

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2009-2010

District Report



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Introduction

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

The 2009-2010 CT Special Education Parent Survey Summary Report (expected to be available on the Department website by the end of 2010) will provide a comprehensive summary of findings from the statewide survey. This document is intended to provide supplementary district-level information to that report.

Methods

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

Survey Response Tables

The survey response tables provide a district summary of survey responses organized by the six topic areas established on the survey questionnaire. For each survey item, the number of respondents (n) includes all parents who selected a survey response option other than “not applicable.” Confidentiality edits were applied to all survey items with five or fewer respondents per item. In addition, survey responses from six districts (Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union) were aggregated into a single survey response table in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district.

Across the 29 districts that received the 2009-2010 survey, there was considerable variation in the total number of surveys received; while at the same time, within districts, there was also considerable variation in the number of participants to respond to particular survey statements (most notably on statements regarding translation services and transition planning). As such, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context. (See Appendix A for the survey response rate per district, and Appendix B for the overall distribution of survey responses.)

Box-and-Whisker Charts

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

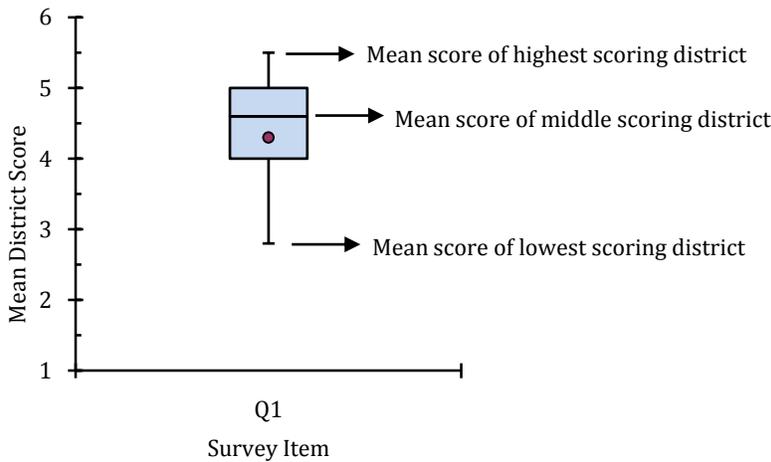
An illustration of how to interpret the box-and-whisker charts is provided in the diagram on the next page. A box for each survey item represents the middle 50% of districts and the middle (median) district score is represented by a black line within the box. The “whiskers” on the box represent the minimum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

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

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

Sprague, and Union) were aggregated into one box-and-whisker chart in order to meet the CSDE standard for confidential reporting of district-level data.

How to Interpret Your Box-and-Whisker Chart



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

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

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

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

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

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

District Survey Responses

Berlin

The 2009-2010 survey was sent to 368 parents of children receiving special education services in the Berlin School District. A total of 110 surveys were returned for a response rate of 29.9%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Berlin Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	108	51.9%	31.5%	5.6%	88.9%	5.6%	0.9%	4.6%	11.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	108	65.7%	24.1%	6.5%	96.3%	0.9%	1.9%	0.9%	3.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	11.1%	14.8%	7.4%	33.3%	0.0%	0.0%	66.7%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	43	18.6%	7.0%	7.0%	32.6%	2.3%	0.0%	65.1%	67.4%	±
5. My child is accepted within the school community.	105	57.1%	20.0%	9.5%	86.7%	5.7%	2.9%	4.8%	13.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	108	43.5%	31.5%	13.0%	88.0%	2.8%	1.9%	6.5%	11.1%	0.9%
7. All special education services identified in my child's IEP have been provided.	108	57.4%	24.1%	6.5%	88.0%	3.7%	4.6%	2.8%	11.1%	0.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	109	55.0%	28.4%	7.3%	90.8%	2.8%	1.8%	3.7%	8.3%	0.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	106	58.5%	29.2%	4.7%	92.5%	2.8%	1.9%	1.9%	6.6%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	104	47.1%	32.7%	8.7%	88.5%	2.9%	2.9%	2.9%	8.7%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	101	54.5%	27.7%	7.9%	90.1%	2.0%	2.0%	1.0%	5.0%	5.0%

Table is continued on the next page.

Berlin Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	107	45.8%	32.7%	10.3%	88.8%	5.6%	2.8%	2.8%	11.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	109	58.7%	24.8%	9.2%	92.7%	0.9%	3.7%	2.8%	7.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	109	63.3%	28.4%	2.8%	94.5%	2.8%	0.9%	1.8%	5.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	108	55.6%	30.6%	4.6%	90.7%	3.7%	1.9%	3.7%	9.3%	±
16. My child's evaluation report is written in terms I understand.	108	46.3%	33.3%	12.0%	91.7%	2.8%	4.6%	0.9%	8.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	109	59.6%	29.4%	7.3%	96.3%	2.8%	0.0%	0.9%	3.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	109	51.4%	30.3%	10.1%	91.7%	4.6%	0.0%	3.7%	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.	107	50.5%	23.4%	14.0%	87.9%	5.6%	1.9%	4.7%	12.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	109	72.5%	20.2%	3.7%	96.3%	2.8%	0.9%	0.0%	3.7%	±
21. If necessary, a translator was provided at the PPT meetings.	18	77.8%	16.7%	0.0%	94.4%	0.0%	0.0%	5.6%	5.6%	±
22. The translation services provided at the PPT meetings were useful and accurate.	18	61.1%	27.8%	0.0%	88.9%	0.0%	0.0%	11.1%	11.1%	±
23. The school district proposed the regular classroom for my child as the first placement option.	94	67.0%	16.0%	2.1%	85.1%	1.1%	3.2%	6.4%	10.6%	4.3%

Table is continued on the next page.

Berlin Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	106	81.1%	14.2%	1.9%	97.2%	0.0%	0.0%	2.8%	2.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	96	76.0%	12.5%	3.1%	91.7%	2.1%	2.1%	4.2%	8.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	66	10.6%	3.0%	3.0%	16.7%	7.6%	4.5%	71.2%	83.3%	±
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).	58	36.2%	17.2%	5.2%	58.6%	8.6%	3.4%	8.6%	20.7%	20.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	21	81.0%	9.5%	9.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	28	42.9%	32.1%	3.6%	78.6%	7.1%	7.1%	7.1%	21.4%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	19	47.4%	10.5%	5.3%	63.2%	0.0%	5.3%	10.5%	15.8%	21.1%
31. The PPT introduced planning for my child's transition to adulthood.	26	46.2%	19.2%	3.8%	69.2%	11.5%	7.7%	11.5%	30.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	31	87.1%	9.7%	0.0%	96.8%	0.0%	0.0%	3.2%	3.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	30	66.7%	20.0%	3.3%	90.0%	6.7%	0.0%	3.3%	10.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	28	42.9%	25.0%	17.9%	85.7%	0.0%	3.6%	10.7%	14.3%	±

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Berlin Survey Response Table (continued)

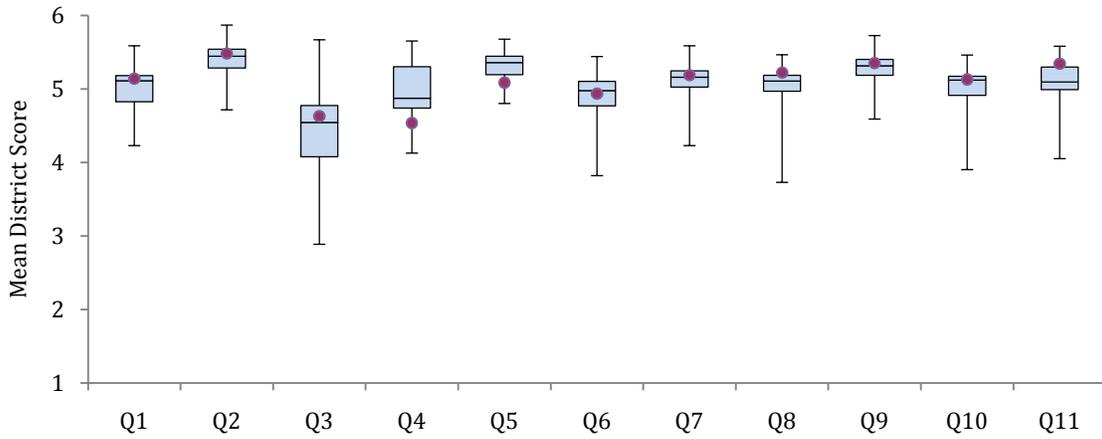
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	76	27.6%	13.2%	7.9%	48.7%	1.3%	3.9%	46.1%	51.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	69	21.7%	15.9%	7.2%	44.9%	4.3%	5.8%	44.9%	55.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	92	31.5%	12.0%	10.9%	54.3%	1.1%	5.4%	16.3%	22.8%	22.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	91	30.8%	8.8%	11.0%	50.5%	2.2%	1.1%	17.6%	20.9%	28.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	102	52.9%	26.5%	8.8%	88.2%	3.9%	1.0%	6.9%	11.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	97	58.8%	23.7%	7.2%	89.7%	3.1%	1.0%	6.2%	10.3%	±

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

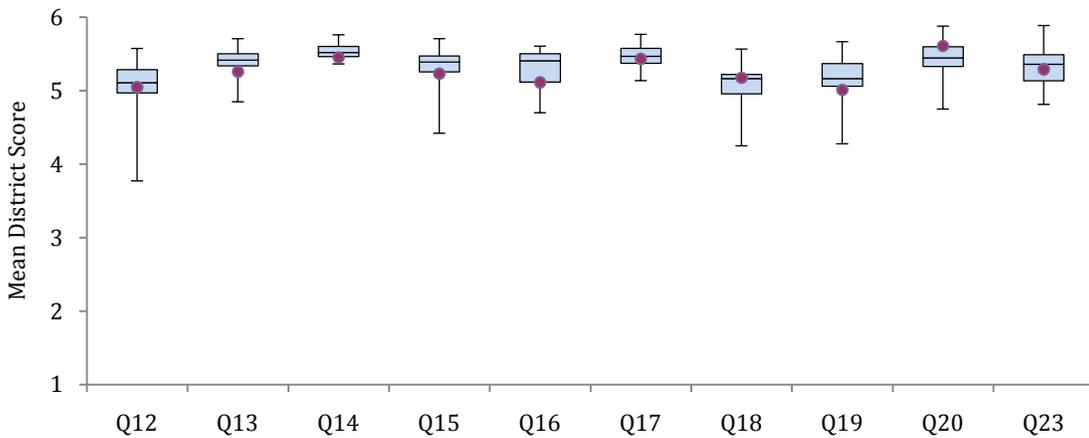
± Not a response option for this survey item.

Berlin Box-and-Whisker Charts

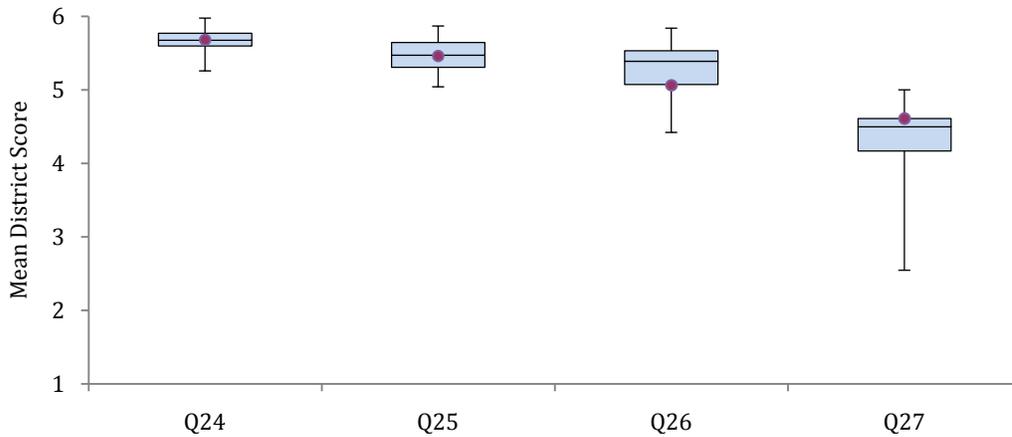
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



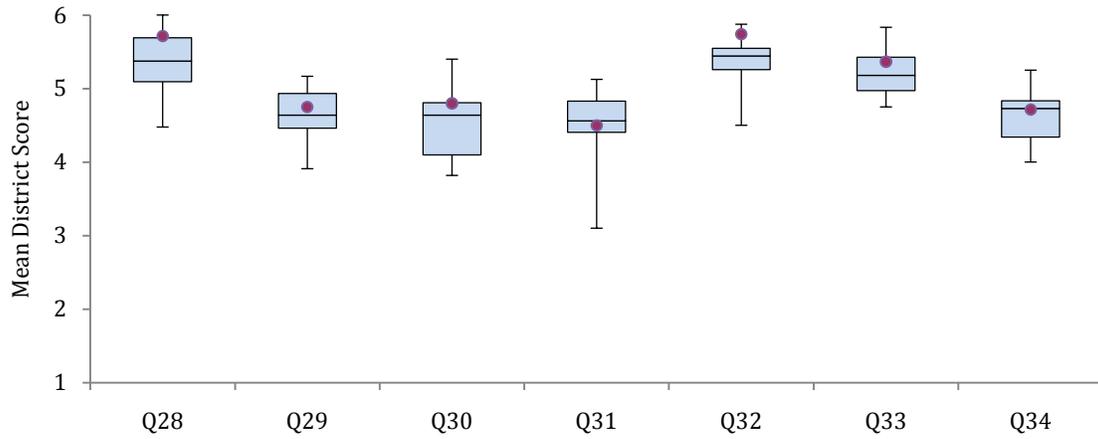
My Child's Participation



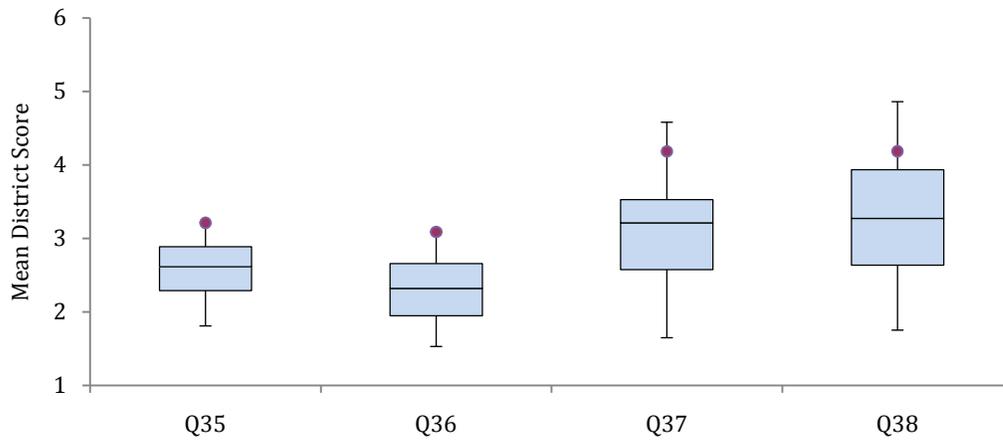
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Berlin Box-and-Whisker Charts (continued)

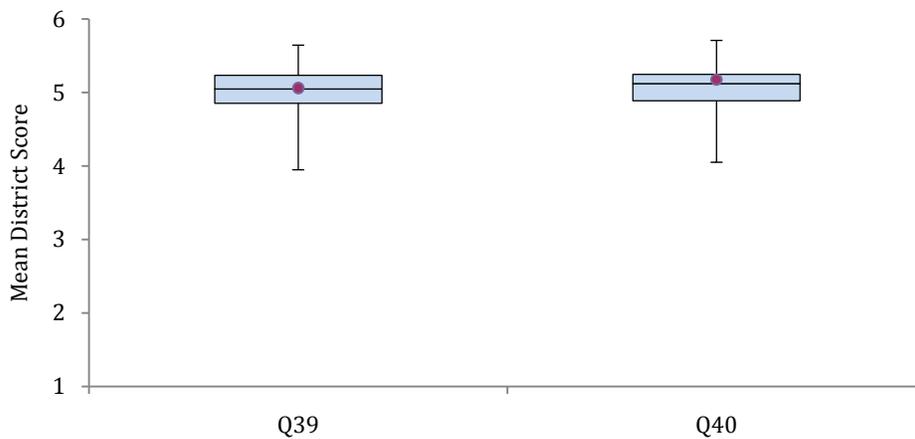
Transition Planning



Parent Training and Support



My Child's Skills



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

Bloomfield

The 2009-2010 survey was sent to 224 parents of children receiving special education services in the Bloomfield School District. A total of 33 surveys were returned for a response rate of 14.7%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Bloomfield Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	31	35.5%	32.3%	19.4%	87.1%	0.0%	9.7%	3.2%	12.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	33	75.8%	21.2%	0.0%	97.0%	0.0%	0.0%	3.0%	3.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	0.0%	0.0%	14.3%	14.3%	0.0%	0.0%	85.7%	85.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	16	25.0%	6.3%	6.3%	37.5%	6.3%	6.3%	50.0%	62.5%	±
5. My child is accepted within the school community.	31	61.3%	22.6%	16.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	33	45.5%	15.2%	21.2%	81.8%	3.0%	9.1%	6.1%	18.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	33	48.5%	27.3%	15.2%	90.9%	3.0%	0.0%	3.0%	6.1%	3.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	33	60.6%	24.2%	9.1%	93.9%	6.1%	0.0%	0.0%	6.1%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	33	60.6%	24.2%	12.1%	97.0%	0.0%	3.0%	0.0%	3.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	32	59.4%	15.6%	21.9%	96.9%	0.0%	3.1%	0.0%	3.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	31	61.3%	32.3%	6.5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table is continued on the next page.

Bloomfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	32	71.9%	21.9%	0.0%	93.8%	3.1%	3.1%	0.0%	6.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	33	72.7%	18.2%	6.1%	97.0%	0.0%	0.0%	3.0%	3.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	33	63.6%	36.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	33	60.6%	33.3%	6.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	33	72.7%	18.2%	6.1%	97.0%	3.0%	0.0%	0.0%	3.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	33	84.8%	12.1%	0.0%	97.0%	0.0%	3.0%	0.0%	3.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	33	48.5%	27.3%	15.2%	90.9%	3.0%	3.0%	3.0%	9.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	33	57.6%	27.3%	12.1%	97.0%	3.0%	0.0%	0.0%	3.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	32	78.1%	15.6%	0.0%	93.8%	0.0%	6.3%	0.0%	6.3%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	26	65.4%	19.2%	7.7%	92.3%	0.0%	3.8%	3.8%	7.7%	0.0%

Table is continued on the next page.

Bloomfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	33	78.8%	9.1%	9.1%	97.0%	3.0%	0.0%	0.0%	3.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	29	69.0%	17.2%	3.4%	89.7%	0.0%	6.9%	3.4%	10.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	19	15.8%	15.8%	5.3%	36.8%	0.0%	0.0%	63.2%	63.2%	±
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).	24	50.0%	20.8%	4.2%	75.0%	4.2%	8.3%	4.2%	16.7%	8.3%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	75.0%	12.5%	12.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	8	50.0%	0.0%	50.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	8	50.0%	12.5%	37.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	87.5%	12.5%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	8	75.0%	0.0%	25.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	8	50.0%	25.0%	25.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

Bloomfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	23	8.7%	8.7%	21.7%	39.1%	0.0%	4.3%	56.5%	60.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	23	13.0%	8.7%	8.7%	30.4%	0.0%	4.3%	65.2%	69.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	26	26.9%	11.5%	15.4%	53.8%	0.0%	3.8%	19.2%	23.1%	23.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	28	10.7%	17.9%	17.9%	46.4%	3.6%	3.6%	17.9%	25.0%	28.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	32	43.8%	28.1%	9.4%	81.3%	9.4%	6.3%	3.1%	18.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	30	53.3%	20.0%	6.7%	80.0%	3.3%	6.7%	10.0%	20.0%	±

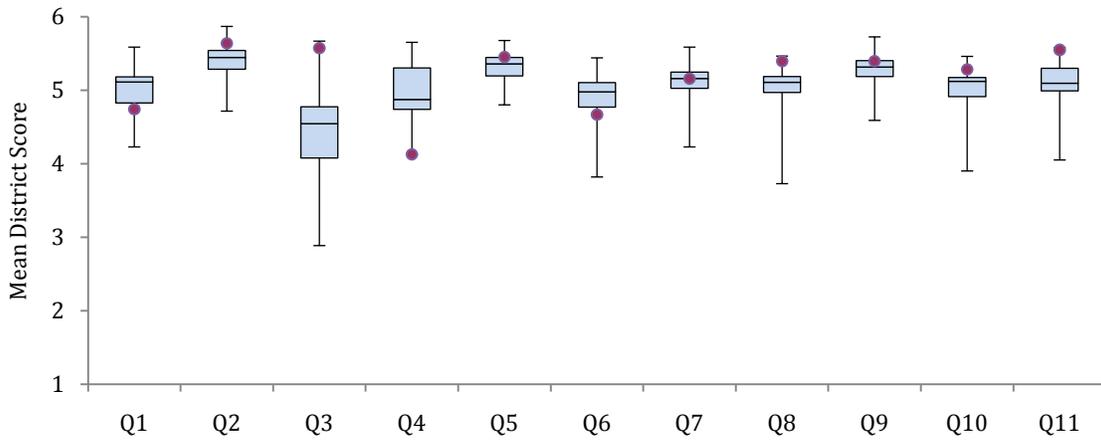
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

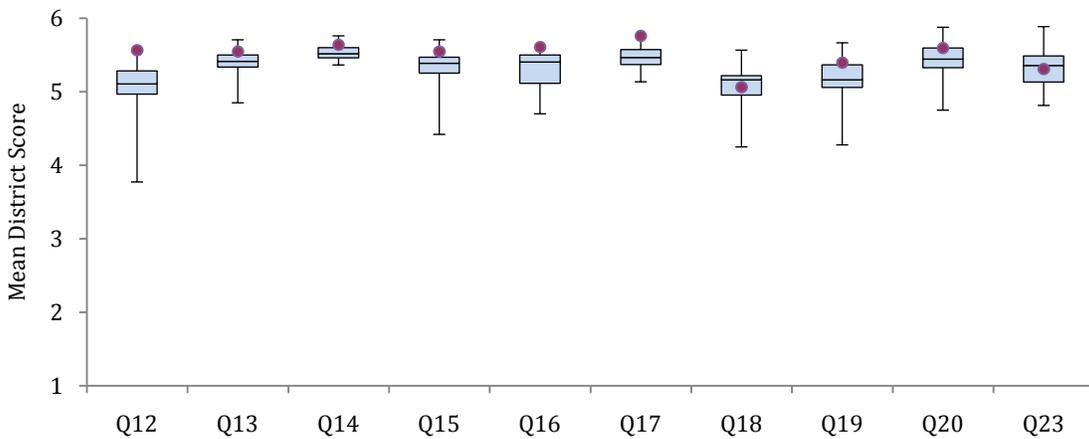
±± Minimum reporting standard not met for this survey item.

Bloomfield Box-and-Whisker Charts

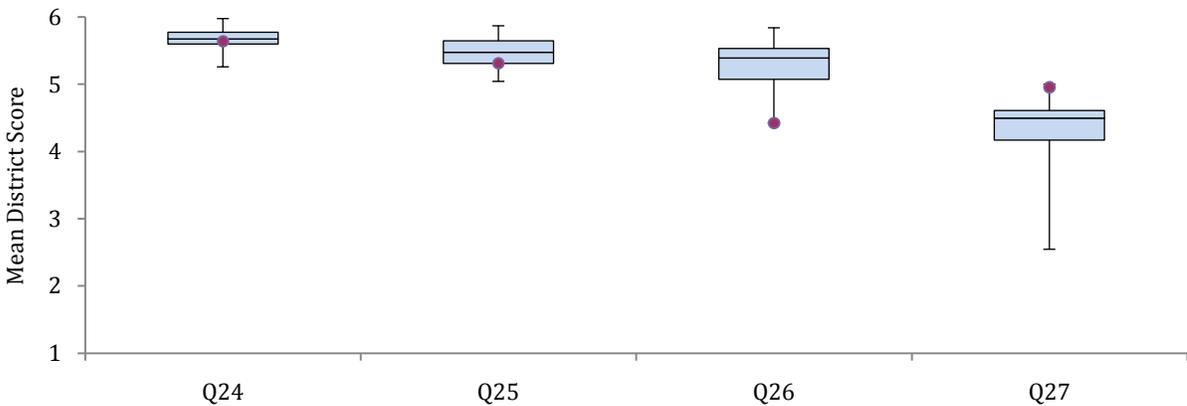
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



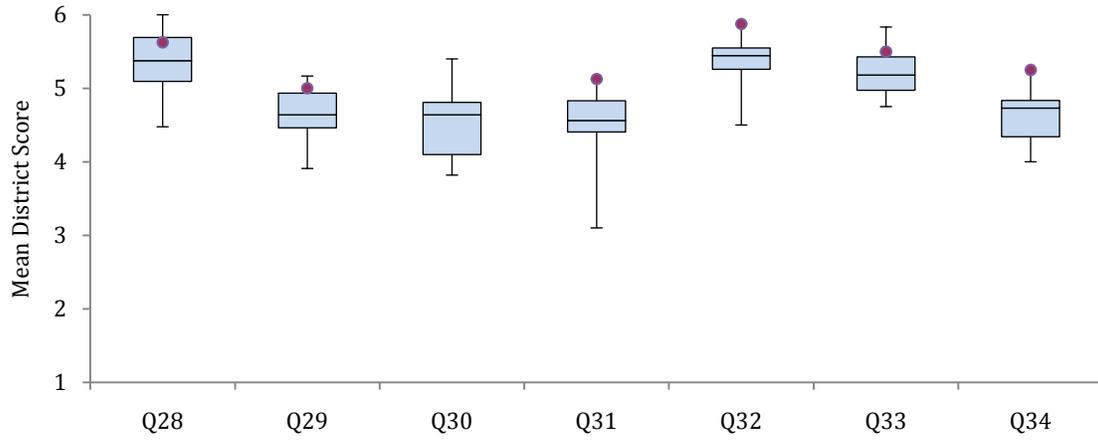
My Child's Participation



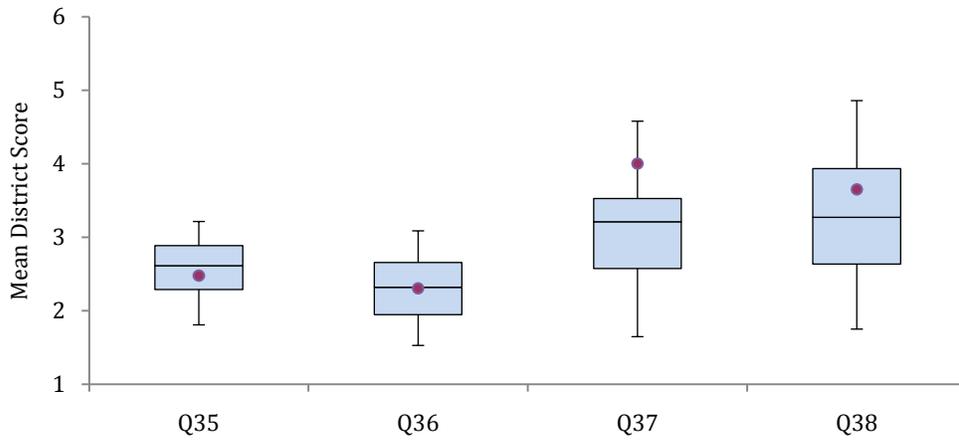
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Bloomfield Box-and-Whisker Charts (continued)

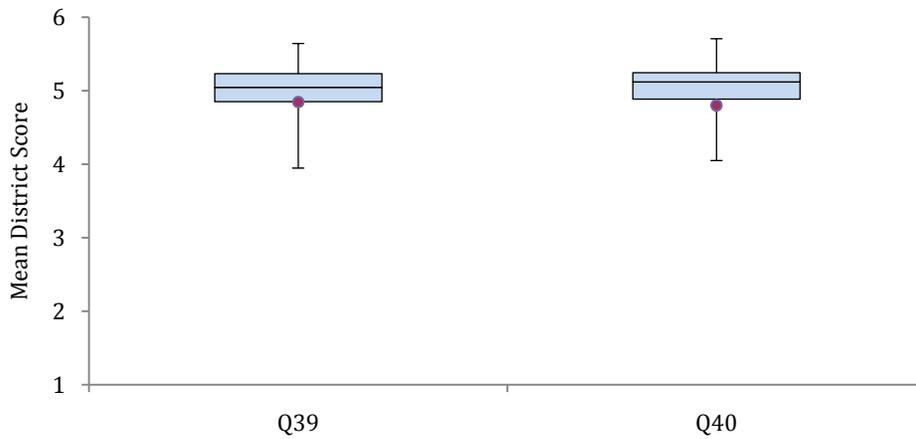
Transition Planning



Parent Training and Support



My Child's Skills



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

CTHSS

The 2009-2010 survey was sent to 641 parents of children receiving special education services in the Connecticut Technical High School System (CTHSS). A total of 130 surveys were returned for a response rate of 20.3%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

CTHSS Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	128	39.8%	32.0%	10.9%	82.8%	5.5%	6.3%	5.5%	17.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	127	49.6%	28.3%	13.4%	91.3%	4.7%	2.4%	1.6%	8.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	17	11.8%	11.8%	0.0%	23.5%	29.4%	5.9%	41.2%	76.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	43	4.7%	4.7%	14.0%	23.3%	4.7%	0.0%	72.1%	76.7%	±
5. My child is accepted within the school community.	123	64.2%	22.8%	5.7%	92.7%	2.4%	1.6%	3.3%	7.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	128	43.8%	26.6%	11.7%	82.0%	3.9%	3.9%	9.4%	17.2%	0.8%
7. All special education services identified in my child's IEP have been provided.	128	46.9%	30.5%	4.7%	82.0%	9.4%	2.3%	5.5%	17.2%	0.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	128	44.5%	25.0%	14.8%	84.4%	2.3%	3.9%	4.7%	10.9%	4.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	127	55.1%	24.4%	9.4%	89.0%	3.9%	2.4%	3.9%	10.2%	0.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	128	42.2%	32.8%	11.7%	86.7%	2.3%	4.7%	3.9%	10.9%	2.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	126	43.7%	29.4%	10.3%	83.3%	4.8%	4.0%	4.0%	12.7%	4.0%

Table is continued on the next page.

CTHSS Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	122	49.2%	25.4%	9.8%	84.4%	8.2%	3.3%	4.1%	15.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	126	61.9%	26.2%	9.5%	97.6%	0.0%	0.8%	1.6%	2.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	127	66.9%	24.4%	4.7%	96.1%	0.8%	0.8%	2.4%	3.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	127	59.1%	26.0%	9.4%	94.5%	2.4%	0.0%	3.1%	5.5%	±
16. My child's evaluation report is written in terms I understand.	127	54.3%	25.2%	9.4%	89.0%	3.9%	2.4%	4.7%	11.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	129	67.4%	15.5%	7.8%	90.7%	6.2%	2.3%	0.8%	9.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	127	44.1%	29.1%	16.5%	89.8%	2.4%	3.1%	4.7%	10.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	128	46.1%	24.2%	19.5%	89.8%	4.7%	1.6%	3.9%	10.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	130	73.1%	12.3%	9.2%	94.6%	0.8%	0.8%	3.8%	5.4%	±
21. If necessary, a translator was provided at the PPT meetings.	10	30.0%	40.0%	0.0%	70.0%	0.0%	0.0%	30.0%	30.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	57.1%	28.6%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	110	73.6%	18.2%	3.6%	95.5%	0.0%	0.0%	0.9%	0.9%	3.6%

Table is continued on the next page.

CTHSS Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	124	87.9%	7.3%	1.6%	96.8%	0.0%	0.8%	2.4%	3.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	121	87.6%	7.4%	2.5%	97.5%	0.0%	0.8%	1.7%	2.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	59	3.4%	0.0%	0.0%	3.4%	3.4%	3.4%	89.8%	96.6%	±
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).	54	35.2%	18.5%	7.4%	61.1%	1.9%	5.6%	9.3%	16.7%	22.2%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	97	46.4%	28.9%	12.4%	87.6%	6.2%	1.0%	5.2%	12.4%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	60	23.3%	21.7%	8.3%	53.3%	3.3%	1.7%	18.3%	23.3%	23.3%
31. The PPT introduced planning for my child's transition to adulthood.	90	35.6%	23.3%	20.0%	78.9%	5.6%	3.3%	12.2%	21.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	114	83.3%	13.2%	2.6%	99.1%	0.0%	0.0%	0.9%	0.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	112	67.9%	19.6%	6.3%	93.8%	2.7%	0.0%	3.6%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	94	45.7%	25.5%	12.8%	84.0%	3.2%	2.1%	10.6%	16.0%	±

Table is continued on the next page.

CTHSS Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	65	15.4%	6.2%	4.6%	26.2%	4.6%	4.6%	64.6%	73.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	53	3.8%	3.8%	0.0%	7.5%	7.5%	3.8%	81.1%	92.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	91	7.7%	4.4%	8.8%	20.9%	3.3%	2.2%	24.2%	29.7%	49.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	96	6.3%	6.3%	7.3%	19.8%	3.1%	0.0%	26.0%	29.2%	51.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	117	56.4%	21.4%	12.0%	89.7%	4.3%	2.6%	3.4%	10.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	124	63.7%	21.0%	8.1%	92.7%	3.2%	3.2%	0.8%	7.3%	±

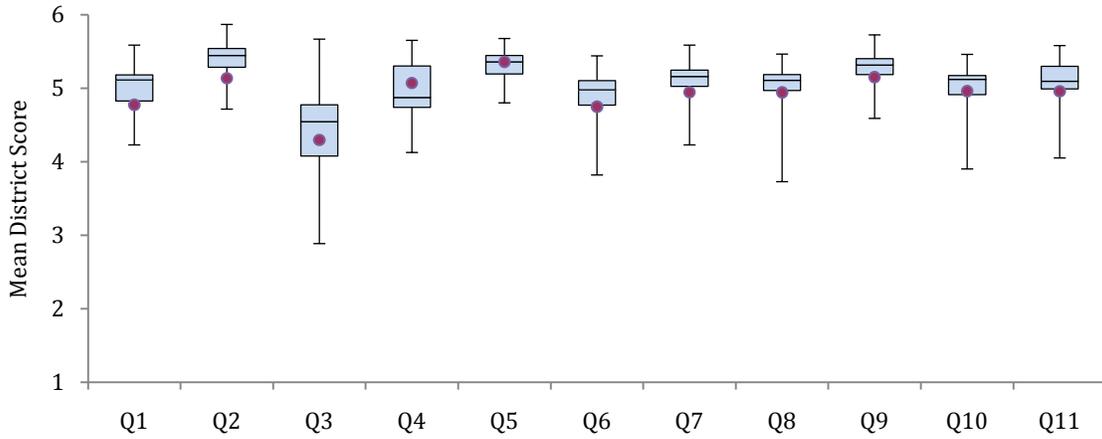
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

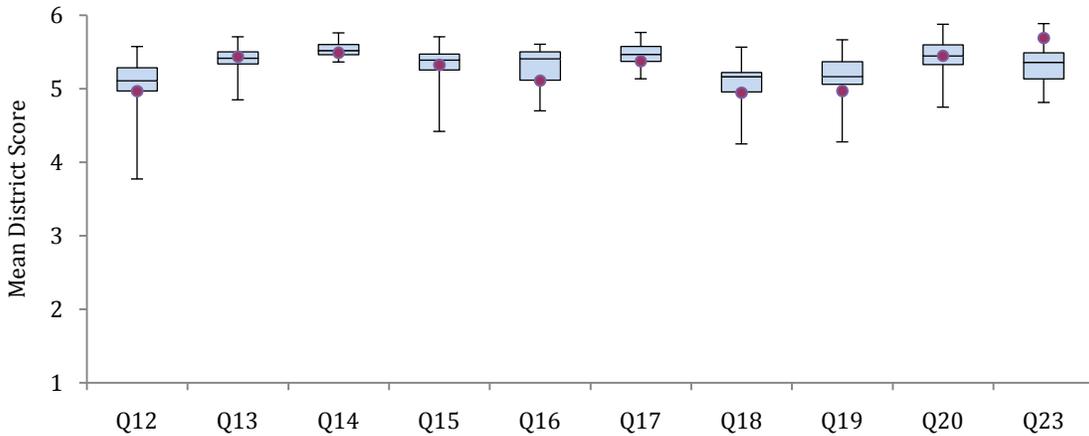
±± Minimum reporting standard not met for this survey item.

CTHSS Box-and-Whisker Charts

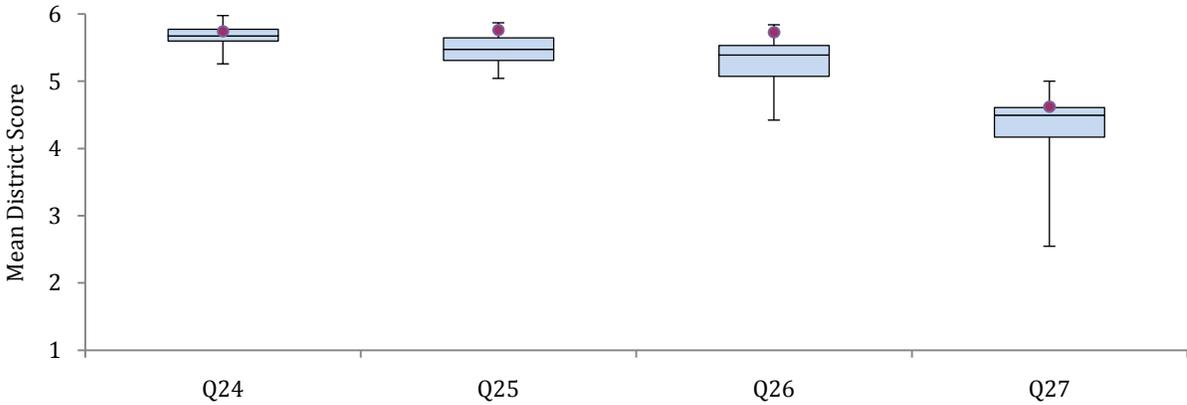
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



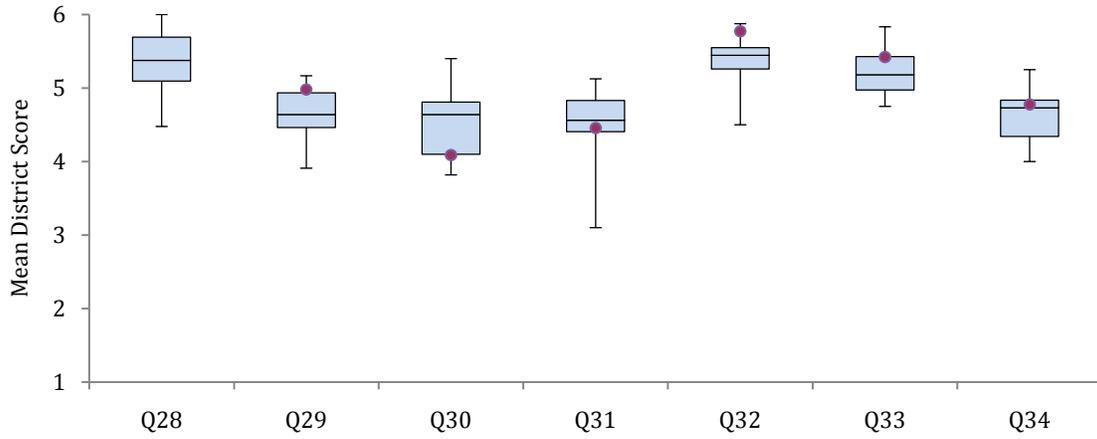
My Child's Participation



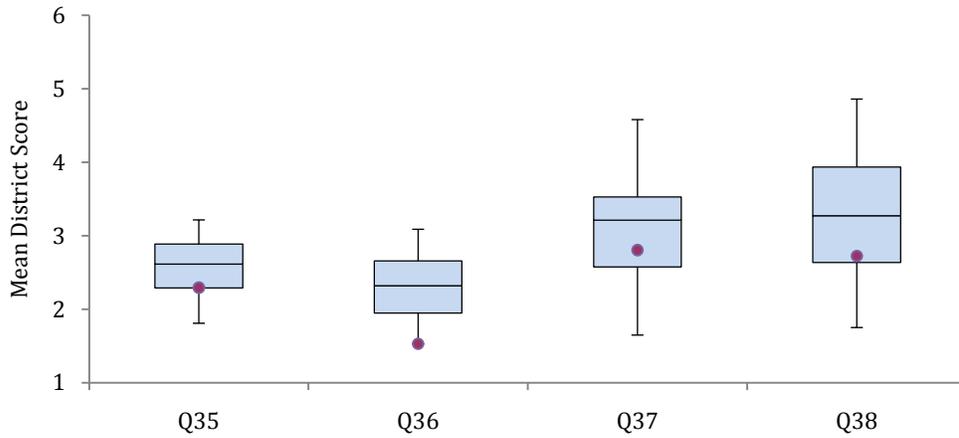
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

CTHSS Box-and-Whisker Charts (continued)

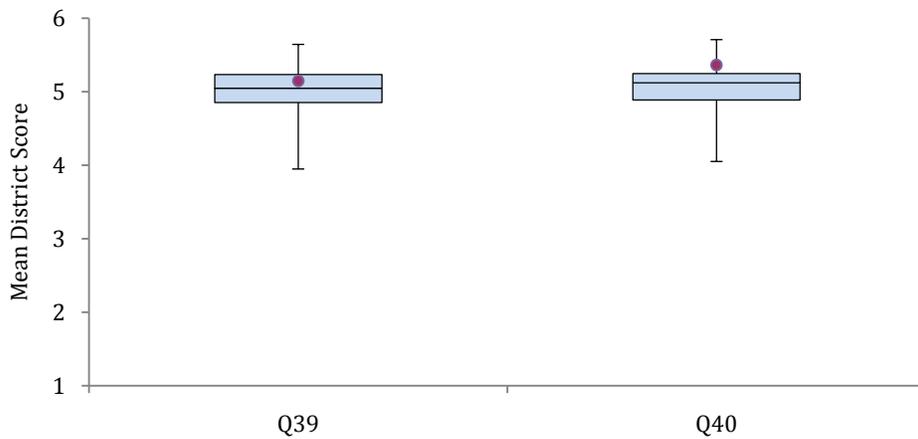
Transition Planning



Parent Training and Support



My Child's Skills



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

Danbury

The 2009-2010 survey was sent to 722 parents of children receiving special education services in the Danbury School District. A total of 142 surveys were returned for a response rate of 19.7%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Danbury Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	139	51.8%	30.2%	7.9%	89.9%	2.2%	4.3%	3.6%	10.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	140	56.4%	24.3%	8.6%	89.3%	5.0%	1.4%	4.3%	10.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	41	39.0%	17.1%	9.8%	65.9%	2.4%	0.0%	31.7%	34.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	50	14.0%	16.0%	8.0%	38.0%	4.0%	4.0%	54.0%	62.0%	±
5. My child is accepted within the school community.	134	64.2%	22.4%	5.2%	91.8%	3.0%	1.5%	3.7%	8.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	136	43.4%	32.4%	8.1%	83.8%	5.9%	2.9%	4.4%	13.2%	2.9%
7. All special education services identified in my child's IEP have been provided.	137	51.1%	28.5%	5.8%	85.4%	4.4%	3.6%	3.6%	11.7%	2.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	140	50.7%	30.7%	6.4%	87.9%	2.9%	3.6%	2.9%	9.3%	2.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	138	55.1%	24.6%	8.7%	88.4%	4.3%	2.2%	2.2%	8.7%	2.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	134	47.0%	31.3%	9.7%	88.1%	3.7%	2.2%	2.2%	8.2%	3.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	133	49.6%	29.3%	9.0%	88.0%	3.8%	3.0%	3.0%	9.8%	2.3%

Table is continued on the next page.

