

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

2005-2006
Connecticut Special Education
Parent Survey

Summary Report

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Contents

Introduction.....	1
Survey Response Rate.....	2
Summary of Survey Demographics.....	3
Parent Survey Responses.....	6
Summary of Parent Survey Responses.....	11
Open-Ended Comments.....	18
Comparison of the 2004-2005 and 2005-2006 Parent Surveys.....	44
<i>Appendix A: Parent Work Group Participating Organizations.....</i>	<i>47</i>
<i>Appendix B: CT Special Education Parent Survey Questionnaire.....</i>	<i>48</i>
<i>Appendix C: Parent Survey Development.....</i>	<i>52</i>
<i>Appendix D: Demographic Representation of Selected Districts & Survey Respondents.....</i>	<i>54</i>
<i>Appendix E: Parent Survey Summary Response without “Not Applicable”.....</i>	<i>58</i>
<i>Appendix F: Selection Bias in Open Ended Comments.....</i>	<i>62</i>
<i>Appendix G: 2004-2005 and 2005-2006 Parent Survey Comparison Table.....</i>	<i>64</i>
<i>Appendix H.a: Ashford Summary Response.....</i>	<i>67</i>
<i>Appendix H.b: Canton Summary Response.....</i>	<i>72</i>
<i>Appendix H.c: Derby Summary Response.....</i>	<i>77</i>
<i>Appendix H.d: East Lyme Summary Response.....</i>	<i>82</i>
<i>Appendix H.e: Easton Summary Response.....</i>	<i>87</i>
<i>Appendix H.f: Killingly Summary Response.....</i>	<i>92</i>
<i>Appendix H.g: Lebanon Summary Response.....</i>	<i>97</i>
<i>Appendix H.h: Madison Summary Response.....</i>	<i>102</i>
<i>Appendix H.i: New Britain Summary Response.....</i>	<i>107</i>

Contents (con't)

Appendix H.j: New London Summary Response..... 112

Appendix H.k: North Stonington Summary Response..... 117

Appendix H.l: Orange Summary Response..... 122

Appendix H.m: Preston Summary Response..... 127

Appendix H.n: Shelton Summary Response..... 132

Appendix H.o: Waterbury Summary Response..... 137

Appendix H.p: Wilton Summary Response 142

Appendix H.q: Windsor Summary Response 147

Appendix H.r: Andover, Chester, Sharon, & Westbrook Summary Response..... 152

2005-2006 Connecticut Special Education Parent Survey Report

Introduction

In spring 2006, 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 2005-2006 Special Education Parent Survey was the continuation of a collaborative effort between CSDE and the CT Parent Advisory Work Group to collect information on family satisfaction and involvement in special education. The 2005-2006 survey represents the second year of distribution with an annual survey expected to continue until 2011.

The CT Parent Advisory Work Group includes parents of students with disabilities and representation from various parent support and advocacy organizations. (See Appendix A for a list of participating organizations.) The group was originally formed to assist the CSDE with creating the state's Continuous Improvement Plan for Early Intervention and Special Education in the area of family involvement. On recommendation of the Work Group, a standing committee of parents was established to advise the CSDE on implementation of the plan. In spring 2004, the CSDE added membership to the group by including parents from organizations that were named plaintiffs in the P.J., ET AL v. State of Connecticut, Board of Education, ET AL Settlement Agreement. The Parent Advisory Work Group continues to collaborate with CSDE regarding implementation of the State Performance Plan and completion of annual performance reports to the federal Office of Special Education Programs.

Glen Martin Associates, a program evaluation and research services firm serving clients in New York and New England, was contracted to assist with survey development, sampling, dissemination, data entry, data analysis and reporting. The 2005-2006 Connecticut Special Education Parent Survey Report is a two-part report consisting of a Summary Report and a Technical Report. Please refer to the Technical Report for an account of all survey questions by age, gender, race/ethnicity, grade, residential type, and primary eligibility category. The Technical Report also includes empirical results from a detailed analysis of significant determinants of survey questions and a full description of the empirical model.

Survey Response Rate

The confidential parent survey questionnaires were sent to 6,305 families from 21 school districts. Responses were received from 1,387 families, a 22.0% response rate. (See Appendix C: Parent Survey Development for a brief description of the survey sampling plan and details on how the 21 districts were selected.) Response rates by district varied from 13.4% in the New Britain and Waterbury school districts to 33.8% in the Orange school district.

2005-2006 Parent Survey Districts	District Parent Surveys Sent	District Parent Surveys Sent (% of Total)	District Parent Surveys Returned	District Parent Surveys Returned (% of Total)	District Parent Surveys Returned (% of District Total)
Andover	34	0.5%	11	0.8%	32.4%
Ashford	67	1.1%	20	1.4%	29.9%
Canton	219	3.5%	48	3.5%	21.9%
Chester	57	0.9%	13	0.9%	22.8%
Derby	162	2.6%	43	3.1%	26.5%
East Lyme	408	6.5%	106	7.6%	26.0%
Easton	123	2.0%	40	2.9%	32.5%
Killingly	394	6.2%	106	7.6%	26.9%
Lebanon	142	2.3%	38	2.7%	26.8%
Madison	532	8.4%	131	9.4%	24.6%
New Britain	764	12.1%	102	7.4%	13.4%
New London	530	8.4%	84	6.1%	15.8%
North Stonington	102	1.6%	25	1.8%	24.5%
Orange	130	2.1%	44	3.2%	33.8%
Preston	118	1.9%	31	2.2%	26.3%
Sharon	38	0.6%	11	0.8%	28.9%
Shelton	454	7.2%	150	10.8%	33.0%
Waterbury	835	13.2%	112	8.1%	13.4%
Westbrook	80	1.3%	14	1.0%	17.5%
Wilton	511	8.1%	133	9.6%	26.0%
Windsor	605	9.6%	125	9.0%	20.7%
Totals	6,305	-	1,387	-	22.0%

Summary of Survey Demographics

The following tables display the demographic representation of respondents to the 2005-2006 Parent Survey. Tables including the language of the survey completed by the respondent and the number of missing responses for each demographic variable are also included. (A comparison to the 21-district sample and statewide special education demographics is located in Appendix D: Demographic Representation of Selected Districts and Survey Respondents.)

Child's Grade	Parent Survey Response (2005-2006)		Child's Age	Parent Survey Response (2005-2006)	
	n	Percent		n	Percent
Preschool	165	12.3%	3 to 5	197	14.7%
Elementary	528	39.5%	6 to 12	640	47.7%
Middle	344	25.7%	13 to 14	200	14.9%
High	267	20.0%	15 to 17	235	17.5%
Transition	34	2.5%	18 to 21	71	5.3%
Total	1,338	100.0%	Total	1,343	100.00%

Child's Race	Parent Survey Response (2005-2006)		Child's Gender	Parent Survey Response (2005-2006)	
	n	Percent		n	Percent
White not Hispanic	947	72.9%	Male	926	69.2%
Hispanic	168	12.9%	Female	413	30.8%
Black not Hispanic	130	10.0%	Total	1,339	100.0%
Asian or Pacific Islander	31	2.4%			
Am. Indian or Alaskan Native	23	1.8%			
Total	1,299	100.0%			

Summary of Survey Demographics (con't)

Child's Primary Eligibility for Services	Parent Survey Response (2005-2006)	
	n	Percent
Specific Learning Disabilities	367	27.5%
Other Health Impairment (OHI)	339	25.4%
ADD/ADHD	263	19.7%
Speech or Language Impaired	272	20.4%
Autism	154	11.5%
Developmental Delay (ages 3-5 only)	98	7.3%
Emotional Disturbance	75	5.6%
Multiple Disabilities	68	5.1%
Intellectual Dis./Mental Retardation	60	4.5%
Hearing Impairment	31	2.3%
Visual Impairment	24	1.8%
Deaf-Blindness	13	1.0%
Traumatic Brain Injury	12	0.9%
Orthopedic Impairment	9	0.7%
Other	158	11.8%
Don't Know	34	2.5%
To Be Determined	13	1.0%
Total Eligibility Responses	1,990	-

Survey respondents were asked to select only one eligibility category; however, 422 of the 1,336 respondents who chose a category selected more than one. This table provides total responses and therefore percent totals do not equal 100.0%.

Child's School Type	Parent Survey Response (2005-2006)		Language of Response	Parent Survey Response (2005-2006)	
	n	Percent		n	Percent
Public School	1,198	89.7%	English	1,308	94.3%
Special Ed. School - Out of District	69	5.2%	Spanish	79	5.7%
Private Parochial	19	1.4%	Total	1,387	100.0%
Residential School	14	1.0%			
Out of State	5	0.4%			
Hospital/Homebound	4	0.3%			
Other Placement	26	1.9%			
Total	1,335	100.0%			

Summary of Survey Demographics (con't)

Parent Survey Demographic Category	Parent Survey Responses (2005-2006)		
	Responses (n)	Missing (n)	Missing (Percent)
Race/Ethnicity	1,299	88	6.8%
School Placement Type	1,335	52	3.9%
Primary Eligibility for Services	1,336	51	3.8%
Grade	1,338	49	3.7%
Gender	1,339	48	3.6%
Age	1,343	44	3.3%
Overall Survey Response	1,387	-	-

Parent Survey Responses

The 2005-2006 Parent Survey questionnaire asked parents to respond to a series of statements in six topic areas: 1) satisfaction with their child's special education program, 2) participation in developing and implementing their child's program, 3) their child's participation, 4) transition planning for preschoolers and secondary students, 5) parent training and support, and 6) their child's skills (See Appendix B for a copy of the 2005-2006 CT Special Education Parent Survey questionnaire.)

Survey respondents were asked to answer according to their experiences over the past 12 months by selecting "Strongly Agree", "Moderately Agree", "Slightly Agree", "Slightly Disagree", "Moderately Disagree", "Strongly Disagree", or "Not Applicable". In addition, respondents could select "Don't Know" on 11 of the survey questionnaire's 40 items. The following 2005-2006 Parent Survey Response Table is a complete summary of all survey responses. A shaded box indicates the response option of "Don't Know" was not available for that particular item.

Parent Survey Response Tables by district are provided in Appendix H. District data is reported as long as the number of responses for a given school district meets the CT Department of Education minimum standard for reporting of district-level data (n=20). This rule safeguards against possible breaches in confidentiality. Districts with fewer than 20 surveys returned included Andover, Chester, Sharon and Westbrook. Summary responses for these four districts are grouped together in order to meet the minimum reporting standard.

2005-2006 Parent Survey Responses

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	1,360	42.9%	30.0%	10.3%	3.7%	5.7%	7.1%	-	0.4%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,369	58.1%	24.4%	9.1%	2.7%	2.7%	2.3%	-	0.6%
3. My child's school day has been shortened to accommodate his/her transportation needs.	1,344	5.6%	2.9%	2.1%	1.8%	0.8%	15.1%	-	71.7%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	1,343	4.3%	2.7%	2.8%	0.6%	1.1%	28.9%	-	59.6%
5. My child is accepted within the school community.	1,362	59.9%	21.8%	8.5%	2.6%	2.6%	2.6%	-	2.1%
6. My child's IEP is meeting his or her educational needs.	1,358	42.6%	29.7%	10.4%	4.4%	5.1%	6.4%	1.0%	0.4%
7. All special education services identified in my child's IEP have been provided.	1,363	48.6%	24.8%	9.6%	5.4%	3.4%	5.1%	2.7%	0.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,372	48.3%	23.4%	9.5%	4.4%	4.8%	6.3%	2.7%	0.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,368	53.1%	23.6%	8.4%	3.5%	2.6%	3.3%	2.2%	3.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,361	42.2%	23.7%	9.4%	5.0%	3.2%	4.8%	3.8%	7.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,366	45.5%	22.0%	10.3%	4.1%	3.7%	4.5%	3.5%	6.3%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,360	46.7%	25.1%	13.5%	3.9%	3.3%	5.7%	-	1.9%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,363	62.7%	19.4%	7.9%	3.3%	2.4%	3.7%	-	0.6%
14. I understand what is discussed at meetings to develop my child's IEP.	1,362	66.1%	22.1%	6.8%	2.9%	0.8%	1.2%	-	0.2%
15. My concerns and recommendations are documented in the development of my child's IEP.	1,351	54.3%	23.5%	10.6%	4.1%	2.7%	3.8%	-	1.2%

2005-2006 Parent Survey Responses (con't)

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	1,368	56.7%	24.3%	11.0%	2.6%	2.7%	2.3%	-	0.3%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,371	65.3%	18.1%	6.7%	3.2%	2.5%	3.6%	-	0.6%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	1,362	47.9%	26.0%	10.6%	4.2%	3.5%	6.1%	-	1.8%
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.	1,358	50.0%	25.0%	10.6%	5.3%	3.9%	4.3%	-	0.8%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,350	64.6%	19.2%	6.0%	3.0%	2.1%	4.4%	-	0.7%
21. If necessary, a translator was provided at the PPT meetings.	1,348	8.7%	2.5%	0.7%	0.4%	0.1%	0.7%	-	86.8%
22. The translation services provided at the PPT meetings were useful and accurate.	1,346	9.0%	3.0%	1.0%	0.3%	0.2%	0.3%	-	86.3%
23. The school district proposed the regular classroom for my child as the first placement option.	1,342	53.1%	13.6%	4.5%	1.6%	1.8%	6.1%	6.3%	13.0%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	1,368	77.0%	10.1%	3.0%	1.5%	1.0%	2.6%	-	4.8%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,349	66.3%	8.6%	3.4%	2.0%	1.4%	6.4%	-	11.9%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,327	4.9%	2.6%	1.8%	2.8%	2.7%	45.1%	-	40.2%
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	1,358	16.5%	8.2%	3.6%	2.7%	2.7%	10.8%	9.6%	46.0%

2005-2006 Parent Survey Responses (con't)

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	647	25.8%	8.8%	3.6%	1.7%	2.2%	2.9%	-	55.0%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	803	23.4%	15.6%	5.4%	3.2%	2.6%	5.4%	-	44.5%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	817	12.6%	7.8%	3.3%	1.3%	1.8%	6.5%	8.3%	58.3%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood. (Answer <u>only</u> if your child was age 13 at his/her last PPT meeting.)	535	10.8%	6.4%	3.7%	2.2%	2.6%	6.5%	-	67.7%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	725	37.8%	11.2%	6.1%	2.2%	1.5%	8.4%	-	32.8%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	548	18.8%	7.8%	3.1%	0.9%	2.4%	6.8%	-	60.2%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	599	18.2%	10.9%	3.7%	2.5%	1.2%	9.3%	-	54.3%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,275	14.7%	6.0%	4.7%	3.0%	2.3%	33.4%	-	36.0%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,267	10.7%	3.4%	5.1%	3.7%	3.2%	35.0%	-	38.9%

2005-2006 Parent Survey Responses (con't)

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,287	14.8%	10.6%	8.0%	3.6%	3.5%	20.5%	24.7%	14.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,287	16.6%	10.3%	6.4%	2.7%	2.1%	18.0%	27.1%	16.6%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	1,307	47.6%	23.9%	10.1%	4.7%	3.5%	5.6%	-	4.5%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,294	48.7%	19.8%	10.2%	4.5%	2.7%	4.6%	-	9.5%

Summary of Parent Survey Responses

For the purpose of this section, response categories are aggregated together in order to highlight areas of satisfaction or concern, as identified by parents' agreement or disagreement with survey statements. Response options were grouped into three categories: "Agree" and "Disagree" (each includes the respective degrees of strongly, moderately, and slightly) and "Don't Know". Responses of "Not Applicable" were excluded and as a result the number of respondents answering each survey statement is sometimes markedly lower than in the previous table. This was done so that all percentages in this section would be based only on respondents who provided applicable information to survey statements. (See Appendix E: 2005-2006 Parent Survey Response without "Not Applicable" for percentages presented in this section.)

Mean scores and standard deviations are also presented for each survey statement as an additional measure of the magnitude or strength of agreement/disagreement. Mean scores are based on a scale from 1 ("Strongly Disagree") to 6 ("Strongly Agree"). Since there is no intuitive ordering for the response "Don't Know", it is not included in the mean score.

Satisfaction with My Child's Program

The majority (83.5%) of survey respondents **agreed** they were satisfied with their child's overall special education program [Q1].

Satisfaction with My Child's Program	n	Agree	Disagree	Don't Know	Mean	St. Dev.
1. I am satisfied with my child's overall special education program.	1,355	83.5%	16.5%	-	4.8	1.5

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

A set of 10 additional survey statements also served as supporting measures of parent satisfaction with their child's program. The highest level of agreement was 92.2% of parents who **agreed** they have the opportunity to talk to their child's teacher on a regular basis [Q2] and 92.1% of parents who **agreed** their child is accepted within the school community [Q5]. Over one-half, or 61.2% of respondents, **strongly agreed** their child is accepted within the school community.

Satisfaction with My Child's Program	n	Agree	Disagree	Don't Know	Mean	St. Dev.
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,361	92.2%	7.8%	-	5.3	1.2
3. My child's school day has been shortened to accommodate his/her transportation needs.	380	37.4%	62.6%	-	2.8	2.1
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	543	24.3%	75.7%	-	2.1	1.8
5. My child is accepted within the school community.	1,334	92.1%	7.9%	-	5.3	1.2
6. My child's IEP is meeting his or her educational needs.	1,352	83.1%	16.0%	1.0%	4.8	1.5
7. All special education services identified in my child's IEP have been provided.	1,356	83.4%	13.9%	2.7%	5.0	1.4
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,365	81.7%	15.6%	2.7%	4.9	1.5
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,323	88.0%	9.8%	2.3%	5.2	1.3
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,255	81.7%	14.2%	4.1%	4.9	1.4
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,280	83.0%	13.2%	3.8%	5.0	1.4

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

Over one-half, or 62.6% of parents **disagreed** that their child's school day has been shortened to accommodate his/her transportation needs [Q3] and 75.7% of parents **disagreed** that their child has been sent home due to behavioral difficulties [Q4]. However, it should be noted that the majority of survey respondents indicated Q3 and Q4 were **not applicable** to their situation.

The "Don't Know" response was an available option for six statements [Q6-Q11] in this section of the survey. Among these statements, the largest "Don't Know" response was 52 parents, or 4.1% of respondents who indicated they **don't know** if general education teachers make accommodations and modifications as indicated on their child's IEP [Q10].

Participation in Developing and Implementing My Child's Program

At least 90% of survey respondents ***agreed*** with 7 of the 12 statements pertaining to participation in developing and implementing their child's program. The highest level of agreement was 95.1% of parents who ***agreed*** they understand what is discussed at meetings to develop their child's IEP [Q14]. Statements regarding translation services [Q21 and Q22] were largely answered ***not applicable*** (86.8% and 86.3%, respectively.) However of those who responded otherwise, 90.4% ***agreed*** that a translator was provided at PPT meetings [Q21] and 94.1% ***agreed*** that translation services provided were useful and accurate [Q22].

<i>Participation in Developing and Implementing My Child's Program</i>	<i>n</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>Mean</i>	<i>St. Dev.</i>
12. <i>In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.</i>	1,334	86.9%	13.1%	-	4.9	1.4
13. <i>At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.</i>	1,355	90.5%	9.5%	-	5.3	1.3
14. <i>I understand what is discussed at meetings to develop my child's IEP.</i>	1,359	95.1%	4.9%	-	5.5	0.9
15. <i>My concerns and recommendations are documented in the development of my child's IEP.</i>	1,335	89.4%	10.6%	-	5.1	1.3
16. <i>My child's evaluation report is written in terms I understand.</i>	1,364	92.3%	7.7%	-	5.2	1.2
17. <i>PPT meetings for my child have been scheduled at times and places that met my needs.</i>	1,363	90.6%	9.4%	-	5.3	1.3
18. <i>At my child's PPT, the school district proposed programs and services to meet my child's individual needs.</i>	1,338	85.9%	14.1%	-	4.9	1.4
19. <i>When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.</i>	1,347	86.3%	13.7%	-	5.0	1.4
20. <i>I have received a copy of my child's IEP within 5 school days after the PPT.</i>	1,340	90.4%	9.6%	-	5.3	1.3
21. <i>If necessary, a translator was provided at the PPT meetings.</i>	178	90.4%	9.6%	-	5.3	1.3
22. <i>The translation services provided at the PPT meetings were useful and accurate.</i>	185	94.1%	5.9%	-	5.4	1.1
23. <i>The school district proposed the regular classroom for my child as the first placement option.</i>	1,168	81.8%	11.0%	7.2%	5.2	1.5

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

When compared to other topical areas covered in the survey, respondents reported the greatest magnitude of agreement with statements regarding their participation in developing and implementing their child's program. On the survey overall, at least 60% of respondents ***strongly agreed*** with 10 of the 40 survey statements, 7 of which occurred in this section. Respondents reported especially strong agreement with the following:

- 63.0% of parents ***strongly agreed*** they feel encouraged to give input and express concerns regarding their child's IEP [Q13];
- 66.2% of parents ***strongly agreed*** they understand what is discussed at meetings to develop their child's IEP [Q14];
- 65.7% of parents ***strongly agreed*** that PPT meetings for their child have been scheduled at times and places that met their needs [Q17];

- 65.1% of parents ***strongly agreed*** that they have received a copy of their child’s IEP within 5 school days after the PPT [Q20];
- 65.7% of parents ***strongly agreed*** that a translator was provided at the PPT meetings [Q21];
- 65.4% of parents ***strongly agreed*** that the translation services provided were useful and accurate [Q22]; and
- 61.0% of parents ***strongly agreed*** that the school district proposed the regular classroom for their child as the first placement option [Q23].

My Child’s Participation

The overwhelming majority (94.6%) of survey respondents ***agreed*** that their child has the opportunity to participate in school-sponsored activities [Q24], with over three-quarters (80.8%) of respondents indicating they ***strongly agreed*** with this statement. This percentage represented the greatest number of parents who ***strongly agreed*** with any survey statement.

<i>My Child's Participation</i>	<i>n</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>Mean</i>	<i>St. Dev.</i>
24. <i>My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).</i>	1,303	94.6%	5.4%	-	5.6	1.0
25. <i>My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.</i>	1,189	88.8%	11.2%	-	5.3	1.4
26. <i>My child has been denied access to non-school sponsored community activities due to his/her disability.</i>	794	15.5%	84.5%	-	1.8	1.6
27. <i>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).</i>	733	52.4%	29.7%	17.9%	4.0	2.0

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

The majority (88.8%) of parent survey respondents also ***agreed*** that their child has the opportunity to participate in extracurricular school activities [Q25], with over three-quarters (75.2%) of respondents indicating they ***strongly agreed*** with this statement. When asked if their child’s school provides the supports necessary for their child to participate in extracurricular school activities [Q27], almost one-third (29.7%) of respondents ***disagreed***, with 19.9% of respondents indicating they ***strongly disagreed*** with the statement. Close to one-fifth, or 17.9% of respondents indicated they ***don’t know*** if their child’s school provides the necessary supports [Q27]; however, the greatest percentage (46.0%) of parents responded ***not applicable*** to this statement.

Transition Planning for Preschoolers

Due to the age constraints placed on this question, over one-half (55.0%) of respondents answered **not applicable**. However, of those who responded, 84.9% of respondents **agreed** they are satisfied with the school district transition activities that took place when their child left Birth to Three [Q28].

