

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

2006-2007
Connecticut Special Education Parent Survey
District Report

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INTRODUCTION

In spring 2007, 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 2006-2007 CT Special Education Parent Survey Summary Report, available on the Department website, provides a comprehensive summary of findings from the statewide survey. This document is intended to provide supplementary district-level information to that report.

The CSDE standard for the confidential reporting of district-level data requires a minimum of 20 survey responses be returned from an individual district before data from that district can be publicly reported. Survey responses from five districts (Bozrah, Cornwall, Sterling, North Canaan, and Voluntown) did not meet this standard and as a result responses from these districts were combined. Confidentiality edits were also applied across all districts for any survey item that had five or less respondents. District-level data is presented in three formats as described below.

Survey Response Tables

The survey response tables provide an overall summary of survey responses from individual districts presented according to the six topic areas established on the survey questionnaire. The total number of respondents (n) provided for each survey statement includes only those parents who selected a response other than “not applicable.”

The number of parents to respond to each statement varied across the 40-item survey, most notably on statements regarding translation services and transition planning. In addition, the total number of respondents per district varied considerably, due to differences in both the size of the district and in the response rates per district. Consequently, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context.

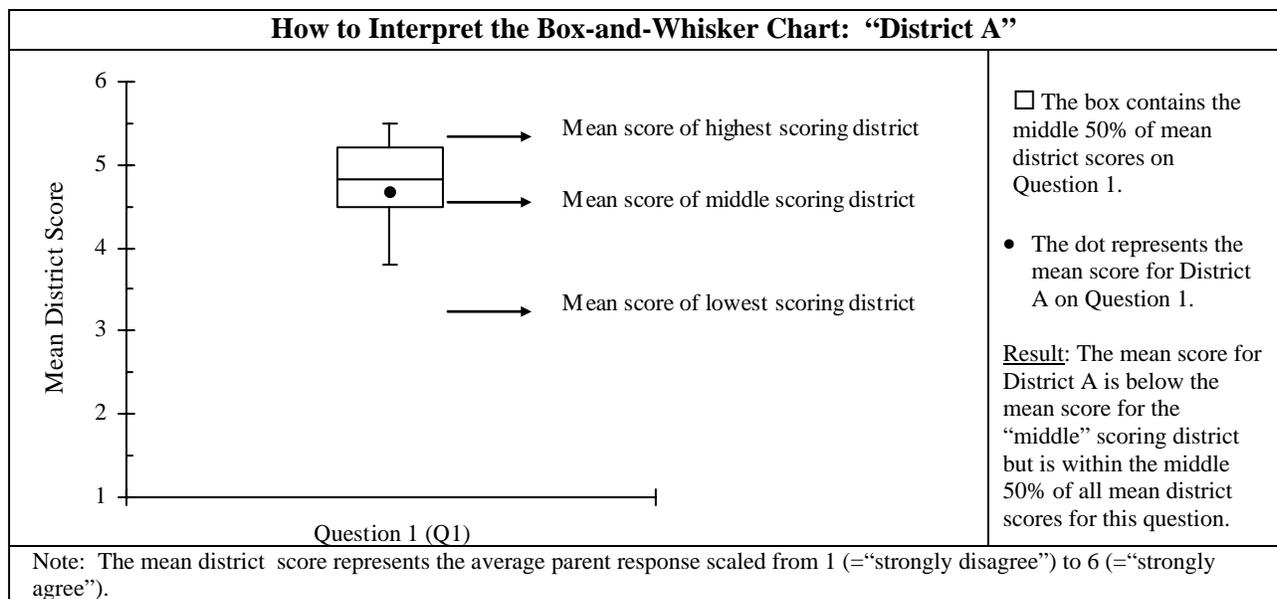
Box-and-Whisker Charts

The box-and-whisker charts provide a graphical summary of the mean district scores for individual statements across the six topic areas of the survey. Mean district scores represent the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”).

Most of the items on the parent survey are positively-keyed items, indicating that a high mean score signifies a high level of parent agreement to the statement and as a result, a high level of parent satisfaction. In cases of negatively-keyed items, such as “My child was denied access due to his/her disability” (Q26), a high mean score would signify a high level of parent *dissatisfaction*. In order to keep the interpretation of mean scores consistent across all survey statements, negatively-keyed items are “reverse coded” so that a high mean score signifies a high level of parent satisfaction.

The box-and-whisker chart provides a visual snapshot (by survey item) of a district’s mean score relative to the mean score of all other districts participating in the survey. A box for each survey item contains the middle 50% of districts and the middle (median) district is represented by a black line within the box. The “whiskers” on the box represent the minimum and maximum mean district scores. Your individual district is represented by a round dot (●). Hence, for each survey item, if your district mean score is in the box you may think of it as an average rating ; a mean score in the lower “whisker” as a below average rating; and a mean score in the upper “whisker” as an above average rating.

Similar to the data presented in the survey response tables, all comparisons (across survey items and across individual districts) should be examined with consideration given to the total number of survey respondents. Although this information is not available on the box-and-whisker charts, it can be obtained (along with the wording of the survey item) from the response tables provided for each district. Four survey items (Q3, Q4, Q21, and Q22) were excluded from the box-and-whisker chart analysis due to the overall low number of parents to respond to these statements. An illustration of how to interpret the box-and-whisker chart is provided below.



Open-Ended Summary Tables

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their experience with their child’s special education program. Responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Code categories were created to include main codes for general topic areas and sub-codes for more specific comments. The survey comment tables in this report include frequencies for main codes and sub-codes (indented).

LIST OF DISTRICTS

(To directly access your district's results, click on your district's name under the bookmarks tab on the left hand margin of your screen.)

Branford	4
Bridgeport	11
Brookfield	18
Cheshire	25
Colchester	32
East Windsor	39
Manchester	46
Naugatuck	53
New Milford.....	60
Norwich.....	67
Oxford.....	74
Sherman	81
Simsbury	88
Stafford	95
Stonington.....	102
Suffield.....	109
Thompson	116
West Harford.....	123
Winchester	130
Windham.....	137
Regional School District 05	144
Regional School District 08.....	151
Regional School District 16.....	158
Regional School District 19	165
Bozrah, Cornwall, North Canaan, Sterling and Voluntown	172

Branford Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	110	31.8%	40.9%	11.8%	5.5%	3.6%	6.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	110	56.4%	25.5%	10.0%	3.6%	3.6%	0.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	24	4.2%	0.0%	12.5%	8.3%	8.3%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	43	9.3%	0.0%	2.3%	0.0%	4.7%	83.7%	±
5. My child is accepted within the school community.	108	65.7%	22.2%	7.4%	2.8%	0.0%	1.9%	±
6. My child's IEP is meeting his or her educational needs.	109	41.3%	27.5%	15.6%	3.7%	3.7%	8.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	108	47.2%	21.3%	13.0%	4.6%	3.7%	8.3%	1.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	110	49.1%	25.5%	9.1%	4.5%	5.5%	4.5%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	108	50.9%	29.6%	10.2%	0.9%	0.9%	7.4%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	102	39.2%	27.5%	16.7%	5.9%	3.9%	3.9%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	101	44.6%	31.7%	13.9%	4.0%	3.0%	2.0%	1.0%
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.	110	43.6%	23.6%	16.4%	7.3%	3.6%	5.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	110	60.9%	18.2%	11.8%	1.8%	0.9%	6.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	110	62.7%	22.7%	12.7%	0.9%	0.0%	0.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	110	50.0%	24.5%	15.5%	2.7%	4.5%	2.7%	±
16. My child's evaluation report is written in terms I understand.	110	49.1%	29.1%	11.8%	5.5%	1.8%	2.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	111	55.9%	27.9%	4.5%	3.6%	2.7%	5.4%	±

Table is continued on the next page.

Branford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	108	45.4%	24.1%	13.9%	4.6%	4.6%	7.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	110	40.9%	27.3%	16.4%	5.5%	4.5%	5.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	110	65.5%	17.3%	7.3%	3.6%	1.8%	4.5%	±
21. If necessary, a translator was provided at the PPT meetings.	9	33.3%	22.2%	22.2%	11.1%	0.0%	11.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	33.3%	33.3%	11.1%	0.0%	0.0%	22.2%	±
23. The school district proposed the regular classroom for my child as the first placement option.	92	60.9%	9.8%	5.4%	3.3%	1.1%	13.0%	6.5%
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, sports events).	103	82.5%	10.7%	2.9%	1.0%	1.0%	1.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	92	79.3%	9.8%	5.4%	2.2%	2.2%	1.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	62	4.8%	4.8%	3.2%	1.6%	3.2%	82.3%	±
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).	49	34.7%	12.2%	6.1%	2.0%	6.1%	20.4%	18.4%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	27	55.6%	14.8%	11.1%	3.7%	0.0%	14.8%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	38	44.7%	18.4%	7.9%	15.8%	5.3%	7.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	25	32.0%	16.0%	4.0%	4.0%	8.0%	16.0%	20.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	14	42.9%	0.0%	14.3%	0.0%	14.3%	28.6%	±

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Branford Survey Response Table – continued

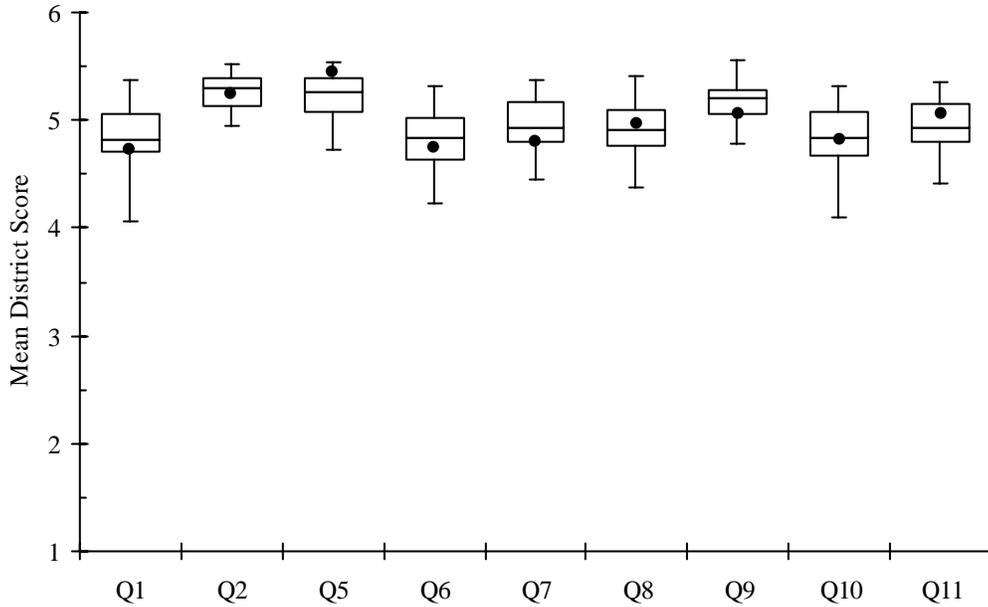
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	32	75.0%	12.5%	3.1%	3.1%	0.0%	6.3%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	19	78.9%	10.5%	5.3%	0.0%	0.0%	5.3%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	23	39.1%	21.7%	8.7%	8.7%	4.3%	17.4%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	62	8.1%	8.1%	8.1%	3.2%	4.8%	67.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	64	9.4%	9.4%	9.4%	4.7%	4.7%	62.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	85	3.5%	4.7%	2.4%	5.9%	4.7%	48.2%	30.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	86	5.8%	7.0%	4.7%	4.7%	4.7%	44.2%	29.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	97	51.5%	19.6%	13.4%	7.2%	4.1%	4.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	98	55.1%	16.3%	16.3%	3.1%	5.1%	4.1%	±

± Not a response option for this survey item.

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

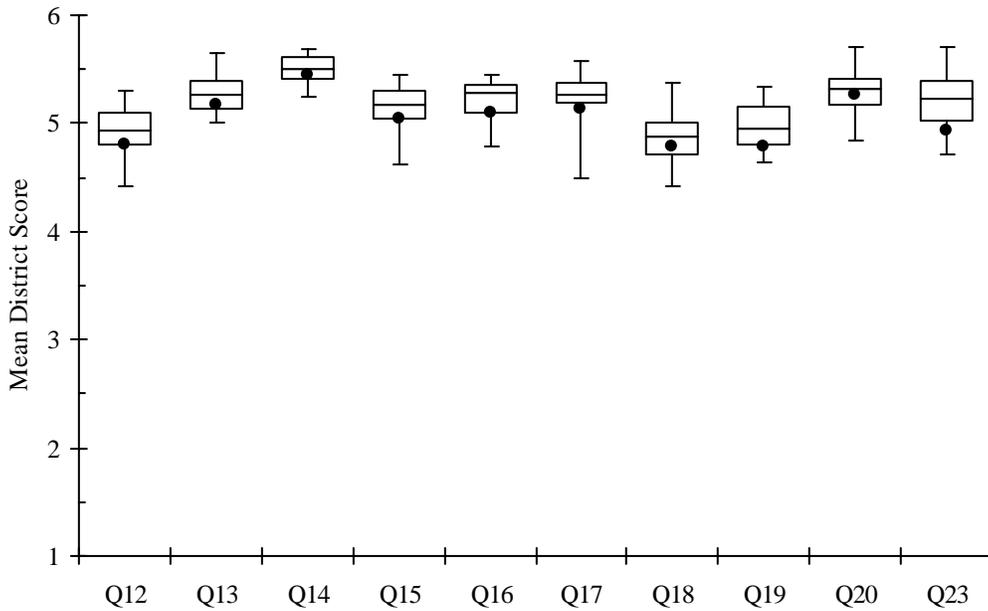
Branford Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

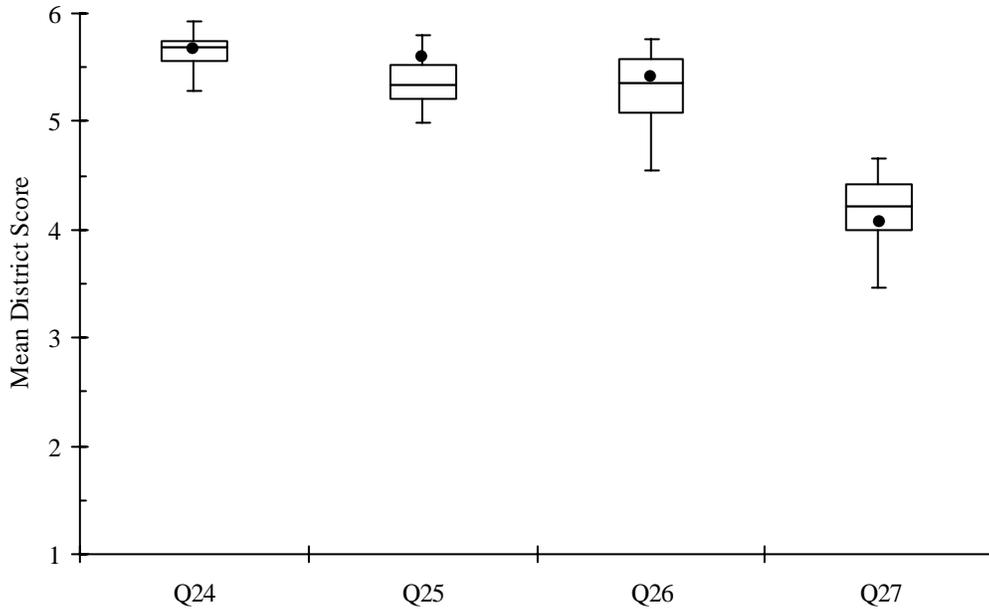
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

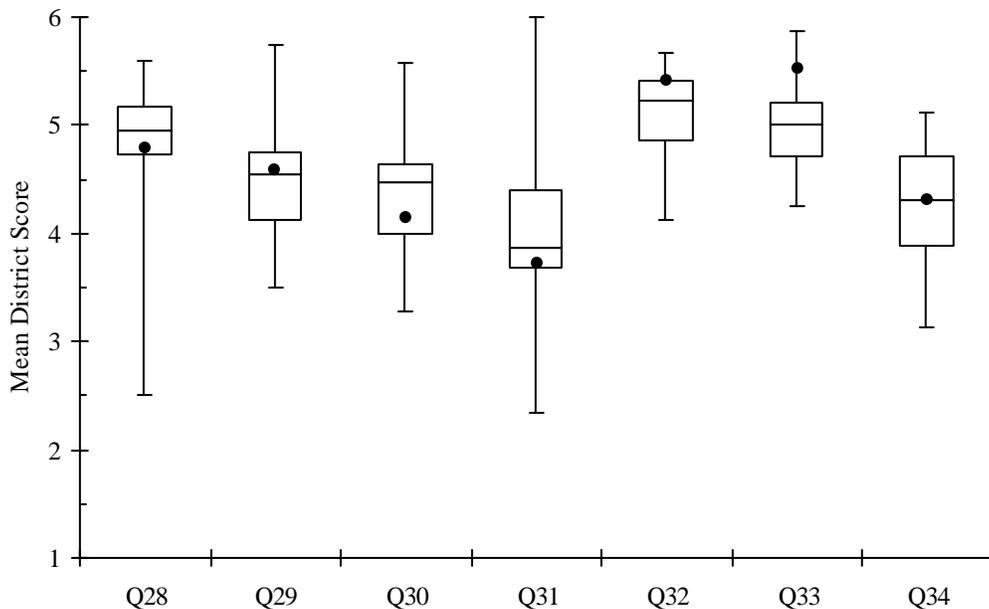
Branford Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

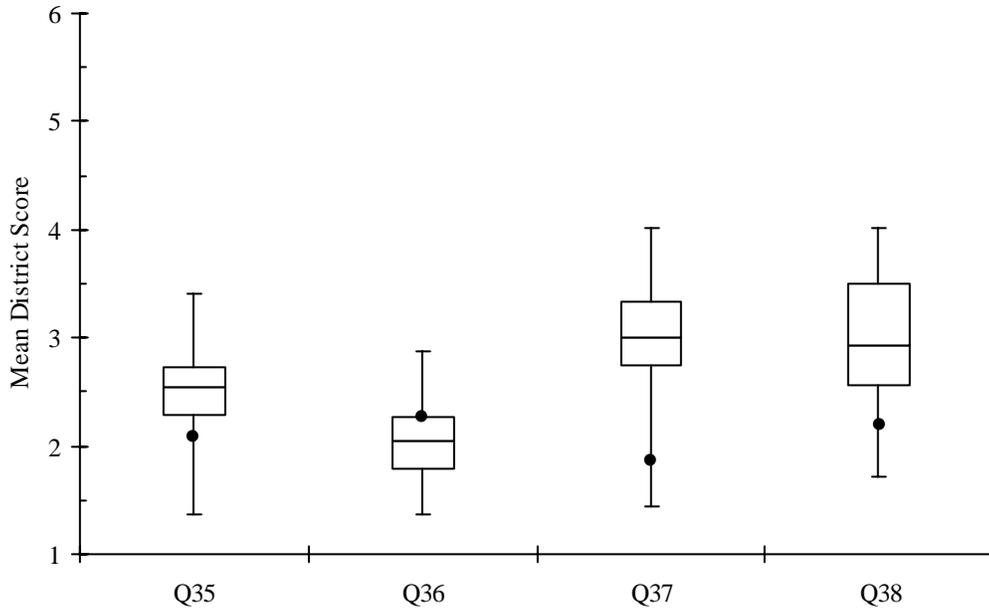
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

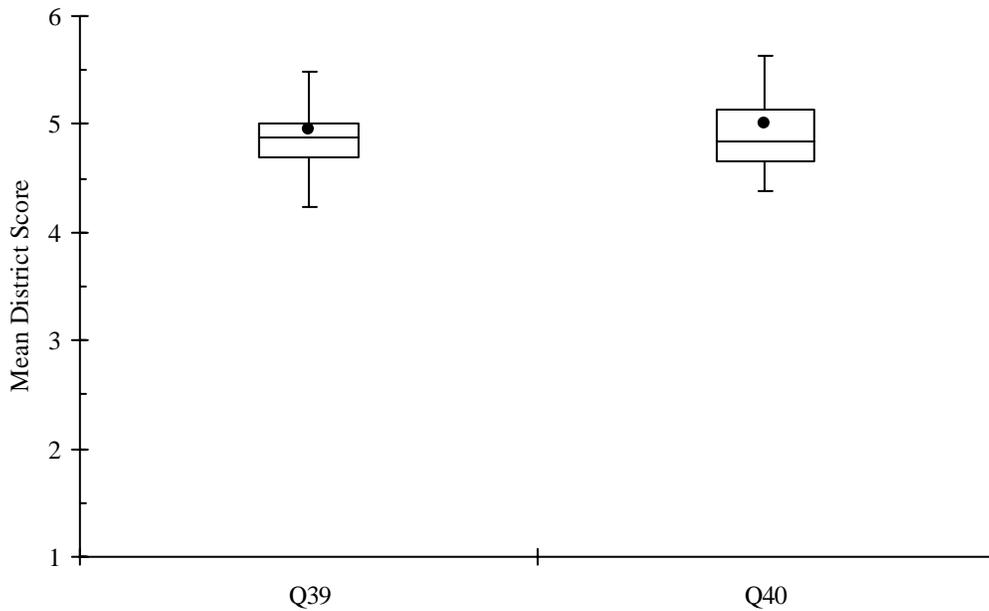
Branford Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Branford Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	10	21.3%
Pleased with Staff	8	17.0%
Pleased with Communication and Parent Support	1	2.1%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	1	2.1%
Change in Satisfaction	8	17.0%
Dissatisfied Previously, Now Satisfied	4	8.5%
Satisfied Previously, Now Dissatisfied	4	8.5%
Problems with Program	14	29.8%
Problems with Staff	8	17.0%
Problems with Communication and Parent Support	16	34.0%
Problems with Services	8	17.0%
Need for Additional Activities/Services	8	17.0%
Needs of Specific Disability Not Met	2	4.3%
Instructional and Curricular Concerns	13	27.7%
Dissatisfied with Transition	3	6.4%
Concerns with Child's Progress or Future	5	10.6%
Other Comments or Concerns	3	6.4%

Percent totals are based on the 47 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Bridgeport Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	89	37.1%	33.7%	12.4%	4.5%	4.5%	7.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	89	61.8%	23.6%	5.6%	3.4%	2.2%	3.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	41	22.0%	14.6%	22.0%	4.9%	2.4%	34.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	15.6%	11.1%	8.9%	11.1%	2.2%	51.1%	±
5. My child is accepted within the school community.	89	61.8%	18.0%	11.2%	1.1%	1.1%	6.7%	±
6. My child's IEP is meeting his or her educational needs.	93	45.2%	22.6%	8.6%	5.4%	6.5%	4.3%	7.5%
7. All special education services identified in my child's IEP have been provided.	90	46.7%	18.9%	13.3%	4.4%	0.0%	7.8%	8.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	92	42.4%	25.0%	15.2%	6.5%	0.0%	6.5%	4.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	89	42.7%	31.5%	11.2%	3.4%	0.0%	4.5%	6.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	84	36.9%	25.0%	13.1%	7.1%	0.0%	6.0%	11.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	87	42.5%	21.8%	12.6%	3.4%	2.3%	5.7%	11.5%
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.	92	43.5%	27.2%	15.2%	2.2%	4.3%	7.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	89	56.2%	23.6%	11.2%	1.1%	4.5%	3.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	88	61.4%	25.0%	6.8%	2.3%	3.4%	1.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	89	57.3%	23.6%	10.1%	4.5%	1.1%	3.4%	±
16. My child's evaluation report is written in terms I understand.	91	59.3%	24.2%	6.6%	5.5%	2.2%	2.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	91	61.5%	22.0%	7.7%	2.2%	2.2%	4.4%	±

Table is continued on the next page.

Bridgeport Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	91	48.4%	26.4%	13.2%	5.5%	0.0%	6.6%	±
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.	89	50.6%	23.6%	16.9%	6.7%	1.1%	1.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	91	52.7%	18.7%	5.5%	13.2%	3.3%	6.6%	±
21. If necessary, a translator was provided at the PPT meetings.	39	69.2%	17.9%	5.1%	2.6%	2.6%	2.6%	±
22. The translation services provided at the PPT meetings were useful and accurate.	39	61.5%	25.6%	5.1%	5.1%	0.0%	2.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	80	33.8%	27.5%	11.3%	1.3%	0.0%	11.3%	15.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	89	62.9%	19.1%	9.0%	5.6%	0.0%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	78	53.8%	25.6%	7.7%	7.7%	0.0%	5.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	11.5%	5.8%	5.8%	13.5%	11.5%	51.9%	±
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).	74	29.7%	14.9%	12.2%	4.1%	4.1%	12.2%	23.0%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	29	55.2%	20.7%	6.9%	6.9%	0.0%	10.3%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	30	33.3%	33.3%	6.7%	6.7%	6.7%	13.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	30	20.0%	26.7%	16.7%	3.3%	3.3%	6.7%	23.3%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	23	47.8%	8.7%	17.4%	4.3%	0.0%	21.7%	±

Table is continued on the next page.

Bridgeport Survey Response Table – continued

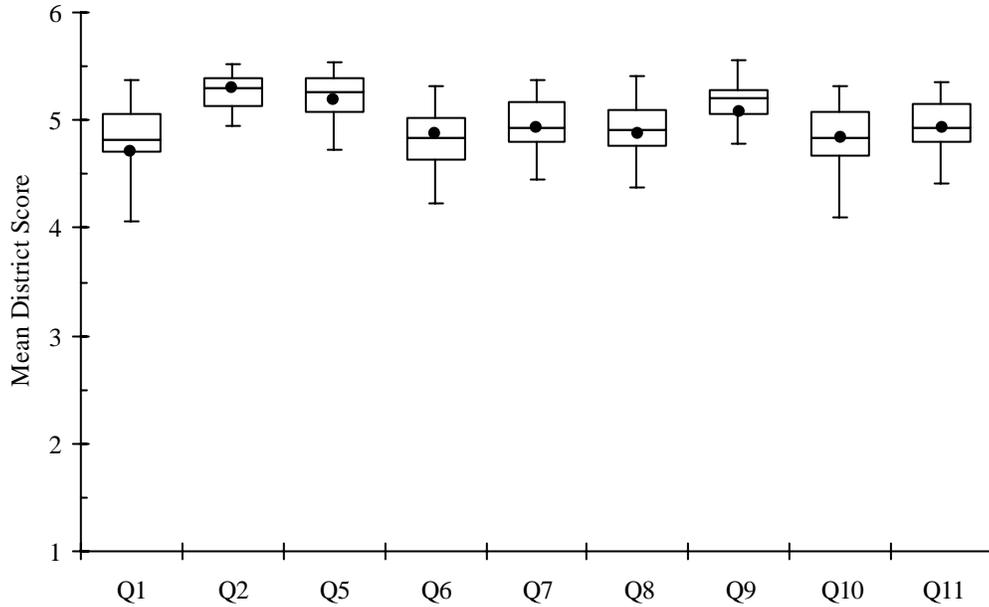
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	42	69.0%	19.0%	4.8%	4.8%	2.4%	0.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	29	58.6%	17.2%	13.8%	0.0%	6.9%	3.4%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	31	48.4%	25.8%	6.5%	3.2%	0.0%	16.1%	±
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.	52	15.4%	11.5%	15.4%	7.7%	9.6%	40.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	50	16.0%	12.0%	8.0%	10.0%	10.0%	44.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	65	26.2%	12.3%	7.7%	9.2%	1.5%	16.9%	26.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	70	15.7%	11.4%	2.9%	7.1%	1.4%	18.6%	42.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	82	45.1%	19.5%	11.0%	8.5%	4.9%	11.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	77	40.3%	22.1%	10.4%	9.1%	5.2%	13.0%	±

± Not a response option for this survey item.

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

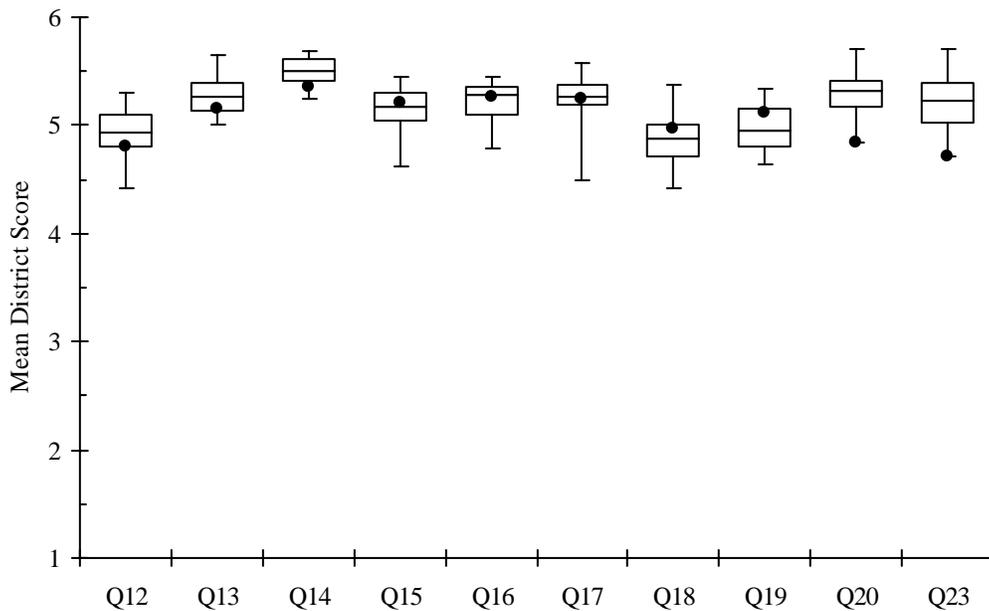
Bridgeport Box-and-Whisker Charts

Satisfaction with My Child's Program



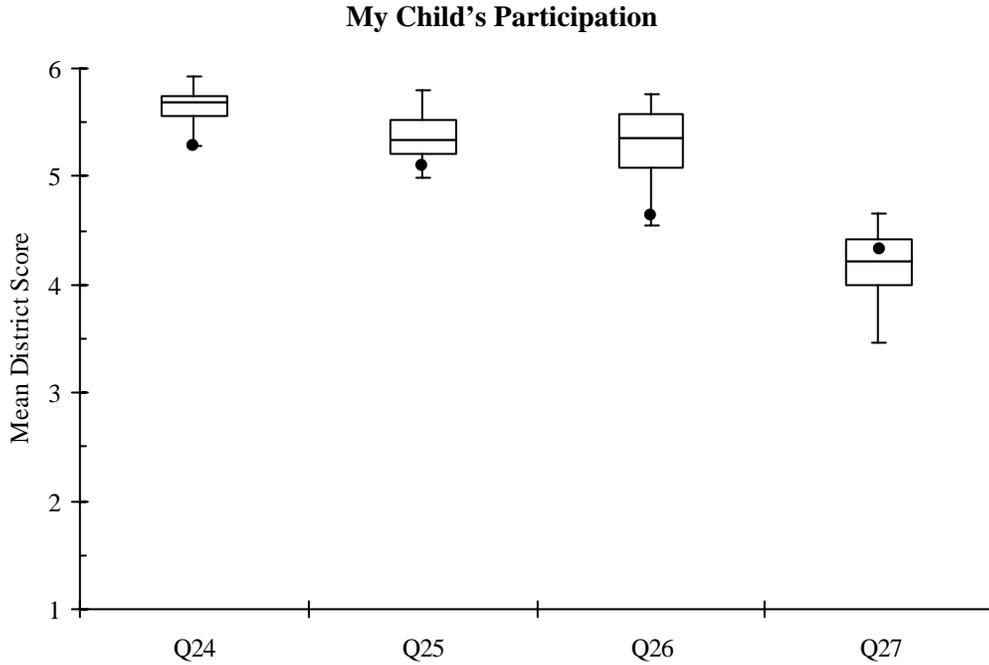
Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Participation in Developing and Implementing My Child's Program

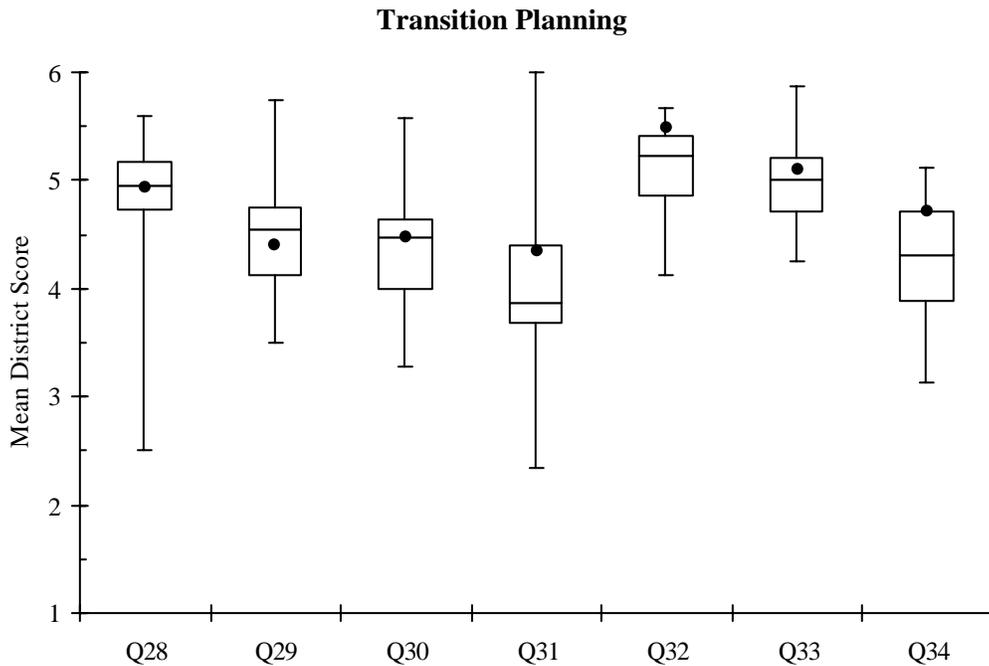


Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Bridgeport Box-and-Whisker Charts – continued



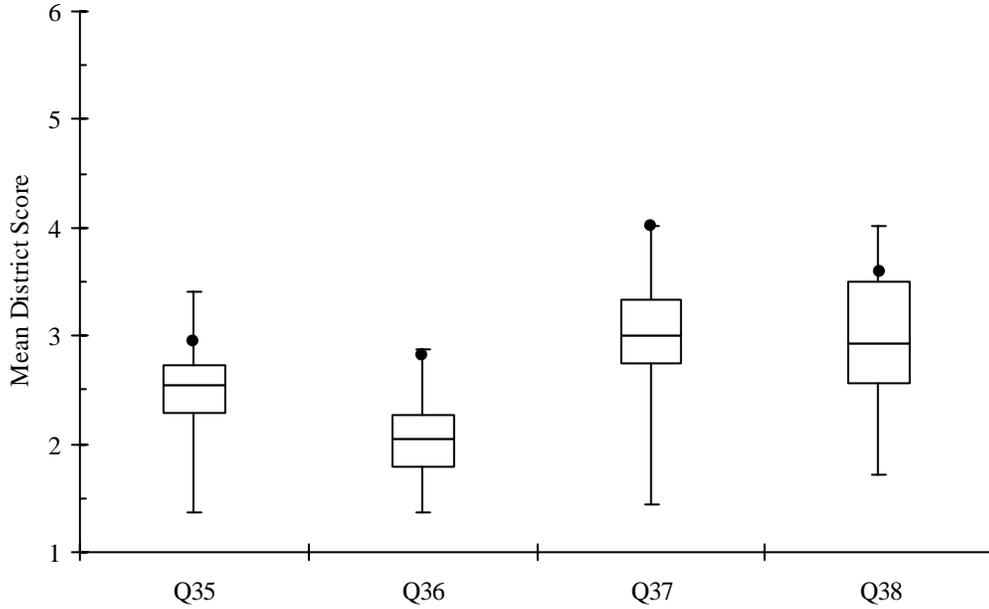
Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

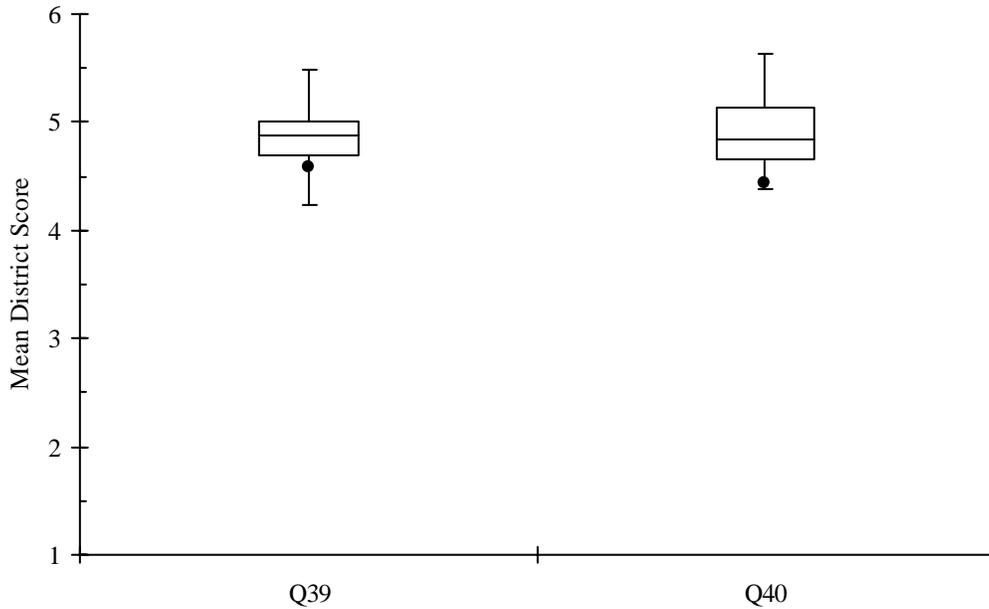
Bridgeport Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Bridgeport Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	10	40.0%
Pleased with Staff	3	12.0%
Pleased with Communication and Parent Support	2	8.0%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	1	4.0%
Change in Satisfaction	2	8.0%
Dissatisfied Previously, Now Satisfied	2	8.0%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	5	20.0%
Problems with Staff	2	8.0%
Problems with Communication and Parent Support	4	16.0%
Problems with Services	6	24.0%
Need for Additional Activities/Services	3	12.0%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	6	24.0%
Dissatisfied with Transition	3	12.0%
Concerns with Child's Progress or Future	1	4.0%
Other Comments or Concerns	1	4.0%

Percent totals are based on the 25 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Brookfield Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	54	35.2%	37.0%	13.0%	5.6%	3.7%	5.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	54	53.7%	24.1%	14.8%	0.0%	3.7%	3.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	0.0%	11.1%	11.1%	0.0%	0.0%	77.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	22	4.5%	4.5%	9.1%	0.0%	0.0%	81.8%	±
5. My child is accepted within the school community.	53	49.1%	28.3%	15.1%	1.9%	0.0%	5.7%	±
6. My child's IEP is meeting his or her educational needs.	54	35.2%	35.2%	9.3%	11.1%	1.9%	3.7%	3.7%
7. All special education services identified in my child's IEP have been provided.	54	46.3%	29.6%	3.7%	3.7%	11.1%	3.7%	1.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	55	38.2%	32.7%	10.9%	9.1%	3.6%	5.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	52	53.8%	26.9%	13.5%	1.9%	0.0%	3.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	47	34.0%	27.7%	19.1%	12.8%	2.1%	4.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	49	32.7%	32.7%	14.3%	8.2%	6.1%	6.1%	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.	54	33.3%	37.0%	11.1%	7.4%	5.6%	5.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	55	60.0%	27.3%	9.1%	1.8%	0.0%	1.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	55	67.3%	29.1%	1.8%	1.8%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	54	51.9%	29.6%	9.3%	5.6%	0.0%	3.7%	±
16. My child's evaluation report is written in terms I understand.	55	56.4%	30.9%	7.3%	1.8%	3.6%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	55	63.6%	18.2%	9.1%	3.6%	1.8%	3.6%	±

Table is continued on the next page.

Brookfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	54	40.7%	27.8%	18.5%	1.9%	5.6%	5.6%	±
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.	54	29.6%	38.9%	18.5%	5.6%	1.9%	5.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	55	58.2%	25.5%	3.6%	7.3%	0.0%	5.5%	±
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.	45	75.6%	13.3%	4.4%	2.2%	0.0%	4.4%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	49	79.6%	10.2%	6.1%	0.0%	0.0%	4.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	47	76.6%	6.4%	4.3%	0.0%	8.5%	4.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	16.7%	5.6%	5.6%	2.8%	2.8%	66.7%	±
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	17.4%	30.4%	13.0%	8.7%	8.7%	17.4%	4.3%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	58.3%	33.3%	0.0%	0.0%	0.0%	8.3%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	21	23.8%	28.6%	19.0%	4.8%	9.5%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	13	38.5%	7.7%	0.0%	15.4%	0.0%	23.1%	15.4%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Brookfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	13	69.2%	0.0%	7.7%	0.0%	0.0%	23.1%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	8	37.5%	25.0%	12.5%	12.5%	0.0%	12.5%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	10	30.0%	20.0%	20.0%	10.0%	10.0%	10.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	39	0.0%	5.1%	5.1%	7.7%	2.6%	79.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	39	5.1%	2.6%	7.7%	5.1%	10.3%	69.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	47	0.0%	0.0%	8.5%	0.0%	8.5%	53.2%	29.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	48	0.0%	6.3%	4.2%	2.1%	0.0%	45.8%	41.7%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	51	31.4%	35.3%	17.6%	9.8%	2.0%	3.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	49	36.7%	36.7%	10.2%	6.1%	4.1%	6.1%	±

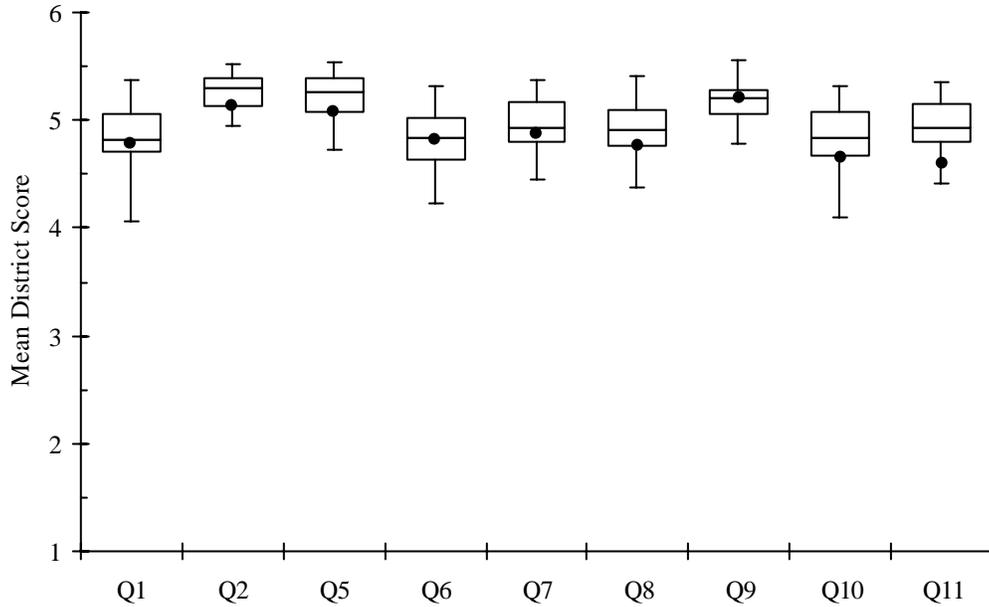
± Not a response option for this survey item.

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

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

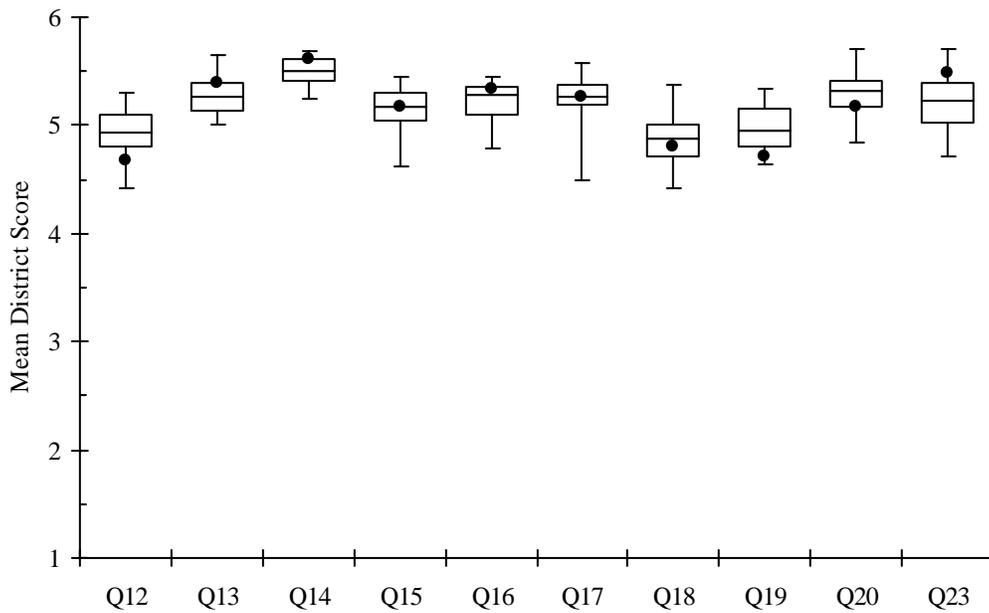
Brookfield Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

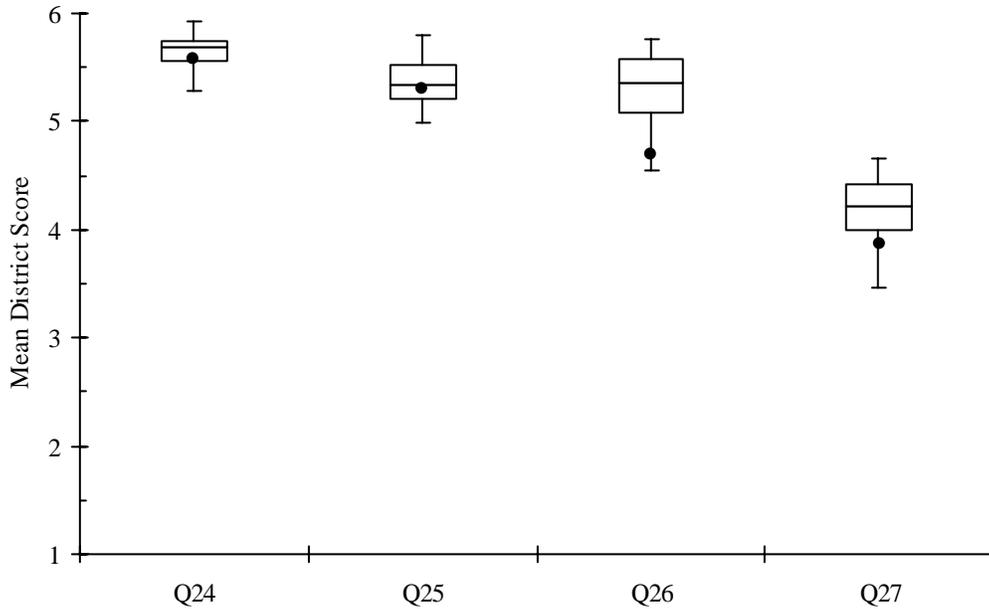
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

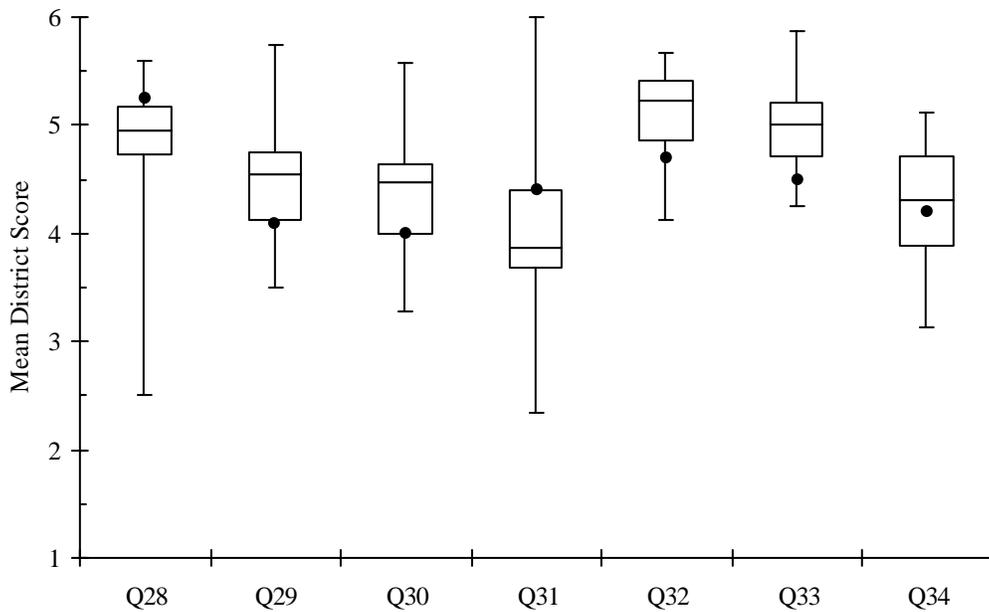
Brookfield Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

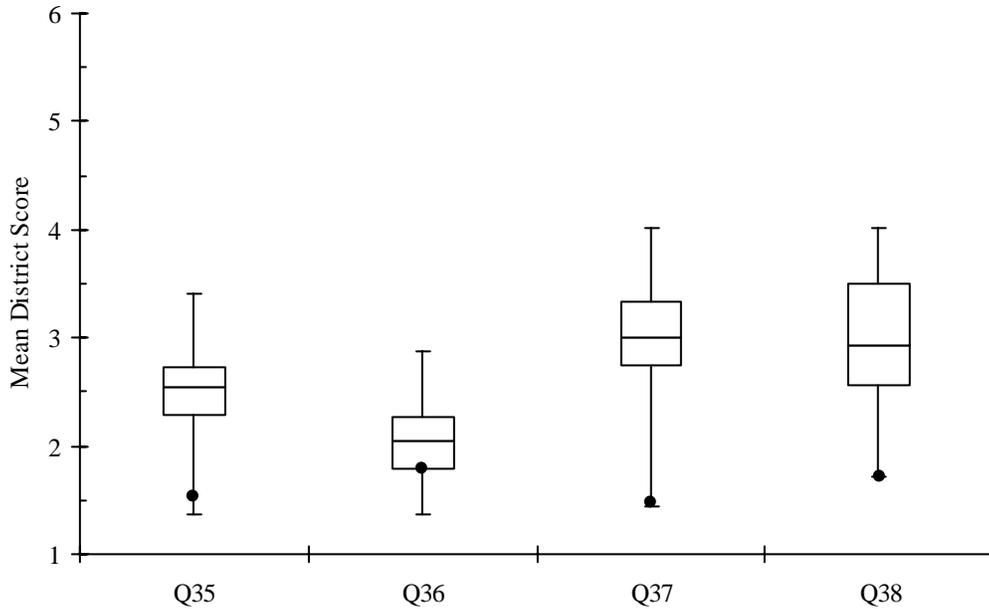
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

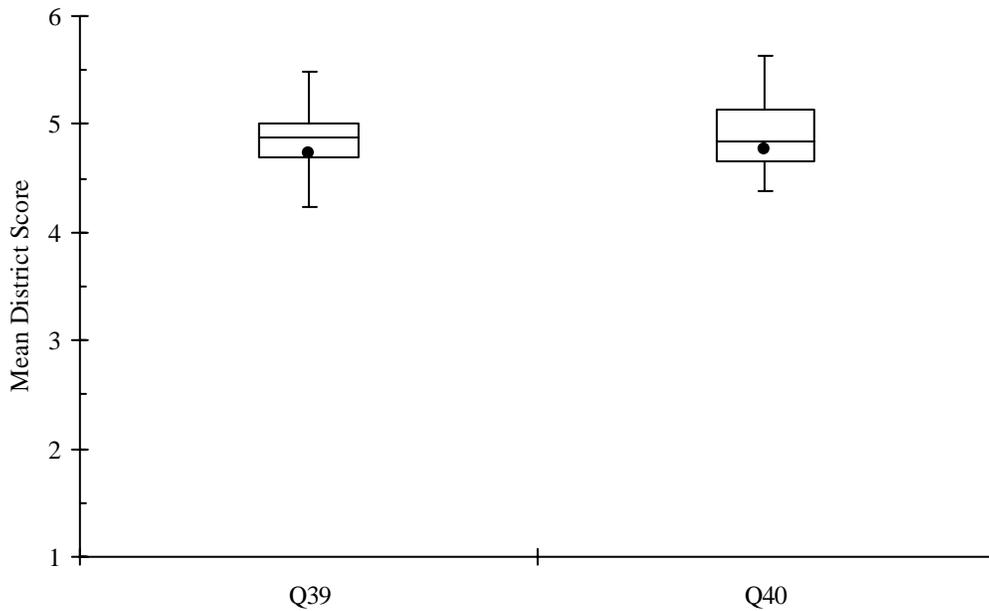
Brookfield Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Brookfield Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	8	22.2%
Pleased with Staff	14	38.9%
Pleased with Communication and Parent Support	1	2.8%
Pleased with Transition Process and Staff	1	2.8%
Somewhat Satisfied	1	2.8%
Change in Satisfaction	3	8.3%
Dissatisfied Previously, Now Satisfied	1	2.8%
Satisfied Previously, Now Dissatisfied	2	5.6%
Problems with Program	7	19.4%
Problems with Staff	5	13.9%
Problems with Communication and Parent Support	7	19.4%
Problems with Services	8	22.2%
Need for Additional Activities/Services	5	13.9%
Needs of Specific Disability Not Met	2	5.6%
Instructional and Curricular Concerns	11	30.6%
Dissatisfied with Transition	2	5.6%
Concerns with Child's Progress or Future	1	2.8%
Other Comments or Concerns	1	2.8%

Percent totals are based on the 36 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Cheshire Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	143	44.1%	39.2%	7.7%	2.1%	4.2%	2.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	143	65.0%	25.2%	5.6%	1.4%	1.4%	1.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	32	6.3%	6.3%	9.4%	9.4%	3.1%	65.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	47	2.1%	8.5%	8.5%	2.1%	0.0%	78.7%	±
5. My child is accepted within the school community.	141	68.8%	17.0%	6.4%	2.8%	1.4%	3.5%	±
6. My child's IEP is meeting his or her educational needs.	141	43.3%	37.6%	7.1%	3.5%	5.0%	2.8%	0.7%
7. All special education services identified in my child's IEP have been provided.	142	57.7%	21.8%	11.3%	4.2%	1.4%	3.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	142	54.2%	24.6%	9.2%	3.5%	2.8%	4.2%	1.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	139	57.6%	25.9%	10.1%	1.4%	1.4%	3.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	127	40.9%	32.3%	12.6%	1.6%	6.3%	5.5%	0.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	133	44.4%	30.8%	13.5%	1.5%	4.5%	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.	140	50.0%	28.6%	12.9%	5.7%	0.0%	2.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	143	68.5%	22.4%	4.9%	2.1%	1.4%	0.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	142	73.9%	19.0%	3.5%	2.8%	0.7%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	141	55.3%	25.5%	10.6%	2.1%	2.1%	4.3%	±
16. My child's evaluation report is written in terms I understand.	142	59.2%	26.1%	12.0%	0.7%	0.0%	2.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	143	68.5%	14.7%	9.1%	3.5%	2.8%	1.4%	±

Table is continued on the next page.