Danbury Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	136	52.9%	30.9%	8.8%	92.6%	2.9%	1.5%	2.9%	7.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	138	63.0%	23.2%	9.4%	95.7%	2.2%	0.7%	1.4%	4.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	139	66.9%	21.6%	8.6%	97.1%	1.4%	0.0%	1.4%	2.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	138	58.7%	29.0%	8.7%	96.4%	2.2%	0.0%	1.4%	3.6%	±
16. My child's evaluation report is written in terms I understand.	138	61.6%	24.6%	10.9%	97.1%	0.7%	0.7%	1.4%	2.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	140	70.0%	20.7%	5.7%	96.4%	2.1%	0.7%	0.7%	3.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	138	53.6%	24.6%	13.8%	92.0%	5.1%	1.4%	1.4%	8.0%	±
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.	137	54.7%	29.9%	10.2%	94.9%	0.7%	1.5%	2.9%	5.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	134	71.6%	18.7%	7.5%	97.8%	0.7%	1.5%	0.0%	2.2%	±
21. If necessary, a translator was provided at the PPT meetings.	50	66.0%	14.0%	6.0%	86.0%	0.0%	4.0%	10.0%	14.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	48	66.7%	12.5%	6.3%	85.4%	2.1%	2.1%	10.4%	14.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	117	63.2%	20.5%	3.4%	87.2%	0.0%	0.9%	6.0%	6.8%	6.0%

Table is continued on the next page.

Danbury Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	135	84.4%	9.6%	3.7%	97.8%	0.0%	0.0%	2.2%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	128	75.8%	13.3%	4.7%	93.8%	1.6%	0.8%	3.9%	6.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	71	14.1%	7.0%	2.8%	23.9%	4.2%	1.4%	70.4%	76.1%	±
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).	89	36.0%	20.2%	4.5%	60.7%	4.5%	1.1%	11.2%	16.9%	22.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	29	65.5%	24.1%	0.0%	89.7%	6.9%	3.4%	0.0%	10.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	30	46.7%	26.7%	6.7%	80.0%	3.3%	6.7%	10.0%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	21	42.9%	14.3%	4.8%	61.9%	0.0%	4.8%	14.3%	19.0%	19.0%
31. The PPT introduced planning for my child's transition to adulthood.	27	40.7%	37.0%	0.0%	77.8%	3.7%	7.4%	11.1%	22.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	34	64.7%	29.4%	2.9%	97.1%	0.0%	2.9%	0.0%	2.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	35	48.6%	37.1%	2.9%	88.6%	5.7%	5.7%	0.0%	11.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	34	47.1%	41.2%	0.0%	88.2%	0.0%	11.8%	0.0%	11.8%	±

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Danbury Survey Response Table (continued)

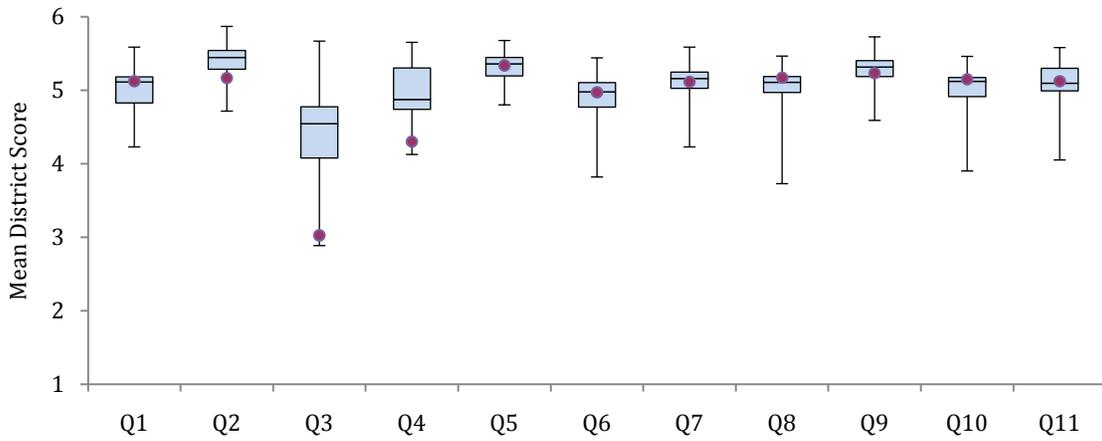
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	70	25.7%	14.3%	7.1%	47.1%	4.3%	5.7%	42.9%	52.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	72	16.7%	12.5%	8.3%	37.5%	8.3%	4.2%	50.0%	62.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	104	23.1%	11.5%	14.4%	49.0%	2.9%	2.9%	14.4%	20.2%	30.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	109	22.9%	11.0%	10.1%	44.0%	2.8%	3.7%	14.7%	21.1%	34.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	127	51.2%	27.6%	8.7%	87.4%	5.5%	3.1%	3.9%	12.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	117	53.0%	29.9%	7.7%	90.6%	4.3%	1.7%	3.4%	9.4%	±

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

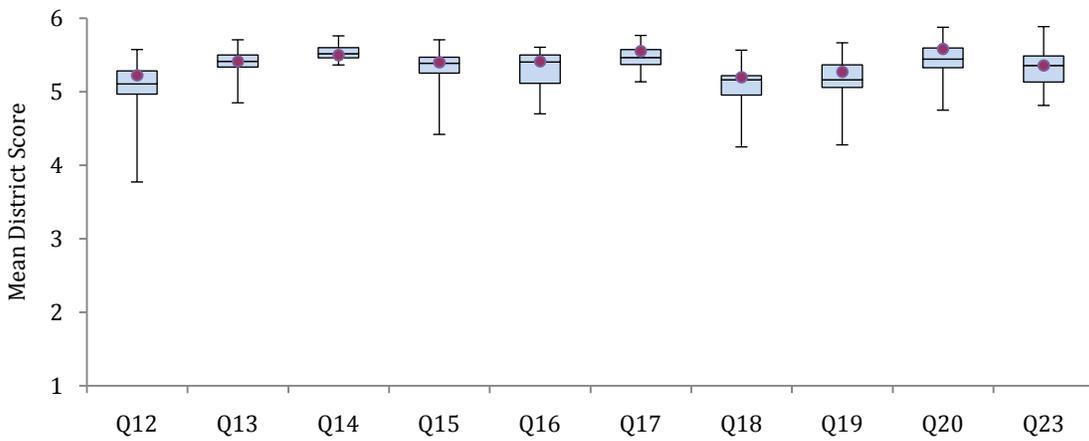
± Not a response option for this survey item.

Danbury Box-and-Whisker Charts

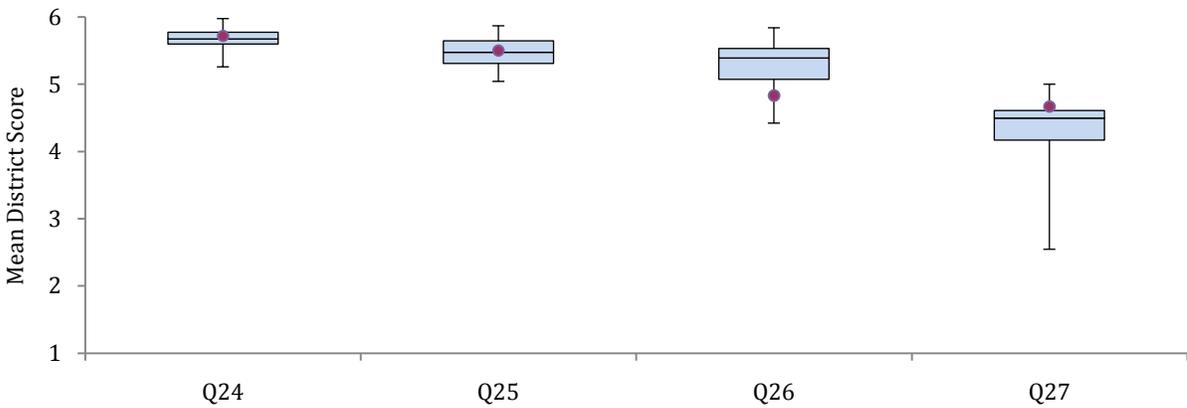
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



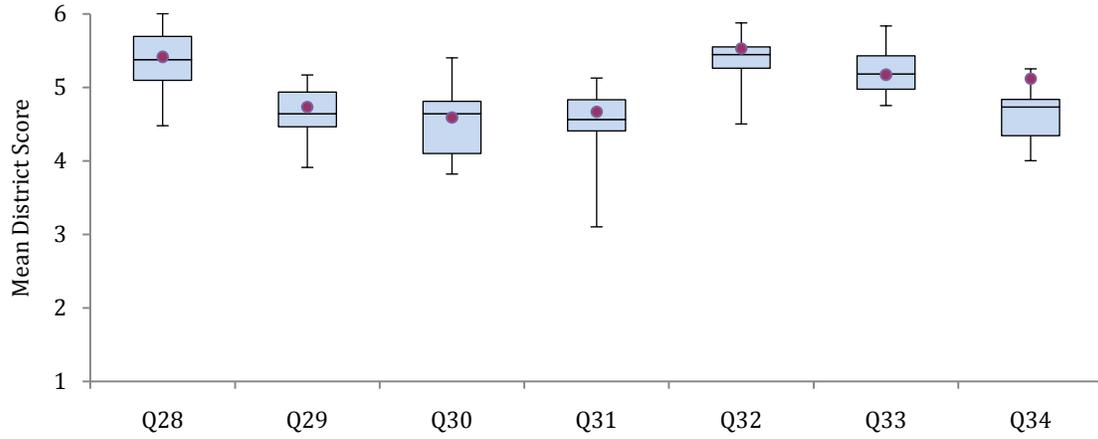
My Child's Participation



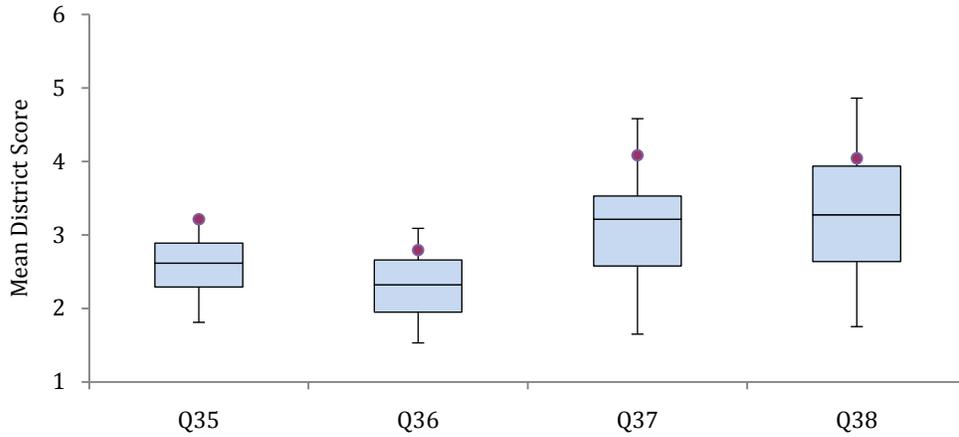
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Danbury Box-and-Whisker Charts (continued)

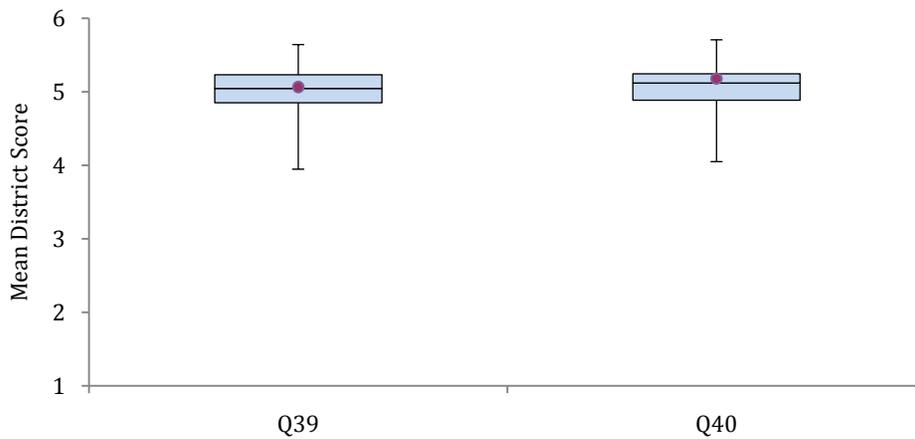
Transition Planning



Parent Training and Support



My Child's Skills



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

East Haven

The 2009-2010 survey was sent to 510 parents of children receiving special education services in the East Haven School District. A total of 94 surveys were returned for a response rate of 18.4%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

East Haven Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	92	59.8%	20.7%	6.5%	87.0%	3.3%	3.3%	6.5%	13.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	94	72.3%	14.9%	5.3%	92.6%	2.1%	3.2%	2.1%	7.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	26	50.0%	15.4%	0.0%	65.4%	0.0%	0.0%	34.6%	34.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	46	17.4%	8.7%	2.2%	28.3%	4.3%	2.2%	65.2%	71.7%	±
5. My child is accepted within the school community.	91	67.0%	19.8%	6.6%	93.4%	0.0%	3.3%	3.3%	6.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	92	55.4%	20.7%	8.7%	84.8%	4.3%	3.3%	7.6%	15.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	94	59.6%	20.2%	8.5%	88.3%	1.1%	5.3%	4.3%	10.6%	1.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	94	58.5%	23.4%	1.1%	83.0%	5.3%	3.2%	7.4%	16.0%	1.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	94	71.3%	12.8%	5.3%	89.4%	4.3%	1.1%	4.3%	9.6%	1.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	83	56.6%	21.7%	7.2%	85.5%	4.8%	3.6%	3.6%	12.0%	2.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	86	57.0%	24.4%	7.0%	88.4%	3.5%	1.2%	7.0%	11.6%	0.0%

Table is continued on the next page.

East Haven Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	92	57.6%	23.9%	8.7%	90.2%	4.3%	3.3%	2.2%	9.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	92	73.9%	17.4%	4.3%	95.7%	3.3%	0.0%	1.1%	4.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	92	81.5%	13.0%	5.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	91	68.1%	22.0%	3.3%	93.4%	3.3%	1.1%	2.2%	6.6%	±
16. My child's evaluation report is written in terms I understand.	92	70.7%	19.6%	5.4%	95.7%	3.3%	0.0%	1.1%	4.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	92	79.3%	14.1%	2.2%	95.7%	1.1%	1.1%	2.2%	4.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	93	60.2%	20.4%	7.5%	88.2%	3.2%	3.2%	5.4%	11.8%	±
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.	93	65.6%	18.3%	9.7%	93.5%	3.2%	2.2%	1.1%	6.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	92	80.4%	12.0%	3.3%	95.7%	2.2%	0.0%	2.2%	4.3%	±
21. If necessary, a translator was provided at the PPT meetings.	12	75.0%	16.7%	0.0%	91.7%	0.0%	0.0%	8.3%	8.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	12	83.3%	16.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	75	65.3%	8.0%	6.7%	80.0%	0.0%	1.3%	6.7%	8.0%	12.0%

Table is continued on the next page.

East Haven Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	90	78.9%	14.4%	3.3%	96.7%	1.1%	1.1%	1.1%	3.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	79	67.1%	17.7%	6.3%	91.1%	1.3%	5.1%	2.5%	8.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	50	6.0%	2.0%	10.0%	18.0%	0.0%	8.0%	74.0%	82.0%	±
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).	68	42.6%	16.2%	5.9%	64.7%	7.4%	1.5%	13.2%	22.1%	13.2%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	25	72.0%	16.0%	8.0%	96.0%	0.0%	0.0%	4.0%	4.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	15	33.3%	33.3%	13.3%	80.0%	6.7%	6.7%	6.7%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	16	18.8%	18.8%	6.3%	43.8%	0.0%	0.0%	6.3%	6.3%	50.0%
31. The PPT introduced planning for my child's transition to adulthood.	18	55.6%	11.1%	16.7%	83.3%	5.6%	5.6%	5.6%	16.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	19	78.9%	5.3%	5.3%	89.5%	5.3%	0.0%	5.3%	10.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	15	73.3%	6.7%	6.7%	86.7%	6.7%	0.0%	6.7%	13.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	16	43.8%	25.0%	12.5%	81.3%	12.5%	0.0%	6.3%	18.8%	±

Table is continued on the next page.

East Haven Survey Response Table (continued)

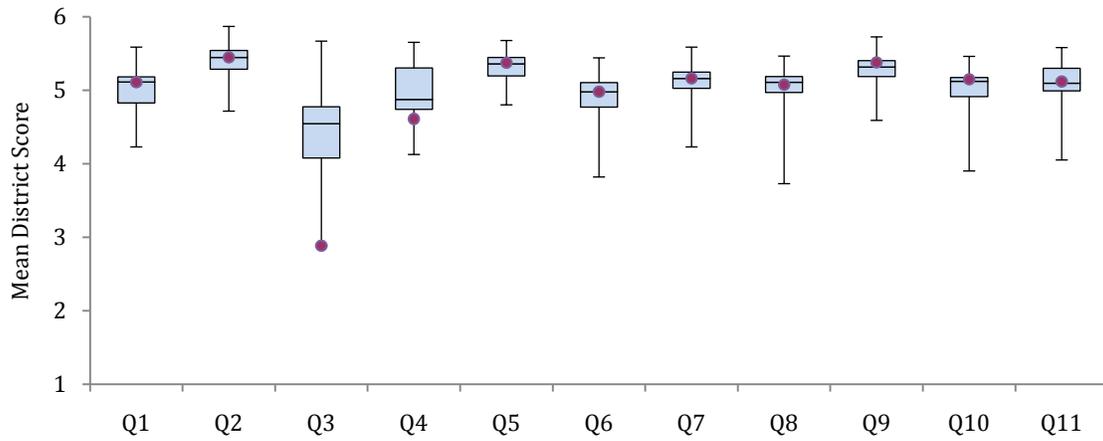
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	60	15.0%	5.0%	11.7%	31.7%	5.0%	8.3%	55.0%	68.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	54	13.0%	7.4%	3.7%	24.1%	7.4%	9.3%	59.3%	75.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	71	8.5%	4.2%	7.0%	19.7%	5.6%	9.9%	28.2%	43.7%	36.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	73	8.2%	5.5%	0.0%	13.7%	6.8%	6.8%	26.0%	39.7%	46.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	91	60.4%	16.5%	7.7%	84.6%	2.2%	1.1%	12.1%	15.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	86	57.0%	15.1%	9.3%	81.4%	7.0%	2.3%	9.3%	18.6%	±

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

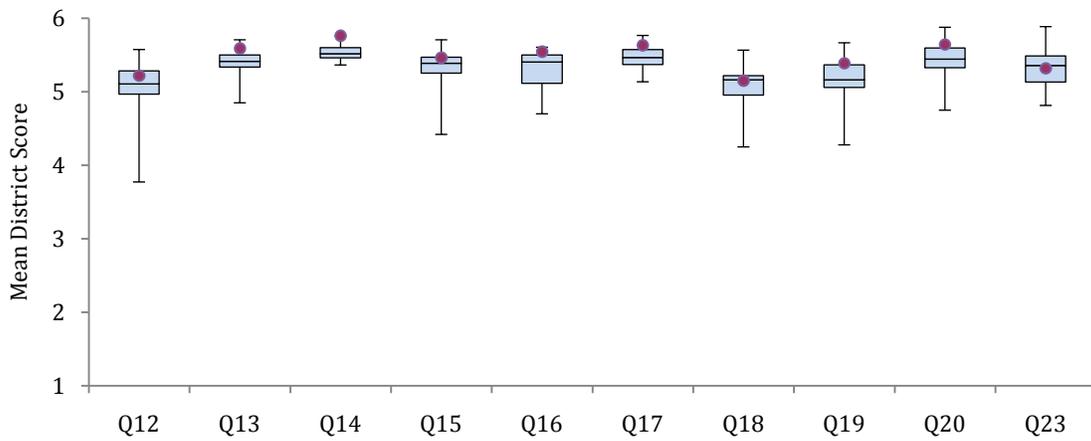
± Not a response option for this survey item.

East Haven Box-and-Whisker Charts

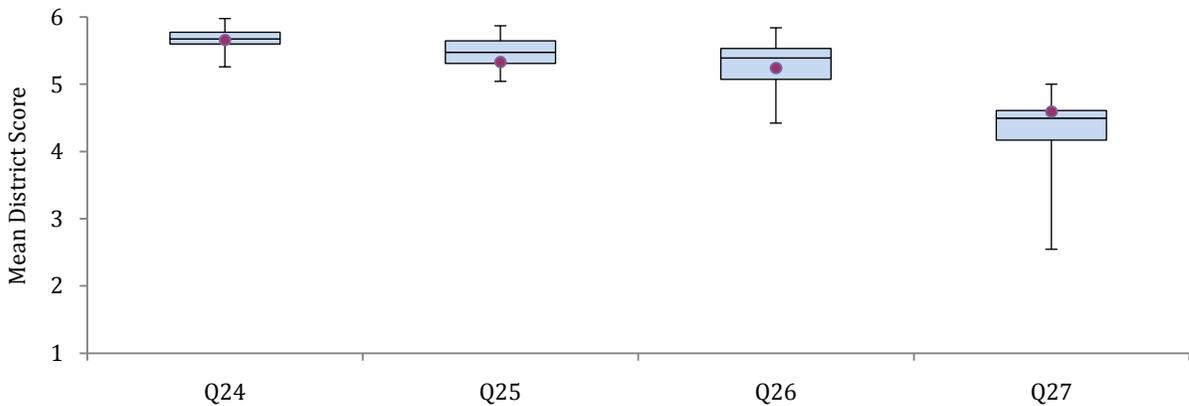
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



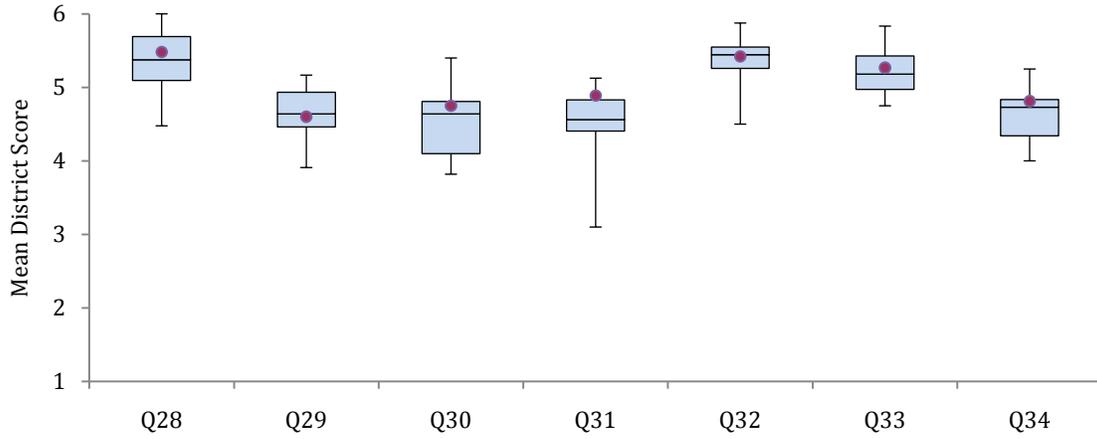
My Child's Participation



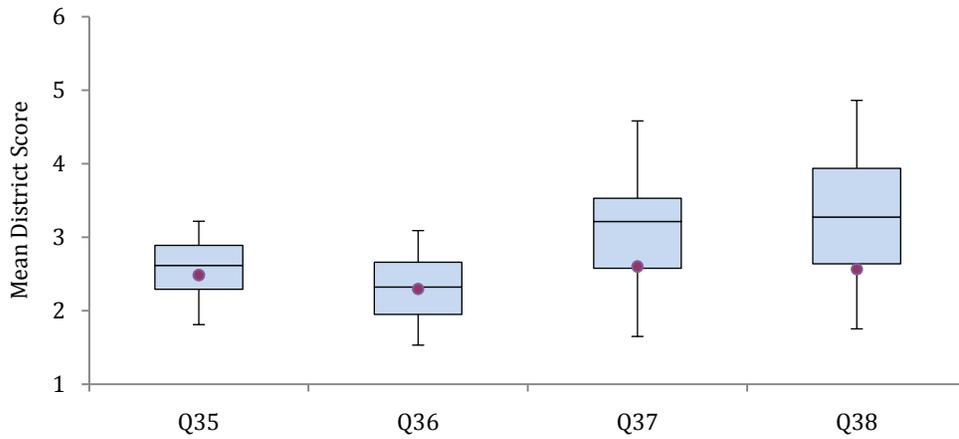
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

East Haven Box-and-Whisker Charts (continued)

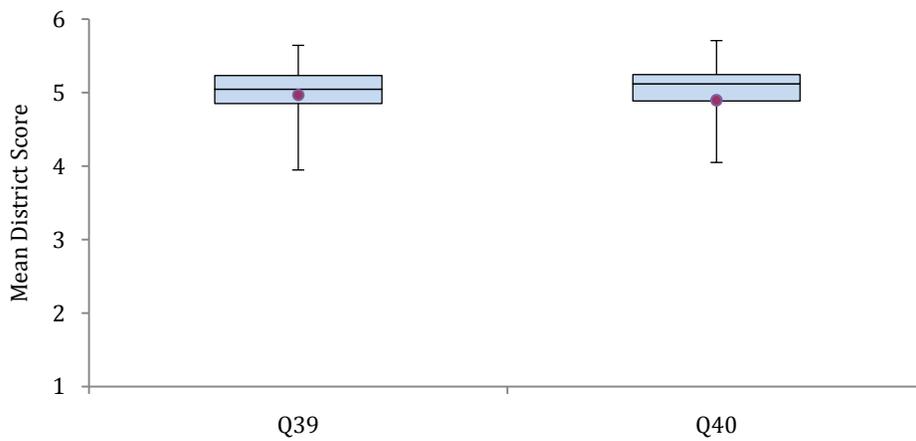
Transition Planning



Parent Training and Support



My Child's Skills



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

Granby

The 2009-2010 survey was sent to 191 parents of children receiving special education services in the Granby School District. A total of 63 surveys were returned for a response rate of 33.0%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Granby Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	63	52.4%	38.1%	6.3%	96.8%	1.6%	1.6%	0.0%	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	61.3%	27.4%	9.7%	98.4%	1.6%	0.0%	0.0%	1.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	11	18.2%	9.1%	0.0%	27.3%	9.1%	0.0%	63.6%	72.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	18	5.6%	5.6%	0.0%	11.1%	0.0%	0.0%	88.9%	88.9%	±
5. My child is accepted within the school community.	62	59.7%	30.6%	4.8%	95.2%	0.0%	3.2%	1.6%	4.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	62	45.2%	35.5%	12.9%	93.5%	3.2%	3.2%	0.0%	6.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	63	58.7%	27.0%	7.9%	93.7%	4.8%	1.6%	0.0%	6.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	63	57.1%	25.4%	12.7%	95.2%	1.6%	1.6%	1.6%	4.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	60	61.7%	25.0%	10.0%	96.7%	1.7%	0.0%	1.7%	3.3%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	60	56.7%	28.3%	10.0%	95.0%	1.7%	1.7%	1.7%	5.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	61	60.7%	21.3%	11.5%	93.4%	3.3%	1.6%	0.0%	4.9%	1.6%

Table is continued on the next page.

Granby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	61	54.1%	29.5%	9.8%	93.4%	6.6%	0.0%	0.0%	6.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	63	69.8%	20.6%	3.2%	93.7%	6.3%	0.0%	0.0%	6.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	63	65.1%	31.7%	0.0%	96.8%	3.2%	0.0%	0.0%	3.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	63	65.1%	25.4%	6.3%	96.8%	3.2%	0.0%	0.0%	3.2%	±
16. My child's evaluation report is written in terms I understand.	63	61.9%	27.0%	7.9%	96.8%	1.6%	1.6%	0.0%	3.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	63	73.0%	17.5%	6.3%	96.8%	1.6%	0.0%	1.6%	3.2%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	61	67.2%	23.0%	8.2%	98.4%	1.6%	0.0%	0.0%	1.6%	±
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.	62	58.1%	30.6%	6.5%	95.2%	3.2%	1.6%	0.0%	4.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	62	74.2%	21.0%	4.8%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	54	88.9%	7.4%	1.9%	98.1%	0.0%	0.0%	0.0%	0.0%	1.9%

Table is continued on the next page.

Granby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	60	93.3%	5.0%	1.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	54	92.6%	5.6%	0.0%	98.1%	0.0%	0.0%	1.9%	1.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	8.3%	0.0%	0.0%	8.3%	0.0%	2.8%	88.9%	91.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	17	47.1%	23.5%	0.0%	70.6%	0.0%	0.0%	11.8%	11.8%	17.6%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	11	54.5%	27.3%	0.0%	81.8%	9.1%	0.0%	9.1%	18.2%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	16	50.0%	25.0%	12.5%	87.5%	0.0%	12.5%	0.0%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	27.3%	36.4%	9.1%	72.7%	0.0%	27.3%	0.0%	27.3%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	15	33.3%	26.7%	26.7%	86.7%	6.7%	6.7%	0.0%	13.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	83.3%	11.1%	0.0%	94.4%	0.0%	0.0%	5.6%	5.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	70.6%	17.6%	5.9%	94.1%	5.9%	0.0%	0.0%	5.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	15	46.7%	26.7%	6.7%	80.0%	13.3%	0.0%	6.7%	20.0%	±

Table is continued on the next page.

Granby Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	35	8.6%	8.6%	14.3%	31.4%	2.9%	2.9%	62.9%	68.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	32	9.4%	6.3%	3.1%	18.8%	3.1%	3.1%	75.0%	81.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	50	16.0%	10.0%	10.0%	36.0%	6.0%	8.0%	26.0%	40.0%	24.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	49	14.3%	10.2%	2.0%	26.5%	8.2%	8.2%	26.5%	42.9%	30.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	58	58.6%	31.0%	10.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	57	73.7%	15.8%	10.5%	100.0%	0.0%	0.0%	0.0%	0.0%	±

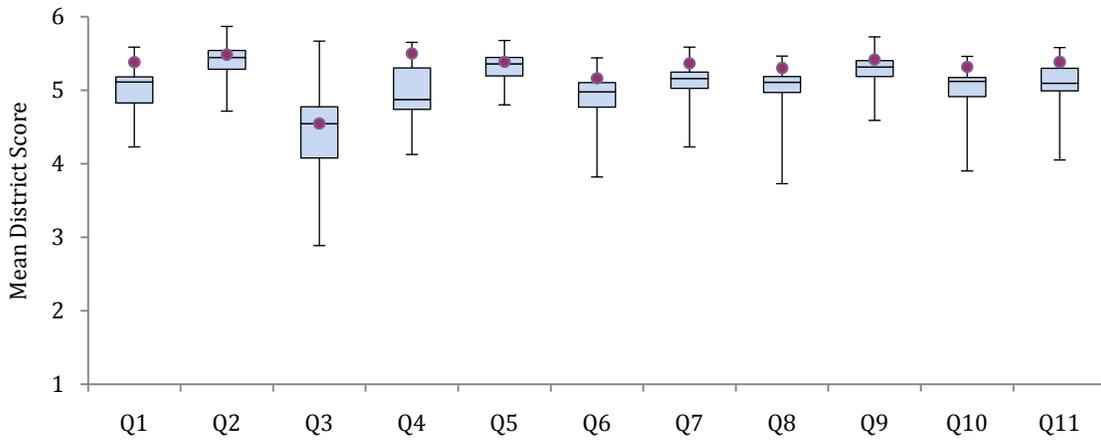
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

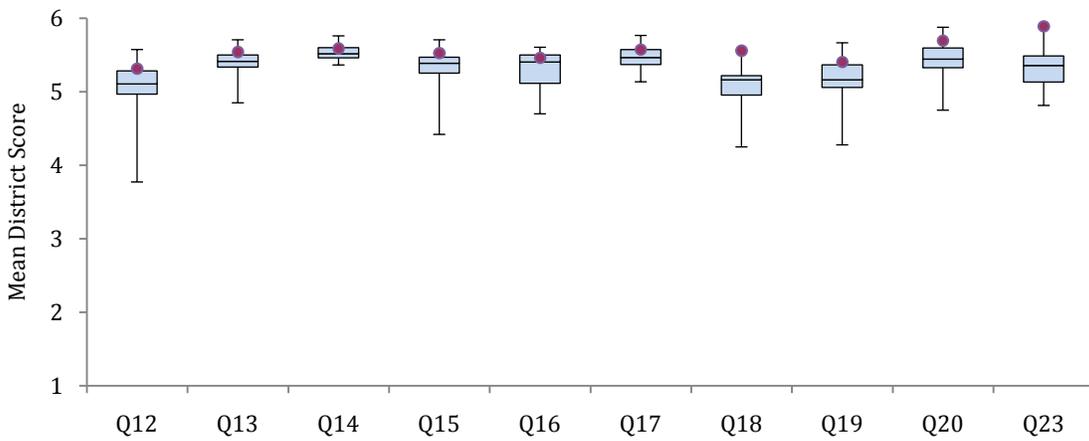
±± Minimum reporting standard not met for this survey item.

Granby Box-and-Whisker Charts

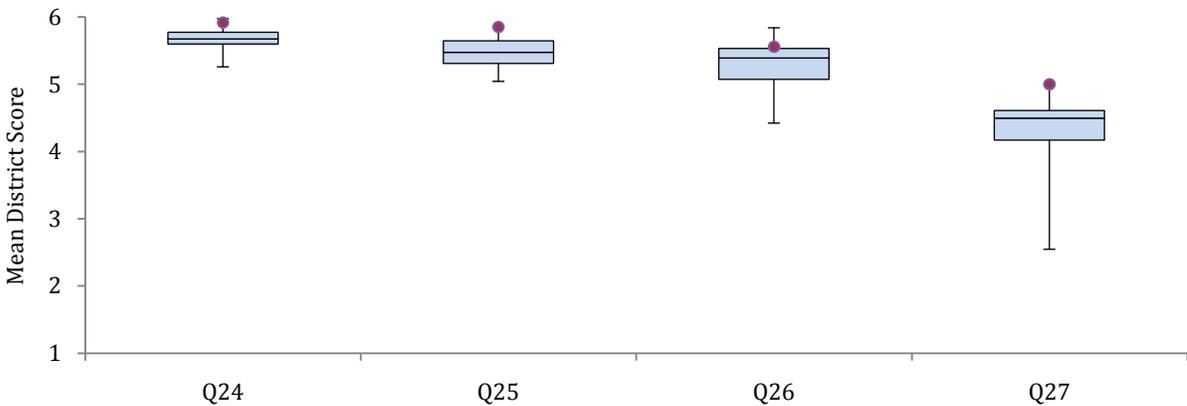
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



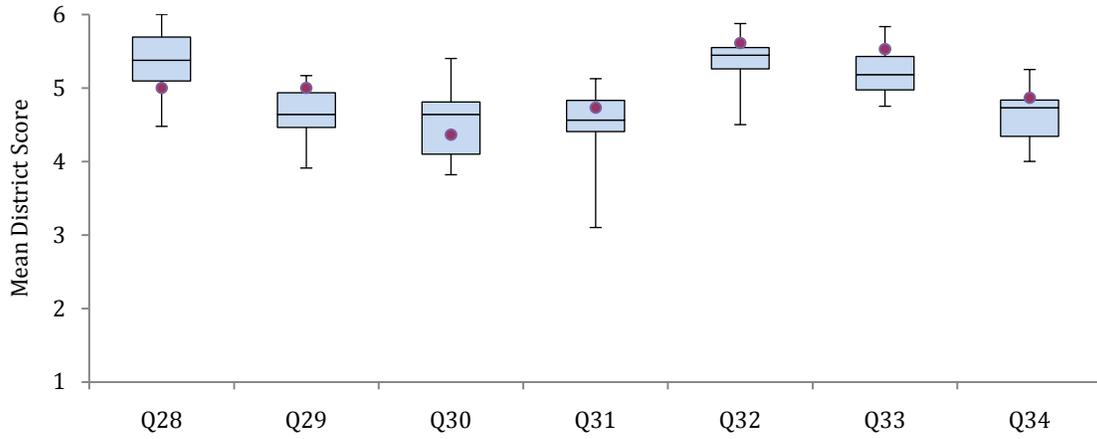
My Child's Participation



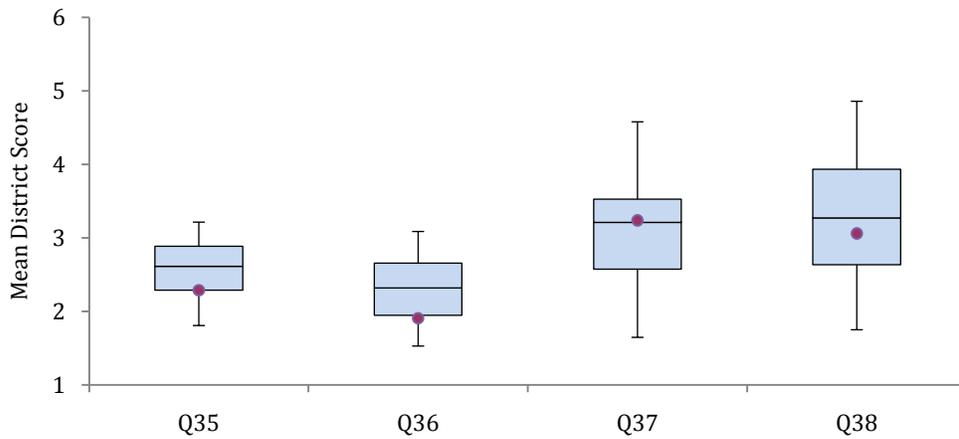
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Granby Box-and-Whisker Charts (continued)

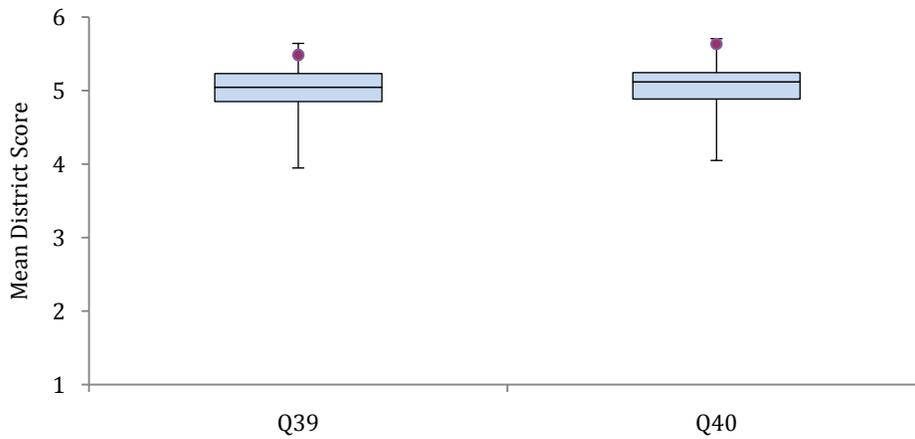
Transition Planning



Parent Training and Support



My Child's Skills



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

Ledyard

The 2009-2010 survey was sent to 324 parents of children receiving special education services in the Ledyard School District. A total of 62 surveys were returned for a response rate of 19.1%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Ledyard Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	61	55.7%	26.2%	11.5%	93.4%	3.3%	1.6%	1.6%	6.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	60	76.7%	8.3%	13.3%	98.3%	0.0%	1.7%	0.0%	1.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	23	21.7%	4.3%	4.3%	30.4%	4.3%	0.0%	65.2%	69.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	33	3.0%	9.1%	3.0%	15.2%	0.0%	3.0%	81.8%	84.8%	±
5. My child is accepted within the school community.	60	63.3%	13.3%	13.3%	90.0%	6.7%	0.0%	3.3%	10.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	60	58.3%	30.0%	5.0%	93.3%	3.3%	0.0%	3.3%	6.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	60	61.7%	23.3%	3.3%	88.3%	5.0%	1.7%	5.0%	11.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	61	54.1%	27.9%	6.6%	88.5%	4.9%	1.6%	4.9%	11.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	60	66.7%	21.7%	8.3%	96.7%	0.0%	1.7%	0.0%	1.7%	1.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	60	53.3%	30.0%	6.7%	90.0%	3.3%	3.3%	3.3%	10.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	60	55.0%	25.0%	11.7%	91.7%	1.7%	1.7%	3.3%	6.7%	1.7%

Table is continued on the next page.

