

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2012-2013

District Report



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Introduction

In summer 2013 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 9,811 parents of children receiving special education services across 29 school districts. Overall, 2,091 surveys were returned, representing a response rate of 21.3%, with the survey response rate for individual school districts ranging from a low of 11.0% to a high of 35.3%.

The 2012-2013 CT Special Education Parent Survey District and Summary Reports will be available on the Department's website by the end of 2013. The Summary Report will provide a comprehensive summary of findings from the statewide survey, including a summary of open-ended comments across the 29 districts. The enclosed District Report is intended to provide supplementary district-level information to that report and includes quantitative data for all districts with 20 or more survey responses (25 of 29 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 25 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 2nd year of the second 6-year period (i.e., year 8).

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. The survey mailing also includes a letter of instruction (including directions for completing the survey online), an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC) and a business reply envelope. All survey materials are available in English and Spanish.

In July of 2013 surveys were mailed to all parents of students with disabilities in 25 of the 29 districts participating in the eighth year of the survey (in the four largest districts - Bridgeport, Manchester, Norwich, and West Hartford - surveys were mailed to a sample of parents). In addition, and in an effort to increase response rates through increased online access, emails (when available) were sent to parents informing them of the upcoming mailing and giving them direct access to the online survey through a personalized link. This year represented the second year of the online survey option for all parents. Emails for some or all parents were provided by 22 of the 29 districts involved in this year's survey distribution. Reminder letters were also mailed (and emailed, as applicable) to each parent, encouraging them to return their completed survey, or to contact the external evaluator directly if they had lost or needed a new questionnaire. The deadline for returning completed surveys was August 12, 2013.

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 any survey item with five or fewer respondents.

Across the 29 districts that received the 2012-2013 survey, there was considerable variation in the total number of surveys received; while at the same time, within districts, there was also considerable variation in the number of parents to respond to particular survey statements (most notably on statements regarding translation services, transportation, and transition planning). As such, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context. (See Appendix A for the survey response rate per district, and Appendix B for the overall distribution of survey responses.)

Box-and-Whisker Charts

The box-and-whisker charts provide a visual snapshot (by survey item) of a district’s mean (average) score relative to the mean score of all other districts participating in the survey.² The mean district score represents the average parent response scaled from 1 (strongly disagree) or dissatisfied to 6 (strongly agree) or satisfied.³ 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.

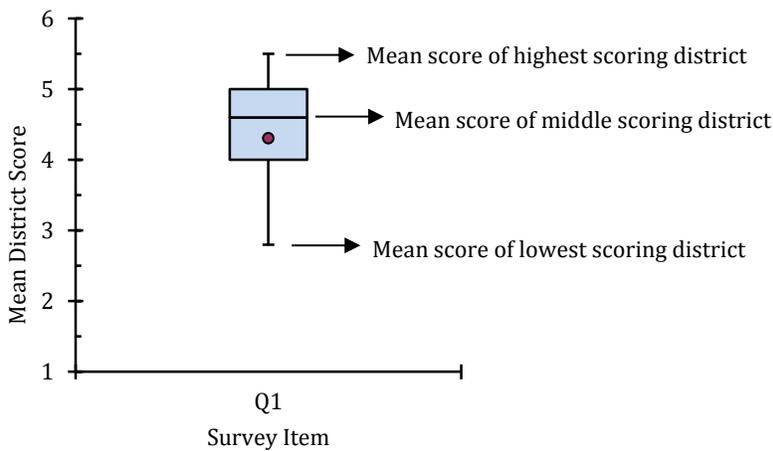
An illustration of how to interpret the box-and-whisker charts is provided in the diagram on the next page. A box for each survey item represents the middle 50% of districts and the middle (median) district score is represented by a black line within the box. The “whiskers” on the box represent the minimum 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.

Confidentiality edits were applied to any district-level survey item with five or fewer respondents. If the round dot (●) representing your district is missing from a box-and-whisker chart, then this confidentiality edit was applied to your 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.

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 respondents.⁴ 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

Branford School District

The 2012-2013 survey was sent to 483 parents of children receiving special education services in the Branford School District. A total of 100 surveys were returned for a response rate of 20.7%, slightly below the overall survey response rate of 21.3% (n=2,091).

Branford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	98	35.7%	37.8%	12.2%	85.7%	3.1%	5.1%	6.1%	14.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	98	59.2%	20.4%	11.2%	90.8%	3.1%	2.0%	4.1%	9.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	19	15.8%	0.0%	15.8%	31.6%	5.3%	10.5%	52.6%	68.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	33	12.1%	3.0%	3.0%	18.2%	3.0%	3.0%	75.8%	81.8%	±
5. My child is accepted within the school community.	99	64.6%	22.2%	8.1%	94.9%	2.0%	3.0%	0.0%	5.1%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	99	38.4%	31.3%	16.2%	85.9%	3.0%	3.0%	8.1%	14.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	97	45.4%	27.8%	13.4%	86.6%	5.2%	2.1%	4.1%	11.3%	2.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	99	45.5%	30.3%	9.1%	84.8%	6.1%	6.1%	2.0%	14.1%	1.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	97	48.5%	29.9%	8.2%	86.6%	6.2%	2.1%	4.1%	12.4%	1.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	95	43.2%	26.3%	18.9%	88.4%	6.3%	0.0%	4.2%	10.5%	1.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	94	45.7%	25.5%	16.0%	87.2%	7.4%	1.1%	3.2%	11.7%	1.1%

Table is continued on the next page.

Branford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	95	46.3%	20.0%	24.2%	90.5%	6.3%	2.1%	1.1%	9.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	99	59.6%	28.3%	10.1%	98.0%	0.0%	0.0%	2.0%	2.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	99	63.6%	19.2%	12.1%	94.9%	2.0%	2.0%	1.0%	5.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	98	50.0%	31.6%	8.2%	89.8%	3.1%	3.1%	4.1%	10.2%	±
16. My child's evaluation report is written in terms I understand.	98	49.0%	35.7%	11.2%	95.9%	1.0%	1.0%	2.0%	4.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	99	57.6%	27.3%	6.1%	90.9%	3.0%	1.0%	5.1%	9.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	99	46.5%	31.3%	9.1%	86.9%	3.0%	3.0%	7.1%	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.	100	42.0%	34.0%	14.0%	90.0%	2.0%	5.0%	3.0%	10.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	99	67.7%	23.2%	5.1%	96.0%	1.0%	0.0%	3.0%	4.0%	±
21. If necessary, a translator was provided at the PPT meetings.	10	80.0%	0.0%	20.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	10	60.0%	10.0%	20.0%	90.0%	10.0%	0.0%	0.0%	10.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	89	59.6%	19.1%	7.9%	86.5%	2.2%	0.0%	4.5%	6.7%	6.7%

Table is continued on the next page.

Branford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	95	90.5%	7.4%	2.1%	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.	87	83.9%	5.7%	5.7%	95.4%	2.3%	1.1%	1.1%	4.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	59	1.7%	1.7%	5.1%	8.5%	3.4%	5.1%	83.1%	91.5%	±
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).	49	32.7%	30.6%	6.1%	69.4%	2.0%	8.2%	2.0%	12.2%	18.4%
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.	16	50.0%	18.8%	25.0%	93.8%	0.0%	0.0%	6.3%	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.	25	32.0%	28.0%	20.0%	80.0%	0.0%	8.0%	12.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	22.2%	33.3%	0.0%	55.6%	0.0%	0.0%	27.8%	27.8%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	26	38.5%	19.2%	19.2%	76.9%	0.0%	0.0%	23.1%	23.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	33	66.7%	21.2%	6.1%	93.9%	3.0%	3.0%	0.0%	6.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	33	48.5%	27.3%	9.1%	84.8%	3.0%	6.1%	6.1%	15.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	30	50.0%	16.7%	13.3%	80.0%	0.0%	0.0%	20.0%	20.0%	±

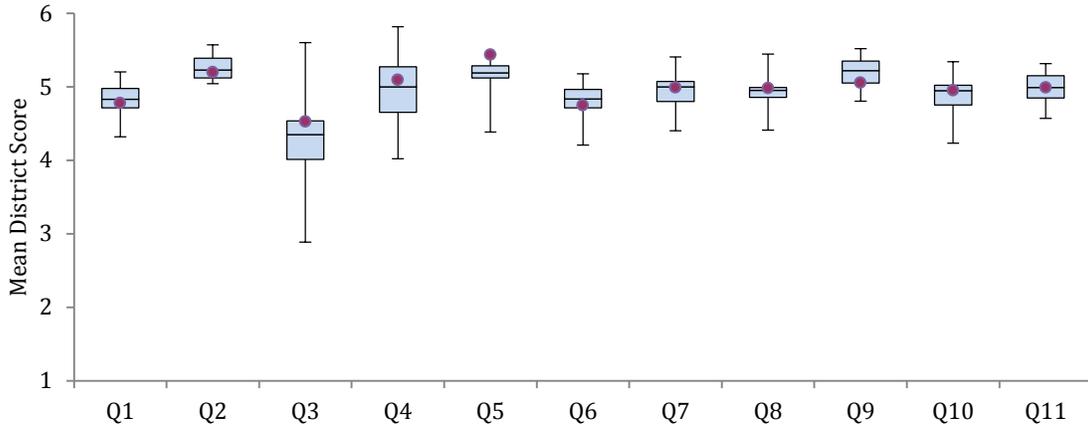
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Branford Survey Response Table (continued)

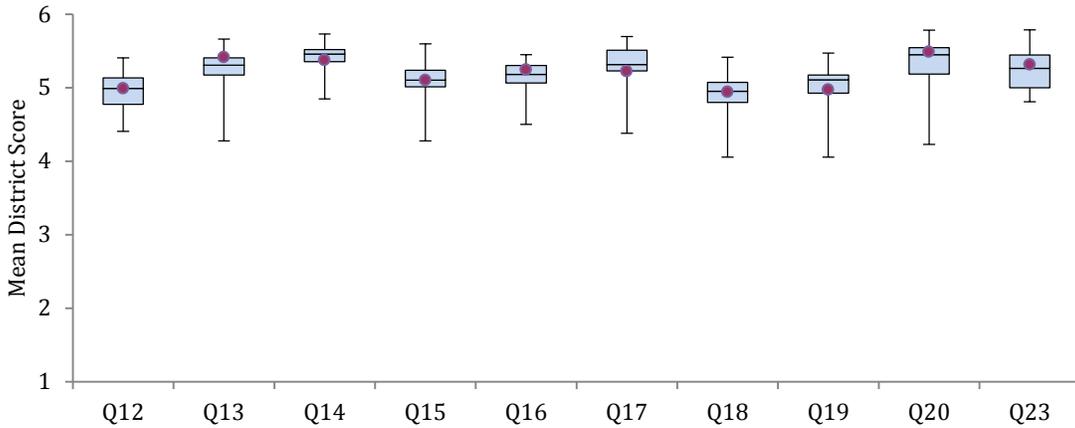
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	59	16.9%	3.4%	1.7%	22.0%	13.6%	5.1%	59.3%	78.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	55	7.3%	7.3%	7.3%	21.8%	7.3%	3.6%	67.3%	78.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	76	6.6%	5.3%	15.8%	27.6%	2.6%	5.3%	31.6%	39.5%	32.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	68	7.4%	10.3%	11.8%	29.4%	2.9%	1.5%	27.9%	32.4%	38.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	90	48.9%	21.1%	20.0%	90.0%	2.2%	3.3%	4.4%	10.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	88	53.4%	25.0%	12.5%	90.9%	4.5%	1.1%	3.4%	9.1%	±

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

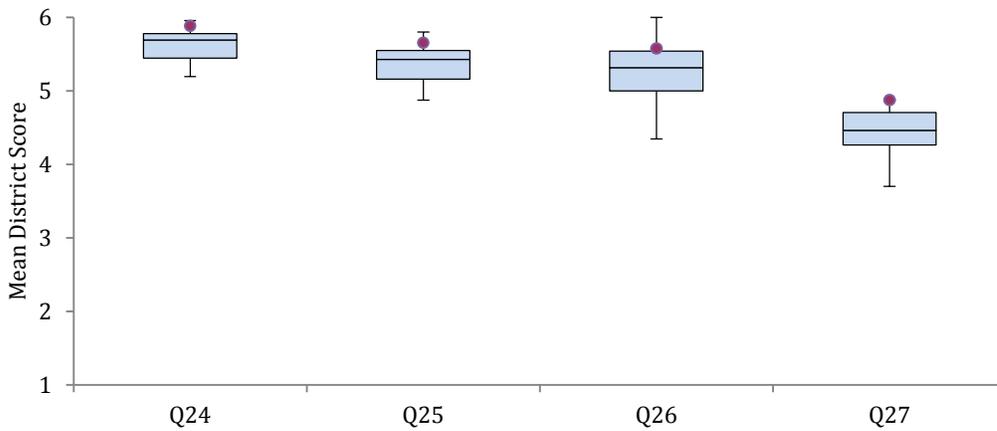
Branford Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



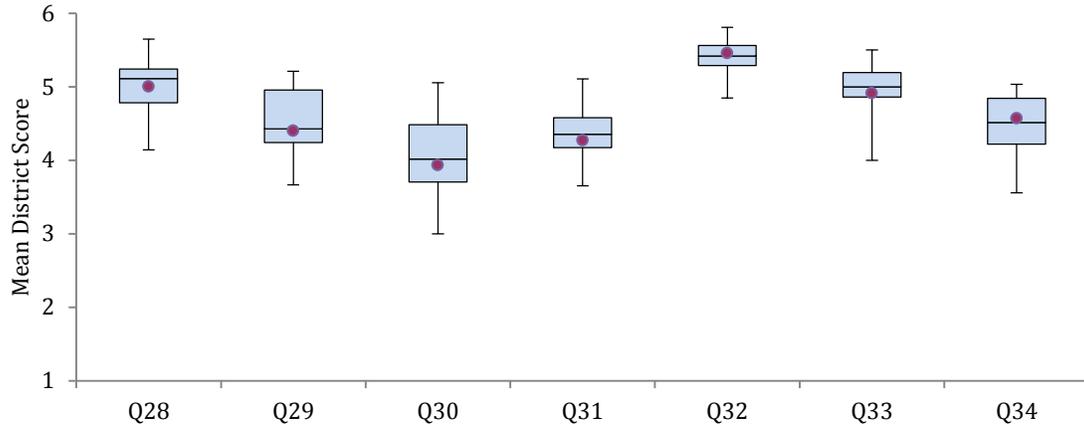
My Child's Participation



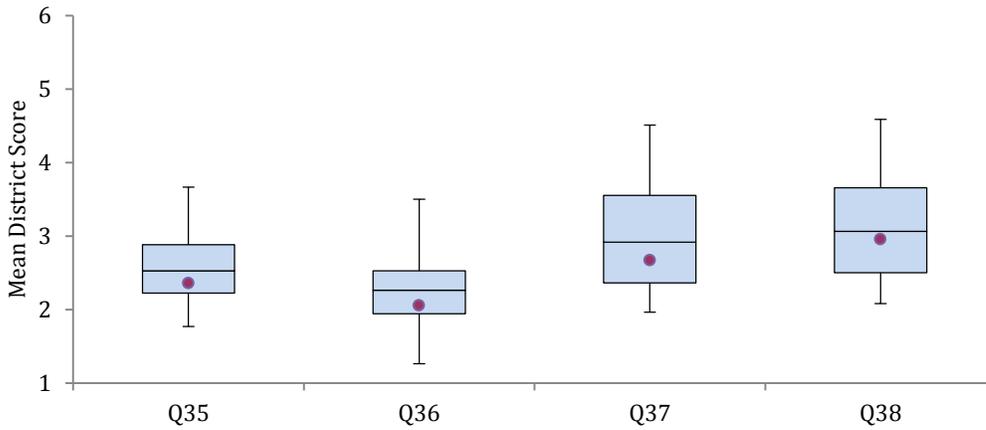
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Branford Box-and-Whisker Charts (continued)

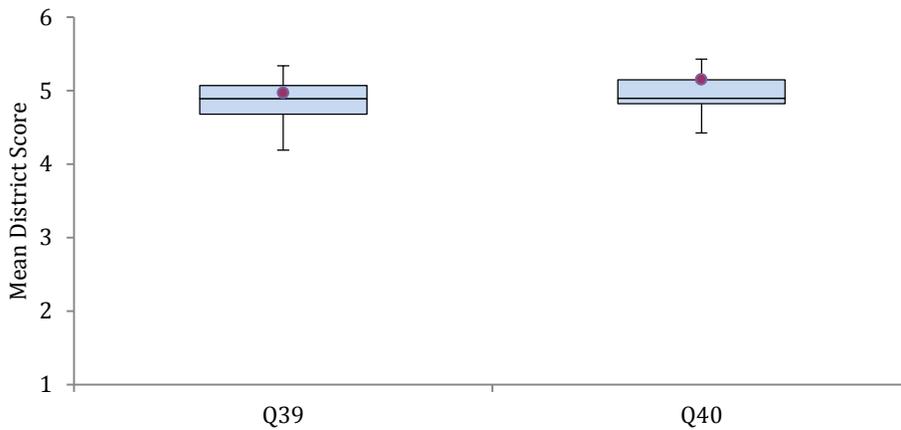
Transition Planning



Parent Training and Support



My Child's Skills



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

Bridgeport School District

The 2012-2013 survey was sent to 848 parents of children receiving special education services in the Bridgeport School District. A total of 109 surveys were returned for a response rate of 12.9%, below the overall survey response rate of 21.3% (n=2,091).

Bridgeport 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	50.5%	24.3%	10.3%	85.0%	5.6%	5.6%	3.7%	15.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	107	57.9%	21.5%	8.4%	87.9%	3.7%	3.7%	4.7%	12.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	58	22.4%	6.9%	15.5%	44.8%	8.6%	1.7%	44.8%	55.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	61	16.4%	11.5%	11.5%	39.3%	1.6%	6.6%	52.5%	60.7%	±
5. My child is accepted within the school community.	103	64.1%	19.4%	6.8%	90.3%	2.9%	1.9%	4.9%	9.7%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	106	51.9%	26.4%	8.5%	86.8%	4.7%	0.0%	7.5%	12.3%	0.9%
7. All special education services identified in my child's IEP have been provided.	107	51.4%	22.4%	7.5%	81.3%	7.5%	3.7%	4.7%	15.9%	2.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	107	57.0%	22.4%	7.5%	86.9%	1.9%	0.9%	9.3%	12.1%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	105	59.0%	20.0%	7.6%	86.7%	2.9%	1.9%	4.8%	9.5%	3.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	99	49.5%	25.3%	9.1%	83.8%	6.1%	2.0%	5.1%	13.1%	3.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	99	50.5%	31.3%	4.0%	85.9%	4.0%	2.0%	5.1%	11.1%	3.0%

Table is continued on the next page.

Bridgeport Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	104	57.7%	20.2%	6.7%	84.6%	1.0%	6.7%	7.7%	15.4%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	103	68.0%	20.4%	3.9%	92.2%	3.9%	1.0%	2.9%	7.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	103	65.0%	21.4%	6.8%	93.2%	1.9%	1.0%	3.9%	6.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	103	62.1%	24.3%	5.8%	92.2%	5.8%	0.0%	1.9%	7.8%	±
16. My child's evaluation report is written in terms I understand.	106	59.4%	23.6%	8.5%	91.5%	5.7%	0.0%	2.8%	8.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	107	64.5%	19.6%	5.6%	89.7%	4.7%	1.9%	3.7%	10.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	104	56.7%	24.0%	7.7%	88.5%	3.8%	1.0%	6.7%	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.	105	52.4%	29.5%	7.6%	89.5%	3.8%	3.8%	2.9%	10.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	102	59.8%	20.6%	8.8%	89.2%	3.9%	2.9%	3.9%	10.8%	±
21. If necessary, a translator was provided at the PPT meetings.	51	62.7%	21.6%	2.0%	86.3%	2.0%	3.9%	7.8%	13.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	48	58.3%	25.0%	4.2%	87.5%	2.1%	4.2%	6.3%	12.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	87	47.1%	26.4%	4.6%	78.2%	3.4%	2.3%	8.0%	13.8%	8.0%

Table is continued on the next page.

Bridgeport 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).	103	69.9%	13.6%	3.9%	87.4%	3.9%	1.0%	7.8%	12.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	93	53.8%	24.7%	4.3%	82.8%	5.4%	2.2%	9.7%	17.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	63	14.3%	7.9%	3.2%	25.4%	6.3%	6.3%	61.9%	74.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	81	38.3%	17.3%	11.1%	66.7%	3.7%	1.2%	17.3%	22.2%	11.1%
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.	34	70.6%	8.8%	5.9%	85.3%	2.9%	2.9%	8.8%	14.7%	±
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.	29	44.8%	17.2%	17.2%	79.3%	3.4%	3.4%	13.8%	20.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	23	34.8%	4.3%	17.4%	56.5%	8.7%	8.7%	17.4%	34.8%	8.7%
31. The PPT introduced planning for my child's transition to adulthood.	28	42.9%	14.3%	14.3%	71.4%	3.6%	10.7%	14.3%	28.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	34	67.6%	14.7%	8.8%	91.2%	2.9%	2.9%	2.9%	8.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	32	62.5%	9.4%	15.6%	87.5%	3.1%	0.0%	9.4%	12.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	32	53.1%	15.6%	15.6%	84.4%	0.0%	6.3%	9.4%	15.6%	±

Table is continued on the next page.

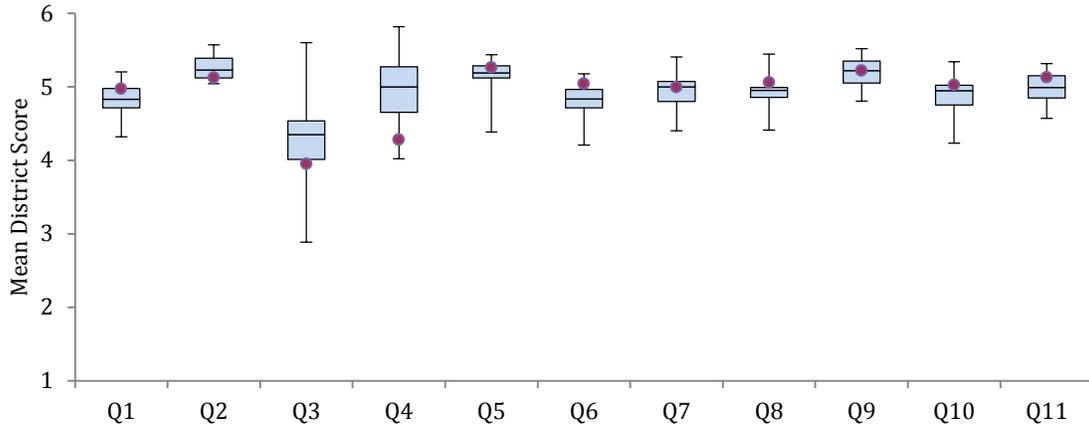
Bridgeport Survey Response Table (continued)

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.	72	23.6%	11.1%	9.7%	44.4%	4.2%	2.8%	48.6%	55.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	72	18.1%	13.9%	5.6%	37.5%	4.2%	6.9%	51.4%	62.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	92	23.9%	15.2%	14.1%	53.3%	3.3%	1.1%	19.6%	23.9%	22.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	85	27.1%	14.1%	8.2%	49.4%	4.7%	3.5%	15.3%	23.5%	27.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	97	53.6%	23.7%	11.3%	88.7%	3.1%	3.1%	5.2%	11.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	96	50.0%	20.8%	10.4%	81.3%	7.3%	3.1%	8.3%	18.8%	±

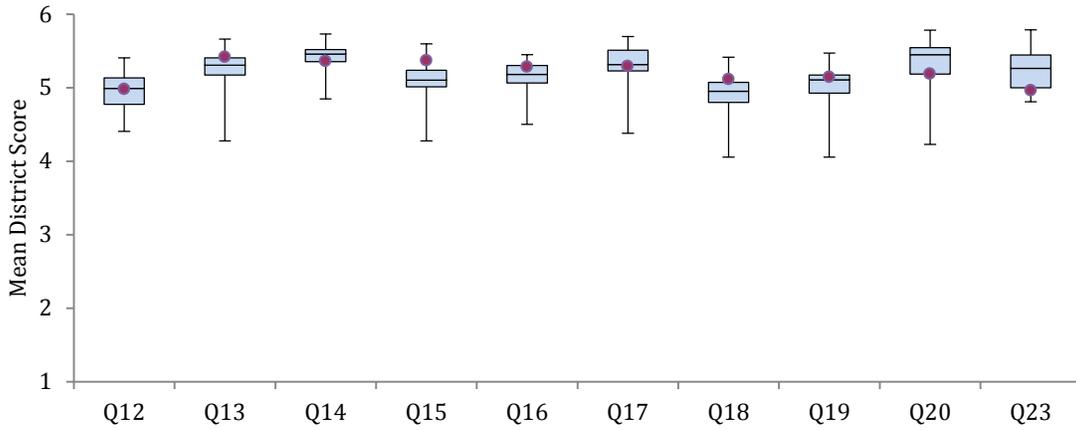
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Bridgeport Box-and-Whisker Charts

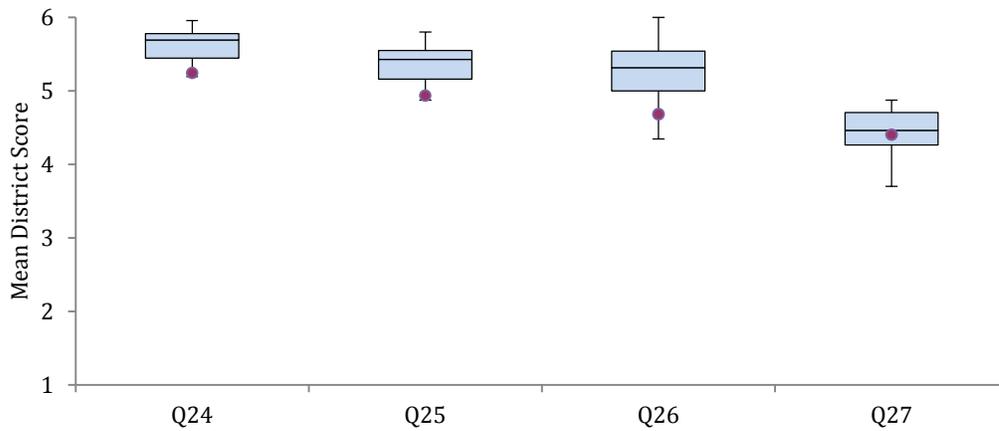
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



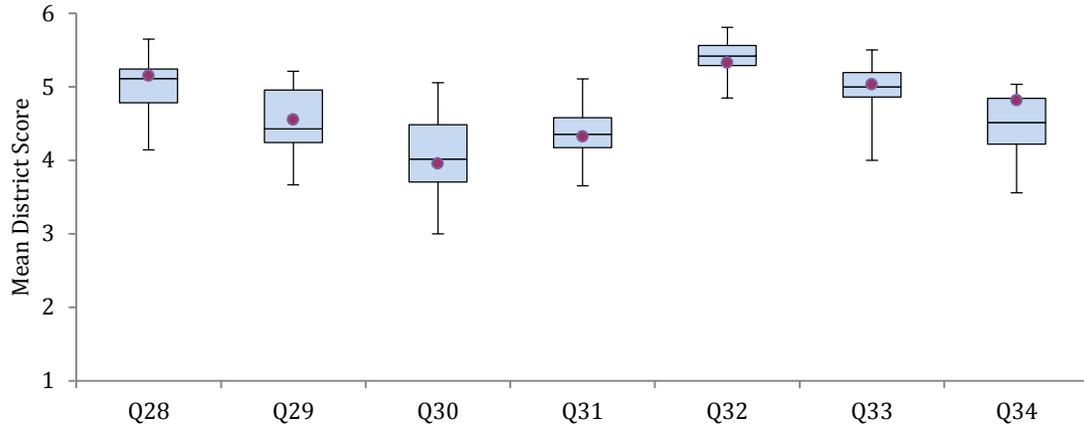
My Child's Participation



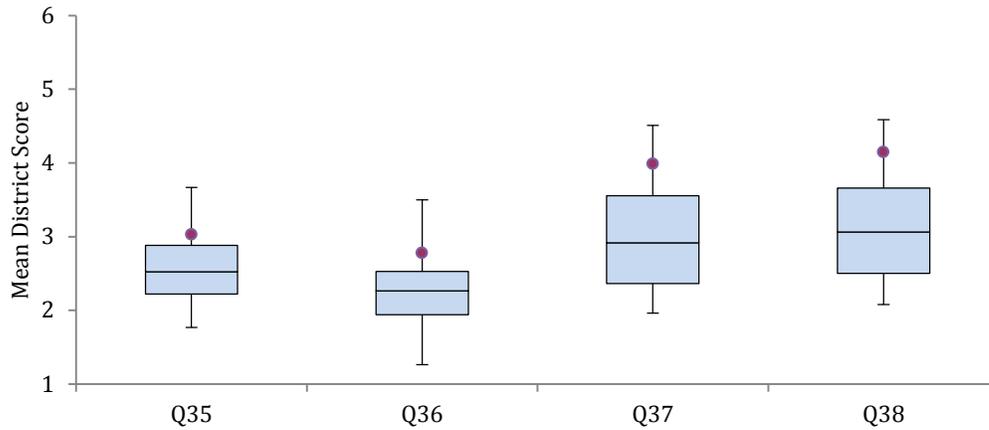
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Bridgeport Box-and-Whisker Charts (continued)

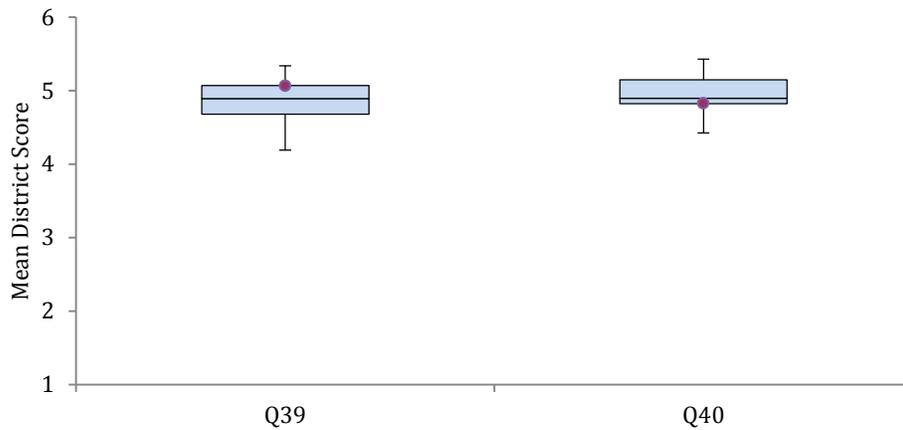
Transition Planning



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).

Brookfield School District

The 2012-2013 survey was sent to 305 parents of children receiving special education services in the Brookfield School District. A total of 90 surveys were returned for a response rate of 29.5%, above the overall survey response rate of 21.3% (n=2,091).

Brookfield 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.	88	30.7%	42.0%	17.0%	89.8%	4.5%	2.3%	3.4%	10.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	88	48.9%	27.3%	15.9%	92.0%	2.3%	3.4%	2.3%	8.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	15	20.0%	6.7%	6.7%	33.3%	6.7%	6.7%	53.3%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	34	5.9%	2.9%	5.9%	14.7%	8.8%	0.0%	76.5%	85.3%	±
5. My child is accepted within the school community.	88	48.9%	33.0%	10.2%	92.0%	1.1%	2.3%	4.5%	8.0%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	88	31.8%	37.5%	20.5%	89.8%	3.4%	1.1%	5.7%	10.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	88	34.1%	34.1%	15.9%	84.1%	6.8%	3.4%	4.5%	14.8%	1.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	87	37.9%	29.9%	18.4%	86.2%	2.3%	2.3%	6.9%	11.5%	2.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	87	47.1%	34.5%	5.7%	87.4%	4.6%	4.6%	3.4%	12.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	84	33.3%	39.3%	14.3%	86.9%	4.8%	3.6%	4.8%	13.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	86	41.9%	27.9%	14.0%	83.7%	8.1%	1.2%	5.8%	15.1%	1.2%

Table is continued on the next page.

Brookfield 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.	87	35.6%	33.3%	17.2%	86.2%	5.7%	2.3%	5.7%	13.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	88	56.8%	21.6%	15.9%	94.3%	1.1%	0.0%	4.5%	5.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	88	53.4%	37.5%	4.5%	95.5%	1.1%	0.0%	3.4%	4.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	86	47.7%	27.9%	16.3%	91.9%	2.3%	1.2%	4.7%	8.1%	±
16. My child's evaluation report is written in terms I understand.	88	51.1%	28.4%	10.2%	89.8%	5.7%	1.1%	3.4%	10.2%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	88	53.4%	27.3%	5.7%	86.4%	5.7%	2.3%	5.7%	13.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	88	35.2%	31.8%	19.3%	86.4%	4.5%	3.4%	5.7%	13.6%	±
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.	88	36.4%	36.4%	13.6%	86.4%	4.5%	4.5%	4.5%	13.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	88	58.0%	15.9%	8.0%	81.8%	10.2%	2.3%	5.7%	18.2%	±
21. If necessary, a translator was provided at the PPT meetings.	11	27.3%	27.3%	9.1%	63.6%	0.0%	0.0%	36.4%	36.4%	±
22. The translation services provided at the PPT meetings were useful and accurate.	10	20.0%	30.0%	10.0%	60.0%	0.0%	0.0%	40.0%	40.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	76	65.8%	18.4%	5.3%	89.5%	2.6%	2.6%	5.3%	10.5%	0.0%

Table is continued on the next page.

Brookfield 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).	87	86.2%	8.0%	1.1%	95.4%	1.1%	0.0%	3.4%	4.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	85	76.5%	10.6%	2.4%	89.4%	1.2%	3.5%	5.9%	10.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	61	1.6%	3.3%	1.6%	6.6%	3.3%	4.9%	85.2%	93.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	42	26.2%	16.7%	16.7%	59.5%	2.4%	7.1%	14.3%	23.8%	16.7%
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.	20	50.0%	40.0%	5.0%	95.0%	0.0%	0.0%	5.0%	5.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	20	20.0%	25.0%	20.0%	65.0%	20.0%	0.0%	15.0%	35.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	7.7%	15.4%	7.7%	30.8%	7.7%	7.7%	23.1%	38.5%	30.8%
31. The PPT introduced planning for my child's transition to adulthood.	23	17.4%	17.4%	26.1%	60.9%	8.7%	13.0%	17.4%	39.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	69.6%	17.4%	4.3%	91.3%	0.0%	0.0%	8.7%	8.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	24	33.3%	29.2%	16.7%	79.2%	4.2%	4.2%	12.5%	20.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	23	26.1%	21.7%	17.4%	65.2%	17.4%	4.3%	13.0%	34.8%	±

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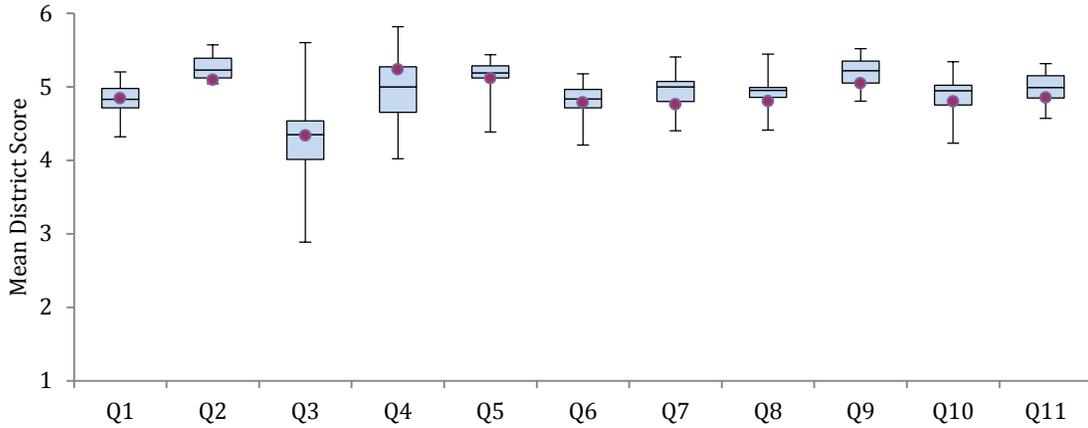
Brookfield Survey Response Table (continued)

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.	65	18.5%	24.6%	3.1%	46.2%	6.2%	13.8%	33.8%	53.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	62	21.0%	11.3%	100.0%	48.4%	4.8%	9.7%	37.1%	51.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	80	15.0%	17.5%	11.3%	43.8%	8.8%	11.3%	17.5%	37.5%	18.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	79	25.3%	12.7%	11.4%	49.4%	5.1%	10.1%	12.7%	27.8%	22.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	83	36.1%	31.3%	15.7%	83.1%	9.6%	3.6%	3.6%	16.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	85	42.4%	29.4%	14.1%	85.9%	7.1%	2.4%	4.7%	14.1%	±

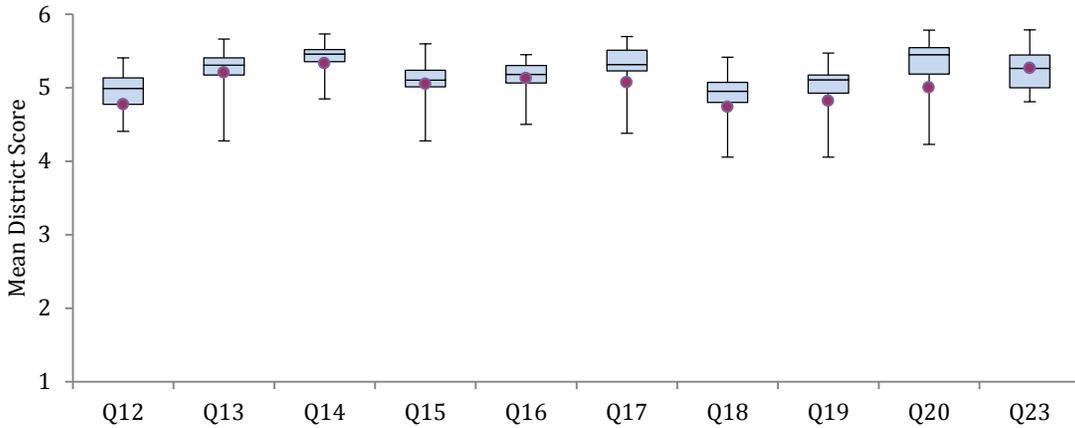
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Brookfield Box-and-Whisker Charts

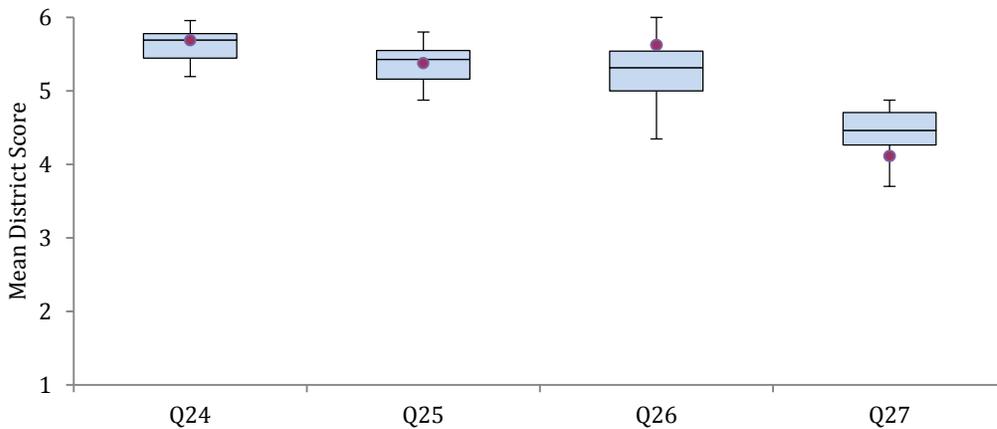
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



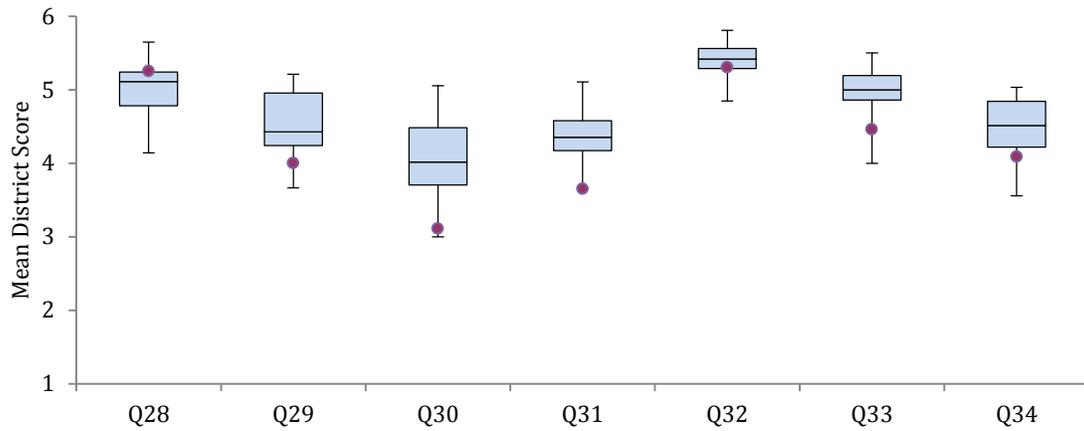
My Child's Participation



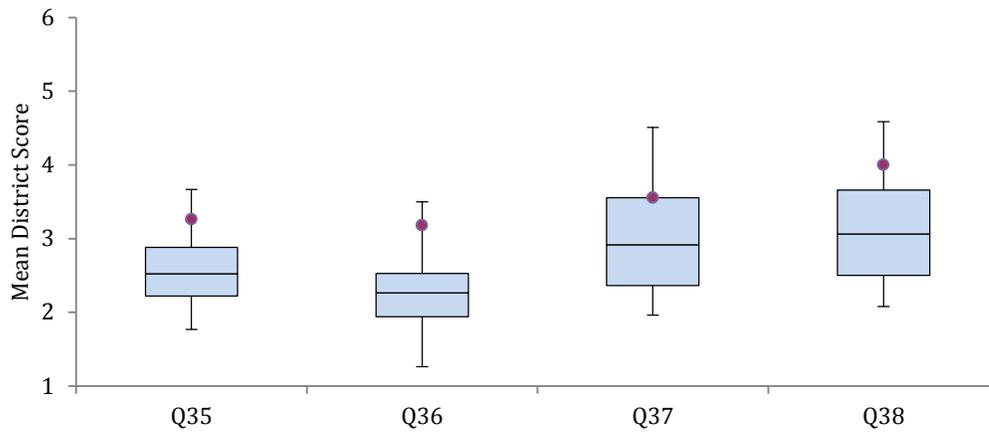
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Brookfield Box-and-Whisker Charts (continued)

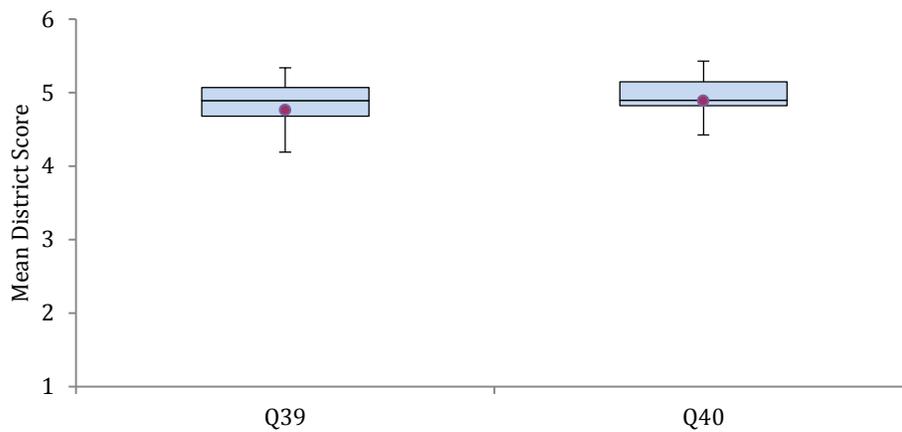
Transition Planning



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).

