



Connecticut Department of Education
Bureau of Special Education

2008-2009
Connecticut Special Education
Parent Survey

District Report

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Introduction

In spring 2009, the Connecticut State Department of Education (CSDE), Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and parents' involvement in their child's special education program. The 2008-2009 statewide survey represents the fourth year of the six-year sampling protocol for the State Performance Plan (SPP) with an annual survey expected to continue until 2010-2011.

The 2008-2009 CT Special Education Parent Survey Summary Report (expected to be available on the Department website by the end of 2009) will provide a comprehensive summary of findings from the statewide survey. This document is intended to provide supplementary district-level information to that report.

Methods

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

Survey Response Tables

The survey response tables provide a district summary of survey responses organized by the six topic areas established on the survey questionnaire. For each survey item, the number of respondents (n) includes all parents who selected a survey response option other than “not applicable.” Confidentiality edits (indicated by the symbol $\pm \pm$) were applied to all survey items with five or fewer respondents per item. In addition, survey responses from seven districts (Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland) were aggregated into a single survey response table in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district.

Across the 30 districts that received the 2008-2009 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 participants to respond to particular survey statements (most notably on statements regarding translation services and transition planning). As such, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context. (See Appendix A for the survey response rate per district, and Appendix B for the overall distribution of survey responses.)

Box-and-Whisker Charts

The box-and-whisker charts provide a visual snapshot (by survey item) of a district’s mean (average) score relative to the mean score of all other districts participating in the survey. The mean district score represents the average parent response scaled from 1 (strongly disagree) or dissatisfied to 6 (strongly agree) or satisfied¹. The response options “not applicable” and “don’t know” were not included in the calculation of the mean score, as there is no intuitive ordering for these responses.

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

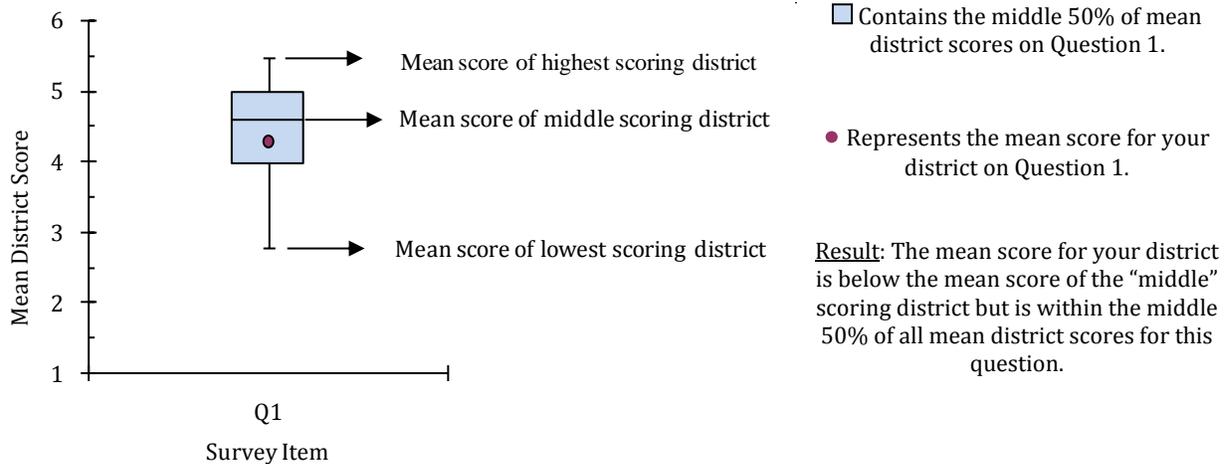
Any district with five or fewer respondents to a particular survey item was not included in the overall mean score for that item. If the round dot (●) representing a district is missing from a box-and-whisker chart, then this confidentiality edit was applied to that district for the respective

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

survey statement. The responses of seven districts (Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland) were aggregated into one box-and-whisker chart in order to meet the CSDE standard for confidential reporting of district-level data.

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

How to Interpret Your Box-and-Whisker Chart



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

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

District Survey Responses

Bethany

The 2008-2009 survey was sent to 81 parents of children receiving special education services in the Bethany school district. A total of 21 surveys were returned for a response rate of 25.9%, above the overall survey response rate of 20.5% (n=1,874).

Bethany 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	61.9%	33.3%	0.0%	95.2%	0.0%	4.8%	0.0%	4.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	21	81.0%	9.5%	0.0%	90.5%	9.5%	0.0%	0.0%	9.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	-
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	8	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	±
5. My child is accepted within the school community.	21	81.0%	14.3%	0.0%	95.2%	4.8%	0.0%	0.0%	4.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	21	52.4%	42.9%	0.0%	95.2%	0.0%	4.8%	0.0%	4.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	21	81.0%	14.3%	0.0%	95.2%	4.8%	0.0%	0.0%	4.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	21	81.0%	4.8%	4.8%	90.5%	4.8%	0.0%	0.0%	4.8%	4.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	20	80.0%	20.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table is continued on the next page.

Bethany Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	19	73.7%	21.1%	0.0%	94.7%	0.0%	5.3%	0.0%	5.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	19	73.7%	10.5%	10.5%	94.7%	5.3%	0.0%	0.0%	5.3%	0.0%
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%	19.0%	9.5%	85.7%	4.8%	4.8%	4.8%	14.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	21	81.0%	14.3%	0.0%	95.2%	4.8%	0.0%	0.0%	4.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	21	85.7%	9.5%	4.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	21	66.7%	23.8%	9.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	21	66.7%	28.6%	0.0%	95.2%	0.0%	0.0%	4.8%	4.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	21	81.0%	4.8%	9.5%	95.2%	0.0%	0.0%	4.8%	4.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	21	76.2%	19.0%	4.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	21	52.4%	28.6%	9.5%	90.5%	4.8%	4.8%	0.0%	9.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	21	95.2%	4.8%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	17	76.5%	11.8%	0.0%	88.2%	0.0%	0.0%	0.0%	0.0%	11.8%

Table is continued on the next page.

Bethany Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	18	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	17	82.4%	17.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	16	6.3%	0.0%	0.0%	6.3%	0.0%	6.3%	87.5%	93.8%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	±±	-	-	-	-	-	-	-	-	-
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	57.1%	28.6%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	-
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	-
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	-
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	-
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	-

Table is continued on the next page.

Bethany Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	14	7.1%	0.0%	0.0%	7.1%	7.1%	7.1%	78.6%	92.9%	±
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%	0.0%	7.7%	7.7%	0.0%	7.7%	84.6%	92.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	17	5.9%	0.0%	5.9%	11.8%	0.0%	17.6%	35.3%	52.9%	35.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	16	6.3%	0.0%	6.3%	12.5%	0.0%	12.5%	37.5%	50.0%	37.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	17	64.7%	29.4%	5.9%	100.0%	0.0%	0.0%	0.0%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	14	64.3%	35.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±

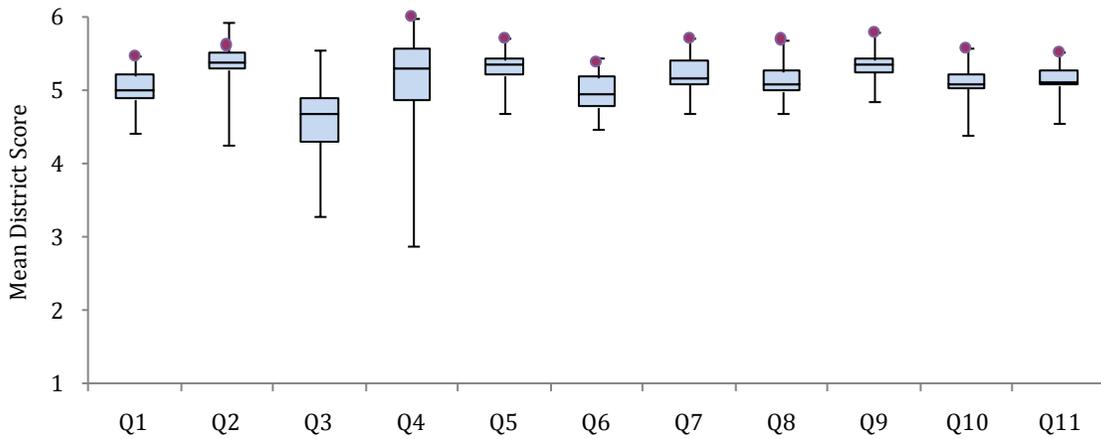
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

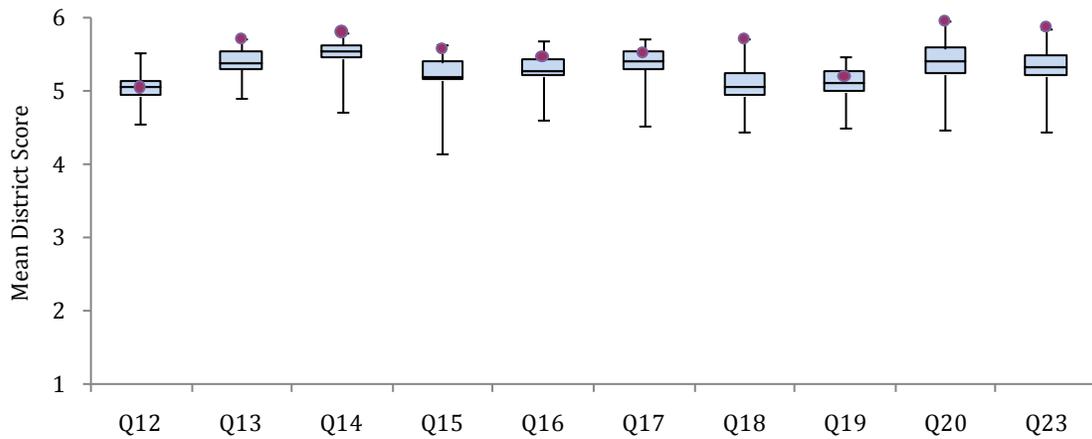
±± Minimum reporting standard not met for this survey item.

Bethany Box-and-Whisker Charts

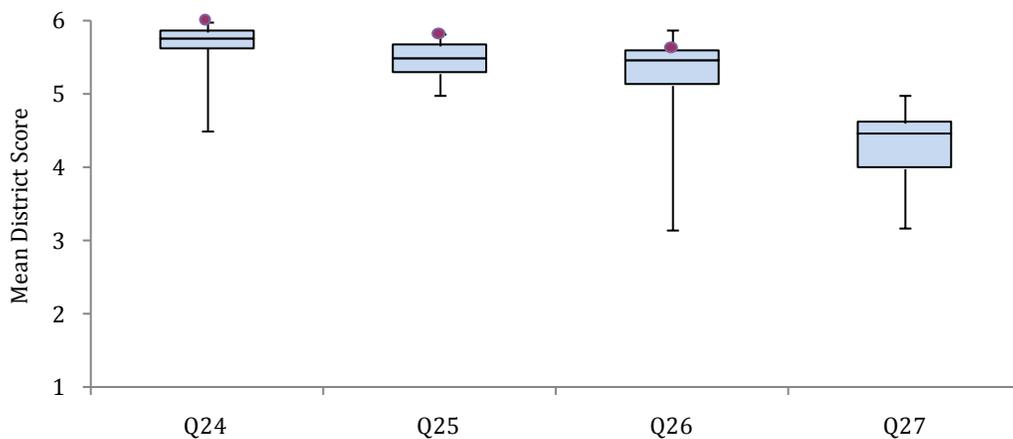
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



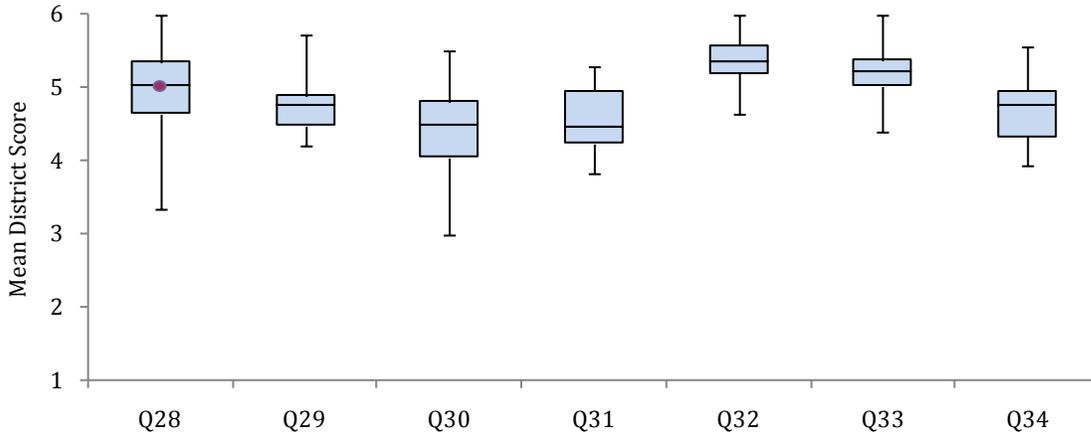
My Child's Participation



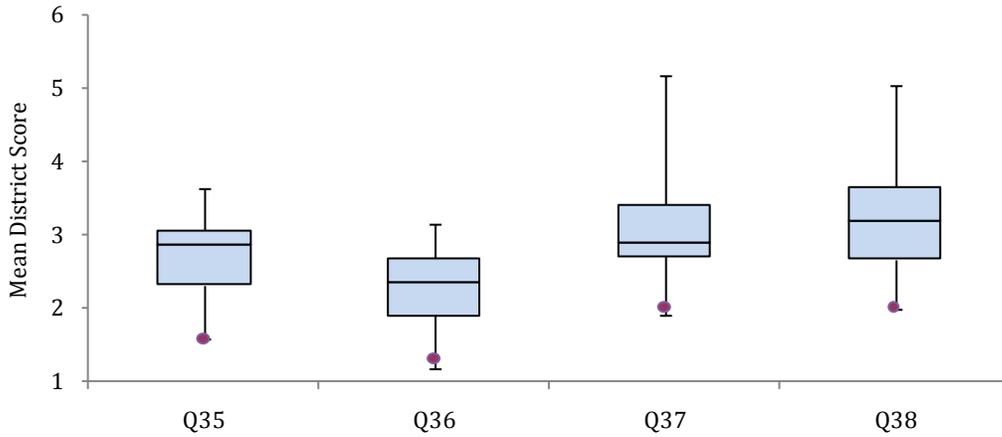
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3 and Q27.

Bethany Box-and-Whisker Charts (cont'd)

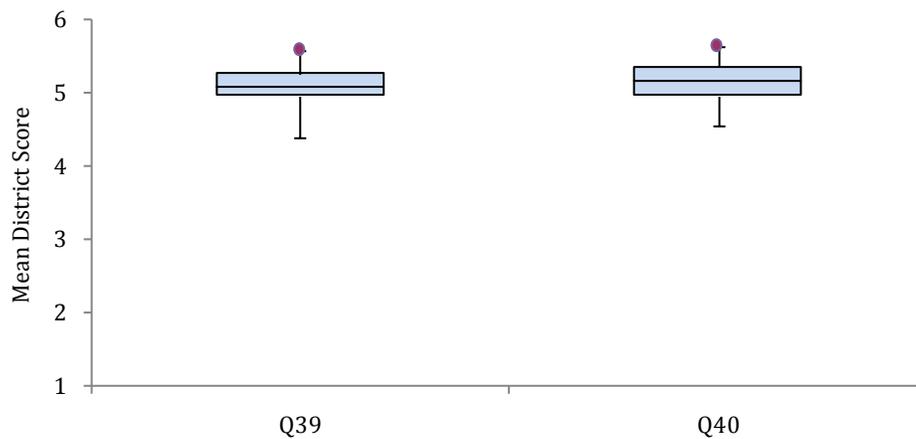
Transition Planning



Parent Training and Support



My Child's Skills



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

Bristol

The 2008-2009 survey was sent to 729 parents of children receiving special education services in the Bristol school district. A total of 141 surveys were returned for a response rate of 19.3%, slightly below the overall survey response rate of 20.5% (n=1,874).

Bristol 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.	139	45.3%	31.7%	9.4%	86.3%	7.2%	1.4%	5.0%	13.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	140	62.1%	26.4%	6.4%	95.0%	1.4%	1.4%	2.1%	5.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	26	15.4%	0.0%	7.7%	23.1%	15.4%	0.0%	61.5%	76.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	51	11.8%	2.0%	7.8%	21.6%	5.9%	3.9%	68.6%	78.4%	±
5. My child is accepted within the school community.	141	53.9%	26.2%	9.2%	89.4%	8.5%	1.4%	0.7%	10.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	140	40.7%	30.0%	7.9%	78.6%	7.9%	7.1%	5.0%	20.0%	1.4%
7. All special education services identified in my child's IEP have been provided.	141	50.4%	27.0%	6.4%	83.7%	3.5%	6.4%	2.1%	12.1%	4.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	141	47.5%	27.0%	7.8%	82.3%	5.7%	6.4%	3.5%	15.6%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	137	56.2%	24.8%	6.6%	87.6%	5.1%	2.9%	2.9%	10.9%	1.5%

Table is continued on the next page.

Bristol Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	133	45.9%	32.3%	9.8%	88.0%	3.8%	3.8%	2.3%	9.8%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	132	51.5%	25.8%	8.3%	85.6%	4.5%	3.0%	3.8%	11.4%	3.0%
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.	140	54.3%	21.4%	13.6%	89.3%	3.6%	2.1%	5.0%	10.7%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	139	69.1%	15.1%	10.8%	95.0%	1.4%	1.4%	2.2%	5.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	138	68.1%	23.2%	8.0%	99.3%	0.7%	0.0%	0.0%	0.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	139	54.7%	25.9%	10.8%	91.4%	4.3%	2.2%	2.2%	8.6%	±
16. My child's evaluation report is written in terms I understand.	139	51.8%	30.9%	10.1%	92.8%	4.3%	0.7%	2.2%	7.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	139	61.2%	22.3%	7.9%	91.4%	5.0%	2.2%	1.4%	8.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	136	44.9%	33.1%	12.5%	90.4%	2.9%	2.2%	4.4%	9.6%	±
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.	136	52.2%	27.9%	10.3%	90.4%	4.4%	2.9%	2.2%	9.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	138	72.5%	16.7%	2.9%	92.0%	0.7%	4.3%	2.9%	8.0%	±
21. If necessary, a translator was provided at the PPT meetings.	11	54.5%	18.2%	9.1%	81.8%	0.0%	0.0%	18.2%	18.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	19	57.9%	10.5%	21.1%	89.5%	5.3%	0.0%	5.3%	10.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	127	55.9%	21.3%	3.9%	81.1%	3.9%	3.1%	5.5%	12.6%	6.3%

Table is continued on the next page.

Bristol Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	136	79.4%	13.2%	5.1%	97.8%	0.0%	0.7%	1.5%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	128	72.7%	10.9%	5.5%	89.1%	4.7%	2.3%	3.9%	10.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	81	7.4%	1.2%	1.2%	9.9%	7.4%	6.2%	76.5%	90.1%	±
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).	74	31.1%	17.6%	5.4%	54.1%	4.1%	2.7%	12.2%	18.9%	27.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	10	60.0%	20.0%	10.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	48	39.6%	29.2%	12.5%	81.3%	4.2%	2.1%	12.5%	18.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	35	22.9%	25.7%	8.6%	57.1%	2.9%	0.0%	11.4%	14.3%	28.6%
31. The PPT introduced planning for my child's transition to adulthood.	44	40.9%	29.5%	22.7%	93.2%	0.0%	2.3%	4.5%	6.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	53	77.4%	15.1%	3.8%	96.2%	0.0%	0.0%	3.8%	3.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	52	55.8%	28.8%	0.0%	84.6%	9.6%	3.8%	1.9%	15.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	46	47.8%	21.7%	10.9%	80.4%	10.9%	0.0%	8.7%	19.6%	±

Table is continued on the next page.

Bristol Survey Response Table (con't)

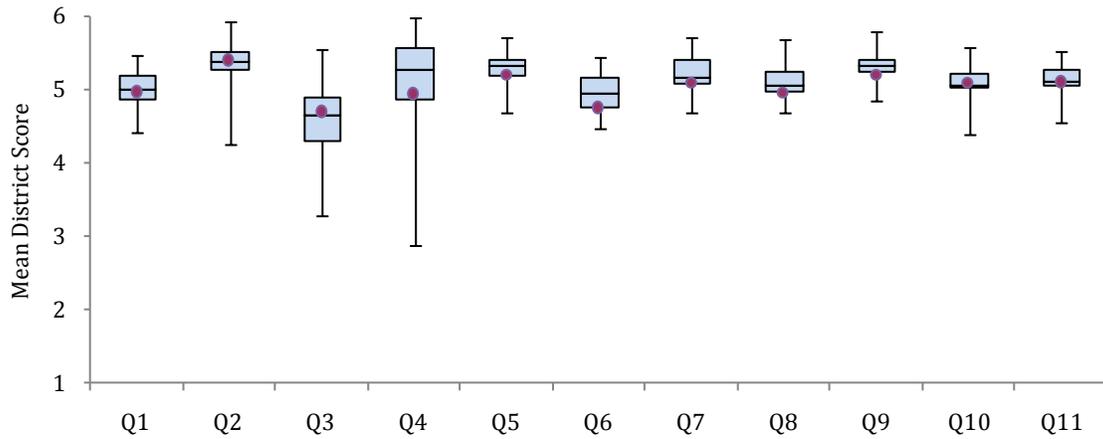
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	84	19.0%	4.8%	6.0%	29.8%	8.3%	8.3%	53.6%	70.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	78	11.5%	5.1%	7.7%	24.4%	14.1%	5.1%	56.4%	75.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	105	11.4%	4.8%	7.6%	23.8%	1.9%	4.8%	23.8%	30.5%	45.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	105	16.2%	5.7%	3.8%	25.7%	2.9%	3.8%	15.2%	21.9%	52.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	129	48.8%	22.5%	15.5%	86.8%	1.6%	7.8%	3.9%	13.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	127	53.5%	18.1%	13.4%	85.0%	5.5%	4.7%	4.7%	15.0%	±

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

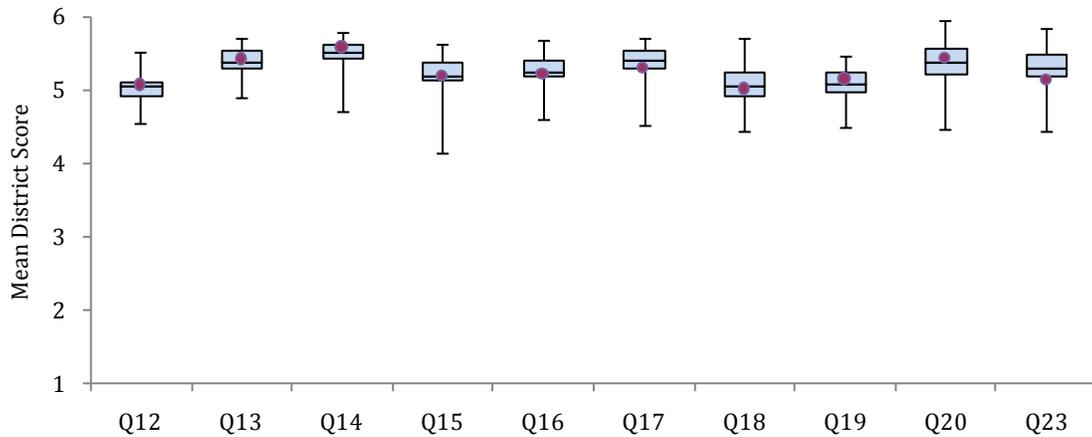
± Not a response option for this survey item.

Bristol Box-and-Whisker Charts

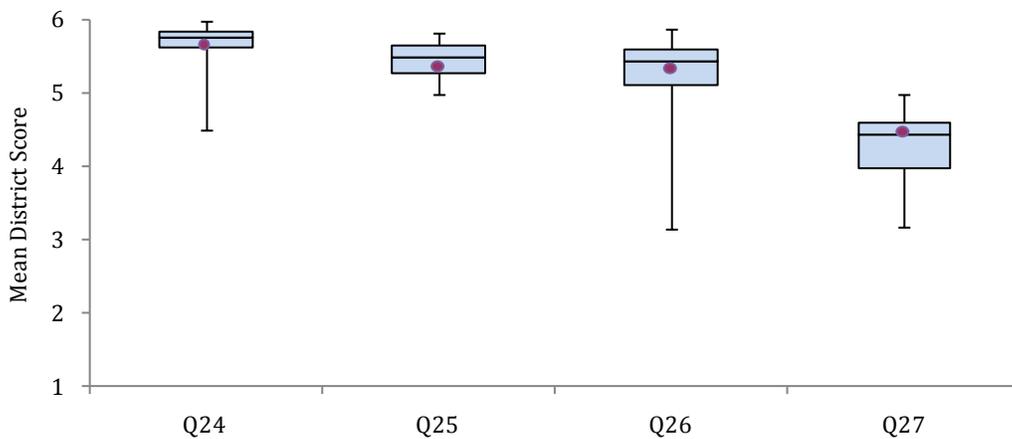
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



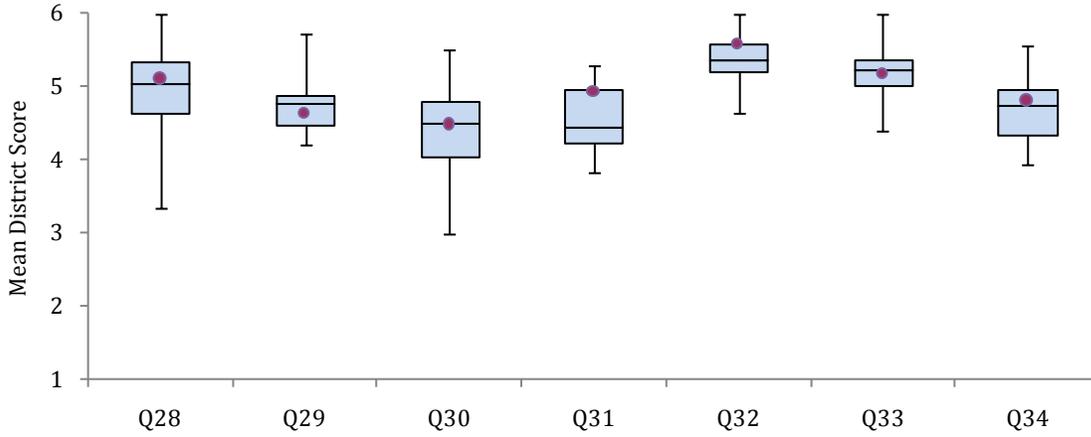
My Child's Participation



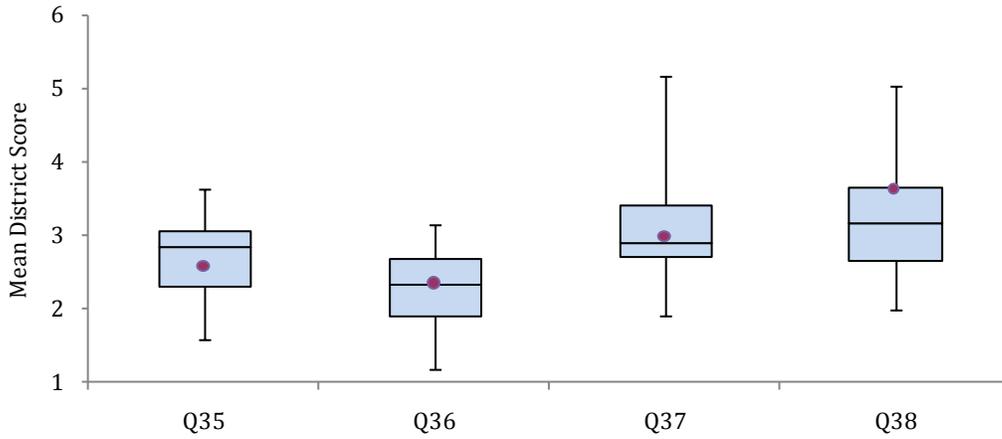
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Bristol Box-and-Whisker Charts (con't)

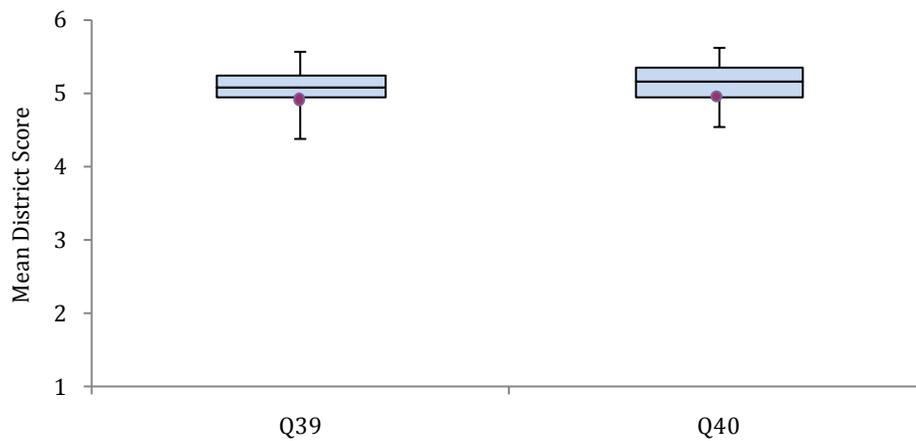
Transition Planning



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).

Coventry

The 2008-2009 survey was sent to 236 parents of children receiving special education services in the Coventry school district. A total of 44 surveys were returned for a response rate of 18.6%, slightly below the overall survey response rate of 20.5% (n=1,874).

Coventry 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.	44	34.1%	34.1%	11.4%	79.5%	4.5%	6.8%	9.1%	20.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	44	47.7%	25.0%	15.9%	88.6%	4.5%	4.5%	2.3%	11.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	36.4%	0.0%	9.1%	45.5%	0.0%	0.0%	54.5%	54.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	11.8%	0.0%	17.6%	29.4%	0.0%	0.0%	70.6%	70.6%	±
5. My child is accepted within the school community.	42	50.0%	28.6%	16.7%	95.2%	2.4%	2.4%	0.0%	4.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	43	34.9%	34.9%	11.6%	81.4%	4.7%	4.7%	9.3%	18.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	42	40.5%	35.7%	14.3%	90.5%	4.8%	0.0%	0.0%	4.8%	4.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	44	43.2%	27.3%	11.4%	81.8%	6.8%	4.5%	4.5%	15.9%	2.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	43	48.8%	23.3%	16.3%	88.4%	7.0%	2.3%	0.0%	9.3%	2.3%

Table is continued on the next page.

Coventry Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	40	27.5%	30.0%	27.5%	85.0%	5.0%	5.0%	0.0%	10.0%	5.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	40	32.5%	27.5%	20.0%	80.0%	12.5%	2.5%	0.0%	15.0%	5.0%
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	42.5%	12.5%	17.5%	72.5%	17.5%	5.0%	5.0%	27.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	42	47.6%	26.2%	19.0%	92.9%	2.4%	4.8%	0.0%	7.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	43	60.5%	32.6%	4.7%	97.7%	0.0%	2.3%	0.0%	2.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	46.3%	24.4%	19.5%	90.2%	4.9%	4.9%	0.0%	9.8%	±
16. My child's evaluation report is written in terms I understand.	43	53.5%	32.6%	4.7%	90.7%	4.7%	0.0%	4.7%	9.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	42	64.3%	19.0%	7.1%	90.5%	2.4%	4.8%	2.4%	9.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	41.5%	24.4%	14.6%	80.5%	12.2%	2.4%	4.9%	19.5%	±
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.	42	35.7%	23.8%	31.0%	90.5%	9.5%	0.0%	0.0%	9.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	42	54.8%	26.2%	4.8%	85.7%	9.5%	2.4%	2.4%	14.3%	±
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.	37	62.2%	16.2%	5.4%	83.8%	0.0%	0.0%	8.1%	8.1%	8.1%

Table is continued on the next page.

Coventry Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	41	80.5%	2.4%	7.3%	90.2%	0.0%	2.4%	7.3%	9.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	38	68.4%	10.5%	7.9%	86.8%	2.6%	0.0%	10.5%	13.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	27	14.8%	3.7%	0.0%	18.5%	3.7%	0.0%	77.8%	81.5%	±
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).	24	25.0%	20.8%	8.3%	54.2%	4.2%	12.5%	16.7%	33.3%	12.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	7	42.9%	0.0%	28.6%	71.4%	14.3%	14.3%	0.0%	28.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	16	31.3%	31.3%	18.8%	81.3%	0.0%	6.3%	12.5%	18.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	12	50.0%	8.3%	25.0%	83.3%	0.0%	0.0%	8.3%	8.3%	8.3%
31. The PPT introduced planning for my child's transition to adulthood.	15	40.0%	26.7%	20.0%	86.7%	0.0%	0.0%	13.3%	13.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	16	81.3%	6.3%	6.3%	93.8%	0.0%	0.0%	6.3%	6.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	52.9%	29.4%	11.8%	94.1%	5.9%	0.0%	0.0%	5.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	14	42.9%	14.3%	28.6%	85.7%	0.0%	0.0%	14.3%	14.3%	±

Table is continued on the next page.

Coventry Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	23	34.8%	0.0%	13.0%	47.8%	4.3%	4.3%	43.5%	52.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	17	5.9%	5.9%	11.8%	23.5%	5.9%	11.8%	58.8%	76.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	32	6.3%	9.4%	12.5%	28.1%	9.4%	6.3%	28.1%	43.8%	28.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	34	5.9%	11.8%	2.9%	20.6%	8.8%	2.9%	26.5%	38.2%	41.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	38	39.5%	18.4%	18.4%	76.3%	0.0%	13.2%	10.5%	23.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	37	45.9%	24.3%	16.2%	86.5%	2.7%	5.4%	5.4%	13.5%	±

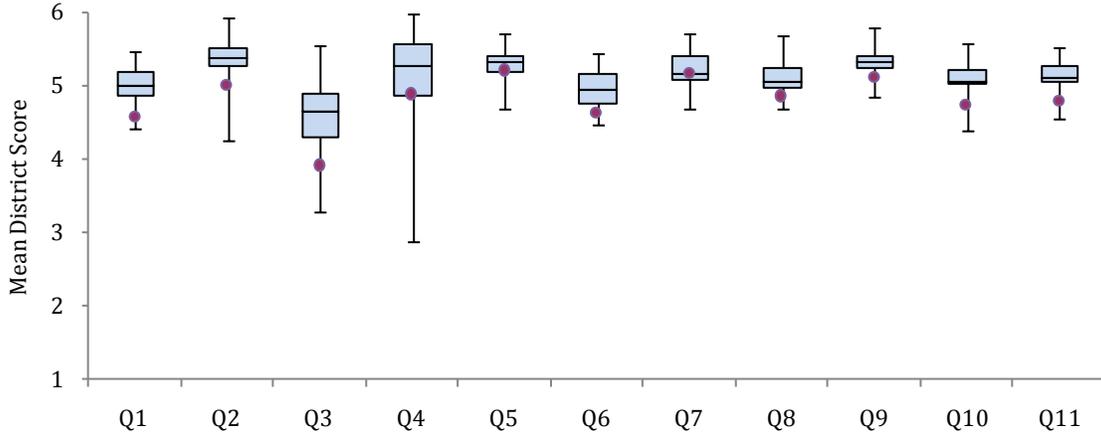
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

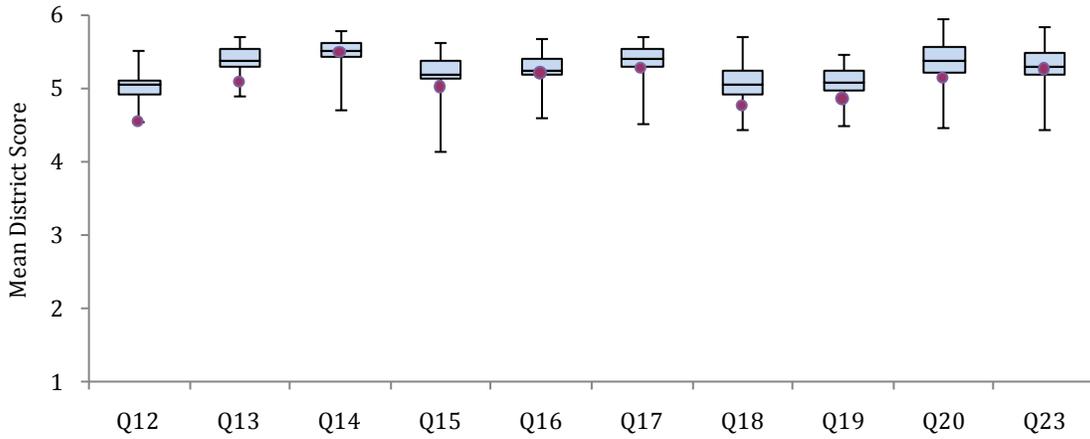
±± Minimum reporting standard not met for this survey item.

Coventry Box-and-Whisker Charts

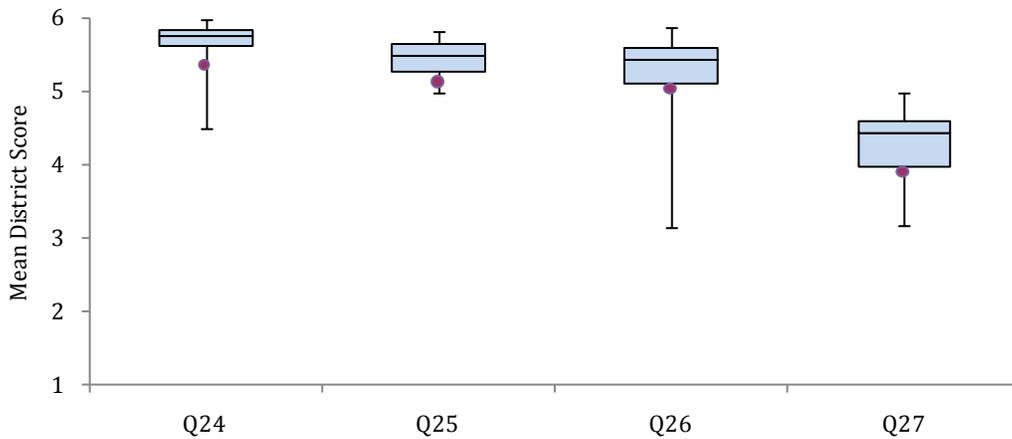
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



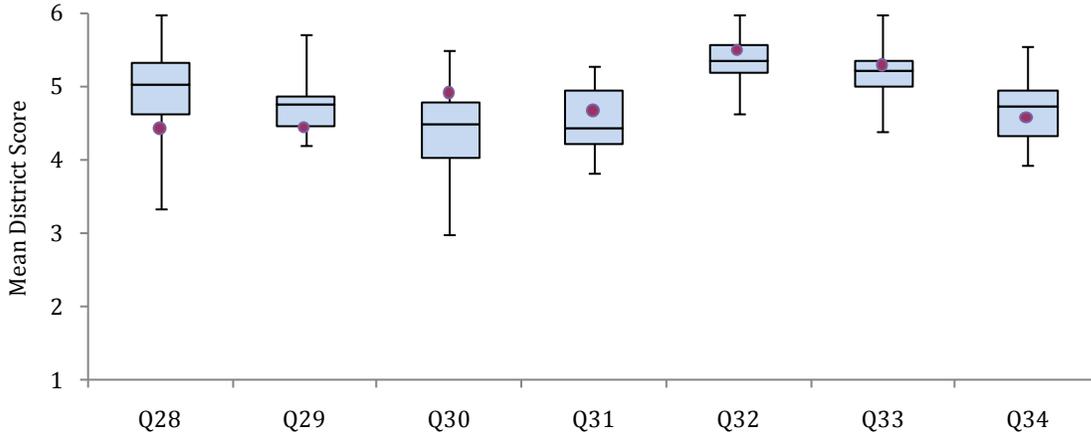
My Child's Participation



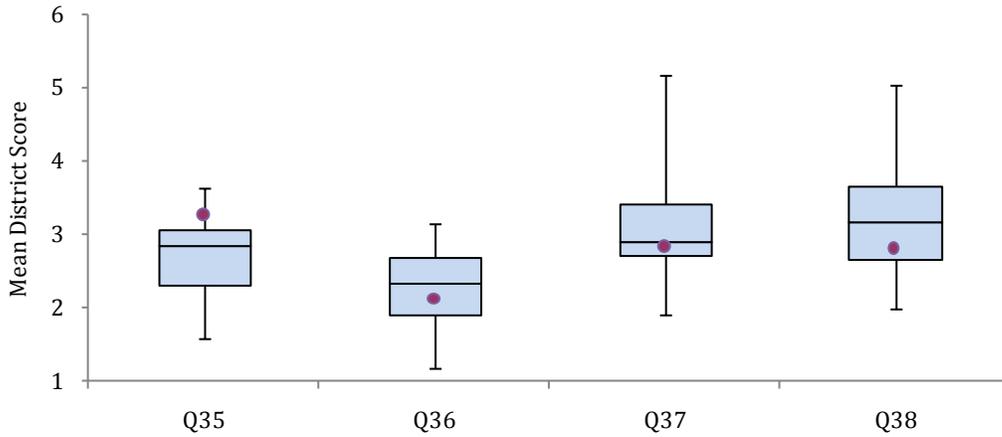
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Coventry Box-and-Whisker Charts (con't)

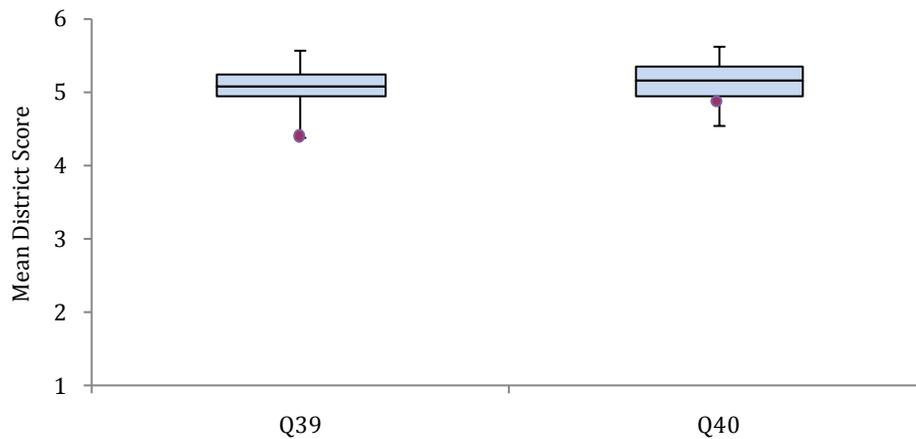
Transition Planning



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).