Ledyard Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	60	60.0%	20.0%	8.3%	88.3%	5.0%	5.0%	1.7%	11.7%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	61	73.8%	14.8%	3.3%	91.8%	4.9%	3.3%	0.0%	8.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	61	73.8%	16.4%	4.9%	95.1%	1.6%	3.3%	0.0%	4.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	60	70.0%	16.7%	5.0%	91.7%	5.0%	0.0%	3.3%	8.3%	±
16. My child's evaluation report is written in terms I understand.	61	75.4%	11.5%	8.2%	95.1%	1.6%	0.0%	3.3%	4.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	61	75.4%	14.8%	3.3%	93.4%	0.0%	1.6%	4.9%	6.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	60	65.0%	15.0%	10.0%	90.0%	1.7%	3.3%	5.0%	10.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	61	67.2%	18.0%	8.2%	93.4%	0.0%	3.3%	3.3%	6.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	61	67.2%	11.5%	9.8%	88.5%	3.3%	3.3%	4.9%	11.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	56	64.3%	12.5%	8.9%	85.7%	0.0%	0.0%	8.9%	8.9%	5.4%

Table is continued on the next page.

Ledyard Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	59	79.7%	6.8%	6.8%	93.2%	1.7%	3.4%	1.7%	6.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	52	75.0%	11.5%	3.8%	90.4%	1.9%	1.9%	5.8%	9.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	43	7.0%	2.3%	2.3%	11.6%	4.7%	4.7%	79.1%	88.4%	±
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).	38	26.3%	10.5%	2.6%	39.5%	2.6%	0.0%	34.2%	36.8%	23.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	71.4%	14.3%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	13	38.5%	23.1%	15.4%	76.9%	7.7%	15.4%	0.0%	23.1%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	13	53.8%	7.7%	15.4%	76.9%	0.0%	23.1%	0.0%	23.1%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	13	46.2%	15.4%	23.1%	84.6%	0.0%	15.4%	0.0%	15.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	12	83.3%	0.0%	8.3%	91.7%	0.0%	0.0%	8.3%	8.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	12	66.7%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	16.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	12	41.7%	25.0%	16.7%	83.3%	8.3%	8.3%	0.0%	16.7%	±

Table is continued on the next page.

Ledyard Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	46	26.1%	13.0%	4.3%	43.5%	4.3%	0.0%	52.2%	56.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	44	20.5%	9.1%	13.6%	43.2%	4.5%	0.0%	52.3%	56.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	53	26.4%	17.0%	5.7%	49.1%	11.3%	1.9%	13.2%	26.4%	24.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	53	28.3%	13.2%	3.8%	45.3%	7.5%	5.7%	13.2%	26.4%	28.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	59	52.5%	20.3%	16.9%	89.8%	3.4%	1.7%	5.1%	10.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	55	50.9%	27.3%	14.5%	92.7%	1.8%	1.8%	3.6%	7.3%	±

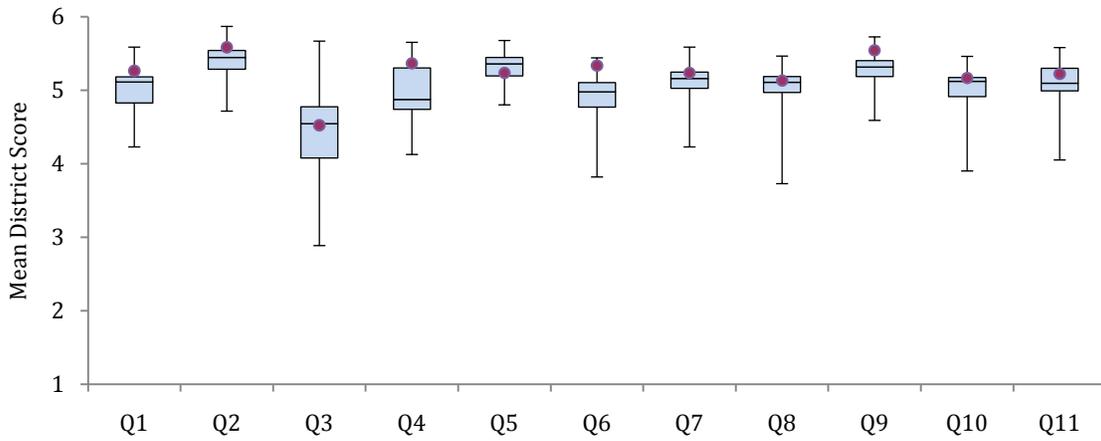
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

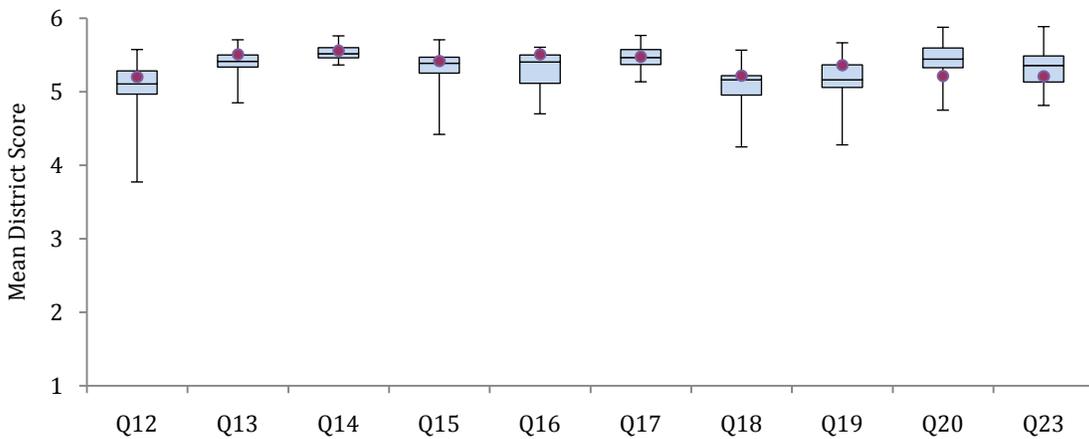
±± Minimum reporting standard not met for this survey item.

Ledyard Box-and-Whisker Charts

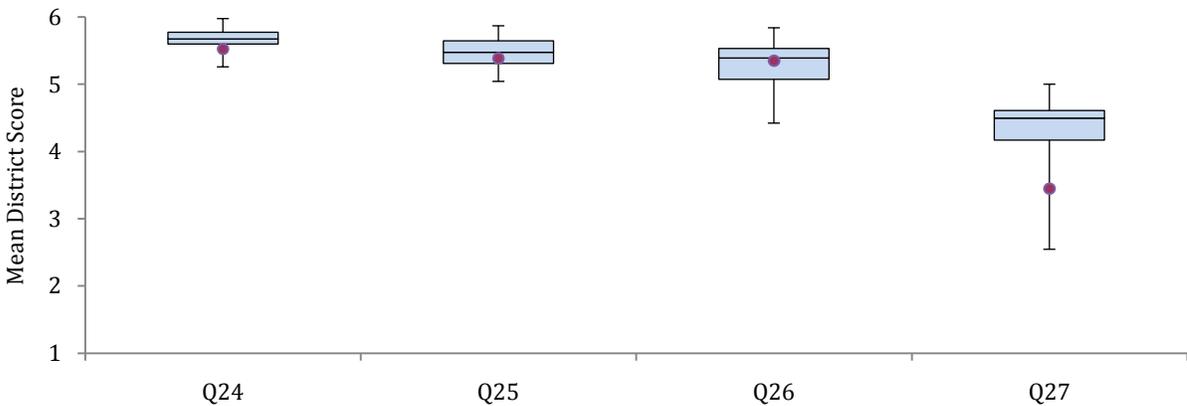
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



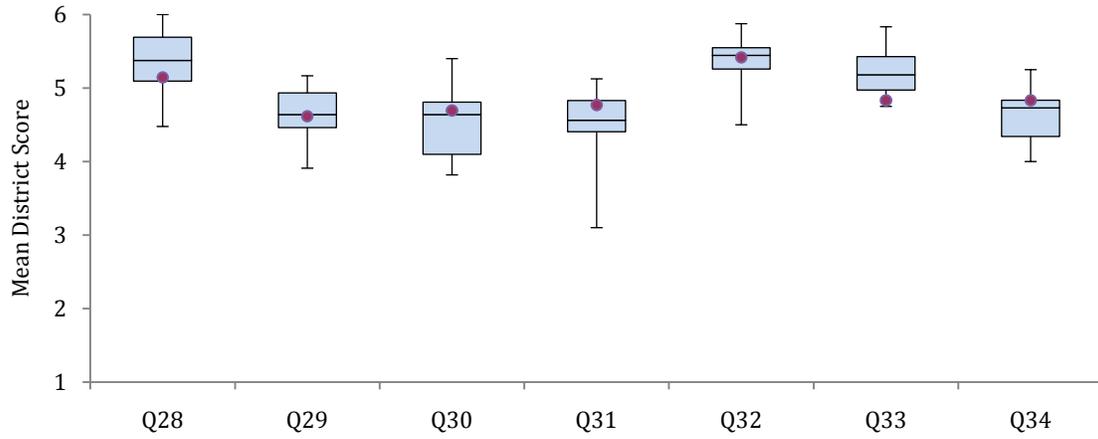
My Child's Participation



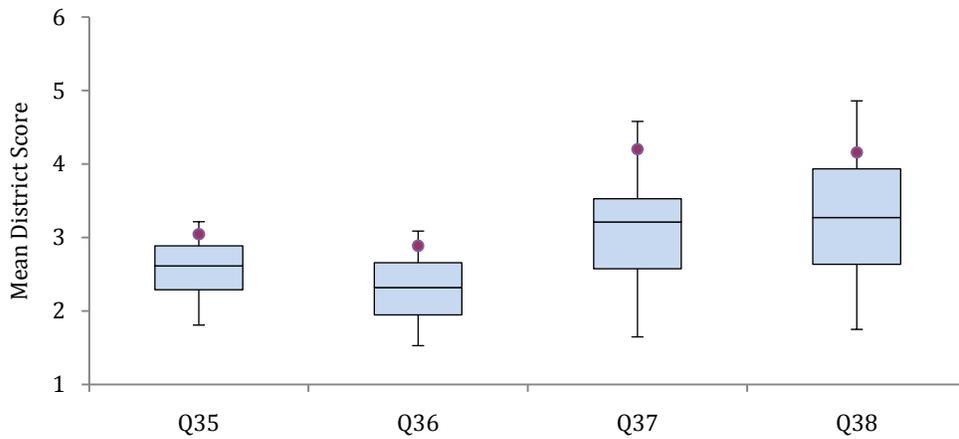
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Ledyard Box-and-Whisker Charts (continued)

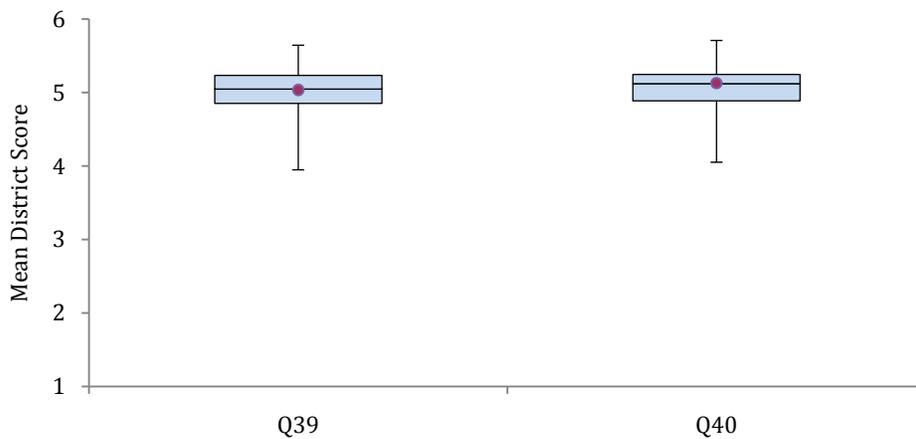
Transition Planning



Parent Training and Support



My Child's Skills



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

Mansfield

The 2009-2010 survey was sent to 169 parents of children receiving special education services in the Mansfield School District. A total of 36 surveys were returned for a response rate of 21.3%, slightly below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Manfield Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	36	63.9%	16.7%	8.3%	88.9%	2.8%	0.0%	8.3%	11.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	36	63.9%	25.0%	5.6%	94.4%	0.0%	0.0%	5.6%	5.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	22.2%	11.1%	0.0%	33.3%	0.0%	11.1%	55.6%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	14.3%	4.8%	4.8%	23.8%	0.0%	4.8%	71.4%	76.2%	±
5. My child is accepted within the school community.	35	57.1%	22.9%	8.6%	88.6%	0.0%	5.7%	5.7%	11.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	36	58.3%	22.2%	5.6%	86.1%	0.0%	0.0%	11.1%	11.1%	2.8%
7. All special education services identified in my child's IEP have been provided.	36	66.7%	19.4%	0.0%	86.1%	2.8%	5.6%	5.6%	13.9%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	35	60.0%	25.7%	2.9%	88.6%	0.0%	5.7%	5.7%	11.4%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	34	64.7%	14.7%	5.9%	85.3%	2.9%	0.0%	8.8%	11.8%	2.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	36	55.6%	11.1%	13.9%	80.6%	8.3%	0.0%	8.3%	16.7%	2.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	36	58.3%	13.9%	13.9%	86.1%	2.8%	0.0%	8.3%	11.1%	2.8%

Table is continued on the next page.

Mansfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	36	55.6%	16.7%	16.7%	88.9%	0.0%	2.8%	8.3%	11.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	36	75.0%	16.7%	0.0%	91.7%	0.0%	0.0%	8.3%	8.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	36	80.6%	11.1%	2.8%	94.4%	0.0%	0.0%	5.6%	5.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	36	69.4%	16.7%	8.3%	94.4%	0.0%	0.0%	5.6%	5.6%	±
16. My child's evaluation report is written in terms I understand.	36	69.4%	22.2%	2.8%	94.4%	0.0%	0.0%	5.6%	5.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	36	69.4%	16.7%	5.6%	91.7%	2.8%	0.0%	5.6%	8.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	36	61.1%	19.4%	11.1%	91.7%	2.8%	0.0%	5.6%	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.	36	61.1%	16.7%	11.1%	88.9%	2.8%	2.8%	5.6%	11.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	36	80.6%	2.8%	8.3%	91.7%	2.8%	0.0%	5.6%	8.3%	±
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.	34	61.8%	5.9%	5.9%	73.5%	2.9%	2.9%	11.8%	17.6%	8.8%

Table is continued on the next page.

Mansfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	36	88.9%	5.6%	0.0%	94.4%	0.0%	0.0%	5.6%	5.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	35	82.9%	8.6%	0.0%	91.4%	0.0%	0.0%	8.6%	8.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	30	3.3%	3.3%	0.0%	6.7%	6.7%	3.3%	83.3%	93.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	18	38.9%	16.7%	0.0%	55.6%	5.6%	11.1%	16.7%	33.3%	11.1%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	10	80.0%	20.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

Mansfield Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	26	11.5%	3.8%	0.0%	15.4%	0.0%	7.7%	76.9%	84.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	26	15.4%	0.0%	3.8%	19.2%	0.0%	7.7%	73.1%	80.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	29	10.3%	0.0%	3.4%	13.8%	0.0%	10.3%	34.5%	44.8%	41.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	30	10.0%	3.3%	0.0%	13.3%	3.3%	3.3%	26.7%	33.3%	53.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	32	53.1%	21.9%	6.3%	81.3%	12.5%	0.0%	6.3%	18.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	32	71.9%	9.4%	6.3%	87.5%	6.3%	0.0%	6.3%	12.5%	±

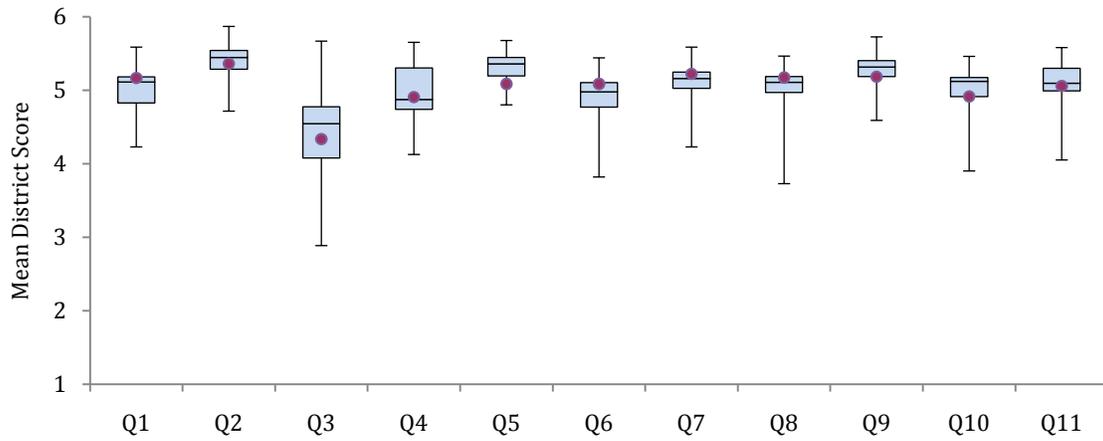
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

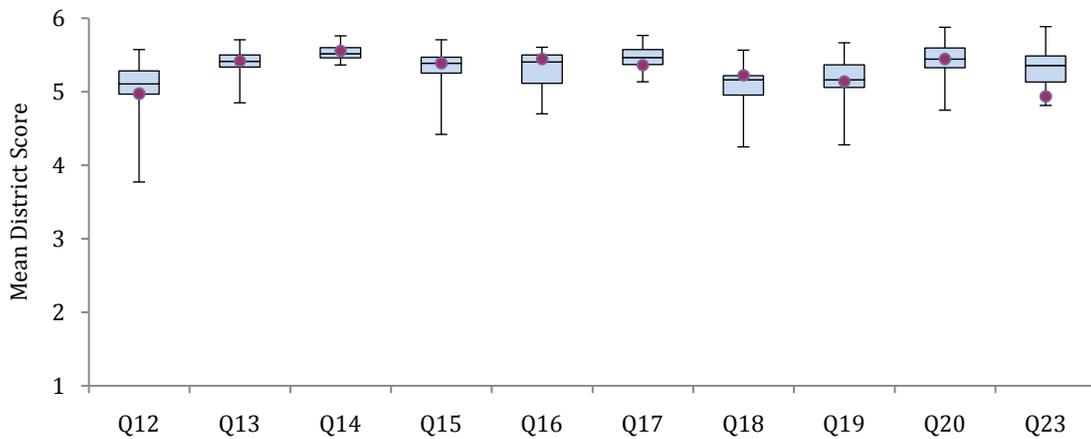
±± Minimum reporting standard not met for this survey item.

Mansfield Box-and-Whisker Charts

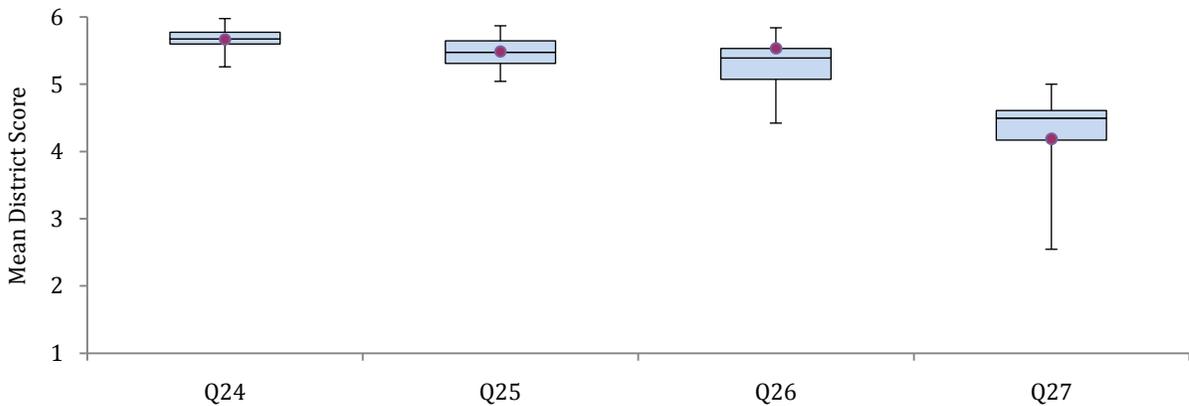
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



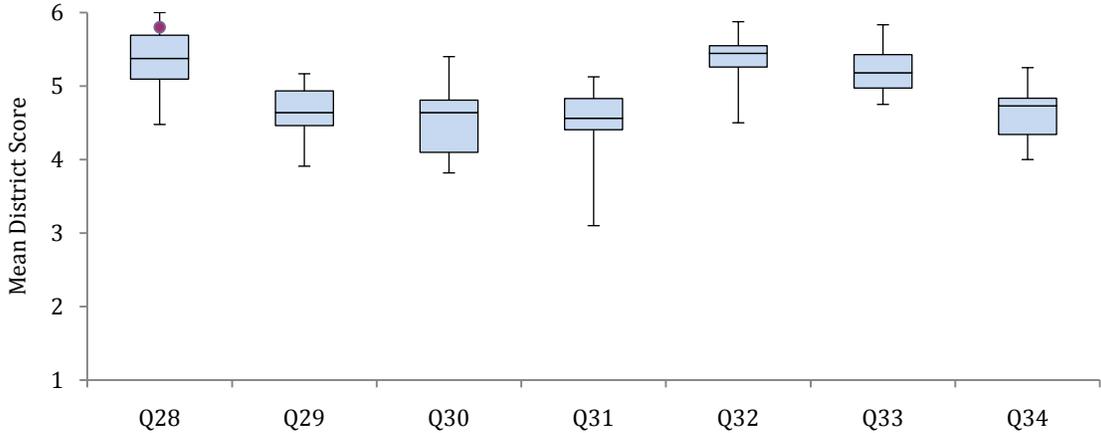
My Child's Participation



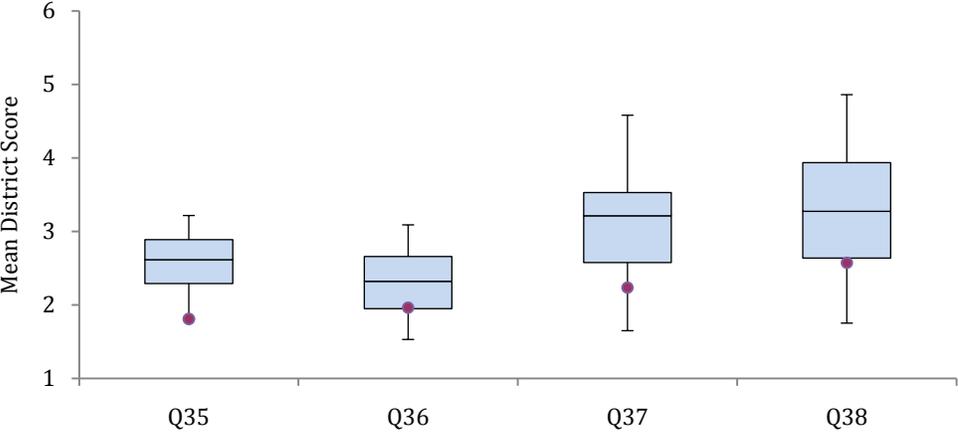
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Mansfield Box-and-Whisker Charts (continued)

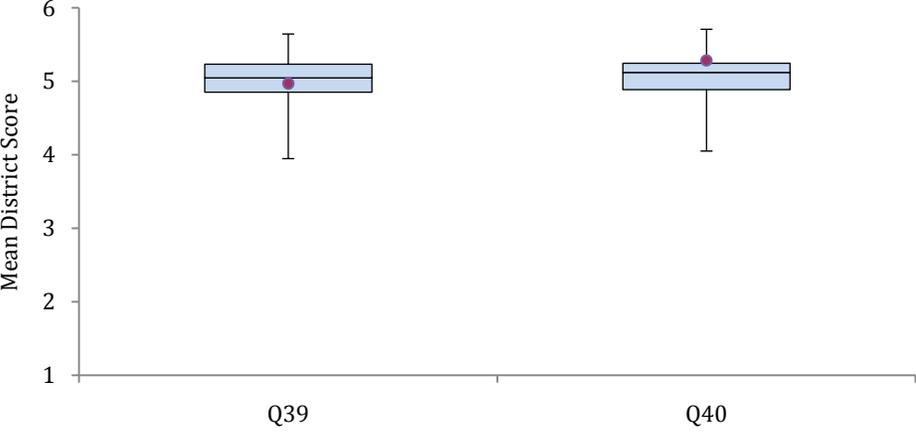
Transition Planning



Parent Training and Support



My Child's Skills



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

Milford

The 2009-2010 survey was sent to 684 parents of children receiving special education services in the Milford School District. A total of 157 surveys were returned for a response rate of 23.0%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Milford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	152	42.1%	32.9%	11.8%	86.8%	2.0%	7.9%	3.3%	13.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	153	58.8%	22.2%	11.8%	92.8%	3.9%	2.6%	0.7%	7.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	37	10.8%	10.8%	5.4%	27.0%	5.4%	5.4%	62.2%	73.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	62	14.5%	6.5%	9.7%	30.6%	0.0%	3.2%	66.1%	69.4%	±
5. My child is accepted within the school community.	153	56.9%	22.2%	9.2%	88.2%	5.2%	4.6%	2.0%	11.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	154	39.0%	33.8%	12.3%	85.1%	2.6%	3.9%	8.4%	14.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	152	47.4%	28.9%	7.9%	84.2%	5.9%	3.3%	5.9%	15.1%	0.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	155	44.5%	23.9%	12.9%	81.3%	5.8%	5.8%	5.8%	17.4%	1.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	152	53.3%	28.3%	9.2%	90.8%	2.0%	4.6%	2.0%	8.6%	0.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	145	34.5%	33.1%	15.9%	83.4%	4.1%	7.6%	4.1%	15.9%	0.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	150	42.7%	29.3%	13.3%	85.3%	5.3%	3.3%	4.0%	12.7%	2.0%

Table is continued on the next page.

Milford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	153	47.7%	22.9%	14.4%	85.0%	4.6%	2.6%	7.8%	15.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	156	67.3%	18.6%	8.3%	94.2%	2.6%	1.3%	1.9%	5.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	156	66.7%	23.1%	6.4%	96.2%	0.0%	1.3%	2.6%	3.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	155	60.0%	24.5%	9.0%	93.5%	3.2%	0.0%	3.2%	6.5%	±
16. My child's evaluation report is written in terms I understand.	155	49.0%	27.7%	14.2%	91.0%	5.8%	0.6%	2.6%	9.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	156	73.7%	15.4%	5.8%	94.9%	1.3%	0.6%	3.2%	5.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	156	46.8%	28.2%	13.5%	88.5%	2.6%	3.2%	5.8%	11.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	156	51.9%	25.0%	14.1%	91.0%	2.6%	3.2%	3.2%	9.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	156	69.2%	16.0%	4.5%	89.7%	3.8%	2.6%	3.8%	10.3%	±
21. If necessary, a translator was provided at the PPT meetings.	14	42.9%	21.4%	0.0%	64.3%	0.0%	0.0%	35.7%	35.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	14	50.0%	28.6%	0.0%	78.6%	0.0%	7.1%	14.3%	21.4%	±
23. The school district proposed the regular classroom for my child as the first placement option.	138	66.7%	18.8%	3.6%	89.1%	2.9%	0.7%	4.3%	8.0%	2.9%

Table is continued on the next page.

Milford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	152	82.2%	9.2%	4.6%	96.1%	1.3%	1.3%	1.3%	3.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	146	76.7%	9.6%	4.1%	90.4%	4.1%	0.0%	5.5%	9.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	94	4.3%	2.1%	2.1%	8.5%	5.3%	3.2%	83.0%	91.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	94	36.2%	14.9%	10.6%	61.7%	3.2%	1.1%	12.8%	17.0%	21.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	13	53.8%	23.1%	15.4%	92.3%	0.0%	0.0%	7.7%	7.7%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	41	34.1%	36.6%	7.3%	78.0%	9.8%	2.4%	9.8%	22.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	33	30.3%	18.2%	6.1%	54.5%	15.2%	9.1%	12.1%	36.4%	9.1%
31. The PPT introduced planning for my child's transition to adulthood.	42	31.0%	23.8%	9.5%	64.3%	11.9%	7.1%	16.7%	35.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	51	58.8%	17.6%	15.7%	92.2%	2.0%	0.0%	5.9%	7.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	50	48.0%	26.0%	10.0%	84.0%	2.0%	6.0%	8.0%	16.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	45	28.9%	22.2%	17.8%	68.9%	4.4%	4.4%	22.2%	31.1%	±

Table is continued on the next page.

Milford Survey Response Table (continued)

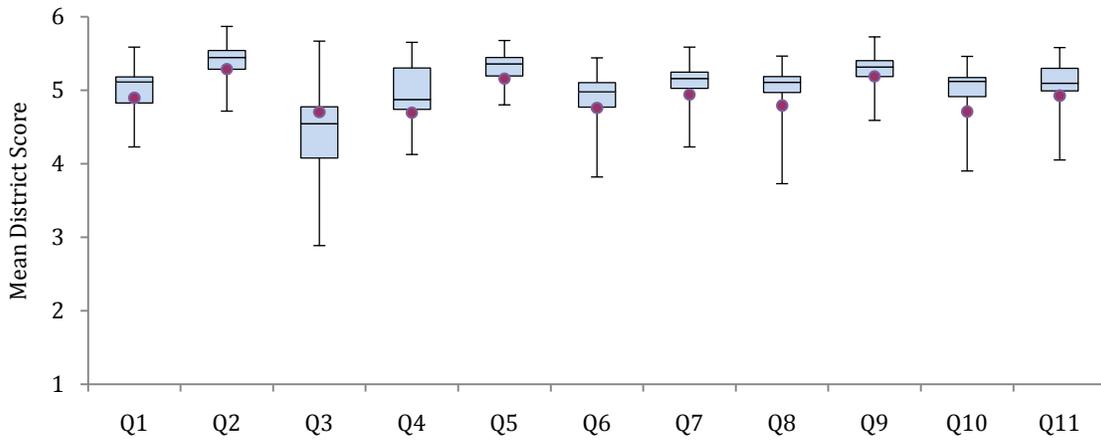
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	81	16.0%	8.6%	3.7%	28.4%	9.9%	3.7%	58.0%	71.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	77	13.0%	6.5%	3.9%	23.4%	7.8%	5.2%	63.6%	76.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	116	15.5%	8.6%	8.6%	32.8%	5.2%	1.7%	28.4%	35.3%	31.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	116	12.1%	12.9%	10.3%	35.3%	6.0%	1.7%	19.0%	26.7%	37.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	138	44.9%	26.1%	11.6%	82.6%	6.5%	2.9%	8.0%	17.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	139	45.3%	27.3%	11.5%	84.2%	4.3%	3.6%	7.9%	15.8%	±

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

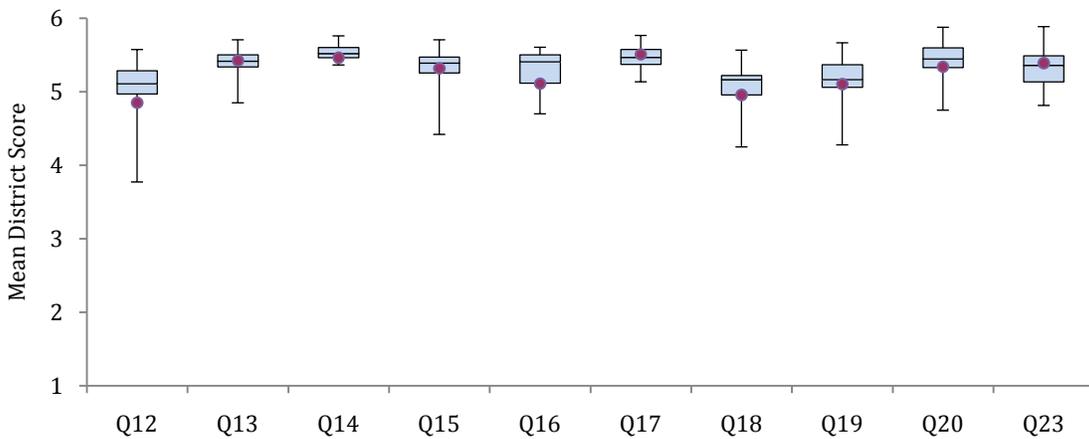
± Not a response option for this survey item.

Milford Box-and-Whisker Charts

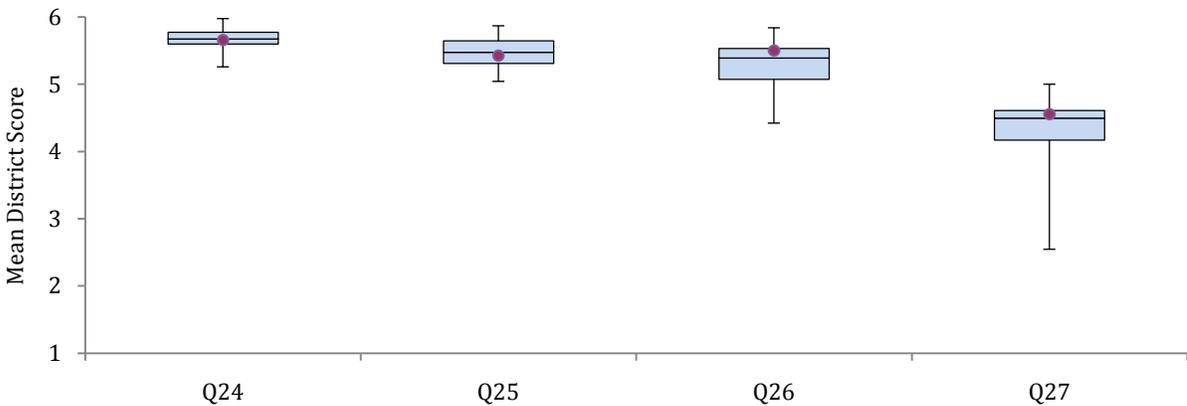
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



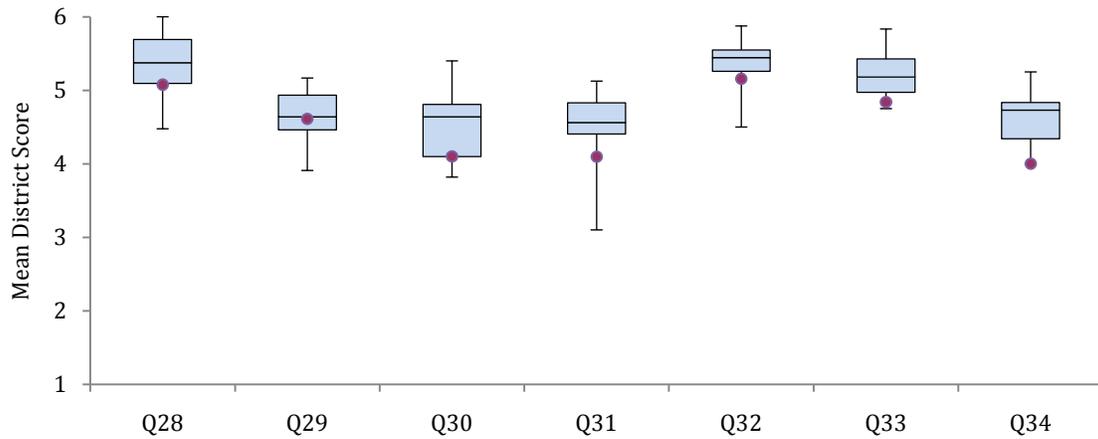
My Child's Participation



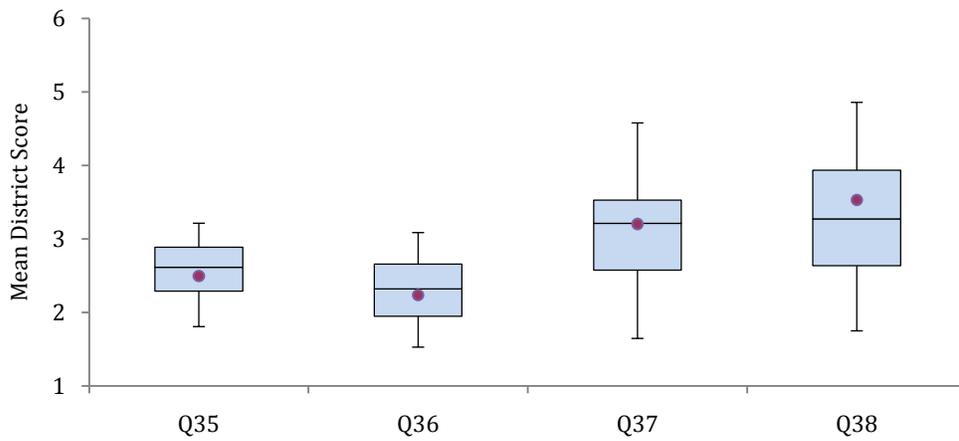
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Milford Box-and-Whisker Charts (continued)

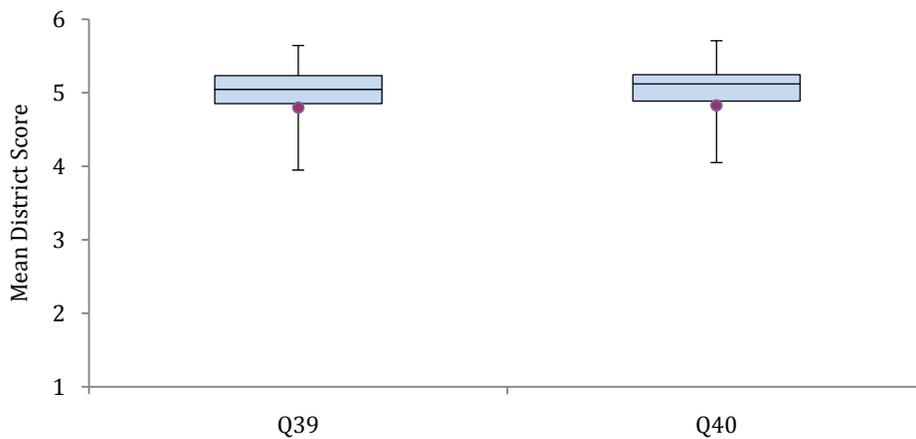
Transition Planning



Parent Training and Support



My Child's Skills



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

Montville

The 2009-2010 survey was sent to 288 parents of children receiving special education services in the Montville School District. A total of 62 surveys were returned for a response rate of 21.5%, which was equal to the overall survey response rate. (See Appendix A for the survey response rate per district.)