<i>Transition Planning for Preschoolers</i>	<i>n</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>Mean</i>	<i>St. Dev.</i>
28. <i>I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)</i>	291	84.9%	15.1%	-	5.0	1.5

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

Transition Planning for Secondary Students

Again, due to the age-specific nature of these questions, the **not applicable** response was particularly high in this section (ranging from 32.8% of respondents for Q32 to 60.2% of respondents for Q33). However, it should also be noted that the number of respondents who **disagreed** with survey statements in this section was also high when compared to other sets of survey statements (the exception being statements related to parent training and support which will be discussed next).¹

<i>Transition Planning for Secondary Students</i>	<i>n</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>Mean</i>	<i>St. Dev.</i>
29. <i>I am satisfied with the way secondary transition services were implemented for my child.</i>	446	79.8%	20.2%	-	4.7	1.6
30. <i>When appropriate, outside agencies have been invited to participate in secondary transition planning.</i>	341	56.9%	23.2%	19.9%	4.3	1.9
31. <i>My child is age 13 and the PPT introduced planning for his/her transition to adulthood. (Answer <u>only</u> if your child was age 13 at his/her last PPT meeting.)</i>	173	64.7%	35.3%	-	4.0	1.9
32. <i>The school district actively encourages my child to attend and participate in PPT meetings. (Answer only if your child is age 13 or older.)</i>	487	81.9%	18.1%	-	4.8	1.7
33. <i>My child is age 13 or 14 and the PPT discussed an appropriate course of study at the high school. (Answer only if your child was age 13 or 14 at his/her last PPT meeting.)</i>	218	74.8%	25.2%	-	4.5	1.9
34. <i>My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer only if your child is age 15 or older.)</i>	274	71.5%	28.5%	-	4.3	1.9

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

Although the majority still **agreed** with survey statements related to transition planning for secondary students, over one-third (35.3%) of respondents **disagreed** that their child's (age 13) PPT

¹In 2004-2005, parent disagreements with statements in the Transition Planning for Secondary Students and Parent Training and Support sections were also higher than other sections of the survey. However, it should be noted that in a year-to-year survey comparison, there did appear to be some improvement in both of these areas. Refer to the 2004-2005 and 2005-2006 Parent Survey Comparison discussion on page 44 for more details.

introduced planning for his/her transition to adulthood [Q31]. and 28.5% of respondents *disagreed* that their child’s (age 15) PPT developed individualized goals related to employment/postsecondary education, independent living and community participation [Q34]. More than one-fifth (20.2% and 20.4%, respectively) of respondents *strongly disagreed* with these two statements. Lastly, a significant percentage (19.9%) of survey respondents indicated they *don’t know* if outside agencies have been invited to participate in secondary transition planning [Q30].

Parent Training and Support

The percentages of respondents who *disagreed* or responded *don’t know* to survey statements regarding parent training and support were particularly high when compared to other sets of survey statements. Close to two-thirds (60.4%) of respondents indicated that in the past year they have not attended a parent training or information session that addressed the needs of parents and of children with disabilities [Q35], with over one-half (52.2%) of respondents indicating they *strongly disagreed* with the statement. When asked if opportunities for parent training sessions existed [Q37], responses were closely split; 39.0% *agreed* with the statement, 32.2% *disagreed*, and 28.8% indicated they *don’t know*.

<i>Parent Training and Support</i>	<i>n</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>Mean</i>	<i>St. Dev.</i>
35. <i>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.</i>	816	39.6%	60.4%	-	2.9	2.2
36. <i>I am involved in a support network for parents of students with disabilities available through my school district or other sources.</i>	774	31.4%	68.6%	-	2.5	2.0
37. <i>There are opportunities for parent training or information sessions regarding special education provided by my child's school district.</i>	1,103	39.0%	32.2%	28.8%	3.5	2.0
38. <i>A support network for parents of students with disabilities is available to me through my school district or other sources.</i>	1,073	40.1%	27.4%	32.5%	3.7	2.1

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

Similarly, just over two-thirds (68.6%) of respondents indicated they are not involved in a support network for parents of students with disabilities [Q36], with 57.4% of respondents indicating they *strongly disagreed* with the statement. When asked if a support network is available [Q38]; 40.1% *agreed* with the statement, 27.4% *disagreed*, and 32.5% indicated they *don’t know*.

My Child's Skills

Most (85.5%) survey respondents ***agreed*** their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, most (86.9%) respondents ***agreed*** their child is learning skills that will lead to a high school diploma, further education, or job [Q40].

<i>My Child's Skills</i>	<i>n</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>	<i>Mean</i>	<i>St. Dev.</i>
39. <i>My child is learning skills that will enable him/her to be as independent as possible.</i>	1,248	85.5%	14.5%	-	5.0	1.5
40. <i>My child is learning skills that will lead to a high school diploma, further education, or a job.</i>	1,171	86.9%	13.1%	-	5.0	1.4

Note: The mean score is based on a Likert scale of 1 to 6, ranging from strongly disagree (1) to strongly agree (6).

Open-Ended Comments

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their experience with their child's special education program. Unlike the previous section of the survey, comments could refer to respondent's overall experiences and were not limited to the past twelve months. Of the 1,387 surveys returned, 553 included written comments, representing 39.9% of the total received.

Survey Comments by District

The greatest number of surveys containing written responses were provided by parents in Shelton (10.8%, n=60) and Wilton (11.0%, n=61). Less than one percent of the surveys with comments were returned by parents from Andover (0.5%, n=3) and Chester (0.5%, n=3). Among districts, the percentage of surveys that contained comments ranged from 23.1% of total surveys returned by Chester parents to 54.5% of total surveys returned by Sharon parents. (For a description of comment categories by district, see Appendix H: Summary Response by District.)

2005-2006 Parent Survey Districts	# of Surveys with Comments	District Parent Surveys Returned with Comments (% of District Total Returned)	District Parent Surveys Returned with Comments (% of Total Returned with Comments)
Andover	3	27.3%	0.5%
Ashford	10	50.0%	1.8%
Canton	25	52.1%	4.5%
Chester	3	23.1%	0.5%
Derby	19	44.2%	3.4%
East Lyme	36	34.0%	6.5%
Easton	15	37.5%	2.7%
Killingly	47	44.3%	8.5%
Lebanon	12	31.6%	2.2%
Madison	56	42.7%	10.1%
New Britain	33	32.4%	6.0%
New London	26	31.0%	4.7%
North Stonington	12	48.0%	2.2%
Orange	22	50.0%	4.0%
Preston	10	32.3%	1.8%
Sharon	6	54.5%	1.1%
Shelton	60	40.0%	10.8%
Waterbury	42	37.5%	7.6%
Westbrook	6	42.9%	1.1%
Wilton	61	45.9%	11.0%
Windsor	49	39.2%	8.9%
Total	553	-	100.0%

Summary of Written Responses

Responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. As part of the analysis of the 2004-2005 Connecticut Special Education Survey, code categories were created which included main codes for general topic areas, and subcodes for more specific comments. This code list was applied to the 2005-2006 survey comments in order to provide a systematic way of representing the data. As part of the coding process, additional subcodes were created, as needed, in order to best describe the content of this year's survey comments. Individual written responses were assigned as few as one and as many as ten codes. In total, 1,231 codes were assigned to the open-ended comment section.

The following is a summary of all written responses in the open-ended section. In summarizing open-ended responses, the role of selection-bias and the number of open-ended responses (in this case, representing the opinions of less than one-half of all survey respondents) should always be considered. Self-selection bias occurs when self-selection (those who choose to comment) is in some way dependent on the demographic or attitudinal characteristics of the respondent. However, evidence of self-selection among respondents who did provide comments does not negate the benefits of having additional insight into parents' experience with their child's special education program. (See Appendix F for results of the selection bias analysis.)

Tables are organized by topical categories and include main codes in boldface type and subcodes in italics. Sample comments, in italics, follow the tables. Parent comments are reported verbatim, with the following exceptions: 1) In order to maintain confidentiality, all identifying information has been removed from written responses, and 2) Silent corrections have been made in order to improve readability.² Individual comments may refer to a variety of issues; the examples presented below have been chosen to illustrate each topic, but also may reflect additional issues or areas of concern. Verbatim examples are provided for codes assigned to more than three responses.

² The use of silent correction is outlined in the *Chicago Manual of Style*, 15th Edition (Chicago: The University of Chicago Press, 2003), 445-446.

Pleased with Program

Among all parents who provided written responses, more than one-quarter (27.3%), or 151 respondents expressed satisfaction with their child’s program and services. In about one-half (52.3%, n=79) of these comments, parents specifically indicated they were pleased with their child’s progress. Among districts, Lebanon (41.7%, n=5) and North Stonington (41.7%, n=5) had the greatest percentages of written responses illustrating satisfaction with programs. (See Appendix H.)

Pleased with Program	n	Percent
Pleased with Program	151	27.3%
<i>General comments</i>	85	15.4%
<i>Pleased with child's progress</i>	79	14.3%
<i>Pleased with IEP/PPT process</i>	10	1.8%
Total	151	27.3%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Pleased with Program - *General comments*

- *The support services for my daughter were great.*
- *I have been truly impressed with all aspects of my child's special education program.*

Pleased with Program - *Pleased with child’s progress*

- *My child has made great strides in the last 2 years. He is on grade/age appropriate levels in all areas and he feels so incredibly confident now!*
- *Our child has made significant progress and is spending a majority of his time now in regular education classroom settings.*

Pleased with Program - *Pleased with IEP/PPT process*

- *I am very pleased with the IEP for my son.*
- *Going to the PPT has helped me also to learn and understand what is going on with my daughter.*

Pleased with Staff

Parents reported being pleased with school staff in 23.5% (n=130) of written comments. Over one-third (40.0%, n=52) of these comments specifically mentioned parents' satisfaction with the school district or administration. Parents who noted they were pleased with other staff also described their experience with teaching staff, most frequently citing their appreciation of "teachers (no specification)" (29.2%, n=38) or "staff" in general (26.9%, n=35). Among districts, Lebanon (41.7%, n=5) and North Stonington (41.7%, n=5) had the greatest percentages of written responses indicating satisfaction with staff. (See Appendix H.)

Pleased with Staff	n	Percent
School District/Administration	52	9.4%
Teachers (No Specification)	38	6.9%
Pleased with Staff: General Comments	35	6.3%
Special Education Teachers	28	5.1%
Specialized Staff	12	2.2%
Regular Education Teachers	6	1.1%
Paraprofessionals/Aides	4	0.7%
Total	130	23.5%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Pleased with Staff: School District/Administration

- *This past school year (05-06) has been extremely successful - due to the part of the school administration really focusing on my child as an individual and not as a group.*
- *The school has done a terrific job meeting my child's needs and helping him to reach his goals.*

Pleased with Staff: Teachers (No Specification)

- *All the teachers are very helpful and will go out of their way to explain or help him or us.*
- *The high quality of teachers never ceases to amaze us. They truly care about my daughter and her education.*

Pleased with Staff: General Comments

- *He is doing so well and I know that each person who is involved in any way really puts 200% into helping him.*
- *I feel the staff is concerned about my child's well being and academic development.*

Pleased with Staff: Special Education Teachers

- *My daughter has had the same special education teachers from kindergarten through 4th grade. They have been great with her learning. They understand and are very patient with her. She wouldn't have been able to achieve what she has learned so far without their help.*
- *We have found the special educators to be knowledgeable and very committed, they work long and hard to plan the IEP and support the services indicated.*

Pleased with Staff: Specialized Staff

- *His speech teachers have always been wonderful and positive and honest.*
- *The school social worker is the one individual in the school who "stepped up" and gave us the assistance we needed.*

Pleased with Staff: Regular Education Teachers

- *My son has received excellent assistance both from his special education teacher and his core classroom teachers.*
- *Both the special education teachers and regular education teachers have been very supportive.*

Pleased with Staff: Paraprofessionals/Aides

- *The teachers and aides that assist are of the highest quality.*
- *The parapros are GREAT!*

Pleased with Communication and Parent Support

In 4.2% (n=23) of written comments, parents indicated being pleased with their school’s communication and support network. Most frequently (73.9%, n=17), these respondents specifically noted their satisfaction with staff-to-parent communication. Among districts, parents from Canton provided the greatest percentage (12.0%, n=3) of comments related to satisfaction with communication and parent support. (See Appendix H.)

Pleased with Communication and Parent Support	n	Percent
Pleased with Communication and Parent Support	23	4.2%
<i>Staff-to-parent communication</i>	17	3.1%
<i>School's involvement of parents</i>	10	1.8%
<i>Parent and/or support groups helpful</i>	2	0.4%
Total	23	4.2%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Pleased with Communication and Parent Support – *Staff-to-parent communication*

- *When problems have come up, we have been contacted immediately, which I love because it gave us the chance to jump on the issue before it got bigger.*
- *Any questions I have I am provided with the answers right away.*

Pleased with Communication and Parent Support - *School’s involvement of parents*

- *I am always invited by his teachers to attend all functions and field trips.*
- *We have been consistently informed and included throughout all processes and have seen great improvement in our son's abilities due to the services he receives.*

Somewhat Satisfied

Among parents who provided written comments, 7.2% (n=40) noted that they were somewhat satisfied with their child’s program and services. Of these individuals, 20.0% (n=8) specifically indicated that although their child had progressed to some extent, they considered this progress to be insubstantial or inadequate. Among districts, Ashford (20.0%, n =2) and Easton (20.0%, n=3) had the greatest percentages of written responses assigned to this category. (See Appendix H.)

Some what Satisfied	n	Percent
Some what Satisfied	40	7.2%
<i>General comments</i>	23	4.2%
<i>Mostly dissatisfied, but did note some positives</i>	9	1.6%
<i>Progress seen, but not adequate</i>	8	1.4%
Total	40	7.2%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Some what Satisfied - *General comments*

- *I don't have any problems with my daughter's education except to say some of her teachers are not as understanding as other teachers.*
- *The beginning of school year always seems to be lacking organization, but teachers and staff are always willing to listen and adjust accordingly.*

Some what Satisfied - *Mostly dissatisfied, but did note some positives*

- *This year (sophomore) is the worst we've had in 10+ years of special education. No transition planning until last month (he's 16) and that only occurred because we threatened a law suit. Some individual teachers have been wonderfully effective. But the system at the HS is badly "broken" and families and students are left to muddle through on their own.*
- *I am extremely disappointed in the district's special education department. The only good in my daughter's program is she has a devoted aide. She goes over and beyond the call of duty.*

Some what Satisfied - *Progress seen, but not adequate*

- *My son is doing fine academically but is not realizing his full potential.*
- *My son progressed enormously with his speech over the last 3 years although I found some regression over each summer's vacation as the summer program was inadequate and a waste of time and money.*

Change in Satisfaction

Parents indicated they experienced a change in their level of satisfaction in 9.2% (n=51) of written comments. The majority (74.5%, n=38) of these comments illustrated that respondents were previously dissatisfied, but became satisfied with their child's program and services. Among comments indicating a change from dissatisfaction to satisfaction, parents most often (36.8%, n=14) noted that they became satisfied following a fight for programs and services or after other delays in receiving services for their child.

In fewer cases, parents (2.4%, n=13) indicated that they became dissatisfied, after previously being satisfied, with their child's programs and services. Of these respondents, slightly more than one-half (53.8%, n=7), noted that they became dissatisfied with programs and services after their child moved to a new grade level. Among districts, parents from Orange provided the greatest percentage (22.7%, n=5) of comments regarding changes in satisfaction. (See Appendix H.)

Change in Satisfaction	n	Percent
Dissatisfied Previously, Now Satisfied	38	6.9%
<i>Due to fight for care or delay in care</i>	14	2.5%
<i>Due to change in schools</i>	11	2.0%
<i>Due to change in grade level</i>	7	1.3%
<i>Due to change in teacher and/or staff</i>	6	1.1%
<i>General comments</i>	1	0.2%
Satisfied Previously, Now Dissatisfied	13	2.4%
<i>Due to change in grade level</i>	7	1.3%
<i>Due to change in teacher and/or staff</i>	5	0.9%
<i>Due to change in schools</i>	1	0.2%
Total	51	9.2%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Dissatisfied Previously, Now Satisfied - *Due to fight for care or delay in care*

- *I feel it was difficult to get my son into the preschool program when he exited birth to three, but now that he is in they are meeting his needs.*
- *When diagnosis was first made they were slow to provide the personal 1:1 assistance but once it was started it went fairly smoothly.*

Dissatisfied Previously, Now Satisfied - *Due to change in schools*

- *My child is out placed at a specialized school. This placement has saved his life. In district he had no cognitive goals in his IEP. He has them now.*
- *Since my daughter's transition to a charter school from our local public High School, she has improved academically and emotionally.*

Dissatisfied Previously, Now Satisfied - *Due to change in grade level*

- *My child had a very tough K-2. When he entered 3rd grade my child's whole educational program did a whole 180.*
- *Up until our child got to junior high school our special education program was severely weak! Junior high and his freshman year we had confidence in the program.*

Dissatisfied Previously, Now Satisfied - *Due to change in teacher and/or staff*

- *These past two years have been great. We finally have a great team working for my daughter's best interests. Prior to that, it was a mess!*
- *The special education teacher this year has been excellent. The previous year the lack of communication and negative style did not suit us or our son.*

Satisfied Previously, Now Dissatisfied - *Due to change in grade level*

- *Up until this year, I was very happy and pleased with my daughter's schooling. But now that she is transitioned to the high school, I'm not so thrilled.*
- *This year was the first year I felt my son's educational needs were not met.*

Satisfied Previously, Now Dissatisfied - *Due to change in teacher and/or staff*

- *This year my granddaughter was not very happy in her home room class. The teacher did not include her in the activities. She didn't involve my granddaughter in a meaningful learning environment with the other students.*
- *We recently got a new director of special services, and never had any of these issues with the prior one.*

Problems with Program

In 17.4% (n=96) of questionnaires with written comments, parents reported problems related to special education programs. Many (41.7%, n=40) of these respondents mentioned concerns with the IEP process – most (67.5%, n=27) specifically cited problems related to teachers not following the IEP. Disagreement with staff’s assessment and implementation of services also was reported by 29.2% (n=28) of parents who indicated problems with their child’s program. Among districts, the greatest percentage (40.0%, n=4) of comments regarding program-related problems was provided by parents from Ashford. (See Appendix H.)

Problems with Program	n	Percent
IEP Process	40	7.2%
<i>Teachers do not follow the IEP</i>	27	4.9%
<i>General comments</i>	15	2.7%
Disagree with Staff's Assessment, Implementation of Services	28	5.1%
PPT Process	22	4.0%
Child not Diagnosed Soon Enough, Long Delay in Services	18	3.3%
Total	96	17.4%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

IEP Process - *Teachers do not follow the IEP*

- *As a parent I feel that I must at all times make sure that the IEP is followed. Otherwise, teachers tend to ignore the IEP.*
- *Compliance with modifications as called for in her IEP is left up to the classroom teachers and has been a disaster for her 2 years at the high school.*

IEP Process - *General comments*

- *My recommendations and concerns are generally omitted from the IEP resulting in needing to follow up in writing (time I don't have!)*
- *We've been trying to get measurable goals all year on the IEP and still don't have them.*

Disagree with Staff's Assessment, Implementation of Services

- *I do question his placement when in the large classroom setting, especially if there is no support other than 1 classroom teacher.*
- *My child has not been diagnosed with learning disabilities - he does not do well in studies due to what his parents feel is laziness - not a mental deficiency.*

PPT Process

- *I have gone to all PPT meetings and felt when I left, I never understood what exactly the disability was that my son has. The meetings seem to have discussions in code or tribal knowledge which I do not understand.*
- *The middle school only does PPT meetings on certain days at certain times, we have had to meet at their times and days. Options for after work meetings were not available to us.*

Child not Diagnosed Soon Enough, Long Delay in Services

- *My child's school is unable to find his learning disability. This is interfering with him receiving the extra one on one attention he needs.*
- *I feel my child should have been tested long ago. Maybe back in K or first grade when they saw the problems. Instead they just let her go through the system until 3rd grade but still didn't properly test her until I screamed at them in the 4th grade.*

Problems with Staff

Problems with staff were cited in 15.7% (n=87) of written comments. Of these responses, most (39.1%, n=34) illustrated parents' concerns with teachers (no specification). Other, more specific comments regarding teachers referred to problems with regular educators (17.2%, n=15) and special educators (13.8%, n=12). More than one-half of the comments regarding unspecified teachers (58.8%, n=20) and regular education teachers (53.3%, n=8) indicated teachers' lack of training or experience as parents' source of dissatisfaction. A problem with administration and the school district was mentioned by one-third (33.3%, n=29) of parents who reported problems with staff. Among districts, respondents from Orange offered the greatest percentage (45.5%, n=10) of comments assigned to this category. (See Appendix H.)

Problems with Staff	n	Percent
Teachers (No Specification)	34	6.1%
<i>Lack of training</i>	20	3.6%
<i>General comments</i>	10	1.8%
<i>Unable to meet special ed needs</i>	5	0.9%
Administration and/or School District	29	5.2%
Regular Education Teachers	15	2.7%
<i>Lack of training</i>	8	1.4%
<i>General comments</i>	4	0.7%
<i>Unable to meet special ed needs</i>	4	0.7%
Special Education Teachers	12	2.2%
<i>General comments</i>	9	1.6%
<i>Lack of training</i>	4	0.7%
Paraprofessionals/Aides	11	2.0%
Specialized Staff	3	0.5%
Total	87	15.7%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Problems with Staff: Teachers (No Specification)

- *I feel there are teachers who don't understand ADD and don't know how to be supportive.*
- *Teachers do not look at the child as a whole - meaning they looked at poor grades and not what may be contributing to the problem.*

Problems with Staff: Administration and/or School District

- *It seems to us that our school district is not totally informed of the special education laws.*
- *The district special education director and superintendent regularly lie about services they offer or have provided.*

Problems with Staff: Regular Education Teachers

- *His general education teacher needs more patience with kids with learning disabilities.*
- *Our local public HS general education teachers, I feel, are not adequately trained to deal with moderate to mild learning disabilities.*

Problems with Staff: Special Education Teachers

- *The special ed teacher did not spend the time with the children that she was supposed to. I feel my child was pulled out of her classroom for special ed and because of the special ed teacher's lack of interest my child missed out totally.*
- *"Special Education" teacher not trained to handle problems.*

Problems with Staff: Paraprofessionals/Aides

- *We had to deal with numerous paraprofessionals that were not knowledgeable concerning his disability, but had much negativity to say about it.*
- *Aides expected to work with our son everyday do not have training and supervision to extend all services throughout day to work on programs during the day.*

Problems with Staff: Specialized Staff

- *The school psychologist is a nightmare that acts like we are stupid (this is our second child with an IEP so we know the laws, etc.)*
- *There is currently no formal training available for job coaches.*

Problems with Communication and Parent Support

Parents reported a problem with communication and parent support in 20.1% (n=111) of written responses. In these comments, about one-half (49.5%, n=55) of respondents indicated they were dissatisfied with staff to parent communication, while just over one-third (36.0%, n=40) noted a need for parent support groups. Among districts, parents from Ashford provided the greatest percentage (50.0%, n=5) of written comments related to problems with communication and parent support. (See Appendix H.)

Problems with Communication and Parent Support	n	Percent
Staff to Parent Communication	55	9.9%
Support Groups Needed	40	7.2%
Parents Not Adequately Heard	33	6.0%
Advocates Needed	7	1.3%
Total	111	20.1%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Staff to Parent Communication

- *Lack of communication with teachers makes it difficult for me to know what my son does at school.*
- *Feel that communication and updates are poor. They only happen as I constantly request information otherwise I receive no feedback or updates.*

Support Groups Needed

- *I wish there were more support opportunities for parents of children with disabilities in the school system. I also think the special education PTA (SEPTA) should be advertised more throughout the district as the regular PTA is.*
- *The school district does not encourage parent education on special education matters.*

Parents Not Adequately Heard

- *We found over the years that the district showed a lack of responsiveness to parent's concerns.*
- *When I try to advocate for my children, I am often treated in an adversarial fashion.*

Advocates Needed

- *I have had to hire advocates to help me through the maze. I feel this is unfortunate.*
- *Thankfully our advocate has been after them to shape up. She has helped tremendously.*

Problems with Services

Among respondents who provided written comments, 18.4% (n=102) noted problems with inadequate, inconsistent, or limited special education services. Among comments which referred to inadequate services, parents most frequently (43.4%, n=36) mentioned the need to fight or take the initiative to secure appropriate programs and services for their child. Parents also noted that inadequate services were a result of budget cuts or restraints (24.1%, n=20) and short staffing (19.3%, n=16). Among districts, the greatest percentage (53.3%, n=8) of written responses regarding problems with services was provided by parents from Easton. (See Appendix H.)