Cheshire Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	138	53.6%	28.3%	10.1%	2.2%	2.2%	3.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	139	48.2%	32.4%	12.9%	2.9%	1.4%	2.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	139	69.8%	16.5%	2.2%	4.3%	2.2%	5.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	120	71.7%	10.8%	3.3%	0.0%	1.7%	9.2%	3.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	134	87.3%	6.7%	2.2%	0.7%	1.5%	1.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	122	74.6%	8.2%	9.8%	1.6%	1.6%	4.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	79	2.5%	3.8%	1.3%	3.8%	2.5%	86.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	50	34.0%	16.0%	4.0%	4.0%	4.0%	24.0%	14.0%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	25	76.0%	8.0%	0.0%	4.0%	8.0%	4.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	42	47.6%	11.9%	19.0%	4.8%	2.4%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	25	40.0%	8.0%	4.0%	4.0%	4.0%	28.0%	12.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	17	35.3%	17.6%	17.6%	11.8%	5.9%	11.8%	±

Table is continued on the next page.

Cheshire Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	50	80.0%	6.0%	2.0%	4.0%	0.0%	8.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	27	63.0%	14.8%	11.1%	3.7%	0.0%	7.4%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	38	34.2%	18.4%	5.3%	7.9%	10.5%	23.7%	±
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	18.2%	13.0%	2.6%	7.8%	3.9%	54.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	73	6.8%	11.0%	8.2%	6.8%	5.5%	61.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	111	13.5%	9.0%	9.0%	7.2%	4.5%	24.3%	32.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	108	8.3%	8.3%	12.0%	3.7%	2.8%	26.9%	38.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	124	63.7%	20.2%	8.1%	1.6%	4.8%	1.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	121	67.8%	16.5%	8.3%	1.7%	3.3%	2.5%	±

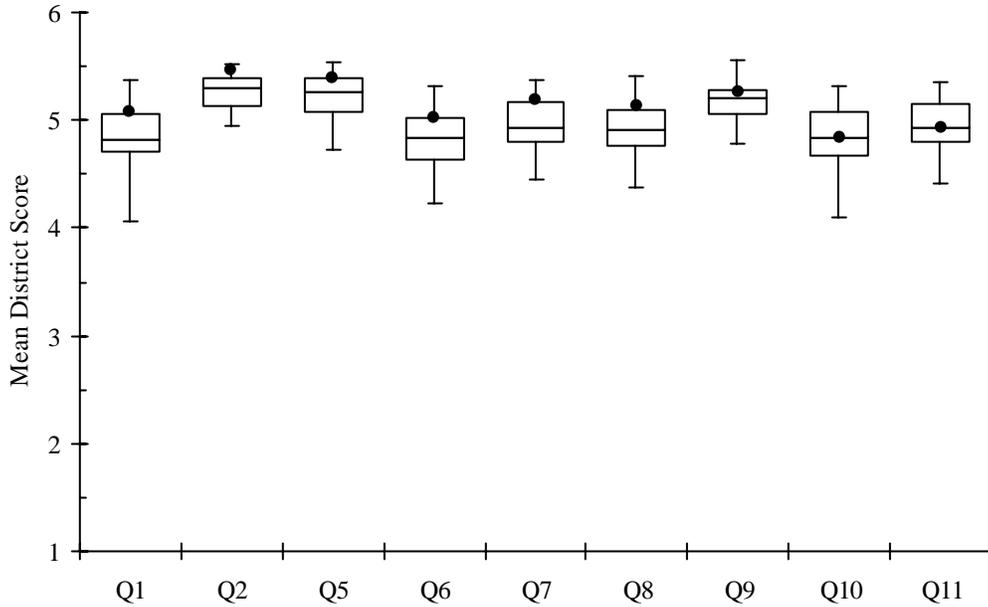
± Not a response option for this survey item.

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

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

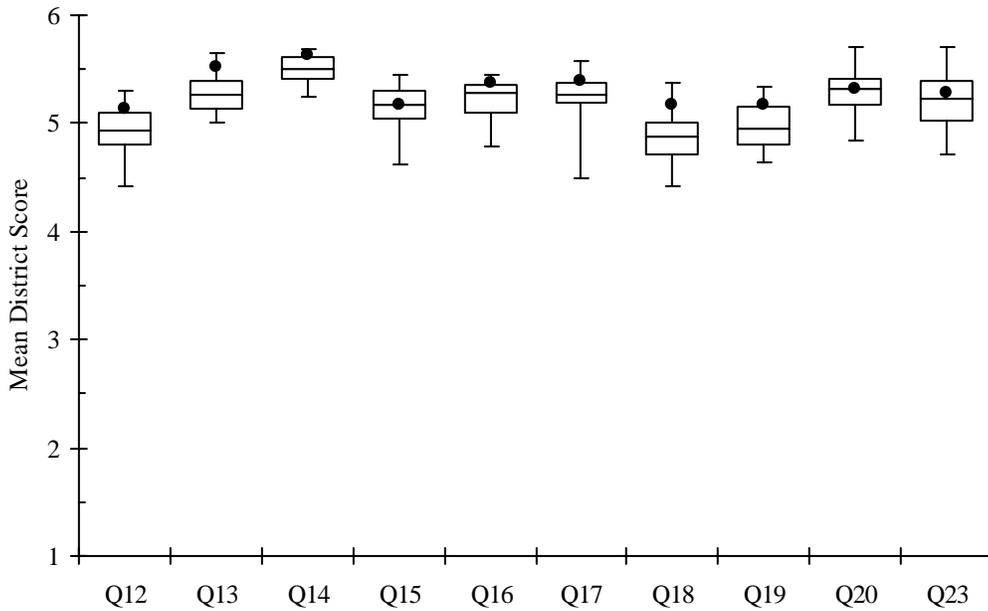
Cheshire Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

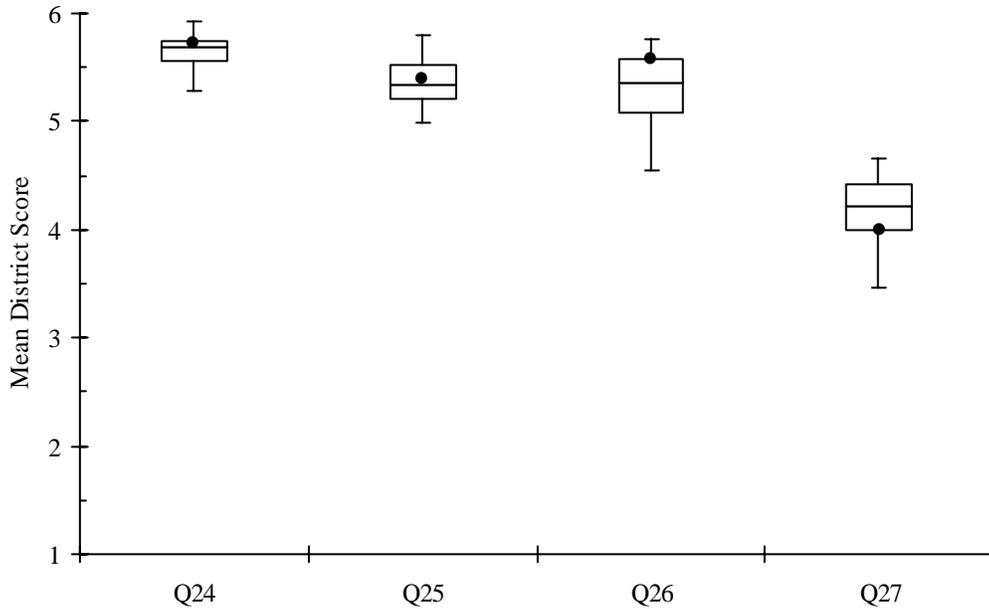
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

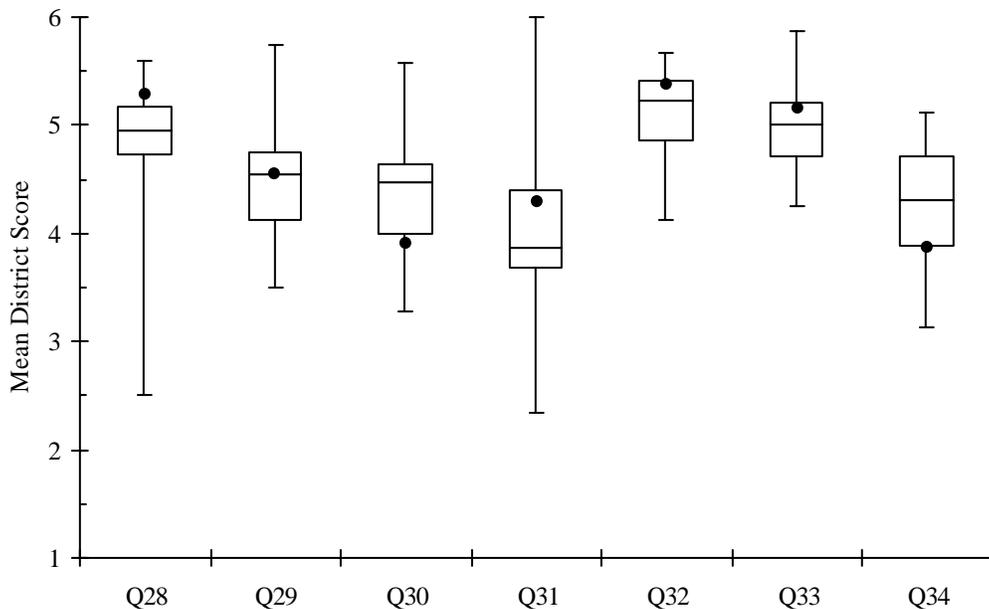
Cheshire Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

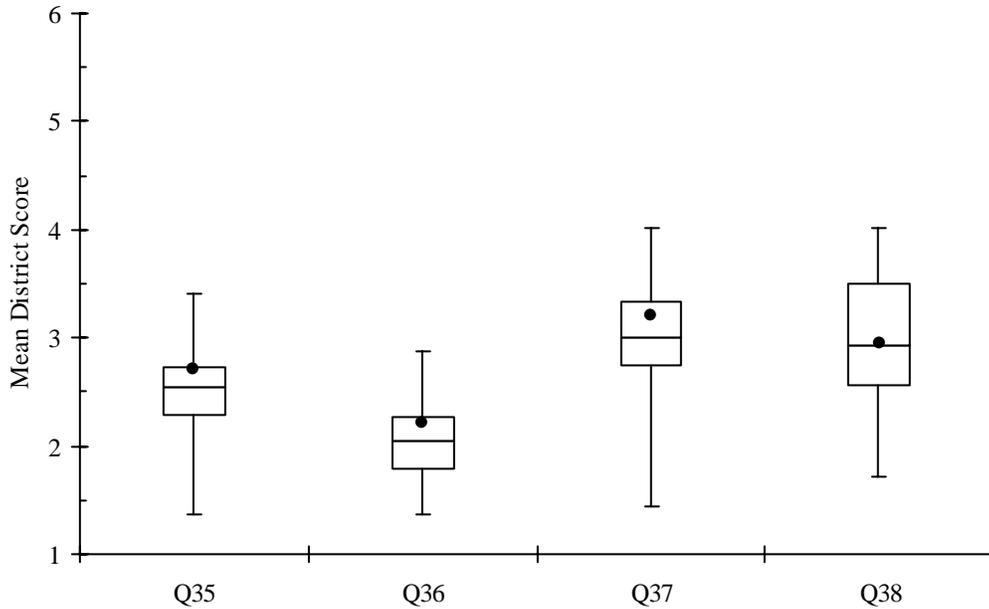
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

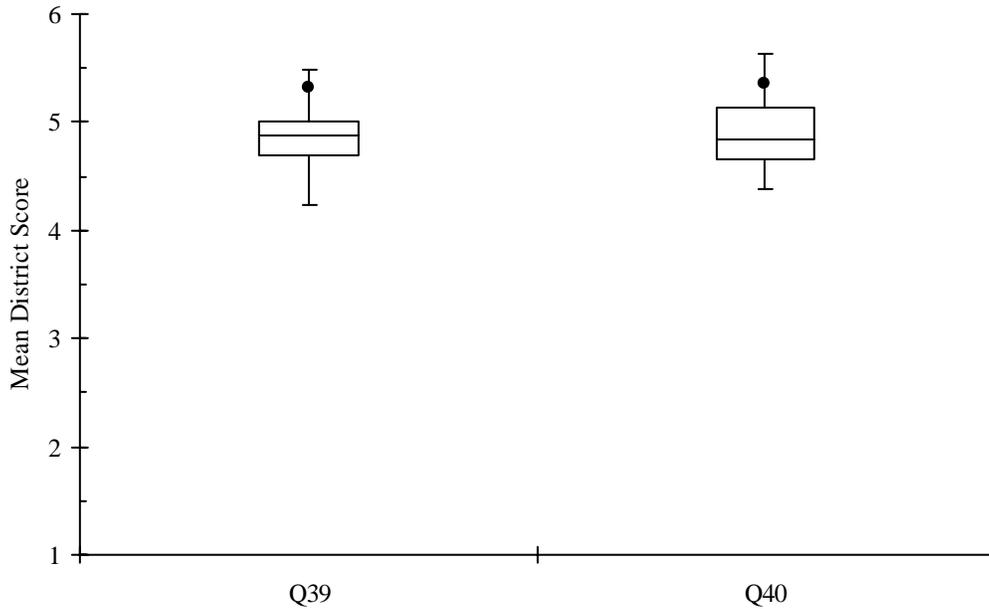
Cheshire Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Cheshire Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	16	22.9%
Pleased with Staff	21	30.0%
Pleased with Communication and Parent Support	2	2.9%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	2	2.9%
Change in Satisfaction	9	12.9%
Dissatisfied Previously, Now Satisfied	7	10.0%
Satisfied Previously, Now Dissatisfied	2	2.9%
Problems with Program	16	22.9%
Problems with Staff	14	20.0%
Problems with Communication and Parent Support	15	21.4%
Problems with Services	15	21.4%
Need for Additional Activities/Services	5	7.1%
Needs of Specific Disability Not Met	3	4.3%
Instructional and Curricular Concerns	10	14.3%
Dissatisfied with Transition	3	4.3%
Concerns with Child's Progress or Future	1	1.4%
Other Comments or Concerns	5	7.1%

Percent totals are based on the 70 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Colchester Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	88	50.0%	29.5%	13.6%	0.0%	2.3%	4.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	89	58.4%	30.3%	9.0%	0.0%	2.2%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	16.7%	8.3%	16.7%	0.0%	8.3%	50.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	27	7.4%	3.7%	3.7%	3.7%	3.7%	77.8%	±
5. My child is accepted within the school community.	86	62.8%	25.6%	8.1%	1.2%	1.2%	1.2%	±
6. My child's IEP is meeting his or her educational needs.	90	46.7%	31.1%	13.3%	4.4%	1.1%	3.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	90	52.2%	26.7%	11.1%	4.4%	3.3%	1.1%	1.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	90	56.7%	18.9%	17.8%	2.2%	1.1%	3.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	84	61.9%	23.8%	11.9%	0.0%	2.4%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	78	48.7%	29.5%	11.5%	5.1%	2.6%	1.3%	1.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	78	52.6%	26.9%	11.5%	5.1%	1.3%	2.6%	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.	86	52.3%	24.4%	15.1%	0.0%	5.8%	2.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	90	67.8%	17.8%	7.8%	2.2%	2.2%	2.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	90	71.1%	17.8%	6.7%	3.3%	0.0%	1.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	87	60.9%	24.1%	10.3%	1.1%	0.0%	3.4%	±
16. My child's evaluation report is written in terms I understand.	90	57.8%	26.7%	8.9%	6.7%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	90	64.4%	21.1%	8.9%	2.2%	0.0%	3.3%	±

Table is continued on the next page.

Colchester Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	87	50.6%	19.5%	17.2%	5.7%	3.4%	3.4%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	88	54.5%	22.7%	13.6%	3.4%	3.4%	2.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	90	78.9%	15.6%	4.4%	0.0%	0.0%	1.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	62.5%	12.5%	25.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	76	63.2%	15.8%	5.3%	0.0%	2.6%	6.6%	6.6%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	76	84.2%	10.5%	2.6%	1.3%	0.0%	1.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	70	81.4%	8.6%	2.9%	1.4%	0.0%	5.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	42	2.4%	0.0%	2.4%	2.4%	0.0%	92.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	29	41.4%	17.2%	6.9%	3.4%	3.4%	13.8%	13.8%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	22	63.6%	13.6%	13.6%	0.0%	0.0%	9.1%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	25	56.0%	20.0%	16.0%	0.0%	4.0%	4.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	12	58.3%	41.7%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	10	50.0%	10.0%	30.0%	0.0%	0.0%	10.0%	±

Table is continued on the next page.

Colchester Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	25	84.0%	0.0%	0.0%	4.0%	0.0%	12.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	11	72.7%	18.2%	9.1%	0.0%	0.0%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	16	62.5%	12.5%	12.5%	6.3%	0.0%	6.3%	±
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.	47	21.3%	6.4%	8.5%	6.4%	2.1%	55.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	42	14.3%	7.1%	4.8%	2.4%	7.1%	64.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	67	9.0%	7.5%	7.5%	0.0%	4.5%	34.3%	37.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	67	13.4%	3.0%	4.5%	3.0%	3.0%	28.4%	44.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	84	56.0%	23.8%	11.9%	3.6%	1.2%	3.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	80	56.3%	25.0%	10.0%	5.0%	0.0%	3.8%	±

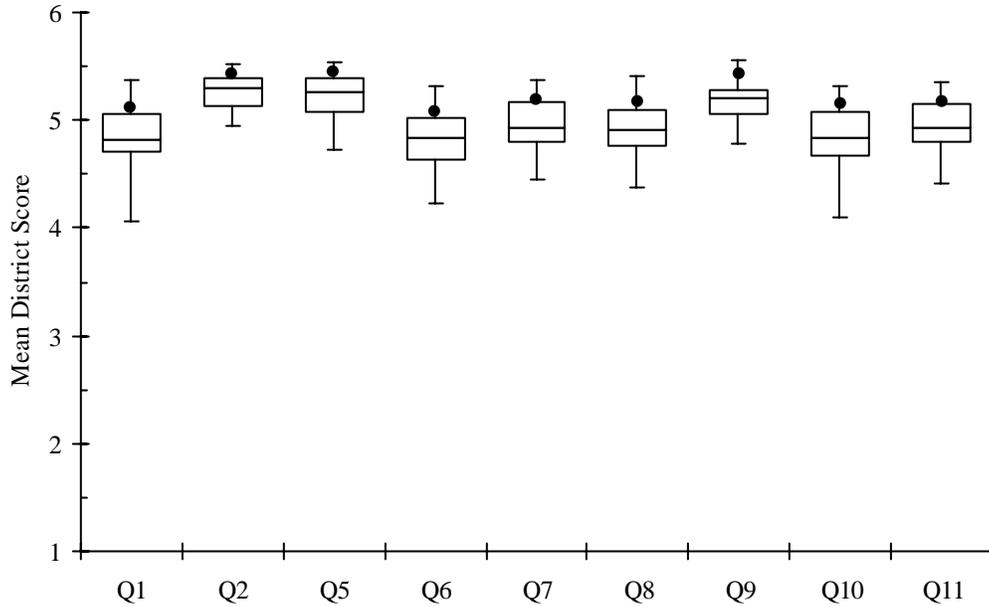
± Not a response option for this survey item.

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

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

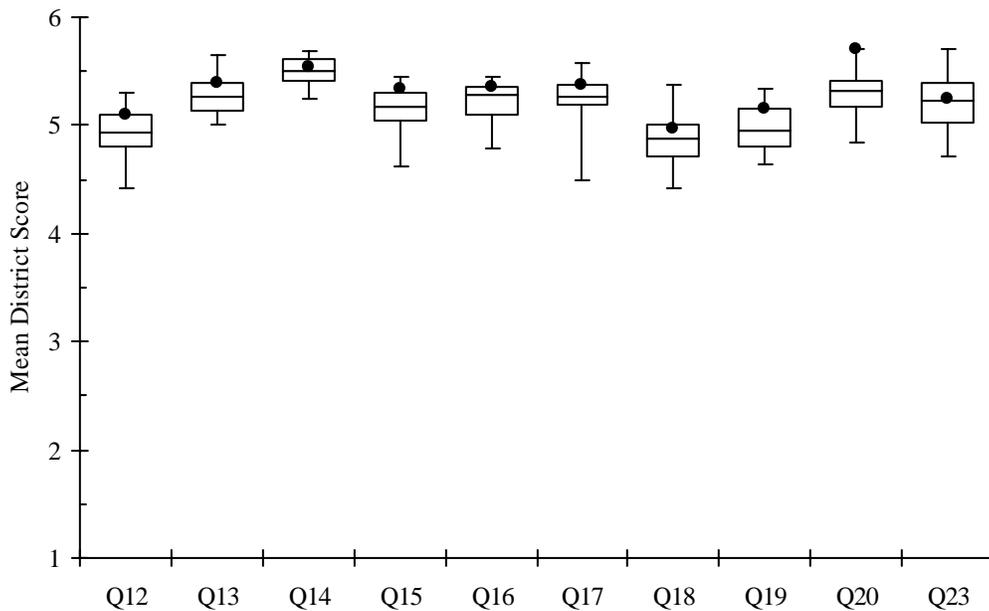
Colchester Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

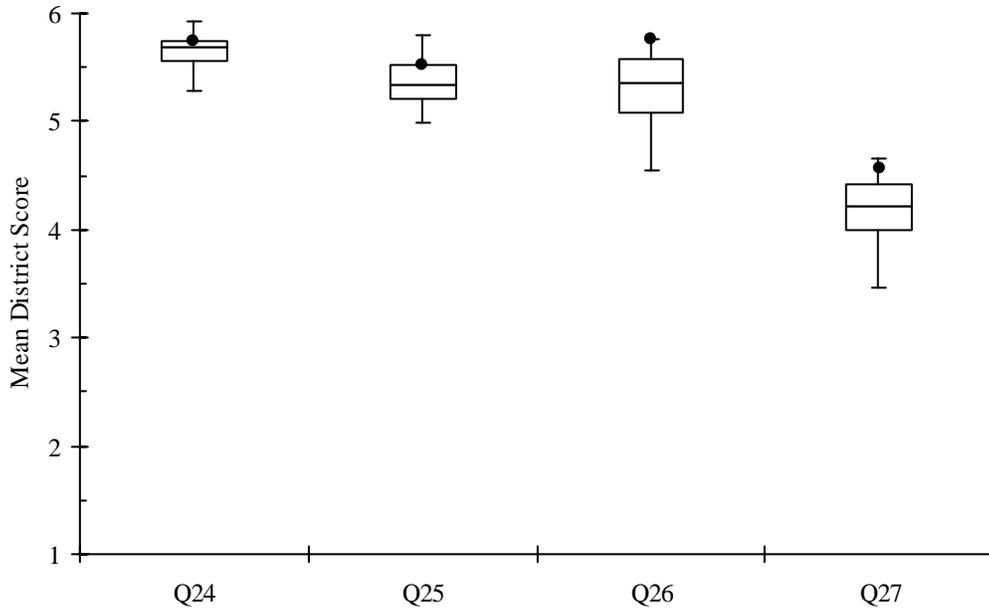
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

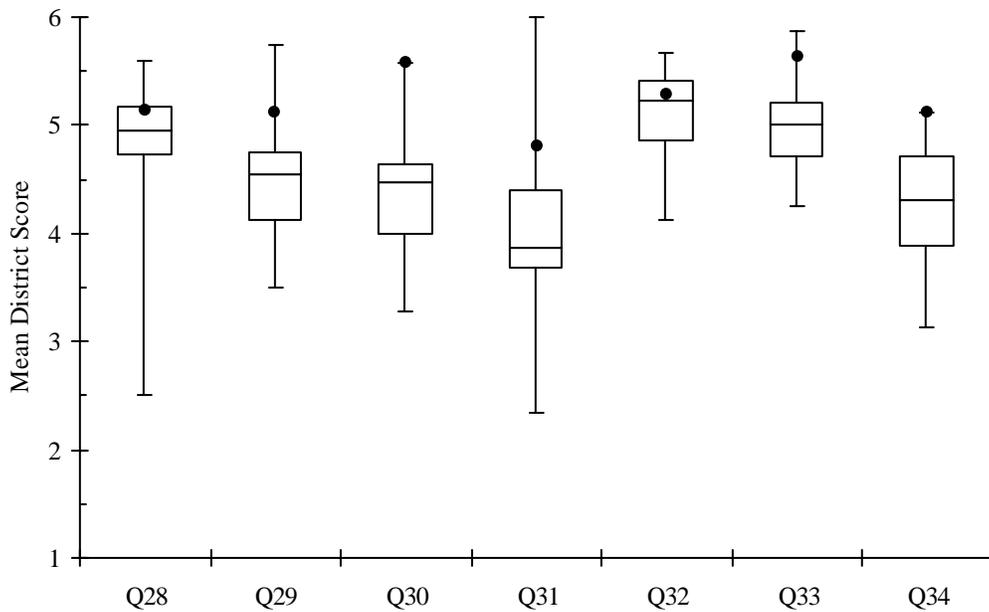
Colchester Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

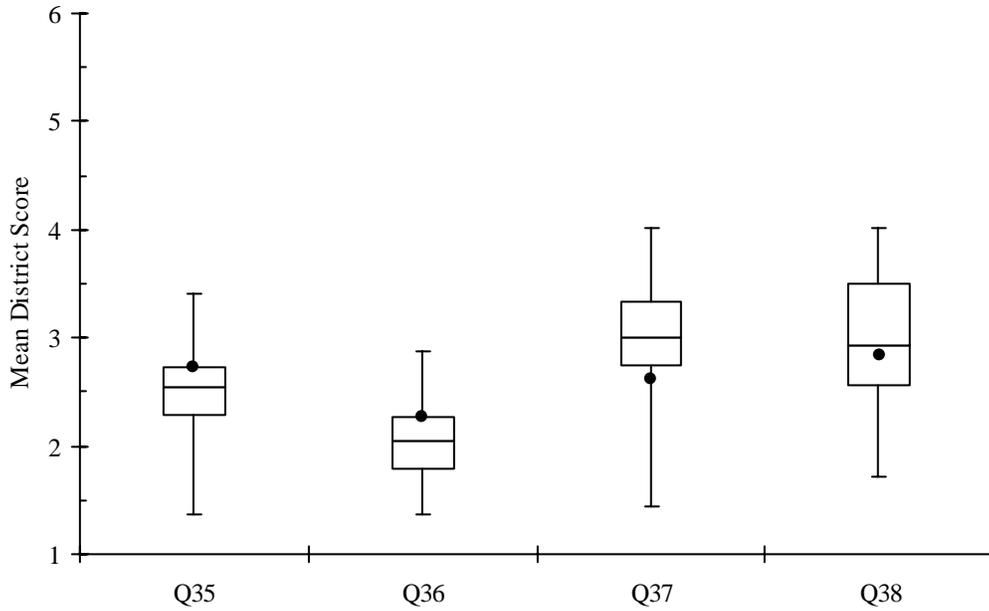
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

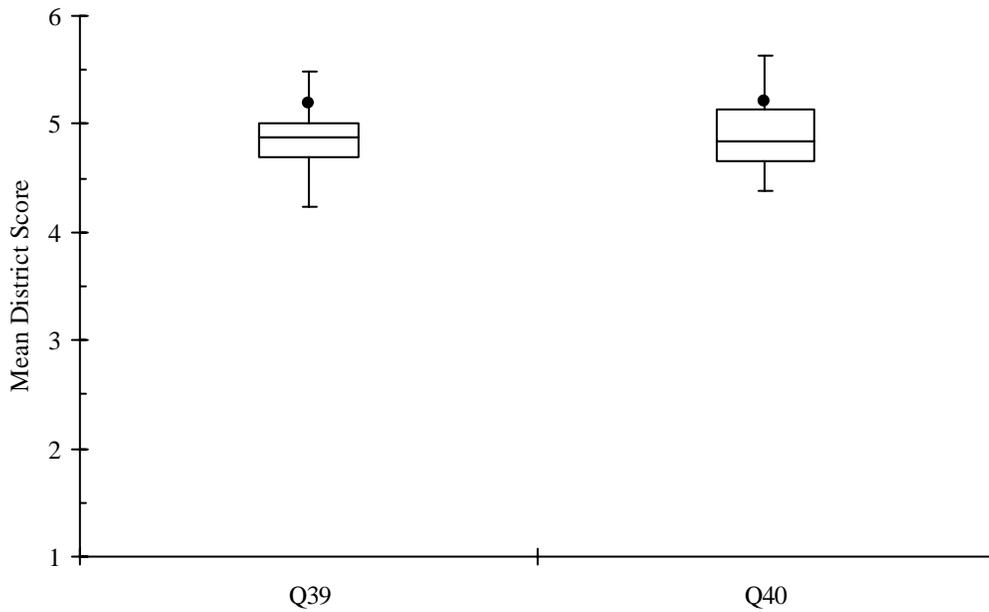
Colchester Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Colchester Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	12	31.6%
Pleased with Staff	14	36.8%
Pleased with Communication and Parent Support	3	7.9%
Pleased with Transition Process and Staff	2	5.3%
Somewhat Satisfied	1	2.6%
Change in Satisfaction	1	2.6%
Dissatisfied Previously, Now Satisfied	1	2.6%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	6	15.8%
Problems with Staff	4	10.5%
Problems with Communication and Parent Support	4	10.5%
Problems with Services	5	13.2%
Need for Additional Activities/Services	5	13.2%
Needs of Specific Disability Not Met	2	5.3%
Instructional and Curricular Concerns	7	18.4%
Dissatisfied with Transition	2	5.3%
Concerns with Child's Progress or Future	2	5.3%
Other Comments or Concerns	2	5.3%

Percent totals are based on the 38 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

East Windsor Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	40	40.0%	40.0%	10.0%	7.5%	0.0%	2.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	40	67.5%	17.5%	12.5%	0.0%	2.5%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	33.3%	0.0%	0.0%	33.3%	0.0%	33.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	13	23.1%	7.7%	0.0%	15.4%	0.0%	53.8%	±
5. My child is accepted within the school community.	41	65.9%	9.8%	4.9%	4.9%	4.9%	9.8%	±
6. My child's IEP is meeting his or her educational needs.	41	39.0%	26.8%	14.6%	9.8%	0.0%	4.9%	4.9%
7. All special education services identified in my child's IEP have been provided.	41	46.3%	34.1%	4.9%	4.9%	2.4%	4.9%	2.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	48.8%	26.8%	9.8%	9.8%	0.0%	2.4%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	37	51.4%	27.0%	10.8%	2.7%	0.0%	2.7%	5.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	35	45.7%	31.4%	11.4%	2.9%	2.9%	2.9%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	40	45.0%	25.0%	15.0%	2.5%	5.0%	2.5%	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.	38	57.9%	15.8%	7.9%	7.9%	5.3%	5.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	41	65.9%	22.0%	0.0%	4.9%	0.0%	7.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	65.9%	19.5%	9.8%	2.4%	0.0%	2.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	63.4%	22.0%	2.4%	2.4%	2.4%	7.3%	±
16. My child's evaluation report is written in terms I understand.	41	65.9%	19.5%	4.9%	2.4%	7.3%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	41	56.1%	19.5%	7.3%	4.9%	7.3%	4.9%	±

Table is continued on the next page.

East Windsor Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	41	51.2%	22.0%	9.8%	4.9%	4.9%	7.3%	±
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.	41	68.3%	7.3%	9.8%	4.9%	7.3%	2.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	78.0%	17.1%	0.0%	2.4%	0.0%	2.4%	±
21. If necessary, a translator was provided at the PPT meetings.	7	42.9%	28.6%	0.0%	28.6%	0.0%	0.0%	±
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.	35	62.9%	22.9%	5.7%	2.9%	0.0%	5.7%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	37	83.8%	10.8%	0.0%	2.7%	2.7%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	34	79.4%	11.8%	0.0%	2.9%	2.9%	2.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	23	4.3%	8.7%	4.3%	4.3%	0.0%	78.3%	±
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).	18	44.4%	22.2%	5.6%	0.0%	5.6%	16.7%	5.6%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	50.0%	18.8%	0.0%	0.0%	0.0%	31.3%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	14	35.7%	7.1%	14.3%	21.4%	7.1%	14.3%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	10	10.0%	0.0%	30.0%	10.0%	0.0%	20.0%	30.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

East Windsor Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	12	66.7%	8.3%	0.0%	0.0%	8.3%	16.7%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	±±	-	-	-	-	-	-	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	6	66.7%	0.0%	0.0%	0.0%	0.0%	33.3%	±
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.	20	15.0%	10.0%	5.0%	5.0%	5.0%	60.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	21	14.3%	0.0%	0.0%	0.0%	4.8%	81.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	30	16.7%	16.7%	0.0%	6.7%	3.3%	26.7%	30.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	26	15.4%	7.7%	0.0%	3.8%	0.0%	38.5%	34.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	35	51.4%	17.1%	17.1%	5.7%	5.7%	2.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	33	45.5%	27.3%	12.1%	3.0%	6.1%	6.1%	±

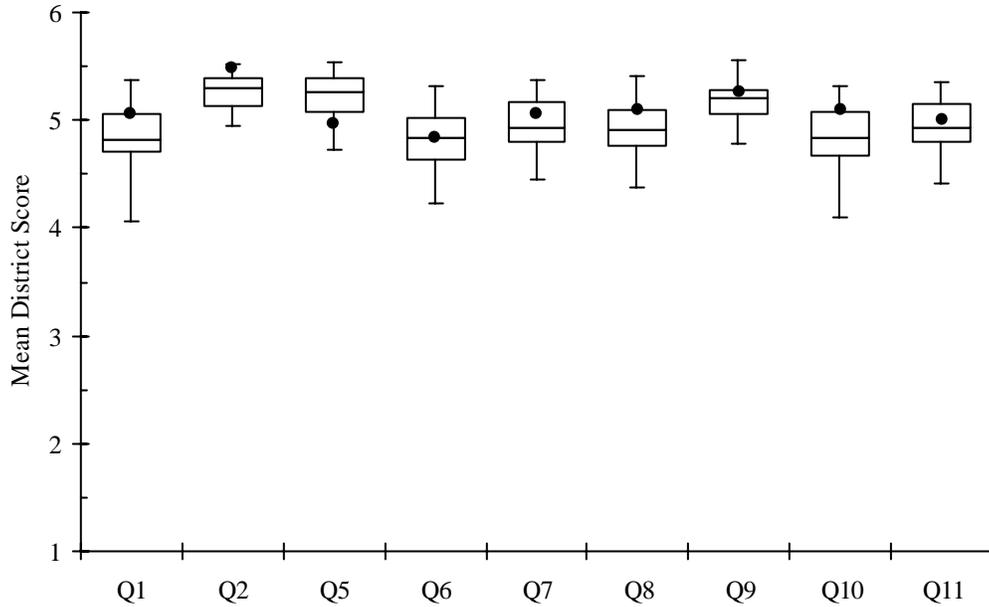
± Not a response option for this survey item.

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

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

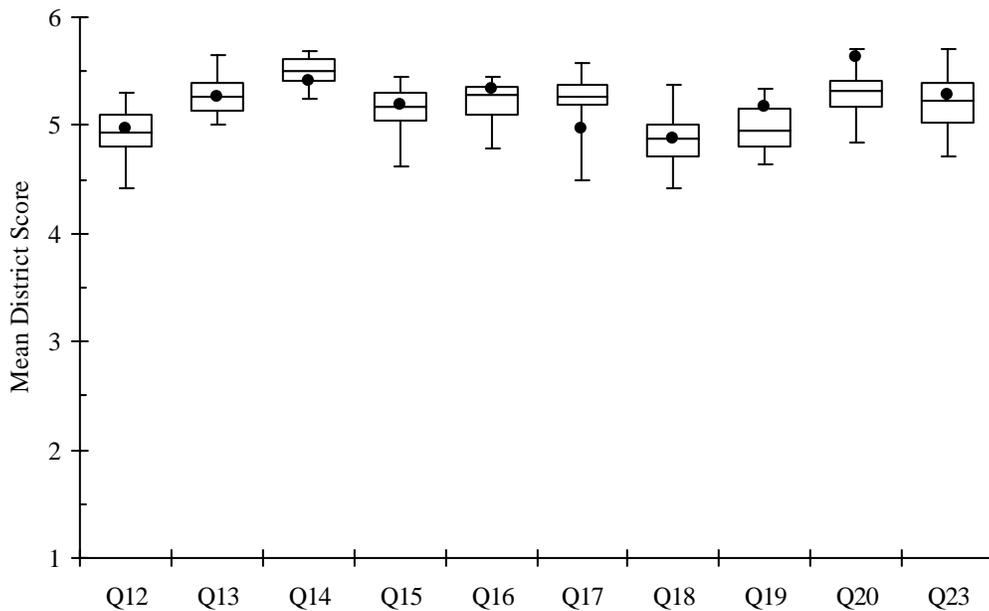
East Windsor Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

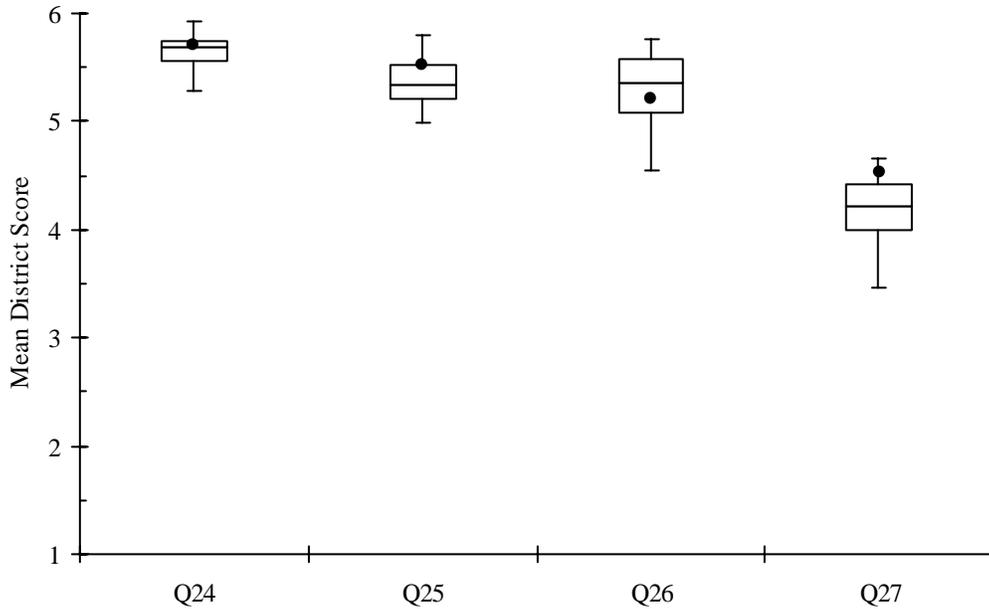
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

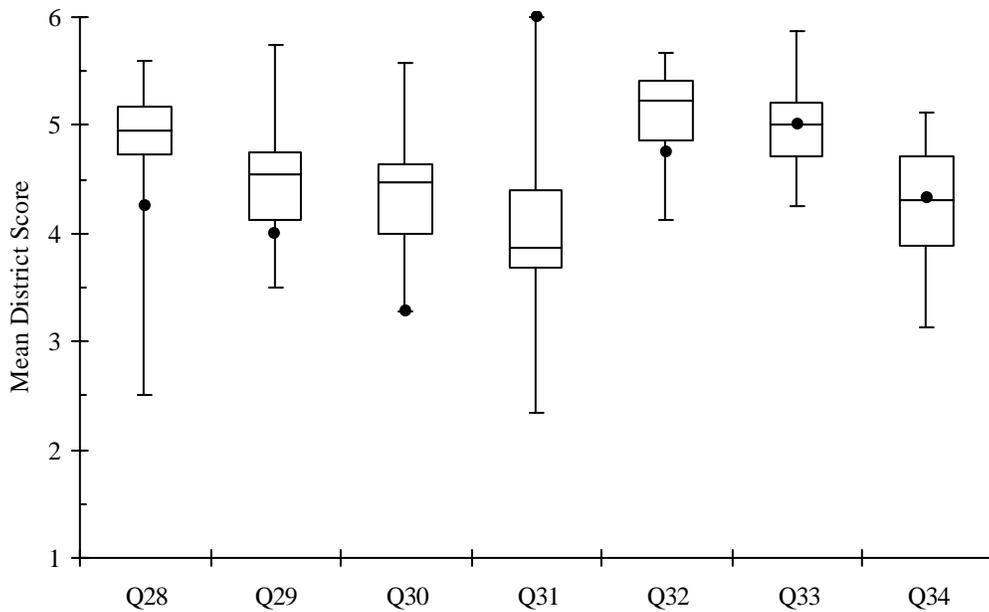
East Windsor Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

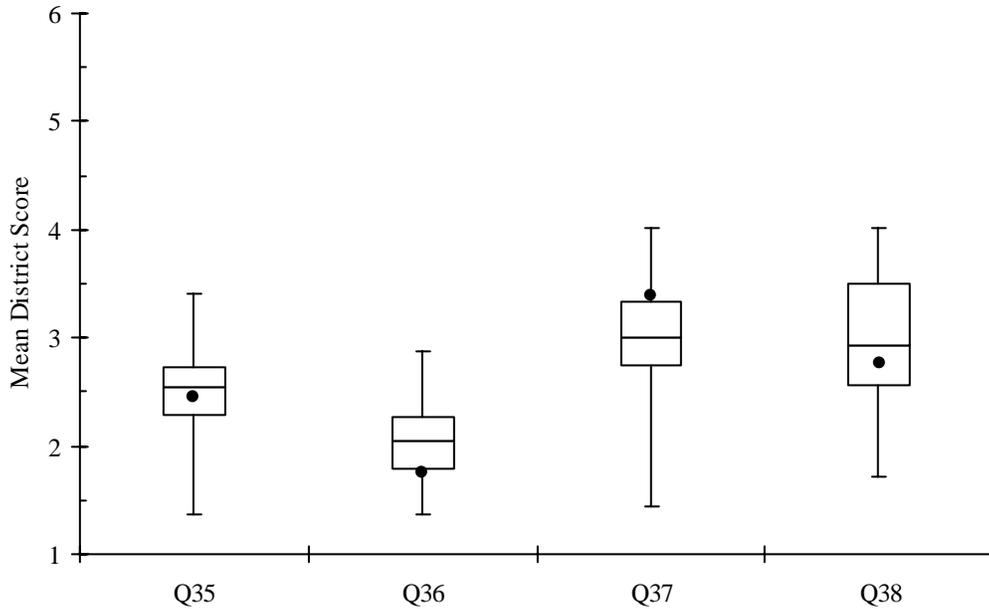
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

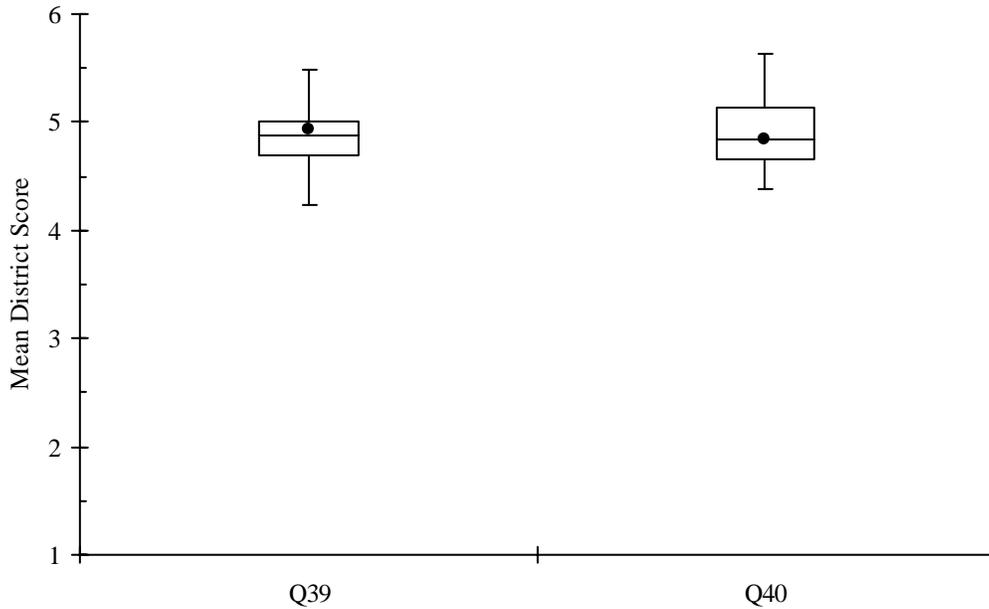
East Windsor Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

East Windsor Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	3	20.0%
Pleased with Staff	3	20.0%
Pleased with Communication and Parent Support	0	0.0%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	1	6.7%
Change in Satisfaction	1	6.7%
Dissatisfied Previously, Now Satisfied	1	6.7%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	7	46.7%
Problems with Staff	2	13.3%
Problems with Communication and Parent Support	2	13.3%
Problems with Services	3	20.0%
Need for Additional Activities/Services	2	13.3%
Needs of Specific Disability Not Met	1	6.7%
Instructional and Curricular Concerns	2	13.3%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	1	6.7%
Other Comments or Concerns	1	6.7%

Percent totals are based on the 15 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Manchester Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	123	39.0%	30.1%	12.2%	6.5%	6.5%	5.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	122	51.6%	19.7%	14.8%	5.7%	3.3%	4.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	37	29.7%	10.8%	10.8%	13.5%	2.7%	32.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	46	23.9%	6.5%	4.3%	0.0%	4.3%	60.9%	±
5. My child is accepted within the school community.	118	60.2%	20.3%	12.7%	2.5%	2.5%	1.7%	±
6. My child's IEP is meeting his or her educational needs.	118	40.7%	32.2%	9.3%	5.1%	2.5%	9.3%	0.8%
7. All special education services identified in my child's IEP have been provided.	121	42.1%	28.9%	10.7%	5.8%	2.5%	7.4%	2.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	122	45.9%	23.8%	13.1%	3.3%	3.3%	7.4%	3.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	120	52.5%	22.5%	12.5%	2.5%	1.7%	5.8%	2.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	112	43.8%	17.0%	19.6%	3.6%	1.8%	8.0%	6.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	111	47.7%	24.3%	9.0%	1.8%	3.6%	9.9%	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.	119	47.1%	25.2%	14.3%	3.4%	2.5%	7.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	121	60.3%	20.7%	9.9%	3.3%	1.7%	4.1%	±
14. I understand what is discussed at meetings to develop my child's IEP.	121	67.8%	21.5%	4.1%	6.6%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	120	58.3%	20.8%	12.5%	1.7%	5.0%	1.7%	±
16. My child's evaluation report is written in terms I understand.	123	62.6%	17.1%	11.4%	4.9%	3.3%	0.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	122	62.3%	19.7%	9.0%	4.9%	1.6%	2.5%	±

Table is continued on the next page.