Montville Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	62	38.7%	40.3%	17.7%	96.8%	0.0%	3.2%	0.0%	3.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	61	57.4%	32.8%	6.6%	96.7%	3.3%	0.0%	0.0%	3.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	42.9%	0.0%	7.1%	50.0%	7.1%	0.0%	42.9%	50.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	4.8%	9.5%	0.0%	14.3%	4.8%	0.0%	81.0%	85.7%	±
5. My child is accepted within the school community.	61	67.2%	23.0%	3.3%	93.4%	3.3%	0.0%	3.3%	6.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	62	40.3%	40.3%	9.7%	90.3%	4.8%	1.6%	3.2%	9.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	62	53.2%	30.6%	4.8%	88.7%	4.8%	1.6%	3.2%	9.7%	1.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	62	45.2%	32.3%	12.9%	90.3%	4.8%	1.6%	1.6%	8.1%	1.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	59	55.9%	30.5%	6.8%	93.2%	3.4%	3.4%	0.0%	6.8%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	58	46.6%	29.3%	12.1%	87.9%	6.9%	0.0%	1.7%	8.6%	3.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	60	51.7%	26.7%	13.3%	91.7%	0.0%	5.0%	0.0%	5.0%	3.3%

Table is continued on the next page.

Montville Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	62	51.6%	22.6%	17.7%	91.9%	3.2%	0.0%	4.8%	8.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	61	60.7%	19.7%	9.8%	90.2%	4.9%	3.3%	1.6%	9.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	62	64.5%	22.6%	8.1%	95.2%	4.8%	0.0%	0.0%	4.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	61	62.3%	18.0%	11.5%	91.8%	4.9%	3.3%	0.0%	8.2%	±
16. My child's evaluation report is written in terms I understand.	62	62.9%	19.4%	8.1%	90.3%	9.7%	0.0%	0.0%	9.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	61	67.2%	18.0%	9.8%	95.1%	3.3%	1.6%	0.0%	4.9%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	58	48.3%	36.2%	8.6%	93.1%	1.7%	3.4%	1.7%	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.	61	57.4%	23.0%	9.8%	90.2%	8.2%	0.0%	1.6%	9.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	61	68.9%	19.7%	9.8%	98.4%	1.6%	0.0%	0.0%	1.6%	±
21. If necessary, a translator was provided at the PPT meetings.	6	66.7%	16.7%	16.7%	100.0%	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.	53	60.4%	18.9%	5.7%	84.9%	1.9%	1.9%	9.4%	13.2%	1.9%

Table is continued on the next page.

Montville Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	57	77.2%	10.5%	8.8%	96.5%	0.0%	1.8%	1.8%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	53	75.5%	5.7%	7.5%	88.7%	0.0%	1.9%	9.4%	11.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	34	8.8%	0.0%	0.0%	8.8%	0.0%	2.9%	88.2%	91.2%	±
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).	34	35.3%	11.8%	2.9%	50.0%	11.8%	8.8%	14.7%	35.3%	14.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	10	90.0%	0.0%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	12	41.7%	25.0%	25.0%	91.7%	0.0%	8.3%	0.0%	8.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	10	40.0%	10.0%	20.0%	70.0%	0.0%	0.0%	10.0%	10.0%	20.0%
31. The PPT introduced planning for my child's transition to adulthood.	14	42.9%	21.4%	28.6%	92.9%	7.1%	0.0%	0.0%	7.1%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	14	64.3%	21.4%	7.1%	92.9%	7.1%	0.0%	0.0%	7.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	15	53.3%	26.7%	13.3%	93.3%	0.0%	0.0%	6.7%	6.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	15	40.0%	26.7%	20.0%	86.7%	6.7%	0.0%	6.7%	13.3%	±

Table is continued on the next page.

Montville Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	31	9.7%	6.5%	6.5%	22.6%	12.9%	3.2%	61.3%	77.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24	8.3%	4.2%	4.2%	16.7%	12.5%	4.2%	66.7%	83.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	44	6.8%	13.6%	13.6%	34.1%	2.3%	2.3%	22.7%	27.3%	38.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	14.9%	8.5%	4.3%	27.7%	4.3%	0.0%	17.0%	21.3%	51.1%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	51	37.3%	37.3%	13.7%	88.2%	7.8%	2.0%	2.0%	11.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	49	34.7%	42.9%	18.4%	95.9%	4.1%	0.0%	0.0%	4.1%	±

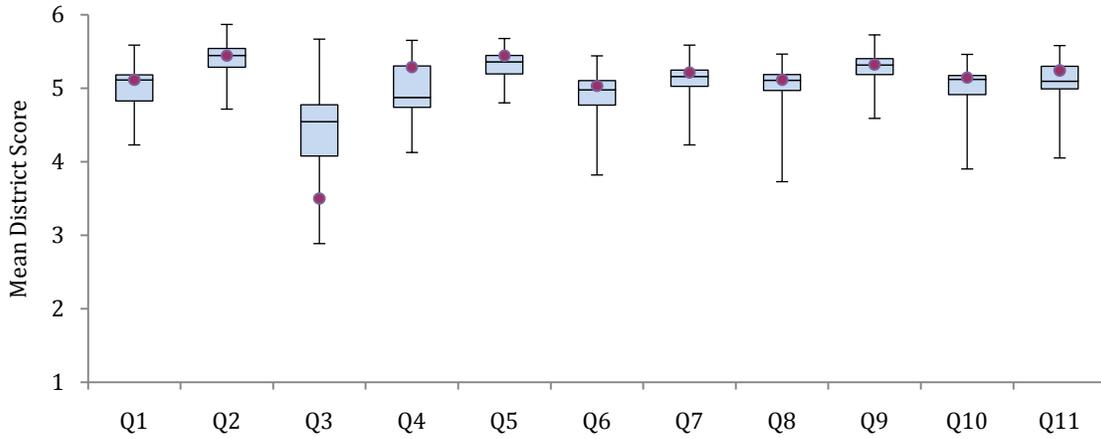
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

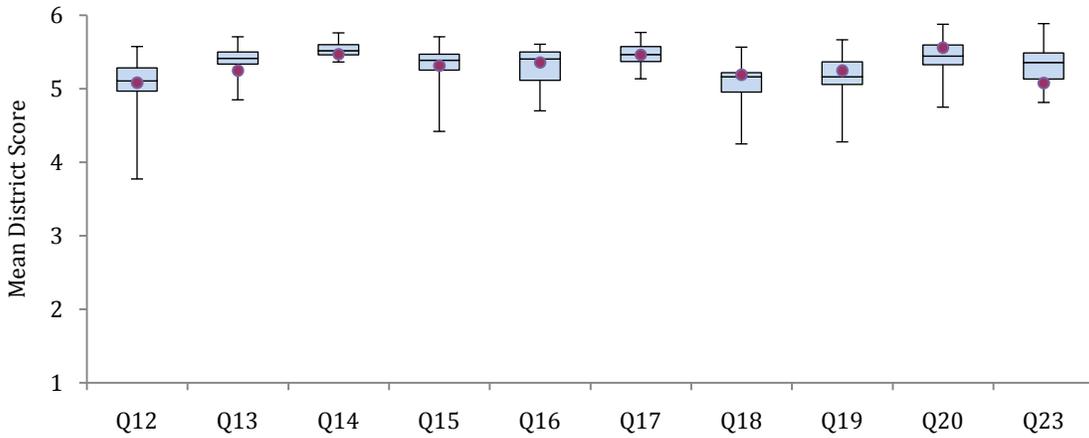
±± Minimum reporting standard not met for this survey item.

Montville Box-and-Whisker Charts

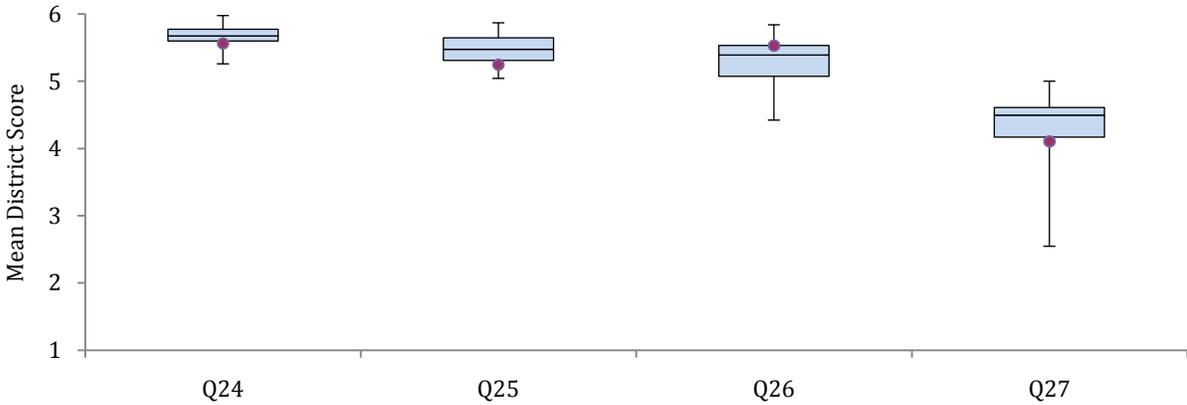
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



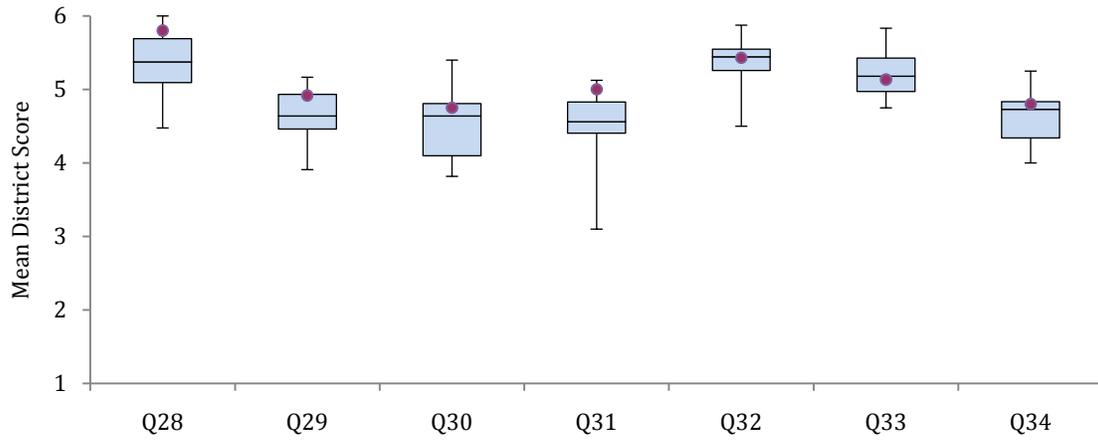
My Child's Participation



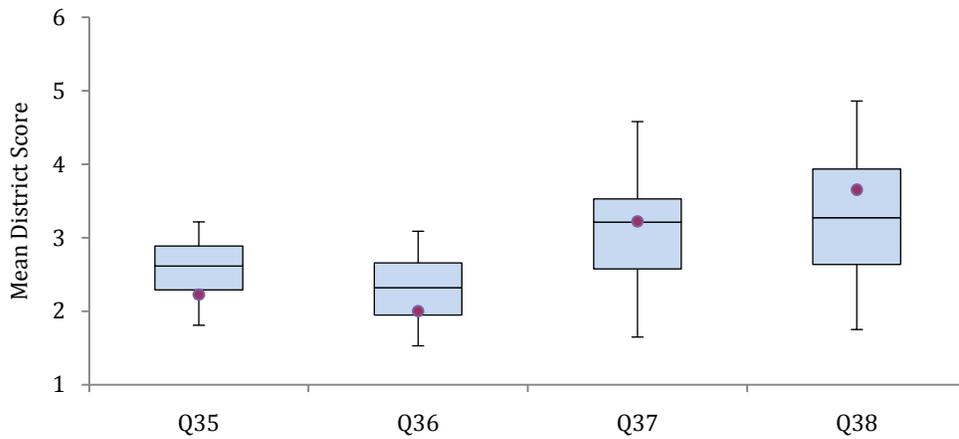
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Montville Box-and-Whisker Charts (continued)

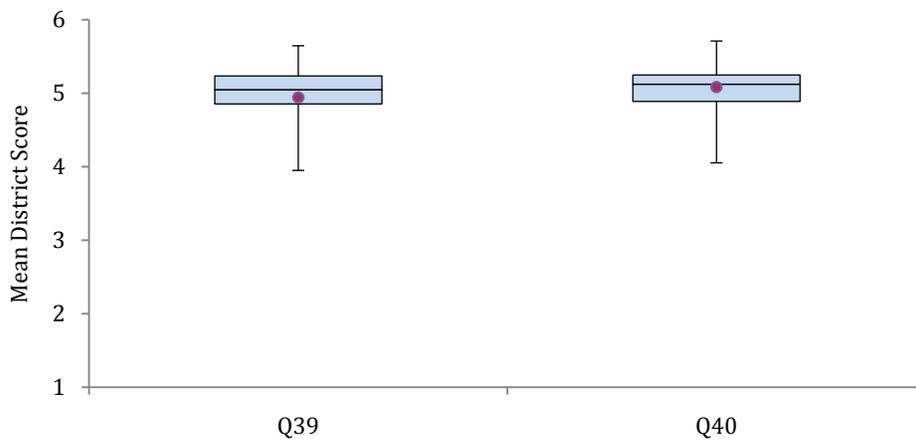
Transition Planning



Parent Training and Support



My Child's Skills



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

Norwalk

The 2009-2010 survey was sent to 730 parents of children receiving special education services in the Norwalk School District. A total of 121 surveys were returned for a response rate of 16.6%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Norwalk Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	120	42.5%	25.0%	14.2%	81.7%	8.3%	5.0%	5.0%	18.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	119	53.8%	21.8%	10.9%	86.6%	5.0%	5.0%	3.4%	13.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	35	40.0%	5.7%	11.4%	57.1%	8.6%	5.7%	28.6%	42.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	43	7.0%	11.6%	9.3%	27.9%	7.0%	0.0%	65.1%	72.1%	±
5. My child is accepted within the school community.	115	66.1%	16.5%	11.3%	93.9%	2.6%	2.6%	0.9%	6.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	119	42.0%	23.5%	14.3%	79.8%	5.9%	5.0%	7.6%	18.5%	1.7%
7. All special education services identified in my child's IEP have been provided.	117	46.2%	23.1%	15.4%	84.6%	4.3%	1.7%	6.0%	12.0%	3.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	119	42.0%	27.7%	13.4%	83.2%	5.0%	1.7%	5.9%	12.6%	4.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	118	55.1%	22.0%	11.9%	89.0%	2.5%	2.5%	2.5%	7.6%	3.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	106	42.5%	23.6%	15.1%	81.1%	4.7%	2.8%	3.8%	11.3%	7.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	111	50.5%	17.1%	11.7%	79.3%	6.3%	2.7%	3.6%	12.6%	8.1%

Table is continued on the next page.

Norwalk Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	116	45.7%	27.6%	7.8%	81.0%	6.0%	3.4%	9.5%	19.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	119	63.9%	21.8%	7.6%	93.3%	2.5%	1.7%	2.5%	6.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	119	63.9%	23.5%	10.1%	97.5%	0.8%	0.0%	1.7%	2.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	116	50.9%	31.9%	8.6%	91.4%	3.4%	2.6%	2.6%	8.6%	±
16. My child's evaluation report is written in terms I understand.	121	57.9%	24.0%	10.7%	92.6%	2.5%	3.3%	1.7%	7.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	121	61.2%	20.7%	12.4%	94.2%	0.8%	1.7%	3.3%	5.8%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	118	47.5%	22.9%	12.7%	83.1%	4.2%	5.1%	7.6%	16.9%	±
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.	118	55.9%	21.2%	9.3%	86.4%	4.2%	3.4%	5.9%	13.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	119	65.5%	18.5%	6.7%	90.8%	2.5%	2.5%	4.2%	9.2%	±
21. If necessary, a translator was provided at the PPT meetings.	34	67.6%	20.6%	8.8%	97.1%	0.0%	0.0%	2.9%	2.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	38	68.4%	18.4%	2.6%	89.5%	5.3%	2.6%	2.6%	10.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	93	55.9%	21.5%	4.3%	81.7%	0.0%	1.1%	10.8%	11.8%	6.5%

Table is continued on the next page.

Norwalk Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	115	80.0%	7.8%	6.1%	93.9%	0.9%	1.7%	3.5%	6.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	105	69.5%	12.4%	4.8%	86.7%	3.8%	4.8%	4.8%	13.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	56	5.4%	7.1%	3.6%	16.1%	8.9%	8.9%	66.1%	83.9%	±
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).	82	29.3%	15.9%	7.3%	52.4%	3.7%	2.4%	22.0%	28.0%	19.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	21	57.1%	14.3%	9.5%	81.0%	0.0%	0.0%	19.0%	19.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	33	27.3%	33.3%	15.2%	75.8%	9.1%	3.0%	12.1%	24.2%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	25	28.0%	8.0%	16.0%	52.0%	8.0%	4.0%	20.0%	32.0%	16.0%
31. The PPT introduced planning for my child's transition to adulthood.	32	21.9%	31.3%	9.4%	62.5%	9.4%	9.4%	18.8%	37.5%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	35	60.0%	25.7%	5.7%	91.4%	5.7%	0.0%	2.9%	8.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	37	54.1%	29.7%	8.1%	91.9%	2.7%	0.0%	5.4%	8.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	34	29.4%	35.3%	20.6%	85.3%	5.9%	2.9%	5.9%	14.7%	±

Table is continued on the next page.

Norwalk Survey Response Table (continued)

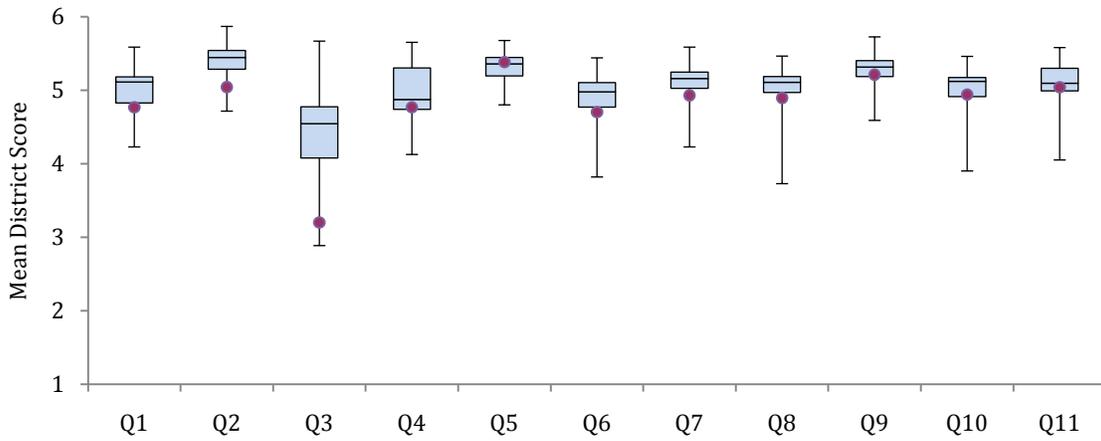
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	75	22.7%	16.0%	5.3%	44.0%	6.7%	6.7%	42.7%	56.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	72	18.1%	11.1%	8.3%	37.5%	4.2%	4.2%	54.2%	62.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	97	12.4%	13.4%	10.3%	36.1%	5.2%	3.1%	30.9%	39.2%	24.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	96	14.6%	10.4%	5.2%	30.2%	9.4%	4.2%	24.0%	37.5%	32.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	105	44.8%	23.8%	13.3%	81.9%	4.8%	3.8%	9.5%	18.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	103	46.6%	21.4%	12.6%	80.6%	3.9%	4.9%	10.7%	19.4%	±

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

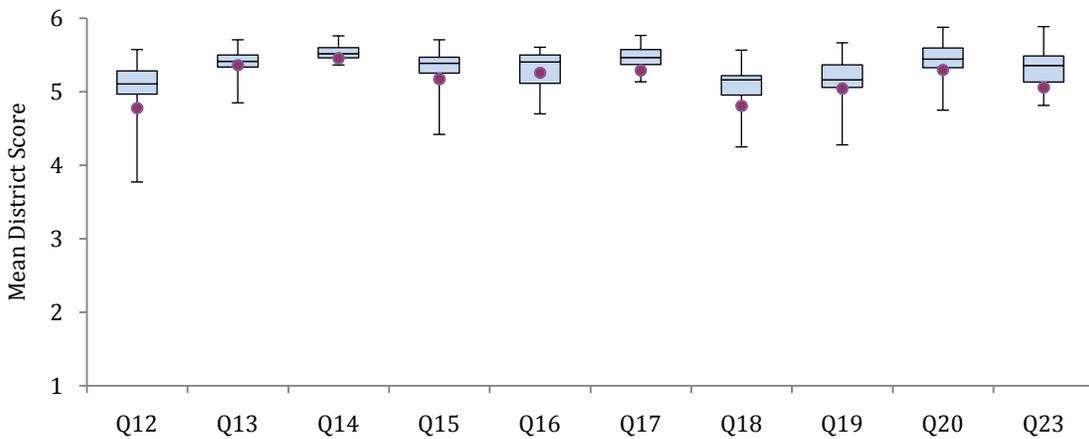
± Not a response option for this survey item.

Norwalk Box-and-Whisker Charts

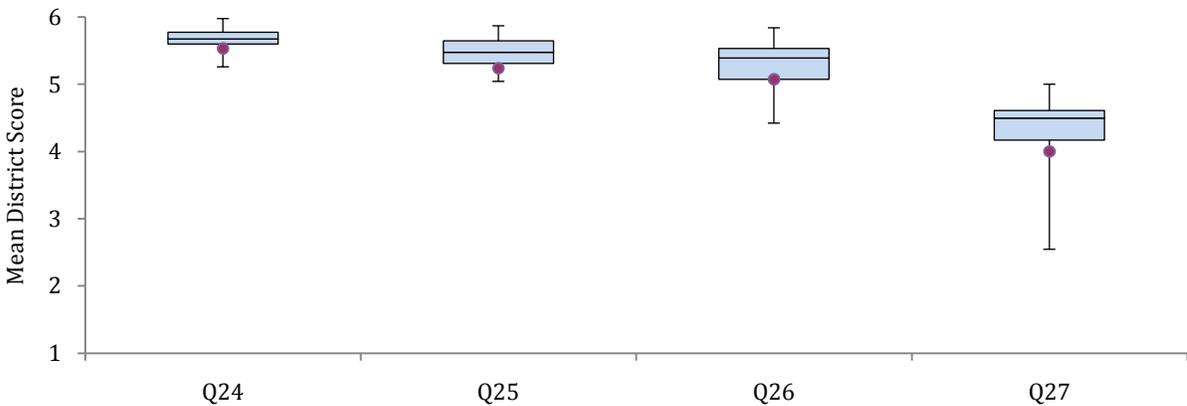
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



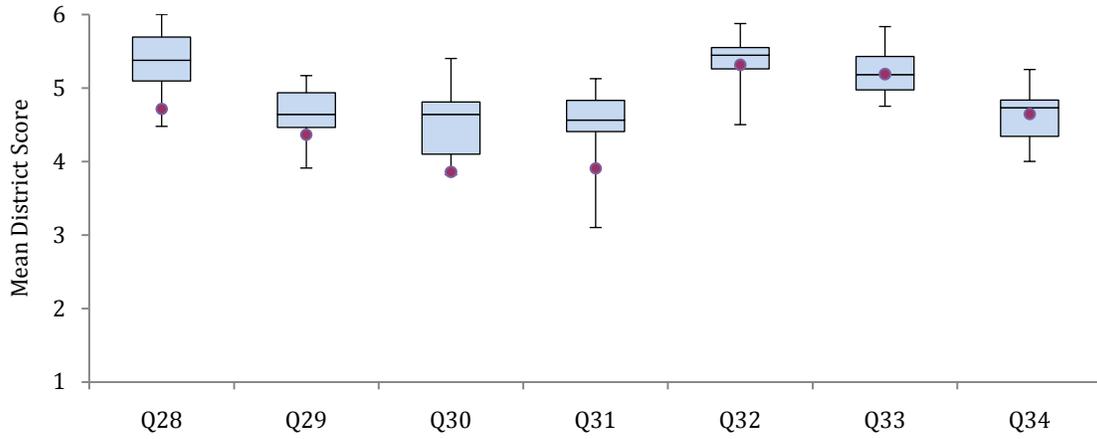
My Child's Participation



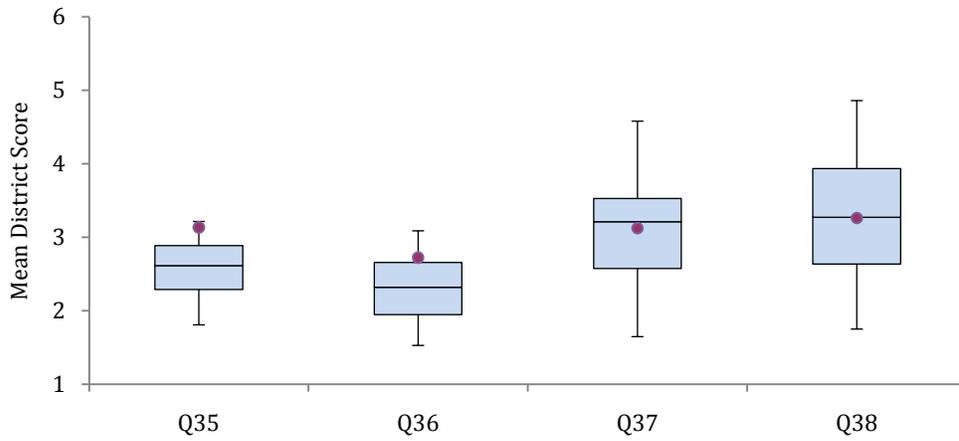
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Norwalk Box-and-Whisker Charts (continued)

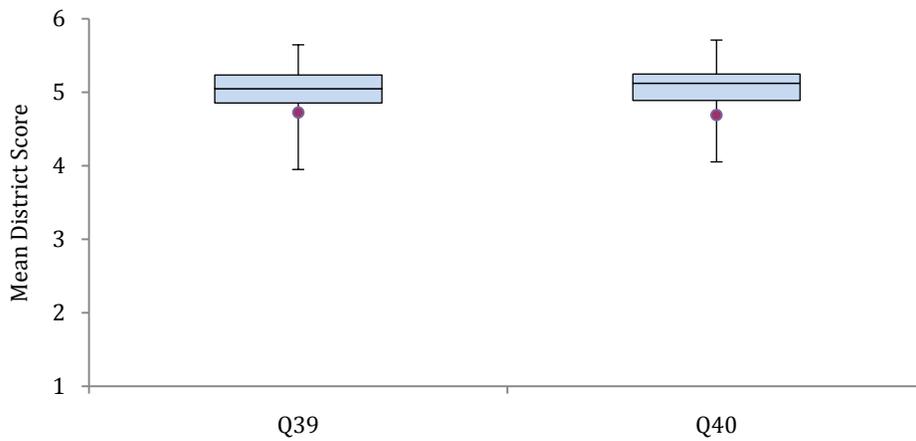
Transition Planning



Parent Training and Support



My Child's Skills



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

Pomfret

The 2009-2010 survey was sent to 89 parents of children receiving special education services in the Pomfret School District. A total of 20 surveys were returned for a response rate of 22.5%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Pomfret Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	20	40.0%	25.0%	15.0%	80.0%	0.0%	5.0%	15.0%	20.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	20	45.0%	40.0%	5.0%	90.0%	5.0%	5.0%	0.0%	10.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	6	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	83.3%	83.3%	±
5. My child is accepted within the school community.	20	70.0%	20.0%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	20	40.0%	30.0%	10.0%	80.0%	5.0%	0.0%	15.0%	20.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	20	40.0%	25.0%	5.0%	70.0%	5.0%	5.0%	15.0%	25.0%	5.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	20	45.0%	25.0%	0.0%	70.0%	10.0%	5.0%	15.0%	30.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	18	44.4%	22.2%	5.6%	72.2%	5.6%	0.0%	16.7%	22.2%	5.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	18	44.4%	16.7%	11.1%	72.2%	5.6%	0.0%	16.7%	22.2%	5.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	19	42.1%	21.1%	15.8%	78.9%	0.0%	5.3%	15.8%	21.1%	0.0%

Table is continued on the next page.

Pomfret Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	20	40.0%	20.0%	10.0%	70.0%	5.0%	10.0%	15.0%	30.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	20	40.0%	30.0%	20.0%	90.0%	0.0%	5.0%	5.0%	10.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	20	65.0%	20.0%	10.0%	95.0%	5.0%	0.0%	0.0%	5.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	19	42.1%	21.1%	10.5%	73.7%	5.3%	5.3%	15.8%	26.3%	±
16. My child's evaluation report is written in terms I understand.	20	45.0%	15.0%	20.0%	80.0%	10.0%	5.0%	5.0%	20.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	20	50.0%	35.0%	10.0%	95.0%	0.0%	0.0%	5.0%	5.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	20	35.0%	25.0%	10.0%	70.0%	5.0%	10.0%	15.0%	30.0%	±
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.	18	27.8%	33.3%	5.6%	66.7%	11.1%	16.7%	5.6%	33.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	20	40.0%	30.0%	10.0%	80.0%	10.0%	5.0%	5.0%	20.0%	±
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.	16	68.8%	6.3%	0.0%	75.0%	0.0%	6.3%	12.5%	18.8%	6.3%

Table is continued on the next page.

Pomfret Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	20	85.0%	15.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	16	75.0%	18.8%	6.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	10	0.0%	10.0%	0.0%	10.0%	0.0%	10.0%	80.0%	90.0%	±
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).	7	28.6%	14.3%	0.0%	42.9%	0.0%	14.3%	0.0%	14.3%	42.9%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

Pomfret Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	11	18.2%	18.2%	0.0%	36.4%	0.0%	0.0%	63.6%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	12	8.3%	8.3%	25.0%	41.7%	0.0%	8.3%	50.0%	58.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	15	6.7%	6.7%	0.0%	13.3%	6.7%	0.0%	46.7%	53.3%	33.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	15	0.0%	0.0%	6.7%	6.7%	6.7%	6.7%	33.3%	46.7%	46.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	18	66.7%	11.1%	5.6%	83.3%	11.1%	5.6%	0.0%	16.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	18	61.1%	16.7%	5.6%	83.3%	0.0%	16.7%	0.0%	16.7%	±

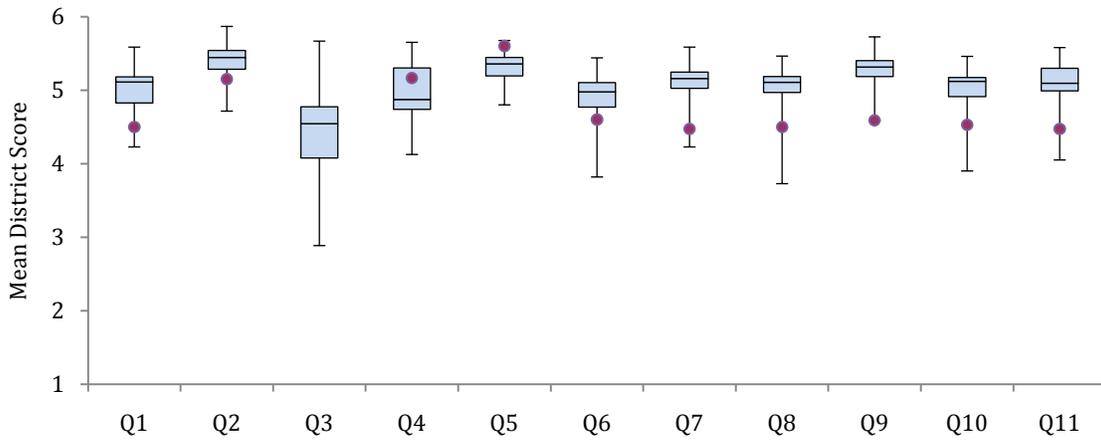
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

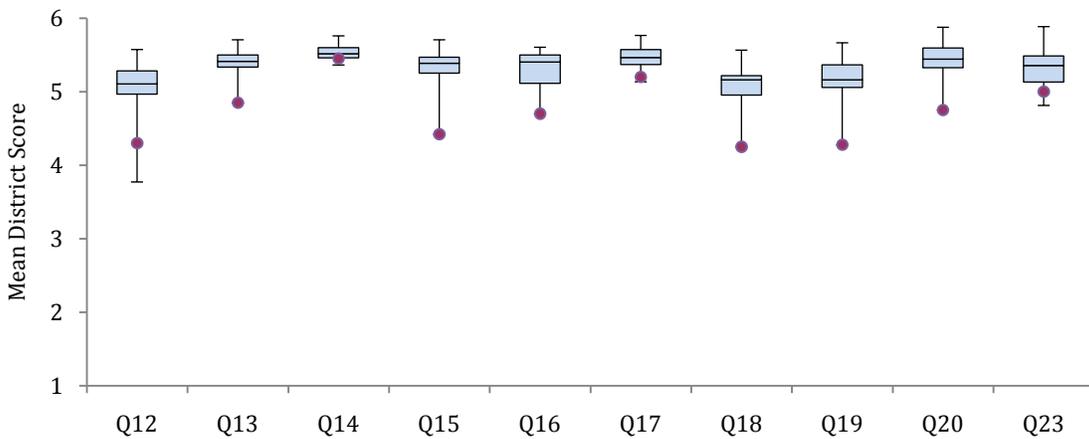
±± Minimum reporting standard not met for this survey item.

Pomfret Box-and-Whisker Charts

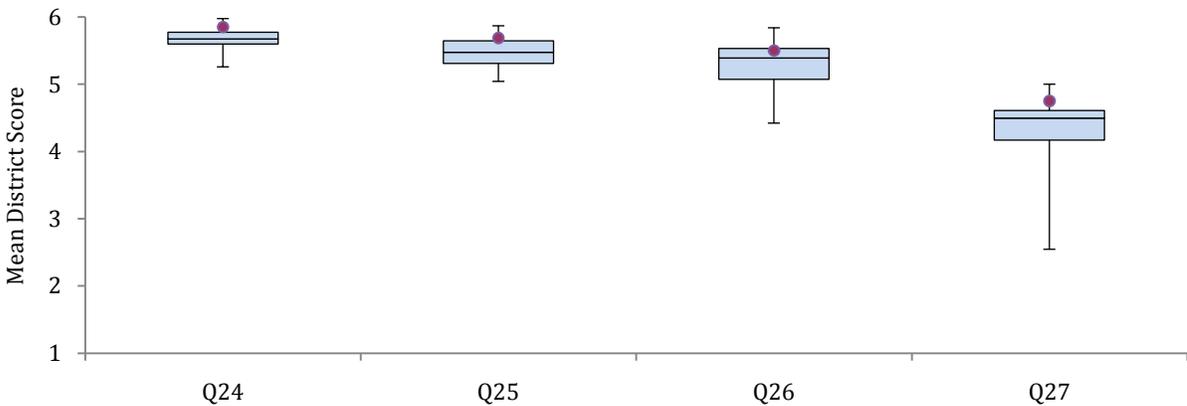
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



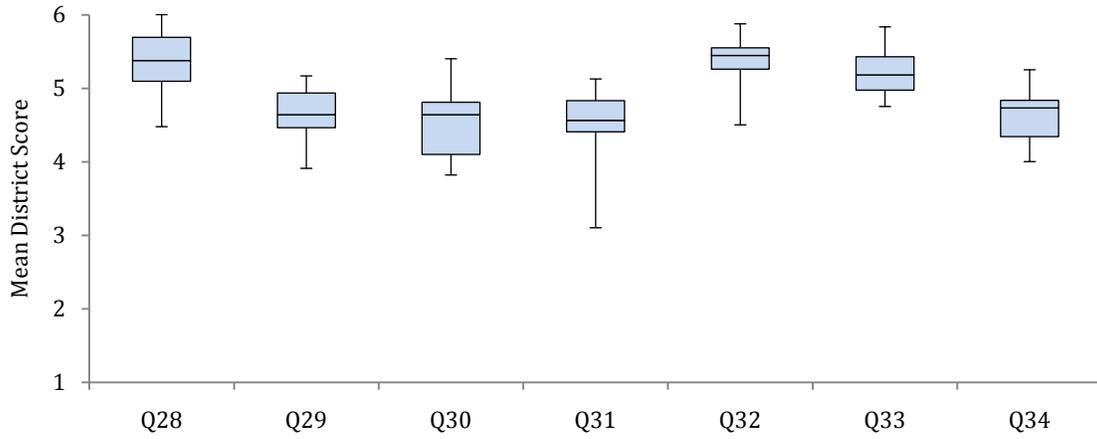
My Child's Participation



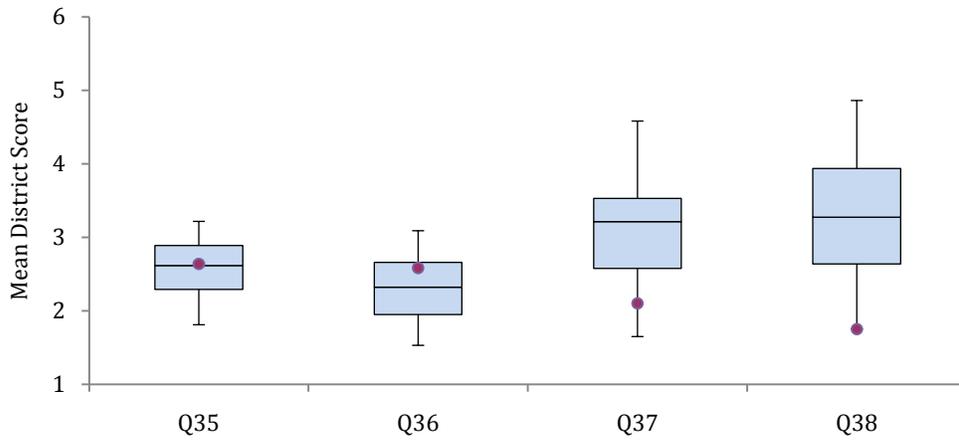
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Pomfret Box-and-Whisker Charts (continued)

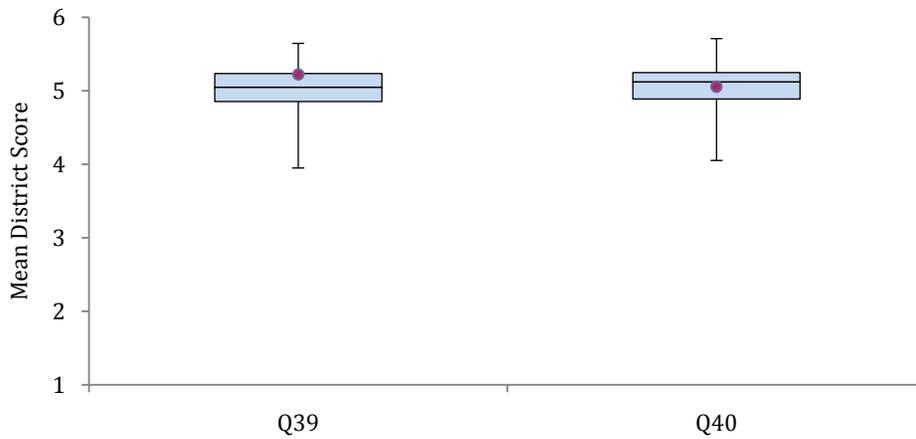
Transition Planning



Parent Training and Support



My Child's Skills



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

Portland

The 2009-2010 survey was sent to 134 parents of children receiving special education services in the Portland School District. A total of 32 surveys were returned for a response rate of 23.9%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Portland Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	32	43.8%	31.3%	12.5%	87.5%	0.0%	3.1%	9.4%	12.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	32	59.4%	34.4%	3.1%	96.9%	3.1%	0.0%	0.0%	3.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	11	18.2%	9.1%	0.0%	27.3%	0.0%	0.0%	72.7%	72.7%	±
5. My child is accepted within the school community.	31	58.1%	19.4%	9.7%	87.1%	6.5%	3.2%	3.2%	12.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	32	50.0%	31.3%	6.3%	87.5%	3.1%	0.0%	9.4%	12.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	32	50.0%	25.0%	15.6%	90.6%	3.1%	0.0%	6.3%	9.4%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	32	43.8%	31.3%	9.4%	84.4%	6.3%	3.1%	3.1%	12.5%	3.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	32	53.1%	25.0%	15.6%	93.8%	0.0%	3.1%	3.1%	6.3%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	31	35.5%	41.9%	9.7%	87.1%	0.0%	6.5%	6.5%	12.9%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	30	43.3%	33.3%	10.0%	86.7%	0.0%	6.7%	3.3%	10.0%	3.3%

Table is continued on the next page.