Problems with Services	n	Percent
Services Inadequate	83	15.0%
<i>Had to fight for services received; had to take the lead</i>	36	6.5%
<i>General comments</i>	26	4.7%
<i>Due to budget cuts</i>	20	3.6%
<i>Due to short staffing</i>	16	2.9%
Services Inconsistent	13	2.4%
Speech or Occupational Therapy Services Lacking	11	2.0%
Total	102	18.4%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Services Inadequate - *Had to fight for services received; had to take the lead*

- *It has been a constant and tiring process to keep on top of the school district. I feel that I have been at war when it comes to fighting for my child.*
- *If not for strong parental participation our child would be left behind or fall through the cracks.*

Services Inadequate - *General comments*

- *I have been very dissatisfied with the special education program provided for my son.*
- *In my opinion, special education services in my town did the minimum they had to!*

Services Inadequate - *Due to budget cuts*

- *I am told tutors are not available and he cannot get extra help due to money shortages.*
- *Budget restraints are not my problem, and I feel it is just not right (and probably not legal) for them (the school department administrators) to deny my child services for this reason.*

Services Inadequate - *Due to short staffing*

- *There isn't enough staff in any of the schools to give these children the teaching they so deserve.*
- *We all have the same demands put on us, and it is not acceptable to me to be told that case loads are up.*

Services Inconsistent

- *Consistency is important in our routine/schedule and my only concern is the sessions cancelled (but not rescheduled) by special education teacher due to admin meetings, conferences, etc.*
- *Modification cannot just happen "sometimes" - it must be continual day by day.*

Speech or Occupational Therapy Services Lacking

- *This last year 05-06 school year, I have felt that my son has not been given the attention he has needed for his speech problem.*
- *I also feel he is receiving minimal therapy for OT, PT and ST.*

Need for Additional Activities or Services

The need for additional activities or services was reported in 10.8% (n=60) of all written comments. Over one-half of these respondents (51.7%, n=31) indicated they needed to obtain outside services for their child. Among parents who reported that additional activities were needed (43.3%, n=26), most (53.8%, n=14) specifically mentioned the need for after-school and extra-curricular activities. Among districts, the greatest percentages of comments regarding the need for additional activities and services were provided by parents from Easton (20.0%, n=3) and Preston (20.0%, n=2). (See Appendix H.)

Need for Additional Activities/Services	n	Percent
Outside Services Needed for Child	31	5.6%
Additional Activities Needed	26	4.7%
<i>After-school extra-curricular activities needed</i>	14	2.5%
<i>Due to child being excluded from regular school activities</i>	7	1.3%
<i>Summer programming needed</i>	6	1.1%
<i>More tutoring/after-school tutoring</i>	2	0.4%
More Vocational Training Needed	3	0.5%
Total	60	10.8%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Outside Services Needed for Child

- *We have seen a dramatic change in our child's program this year only after hiring an advocate at our expense, an outside psych evaluation and neuropsych evaluation. All totaled over \$11,000 in 12 months.*
- *He was initially in a group class and we felt the need to pay for private speech therapy to reinforce techniques at home.*

Additional Activities Needed - *After-school extra-curricular activities needed*

- *They never tell me about clubs or dances. If I request that she go they will accommodate her but they never suggest these activities.*
- *The only things really limited to him are extra-curricular activities/resources. There are literally none!*

Additional Activities Needed - *Due to child being excluded from regular school activities*

- *Also my child did not get to attend their field trips due to his behavior or disability. I don't feel that was right as well as suspending a kindergarten child who doesn't know what that means.*
- *My child has been out of district all of her school years - leaving her very disconnected with her town. The town has never offered to have my child participate in any town sponsored activities.*

Additional Activities Needed - *Summer programming needed*

- *I do wish that they offered a summer program to keep things going strong.*
- *There is very little in terms of summer programs and even so, they do not include current or future teachers, just external professionals who manage the activities.*

More Vocational Training Needed

- *As a loving/concerned parent I would love to see more teachers/parent trainings, programs. New and improved programs, job opportunities for children with disabilities.*
- *Due to my child's low functioning level I would like to see more vocational or life skills training.*

Needs of Specific Disability Not Met

In 7.8% (n=43) of written comments, parents indicated that the needs presented by their child's specific disability were not adequately addressed. In these responses, disabilities impacting reading and writing skills were most frequently reported (23.3%, n=10) as not being met. Among districts, respondents from Easton provided the greatest percentage (33.3%, n=5) of written responses describing inadequate support for the needs of children with specific disabilities. (See Appendix H.)

Needs of Specific Disability Not Met	n	Percent
Needs of Specific Disability Not Met	43	7.8%
<i>Reading and writing skills</i>	10	1.8%
<i>Other disability</i>	9	1.6%
<i>Autism</i>	5	0.9%
<i>Behavioral/Emotional</i>	5	0.9%
<i>Gifted</i>	4	0.7%
<i>Learning disability</i>	4	0.7%
<i>Mild disability</i>	4	0.7%
<i>ADD/ADHD</i>	3	0.5%
<i>Down Syndrome</i>	2	0.4%
<i>Older children</i>	2	0.4%
Total	43	7.8%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Needs of Specific Disability Not Met - *Reading and writing skills*

- *The school system refuses to give him reading special education services more than 1/2 hour a day. This year they said, "he couldn't handle more."*
- *My child has been in the school district for the past 5 school years. He has not participated in one reading class designed for a dyslexic student. I find this very difficult to deal with.*

Needs of Specific Disability Not Met - *Other disability*

- *They don't teach to his need or ability. They seem to do just the basics to meet the needs of the mandated curriculum.*
- *My son has attended 9 different schools since the year 1995. I strongly believe that his disability is being discriminated against.*

Needs of Specific Disability Not Met - *Autism*

- *The schools do not have any type of social programs/coaching for autistic students.*
- *It seems like autistic kids fall through the cracks.*

Needs of Specific Disability Not Met - *Behavioral/Emotional*

- *In addition, behavior plans used by this district are dangerous and need to be investigated.*
- *I have to suspend all of my daytime commitments to accommodate the school's inability to handle my child's behavioral problems.*

Needs of Specific Disability Not Met - Gifted

- *My child is "gifted" as well as learning disabled and the district has been unequipped to adequately support him.*
- *In general, I feel that special education services are very limited and only address some of my son's needs...Those inadequately addressed include intellectual needs (my son is highly gifted with learning disabilities), social needs (social interactions, etc.) and emotional needs (those that accompany twice exceptional children as well as ADD/NLD, including anxiety, depression and low self-esteem).*

Needs of Specific Disability Not Met - Learning disability

- *At this time non-verbal learning disability have NO supports in place.*
- *I think that some disabilities are at an unfair disadvantage. They are labeled as LD and [do not have an] exact diagnosis...which leads to schools not fully understanding the child's difficulties or certain accommodations they may need...[they do not understand] that these kids aren't lazy!*

Needs of Specific Disability Not Met - Mild disability

- *Special services are strong for high needs, but children with more moderate needs are being ignored.*
- *I feel that special education in my district concentrates on severe disabilities like autism and because my child is mainstreamed with a small (relatively) disability, it is secondary.*

Needs of Specific Disability Not Met - ADD/ADHD

- *Our son has ADD and is in a regular classroom. We found that although he has severe difficulty with writing which is interfering with his ability to learn and keep up with the class, the special education department gives more attention to children they feel have more severe problems.*
- *The school system does not treat my son as though he has a disability. We need special teachers and rooms for the children that are ADHD and don't take medication.*

Instructional and Curricular Concerns

Concerns regarding instruction and curriculum were reported in 13.7% (n=76) of written responses. Most frequently, these parents indicated the need for instruction related to socialization and real life experiences (28.9%, n=22), as well as more individualized instruction (25.0%, n=19). Among districts, parents from Preston provided the greatest percentage (30.0%, n=3) of comments indicating concerns with instruction and curriculum. (See Appendix H.)

Instructional and Curricular Concerns	n	Percent
More Time Devoted to Socialization/Real Life Experiences	22	4.0%
<i>General comments</i>	17	3.1%
<i>Concerns with bullying & distractions of peers with behavioral problems</i>	5	0.9%
More Individualized Instruction Needed	19	3.4%
More Time Needed in Regular Education Classes	10	1.8%
More Should be Expected from Child	9	1.6%
More Special Education/Services Needed	9	1.6%
Further Accommodations Needed	7	1.3%
Instructional and Curricular Concerns: General Comments	5	0.9%
Too Much Emphasis on Testing	3	0.5%
Total	76	13.7%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

More Time Devoted to Socialization/Real Life Experiences

- *The only criticism I have is that I thought the special education teacher did too much of the work for my daughter and in her situation did not focus on some life skills that she needs for being on her own in college.*
- *Even though he works in groups with regular education students he does not have any close friends. I think the school should have programs for all special education students to help them make friends.*

More Individualized Instruction Needed

- *I feel my child needs to be in a smaller classroom with more individual attention and more structure to get the benefit of special ed.*
- *In general, school continues to be structured to teach the prototypical child who learns in the traditional way. Until and unless schools are willing to use innovative methods to enable others to learn their way - it is a process of still trying to fit a square peg into a round hole.*

More Time Needed in Regular Education Classes

- *I disagree strongly that my child be taken out of an academic class for 2 services that can be provided at a better time. The time suits the provider, not the student.*
- *I hope to see him re-enter the general classroom with the help of a 1:1 and special speech and reading classes.*

More Should be Expected from Child

- *My concern is that the teachers tend to "baby" my son. They don't require him to work at his best ability; don't give him the push he needs.*
- *I hoped that if they met his needs with a challenging engaging approach he would have benefited more.*

More Special Education/Services Needed

- *My child's educational experience as a whole has been positive. However, I believe he needs additional services to ensure he is at grade level next year.*
- *My child is staying back in 6th grade because of failing 3 subjects that he does not know. I and my family would like him in a special school (where he would get one on one).*

Further Accommodations Needed

- *I feel my daughter is not getting the proper modifications and special education support this past school year. I had to call re: her not getting tests modified.*
- *Despite the school's own evaluation indicating my child to be a visual learner, no accommodations are provided to help overcome her difficulty in processing oral information.*

Instructional and Curricular Concerns: General Comments

- *The teaching staff also has expectations of her that the children without special needs have difficulty to perform.*
- *While strong support has been given, the child's classroom work did not follow a sequential pattern of learning.*

Too Much Emphasis on Testing

- *Assessments are poorly designed for students with specific learning disabilities. Often times, the content taught is not being assessed. Assessments are too heavy on language and "trick questions."*
- *The last PPT I could not stop admin. from babbling on about test scores. My child needs support services for socialization skills, hidden curriculum skills, etc.*

Dissatisfied with Transition

In 5.2% (n=29) of written responses, parents indicated they were dissatisfied with the transition process. Problems specifically related to the transition from one school year to the next were mentioned most often (65.5%, n=19) in these comments. Among districts, respondents from New Britain offered the greatest percentage (12.1%, n=4) of comments describing dissatisfaction with transition. (See Appendix H.)

Dissatisfied with Transition	n	Percent
From Year to Year	19	3.4%
<i>General comments</i>	5	0.9%
<i>Into high school</i>	4	0.7%
<i>Into 3-5 years</i>	3	0.5%
<i>Out of high school</i>	3	0.5%
<i>Into kindergarten</i>	2	0.4%
<i>Into middle school</i>	2	0.4%
Into Regular Classroom	10	1.8%
<i>Due to Inclusion</i>	9	1.6%
<i>Due to change in disability status</i>	1	0.2%
Total	29	5.2%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

From Year to Year

- *The most important transition from elementary to middle school (6th to 7th) was not followed through as addressed in PPT prior to school year.*
- *On a yearly basis my child's special education teacher (new to him) has to be in-serviced on his needs by me, somehow this information doesn't filter down from the last teacher (same school). There are large gaps in meeting his needs.*

Into Regular Classroom

- *My child was transitioned into regular education classes without adequate preparation, assistance or supports. This led to feelings of inadequacy and low self-esteem.*
- *I don't feel my child was given the skills he needs to successfully transition out of special services next year as planned.*

Concerns with Child's Progress or Future

Among parents who provided written responses, 6.9% (n=38) noted a concern with their child's progress or future. About one-quarter (26.3%, n=10) of these respondents felt their child had made little or no progress. Among districts, respondents from New Britain (12.1%, n=4) and Shelton (11.7%, n=7) provided the greatest percentages of written responses indicating concerns with their child's progress or future. (See Appendix H.)

Concerns with Child's Progress or Future	n	Percent
Concerns with Child's Progress or Future	38	6.9%
<i>General comments</i>	12	2.2%
<i>Little or no progress seen</i>	10	1.8%
<i>Child promoted with little or no progress</i>	8	1.4%
<i>Dissatisfied with post-secondary options</i>	4	0.7%
<i>Child stigmatized by special education label</i>	4	0.7%
Total	38	6.9%

Percent totals are based on the 553 surveys with written responses. Subcodes (in italics) may not add up to the total of the main code (in bold) because respondents could be assigned multiple subcodes.

Concerns with Child's Progress or Future - *General comments*

- *The only problem I have with this service is, once a child reaches their goals, they are unable to continue the program.*
- *He is in 7th grade this year and I fear he's far enough behind he may need to stay back!*

Concerns with Child's Progress or Future - *Little or no progress seen*

- *Not only is there no meaningful program, the children have been traumatized and have learned almost nothing and/or regressed.*
- *Though my grandchild receives support in reading and math skills in conjunction with his regular classroom work, I have not seen any improvement in his overall academic performance in 4th grade.*

Concerns with Child's Progress or Future - *Child promoted with little or no progress*

- *The No Child Left Behind Act is making it so that my son does not get the proper education he needs. All that it is doing is pushing my son forward without him learning.*
- *My child doesn't seem to be learning academically and it worries me they'll pass her through each grade and when she graduates she won't know much and I wonder if she'll be able to live on her own.*

Concerns with Child's Progress or Future - *Dissatisfied with post-secondary options*

- *Career planning has received little attention.*
- *My child is doing better since we moved to USA but I do not think he will be able to work in a real job in the future.*

Concerns with Child's Progress or Future - *Child stigmatized by special education label*

- *We are also concerned that he has been "labeled" as a spec. ed child and is quickly sent away from "big" Kindergarten (reg ed.) or reg. gym classes, etc...back to his spec. ed class because of poor behavior.*
- *My child is ADHD. He is easily distracted and becomes unfocused. I believe less attention is given by a busy teacher and he is even ignored or labeled lazy or not trying.*

Other Comments or Concerns

Comments that could not otherwise be categorized were placed in this category, accounting for 4.5% (n=26) of all written comments.

Other Comments or Concerns	n	Percent
Other Comments	25	4.5%

Percent total is based on the 553 surveys with written responses.

Other Comments

- *Some of these questions do not pertain to my son because he only needs help in speech.*
- *I do not like the fact they are always suspending my child for stupid stuff.*

Comparison of the 2004-2005 and 2005-2006 Parent Surveys

Concerns to Consider

A comparison between the 2004-2005 and 2005-2006 parent surveys should be interpreted with caution due to changes in survey design between the two years.³ (See Appendix C: Parent Survey Development for a complete description of changes.) The most notable difference between the two surveys is a modification in the response scale, changing from a 3-point Likert scale of “Yes”, “Sometimes/Somewhat”, and “No” to this year’s 6-point Likert agreement scale. In addition, 2005-2006 respondents could only answer “Don’t Know” to a select number of statements, while in 2004-2005 “Don’t Know” was offered as a response to all survey statements.

Surveys are constructed to present a single reliable continuum of ordered responses (i.e., a Likert-scale) by placing names, or labels on categories designed to measure preferences. Respondents are then asked to consider the response options, consider their own feelings or opinions, and place themselves in the proper category. Therefore, in analyzing survey data, a number of subjective factors must be kept in mind when interpreting results:

- Respondents will differ in their understanding of what the response categories mean.
- The scale represents a measurement that is relative in that the distribution of people choosing a particular response may depend on the scale that is presented.
- It is not possible to ensure that the distances between the response categories on a particular scale are equal; only the ordering is known.

These subjective factors are magnified in this year-to-year comparison because the two Likert-scales are different in both the labeling of response options and in the number of response options presented. Despite these limitations, a broad comparison between the 2004-2005 and 2005-2006 survey years was included in an attempt to gauge any apparent substantial changes in parent satisfaction between the two years. For the purpose of this comparison, the following table describes how 2005-2006 responses were aggregated and aligned with 2004-2005 parent survey responses.

Parent Survey Response Option	
2004-2005	2005-2006
Yes	Strongly Agree & Moderately Agree
Sometimes/Somewhat	Slightly Agree & Slightly Disagree
No	Strongly Disagree & Moderately Disagree

Note: The "Not Applicable" response was dropped in both years. "Don't Know" was included when it was offered as a response option on the 2005-2006 survey.

³ The same 6-point Likert scale will be used on next year’s survey allowing for a more accurate comparison between survey years.

Overall Comparison

Overall, there were 32 statements in common between the 2004-2005 and 2005-2006 surveys. (See Appendix G: 2004-2005 and 2005-2006 Parent Survey Comparison Table.)

- On 26 statements the percentage of parents who answered ***strongly/moderately agree*** in 2005-2006 was ***greater*** than the percentage of parents who answered ***yes*** in 2004-2005.
- On 6 statements the percentage of parents who answered ***strongly/moderately agree*** in 2005-2006 was ***less*** than the percentage of parents who answered ***yes*** in 2004-2005.

However, in slightly less than half (n=14) of the 32 statements, the difference between those who answered ***strongly/moderately agree*** in 2005-2006 and those who answered ***yes*** in 2004-2005, was ***less*** than 5 percentage points.

- The majority of statements in the section of the survey titled, “Participation in Developing and Implementing My Child’s Program” showed a small year-to-year difference, with 7 of the 9 statements compared changing ***less*** than 5 percentage points.

Areas of Improvement

Considerable improvement, defined as an ***increase*** of greater than 10 percentage points from the percent who answered ***yes*** in 2004-2005 to the percent who answered ***strongly/moderately agree*** in 2005-2006, was seen in approximately one-third (n=10) of the statements compared.

- All statements regarding translation services (n=2) and transition planning for secondary students (n=6) showed a ***greater*** than 10 percentage point increase from year-to-year.
- Two statements from the “Satisfaction with My Child’s Program” section [*Q1: I am satisfied with my child’s overall special education program and Q6: My child’s IEP is meeting his or her education needs*] also showed considerable improvement (***greater*** than 10 percentage points.)
- Lastly, two of the four statements in the “Parent Training and Support” section [*Q35: In the past year, I have attended parent training or information sessions and Q36: I am involved in a support network for parents of student with disabilities*] also demonstrated considerable improvement (***greater*** than 10 percentage points.)
- The percentage of parents who indicated they ***don’t know*** if there is a support network for parents of student with disabilities [Q38] decreased, falling from 38.4% of respondents in 2004-2005 to 32.5% of respondents in 2005-2006.

Areas of Concern

A decline in satisfaction, defined as a difference of **greater** than 5 percentage points from the percent who answered **yes** in 2004-2005 to the percent who answered **strongly/moderately agree** in 2005-2006, was seen on two of the survey statements [Q4: *My child has been sent home from school due to behavioral difficulties* and Q26: *My child has been denied access to non-school sponsored community activities.*]

- The percentage of parents who **strongly/moderately agreed** that their child has been sent home from school due to behavioral difficulties was approximately 10 percentage points **greater** in 2005-2006 than the percentage of parents who answered **yes** to the statement in 2004-2005.
- Parents who **strongly/moderately agreed** that their child has been denied access to non-school sponsored community activities was approximately 6 percentage points **greater** in 2005-2006 than the percentage of parents who answered **yes** to the statement in 2004-2005.

Comparison of Parent Survey Comments

A slightly lower percentage of respondents provided written comments in response to the 2005-2006 Parent Survey (39.9%, n=553) than the 2004-2005 Parent Survey (43.3%, n=710). Overall, topics discussed in parent comments in this year's survey were similar to those written about by last year's Parent Survey respondents. In most cases, the percentage of 2005-2006 Parent Survey comments within each category differed by only one or two percentage points from the 2004-2005 written responses. In a few instances provided below, there were more substantial differences between the two years.

Areas of Improvement

- In 2005-2006, a **smaller** percentage (18.4%) of respondents noted **problems** with services than in 2004-2005 (22.3%).
- In 2005-2006, a **smaller** percentage (6.9%) of respondents noted that they were **concerned** about their child's progress than in 2004-2005 (10.0%).

Areas of Concern

- In 2005-2006, a **smaller** percentage (23.5%) of parents noted that they were **pleased** with staff than in 2004-2005 (27.5%).
- In 2005-2006, a **greater** percentage (20.1%) of parents noted that they were **dissatisfied** with communication and parent support than in 2004-2005 (14.1%).

Appendix A

Parent Work Group Participating Organizations

ARC of Connecticut

African-Caribbean American Parents of Children with Disabilities (AFCAMP)

Connecticut Autism Spectrum Resource Center

Connecticut Coalition for Inclusive Education

Connecticut Council on Developmental Disabilities

Connecticut Office of Protection and Advocacy for Persons with Disabilities

Connecticut Parent Advocacy Center, Inc. (CPAC)

Down Syndrome Congress

University of Connecticut A.J. Pappanikou Center for Developmental Disabilities

Appendix B

CT Special Education Parent Survey Questionnaire



2005 – 2006 CT Special Education Parent Survey

Please share your thoughts and experiences regarding your child’s special education program. Information from this survey will be used to monitor progress in improving special education services in Connecticut.

Please mark the circles below to describe your child. If you have more than one child who receives special education services or who has an IEP, please complete the survey according to your experiences with the child identified on the front of your survey envelope. Please return the completed survey, BY JUNE 5th, in the stamped envelope provided to:

SERC, 25 Industrial Park Road, Middletown, CT 06457-1520.

This information will help determine, as mandated by the U.S. Department of Education, whether the Parent Survey response properly represents the state as a whole. It will not be used to identify you, your child or your family in any way. All of your responses will be confidential. Only an independent evaluator will have direct access to this information.



Age	Gender	Race/Ethnicity <i>[Choose One Only]</i>	Grade Level
3 – 5 <input type="radio"/>	Male <input type="radio"/>	American Indian or Alaskan Native <input type="radio"/>	Pre-school <input type="radio"/>
6 – 12 <input type="radio"/>	Female <input type="radio"/>	Asian or Pacific Islander <input type="radio"/>	Elementary (includes Kindergarten) <input type="radio"/>
13 – 14 <input type="radio"/>		Black not Hispanic <input type="radio"/>	Middle <input type="radio"/>
15 – 17 <input type="radio"/>		Hispanic <input type="radio"/>	High <input type="radio"/>
18 – 21 <input type="radio"/>		White not Hispanic <input type="radio"/>	Transition/18-21 yrs. <input type="radio"/>

Primary Eligibility for Services	
<i>[Choose One Only; Eligibility is listed on Page 1 of your child’s IEP.]</i>	
Autism <input type="radio"/>	Orthopedic Impairment <input type="radio"/>
Deaf-Blindness <input type="radio"/>	Other Health Impairment (OHI) <input type="radio"/>
	ADD/ADHD? <input type="radio"/> Yes <input type="radio"/> No
Developmental Delay (ages 3-5 only) <input type="radio"/>	Speech or Language Impaired <input type="radio"/>
Emotional Disturbance <input type="radio"/>	Traumatic Brain Injury <input type="radio"/>
Hearing Impairment <input type="radio"/>	Visual Impairment <input type="radio"/>
Intellectual Disability/Mental Retardation <input type="radio"/>	To Be Determined <input type="radio"/>
Specific Learning Disabilities <input type="radio"/>	Other _____ <input type="radio"/>
Multiple Disabilities <input type="radio"/>	Don’t Know <input type="radio"/>

Type of Placement <i>[Choose One Only]</i>	
Public School <input type="radio"/>	Out-of-State <input type="radio"/>
Out-of-District Special Education School <input type="radio"/>	Hospital/Homebound <input type="radio"/>
Residential School <input type="radio"/>	Other _____ <input type="radio"/>
Private/Parochial <input type="radio"/>	

Please report your experience with your child’s special education program over the past 12 months.