Ellington

The 2008-2009 survey was sent to 290 parents of children receiving special education services in the Ellington school district. A total of 69 surveys were returned for a response rate of 23.8%, slightly above the overall survey response rate of 20.5% (n=1,874).

Ellington 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	54.5%	25.8%	12.1%	92.4%	1.5%	3.0%	3.0%	7.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	69	78.3%	11.6%	8.7%	98.6%	0.0%	0.0%	1.4%	1.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	75.0%	75.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	24	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	91.7%	91.7%	±
5. My child is accepted within the school community.	68	61.8%	27.9%	4.4%	94.1%	4.4%	0.0%	1.5%	5.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	68	57.4%	25.0%	11.8%	94.1%	2.9%	1.5%	1.5%	5.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	68	61.8%	25.0%	5.9%	92.6%	2.9%	2.9%	0.0%	5.9%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	69	62.3%	17.4%	11.6%	91.3%	1.4%	2.9%	2.9%	7.2%	1.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	69	73.9%	13.0%	11.6%	98.6%	0.0%	0.0%	1.4%	1.4%	0.0%

Table is continued on the next page.

Ellington Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	66	65.2%	19.7%	6.1%	90.9%	4.5%	0.0%	3.0%	7.6%	1.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	67	62.7%	22.4%	7.5%	92.5%	4.5%	1.5%	1.5%	7.5%	0.0%
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.	69	59.4%	20.3%	14.5%	94.2%	1.4%	2.9%	1.4%	5.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	69	71.0%	17.4%	8.7%	97.1%	1.4%	1.4%	0.0%	2.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	69	71.0%	21.7%	5.8%	98.6%	1.4%	0.0%	0.0%	1.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	68	66.2%	19.1%	11.8%	97.1%	2.9%	0.0%	0.0%	2.9%	±
16. My child's evaluation report is written in terms I understand.	69	60.9%	26.1%	11.6%	98.6%	1.4%	0.0%	0.0%	1.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	69	76.8%	13.0%	4.3%	94.2%	4.3%	1.4%	0.0%	5.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	66	59.1%	33.3%	4.5%	97.0%	3.0%	0.0%	0.0%	3.0%	±
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.	68	64.7%	20.6%	10.3%	95.6%	2.9%	1.5%	0.0%	4.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	67	74.6%	17.9%	3.0%	95.5%	3.0%	0.0%	1.5%	4.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	58	69.0%	6.9%	6.9%	82.8%	1.7%	1.7%	10.3%	13.8%	3.4%

Table is continued on the next page.

Ellington Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	68	95.6%	0.0%	1.5%	97.1%	2.9%	0.0%	0.0%	2.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	64	89.1%	1.6%	3.1%	93.8%	3.1%	0.0%	3.1%	6.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	43	2.3%	2.3%	0.0%	4.7%	2.3%	2.3%	90.7%	95.3%	±
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).	31	48.4%	12.9%	0.0%	61.3%	6.5%	3.2%	16.1%	25.8%	12.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	16	81.3%	18.8%	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.	15	53.3%	13.3%	13.3%	80.0%	6.7%	6.7%	6.7%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	12	50.0%	8.3%	8.3%	66.7%	16.7%	8.3%	8.3%	33.3%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	14	57.1%	21.4%	14.3%	92.9%	7.1%	0.0%	0.0%	7.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	15	73.3%	13.3%	6.7%	93.3%	0.0%	6.7%	0.0%	6.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	14	64.3%	35.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	13	61.5%	15.4%	7.7%	84.6%	7.7%	7.7%	0.0%	15.4%	±

Table is continued on the next page.

Ellington Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	38	10.5%	2.6%	2.6%	15.8%	0.0%	10.5%	73.7%	84.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	36	11.1%	2.8%	0.0%	13.9%	0.0%	2.8%	83.3%	86.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	53	5.7%	1.9%	5.7%	13.2%	3.8%	3.8%	39.6%	47.2%	39.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	54	13.0%	5.6%	1.9%	20.4%	3.7%	1.9%	35.2%	40.7%	38.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	62	62.9%	22.6%	9.7%	95.2%	1.6%	0.0%	3.2%	4.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	58	69.0%	15.5%	12.1%	96.6%	1.7%	1.7%	0.0%	3.4%	±

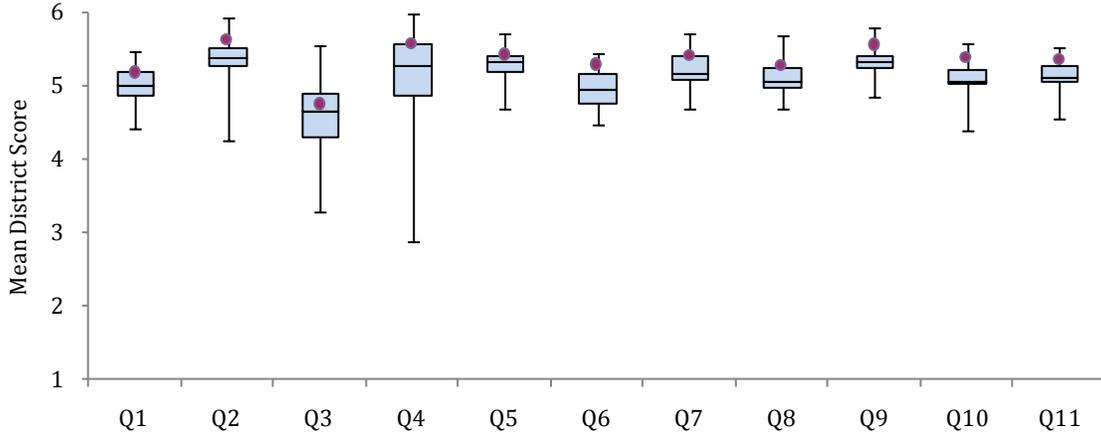
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

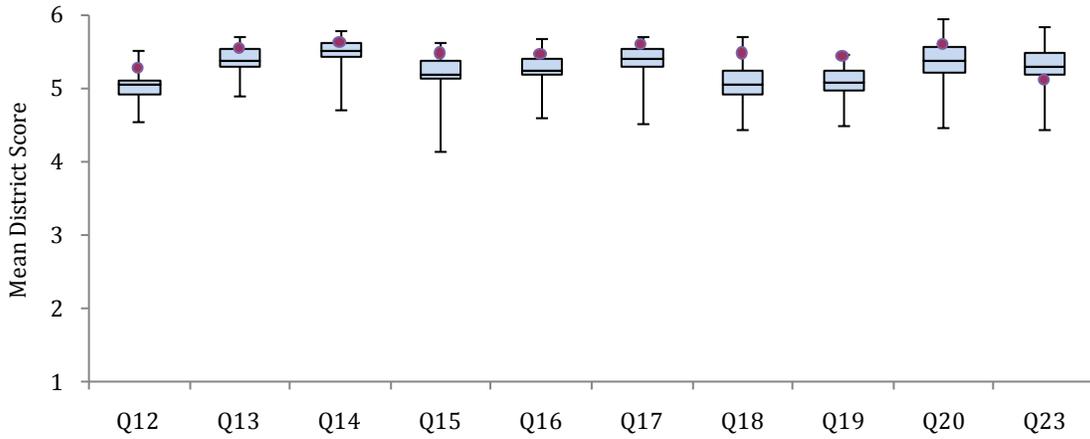
±± Minimum reporting standard not met for this survey item.

Ellington Box-and-Whisker Charts

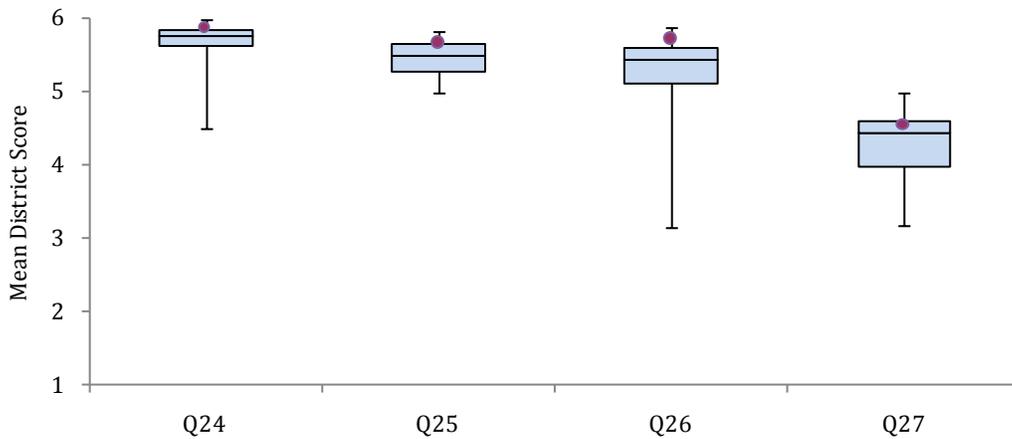
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



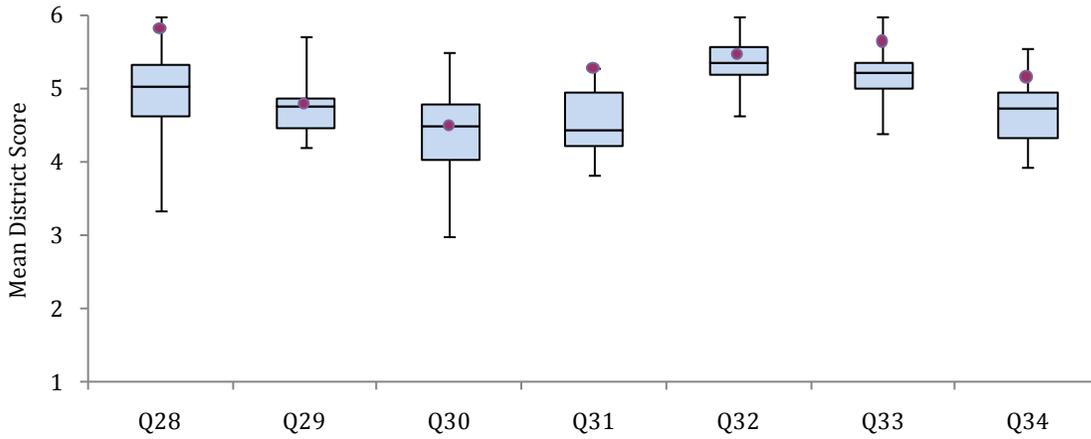
My Child's Participation



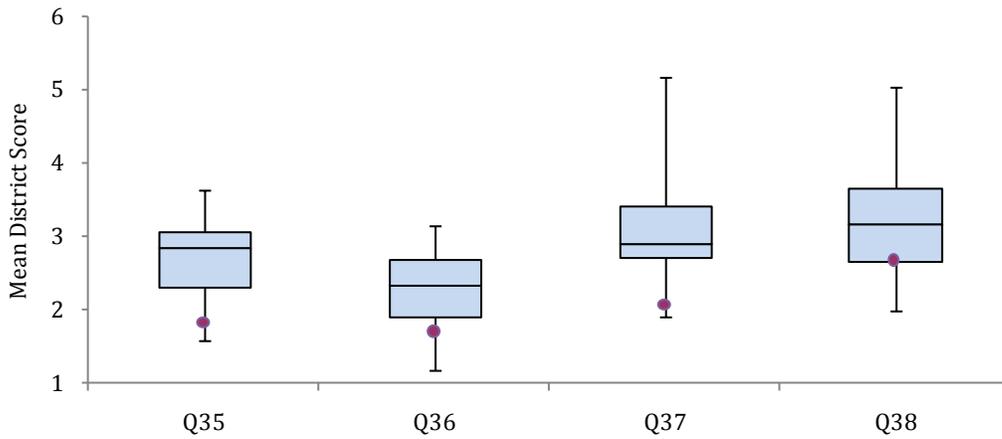
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Ellington Box-and-Whisker Charts (cont'd)

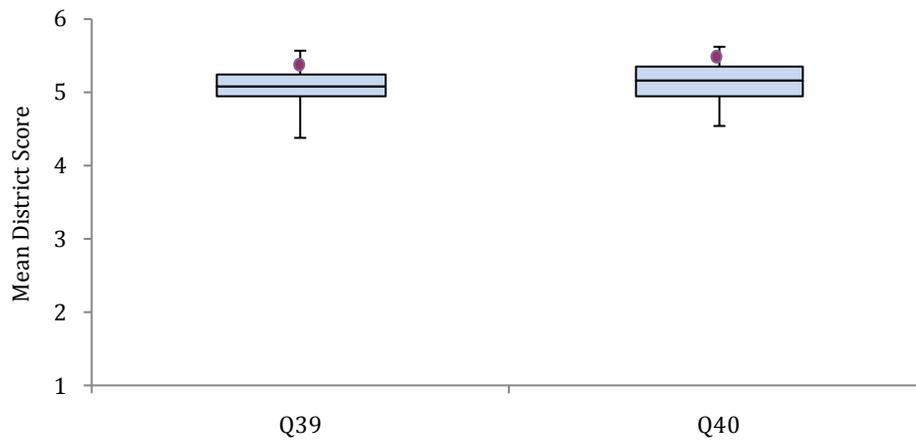
Transition Planning



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).

Farmington

The 2008-2009 survey was sent to 436 parents of children receiving special education services in the Farmington school district. A total of 99 surveys were returned for a response rate of 22.7%, slightly above the overall survey response rate of 20.5% (n=1,874).

Farmington Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	98	45.9%	31.6%	10.2%	87.8%	3.1%	6.1%	3.1%	12.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	98	59.2%	27.6%	6.1%	92.9%	3.1%	2.0%	2.0%	7.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	10.0%	5.0%	10.0%	25.0%	15.0%	15.0%	45.0%	75.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	33	3.0%	9.1%	3.0%	15.2%	0.0%	0.0%	84.8%	84.8%	±
5. My child is accepted within the school community.	96	63.5%	26.0%	7.3%	96.9%	0.0%	2.1%	1.0%	3.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	98	45.9%	33.7%	6.1%	85.7%	1.0%	7.1%	5.1%	13.3%	1.0%
7. All special education services identified in my child's IEP have been provided.	99	56.6%	24.2%	10.1%	90.9%	3.0%	3.0%	3.0%	9.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	99	52.5%	26.3%	11.1%	89.9%	2.0%	5.1%	2.0%	9.1%	1.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	98	58.2%	22.4%	8.2%	88.8%	4.1%	4.1%	1.0%	9.2%	2.0%

Table is continued on the next page.

Farmington Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	93	48.4%	28.0%	14.0%	90.3%	2.2%	3.2%	3.2%	8.6%	1.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	93	46.2%	31.2%	9.7%	87.1%	4.3%	2.2%	3.2%	9.7%	3.2%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	96	55.2%	22.9%	12.5%	90.6%	3.1%	2.1%	4.2%	9.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	99	64.6%	21.2%	7.1%	92.9%	1.0%	2.0%	4.0%	7.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	99	70.7%	21.2%	6.1%	98.0%	1.0%	1.0%	0.0%	2.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	96	55.2%	24.0%	12.5%	91.7%	4.2%	2.1%	2.1%	8.3%	±
16. My child's evaluation report is written in terms I understand.	99	55.6%	23.2%	13.1%	91.9%	4.0%	3.0%	1.0%	8.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	99	63.6%	16.2%	9.1%	88.9%	1.0%	4.0%	6.1%	11.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	98	51.0%	28.6%	9.2%	88.8%	4.1%	3.1%	4.1%	11.2%	±
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.	98	55.1%	21.4%	13.3%	89.8%	2.0%	2.0%	6.1%	10.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	97	62.9%	22.7%	5.2%	90.7%	1.0%	3.1%	5.2%	9.3%	±
21. If necessary, a translator was provided at the PPT meetings.	8	50.0%	25.0%	0.0%	75.0%	0.0%	12.5%	12.5%	25.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	10	60.0%	10.0%	10.0%	80.0%	0.0%	0.0%	20.0%	20.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	76	65.8%	19.7%	5.3%	90.8%	0.0%	1.3%	3.9%	5.3%	3.9%

Table is continued on the next page.

Farmington Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	89	91.0%	3.4%	2.2%	96.6%	0.0%	0.0%	3.4%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	84	83.3%	6.0%	4.8%	94.0%	0.0%	2.4%	3.6%	6.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	7.7%	3.8%	1.9%	13.5%	1.9%	1.9%	82.7%	86.5%	±
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).	46	52.2%	6.5%	6.5%	65.2%	2.2%	0.0%	19.6%	21.7%	13.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	14	42.9%	14.3%	28.6%	85.7%	14.3%	0.0%	0.0%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	22	40.9%	22.7%	22.7%	86.4%	0.0%	0.0%	13.6%	13.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	33.3%	13.3%	13.3%	60.0%	0.0%	0.0%	6.7%	6.7%	33.3%
31. The PPT introduced planning for my child's transition to adulthood.	22	27.3%	13.6%	18.2%	59.1%	13.6%	9.1%	18.2%	40.9%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	65.2%	34.8%	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.	21	66.7%	23.8%	4.8%	95.2%	4.8%	0.0%	0.0%	4.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	20	40.0%	30.0%	5.0%	75.0%	0.0%	5.0%	20.0%	25.0%	±

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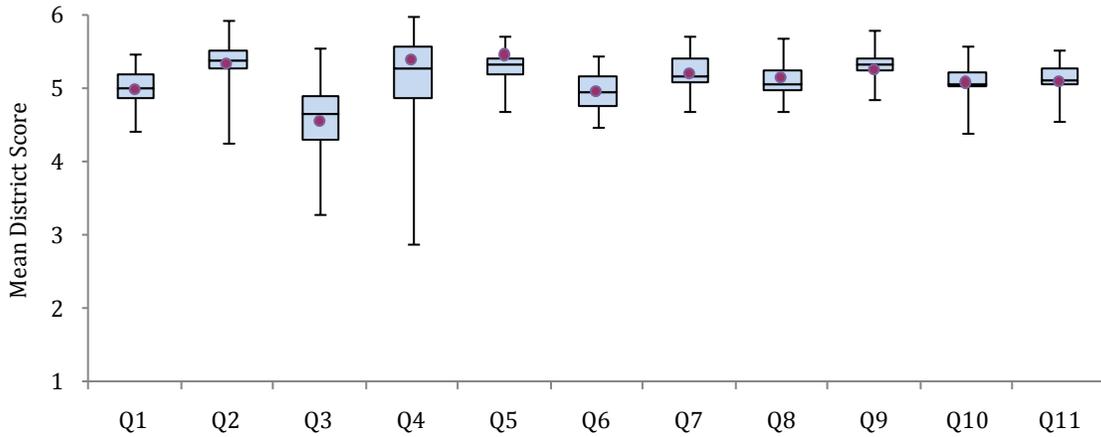
Farmington Survey Response Table (con't)

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	26.3%	12.3%	17.5%	56.1%	3.5%	3.5%	36.8%	43.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	52	19.2%	7.7%	17.3%	44.2%	3.8%	9.6%	42.3%	55.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	75	26.7%	13.3%	8.0%	48.0%	4.0%	2.7%	17.3%	24.0%	28.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	72	27.8%	9.7%	12.5%	50.0%	1.4%	2.8%	19.4%	23.6%	26.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	85	57.6%	17.6%	11.8%	87.1%	4.7%	1.2%	7.1%	12.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	84	60.7%	20.2%	9.5%	90.5%	4.8%	0.0%	4.8%	9.5%	±

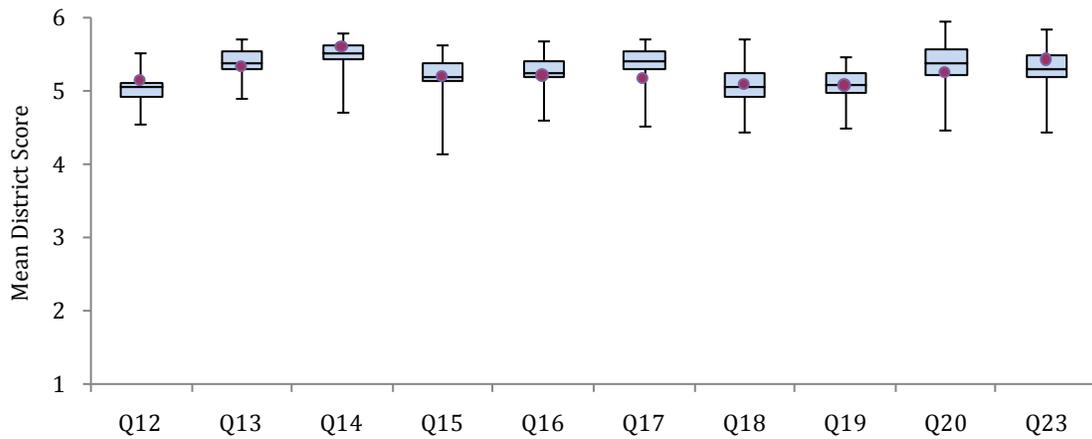
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Farmington Box-and-Whisker Charts

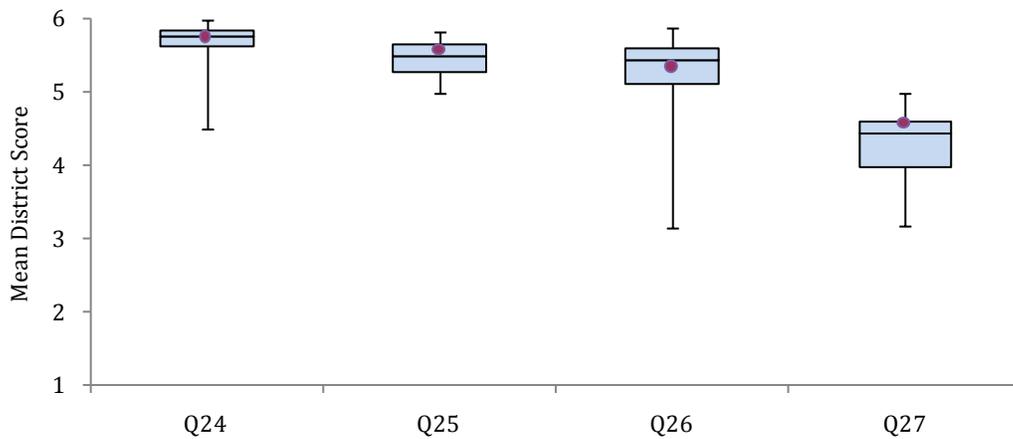
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



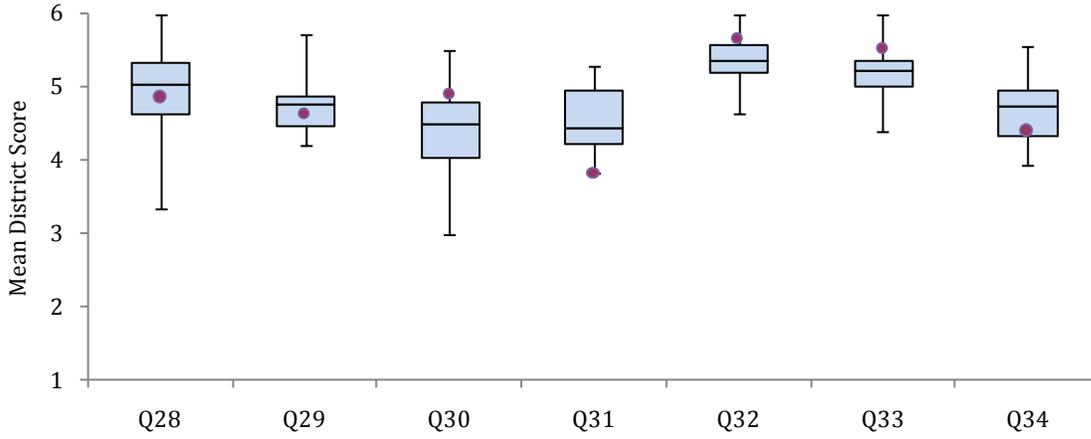
My Child's Participation



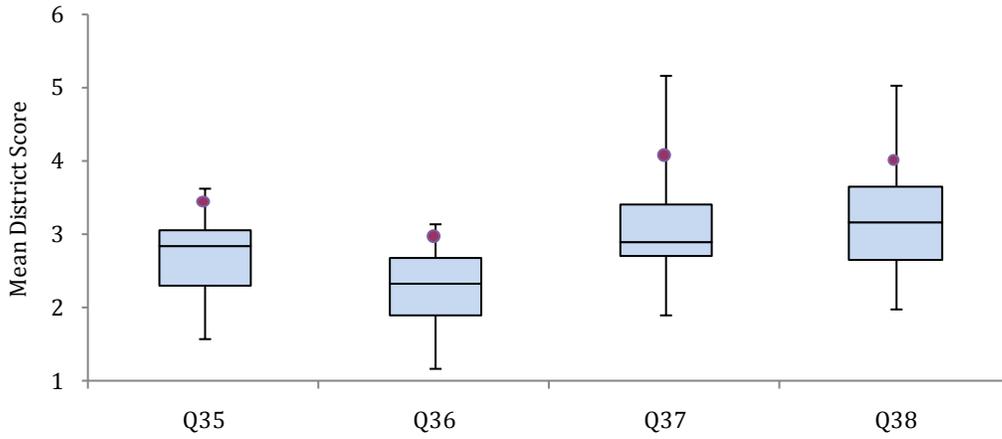
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Farmington Box-and-Whisker Charts (cont'd)

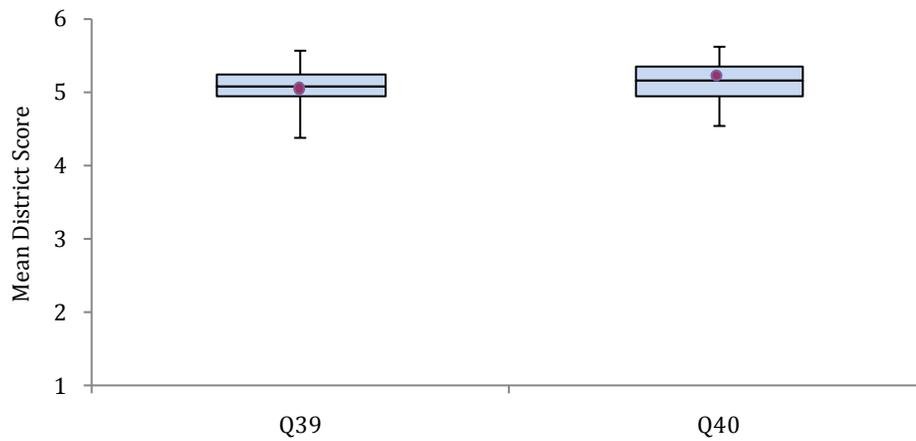
Transition Planning



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).

Groton

The 2008-2009 survey was sent to 688 parents of children receiving special education services in the Groton school district. A total of 122 surveys were returned for a response rate of 17.7%, slightly below the overall survey response rate of 20.5% (n=1,874).

Groton Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	121	43.8%	31.4%	9.1%	84.3%	2.5%	6.6%	6.6%	15.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	121	57.0%	28.9%	7.4%	93.4%	3.3%	0.8%	2.5%	6.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	34	20.6%	14.7%	11.8%	47.1%	8.8%	5.9%	38.2%	52.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	59	11.9%	10.2%	3.4%	25.4%	3.4%	0.0%	71.2%	74.6%	±
5. My child is accepted within the school community.	119	59.7%	19.3%	12.6%	91.6%	3.4%	1.7%	3.4%	8.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	121	43.8%	28.1%	8.3%	80.2%	3.3%	5.8%	9.1%	18.2%	1.7%
7. All special education services identified in my child's IEP have been provided.	121	55.4%	17.4%	10.7%	83.5%	4.1%	2.5%	5.0%	11.6%	5.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	121	56.2%	19.8%	10.7%	86.8%	0.8%	5.0%	6.6%	12.4%	0.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	114	62.3%	19.3%	7.9%	89.5%	3.5%	2.6%	1.8%	7.9%	2.6%

Table is continued on the next page.

Groton Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	114	54.4%	22.8%	7.9%	85.1%	3.5%	1.8%	6.1%	11.4%	3.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	118	53.4%	22.0%	10.2%	85.6%	2.5%	3.4%	4.2%	10.2%	4.2%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	120	52.5%	21.7%	11.7%	85.8%	3.3%	2.5%	8.3%	14.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	119	63.9%	21.0%	7.6%	92.4%	2.5%	1.7%	3.4%	7.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	119	65.5%	23.5%	5.0%	94.1%	1.7%	2.5%	1.7%	5.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	118	59.3%	17.8%	11.0%	88.1%	4.2%	6.8%	0.8%	11.9%	±
16. My child's evaluation report is written in terms I understand.	119	57.1%	26.1%	10.9%	94.1%	4.2%	0.8%	0.8%	5.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	120	73.3%	18.3%	5.8%	97.5%	0.8%	0.0%	1.7%	2.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	119	48.7%	26.9%	8.4%	84.0%	5.9%	2.5%	7.6%	16.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	118	62.7%	13.6%	11.0%	87.3%	5.1%	2.5%	5.1%	12.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	118	69.5%	18.6%	4.2%	92.4%	2.5%	0.0%	5.1%	7.6%	±
21. If necessary, a translator was provided at the PPT meetings.	20	55.0%	10.0%	10.0%	75.0%	5.0%	0.0%	20.0%	25.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	20	60.0%	10.0%	15.0%	85.0%	0.0%	0.0%	15.0%	15.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	110	64.5%	13.6%	1.8%	80.0%	2.7%	1.8%	7.3%	11.8%	8.2%

Table is continued on the next page.

Groton Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	118	79.7%	10.2%	2.5%	92.4%	4.2%	0.8%	2.5%	7.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	106	64.2%	13.2%	3.8%	81.1%	4.7%	3.8%	10.4%	18.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	77	7.8%	2.6%	2.6%	13.0%	2.6%	5.2%	79.2%	87.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	69	33.3%	7.2%	11.6%	52.2%	8.7%	7.2%	17.4%	33.3%	14.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	25	52.0%	16.0%	12.0%	80.0%	8.0%	0.0%	12.0%	20.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	18	27.8%	11.1%	33.3%	72.2%	16.7%	5.6%	5.6%	27.8%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	15	26.7%	6.7%	33.3%	66.7%	0.0%	6.7%	20.0%	26.7%	6.7%
31. The PPT introduced planning for my child's transition to adulthood.	19	21.1%	31.6%	15.8%	68.4%	0.0%	10.5%	21.1%	31.6%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	22	68.2%	4.5%	18.2%	90.9%	0.0%	0.0%	9.1%	9.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	23	39.1%	13.0%	21.7%	73.9%	8.7%	8.7%	8.7%	26.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	21	42.9%	4.8%	23.8%	71.4%	9.5%	9.5%	9.5%	28.6%	±

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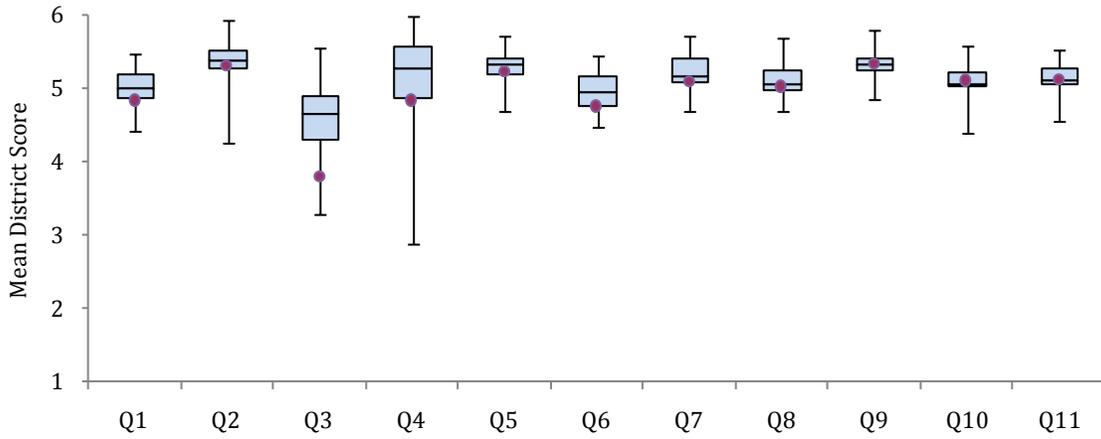
Groton Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	75	17.3%	8.0%	4.0%	29.3%	8.0%	2.7%	60.0%	70.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	18.3%	5.6%	8.5%	32.4%	8.5%	2.8%	56.3%	67.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	103	12.6%	5.8%	5.8%	24.3%	2.9%	4.9%	31.1%	38.8%	36.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	99	14.1%	7.1%	7.1%	28.3%	4.0%	5.1%	26.3%	35.4%	36.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	110	44.5%	20.9%	19.1%	84.5%	5.5%	3.6%	6.4%	15.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	104	45.2%	21.2%	18.3%	84.6%	5.8%	3.8%	5.8%	15.4%	±

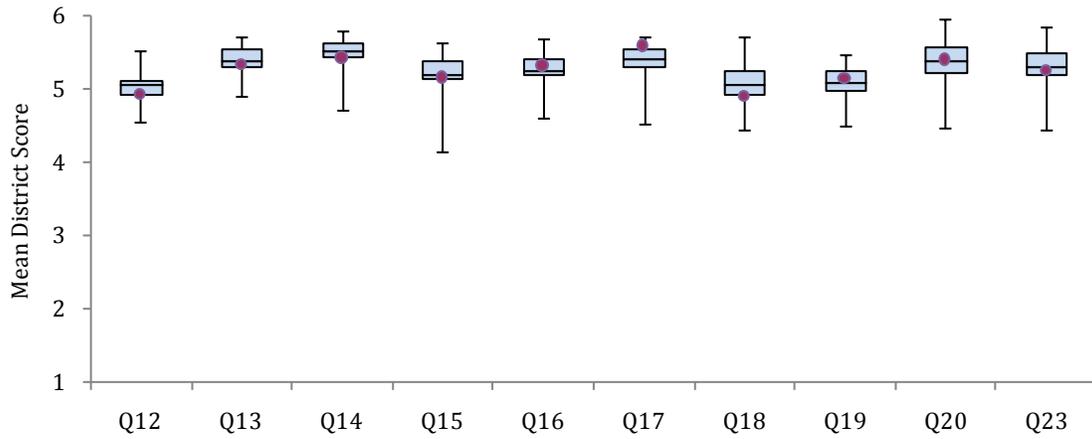
Note: The number of respondents (n) excludes those who selected "not applicable."
 ± Not a response option for this survey item.

Groton Box-and-Whisker Charts

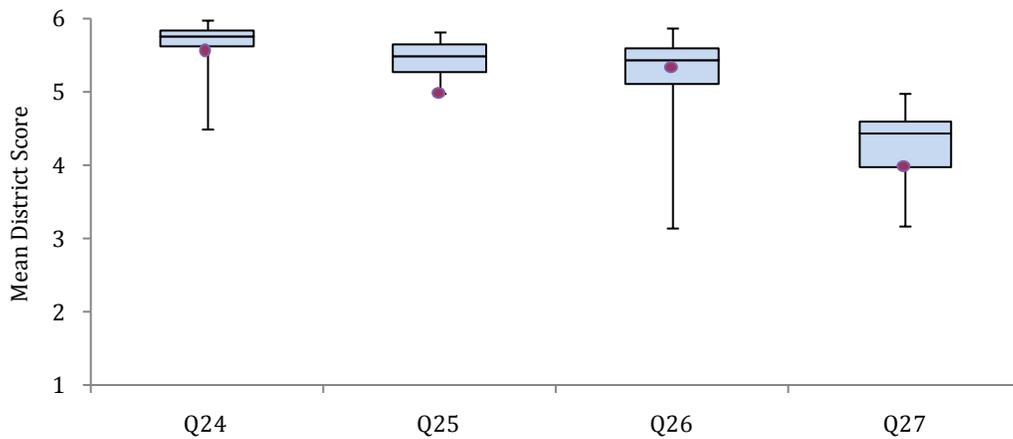
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



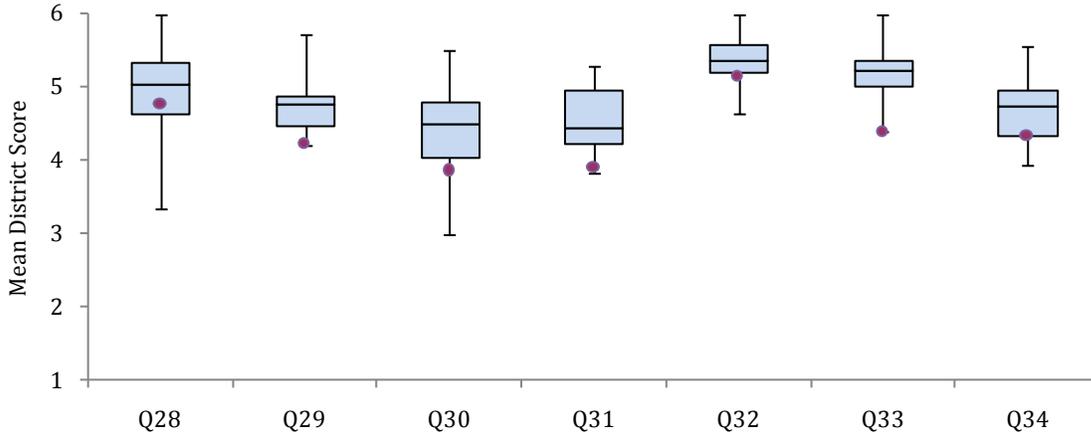
My Child's Participation



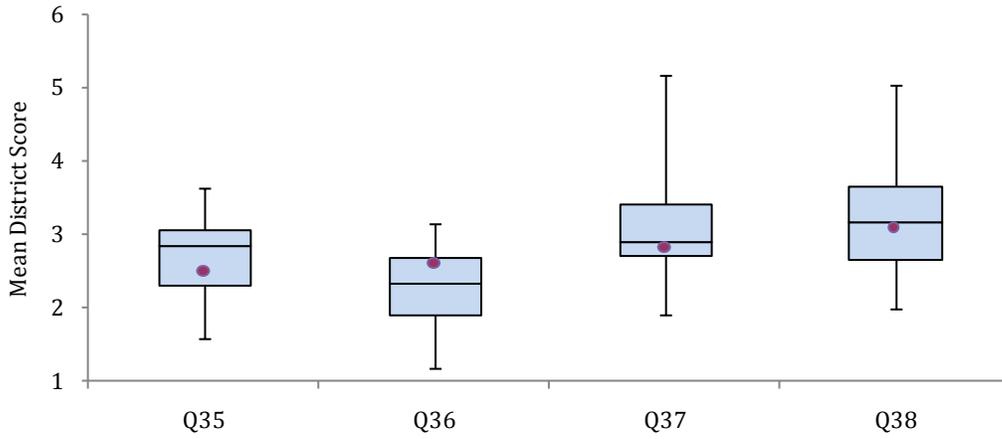
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Groton Box-and-Whisker Charts (cont'd)

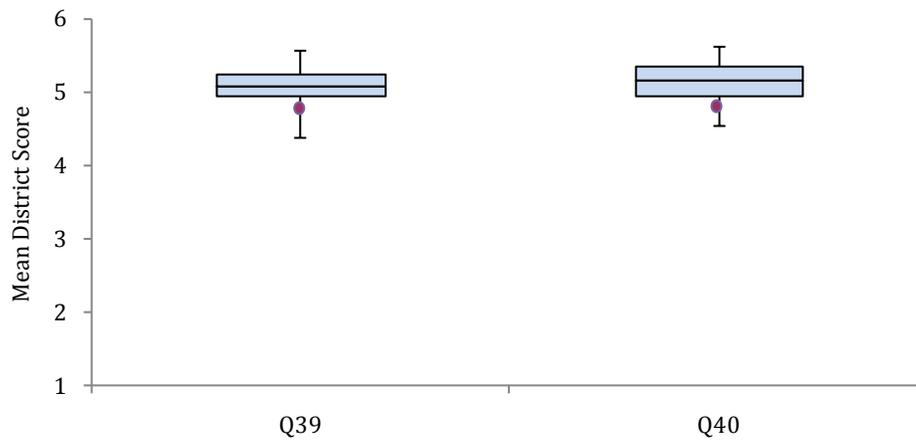
Transition Planning



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).

