

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2013-2014

District Report



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Introduction

In summer 2014 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 10,545 parents of children receiving special education services across 31 school districts. Overall, 2,761 surveys were returned, representing a response rate of 26.2%, with the survey response rate for individual school districts ranging from a low of 14.3% to a high of 45.8%.

The 2013-2014 CT Special Education Parent Survey Summary Report and District Report will be available on the Department's website by the end of 2014. The Summary Report will provide a comprehensive summary of findings from the statewide survey, including a summary of open-ended comments across the 31 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 (28 of 31 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 28 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 3rd year of the second 6-year period (i.e., year 9).

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 both English and Spanish.

In July of 2014 surveys were mailed to all parents of students with disabilities in 26 of the 31 districts participating in the ninth year of the survey (in the five largest districts – East Hartford, Fairfield, Meriden, Southington, and Torrington - 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 also sent to parents informing them of the upcoming mailing and giving them direct access to the online survey through a personalized link. Emails for some or all parents were provided by 28 of the 31 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 15, 2014.

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 31 districts that received the 2013-2014 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.

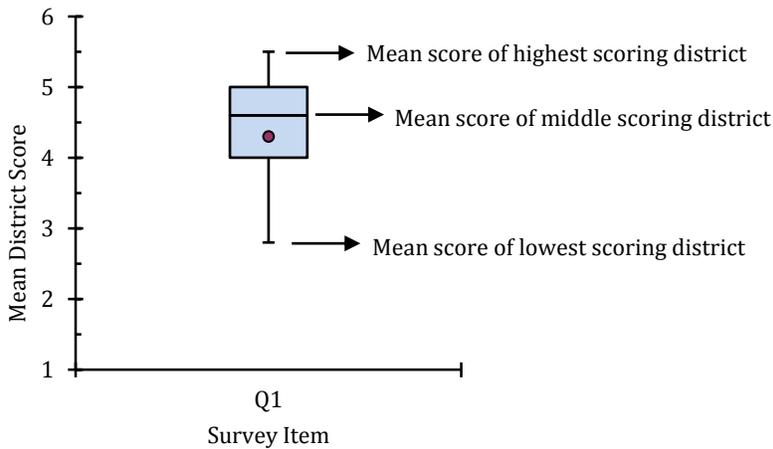
An illustration of how to interpret the box-and-whisker charts is provided in the diagram on the next page. A box for each survey item represents the middle 50% of districts and the middle (median) district score is represented by a black line within the box. The “whiskers” on the box represent the minimum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

Ansonia School District

The 2013-2014 survey was sent to 448 parents of children receiving special education services in the Ansonia School District. A total of 97 surveys were returned for a response rate of 21.7%, below the overall survey response rate of 26.2% (n=2,761).

Ansonia 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	47.4%	25.3%	13.7%	86.3%	5.3%	5.3%	3.2%	13.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	97	62.9%	19.6%	8.2%	90.7%	5.2%	2.1%	2.1%	9.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	32	34.4%	6.3%	15.6%	56.3%	6.3%	3.1%	34.4%	43.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	42	14.3%	4.8%	4.8%	23.8%	4.8%	2.4%	69.0%	76.2%	±
5. My child is accepted within the school community.	94	71.3%	16.0%	6.4%	93.6%	6.4%	0.0%	0.0%	6.4%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	96	44.8%	29.2%	6.3%	80.2%	7.3%	2.1%	6.3%	15.6%	4.2%
7. All special education services identified in my child's IEP have been provided.	96	54.2%	22.9%	10.4%	87.5%	3.1%	3.1%	2.1%	8.3%	4.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	96	54.2%	20.8%	8.3%	83.3%	3.1%	2.1%	3.1%	8.3%	8.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	95	60.0%	17.9%	12.6%	90.5%	2.1%	0.0%	2.1%	4.2%	5.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	90	48.9%	22.2%	10.0%	81.1%	5.6%	3.3%	4.4%	13.3%	5.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	93	54.8%	18.3%	14.0%	87.1%	5.4%	2.2%	2.2%	9.7%	3.2%

Table is continued on the next page.

Ansonia 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	65.3%	15.8%	8.4%	89.5%	4.2%	3.2%	3.2%	10.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	95	76.8%	9.5%	6.3%	92.6%	6.3%	0.0%	1.1%	7.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	95	66.3%	15.8%	9.5%	91.6%	3.2%	2.1%	3.2%	8.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	96	64.6%	20.8%	4.2%	89.6%	6.3%	1.0%	3.1%	10.4%	±
16. My child's evaluation report is written in terms I understand.	95	61.1%	18.9%	6.3%	86.3%	7.4%	3.2%	3.2%	13.7%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	95	67.4%	15.8%	6.3%	89.5%	6.3%	1.1%	3.2%	10.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	95	61.1%	15.8%	10.5%	87.4%	7.4%	3.2%	2.1%	12.6%	±
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.	95	65.3%	17.9%	7.4%	90.5%	4.2%	3.2%	2.1%	9.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	95	70.5%	16.8%	6.3%	93.7%	4.2%	2.1%	0.0%	6.3%	±
21. If necessary, a translator was provided at the PPT meetings.	19	68.4%	10.5%	0.0%	78.9%	10.5%	5.3%	5.3%	21.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	20	65.0%	10.0%	0.0%	75.0%	15.0%	5.0%	5.0%	25.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	86	55.8%	16.3%	0.0%	72.1%	2.3%	2.3%	11.6%	16.3%	11.6%

Table is continued on the next page.

Ansonia 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).	97	82.5%	13.4%	3.1%	99.0%	0.0%	1.0%	0.0%	1.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	91	73.6%	12.1%	1.1%	86.8%	1.1%	4.4%	7.7%	13.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	61	13.1%	1.6%	4.9%	19.7%	3.3%	3.3%	73.8%	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).	65	38.5%	12.3%	4.6%	55.4%	4.6%	0.0%	23.1%	27.7%	16.9%
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.	14	71.4%	7.1%	7.1%	85.7%	7.1%	0.0%	7.1%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	14	50.0%	28.6%	7.1%	85.7%	7.1%	0.0%	7.1%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	46.2%	15.4%	7.7%	69.2%	7.7%	0.0%	7.7%	15.4%	15.4%
31. The PPT introduced planning for my child's transition to adulthood.	15	33.3%	33.3%	0.0%	66.7%	20.0%	6.7%	6.7%	33.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	15	60.0%	13.3%	20.0%	93.3%	0.0%	0.0%	6.7%	6.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	15	46.7%	20.0%	26.7%	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.	14	35.7%	14.3%	7.1%	57.1%	28.6%	7.1%	7.1%	42.9%	±

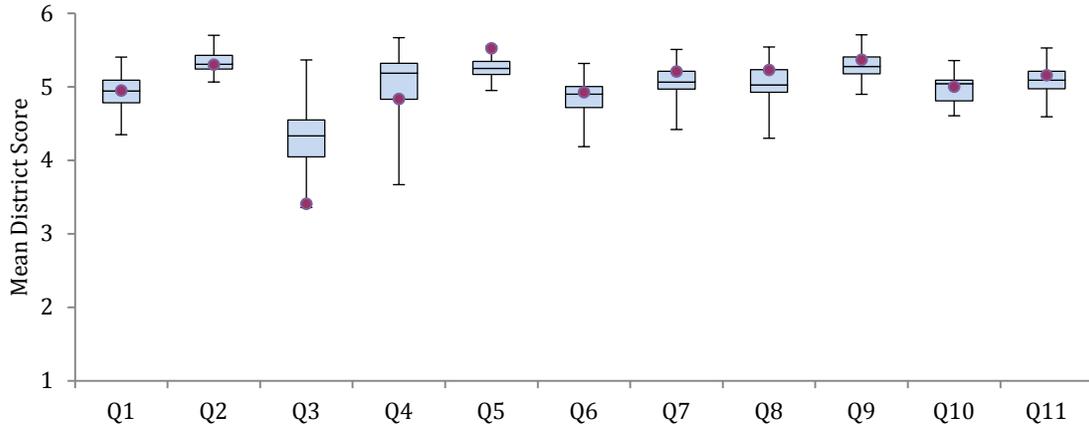
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Ansonia Survey Response Table (continued)

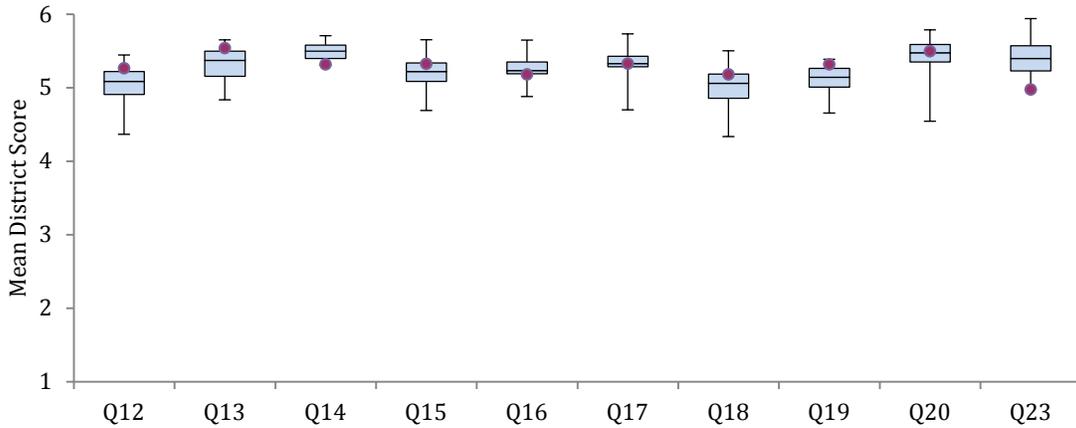
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	61	23.0%	8.2%	8.2%	39.3%	4.9%	4.9%	50.8%	60.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	59	18.6%	6.8%	6.8%	32.2%	6.8%	3.4%	57.6%	67.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	73	15.1%	6.8%	6.8%	28.8%	2.7%	5.5%	31.5%	39.7%	31.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	76	14.5%	10.5%	5.3%	30.3%	2.6%	2.6%	25.0%	30.3%	39.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	88	51.1%	23.9%	12.5%	87.5%	5.7%	1.1%	5.7%	12.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	85	56.5%	25.9%	3.5%	85.9%	5.9%	2.4%	5.9%	14.1%	±

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

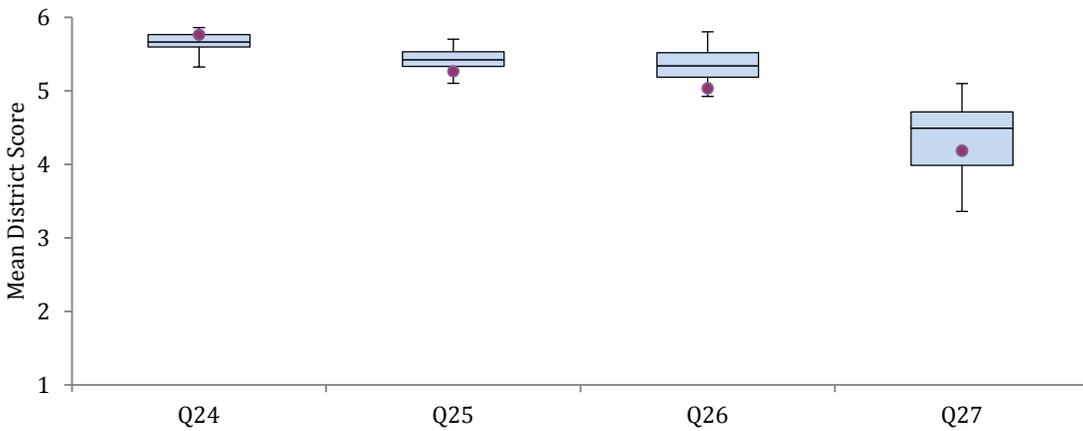
Ansonia Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



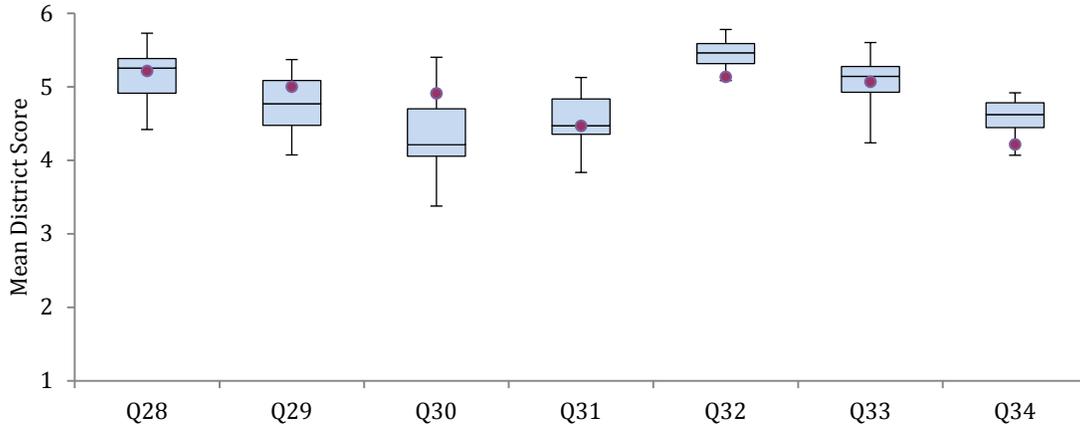
My Child's Participation



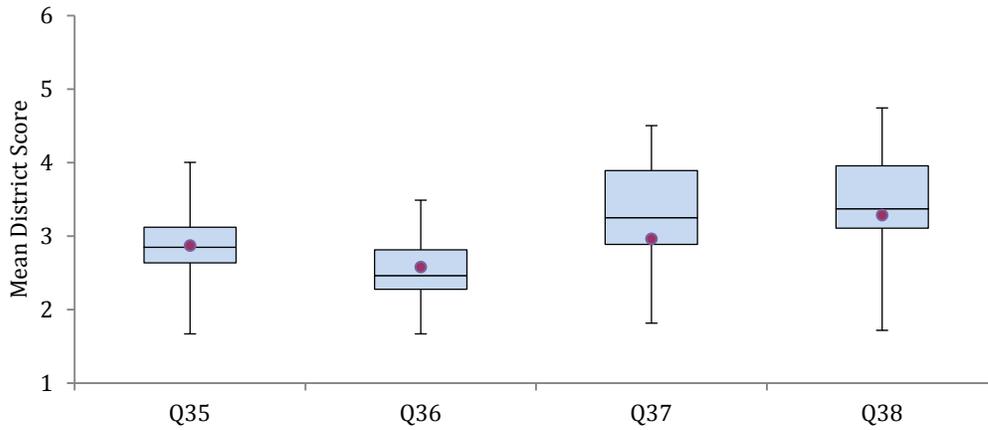
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Ansonia Box-and-Whisker Charts (continued)

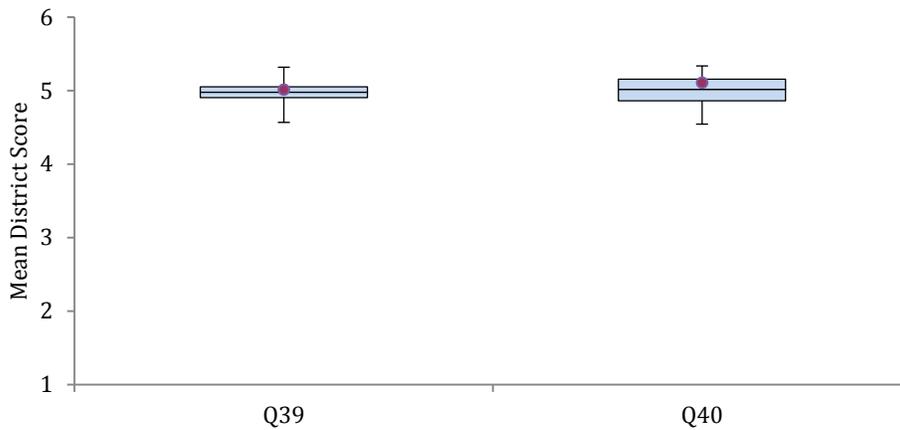
Transition Planning



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).

Avon School District

The 2013-2014 survey was sent to 363 parents of children receiving special education services in the Avon School District. A total of 115 surveys were returned for a response rate of 31.7%, above the overall survey response rate of 26.2% (n=2,761).

Avon 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.	115	43.5%	38.3%	8.7%	90.4%	0.9%	5.2%	3.5%	9.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	113	69.0%	23.0%	4.4%	96.5%	1.8%	0.9%	0.9%	3.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	25	8.0%	12.0%	16.0%	36.0%	0.0%	4.0%	60.0%	64.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	42	4.8%	7.1%	4.8%	16.7%	2.4%	0.0%	81.0%	83.3%	±
5. My child is accepted within the school community.	110	56.4%	31.8%	8.2%	96.4%	1.8%	0.0%	1.8%	3.6%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	115	37.4%	40.9%	10.4%	88.7%	1.7%	5.2%	4.3%	11.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	115	45.2%	34.8%	5.2%	85.2%	7.0%	6.1%	0.9%	13.9%	0.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	115	54.8%	23.5%	9.6%	87.8%	3.5%	3.5%	4.3%	11.3%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	114	67.5%	21.9%	5.3%	94.7%	0.9%	3.5%	0.0%	4.4%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	106	50.0%	30.2%	7.5%	87.7%	1.9%	5.7%	3.8%	11.3%	0.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	109	52.3%	26.6%	9.2%	88.1%	3.7%	3.7%	2.8%	10.1%	1.8%

Table is continued on the next page.

Avon 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.	111	54.1%	28.8%	9.9%	92.8%	3.6%	0.9%	2.7%	7.2%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	115	67.8%	19.1%	7.0%	93.9%	3.5%	0.9%	1.7%	6.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	114	64.9%	26.3%	5.3%	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.	111	58.6%	20.7%	9.9%	89.2%	3.6%	4.5%	2.7%	10.8%	±
16. My child's evaluation report is written in terms I understand.	115	57.4%	32.2%	3.5%	93.0%	3.5%	0.9%	2.6%	7.0%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	115	67.0%	16.5%	7.8%	91.3%	1.7%	4.3%	2.6%	8.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	113	54.9%	23.0%	13.3%	91.2%	1.8%	0.9%	6.2%	8.8%	±
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.	113	56.6%	23.0%	10.6%	90.3%	5.3%	2.7%	1.8%	9.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	113	73.5%	15.9%	5.3%	94.7%	1.8%	0.0%	3.5%	5.3%	±
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.	99	68.7%	13.1%	3.0%	84.8%	1.0%	1.0%	8.1%	10.1%	5.1%

Table is continued on the next page.

Avon 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).	108	86.1%	9.3%	2.8%	98.1%	0.9%	0.0%	0.9%	1.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	102	77.5%	8.8%	5.9%	92.2%	3.9%	0.0%	3.9%	7.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	74	6.8%	1.4%	0.0%	8.1%	2.7%	2.7%	86.5%	91.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	56	32.1%	25.0%	5.4%	62.5%	8.9%	3.6%	5.4%	17.9%	19.6%
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.	23	56.5%	30.4%	0.0%	87.0%	0.0%	8.7%	4.3%	13.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	30	43.3%	26.7%	13.3%	83.3%	0.0%	0.0%	16.7%	16.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	33.3%	20.0%	20.0%	73.3%	6.7%	0.0%	20.0%	26.7%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	28	35.7%	14.3%	28.6%	78.6%	7.1%	10.7%	3.6%	21.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	63.3%	20.0%	10.0%	93.3%	0.0%	3.3%	3.3%	6.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	33	60.6%	18.2%	12.1%	90.9%	0.0%	3.0%	6.1%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	28	35.7%	28.6%	10.7%	75.0%	7.1%	7.1%	10.7%	25.0%	±

Table is continued on the next page.

Avon Survey Response Table (continued)

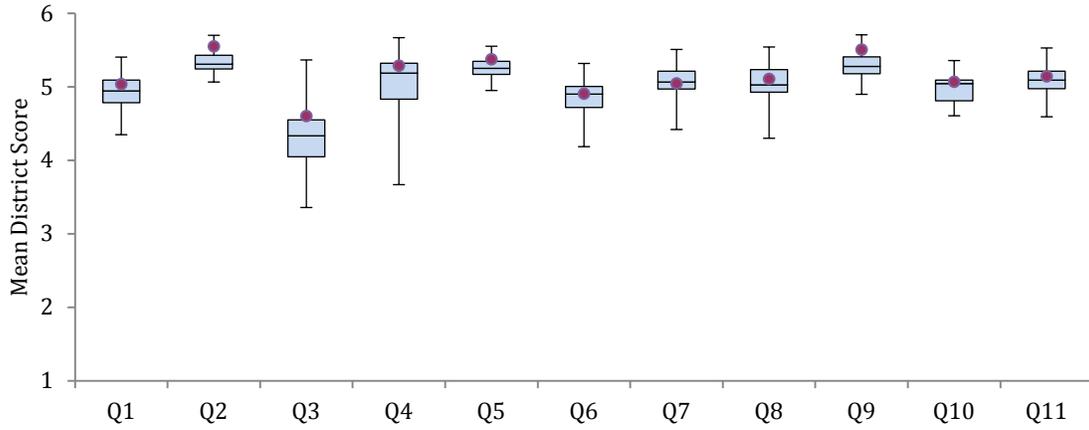
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	82	23.2%	4.9%	8.5%	36.6%	8.5%	1.2%	53.7%	63.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	80	16.3%	7.5%	13.8%	37.5%	2.5%	2.5%	57.5%	62.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	103	17.5%	10.7%	14.6%	42.7%	3.9%	2.9%	21.4%	28.2%	29.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	101	32.7%	14.9%	11.9%	59.4%	1.0%	3.0%	13.9%	17.8%	22.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	112	53.6%	20.5%	13.4%	87.5%	3.6%	2.7%	6.3%	12.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	101	59.4%	14.9%	12.9%	87.1%	2.0%	5.0%	5.9%	12.9%	±

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

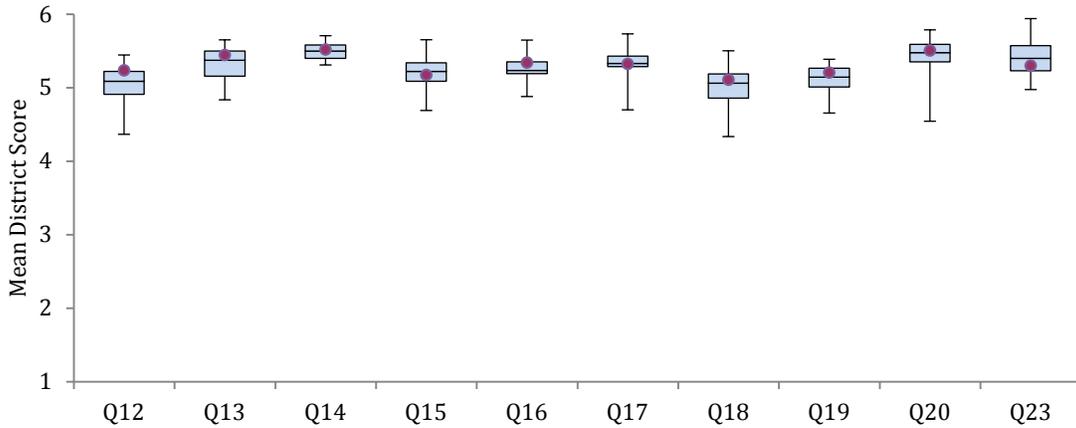
± Not a response option for this survey item.

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

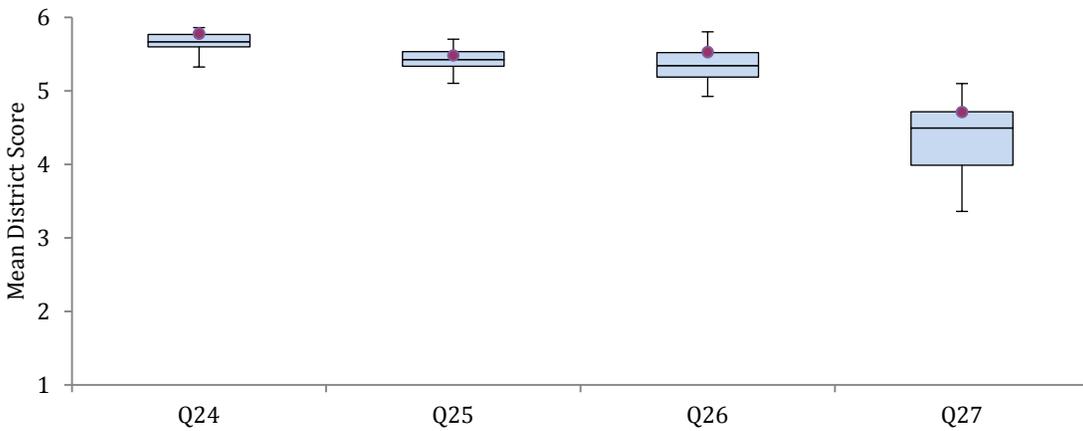
Avon Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



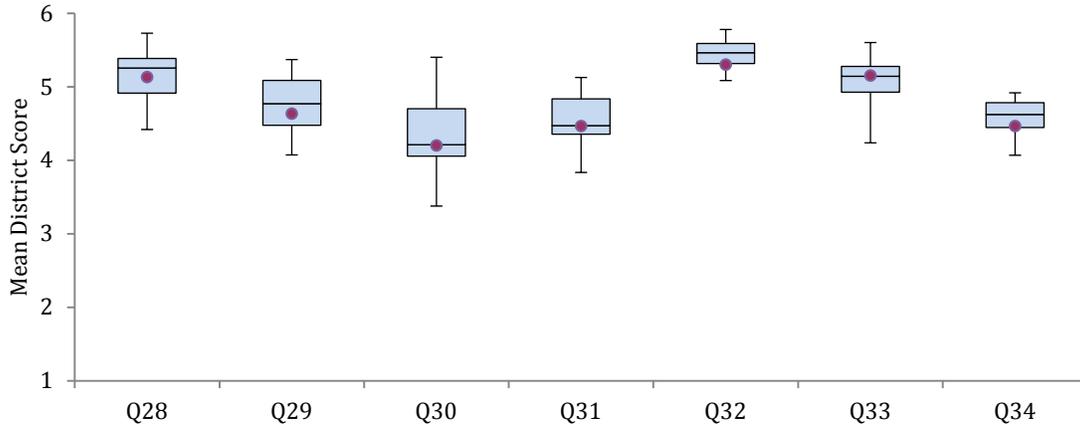
My Child's Participation



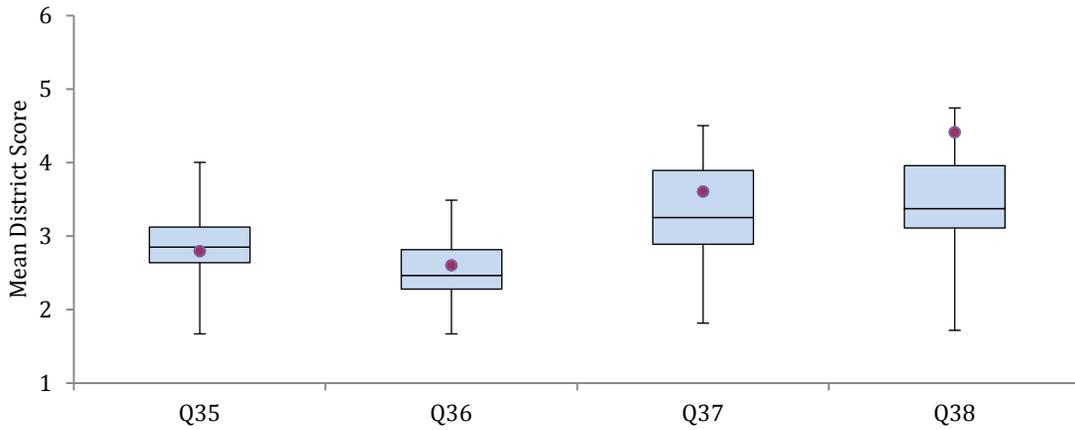
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Avon Box-and-Whisker Charts (continued)

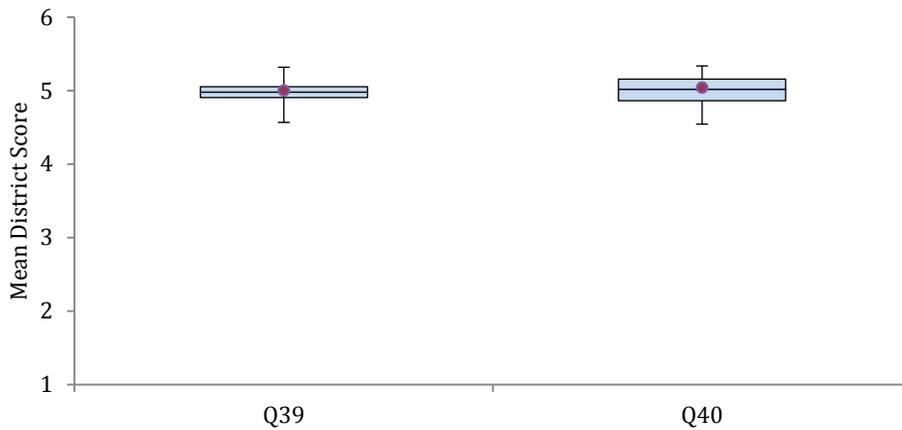
Transition Planning



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).

Bethel School District

The 2013-2014 survey was sent to 328 parents of children receiving special education services in the Bethel School District. A total of 93 surveys were returned for a response rate of 28.4%, above the overall survey response rate of 26.2% (n=2,761).

Bethel 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.	92	41.3%	38.0%	9.8%	89.1%	4.3%	3.3%	3.3%	10.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	92	58.7%	28.3%	5.4%	92.4%	4.3%	1.1%	2.2%	7.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	28	17.9%	14.3%	7.1%	39.3%	3.6%	3.6%	53.6%	60.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	44	9.1%	0.0%	6.8%	15.9%	0.0%	6.8%	77.3%	84.1%	±
5. My child is accepted within the school community.	91	59.3%	22.0%	13.2%	94.5%	3.3%	1.1%	1.1%	5.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	93	44.1%	34.4%	9.7%	88.2%	3.2%	2.2%	5.4%	10.8%	1.1%
7. All special education services identified in my child's IEP have been provided.	93	57.0%	29.0%	6.5%	92.5%	2.2%	3.2%	2.2%	7.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	92	50.0%	29.3%	10.9%	90.2%	3.3%	1.1%	5.4%	9.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	92	66.3%	22.8%	5.4%	94.6%	2.2%	2.2%	1.1%	5.4%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	87	50.6%	27.6%	12.6%	90.8%	1.1%	4.6%	3.4%	9.2%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	87	54.0%	25.3%	12.6%	92.0%	0.0%	6.9%	1.1%	8.0%	0.0%

Table is continued on the next page.

Bethel 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.	90	53.3%	28.9%	12.2%	94.4%	2.2%	1.1%	2.2%	5.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	92	67.4%	25.0%	4.3%	96.7%	0.0%	2.2%	1.1%	3.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	92	73.9%	18.5%	3.3%	95.7%	2.2%	1.1%	1.1%	4.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	92	54.3%	28.3%	7.6%	90.2%	3.3%	2.2%	4.3%	9.8%	±
16. My child's evaluation report is written in terms I understand.	92	56.5%	28.3%	10.9%	95.7%	1.1%	1.1%	2.2%	4.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	92	59.8%	26.1%	7.6%	93.5%	0.0%	4.3%	2.2%	6.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	90	53.3%	26.7%	8.9%	88.9%	5.6%	2.2%	3.3%	11.1%	±
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.	93	54.8%	34.4%	4.3%	93.5%	1.1%	2.2%	3.2%	6.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	93	76.3%	18.3%	1.1%	95.7%	1.1%	1.1%	2.2%	4.3%	±
21. If necessary, a translator was provided at the PPT meetings.	10	60.0%	30.0%	0.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	12	41.7%	33.3%	0.0%	75.0%	8.3%	8.3%	8.3%	25.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	84	70.2%	15.5%	2.4%	88.1%	3.6%	1.2%	4.8%	9.5%	2.4%

Table is continued on the next page.

Bethel 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	77.8%	14.4%	3.3%	95.6%	1.1%	2.2%	1.1%	4.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	83	74.7%	10.8%	6.0%	91.6%	2.4%	1.2%	4.8%	8.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	61	3.3%	3.3%	6.6%	13.1%	4.9%	6.6%	75.4%	86.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	53	30.2%	13.2%	5.7%	49.1%	7.5%	1.9%	20.8%	30.2%	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.	18	72.2%	27.8%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	21	42.9%	28.6%	19.0%	90.5%	0.0%	4.8%	4.8%	9.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	17	35.3%	5.9%	11.8%	52.9%	11.8%	0.0%	17.6%	29.4%	17.6%
31. The PPT introduced planning for my child's transition to adulthood.	21	33.3%	19.0%	23.8%	76.2%	9.5%	4.8%	9.5%	23.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	73.9%	13.0%	13.0%	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.	23	56.5%	26.1%	4.3%	87.0%	4.3%	0.0%	8.7%	13.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	20	45.0%	20.0%	15.0%	80.0%	10.0%	10.0%	0.0%	20.0%	±

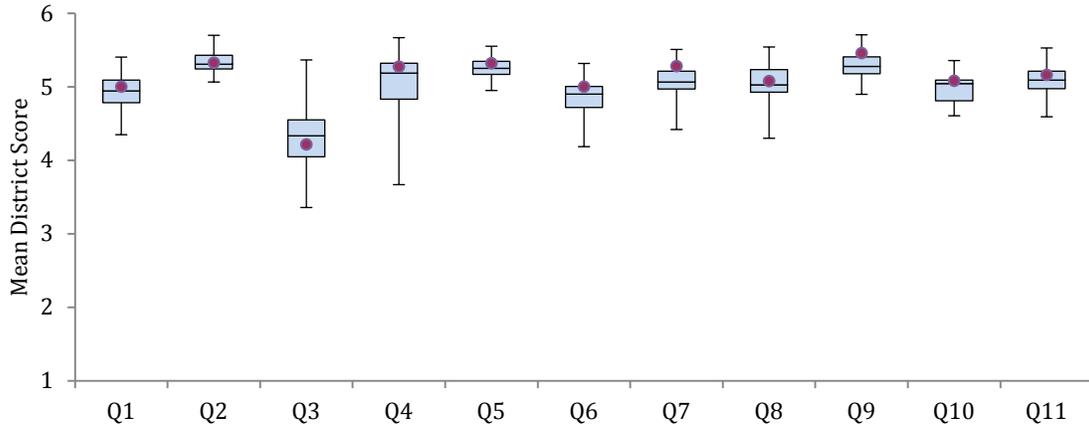
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Bethel Survey Response Table (continued)

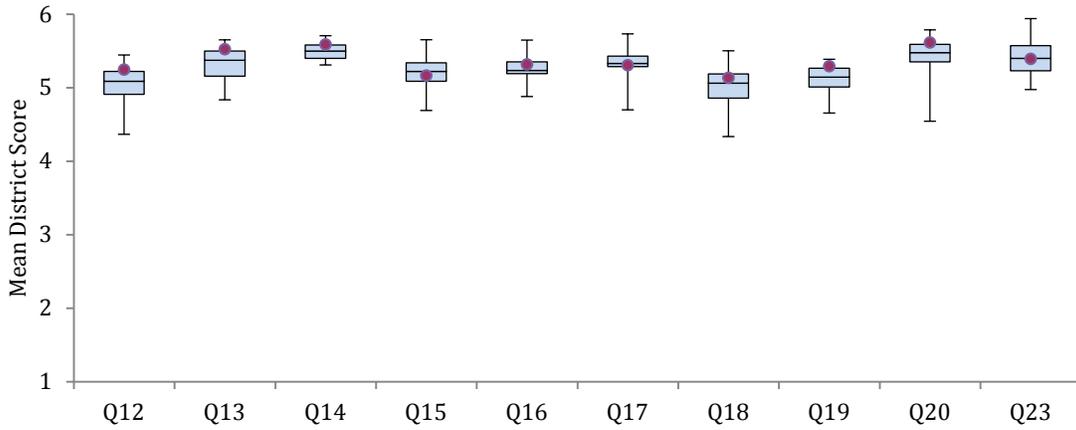
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	57	29.8%	12.3%	19.3%	61.4%	12.3%	3.5%	22.8%	38.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	53	11.3%	15.1%	9.4%	35.8%	18.9%	5.7%	39.6%	64.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	78	26.9%	16.7%	19.2%	62.8%	7.7%	5.1%	11.5%	24.4%	12.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	76	19.7%	11.8%	15.8%	47.4%	9.2%	2.6%	17.1%	28.9%	23.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	87	46.0%	29.9%	9.2%	85.1%	8.0%	3.4%	3.4%	14.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	86	48.8%	23.3%	8.1%	80.2%	9.3%	5.8%	4.7%	19.8%	±

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

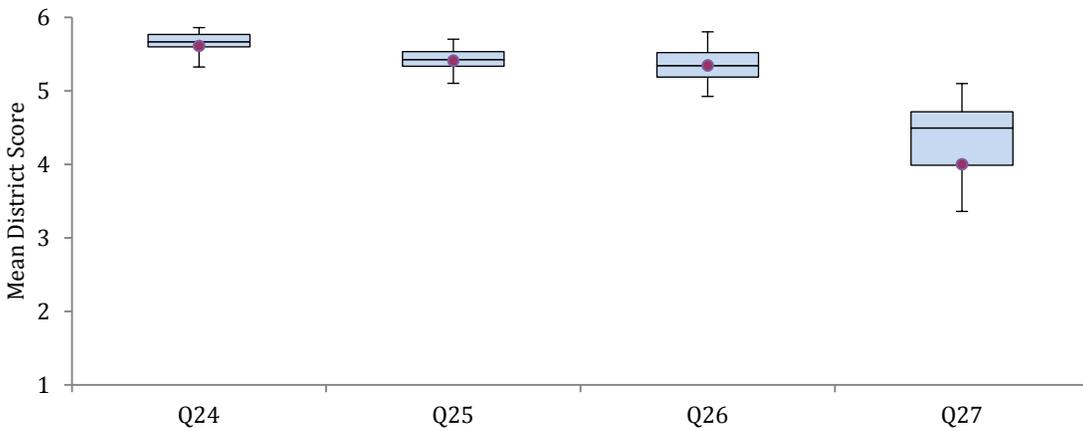
Bethel Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



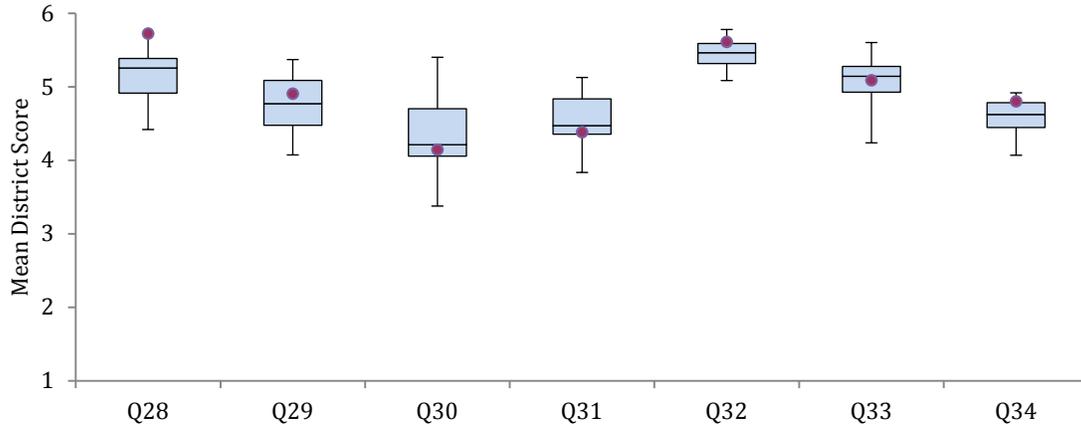
My Child's Participation



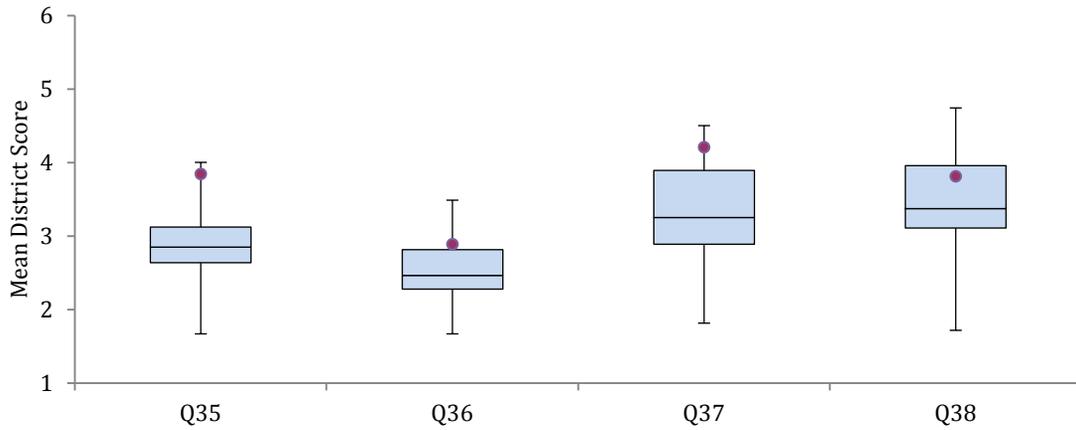
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Bethel Box-and-Whisker Charts (continued)

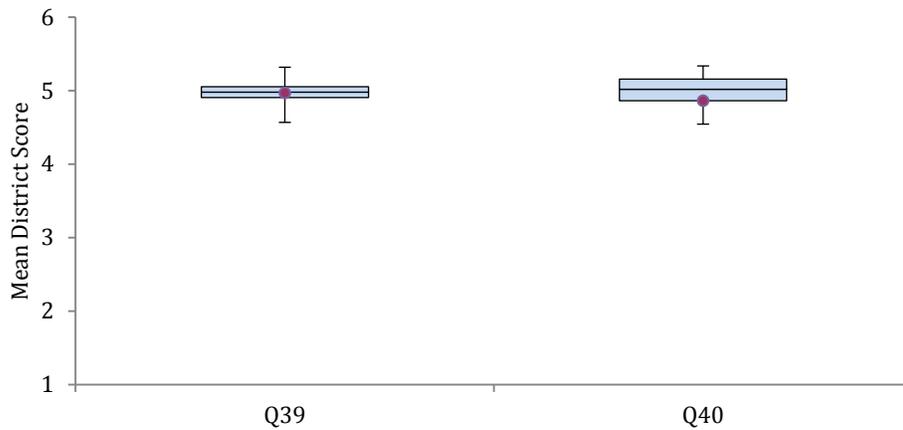
Transition Planning



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).

Bolton School District

The 2013-2014 survey was sent to 96 parents of children receiving special education services in the Bolton School District. A total of 32 surveys were returned for a response rate of 33.3%, above the overall survey response rate of 26.2% (n=2,761).

Bolton 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.	31	51.6%	25.8%	6.5%	83.9%	0.0%	6.5%	9.7%	16.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	31	71.0%	16.1%	6.5%	93.5%	3.2%	3.2%	0.0%	6.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	22.2%	0.0%	0.0%	22.2%	11.1%	0.0%	66.7%	77.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	16	6.3%	0.0%	6.3%	12.5%	0.0%	0.0%	87.5%	87.5%	±
5. My child is accepted within the school community.	32	62.5%	15.6%	9.4%	87.5%	3.1%	3.1%	6.3%	12.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	31	54.8%	16.1%	9.7%	80.6%	0.0%	9.7%	9.7%	19.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	31	61.3%	12.9%	9.7%	83.9%	3.2%	12.9%	0.0%	16.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	32	56.3%	25.0%	6.3%	87.5%	0.0%	6.3%	6.3%	12.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	32	65.6%	9.4%	12.5%	87.5%	6.3%	6.3%	0.0%	12.5%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	31	58.1%	19.4%	9.7%	87.1%	3.2%	0.0%	9.7%	12.9%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	31	54.8%	25.8%	9.7%	90.3%	3.2%	0.0%	6.5%	9.7%	0.0%

Table is continued on the next page.

Bolton 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.	32	65.6%	6.3%	9.4%	81.3%	0.0%	3.1%	15.6%	18.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	32	71.9%	3.1%	6.3%	81.3%	6.3%	0.0%	12.5%	18.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	32	75.0%	21.9%	0.0%	96.9%	0.0%	0.0%	3.1%	3.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	32	62.5%	9.4%	9.4%	81.3%	6.3%	0.0%	12.5%	18.8%	±
16. My child's evaluation report is written in terms I understand.	32	68.8%	15.6%	9.4%	93.8%	0.0%	0.0%	6.3%	6.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	32	56.3%	25.0%	6.3%	87.5%	3.1%	0.0%	9.4%	12.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	32	53.1%	12.5%	9.4%	75.0%	3.1%	9.4%	12.5%	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.	31	64.5%	16.1%	3.2%	83.9%	0.0%	6.5%	9.7%	16.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	31	80.6%	16.1%	0.0%	96.8%	0.0%	3.2%	0.0%	3.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	28	78.6%	10.7%	0.0%	89.3%	0.0%	3.6%	3.6%	7.1%	3.6%

Table is continued on the next page.

Bolton 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).	31	74.2%	9.7%	6.5%	90.3%	0.0%	3.2%	6.5%	9.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	30	70.0%	6.7%	10.0%	86.7%	0.0%	3.3%	10.0%	13.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	25	12.0%	0.0%	0.0%	12.0%	4.0%	4.0%	80.0%	88.0%	±
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).	20	30.0%	25.0%	0.0%	55.0%	5.0%	5.0%	25.0%	35.0%	10.0%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	9	44.4%	33.3%	22.2%	100.0%	0.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	9	22.2%	22.2%	0.0%	44.4%	0.0%	11.1%	33.3%	44.4%	11.1%
31. The PPT introduced planning for my child's transition to adulthood.	12	58.3%	8.3%	16.7%	83.3%	8.3%	0.0%	8.3%	16.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	12	66.7%	16.7%	0.0%	83.3%	0.0%	8.3%	8.3%	16.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	72.7%	9.1%	9.1%	90.9%	0.0%	0.0%	9.1%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	12	66.7%	8.3%	8.3%	83.3%	0.0%	0.0%	16.7%	16.7%	±

Table is continued on the next page.