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Satisfaction with My Child’s Program								
1. I am satisfied with my child’s overall special education program.	○	○	○	○	○	○		○
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.	○	○	○	○	○	○		○
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.	○	○	○	○	○	○		○
6. My child’s IEP is meeting his or her educational needs.	○	○	○	○	○	○	○	○
7. All special education services identified in my child’s IEP have been provided.	○	○	○	○	○	○	○	○
8. Staff is appropriately trained and able to provide my child’s specific program and services.	○	○	○	○	○	○	○	○
9. Special education teachers make accommodations and modifications as indicated on my child’s IEP.	○	○	○	○	○	○	○	○
10. General education teachers make accommodations and modifications as indicated on my child’s IEP.	○	○	○	○	○	○	○	○
11. General education and special education teachers work together to assure that my child’s IEP is being implemented.	○	○	○	○	○	○	○	○
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.	○	○	○	○	○	○		○
13. At meetings to develop my child’s Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	○	○	○	○	○	○		○
14. I understand what is discussed at meetings to develop my child’s IEP.	○	○	○	○	○	○		○
15. My concerns and recommendations are documented in the development of my child’s IEP.	○	○	○	○	○	○		○
16. My child’s evaluation report is written in terms I understand.	○	○	○	○	○	○		○
17. PPT meetings for my child have been scheduled at times and places that met my needs.	○	○	○	○	○	○		○

Please continue →

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	○	○	○	○	○	○		○
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	○	○	○	○	○	○		○
20. I have received a copy of my child's IEP within 5 school days after the PPT.	○	○	○	○	○	○		○
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.	○	○	○	○	○	○	○	○
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	○	○	○	○	○	○		○
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	○	○	○	○	○	○		○
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	○	○	○	○	○	○		○
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	○	○	○	○	○	○	○	○
Transition Planning for Preschoolers								
<i>Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	○	○	○	○	○	○		○
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	○	○	○	○	○	○		○
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	○	○	○	○	○	○	○	○
<i>Answer <u>only</u> if your child was age 13 at his/her last PPT meeting.</i>								
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	○	○	○	○	○	○		○

Please continue →

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
<i>Answer only if your child is age 13 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
<i>Answer only if your child was age 13 or 14 at his/her last PPT meeting.</i>								
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

COMMENTS: Please use this space to comment on your experience with your child's special education program. These comments may refer to your experiences overall and are not limited to the past 12 months.

Thank you for your valuable response!

Appendix C

Parent Survey Development

Changes in Survey Design

In 2004-2005, the first annual Special Education Parent Survey was developed and disseminated by the Connecticut State Department of Education (CSDE), with guidance from the Parent Advisory Work Group. Under the Individuals with Disabilities Education Improvement Act (IDEA), the state must have in place a State Performance Plan (SPP) that evaluates the state's effort to implement the requirements of the IDEA law. In Part B of the SPP, the state is required to report on a total of 20 indicators divided into six categories across special education.⁴ Slight modifications, in consultation with both CSDE and the Work Group, were made to the parent survey for the 2005-2006 school year in order to collect sufficient data for Indicator #8 of the Part B State Performance Plan.

Changes made in an effort to collect sufficient data for the SPP Parent Involvement Indicator #8 included 1) the introduction of a sampling plan for survey distribution; 2) the addition of a district identification code on each questionnaire; 3) a mailing of survey reminder postcards; and 4) the addition of a statement to directly measure the SPP indicator. Questionnaire item #12, as written below, was included as the primary measure for the SPP indicator.

- ***“In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.”***

In addition, small revisions were also made to the survey questionnaire as a result of lessons learned from the previous year. Additional revisions included 1) a change in the primary eligibility for services categories to reflect changes in the Connecticut IEP form as of January 2006; 2) a change from a 3-point to a 6-point Likert scale in order to more accurately measure respondent satisfaction; 3) a change in the respondent's option to answer “Don't Know”⁵; and 4) the addition of supplementary questionnaire items. Additional survey items included:

- *“I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.” [Q2]*
- *“General education and special education teachers work together to assure that my child’s IEP is being implemented.” [Q11]*
- *“My concerns and recommendations are documented in the development of my child’s IEP.” [Q15]*
- *“My child’s evaluation report is written in terms I understand.” [Q16]*

⁴ For more information regarding the State Performance Plan, see *State Performance Plan [Part B-SPP] Revised 2007* (www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/State_Perf_Plan.pdf). Small discrepancies in survey totals may exist between the SPP and this report due to the earlier federal deadline for submission of the SPP. Parent Surveys that were returned at a very late date could not be included in the SPP analysis.

⁵ “Don't Know” was only offered as a response option for factual questions thus encouraging respondents to form an opinion on more subjective statements.

The final version of the survey questionnaire included 1) demographic items related to children's age, gender, race/ethnicity, grade, primary eligibility for services and type of placement; 2) 40 items related to parents' experiences with their child's special education program over the past 12 months; and 3) one open-ended item regarding parents' overall experiences with special education. English and Spanish translations of the questionnaire were provided to all survey recipients. (See Appendix B for a copy of the English version of the 2005-2006 CT Special Education Parent Survey Questionnaire.)

Distribution and Response

Part B of the State Performance Plan mandates the CSDE to survey a statewide representative sample of parents of students with disabilities each year, 2005-2006 through 2011. In order to accomplish this goal, all school districts are to be randomly assigned to one of six data collection years with data collected on all 169 districts in Connecticut by 2011. Districts are randomly selected based on a two-stage stratified sampling approach in order to better provide reliable state and district representative estimates.⁶ Through this approach, 21 school districts were randomly selected to receive the 2005-2006 Special Education Parent Survey.⁷

School districts provided names and mailing addresses to Glen Martin Associates, a program evaluation and research services firm contracted to assist with dissemination and analysis of the survey. All mailings included an introduction letter, survey questionnaire, offer of informational materials from CPAC, and a stamped envelope with a return address to SERC. A postcard reminder was sent to each family one week following the initial mailing of the questionnaire. Recipients were encouraged to return their completed survey or to contact Glen Martin Associates if they had lost and/or needed a new questionnaire. Glen Martin Associates received 24 phone calls requesting that a new survey questionnaire be sent. Confidential survey questionnaires were sent to a total of 6,305 parents of children receiving special education services. Parent Survey responses were received from 1,387 families, a 22.0% response rate.

⁶ For more information regarding the State Sampling Plan, see *State Performance Plan [Part B-SPP] Revised 2007* (www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/State_Perf_Plan.pdf).

⁷ The number of students taken from each district was determined such that the sample drawn would result in a state-representative sample (with a 95% confidence interval, plus or minus a 2% margin of error). This constraint resulted in all students from 19 of the 21 districts being included in the survey. The Waterbury and New Britain school districts were the only 2 districts where sampling occurred.

Appendix D

Demographic Representation of Selected Districts and Survey Respondents

The table on the following page compares the demographic representation of the statewide special education population with demographics from the 2005-2006 Parent Survey responses and demographics from the sample's 21 school districts. The parent survey demographic categories of "Transition (18-21 years)" and "High school" were combined in order to make comparisons across all three populations possible. Similarly, in order to make comparisons more accurate, all primary eligibility parent survey responses were collapsed into categories to align with reporting requirements for the federal Office of Special Education Programs (OSEP).

On the survey questionnaire, respondents were asked to select their child's primary eligibility for services. Eligibility categories were listed to correspond with eligibility categories listed on the state IEP form. Respondents were asked to choose only one category and were referred to the first page of their child's IEP to obtain the correct eligibility category for their child. Of the 1,387 surveys collected, 1,336 respondents chose to answer the primary eligibility for services question. However, 422 respondents, almost one-third of the total, selected anywhere from two to eight primary eligibility categories. For this reason, before aligning parent survey and OSEP eligibility categories, CSDE individually analyzed multiple responses to the disability question in an effort to most accurately classify the information into one eligibility category. In a few cases, it was determined a response could not be reliably recoded and therefore the child was not assigned a disability.

District and statewide 2005-2006 special education data was obtained from the CSDE Office of Research and Evaluation.

Demographic Representation of Selected Districts and Survey Respondents (con't)

Demographic Category	Parent Survey Response (2005-2006)		Sample Districts Special Education Totals (2005-2006)		Connecticut Special Education Totals (2005-2006)	
	n	Percent	n	Percent	n	Percent
Child's Age						
3 to 5	197	14.7%	1,179	12.5%	7,889	11.0%
6 to 12	640	47.7%	4,438	47.1%	32,791	45.6%
13 to 14	200	14.9%	1,534	16.3%	11,322	15.7%
15 to 17	235	17.5%	1,878	19.9%	16,165	22.5%
18 to 21	71	5.3%	398	4.2%	3,789	5.3%
Child's Grade						
Preschool	165	12.3%	770	8.2%	5,233	7.3%
Elementary	528	39.5%	3,737	39.6%	26,866	37.3%
Middle	344	25.7%	2,336	24.8%	17,145	23.8%
High	301	22.5%	2,584	27.4%	22,712	31.6%
Child's Gender						
Male	926	69.2%	6492	68.9%	49,839	69.3%
Female	413	30.8%	2935	31.1%	22,117	30.7%
Child's Race						
White not Hispanic	947	72.9%	4,811	51.0%	46,571	64.7%
Hispanic	168	12.9%	2731	29.0%	12,532	17.4%
Black not Hispanic	130	10.0%	1747	18.5%	11,513	16.0%
Asian or Pacific Islander	31	2.4%	93	1.0%	1,061	1.5%
Am. Indian or Alaskan Native	23	1.8%	45	0.5%	279	0.4%
Child's Primary Eligibility						
Specific Learning Disabilities	386	29.4%	3,068	32.5%	24,552	34.1%
Mental Retardation (ID/MR)	63	4.8%	442	4.7%	2,990	4.2%
Emotional Disturbance	63	4.8%	795	8.4%	6,584	9.2%
Speech/Language Impairment	231	17.6%	1,955	20.7%	15,492	21.5%
Other Disability	117	8.9%	460	4.9%	3,775	5.2%
Other Health Impairment	248	18.9%	1,462	15.5%	11,050	15.4%
Autism	146	11.1%	433	4.6%	3,266	4.5%
Uncategorized	58	4.4%	812	8.6%	4,247	5.9%

Other Disability includes Hearing Impairment, Visual Impairment, Deaf-Blindness, Multiple Disabilities, Orthopedic Impairment, and Traumatic Brain Injury. Uncategorized for parent survey responses includes Developmental Delay, To Be Determined and Don't Know. Uncategorized at the state and district level includes only Developmental Delay.

Demographic Representation of Selected Districts and Survey Respondents (con't)

Demographic categories for the 21-district sample and parent survey responses were analyzed to determine significant differences from the statewide special education population. Statistical significance testing, such as the one-sample test of proportions used here, is often invoked to test if a sample approximates a random, representative sample of the population. However, two factors must be considered in this approximation: the sample design (such as clustering of the data at the district level) and simultaneous multiple hypothesis testing (such as making multiple comparisons between disability categories). Ignoring these factors causes standard errors to be underestimated, p-values to be inflated, and may lead to a finding of statistical significance when there is in fact none. In order to adequately assess statistical significance, all results reported in this section include the necessary corrections to sufficiently address these problems.⁸

Two other aspects of statistical significance testing should also be considered: 1) a finding of significance can be highly influenced by sample size and 2) a significant result tells us very little about the relative impact of differences discovered between sample and population demographics. Effect size (ES), a method of estimating practical significance, does provide a measure of the magnitude of a treatment effect and therefore serves as a good complement to tests of statistical significance. Effect size is also less dependent on sample size. The table below reports results on the representation of the 21-district sample and parent survey responses. The p-value, a determination of statistical significance, and the effect size of statistically significant results are listed⁹. Although all demographic categories were tested, only demographic categories where statistically significant differences were found are reported.

⁸ All techniques used in the analysis and interpretation of sample representativeness align with technical standards set forth by the What Works Clearinghouse. The WWC, established in 2002 by the U.S. Department of Education, collects, screens, and identifies studies of effectiveness of educational interventions. A discussion of technical standards and a description of the analysis employed in this report can be found at (www.whatworks.ed.gov/reviewprocess/conducted_computations.pdf).

⁹ The interpretation of effect size strength uses benchmarks established by Cohen, J. *Statistical power analysis for the behavioral sciences*, 2nd Edition (Hillsdale, NJ: Erlbaum, 1998). Cohen labeled ES=0.1 as small, ES=0.3 as medium, and ES=0.5 as large.

Demographic Representation of Selected Districts and Survey Respondents (con't)

Demographic Category	21-District Sample				Parent Survey Responses			
	P-value	Sig.	ES	Strength	P-value	Sig.	ES	Strength
Child's Age								
15 to 17	0.02	Yes	0.02	Small	0.10	No	-	-
18 to 21	0.06	Yes	0.02	Small	0.99	No	-	-
Child's Grade								
Preschool	0.19	No	-	-	0.01	Yes	0.07	Small
Elementary	0.07	Yes	0.02	Small	0.58	No	-	-
High	0.00	Yes	0.04	Small	0.00	Yes	0.08	Small
Child's Race								
White not Hispanic	0.00	Yes	0.11	Medium	0.02	Yes	0.02	Small
Hispanic	0.00	Yes	0.12	Medium	0.12	No	-	-
Black not Hispanic	0.01	Yes	0.03	Small	0.03	Yes	0.02	Small
Am. Indian or Alaskan Native	0.55	No	-	-	0.00	Yes	0.03	Small
Child's Primary Eligibility								
Emotional Disturbance	0.29	No	-	-	0.04	Yes	0.02	Small
Other Disability	0.61	No	-	-	0.02	Yes	0.02	Small
Autism	0.85	No	-	-	0.00	Yes	0.04	Small
Uncategorized	0.00	Yes	0.04	Small	0.40	No	-	-

The Effect Size (ES) correlation was computed using results from the one-sample proportion test. The interpretation of effect size strength uses benchmarks established by Cohen (1988). Cohen labeled ES=0.1 as small, ES=0.3 as medium, and ES=0.5 as large.

Examining the representativeness of the 21-district sample shows the greatest differences between the sample and state population occurred in the race/ethnicity demographic. White, not Hispanic special education students were underrepresented in the sample while Hispanic students and Black not Hispanic students were overrepresented. Significant differences also existed in the child's age category with ages 15 to 17 and ages 18 to 21 being underrepresented in the sample. Similarly in the child's grade category, elementary students were overrepresented and high school students were underrepresented in the sample. The only primary eligibility category with significant differences between the 21-district sample and the statewide population was in the uncategorized grouping. All effect sizes, with the exception of White not Hispanic and Hispanic were below the benchmark for a small effect, indicating that differences in the demographic categories are of modest practical importance.

Analysis of the representativeness of parent survey responses showed that all statistically significant differences between survey responses and the statewide population were below the benchmark for a small effect size. As in the 21-district sample, high school students were underrepresented in survey responses¹⁰. However, despite the overrepresentation of Hispanic students in the 21-district sample, this population was underrepresented in parent survey responses. Similarly, White not Hispanic students were overrepresented in the parent survey responses despite being underrepresented in the sample. The largest difference in the child's primary eligibility category was an overrepresentation in the sample of children with autism.

¹⁰ High school parents are typically less likely to complete and return surveys than parents of younger children. The sample design attempted to correct for this by over-sampling high school parents.

Appendix E

Parent Survey Summary Response without “Not Applicable”

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	1,355	43.1%	30.1%	10.3%	3.7%	5.7%	7.1%	-
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,361	58.5%	24.5%	9.2%	2.7%	2.7%	2.4%	-
3. My child's school day has been shortened to accommodate his/her transportation needs.	380	19.7%	10.3%	7.4%	6.3%	2.9%	53.4%	-
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	543	10.7%	6.6%	7.0%	1.5%	2.8%	71.5%	-
5. My child is accepted within the school community.	1,334	61.2%	22.3%	8.7%	2.6%	2.6%	2.6%	-
6. My child's IEP is meeting his or her educational needs.	1,352	42.8%	29.9%	10.4%	4.4%	5.1%	6.4%	1.0%
7. All special education services identified in my child's IEP have been provided.	1,356	48.8%	24.9%	9.7%	5.4%	3.4%	5.1%	2.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	1,365	48.6%	23.5%	9.6%	4.4%	4.8%	6.4%	2.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,323	54.9%	24.4%	8.7%	3.6%	2.7%	3.4%	2.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,255	45.8%	25.7%	10.2%	5.4%	3.5%	5.3%	4.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,280	48.5%	23.5%	11.0%	4.4%	4.0%	4.8%	3.8%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,334	47.6%	25.6%	13.7%	4.0%	3.4%	5.8%	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,355	63.0%	19.5%	8.0%	3.3%	2.4%	3.8%	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	1,359	66.2%	22.1%	6.8%	2.9%	0.8%	1.2%	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	1,335	54.9%	23.7%	10.7%	4.1%	2.7%	3.8%	0.0%

Parent Survey Summary Response without “Not Applicable” (con’t)

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don’t Know
Participation in Developing and Implementing My Child’s Program (continued)								
16. My child's evaluation report is written in terms I understand.	1,364	56.9%	24.4%	11.0%	2.6%	2.7%	2.3%	-
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,363	65.7%	18.2%	6.7%	3.2%	2.5%	3.7%	-
18. At my child’s PPT, the school district proposed programs and services to meet my child’s <u>individual</u> needs.	1,338	48.7%	26.5%	10.8%	4.3%	3.6%	6.2%	-
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.	1,347	50.4%	25.2%	10.7%	5.3%	3.9%	4.4%	-
20. I have received a copy of my child’s IEP within 5 school days after the PPT.	1,340	65.1%	19.3%	6.0%	3.1%	2.1%	4.4%	-
21. If necessary, a translator was provided at the PPT meetings.	178	65.7%	19.1%	5.6%	3.4%	1.1%	5.1%	-
22. The translation services provided at the PPT meetings were useful and accurate.	185	65.4%	21.6%	7.0%	2.2%	1.6%	2.2%	-
23. The school district proposed the regular classroom for my child as the first placement option.	1,168	61.0%	15.6%	5.2%	1.9%	2.1%	7.0%	7.2%
My Child’s Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	1,303	80.8%	10.6%	3.1%	1.6%	1.1%	2.8%	-
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,189	75.2%	9.8%	3.9%	2.3%	1.6%	7.3%	-
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	794	8.2%	4.3%	3.0%	4.7%	4.5%	75.3%	-
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	733	30.6%	15.1%	6.7%	4.9%	4.9%	19.9%	17.9%

Parent Survey Summary Response without “Not Applicable” (con’t)

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don’t Know
Transition Planning for Preschoolers								
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	291	57.4%	19.6%	7.9%	3.8%	4.8%	6.5%	-
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	446	42.2%	28.0%	9.6%	5.8%	4.7%	9.6%	-
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	341	30.2%	18.8%	7.9%	3.2%	4.4%	15.5%	19.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	173	33.5%	19.7%	11.6%	6.9%	8.1%	20.2%	-
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	487	56.3%	16.6%	9.0%	3.3%	2.3%	12.5%	-
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	218	47.2%	19.7%	7.8%	2.3%	6.0%	17.0%	-
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	274	39.8%	23.7%	8.0%	5.5%	2.6%	20.4%	-
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	816	22.9%	9.3%	7.4%	4.7%	3.6%	52.2%	-
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	774	17.6%	5.6%	8.3%	6.1%	5.2%	57.4%	-

Parent Survey Summary Response without “Not Applicable” (con’t)

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don’t Know
Parent Training and Support (continued)								
37. There are opportunities for parent training or information sessions regarding special education provided by my child’s school district.	1,103	17.3%	12.3%	9.3%	4.2%	4.1%	23.9%	28.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,073	19.9%	12.4%	7.7%	3.3%	2.5%	21.6%	32.5%
My Child’s Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	1,248	49.8%	25.1%	10.6%	5.0%	3.7%	5.8%	-
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,171	53.8%	21.9%	11.3%	5.0%	3.0%	5.1%	-

Appendix F

Selection Bias in Open-Ended Comments

In summarizing open-ended responses, the role of selection-bias and the number of open-ended responses (in this case, representing the opinions of less than one-half of all survey respondents) should always be considered. A bias occurs when self-selection (those who choose to comment) is in some way dependent on the demographic or attitudinal characteristics of the respondent.

All categories in the demographic categories of age, grade, gender, and race were analyzed. In addition, respondents who answered the English version of the survey were compared to respondents who answered the Spanish version of the survey. Demographic categories with a statistically significant difference ($p < .05$) between respondents with comments and respondents without comments are listed in the table below. Race was the only demographic characteristic that showed a significant difference; *White not Hispanic* respondents were significantly *more likely* to comment in the open-ended section while *Hispanic* and *Asian* respondents were significantly *less likely* to comment.

Demographic Characteristic	All Respondents	Respondents with Comments	Respondents with No Comments
Hispanic	12.9%	10.2%	14.7%
Asian	2.4%	1.3%	3.1%
White not Hispanic	72.9%	78.1%	69.5%

Demographic characteristics with a significant statistical difference ($p < .05$) between survey respondents who commented in the open-ended section and those who did not comment in the open-ended section.

Self-selection bias, as a result of attitudinal characteristics of the two groups, was examined using two of the Likert-type questions from the survey as proxies for satisfaction. Given the time and effort the open-ended section requires, the discontented may have a stronger incentive to comment than those who are generally pleased with their child's current special education program. The first question of the survey was used as a proxy for general satisfaction with the child's program and question twelve was used as a proxy for satisfaction with the school's facilitation of parental involvement. In each question, respondents who *disagreed* with the statement were significantly *more likely* to comment in the open-ended section than those respondents who *agreed* with the statement.

<i>Q1. I am satisfied with my child's overall special education program.</i>	All Respondents (n=1,360)	Respondents with Comments (n=538)	Respondents with No Comments (n=821)
Strongly Agree*	42.9%	35.9%	47.5%
Moderately Agree	30.0%	27.9%	31.4%
Slightly Agree	10.3%	11.7%	9.4%
Slightly Disagree*	3.7%	5.0%	2.8%
Moderately Disagree	5.7%	6.9%	4.9%
Strongly Disagree*	7.1%	12.3%	3.7%

*Response categories with a significant statistical difference ($p < .05$) between survey respondents who commented in the open-ended section and those who did not comment in the open-ended section.

<i>Q12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.</i>	All Respondents (n=1,360)	Respondents with Comments (n=544)	Respondents with No Comments (n=815)
Strongly Agree*	46.7%	38.8%	51.9%
Moderately Agree	25.1%	24.8%	25.3%
Slightly Agree	13.5%	15.4%	12.1%
Slightly Disagree	3.9%	5.0%	3.2%
Moderately Disagree*	3.3%	4.8%	2.3%
Strongly Disagree*	5.7%	8.8%	3.6%

*Response categories with a significant statistical difference ($p < .05$) between survey respondents who commented in the open-ended section and those who did not comment in the open-ended section.

Although this evidence of self-selection bias with respect to respondent satisfaction is important, it should not overshadow the benefits of gathering information through open-ended questions. In written responses, respondents can voice areas of individual concern or celebration and offer evidence of hard-to-measure or unanticipated outcomes. Open-ended responses provide an additional source of information that cannot always be addressed in the quantitative design alone and allows for further in-depth analysis regarding respondents' thoughts, opinions, feelings and experiences. The summary of open-ended responses in this report offers additional insight into parents' experience with their child's special education program. However, the role of self-selection and the number of open-ended responses (representing the opinions of less than one-half of all survey respondents) should be considered by the reader.