Manchester Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	120	51.7%	20.0%	10.0%	5.0%	5.0%	8.3%	±
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.	119	48.7%	19.3%	14.3%	8.4%	5.0%	4.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	117	60.7%	17.1%	9.4%	5.1%	1.7%	6.0%	±
21. If necessary, a translator was provided at the PPT meetings.	17	64.7%	23.5%	0.0%	5.9%	5.9%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	18	66.7%	27.8%	0.0%	5.6%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	102	51.0%	14.7%	6.9%	1.0%	2.0%	11.8%	12.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	117	81.2%	13.7%	2.6%	0.9%	0.0%	1.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	104	70.2%	12.5%	3.8%	3.8%	0.0%	9.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	62	6.5%	0.0%	8.1%	4.8%	9.7%	71.0%	±
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).	74	40.5%	8.1%	2.7%	8.1%	2.7%	20.3%	17.6%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	30	56.7%	10.0%	13.3%	3.3%	3.3%	13.3%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	43	41.9%	14.0%	18.6%	4.7%	9.3%	11.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	38	21.1%	7.9%	7.9%	7.9%	5.3%	23.7%	26.3%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	25	28.0%	8.0%	20.0%	4.0%	8.0%	32.0%	±

Table is continued on the next page.

Manchester Survey Response Table – continued

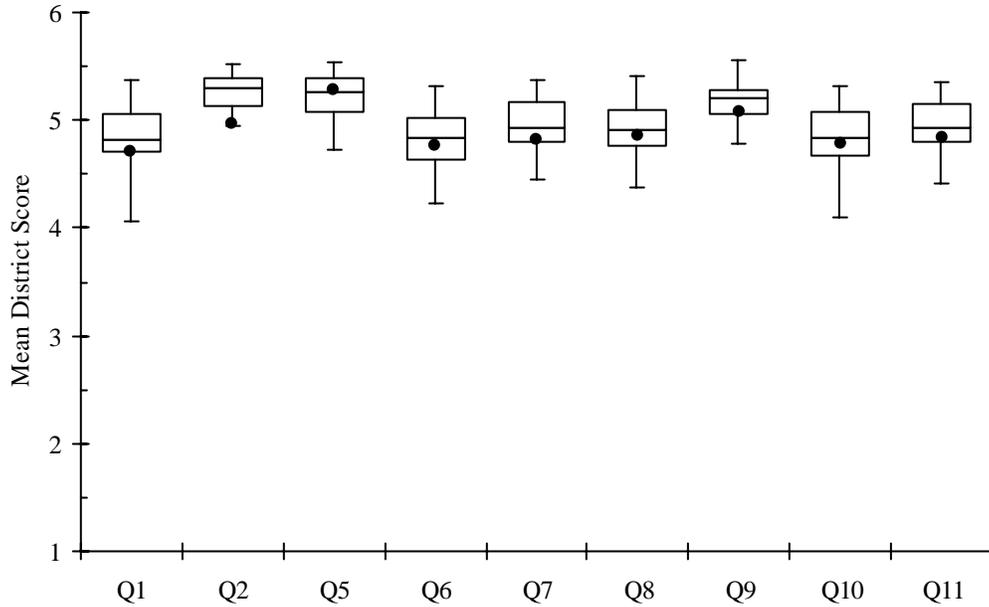
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	57	56.1%	21.1%	17.5%	1.8%	0.0%	3.5%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	30	50.0%	16.7%	16.7%	3.3%	3.3%	10.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	38	26.3%	13.2%	21.1%	7.9%	5.3%	26.3%	±
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.	69	17.4%	10.1%	5.8%	2.9%	4.3%	59.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	70	10.0%	7.1%	4.3%	4.3%	2.9%	71.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	98	17.3%	5.1%	14.3%	4.1%	4.1%	24.5%	30.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	101	17.8%	6.9%	6.9%	3.0%	1.0%	24.8%	39.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	116	47.4%	16.4%	17.2%	3.4%	5.2%	10.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	110	45.5%	20.9%	16.4%	2.7%	3.6%	10.9%	±

± Not a response option for this survey item.

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

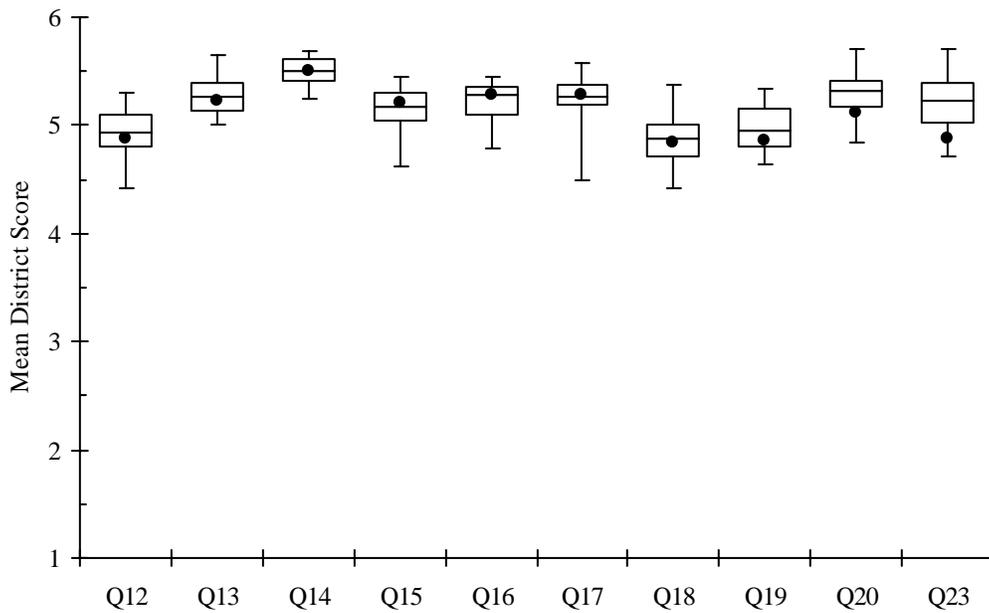
Manchester Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

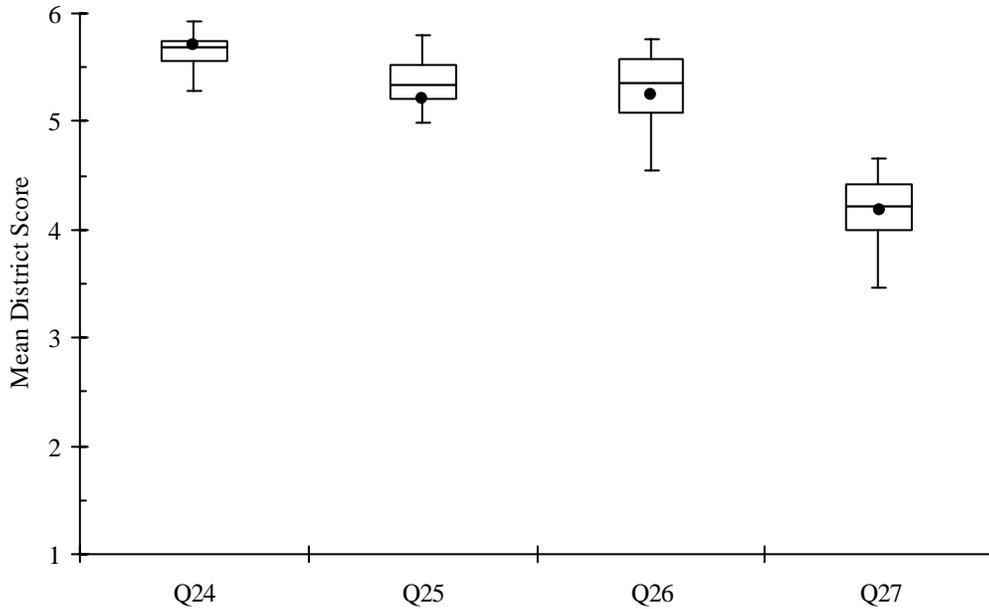
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

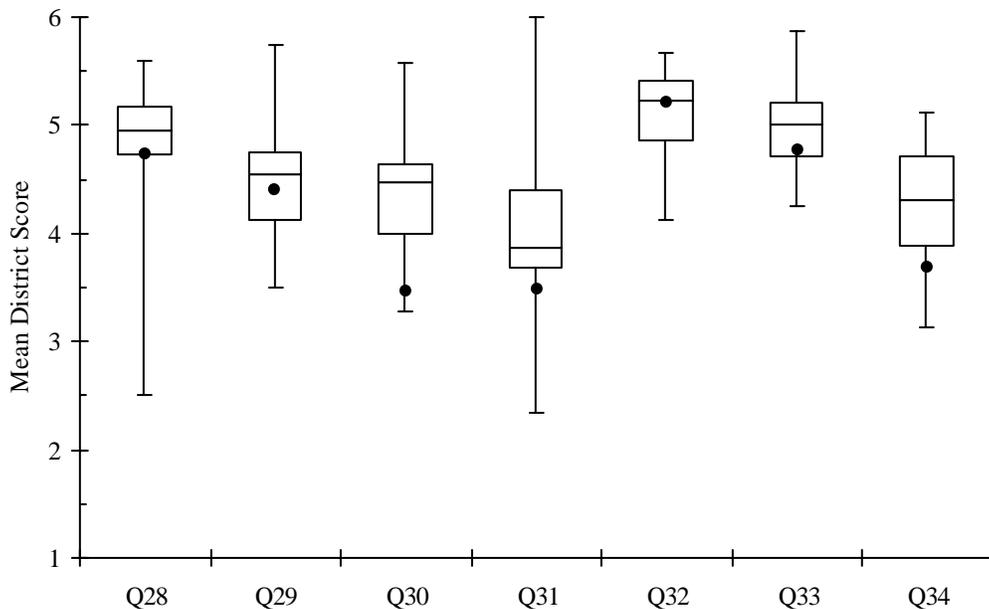
Manchester Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

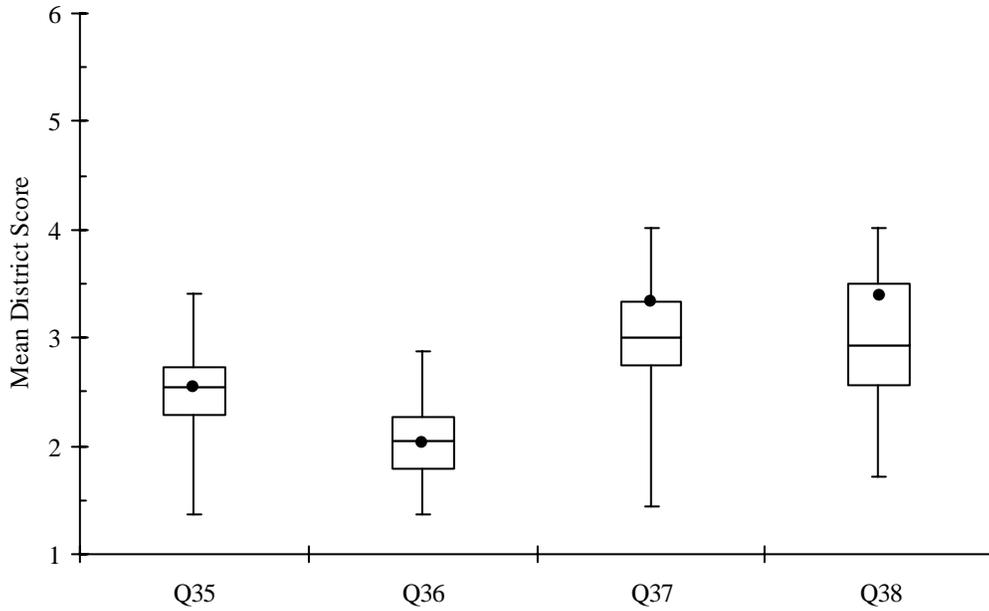
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

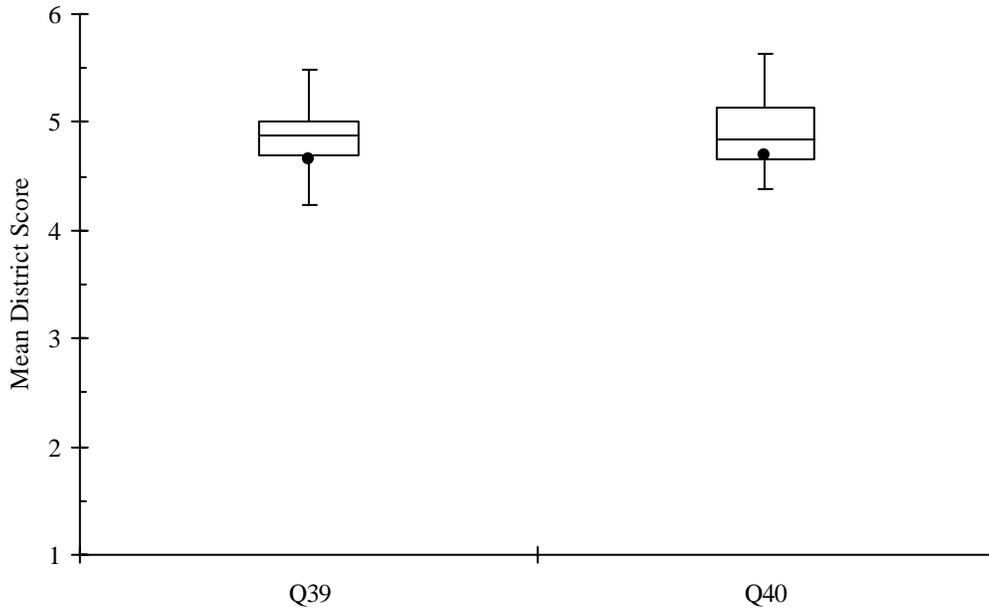
Manchester Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Manchester Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	8	19.0%
Pleased with Staff	9	21.4%
Pleased with Communication and Parent Support	4	9.5%
Pleased with Transition Process and Staff	1	2.4%
Somewhat Satisfied	0	0.0%
Change in Satisfaction	11	26.2%
Dissatisfied Previously, Now Satisfied	6	14.3%
Satisfied Previously, Now Dissatisfied	5	11.9%
Problems with Program	10	23.8%
Problems with Staff	7	16.7%
Problems with Communication and Parent Support	10	23.8%
Problems with Services	7	16.7%
Need for Additional Activities/Services	5	11.9%
Needs of Specific Disability Not Met	2	4.8%
Instructional and Curricular Concerns	8	19.0%
Dissatisfied with Transition	3	7.1%
Concerns with Child's Progress or Future	6	14.3%
Other Comments or Concerns	0	0.0%

Percent totals are based on the 42 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Naugatuck Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	105	51.4%	32.4%	3.8%	2.9%	2.9%	6.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	104	68.3%	10.6%	10.6%	1.9%	2.9%	5.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	40.0%	10.0%	10.0%	0.0%	0.0%	40.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	36	13.9%	5.6%	2.8%	2.8%	2.8%	72.2%	±
5. My child is accepted within the school community.	100	64.0%	27.0%	5.0%	3.0%	0.0%	1.0%	±
6. My child's IEP is meeting his or her educational needs.	105	47.6%	31.4%	7.6%	2.9%	3.8%	5.7%	1.0%
7. All special education services identified in my child's IEP have been provided.	105	54.3%	24.8%	9.5%	1.9%	1.9%	4.8%	2.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	105	59.0%	21.0%	6.7%	1.9%	1.9%	4.8%	4.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	103	61.2%	23.3%	4.9%	1.0%	1.9%	3.9%	3.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	98	53.1%	21.4%	8.2%	5.1%	3.1%	3.1%	6.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	102	56.9%	22.5%	3.9%	4.9%	2.9%	2.0%	6.9%
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.	103	54.4%	20.4%	8.7%	4.9%	4.9%	6.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	100	70.0%	13.0%	5.0%	4.0%	2.0%	6.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	103	69.9%	14.6%	8.7%	3.9%	0.0%	2.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	102	61.8%	18.6%	8.8%	2.0%	2.9%	5.9%	±
16. My child's evaluation report is written in terms I understand.	105	56.2%	25.7%	9.5%	3.8%	0.0%	4.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	104	71.2%	10.6%	4.8%	5.8%	2.9%	4.8%	±

Table is continued on the next page.

Naugatuck Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	102	50.0%	28.4%	8.8%	3.9%	2.0%	6.9%	±
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.	102	53.9%	19.6%	9.8%	6.9%	3.9%	5.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	103	74.8%	14.6%	6.8%	0.0%	1.0%	2.9%	±
21. If necessary, a translator was provided at the PPT meetings.	12	75.0%	8.3%	0.0%	0.0%	0.0%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	57.1%	28.6%	7.1%	0.0%	0.0%	7.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	96	71.9%	9.4%	6.3%	1.0%	2.1%	3.1%	6.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	102	85.3%	7.8%	3.9%	1.0%	1.0%	1.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	87	79.3%	6.9%	2.3%	1.1%	1.1%	9.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	55	1.8%	3.6%	1.8%	1.8%	3.6%	87.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	53	37.7%	13.2%	0.0%	9.4%	5.7%	11.3%	22.6%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	26	61.5%	7.7%	11.5%	11.5%	0.0%	7.7%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	31	54.8%	19.4%	6.5%	6.5%	0.0%	12.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	20	35.0%	25.0%	5.0%	10.0%	0.0%	10.0%	15.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	12	16.7%	16.7%	16.7%	0.0%	8.3%	41.7%	±

Table is continued on the next page.

Naugatuck Survey Response Table – continued

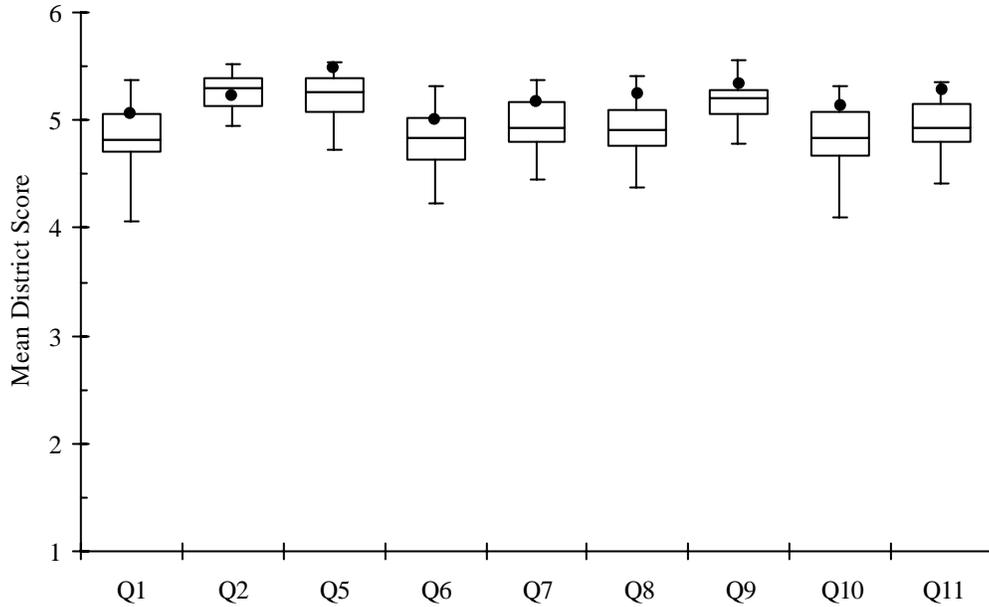
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	36	69.4%	5.6%	2.8%	2.8%	2.8%	16.7%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	17	52.9%	17.6%	5.9%	0.0%	17.6%	5.9%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	21	28.6%	28.6%	9.5%	0.0%	4.8%	28.6%	±
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.	55	14.5%	9.1%	1.8%	3.6%	7.3%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	49	4.1%	6.1%	6.1%	4.1%	8.2%	71.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	76	23.7%	7.9%	7.9%	3.9%	2.6%	22.4%	31.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	79	22.8%	11.4%	5.1%	1.3%	5.1%	20.3%	34.2%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	90	51.1%	17.8%	13.3%	6.7%	4.4%	6.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	85	54.1%	21.2%	11.8%	4.7%	1.2%	7.1%	±

± Not a response option for this survey item.

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

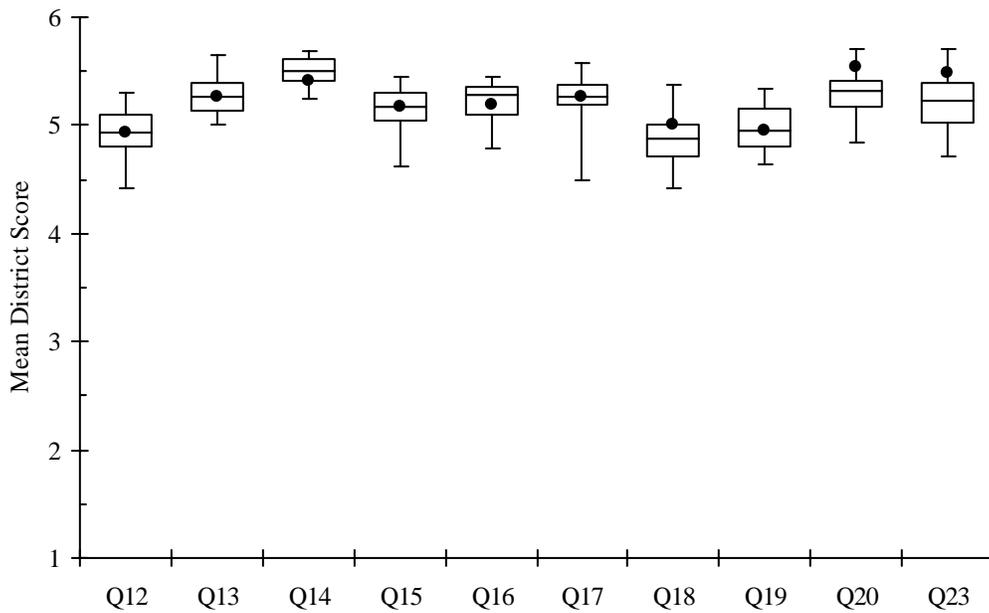
Naugatuck Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

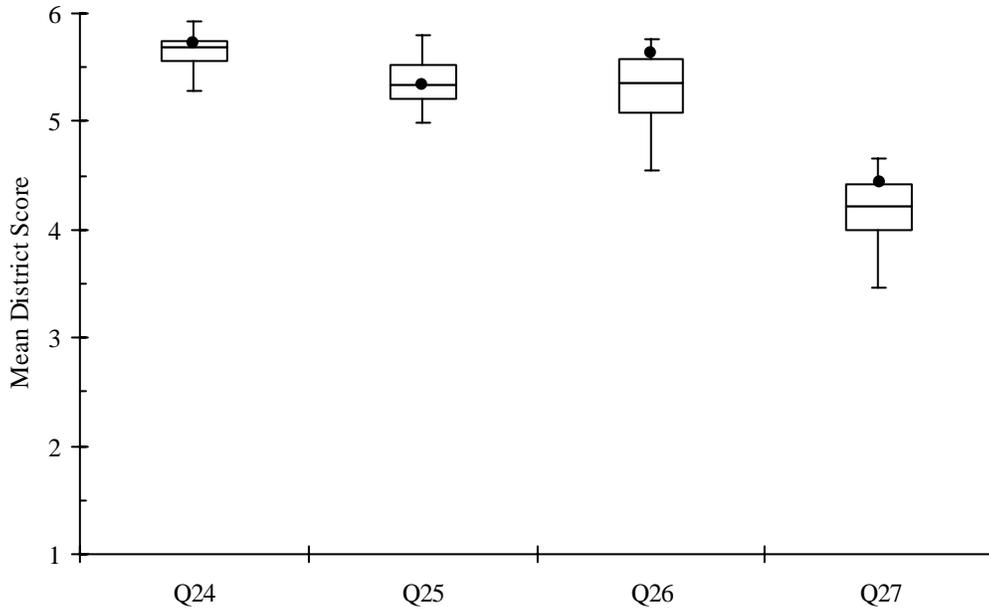
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

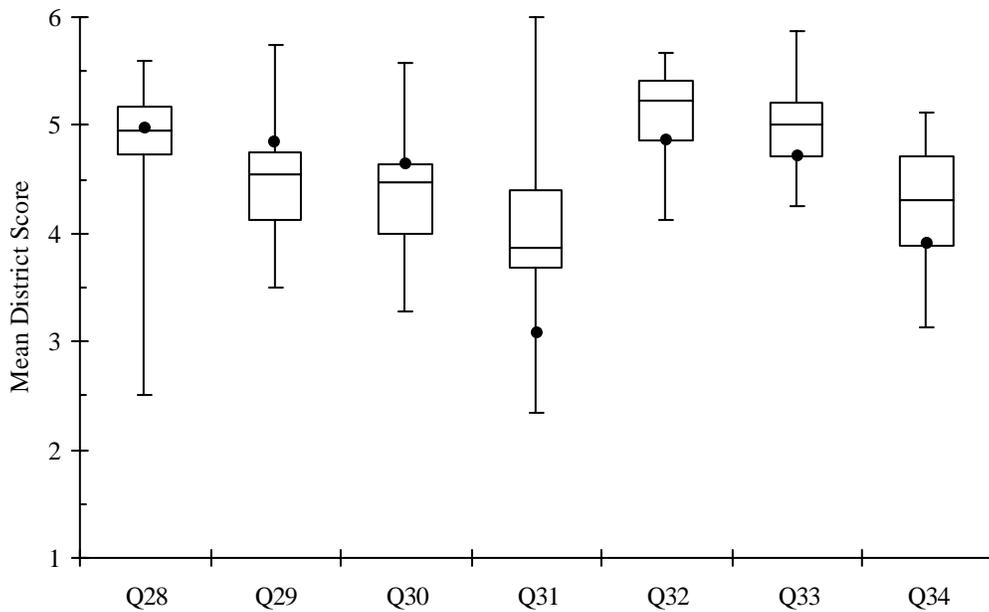
Naugatuck Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

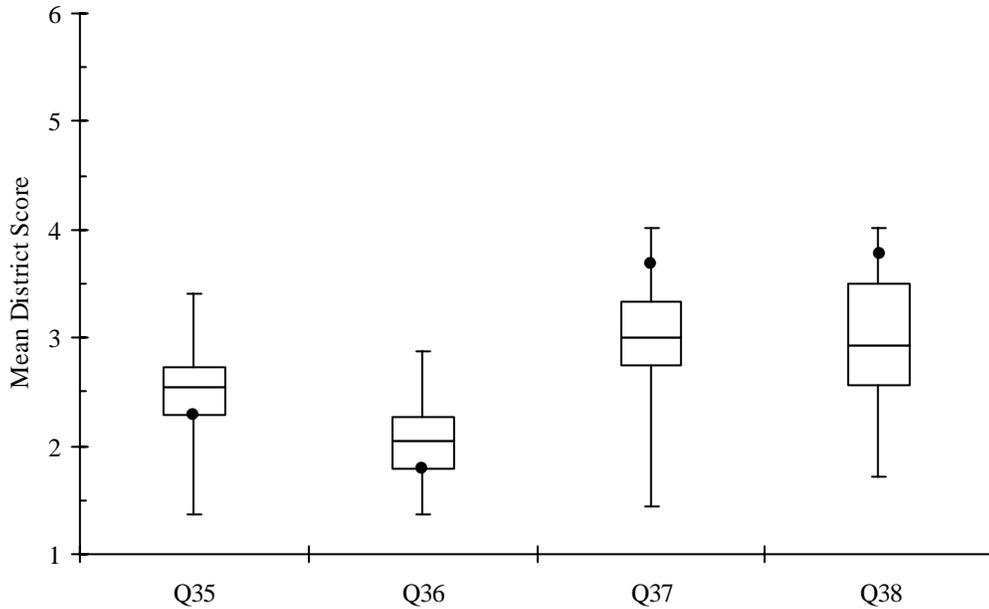
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

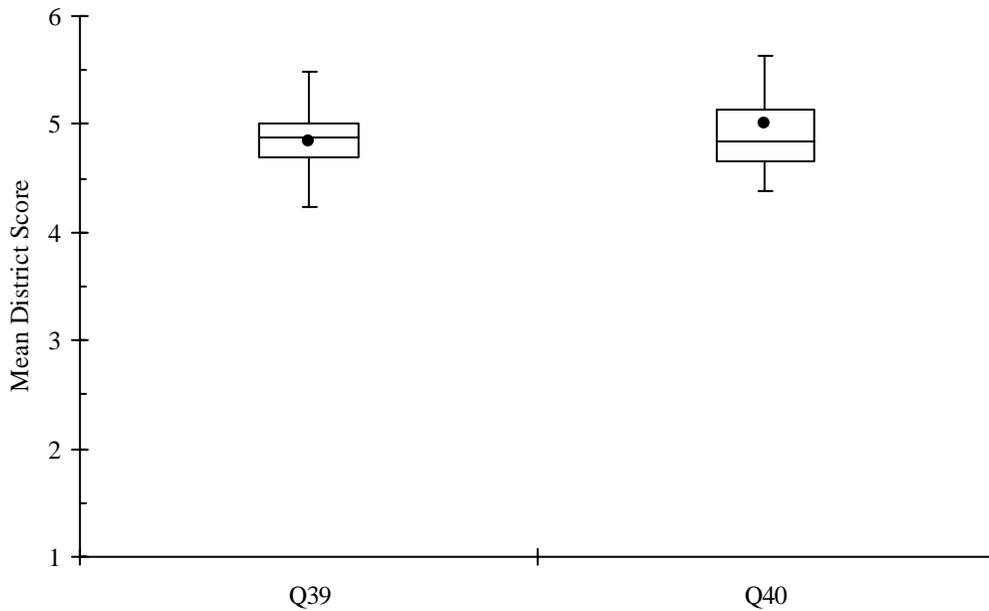
Naugatuck Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Naugatuck Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	12	35.3%
Pleased with Staff	11	32.4%
Pleased with Communication and Parent Support	0	0.0%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	0	0.0%
Change in Satisfaction	2	5.9%
Dissatisfied Previously, Now Satisfied	1	2.9%
Satisfied Previously, Now Dissatisfied	1	2.9%
Problems with Program	6	17.6%
Problems with Staff	3	8.8%
Problems with Communication and Parent Support	6	17.6%
Problems with Services	5	14.7%
Need for Additional Activities/Services	3	8.8%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	5	14.7%
Dissatisfied with Transition	4	11.8%
Concerns with Child's Progress or Future	4	11.8%
Other Comments or Concerns	3	8.8%

Percent totals are based on the 34 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

New Milford Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	129	41.9%	30.2%	14.7%	6.2%	3.9%	3.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	129	55.0%	20.9%	13.2%	6.2%	3.1%	1.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	19	26.3%	10.5%	10.5%	10.5%	0.0%	42.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	8.9%	2.2%	6.7%	2.2%	0.0%	80.0%	±
5. My child is accepted within the school community.	124	61.3%	25.8%	5.6%	0.8%	1.6%	4.8%	±
6. My child's IEP is meeting his or her educational needs.	130	41.5%	26.9%	15.4%	6.9%	3.8%	3.8%	1.5%
7. All special education services identified in my child's IEP have been provided.	130	50.0%	21.5%	15.4%	3.8%	5.4%	2.3%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	130	47.7%	22.3%	13.1%	7.7%	2.3%	3.8%	3.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	128	56.3%	25.0%	10.2%	3.1%	1.6%	2.3%	1.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	122	48.4%	18.0%	14.8%	6.6%	4.9%	5.7%	1.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	124	48.4%	23.4%	9.7%	5.6%	5.6%	5.6%	1.6%
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.	129	44.2%	33.3%	10.9%	3.1%	3.9%	4.7%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	129	63.6%	20.9%	8.5%	2.3%	0.8%	3.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	129	66.7%	23.3%	6.2%	2.3%	0.8%	0.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	128	54.7%	25.8%	11.7%	3.1%	2.3%	2.3%	±
16. My child's evaluation report is written in terms I understand.	127	54.3%	26.0%	7.9%	3.9%	3.1%	4.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	129	59.7%	20.2%	10.1%	3.9%	1.6%	4.7%	±

Table is continued on the next page.

New Milford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	129	43.4%	28.7%	14.7%	4.7%	4.7%	3.9%	±
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.	128	48.4%	23.4%	18.8%	4.7%	2.3%	2.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	128	74.2%	11.7%	4.7%	1.6%	2.3%	5.5%	±
21. If necessary, a translator was provided at the PPT meetings.	8	75.0%	0.0%	12.5%	0.0%	12.5%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	87.5%	0.0%	12.5%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	114	65.8%	18.4%	4.4%	1.8%	0.0%	6.1%	3.5%
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, sports events).	124	87.9%	6.5%	0.8%	1.6%	2.4%	0.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	111	91.0%	3.6%	1.8%	1.8%	0.9%	0.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	76	2.6%	2.6%	3.9%	0.0%	1.3%	89.5%	±
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).	56	37.5%	8.9%	10.7%	1.8%	3.6%	19.6%	17.9%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	23	69.6%	8.7%	8.7%	4.3%	0.0%	8.7%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	37	43.2%	21.6%	16.2%	2.7%	2.7%	13.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	24	25.0%	29.2%	4.2%	0.0%	4.2%	12.5%	25.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	11	27.3%	36.4%	18.2%	18.2%	0.0%	0.0%	±

Table is continued on the next page.

New Milford Survey Response Table – continued

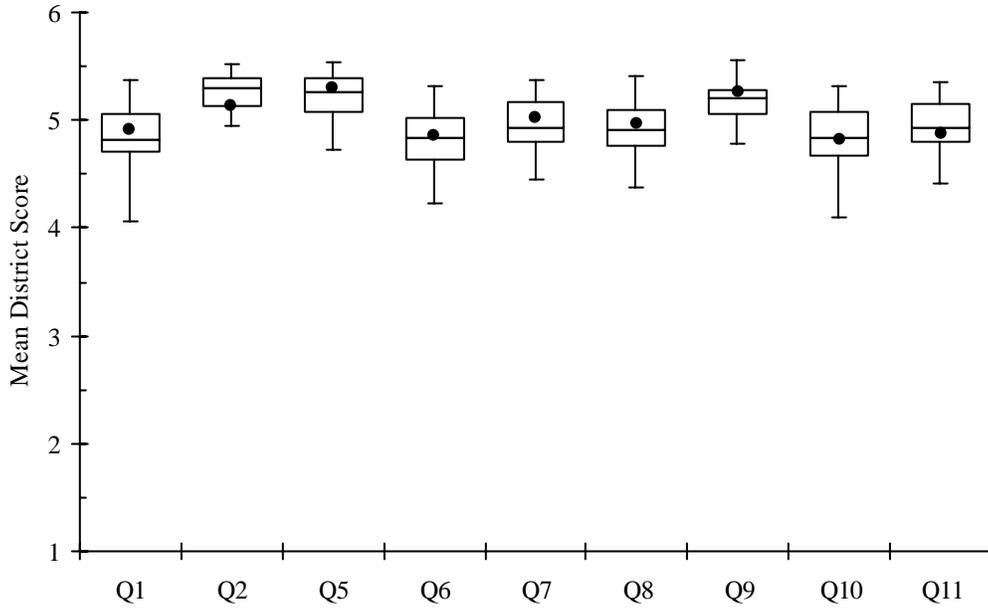
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	34	70.6%	14.7%	2.9%	2.9%	5.9%	2.9%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	13	46.2%	46.2%	7.7%	0.0%	0.0%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	18	22.2%	22.2%	5.6%	33.3%	5.6%	11.1%	±
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.	79	17.7%	8.9%	7.6%	5.1%	3.8%	57.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	73	9.6%	4.1%	8.2%	1.4%	4.1%	72.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	107	12.1%	14.0%	13.1%	0.0%	7.5%	26.2%	27.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	108	9.3%	10.2%	9.3%	0.0%	4.6%	30.6%	36.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	119	46.2%	24.4%	16.0%	5.0%	4.2%	4.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	116	56.0%	19.8%	12.1%	5.2%	1.7%	5.2%	±

± Not a response option for this survey item.

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

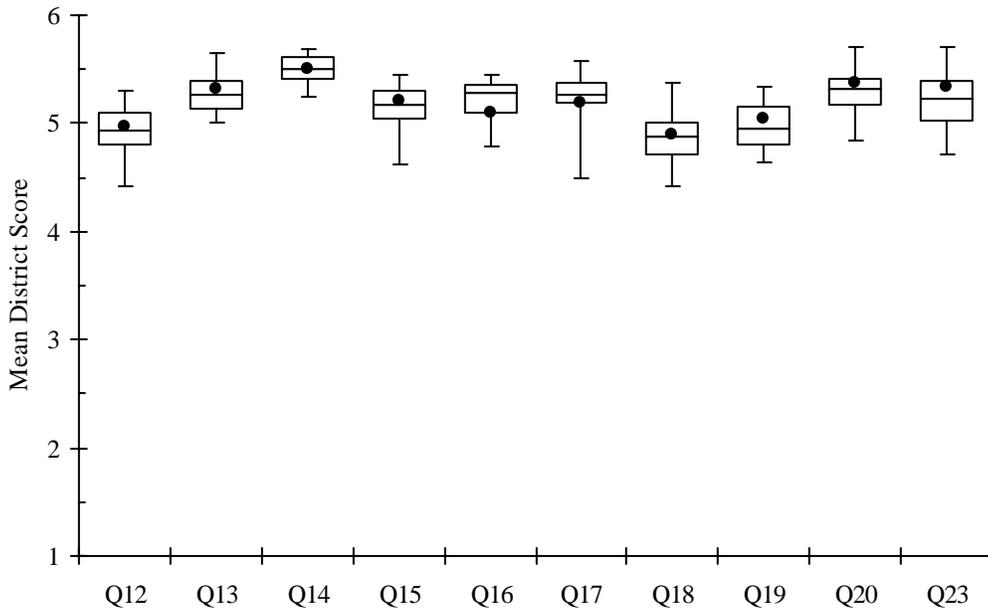
New Milford Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

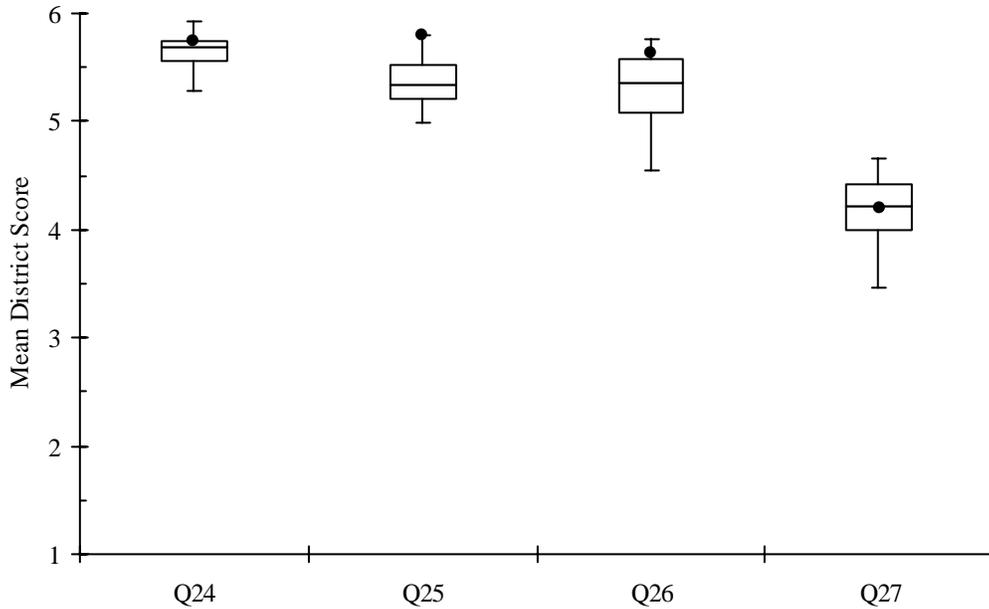
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

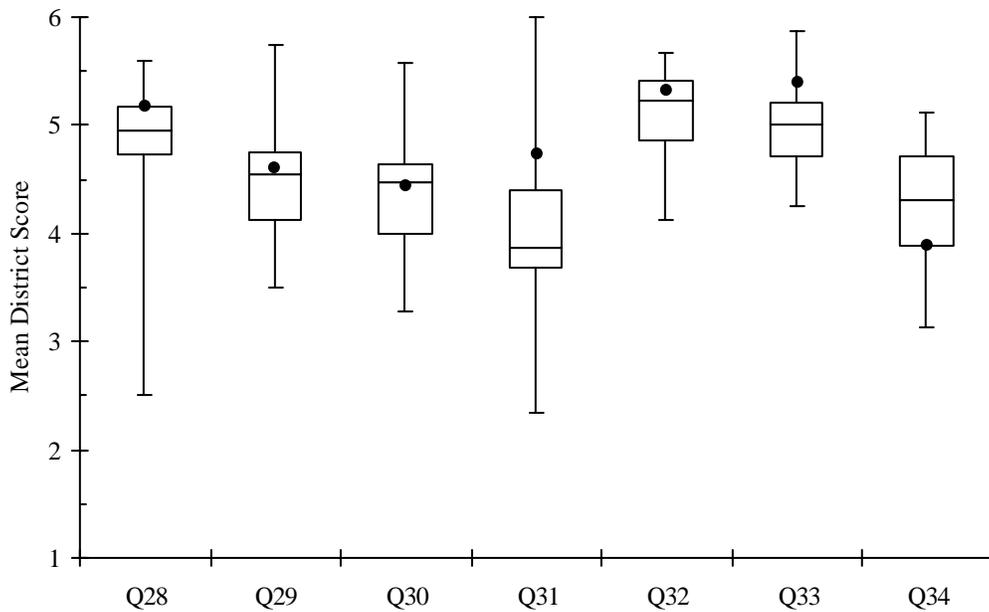
New Milford Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

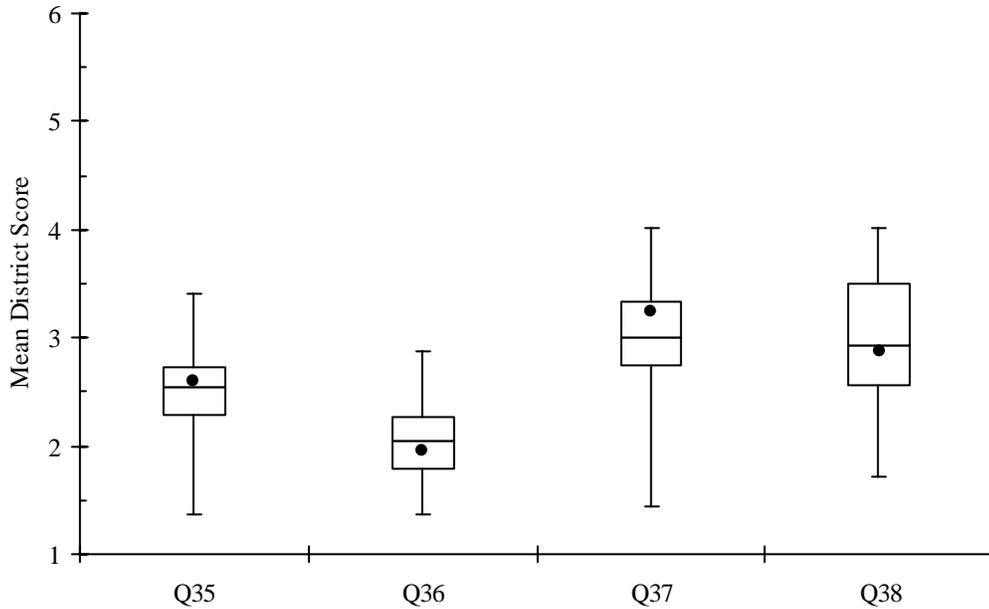
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

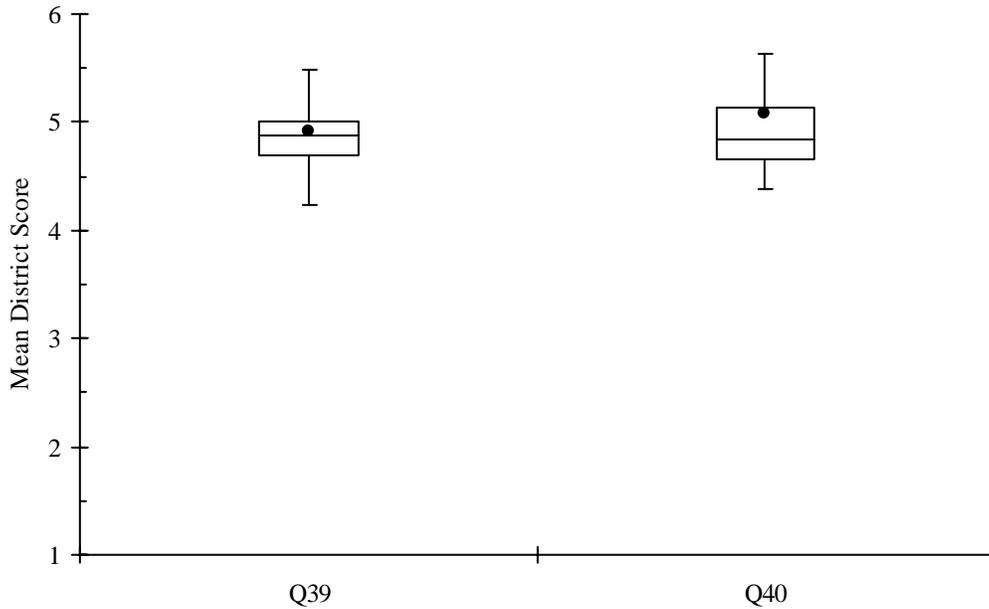
New Milford Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

New Milford Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	19	29.7%
Pleased with Staff	17	26.6%
Pleased with Communication and Parent Support	1	1.6%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	5	7.8%
Change in Satisfaction	6	9.4%
Dissatisfied Previously, Now Satisfied	2	3.1%
Satisfied Previously, Now Dissatisfied	4	6.3%
Problems with Program	17	26.6%
Problems with Staff	11	17.2%
Problems with Communication and Parent Support	13	20.3%
Problems with Services	12	18.8%
Need for Additional Activities/Services	4	6.3%
Needs of Specific Disability Not Met	6	9.4%
Instructional and Curricular Concerns	15	23.4%
Dissatisfied with Transition	2	3.1%
Concerns with Child's Progress or Future	6	9.4%
Other Comments or Concerns	4	6.3%

Percent totals are based on the 64 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Norwich Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	87	50.6%	28.7%	9.2%	4.6%	2.3%	4.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	88	63.6%	23.9%	6.8%	2.3%	1.1%	2.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	28	28.6%	14.3%	10.7%	14.3%	3.6%	28.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	39	30.8%	7.7%	12.8%	2.6%	2.6%	43.6%	±
5. My child is accepted within the school community.	87	56.3%	21.8%	10.3%	1.1%	5.7%	4.6%	±
6. My child's IEP is meeting his or her educational needs.	88	52.3%	23.9%	11.4%	2.3%	4.5%	3.4%	2.3%
7. All special education services identified in my child's IEP have been provided.	88	59.1%	21.6%	9.1%	4.5%	0.0%	4.5%	1.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	86	53.5%	24.4%	5.8%	5.8%	2.3%	5.8%	2.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	85	64.7%	17.6%	7.1%	0.0%	3.5%	3.5%	3.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	84	45.2%	27.4%	13.1%	1.2%	2.4%	6.0%	4.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	85	47.1%	28.2%	7.1%	7.1%	2.4%	3.5%	4.7%
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.	84	53.6%	28.6%	9.5%	1.2%	1.2%	6.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	87	69.0%	16.1%	6.9%	1.1%	3.4%	3.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	87	71.3%	16.1%	9.2%	2.3%	1.1%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	86	66.3%	23.3%	5.8%	0.0%	1.2%	3.5%	±
16. My child's evaluation report is written in terms I understand.	86	60.5%	30.2%	5.8%	0.0%	0.0%	3.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	87	64.4%	23.0%	6.9%	2.3%	0.0%	3.4%	±

Table is continued on the next page.