Cheshire School District

The 2012-2013 survey was sent to 499 parents of children receiving special education services in the Cheshire School District. A total of 96 surveys were returned for a response rate of 19.2%, slightly below the overall survey response rate of 21.3% (n=2,091).

Cheshire 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.	95	40.0%	41.1%	10.5%	91.6%	1.1%	3.2%	4.2%	8.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	96	55.2%	33.3%	6.3%	94.8%	1.0%	2.1%	2.1%	5.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	10.0%	10.0%	10.0%	30.0%	15.0%	0.0%	55.0%	70.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	42	7.1%	7.1%	4.8%	19.0%	2.4%	2.4%	76.2%	81.0%	±
5. My child is accepted within the school community.	94	58.5%	25.5%	7.4%	91.5%	3.2%	2.1%	3.2%	8.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	96	36.5%	37.5%	15.6%	89.6%	2.1%	2.1%	6.3%	10.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	96	45.8%	31.3%	13.5%	90.6%	4.2%	0.0%	4.2%	8.3%	1.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	96	44.8%	29.2%	10.4%	84.4%	6.3%	5.2%	3.1%	14.6%	1.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	95	54.7%	31.6%	6.3%	92.6%	2.1%	1.1%	2.1%	5.3%	2.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	89	39.3%	32.6%	16.9%	88.8%	3.4%	3.4%	4.5%	11.2%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	89	40.4%	32.6%	15.7%	88.8%	4.5%	2.2%	4.5%	11.2%	0.0%

Table is continued on the next page.

Cheshire 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.	94	46.8%	27.7%	13.8%	88.3%	5.3%	2.1%	4.3%	11.7%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	96	61.5%	21.9%	10.4%	93.8%	2.1%	3.1%	1.0%	6.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	95	63.2%	24.2%	10.5%	97.9%	1.1%	1.1%	0.0%	2.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	95	45.3%	23.2%	15.8%	84.2%	8.4%	3.2%	4.2%	15.8%	±
16. My child's evaluation report is written in terms I understand.	96	45.8%	32.3%	13.5%	91.7%	2.1%	3.1%	3.1%	8.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	95	60.0%	17.9%	12.6%	90.5%	7.4%	1.1%	1.1%	9.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	94	47.9%	25.5%	14.9%	88.3%	4.3%	4.3%	3.2%	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.	94	47.9%	26.6%	13.8%	88.3%	6.4%	3.2%	2.1%	11.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	95	71.6%	16.8%	5.3%	93.7%	4.2%	2.1%	0.0%	6.3%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	50.0%	33.3%	0.0%	83.3%	16.7%	0.0%	0.0%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	84	73.8%	13.1%	3.6%	90.5%	0.0%	1.2%	3.6%	4.8%	4.8%

Table is continued on the next page.

Cheshire 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).	90	88.9%	5.6%	3.3%	97.8%	0.0%	1.1%	1.1%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	82	78.0%	12.2%	3.7%	93.9%	2.4%	2.4%	1.2%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	68	2.9%	2.9%	5.9%	11.8%	2.9%	10.3%	75.0%	88.2%	±
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).	55	36.4%	12.7%	9.1%	58.2%	7.3%	5.5%	10.9%	23.6%	18.2%
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.	17	88.2%	5.9%	0.0%	94.1%	0.0%	0.0%	5.9%	5.9%	±
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	16.7%	40.0%	20.0%	76.7%	6.7%	6.7%	10.0%	23.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	22	18.2%	9.1%	18.2%	45.5%	9.1%	4.5%	31.8%	45.5%	9.1%
31. The PPT introduced planning for my child's transition to adulthood.	29	24.1%	31.0%	17.2%	72.4%	3.4%	10.3%	13.8%	27.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	31	83.9%	12.9%	3.2%	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.	31	48.4%	25.8%	12.9%	87.1%	3.2%	6.5%	3.2%	12.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	30	36.7%	16.7%	20.0%	73.3%	10.0%	3.3%	13.3%	26.7%	±

Table is continued on the next page.

Cheshire 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.	61	14.8%	11.5%	6.6%	32.8%	4.9%	3.3%	59.0%	67.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	62	9.7%	11.3%	9.7%	30.6%	8.1%	3.2%	58.1%	69.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	81	8.6%	8.6%	9.9%	27.2%	4.9%	3.7%	28.4%	37.0%	35.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	81	13.6%	11.1%	6.2%	30.9%	4.9%	1.2%	24.7%	30.9%	38.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	86	52.3%	20.9%	18.6%	91.9%	1.2%	3.5%	3.5%	8.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	85	50.6%	27.1%	15.3%	92.9%	2.4%	3.5%	1.2%	7.1%	±

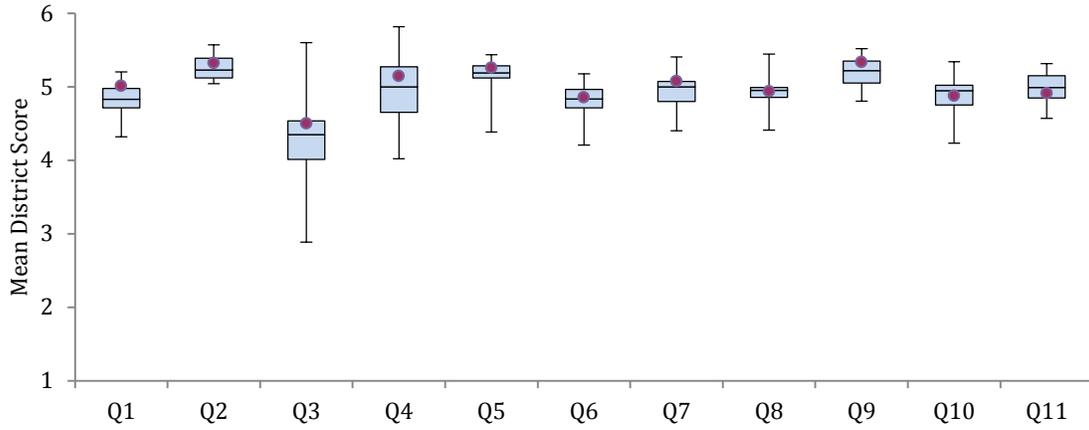
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

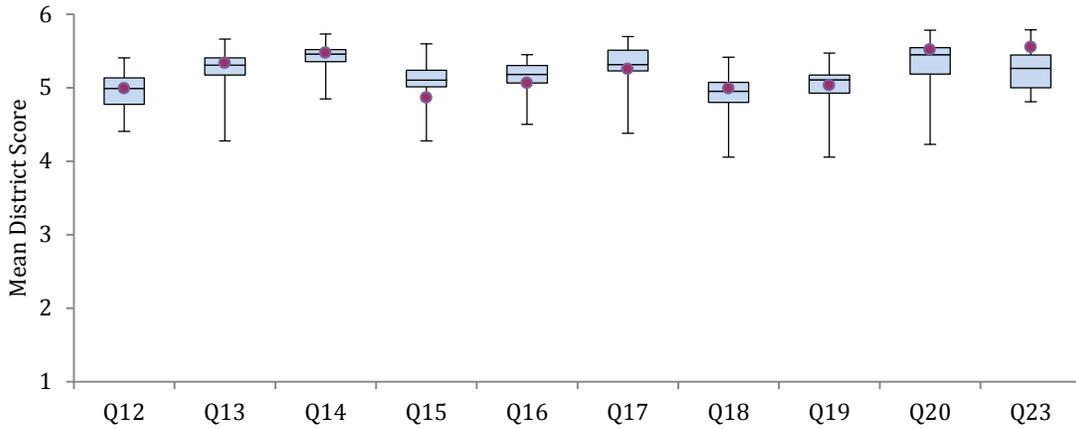
±± Minimum reporting standard not met for this survey item.

Cheshire Box-and-Whisker Charts

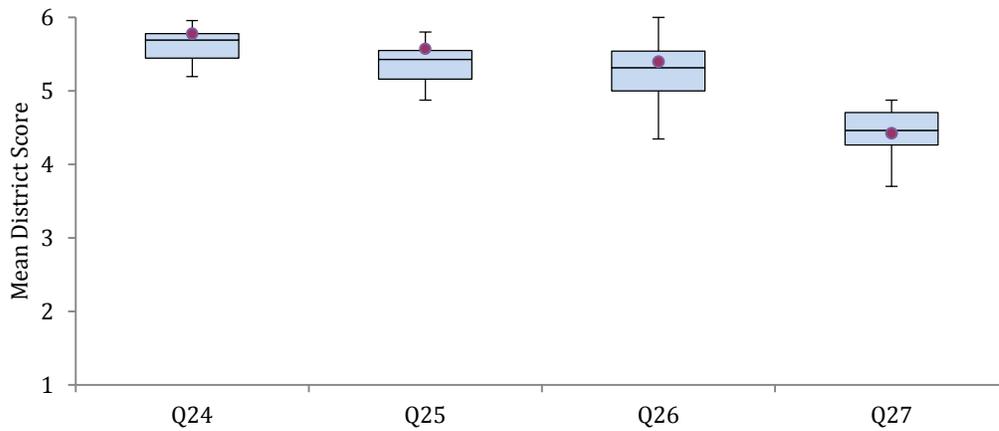
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



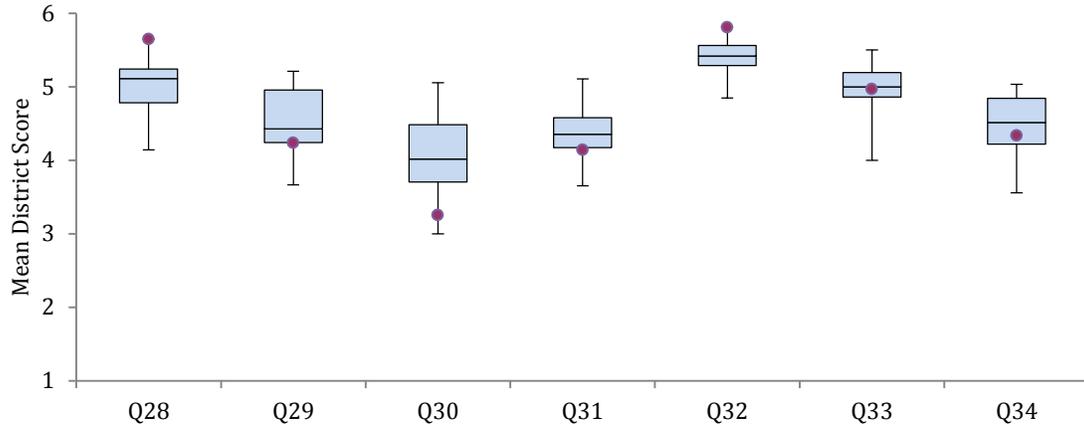
My Child's Participation



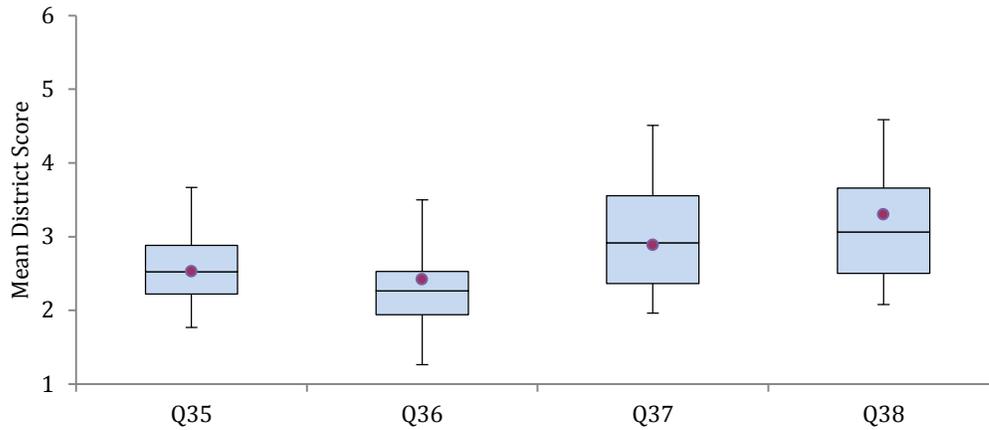
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Cheshire Box-and-Whisker Charts (continued)

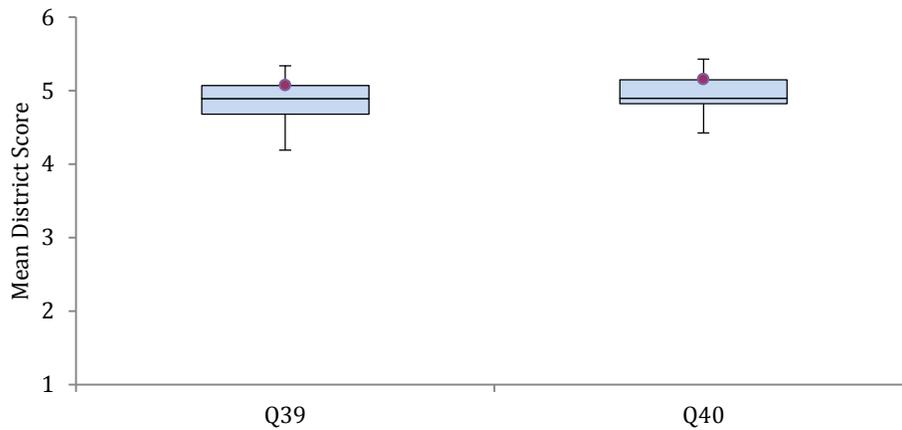
Transition Planning



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).

Colchester School District

The 2012-2013 survey was sent to 377 parents of children receiving special education services in the Colchester School District. A total of 85 surveys were returned for a response rate of 22.5%, slightly above the overall survey response rate of 21.3% (n=2,091).

Colchester 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.	84	42.9%	34.5%	6.0%	83.3%	4.8%	6.0%	6.0%	16.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	84	65.5%	20.2%	8.3%	94.0%	1.2%	2.4%	2.4%	6.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	21	4.8%	28.6%	4.8%	38.1%	0.0%	4.8%	57.1%	61.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	30	10.0%	6.7%	6.7%	23.3%	0.0%	6.7%	70.0%	76.7%	±
5. My child is accepted within the school community.	83	53.0%	26.5%	9.6%	89.2%	3.6%	6.0%	1.2%	10.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	85	35.3%	38.8%	11.8%	85.9%	5.9%	4.7%	3.5%	14.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	85	45.9%	29.4%	11.8%	87.1%	4.7%	4.7%	2.4%	11.8%	1.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	84	45.2%	28.6%	11.9%	85.7%	6.0%	1.2%	4.8%	11.9%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	82	61.0%	20.7%	8.5%	90.2%	2.4%	3.7%	3.7%	9.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	79	39.2%	30.4%	16.5%	86.1%	5.1%	3.8%	1.3%	10.1%	3.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	78	47.4%	26.9%	12.8%	87.2%	3.8%	2.6%	1.3%	7.7%	5.1%

Table is continued on the next page.

Colchester 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.	83	54.2%	25.3%	10.8%	90.4%	2.4%	3.6%	3.6%	9.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	85	64.7%	17.6%	9.4%	91.8%	3.5%	1.2%	3.5%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	85	65.9%	21.2%	9.4%	96.5%	2.4%	0.0%	1.2%	3.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	85	51.8%	21.2%	17.6%	90.6%	4.7%	0.0%	4.7%	9.4%	±
16. My child's evaluation report is written in terms I understand.	84	52.4%	29.8%	9.5%	91.7%	7.1%	1.2%	0.0%	8.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	85	65.9%	20.0%	7.1%	92.9%	1.2%	4.7%	1.2%	7.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	83	43.4%	30.1%	12.0%	85.5%	3.6%	3.6%	7.2%	14.5%	±
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.	84	51.2%	25.0%	16.7%	92.9%	2.4%	2.4%	2.4%	7.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	84	78.6%	14.3%	4.8%	97.6%	0.0%	2.4%	0.0%	2.4%	±
21. If necessary, a translator was provided at the PPT meetings.	7	71.4%	14.3%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	62.5%	25.0%	12.5%	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.	72	65.3%	22.2%	6.9%	94.4%	0.0%	1.4%	4.2%	5.6%	0.0%

Table is continued on the next page.

Colchester 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).	75	81.3%	16.0%	2.7%	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.	68	77.9%	14.7%	4.4%	97.1%	1.5%	0.0%	1.5%	2.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	54	5.6%	3.7%	3.7%	13.0%	5.6%	1.9%	79.6%	87.0%	±
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).	48	35.4%	22.9%	8.3%	66.7%	8.3%	0.0%	12.5%	20.8%	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.	18	50.0%	16.7%	5.6%	72.2%	5.6%	11.1%	11.1%	27.8%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	22	36.4%	45.5%	9.1%	90.9%	0.0%	0.0%	9.1%	9.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	16	37.5%	18.8%	6.3%	62.5%	6.3%	6.3%	6.3%	18.8%	18.8%
31. The PPT introduced planning for my child's transition to adulthood.	24	33.3%	41.7%	12.5%	87.5%	0.0%	8.3%	4.2%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	27	74.1%	18.5%	3.7%	96.3%	3.7%	0.0%	0.0%	3.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	26	57.7%	19.2%	7.7%	84.6%	3.8%	7.7%	3.8%	15.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	23	39.1%	30.4%	17.4%	87.0%	0.0%	4.3%	8.7%	13.0%	±

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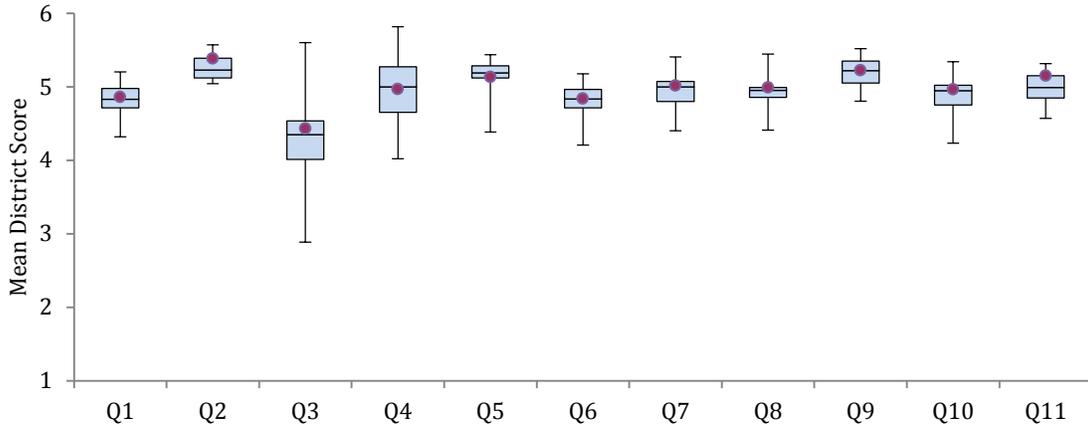
Colchester Survey Response Table (continued)

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.	54	9.3%	11.1%	3.7%	24.1%	5.6%	9.3%	61.1%	75.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	51	0.0%	9.8%	7.8%	17.6%	11.8%	7.8%	62.7%	82.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	74	9.5%	16.2%	2.7%	28.4%	1.4%	10.8%	18.9%	31.1%	40.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	76	7.9%	14.5%	1.3%	23.7%	2.6%	10.5%	17.1%	30.3%	46.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	83	38.6%	34.9%	12.0%	85.5%	4.8%	3.6%	6.0%	14.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	79	50.6%	26.6%	15.2%	92.4%	1.3%	2.5%	3.8%	7.6%	±

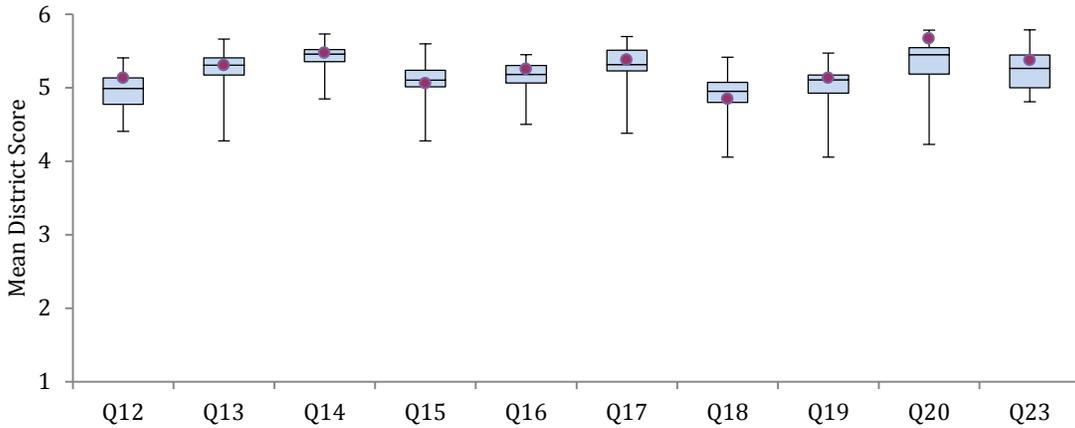
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Colchester Box-and-Whisker Charts

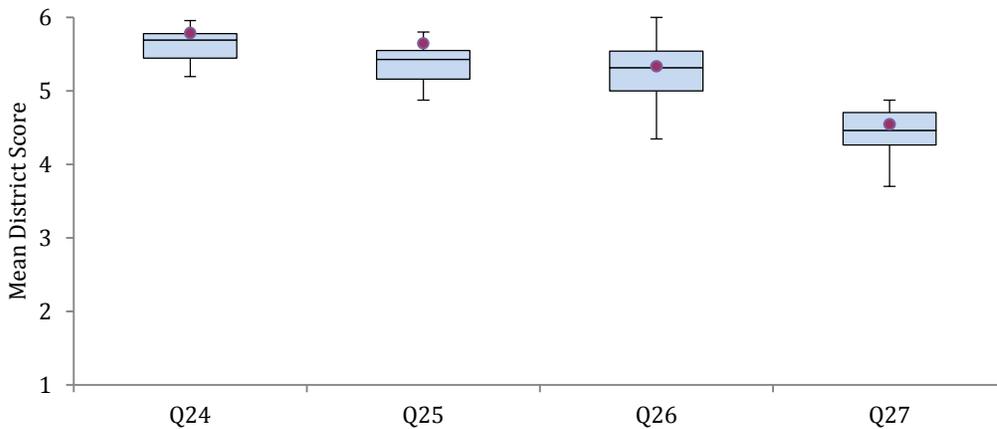
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



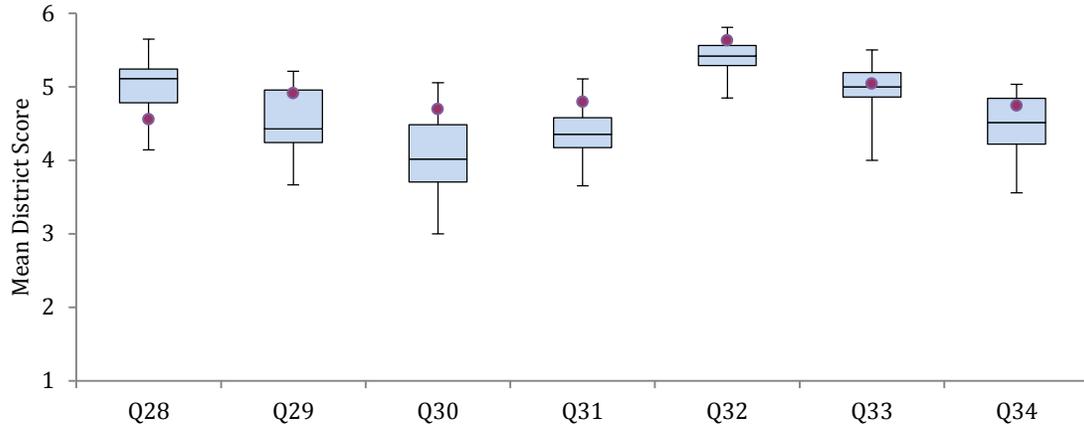
My Child's Participation



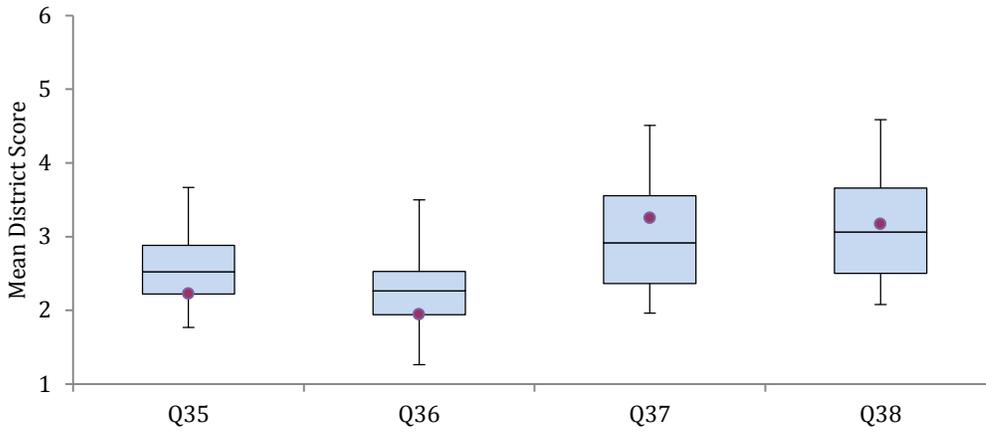
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Colchester Box-and-Whisker Charts (continued)

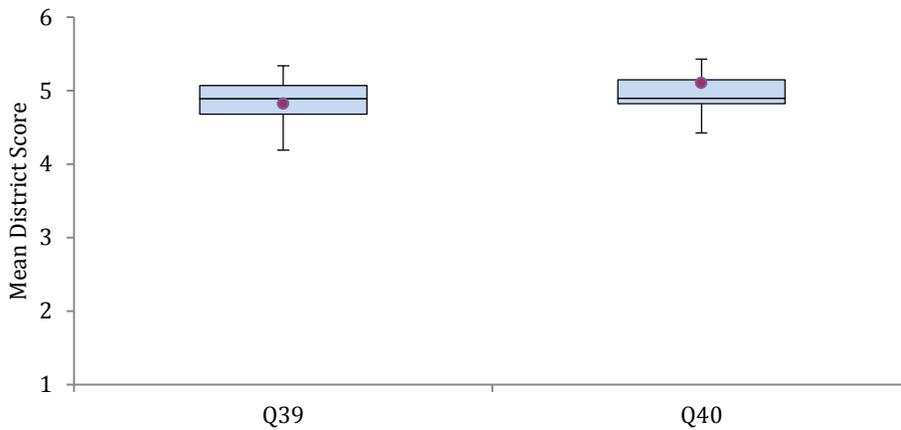
Transition Planning



Parent Training and Support



My Child's Skills



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

East Windsor School District

The 2012-2013 survey was sent to 226 parents of children receiving special education services in the East Windsor School District. A total of 38 surveys were returned for a response rate of 16.8%, below the overall survey response rate of 21.3% (n=2,091).

East 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.	38	42.1%	36.8%	5.3%	84.2%	5.3%	0.0%	10.5%	15.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	38	57.9%	23.7%	7.9%	89.5%	0.0%	5.3%	5.3%	10.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	36.4%	0.0%	0.0%	36.4%	0.0%	9.1%	54.5%	63.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	14	14.3%	0.0%	0.0%	14.3%	0.0%	0.0%	85.7%	85.7%	±
5. My child is accepted within the school community.	38	60.5%	15.8%	15.8%	92.1%	2.6%	2.6%	2.6%	7.9%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	38	52.6%	26.3%	7.9%	86.8%	2.6%	0.0%	10.5%	13.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	38	52.6%	26.3%	13.2%	92.1%	0.0%	0.0%	5.3%	5.3%	2.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	38	44.7%	26.3%	5.3%	76.3%	7.9%	5.3%	2.6%	15.8%	7.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	38	63.2%	18.4%	13.2%	94.7%	2.6%	0.0%	0.0%	2.6%	2.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	35	51.4%	28.6%	5.7%	85.7%	5.7%	0.0%	5.7%	11.4%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	36	52.8%	25.0%	11.1%	88.9%	0.0%	0.0%	5.6%	5.6%	5.6%

Table is continued on the next page.

East 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.	38	63.2%	18.4%	2.6%	84.2%	7.9%	5.3%	2.6%	15.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	37	64.9%	18.9%	13.5%	97.3%	2.7%	0.0%	0.0%	2.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	38	68.4%	26.3%	2.6%	97.4%	2.6%	0.0%	0.0%	2.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	38	60.5%	21.1%	10.5%	92.1%	2.6%	0.0%	5.3%	7.9%	±
16. My child's evaluation report is written in terms I understand.	38	63.2%	15.8%	7.9%	86.8%	5.3%	2.6%	5.3%	13.2%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	38	68.4%	15.8%	7.9%	92.1%	0.0%	2.6%	5.3%	7.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	38	55.3%	18.4%	13.2%	86.8%	2.6%	10.5%	0.0%	13.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	37	59.5%	16.2%	16.2%	91.9%	2.7%	2.7%	2.7%	8.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	38	57.9%	26.3%	2.6%	86.8%	5.3%	0.0%	7.9%	13.2%	±
21. If necessary, a translator was provided at the PPT meetings.	8	75.0%	12.5%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	71.4%	0.0%	14.3%	85.7%	0.0%	0.0%	14.3%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	37	67.6%	16.2%	0.0%	83.8%	2.7%	0.0%	8.1%	10.8%	5.4%

Table is continued on the next page.

East 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, sports events).	37	81.1%	13.5%	2.7%	97.3%	0.0%	0.0%	2.7%	2.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	33	78.8%	9.1%	6.1%	93.9%	3.0%	3.0%	0.0%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	20	15.0%	5.0%	10.0%	30.0%	5.0%	10.0%	55.0%	70.0%	±
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).	26	30.8%	19.2%	0.0%	50.0%	3.8%	0.0%	19.2%	23.1%	26.9%
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.	10	40.0%	50.0%	10.0%	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.	9	55.6%	22.2%	11.1%	88.9%	0.0%	11.1%	0.0%	11.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	50.0%	0.0%	0.0%	50.0%	16.7%	0.0%	16.7%	33.3%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	9	33.3%	22.2%	44.4%	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%	0.0%	20.0%	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.	10	70.0%	10.0%	20.0%	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, if appropriate.	9	55.6%	11.1%	22.2%	88.9%	0.0%	0.0%	11.1%	11.1%	±

Table is continued on the next page.

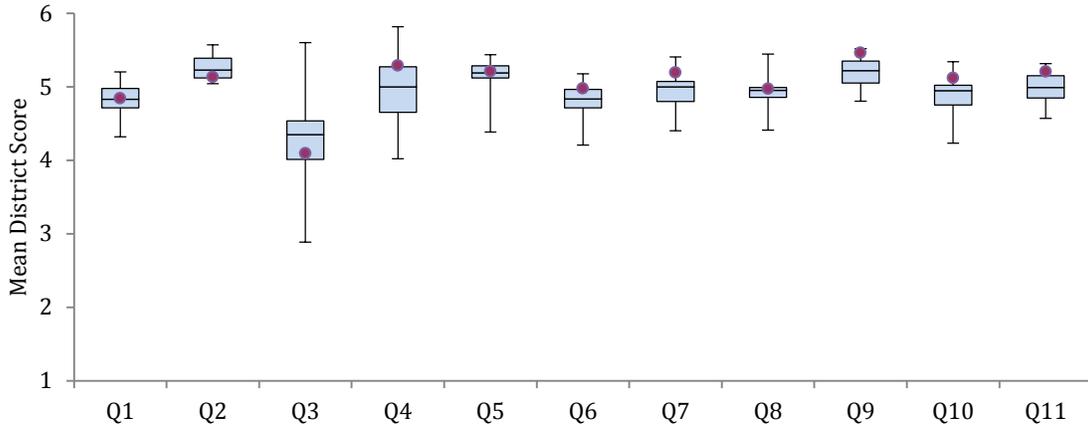
East Windsor Survey Response Table (continued)

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.	23	13.0%	8.7%	4.3%	26.1%	4.3%	0.0%	69.6%	73.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	23	0.0%	4.3%	0.0%	4.3%	4.3%	0.0%	91.3%	95.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	32	9.4%	9.4%	3.1%	21.9%	0.0%	0.0%	46.9%	46.9%	31.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	32	12.5%	9.4%	0.0%	21.9%	3.1%	3.1%	46.9%	53.1%	25.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	36	38.9%	36.1%	13.9%	88.9%	2.8%	2.8%	5.6%	11.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	34	32.4%	38.2%	11.8%	82.4%	5.9%	2.9%	8.8%	17.6%	±

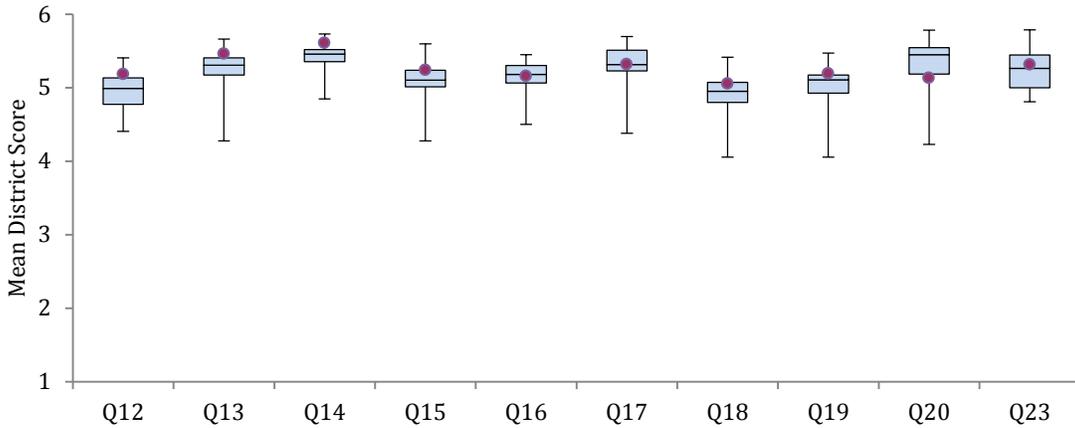
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

East Windsor Box-and-Whisker Charts

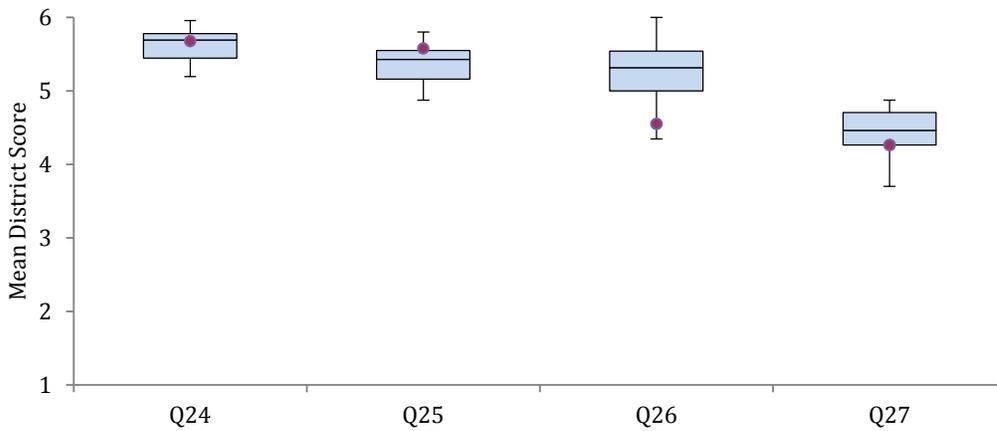
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



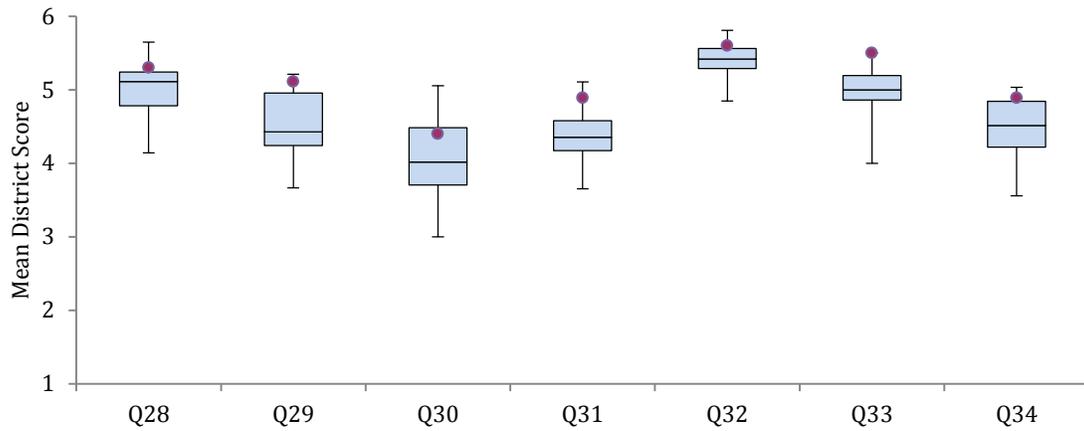
My Child's Participation



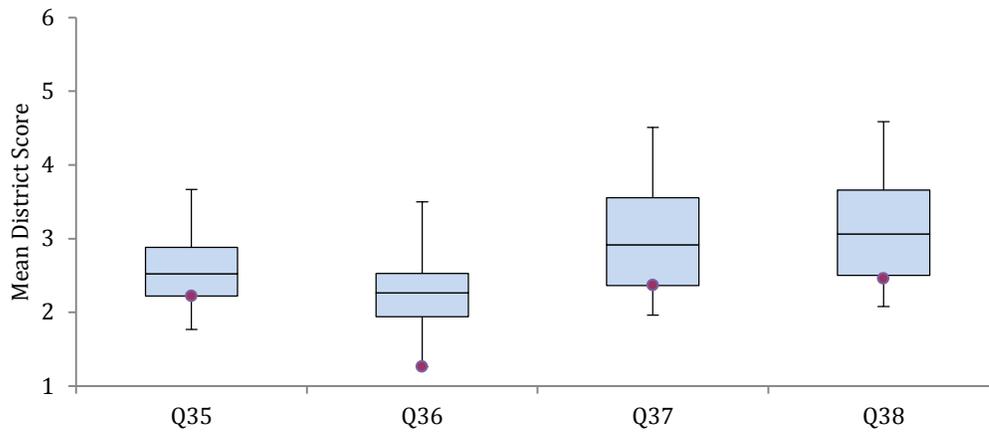
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

East Windsor Box-and-Whisker Charts (continued)

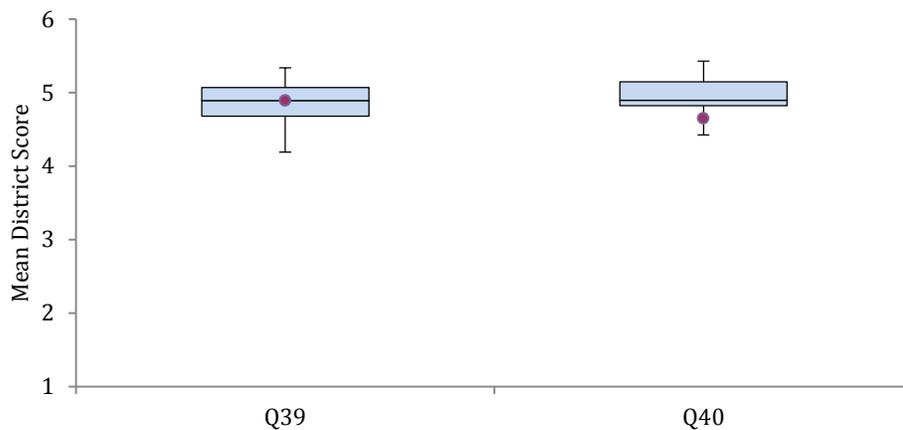
Transition Planning



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).

Manchester School District

The 2012-2013 survey was sent to 693 parents of children receiving special education services in the Manchester School District. A total of 135 surveys were returned for a response rate of 19.5%, slightly below the overall survey response rate of 21.3% (n=2,091).

Manchester Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	130	36.2%	35.4%	11.5%	83.1%	4.6%	7.7%	4.6%	16.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	131	58.0%	26.7%	10.7%	95.4%	1.5%	0.8%	2.3%	4.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	38	26.3%	13.2%	7.9%	47.4%	5.3%	5.3%	42.1%	52.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	60	18.3%	6.7%	1.7%	26.7%	6.7%	1.7%	65.0%	73.3%	±
5. My child is accepted within the school community.	129	52.7%	27.1%	14.0%	93.8%	1.6%	0.8%	3.9%	6.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	133	41.4%	26.3%	13.5%	81.2%	8.3%	2.3%	8.3%	18.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	131	39.7%	32.1%	10.7%	82.4%	5.3%	4.6%	6.1%	16.0%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	130	46.2%	26.9%	11.5%	84.6%	3.1%	4.6%	6.2%	13.8%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	129	52.7%	26.4%	13.2%	92.2%	1.6%	1.6%	4.7%	7.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	122	43.4%	28.7%	10.7%	82.8%	3.3%	0.8%	9.0%	13.1%	4.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	123	43.9%	32.5%	8.9%	85.4%	4.9%	0.0%	6.5%	11.4%	3.3%

Table is continued on the next page.