Appendix G

2004-2005 and 2005-2006 Parent Survey Comparison Table

<i>Survey Question</i>	<i>2005-2006 Parent Survey Response</i>					<i>2004-2005 Parent Survey Response</i>				
	<i>n</i>	<i>Strongly Agree - Moderately Agree</i>	<i>Slightly Agree - Slightly Disagree</i>	<i>Strongly Disagree - Moderately Disagree</i>	<i>Don't Know</i>	<i>n</i>	<i>Yes</i>	<i>Sometimes - Somewhat</i>	<i>No</i>	<i>Don't Know</i>
Satisfaction with My Child's Program										
1. <i>I am satisfied with my child's overall special education program. [q1]</i>	1,355	73.2%	14.0%	12.8%	-	1,613	59.6%	30.8%	9.7%	-
3. <i>My child's school day has been shortened to accommodate his/her transportation needs. [q6]</i>	380	30.0%	13.7%	56.3%	-	946	10.1%	2.5%	87.3%	-
4. <i>My child has been sent home from school due to behavioral difficulties (not considered suspension). [q7]</i>	543	17.3%	8.5%	74.2%	-	1,371	7.4%	2.3%	90.2%	-
5. <i>My child is accepted within the school community. [q9]</i>	1,334	83.4%	11.3%	5.2%	-	1,575	82.2%	15.0%	2.8%	-
6. <i>My child's IEP is meeting his or her educational needs. [q2]</i>	1,352	72.6%	14.9%	11.6%	1.0%	1,619	56.5%	31.3%	9.0%	3.3%
7. <i>All special education services identified in my child's IEP have been provided. [q3]</i>	1,356	73.7%	15.0%	8.5%	2.7%	1,611	66.2%	21.0%	7.9%	5.0%
Participation in Developing and Implementing My Child's Program										
13. <i>At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns. [q15]</i>	1,355	82.5%	11.3%	6.2%	-	1,602	87.2%	10.6%	2.2%	-
14. <i>I understand what is discussed at meetings to develop my child's IEP. [q14]</i>	1,359	88.4%	9.6%	2.0%	-	1,614	85.5%	13.2%	1.3%	-
17. <i>PPT meetings for my child have been scheduled at times and places that met my needs. [q11]</i>	1,363	83.9%	10.0%	6.2%	-	1,616	83.3%	12.6%	4.4%	-
18. <i>At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [q17]</i>	1,338	75.2%	15.0%	9.8%	-	1,552	73.6%	20.2%	6.3%	-
19. <i>When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers. [q13]</i>	1,347	75.6%	16.0%	8.3%	-	1,581	74.4%	20.7%	4.9%	-
20. <i>I have received a copy of my child's IEP within 5 school days after the PPT. [q18]</i>	1,340	84.4%	9.1%	6.5%	-	1,564	87.3%	7.7%	5.1%	-

Note: Question numbers at the beginning of each statement reflect placement on the 2005-2006 Parent Survey. Question numbers in [] at the end of the statement represent placement on the 2004-2005 Parent Survey.

2004-2005 and 2005-2006 Parent Survey Comparison Table (con't)

Survey Question	2005-2006 Parent Survey Response					2004-2005 Parent Survey Response				
	n	Strongly Agree - Moderately Agree	Slightly Agree - Slightly Disagree	Strongly Disagree - Moderately Disagree	Don't Know	n	Yes	Sometimes - Somewhat	No	Don't Know
Participation in Developing and Implementing My Child's Program										
21. <i>If necessary, a translator was provided at the PPT meetings. [q19]</i>	178	84.8%	9.0%	6.2%	-	287	64.8%	5.6%	29.6%	-
22. <i>The translation services provided at PPT meetings were useful and accurate. [q20]</i>	185	87.0%	9.2%	3.8%	-	274	69.3%	13.5%	17.2%	-
23. <i>The school district proposed the regular classroom for my child as the first placement option. [q16]</i>	1,168	76.6%	7.1%	9.1%	7.2%	1,492	73.8%	6.8%	13.6%	5.8%
My Child's Participation										
24. <i>My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports). [q21]</i>	1,303	91.4%	4.8%	3.8%	-	1,523	91.3%	6.7%	2.0%	-
25. <i>My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [q22]</i>	1,189	84.9%	6.1%	8.9%	-	1,413	86.1%	5.7%	8.3%	-
26. <i>My child has been denied access to non-school sponsored community activities due to his/her disability. [q24]</i>	794	12.5%	7.7%	79.8%	-	1,202	6.2%	3.5%	90.3%	-
27. <i>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). [q23]</i>	733	45.7%	11.6%	24.8%	17.9%	998	50.2%	9.1%	22.3%	18.4%
Transition Planning for Preschoolers										
28. <i>I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.) [q25]</i>	291	77.0%	11.7%	11.3%	-	315	69.2%	14.9%	15.9%	-
Transition Planning for Secondary Students										
29. <i>I am satisfied with the way secondary transition services were implemented for my child. [q31]</i>	446	70.2%	15.5%	14.3%	-	334	51.5%	26.0%	22.5%	-
30. <i>When appropriate, outside agencies have been invited to participate in secondary transition planning. [q30]</i>	341	49.0%	11.1%	19.9%	19.9%	371	36.7%	8.1%	34.0%	21.3%
31. <i>My child is age 13 and the PPT introduced planning for his/her transition to adulthood. [q26]</i>	173	53.2%	18.5%	28.3%	-	177	44.6%	10.2%	45.2%	-

Note: Question numbers at the beginning of each statement reflect placement on the 2005-2006 Parent Survey. Question numbers in [] at the end of the statement represent placement on the 2004-2005 Parent Survey.

2004-2005 and 2005-2006 Parent Survey Comparison Table (con't)

Survey Question	2005-2006 Parent Survey Response					2004-2005 Parent Survey Response				
	n	Strongly Agree - Moderately Agree	Slightly Agree - Slightly Disagree	Strongly Disagree - Moderately Disagree	Don't Know	n	Yes	Sometimes - Somewhat	No	Don't Know
Transition Planning for Secondary Students										
32. <i>The school district actively encourages my child to attend and participate in PPT meetings. (Answer only if your child is age 13 or older.) [q27]</i>	487	72.9%	12.3%	14.8%	-	355	65.6%	11.5%	22.8%	-
33. <i>My child is age 13 or 14 and the PPT discussed an appropriate course of study at the high school. (Answer only if your child was age 13 or 14 at his/her last PPT meeting.) [q28]</i>	218	67.0%	10.1%	22.9%	-	251	54.2%	11.2%	34.7%	-
34. <i>My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer only if your child is age 15 or older.) [q29]</i>	274	63.5%	13.5%	23.0%	-	238	49.2%	16.4%	34.5%	-
Parent Training and Support										
35. <i>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. [q33]</i>	816	32.2%	12.0%	55.8%	-	1,350	16.4%	4.4%	79.2%	-
36. <i>I am involved in a support network for parents of students with disabilities available through my school district or other sources. [q35]</i>	774	23.1%	14.3%	62.5%	-	1,342	11.8%	4.8%	83.4%	-
37. <i>There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [q32]</i>	1,103	29.6%	13.5%	28.0%	28.8%	1,447	30.3%	14.4%	26.3%	29.1%
38. <i>A support network for parents of students with disabilities is available to me through my school district or other sources. [q34]</i>	1,073	32.3%	11.0%	24.1%	32.5%	1,409	26.2%	6.8%	28.6%	38.4%
My Child's Skills										
39. <i>My child is learning skills that will enable him/her to be as independent as possible. [q36]</i>	1,248	74.9%	15.5%	9.5%	-	1,439	70.8%	21.8%	7.4%	-
40. <i>My child is learning skills that will lead to a high school diploma, further education, or a job. [q37]</i>	1,171	75.7%	16.2%	8.1%	-	1,301	74.6%	17.6%	7.8%	-

Note: Question numbers at the beginning of each statement reflect placement on the 2005-2006 Parent Survey. Question numbers in [] at the end of the statement represent placement on the 2004-2005 Parent Survey.

Appendix H.a
Ashford Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	18	38.9%	50.0%	0.0%	0.0%	5.6%	5.6%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	19	73.7%	21.1%	0.0%	0.0%	0.0%	5.3%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	0.0%	5.0%	0.0%	0.0%	0.0%	5.0%	-	90.0%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	19	0.0%	10.5%	0.0%	0.0%	0.0%	26.3%	-	63.2%
5. My child is accepted within the school community.	20	60.0%	35.0%	0.0%	0.0%	5.0%	0.0%	-	0.0%
6. My child's IEP is meeting his or her educational needs.	20	55.0%	25.0%	5.0%	0.0%	10.0%	0.0%	5.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	19	42.1%	26.3%	5.3%	10.5%	5.3%	5.3%	5.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	19	42.1%	31.6%	0.0%	5.3%	10.5%	5.3%	5.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	20	50.0%	30.0%	5.0%	0.0%	5.0%	5.0%	0.0%	5.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	60.0%	20.0%	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	20	55.0%	20.0%	5.0%	0.0%	5.0%	5.0%	0.0%	10.0%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	20	50.0%	30.0%	15.0%	5.0%	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.	20	55.0%	25.0%	10.0%	0.0%	5.0%	5.0%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	19	68.4%	21.1%	5.3%	0.0%	0.0%	5.3%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	19	47.4%	10.5%	21.1%	5.3%	0.0%	15.8%	-	0.0%

Appendix H.a (con't)
Ashford Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	20	50.0%	45.0%	0.0%	0.0%	0.0%	5.0%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	20	60.0%	30.0%	10.0%	0.0%	0.0%	0.0%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	20	50.0%	20.0%	15.0%	5.0%	5.0%	5.0%	-	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.	20	55.0%	20.0%	5.0%	15.0%	0.0%	5.0%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	20	70.0%	15.0%	15.0%	0.0%	0.0%	0.0%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	20	5.0%	0.0%	0.0%	5.0%	0.0%	0.0%	-	90.0%
22. The translation services provided at the PPT meetings were useful and accurate.	20	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	90.0%
23. The school district proposed the regular classroom for my child as the first placement option.	19	52.6%	5.3%	0.0%	0.0%	15.8%	5.3%	10.5%	10.5%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	20	85.0%	15.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	20	70.0%	10.0%	5.0%	0.0%	5.0%	5.0%	-	5.0%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	20	0.0%	0.0%	5.0%	5.0%	0.0%	45.0%	-	45.0%
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	20	20.0%	15.0%	0.0%	5.0%	0.0%	10.0%	10.0%	40.0%

Appendix H.a (con't)
Ashford Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	9	22.2%	0.0%	0.0%	0.0%	0.0%	22.2%	-	55.6%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	13	7.7%	23.1%	0.0%	7.7%	7.7%	7.7%	-	46.2%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	14	14.3%	14.3%	0.0%	7.1%	0.0%	14.3%	7.1%	42.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	7	0.0%	0.0%	0.0%	14.3%	0.0%	14.3%	-	71.4%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	8	0.0%	0.0%	0.0%	0.0%	12.5%	25.0%	-	62.5%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	8	0.0%	0.0%	0.0%	0.0%	12.5%	12.5%	-	75.0%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	19	5.3%	0.0%	5.3%	5.3%	0.0%	47.4%	-	36.8%
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%	0.0%	10.5%	5.3%	52.6%	-	26.3%

Appendix H.a (con't)
Ashford Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	19	5.3%	5.3%	10.5%	5.3%	5.3%	31.6%	26.3%	10.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	20	5.0%	5.0%	10.0%	0.0%	0.0%	30.0%	35.0%	15.0%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	20	40.0%	25.0%	15.0%	10.0%	0.0%	5.0%	-	5.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	18	44.4%	22.2%	11.1%	5.6%	0.0%	5.6%	-	11.1%

Appendix H.a (con't)
Ashford Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	1	10.0%
Pleased with Staff	1	10.0%
Pleased with Communication and Parent Support	1	10.0%
Some what Satisfied	2	20.0%
Change in Satisfaction	1	10.0%
<i>Dissatisfied Previously, Now Satisfied</i>	1	10.0%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	4	40.0%
Problems with Staff	3	30.0%
Problems with Communication and Parent Support	5	50.0%
Problems with Services	1	10.0%
Need for Additional Activities/Services	0	0.0%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	1	10.0%
Dissatisfied with Transition	1	10.0%
Concerns with Child's Progress or Future	1	10.0%
Other Comments or Concerns	1	10.0%
Total	10	100.0%

Percent totals are based on the 10 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.b

Canton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	48	39.6%	35.4%	6.3%	0.0%	4.2%	14.6%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	48	58.3%	25.0%	4.2%	2.1%	6.3%	4.2%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	48	2.1%	0.0%	0.0%	0.0%	0.0%	2.1%	-	95.8%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	2.2%	0.0%	4.4%	0.0%	0.0%	20.0%	-	73.3%
5. My child is accepted within the school community.	48	52.1%	29.2%	8.3%	6.3%	2.1%	0.0%	-	2.1%
6. My child's IEP is meeting his or her educational needs.	48	37.5%	37.5%	4.2%	4.2%	6.3%	10.4%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	48	60.4%	14.6%	6.3%	6.3%	4.2%	6.3%	0.0%	2.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	48	50.0%	27.1%	0.0%	2.1%	10.4%	8.3%	0.0%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	48	58.3%	25.0%	8.3%	2.1%	2.1%	4.2%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	47	42.6%	29.8%	6.4%	4.3%	6.4%	4.3%	0.0%	6.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	48	52.1%	20.8%	2.1%	4.2%	8.3%	6.3%	2.1%	4.2%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	48	56.3%	20.8%	12.5%	2.1%	6.3%	2.1%	-	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	48	66.7%	12.5%	8.3%	2.1%	6.3%	4.2%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	48	77.1%	16.7%	6.3%	0.0%	0.0%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	48	64.6%	14.6%	10.4%	2.1%	4.2%	4.2%	-	0.0%

Appendix H.b (con't)
Canton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	48	62.5%	22.9%	8.3%	2.1%	0.0%	4.2%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	48	60.4%	25.0%	6.3%	0.0%	4.2%	4.2%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	48	50.0%	29.2%	6.3%	2.1%	8.3%	2.1%	-	2.1%
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.	48	60.4%	18.8%	10.4%	2.1%	6.3%	2.1%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	48	66.7%	25.0%	6.3%	0.0%	0.0%	2.1%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	48	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
22. The translation services provided at the PPT meetings were useful and accurate.	48	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
23. The school district proposed the regular classroom for my child as the first placement option.	47	59.6%	10.6%	0.0%	0.0%	2.1%	4.3%	6.4%	17.0%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	48	89.6%	4.2%	4.2%	0.0%	0.0%	0.0%	-	2.1%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	47	89.4%	2.1%	6.4%	0.0%	0.0%	0.0%	-	2.1%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	46	2.2%	2.2%	2.2%	0.0%	0.0%	50.0%	-	43.5%
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	47	8.5%	2.1%	0.0%	2.1%	2.1%	6.4%	14.9%	63.8%

Appendix H.b (con't)
Canton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	24	33.3%	8.3%	0.0%	0.0%	0.0%	8.3%	-	50.0%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	31	25.8%	29.0%	0.0%	0.0%	6.5%	9.7%	-	29.0%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	31	3.2%	16.1%	0.0%	0.0%	0.0%	12.9%	3.2%	64.5%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	21	14.3%	19.0%	4.8%	0.0%	4.8%	4.8%	-	52.4%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	28	42.9%	10.7%	10.7%	0.0%	0.0%	3.6%	-	32.1%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	23	8.7%	8.7%	13.0%	0.0%	0.0%	4.3%	-	65.2%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	22	13.6%	18.2%	4.5%	4.5%	0.0%	4.5%	-	54.5%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	47	12.8%	6.4%	2.1%	4.3%	2.1%	38.3%	-	34.0%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	47	8.5%	2.1%	2.1%	4.3%	2.1%	42.6%	-	38.3%

Appendix H.b (con't)
Canton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	46	4.3%	6.5%	4.3%	8.7%	6.5%	28.3%	26.1%	15.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	47	8.5%	2.1%	6.4%	8.5%	0.0%	19.1%	36.2%	19.1%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	47	40.4%	34.0%	6.4%	2.1%	2.1%	4.3%	-	10.6%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	45	51.1%	24.4%	6.7%	0.0%	2.2%	4.4%	-	11.1%

Appendix H.b (con't)
Canton Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	4	16.0%
Pleased with Staff	6	24.0%
Pleased with Communication and Parent Support	3	12.0%
Some what Satisfied	3	12.0%
Change in Satisfaction	3	12.0%
<i>Dissatisfied Previously, Now Satisfied</i>	3	12.0%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	7	28.0%
Problems with Staff	5	20.0%
Problems with Communication and Parent Support	6	24.0%
Problems with Services	4	16.0%
Need for Additional Activities/Services	0	0.0%
Needs of Specific Disability Not Met	4	16.0%
Instructional and Curricular Concerns	4	16.0%
Dissatisfied with Transition	1	4.0%
Concerns with Child's Progress or Future	1	4.0%
Other Comments or Concerns	0	0.0%
Total	25	100.0%

Percent totals are based on the 25 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.c

Derby Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	41	34.1%	34.1%	7.3%	2.4%	7.3%	9.8%	-	4.9%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	61.0%	22.0%	9.8%	2.4%	2.4%	0.0%	-	2.4%
3. My child's school day has been shortened to accommodate his/her transportation needs.	40	2.5%	0.0%	2.5%	2.5%	0.0%	15.0%	-	77.5%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	40	5.0%	0.0%	7.5%	0.0%	0.0%	35.0%	-	52.5%
5. My child is accepted within the school community.	41	63.4%	12.2%	9.8%	4.9%	0.0%	4.9%	-	4.9%
6. My child's IEP is meeting his or her educational needs.	41	36.6%	31.7%	9.8%	0.0%	4.9%	12.2%	0.0%	4.9%
7. All special education services identified in my child's IEP have been provided.	41	51.2%	19.5%	9.8%	4.9%	2.4%	7.3%	0.0%	4.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	51.2%	17.1%	7.3%	0.0%	4.9%	14.6%	0.0%	4.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	43.9%	26.8%	14.6%	4.9%	0.0%	2.4%	2.4%	4.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	41	24.4%	24.4%	14.6%	4.9%	2.4%	2.4%	4.9%	22.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	41	34.1%	19.5%	12.2%	7.3%	2.4%	2.4%	4.9%	17.1%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	41	53.7%	19.5%	9.8%	4.9%	2.4%	4.9%	-	4.9%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	40	52.5%	22.5%	5.0%	2.5%	5.0%	5.0%	-	7.5%
14. I understand what is discussed at meetings to develop my child's IEP.	41	58.5%	22.0%	4.9%	0.0%	2.4%	7.3%	-	4.9%
15. My concerns and recommendations are documented in the development of my child's IEP.	40	47.5%	27.5%	7.5%	2.5%	0.0%	7.5%	-	7.5%

Appendix H.c (con't)
Derby Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	41	51.2%	26.8%	2.4%	4.9%	4.9%	4.9%	-	4.9%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	40	52.5%	20.0%	10.0%	5.0%	5.0%	2.5%	-	5.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	40	37.5%	22.5%	20.0%	0.0%	2.5%	12.5%	-	5.0%
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	40	55.0%	17.5%	10.0%	7.5%	2.5%	2.5%	-	5.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	39	66.7%	17.9%	7.7%	0.0%	0.0%	2.6%	-	5.1%
21. If necessary, a translator was provided at the PPT meetings.	39	2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	-	94.9%
22. The translation services provided at the PPT meetings were useful and accurate.	39	2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	-	94.9%
23. The school district proposed the regular classroom for my child as the first placement option.	39	35.9%	17.9%	7.7%	2.6%	0.0%	5.1%	5.1%	25.6%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	40	62.5%	15.0%	7.5%	0.0%	0.0%	2.5%	-	12.5%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	40	42.5%	5.0%	12.5%	0.0%	0.0%	15.0%	-	25.0%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	39	2.6%	2.6%	2.6%	5.1%	0.0%	35.9%	-	51.3%
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	39	10.3%	7.7%	7.7%	2.6%	7.7%	7.7%	17.9%	38.5%

Appendix H.c (con't)
Derby Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	17	17.6%	5.9%	5.9%	0.0%	11.8%	0.0%	-	58.8%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	20	10.0%	10.0%	0.0%	0.0%	10.0%	10.0%	-	60.0%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	19	5.3%	5.3%	0.0%	0.0%	0.0%	21.1%	10.5%	57.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	12	8.3%	0.0%	0.0%	0.0%	0.0%	25.0%	-	66.7%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	16	31.3%	6.3%	0.0%	0.0%	0.0%	37.5%	-	25.0%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	13	15.4%	0.0%	7.7%	0.0%	0.0%	23.1%	-	53.8%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	18	11.1%	16.7%	5.6%	5.6%	0.0%	5.6%	-	55.6%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	39	15.4%	7.7%	2.6%	0.0%	0.0%	46.2%	-	28.2%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	38	13.2%	5.3%	2.6%	2.6%	0.0%	42.1%	-	34.2%

Appendix H.c (con't)
Derby Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	39	7.7%	2.6%	7.7%	0.0%	0.0%	35.9%	30.8%	15.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	39	20.5%	7.7%	5.1%	2.6%	2.6%	23.1%	23.1%	15.4%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	39	48.7%	17.9%	2.6%	10.3%	2.6%	10.3%	-	7.7%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	39	38.5%	12.8%	12.8%	10.3%	0.0%	5.1%	-	20.5%

Appendix H.c (con't)
Derby Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	1	5.3%
Pleased with Staff	1	5.3%
Pleased with Communication and Parent Support	0	0.0%
Some what Satisfied	0	0.0%
Change in Satisfaction	2	10.5%
<i>Dissatisfied Previously, Now Satisfied</i>	2	10.5%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	0	0.0%
Problems with Staff	2	10.5%
Problems with Communication and Parent Support	5	26.3%
Problems with Services	9	47.4%
Need for Additional Activities/Services	1	5.3%
Needs of Specific Disability Not Met	1	5.3%
Instructional and Curricular Concerns	3	15.8%
Dissatisfied with Transition	2	10.5%
Concerns with Child's Progress or Future	1	5.3%
Other Comments or Concerns	3	15.8%
Total	19	100.0%

Percent totals are based on the 19 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.d

East Lyme Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	104	53.8%	21.2%	13.5%	1.0%	4.8%	5.8%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	105	62.9%	20.0%	7.6%	4.8%	2.9%	1.9%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	102	1.0%	2.0%	3.9%	0.0%	0.0%	14.7%	-	78.4%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	103	4.9%	1.9%	4.9%	0.0%	1.0%	27.2%	-	60.2%
5. My child is accepted within the school community.	104	64.4%	24.0%	4.8%	1.0%	1.9%	2.9%	-	1.0%
6. My child's IEP is meeting his or her educational needs.	103	52.4%	22.3%	15.5%	2.9%	1.0%	5.8%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	103	61.2%	16.5%	9.7%	3.9%	1.9%	5.8%	1.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	105	59.0%	16.2%	12.4%	4.8%	1.9%	3.8%	1.9%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	104	58.7%	18.3%	6.7%	1.0%	2.9%	5.8%	1.9%	4.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	103	46.6%	19.4%	12.6%	2.9%	2.9%	5.8%	3.9%	5.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	104	47.1%	22.1%	6.7%	4.8%	4.8%	5.8%	3.8%	4.8%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	104	53.8%	23.1%	9.6%	2.9%	1.0%	6.7%	-	2.9%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	104	76.0%	13.5%	2.9%	2.9%	0.0%	3.8%	-	1.0%
14. I understand what is discussed at meetings to develop my child's IEP.	104	72.1%	20.2%	1.9%	3.8%	1.0%	1.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	104	70.2%	16.3%	7.7%	1.0%	1.9%	2.9%	-	0.0%

Appendix H.d (con't)
East Lyme Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	105	68.6%	20.0%	4.8%	2.9%	1.0%	2.9%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	105	76.2%	14.3%	4.8%	1.9%	0.0%	2.9%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	105	58.1%	26.7%	5.7%	1.0%	3.8%	3.8%	-	1.0%
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.	104	54.8%	26.9%	6.7%	2.9%	1.0%	7.7%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	103	68.0%	20.4%	4.9%	2.9%	0.0%	3.9%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	103	3.9%	1.0%	0.0%	0.0%	0.0%	1.9%	-	93.2%
22. The translation services provided at the PPT meetings were useful and accurate.	102	3.9%	2.0%	0.0%	0.0%	0.0%	0.0%	-	94.1%
23. The school district proposed the regular classroom for my child as the first placement option.	104	58.7%	10.6%	1.9%	2.9%	2.9%	7.7%	4.8%	10.6%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	105	77.1%	7.6%	1.9%	3.8%	1.0%	2.9%	-	5.7%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	102	75.5%	3.9%	1.0%	2.0%	1.0%	7.8%	-	8.8%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	101	4.0%	1.0%	1.0%	2.0%	2.0%	55.4%	-	34.7%
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	102	11.8%	5.9%	1.0%	2.0%	2.9%	12.7%	7.8%	55.9%

Appendix H.d (con't)
East Lyme Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	48	20.8%	4.2%	2.1%	0.0%	0.0%	4.2%	-	68.8%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	62	16.1%	11.3%	8.1%	3.2%	1.6%	3.2%	-	56.5%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	62	11.3%	3.2%	3.2%	1.6%	1.6%	1.6%	6.5%	71.0%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	40	7.5%	2.5%	7.5%	2.5%	0.0%	2.5%	-	77.5%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	73	46.6%	12.3%	2.7%	1.4%	1.4%	5.5%	-	30.1%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	48	18.8%	2.1%	2.1%	0.0%	0.0%	2.1%	-	75.0%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	63	17.5%	9.5%	4.8%	3.2%	0.0%	7.9%	-	57.1%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	99	16.2%	1.0%	3.0%	0.0%	0.0%	36.4%	-	43.4%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	98	11.2%	2.0%	2.0%	0.0%	2.0%	36.7%	-	45.9%

