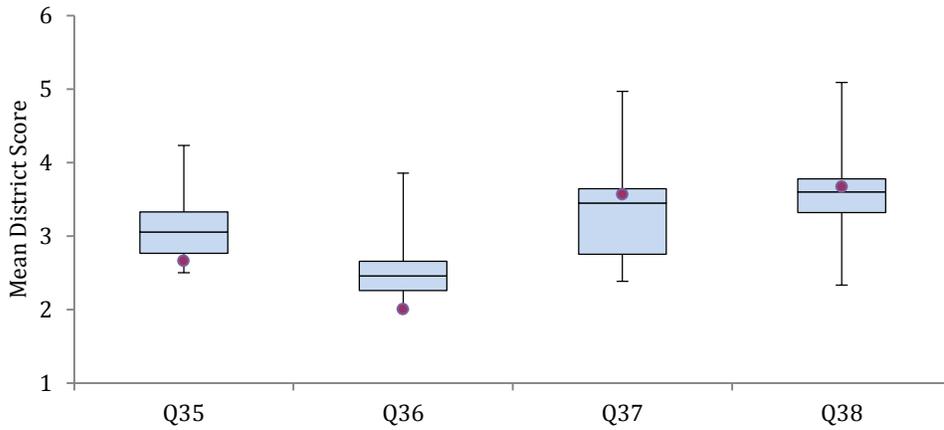
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Madison Box-and-Whisker Charts (continued)

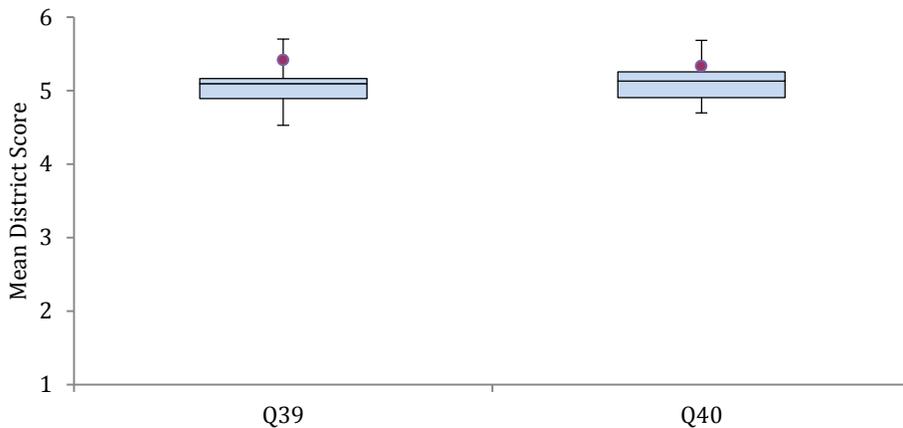
Transition Planning



Parent Training and Support



My Child's Skills



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

New Britain School District

The 2011-2012 survey was sent to 782 parents of children receiving special education services in the New Britain School District. A total of 96 surveys were returned for a response rate of 12.3%, below the overall survey response rate of 17.9% (n=1,097).

New Britain Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	94	36.2%	31.9%	16.0%	84.0%	3.2%	5.3%	7.4%	16.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	95	51.6%	29.5%	10.5%	91.6%	3.2%	3.2%	2.1%	8.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	43	14.0%	14.0%	16.3%	44.2%	9.3%	11.6%	34.9%	55.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	20.0%	4.4%	15.6%	40.0%	6.7%	2.2%	51.1%	60.0%	±
5. My child is accepted within the school community.	94	56.4%	24.5%	11.7%	92.6%	3.2%	2.1%	2.1%	7.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	94	45.7%	30.9%	9.6%	86.2%	4.3%	2.1%	7.4%	13.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	94	48.9%	31.9%	6.4%	87.2%	7.4%	1.1%	2.1%	10.6%	2.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	96	46.9%	28.1%	10.4%	85.4%	4.2%	1.0%	7.3%	12.5%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	96	55.2%	24.0%	9.4%	88.5%	3.1%	1.0%	5.2%	9.4%	2.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	87	47.1%	27.6%	11.5%	86.2%	3.4%	1.1%	5.7%	10.3%	3.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	92	47.8%	22.8%	13.0%	83.7%	5.4%	1.1%	3.3%	9.8%	6.5%

Table is continued on the next page.

New Britain Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	96	51.0%	21.9%	11.5%	84.4%	3.1%	4.2%	8.3%	15.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	96	61.5%	19.8%	8.3%	89.6%	4.2%	0.0%	6.3%	10.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	95	64.2%	21.1%	7.4%	92.6%	3.2%	1.1%	3.2%	7.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	95	57.9%	28.4%	5.3%	91.6%	3.2%	1.1%	4.2%	8.4%	±
16. My child's evaluation report is written in terms I understand.	96	54.2%	25.0%	13.5%	92.7%	1.0%	0.0%	6.3%	7.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	95	58.9%	24.2%	8.4%	91.6%	3.2%	1.1%	4.2%	8.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	95	46.3%	24.2%	14.7%	85.3%	6.3%	2.1%	6.3%	14.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	95	54.7%	26.3%	12.6%	93.7%	1.1%	1.1%	4.2%	6.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	95	60.0%	25.3%	8.4%	93.7%	1.1%	1.1%	4.2%	6.3%	±
21. If necessary, a translator was provided at the PPT meetings.	32	68.8%	18.8%	9.4%	96.9%	0.0%	0.0%	3.1%	3.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	32	50.0%	31.3%	12.5%	93.8%	0.0%	0.0%	6.3%	6.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	84	47.6%	20.2%	13.1%	81.0%	1.2%	2.4%	9.5%	13.1%	6.0%

Table is continued on the next page.

New Britain Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	93	69.9%	12.9%	9.7%	92.5%	1.1%	1.1%	5.4%	7.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	82	57.3%	17.1%	11.0%	85.4%	4.9%	2.4%	7.3%	14.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	7.7%	11.5%	9.6%	28.8%	3.8%	7.7%	59.6%	71.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	71	28.2%	16.9%	8.5%	53.5%	4.2%	5.6%	18.3%	28.2%	18.3%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	27	44.4%	37.0%	14.8%	96.3%	0.0%	0.0%	3.7%	3.7%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	26	26.9%	34.6%	23.1%	84.6%	3.8%	3.8%	7.7%	15.4%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	22	13.6%	27.3%	13.6%	54.5%	4.5%	0.0%	9.1%	13.6%	31.8%
31. The PPT introduced planning for my child's transition to adulthood.	24	33.3%	33.3%	8.3%	75.0%	4.2%	0.0%	20.8%	25.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	28	53.6%	28.6%	7.1%	89.3%	3.6%	3.6%	3.6%	10.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	27	51.9%	29.6%	14.8%	96.3%	0.0%	0.0%	3.7%	3.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	29	41.4%	27.6%	17.2%	86.2%	0.0%	3.4%	10.3%	13.8%	±

Table is continued on the next page.

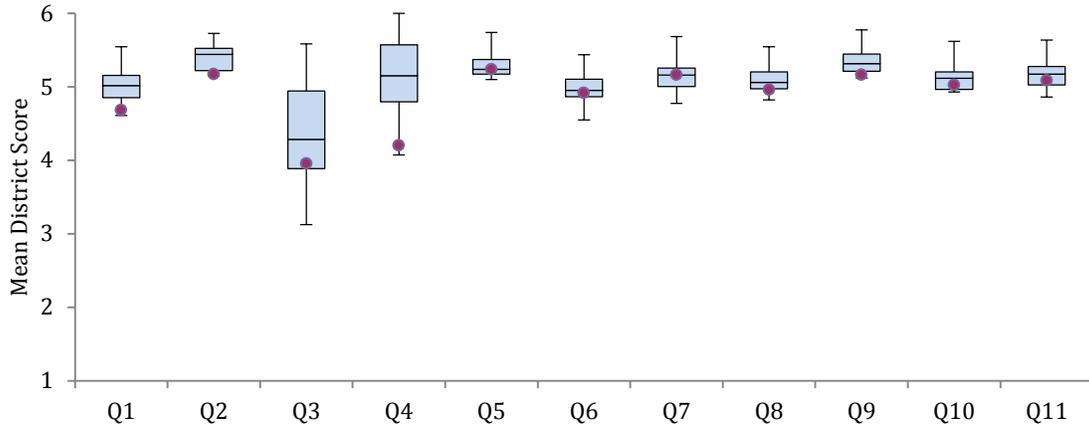
New Britain Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	58	19.0%	6.9%	6.9%	32.8%	10.3%	6.9%	50.0%	67.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	56	16.1%	7.1%	10.7%	33.9%	8.9%	3.6%	53.6%	66.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	74	17.6%	9.5%	10.8%	37.8%	6.8%	4.1%	32.4%	43.2%	18.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	74	17.6%	9.5%	13.5%	40.5%	5.4%	4.1%	27.0%	36.5%	23.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	91	39.6%	20.9%	17.6%	78.0%	7.7%	3.3%	11.0%	22.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	86	44.2%	22.1%	17.4%	83.7%	4.7%	2.3%	9.3%	16.3%	±

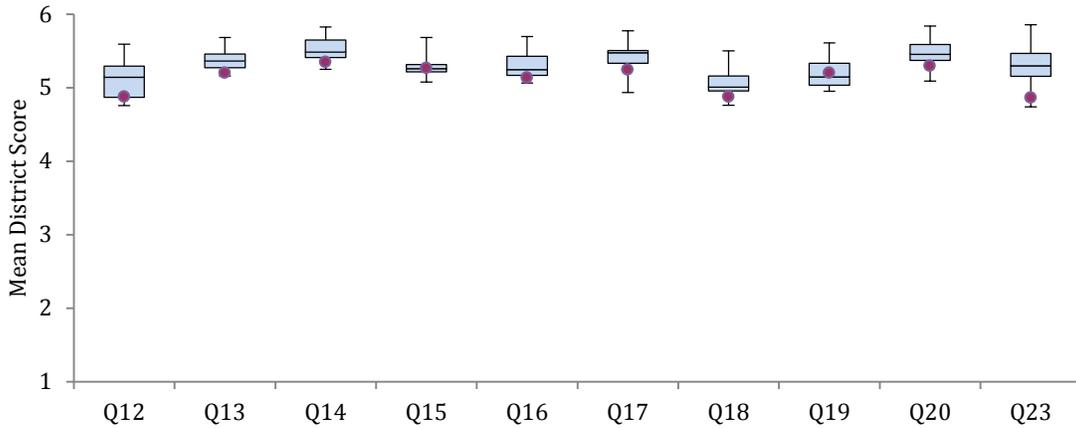
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

New Britain Box-and-Whisker Charts

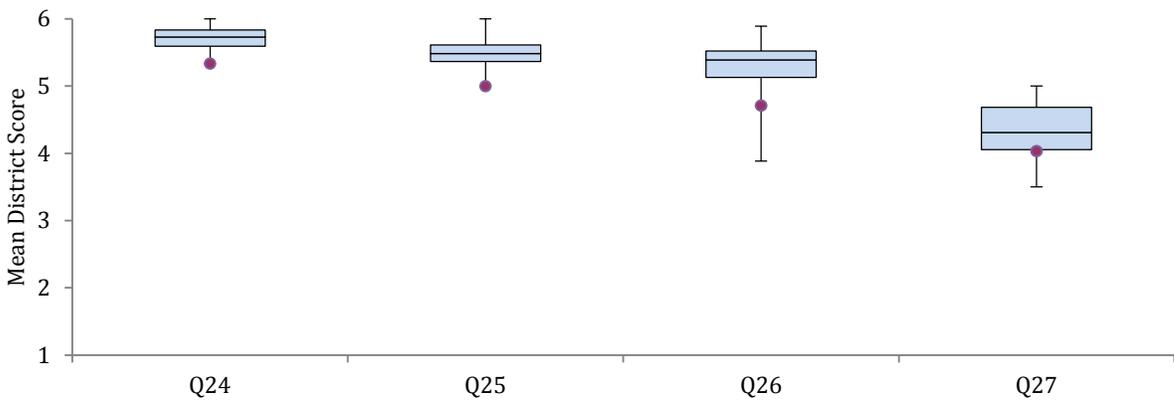
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



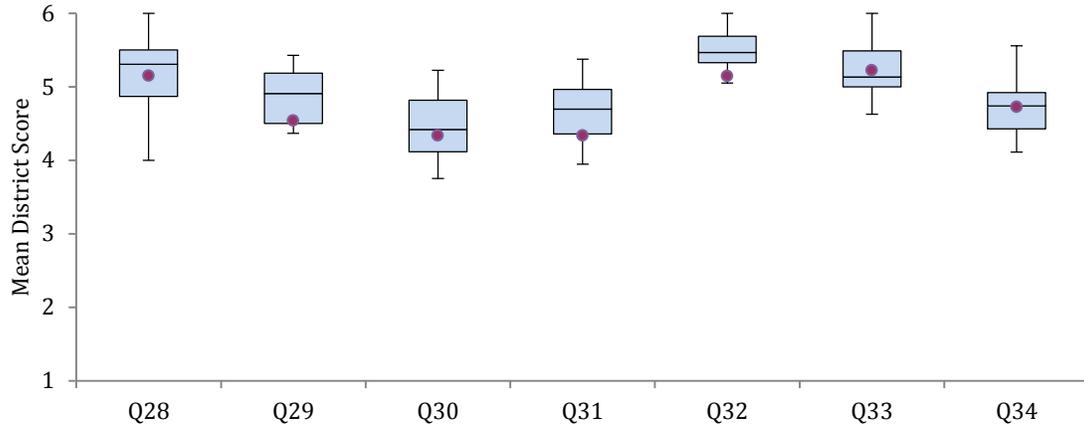
My Child's Participation



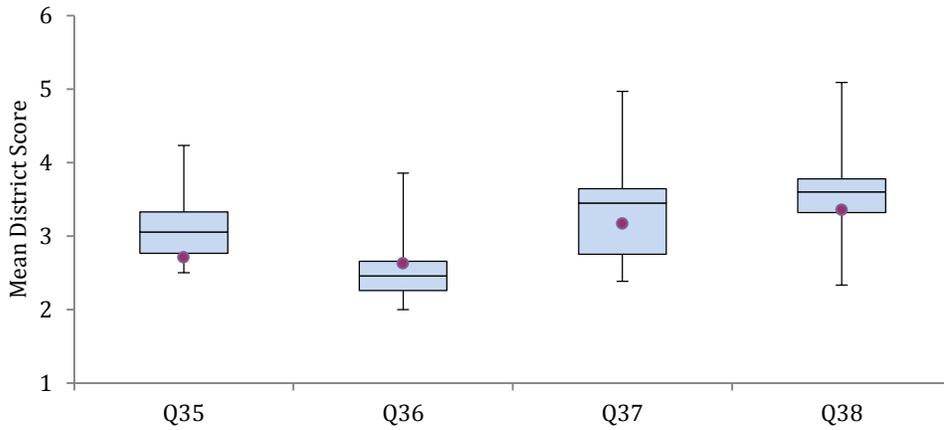
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

New Britain Box-and-Whisker Charts (continued)

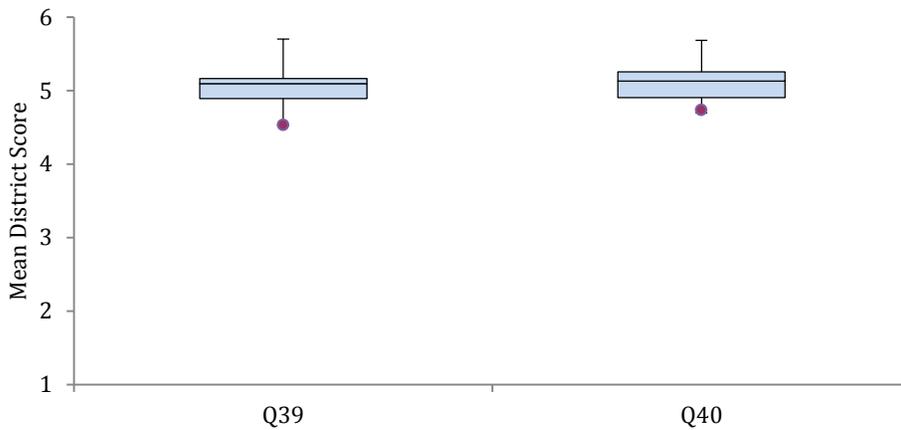
Transition Planning



Parent Training and Support



My Child's Skills



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

New London School District

The 2011-2012 survey was sent to 631 parents of children receiving special education services in the New London School District. A total of 75 surveys were returned for a response rate of 11.9%, below the overall survey response rate of 17.9% (n=1,097).

New London Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	74	43.2%	36.5%	8.1%	87.8%	6.8%	0.0%	5.4%	12.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	74	54.1%	27.0%	10.8%	91.9%	4.1%	1.4%	2.7%	8.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	32	31.3%	21.9%	9.4%	62.5%	6.3%	3.1%	28.1%	37.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	41	24.4%	7.3%	4.9%	36.6%	9.8%	7.3%	46.3%	63.4%	±
5. My child is accepted within the school community.	74	55.4%	31.1%	2.7%	89.2%	2.7%	4.1%	4.1%	10.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	73	49.3%	23.3%	15.1%	87.7%	4.1%	0.0%	6.8%	11.0%	1.4%
7. All special education services identified in my child's IEP have been provided.	72	47.2%	29.2%	11.1%	87.5%	5.6%	0.0%	5.6%	11.1%	1.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	74	58.1%	24.3%	4.1%	86.5%	2.7%	1.4%	6.8%	10.8%	2.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	71	54.9%	28.2%	7.0%	90.1%	5.6%	0.0%	4.2%	9.9%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	70	52.9%	30.0%	7.1%	90.0%	2.9%	1.4%	4.3%	8.6%	1.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	70	54.3%	31.4%	4.3%	90.0%	2.9%	2.9%	4.3%	10.0%	0.0%

Table is continued on the next page.