Manchester 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.	130	46.9%	28.5%	10.8%	86.2%	6.9%	3.8%	3.1%	13.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	133	60.9%	24.8%	9.8%	95.5%	0.8%	1.5%	2.3%	4.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	133	60.9%	25.6%	8.3%	94.7%	0.8%	2.3%	2.3%	5.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	129	53.5%	20.9%	14.0%	88.4%	3.9%	2.3%	5.4%	11.6%	±
16. My child's evaluation report is written in terms I understand.	132	50.8%	26.5%	12.1%	89.4%	2.3%	3.8%	4.5%	10.6%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	132	68.2%	20.5%	7.6%	96.2%	2.3%	0.8%	0.8%	3.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	130	43.8%	27.7%	13.8%	85.4%	3.1%	2.3%	9.2%	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.	132	47.0%	28.0%	12.9%	87.9%	1.5%	3.8%	6.8%	12.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	132	65.9%	23.5%	3.8%	93.2%	0.8%	2.3%	3.8%	6.8%	±
21. If necessary, a translator was provided at the PPT meetings.	27	63.0%	14.8%	14.8%	92.6%	0.0%	0.0%	7.4%	7.4%	±
22. The translation services provided at the PPT meetings were useful and accurate.	30	63.3%	20.0%	10.0%	93.3%	0.0%	0.0%	6.7%	6.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	112	46.4%	20.5%	8.9%	75.9%	6.3%	3.6%	8.0%	17.9%	6.3%

Table is continued on the next page.

Manchester 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).	129	73.6%	14.7%	5.4%	93.8%	0.8%	3.9%	1.6%	6.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	119	57.1%	17.6%	6.7%	81.5%	4.2%	2.5%	11.8%	18.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	78	10.3%	5.1%	5.1%	20.5%	3.8%	5.1%	70.5%	79.5%	±
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).	101	35.6%	16.8%	5.0%	57.4%	5.0%	1.0%	15.8%	21.8%	20.8%
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.	25	36.0%	32.0%	12.0%	80.0%	0.0%	12.0%	8.0%	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.	56	39.3%	19.6%	17.9%	76.8%	5.4%	3.6%	14.3%	23.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	42	42.9%	9.5%	11.9%	64.3%	4.8%	4.8%	14.3%	23.8%	11.9%
31. The PPT introduced planning for my child's transition to adulthood.	54	42.6%	13.0%	11.1%	66.7%	7.4%	7.4%	18.5%	33.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	57	64.9%	8.8%	12.3%	86.0%	7.0%	3.5%	3.5%	14.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	55	45.5%	25.5%	12.7%	83.6%	3.6%	3.6%	9.1%	16.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	51	41.2%	11.8%	15.7%	68.6%	5.9%	7.8%	17.6%	31.4%	±

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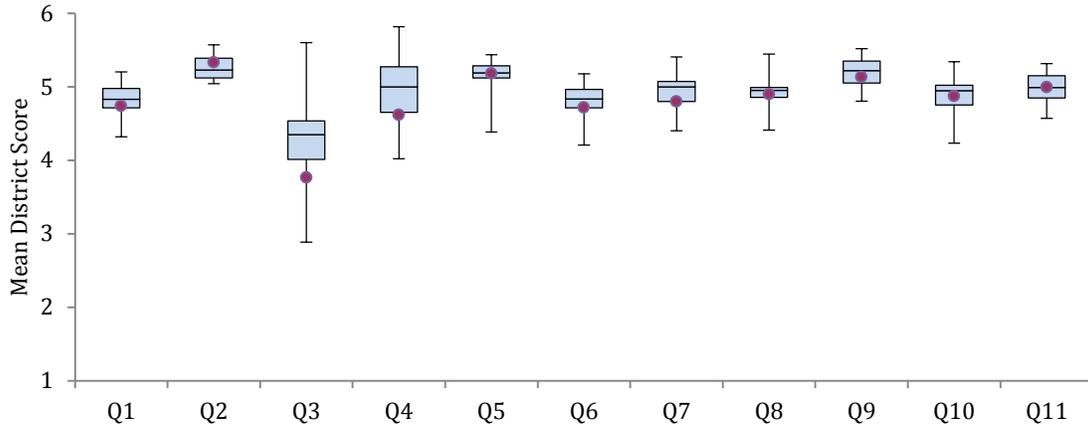
Manchester Survey Response Table (continued)

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.	83	25.3%	3.6%	6.0%	34.9%	4.8%	8.4%	51.8%	65.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	80	20.0%	6.3%	5.0%	31.3%	3.8%	5.0%	60.0%	68.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	108	20.4%	9.3%	1.9%	31.5%	3.7%	5.6%	21.3%	30.6%	38.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	104	20.2%	8.7%	2.9%	31.7%	4.8%	1.9%	18.3%	25.0%	43.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	122	39.3%	25.4%	18.9%	83.6%	3.3%	4.9%	8.2%	16.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	122	41.8%	21.3%	19.7%	82.8%	4.9%	6.6%	5.7%	17.2%	±

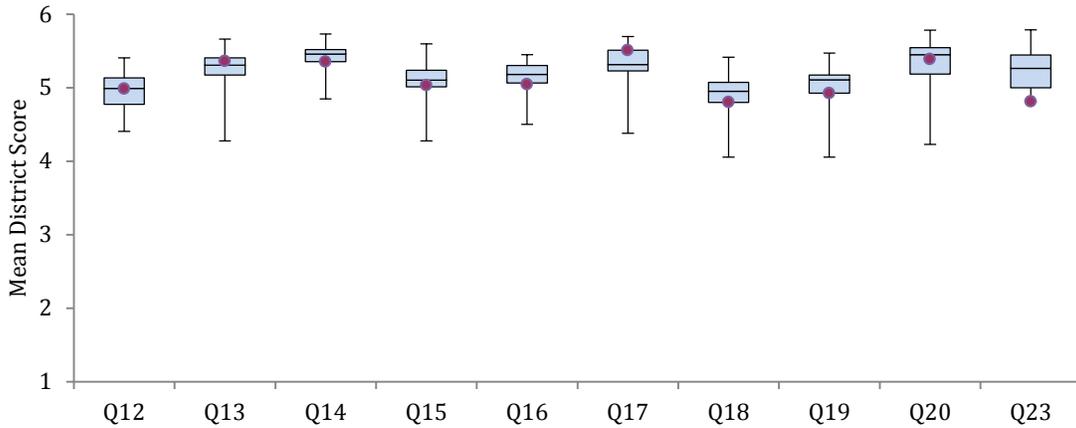
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Manchester Box-and-Whisker Charts

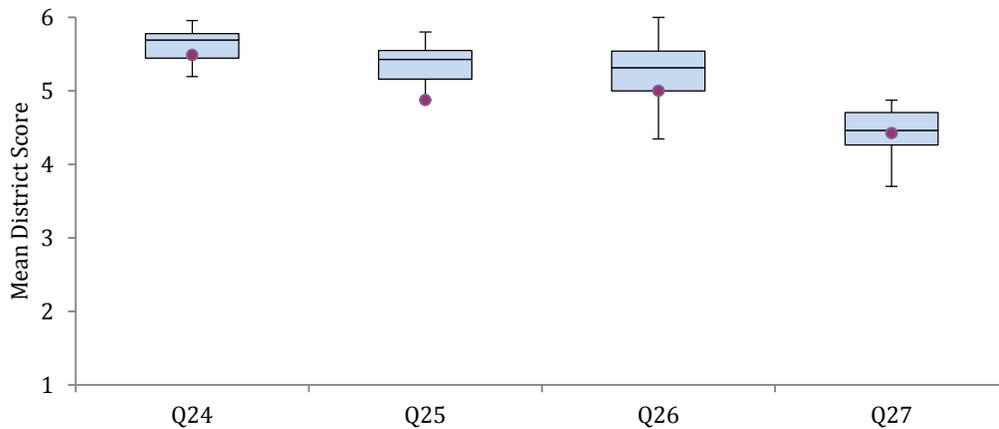
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



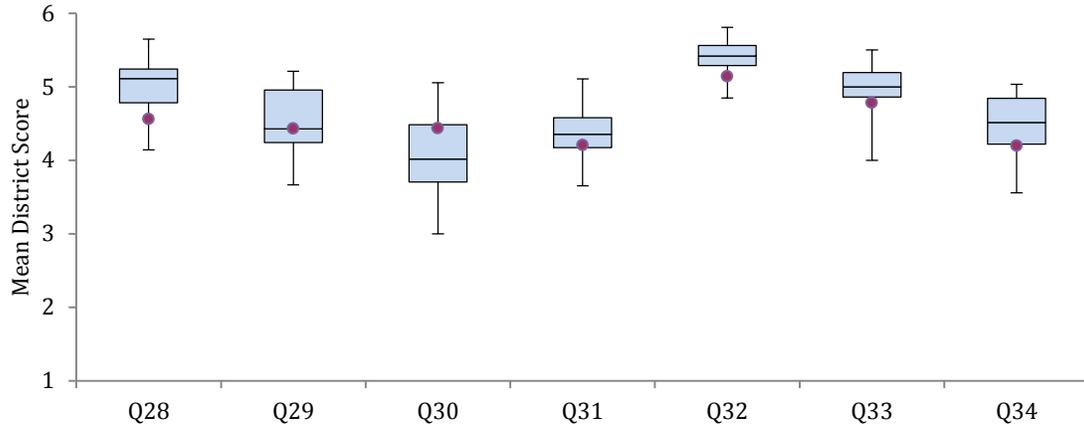
My Child's Participation



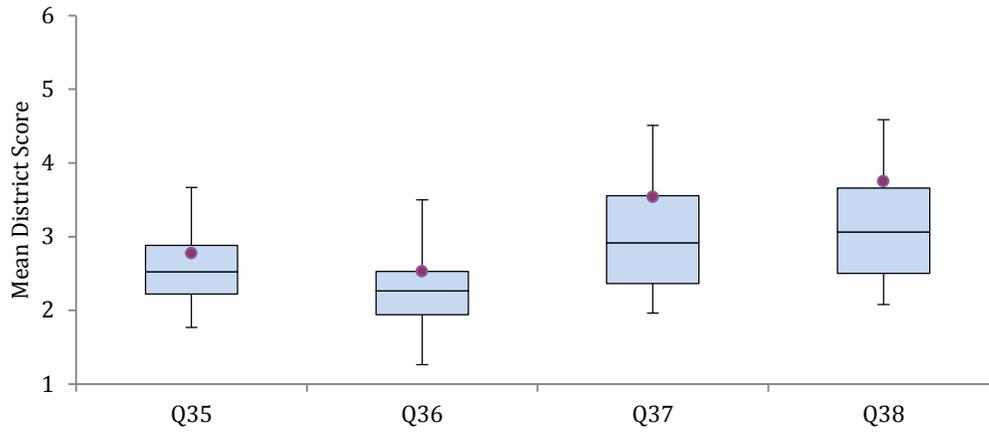
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Manchester Box-and-Whisker Charts (continued)

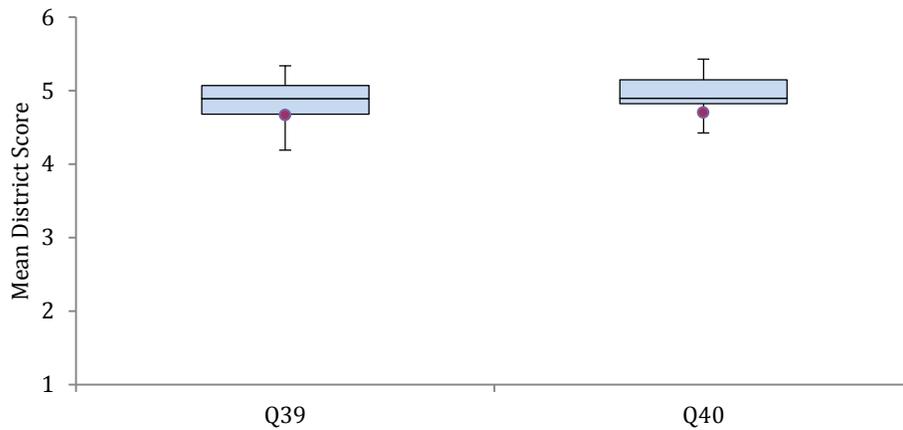
Transition Planning



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).

Naugatuck School District

The 2012-2013 survey was sent to 615 parents of children receiving special education services in the Naugatuck School District. A total of 118 surveys were returned for a response rate of 19.2%, slightly below the overall survey response rate of 21.3% (n=2,091).

Naugatuck Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	114	44.7%	30.7%	14.9%	90.4%	0.9%	6.1%	2.6%	9.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	114	64.0%	21.9%	9.6%	95.6%	2.6%	0.9%	0.9%	4.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	31	32.3%	9.7%	0.0%	41.9%	22.6%	9.7%	25.8%	58.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	42	14.3%	11.9%	2.4%	28.6%	4.8%	4.8%	61.9%	71.4%	±
5. My child is accepted within the school community.	111	55.9%	23.4%	9.9%	89.2%	7.2%	1.8%	1.8%	10.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	115	44.3%	30.4%	13.0%	87.8%	4.3%	5.2%	2.6%	12.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	114	57.0%	27.2%	6.1%	90.4%	6.1%	1.8%	0.0%	7.9%	1.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	113	50.4%	30.1%	10.6%	91.2%	1.8%	3.5%	1.8%	7.1%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	112	65.2%	25.0%	7.1%	97.3%	0.9%	0.0%	1.8%	2.7%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	110	50.0%	33.6%	10.0%	93.6%	2.7%	0.0%	2.7%	5.5%	0.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	113	53.1%	30.1%	8.0%	91.2%	2.7%	0.0%	2.7%	5.3%	3.5%

Table is continued on the next page.

Naugatuck 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.	113	54.0%	21.2%	15.9%	91.2%	7.1%	0.0%	1.8%	8.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	114	65.8%	21.9%	7.0%	94.7%	2.6%	0.9%	1.8%	5.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	114	65.8%	23.7%	7.0%	96.5%	2.6%	0.9%	0.0%	3.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	114	56.1%	26.3%	7.9%	90.4%	5.3%	1.8%	2.6%	9.6%	±
16. My child's evaluation report is written in terms I understand.	115	60.9%	22.6%	10.4%	93.9%	3.5%	0.0%	2.6%	6.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	115	73.9%	16.5%	4.3%	94.8%	2.6%	1.7%	0.9%	5.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	111	43.2%	31.5%	15.3%	90.1%	3.6%	0.9%	5.4%	9.9%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	115	56.5%	23.5%	13.0%	93.0%	4.3%	0.9%	1.7%	7.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	115	78.3%	15.7%	1.7%	95.7%	3.5%	0.0%	0.9%	4.3%	±
21. If necessary, a translator was provided at the PPT meetings.	21	61.9%	28.6%	0.0%	90.5%	0.0%	0.0%	9.5%	9.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	20	60.0%	35.0%	5.0%	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.	105	56.2%	20.0%	6.7%	82.9%	2.9%	0.0%	7.6%	10.5%	6.7%

Table is continued on the next page.

Naugatuck 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).	112	84.8%	11.6%	2.7%	99.1%	0.0%	0.9%	0.0%	0.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	105	76.2%	14.3%	3.8%	94.3%	1.9%	1.0%	2.9%	5.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	66	10.6%	6.1%	3.0%	19.7%	7.6%	4.5%	68.2%	80.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	73	37.0%	13.7%	9.6%	60.3%	6.8%	1.4%	9.6%	17.8%	21.9%
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	43.8%	18.8%	6.3%	68.8%	6.3%	0.0%	25.0%	31.3%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	29	51.7%	24.1%	13.8%	89.7%	3.4%	3.4%	3.4%	10.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	20	40.0%	20.0%	5.0%	65.0%	5.0%	5.0%	10.0%	20.0%	15.0%
31. The PPT introduced planning for my child's transition to adulthood.	28	46.4%	28.6%	17.9%	92.9%	3.6%	3.6%	0.0%	7.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	36	75.0%	13.9%	8.3%	97.2%	0.0%	0.0%	2.8%	2.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	36	69.4%	13.9%	11.1%	94.4%	5.6%	0.0%	0.0%	5.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	31	51.6%	25.8%	6.5%	83.9%	9.7%	3.2%	3.2%	16.1%	±

Table is continued on the next page.

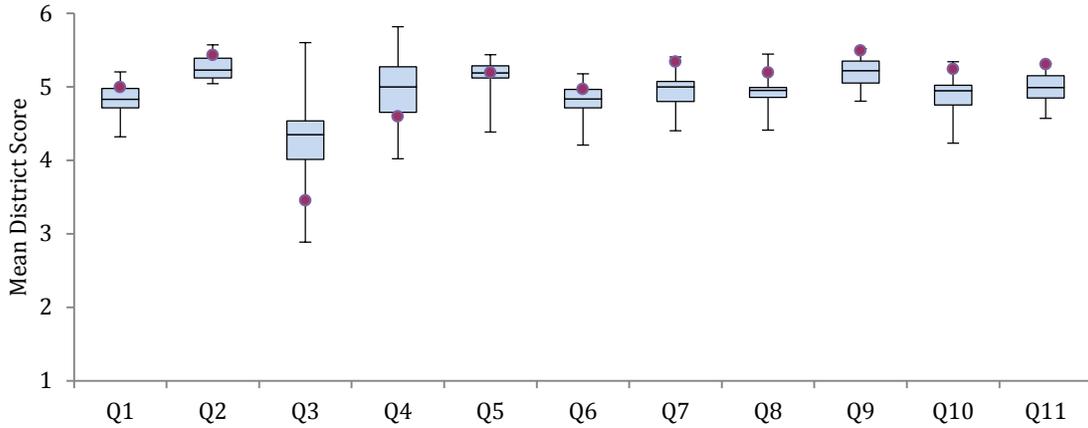
Naugatuck Survey Response Table (continued)

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.	65	16.9%	6.2%	7.7%	30.8%	4.6%	7.7%	56.9%	69.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	63	12.7%	9.5%	7.9%	30.2%	3.2%	7.9%	58.7%	69.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	87	10.3%	8.0%	9.2%	27.6%	3.4%	2.3%	26.4%	32.2%	40.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	89	11.2%	9.0%	6.7%	27.0%	2.2%	3.4%	27.0%	32.6%	40.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	109	46.8%	24.8%	13.8%	85.3%	6.4%	4.6%	3.7%	14.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	101	45.5%	27.7%	11.9%	85.1%	5.0%	2.0%	7.9%	14.9%	±

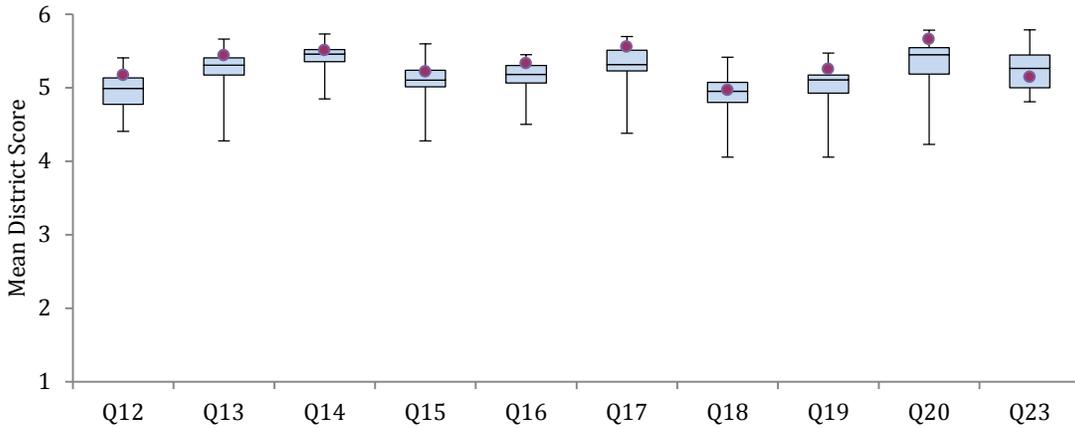
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Naugatuck Box-and-Whisker Charts

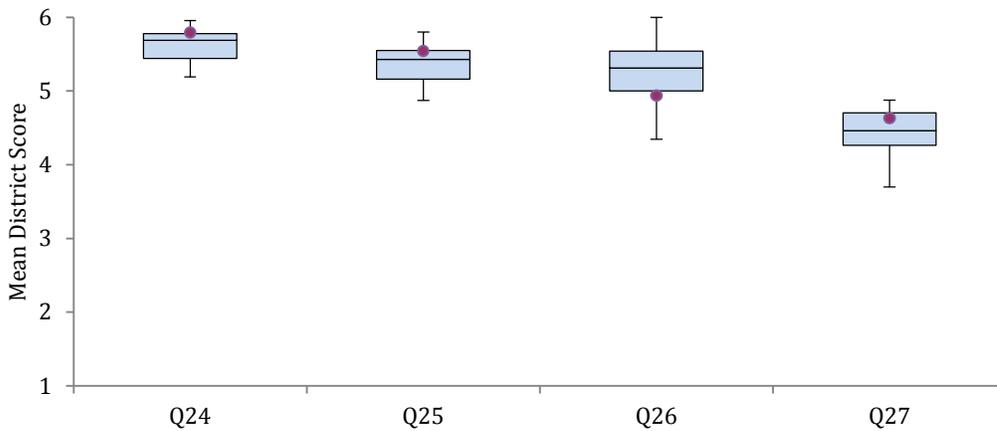
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



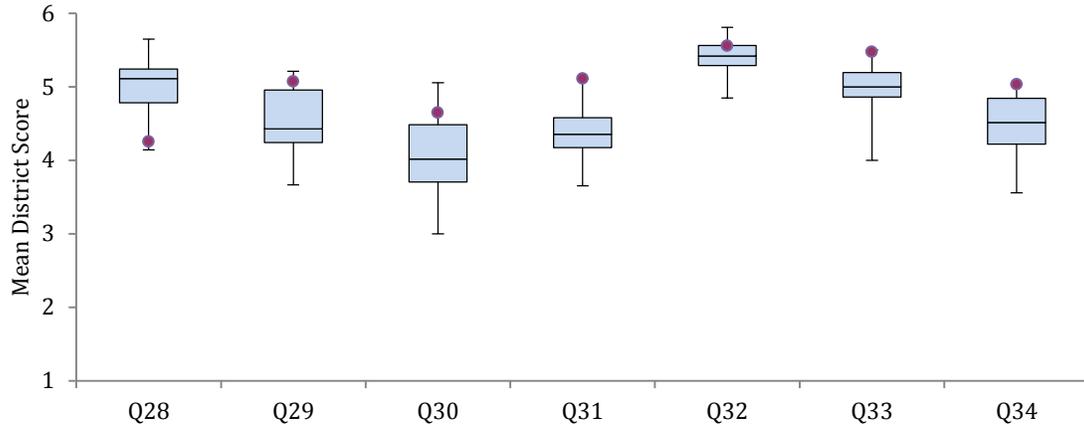
My Child's Participation



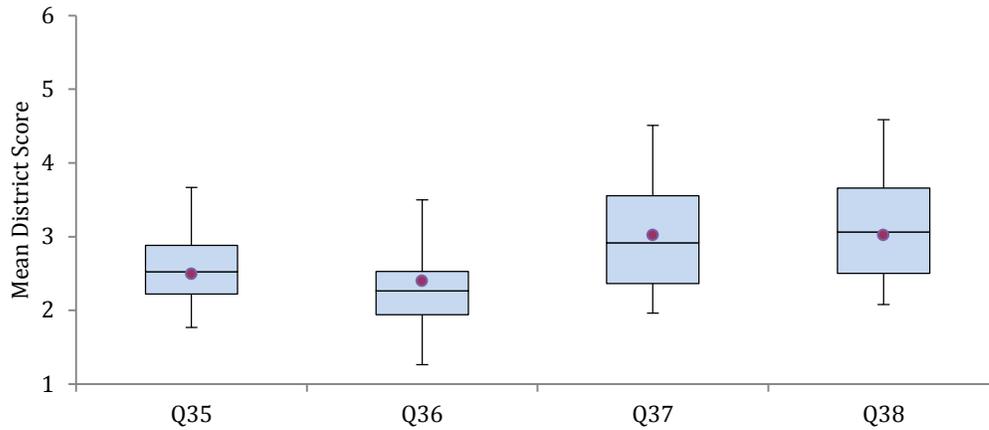
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Naugatuck Box-and-Whisker Charts (continued)

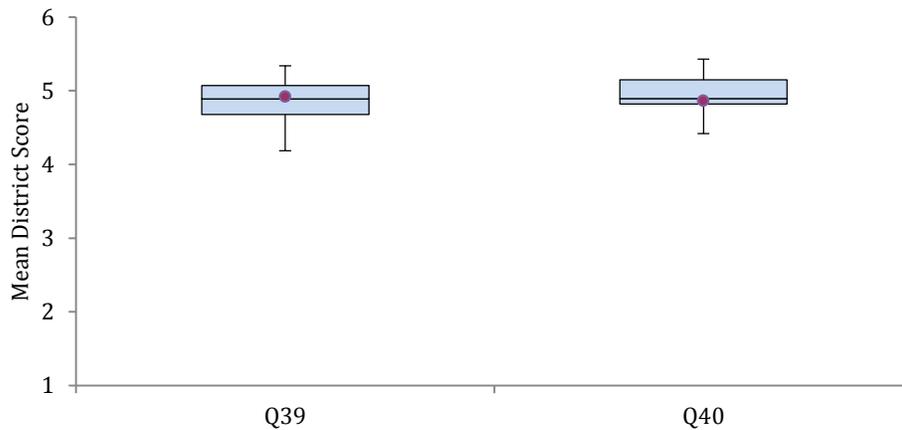
Transition Planning



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 Milford School District

The 2012-2013 survey was sent to 618 parents of children receiving special education services in the New Milford School District. A total of 156 surveys were returned for a response rate of 25.2% above the overall survey response rate of 21.3% (n=2,091).

New Milford 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.	154	34.4%	39.6%	15.6%	89.6%	1.9%	1.9%	6.5%	10.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	154	46.8%	33.8%	12.3%	92.9%	1.3%	2.6%	3.2%	7.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	30	16.7%	6.7%	6.7%	30.0%	6.7%	6.7%	56.7%	70.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	48	10.4%	0.0%	4.2%	14.6%	2.1%	4.2%	79.2%	85.4%	±
5. My child is accepted within the school community.	150	54.7%	33.3%	7.3%	95.3%	3.3%	1.3%	0.0%	4.7%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	153	36.6%	35.9%	12.4%	85.0%	5.2%	3.3%	5.9%	14.4%	0.7%
7. All special education services identified in my child's IEP have been provided.	154	47.4%	28.6%	9.7%	85.7%	3.2%	3.2%	5.2%	11.7%	2.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	154	44.8%	31.2%	9.1%	85.1%	3.9%	3.9%	7.1%	14.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	153	54.2%	26.8%	9.2%	90.2%	3.9%	1.3%	3.9%	9.2%	0.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	150	41.3%	28.0%	11.3%	80.7%	10.0%	2.7%	4.7%	17.3%	2.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	150	50.0%	21.3%	16.0%	87.3%	5.3%	0.0%	6.7%	12.0%	0.7%

Table is continued on the next page.

New Milford 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.	151	45.0%	25.2%	17.2%	87.4%	2.6%	5.3%	4.6%	12.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	154	64.9%	19.5%	8.4%	92.9%	1.3%	2.6%	3.2%	7.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	154	64.3%	22.1%	10.4%	96.8%	1.3%	1.3%	0.6%	3.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	151	53.0%	27.2%	9.3%	89.4%	6.0%	2.0%	2.6%	10.6%	±
16. My child's evaluation report is written in terms I understand.	154	50.0%	27.9%	9.7%	87.7%	7.8%	1.3%	3.2%	12.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	154	63.6%	20.1%	7.1%	90.9%	4.5%	1.9%	2.6%	9.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	150	50.7%	27.3%	11.3%	89.3%	4.7%	2.7%	3.3%	10.7%	±
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.	151	55.6%	17.9%	14.6%	88.1%	6.6%	2.0%	3.3%	11.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	154	64.9%	20.1%	4.5%	89.6%	3.9%	1.9%	4.5%	10.4%	±
21. If necessary, a translator was provided at the PPT meetings.	19	52.6%	10.5%	10.5%	73.7%	10.5%	0.0%	15.8%	26.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	24	62.5%	12.5%	8.3%	83.3%	4.2%	0.0%	12.5%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	141	62.4%	18.4%	7.8%	88.7%	0.0%	1.4%	5.0%	6.4%	5.0%

Table is continued on the next page.

New Milford 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).	152	84.2%	11.8%	1.3%	97.4%	0.0%	2.0%	0.7%	2.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	142	75.4%	16.2%	2.8%	94.4%	1.4%	2.1%	2.1%	5.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	84	6.0%	2.4%	2.4%	10.7%	3.6%	7.1%	78.6%	89.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	78	41.0%	14.1%	11.5%	66.7%	3.8%	2.6%	7.7%	14.1%	19.2%
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.	26	76.9%	15.4%	3.8%	96.2%	0.0%	3.8%	0.0%	3.8%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	28	32.1%	28.6%	14.3%	75.0%	10.7%	3.6%	10.7%	25.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	19	21.1%	26.3%	0.0%	47.4%	5.3%	5.3%	15.8%	26.3%	26.3%
31. The PPT introduced planning for my child's transition to adulthood.	26	26.9%	23.1%	38.5%	88.5%	7.7%	0.0%	3.8%	11.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	29	72.4%	17.2%	0.0%	89.7%	3.4%	3.4%	3.4%	10.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	30	50.0%	30.0%	6.7%	86.7%	3.3%	3.3%	6.7%	13.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	24	41.7%	29.2%	12.5%	83.3%	12.5%	0.0%	4.2%	16.7%	±

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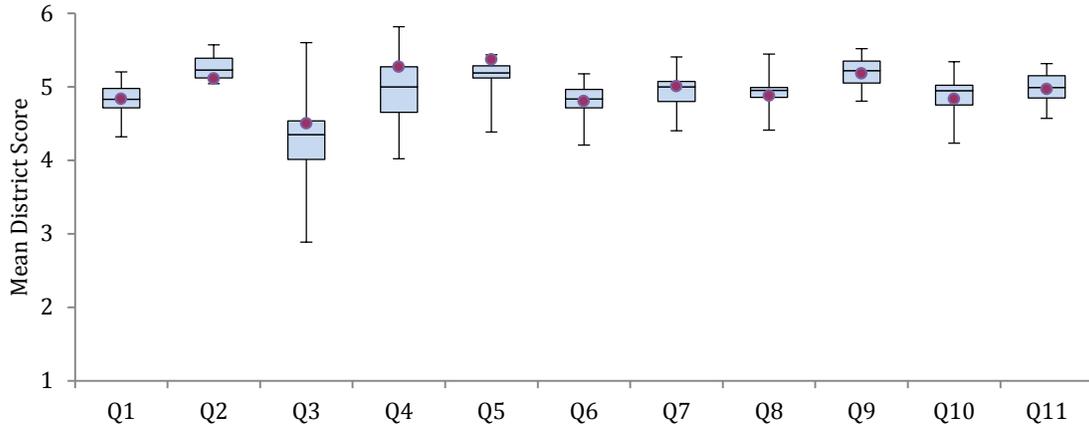
New Milford Survey Response Table (continued)

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.	77	22.1%	6.5%	9.1%	37.7%	5.2%	10.4%	46.8%	62.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	74	12.2%	12.2%	8.1%	32.4%	5.4%	8.1%	54.1%	67.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	117	12.0%	12.0%	15.4%	39.3%	4.3%	6.8%	15.4%	26.5%	34.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	116	9.5%	12.1%	12.1%	33.6%	4.3%	6.0%	11.2%	21.6%	44.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	139	45.3%	30.2%	17.3%	92.8%	2.9%	2.2%	2.2%	7.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	136	52.2%	28.7%	11.0%	91.9%	4.4%	2.2%	1.5%	8.1%	±

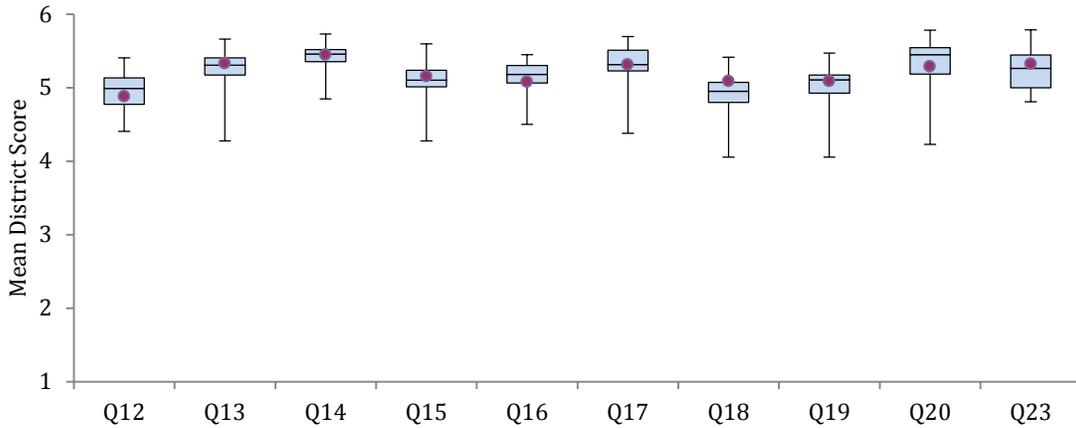
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

New Milford Box-and-Whisker Charts

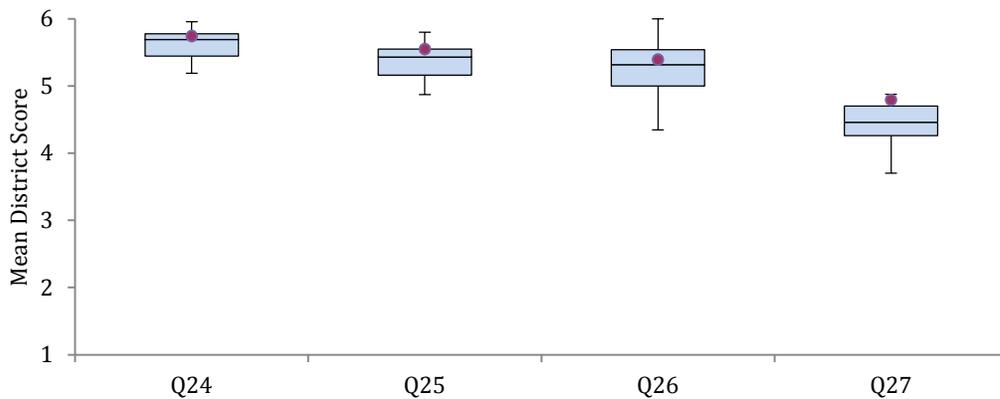
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



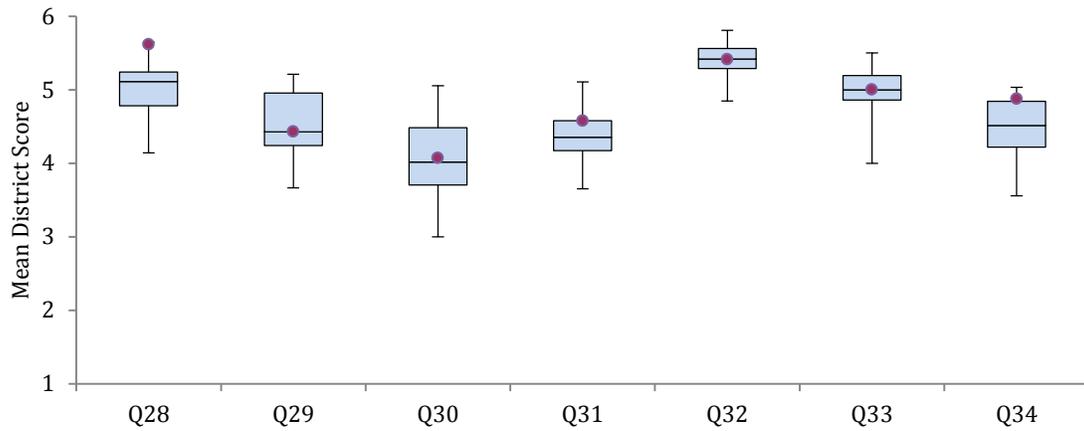
My Child's Participation



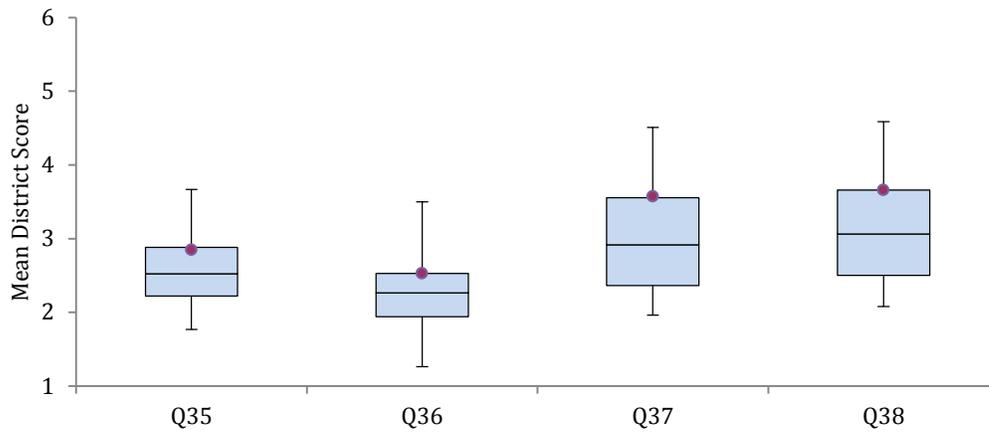
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

New Milford Box-and-Whisker Charts (continued)

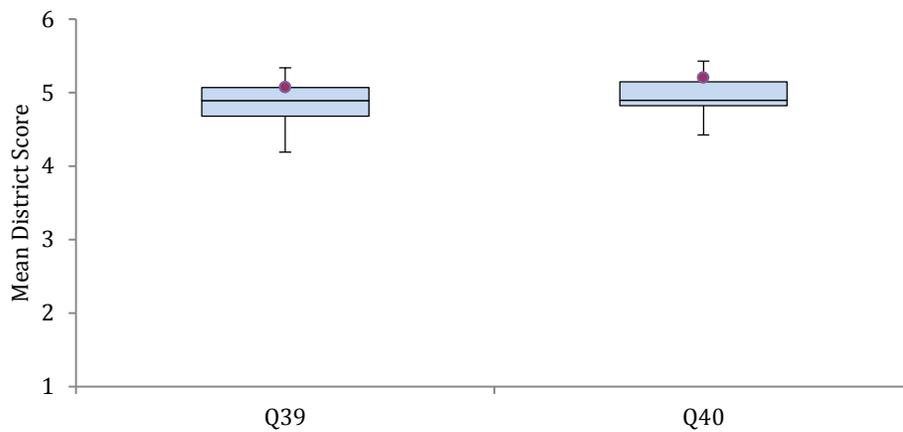
Transition Planning



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).

Norwich School District

The 2012-2013 survey was sent to 689 parents of children receiving special education services in the Norwich School District. A total of 76 surveys were returned for a response rate of 11.0%, below the overall survey response rate of 21.3% (n=2,091).

Norwich 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.	73	31.5%	32.9%	13.7%	78.1%	8.2%	4.1%	9.6%	21.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	74	50.0%	27.0%	14.9%	91.9%	4.1%	2.7%	1.4%	8.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	14.8%	7.4%	11.1%	33.3%	7.4%	11.1%	48.1%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	41	9.8%	12.2%	9.8%	31.7%	4.9%	4.9%	58.5%	68.3%	±
5. My child is accepted within the school community.	73	56.2%	24.7%	12.3%	93.2%	4.1%	0.0%	2.7%	6.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	74	31.1%	31.1%	17.6%	79.7%	12.2%	4.1%	4.1%	20.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	74	36.5%	28.4%	18.9%	83.8%	10.8%	2.7%	2.7%	16.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	73	41.1%	26.0%	9.6%	76.7%	9.6%	4.1%	5.5%	19.2%	4.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	72	47.2%	29.2%	9.7%	86.1%	6.9%	2.8%	2.8%	12.5%	1.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	68	36.8%	22.1%	26.5%	85.3%	4.4%	2.9%	4.4%	11.8%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	70	38.6%	25.7%	15.7%	80.0%	7.1%	7.1%	2.9%	17.1%	2.9%

Table is continued on the next page.

Norwich 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.	75	37.3%	34.7%	12.0%	84.0%	5.3%	2.7%	8.0%	16.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	76	51.3%	34.2%	3.9%	89.5%	3.9%	3.9%	2.6%	10.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	76	57.9%	22.4%	11.8%	92.1%	1.3%	3.9%	2.6%	7.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	74	45.9%	23.0%	16.2%	85.1%	5.4%	4.1%	5.4%	14.9%	±
16. My child's evaluation report is written in terms I understand.	76	48.7%	31.6%	9.2%	89.5%	2.6%	2.6%	5.3%	10.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	76	55.3%	28.9%	9.2%	93.4%	2.6%	2.6%	1.3%	6.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	76	35.5%	28.9%	10.5%	75.0%	15.8%	3.9%	5.3%	25.0%	±
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.	76	42.1%	25.0%	18.4%	85.5%	6.6%	2.6%	5.3%	14.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	76	61.8%	18.4%	6.6%	86.8%	7.9%	2.6%	2.6%	13.2%	±
21. If necessary, a translator was provided at the PPT meetings.	18	55.6%	27.8%	0.0%	83.3%	0.0%	5.6%	11.1%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	12	58.3%	25.0%	0.0%	83.3%	8.3%	0.0%	8.3%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	57	45.6%	21.1%	5.3%	71.9%	7.0%	1.8%	8.8%	17.5%	10.5%

Table is continued on the next page.