Appendix H.d (con't)
East Lyme Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	99	10.1%	1.0%	5.1%	3.0%	2.0%	24.2%	41.4%	13.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	99	11.1%	4.0%	2.0%	0.0%	3.0%	23.2%	37.4%	19.2%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	99	51.5%	18.2%	13.1%	4.0%	4.0%	3.0%	-	6.1%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	101	60.4%	14.9%	9.9%	3.0%	2.0%	1.0%	-	8.9%

Appendix H.d (con't)
East Lyme Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	12	33.3%
Pleased with Staff	9	25.0%
Pleased with Communication and Parent Support	4	11.1%
Some what Satisfied	3	8.3%
Change in Satisfaction	3	8.3%
<i>Dissatisfied Previously, Now Satisfied</i>	3	8.3%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	7	19.4%
Problems with Staff	7	19.4%
Problems with Communication and Parent Support	9	25.0%
Problems with Services	5	13.9%
Need for Additional Activities/Services	5	13.9%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	2	5.6%
Dissatisfied with Transition	3	8.3%
Concerns with Child's Progress or Future	2	5.6%
Other Comments or Concerns	1	2.8%
Total	36	100.0%

Percent totals are based on the 36 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.e

Easton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	40	47.5%	25.0%	10.0%	2.5%	5.0%	10.0%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	40	60.0%	20.0%	7.5%	7.5%	2.5%	2.5%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	40	2.5%	0.0%	0.0%	0.0%	2.5%	7.5%	-	87.5%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	40	5.0%	2.5%	0.0%	0.0%	0.0%	22.5%	-	70.0%
5. My child is accepted within the school community.	39	64.1%	12.8%	7.7%	0.0%	7.7%	7.7%	-	0.0%
6. My child's IEP is meeting his or her educational needs.	40	50.0%	20.0%	12.5%	2.5%	10.0%	5.0%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	40	52.5%	22.5%	10.0%	5.0%	2.5%	7.5%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	40	52.5%	20.0%	5.0%	7.5%	5.0%	7.5%	2.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	40	55.0%	12.5%	12.5%	7.5%	2.5%	2.5%	0.0%	7.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	39	46.2%	17.9%	2.6%	10.3%	7.7%	2.6%	2.6%	10.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	40	42.5%	15.0%	10.0%	7.5%	5.0%	2.5%	2.5%	15.0%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	38	44.7%	15.8%	15.8%	7.9%	10.5%	5.3%	-	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	40	67.5%	7.5%	12.5%	0.0%	10.0%	2.5%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	40	57.5%	30.0%	5.0%	2.5%	2.5%	2.5%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	39	56.4%	17.9%	7.7%	7.7%	5.1%	5.1%	-	0.0%

Appendix H.e (con't)
Easton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	40	57.5%	25.0%	10.0%	0.0%	7.5%	0.0%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	40	60.0%	17.5%	12.5%	0.0%	2.5%	7.5%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	38	52.6%	13.2%	7.9%	5.3%	7.9%	5.3%	-	7.9%
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.	39	46.2%	30.8%	7.7%	5.1%	7.7%	2.6%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	39	64.1%	23.1%	5.1%	0.0%	2.6%	5.1%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	39	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	92.3%
22. The translation services provided at the PPT meetings were useful and accurate.	39	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	92.3%
23. The school district proposed the regular classroom for my child as the first placement option.	38	57.9%	13.2%	2.6%	0.0%	0.0%	10.5%	0.0%	15.8%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	38	78.9%	13.2%	0.0%	0.0%	0.0%	0.0%	-	7.9%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	39	74.4%	2.6%	2.6%	0.0%	2.6%	7.7%	-	10.3%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	39	5.1%	0.0%	0.0%	0.0%	0.0%	48.7%	-	46.2%
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	39	12.8%	2.6%	2.6%	0.0%	0.0%	10.3%	2.6%	69.2%

Appendix H.e (con't)
Easton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	17	29.4%	11.8%	0.0%	0.0%	5.9%	5.9%	-	47.1%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	24	16.7%	25.0%	4.2%	4.2%	0.0%	4.2%	-	45.8%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	23	17.4%	13.0%	0.0%	0.0%	0.0%	8.7%	0.0%	60.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	11	27.3%	0.0%	9.1%	0.0%	0.0%	0.0%	-	63.6%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	14	35.7%	0.0%	7.1%	0.0%	0.0%	14.3%	-	42.9%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	12	16.7%	16.7%	0.0%	0.0%	8.3%	0.0%	-	58.3%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	38	7.9%	0.0%	5.3%	5.3%	2.6%	36.8%	-	42.1%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	38	15.8%	2.6%	0.0%	7.9%	2.6%	34.2%	-	36.8%

Appendix H.e (con't)
Easton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	37	5.4%	13.5%	5.4%	5.4%	10.8%	29.7%	13.5%	16.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	36	11.1%	8.3%	2.8%	2.8%	2.8%	33.3%	19.4%	19.4%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	40	55.0%	15.0%	7.5%	2.5%	10.0%	5.0%	-	5.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	39	56.4%	15.4%	7.7%	2.6%	10.3%	2.6%	-	5.1%

Appendix H.e (con't)
Easton Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	3	20.0%
Pleased with Staff	4	26.7%
Pleased with Communication and Parent Support	1	6.7%
Some what Satisfied	3	20.0%
Change in Satisfaction	3	20.0%
<i>Dissatisfied Previously, Now Satisfied</i>	1	6.7%
<i>Satisfied Previously, Now Dissatisfied</i>	2	13.3%
Problems with Program	4	26.7%
Problems with Staff	3	20.0%
Problems with Communication and Parent Support	5	33.3%
Problems with Services	8	53.3%
Need for Additional Activities/Services	3	20.0%
Needs of Specific Disability Not Met	5	33.3%
Instructional and Curricular Concerns	0	0.0%
Dissatisfied with Transition	1	6.7%
Concerns with Child's Progress or Future	1	6.7%
Other Comments or Concerns	0	0.0%
Total	15	100.0%

Percent totals are based on the 15 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.f

Killingly Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	104	39.4%	29.8%	7.7%	4.8%	5.8%	12.5%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	104	46.2%	24.0%	12.5%	6.7%	3.8%	6.7%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	103	3.9%	5.8%	3.9%	1.9%	1.0%	18.4%	-	65.0%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	102	2.9%	6.9%	2.9%	1.0%	1.0%	38.2%	-	47.1%
5. My child is accepted within the school community.	105	52.4%	27.6%	10.5%	2.9%	2.9%	2.9%	-	1.0%
6. My child's IEP is meeting his or her educational needs.	103	35.0%	35.9%	5.8%	6.8%	6.8%	6.8%	1.9%	1.0%
7. All special education services identified in my child's IEP have been provided.	104	44.2%	24.0%	14.4%	3.8%	4.8%	3.8%	4.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	105	41.9%	28.6%	8.6%	4.8%	2.9%	7.6%	5.7%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	105	49.5%	27.6%	6.7%	4.8%	2.9%	3.8%	3.8%	1.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	105	37.1%	21.9%	14.3%	2.9%	1.0%	9.5%	5.7%	7.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	105	40.0%	24.8%	8.6%	3.8%	3.8%	7.6%	2.9%	8.6%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	103	39.8%	24.3%	16.5%	3.9%	5.8%	8.7%	-	1.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	104	53.8%	25.0%	6.7%	3.8%	3.8%	6.7%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	105	54.3%	27.6%	9.5%	2.9%	1.9%	3.8%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	102	46.1%	26.5%	14.7%	2.9%	3.9%	4.9%	-	1.0%

Appendix H.f (con't)
Killingly Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	103	48.5%	29.1%	11.7%	2.9%	3.9%	3.9%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	105	49.5%	23.8%	8.6%	3.8%	4.8%	7.6%	-	1.9%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	106	38.7%	34.0%	9.4%	4.7%	1.9%	7.5%	-	3.8%
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.	104	44.2%	25.0%	14.4%	3.8%	5.8%	4.8%	-	1.9%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	101	49.5%	26.7%	9.9%	6.9%	3.0%	3.0%	-	1.0%
21. If necessary, a translator was provided at the PPT meetings.	105	3.8%	4.8%	0.0%	0.0%	0.0%	1.0%	-	90.5%
22. The translation services provided at the PPT meetings were useful and accurate.	103	4.9%	4.9%	1.0%	1.0%	0.0%	0.0%	-	88.3%
23. The school district proposed the regular classroom for my child as the first placement option.	105	42.9%	21.9%	5.7%	1.9%	1.9%	3.8%	8.6%	13.3%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	106	69.8%	16.0%	5.7%	0.0%	1.9%	2.8%	-	3.8%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	104	54.8%	19.2%	3.8%	1.0%	1.0%	7.7%	-	12.5%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	103	2.9%	6.8%	1.9%	5.8%	2.9%	49.5%	-	30.1%
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	105	19.0%	12.4%	5.7%	3.8%	2.9%	11.4%	8.6%	36.2%

Appendix H.f (con't)
Killingly Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	49	26.5%	14.3%	2.0%	4.1%	0.0%	0.0%	-	53.1%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	52	15.4%	15.4%	7.7%	1.9%	1.9%	7.7%	-	50.0%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	53	13.2%	7.5%	1.9%	1.9%	5.7%	3.8%	13.2%	52.8%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	45	15.6%	4.4%	0.0%	2.2%	2.2%	8.9%	-	66.7%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	59	22.0%	13.6%	11.9%	5.1%	5.1%	11.9%	-	30.5%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	44	15.9%	15.9%	2.3%	2.3%	2.3%	4.5%	-	56.8%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	46	15.2%	8.7%	6.5%	2.2%	0.0%	15.2%	-	52.2%
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.	96	8.3%	9.4%	2.1%	3.1%	3.1%	33.3%	-	40.6%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	95	12.6%	4.2%	2.1%	4.2%	3.2%	34.7%	-	38.9%

Appendix H.f (con't)
Killingly Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	99	9.1%	10.1%	6.1%	2.0%	5.1%	23.2%	30.3%	14.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	98	14.3%	11.2%	5.1%	1.0%	0.0%	14.3%	40.8%	13.3%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	96	49.0%	26.0%	11.5%	4.2%	2.1%	6.3%	-	1.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	96	45.8%	27.1%	12.5%	5.2%	1.0%	5.2%	-	3.1%

Appendix H.f (con't)
Killingly Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	18	38.3%
Pleased with Staff	7	14.9%
Pleased with Communication and Parent Support	0	0.0%
Some what Satisfied	0	0.0%
Change in Satisfaction	4	8.5%
<i>Dissatisfied Previously, Now Satisfied</i>	3	6.4%
<i>Satisfied Previously, Now Dissatisfied</i>	1	2.1%
Problems with Program	10	21.3%
Problems with Staff	4	8.5%
Problems with Communication and Parent Support	10	21.3%
Problems with Services	8	17.0%
Need for Additional Activities/Services	4	8.5%
Needs of Specific Disability Not Met	4	8.5%
Instructional and Curricular Concerns	4	8.5%
Dissatisfied with Transition	2	4.3%
Concerns with Child's Progress or Future	5	10.6%
Other Comments or Concerns	3	6.4%
Total	47	100.0%

Percent totals are based on the 47 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.g

Lebanon Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	38	50.0%	26.3%	5.3%	7.9%	5.3%	5.3%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	38	65.8%	26.3%	5.3%	0.0%	2.6%	0.0%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	38	2.6%	2.6%	0.0%	0.0%	0.0%	13.2%	-	81.6%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	5.3%	0.0%	0.0%	0.0%	0.0%	18.4%	-	76.3%
5. My child is accepted within the school community.	38	68.4%	15.8%	7.9%	0.0%	2.6%	5.3%	-	0.0%
6. My child's IEP is meeting his or her educational needs.	38	55.3%	23.7%	2.6%	10.5%	2.6%	5.3%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	38	52.6%	31.6%	5.3%	5.3%	0.0%	5.3%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	37	56.8%	18.9%	5.4%	10.8%	5.4%	2.7%	0.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	38	63.2%	21.1%	7.9%	5.3%	0.0%	2.6%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	38	52.6%	23.7%	7.9%	5.3%	2.6%	5.3%	0.0%	2.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	38	63.2%	15.8%	13.2%	0.0%	5.3%	2.6%	0.0%	0.0%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	38	47.4%	23.7%	18.4%	7.9%	0.0%	2.6%	-	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	38	78.9%	13.2%	2.6%	0.0%	2.6%	2.6%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	37	67.6%	18.9%	10.8%	0.0%	0.0%	2.7%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	37	67.6%	18.9%	8.1%	0.0%	0.0%	5.4%	-	0.0%

Appendix H.g (con't)
Lebanon Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	38	57.9%	26.3%	10.5%	0.0%	0.0%	5.3%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	38	81.6%	13.2%	2.6%	0.0%	0.0%	2.6%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	37	59.5%	27.0%	10.8%	0.0%	0.0%	2.7%	-	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.	37	62.2%	24.3%	8.1%	5.4%	0.0%	0.0%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	37	75.7%	8.1%	0.0%	2.7%	2.7%	10.8%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	37	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	89.2%
22. The translation services provided at the PPT meetings were useful and accurate.	37	5.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	94.6%
23. The school district proposed the regular classroom for my child as the first placement option.	36	75.0%	8.3%	0.0%	0.0%	0.0%	0.0%	11.1%	5.6%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	37	91.9%	0.0%	0.0%	2.7%	0.0%	5.4%	-	0.0%
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%	0.0%	2.7%	0.0%	5.4%	-	8.1%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	36	5.6%	0.0%	2.8%	2.8%	0.0%	63.9%	-	25.0%
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	37	13.5%	8.1%	2.7%	2.7%	2.7%	13.5%	10.8%	45.9%

Appendix H.g (con't)
Lebanon Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	17	23.5%	5.9%	0.0%	5.9%	0.0%	0.0%	-	64.7%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	20	20.0%	0.0%	10.0%	0.0%	0.0%	5.0%	-	65.0%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	20	20.0%	5.0%	0.0%	0.0%	0.0%	5.0%	0.0%	70.0%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	15	20.0%	0.0%	0.0%	6.7%	0.0%	0.0%	-	73.3%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	17	17.6%	5.9%	5.9%	11.8%	0.0%	17.6%	-	41.2%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	16	18.8%	12.5%	0.0%	0.0%	0.0%	18.8%	-	50.0%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	14	14.3%	28.6%	0.0%	0.0%	7.1%	7.1%	-	42.9%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	37	10.8%	0.0%	2.7%	2.7%	2.7%	40.5%	-	40.5%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	37	2.7%	0.0%	2.7%	2.7%	5.4%	48.6%	-	37.8%

Appendix H.g (con't)
Lebanon Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	37	8.1%	8.1%	0.0%	2.7%	0.0%	37.8%	27.0%	16.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	37	13.5%	5.4%	0.0%	5.4%	0.0%	32.4%	27.0%	16.2%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	37	64.9%	13.5%	8.1%	2.7%	2.7%	8.1%	-	0.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	37	62.2%	8.1%	13.5%	5.4%	0.0%	8.1%	-	2.7%

Appendix H.g (con't)
Lebanon Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	5	41.7%
Pleased with Staff	5	41.7%
Pleased with Communication and Parent Support	0	0.0%
Some what Satisfied	0	0.0%
Change in Satisfaction	2	16.7%
<i>Dissatisfied Previously, Now Satisfied</i>	1	8.3%
<i>Satisfied Previously, Now Dissatisfied</i>	1	8.3%
Problems with Program	0	0.0%
Problems with Staff	0	0.0%
Problems with Communication and Parent Support	1	8.3%
Problems with Services	0	0.0%
Need for Additional Activities/Services	2	16.7%
Needs of Specific Disability Not Met	1	8.3%
Instructional and Curricular Concerns	2	16.7%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	0	0.0%
Other Comments or Concerns	1	8.3%
Total	12	100.0%

Percent totals are based on the 12 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.h

Madison Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	130	41.5%	36.2%	11.5%	3.1%	5.4%	1.5%	-	0.8%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	130	55.4%	30.8%	7.7%	3.1%	1.5%	0.0%	-	1.5%
3. My child's school day has been shortened to accommodate his/her transportation needs.	131	2.3%	0.0%	0.0%	1.5%	0.8%	13.7%	-	81.7%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	130	1.5%	1.5%	0.0%	0.0%	0.0%	26.2%	-	70.8%
5. My child is accepted within the school community.	130	57.7%	22.3%	10.0%	1.5%	3.1%	0.0%	-	5.4%
6. My child's IEP is meeting his or her educational needs.	130	36.9%	36.2%	14.6%	0.8%	6.9%	2.3%	1.5%	0.8%
7. All special education services identified in my child's IEP have been provided.	131	43.5%	29.0%	13.0%	5.3%	5.3%	2.3%	0.8%	0.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	131	45.8%	29.0%	11.5%	1.5%	6.9%	3.1%	1.5%	0.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	131	55.7%	29.8%	8.4%	1.5%	0.0%	0.8%	0.8%	3.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	131	36.6%	32.1%	8.4%	5.3%	2.3%	3.8%	0.8%	10.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	131	39.7%	32.1%	12.2%	3.8%	2.3%	1.5%	0.8%	7.6%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	130	41.5%	30.0%	13.8%	5.4%	2.3%	0.8%	-	6.2%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	130	62.3%	15.4%	16.2%	3.8%	0.8%	0.8%	-	0.8%
14. I understand what is discussed at meetings to develop my child's IEP.	129	67.4%	17.1%	12.4%	1.6%	1.6%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	128	50.8%	24.2%	13.3%	3.1%	3.1%	3.9%	-	1.6%

Appendix H.h (con't)
Madison Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	130	50.0%	23.8%	20.8%	0.8%	3.1%	1.5%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	130	66.2%	17.7%	9.2%	1.5%	3.1%	2.3%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	128	45.3%	28.1%	13.3%	7.0%	1.6%	2.3%	-	2.3%
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.	129	44.2%	28.7%	17.1%	3.1%	4.7%	2.3%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	126	65.9%	19.8%	7.1%	2.4%	0.8%	3.2%	-	0.8%
21. If necessary, a translator was provided at the PPT meetings.	130	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	98.5%
22. The translation services provided at the PPT meetings were useful and accurate.	129	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	97.7%
23. The school district proposed the regular classroom for my child as the first placement option.	129	61.2%	12.4%	0.8%	0.0%	0.8%	3.1%	4.7%	17.1%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	130	88.5%	3.8%	0.8%	0.8%	0.0%	0.0%	-	6.2%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	130	78.5%	3.8%	0.0%	2.3%	1.5%	1.5%	-	12.3%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	129	3.1%	0.0%	1.6%	1.6%	3.1%	45.0%	-	45.7%
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	128	10.9%	3.1%	1.6%	1.6%	1.6%	8.6%	6.3%	66.4%

Appendix H.h (con't)
Madison Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	56	10.7%	1.8%	3.6%	1.8%	1.8%	3.6%	-	76.8%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	72	26.4%	15.3%	5.6%	4.2%	2.8%	1.4%	-	44.4%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	76	11.8%	6.6%	5.3%	2.6%	2.6%	1.3%	5.3%	64.5%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	50	10.0%	2.0%	8.0%	0.0%	2.0%	10.0%	-	68.0%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	68	47.1%	13.2%	4.4%	0.0%	0.0%	5.9%	-	29.4%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	49	22.4%	4.1%	0.0%	0.0%	0.0%	10.2%	-	63.3%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	57	26.3%	10.5%	7.0%	1.8%	1.8%	3.5%	-	49.1%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	117	23.1%	6.0%	6.0%	3.4%	1.7%	27.4%	-	32.5%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	116	11.2%	2.6%	7.8%	5.2%	3.4%	28.4%	-	41.4%

Appendix H.h (con't)
Madison Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	118	28.0%	13.6%	14.4%	5.9%	4.2%	7.6%	17.8%	8.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	118	28.8%	11.0%	11.9%	5.9%	1.7%	11.0%	18.6%	11.0%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	120	52.5%	26.7%	11.7%	0.8%	2.5%	1.7%	-	4.2%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	118	52.5%	22.0%	11.0%	4.2%	1.7%	1.7%	-	6.8%

Appendix H.h (con't)
Madison Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	15	26.8%
Pleased with Staff	20	35.7%
Pleased with Communication and Parent Support	3	5.4%
Somewhat Satisfied	4	7.1%
Change in Satisfaction	5	8.9%
<i>Dissatisfied Previously, Now Satisfied</i>	5	8.9%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	7	12.5%
Problems with Staff	10	17.9%
Problems with Communication and Parent Support	7	12.5%
Problems with Services	5	8.9%
Need for Additional Activities/Services	5	8.9%
Needs of Specific Disability Not Met	3	5.4%
Instructional and Curricular Concerns	6	10.7%
Dissatisfied with Transition	1	1.8%
Concerns with Child's Progress or Future	1	1.8%
Other Comments or Concerns	1	1.8%
Total	56	100.0%

Percent totals are based on the 56 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.i

New Britain Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	97	41.2%	24.7%	17.5%	6.2%	5.2%	5.2%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	97	58.8%	24.7%	8.2%	1.0%	2.1%	4.1%	-	1.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	95	22.1%	6.3%	6.3%	4.2%	0.0%	17.9%	-	43.2%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	95	8.4%	3.2%	5.3%	3.2%	4.2%	25.3%	-	50.5%
5. My child is accepted within the school community.	96	70.8%	19.8%	3.1%	2.1%	2.1%	1.0%	-	1.0%
6. My child's IEP is meeting his or her educational needs.	97	44.3%	24.7%	10.3%	4.1%	4.1%	7.2%	5.2%	0.0%
7. All special education services identified in my child's IEP have been provided.	98	41.8%	26.5%	7.1%	4.1%	4.1%	7.1%	9.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	98	45.9%	20.4%	10.2%	3.1%	4.1%	7.1%	9.2%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	98	46.9%	27.6%	4.1%	2.0%	6.1%	5.1%	8.2%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	97	41.2%	17.5%	8.2%	5.2%	3.1%	6.2%	10.3%	8.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	97	44.3%	18.6%	9.3%	2.1%	2.1%	7.2%	9.3%	7.2%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	95	49.5%	25.3%	9.5%	6.3%	0.0%	7.4%	-	2.1%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	96	61.5%	19.8%	8.3%	4.2%	0.0%	5.2%	-	1.0%
14. I understand what is discussed at meetings to develop my child's IEP.	96	68.8%	18.8%	8.3%	3.1%	0.0%	1.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	95	55.8%	25.3%	6.3%	4.2%	1.1%	5.3%	-	2.1%

Appendix H.i (con't)
New Britain Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	96	69.8%	20.8%	4.2%	2.1%	1.0%	2.1%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	97	67.0%	17.5%	1.0%	3.1%	2.1%	6.2%	-	3.1%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	99	51.5%	19.2%	14.1%	2.0%	2.0%	10.1%	-	1.0%
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.	98	41.8%	30.6%	8.2%	6.1%	3.1%	7.1%	-	3.1%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	98	71.4%	15.3%	9.2%	2.0%	0.0%	1.0%	-	1.0%
21. If necessary, a translator was provided at the PPT meetings.	98	36.7%	9.2%	2.0%	1.0%	2.0%	0.0%	-	49.0%
22. The translation services provided at the PPT meetings were useful and accurate.	97	37.1%	12.4%	1.0%	1.0%	1.0%	0.0%	-	47.4%
23. The school district proposed the regular classroom for my child as the first placement option.	99	46.5%	14.1%	11.1%	0.0%	3.0%	10.1%	4.0%	11.1%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	100	69.0%	17.0%	2.0%	4.0%	1.0%	5.0%	-	2.0%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	98	51.0%	16.3%	2.0%	3.1%	1.0%	11.2%	-	15.3%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	91	9.9%	2.2%	3.3%	5.5%	3.3%	33.0%	-	42.9%
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	100	31.0%	14.0%	2.0%	4.0%	2.0%	5.0%	14.0%	28.0%