Guilford

The 2008-2009 survey was sent to 421 parents of children receiving special education services in the Guilford school district. A total of 120 surveys were returned for a response rate of 28.5%, slightly above the overall survey response rate of 20.5% (n=1,874).

Guilford 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.	119	41.2%	39.5%	11.8%	92.4%	0.8%	2.5%	4.2%	7.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	119	58.0%	24.4%	9.2%	91.6%	4.2%	1.7%	2.5%	8.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	10.0%	10.0%	0.0%	20.0%	5.0%	10.0%	65.0%	80.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	49	2.0%	0.0%	2.0%	4.1%	2.0%	6.1%	87.8%	95.9%	±
5. My child is accepted within the school community.	118	67.8%	23.7%	4.2%	95.8%	2.5%	0.0%	1.7%	4.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	120	43.3%	29.2%	14.2%	86.7%	5.0%	3.3%	5.0%	13.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	120	57.5%	22.5%	8.3%	88.3%	3.3%	4.2%	2.5%	10.0%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	119	49.6%	23.5%	9.2%	82.4%	5.0%	5.0%	3.4%	13.4%	4.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	117	61.5%	22.2%	9.4%	93.2%	2.6%	1.7%	0.9%	5.1%	1.7%

Table is continued on the next page.

Guilford Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	110	49.1%	29.1%	15.5%	93.6%	2.7%	0.0%	1.8%	4.5%	1.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	111	52.3%	25.2%	9.9%	87.4%	4.5%	0.9%	3.6%	9.0%	3.6%
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.	117	44.4%	28.2%	11.1%	83.8%	6.0%	1.7%	8.5%	16.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	120	59.2%	22.5%	12.5%	94.2%	1.7%	0.0%	4.2%	5.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	120	60.8%	30.8%	4.2%	95.8%	1.7%	1.7%	0.8%	4.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	117	57.3%	19.7%	13.7%	90.6%	3.4%	3.4%	2.6%	9.4%	±
16. My child's evaluation report is written in terms I understand.	120	56.7%	24.2%	10.8%	91.7%	4.2%	3.3%	0.8%	8.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	120	75.8%	14.2%	5.0%	95.0%	0.8%	2.5%	1.7%	5.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	115	47.0%	24.3%	13.9%	85.2%	7.0%	2.6%	5.2%	14.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	117	45.3%	30.8%	11.1%	87.2%	6.8%	1.7%	4.3%	12.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	120	65.0%	18.3%	7.5%	90.8%	3.3%	1.7%	4.2%	9.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	100	78.0%	13.0%	1.0%	92.0%	4.0%	1.0%	3.0%	8.0%	0.0%

Table is continued on the next page.

Guilford Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	111	86.5%	11.7%	0.0%	98.2%	0.0%	0.9%	0.9%	1.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	103	83.5%	7.8%	0.0%	91.3%	2.9%	1.0%	4.9%	8.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	69	5.8%	0.0%	4.3%	10.1%	1.4%	8.7%	79.7%	89.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	54	29.6%	9.3%	9.3%	48.1%	3.7%	3.7%	22.2%	29.6%	22.2%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	19	42.1%	31.6%	5.3%	78.9%	5.3%	0.0%	15.8%	21.1%	±
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.	26	46.2%	30.8%	7.7%	84.6%	3.8%	3.8%	7.7%	15.4%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	19	36.8%	31.6%	10.5%	78.9%	5.3%	0.0%	15.8%	21.1%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	25	28.0%	28.0%	20.0%	76.0%	4.0%	4.0%	16.0%	24.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	31	67.7%	16.1%	3.2%	87.1%	3.2%	0.0%	9.7%	12.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	27	63.0%	14.8%	3.7%	81.5%	7.4%	3.7%	7.4%	18.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	23	39.1%	17.4%	17.4%	73.9%	8.7%	4.3%	13.0%	26.1%	±

Table is continued on the next page.

Guilford Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	77	33.8%	1.3%	5.2%	40.3%	5.2%	5.2%	49.4%	59.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	75	20.0%	10.7%	5.3%	36.0%	1.3%	2.7%	60.0%	64.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	95	12.6%	7.4%	5.3%	25.3%	3.2%	5.3%	29.5%	37.9%	36.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	94	19.1%	7.4%	4.3%	30.9%	3.2%	3.2%	26.6%	33.0%	36.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	111	48.6%	27.0%	14.4%	90.1%	1.8%	2.7%	5.4%	9.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	109	52.3%	23.9%	17.4%	93.6%	0.0%	3.7%	2.8%	6.4%	±

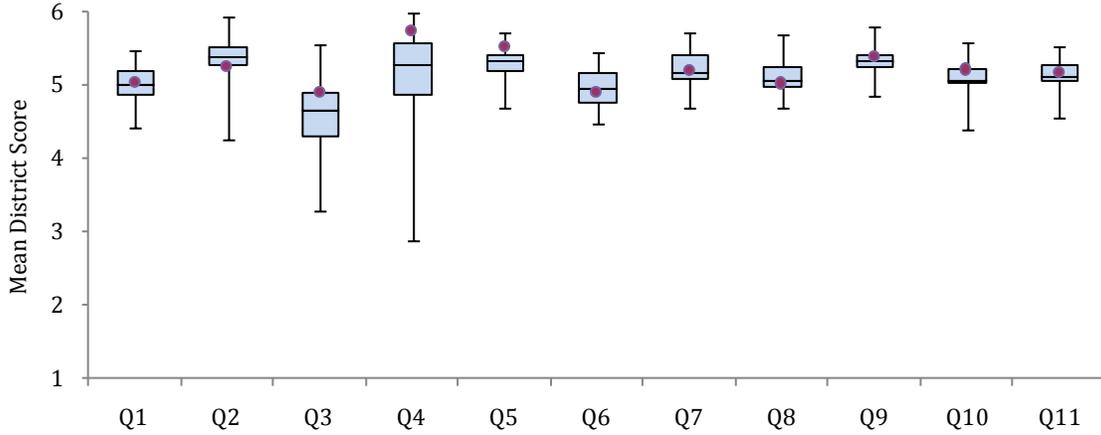
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

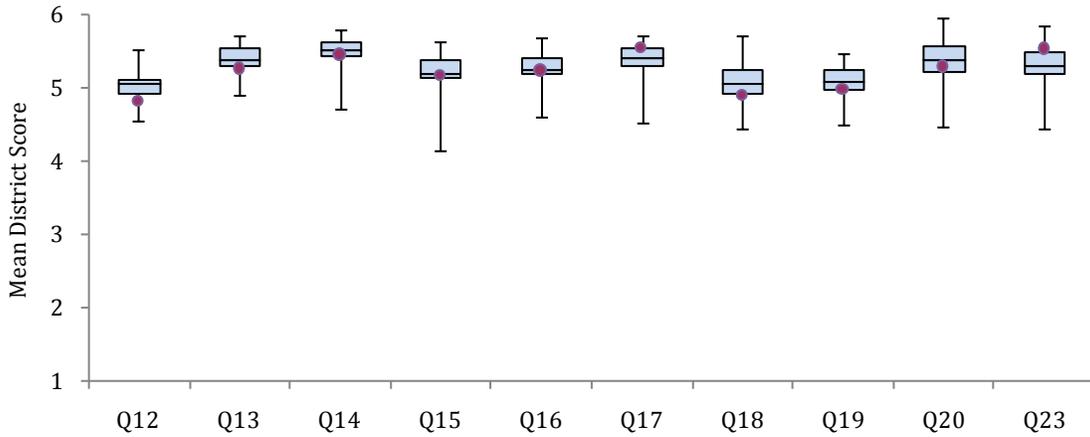
±± Minimum reporting standard not met for this survey item.

Guilford Box-and-Whisker Charts

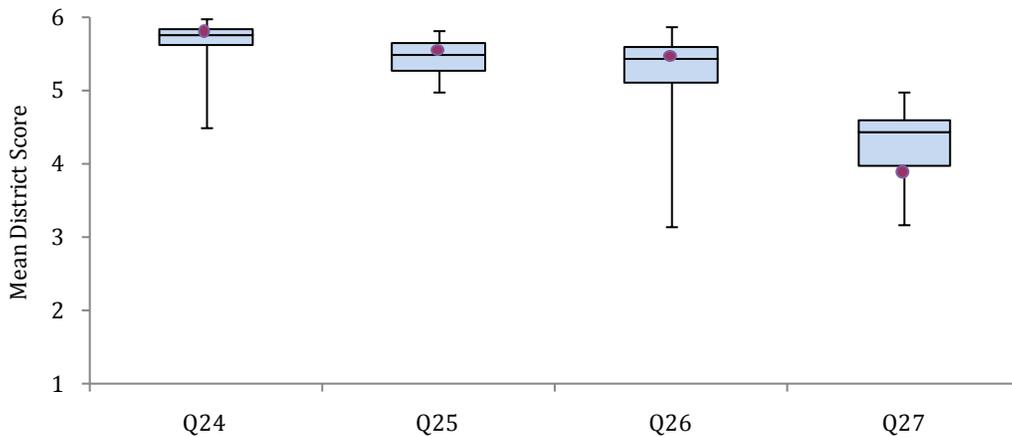
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



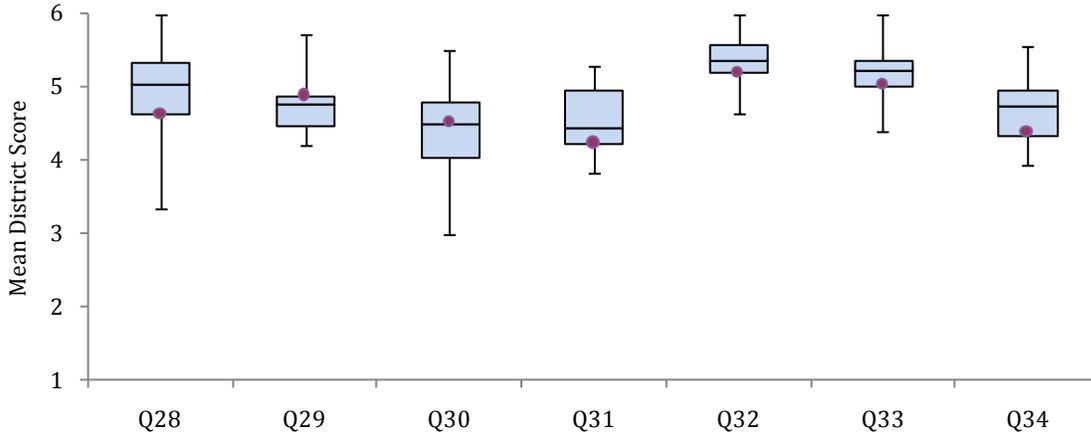
My Child's Participation



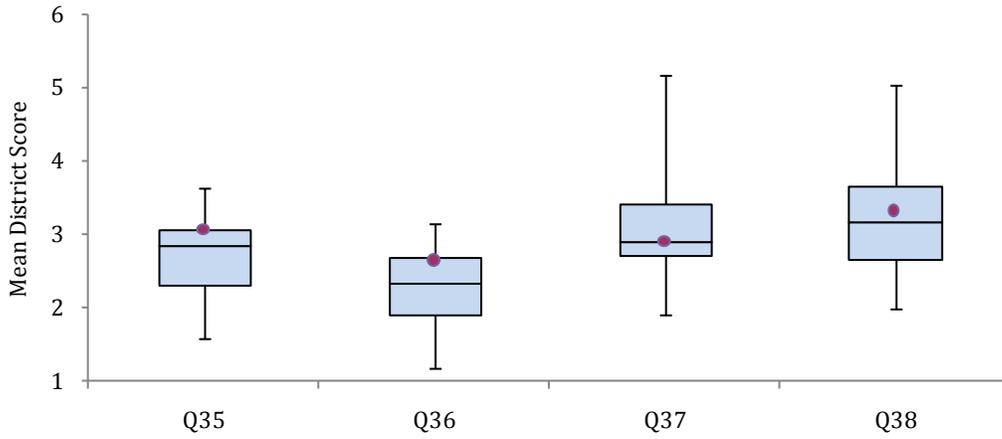
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Guilford Box-and-Whisker Charts (cont'd)

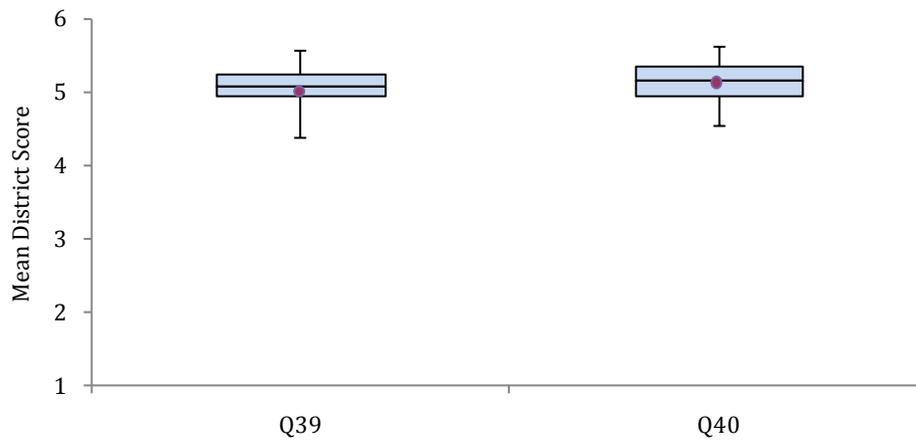
Transition Planning



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).

Hebron

The 2008-2009 survey was sent to 129 parents of children receiving special education services in the Hebron school district. A total of 28 surveys were returned for a response rate of 21.7%, slightly above the overall survey response rate of 20.5% (n=1,874).

Hebron 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.	27	59.3%	25.9%	7.4%	92.6%	7.4%	0.0%	0.0%	7.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	28	67.9%	25.0%	3.6%	96.4%	3.6%	0.0%	0.0%	3.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	-
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	12	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	91.7%	91.7%	±
5. My child is accepted within the school community.	28	71.4%	17.9%	0.0%	89.3%	3.6%	3.6%	3.6%	10.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	28	50.0%	32.1%	7.1%	89.3%	7.1%	0.0%	3.6%	10.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	28	78.6%	7.1%	7.1%	92.9%	3.6%	0.0%	3.6%	7.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	28	60.7%	21.4%	10.7%	92.9%	0.0%	0.0%	3.6%	3.6%	3.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	28	60.7%	28.6%	7.1%	96.4%	0.0%	0.0%	3.6%	3.6%	0.0%

Table is continued on the next page.

Hebron Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	27	59.3%	18.5%	3.7%	81.5%	7.4%	0.0%	3.7%	11.1%	7.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	27	59.3%	18.5%	11.1%	88.9%	0.0%	0.0%	3.7%	3.7%	7.4%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	28	53.6%	28.6%	7.1%	89.3%	3.6%	3.6%	3.6%	10.7%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	28	82.1%	7.1%	3.6%	92.9%	3.6%	0.0%	3.6%	7.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	28	85.7%	10.7%	0.0%	96.4%	0.0%	0.0%	3.6%	3.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	28	64.3%	17.9%	7.1%	89.3%	3.6%	0.0%	7.1%	10.7%	±
16. My child's evaluation report is written in terms I understand.	28	71.4%	21.4%	3.6%	96.4%	0.0%	0.0%	3.6%	3.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	28	71.4%	10.7%	10.7%	92.9%	3.6%	0.0%	3.6%	7.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	28	67.9%	14.3%	7.1%	89.3%	7.1%	0.0%	3.6%	10.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	28	67.9%	10.7%	10.7%	89.3%	7.1%	0.0%	3.6%	10.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	28	89.3%	3.6%	0.0%	92.9%	0.0%	0.0%	7.1%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	22	68.2%	9.1%	0.0%	77.3%	0.0%	4.5%	13.6%	18.2%	4.5%

Table is continued on the next page.

Hebron Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	28	92.9%	3.6%	0.0%	96.4%	3.6%	0.0%	0.0%	3.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	26	84.6%	0.0%	3.8%	88.5%	3.8%	0.0%	7.7%	11.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	19	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	94.7%	100.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	11	45.5%	18.2%	0.0%	63.6%	18.2%	0.0%	9.1%	27.3%	9.1%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	8	87.5%	0.0%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	-
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	-
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	-
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	-
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	-

Table is continued on the next page.

Hebron Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	17	5.9%	11.8%	0.0%	17.6%	0.0%	5.9%	76.5%	82.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	16	0.0%	0.0%	0.0%	0.0%	6.3%	6.3%	87.5%	100.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	25	16.0%	4.0%	4.0%	24.0%	0.0%	8.0%	24.0%	32.0%	44.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	25	16.0%	4.0%	0.0%	20.0%	0.0%	8.0%	28.0%	36.0%	44.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	27	59.3%	22.2%	7.4%	88.9%	7.4%	3.7%	0.0%	11.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	26	65.4%	23.1%	7.7%	96.2%	0.0%	3.8%	0.0%	3.8%	±

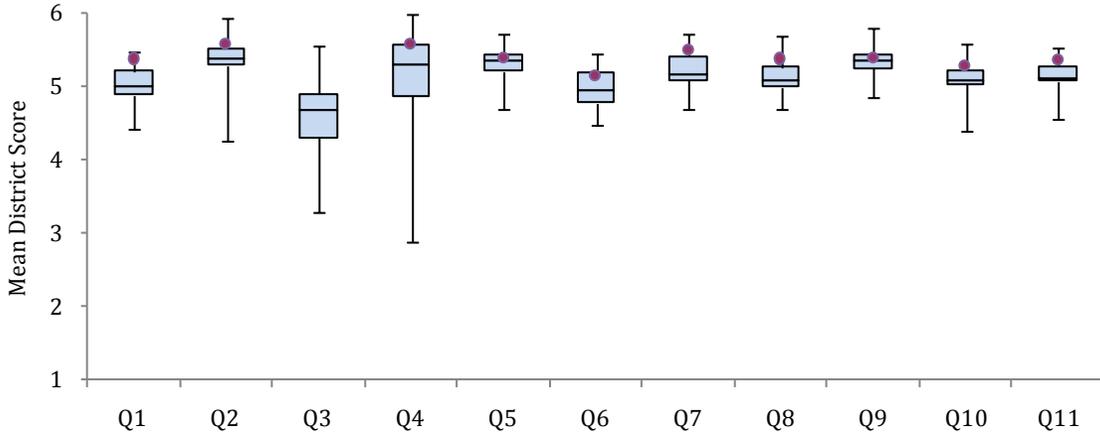
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

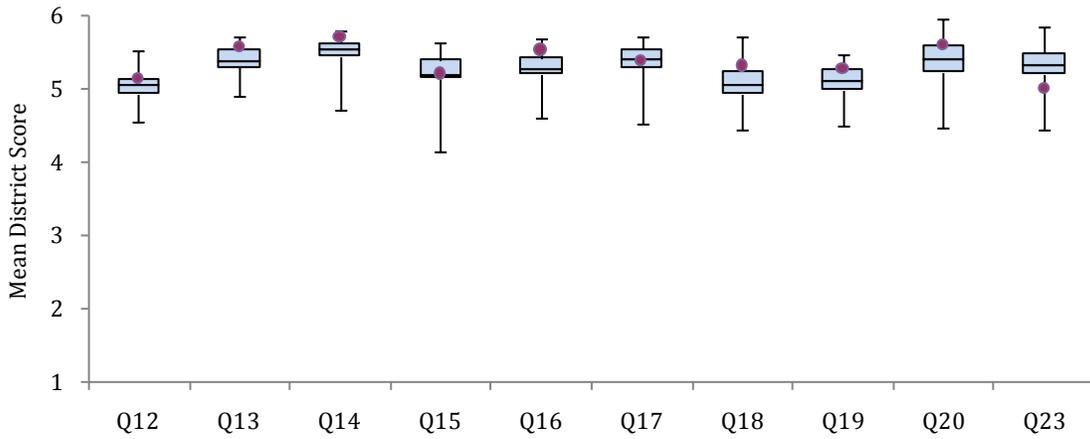
±± Minimum reporting standard not met for this survey item.

Hebron Box-and-Whisker Charts

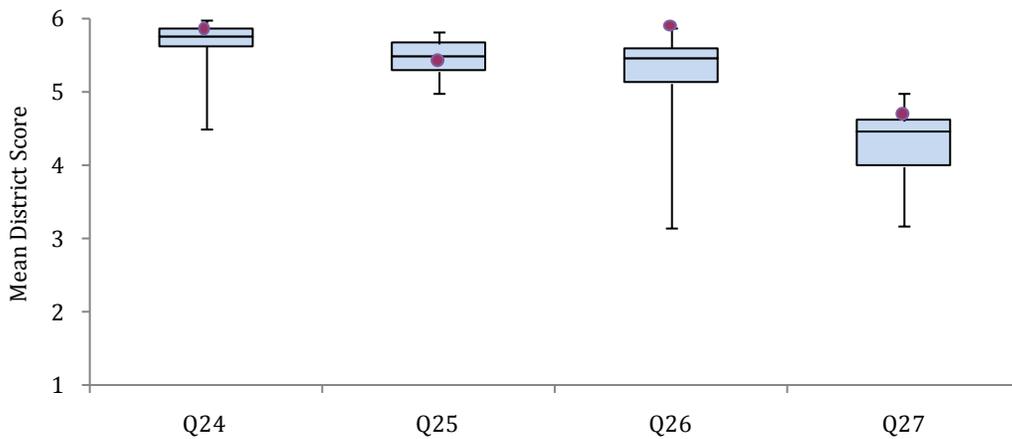
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



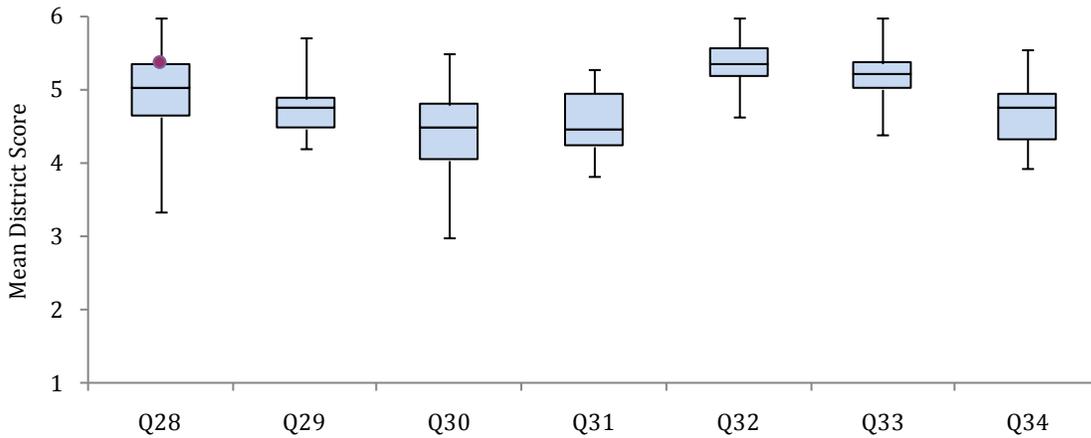
My Child's Participation



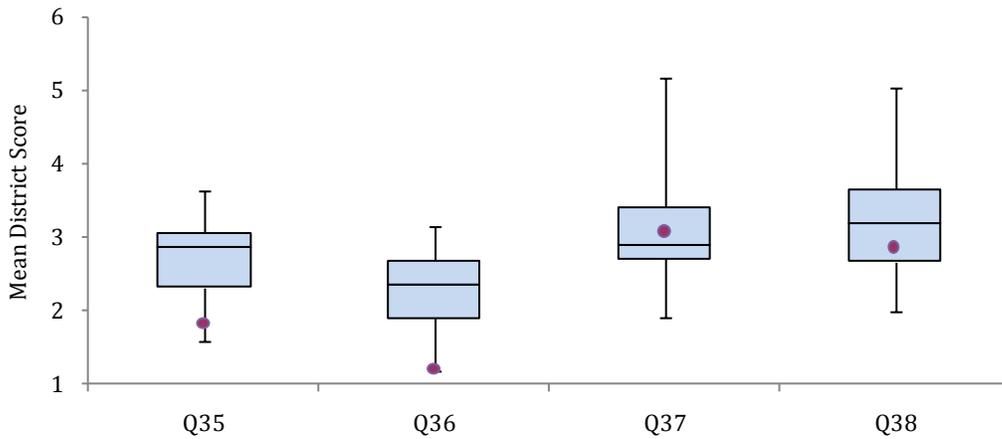
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Hebron Box-and-Whisker Charts (cont'd)

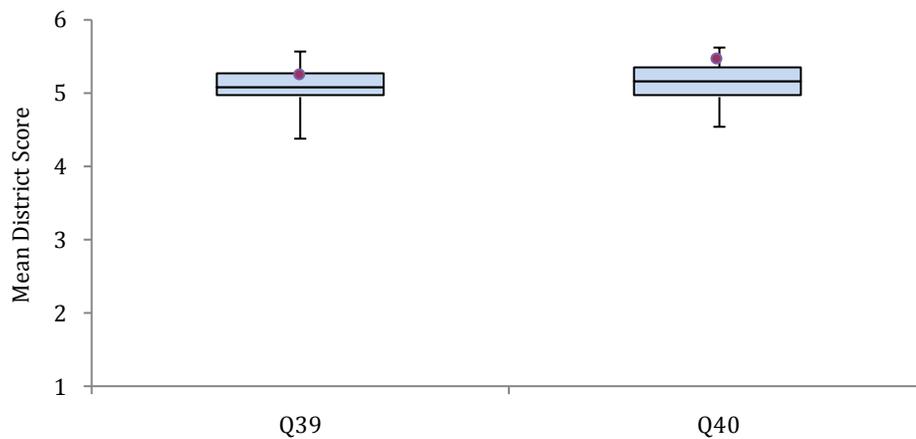
Transition Planning



Parent Training and Support



My Child's Skills



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

Monroe

The 2008-2009 survey was sent to 420 parents of children receiving special education services in the Monroe school district. A total of 92 surveys were returned for a response rate of 21.9%, slightly above the overall survey response rate of 20.5% (n=1,874).

Monroe 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	45.7%	41.3%	8.7%	95.7%	0.0%	3.3%	1.1%	4.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	92	64.1%	23.9%	6.5%	94.6%	4.3%	0.0%	1.1%	5.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	0.0%	7.1%	0.0%	7.1%	21.4%	0.0%	71.4%	92.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	32	3.1%	0.0%	3.1%	6.3%	0.0%	0.0%	93.8%	93.8%	±
5. My child is accepted within the school community.	92	71.7%	16.3%	6.5%	94.6%	1.1%	2.2%	2.2%	5.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	92	52.2%	31.5%	7.6%	91.3%	2.2%	4.3%	2.2%	8.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	92	62.0%	27.2%	4.3%	93.5%	4.3%	1.1%	1.1%	6.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	92	59.8%	21.7%	9.8%	91.3%	2.2%	2.2%	4.3%	8.7%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	89	67.4%	24.7%	3.4%	95.5%	2.2%	1.1%	1.1%	4.5%	0.0%

Table is continued on the next page.

Monroe Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	87	50.6%	29.9%	14.9%	95.4%	0.0%	1.1%	3.4%	4.6%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	89	58.4%	27.0%	9.0%	94.4%	0.0%	3.4%	2.2%	5.6%	0.0%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	89	55.1%	22.5%	10.1%	87.6%	4.5%	3.4%	4.5%	12.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	91	68.1%	14.3%	11.0%	93.4%	3.3%	1.1%	2.2%	6.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	92	67.4%	22.8%	6.5%	96.7%	2.2%	0.0%	1.1%	3.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	91	61.5%	22.0%	5.5%	89.0%	6.6%	3.3%	1.1%	11.0%	±
16. My child's evaluation report is written in terms I understand.	92	56.5%	28.3%	8.7%	93.5%	3.3%	3.3%	0.0%	6.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	92	60.9%	27.2%	5.4%	93.5%	1.1%	1.1%	4.3%	6.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	90	57.8%	26.7%	7.8%	92.2%	2.2%	4.4%	1.1%	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.	90	53.3%	24.4%	13.3%	91.1%	1.1%	5.6%	2.2%	8.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	89	77.5%	15.7%	2.2%	95.5%	0.0%	1.1%	3.4%	4.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	79	69.6%	11.4%	8.9%	89.9%	2.5%	1.3%	1.3%	5.1%	5.1%

Table is continued on the next page.

Monroe Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	86	87.2%	11.6%	1.2%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	87	82.8%	10.3%	3.4%	96.6%	1.1%	0.0%	2.3%	3.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	45	4.4%	2.2%	0.0%	6.7%	2.2%	4.4%	86.7%	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).	40	45.0%	12.5%	2.5%	60.0%	0.0%	7.5%	15.0%	22.5%	17.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	13	69.2%	23.1%	0.0%	92.3%	0.0%	0.0%	7.7%	7.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	8	37.5%	37.5%	12.5%	87.5%	12.5%	0.0%	0.0%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	8	62.5%	12.5%	0.0%	75.0%	12.5%	0.0%	12.5%	25.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	70.0%	10.0%	10.0%	90.0%	0.0%	0.0%	10.0%	10.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	66.7%	11.1%	11.1%	88.9%	11.1%	0.0%	0.0%	11.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	9	44.4%	55.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

Monroe Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	50	24.0%	6.0%	12.0%	42.0%	2.0%	6.0%	50.0%	58.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	45	13.3%	4.4%	8.9%	26.7%	2.2%	11.1%	60.0%	73.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	60	6.7%	3.3%	8.3%	18.3%	5.0%	5.0%	31.7%	41.7%	40.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	58	6.9%	5.2%	6.9%	19.0%	5.2%	5.2%	29.3%	39.7%	41.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	85	60.0%	21.2%	14.1%	95.3%	1.2%	1.2%	2.4%	4.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	78	65.4%	19.2%	6.4%	91.0%	5.1%	1.3%	2.6%	9.0%	±

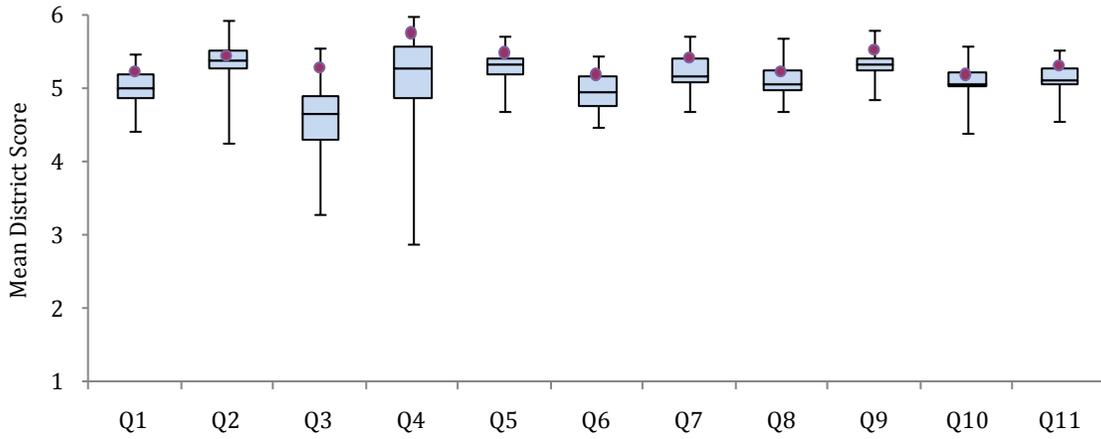
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

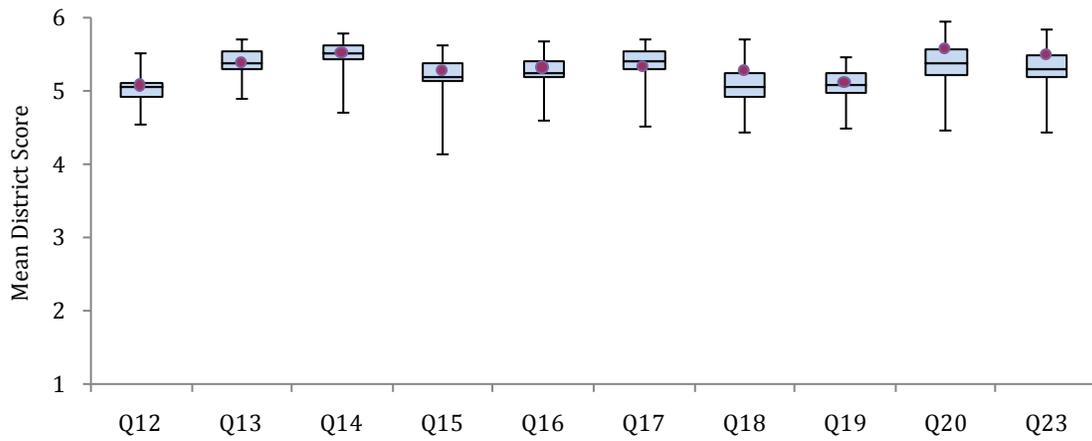
±± Minimum reporting standard not met for this survey item.

Monroe Box-and-Whisker Charts

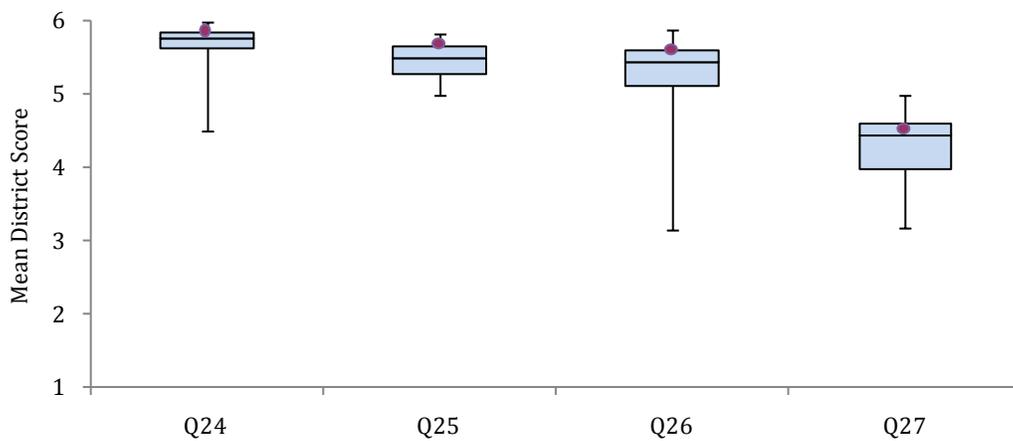
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



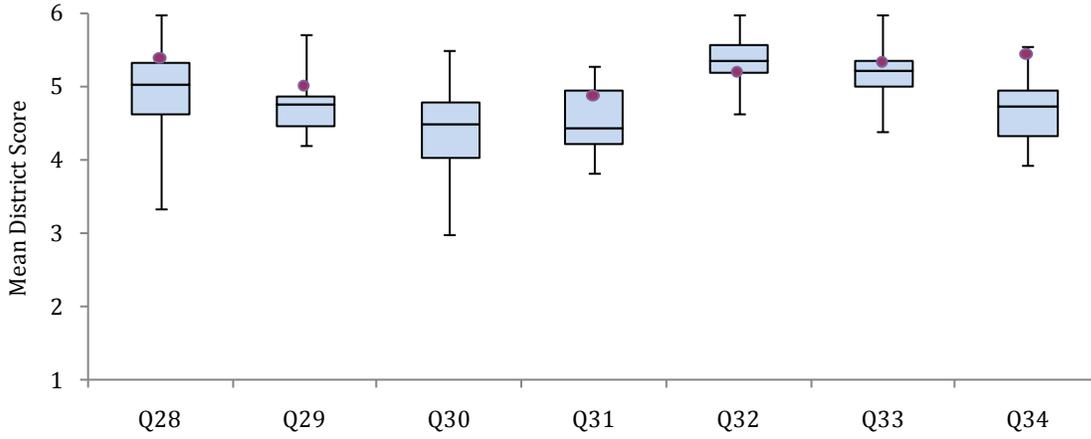
My Child's Participation



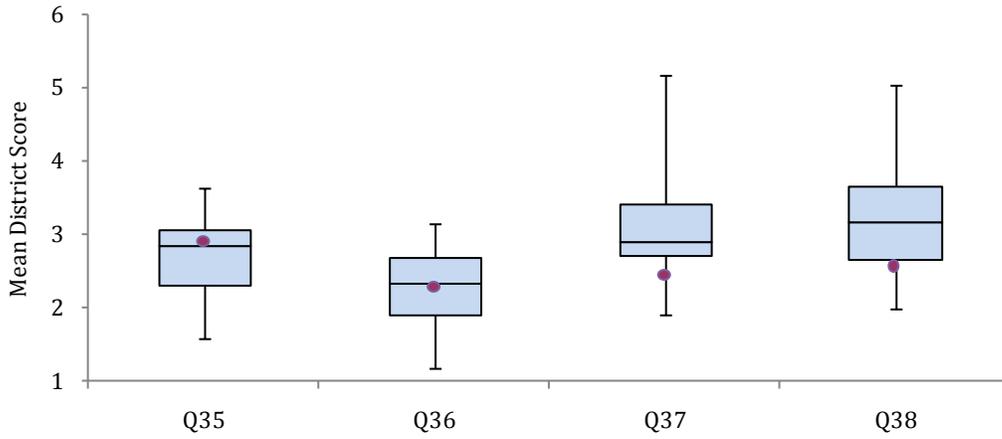
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Monroe Box-and-Whisker Charts (cont'd)

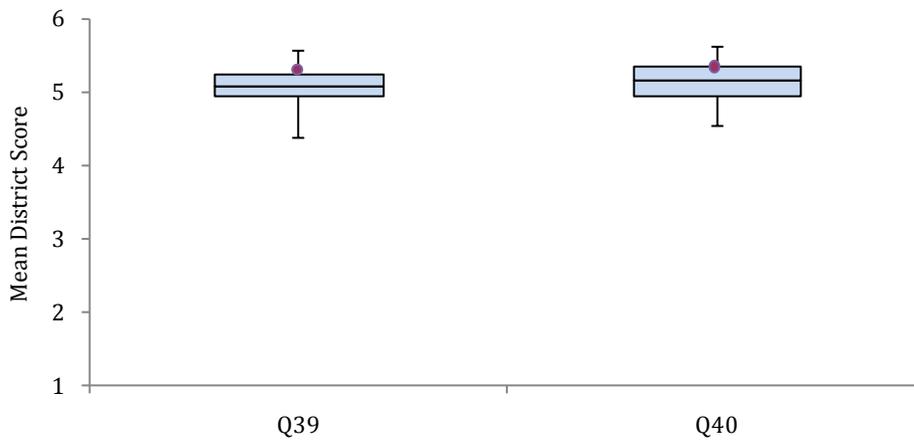
Transition Planning



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.

New Haven

The 2008-2009 survey was sent to 813 parents of children receiving special education services in the New Haven school district. A total of 70 surveys were returned for a response rate of 8.6%, below the overall survey response rate of 20.5% (n=1,874).

New 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.	69	46.4%	31.9%	8.7%	87.0%	4.3%	4.3%	4.3%	13.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	69	55.1%	30.4%	7.2%	92.8%	2.9%	2.9%	1.4%	7.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	33	33.3%	12.1%	9.1%	54.5%	3.0%	3.0%	39.4%	45.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	13.2%	18.4%	2.6%	34.2%	2.6%	10.5%	52.6%	65.8%	±
5. My child is accepted within the school community.	65	64.6%	24.6%	4.6%	93.8%	0.0%	1.5%	4.6%	6.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	66	50.0%	21.2%	12.1%	83.3%	7.6%	0.0%	9.1%	16.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	69	52.2%	17.4%	20.3%	89.9%	1.4%	1.4%	4.3%	7.2%	2.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	69	49.3%	30.4%	8.7%	88.4%	0.0%	1.4%	2.9%	4.3%	7.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	68	57.4%	23.5%	7.4%	88.2%	0.0%	1.5%	4.4%	5.9%	5.9%

Table is continued on the next page.