Norwich Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	86	47.7%	27.9%	9.3%	3.5%	2.3%	9.3%	±
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.	88	54.5%	26.1%	10.2%	3.4%	2.3%	3.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	85	62.4%	18.8%	5.9%	7.1%	1.2%	4.7%	±
21. If necessary, a translator was provided at the PPT meetings.	16	56.3%	12.5%	6.3%	0.0%	0.0%	25.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	18	72.2%	11.1%	5.6%	5.6%	0.0%	5.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	75	50.7%	17.3%	4.0%	1.3%	1.3%	14.7%	10.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	83	79.5%	8.4%	3.6%	2.4%	3.6%	2.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	75	72.0%	13.3%	2.7%	2.7%	1.3%	8.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	54	16.7%	3.7%	1.9%	0.0%	5.6%	72.2%	±
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).	53	34.0%	13.2%	11.3%	0.0%	3.8%	18.9%	18.9%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	15	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	31	29.0%	45.2%	12.9%	3.2%	3.2%	6.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	24	25.0%	25.0%	8.3%	0.0%	0.0%	29.2%	12.5%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	19	52.6%	15.8%	0.0%	5.3%	0.0%	26.3%	±

Table is continued on the next page.

Norwich Survey Response Table - continued

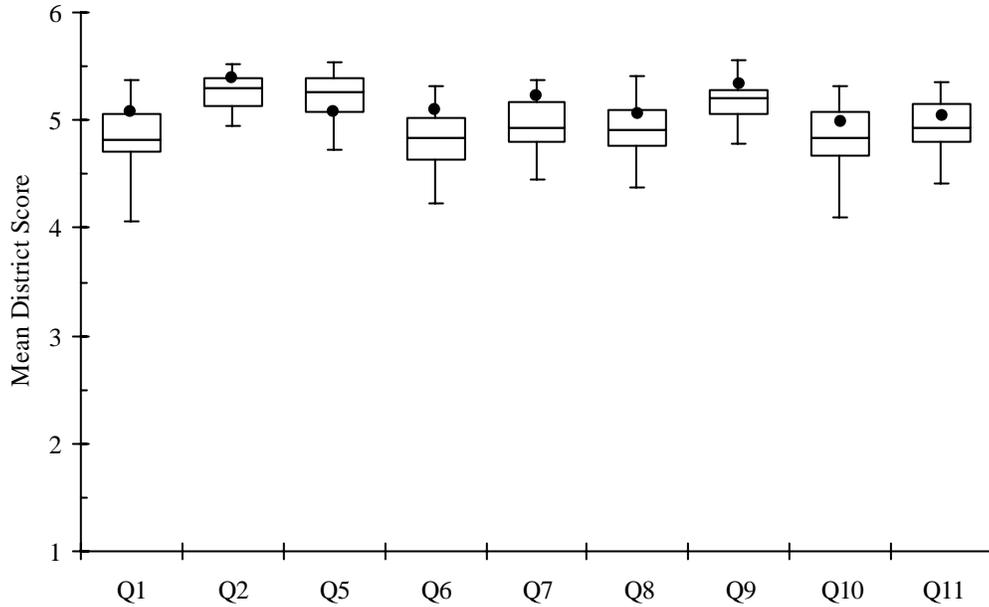
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	37	73.0%	16.2%	2.7%	0.0%	0.0%	8.1%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	24	58.3%	20.8%	12.5%	4.2%	0.0%	4.2%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	30	40.0%	13.3%	6.7%	3.3%	6.7%	30.0%	±
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	22.8%	3.5%	7.0%	1.8%	5.3%	59.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	57	14.0%	3.5%	5.3%	1.8%	5.3%	70.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	67	16.4%	6.0%	4.5%	4.5%	4.5%	31.3%	32.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	71	16.9%	5.6%	2.8%	4.2%	2.8%	29.6%	38.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	84	50.0%	23.8%	9.5%	6.0%	1.2%	9.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	79	48.1%	22.8%	8.9%	6.3%	0.0%	13.9%	±

± Not a response option for this survey item.

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

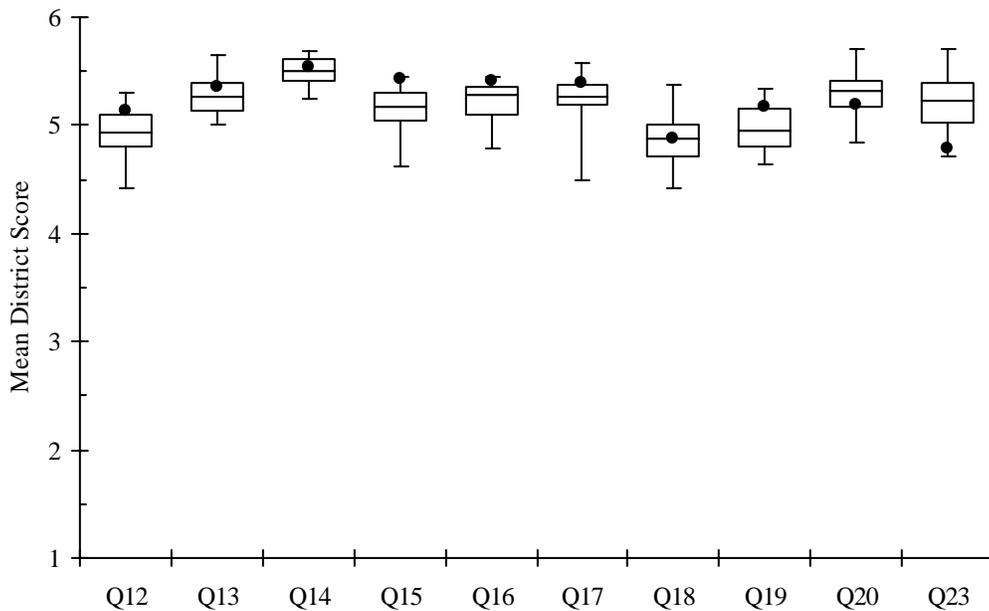
Norwich Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

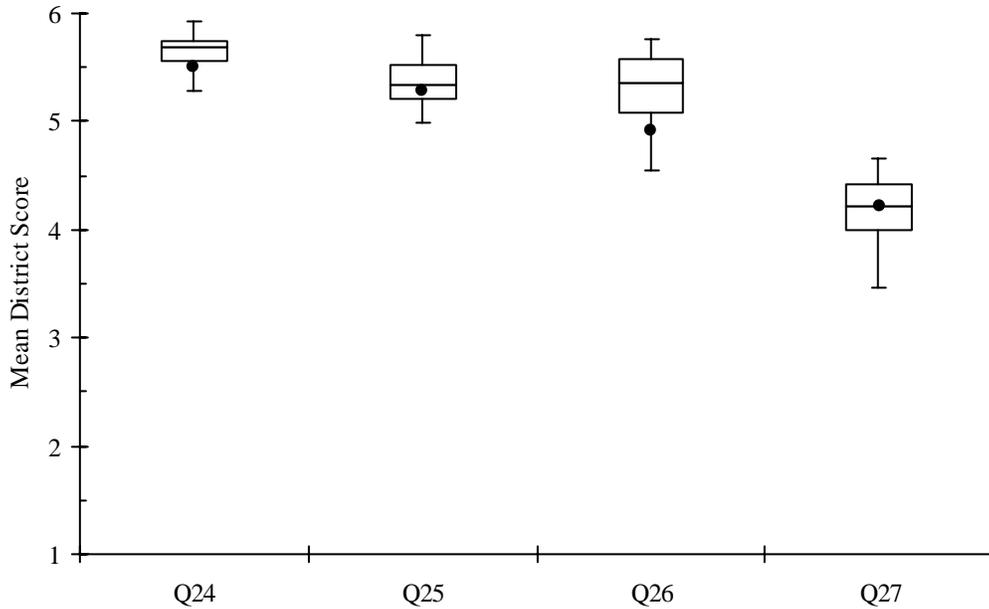
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

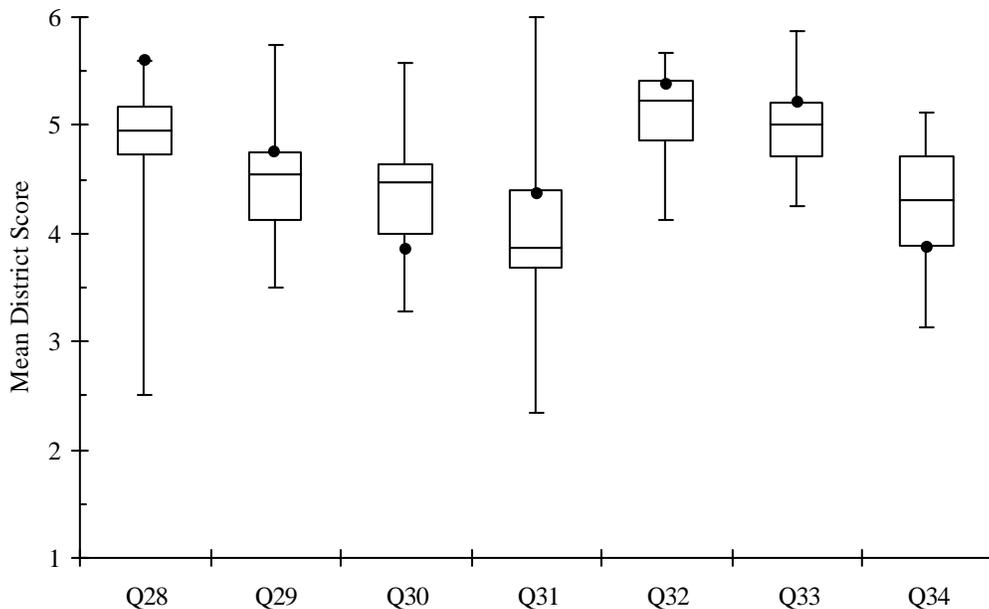
Norwich Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

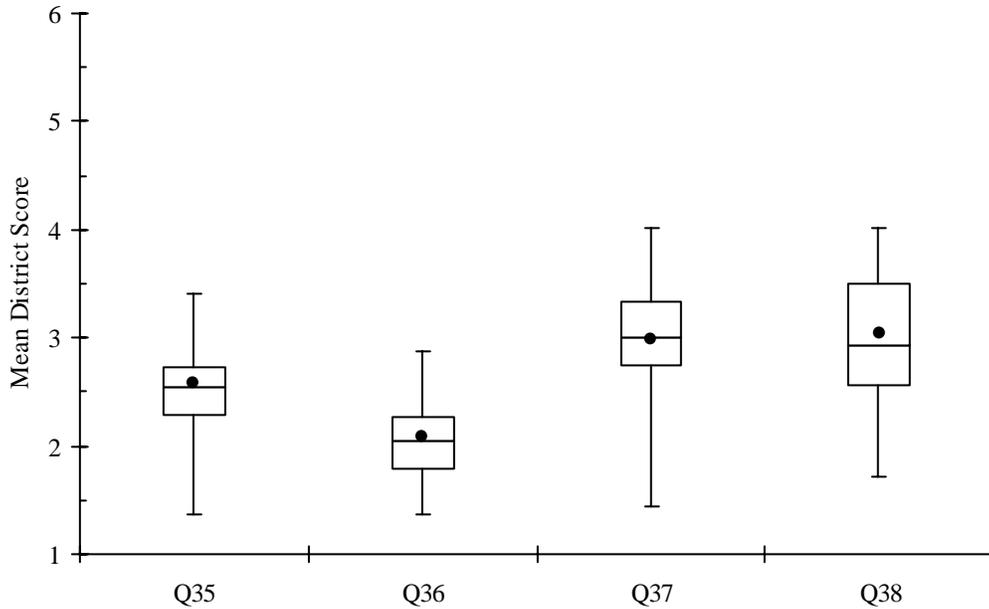
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

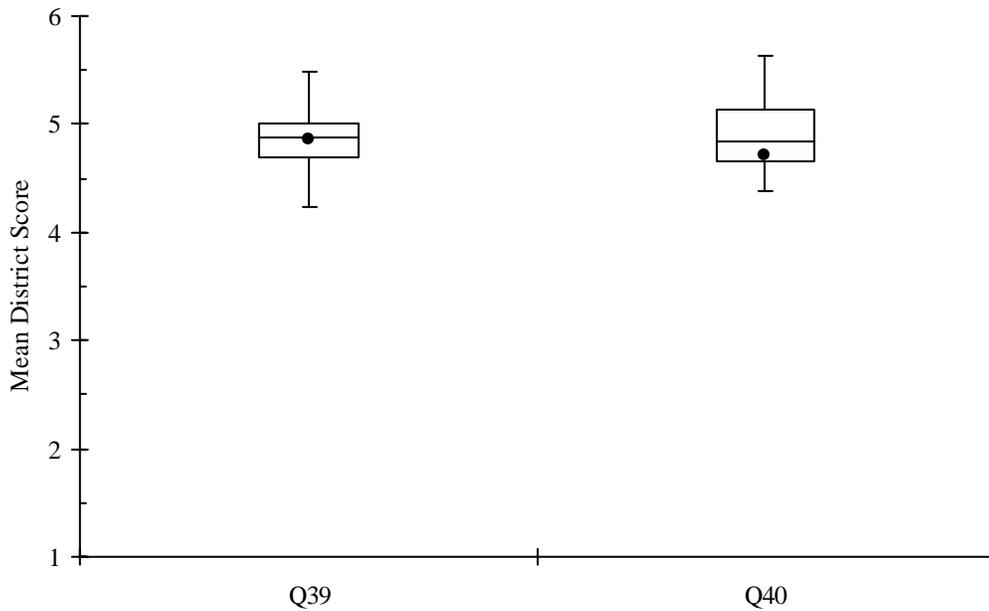
Norwich Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Norwich Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	12	40.0%
Pleased with Staff	9	30.0%
Pleased with Communication and Parent Support	3	10.0%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	1	3.3%
Change in Satisfaction	2	6.7%
Dissatisfied Previously, Now Satisfied	2	6.7%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	4	13.3%
Problems with Staff	4	13.3%
Problems with Communication and Parent Support	6	20.0%
Problems with Services	3	10.0%
Need for Additional Activities/Services	1	3.3%
Needs of Specific Disability Not Met	2	6.7%
Instructional and Curricular Concerns	4	13.3%
Dissatisfied with Transition	1	3.3%
Concerns with Child's Progress or Future	2	6.7%
Other Comments or Concerns	0	0.0%

Percent totals are based on the 30 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Oxford Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	51	41.2%	45.1%	3.9%	2.0%	2.0%	5.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	51	66.7%	15.7%	9.8%	2.0%	2.0%	3.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	18	11.1%	5.6%	5.6%	0.0%	5.6%	72.2%	±
5. My child is accepted within the school community.	50	66.0%	24.0%	6.0%	0.0%	4.0%	0.0%	±
6. My child's IEP is meeting his or her educational needs.	50	44.0%	40.0%	8.0%	0.0%	2.0%	6.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	51	54.9%	35.3%	2.0%	0.0%	0.0%	7.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	51	49.0%	25.5%	11.8%	3.9%	2.0%	5.9%	2.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	50	62.0%	22.0%	8.0%	2.0%	0.0%	6.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	48	50.0%	18.8%	14.6%	6.3%	2.1%	4.2%	4.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	48	45.8%	27.1%	14.6%	2.1%	2.1%	6.3%	2.1%
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.	49	44.9%	24.5%	18.4%	8.2%	2.0%	2.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	51	68.6%	17.6%	9.8%	2.0%	0.0%	2.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	51	72.5%	19.6%	5.9%	0.0%	2.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	51	52.9%	29.4%	2.0%	7.8%	3.9%	3.9%	±
16. My child's evaluation report is written in terms I understand.	51	58.8%	27.5%	7.8%	2.0%	3.9%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	51	64.7%	19.6%	9.8%	0.0%	5.9%	0.0%	±

Table is continued on the next page.

Oxford Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	51	54.9%	27.5%	5.9%	2.0%	2.0%	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.	51	58.8%	15.7%	9.8%	7.8%	5.9%	2.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	50	66.0%	20.0%	4.0%	6.0%	2.0%	2.0%	±
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%	0.0%	2.4%	2.4%	7.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	50	76.0%	18.0%	4.0%	2.0%	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.	49	71.4%	18.4%	2.0%	2.0%	0.0%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	23	4.3%	8.7%	0.0%	4.3%	4.3%	78.3%	±
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).	24	29.2%	25.0%	4.2%	4.2%	4.2%	12.5%	20.8%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	66.7%	11.1%	11.1%	0.0%	0.0%	11.1%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	22	45.5%	31.8%	0.0%	4.5%	0.0%	18.2%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	10	50.0%	20.0%	0.0%	10.0%	0.0%	10.0%	10.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Oxford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	19	63.2%	21.1%	0.0%	0.0%	5.3%	10.5%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	9	55.6%	11.1%	0.0%	0.0%	22.2%	11.1%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	11	54.5%	0.0%	18.2%	18.2%	0.0%	9.1%	±
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	31.3%	9.4%	9.4%	0.0%	9.4%	40.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	29	13.8%	13.8%	6.9%	6.9%	6.9%	51.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	46	19.6%	10.9%	15.2%	2.2%	2.2%	23.9%	26.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	42	16.7%	11.9%	9.5%	0.0%	0.0%	23.8%	38.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	51	62.7%	21.6%	7.8%	0.0%	2.0%	5.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	48	58.3%	22.9%	10.4%	2.1%	0.0%	6.3%	±

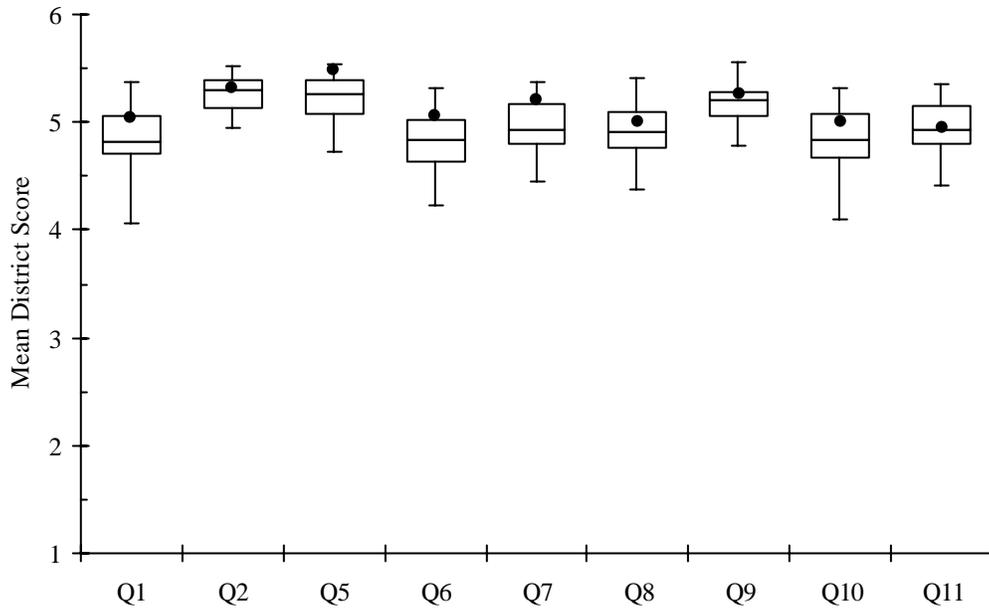
± Not a response option for this survey item.

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

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

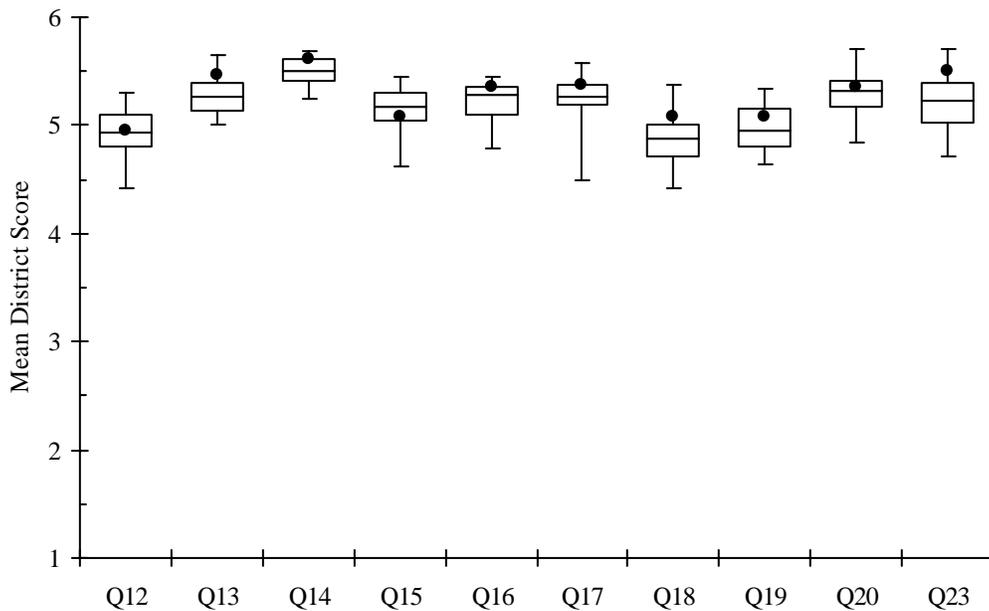
Oxford Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

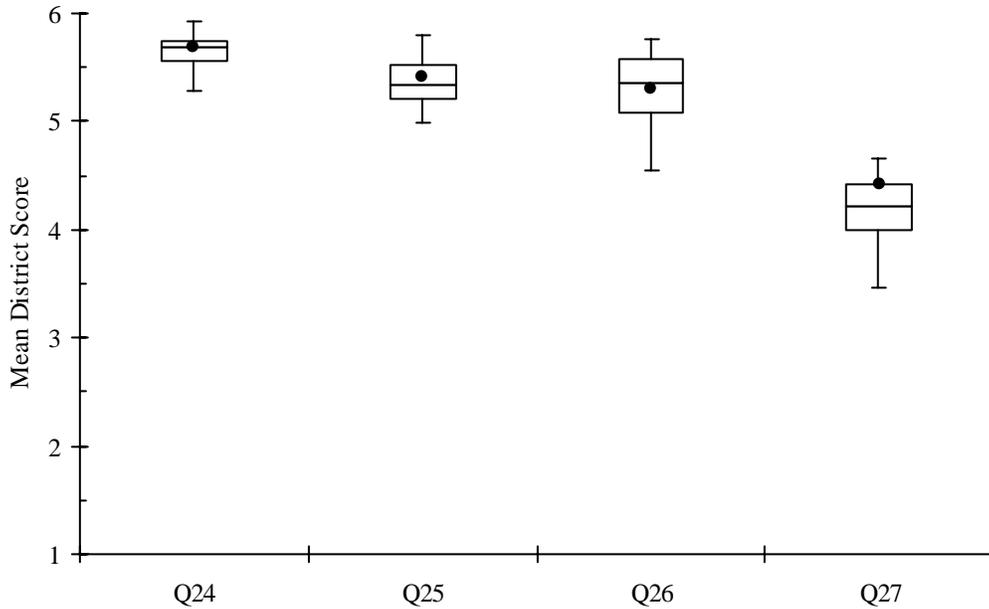
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

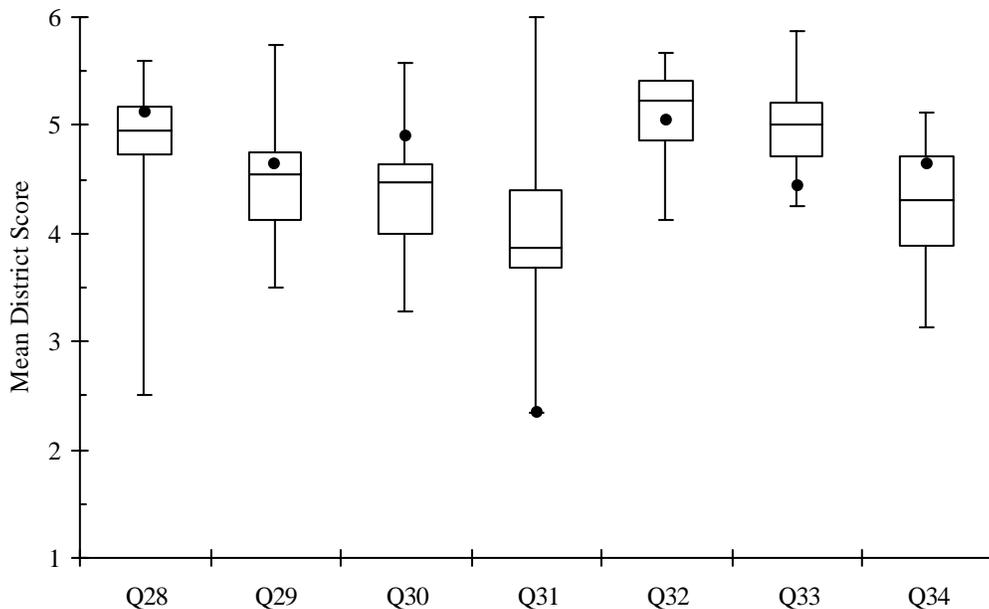
Oxford Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

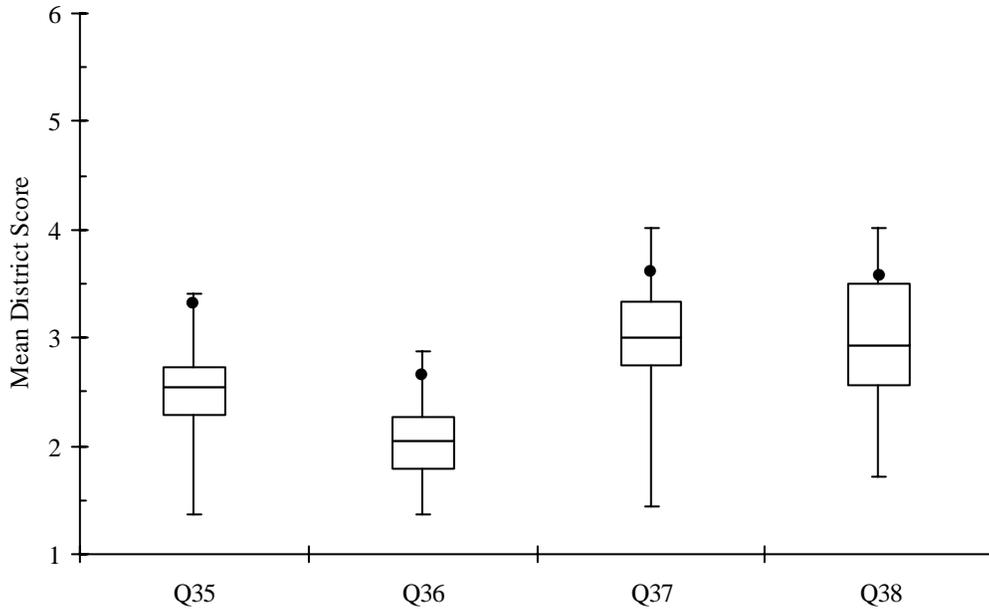
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

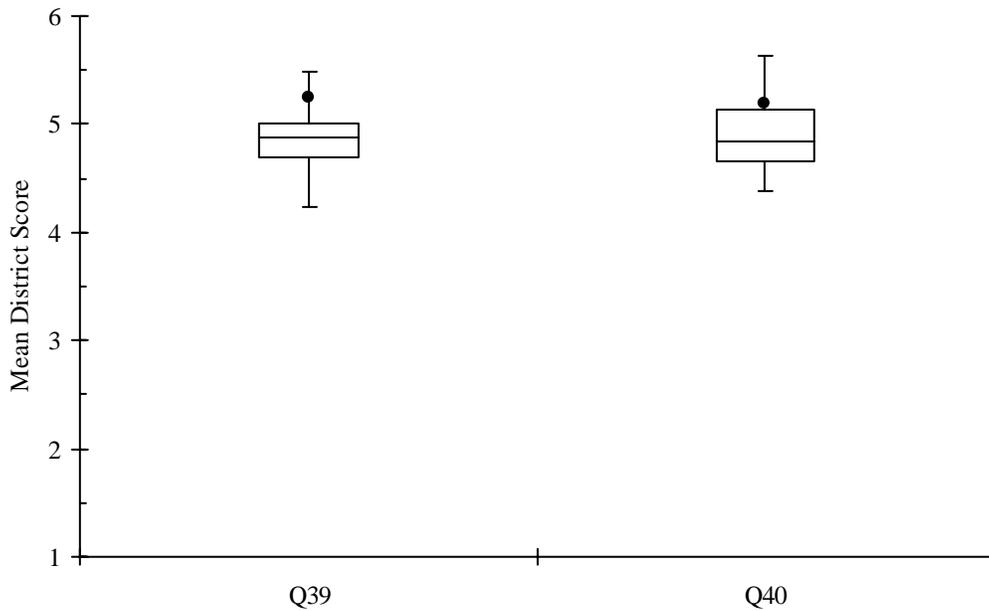
Oxford Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Oxford Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	3	14.3%
Pleased with Staff	7	33.3%
Pleased with Communication and Parent Support	1	4.8%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	1	4.8%
Change in Satisfaction	4	19.0%
Dissatisfied Previously, Now Satisfied	2	9.5%
Satisfied Previously, Now Dissatisfied	2	9.5%
Problems with Program	4	19.0%
Problems with Staff	7	33.3%
Problems with Communication and Parent Support	4	19.0%
Problems with Services	5	23.8%
Need for Additional Activities/Services	4	19.0%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	4	19.0%
Dissatisfied with Transition	2	9.5%
Concerns with Child's Progress or Future	1	4.8%
Other Comments or Concerns	2	9.5%

Percent totals are based on the 21 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Sherman Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	34	52.9%	8.8%	17.6%	8.8%	5.9%	5.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	35	65.7%	14.3%	11.4%	5.7%	2.9%	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).	19	21.1%	0.0%	0.0%	0.0%	0.0%	78.9%	±
5. My child is accepted within the school community.	36	58.3%	27.8%	8.3%	2.8%	0.0%	2.8%	±
6. My child's IEP is meeting his or her educational needs.	36	44.4%	8.3%	16.7%	11.1%	8.3%	11.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	36	50.0%	16.7%	5.6%	19.4%	2.8%	2.8%	2.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	34	44.1%	26.5%	11.8%	2.9%	0.0%	8.8%	5.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	35	57.1%	17.1%	17.1%	5.7%	2.9%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	32	50.0%	12.5%	12.5%	15.6%	6.3%	3.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	32	50.0%	12.5%	15.6%	12.5%	3.1%	6.3%	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.	35	48.6%	8.6%	20.0%	11.4%	2.9%	8.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	36	66.7%	11.1%	11.1%	2.8%	5.6%	2.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	35	77.1%	14.3%	8.6%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	35	51.4%	11.4%	17.1%	5.7%	2.9%	11.4%	±
16. My child's evaluation report is written in terms I understand.	36	63.9%	22.2%	8.3%	5.6%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	36	66.7%	11.1%	11.1%	5.6%	2.8%	2.8%	±

Table is continued on the next page.

Sherman Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	36	47.2%	13.9%	19.4%	5.6%	11.1%	2.8%	±
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.	36	47.2%	13.9%	13.9%	19.4%	0.0%	5.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	35	80.0%	8.6%	5.7%	0.0%	0.0%	5.7%	±
21. If necessary, a translator was provided at the PPT meetings.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
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.	29	82.8%	3.4%	0.0%	0.0%	3.4%	3.4%	6.9%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	35	91.4%	5.7%	0.0%	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.	31	93.5%	3.2%	0.0%	0.0%	0.0%	3.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	22	4.5%	0.0%	0.0%	0.0%	9.1%	86.4%	±
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).	11	54.5%	0.0%	9.1%	0.0%	0.0%	18.2%	18.2%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	9	66.7%	0.0%	11.1%	0.0%	11.1%	11.1%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	11	54.5%	0.0%	9.1%	9.1%	18.2%	9.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	8	62.5%	0.0%	12.5%	0.0%	12.5%	12.5%	0.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Sherman Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	12	58.3%	8.3%	16.7%	0.0%	0.0%	16.7%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	±±	-	-	-	-	-	-	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	6	50.0%	16.7%	16.7%	16.7%	0.0%	0.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	25	24.0%	4.0%	0.0%	0.0%	4.0%	68.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	25	16.0%	4.0%	0.0%	0.0%	4.0%	76.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	29	6.9%	0.0%	0.0%	0.0%	0.0%	72.4%	20.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	27	11.1%	3.7%	0.0%	0.0%	0.0%	55.6%	29.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	33	57.6%	24.2%	12.1%	3.0%	3.0%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	32	62.5%	25.0%	6.3%	3.1%	3.1%	0.0%	±

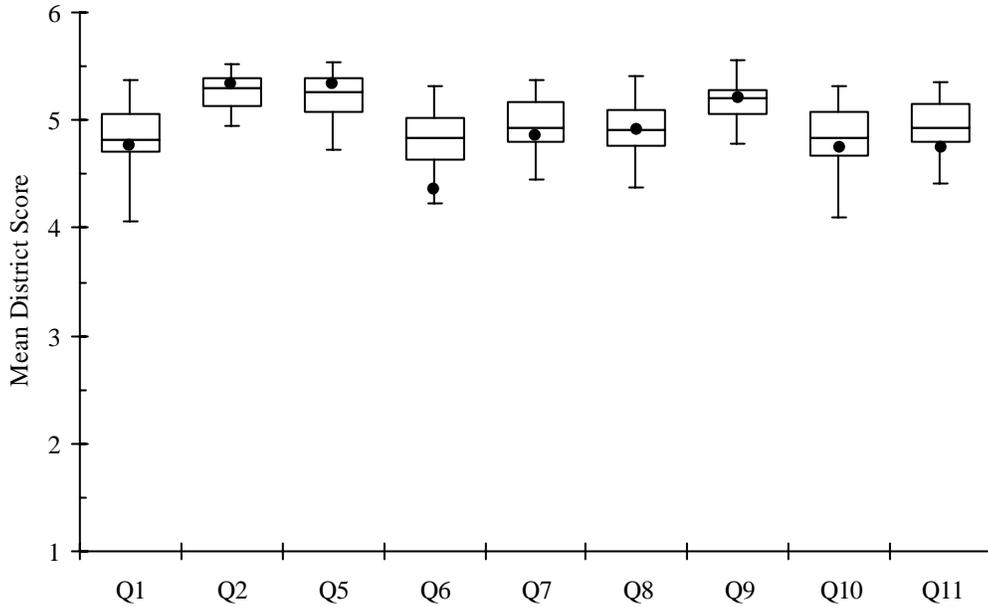
± Not a response option for this survey item.

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

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

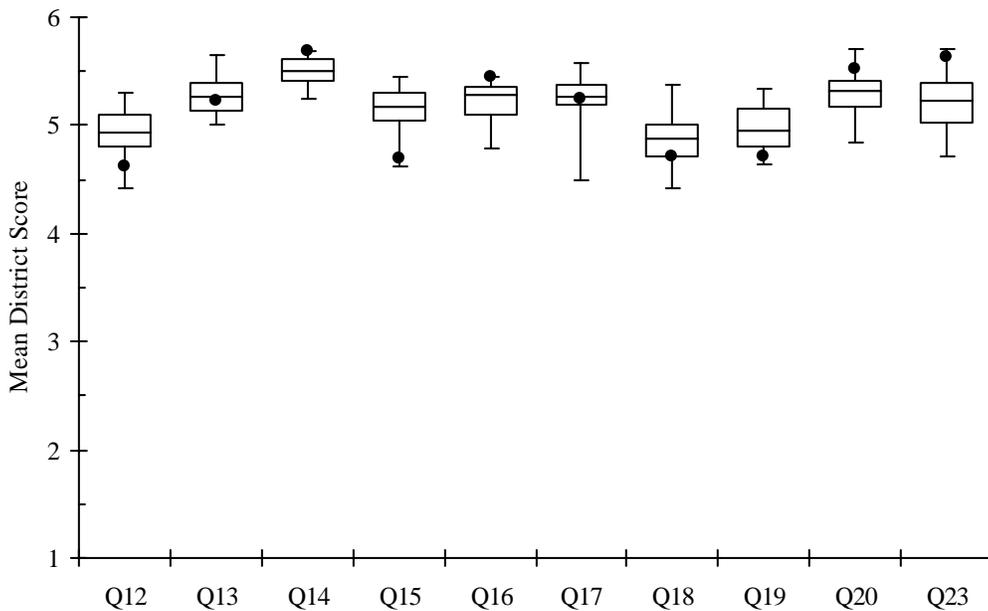
Sherman Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

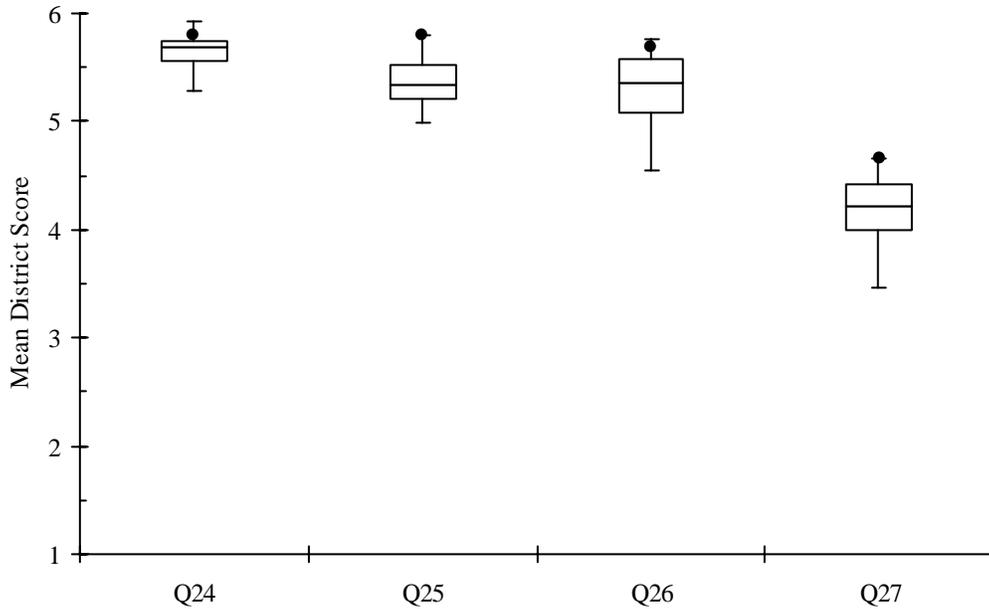
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

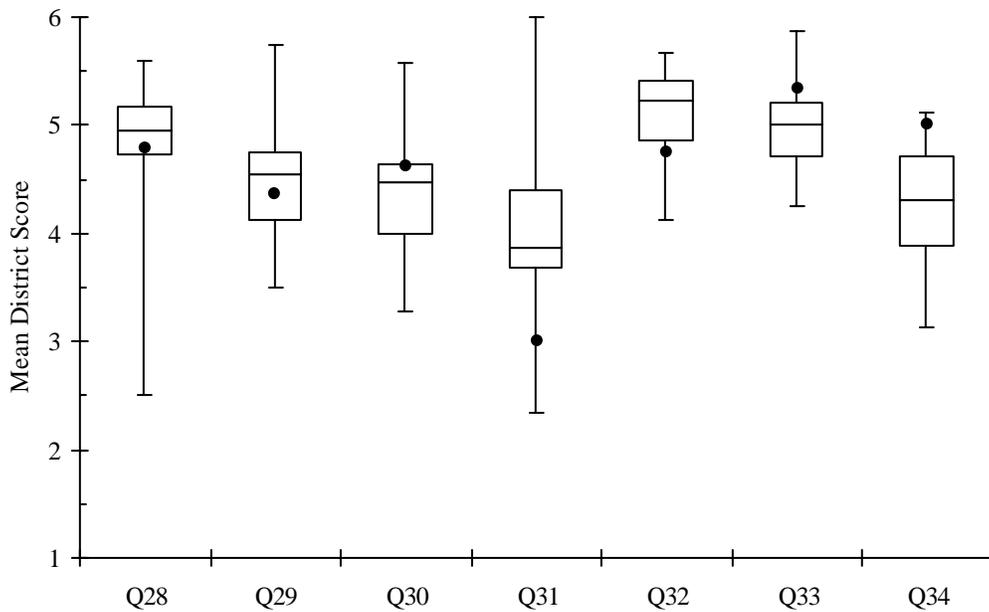
Sherman Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

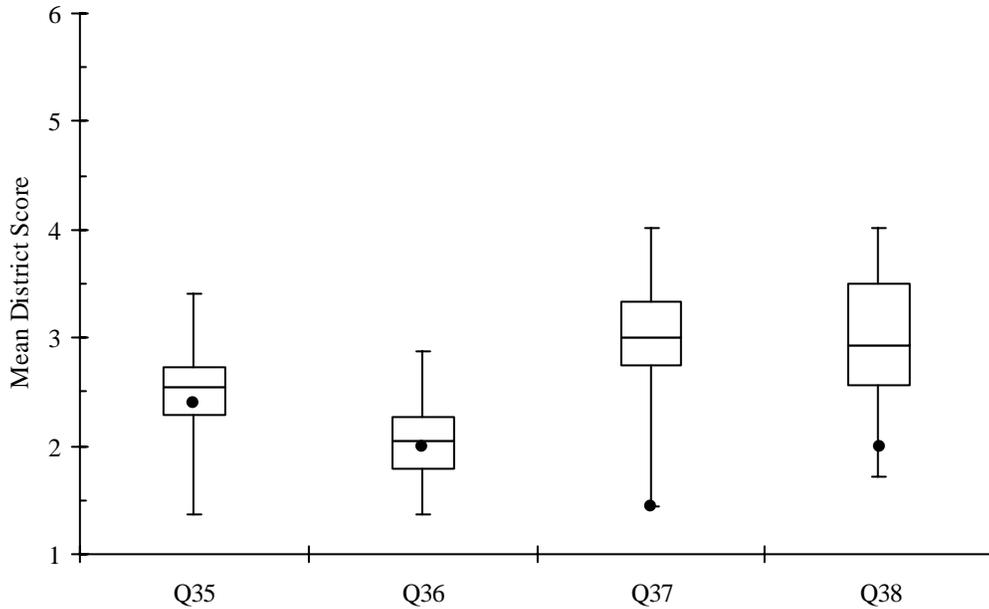
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

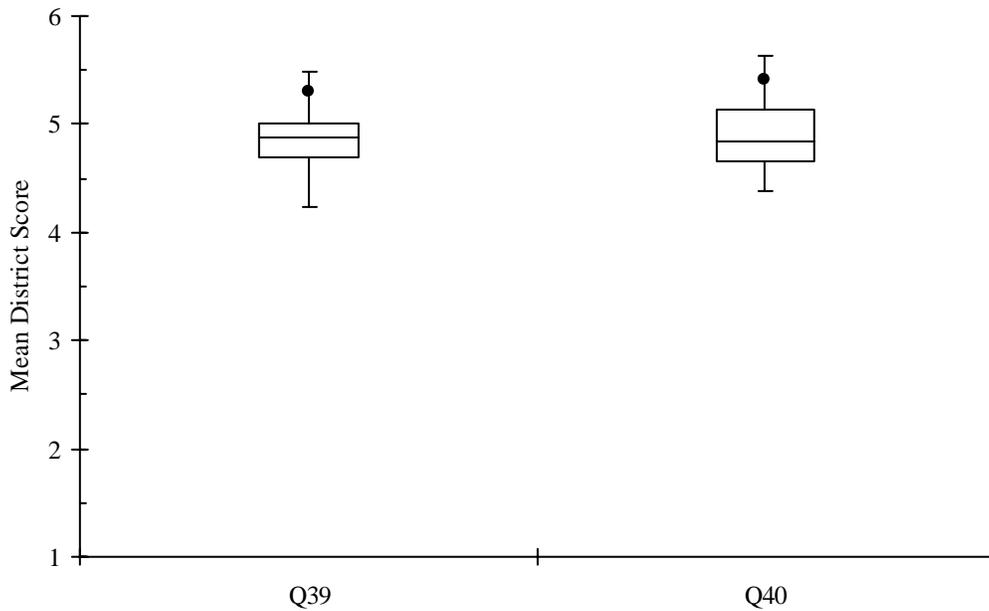
Sherman Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Sherman Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	5	22.7%
Pleased with Staff	4	18.2%
Pleased with Communication and Parent Support	1	4.5%
Pleased with Transition Process and Staff	1	4.5%
Somewhat Satisfied	2	9.1%
Change in Satisfaction	2	9.1%
Dissatisfied Previously, Now Satisfied	1	4.5%
Satisfied Previously, Now Dissatisfied	1	4.5%
Problems with Program	6	27.3%
Problems with Staff	5	22.7%
Problems with Communication and Parent Support	5	22.7%
Problems with Services	3	13.6%
Need for Additional Activities/Services	2	9.1%
Needs of Specific Disability Not Met	1	4.5%
Instructional and Curricular Concerns	4	18.2%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	1	4.5%
Other Comments or Concerns	1	4.5%

Percent totals are based on the 22 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Simsbury Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	173	61.8%	26.6%	5.2%	2.3%	1.7%	2.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	172	69.2%	20.3%	7.0%	1.2%	1.7%	0.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	18.5%	3.7%	3.7%	3.7%	0.0%	70.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	57	1.8%	1.8%	0.0%	0.0%	1.8%	94.7%	±
5. My child is accepted within the school community.	172	63.4%	29.1%	6.4%	0.6%	0.6%	0.0%	±
6. My child's IEP is meeting his or her educational needs.	172	56.4%	28.5%	7.6%	2.9%	1.7%	1.7%	1.2%
7. All special education services identified in my child's IEP have been provided.	173	63.6%	23.7%	4.6%	4.6%	2.3%	1.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	173	67.6%	18.5%	6.9%	3.5%	1.2%	2.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	170	73.5%	17.1%	5.3%	1.2%	1.2%	1.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	169	58.0%	24.3%	10.1%	3.0%	3.0%	0.6%	1.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	169	63.9%	19.5%	8.9%	3.0%	3.0%	1.2%	0.6%
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.	169	56.8%	25.4%	12.4%	2.4%	0.6%	2.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	174	75.9%	16.1%	4.0%	0.6%	1.7%	1.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	174	74.7%	19.5%	3.4%	1.7%	0.6%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	174	65.5%	20.7%	6.9%	3.4%	2.3%	1.1%	±
16. My child's evaluation report is written in terms I understand.	174	66.1%	20.7%	6.3%	3.4%	2.9%	0.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	174	71.8%	19.0%	7.5%	0.6%	0.0%	1.1%	±

Table is continued on the next page.

Simsbury Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	173	63.0%	21.4%	9.2%	1.2%	1.2%	4.0%	±
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.	173	62.4%	20.8%	11.0%	2.3%	1.2%	2.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	173	75.7%	13.9%	3.5%	4.0%	0.6%	2.3%	±
21. If necessary, a translator was provided at the PPT meetings.	7	71.4%	14.3%	0.0%	0.0%	0.0%	14.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	75.0%	12.5%	0.0%	0.0%	0.0%	12.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	150	83.3%	10.0%	1.3%	0.7%	0.0%	2.7%	2.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	169	93.5%	6.5%	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.	163	88.3%	5.5%	1.8%	0.6%	1.8%	1.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	103	5.8%	4.9%	5.8%	0.0%	3.9%	79.6%	±
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).	60	40.0%	13.3%	5.0%	0.0%	1.7%	21.7%	18.3%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	25	68.0%	8.0%	8.0%	0.0%	8.0%	8.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	52	61.5%	17.3%	13.5%	5.8%	1.9%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	24	37.5%	16.7%	12.5%	0.0%	0.0%	16.7%	16.7%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	19	42.1%	10.5%	5.3%	21.1%	0.0%	21.1%	±

Table is continued on the next page.