Appendix H.i (con't)
New Britain Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	53	45.3%	11.3%	3.8%	5.7%	3.8%	1.9%	-	28.3%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	64	34.4%	23.4%	4.7%	4.7%	1.6%	6.3%	-	25.0%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	67	22.4%	10.4%	0.0%	3.0%	4.5%	7.5%	17.9%	34.3%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	44	15.9%	13.6%	0.0%	2.3%	4.5%	2.3%	-	61.4%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	63	50.8%	12.7%	4.8%	1.6%	1.6%	12.7%	-	15.9%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	40	35.0%	15.0%	2.5%	0.0%	7.5%	5.0%	-	35.0%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	50	30.0%	16.0%	6.0%	2.0%	4.0%	16.0%	-	26.0%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	89	18.0%	6.7%	2.2%	3.4%	2.2%	31.5%	-	36.0%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	89	9.0%	5.6%	4.5%	3.4%	6.7%	31.5%	-	39.3%

Appendix H.i (con't)
New Britain Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	92	19.6%	10.9%	6.5%	3.3%	4.3%	19.6%	20.7%	15.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	93	15.1%	9.7%	4.3%	3.2%	4.3%	19.4%	23.7%	20.4%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	92	45.7%	19.6%	10.9%	7.6%	3.3%	7.6%	-	5.4%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	88	46.6%	19.3%	9.1%	2.3%	3.4%	8.0%	-	11.4%

Appendix H.i (con't)
New Britain Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	9	27.3%
Pleased with Staff	8	24.2%
Pleased with Communication and Parent Support	0	0.0%
Somewhat Satisfied	0	0.0%
Change in Satisfaction	3	9.1%
<i>Dissatisfied Previously, Now Satisfied</i>	3	9.1%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	6	18.2%
Problems with Staff	3	9.1%
Problems with Communication and Parent Support	6	18.2%
Problems with Services	4	12.1%
Need for Additional Activities/Services	2	6.1%
Needs of Specific Disability Not Met	5	15.2%
Instructional and Curricular Concerns	8	24.2%
Dissatisfied with Transition	4	12.1%
Concerns with Child's Progress or Future	4	12.1%
Other Comments or Concerns	2	6.1%
Total	33	100.0%

Percent totals are based on the 33 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.j

New London Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	83	50.6%	28.9%	6.0%	3.6%	6.0%	4.8%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	83	62.7%	20.5%	9.6%	2.4%	2.4%	1.2%	-	1.2%
3. My child's school day has been shortened to accommodate his/her transportation needs.	79	16.5%	7.6%	2.5%	2.5%	1.3%	15.2%	-	54.4%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	79	11.4%	6.3%	3.8%	0.0%	5.1%	27.8%	-	45.6%
5. My child is accepted within the school community.	83	62.7%	24.1%	6.0%	0.0%	1.2%	4.8%	-	1.2%
6. My child's IEP is meeting his or her educational needs.	81	45.7%	28.4%	9.9%	4.9%	6.2%	4.9%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	83	50.6%	27.7%	8.4%	1.2%	1.2%	3.6%	7.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	83	48.2%	30.1%	9.6%	1.2%	4.8%	3.6%	2.4%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	81	49.4%	29.6%	4.9%	4.9%	2.5%	3.7%	3.7%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	83	42.2%	22.9%	12.0%	4.8%	4.8%	2.4%	7.2%	3.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	83	51.8%	24.1%	4.8%	4.8%	2.4%	3.6%	7.2%	1.2%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	83	53.0%	24.1%	12.0%	2.4%	1.2%	3.6%	-	3.6%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	82	70.7%	19.5%	7.3%	0.0%	1.2%	1.2%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	83	71.1%	20.5%	4.8%	1.2%	1.2%	1.2%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	83	62.7%	19.3%	9.6%	3.6%	3.6%	1.2%	-	0.0%

Appendix H.j (con't)
New London Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	83	59.0%	25.3%	9.6%	3.6%	0.0%	2.4%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	83	72.3%	13.3%	6.0%	4.8%	1.2%	1.2%	-	1.2%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	83	57.8%	19.3%	12.0%	2.4%	3.6%	4.8%	-	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.	81	60.5%	16.0%	11.1%	6.2%	0.0%	4.9%	-	1.2%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	83	67.5%	15.7%	3.6%	2.4%	3.6%	6.0%	-	1.2%
21. If necessary, a translator was provided at the PPT meetings.	81	34.6%	3.7%	2.5%	1.2%	0.0%	2.5%	-	55.6%
22. The translation services provided at the PPT meetings were useful and accurate.	82	32.9%	4.9%	4.9%	1.2%	0.0%	2.4%	-	53.7%
23. The school district proposed the regular classroom for my child as the first placement option.	78	52.6%	12.8%	5.1%	5.1%	1.3%	9.0%	9.0%	5.1%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	84	76.2%	11.9%	3.6%	0.0%	1.2%	6.0%	-	1.2%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	79	60.8%	10.1%	3.8%	0.0%	0.0%	8.9%	-	16.5%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	81	7.4%	4.9%	1.2%	4.9%	1.2%	39.5%	-	40.7%
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	83	28.9%	16.9%	6.0%	6.0%	0.0%	8.4%	15.7%	18.1%

Appendix H.j (con't)
New London Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	39	35.9%	7.7%	5.1%	0.0%	2.6%	2.6%	-	46.2%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	45	35.6%	15.6%	2.2%	4.4%	4.4%	2.2%	-	35.6%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	48	20.8%	8.3%	0.0%	0.0%	2.1%	8.3%	14.6%	45.8%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	42	23.8%	9.5%	4.8%	0.0%	0.0%	11.9%	-	50.0%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	49	38.8%	14.3%	4.1%	6.1%	0.0%	6.1%	-	30.6%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	41	14.6%	12.2%	4.9%	0.0%	2.4%	9.8%	-	56.1%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	35	22.9%	5.7%	5.7%	0.0%	0.0%	5.7%	-	60.0%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	71	16.9%	9.9%	2.8%	4.2%	1.4%	31.0%	-	33.8%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	70	10.0%	5.7%	4.3%	2.9%	0.0%	38.6%	-	38.6%

Appendix H.j (con't)
New London Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	75	17.3%	12.0%	4.0%	5.3%	0.0%	17.3%	33.3%	10.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	74	18.9%	8.1%	0.0%	2.7%	0.0%	17.6%	39.2%	13.5%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	77	54.5%	14.3%	14.3%	5.2%	6.5%	5.2%	-	0.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	74	44.6%	18.9%	10.8%	5.4%	4.1%	5.4%	-	10.8%

Appendix H.j (con't)
New London Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	10	38.5%
Pleased with Staff	3	11.5%
Pleased with Communication and Parent Support	0	0.0%
Somewhat Satisfied	2	7.7%
Change in Satisfaction	1	3.8%
<i>Dissatisfied Previously, Now Satisfied</i>	1	3.8%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	2	7.7%
Problems with Staff	2	7.7%
Problems with Communication and Parent Support	7	26.9%
Problems with Services	4	15.4%
Need for Additional Activities/Services	4	15.4%
Needs of Specific Disability Not Met	1	3.8%
Instructional and Curricular Concerns	3	11.5%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	2	7.7%
Other Comments or Concerns	2	7.7%
Total	26	100.0%

Percent totals are based on the 26 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.k

North Stonington Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	25	28.0%	52.0%	8.0%	0.0%	4.0%	8.0%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	60.0%	28.0%	4.0%	0.0%	4.0%	4.0%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	25	0.0%	4.0%	0.0%	0.0%	0.0%	16.0%	-	80.0%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	23	4.3%	0.0%	0.0%	0.0%	4.3%	26.1%	-	65.2%
5. My child is accepted within the school community.	25	64.0%	20.0%	8.0%	0.0%	4.0%	4.0%	-	0.0%
6. My child's IEP is meeting his or her educational needs.	24	45.8%	25.0%	8.3%	4.2%	8.3%	8.3%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	24	58.3%	29.2%	4.2%	0.0%	0.0%	8.3%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	25	56.0%	24.0%	4.0%	0.0%	0.0%	8.0%	8.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	24	58.3%	25.0%	0.0%	0.0%	8.3%	4.2%	0.0%	4.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	24	33.3%	45.8%	0.0%	4.2%	8.3%	0.0%	4.2%	4.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	24	45.8%	29.2%	8.3%	0.0%	8.3%	0.0%	4.2%	4.2%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	25	40.0%	36.0%	16.0%	0.0%	0.0%	4.0%	-	4.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	25	68.0%	24.0%	4.0%	0.0%	0.0%	4.0%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	25	76.0%	16.0%	4.0%	4.0%	0.0%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	24	58.3%	29.2%	8.3%	0.0%	4.2%	0.0%	-	0.0%

Appendix H.k (con't)
North Stonington Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	25	68.0%	16.0%	16.0%	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.	25	60.0%	20.0%	4.0%	8.0%	8.0%	0.0%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	25	52.0%	32.0%	8.0%	4.0%	4.0%	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.	25	44.0%	48.0%	4.0%	0.0%	4.0%	0.0%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	25	48.0%	36.0%	0.0%	4.0%	8.0%	0.0%	-	4.0%
21. If necessary, a translator was provided at the PPT meetings.	25	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	92.0%
22. The translation services provided at the PPT meetings were useful and accurate.	25	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	92.0%
23. The school district proposed the regular classroom for my child as the first placement option.	24	66.7%	12.5%	0.0%	0.0%	0.0%	8.3%	4.2%	8.3%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	25	68.0%	12.0%	4.0%	0.0%	0.0%	0.0%	-	16.0%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	25	68.0%	4.0%	8.0%	0.0%	4.0%	0.0%	-	16.0%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	24	8.3%	0.0%	0.0%	0.0%	4.2%	41.7%	-	45.8%
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	25	20.0%	4.0%	4.0%	0.0%	4.0%	8.0%	4.0%	56.0%

Appendix H.k (con't)
North Stonington Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	13	23.1%	7.7%	15.4%	0.0%	0.0%	0.0%	-	53.8%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	14	35.7%	0.0%	7.1%	0.0%	0.0%	0.0%	-	57.1%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	13	15.4%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	76.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	9	11.1%	0.0%	0.0%	0.0%	0.0%	11.1%	-	77.8%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	13	46.2%	7.7%	0.0%	0.0%	0.0%	0.0%	-	46.2%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	9	11.1%	22.2%	0.0%	0.0%	0.0%	0.0%	-	66.7%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	13	23.1%	0.0%	7.7%	7.7%	0.0%	7.7%	-	53.8%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	22	4.5%	0.0%	4.5%	0.0%	9.1%	50.0%	-	31.8%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	23	0.0%	4.3%	0.0%	4.3%	4.3%	56.5%	-	30.4%

Appendix H.k (con't)
North Stonington Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	24	8.3%	8.3%	4.2%	0.0%	4.2%	33.3%	25.0%	16.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	23	8.7%	8.7%	0.0%	0.0%	0.0%	34.8%	30.4%	17.4%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	24	50.0%	20.8%	8.3%	12.5%	4.2%	4.2%	-	0.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	24	54.2%	16.7%	20.8%	0.0%	4.2%	0.0%	-	4.2%

Appendix H.k (con't)
North Stonington Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	5	41.7%
Pleased with Staff	5	41.7%
Pleased with Communication and Parent Support	1	8.3%
Some what Satisfied	0	0.0%
Change in Satisfaction	0	0.0%
<i>Dissatisfied Previously, Now Satisfied</i>	0	0.0%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	4	33.3%
Problems with Staff	3	25.0%
Problems with Communication and Parent Support	1	8.3%
Problems with Services	2	16.7%
Need for Additional Activities/Services	0	0.0%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	1	8.3%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	0	0.0%
Other Comments or Concerns	0	0.0%
Total	12	100.0%

Percent totals are based on the 12 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.I

Orange Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	43	30.2%	39.5%	7.0%	2.3%	9.3%	11.6%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	44	59.1%	31.8%	4.5%	2.3%	2.3%	0.0%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	44	2.3%	0.0%	4.5%	4.5%	2.3%	25.0%	-	61.4%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	44	2.3%	0.0%	2.3%	0.0%	2.3%	45.5%	-	47.7%
5. My child is accepted within the school community.	44	59.1%	20.5%	2.3%	9.1%	2.3%	2.3%	-	4.5%
6. My child's IEP is meeting his or her educational needs.	43	30.2%	41.9%	2.3%	9.3%	9.3%	7.0%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	44	40.9%	25.0%	4.5%	9.1%	13.6%	4.5%	2.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	44	38.6%	29.5%	11.4%	6.8%	4.5%	6.8%	2.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	44	56.8%	22.7%	6.8%	9.1%	2.3%	0.0%	0.0%	2.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	44	36.4%	20.5%	13.6%	13.6%	0.0%	9.1%	0.0%	6.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	44	36.4%	27.3%	13.6%	0.0%	6.8%	6.8%	2.3%	6.8%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	44	36.4%	29.5%	9.1%	2.3%	9.1%	13.6%	-	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	43	46.5%	23.3%	9.3%	2.3%	2.3%	16.3%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	43	60.5%	20.9%	9.3%	4.7%	2.3%	2.3%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	44	43.2%	29.5%	4.5%	9.1%	4.5%	6.8%	-	2.3%

Appendix H.1 (con't)
Orange Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	44	38.6%	27.3%	11.4%	6.8%	6.8%	4.5%	-	4.5%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	44	56.8%	20.5%	9.1%	9.1%	2.3%	2.3%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	43	39.5%	37.2%	2.3%	4.7%	4.7%	11.6%	-	0.0%
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	44	38.6%	25.0%	13.6%	4.5%	2.3%	15.9%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	44	61.4%	25.0%	0.0%	2.3%	4.5%	4.5%	-	2.3%
21. If necessary, a translator was provided at the PPT meetings.	43	4.7%	2.3%	0.0%	0.0%	0.0%	0.0%	-	93.0%
22. The translation services provided at the PPT meetings were useful and accurate.	44	4.5%	2.3%	0.0%	0.0%	0.0%	0.0%	-	93.2%
23. The school district proposed the regular classroom for my child as the first placement option.	42	57.1%	14.3%	4.8%	2.4%	2.4%	4.8%	4.8%	9.5%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	44	86.4%	4.5%	4.5%	0.0%	0.0%	0.0%	-	4.5%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	72.1%	4.7%	7.0%	0.0%	0.0%	9.3%	-	7.0%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	43	7.0%	4.7%	0.0%	0.0%	4.7%	51.2%	-	32.6%
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	44	18.2%	4.5%	0.0%	0.0%	2.3%	22.7%	11.4%	40.9%

Appendix H.1 (con't)
Orange Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	24	37.5%	8.3%	0.0%	0.0%	0.0%	4.2%	-	50.0%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	24	12.5%	12.5%	0.0%	4.2%	0.0%	16.7%	-	54.2%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	24	12.5%	0.0%	0.0%	4.2%	0.0%	20.8%	4.2%	58.3%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	13	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	-	92.3%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	42	23.8%	14.3%	16.7%	2.4%	7.1%	19.0%	-	16.7%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	42	31.0%	11.9%	11.9%	2.4%	4.8%	14.3%	-	23.8%

Appendix H.1 (con't)
Orange Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	40	10.0%	20.0%	12.5%	12.5%	7.5%	17.5%	10.0%	10.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	42	28.6%	21.4%	14.3%	4.8%	0.0%	11.9%	7.1%	11.9%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	44	45.5%	25.0%	6.8%	6.8%	9.1%	6.8%	-	0.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	44	40.9%	27.3%	9.1%	2.3%	6.8%	6.8%	-	6.8%

Appendix H.1 (con't)
Orange Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	3	13.6%
Pleased with Staff	6	27.3%
Pleased with Communication and Parent Support	2	9.1%
Some what Satisfied	2	9.1%
Change in Satisfaction	5	22.7%
<i>Dissatisfied Previously, Now Satisfied</i>	2	9.1%
<i>Satisfied Previously, Now Dissatisfied</i>	3	13.6%
Problems with Program	7	31.8%
Problems with Staff	10	45.5%
Problems with Communication and Parent Support	7	31.8%
Problems with Services	3	13.6%
Need for Additional Activities/Services	2	9.1%
Needs of Specific Disability Not Met	1	4.5%
Instructional and Curricular Concerns	1	4.5%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	2	9.1%
Other Comments or Concerns	0	0.0%
Total	22	100.0%

Percent totals are based on the 22 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.m

Preston Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	31	45.2%	35.5%	9.7%	3.2%	6.5%	0.0%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	31	64.5%	16.1%	16.1%	0.0%	0.0%	3.2%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	31	9.7%	0.0%	6.5%	3.2%	0.0%	16.1%	-	64.5%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	31	3.2%	3.2%	3.2%	0.0%	0.0%	38.7%	-	51.6%
5. My child is accepted within the school community.	30	60.0%	16.7%	10.0%	3.3%	0.0%	6.7%	-	3.3%
6. My child's IEP is meeting his or her educational needs.	30	46.7%	33.3%	13.3%	3.3%	3.3%	0.0%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	31	51.6%	25.8%	12.9%	3.2%	0.0%	3.2%	3.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	31	45.2%	29.0%	16.1%	6.5%	3.2%	0.0%	0.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	31	61.3%	19.4%	9.7%	6.5%	0.0%	0.0%	3.2%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	30	50.0%	30.0%	16.7%	3.3%	0.0%	0.0%	0.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	31	51.6%	19.4%	22.6%	3.2%	0.0%	0.0%	3.2%	0.0%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	30	60.0%	13.3%	16.7%	3.3%	3.3%	3.3%	-	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	31	61.3%	25.8%	6.5%	0.0%	3.2%	3.2%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	31	54.8%	32.3%	9.7%	0.0%	3.2%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	31	45.2%	35.5%	12.9%	0.0%	3.2%	3.2%	-	0.0%

Appendix H.m (con't)
Preston Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	31	51.6%	25.8%	16.1%	0.0%	6.5%	0.0%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	31	64.5%	12.9%	6.5%	3.2%	6.5%	6.5%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	31	45.2%	29.0%	9.7%	6.5%	6.5%	3.2%	-	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	43.3%	26.7%	20.0%	3.3%	3.3%	3.3%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	31	67.7%	19.4%	9.7%	3.2%	0.0%	0.0%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	31	3.2%	0.0%	3.2%	0.0%	0.0%	0.0%	-	93.5%
22. The translation services provided at the PPT meetings were useful and accurate.	31	3.2%	3.2%	3.2%	0.0%	0.0%	0.0%	-	90.3%
23. The school district proposed the regular classroom for my child as the first placement option.	31	54.8%	19.4%	6.5%	0.0%	6.5%	6.5%	0.0%	6.5%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	31	74.2%	19.4%	0.0%	3.2%	0.0%	0.0%	-	3.2%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	31	67.7%	9.7%	0.0%	3.2%	3.2%	6.5%	-	9.7%
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%	3.3%	10.0%	56.7%	-	23.3%
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	31	12.9%	3.2%	3.2%	0.0%	3.2%	19.4%	12.9%	45.2%

Appendix H.m (con't)
Preston Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	17	41.2%	0.0%	0.0%	5.9%	0.0%	0.0%	-	52.9%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	24	16.7%	12.5%	4.2%	4.2%	8.3%	8.3%	-	45.8%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	25	20.0%	0.0%	8.0%	0.0%	0.0%	4.0%	12.0%	56.0%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	18	5.6%	5.6%	11.1%	5.6%	5.6%	5.6%	-	61.1%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	26	34.6%	11.5%	7.7%	0.0%	0.0%	11.5%	-	34.6%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	19	5.3%	21.1%	0.0%	0.0%	0.0%	10.5%	-	63.2%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	20	0.0%	15.0%	5.0%	0.0%	0.0%	5.0%	-	75.0%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	31	12.9%	6.5%	9.7%	0.0%	0.0%	35.5%	-	35.5%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	30	13.3%	0.0%	3.3%	3.3%	0.0%	40.0%	-	40.0%

Appendix H.m (con't)
Preston Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	31	16.1%	9.7%	6.5%	0.0%	3.2%	35.5%	19.4%	9.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	16.1%	3.2%	9.7%	3.2%	6.5%	35.5%	22.6%	3.2%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	29	51.7%	31.0%	6.9%	3.4%	3.4%	3.4%	-	0.0%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	30	56.7%	26.7%	3.3%	0.0%	6.7%	0.0%	-	6.7%

Appendix H.m (con't)
Preston Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	1	10.0%
Pleased with Staff	1	10.0%
Pleased with Communication and Parent Support	1	10.0%
Some what Satisfied	1	10.0%
Change in Satisfaction	1	10.0%
<i>Dissatisfied Previously, Now Satisfied</i>	0	0.0%
<i>Satisfied Previously, Now Dissatisfied</i>	1	10.0%
Problems with Program	1	10.0%
Problems with Staff	1	10.0%
Problems with Communication and Parent Support	2	20.0%
Problems with Services	4	40.0%
Need for Additional Activities/Services	2	20.0%
Needs of Specific Disability Not Met	1	10.0%
Instructional and Curricular Concerns	3	30.0%
Dissatisfied with Transition	1	10.0%
Concerns with Child's Progress or Future	0	0.0%
Other Comments or Concerns	0	0.0%
Total	10	100.0%

Percent totals are based on the 10 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.n
Shelton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	147	46.3%	28.6%	12.9%	3.4%	4.8%	3.4%	-	0.7%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	149	62.4%	23.5%	8.7%	0.0%	2.7%	2.0%	-	0.7%
3. My child's school day has been shortened to accommodate his/her transportation needs.	146	2.1%	0.0%	0.7%	0.0%	0.0%	24.0%	-	73.3%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	149	2.7%	2.0%	0.7%	0.7%	0.0%	25.5%	-	68.5%
5. My child is accepted within the school community.	148	60.1%	18.9%	10.8%	4.7%	0.7%	1.4%	-	3.4%
6. My child's IEP is meeting his or her educational needs.	147	48.3%	28.6%	10.9%	3.4%	4.1%	4.8%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	148	57.4%	20.9%	8.1%	4.1%	1.4%	4.1%	3.4%	0.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	149	55.0%	18.1%	10.7%	4.0%	4.7%	4.0%	2.7%	0.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	149	57.7%	18.1%	8.7%	1.3%	3.4%	0.0%	2.0%	8.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	148	48.6%	20.3%	6.8%	2.7%	2.0%	4.1%	6.1%	9.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	147	52.4%	18.4%	8.2%	5.4%	1.4%	2.7%	6.1%	5.4%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	148	45.9%	25.7%	16.9%	2.7%	3.4%	4.7%	-	0.7%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	149	60.4%	22.1%	8.1%	2.7%	2.0%	4.0%	-	0.7%
14. I understand what is discussed at meetings to develop my child's IEP.	149	73.8%	18.8%	3.4%	4.0%	0.0%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	147	57.8%	24.5%	9.5%	4.1%	1.4%	1.4%	-	1.4%

Appendix H.n (con't)
Shelton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	149	61.7%	26.2%	8.1%	0.0%	2.0%	2.0%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	149	74.5%	18.1%	2.7%	2.0%	0.7%	2.0%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	149	51.0%	23.5%	8.7%	6.0%	2.7%	5.4%	-	2.7%
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.	148	56.8%	23.0%	8.1%	6.8%	1.4%	3.4%	-	0.7%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	148	69.6%	18.2%	3.4%	2.7%	2.7%	3.4%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	149	5.4%	1.3%	0.0%	0.7%	0.0%	0.7%	-	91.9%
22. The translation services provided at the PPT meetings were useful and accurate.	149	5.4%	1.3%	0.0%	0.0%	0.0%	0.7%	-	92.6%
23. The school district proposed the regular classroom for my child as the first placement option.	147	51.0%	12.9%	4.1%	1.4%	0.0%	4.8%	6.1%	19.7%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	149	73.8%	8.1%	3.4%	2.7%	1.3%	4.0%	-	6.7%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	149	61.1%	8.1%	4.0%	2.0%	1.3%	8.1%	-	15.4%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	146	3.4%	0.0%	3.4%	2.1%	2.1%	39.7%	-	49.3%
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	149	14.1%	7.4%	3.4%	2.0%	4.7%	14.1%	8.1%	46.3%