New Haven Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	68	48.5%	23.5%	11.8%	83.8%	1.5%	2.9%	5.9%	10.3%	5.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	69	50.7%	24.6%	10.1%	85.5%	2.9%	0.0%	4.3%	7.2%	7.2%
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	51.5%	27.3%	7.6%	86.4%	4.5%	1.5%	7.6%	13.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	68	57.4%	32.4%	4.4%	94.1%	1.5%	1.5%	2.9%	5.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	67	68.7%	23.9%	6.0%	98.5%	0.0%	0.0%	1.5%	1.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	64	62.5%	26.6%	4.7%	93.8%	1.6%	1.6%	3.1%	6.3%	±
16. My child's evaluation report is written in terms I understand.	67	64.2%	25.4%	6.0%	95.5%	1.5%	0.0%	3.0%	4.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	69	66.7%	15.9%	5.8%	88.4%	0.0%	4.3%	7.2%	11.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	67	50.7%	20.9%	16.4%	88.1%	4.5%	1.5%	6.0%	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.	67	43.3%	34.3%	13.4%	91.0%	3.0%	0.0%	6.0%	9.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	66	57.6%	24.2%	6.1%	87.9%	1.5%	1.5%	9.1%	12.1%	±
21. If necessary, a translator was provided at the PPT meetings.	34	61.8%	26.5%	2.9%	91.2%	2.9%	2.9%	2.9%	8.8%	±
22. The translation services provided at the PPT meetings were useful and accurate.	33	63.6%	21.2%	9.1%	93.9%	6.1%	0.0%	0.0%	6.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	60	53.3%	20.0%	5.0%	78.3%	1.7%	0.0%	5.0%	6.7%	15.0%

Table is continued on the next page.

New Haven Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	66	80.3%	10.6%	6.1%	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.	62	71.0%	16.1%	4.8%	91.9%	4.8%	0.0%	3.2%	8.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	46	13.0%	4.3%	2.2%	19.6%	6.5%	0.0%	73.9%	80.4%	±
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).	59	42.4%	20.3%	6.8%	69.5%	1.7%	0.0%	15.3%	16.9%	13.6%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	9	66.7%	22.2%	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.	25	36.0%	28.0%	16.0%	80.0%	0.0%	8.0%	12.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	22	27.3%	27.3%	0.0%	54.5%	0.0%	9.1%	18.2%	27.3%	18.2%
31. The PPT introduced planning for my child's transition to adulthood.	23	34.8%	30.4%	13.0%	78.3%	0.0%	4.3%	17.4%	21.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	26	61.5%	23.1%	7.7%	92.3%	3.8%	0.0%	3.8%	7.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	27	63.0%	14.8%	7.4%	85.2%	11.1%	3.7%	0.0%	14.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	26	53.8%	19.2%	7.7%	80.8%	7.7%	11.5%	0.0%	19.2%	±

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New Haven Survey Response Table (con't)

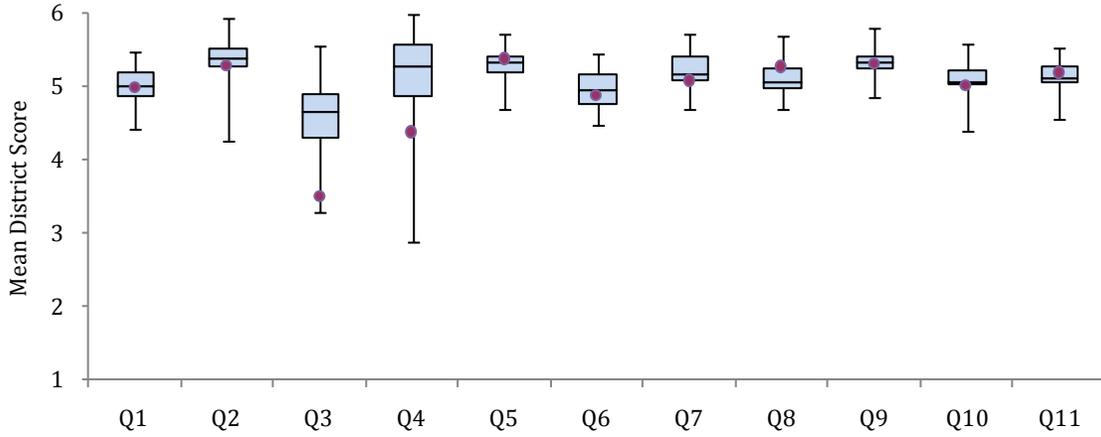
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	45	28.9%	8.9%	13.3%	51.1%	2.2%	8.9%	37.8%	48.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	44	25.0%	9.1%	11.4%	45.5%	2.3%	9.1%	43.2%	54.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	55	23.6%	7.3%	12.7%	43.6%	5.5%	1.8%	23.6%	30.9%	25.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	54	22.2%	13.0%	5.6%	40.7%	3.7%	3.7%	20.4%	27.8%	31.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	61	42.6%	24.6%	4.9%	72.1%	6.6%	3.3%	18.0%	27.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	57	52.6%	22.8%	0.0%	75.4%	7.0%	1.8%	15.8%	24.6%	±

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

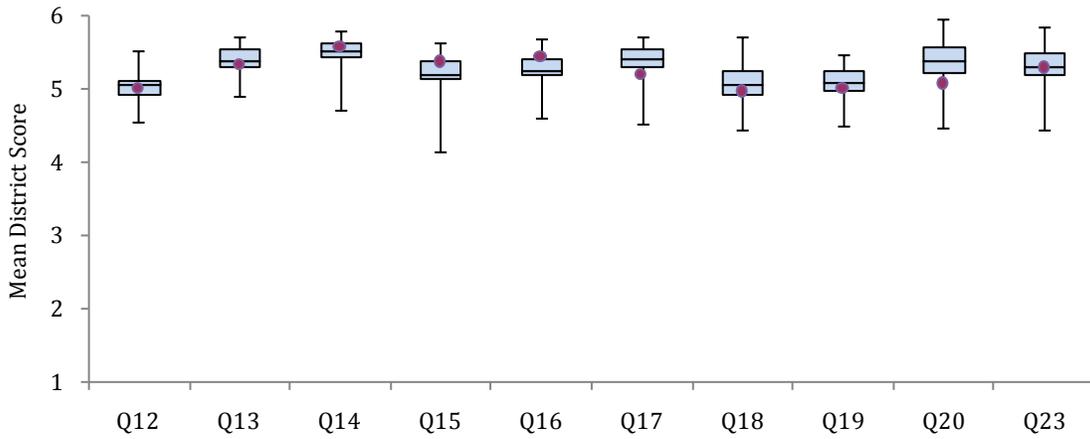
± Not a response option for this survey item.

New Haven Box-and-Whisker Charts

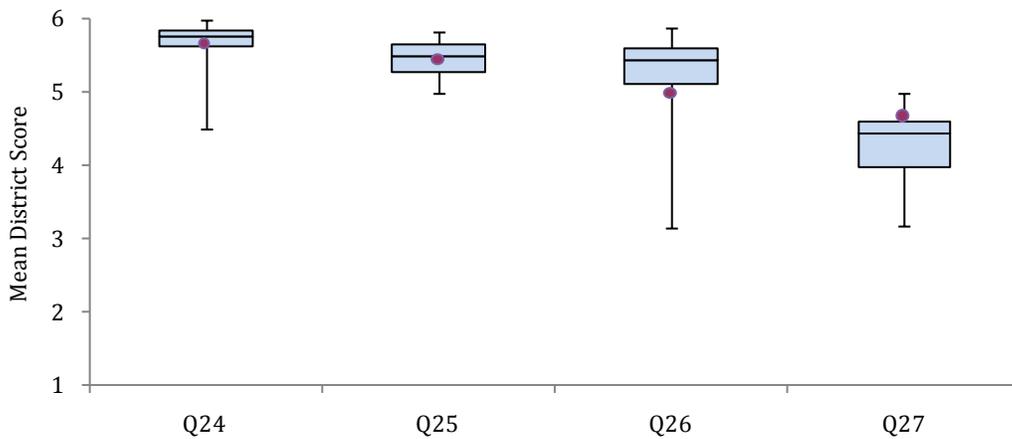
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



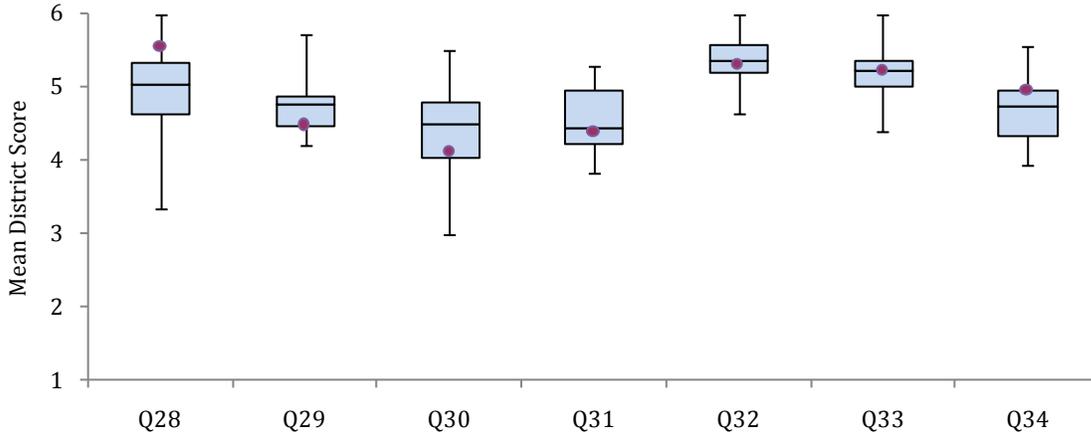
My Child's Participation



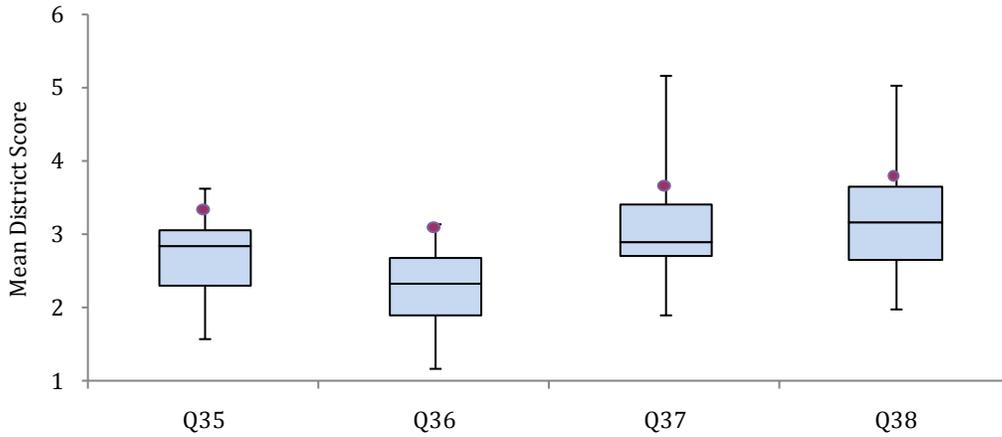
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

New Haven Box-and-Whisker Charts (cont'd)

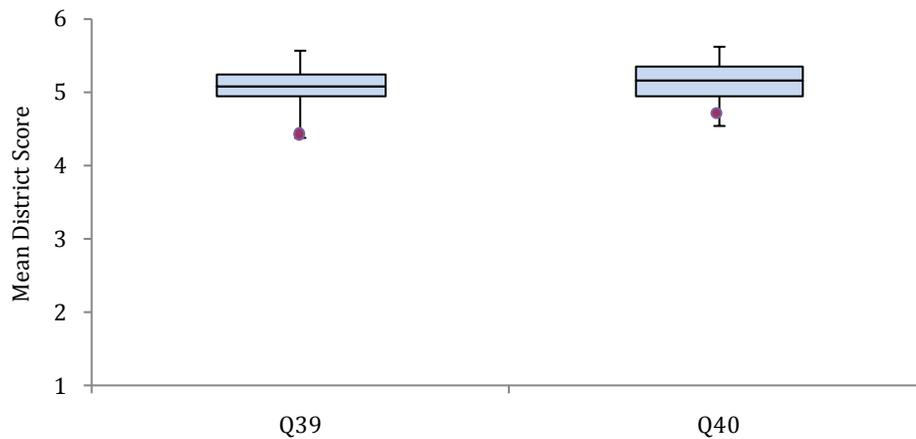
Transition Planning



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).

Old Saybrook

The 2008-2009 survey was sent to 196 parents of children receiving special education services in the Old Saybrook school district. A total of 53 surveys were returned for a response rate of 27.0%, above the overall survey response rate of 20.5% (n=1,874).

Old Saybrook 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.	52	42.3%	30.8%	15.4%	88.5%	1.9%	5.8%	3.8%	11.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	52	59.6%	28.8%	7.7%	96.2%	1.9%	1.9%	0.0%	3.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	10	10.0%	0.0%	10.0%	20.0%	20.0%	10.0%	50.0%	80.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	19	15.8%	0.0%	0.0%	15.8%	5.3%	0.0%	78.9%	84.2%	±
5. My child is accepted within the school community.	50	54.0%	24.0%	8.0%	86.0%	12.0%	2.0%	0.0%	14.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	50	44.0%	30.0%	16.0%	90.0%	2.0%	4.0%	4.0%	10.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	52	40.4%	32.7%	9.6%	82.7%	9.6%	3.8%	3.8%	17.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	52	48.1%	23.1%	11.5%	82.7%	7.7%	3.8%	5.8%	17.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	51	54.9%	29.4%	7.8%	92.2%	5.9%	2.0%	0.0%	7.8%	0.0%

Table is continued on the next page.

Old Saybrook Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	49	40.8%	24.5%	20.4%	85.7%	6.1%	4.1%	2.0%	12.2%	2.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	49	44.9%	24.5%	14.3%	83.7%	10.2%	2.0%	2.0%	14.3%	2.0%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	52	46.2%	36.5%	9.6%	92.3%	3.8%	0.0%	3.8%	7.7%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	52	69.2%	23.1%	5.8%	98.1%	0.0%	1.9%	0.0%	1.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	52	63.5%	25.0%	9.6%	98.1%	0.0%	0.0%	1.9%	1.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	51	51.0%	33.3%	11.8%	96.1%	2.0%	2.0%	0.0%	3.9%	±
16. My child's evaluation report is written in terms I understand.	52	51.9%	30.8%	13.5%	96.2%	1.9%	0.0%	1.9%	3.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	52	65.4%	25.0%	5.8%	96.2%	0.0%	1.9%	1.9%	3.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	52	53.8%	21.2%	17.3%	92.3%	5.8%	1.9%	0.0%	7.7%	±
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.	52	55.8%	23.1%	11.5%	90.4%	9.6%	0.0%	0.0%	9.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	51	64.7%	19.6%	5.9%	90.2%	5.9%	0.0%	3.9%	9.8%	±
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.	46	65.2%	17.4%	2.2%	84.8%	2.2%	2.2%	6.5%	10.9%	4.3%

Table is continued on the next page.

Old Saybrook Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	52	80.8%	13.5%	1.9%	96.2%	1.9%	1.9%	0.0%	3.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	50	72.0%	18.0%	4.0%	94.0%	2.0%	0.0%	4.0%	6.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	8.3%	5.6%	5.6%	19.4%	8.3%	8.3%	63.9%	80.6%	±
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).	29	41.4%	13.8%	10.3%	65.5%	3.4%	10.3%	10.3%	24.1%	10.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	12	66.7%	16.7%	0.0%	83.3%	8.3%	0.0%	8.3%	16.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	20.0%	50.0%	0.0%	70.0%	10.0%	10.0%	10.0%	30.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	0.0%	33.3%	0.0%	33.3%	16.7%	33.3%	16.7%	66.7%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	11	36.4%	9.1%	27.3%	72.7%	9.1%	9.1%	9.1%	27.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	70.0%	20.0%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	36.4%	36.4%	18.2%	90.9%	9.1%	0.0%	0.0%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	9	44.4%	11.1%	33.3%	88.9%	11.1%	0.0%	0.0%	11.1%	±

Table is continued on the next page.

Old Saybrook Survey Response Table (con't)

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	24.2%	9.1%	6.1%	39.4%	0.0%	15.2%	45.5%	60.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	32	12.5%	12.5%	12.5%	37.5%	3.1%	9.4%	50.0%	62.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	40	12.5%	15.0%	7.5%	35.0%	2.5%	5.0%	32.5%	40.0%	25.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	39	15.4%	10.3%	10.3%	35.9%	2.6%	2.6%	28.2%	33.3%	30.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	47	53.2%	25.5%	10.6%	89.4%	4.3%	2.1%	4.3%	10.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	39	53.8%	33.3%	7.7%	94.9%	5.1%	0.0%	0.0%	5.1%	±

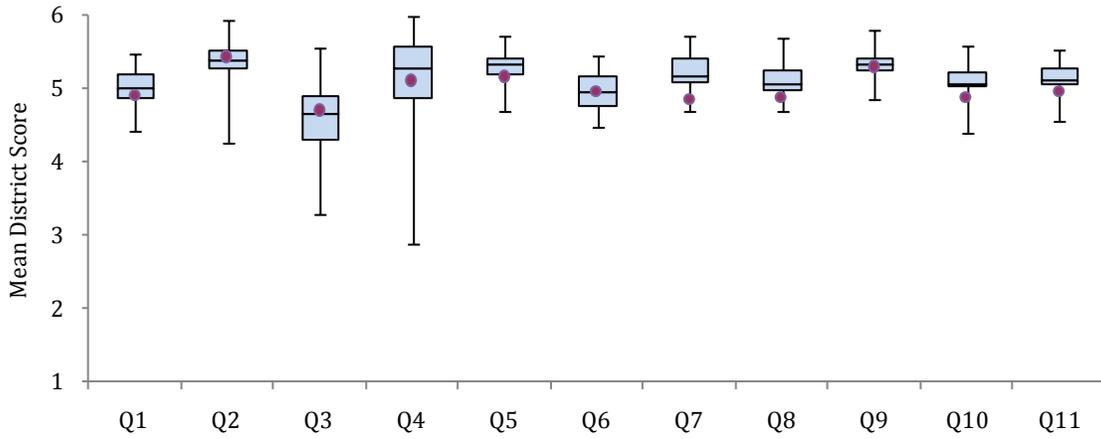
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

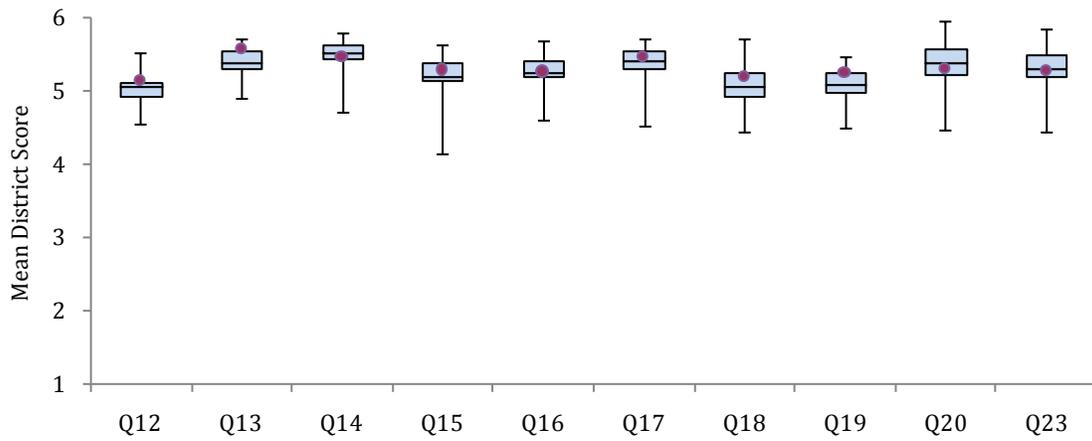
±± Minimum reporting standard not met for this survey item.

Old Saybrook Box-and-Whisker Charts

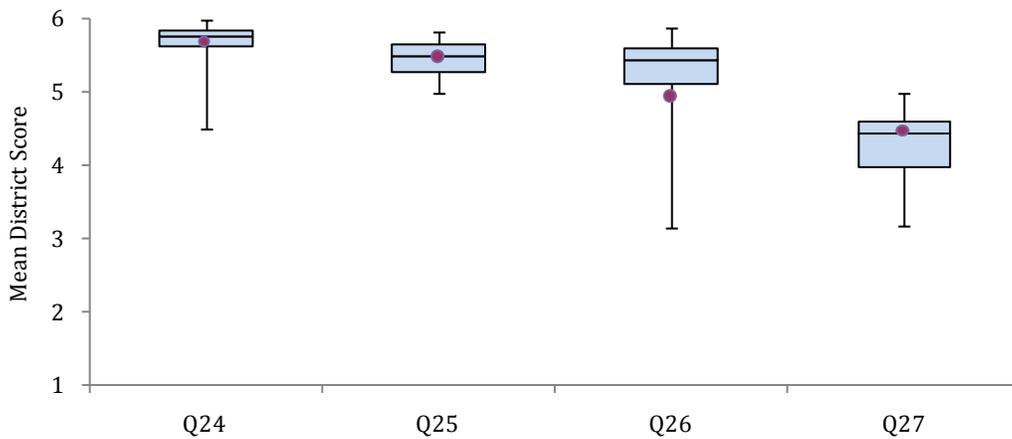
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



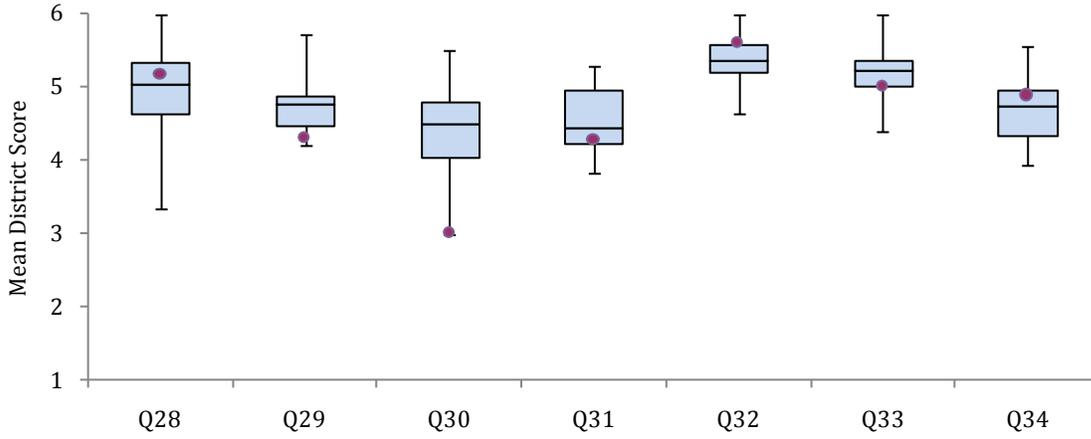
My Child's Participation



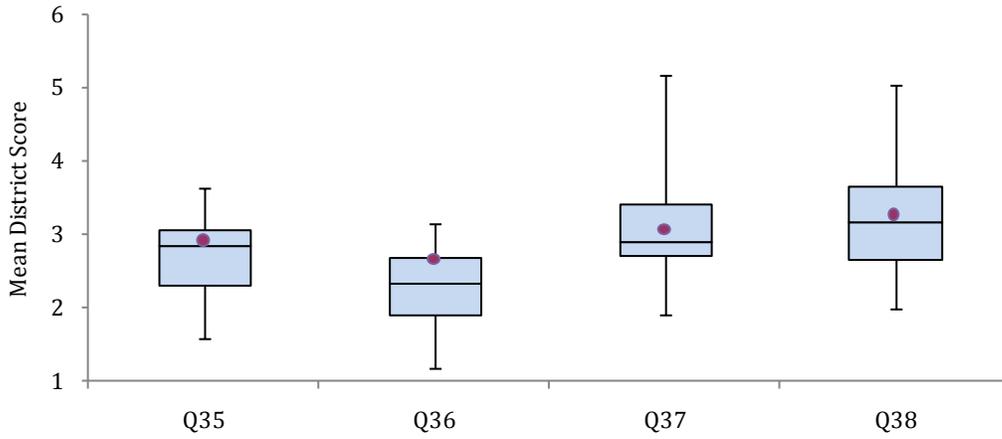
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Old Saybrook Box-and-Whisker Charts (cont'd)

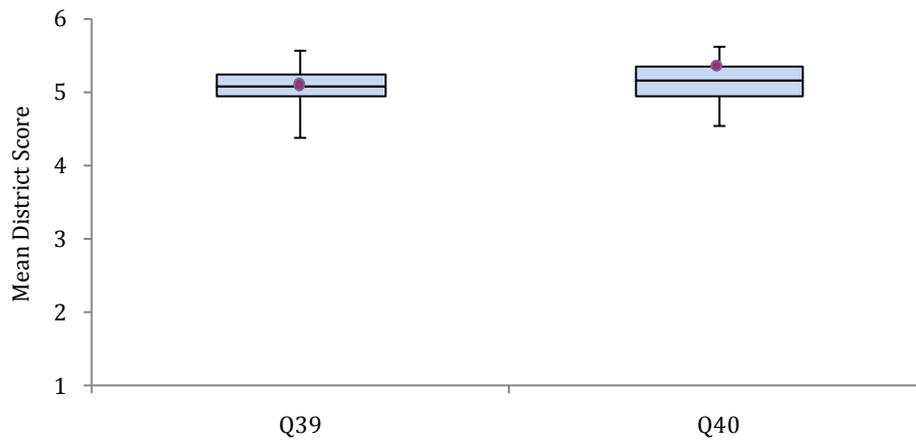
Transition Planning



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).

Plainfield

The 2008-2009 survey was sent to 292 parents of children receiving special education services in the Plainfield school district. A total of 60 surveys were returned for a response rate of 20.5%, equal to the overall survey response rate of 20.5% (n=1,874).

Plainfield Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	60	33.3%	36.7%	5.0%	75.0%	6.7%	10.0%	8.3%	25.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	59	71.2%	16.9%	8.5%	96.6%	3.4%	0.0%	0.0%	3.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	15.0%	15.0%	5.0%	35.0%	0.0%	0.0%	65.0%	65.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	32	21.9%	3.1%	6.3%	31.3%	0.0%	3.1%	65.6%	68.8%	±
5. My child is accepted within the school community.	59	62.7%	11.9%	15.3%	89.8%	5.1%	1.7%	3.4%	10.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	59	35.6%	32.2%	11.9%	79.7%	6.8%	8.5%	5.1%	20.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	60	50.0%	23.3%	15.0%	88.3%	6.7%	1.7%	3.3%	11.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	60	43.3%	25.0%	13.3%	81.7%	3.3%	3.3%	10.0%	16.7%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	58	56.9%	25.9%	10.3%	93.1%	1.7%	0.0%	5.2%	6.9%	0.0%

Table is continued on the next page.

Plainfield Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	57	42.1%	36.8%	12.3%	91.2%	5.3%	0.0%	3.5%	8.8%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	57	59.6%	15.8%	8.8%	84.2%	5.3%	7.0%	3.5%	15.8%	0.0%
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.	58	48.3%	27.6%	10.3%	86.2%	5.2%	1.7%	6.9%	13.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	60	63.3%	25.0%	1.7%	90.0%	1.7%	0.0%	8.3%	10.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	59	59.3%	28.8%	6.8%	94.9%	3.4%	1.7%	0.0%	5.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	60	51.7%	28.3%	6.7%	86.7%	5.0%	1.7%	6.7%	13.3%	±
16. My child's evaluation report is written in terms I understand.	59	42.4%	32.2%	15.3%	89.8%	8.5%	1.7%	0.0%	10.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	60	58.3%	25.0%	3.3%	86.7%	8.3%	0.0%	5.0%	13.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	60	38.3%	26.7%	15.0%	80.0%	8.3%	1.7%	10.0%	20.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	60	51.7%	28.3%	8.3%	88.3%	3.3%	1.7%	6.7%	11.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	60	46.7%	23.3%	8.3%	78.3%	5.0%	6.7%	10.0%	21.7%	±
21. If necessary, a translator was provided at the PPT meetings.	11	36.4%	36.4%	0.0%	72.7%	0.0%	0.0%	27.3%	27.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	11	36.4%	27.3%	0.0%	63.6%	9.1%	0.0%	27.3%	36.4%	±
23. The school district proposed the regular classroom for my child as the first placement option.	51	39.2%	23.5%	3.9%	66.7%	3.9%	2.0%	17.6%	23.5%	9.8%

Table is continued on the next page.

Plainfield Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	56	82.1%	8.9%	3.6%	94.6%	0.0%	1.8%	3.6%	5.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	52	71.2%	11.5%	5.8%	88.5%	0.0%	3.8%	7.7%	11.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	44	2.3%	2.3%	2.3%	6.8%	9.1%	4.5%	79.5%	93.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	39	38.5%	15.4%	2.6%	56.4%	0.0%	7.7%	12.8%	20.5%	23.1%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	9	33.3%	11.1%	0.0%	44.4%	11.1%	0.0%	44.4%	55.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	18	55.6%	22.2%	5.6%	83.3%	0.0%	5.6%	11.1%	16.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	46.2%	7.7%	15.4%	69.2%	7.7%	0.0%	15.4%	23.1%	7.7%
31. The PPT introduced planning for my child's transition to adulthood.	18	38.9%	22.2%	11.1%	72.2%	11.1%	5.6%	11.1%	27.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	22	72.7%	9.1%	4.5%	86.4%	9.1%	4.5%	0.0%	13.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	24	54.2%	29.2%	0.0%	83.3%	4.2%	0.0%	12.5%	16.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	20	45.0%	30.0%	10.0%	85.0%	0.0%	0.0%	15.0%	15.0%	±

Table is continued on the next page.

Plainfield Survey Response Table (con't)

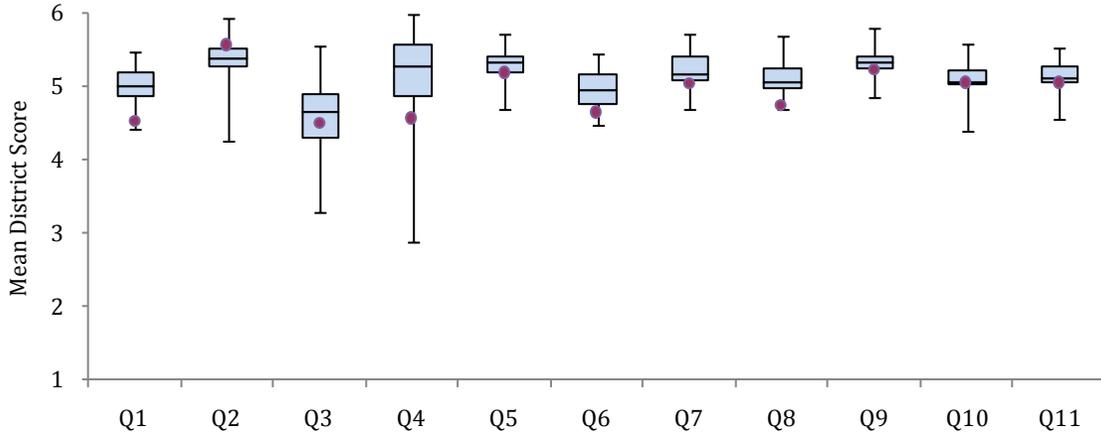
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	41	9.8%	14.6%	7.3%	31.7%	2.4%	2.4%	63.4%	68.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	4.9%	2.4%	9.8%	17.1%	2.4%	14.6%	65.9%	82.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	53	11.3%	3.8%	9.4%	24.5%	5.7%	3.8%	32.1%	41.5%	34.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	54	7.4%	3.7%	3.7%	14.8%	1.9%	7.4%	31.5%	40.7%	44.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	55	32.7%	21.8%	25.5%	80.0%	7.3%	3.6%	9.1%	20.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	53	37.7%	26.4%	17.0%	81.1%	3.8%	3.8%	11.3%	18.9%	±

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

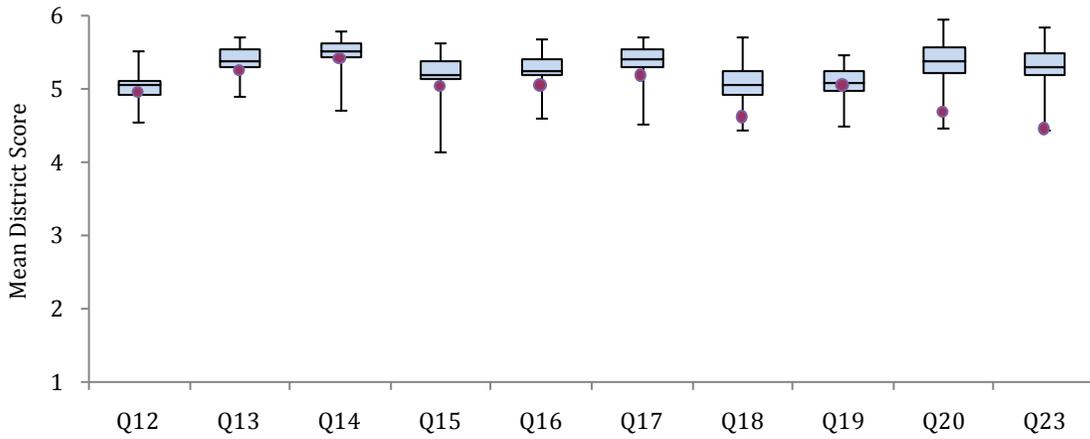
± Not a response option for this survey item.

Plainfield Box-and-Whisker Charts

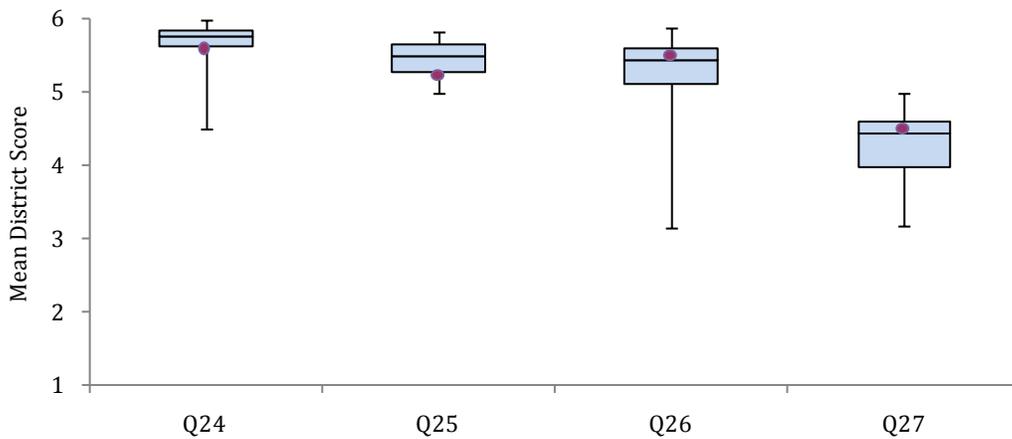
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



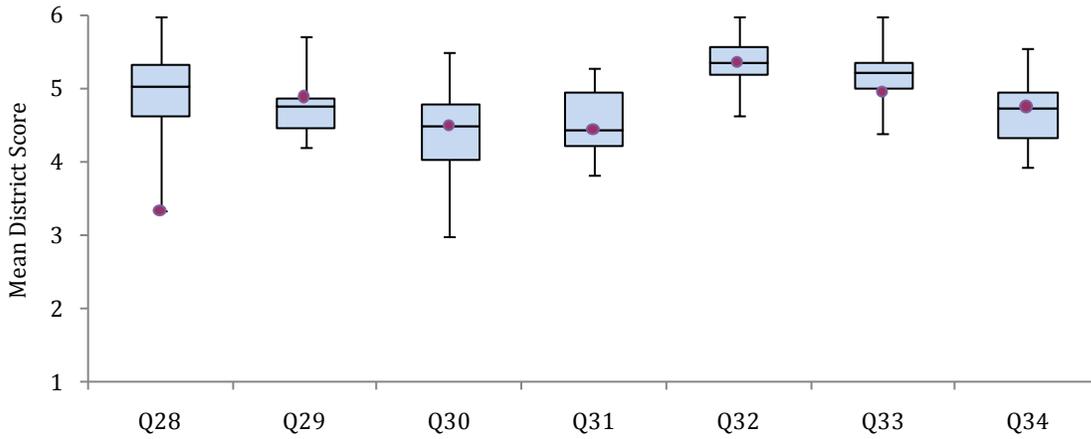
My Child's Participation



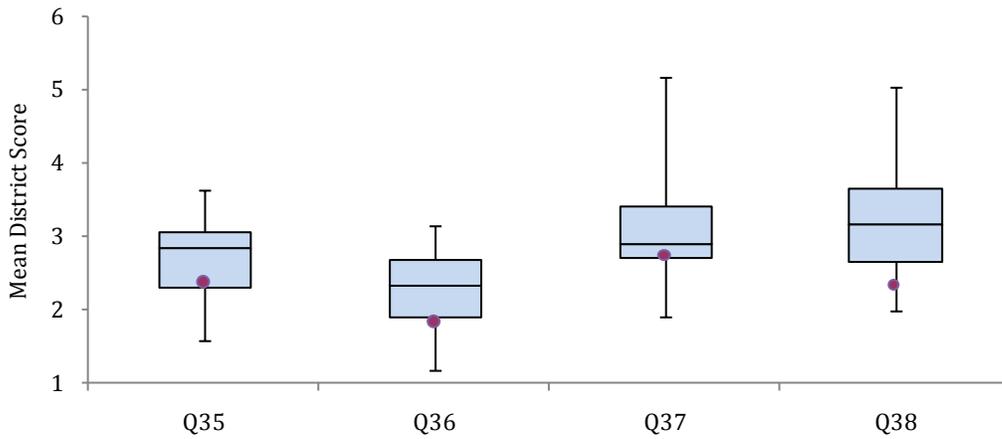
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Plainfield Box-and-Whisker Charts (cont'd)

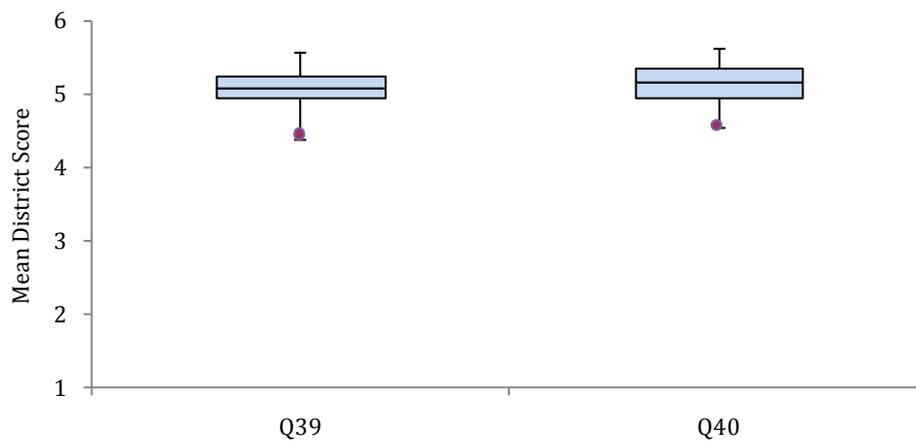
Transition Planning



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).

Plymouth

The 2008-2009 survey was sent to 208 parents of children receiving special education services in the Plymouth school district. A total of 51 surveys were returned for a response rate of 24.5%, slightly above the overall survey response rate of 20.5% (n=1,874).

Plymouth Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	51	25.5%	41.2%	9.8%	76.5%	5.9%	7.8%	9.8%	23.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	51	56.9%	23.5%	9.8%	90.2%	3.9%	2.0%	3.9%	9.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	10	30.0%	0.0%	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).	17	5.9%	0.0%	5.9%	11.8%	0.0%	0.0%	88.2%	88.2%	±
5. My child is accepted within the school community.	51	60.8%	19.6%	7.8%	88.2%	2.0%	5.9%	3.9%	11.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	51	31.4%	37.3%	2.0%	70.6%	11.8%	5.9%	9.8%	27.5%	2.0%
7. All special education services identified in my child's IEP have been provided.	51	43.1%	27.5%	5.9%	76.5%	11.8%	2.0%	5.9%	19.6%	3.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	51	39.2%	29.4%	5.9%	74.5%	7.8%	7.8%	5.9%	21.6%	3.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	49	53.1%	24.5%	6.1%	83.7%	8.2%	2.0%	2.0%	12.2%	4.1%

Table is continued on the next page.

Plymouth Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	51	35.3%	31.4%	9.8%	76.5%	7.8%	3.9%	3.9%	15.7%	7.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	51	43.1%	25.5%	7.8%	76.5%	5.9%	2.0%	5.9%	13.7%	9.8%
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.	50	42.0%	24.0%	12.0%	78.0%	6.0%	4.0%	12.0%	22.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	51	56.9%	15.7%	9.8%	82.4%	5.9%	2.0%	9.8%	17.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	51	68.6%	17.6%	0.0%	86.3%	3.9%	3.9%	5.9%	13.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	51	56.9%	13.7%	15.7%	86.3%	3.9%	3.9%	5.9%	13.7%	±
16. My child's evaluation report is written in terms I understand.	51	49.0%	21.6%	9.8%	80.4%	9.8%	2.0%	7.8%	19.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	51	66.7%	21.6%	5.9%	94.1%	0.0%	0.0%	5.9%	5.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	51	35.3%	23.5%	11.8%	70.6%	17.6%	3.9%	7.8%	29.4%	±
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.	50	44.0%	20.0%	12.0%	76.0%	8.0%	10.0%	6.0%	24.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	51	45.1%	17.6%	7.8%	70.6%	9.8%	7.8%	11.8%	29.4%	±
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.	47	61.7%	21.3%	4.3%	87.2%	0.0%	0.0%	6.4%	6.4%	6.4%

Table is continued on the next page.

