



Connecticut Department of Education
Bureau of Special Education

2008-2009
Connecticut Special Education
Parent Survey

Summary Report

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Executive Summary

Introduction

In spring 2009, the Connecticut State Department of Education, Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and involvement in special education. The 2008-2009 statewide survey represents the fourth year of distribution with an annual survey expected to continue until 2011.

Survey Design and Distribution

The parent survey questionnaire includes 40 survey items related to parents' experiences in six topic areas: 1) satisfaction with my child's special education program; 2) participation in developing and implementing my child's program; 3) my child's participation; 4) transition planning for preschoolers and secondary students; 5) parent training and support; and 6) my child's skills. In addition, an open-ended comment section at the end of the survey allows respondents to comment on their overall experiences with their child's special education program.

The 2008-2009 survey was sent to a total of 9,152 parents of children receiving special education services across 30 school districts. Overall, 1,874 surveys were returned, representing a response rate of 20.5%, with the survey response rate by individual school districts ranging from just under 7.0% to slightly over 30.0%.

Key Findings

Key findings of the 2008-2009 parent survey are presented according to the following three themes: 1) areas of strength; 2) areas for improvement; and 3) trends across survey years.

Areas of Strength

- *General Satisfaction:* The majority (88.0%) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1] and 92.2% indicated their child is accepted within the school community [Q5].
- *Parent Involvement:* Over 90% of parents agreed that they have the opportunity to talk with their child's teacher on a regular basis [Q2], and 87.5% of parents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities [Q12].
- *Parent Understanding:* Almost all (96.6%) parents indicated they understand what is discussed at meetings to develop their child's IEP [Q14] and 93.4% agreed that their child's evaluation report is written in terms they understand [Q16].
- *Child's Participation:* The overwhelming majority (96.5%) of parents agreed that their child has the opportunity to participate in school-sponsored activities, such as field trips and social events [Q24]. Similarly, 91.3% of parents agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25].

- *PPT Meeting/IEP Process:* Over 90% of survey respondents agreed that their concerns and recommendations are documented in the development of their child's IEP [Q15], they feel encouraged to give input and express their concerns during PPT meetings [Q13], and the meetings are scheduled at times and places that meet their needs [Q17]. In addition, among parents of children ages 15 or older, 92.3% reported that the school district actively encourages their child to attend and participate in PPT meetings [Q32].

Areas for Improvement

- *Support for Extracurricular Activities:* When asked if the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities [Q27], approximately one-quarter (25.2%) of parents disagreed with the statement and close to one-fifth (19.2%) indicated they did not know.
- *Transition to Adulthood:* Over one-fifth (21.7%) of parents with children ages 15 or older disagreed when asked if the PPT introduced planning for their child's transition to adulthood [Q31] and 20.5% of parents disagreed that the PPT developed individualized goals related to their child's employment/postsecondary education, independent living, and community participation [Q34].
- *Parent Training:* Over 60% of survey respondents disagreed when asked if they attended a parent training or information session that addressed the needs of parents and of children with disabilities within the past year [Q35]. In addition, when asked if there are opportunities for parent training in their district, approximately one-third (33.6%) of parents disagreed and 31.1% indicated they did not know [Q37].
- *Parent Support:* Compared to parent training, even more parent respondents (69.6%) disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Approximately 30% of parents reported that a support network was not available to them through their school district or other sources and over one-third (34.7%) of parents indicated that they did not know if a support network is available [Q38].

Survey Trends

On just over one-third (35.0%, n=14) of the 40 survey statements, there was an increase in parent satisfaction (demonstrated by an increase in the percent of parents to agree with a particular statement) in each of the four survey years (2005-2006 to 2008-2009). Two survey statements pertaining to secondary transition resulted in the largest increase in parent satisfaction over the four years, and all six survey statements [Q29-Q34] about secondary transition illustrated some level of increased satisfaction

- In 2008-2009, 88.0% of parents agreed that they were satisfied with their child's overall special education program [Q1] compared to 83.5% of parents in 2005-2006, a difference of approximately 5 percentage points.
- More than three-quarters of parents (78.3%) in 2008-2009 agreed that the PPT introduced planning for their child's transition to adulthood [Q31] compared to the 60.9% of parents in 2005-2006, a difference of roughly 17 percentage points.

- When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 87.8% of parents agreed with the statement in 2008-2009, compared to 71.8% of parents in 2005-2006, a difference of 16 percentage points.

One area of the survey in which there was a gradual *decrease* in satisfaction from the 2005-2006 to 2008-2009 waves of the survey was in the section related to translation services.

- In 2005-2006, 90.4% of parents agreed that a translator was provided at PPT meetings [Q21]; compared to 82.7% of parents in 2008-2009, a difference of close to 8 percentage points.
- Similarly, in 2005-2006, close to 95% of parents agreed that the translation services provided at the PPT meetings were useful and accurate [Q22]; compared to 87.0% of parents in 2008-2009, a difference of approximately 7 percentage points.

Introduction

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

This report summarizes findings from the 2008-2009 statewide survey and is organized into 7 sections. Section I presents an overview of survey development and distribution, including a brief description of the survey design and the sampling methodology employed. Section II includes the survey response rate (overall and by district) and Section III presents the demographics of survey respondents. Findings from the survey analysis are provided in Sections IV-VII and include a summary of overall responses, differences by demographics, a summary of open-ended comments, and differences across survey years.

District-level parent survey data is reported in a supplemental district report which can be found on the CSDE website.

Section I: Survey Development & Dissemination

Background

In 2004-2005, the first annual statewide Special Education Parent Survey was disseminated by the Connecticut State Department of Education (CSDE). The objectives of the survey were to identify, from the perspective of parents, areas of strength in Connecticut's special education programs, as well as areas in need of improvement. The development and implementation of the survey was a collaborative effort between the CSDE and the CT Parent Advisory Work Group. The Parent Work Group, which currently continues in its advisory role to the CSDE, includes parents of students with disabilities and representatives from various parent support and advocacy organizations.

Following the first year of the statewide survey, the U.S. Department of Education, Office of Special Education Programs (OSEP) mandated that all states submit a six-year State Performance Plan (SPP) to evaluate the state's efforts to implement the requirements of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP guidelines required each state to establish (with broad input from various stakeholders) a data source and target for 20 indicators for students with disabilities, including the following indicator regarding parent involvement:

SPP Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

CSDE personnel, in consultation with the Parent Advisory Work Group and various stakeholders, subsequently decided that the existing 2004-2005 parent survey was an appropriate instrument for collecting parent involvement data for SPP Indicator 8. Prior to its distribution in 2005-2006, a series of slight modifications were made to the survey; most notably, survey item 12 was added to serve as the primary measure for the SPP indicator. In an effort to maintain the original objectives of the parent survey, additional survey revisions were limited to minor modifications.

Sampling Design

As part of the new OSEP directive, states were encouraged to use sampling in their efforts to collect reliable and accurate parent involvement data over the six-year period. As such, a complex sampling design (two-stage cluster sampling with stratification) was developed in late 2005 for the CT Special Education Parent Survey. The plan was created to generate a six-year cycle for survey distribution to a statewide representative sample of parents of students with disabilities. In the first stage of the sampling design, the state's 169 school districts (clusters) were stratified into one of eight stratum according to: 1) the number of special education students in the district and 2) the District Reference Group (DRG) classification of the district¹. A proportionate number of districts were randomly sampled from each stratum to obtain an initial sample of 21 districts in 2005-2006, followed by a sample of approximately 30 districts per year thereafter. Districts were sampled without replacement, ensuring that all districts will receive the survey just once over the 6-year period and that all 169 districts will have been surveyed by 2010-2011.

¹ The original sampling plan stratified districts by ERGs (Education Reference Groups). In 2006, the CSDE replaced the ERG classification system with District Reference Groups (DRGs). DRGs are used by the state to group together LEAs with public school students of similar socioeconomic status (SES). However, the classification of districts by size (the number of special education students) was not updated and is based on 2004-2005 student data.

The second stage of the sampling design is implemented annually and selects students from districts chosen (in stage one of the sampling plan) to participate in the current year survey. The number of students needed to obtain stable estimates at the district level is considered and in most districts surveys are sent to all parents of students with disabilities. Over the past four years, surveys have been sent to all parents of students with disabilities in 96 of the 111 (86.5%) districts surveyed thus far. If a student sample is drawn from a particular district, the students are stratified by school level (elementary, middle, or high school) with the number of students randomly sampled at each level determined by disproportionate allocation (-15%, +5%, +10%, respectively).

Survey Design

The CT Special Education Parent Survey questionnaire includes: 1) demographic items related to the child's age, gender, race/ethnicity, grade, primary eligibility for services, and type of placement; 2) 40 survey 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. The parent survey items ask respondents to answer a series of statements in six topic areas:

- Satisfaction with my child's special education program
- Participation in developing and implementing my child's program
- My child's participation
- Transition planning for preschoolers and secondary students
- Parent training and support
- My child's skills

Respondents are asked to answer based on their experiences over the past 12 months on a 6-point Likert scale ranging from "strongly agree" to "strongly disagree," or to skip the statement by selecting "not applicable." The response option "don't know" is included on 11 survey items that request factual information from the respondent.

Survey Distribution

In May of 2009, surveys were sent to all parents of students with disabilities in 27 of the 30 districts participating in the fourth year of the survey. Surveys were sent to a sample of parents in the three largest participating districts (Bristol, New Haven, and West Haven) according to the sampling design previously discussed. The survey mailing included an envelope with the student's name, a letter of instruction, the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC), and a stamped return envelope.

Following the initial mailing of the survey questionnaire, a reminder letter was sent to each parent, encouraging them to return their completed survey or to contact the external evaluator directly if they had lost or needed a new questionnaire. All survey materials were printed in both English and Spanish. (See Appendix E for the English version of the survey.) The deadline for returning completed surveys was June 22, 2009, although surveys received until August 1, 2009 were included in the final survey analysis.

Confidentiality

The external evaluation team has worked closely with the CSDE and the Parent Advisory Work Group since the first year of the annual statewide survey to ensure the confidentiality of all student level data. Student names and mailing addresses are provided to the external evaluator and a unique confidential identification number is assigned to each potential survey respondent. This confidential system facilitates the reporting of district-level data, which is mandated by federal reporting requirements, while ensuring that no individual in the schools or districts can link a parent to his or her survey response. Confidentiality edits are applied to district-level data if fewer than 20 survey responses are received from an individual district or if five or fewer parents respond to a particular survey item.

Strengths and Limitations

The audience for this report includes parents, district personnel, CSDE staff, and other stakeholders interested in special education outcomes in Connecticut. Its purpose is to provide an informative summary of the broad views and opinions of a select group of parents of students with disabilities. The data presented here offers stakeholders the opportunity to generate hypotheses and explore potential causal relationships that could be compared with results from other data sources. However, this report is not meant to be a technical report and does not include a comprehensive statistical analysis of the survey data. As such, caution should be used in making inferences about the statewide special education population. (Further discussion regarding the representativeness of the sample, non-response bias, and measurement error is provided in Appendix A.)

Section II: Survey Response Rate

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

Table II.1: Survey Response Rate by District

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

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

Section III: Demographics

The following tables include the demographic characteristics of students with disabilities as reported by survey respondents. A comparison to the demographic characteristics of students with disabilities in the statewide population can be found in Appendix A.

Table III.1: Race/Ethnicity

Child's Race/Ethnicity	n	Percent
White not Hispanic	1,503	80.2%
Hispanic	188	10.0%
Black not Hispanic	126	6.7%
Asian/Pacific Islander	42	2.2%
Am. Indian/Alaskan Native	15	0.8%

Table III.2: Age

Child's Age	n	Percent
3 to 5	255	13.6%
6 to 12	835	44.6%
13 to 14	281	15.0%
15 to 17	355	18.9%
18 to 21	148	7.9%

Table III.3: Grade Level

Child's Grade Level	n	Percent
Preschool	209	11.2%
Elementary	688	36.7%
Middle	473	25.2%
High	451	24.1%
Transition	53	2.8%

Table III.4: Gender

Child's Gender	n	Percent
Male	1,307	69.7%
Female	567	30.3%

Table III.5: Type of Placement

Child's Type of Placement	n	Percent
Public	1,692	90.3%
Special Ed. - Out of District	101	5.4%
Residential	22	1.2%
Private/Parochial	20	1.1%
Out of State	5	0.3%
Hospital/Homebound	4	0.2%
Other	30	1.6%

Table III.6: Disability

Child's Disability	n	Percent
Specific Learning Disabilities	535	29.1%
Speech or Language Impaired	340	18.5%
OHI - ADD/ADHD	331	18.0%
Autism	262	14.2%
Other Health Impairment (OHI)	101	5.5%
Emotional Disturbance	96	5.2%
Multiple Disabilities	94	5.1%
Intellectual Disability/Mental Retardation	91	4.9%
Developmental Delay (ages 3-5 only)	79	4.3%
Hearing Impairment	32	1.7%
Visual Impairment	23	1.3%
Traumatic Brain Injury	13	0.7%
Orthopedic Impairment	11	0.6%
Deaf-Blindness	10	0.5%
Don't Know	65	3.5%
To Be Determined	29	1.6%
Total Selected	2,112	-

Note: Survey respondents were asked to select one disability; however, 204 respondents chose multiple disabilities for their child. The percentages included above are based on the number of total respondents (n=1,839) and therefore do not add up to 100%.

Section IV: Summary of Survey Responses

The following section provides an overall summary of survey responses presented according to the six topic areas on the survey questionnaire. All response tables include “totals” which aggregate the number of parents to select “strongly,” “moderately,” and “slightly” in the respective “agree”/“disagree” categories. These response categories were aggregated in order to facilitate a clear comparison of parent responses both within and across different topic areas of the survey. The identification of observable response patterns helps to highlight areas of parent satisfaction or concern.

The total number of respondents (n) provided for each survey statement includes only those parents who selected a response other than “not applicable.” All percentages are based on this number (n) and not on the total number of parents to complete the survey. The number of parents to respond to each statement varied considerably across the 40-item survey, most notably on statements regarding translation services and transition planning. This variation should be considered when comparing results across individual statements in order to provide the appropriate context for interpreting survey findings. (See Appendix B for an overall survey response table which includes all data presented in this section.)

Satisfaction with My Child’s Program

Parents were asked to respond to a series of 11 survey statements in the topic area, “Satisfaction with My Child’s Program” (See Tables IV.1, IV.2, and IV.3). In general, respondents rated statements in this section of the survey high.²

- The majority (88.0%, n=1,628) of survey respondents agreed that they are satisfied with their child’s overall special education program [Q1].

Table IV.1: Satisfaction with My Child’s Program

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
1. I am satisfied with my child’s overall special education program.	1,850	46.0%	33.0%	9.0%	88.0%	3.4%	4.3%	4.3%	12.0%	±

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

- In addition, a majority (93.6%, n=1,734) of parents agreed that they have the opportunity to talk with their child’s teachers on a regular basis [Q2] and a similar number (92.2%, n=1,680) of parents agreed that their child is accepted within the school community [Q5]. When compared to all other statements in this topic area, parents were most likely to choose the strongly agree rating for these two statements (63.2% and 62.8%, respectively).

² Two of the 11 survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are, therefore, not included in the generalizations in this section.

Table IV.2: Satisfaction with My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.	1,853	63.2%	22.9%	7.5%	93.6%	2.9%	2.1%	1.5%	6.4%	±
3. My child’s school day has been shortened to accommodate his/her transportation needs.	406	16.7%	8.4%	6.7%	31.8%	5.9%	4.4%	57.9%	68.2%	±
4. My child has been sent home from school due to behavioral difficulties.	735	9.5%	5.0%	4.6%	19.2%	2.0%	2.2%	76.6%	80.8%	±
5. My child is accepted within the school community.	1,822	62.8%	22.4%	6.9%	92.2%	3.4%	2.4%	2.0%	7.8%	±

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

The majority of respondents also indicated agreement on the survey statements concerning their child’s IEP. When asked if their child’s IEP is meeting his or her educational needs, 85.4% (n=1,578) of parents agreed with the statement [Q6]. Similarly, 86.5% (n=1,605) of parents agreed that staff is appropriately trained and able to provide their child’s specific program and services [Q8]; and 86.9% (n=1,523) agreed that general and special education teachers work together to assure that their child’s IEP is being implemented [Q11].

- When asked if their child’s special education teachers make accommodations as indicated on their child’s IEP, 91.7% (n=1,656) of parents agreed [Q9]; compared to 88.3% (n=1,527) of parents who agreed that general education teachers do the same [Q10].

Table IV.3: Satisfaction with My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
6. My child’s IEP is meeting his or her educational needs.	1,848	46.2%	30.4%	8.9%	85.4%	4.1%	4.6%	5.1%	13.9%	0.7%
7. All special education services identified in my child’s IEP have been provided.	1,851	55.3%	24.5%	8.9%	88.7%	3.6%	3.1%	2.8%	9.4%	1.9%
8. Staff is appropriately trained and able to provide my child’s specific program and services.	1,856	53.2%	24.9%	8.4%	86.5%	3.4%	3.8%	4.4%	11.6%	1.9%
9. Special ed teachers make accommodations/modifications as indicated on my child’s IEP.	1,806	60.8%	23.0%	7.9%	91.7%	2.5%	2.0%	1.9%	6.4%	1.8%
10. General ed teachers make accommodations/modifications as indicated on my child’s IEP.	1,729	49.7%	27.1%	11.6%	88.3%	3.5%	2.4%	3.5%	9.4%	2.3%
11. General education and special education teachers work together to assure that my child’s IEP is being implemented.	1,752	53.3%	23.9%	9.8%	86.9%	3.7%	2.7%	3.4%	9.8%	3.3%

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories.

Participation in Developing and Implementing My Child's Program

As discussed previously, the Connecticut State Department of Education (CSDE) is required to report in its annual submission of the State Performance Plan (SPP) evidence of school districts' efforts to facilitate parent involvement in the area of special education. Survey item Q12 (referred to as Indicator 8 in the SPP) is used as the direct measure of this effort.

- The majority (87.5%, n=1,594) of survey respondents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities [Q12].³

Table IV.4: Participation in Developing and Implementing My Child's Program

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services & results for children with disabilities.	1,822	52.8%	23.4%	11.4%	87.5%	4.7%	2.6%	5.2%	12.5%	±

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

In general, respondents reported a high level of agreement with all survey statements in this section as more than 90% of parents agreed with 6 of the 12 statements and more than one-half of parents strongly agreed with all 12 statements (See Tables IV.4, IV.5 and IV.6).

- The highest level of agreement was 96.6% (n=1,784) of parents who agreed that they understand what is discussed at meetings to develop their child's IEP, with 68.3% (n=1,262) of parents indicating they strongly agreed with this statement [Q14].

Table IV.5: Participation in Developing and Implementing My Child's Program - continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,848	66.8%	19.2%	7.2%	93.2%	2.5%	1.8%	2.5%	6.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,847	68.3%	21.8%	6.6%	96.6%	1.7%	0.8%	0.9%	3.4%	±
15. My concerns & recommendations are documented in the development of my child's IEP.	1,825	59.2%	22.3%	9.9%	91.4%	3.8%	2.7%	2.1%	8.6%	±

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

³ This percentage meets the target of 87.5% set by the CSDE in the State Performance Plan for the 2008-2009 school year.

Across all statements in this section of the survey, the greatest *percentage* of parents to disagree with a particular statement was the 17.3% (n=29) of parents who did not agree that a translator was provided as necessary at their child’s PPT meetings [Q21]⁴. Similarly 13.0% (n=24) of parents disagreed that the translation services provided at the PPT meetings were useful and accurate [Q22].

Table IV.6: Participation in Developing and Implementing My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
16. My child’s evaluation report is written in terms I understand.	1,850	56.7%	26.1%	10.6%	93.4%	3.8%	1.2%	1.6%	6.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	1,855	67.8%	18.7%	7.0%	93.5%	2.3%	1.7%	2.5%	6.5%	±
18. At my child’s PPT, the school district proposed programs & services to meet my child’s individual needs.	1,828	52.3%	26.0%	10.1%	88.4%	4.6%	2.3%	4.7%	11.6%	±
19. When we implement my child’s IEP, I am encouraged to be an equal partner with my child’s teachers and other service providers.	1,828	53.8%	24.3%	11.2%	89.3%	4.6%	2.4%	3.7%	10.7%	±
20. I have received a copy of my child’s IEP within 5 school days after the PPT.	1,832	69.1%	17.5%	4.9%	91.4%	2.9%	1.8%	3.9%	8.6%	±
21. If necessary, a translator was provided at the PPT meetings.	168	54.8%	22.0%	6.0%	82.7%	4.2%	2.4%	10.7%	17.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	184	54.9%	19.0%	13.0%	87.0%	4.3%	0.0%	8.7%	13.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,579	65.9%	15.1%	3.7%	84.7%	2.0%	1.5%	6.3%	9.8%	5.5%

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

My Child’s Participation

In this section of the survey, parents responded to statements concerning their child’s opportunity to participate in school and community sponsored activities. The overwhelming majority (96.5%, n=1,704) of survey respondents agreed that their child has the opportunity to participate in school-sponsored activities [Q24]. Similarly, 91.3% (n=1,498) of parents also agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25].

⁴ It should be noted that the largest *number* of parents to disagree with a particular statement in this section were the 227 (12.5%) respondents who disagreed that their child’s school encourages parent involvement in order to improve services and results for children with disabilities.

- In addition, over three-quarters (85.4% and 78.7%, respectively) of parents strongly agreed with these two statements, representing the largest majority to select this response option across all survey statements.

However, when asked if the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities, slightly more than one-quarter (25.2%, n=225) of parents disagreed with the statement [Q27].

- Close to one-fifth (16.0%, n=143) of parents indicated they strongly disagreed such supports are provided and 19.2% (n=171) of parents indicated they did not know if the necessary supports are provided.

Table IV.7: My Child's Participation

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sport events).	1,766	85.4%	8.7%	2.4%	96.5%	1.1%	0.7%	1.7%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities with children without disabilities.	1,641	78.7%	9.0%	3.7%	91.3%	2.4%	1.5%	4.8%	8.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,112	6.7%	2.6%	2.7%	12.1%	3.6%	4.2%	80.0%	87.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.	892	36.4%	12.9%	6.3%	55.6%	4.7%	4.5%	16.0%	25.2%	19.2%

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

Transition Planning

In the transition planning section of the survey, parents responded to statements focused on their child's transition to preschool, and secondary transition activities and services. Parents were asked to answer the transition questions only if their child had transitioned from early intervention to preschool in the past three years [Q28] or their child was age 15 or older at his or her last PPT meeting [Q29-Q34]. The age-specific nature of transition planning naturally restricts the number of parents for which questions of this type are applicable and as a result, considerably fewer parents answered statements in this section.

The majority (84.6%, n=269) of parents agreed they were satisfied with the transition activities that took place when their child left Birth to Three [Q28]. Similarly, 82.1% (n=348) of survey respondents agreed they were satisfied with the secondary transition services provided for their child [Q29] and 92.3% (n=420) agreed that the school district actively encourages their child

to attend and participate in PPT meetings [Q32]. However, in general, when compared to other sections of the survey previously discussed, parents expressed less satisfaction with transition planning than with other survey topics (See Table IV.8).

- Almost one-quarter (21.5%, n=65) of parents disagreed when asked if outside agencies have been invited to participate in secondary transition planning [Q30]. Similarly, 21.7% (n=85) of parents reported that the PPT had not introduced planning for their child’s transition to adulthood [Q31] and just over one-fifth (n=82) of parents reported that the PPT had not developed individualized goals for their child related to postsecondary options [Q34].