Bolton Survey Response Table (continued)

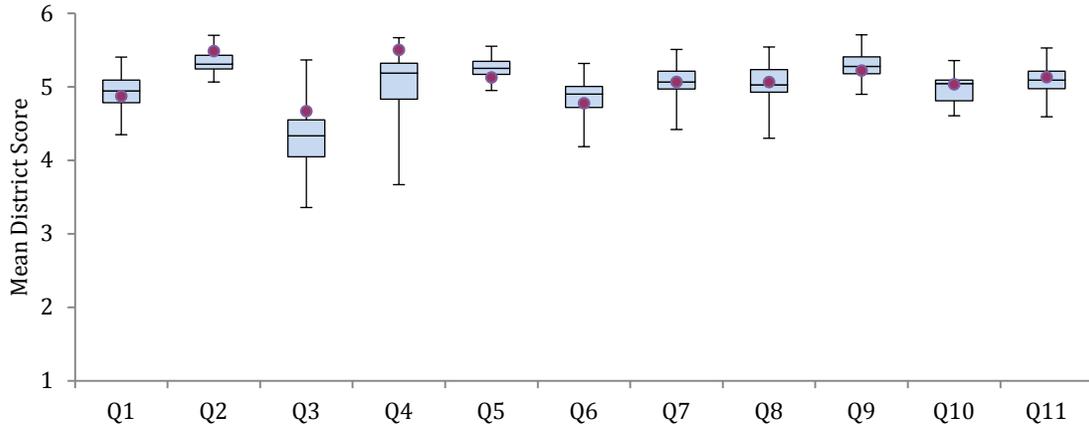
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	22	22.7%	9.1%	4.5%	36.4%	4.5%	0.0%	59.1%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	21	9.5%	14.3%	0.0%	23.8%	9.5%	0.0%	66.7%	76.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	29	6.9%	10.3%	0.0%	17.2%	13.8%	0.0%	34.5%	48.3%	34.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	30	6.7%	10.0%	6.7%	23.3%	13.3%	0.0%	23.3%	36.7%	40.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	32	43.8%	31.3%	15.6%	90.6%	3.1%	3.1%	3.1%	9.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	31	51.6%	29.0%	12.9%	93.5%	0.0%	3.2%	3.2%	6.5%	±

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

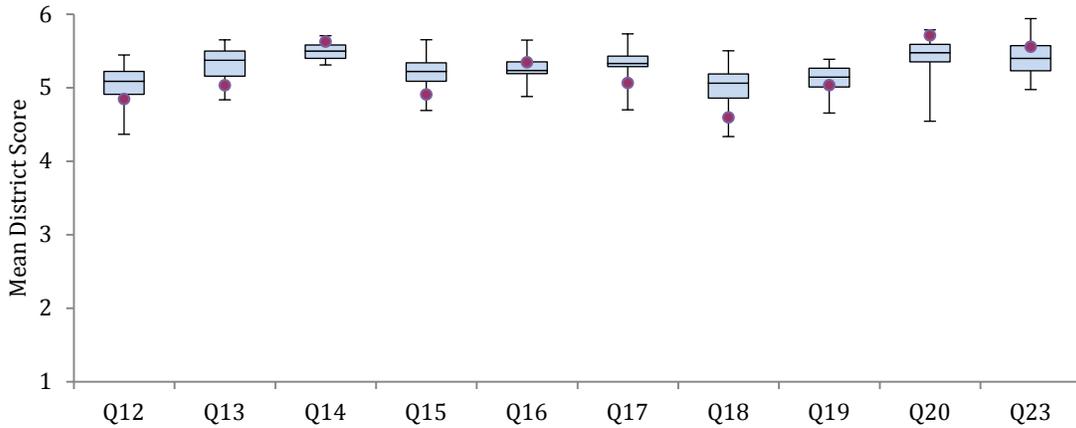
± Not a response option for this survey item.

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

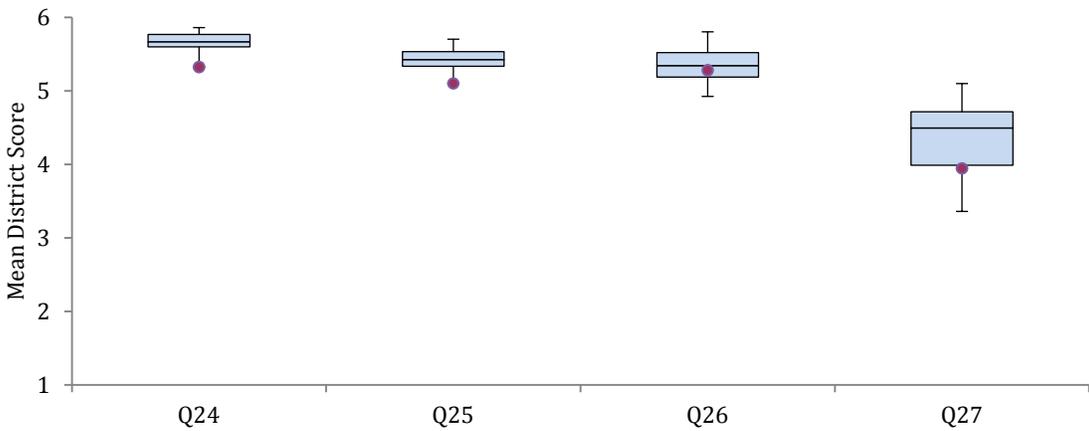
Bolton Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



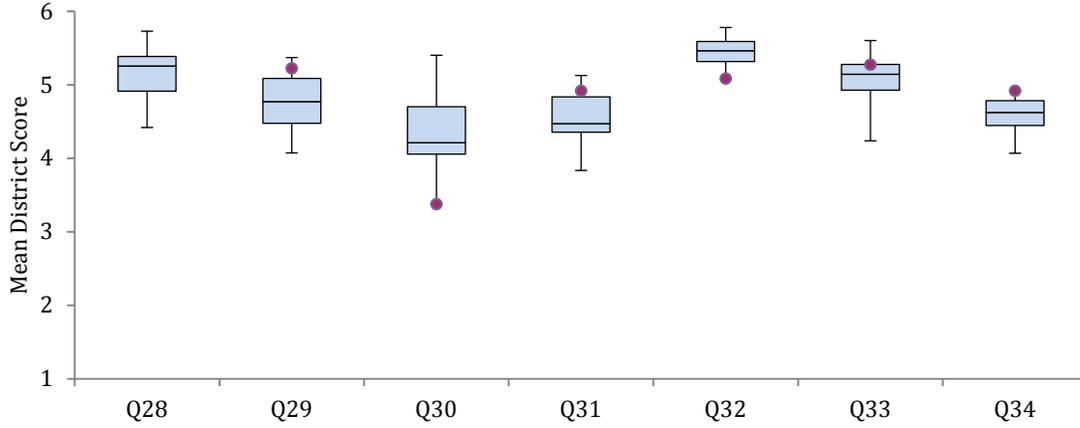
My Child's Participation



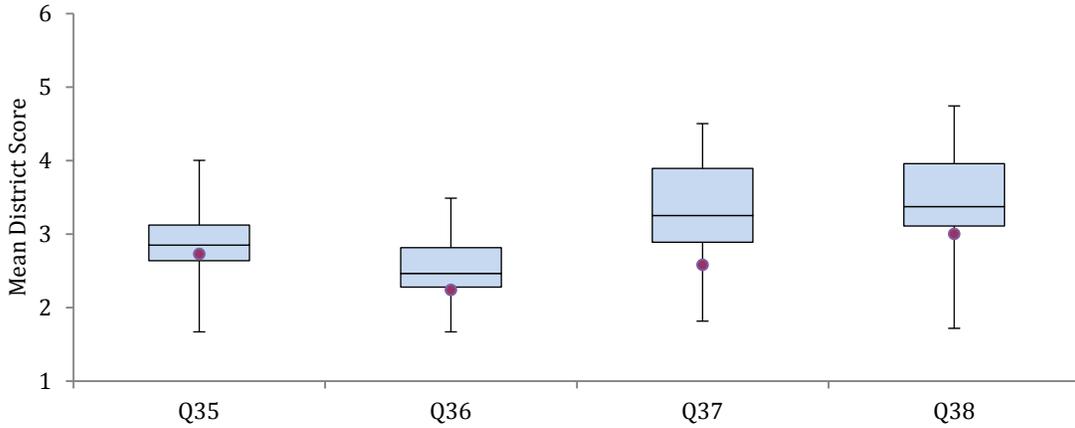
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Bolton Box-and-Whisker Charts (continued)

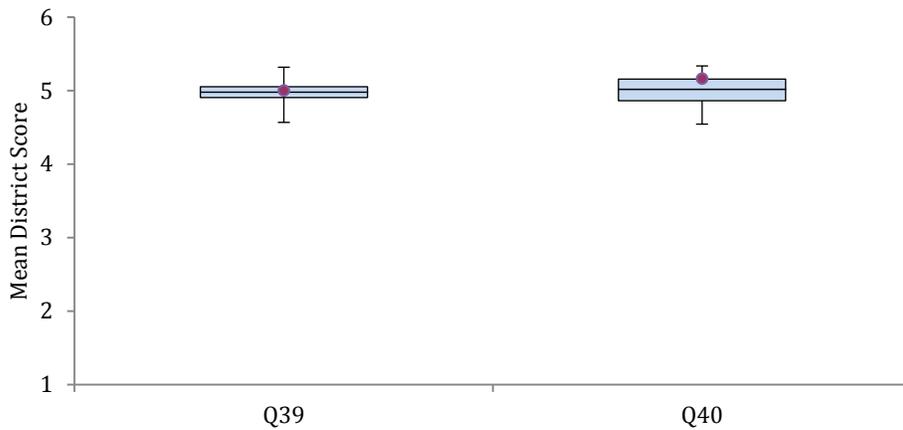
Transition Planning



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.

Cromwell School District

The 2013-2014 survey was sent to 212 parents of children receiving special education services in the Cromwell School District. A total of 74 surveys were returned for a response rate of 34.9%, above the overall survey response rate of 26.2% (n=2,761).

Cromwell 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.	72	50.0%	34.7%	9.7%	94.4%	2.8%	0.0%	2.8%	5.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	73	76.7%	16.4%	6.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	21	9.5%	9.5%	14.3%	33.3%	9.5%	4.8%	52.4%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	35	2.9%	5.7%	8.6%	17.1%	5.7%	2.9%	74.3%	82.9%	±
5. My child is accepted within the school community.	74	64.9%	24.3%	4.1%	93.2%	1.4%	4.1%	1.4%	6.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	74	52.7%	35.1%	5.4%	93.2%	1.4%	1.4%	4.1%	6.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	73	64.4%	21.9%	8.2%	94.5%	0.0%	4.1%	1.4%	5.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	74	63.5%	25.7%	6.8%	95.9%	0.0%	1.4%	1.4%	2.7%	1.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	72	75.0%	18.1%	4.2%	97.2%	0.0%	1.4%	1.4%	2.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	70	57.1%	30.0%	5.7%	92.9%	4.3%	0.0%	2.9%	7.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	71	64.8%	23.9%	4.2%	93.0%	1.4%	1.4%	2.8%	5.6%	1.4%

Table is continued on the next page.

Cromwell Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	73	60.3%	31.5%	4.1%	95.9%	0.0%	0.0%	4.1%	4.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	74	77.0%	16.2%	4.1%	97.3%	1.4%	0.0%	1.4%	2.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	74	75.7%	20.3%	1.4%	97.3%	2.7%	0.0%	0.0%	2.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	72	63.9%	27.8%	2.8%	94.4%	1.4%	1.4%	2.8%	5.6%	±
16. My child's evaluation report is written in terms I understand.	74	47.3%	40.5%	5.4%	93.2%	2.7%	2.7%	1.4%	6.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	74	82.4%	12.2%	4.1%	98.6%	0.0%	0.0%	1.4%	1.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	74	60.8%	21.6%	10.8%	93.2%	1.4%	0.0%	5.4%	6.8%	±
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.	73	67.1%	19.2%	6.8%	93.2%	1.4%	2.7%	2.7%	6.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	74	78.4%	10.8%	5.4%	94.6%	1.4%	4.1%	0.0%	5.4%	±
21. If necessary, a translator was provided at the PPT meetings.	8	62.5%	25.0%	0.0%	87.5%	12.5%	0.0%	0.0%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	10	60.0%	30.0%	0.0%	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.	66	75.8%	16.7%	1.5%	93.9%	0.0%	0.0%	4.5%	4.5%	1.5%

Table is continued on the next page.

Cromwell 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).	71	90.1%	5.6%	2.8%	98.6%	0.0%	0.0%	1.4%	1.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	67	74.6%	14.9%	3.0%	92.5%	1.5%	0.0%	6.0%	7.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	48	2.1%	2.1%	2.1%	6.3%	8.3%	4.2%	81.3%	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).	38	47.4%	21.1%	2.6%	71.1%	2.6%	0.0%	7.9%	10.5%	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.	17	52.9%	29.4%	11.8%	94.1%	5.9%	0.0%	0.0%	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.	14	57.1%	21.4%	7.1%	85.7%	0.0%	14.3%	0.0%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	40.0%	13.3%	0.0%	53.3%	13.3%	0.0%	0.0%	13.3%	33.3%
31. The PPT introduced planning for my child's transition to adulthood.	13	69.2%	7.7%	0.0%	76.9%	7.7%	15.4%	0.0%	23.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	21	76.2%	4.8%	9.5%	90.5%	4.8%	0.0%	4.8%	9.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	20	70.0%	20.0%	10.0%	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.	19	52.6%	21.1%	5.3%	78.9%	5.3%	0.0%	15.8%	21.1%	±

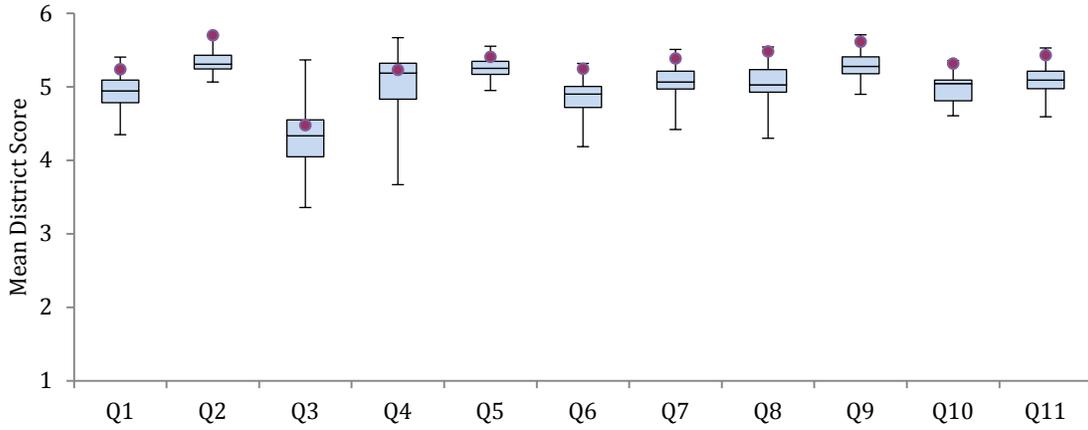
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Cromwell Survey Response Table (continued)

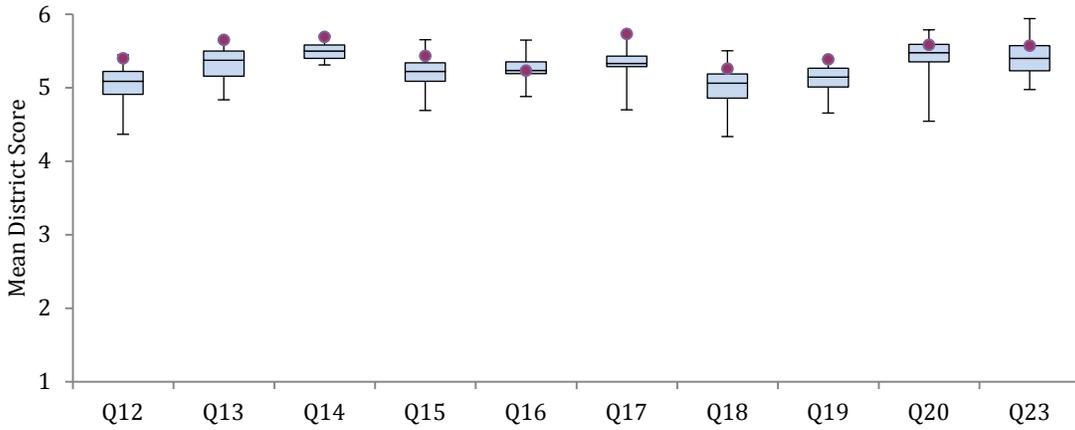
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	50	28.0%	6.0%	4.0%	38.0%	6.0%	8.0%	48.0%	62.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	42	9.5%	7.1%	11.9%	28.6%	4.8%	7.1%	59.5%	71.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	61	9.8%	8.2%	4.9%	23.0%	6.6%	1.6%	27.9%	36.1%	41.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	59	11.9%	3.4%	5.1%	20.3%	0.0%	1.7%	28.8%	30.5%	49.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	69	50.7%	31.9%	11.6%	94.2%	2.9%	1.4%	1.4%	5.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	69	58.0%	30.4%	4.3%	92.8%	2.9%	2.9%	1.4%	7.2%	±

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

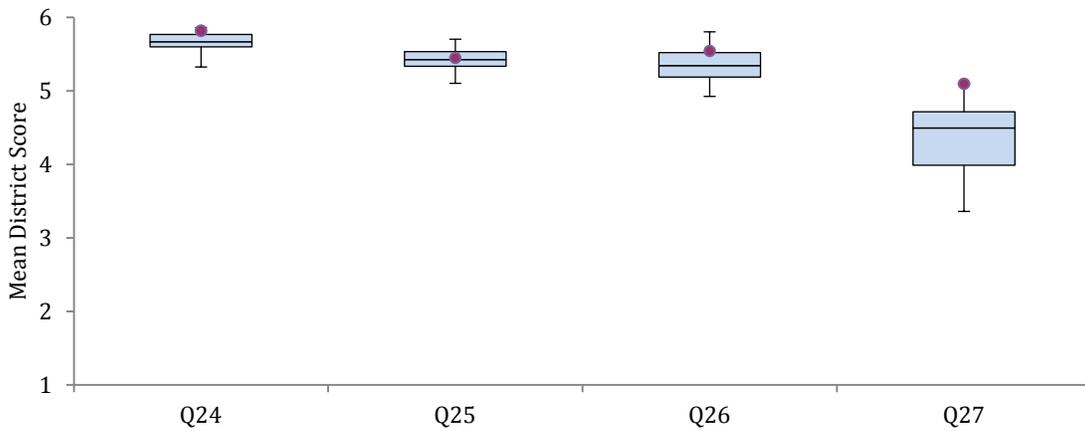
Cromwell Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



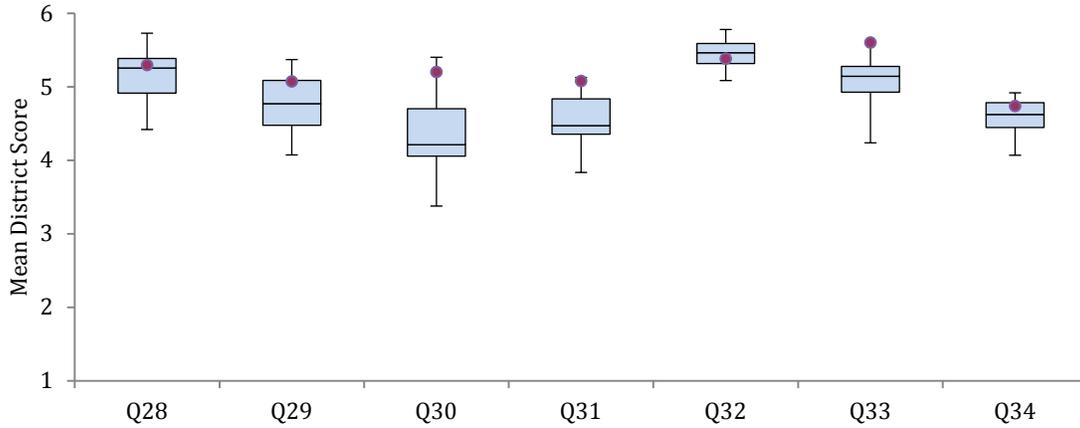
My Child's Participation



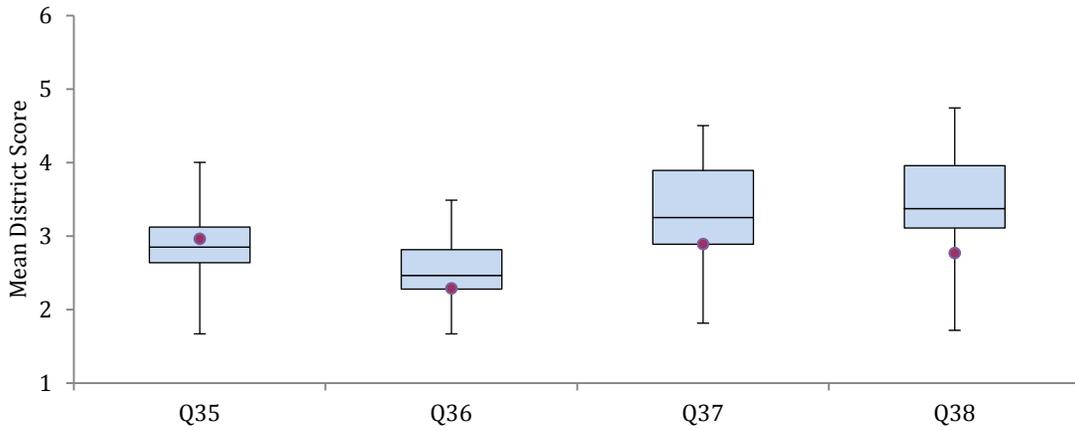
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Cromwell Box-and-Whisker Charts (continued)

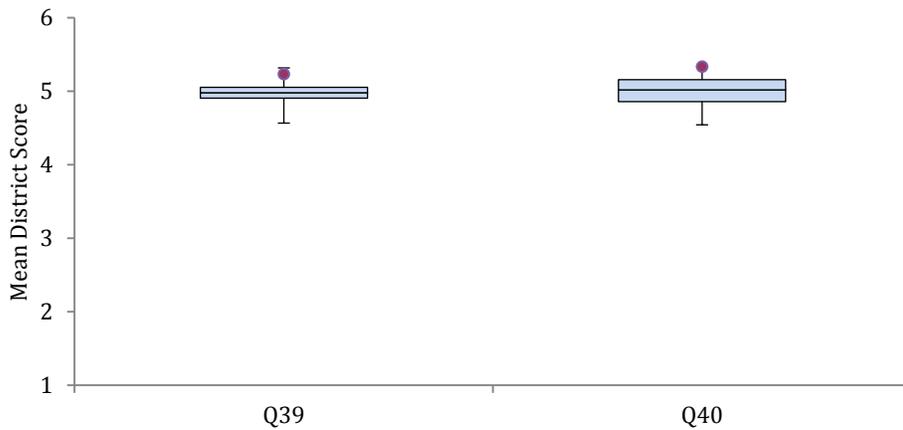
Transition Planning



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 Haddam School District

The 2013-2014 survey was sent to 187 parents of children receiving special education services in the East Haddam School District. A total of 49 surveys were returned for a response rate of 26.2%, which was equal to the overall survey response rate (n=2,761).

East Haddam 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.	49	38.8%	18.4%	14.3%	71.4%	6.1%	12.2%	10.2%	28.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	49	61.2%	20.4%	8.2%	89.8%	4.1%	2.0%	4.1%	10.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	18.2%	0.0%	9.1%	27.3%	0.0%	9.1%	63.6%	72.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	22	4.5%	0.0%	9.1%	13.6%	0.0%	0.0%	86.4%	86.4%	±
5. My child is accepted within the school community.	48	56.3%	25.0%	10.4%	91.7%	2.1%	6.3%	0.0%	8.3%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	49	36.7%	16.3%	16.3%	69.4%	8.2%	4.1%	18.4%	30.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	49	40.8%	24.5%	10.2%	75.5%	6.1%	6.1%	10.2%	22.4%	2.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	48	35.4%	16.7%	20.8%	72.9%	4.2%	8.3%	12.5%	25.0%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	48	47.9%	25.0%	12.5%	85.4%	2.1%	8.3%	4.2%	14.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	44	43.2%	25.0%	4.5%	72.7%	6.8%	9.1%	9.1%	25.0%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	45	44.4%	24.4%	2.2%	71.1%	6.7%	11.1%	8.9%	26.7%	2.2%

Table is continued on the next page.

East Haddam Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	49	32.7%	28.6%	16.3%	77.6%	8.2%	12.2%	2.0%	22.4%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	49	49.0%	24.5%	12.2%	85.7%	4.1%	4.1%	6.1%	14.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	49	59.2%	24.5%	12.2%	95.9%	4.1%	0.0%	0.0%	4.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	48	43.8%	18.8%	20.8%	83.3%	2.1%	8.3%	6.3%	16.7%	±
16. My child's evaluation report is written in terms I understand.	49	46.9%	26.5%	10.2%	83.7%	6.1%	4.1%	6.1%	16.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	49	61.2%	20.4%	10.2%	91.8%	6.1%	2.0%	0.0%	8.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	49	38.8%	18.4%	16.3%	73.5%	6.1%	8.2%	12.2%	26.5%	±
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.	49	40.8%	22.4%	16.3%	79.6%	6.1%	10.2%	4.1%	20.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	48	64.6%	16.7%	10.4%	91.7%	4.2%	0.0%	4.2%	8.3%	±
21. If necessary, a translator was provided at the PPT meetings.	6	50.0%	0.0%	33.3%	83.3%	16.7%	0.0%	0.0%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	38	55.3%	15.8%	5.3%	76.3%	10.5%	0.0%	7.9%	18.4%	5.3%

Table is continued on the next page.

East Haddam 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).	46	82.6%	10.9%	4.3%	97.8%	0.0%	0.0%	2.2%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	76.7%	7.0%	4.7%	88.4%	7.0%	2.3%	2.3%	11.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	34	0.0%	0.0%	5.9%	5.9%	2.9%	0.0%	91.2%	94.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	24	29.2%	8.3%	4.2%	41.7%	4.2%	16.7%	16.7%	37.5%	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.	11	72.7%	9.1%	9.1%	90.9%	9.1%	0.0%	0.0%	9.1%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	14	35.7%	7.1%	21.4%	64.3%	14.3%	7.1%	14.3%	35.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	12	25.0%	8.3%	16.7%	50.0%	8.3%	8.3%	16.7%	33.3%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	12	25.0%	25.0%	16.7%	66.7%	0.0%	8.3%	25.0%	33.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	15	60.0%	33.3%	6.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	15	40.0%	26.7%	13.3%	80.0%	6.7%	13.3%	0.0%	20.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	28.6%	21.4%	21.4%	71.4%	14.3%	7.1%	7.1%	28.6%	±

Table is continued on the next page.

East Haddam Survey Response Table (continued)

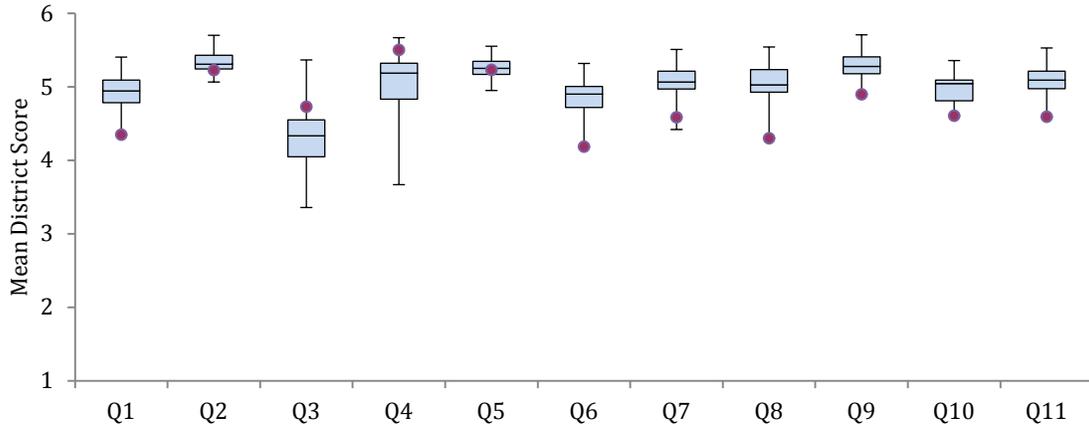
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	33	18.2%	18.2%	12.1%	48.5%	6.1%	6.1%	39.4%	51.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	35	25.7%	11.4%	20.0%	57.1%	2.9%	8.6%	31.4%	42.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	42	23.8%	11.9%	14.3%	50.0%	4.8%	4.8%	19.0%	28.6%	21.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	41	22.0%	12.2%	22.0%	56.1%	2.4%	2.4%	14.6%	19.5%	24.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	46	39.1%	26.1%	13.0%	78.3%	4.3%	8.7%	8.7%	21.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	46	41.3%	21.7%	15.2%	78.3%	6.5%	8.7%	6.5%	21.7%	±

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

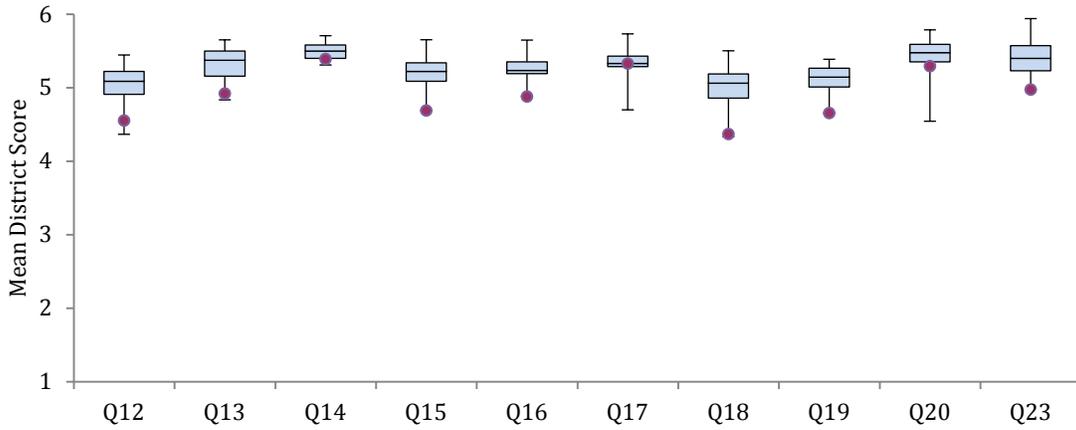
± Not a response option for this survey item.

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

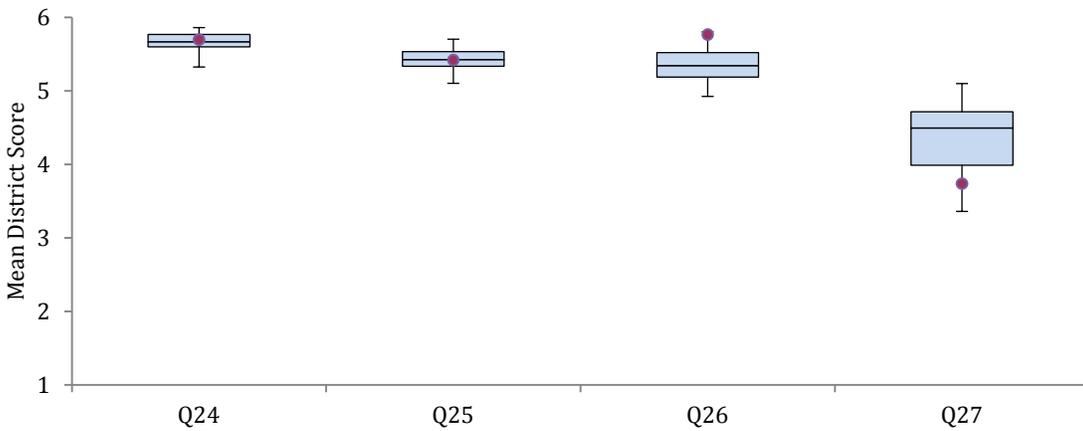
East Haddam Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



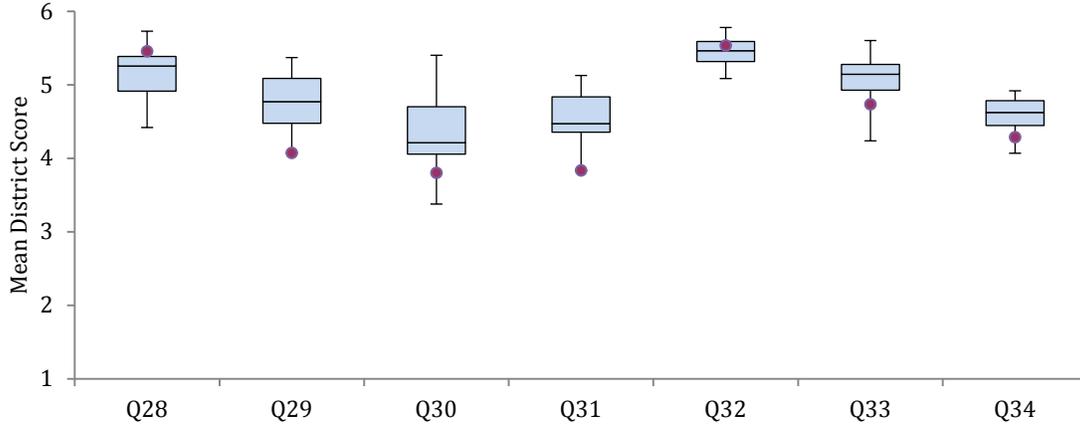
My Child's Participation



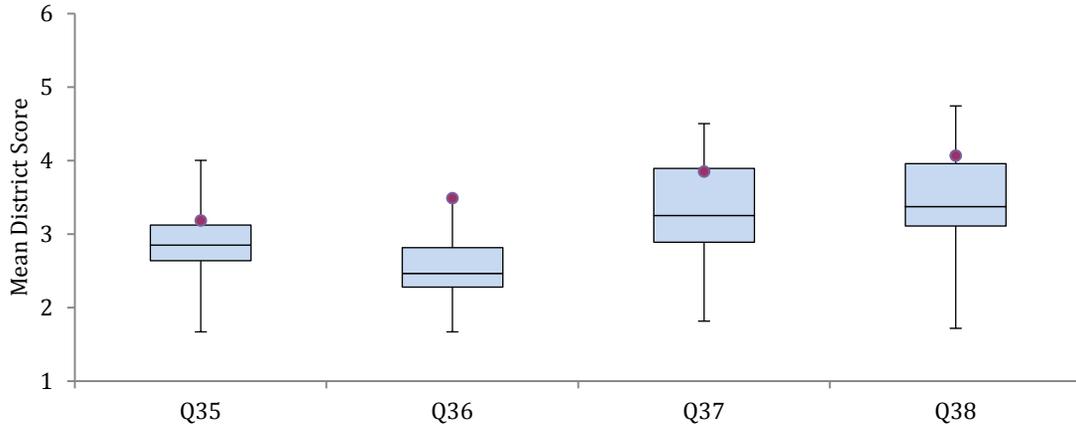
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

East Haddam Box-and-Whisker Charts (continued)

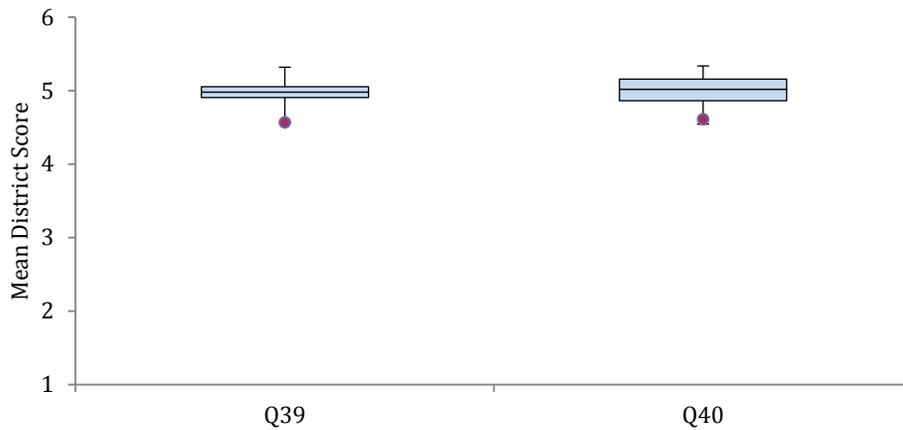
Transition Planning



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 Hartford School District

The 2013-2014 survey was sent to 725 parents of children receiving special education services in the East Hartford School District. A total of 155 surveys were returned for a response rate of 21.4%, below the overall survey response rate of 26.2% (n=2,761).

East 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.	152	43.4%	27.6%	11.2%	82.2%	4.6%	5.3%	7.9%	17.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	154	58.4%	19.5%	14.9%	92.9%	1.9%	2.6%	2.6%	7.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	74	25.7%	14.9%	9.5%	50.0%	12.2%	4.1%	33.8%	50.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	83	6.0%	10.8%	9.6%	26.5%	6.0%	3.6%	63.9%	73.5%	±
5. My child is accepted within the school community.	151	64.2%	21.2%	6.6%	92.1%	2.6%	0.7%	4.6%	7.9%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	155	45.8%	23.2%	15.5%	84.5%	5.2%	2.6%	7.1%	14.8%	0.6%
7. All special education services identified in my child's IEP have been provided.	154	53.2%	24.7%	6.5%	84.4%	3.2%	1.9%	7.1%	12.3%	3.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	153	51.6%	22.2%	10.5%	84.3%	2.6%	1.3%	9.2%	13.1%	2.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	153	55.6%	24.2%	9.8%	89.5%	2.6%	0.7%	5.2%	8.5%	2.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	152	53.3%	21.7%	12.5%	87.5%	3.9%	2.0%	5.3%	11.2%	1.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	152	55.9%	22.4%	7.2%	85.5%	3.9%	1.3%	7.2%	12.5%	2.0%

Table is continued on the next page.

East 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.	150	54.7%	24.7%	8.7%	88.0%	3.3%	3.3%	5.3%	12.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	153	62.7%	21.6%	7.8%	92.2%	1.3%	3.3%	3.3%	7.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	154	64.3%	26.0%	3.2%	93.5%	1.3%	2.6%	2.6%	6.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	154	57.1%	20.8%	7.8%	85.7%	5.2%	2.6%	6.5%	14.3%	±
16. My child's evaluation report is written in terms I understand.	154	53.2%	28.6%	10.4%	92.2%	1.9%	1.3%	4.5%	7.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	155	65.2%	21.9%	9.0%	96.1%	2.6%	0.0%	1.3%	3.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	153	50.3%	26.8%	12.4%	89.5%	2.0%	0.7%	7.8%	10.5%	±
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.	153	50.3%	26.8%	13.7%	90.8%	4.6%	1.3%	3.3%	9.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	152	65.8%	19.1%	5.9%	90.8%	3.3%	2.0%	3.9%	9.2%	±
21. If necessary, a translator was provided at the PPT meetings.	67	64.2%	14.9%	6.0%	85.1%	6.0%	1.5%	7.5%	14.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	62	56.5%	24.2%	9.7%	90.3%	3.2%	0.0%	6.5%	9.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	140	41.4%	27.9%	8.6%	77.9%	3.6%	0.0%	5.0%	8.6%	13.6%

Table is continued on the next page.

East 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).	148	75.0%	16.9%	1.4%	93.2%	0.7%	1.4%	4.7%	6.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	139	66.9%	18.7%	7.2%	92.8%	2.2%	0.0%	5.0%	7.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	91	9.9%	5.5%	4.4%	19.8%	1.1%	5.5%	73.6%	80.2%	±
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).	113	39.8%	22.1%	9.7%	71.7%	4.4%	1.8%	9.7%	15.9%	12.4%
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.	24	62.5%	29.2%	0.0%	91.7%	0.0%	4.2%	4.2%	8.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	48	37.5%	33.3%	4.2%	75.0%	2.1%	10.4%	12.5%	25.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	44	36.4%	15.9%	13.6%	65.9%	0.0%	6.8%	20.5%	27.3%	6.8%
31. The PPT introduced planning for my child's transition to adulthood.	46	41.3%	26.1%	13.0%	80.4%	2.2%	6.5%	10.9%	19.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	55	61.8%	32.7%	1.8%	96.4%	0.0%	0.0%	3.6%	3.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	54	51.9%	20.4%	14.8%	87.0%	3.7%	1.9%	7.4%	13.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	48	47.9%	14.6%	18.8%	81.3%	6.3%	0.0%	12.5%	18.8%	±

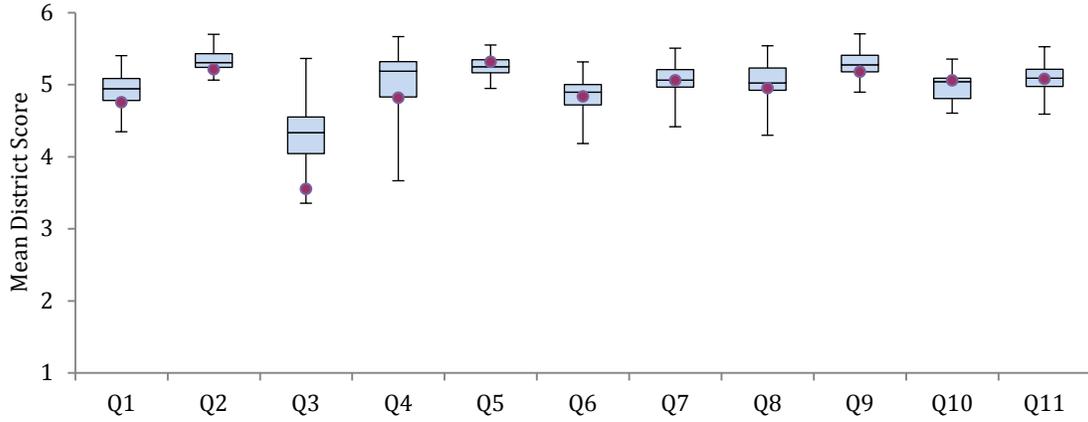
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East Hartford Survey Response Table (continued)

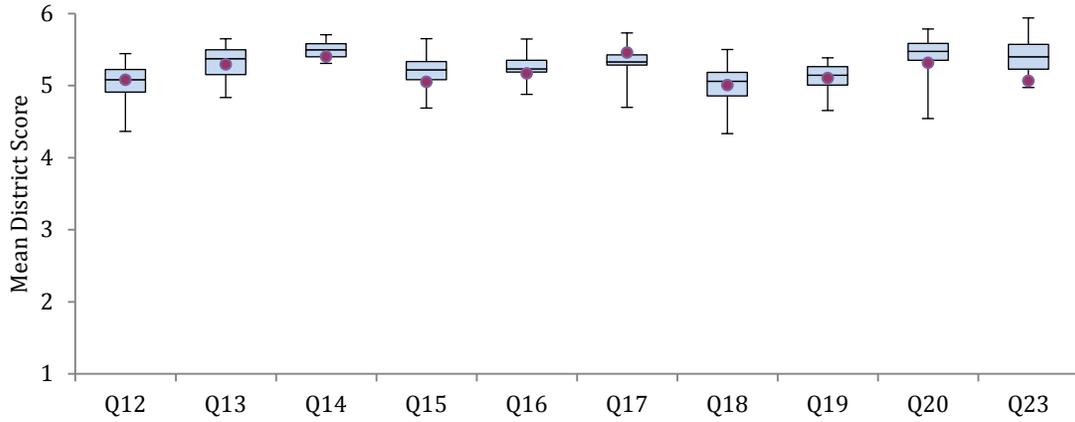
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	95	18.9%	12.6%	8.4%	40.0%	4.2%	6.3%	49.5%	60.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	94	17.0%	9.6%	8.5%	35.1%	5.3%	8.5%	51.1%	64.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	127	15.7%	7.9%	12.6%	36.2%	3.1%	2.4%	20.5%	26.0%	37.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	128	14.8%	7.8%	7.8%	30.5%	5.5%	3.9%	18.8%	28.1%	41.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	144	50.0%	19.4%	14.6%	84.0%	4.2%	2.8%	9.0%	16.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	141	47.5%	20.6%	17.0%	85.1%	4.3%	3.5%	7.1%	14.9%	±

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

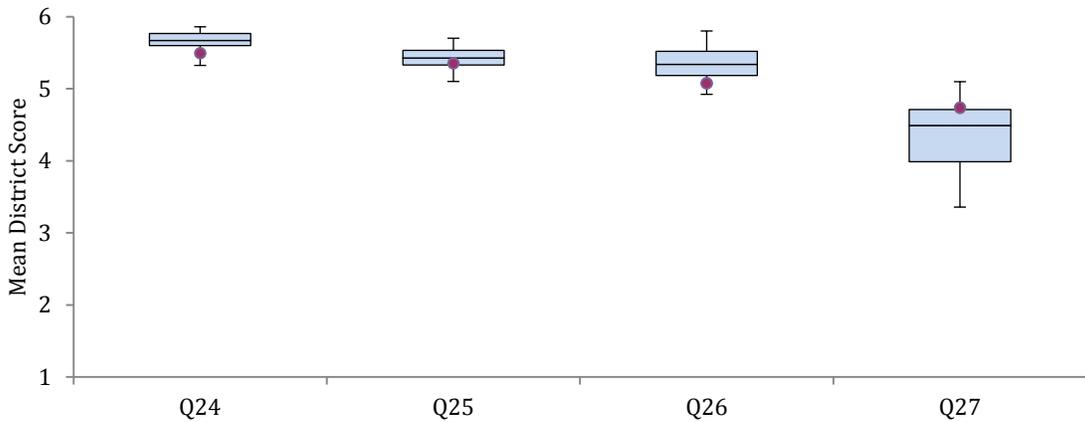
East Hartford Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



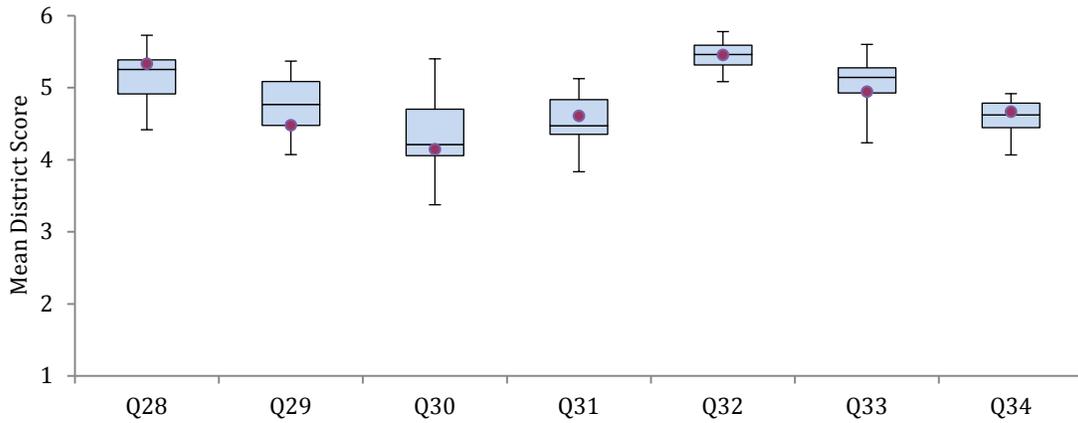
My Child's Participation



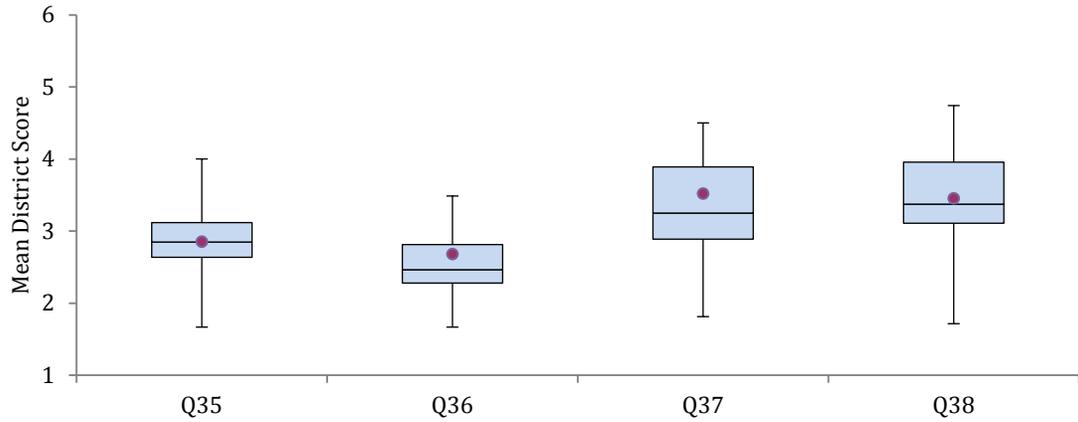
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

East Hartford Box-and-Whisker Charts (continued)

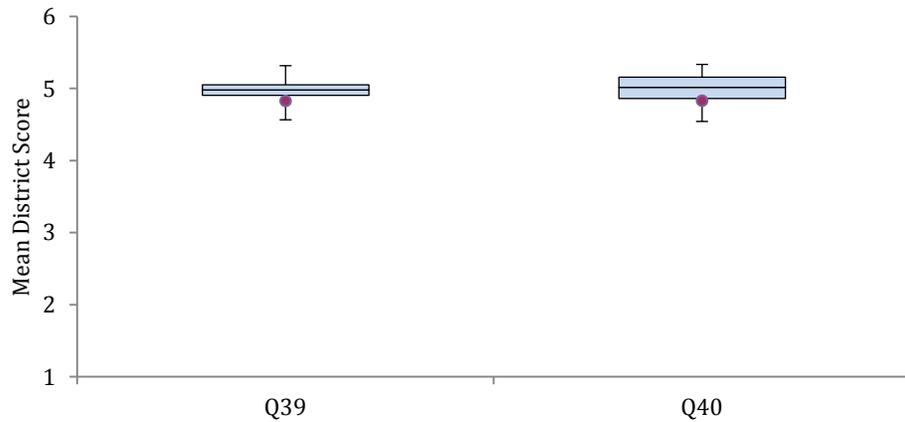
Transition Planning



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).