Simsbury Survey Response Table – continued

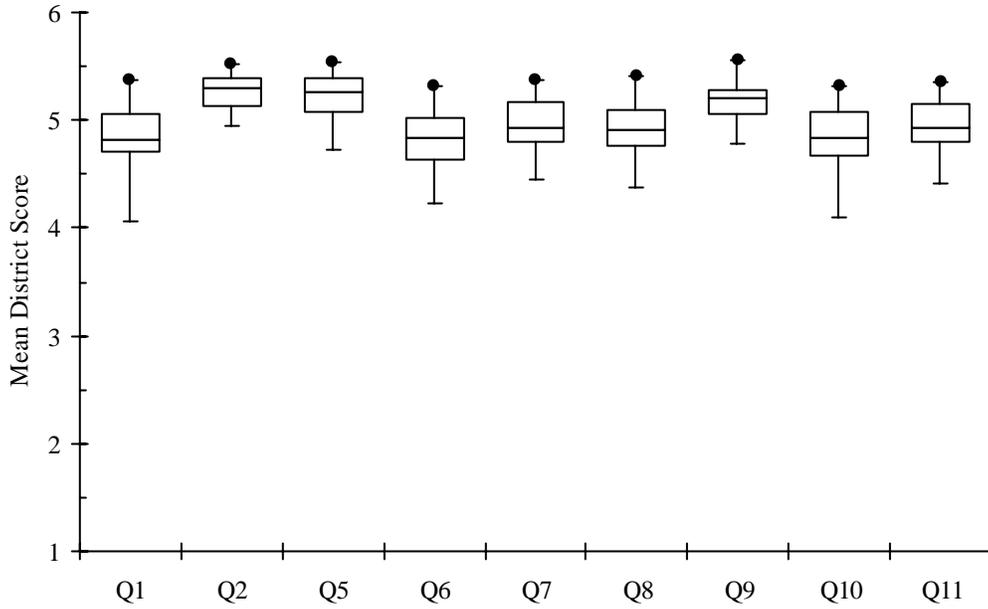
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	48	83.3%	4.2%	2.1%	2.1%	4.2%	4.2%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	27	85.2%	3.7%	7.4%	3.7%	0.0%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	39	48.7%	25.6%	2.6%	10.3%	0.0%	12.8%	±
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.	89	13.5%	12.4%	6.7%	3.4%	3.4%	60.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	83	14.5%	6.0%	2.4%	3.6%	6.0%	67.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	134	16.4%	12.7%	11.9%	6.7%	4.5%	17.2%	30.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	127	15.0%	8.7%	8.7%	2.4%	1.6%	22.8%	40.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	158	69.0%	19.0%	8.2%	0.6%	1.9%	1.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	157	75.8%	15.9%	7.0%	0.0%	0.0%	1.3%	±

± Not a response option for this survey item.

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

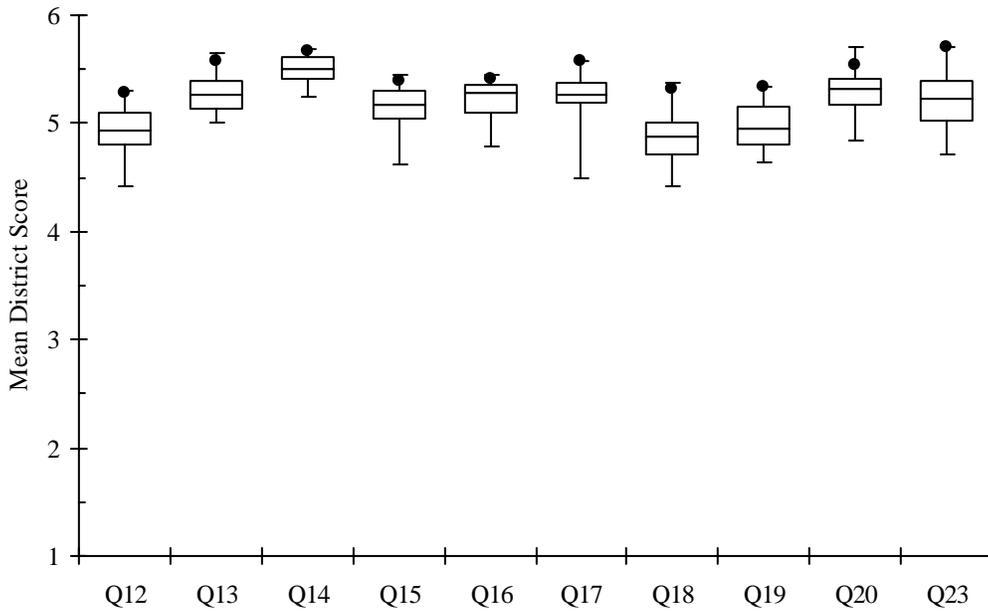
Simsbury Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

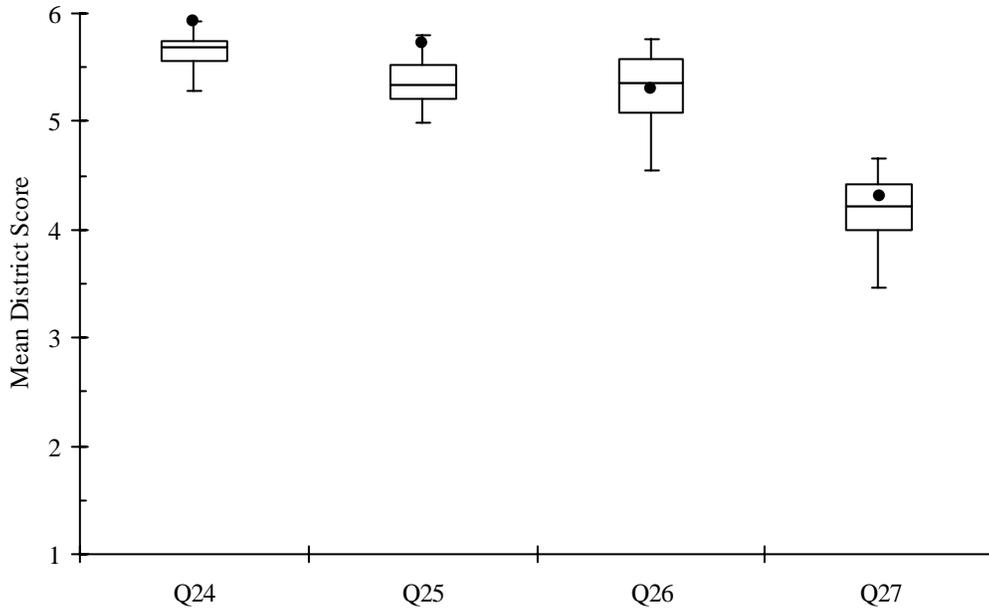
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

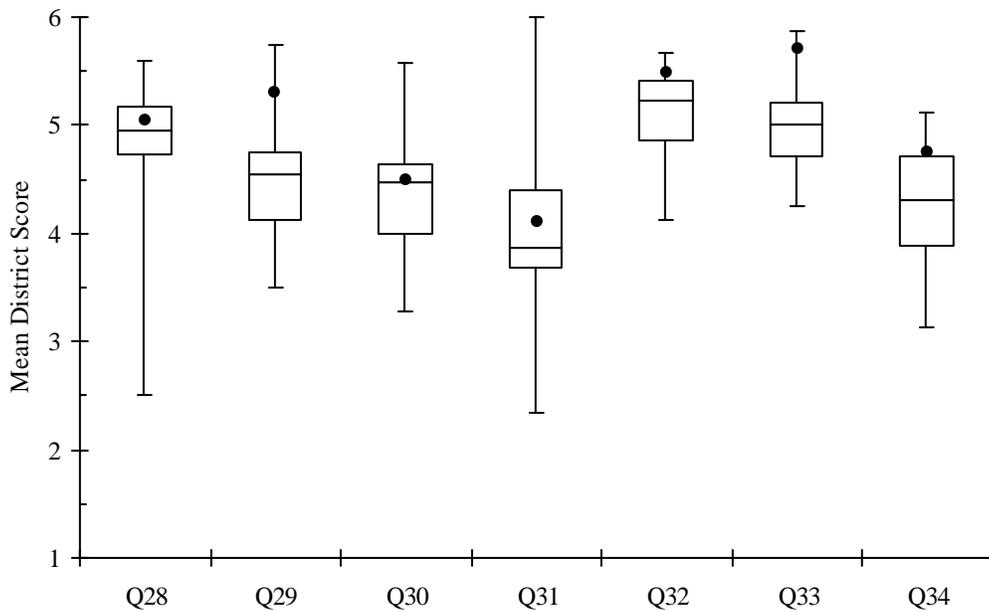
Simsbury Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

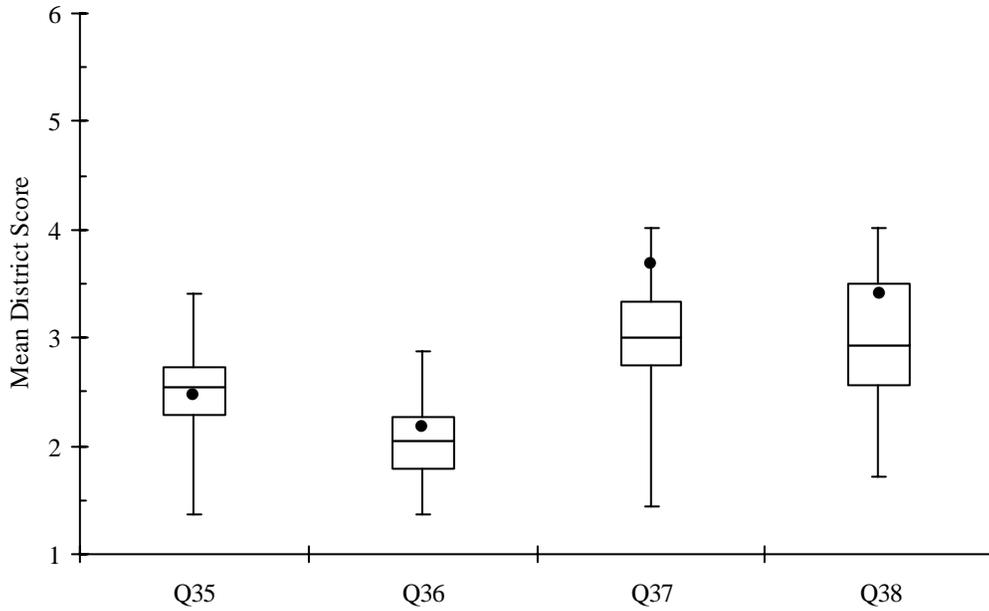
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

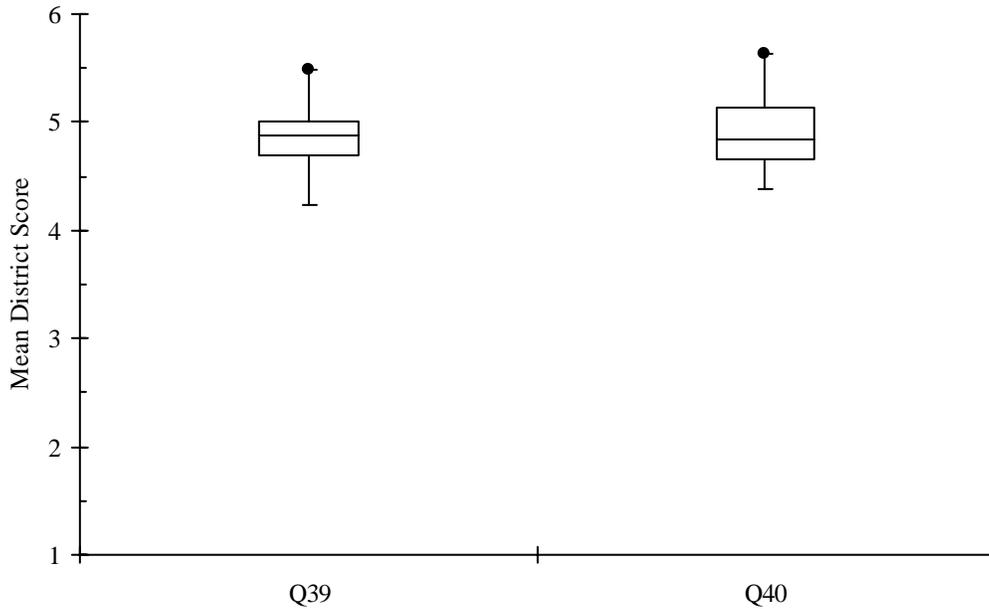
Simsbury Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Simsbury Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	25	36.2%
Pleased with Staff	28	40.6%
Pleased with Communication and Parent Support	10	14.5%
Pleased with Transition Process and Staff	3	4.3%
Somewhat Satisfied	2	2.9%
Change in Satisfaction	6	8.7%
Dissatisfied Previously, Now Satisfied	5	7.2%
Satisfied Previously, Now Dissatisfied	1	1.4%
Problems with Program	14	20.3%
Problems with Staff	13	18.8%
Problems with Communication and Parent Support	12	17.4%
Problems with Services	15	21.7%
Need for Additional Activities/Services	1	1.4%
Needs of Specific Disability Not Met	2	2.9%
Instructional and Curricular Concerns	13	18.8%
Dissatisfied with Transition	3	4.3%
Concerns with Child's Progress or Future	4	5.8%
Other Comments or Concerns	1	1.4%

Percent totals are based on the 69 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Stafford Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	42	23.8%	35.7%	7.1%	7.1%	9.5%	16.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	43	44.2%	41.9%	4.7%	2.3%	7.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	7.7%	7.7%	15.4%	7.7%	0.0%	61.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	24	4.2%	0.0%	0.0%	0.0%	8.3%	87.5%	±
5. My child is accepted within the school community.	42	47.6%	28.6%	7.1%	4.8%	9.5%	2.4%	±
6. My child's IEP is meeting his or her educational needs.	43	25.6%	34.9%	7.0%	9.3%	16.3%	7.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	43	30.2%	37.2%	7.0%	9.3%	9.3%	4.7%	2.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	43	30.2%	30.2%	11.6%	7.0%	9.3%	9.3%	2.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	42	42.9%	33.3%	19.0%	0.0%	0.0%	4.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	42	40.5%	21.4%	14.3%	7.1%	11.9%	4.8%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	41	41.5%	24.4%	14.6%	9.8%	4.9%	2.4%	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.	42	45.2%	23.8%	16.7%	2.4%	4.8%	7.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	43	51.2%	25.6%	11.6%	2.3%	2.3%	7.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	43	55.8%	32.6%	11.6%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	43	41.9%	30.2%	9.3%	7.0%	4.7%	7.0%	±
16. My child's evaluation report is written in terms I understand.	43	46.5%	34.9%	14.0%	2.3%	2.3%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	43	62.8%	18.6%	9.3%	4.7%	2.3%	2.3%	±

Table is continued on the next page.

Stafford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	43	32.6%	27.9%	16.3%	7.0%	7.0%	9.3%	±
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.	43	39.5%	32.6%	9.3%	9.3%	7.0%	2.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	42	57.1%	26.2%	4.8%	2.4%	7.1%	2.4%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	41	53.7%	24.4%	4.9%	0.0%	2.4%	9.8%	4.9%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	42	78.6%	11.9%	0.0%	0.0%	0.0%	9.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	38	68.4%	15.8%	5.3%	0.0%	0.0%	10.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	35	0.0%	2.9%	5.7%	2.9%	0.0%	88.6%	±
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).	26	23.1%	11.5%	15.4%	7.7%	3.8%	30.8%	7.7%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	33.3%	33.3%	8.3%	8.3%	0.0%	16.7%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	16	25.0%	18.8%	18.8%	6.3%	0.0%	31.3%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	11	36.4%	18.2%	18.2%	0.0%	9.1%	9.1%	9.1%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	7	14.3%	14.3%	0.0%	0.0%	28.6%	42.9%	±

Table is continued on the next page.

Stafford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	17	52.9%	29.4%	11.8%	0.0%	5.9%	0.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	11	27.3%	27.3%	18.2%	18.2%	9.1%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	16	18.8%	12.5%	12.5%	6.3%	18.8%	31.3%	±
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.	27	3.7%	3.7%	0.0%	0.0%	3.7%	88.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	25	4.0%	4.0%	0.0%	0.0%	0.0%	92.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	35	8.6%	5.7%	0.0%	0.0%	2.9%	48.6%	34.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	36	19.4%	2.8%	0.0%	0.0%	0.0%	47.2%	30.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	41	34.1%	29.3%	12.2%	7.3%	4.9%	12.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	40	30.0%	30.0%	22.5%	5.0%	2.5%	10.0%	±

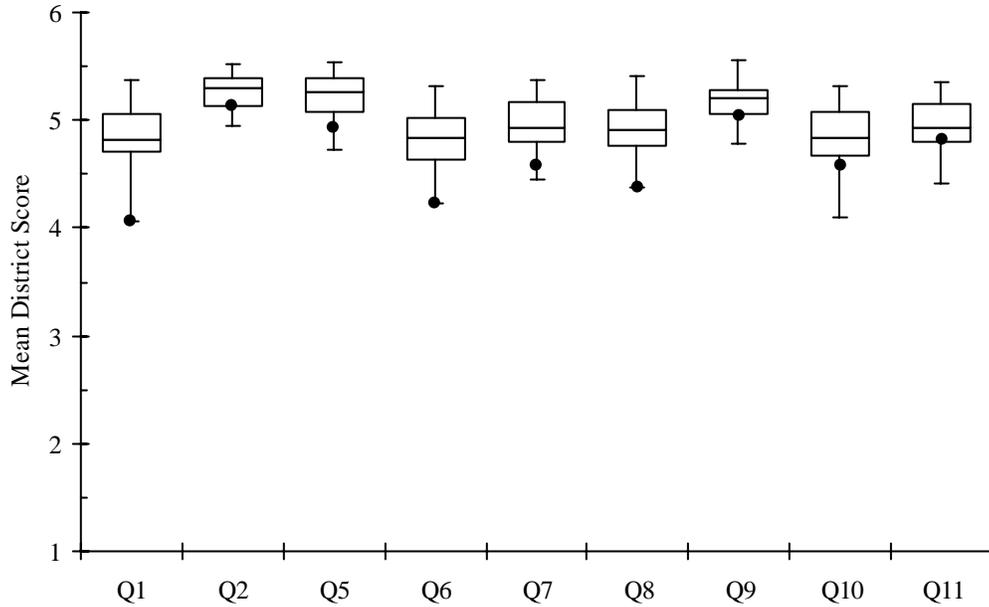
± Not a response option for this survey item.

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

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

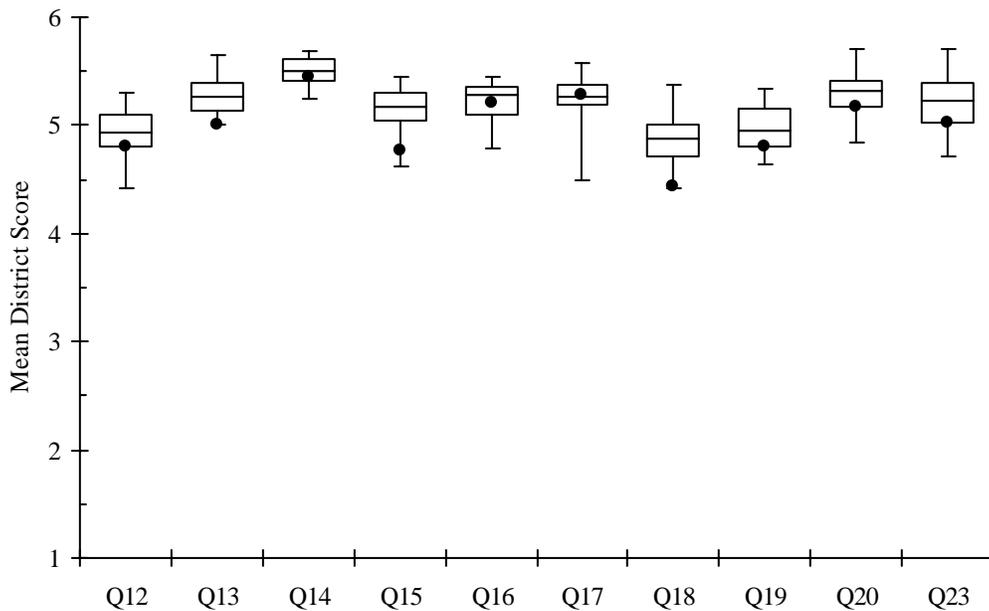
Stafford Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

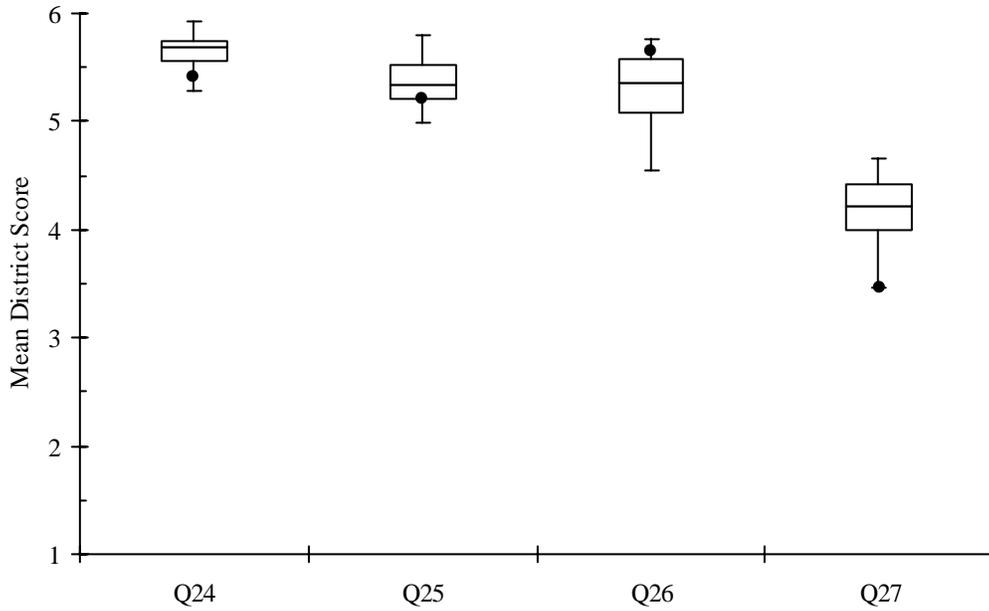
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

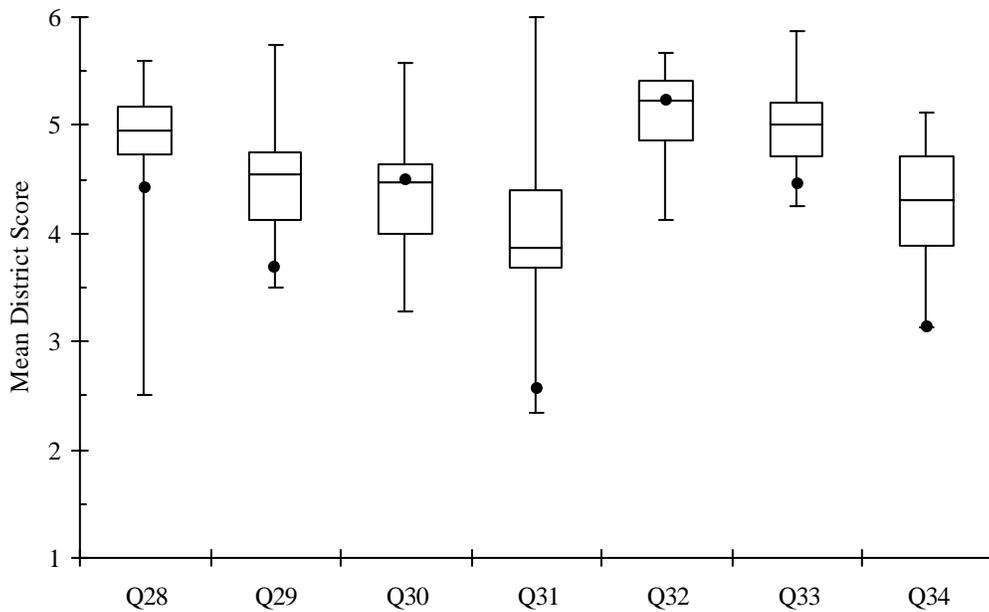
Stafford Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

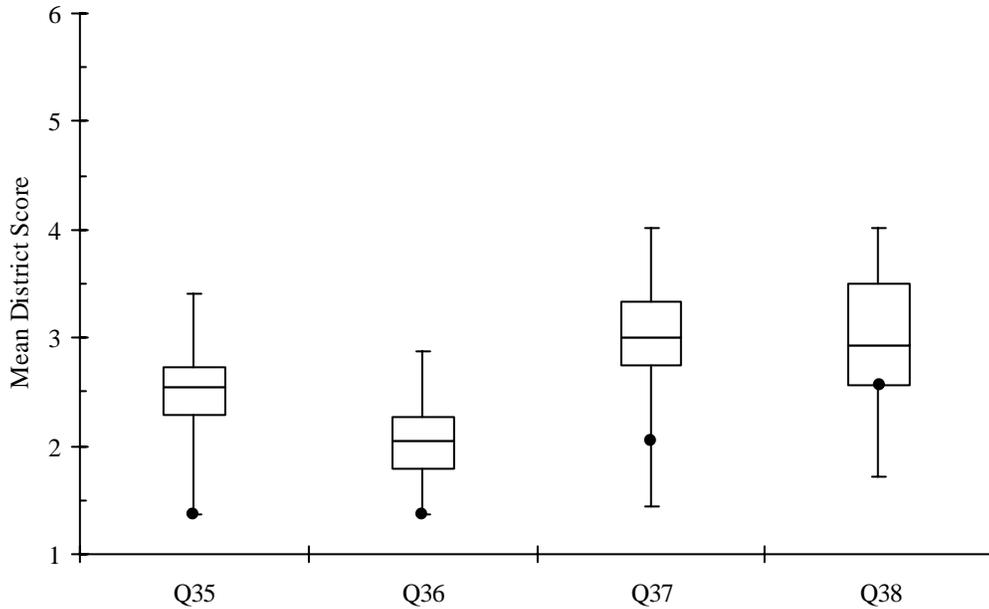
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

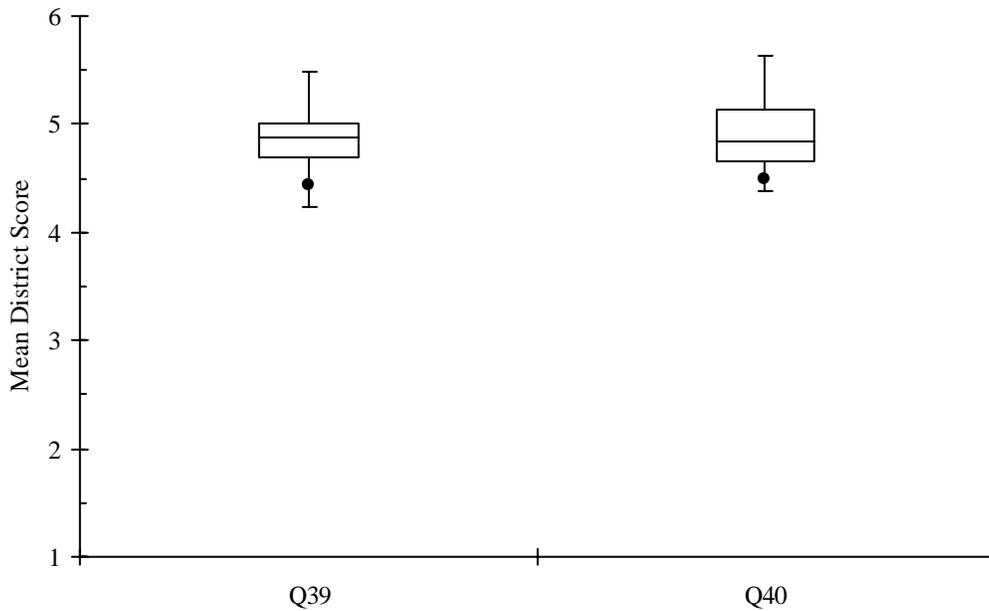
Stafford Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Stafford Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	3	13.6%
Pleased with Staff	3	13.6%
Pleased with Communication and Parent Support	1	4.5%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	2	9.1%
Change in Satisfaction	2	9.1%
Dissatisfied Previously, Now Satisfied	2	9.1%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	6	27.3%
Problems with Staff	7	31.8%
Problems with Communication and Parent Support	4	18.2%
Problems with Services	5	22.7%
Need for Additional Activities/Services	4	18.2%
Needs of Specific Disability Not Met	3	13.6%
Instructional and Curricular Concerns	4	18.2%
Dissatisfied with Transition	2	9.1%
Concerns with Child's Progress or Future	4	18.2%
Other Comments or Concerns	0	0.0%

Percent totals are based on the 22 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Stonington Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	70	40.0%	41.4%	4.3%	1.4%	5.7%	7.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	71	66.2%	23.9%	4.2%	0.0%	1.4%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	14.3%	7.1%	7.1%	0.0%	7.1%	64.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	27	11.1%	0.0%	0.0%	0.0%	0.0%	88.9%	±
5. My child is accepted within the school community.	68	54.4%	30.9%	8.8%	0.0%	4.4%	1.5%	±
6. My child's IEP is meeting his or her educational needs.	71	39.4%	42.3%	7.0%	1.4%	1.4%	8.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	71	53.5%	32.4%	2.8%	2.8%	1.4%	7.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	70	52.9%	25.7%	4.3%	2.9%	4.3%	7.1%	2.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	71	63.4%	22.5%	5.6%	1.4%	1.4%	5.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	66	54.5%	27.3%	6.1%	6.1%	1.5%	4.5%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	68	55.9%	23.5%	11.8%	2.9%	0.0%	5.9%	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.	71	46.5%	21.1%	19.7%	4.2%	0.0%	8.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	71	71.8%	12.7%	9.9%	1.4%	1.4%	2.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	71	74.6%	21.1%	0.0%	2.8%	0.0%	1.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	71	64.8%	21.1%	7.0%	2.8%	0.0%	4.2%	±
16. My child's evaluation report is written in terms I understand.	71	63.4%	23.9%	2.8%	8.5%	0.0%	1.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	71	77.5%	9.9%	4.2%	1.4%	2.8%	4.2%	±

Table is continued on the next page.

Stonington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	71	52.1%	26.8%	12.7%	1.4%	1.4%	5.6%	±
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.	71	54.9%	21.1%	15.5%	2.8%	0.0%	5.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	70	72.9%	15.7%	2.9%	1.4%	1.4%	5.7%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	61	65.6%	18.0%	0.0%	0.0%	1.6%	9.8%	4.9%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	68	77.9%	10.3%	1.5%	1.5%	1.5%	7.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	67	73.1%	4.5%	3.0%	1.5%	3.0%	14.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	46	2.2%	2.2%	6.5%	6.5%	2.2%	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).	37	32.4%	8.1%	0.0%	8.1%	5.4%	29.7%	16.2%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	8	62.5%	25.0%	12.5%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	23	52.2%	26.1%	0.0%	0.0%	4.3%	17.4%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	14	35.7%	14.3%	7.1%	7.1%	7.1%	21.4%	7.1%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	11	27.3%	0.0%	36.4%	9.1%	9.1%	18.2%	±

Table is continued on the next page.

Stonington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	22	77.3%	0.0%	13.6%	0.0%	0.0%	9.1%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	14	64.3%	14.3%	0.0%	7.1%	7.1%	7.1%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	18	50.0%	5.6%	16.7%	5.6%	5.6%	16.7%	±
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.	35	14.3%	2.9%	0.0%	5.7%	2.9%	74.3%	±
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%	6.1%	6.1%	9.1%	3.0%	69.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	54	9.3%	0.0%	1.9%	1.9%	14.8%	33.3%	38.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	51	11.8%	3.9%	2.0%	5.9%	7.8%	25.5%	43.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	67	49.3%	23.9%	17.9%	1.5%	3.0%	4.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	65	56.9%	18.5%	16.9%	1.5%	1.5%	4.6%	±

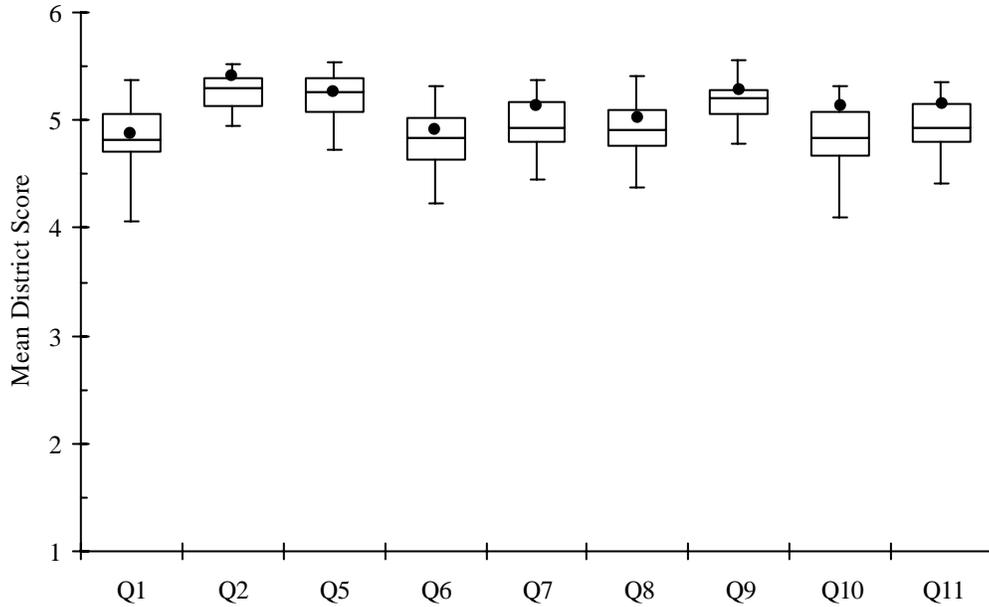
± Not a response option for this survey item.

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

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

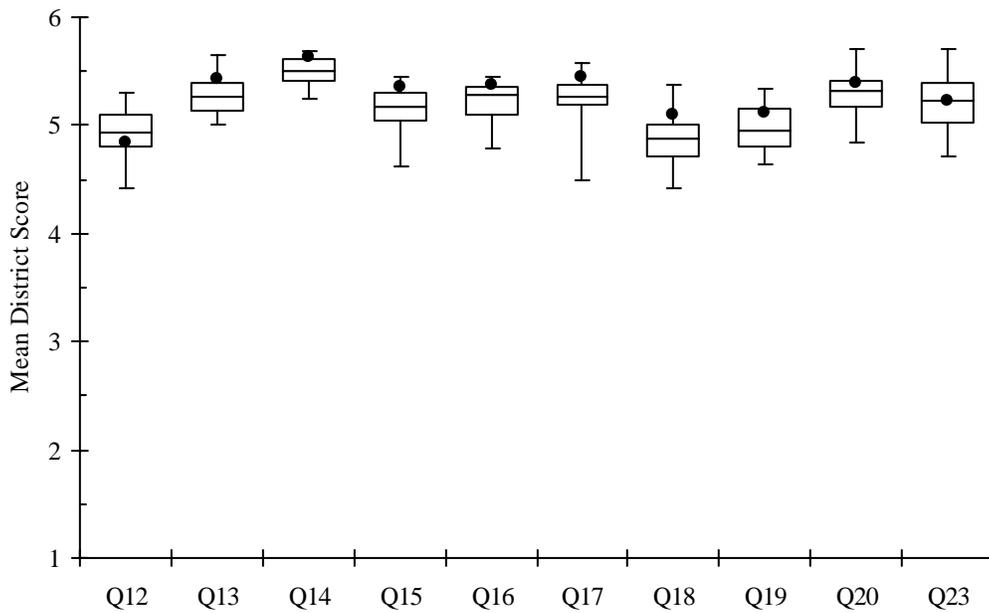
Stonington Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

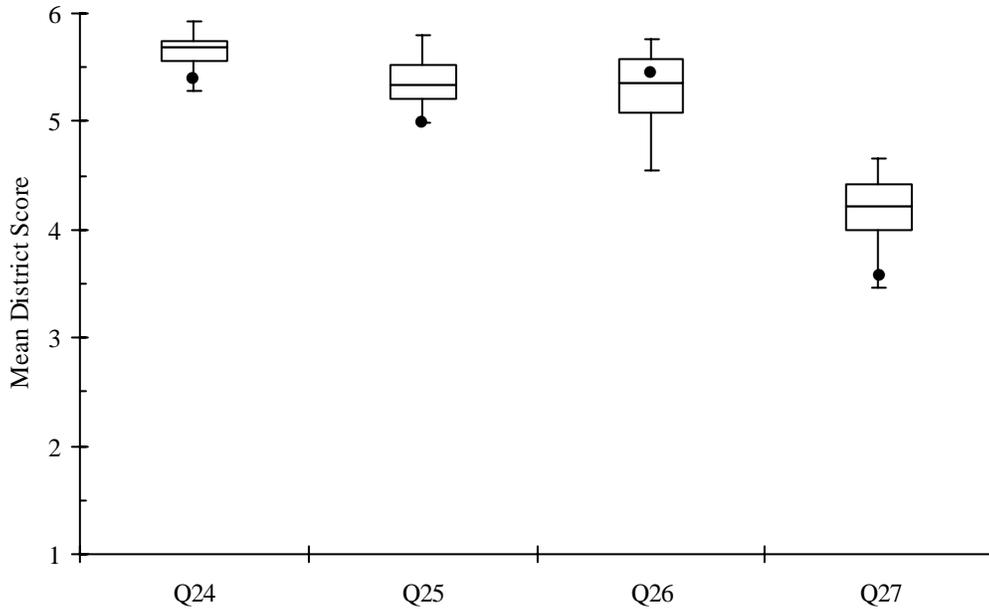
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

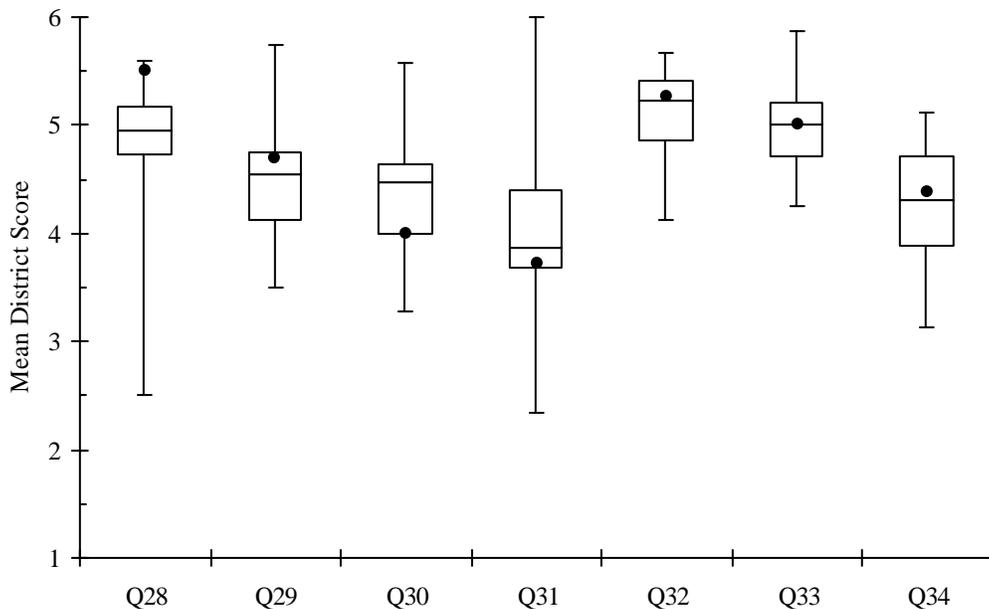
Stonington Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

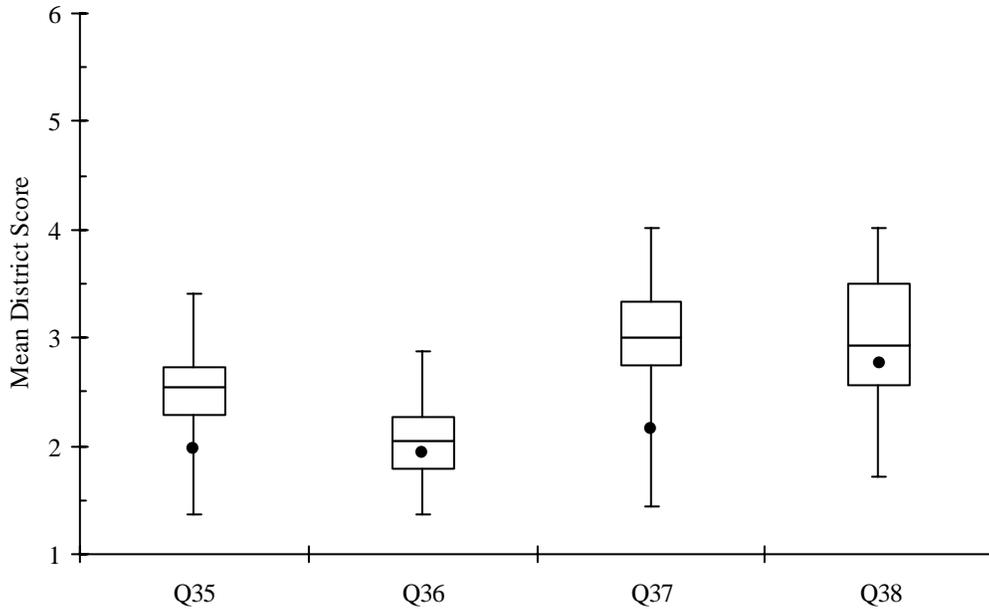
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

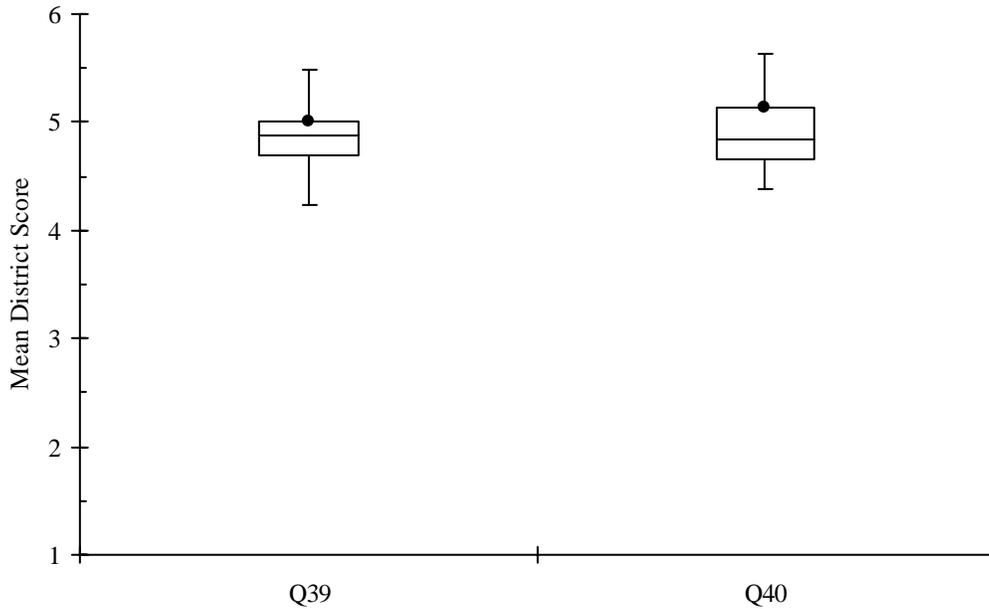
Stonington Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Stonington Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	12	34.3%
Pleased with Staff	17	48.6%
Pleased with Communication and Parent Support	3	8.6%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	3	8.6%
Change in Satisfaction	0	0.0%
Dissatisfied Previously, Now Satisfied	0	0.0%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	4	11.4%
Problems with Staff	4	11.4%
Problems with Communication and Parent Support	8	22.9%
Problems with Services	3	8.6%
Need for Additional Activities/Services	5	14.3%
Needs of Specific Disability Not Met	1	2.9%
Instructional and Curricular Concerns	5	14.3%
Dissatisfied with Transition	2	5.7%
Concerns with Child's Progress or Future	1	2.9%
Other Comments or Concerns	0	0.0%

Percent totals are based on the 35 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Suffield Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	50	38.0%	28.0%	8.0%	4.0%	8.0%	14.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	48	54.2%	20.8%	14.6%	0.0%	6.3%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	10	0.0%	0.0%	20.0%	0.0%	10.0%	70.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	19	21.1%	0.0%	0.0%	0.0%	0.0%	78.9%	±
5. My child is accepted within the school community.	48	54.2%	27.1%	6.3%	6.3%	2.1%	4.2%	±
6. My child's IEP is meeting his or her educational needs.	48	39.6%	22.9%	12.5%	6.3%	2.1%	14.6%	2.1%
7. All special education services identified in my child's IEP have been provided.	49	46.9%	14.3%	14.3%	4.1%	4.1%	12.2%	4.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	49	49.0%	18.4%	16.3%	0.0%	2.0%	12.2%	2.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	49	49.0%	26.5%	8.2%	10.2%	0.0%	4.1%	2.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	44	43.2%	20.5%	13.6%	11.4%	6.8%	2.3%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	45	48.9%	20.0%	11.1%	2.2%	8.9%	8.9%	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.	50	54.0%	18.0%	10.0%	2.0%	6.0%	10.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	49	59.2%	20.4%	8.2%	0.0%	4.1%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	49	71.4%	14.3%	4.1%	4.1%	4.1%	2.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	50	44.0%	24.0%	12.0%	4.0%	2.0%	14.0%	±
16. My child's evaluation report is written in terms I understand.	49	46.9%	24.5%	12.2%	4.1%	2.0%	10.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	50	64.0%	14.0%	4.0%	16.0%	2.0%	0.0%	±

Table is continued on the next page.

Suffield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	50	48.0%	10.0%	16.0%	2.0%	10.0%	14.0%	±
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.	49	51.0%	12.2%	18.4%	4.1%	2.0%	12.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	48	75.0%	8.3%	8.3%	4.2%	0.0%	4.2%	±
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.	45	77.8%	6.7%	8.9%	4.4%	2.2%	0.0%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	45	84.4%	11.1%	0.0%	2.2%	0.0%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	39	74.4%	2.6%	12.8%	5.1%	0.0%	5.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	27	14.8%	0.0%	0.0%	3.7%	11.1%	70.4%	±
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).	27	37.0%	11.1%	3.7%	11.1%	14.8%	14.8%	7.4%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	62.5%	0.0%	12.5%	0.0%	12.5%	12.5%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	13	53.8%	15.4%	23.1%	0.0%	0.0%	7.7%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	8	50.0%	12.5%	0.0%	0.0%	0.0%	12.5%	25.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	8	12.5%	37.5%	12.5%	12.5%	12.5%	12.5%	±

Table is continued on the next page.

Suffield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	12	33.3%	8.3%	33.3%	8.3%	0.0%	16.7%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	6	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	9	22.2%	22.2%	0.0%	22.2%	0.0%	33.3%	±
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	14.7%	8.8%	5.9%	5.9%	2.9%	61.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31	9.7%	6.5%	0.0%	6.5%	9.7%	67.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	39	12.8%	7.7%	12.8%	0.0%	5.1%	41.0%	20.5%
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%	13.2%	5.3%	2.6%	36.8%	18.4%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	42	35.7%	19.0%	14.3%	7.1%	11.9%	11.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	41	39.0%	22.0%	12.2%	4.9%	9.8%	12.2%	±

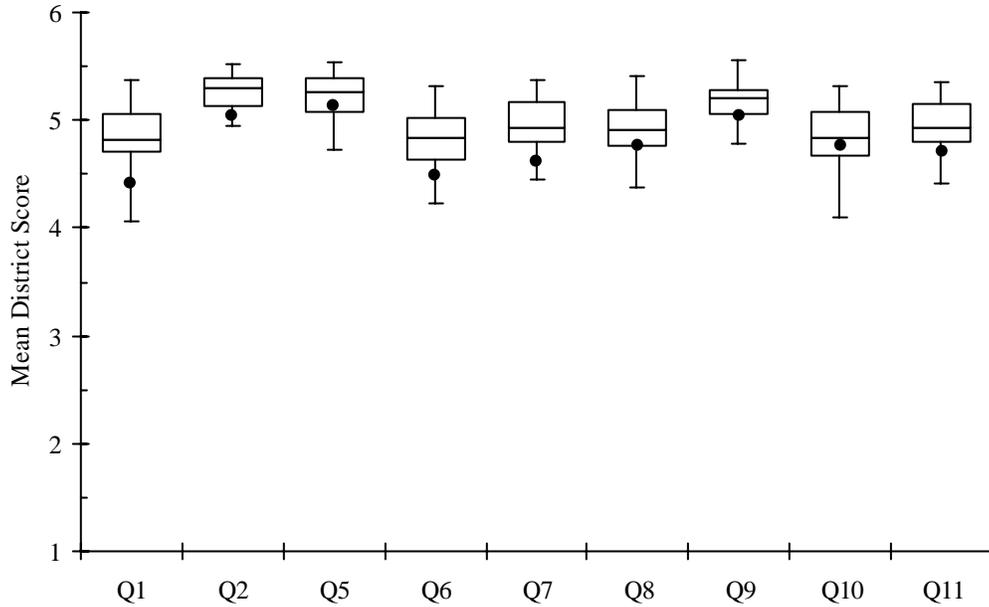
± Not a response option for this survey item.