Table IV.8: Transition Planning

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
<i>(Only answer Q28 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.	318	55.3%	20.1%	9.1%	84.6%	3.8%	1.3%	10.4%	15.4%	±
<i>(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)</i>										
29. I am satisfied with the way secondary transition services were implemented for my child.	424	40.8%	27.8%	13.4%	82.1%	4.2%	4.2%	9.4%	17.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	303	33.7%	20.1%	11.6%	65.3%	4.6%	3.3%	13.5%	21.5%	13.2%
31. The PPT introduced planning for my child's transition to adulthood.	391	40.2%	22.5%	15.6%	78.3%	5.1%	4.3%	12.3%	21.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	455	71.2%	13.2%	7.9%	92.3%	2.0%	0.4%	5.3%	7.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	451	60.5%	19.1%	8.2%	87.8%	5.3%	2.7%	4.2%	12.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	400	44.0%	21.0%	14.5%	79.5%	6.8%	3.5%	10.3%	20.5%	±

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

Parent Training and Support

Parents were asked to respond to four survey statements regarding their experiences with “Parent Training and Support.” Again, compared to earlier topical areas of the survey, parents were more likely to disagree with items in this section, while a considerable percentage also indicated they did not know if support or parent training opportunities are available (see Table IV.9).

- Approximately three-fifths (61.4%, n=701) of survey respondents disagreed when asked if they attended a parent training or information session that addressed the needs of parents and of children with disabilities within the past year [Q35]. In addition, one-third (33.6%, n=500) of parents reported there are no opportunities for parent training and 31.1% (n=463) of respondents indicated they did not know if such opportunities are available [Q37].
- Similarly, 69.6% (n=750) of parents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Over one-quarter (29.6%, n=435) of parents reported there is no support network available to them and 34.7% (n=510) of parents indicated they did not know if a support network is available [Q38].

Table IV.9: Parent Training and Support

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,141	23.3%	8.0%	7.3%	38.6%	4.0%	4.9%	52.5%	61.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,078	15.4%	7.5%	7.5%	30.4%	4.6%	6.8%	58.2%	69.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,489	18.3%	9.3%	7.7%	35.3%	3.8%	3.7%	26.1%	33.6%	31.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,471	19.8%	9.2%	6.7%	35.7%	3.1%	3.3%	23.2%	29.6%	34.7%

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

My Child's Skills

In the final section of the survey, parents were asked to respond to two statements regarding the skills their child is acquiring in school. A majority (88.3%, n=1,498) of survey respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 89.2% (n=1,460) of parents agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40].

Table IV.10: My Child's Skills

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
39. My child is learning skills that will enable him/her to be as independent as possible.	1,696	52.5%	23.7%	12.1%	88.3%	3.1%	3.1%	5.5%	11.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,637	56.3%	22.2%	10.6%	89.2%	3.4%	2.4%	5.0%	10.8%	±

Note: ST=strongly; MD=moderately; and SL=slightly for the respective agree/disagree categories and ± = not a response option for this survey item.

Section V: Differences by Demographics

In this section, differences in parent responses are presented across three demographic groups, 1) child's disability; 2) child's age; and 3) child's race/ethnicity. Individual survey statements that highlight the overall trends in observed differences have been illustrated with a stacked bar chart. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar. The total number of respondents (n) for each demographic group includes all respondents who selected a response other than "not applicable" and "don't know."

Bar charts of all survey statements by demographic group including gender (which is not discussed in this section as there was no evidence of substantial differences) can be found in Appendix C. Differences in parent responses across individual school districts were considered in a separate analysis and are discussed in a supplemental district report located on the CSDE website.

Child's Disability

In general, a child's disability was a common determinant of variations found in parents' responses to survey statements. Due to the considerable number of differences, response patterns by disability status are presented by topical areas of the survey. (See Appendix C.1 for bar charts of all survey statements by child's disability.)

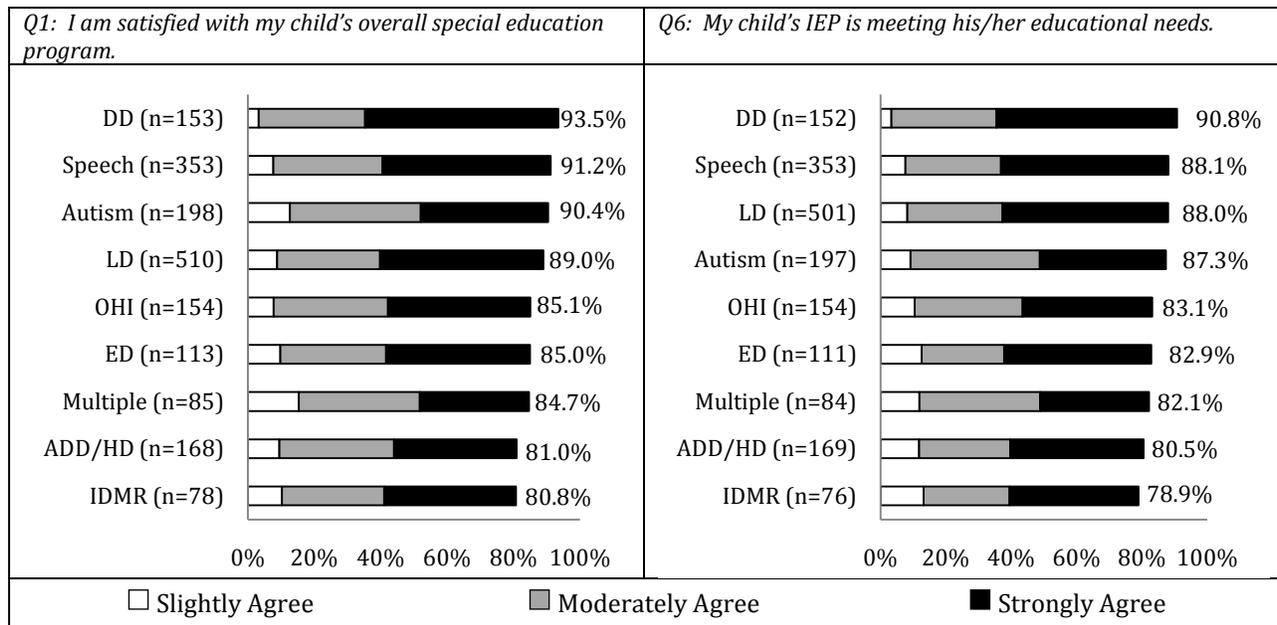
Satisfaction with My Child's Program

In this section of the survey, parents of children with a developmental delay (DD) or with a speech and language impairment generally reported higher levels of satisfaction than did parents of children in other disability categories. Parents of children in these two disability categories consistently reported satisfaction levels of 90% or greater and ranked first and second in satisfaction on nine of the 10 statements analyzed⁵. In contrast, parents of children with an intellectual disability/mental retardation (IDMR) rarely reported satisfaction levels of 90% or greater and had the lowest levels of satisfaction on five of the 10 statements analyzed. This is somewhat surprising given last year's survey results in which parents of children with an intellectual disability repeatedly answered survey statements more favorably than parents of children in other disability groups.

- When asked if they are satisfied with their child's overall special education program [Q1], parents of children with a developmental delay and with a speech and language impairment were at least 10 percentage points more likely to agree with the statement than parents of children with ADD/ADHD and parents of children with an intellectual disability (93.5% and 91.2% compared to 81.0% and 80.8%, respectively).
- In addition, close to 90% of parents of children with a developmental delay and with a speech and language impairment agreed that their child's IEP is meeting his/her educational needs, compared to 80.5% of parents of children with ADD/ADHD and 78.9% of parents of children with an intellectual disability/mental retardation [Q6].

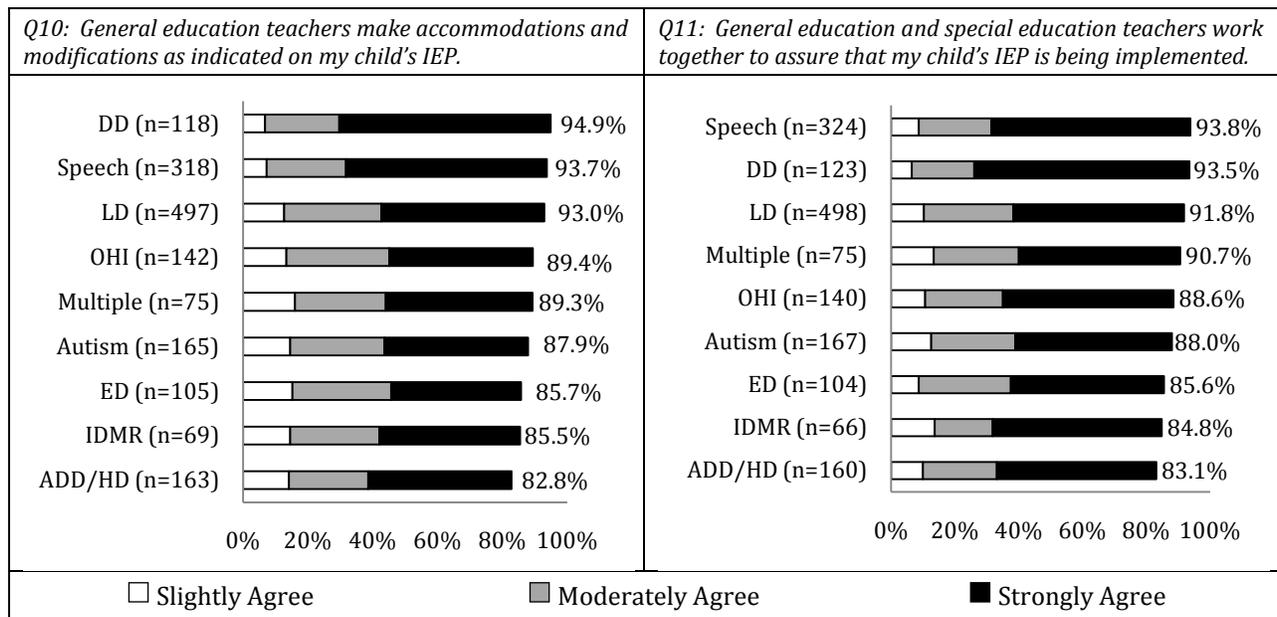
⁵ Two survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are therefore not included in this generalization.

Table V.1: Question 1 and Question 6 by Child's Disability



- Similar response patterns were evident when parents were asked if general education teachers provide accommodations and modifications as indicated on their child's IEP [Q10] and if general education and special education teachers work together to assure that their child's IEP is being implemented [Q11]. Parents of children with a development delay and with a speech and language impairment answered most favorably to these statements, while parents of children with ADD/ADHD and an intellectual disability answered least favorably.

Table V.2: Question 10 and Question 11 by Child's Disability

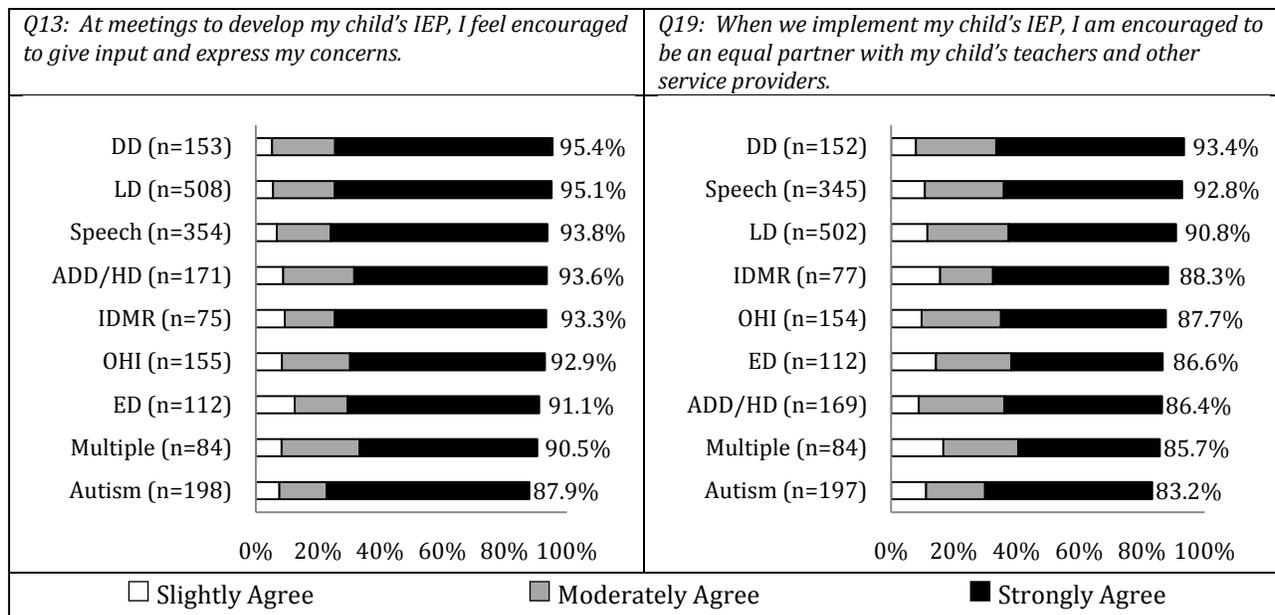


Participation in Developing and Implementing My Child's Program

When compared to other topical areas of the survey, statements concerning parents' participation in their child's program generated somewhat smaller differences in parent response by disability category. However, response patterns were for the most part, still consistent with those just mentioned under the general program satisfaction section of the survey. One slight difference was that parents of children with autism and with multiple disabilities answered slightly less positively to statements in this section of the survey.

- Parents of children with autism and with multiple disabilities were the least likely to indicate that they feel encouraged to give input and to express their concerns during meetings to develop their child's IEP (87.9% and 90.5%, respectively) [Q13]. In contrast, more than 95% of parents of children with a developmental delay and parents of children with a learning disability agreed with this statement.
- Similarly, when asked about the implementation of their child's IEP, parents of children with autism and parents of children with multiple disabilities were the least likely to report feeling encouraged as an equal partner with their child's teachers and other service providers [Q19].

Table V.3: Question 13 and Question 19 by Child's Disability

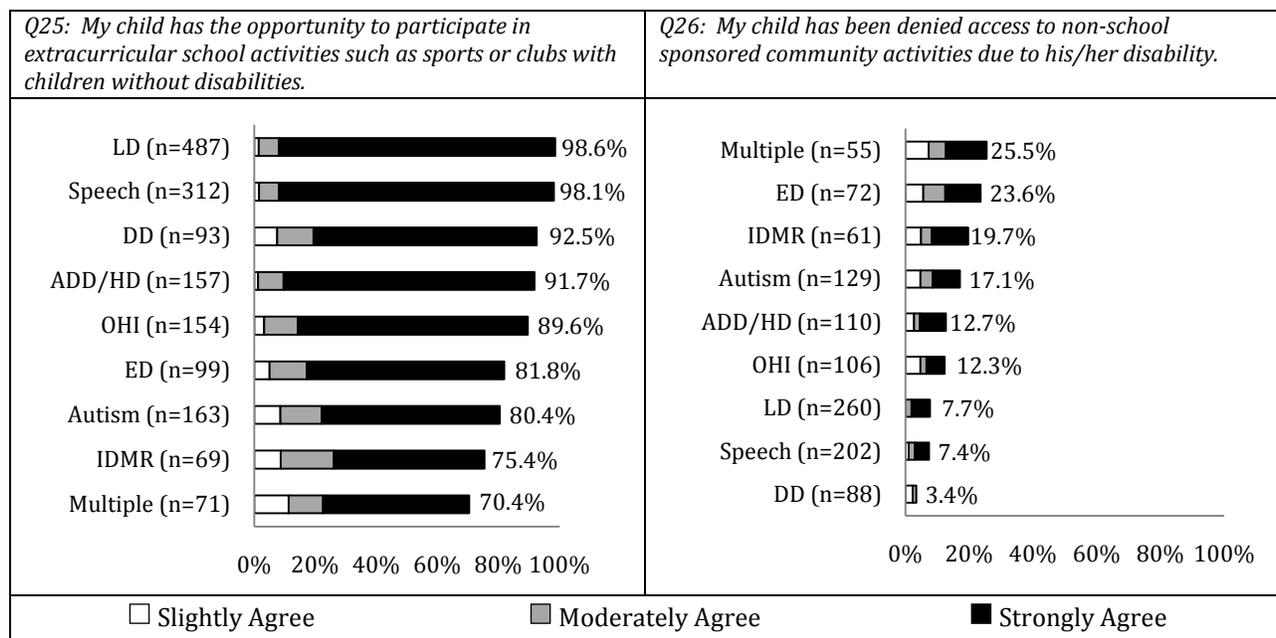


My Child's Participation

There were fewer consistent differences in parent response by disability category in this section of the survey. However, there was a response gap of notable size on two particular statements, with parents of children with multiple disabilities answering least favorably on both, followed by parents of children with an intellectual disability, autism, and an emotional disturbance.

- Less than three-quarters (70.4%) of parents of children with multiple disabilities agreed that their child has the opportunity to participate in extracurricular school activities [Q25]. This represents a difference of approximately 28 percentage points when compared to parents of children with a learning disability and parents of children with a speech and language impairment. Parents of children with an intellectual disability (75.4%), autism (80.4%), and an emotional disturbance (81.8%) were also less likely to agree with this statement.
- In addition, approximately one-quarter (25.5%) of parents of children with multiple disabilities indicated that their child has been denied access to non-school sponsored community activities due to his or her disability [Q26]. Again, parents of children with an emotional disturbance (23.6%) intellectual disability (19.7%), and autism (17.1%) were also more likely to answer less favorably.

Table V.4: Question 25 and Question 26 by Child's Disability

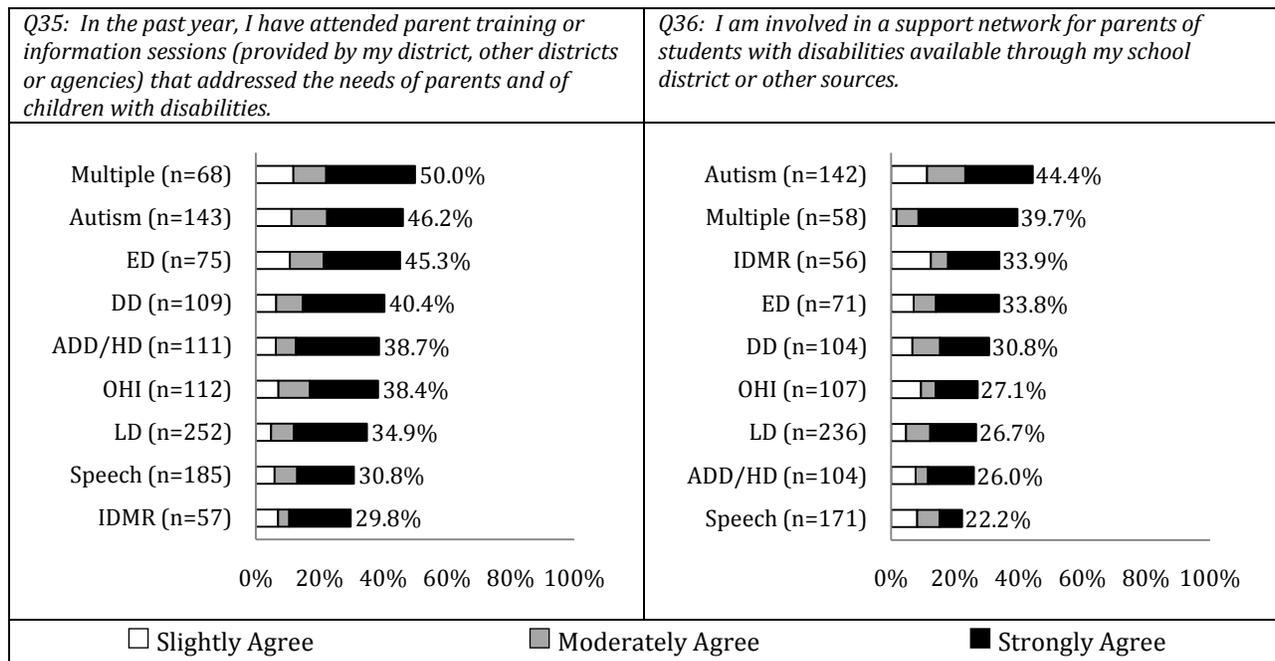


Parent Training and Support

The following tables illustrate the four survey statements dedicated to the topic of parent training and support. The first two questions refer to actual attendance or participation in parent training sessions [Q35] and support groups [Q36]; while the last two questions refer to the opportunity to participate in, and availability of such sessions [Q37] and groups [Q38].

- Parents of children with multiple disabilities (50.0%), autism (46.2%), and an emotional disturbance (45.3%) were the most likely to indicate they had attended a parent training or information session in the past year [Q35]. In contrast, approximately 30% of parents of children with an intellectual disability and parents of children with a speech and language impairment noted attending such meetings.
- Parents of children with autism and multiple disabilities were also most likely to indicate participation in a support network (44.4% and 39.7%, respectively) [Q36]. Parents of children with an intellectual disability were the only group reporting a larger percentage of parents involved in a support network (33.9%) than having attended parent training sessions (29.8%).

Table V.5: Question 35 and Question 36 by Child's Disability

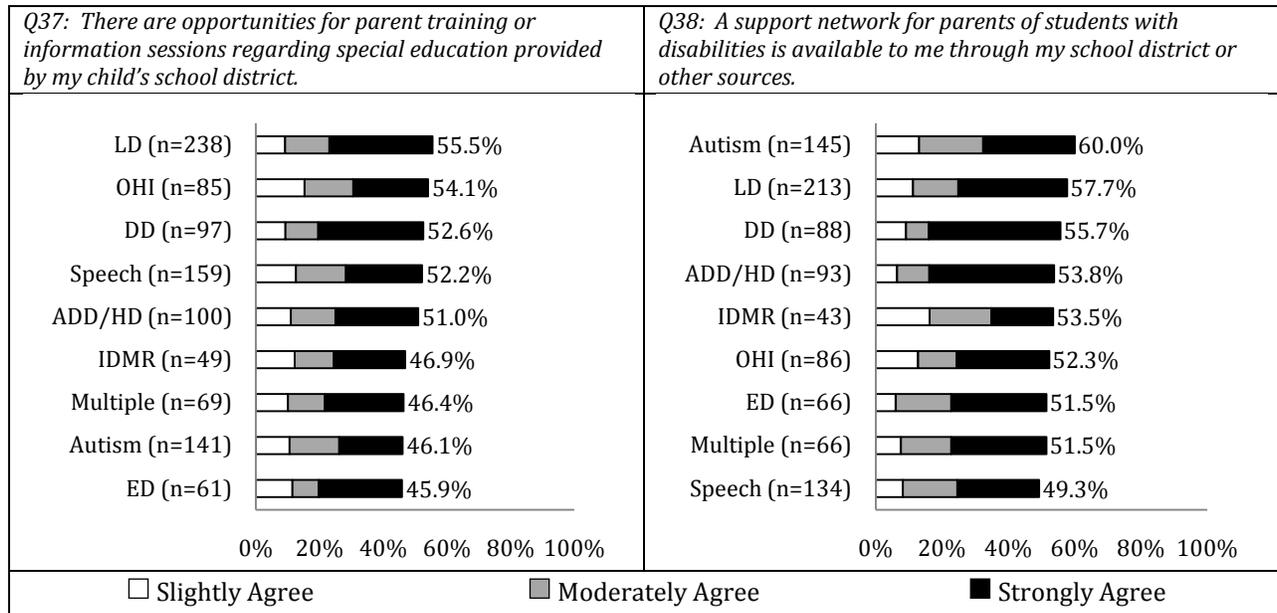


In general, parents were more likely to report opportunities for parent training [Q37] and the availability of a support network [Q38] than they were to report attending training sessions or participating in such networks.