Fairfield School District

The 2013-2014 survey was sent to 724 parents of children receiving special education services in the Fairfield School District. A total of 214 surveys were returned for a response rate of 29.6%, above the overall survey response rate of 26.2% (n=2,761).

Fairfield 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.	212	38.7%	34.4%	12.3%	85.4%	3.3%	6.1%	5.2%	14.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	211	62.6%	21.8%	6.2%	90.5%	3.8%	2.8%	2.8%	9.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	37	16.2%	8.1%	5.4%	29.7%	8.1%	5.4%	56.8%	70.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	82	4.9%	2.4%	3.7%	11.0%	4.9%	2.4%	81.7%	89.0%	±
5. My child is accepted within the school community.	210	54.3%	26.2%	9.5%	90.0%	4.8%	3.8%	1.4%	10.0%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	213	32.9%	37.1%	12.7%	82.6%	4.7%	3.8%	8.0%	16.4%	0.9%
7. All special education services identified in my child's IEP have been provided.	211	41.7%	33.6%	10.4%	85.8%	3.3%	4.7%	5.2%	13.3%	0.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	212	42.0%	29.7%	14.6%	86.3%	2.8%	5.7%	4.2%	12.7%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	208	53.8%	31.3%	6.3%	91.3%	4.3%	2.9%	1.4%	8.7%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	199	34.2%	35.7%	13.1%	82.9%	7.5%	2.0%	7.0%	16.6%	0.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	199	43.7%	32.7%	10.6%	86.9%	5.5%	3.5%	3.5%	12.6%	0.5%

Table is continued on the next page.

Fairfield 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.	211	40.3%	28.0%	18.0%	86.3%	3.3%	7.1%	3.3%	13.7%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	211	55.5%	25.6%	10.9%	91.9%	1.9%	3.3%	2.8%	8.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	211	63.5%	24.2%	7.1%	94.8%	2.4%	1.9%	0.9%	5.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	210	54.8%	27.1%	11.9%	93.8%	2.4%	0.5%	3.3%	6.2%	±
16. My child's evaluation report is written in terms I understand.	211	47.4%	37.0%	8.5%	92.9%	2.8%	2.8%	1.4%	7.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	211	61.6%	25.6%	6.2%	93.4%	3.8%	0.9%	1.9%	6.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	212	44.3%	27.8%	11.3%	83.5%	6.1%	3.3%	7.1%	16.5%	±
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.	212	47.6%	25.5%	12.3%	85.4%	5.2%	3.8%	5.7%	14.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	213	70.4%	15.0%	4.7%	90.1%	4.2%	1.4%	4.2%	9.9%	±
21. If necessary, a translator was provided at the PPT meetings.	16	50.0%	37.5%	12.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	20	40.0%	40.0%	10.0%	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.	190	71.6%	13.2%	2.6%	87.4%	1.1%	0.5%	5.3%	6.8%	5.8%

Table is continued on the next page.

Fairfield 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).	207	82.1%	8.7%	4.8%	95.7%	1.9%	0.5%	1.9%	4.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	202	73.8%	10.4%	6.4%	90.6%	2.0%	2.0%	5.4%	9.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	140	5.0%	2.9%	0.7%	8.6%	4.3%	7.1%	80.0%	91.4%	±
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).	114	30.7%	15.8%	17.5%	64.0%	5.3%	5.3%	16.7%	27.2%	8.8%
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.	23	60.9%	26.1%	8.7%	95.7%	0.0%	4.3%	0.0%	4.3%	±
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	34.8%	24.6%	15.9%	75.4%	8.7%	8.7%	7.2%	24.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	43	20.9%	16.3%	25.6%	62.8%	7.0%	2.3%	18.6%	27.9%	9.3%
31. The PPT introduced planning for my child's transition to adulthood.	71	29.6%	28.2%	22.5%	80.3%	4.2%	8.5%	7.0%	19.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	75	64.0%	17.3%	10.7%	92.0%	4.0%	2.7%	1.3%	8.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	75	48.0%	26.7%	14.7%	89.3%	9.3%	0.0%	1.3%	10.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	70	34.3%	25.7%	21.4%	81.4%	8.6%	4.3%	5.7%	18.6%	±

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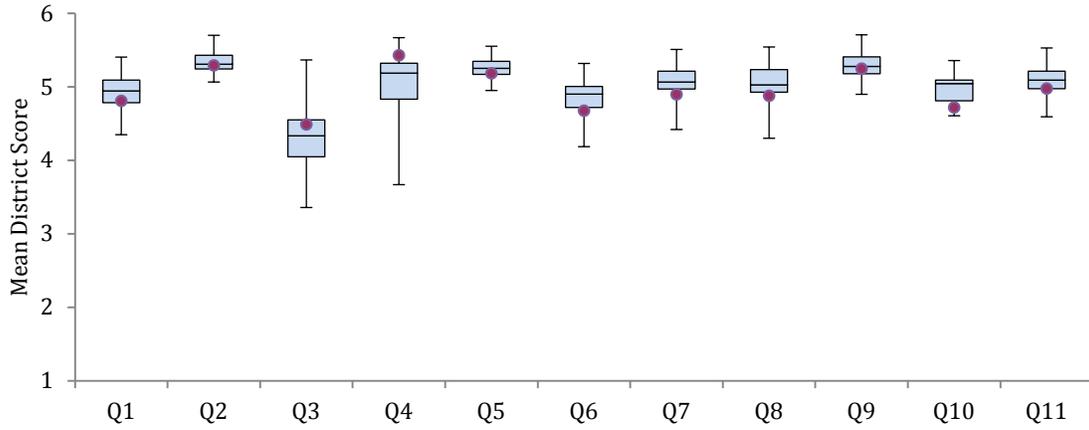
Fairfield Survey Response Table (continued)

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.	131	23.7%	13.7%	12.2%	49.6%	5.3%	6.1%	38.9%	50.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	128	21.1%	14.1%	11.7%	46.9%	9.4%	5.5%	38.3%	53.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	177	19.2%	16.4%	16.9%	52.5%	2.8%	5.1%	9.0%	16.9%	30.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	175	22.9%	20.6%	14.3%	57.7%	2.9%	4.0%	6.3%	13.1%	29.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	205	43.9%	26.8%	16.6%	87.3%	5.4%	3.9%	3.4%	12.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	203	52.2%	25.1%	10.8%	88.2%	3.4%	3.9%	4.4%	11.8%	±

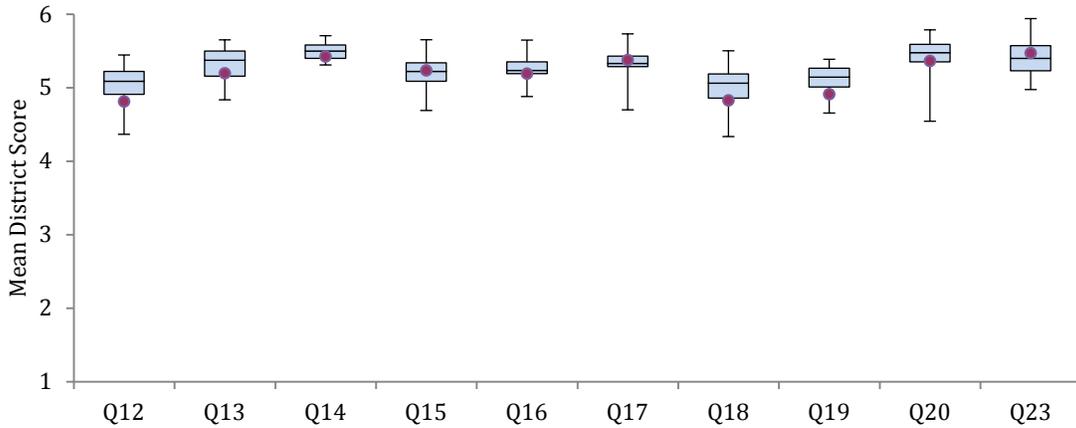
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

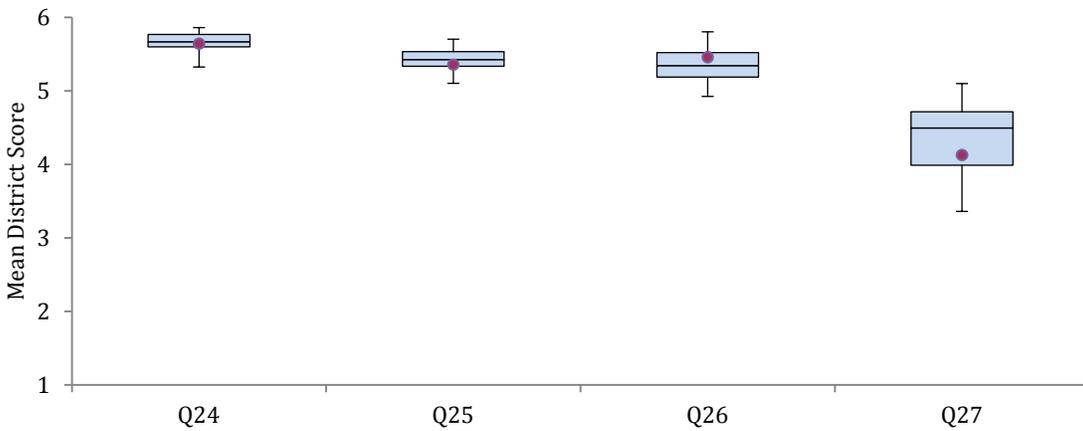
Fairfield Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



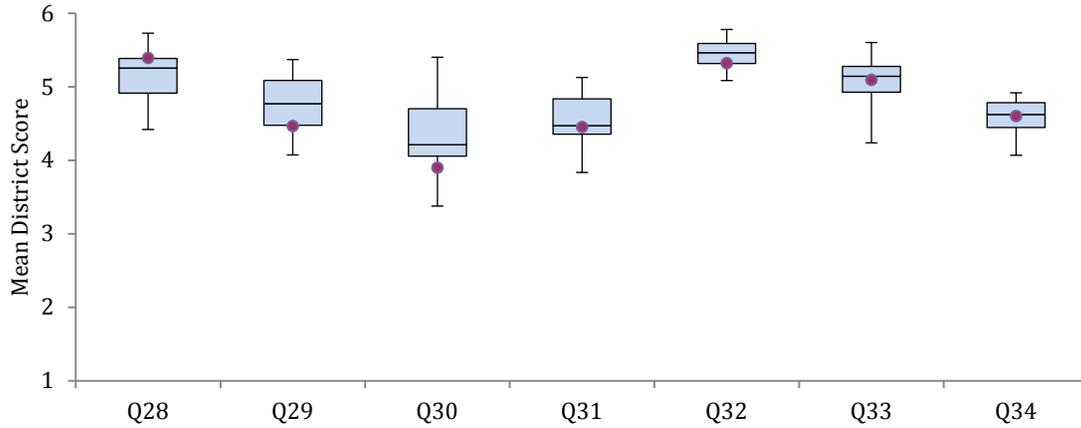
My Child's Participation



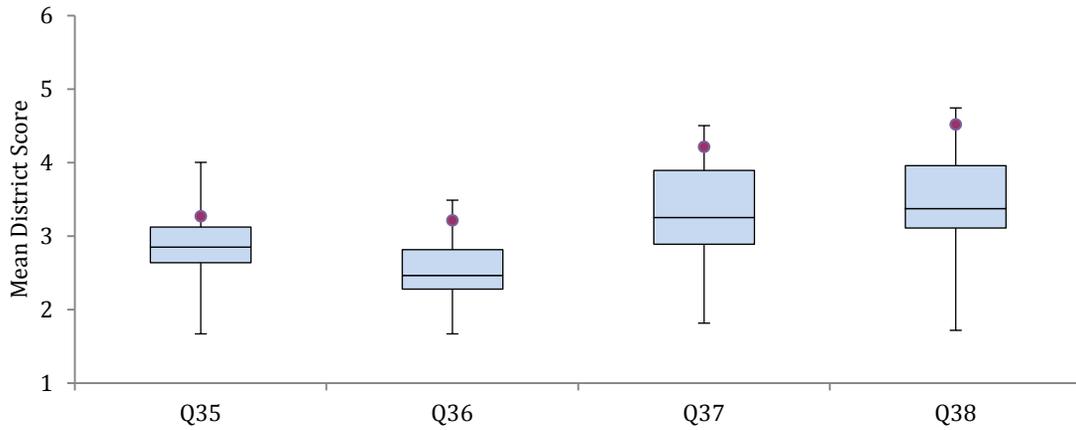
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Fairfield Box-and-Whisker Charts (continued)

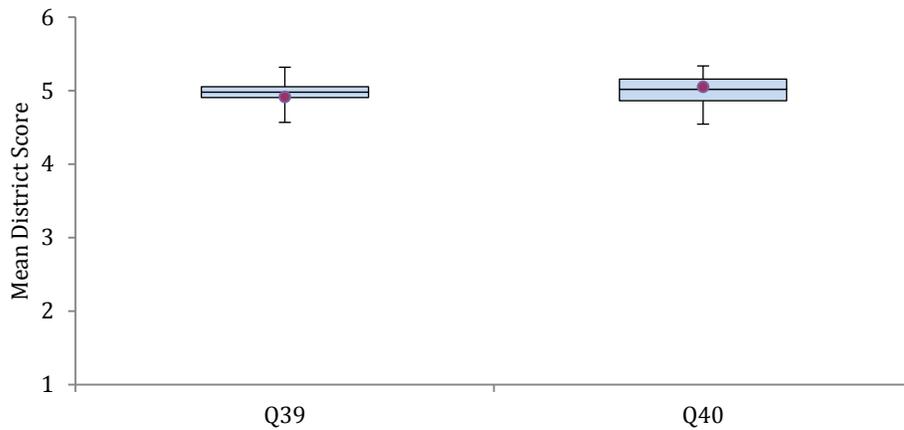
Transition Planning



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).

Glastonbury School District

The 2013-2014 survey was sent to 641 parents of children receiving special education services in the Glastonbury School District. A total of 223 surveys were returned for a response rate of 34.8%, above the overall survey response rate of 26.2% (n=2,761).

Glastonbury 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.	222	41.0%	37.4%	9.0%	87.4%	1.4%	3.6%	7.7%	12.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	222	57.7%	25.2%	10.4%	93.2%	2.7%	2.3%	1.8%	6.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	53	17.0%	5.7%	11.3%	34.0%	5.7%	1.9%	58.5%	66.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	93	6.5%	3.2%	4.3%	14.0%	1.1%	5.4%	79.6%	86.0%	±
5. My child is accepted within the school community.	220	57.3%	28.6%	5.5%	91.4%	2.7%	3.2%	2.7%	8.6%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	223	39.9%	31.4%	11.2%	82.5%	4.5%	4.5%	8.5%	17.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	221	48.0%	27.1%	10.0%	85.1%	5.0%	3.2%	5.4%	13.6%	1.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	221	45.7%	25.3%	11.3%	82.4%	4.1%	2.7%	9.0%	15.8%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	214	52.3%	27.6%	10.7%	90.7%	2.3%	3.7%	2.3%	8.4%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	197	41.1%	28.4%	13.2%	82.7%	5.1%	3.6%	6.6%	15.2%	2.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	201	46.3%	24.9%	12.4%	83.6%	7.0%	2.0%	6.0%	14.9%	1.5%

Table is continued on the next page.

Glastonbury 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.	222	50.5%	23.0%	10.8%	84.2%	6.8%	2.7%	6.3%	15.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	222	62.6%	15.8%	6.8%	85.1%	5.4%	5.0%	4.5%	14.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	222	67.1%	21.6%	5.0%	93.7%	2.3%	1.4%	2.7%	6.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	219	53.9%	22.4%	10.5%	86.8%	3.7%	5.0%	4.6%	13.2%	±
16. My child's evaluation report is written in terms I understand.	222	53.2%	31.5%	7.7%	92.3%	4.1%	0.5%	3.2%	7.7%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	222	64.4%	17.1%	7.2%	88.7%	4.1%	4.5%	2.7%	11.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	220	50.9%	25.9%	9.1%	85.9%	3.2%	4.1%	6.8%	14.1%	±
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.	220	51.4%	21.4%	12.7%	85.5%	4.5%	3.2%	6.8%	14.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	221	69.2%	19.5%	5.4%	94.1%	2.3%	0.5%	3.2%	5.9%	±
21. If necessary, a translator was provided at the PPT meetings.	19	84.2%	5.3%	0.0%	89.5%	0.0%	5.3%	5.3%	10.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	24	62.5%	25.0%	4.2%	91.7%	4.2%	0.0%	4.2%	8.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	201	71.1%	11.9%	4.0%	87.1%	1.0%	1.5%	6.0%	8.5%	4.5%

Table is continued on the next page.

Glastonbury 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).	217	82.9%	9.7%	2.8%	95.4%	0.5%	2.3%	1.8%	4.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	204	77.0%	9.3%	4.4%	90.7%	1.5%	5.4%	2.5%	9.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	138	4.3%	1.4%	2.2%	8.0%	5.8%	5.1%	81.2%	92.0%	±
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).	116	44.8%	12.1%	9.5%	66.4%	4.3%	1.7%	12.9%	19.0%	14.7%
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.	36	47.2%	30.6%	2.8%	80.6%	0.0%	8.3%	11.1%	19.4%	±
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.	56	33.9%	26.8%	14.3%	75.0%	5.4%	7.1%	12.5%	25.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	34	23.5%	14.7%	8.8%	47.1%	2.9%	2.9%	17.6%	23.5%	29.4%
31. The PPT introduced planning for my child's transition to adulthood.	64	42.2%	17.2%	14.1%	73.4%	4.7%	4.7%	17.2%	26.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	72	83.3%	11.1%	4.2%	98.6%	1.4%	0.0%	0.0%	1.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	73	54.8%	23.3%	9.6%	87.7%	1.4%	2.7%	8.2%	12.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	66	40.9%	24.2%	18.2%	83.3%	1.5%	3.0%	12.1%	16.7%	±

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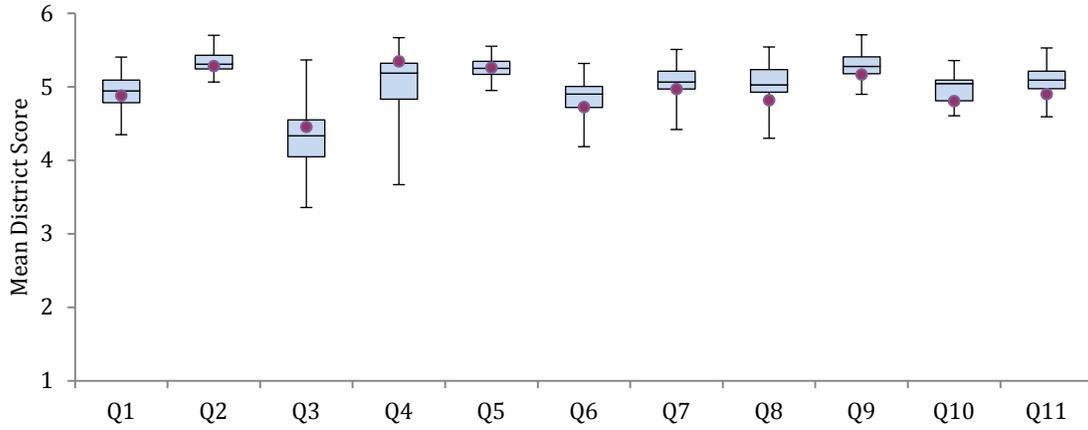
Glastonbury Survey Response Table (continued)

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.	145	26.9%	11.0%	4.8%	42.8%	2.1%	3.4%	51.7%	57.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	141	20.6%	11.3%	5.7%	37.6%	3.5%	6.4%	52.5%	62.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	204	18.1%	12.7%	13.7%	44.6%	5.9%	4.4%	14.2%	24.5%	30.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	197	26.9%	11.2%	12.7%	50.8%	2.0%	1.5%	12.2%	15.7%	33.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	208	47.6%	23.1%	15.9%	86.5%	2.9%	4.3%	6.3%	13.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	203	53.7%	18.7%	16.3%	88.7%	1.5%	3.9%	5.9%	11.3%	±

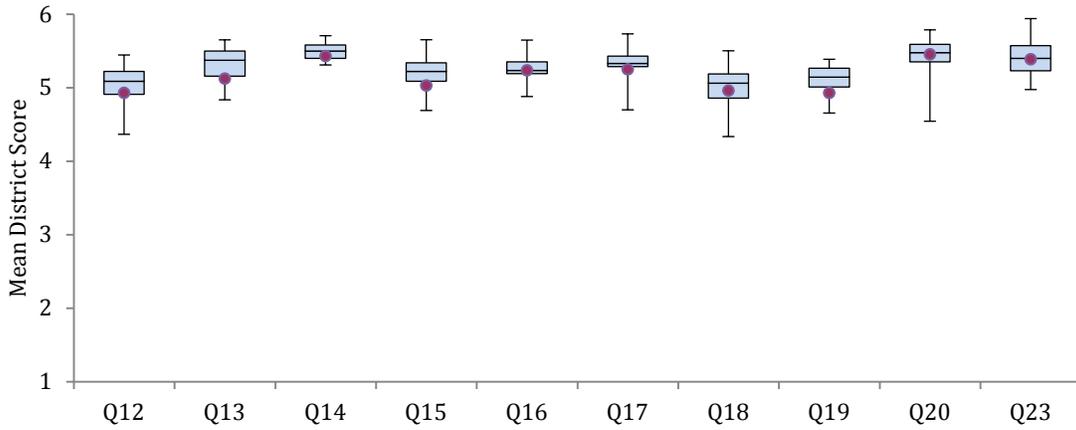
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Glastonbury Box-and-Whisker Charts

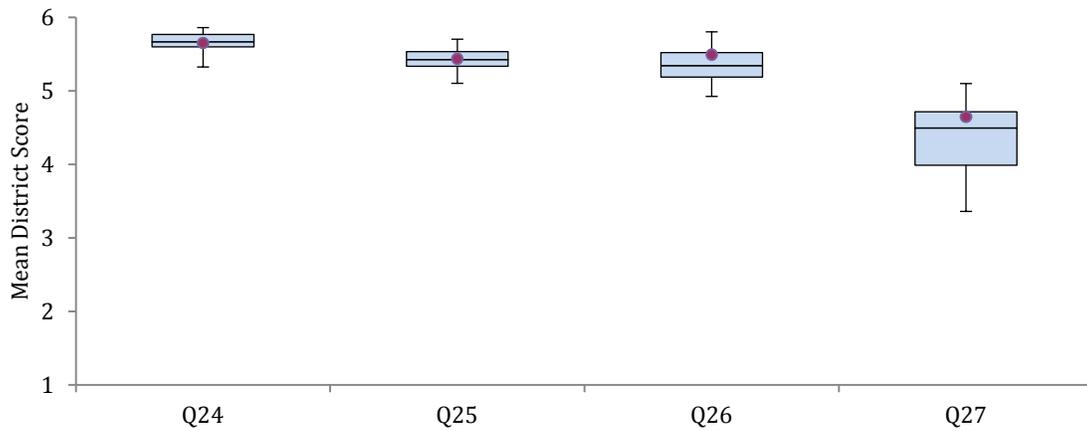
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



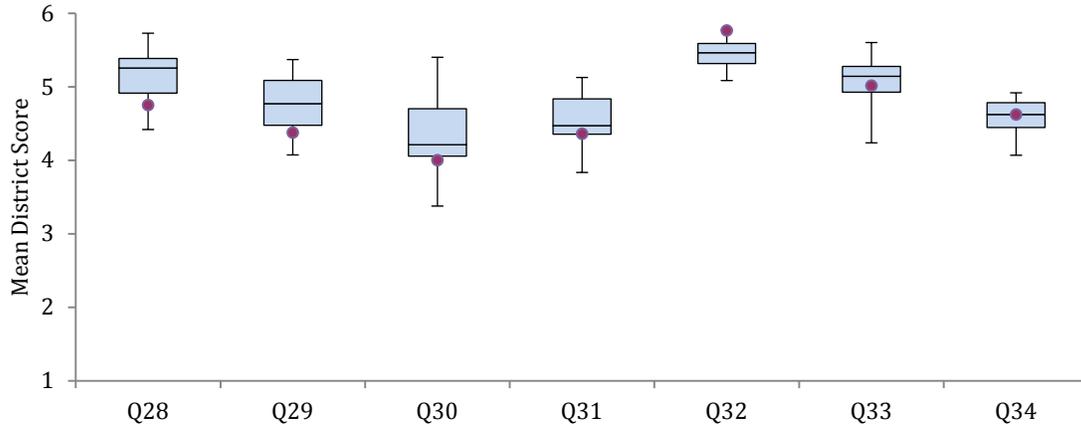
My Child's Participation



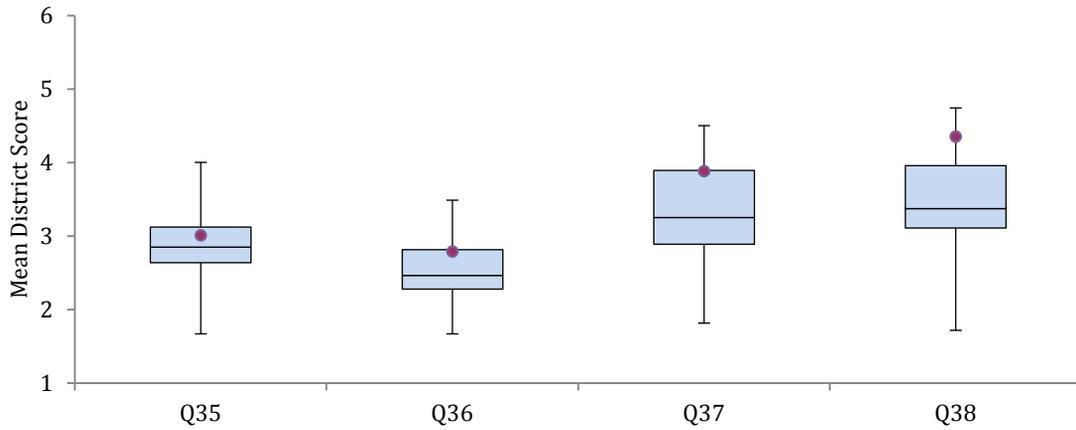
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Glastonbury Box-and-Whisker Charts (continued)

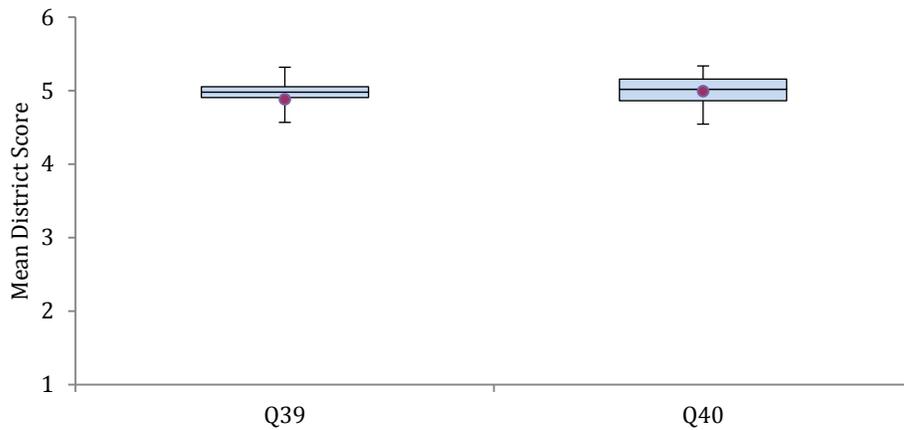
Transition Planning



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).

Griswold School District

The 2013-2014 survey was sent to 260 parents of children receiving special education services in the Griswold School District. A total of 66 surveys were returned for a response rate of 25.4%, below the overall survey response rate of 26.2% (n=2,761).

Griswold 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.	66	50.0%	27.3%	15.2%	92.4%	1.5%	1.5%	4.5%	7.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	66	63.6%	19.7%	10.6%	93.9%	1.5%	1.5%	3.0%	6.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	23	21.7%	4.3%	13.0%	39.1%	4.3%	0.0%	56.5%	60.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	31	16.1%	0.0%	6.5%	22.6%	9.7%	0.0%	67.7%	77.4%	±
5. My child is accepted within the school community.	66	53.0%	22.7%	10.6%	86.4%	7.6%	3.0%	3.0%	13.6%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	66	50.0%	27.3%	10.6%	87.9%	3.0%	4.5%	4.5%	12.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	66	59.1%	15.2%	13.6%	87.9%	7.6%	3.0%	1.5%	12.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	65	58.5%	13.8%	9.2%	81.5%	7.7%	6.2%	3.1%	16.9%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	66	63.6%	18.2%	7.6%	89.4%	3.0%	1.5%	4.5%	9.1%	1.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	64	48.4%	18.8%	12.5%	79.7%	12.5%	1.6%	3.1%	17.2%	3.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	63	50.8%	25.4%	11.1%	87.3%	4.8%	1.6%	4.8%	11.1%	1.6%

Table is continued on the next page.

Griswold Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	63	54.0%	20.6%	12.7%	87.3%	6.3%	0.0%	6.3%	12.7%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	66	66.7%	18.2%	10.6%	95.5%	1.5%	1.5%	1.5%	4.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	66	68.2%	16.7%	10.6%	95.5%	1.5%	1.5%	1.5%	4.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	66	66.7%	15.2%	12.1%	93.9%	0.0%	4.5%	1.5%	6.1%	±
16. My child's evaluation report is written in terms I understand.	65	58.5%	23.1%	10.8%	92.3%	1.5%	3.1%	3.1%	7.7%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	65	58.5%	16.9%	9.2%	84.6%	6.2%	1.5%	7.7%	15.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	63	54.0%	20.6%	12.7%	87.3%	4.8%	3.2%	4.8%	12.7%	±
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.	66	60.6%	16.7%	10.6%	87.9%	4.5%	3.0%	4.5%	12.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	65	75.4%	15.4%	6.2%	96.9%	1.5%	0.0%	1.5%	3.1%	±
21. If necessary, a translator was provided at the PPT meetings.	13	69.2%	7.7%	23.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	13	69.2%	15.4%	15.4%	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.	63	71.4%	14.3%	6.3%	92.1%	0.0%	0.0%	3.2%	3.2%	4.8%

Table is continued on the next page.

Griswold 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).	66	86.4%	7.6%	3.0%	97.0%	1.5%	0.0%	1.5%	3.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	59	72.9%	15.3%	3.4%	91.5%	0.0%	3.4%	5.1%	8.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	43	9.3%	2.3%	2.3%	14.0%	4.7%	4.7%	76.7%	86.0%	±
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).	43	39.5%	20.9%	7.0%	67.4%	2.3%	2.3%	14.0%	18.6%	14.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	62.5%	0.0%	37.5%	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.	12	66.7%	8.3%	16.7%	91.7%	0.0%	8.3%	0.0%	8.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	45.5%	18.2%	0.0%	63.6%	0.0%	0.0%	18.2%	18.2%	18.2%
31. The PPT introduced planning for my child's transition to adulthood.	13	61.5%	15.4%	0.0%	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.	13	76.9%	7.7%	7.7%	92.3%	0.0%	0.0%	7.7%	7.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	13	84.6%	7.7%	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	53.8%	15.4%	15.4%	84.6%	0.0%	0.0%	15.4%	15.4%	±

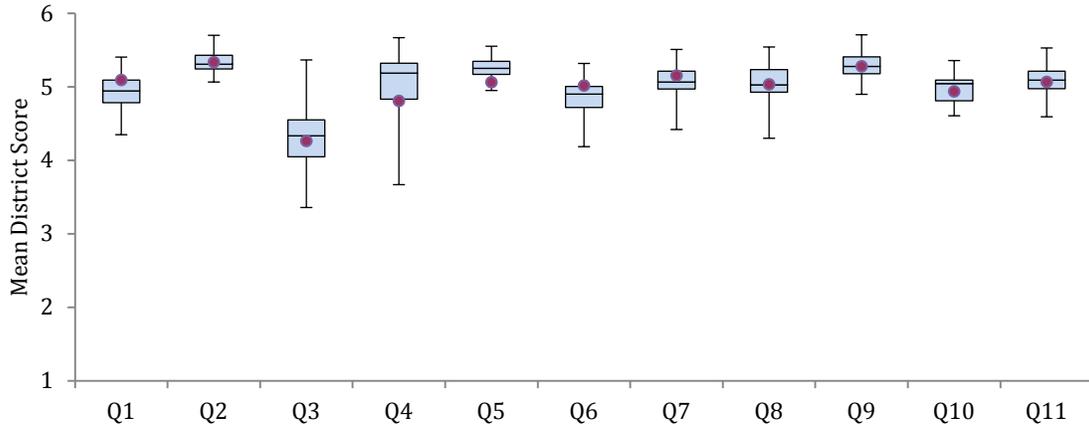
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Griswold Survey Response Table (continued)

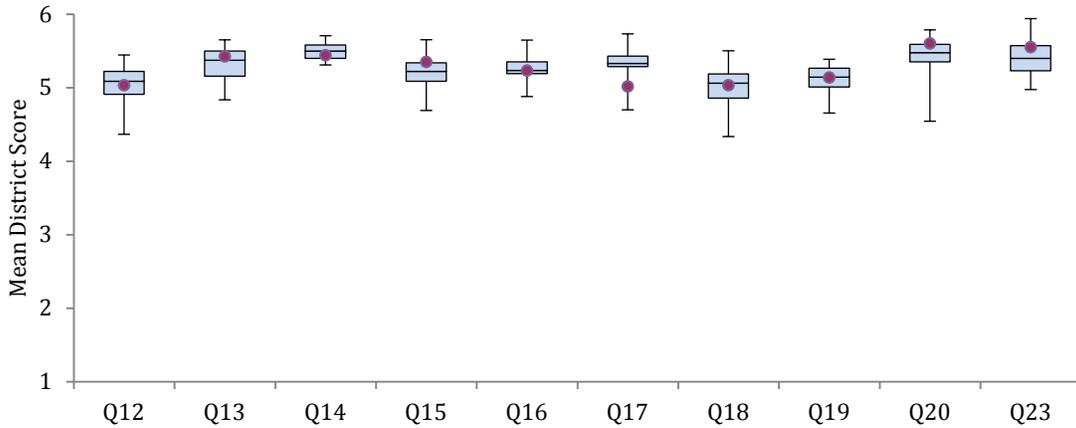
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	37	29.7%	5.4%	10.8%	45.9%	10.8%	2.7%	40.5%	54.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	31.7%	0.0%	7.3%	39.0%	9.8%	7.3%	43.9%	61.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	8.2%	8.2%	8.2%	24.5%	6.1%	8.2%	26.5%	40.8%	34.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	53	18.9%	1.9%	5.7%	26.4%	7.5%	5.7%	24.5%	37.7%	35.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	57	47.4%	24.6%	15.8%	87.7%	7.0%	1.8%	3.5%	12.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	59	59.3%	18.6%	8.5%	86.4%	6.8%	5.1%	1.7%	13.6%	±

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

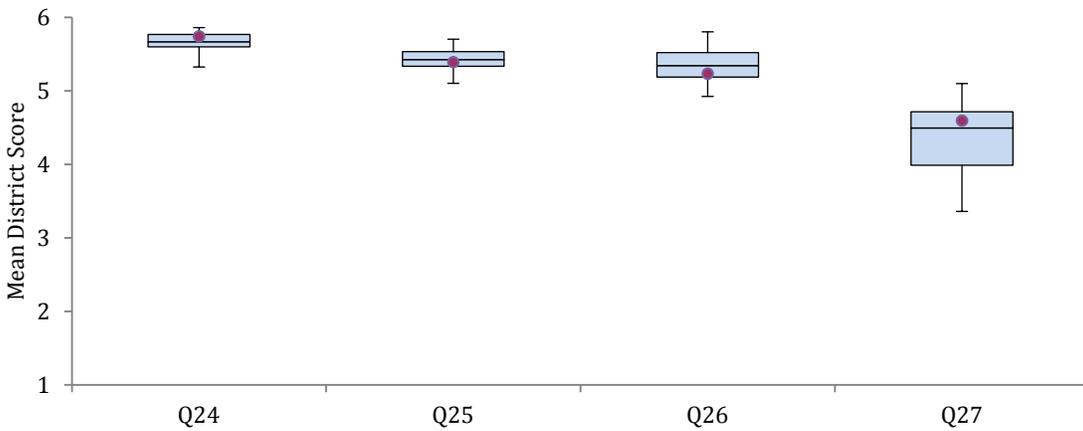
Griswold Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



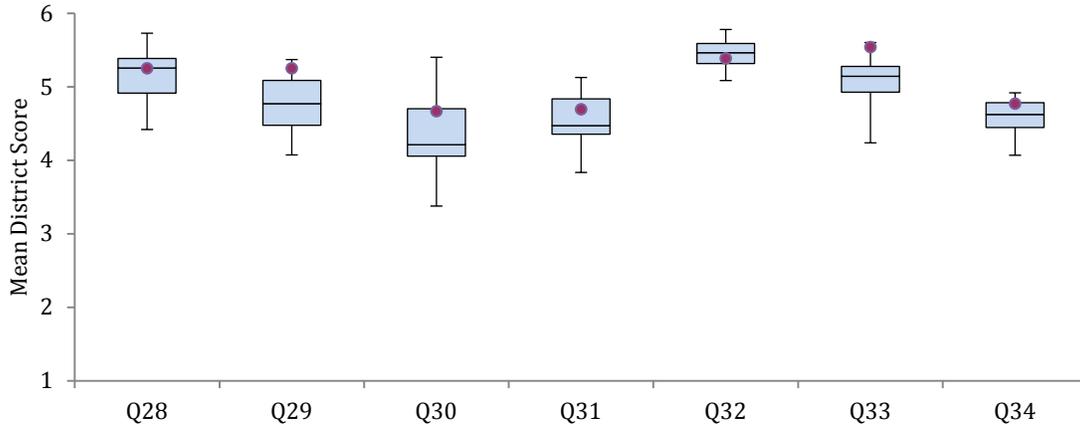
My Child's Participation



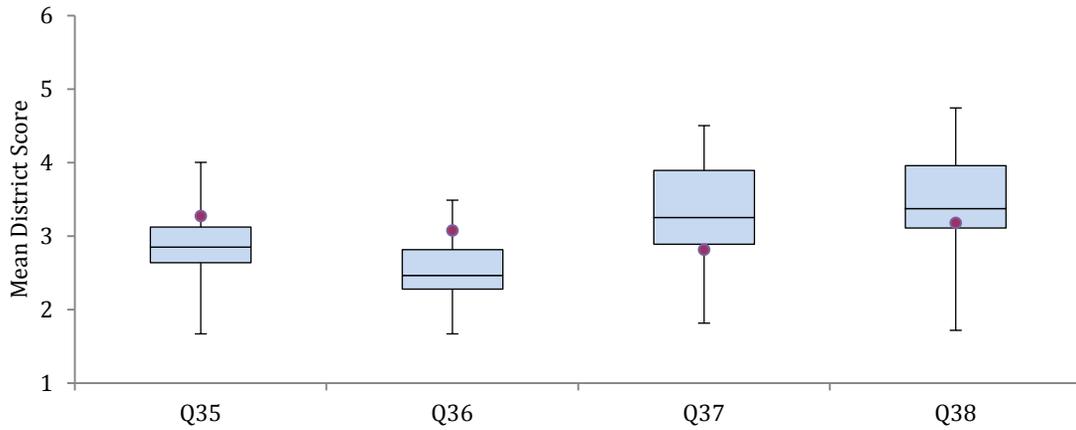
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Griswold Box-and-Whisker Charts (continued)

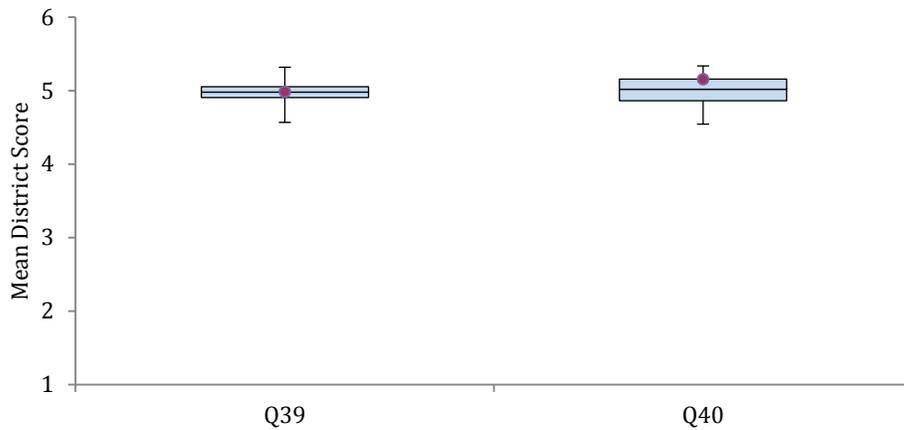
Transition Planning



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).

Lisbon School District

The 2013-2014 survey was sent to 98 parents of children receiving special education services in the Lisbon School District. A total of 24 surveys were returned for a response rate of 24.5%, below the overall survey response rate of 26.2% (n=2,761).

Lisbon 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.	24	25.0%	41.7%	25.0%	91.7%	0.0%	0.0%	8.3%	8.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	24	50.0%	29.2%	16.7%	95.8%	0.0%	0.0%	4.2%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	66.7%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	8	12.5%	0.0%	0.0%	12.5%	0.0%	12.5%	75.0%	87.5%	±
5. My child is accepted within the school community.	24	50.0%	29.2%	12.5%	91.7%	4.2%	0.0%	4.2%	8.3%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	24	33.3%	25.0%	16.7%	75.0%	8.3%	12.5%	4.2%	25.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	24	41.7%	20.8%	8.3%	70.8%	8.3%	8.3%	12.5%	29.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	24	37.5%	33.3%	16.7%	87.5%	0.0%	4.2%	8.3%	12.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	22	40.9%	27.3%	13.6%	81.8%	9.1%	0.0%	4.5%	13.6%	4.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	22	45.5%	18.2%	18.2%	81.8%	4.5%	0.0%	9.1%	13.6%	4.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	23	34.8%	26.1%	13.0%	73.9%	8.7%	0.0%	8.7%	17.4%	8.7%

Table is continued on the next page.

Lisbon 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	36.4%	18.2%	22.7%	77.3%	4.5%	4.5%	13.6%	22.7%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	24	37.5%	45.8%	0.0%	83.3%	0.0%	12.5%	4.2%	16.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	24	70.8%	20.8%	4.2%	95.8%	4.2%	0.0%	0.0%	4.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	23	47.8%	26.1%	17.4%	91.3%	4.3%	0.0%	4.3%	8.7%	±
16. My child's evaluation report is written in terms I understand.	24	54.2%	25.0%	8.3%	87.5%	12.5%	0.0%	0.0%	12.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	24	58.3%	29.2%	0.0%	87.5%	8.3%	4.2%	0.0%	12.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	24	33.3%	25.0%	12.5%	70.8%	8.3%	12.5%	8.3%	29.2%	±
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.	24	37.5%	29.2%	20.8%	87.5%	0.0%	4.2%	8.3%	12.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	24	45.8%	20.8%	8.3%	75.0%	4.2%	8.3%	12.5%	25.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	23	56.5%	17.4%	8.7%	82.6%	0.0%	4.3%	8.7%	13.0%	4.3%

Table is continued on the next page.

Lisbon 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).	23	69.6%	17.4%	4.3%	91.3%	4.3%	4.3%	0.0%	8.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	24	70.8%	12.5%	4.2%	87.5%	0.0%	4.2%	8.3%	12.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	15	0.0%	0.0%	0.0%	0.0%	6.7%	6.7%	86.7%	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).	16	25.0%	6.3%	12.5%	43.8%	6.3%	6.3%	31.3%	43.8%	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.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	0.0%
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.	±±	-	-	-	-	-	-	-	-	±

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Lisbon Survey Response Table (continued)

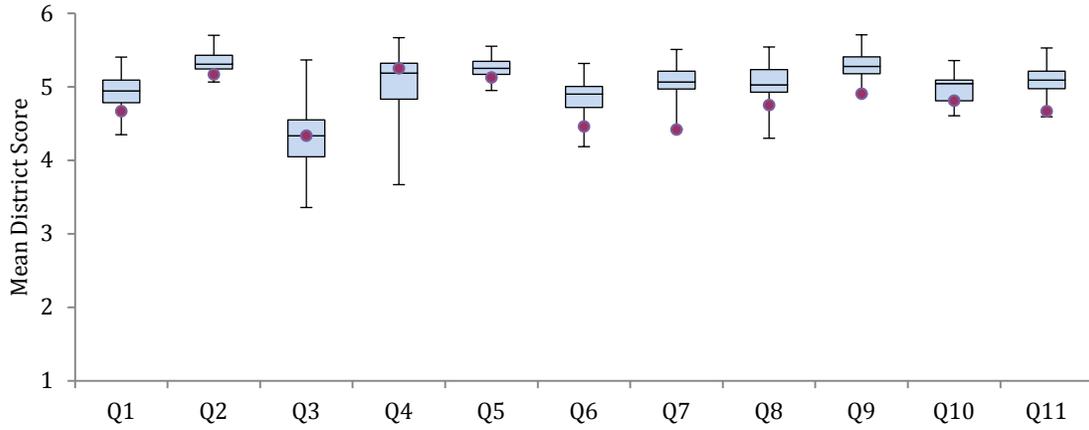
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	18	5.6%	0.0%	5.6%	11.1%	11.1%	0.0%	77.8%	88.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	16	6.3%	0.0%	25.0%	31.3%	0.0%	0.0%	68.8%	68.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	20	5.0%	0.0%	5.0%	10.0%	10.0%	0.0%	50.0%	60.0%	30.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	21	9.5%	9.5%	19.0%	38.1%	4.8%	0.0%	33.3%	38.1%	23.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	23	47.8%	26.1%	13.0%	87.0%	4.3%	4.3%	4.3%	13.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	24	41.7%	12.5%	29.2%	83.3%	4.2%	0.0%	12.5%	16.7%	±

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

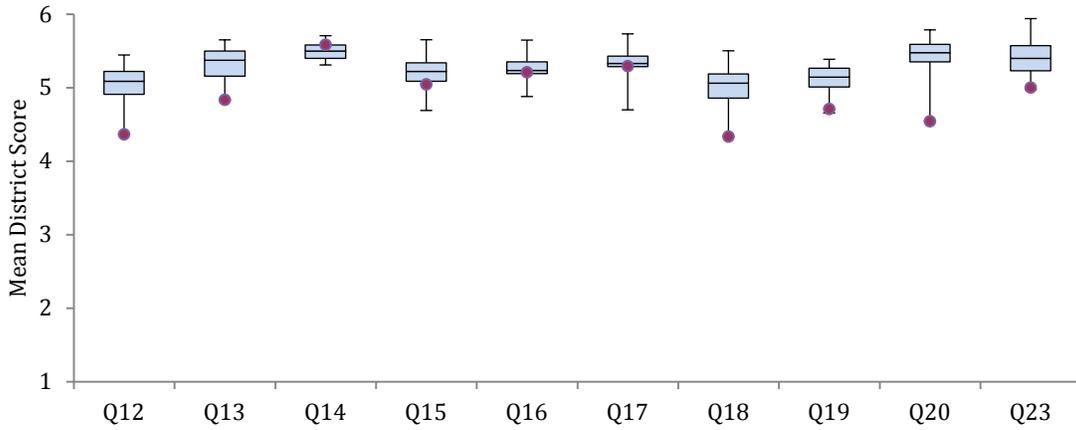
± Not a response option for this survey item.