New London Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	73	53.4%	27.4%	8.2%	89.0%	2.7%	0.0%	8.2%	11.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	74	66.2%	20.3%	6.8%	93.2%	1.4%	1.4%	4.1%	6.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	74	75.7%	17.6%	4.1%	97.3%	1.4%	0.0%	1.4%	2.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	74	55.4%	29.7%	6.8%	91.9%	4.1%	1.4%	2.7%	8.1%	±
16. My child's evaluation report is written in terms I understand.	74	55.4%	31.1%	10.8%	97.3%	1.4%	0.0%	1.4%	2.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	74	68.9%	18.9%	9.5%	97.3%	0.0%	1.4%	1.4%	2.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	74	51.4%	29.7%	9.5%	90.5%	1.4%	2.7%	5.4%	9.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	72	55.6%	29.2%	2.8%	87.5%	4.2%	5.6%	2.8%	12.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	73	63.0%	26.0%	1.4%	90.4%	6.8%	0.0%	2.7%	9.6%	±
21. If necessary, a translator was provided at the PPT meetings.	34	67.6%	23.5%	2.9%	94.1%	0.0%	0.0%	5.9%	5.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	30	60.0%	26.7%	3.3%	90.0%	3.3%	3.3%	3.3%	10.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	64	53.1%	28.1%	4.7%	85.9%	1.6%	3.1%	3.1%	7.8%	6.3%

Table is continued on the next page.

New London Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	72	73.6%	19.4%	2.8%	95.8%	1.4%	0.0%	2.8%	4.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	66	68.2%	16.7%	9.1%	93.9%	1.5%	0.0%	4.5%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	45	8.9%	2.2%	4.4%	15.6%	11.1%	4.4%	68.9%	84.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	58	41.4%	24.1%	10.3%	75.9%	1.7%	0.0%	13.8%	15.5%	8.6%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	15	60.0%	13.3%	6.7%	80.0%	6.7%	0.0%	13.3%	20.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	16	56.3%	25.0%	12.5%	93.8%	0.0%	0.0%	6.3%	6.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	53.3%	26.7%	0.0%	80.0%	6.7%	0.0%	13.3%	20.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	16	50.0%	43.8%	0.0%	93.8%	0.0%	0.0%	6.3%	6.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	18	83.3%	5.6%	11.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	18	77.8%	11.1%	5.6%	94.4%	0.0%	5.6%	0.0%	5.6%	±

Table is continued on the next page.

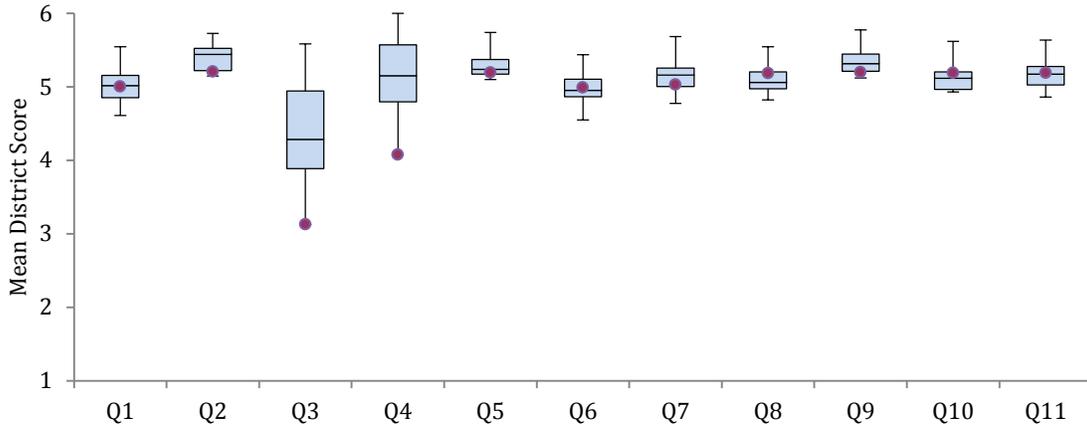
New London Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	51	35.3%	13.7%	3.9%	52.9%	2.0%	9.8%	35.3%	47.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	45	24.4%	20.0%	8.9%	53.3%	2.2%	6.7%	37.8%	46.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	57	19.3%	10.5%	10.5%	40.4%	5.3%	3.5%	24.6%	33.3%	26.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	60	25.0%	15.0%	8.3%	48.3%	1.7%	3.3%	25.0%	30.0%	21.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	70	45.7%	34.3%	14.3%	94.3%	0.0%	2.9%	2.9%	5.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	65	44.6%	30.8%	16.9%	92.3%	3.1%	1.5%	3.1%	7.7%	±

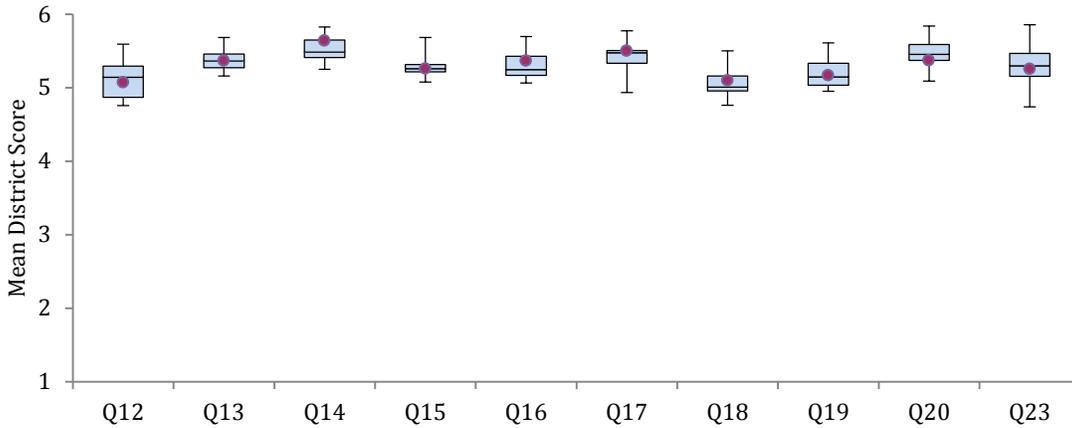
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

New London Box-and-Whisker Charts

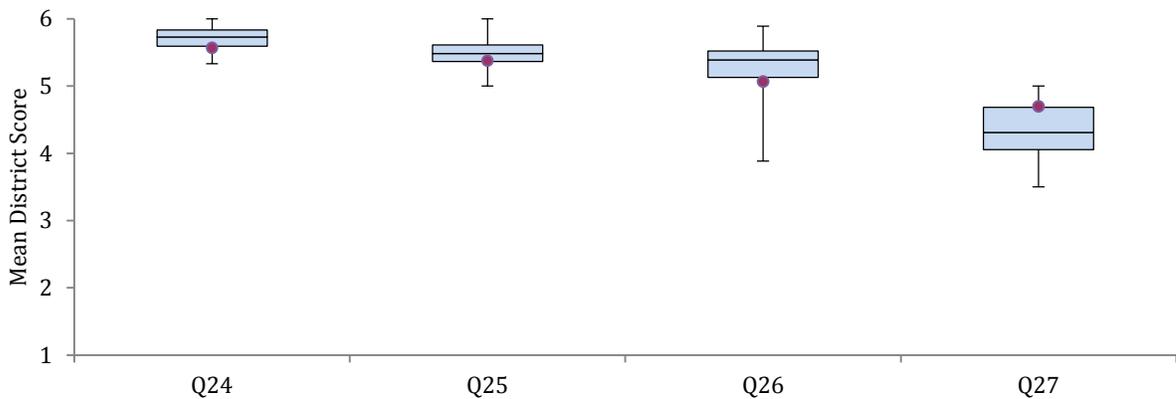
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



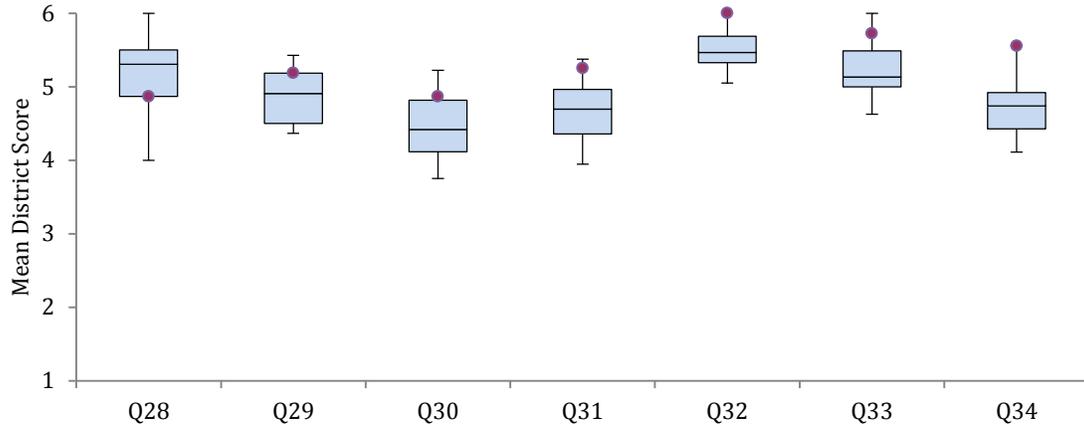
My Child's Participation



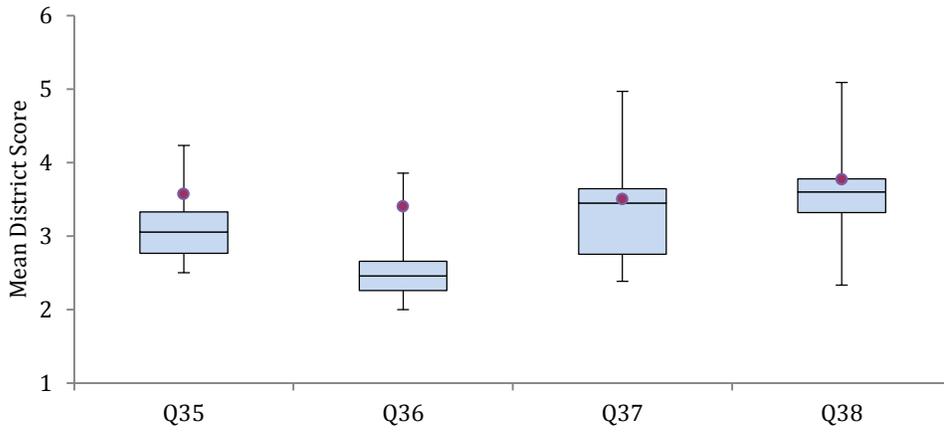
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

New London Box-and-Whisker Charts (continued)

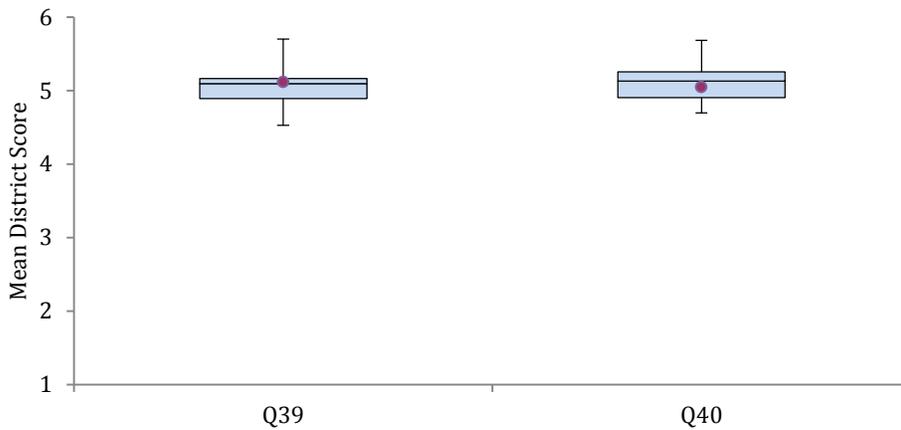
Transition Planning



Parent Training and Support



My Child's Skills



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

North Stonington School District

The 2011-2012 survey was sent to 82 parents of children receiving special education services in the North Stonington School District. A total of 23 surveys were returned for a response rate of 28.0%, above the overall survey response rate of 17.9% (n=1,097).

North Stonington Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	23	60.9%	26.1%	8.7%	95.7%	0.0%	0.0%	4.3%	4.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	23	73.9%	21.7%	0.0%	95.7%	0.0%	0.0%	4.3%	4.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	0.0%	16.7%	0.0%	16.7%	0.0%	16.7%	66.7%	83.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	13	15.4%	7.7%	0.0%	23.1%	0.0%	7.7%	69.2%	76.9%	±
5. My child is accepted within the school community.	23	82.6%	8.7%	8.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	23	69.6%	21.7%	0.0%	91.3%	4.3%	0.0%	4.3%	8.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	22	77.3%	18.2%	0.0%	95.5%	0.0%	0.0%	4.5%	4.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	23	73.9%	8.7%	13.0%	95.7%	0.0%	0.0%	4.3%	4.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	23	78.3%	8.7%	13.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	80.0%	10.0%	5.0%	95.0%	0.0%	0.0%	5.0%	5.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	20	75.0%	10.0%	10.0%	95.0%	0.0%	0.0%	5.0%	5.0%	0.0%

Table is continued on the next page.

North Stonington Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	23	69.6%	17.4%	13.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	23	69.6%	21.7%	8.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	23	87.0%	8.7%	4.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	22	63.6%	27.3%	4.5%	95.5%	4.5%	0.0%	0.0%	4.5%	±
16. My child's evaluation report is written in terms I understand.	23	78.3%	13.0%	8.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	23	73.9%	21.7%	0.0%	95.7%	4.3%	0.0%	0.0%	4.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	22	77.3%	9.1%	4.5%	90.9%	4.5%	0.0%	4.5%	9.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	23	69.6%	21.7%	8.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	22	59.1%	31.8%	9.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	19	78.9%	5.3%	5.3%	89.5%	0.0%	0.0%	10.5%	10.5%	0.0%

Table is continued on the next page.

North Stonington Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	23	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	19	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	18	5.6%	0.0%	5.6%	11.1%	0.0%	5.6%	83.3%	88.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	12	16.7%	8.3%	8.3%	33.3%	8.3%	8.3%	16.7%	33.3%	33.3%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	50.0%	50.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

North Stonington Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	15	46.7%	0.0%	13.3%	60.0%	6.7%	0.0%	33.3%	40.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	11	18.2%	9.1%	0.0%	27.3%	9.1%	0.0%	63.6%	72.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	17	17.6%	5.9%	5.9%	29.4%	5.9%	0.0%	29.4%	35.3%	35.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	15	13.3%	0.0%	0.0%	13.3%	6.7%	0.0%	40.0%	46.7%	40.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	20	75.0%	20.0%	5.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	19	78.9%	10.5%	10.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±

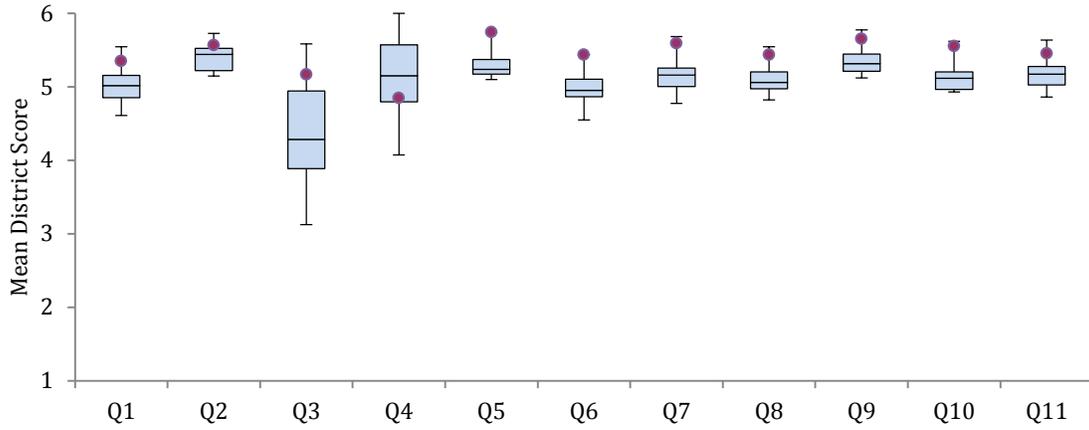
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

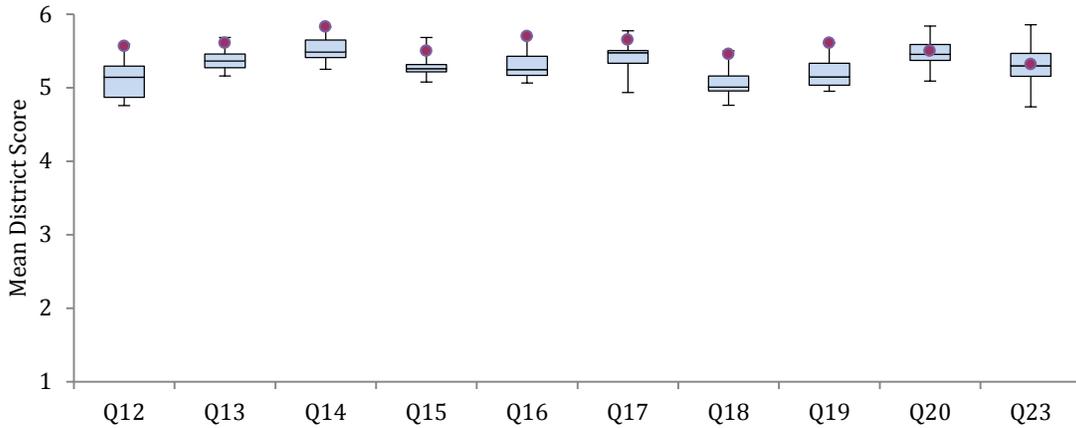
±± Minimum reporting standard not met for this survey item.