Portland Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	32	43.8%	31.3%	15.6%	90.6%	0.0%	6.3%	3.1%	9.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	32	62.5%	18.8%	6.3%	87.5%	6.3%	3.1%	3.1%	12.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	31	67.7%	29.0%	0.0%	96.8%	0.0%	3.2%	0.0%	3.2%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	32	59.4%	37.5%	0.0%	96.9%	0.0%	3.1%	0.0%	3.1%	±
16. My child's evaluation report is written in terms I understand.	32	50.0%	50.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	32	75.0%	21.9%	0.0%	96.9%	3.1%	0.0%	0.0%	3.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	31	51.6%	32.3%	0.0%	83.9%	3.2%	3.2%	9.7%	16.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	32	53.1%	25.0%	12.5%	90.6%	0.0%	3.1%	6.3%	9.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	31	80.6%	12.9%	3.2%	96.8%	0.0%	3.2%	0.0%	3.2%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	31	54.8%	22.6%	3.2%	80.6%	3.2%	6.5%	3.2%	12.9%	6.5%

Table is continued on the next page.

Portland Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	31	67.7%	19.4%	3.2%	90.3%	0.0%	0.0%	9.7%	9.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	29	75.9%	10.3%	3.4%	89.7%	0.0%	3.4%	6.9%	10.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	14	14.3%	7.1%	0.0%	21.4%	0.0%	7.1%	71.4%	78.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	13	0.0%	23.1%	7.7%	30.8%	0.0%	15.4%	38.5%	53.8%	15.4%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	33.3%	50.0%	16.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	7	28.6%	28.6%	0.0%	57.1%	28.6%	14.3%	0.0%	42.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	6	16.7%	16.7%	16.7%	50.0%	16.7%	33.3%	0.0%	50.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	10	60.0%	30.0%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	55.6%	33.3%	11.1%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	10	30.0%	20.0%	20.0%	70.0%	0.0%	20.0%	10.0%	30.0%	±

Table is continued on the next page.

Portland Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	17	0.0%	17.6%	0.0%	17.6%	0.0%	11.8%	70.6%	82.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	5.3%	0.0%	15.8%	21.1%	0.0%	5.3%	73.7%	78.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	22	0.0%	4.5%	9.1%	13.6%	0.0%	4.5%	59.1%	63.6%	22.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	23	4.3%	8.7%	13.0%	26.1%	0.0%	4.3%	47.8%	52.2%	21.7%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	29	34.5%	34.5%	13.8%	82.8%	6.9%	3.4%	6.9%	17.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	29	41.4%	31.0%	13.8%	86.2%	3.4%	6.9%	3.4%	13.8%	±

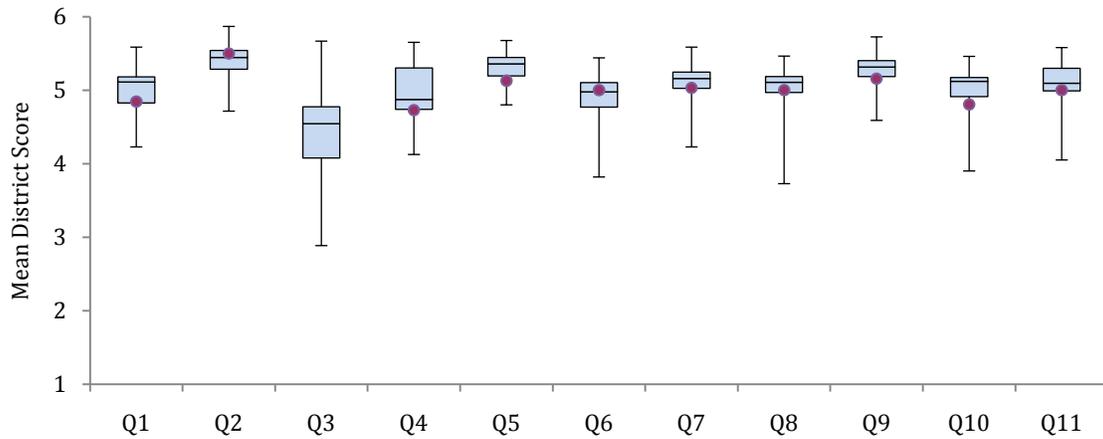
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

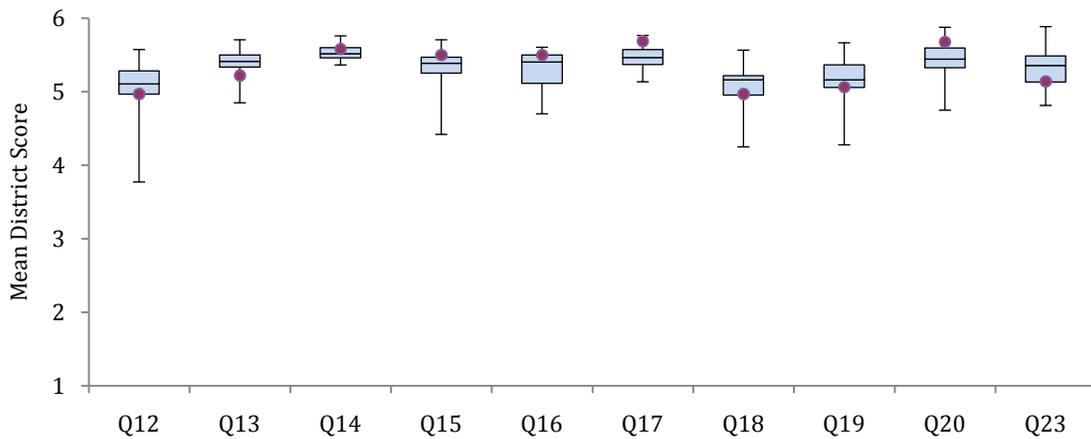
±± Minimum reporting standard not met for this survey item.

Portland Box-and-Whisker Charts

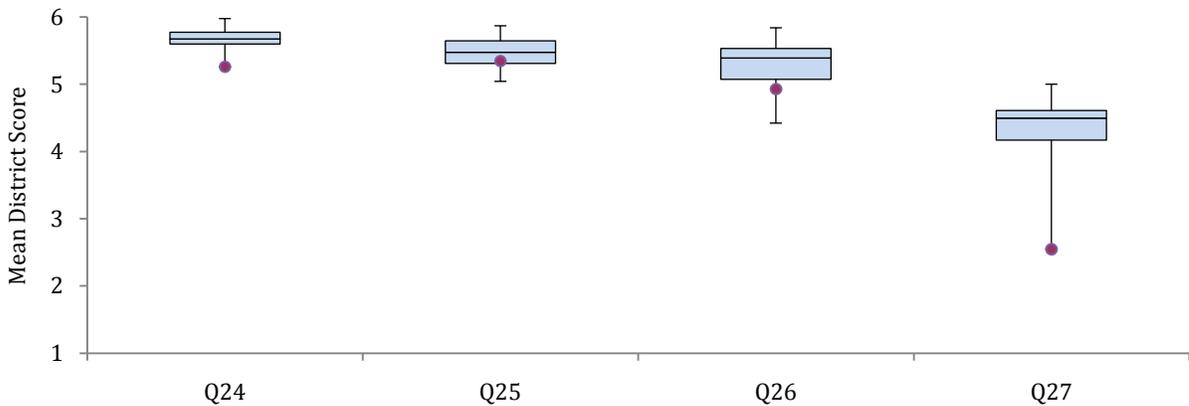
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



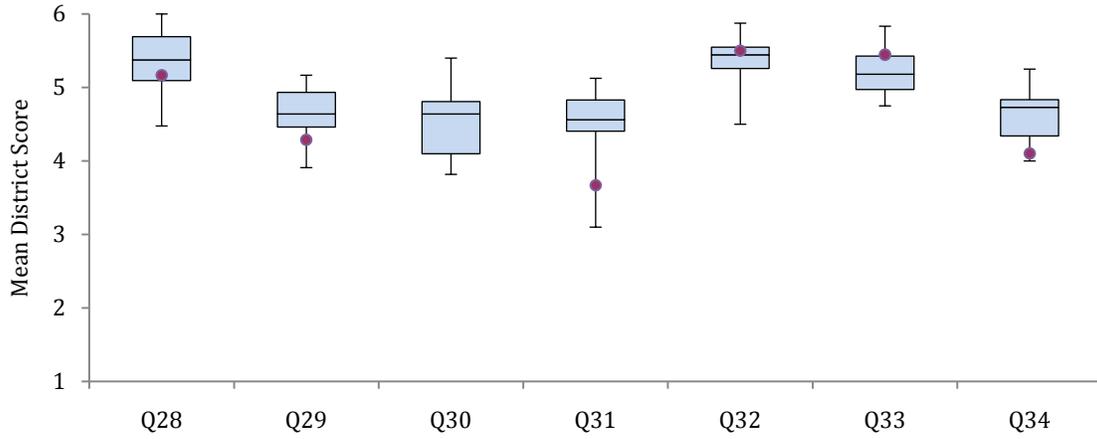
My Child's Participation



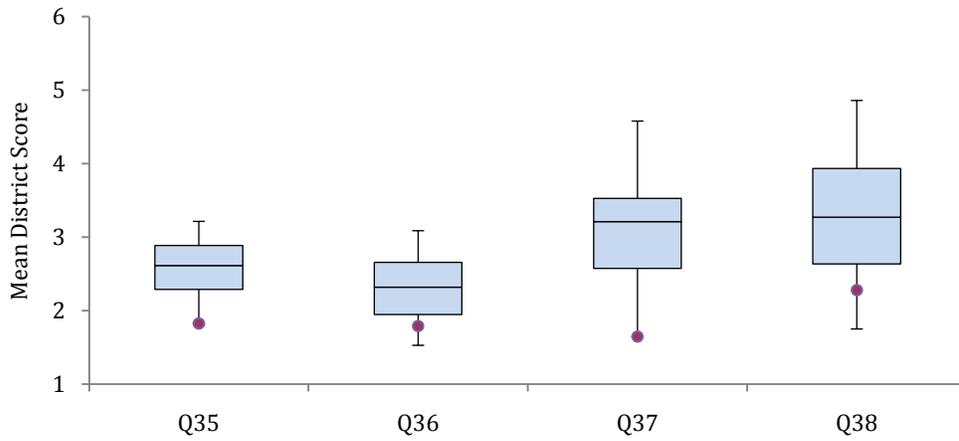
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Portland Box-and-Whisker Charts (continued)

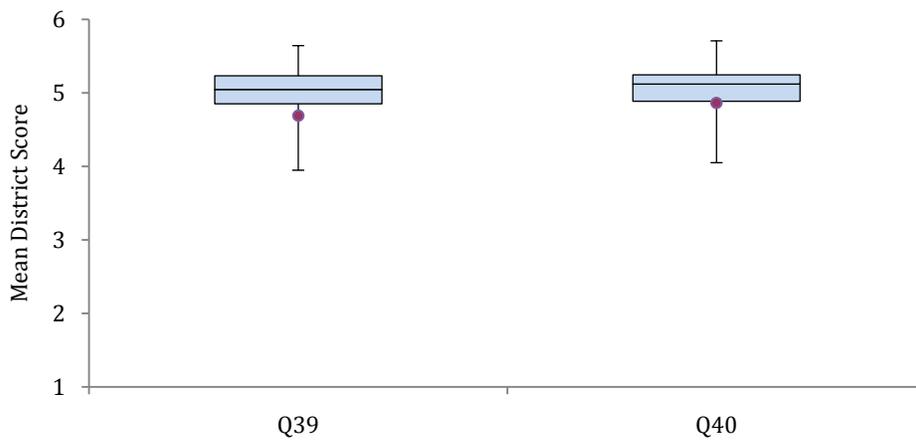
Transition Planning



Parent Training and Support



My Child's Skills



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

Putnam

The 2009-2010 survey was sent to 227 parents of children receiving special education services in the Putnam School District. A total of 42 surveys were returned for a response rate of 18.5%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Putnam Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	42	54.8%	23.8%	11.9%	90.5%	2.4%	2.4%	4.8%	9.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	42	81.0%	9.5%	2.4%	92.9%	2.4%	0.0%	4.8%	7.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	22.2%	11.1%	0.0%	33.3%	0.0%	0.0%	66.7%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	16	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	75.0%	75.0%	±
5. My child is accepted within the school community.	42	69.0%	19.0%	4.8%	92.9%	0.0%	4.8%	2.4%	7.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	41	53.7%	26.8%	0.0%	80.5%	9.8%	2.4%	7.3%	19.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	42	59.5%	14.3%	16.7%	90.5%	2.4%	2.4%	4.8%	9.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	53.7%	19.5%	12.2%	85.4%	2.4%	0.0%	9.8%	12.2%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	61.0%	17.1%	12.2%	90.2%	4.9%	0.0%	2.4%	7.3%	2.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	41	53.7%	17.1%	9.8%	80.5%	7.3%	2.4%	7.3%	17.1%	2.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	39	56.4%	7.7%	10.3%	74.4%	7.7%	5.1%	7.7%	20.5%	5.1%

Table is continued on the next page.

Putnam Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	42	61.9%	23.8%	0.0%	85.7%	2.4%	2.4%	9.5%	14.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	42	76.2%	7.1%	7.1%	90.5%	2.4%	4.8%	2.4%	9.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	42	71.4%	16.7%	2.4%	90.5%	2.4%	4.8%	2.4%	9.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	73.2%	12.2%	12.2%	97.6%	2.4%	0.0%	0.0%	2.4%	±
16. My child's evaluation report is written in terms I understand.	42	57.1%	19.0%	11.9%	88.1%	0.0%	0.0%	11.9%	11.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	41	82.9%	7.3%	2.4%	92.7%	2.4%	2.4%	2.4%	7.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	56.1%	14.6%	14.6%	85.4%	2.4%	7.3%	4.9%	14.6%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	42	59.5%	21.4%	2.4%	83.3%	7.1%	2.4%	7.1%	16.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	42	66.7%	23.8%	2.4%	92.9%	2.4%	0.0%	4.8%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	57.1%	0.0%	14.3%	71.4%	14.3%	0.0%	14.3%	28.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	39	61.5%	10.3%	5.1%	76.9%	2.6%	0.0%	10.3%	12.8%	10.3%

Table is continued on the next page.

Putnam Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	41	87.8%	2.4%	2.4%	92.7%	0.0%	4.9%	2.4%	7.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	81.1%	2.7%	2.7%	86.5%	2.7%	0.0%	10.8%	13.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	28	3.6%	3.6%	0.0%	7.1%	3.6%	7.1%	82.1%	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).	31	35.5%	6.5%	3.2%	45.2%	3.2%	9.7%	22.6%	35.5%	19.4%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	7	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	6	50.0%	16.7%	16.7%	83.3%	0.0%	0.0%	16.7%	16.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	50.0%	33.3%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	6	66.7%	16.7%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	7	85.7%	0.0%	0.0%	85.7%	0.0%	0.0%	14.3%	14.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	7	71.4%	0.0%	14.3%	85.7%	0.0%	0.0%	14.3%	14.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	6	66.7%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	16.7%	±

Table is continued on the next page.

Putnam Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	21	23.8%	14.3%	0.0%	38.1%	0.0%	0.0%	61.9%	61.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	22	18.2%	9.1%	9.1%	36.4%	4.5%	0.0%	59.1%	63.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	34	26.5%	8.8%	8.8%	44.1%	0.0%	0.0%	35.3%	35.3%	20.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	35	25.7%	11.4%	5.7%	42.9%	0.0%	0.0%	22.9%	22.9%	34.3%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	36	61.1%	11.1%	13.9%	86.1%	0.0%	5.6%	8.3%	13.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	37	64.9%	5.4%	13.5%	83.8%	5.4%	2.7%	8.1%	16.2%	±

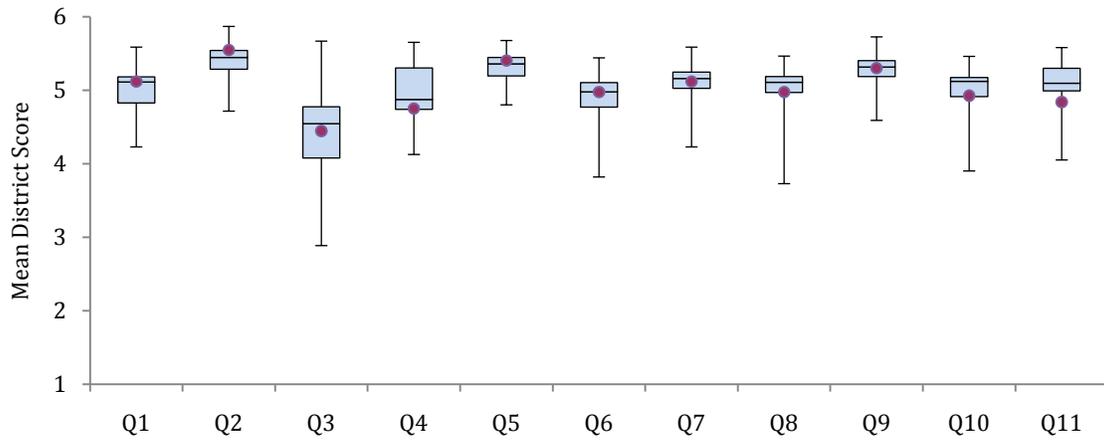
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

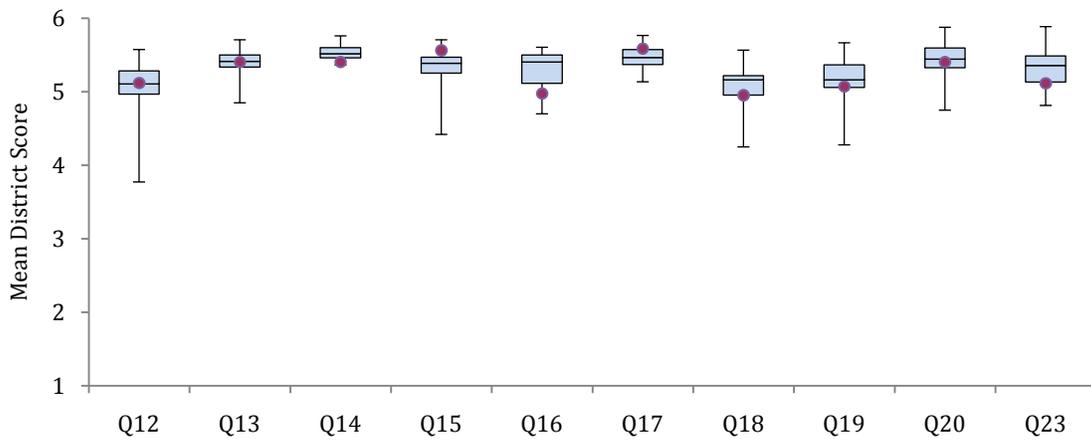
±± Minimum reporting standard not met for this survey item.

Putnam Box-and-Whisker Charts

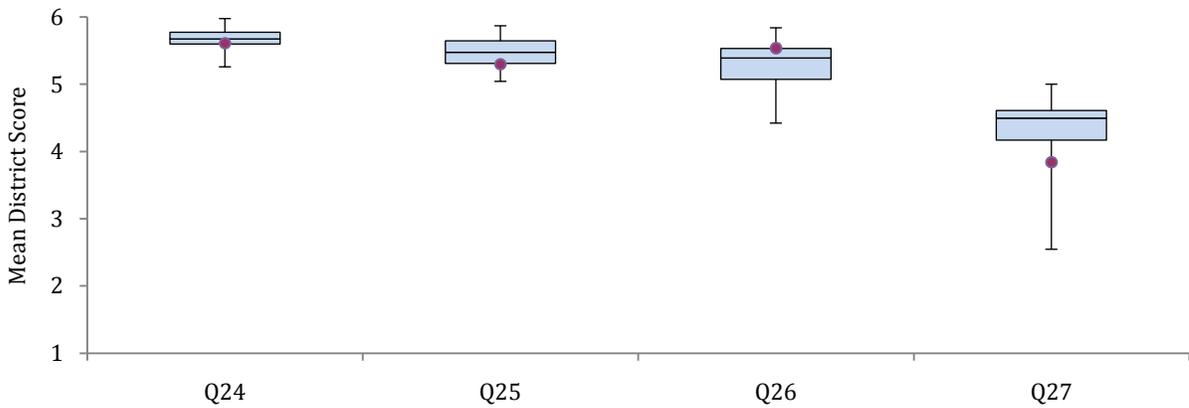
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



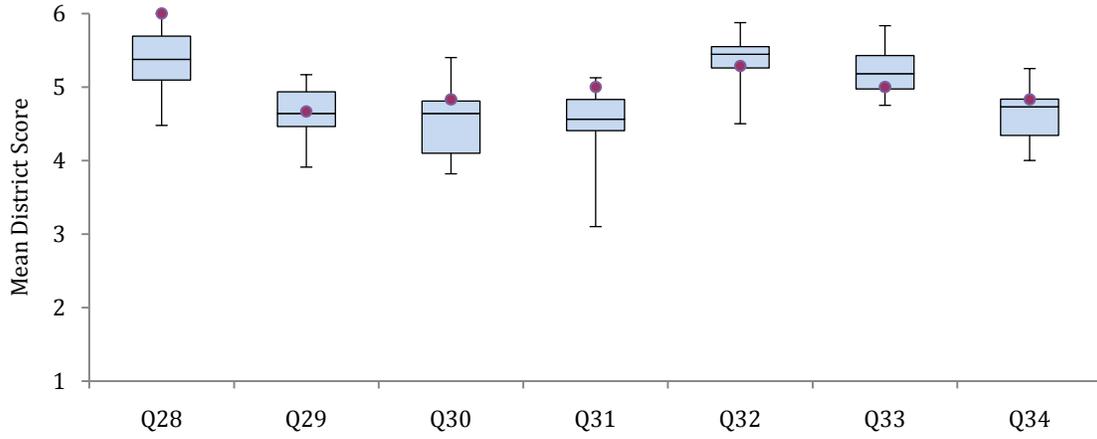
My Child's Participation



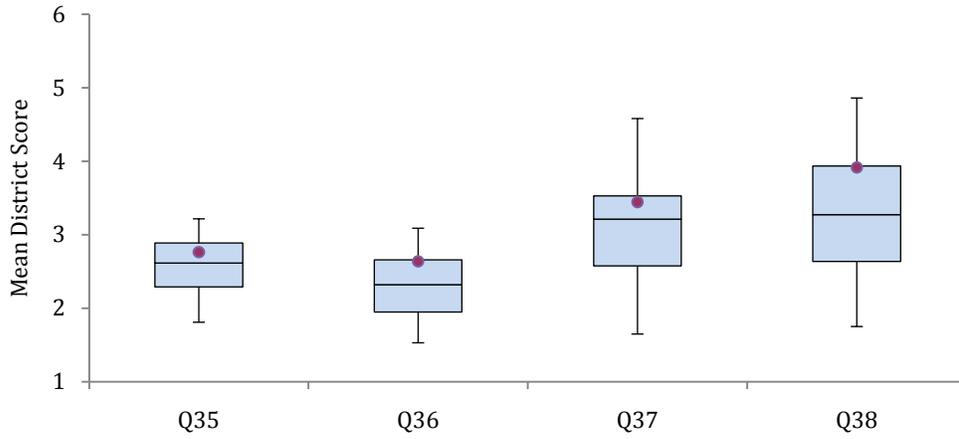
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Putnam Box-and-Whisker Charts (continued)

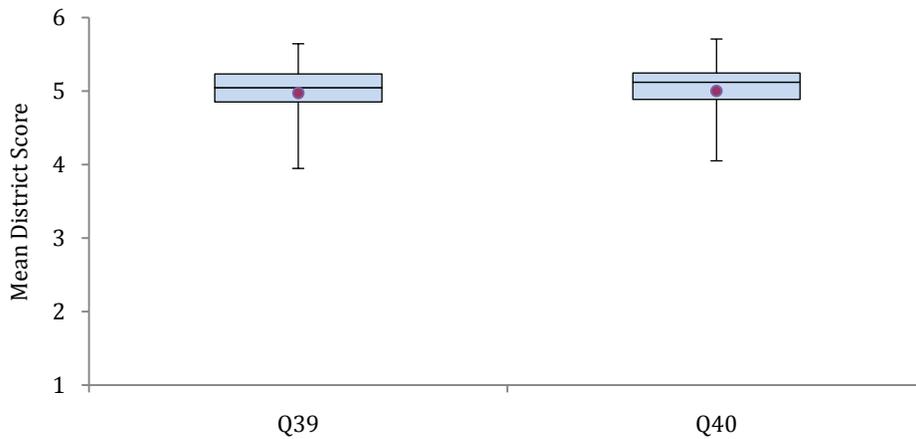
Transition Planning



Parent Training and Support



My Child's Skills



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

Redding

The 2009-2010 survey was sent to 159 parents of children receiving special education services in the Redding School District. A total of 47 surveys were returned for a response rate of 29.6%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Redding Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	47	46.8%	36.2%	8.5%	91.5%	0.0%	4.3%	4.3%	8.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	47	68.1%	17.0%	12.8%	97.9%	0.0%	0.0%	2.1%	2.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	0.0%	14.3%	0.0%	14.3%	0.0%	28.6%	57.1%	85.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	20	5.0%	0.0%	0.0%	5.0%	5.0%	0.0%	90.0%	95.0%	±
5. My child is accepted within the school community.	46	78.3%	15.2%	2.2%	95.7%	0.0%	2.2%	2.2%	4.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	47	53.2%	23.4%	2.1%	78.7%	6.4%	2.1%	12.8%	21.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	46	60.9%	23.9%	4.3%	89.1%	4.3%	2.2%	4.3%	10.9%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	47	59.6%	14.9%	14.9%	89.4%	2.1%	6.4%	2.1%	10.6%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	45	60.0%	28.9%	8.9%	97.8%	2.2%	0.0%	0.0%	2.2%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	43	55.8%	25.6%	11.6%	93.0%	4.7%	0.0%	2.3%	7.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	44	61.4%	25.0%	11.4%	97.7%	0.0%	0.0%	2.3%	2.3%	0.0%

Table is continued on the next page.

Redding Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	47	61.7%	21.3%	8.5%	91.5%	4.3%	0.0%	4.3%	8.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	47	74.5%	10.6%	4.3%	89.4%	4.3%	2.1%	4.3%	10.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	47	80.9%	12.8%	4.3%	97.9%	0.0%	0.0%	2.1%	2.1%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	47	61.7%	17.0%	12.8%	91.5%	4.3%	2.1%	2.1%	8.5%	±
16. My child's evaluation report is written in terms I understand.	47	68.1%	17.0%	6.4%	91.5%	6.4%	0.0%	2.1%	8.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	47	74.5%	14.9%	2.1%	91.5%	2.1%	0.0%	6.4%	8.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	47	55.3%	25.5%	14.9%	95.7%	0.0%	2.1%	2.1%	4.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	47	61.7%	14.9%	12.8%	89.4%	6.4%	0.0%	4.3%	10.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	46	67.4%	17.4%	2.2%	87.0%	4.3%	0.0%	8.7%	13.0%	±
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.	39	76.9%	7.7%	2.6%	87.2%	0.0%	0.0%	5.1%	5.1%	7.7%

Table is continued on the next page.

Redding Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	46	91.3%	6.5%	2.2%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	90.7%	0.0%	4.7%	95.3%	0.0%	0.0%	4.7%	4.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	31	0.0%	3.2%	0.0%	3.2%	0.0%	3.2%	93.5%	96.8%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	13	46.2%	7.7%	7.7%	61.5%	0.0%	15.4%	15.4%	30.8%	7.7%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

Redding Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	29	13.8%	10.3%	13.8%	37.9%	3.4%	0.0%	58.6%	62.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	27	7.4%	7.4%	3.7%	18.5%	0.0%	11.1%	70.4%	81.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	41	7.3%	17.1%	9.8%	34.1%	12.2%	0.0%	34.1%	46.3%	19.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	42	4.8%	4.8%	4.8%	14.3%	9.5%	4.8%	42.9%	57.1%	28.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	42	73.8%	21.4%	2.4%	97.6%	0.0%	2.4%	0.0%	2.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	41	80.5%	17.1%	0.0%	97.6%	0.0%	0.0%	2.4%	2.4%	±

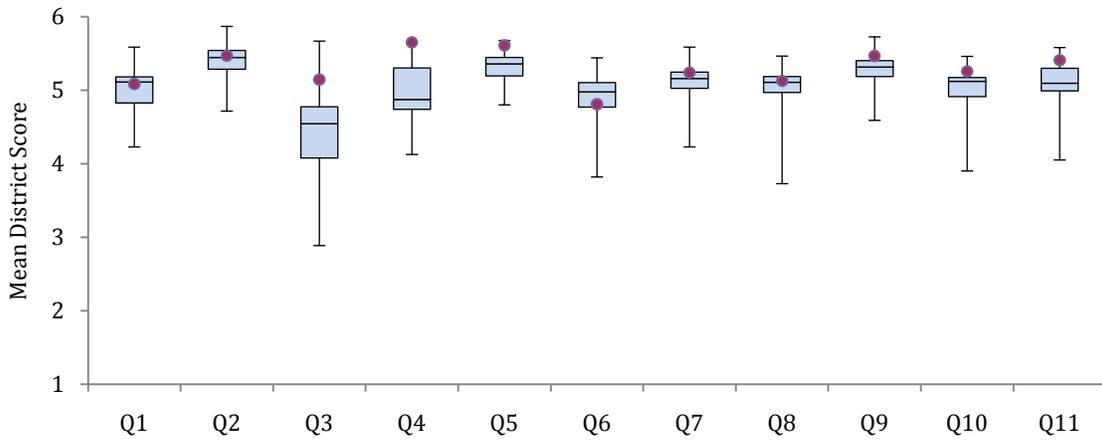
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

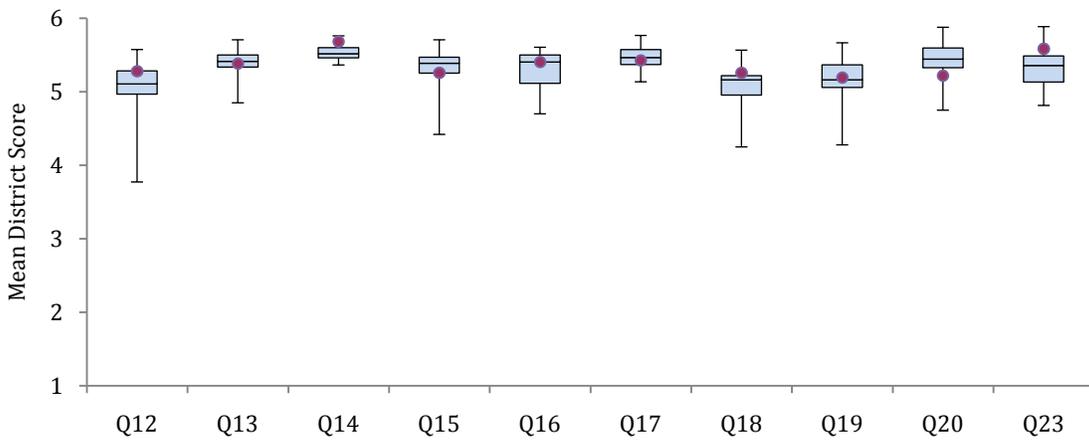
±± Minimum reporting standard not met for this survey item.

Redding Box-and-Whisker Charts

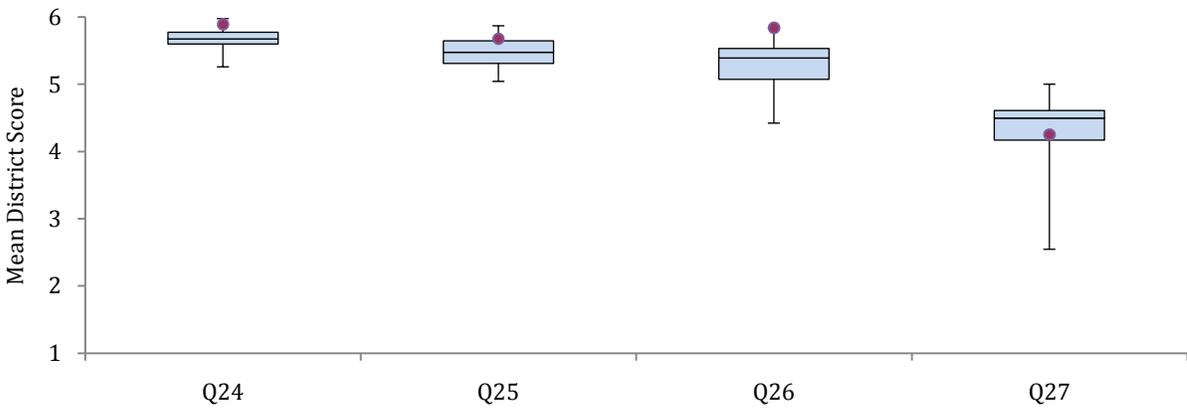
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



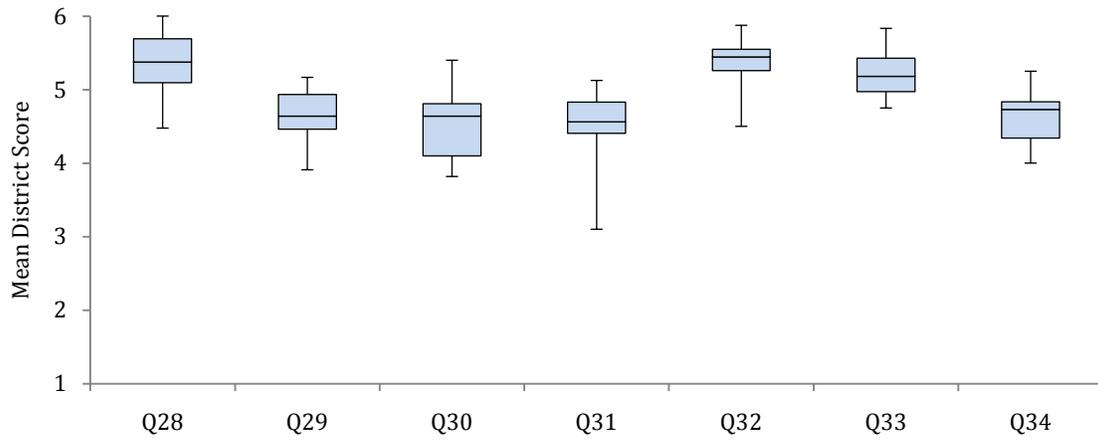
My Child's Participation



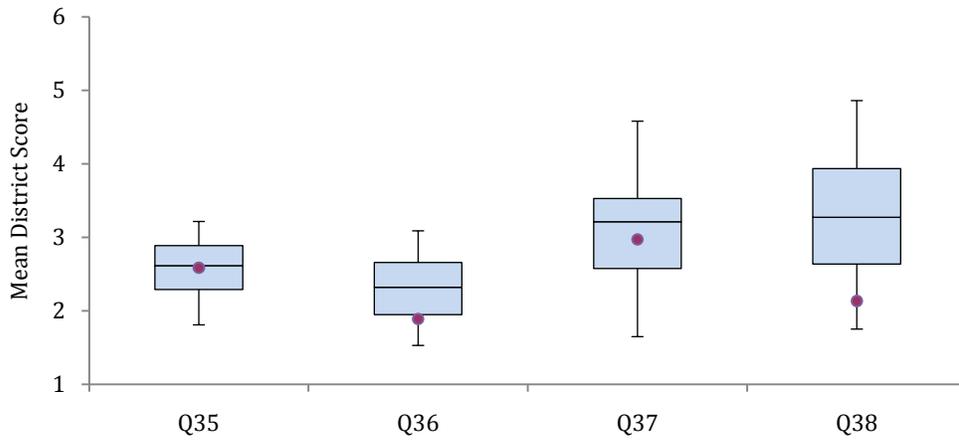
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Redding Box-and-Whisker Charts (continued)

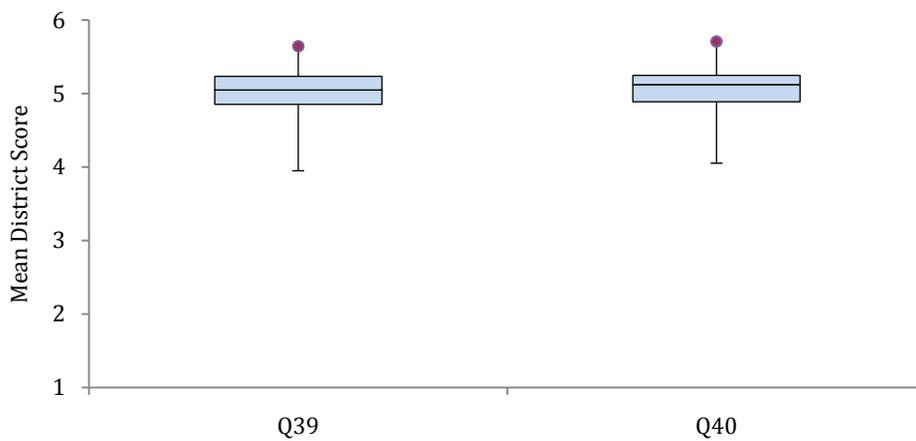
Transition Planning



Parent Training and Support



My Child's Skills



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

Region 7

The 2009-2010 survey was sent to 117 parents of children receiving special education services in the Region 7 School District. A total of 30 surveys were returned for a response rate of 25.6%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Region 7 Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	30	50.0%	43.3%	0.0%	93.3%	0.0%	6.7%	0.0%	6.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	30	86.7%	13.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	±±	-	-	-	-	-	-	-	-	±
5. My child is accepted within the school community.	29	62.1%	34.5%	3.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	30	50.0%	40.0%	3.3%	93.3%	0.0%	6.7%	0.0%	6.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	30	70.0%	16.7%	6.7%	93.3%	0.0%	6.7%	0.0%	6.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	30	63.3%	20.0%	0.0%	83.3%	6.7%	0.0%	3.3%	10.0%	6.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	30	70.0%	26.7%	0.0%	96.7%	0.0%	0.0%	0.0%	0.0%	3.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	25	56.0%	24.0%	8.0%	88.0%	4.0%	8.0%	0.0%	12.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	25	64.0%	12.0%	12.0%	88.0%	4.0%	4.0%	0.0%	8.0%	4.0%

Table is continued on the next page.

Region 7 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	30	53.3%	33.3%	13.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	30	73.3%	20.0%	3.3%	96.7%	0.0%	3.3%	0.0%	3.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	30	80.0%	16.7%	0.0%	96.7%	0.0%	3.3%	0.0%	3.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	30	66.7%	20.0%	10.0%	96.7%	0.0%	3.3%	0.0%	3.3%	±
16. My child's evaluation report is written in terms I understand.	30	66.7%	26.7%	3.3%	96.7%	0.0%	3.3%	0.0%	3.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	30	86.7%	6.7%	3.3%	96.7%	3.3%	0.0%	0.0%	3.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	30	63.3%	30.0%	6.7%	100.0%	0.0%	0.0%	0.0%	0.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	30	70.0%	26.7%	3.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	30	63.3%	23.3%	10.0%	96.7%	0.0%	0.0%	3.3%	3.3%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	25	68.0%	20.0%	8.0%	96.0%	0.0%	0.0%	4.0%	4.0%	0.0%

Table is continued on the next page.

Region 7 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	30	86.7%	10.0%	3.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	27	81.5%	11.1%	0.0%	92.6%	0.0%	3.7%	3.7%	7.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	14	0.0%	7.1%	7.1%	14.3%	0.0%	7.1%	78.6%	85.7%	±
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).	11	18.2%	36.4%	9.1%	63.6%	0.0%	9.1%	9.1%	18.2%	18.2%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	14	42.9%	14.3%	14.3%	71.4%	7.1%	14.3%	7.1%	28.6%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	8	25.0%	0.0%	25.0%	50.0%	25.0%	12.5%	0.0%	37.5%	12.5%
31. The PPT introduced planning for my child's transition to adulthood.	15	46.7%	33.3%	13.3%	93.3%	0.0%	0.0%	6.7%	6.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	17	70.6%	17.6%	5.9%	94.1%	5.9%	0.0%	0.0%	5.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	16	62.5%	25.0%	6.3%	93.8%	0.0%	6.3%	0.0%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	13	53.8%	15.4%	15.4%	84.6%	7.7%	7.7%	0.0%	15.4%	±

Table is continued on the next page.