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

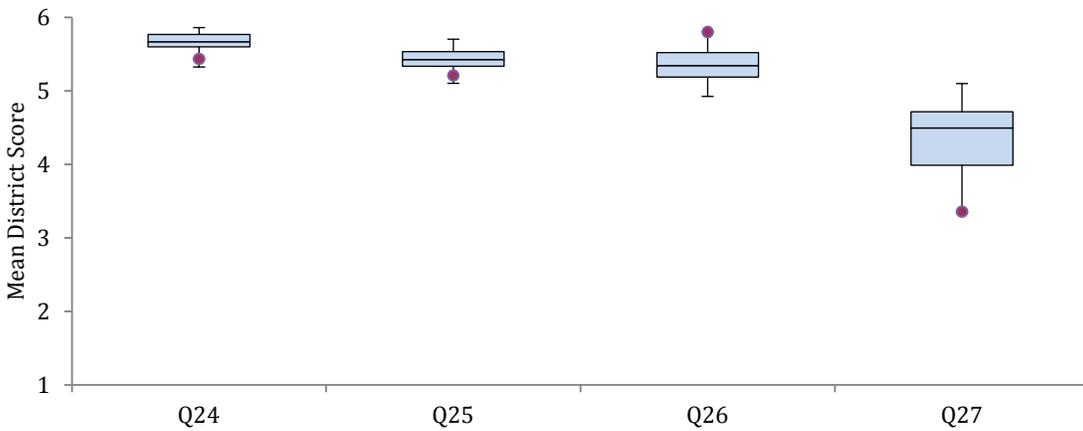
Lisbon Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



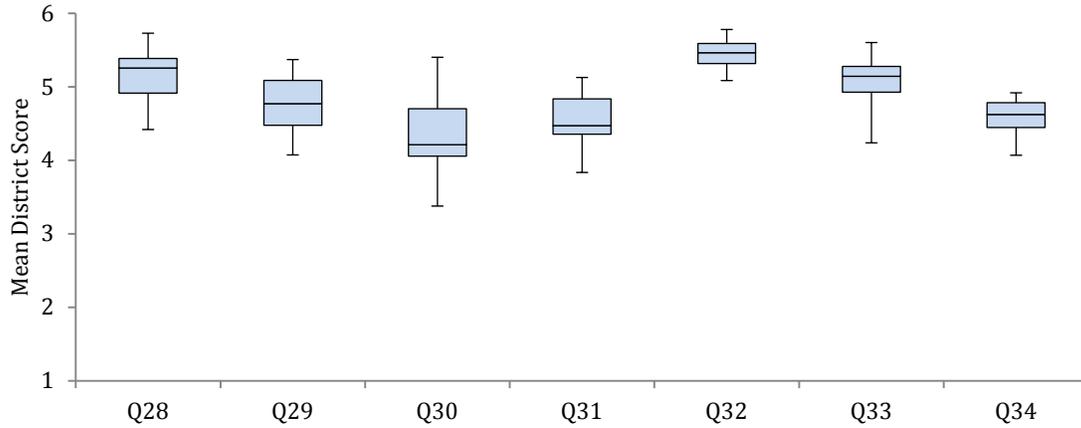
My Child's Participation



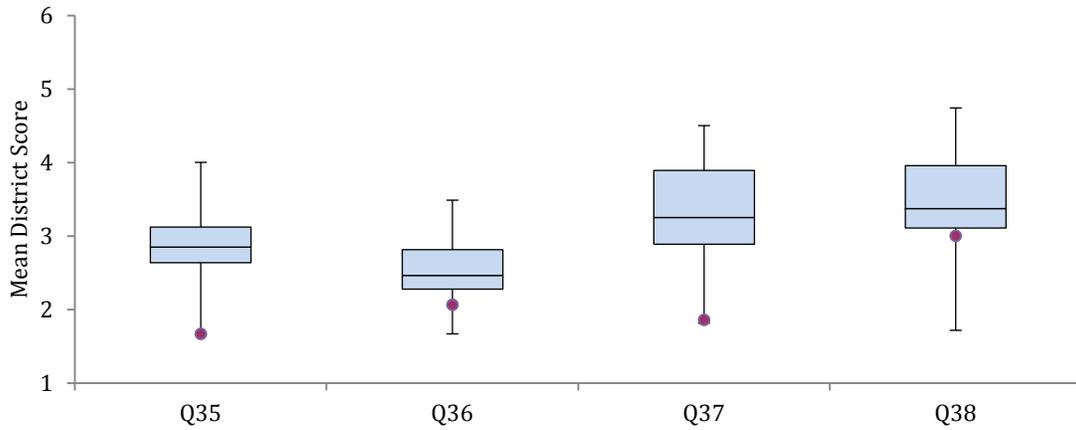
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Lisbon Box-and-Whisker Charts (continued)

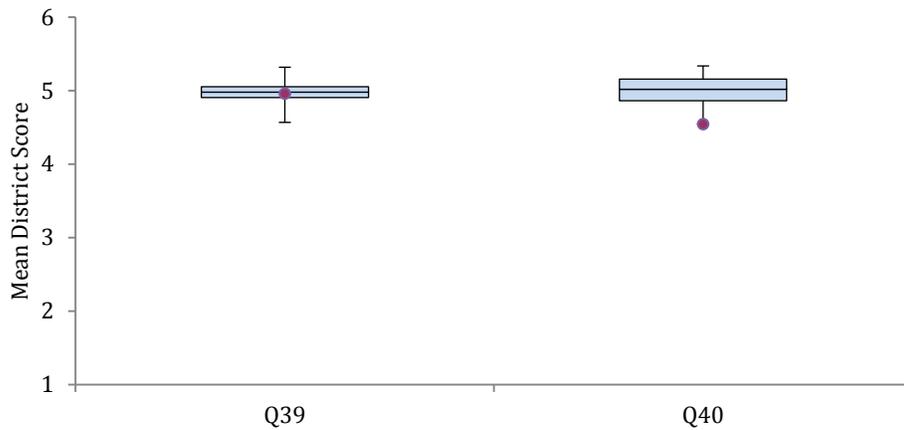
Transition Planning



Parent Training and Support



My Child's Skills



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

Meriden School District

The 2013-2014 survey was sent to 763 parents of children receiving special education services in the Meriden School District. A total of 120 surveys were returned for a response rate of 15.7%, below the overall survey response rate of 26.2% (n=2,761).

Meriden 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.	118	44.9%	31.4%	11.0%	87.3%	3.4%	4.2%	5.1%	12.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	119	56.3%	27.7%	6.7%	90.8%	3.4%	2.5%	3.4%	9.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	45	15.6%	40.0%	6.7%	62.2%	2.2%	2.2%	33.3%	37.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	52	26.9%	7.7%	1.9%	36.5%	3.8%	7.7%	51.9%	63.5%	±
5. My child is accepted within the school community.	112	57.1%	25.9%	9.8%	92.9%	3.6%	0.0%	3.6%	7.1%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	118	44.9%	31.4%	13.6%	89.8%	4.2%	1.7%	4.2%	10.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	116	51.7%	31.0%	8.6%	91.4%	2.6%	0.9%	3.4%	6.9%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	118	60.2%	22.9%	5.9%	89.0%	3.4%	0.8%	5.1%	9.3%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	118	59.3%	24.6%	5.1%	89.0%	2.5%	2.5%	2.5%	7.6%	3.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	110	48.2%	29.1%	8.2%	85.5%	6.4%	0.9%	3.6%	10.9%	3.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	111	55.0%	23.4%	7.2%	85.6%	3.6%	2.7%	2.7%	9.0%	5.4%

Table is continued on the next page.

Meriden 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.	115	56.5%	26.1%	6.1%	88.7%	3.5%	3.5%	4.3%	11.3%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	119	65.5%	26.1%	2.5%	94.1%	0.8%	1.7%	3.4%	5.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	120	63.3%	28.3%	5.0%	96.7%	1.7%	0.0%	1.7%	3.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	115	58.3%	27.8%	7.8%	93.9%	3.5%	0.0%	2.6%	6.1%	±
16. My child's evaluation report is written in terms I understand.	119	54.6%	31.9%	9.2%	95.8%	0.0%	0.8%	3.4%	4.2%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	119	65.5%	18.5%	10.1%	94.1%	1.7%	0.8%	3.4%	5.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	116	51.7%	26.7%	8.6%	87.1%	5.2%	4.3%	3.4%	12.9%	±
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.	117	55.6%	29.9%	6.0%	91.5%	2.6%	1.7%	4.3%	8.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	118	70.3%	17.8%	5.1%	93.2%	1.7%	2.5%	2.5%	6.8%	±
21. If necessary, a translator was provided at the PPT meetings.	47	66.0%	27.7%	4.3%	97.9%	0.0%	0.0%	2.1%	2.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	45	68.9%	24.4%	6.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	104	50.0%	23.1%	4.8%	77.9%	2.9%	1.0%	7.7%	11.5%	10.6%

Table is continued on the next page.

Meriden 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).	114	71.1%	18.4%	7.0%	96.5%	0.0%	0.9%	2.6%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	107	63.6%	18.7%	6.5%	88.8%	1.9%	0.9%	8.4%	11.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	68	5.9%	4.4%	7.4%	17.6%	4.4%	10.3%	67.6%	82.4%	±
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	40.7%	17.6%	5.5%	63.7%	5.5%	3.3%	9.9%	18.7%	17.6%
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.	20	70.0%	25.0%	0.0%	95.0%	5.0%	0.0%	0.0%	5.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	39	38.5%	28.2%	10.3%	76.9%	5.1%	2.6%	15.4%	23.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	33	18.2%	33.3%	15.2%	66.7%	0.0%	3.0%	15.2%	18.2%	15.2%
31. The PPT introduced planning for my child's transition to adulthood.	34	26.5%	26.5%	17.6%	70.6%	2.9%	8.8%	17.6%	29.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	41	56.1%	24.4%	9.8%	90.2%	4.9%	0.0%	4.9%	9.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	41	46.3%	26.8%	12.2%	85.4%	2.4%	4.9%	7.3%	14.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	39	35.9%	20.5%	12.8%	69.2%	2.6%	15.4%	12.8%	30.8%	±

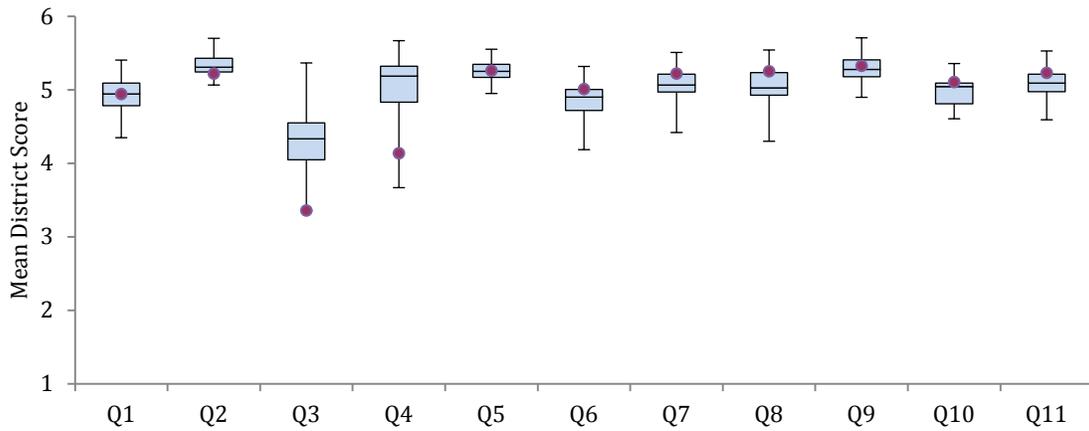
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Meriden Survey Response Table (continued)

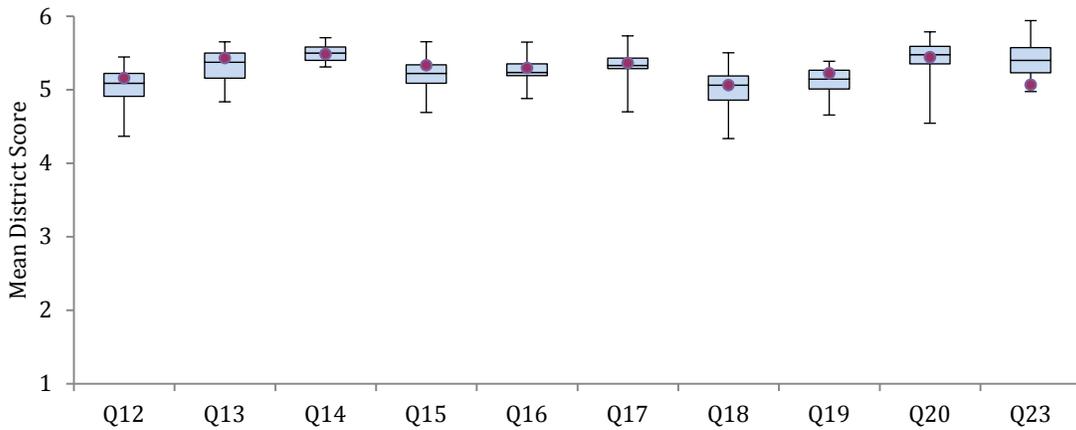
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	63	31.7%	15.9%	4.8%	52.4%	1.6%	7.9%	38.1%	47.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	59	22.0%	11.9%	6.8%	40.7%	1.7%	10.2%	47.5%	59.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	94	22.3%	5.3%	8.5%	36.2%	2.1%	5.3%	11.7%	19.1%	44.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	92	22.8%	8.7%	4.3%	35.9%	4.3%	3.3%	13.0%	20.7%	43.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	108	46.3%	30.6%	14.8%	91.7%	1.9%	0.9%	5.6%	8.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	101	50.5%	23.8%	15.8%	90.1%	2.0%	1.0%	6.9%	9.9%	±

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

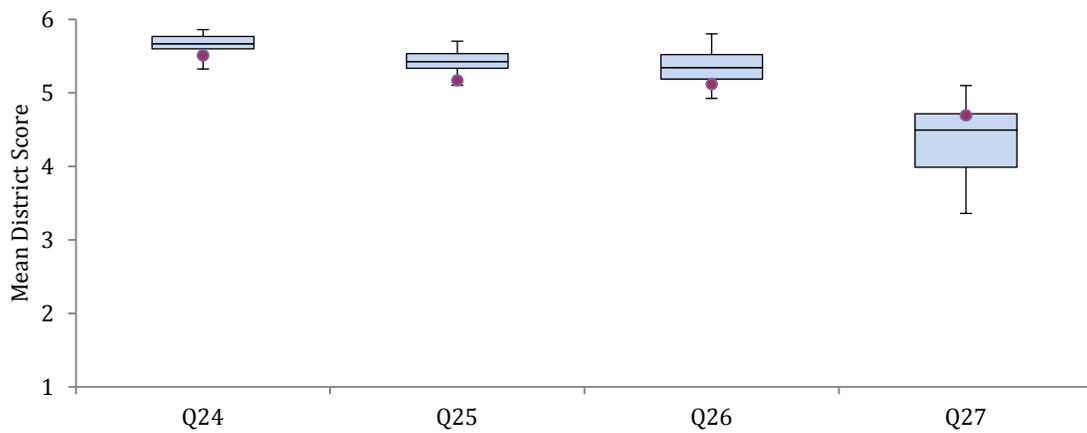
Meriden Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



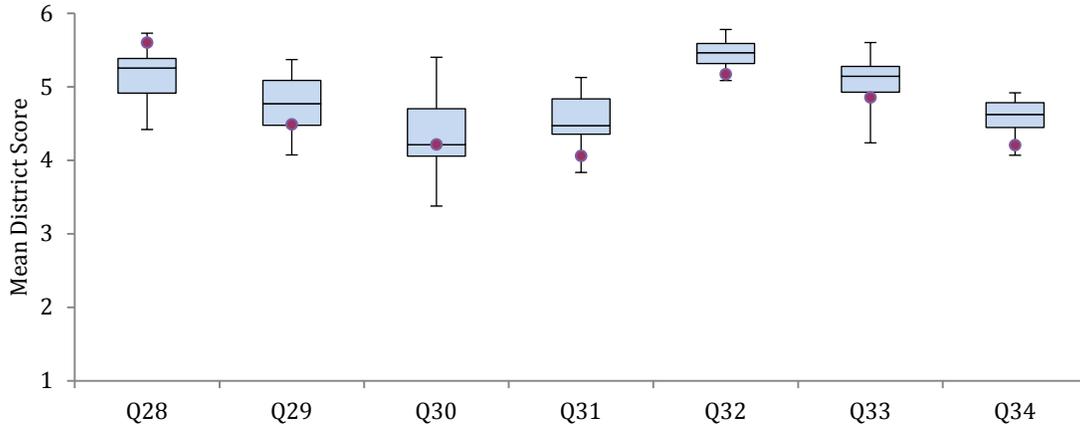
My Child's Participation



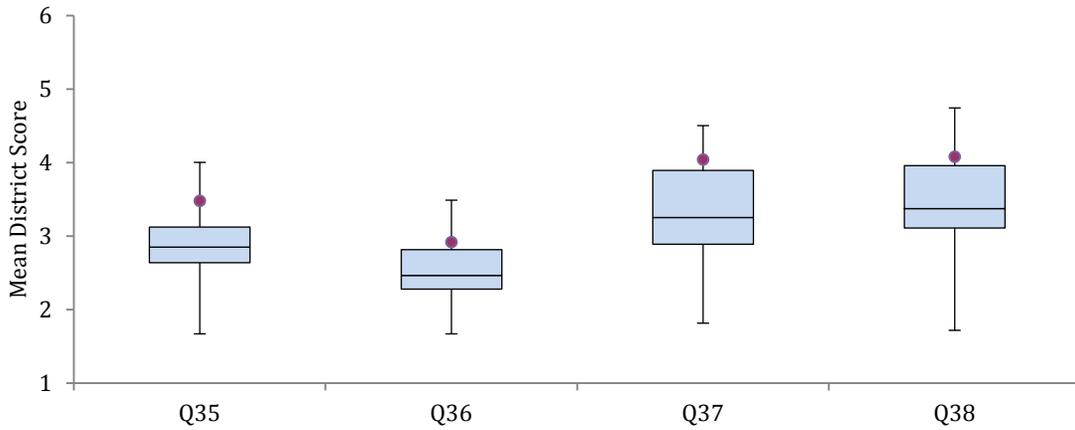
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Meriden Box-and-Whisker Charts (continued)

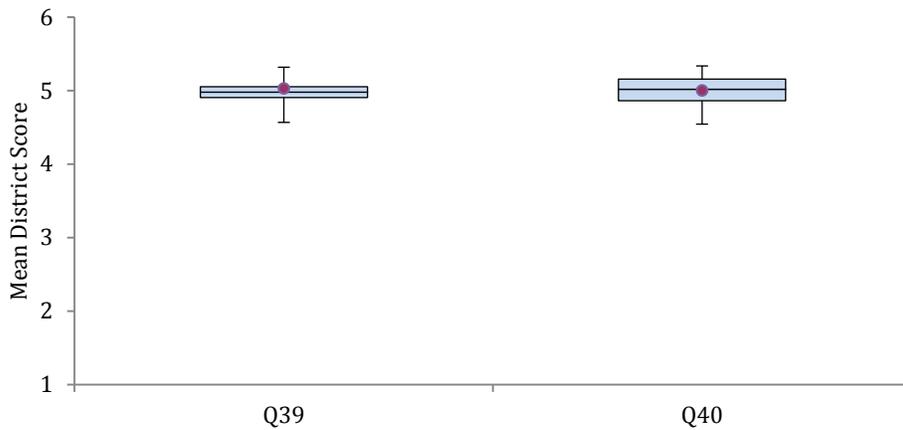
Transition Planning



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).

Middletown School District

The 2013-2014 survey was sent to 655 parents of children receiving special education services in the Middletown School District. A total of 147 surveys were returned for a response rate of 22.4%, below the overall survey response rate of 26.2% (n=2,761).

Middletown 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.	143	46.2%	30.8%	14.0%	90.9%	2.8%	0.7%	5.6%	9.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	146	58.9%	25.3%	6.2%	90.4%	6.8%	1.4%	1.4%	9.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	44	18.2%	11.4%	6.8%	36.4%	15.9%	9.1%	38.6%	63.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	57	14.0%	10.5%	10.5%	35.1%	7.0%	0.0%	57.9%	64.9%	±
5. My child is accepted within the school community.	142	66.2%	21.8%	8.5%	96.5%	1.4%	0.7%	1.4%	3.5%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	146	47.3%	26.0%	13.0%	86.3%	4.1%	2.1%	6.8%	13.0%	0.7%
7. All special education services identified in my child's IEP have been provided.	146	54.8%	21.9%	10.3%	87.0%	4.1%	4.1%	2.7%	11.0%	2.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	145	49.0%	22.8%	15.2%	86.9%	4.1%	3.4%	3.4%	11.0%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	145	60.0%	21.4%	7.6%	89.0%	2.1%	2.8%	4.1%	9.0%	2.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	137	53.3%	16.1%	13.9%	83.2%	4.4%	3.6%	5.1%	13.1%	3.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	143	52.4%	21.7%	14.0%	88.1%	2.1%	2.8%	4.2%	9.1%	2.8%

Table is continued on the next page.

Middletown 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.	146	53.4%	20.5%	13.0%	87.0%	6.8%	2.1%	4.1%	13.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	146	64.4%	19.2%	6.8%	90.4%	2.7%	4.1%	2.7%	9.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	146	70.5%	17.8%	5.5%	93.8%	1.4%	2.1%	2.7%	6.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	143	57.3%	21.7%	11.2%	90.2%	2.8%	4.2%	2.8%	9.8%	±
16. My child's evaluation report is written in terms I understand.	145	57.9%	23.4%	9.0%	90.3%	3.4%	2.1%	4.1%	9.7%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	147	71.4%	13.6%	8.8%	93.9%	2.7%	0.7%	2.7%	6.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	144	50.7%	26.4%	11.8%	88.9%	4.2%	4.2%	2.8%	11.1%	±
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.	145	56.6%	20.7%	11.0%	88.3%	6.9%	0.7%	4.1%	11.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	144	70.8%	16.0%	4.9%	91.7%	3.5%	0.7%	4.2%	8.3%	±
21. If necessary, a translator was provided at the PPT meetings.	26	73.1%	11.5%	3.8%	88.5%	3.8%	0.0%	7.7%	11.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	30	56.7%	16.7%	13.3%	86.7%	3.3%	0.0%	10.0%	13.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	137	65.0%	16.1%	5.8%	86.9%	1.5%	1.5%	3.6%	6.6%	6.6%

Table is continued on the next page.

Middletown 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).	145	82.1%	11.0%	4.1%	97.2%	0.7%	0.0%	2.1%	2.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	137	75.9%	8.0%	6.6%	90.5%	2.2%	0.7%	6.6%	9.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	93	7.5%	2.2%	2.2%	11.8%	4.3%	8.6%	75.3%	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).	101	42.6%	10.9%	9.9%	63.4%	5.9%	1.0%	14.9%	21.8%	14.9%
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.	31	48.4%	38.7%	9.7%	96.8%	0.0%	0.0%	3.2%	3.2%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	33	45.5%	24.2%	18.2%	87.9%	9.1%	0.0%	3.0%	12.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	29	34.5%	13.8%	10.3%	58.6%	6.9%	0.0%	6.9%	13.8%	27.6%
31. The PPT introduced planning for my child's transition to adulthood.	32	56.3%	18.8%	12.5%	87.5%	9.4%	0.0%	3.1%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	38	68.4%	23.7%	7.9%	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.	35	48.6%	34.3%	14.3%	97.1%	0.0%	2.9%	0.0%	2.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	31	45.2%	22.6%	9.7%	77.4%	12.9%	3.2%	6.5%	22.6%	±

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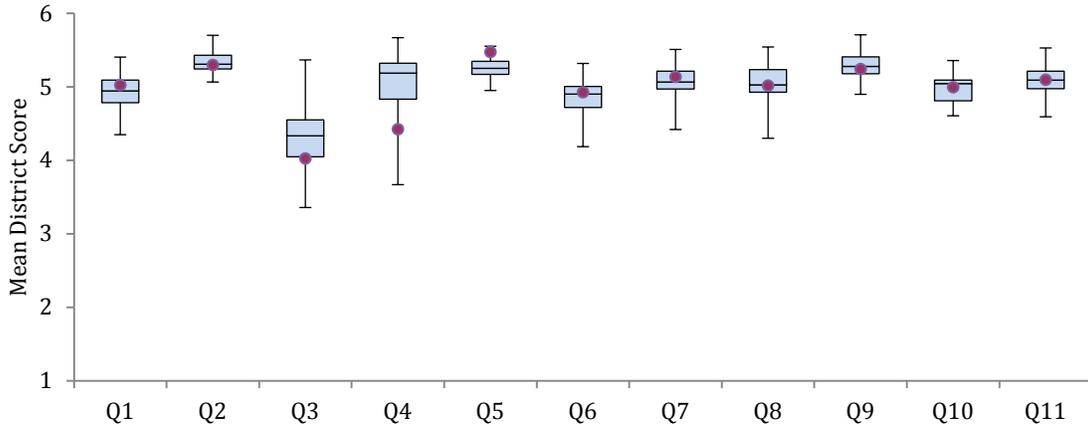
Middletown Survey Response Table (continued)

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.	93	18.3%	9.7%	6.5%	34.4%	5.4%	3.2%	57.0%	65.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	95	14.7%	6.3%	6.3%	27.4%	7.4%	7.4%	57.9%	72.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	119	13.4%	6.7%	6.7%	26.9%	5.0%	5.0%	25.2%	35.3%	37.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	123	16.3%	7.3%	8.1%	31.7%	4.1%	4.9%	21.1%	30.1%	38.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	139	50.4%	22.3%	12.2%	84.9%	6.5%	2.2%	6.5%	15.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	135	49.6%	25.2%	12.6%	87.4%	3.0%	3.7%	5.9%	12.6%	±

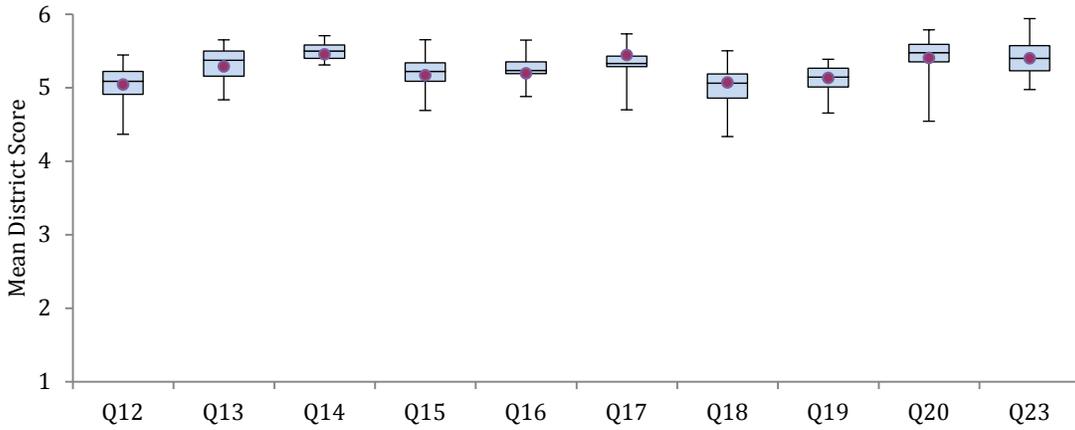
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

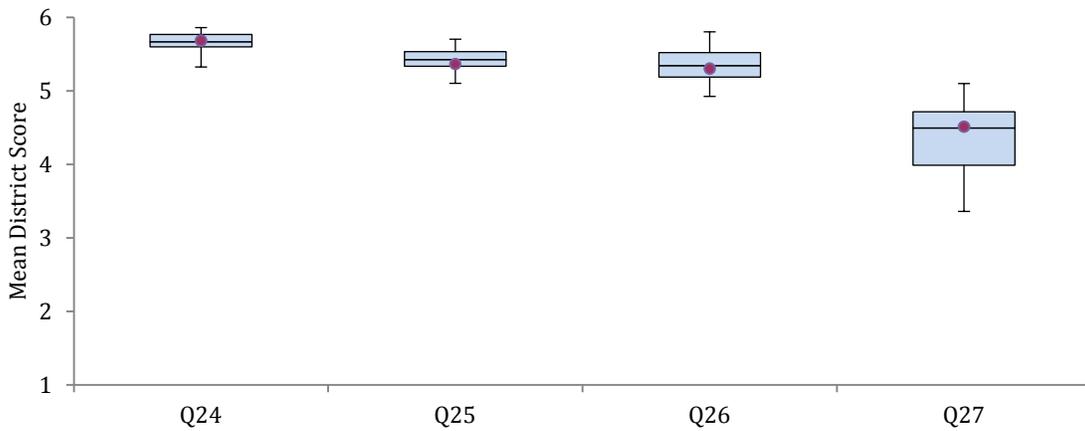
Middletown Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



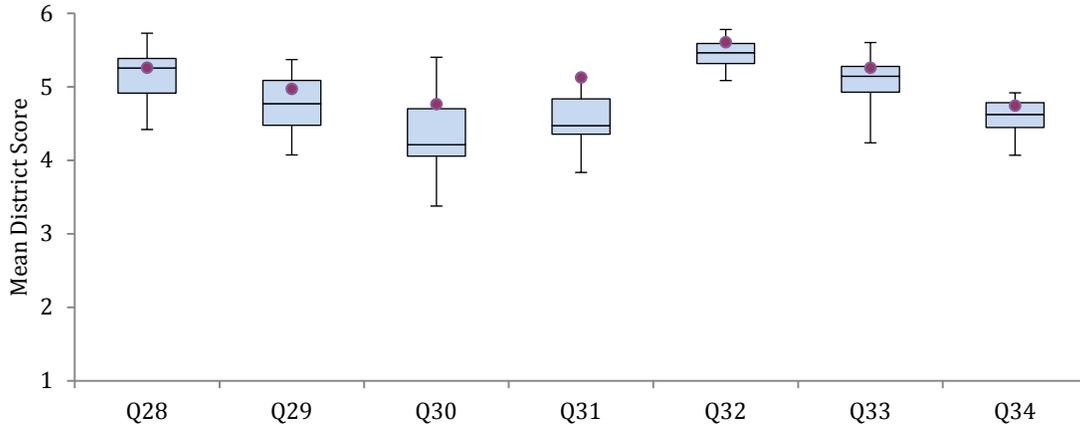
My Child's Participation



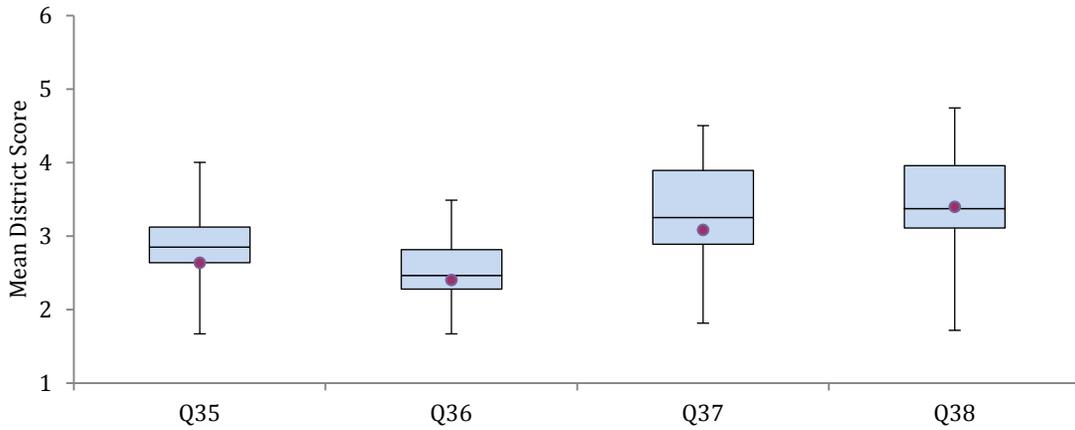
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Middletown Box-and-Whisker Charts (continued)

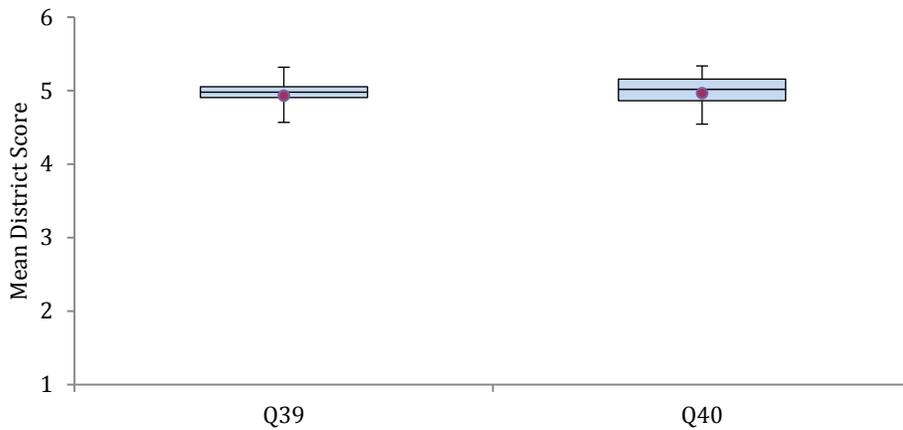
Transition Planning



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 Fairfield School District

The 2013-2014 survey was sent to 276 parents of children receiving special education services in the New Fairfield School District. A total of 79 surveys were returned for a response rate of 28.6%, above the overall survey response rate of 26.2% (n=2,761).

New Fairfield Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	79	31.6%	39.2%	8.9%	79.7%	5.1%	5.1%	10.1%	20.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	79	53.2%	26.6%	13.9%	93.7%	3.8%	1.3%	1.3%	6.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	18	11.1%	5.6%	5.6%	22.2%	11.1%	5.6%	61.1%	77.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	32	6.3%	6.3%	3.1%	15.6%	0.0%	3.1%	81.3%	84.4%	±
5. My child is accepted within the school community.	77	53.2%	20.8%	10.4%	84.4%	5.2%	3.9%	6.5%	15.6%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	79	35.4%	34.2%	11.4%	81.0%	2.5%	6.3%	10.1%	19.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	79	51.9%	21.5%	12.7%	86.1%	3.8%	5.1%	5.1%	13.9%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	79	40.5%	25.3%	8.9%	74.7%	8.9%	8.9%	6.3%	24.1%	1.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	79	50.6%	29.1%	10.1%	89.9%	3.8%	1.3%	3.8%	8.9%	1.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	71	40.8%	31.0%	9.9%	81.7%	1.4%	11.3%	4.2%	16.9%	1.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	74	40.5%	31.1%	9.5%	81.1%	8.1%	6.8%	2.7%	17.6%	1.4%

Table is continued on the next page.

New Fairfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	76	42.1%	25.0%	15.8%	82.9%	7.9%	3.9%	5.3%	17.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	75	57.3%	20.0%	14.7%	92.0%	0.0%	4.0%	4.0%	8.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	76	57.9%	28.9%	7.9%	94.7%	2.6%	1.3%	1.3%	5.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	77	46.8%	31.2%	6.5%	84.4%	5.2%	2.6%	7.8%	15.6%	±
16. My child's evaluation report is written in terms I understand.	77	53.2%	31.2%	9.1%	93.5%	2.6%	2.6%	1.3%	6.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	79	55.7%	29.1%	5.1%	89.9%	5.1%	2.5%	2.5%	10.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	78	41.0%	29.5%	16.7%	87.2%	1.3%	1.3%	10.3%	12.8%	±
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.	78	48.7%	24.4%	11.5%	84.6%	6.4%	3.8%	5.1%	15.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	78	66.7%	19.2%	3.8%	89.7%	2.6%	3.8%	3.8%	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.	6	33.3%	50.0%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	73	80.8%	12.3%	4.1%	97.3%	2.7%	0.0%	0.0%	2.7%	0.0%

Table is continued on the next page.

New Fairfield 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).	74	78.4%	13.5%	6.8%	98.6%	0.0%	1.4%	0.0%	1.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	73	76.7%	12.3%	1.4%	90.4%	2.7%	4.1%	2.7%	9.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	50	4.0%	0.0%	4.0%	8.0%	2.0%	8.0%	82.0%	92.0%	±
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).	44	25.0%	9.1%	13.6%	47.7%	6.8%	4.5%	20.5%	31.8%	20.5%
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.	21	47.6%	33.3%	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.	16	37.5%	25.0%	12.5%	75.0%	0.0%	0.0%	25.0%	25.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	18.2%	27.3%	18.2%	63.6%	0.0%	0.0%	18.2%	18.2%	18.2%
31. The PPT introduced planning for my child's transition to adulthood.	16	50.0%	12.5%	6.3%	68.8%	6.3%	0.0%	25.0%	31.3%	±
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%	5.9%	0.0%	5.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	41.2%	23.5%	5.9%	70.6%	0.0%	5.9%	23.5%	29.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	15	46.7%	13.3%	13.3%	73.3%	6.7%	13.3%	6.7%	26.7%	±

Table is continued on the next page.

New Fairfield Survey Response Table (continued)

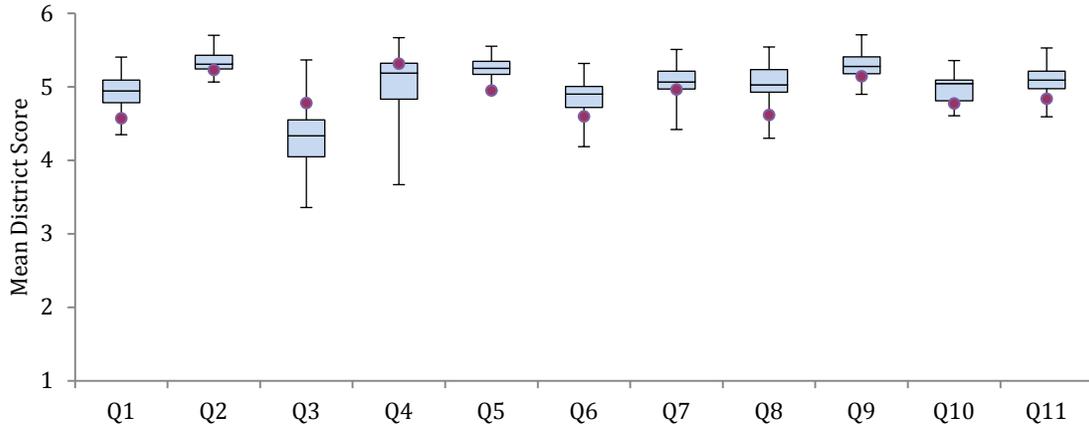
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	58	12.1%	13.8%	19.0%	44.8%	5.2%	10.3%	39.7%	55.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	55	3.6%	16.4%	9.1%	29.1%	10.9%	9.1%	50.9%	70.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	73	19.2%	16.4%	23.3%	58.9%	1.4%	5.5%	16.4%	23.3%	17.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	71	12.7%	9.9%	7.0%	29.6%	5.6%	9.9%	21.1%	36.6%	33.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	76	40.8%	25.0%	15.8%	81.6%	5.3%	6.6%	6.6%	18.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	74	45.9%	17.6%	14.9%	78.4%	6.8%	10.8%	4.1%	21.6%	±

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

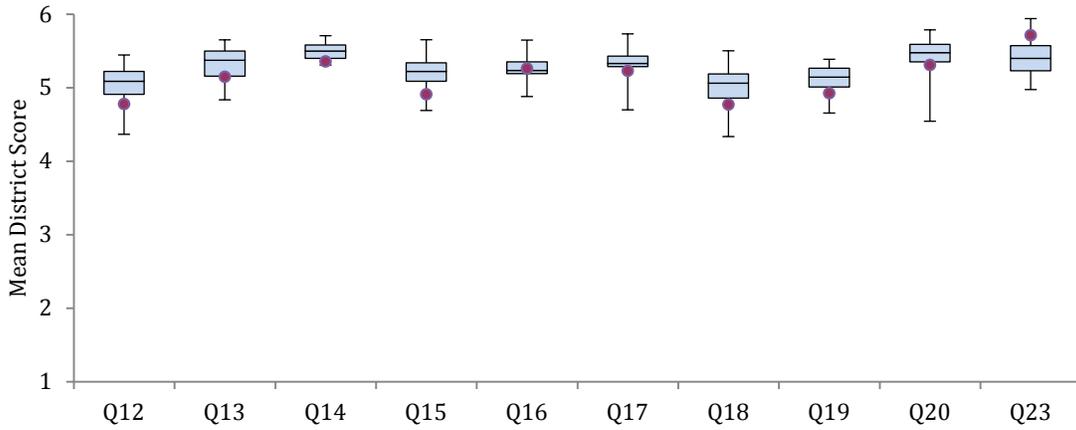
± Not a response option for this survey item.

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

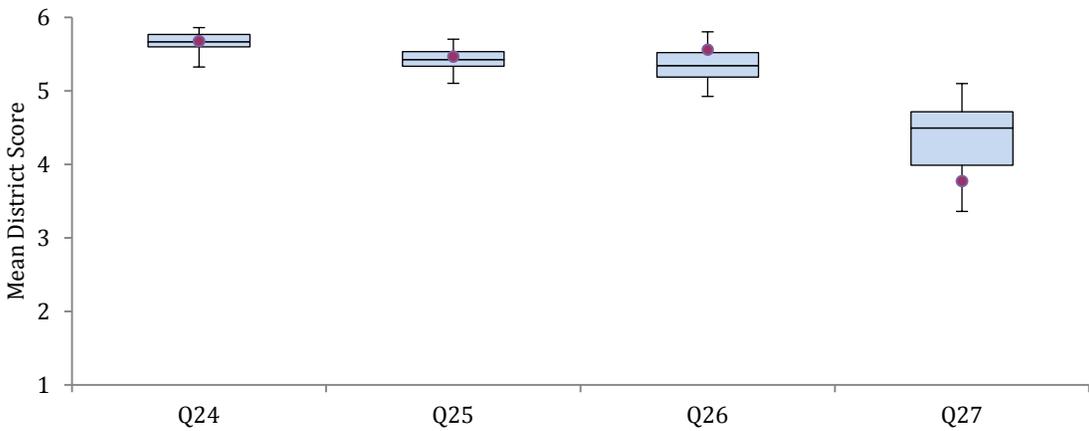
New Fairfield Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



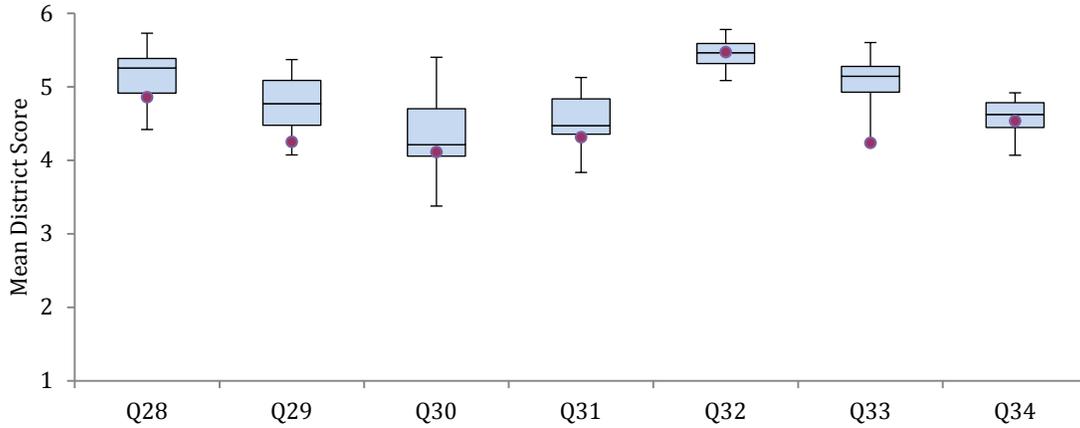
My Child's Participation



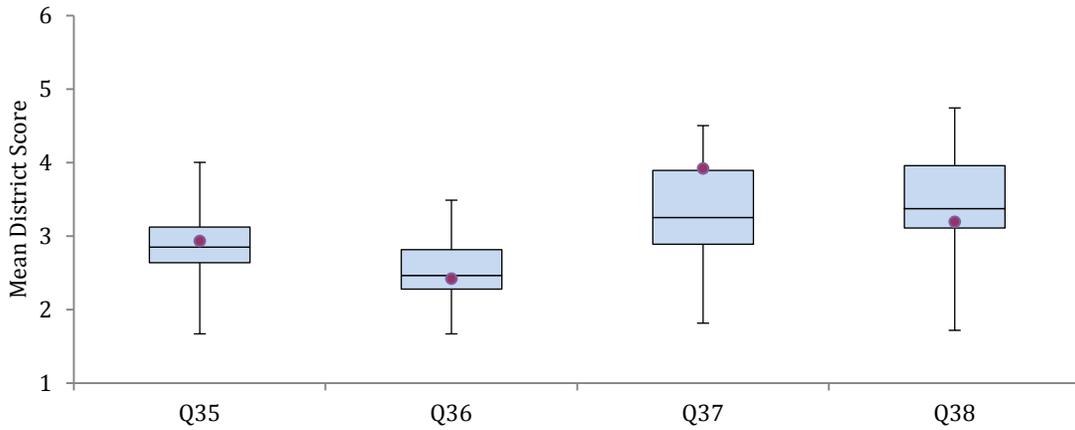
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

New Fairfield Box-and-Whisker Charts (continued)

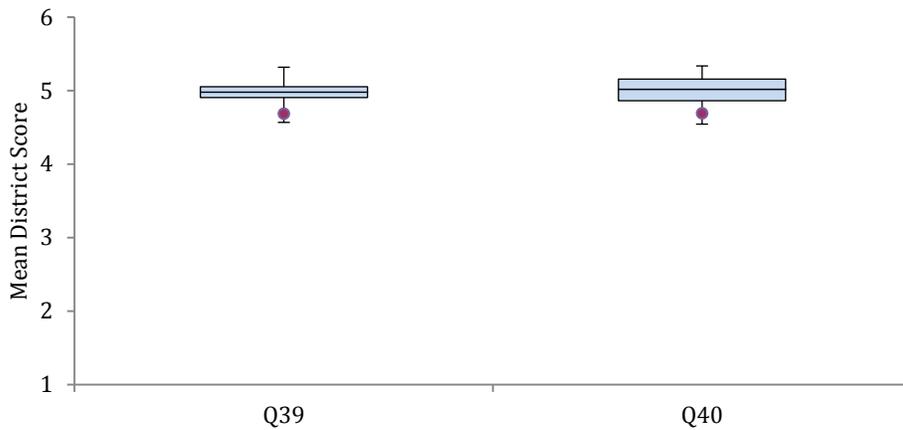
Transition Planning



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).

Newington School District

The 2013-2014 survey was sent to 630 parents of children receiving special education services in the Newington School District. A total of 181 surveys were returned for a response rate of 28.7%, above the overall survey response rate of 26.2% (n=2,761).

Newington 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.	180	52.2%	34.4%	5.0%	91.7%	1.1%	2.8%	4.4%	8.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	177	61.6%	25.4%	6.8%	93.8%	2.3%	2.3%	1.7%	6.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	47	21.3%	14.9%	8.5%	44.7%	6.4%	4.3%	44.7%	55.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	60	6.7%	8.3%	6.7%	21.7%	1.7%	1.7%	75.0%	78.3%	±
5. My child is accepted within the school community.	176	65.3%	18.8%	9.1%	93.2%	2.3%	1.1%	3.4%	6.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	180	53.9%	26.7%	10.0%	90.6%	1.7%	2.8%	4.4%	8.9%	0.6%
7. All special education services identified in my child's IEP have been provided.	178	59.6%	27.5%	5.1%	92.1%	1.1%	3.9%	1.7%	6.7%	1.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	178	60.1%	23.6%	8.4%	92.1%	0.6%	2.8%	2.8%	6.2%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	173	64.7%	22.0%	6.4%	93.1%	0.6%	2.9%	2.3%	5.8%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	163	49.1%	27.0%	9.8%	85.9%	3.1%	2.5%	4.9%	10.4%	3.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	162	54.3%	27.2%	8.6%	90.1%	3.1%	3.1%	2.5%	8.6%	1.2%

Table is continued on the next page.