North Stonington Box-and-Whisker Charts

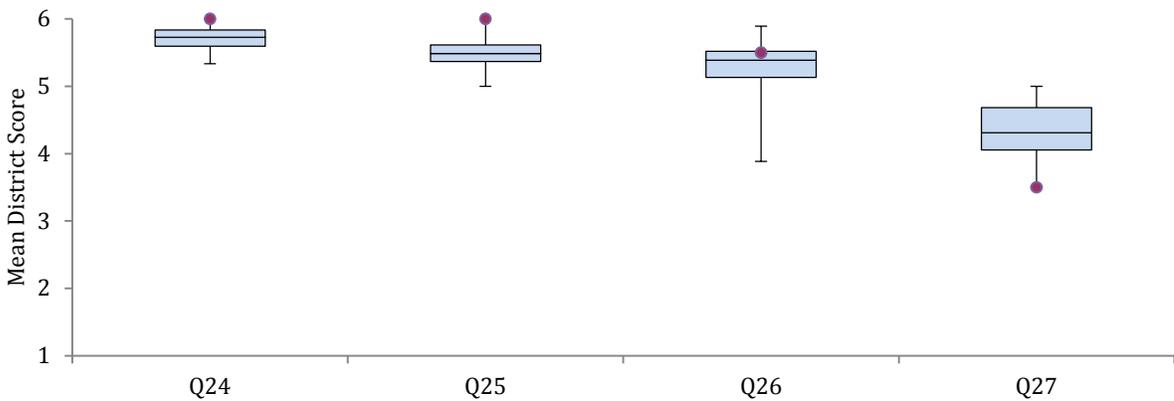
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



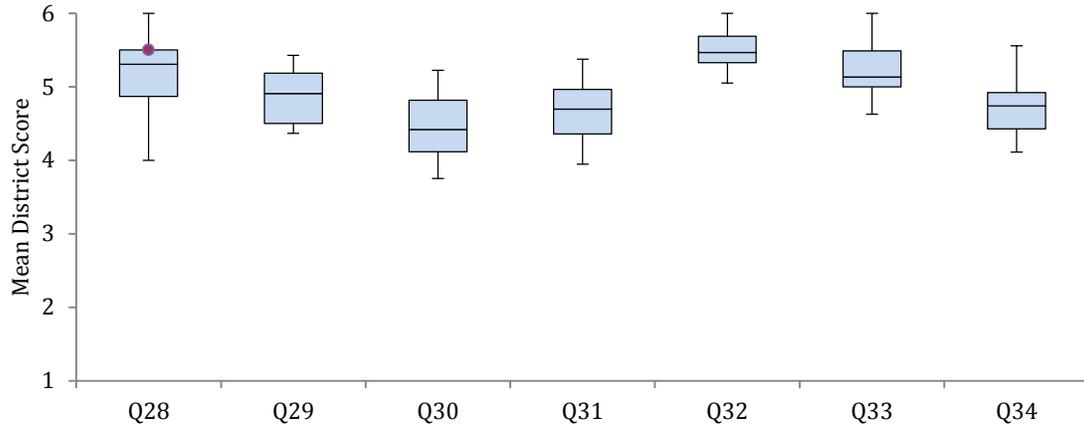
My Child's Participation



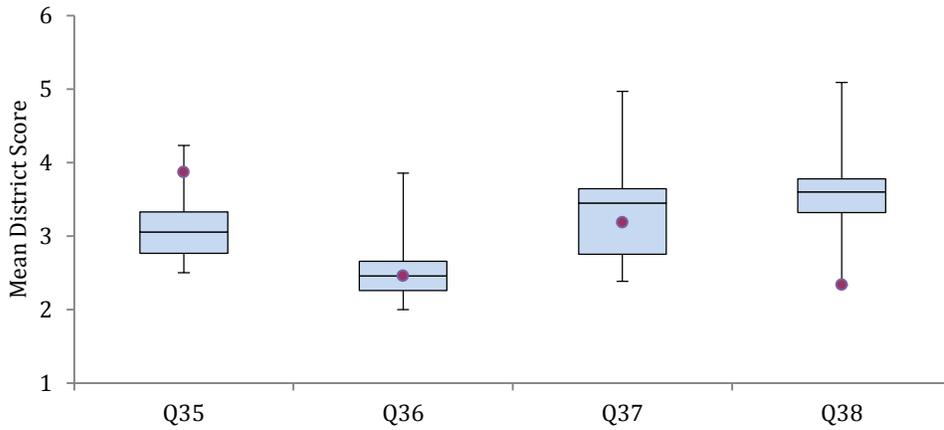
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

North Stonington Box-and-Whisker Charts (continued)

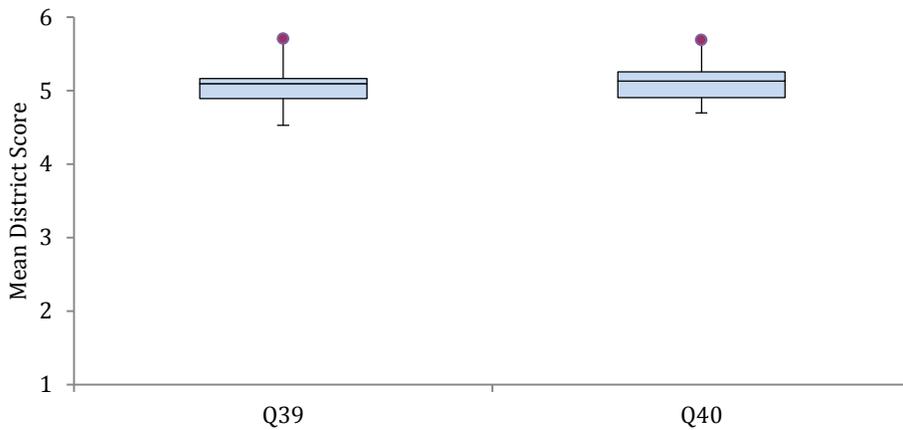
Transition Planning



Parent Training and Support



My Child's Skills



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

Orange School District

The 2011-2012 survey was sent to 138 parents of children receiving special education services in the Orange School District. A total of 40 surveys were returned for a response rate of 29.0%, above the overall survey response rate of 17.9% (n=1,097).

Orange Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	39	53.8%	23.1%	7.7%	84.6%	2.6%	5.1%	7.7%	15.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	40	72.5%	15.0%	7.5%	95.0%	2.5%	0.0%	2.5%	5.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	0.0%	14.3%	14.3%	28.6%	0.0%	0.0%	71.4%	71.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	22	0.0%	4.5%	0.0%	4.5%	0.0%	0.0%	95.5%	95.5%	±
5. My child is accepted within the school community.	39	69.2%	23.1%	5.1%	97.4%	0.0%	0.0%	2.6%	2.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	39	51.3%	23.1%	10.3%	84.6%	0.0%	7.7%	7.7%	15.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	40	62.5%	22.5%	2.5%	87.5%	0.0%	2.5%	7.5%	10.0%	2.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	40	60.0%	20.0%	7.5%	87.5%	2.5%	2.5%	5.0%	10.0%	2.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	40	65.0%	20.0%	0.0%	85.0%	2.5%	0.0%	7.5%	10.0%	5.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	34	55.9%	20.6%	8.8%	85.3%	2.9%	0.0%	5.9%	8.8%	5.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	35	65.7%	14.3%	8.6%	88.6%	2.9%	2.9%	5.7%	11.4%	0.0%

Table is continued on the next page.

Orange Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	40	55.0%	27.5%	10.0%	92.5%	2.5%	2.5%	2.5%	7.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	40	55.0%	30.0%	7.5%	92.5%	5.0%	0.0%	2.5%	7.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	40	60.0%	27.5%	2.5%	90.0%	2.5%	2.5%	5.0%	10.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	39	59.0%	25.6%	5.1%	89.7%	2.6%	5.1%	2.6%	10.3%	±
16. My child's evaluation report is written in terms I understand.	40	57.5%	22.5%	7.5%	87.5%	2.5%	5.0%	5.0%	12.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	40	62.5%	32.5%	2.5%	97.5%	0.0%	2.5%	0.0%	2.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	40	55.0%	30.0%	2.5%	87.5%	5.0%	2.5%	5.0%	12.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	40	52.5%	25.0%	10.0%	87.5%	7.5%	0.0%	5.0%	12.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	40	82.5%	12.5%	0.0%	95.0%	0.0%	2.5%	2.5%	5.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	36	75.0%	13.9%	5.6%	94.4%	0.0%	0.0%	5.6%	5.6%	0.0%

Table is continued on the next page.

Orange Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	38	94.7%	5.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	36	83.3%	8.3%	5.6%	97.2%	0.0%	0.0%	2.8%	2.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	28	0.0%	0.0%	3.6%	3.6%	0.0%	0.0%	96.4%	96.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	16	43.8%	25.0%	0.0%	68.8%	0.0%	6.3%	12.5%	18.8%	12.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	66.7%	16.7%	8.3%	91.7%	8.3%	0.0%	0.0%	8.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

Orange Survey Response Table (continued)

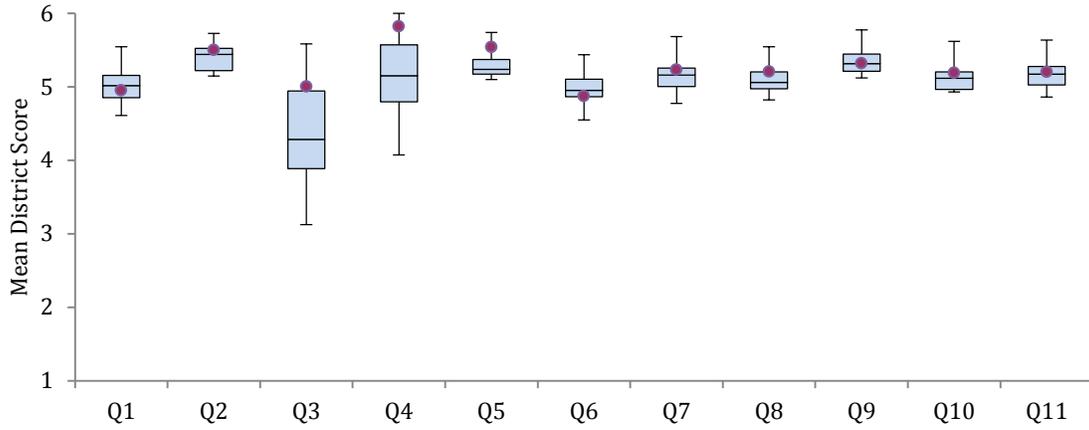
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	26	19.2%	7.7%	11.5%	38.5%	7.7%	0.0%	53.8%	61.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	27	3.7%	7.4%	14.8%	25.9%	7.4%	0.0%	66.7%	74.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	31	12.9%	25.8%	3.2%	41.9%	12.9%	6.5%	22.6%	41.9%	16.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	32	9.4%	12.5%	12.5%	34.4%	6.3%	6.3%	21.9%	34.4%	31.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	34	55.9%	26.5%	2.9%	85.3%	5.9%	5.9%	2.9%	14.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	34	58.8%	20.6%	8.8%	88.2%	2.9%	0.0%	8.8%	11.8%	±

Note: The number of respondents (n) excludes those who selected "not applicable."

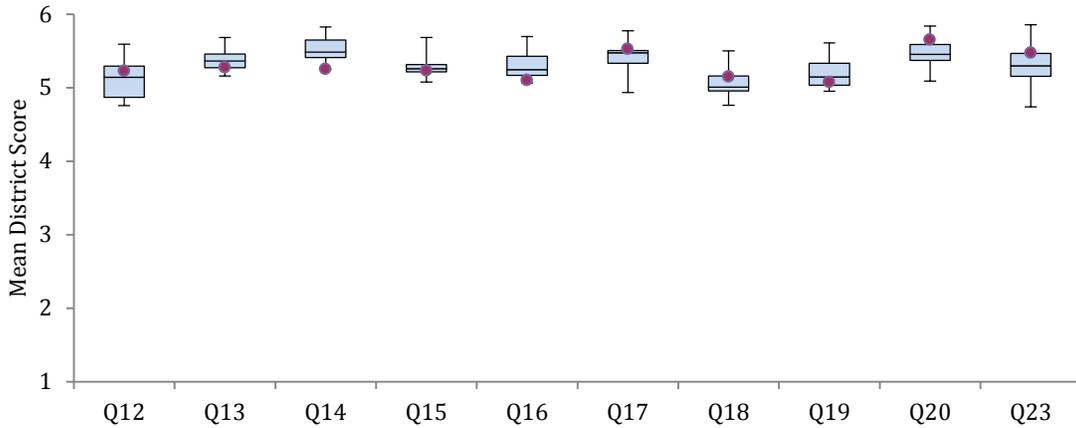
± Not a response option for this survey item.

±± Minimum reporting standard not met for this survey item.

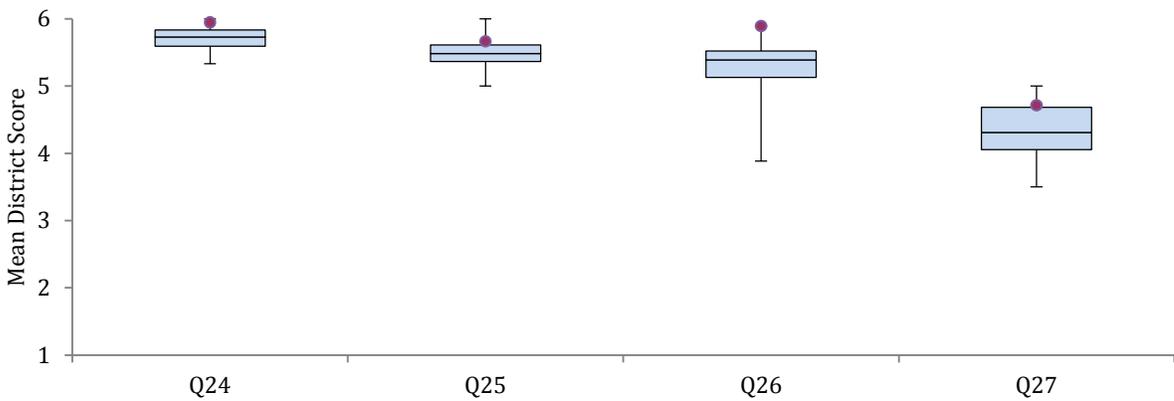
Orange Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



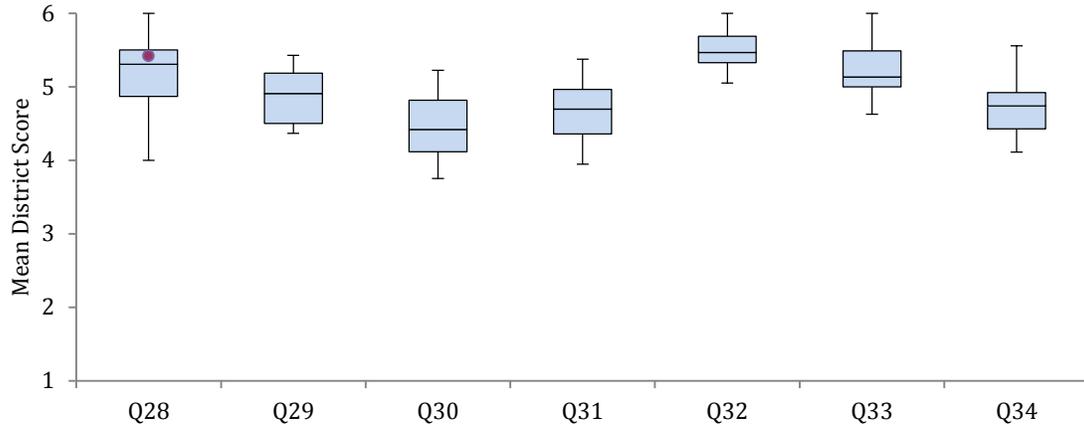
My Child's Participation



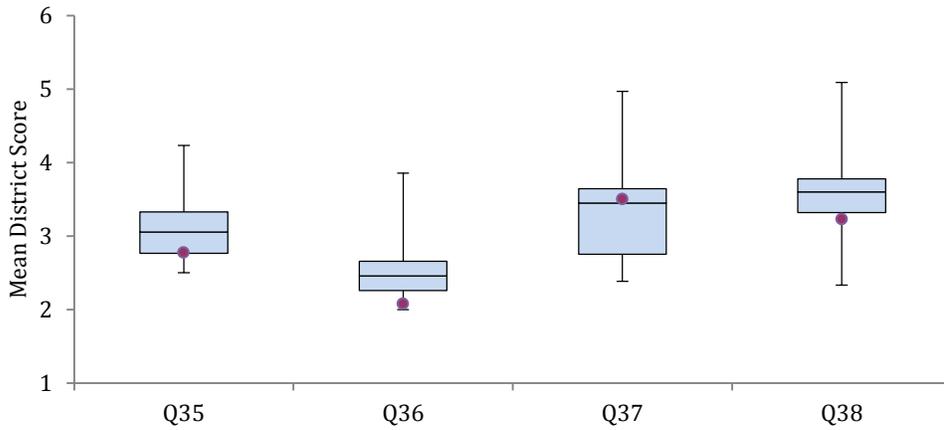
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Orange Box-and-Whisker Charts (continued)

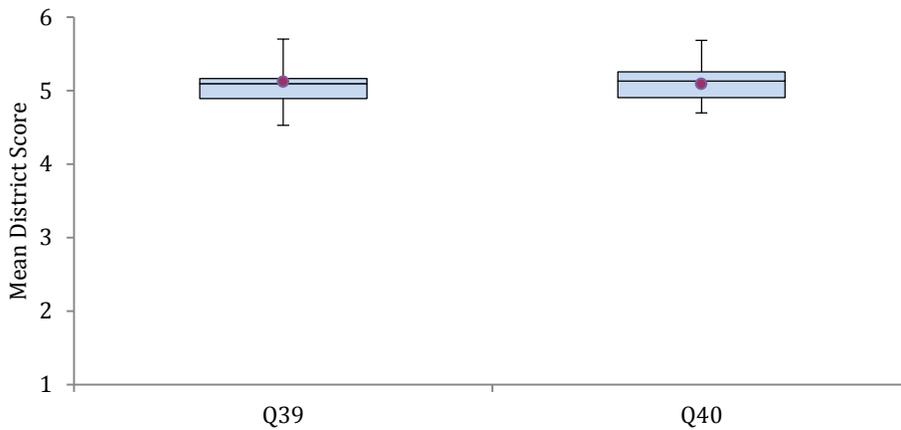
Transition Planning



Parent Training and Support



My Child's Skills



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

Preston School District

The 2011-2012 survey was sent to 93 parents of children receiving special education services in the Preston School District. A total of 22 surveys were returned for a response rate of 23.7%, above the overall survey response rate of 17.9% (n=1,097).