- While slightly more than one-half of parents of children with a learning disability and parents of children with a speech and language impairment indicated that opportunities for parent training were available [Q37], approximately one-third reported having attended a parent training session [Q35], a difference of approximately 21 percentage points.
- Similarly, approximately one-half of parents of children with a speech and language impairment and ADD/ADHD indicated that a support network is available [Q38], while roughly one-quarter

reported having been involved in a support network [Q36], a difference of approximately 28 percentage points.

Table V.6: Question 37 and Question 38 by Child's Disability

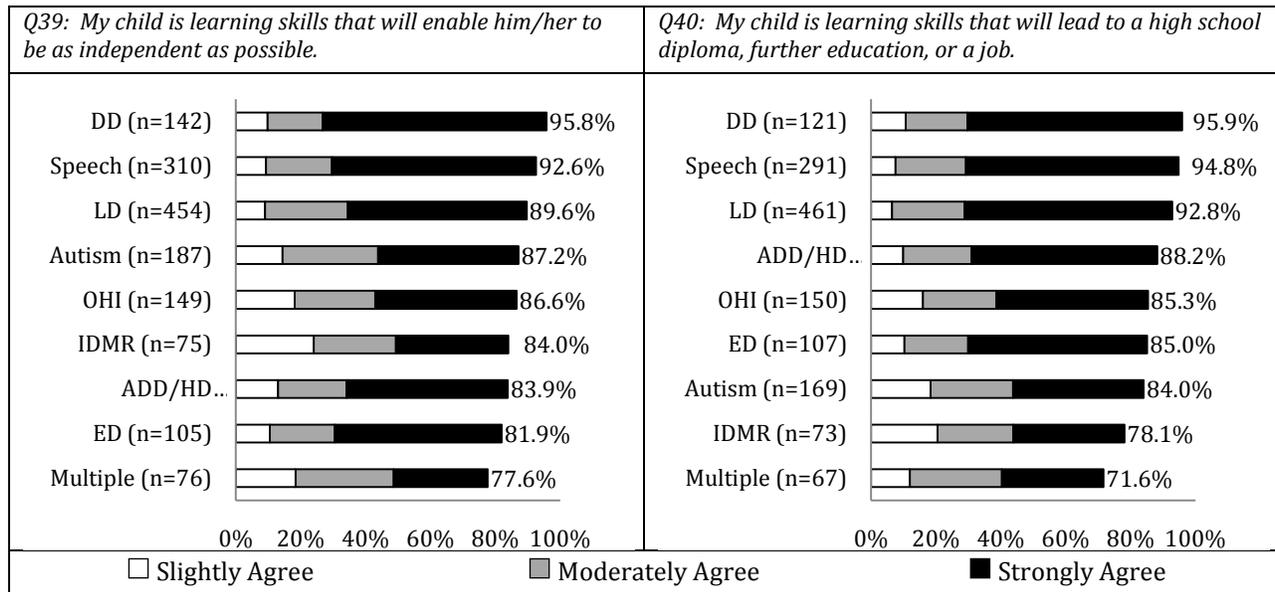


My Child's Skills

Finally, the last section of the survey asked parents if the skills their child was learning would maximize their independence [Q39] and improve their prospects for the future [Q40].

- More than 90% of parents of children with a developmental delay and a speech and language impairment agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], compared to just over three-quarters of parents of children with multiple disabilities.
- Similarly, more than 90% of parents of children with a developmental delay, speech and language impairment, and a learning disability agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]. Again, this was considerably higher than the 71.6% of parents of children with multiple disabilities to agree with this statement.

Table V.7: Question 39 and Question 40 by Child's Disability

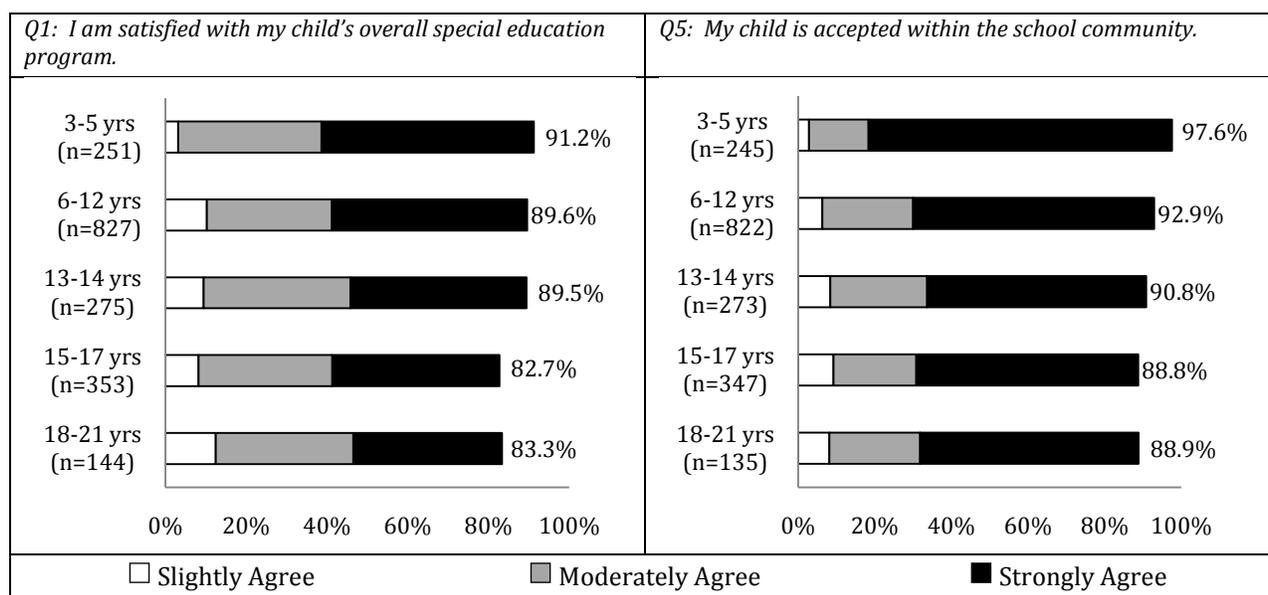


Child's Age

In general, an inverse relationship between parent satisfaction and a child's age was evident across most of the 40 survey statements. (See Appendix C.2 for bar charts of all survey statements by child's age.)

- When asked about satisfaction with their child's overall special education program, 91.2% of parents of children ages 3-5 and approximately 90% of parents of children ages 6-12 and 13-14 indicated that they are satisfied with their child's program [Q1]. In comparison, just over 80% of parents of children ages 15-17 and ages 18-21 agreed with the statement (82.7% and 83.3%, respectively).
- Almost all (97.6%) parents of children ages 3-5 agreed that their child is accepted within the school community, approximately nine percentage points higher than parents of children ages 15-17 and parents of children ages 18-21 [Q5].

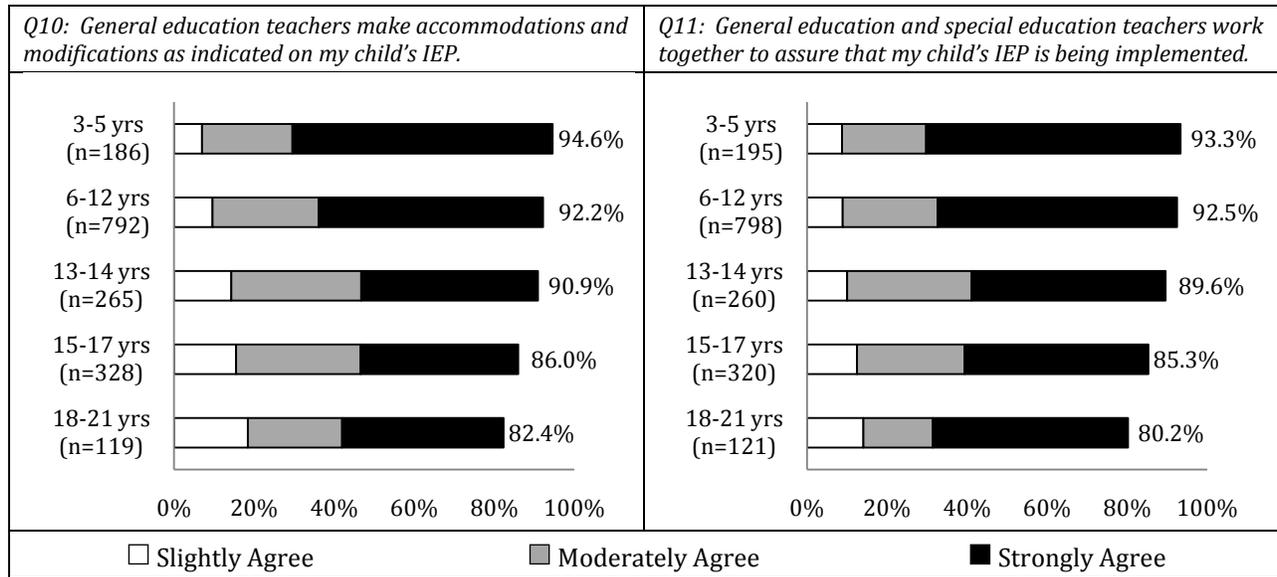
Table V.8: Question 1 and Question 5 by Child's Age



A slightly greater gap in satisfaction occurred when parents were asked about accommodations made by their child's general education teacher and if their child's general education and special education teachers work together to assure their child's IEP is being implemented.

- Parents of children ages 3-5 and ages 6-12 were approximately 10 to 12 percentage points more likely to agree that general education teachers make accommodations and modifications as indicated on their child's IEP than parents of children ages 18-21 [Q10].
- Similarly, parents of younger children were more likely to agree that general education and special education teachers work together than were parents of older children [Q11]. Specifically, 93.3% and 92.5% of parents of children ages 3-5 and ages 6-12 answered favorably; approximately 13 percentage points higher than parents of children ages 18-21.

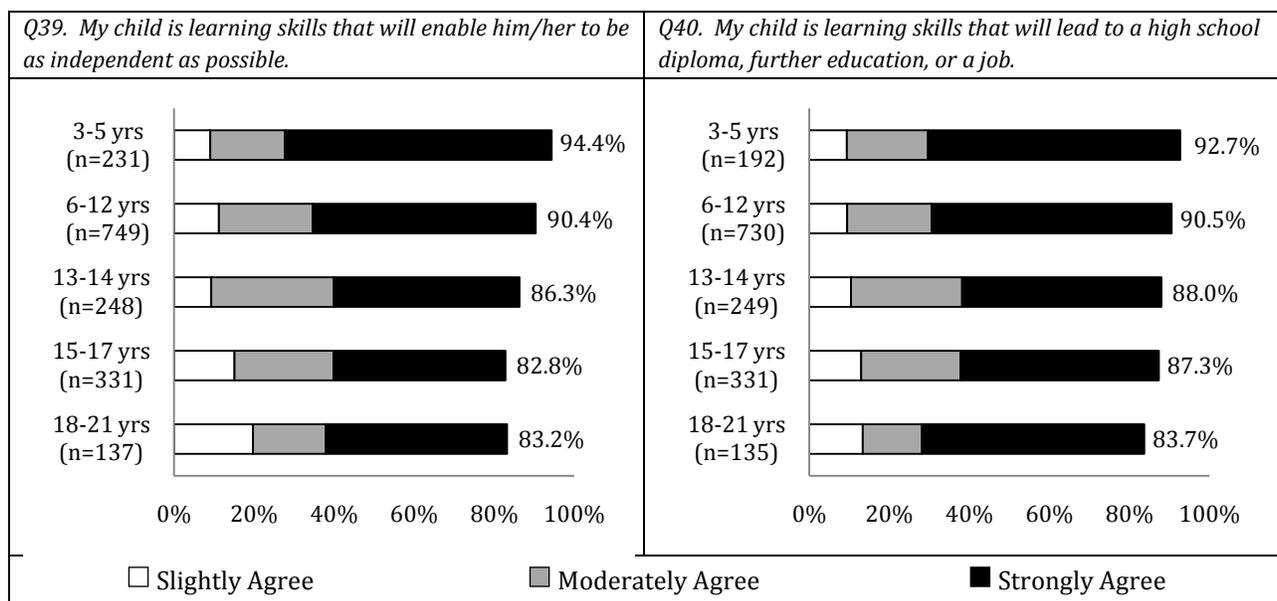
Table V.9: Question 10 and Question 11 by Child's Age



Lastly, when asked about post-graduation skills, parents of older children were less likely to agree that their child is learning the skills needed to thrive after high school.

- For example, approximately 83% of parents of children ages 15-17 and ages 18-21 agreed that their child is learning skills that will enable him/her to be as independent as possible, compared to almost 95% of parents of children ages 3-5 who agreed with the statement [Q39].
- Similarly, 83.7% of parents of children ages 18-21 agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]. Parents of children ages 15-17 answered a bit more favorably (87.3%), but still more than 5 percentage points lower than parents of children ages 3-5.

Table V.10: Question 39 and Question 40 by Child's Age

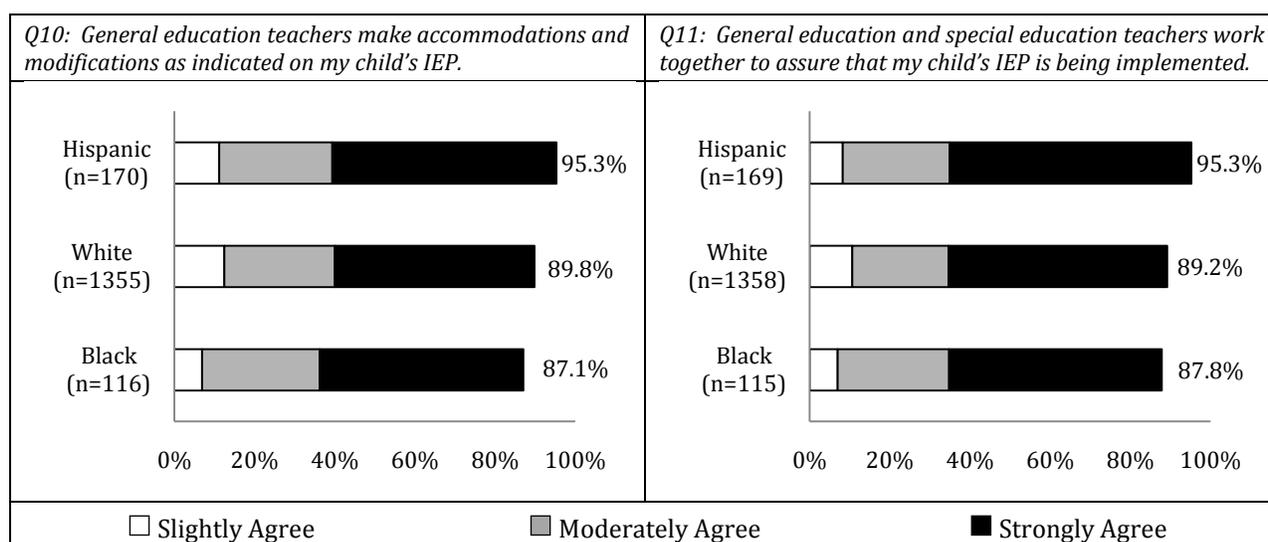


Child's Race

Overall, parents of Hispanic children tended to answer survey statements slightly more favorably than parents of White children and parents of Black children. However, relatively few differences existed between the response patterns of parents of White children and Black children. (See Appendix C.3 for bar charts of all survey statements by race/ethnicity.)

- Just over 95% of parents of Hispanic children agreed that general education teachers make accommodations and modifications as indicated on their child's IEP, compared to 89.8% and 87.1% of parents of White children and parents of Black children, respectively [Q10].
- Similarly, when asked if general education and special education teachers work together to assure that their child's IEP is being implemented, 95.3% of parents of Hispanic children agreed with this statement compared to 89.2% of parents of White children and 87.8% of parents of Black children [Q11].

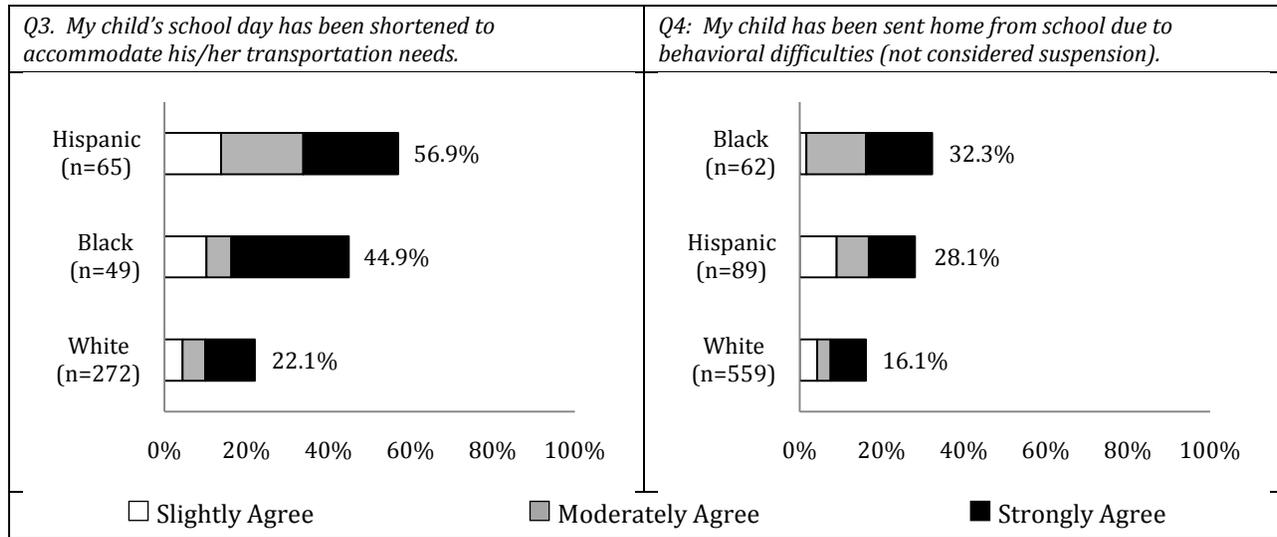
Table V.11: Question 10 and Question 11 by Child's Race/Ethnicity



Despite the generally positive ratings given by parents of Hispanic children, there were a few statements in which these parents (and parents of Black children) responded less favorably than parents of White children.

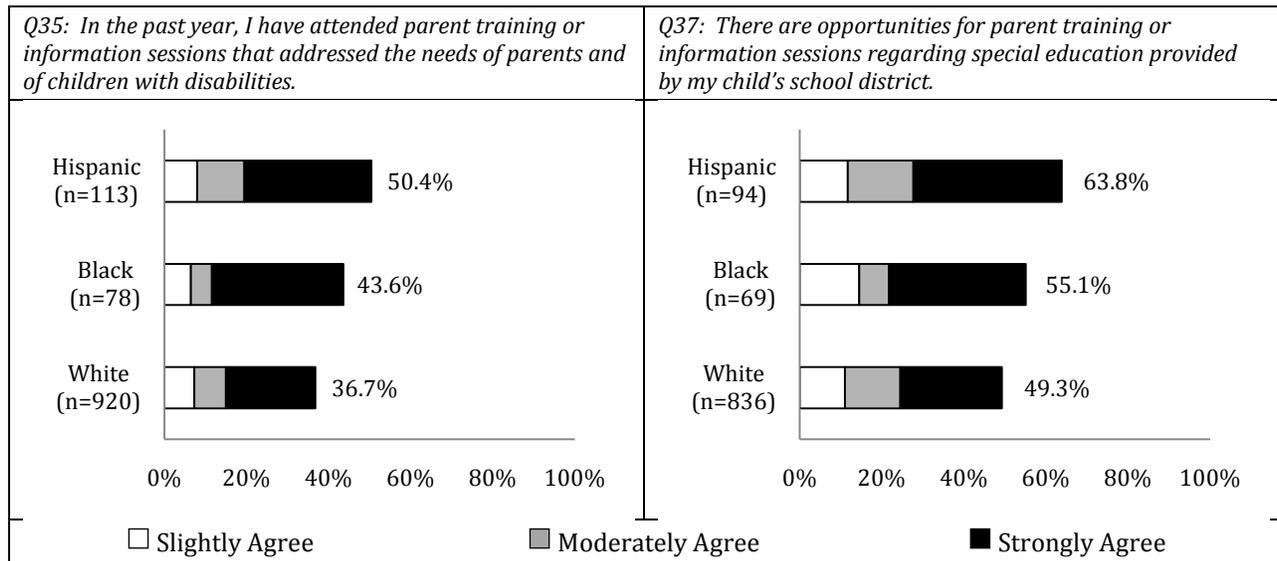
- Parents of Hispanic children and parents of Black children were more than two times as likely as parents of White children to agree that their child's school day has been shortened to accommodate his/her transportation needs, 56.9% and 44.9%, respectively compared to 22.1% [Q3].
- Similarly, when asked if their child has been sent home from school due to behavioral difficulties, 32.3% of parents of Black children and 28.1% of parents of Hispanic children agreed with this statement, compared to 16.1% of parents of White children [Q4].

Table V.12: Question 3 and Question 4 by Child's Race/Ethnicity



- However, when asked if they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities in the past year, over one-half (50.4%) of parents of Hispanic children and 43.6% of parents of Black children agreed, compared to just over one-third (36.7%) of parents of White children [Q35].
- Likewise, almost two-thirds (63.8%) of parents of Hispanic children and over one-half (55.1%) of parents of Black children agreed there are opportunities for parent training or information sessions in their school district, compared to 49.3% of parents of White children [Q37].

Table V.13: Question 35 and Question 37 by Child's Race/Ethnicity

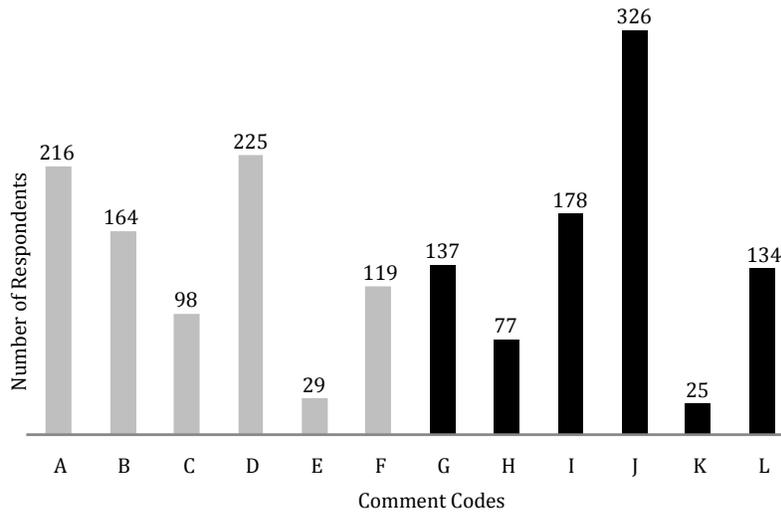


Section VI: Summary of Open-Ended Comments

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their overall experiences with their child’s special education program. Of the 1,874 surveys completed by parents of children receiving special education services, 37.1% (n=696) included written comments, ranging from 0.0% of the surveys returned from the Scotland School District to 66.7% of the surveys returned from the district of Norfolk.

The written responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. In most cases, each survey response was assigned multiple codes in order to most accurately represent the range of views expressed by each individual. As is shown below, 59.6% (n=415) of respondents offered positive remarks about their child’s special education program and 65.2% (n=454) of respondents provided comments reflecting areas in need of improvement.⁶ (Note: Parents who expressed areas of satisfaction as well as dissatisfaction are represented in both counts.)