Newington 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.	175	56.0%	25.1%	10.3%	91.4%	4.0%	2.3%	2.3%	8.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	177	70.6%	14.7%	9.0%	94.4%	1.1%	1.1%	3.4%	5.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	177	71.8%	21.5%	4.0%	97.2%	1.7%	1.1%	0.0%	2.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	176	59.7%	28.4%	5.7%	93.8%	2.3%	1.7%	2.3%	6.3%	±
16. My child's evaluation report is written in terms I understand.	178	64.6%	23.6%	7.9%	96.1%	0.6%	2.8%	0.6%	3.9%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	179	64.2%	22.9%	7.8%	95.0%	1.7%	2.2%	1.1%	5.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	173	60.7%	22.0%	9.2%	91.9%	1.7%	2.9%	3.5%	8.1%	±
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.	179	60.9%	21.8%	8.4%	91.1%	3.4%	2.8%	2.8%	8.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	178	70.2%	20.2%	2.2%	92.7%	1.7%	1.1%	4.5%	7.3%	±
21. If necessary, a translator was provided at the PPT meetings.	19	47.4%	5.3%	5.3%	57.9%	0.0%	15.8%	26.3%	42.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	21	52.4%	14.3%	9.5%	76.2%	4.8%	4.8%	14.3%	23.8%	±
23. The school district proposed the regular classroom for my child as the first placement option.	156	75.6%	13.5%	1.9%	91.0%	1.3%	0.6%	0.6%	2.6%	6.4%

Table is continued on the next page.

Newington 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).	171	83.6%	12.3%	1.8%	97.7%	0.6%	0.6%	1.2%	2.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	155	79.4%	11.0%	4.5%	94.8%	1.9%	1.3%	1.9%	5.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	97	8.2%	2.1%	2.1%	12.4%	3.1%	2.1%	82.5%	87.6%	±
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).	92	42.4%	18.5%	4.3%	65.2%	2.2%	6.5%	13.0%	21.7%	13.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	34	70.6%	11.8%	5.9%	88.2%	0.0%	2.9%	8.8%	11.8%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	34	58.8%	23.5%	5.9%	88.2%	0.0%	8.8%	2.9%	11.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	24	33.3%	29.2%	8.3%	70.8%	0.0%	4.2%	16.7%	20.8%	8.3%
31. The PPT introduced planning for my child's transition to adulthood.	40	55.0%	22.5%	10.0%	87.5%	0.0%	5.0%	7.5%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	45	82.2%	13.3%	4.4%	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.	44	68.2%	13.6%	11.4%	93.2%	2.3%	2.3%	2.3%	6.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	38	55.3%	15.8%	13.2%	84.2%	0.0%	7.9%	7.9%	15.8%	±

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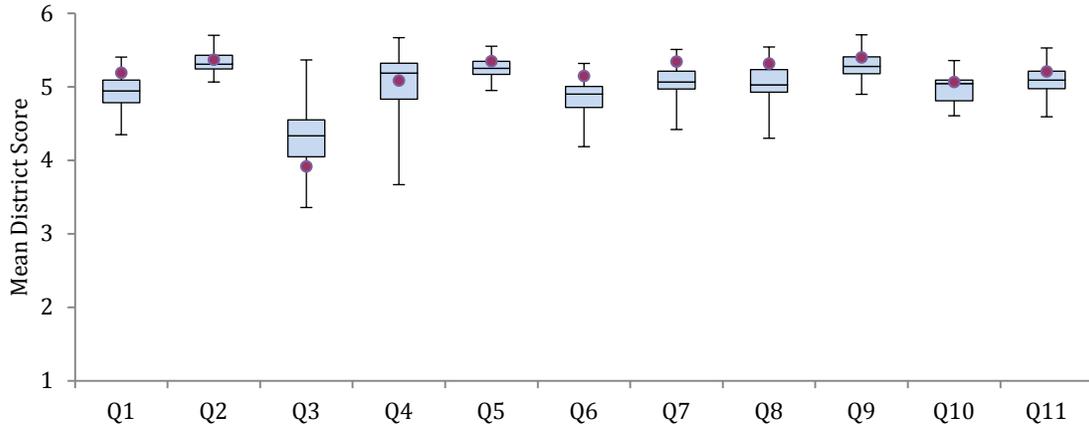
Newington Survey Response Table (continued)

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.	90	20.0%	4.4%	3.3%	27.8%	7.8%	7.8%	56.7%	72.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	88	15.9%	4.5%	3.4%	23.9%	5.7%	5.7%	64.8%	76.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	139	12.9%	13.7%	5.8%	32.4%	2.2%	4.3%	20.1%	26.6%	41.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	139	19.4%	14.4%	3.6%	37.4%	4.3%	2.2%	16.5%	23.0%	39.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	165	54.5%	23.6%	12.7%	90.9%	1.2%	4.2%	3.6%	9.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	162	59.3%	22.8%	8.6%	90.7%	1.2%	3.1%	4.9%	9.3%	±

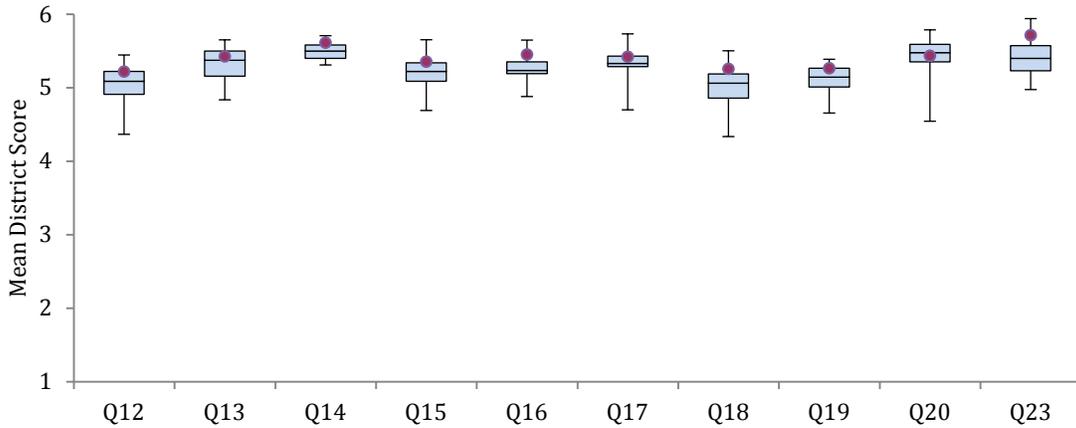
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Newington Box-and-Whisker Charts

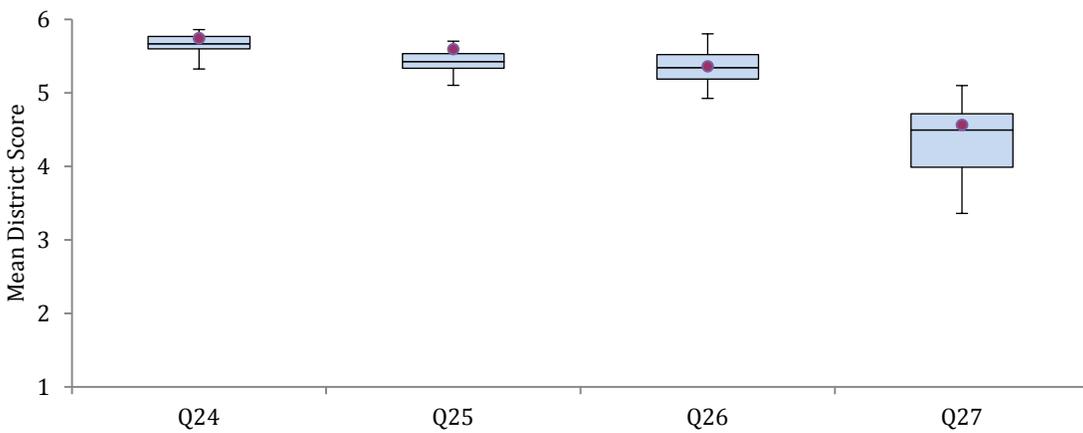
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



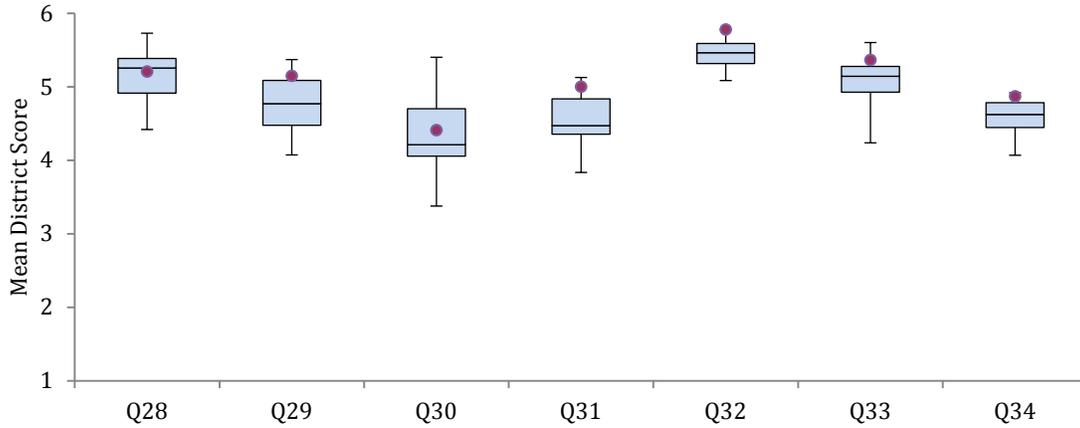
My Child's Participation



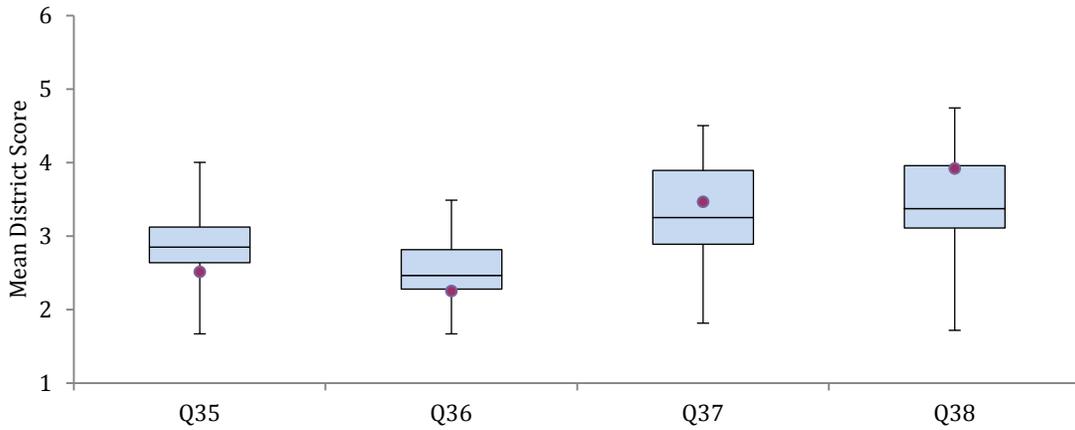
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Newington Box-and-Whisker Charts (continued)

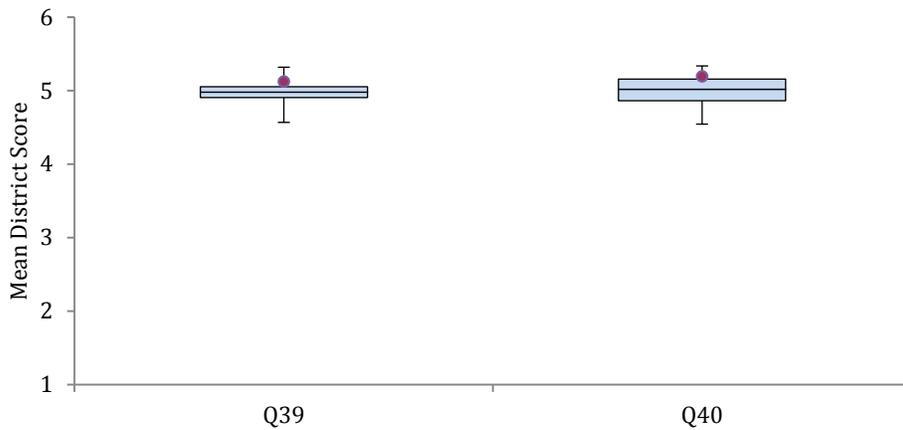
Transition Planning



Parent Training and Support



My Child's Skills



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

North Haven School District

The 2013-2014 survey was sent to 385 parents of children receiving special education services in the North Haven School District. A total of 67 surveys were returned for a response rate of 17.4%, below the overall survey response rate of 26.2% (n=2,761).

North Haven 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.	67	47.8%	25.4%	10.4%	83.6%	1.5%	4.5%	10.4%	16.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	67	62.7%	17.9%	13.4%	94.0%	1.5%	3.0%	1.5%	6.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	15	26.7%	6.7%	6.7%	40.0%	0.0%	13.3%	46.7%	60.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	27	14.8%	0.0%	11.1%	25.9%	0.0%	7.4%	66.7%	74.1%	±
5. My child is accepted within the school community.	64	56.3%	28.1%	6.3%	90.6%	3.1%	3.1%	3.1%	9.4%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	67	38.8%	29.9%	17.9%	86.6%	4.5%	0.0%	9.0%	13.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	67	49.3%	25.4%	13.4%	88.1%	3.0%	3.0%	4.5%	10.4%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	67	47.8%	28.4%	10.4%	86.6%	0.0%	4.5%	6.0%	10.4%	3.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	67	59.7%	19.4%	11.9%	91.0%	3.0%	3.0%	1.5%	7.5%	1.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	62	51.6%	22.6%	14.5%	88.7%	1.6%	1.6%	4.8%	8.1%	3.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	61	50.8%	21.3%	14.8%	86.9%	3.3%	4.9%	1.6%	9.8%	3.3%

Table is continued on the next page.

North Haven 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.	66	56.1%	24.2%	15.2%	95.5%	3.0%	1.5%	0.0%	4.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	67	70.1%	17.9%	7.5%	95.5%	3.0%	1.5%	0.0%	4.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	67	70.1%	23.9%	6.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	67	50.7%	28.4%	16.4%	95.5%	3.0%	1.5%	0.0%	4.5%	±
16. My child's evaluation report is written in terms I understand.	67	59.7%	23.9%	11.9%	95.5%	3.0%	1.5%	0.0%	4.5%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	67	61.2%	26.9%	4.5%	92.5%	1.5%	3.0%	3.0%	7.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	67	46.3%	25.4%	14.9%	86.6%	3.0%	3.0%	7.5%	13.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	67	59.7%	17.9%	11.9%	89.6%	7.5%	0.0%	3.0%	10.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	65	67.7%	23.1%	4.6%	95.4%	3.1%	0.0%	1.5%	4.6%	±
21. If necessary, a translator was provided at the PPT meetings.	6	66.7%	0.0%	0.0%	66.7%	0.0%	0.0%	33.3%	33.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	71.4%	0.0%	0.0%	71.4%	14.3%	0.0%	14.3%	28.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	61	57.4%	19.7%	9.8%	86.9%	0.0%	0.0%	4.9%	4.9%	8.2%

Table is continued on the next page.

North Haven 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).	65	78.5%	15.4%	0.0%	93.8%	1.5%	1.5%	3.1%	6.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	56	71.4%	10.7%	3.6%	85.7%	1.8%	1.8%	10.7%	14.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	42	2.4%	2.4%	2.4%	7.1%	2.4%	0.0%	90.5%	92.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	42	33.3%	23.8%	14.3%	71.4%	0.0%	0.0%	16.7%	16.7%	11.9%
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	33.3%	33.3%	8.3%	75.0%	8.3%	0.0%	16.7%	25.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	19	57.9%	26.3%	10.5%	94.7%	5.3%	0.0%	0.0%	5.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	53.3%	6.7%	13.3%	73.3%	0.0%	6.7%	6.7%	13.3%	13.3%
31. The PPT introduced planning for my child's transition to adulthood.	21	38.1%	23.8%	14.3%	76.2%	9.5%	0.0%	14.3%	23.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	24	66.7%	20.8%	12.5%	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.	23	56.5%	17.4%	17.4%	91.3%	4.3%	0.0%	4.3%	8.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	22	50.0%	13.6%	18.2%	81.8%	13.6%	0.0%	4.5%	18.2%	±

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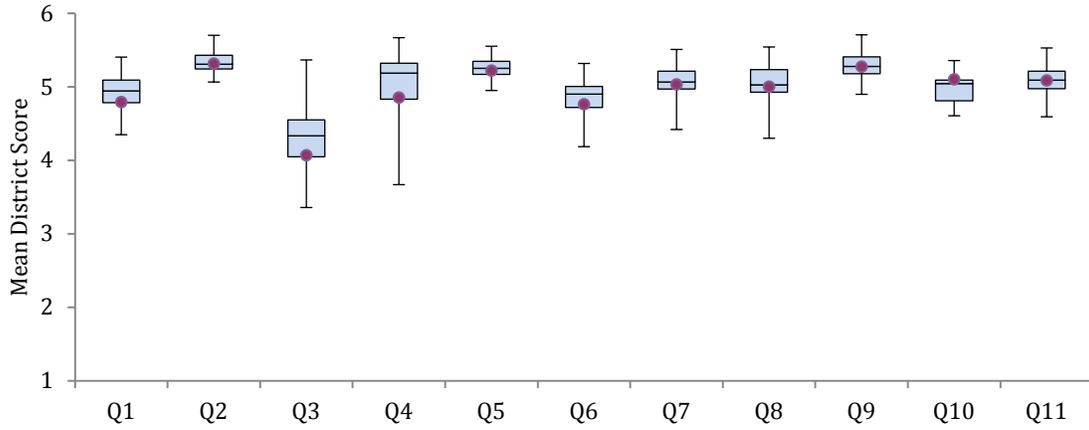
North Haven Survey Response Table (continued)

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.	41	24.4%	9.8%	12.2%	46.3%	2.4%	7.3%	43.9%	53.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	39	7.7%	12.8%	10.3%	30.8%	2.6%	12.8%	53.8%	69.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	52	3.8%	3.8%	11.5%	19.2%	7.7%	11.5%	30.8%	50.0%	30.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	53	9.4%	7.5%	5.7%	22.6%	9.4%	9.4%	26.4%	45.3%	32.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	64	43.8%	29.7%	14.1%	87.5%	6.3%	0.0%	6.3%	12.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	62	40.3%	24.2%	22.6%	87.1%	9.7%	0.0%	3.2%	12.9%	±

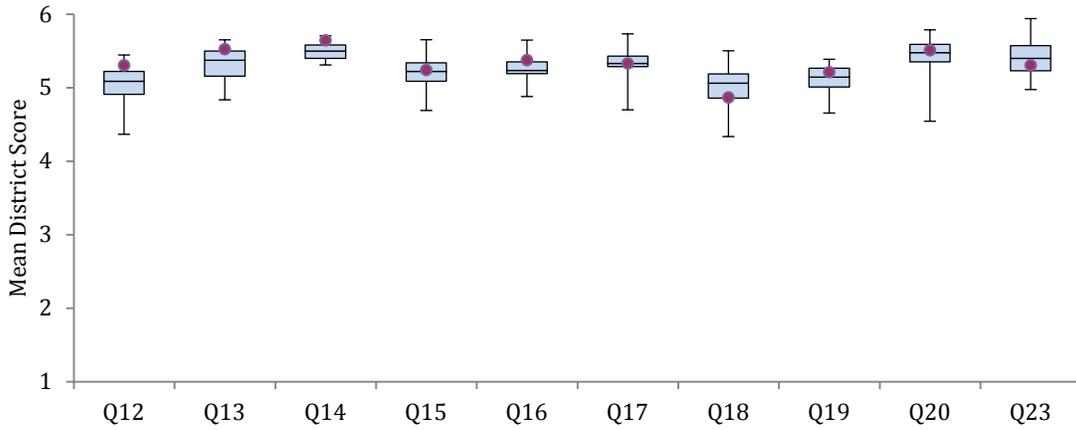
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

North Haven Box-and-Whisker Charts

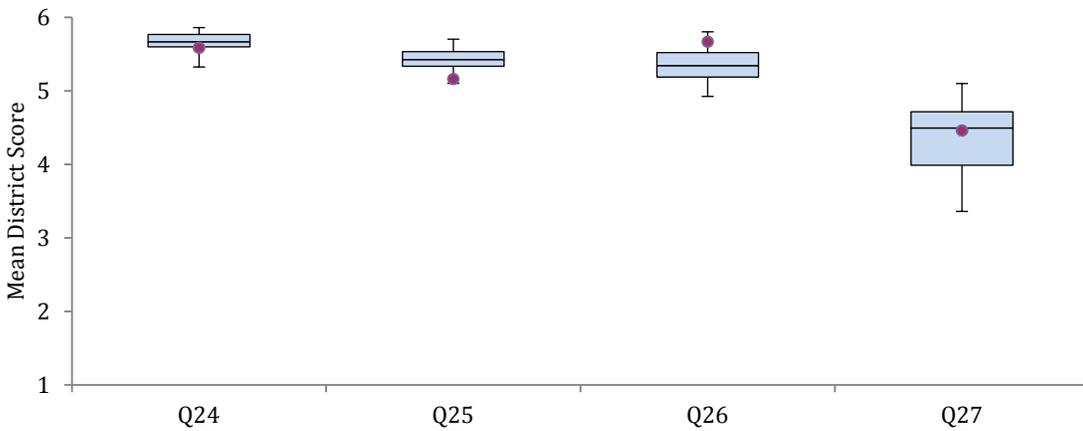
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



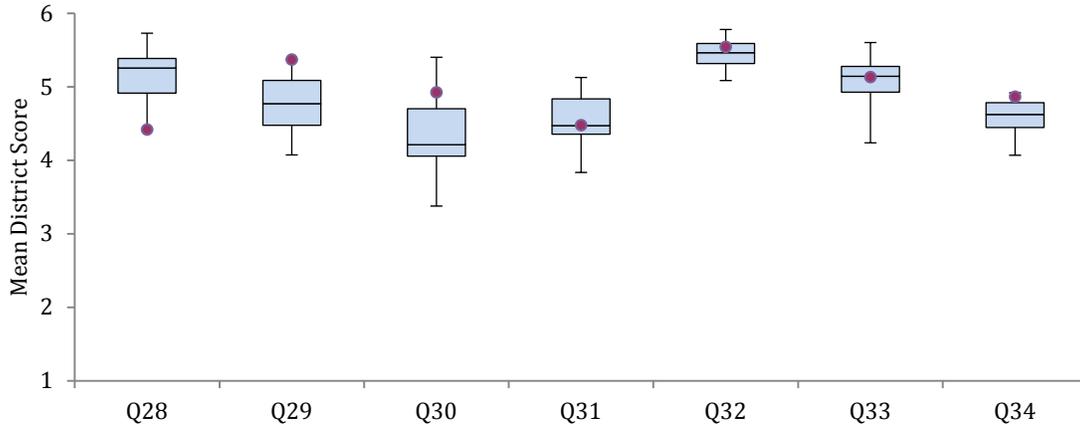
My Child's Participation



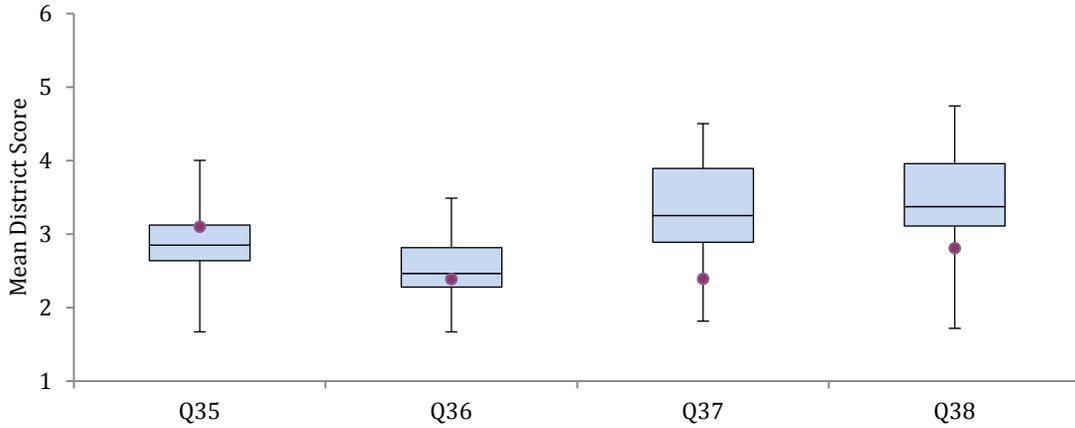
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

North Haven Box-and-Whisker Charts (continued)

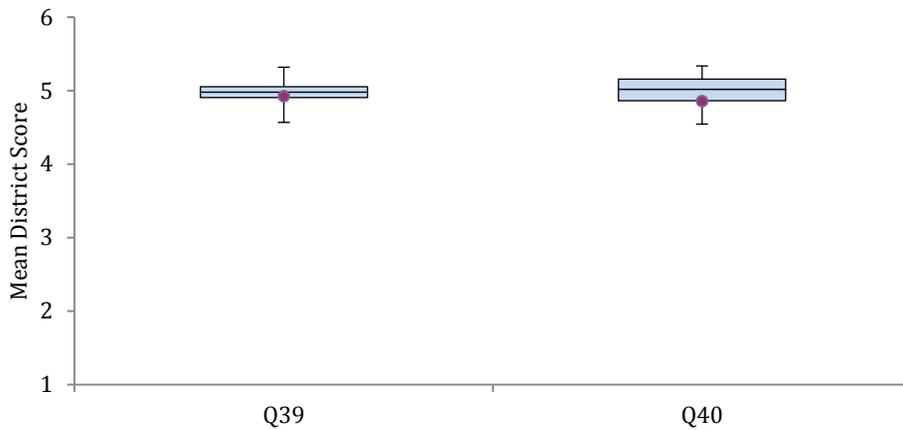
Transition Planning



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).

Plainville School District

The 2013-2014 survey was sent to 377 parents of children receiving special education services in the Plainville School District. A total of 117 surveys were returned for a response rate of 31.0%, above the overall survey response rate of 26.2% (n=2,761).

Plainville 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.	116	48.3%	34.5%	6.9%	89.7%	2.6%	3.4%	4.3%	10.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	116	62.1%	23.3%	9.5%	94.8%	0.9%	1.7%	2.6%	5.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	10.0%	25.0%	20.0%	55.0%	10.0%	10.0%	25.0%	45.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	6.7%	4.4%	4.4%	15.6%	4.4%	2.2%	77.8%	84.4%	±
5. My child is accepted within the school community.	111	62.2%	24.3%	3.6%	90.1%	1.8%	5.4%	2.7%	9.9%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	116	53.4%	27.6%	6.9%	87.9%	4.3%	3.4%	4.3%	12.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	117	59.8%	23.9%	8.5%	92.3%	1.7%	2.6%	3.4%	7.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	117	59.0%	22.2%	9.4%	90.6%	3.4%	1.7%	3.4%	8.5%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	116	67.2%	20.7%	6.0%	94.0%	0.9%	0.9%	3.4%	5.2%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	108	54.6%	23.1%	13.9%	91.7%	1.9%	1.9%	3.7%	7.4%	0.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	113	56.6%	23.9%	11.5%	92.0%	0.9%	1.8%	3.5%	6.2%	1.8%

Table is continued on the next page.

Plainville 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.	116	56.9%	25.9%	5.2%	87.9%	4.3%	4.3%	3.4%	12.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	117	70.9%	18.8%	3.4%	93.2%	1.7%	2.6%	2.6%	6.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	116	73.3%	15.5%	8.6%	97.4%	0.9%	0.0%	1.7%	2.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	111	60.4%	25.2%	4.5%	90.1%	2.7%	2.7%	4.5%	9.9%	±
16. My child's evaluation report is written in terms I understand.	117	65.0%	24.8%	6.8%	96.6%	0.0%	0.9%	2.6%	3.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	116	65.5%	21.6%	6.0%	93.1%	1.7%	2.6%	2.6%	6.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	116	56.9%	30.2%	5.2%	92.2%	1.7%	1.7%	4.3%	7.8%	±
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.	113	59.3%	24.8%	7.1%	91.2%	4.4%	0.9%	3.5%	8.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	116	68.1%	19.8%	4.3%	92.2%	1.7%	1.7%	4.3%	7.8%	±
21. If necessary, a translator was provided at the PPT meetings.	16	50.0%	37.5%	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.	21	52.4%	33.3%	0.0%	85.7%	0.0%	4.8%	9.5%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	111	55.9%	16.2%	5.4%	77.5%	1.8%	3.6%	9.0%	14.4%	8.1%

Table is continued on the next page.

Plainville 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	83.0%	11.6%	5.4%	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.	107	75.7%	11.2%	3.7%	90.7%	4.7%	1.9%	2.8%	9.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	71	2.8%	4.2%	8.5%	15.5%	4.2%	5.6%	74.6%	84.5%	±
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).	70	41.4%	21.4%	2.9%	65.7%	2.9%	5.7%	10.0%	18.6%	15.7%
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.	34	44.1%	29.4%	11.8%	85.3%	5.9%	0.0%	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.	28	35.7%	28.6%	21.4%	85.7%	10.7%	0.0%	3.6%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	21	23.8%	28.6%	9.5%	61.9%	9.5%	0.0%	4.8%	14.3%	23.8%
31. The PPT introduced planning for my child's transition to adulthood.	28	57.1%	17.9%	3.6%	78.6%	3.6%	7.1%	10.7%	21.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	80.0%	10.0%	3.3%	93.3%	0.0%	0.0%	6.7%	6.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	30	60.0%	26.7%	6.7%	93.3%	0.0%	3.3%	3.3%	6.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	30	53.3%	10.0%	6.7%	70.0%	10.0%	6.7%	13.3%	30.0%	±

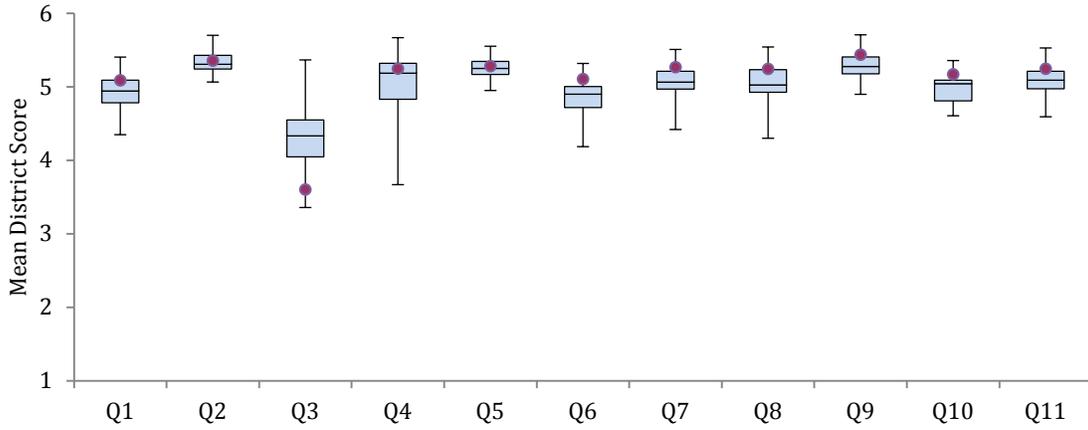
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Plainville Survey Response Table (continued)

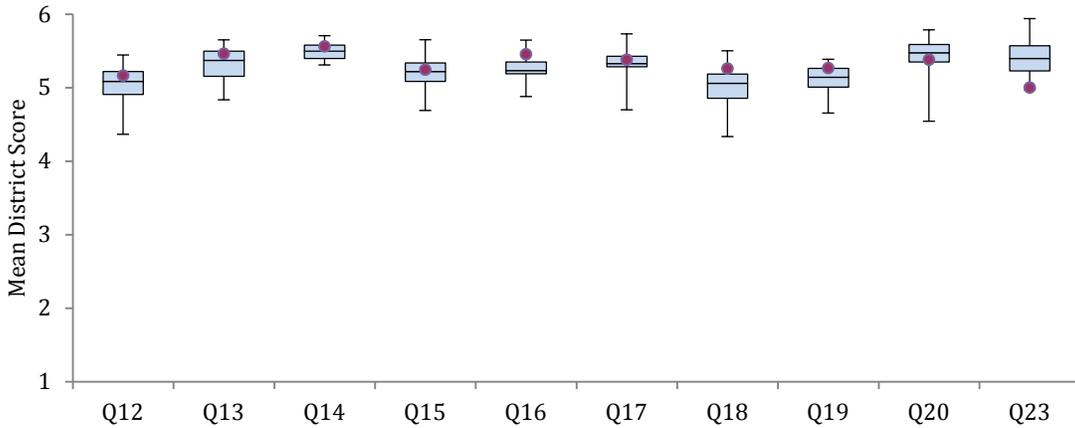
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	76	15.8%	11.8%	6.6%	34.2%	11.8%	5.3%	48.7%	65.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	72	11.1%	12.5%	11.1%	34.7%	5.6%	9.7%	50.0%	65.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	101	16.8%	6.9%	4.0%	27.7%	1.0%	7.9%	22.8%	31.7%	40.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	96	13.5%	8.3%	7.3%	29.2%	2.1%	4.2%	21.9%	28.1%	42.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	112	49.1%	26.8%	15.2%	91.1%	1.8%	2.7%	4.5%	8.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	108	50.9%	29.6%	13.9%	94.4%	1.9%	1.9%	1.9%	5.6%	±

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

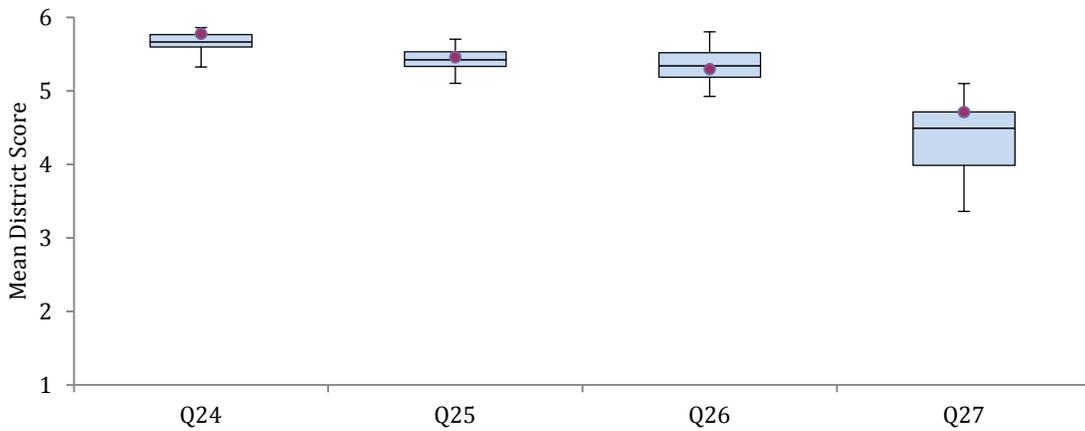
Plainville Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



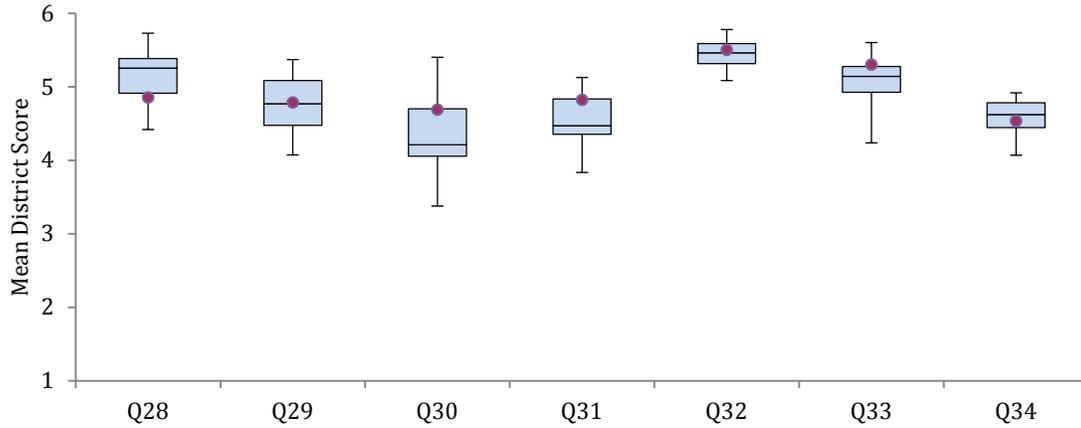
My Child's Participation



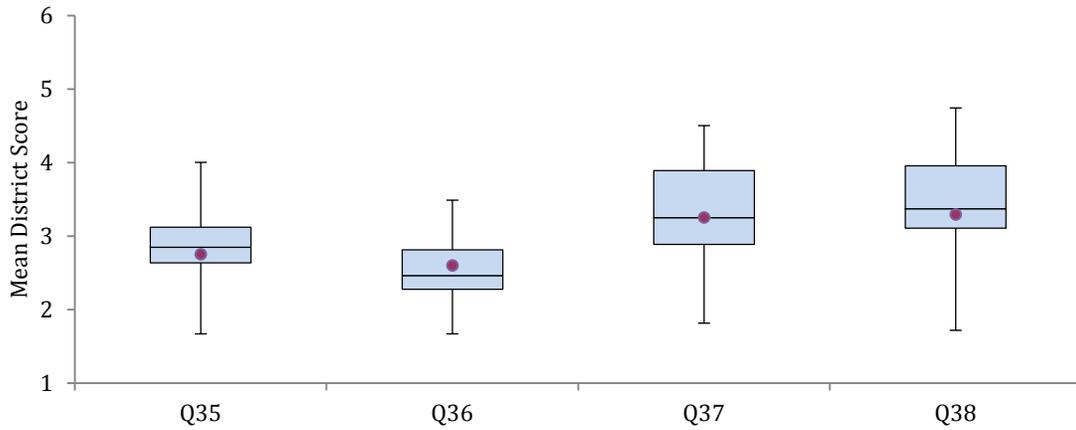
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Plainville Box-and-Whisker Charts (continued)

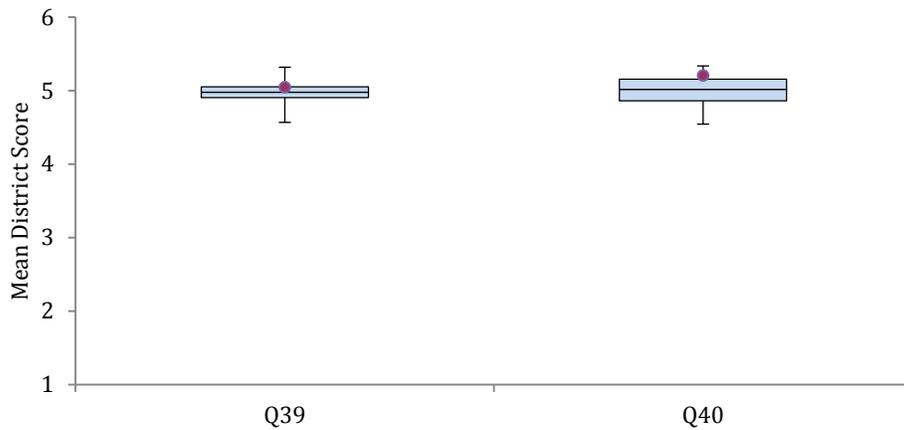
Transition Planning



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 6

The 2013-2014 survey was sent to 136 parents of children receiving special education services in the Regional School District 6. A total of 34 surveys were returned for a response rate of 25.0%, below the overall survey response rate of 26.2% (n=2,761).

Regional School District 6 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.	34	44.1%	23.5%	8.8%	76.5%	11.8%	2.9%	8.8%	23.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	34	58.8%	20.6%	8.8%	88.2%	2.9%	2.9%	5.9%	11.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	9.1%	0.0%	0.0%	9.1%	9.1%	0.0%	81.8%	90.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	16	18.8%	12.5%	0.0%	31.3%	0.0%	0.0%	68.8%	68.8%	±
5. My child is accepted within the school community.	33	66.7%	15.2%	9.1%	90.9%	0.0%	3.0%	6.1%	9.1%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	34	32.4%	38.2%	2.9%	73.5%	11.8%	2.9%	8.8%	23.5%	2.9%
7. All special education services identified in my child's IEP have been provided.	34	52.9%	26.5%	0.0%	79.4%	2.9%	8.8%	8.8%	20.6%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	33	57.6%	12.1%	9.1%	78.8%	6.1%	0.0%	9.1%	15.2%	6.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	31	58.1%	22.6%	9.7%	90.3%	3.2%	3.2%	3.2%	9.7%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	33	51.5%	15.2%	15.2%	81.8%	3.0%	9.1%	6.1%	18.2%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	34	52.9%	23.5%	8.8%	85.3%	2.9%	5.9%	5.9%	14.7%	0.0%

Table is continued on the next page.

Regional School District 6 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.	33	51.5%	9.1%	18.2%	78.8%	6.1%	6.1%	9.1%	21.2%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	33	63.6%	3.0%	15.2%	81.8%	3.0%	3.0%	12.1%	18.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	33	63.6%	24.2%	3.0%	90.9%	6.1%	0.0%	3.0%	9.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	32	59.4%	18.8%	9.4%	87.5%	3.1%	3.1%	6.3%	12.5%	±
16. My child's evaluation report is written in terms I understand.	33	60.6%	24.2%	6.1%	90.9%	0.0%	3.0%	6.1%	9.1%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	33	51.5%	18.2%	6.1%	75.8%	6.1%	9.1%	9.1%	24.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	34	55.9%	17.6%	5.9%	79.4%	8.8%	2.9%	8.8%	20.6%	±
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.	33	54.5%	15.2%	3.0%	72.7%	12.1%	6.1%	9.1%	27.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	33	54.5%	27.3%	3.0%	84.8%	3.0%	0.0%	12.1%	15.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	33	78.8%	15.2%	0.0%	93.9%	0.0%	0.0%	6.1%	6.1%	0.0%

Table is continued on the next page.

Regional School District 6 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).	33	84.8%	6.1%	3.0%	93.9%	0.0%	3.0%	3.0%	6.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	33	84.8%	6.1%	3.0%	93.9%	0.0%	0.0%	6.1%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	24	0.0%	4.2%	8.3%	12.5%	8.3%	8.3%	70.8%	87.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	18	50.0%	11.1%	5.6%	66.7%	0.0%	0.0%	27.8%	27.8%	5.6%
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.	6	66.7%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	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.	8	37.5%	50.0%	0.0%	87.5%	12.5%	0.0%	0.0%	12.5%	±
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.	9	33.3%	22.2%	11.1%	66.7%	0.0%	22.2%	11.1%	33.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	62.5%	0.0%	37.5%	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.	8	50.0%	12.5%	25.0%	87.5%	0.0%	12.5%	0.0%	12.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	8	25.0%	37.5%	0.0%	62.5%	12.5%	12.5%	12.5%	37.5%	±

Table is continued on the next page.

Regional School District 6 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	19	10.5%	0.0%	5.3%	15.8%	5.3%	0.0%	78.9%	84.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	20	10.0%	0.0%	5.0%	15.0%	15.0%	10.0%	60.0%	85.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	30	6.7%	10.0%	3.3%	20.0%	10.0%	3.3%	23.3%	36.7%	43.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	9.7%	9.7%	3.2%	22.6%	6.5%	9.7%	16.1%	32.3%	45.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	31	61.3%	3.2%	19.4%	83.9%	6.5%	3.2%	6.5%	16.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	32	53.1%	25.0%	12.5%	90.6%	0.0%	0.0%	9.4%	9.4%	±

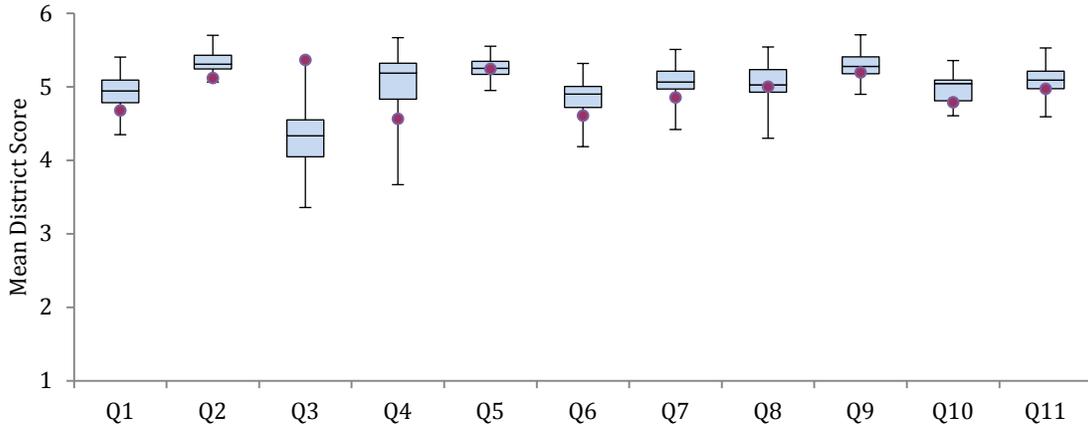
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

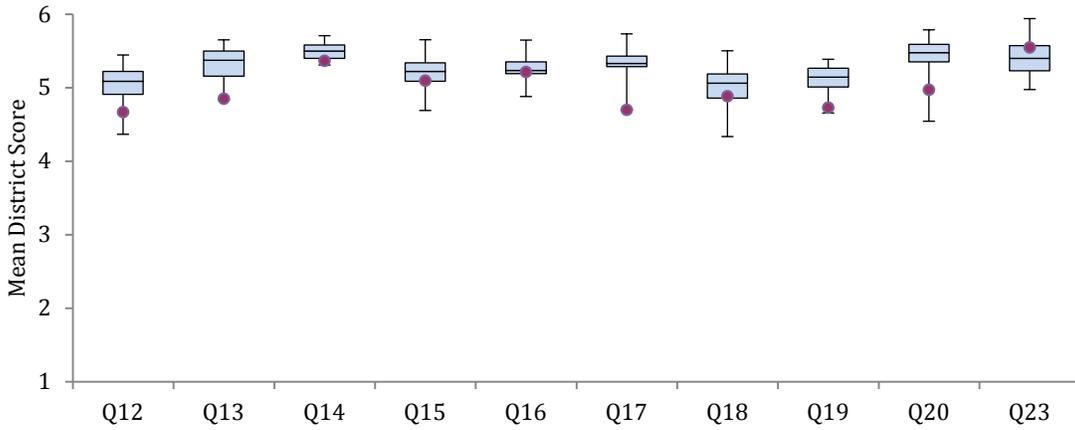
±± Minimum reporting standard not met for this survey item.