Region 7 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	14	28.6%	0.0%	7.1%	35.7%	0.0%	0.0%	64.3%	64.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	15	20.0%	6.7%	0.0%	26.7%	13.3%	0.0%	60.0%	73.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	23	17.4%	4.3%	0.0%	21.7%	13.0%	8.7%	26.1%	47.8%	30.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	22	18.2%	9.1%	9.1%	36.4%	9.1%	4.5%	9.1%	22.7%	40.9%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	26	61.5%	19.2%	19.2%	100.0%	0.0%	0.0%	0.0%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	26	53.8%	19.2%	23.1%	96.2%	3.8%	0.0%	0.0%	3.8%	±

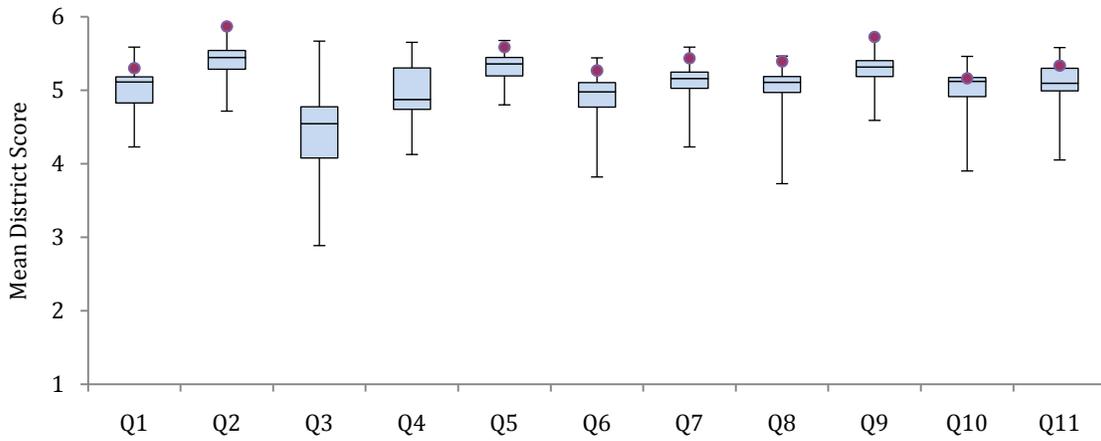
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

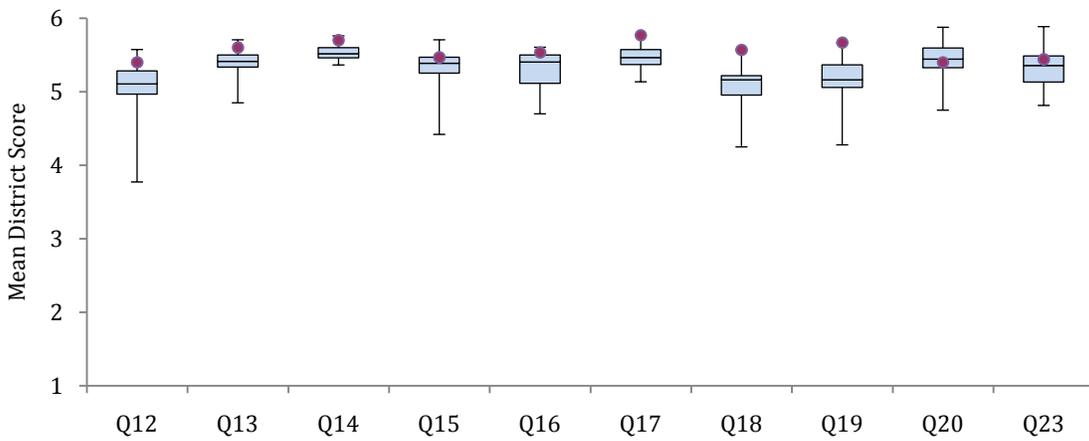
±± Minimum reporting standard not met for this survey item.

Region 7 Box-and-Whisker Charts

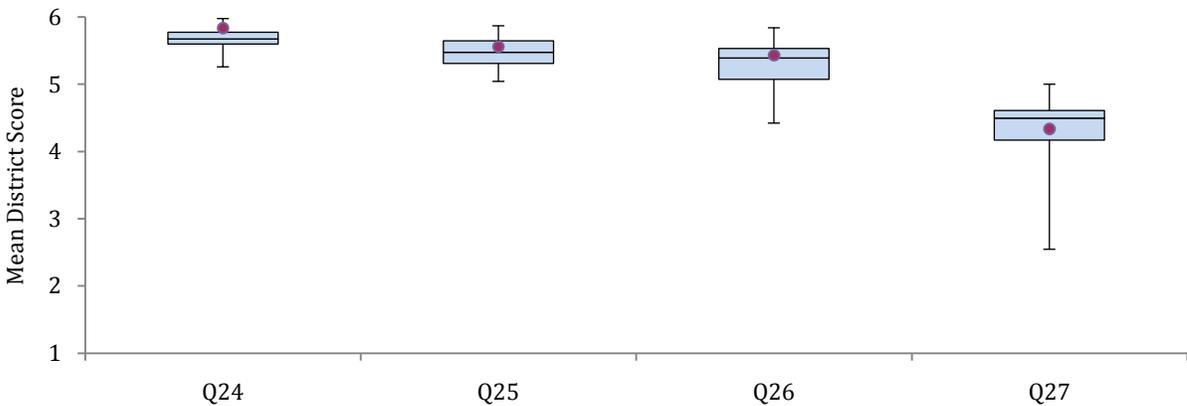
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



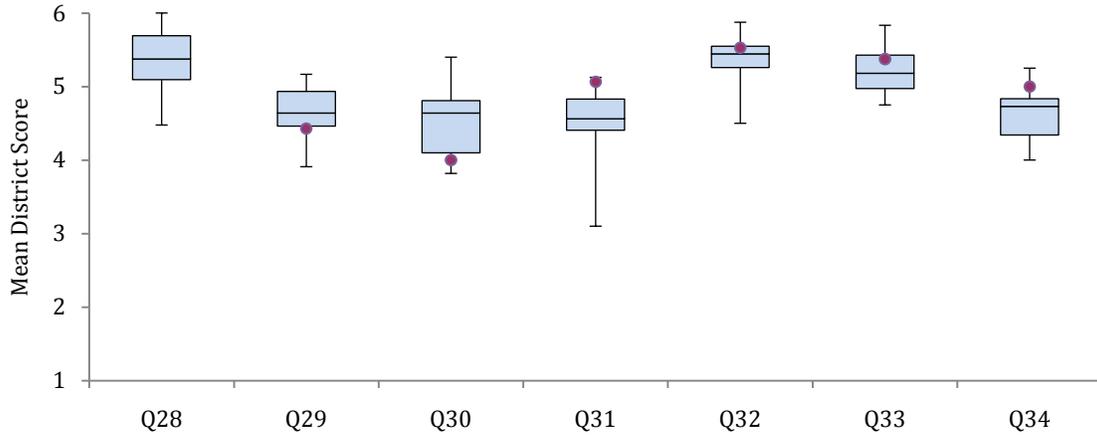
My Child's Participation



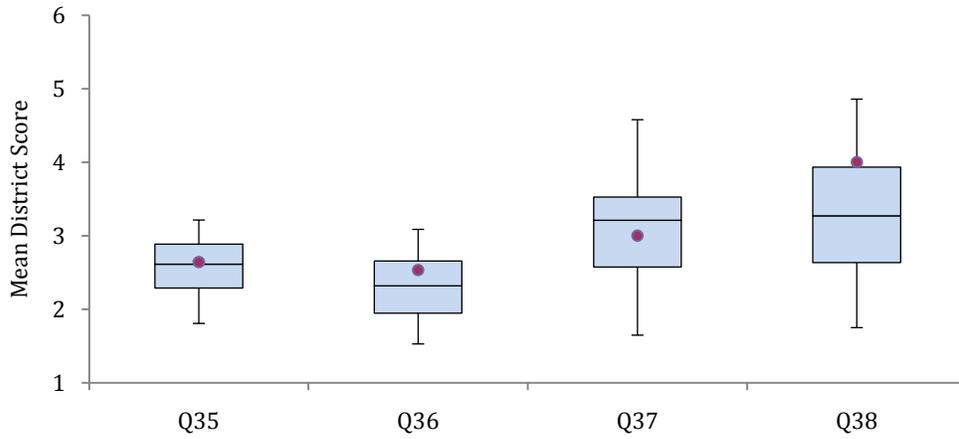
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3 and Q4.

Region 7 Box-and-Whisker Charts (continued)

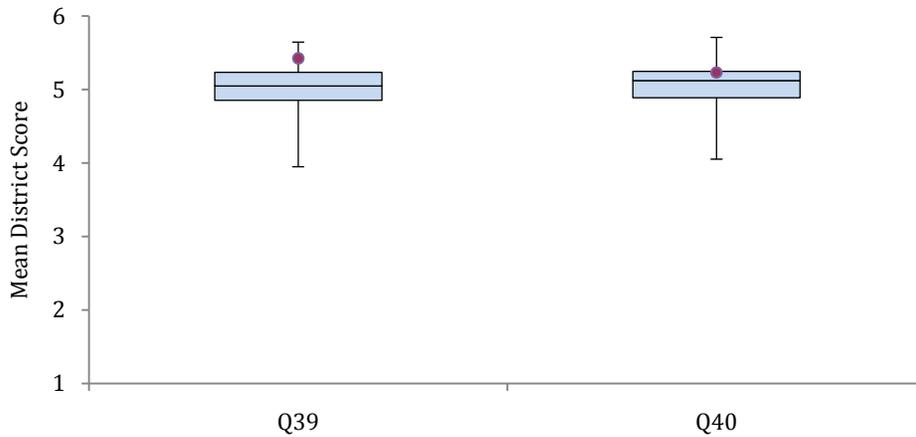
Transition Planning



Parent Training and Support



My Child's Skills



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

Region 9

The 2009-2010 survey was sent to 119 parents of children receiving special education services in the Region 9 School District. A total of 22 surveys were returned for a response rate of 18.5%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Region 9 Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	22	27.3%	31.8%	13.6%	72.7%	0.0%	18.2%	9.1%	27.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	21	38.1%	28.6%	14.3%	81.0%	9.5%	4.8%	4.8%	19.0%	±
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).	8	12.5%	12.5%	0.0%	25.0%	0.0%	0.0%	75.0%	75.0%	±
5. My child is accepted within the school community.	20	35.0%	35.0%	15.0%	85.0%	5.0%	10.0%	0.0%	15.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	22	18.2%	22.7%	18.2%	59.1%	13.6%	18.2%	9.1%	40.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	22	31.8%	22.7%	9.1%	63.6%	18.2%	9.1%	9.1%	36.4%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	22	18.2%	31.8%	9.1%	59.1%	9.1%	9.1%	22.7%	40.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	20	45.0%	30.0%	10.0%	85.0%	10.0%	0.0%	5.0%	15.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	20.0%	30.0%	15.0%	65.0%	5.0%	15.0%	15.0%	35.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	21	19.0%	38.1%	4.8%	61.9%	9.5%	9.5%	14.3%	33.3%	4.8%

Table is continued on the next page.

Region 9 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	22	27.3%	22.7%	9.1%	59.1%	9.1%	4.5%	27.3%	40.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	22	68.2%	9.1%	4.5%	81.8%	0.0%	4.5%	13.6%	18.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	22	72.7%	13.6%	9.1%	95.5%	0.0%	0.0%	4.5%	4.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	21	52.4%	28.6%	4.8%	85.7%	14.3%	0.0%	0.0%	14.3%	±
16. My child's evaluation report is written in terms I understand.	22	54.5%	18.2%	9.1%	81.8%	4.5%	4.5%	9.1%	18.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	22	59.1%	22.7%	9.1%	90.9%	0.0%	0.0%	9.1%	9.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	22	40.9%	27.3%	9.1%	77.3%	9.1%	4.5%	9.1%	22.7%	±
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.	22	45.5%	18.2%	4.5%	68.2%	9.1%	9.1%	13.6%	31.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	21	71.4%	19.0%	0.0%	90.5%	0.0%	4.8%	4.8%	9.5%	±
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.	19	84.2%	10.5%	0.0%	94.7%	0.0%	0.0%	5.3%	5.3%	0.0%

Table is continued on the next page.

Region 9 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	22	90.9%	0.0%	4.5%	95.5%	0.0%	0.0%	4.5%	4.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	22	95.5%	0.0%	0.0%	95.5%	0.0%	0.0%	4.5%	4.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	14	14.3%	0.0%	7.1%	21.4%	0.0%	0.0%	78.6%	78.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	8	50.0%	12.5%	0.0%	62.5%	0.0%	12.5%	12.5%	25.0%	12.5%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	15	46.7%	13.3%	6.7%	66.7%	13.3%	0.0%	20.0%	33.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	11	63.6%	9.1%	0.0%	72.7%	0.0%	0.0%	18.2%	18.2%	9.1%
31. The PPT introduced planning for my child's transition to adulthood.	15	53.3%	6.7%	13.3%	73.3%	0.0%	20.0%	6.7%	26.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	77.8%	16.7%	5.6%	100.0%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	18	61.1%	11.1%	16.7%	88.9%	0.0%	5.6%	5.6%	11.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	16	43.8%	12.5%	12.5%	68.8%	12.5%	0.0%	18.8%	31.3%	±

Table is continued on the next page.

Region 9 Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	14	7.1%	7.1%	7.1%	21.4%	7.1%	7.1%	64.3%	78.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	15	6.7%	6.7%	0.0%	13.3%	6.7%	0.0%	80.0%	86.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	18	5.6%	11.1%	0.0%	16.7%	5.6%	5.6%	50.0%	61.1%	22.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	18	0.0%	11.1%	5.6%	16.7%	5.6%	0.0%	55.6%	61.1%	22.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	19	26.3%	26.3%	5.3%	57.9%	15.8%	10.5%	15.8%	42.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	20	25.0%	25.0%	15.0%	65.0%	10.0%	15.0%	10.0%	35.0%	±

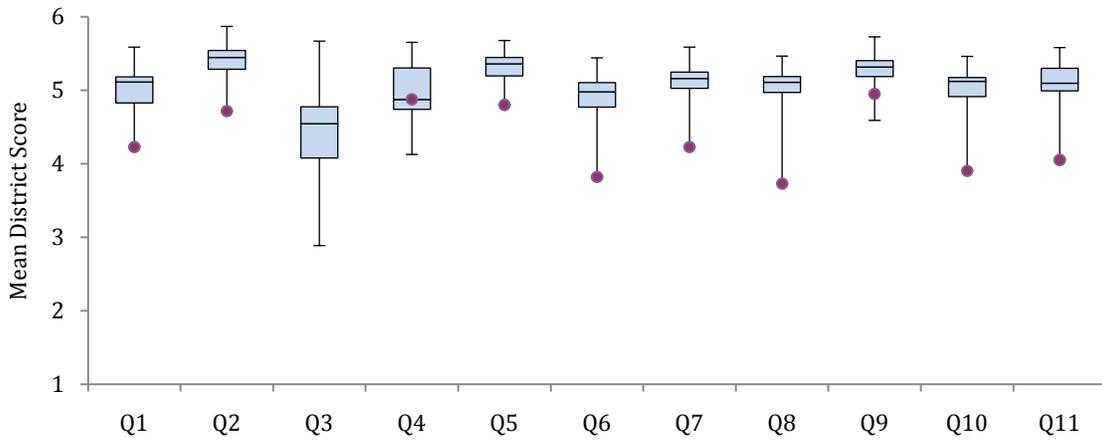
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

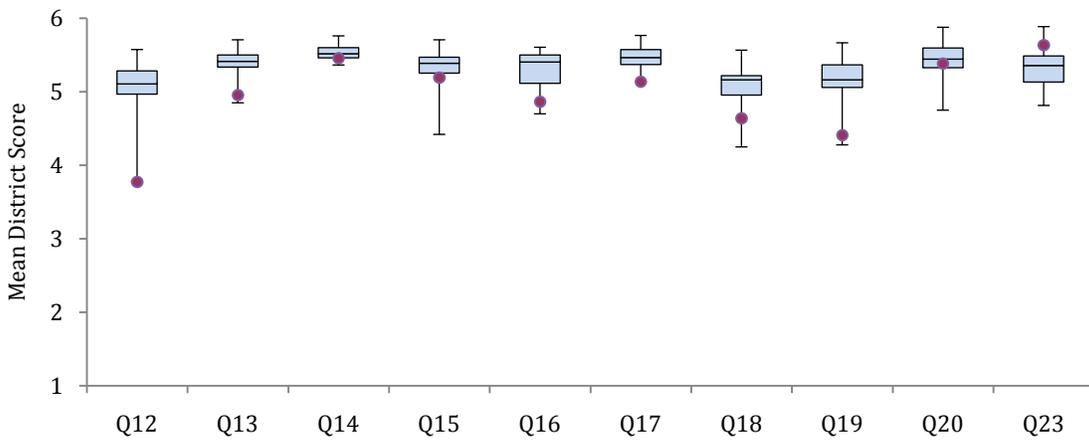
±± Minimum reporting standard not met for this survey item.

Region 9 Box-and-Whisker Charts

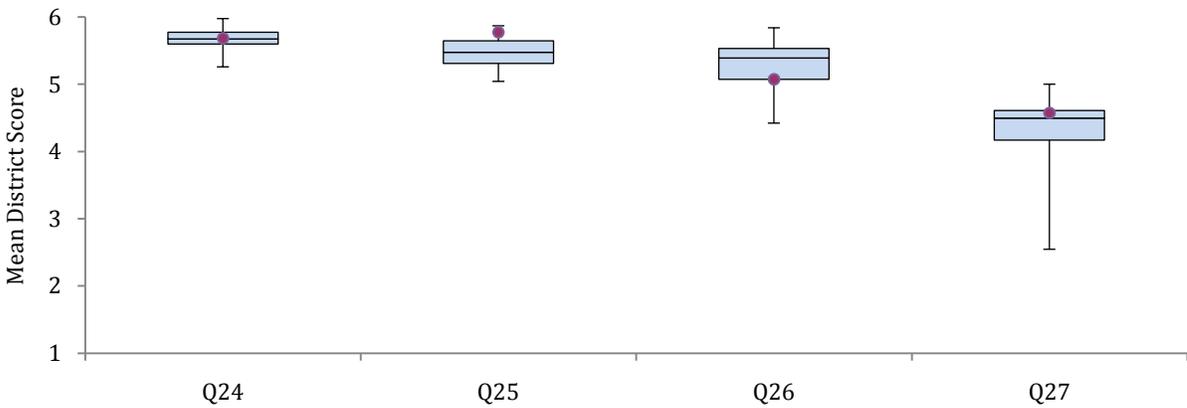
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



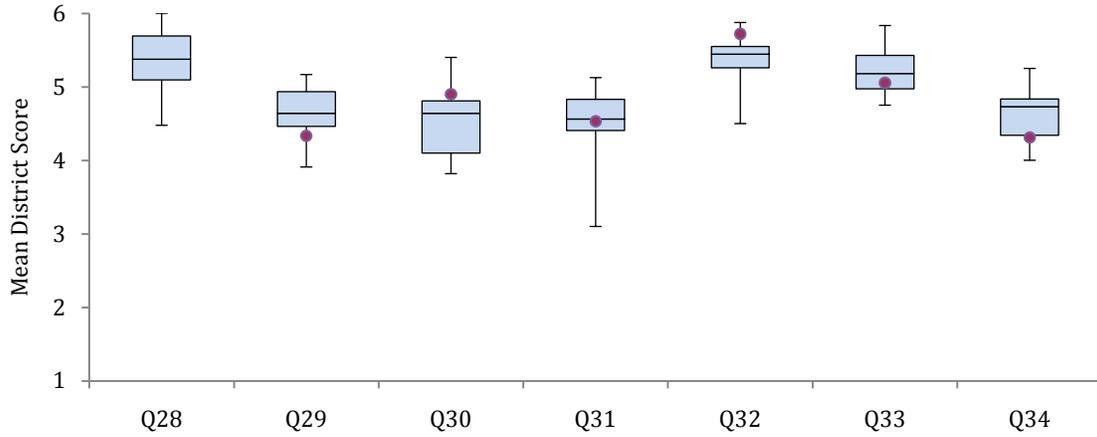
My Child's Participation



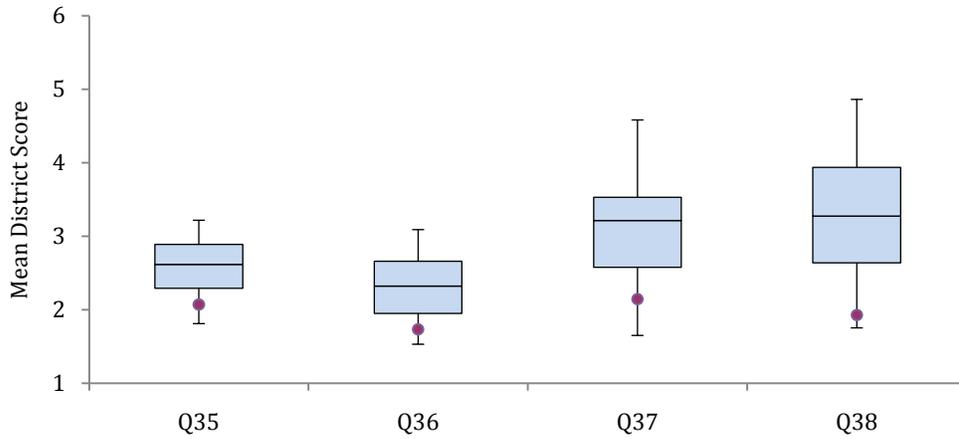
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Region 9 Box-and-Whisker Charts (continued)

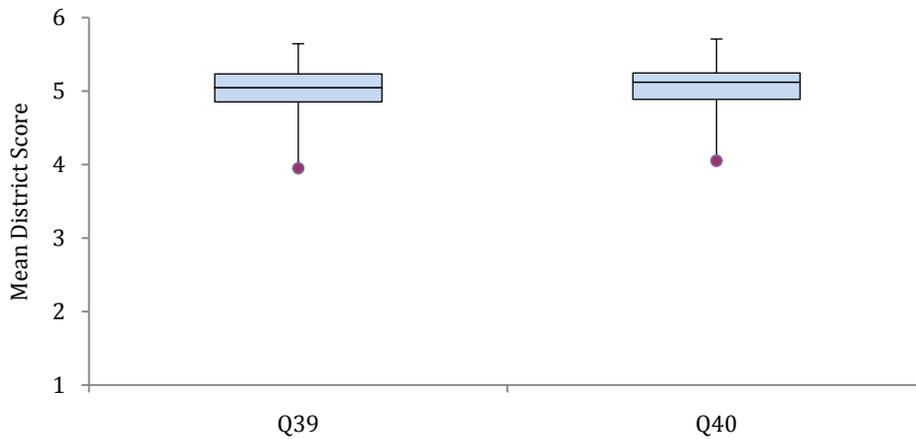
Transition Planning



Parent Training and Support



My Child's Skills



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

Somers

The 2009-2010 survey was sent to 174 parents of children receiving special education services in the Somers School District. A total of 41 surveys were returned for a response rate of 23.6%, above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Somers Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	41	70.7%	22.0%	4.9%	97.6%	0.0%	2.4%	0.0%	2.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	78.0%	19.5%	2.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	42.9%	0.0%	0.0%	42.9%	0.0%	0.0%	57.1%	57.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	13	23.1%	0.0%	0.0%	23.1%	0.0%	0.0%	76.9%	76.9%	±
5. My child is accepted within the school community.	40	72.5%	22.5%	5.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	41	58.5%	34.1%	4.9%	97.6%	0.0%	0.0%	2.4%	2.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	41	75.6%	14.6%	4.9%	95.1%	2.4%	2.4%	0.0%	4.9%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	68.3%	22.0%	4.9%	95.1%	0.0%	2.4%	2.4%	4.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	78.0%	14.6%	4.9%	97.6%	0.0%	2.4%	0.0%	2.4%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	37	64.9%	21.6%	10.8%	97.3%	0.0%	2.7%	0.0%	2.7%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	38	71.1%	21.1%	5.3%	97.4%	0.0%	2.6%	0.0%	2.6%	0.0%

Table is continued on the next page.

Somers Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	40	70.0%	22.5%	5.0%	97.5%	0.0%	2.5%	0.0%	2.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	41	80.5%	14.6%	2.4%	97.6%	0.0%	2.4%	0.0%	2.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	75.6%	22.0%	0.0%	97.6%	0.0%	2.4%	0.0%	2.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	75.6%	19.5%	4.9%	100.0%	0.0%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	41	70.7%	24.4%	2.4%	97.6%	0.0%	0.0%	2.4%	2.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	41	80.5%	14.6%	2.4%	97.6%	2.4%	0.0%	0.0%	2.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	41	68.3%	22.0%	4.9%	95.1%	2.4%	0.0%	2.4%	4.9%	±
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.	41	75.6%	12.2%	9.8%	97.6%	0.0%	2.4%	0.0%	2.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	90.2%	7.3%	2.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	6	83.3%	0.0%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	71.4%	28.6%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	36	66.7%	13.9%	0.0%	80.6%	2.8%	5.6%	2.8%	11.1%	8.3%

Table is continued on the next page.

Somers Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	41	97.6%	2.4%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	38	89.5%	7.9%	2.6%	100.0%	0.0%	0.0%	0.0%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	21	4.8%	0.0%	0.0%	4.8%	0.0%	0.0%	95.2%	95.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	18	44.4%	5.6%	5.6%	55.6%	0.0%	0.0%	16.7%	16.7%	27.8%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	-	-	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	6	33.3%	33.3%	33.3%	100.0%	0.0%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	6	50.0%	16.7%	16.7%	83.3%	0.0%	0.0%	0.0%	0.0%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	6	50.0%	33.3%	0.0%	83.3%	0.0%	0.0%	16.7%	16.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	6	83.3%	16.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	6	50.0%	16.7%	16.7%	83.3%	0.0%	0.0%	16.7%	16.7%	±

Table is continued on the next page.

Somers Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	19	15.8%	15.8%	5.3%	36.8%	10.5%	5.3%	47.4%	63.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	16	12.5%	6.3%	6.3%	25.0%	18.8%	6.3%	50.0%	75.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	24	20.8%	0.0%	8.3%	29.2%	8.3%	4.2%	25.0%	37.5%	33.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	22	18.2%	9.1%	4.5%	31.8%	4.5%	0.0%	31.8%	36.4%	31.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	37	75.7%	13.5%	2.7%	91.9%	5.4%	0.0%	2.7%	8.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	33	66.7%	24.2%	0.0%	90.9%	6.1%	3.0%	0.0%	9.1%	±

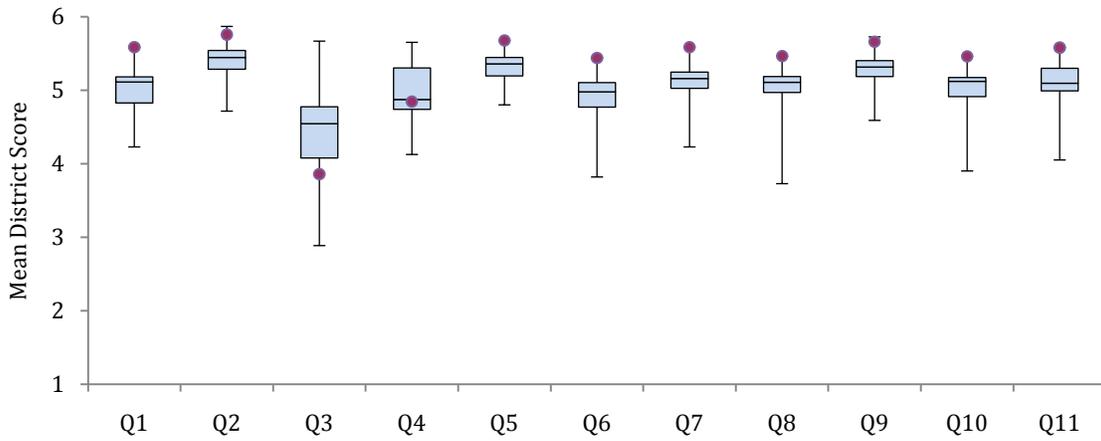
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

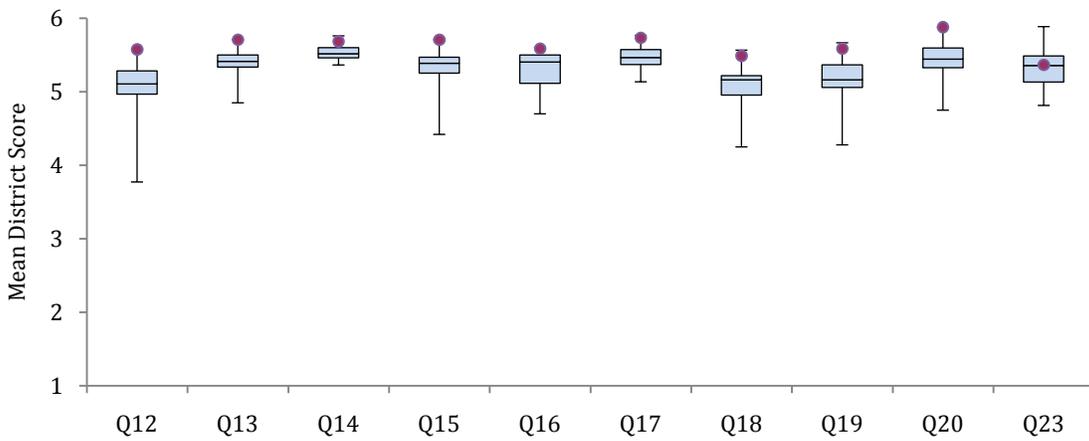
±± Minimum reporting standard not met for this survey item.

Somers Box-and-Whisker Charts

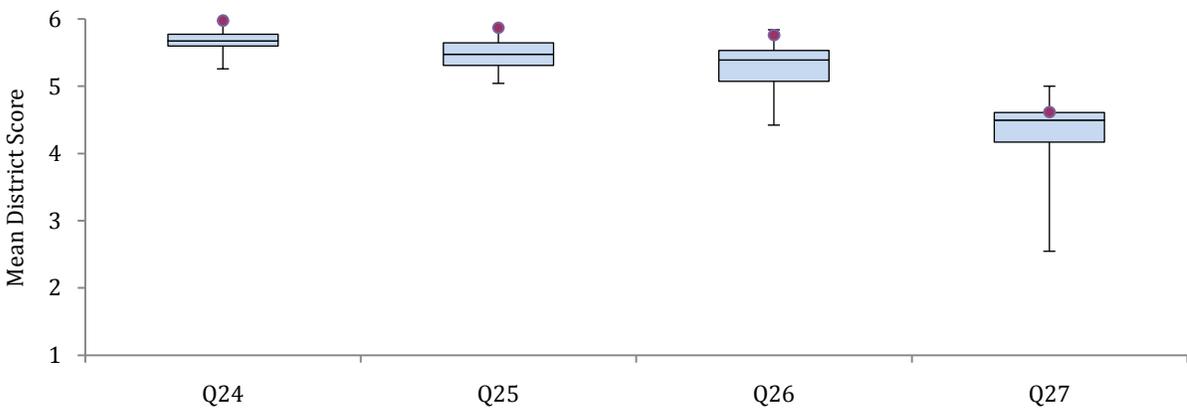
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



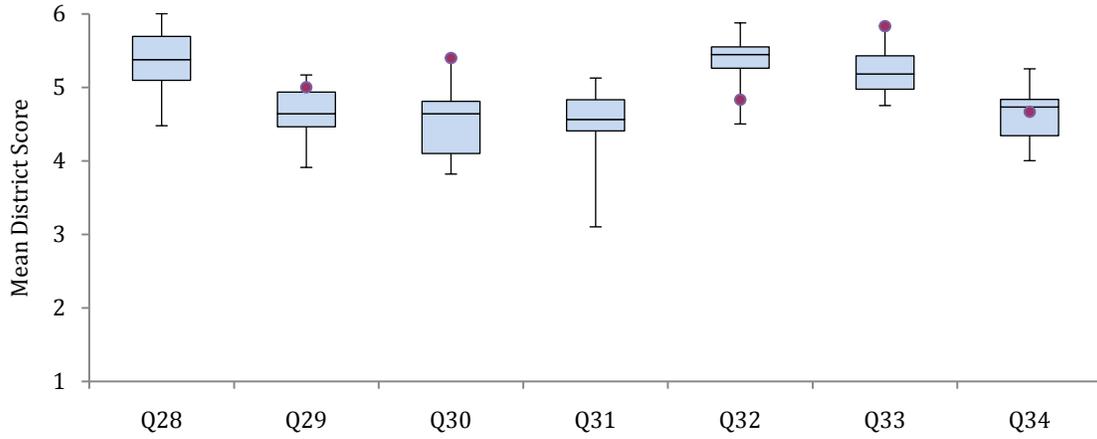
My Child's Participation



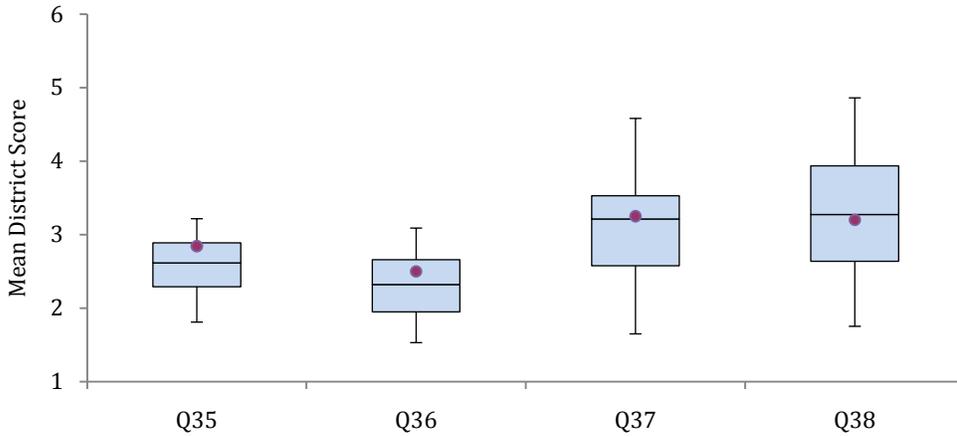
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Somers Box-and-Whisker Charts (continued)

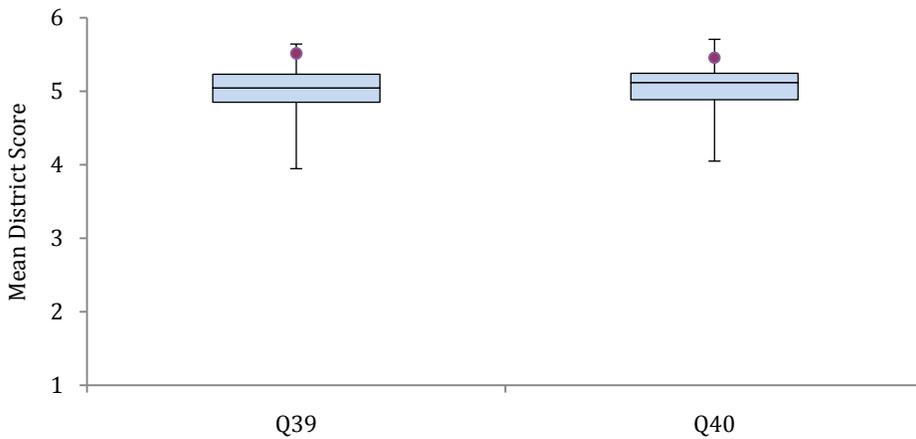
Transition Planning



Parent Training and Support



My Child's Skills



Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). A district-level confidentiality edit was applied to Q28 and Q31.

Stratford

The 2009-2010 survey was sent to 633 parents of children receiving special education services in the Stratford School District. A total of 138 surveys were returned for a response rate of 21.8%, slightly above the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Stratford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	136	39.7%	31.6%	11.0%	82.4%	2.2%	5.9%	9.6%	17.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	138	63.0%	18.8%	10.1%	92.0%	4.3%	0.7%	2.9%	8.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	32	12.5%	6.3%	12.5%	31.3%	3.1%	3.1%	62.5%	68.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	56	16.1%	1.8%	8.9%	26.8%	3.6%	3.6%	66.1%	73.2%	±
5. My child is accepted within the school community.	132	56.1%	28.0%	9.1%	93.2%	0.8%	1.5%	4.5%	6.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	137	40.9%	28.5%	15.3%	84.7%	4.4%	4.4%	6.6%	15.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	136	50.0%	24.3%	10.3%	84.6%	6.6%	2.9%	4.4%	14.0%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	137	51.1%	24.8%	8.8%	84.7%	2.9%	4.4%	5.1%	12.4%	2.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	135	53.3%	24.4%	11.9%	89.6%	3.7%	3.0%	2.2%	8.9%	1.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	127	46.5%	21.3%	12.6%	80.3%	4.7%	3.9%	5.5%	14.2%	5.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	127	48.0%	26.8%	10.2%	85.0%	3.1%	3.1%	4.7%	11.0%	3.9%

Table is continued on the next page.

Stratford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	134	50.0%	17.2%	18.7%	85.8%	6.0%	3.7%	4.5%	14.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	134	56.0%	24.6%	9.7%	90.3%	6.7%	0.0%	3.0%	9.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	137	63.5%	19.7%	10.2%	93.4%	4.4%	0.7%	1.5%	6.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	132	52.3%	25.8%	7.6%	85.6%	4.5%	3.8%	6.1%	14.4%	±
16. My child's evaluation report is written in terms I understand.	137	53.3%	27.0%	8.0%	88.3%	7.3%	2.2%	2.2%	11.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	137	62.8%	24.1%	6.6%	93.4%	2.2%	2.2%	2.2%	6.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	134	41.8%	29.9%	14.2%	85.8%	7.5%	1.5%	5.2%	14.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	135	50.4%	21.5%	16.3%	88.1%	4.4%	3.7%	3.7%	11.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	133	58.6%	22.6%	7.5%	88.7%	4.5%	1.5%	5.3%	11.3%	±
21. If necessary, a translator was provided at the PPT meetings.	16	62.5%	25.0%	0.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	18	72.2%	16.7%	5.6%	94.4%	0.0%	0.0%	5.6%	5.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	118	63.6%	14.4%	4.2%	82.2%	1.7%	0.0%	5.9%	7.6%	10.2%

Table is continued on the next page.

Stratford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	135	71.1%	19.3%	5.9%	96.3%	0.7%	0.0%	3.0%	3.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	121	63.6%	16.5%	8.3%	88.4%	2.5%	0.8%	8.3%	11.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	82	8.5%	4.9%	4.9%	18.3%	4.9%	8.5%	68.3%	81.7%	±
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).	79	35.4%	6.3%	15.2%	57.0%	6.3%	2.5%	16.5%	25.3%	17.7%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	21	33.3%	28.6%	14.3%	76.2%	9.5%	4.8%	9.5%	23.8%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	41	48.8%	17.1%	14.6%	80.5%	7.3%	2.4%	9.8%	19.5%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	35	34.3%	14.3%	14.3%	62.9%	5.7%	2.9%	2.9%	11.4%	25.7%
31. The PPT introduced planning for my child's transition to adulthood.	37	40.5%	27.0%	16.2%	83.8%	5.4%	5.4%	5.4%	16.2%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	44	61.4%	15.9%	9.1%	86.4%	6.8%	4.5%	2.3%	13.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	45	55.6%	15.6%	8.9%	80.0%	8.9%	4.4%	6.7%	20.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	44	45.5%	15.9%	18.2%	79.5%	0.0%	2.3%	18.2%	20.5%	±

Table is continued on the next page.