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

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

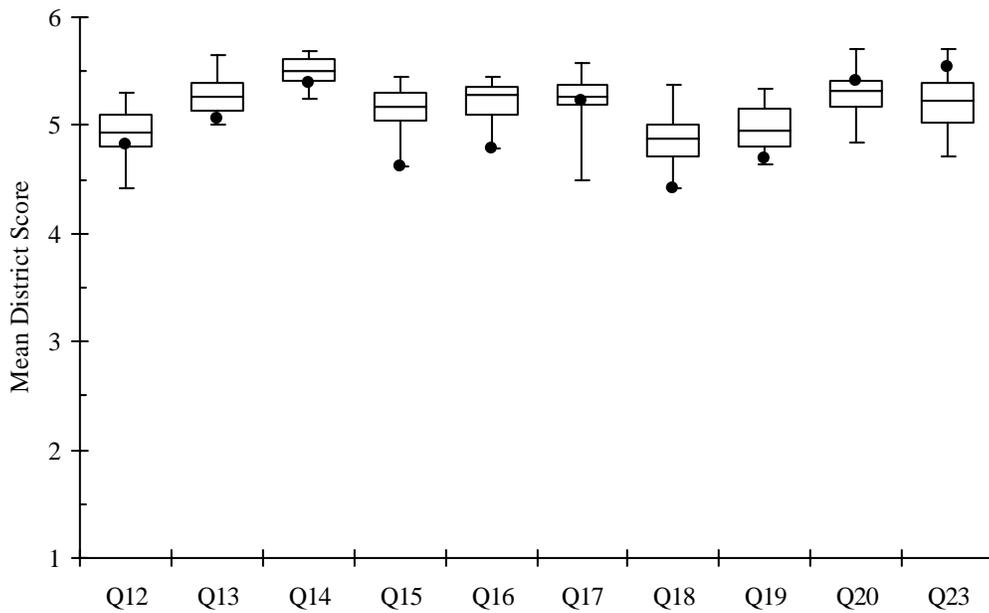
Suffield Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

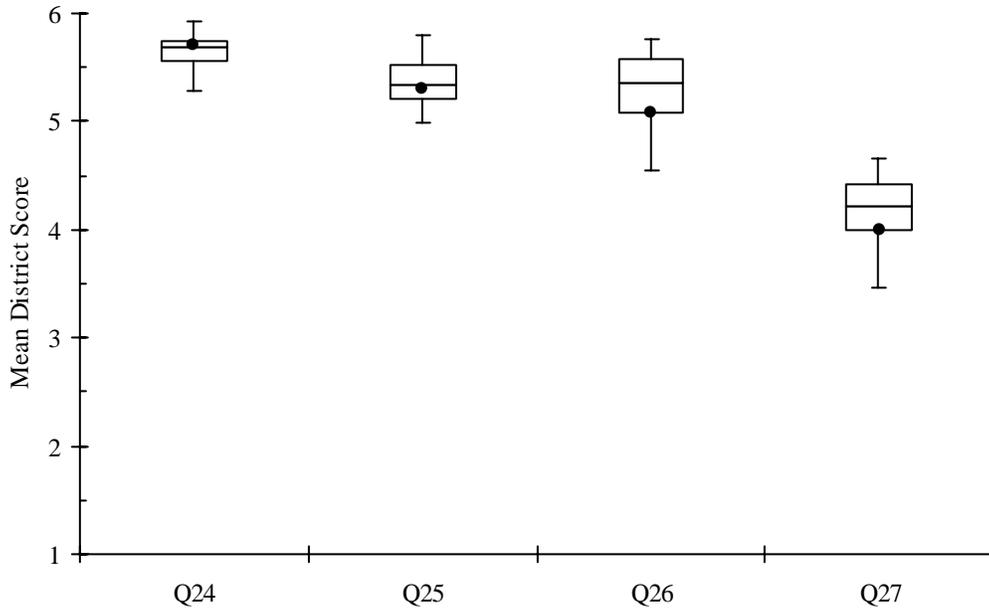
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

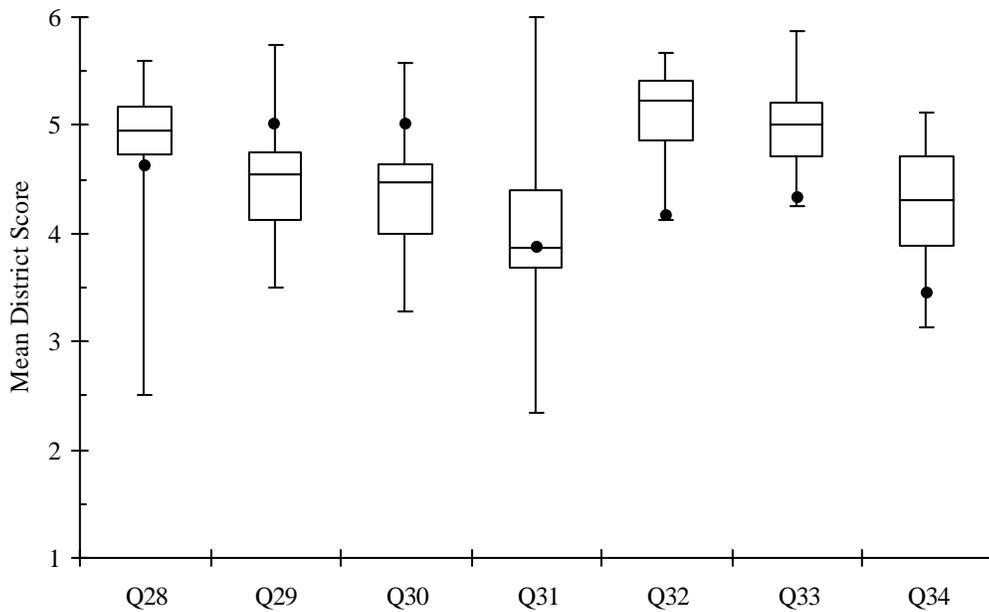
Suffield Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

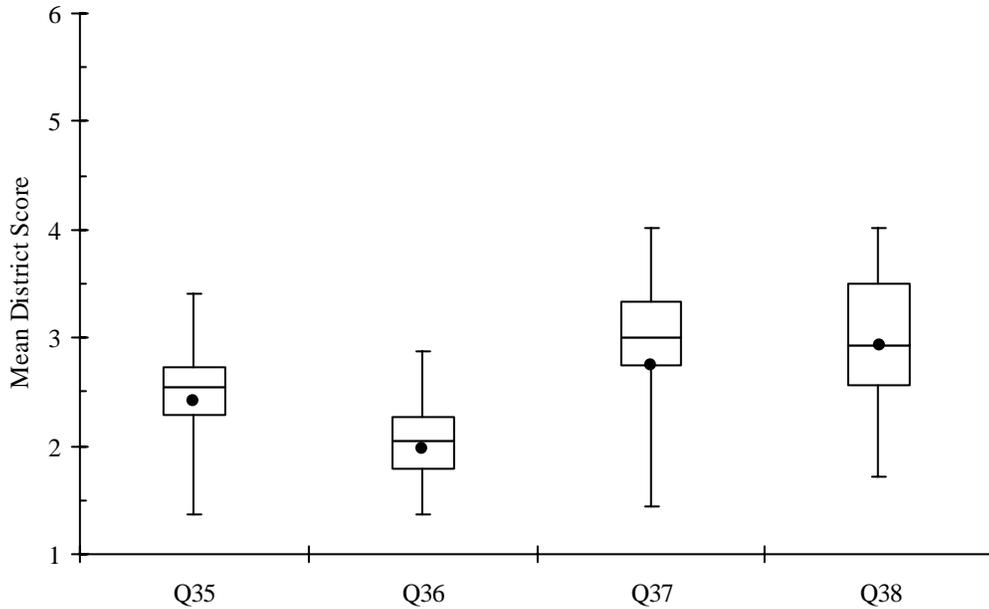
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

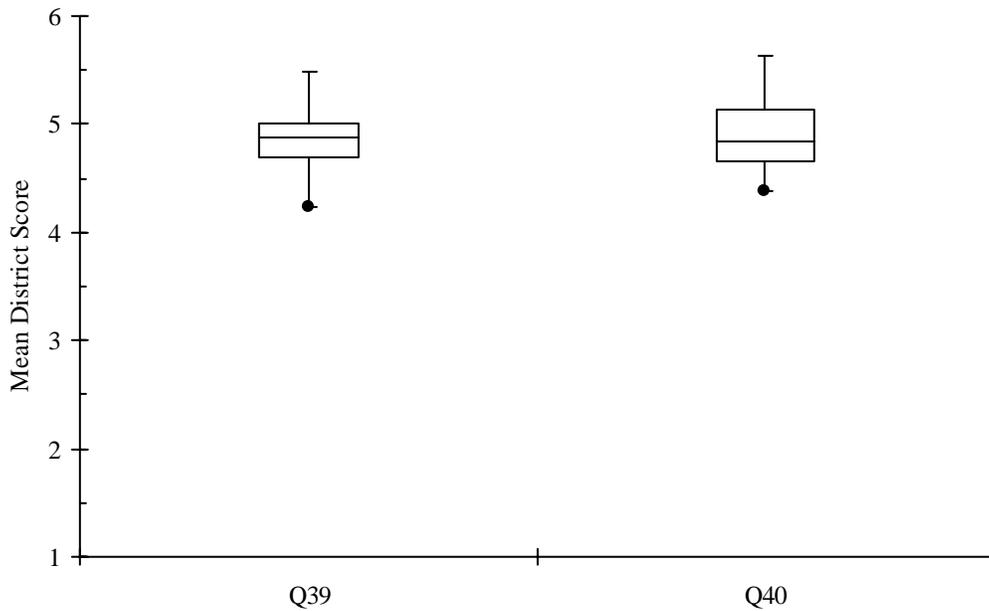
Suffield Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Suffield Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	6	18.8%
Pleased with Staff	6	18.8%
Pleased with Communication and Parent Support	1	3.1%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	2	6.3%
Change in Satisfaction	3	9.4%
Dissatisfied Previously, Now Satisfied	3	9.4%
Satisfied Previously, Now Dissatisfied	1	3.1%
Problems with Program	10	31.3%
Problems with Staff	3	9.4%
Problems with Communication and Parent Support	7	21.9%
Problems with Services	7	21.9%
Need for Additional Activities/Services	3	9.4%
Needs of Specific Disability Not Met	2	6.3%
Instructional and Curricular Concerns	6	18.8%
Dissatisfied with Transition	1	3.1%
Concerns with Child's Progress or Future	2	6.3%
Other Comments or Concerns	1	3.1%

Percent totals are based on the 32 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Thompson Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	36	27.8%	36.1%	5.6%	8.3%	11.1%	11.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	35	57.1%	25.7%	8.6%	2.9%	2.9%	2.9%	±
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).	15	13.3%	6.7%	6.7%	0.0%	0.0%	73.3%	±
5. My child is accepted within the school community.	36	58.3%	19.4%	11.1%	5.6%	5.6%	0.0%	±
6. My child's IEP is meeting his or her educational needs.	36	36.1%	33.3%	11.1%	2.8%	8.3%	8.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	36	41.7%	25.0%	11.1%	5.6%	13.9%	2.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	36	41.7%	30.6%	13.9%	8.3%	2.8%	2.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	36	44.4%	30.6%	13.9%	8.3%	2.8%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	33	39.4%	30.3%	15.2%	3.0%	6.1%	3.0%	3.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	33	42.4%	39.4%	12.1%	3.0%	3.0%	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.	35	42.9%	40.0%	2.9%	11.4%	2.9%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	35	45.7%	31.4%	5.7%	11.4%	5.7%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	35	48.6%	40.0%	5.7%	5.7%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	36	41.7%	44.4%	11.1%	0.0%	0.0%	2.8%	±
16. My child's evaluation report is written in terms I understand.	34	29.4%	52.9%	8.8%	8.8%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	35	42.9%	28.6%	8.6%	11.4%	5.7%	2.9%	±

Table is continued on the next page.

Thompson Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	36	25.0%	38.9%	16.7%	8.3%	8.3%	2.8%	±
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.	36	36.1%	38.9%	11.1%	8.3%	2.8%	2.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	35	62.9%	20.0%	5.7%	2.9%	0.0%	8.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	33	48.5%	24.2%	9.1%	3.0%	0.0%	12.1%	3.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	34	64.7%	29.4%	0.0%	0.0%	2.9%	2.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	33	60.6%	33.3%	0.0%	0.0%	3.0%	3.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	20	0.0%	10.0%	5.0%	5.0%	0.0%	80.0%	±
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).	19	21.1%	26.3%	5.3%	15.8%	10.5%	15.8%	5.3%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	13	38.5%	23.1%	23.1%	15.4%	0.0%	0.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	8	50.0%	12.5%	25.0%	0.0%	0.0%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	6	33.3%	33.3%	0.0%	0.0%	0.0%	16.7%	16.7%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Thompson Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	12	58.3%	25.0%	8.3%	0.0%	0.0%	8.3%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	±±	-	-	-	-	-	-	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	10	40.0%	30.0%	10.0%	0.0%	10.0%	10.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	24	37.5%	8.3%	4.2%	4.2%	0.0%	45.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24	16.7%	8.3%	8.3%	12.5%	8.3%	45.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	28	7.1%	21.4%	14.3%	7.1%	3.6%	25.0%	21.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	29	17.2%	10.3%	13.8%	6.9%	6.9%	17.2%	27.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	31	41.9%	29.0%	16.1%	6.5%	0.0%	6.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	31	41.9%	29.0%	12.9%	9.7%	0.0%	6.5%	±

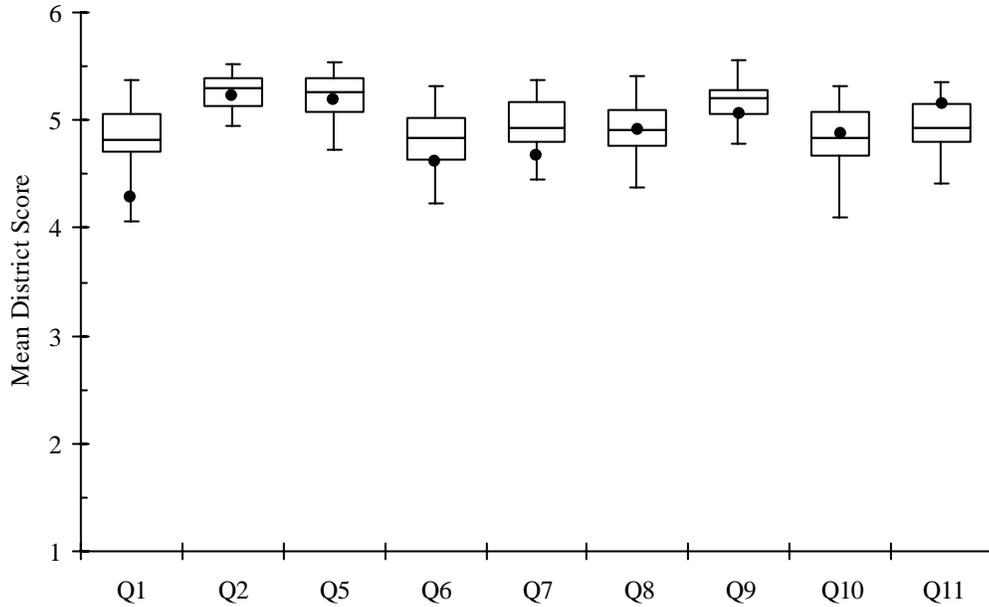
± Not a response option for this survey item.

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

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

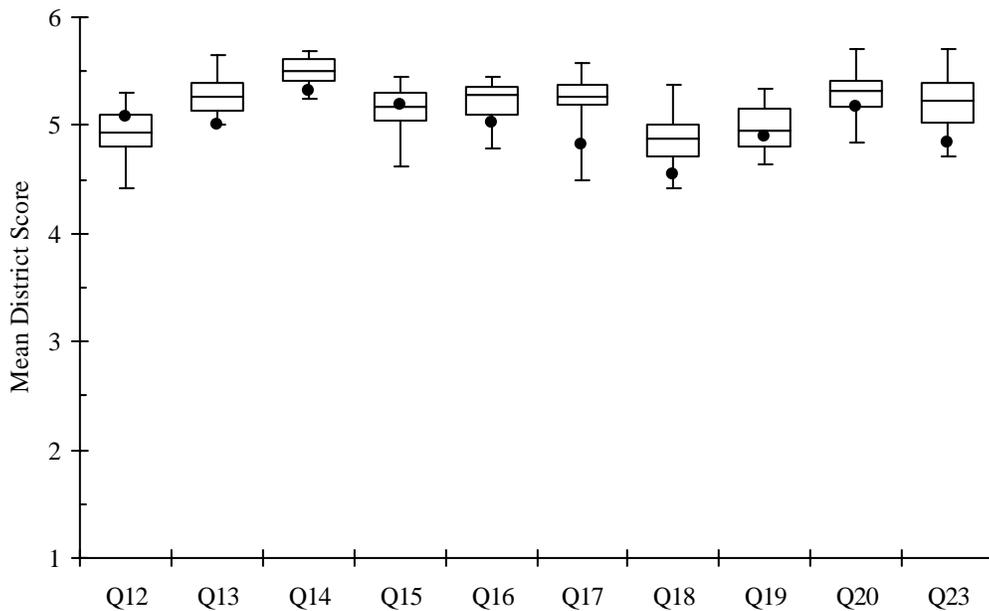
Thompson Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

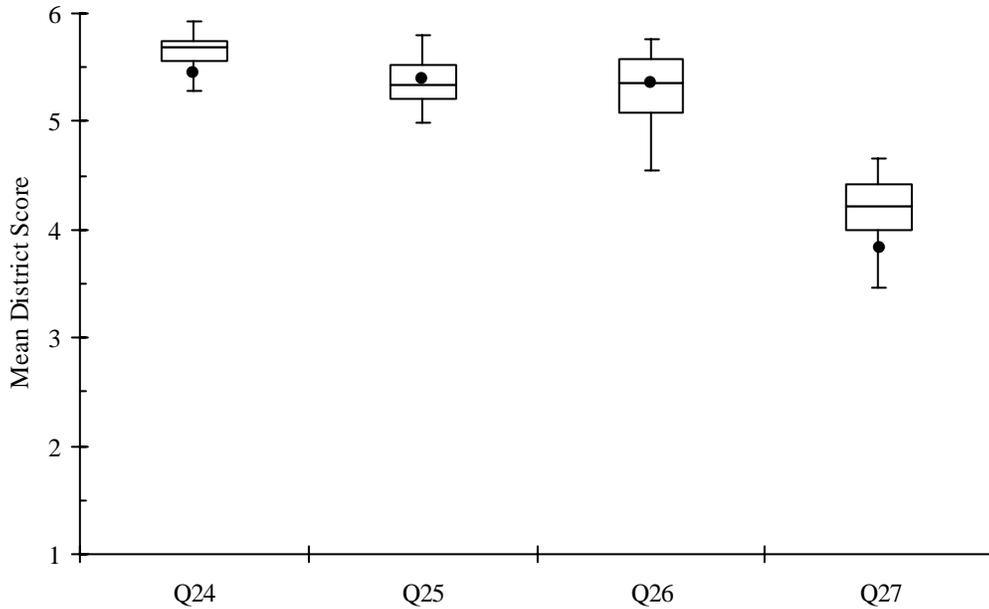
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

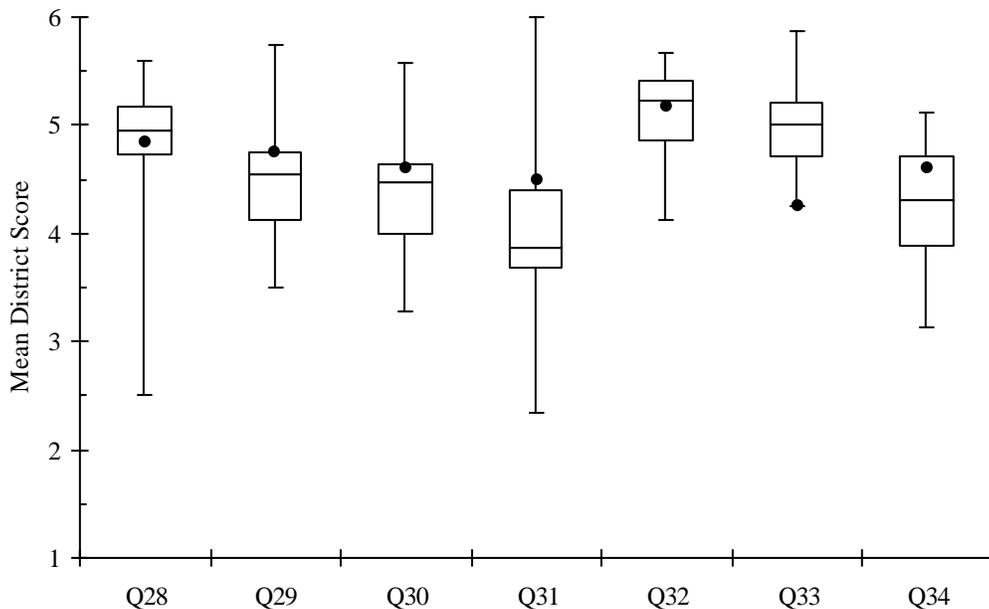
Thompson Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

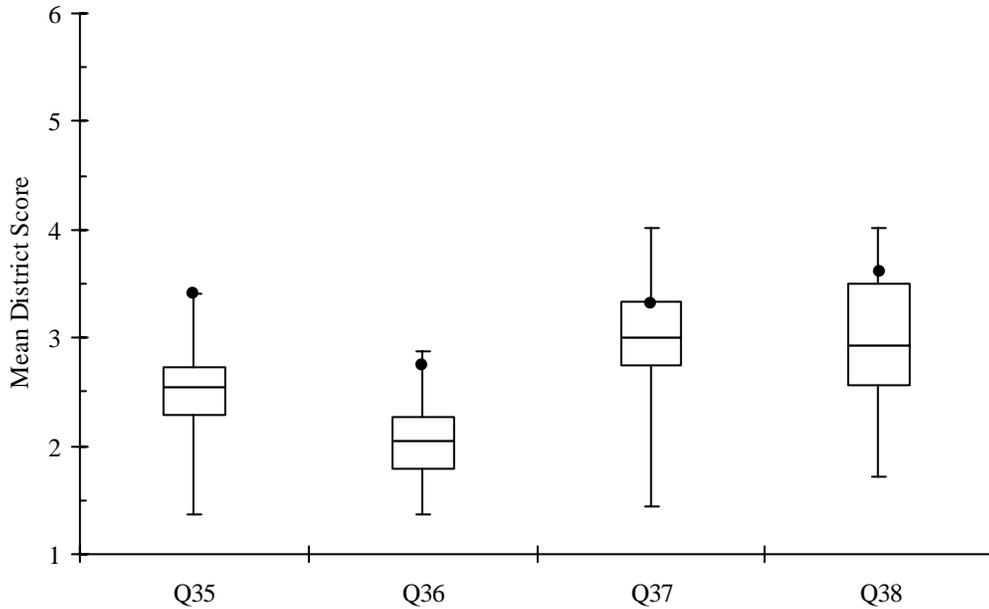
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

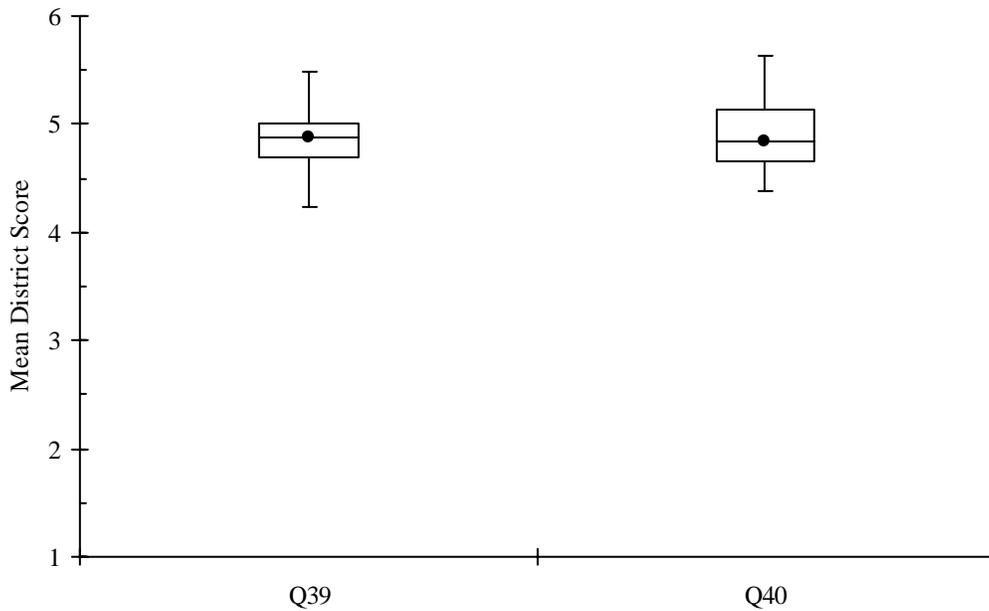
Thompson Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Thompson Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	2	15.4%
Pleased with Staff	0	0.0%
Pleased with Communication and Parent Support	1	7.7%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	0	0.0%
Change in Satisfaction	3	23.1%
Dissatisfied Previously, Now Satisfied	3	23.1%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	6	46.2%
Problems with Staff	2	15.4%
Problems with Communication and Parent Support	4	30.8%
Problems with Services	2	15.4%
Need for Additional Activities/Services	0	0.0%
Needs of Specific Disability Not Met	1	7.7%
Instructional and Curricular Concerns	2	15.4%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	1	7.7%
Other Comments or Concerns	1	7.7%

Percent totals are based on the 13 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

West Harford Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	179	41.3%	31.3%	14.0%	1.7%	5.6%	6.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	179	53.6%	30.2%	9.5%	2.2%	3.4%	1.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	43	14.0%	11.6%	9.3%	4.7%	7.0%	53.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	76	10.5%	6.6%	2.6%	1.3%	0.0%	78.9%	±
5. My child is accepted within the school community.	176	53.4%	26.7%	9.7%	5.7%	4.0%	0.6%	±
6. My child's IEP is meeting his or her educational needs.	179	35.8%	30.2%	12.8%	10.1%	3.9%	6.1%	1.1%
7. All special education services identified in my child's IEP have been provided.	180	41.1%	31.1%	10.6%	7.8%	3.9%	5.0%	0.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	179	41.9%	33.0%	11.7%	2.8%	5.6%	5.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	174	49.4%	28.7%	12.1%	4.0%	2.9%	2.3%	0.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	167	35.3%	30.5%	14.4%	7.2%	3.6%	7.2%	1.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	168	39.3%	31.5%	10.7%	4.8%	4.8%	6.0%	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.	177	41.2%	27.1%	15.8%	4.5%	4.5%	6.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	180	52.8%	24.4%	14.4%	2.8%	3.3%	2.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	180	61.1%	25.0%	10.0%	1.1%	1.1%	1.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	177	45.2%	32.2%	12.4%	3.4%	4.0%	2.8%	±
16. My child's evaluation report is written in terms I understand.	179	46.9%	29.6%	14.5%	3.4%	2.2%	3.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	180	52.8%	25.0%	10.6%	6.1%	1.7%	3.9%	±

Table is continued on the next page.

West Hartford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	173	43.9%	24.3%	13.3%	7.5%	5.2%	5.8%	±
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.	177	41.8%	29.4%	10.7%	9.6%	4.5%	4.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	174	54.0%	24.7%	7.5%	3.4%	2.9%	7.5%	±
21. If necessary, a translator was provided at the PPT meetings.	20	55.0%	15.0%	10.0%	0.0%	5.0%	15.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	18	44.4%	27.8%	16.7%	0.0%	0.0%	11.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	143	64.3%	14.7%	5.6%	2.8%	2.1%	7.0%	3.5%
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, sports events).	172	79.1%	11.0%	2.9%	2.3%	1.7%	2.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	155	73.5%	11.0%	4.5%	1.9%	1.3%	7.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	112	7.1%	0.0%	4.5%	3.6%	7.1%	77.7%	±
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).	81	33.3%	13.6%	1.2%	9.9%	2.5%	21.0%	18.5%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to	35	57.1%	22.9%	2.9%	2.9%	5.7%	8.6%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	72	34.7%	33.3%	9.7%	4.2%	4.2%	13.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	49	20.4%	16.3%	8.2%	0.0%	6.1%	24.5%	24.5%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	25	36.0%	20.0%	28.0%	8.0%	4.0%	4.0%	±

Table is continued on the next page.

West Hartford Survey Response Table – continued

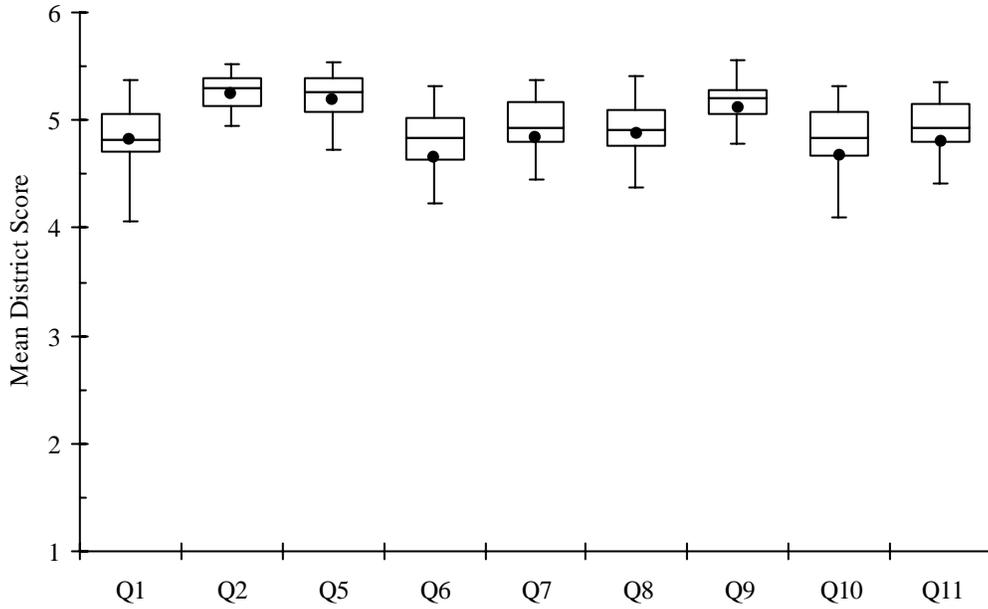
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	72	55.6%	20.8%	6.9%	8.3%	1.4%	6.9%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	32	43.8%	31.3%	15.6%	3.1%	0.0%	6.3%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	54	33.3%	24.1%	16.7%	3.7%	3.7%	18.5%	±
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.	113	24.8%	9.7%	7.1%	5.3%	7.1%	46.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	110	20.0%	9.1%	10.9%	5.5%	7.3%	47.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	154	24.0%	7.8%	11.7%	5.8%	6.5%	24.0%	20.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	147	25.2%	14.3%	12.9%	2.7%	4.8%	17.0%	23.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	166	48.2%	18.7%	18.1%	4.8%	4.8%	5.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	160	48.8%	22.5%	12.5%	5.0%	3.1%	8.1%	±

± Not a response option for this survey item.

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

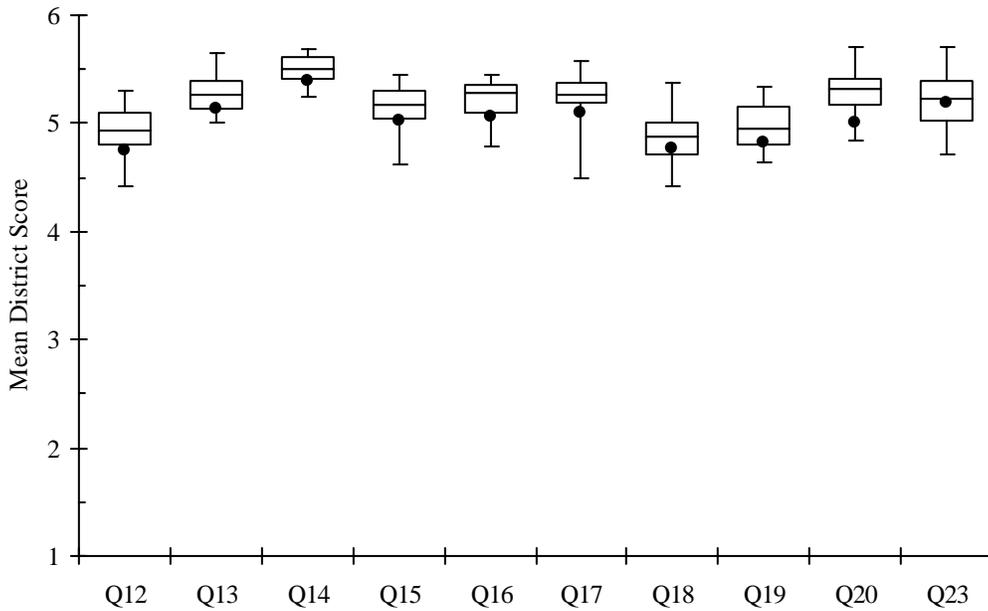
West Hartford Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

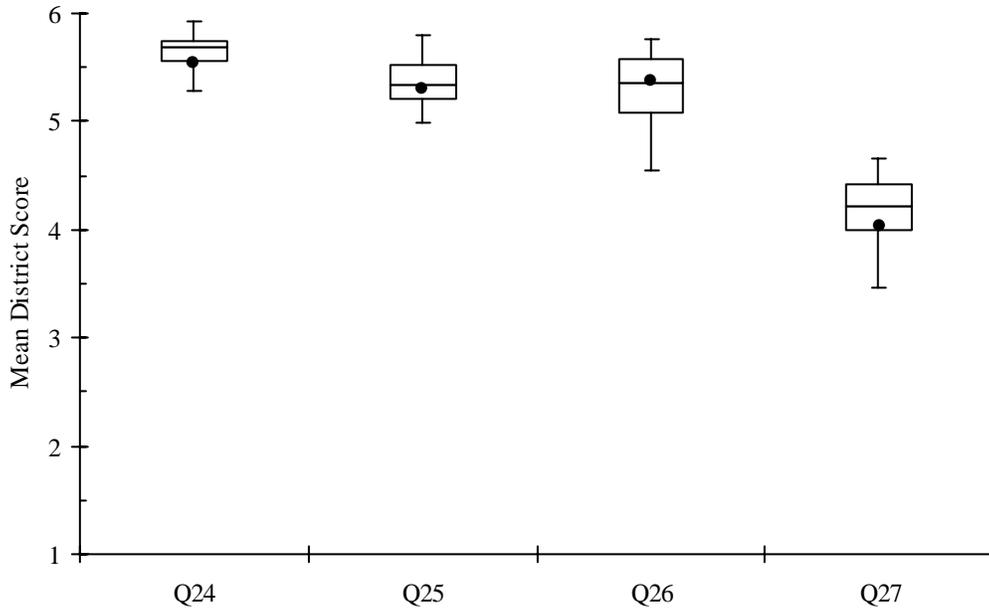
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

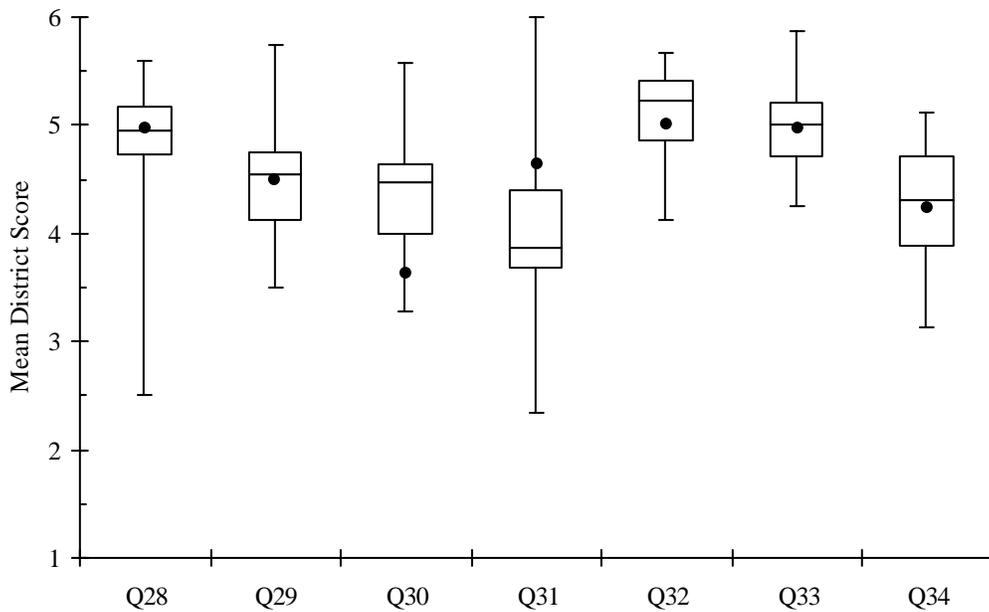
West Hartford Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

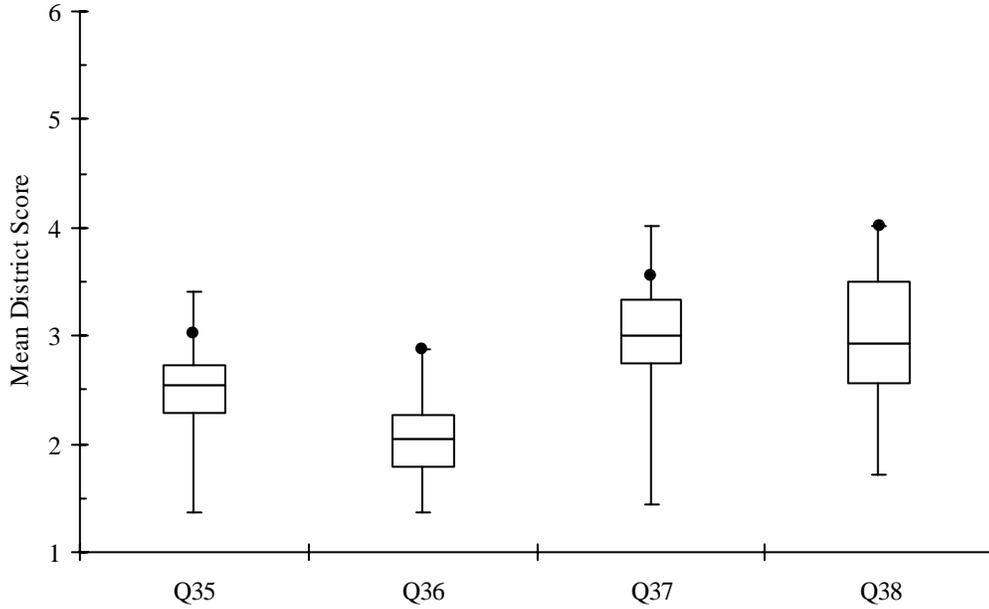
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

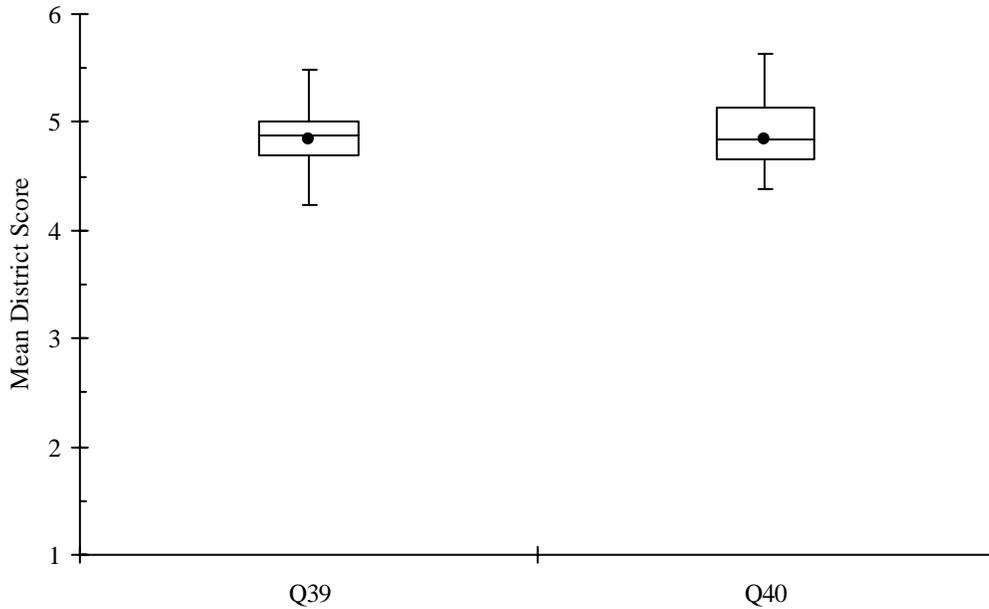
West Hartford Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

West Hartford Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	12	15.8%
Pleased with Staff	20	26.3%
Pleased with Communication and Parent Support	2	2.6%
Pleased with Transition Process and Staff	2	2.6%
Somewhat Satisfied	6	7.9%
Change in Satisfaction	5	6.6%
Dissatisfied Previously, Now Satisfied	4	5.3%
Satisfied Previously, Now Dissatisfied	1	1.3%
Problems with Program	23	30.3%
Problems with Staff	17	22.4%
Problems with Communication and Parent Support	14	18.4%
Problems with Services	13	17.1%
Need for Additional Activities/Services	9	11.8%
Needs of Specific Disability Not Met	8	10.5%
Instructional and Curricular Concerns	14	18.4%
Dissatisfied with Transition	1	1.3%
Concerns with Child's Progress or Future	3	3.9%
Other Comments or Concerns	8	10.5%

Percent totals are based on the 76 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Winchester Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	44	43.2%	22.7%	11.4%	2.3%	11.4%	9.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	44	59.1%	25.0%	9.1%	2.3%	4.5%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	0.0%	9.1%	18.2%	9.1%	0.0%	63.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	0.0%	0.0%	0.0%	0.0%	5.9%	94.1%	±
5. My child is accepted within the school community.	41	70.7%	7.3%	2.4%	4.9%	9.8%	4.9%	±
6. My child's IEP is meeting his or her educational needs.	43	44.2%	32.6%	7.0%	0.0%	11.6%	4.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	43	51.2%	18.6%	9.3%	7.0%	7.0%	7.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	44	45.5%	15.9%	18.2%	2.3%	6.8%	11.4%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	42	52.4%	26.2%	11.9%	2.4%	4.8%	2.4%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	38	50.0%	21.1%	18.4%	5.3%	5.3%	0.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	41	46.3%	29.3%	9.8%	2.4%	9.8%	2.4%	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.	44	50.0%	36.4%	2.3%	4.5%	2.3%	4.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	44	65.9%	18.2%	9.1%	2.3%	0.0%	4.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	44	65.9%	22.7%	6.8%	0.0%	2.3%	2.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	44	54.5%	36.4%	2.3%	2.3%	0.0%	4.5%	±
16. My child's evaluation report is written in terms I understand.	44	63.6%	27.3%	2.3%	0.0%	2.3%	4.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	44	63.6%	18.2%	9.1%	2.3%	2.3%	4.5%	±

Table is continued on the next page.

Winchester Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	43	48.8%	18.6%	11.6%	7.0%	2.3%	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.	42	50.0%	23.8%	16.7%	2.4%	2.4%	4.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	44	72.7%	6.8%	13.6%	2.3%	4.5%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	8	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	34	61.8%	14.7%	2.9%	2.9%	5.9%	0.0%	11.8%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	42	83.3%	9.5%	7.1%	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.	40	72.5%	7.5%	5.0%	5.0%	0.0%	10.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	24	4.2%	4.2%	12.5%	8.3%	4.2%	66.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	28	46.4%	7.1%	7.1%	3.6%	3.6%	17.9%	14.3%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	10	60.0%	10.0%	10.0%	10.0%	0.0%	10.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	10	40.0%	0.0%	0.0%	20.0%	10.0%	30.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	9	33.3%	11.1%	0.0%	0.0%	11.1%	33.3%	11.1%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Winchester Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	15	46.7%	0.0%	20.0%	6.7%	6.7%	20.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	8	50.0%	12.5%	25.0%	0.0%	0.0%	12.5%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	9	55.6%	11.1%	22.2%	0.0%	0.0%	11.1%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	22	4.5%	18.2%	4.5%	4.5%	4.5%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	22	4.5%	4.5%	9.1%	18.2%	0.0%	63.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	33	6.1%	18.2%	9.1%	6.1%	3.0%	30.3%	27.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	33	3.0%	15.2%	6.1%	6.1%	6.1%	33.3%	30.3%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	39	48.7%	17.9%	12.8%	5.1%	5.1%	10.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	39	51.3%	20.5%	7.7%	0.0%	5.1%	15.4%	±

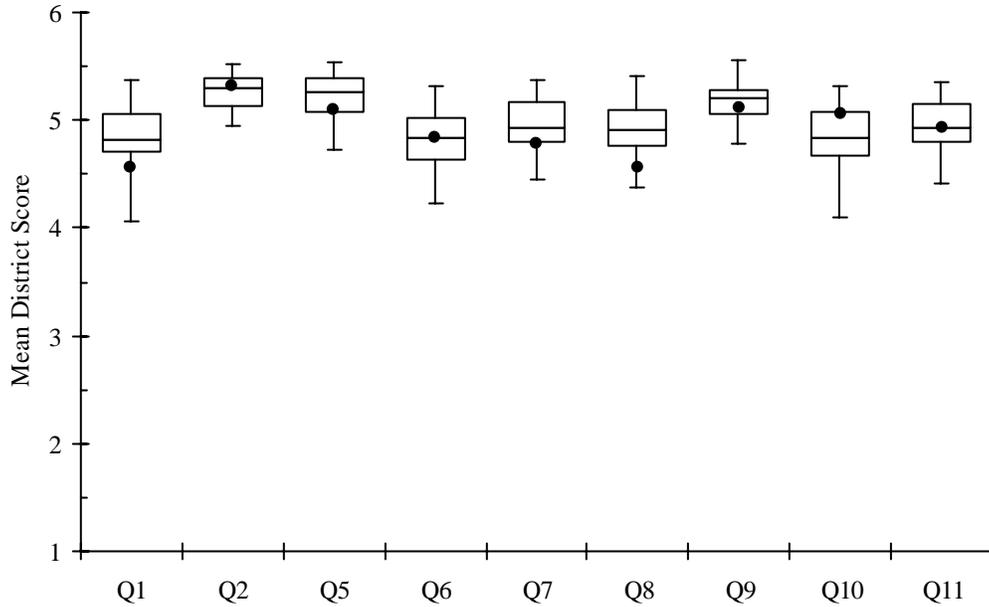
± Not a response option for this survey item.