Regional School District 6 Box-and-Whisker Charts

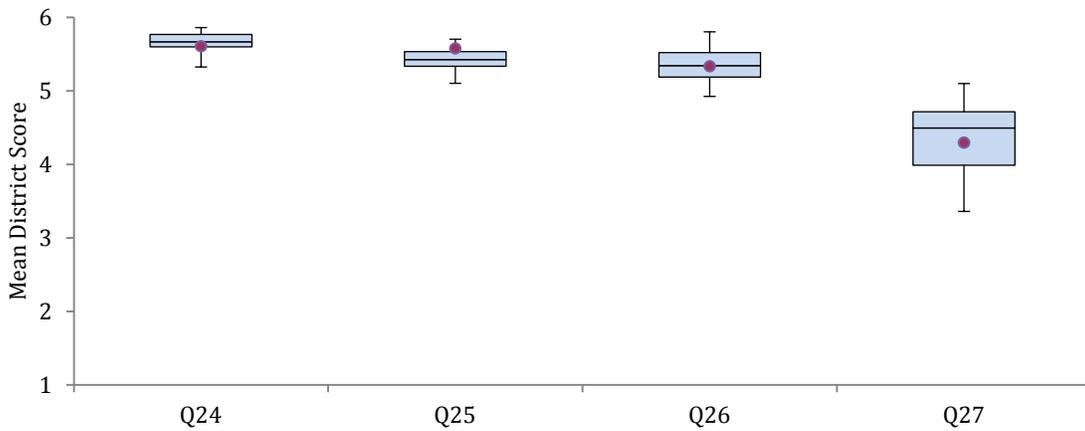
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



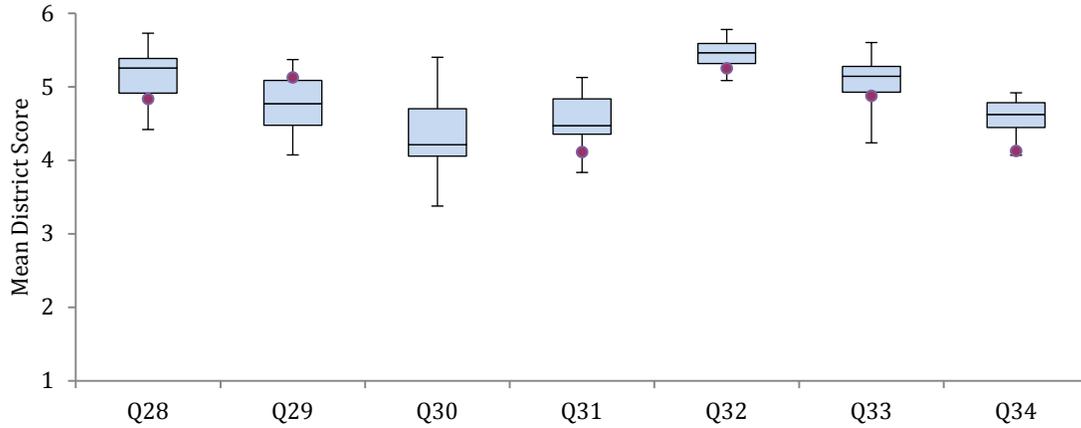
My Child's Participation



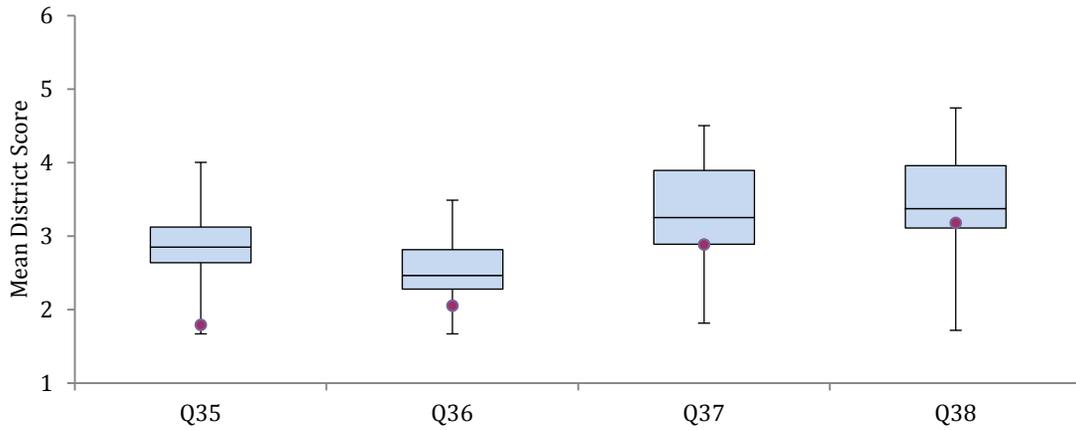
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 6 Box-and-Whisker Charts (continued)

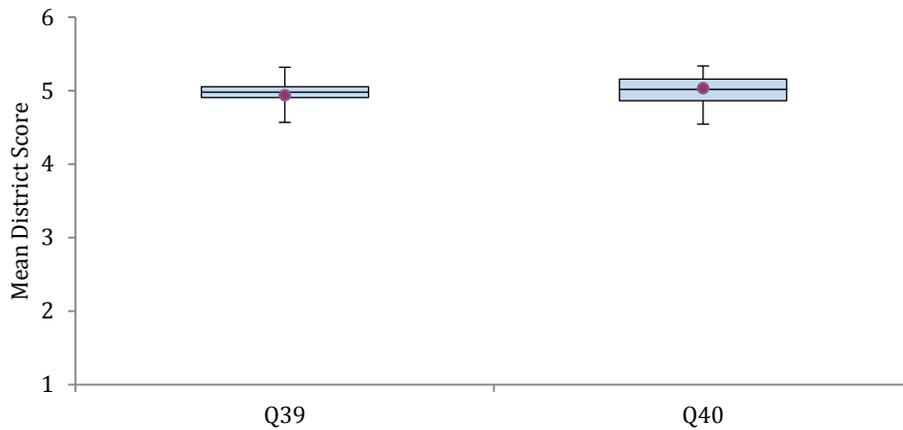
Transition Planning



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 12

The 2013-2014 survey was sent to 138 parents of children receiving special education services in the Regional School District 12. A total of 41 surveys were returned for a response rate of 29.7%, above the overall survey response rate of 26.2% (n=2,761).

Regional School District 12 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.	40	47.5%	27.5%	12.5%	87.5%	7.5%	2.5%	2.5%	12.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	53.7%	29.3%	7.3%	90.2%	7.3%	2.4%	0.0%	9.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	18.2%	9.1%	18.2%	45.5%	18.2%	0.0%	36.4%	54.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	20	20.0%	0.0%	0.0%	20.0%	5.0%	0.0%	75.0%	80.0%	±
5. My child is accepted within the school community.	41	61.0%	17.1%	9.8%	87.8%	0.0%	4.9%	7.3%	12.2%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	41	31.7%	43.9%	9.8%	85.4%	7.3%	2.4%	4.9%	14.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	41	46.3%	29.3%	9.8%	85.4%	7.3%	4.9%	2.4%	14.6%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	40	45.0%	30.0%	10.0%	85.0%	7.5%	2.5%	5.0%	15.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	58.5%	26.8%	4.9%	90.2%	4.9%	4.9%	0.0%	9.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	41	39.0%	31.7%	12.2%	82.9%	0.0%	9.8%	7.3%	17.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	41	51.2%	26.8%	7.3%	85.4%	4.9%	4.9%	4.9%	14.6%	0.0%

Table is continued on the next page.

Regional School District 12 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	40	45.0%	35.0%	7.5%	87.5%	7.5%	2.5%	2.5%	12.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	41	70.7%	22.0%	0.0%	92.7%	2.4%	2.4%	2.4%	7.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	68.3%	14.6%	12.2%	95.1%	2.4%	0.0%	2.4%	4.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	58.5%	19.5%	14.6%	92.7%	4.9%	2.4%	0.0%	7.3%	±
16. My child's evaluation report is written in terms I understand.	41	53.7%	22.0%	9.8%	85.4%	7.3%	2.4%	4.9%	14.6%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	41	68.3%	22.0%	7.3%	97.6%	0.0%	0.0%	2.4%	2.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	53.7%	26.8%	9.8%	90.2%	2.4%	0.0%	7.3%	9.8%	±
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.	41	51.2%	26.8%	12.2%	90.2%	4.9%	4.9%	0.0%	9.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	78.0%	14.6%	4.9%	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.	39	82.1%	12.8%	0.0%	94.9%	0.0%	0.0%	0.0%	0.0%	5.1%

Table is continued on the next page.

Regional School District 12 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	90.0%	2.5%	0.0%	92.5%	0.0%	0.0%	7.5%	7.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	39	87.2%	2.6%	2.6%	92.3%	0.0%	0.0%	7.7%	7.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	30	3.3%	0.0%	3.3%	6.7%	0.0%	0.0%	93.3%	93.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	19	52.6%	10.5%	0.0%	63.2%	0.0%	5.3%	21.1%	26.3%	10.5%
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.	8	50.0%	12.5%	12.5%	75.0%	12.5%	12.5%	0.0%	25.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	37.5%	12.5%	12.5%	62.5%	0.0%	0.0%	0.0%	0.0%	37.5%
31. The PPT introduced planning for my child's transition to adulthood.	10	40.0%	30.0%	30.0%	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.	12	75.0%	8.3%	8.3%	91.7%	8.3%	0.0%	0.0%	8.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	36.4%	54.5%	9.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	33.3%	11.1%	55.6%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

Regional School District 12 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	22	18.2%	4.5%	4.5%	27.3%	0.0%	4.5%	68.2%	72.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	21	19.0%	4.8%	0.0%	23.8%	4.8%	0.0%	71.4%	76.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	33	6.1%	9.1%	6.1%	21.2%	0.0%	3.0%	33.3%	36.4%	42.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	33	6.1%	12.1%	0.0%	18.2%	0.0%	3.0%	27.3%	30.3%	51.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	37	48.6%	16.2%	18.9%	83.8%	5.4%	5.4%	5.4%	16.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	36	55.6%	16.7%	11.1%	83.3%	2.8%	8.3%	5.6%	16.7%	±

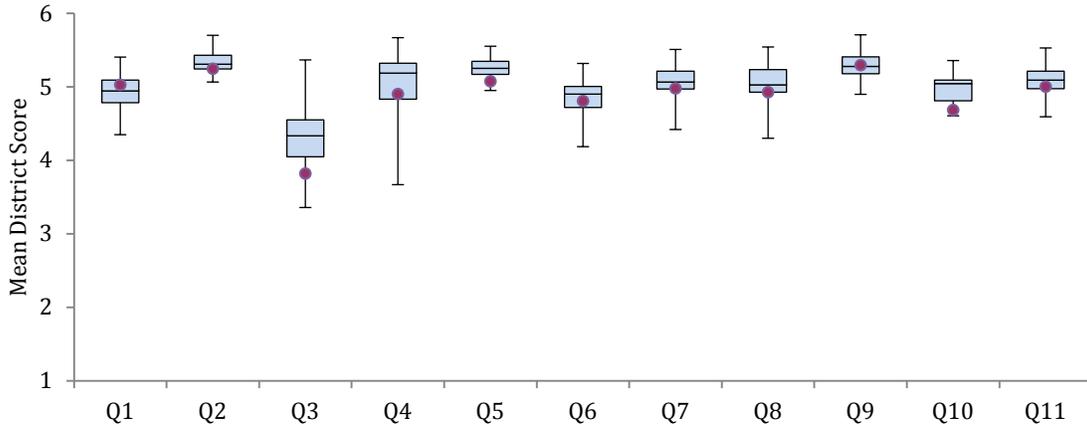
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

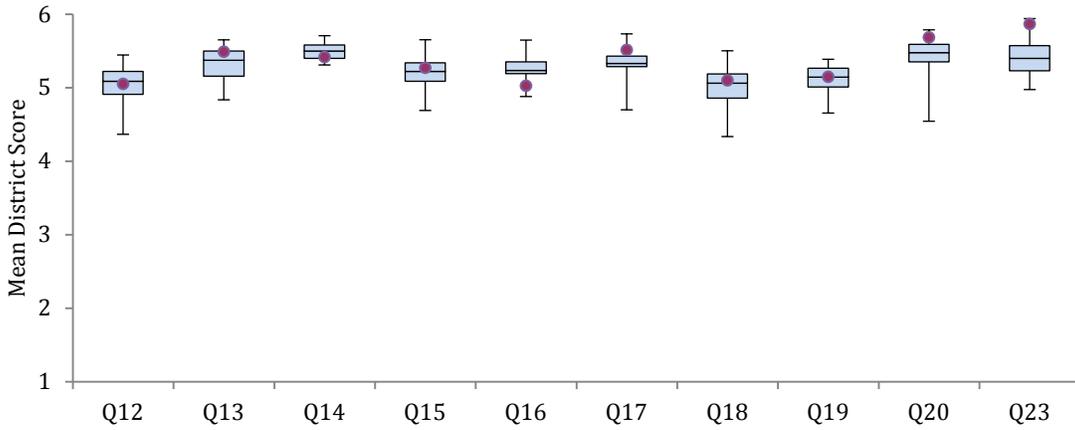
±± Minimum reporting standard not met for this survey item.

Regional School District 12 Box-and-Whisker Charts

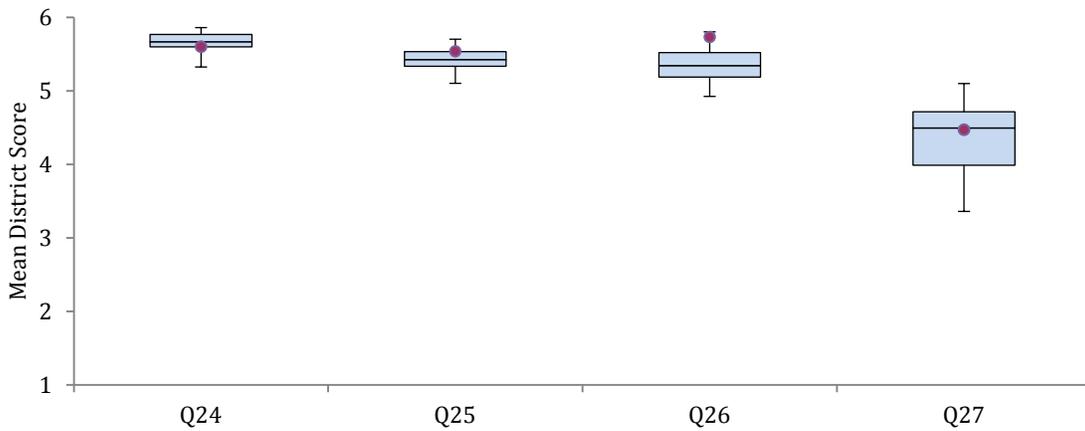
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



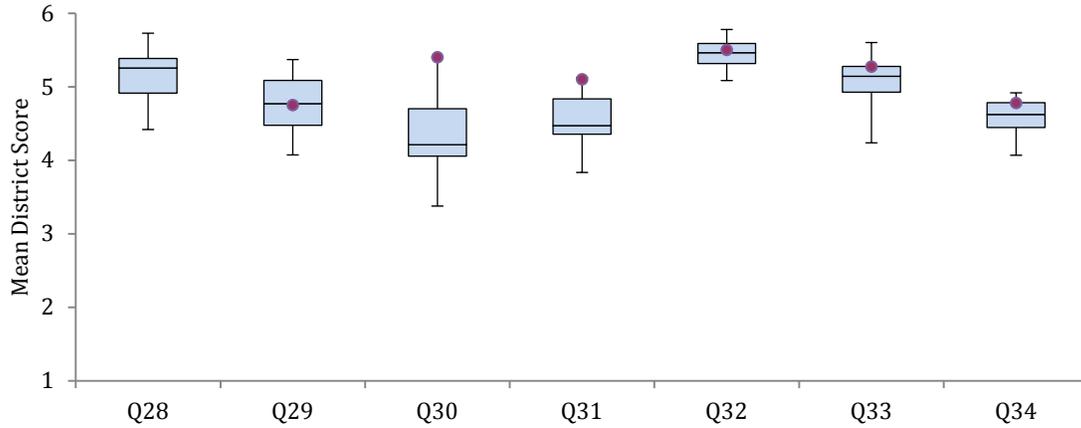
My Child's Participation



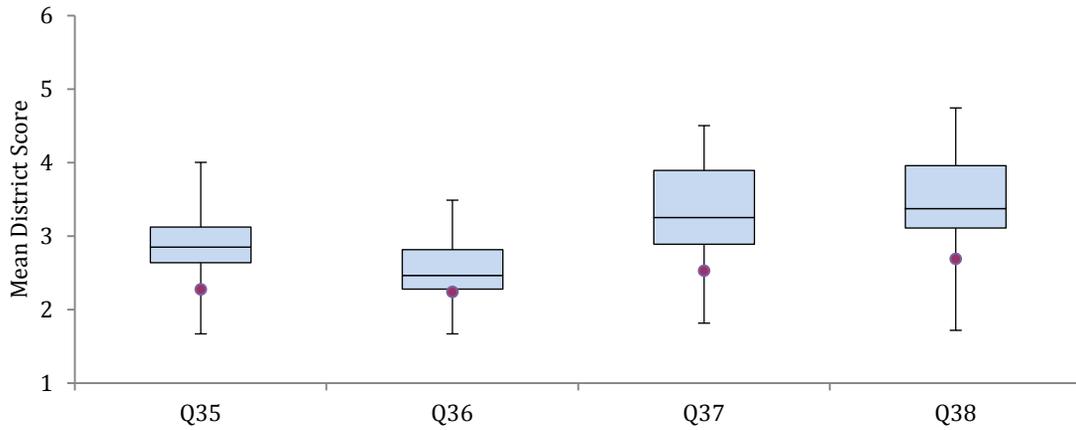
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 12 Box-and-Whisker Charts (continued)

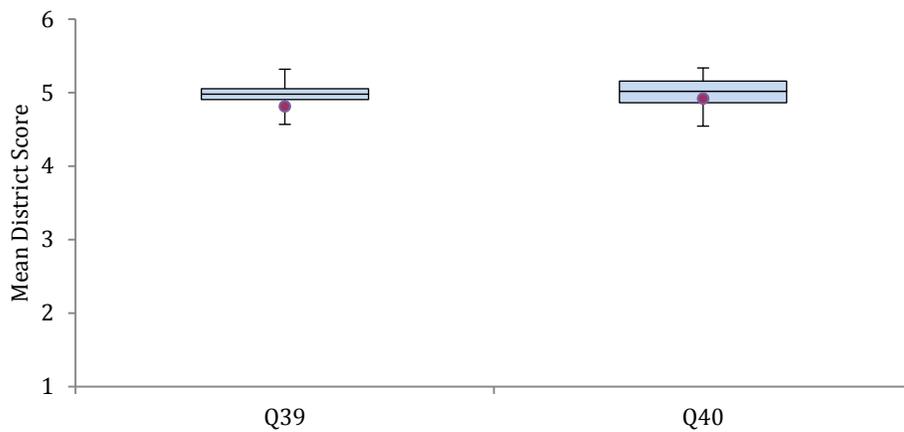
Transition Planning



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 14

The 2013-2014 survey was sent to 187 parents of children receiving special education services in the Regional School District 14. A total of 65 surveys were returned for a response rate of 34.8%, above the overall survey response rate of 26.2% (n=2,761).

Regional School District 14 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.	63	36.5%	36.5%	6.3%	79.4%	1.6%	9.5%	9.5%	20.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	63	50.8%	28.6%	9.5%	88.9%	3.2%	3.2%	4.8%	11.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	10	20.0%	10.0%	0.0%	30.0%	10.0%	0.0%	60.0%	70.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	4.8%	4.8%	9.5%	19.0%	4.8%	4.8%	71.4%	81.0%	±
5. My child is accepted within the school community.	61	49.2%	23.0%	13.1%	85.2%	4.9%	8.2%	1.6%	14.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	65	32.3%	46.2%	4.6%	83.1%	1.5%	6.2%	9.2%	16.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	65	43.1%	27.7%	6.2%	76.9%	6.2%	6.2%	9.2%	21.5%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	65	40.0%	32.3%	9.2%	81.5%	1.5%	4.6%	12.3%	18.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	61	55.7%	21.3%	4.9%	82.0%	1.6%	11.5%	4.9%	18.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	61	42.6%	23.0%	11.5%	77.0%	3.3%	8.2%	6.6%	18.0%	4.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	61	45.9%	18.0%	13.1%	77.0%	1.6%	4.9%	13.1%	19.7%	3.3%

Table is continued on the next page.

Regional School District 14 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.	65	44.6%	26.2%	13.8%	84.6%	0.0%	6.2%	9.2%	15.4%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	64	64.1%	18.8%	3.1%	85.9%	1.6%	7.8%	4.7%	14.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	65	58.5%	29.2%	3.1%	90.8%	4.6%	3.1%	1.5%	9.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	65	53.8%	27.7%	4.6%	86.2%	1.5%	3.1%	9.2%	13.8%	±
16. My child's evaluation report is written in terms I understand.	65	50.8%	29.2%	6.2%	86.2%	4.6%	3.1%	6.2%	13.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	65	66.2%	16.9%	9.2%	92.3%	0.0%	0.0%	7.7%	7.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	64	42.2%	29.7%	10.9%	82.8%	4.7%	6.3%	6.3%	17.2%	±
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.	65	53.8%	20.0%	7.7%	81.5%	4.6%	7.7%	6.2%	18.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	62	59.7%	24.2%	1.6%	85.5%	3.2%	1.6%	9.7%	14.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	55	69.1%	12.7%	0.0%	81.8%	3.6%	1.8%	7.3%	12.7%	5.5%

Table is continued on the next page.

Regional School District 14 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).	65	76.9%	9.2%	7.7%	93.8%	3.1%	1.5%	1.5%	6.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	61	70.5%	8.2%	8.2%	86.9%	6.6%	1.6%	4.9%	13.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	42	2.4%	2.4%	7.1%	11.9%	7.1%	2.4%	78.6%	88.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	36	27.8%	5.6%	19.4%	52.8%	5.6%	11.1%	13.9%	30.6%	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.	12	58.3%	16.7%	16.7%	91.7%	0.0%	0.0%	8.3%	8.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	20	35.0%	25.0%	20.0%	80.0%	0.0%	10.0%	10.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	12	25.0%	16.7%	0.0%	41.7%	8.3%	16.7%	16.7%	41.7%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	24	37.5%	20.8%	12.5%	70.8%	8.3%	8.3%	12.5%	29.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	25	84.0%	8.0%	4.0%	96.0%	0.0%	0.0%	4.0%	4.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	24	54.2%	25.0%	0.0%	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.	24	41.7%	16.7%	20.8%	79.2%	12.5%	0.0%	8.3%	20.8%	±

Table is continued on the next page.

Regional School District 14 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.	41	17.1%	7.3%	12.2%	36.6%	7.3%	4.9%	51.2%	63.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	40	15.0%	20.0%	5.0%	40.0%	7.5%	7.5%	45.0%	60.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	54	24.1%	22.2%	9.3%	55.6%	7.4%	13.0%	14.8%	35.2%	9.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	54	27.8%	16.7%	11.1%	55.6%	5.6%	7.4%	9.3%	22.2%	22.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	60	41.7%	23.3%	16.7%	81.7%	3.3%	3.3%	11.7%	18.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	59	44.1%	25.4%	10.2%	79.7%	3.4%	6.8%	10.2%	20.3%	±

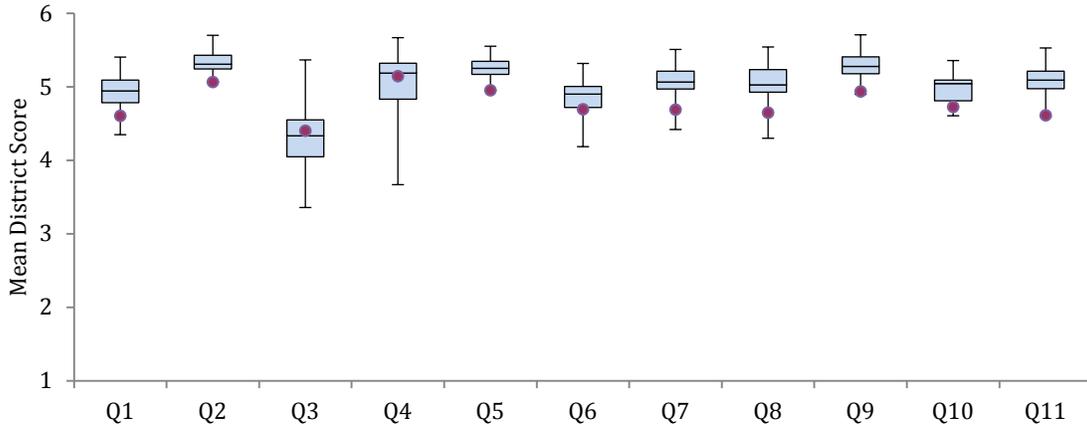
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

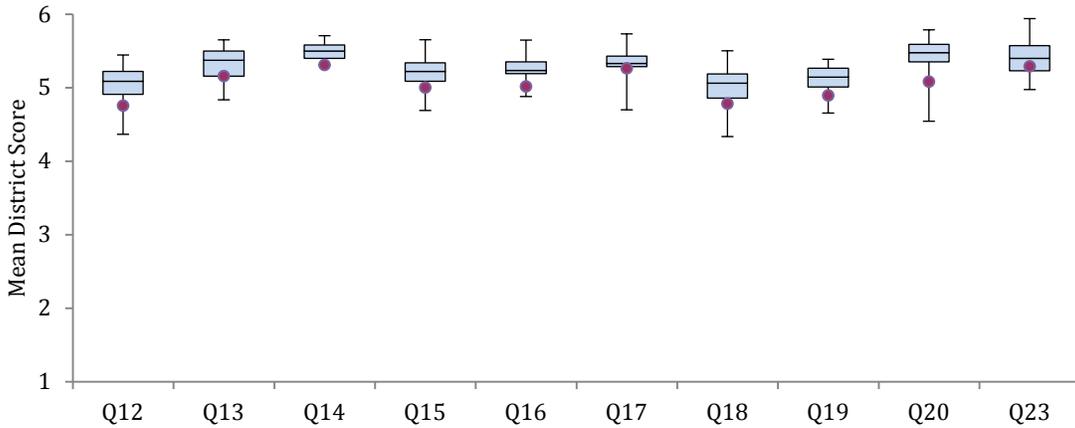
±± Minimum reporting standard not met for this survey item.

Regional School District 14 Box-and-Whisker Charts

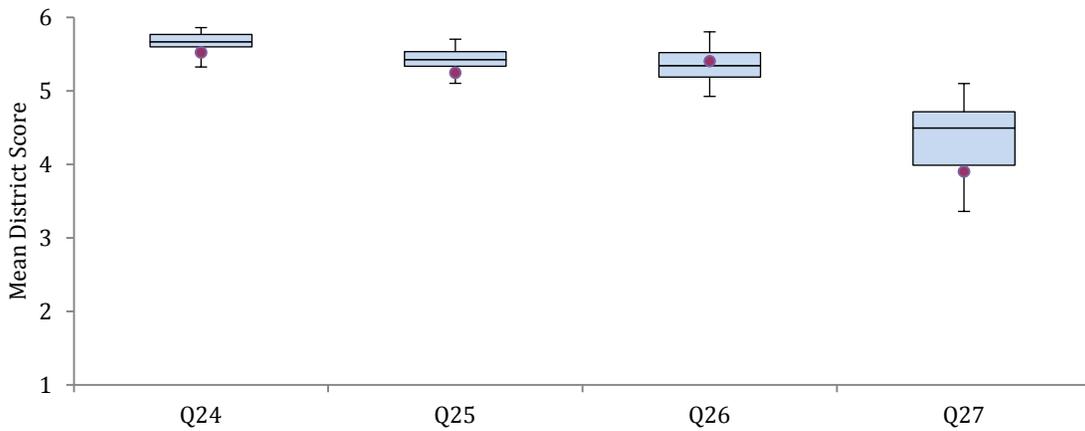
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



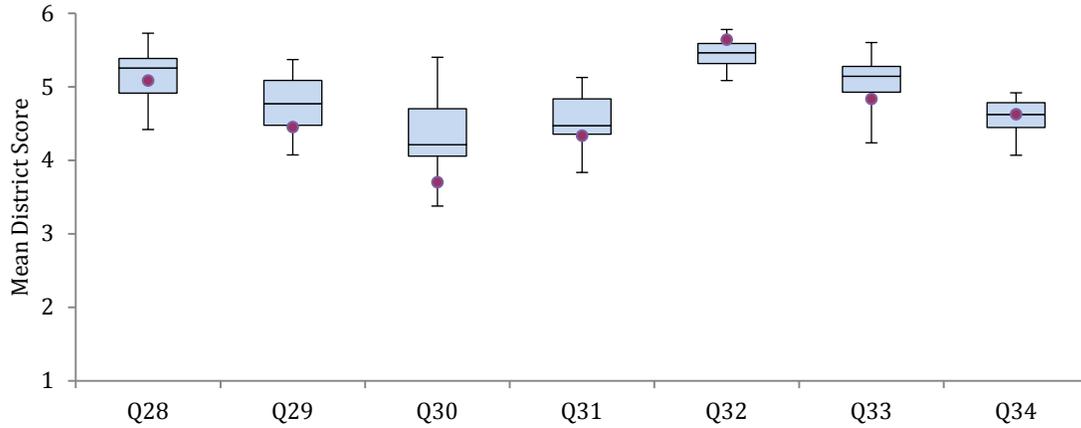
My Child's Participation



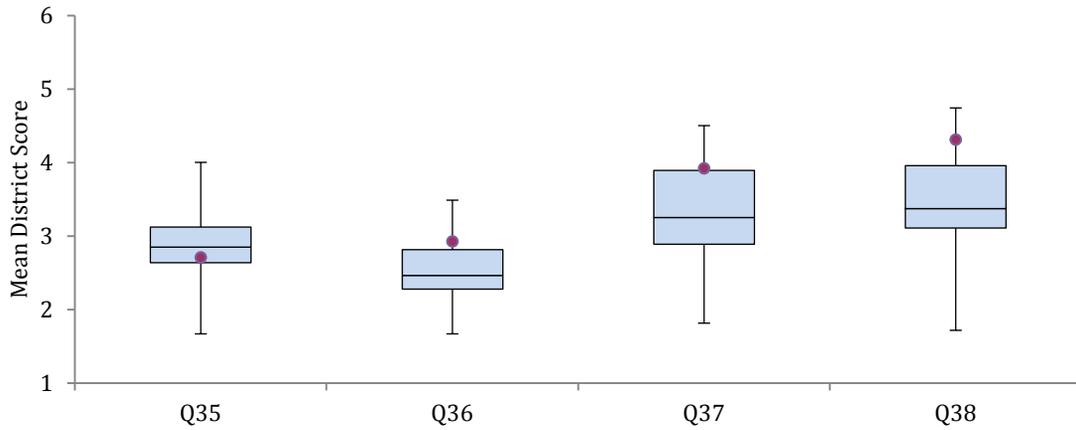
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 14 Box-and-Whisker Charts (continued)

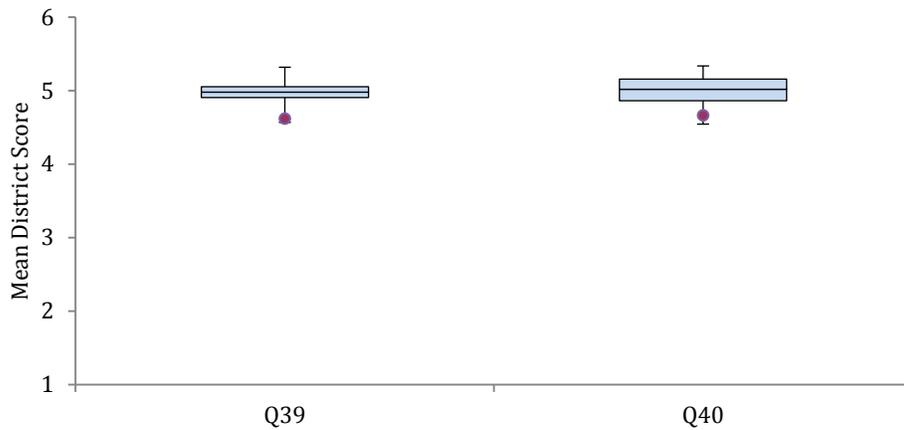
Transition Planning



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 17

The 2013-2014 survey was sent to 344 parents of children receiving special education services in the Regional School District 17. A total of 106 surveys were returned for a response rate of 30.8%, above the overall survey response rate of 26.2% (n=2,761).

Regional School District 17 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.	106	54.7%	28.3%	9.4%	92.5%	2.8%	2.8%	1.9%	7.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	105	71.4%	13.3%	7.6%	92.4%	3.8%	1.9%	1.9%	7.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	21	9.5%	14.3%	4.8%	28.6%	0.0%	0.0%	71.4%	71.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	2.6%	2.6%	2.6%	7.9%	2.6%	0.0%	89.5%	92.1%	±
5. My child is accepted within the school community.	102	62.7%	22.5%	7.8%	93.1%	2.0%	2.9%	2.0%	6.9%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	104	51.0%	34.6%	7.7%	93.3%	3.8%	1.0%	1.9%	6.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	104	59.6%	26.0%	9.6%	95.2%	2.9%	0.0%	1.9%	4.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	106	57.5%	28.3%	6.6%	92.5%	0.9%	0.9%	3.8%	5.7%	1.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	104	68.3%	24.0%	2.9%	95.2%	1.9%	1.0%	1.0%	3.8%	1.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	96	52.1%	20.8%	15.6%	88.5%	3.1%	4.2%	3.1%	10.4%	1.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	98	59.2%	19.4%	15.3%	93.9%	0.0%	2.0%	3.1%	5.1%	1.0%

Table is continued on the next page.

Regional School District 17 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.	103	55.3%	25.2%	6.8%	87.4%	4.9%	4.9%	2.9%	12.6%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	106	68.9%	23.6%	2.8%	95.3%	2.8%	0.0%	1.9%	4.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	106	68.9%	20.8%	5.7%	95.3%	2.8%	0.9%	0.9%	4.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	106	66.0%	24.5%	5.7%	96.2%	0.9%	1.9%	0.9%	3.8%	±
16. My child's evaluation report is written in terms I understand.	106	56.6%	23.6%	9.4%	89.6%	6.6%	0.9%	2.8%	10.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	106	69.8%	14.2%	9.4%	93.4%	0.9%	1.9%	3.8%	6.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	106	70.8%	17.0%	6.6%	94.3%	0.9%	1.9%	2.8%	5.7%	±
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.	106	63.2%	19.8%	8.5%	91.5%	4.7%	0.0%	3.8%	8.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	105	72.4%	20.0%	2.9%	95.2%	1.0%	1.0%	2.9%	4.8%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	90	72.2%	15.6%	3.3%	91.1%	0.0%	1.1%	2.2%	3.3%	5.6%

Table is continued on the next page.

Regional School District 17 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	88.4%	10.5%	0.0%	98.9%	0.0%	1.1%	0.0%	1.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	89	84.3%	10.1%	0.0%	94.4%	2.2%	1.1%	2.2%	5.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	67	6.0%	1.5%	3.0%	10.4%	1.5%	6.0%	82.1%	89.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	48	50.0%	8.3%	8.3%	66.7%	8.3%	2.1%	10.4%	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.	22	72.7%	27.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	21	38.1%	42.9%	14.3%	95.2%	0.0%	0.0%	4.8%	4.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	26.7%	33.3%	26.7%	86.7%	0.0%	0.0%	6.7%	6.7%	6.7%
31. The PPT introduced planning for my child's transition to adulthood.	23	26.1%	39.1%	17.4%	82.6%	8.7%	0.0%	8.7%	17.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	25	64.0%	36.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	25	56.0%	32.0%	4.0%	92.0%	4.0%	0.0%	4.0%	8.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	19	42.1%	36.8%	10.5%	89.5%	0.0%	0.0%	10.5%	10.5%	±

Table is continued on the next page.

Regional School District 17 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	14.8%	11.1%	7.4%	33.3%	5.6%	11.1%	50.0%	66.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	50	6.0%	14.0%	10.0%	30.0%	8.0%	8.0%	54.0%	70.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	83	15.7%	14.5%	12.0%	42.2%	3.6%	3.6%	18.1%	25.3%	32.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	82	11.0%	7.3%	14.6%	32.9%	4.9%	2.4%	19.5%	26.8%	40.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	94	56.4%	24.5%	11.7%	92.6%	4.3%	1.1%	2.1%	7.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	91	58.2%	26.4%	8.8%	93.4%	3.3%	1.1%	2.2%	6.6%	±

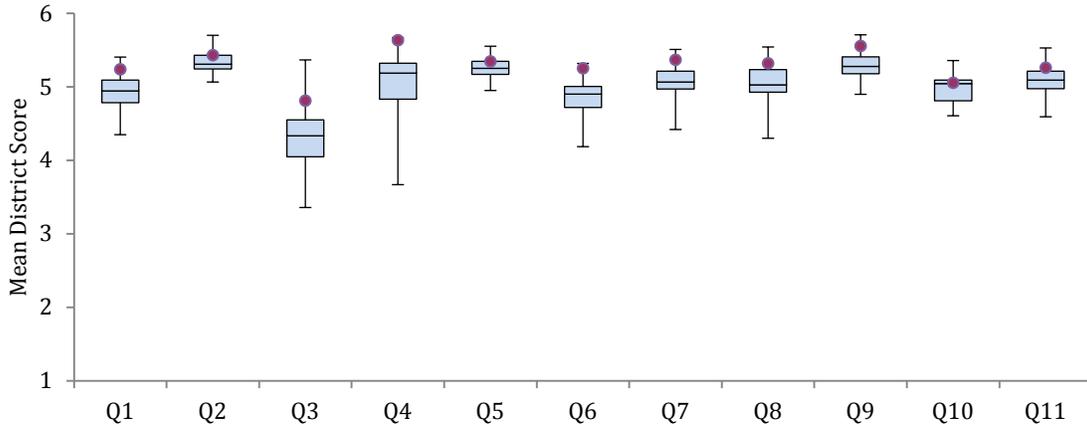
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

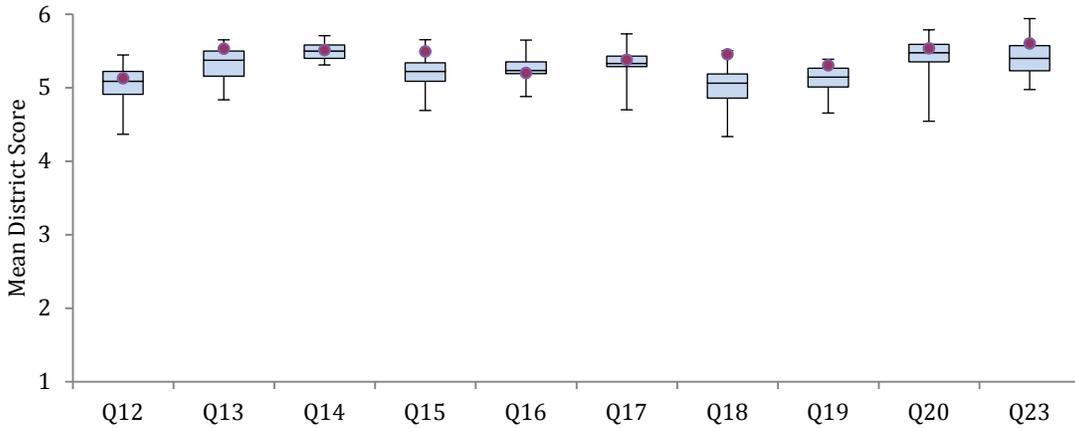
±± Minimum reporting standard not met for this survey item.

Regional School District 17 Box-and-Whisker Charts

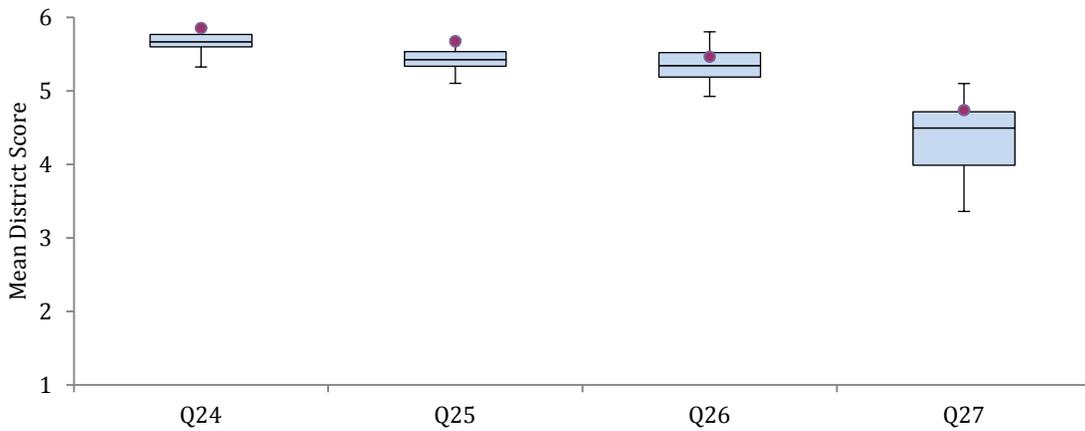
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



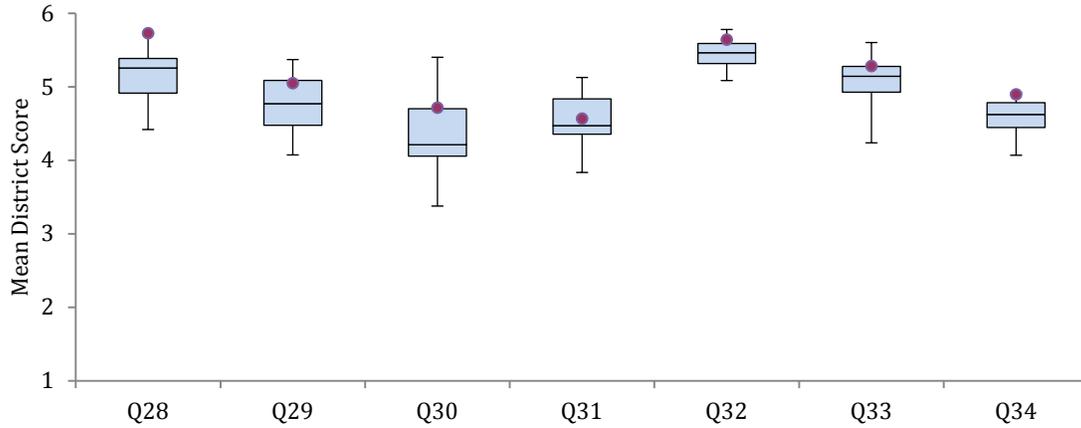
My Child's Participation



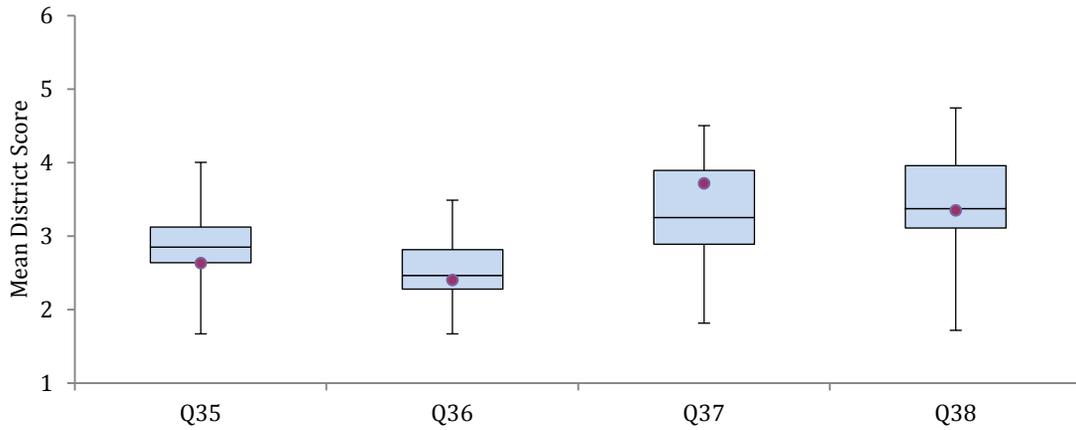
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 17 Box-and-Whisker Charts (continued)

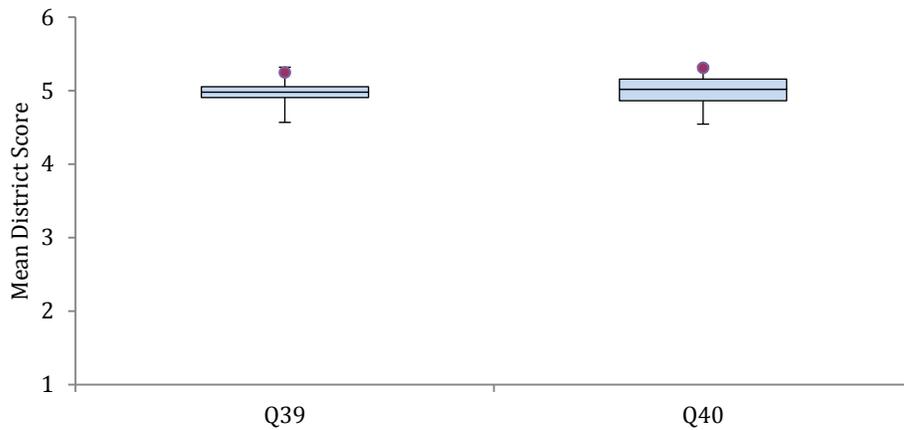
Transition Planning



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).

Salem School District

The 2013-2014 survey was sent to 83 parents of children receiving special education services in the Salem School District. A total of 21 surveys were returned for a response rate of 25.3%, below the overall survey response rate of 26.2% (n=2,761).

Salem 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.	21	52.4%	23.8%	14.3%	90.5%	4.8%	0.0%	4.8%	9.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	21	61.9%	23.8%	14.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	0.0%	14.3%	14.3%	28.6%	0.0%	0.0%	71.4%	71.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	9	22.2%	11.1%	22.2%	55.6%	0.0%	11.1%	33.3%	44.4%	±
5. My child is accepted within the school community.	21	47.6%	42.9%	4.8%	95.2%	0.0%	0.0%	4.8%	4.8%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	21	47.6%	23.8%	14.3%	85.7%	9.5%	0.0%	4.8%	14.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	21	38.1%	42.9%	4.8%	85.7%	14.3%	0.0%	0.0%	14.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	21	33.3%	47.6%	9.5%	90.5%	0.0%	9.5%	0.0%	9.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	21	66.7%	23.8%	9.5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	50.0%	30.0%	20.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	19	68.4%	21.1%	5.3%	94.7%	5.3%	0.0%	0.0%	5.3%	0.0%

Table is continued on the next page.

Salem Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	21	57.1%	23.8%	14.3%	95.2%	0.0%	4.8%	0.0%	4.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	21	52.4%	38.1%	4.8%	95.2%	0.0%	0.0%	4.8%	4.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	21	66.7%	23.8%	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.	20	65.0%	15.0%	15.0%	95.0%	0.0%	5.0%	0.0%	5.0%	±
16. My child's evaluation report is written in terms I understand.	21	71.4%	9.5%	19.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	21	76.2%	14.3%	0.0%	90.5%	4.8%	0.0%	4.8%	9.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	20	55.0%	30.0%	5.0%	90.0%	5.0%	0.0%	5.0%	10.0%	±
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	52.4%	28.6%	14.3%	95.2%	0.0%	0.0%	4.8%	4.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	21	76.2%	19.0%	4.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	18	66.7%	22.2%	5.6%	94.4%	0.0%	0.0%	0.0%	0.0%	5.6%

Table is continued on the next page.

Salem 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).	21	76.2%	14.3%	9.5%	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.	19	63.2%	15.8%	21.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	14	0.0%	0.0%	21.4%	21.4%	0.0%	7.1%	71.4%	78.6%	±
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).	14	35.7%	0.0%	14.3%	50.0%	0.0%	0.0%	35.7%	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.	±±	-	-	-	-	-	-	-	-	±
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.	±±	-	-	-	-	-	-	-	-	±

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Salem Survey Response Table (continued)

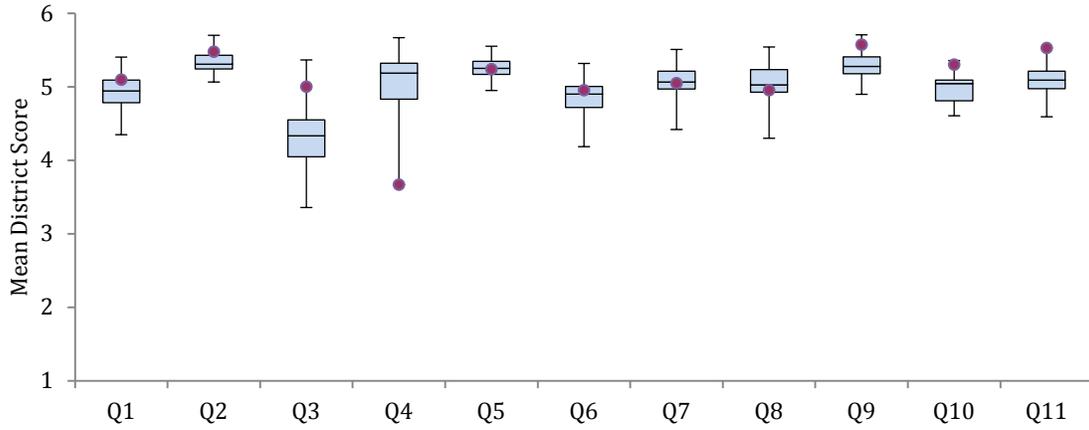
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	17	17.6%	11.8%	0.0%	29.4%	0.0%	5.9%	64.7%	70.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	15	6.7%	0.0%	6.7%	13.3%	0.0%	13.3%	73.3%	86.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	20	5.0%	5.0%	0.0%	10.0%	5.0%	10.0%	55.0%	70.0%	20.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	20	5.0%	0.0%	5.0%	10.0%	0.0%	10.0%	50.0%	60.0%	30.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	20	55.0%	20.0%	10.0%	85.0%	5.0%	5.0%	5.0%	15.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	20	55.0%	20.0%	10.0%	85.0%	5.0%	5.0%	5.0%	15.0%	±

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

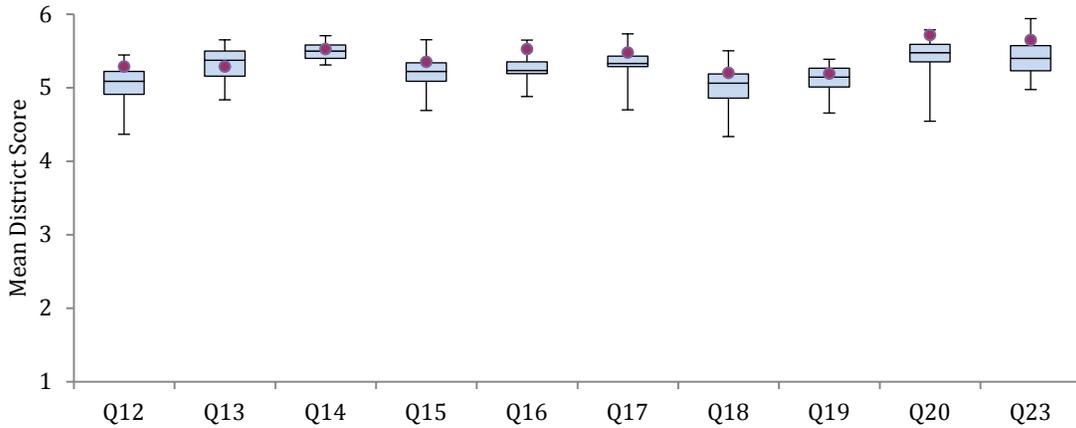
± Not a response option for this survey item.