Preston Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	22	59.1%	36.4%	4.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	22	72.7%	27.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	±
5. My child is accepted within the school community.	22	77.3%	9.1%	9.1%	95.5%	4.5%	0.0%	0.0%	4.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	22	68.2%	18.2%	4.5%	90.9%	0.0%	9.1%	0.0%	9.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	22	77.3%	18.2%	0.0%	95.5%	4.5%	0.0%	0.0%	4.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	22	68.2%	22.7%	4.5%	95.5%	4.5%	0.0%	0.0%	4.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	22	81.8%	13.6%	4.5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	21	76.2%	14.3%	4.8%	95.2%	4.8%	0.0%	0.0%	4.8%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	22	77.3%	13.6%	4.5%	95.5%	4.5%	0.0%	0.0%	4.5%	0.0%

Table is continued on the next page.

Preston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	22	68.2%	27.3%	0.0%	95.5%	4.5%	0.0%	0.0%	4.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	22	72.7%	22.7%	4.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	22	68.2%	31.8%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	22	72.7%	22.7%	4.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	22	59.1%	31.8%	4.5%	95.5%	0.0%	4.5%	0.0%	4.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	22	86.4%	9.1%	0.0%	95.5%	4.5%	0.0%	0.0%	4.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	22	68.2%	18.2%	9.1%	95.5%	4.5%	0.0%	0.0%	4.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	22	63.6%	27.3%	0.0%	90.9%	9.1%	0.0%	0.0%	9.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	22	86.4%	9.1%	4.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	22	72.7%	18.2%	0.0%	90.9%	0.0%	0.0%	9.1%	9.1%	0.0%

Table is continued on the next page.

Preston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	22	95.5%	0.0%	0.0%	95.5%	0.0%	0.0%	4.5%	4.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	21	90.5%	4.8%	0.0%	95.2%	0.0%	0.0%	4.8%	4.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	11	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	90.9%	100.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	11	72.7%	0.0%	0.0%	72.7%	0.0%	0.0%	18.2%	18.2%	9.1%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	7	57.1%	28.6%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	7	42.9%	14.3%	14.3%	71.4%	0.0%	14.3%	14.3%	28.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	75.0%	12.5%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	8	75.0%	0.0%	25.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	8	37.5%	25.0%	25.0%	87.5%	0.0%	12.5%	0.0%	12.5%	±

Table is continued on the next page.

Preston Survey Response Table (continued)

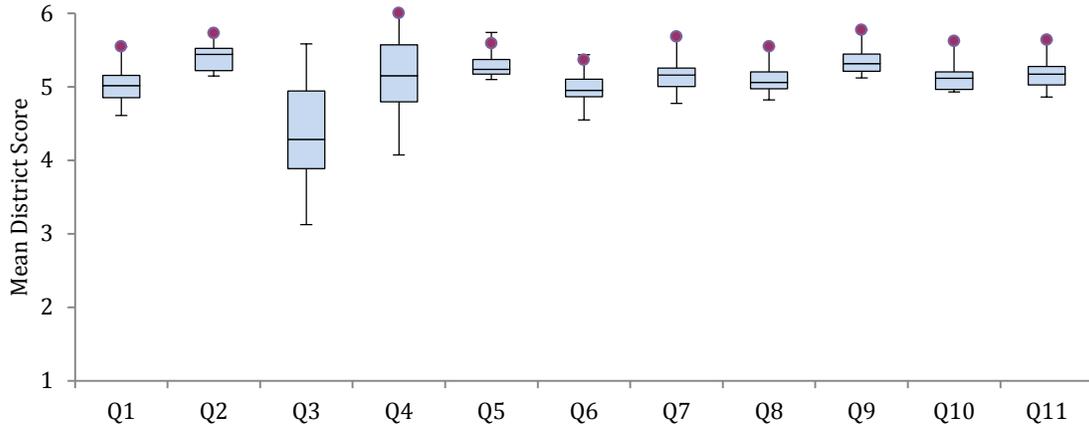
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	11	36.4%	0.0%	9.1%	45.5%	0.0%	0.0%	54.5%	54.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	12	16.7%	0.0%	8.3%	25.0%	8.3%	0.0%	66.7%	75.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	17	11.8%	11.8%	0.0%	23.5%	0.0%	0.0%	52.9%	52.9%	23.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	17	11.8%	11.8%	0.0%	23.5%	0.0%	0.0%	52.9%	52.9%	23.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	21	66.7%	23.8%	0.0%	90.5%	0.0%	4.8%	4.8%	9.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	21	71.4%	14.3%	4.8%	90.5%	4.8%	4.8%	0.0%	9.5%	±

Note: The number of respondents (n) excludes those who selected "not applicable."

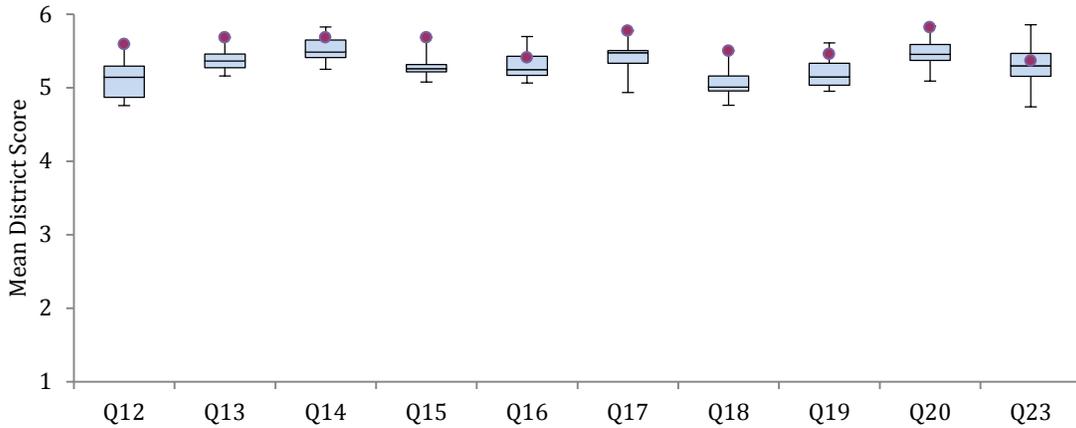
± Not a response option for this survey item.

±± Minimum reporting standard not met for this survey item.

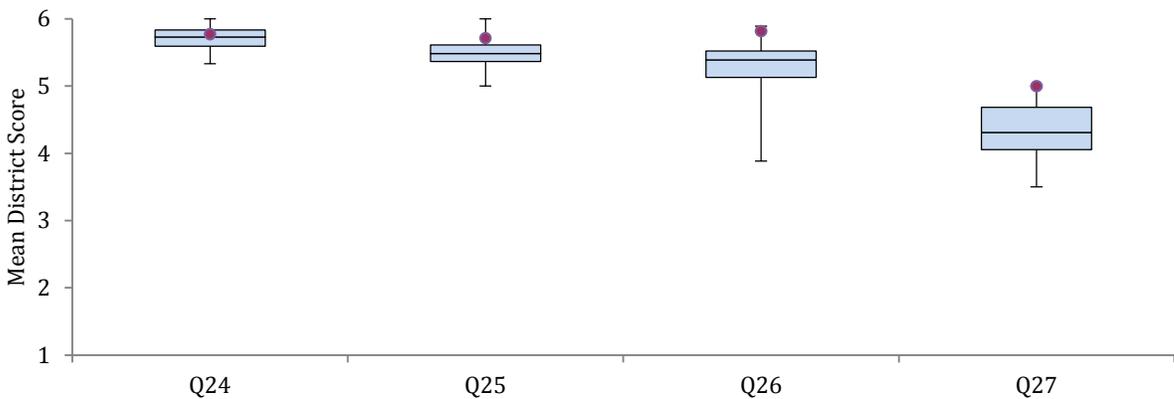
Preston Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



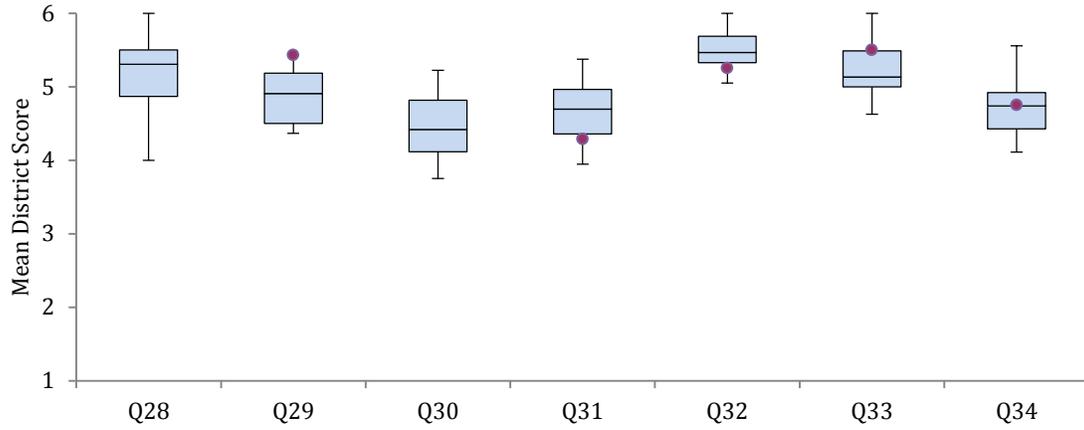
My Child's Participation



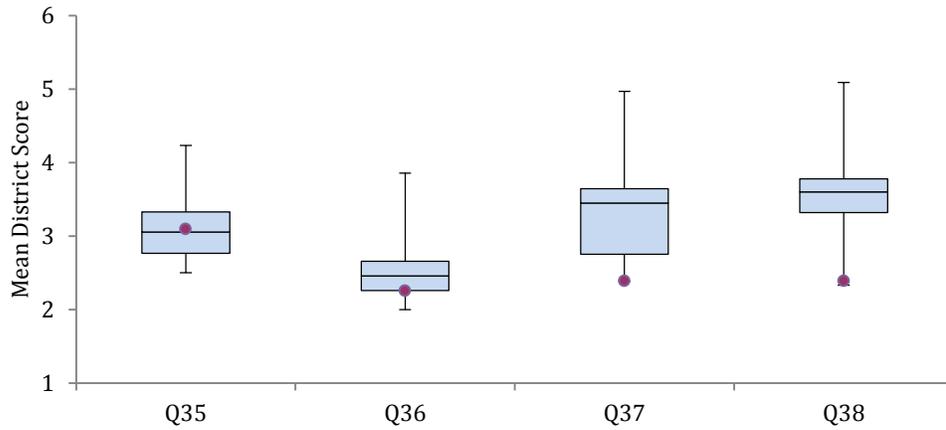
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Preston Box-and-Whisker Charts (continued)

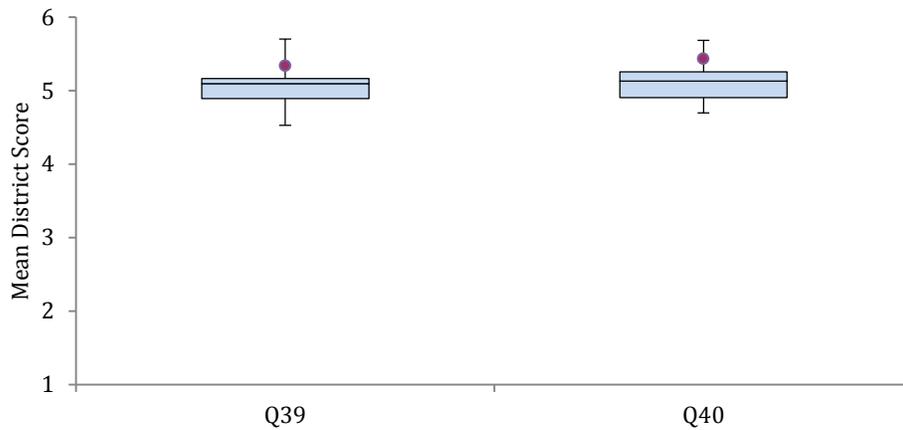
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28 and Q30.

Shelton School District

The 2011-2012 survey was sent to 87 parents of children receiving special education services in the Shelton School District. A total of 26 surveys were returned for a response rate of 29.9%, above the overall survey response rate of 17.9% (n=1,097).

Shelton Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	107	41.1%	27.1%	10.3%	78.5%	5.6%	4.7%	11.2%	21.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	105	63.8%	18.1%	10.5%	92.4%	4.8%	1.9%	1.0%	7.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	14.8%	3.7%	3.7%	22.2%	7.4%	7.4%	63.0%	77.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	49	12.2%	0.0%	2.0%	14.3%	4.1%	4.1%	77.6%	85.7%	±
5. My child is accepted within the school community.	103	56.3%	23.3%	8.7%	88.3%	2.9%	4.9%	3.9%	11.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	108	40.7%	25.9%	12.0%	78.7%	6.5%	6.5%	8.3%	21.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	108	49.1%	20.4%	8.3%	77.8%	5.6%	7.4%	7.4%	20.4%	1.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	107	48.6%	22.4%	9.3%	80.4%	6.5%	2.8%	8.4%	17.8%	1.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	106	55.7%	19.8%	9.4%	84.9%	2.8%	4.7%	3.8%	11.3%	3.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	99	48.5%	24.2%	11.1%	83.8%	4.0%	7.1%	3.0%	14.1%	2.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	100	52.0%	21.0%	7.0%	80.0%	2.0%	9.0%	5.0%	16.0%	4.0%

Table is continued on the next page.

Shelton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	107	46.7%	19.6%	14.0%	80.4%	8.4%	4.7%	6.5%	19.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	107	62.6%	15.0%	9.3%	86.9%	5.6%	3.7%	3.7%	13.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	108	62.0%	21.3%	10.2%	93.5%	4.6%	0.9%	0.9%	6.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	107	55.1%	17.8%	16.8%	89.7%	3.7%	2.8%	3.7%	10.3%	±
16. My child's evaluation report is written in terms I understand.	108	52.8%	22.2%	17.6%	92.6%	4.6%	2.8%	0.0%	7.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	108	65.7%	15.7%	8.3%	89.8%	3.7%	0.0%	6.5%	10.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	107	53.3%	18.7%	13.1%	85.0%	1.9%	2.8%	10.3%	15.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	106	51.9%	16.0%	18.9%	86.8%	5.7%	4.7%	2.8%	13.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	106	70.8%	16.0%	4.7%	91.5%	1.9%	0.9%	5.7%	8.5%	±
21. If necessary, a translator was provided at the PPT meetings.	12	50.0%	33.3%	0.0%	83.3%	16.7%	0.0%	0.0%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	17	47.1%	35.3%	5.9%	88.2%	11.8%	0.0%	0.0%	11.8%	±
23. The school district proposed the regular classroom for my child as the first placement option.	97	58.8%	21.6%	4.1%	84.5%	2.1%	2.1%	6.2%	10.3%	5.2%

Table is continued on the next page.