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

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

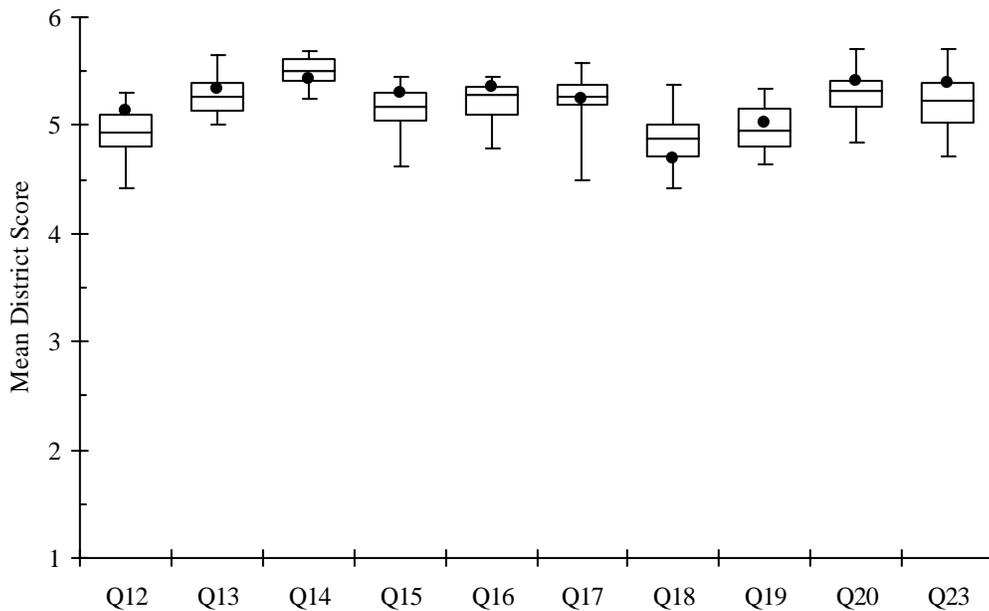
Winchester Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

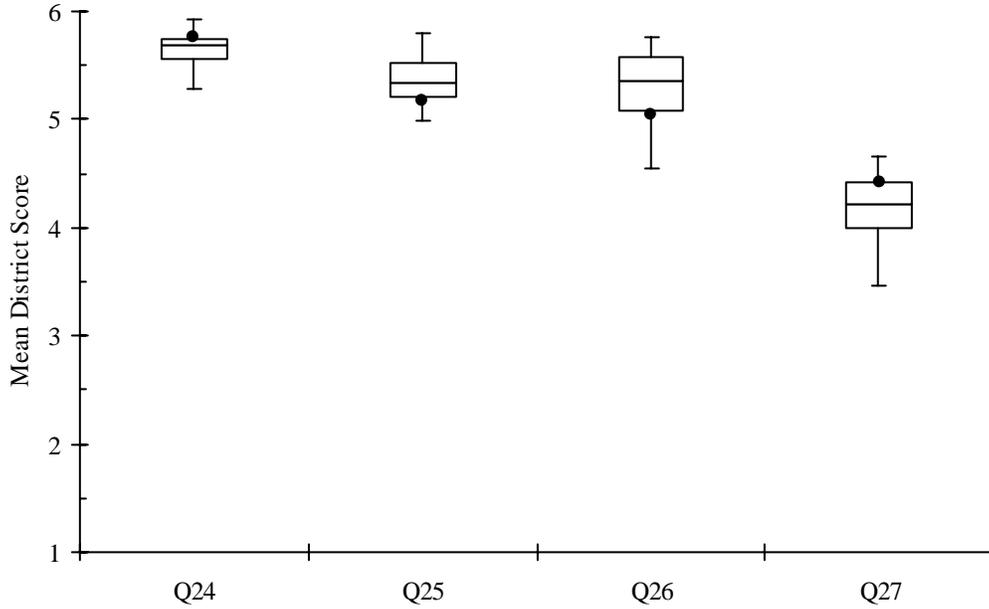
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

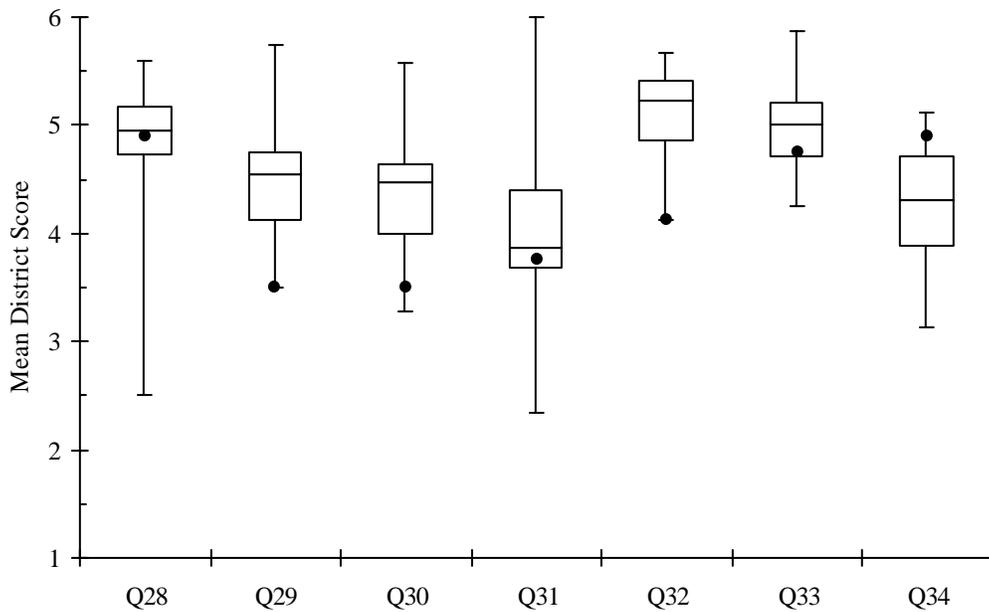
Winchester Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

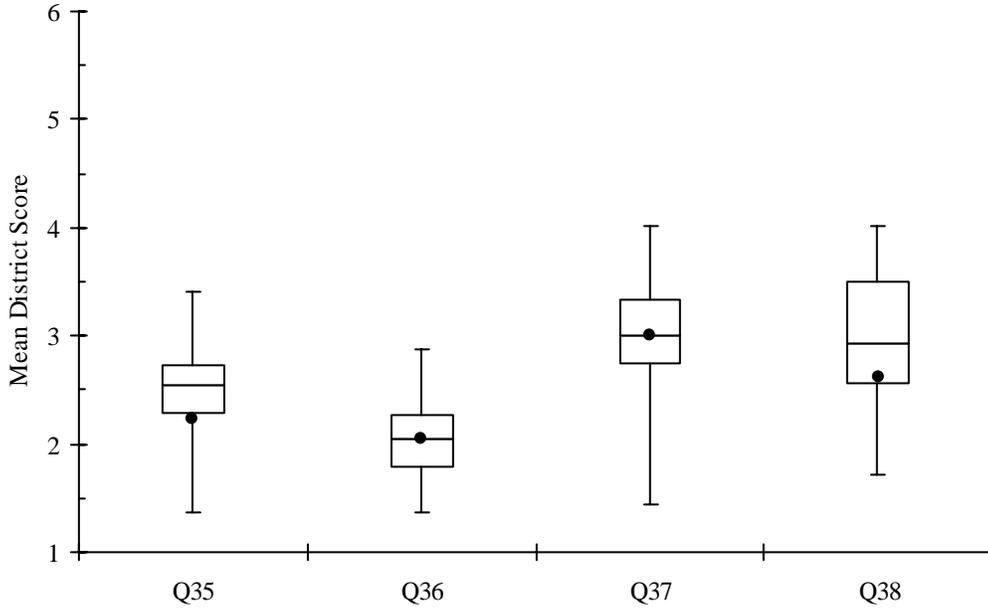
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

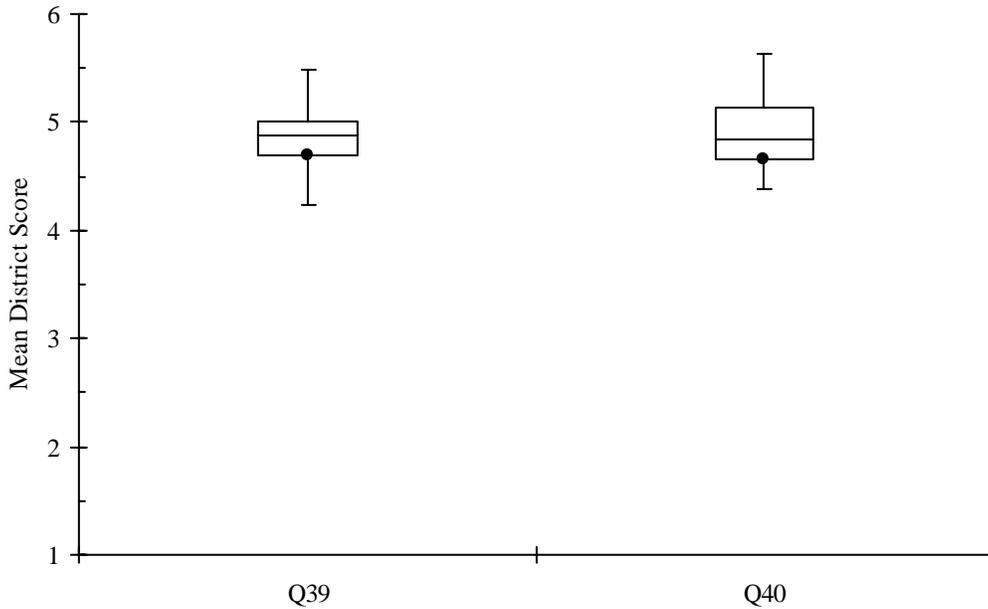
Winchester Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Winchester Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	4	16.7%
Pleased with Staff	3	12.5%
Pleased with Communication and Parent Support	1	4.2%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	4	16.7%
Change in Satisfaction	2	8.3%
Dissatisfied Previously, Now Satisfied	2	8.3%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	3	12.5%
Problems with Staff	6	25.0%
Problems with Communication and Parent Support	4	16.7%
Problems with Services	11	45.8%
Need for Additional Activities/Services	1	4.2%
Needs of Specific Disability Not Met	4	16.7%
Instructional and Curricular Concerns	2	8.3%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	2	8.3%
Other Comments or Concerns	2	8.3%

Percent totals are based on the 24 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Windham Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	72	51.4%	29.2%	11.1%	2.8%	1.4%	4.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	71	66.2%	21.1%	5.6%	2.8%	2.8%	1.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	28	28.6%	25.0%	10.7%	10.7%	0.0%	25.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	32	37.5%	9.4%	9.4%	6.3%	12.5%	25.0%	±
5. My child is accepted within the school community.	69	69.6%	18.8%	7.2%	0.0%	1.4%	2.9%	±
6. My child's IEP is meeting his or her educational needs.	72	55.6%	27.8%	8.3%	2.8%	0.0%	5.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	72	52.8%	26.4%	11.1%	2.8%	0.0%	5.6%	1.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	72	62.5%	19.4%	8.3%	1.4%	4.2%	4.2%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	72	58.3%	25.0%	6.9%	5.6%	1.4%	2.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	69	55.1%	30.4%	7.2%	2.9%	0.0%	4.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	69	58.0%	27.5%	4.3%	4.3%	1.4%	4.3%	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.	70	58.6%	27.1%	8.6%	0.0%	2.9%	2.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	72	76.4%	15.3%	6.9%	0.0%	1.4%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	72	69.4%	22.2%	5.6%	1.4%	0.0%	1.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	70	67.1%	20.0%	8.6%	1.4%	0.0%	2.9%	±
16. My child's evaluation report is written in terms I understand.	72	54.2%	30.6%	9.7%	2.8%	0.0%	2.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	71	73.2%	14.1%	5.6%	1.4%	4.2%	1.4%	±

Table is continued on the next page.

Windham Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	68	58.8%	26.5%	11.8%	0.0%	1.5%	1.5%	±
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.	69	56.5%	23.2%	15.9%	0.0%	2.9%	1.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	70	64.3%	24.3%	2.9%	0.0%	2.9%	5.7%	±
21. If necessary, a translator was provided at the PPT meetings.	32	84.4%	9.4%	3.1%	0.0%	0.0%	3.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	28	75.0%	14.3%	7.1%	0.0%	0.0%	3.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	64	53.1%	18.8%	7.8%	1.6%	1.6%	6.3%	10.9%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	67	73.1%	19.4%	3.0%	1.5%	1.5%	1.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	60	63.3%	18.3%	3.3%	8.3%	0.0%	6.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	35	17.1%	5.7%	8.6%	2.9%	5.7%	60.0%	±
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).	54	42.6%	13.0%	7.4%	0.0%	3.7%	13.0%	20.4%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	18	55.6%	16.7%	16.7%	0.0%	0.0%	11.1%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	20	80.0%	15.0%	5.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	17	58.8%	11.8%	5.9%	0.0%	5.9%	0.0%	17.6%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Windham Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	27	66.7%	14.8%	7.4%	3.7%	0.0%	7.4%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	10	60.0%	20.0%	0.0%	0.0%	10.0%	10.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	12	66.7%	0.0%	16.7%	8.3%	8.3%	0.0%	±
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.	46	21.7%	13.0%	8.7%	4.3%	15.2%	37.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	46	19.6%	6.5%	8.7%	4.3%	17.4%	43.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	57	14.0%	14.0%	8.8%	0.0%	10.5%	26.3%	26.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	58	24.1%	8.6%	8.6%	1.7%	8.6%	17.2%	31.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	58	50.0%	25.9%	13.8%	0.0%	1.7%	8.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	55	43.6%	27.3%	9.1%	1.8%	3.6%	14.5%	±

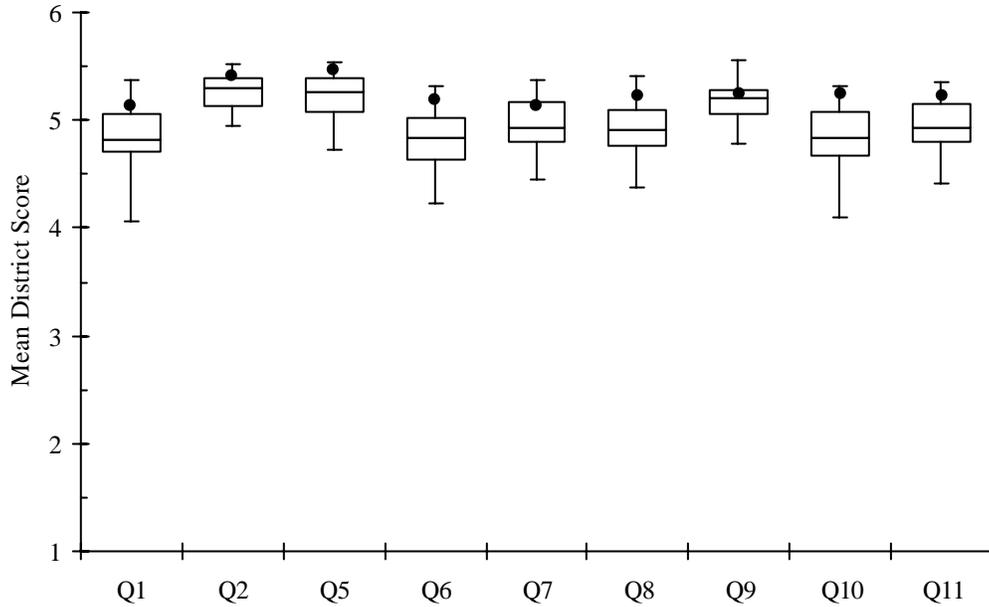
± Not a response option for this survey item.

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

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

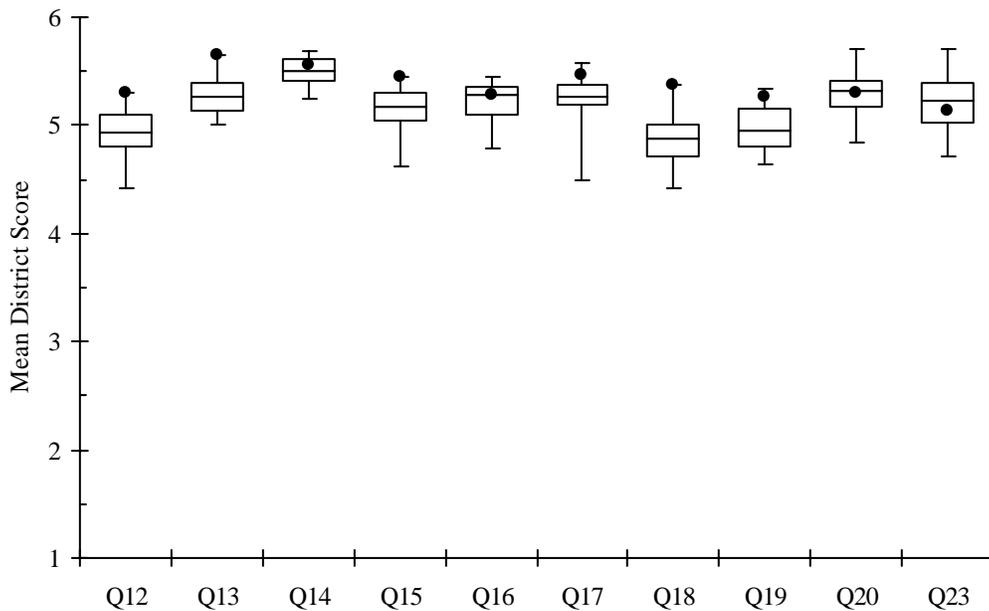
Windham Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

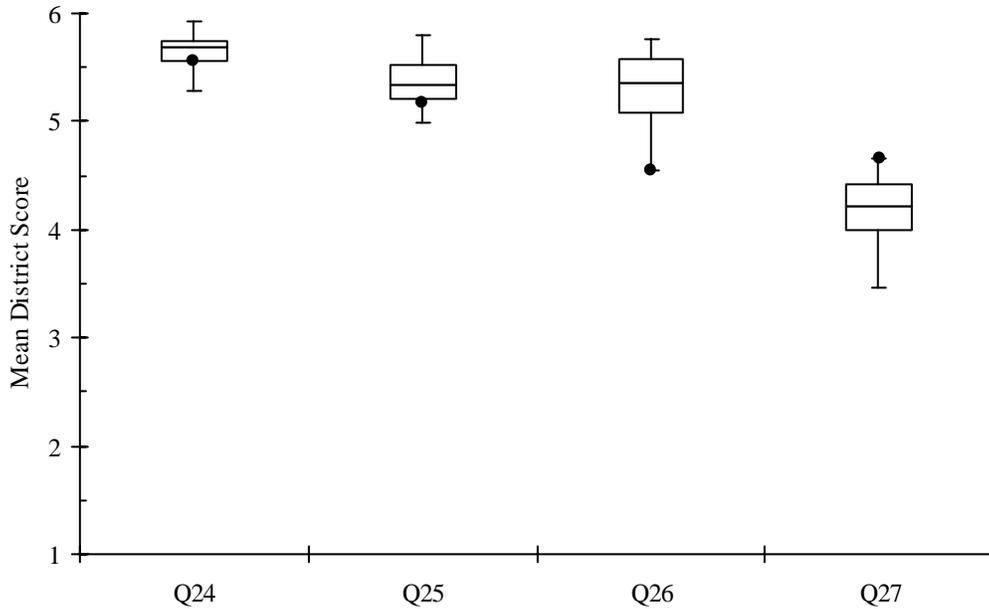
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

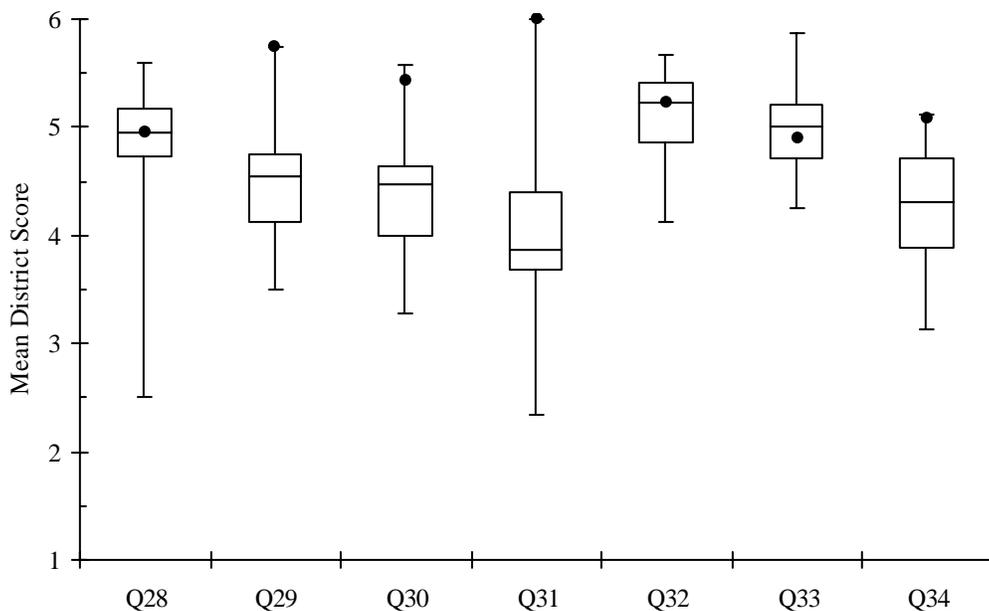
Windham Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

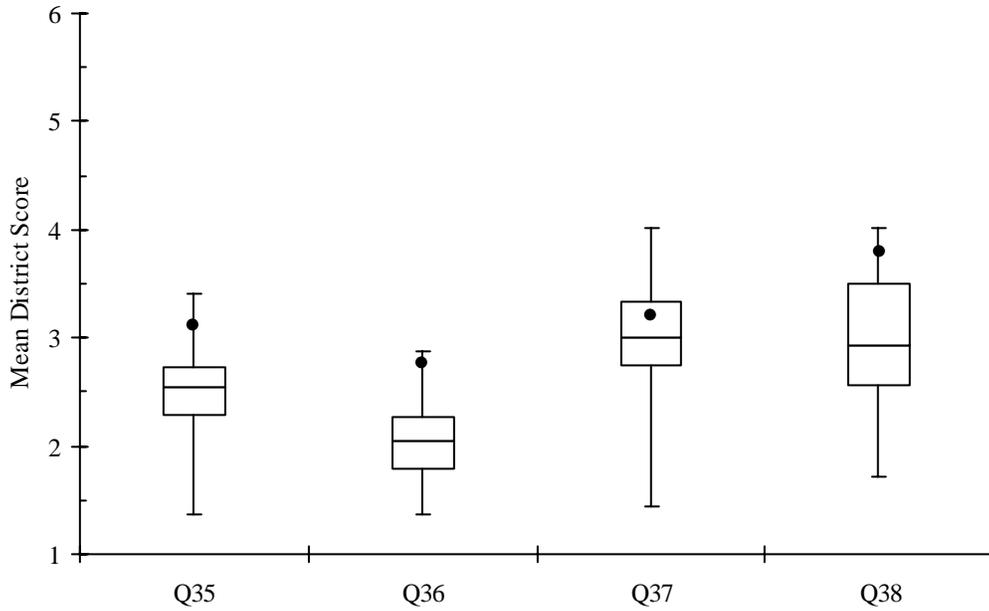
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

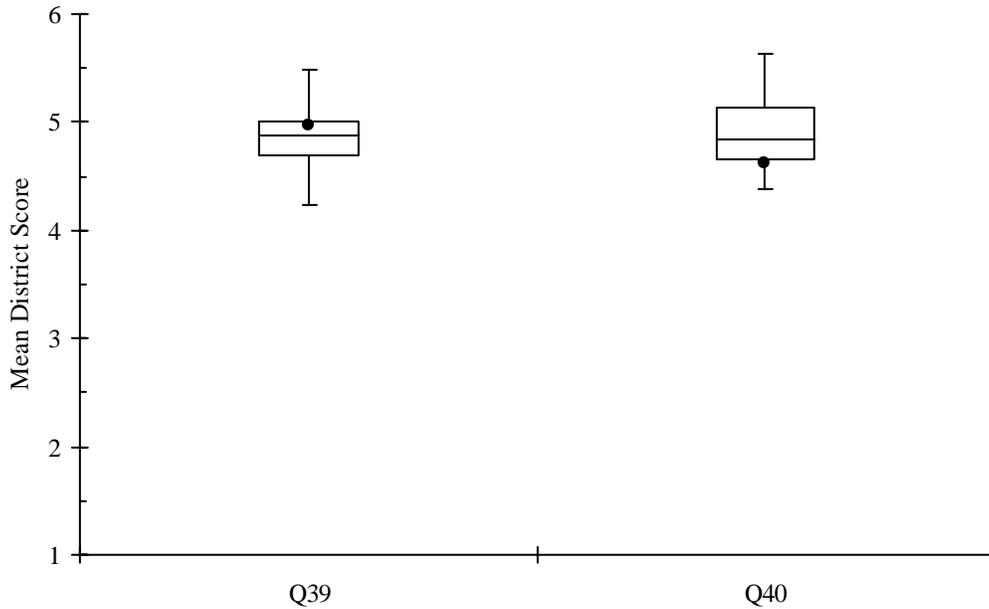
Windham Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Windham Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	6	26.1%
Pleased with Staff	7	30.4%
Pleased with Communication and Parent Support	2	8.7%
Pleased with Transition Process and Staff	1	4.3%
Somewhat Satisfied	3	13.0%
Change in Satisfaction	1	4.3%
Dissatisfied Previously, Now Satisfied	1	4.3%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	3	13.0%
Problems with Staff	2	8.7%
Problems with Communication and Parent Support	2	8.7%
Problems with Services	4	17.4%
Need for Additional Activities/Services	1	4.3%
Needs of Specific Disability Not Met	3	13.0%
Instructional and Curricular Concerns	3	13.0%
Dissatisfied with Transition	1	4.3%
Concerns with Child's Progress or Future	1	4.3%
Other Comments or Concerns	1	4.3%

Percent totals are based on the 23 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Regional School District 05 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	74	41.9%	31.1%	5.4%	6.8%	5.4%	9.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	74	48.6%	23.0%	10.8%	9.5%	8.1%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	16	25.0%	0.0%	12.5%	0.0%	6.3%	56.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	30	10.0%	3.3%	0.0%	0.0%	0.0%	86.7%	±
5. My child is accepted within the school community.	73	50.7%	26.0%	9.6%	5.5%	4.1%	4.1%	±
6. My child's IEP is meeting his or her educational needs.	74	37.8%	27.0%	10.8%	4.1%	8.1%	12.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	74	39.2%	20.3%	14.9%	5.4%	8.1%	10.8%	1.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	75	45.3%	22.7%	12.0%	2.7%	6.7%	10.7%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	73	45.2%	35.6%	9.6%	4.1%	0.0%	5.5%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	70	34.3%	21.4%	15.7%	8.6%	7.1%	10.0%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	70	37.1%	20.0%	14.3%	11.4%	4.3%	11.4%	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.	75	34.7%	18.7%	25.3%	5.3%	6.7%	9.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	75	57.3%	20.0%	9.3%	5.3%	2.7%	5.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	73	67.1%	24.7%	5.5%	2.7%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	75	53.3%	26.7%	10.7%	2.7%	4.0%	2.7%	±
16. My child's evaluation report is written in terms I understand.	74	54.1%	21.6%	14.9%	4.1%	0.0%	5.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	73	61.6%	16.4%	9.6%	5.5%	1.4%	5.5%	±

Table is continued on the next page.

Regional School District 05 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	75	34.7%	33.3%	16.0%	4.0%	5.3%	6.7%	±
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.	75	44.0%	20.0%	17.3%	10.7%	0.0%	8.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	75	70.7%	14.7%	5.3%	2.7%	1.3%	5.3%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	67	65.7%	11.9%	3.0%	3.0%	6.0%	9.0%	1.5%
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, sports events).	71	85.9%	7.0%	5.6%	0.0%	1.4%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	72	80.6%	9.7%	4.2%	0.0%	1.4%	4.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	50	12.0%	2.0%	0.0%	0.0%	8.0%	78.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	43	44.2%	7.0%	9.3%	7.0%	9.3%	16.3%	7.0%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	26	26.9%	26.9%	7.7%	11.5%	7.7%	19.2%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	18	33.3%	11.1%	16.7%	5.6%	0.0%	22.2%	11.1%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	23	21.7%	21.7%	21.7%	0.0%	13.0%	21.7%	±

Table is continued on the next page.

Regional School District 05 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	51	76.5%	13.7%	7.8%	2.0%	0.0%	0.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	32	62.5%	15.6%	3.1%	9.4%	6.3%	3.1%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	45	40.0%	20.0%	15.6%	6.7%	6.7%	11.1%	±
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.	44	18.2%	9.1%	4.5%	4.5%	0.0%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	17.1%	9.8%	2.4%	2.4%	4.9%	63.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	55	7.3%	12.7%	10.9%	5.5%	1.8%	38.2%	23.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	53	17.0%	18.9%	7.5%	1.9%	1.9%	28.3%	24.5%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	70	42.9%	24.3%	17.1%	5.7%	7.1%	2.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	71	50.7%	28.2%	9.9%	2.8%	7.0%	1.4%	±

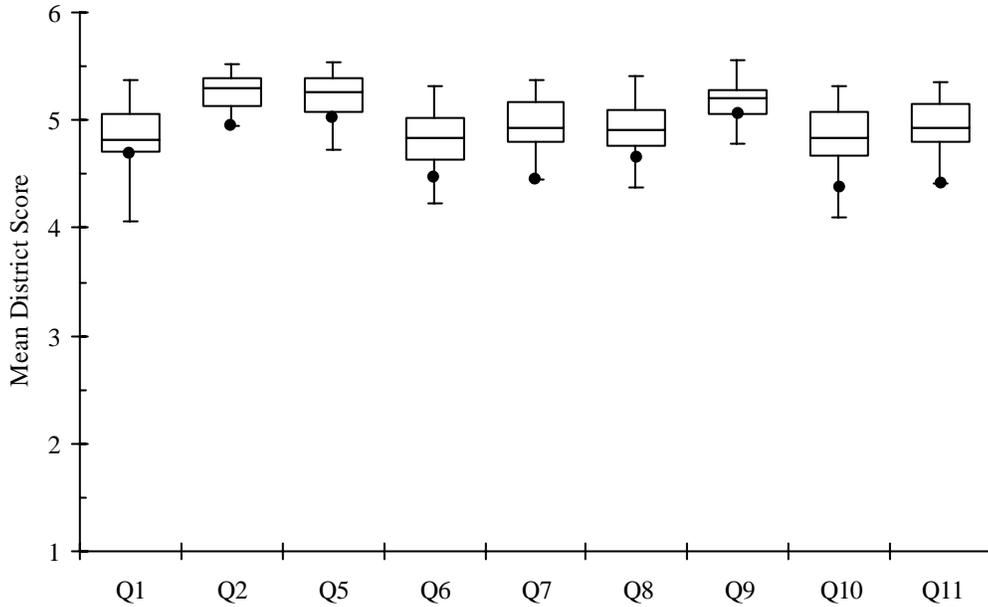
± Not a response option for this survey item.

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

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

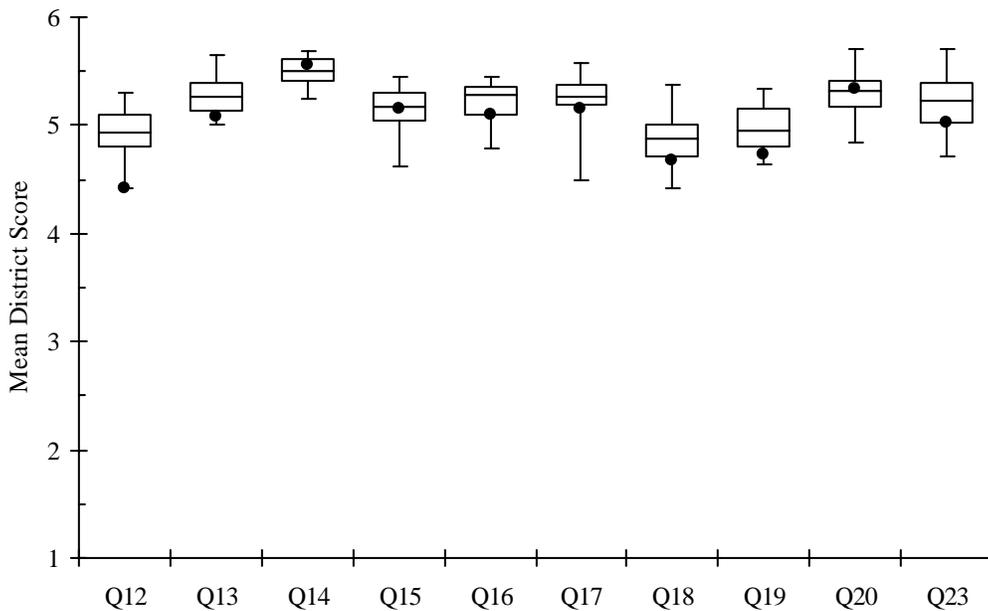
Regional School District 05 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

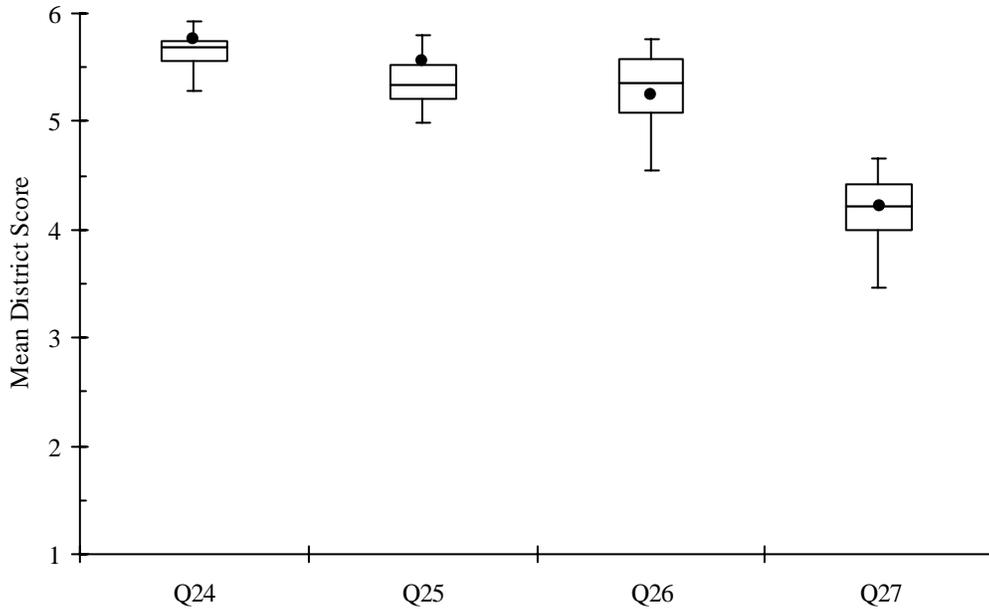
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

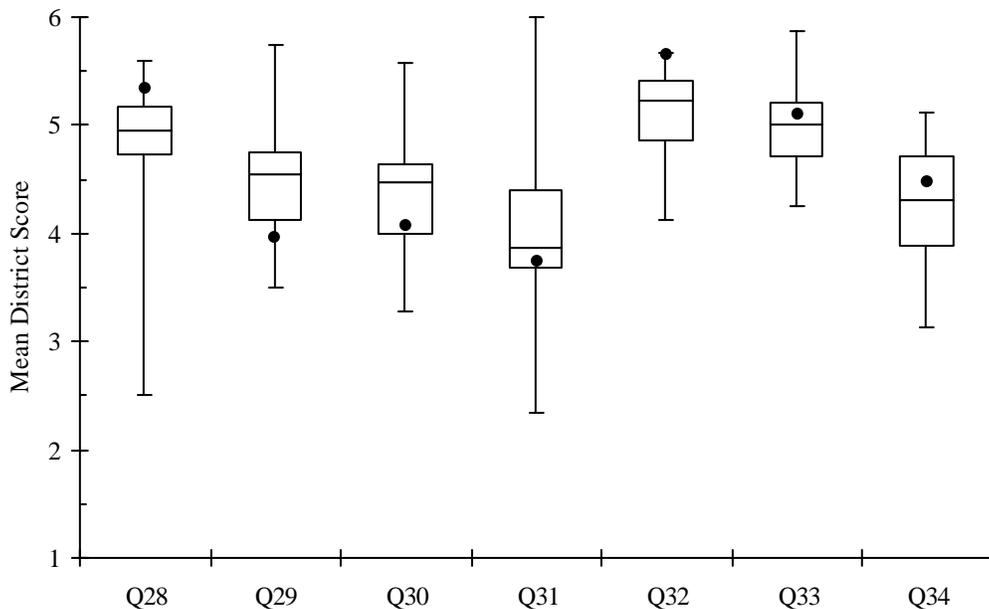
Regional School District 05 Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

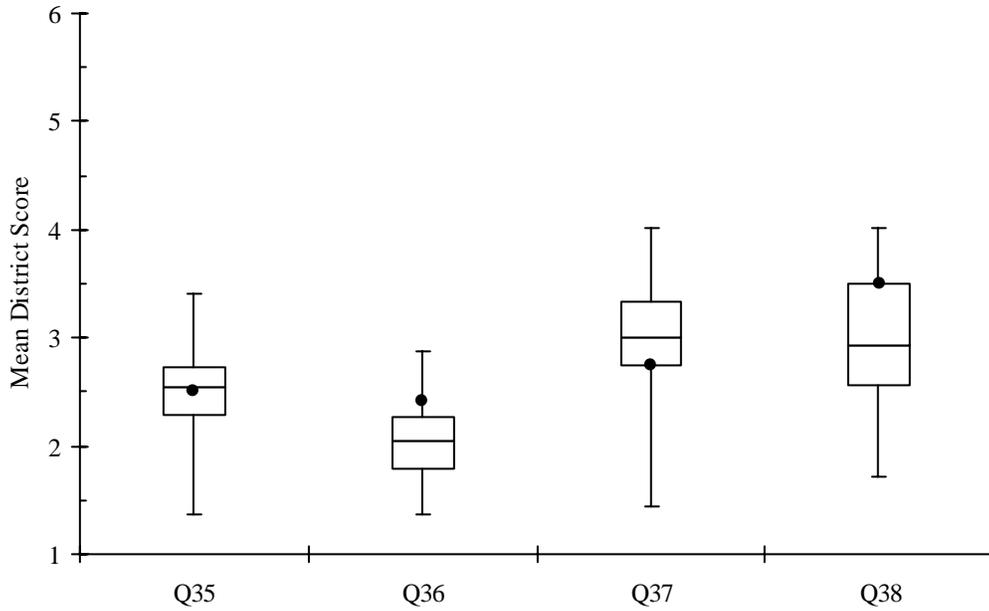
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

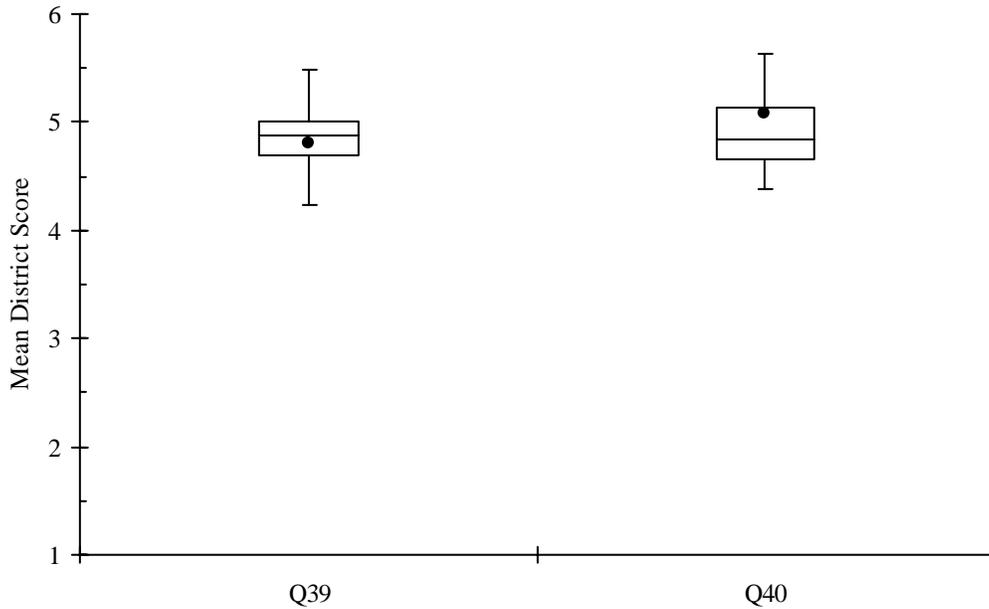
Regional School District 05 Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Regional School District 05 Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	6	18.2%
Pleased with Staff	7	21.2%
Pleased with Communication and Parent Support	0	0.0%
Pleased with Transition Process and Staff	1	3.0%
Somewhat Satisfied	1	3.0%
Change in Satisfaction	3	9.1%
Dissatisfied Previously, Now Satisfied	3	9.1%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	13	39.4%
Problems with Staff	9	27.3%
Problems with Communication and Parent Support	7	21.2%
Problems with Services	6	18.2%
Need for Additional Activities/Services	2	6.1%
Needs of Specific Disability Not Met	7	21.2%
Instructional and Curricular Concerns	8	24.2%
Dissatisfied with Transition	2	6.1%
Concerns with Child's Progress or Future	3	9.1%
Other Comments or Concerns	2	6.1%

Percent totals are based on the 33 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Regional School District 08 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	35	28.6%	48.6%	8.6%	2.9%	5.7%	5.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	35	45.7%	31.4%	11.4%	5.7%	2.9%	2.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	42.9%	0.0%	0.0%	28.6%	0.0%	28.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	5.9%	0.0%	5.9%	5.9%	0.0%	82.4%	±
5. My child is accepted within the school community.	34	35.3%	32.4%	14.7%	8.8%	5.9%	2.9%	±
6. My child's IEP is meeting his or her educational needs.	35	28.6%	42.9%	11.4%	5.7%	2.9%	8.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	35	37.1%	37.1%	11.4%	5.7%	2.9%	5.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	34	29.4%	29.4%	20.6%	8.8%	8.8%	2.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	33	36.4%	30.3%	21.2%	3.0%	6.1%	3.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	35	20.0%	40.0%	20.0%	2.9%	14.3%	2.9%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	34	29.4%	32.4%	20.6%	5.9%	5.9%	2.9%	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.	34	35.3%	38.2%	14.7%	8.8%	0.0%	2.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	35	57.1%	20.0%	8.6%	8.6%	5.7%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	35	65.7%	14.3%	17.1%	2.9%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	34	44.1%	29.4%	17.6%	8.8%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	35	48.6%	25.7%	17.1%	5.7%	0.0%	2.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	35	40.0%	17.1%	17.1%	11.4%	5.7%	8.6%	±

Table is continued on the next page.

Regional School District 08 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	33	42.4%	36.4%	6.1%	9.1%	6.1%	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.	34	35.3%	29.4%	23.5%	5.9%	5.9%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	35	51.4%	37.1%	5.7%	2.9%	0.0%	2.9%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	28	71.4%	7.1%	3.6%	3.6%	0.0%	10.7%	3.6%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	34	76.5%	14.7%	2.9%	2.9%	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.	33	66.7%	18.2%	3.0%	3.0%	3.0%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	24	16.7%	8.3%	0.0%	12.5%	0.0%	62.5%	±
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).	10	20.0%	30.0%	10.0%	10.0%	0.0%	10.0%	20.0%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	16	37.5%	31.3%	12.5%	0.0%	6.3%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	14	42.9%	35.7%	0.0%	0.0%	0.0%	14.3%	7.1%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	7	14.3%	28.6%	28.6%	0.0%	14.3%	14.3%	±

Table is continued on the next page.

Regional School District 08 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	20	75.0%	20.0%	0.0%	5.0%	0.0%	0.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	12	41.7%	41.7%	8.3%	8.3%	0.0%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	18	16.7%	44.4%	5.6%	16.7%	11.1%	5.6%	±
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.	20	15.0%	10.0%	10.0%	5.0%	10.0%	50.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	17	0.0%	5.9%	5.9%	11.8%	11.8%	64.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	25	8.0%	12.0%	4.0%	4.0%	4.0%	32.0%	36.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	25	0.0%	8.0%	8.0%	4.0%	8.0%	32.0%	40.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	31	29.0%	45.2%	3.2%	6.5%	6.5%	9.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	30	36.7%	33.3%	3.3%	13.3%	3.3%	10.0%	±

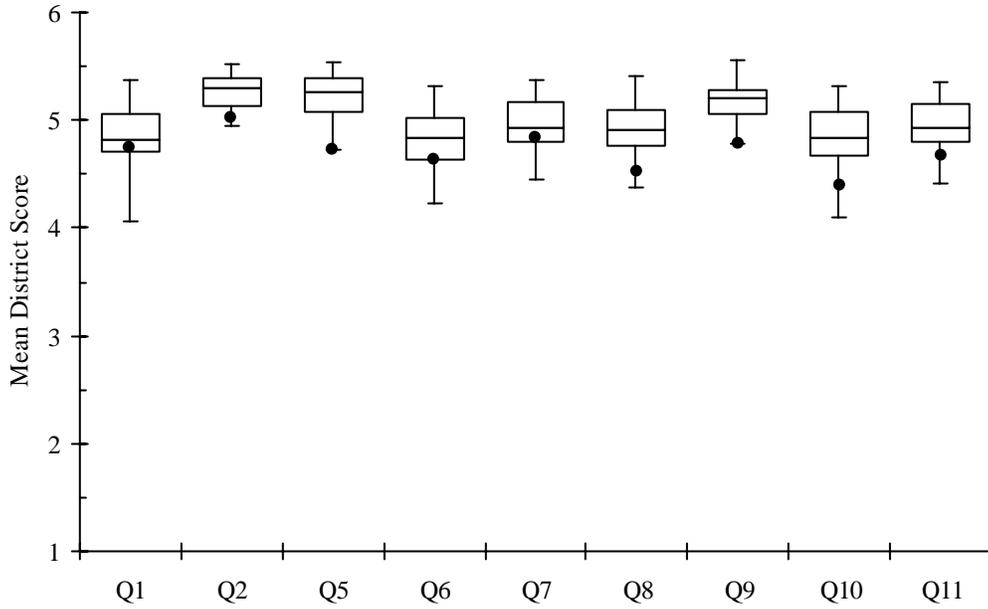
± Not a response option for this survey item.

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

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

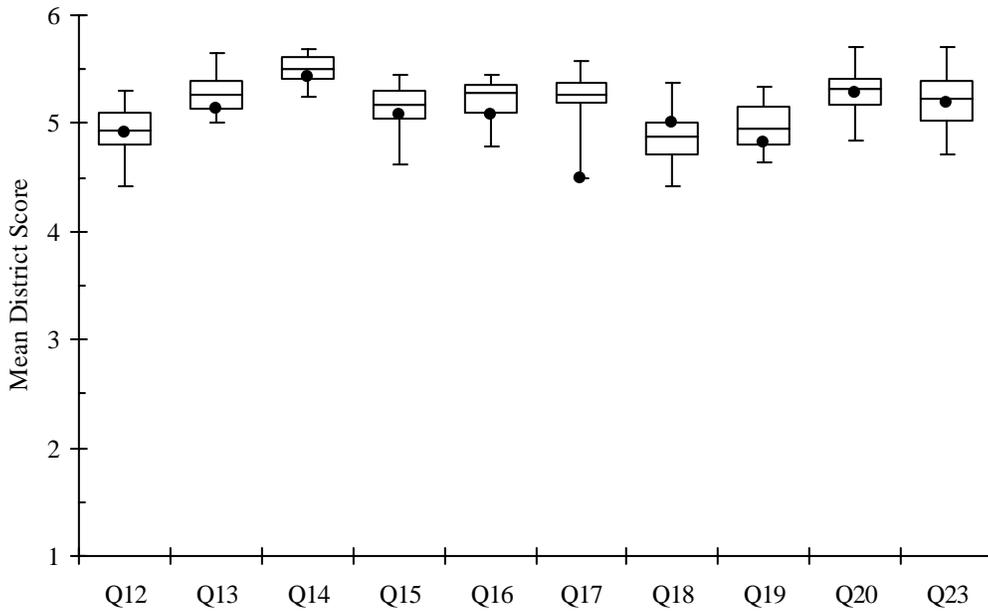
Regional School District 08 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

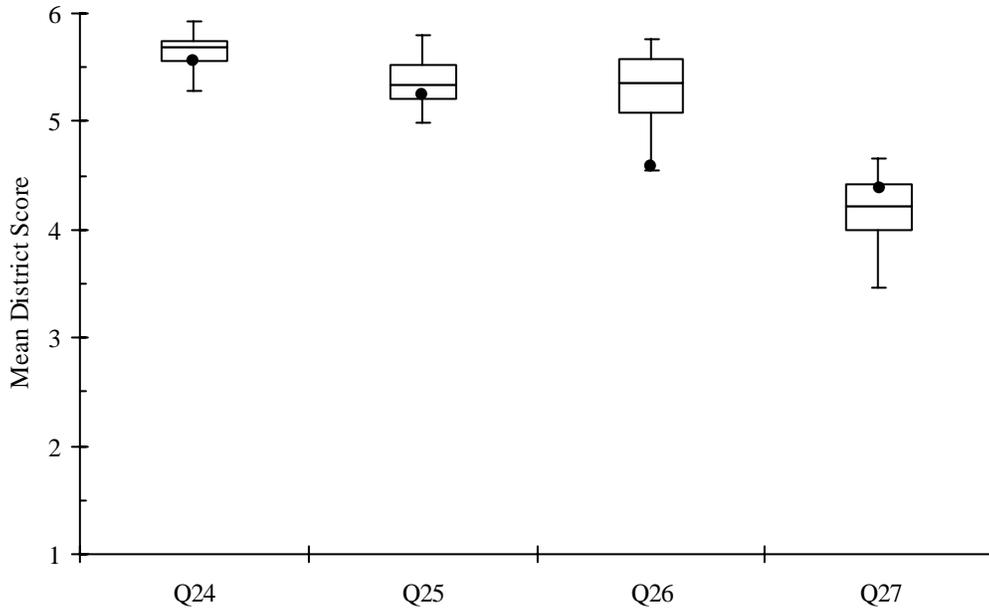
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

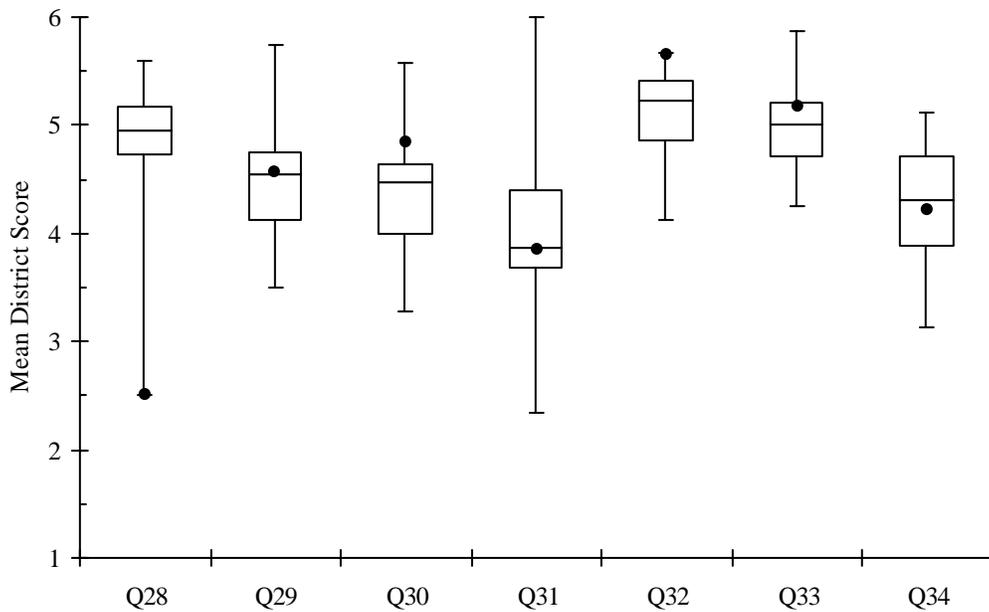
Regional School District 08 Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

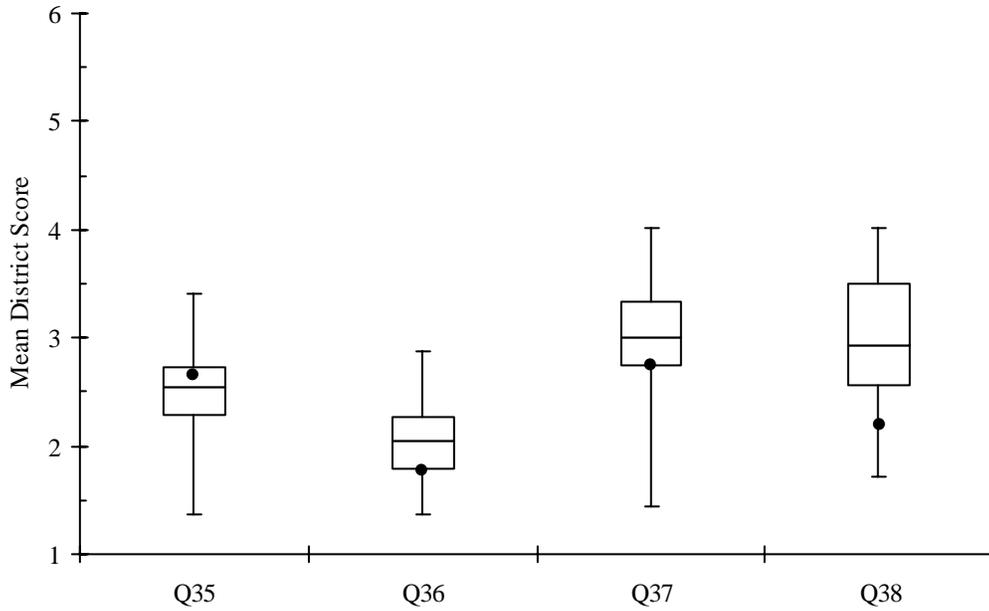
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

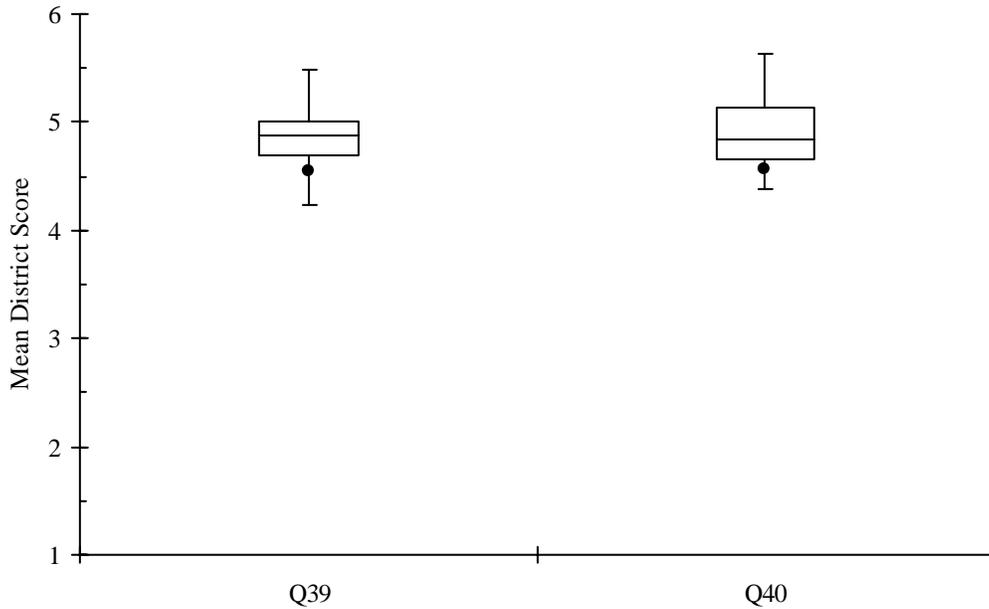
Regional School District 08 Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Regional School District 08 Open-Ended Summary Table

Comment Response Code	n	Percent
Pleased with Program	4	28.6%
Pleased with Staff	3	21.4%
Pleased with Communication and Parent Support	1	7.1%
Pleased with Transition Process and Staff	1	7.1%
Somewhat Satisfied	2	14.3%
Change in Satisfaction	0	0.0%
Dissatisfied Previously, Now Satisfied	0	0.0%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	4	28.6%
Problems with Staff	5	35.7%
Problems with Communication and Parent Support	1	7.1%
Problems with Services	2	14.3%
Need for Additional Activities/Services	0	0.0%
Needs of Specific Disability Not Met	2	14.3%
Instructional and Curricular Concerns	3	21.4%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	2	14.3%
Other Comments or Concerns	0	0.0%

Percent totals are based on the 14 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Regional School District 16 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	62	45.2%	35.5%	12.9%	1.6%	1.6%	3.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	62	58.1%	25.8%	11.3%	4.8%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	19	21.1%	10.5%	5.3%	0.0%	5.3%	57.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	20	15.0%	0.0%	10.0%	0.0%	5.0%	70.0%	±
5. My child is accepted within the school community.	62	59.7%	24.2%	6.5%	6.5%	3.2%	0.0%	±
6. My child's IEP is meeting his or her educational needs.	62	48.4%	33.9%	12.9%	1.6%	1.6%	1.6%	0.0%
7. All special education services identified in my child's IEP have been provided.	62	46.8%	37.1%	11.3%	0.0%	3.2%	0.0%	1.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	62	50.0%	33.9%	8.1%	1.6%	1.6%	1.6%	3.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	62	61.3%	30.6%	1.6%	1.6%	3.2%	1.6%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	60	53.3%	18.3%	20.0%	3.3%	1.7%	3.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	60	51.7%	30.0%	11.7%	1.7%	1.7%	3.3%	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.	62	51.6%	24.2%	16.1%	3.2%	0.0%	4.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	62	66.1%	22.6%	8.1%	1.6%	1.6%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	62	74.2%	21.0%	0.0%	1.6%	3.2%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	62	59.7%	27.4%	6.5%	3.2%	0.0%	3.2%	±
16. My child's evaluation report is written in terms I understand.	62	62.9%	25.8%	6.5%	1.6%	1.6%	1.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	62	74.2%	9.7%	9.7%	1.6%	3.2%	1.6%	±

Table is continued on the next page.