Respondents per Comment Code



Satisfied Comment Codes			Dissatisfied Comment Codes		
Satisfied or Pleased with:	Respondents		Dissatisfied or Displeased with:	Respondents	
	Number	% of Total		Number	% of Total
A Staff	216	31.0%	G Staff	137	19.7%
B Child’s Progress	164	23.6%	H Child’s Progress	77	11.1%
C Communication and Support	98	14.1%	I Communication and	178	25.6%
D Services or Instruction	225	32.3%	J Services or Instruction	326	46.8%
E Child’s Future Prospects	29	4.2%	K Child’s Future Prospects	25	3.6%
F Past Experiences	119	17.1%	L Past Experiences	134	19.3%
Total Respondents	415	59.6%	Total Respondents	454	65.2%

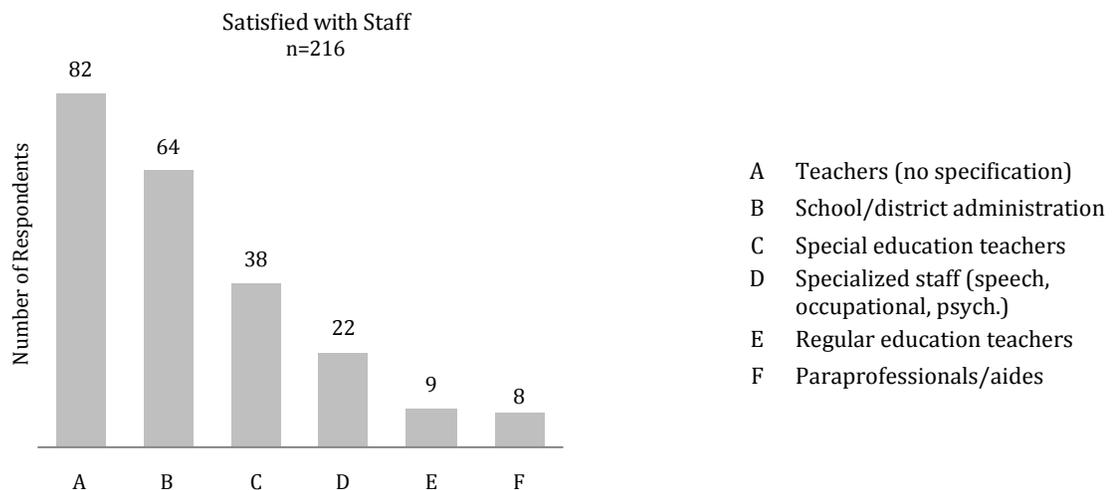
Note: Respondents may appear in multiple categories and therefore the sum of the number (and percentage) of respondents may be greater than the total.

⁶ The results presented in this section reflect the opinions of 7.6% of parents of children receiving special education services in the 30 surveyed districts and should be examined within this context.

In order to further illustrate respondents' perceptions of their child's special education program, written comments have been included verbatim (in *italics*) with the following exceptions: 1) silent corrections were made in order to improve readability, and 2) all identifying information was removed or replaced with text [enclosed in brackets] in order to maintain respondent confidentiality.

Satisfied or Pleased with Staff

- *Our child's special education experience has been exceptional. Not only did they provide all the services she needed, they encouraged her to take more difficult classes that they felt she could handle and excel in. As a result she was recently inducted into the National Honor Society.*
- *The program and the teachers at Bristol Central HS have been outstanding. Without their support, flexibility, and knowledge, my son could not have gotten to the point he performs at today. They have been consistent with academics and encourage him to persevere. I couldn't ask for anything more.*
- *Overall, there has been improvement with regard to how the staff understands the needs of my child, and provides services. His general education teacher this year has been able to modify as needed on the spot. [Starting last year there has been] a huge difference with regard to facilitating understanding among special education teachers and directing additional services and modifications.*
- *I absolutely love my son's teacher and special education teacher this year.*



Note: Respondents may appear in multiple categories and therefore the sum of the number of respondents may be greater than the total.

- *I have found the staff working with my child are truly wonderful. They do the best they can with what is available to them.*
- *This year has been the best year for my child. Her special education teacher is creative, caring, supportive, knowledgeable, and innovative in her approach. She is by far the best teacher my child*

has had. If only we could have met her years ago! Our experience this year is significantly better than anything we have experienced in the past, with both of our children!

- *Placing my child out-of-district was [a good decision]. He is learning and being taught by professionals. Knowing the needs of a child with his diagnosis makes him easier to educate. I thank these great teachers.*
- *I have been most impressed with the Seymour school system. Seymour was concerned and extremely helpful. My child never felt like he was different, they took time and interest in him and now his report card reflects this. I'm thankful to the staff at Seymour for all of their efforts.*
- *My child's special education team has been extremely receptive to my input as both a parent and professional. I also communicate with them regularly regarding the daily incentive plan. We were very lucky this year because the classroom teacher holds dual certification (special/regular) and is amazing.*

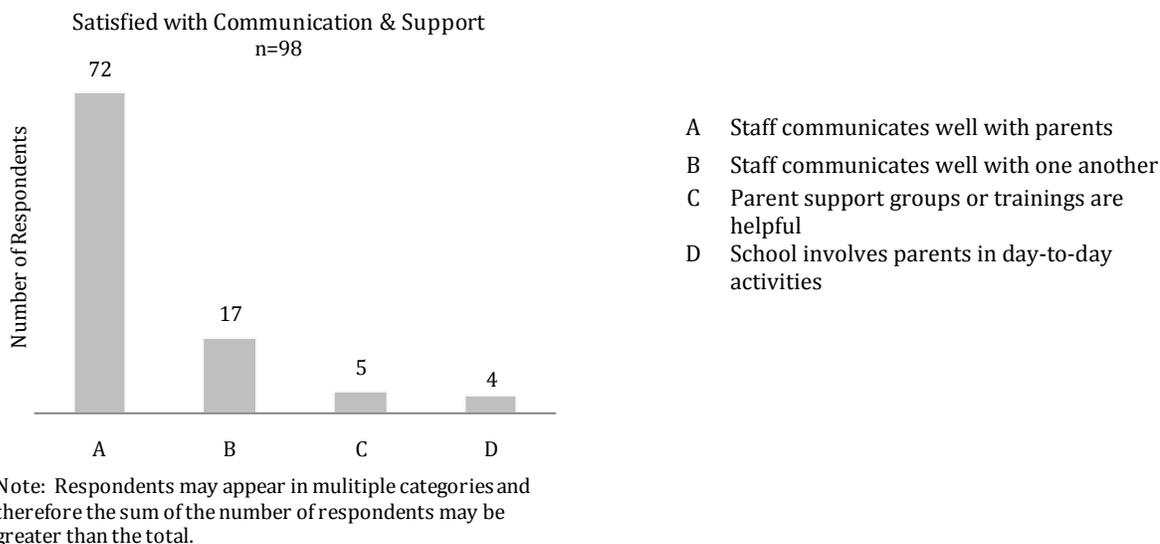
Satisfied or Pleased with Child's Progress

- *My son's special education has done wonders. I have seen him grow in many ways. He has come a long way.*
- *Once he transitioned to a private school that dealt specifically with children with similar disabilities and experienced teachers, he thrived. Behavior improved, he is an 'A' student and on his way to an independent life.*
- *The progress my son has made exceeded anyone's expectations. I believe that, as an adult, he will be a functioning, productive, and contributing member of society. He is always eager to go to school - the special education teachers and paraprofessionals really motivate him. Thank you.*
- *With time, persistence, patience, and love she has had a very good first-grade year. I think that each autistic child is a little unique and it takes some time for new teachers to get to understand them.*
- *My child attends a public middle school for his academics and then attends a transition school for life skills and socializing. I feel the transition school is helping him tremendously in learning life skills that will enable him to function on his own and be independent in the future.*
- *My child has made great strides in his schooling and homework due to receiving extra services from special education.*
- *The entire staff has been wonderful to our child. We have definitely found a diamond of a school where our child has blossomed and made huge successes.*

Satisfied or Pleased with Communication and Support

- *I have been very satisfied with the services my daughter has received. She has made a lot of progress because of those services. School administration, teachers, and other staff have always been approachable and willing to discuss her needs. I would also like to note that they were very flexible in scheduling the PPT to accommodate my work schedule.*

- *I must commend the Trumbull school system for helping us make a seamless transition, and for being proactive in recognizing that my child not only has speech and language difficulties, but also other issues that were diagnosed. I feel completely supported and very encouraged by our child's progress.*
- *I am lucky to live in such a wonderful town that provides support with special education. My children have a future due to the diligent services offered. Special education teachers with the regular teachers work together and team approach services. I am always included in any changes or choices. I love my teachers.*

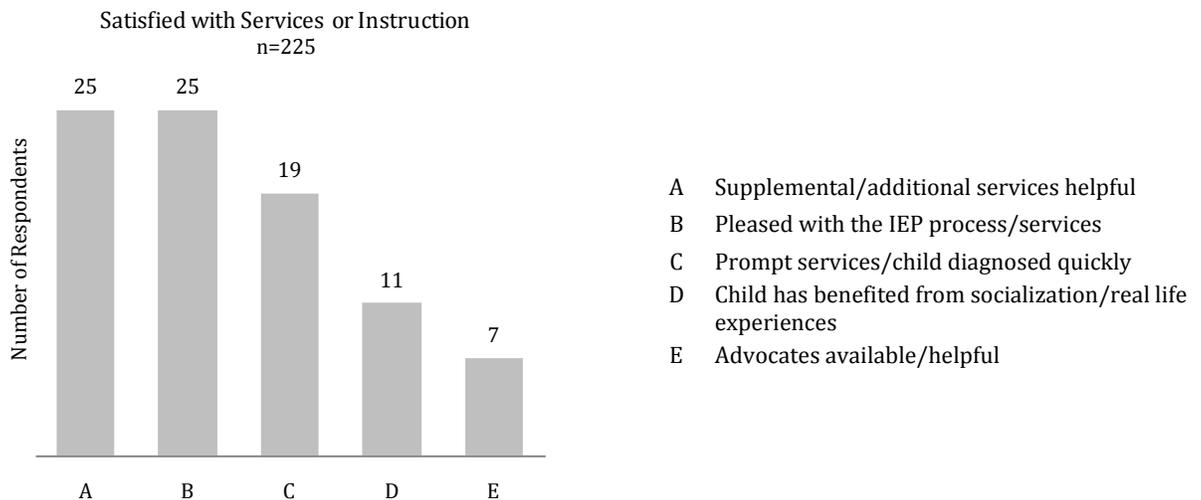


- *My experience this year has been fabulous for both my child as well as us as parents. All of the staff has been encouraging and helpful in establishing a well-rounded blend of education and socialization. It has been a wonderful experience.*
- *Overall, I was able to choose my child's schedule in middle school. The district is very easy to work with. We ask - we get it.*
- *There was plenty of good information sessions offered. Trumbull Public Schools have a great relationship with parents, particularly across the special education spectrum. The special education staff is very accommodating and works with families who need assistance.*
- *I am overall very pleased with our Birth-to-Three program and our transition to the public school system in Regional District 13. I am thoroughly satisfied with the administration. They encourage and respond to parental suggestions and they adhere to our child's IEP.*

Satisfied or Pleased with Services or Instruction

- *We have had an outstanding experience with our child's special education program. They have truly worked as a team and because of that our daughter has exceeded expectations!*
- *This district is working hard to create better programs for transition-age students. They are taking the steps to move away from outdated programs.*

- *The Birth-to-Three and special needs preschool program at Center School in Ellington, CT was outstanding! Windermere Elementary has provided good services. Speech and language have been excellent. Teachers and classroom have been excellent!*
- *The school's preschool program has been fantastic and has made a huge positive impact on not only our son, but on our entire family. Aides and all the staff have been wonderful, and our son has definitely made tremendous gains in his ability to communicate and express himself. Can't say enough about them all.*



Note: Respondents may appear in multiple categories and therefore the sum of the number of respondents may be greater than the total.

- *I have had an excellent experience with Center School in Ellington, CT. All staff that I have had exposure to have been very knowledgeable and helpful. My son has made great strides due to their abilities and knowledge. I cannot say enough about his experience in the past 12 months!*
- *The community where I live has good programs (after school) that have helped with the emotional and physical development of my child.*
- *I feel the school system is doing a good job of providing services for my child. She has people who take an extra special interest in her. The IEP had not been received within 5 school days most times but I would rather see quality staff working with my child daily than see my child not receiving quality service.*
- *We have been so pleased with our school's treatment of our child. We feel that we receive genuine, individual attention and have no complaints. He is integrated into the classroom and discretely pulled for help.*

Satisfied or Pleased with Child's Future Prospects

- *I have found my child's overall special education program experience to be extremely beneficial. She has met her maximum goal and at the start of the new year will no longer require special education services. Throughout the years, we have always been fortunate to have a very caring,*

supportive and active educational staff. The IEP was always on target with her specific areas of difficulty and the goals were met or revised according to her needs. I am very proud of her ability to progress out of the special education program, but I am even more thankful that the school will continue to monitor her achievement; and if necessary a safety net has been put into place to provide her with additional academic resources as needed. This will certainly encourage her continued success.

- *The special education and regular classroom teachers have been more than wonderful. My child is developing very fast. All the help and education makes me believe she will be okay in the future.*
- *Overall, our experiences have been quite favorable. I am very pleased with my child's educational team and their efforts on his behalf. He has made amazing progress, and I have every reason to believe that he will continue to fare well in this educational program. Thank you and keep up the good work!*

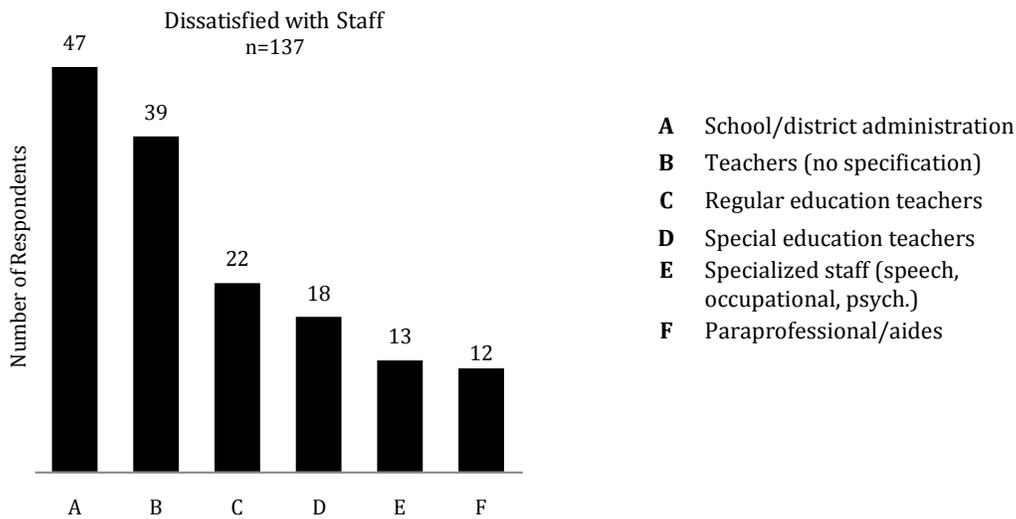
Satisfied or Pleased with Past Experiences

- *My son was provided a wonderful early intervention program with Birth to Three. He went to preschool and was diagnosed. Great program. When he went to kindergarten he did well.*
- *As parents we have been very pleased with our child's educational experiences. We have had many opportunities to meet with the staff at the school and express our thoughts and concerns. We have had the chance to offer our input in teacher placement and have been very pleased with the outcome. We do receive mailings and information about SERC, and the available training and forums offered through SEPTA. Our child has thrived throughout the years and we hope to see that continue as he grows and matures.*
- *Special education has done exactly what it's supposed to do; my child has needed less and less support through the years. Teachers have been supportive, cooperative, and willing to work with us to provide the best education possible.*

Dissatisfied or Displeased with Staff

- *Many of his teachers are not understanding or informed of ADHD or its limitations. He is in need of extra help but the school will not provide it. Some teachers expect him to complete the same school work as the children without ADHD or learning disabilities because they don't want to take the time to substitute his work.*
- *One of the biggest problems my child encountered was teacher turnover. Teachers moving on to other jobs, retirement, or maternity leave required other teachers to temporarily fill in. This resulted in larger case loads and less time spent per student. Also, time and progress was lost during these transition periods which required temporary teachers, as well as the later newly hired teachers to acquaint themselves with the students and their problems.*
- *Overall, special education teachers need more training in disabilities that are uncommon, need to be open to parents' ideas and outside consultants, and need training to identify problems that present themselves at an early age.*

- *I feel all staff members need to be trained better. The school should provide ongoing training for all areas. Staff members should be trained on how to fill out an IEP.*



- A School/district administration
- B Teachers (no specification)
- C Regular education teachers
- D Special education teachers
- E Specialized staff (speech, occupational, psych.)
- F Paraprofessional/aides

Note: Respondents may appear in multiple categories and therefore the sum of the number of respondents may be greater than the total.

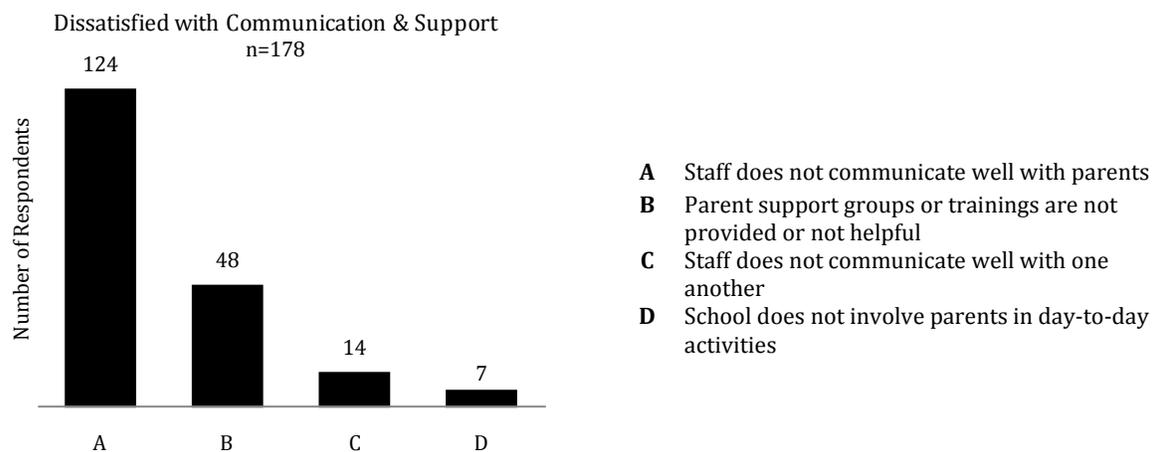
- *I am concerned that the special education teachers at my child's school are not specifically trained in programs that can really address my child's reading disability.*
- *My child's teacher meets with me, we discuss needs, and I make suggestions. She agrees, etc., and then does not follow through. It seems as though she is too busy to meet individual students' needs. She is meeting the classroom requirements, but I don't feel she is following through with individual attention.*
- *Both special education staff and regular education staff are lacking in social skills training and programming.*

Dissatisfied or Displeased with Child's Progress

- *I expressed my concern during my child's PPT meeting. He is falling further behind his grade level and no one at the school seems to care or be concerned when I express my concern. The special support should help my child keep up not fall behind.*
- *My child is not meeting specific goals because they are too broad. She is still unable to count money.*
- *My child needs to improve social skills with other children. There are not enough helpers or paraprofessionals to help all the children who need them consistently.*

Dissatisfied or Displeased with Communication and Support

- *The Coventry School system is not willing to help prepare him for life and daily living skills. They only want to address education. Even though his school work is modified, the school system fights with me every year. They want him out of the special education category. They agree he does need the extra support/help and then in the same breath encourage me to consider him "normal/mainstream."*
- *I have only had one PPT meeting and that was last September. Nobody keeps me informed of my son's progress. I do not receive any paperwork or progress reports about what we should be working on with him. I see some difference/improvements with his speech, but I feel I should be kept in the loop more either by things sent home or by email.*
- *There are 3 groups involved in my child's IEP; the teachers, special education department, and the parents. It doesn't seem like anyone is interested in working together.*

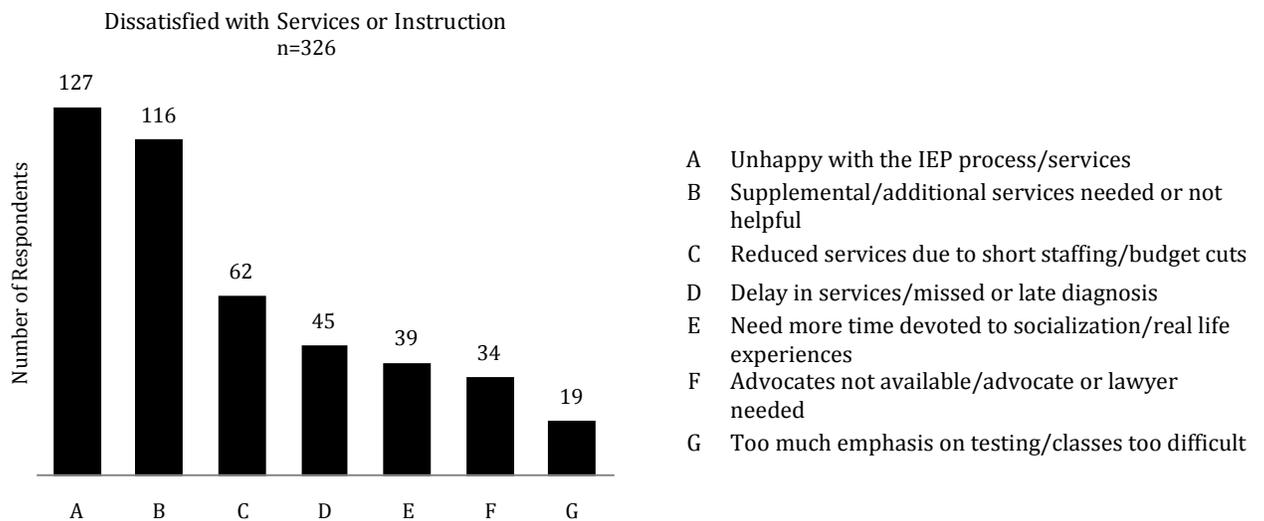


Note: Respondents may appear in multiple categories and therefore the sum of the number of respondents may be greater than the total.

- *Special education services were great up until high school. High school resource became nothing but a study hall. Most high school teachers don't communicate as well with parents, and therefore I often wonder if they even know of my daughter's disability.*
- *It is never made completely clear if modifications are shared with general education teachers. Prior years it was done with some and not others. Very confusing.*
- *Overall, very pleased with the program, although much less communication with teachers/staff since transition from elementary to middle school.*
- *My child is going through speech therapy in school (pre-k integrated program). I would have liked to have more contact regarding my son's progress at school and to inform them how he was progressing at home, so maybe we could have worked on the same things together.*
- *There is no opportunity to meet parents of other students [with low incidence disabilities] within my child's school district. My daughter has not had an opportunity to meet [similar] peers in Bristol.*

Dissatisfied or Displeased with Services or Instruction

- *I am unbelievably dissatisfied with the services offered to my son. There is absolutely no consistency or follow-through with my son's IEP goals and some teachers don't even follow suggestions given through PPT meetings.*
- *Since my child has difficulties with attention he is unable to participate in extracurricular activities, as the school and community do not offer any services for disabled children, in his sense. They also do not offer support for the parent, or any information for them on how to help and work with children of disabilities.*
- *Some OT classes, homework, or tests appear to be remedial. Our child doesn't seem to get enough homework or be challenged to work harder.*



Note: Respondents may appear in multiple categories and therefore the sum of the number of respondents may be greater than the total.