Shelton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	104	79.8%	8.7%	5.8%	94.2%	1.9%	0.0%	3.8%	5.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	100	76.0%	12.0%	4.0%	92.0%	1.0%	1.0%	6.0%	8.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	66	7.6%	4.5%	3.0%	15.2%	6.1%	7.6%	71.2%	84.8%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	57	35.1%	12.3%	14.0%	61.4%	0.0%	8.8%	15.8%	24.6%	14.0%
Transition Planning for Preschoolers										
Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	22	45.5%	18.2%	9.1%	72.7%	4.5%	4.5%	18.2%	27.3%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	19	31.6%	26.3%	15.8%	73.7%	10.5%	5.3%	10.5%	26.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	16	25.0%	18.8%	12.5%	56.3%	6.3%	6.3%	18.8%	31.3%	12.5%
31. The PPT introduced planning for my child's transition to adulthood.	19	26.3%	21.1%	15.8%	63.2%	10.5%	10.5%	15.8%	36.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	78.3%	13.0%	8.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	22	45.5%	31.8%	13.6%	90.9%	4.5%	0.0%	4.5%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	22	31.8%	27.3%	18.2%	77.3%	4.5%	4.5%	13.6%	22.7%	±

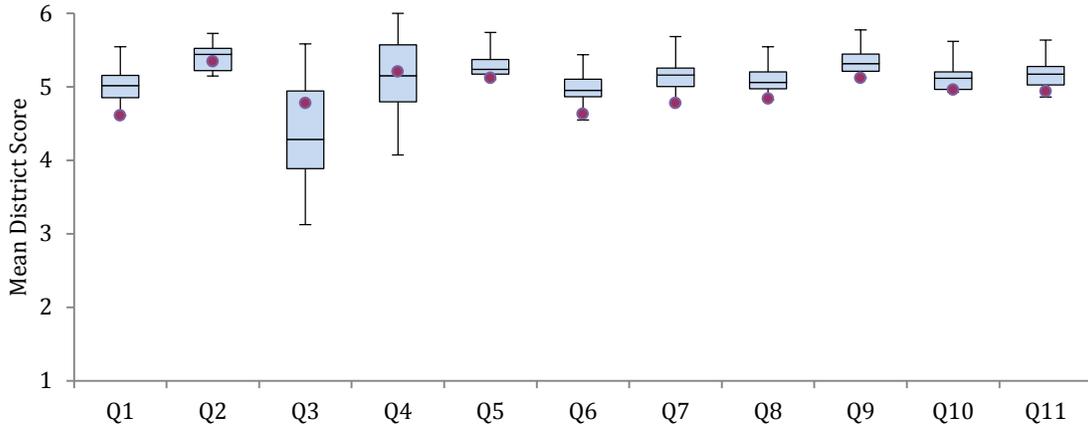
Table is continued on the next page.

Shelton Survey Response Table (continued)

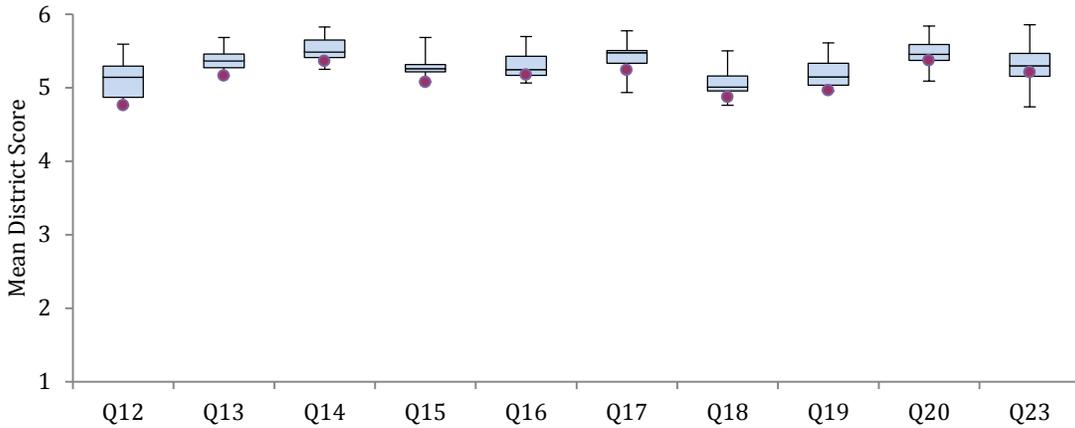
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	62	14.5%	14.5%	11.3%	40.3%	3.2%	4.8%	51.6%	59.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	66	6.1%	9.1%	12.1%	27.3%	6.1%	7.6%	59.1%	72.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	89	3.4%	10.1%	6.7%	20.2%	7.9%	6.7%	31.5%	46.1%	33.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	88	4.5%	9.1%	4.5%	18.2%	4.5%	9.1%	35.2%	48.9%	33.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	100	44.0%	26.0%	13.0%	83.0%	2.0%	8.0%	7.0%	17.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	92	46.7%	20.7%	13.0%	80.4%	4.3%	5.4%	9.8%	19.6%	±

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

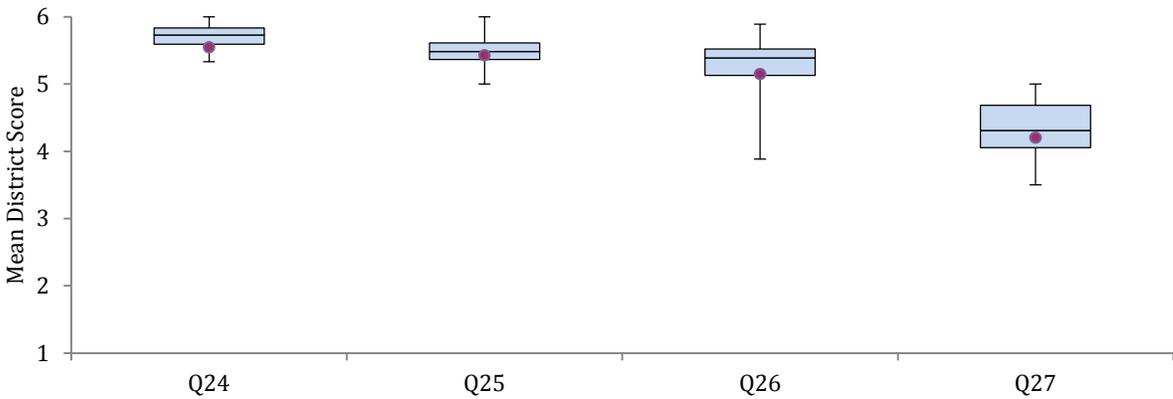
Shelton Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



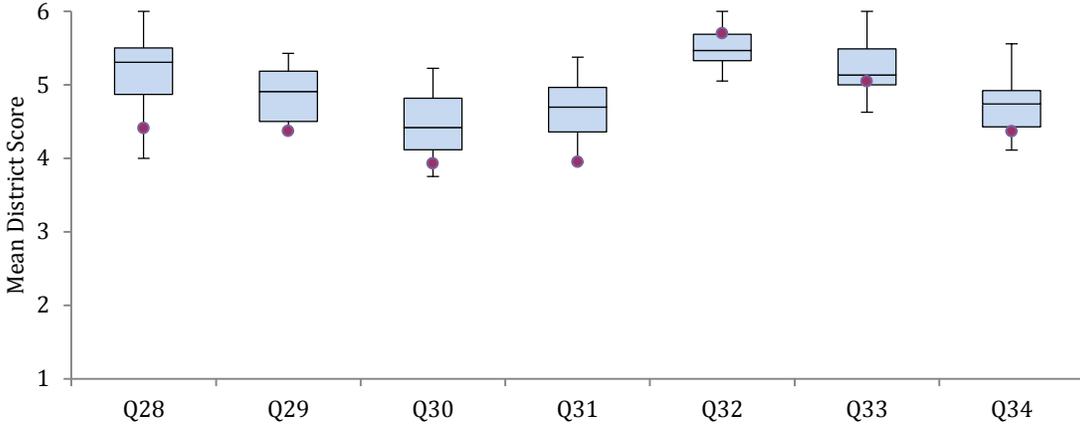
My Child's Participation



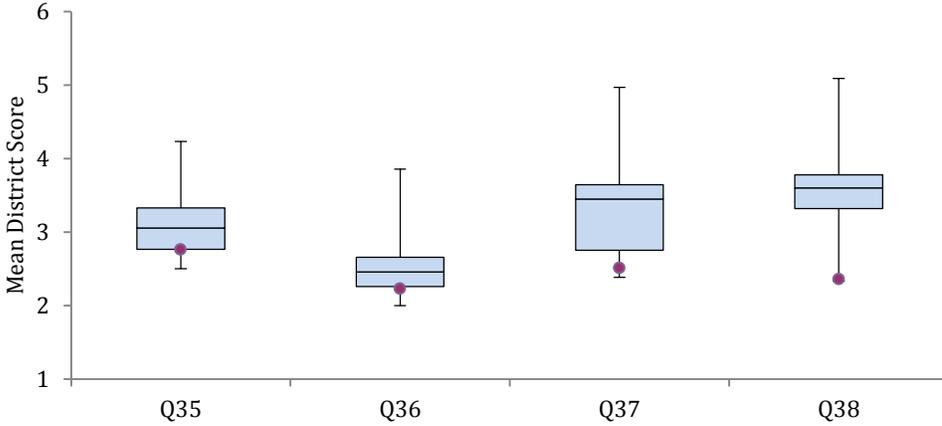
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Shelton Box-and-Whisker Charts (continued)

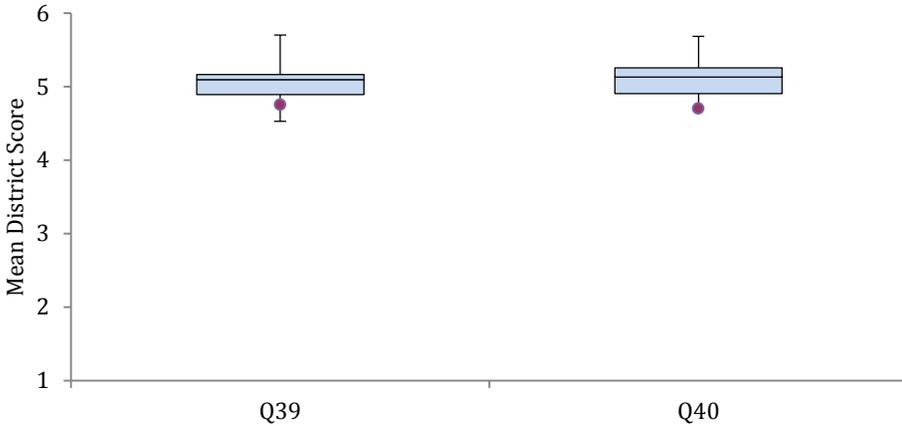
Transition Planning



Parent Training and Support



My Child's Skills



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

Waterbury School District

The 2011-2012 survey was sent to 850 parents of children receiving special education services in the Waterbury School District. A total of 114 surveys were returned for a response rate of 13.4%, below the overall survey response rate of 17.9% (n=1,097).

Waterbury Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	110	42.7%	29.1%	16.4%	88.2%	4.5%	3.6%	3.6%	11.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	114	61.4%	18.4%	10.5%	90.4%	4.4%	2.6%	2.6%	9.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	55	32.7%	10.9%	5.5%	49.1%	5.5%	3.6%	41.8%	50.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	52	13.5%	7.7%	7.7%	28.8%	5.8%	3.8%	61.5%	71.2%	±
5. My child is accepted within the school community.	108	59.3%	18.5%	13.9%	91.7%	4.6%	1.9%	1.9%	8.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	111	44.1%	28.8%	12.6%	85.6%	5.4%	3.6%	3.6%	12.6%	1.8%
7. All special education services identified in my child's IEP have been provided.	110	44.5%	25.5%	15.5%	85.5%	5.5%	2.7%	0.0%	8.2%	6.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	111	51.4%	24.3%	6.3%	82.0%	3.6%	6.3%	3.6%	13.5%	4.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	110	50.0%	28.2%	9.1%	87.3%	3.6%	2.7%	0.9%	7.3%	5.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	110	51.8%	21.8%	10.9%	84.5%	5.5%	2.7%	0.9%	9.1%	6.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	107	50.5%	23.4%	9.3%	83.2%	4.7%	1.9%	2.8%	9.3%	7.5%

Table is continued on the next page.

Waterbury Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	107	57.9%	27.1%	8.4%	93.5%	3.7%	0.0%	2.8%	6.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	110	66.4%	19.1%	8.2%	93.6%	0.0%	3.6%	2.7%	6.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	110	66.4%	20.9%	10.9%	98.2%	0.9%	0.9%	0.0%	1.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	108	59.3%	25.0%	6.5%	90.7%	0.9%	4.6%	3.7%	9.3%	±
16. My child's evaluation report is written in terms I understand.	111	62.2%	19.8%	9.9%	91.9%	1.8%	3.6%	2.7%	8.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	109	67.0%	19.3%	3.7%	89.9%	5.5%	0.0%	4.6%	10.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	106	48.1%	27.4%	12.3%	87.7%	3.8%	2.8%	5.7%	12.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	109	56.0%	22.9%	11.0%	89.9%	5.5%	2.8%	1.8%	10.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	109	71.6%	17.4%	3.7%	92.7%	2.8%	0.9%	3.7%	7.3%	±
21. If necessary, a translator was provided at the PPT meetings.	45	68.9%	15.6%	6.7%	91.1%	0.0%	0.0%	8.9%	8.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	44	68.2%	20.5%	4.5%	93.2%	0.0%	0.0%	6.8%	6.8%	±
23. The school district proposed the regular classroom for my child as the first placement option.	99	56.6%	23.2%	2.0%	81.8%	1.0%	1.0%	8.1%	10.1%	8.1%

Table is continued on the next page.

Waterbury Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	111	76.6%	16.2%	3.6%	96.4%	0.0%	0.9%	2.7%	3.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	100	67.0%	15.0%	7.0%	89.0%	3.0%	0.0%	8.0%	11.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	66	12.1%	7.6%	4.5%	24.2%	6.1%	4.5%	65.2%	75.8%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	85	40.0%	17.6%	5.9%	63.5%	5.9%	3.5%	14.1%	23.5%	12.9%
Transition Planning for Preschoolers										
Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	68.8%	25.0%	0.0%	93.8%	0.0%	6.3%	0.0%	6.3%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	38	52.6%	23.7%	7.9%	84.2%	5.3%	7.9%	2.6%	15.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	36	47.2%	22.2%	5.6%	75.0%	5.6%	2.8%	2.8%	11.1%	13.9%
31. The PPT introduced planning for my child's transition to adulthood.	38	50.0%	28.9%	2.6%	81.6%	10.5%	2.6%	5.3%	18.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	45	73.3%	15.6%	2.2%	91.1%	2.2%	0.0%	6.7%	8.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	42	54.8%	23.8%	7.1%	85.7%	2.4%	4.8%	7.1%	14.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	38	52.6%	21.1%	7.9%	81.6%	5.3%	2.6%	10.5%	18.4%	±

Table is continued on the next page.

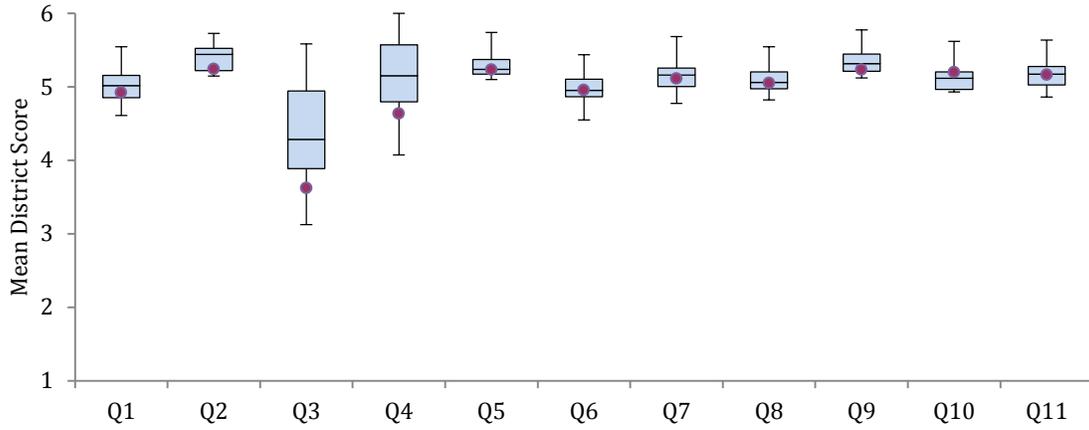
Waterbury Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	67	38.8%	4.5%	6.0%	49.3%	10.4%	9.0%	31.3%	50.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	61	27.9%	9.8%	6.6%	44.3%	8.2%	4.9%	42.6%	55.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	84	22.6%	10.7%	9.5%	42.9%	2.4%	6.0%	16.7%	25.0%	32.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	87	20.7%	12.6%	5.7%	39.1%	4.6%	3.4%	18.4%	26.4%	34.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	104	49.0%	21.2%	13.5%	83.7%	4.8%	1.0%	10.6%	16.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	96	47.9%	20.8%	13.5%	82.3%	2.1%	4.2%	11.5%	17.7%	±

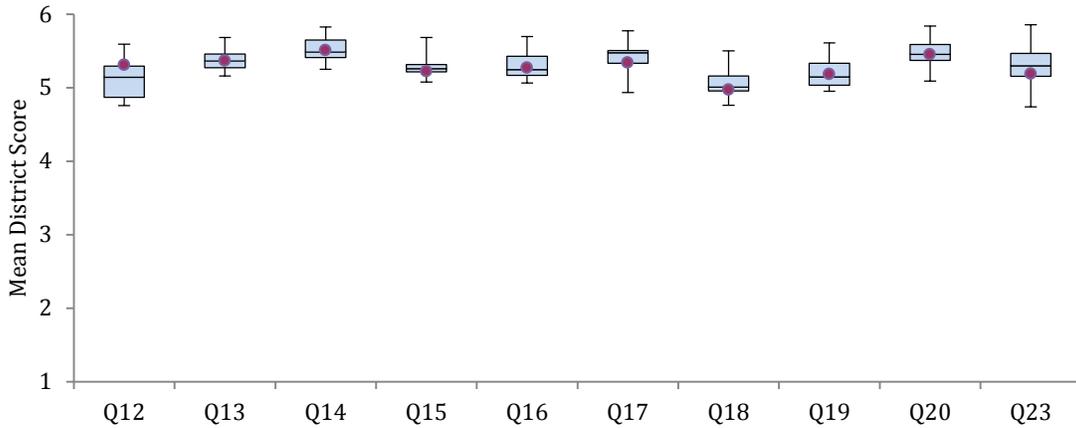
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Waterbury Box-and-Whisker Charts