Plymouth Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	51	86.3%	7.8%	3.9%	98.0%	0.0%	0.0%	2.0%	2.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	47	74.5%	10.6%	2.1%	87.2%	4.3%	0.0%	8.5%	12.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	32	12.5%	6.3%	12.5%	31.3%	0.0%	0.0%	68.8%	68.8%	±
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).	24	12.5%	16.7%	4.2%	33.3%	0.0%	4.2%	29.2%	33.3%	33.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	9	22.2%	55.6%	11.1%	88.9%	0.0%	0.0%	11.1%	11.1%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	30.0%	30.0%	10.0%	70.0%	0.0%	20.0%	10.0%	30.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	37.5%	12.5%	12.5%	62.5%	12.5%	0.0%	25.0%	37.5%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	10	30.0%	20.0%	20.0%	70.0%	0.0%	0.0%	30.0%	30.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	11	72.7%	0.0%	0.0%	72.7%	0.0%	0.0%	27.3%	27.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	63.6%	0.0%	9.1%	72.7%	0.0%	9.1%	18.2%	27.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	11	36.4%	27.3%	9.1%	72.7%	0.0%	9.1%	18.2%	27.3%	±

Table is continued on the next page.

Plymouth Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	34	17.6%	11.8%	8.8%	38.2%	8.8%	2.9%	50.0%	61.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	30	26.7%	13.3%	3.3%	43.3%	6.7%	3.3%	46.7%	56.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	42	11.9%	14.3%	9.5%	35.7%	7.1%	7.1%	21.4%	35.7%	28.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	41	31.7%	12.2%	9.8%	53.7%	4.9%	0.0%	14.6%	19.5%	26.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	47	38.3%	25.5%	14.9%	78.7%	2.1%	4.3%	14.9%	21.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	47	44.7%	23.4%	8.5%	76.6%	2.1%	8.5%	12.8%	23.4%	±

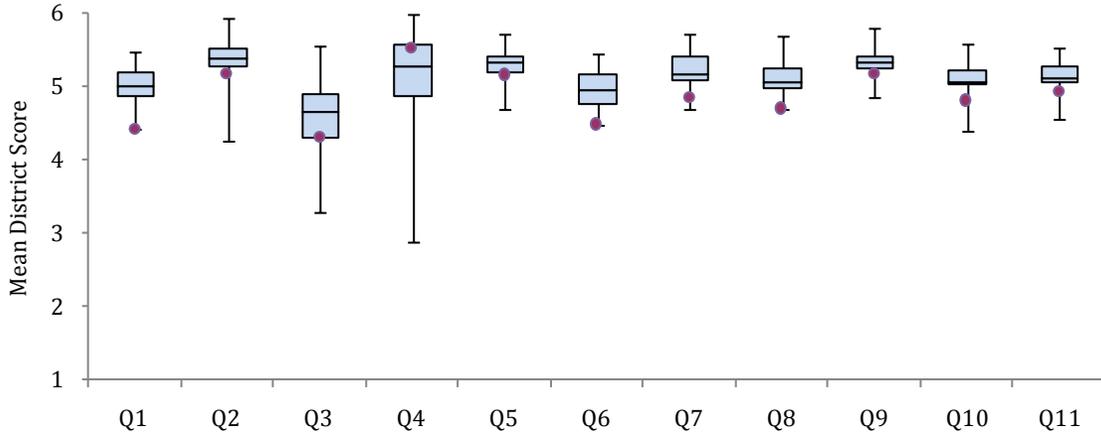
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

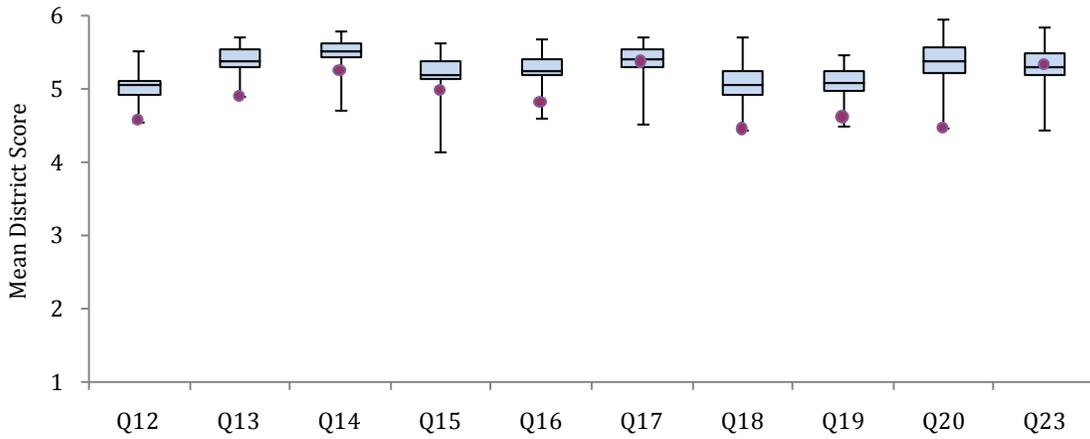
±± Minimum reporting standard not met for this survey item.

Plymouth Box-and-Whisker Charts

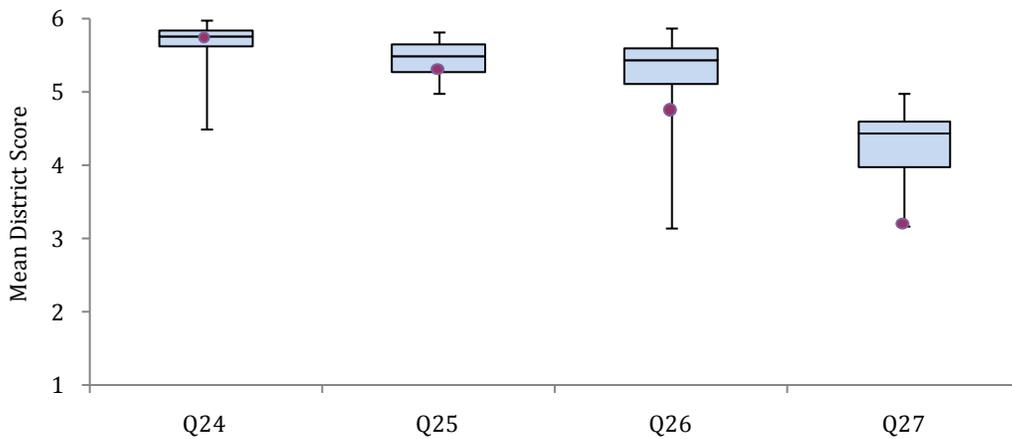
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



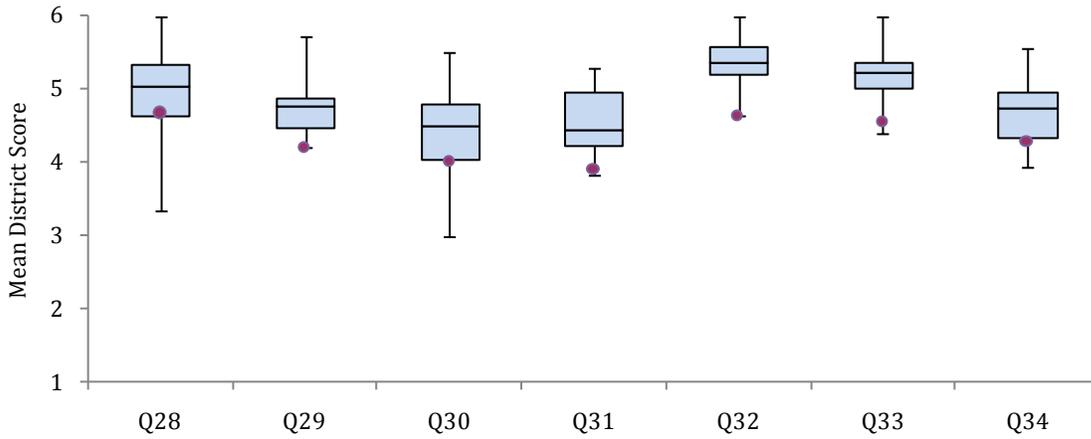
My Child's Participation



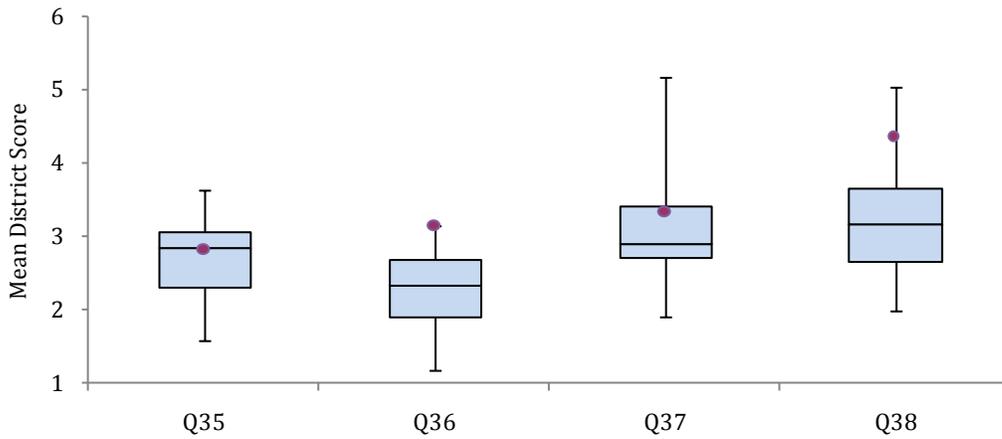
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Plymouth Box-and-Whisker Charts (cont'd)

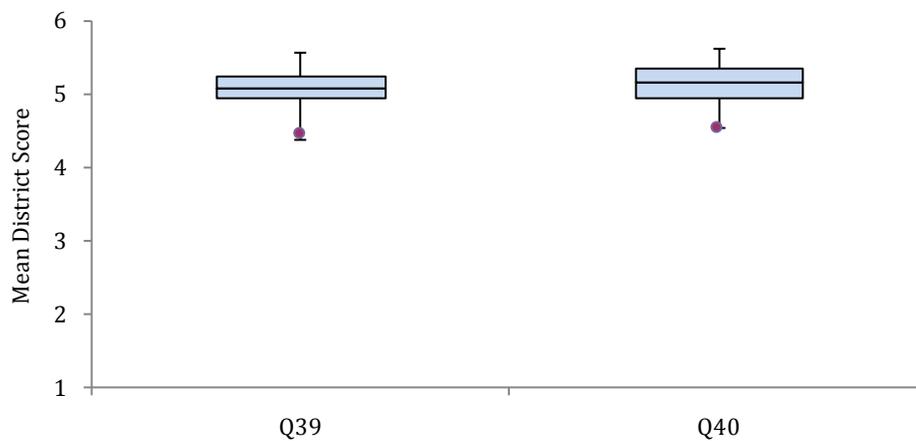
Transition Planning



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 10

The 2008-2009 survey was sent to 307 parents of children receiving special education services in Regional School District 10. A total of 93 surveys were returned for a response rate of 30.3%, above the overall survey response rate of 20.5% (n=1,874).

Regional School District 10 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.	91	56.0%	19.8%	12.1%	87.9%	4.4%	3.3%	4.4%	12.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	91	68.1%	17.6%	6.6%	92.3%	3.3%	3.3%	1.1%	7.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	21	14.3%	4.8%	14.3%	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).	39	12.8%	5.1%	10.3%	28.2%	2.6%	0.0%	69.2%	71.8%	±
5. My child is accepted within the school community.	89	64.0%	22.5%	4.5%	91.0%	4.5%	3.4%	1.1%	9.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	93	53.8%	19.4%	10.8%	83.9%	5.4%	7.5%	2.2%	15.1%	1.1%
7. All special education services identified in my child's IEP have been provided.	93	60.2%	20.4%	10.8%	91.4%	2.2%	1.1%	3.2%	6.5%	2.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	92	53.3%	28.3%	4.3%	85.9%	2.2%	3.3%	6.5%	12.0%	2.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	92	60.9%	20.7%	12.0%	93.5%	1.1%	2.2%	1.1%	4.3%	2.2%

Table is continued on the next page.

Regional School District 10 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	88	48.9%	27.3%	12.5%	88.6%	1.1%	3.4%	4.5%	9.1%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	91	54.9%	17.6%	14.3%	86.8%	3.3%	1.1%	5.5%	9.9%	3.3%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	91	54.9%	24.2%	12.1%	91.2%	5.5%	1.1%	2.2%	8.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	93	76.3%	12.9%	5.4%	94.6%	3.2%	2.2%	0.0%	5.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	93	77.4%	15.1%	4.3%	96.8%	1.1%	1.1%	1.1%	3.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	91	71.4%	19.8%	2.2%	93.4%	4.4%	1.1%	1.1%	6.6%	±
16. My child's evaluation report is written in terms I understand.	93	64.5%	22.6%	7.5%	94.6%	1.1%	2.2%	2.2%	5.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	93	74.2%	17.2%	2.2%	93.5%	4.3%	0.0%	2.2%	6.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	92	55.4%	25.0%	9.8%	90.2%	4.3%	3.3%	2.2%	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.	92	57.6%	27.2%	9.8%	94.6%	2.2%	2.2%	1.1%	5.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	93	76.3%	12.9%	3.2%	92.5%	3.2%	2.2%	2.2%	7.5%	±
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.	83	74.7%	12.0%	2.4%	89.2%	0.0%	1.2%	7.2%	8.4%	2.4%

Table is continued on the next page.

Regional School District 10 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	92	89.1%	4.3%	4.3%	97.8%	1.1%	0.0%	1.1%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	83	90.4%	2.4%	3.6%	96.4%	1.2%	0.0%	2.4%	3.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	58	3.4%	3.4%	5.2%	12.1%	3.4%	5.2%	79.3%	87.9%	±
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).	45	44.4%	13.3%	2.2%	60.0%	6.7%	11.1%	4.4%	22.2%	17.8%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	14	57.1%	21.4%	14.3%	92.9%	7.1%	0.0%	0.0%	7.1%	±
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.	26	46.2%	26.9%	11.5%	84.6%	3.8%	7.7%	3.8%	15.4%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	20	35.0%	30.0%	20.0%	85.0%	0.0%	0.0%	5.0%	5.0%	10.0%
31. The PPT introduced planning for my child's transition to adulthood.	25	52.0%	24.0%	8.0%	84.0%	4.0%	8.0%	4.0%	16.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	26	76.9%	0.0%	23.1%	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.	27	74.1%	7.4%	7.4%	88.9%	3.7%	3.7%	3.7%	11.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	26	57.7%	19.2%	7.7%	84.6%	7.7%	0.0%	7.7%	15.4%	±

Table is continued on the next page.

Regional School District 10 Survey Response Table (con't)

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	21.3%	8.2%	8.2%	37.7%	6.6%	1.6%	54.1%	62.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	56	16.1%	7.1%	7.1%	30.4%	0.0%	5.4%	64.3%	69.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	78	14.1%	5.1%	9.0%	28.2%	5.1%	3.8%	32.1%	41.0%	30.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	76	13.2%	5.3%	7.9%	26.3%	3.9%	3.9%	27.6%	35.5%	38.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	86	58.1%	20.9%	9.3%	88.4%	4.7%	3.5%	3.5%	11.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	81	65.4%	21.0%	6.2%	92.6%	3.7%	1.2%	2.5%	7.4%	±

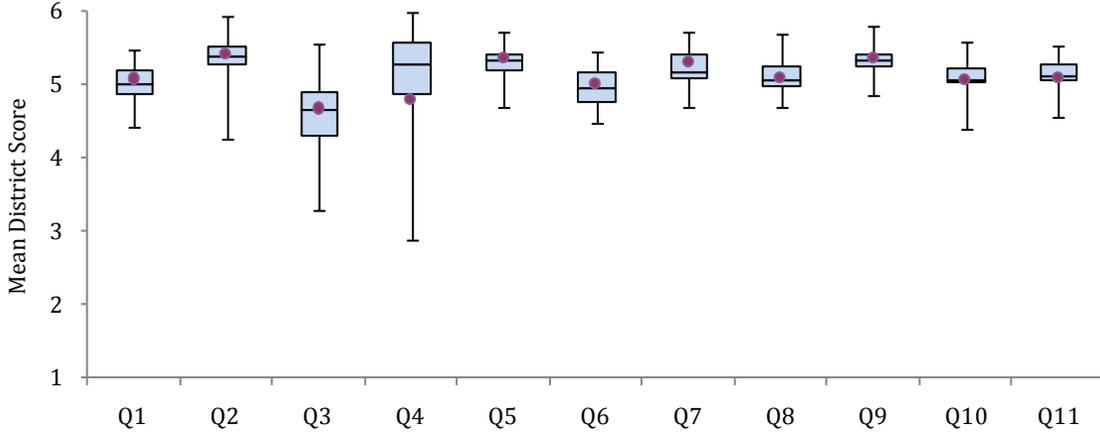
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

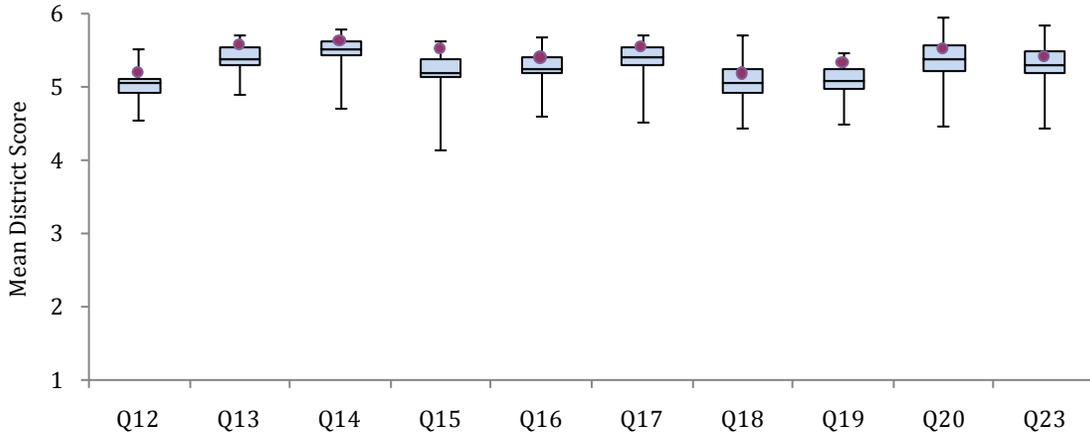
±± Minimum reporting standard not met for this survey item.

Regional School District 10 Box-and-Whisker Charts

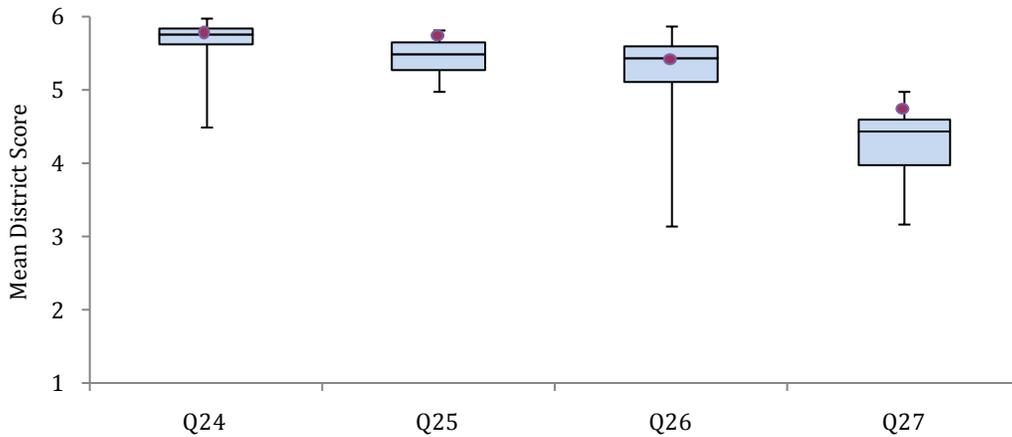
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



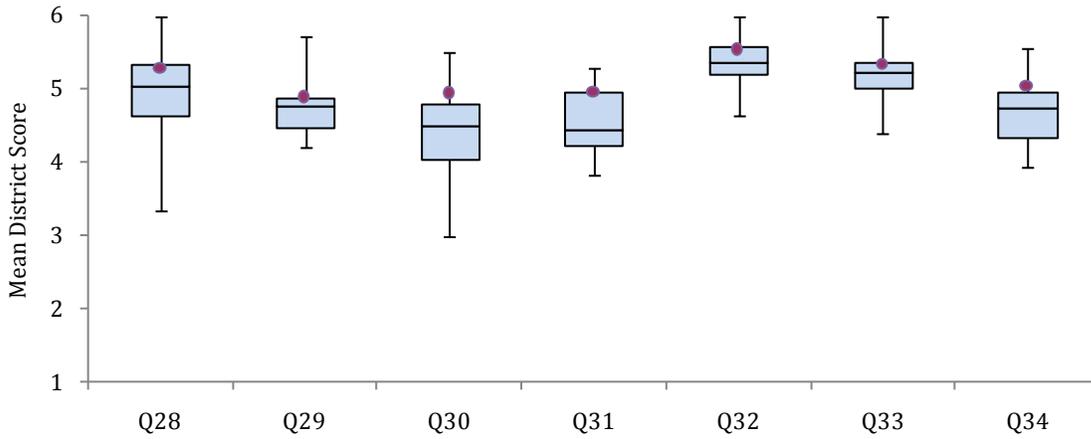
My Child's Participation



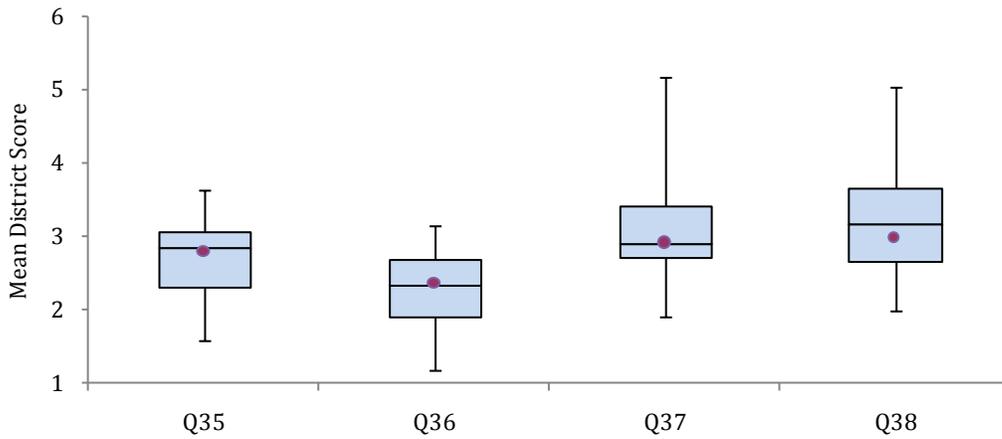
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 10 Box-and-Whisker Charts (cont'd)

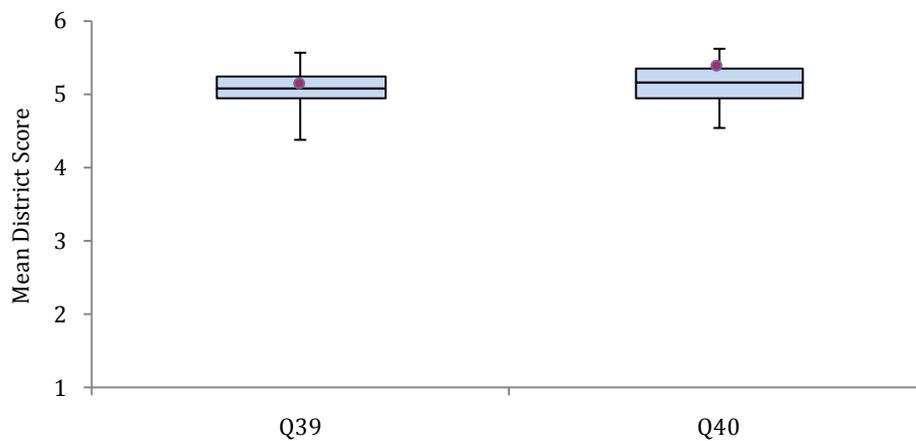
Transition Planning



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 13

The 2008-2009 survey was sent to 285 parents of children receiving special education services in Regional School District 13. A total of 80 surveys were returned for a response rate of 28.1%, above the overall survey response rate of 20.5% (n=1,874).

Regional School District 13 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.	80	63.8%	27.5%	3.8%	95.0%	1.3%	1.3%	2.5%	5.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	80	75.0%	18.8%	5.0%	98.8%	1.3%	0.0%	0.0%	1.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	0.0%	11.1%	0.0%	11.1%	0.0%	0.0%	88.9%	88.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	27	0.0%	7.4%	0.0%	7.4%	0.0%	0.0%	92.6%	92.6%	±
5. My child is accepted within the school community.	80	66.3%	28.8%	1.3%	96.3%	0.0%	3.8%	0.0%	3.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	80	61.3%	28.8%	7.5%	97.5%	0.0%	2.5%	0.0%	2.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	80	63.8%	23.8%	7.5%	95.0%	1.3%	1.3%	0.0%	2.5%	2.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	80	63.8%	30.0%	1.3%	95.0%	0.0%	1.3%	2.5%	3.8%	1.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	78	74.4%	20.5%	1.3%	96.2%	0.0%	1.3%	1.3%	2.6%	1.3%

Table is continued on the next page.

Regional School District 13 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	72	59.7%	30.6%	2.8%	93.1%	0.0%	4.2%	2.8%	6.9%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	74	67.6%	21.6%	2.7%	91.9%	1.4%	2.7%	2.7%	6.8%	1.4%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	78	67.9%	24.4%	3.8%	96.2%	1.3%	1.3%	1.3%	3.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	80	76.3%	18.8%	1.3%	96.3%	1.3%	2.5%	0.0%	3.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	80	78.8%	17.5%	1.3%	97.5%	1.3%	0.0%	1.3%	2.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	80	77.5%	16.3%	2.5%	96.3%	2.5%	0.0%	1.3%	3.8%	±
16. My child's evaluation report is written in terms I understand.	80	75.0%	20.0%	5.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	80	75.0%	16.3%	5.0%	96.3%	2.5%	1.3%	0.0%	3.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	80	72.5%	17.5%	5.0%	95.0%	2.5%	1.3%	1.3%	5.0%	±
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.	80	67.5%	21.3%	7.5%	96.3%	1.3%	0.0%	2.5%	3.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	80	93.8%	6.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	68	79.4%	10.3%	0.0%	89.7%	0.0%	0.0%	4.4%	4.4%	5.9%

Table is continued on the next page.

Regional School District 13 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	79	87.3%	10.1%	0.0%	97.5%	0.0%	0.0%	2.5%	2.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	73	87.7%	8.2%	1.4%	97.3%	0.0%	0.0%	2.7%	2.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	3.8%	3.8%	1.9%	9.6%	1.9%	3.8%	84.6%	90.4%	±
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).	31	35.5%	12.9%	9.7%	58.1%	9.7%	0.0%	19.4%	29.0%	12.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	13	76.9%	15.4%	0.0%	92.3%	0.0%	0.0%	7.7%	7.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	16	43.8%	50.0%	6.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	54.5%	27.3%	9.1%	90.9%	0.0%	0.0%	0.0%	0.0%	9.1%
31. The PPT introduced planning for my child's transition to adulthood.	15	53.3%	26.7%	13.3%	93.3%	0.0%	0.0%	6.7%	6.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	77.8%	5.6%	5.6%	88.9%	0.0%	0.0%	11.1%	11.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	76.5%	11.8%	5.9%	94.1%	0.0%	0.0%	5.9%	5.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	13	53.8%	30.8%	15.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

Regional School District 13 Survey Response Table (con't)

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.	48	25.0%	10.4%	6.3%	41.7%	2.1%	2.1%	54.2%	58.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	42	7.1%	9.5%	7.1%	23.8%	2.4%	2.4%	71.4%	76.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	65	9.2%	9.2%	6.2%	24.6%	3.1%	6.2%	29.2%	38.5%	36.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	65	10.8%	12.3%	9.2%	32.3%	0.0%	3.1%	23.1%	26.2%	41.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	75	60.0%	26.7%	6.7%	93.3%	2.7%	0.0%	4.0%	6.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	75	64.0%	24.0%	5.3%	93.3%	1.3%	0.0%	5.3%	6.7%	±

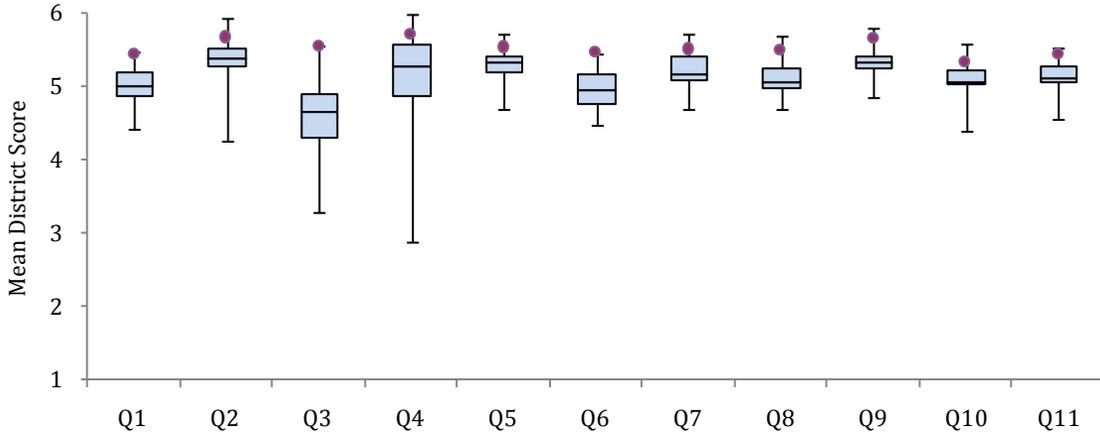
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

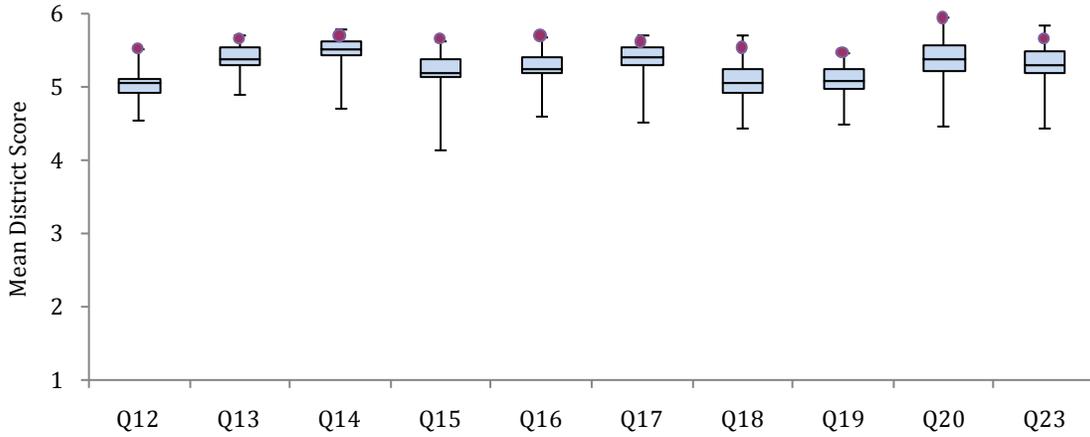
±± Minimum reporting standard not met for this survey item.

Regional School District 13 Box-and-Whisker Charts

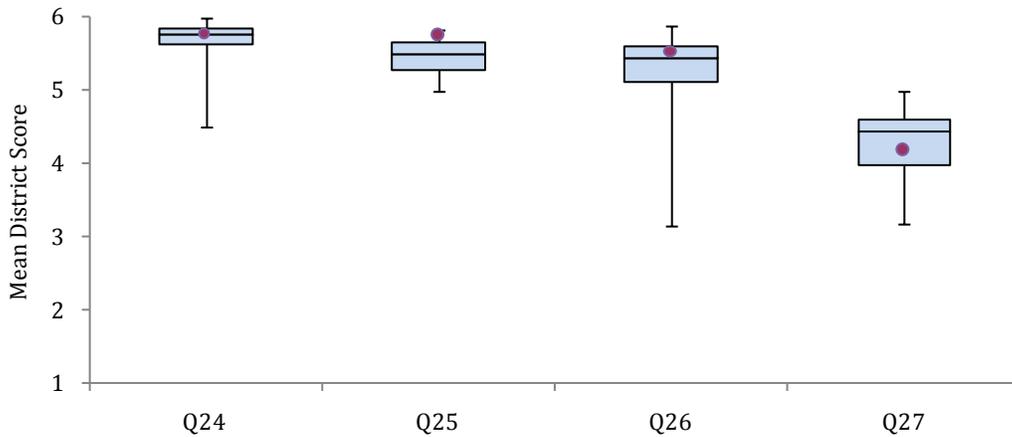
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



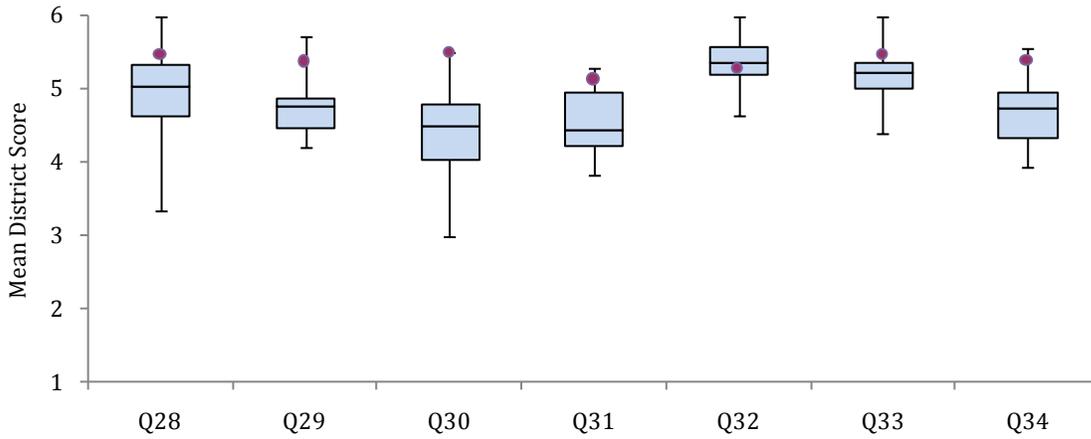
My Child's Participation



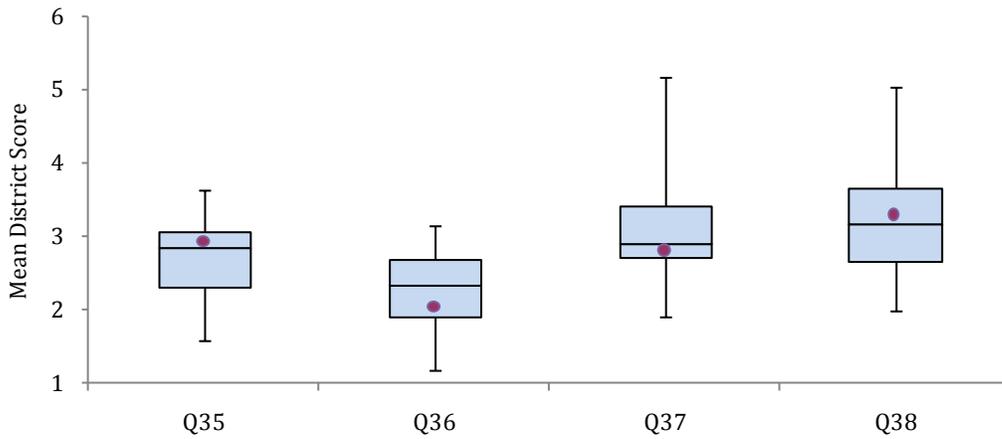
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 13 Box-and-Whisker Charts (cont'd)

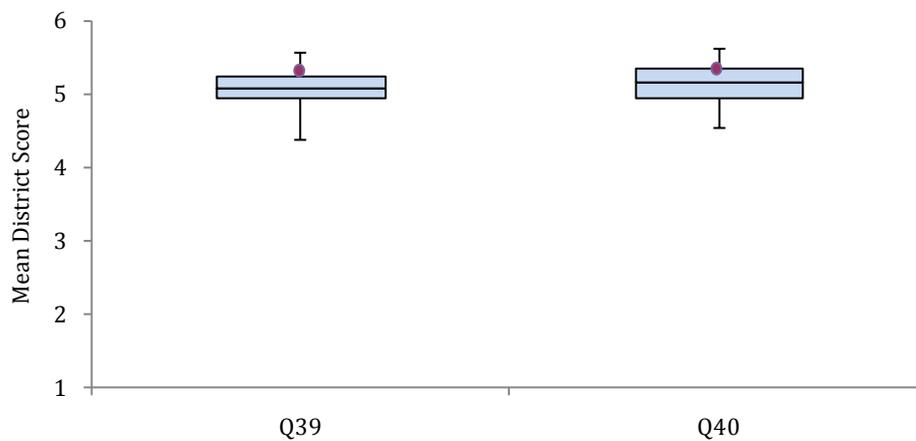
Transition Planning



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 15

The 2008-2009 survey was sent to 566 parents of children receiving special education services in Regional School District 15. A total of 130 surveys were returned for a response rate of 23.0%, slightly above the overall survey response rate of 20.5% (n=1,874).

Regional School District 15 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.	128	39.1%	42.2%	10.2%	91.4%	2.3%	3.1%	3.1%	8.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	130	56.9%	30.8%	6.9%	94.6%	3.1%	2.3%	0.0%	5.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	18	5.6%	0.0%	5.6%	11.1%	11.1%	0.0%	77.8%	88.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	5.3%	7.9%	0.0%	13.2%	5.3%	0.0%	81.6%	86.8%	±
5. My child is accepted within the school community.	128	58.6%	24.2%	8.6%	91.4%	4.7%	1.6%	2.3%	8.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	129	41.1%	40.3%	6.2%	87.6%	4.7%	3.9%	3.9%	12.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	129	51.2%	31.0%	7.8%	89.9%	3.1%	4.7%	1.6%	9.3%	0.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	130	48.5%	33.8%	7.7%	90.0%	3.8%	1.5%	3.1%	8.5%	1.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	127	59.8%	27.6%	6.3%	93.7%	3.1%	0.8%	0.8%	4.7%	1.6%

Table is continued on the next page.

Regional School District 15 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	115	42.6%	33.9%	13.0%	89.6%	3.5%	2.6%	2.6%	8.7%	1.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	117	47.0%	29.1%	8.5%	84.6%	2.6%	4.3%	2.6%	9.4%	6.0%
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.	127	49.6%	28.3%	10.2%	88.2%	7.1%	3.1%	1.6%	11.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	129	65.9%	19.4%	7.8%	93.0%	3.9%	0.8%	2.3%	7.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	130	67.7%	20.8%	7.7%	96.2%	3.8%	0.0%	0.0%	3.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	129	48.1%	31.8%	14.0%	93.8%	2.3%	2.3%	1.6%	6.2%	±
16. My child's evaluation report is written in terms I understand.	130	55.4%	26.9%	10.0%	92.3%	5.4%	0.8%	1.5%	7.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	130	70.0%	17.7%	8.5%	96.2%	0.8%	0.8%	2.3%	3.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	127	47.2%	33.1%	11.0%	91.3%	3.9%	1.6%	3.1%	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.	128	46.1%	27.3%	16.4%	89.8%	5.5%	3.1%	1.6%	10.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	130	67.7%	21.5%	3.1%	92.3%	3.8%	0.8%	3.1%	7.7%	±
21. If necessary, a translator was provided at the PPT meetings.	6	33.3%	50.0%	0.0%	83.3%	0.0%	0.0%	16.7%	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.	108	72.2%	11.1%	4.6%	88.0%	0.9%	1.9%	6.5%	9.3%	2.8%

Table is continued on the next page.