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

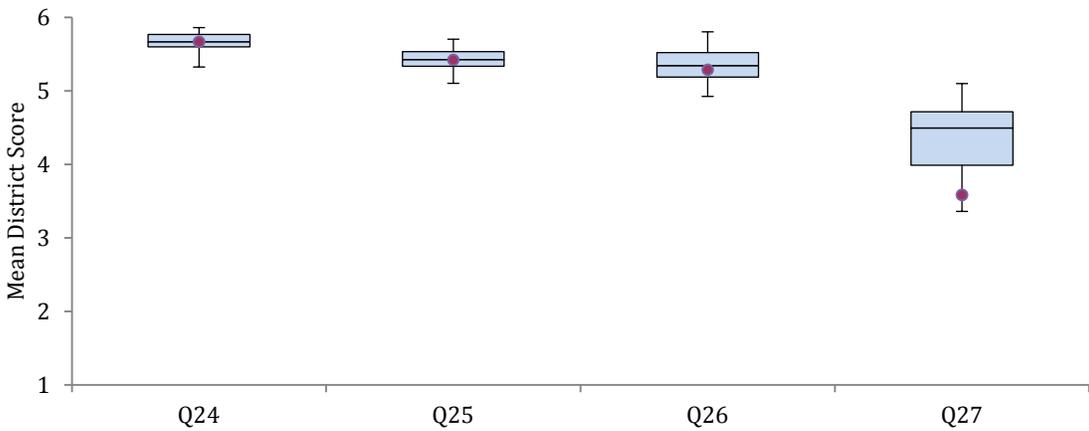
Salem Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



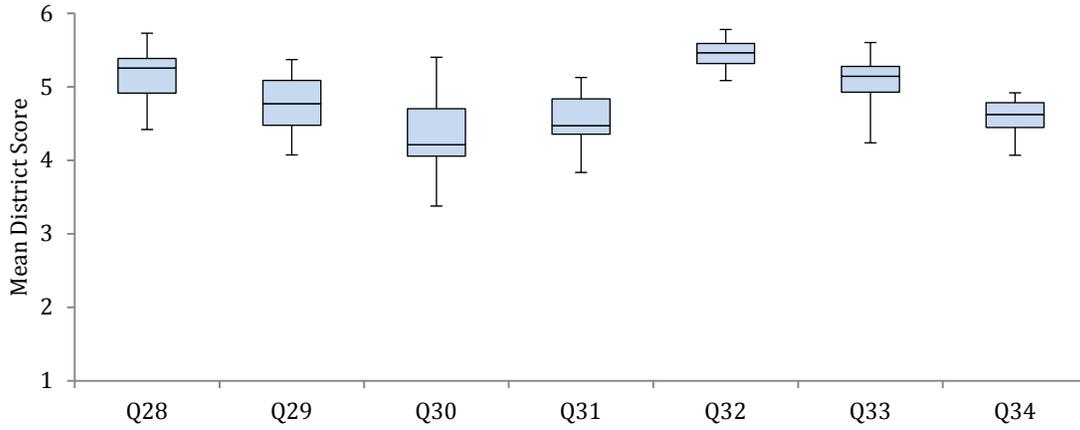
My Child's Participation



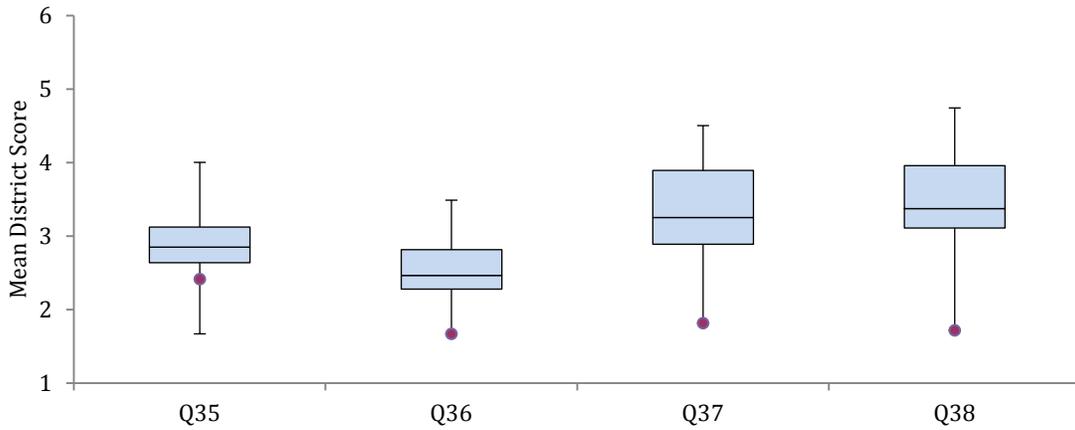
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Salem Box-and-Whisker Charts (continued)

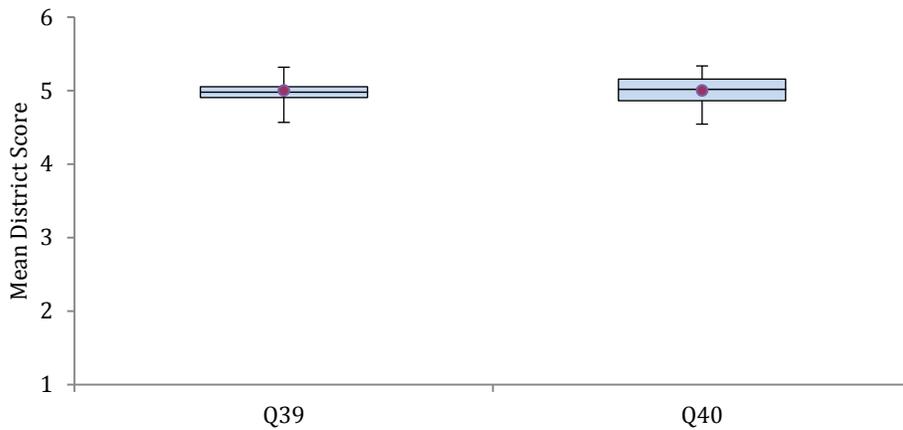
Transition Planning



Parent Training and Support



My Child's Skills



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

Southington School District

The 2013-2014 survey was sent to 667 parents of children receiving special education services in the Southington School District. A total of 177 surveys were returned for a response rate of 26.5%, about equal to the overall survey response rate of 26.2% (n=2,761).

Southington 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.	174	43.1%	35.6%	12.6%	91.4%	2.9%	4.6%	1.1%	8.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	175	58.3%	28.0%	8.6%	94.9%	3.4%	1.1%	0.6%	5.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	32	15.6%	15.6%	6.3%	37.5%	12.5%	0.0%	50.0%	62.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	69	10.1%	7.2%	8.7%	26.1%	2.9%	0.0%	71.0%	73.9%	±
5. My child is accepted within the school community.	168	60.1%	19.6%	11.3%	91.1%	3.0%	3.6%	2.4%	8.9%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	173	41.0%	35.8%	12.1%	89.0%	2.9%	5.2%	2.9%	11.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	175	49.7%	29.7%	13.1%	92.6%	3.4%	2.3%	1.7%	7.4%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	175	46.9%	32.6%	8.6%	88.0%	4.6%	2.3%	4.6%	11.4%	0.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	171	50.9%	32.7%	7.6%	91.2%	4.1%	3.5%	1.2%	8.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	165	41.2%	33.3%	15.8%	90.3%	2.4%	1.8%	4.2%	8.5%	1.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	169	45.0%	31.4%	14.2%	90.5%	3.0%	2.4%	3.0%	8.3%	1.2%

Table is continued on the next page.

Southington 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.	173	50.9%	27.7%	10.4%	89.0%	3.5%	4.0%	3.5%	11.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	175	64.6%	21.1%	6.9%	92.6%	2.3%	1.1%	4.0%	7.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	176	68.8%	22.2%	7.4%	98.3%	0.6%	0.6%	0.6%	1.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	176	51.7%	30.7%	10.2%	92.6%	1.7%	3.4%	2.3%	7.4%	±
16. My child's evaluation report is written in terms I understand.	176	55.1%	30.1%	6.8%	92.0%	4.0%	0.0%	4.0%	8.0%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	177	63.8%	20.3%	6.2%	90.4%	5.1%	2.8%	1.7%	9.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	173	46.2%	30.6%	14.5%	91.3%	3.5%	1.7%	3.5%	8.7%	±
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.	176	51.1%	31.3%	8.0%	90.3%	2.3%	4.0%	3.4%	9.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	174	71.3%	19.0%	4.6%	94.8%	2.9%	1.1%	1.1%	5.2%	±
21. If necessary, a translator was provided at the PPT meetings.	16	43.8%	18.8%	18.8%	81.3%	0.0%	0.0%	18.8%	18.8%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	50.0%	28.6%	7.1%	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.	159	67.3%	17.6%	4.4%	89.3%	1.3%	0.6%	5.0%	6.9%	3.8%

Table is continued on the next page.

Southington 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).	173	87.9%	6.9%	3.5%	98.3%	0.0%	0.0%	1.7%	1.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	168	77.4%	14.3%	3.0%	94.6%	1.2%	0.6%	3.6%	5.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	118	3.4%	0.8%	6.8%	11.0%	2.5%	2.5%	83.9%	89.0%	±
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).	99	47.5%	11.1%	10.1%	68.7%	5.1%	4.0%	8.1%	17.2%	14.1%
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.	20	65.0%	15.0%	15.0%	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.	46	37.0%	23.9%	17.4%	78.3%	6.5%	2.2%	13.0%	21.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	30	30.0%	10.0%	13.3%	53.3%	6.7%	3.3%	26.7%	36.7%	10.0%
31. The PPT introduced planning for my child's transition to adulthood.	45	40.0%	15.6%	15.6%	71.1%	2.2%	8.9%	17.8%	28.9%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	48	70.8%	20.8%	4.2%	95.8%	4.2%	0.0%	0.0%	4.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	47	59.6%	25.5%	6.4%	91.5%	2.1%	2.1%	4.3%	8.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	42	33.3%	23.8%	21.4%	78.6%	4.8%	2.4%	14.3%	21.4%	±

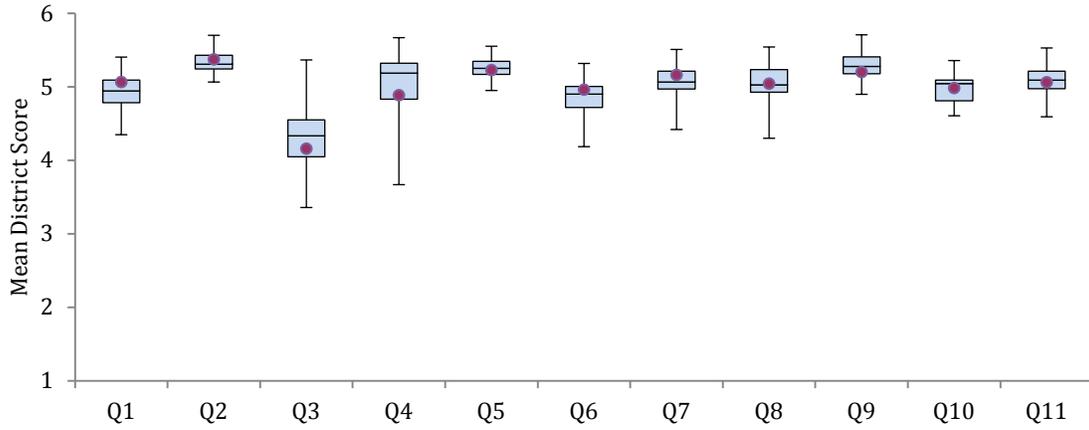
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Southington Survey Response Table (continued)

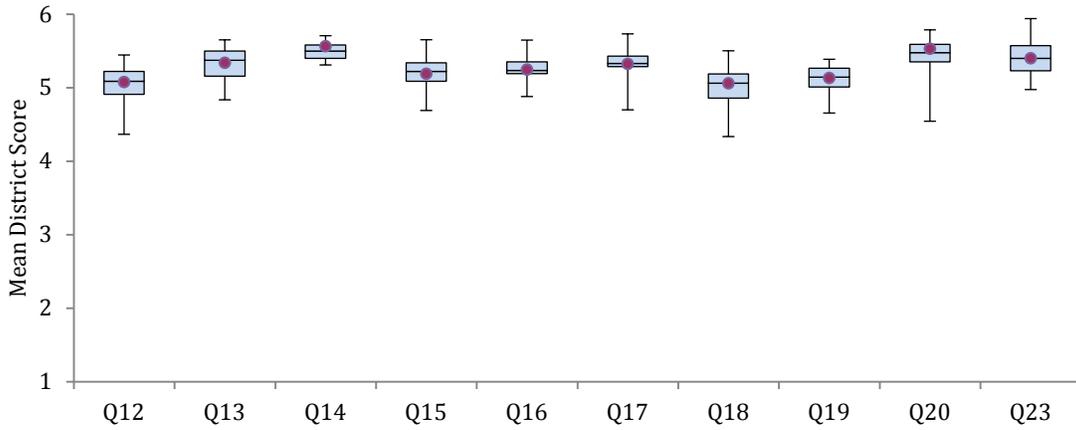
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	112	19.6%	12.5%	8.9%	41.1%	2.7%	3.6%	52.7%	58.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	110	12.7%	7.3%	8.2%	28.2%	2.7%	9.1%	60.0%	71.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	146	12.3%	9.6%	11.0%	32.9%	4.1%	2.1%	24.7%	30.8%	36.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	146	15.8%	11.0%	7.5%	34.2%	2.1%	5.5%	19.9%	27.4%	38.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	161	46.6%	31.1%	13.0%	90.7%	4.3%	1.9%	3.1%	9.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	162	51.9%	27.8%	13.0%	92.6%	3.7%	1.2%	2.5%	7.4%	±

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

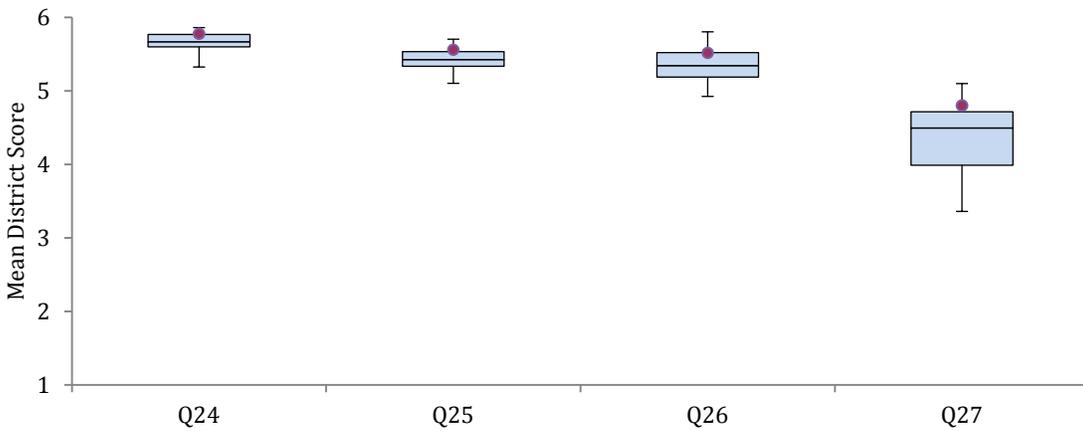
Southington Box-and-Whisker Charts Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



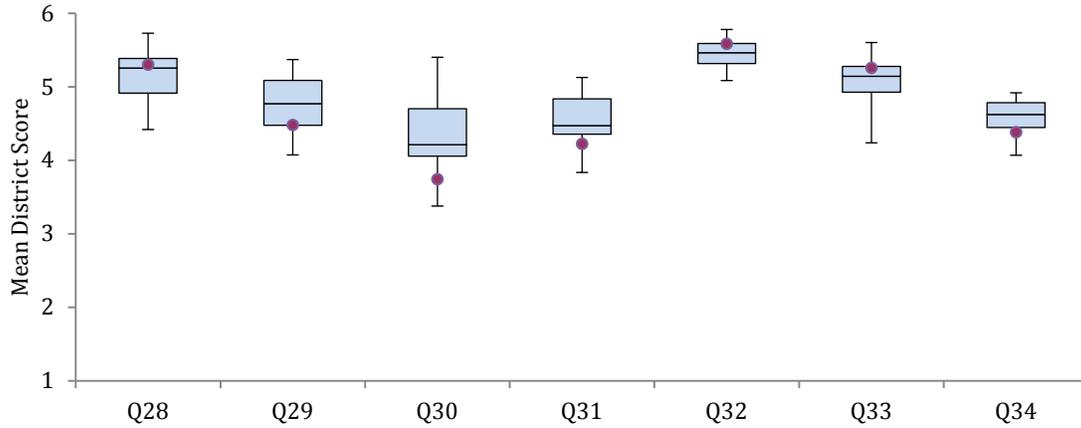
My Child's Participation



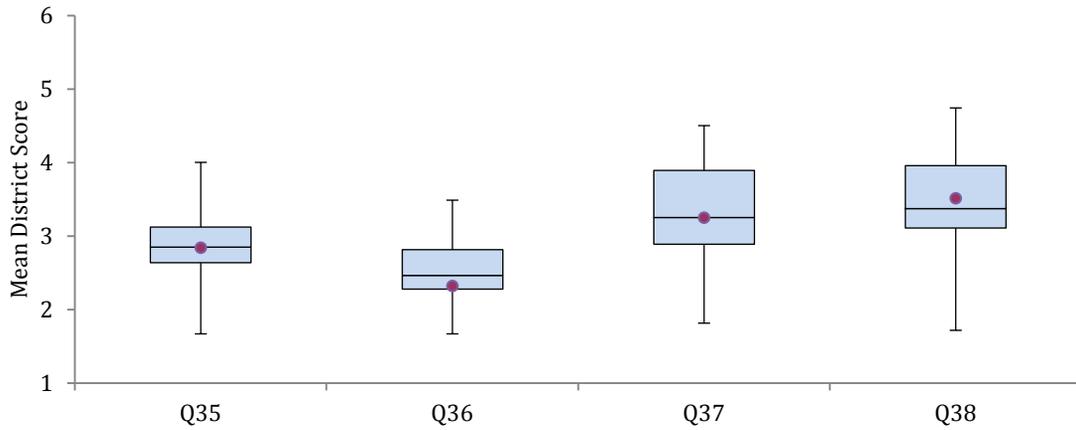
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Southington Box-and-Whisker Charts (continued)

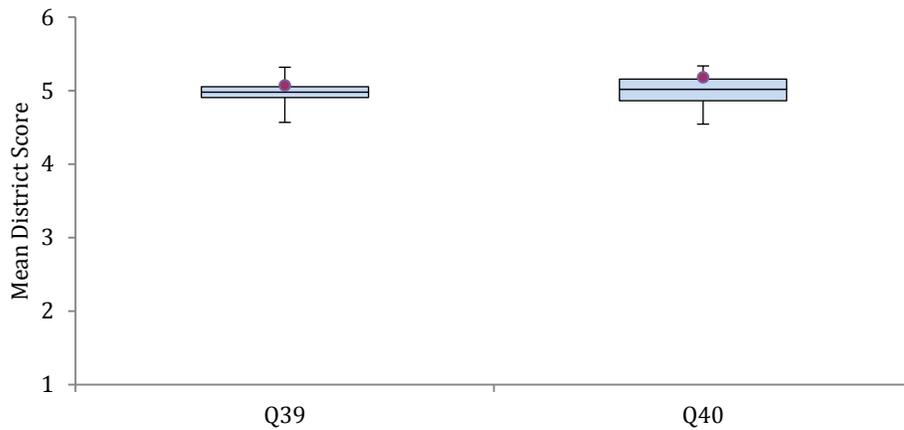
Transition Planning



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).

Torrington School District

The 2013-2014 survey was sent to 645 parents of children receiving special education services in the Torrington School District. A total of 105 surveys were returned for a response rate of 16.3%, below the overall survey response rate of 26.2% (n=2,761).

Torrington 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.	104	40.4%	26.0%	15.4%	81.7%	4.8%	5.8%	7.7%	18.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	103	54.4%	30.1%	9.7%	94.2%	1.9%	3.9%	0.0%	5.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	30	16.7%	23.3%	0.0%	40.0%	6.7%	0.0%	53.3%	60.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	49	6.1%	10.2%	6.1%	22.4%	10.2%	2.0%	65.3%	77.6%	±
5. My child is accepted within the school community.	99	54.5%	21.2%	13.1%	88.9%	5.1%	4.0%	2.0%	11.1%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	104	36.5%	32.7%	8.7%	77.9%	7.7%	4.8%	6.7%	19.2%	2.9%
7. All special education services identified in my child's IEP have been provided.	103	48.5%	24.3%	9.7%	82.5%	3.9%	2.9%	5.8%	12.6%	4.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	104	48.1%	21.2%	13.5%	82.7%	5.8%	2.9%	3.8%	12.5%	4.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	101	49.5%	26.7%	9.9%	86.1%	3.0%	3.0%	4.0%	9.9%	4.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	98	42.9%	29.6%	14.3%	86.7%	1.0%	2.0%	3.1%	6.1%	7.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	97	47.4%	24.7%	11.3%	83.5%	3.1%	1.0%	5.2%	9.3%	7.2%

Table is continued on the next page.

Torrington 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	53.8%	23.1%	14.4%	91.3%	0.0%	3.8%	4.8%	8.7%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	105	54.3%	31.4%	5.7%	91.4%	3.8%	2.9%	1.9%	8.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	105	54.3%	32.4%	10.5%	97.1%	1.0%	1.0%	1.0%	2.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	102	52.0%	31.4%	10.8%	94.1%	1.0%	1.0%	3.9%	5.9%	±
16. My child's evaluation report is written in terms I understand.	103	54.4%	24.3%	12.6%	91.3%	2.9%	2.9%	2.9%	8.7%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	102	55.9%	29.4%	4.9%	90.2%	2.9%	2.0%	4.9%	9.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	102	45.1%	30.4%	8.8%	84.3%	6.9%	4.9%	3.9%	15.7%	±
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.	102	49.0%	30.4%	10.8%	90.2%	5.9%	0.0%	3.9%	9.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	102	67.6%	20.6%	5.9%	94.1%	0.0%	2.9%	2.9%	5.9%	±
21. If necessary, a translator was provided at the PPT meetings.	23	69.6%	17.4%	4.3%	91.3%	0.0%	4.3%	4.3%	8.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	23	69.6%	17.4%	0.0%	87.0%	0.0%	4.3%	8.7%	13.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	85	56.5%	18.8%	5.9%	81.2%	1.2%	0.0%	5.9%	7.1%	11.8%

Table is continued on the next page.

Torrington 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	78.8%	12.1%	3.0%	93.9%	3.0%	1.0%	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	67.4%	11.2%	6.7%	85.4%	5.6%	3.4%	5.6%	14.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	51	9.8%	9.8%	3.9%	23.5%	3.9%	0.0%	72.5%	76.5%	±
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).	65	46.2%	10.8%	1.5%	58.5%	6.2%	0.0%	20.0%	26.2%	15.4%
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.	18	77.8%	11.1%	11.1%	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.	24	45.8%	33.3%	0.0%	79.2%	0.0%	8.3%	12.5%	20.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	21	33.3%	23.8%	4.8%	61.9%	0.0%	14.3%	14.3%	28.6%	9.5%
31. The PPT introduced planning for my child's transition to adulthood.	24	29.2%	33.3%	25.0%	87.5%	0.0%	4.2%	8.3%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	60.9%	26.1%	4.3%	91.3%	4.3%	4.3%	0.0%	8.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	25	40.0%	28.0%	8.0%	76.0%	4.0%	8.0%	12.0%	24.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	23	34.8%	30.4%	17.4%	82.6%	0.0%	0.0%	17.4%	17.4%	±

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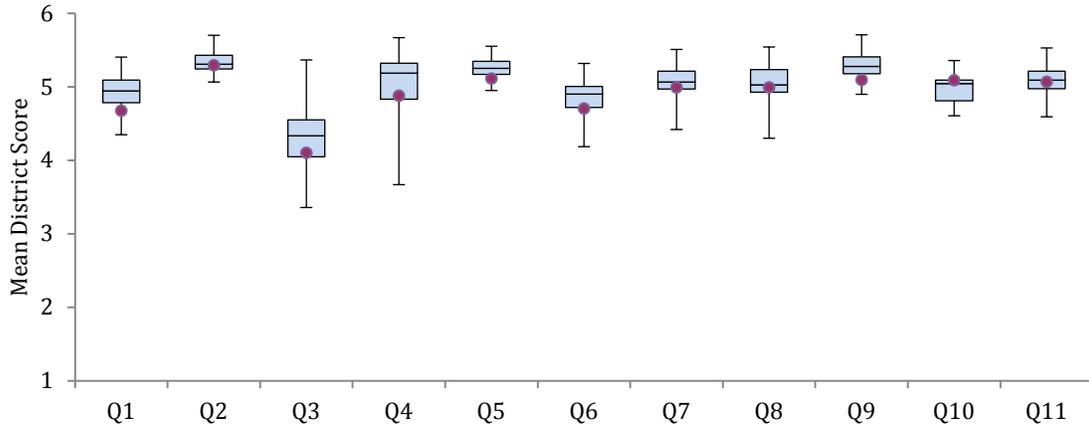
Torrington Survey Response Table (continued)

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	24.6%	7.7%	1.5%	33.8%	6.2%	6.2%	53.8%	66.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	63	20.6%	9.5%	4.8%	34.9%	7.9%	3.2%	54.0%	65.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	81	17.3%	7.4%	8.6%	33.3%	4.9%	3.7%	28.4%	37.0%	29.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	80	18.8%	5.0%	5.0%	28.8%	5.0%	5.0%	30.0%	40.0%	31.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	89	44.9%	22.5%	14.6%	82.0%	5.6%	3.4%	9.0%	18.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	84	42.9%	26.2%	9.5%	78.6%	10.7%	3.6%	7.1%	21.4%	±

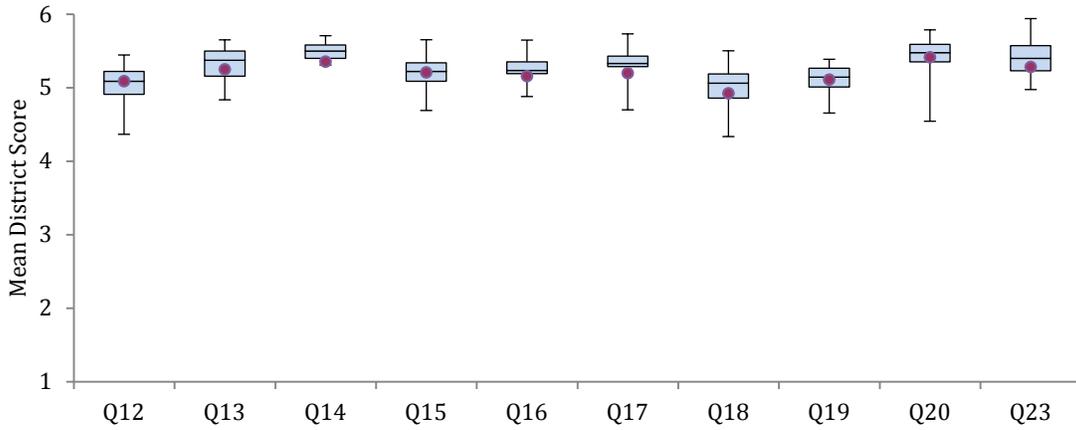
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Torrington Box-and-Whisker Charts

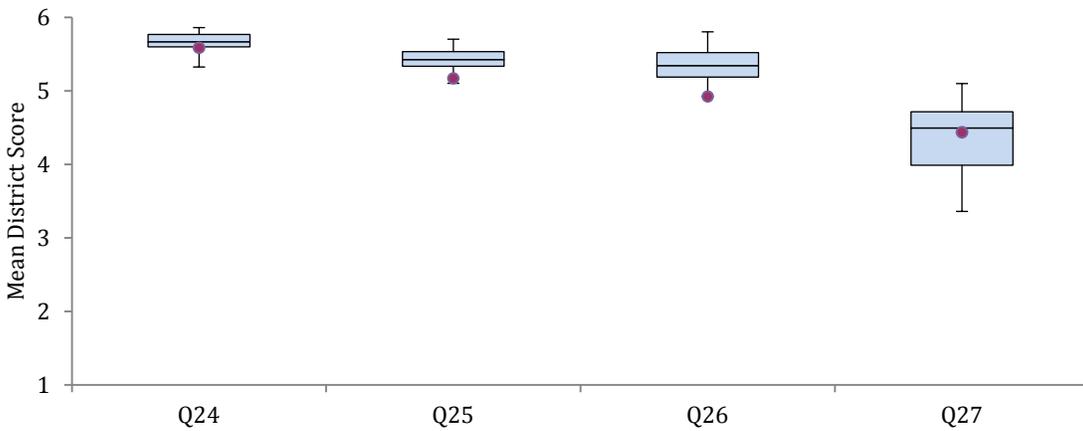
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



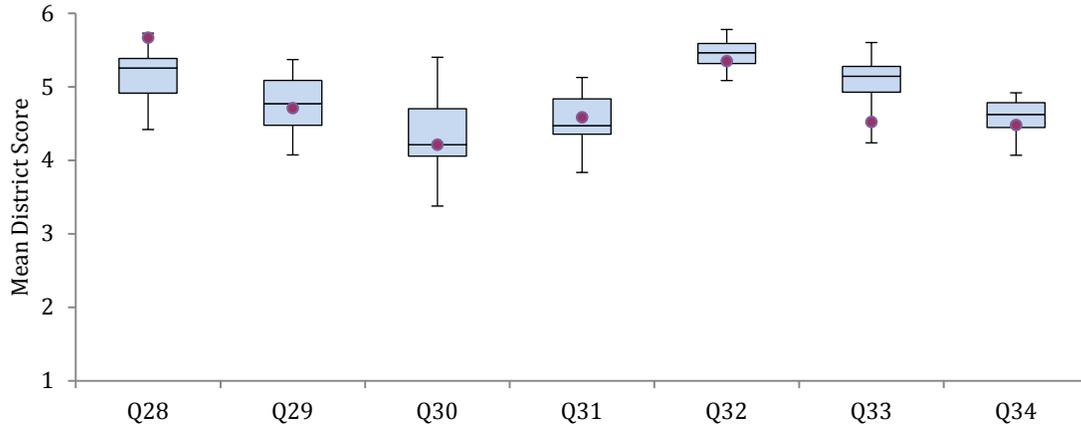
My Child's Participation



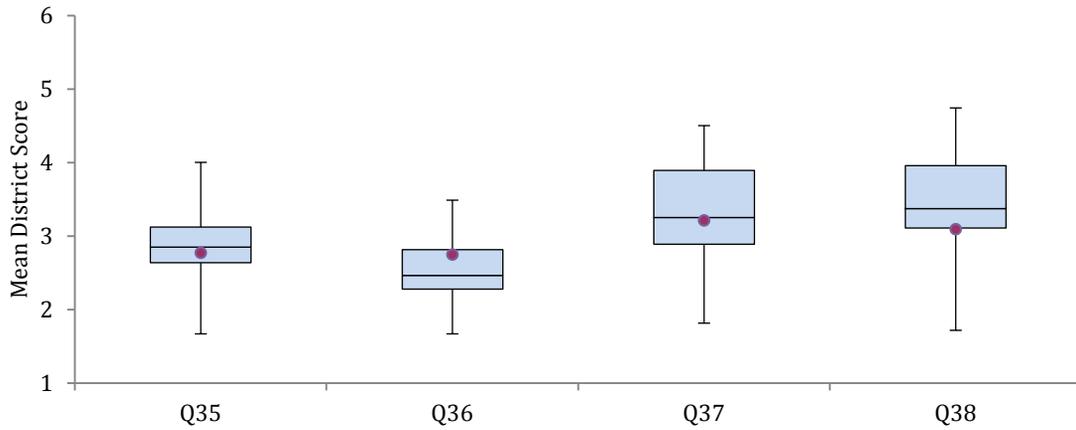
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Torrington Box-and-Whisker Charts (continued)

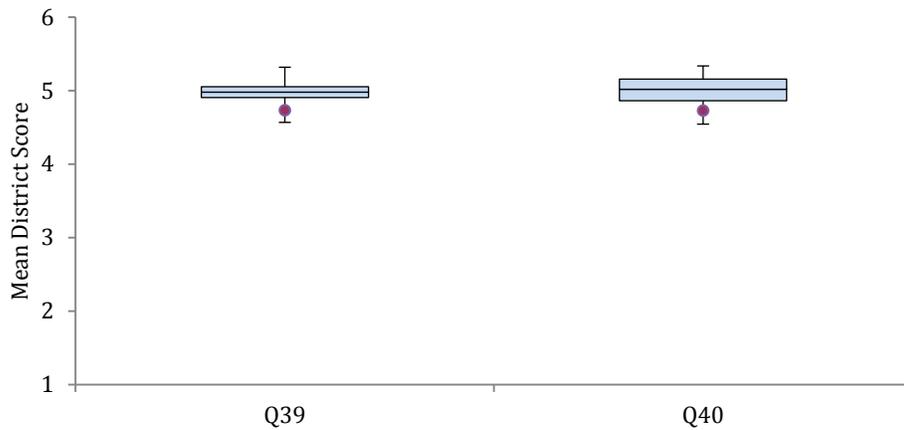
Transition Planning



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).

Wethersfield School District

The 2013-2014 survey was sent to 608 parents of children receiving special education services in the Wethersfield School District. A total of 186 surveys were returned for a response rate of 30.6%, above the overall survey response rate of 26.2% (n=2,761).

Wethersfield 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.	185	42.2%	34.1%	8.1%	84.3%	5.9%	4.3%	5.4%	15.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	184	65.8%	20.7%	9.2%	95.7%	1.1%	1.6%	1.6%	4.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	52	25.0%	5.8%	5.8%	36.5%	3.8%	1.9%	57.7%	63.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	85	8.2%	2.4%	4.7%	15.3%	2.4%	2.4%	80.0%	84.7%	±
5. My child is accepted within the school community.	184	63.6%	21.7%	6.0%	91.3%	4.3%	2.7%	1.6%	8.7%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	183	43.7%	32.2%	9.3%	85.2%	2.7%	6.0%	5.5%	14.2%	0.5%
7. All special education services identified in my child's IEP have been provided.	183	53.0%	26.2%	8.2%	87.4%	3.8%	2.7%	3.8%	10.4%	2.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	183	51.9%	24.0%	8.7%	84.7%	4.9%	4.4%	3.8%	13.1%	2.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	181	57.5%	25.4%	8.3%	91.2%	3.3%	2.8%	1.1%	7.2%	1.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	171	49.1%	24.0%	12.9%	86.0%	6.4%	3.5%	1.8%	11.7%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	176	51.7%	28.4%	8.0%	88.1%	4.0%	2.8%	2.3%	9.1%	2.8%

Table is continued on the next page.

Wethersfield 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.	182	52.2%	29.1%	6.6%	87.9%	4.4%	4.9%	2.7%	12.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	184	64.1%	23.4%	6.5%	94.0%	2.2%	2.7%	1.1%	6.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	186	68.3%	23.7%	4.3%	96.2%	0.5%	2.2%	1.1%	3.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	183	56.8%	27.3%	9.3%	93.4%	1.6%	3.3%	1.6%	6.6%	±
16. My child's evaluation report is written in terms I understand.	185	62.7%	23.2%	9.2%	95.1%	1.1%	1.6%	2.2%	4.9%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	185	66.5%	22.2%	5.4%	94.1%	2.2%	0.5%	3.2%	5.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	182	53.3%	28.6%	7.7%	89.6%	3.3%	3.8%	3.3%	10.4%	±
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.	184	57.6%	26.6%	7.1%	91.3%	4.9%	2.2%	1.6%	8.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	183	72.7%	15.8%	6.0%	94.5%	2.7%	0.0%	2.7%	5.5%	±
21. If necessary, a translator was provided at the PPT meetings.	26	57.7%	23.1%	0.0%	80.8%	7.7%	3.8%	7.7%	19.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	25	64.0%	16.0%	0.0%	80.0%	8.0%	4.0%	8.0%	20.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	165	66.7%	16.4%	5.5%	88.5%	3.0%	1.8%	2.4%	7.3%	4.2%

Table is continued on the next page.

Wethersfield 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).	176	89.8%	8.0%	1.7%	99.4%	0.0%	0.0%	0.6%	0.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	157	79.6%	9.6%	4.5%	93.6%	2.5%	1.3%	2.5%	6.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	118	8.5%	4.2%	4.2%	16.9%	2.5%	4.2%	76.3%	83.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	100	42.0%	16.0%	7.0%	65.0%	3.0%	3.0%	8.0%	14.0%	21.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	36	66.7%	19.4%	5.6%	91.7%	2.8%	2.8%	2.8%	8.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	50	40.0%	22.0%	10.0%	72.0%	6.0%	10.0%	12.0%	28.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	38	28.9%	23.7%	10.5%	63.2%	5.3%	5.3%	18.4%	28.9%	7.9%
31. The PPT introduced planning for my child's transition to adulthood.	45	35.6%	24.4%	15.6%	75.6%	4.4%	8.9%	11.1%	24.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	51	58.8%	27.5%	5.9%	92.2%	2.0%	0.0%	5.9%	7.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	47	48.9%	31.9%	14.9%	95.7%	0.0%	0.0%	4.3%	4.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	45	26.7%	22.2%	20.0%	68.9%	8.9%	6.7%	15.6%	31.1%	±

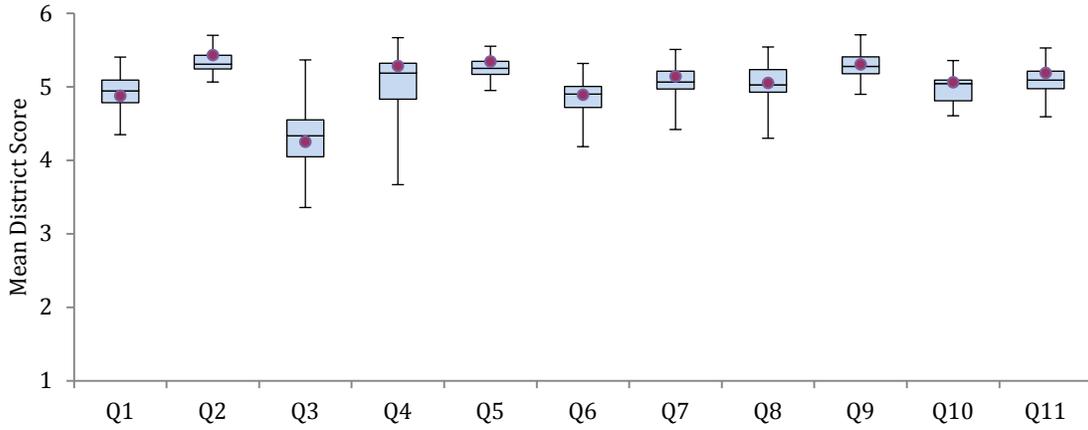
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Wethersfield Survey Response Table (continued)

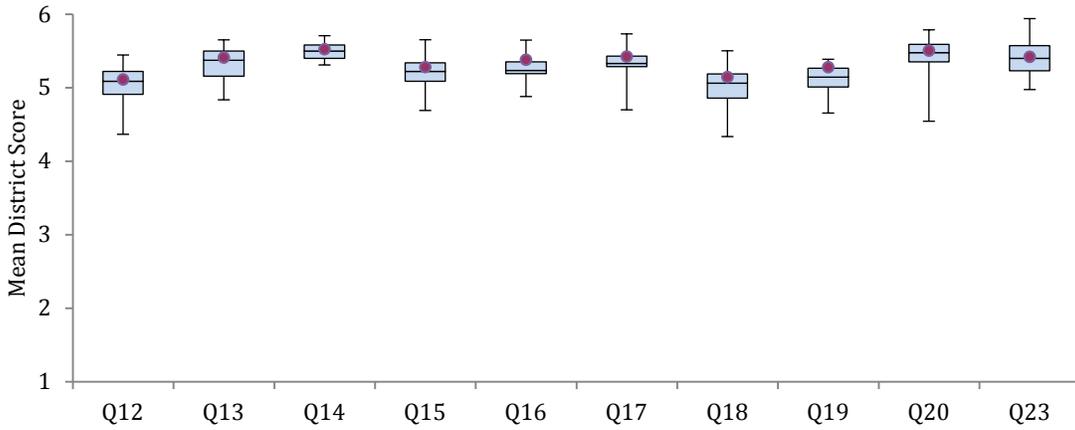
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	115	27.0%	7.0%	7.8%	41.7%	2.6%	5.2%	50.4%	58.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	108	17.6%	7.4%	8.3%	33.3%	3.7%	0.9%	62.0%	66.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	155	11.6%	7.7%	5.2%	24.5%	3.2%	3.2%	25.2%	31.6%	43.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	152	14.5%	9.9%	6.6%	30.9%	2.6%	4.6%	16.4%	23.7%	45.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	172	54.1%	23.8%	11.0%	89.0%	2.9%	4.7%	3.5%	11.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	166	55.4%	22.9%	11.4%	89.8%	2.4%	0.6%	7.2%	10.2%	±

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

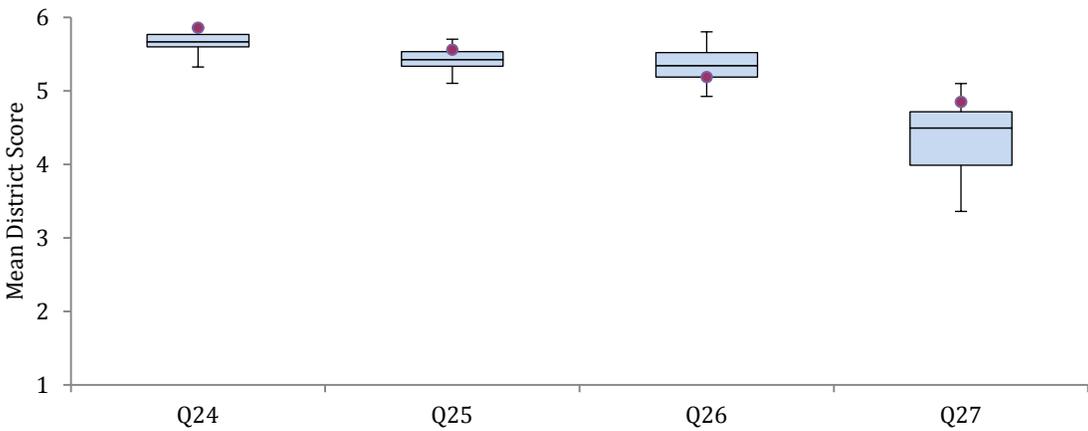
Wethersfield Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



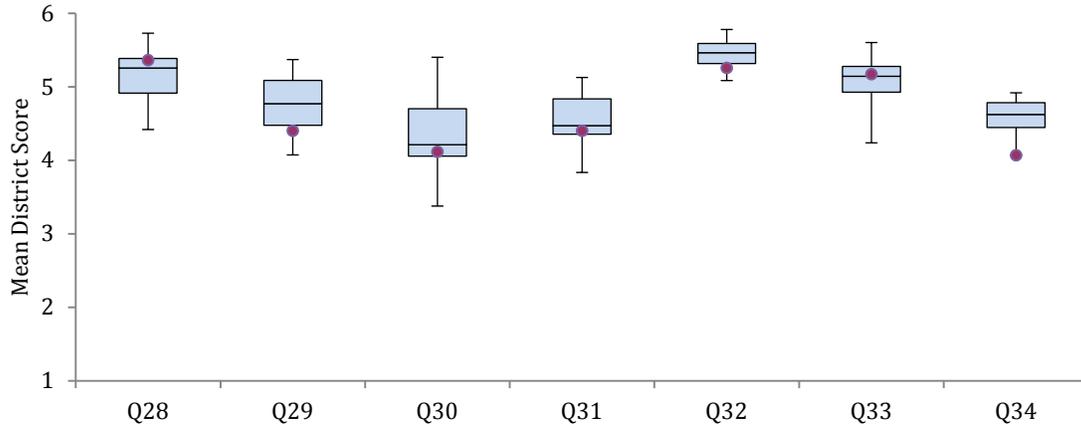
My Child's Participation



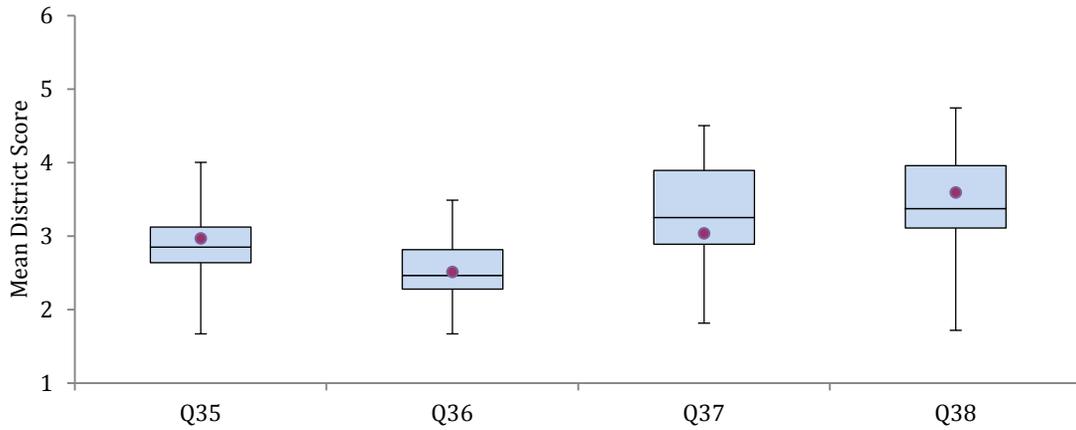
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Wethersfield Box-and-Whisker Charts (continued)

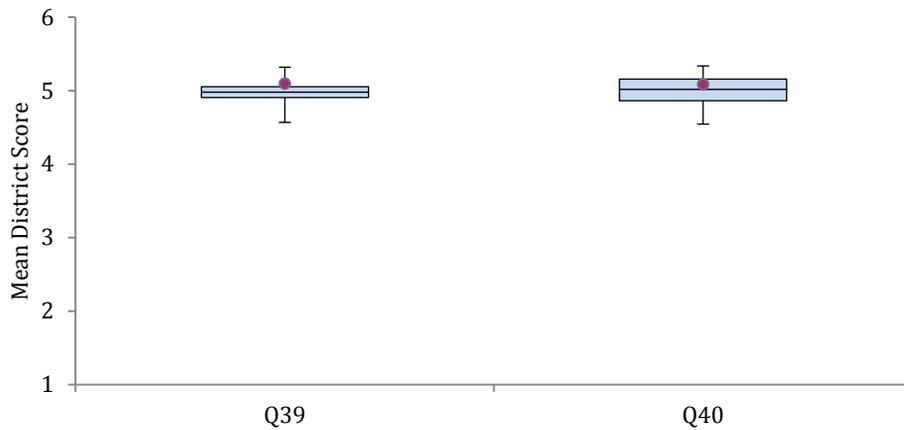
Transition Planning



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).