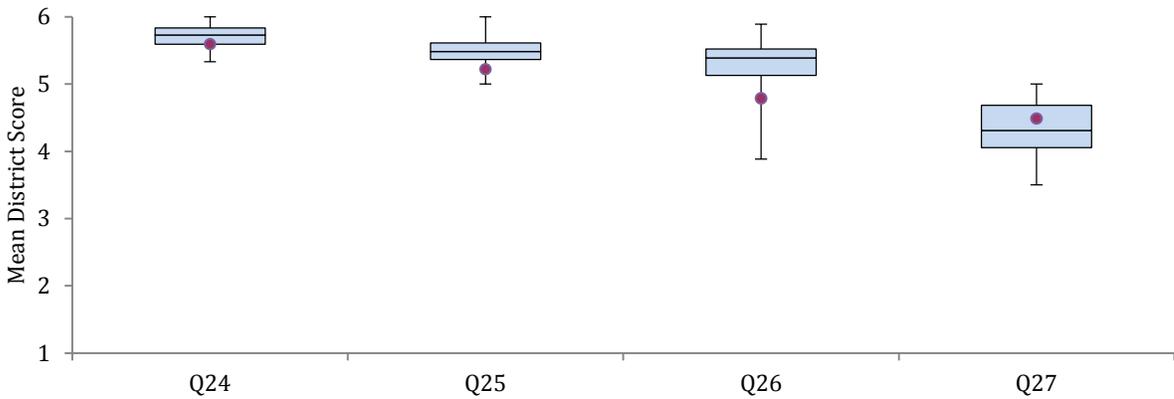
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



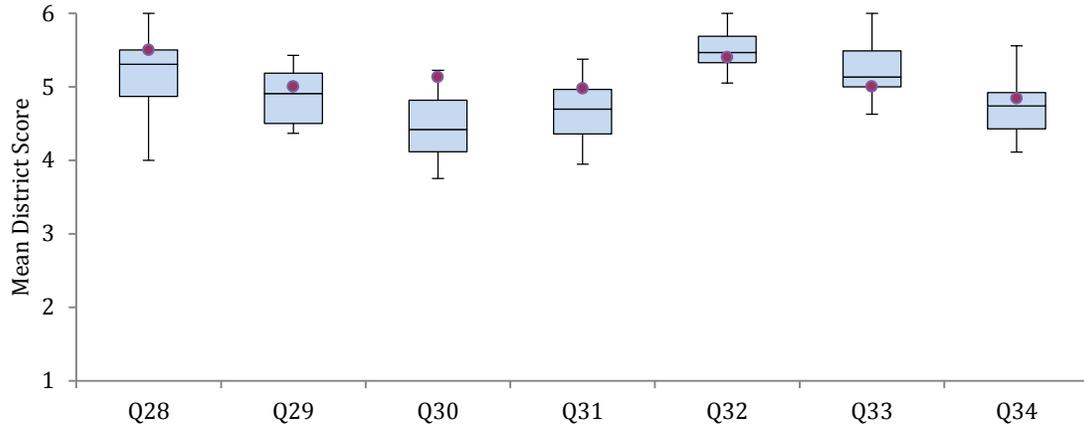
My Child's Participation



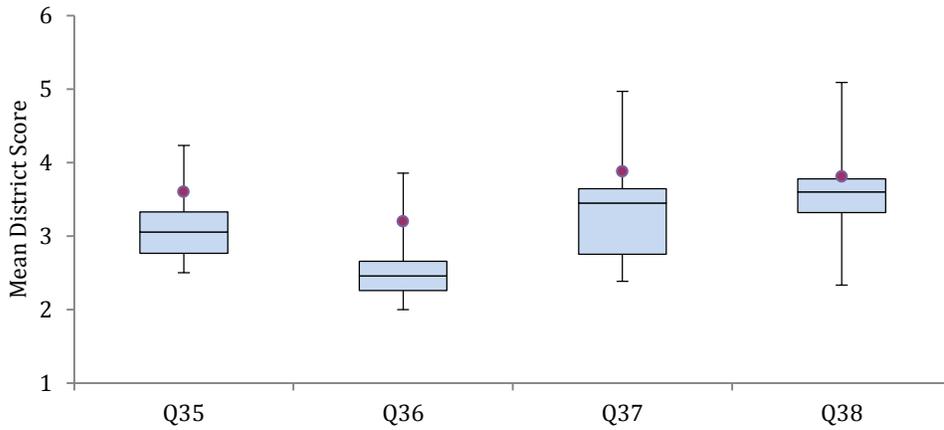
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Waterbury Box-and-Whisker Charts (continued)

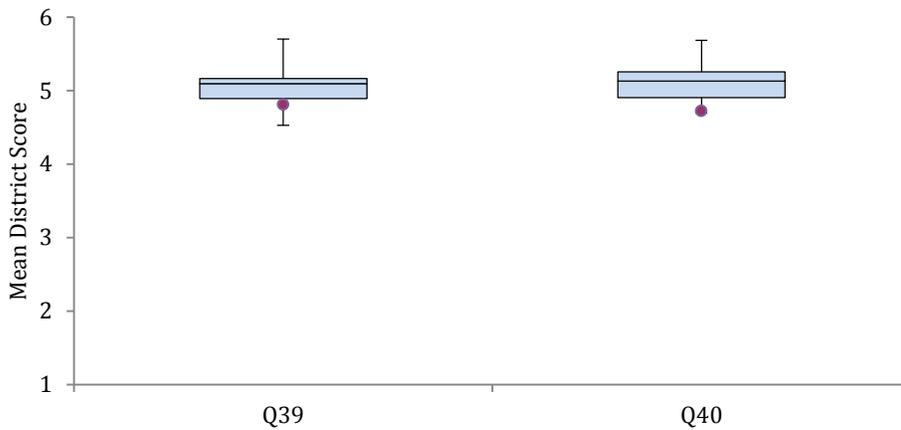
Transition Planning



Parent Training and Support



My Child's Skills



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

Westbrook School District

The 2011-2012 survey was sent to 87 parents of children receiving special education services in the Westbrook School District. A total of 26 surveys were returned for a response rate of 29.9%, above the overall survey response rate of 17.9% (n=1,097).

Westbrook Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	25	44.0%	36.0%	16.0%	96.0%	0.0%	0.0%	4.0%	4.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	84.0%	12.0%	0.0%	96.0%	0.0%	4.0%	0.0%	4.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	7	0.0%	0.0%	28.6%	28.6%	0.0%	0.0%	71.4%	71.4%	±
5. My child is accepted within the school community.	24	58.3%	29.2%	4.2%	91.7%	4.2%	0.0%	4.2%	8.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	25	44.0%	32.0%	8.0%	84.0%	4.0%	8.0%	4.0%	16.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	25	60.0%	20.0%	12.0%	92.0%	0.0%	4.0%	4.0%	8.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	25	52.0%	32.0%	8.0%	92.0%	4.0%	0.0%	4.0%	8.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	24	62.5%	25.0%	8.3%	95.8%	0.0%	4.2%	0.0%	4.2%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	24	50.0%	33.3%	8.3%	91.7%	0.0%	4.2%	4.2%	8.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	24	62.5%	25.0%	4.2%	91.7%	4.2%	0.0%	4.2%	8.3%	0.0%

Table is continued on the next page.

Westbrook Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	25	52.0%	32.0%	8.0%	92.0%	0.0%	8.0%	0.0%	8.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	25	60.0%	24.0%	12.0%	96.0%	0.0%	4.0%	0.0%	4.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	25	64.0%	36.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	25	56.0%	36.0%	0.0%	92.0%	0.0%	4.0%	4.0%	8.0%	±
16. My child's evaluation report is written in terms I understand.	25	64.0%	28.0%	0.0%	92.0%	0.0%	4.0%	4.0%	8.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	25	72.0%	24.0%	4.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	25	52.0%	20.0%	16.0%	88.0%	4.0%	0.0%	8.0%	12.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	25	56.0%	28.0%	12.0%	96.0%	0.0%	4.0%	0.0%	4.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	25	84.0%	16.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	23	78.3%	13.0%	0.0%	91.3%	0.0%	0.0%	0.0%	0.0%	8.7%

Table is continued on the next page.

Westbrook Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	24	91.7%	4.2%	4.2%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	24	87.5%	8.3%	0.0%	95.8%	0.0%	4.2%	0.0%	4.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	20	10.0%	5.0%	0.0%	15.0%	5.0%	5.0%	75.0%	85.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	11	45.5%	9.1%	18.2%	72.7%	0.0%	9.1%	9.1%	18.2%	9.1%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	7	71.4%	14.3%	0.0%	85.7%	0.0%	14.3%	0.0%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	6	50.0%	33.3%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	7	85.7%	0.0%	0.0%	85.7%	0.0%	14.3%	0.0%	14.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	6	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	6	33.3%	16.7%	33.3%	83.3%	0.0%	16.7%	0.0%	16.7%	±

Table is continued on the next page.

Westbrook Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	19	21.1%	15.8%	5.3%	42.1%	5.3%	5.3%	47.4%	57.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	10.5%	5.3%	10.5%	26.3%	5.3%	10.5%	57.9%	73.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	26	23.1%	11.5%	11.5%	46.2%	7.7%	11.5%	11.5%	30.8%	23.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	25	12.0%	12.0%	12.0%	36.0%	4.0%	12.0%	12.0%	28.0%	36.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	24	50.0%	12.5%	25.0%	87.5%	8.3%	0.0%	4.2%	12.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	25	52.0%	20.0%	12.0%	84.0%	8.0%	4.0%	4.0%	16.0%	±

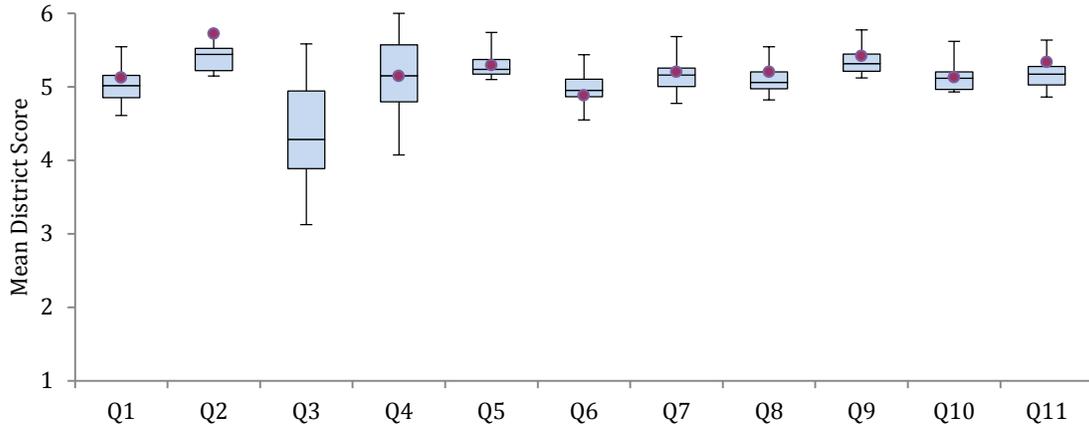
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

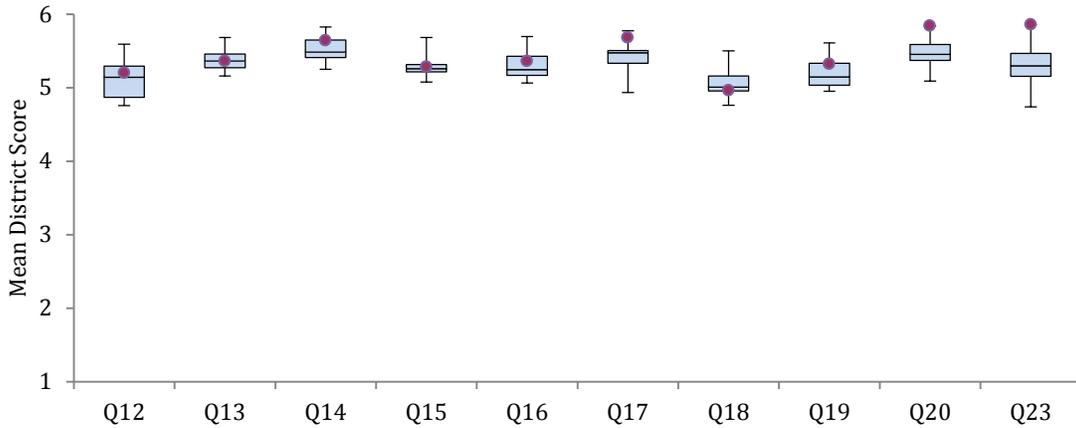
±± Minimum reporting standard not met for this survey item.

Westbrook Box-and-Whisker Charts

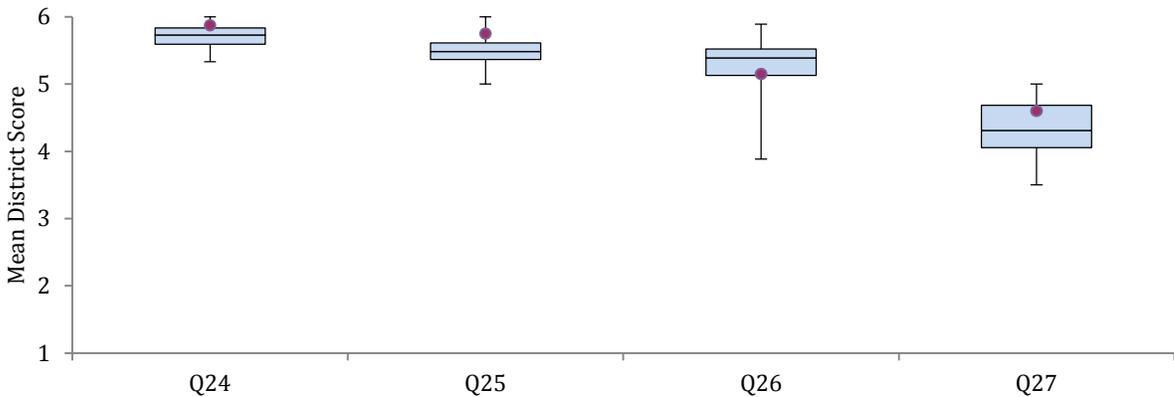
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



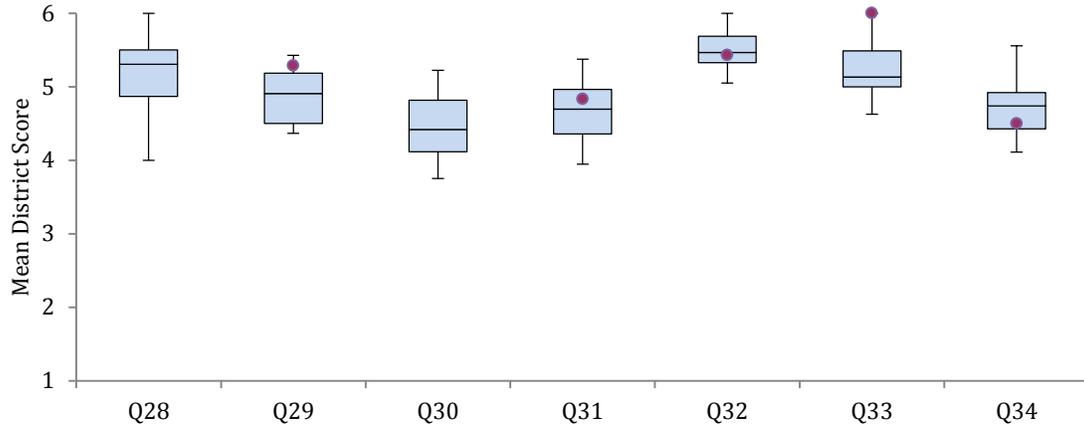
My Child's Participation



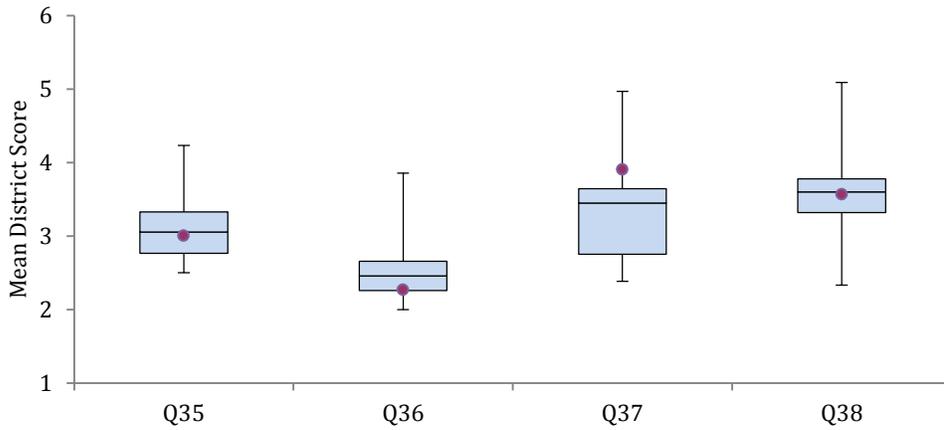
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Westbrook Box-and-Whisker Charts (continued)

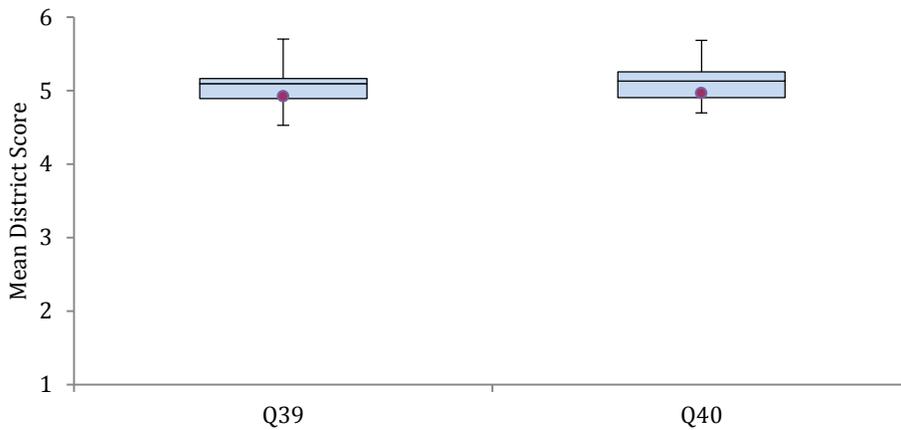
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28 and Q30.