Stratford Survey Response Table (continued)

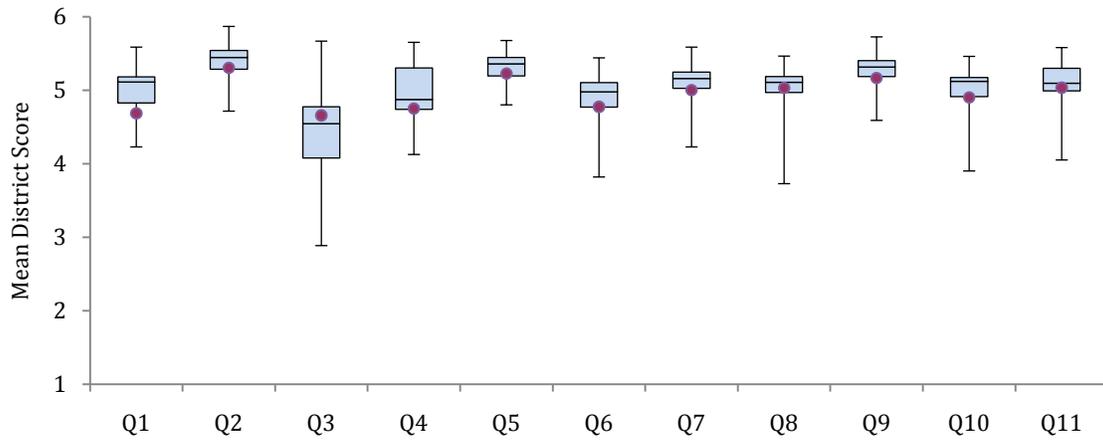
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	86	25.6%	14.0%	7.0%	46.5%	5.8%	2.3%	45.3%	53.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	82	9.8%	11.0%	6.1%	26.8%	7.3%	7.3%	58.5%	73.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	109	10.1%	17.4%	10.1%	37.6%	7.3%	1.8%	25.7%	34.9%	27.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	113	13.3%	8.8%	13.3%	35.4%	7.1%	1.8%	24.8%	33.6%	31.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	129	45.7%	22.5%	16.3%	84.5%	3.9%	4.7%	7.0%	15.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	123	49.6%	19.5%	15.4%	84.6%	3.3%	2.4%	9.8%	15.4%	±

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

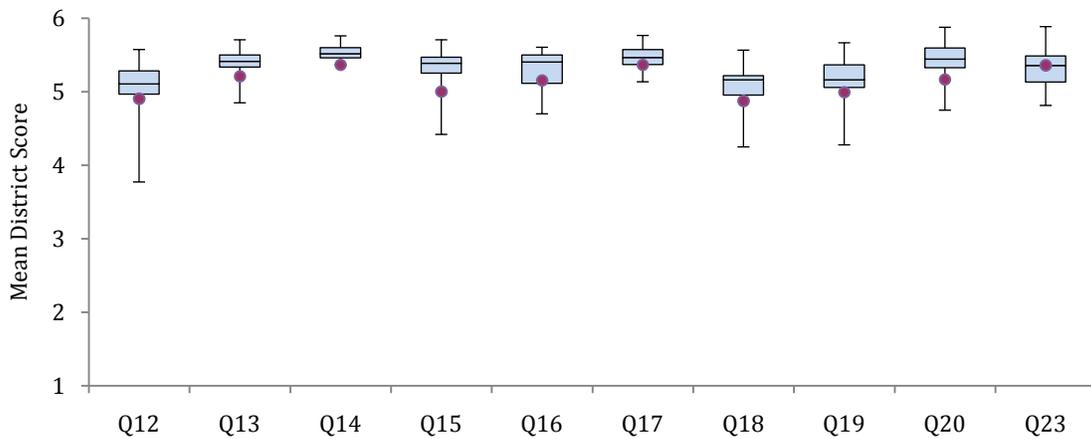
± Not a response option for this survey item.

Stratford Box-and-Whisker Charts

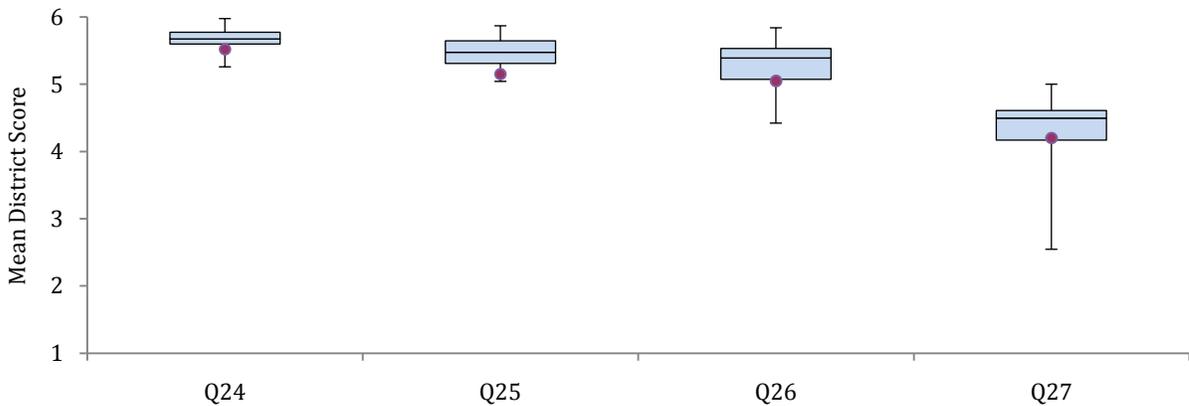
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



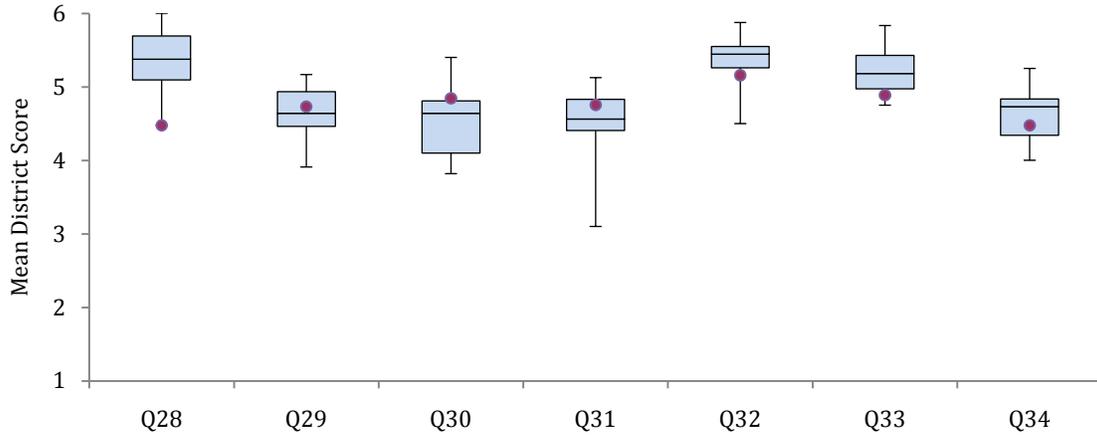
My Child's Participation



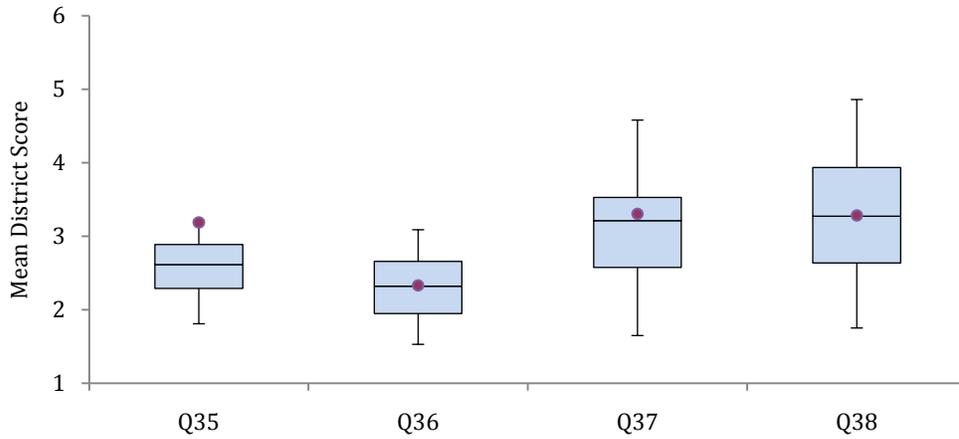
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Stratford Box-and-Whisker Charts (continued)

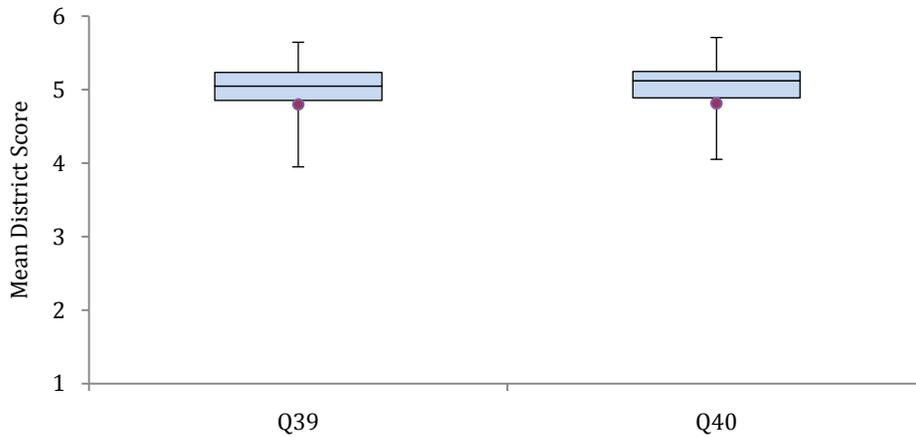
Transition Planning



Parent Training and Support



My Child's Skills



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

Thomaston

The 2009-2010 survey was sent to 182 parents of children receiving special education services in the Thomaston School District. A total of 30 surveys were returned for a response rate of 16.5%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Thomaston Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	28	60.7%	21.4%	7.1%	89.3%	3.6%	3.6%	3.6%	10.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	28	71.4%	21.4%	0.0%	92.9%	3.6%	3.6%	0.0%	7.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	10	20.0%	0.0%	0.0%	20.0%	10.0%	0.0%	70.0%	80.0%	±
5. My child is accepted within the school community.	29	69.0%	17.2%	0.0%	86.2%	3.4%	0.0%	10.3%	13.8%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	29	44.8%	37.9%	3.4%	86.2%	10.3%	3.4%	0.0%	13.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	27	55.6%	25.9%	18.5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	29	69.0%	13.8%	10.3%	93.1%	3.4%	0.0%	3.4%	6.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	29	69.0%	20.7%	10.3%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	27	59.3%	18.5%	11.1%	88.9%	3.7%	7.4%	0.0%	11.1%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	27	63.0%	18.5%	7.4%	88.9%	0.0%	7.4%	3.7%	11.1%	0.0%

Table is continued on the next page.

Thomaston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	29	55.2%	31.0%	10.3%	96.6%	0.0%	0.0%	3.4%	3.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	28	67.9%	14.3%	14.3%	96.4%	0.0%	0.0%	3.6%	3.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	28	64.3%	28.6%	3.6%	96.4%	3.6%	0.0%	0.0%	3.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	27	63.0%	25.9%	7.4%	96.3%	3.7%	0.0%	0.0%	3.7%	±
16. My child's evaluation report is written in terms I understand.	29	55.2%	31.0%	10.3%	96.6%	3.4%	0.0%	0.0%	3.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	29	62.1%	20.7%	6.9%	89.7%	10.3%	0.0%	0.0%	10.3%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	29	62.1%	24.1%	10.3%	96.6%	3.4%	0.0%	0.0%	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.	28	71.4%	14.3%	10.7%	96.4%	0.0%	3.6%	0.0%	3.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	29	86.2%	10.3%	3.4%	100.0%	0.0%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	24	70.8%	0.0%	12.5%	83.3%	4.2%	0.0%	0.0%	4.2%	12.5%

Table is continued on the next page.

Thomaston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	29	82.8%	0.0%	13.8%	96.6%	0.0%	0.0%	3.4%	3.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	24	75.0%	0.0%	4.2%	79.2%	4.2%	8.3%	8.3%	20.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	14	0.0%	7.1%	14.3%	21.4%	7.1%	0.0%	71.4%	78.6%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	15	40.0%	0.0%	13.3%	53.3%	13.3%	6.7%	6.7%	26.7%	20.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	6	50.0%	33.3%	0.0%	83.3%	16.7%	0.0%	0.0%	16.7%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	7	42.9%	0.0%	42.9%	85.7%	0.0%	0.0%	14.3%	14.3%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	8	50.0%	12.5%	0.0%	62.5%	25.0%	0.0%	12.5%	37.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	8	37.5%	37.5%	12.5%	87.5%	0.0%	0.0%	12.5%	12.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	8	50.0%	12.5%	25.0%	87.5%	0.0%	0.0%	12.5%	12.5%	±

Table is continued on the next page.

Thomaston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	16	25.0%	0.0%	6.3%	31.3%	12.5%	6.3%	50.0%	68.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	14	28.6%	0.0%	7.1%	35.7%	7.1%	7.1%	50.0%	64.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	23	26.1%	13.0%	4.3%	43.5%	8.7%	4.3%	21.7%	34.8%	21.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	22	27.3%	13.6%	4.5%	45.5%	4.5%	0.0%	18.2%	22.7%	31.8%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	24	62.5%	12.5%	12.5%	87.5%	0.0%	8.3%	4.2%	12.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	24	54.2%	20.8%	12.5%	87.5%	8.3%	0.0%	4.2%	12.5%	±

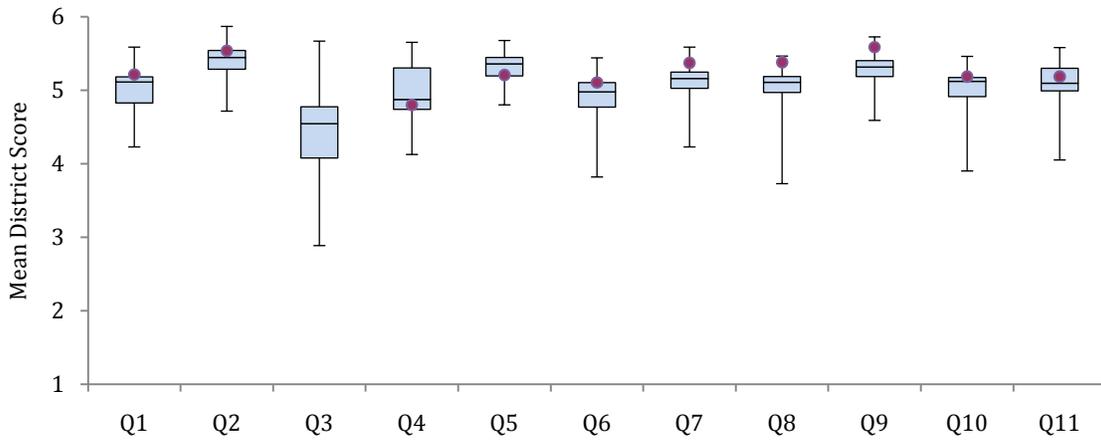
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

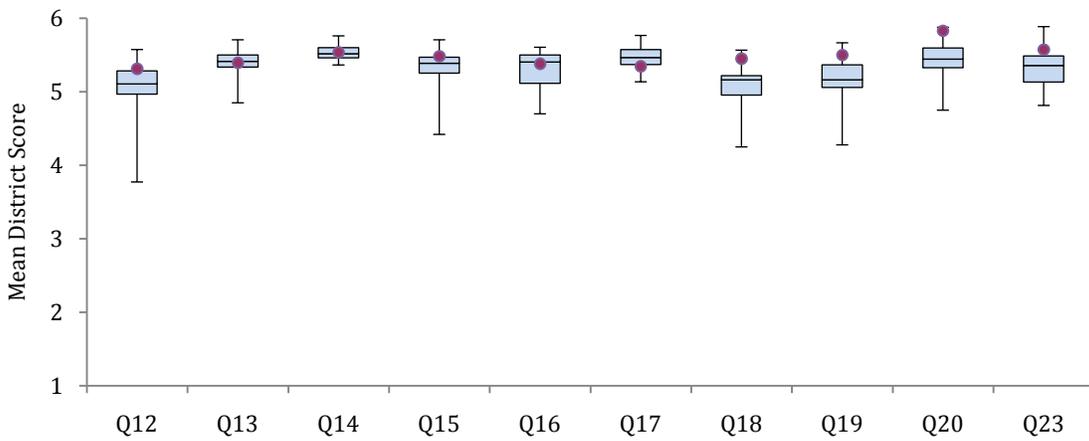
±± Minimum reporting standard not met for this survey item.

Thomaston Box-and-Whisker Charts

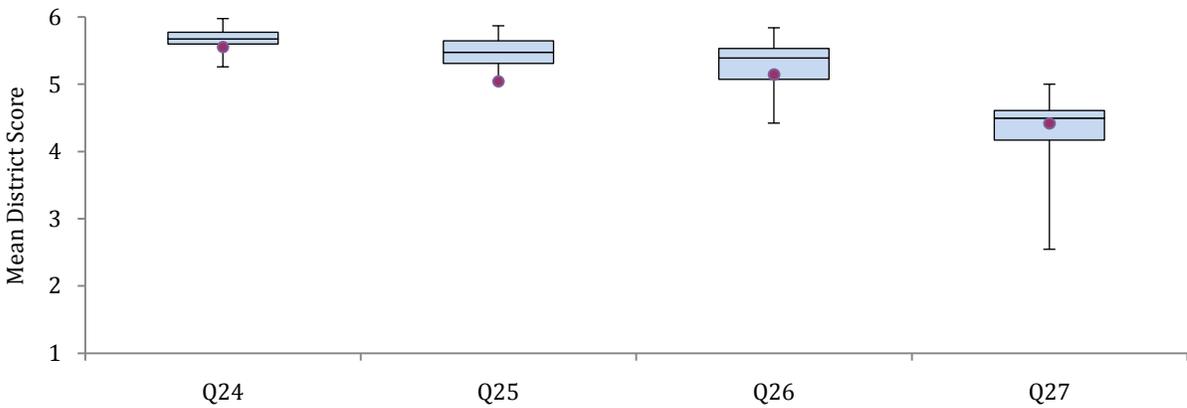
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



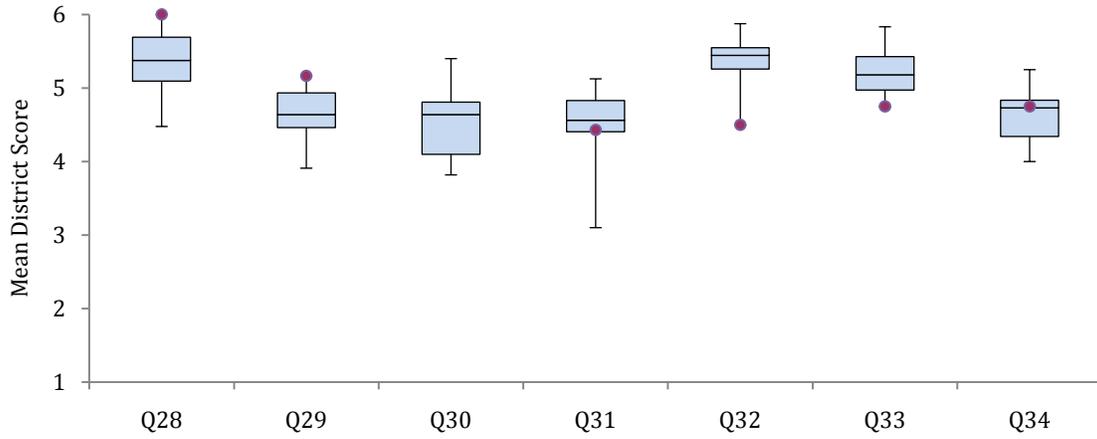
My Child's Participation



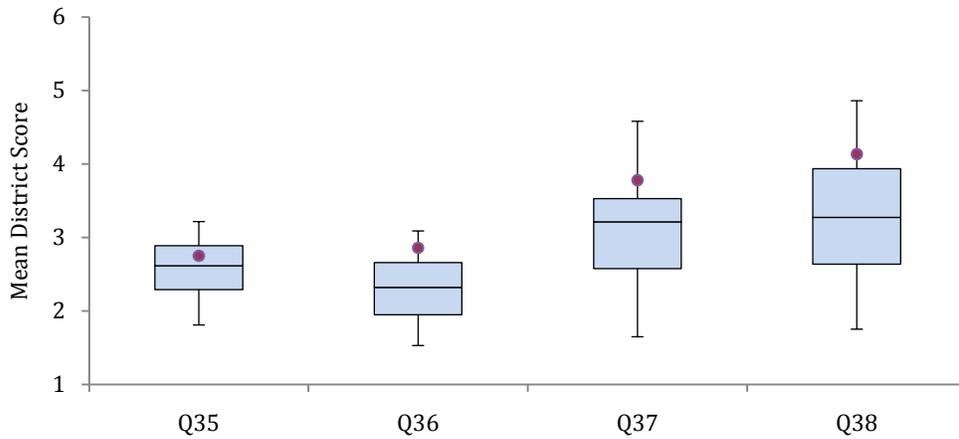
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded. A district-level confidentiality edit was applied to Q3.

Thomaston Box-and-Whisker Charts (continued)

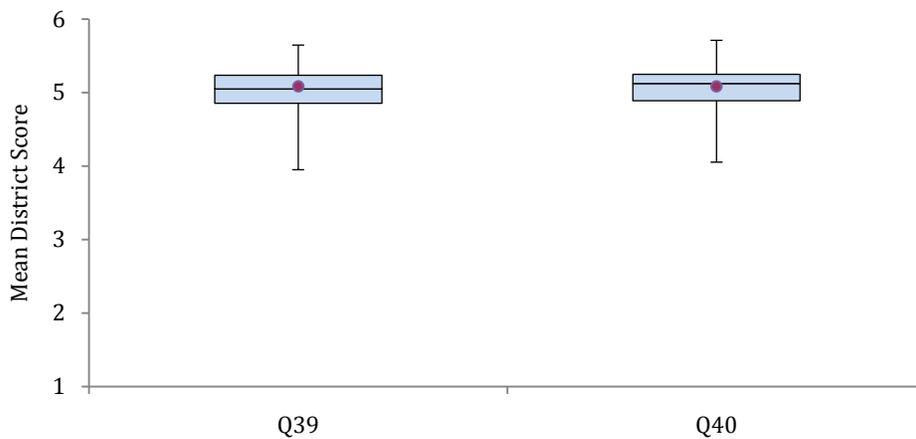
Transition Planning



Parent Training and Support



My Child's Skills



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

Wallingford

The 2009-2010 survey was sent to 663 parents of children receiving special education services in the Wallingford School District. A total of 142 surveys were returned for a response rate of 21.4%, slightly below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Wallingford Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	141	41.1%	39.7%	9.9%	90.8%	5.0%	2.1%	2.1%	9.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	140	64.3%	22.9%	9.3%	96.4%	1.4%	0.7%	1.4%	3.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	11.1%	14.8%	0.0%	25.9%	11.1%	0.0%	63.0%	74.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	57	1.8%	5.3%	3.5%	10.5%	3.5%	3.5%	82.5%	89.5%	±
5. My child is accepted within the school community.	138	63.8%	21.0%	8.7%	93.5%	2.2%	2.2%	2.2%	6.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	140	40.7%	39.3%	7.9%	87.9%	5.0%	2.9%	3.6%	11.4%	0.7%
7. All special education services identified in my child's IEP have been provided.	140	48.6%	36.4%	6.4%	91.4%	2.1%	2.9%	3.6%	8.6%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	139	50.4%	29.5%	8.6%	88.5%	4.3%	2.9%	3.6%	10.8%	0.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	140	61.4%	22.1%	6.4%	90.0%	4.3%	2.1%	2.1%	8.6%	1.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	131	52.7%	24.4%	12.2%	89.3%	3.1%	3.8%	3.1%	9.9%	0.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	131	52.7%	24.4%	8.4%	85.5%	5.3%	2.3%	5.3%	13.0%	1.5%

Table is continued on the next page.

Wallingford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	140	52.1%	29.3%	10.7%	92.1%	3.6%	1.4%	2.9%	7.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	141	68.1%	22.0%	5.0%	95.0%	2.8%	0.7%	1.4%	5.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	141	66.7%	27.7%	4.3%	98.6%	1.4%	0.0%	0.0%	1.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	140	57.9%	32.1%	5.0%	95.0%	2.1%	1.4%	1.4%	5.0%	±
16. My child's evaluation report is written in terms I understand.	140	57.1%	31.4%	7.1%	95.7%	3.6%	0.7%	0.0%	4.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	140	60.7%	26.4%	6.4%	93.6%	4.3%	0.0%	2.1%	6.4%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	138	48.6%	31.2%	10.9%	90.6%	2.9%	1.4%	5.1%	9.4%	±
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.	141	45.4%	36.2%	10.6%	92.2%	2.8%	2.1%	2.8%	7.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	141	70.2%	18.4%	4.3%	92.9%	2.1%	0.0%	5.0%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	11	72.7%	9.1%	9.1%	90.9%	9.1%	0.0%	0.0%	9.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	19	57.9%	21.1%	10.5%	89.5%	10.5%	0.0%	0.0%	10.5%	±
23. The school district proposed the regular classroom for my child as the first placement option.	119	72.3%	12.6%	2.5%	87.4%	1.7%	0.8%	5.0%	7.6%	5.0%

Table is continued on the next page.

Wallingford Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	136	86.8%	8.1%	1.5%	96.3%	1.5%	1.5%	0.7%	3.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	129	81.4%	10.1%	3.1%	94.6%	1.6%	0.8%	3.1%	5.4%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	77	6.5%	1.3%	3.9%	11.7%	2.6%	10.4%	75.3%	88.3%	±
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).	79	43.0%	12.7%	5.1%	60.8%	7.6%	2.5%	15.2%	25.3%	13.9%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	22	63.6%	13.6%	13.6%	90.9%	0.0%	0.0%	9.1%	9.1%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	38	36.8%	26.3%	10.5%	73.7%	13.2%	10.5%	2.6%	26.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	31	32.3%	22.6%	12.9%	67.7%	6.5%	6.5%	9.7%	22.6%	9.7%
31. The PPT introduced planning for my child's transition to adulthood.	37	40.5%	16.2%	16.2%	73.0%	5.4%	10.8%	10.8%	27.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	44	65.9%	25.0%	4.5%	95.5%	2.3%	2.3%	0.0%	4.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	43	44.2%	30.2%	9.3%	83.7%	2.3%	7.0%	7.0%	16.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	42	33.3%	26.2%	16.7%	76.2%	4.8%	2.4%	16.7%	23.8%	±

Table is continued on the next page.

Wallingford Survey Response Table (continued)

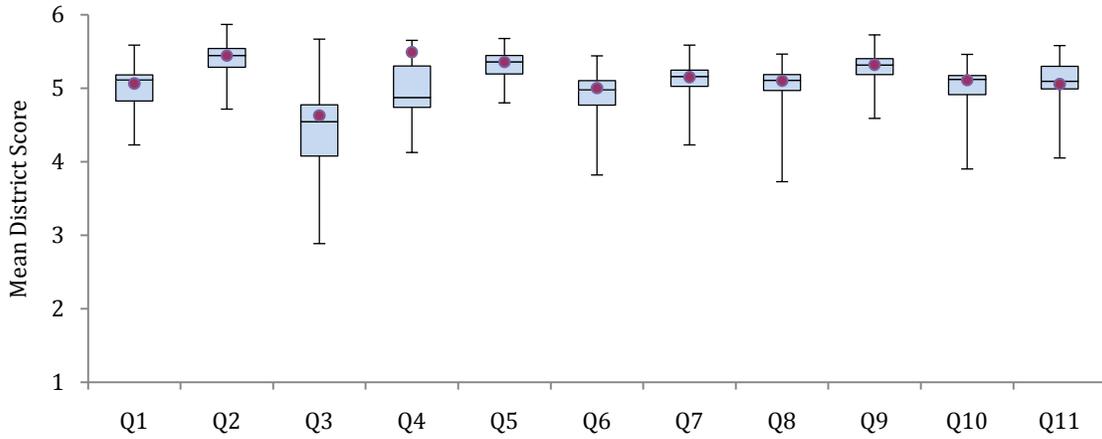
CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	80	20.0%	7.5%	2.5%	30.0%	5.0%	6.3%	58.8%	70.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	78	12.8%	9.0%	5.1%	26.9%	5.1%	2.6%	65.4%	73.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	108	19.4%	13.0%	7.4%	39.8%	3.7%	0.9%	31.5%	36.1%	24.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	107	19.6%	12.1%	6.5%	38.3%	2.8%	0.9%	22.4%	26.2%	35.5%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	132	53.8%	25.0%	11.4%	90.2%	1.5%	3.0%	5.3%	9.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	127	56.7%	24.4%	11.8%	92.9%	1.6%	1.6%	3.9%	7.1%	±

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

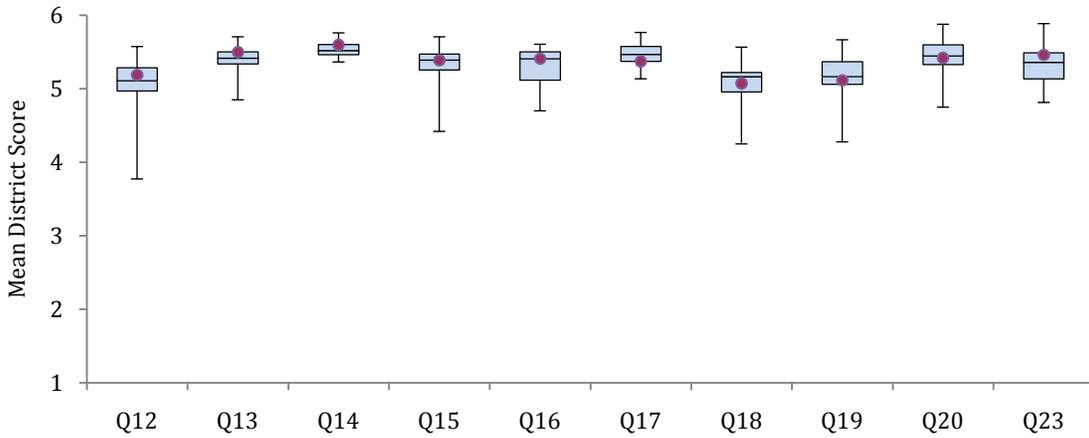
± Not a response option for this survey item.

Wallingford Box-and-Whisker Charts

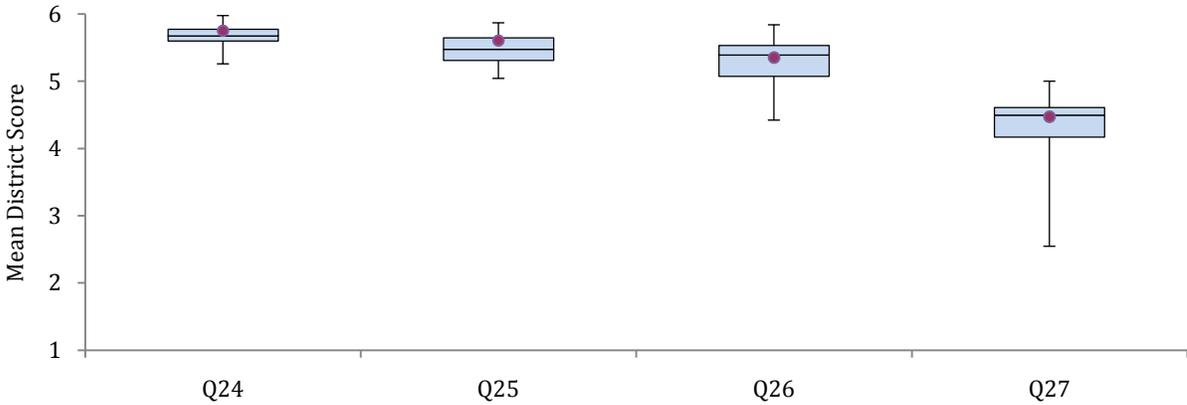
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



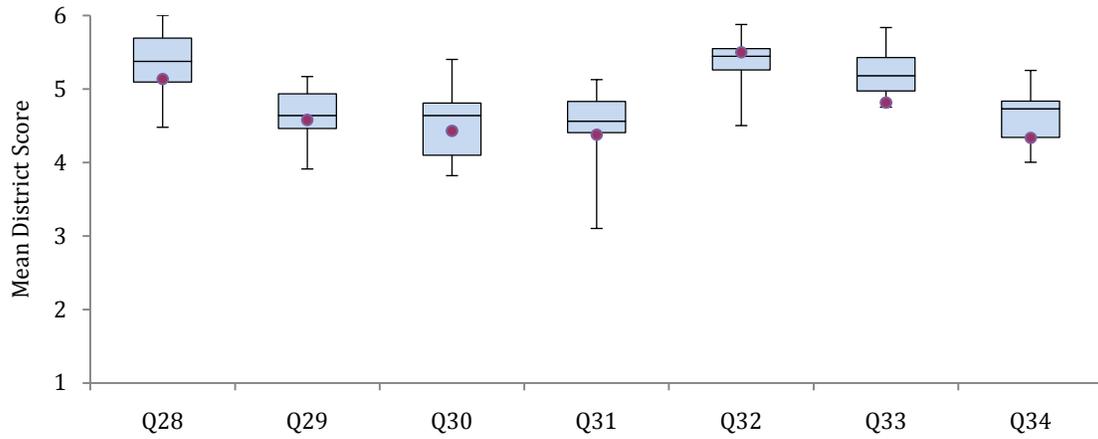
My Child's Participation



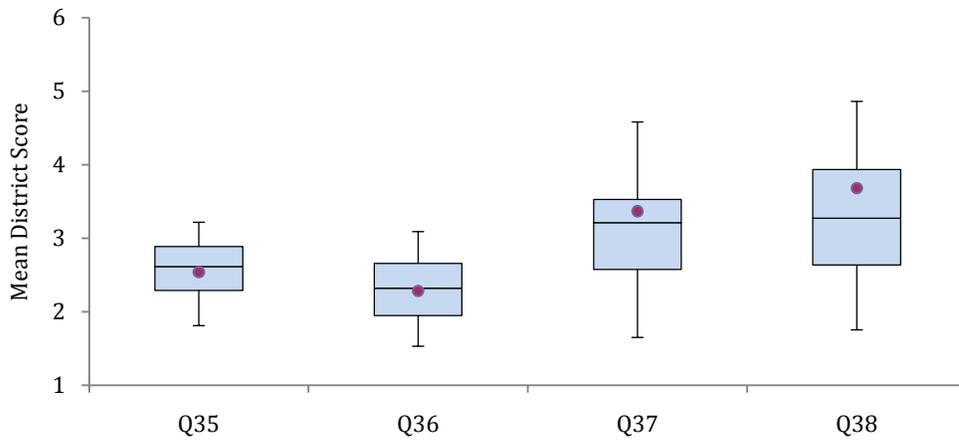
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Wallingford Box-and-Whisker Charts (continued)

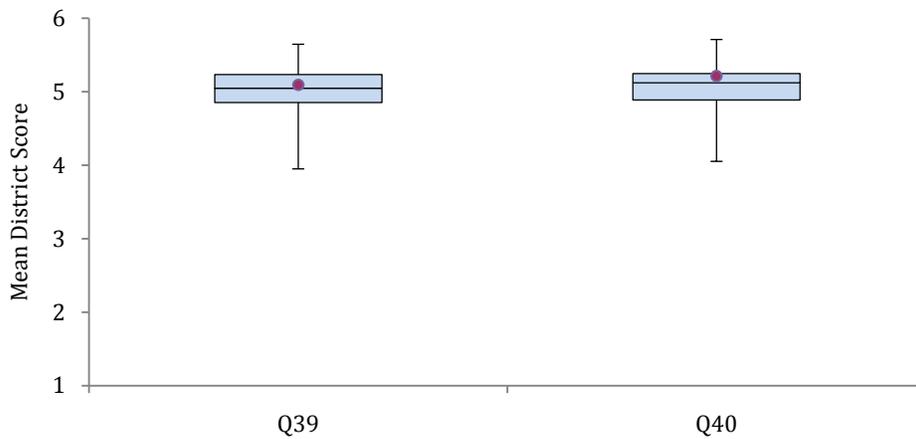
Transition Planning



Parent Training and Support



My Child's Skills



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

Weston

The 2009-2010 survey was sent to 251 parents of children receiving special education services in the Weston School District. A total of 51 surveys were returned for a response rate of 20.3%, below the overall survey response rate of 21.5% (n=1,813). (See Appendix A for the survey response rate per district.)

Weston Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	50	40.0%	40.0%	6.0%	86.0%	6.0%	4.0%	4.0%	14.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	50	62.0%	24.0%	8.0%	94.0%	2.0%	4.0%	0.0%	6.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	9	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	88.9%	88.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	19	5.3%	5.3%	5.3%	15.8%	0.0%	5.3%	78.9%	84.2%	±
5. My child is accepted within the school community.	50	56.0%	24.0%	8.0%	88.0%	4.0%	6.0%	2.0%	12.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	49	40.8%	30.6%	12.2%	83.7%	6.1%	6.1%	4.1%	16.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	49	57.1%	20.4%	8.2%	85.7%	6.1%	2.0%	6.1%	14.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	49	53.1%	16.3%	12.2%	81.6%	8.2%	2.0%	8.2%	18.4%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	49	63.3%	16.3%	6.1%	85.7%	6.1%	0.0%	4.1%	10.2%	4.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	43	48.8%	23.3%	16.3%	88.4%	0.0%	4.7%	7.0%	11.6%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	45	48.9%	24.4%	13.3%	86.7%	0.0%	6.7%	6.7%	13.3%	0.0%

Table is continued on the next page.

Weston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	50	58.0%	18.0%	6.0%	82.0%	6.0%	8.0%	4.0%	18.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	50	72.0%	14.0%	2.0%	88.0%	8.0%	2.0%	2.0%	12.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	50	66.0%	20.0%	12.0%	98.0%	2.0%	0.0%	0.0%	2.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	49	55.1%	30.6%	4.1%	89.8%	6.1%	2.0%	2.0%	10.2%	±
16. My child's evaluation report is written in terms I understand.	50	62.0%	28.0%	10.0%	100.0%	0.0%	0.0%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	50	68.0%	22.0%	6.0%	96.0%	2.0%	0.0%	2.0%	4.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	50	52.0%	30.0%	4.0%	86.0%	4.0%	6.0%	4.0%	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.	50	48.0%	32.0%	12.0%	92.0%	0.0%	6.0%	2.0%	8.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	48	64.6%	10.4%	10.4%	85.4%	4.2%	6.3%	4.2%	14.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	44	63.6%	9.1%	2.3%	75.0%	4.5%	2.3%	15.9%	22.7%	2.3%

Table is continued on the next page.

Weston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	46	76.1%	17.4%	4.3%	97.8%	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.	47	68.1%	10.6%	6.4%	85.1%	8.5%	2.1%	4.3%	14.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	35	5.7%	5.7%	5.7%	17.1%	0.0%	5.7%	77.1%	82.9%	±
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).	19	31.6%	15.8%	10.5%	57.9%	0.0%	5.3%	26.3%	31.6%	10.5%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	8	37.5%	37.5%	12.5%	87.5%	0.0%	12.5%	0.0%	12.5%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	11	27.3%	18.2%	27.3%	72.7%	0.0%	0.0%	27.3%	27.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	10	10.0%	20.0%	20.0%	50.0%	10.0%	0.0%	40.0%	50.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	11	63.6%	0.0%	27.3%	90.9%	9.1%	0.0%	0.0%	9.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	12	66.7%	0.0%	16.7%	83.3%	8.3%	0.0%	8.3%	16.7%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	11	45.5%	9.1%	9.1%	63.6%	9.1%	9.1%	18.2%	36.4%	±

Table is continued on the next page.

Weston Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	33	18.2%	9.1%	9.1%	36.4%	3.0%	3.0%	57.6%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	30	20.0%	3.3%	10.0%	33.3%	3.3%	6.7%	56.7%	66.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	39	5.1%	10.3%	7.7%	23.1%	5.1%	7.7%	35.9%	48.7%	28.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	41	12.2%	7.3%	4.9%	24.4%	0.0%	2.4%	34.1%	36.6%	39.0%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	48	47.9%	25.0%	12.5%	85.4%	4.2%	0.0%	10.4%	14.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	45	60.0%	20.0%	8.9%	88.9%	2.2%	0.0%	8.9%	11.1%	±

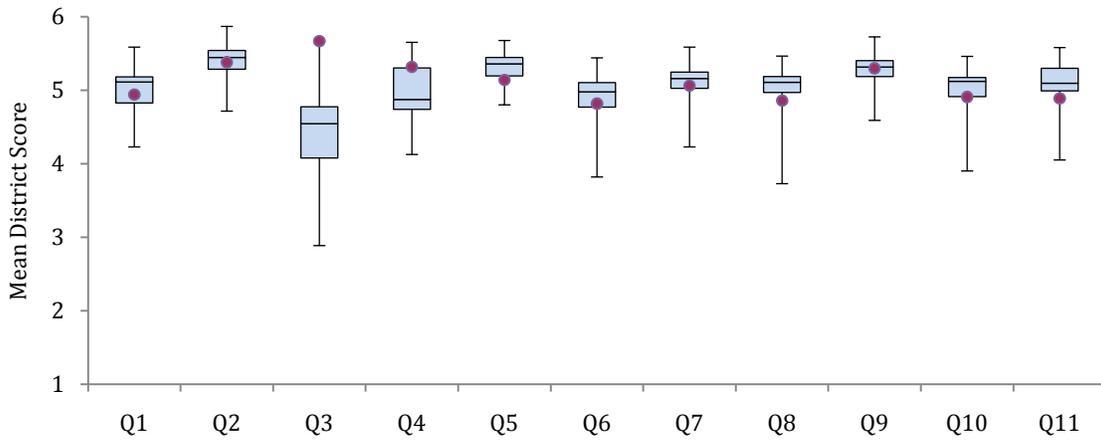
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

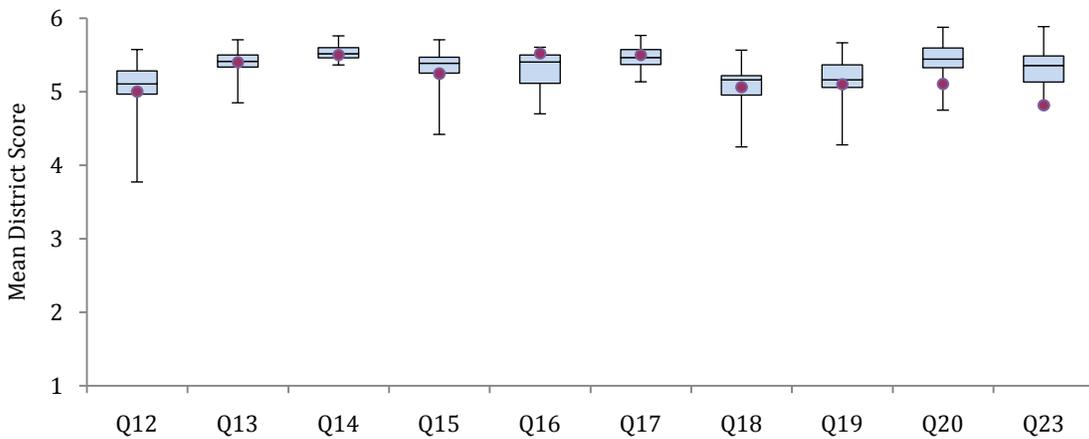
±± Minimum reporting standard not met for this survey item.