- *The biggest problem with my child's special education program has been a lack of social skills support and a lack of understanding from the regular education kids. There is a lack of social skills groups particularly at the middle school and high school level where it is more important.*
- *They need to develop more programs for typical students to interact with and understand children with disabilities. Kids who have a difficult time "fitting in" and making friends aren't helped too much in that area. Typical students aren't encouraged to interact with those students who are a little different.*
- *Full-inclusion is not working in my town. Our program is not pro-active. My child is offered a day that is appropriate yet dull. No one steps "out-of-the-box" to encourage/challenge. No laws are being broken, yet the minimum is done.*
- *My child feels overwhelmed when he misses classroom time due to going to the special education classroom. He needs to make-up class work at home and when it is new material it makes for a very hard and long night.*

Dissatisfied or Displeased with Child's Future Prospects

- *I have asked for accelerated topics in math and science for him since he was a freshman, however, limited resources have been made. This will make it more difficult for him in college to bring himself to the same level as his fellow college classmates. When I asked about his lack of math skills for college to his teachers, the response was "our students do not go to college after graduation."*
- *Help was more willingly available in the younger elementary school grades. We're finding much less help is provided now, than in prior years. This leaves me very concerned for my child's future school years.*

Dissatisfied or Displeased with Past Experiences

- *Since the placement of my child in special education, there have been instances when opportunities were delayed. The school district did not have a psychological evaluation done until 2 years later. Her condition/ability to attend classes has declined rapidly. I don't know if earlier, more intense (and appropriate) interventions could have helped her, but I suspect her condition and educability would not be as grave as it is at present.*
- *I've found through the years that if I don't speak up and make sure my child's needs are met and the IEP followed, it just won't happen. If there is a support network or opportunities for parent training, they have not been advertised. I have always been left with the feeling that the minimum required by law is done.*
- *I have taken a lot of courses to help me understand my child's needs and to be a good advocate. The school district has never offered any of these things or paid for any parent training I have attended.*

Section VII: Differences by Survey Year

The following section discusses overall trends in parent survey outcomes over the past four years. As previously mentioned, the survey was sent to an initial sample of 21 districts in 2005-2006, followed by a sample of approximately 30 districts per year thereafter. Survey response rates have remained relatively stable across the four years (See Table VII.1) and respondent demographics have also shown little variance. (See Appendix D.1 for a comparison of respondent demographics by survey year.)

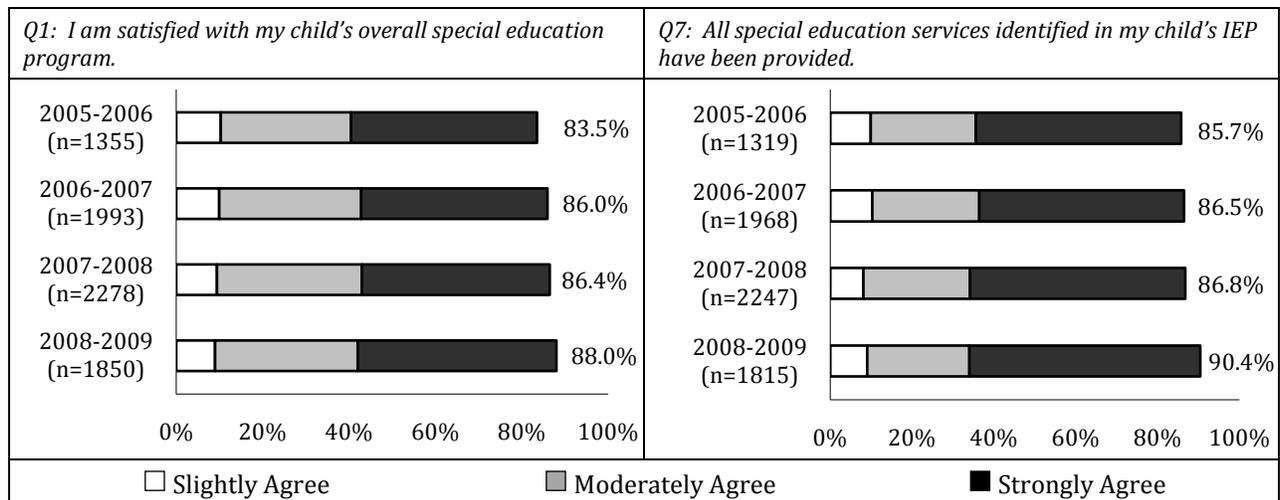
Table VII.1: Survey Response Rate by Year

Year	Districts	Surveys Sent	Surveys Received	Response Rate
2005-2006	21	6,305	1,387	22.0%
2006-2007	29	9,877	2,020	20.5%
2007-2008	31	10,323	2,306	22.3%
2008-2009	30	9,152	1,874	20.5%

A comparison of parent survey responses in 2008-2009 to survey responses in 2007-2008 revealed relatively minor differences in parent satisfaction. However, a gradual increase in parent satisfaction did emerge when parent responses across all four years of the survey were compared. On just over one-third (35.0%, n=14) of the 40 survey statements, there was an increase in parent satisfaction (demonstrated by an increase in the percent of parents to agree with a particular statement) in each of the four survey years. Although the magnitude of the increase is small, there does appear to be a consistent upward trend in several topical areas of the survey.

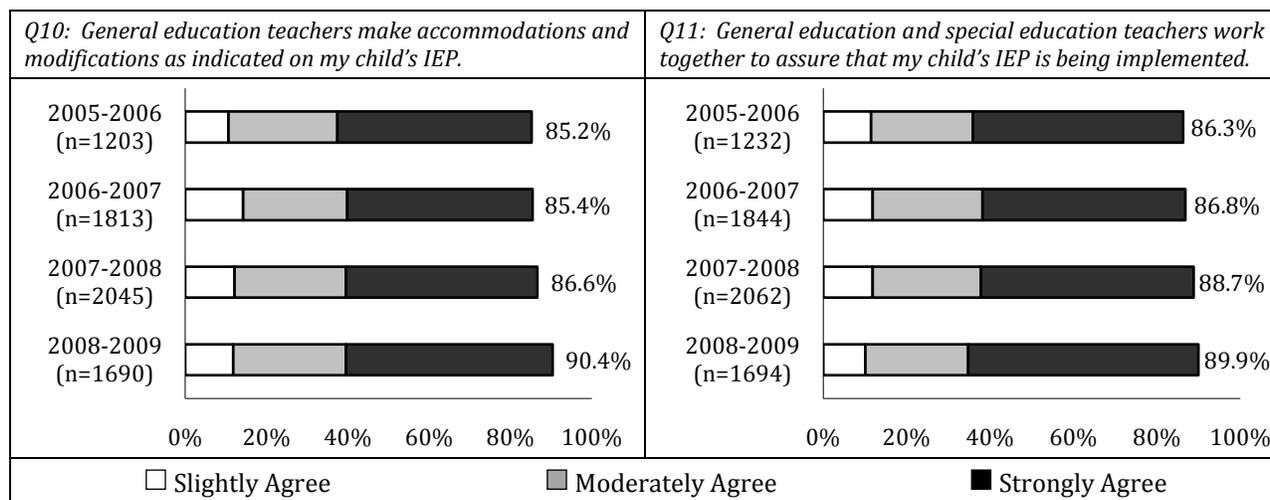
- In 2008-2009, 88.0% of parents agreed that they were satisfied with their child’s overall special education program [Q1] compared to 83.5% of parents in 2005-2006, a difference of approximately 5 percentage points.
- Additionally, the proportion of parents to agree that all special education services identified in their child’s IEP had been provided [Q7] also increased from 2005-2006 to 2008-2009 by approximately 5 percentage points (85.7% to 90.4%).

Table VII.2: Question 1 and Question 7 by Year



- In 2008-2009, 90.4% of parents agreed that general education teachers make accommodations and modifications as indicated on their child's IEP [Q10] and 89.9% also agreed that general education and special education teachers work together to assure that their child's IEP is being implemented [Q11]. In 2005-2006, 85.2% and 86.3% of parents agreed with these statements (a difference of approximately 5 and 4 percentage points).

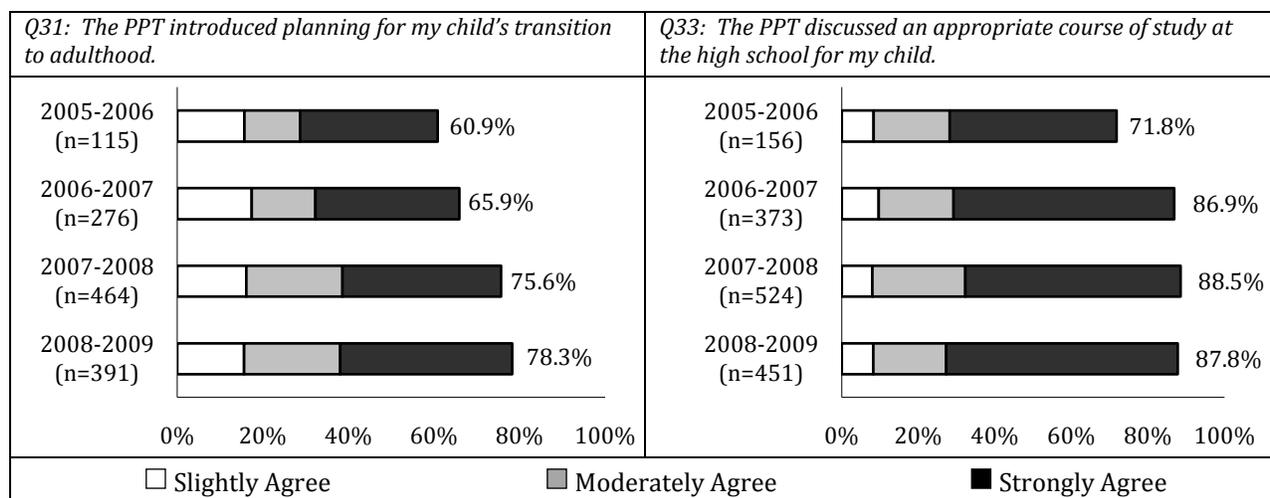
Table VII.3: Question 10 and Question 11 by Year



Two survey statements pertaining to secondary transition resulted in the largest increase in parent satisfaction over the four years, and all six survey statements [Q29-Q34] about secondary transition illustrated some level of increased satisfaction.

- More than three-quarters of parents (78.3%) in 2008-2009 agreed that the PPT introduced planning for their child's transition to adulthood [Q31] compared to the 60.9% of parents in 2005-2006, a difference of roughly 17 percentage points.
- When asked if the PPT discussed an appropriate course of study at the high school for their child [Q33], 87.8% of parents agreed with the statement in 2008-2009, compared to 71.8% of parents in 2005-2006, a difference of 16 percentage points.

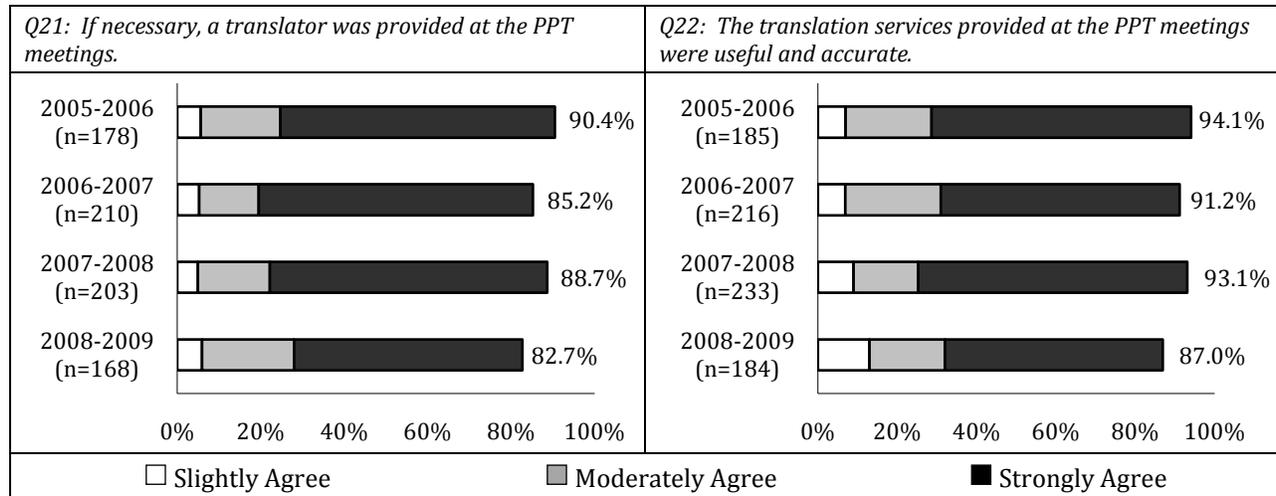
Table VII.4: Question 31 and Question 33 by Year



One area of the survey in which there was a gradual *decrease* in satisfaction from the 2005-2006 to 2008-2009 waves of the survey was in the section related to translation services.

- In 2005-2006, 90.4% of parents agreed that a translator was provided at PPT meetings [Q21]; compared to 82.7% of parents in 2008-2009, a difference of close to 8 percentage points.
- Similarly, close to 95% of parents agreed that the translation services provided at the PPT meetings were useful and accurate [Q22]; compared to 87.0% of parents in 2008-2009, a difference of approximately 7 percentage points.

Table VII.5: Question 21 and Question 22 by Year



Appendix A: Methodological & Data Limitations

There are a number of important methodological and data limitations that should be considered when interpreting the CT Special Education Parent Survey results. Like all sample surveys, the data collected in the parent survey are an estimate of the true proportion in the population. Consequently, survey results are always subject to some degree of error or bias. Survey error is defined as the “systematic deviation of the survey-estimated value from the true population value; typically composed of two components – sampling error and nonsampling error⁷.” The following section discusses two potential sources of nonsampling survey error – nonresponse bias and measurement error – followed by a discussion of sample bias and its relationship to the representativeness of the parent survey sample.

Nonresponse Bias

Nonresponse bias is associated with two factors– the response rate and the degree to which those who respond to a survey are systematically different from those who do not respond. This year’s parent survey response rate was 20.5% and although comparable to other statewide parent survey response rates; it is still considered relatively low and suggests that the potential for nonresponse bias should be assessed⁸. The second component of nonresponse bias is much more difficult to measure as it requires estimating the degree to which differences in respondent and nonrespondent characteristics (such as the child’s disability) may affect the variable of interest (survey response). However, by comparing the response rates of key subgroups of the target population, we can gain insight as to differences that do exist and theorize where the potential for bias may be greatest⁹.

The following tables include the demographic characteristics of students with disabilities included in the 2008-2009 survey sample. “Respondents” include all students with disabilities whose parents returned a completed survey; whereas “nonrespondents” include all students with disabilities whose parents were mailed, but did not return, a completed survey. The differences in percentage points between the respondent and the nonrespondent groups are provided, as well as the margin of error of the differences. (The margin of error of the difference represents the 95% confidence interval around the estimate such that if the difference is +5% with a margin of error of $\pm 1\%$, we can be 95% confident that the true difference is between +4% and +6%.¹⁰)

Table A.1 includes a comparison of the race distribution of students with disabilities for 2008-2009 parent survey respondents and nonrespondents. This data suggest that parents of White students were more likely to respond to the survey (i.e., over-represented in the respondent

⁷ Office of Management and Budget. *Standards and Guidelines for Statistical Surveys*. (September 2006).

⁸ The National Center for Education Statistics (NCES) suggests that any survey with a response rate less than 85% be evaluated for nonresponse bias.

⁹ In order to compare the response rates of key subgroups, the CSDE demographic data were aligned with confidential IDs included on all survey mailings (eight surveys were returned with missing IDs and therefore could not be identified as “respondents”). All demographic data presented in this section reflects state-reported data and therefore may not necessarily align with the parent-reported demographic data in Section II.

¹⁰ Demographic variables were included in this section only if significant differences existed between the respondent and nonrespondent group. No significant differences occurred with respect to Gender and English as a Second Language.

group) compared to parents of Black and Hispanic students, whom were under-represented in the respondent group.

Table A.1: Response Rate by Race

Child's Race/Ethnicity	Survey Sample (n=9,152)	Respondents (n=1,866)	Nonrespondents (n=7,286)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
White not Hispanic*	72.8%	81.6%	70.5%	+11.1%	± 2.0%
Black not Hispanic*	13.2%	7.0%	14.8%	(7.8%)	± 1.4%
Hispanic*	11.8%	9.2%	12.4%	(3.2%)	± 1.5%
Asian/Pacific Islander	1.7%	1.8%	1.7%	+0.1%	± .7%
Am. Indian/Alaskan Native	0.5%	0.3%	0.6%	(0.3%)	± .3%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=108.0$, df=4, p=.00.

Table A.2 suggests that parents of younger children (ages 3 to 5) were more likely to respond to the survey (over-represented in the respondent group) compared to parents of children ages 15 to 17 and parents of children ages 18 to 21, whom were under-represented in the respondent group. This trend is consistent with response rates from prior surveys and the survey sampling plan was designed to try and offset this trend by purposively oversampling parents of older children.

Table A.2 Response Rate by Age

Child's Age	Survey Sample (n=9,152)	Respondents (n=1,866)	Nonrespondents (n=7,286)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
3 to 5*	11.8%	16.4%	10.6%	+5.8%	± 1.8%
6 to 12	46.4%	46.8%	46.3%	+0.5%	± 2.5%
13 to 14	14.8%	14.9%	14.8%	+0.1%	± 1.8%
15 to 17*	19.5%	16.6%	20.2%	(3.6%)	± 1.9%
18 to 21*	7.5%	5.3%	8.1%	(2.8%)	± 1.2%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=68.4$, df=4, p=.00.

Table A.3 illustrates a significant direct relationship between socioeconomic status and parent survey response rates. Parents of students with disabilities that *are not* eligible for free or reduced price lunch are significantly over-represented in the respondent group, whereas parents of students with disabilities that are eligible for free lunch are significantly under-represented in the respondent group. The difference (13.5 percentage points and 12.4 percentage points, respectively) represents the largest gap in response rates of any of the demographic categories examined.

Table A.3 Response Rate by Free and Reduced Price Lunch

Eligible for Free and Reduced Price Lunch	Survey Sample (n=9,152)	Respondents (n=1,866)	Nonrespondents (n=7,286)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Not Eligible*	70.8%	81.5%	68.0%	+13.5%	± 2.1%
Free Lunch*	23.5%	13.6%	26.0%	(12.4%)	±1.9%
Reduced Price	5.7%	4.9%	5.9%	(1.0%)	± 1.1%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=138.2$, df=2, p=.00.

Lastly, among particular disability categories, parents of children with autism showed the largest over-representation of parents in the respondent group; followed by parents of children with a developmental delay. In contrast, parents of children with specific learning disabilities showed the largest under-representation among respondents, followed by parents of children with an emotional disturbance (See Table A.4).

Table A.4 Response Rate by Disability

Child's Disability	Survey Sample (n=9,152)	Respondents (n=1,866)	Nonrespondents (n=7,286)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Specific Learning Disabilities*	32.0%	27.8%	33.1%	(5.3%)	± 2.3%
Speech or Language Impaired	20.0%	19.2%	20.2%	(1.0%)	± 2.0%
Emotional Disturbance*	9.2%	6.2%	10.0%	(3.8%)	± 1.3%
OHI - ADD/ADHD	9.1%	9.2%	9.1%	+0.1%	± 1.5%
Autism*	7.4%	10.7%	6.6%	+4.1%	± 1.5%
Other Health Impairment (OHI)	7.3%	8.4%	7.0%	+1.4%	± 1.4%
Developmental Delay*	5.9%	8.3%	5.3%	+3.0%	± 1.4%
IDMR	3.8%	4.2%	3.7%	+0.5%	± 1.0%
Multiple Disabilities*	3.6%	4.6%	3.3%	+1.3%	± 1.0%
Hearing Impairment	0.9%	0.8%	0.9%	(0.1%)	± 0.5%
Visual Impairment	0.3%	0.4%	0.3%	+0.1%	± 0.3%
Orthopedic Impairment	0.2%	0.2%	0.2%	+0.0%	± 0.2%
Deaf-Blindness	0.1%	0.2%	0.1%	+0.1%	± 0.2%
Traumatic Brain Injury	0.1%	0.1%	0.2%	(0.1%)	± 0.2%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=108.3$, $df=13$, $p=.00$.

Measurement Error

Measurement error is typically characterized as the difference between the observed value of a variable and the true value of that variable. In general, the source of measurement error can come from four primary sources; the questionnaire, the data collection method, the interviewer (if applicable), and the respondent¹¹. Although the following examples from the 2008-2009 parent survey do not necessarily identify a “source of error,” they do provide evidence of reporting inconsistencies that could potentially bias survey results. Both examples refer to the instructions given on the survey as to how parents should select the appropriate disability for their child.

On the survey questionnaire, parents were asked to select only one disability category to identify their child’s disability. However, as can be seen in the following table, although the majority (88.9%, n=1,635) of survey respondents did select just one disability, close to 204 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, a learning disability and OHI-ADD/ADHD were chosen close to one-half of the time (48.5% and 47.1%, respectively); followed by a speech or language impairment (38.2%) (See Table A.5).

¹¹ Office of Management and Budget. *Statistical Working Paper 31: Measuring and Reporting Sources of Error in Surveys*. (July 2001).

Table A.5: Surveys with Single and Multiple Disability Selections

Child's Disability	Number of Disabilities Selected by Parent			
	One		More than One	
	n	Percent	n	Percent
Specific Learning Disabilities	436	26.7%	99	48.5%
Speech or Language Impaired	262	16.0%	78	38.2%
Autism	239	14.6%	23	11.3%
OHI - ADD/ADHD	235	14.4%	96	47.1%
Other Health Impairment (OHI)	81	5.0%	20	9.8%
IDMR	67	4.1%	24	11.8%
Multiple Disabilities	64	3.9%	30	14.7%
Developmental Delay (ages 3-5 only)	61	3.7%	18	8.8%
Emotional Disturbance	59	3.6%	37	18.1%
Hearing Impairment	19	1.2%	13	6.4%
Visual Impairment	12	0.7%	11	5.4%
Traumatic Brain Injury	10	0.6%	3	1.5%
Deaf-Blindness	7	0.4%	3	1.5%
Orthopedic Impairment	4	0.2%	7	3.4%
To Be Determined	18	1.1%	11	5.4%
Don't Know	61	3.7%	4	2.0%
Total Disability Categories Selected	1,635	100.0%	477	-

Note: Percentages are based on the number of respondents in each column: 1,635 respondents selected one disability for their child; whereas 204 respondents identified multiple (n=477) disabilities (and 35 respondents did not answer the question).

The survey questionnaire also asked parents to choose the disability category that corresponds with the disability category listed on their child's IEP form (which school districts report to the CSDE). The responses indicated by parents were compared (through a confidential ID system) to the disability of the child as reported to the CSDE. Again, although it's not clear where the error is occurring, it is evident that the parent's designation of their child's disability was not always consistent with what is on record. Among survey respondents who selected a single disability category for their child, approximately one-third (32.4%) identified a disability different than the one listed on their child's IEP, for a match rate of 67.6% (See Table A.6).

Table A.6: Survey-Reported versus IEP-Reported Child Disability

Child's Disability	Surveys with One Disability Selected		
	Parent	Match to IEP	
	n	n	Percent
Specific Learning Disabilities	436	328	75.2%
Speech or Language Impaired	262	194	74.0%
Autism	239	175	73.2%
OHI - ADD/ADHD	235	109	46.4%
Other Health Impairment (OHI)	81	49	60.5%
IDMR	67	47	70.1%
Multiple Disabilities	64	32	50.0%
Developmental Delay (ages 3-5)	61	51	83.6%
Emotional Disturbance	59	46	78.0%
Hearing Impairment	19	10	52.6%
Visual Impairment	12	6	50.0%
Traumatic Brain Injury	10	1	10.0%
Deaf-Blindness	7	3	42.9%
Orthopedic Impairment	4	1	25.0%
To Be Determined	18	-	-
Don't Know	61	-	-
Total Disability Categories Selected	1,635	1,052	67.6%

Note: The survey response options "don't know" and "to be determined" are not available at the CSDE level and are not included in the calculation of the percent total for "match to IEP."