Norwich 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).	73	65.8%	19.2%	8.2%	93.2%	0.0%	2.7%	4.1%	6.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	70	67.1%	10.0%	5.7%	82.9%	7.1%	4.3%	5.7%	17.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	46	6.5%	2.2%	8.7%	17.4%	13.0%	4.3%	65.2%	82.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	56	37.5%	12.5%	10.7%	60.7%	8.9%	1.8%	10.7%	21.4%	17.9%
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.	12	58.3%	8.3%	16.7%	83.3%	16.7%	0.0%	0.0%	16.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	27	51.9%	22.2%	7.4%	81.5%	14.8%	0.0%	3.7%	18.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	22	45.5%	13.6%	9.1%	68.2%	4.5%	4.5%	13.6%	22.7%	9.1%
31. The PPT introduced planning for my child's transition to adulthood.	26	53.8%	23.1%	3.8%	80.8%	3.8%	3.8%	11.5%	19.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	31	71.0%	22.6%	6.5%	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.	30	56.7%	30.0%	6.7%	93.3%	6.7%	0.0%	0.0%	6.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	28	57.1%	10.7%	17.9%	85.7%	3.6%	0.0%	10.7%	14.3%	±

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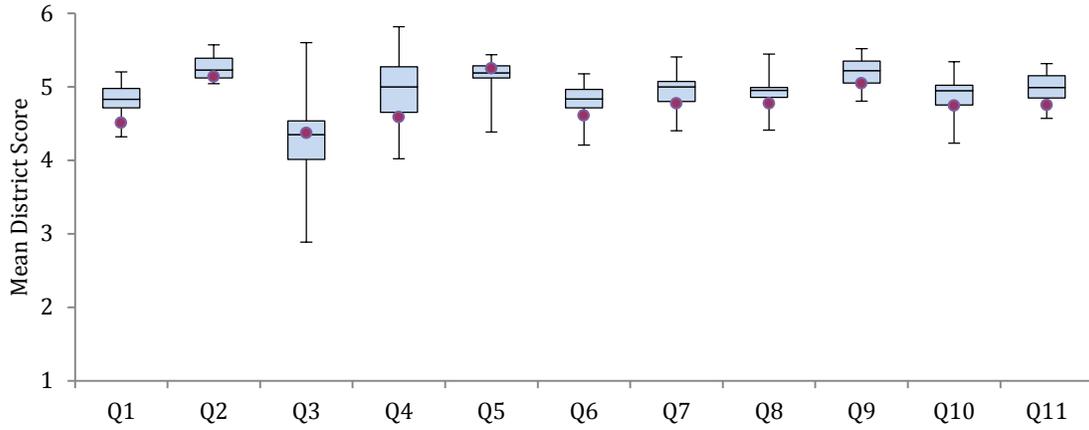
Norwich Survey Response Table (continued)

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.	50	24.0%	10.0%	4.0%	38.0%	4.0%	2.0%	56.0%	62.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	48	16.7%	4.2%	8.3%	29.2%	6.3%	2.1%	62.5%	70.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	61	13.1%	4.9%	11.5%	29.5%	3.3%	6.6%	21.3%	31.1%	39.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	62	14.5%	4.8%	9.7%	29.0%	3.2%	6.5%	21.0%	30.6%	40.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	68	42.6%	25.0%	13.2%	80.9%	4.4%	5.9%	8.8%	19.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	67	44.8%	20.9%	7.5%	73.1%	10.4%	6.0%	10.4%	26.9%	±

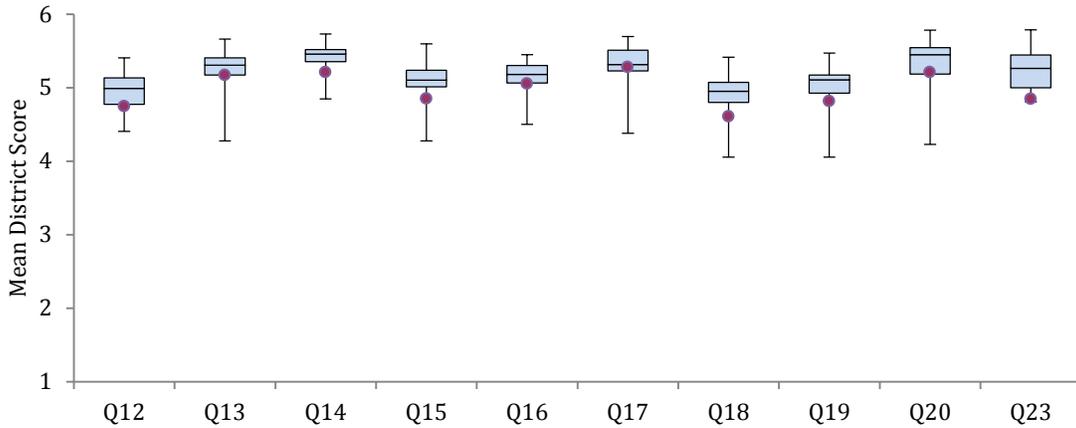
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Norwich Box-and-Whisker Charts

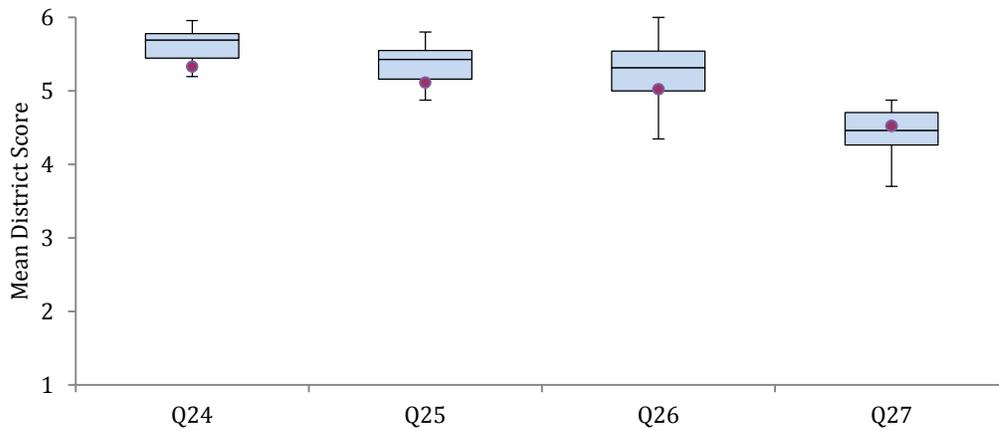
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



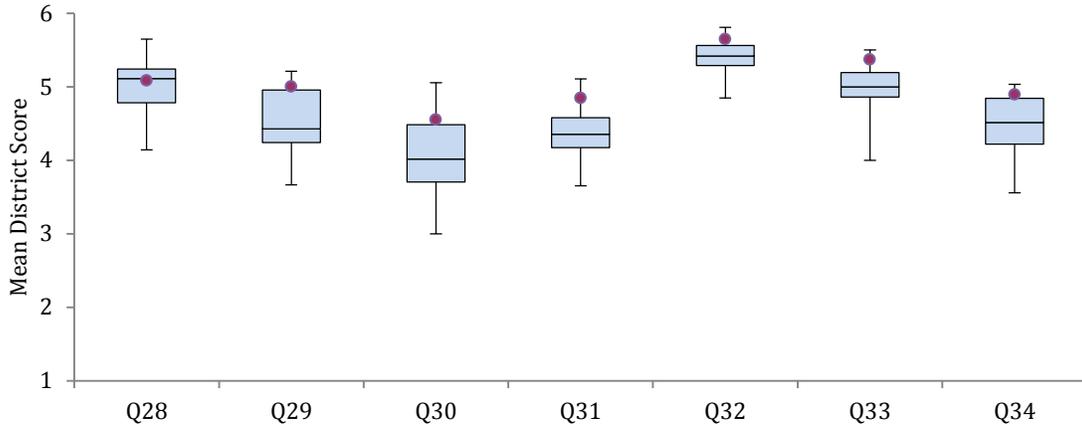
My Child's Participation



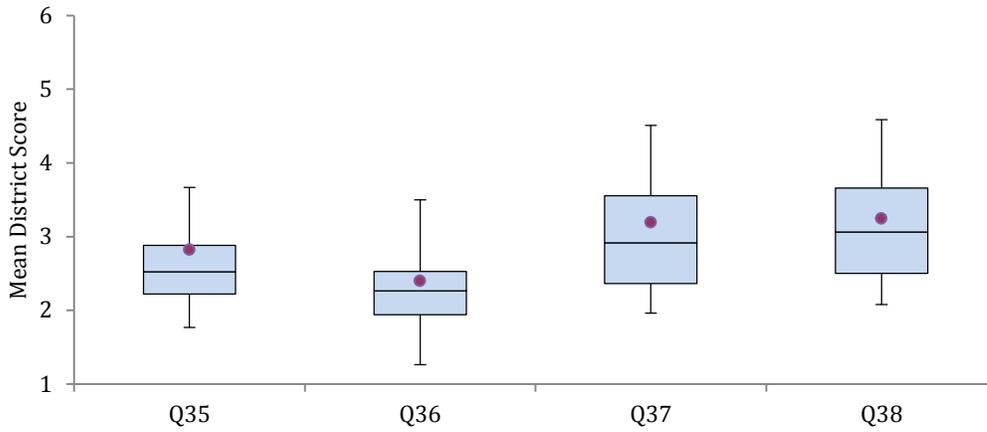
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Norwich Box-and-Whisker Charts (continued)

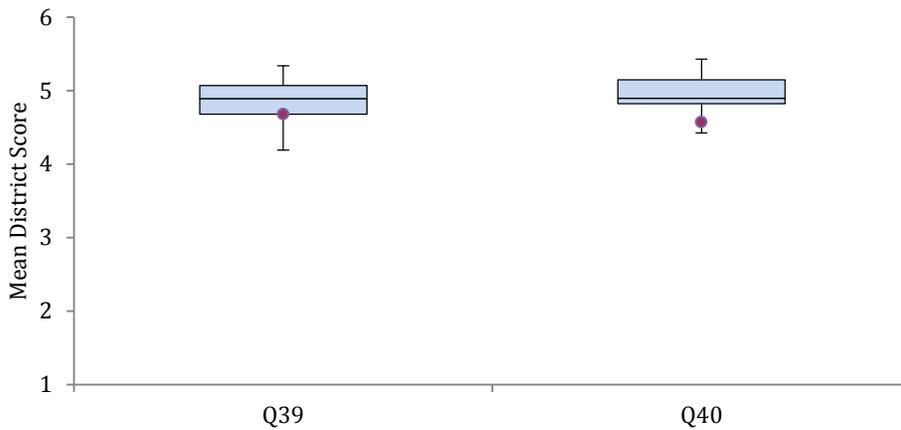
Transition Planning



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).

Oxford School District

The 2012-2013 survey was sent to 167 parents of children receiving special education services in the Oxford School District. A total of 59 surveys were returned for a response rate of 35.3%, above the overall survey response rate of 21.3% (n=2,091).

Oxford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	58	53.4%	27.6%	6.9%	87.9%	0.0%	3.4%	8.6%	12.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	58	74.1%	8.6%	10.3%	93.1%	0.0%	5.2%	1.7%	6.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	10	0.0%	0.0%	10.0%	10.0%	0.0%	10.0%	80.0%	90.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	24	8.3%	0.0%	8.3%	16.7%	0.0%	4.2%	79.2%	83.3%	±
5. My child is accepted within the school community.	58	65.5%	20.7%	8.6%	94.8%	1.7%	0.0%	3.4%	5.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	58	56.9%	25.9%	6.9%	89.7%	1.7%	0.0%	8.6%	10.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	57	68.4%	15.8%	5.3%	89.5%	3.5%	1.8%	5.3%	10.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	58	55.2%	25.9%	5.2%	86.2%	1.7%	5.2%	6.9%	13.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	58	69.0%	22.4%	3.4%	94.8%	0.0%	3.4%	1.7%	5.2%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	54	61.1%	14.8%	11.1%	87.0%	3.7%	0.0%	7.4%	11.1%	1.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	55	56.4%	27.3%	5.5%	89.1%	3.6%	0.0%	7.3%	10.9%	0.0%

Table is continued on the next page.

Oxford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	57	54.4%	22.8%	10.5%	87.7%	3.5%	3.5%	5.3%	12.3%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	58	72.4%	13.8%	1.7%	87.9%	1.7%	1.7%	8.6%	12.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	58	70.7%	15.5%	8.6%	94.8%	1.7%	3.4%	0.0%	5.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	58	65.5%	15.5%	12.1%	93.1%	1.7%	1.7%	3.4%	6.9%	±
16. My child's evaluation report is written in terms I understand.	57	61.4%	19.3%	12.3%	93.0%	3.5%	3.5%	0.0%	7.0%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	58	67.2%	12.1%	10.3%	89.7%	3.4%	5.2%	1.7%	10.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	58	62.1%	24.1%	1.7%	87.9%	3.4%	3.4%	5.2%	12.1%	±
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.	57	66.7%	15.8%	5.3%	87.7%	3.5%	1.8%	7.0%	12.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	58	72.4%	17.2%	0.0%	89.7%	0.0%	1.7%	8.6%	10.3%	±
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.	51	76.5%	5.9%	0.0%	82.4%	0.0%	0.0%	15.7%	15.7%	2.0%

Table is continued on the next page.

Oxford 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).	58	86.2%	8.6%	1.7%	96.6%	1.7%	0.0%	1.7%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	53	81.1%	5.7%	5.7%	92.5%	1.9%	0.0%	5.7%	7.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	33	6.1%	3.0%	9.1%	18.2%	3.0%	6.1%	72.7%	81.8%	±
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).	34	47.1%	8.8%	5.9%	61.8%	2.9%	0.0%	14.7%	17.6%	20.6%
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	75.0%	12.5%	6.3%	93.8%	0.0%	0.0%	6.3%	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.	9	22.2%	22.2%	22.2%	66.7%	0.0%	0.0%	33.3%	33.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	25.0%	25.0%	0.0%	50.0%	0.0%	25.0%	12.5%	37.5%	12.5%
31. The PPT introduced planning for my child's transition to adulthood.	9	33.3%	22.2%	0.0%	55.6%	11.1%	11.1%	22.2%	44.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	62.5%	25.0%	0.0%	87.5%	12.5%	0.0%	0.0%	12.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	33.3%	22.2%	0.0%	55.6%	22.2%	0.0%	22.2%	44.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	22.2%	22.2%	11.1%	55.6%	0.0%	22.2%	22.2%	44.4%	±

Table is continued on the next page.

Oxford 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.	42	26.2%	4.8%	7.1%	38.1%	4.8%	0.0%	57.1%	61.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	36	8.3%	11.1%	5.6%	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.	53	9.4%	9.4%	3.8%	22.6%	3.8%	1.9%	35.8%	41.5%	35.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	52	17.3%	3.8%	3.8%	25.0%	3.8%	1.9%	28.8%	34.6%	40.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	53	67.9%	17.0%	5.7%	90.6%	0.0%	1.9%	7.5%	9.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	53	64.2%	17.0%	11.3%	92.5%	0.0%	1.9%	5.7%	7.5%	±

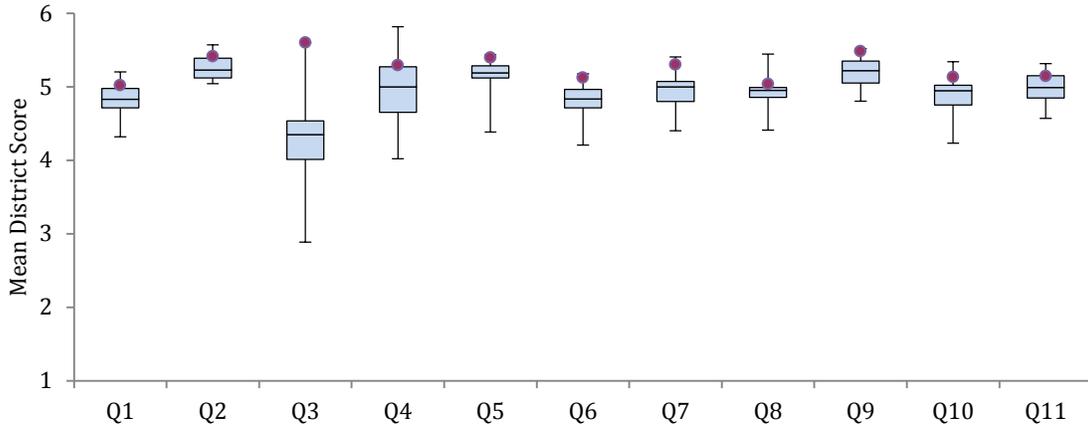
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

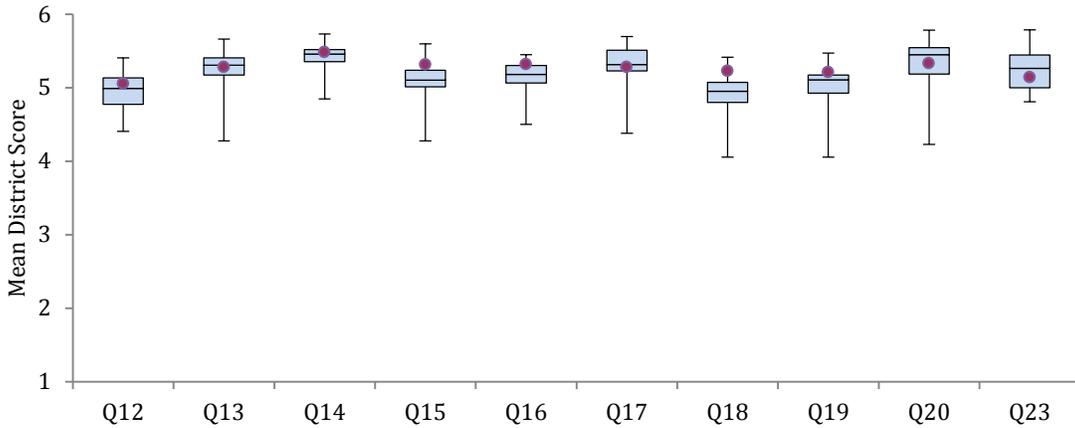
±± Minimum reporting standard not met for this survey item.

Oxford Box-and-Whisker Charts

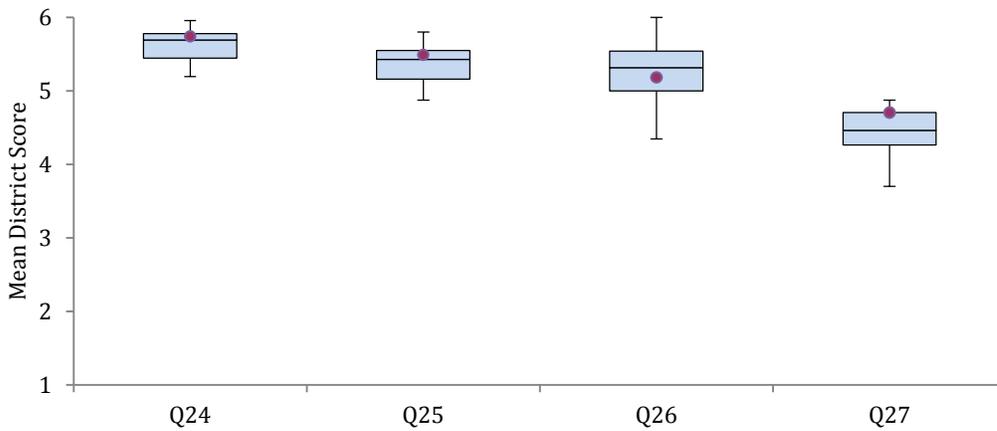
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



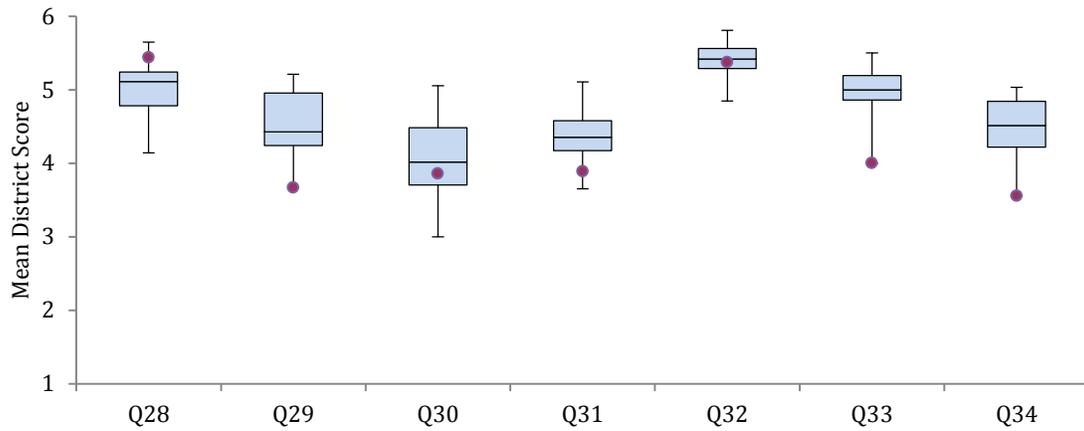
My Child's Participation



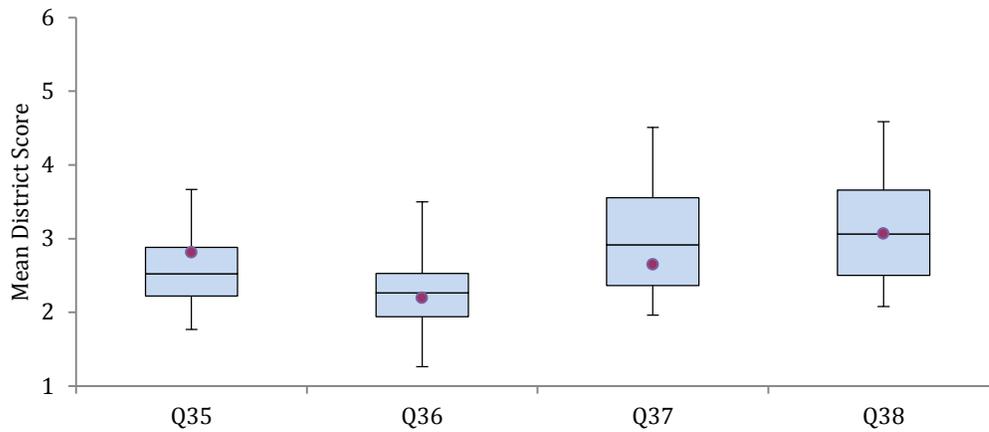
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Oxford Box-and-Whisker Charts (continued)

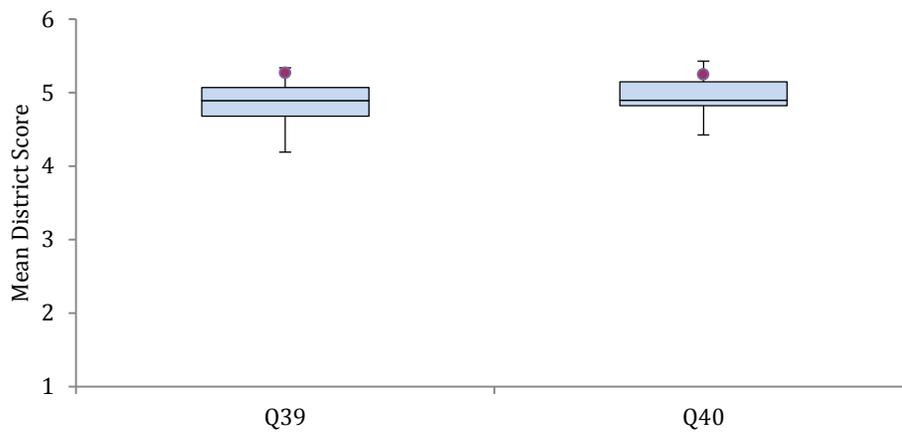
Transition Planning



Parent Training and Support



My Child's Skills



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

Regional School District 5

The 2012-2013 survey was sent to 278 parents of children receiving special education services in Regional School District 5. A total of 74 surveys were returned for a response rate of 26.6%, above the overall survey response rate of 21.3% (n=2,091).

Regional School District 5 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	37.8%	37.8%	5.4%	81.1%	4.1%	9.5%	5.4%	18.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	74	55.4%	17.6%	14.9%	87.8%	5.4%	1.4%	5.4%	12.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	25.0%	0.0%	8.3%	33.3%	8.3%	8.3%	50.0%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	23	13.0%	0.0%	4.3%	17.4%	0.0%	0.0%	82.6%	82.6%	±
5. My child is accepted within the school community.	73	56.2%	23.3%	9.6%	89.0%	2.7%	6.8%	1.4%	11.0%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	74	39.2%	31.1%	12.2%	82.4%	6.8%	6.8%	4.1%	17.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	73	42.5%	34.2%	6.8%	83.6%	11.0%	4.1%	1.4%	16.4%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	73	42.5%	31.5%	12.3%	86.3%	5.5%	4.1%	2.7%	12.3%	1.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	74	59.5%	20.3%	6.8%	86.5%	5.4%	4.1%	1.4%	10.8%	2.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	71	39.4%	31.0%	19.7%	90.1%	4.2%	2.8%	1.4%	8.5%	1.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	72	40.3%	34.7%	6.9%	81.9%	11.1%	4.2%	1.4%	16.7%	1.4%

Table is continued on the next page.

Regional School District 5 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.	74	45.9%	27.0%	14.9%	87.8%	8.1%	2.7%	1.4%	12.2%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	74	66.2%	21.6%	5.4%	93.2%	4.1%	0.0%	2.7%	6.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	74	73.0%	14.9%	6.8%	94.6%	0.0%	1.4%	4.1%	5.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	74	59.5%	23.0%	8.1%	90.5%	5.4%	2.7%	1.4%	9.5%	±
16. My child's evaluation report is written in terms I understand.	73	64.4%	20.5%	8.2%	93.2%	1.4%	2.7%	2.7%	6.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	73	71.2%	21.9%	4.1%	97.3%	0.0%	0.0%	2.7%	2.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	72	58.3%	20.8%	11.1%	90.3%	5.6%	2.8%	1.4%	9.7%	±
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.	71	54.9%	23.9%	9.9%	88.7%	5.6%	4.2%	1.4%	11.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	73	86.3%	9.6%	1.4%	97.3%	1.4%	1.4%	0.0%	2.7%	±
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.	67	74.6%	10.4%	1.5%	86.6%	3.0%	1.5%	3.0%	7.5%	6.0%

Table is continued on the next page.

Regional School District 5 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).	73	84.9%	12.3%	2.7%	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.	72	80.6%	9.7%	6.9%	97.2%	1.4%	0.0%	1.4%	2.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	48	6.3%	2.1%	0.0%	8.3%	0.0%	6.3%	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).	31	45.2%	9.7%	0.0%	54.8%	6.5%	12.9%	9.7%	29.0%	16.1%
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.	33	57.6%	27.3%	6.1%	90.9%	3.0%	0.0%	6.1%	9.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	38.9%	22.2%	5.6%	66.7%	5.6%	0.0%	16.7%	22.2%	11.1%
31. The PPT introduced planning for my child's transition to adulthood.	32	37.5%	25.0%	12.5%	75.0%	6.3%	6.3%	12.5%	25.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	36	83.3%	13.9%	0.0%	97.2%	2.8%	0.0%	0.0%	2.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	38	68.4%	13.2%	10.5%	92.1%	2.6%	0.0%	5.3%	7.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	32	56.3%	9.4%	18.8%	84.4%	6.3%	3.1%	6.3%	15.6%	±

Table is continued on the next page.

Regional School District 5 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.	42	21.4%	14.3%	4.8%	40.5%	4.8%	11.9%	42.9%	59.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	43	11.6%	14.0%	4.7%	30.2%	2.3%	2.3%	65.1%	69.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	65	21.5%	15.4%	13.8%	50.8%	6.2%	4.6%	13.8%	24.6%	24.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	62	12.9%	14.5%	12.9%	40.3%	4.8%	4.8%	16.1%	25.8%	33.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	67	52.2%	16.4%	16.4%	85.1%	3.0%	6.0%	6.0%	14.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	72	54.2%	22.2%	9.7%	86.1%	4.2%	2.8%	6.9%	13.9%	±

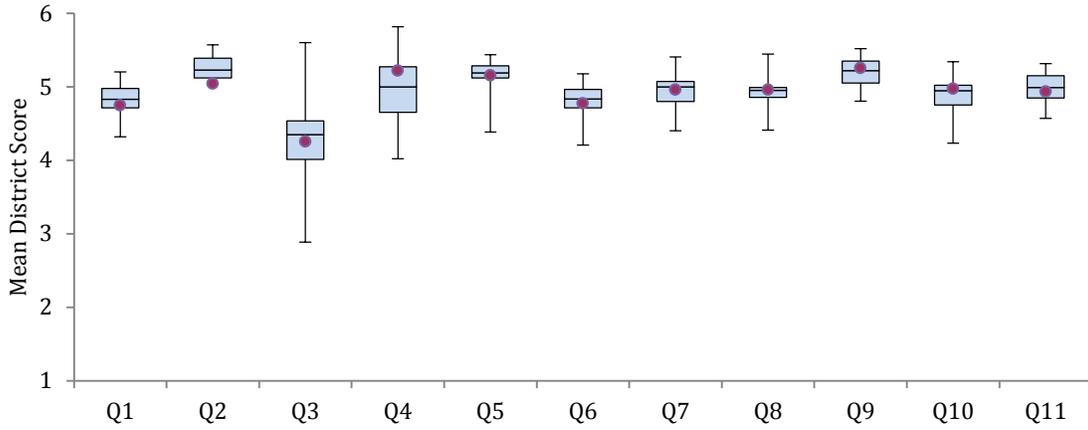
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

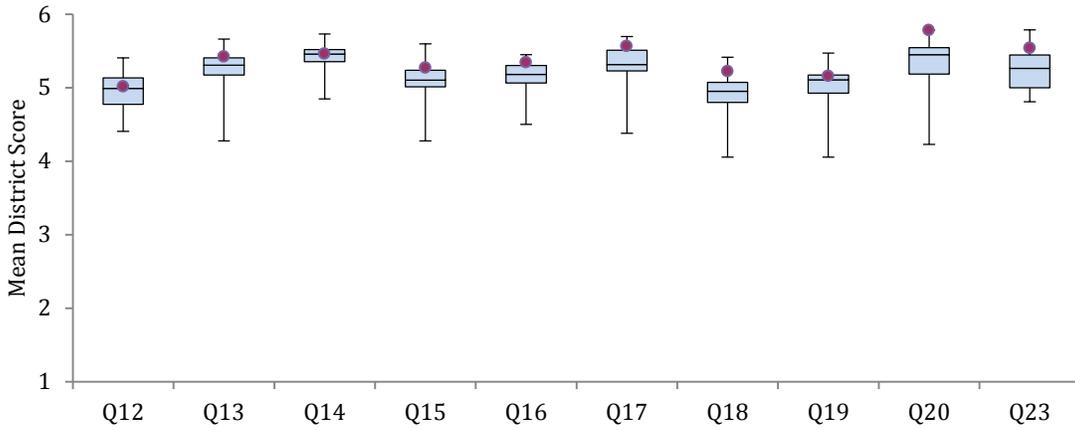
±± Minimum reporting standard not met for this survey item.

Regional School District 5 Box-and-Whisker Charts

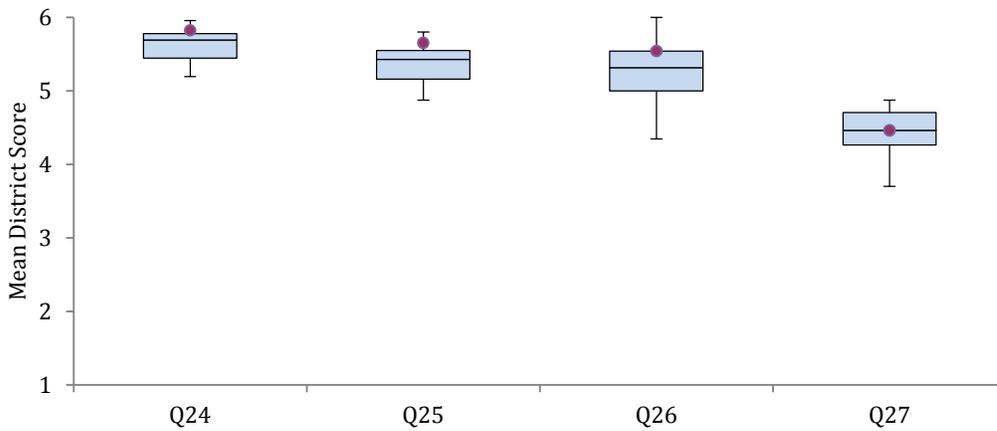
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



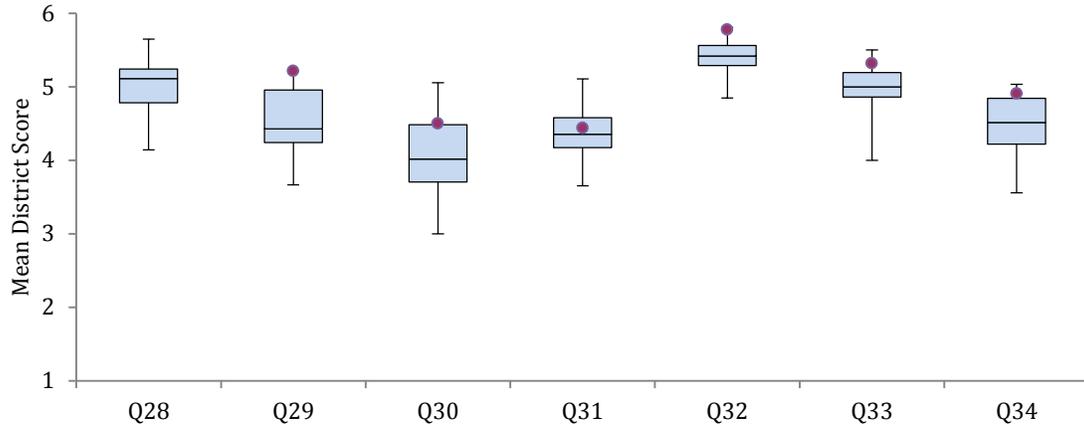
My Child's Participation



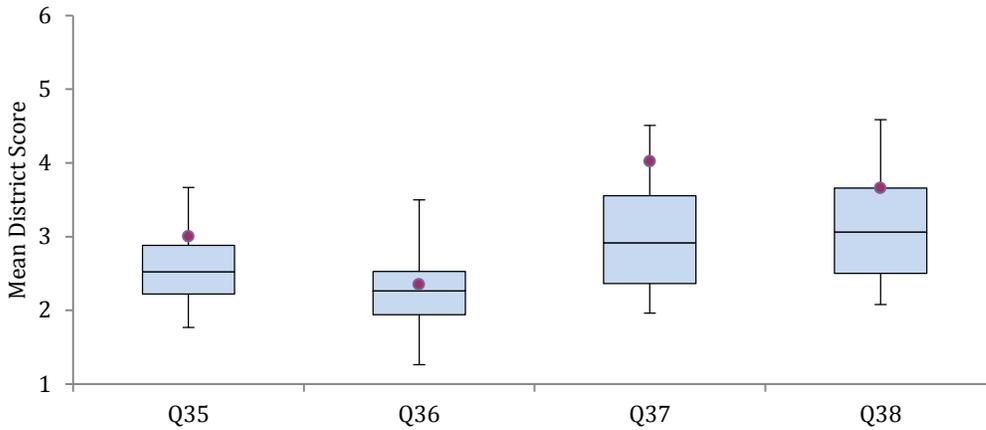
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 5 Box-and-Whisker Charts (continued)

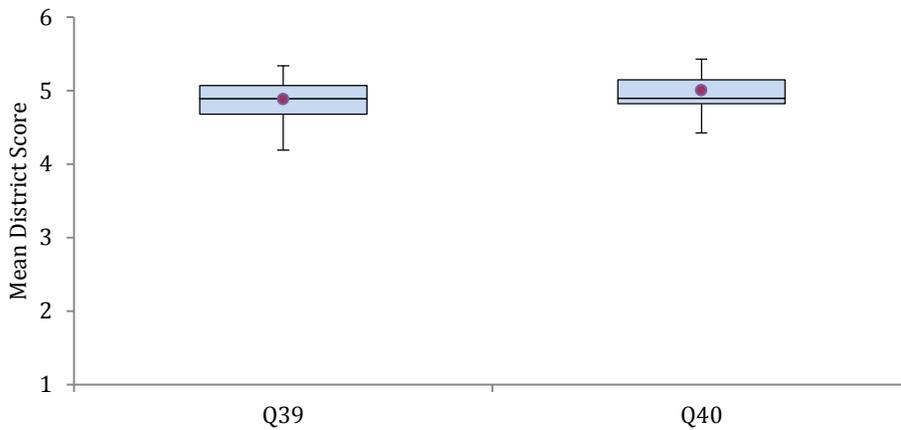
Transition Planning



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.

Regional School District 8

The 2012-2013 survey was sent to 244 parents of children receiving special education services in Regional School District 8. A total of 62 surveys were returned for a response rate of 25.4%, above the overall survey response rate of 21.3% (n=2,091).

Regional School District 8 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	37.7%	45.9%	4.9%	88.5%	1.6%	9.8%	0.0%	11.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	61	60.7%	27.9%	9.8%	98.4%	0.0%	1.6%	0.0%	1.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	4.8%	9.5%	9.5%	23.8%	4.8%	0.0%	71.4%	76.2%	±
5. My child is accepted within the school community.	59	49.2%	28.8%	15.3%	93.2%	3.4%	1.7%	1.7%	6.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	62	35.5%	38.7%	12.9%	87.1%	3.2%	6.5%	3.2%	12.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	60	43.3%	35.0%	15.0%	93.3%	0.0%	5.0%	0.0%	5.0%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	62	35.5%	29.0%	17.7%	82.3%	4.8%	4.8%	6.5%	16.1%	1.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	61	47.5%	29.5%	11.5%	88.5%	4.9%	1.6%	4.9%	11.5%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	60	40.0%	23.3%	16.7%	80.0%	5.0%	3.3%	8.3%	16.7%	3.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	60	35.0%	30.0%	18.3%	83.3%	3.3%	5.0%	6.7%	15.0%	1.7%

Table is continued on the next page.

Regional School District 8 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.	59	35.6%	39.0%	18.6%	93.2%	3.4%	0.0%	3.4%	6.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	62	61.3%	24.2%	6.5%	91.9%	6.5%	1.6%	0.0%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	62	61.3%	33.9%	3.2%	98.4%	0.0%	0.0%	1.6%	1.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	60	50.0%	30.0%	6.7%	86.7%	6.7%	1.7%	5.0%	13.3%	±
16. My child's evaluation report is written in terms I understand.	62	40.3%	46.8%	6.5%	93.5%	1.6%	3.2%	1.6%	6.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	62	69.4%	21.0%	1.6%	91.9%	1.6%	3.2%	3.2%	8.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	62	48.4%	32.3%	12.9%	93.5%	3.2%	1.6%	1.6%	6.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	62	54.8%	25.8%	9.7%	90.3%	8.1%	0.0%	1.6%	9.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	61	77.0%	18.0%	1.6%	96.7%	0.0%	0.0%	3.3%	3.3%	±
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.	58	56.9%	15.5%	3.4%	75.9%	1.7%	1.7%	13.8%	17.2%	6.9%

Table is continued on the next page.

Regional School District 8 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).	61	82.0%	8.2%	4.9%	95.1%	0.0%	1.6%	3.3%	4.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	60	81.7%	3.3%	5.0%	90.0%	0.0%	6.7%	3.3%	10.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	39	12.8%	2.6%	5.1%	20.5%	2.6%	5.1%	71.8%	79.5%	±
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).	36	44.4%	13.9%	8.3%	66.7%	2.8%	0.0%	16.7%	19.4%	13.9%
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.	±±	-	-	-	-	-	-	-	-	±
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.	28	35.7%	32.1%	14.3%	82.1%	10.7%	7.1%	0.0%	17.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	22	36.4%	0.0%	13.6%	50.0%	0.0%	18.2%	9.1%	27.3%	22.7%
31. The PPT introduced planning for my child's transition to adulthood.	31	41.9%	12.9%	19.4%	74.2%	12.9%	3.2%	9.7%	25.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	33	75.8%	9.1%	0.0%	84.8%	3.0%	6.1%	6.1%	15.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	33	51.5%	21.2%	15.2%	87.9%	3.0%	6.1%	3.0%	12.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	32	34.4%	25.0%	12.5%	71.9%	6.3%	12.5%	9.4%	28.1%	±

Table is continued on the next page.

Regional School District 8 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	10.8%	5.4%	5.4%	21.6%	5.4%	8.1%	64.9%	78.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	37	2.7%	5.4%	2.7%	10.8%	5.4%	8.1%	75.7%	89.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	4.1%	0.0%	8.2%	12.2%	6.1%	10.2%	28.6%	44.9%	42.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	4.3%	2.1%	2.1%	8.5%	4.3%	12.8%	27.7%	44.7%	46.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	61	41.0%	18.0%	21.3%	80.3%	6.6%	6.6%	6.6%	19.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	62	43.5%	25.8%	16.1%	85.5%	3.2%	6.5%	4.8%	14.5%	±

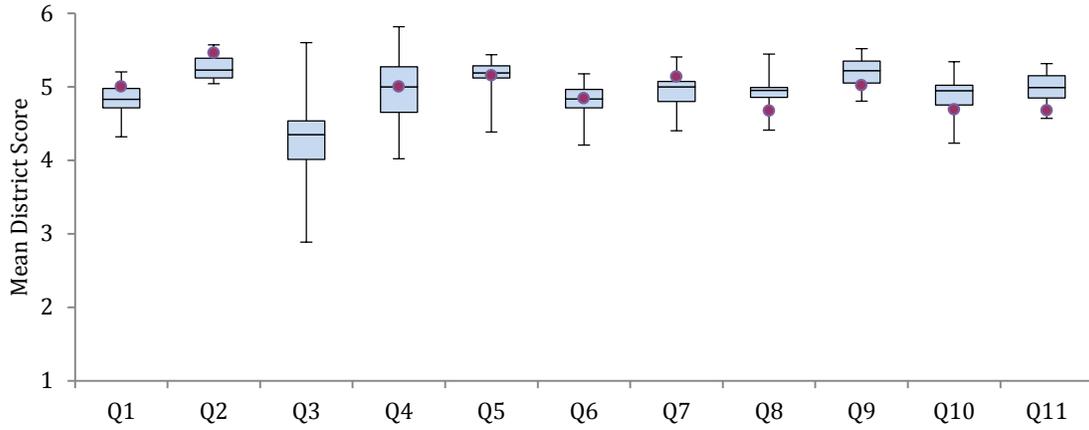
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

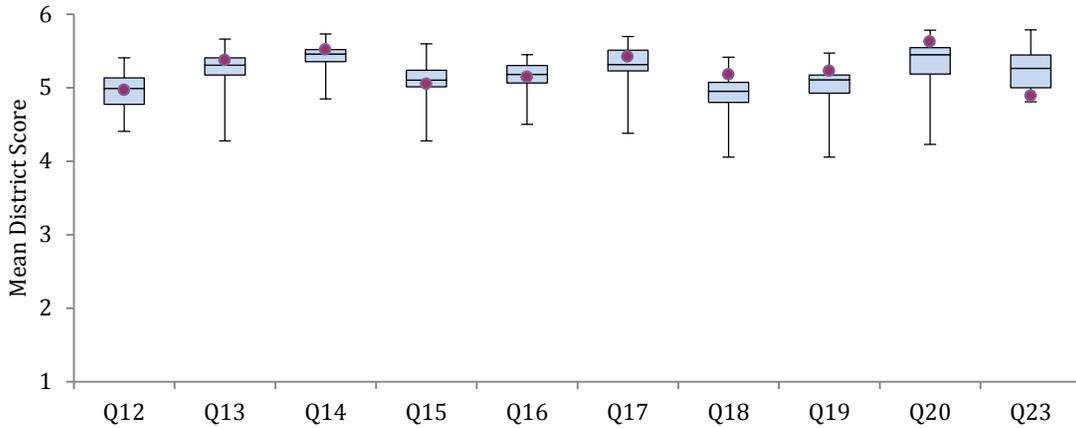
±± Minimum reporting standard not met for this survey item.