Wilton School District

The 2011-2012 survey was sent to 496 parents of children receiving special education services in the Wilton School District. A total of 88 surveys were returned for a response rate of 17.7%, slightly below the overall survey response rate of 17.9% (n=1,097).

Wilton Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	86	44.2%	30.2%	12.8%	87.2%	3.5%	0.0%	9.3%	12.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	88	60.2%	17.0%	14.8%	92.0%	2.3%	2.3%	3.4%	8.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	7.1%	7.1%	7.1%	21.4%	0.0%	0.0%	78.6%	78.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	2.6%	0.0%	0.0%	2.6%	2.6%	2.6%	92.1%	97.4%	±
5. My child is accepted within the school community.	88	59.1%	20.5%	9.1%	88.6%	2.3%	3.4%	5.7%	11.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	87	41.4%	34.5%	5.7%	81.6%	6.9%	3.4%	6.9%	17.2%	1.1%
7. All special education services identified in my child's IEP have been provided.	88	54.5%	20.5%	6.8%	81.8%	4.5%	3.4%	8.0%	15.9%	2.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	88	51.1%	21.6%	13.6%	86.4%	4.5%	1.1%	6.8%	12.5%	1.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	85	68.2%	14.1%	5.9%	88.2%	3.5%	3.5%	3.5%	10.6%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	85	51.8%	22.4%	11.8%	85.9%	3.5%	5.9%	4.7%	14.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	85	51.8%	22.4%	9.4%	83.5%	3.5%	2.4%	8.2%	14.1%	2.4%

Table is continued on the next page.

Wilton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	85	51.8%	12.9%	21.2%	85.9%	4.7%	1.2%	8.2%	14.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	87	67.8%	17.2%	4.6%	89.7%	1.1%	1.1%	8.0%	10.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	87	69.0%	20.7%	3.4%	93.1%	1.1%	2.3%	3.4%	6.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	86	55.8%	18.6%	16.3%	90.7%	3.5%	2.3%	3.5%	9.3%	±
16. My child's evaluation report is written in terms I understand.	88	47.7%	31.8%	14.8%	94.3%	1.1%	0.0%	4.5%	5.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	88	68.2%	19.3%	8.0%	95.5%	1.1%	2.3%	1.1%	4.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	87	52.9%	24.1%	6.9%	83.9%	6.9%	3.4%	5.7%	16.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	86	61.6%	14.0%	10.5%	86.0%	3.5%	1.2%	9.3%	14.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	86	73.3%	9.3%	2.3%	84.9%	9.3%	3.5%	2.3%	15.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	82	79.3%	8.5%	4.9%	92.7%	0.0%	1.2%	6.1%	7.3%	0.0%

Table is continued on the next page.

Wilton Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	83	94.0%	2.4%	0.0%	96.4%	0.0%	2.4%	1.2%	3.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	82	84.1%	2.4%	4.9%	91.5%	2.4%	0.0%	6.1%	8.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	58	5.2%	1.7%	6.9%	13.8%	1.7%	1.7%	82.8%	86.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	33	39.4%	3.0%	9.1%	51.5%	6.1%	3.0%	24.2%	33.3%	15.2%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	11	54.5%	0.0%	9.1%	63.6%	0.0%	0.0%	36.4%	36.4%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	17	47.1%	41.2%	5.9%	94.1%	0.0%	0.0%	5.9%	5.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	50.0%	16.7%	0.0%	66.7%	0.0%	0.0%	33.3%	33.3%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	13	30.8%	38.5%	15.4%	84.6%	7.7%	0.0%	7.7%	15.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	19	84.2%	5.3%	0.0%	89.5%	5.3%	0.0%	5.3%	10.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	19	52.6%	15.8%	21.1%	89.5%	5.3%	0.0%	5.3%	10.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	12	50.0%	25.0%	0.0%	75.0%	8.3%	8.3%	8.3%	25.0%	±

Table is continued on the next page.

Wilton Survey Response Table (continued)

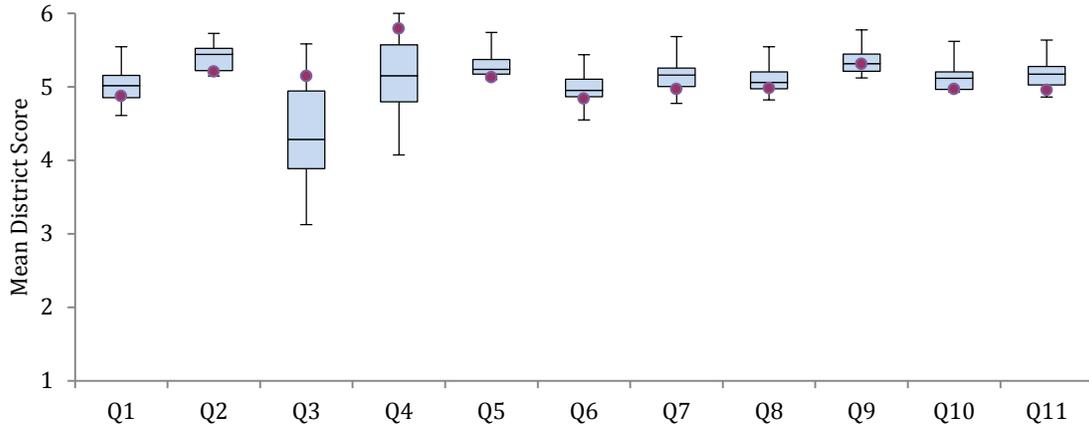
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	57	21.1%	8.8%	14.0%	43.9%	10.5%	5.3%	40.4%	56.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	57	10.5%	12.3%	7.0%	29.8%	3.5%	15.8%	50.9%	70.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	76	27.6%	14.5%	17.1%	59.2%	5.3%	7.9%	11.8%	25.0%	15.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	75	25.3%	14.7%	10.7%	50.7%	2.7%	8.0%	10.7%	21.3%	28.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	83	60.2%	19.3%	7.2%	86.7%	3.6%	6.0%	3.6%	13.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	81	64.2%	17.3%	6.2%	87.7%	4.9%	1.2%	6.2%	12.3%	±

Note: The number of respondents (n) excludes those who selected "not applicable."

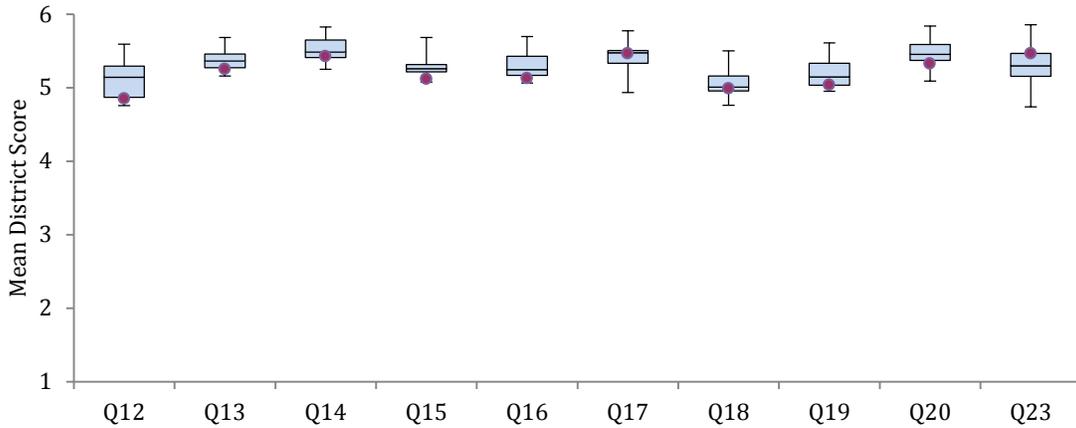
± Not a response option for this survey item.

±± Minimum reporting standard not met for this survey item.

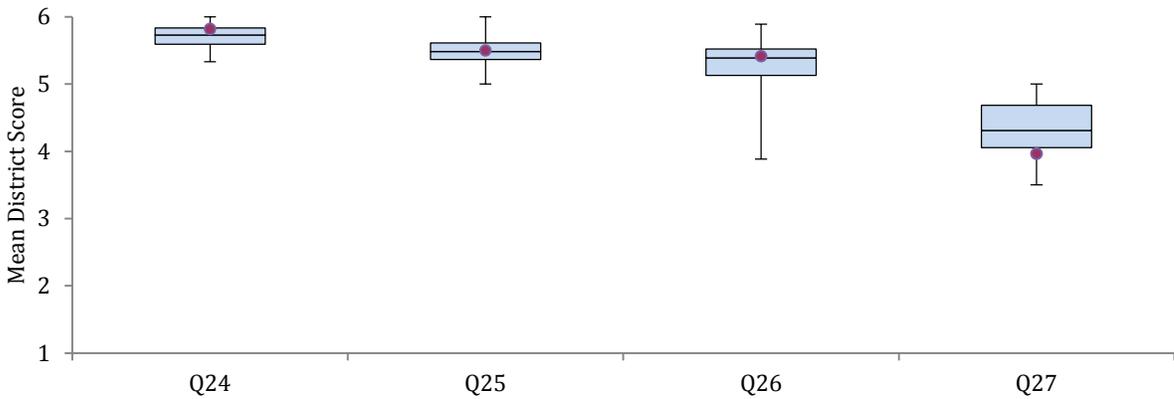
Wilton Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



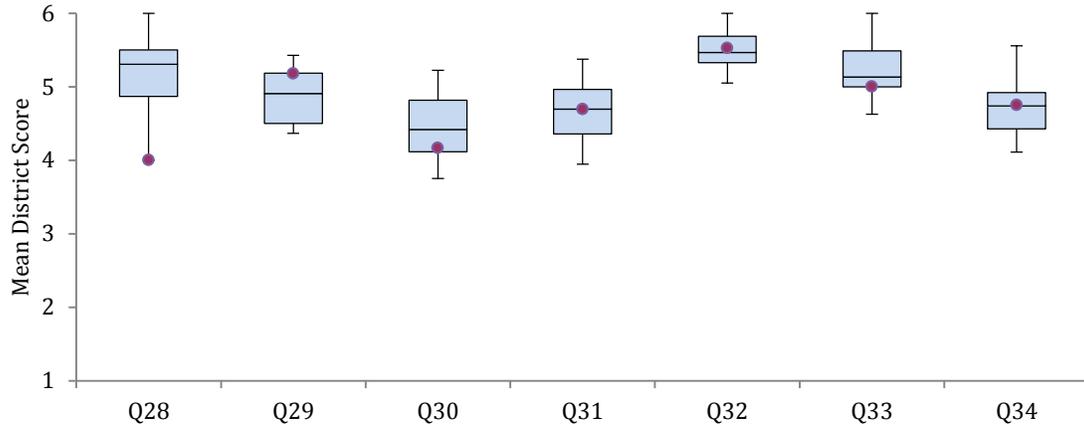
My Child's Participation



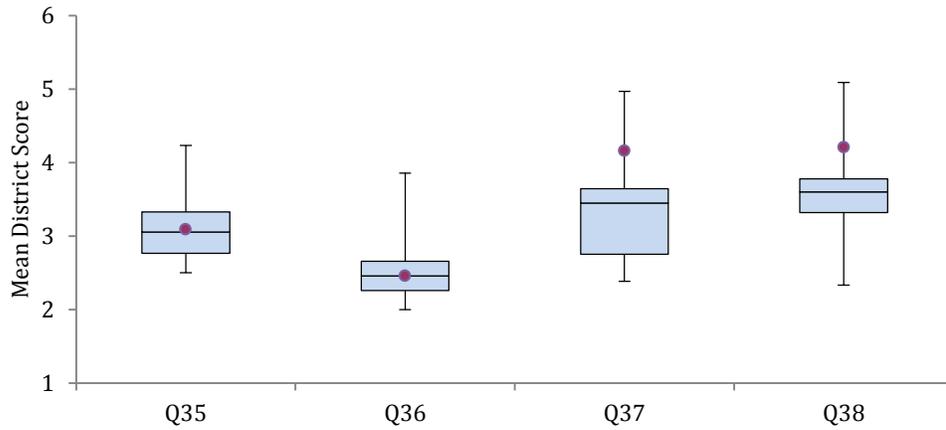
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Wilton Box-and-Whisker Charts (continued)

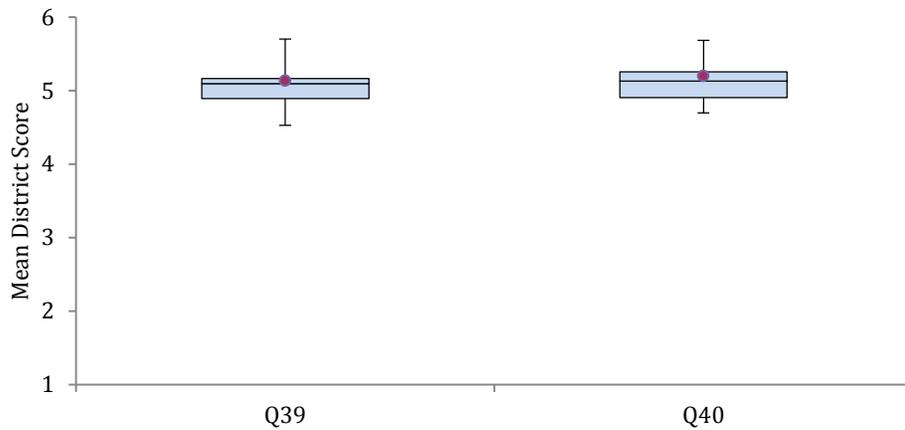
Transition Planning



Parent Training and Support



My Child's Skills



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

Windsor School District

The 2011-2012 survey was sent to 581 parents of children receiving special education services in the Windsor School District. A total of 126 surveys were returned for a response rate of 21.7%, above the overall survey response rate of 17.9% (n=1,097).

Windsor Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	126	38.1%	32.5%	11.1%	81.7%	5.6%	4.8%	7.9%	18.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	125	57.6%	20.8%	14.4%	92.8%	3.2%	1.6%	2.4%	7.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	38	21.1%	10.5%	5.3%	36.8%	5.3%	0.0%	57.9%	63.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	63	3.2%	1.6%	4.8%	9.5%	3.2%	3.2%	84.1%	90.5%	±
5. My child is accepted within the school community.	120	59.2%	28.3%	4.2%	91.7%	1.7%	4.2%	2.5%	8.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	126	33.3%	34.1%	12.7%	80.2%	4.0%	5.6%	10.3%	19.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	126	50.0%	23.8%	7.1%	81.0%	5.6%	6.3%	4.8%	16.7%	2.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	126	49.2%	31.0%	9.5%	89.7%	1.6%	1.6%	7.1%	10.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	123	55.3%	26.0%	10.6%	91.9%	2.4%	0.8%	4.1%	7.3%	0.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	116	45.7%	29.3%	13.8%	88.8%	0.0%	5.2%	4.3%	9.5%	1.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	116	46.6%	30.2%	9.5%	86.2%	2.6%	5.2%	3.4%	11.2%	2.6%

Table is continued on the next page.

Windsor Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	123	54.5%	21.1%	12.2%	87.8%	4.9%	4.9%	2.4%	12.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	122	63.1%	19.7%	11.5%	94.3%	3.3%	0.8%	1.6%	5.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	123	65.9%	22.8%	8.1%	96.7%	1.6%	0.0%	1.6%	3.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	123	55.3%	25.2%	11.4%	91.9%	1.6%	2.4%	4.1%	8.1%	±
16. My child's evaluation report is written in terms I understand.	125	57.6%	22.4%	11.2%	91.2%	3.2%	0.8%	4.8%	8.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	125	66.4%	20.8%	3.2%	90.4%	3.2%	2.4%	4.0%	9.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	122	42.6%	30.3%	9.0%	82.0%	4.9%	4.9%	8.2%	18.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	124	50.8%	23.4%	13.7%	87.9%	6.5%	3.2%	2.4%	12.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	123	56.9%	20.3%	10.6%	87.8%	4.1%	3.3%	4.9%	12.2%	±
21. If necessary, a translator was provided at the PPT meetings.	8	37.5%	37.5%	12.5%	87.5%	0.0%	12.5%	0.0%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	13	38.5%	46.2%	7.7%	92.3%	0.0%	0.0%	7.7%	7.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	104	51.9%	26.9%	5.8%	84.6%	2.9%	1.9%	7.7%	12.5%	2.9%

Table is continued on the next page.