Regional School District 15 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	115	91.3%	4.3%	3.5%	99.1%	0.9%	0.0%	0.0%	0.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	101	81.2%	5.0%	6.9%	93.1%	3.0%	0.0%	4.0%	6.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	67	7.5%	0.0%	1.5%	9.0%	4.5%	1.5%	85.1%	91.0%	±
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).	40	32.5%	20.0%	7.5%	60.0%	0.0%	10.0%	17.5%	27.5%	12.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	24	41.7%	29.2%	8.3%	79.2%	4.2%	4.2%	12.5%	20.8%	±
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.	24	16.7%	37.5%	29.2%	83.3%	0.0%	4.2%	12.5%	16.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	14	28.6%	21.4%	14.3%	64.3%	7.1%	7.1%	21.4%	35.7%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	20	25.0%	30.0%	5.0%	60.0%	10.0%	5.0%	25.0%	40.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	25	72.0%	16.0%	8.0%	96.0%	4.0%	0.0%	0.0%	4.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	25	56.0%	32.0%	8.0%	96.0%	4.0%	0.0%	0.0%	4.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	21	23.8%	28.6%	23.8%	76.2%	0.0%	9.5%	14.3%	23.8%	±

Table is continued on the next page.

Regional School District 15 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	75	29.3%	9.3%	4.0%	42.7%	1.3%	2.7%	53.3%	57.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	74	14.9%	12.2%	4.1%	31.1%	4.1%	6.8%	58.1%	68.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	108	19.4%	13.9%	11.1%	44.4%	4.6%	0.0%	18.5%	23.1%	32.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	107	23.4%	13.1%	7.5%	43.9%	3.7%	0.9%	15.0%	19.6%	36.4%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	113	47.8%	33.6%	8.0%	89.4%	4.4%	0.9%	5.3%	10.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	113	49.6%	34.5%	9.7%	93.8%	1.8%	0.0%	4.4%	6.2%	±

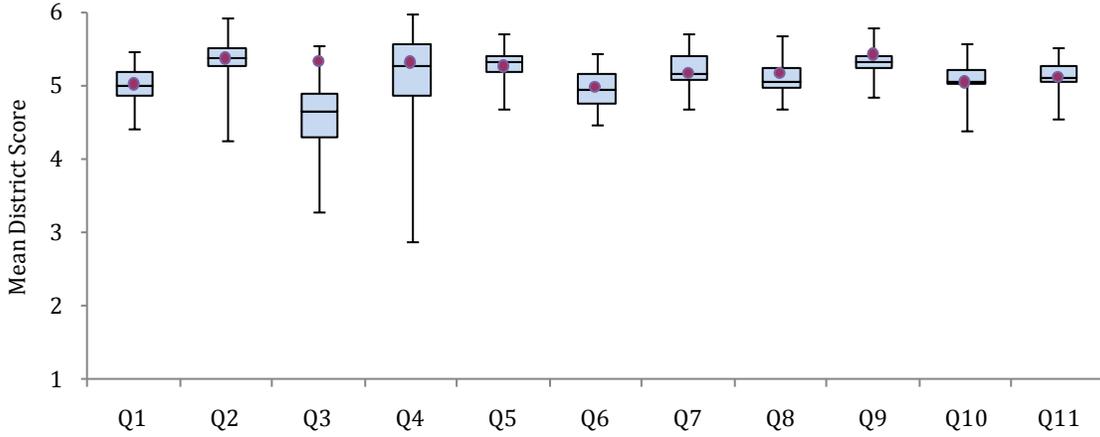
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

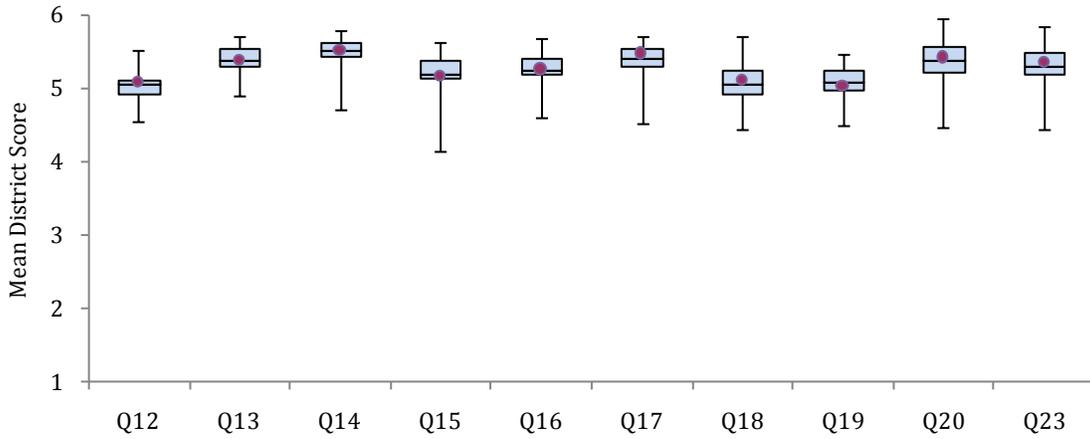
±± Minimum reporting standard not met for this survey item.

Regional School District 15 Box-and-Whisker Charts

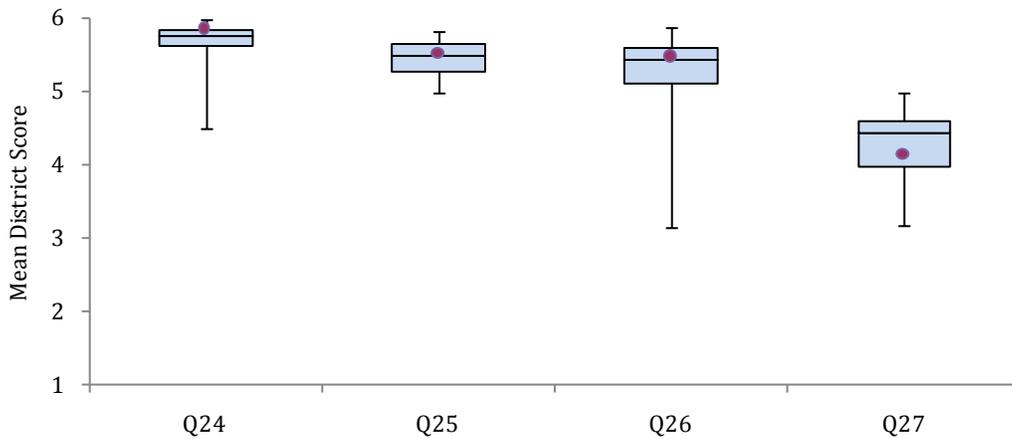
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



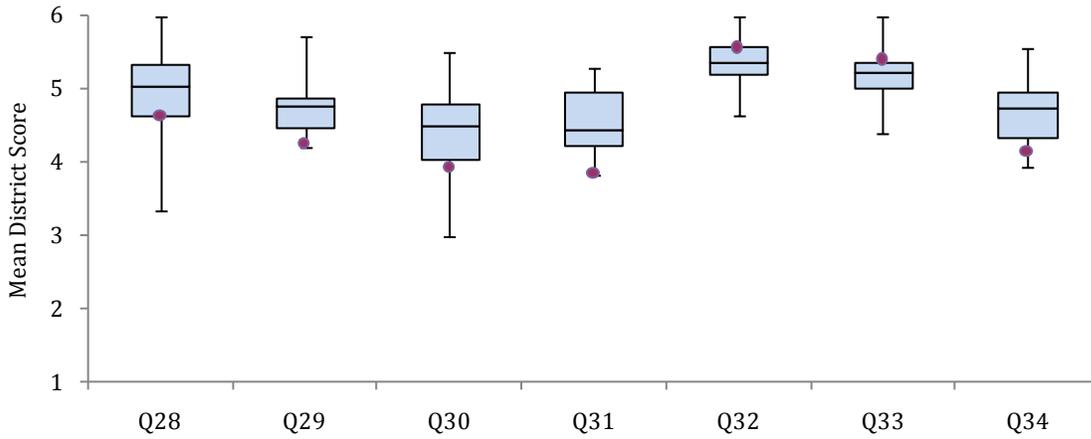
My Child's Participation



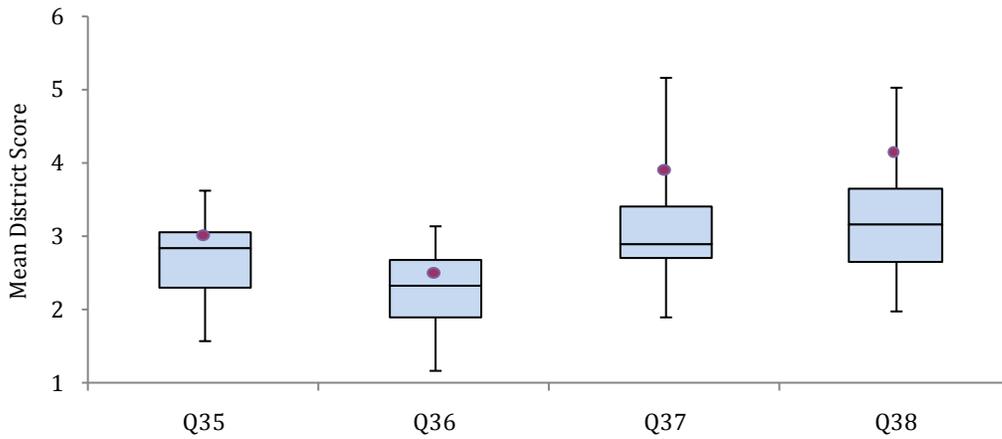
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 15 Box-and-Whisker Charts (cont'd)

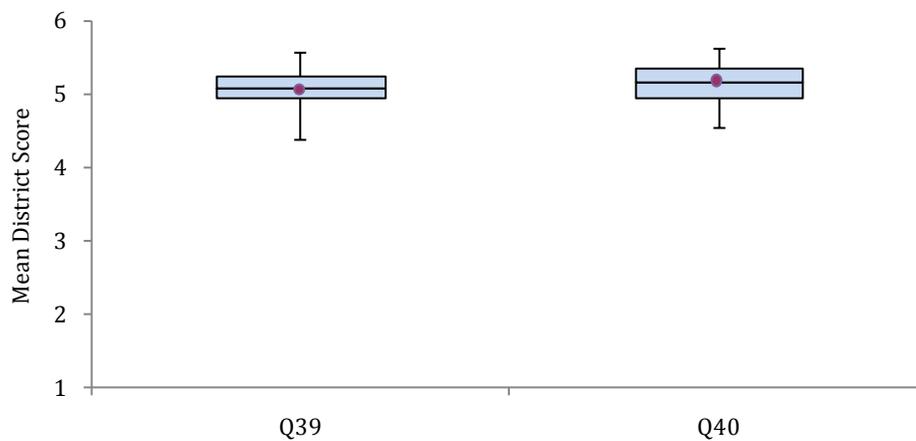
Transition Planning



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 18

The 2008-2009 survey was sent to 164 parents of children receiving special education services in Regional School District 18. A total of 46 surveys were returned for a response rate of 28.0%, above the overall survey response rate of 20.5% (n=1,874).

Regional School District 18 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.	46	63.0%	26.1%	4.3%	93.5%	2.2%	2.2%	2.2%	6.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	46	67.4%	19.6%	6.5%	93.5%	4.3%	2.2%	0.0%	6.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	8	12.5%	0.0%	0.0%	12.5%	0.0%	0.0%	87.5%	87.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	22	0.0%	4.5%	0.0%	4.5%	0.0%	4.5%	90.9%	95.5%	±
5. My child is accepted within the school community.	46	67.4%	10.9%	10.9%	89.1%	4.3%	6.5%	0.0%	10.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	46	56.5%	28.3%	6.5%	91.3%	2.2%	4.3%	0.0%	6.5%	2.2%
7. All special education services identified in my child's IEP have been provided.	45	66.7%	24.4%	6.7%	97.8%	2.2%	0.0%	0.0%	2.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	46	60.9%	23.9%	2.2%	87.0%	2.2%	4.3%	2.2%	8.7%	4.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	46	71.7%	17.4%	0.0%	89.1%	2.2%	4.3%	2.2%	8.7%	2.2%

Table is continued on the next page.

Regional School District 18 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	42	61.9%	14.3%	7.1%	83.3%	7.1%	4.8%	4.8%	16.7%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	42	57.1%	21.4%	4.8%	83.3%	2.4%	9.5%	2.4%	14.3%	2.4%
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.	45	62.2%	20.0%	4.4%	86.7%	4.4%	2.2%	6.7%	13.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	46	73.9%	17.4%	0.0%	91.3%	2.2%	4.3%	2.2%	8.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	46	71.7%	21.7%	2.2%	95.7%	0.0%	2.2%	2.2%	4.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	45	75.6%	8.9%	8.9%	93.3%	0.0%	2.2%	4.4%	6.7%	±
16. My child's evaluation report is written in terms I understand.	45	73.3%	11.1%	8.9%	93.3%	2.2%	2.2%	2.2%	6.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	46	87.0%	6.5%	2.2%	95.7%	0.0%	4.3%	0.0%	4.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	46	69.6%	17.4%	8.7%	95.7%	0.0%	2.2%	2.2%	4.3%	±
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.	46	63.0%	21.7%	8.7%	93.5%	2.2%	2.2%	2.2%	6.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	45	88.9%	8.9%	0.0%	97.8%	0.0%	0.0%	2.2%	2.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	38	86.8%	7.9%	2.6%	97.4%	0.0%	0.0%	0.0%	0.0%	2.6%

Table is continued on the next page.

Regional School District 18 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	43	88.4%	11.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	41	80.5%	14.6%	0.0%	95.1%	0.0%	0.0%	4.9%	4.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	35	2.9%	0.0%	2.9%	5.7%	0.0%	2.9%	91.4%	94.3%	±
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).	23	52.2%	4.3%	4.3%	60.9%	0.0%	4.3%	13.0%	17.4%	21.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	11	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	10	30.0%	50.0%	10.0%	90.0%	10.0%	0.0%	0.0%	10.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	7	28.6%	28.6%	14.3%	71.4%	0.0%	14.3%	0.0%	14.3%	14.3%
31. The PPT introduced planning for my child's transition to adulthood.	7	14.3%	28.6%	42.9%	85.7%	14.3%	0.0%	0.0%	14.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	9	77.8%	11.1%	11.1%	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%	37.5%	12.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	7	42.9%	14.3%	0.0%	57.1%	14.3%	14.3%	14.3%	42.9%	±

Table is continued on the next page.

Regional School District 18 Survey Response Table (con't)

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	9.1%	3.0%	3.0%	15.2%	3.0%	9.1%	72.7%	84.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	33	6.1%	3.0%	0.0%	9.1%	6.1%	12.1%	72.7%	90.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	39	23.1%	0.0%	0.0%	23.1%	2.6%	7.7%	41.0%	51.3%	25.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	37	18.9%	5.4%	0.0%	24.3%	0.0%	10.8%	40.5%	51.4%	24.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	43	62.8%	18.6%	11.6%	93.0%	2.3%	2.3%	2.3%	7.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	45	64.4%	17.8%	15.6%	97.8%	0.0%	2.2%	0.0%	2.2%	±

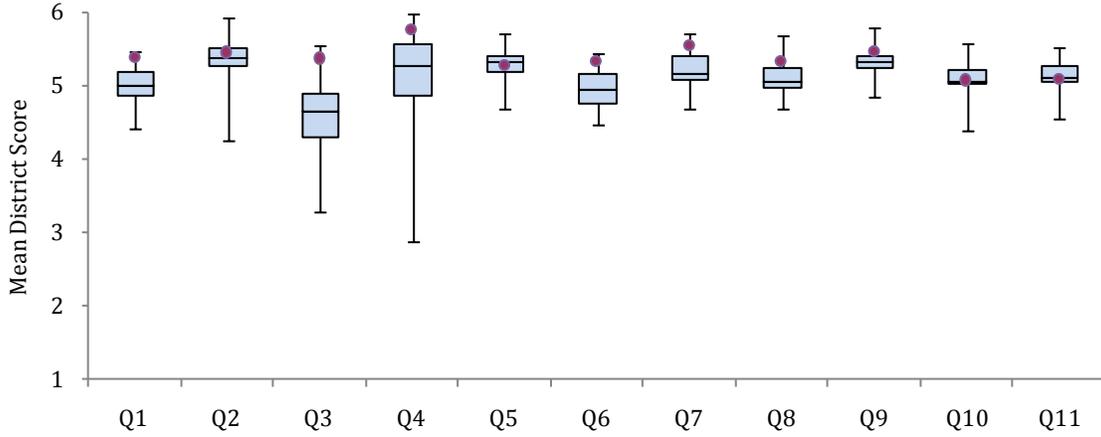
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

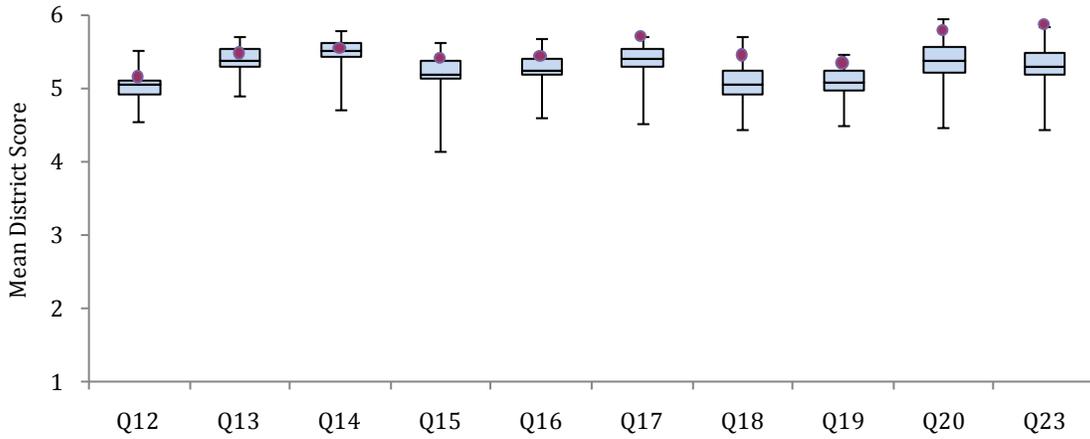
±± Minimum reporting standard not met for this survey item.

Regional School District 18 Box-and-Whisker Charts

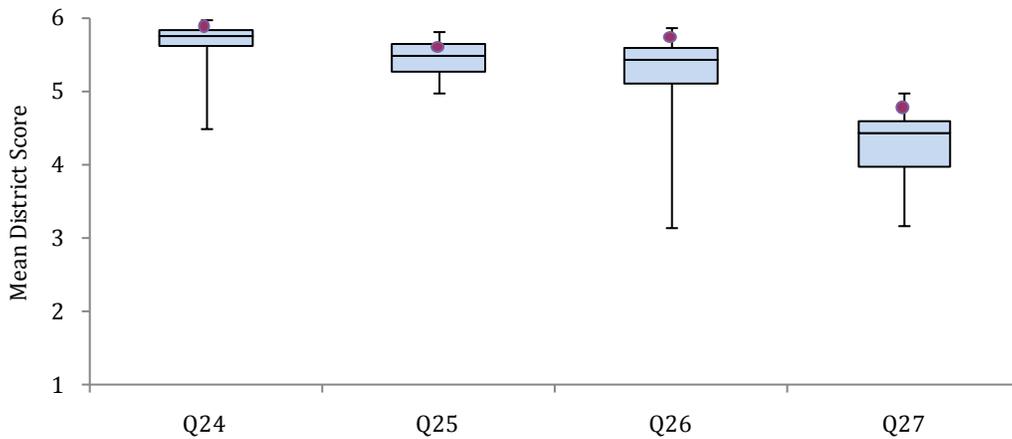
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



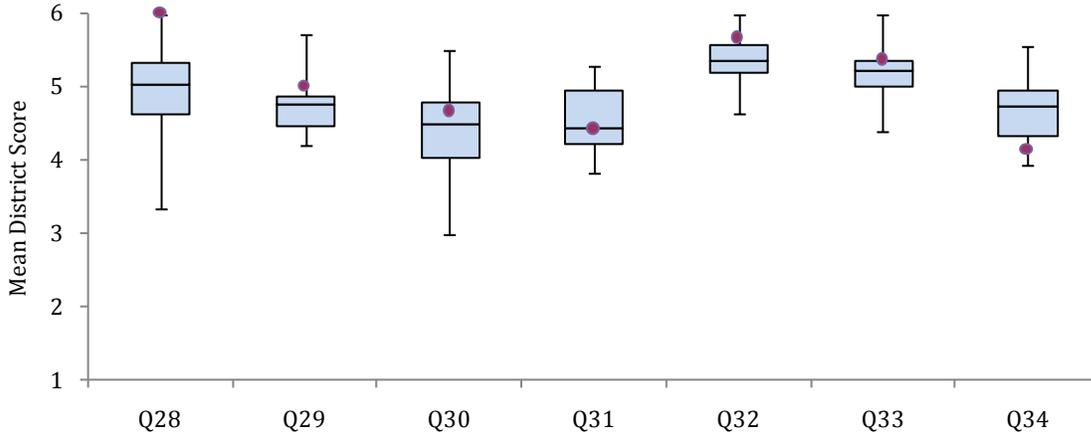
My Child's Participation



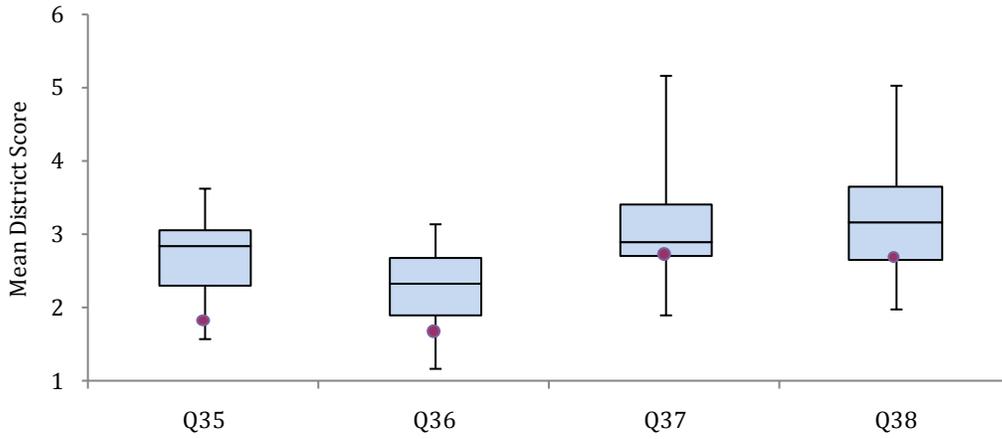
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Regional School District 18 Box-and-Whisker Charts

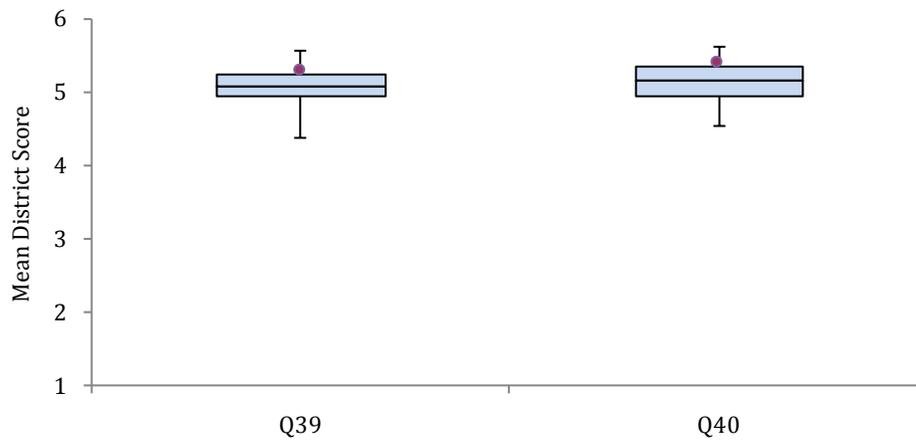
Transition Planning



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).

Ridgefield

The 2008-2009 survey was sent to 568 parents of children receiving special education services in the Ridgefield school district. A total of 118 surveys were returned for a response rate of 20.8%, slightly above the overall survey response rate of 20.5% (n=1,874).

Ridgefield 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.	117	42.7%	38.5%	6.0%	87.2%	1.7%	6.8%	4.3%	12.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	115	57.4%	23.5%	7.8%	88.7%	4.3%	3.5%	3.5%	11.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	23	8.7%	0.0%	0.0%	8.7%	4.3%	4.3%	82.6%	91.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	41	9.8%	2.4%	2.4%	14.6%	0.0%	0.0%	85.4%	85.4%	±
5. My child is accepted within the school community.	114	64.9%	20.2%	7.0%	92.1%	5.3%	1.8%	0.9%	7.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	115	47.0%	27.0%	7.0%	80.9%	3.5%	6.1%	9.6%	19.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	113	56.6%	20.4%	10.6%	87.6%	2.7%	7.1%	1.8%	11.5%	0.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	116	50.0%	28.4%	4.3%	82.8%	6.0%	5.2%	5.2%	16.4%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	104	55.8%	25.0%	9.6%	90.4%	2.9%	1.9%	2.9%	7.7%	1.9%

Table is continued on the next page.

Ridgefield Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	103	45.6%	25.2%	15.5%	86.4%	3.9%	1.9%	5.8%	11.7%	1.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	106	50.9%	21.7%	14.2%	86.8%	2.8%	4.7%	3.8%	11.3%	1.9%
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	45.7%	20.7%	16.4%	82.8%	6.0%	3.4%	7.8%	17.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	116	63.8%	21.6%	6.9%	92.2%	2.6%	1.7%	3.4%	7.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	116	69.8%	20.7%	6.9%	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.	115	53.9%	28.7%	9.6%	92.2%	1.7%	2.6%	3.5%	7.8%	±
16. My child's evaluation report is written in terms I understand.	117	50.4%	26.5%	17.1%	94.0%	4.3%	0.9%	0.9%	6.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	117	68.4%	17.1%	9.4%	94.9%	1.7%	0.9%	2.6%	5.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	118	55.1%	22.9%	5.9%	83.9%	3.4%	4.2%	8.5%	16.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	116	50.0%	22.4%	12.1%	84.5%	6.9%	1.7%	6.9%	15.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	118	71.2%	16.1%	5.9%	93.2%	4.2%	0.0%	2.5%	6.8%	±
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.	99	75.8%	11.1%	2.0%	88.9%	2.0%	0.0%	5.1%	7.1%	4.0%

Table is continued on the next page.

Ridgefield Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	108	91.7%	3.7%	0.9%	96.3%	0.9%	1.9%	0.9%	3.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	103	87.4%	1.9%	2.9%	92.2%	1.0%	1.9%	4.9%	7.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	66	1.5%	3.0%	4.5%	9.1%	1.5%	1.5%	87.9%	90.9%	±
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).	38	15.8%	10.5%	5.3%	31.6%	15.8%	0.0%	23.7%	39.5%	28.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	19	36.8%	10.5%	21.1%	68.4%	0.0%	5.3%	26.3%	31.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	30	33.3%	30.0%	13.3%	76.7%	10.0%	3.3%	10.0%	23.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	7.7%	15.4%	7.7%	30.8%	23.1%	0.0%	30.8%	53.8%	15.4%
31. The PPT introduced planning for my child's transition to adulthood.	26	34.6%	11.5%	15.4%	61.5%	3.8%	11.5%	23.1%	38.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	83.3%	10.0%	3.3%	96.7%	0.0%	0.0%	3.3%	3.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	33	60.6%	12.1%	12.1%	84.8%	6.1%	3.0%	6.1%	15.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	26	26.9%	15.4%	15.4%	57.7%	23.1%	3.8%	15.4%	42.3%	±

Table is continued on the next page.

Ridgefield Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	71	22.5%	7.0%	8.5%	38.0%	4.2%	4.2%	53.5%	62.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	15.5%	2.8%	12.7%	31.0%	4.2%	5.6%	59.2%	69.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	101	16.8%	8.9%	7.9%	33.7%	6.9%	1.0%	31.7%	39.6%	26.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	97	20.6%	8.2%	8.2%	37.1%	3.1%	2.1%	25.8%	30.9%	32.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	109	50.5%	26.6%	9.2%	86.2%	3.7%	5.5%	4.6%	13.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	104	56.7%	19.2%	12.5%	88.5%	3.8%	1.9%	5.8%	11.5%	±

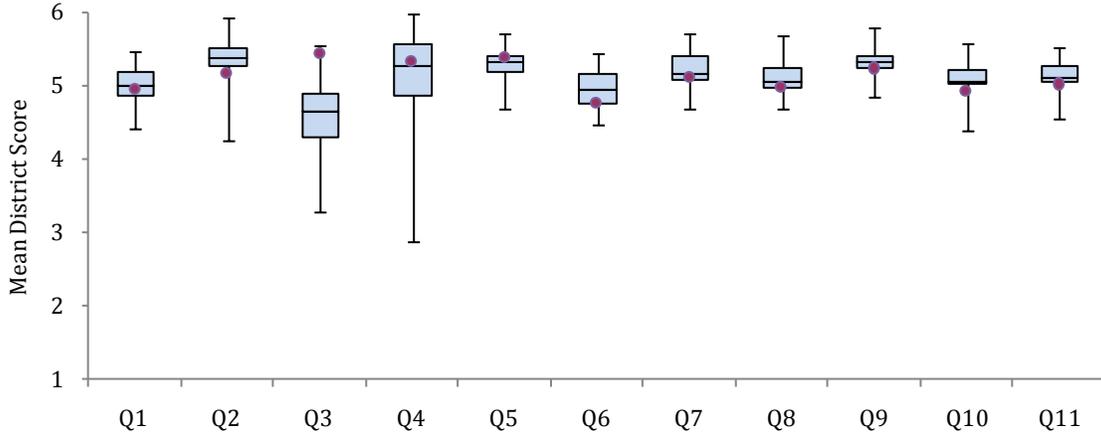
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

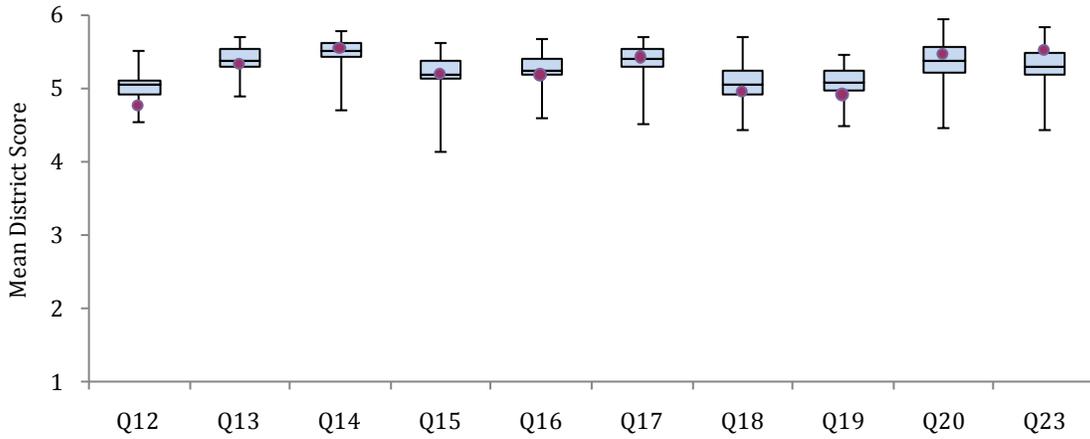
±± Minimum reporting standard not met for this survey item.

Ridgefield Box-and-Whisker Charts

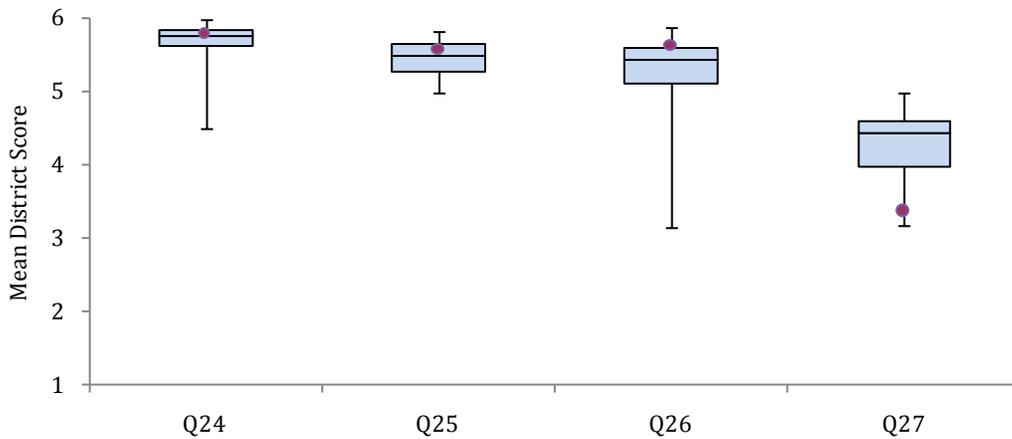
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



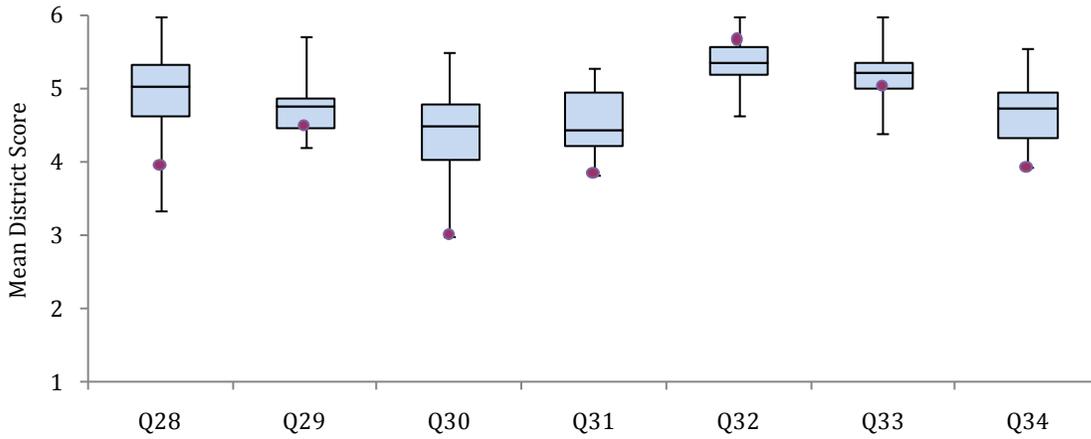
My Child's Participation



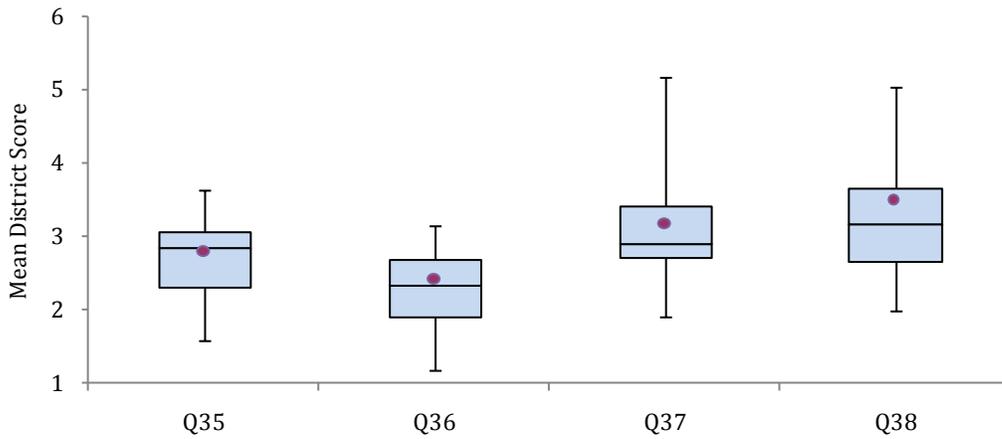
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Ridgefield Box-and-Whisker Charts (cont'd)

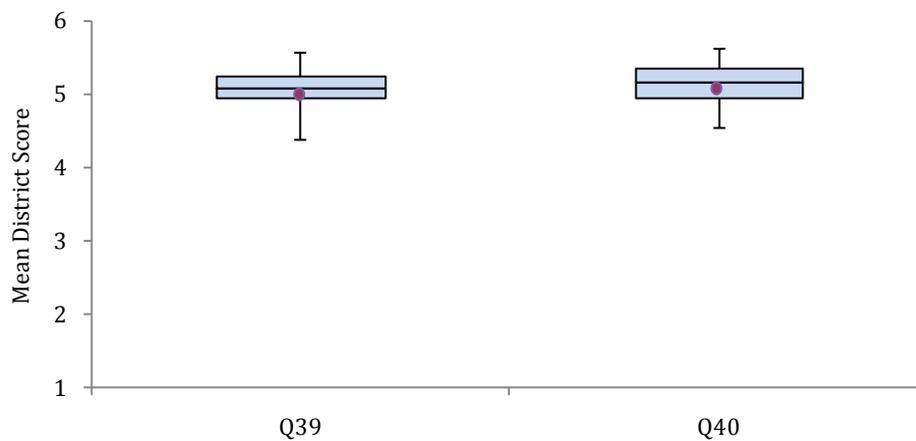
Transition Planning



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).

Seymour

The 2008-2009 survey was sent to 210 parents of children receiving special education services in the Seymour school district. A total of 50 surveys were returned for a response rate of 23.8%, slightly above the overall survey response rate of 20.5% (n=1,874).

Seymour 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.	50	40.0%	50.0%	6.0%	96.0%	0.0%	2.0%	2.0%	4.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	50	62.0%	20.0%	14.0%	96.0%	2.0%	2.0%	0.0%	4.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	11.1%	11.1%	0.0%	22.2%	0.0%	22.2%	55.6%	77.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	9.5%	4.8%	0.0%	14.3%	0.0%	4.8%	81.0%	85.7%	±
5. My child is accepted within the school community.	48	52.1%	35.4%	8.3%	95.8%	0.0%	2.1%	2.1%	4.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	50	42.0%	42.0%	12.0%	96.0%	2.0%	0.0%	2.0%	4.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	50	50.0%	38.0%	8.0%	96.0%	2.0%	0.0%	2.0%	4.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	50	44.0%	34.0%	8.0%	86.0%	8.0%	4.0%	2.0%	14.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	47	48.9%	38.3%	8.5%	95.7%	0.0%	2.1%	0.0%	2.1%	2.1%

Table is continued on the next page.

Seymour Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	44	50.0%	27.3%	11.4%	88.6%	4.5%	2.3%	2.3%	9.1%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	43	58.1%	23.3%	14.0%	95.3%	0.0%	0.0%	4.7%	4.7%	0.0%
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.	48	50.0%	22.9%	16.7%	89.6%	6.3%	0.0%	4.2%	10.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	50	58.0%	24.0%	12.0%	94.0%	0.0%	4.0%	2.0%	6.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	50	64.0%	20.0%	12.0%	96.0%	2.0%	0.0%	2.0%	4.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	49	51.0%	26.5%	16.3%	93.9%	2.0%	2.0%	2.0%	6.1%	±
16. My child's evaluation report is written in terms I understand.	49	49.0%	30.6%	14.3%	93.9%	4.1%	0.0%	2.0%	6.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	50	56.0%	22.0%	12.0%	90.0%	6.0%	2.0%	2.0%	10.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	49	42.9%	34.7%	16.3%	93.9%	0.0%	2.0%	4.1%	6.1%	±
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.	50	52.0%	26.0%	12.0%	90.0%	2.0%	0.0%	8.0%	10.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	50	64.0%	18.0%	14.0%	96.0%	2.0%	2.0%	0.0%	4.0%	±
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.	41	65.9%	19.5%	2.4%	87.8%	0.0%	0.0%	2.4%	2.4%	9.8%

Table is continued on the next page.