Regional School District 8 Box-and-Whisker Charts

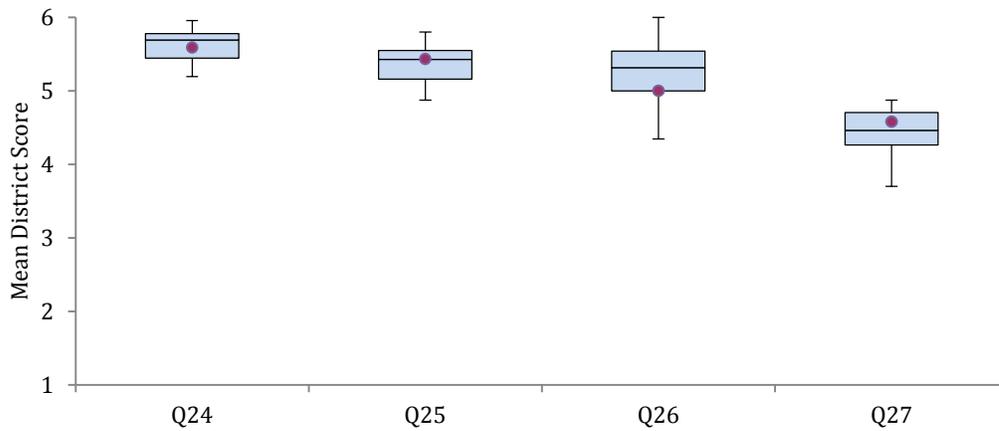
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



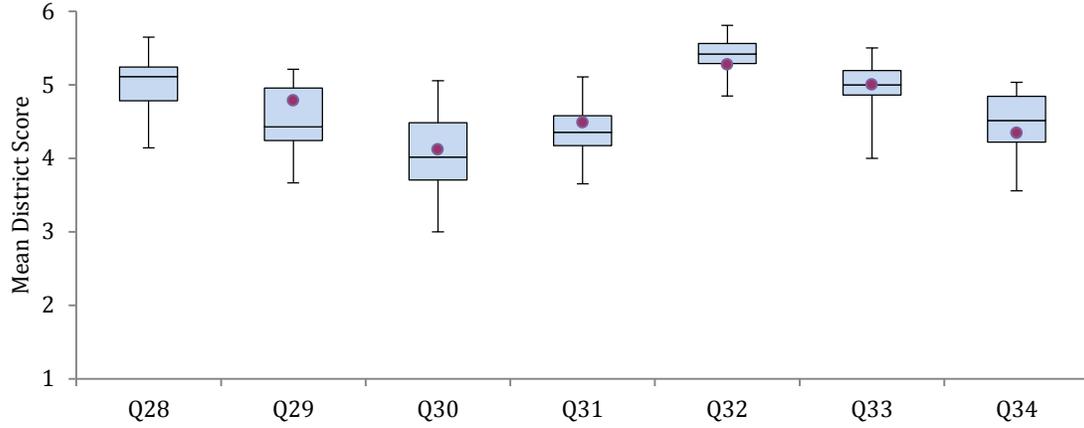
My Child's Participation



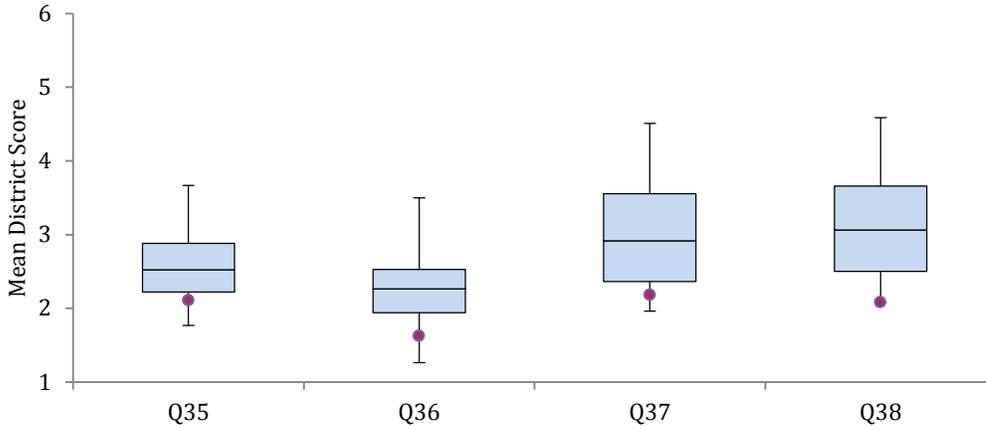
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Regional School District 8 Box-and-Whisker Charts (continued)

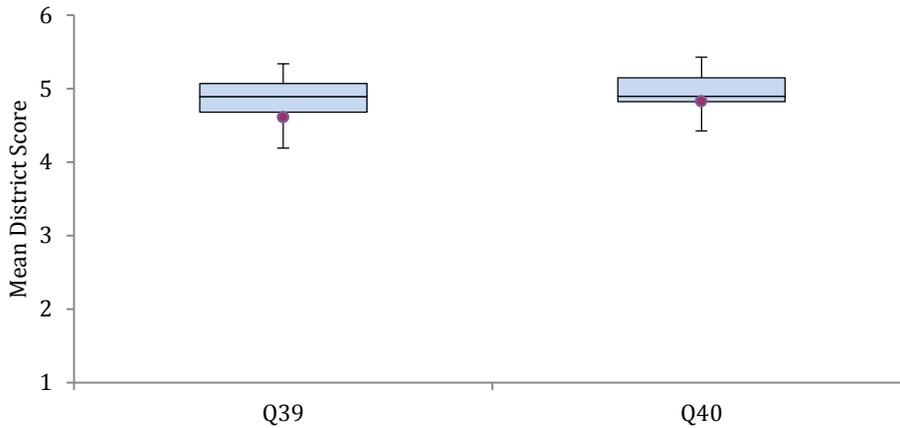
Transition Planning



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.

Regional School District 16

The 2012-2013 survey was sent to 315 parents of children receiving special education services in Regional School District 16. A total of 91 surveys were returned for a response rate of 28.9%, above the overall survey response rate of 21.3% (n=2,091).

Regional School District 16 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.	90	45.6%	37.8%	8.9%	92.2%	3.3%	3.3%	1.1%	7.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	90	66.7%	26.7%	3.3%	96.7%	2.2%	0.0%	1.1%	3.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	24	29.2%	8.3%	4.2%	41.7%	4.2%	4.2%	50.0%	58.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	31	3.2%	6.5%	3.2%	12.9%	0.0%	6.5%	80.6%	87.1%	±
5. My child is accepted within the school community.	87	59.8%	20.7%	11.5%	92.0%	5.7%	2.3%	0.0%	8.0%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	90	47.8%	36.7%	7.8%	92.2%	3.3%	2.2%	2.2%	7.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	90	55.6%	31.1%	11.1%	97.8%	0.0%	0.0%	1.1%	1.1%	1.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	90	58.9%	27.8%	7.8%	94.4%	2.2%	1.1%	0.0%	3.3%	2.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	87	63.2%	25.3%	5.7%	94.3%	3.4%	0.0%	0.0%	3.4%	2.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	84	48.8%	33.3%	7.1%	89.3%	4.8%	0.0%	0.0%	4.8%	6.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	86	46.5%	31.4%	12.8%	90.7%	2.3%	0.0%	0.0%	2.3%	7.0%

Table is continued on the next page.

Regional School District 16 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.	89	58.4%	31.5%	6.7%	96.6%	1.1%	0.0%	2.2%	3.4%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	88	75.0%	18.2%	4.5%	97.7%	2.3%	0.0%	0.0%	2.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	89	75.3%	23.6%	0.0%	98.9%	1.1%	0.0%	0.0%	1.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	87	70.1%	23.0%	5.7%	98.9%	0.0%	0.0%	1.1%	1.1%	±
16. My child's evaluation report is written in terms I understand.	89	62.9%	24.7%	10.1%	97.8%	0.0%	1.1%	1.1%	2.2%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	88	77.3%	17.0%	3.4%	97.7%	1.1%	1.1%	0.0%	2.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	87	57.5%	33.3%	5.7%	96.6%	1.1%	1.1%	1.1%	3.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	89	60.7%	30.3%	4.5%	95.5%	4.5%	0.0%	0.0%	4.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	88	79.5%	18.2%	1.1%	98.9%	1.1%	0.0%	0.0%	1.1%	±
21. If necessary, a translator was provided at the PPT meetings.	9	55.6%	44.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	44.4%	44.4%	11.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	78	66.7%	15.4%	3.8%	85.9%	1.3%	1.3%	3.8%	6.4%	7.7%

Table is continued on the next page.

Regional School District 16 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).	86	89.5%	7.0%	2.3%	98.8%	1.2%	0.0%	0.0%	1.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	86	83.7%	4.7%	3.5%	91.9%	2.3%	1.2%	4.7%	8.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	54	9.3%	1.9%	3.7%	14.8%	1.9%	0.0%	83.3%	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).	39	43.6%	7.7%	7.7%	59.0%	2.6%	2.6%	10.3%	15.4%	25.6%
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.	21	47.6%	33.3%	4.8%	85.7%	4.8%	4.8%	4.8%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	9	44.4%	22.2%	22.2%	88.9%	0.0%	11.1%	0.0%	11.1%	±
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.	12	41.7%	25.0%	16.7%	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.	15	80.0%	6.7%	0.0%	86.7%	6.7%	6.7%	0.0%	13.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	14	57.1%	21.4%	7.1%	85.7%	0.0%	7.1%	7.1%	14.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	35.7%	21.4%	28.6%	85.7%	7.1%	0.0%	7.1%	14.3%	±

Table is continued on the next page.

Regional School District 16 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.	50	8.0%	10.0%	4.0%	22.0%	0.0%	18.0%	60.0%	78.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	48	10.4%	4.2%	4.2%	18.8%	0.0%	12.5%	68.8%	81.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	69	4.3%	8.7%	10.1%	23.2%	1.4%	4.3%	23.2%	29.0%	47.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	70	1.4%	2.9%	10.0%	14.3%	4.3%	4.3%	21.4%	30.0%	55.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	80	61.3%	26.3%	5.0%	92.5%	1.3%	5.0%	1.3%	7.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	77	66.2%	15.6%	14.3%	96.1%	2.6%	1.3%	0.0%	3.9%	±

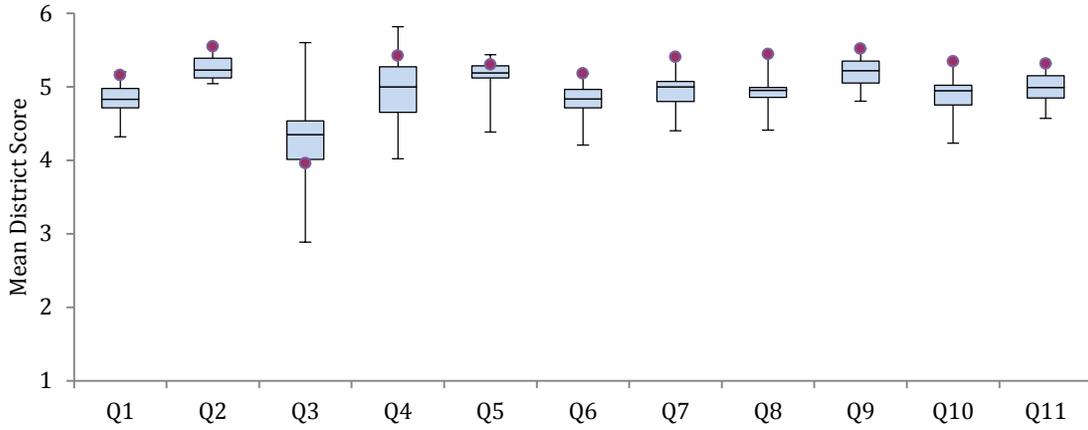
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

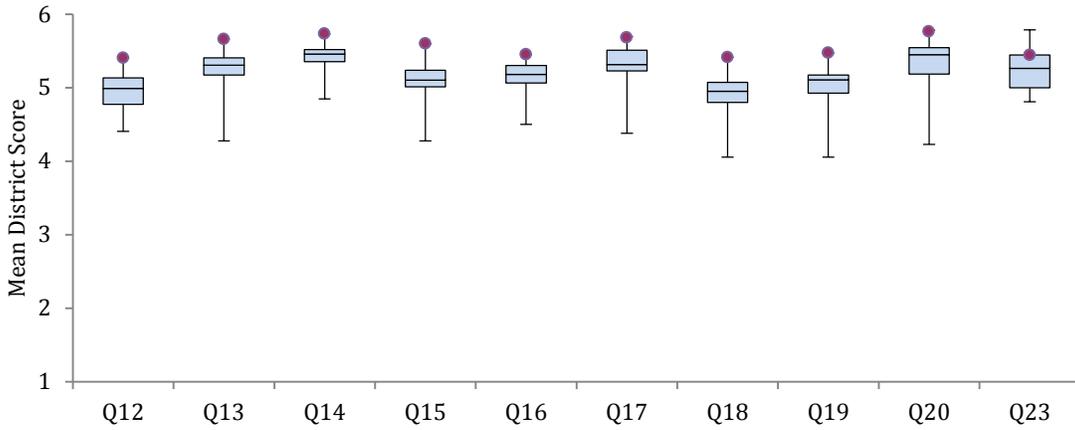
±± Minimum reporting standard not met for this survey item.

Regional School District 16 Box-and-Whisker Charts

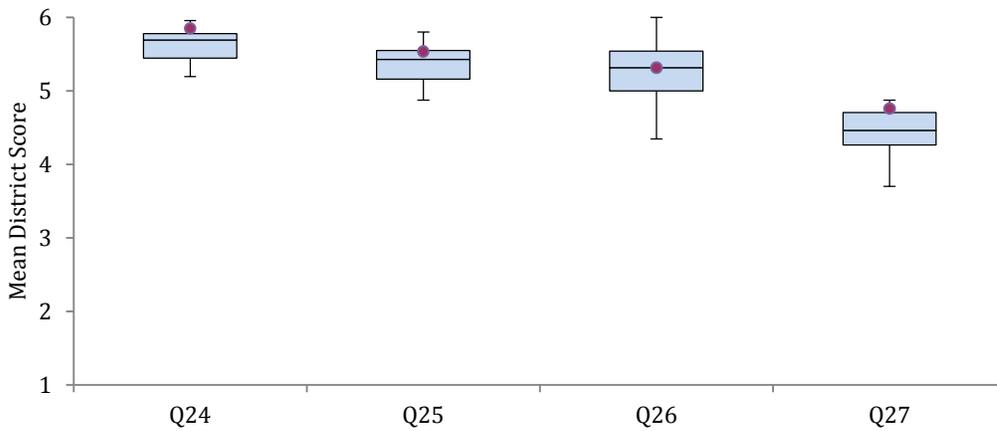
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



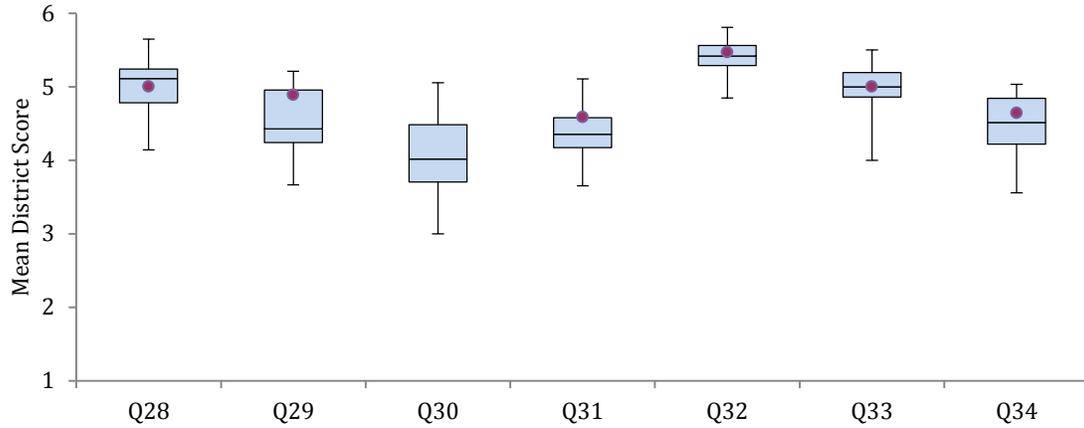
My Child's Participation



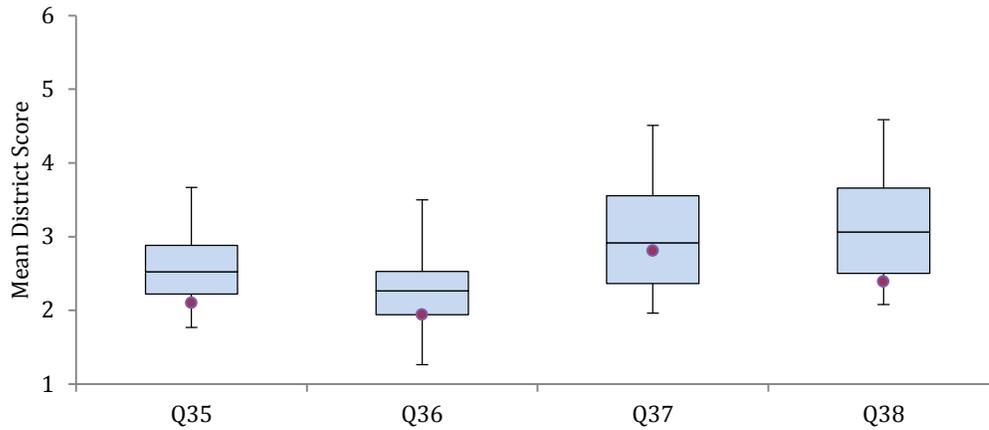
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 16 Box-and-Whisker Charts (continued)

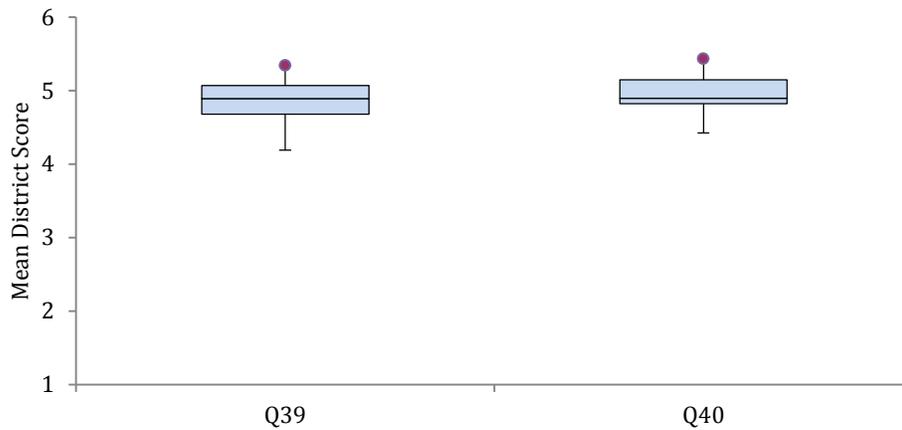
Transition Planning



Parent Training and Support



My Child's Skills



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

Regional School District 19

The 2012-2013 survey was sent to 193 parents of children receiving special education services in Regional School District 19. A total of 50 surveys were returned for a response rate of 25.9%, above the overall survey response rate of 21.3% (n=2,091).

Regional School District 19 Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	48	37.5%	27.1%	12.5%	77.1%	2.1%	8.3%	12.5%	22.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	48	54.2%	22.9%	10.4%	87.5%	8.3%	2.1%	2.1%	12.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	16	25.0%	6.3%	12.5%	43.8%	0.0%	6.3%	50.0%	56.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	23	17.4%	8.7%	4.3%	30.4%	0.0%	0.0%	69.6%	69.6%	±
5. My child is accepted within the school community.	47	40.4%	17.0%	17.0%	74.5%	4.3%	8.5%	12.8%	25.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	48	25.0%	35.4%	12.5%	72.9%	4.2%	8.3%	14.6%	27.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	48	29.2%	41.7%	8.3%	79.2%	4.2%	8.3%	8.3%	20.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	48	35.4%	33.3%	4.2%	72.9%	4.2%	6.3%	12.5%	22.9%	4.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	48	37.5%	29.2%	16.7%	83.3%	4.2%	2.1%	6.3%	12.5%	4.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	45	26.7%	28.9%	8.9%	64.4%	13.3%	6.7%	11.1%	31.1%	4.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	45	33.3%	33.3%	8.9%	75.6%	6.7%	8.9%	6.7%	22.2%	2.2%

Table is continued on the next page.

Regional School District 19 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.	46	41.3%	21.7%	19.6%	82.6%	2.2%	4.3%	10.9%	17.4%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	48	54.2%	20.8%	8.3%	83.3%	0.0%	0.0%	16.7%	16.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	48	70.8%	18.8%	2.1%	91.7%	4.2%	2.1%	2.1%	8.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	48	50.0%	18.8%	4.2%	72.9%	10.4%	4.2%	12.5%	27.1%	±
16. My child's evaluation report is written in terms I understand.	48	66.7%	16.7%	8.3%	91.7%	2.1%	4.2%	2.1%	8.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	48	47.9%	29.2%	8.3%	85.4%	2.1%	10.4%	2.1%	14.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	48	39.6%	25.0%	8.3%	72.9%	4.2%	8.3%	14.6%	27.1%	±
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.	47	36.2%	27.7%	10.6%	74.5%	6.4%	10.6%	8.5%	25.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	47	55.3%	14.9%	21.3%	91.5%	2.1%	0.0%	6.4%	8.5%	±
21. If necessary, a translator was provided at the PPT meetings.	6	66.7%	16.7%	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.	7	57.1%	28.6%	0.0%	85.7%	14.3%	0.0%	0.0%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	42	45.2%	19.0%	19.0%	83.3%	9.5%	2.4%	0.0%	11.9%	4.8%

Table is continued on the next page.

Regional School District 19 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).	47	70.2%	6.4%	12.8%	89.4%	0.0%	4.3%	6.4%	10.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	46	63.0%	17.4%	6.5%	87.0%	2.2%	4.3%	6.5%	13.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	0.0%	5.6%	0.0%	5.6%	11.1%	13.9%	69.4%	94.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	28	35.7%	3.6%	10.7%	50.0%	17.9%	7.1%	10.7%	35.7%	14.3%
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.	±±	-	-	-	-	-	-	-	-	±
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.	36	36.1%	27.8%	5.6%	69.4%	8.3%	0.0%	22.2%	30.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	31	35.5%	12.9%	6.5%	54.8%	3.2%	3.2%	19.4%	25.8%	19.4%
31. The PPT introduced planning for my child's transition to adulthood.	37	45.9%	18.9%	10.8%	75.7%	5.4%	5.4%	13.5%	24.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	38	76.3%	5.3%	13.2%	94.7%	0.0%	0.0%	5.3%	5.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	36	55.6%	22.2%	8.3%	86.1%	0.0%	0.0%	13.9%	13.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	37	40.5%	16.2%	13.5%	70.3%	8.1%	0.0%	21.6%	29.7%	±

Table is continued on the next page.

Regional School District 19 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.	34	20.6%	5.9%	14.7%	41.2%	2.9%	11.8%	44.1%	58.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	33	9.1%	0.0%	15.2%	24.2%	3.0%	6.1%	66.7%	75.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	46	10.9%	4.3%	2.2%	17.4%	4.3%	6.5%	43.5%	54.3%	28.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	46	8.7%	4.3%	8.7%	21.7%	8.7%	6.5%	34.8%	50.0%	28.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	48	25.0%	25.0%	20.8%	70.8%	12.5%	6.3%	10.4%	29.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	49	36.7%	24.5%	18.4%	79.6%	6.1%	6.1%	8.2%	20.4%	±

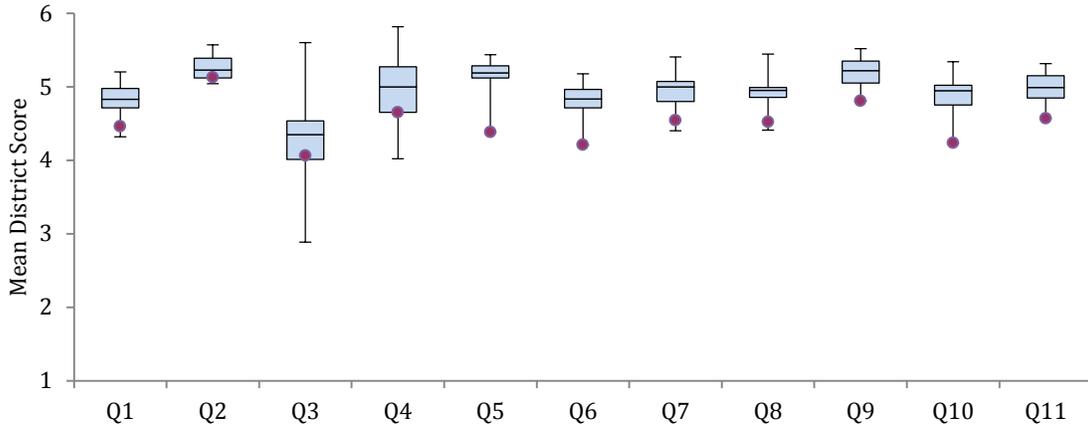
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

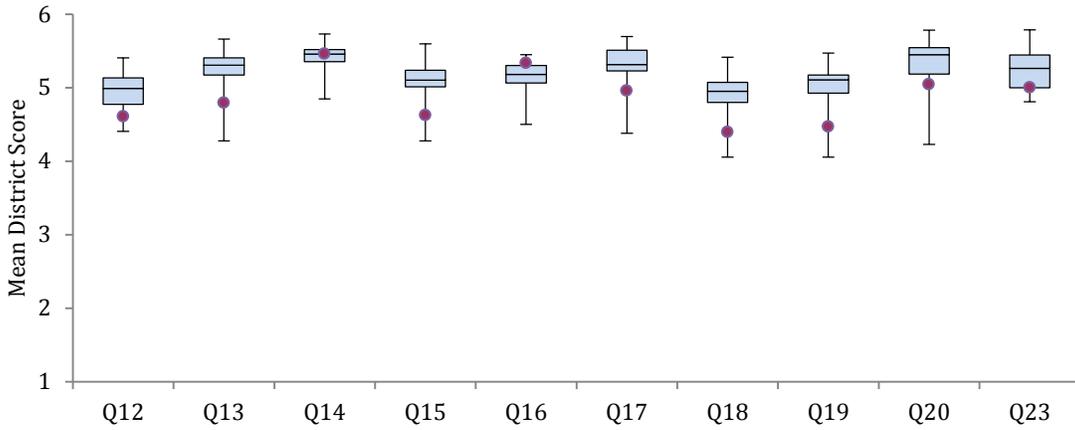
±± Minimum reporting standard not met for this survey item.

Regional School District 19 Box-and-Whisker Charts

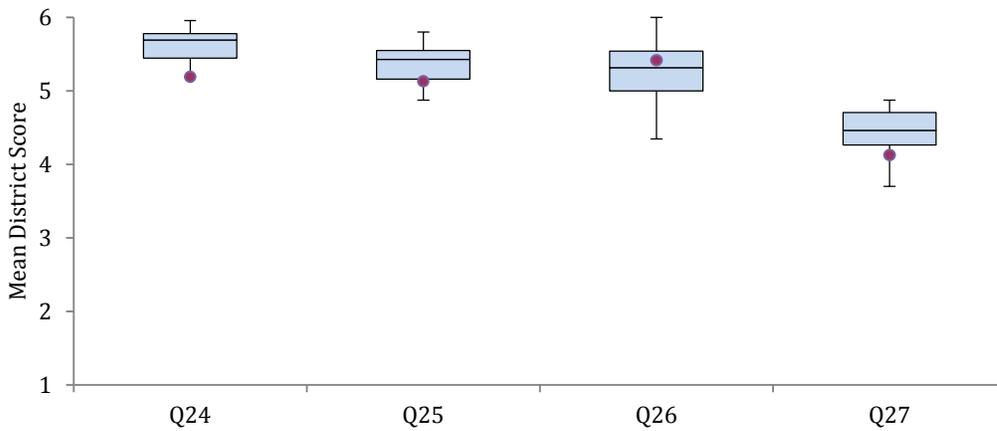
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



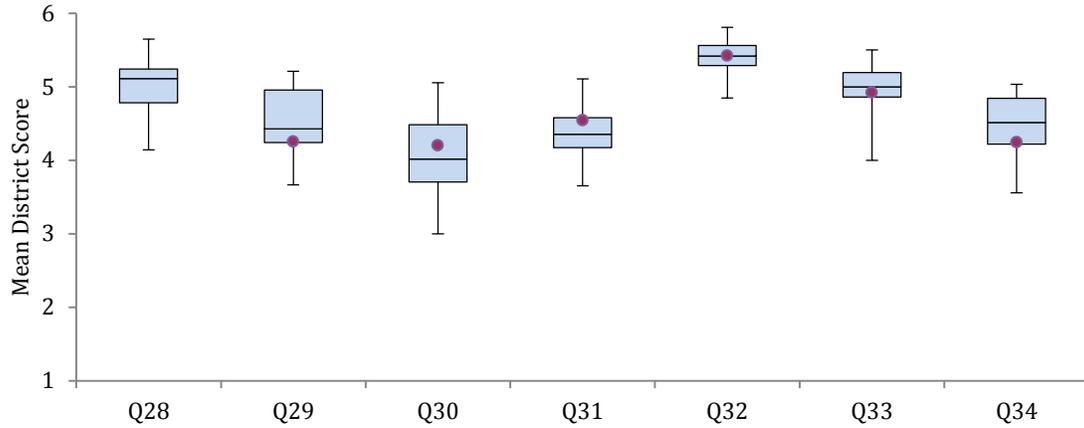
My Child's Participation



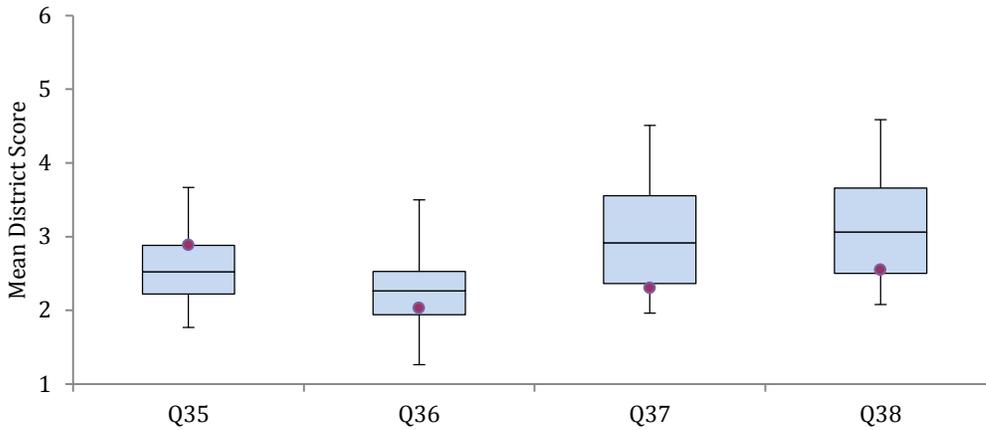
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 19 Box-and-Whisker Charts (continued)

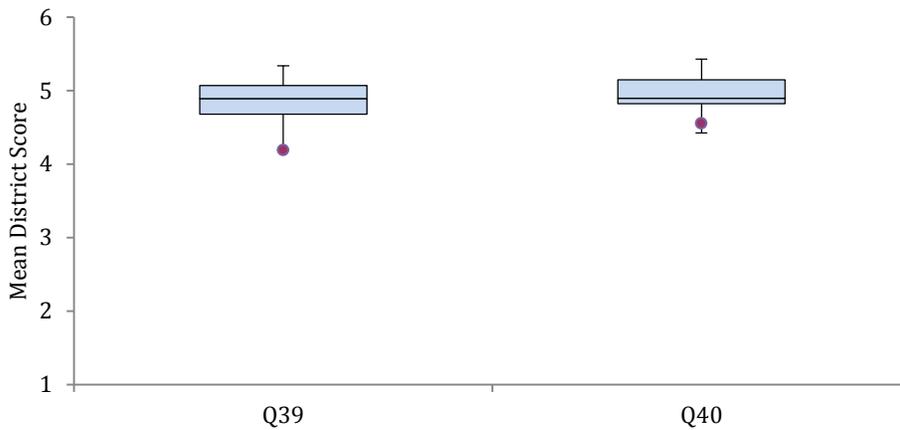
Transition Planning



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.

Sherman School District

The 2012-2013 survey was sent to 69 parents of children receiving special education services in the Sherman School District. A total of 22 surveys were returned for a response rate of 31.9%, above the overall survey response rate of 21.3% (n=2,091).

Sherman 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	27.3%	45.5%	0.0%	72.7%	0.0%	13.6%	13.6%	27.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	22	54.5%	36.4%	0.0%	90.9%	0.0%	4.5%	4.5%	9.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	11	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	90.9%	100.0%	±
5. My child is accepted within the school community.	22	50.0%	31.8%	0.0%	81.8%	0.0%	4.5%	13.6%	18.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	22	40.9%	13.6%	18.2%	72.7%	9.1%	9.1%	9.1%	27.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	22	45.5%	27.3%	18.2%	90.9%	4.5%	0.0%	4.5%	9.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	22	36.4%	27.3%	9.1%	72.7%	9.1%	4.5%	13.6%	27.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	20	50.0%	30.0%	10.0%	90.0%	0.0%	5.0%	5.0%	10.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	30.0%	40.0%	10.0%	80.0%	5.0%	10.0%	5.0%	20.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	21	28.6%	33.3%	14.3%	76.2%	4.8%	4.8%	4.8%	14.3%	9.5%

Table is continued on the next page.

Sherman 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	50.0%	22.7%	9.1%	81.8%	4.5%	0.0%	13.6%	18.2%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	22	59.1%	18.2%	4.5%	81.8%	9.1%	0.0%	9.1%	18.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	21	76.2%	14.3%	4.8%	95.2%	4.8%	0.0%	0.0%	4.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	22	45.5%	27.3%	18.2%	90.9%	4.5%	4.5%	0.0%	9.1%	±
16. My child's evaluation report is written in terms I understand.	22	50.0%	27.3%	9.1%	86.4%	4.5%	9.1%	0.0%	13.6%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	22	59.1%	27.3%	4.5%	90.9%	0.0%	4.5%	4.5%	9.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	21	42.9%	23.8%	14.3%	81.0%	4.8%	9.5%	4.8%	19.0%	±
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.	21	57.1%	28.6%	0.0%	85.7%	0.0%	4.8%	9.5%	14.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	20	75.0%	10.0%	5.0%	90.0%	5.0%	5.0%	0.0%	10.0%	±
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.	20	70.0%	15.0%	10.0%	95.0%	0.0%	5.0%	0.0%	5.0%	0.0%

Table is continued on the next page.

Sherman 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).	22	95.5%	4.5%	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.	20	95.0%	0.0%	0.0%	95.0%	0.0%	5.0%	0.0%	5.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	17	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	11	27.3%	27.3%	0.0%	54.5%	9.1%	9.1%	9.1%	27.3%	18.2%
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.	8	62.5%	25.0%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
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, if appropriate.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

Sherman Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	13	7.7%	7.7%	0.0%	15.4%	0.0%	7.7%	76.9%	84.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	13	7.7%	0.0%	7.7%	15.4%	0.0%	0.0%	84.6%	84.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	17	17.6%	0.0%	0.0%	17.6%	11.8%	0.0%	58.8%	70.6%	11.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	17	17.6%	5.9%	0.0%	23.5%	5.9%	0.0%	52.9%	58.8%	17.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	18	22.2%	44.4%	11.1%	77.8%	5.6%	5.6%	11.1%	22.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	18	44.4%	27.8%	16.7%	88.9%	0.0%	5.6%	5.6%	11.1%	±

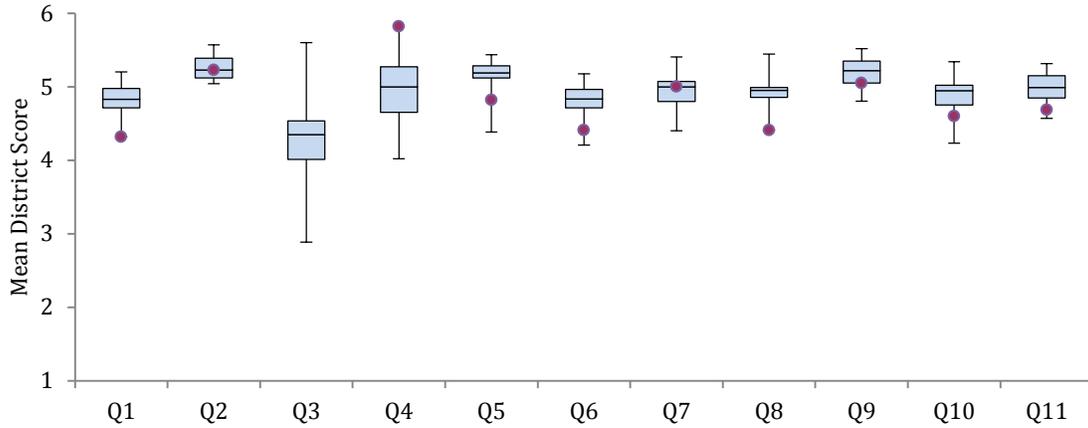
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

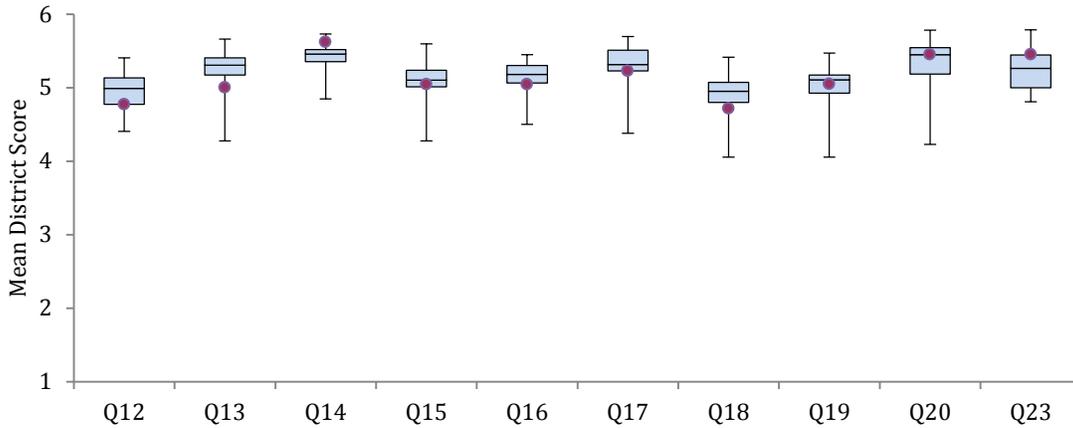
±± Minimum reporting standard not met for this survey item.

Sherman Box-and-Whisker Charts

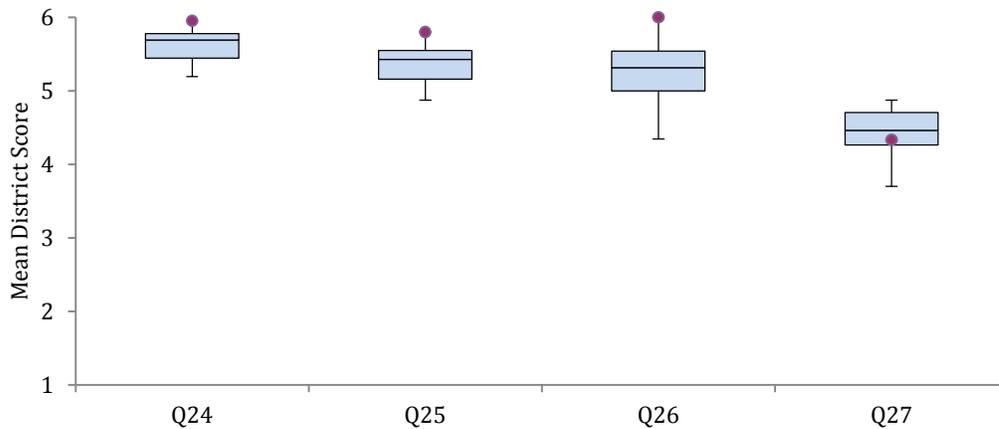
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



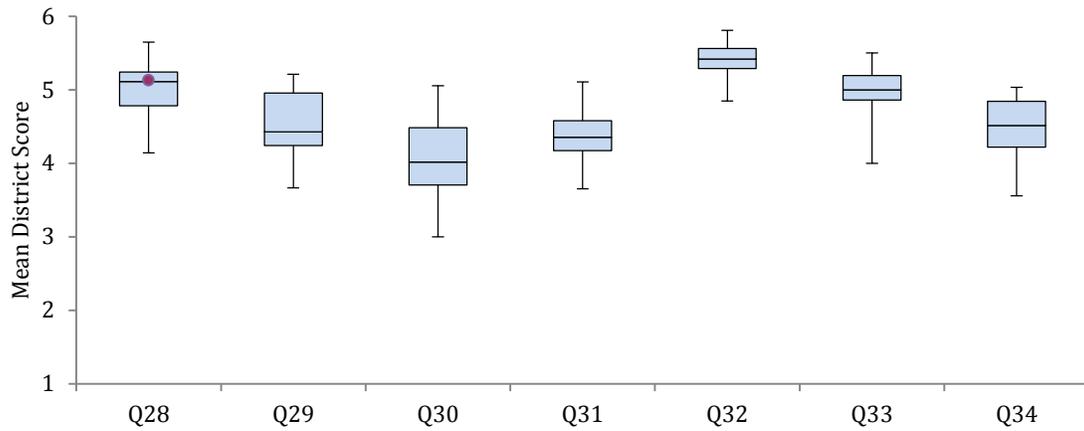
My Child's Participation



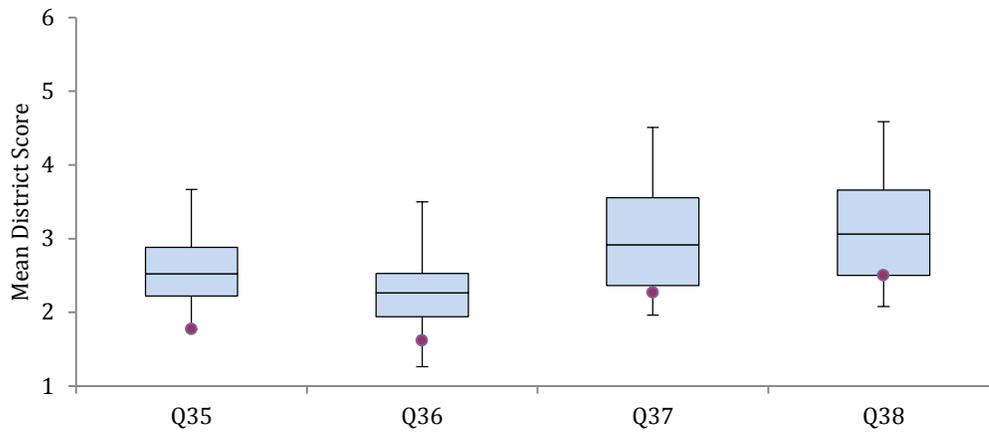
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Sherman Box-and-Whisker Charts (continued)

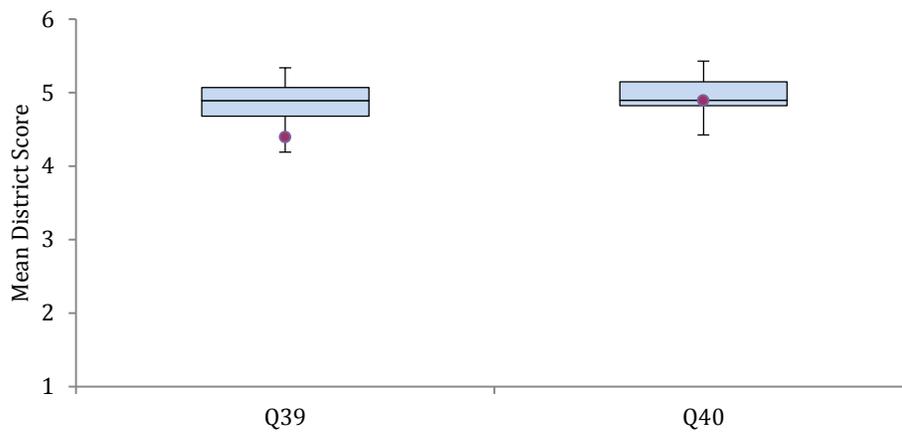
Transition Planning



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.