Windsor Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	121	81.0%	14.9%	3.3%	99.2%	0.0%	0.0%	0.8%	0.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	111	68.5%	18.9%	3.6%	91.0%	1.8%	2.7%	4.5%	9.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	79	5.1%	2.5%	2.5%	10.1%	8.9%	5.1%	75.9%	89.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	71	32.4%	15.5%	5.6%	53.5%	7.0%	5.6%	12.7%	25.4%	21.1%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	22	59.1%	27.3%	0.0%	86.4%	0.0%	4.5%	9.1%	13.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	22	40.9%	27.3%	22.7%	90.9%	0.0%	0.0%	9.1%	9.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	11.1%	16.7%	11.1%	38.9%	16.7%	0.0%	5.6%	22.2%	38.9%
31. The PPT introduced planning for my child's transition to adulthood.	21	52.4%	23.8%	4.8%	81.0%	9.5%	9.5%	0.0%	19.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	83.3%	10.0%	3.3%	96.7%	3.3%	0.0%	0.0%	3.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	30	50.0%	26.7%	10.0%	86.7%	6.7%	3.3%	3.3%	13.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	25	36.0%	24.0%	12.0%	72.0%	8.0%	12.0%	8.0%	28.0%	±

Table is continued on the next page.

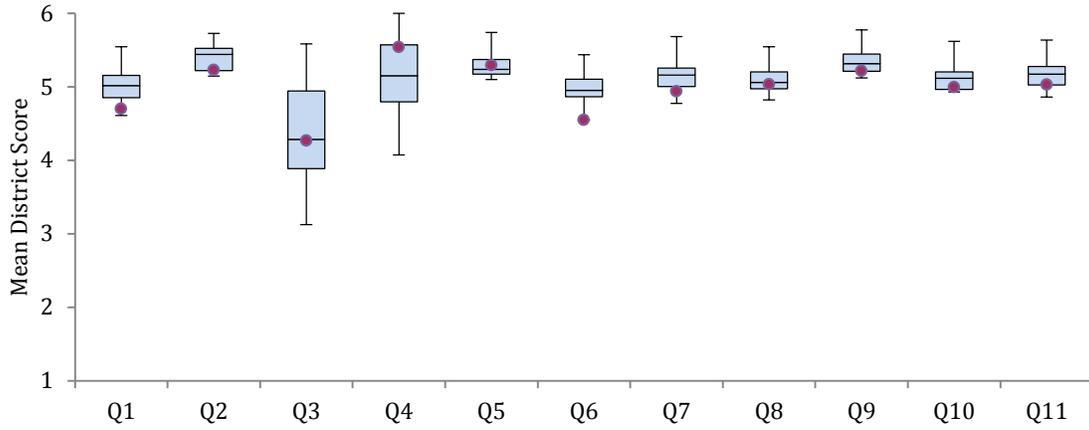
Windsor Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	76	13.2%	7.9%	7.9%	28.9%	9.2%	10.5%	51.3%	71.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	77	10.4%	7.8%	6.5%	24.7%	10.4%	10.4%	54.5%	75.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	100	13.0%	8.0%	7.0%	28.0%	4.0%	6.0%	17.0%	27.0%	45.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	104	15.4%	11.5%	5.8%	32.7%	2.9%	2.9%	15.4%	21.2%	46.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	115	45.2%	24.3%	14.8%	84.3%	2.6%	5.2%	7.8%	15.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	117	46.2%	25.6%	10.3%	82.1%	6.0%	2.6%	9.4%	17.9%	±

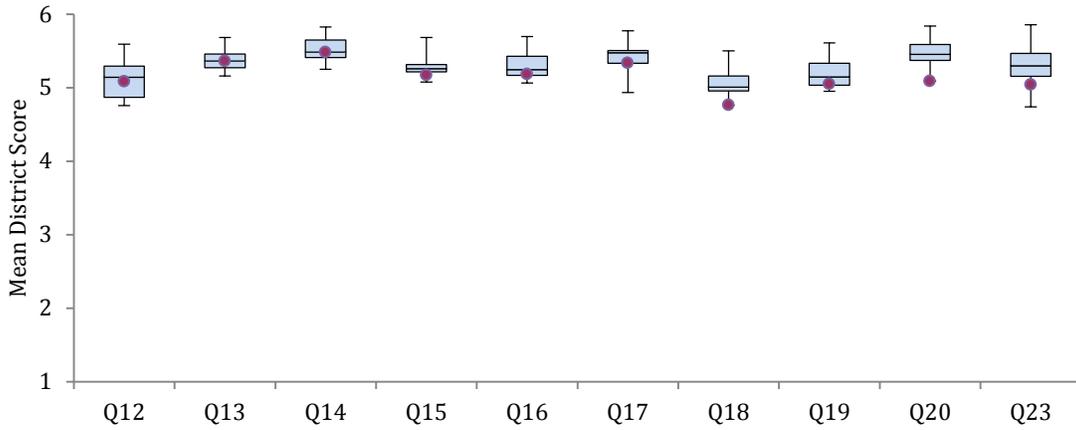
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Windsor Box-and-Whisker Charts

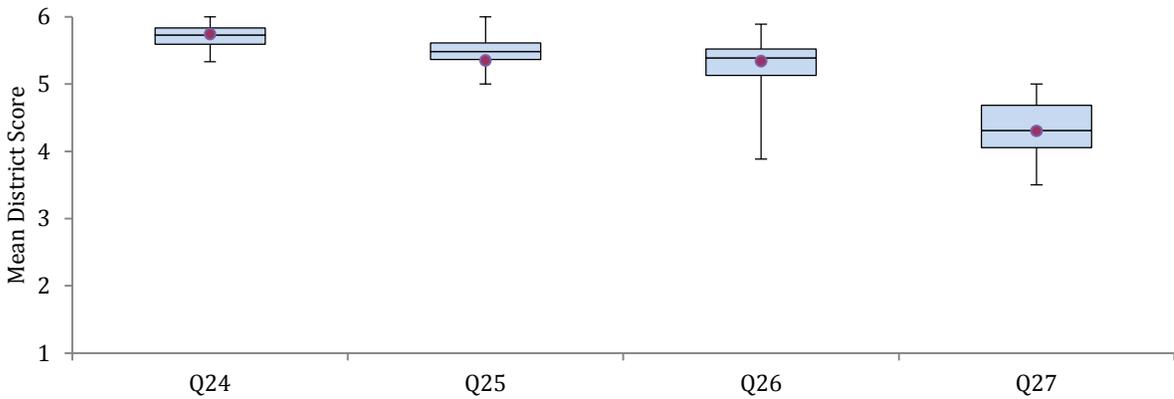
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



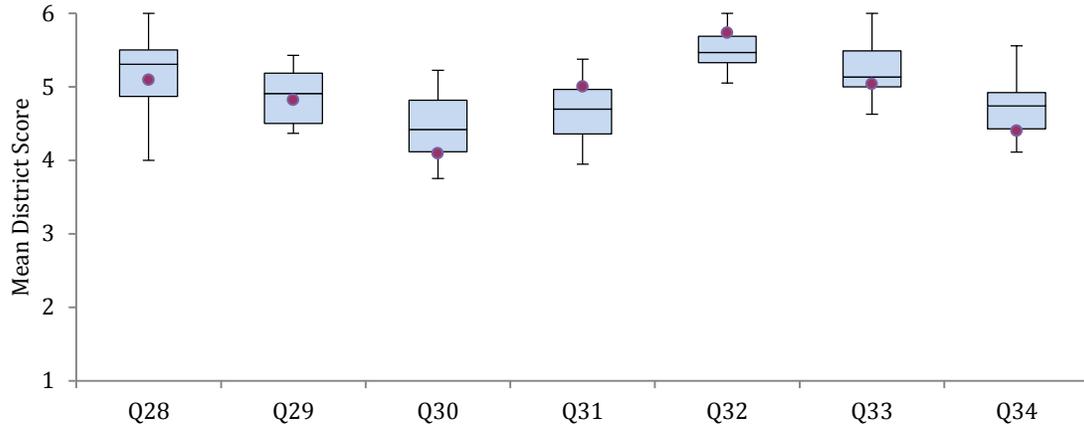
My Child's Participation



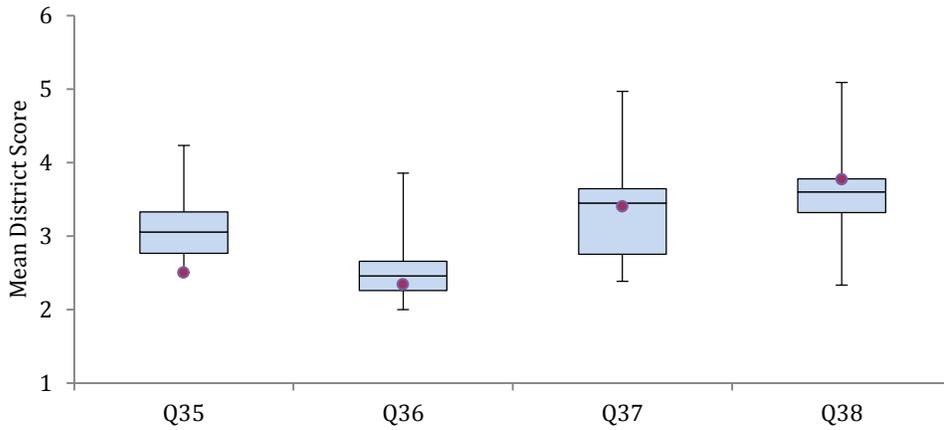
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Windsor Box-and-Whisker Charts (continued)

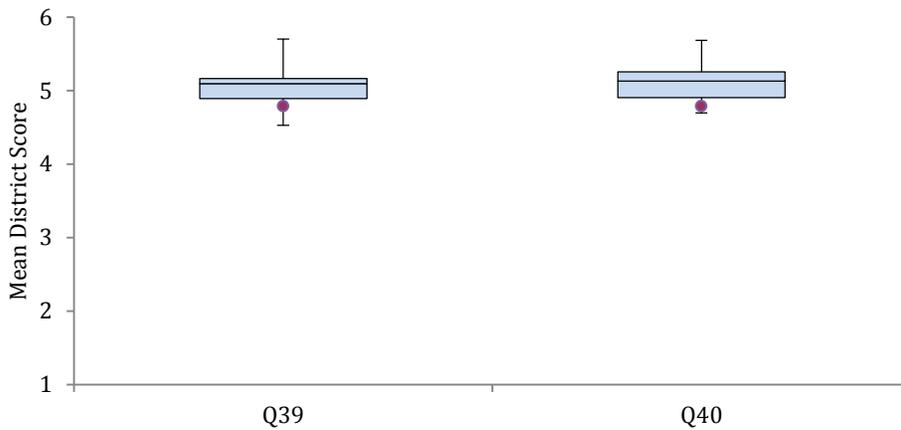
Transition Planning



Parent Training and Support



My Child's Skills



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

Appendix A: Response Rate by District

The 2011-2012 survey was sent to a total of 6,143 parents of children receiving special education services across 21 districts. The overall survey response rate was 17.9% (n=1,097), with the response rate by district ranging from a low of 11.9% in New London School District to a high of 32.7% in the Ashford School District. A total of 516 surveys were returned undeliverable, representing 8.4% of the total mailing.

Survey Response Rate by District Table

District	Surveys Sent	Surveys Received		Of Surveys Received:			Surveys Returned Non-Deliverable	
				Online	In Spanish	With Comments		
				%	%	%		
Ashford	55	18	32.7%	11.1%	5.6%	55.6%	7	12.7%
Westbrook	87	26	29.9%	23.1%	0.0%	50.0%	2	2.3%
Orange	138	40	29.0%	25.0%	0.0%	35.0%	1	0.7%
Lebanon	143	41	28.7%	19.5%	0.0%	41.5%	5	3.5%
North Stonington	82	23	28.0%	17.4%	0.0%	17.4%	4	4.9%
Andover	25	7	28.0%	28.6%	0.0%	71.4%	1	4.0%
Canton	170	47	27.6%	25.5%	0.0%	46.8%	2	1.2%
Preston	93	22	23.7%	31.8%	0.0%	40.9%	1	1.1%
Sharon	30	7	23.3%	14.3%	0.0%	28.6%	2	6.7%
Windsor	581	126	21.7%	22.2%	0.8%	34.9%	12	2.1%
Madison	379	77	20.3%	19.5%	1.3%	58.4%	4	1.1%
Shelton	571	110	19.3%	12.7%	3.6%	46.4%	13	2.3%
Easton	86	16	18.6%	37.5%	6.3%	56.3%	0	0.0%
Derby	151	28	18.5%	3.6%	3.6%	28.6%	11	7.3%
Wilton	496	88	17.7%	29.5%	0.0%	34.1%	6	1.2%
Chester	40	7	17.5%	14.3%	0.0%	42.9%	0	0.0%
East Lyme	357	61	17.1%	21.3%	0.0%	47.5%	12	3.4%
Killingly	396	63	15.9%	11.1%	1.6%	30.2%	32	8.1%
Waterbury	850	114	13.4%	7.0%	13.2%	26.3%	126	14.8%
New Britain	782	96	12.3%	14.6%	16.7%	36.5%	135	17.3%
New London	631	75	11.9%	6.7%	24.0%	33.3%	140	22.2%
Unknown	--	5	--	20.0%	80.0%	20.0%	--	--
Total	6,143	1,097	17.9%	17.4%	5.7%	38.7%	516	8.4%

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

Appendix B: Overall Survey Response Table

Overall Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	1,082	45.1%	30.5%	11.2%	86.8%	3.8%	3.4%	6.0%	13.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,087	62.7%	20.8%	9.6%	93.1%	3.1%	2.0%	1.7%	6.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	318	20.8%	11.0%	8.8%	40.6%	4.7%	4.4%	50.3%	59.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	480	11.0%	4.0%	6.3%	21.3%	3.8%	3.5%	71.5%	78.8%	±
5. My child is accepted within the school community.	1,063	59.5%	23.0%	9.0%	91.5%	2.9%	3.0%	2.5%	8.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	1,084	45.8%	28.8%	10.1%	84.7%	4.8%	4.0%	6.2%	14.9%	0.4%
7. All special education services identified in my child's IEP have been provided.	1,082	53.5%	24.3%	7.9%	85.7%	4.4%	3.6%	4.3%	12.3%	2.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,088	52.8%	24.2%	8.8%	85.8%	4.2%	2.8%	5.7%	12.7%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,071	59.5%	22.8%	7.8%	90.1%	3.1%	2.1%	3.0%	8.1%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,012	50.7%	26.0%	10.5%	87.2%	3.5%	3.6%	3.6%	10.6%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,021	53.6%	23.3%	9.2%	86.1%	3.3%	3.5%	4.2%	11.1%	2.8%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,077	53.7%	22.7%	11.6%	88.0%	4.0%	2.8%	5.2%	12.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	1,082	66.1%	18.2%	7.6%	91.9%	2.8%	1.8%	3.6%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,084	67.7%	20.8%	6.7%	95.3%	2.2%	1.1%	1.4%	4.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	1,078	59.7%	21.8%	9.6%	91.2%	3.2%	2.4%	3.2%	8.8%	±
16. My child's evaluation report is written in terms I understand.	1,086	57.6%	24.8%	10.6%	92.9%	2.7%	1.6%	2.9%	7.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	1,085	67.1%	19.3%	6.3%	92.6%	2.8%	1.6%	3.0%	7.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,075	52.7%	22.9%	11.3%	86.9%	3.9%	3.2%	6.0%	13.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	1,076	55.5%	22.2%	11.3%	89.0%	5.0%	2.4%	3.5%	11.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,076	69.4%	17.6%	5.3%	92.3%	3.0%	1.4%	3.3%	7.7%	±
21. If necessary, a translator was provided at the PPT meetings.	174	66.7%	19.5%	6.9%	93.1%	1.1%	1.1%	4.6%	6.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	179	60.3%	26.3%	6.1%	92.7%	2.2%	1.1%	3.9%	7.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	955	62.3%	17.1%	5.9%	85.2%	1.0%	1.6%	6.6%	9.2%	5.5%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT Special Education Parent Survey Item	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	1,050	82.7%	10.4%	3.7%	96.8%	0.6%	0.7%	2.0%	3.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	975	74.8%	11.5%	5.5%	91.8%	1.8%	0.8%	5.5%	8.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	667	6.7%	4.0%	4.0%	14.8%	4.8%	4.6%	75.7%	85.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	625	38.2%	15.0%	7.7%	61.0%	3.7%	4.5%	15.8%	24.0%	15.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	218	61.0%	19.7%	8.3%	89.0%	1.8%	2.3%	6.9%	11.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	228	44.3%	27.2%	14.0%	85.5%	3.1%	5.3%	6.1%	14.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	181	34.8%	20.4%	10.5%	65.7%	5.5%	3.3%	9.4%	18.2%	16.0%
31. The PPT introduced planning for my child's transition to adulthood.	217	41.9%	29.5%	9.2%	80.6%	6.0%	3.2%	10.1%	19.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	265	75.8%	13.6%	3.4%	92.8%	1.5%	1.9%	3.8%	7.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	253	57.7%	22.9%	9.5%	90.1%	3.6%	1.6%	4.7%	9.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	241	46.9%	23.2%	11.6%	81.7%	3.7%	6.2%	8.3%	18.3%	±

Table is continued on the next page.

Overall Survey Response Table (continued)

CT Special Education Parent Survey Item	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	677	25.6%	9.2%	7.4%	42.1%	5.9%	6.2%	45.8%	57.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	659	16.2%	8.8%	8.0%	33.1%	5.9%	7.7%	53.3%	66.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	882	18.0%	10.2%	8.7%	37.0%	4.5%	5.0%	24.4%	33.9%	29.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	889	19.7%	10.8%	7.6%	38.1%	3.8%	4.9%	21.1%	29.9%	31.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,012	52.0%	22.4%	12.5%	86.9%	3.6%	3.3%	6.3%	13.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	972	53.7%	20.9%	12.2%	86.8%	3.7%	2.6%	6.9%	13.2%	±

Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.