Sample Bias and Representativeness of Survey Sample

The concept of representativeness is often mischaracterized to mean that particular demographics of the sample, such as age, gender, and race precisely “match” the characteristics of the population. Although a good sample will most likely closely resemble the larger population, “it will be *representative* in the sense that each sampled unit will represent the characteristics of a *known number of units* in the population.¹²” It is the known probability of selection that leads to precise estimates, thus enabling inferences to be made about the larger population.

The parent survey sample is a probability sample with observations (both districts and students) sampled with unequal probabilities of selection. As a result, survey results cannot be generalized to the larger population unless the data is weighted and additional complexities of the survey design, such as stratification (by DRG and size) and clustering (districts sampled first) are considered. However, in consultation with the CSDE, this level of analysis was determined to be beyond the scope of this report, and as such a statistical analysis of the sample representativeness to the larger special education population is not presented. The following tables, which include statewide and sample demographics, are included for reference only.

¹² Lohr, Sharon. *Sampling: Design and Analysis*. Pacific Grove: Brooks/Cole Publishing Company, 1999.

Table A.7: Child's Race/Ethnicity: Statewide and Sample

Child's Race/Ethnicity	Sample (n=9,152)	Statewide (n=68,853)	Difference
White not Hispanic	72.8%	61.6%	+11.2%
Hispanic	13.2%	19.9%	(6.7%)
Black not Hispanic	11.8%	16.1%	(4.3%)
Asian/Pacific Islander	1.7%	1.9%	(0.2%)
Am. Indian/Alaskan Native	0.5%	0.5%	+0.0%

Table A.8: Child's Age: Statewide and Sample

Child's Age	Sample (n=9,152)	Statewide (n=68,853)	Difference
3 to 5	11.8%	11.5%	+0.3%
6 to 12	46.4%	46.2%	+0.2%
13 to 14	14.8%	15.5%	(0.7%)
15 to 17	19.5%	21.6%	(2.1%)
18 to 21	7.5%	5.1%	+2.4%

Table A.9: Child's Grade: Statewide and Sample

Child's Grade	Sample (n=9,152)	Statewide (n=68,853)	Difference
Preschool	7.3%	6.8%	+0.5%
Elementary	36.6%	37.7%	(1.1%)
Middle	24.2%	23.6%	+0.6%
High	31.9%	31.9%	+0.0%

Table A.10: Child's Gender: Statewide and Sample

Child's Gender	Sample (n=9,152)	Statewide (n=68,853)	Difference
Male	69.6%	69.1%	+0.5%
Female	30.4%	30.9%	(0.5%)

Table A.11: Child's Disability: Statewide and Sample

Child's Disability	Sample (n=9,152)	Statewide (n=68,853)	Difference
Specific Learning Disabilities	32.0%	31.8%	+0.2%
Speech or Language Impaired	20.0%	20.6%	(0.6%)
Emotional Disturbance	9.2%	8.1%	+1.1%
OHI - ADD/ADHD	9.1%	9.1%	+0.0%
Autism	7.4%	7.4%	+0.0%
Other Health Impairment (OHI)	7.3%	7.5%	(0.2%)
Developmental Delay (ages 3-5 only)	5.9%	6.2%	(0.3%)
IDMR	3.8%	3.8%	+0.0%
Multiple Disabilities	3.6%	3.6%	+0.0%
Hearing Impairment	0.9%	1.1%	(0.2%)
Visual Impairment	0.3%	0.3%	+0.0%
Orthopedic Impairment	0.2%	0.2%	+0.0%
Traumatic Brain Injury	0.1%	0.2%	(0.1%)
Deaf-Blindness	0.1%	0.0%	+0.1%

Appendix B: Overall Survey Response Table

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

Table is continued on the next page.

Overall Survey Response Table (con't)

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

Table is continued on the next page.

Overall Survey Response Table (con't)

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Transition Planning for Preschoolers										
(Only answer Q28 if your child has transitioned from the Birth to Three System to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	318	55.3%	20.1%	9.1%	84.6%	3.8%	1.3%	10.4%	15.4%	±
Transition Planning for Secondary Students										
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	424	40.8%	27.8%	13.4%	82.1%	4.2%	4.2%	9.4%	17.9%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	303	33.7%	20.1%	11.6%	65.3%	4.6%	3.3%	13.5%	21.5%	13.2%
31. The PPT introduced planning for my child's transition to adulthood.	391	40.2%	22.5%	15.6%	78.3%	5.1%	4.3%	12.3%	21.7%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	455	71.2%	13.2%	7.9%	92.3%	2.0%	0.4%	5.3%	7.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	451	60.5%	19.1%	8.2%	87.8%	5.3%	2.7%	4.2%	12.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.	400	44.0%	21.0%	14.5%	79.5%	6.8%	3.5%	10.3%	20.5%	±
Parent Training and Support										
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,141	23.3%	8.0%	7.3%	38.6%	4.0%	4.9%	52.5%	61.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,078	15.4%	7.5%	7.5%	30.4%	4.6%	6.8%	58.2%	69.6%	±

Table is continued on the next page.

Overall Survey Response Table (con't)

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

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

Appendix C: Survey Response by Child Demographics

The following charts illustrate the response pattern of survey respondents by primary eligibility for services, age, race/ethnicity, and gender. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar¹³. The total number of respondents (n) for each demographic group includes all respondents who selected a response other than “not applicable” and “don’t know.”

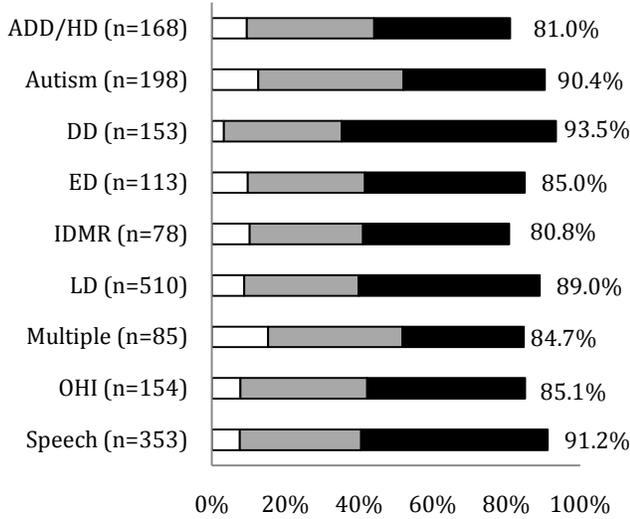
The race/ethnicity categories of Asian/Pacific Islander and American Indian/Alaskan Native, as well as the disability categories of deaf-blindness, traumatic brain injury, and hearing, visual and orthopedic impairment are not included in the charts due to the small number of survey respondents in these categories¹⁴. In addition, any demographic category with five or fewer responses to an individual survey statement is not included in the bar chart for that particular statement.

¹³ Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

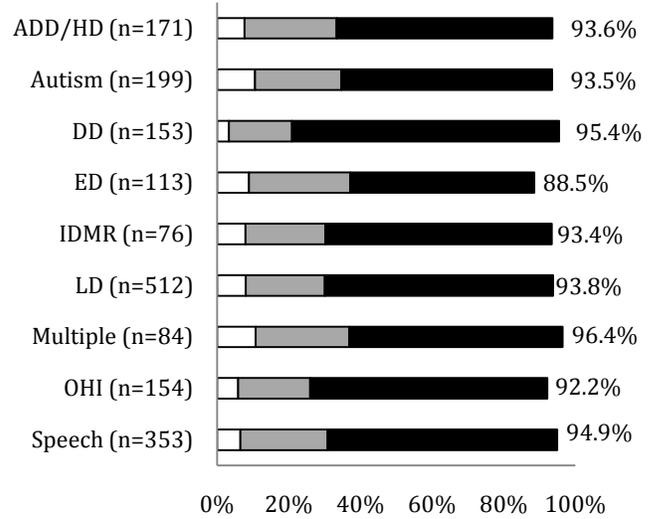
¹⁴ Disability data presented in this section reflects state-reported data. Survey-reported disability data was not used as a substantial number of parents selected more than one disability for their child.

Appendix C.1: Child's Primary Eligibility for Services

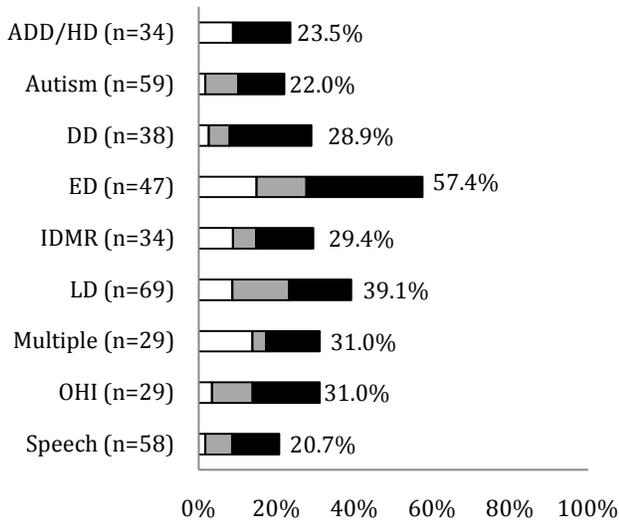
Q1: I am satisfied with my child's overall special education program.



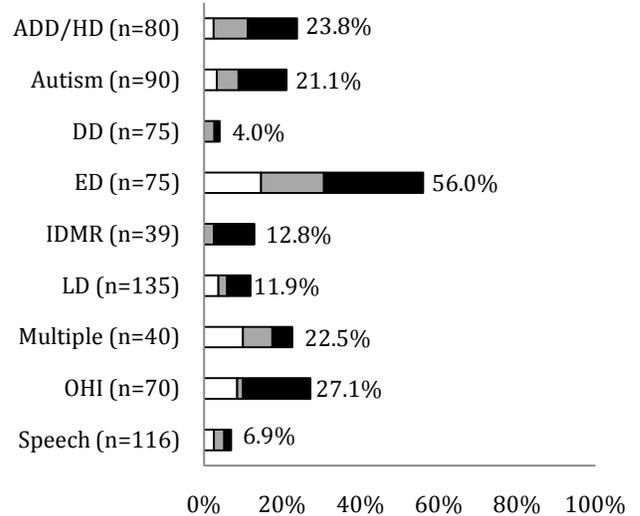
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



Q3: My child's school day has been shortened to accommodate his/her transportation needs.



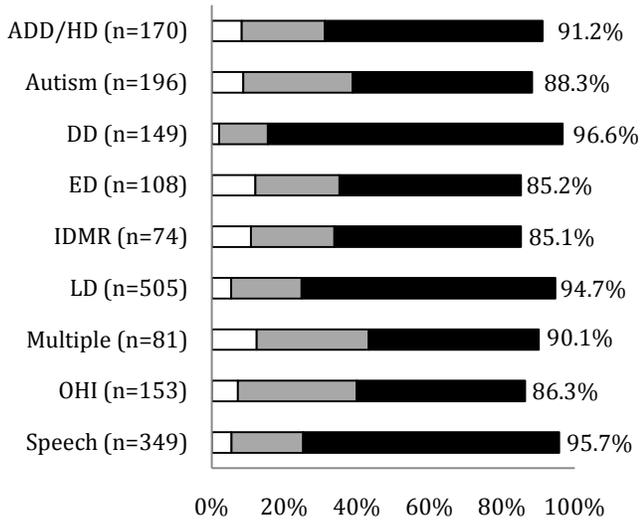
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



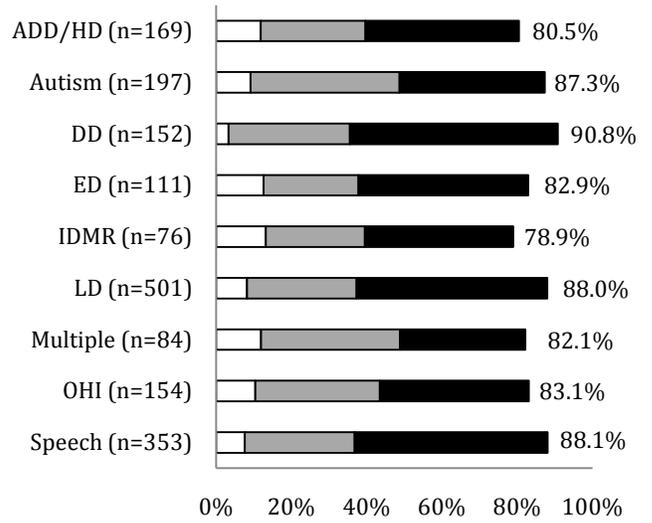
Slightly Agree
 Moderately Agree
 Strongly Agree

Note: DD=developmental delay; ED=emotional disturbance; IDMR=intellectual disability/mental retardation; LD=specific learning disability; Multiple=multiple disabilities; OHI=other health impairment; and Speech=speech or language impairment.

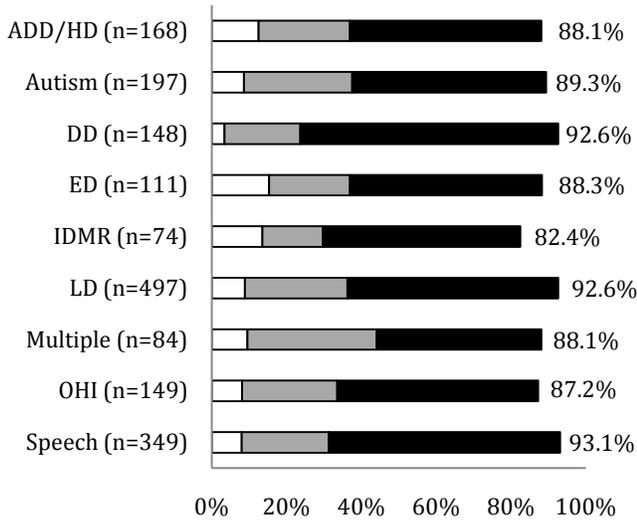
Q5: My child is accepted within the school community.



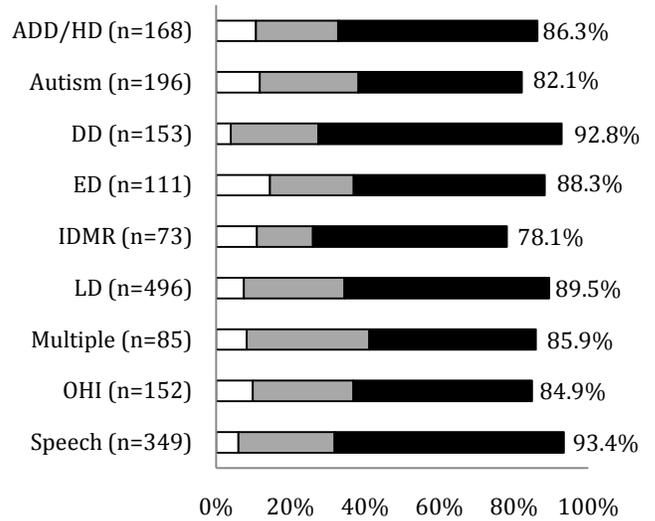
Q6: My child's IEP is meeting his/her educational needs.



Q7: All special education services identified in my child's IEP have been provided.

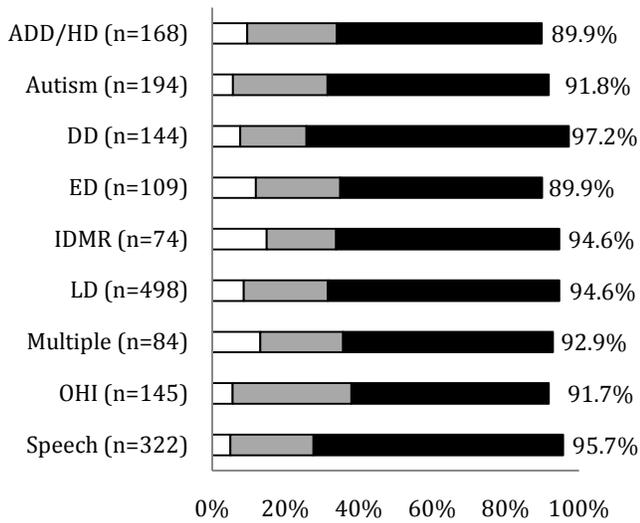


Q8: Staff is appropriately trained and able to provide my child's specific program and services.

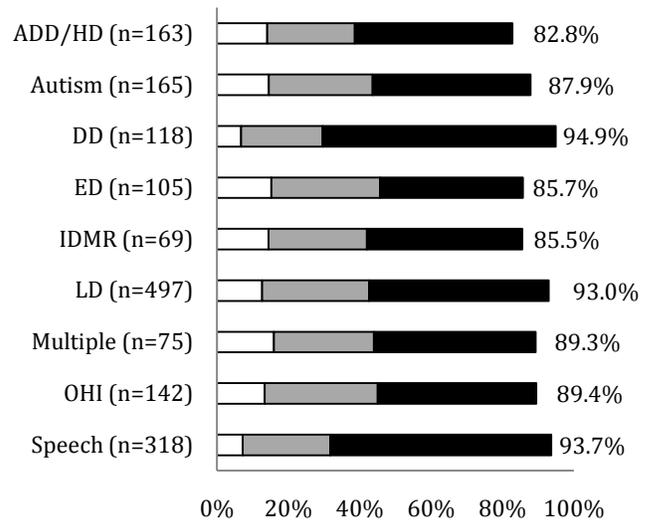


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

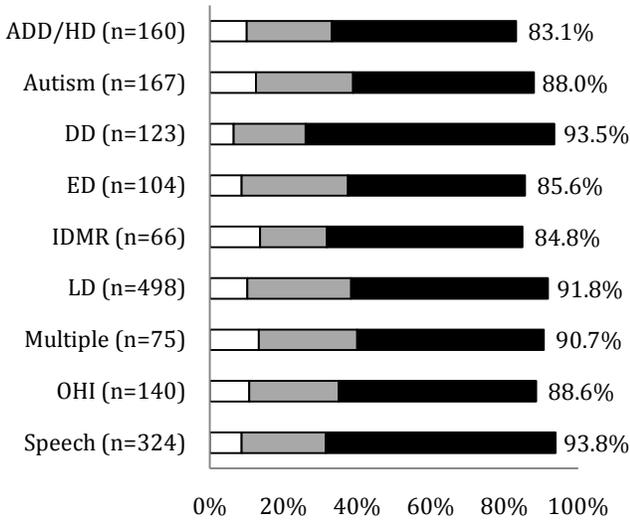
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



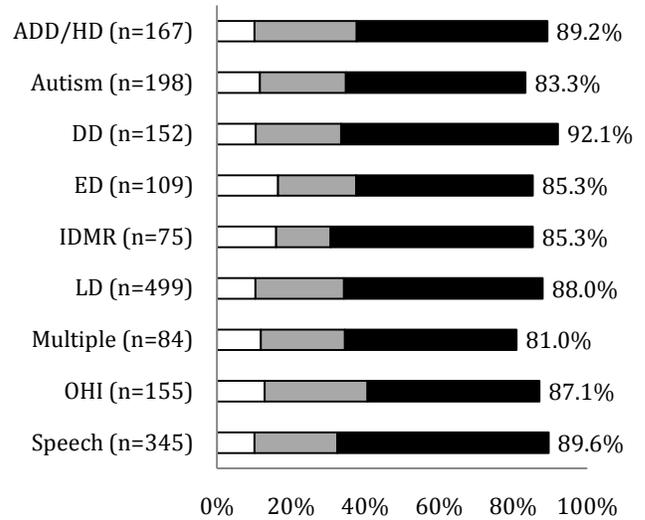
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.



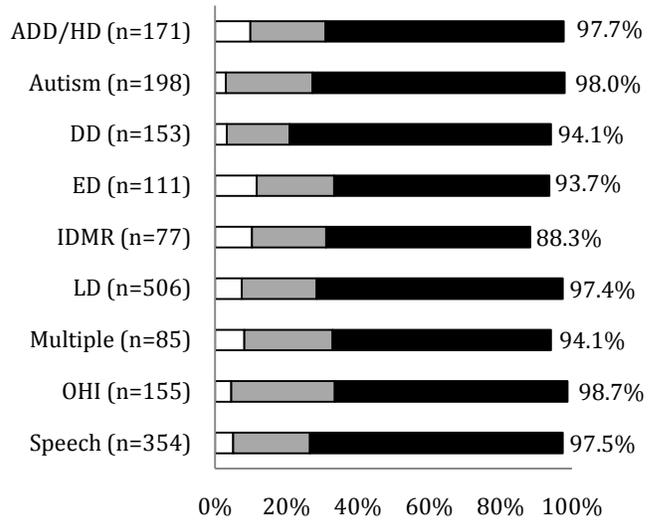
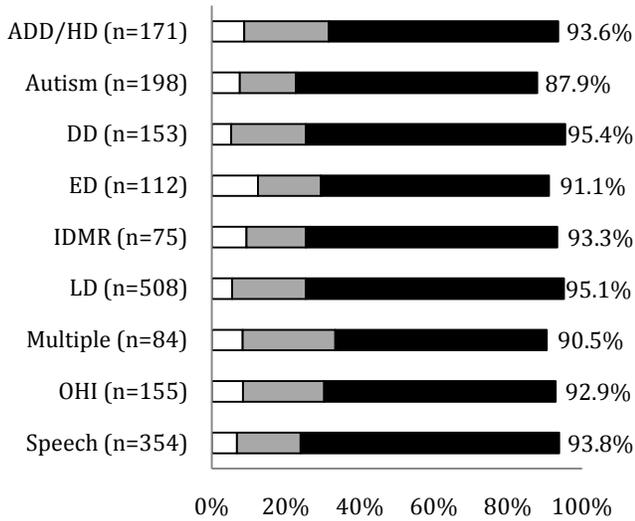
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

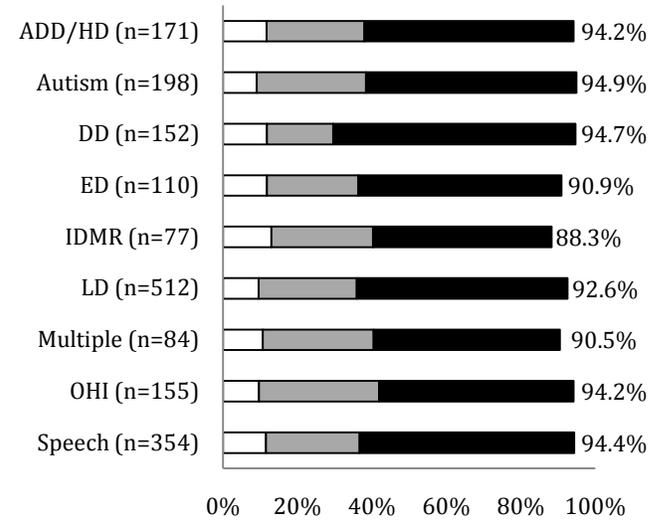
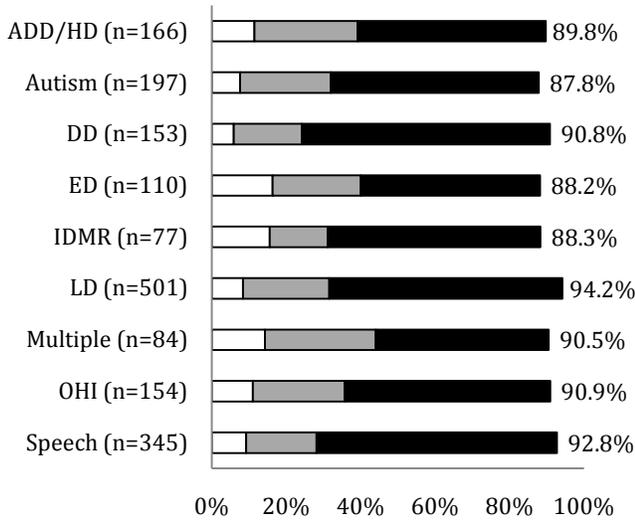
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

Q14: I understand what is discussed at meetings to develop my child's IEP.