Simsbury School District

The 2012-2013 survey was sent to 562 parents of children receiving special education services in the Simsbury School District. A total of 190 surveys were returned for a response rate of 33.8%, above the overall survey response rate of 21.3% (n=2,091).

Simsbury 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.	189	39.2%	30.2%	12.7%	82.0%	5.3%	7.9%	4.8%	18.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	190	54.2%	25.8%	7.9%	87.9%	4.2%	4.7%	3.2%	12.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	40	10.0%	12.5%	10.0%	32.5%	15.0%	5.0%	47.5%	67.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	69	2.9%	2.9%	2.9%	8.7%	2.9%	0.0%	88.4%	91.3%	±
5. My child is accepted within the school community.	188	50.5%	27.1%	10.1%	87.8%	5.9%	4.3%	2.1%	12.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	189	39.7%	26.5%	14.8%	81.0%	6.9%	6.9%	4.8%	18.5%	0.5%
7. All special education services identified in my child's IEP have been provided.	186	45.2%	25.3%	8.1%	78.5%	8.1%	7.0%	5.9%	21.0%	0.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	188	50.5%	21.8%	11.7%	84.0%	3.7%	6.4%	4.3%	14.4%	1.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	183	55.7%	22.4%	11.5%	89.6%	4.4%	2.2%	2.7%	9.3%	1.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	174	41.4%	22.4%	17.2%	81.0%	6.3%	4.0%	7.5%	17.8%	1.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	173	43.9%	20.8%	17.3%	82.1%	5.2%	5.8%	5.8%	16.8%	1.2%

Table is continued on the next page.

Simsbury 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.	183	44.3%	23.5%	14.8%	82.5%	6.6%	3.8%	7.1%	17.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	188	60.6%	19.1%	8.0%	87.8%	5.3%	3.2%	3.7%	12.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	188	69.1%	20.7%	4.8%	94.7%	3.2%	1.6%	0.5%	5.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	188	56.4%	19.1%	16.0%	91.5%	3.7%	2.7%	2.1%	8.5%	±
16. My child's evaluation report is written in terms I understand.	190	58.9%	24.7%	7.9%	91.6%	5.3%	2.1%	1.1%	8.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	188	70.2%	13.3%	8.5%	92.0%	2.1%	0.0%	5.9%	8.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	187	48.7%	22.5%	12.8%	84.0%	5.3%	5.3%	5.3%	16.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	186	49.5%	21.0%	11.8%	82.3%	6.5%	7.5%	3.8%	17.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	186	75.3%	10.8%	7.0%	93.0%	2.7%	1.1%	3.2%	7.0%	±
21. If necessary, a translator was provided at the PPT meetings.	9	66.7%	0.0%	11.1%	77.8%	0.0%	11.1%	11.1%	22.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	66.7%	11.1%	11.1%	88.9%	0.0%	0.0%	11.1%	11.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	168	76.8%	7.7%	7.7%	92.3%	0.6%	1.2%	3.0%	4.8%	3.0%

Table is continued on the next page.

Simsbury 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).	185	85.9%	7.0%	4.3%	97.3%	1.6%	0.0%	1.1%	2.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	175	80.0%	6.9%	3.4%	90.3%	2.3%	0.6%	6.9%	9.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	127	7.1%	0.8%	4.7%	12.6%	3.1%	7.1%	77.2%	87.4%	±
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).	91	33.0%	17.6%	6.6%	57.1%	5.5%	5.5%	15.4%	26.4%	16.5%
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.	27	55.6%	22.2%	14.8%	92.6%	0.0%	3.7%	3.7%	7.4%	±
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.	45	35.6%	20.0%	11.1%	66.7%	8.9%	11.1%	13.3%	33.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	32	25.0%	15.6%	3.1%	43.8%	6.3%	3.1%	18.8%	28.1%	28.1%
31. The PPT introduced planning for my child's transition to adulthood.	45	35.6%	20.0%	11.1%	66.7%	11.1%	6.7%	15.6%	33.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	60	70.0%	15.0%	6.7%	91.7%	5.0%	1.7%	1.7%	8.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	59	42.4%	23.7%	10.2%	76.3%	10.2%	6.8%	6.8%	23.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	49	22.4%	24.5%	16.3%	63.3%	14.3%	4.1%	18.4%	36.7%	±

Table is continued on the next page.

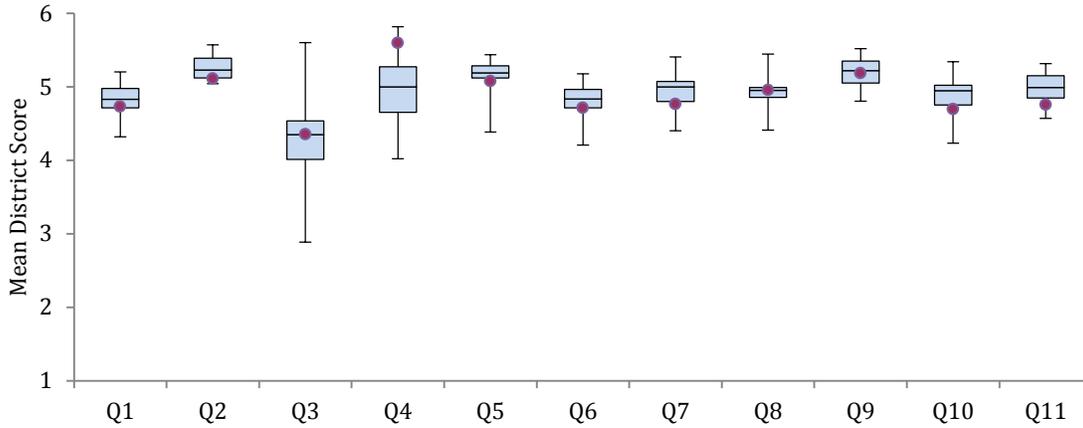
Simsbury Survey Response Table (continued)

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.	120	11.7%	8.3%	4.2%	24.2%	5.8%	9.2%	60.8%	75.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	123	10.6%	5.7%	6.5%	22.8%	4.1%	9.8%	63.4%	77.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	161	8.7%	8.1%	9.9%	26.7%	2.5%	5.0%	26.1%	33.5%	39.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	162	9.9%	8.0%	6.8%	24.7%	3.1%	8.6%	22.2%	34.0%	41.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	173	43.9%	24.3%	15.6%	83.8%	7.5%	5.2%	3.5%	16.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	179	53.1%	21.8%	12.8%	87.7%	5.6%	5.0%	1.7%	12.3%	±

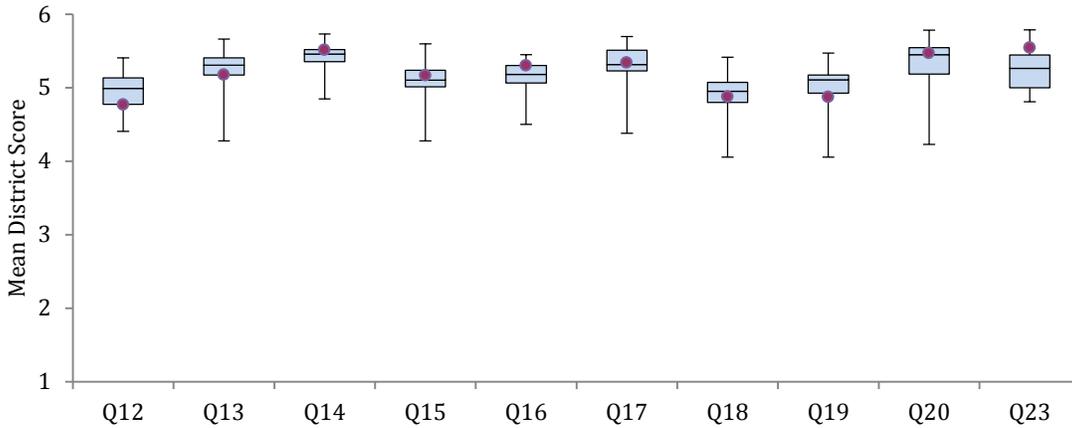
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Simsbury Box-and-Whisker Charts

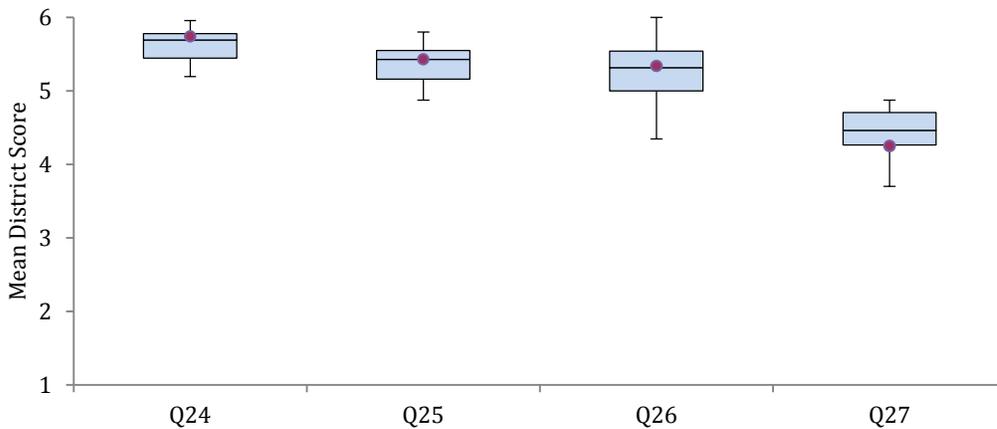
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



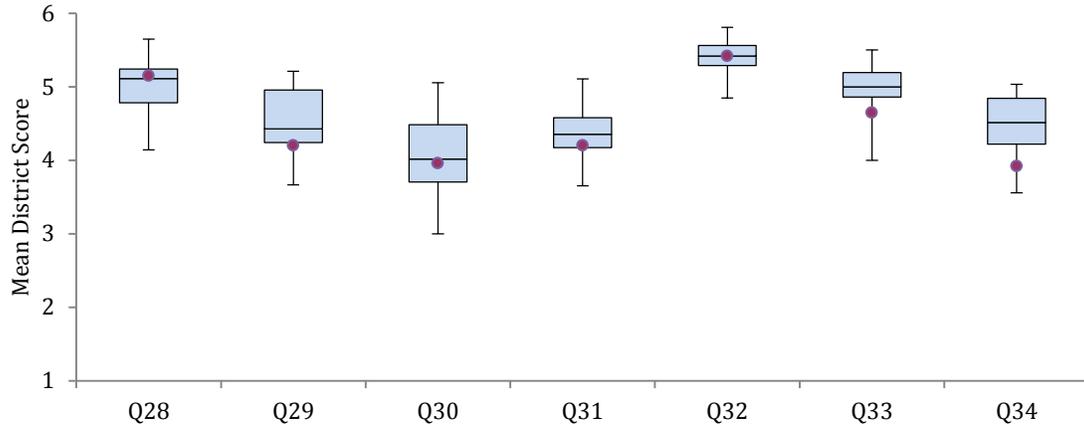
My Child's Participation



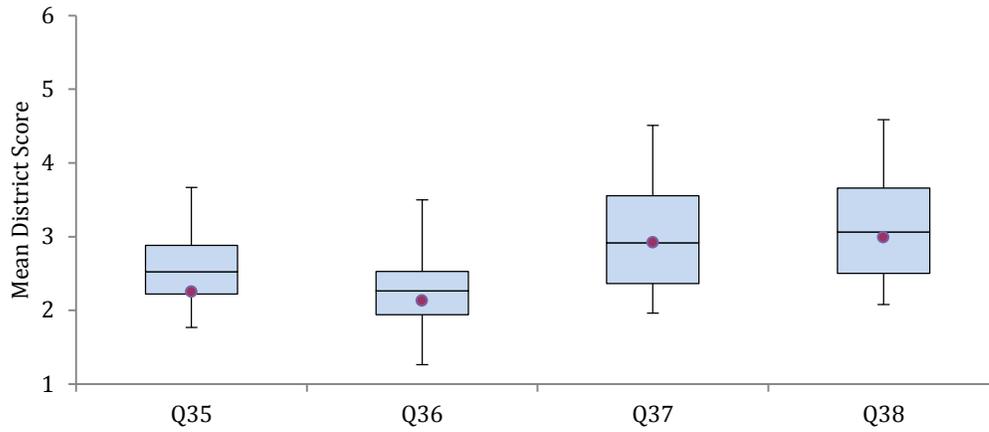
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Simsbury Box-and-Whisker Charts (continued)

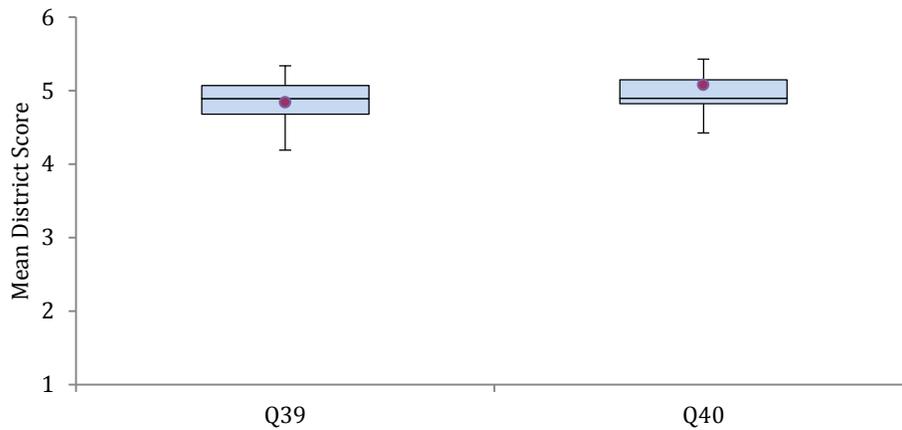
Transition Planning



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).

Stafford School District

The 2012-2013 survey was sent to 191 parents of children receiving special education services in the Stafford School District. A total of 41 surveys were returned for a response rate of 21.5%, slightly above the overall survey response rate of 21.3% (n=2,091).

Stafford 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	26.8%	48.8%	2.4%	78.0%	4.9%	4.9%	12.2%	22.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	63.4%	22.0%	9.8%	95.1%	4.9%	0.0%	0.0%	4.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	0.0%	0.0%	16.7%	16.7%	0.0%	0.0%	83.3%	83.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	15	13.3%	6.7%	13.3%	33.3%	0.0%	0.0%	66.7%	66.7%	±
5. My child is accepted within the school community.	40	47.5%	27.5%	12.5%	87.5%	5.0%	2.5%	5.0%	12.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	41	36.6%	41.5%	0.0%	78.0%	0.0%	7.3%	14.6%	22.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	41	41.5%	34.1%	7.3%	82.9%	4.9%	7.3%	4.9%	17.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	39.0%	41.5%	4.9%	85.4%	2.4%	4.9%	7.3%	14.6%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	58.5%	22.0%	9.8%	90.2%	2.4%	2.4%	2.4%	7.3%	2.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	38	39.5%	23.7%	18.4%	81.6%	7.9%	0.0%	10.5%	18.4%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	40	40.0%	32.5%	12.5%	85.0%	2.5%	5.0%	2.5%	10.0%	5.0%

Table is continued on the next page.

Stafford 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	43.9%	24.4%	9.8%	78.0%	9.8%	4.9%	7.3%	22.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	41	61.0%	22.0%	4.9%	87.8%	2.4%	4.9%	4.9%	12.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	68.3%	24.4%	2.4%	95.1%	2.4%	2.4%	0.0%	4.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	40	52.5%	25.0%	15.0%	92.5%	2.5%	5.0%	0.0%	7.5%	±
16. My child's evaluation report is written in terms I understand.	41	53.7%	29.3%	0.0%	82.9%	17.1%	0.0%	0.0%	17.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	41	73.2%	19.5%	0.0%	92.7%	2.4%	4.9%	0.0%	7.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	40	30.0%	35.0%	15.0%	80.0%	10.0%	2.5%	7.5%	20.0%	±
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.	40	40.0%	32.5%	12.5%	85.0%	7.5%	0.0%	7.5%	15.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	70.7%	12.2%	2.4%	85.4%	7.3%	4.9%	2.4%	14.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	34	50.0%	14.7%	8.8%	73.5%	0.0%	5.9%	5.9%	11.8%	14.7%

Table is continued on the next page.

Stafford 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).	40	80.0%	7.5%	7.5%	95.0%	2.5%	0.0%	2.5%	5.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	75.7%	8.1%	5.4%	89.2%	5.4%	0.0%	5.4%	10.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	26	7.7%	0.0%	3.8%	11.5%	11.5%	0.0%	76.9%	88.5%	±
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).	29	31.0%	20.7%	0.0%	51.7%	10.3%	3.4%	17.2%	31.0%	17.2%
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.	7	42.9%	42.9%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	30.0%	20.0%	10.0%	60.0%	10.0%	0.0%	30.0%	40.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	9	33.3%	0.0%	11.1%	44.4%	22.2%	11.1%	22.2%	55.6%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	10	40.0%	0.0%	20.0%	60.0%	0.0%	10.0%	30.0%	40.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	60.0%	10.0%	20.0%	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.	11	54.5%	18.2%	0.0%	72.7%	9.1%	9.1%	9.1%	27.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	10	30.0%	10.0%	20.0%	60.0%	10.0%	0.0%	30.0%	40.0%	±

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Stafford Survey Response Table (continued)

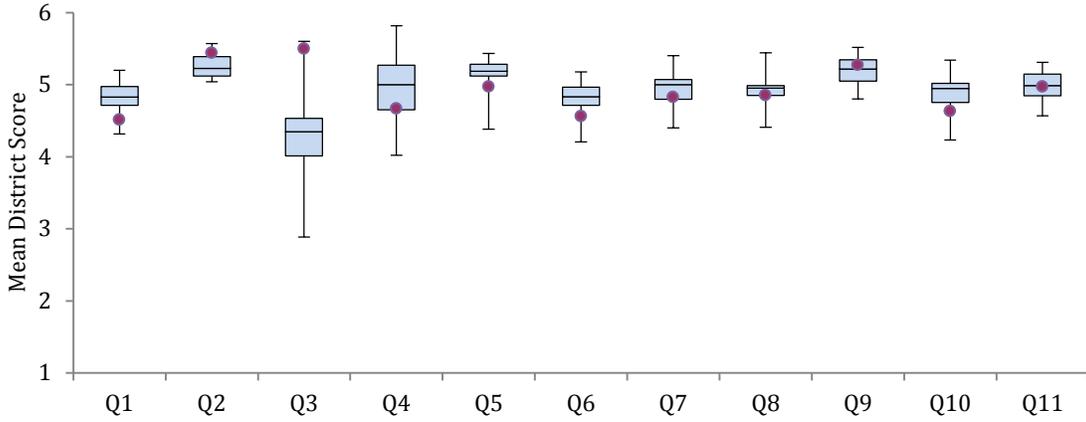
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	28	3.6%	7.1%	7.1%	17.9%	7.1%	10.7%	64.3%	82.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	29	3.4%	6.9%	3.4%	13.8%	6.9%	13.8%	65.5%	86.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	36	5.6%	5.6%	2.8%	13.9%	2.8%	8.3%	50.0%	61.1%	25.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	35	11.4%	2.9%	2.9%	17.1%	8.6%	2.9%	48.6%	60.0%	22.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	39	35.9%	28.2%	5.1%	69.2%	10.3%	2.6%	17.9%	30.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	38	36.8%	28.9%	7.9%	73.7%	7.9%	2.6%	15.8%	26.3%	±

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

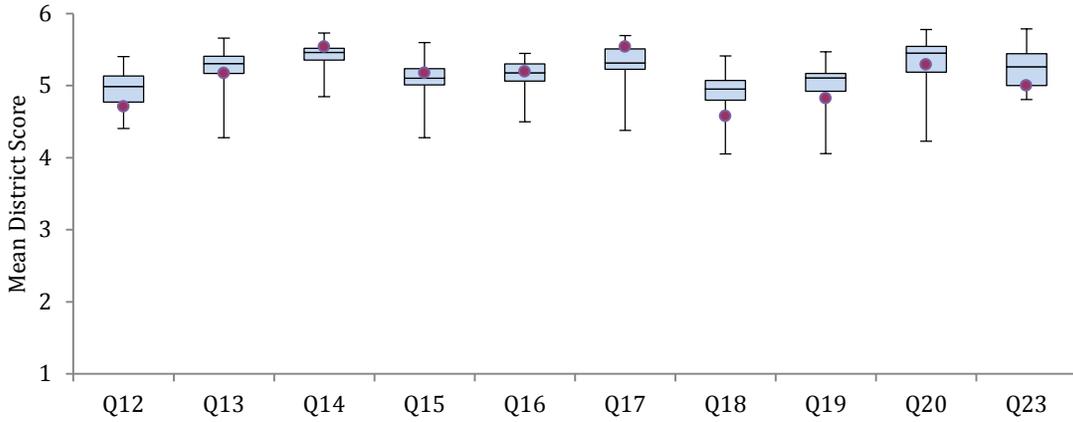
± Not a response option for this survey item.

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

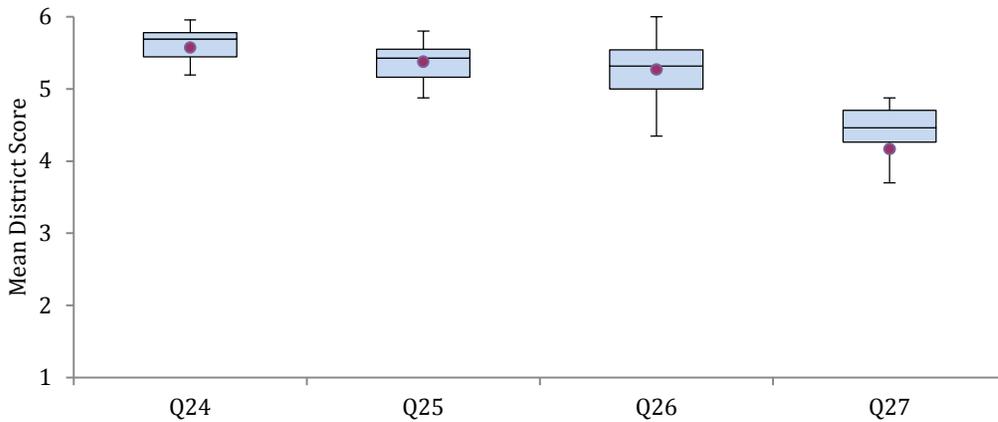
Stafford Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



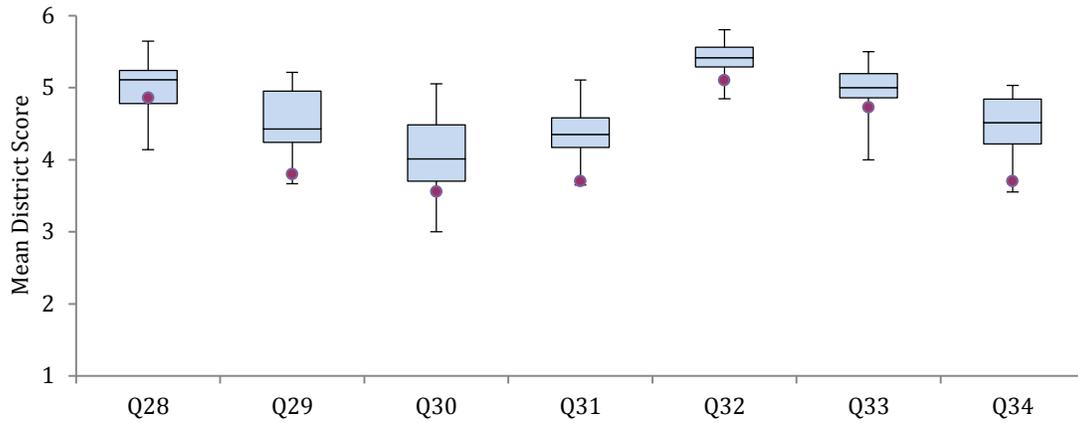
My Child's Participation



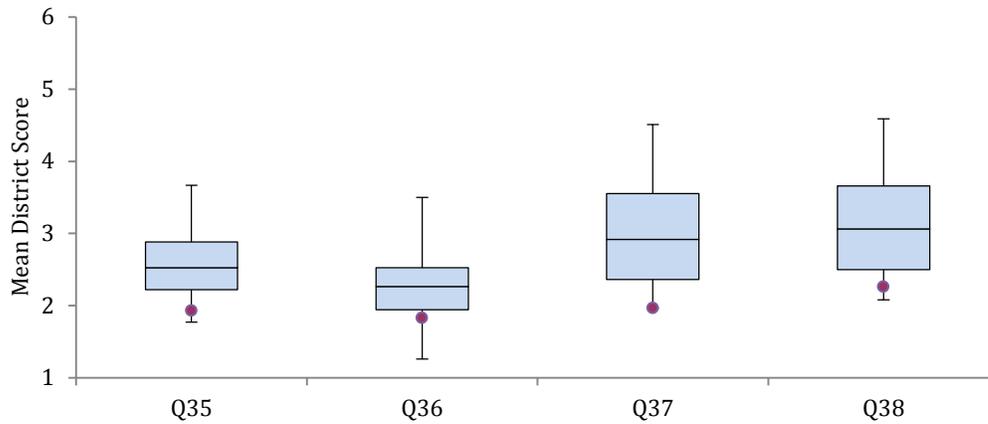
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Stafford Box-and-Whisker Charts (continued)

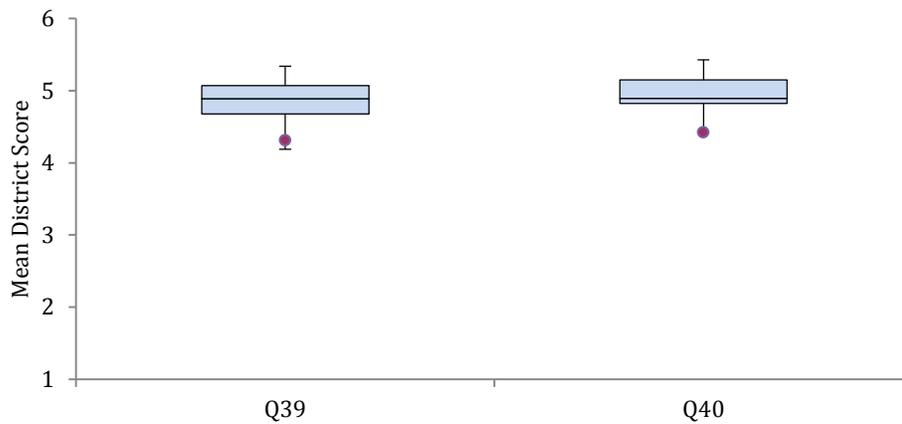
Transition Planning



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).

Sterling School District

The 2012-2013 survey was sent to 115 parents of children receiving special education services in the Sterling School District. A total of 28 surveys were returned for a response rate of 24.3%, above the overall survey response rate of 21.3% (n=2,091).

Sterling 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	50.0%	14.3%	14.3%	78.6%	7.1%	7.1%	7.1%	21.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	27	55.6%	25.9%	7.4%	88.9%	7.4%	0.0%	3.7%	11.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	9.1%	9.1%	18.2%	36.4%	0.0%	9.1%	54.5%	63.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	13	23.1%	0.0%	7.7%	30.8%	0.0%	7.7%	61.5%	69.2%	±
5. My child is accepted within the school community.	28	60.7%	21.4%	7.1%	89.3%	7.1%	3.6%	0.0%	10.7%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	27	51.9%	22.2%	0.0%	74.1%	18.5%	7.4%	0.0%	25.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	27	59.3%	11.1%	11.1%	81.5%	7.4%	7.4%	3.7%	18.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	27	55.6%	25.9%	3.7%	85.2%	7.4%	0.0%	3.7%	11.1%	3.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	27	63.0%	11.1%	7.4%	81.5%	14.8%	3.7%	0.0%	18.5%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	27	59.3%	11.1%	7.4%	77.8%	11.1%	0.0%	7.4%	18.5%	3.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	27	70.4%	7.4%	7.4%	85.2%	7.4%	3.7%	3.7%	14.8%	0.0%

Table is continued on the next page.

Sterling 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.	26	69.2%	11.5%	7.7%	88.5%	7.7%	0.0%	3.8%	11.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	26	69.2%	15.4%	3.8%	88.5%	3.8%	0.0%	7.7%	11.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	26	42.3%	34.6%	3.8%	80.8%	11.5%	0.0%	7.7%	19.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	26	61.5%	15.4%	3.8%	80.8%	7.7%	3.8%	7.7%	19.2%	±
16. My child's evaluation report is written in terms I understand.	26	46.2%	15.4%	15.4%	76.9%	3.8%	3.8%	15.4%	23.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	26	50.0%	23.1%	7.7%	80.8%	11.5%	3.8%	3.8%	19.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	27	51.9%	18.5%	11.1%	81.5%	3.7%	7.4%	7.4%	18.5%	±
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.	26	57.7%	19.2%	11.5%	88.5%	3.8%	0.0%	7.7%	11.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	27	66.7%	14.8%	0.0%	81.5%	0.0%	0.0%	18.5%	18.5%	±
21. If necessary, a translator was provided at the PPT meetings.	7	28.6%	0.0%	0.0%	28.6%	14.3%	0.0%	57.1%	71.4%	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	42.9%	0.0%	0.0%	42.9%	0.0%	0.0%	57.1%	57.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	26	65.4%	7.7%	3.8%	76.9%	3.8%	0.0%	15.4%	19.2%	3.8%

Table is continued on the next page.

Sterling 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).	26	84.6%	3.8%	0.0%	88.5%	0.0%	3.8%	7.7%	11.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	25	76.0%	8.0%	0.0%	84.0%	0.0%	4.0%	12.0%	16.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	19	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	94.7%	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).	22	50.0%	4.5%	9.1%	63.6%	0.0%	0.0%	13.6%	13.6%	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.	6	50.0%	16.7%	0.0%	66.7%	0.0%	0.0%	33.3%	33.3%	±
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, if appropriate.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

Sterling 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.	18	5.6%	27.8%	0.0%	33.3%	0.0%	5.6%	61.1%	66.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	16	0.0%	0.0%	12.5%	12.5%	0.0%	12.5%	75.0%	87.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	22	4.5%	9.1%	0.0%	13.6%	9.1%	0.0%	36.4%	45.5%	40.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	22	9.1%	0.0%	4.5%	13.6%	9.1%	0.0%	36.4%	45.5%	40.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	26	53.8%	15.4%	11.5%	80.8%	0.0%	11.5%	7.7%	19.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	23	60.9%	8.7%	21.7%	91.3%	0.0%	0.0%	8.7%	8.7%	±

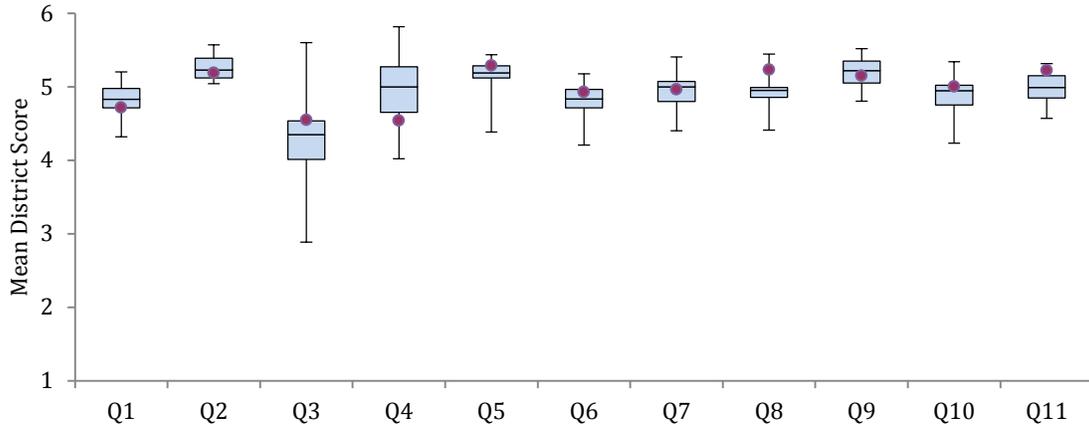
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

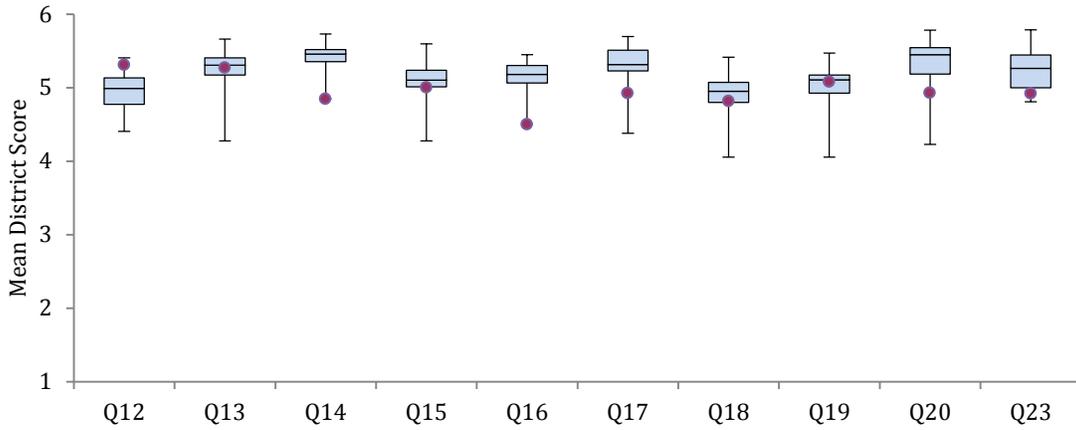
±± Minimum reporting standard not met for this survey item.

Sterling Box-and-Whisker Charts

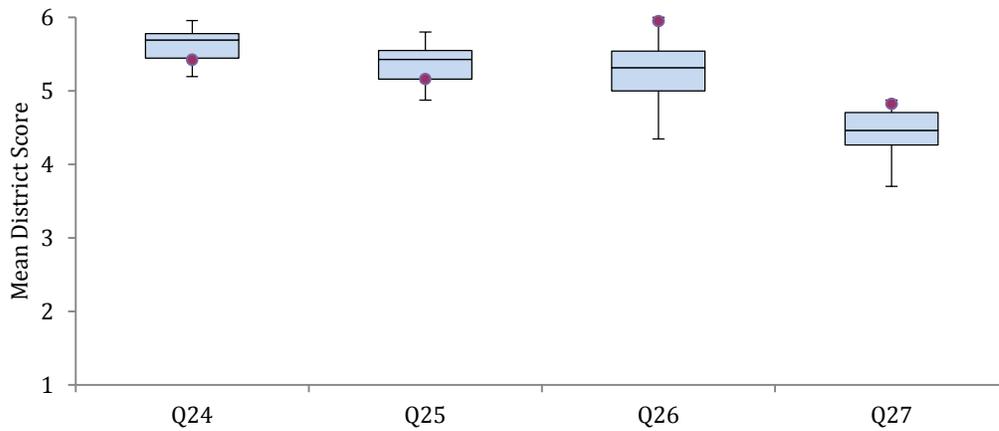
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



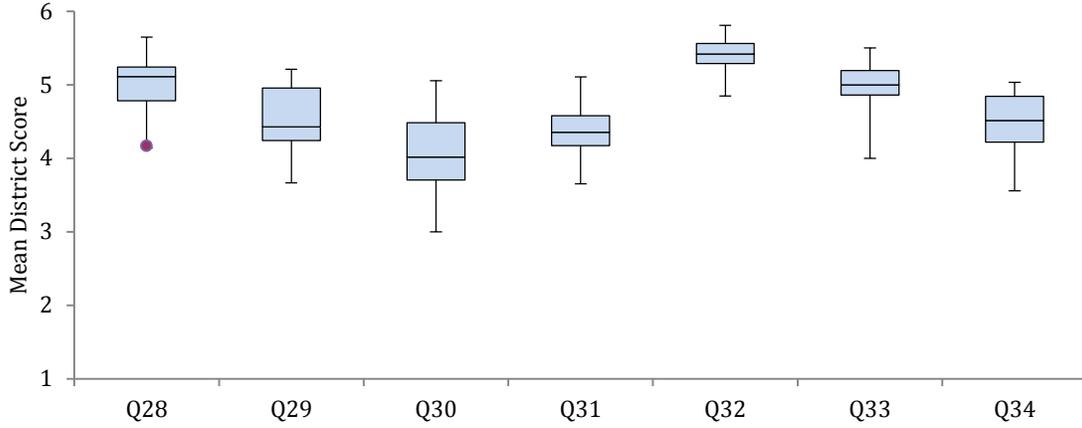
My Child's Participation



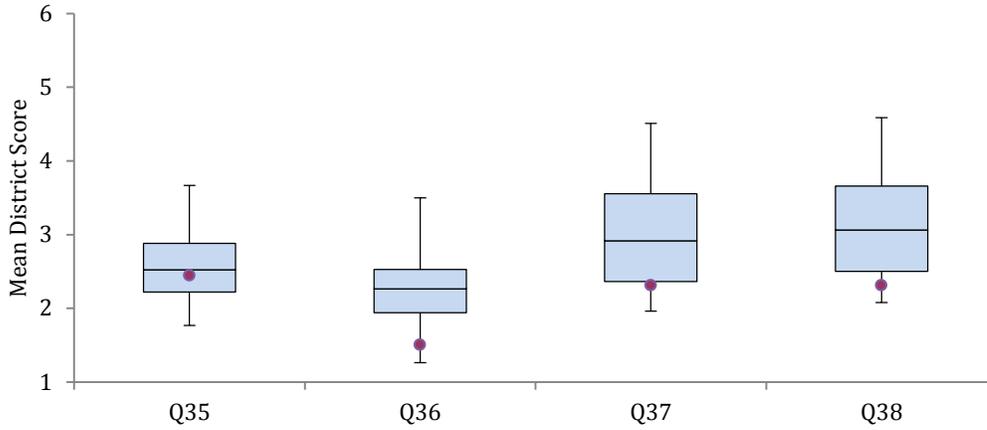
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Sterling Box-and-Whisker Charts (continued)

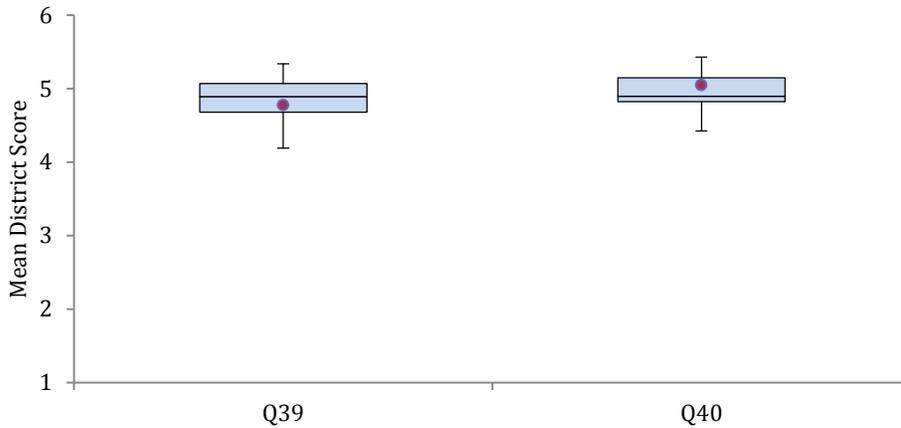
Transition Planning



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.

Stonington School District

The 2012-2013 survey was sent to 273 parents of children receiving special education services in the Stonington School District. A total of 41 surveys were returned for a response rate of 15.0%, below the overall survey response rate of 21.3% (n=2,091).

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.	41	41.5%	31.7%	14.6%	87.8%	9.8%	0.0%	2.4%	12.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	56.1%	26.8%	12.2%	95.1%	4.9%	0.0%	0.0%	4.9%	±
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).	19	5.3%	10.5%	5.3%	21.1%	0.0%	0.0%	78.9%	78.9%	±
5. My child is accepted within the school community.	40	57.5%	30.0%	7.5%	95.0%	0.0%	0.0%	5.0%	5.0%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	41	43.9%	36.6%	7.3%	87.8%	4.9%	2.4%	2.4%	9.8%	2.4%
7. All special education services identified in my child's IEP have been provided.	41	48.8%	29.3%	9.8%	87.8%	7.3%	2.4%	2.4%	12.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	41.5%	34.1%	9.8%	85.4%	2.4%	9.8%	0.0%	12.2%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	51.2%	34.1%	9.8%	95.1%	0.0%	2.4%	0.0%	2.4%	2.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	38	47.4%	31.6%	7.9%	86.8%	5.3%	2.6%	2.6%	10.5%	2.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	39	53.8%	25.6%	10.3%	89.7%	5.1%	0.0%	2.6%	7.7%	2.6%

Table is continued on the next page.