Appendix H.n (con't)
Shelton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	71	23.9%	5.6%	2.8%	1.4%	4.2%	2.8%	-	59.2%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	84	21.4%	13.1%	4.8%	2.4%	0.0%	4.8%	-	53.6%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	86	8.1%	7.0%	3.5%	1.2%	1.2%	5.8%	5.8%	67.4%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	51	3.9%	9.8%	2.0%	0.0%	2.0%	5.9%	-	76.5%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	73	37.0%	11.0%	5.5%	1.4%	1.4%	4.1%	-	39.7%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	54	20.4%	1.9%	1.9%	3.7%	1.9%	3.7%	-	66.7%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	57	10.5%	15.8%	0.0%	7.0%	0.0%	12.3%	-	54.4%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	139	12.9%	5.0%	5.0%	2.2%	2.2%	36.7%	-	36.0%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	138	9.4%	1.4%	7.2%	2.2%	2.2%	36.2%	-	41.3%

Appendix H.n (con't)
Shelton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	139	7.2%	7.2%	11.5%	2.9%	2.9%	20.9%	29.5%	18.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	139	10.8%	9.4%	6.5%	2.2%	0.0%	18.7%	30.2%	22.3%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	145	42.8%	26.2%	9.7%	4.1%	4.1%	5.5%	-	7.6%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	144	44.4%	13.9%	9.7%	7.6%	1.4%	5.6%	-	17.4%

Appendix H.n (con't)
Shelton Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	16	26.7%
Pleased with Staff	9	15.0%
Pleased with Communication and Parent Support	1	1.7%
Somewhat Satisfied	6	10.0%
Change in Satisfaction	9	15.0%
<i>Dissatisfied Previously, Now Satisfied</i>	6	10.0%
<i>Satisfied Previously, Now Dissatisfied</i>	3	5.0%
Problems with Program	9	15.0%
Problems with Staff	5	8.3%
Problems with Communication and Parent Support	11	18.3%
Problems with Services	17	28.3%
Need for Additional Activities/Services	8	13.3%
Needs of Specific Disability Not Met	4	6.7%
Instructional and Curricular Concerns	12	20.0%
Dissatisfied with Transition	4	6.7%
Concerns with Child's Progress or Future	7	11.7%
Other Comments or Concerns	4	6.7%
Total	60	100.0%

Percent totals are based on the 60 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.o

Waterbury Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	110	40.9%	23.6%	16.4%	4.5%	7.3%	6.4%	-	0.9%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	110	53.6%	20.9%	11.8%	5.5%	2.7%	4.5%	-	0.9%
3. My child's school day has been shortened to accommodate his/her transportation needs.	104	9.6%	11.5%	3.8%	5.8%	2.9%	12.5%	-	53.8%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	106	7.5%	3.8%	8.5%	0.9%	2.8%	24.5%	-	51.9%
5. My child is accepted within the school community.	108	56.5%	23.1%	11.1%	3.7%	2.8%	0.9%	-	1.9%
6. My child's IEP is meeting his or her educational needs.	109	42.2%	23.9%	13.8%	6.4%	6.4%	5.5%	1.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	108	45.4%	20.4%	13.9%	9.3%	4.6%	1.9%	3.7%	0.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	111	45.9%	21.6%	11.7%	5.4%	2.7%	9.0%	1.8%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	108	49.1%	17.6%	13.0%	9.3%	0.9%	4.6%	4.6%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	107	43.0%	15.9%	15.0%	5.6%	3.7%	5.6%	7.5%	3.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	107	43.0%	18.7%	15.9%	5.6%	5.6%	3.7%	4.7%	2.8%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	110	50.0%	19.1%	16.4%	5.5%	2.7%	5.5%	-	0.9%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	107	62.6%	17.8%	5.6%	6.5%	1.9%	4.7%	-	0.9%
14. I understand what is discussed at meetings to develop my child's IEP.	105	63.8%	19.0%	7.6%	5.7%	1.0%	1.9%	-	1.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	105	49.5%	18.1%	13.3%	7.6%	2.9%	5.7%	-	2.9%

Appendix H.o (con't)
Waterbury Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	109	59.6%	17.4%	13.8%	3.7%	2.8%	2.8%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	109	54.1%	17.4%	8.3%	8.3%	1.8%	10.1%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	108	45.4%	23.1%	12.0%	6.5%	6.5%	6.5%	-	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.	109	52.3%	18.3%	11.0%	7.3%	7.3%	2.8%	-	0.9%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	107	65.4%	13.1%	7.5%	3.7%	1.9%	7.5%	-	0.9%
21. If necessary, a translator was provided at the PPT meetings.	103	17.5%	8.7%	2.9%	1.0%	0.0%	1.9%	-	68.0%
22. The translation services provided at the PPT meetings were useful and accurate.	104	17.3%	8.7%	3.8%	1.0%	1.0%	0.0%	-	68.3%
23. The school district proposed the regular classroom for my child as the first placement option.	106	41.5%	16.0%	8.5%	2.8%	2.8%	5.7%	12.3%	10.4%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	109	69.7%	13.8%	6.4%	3.7%	0.0%	4.6%	-	1.8%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	105	55.2%	11.4%	6.7%	6.7%	1.0%	10.5%	-	8.6%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	104	6.7%	5.8%	3.8%	6.7%	2.9%	30.8%	-	43.3%
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	109	22.0%	9.2%	8.3%	3.7%	2.8%	14.7%	15.6%	23.9%

Appendix H.o (con't)
Waterbury Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	57	28.1%	15.8%	7.0%	0.0%	0.0%	0.0%	-	49.1%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	68	26.5%	17.6%	8.8%	5.9%	1.5%	4.4%	-	35.3%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	67	10.4%	11.9%	7.5%	0.0%	1.5%	7.5%	11.9%	49.3%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	49	8.2%	10.2%	8.2%	6.1%	4.1%	0.0%	-	63.3%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	73	45.2%	12.3%	11.0%	2.7%	2.7%	5.5%	-	20.5%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	54	25.9%	9.3%	9.3%	1.9%	3.7%	1.9%	-	48.1%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	58	19.0%	12.1%	1.7%	0.0%	0.0%	15.5%	-	51.7%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	102	15.7%	2.9%	3.9%	3.9%	5.9%	23.5%	-	44.1%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	100	8.0%	4.0%	5.0%	6.0%	5.0%	30.0%	-	42.0%

Appendix H.o (con't)
Waterbury Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	102	15.7%	11.8%	5.9%	2.0%	2.0%	13.7%	32.4%	16.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	102	9.8%	10.8%	6.9%	1.0%	4.9%	11.8%	37.3%	17.6%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	105	46.7%	20.0%	9.5%	10.5%	1.0%	9.5%	-	2.9%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	107	43.9%	20.6%	13.1%	4.7%	3.7%	6.5%	-	7.5%

Appendix H.o (con't)
Waterbury Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	8	19.0%
Pleased with Staff	9	21.4%
Pleased with Communication and Parent Support	0	0.0%
Some what Satisfied	3	7.1%
Change in Satisfaction	3	7.1%
<i>Dissatisfied Previously, Now Satisfied</i>	1	2.4%
<i>Satisfied Previously, Now Dissatisfied</i>	2	4.8%
Problems with Program	8	19.0%
Problems with Staff	6	14.3%
Problems with Communication and Parent Support	6	14.3%
Problems with Services	5	11.9%
Need for Additional Activities/Services	3	7.1%
Needs of Specific Disability Not Met	2	4.8%
Instructional and Curricular Concerns	6	14.3%
Dissatisfied with Transition	1	2.4%
Concerns with Child's Progress or Future	2	4.8%
Other Comments or Concerns	5	11.9%
Total	42	100.0%

Percent totals are based on the 42 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.p

Wilton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	133	47.4%	30.1%	1.5%	5.3%	4.5%	11.3%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	133	57.1%	22.6%	11.3%	1.5%	6.0%	1.5%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	132	0.0%	1.5%	0.0%	0.8%	0.8%	9.8%	-	87.1%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	131	0.8%	0.8%	0.0%	0.0%	0.0%	27.5%	-	71.0%
5. My child is accepted within the school community.	131	60.3%	24.4%	7.6%	0.0%	3.1%	3.1%	-	1.5%
6. My child's IEP is meeting his or her educational needs.	133	43.6%	30.1%	7.5%	4.5%	3.8%	10.5%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	133	46.6%	29.3%	5.3%	7.5%	2.3%	9.0%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	133	48.1%	21.8%	9.0%	4.5%	5.3%	10.5%	0.8%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	133	55.6%	19.5%	6.8%	2.3%	3.0%	7.5%	0.8%	4.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	133	45.1%	24.1%	3.8%	6.8%	3.0%	5.3%	1.5%	10.5%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	133	50.4%	15.0%	9.0%	2.3%	3.0%	8.3%	1.5%	10.5%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	132	46.2%	22.7%	12.1%	3.0%	4.5%	9.1%	-	2.3%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	133	63.2%	17.3%	7.5%	4.5%	3.8%	3.8%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	133	69.9%	22.6%	4.5%	3.0%	0.0%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	132	54.5%	21.2%	11.4%	6.1%	0.8%	4.5%	-	1.5%

Appendix H.p (con't)
Wilton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	133	54.9%	27.1%	11.3%	3.8%	3.0%	0.0%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	133	64.7%	18.0%	9.8%	3.0%	2.3%	2.3%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	131	45.0%	28.2%	8.4%	6.1%	2.3%	8.4%	-	1.5%
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	131	48.1%	23.7%	9.9%	4.6%	8.4%	5.3%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	129	64.3%	14.7%	7.8%	2.3%	3.1%	7.0%	-	0.8%
21. If necessary, a translator was provided at the PPT meetings.	128	0.8%	0.0%	0.0%	0.8%	0.0%	0.0%	-	98.4%
22. The translation services provided at the PPT meetings were useful and accurate.	128	0.8%	0.8%	0.0%	0.0%	0.8%	0.8%	-	96.9%
23. The school district proposed the regular classroom for my child as the first placement option.	129	63.6%	8.5%	1.6%	0.0%	0.0%	7.8%	4.7%	14.0%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	130	80.0%	5.4%	0.8%	0.8%	3.1%	2.3%	-	7.7%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	130	73.1%	4.6%	1.5%	1.5%	3.1%	3.1%	-	13.1%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	123	9.8%	1.6%	0.0%	0.8%	2.4%	43.9%	-	41.5%
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	129	10.9%	5.4%	2.3%	1.6%	3.9%	7.8%	5.4%	62.8%

Appendix H.p (con't)
Wilton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	60	15.0%	6.7%	5.0%	1.7%	3.3%	5.0%	-	63.3%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	89	24.7%	9.0%	3.4%	3.4%	4.5%	5.6%	-	49.4%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	89	10.1%	5.6%	4.5%	1.1%	0.0%	4.5%	4.5%	69.7%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	45	6.7%	2.2%	2.2%	0.0%	8.9%	6.7%	-	73.3%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	57	38.6%	8.8%	7.0%	3.5%	0.0%	10.5%	-	31.6%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	44	18.2%	2.3%	0.0%	0.0%	2.3%	13.6%	-	63.6%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	45	20.0%	8.9%	0.0%	2.2%	2.2%	8.9%	-	57.8%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	127	15.7%	8.7%	5.5%	3.9%	0.8%	29.9%	-	35.4%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	127	12.6%	3.9%	7.9%	3.9%	4.7%	28.3%	-	38.6%

Appendix H.p (con't)
Wilton Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	127	22.8%	15.0%	12.6%	1.6%	3.1%	17.3%	9.4%	18.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	126	25.4%	15.1%	14.3%	1.6%	2.4%	11.1%	13.5%	16.7%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	128	48.4%	26.6%	7.8%	4.7%	3.1%	5.5%	-	3.9%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	126	52.4%	15.9%	6.3%	5.6%	2.4%	5.6%	-	11.9%

Appendix H.p (con't)
Wilton Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	20	32.8%
Pleased with Staff	18	29.5%
Pleased with Communication and Parent Support	1	1.6%
Some what Satisfied	3	4.9%
Change in Satisfaction	3	4.9%
<i>Dissatisfied Previously, Now Satisfied</i>	3	4.9%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	7	11.5%
Problems with Staff	10	16.4%
Problems with Communication and Parent Support	13	21.3%
Problems with Services	7	11.5%
Need for Additional Activities/Services	11	18.0%
Needs of Specific Disability Not Met	8	13.1%
Instructional and Curricular Concerns	9	14.8%
Dissatisfied with Transition	4	6.6%
Concerns with Child's Progress or Future	3	4.9%
Other Comments or Concerns	1	1.6%
Total	61	100.0%

Percent totals are based on the 61 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.q
Windsor Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	121	35.5%	28.9%	14.0%	4.1%	8.3%	9.1%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	123	52.8%	30.1%	11.4%	2.4%	0.8%	1.6%	-	0.8%
3. My child's school day has been shortened to accommodate his/her transportation needs.	121	9.1%	0.8%	0.8%	1.7%	1.7%	16.5%	-	69.4%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	123	6.5%	2.4%	4.1%	1.6%	0.0%	39.0%	-	46.3%
5. My child is accepted within the school community.	124	53.2%	20.2%	12.9%	3.2%	4.8%	4.0%	-	1.6%
6. My child's IEP is meeting his or her educational needs.	123	35.8%	33.3%	9.8%	7.3%	4.1%	8.9%	0.0%	0.8%
7. All special education services identified in my child's IEP have been provided.	122	37.7%	31.1%	12.3%	6.6%	4.1%	5.7%	1.6%	0.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	123	42.3%	24.4%	9.8%	5.7%	7.3%	7.3%	3.3%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	124	44.4%	27.4%	13.7%	3.2%	4.0%	2.4%	0.8%	4.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	122	35.2%	28.7%	9.8%	5.7%	4.1%	6.6%	1.6%	8.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	124	35.5%	26.6%	13.7%	7.3%	4.0%	4.8%	1.6%	6.5%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	123	41.5%	31.7%	11.4%	4.1%	5.7%	4.9%	-	0.8%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	124	58.9%	27.4%	7.3%	2.4%	3.2%	0.8%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	125	60.0%	31.2%	6.4%	2.4%	0.0%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	125	44.0%	33.6%	12.8%	4.8%	4.0%	0.8%	-	0.0%

Appendix H.q (con't)
Windsor Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	124	50.0%	24.2%	13.7%	5.6%	3.2%	3.2%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	125	68.8%	18.4%	6.4%	1.6%	3.2%	1.6%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	122	43.4%	27.0%	14.8%	1.6%	4.1%	7.4%	-	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.	122	47.5%	28.7%	9.0%	5.7%	4.1%	4.1%	-	0.8%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	123	56.9%	22.8%	5.7%	6.5%	1.6%	6.5%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	121	1.7%	3.3%	0.8%	0.0%	0.0%	0.8%	-	93.4%
22. The translation services provided at the PPT meetings were useful and accurate.	121	4.1%	2.5%	0.8%	0.0%	0.0%	0.0%	-	92.6%
23. The school district proposed the regular classroom for my child as the first placement option.	122	43.4%	18.0%	8.2%	3.3%	3.3%	5.7%	5.7%	12.3%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	123	73.2%	13.8%	4.1%	0.8%	2.4%	2.4%	-	3.3%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	121	66.1%	11.6%	3.3%	2.5%	2.5%	4.1%	-	9.9%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	123	0.0%	5.7%	0.8%	1.6%	4.1%	57.7%	-	30.1%
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	123	13.8%	11.4%	7.3%	2.4%	0.8%	10.6%	8.9%	44.7%

Appendix H.q (con't)
Windsor Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	52	23.1%	17.3%	1.9%	1.9%	1.9%	3.8%	-	50.0%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	74	29.7%	21.6%	6.8%	2.7%	2.7%	6.8%	-	29.7%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	74	10.8%	13.5%	6.8%	1.4%	4.1%	9.5%	8.1%	45.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	45	6.7%	6.7%	2.2%	6.7%	2.2%	11.1%	-	64.4%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	57	35.1%	14.0%	7.0%	1.8%	1.8%	7.0%	-	33.3%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT	45	20.0%	2.2%	4.4%	2.2%	4.4%	8.9%	-	57.8%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	57	29.8%	7.0%	3.5%	3.5%	3.5%	12.3%	-	40.4%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	114	13.2%	7.0%	7.0%	4.4%	2.6%	38.6%	-	27.2%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	114	9.6%	3.5%	7.0%	4.4%	2.6%	42.1%	-	30.7%

Appendix H.q (con't)
Windsor Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	117	21.4%	18.8%	6.0%	3.4%	3.4%	14.5%	23.9%	8.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	118	21.2%	18.6%	5.9%	2.5%	3.4%	14.4%	22.0%	11.9%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	120	38.3%	35.8%	10.8%	1.7%	3.3%	5.8%	-	4.2%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	120	45.0%	25.0%	10.8%	5.8%	1.7%	5.0%	-	6.7%

Appendix H.q (con't)
Windsor Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	14	28.6%
Pleased with Staff	11	22.4%
Pleased with Communication and Parent Support	3	6.1%
Some what Satisfied	6	12.2%
Change in Satisfaction	1	2.0%
<i>Dissatisfied Previously, Now Satisfied</i>	1	2.0%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	7	14.3%
Problems with Staff	10	20.4%
Problems with Communication and Parent Support	7	14.3%
Problems with Services	11	22.4%
Need for Additional Activities/Services	5	10.2%
Needs of Specific Disability Not Met	3	6.1%
Instructional and Curricular Concerns	10	20.4%
Dissatisfied with Transition	4	8.2%
Concerns with Child's Progress or Future	4	8.2%
Other Comments or Concerns	1	2.0%
Total	49	100.0%

Percent totals are based on the 49 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.

Appendix H.r

Andover, Chester, Sharon & Westbrook Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Satisfaction with My Child's Program									
1. I am satisfied with my child's overall special education program.	47	42.6%	34.0%	10.6%	4.3%	2.1%	6.4%	-	0.0%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	49	63.3%	26.5%	8.2%	2.0%	0.0%	0.0%	-	0.0%
3. My child's school day has been shortened to accommodate his/her transportation needs.	45	2.2%	2.2%	2.2%	2.2%	0.0%	11.1%	-	80.0%
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	45	0.0%	4.4%	0.0%	0.0%	0.0%	24.4%	-	71.1%
5. My child is accepted within the school community.	48	62.5%	18.8%	10.4%	4.2%	2.1%	2.1%	-	0.0%
6. My child's IEP is meeting his or her educational needs.	48	37.5%	29.2%	18.8%	2.1%	2.1%	6.3%	2.1%	2.1%
7. All special education services identified in my child's IEP have been provided.	48	50.0%	25.0%	10.4%	6.3%	2.1%	4.2%	2.1%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	49	46.9%	24.5%	10.2%	10.2%	4.1%	4.1%	0.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	49	53.1%	30.6%	8.2%	2.0%	2.0%	2.0%	0.0%	2.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	49	51.0%	28.6%	8.2%	4.1%	4.1%	0.0%	0.0%	4.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	49	49.0%	26.5%	14.3%	2.0%	6.1%	2.0%	0.0%	0.0%
Participation in Developing and Implementing My Child's Program									
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	48	41.7%	33.3%	14.6%	0.0%	0.0%	10.4%	-	0.0%
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	49	61.2%	16.3%	10.2%	12.2%	0.0%	0.0%	-	0.0%
14. I understand what is discussed at meetings to develop my child's IEP.	49	55.1%	28.6%	10.2%	6.1%	0.0%	0.0%	-	0.0%
15. My concerns and recommendations are documented in the development of my child's IEP.	48	54.2%	25.0%	8.3%	4.2%	6.3%	2.1%	-	0.0%

Appendix H.r (con't)
Andover, Chester, Sharon & Westbrook Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Participation in Developing and Implementing My Child's Program (continued)									
16. My child's evaluation report is written in terms I understand.	49	51.0%	22.4%	16.3%	4.1%	6.1%	0.0%	-	0.0%
17. PPT meetings for my child have been scheduled at times and places that met my needs.	49	67.3%	16.3%	8.2%	4.1%	4.1%	0.0%	-	0.0%
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	49	42.9%	28.6%	10.2%	6.1%	4.1%	6.1%	-	2.0%
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	49	46.9%	28.6%	12.2%	10.2%	2.0%	0.0%	-	0.0%
20. I have received a copy of my child's IEP within 5 school days after the PPT.	49	65.3%	20.4%	2.0%	2.0%	6.1%	4.1%	-	0.0%
21. If necessary, a translator was provided at the PPT meetings.	48	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%
22. The translation services provided at the PPT meetings were useful and accurate.	48	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	97.9%
23. The school district proposed the regular classroom for my child as the first placement option.	47	61.7%	6.4%	4.3%	4.3%	0.0%	8.5%	8.5%	6.4%
My Child's Participation									
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	49	87.8%	6.1%	2.0%	0.0%	0.0%	0.0%	-	4.1%
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	49	71.4%	12.2%	4.1%	2.0%	0.0%	2.0%	-	8.2%
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	49	6.1%	0.0%	2.0%	0.0%	6.1%	38.8%	-	46.9%
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	48	16.7%	6.3%	0.0%	6.3%	4.2%	6.3%	2.1%	58.3%

Appendix H.r (con't)
Andover, Chester, Sharon & Westbrook Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Transition Planning for Preschoolers									
28. I am satisfied with the school district transition activities that took place when my child left Birth to Three. (Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.)	24	20.8%	12.5%	8.3%	0.0%	4.2%	0.0%	-	54.2%
Transition Planning for Secondary Students									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	23	8.7%	17.4%	13.0%	0.0%	0.0%	0.0%	-	60.9%
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	26	7.7%	3.8%	0.0%	0.0%	0.0%	0.0%	11.5%	76.9%
31. My child is age 13 and the PPT introduced planning for his/her transition to adulthood.	16	12.5%	6.3%	0.0%	0.0%	0.0%	6.3%	-	75.0%
32. The school district actively encourages my child to attend and participate in PPT meetings. (Answer <u>only</u> if your child is age 13 or older.)	18	11.1%	5.6%	0.0%	0.0%	5.6%	0.0%	-	77.8%
33. My child is age 13 <u>or</u> 14 and the PPT discussed an appropriate course of study at the high school. (Answer <u>only</u> if your child was age 13 <u>or</u> 14 at his/her last PPT)	16	18.8%	12.5%	0.0%	0.0%	0.0%	0.0%	-	68.8%
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate. (Answer <u>only</u> if your child is age 15 or older.)	15	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	-	93.3%
Parent Training and Support									
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	46	8.7%	6.5%	2.2%	2.2%	0.0%	32.6%	-	47.8%
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	46	6.5%	0.0%	4.3%	2.2%	0.0%	32.6%	-	54.3%

Appendix H.r (con't)
Andover, Chester, Sharon & Westbrook Summary Response

Parent Survey Question	n	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Don't Know	N/A
Parent Training and Support (continued)									
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	46	13.0%	2.2%	8.7%	4.3%	4.3%	23.9%	17.4%	26.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	45	8.9%	6.7%	0.0%	4.4%	4.4%	22.2%	20.0%	33.3%
My Child's Skills									
39. My child is learning skills that will enable him/her to be as independent as possible.	45	42.2%	20.0%	13.3%	2.2%	2.2%	4.4%	-	15.6%
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	44	43.2%	29.5%	9.1%	0.0%	4.5%	2.3%	-	11.4%

Appendix H.r (con't)
Andover, Chester, Sharon & Westbrook Open-Ended Comments
Summary Response

Written Response Code	n	Percent
Pleased with Program	6	33.3%
Pleased with Staff	7	38.9%
Pleased with Communication and Parent Support	2	11.1%
Somewhat Satisfied	2	11.1%
Change in Satisfaction	2	11.1%
<i>Dissatisfied Previously, Now Satisfied</i>	2	11.1%
<i>Satisfied Previously, Now Dissatisfied</i>	0	0.0%
Problems with Program	6	33.3%
Problems with Staff	3	16.7%
Problems with Communication and Parent Support	3	16.7%
Problems with Services	5	27.8%
Need for Additional Activities/Services	3	16.7%
Needs of Specific Disability Not Met	0	0.0%
Instructional and Curricular Concerns	1	5.6%
Dissatisfied with Transition	0	0.0%
Concerns with Child's Progress or Future	2	11.1%
Other Comments or Concerns	0	0.0%
Total	18	100.0%

Percent totals are based on the 18 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes. Please see the Summary of Open-Ended Comments for a description of the coding process.