Willington School District

The 2013-2014 survey was sent to 83 parents of children receiving special education services in the Willington School District. A total of 38 surveys were returned for a response rate of 45.8%, above the overall survey response rate of 26.2% (n=2,761).

Willington 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	47.4%	31.6%	5.3%	84.2%	2.6%	5.3%	7.9%	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	60.5%	21.1%	10.5%	92.1%	2.6%	2.6%	2.6%	7.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	16.7%	0.0%	0.0%	16.7%	33.3%	0.0%	50.0%	83.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	16	0.0%	0.0%	6.3%	6.3%	12.5%	0.0%	81.3%	93.8%	±
5. My child is accepted within the school community.	36	55.6%	27.8%	5.6%	88.9%	5.6%	5.6%	0.0%	11.1%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	37	51.4%	18.9%	13.5%	83.8%	2.7%	5.4%	8.1%	16.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	38	50.0%	23.7%	13.2%	86.8%	0.0%	0.0%	13.2%	13.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	38	47.4%	28.9%	10.5%	86.8%	2.6%	2.6%	7.9%	13.2%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	37	59.5%	27.0%	2.7%	89.2%	0.0%	2.7%	8.1%	10.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	35	42.9%	31.4%	5.7%	80.0%	5.7%	8.6%	2.9%	17.1%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	36	47.2%	27.8%	8.3%	83.3%	8.3%	5.6%	2.8%	16.7%	0.0%

Table is continued on the next page.

Willington 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	54.1%	18.9%	13.5%	86.5%	5.4%	2.7%	5.4%	13.5%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	38	57.9%	21.1%	10.5%	89.5%	0.0%	0.0%	10.5%	10.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	38	63.2%	23.7%	7.9%	94.7%	0.0%	2.6%	2.6%	5.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	37	54.1%	29.7%	5.4%	89.2%	2.7%	2.7%	5.4%	10.8%	±
16. My child's evaluation report is written in terms I understand.	38	50.0%	23.7%	10.5%	84.2%	2.6%	7.9%	5.3%	15.8%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	38	63.2%	15.8%	15.8%	94.7%	0.0%	2.6%	2.6%	5.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	38	47.4%	26.3%	5.3%	78.9%	10.5%	2.6%	7.9%	21.1%	±
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.	37	59.5%	18.9%	5.4%	83.8%	10.8%	0.0%	5.4%	16.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	38	63.2%	21.1%	0.0%	84.2%	7.9%	2.6%	5.3%	15.8%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	33.3%	50.0%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	34	70.6%	20.6%	2.9%	94.1%	0.0%	0.0%	2.9%	2.9%	2.9%

Table is continued on the next page.

Willington 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	86.1%	5.6%	2.8%	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	77.1%	11.4%	0.0%	88.6%	5.7%	0.0%	5.7%	11.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	23	13.0%	4.3%	0.0%	17.4%	4.3%	4.3%	73.9%	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).	19	31.6%	10.5%	5.3%	47.4%	10.5%	5.3%	26.3%	42.1%	10.5%
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.	±±	-	-	-	-	-	-	-	-	±
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.	±±	-	-	-	-	-	-	-	-	±

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Willington Survey Response Table (continued)

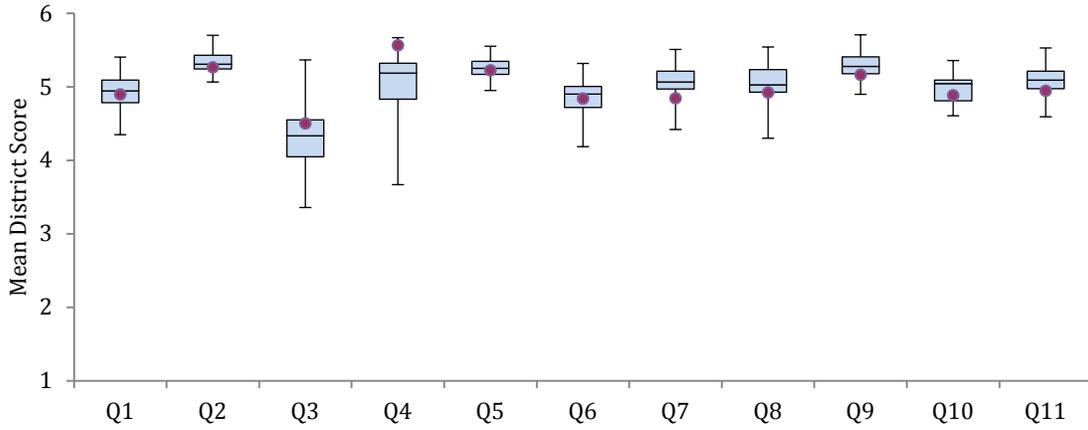
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	25	32.0%	16.0%	12.0%	60.0%	4.0%	4.0%	32.0%	40.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24	16.7%	16.7%	12.5%	45.8%	12.5%	4.2%	37.5%	54.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	31	32.3%	22.6%	6.5%	61.3%	9.7%	3.2%	9.7%	22.6%	16.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	41.9%	12.9%	12.9%	67.7%	9.7%	6.5%	3.2%	19.4%	12.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	37	54.1%	21.6%	13.5%	89.2%	0.0%	0.0%	10.8%	10.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	35	54.3%	22.9%	8.6%	85.7%	0.0%	5.7%	8.6%	14.3%	±

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

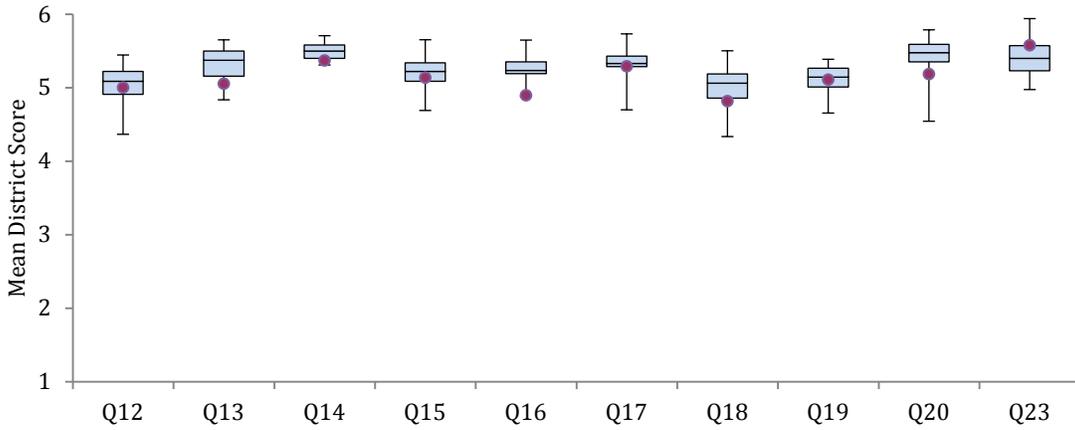
± Not a response option for this survey item.

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

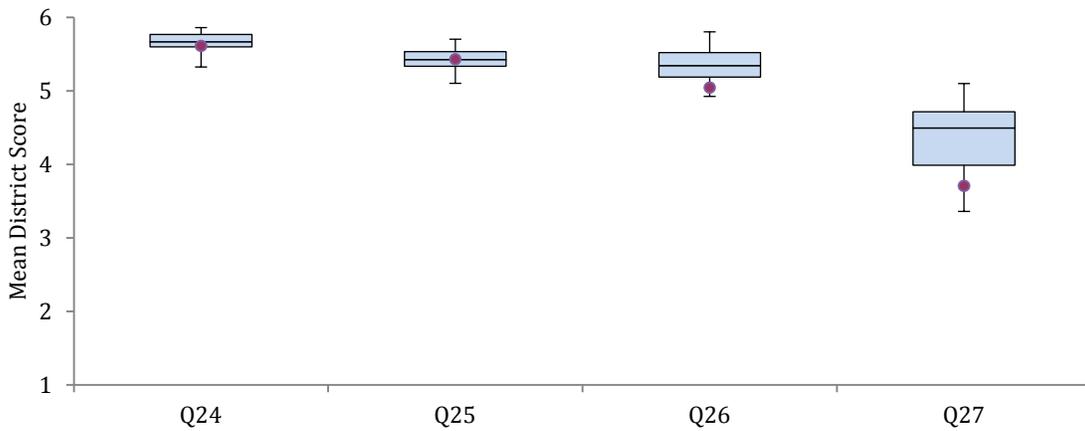
Willington Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



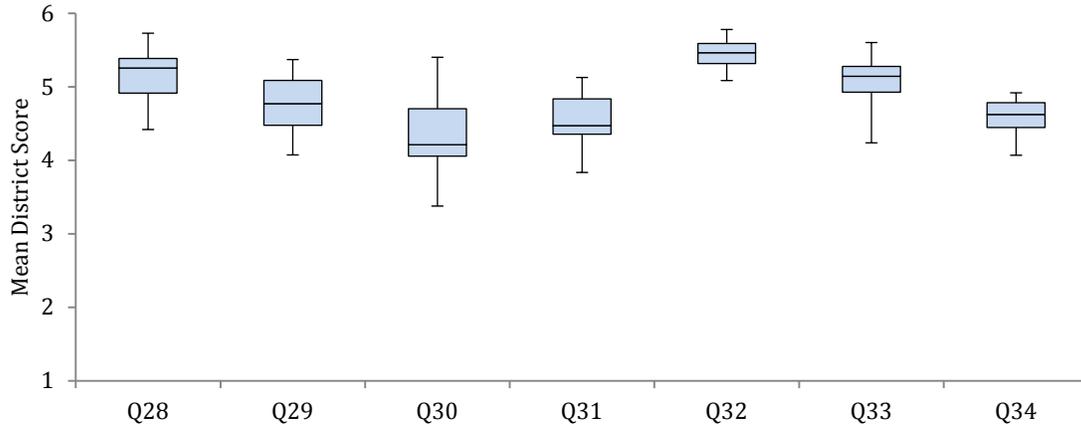
My Child's Participation



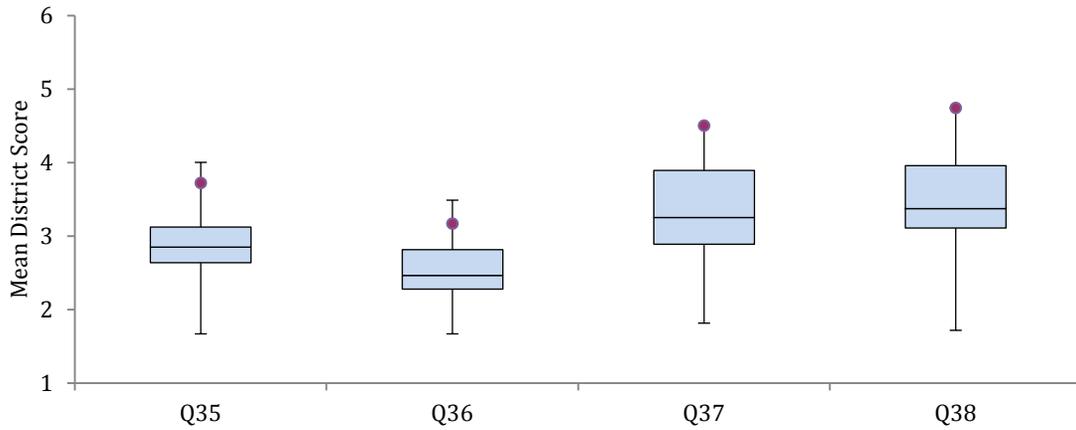
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Willington Box-and-Whisker Charts (continued)

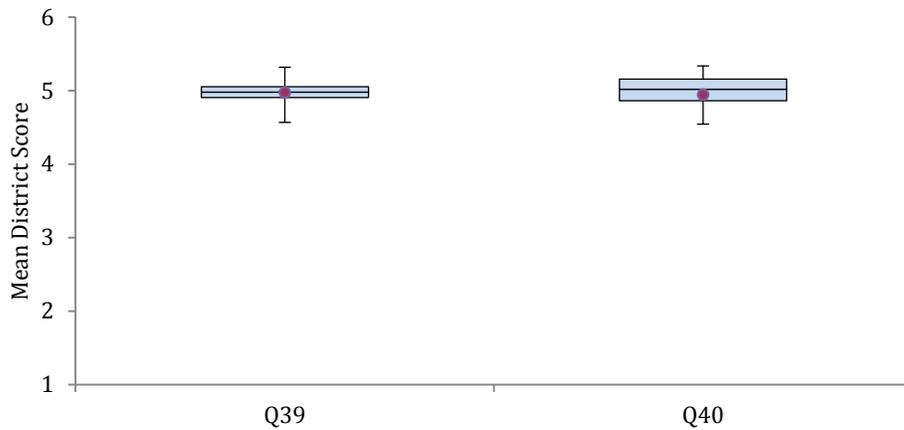
Transition Planning



Parent Training and Support



My Child's Skills



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

Wolcott School District

The 2013-2014 survey was sent to 274 parents of children receiving special education services in the Wolcott School District. A total of 79 surveys were returned for a response rate of 28.8%, above the overall survey response rate of 26.2% (n=2,761).

Wolcott Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	77	58.4%	32.5%	5.2%	96.1%	1.3%	0.0%	2.6%	3.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	78	76.9%	17.9%	2.6%	97.4%	0.0%	0.0%	2.6%	2.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	18	22.2%	11.1%	0.0%	33.3%	5.6%	0.0%	61.1%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	32	15.6%	12.5%	3.1%	31.3%	0.0%	0.0%	68.8%	68.8%	±
5. My child is accepted within the school community.	75	69.3%	17.3%	8.0%	94.7%	2.7%	0.0%	2.7%	5.3%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	77	54.5%	33.8%	5.2%	93.5%	0.0%	2.6%	2.6%	5.2%	1.3%
7. All special education services identified in my child's IEP have been provided.	78	64.1%	25.6%	6.4%	96.2%	1.3%	0.0%	1.3%	2.6%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	77	63.6%	31.2%	1.3%	96.1%	0.0%	1.3%	1.3%	2.6%	1.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	78	78.2%	17.9%	1.3%	97.4%	1.3%	1.3%	0.0%	2.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	76	64.5%	22.4%	5.3%	92.1%	2.6%	2.6%	2.6%	7.9%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	77	64.9%	18.2%	6.5%	89.6%	5.2%	3.9%	0.0%	9.1%	1.3%

Table is continued on the next page.

Wolcott Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	79	62.0%	27.8%	5.1%	94.9%	2.5%	2.5%	0.0%	5.1%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	79	79.7%	10.1%	6.3%	96.2%	0.0%	1.3%	2.5%	3.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	78	79.5%	15.4%	2.6%	97.4%	1.3%	1.3%	0.0%	2.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	79	73.4%	22.8%	1.3%	97.5%	0.0%	0.0%	2.5%	2.5%	±
16. My child's evaluation report is written in terms I understand.	79	69.6%	29.1%	0.0%	98.7%	0.0%	0.0%	1.3%	1.3%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	79	78.5%	13.9%	5.1%	97.5%	1.3%	0.0%	1.3%	2.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	78	61.5%	29.5%	7.7%	98.7%	0.0%	1.3%	0.0%	1.3%	±
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.	78	57.7%	29.5%	9.0%	96.2%	1.3%	2.6%	0.0%	3.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	79	81.0%	17.7%	0.0%	98.7%	1.3%	0.0%	0.0%	1.3%	±
21. If necessary, a translator was provided at the PPT meetings.	9	22.2%	33.3%	11.1%	66.7%	22.2%	0.0%	11.1%	33.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	33.3%	44.4%	0.0%	77.8%	11.1%	0.0%	11.1%	22.2%	±
23. The school district proposed the regular classroom for my child as the first placement option.	65	47.7%	26.2%	4.6%	78.5%	1.5%	1.5%	7.7%	10.8%	10.8%

Table is continued on the next page.

Wolcott 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	82.7%	9.3%	5.3%	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.	72	73.6%	16.7%	4.2%	94.4%	2.8%	0.0%	2.8%	5.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	51	5.9%	5.9%	5.9%	17.6%	2.0%	7.8%	72.5%	82.4%	±
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).	50	44.0%	12.0%	4.0%	60.0%	2.0%	4.0%	12.0%	18.0%	22.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	17	64.7%	11.8%	0.0%	76.5%	0.0%	5.9%	17.6%	23.5%	±
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.	19	52.6%	31.6%	10.5%	94.7%	0.0%	5.3%	0.0%	5.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	14	28.6%	14.3%	28.6%	71.4%	0.0%	7.1%	7.1%	14.3%	14.3%
31. The PPT introduced planning for my child's transition to adulthood.	23	47.8%	17.4%	21.7%	87.0%	4.3%	4.3%	4.3%	13.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	24	75.0%	12.5%	4.2%	91.7%	0.0%	0.0%	8.3%	8.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	25	60.0%	24.0%	12.0%	96.0%	0.0%	0.0%	4.0%	4.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	22	50.0%	22.7%	9.1%	81.8%	4.5%	4.5%	9.1%	18.2%	±

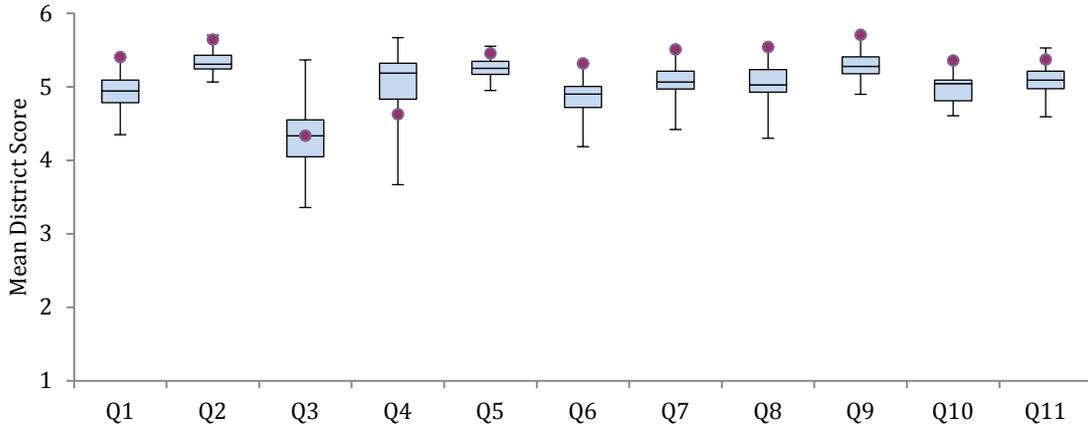
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Wolcott Survey Response Table (continued)

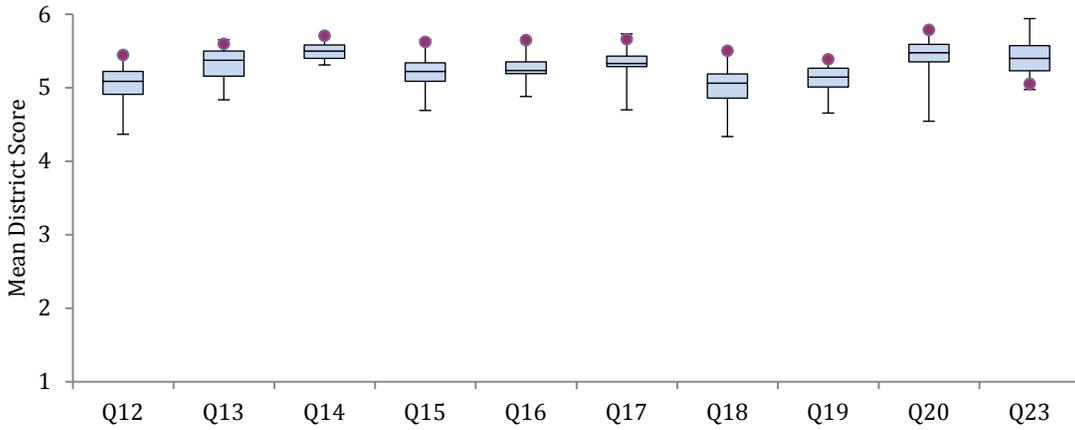
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	39	7.7%	15.4%	12.8%	35.9%	7.7%	2.6%	53.8%	64.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	38	7.9%	7.9%	13.2%	28.9%	7.9%	10.5%	52.6%	71.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	62	12.9%	6.5%	6.5%	25.8%	3.2%	1.6%	22.6%	27.4%	46.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	66	15.2%	7.6%	1.5%	24.2%	1.5%	1.5%	27.3%	30.3%	45.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	71	59.2%	28.2%	4.2%	91.5%	4.2%	0.0%	4.2%	8.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	67	52.2%	29.9%	10.4%	92.5%	0.0%	1.5%	6.0%	7.5%	±

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

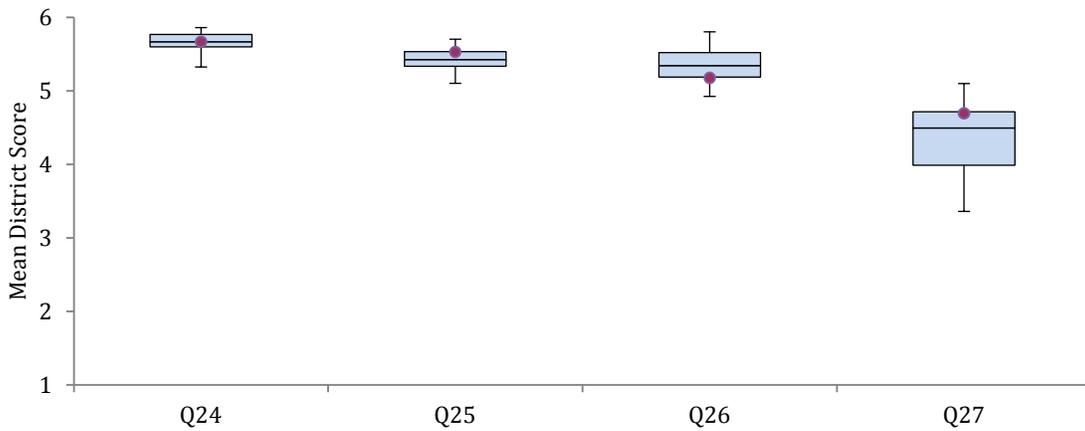
Wolcott Box-and-Whisker Charts
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



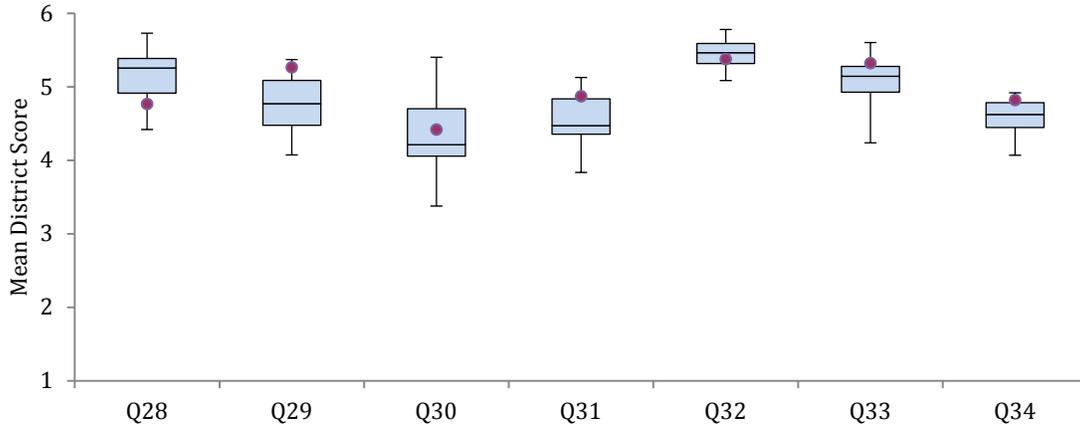
My Child's Participation



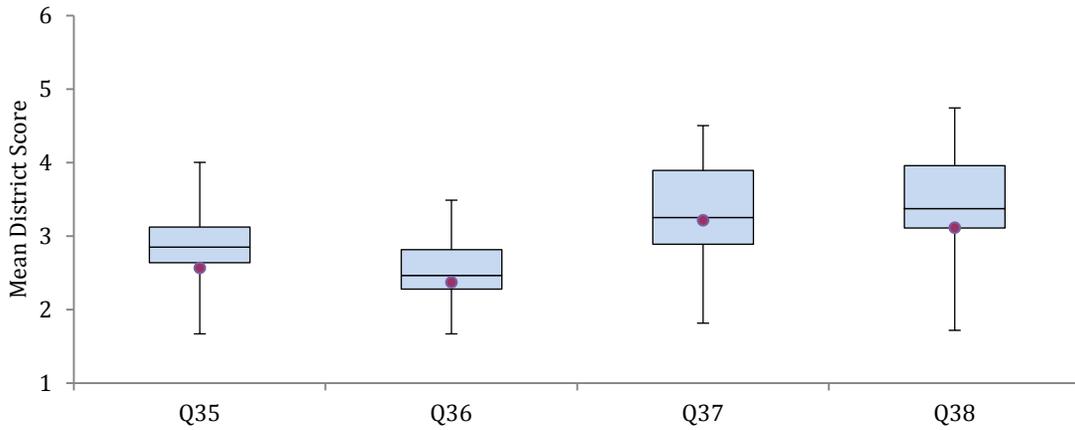
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Wolcott Box-and-Whisker Charts (continued)

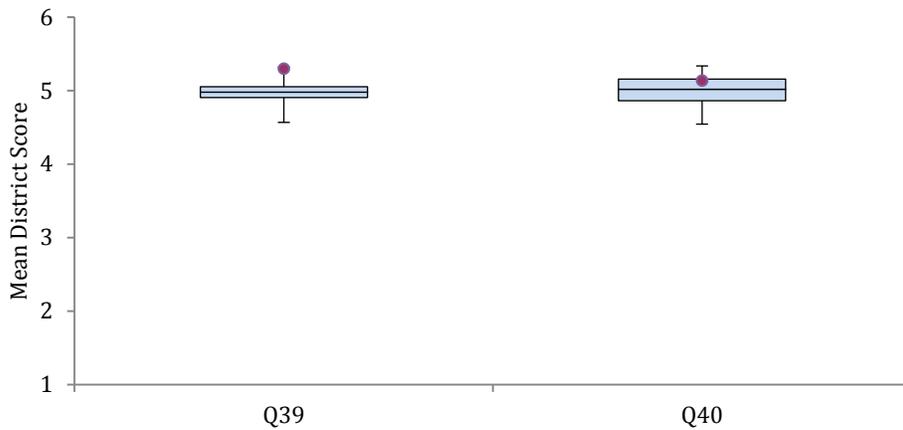
Transition Planning



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).

Woodbridge School District

The 2013-2014 survey was sent to 61 parents of children receiving special education services in the Woodbridge School District. A total of 20 surveys were returned for a response rate of 32.8%, above the overall survey response rate of 26.2% (n=2,761).

Woodbridge Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	20	75.0%	10.0%	5.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	20	85.0%	5.0%	5.0%	95.0%	0.0%	0.0%	5.0%	5.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	9	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	88.9%	88.9%	±
5. My child is accepted within the school community.	20	75.0%	10.0%	10.0%	95.0%	5.0%	0.0%	0.0%	5.0%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	20	60.0%	15.0%	10.0%	85.0%	5.0%	0.0%	10.0%	15.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	20	65.0%	20.0%	0.0%	85.0%	5.0%	0.0%	10.0%	15.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	20	70.0%	15.0%	5.0%	90.0%	5.0%	0.0%	5.0%	10.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	20	70.0%	15.0%	0.0%	85.0%	10.0%	0.0%	5.0%	15.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	65.0%	20.0%	5.0%	90.0%	0.0%	0.0%	10.0%	10.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	20	70.0%	15.0%	5.0%	90.0%	0.0%	5.0%	5.0%	10.0%	0.0%

Table is continued on the next page.

Woodbridge 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.	20	60.0%	25.0%	5.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	20	75.0%	15.0%	5.0%	95.0%	0.0%	5.0%	0.0%	5.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	19	68.4%	21.1%	10.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	20	80.0%	10.0%	5.0%	95.0%	5.0%	0.0%	0.0%	5.0%	±
16. My child's evaluation report is written in terms I understand.	20	60.0%	35.0%	5.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	20	75.0%	10.0%	15.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	20	70.0%	15.0%	5.0%	90.0%	0.0%	10.0%	0.0%	10.0%	±
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.	20	65.0%	10.0%	15.0%	90.0%	0.0%	5.0%	5.0%	10.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	20	80.0%	10.0%	5.0%	95.0%	5.0%	0.0%	0.0%	5.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	17	88.2%	5.9%	0.0%	94.1%	0.0%	0.0%	0.0%	0.0%	5.9%

Table is continued on the next page.

Woodbridge 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).	20	90.0%	5.0%	5.0%	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	90.0%	5.0%	0.0%	95.0%	0.0%	0.0%	5.0%	5.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	13	7.7%	7.7%	7.7%	23.1%	0.0%	7.7%	69.2%	76.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	10	70.0%	10.0%	0.0%	80.0%	0.0%	10.0%	10.0%	20.0%	0.0%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
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.

Woodbridge Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	16	31.3%	31.3%	6.3%	68.8%	0.0%	0.0%	31.3%	31.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	13	0.0%	15.4%	7.7%	23.1%	0.0%	23.1%	53.8%	76.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	15	33.3%	20.0%	0.0%	53.3%	6.7%	13.3%	13.3%	33.3%	13.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	15	20.0%	13.3%	0.0%	33.3%	0.0%	6.7%	20.0%	26.7%	40.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	19	57.9%	31.6%	0.0%	89.5%	5.3%	5.3%	0.0%	10.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	19	57.9%	26.3%	5.3%	89.5%	0.0%	10.5%	0.0%	10.5%	±

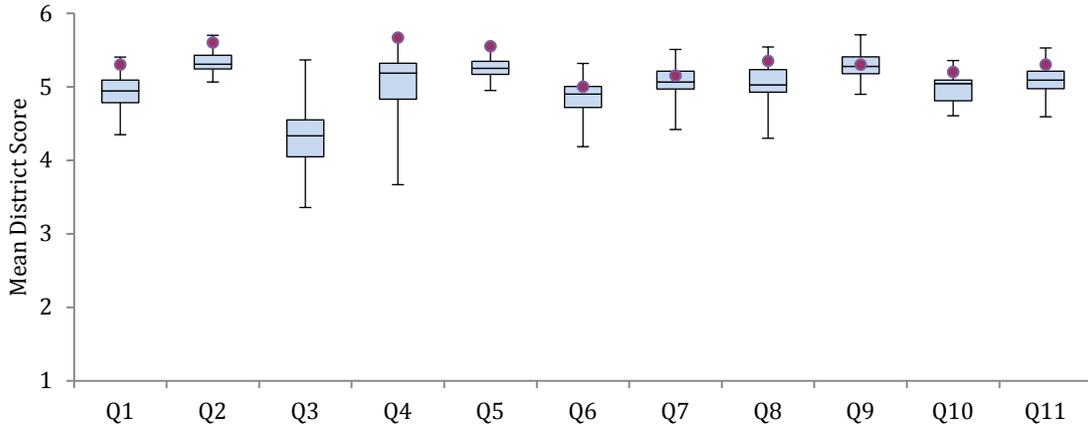
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

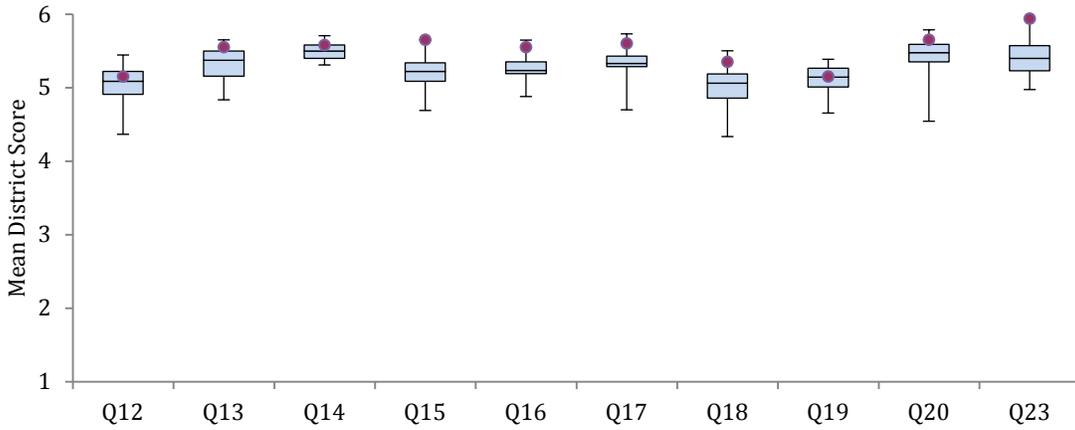
±± Minimum reporting standard not met for this survey item.

Woodbridge Box-and-Whisker Charts

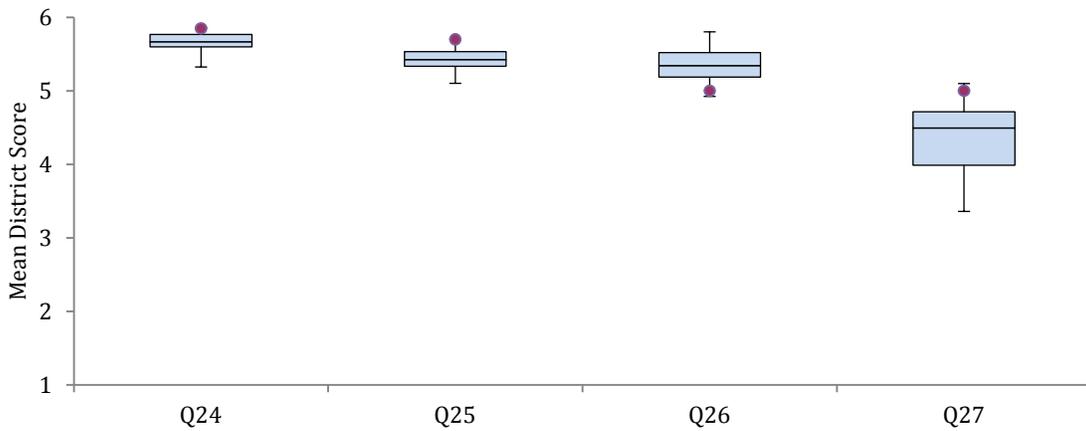
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



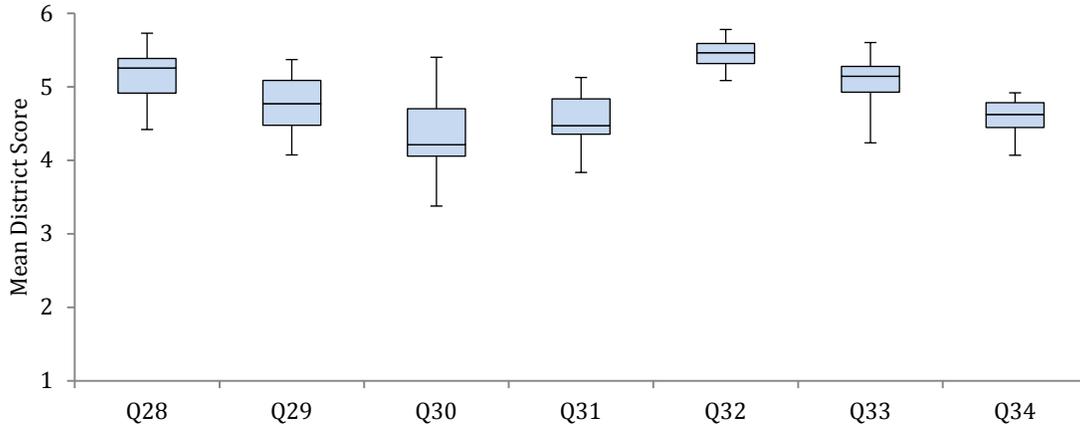
My Child's Participation



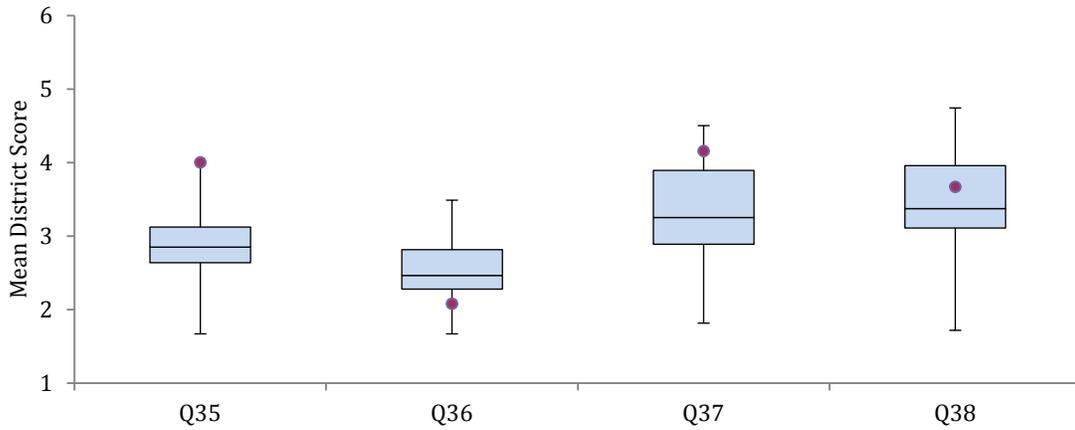
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Woodbridge Box-and-Whisker Charts (continued)

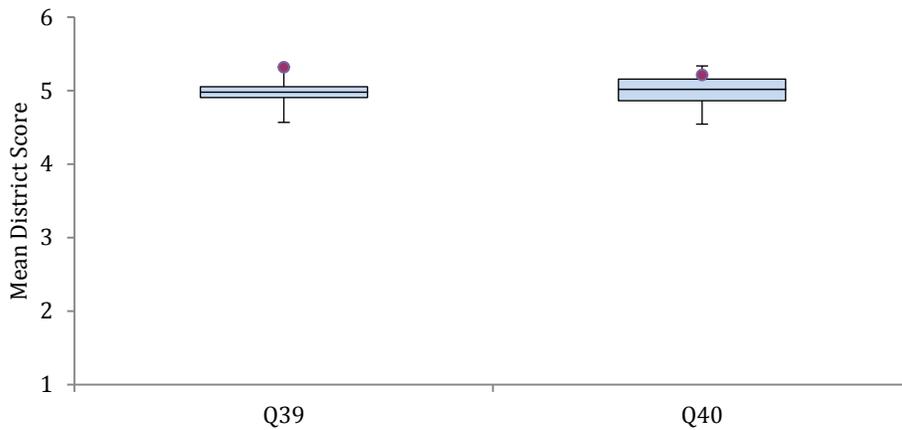
Transition Planning



Parent Training and Support



My Child's Skills



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

Appendix A: Response Rate by District

The 2013-2014 survey was sent to a total of 10,545 parents of children receiving special education services across 31 districts. The overall survey response rate was 26.2% (n=2,761), with the response rate by district ranging from a low of 14.3% in the Chaplin School District to a high of 45.8% in the Willington School District. A total of 243 surveys were returned non-deliverable, representing 2.3% of the total mailing.

Survey Response Rate by District Table

District	Surveys Received		Of Surveys Received			Of Surveys Sent		Non-Deliverable Rate	
			Online	In Spanish	With Comments	Mailed	Also Emailed	Mailed	Emailed
	n	%	%	%	%	n	%	%	%
Willington	38	45.8%	55.3%	0.0%	55.3%	83	90.4%	0.0%	12.0%
Cromwell	74	34.9%	55.4%	0.0%	51.4%	212	83.0%	0.5%	15.3%
Glastonbury	223	34.8%	64.1%	0.9%	52.9%	641	94.7%	1.4%	4.9%
Region 14	65	34.8%	47.7%	0.0%	52.3%	187	86.6%	1.6%	17.3%
Bolton	32	33.3%	65.6%	0.0%	43.8%	96	86.5%	4.2%	18.1%
Woodbridge	20	32.8%	65.0%	0.0%	40.0%	61	73.8%	0.0%	15.6%
Avon	115	31.7%	60.9%	0.0%	49.6%	363	98.3%	1.4%	18.5%
Plainville	117	31.0%	59.8%	2.6%	42.7%	377	86.7%	1.6%	16.2%
Region 17	106	30.8%	44.3%	0.0%	38.7%	344	95.3%	0.9%	19.2%
Wethersfield	186	30.6%	52.2%	0.5%	41.9%	608	78.8%	1.2%	7.3%
Region 12	41	29.7%	39.0%	0.0%	34.1%	138	77.5%	0.7%	16.8%
Fairfield	214	29.6%	59.3%	2.8%	50.0%	724	83.1%	0.8%	11.3%
Wolcott	79	28.8%	44.3%	0.0%	36.7%	274	83.2%	1.5%	11.8%
Newington	181	28.7%	47.5%	1.7%	34.8%	630	72.4%	0.5%	9.2%
New Fairfield	79	28.6%	67.1%	1.3%	57.0%	276	94.9%	0.0%	8.4%
Bethel	93	28.4%	37.6%	1.1%	39.8%	328	49.7%	0.9%	24.5%
Southington	177	26.5%	48.6%	0.0%	46.3%	667	77.2%	1.9%	8.0%
East Haddam	49	26.2%	34.7%	0.0%	38.8%	187	47.6%	0.5%	13.5%
Griswold	66	25.4%	24.2%	0.0%	47.0%	260	71.9%	2.3%	3.2%
Salem	21	25.3%	4.8%	0.0%	23.8%	83	30.1%	1.2%	32.0%
Region 06	34	25.0%	76.5%	0.0%	61.8%	136	84.6%	2.2%	14.8%
Lisbon	24	24.5%	25.0%	0.0%	33.3%	98	56.1%	1.0%	21.8%
Canterbury	16	22.9%	50.0%	0.0%	43.8%	70	57.1%	0.0%	7.5%
Middletown	147	22.4%	39.5%	2.7%	40.1%	655	61.5%	5.5%	18.4%
Ansonia	97	21.7%	45.4%	3.1%	36.1%	448	53.3%	6.3%	21.3%
East Hartford	155	21.4%	32.9%	8.4%	26.5%	725	46.2%	4.0%	23.0%
Region 01	12	20.0%	50.0%	0.0%	41.7%	60	36.7%	1.7%	27.3%
North Haven	67	17.4%	19.4%	0.0%	43.3%	385	0.0%	0.5%	0.0%
Torrington	105	16.3%	18.1%	10.5%	40.0%	645	4.5%	2.6%	3.4%
Meriden	120	15.7%	15.0%	16.7%	24.2%	763	0.0%	6.3%	0.0%
Chaplin	3	14.3%	0.0%	0.0%	0.0%	21	0.0%	9.5%	0.0%
Unknown	5	--	--	80.0%	40.0%	--	--	--	--
Total	2,761	26.2%	46.2%	2.6%	42.3%	10,545	61.7%	2.3%	13.2%

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.	2,730	44.7%	32.3%	10.3%	87.3%	3.2%	4.0%	5.5%	12.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,732	61.7%	23.2%	8.5%	93.3%	2.8%	1.9%	2.0%	6.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	718	19.4%	12.5%	8.1%	40.0%	7.2%	3.5%	49.3%	60.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	1,149	9.1%	5.5%	6.0%	20.5%	3.7%	2.7%	73.0%	79.5%	±
5. My child is accepted within the school community.	2,676	60.2%	23.0%	8.4%	91.7%	3.2%	2.5%	2.6%	8.3%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	2,740	43.4%	31.6%	10.7%	85.7%	3.9%	3.6%	6.2%	13.7%	0.6%
7. All special education services identified in my child's IEP have been provided.	2,734	52.0%	26.7%	9.0%	87.7%	3.7%	3.4%	4.0%	11.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,733	51.2%	25.2%	10.0%	86.5%	3.4%	3.1%	5.2%	11.7%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,695	59.3%	24.3%	7.5%	91.0%	2.6%	2.7%	2.4%	7.8%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	2,564	47.6%	26.2%	11.8%	85.6%	4.1%	3.4%	4.8%	12.2%	2.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	2,601	51.4%	25.3%	10.3%	87.1%	3.8%	3.1%	4.0%	10.9%	2.0%

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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.	2,705	52.5%	24.9%	10.8%	88.2%	4.0%	3.5%	4.2%	11.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	2,736	64.8%	20.4%	6.8%	92.0%	2.3%	2.5%	3.1%	8.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,738	67.1%	22.6%	5.9%	95.6%	1.8%	1.2%	1.3%	4.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,708	57.3%	25.0%	8.9%	91.1%	2.7%	2.5%	3.6%	8.9%	±
16. My child's evaluation report is written in terms I understand.	2,739	56.5%	27.8%	8.3%	92.6%	2.8%	1.8%	2.8%	7.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	2,744	64.9%	20.3%	7.3%	92.5%	2.8%	1.9%	2.8%	7.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	2,712	52.1%	25.6%	10.4%	88.1%	3.7%	3.1%	5.2%	11.9%	±
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.	2,726	55.0%	24.3%	9.7%	88.9%	4.4%	2.8%	3.9%	11.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,721	70.3%	18.1%	4.5%	92.9%	2.6%	1.3%	3.2%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	393	62.1%	19.1%	5.6%	86.8%	3.6%	2.0%	7.6%	13.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	411	57.2%	24.1%	6.1%	87.3%	4.1%	1.5%	7.1%	12.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	2,454	65.3%	16.5%	4.2%	85.9%	1.7%	1.1%	5.1%	7.9%	6.2%

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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).	2,653	82.5%	10.8%	3.4%	96.7%	0.7%	0.8%	1.8%	3.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	2,493	75.1%	11.5%	4.7%	91.3%	2.3%	1.8%	4.6%	8.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,727	5.9%	2.9%	3.9%	12.7%	3.6%	4.9%	78.8%	87.3%	±
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).	1,595	39.9%	15.2%	8.0%	63.1%	4.5%	3.3%	14.0%	21.9%	15.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	489	60.9%	22.7%	7.0%	90.6%	1.6%	2.0%	5.7%	9.4%	±
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.	674	41.1%	26.6%	13.1%	80.7%	4.6%	5.3%	9.3%	19.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	506	30.0%	18.2%	12.8%	61.1%	4.2%	4.0%	16.0%	24.1%	14.8%
31. The PPT introduced planning for my child's transition to adulthood.	692	40.8%	21.7%	15.2%	77.6%	4.8%	6.2%	11.4%	22.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	765	69.3%	18.7%	6.8%	94.8%	1.7%	1.0%	2.5%	5.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	759	54.4%	24.2%	10.8%	89.5%	2.9%	2.4%	5.3%	10.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	695	41.9%	20.9%	15.5%	78.3%	6.3%	4.7%	10.6%	21.7%	±

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.	1,699	22.1%	10.2%	8.4%	40.7%	5.4%	5.1%	48.9%	59.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,643	15.8%	9.6%	8.8%	34.2%	6.1%	6.6%	53.1%	65.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	2,280	15.7%	10.7%	10.2%	36.6%	4.3%	4.6%	21.0%	30.0%	33.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	2,270	18.3%	10.5%	8.6%	37.4%	3.8%	4.1%	18.4%	26.3%	36.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	2,560	49.0%	25.1%	13.6%	87.7%	4.1%	3.0%	5.2%	12.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	2,494	52.2%	23.5%	12.2%	87.9%	3.5%	3.4%	5.2%	12.1%	±

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

± Not a response option for this survey item.