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.	41	43.9%	29.3%	9.8%	82.9%	9.8%	2.4%	4.9%	17.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	41	63.4%	14.6%	9.8%	87.8%	4.9%	0.0%	7.3%	12.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	68.3%	17.1%	4.9%	90.2%	0.0%	7.3%	2.4%	9.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	58.5%	26.8%	0.0%	85.4%	7.3%	2.4%	4.9%	14.6%	±
16. My child's evaluation report is written in terms I understand.	41	56.1%	26.8%	7.3%	90.2%	2.4%	0.0%	7.3%	9.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	41	75.6%	17.1%	7.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	51.2%	22.0%	9.8%	82.9%	7.3%	7.3%	2.4%	17.1%	±
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.	41	58.5%	24.4%	4.9%	87.8%	4.9%	2.4%	4.9%	12.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	78.0%	9.8%	9.8%	97.6%	2.4%	0.0%	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.	36	61.1%	8.3%	5.6%	75.0%	5.6%	0.0%	11.1%	16.7%	8.3%

Table is continued on the next page.

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, sports events).	40	80.0%	17.5%	2.5%	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.	38	68.4%	21.1%	0.0%	89.5%	2.6%	0.0%	7.9%	10.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	30	10.0%	0.0%	3.3%	13.3%	3.3%	3.3%	80.0%	86.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	28	50.0%	10.7%	10.7%	71.4%	10.7%	3.6%	7.1%	21.4%	7.1%
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.	7	71.4%	0.0%	14.3%	85.7%	0.0%	14.3%	0.0%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	14	57.1%	14.3%	21.4%	92.9%	0.0%	0.0%	7.1%	7.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	53.8%	7.7%	0.0%	61.5%	7.7%	7.7%	7.7%	23.1%	15.4%
31. The PPT introduced planning for my child's transition to adulthood.	13	53.8%	15.4%	7.7%	76.9%	7.7%	7.7%	7.7%	23.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	17	70.6%	17.6%	5.9%	94.1%	0.0%	0.0%	5.9%	5.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	16	56.3%	31.3%	6.3%	93.8%	0.0%	6.3%	0.0%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	12	50.0%	25.0%	8.3%	83.3%	8.3%	0.0%	8.3%	16.7%	±

Table is continued on the next page.

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.	24	29.2%	16.7%	12.5%	58.3%	8.3%	0.0%	33.3%	41.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	23	26.1%	4.3%	8.7%	39.1%	8.7%	4.3%	47.8%	60.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	34	14.7%	11.8%	17.6%	44.1%	5.9%	2.9%	8.8%	17.6%	38.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	35	22.9%	14.3%	5.7%	42.9%	8.6%	0.0%	11.4%	20.0%	37.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	38	39.5%	39.5%	10.5%	89.5%	5.3%	2.6%	2.6%	10.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	38	39.5%	36.8%	10.5%	86.8%	2.6%	7.9%	2.6%	13.2%	±

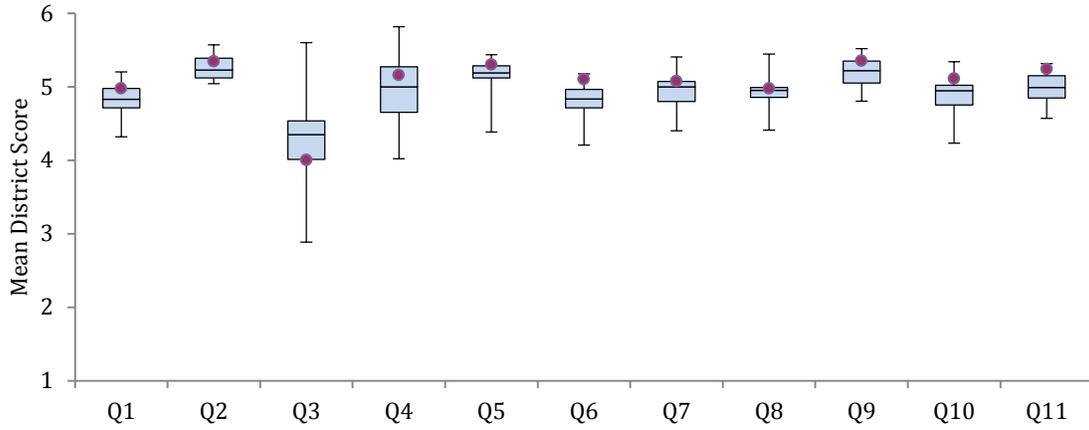
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

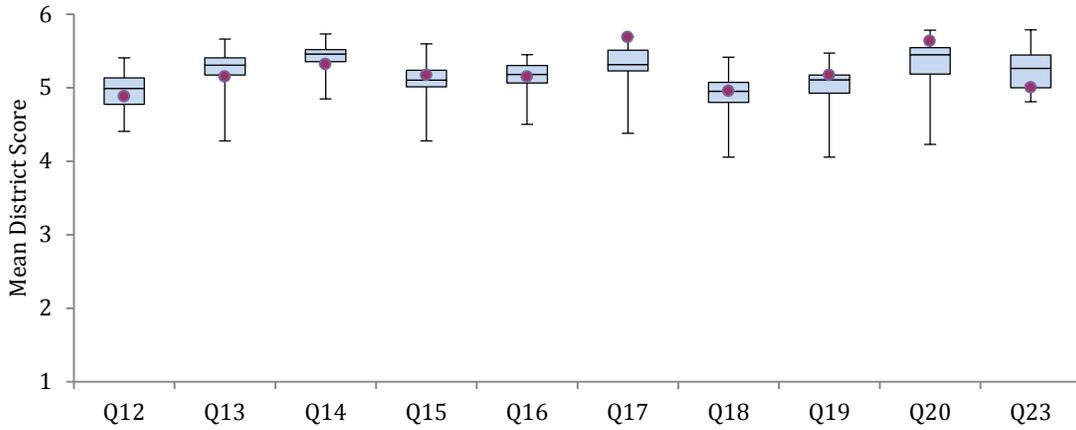
±± Minimum reporting standard not met for this survey item.

Stonington Box-and-Whisker Charts

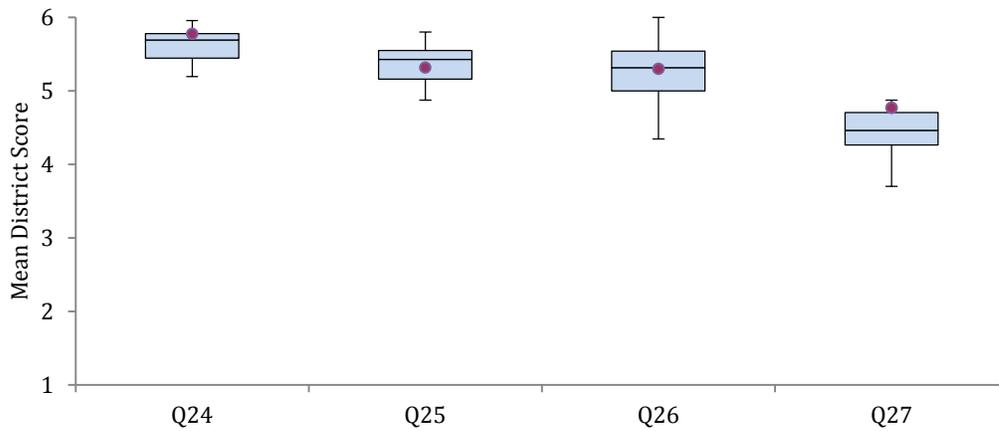
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



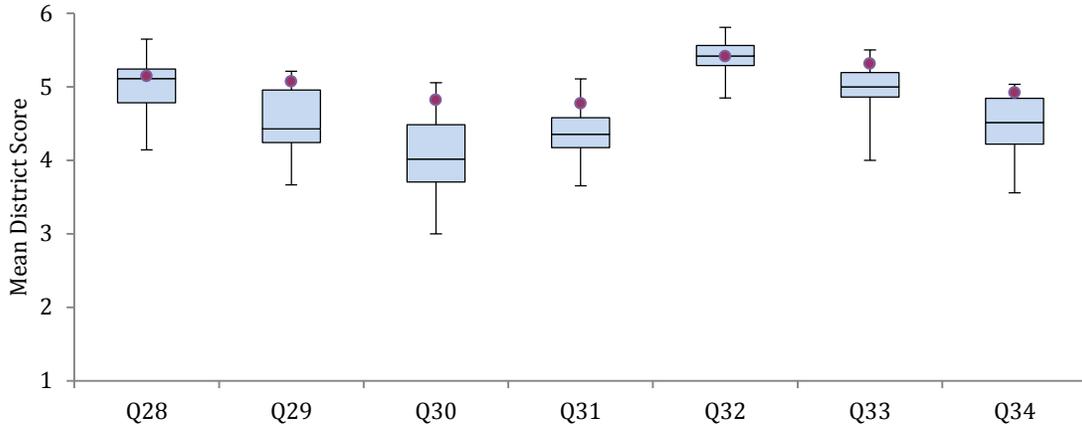
My Child's Participation



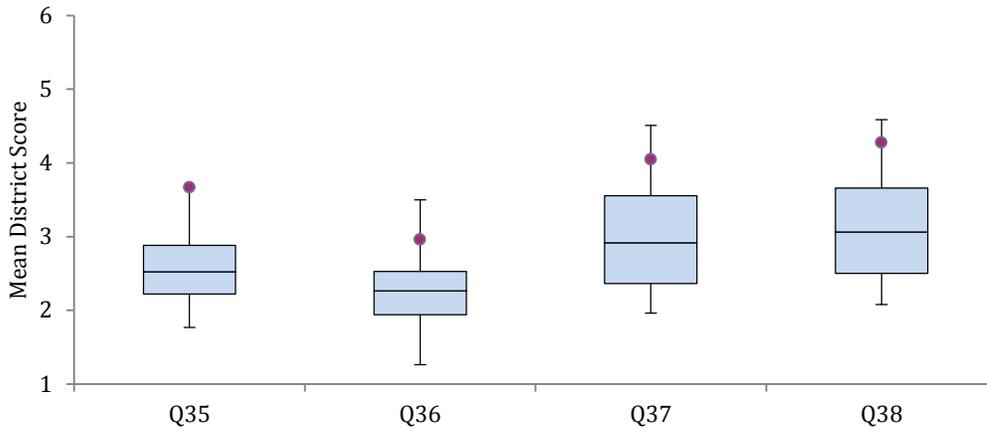
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Stonington Box-and-Whisker Charts (continued)

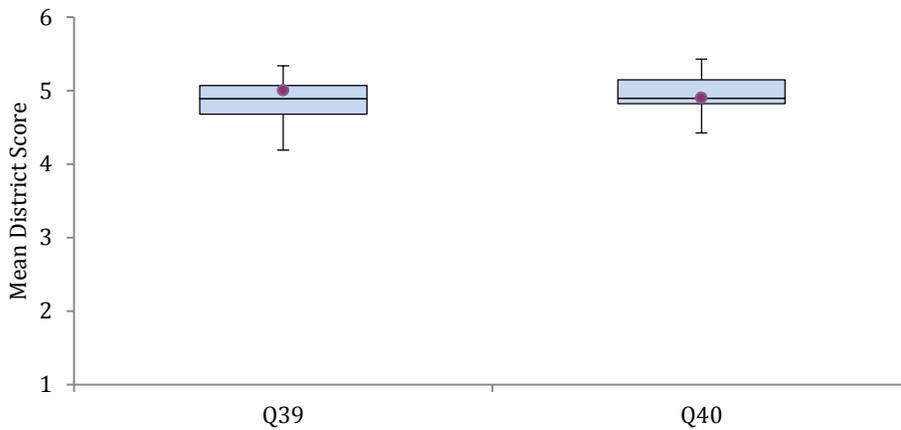
Transition Planning



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).

Suffield School District

The 2012-2013 survey was sent to 262 parents of children receiving special education services in the Suffield School District. A total of 60 surveys were returned for a response rate of 22.9%, above the overall survey response rate of 21.3% (n=2,091).

Suffield 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.	60	53.3%	35.0%	1.7%	90.0%	3.3%	1.7%	5.0%	10.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	59	66.1%	22.0%	5.1%	93.2%	1.7%	1.7%	3.4%	6.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	7.7%	0.0%	0.0%	7.7%	15.4%	7.7%	69.2%	92.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	23	4.3%	0.0%	4.3%	8.7%	4.3%	0.0%	87.0%	91.3%	±
5. My child is accepted within the school community.	59	50.8%	28.8%	15.3%	94.9%	3.4%	0.0%	1.7%	5.1%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	60	46.7%	41.7%	3.3%	91.7%	0.0%	3.3%	5.0%	8.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	60	56.7%	33.3%	1.7%	91.7%	1.7%	1.7%	5.0%	8.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	60	50.0%	31.7%	6.7%	88.3%	1.7%	0.0%	6.7%	8.3%	3.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	60	61.7%	30.0%	1.7%	93.3%	1.7%	3.3%	1.7%	6.7%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	58	44.8%	34.5%	10.3%	89.7%	1.7%	1.7%	6.9%	10.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	59	52.5%	28.8%	10.2%	91.5%	1.7%	1.7%	3.4%	6.8%	1.7%

Table is continued on the next page.

Suffield 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.	59	66.1%	16.9%	6.8%	89.8%	3.4%	5.1%	1.7%	10.2%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	59	69.5%	20.3%	0.0%	89.8%	3.4%	5.1%	1.7%	10.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	59	64.4%	27.1%	5.1%	96.6%	3.4%	0.0%	0.0%	3.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	59	61.0%	28.8%	6.8%	96.6%	0.0%	1.7%	1.7%	3.4%	±
16. My child's evaluation report is written in terms I understand.	59	54.2%	33.9%	6.8%	94.9%	0.0%	0.0%	5.1%	5.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	59	72.9%	25.4%	0.0%	98.3%	1.7%	0.0%	0.0%	1.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	58	50.0%	29.3%	8.6%	87.9%	1.7%	5.2%	5.2%	12.1%	±
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.	57	59.6%	26.3%	3.5%	89.5%	1.8%	5.3%	3.5%	10.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	57	75.4%	17.5%	0.0%	93.0%	1.8%	3.5%	1.8%	7.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	57.1%	42.9%	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.	53	79.2%	17.0%	1.9%	98.1%	0.0%	0.0%	0.0%	0.0%	1.9%

Table is continued on the next page.

Suffield 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).	59	89.8%	6.8%	0.0%	96.6%	0.0%	0.0%	3.4%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	57	77.2%	12.3%	3.5%	93.0%	1.8%	0.0%	5.3%	7.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	38	2.6%	0.0%	2.6%	5.3%	5.3%	2.6%	86.8%	94.7%	±
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).	36	47.2%	13.9%	5.6%	66.7%	5.6%	2.8%	11.1%	19.4%	13.9%
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.	±±	-	-	-	-	-	-	-	-	±
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%	29.4%	5.9%	82.4%	0.0%	5.9%	11.8%	17.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	9.1%	9.1%	9.1%	27.3%	0.0%	18.2%	18.2%	36.4%	36.4%
31. The PPT introduced planning for my child's transition to adulthood.	18	33.3%	22.2%	22.2%	77.8%	0.0%	11.1%	11.1%	22.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	20	70.0%	15.0%	15.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	20	60.0%	25.0%	0.0%	85.0%	5.0%	0.0%	10.0%	15.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	16	50.0%	18.8%	6.3%	75.0%	12.5%	6.3%	6.3%	25.0%	±

Table is continued on the next page.

Suffield Survey Response Table (continued)

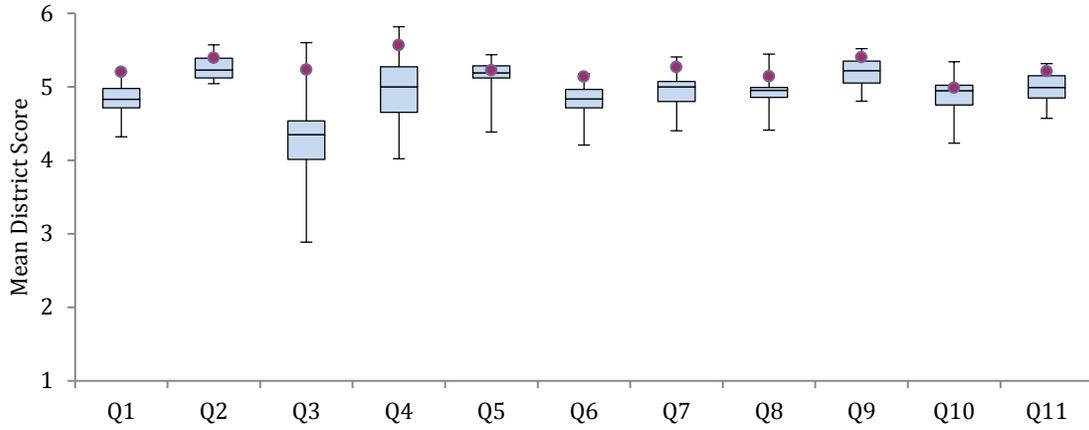
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	39	7.7%	20.5%	10.3%	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.	38	31.6%	10.5%	13.2%	55.3%	2.6%	5.3%	36.8%	44.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	54	31.5%	25.9%	9.3%	66.7%	1.9%	0.0%	14.8%	16.7%	16.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	53	30.2%	24.5%	7.5%	62.3%	1.9%	1.9%	11.3%	15.1%	22.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	56	51.8%	32.1%	7.1%	91.1%	1.8%	3.6%	3.6%	8.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	56	53.6%	26.8%	8.9%	89.3%	7.1%	0.0%	3.6%	10.7%	±

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

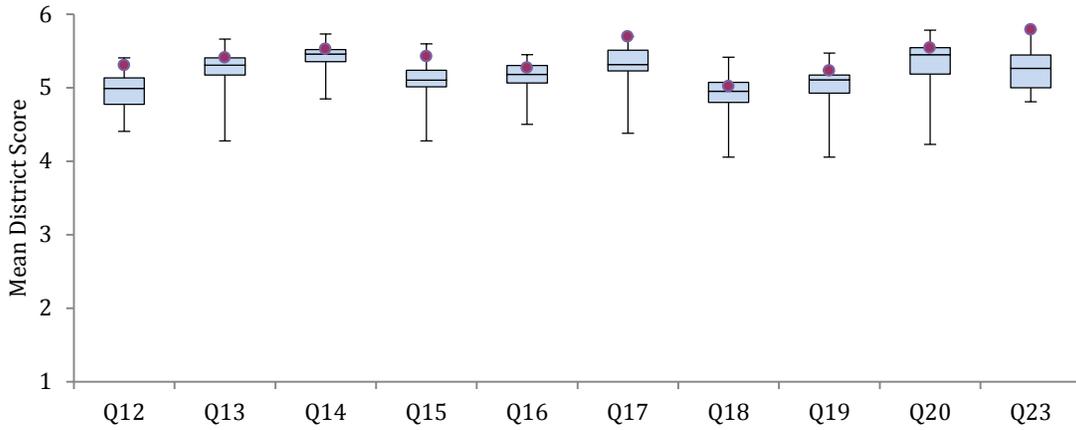
± Not a response option for this survey item.

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

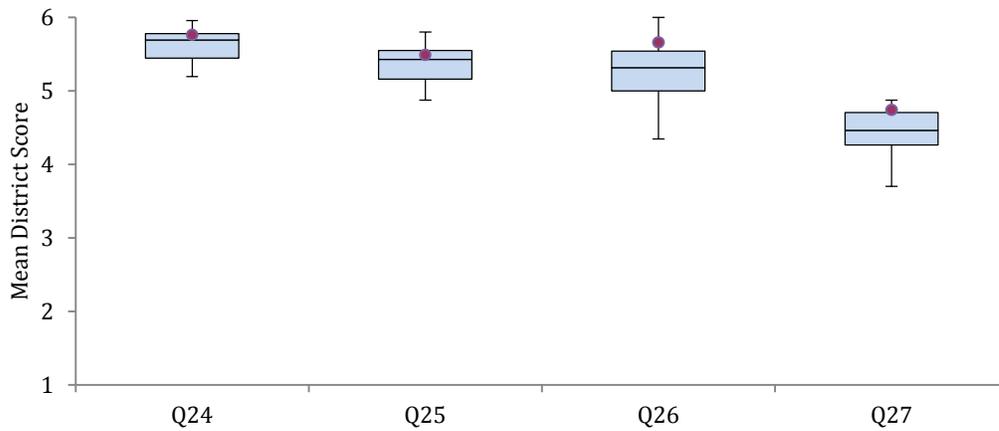
Suffield Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



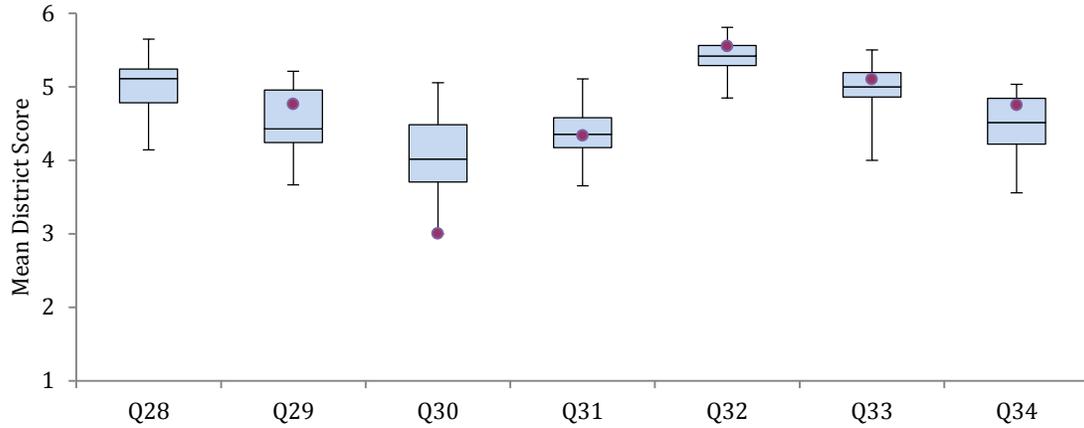
My Child's Participation



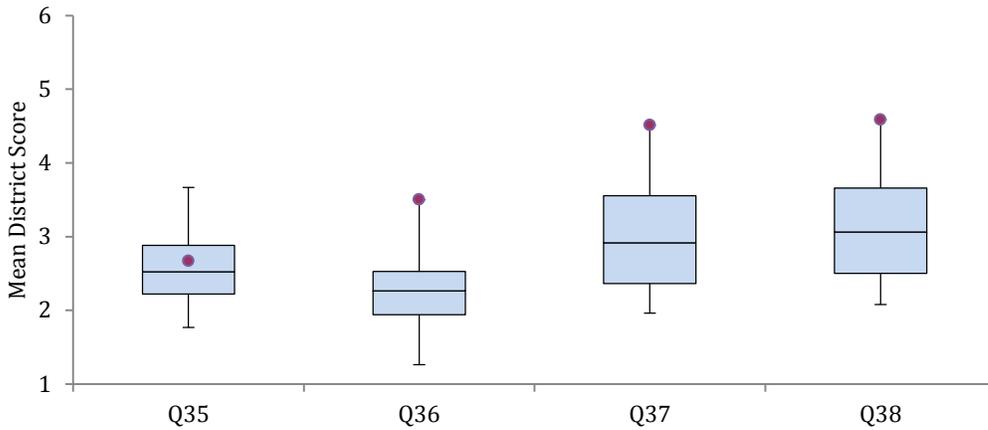
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Suffield Box-and-Whisker Charts (continued)

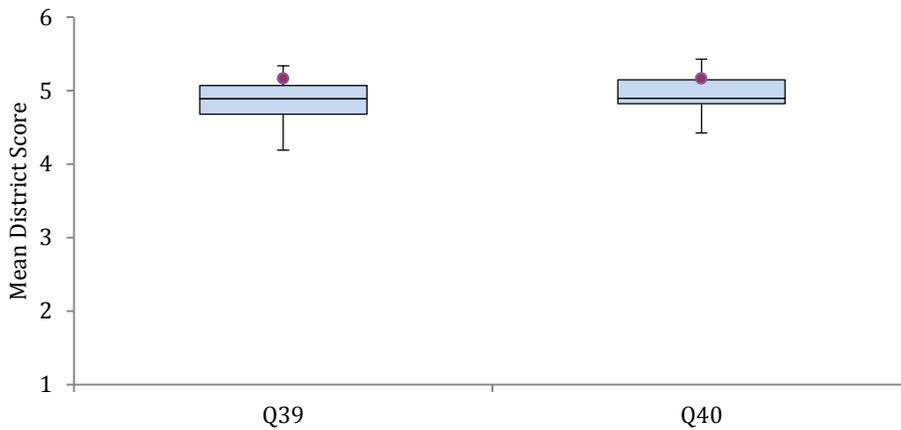
Transition Planning



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.

Thompson School District

The 2012-2013 survey was sent to 135 parents of children receiving special education services in the Thompson School District. A total of 28 surveys were returned for a response rate of 20.7%, slightly below the overall survey response rate of 21.3% (n=2,091).

Thompson 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	28.6%	42.9%	17.9%	89.3%	0.0%	3.6%	7.1%	10.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	28	64.3%	32.1%	0.0%	96.4%	3.6%	0.0%	0.0%	3.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	8	12.5%	12.5%	0.0%	25.0%	0.0%	12.5%	62.5%	75.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	10	10.0%	10.0%	10.0%	30.0%	0.0%	0.0%	70.0%	70.0%	±
5. My child is accepted within the school community.	28	57.1%	32.1%	7.1%	96.4%	0.0%	3.6%	0.0%	3.6%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	28	28.6%	53.6%	7.1%	89.3%	3.6%	7.1%	0.0%	10.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	27	37.0%	40.7%	11.1%	88.9%	7.4%	3.7%	0.0%	11.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	28	42.9%	35.7%	3.6%	82.1%	7.1%	7.1%	3.6%	17.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	27	59.3%	25.9%	3.7%	88.9%	7.4%	3.7%	0.0%	11.1%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	26	50.0%	11.5%	19.2%	80.8%	15.4%	3.8%	0.0%	19.2%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	26	42.3%	34.6%	15.4%	92.3%	7.7%	0.0%	0.0%	7.7%	0.0%

Table is continued on the next page.

Thompson 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.	27	44.4%	37.0%	14.8%	96.3%	0.0%	3.7%	0.0%	3.7%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	28	53.6%	28.6%	10.7%	92.9%	0.0%	0.0%	7.1%	7.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	28	53.6%	35.7%	3.6%	92.9%	7.1%	0.0%	0.0%	7.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	28	42.9%	32.1%	10.7%	85.7%	3.6%	3.6%	7.1%	14.3%	±
16. My child's evaluation report is written in terms I understand.	28	35.7%	50.0%	10.7%	96.4%	3.6%	0.0%	0.0%	3.6%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	28	57.1%	32.1%	3.6%	92.9%	3.6%	3.6%	0.0%	7.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	27	44.4%	37.0%	11.1%	92.6%	0.0%	3.7%	3.7%	7.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	28	50.0%	32.1%	10.7%	92.9%	0.0%	0.0%	7.1%	7.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	28	75.0%	14.3%	7.1%	96.4%	0.0%	0.0%	3.6%	3.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	26	61.5%	23.1%	3.8%	88.5%	0.0%	0.0%	7.7%	7.7%	3.8%

Table is continued on the next page.

Thompson 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).	26	73.1%	11.5%	7.7%	92.3%	3.8%	0.0%	3.8%	7.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	27	74.1%	7.4%	3.7%	85.2%	7.4%	0.0%	7.4%	14.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	16	6.3%	0.0%	0.0%	6.3%	0.0%	6.3%	87.5%	93.8%	±
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).	16	37.5%	18.8%	12.5%	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.	±±	-	-	-	-	-	-	-	-	±
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	28.6%	42.9%	0.0%	71.4%	14.3%	0.0%	14.3%	28.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	33.3%	16.7%	0.0%	50.0%	16.7%	0.0%	33.3%	50.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	7	28.6%	28.6%	0.0%	57.1%	28.6%	0.0%	14.3%	42.9%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	7	57.1%	42.9%	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.	7	42.9%	14.3%	42.9%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	8	37.5%	12.5%	25.0%	75.0%	12.5%	0.0%	12.5%	25.0%	±

Table is continued on the next page.

Thompson 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.	18	11.1%	5.6%	0.0%	16.7%	11.1%	11.1%	61.1%	83.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	5.3%	10.5%	5.3%	21.1%	15.8%	10.5%	52.6%	78.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	23	13.0%	13.0%	4.3%	30.4%	13.0%	4.3%	39.1%	56.5%	13.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	23	13.0%	13.0%	13.0%	39.1%	0.0%	4.3%	39.1%	43.5%	17.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	26	42.3%	30.8%	19.2%	92.3%	7.7%	0.0%	0.0%	7.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	26	57.7%	19.2%	11.5%	88.5%	7.7%	0.0%	3.8%	11.5%	±

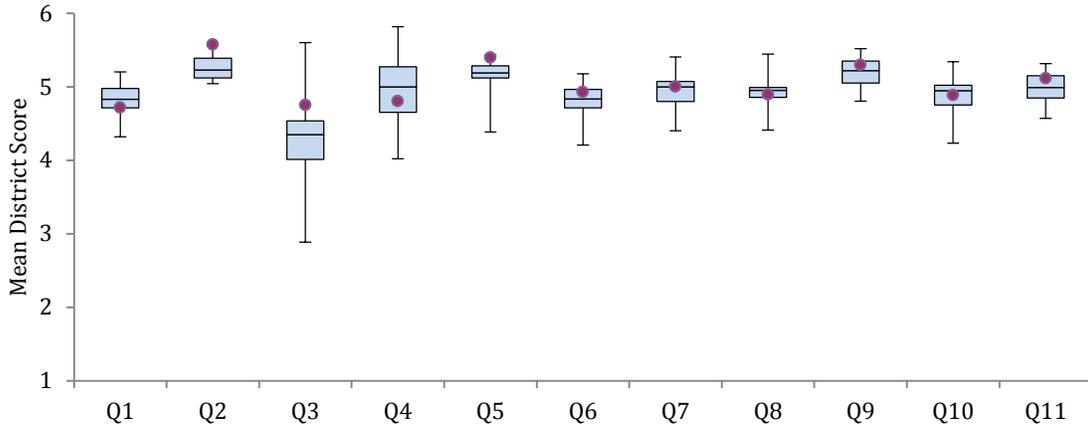
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

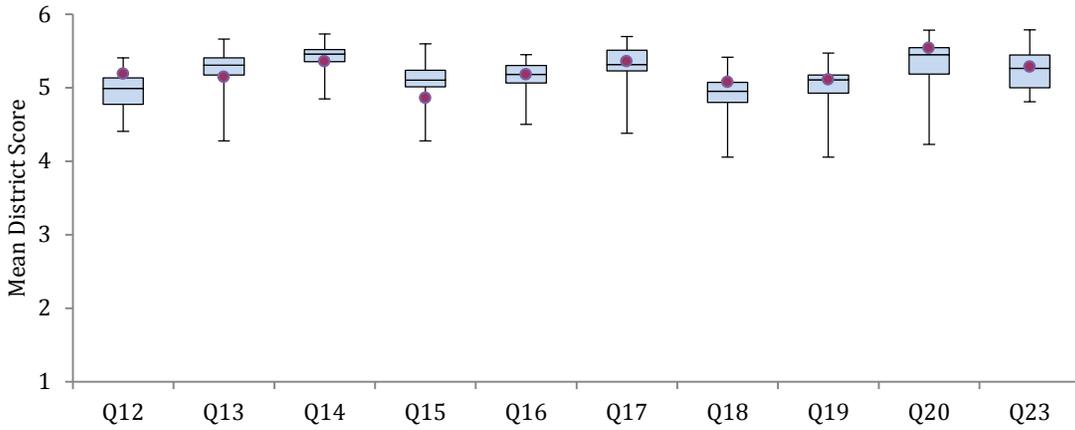
±± Minimum reporting standard not met for this survey item.

Thompson Box-and-Whisker Charts

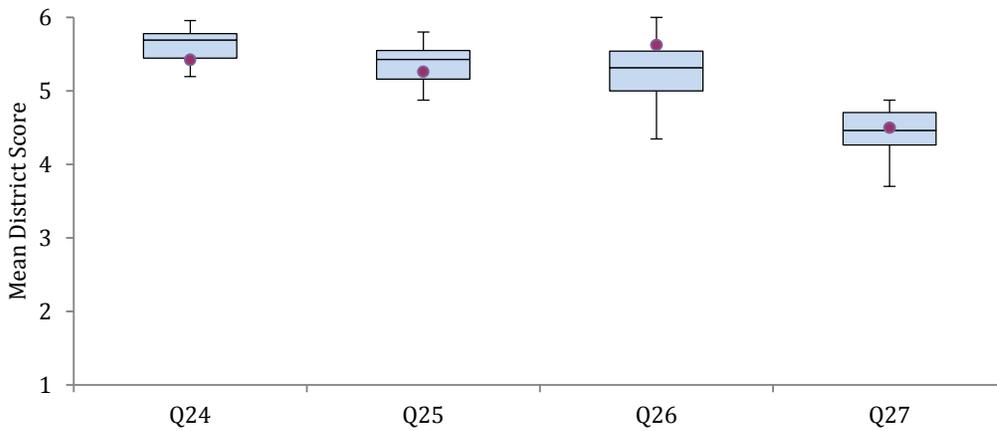
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



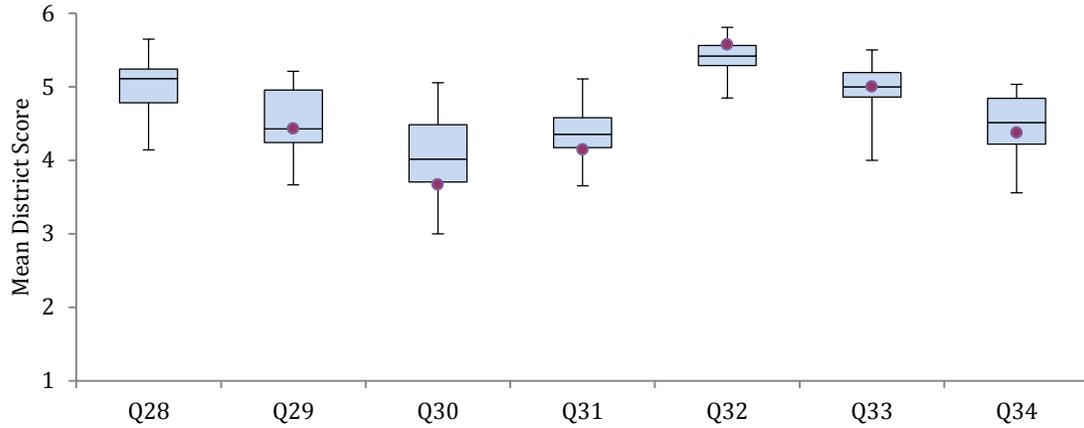
My Child's Participation



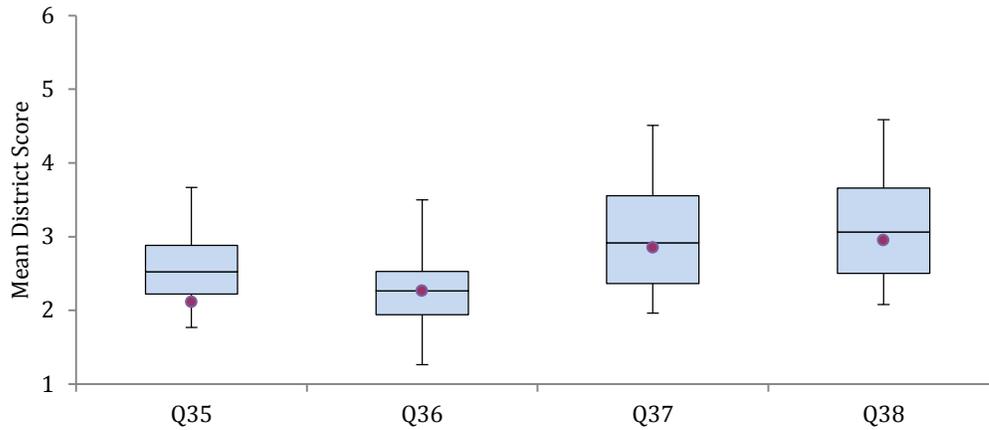
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Thompson Box-and-Whisker Charts (continued)

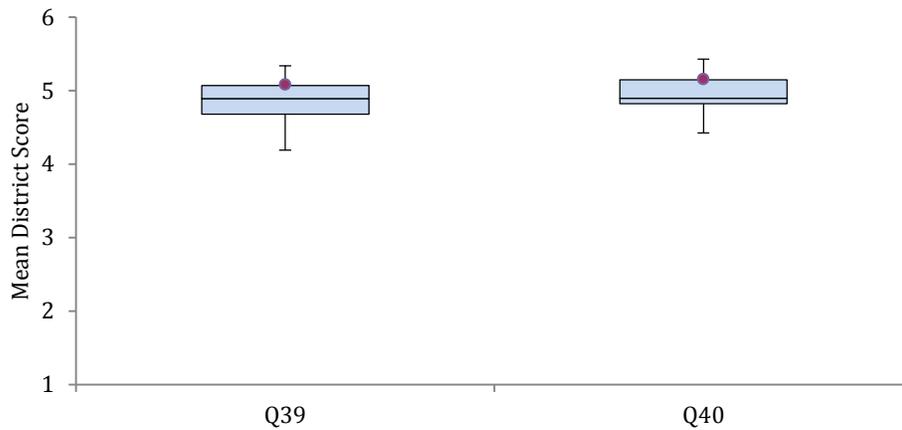
Transition Planning



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.

West Hartford School District

The 2012-2013 survey was sent to 723 parents of children receiving special education services in the West Hartford School District. A total of 173 surveys were returned for a response rate of 23.9%, above the overall survey response rate of 21.3% (n=2,091).

West Hartford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	171	45.6%	32.2%	7.6%	85.4%	4.1%	4.7%	5.8%	14.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	172	58.7%	27.3%	9.3%	95.3%	2.3%	0.6%	1.7%	4.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	47	19.1%	10.6%	14.9%	44.7%	6.4%	2.1%	46.8%	55.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	80	8.8%	5.0%	10.0%	23.8%	5.0%	3.8%	67.5%	76.3%	±
5. My child is accepted within the school community.	166	49.4%	29.5%	12.7%	91.6%	3.6%	1.8%	3.0%	8.4%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	172	43.6%	32.6%	7.0%	83.1%	4.7%	5.2%	5.8%	15.7%	1.2%
7. All special education services identified in my child's IEP have been provided.	172	47.7%	27.9%	9.3%	84.9%	4.1%	5.2%	2.9%	12.2%	2.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	173	46.8%	25.4%	13.3%	85.5%	4.0%	4.0%	5.2%	13.3%	1.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	166	54.8%	30.7%	9.6%	95.2%	1.2%	1.2%	1.2%	3.6%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	159	43.4%	33.3%	13.2%	89.9%	2.5%	1.9%	3.1%	7.5%	2.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	158	43.7%	29.1%	15.2%	88.0%	3.2%	1.9%	3.8%	8.9%	3.2%

Table is continued on the next page.

West Hartford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	165	47.9%	23.0%	20.0%	90.9%	4.8%	1.8%	2.4%	9.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	172	60.5%	21.5%	10.5%	92.4%	5.8%	0.0%	1.7%	7.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	170	67.1%	22.9%	5.9%	95.9%	3.5%	0.6%	0.0%	4.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	169	53.8%	27.8%	11.8%	93.5%	3.0%	3.0%	0.6%	6.5%	±
16. My child's evaluation report is written in terms I understand.	171	59.1%	29.2%	5.8%	94.2%	1.2%	2.9%	1.8%	5.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	173	63.0%	24.9%	4.0%	91.9%	4.6%	1.2%	2.3%	8.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	167	46.7%	27.5%	15.0%	89.2%	1.2%	4.8%	4.8%	10.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	171	51.5%	26.3%	12.3%	90.1%	5.3%	2.3%	2.3%	9.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	171	73.7%	15.2%	4.1%	93.0%	1.8%	2.9%	2.3%	7.0%	±
21. If necessary, a translator was provided at the PPT meetings.	23	52.2%	26.1%	0.0%	78.3%	17.4%	4.3%	0.0%	21.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	27	44.4%	25.9%	3.7%	74.1%	18.5%	3.7%	3.7%	25.9%	±
23. The school district proposed the regular classroom for my child as the first placement option.	160	65.0%	11.9%	5.0%	81.9%	3.8%	4.4%	3.8%	11.9%	6.3%

Table is continued on the next page.