Weston Box-and-Whisker Charts

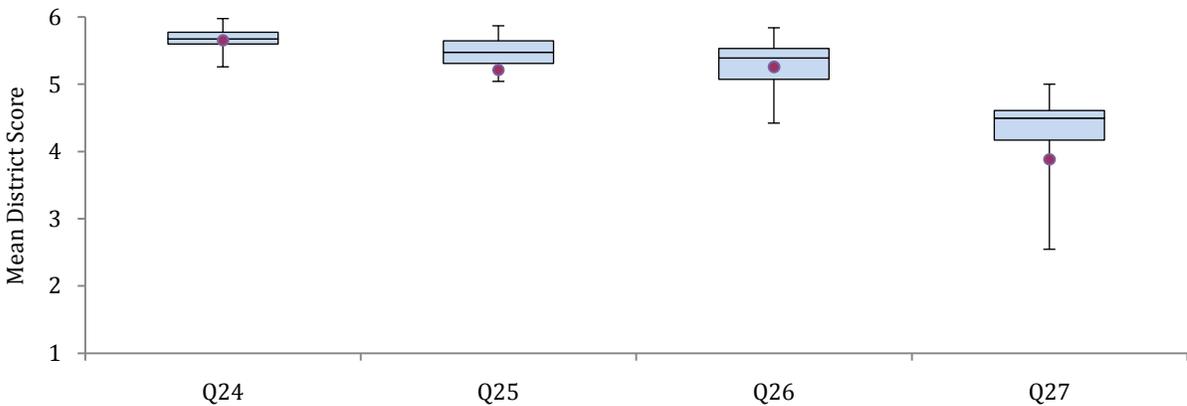
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



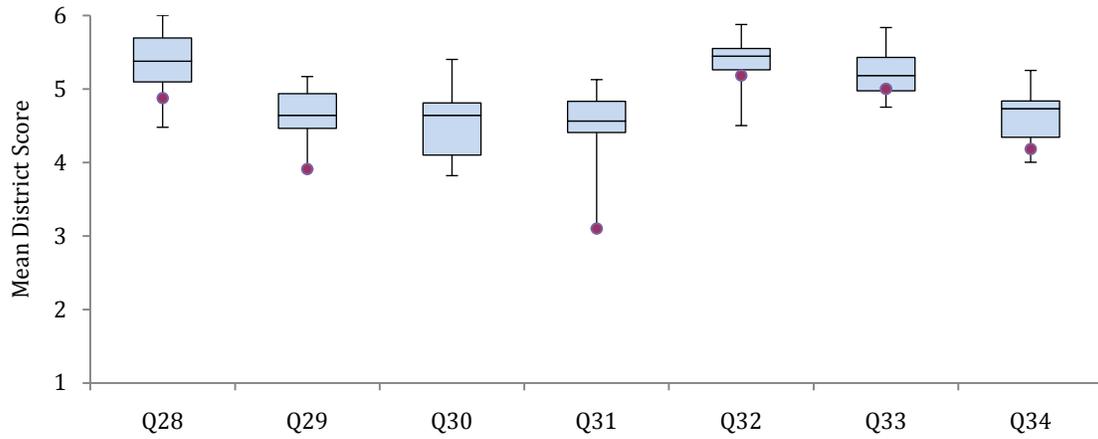
My Child's Participation



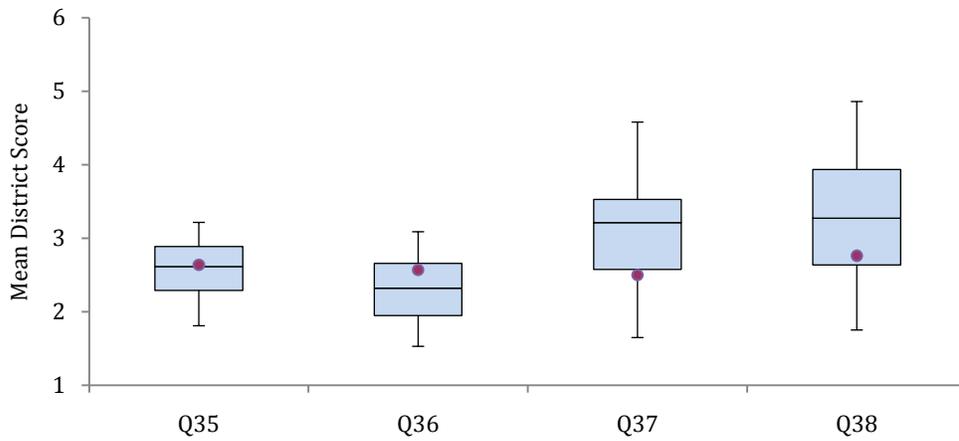
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Weston Box-and-Whisker Charts (continued)

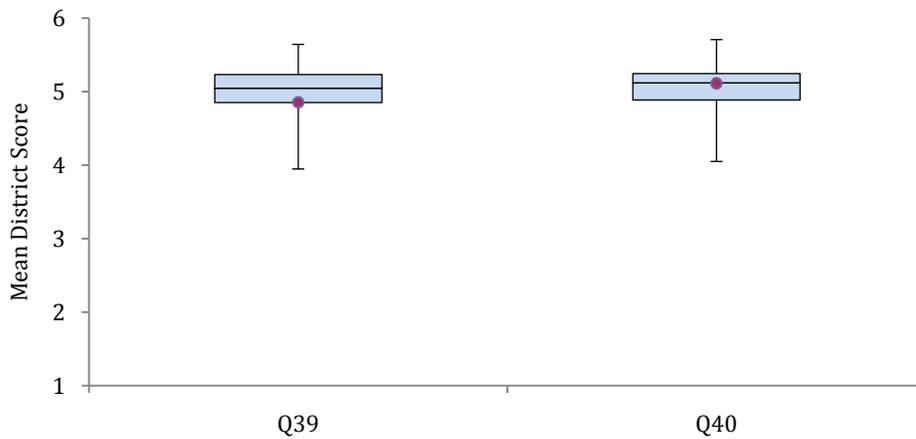
Transition Planning



Parent Training and Support



My Child's Skills



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

Westport

The 2009-2010 survey was sent to 610 parents of children receiving special education services in the Westport School District. A total of 131 surveys were returned for a response rate of 21.5%, which was equal to the overall survey response rate. (See Appendix A for the survey response rate per district.)

Westport Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	127	51.2%	31.5%	7.1%	89.8%	2.4%	3.9%	3.9%	10.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	130	56.9%	26.2%	10.8%	93.8%	0.8%	4.6%	0.8%	6.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	0.0%	23.1%	0.0%	23.1%	7.7%	7.7%	61.5%	76.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	39	10.3%	2.6%	2.6%	15.4%	5.1%	0.0%	79.5%	84.6%	±
5. My child is accepted within the school community.	124	62.1%	21.8%	8.9%	92.7%	4.0%	3.2%	0.0%	7.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	130	51.5%	29.2%	8.5%	89.2%	3.1%	4.6%	3.1%	10.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	130	53.1%	31.5%	5.4%	90.0%	4.6%	2.3%	1.5%	8.5%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	130	50.0%	31.5%	7.7%	89.2%	2.3%	2.3%	6.2%	10.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	125	61.6%	25.6%	3.2%	90.4%	6.4%	1.6%	0.8%	8.8%	0.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	120	50.8%	25.0%	10.8%	86.7%	9.2%	3.3%	0.8%	13.3%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	119	50.4%	26.1%	6.7%	83.2%	7.6%	5.0%	1.7%	14.3%	2.5%

Table is continued on the next page.

Westport Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	127	52.8%	25.2%	12.6%	90.6%	1.6%	3.9%	3.9%	9.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	131	69.5%	16.8%	6.9%	93.1%	3.1%	0.0%	3.8%	6.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	129	76.0%	15.5%	3.9%	95.3%	3.1%	1.6%	0.0%	4.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	129	67.4%	17.8%	9.3%	94.6%	1.6%	0.8%	3.1%	5.4%	±
16. My child's evaluation report is written in terms I understand.	130	63.8%	23.8%	6.2%	93.8%	3.1%	1.5%	1.5%	6.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	131	67.2%	22.1%	3.1%	92.4%	3.8%	0.8%	3.1%	7.6%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	128	57.0%	21.9%	11.7%	90.6%	4.7%	2.3%	2.3%	9.4%	±
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.	130	54.6%	28.5%	8.5%	91.5%	3.1%	3.1%	2.3%	8.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	130	73.1%	16.2%	3.8%	93.1%	3.8%	1.5%	1.5%	6.9%	±
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.	112	84.8%	3.6%	3.6%	92.0%	0.9%	0.0%	3.6%	4.5%	3.6%

Table is continued on the next page.

Westport Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	127	91.3%	4.7%	3.1%	99.2%	0.8%	0.0%	0.0%	0.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	120	81.7%	9.2%	2.5%	93.3%	0.8%	1.7%	4.2%	6.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	77	2.6%	3.9%	5.2%	11.7%	1.3%	7.8%	79.2%	88.3%	±
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	42.9%	14.3%	8.2%	65.3%	2.0%	4.1%	14.3%	20.4%	14.3%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	17	52.9%	41.2%	5.9%	100.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	38	36.8%	36.8%	0.0%	73.7%	5.3%	5.3%	15.8%	26.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	16	12.5%	25.0%	6.3%	43.8%	0.0%	12.5%	12.5%	25.0%	31.3%
31. The PPT introduced planning for my child's transition to adulthood.	32	37.5%	28.1%	9.4%	75.0%	9.4%	9.4%	6.3%	25.0%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	37	83.8%	0.0%	8.1%	91.9%	0.0%	2.7%	5.4%	8.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	37	70.3%	10.8%	13.5%	94.6%	5.4%	0.0%	0.0%	5.4%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	29	51.7%	10.3%	6.9%	69.0%	3.4%	6.9%	20.7%	31.0%	±

Table is continued on the next page.

Westport Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	77	18.2%	11.7%	16.9%	46.8%	3.9%	5.2%	44.2%	53.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	78	17.9%	10.3%	9.0%	37.2%	9.0%	7.7%	46.2%	62.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	111	35.1%	17.1%	13.5%	65.8%	7.2%	7.2%	5.4%	19.8%	14.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	112	44.6%	17.0%	12.5%	74.1%	4.5%	3.6%	6.3%	14.3%	11.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	120	59.2%	25.0%	6.7%	90.8%	4.2%	1.7%	3.3%	9.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	117	60.7%	22.2%	10.3%	93.2%	2.6%	0.9%	3.4%	6.8%	±

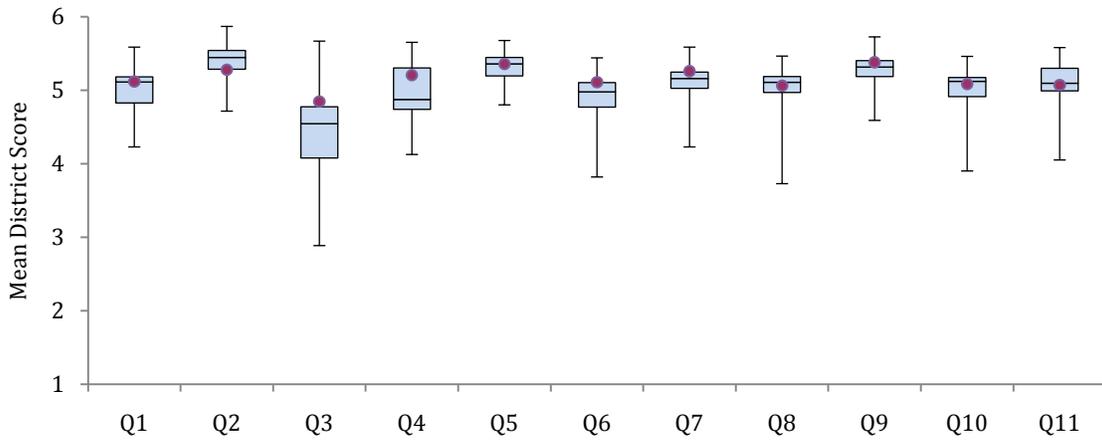
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

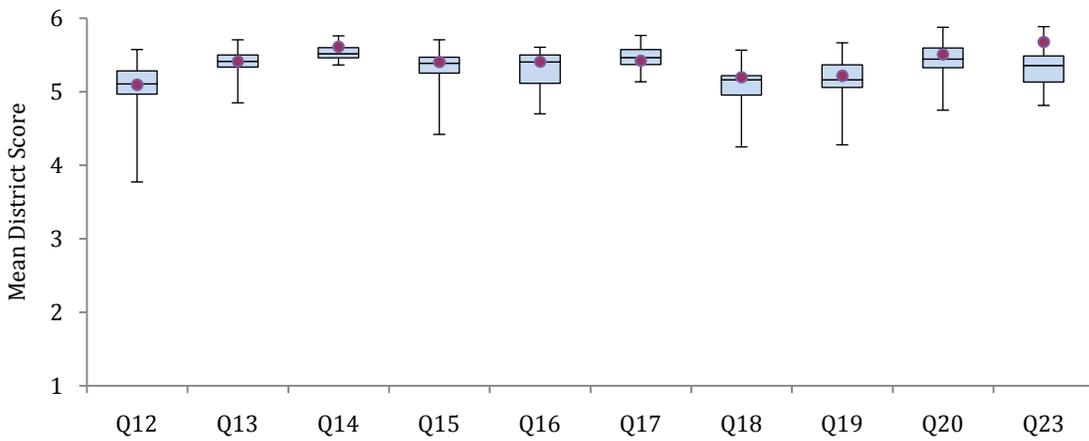
±± Minimum reporting standard not met for this survey item.

Westport Box-and-Whisker Charts

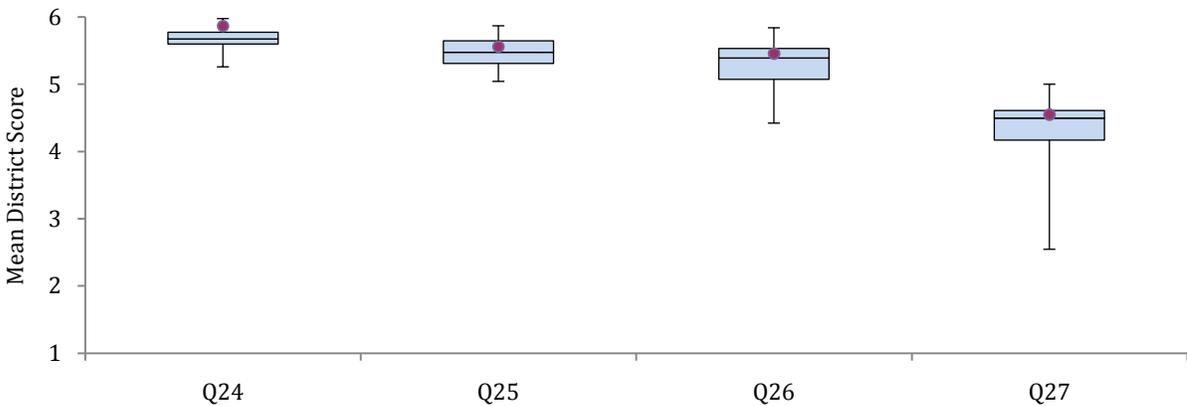
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



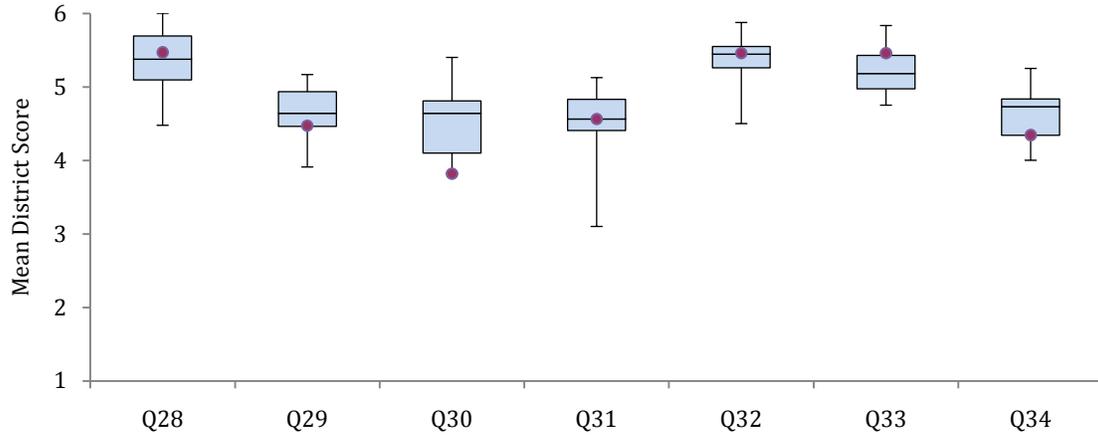
My Child's Participation



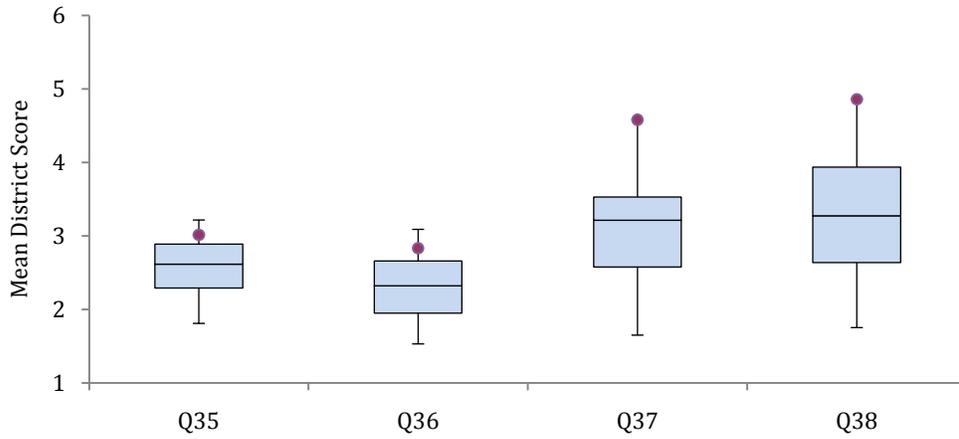
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

Westport Box-and-Whisker Charts (continued)

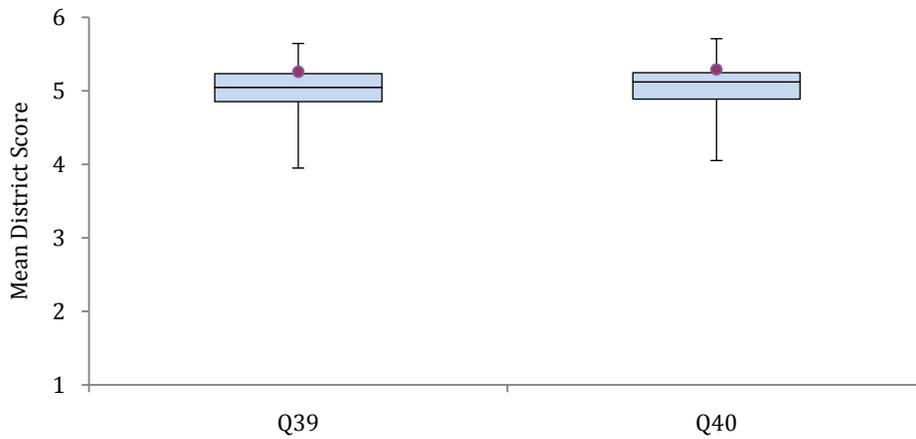
Transition Planning



Parent Training and Support



My Child's Skills



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

Districts with Fewer than 20 Responses

Survey responses from the school districts of Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union were aggregated into a single survey response table and box-and-whisker chart in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district. (See Appendix A for the survey response rate per district.)

**Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union
Survey Response Table**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	67	50.7%	34.3%	9.0%	94.0%	1.5%	3.0%	1.5%	6.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	67	73.1%	16.4%	6.0%	95.5%	3.0%	1.5%	0.0%	4.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	15.4%	0.0%	7.7%	23.1%	0.0%	7.7%	69.2%	76.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	26	3.8%	3.8%	7.7%	15.4%	0.0%	7.7%	76.9%	84.6%	±
5. My child is accepted within the school community.	67	79.1%	11.9%	4.5%	95.5%	1.5%	1.5%	1.5%	4.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	67	49.3%	32.8%	11.9%	94.0%	1.5%	3.0%	1.5%	6.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	67	56.7%	29.9%	6.0%	92.5%	0.0%	4.5%	1.5%	6.0%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	67	47.8%	34.3%	10.4%	92.5%	1.5%	4.5%	1.5%	7.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	64	60.9%	23.4%	9.4%	93.8%	0.0%	4.7%	1.6%	6.3%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	58	46.6%	36.2%	8.6%	91.4%	0.0%	1.7%	3.4%	5.2%	3.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	61	55.7%	27.9%	8.2%	91.8%	1.6%	3.3%	1.6%	6.6%	1.6%

Table is continued on the next page.

**Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union
Survey Response Table (continued)**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	66	57.6%	27.3%	9.1%	93.9%	1.5%	3.0%	1.5%	6.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	67	64.2%	25.4%	4.5%	94.0%	3.0%	1.5%	1.5%	6.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	67	62.7%	26.9%	6.0%	95.5%	3.0%	1.5%	0.0%	4.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	65	56.9%	23.1%	12.3%	92.3%	6.2%	0.0%	1.5%	7.7%	±
16. My child's evaluation report is written in terms I understand.	67	52.2%	29.9%	9.0%	91.0%	1.5%	1.5%	6.0%	9.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	67	70.1%	20.9%	3.0%	94.0%	4.5%	0.0%	1.5%	6.0%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	67	53.7%	26.9%	10.4%	91.0%	4.5%	3.0%	1.5%	9.0%	±
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.	67	56.7%	29.9%	9.0%	95.5%	1.5%	1.5%	1.5%	4.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	67	68.7%	17.9%	7.5%	94.0%	3.0%	1.5%	1.5%	6.0%	±
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.	56	67.9%	19.6%	1.8%	89.3%	0.0%	1.8%	5.4%	7.1%	3.6%

Table is continued on the next page.

**Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union
Survey Response Table (continued)**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	65	86.2%	9.2%	1.5%	96.9%	0.0%	1.5%	1.5%	3.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	63	87.3%	6.3%	0.0%	93.7%	0.0%	1.6%	4.8%	6.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	42	4.8%	4.8%	2.4%	11.9%	0.0%	2.4%	85.7%	88.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	35	34.3%	11.4%	11.4%	57.1%	0.0%	0.0%	14.3%	14.3%	28.6%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	18	72.2%	5.6%	16.7%	94.4%	0.0%	0.0%	5.6%	5.6%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	±±	-	-	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	±±	-	-	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	-	-	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	±±	-	-	-	-	-	-	-	-	±

Table is continued on the next page.

**Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union
Survey Response Table (continued)**

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	43	9.3%	7.0%	9.3%	25.6%	4.7%	4.7%	65.1%	74.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	38	5.3%	7.9%	2.6%	15.8%	5.3%	13.2%	65.8%	84.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	53	7.5%	0.0%	7.5%	15.1%	0.0%	5.7%	37.7%	43.4%	41.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	52	9.6%	3.8%	5.8%	19.2%	3.8%	3.8%	28.8%	36.5%	44.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	63	52.4%	34.9%	7.9%	95.2%	1.6%	3.2%	0.0%	4.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	60	48.3%	35.0%	11.7%	95.0%	1.7%	0.0%	3.3%	5.0%	±

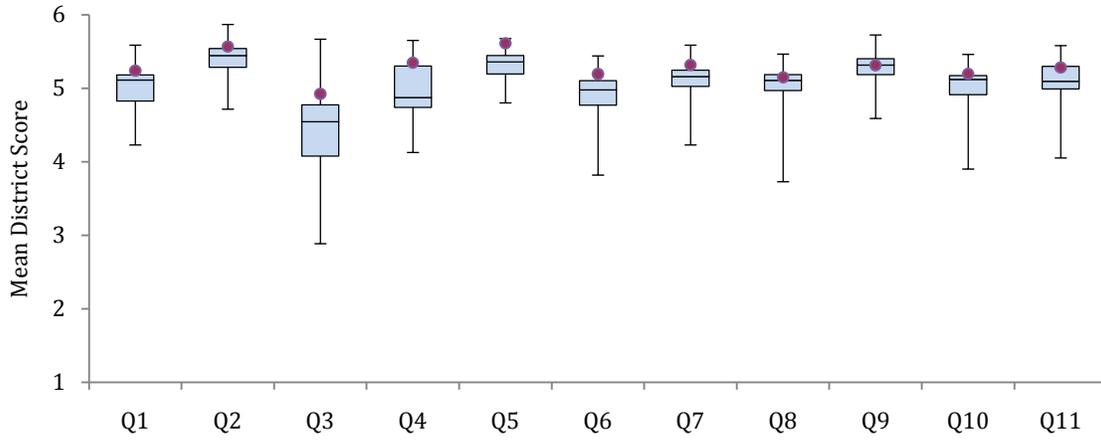
Note: The number of respondents (n) excludes those who selected "not applicable."

± Not a response option for this survey item.

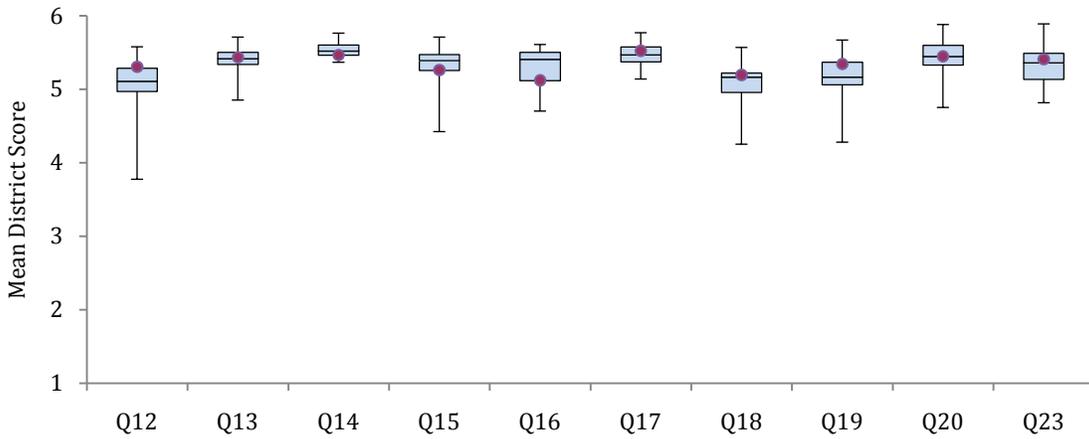
±± Minimum reporting standard not met for this survey item.

Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union Box-and-Whisker Charts

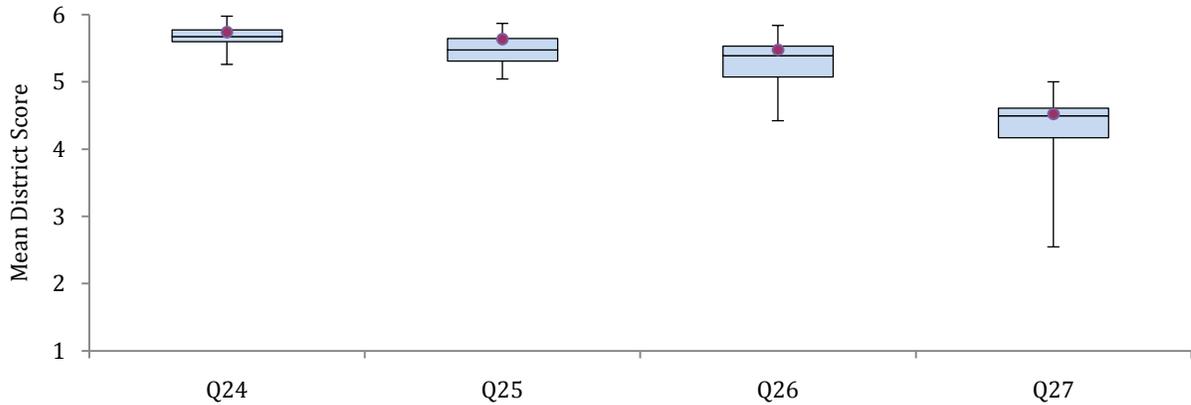
Satisfaction with My Child's Program



Participation in Developing and Implementing My Child's Program



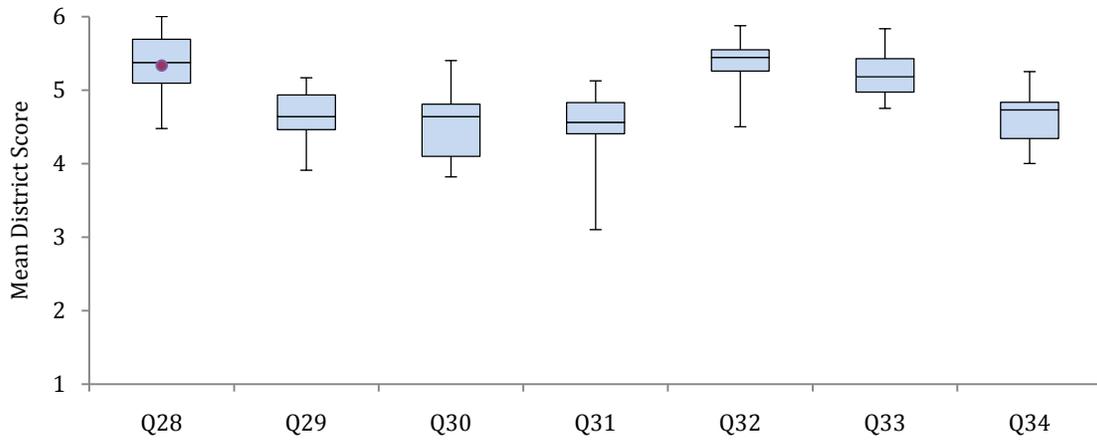
My Child's Participation



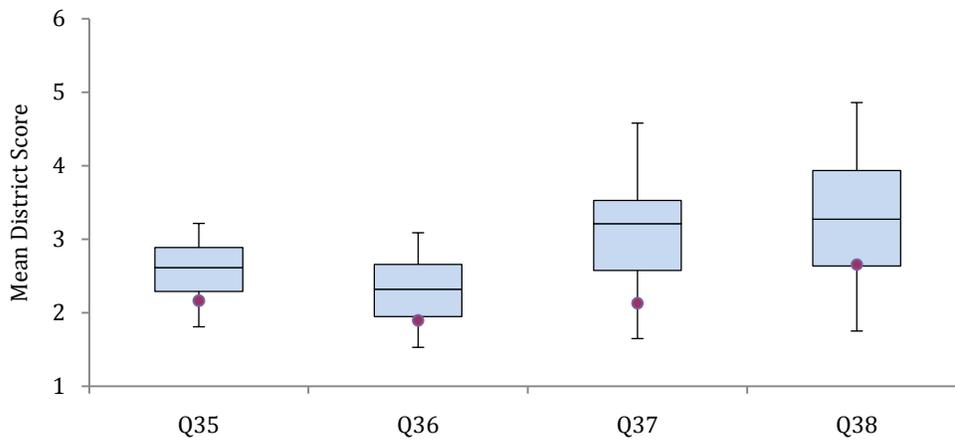
Note: The mean district score represents the average parent response scaled from 1 (strongly disagree) to 6 (strongly agree). Q3, Q4, and Q26 are negatively-keyed items and were reverse coded.

**Barkhamsted, Colebrook, Deep River, Essex, Sprague, and Union
Box-and-Whisker Charts (continued)**

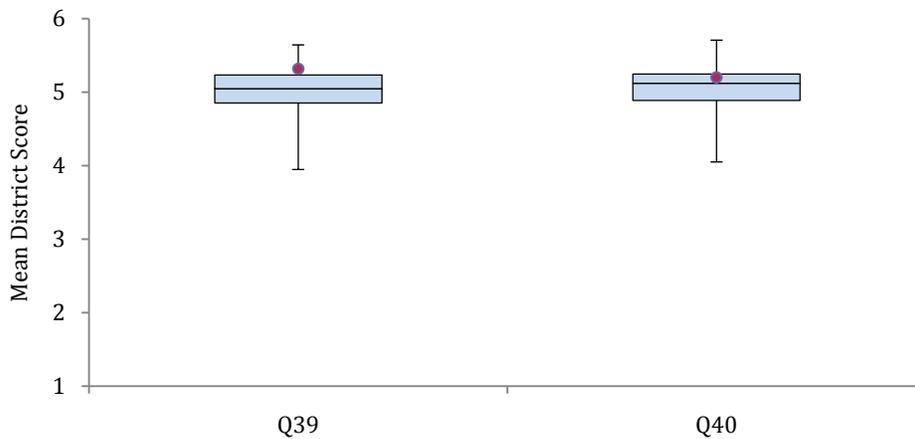
Transition Planning



Parent Training and Support



My Child's Skills



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

Appendix A: Response Rate by District

The 2009-2010 survey was sent to a total of 8,427 parents of children receiving special education services across 29 districts. The overall survey response rate was 21.5% (n=1,813), with the response rate by district ranging from a low of 14.7% in Bloomfield School District to a high of 38.3% in the Deep River School District. A total of 364 surveys were returned undeliverable, representing 4.3% of the total mailing.

Survey Response Rate by District Table

District	Surveys Sent	Surveys Received		Surveys Received with Open-Ended Comments	
	n	n	%	n	%
Deep River	47	18	38.3%	8	44.4%
Essex	50	18	36.0%	8	44.4%
Union	9	3	33.3%	1	33.3%
Granby	191	63	33.0%	22	34.9%
Barkhamsted	43	13	30.2%	9	69.2%
Berlin	368	110	29.9%	38	34.5%
Redding	159	47	29.6%	22	46.8%
Region 7	117	30	25.6%	12	40.0%
Portland	134	32	23.9%	17	53.1%
Somers	174	41	23.6%	7	17.1%
Milford	684	157	23.0%	66	42.0%
Pomfret	89	20	22.5%	12	60.0%
Sprague	45	10	22.2%	1	10.0%
Stratford	633	138	21.8%	57	41.3%
Montville	288	62	21.5%	15	24.2%
Westport	610	131	21.5%	47	35.9%
Wallingford	663	142	21.4%	45	31.7%
Mansfield	169	36	21.3%	16	44.4%
Colebrook	24	5	20.8%	2	40.0%
CTHSS	641	130	20.3%	50	38.5%
Weston	251	51	20.3%	23	45.1%
Danbury	722	142	19.7%	57	40.1%
Ledyard	324	62	19.1%	25	40.3%
Putnam	227	42	18.5%	14	33.3%
Region 9	119	22	18.5%	9	40.9%
East Haven	510	94	18.4%	27	28.7%
Norwalk	730	121	16.6%	36	29.8%
Thomaston	182	30	16.5%	11	36.7%
Bloomfield	224	33	14.7%	6	18.2%
Unknown	-	10	-	5	50.0%
Total	8,427	1,813	21.5%	668	36.8%

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

Appendix B: Overall Survey Response Table

Overall Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	1,784	47.4%	31.3%	9.8%	88.4%	3.1%	4.3%	4.3%	11.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,789	62.5%	22.5%	8.6%	93.6%	2.7%	2.0%	1.7%	6.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	388	22.2%	10.1%	5.9%	38.1%	4.9%	2.8%	54.1%	61.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	684	11.3%	6.4%	5.6%	23.2%	2.9%	2.2%	71.6%	76.8%	±
5. My child is accepted within the school community.	1,748	63.1%	21.6%	7.7%	92.3%	2.6%	2.5%	2.6%	7.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	1,785	45.5%	30.3%	10.1%	85.9%	4.2%	3.5%	5.8%	13.4%	0.6%
7. All special education services identified in my child's IEP have been provided.	1,782	53.4%	26.3%	7.7%	87.4%	4.4%	3.0%	4.0%	11.4%	1.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,793	51.0%	26.3%	9.3%	86.6%	3.8%	3.1%	4.8%	11.7%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,758	59.3%	23.6%	8.1%	91.1%	3.2%	2.1%	2.3%	7.6%	1.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,675	48.1%	27.0%	11.6%	86.6%	3.9%	3.6%	3.6%	11.2%	2.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,689	51.6%	25.2%	9.9%	86.7%	3.7%	3.2%	3.7%	10.5%	2.7%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,764	52.6%	25.2%	10.7%	88.5%	4.1%	2.8%	4.5%	11.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,788	66.3%	20.0%	7.0%	93.4%	2.9%	1.4%	2.3%	6.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,790	68.6%	22.1%	5.6%	96.3%	1.7%	0.8%	1.1%	3.7%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	1,770	60.4%	25.1%	7.6%	93.1%	3.2%	1.2%	2.5%	6.9%	±
16. My child's evaluation report is written in terms I understand.	1,792	58.6%	25.6%	8.8%	93.0%	3.3%	1.4%	2.2%	7.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,797	68.9%	19.6%	5.7%	94.3%	2.7%	0.9%	2.2%	5.7%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	1,774	52.2%	26.2%	11.3%	89.7%	3.6%	2.5%	4.2%	10.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	1,780	54.9%	24.8%	11.2%	90.9%	3.3%	2.6%	3.2%	9.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,774	70.6%	16.9%	5.8%	93.2%	2.4%	1.5%	2.9%	6.8%	±
21. If necessary, a translator was provided at the PPT meetings.	220	63.2%	18.6%	4.1%	85.9%	0.5%	1.4%	12.3%	14.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	243	64.6%	18.9%	4.5%	88.1%	2.9%	1.6%	7.4%	11.9%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,533	68.2%	14.2%	3.9%	86.4%	1.2%	1.2%	5.8%	8.2%	5.5%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT Special Education Parent Survey Item	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
My Child's Participation										
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	1,743	83.5%	9.5%	3.7%	96.7%	0.6%	0.9%	1.8%	3.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,620	77.9%	10.2%	3.8%	92.0%	1.7%	1.7%	4.6%	8.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,020	6.6%	3.6%	3.2%	13.4%	3.2%	5.2%	78.1%	86.6%	±
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).	956	36.5%	14.5%	7.1%	58.2%	4.5%	3.7%	15.2%	23.3%	18.5%
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	273	65.9%	18.3%	8.1%	92.3%	1.8%	1.1%	4.8%	7.7%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	485	41.4%	27.2%	11.3%	80.0%	7.2%	4.9%	7.8%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	349	32.7%	16.3%	10.6%	59.6%	4.6%	6.0%	12.0%	22.6%	17.8%
31. The PPT introduced planning for my child's transition to adulthood.	465	38.7%	22.6%	15.3%	76.6%	6.2%	6.9%	10.3%	23.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	548	72.8%	15.1%	6.0%	94.0%	2.4%	0.9%	2.7%	6.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	542	60.1%	20.7%	8.9%	89.7%	3.5%	2.2%	4.6%	10.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	496	42.7%	23.0%	14.1%	79.8%	4.2%	4.0%	11.9%	20.2%	±

Table is continued on the next page.

Overall Survey Response Table (continued)

CT Special Education Parent Survey Item	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,051	18.7%	10.3%	7.4%	36.4%	4.9%	4.5%	54.2%	63.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	996	14.1%	8.4%	6.4%	28.9%	6.0%	5.4%	59.6%	71.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,397	17.1%	10.7%	9.3%	37.2%	4.9%	3.9%	25.4%	34.2%	28.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,415	17.7%	10.0%	7.7%	35.4%	4.9%	2.8%	22.3%	30.0%	34.6%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	1,639	52.7%	24.2%	10.7%	87.6%	4.2%	2.7%	5.5%	12.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,593	55.4%	23.0%	10.6%	89.0%	3.5%	2.4%	5.2%	11.0%	±

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

± Not a response option for this survey item.