Regional School District 16 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	62	59.7%	19.4%	12.9%	6.5%	1.6%	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.	62	54.8%	24.2%	17.7%	1.6%	1.6%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	62	77.4%	16.1%	3.2%	3.2%	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.	58	63.8%	10.3%	5.2%	3.4%	1.7%	10.3%	5.2%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	60	86.7%	8.3%	3.3%	1.7%	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.	54	72.2%	5.6%	7.4%	3.7%	3.7%	7.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	37	5.4%	2.7%	0.0%	2.7%	0.0%	89.2%	±
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).	29	24.1%	3.4%	10.3%	10.3%	0.0%	24.1%	27.6%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	19	36.8%	26.3%	15.8%	5.3%	0.0%	15.8%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	19	47.4%	5.3%	15.8%	10.5%	10.5%	10.5%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	15	53.3%	0.0%	26.7%	6.7%	0.0%	13.3%	0.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	8	37.5%	25.0%	12.5%	0.0%	0.0%	25.0%	±

Table is continued on the next page.

Regional School District 16 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	15	80.0%	13.3%	0.0%	6.7%	0.0%	0.0%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	8	87.5%	12.5%	0.0%	0.0%	0.0%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	13	30.8%	38.5%	23.1%	7.7%	0.0%	0.0%	±
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	31.6%	7.9%	2.6%	2.6%	7.9%	47.4%	±
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%	12.1%	0.0%	3.0%	6.1%	69.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	6.1%	12.2%	10.2%	8.2%	4.1%	30.6%	28.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	2.1%	10.6%	6.4%	4.3%	2.1%	31.9%	42.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	54	48.1%	22.2%	18.5%	5.6%	3.7%	1.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	54	44.4%	27.8%	18.5%	5.6%	1.9%	1.9%	±

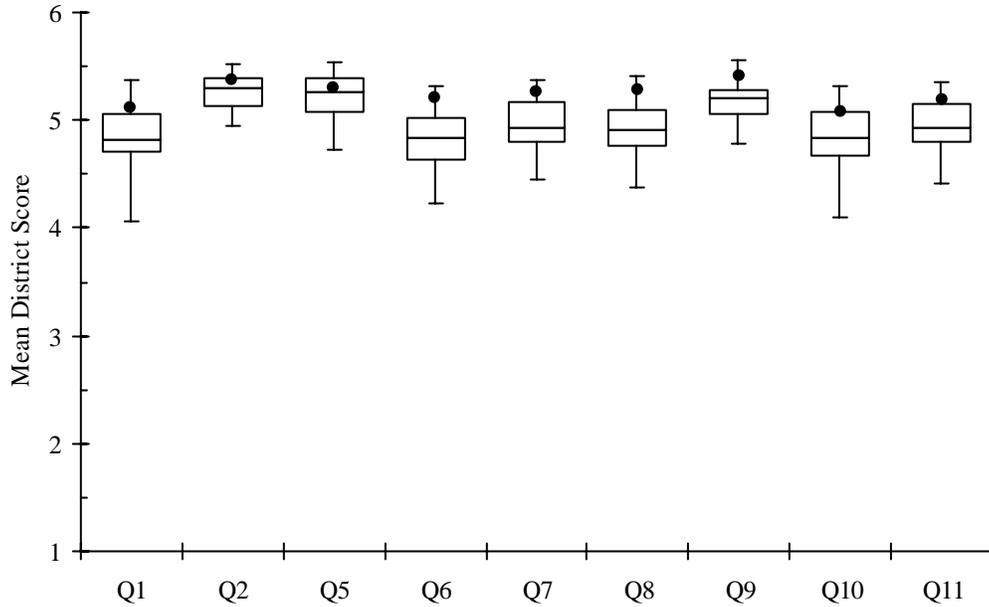
± Not a response option for this survey item.

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

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

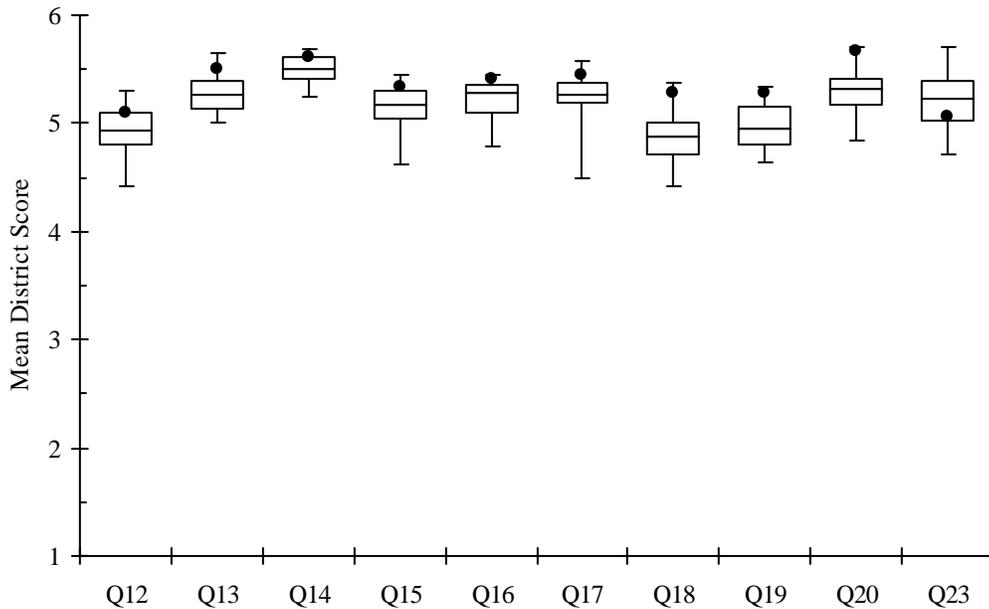
Regional School District 16 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

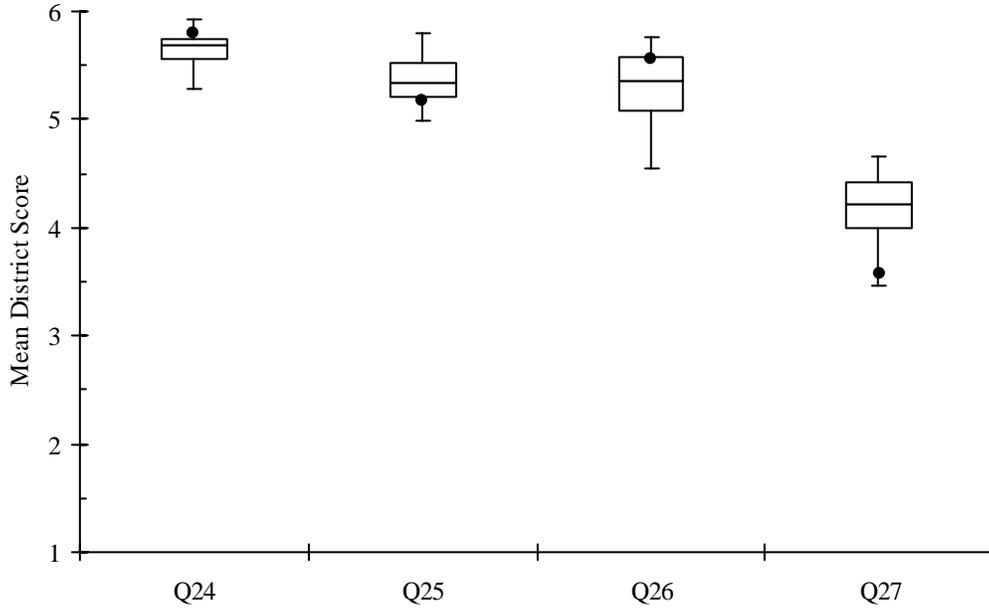
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

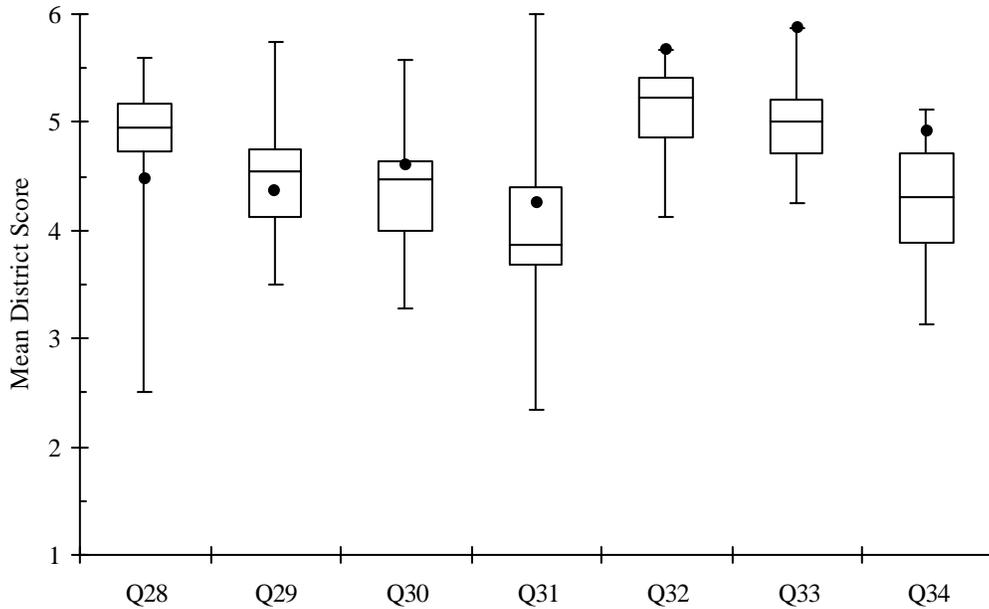
Regional School District 16 Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

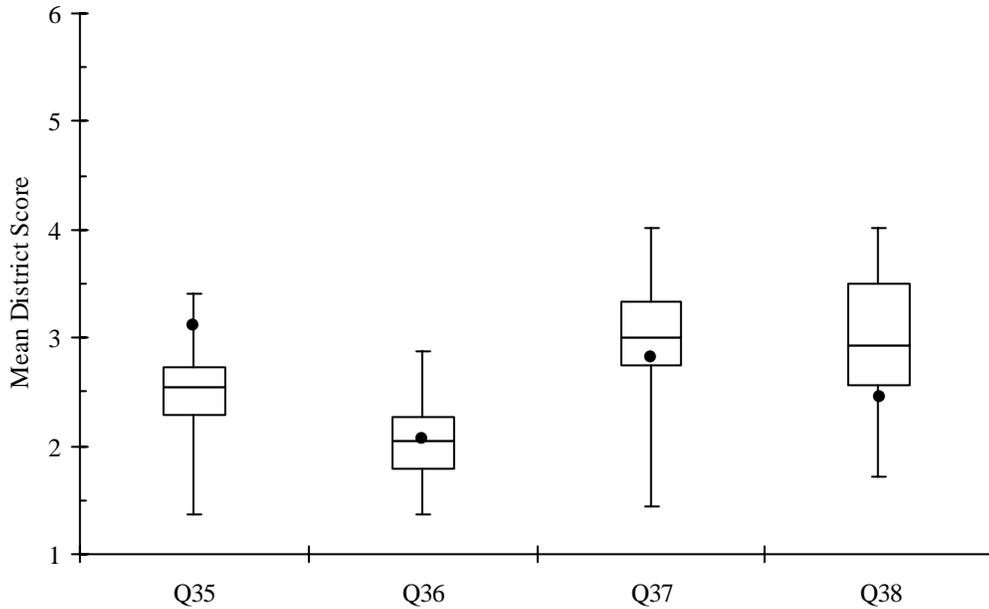
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

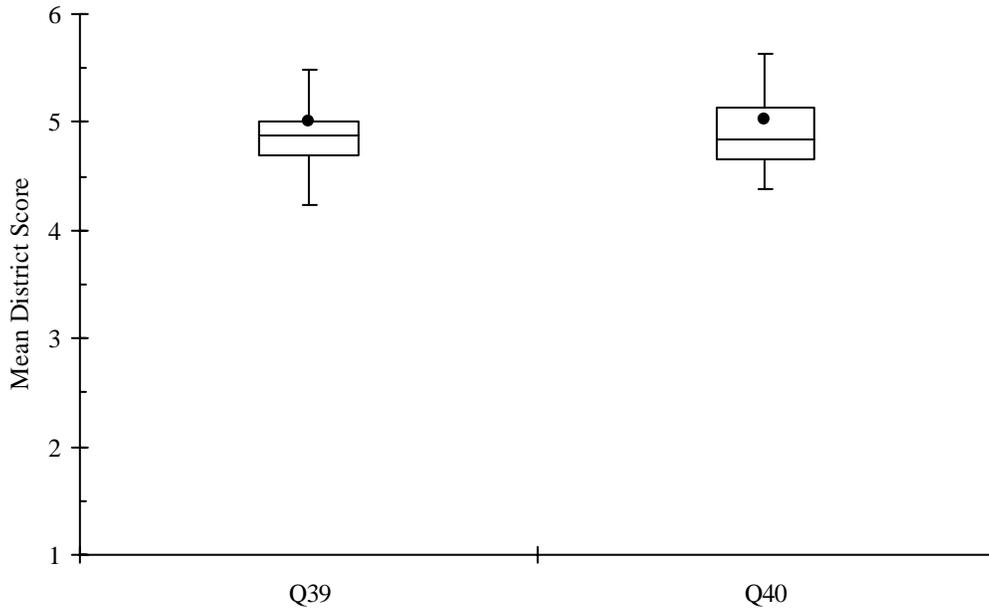
Regional School District 16 Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Regional School District 16 Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	9	26.5%
Pleased with Staff	11	32.4%
Pleased with Communication and Parent Support	3	8.8%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	0	0.0%
Change in Satisfaction	3	8.8%
Dissatisfied Previously, Now Satisfied	3	8.8%
Satisfied Previously, Now Dissatisfied	0	0.0%
Problems with Program	5	14.7%
Problems with Staff	10	29.4%
Problems with Communication and Parent Support	9	26.5%
Problems with Services	5	14.7%
Need for Additional Activities/Services	4	11.8%
Needs of Specific Disability Not Met	1	2.9%
Instructional and Curricular Concerns	4	11.8%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	1	2.9%
Other Comments or Concerns	2	5.9%

Percent totals are based on the 34 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Regional School District 19 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	40	30.0%	30.0%	17.5%	2.5%	10.0%	10.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	40	47.5%	20.0%	20.0%	7.5%	2.5%	2.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	0.0%	14.3%	0.0%	14.3%	14.3%	57.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	9	0.0%	44.4%	0.0%	0.0%	0.0%	55.6%	±
5. My child is accepted within the school community.	40	45.0%	22.5%	15.0%	5.0%	7.5%	5.0%	±
6. My child's IEP is meeting his or her educational needs.	40	27.5%	30.0%	20.0%	7.5%	0.0%	15.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	40	35.0%	22.5%	22.5%	2.5%	7.5%	7.5%	2.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	40	35.0%	30.0%	7.5%	7.5%	10.0%	10.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	39	41.0%	28.2%	15.4%	7.7%	2.6%	2.6%	2.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	40	25.0%	22.5%	22.5%	2.5%	15.0%	10.0%	2.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	40	35.0%	20.0%	25.0%	10.0%	5.0%	5.0%	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.	39	38.5%	25.6%	10.3%	5.1%	15.4%	5.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	40	57.5%	17.5%	10.0%	7.5%	5.0%	2.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	40	60.0%	20.0%	15.0%	0.0%	0.0%	5.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	40	40.0%	30.0%	15.0%	2.5%	7.5%	5.0%	±
16. My child's evaluation report is written in terms I understand.	39	46.2%	28.2%	10.3%	7.7%	5.1%	2.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	39	61.5%	23.1%	5.1%	2.6%	7.7%	0.0%	±

Table is continued on the next page.

Regional School District 19 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	40	37.5%	22.5%	22.5%	2.5%	10.0%	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.	39	41.0%	20.5%	17.9%	7.7%	7.7%	5.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	39	56.4%	23.1%	10.3%	5.1%	2.6%	2.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	34	64.7%	20.6%	2.9%	2.9%	2.9%	5.9%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	40	82.5%	7.5%	5.0%	2.5%	2.5%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	40	77.5%	12.5%	2.5%	2.5%	0.0%	5.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	28	3.6%	0.0%	10.7%	3.6%	7.1%	75.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	24	37.5%	20.8%	8.3%	0.0%	4.2%	12.5%	16.7%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	16	37.5%	18.8%	12.5%	0.0%	12.5%	18.8%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	11	18.2%	27.3%	18.2%	0.0%	9.1%	9.1%	18.2%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	16	25.0%	12.5%	12.5%	25.0%	6.3%	18.8%	±

Table is continued on the next page.

Regional School District 19 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	37	73.0%	16.2%	2.7%	0.0%	2.7%	5.4%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	21	52.4%	19.0%	14.3%	4.8%	4.8%	4.8%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	36	33.3%	16.7%	16.7%	5.6%	11.1%	16.7%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	28	10.7%	17.9%	7.1%	7.1%	3.6%	53.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	26	0.0%	3.8%	11.5%	3.8%	0.0%	80.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	32	6.3%	9.4%	18.8%	3.1%	6.3%	28.1%	28.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	6.5%	3.2%	25.8%	3.2%	0.0%	19.4%	41.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	37	32.4%	27.0%	16.2%	2.7%	2.7%	18.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	39	41.0%	23.1%	15.4%	2.6%	5.1%	12.8%	±

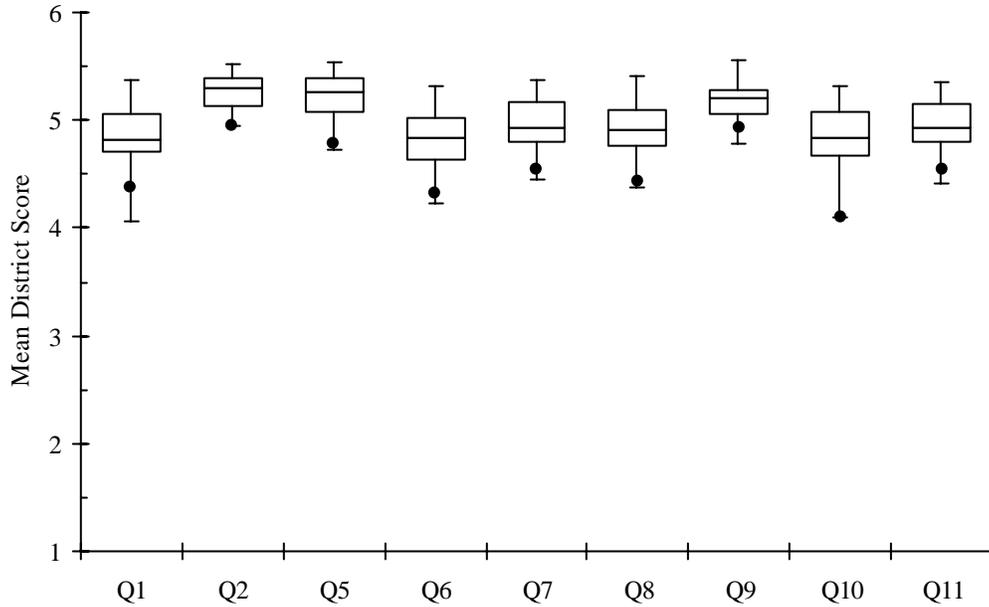
± Not a response option for this survey item.

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

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

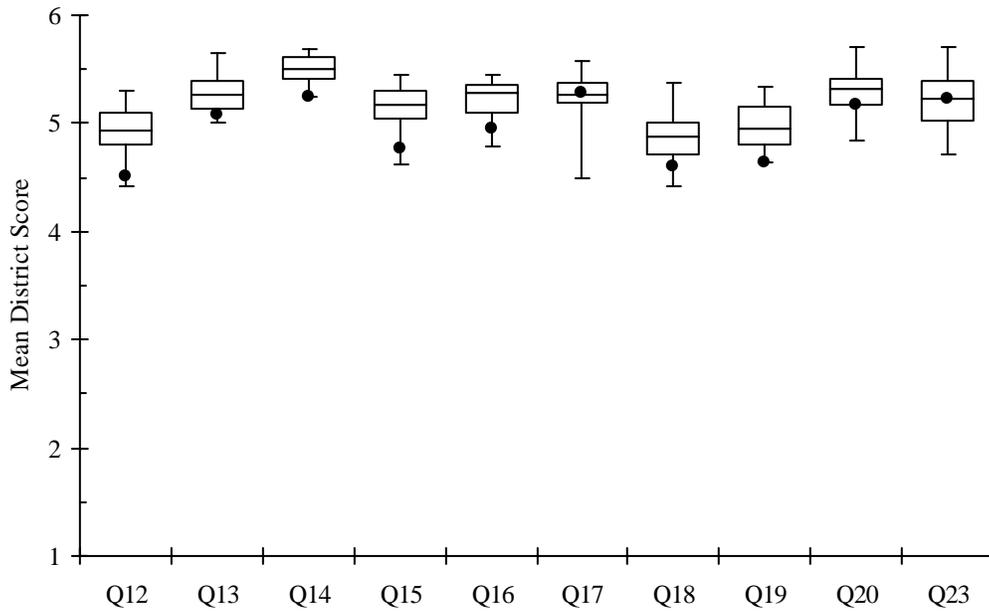
Regional School District 19 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

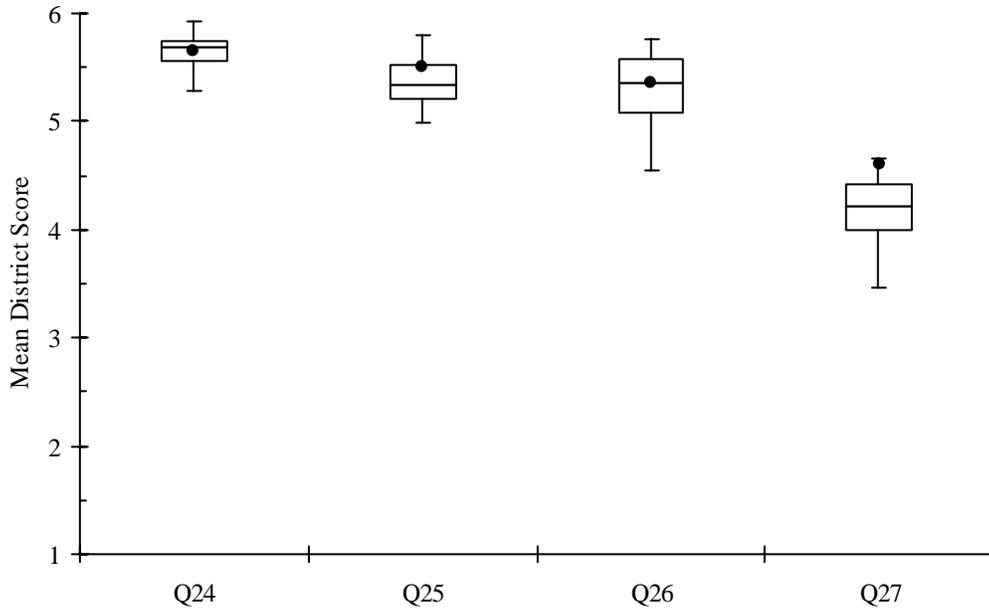
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

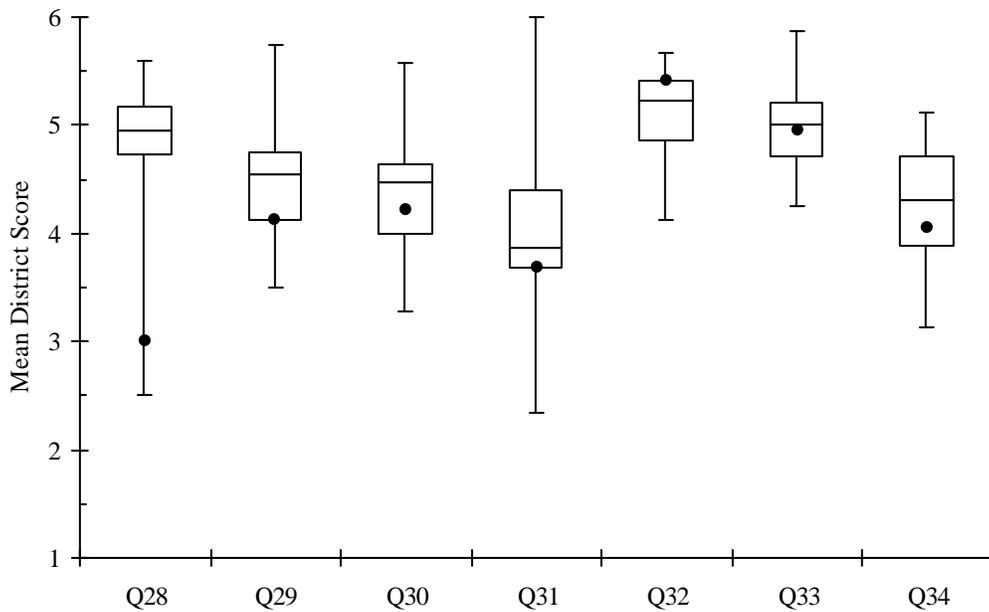
Regional School District 19 Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

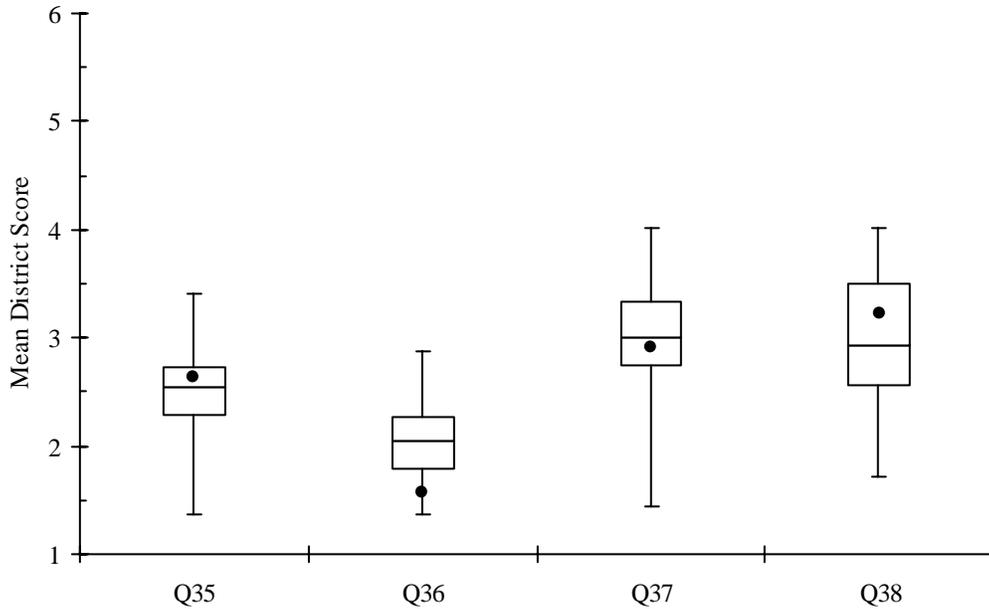
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (“strongly disagree”) to 6 (“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

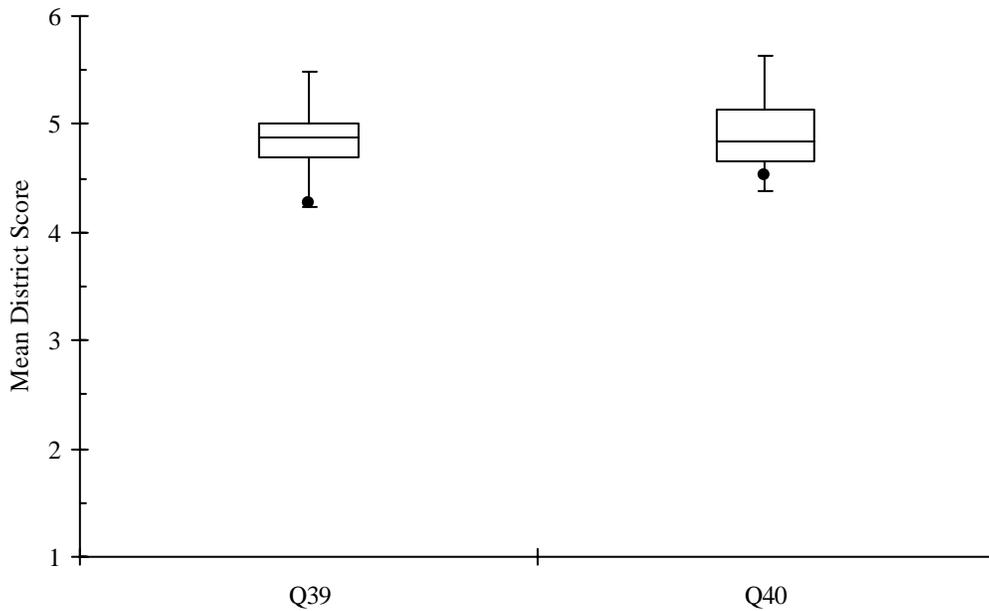
Regional School District 19 Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Regional School District 19 Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	4	19.0%
Pleased with Staff	9	42.9%
Pleased with Communication and Parent Support	2	9.5%
Pleased with Transition Process and Staff	1	4.8%
Somewhat Satisfied	1	4.8%
Change in Satisfaction	2	9.5%
Dissatisfied Previously, Now Satisfied	1	4.8%
Satisfied Previously, Now Dissatisfied	1	4.8%
Problems with Program	3	14.3%
Problems with Staff	4	19.0%
Problems with Communication and Parent Support	6	28.6%
Problems with Services	4	19.0%
Need for Additional Activities/Services	1	4.8%
Needs of Specific Disability Not Met	4	19.0%
Instructional and Curricular Concerns	4	19.0%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	3	14.3%
Other Comments or Concerns	1	4.8%

Percent totals are based on the 21 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	59	40.7%	39.0%	6.8%	6.8%	3.4%	3.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	62	66.1%	21.0%	4.8%	1.6%	3.2%	3.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	45.5%	9.1%	9.1%	18.2%	9.1%	9.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	17	17.6%	0.0%	0.0%	5.9%	0.0%	76.5%	±
5. My child is accepted within the school community.	59	71.2%	15.3%	5.1%	1.7%	3.4%	3.4%	±
6. My child's IEP is meeting his or her educational needs.	61	39.3%	36.1%	14.8%	4.9%	1.6%	3.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	61	45.9%	29.5%	9.8%	8.2%	3.3%	3.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	62	41.9%	21.0%	17.7%	6.5%	3.2%	8.1%	1.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	60	53.3%	31.7%	8.3%	1.7%	3.3%	0.0%	1.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	55	40.0%	21.8%	14.5%	9.1%	9.1%	3.6%	1.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	55	45.5%	18.2%	20.0%	1.8%	1.8%	7.3%	5.5%
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.	62	50.0%	25.8%	9.7%	6.5%	1.6%	6.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	61	65.6%	13.1%	8.2%	4.9%	4.9%	3.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	61	70.5%	16.4%	9.8%	1.6%	1.6%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	57	52.6%	19.3%	10.5%	10.5%	3.5%	3.5%	±
16. My child's evaluation report is written in terms I understand.	61	47.5%	19.7%	18.0%	9.8%	4.9%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	61	60.7%	21.3%	6.6%	3.3%	6.6%	1.6%	±

Table is continued on the next page.

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	62	41.9%	25.8%	21.0%	3.2%	3.2%	4.8%	±
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.	62	45.2%	25.8%	8.1%	11.3%	6.5%	3.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	61	62.3%	16.4%	6.6%	4.9%	0.0%	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.	7	71.4%	14.3%	14.3%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	58	60.3%	8.6%	10.3%	1.7%	1.7%	8.6%	8.6%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	61	82.0%	8.2%	4.9%	0.0%	1.6%	3.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	57	82.5%	5.3%	1.8%	3.5%	1.8%	5.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	37	5.4%	0.0%	0.0%	2.7%	2.7%	89.2%	±
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).	31	29.0%	6.5%	3.2%	16.1%	3.2%	12.9%	29.0%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	11	54.5%	36.4%	9.1%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	10	20.0%	30.0%	20.0%	0.0%	0.0%	30.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	10	30.0%	30.0%	10.0%	0.0%	0.0%	10.0%	20.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	17	58.8%	0.0%	11.8%	11.8%	11.8%	5.9%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	6	50.0%	16.7%	0.0%	0.0%	33.3%	0.0%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	10	30.0%	20.0%	0.0%	10.0%	0.0%	40.0%	±
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	14.7%	0.0%	2.9%	5.9%	8.8%	67.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31	3.2%	6.5%	3.2%	3.2%	6.5%	77.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	51	13.7%	3.9%	7.8%	5.9%	9.8%	23.5%	35.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	10.6%	0.0%	6.4%	6.4%	8.5%	27.7%	40.4%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	57	50.9%	22.8%	10.5%	5.3%	1.8%	8.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	55	58.2%	21.8%	12.7%	0.0%	5.5%	1.8%	±

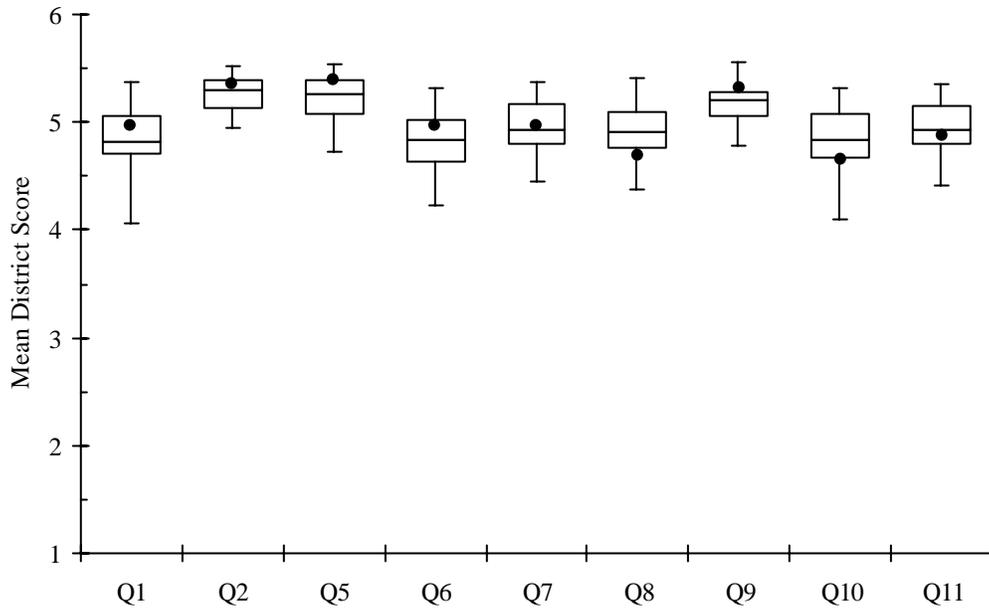
± Not a response option for this survey item.

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

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

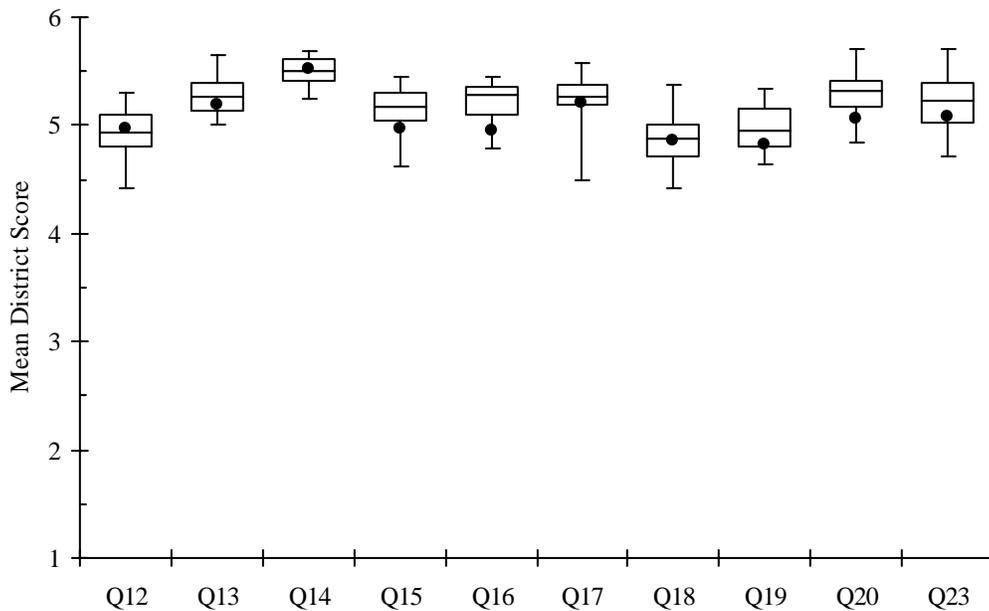
Bozrah, Cornwall, North Canaan, Sterling and Voluntown Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

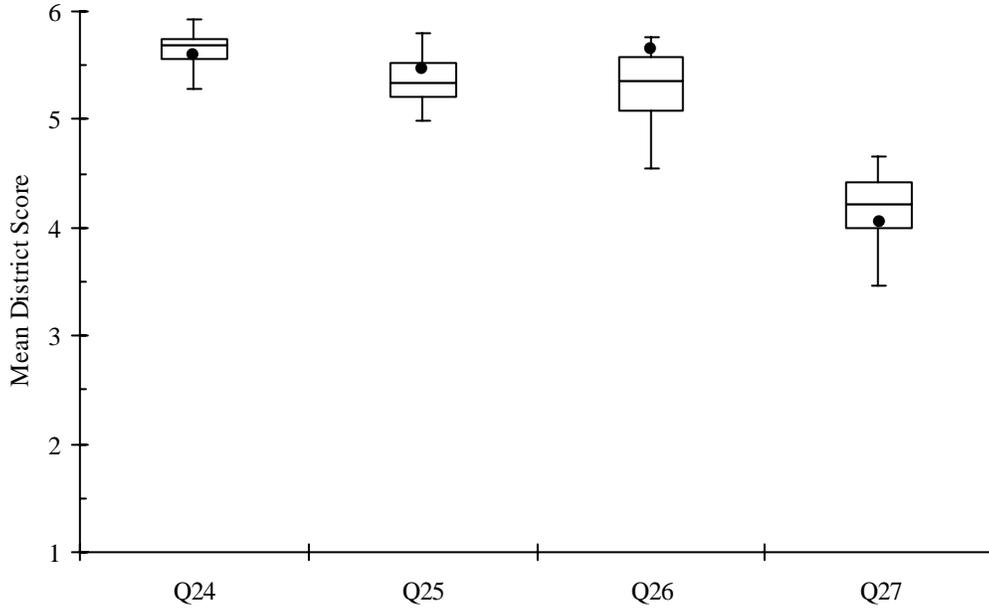
Participation in Developing and Implementing My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

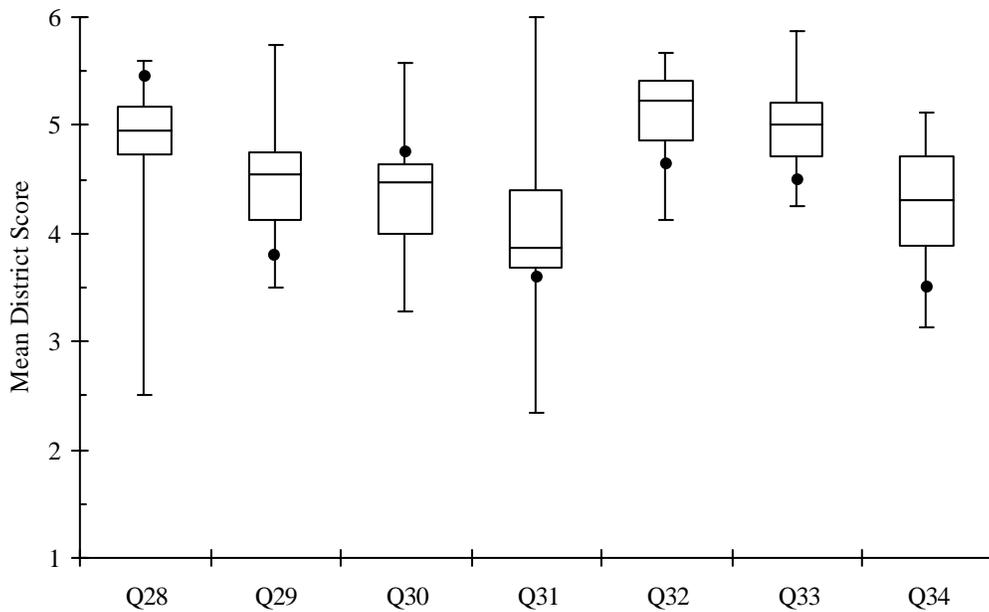
Bozrah, Cornwall, North Canaan, Sterling and Voluntown Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

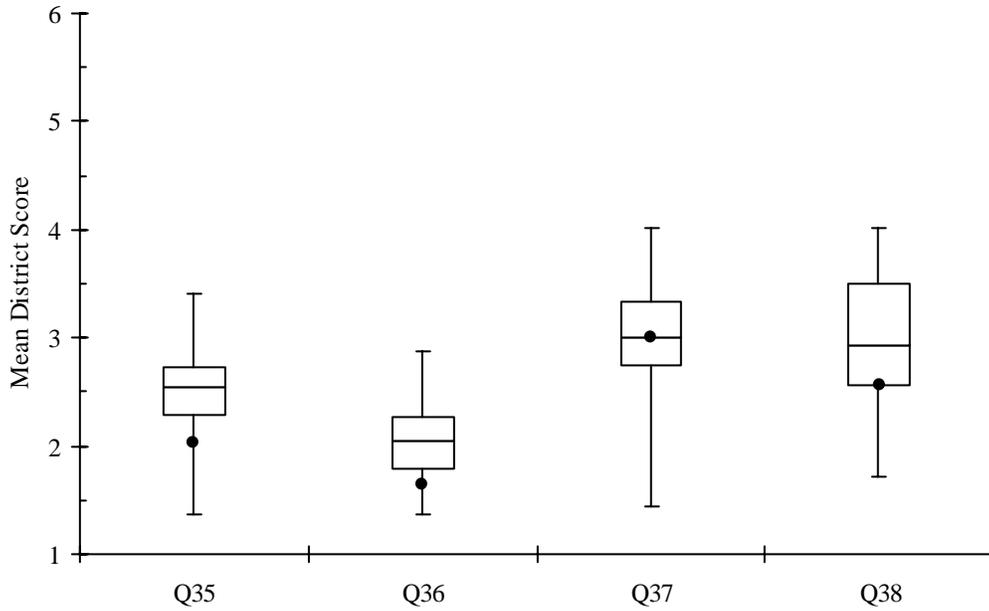
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

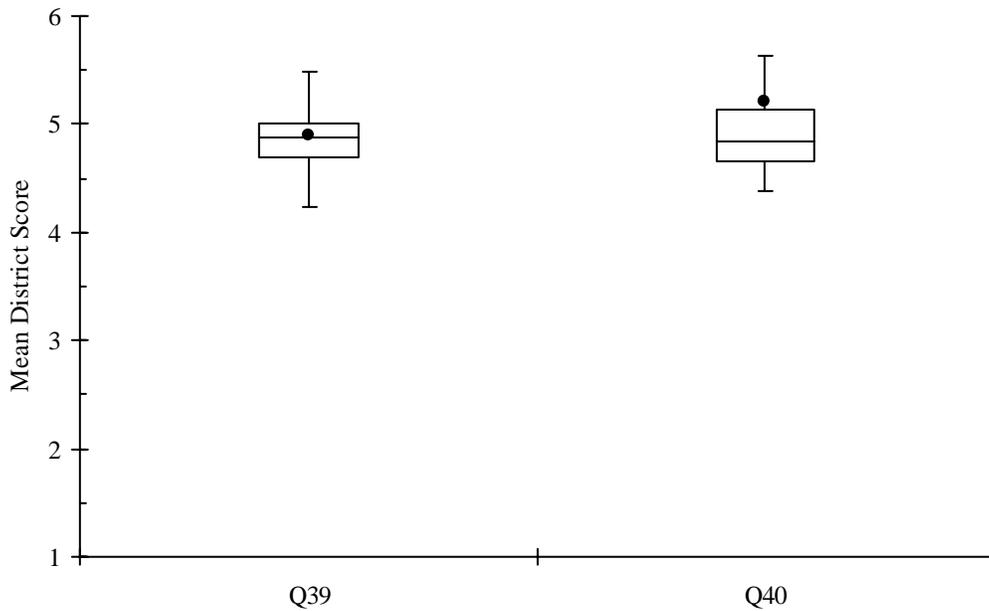
Bozrah, Cornwall, North Canaan, Sterling and Voluntown Box-and-Whisker Charts – continued

Parent Training and Support



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

My Child’s Skills



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 1-2 for an explanation of how to interpret this chart.

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Open-Ended Summary Table

Comment Code	n	Percent
Pleased with Program	6	19.4%
Pleased with Staff	10	32.3%
Pleased with Communication and Parent Support	3	9.7%
Pleased with Transition Process and Staff	0	0.0%
Somewhat Satisfied	1	3.2%
Change in Satisfaction	5	16.1%
Dissatisfied Previously, Now Satisfied	4	12.9%
Satisfied Previously, Now Dissatisfied	1	3.2%
Problems with Program	9	29.0%
Problems with Staff	6	19.4%
Problems with Communication and Parent Support	9	29.0%
Problems with Services	5	16.1%
Need for Additional Activities/Services	1	3.2%
Needs of Specific Disability Not Met	2	6.5%
Instructional and Curricular Concerns	9	29.0%
Dissatisfied with Transition	2	6.5%
Concerns with Child's Progress or Future	3	9.7%
Other Comments or Concerns	1	3.2%

Percent totals are based on the 31 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.