West Hartford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	165	77.6%	13.3%	4.8%	95.8%	0.6%	0.6%	3.0%	4.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	155	69.0%	14.2%	5.2%	88.4%	3.9%	1.9%	5.8%	11.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	107	4.7%	6.5%	5.6%	16.8%	6.5%	4.7%	72.0%	83.2%	±
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).	98	35.7%	19.4%	6.1%	61.2%	5.1%	7.1%	12.2%	24.5%	14.3%
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.	21	71.4%	9.5%	4.8%	85.7%	0.0%	0.0%	14.3%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	69	33.3%	27.5%	10.1%	71.0%	8.7%	5.8%	14.5%	29.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	48	18.8%	20.8%	16.7%	56.3%	2.1%	14.6%	14.6%	31.3%	12.5%
31. The PPT introduced planning for my child's transition to adulthood.	65	30.8%	27.7%	18.5%	76.9%	3.1%	9.2%	10.8%	23.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	70	60.0%	24.3%	4.3%	88.6%	2.9%	4.3%	4.3%	11.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	70	51.4%	30.0%	8.6%	90.0%	4.3%	4.3%	1.4%	10.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	64	32.8%	31.3%	14.1%	78.1%	4.7%	10.9%	6.3%	21.9%	±

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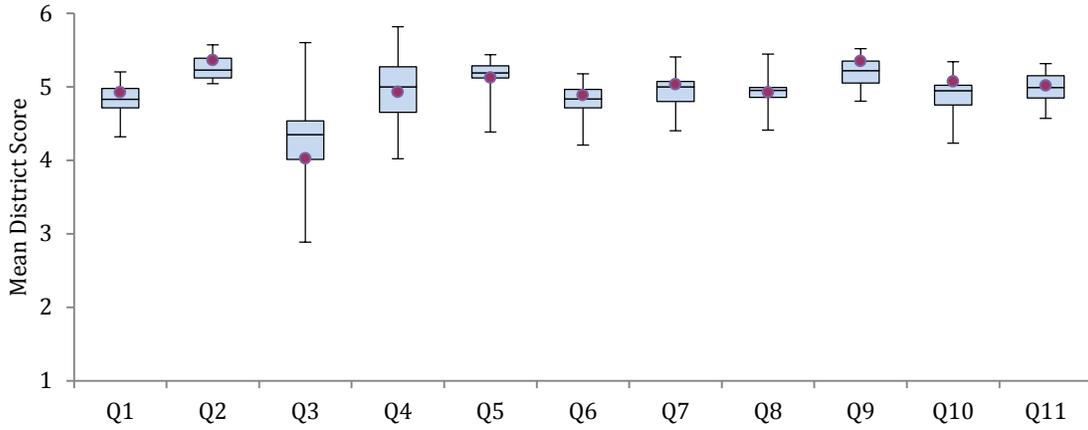
West Hartford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	115	27.8%	9.6%	10.4%	47.8%	5.2%	6.1%	40.9%	52.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	118	27.1%	11.9%	11.9%	50.8%	4.2%	3.4%	41.5%	49.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	156	25.0%	21.2%	14.7%	60.9%	1.9%	4.5%	12.8%	19.2%	19.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	156	33.3%	21.8%	9.0%	64.1%	1.9%	5.1%	9.6%	16.7%	19.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	159	46.5%	28.3%	11.9%	86.8%	2.5%	3.8%	6.9%	13.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	156	53.8%	24.4%	11.5%	89.7%	1.9%	5.1%	3.2%	10.3%	±

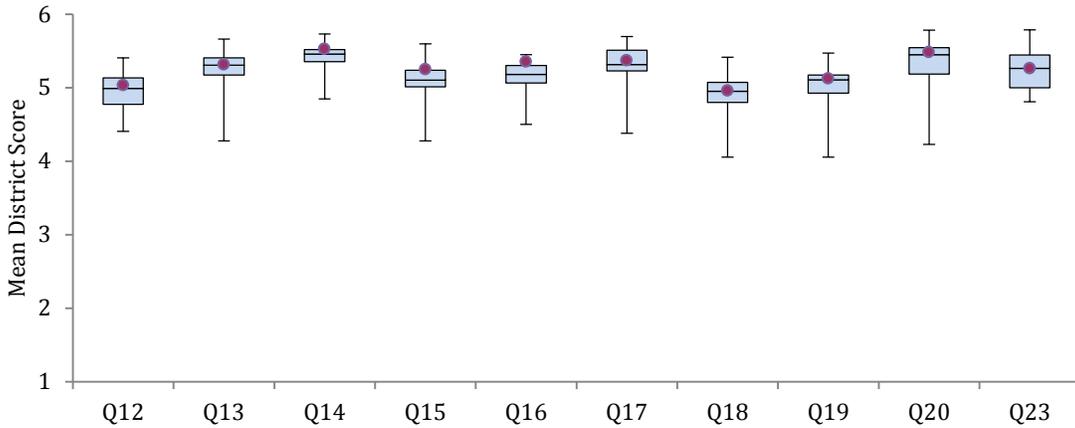
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

West Hartford Box-and-Whisker Charts

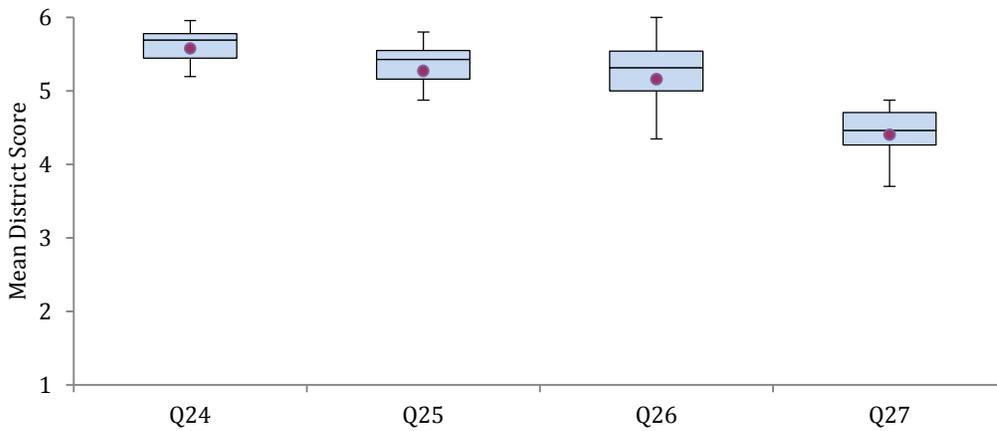
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



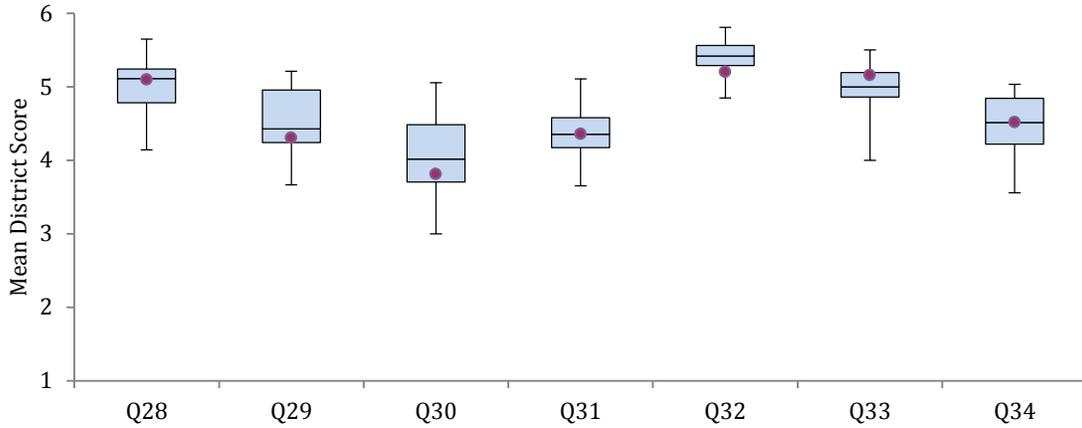
My Child's Participation



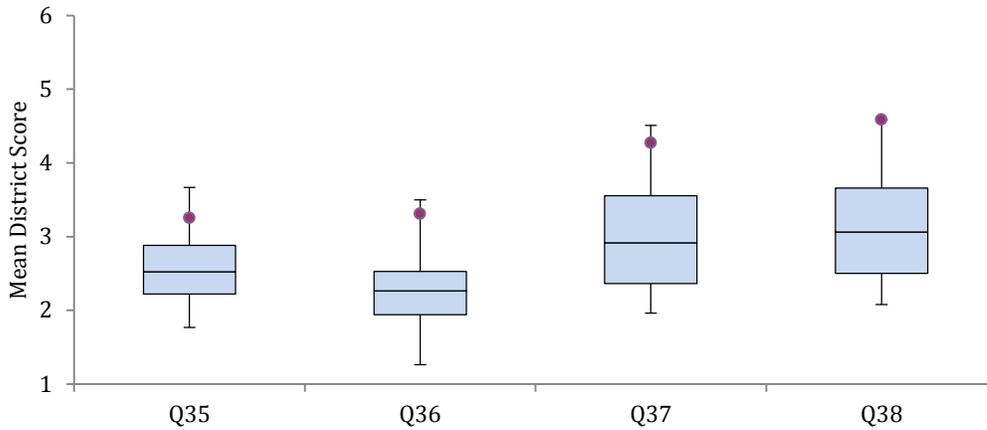
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

West Hartford Box-and-Whisker Charts (continued)

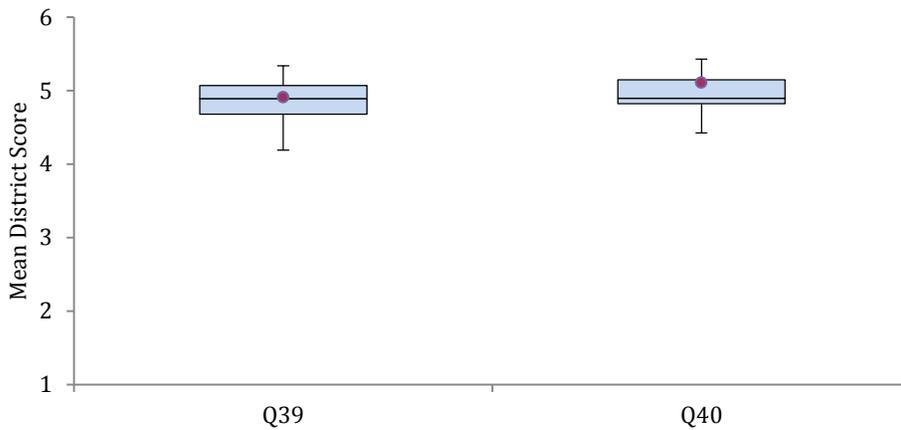
Transition Planning



Parent Training and Support



My Child's Skills



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

Winchester School District

The 2012-2013 survey was sent to 271 parents of children receiving special education services in the Winchester School District. A total of 37 surveys were returned for a response rate of 13.7%, below the overall survey response rate of 21.3% (n=2,091).

Winchester 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.	37	43.2%	27.0%	10.8%	81.1%	0.0%	2.7%	16.2%	18.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	37	51.4%	29.7%	10.8%	91.9%	0.0%	0.0%	8.1%	8.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	0.0%	15.4%	0.0%	15.4%	7.7%	7.7%	69.2%	84.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	5.9%	11.8%	5.9%	23.5%	5.9%	0.0%	70.6%	76.5%	±
5. My child is accepted within the school community.	35	60.0%	14.3%	0.0%	74.3%	5.7%	8.6%	11.4%	25.7%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	37	40.5%	29.7%	5.4%	75.7%	2.7%	5.4%	13.5%	21.6%	2.7%
7. All special education services identified in my child's IEP have been provided.	36	47.2%	16.7%	5.6%	69.4%	5.6%	0.0%	22.2%	27.8%	2.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	37	51.4%	27.0%	2.7%	81.1%	0.0%	2.7%	10.8%	13.5%	5.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	37	51.4%	24.3%	2.7%	78.4%	0.0%	5.4%	10.8%	16.2%	5.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	33	42.4%	36.4%	0.0%	78.8%	0.0%	6.1%	6.1%	12.1%	9.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	33	45.5%	24.2%	3.0%	72.7%	3.0%	0.0%	18.2%	21.2%	6.1%

Table is continued on the next page.

Winchester 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.	37	32.4%	35.1%	10.8%	78.4%	0.0%	5.4%	16.2%	21.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	36	41.7%	25.0%	2.8%	69.4%	0.0%	11.1%	19.4%	30.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	36	52.8%	36.1%	5.6%	94.4%	2.8%	0.0%	2.8%	5.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	36	44.4%	16.7%	11.1%	72.2%	2.8%	0.0%	25.0%	27.8%	±
16. My child's evaluation report is written in terms I understand.	37	45.9%	27.0%	21.6%	94.6%	0.0%	0.0%	5.4%	5.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	37	51.4%	13.5%	0.0%	64.9%	13.5%	0.0%	21.6%	35.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	37	35.1%	21.6%	10.8%	67.6%	2.7%	5.4%	24.3%	32.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	36	38.9%	22.2%	2.8%	63.9%	5.6%	2.8%	27.8%	36.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	35	45.7%	20.0%	2.9%	68.6%	2.9%	0.0%	28.6%	31.4%	±
21. If necessary, a translator was provided at the PPT meetings.	7	57.1%	14.3%	0.0%	71.4%	0.0%	0.0%	28.6%	28.6%	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	42.9%	42.9%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	30	70.0%	20.0%	0.0%	90.0%	3.3%	0.0%	0.0%	3.3%	6.7%

Table is continued on the next page.

Winchester 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).	36	72.2%	16.7%	5.6%	94.4%	0.0%	0.0%	5.6%	5.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	35	60.0%	17.1%	2.9%	80.0%	5.7%	2.9%	11.4%	20.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	25	24.0%	4.0%	8.0%	36.0%	0.0%	4.0%	60.0%	64.0%	±
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).	24	16.7%	25.0%	4.2%	45.8%	8.3%	12.5%	16.7%	37.5%	16.7%
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%	14.3%	14.3%	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.	11	27.3%	36.4%	9.1%	72.7%	0.0%	0.0%	27.3%	27.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	9.1%	27.3%	18.2%	54.5%	0.0%	0.0%	27.3%	27.3%	18.2%
31. The PPT introduced planning for my child's transition to adulthood.	12	8.3%	41.7%	8.3%	58.3%	16.7%	0.0%	25.0%	41.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	14	57.1%	21.4%	7.1%	85.7%	7.1%	0.0%	7.1%	14.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	13	53.8%	38.5%	0.0%	92.3%	0.0%	0.0%	7.7%	7.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	13	30.8%	30.8%	0.0%	61.5%	7.7%	7.7%	23.1%	38.5%	±

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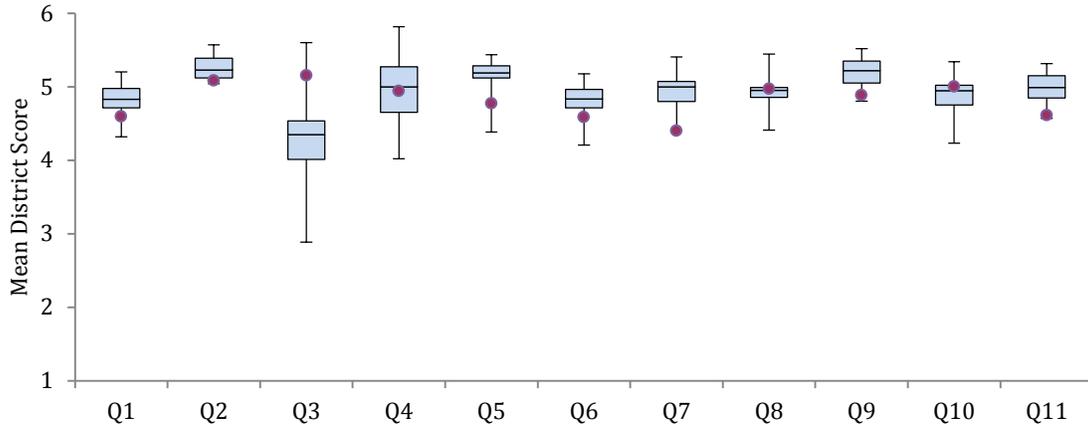
Winchester Survey Response Table (continued)

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.	21	19.0%	4.8%	0.0%	23.8%	9.5%	4.8%	61.9%	76.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24	12.5%	4.2%	0.0%	16.7%	8.3%	8.3%	66.7%	83.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	29	3.4%	10.3%	3.4%	17.2%	3.4%	13.8%	51.7%	69.0%	13.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	28	3.6%	17.9%	3.6%	25.0%	10.7%	3.6%	46.4%	60.7%	14.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	33	51.5%	33.3%	6.1%	90.9%	0.0%	3.0%	6.1%	9.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	31	48.4%	32.3%	3.2%	83.9%	0.0%	3.2%	12.9%	16.1%	±

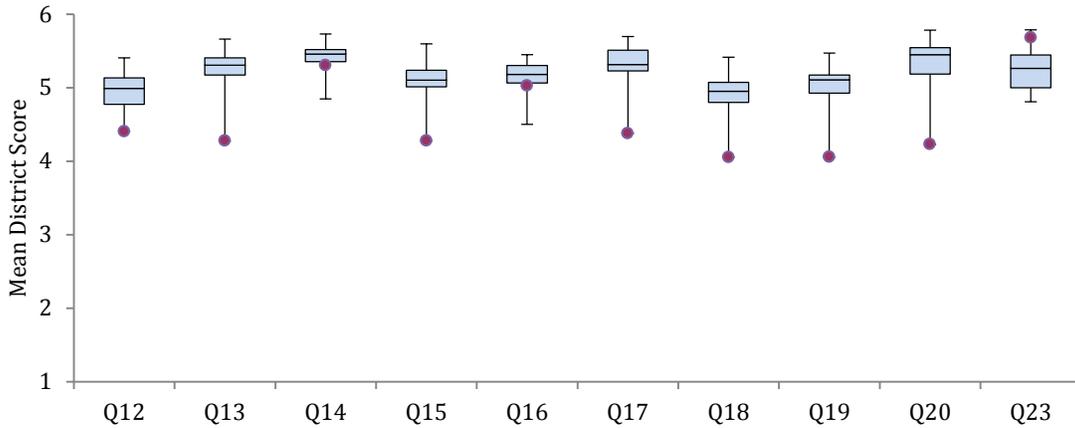
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Winchester Box-and-Whisker Charts

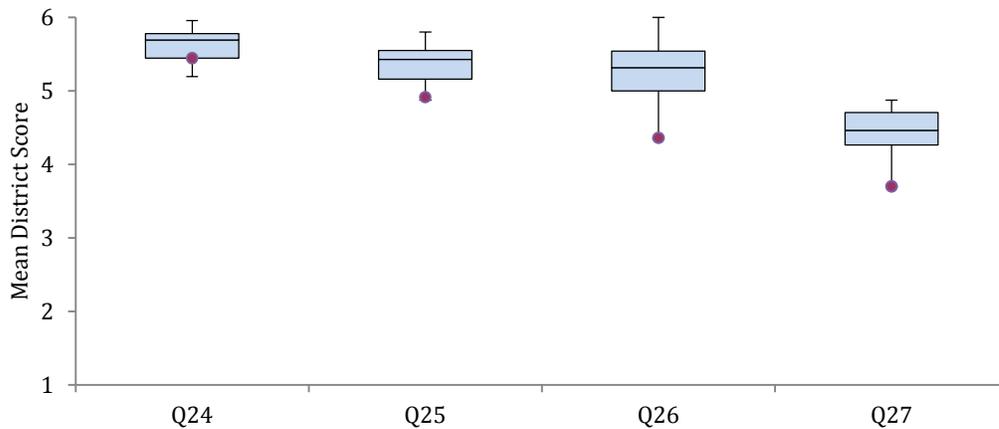
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



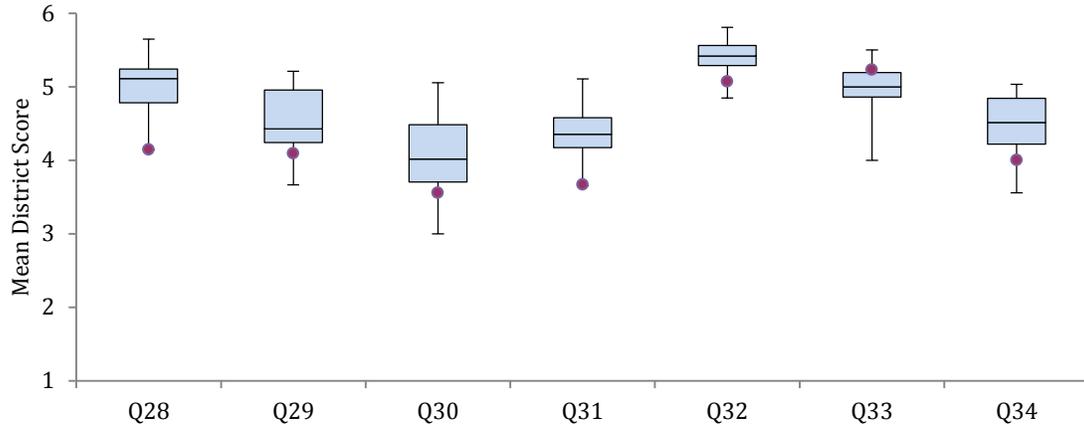
My Child's Participation



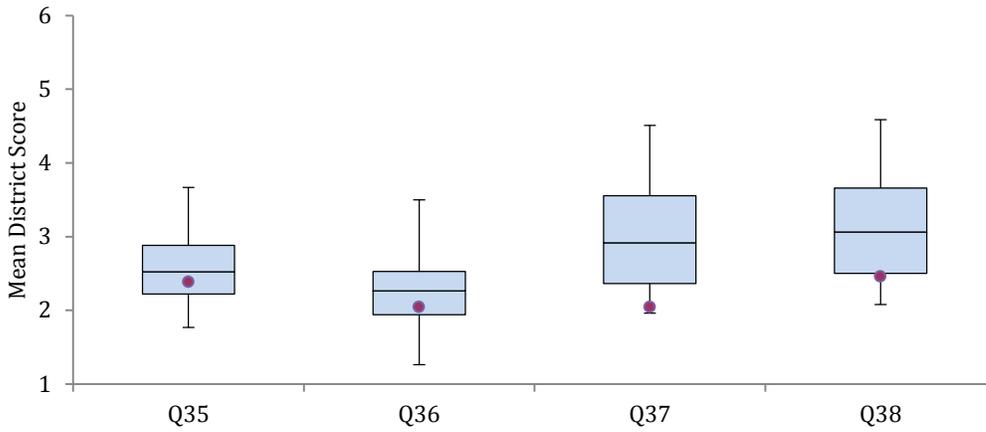
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Winchester Box-and-Whisker Charts (continued)

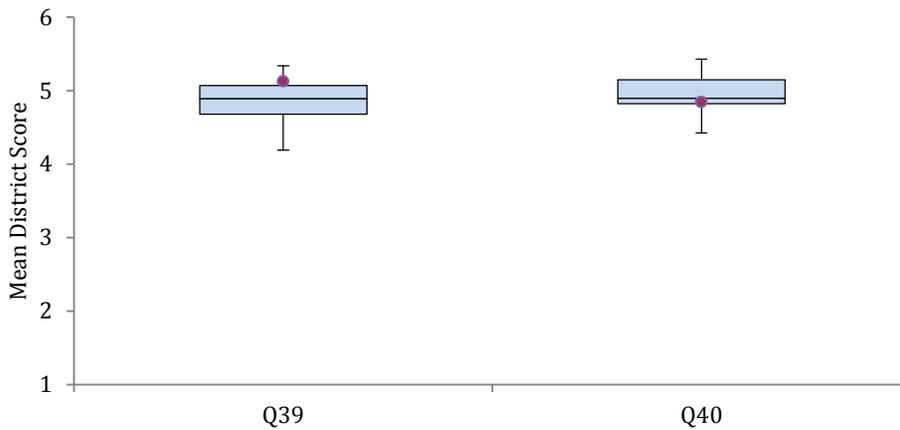
Transition Planning



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).

Windham School District

The 2012-2013 survey was sent to 514 parents of children receiving special education services in the Windham School District. A total of 103 surveys were returned for a response rate of 20.0%, slightly below the overall survey response rate of 21.3% (n=2,091).

Windham 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.	99	38.4%	30.3%	12.1%	80.8%	3.0%	6.1%	10.1%	19.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	100	46.0%	32.0%	13.0%	91.0%	5.0%	2.0%	2.0%	9.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	44	25.0%	29.5%	15.9%	70.5%	9.1%	2.3%	18.2%	29.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	46	19.6%	17.4%	4.3%	41.3%	4.3%	8.7%	45.7%	58.7%	±
5. My child is accepted within the school community.	98	56.1%	26.5%	7.1%	89.8%	3.1%	4.1%	3.1%	10.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	98	41.8%	27.6%	11.2%	80.6%	2.0%	8.2%	9.2%	19.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	98	45.9%	23.5%	13.3%	82.7%	4.1%	4.1%	8.2%	16.3%	1.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	99	47.5%	24.2%	12.1%	83.8%	4.0%	5.1%	7.1%	16.2%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	99	45.5%	30.3%	7.1%	82.8%	7.1%	5.1%	4.0%	16.2%	1.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	95	36.8%	31.6%	13.7%	82.1%	7.4%	1.1%	7.4%	15.8%	2.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	95	43.2%	25.3%	15.8%	84.2%	7.4%	4.2%	3.2%	14.7%	1.1%

Table is continued on the next page.

Windham 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	49.0%	25.0%	11.5%	85.4%	10.4%	1.0%	3.1%	14.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	98	53.1%	23.5%	17.3%	93.9%	3.1%	2.0%	1.0%	6.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	99	53.5%	30.3%	13.1%	97.0%	1.0%	1.0%	1.0%	3.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	98	44.9%	28.6%	17.3%	90.8%	4.1%	2.0%	3.1%	9.2%	±
16. My child's evaluation report is written in terms I understand.	98	45.9%	26.5%	14.3%	86.7%	6.1%	5.1%	2.0%	13.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	101	51.5%	21.8%	13.9%	87.1%	8.9%	2.0%	2.0%	12.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	98	42.9%	27.6%	13.3%	83.7%	10.2%	3.1%	3.1%	16.3%	±
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.	96	51.0%	24.0%	13.5%	88.5%	9.4%	1.0%	1.0%	11.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	101	53.5%	22.8%	16.8%	93.1%	2.0%	2.0%	3.0%	6.9%	±
21. If necessary, a translator was provided at the PPT meetings.	59	61.0%	23.7%	10.2%	94.9%	0.0%	0.0%	5.1%	5.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	59	57.6%	28.8%	6.8%	93.2%	5.1%	1.7%	0.0%	6.8%	±
23. The school district proposed the regular classroom for my child as the first placement option.	94	42.6%	27.7%	10.6%	80.9%	2.1%	1.1%	5.3%	8.5%	10.6%

Table is continued on the next page.

Windham 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).	99	66.7%	21.2%	6.1%	93.9%	2.0%	2.0%	2.0%	6.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	89	52.8%	24.7%	5.6%	83.1%	7.9%	5.6%	3.4%	16.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	58	15.5%	13.8%	3.4%	32.8%	10.3%	1.7%	55.2%	67.2%	±
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).	80	28.8%	18.8%	7.5%	55.0%	13.8%	3.8%	16.3%	33.8%	11.3%
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.	21	42.9%	38.1%	19.0%	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.	21	47.6%	28.6%	19.0%	95.2%	0.0%	4.8%	0.0%	4.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	19	47.4%	21.1%	21.1%	89.5%	0.0%	0.0%	5.3%	5.3%	5.3%
31. The PPT introduced planning for my child's transition to adulthood.	20	25.0%	30.0%	30.0%	85.0%	5.0%	10.0%	0.0%	15.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	26	42.3%	26.9%	19.2%	88.5%	3.8%	0.0%	7.7%	11.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	26	38.5%	34.6%	11.5%	84.6%	7.7%	0.0%	7.7%	15.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	24	29.2%	33.3%	8.3%	70.8%	16.7%	8.3%	4.2%	29.2%	±

Table is continued on the next page.

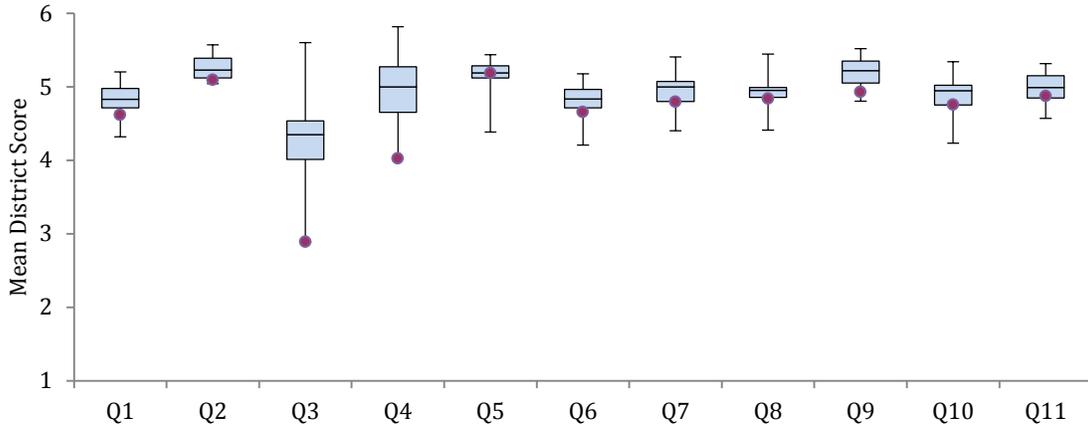
Windham Survey Response Table (continued)

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.	73	16.4%	15.1%	13.7%	45.2%	8.2%	9.6%	37.0%	54.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	65	18.5%	6.2%	7.7%	32.3%	7.7%	12.3%	47.7%	67.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	82	14.6%	11.0%	12.2%	37.8%	6.1%	12.2%	24.4%	42.7%	19.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	80	18.8%	8.8%	11.3%	38.8%	6.3%	7.5%	26.3%	40.0%	21.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	90	35.6%	28.9%	18.9%	83.3%	6.7%	2.2%	7.8%	16.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	80	30.0%	31.3%	17.5%	78.8%	5.0%	5.0%	11.3%	21.3%	±

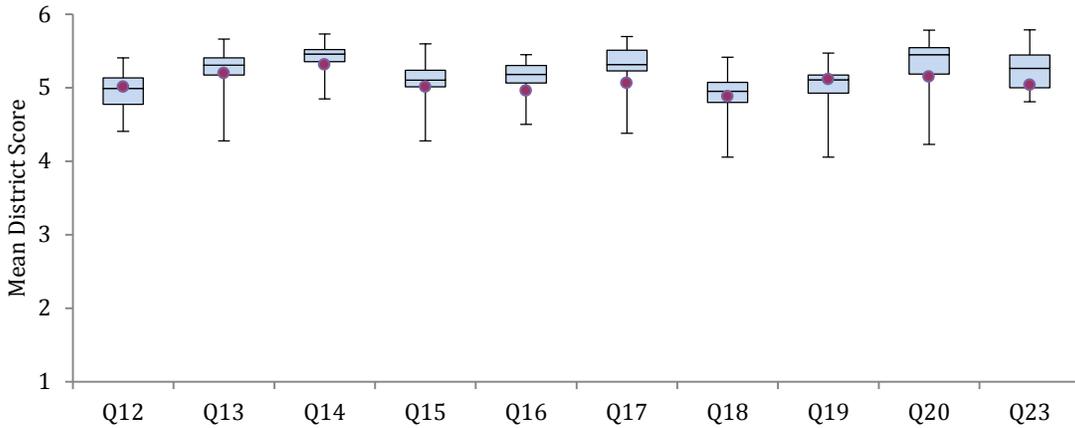
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Windham Box-and-Whisker Charts

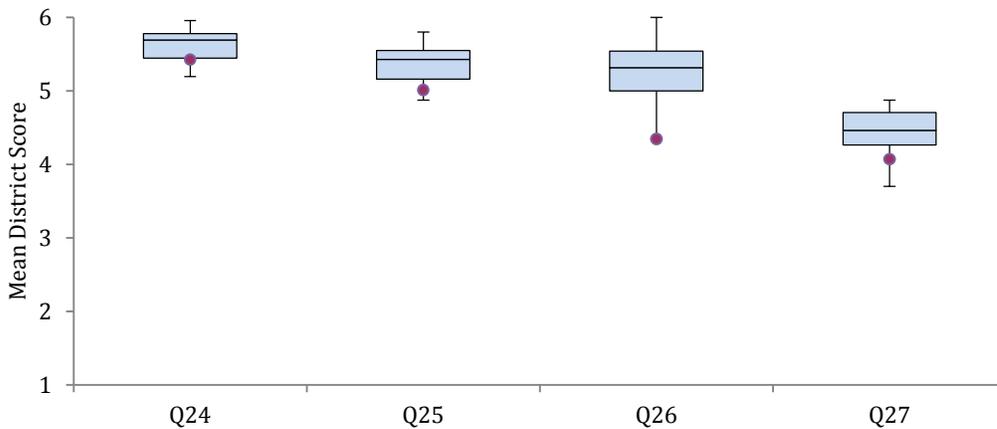
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



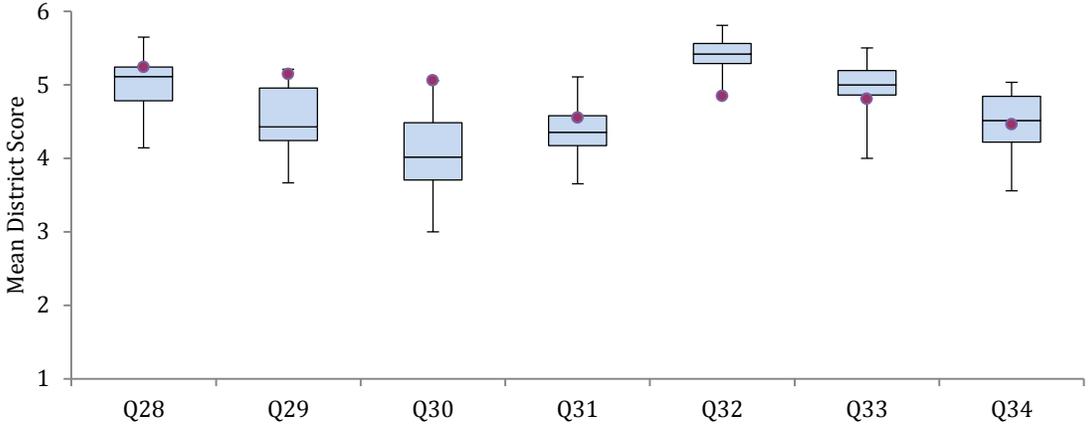
My Child's Participation



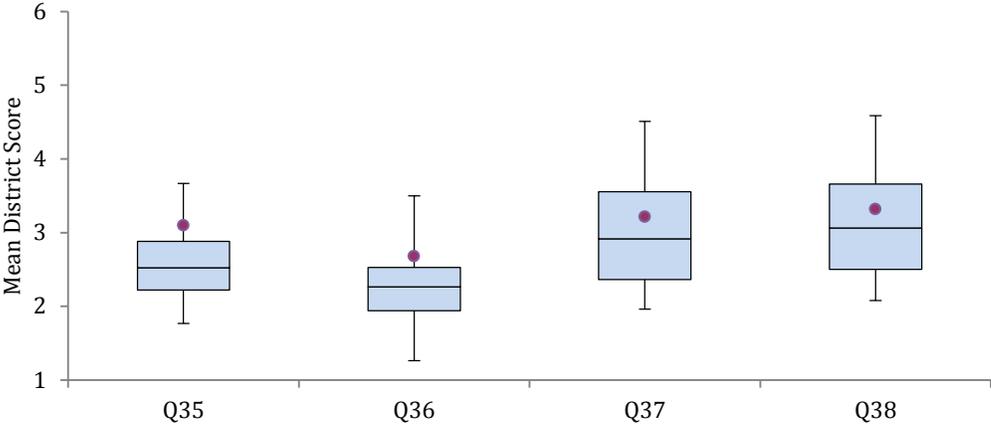
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Windham Box-and-Whisker Charts (continued)

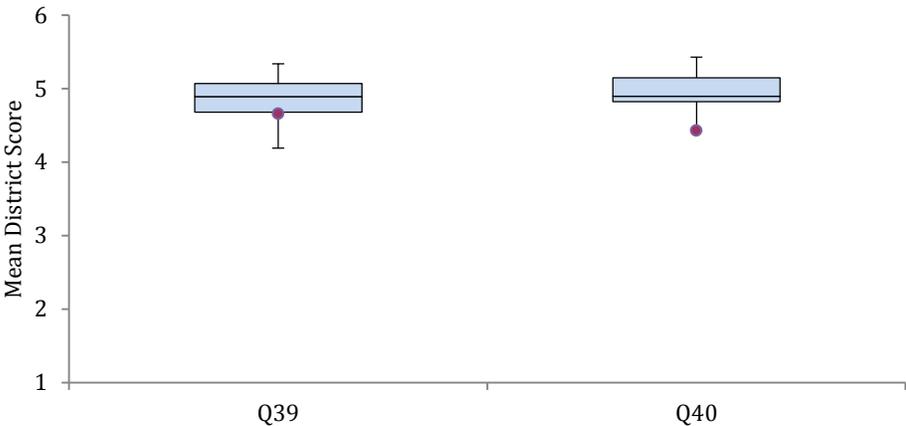
Transition Planning



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 2012-2013 survey was sent to a total of 9,811 parents of children receiving special education services across 29 districts. The overall survey response rate was 21.3% (n=2,091), with the response rate by district ranging from a low of 11.0% in the Norwich School District to a high of 35.3% in the Oxford School District. A total of 463 surveys were returned non-deliverable, representing 4.7% of the total mailing.

Survey Response Rate by District Table

District	Surveys Received		Of Surveys Received			Surveys Sent		Non-Deliverable Mail Rate
			Online	In Spanish	With Comments	Mailed	Also Emailed	
	n	%	%	%	%	n	%	%
Oxford	59	35.3%	50.8%	0.0%	59.3%	167	79.6%	0.0%
Simsbury	190	33.8%	44.7%	0.0%	55.3%	562	50.4%	2.1%
Sherman	22	31.9%	63.6%	0.0%	59.1%	69	73.9%	1.4%
Brookfield	90	29.5%	64.4%	1.1%	47.8%	305	77.4%	3.3%
Region 16	91	28.9%	41.8%	0.0%	39.6%	315	65.7%	1.3%
Bozrah	11	26.8%	27.3%	0.0%	36.4%	41	46.3%	2.4%
Region 05	74	26.6%	50.0%	0.0%	52.7%	278	82.0%	1.4%
Region 19	50	25.9%	48.0%	0.0%	48.0%	193	69.4%	0.5%
Region 08	62	25.4%	41.9%	0.0%	50.0%	244	69.3%	0.4%
New Milford	156	25.2%	49.4%	2.6%	36.5%	618	83.5%	1.5%
Sterling	28	24.3%	21.4%	0.0%	25.0%	115	43.5%	2.6%
West Hartford	173	23.9%	28.9%	4.6%	53.2%	723	0.1%	2.2%
Suffield	60	22.9%	26.7%	0.0%	38.3%	262	10.7%	1.9%
Colchester	85	22.5%	47.1%	0.0%	52.9%	377	69.0%	1.6%
Stafford	41	21.5%	19.5%	0.0%	43.9%	191	0.0%	6.3%
Thompson	28	20.7%	28.6%	0.0%	42.9%	135	22.2%	3.0%
Branford	100	20.7%	15.0%	3.0%	31.0%	483	1.0%	1.4%
Windham	103	20.0%	26.2%	36.9%	31.1%	514	33.7%	1.9%
Manchester	135	19.5%	34.1%	4.4%	38.5%	693	44.0%	7.4%
Cheshire	96	19.2%	17.7%	0.0%	41.7%	499	0.0%	2.8%
Naugatuck	118	19.2%	35.6%	0.8%	46.6%	615	45.9%	2.1%
East Windsor	38	16.8%	28.9%	2.6%	42.1%	226	20.4%	4.4%
North Canaan	7	15.6%	28.6%	0.0%	85.7%	45	11.1%	6.7%
Stonington	41	15.0%	19.5%	0.0%	34.1%	273	0.0%	2.9%
Voluntown	6	14.3%	16.7%	0.0%	66.7%	42	0.0%	2.4%
Winchester	37	13.7%	21.6%	2.7%	56.8%	271	0.0%	10.3%
Bridgeport	109	12.9%	10.1%	21.1%	25.7%	848	0.0%	12.4%
Cornwall	2	11.1%	0.0%	0.0%	100.0%	18	22.2%	0.0%
Norwich	76	11.0%	11.8%	5.3%	31.6%	689	0.0%	18.0%
Unknown	3	--	--	66.7%	0.0%	--	--	--
Total	2,091	21.3%	34.3%	4.4%	43.5%	9,811	32.3%	4.7%

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.	2,057	40.2%	34.7%	10.6%	85.5%	3.6%	5.1%	5.8%	14.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,061	57.2%	25.8%	9.7%	92.6%	2.8%	2.1%	2.5%	7.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	536	19.4%	10.4%	9.3%	39.2%	7.6%	5.2%	47.9%	60.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	845	10.8%	6.5%	5.7%	23.0%	3.2%	3.1%	70.8%	77.0%	±
5. My child is accepted within the school community.	2,025	55.0%	25.8%	10.0%	90.8%	3.6%	2.8%	2.9%	9.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	2,063	40.7%	32.5%	11.5%	84.7%	4.8%	4.2%	6.0%	15.0%	0.3%
7. All special education services identified in my child's IEP have been provided.	2,051	46.7%	28.8%	10.2%	85.7%	5.1%	3.6%	4.3%	13.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,057	46.8%	28.0%	10.3%	85.0%	4.0%	4.1%	5.3%	13.4%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,028	55.2%	26.5%	8.5%	90.2%	3.4%	2.2%	2.9%	8.5%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,941	42.8%	28.7%	13.4%	85.0%	5.5%	2.2%	5.0%	12.7%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,956	45.6%	27.7%	12.7%	86.0%	4.9%	2.3%	4.4%	11.6%	2.4%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
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.	2,020	48.4%	25.5%	13.7%	87.5%	5.1%	2.9%	4.5%	12.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	2,055	62.0%	21.6%	8.2%	91.9%	3.0%	1.7%	3.4%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,054	64.5%	24.0%	6.9%	95.4%	2.1%	1.3%	1.3%	4.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,036	54.0%	24.5%	11.4%	89.9%	4.3%	2.1%	3.7%	10.1%	±
16. My child's evaluation report is written in terms I understand.	2,057	54.3%	27.6%	9.7%	91.5%	3.7%	2.0%	2.7%	8.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	2,063	64.4%	20.7%	6.6%	91.7%	3.5%	1.9%	2.8%	8.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	2,031	47.1%	27.5%	11.9%	86.5%	4.5%	3.6%	5.4%	13.5%	±
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.	2,039	50.9%	25.6%	11.5%	88.0%	4.9%	3.1%	3.9%	12.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,046	69.3%	17.2%	5.6%	92.1%	2.8%	1.6%	3.5%	7.9%	±
21. If necessary, a translator was provided at the PPT meetings.	318	59.4%	20.1%	6.3%	85.8%	3.1%	1.6%	9.4%	14.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	329	56.5%	24.6%	6.4%	87.5%	4.6%	1.5%	6.4%	12.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,829	62.0%	16.8%	6.0%	84.8%	2.4%	1.6%	5.6%	9.7%	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).	2,005	80.9%	11.3%	3.8%	96.1%	0.8%	1.0%	2.1%	3.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,887	72.9%	12.5%	4.5%	89.9%	3.0%	2.0%	5.1%	10.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,291	7.4%	3.6%	4.2%	15.2%	4.7%	5.4%	74.7%	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).	1,228	36.6%	16.0%	7.7%	60.3%	6.4%	3.9%	12.7%	23.0%	16.7%
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.	351	57.5%	21.7%	8.8%	88.0%	1.7%	2.8%	7.4%	12.0%	±
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.	593	38.1%	26.8%	13.2%	78.1%	6.2%	4.2%	11.5%	21.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	442	31.0%	15.4%	9.7%	56.1%	4.8%	6.6%	16.5%	27.8%	16.1%
31. The PPT introduced planning for my child's transition to adulthood.	593	36.3%	22.6%	16.4%	75.2%	5.7%	6.6%	12.5%	24.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	676	69.5%	16.0%	7.0%	92.5%	2.8%	1.9%	2.8%	7.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	670	52.4%	23.9%	10.1%	86.4%	4.5%	3.3%	5.8%	13.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	612	39.9%	20.6%	14.9%	75.3%	7.5%	5.1%	12.1%	24.7%	±

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,300	17.8%	10.1%	6.7%	34.6%	5.7%	7.5%	52.2%	65.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,272	14.0%	8.3%	7.8%	30.1%	5.3%	6.8%	57.9%	69.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,726	13.7%	11.3%	9.8%	34.8%	3.9%	5.6%	24.3%	33.8%	31.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,701	15.8%	10.9%	7.7%	34.4%	4.2%	5.1%	21.7%	30.9%	34.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,906	45.2%	26.8%	14.2%	86.2%	4.4%	4.0%	5.4%	13.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,876	48.9%	25.2%	12.8%	86.9%	4.4%	3.6%	5.1%	13.1%	±

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

± Not a response option for this survey item.