Seymour Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	47	83.0%	8.5%	2.1%	93.6%	0.0%	2.1%	4.3%	6.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	42	71.4%	11.9%	4.8%	88.1%	2.4%	2.4%	7.1%	11.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	27	11.1%	3.7%	0.0%	14.8%	0.0%	14.8%	70.4%	85.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	26	19.2%	15.4%	7.7%	42.3%	3.8%	15.4%	19.2%	38.5%	19.2%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	12	41.7%	41.7%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	13	38.5%	23.1%	30.8%	92.3%	0.0%	0.0%	7.7%	7.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	12.5%	37.5%	25.0%	75.0%	12.5%	0.0%	12.5%	25.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	11	36.4%	36.4%	18.2%	90.9%	9.1%	0.0%	0.0%	9.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	13	38.5%	23.1%	23.1%	84.6%	7.7%	0.0%	7.7%	15.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	12	58.3%	16.7%	16.7%	91.7%	0.0%	0.0%	8.3%	8.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	9	33.3%	22.2%	44.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

Seymour Survey Response Table (con't)

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.	32	18.8%	18.8%	9.4%	46.9%	3.1%	0.0%	50.0%	53.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	33	9.1%	18.2%	0.0%	27.3%	0.0%	12.1%	60.6%	72.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	41	19.5%	29.3%	14.6%	63.4%	0.0%	2.4%	17.1%	19.5%	17.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	38	10.5%	13.2%	15.8%	39.5%	0.0%	0.0%	26.3%	26.3%	34.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	47	42.6%	42.6%	8.5%	93.6%	0.0%	0.0%	6.4%	6.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	47	48.9%	36.2%	6.4%	91.5%	2.1%	2.1%	4.3%	8.5%	±

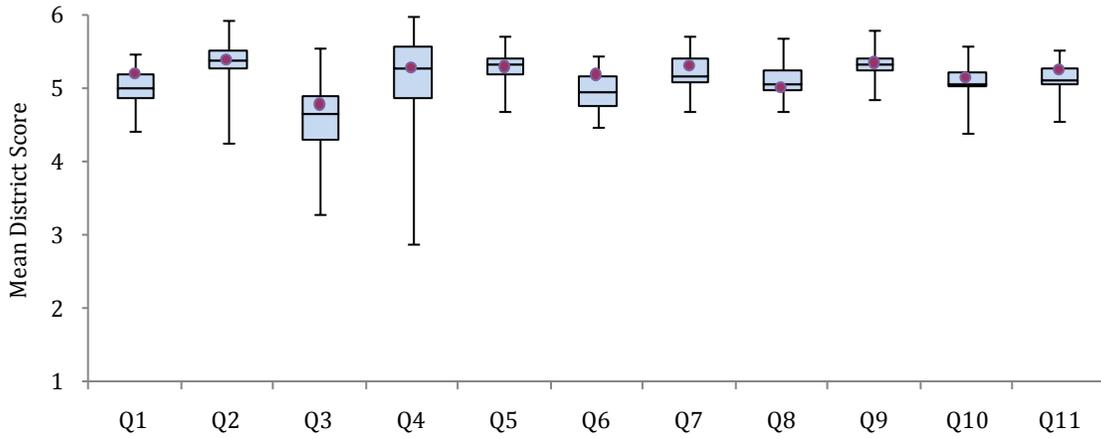
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

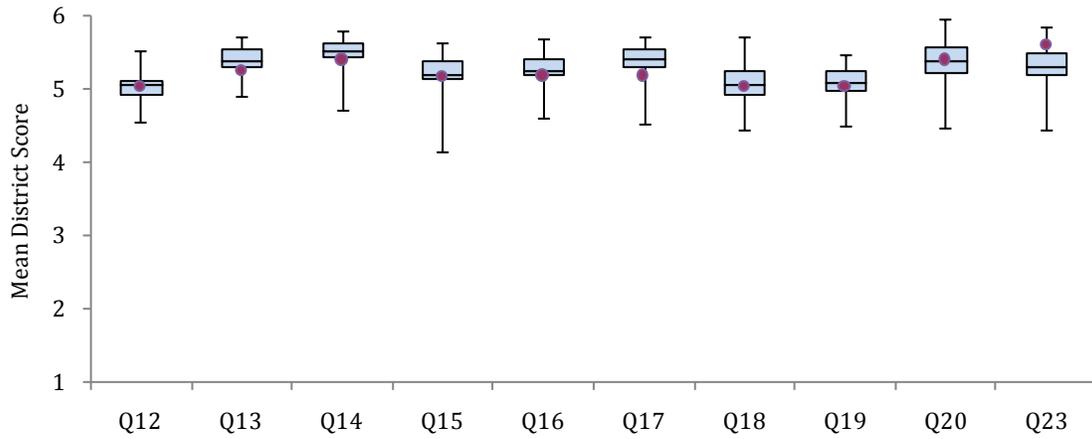
±± Minimum reporting standard not met for this survey item.

Seymour Box-and-Whisker Charts

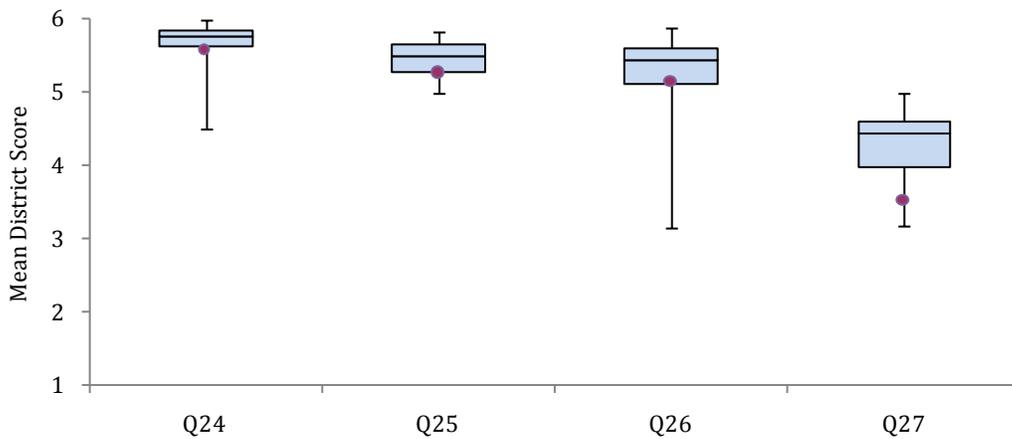
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



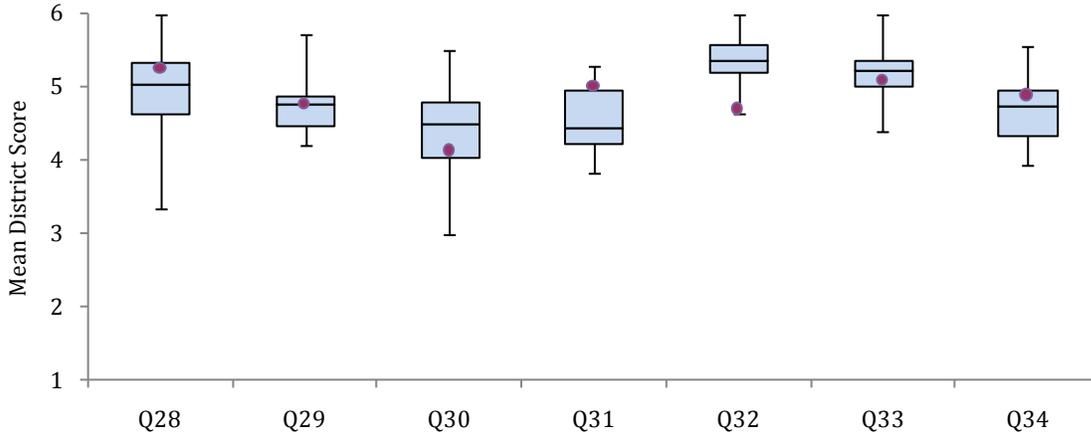
My Child's Participation



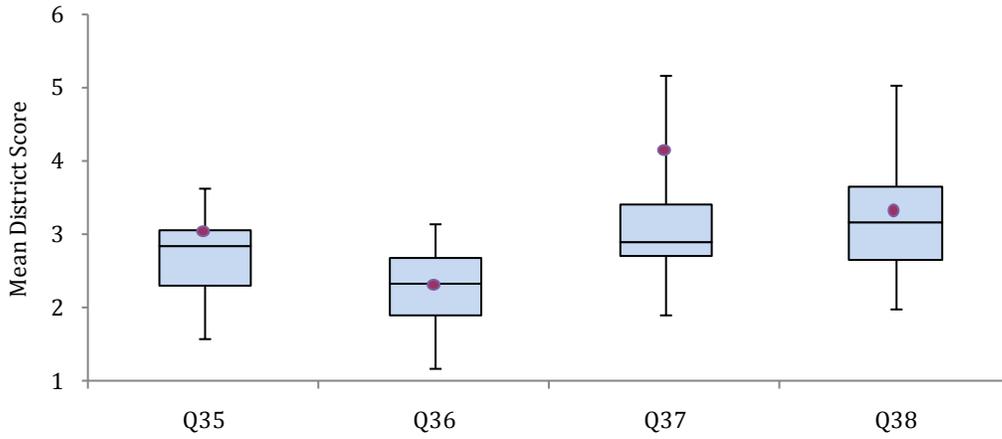
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Seymour Box-and-Whisker Charts (cont'd)

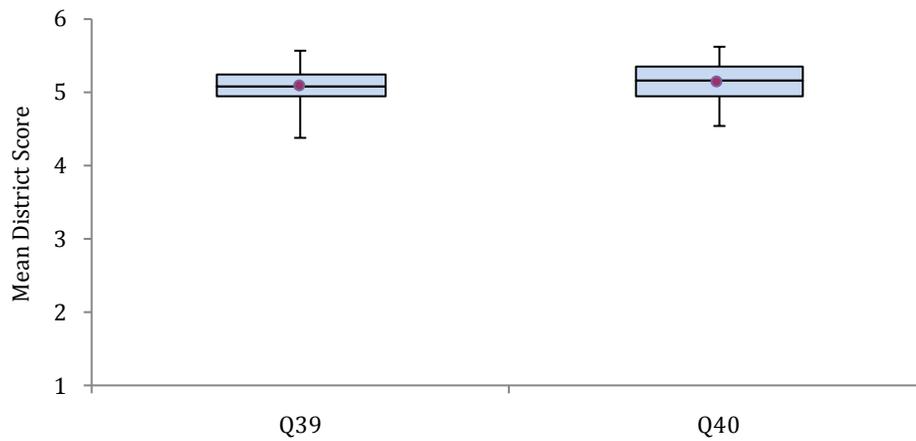
Transition Planning



Parent Training and Support



My Child's Skills



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

Unified School District 1

The 2008-2009 survey was sent to 394 parents of children receiving special education services in Unified School District 1. A total of 27 surveys were returned for a response rate of 6.9%, below the overall survey response rate of 20.5% (n=1,874).

USD #1 Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	25	28.0%	32.0%	20.0%	80.0%	12.0%	4.0%	4.0%	20.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	23	30.4%	21.7%	21.7%	73.9%	4.3%	13.0%	8.7%	26.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	17	23.5%	5.9%	35.3%	64.7%	5.9%	11.8%	17.6%	35.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	23.5%	23.5%	29.4%	76.5%	5.9%	0.0%	17.6%	23.5%	±
5. My child is accepted within the school community.	22	50.0%	13.6%	13.6%	77.3%	9.1%	4.5%	9.1%	22.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	24	33.3%	29.2%	16.7%	79.2%	4.2%	0.0%	4.2%	8.3%	12.5%
7. All special education services identified in my child's IEP have been provided.	24	29.2%	20.8%	20.8%	70.8%	0.0%	0.0%	8.3%	8.3%	20.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	23	39.1%	21.7%	21.7%	82.6%	0.0%	0.0%	4.3%	4.3%	13.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	24	33.3%	16.7%	29.2%	79.2%	0.0%	0.0%	4.2%	4.2%	16.7%

Table is continued on the next page.

USD #1 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	21	19.0%	23.8%	23.8%	66.7%	14.3%	0.0%	4.8%	19.0%	14.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	22	31.8%	22.7%	18.2%	72.7%	9.1%	0.0%	9.1%	18.2%	9.1%
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	45.0%	15.0%	15.0%	75.0%	15.0%	5.0%	5.0%	25.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	21	42.9%	23.8%	19.0%	85.7%	9.5%	4.8%	0.0%	14.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	21	33.3%	19.0%	33.3%	85.7%	14.3%	0.0%	0.0%	14.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	21	23.8%	14.3%	33.3%	71.4%	14.3%	9.5%	4.8%	28.6%	±
16. My child's evaluation report is written in terms I understand.	21	28.6%	28.6%	28.6%	85.7%	9.5%	0.0%	4.8%	14.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	21	33.3%	23.8%	23.8%	81.0%	9.5%	0.0%	9.5%	19.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	22	45.5%	31.8%	9.1%	86.4%	4.5%	0.0%	9.1%	13.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	20	30.0%	30.0%	20.0%	80.0%	10.0%	0.0%	10.0%	20.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	22	40.9%	22.7%	22.7%	86.4%	9.1%	0.0%	4.5%	13.6%	±
21. If necessary, a translator was provided at the PPT meetings.	15	33.3%	26.7%	20.0%	80.0%	6.7%	6.7%	6.7%	20.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	21.4%	21.4%	42.9%	85.7%	7.1%	0.0%	7.1%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	22	36.4%	18.2%	13.6%	68.2%	13.6%	0.0%	9.1%	22.7%	9.1%

Table is continued on the next page.

USD #1 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	16	37.5%	31.3%	0.0%	68.8%	18.8%	0.0%	12.5%	31.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	15	53.3%	13.3%	20.0%	86.7%	13.3%	0.0%	0.0%	13.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	14	35.7%	14.3%	0.0%	50.0%	21.4%	7.1%	21.4%	50.0%	±
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	31.3%	18.8%	6.3%	56.3%	25.0%	0.0%	6.3%	31.3%	12.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	±±	-	-	-	-	-	-	-	-	-
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	71.4%	9.5%	4.8%	85.7%	0.0%	4.8%	9.5%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	19	57.9%	15.8%	5.3%	78.9%	0.0%	5.3%	10.5%	15.8%	5.3%
31. The PPT introduced planning for my child's transition to adulthood.	21	71.4%	9.5%	4.8%	85.7%	9.5%	0.0%	4.8%	14.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	65.2%	8.7%	17.4%	91.3%	0.0%	0.0%	8.7%	8.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	22	63.6%	9.1%	18.2%	90.9%	9.1%	0.0%	0.0%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	23	60.9%	13.0%	13.0%	87.0%	0.0%	0.0%	13.0%	13.0%	±

Table is continued on the next page.

USD #1 Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	15	13.3%	13.3%	20.0%	46.7%	13.3%	6.7%	33.3%	53.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	13	15.4%	7.7%	15.4%	38.5%	7.7%	7.7%	46.2%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	15	6.7%	6.7%	20.0%	33.3%	13.3%	0.0%	40.0%	53.3%	13.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	15	13.3%	6.7%	26.7%	46.7%	6.7%	6.7%	33.3%	46.7%	6.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	23	69.6%	4.3%	13.0%	87.0%	0.0%	4.3%	8.7%	13.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	23	69.6%	8.7%	4.3%	82.6%	8.7%	0.0%	8.7%	17.4%	±

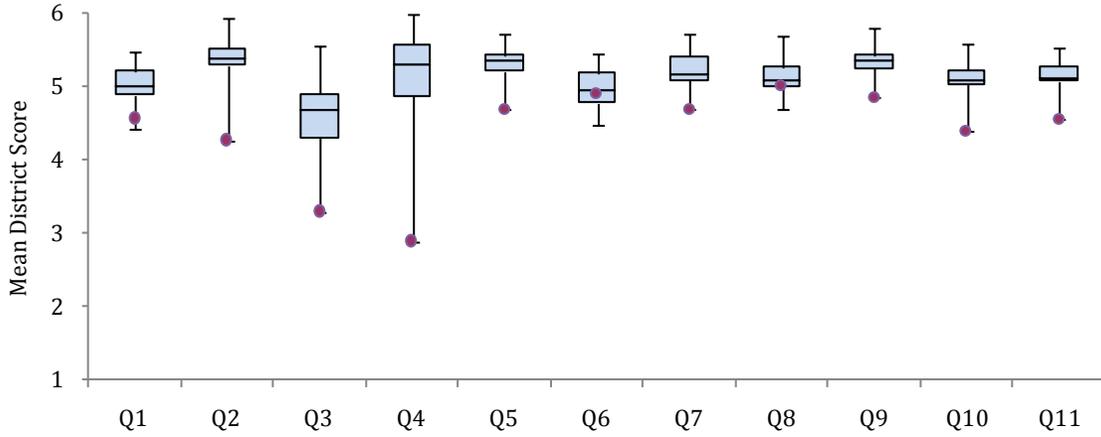
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

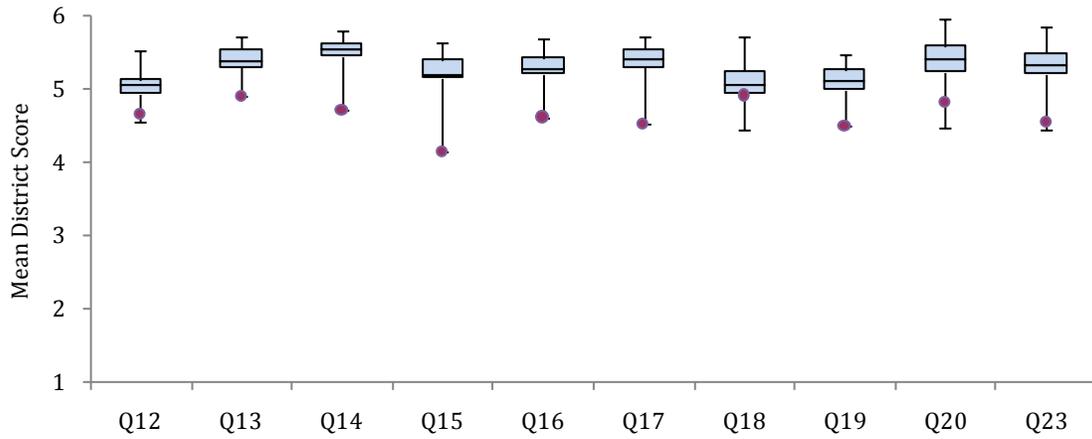
±± Minimum reporting standard not met for this survey item.

USD #1 Box-and-Whisker Charts

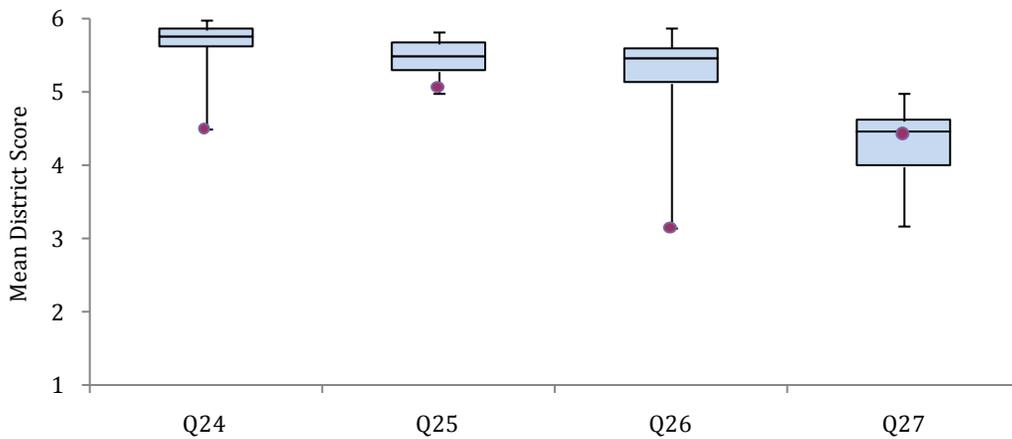
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



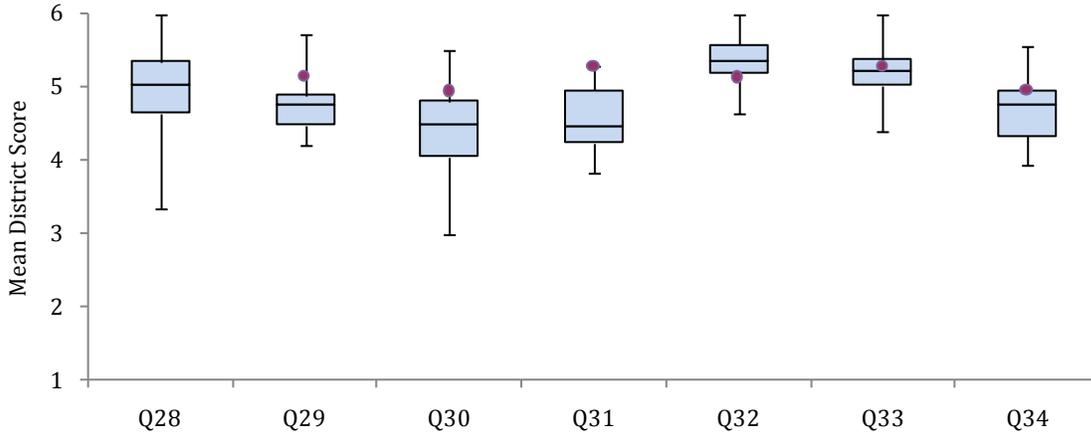
My Child's Participation



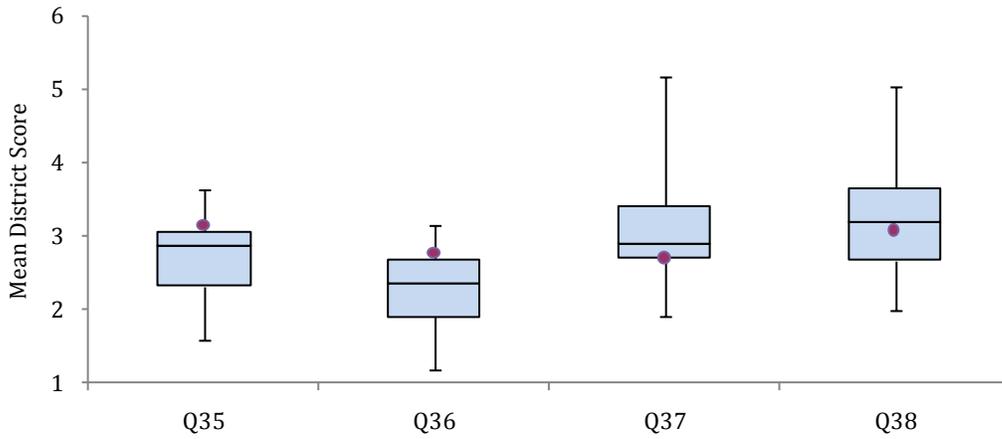
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

USD #1 Box-and-Whisker Charts (cont'd)

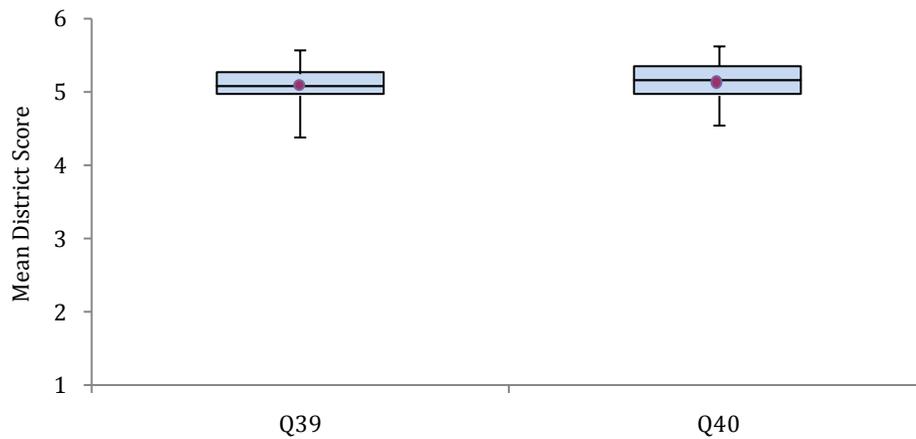
Transition Planning



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.

Trumbull

The 2008-2009 survey was sent to 631 parents of children receiving special education services in the Trumbull school district. A total of 143 surveys were returned for a response rate of 22.7%, slightly above the overall survey response rate of 20.5% (n=1,874).

Trumbull 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.	140	46.4%	31.4%	7.1%	85.0%	3.6%	3.6%	7.9%	15.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	142	62.0%	24.6%	7.7%	94.4%	1.4%	4.2%	0.0%	5.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	23	8.7%	17.4%	4.3%	30.4%	4.3%	0.0%	65.2%	69.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	49	10.2%	0.0%	8.2%	18.4%	2.0%	2.0%	77.6%	81.6%	±
5. My child is accepted within the school community.	138	63.8%	24.6%	3.6%	92.0%	2.2%	5.1%	0.7%	8.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	141	48.9%	28.4%	8.5%	85.8%	3.5%	3.5%	7.1%	14.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	140	54.3%	25.0%	8.6%	87.9%	3.6%	2.9%	5.0%	11.4%	0.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	139	58.3%	18.0%	10.8%	87.1%	2.2%	2.2%	8.6%	12.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	136	61.0%	23.5%	6.6%	91.2%	2.2%	2.2%	3.7%	8.1%	0.7%

Table is continued on the next page.

Trumbull Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	129	51.9%	22.5%	11.6%	86.0%	3.9%	3.1%	4.7%	11.6%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	132	55.3%	25.0%	6.1%	86.4%	3.8%	3.0%	3.8%	10.6%	3.0%
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.	140	54.3%	23.6%	10.0%	87.9%	2.9%	5.0%	4.3%	12.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	138	71.7%	15.2%	5.8%	92.8%	0.7%	5.1%	1.4%	7.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	139	66.2%	20.1%	11.5%	97.8%	0.7%	1.4%	0.0%	2.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	138	62.3%	19.6%	5.8%	87.7%	3.6%	6.5%	2.2%	12.3%	±
16. My child's evaluation report is written in terms I understand.	142	51.4%	31.7%	11.3%	94.4%	2.1%	2.1%	1.4%	5.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	141	62.4%	20.6%	9.9%	92.9%	2.8%	2.1%	2.1%	7.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	141	52.5%	24.8%	10.6%	87.9%	2.8%	2.8%	6.4%	12.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	141	53.9%	24.8%	7.8%	86.5%	5.7%	5.0%	2.8%	13.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	139	67.6%	19.4%	5.8%	92.8%	0.7%	2.2%	4.3%	7.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	9	33.3%	22.2%	33.3%	88.9%	11.1%	0.0%	0.0%	11.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	113	69.9%	11.5%	6.2%	87.6%	2.7%	2.7%	4.4%	9.7%	2.7%

Table is continued on the next page.

Trumbull Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	140	84.3%	9.3%	1.4%	95.0%	0.0%	1.4%	3.6%	5.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	129	79.8%	6.2%	3.1%	89.1%	1.6%	3.1%	6.2%	10.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	81	4.9%	3.7%	3.7%	12.2%	0.0%	3.7%	84.0%	87.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	63	34.9%	11.1%	3.2%	49.2%	1.6%	1.6%	25.4%	28.6%	22.2%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	28	57.1%	14.3%	10.7%	82.1%	3.6%	0.0%	14.3%	17.9%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	30	36.7%	33.3%	6.7%	76.7%	6.7%	6.7%	10.0%	23.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	18	33.3%	22.2%	5.6%	61.1%	0.0%	5.6%	16.7%	22.2%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	24	33.3%	25.0%	20.8%	79.2%	4.2%	8.3%	8.3%	20.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	73.3%	13.3%	3.3%	90.0%	0.0%	0.0%	10.0%	10.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	28	67.9%	10.7%	10.7%	89.3%	0.0%	3.6%	7.1%	10.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	25	20.0%	28.0%	28.0%	76.0%	8.0%	4.0%	12.0%	24.0%	±

Table is continued on the next page.

Trumbull Survey Response Table (con't)

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	36.8%	11.6%	9.5%	57.9%	1.1%	2.1%	38.9%	42.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	88	25.0%	10.2%	10.2%	45.5%	5.7%	6.8%	42.0%	54.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	124	54.8%	19.4%	7.3%	81.5%	1.6%	3.2%	4.8%	9.7%	8.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	125	48.8%	16.8%	5.6%	71.2%	3.2%	2.4%	6.4%	12.0%	16.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	126	60.3%	17.5%	11.1%	88.9%	2.4%	2.4%	6.3%	11.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	128	60.9%	17.2%	10.2%	88.3%	3.1%	1.6%	7.0%	11.7%	±

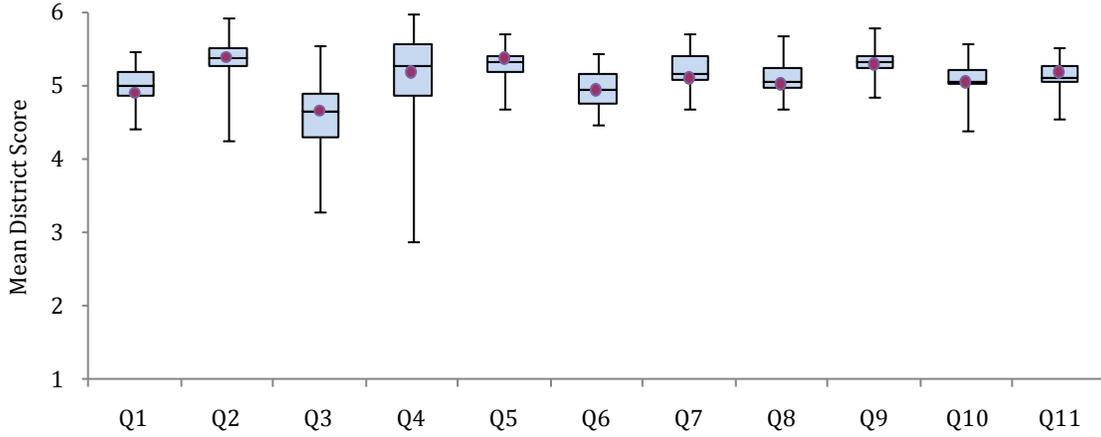
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

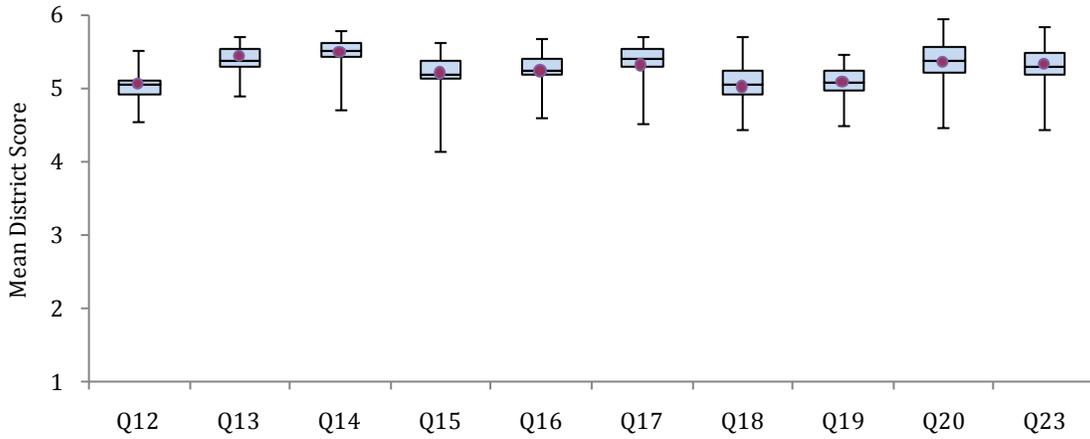
±± Minimum reporting standard not met for this survey item.

Trumbull Box-and-Whisker Charts

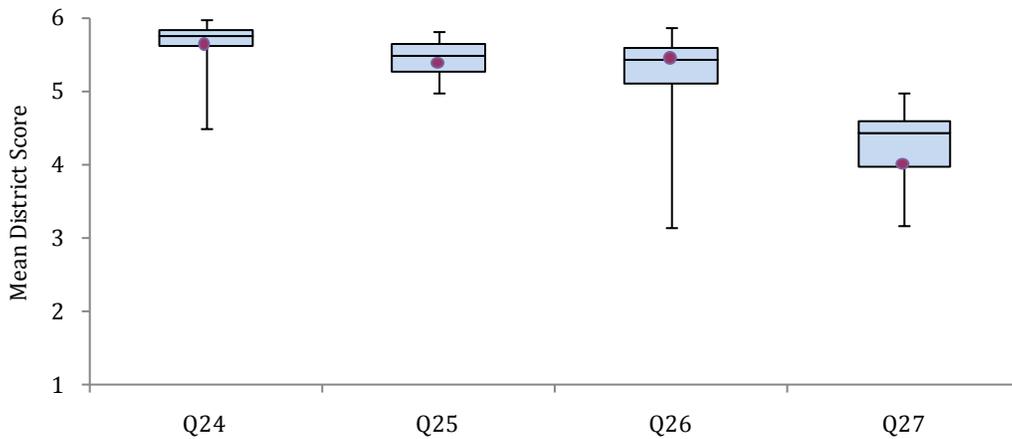
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



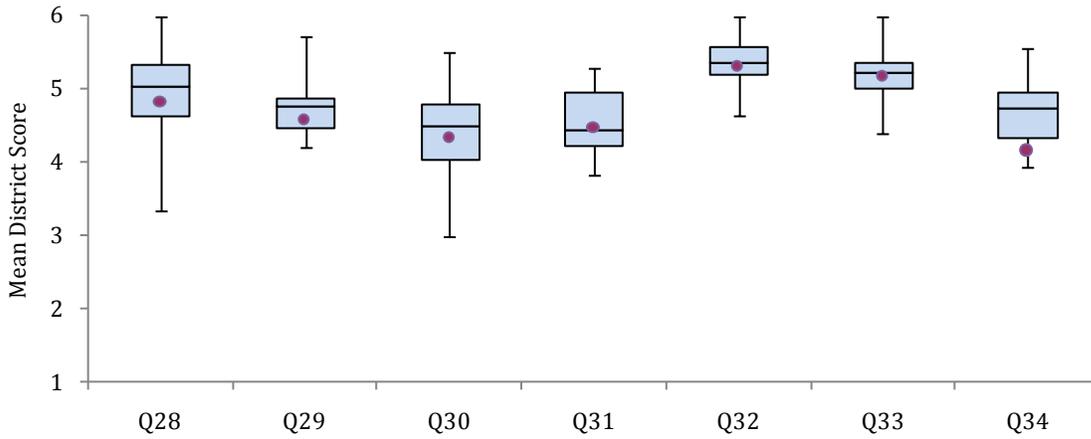
My Child's Participation



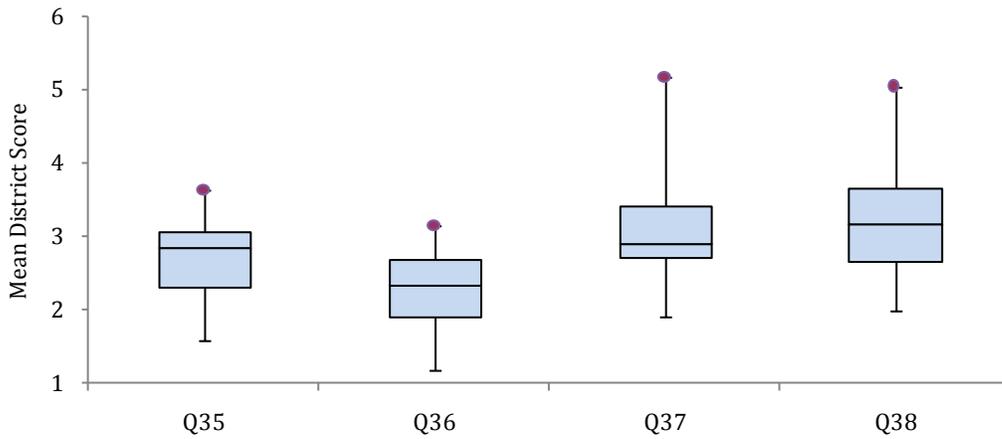
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Trumbull Box-and-Whisker Charts (cont'd)

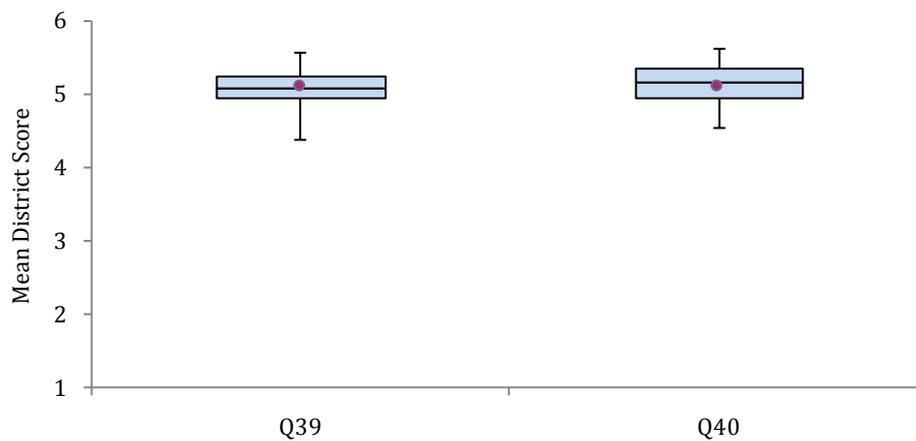
Transition Planning



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).

West Haven

The 2008-2009 survey was sent to 659 parents of children receiving special education services in the West Haven school district. A total of 117 surveys were returned for a response rate of 17.8%, slightly below the overall survey response rate of 20.5% (n=1,874).

West 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.	115	47.0%	31.3%	13.0%	91.3%	3.5%	3.5%	1.7%	8.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	114	71.9%	16.7%	6.1%	94.7%	1.8%	2.6%	0.9%	5.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	48	22.9%	18.8%	4.2%	45.8%	2.1%	8.3%	43.8%	54.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	57	14.0%	7.0%	1.8%	22.8%	3.5%	5.3%	68.4%	77.2%	±
5. My child is accepted within the school community.	111	65.8%	20.7%	4.5%	91.0%	0.9%	4.5%	3.6%	9.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	113	42.5%	34.5%	8.8%	85.8%	4.4%	6.2%	2.7%	13.3%	0.9%
7. All special education services identified in my child's IEP have been provided.	113	50.4%	28.3%	8.0%	86.7%	4.4%	4.4%	2.7%	11.5%	1.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	114	53.5%	26.3%	9.6%	89.5%	4.4%	3.5%	1.8%	9.6%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	114	61.4%	23.7%	7.9%	93.0%	1.8%	3.5%	0.9%	6.1%	0.9%

Table is continued on the next page.

West Haven Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	104	52.9%	31.7%	6.7%	91.3%	3.8%	2.9%	1.0%	7.7%	1.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	104	55.8%	25.0%	9.6%	90.4%	1.9%	2.9%	1.9%	6.7%	2.9%
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.	112	58.9%	18.8%	14.3%	92.0%	2.7%	1.8%	3.6%	8.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	116	70.7%	19.0%	5.2%	94.8%	3.4%	0.9%	0.9%	5.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	116	62.1%	28.4%	7.8%	98.3%	1.7%	0.0%	0.0%	1.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	114	62.3%	21.9%	8.8%	93.0%	7.0%	0.0%	0.0%	7.0%	±
16. My child's evaluation report is written in terms I understand.	115	56.5%	26.1%	7.8%	90.4%	6.1%	0.9%	2.6%	9.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	116	65.5%	26.7%	5.2%	97.4%	0.9%	0.0%	1.7%	2.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	111	55.0%	24.3%	9.9%	89.2%	6.3%	0.9%	3.6%	10.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	112	58.9%	24.1%	8.0%	91.1%	5.4%	0.9%	2.7%	8.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	109	67.0%	18.3%	4.6%	89.9%	6.4%	0.9%	2.8%	10.1%	±
21. If necessary, a translator was provided at the PPT meetings.	28	71.4%	14.3%	0.0%	85.7%	10.7%	0.0%	3.6%	14.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	28	67.9%	17.9%	3.6%	89.3%	3.6%	0.0%	7.1%	10.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	91	50.5%	22.0%	2.2%	74.7%	2.2%	3.3%	14.3%	19.8%	5.5%

Table is continued on the next page.

West Haven Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	109	74.3%	16.5%	4.6%	95.4%	2.8%	1.8%	0.0%	4.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	100	66.0%	19.0%	3.0%	88.0%	3.0%	5.0%	4.0%	12.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	67	10.4%	3.0%	3.0%	16.4%	6.0%	6.0%	71.6%	83.6%	±
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).	72	45.8%	5.6%	9.7%	61.1%	4.2%	1.4%	9.7%	15.3%	23.6%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	24	58.3%	25.0%	4.2%	87.5%	0.0%	4.2%	8.3%	12.5%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	28	53.6%	17.9%	10.7%	82.1%	7.1%	0.0%	10.7%	17.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	23	39.1%	8.7%	8.7%	56.5%	8.7%	0.0%	8.7%	17.4%	26.1%
31. The PPT introduced planning for my child's transition to adulthood.	22	50.0%	13.6%	13.6%	77.3%	9.1%	0.0%	13.6%	22.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	30	56.7%	16.7%	10.0%	83.3%	10.0%	0.0%	6.7%	16.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	31	54.8%	19.4%	9.7%	83.9%	3.2%	6.5%	6.5%	16.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	27	44.4%	22.2%	11.1%	77.8%	7.4%	0.0%	14.8%	22.2%	±

Table is continued on the next page.

West Haven Survey Response Table (con't)

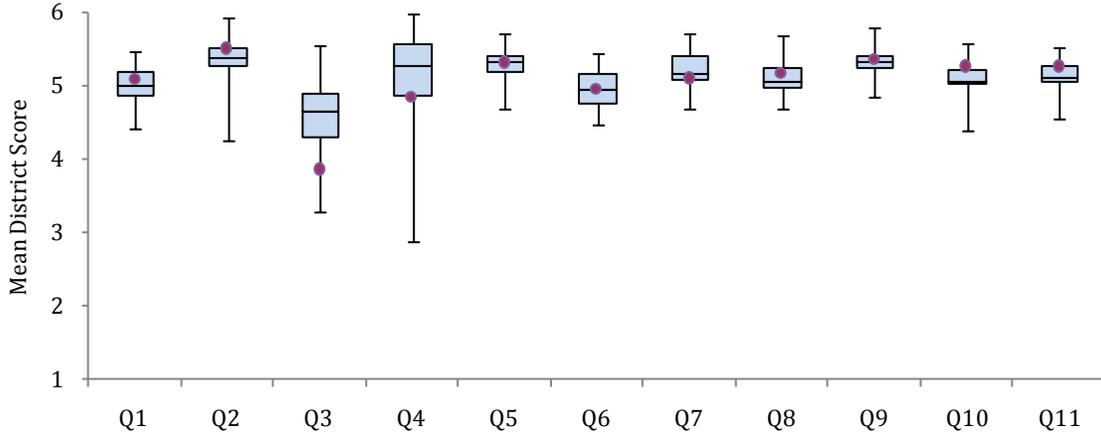
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	77	28.6%	9.1%	3.9%	41.6%	5.2%	7.8%	45.5%	58.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	71	23.9%	5.6%	4.2%	33.8%	8.5%	7.0%	50.7%	66.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	94	29.8%	9.6%	6.4%	45.7%	3.2%	1.1%	20.2%	24.5%	29.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	95	28.4%	13.7%	7.4%	49.5%	4.2%	1.1%	18.9%	24.2%	26.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	107	50.5%	29.9%	11.2%	91.6%	3.7%	0.9%	3.7%	8.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	95	51.6%	25.3%	7.4%	84.2%	6.3%	4.2%	5.3%	15.8%	±

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

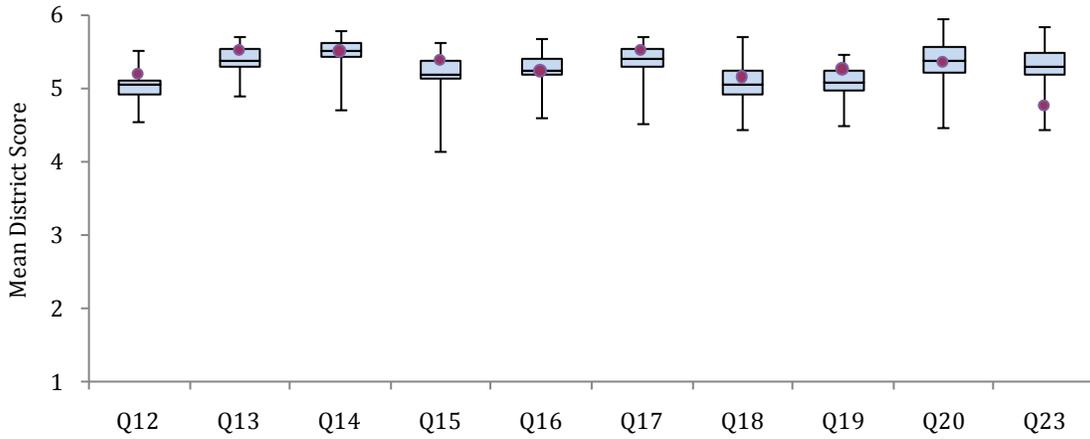
± Not a response option for this survey item.

West Haven Box-and-Whisker Charts

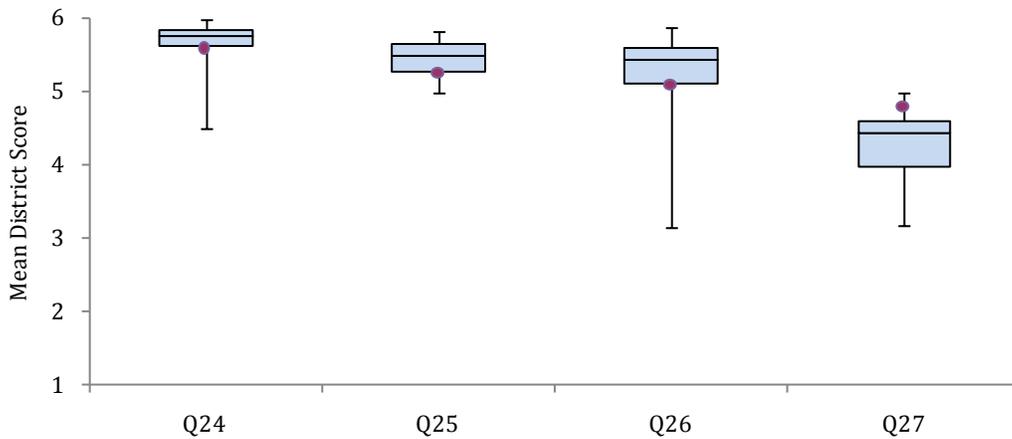
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



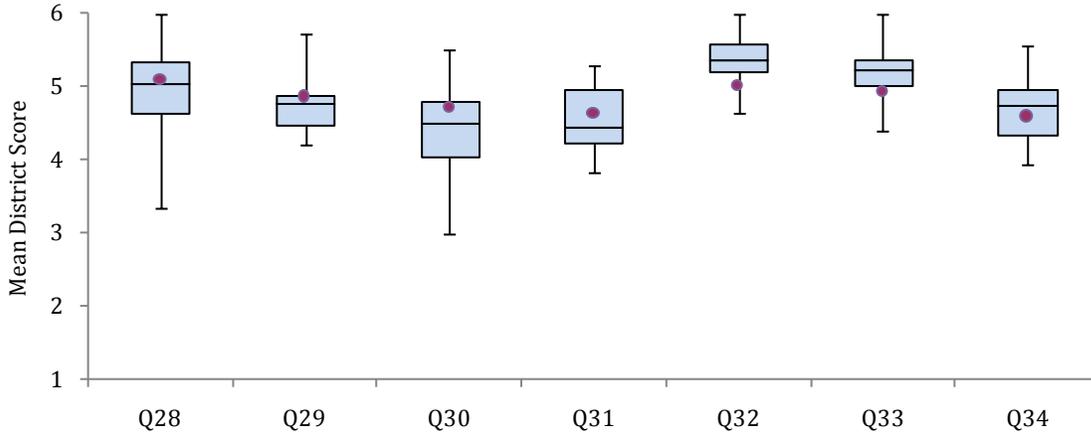
My Child's Participation



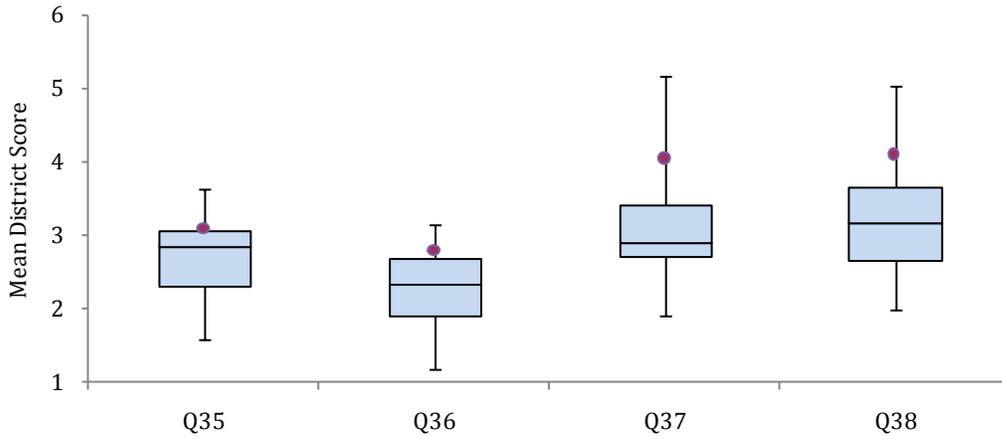
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

West Haven Box-and-Whisker Charts (cont'd)

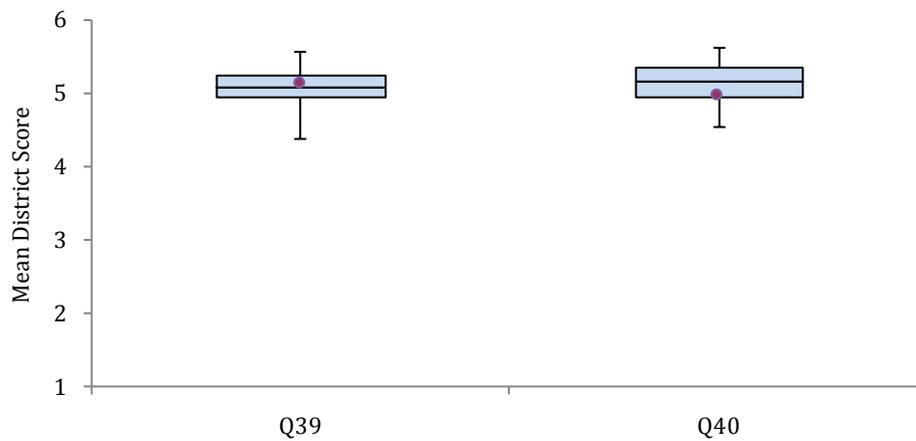
Transition Planning



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).

Woodstock

The 2008-2009 survey was sent to 118 parents of children receiving special education services in the Woodstock school district. A total of 30 surveys were returned for a response rate of 25.4%, above the overall survey response rate of 20.5% (n=1,874).

Woodstock 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.	30	66.7%	16.7%	3.3%	86.7%	6.7%	6.7%	0.0%	13.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	30	93.3%	6.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	-
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	7	0.0%	0.0%	14.3%	14.3%	0.0%	0.0%	85.7%	85.7%	±
5. My child is accepted within the school community.	30	70.0%	23.3%	0.0%	93.3%	3.3%	0.0%	3.3%	6.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	30	53.3%	30.0%	10.0%	93.3%	0.0%	3.3%	3.3%	6.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	30	76.7%	16.7%	3.3%	96.7%	3.3%	0.0%	0.0%	3.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	30	70.0%	16.7%	0.0%	86.7%	6.7%	3.3%	0.0%	10.0%	3.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	30	73.3%	10.0%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table is continued on the next page.

Woodstock Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	29	65.5%	27.6%	6.9%	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.	30	56.7%	33.3%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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.	30	56.7%	23.3%	6.7%	86.7%	3.3%	6.7%	3.3%	13.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	30	76.7%	16.7%	0.0%	93.3%	3.3%	3.3%	0.0%	6.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	30	80.0%	10.0%	3.3%	93.3%	6.7%	0.0%	0.0%	6.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	30	80.0%	10.0%	6.7%	96.7%	0.0%	3.3%	0.0%	3.3%	±
16. My child's evaluation report is written in terms I understand.	30	76.7%	13.3%	6.7%	96.7%	3.3%	0.0%	0.0%	3.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	29	86.2%	3.4%	6.9%	96.6%	0.0%	3.4%	0.0%	3.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	29	55.2%	31.0%	3.4%	89.7%	6.9%	0.0%	3.4%	10.3%	±
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.	30	70.0%	20.0%	3.3%	93.3%	0.0%	3.3%	3.3%	6.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	30	86.7%	10.0%	0.0%	96.7%	0.0%	0.0%	3.3%	3.3%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	-
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	-
23. The school district proposed the regular classroom for my child as the first placement option.	26	69.2%	15.4%	0.0%	84.6%	0.0%	3.8%	7.7%	11.5%	3.8%

Table is continued on the next page.

Woodstock Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	29	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	29	93.1%	0.0%	0.0%	93.1%	6.9%	0.0%	0.0%	6.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	18	0.0%	0.0%	5.6%	5.6%	5.6%	0.0%	88.9%	94.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	7	57.1%	14.3%	0.0%	71.4%	0.0%	0.0%	14.3%	14.3%	14.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth	±±	-	-	-	-	-	-	-	-	-
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	7	71.4%	28.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	8	62.5%	12.5%	12.5%	87.5%	0.0%	0.0%	12.5%	12.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	8	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	7	85.7%	0.0%	0.0%	85.7%	14.3%	0.0%	0.0%	14.3%	±

Table is continued on the next page.

Woodstock Survey Response Table (con't)

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.	12	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	83.3%	83.3%	±
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%	0.0%	15.4%	7.7%	7.7%	69.2%	84.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school	18	0.0%	11.1%	0.0%	11.1%	5.6%	0.0%	44.4%	50.0%	38.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	19	0.0%	15.8%	0.0%	15.8%	5.3%	0.0%	26.3%	31.6%	52.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	30	70.0%	16.7%	6.7%	93.3%	0.0%	6.7%	0.0%	6.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	30	73.3%	13.3%	6.7%	93.3%	0.0%	3.3%	3.3%	6.7%	±

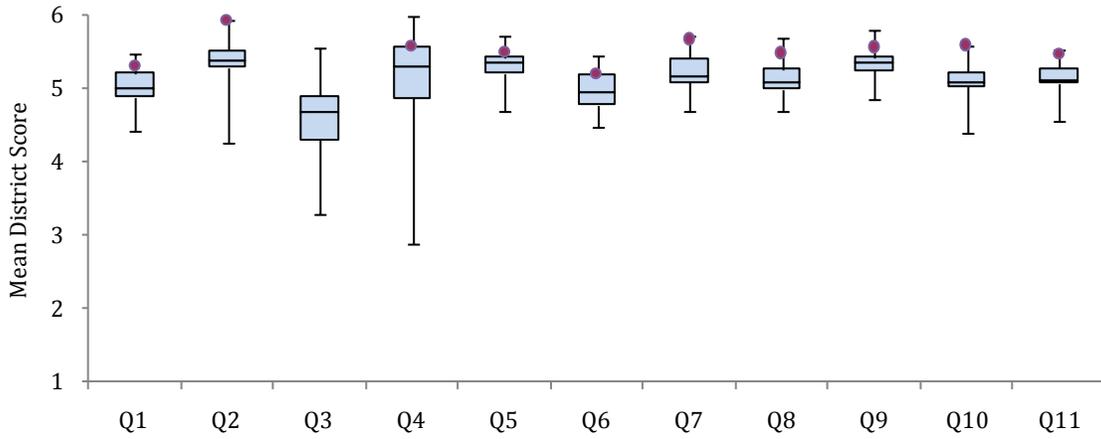
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

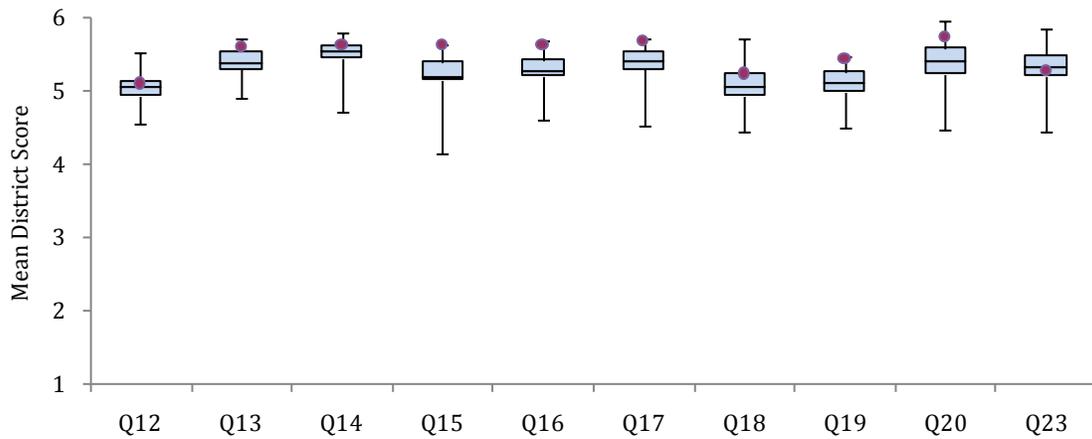
±± Minimum reporting standard not met for this survey item.

Woodstock Box-and-Whisker Charts

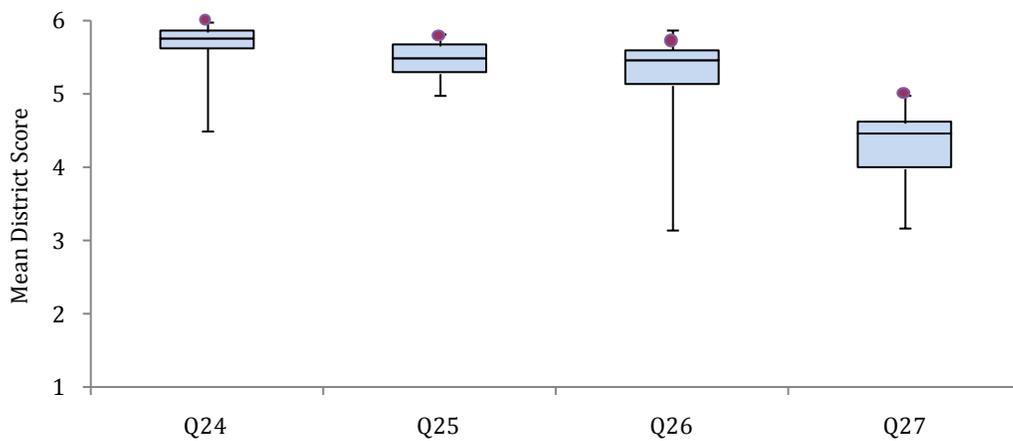
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



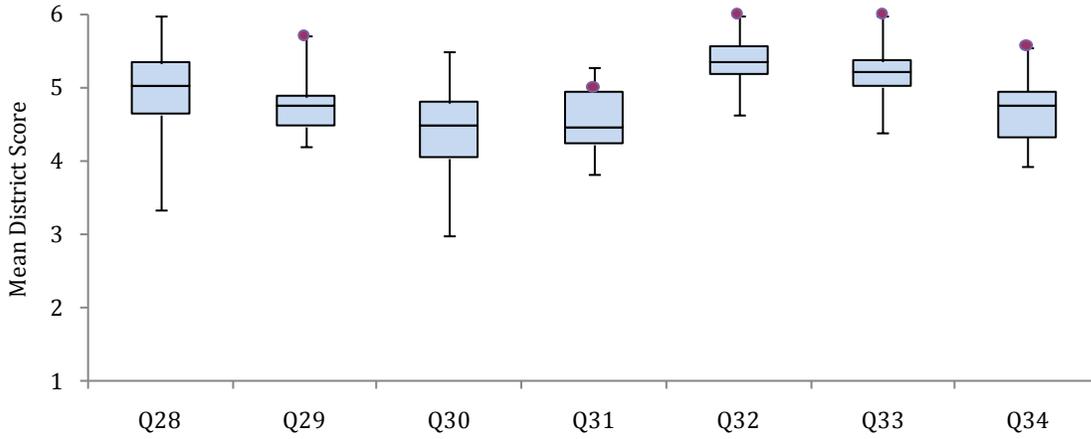
My Child's Participation



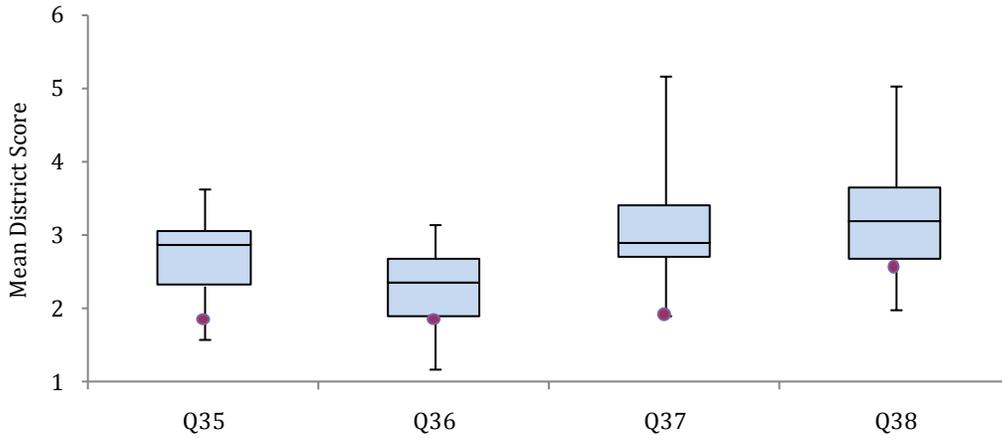
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Woodstock Box-and-Whisker Charts (cont'd)

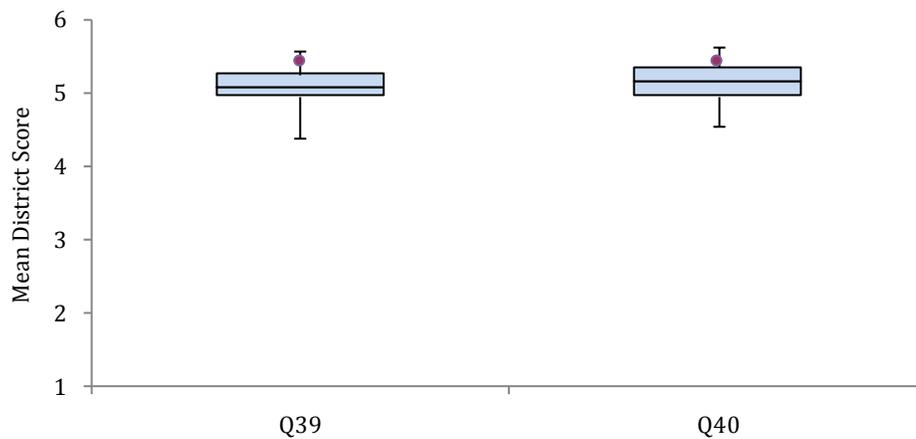
Transition Planning



Parent Training and Support



My Child's Skills



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

Districts with Fewer than 20 Responses

Survey responses from the school districts of Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury and Scotland were aggregated into a single survey response table and box-and-whisker chart in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district. (See Appendix A for the survey response rate for these districts.)

**Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland
Survey Response Table**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	61	54.1%	27.9%	3.3%	85.2%	3.3%	8.2%	3.3%	14.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	61	73.8%	14.8%	4.9%	93.4%	3.3%	1.6%	1.6%	6.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	18.2%	9.1%	0.0%	27.3%	0.0%	0.0%	72.7%	72.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	24	12.5%	4.2%	8.3%	25.0%	0.0%	0.0%	75.0%	75.0%	±
5. My child is accepted within the school community.	59	71.2%	15.3%	3.4%	89.8%	1.7%	1.7%	6.8%	10.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	62	51.6%	27.4%	6.5%	85.5%	1.6%	4.8%	6.5%	12.9%	1.6%
7. All special education services identified in my child's IEP have been provided.	62	61.3%	24.2%	4.8%	90.3%	0.0%	4.8%	3.2%	8.1%	1.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	62	66.1%	17.7%	4.8%	88.7%	0.0%	6.5%	4.8%	11.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	59	67.8%	20.3%	3.4%	91.5%	0.0%	5.1%	0.0%	5.1%	3.4%

Table is continued on the next page.

**Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland
Survey Response Table**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	60	56.7%	20.0%	13.3%	90.0%	3.3%	0.0%	5.0%	8.3%	1.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	61	59.0%	18.0%	6.6%	83.6%	6.6%	1.6%	1.6%	9.8%	6.6%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	61	59.0%	19.7%	8.2%	86.9%	4.9%	1.6%	6.6%	13.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	62	71.0%	16.1%	3.2%	90.3%	6.5%	0.0%	3.2%	9.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	61	78.7%	13.1%	4.9%	96.7%	1.6%	1.6%	0.0%	3.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	60	61.7%	18.3%	10.0%	90.0%	5.0%	3.3%	1.7%	10.0%	±
16. My child's evaluation report is written in terms I understand.	62	59.7%	21.0%	16.1%	96.8%	3.2%	0.0%	0.0%	3.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	62	64.5%	17.7%	9.7%	91.9%	3.2%	4.8%	0.0%	8.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	62	58.1%	25.8%	4.8%	88.7%	1.6%	3.2%	6.5%	11.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	60	56.7%	23.3%	6.7%	86.7%	5.0%	3.3%	5.0%	13.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	61	62.3%	18.0%	8.2%	88.5%	3.3%	3.3%	4.9%	11.5%	±
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.	53	58.5%	18.9%	5.7%	83.0%	0.0%	0.0%	5.7%	5.7%	11.3%

Table is continued on the next page.

**Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland
Survey Response Table**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	61	91.8%	8.2%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	55	89.1%	7.3%	1.8%	98.2%	0.0%	0.0%	1.8%	1.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	8.3%	0.0%	0.0%	8.3%	0.0%	5.6%	86.1%	91.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	23	26.1%	17.4%	8.7%	52.2%	4.3%	4.3%	17.4%	26.1%	21.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	50.0%	16.7%	16.7%	83.3%	8.3%	0.0%	8.3%	16.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	-
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	-
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	-
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	-
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	-

Table is continued on the next page.

**Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland
Survey Response Table**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	29	17.2%	3.4%	3.4%	24.1%	3.4%	0.0%	72.4%	75.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	30	10.0%	3.3%	6.7%	20.0%	0.0%	3.3%	76.7%	80.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	46	8.7%	6.5%	2.2%	17.4%	0.0%	2.2%	37.0%	39.1%	43.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	46	10.9%	0.0%	2.2%	13.0%	2.2%	4.3%	37.0%	43.5%	43.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	56	66.1%	14.3%	12.5%	92.9%	1.8%	3.6%	1.8%	7.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	56	69.6%	12.5%	14.3%	96.4%	0.0%	1.8%	1.8%	3.6%	±

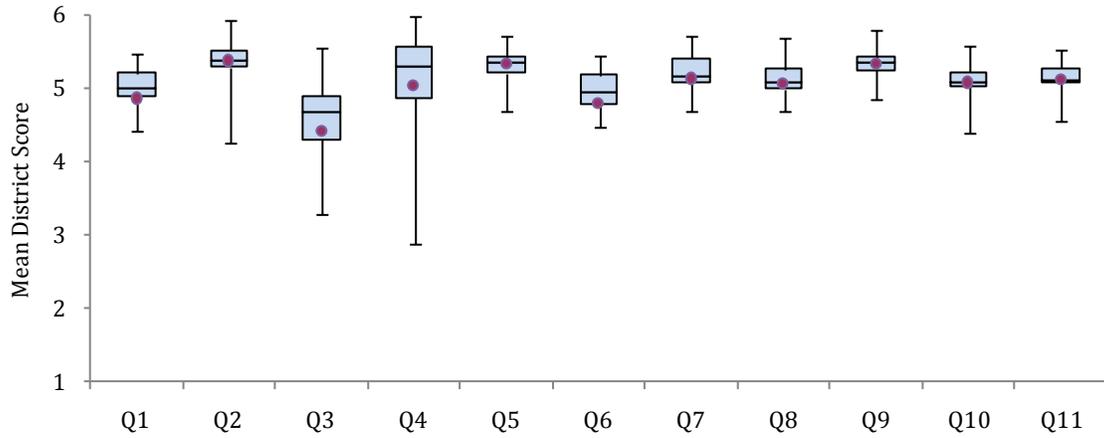
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

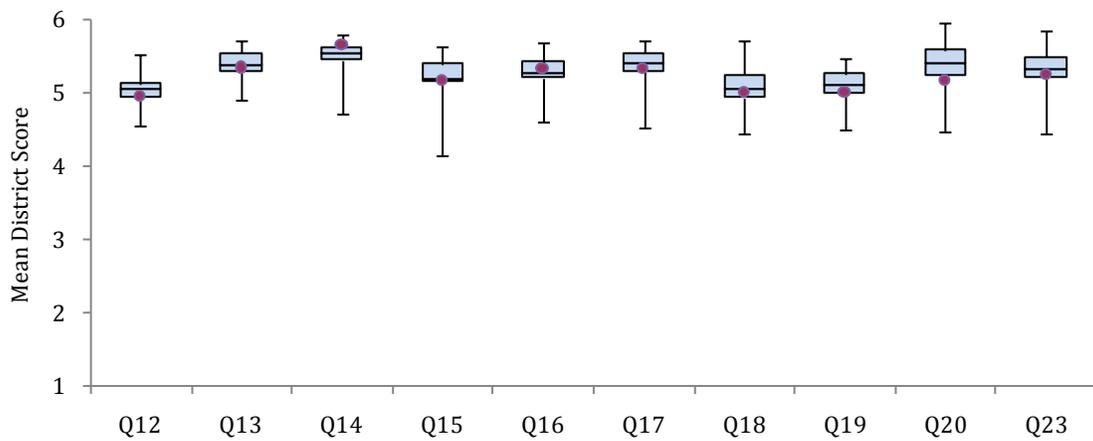
±± Minimum reporting standard not met for this survey item.

**Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland
Box-and-Whisker Charts**

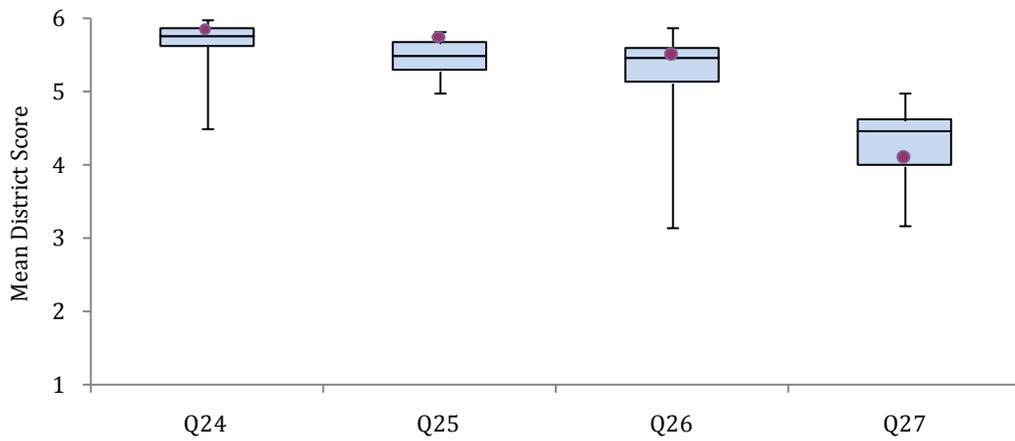
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



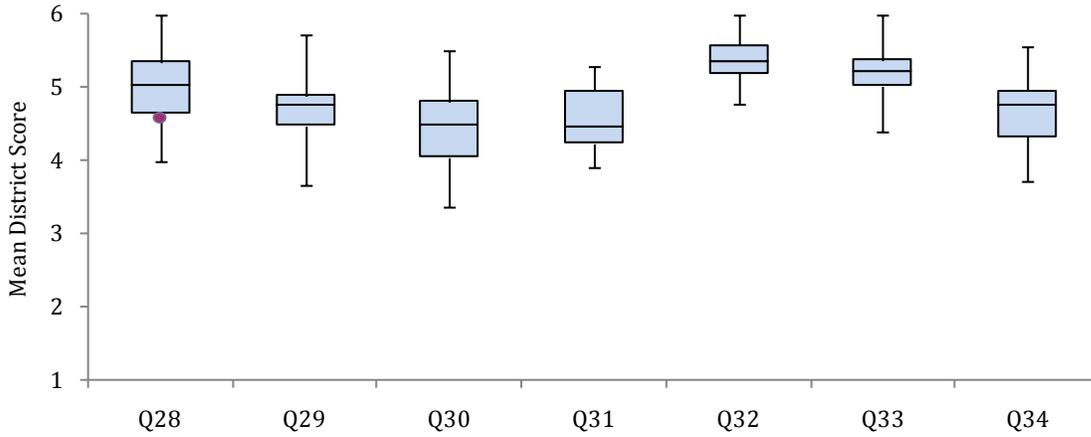
My Child's Participation



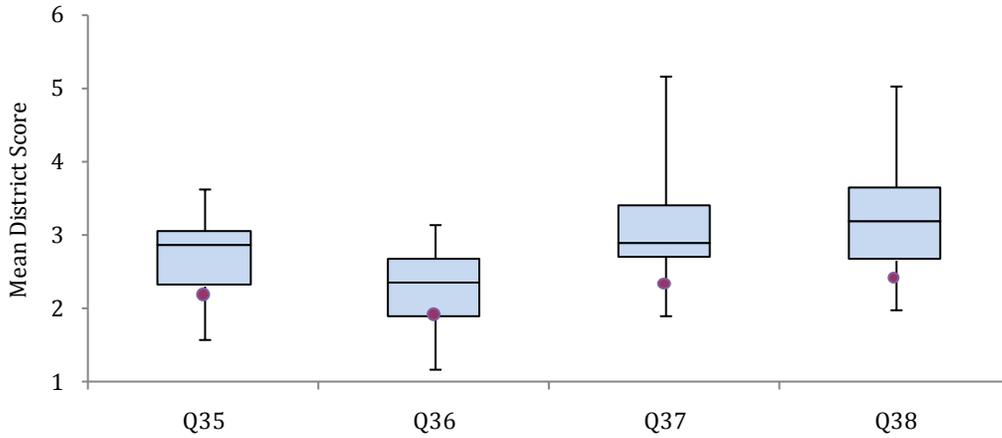
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

**Columbia, Franklin, Kent, New Hartford, Norfolk, Salisbury, and Scotland
Box-and-Whisker Charts (cont'd)**

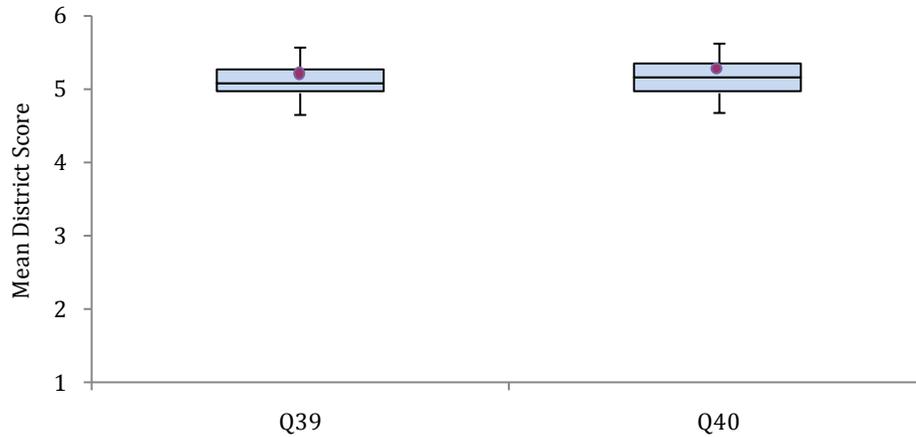
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q29 through 34.

Appendix A: Response Rate by District

The 2008-2009 survey was sent to a total of 9,152 parents of children receiving special education services across 30 districts. The overall survey response rate was 20.5% (n=1,874), with the response rate by district ranging from a low of 6.9% in Unified School District #1 to a high of 31.6% in the Norfolk School District. More than 500 surveys were returned undeliverable, representing approximately 6.0% of the total mailing.

Survey Response Rate by District Table

District	Surveys Sent	Surveys Received		Surveys Received with Open-Ended Comments	
	n	n	Percent	n	Percent
Norfolk	19	6	31.6%	4	66.7%
Regional #10	307	93	30.3%	34	36.6%
Guilford	421	120	28.5%	49	40.8%
Regional #13	285	80	28.1%	35	43.8%
Regional #18	164	46	28.0%	18	39.1%
Old Saybrook	196	53	27.0%	15	28.3%
New Hartford	61	16	26.2%	8	50.0%
Bethany	81	21	25.9%	10	47.6%
Woodstock	118	30	25.4%	11	36.7%
Plymouth	208	51	24.5%	21	41.2%
Seymour	210	50	23.8%	19	38.0%
Ellington	290	69	23.8%	23	33.3%
Regional #15	566	130	23.0%	57	43.8%
Farmington	436	99	22.7%	34	34.3%
Trumbull	631	143	22.7%	62	43.4%
Monroe	420	92	21.9%	26	28.3%
Hebron	129	28	21.7%	8	28.6%
Salisbury	38	8	21.1%	5	62.5%
Ridgefield	568	118	20.8%	45	38.1%
Plainfield	292	60	20.5%	19	31.7%
Bristol	729	141	19.3%	67	47.5%
Coventry	236	44	18.6%	20	45.5%
West Haven	659	117	17.8%	24	20.5%
Groton	688	122	17.7%	50	41.0%
Kent	41	7	17.1%	2	28.6%
Columbia	84	14	16.7%	7	50.0%
Franklin	37	6	16.2%	3	50.0%
Scotland	31	5	16.1%	0	0.0%
New Haven	813	70	8.6%	18	25.7%
USD #1	394	27	6.9%	2	7.4%
Total	9,152	1,874	20.5%	696	37.1%

Note: Districts have been sorted in descending order based on their response rate. The total number of surveys received includes 8 surveys which were returned without a district code.

Appendix B: Overall Survey Response Table

Overall Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	1,850	46.0%	33.0%	9.0%	88.0%	3.4%	4.3%	4.3%	12.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,853	63.2%	22.9%	7.5%	93.6%	2.9%	2.1%	1.5%	6.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	406	16.7%	8.4%	6.7%	31.8%	5.9%	4.4%	57.9%	68.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	735	9.5%	5.0%	4.6%	19.2%	2.0%	2.2%	76.6%	80.8%	±
5. My child is accepted within the school community.	1,822	62.8%	22.4%	6.9%	92.2%	3.4%	2.4%	2.0%	7.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	1,848	46.2%	30.4%	8.9%	85.4%	4.1%	4.6%	5.1%	13.9%	0.7%
7. All special education services identified in my child's IEP have been provided.	1,851	55.3%	24.5%	8.9%	88.7%	3.6%	3.1%	2.8%	9.4%	1.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,856	53.2%	24.9%	8.4%	86.5%	3.4%	3.8%	4.4%	11.6%	1.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,806	60.8%	23.0%	7.9%	91.7%	2.5%	2.0%	1.9%	6.4%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,729	49.7%	27.1%	11.6%	88.3%	3.5%	2.4%	3.5%	9.4%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,752	53.3%	23.9%	9.8%	86.9%	3.7%	2.7%	3.4%	9.8%	3.3%
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,822	52.8%	23.4%	11.4%	87.5%	4.7%	2.6%	5.2%	12.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,848	66.8%	19.2%	7.2%	93.2%	2.5%	1.8%	2.5%	6.8%	±

Table is continued on the next page.

Overall Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
14. I understand what is discussed at meetings to develop my child's IEP.	1,847	68.3%	21.8%	6.6%	96.6%	1.7%	0.8%	0.9%	3.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	1,825	59.2%	22.3%	9.9%	91.4%	3.8%	2.7%	2.1%	8.6%	±
16. My child's evaluation report is written in terms I understand.	1,850	56.7%	26.1%	10.6%	93.4%	3.8%	1.2%	1.6%	6.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,855	67.8%	18.7%	7.0%	93.5%	2.3%	1.7%	2.5%	6.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,828	52.3%	26.0%	10.1%	88.4%	4.6%	2.3%	4.7%	11.6%	±
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.	1,828	53.8%	24.3%	11.2%	89.3%	4.6%	2.4%	3.7%	10.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,832	69.1%	17.5%	4.9%	91.4%	2.9%	1.8%	3.9%	8.6%	±
21. If necessary, a translator was provided at the PPT meetings.	168	54.8%	22.0%	6.0%	82.7%	4.2%	2.4%	10.7%	17.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	184	54.9%	19.0%	13.0%	87.0%	4.3%	0.0%	8.7%	13.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,579	65.9%	15.1%	3.7%	84.7%	2.0%	1.5%	6.3%	9.8%	5.5%
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	1,766	85.4%	8.7%	2.4%	96.5%	1.1%	0.7%	1.7%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,641	78.7%	9.0%	3.7%	91.3%	2.4%	1.5%	4.8%	8.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,112	6.7%	2.6%	2.7%	12.1%	3.6%	4.2%	80.0%	87.9%	±
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).	892	36.4%	12.9%	6.3%	55.6%	4.7%	4.5%	16.0%	25.2%	19.2%

Table is continued on the next page.

Overall Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	318	55.3%	20.1%	9.1%	84.6%	3.8%	1.3%	10.4%	15.4%	±
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.	424	40.8%	27.8%	13.4%	82.1%	4.2%	4.2%	9.4%	17.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	303	33.7%	20.1%	11.6%	65.3%	4.6%	3.3%	13.5%	21.5%	13.2%
31. The PPT introduced planning for my child's transition to adulthood.	391	40.2%	22.5%	15.6%	78.3%	5.1%	4.3%	12.3%	21.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	455	71.2%	13.2%	7.9%	92.3%	2.0%	0.4%	5.3%	7.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	451	60.5%	19.1%	8.2%	87.8%	5.3%	2.7%	4.2%	12.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	400	44.0%	21.0%	14.5%	79.5%	6.8%	3.5%	10.3%	20.5%	±
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.	1,141	23.3%	8.0%	7.3%	38.6%	4.0%	4.9%	52.5%	61.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,078	15.4%	7.5%	7.5%	30.4%	4.6%	6.8%	58.2%	69.6%	±

Table is continued on the next page.

Overall Survey Response Table (con't)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,489	18.3%	9.3%	7.7%	35.3%	3.8%	3.7%	26.1%	33.6%	31.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,471	19.8%	9.2%	6.7%	35.7%	3.1%	3.3%	23.2%	29.6%	34.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,696	52.5%	23.7%	12.1%	88.3%	3.1%	3.1%	5.5%	11.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,637	56.3%	22.2%	10.6%	89.2%	3.4%	2.4%	5.0%	10.8%	±

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

± Not a response option for this survey item.

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