Q15: My concerns and recommendations are documented in the development of my child's IEP.

Q16: My child's evaluation report is written in terms I understand.



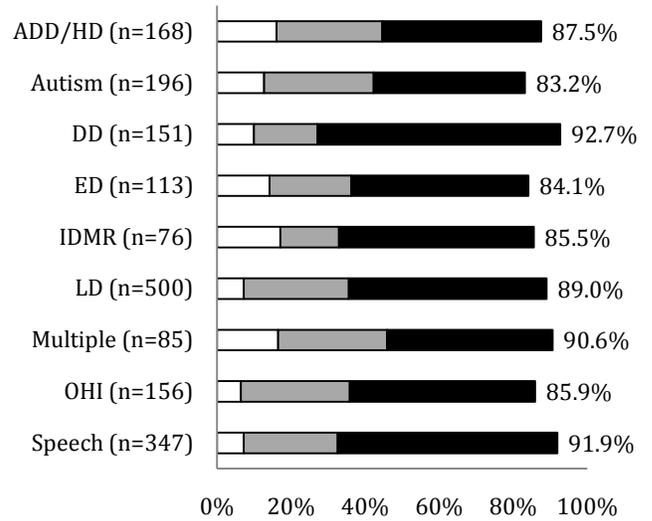
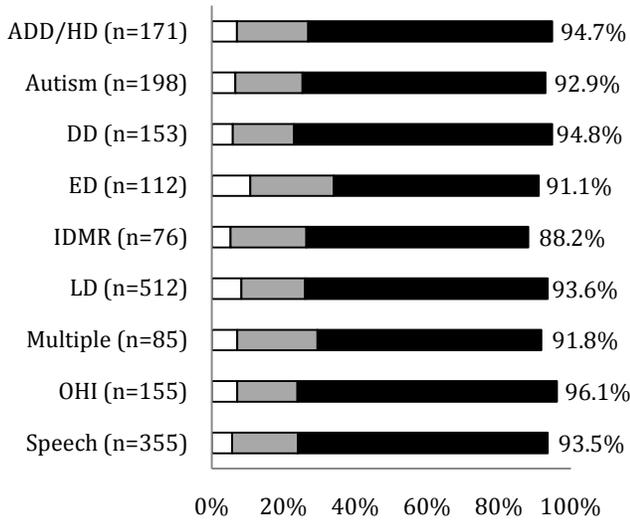
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

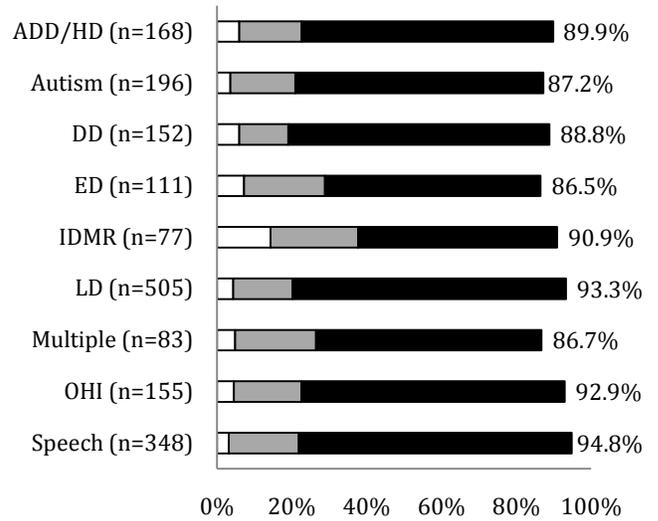
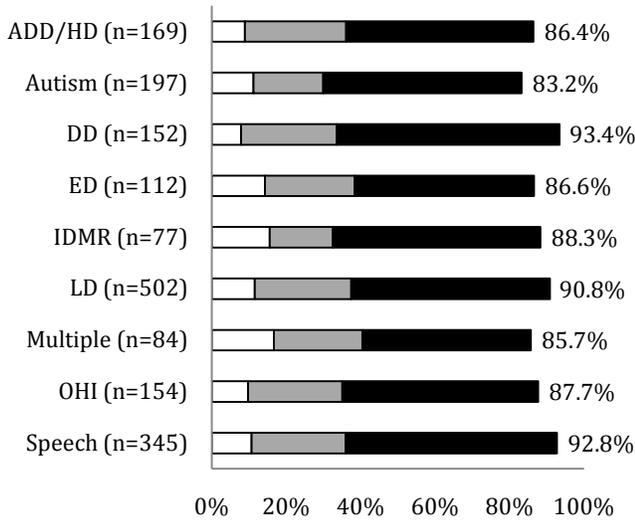
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



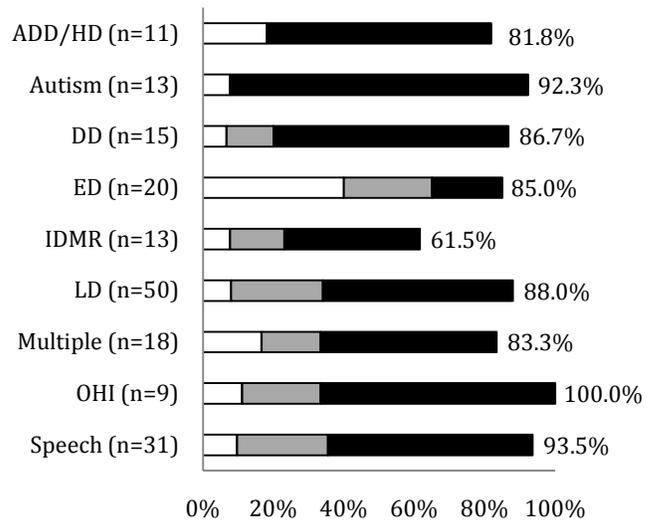
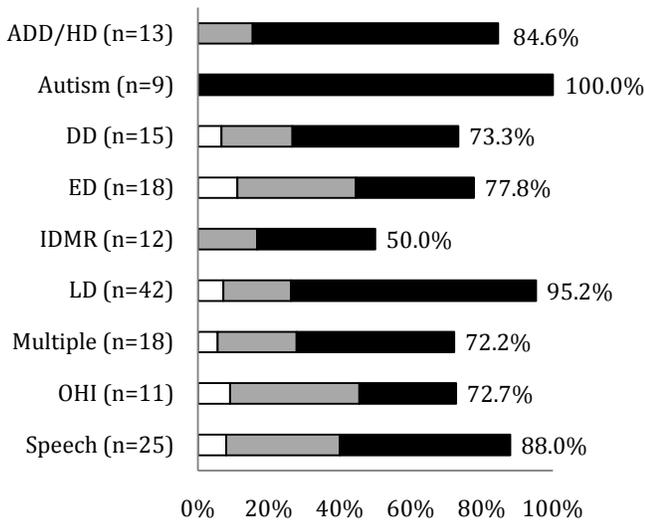
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

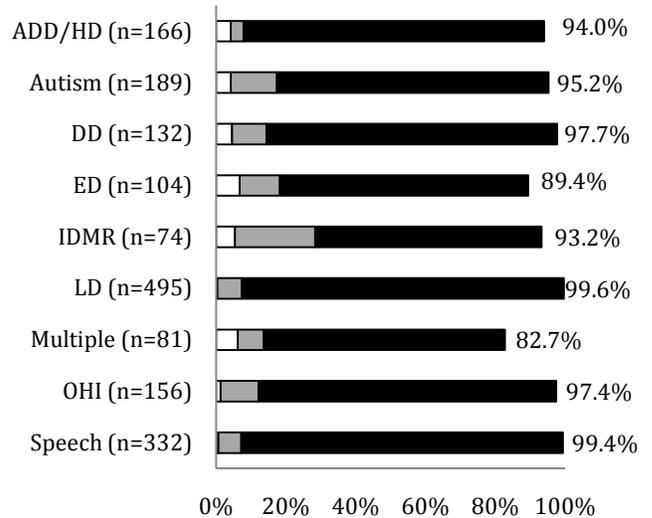
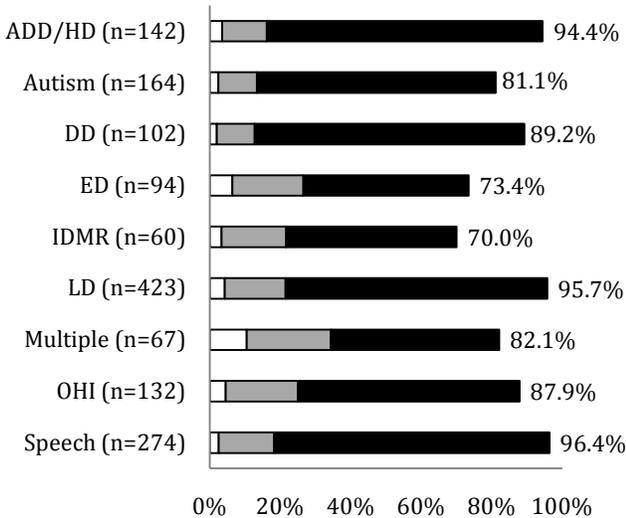
Q21: If necessary, a translator was provided at the PPT meetings.

Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.

Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

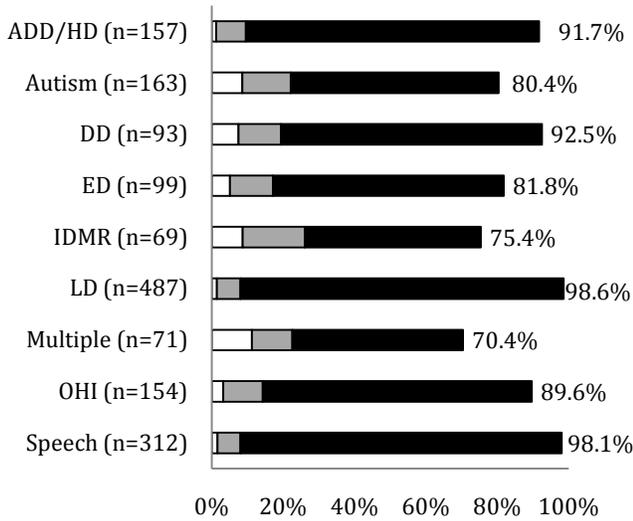


□ Slightly Agree

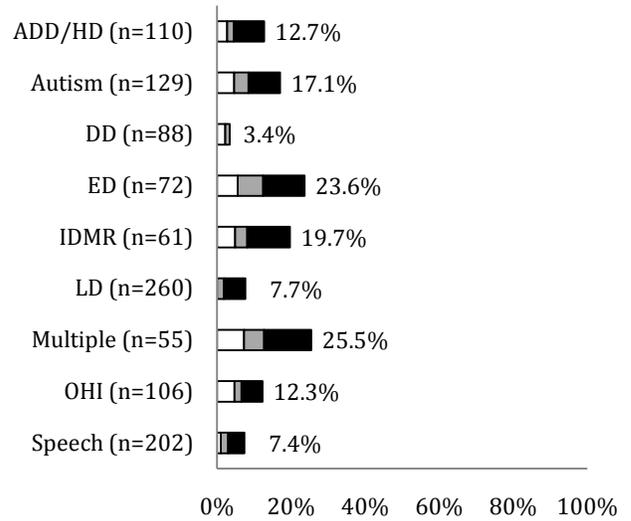
■ Moderately Agree

■ Strongly Agree

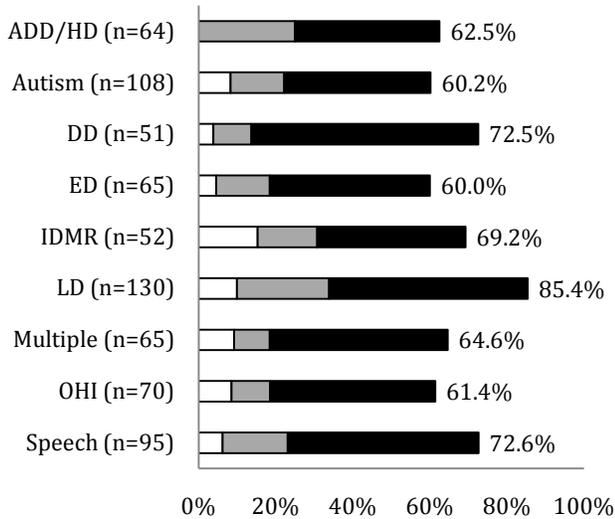
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



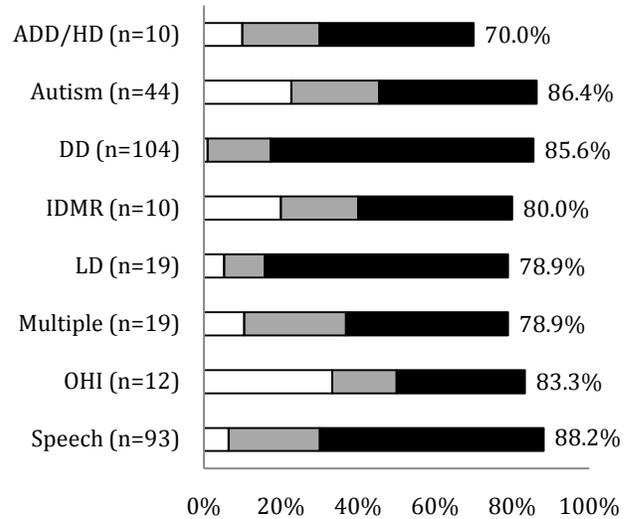
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



Q27: 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).

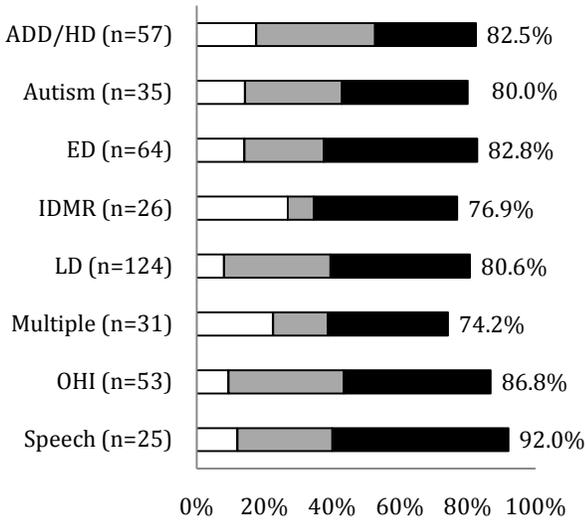


Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child transitioned from early intervention to Preschool in the past 3 years).

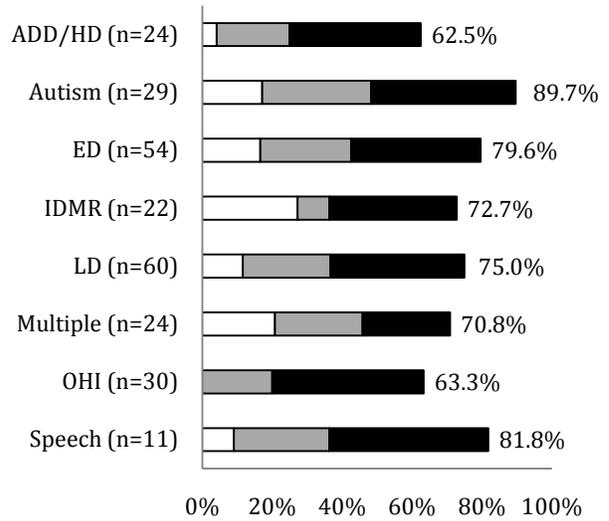


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

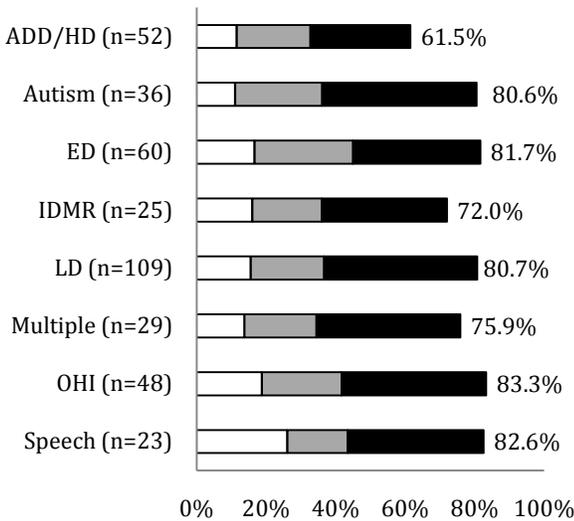
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



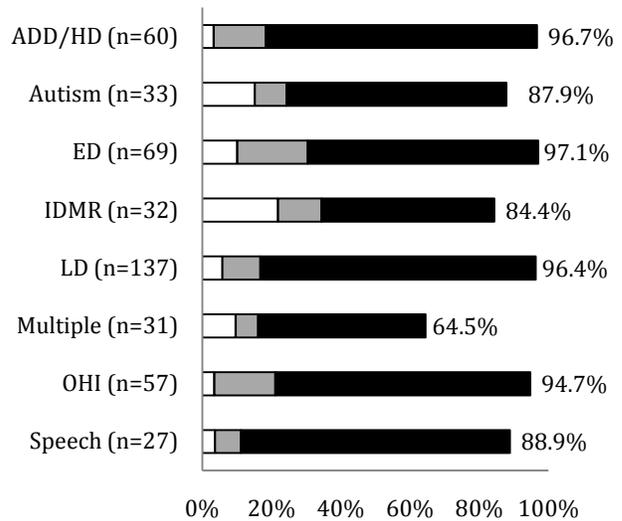
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



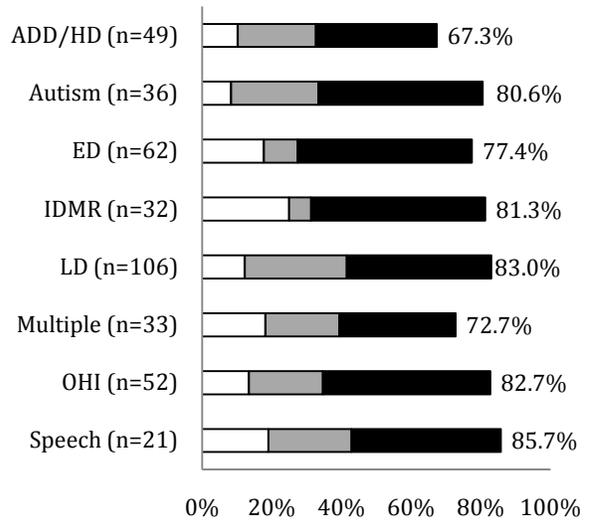
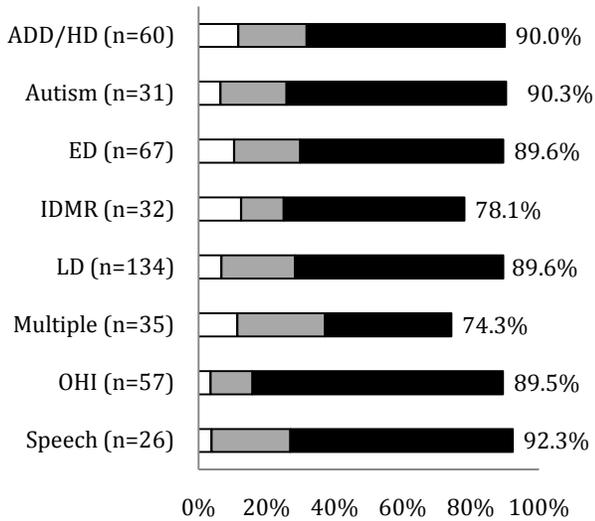
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

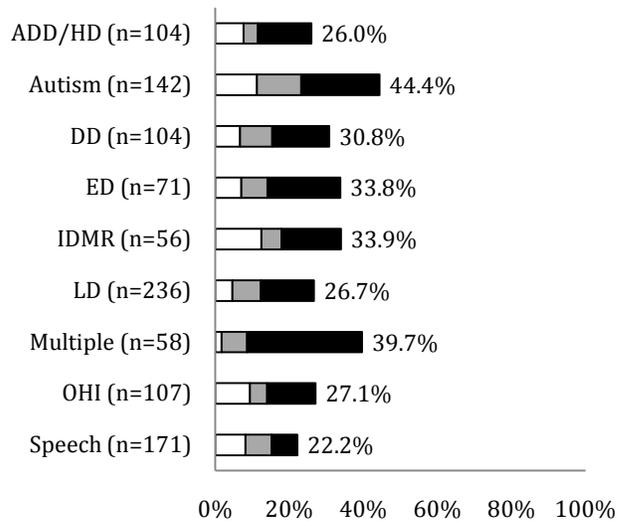
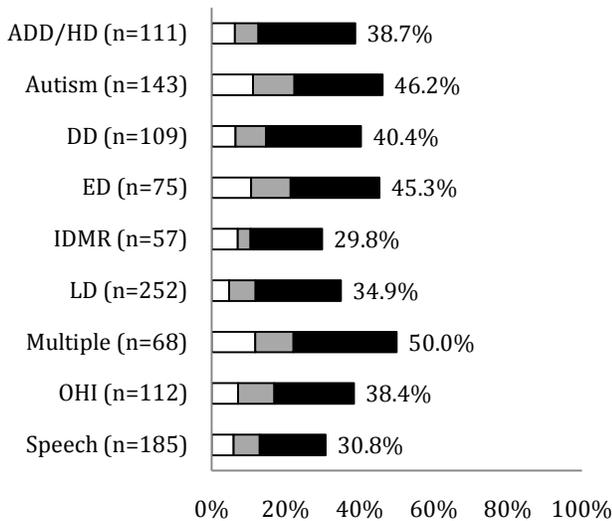
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



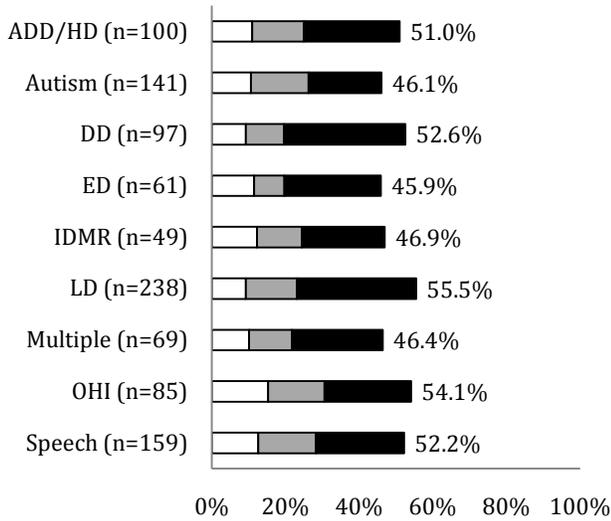
Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.

Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

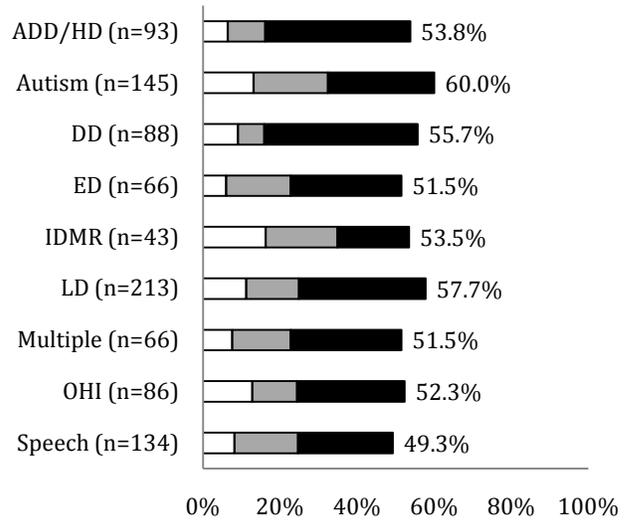


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

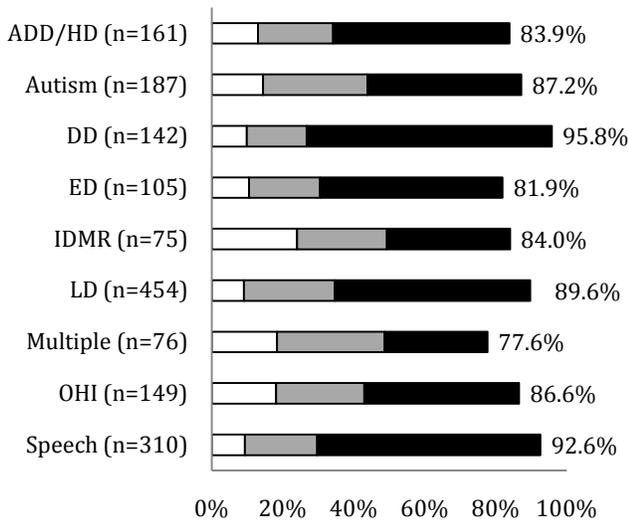
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



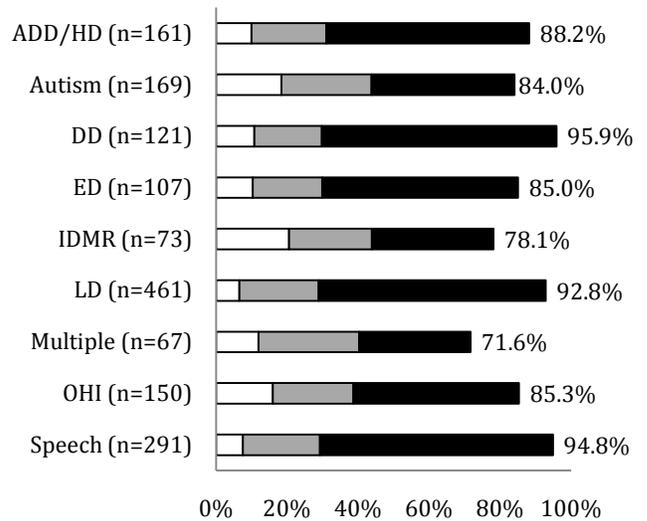
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



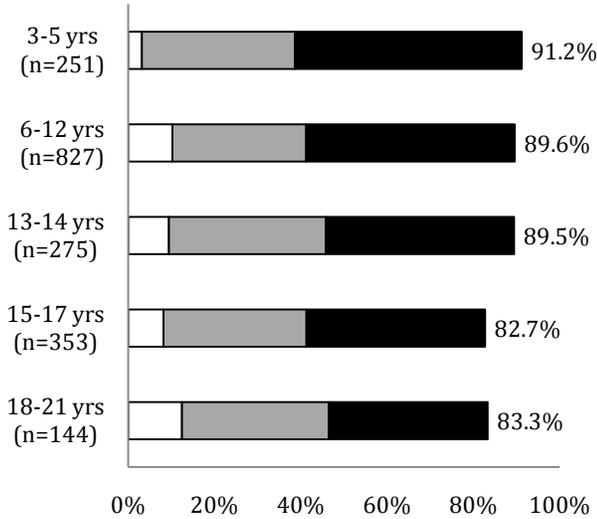
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



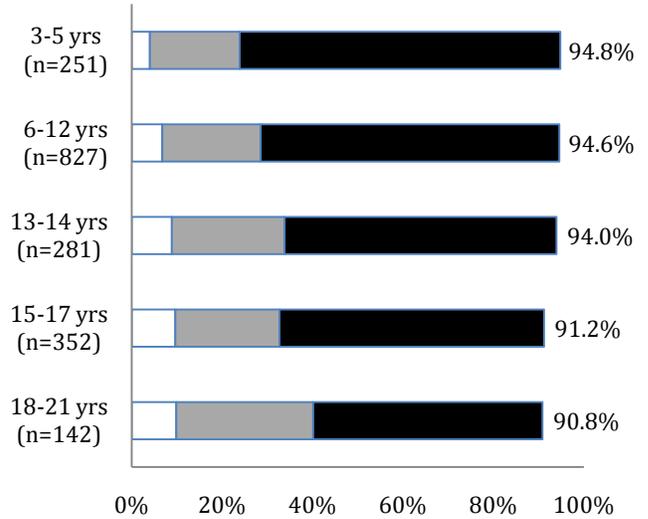
□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

Appendix C.2: Child's Age

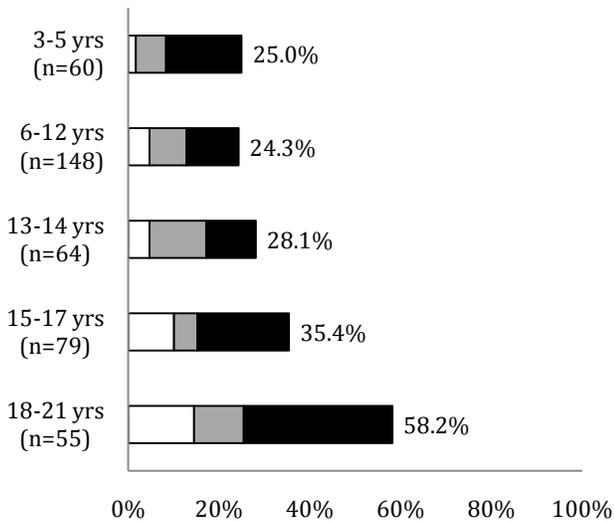
Q1: I am satisfied with my child's overall special education program.



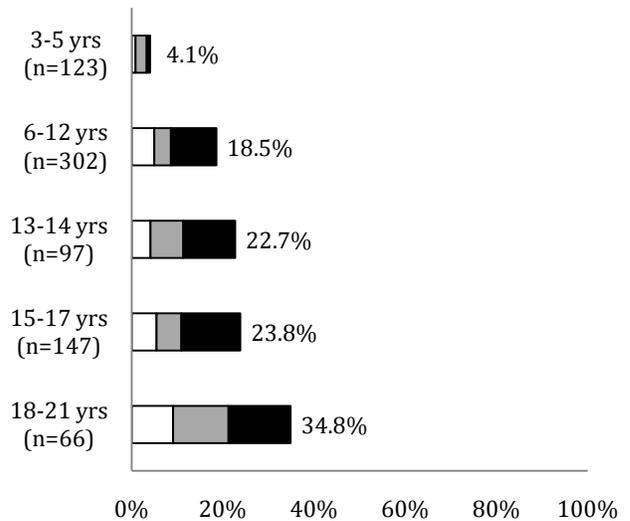
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



Q3: My child's school day has been shortened to accommodate his/her transportation needs.

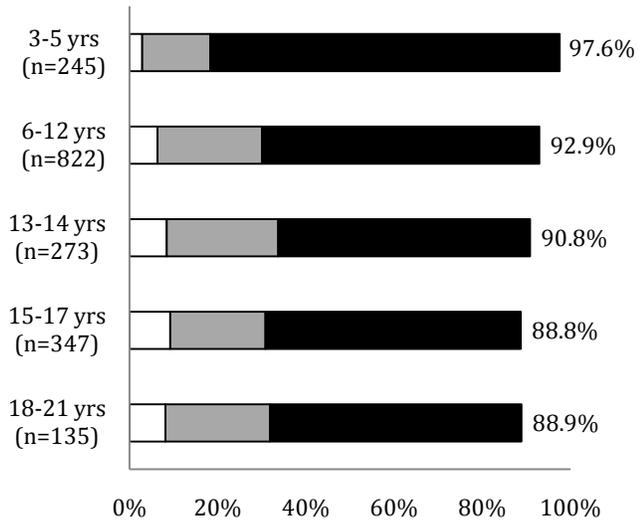


Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).

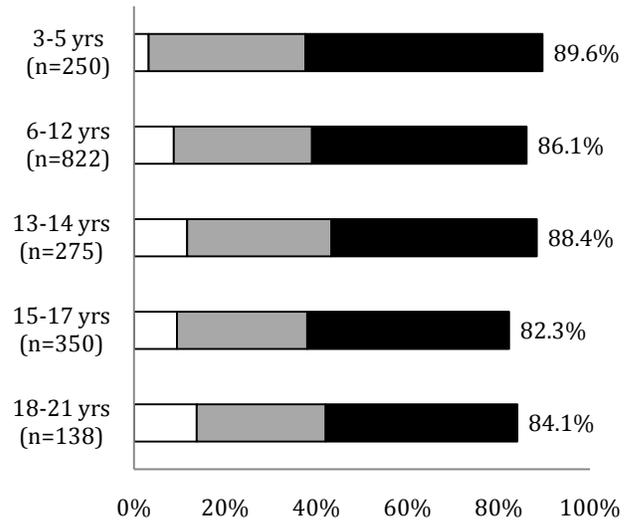


Slightly Agree
 Moderately Agree
 Strongly Agree

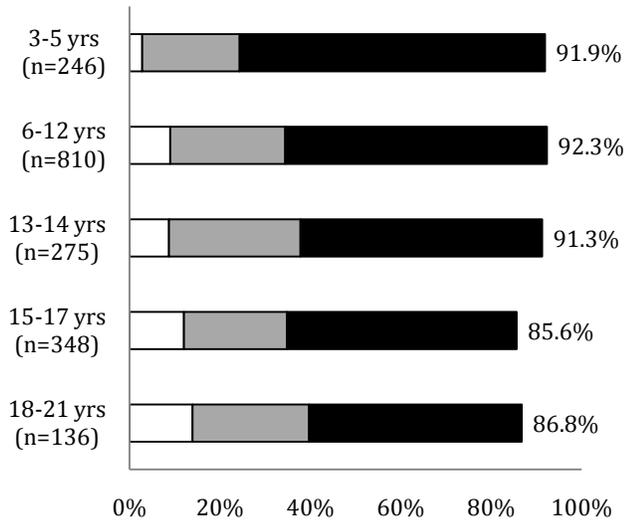
Q5: My child is accepted within the school community.



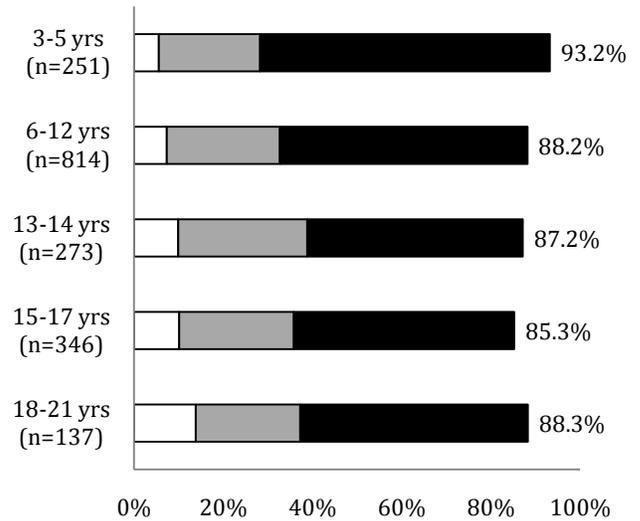
Q6: My child's IEP is meeting his/her educational needs.



Q7: All special education services identified in my child's IEP have been provided.



Q8: Staff is appropriately trained and able to provide my child's specific program and services.

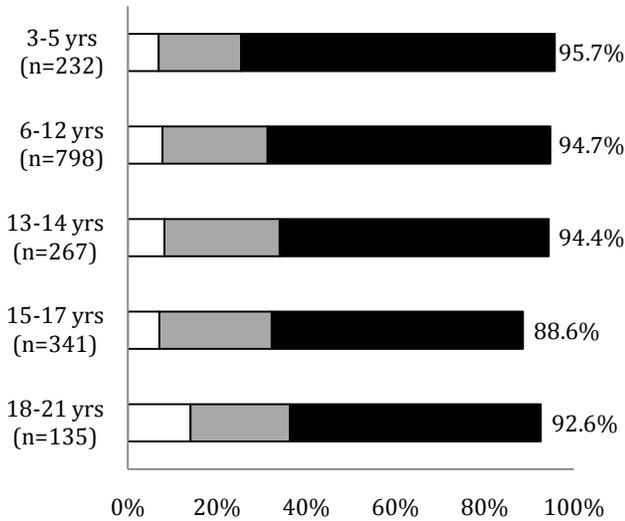


□ Slightly Agree

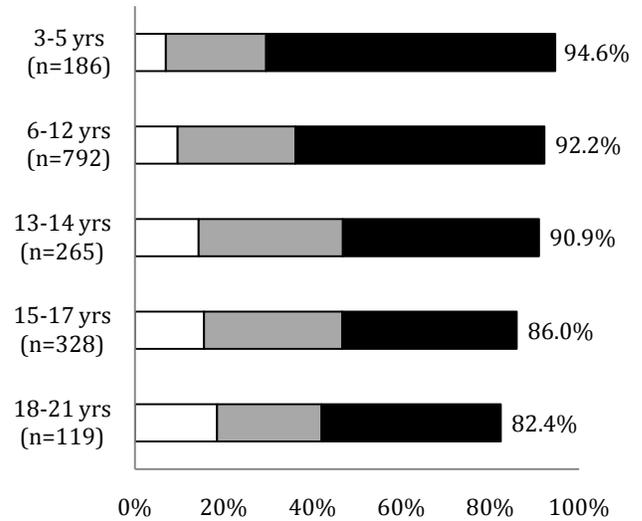
▒ Moderately Agree

■ Strongly Agree

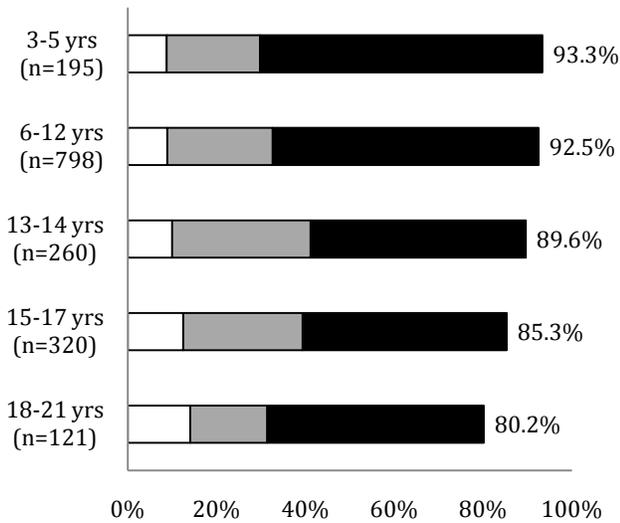
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



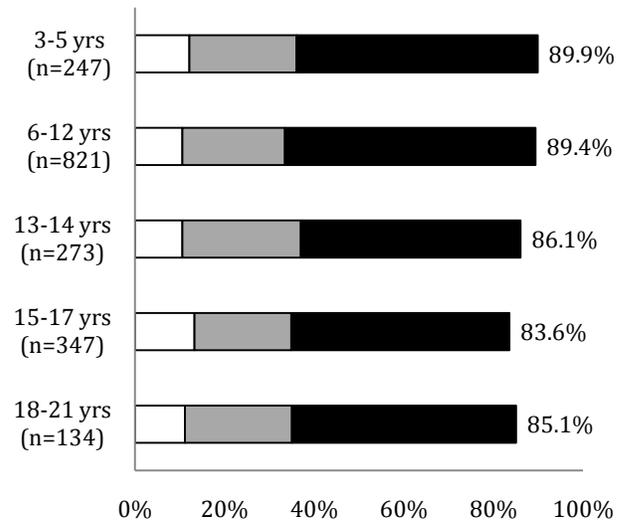
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



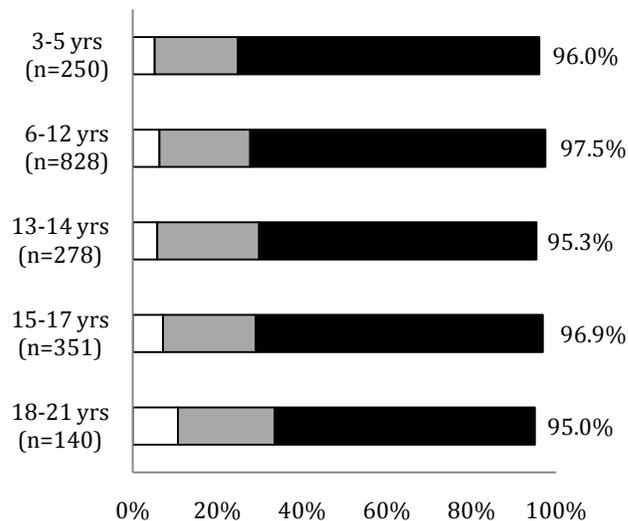
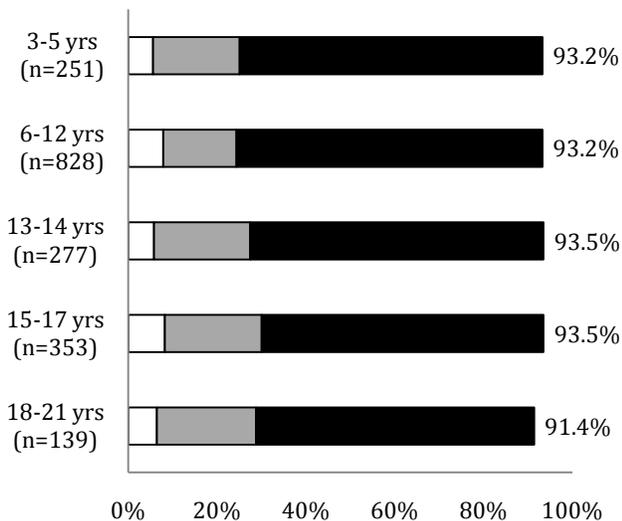
Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.



Slightly Agree
 Moderately Agree
 Strongly Agree

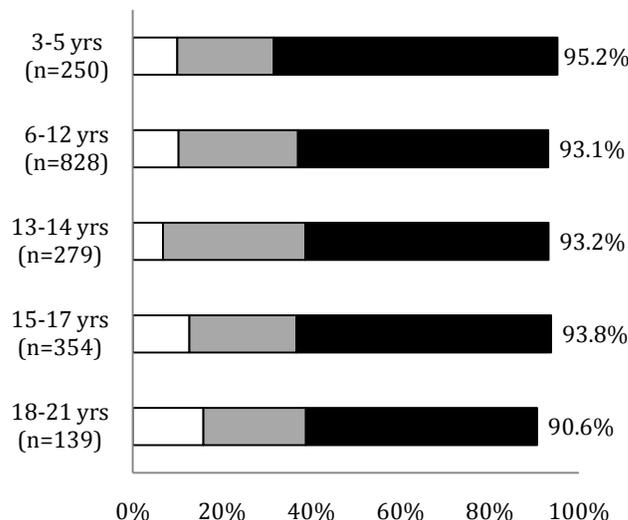
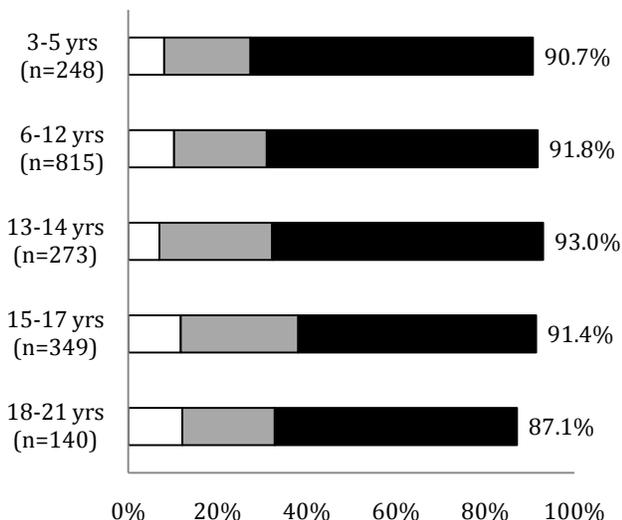
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

Q14: I understand what is discussed at meetings to develop my child's IEP.



Q15: My concerns and recommendations are documented in the development of my child's IEP.

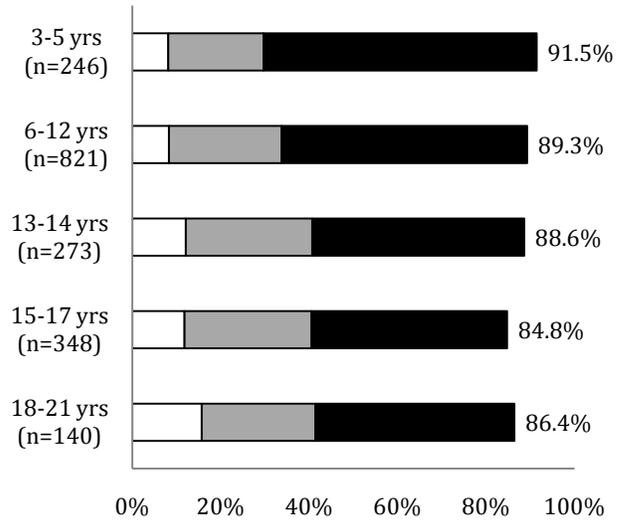
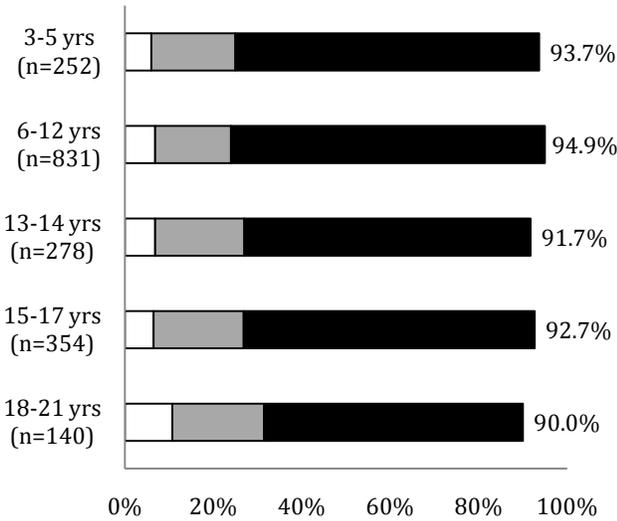
Q16: My child's evaluation report is written in terms I understand.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

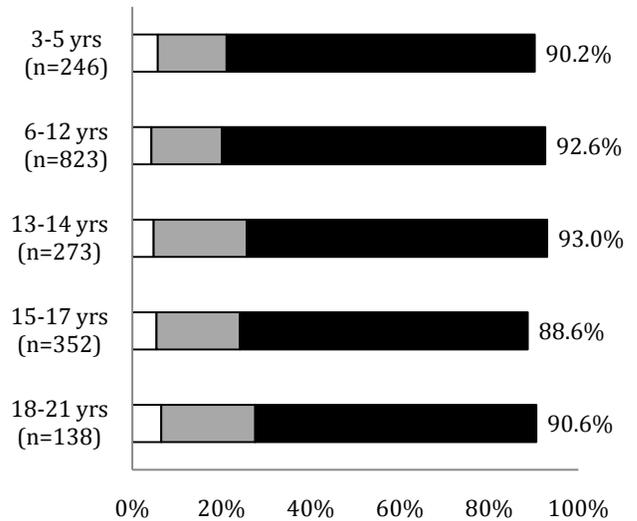
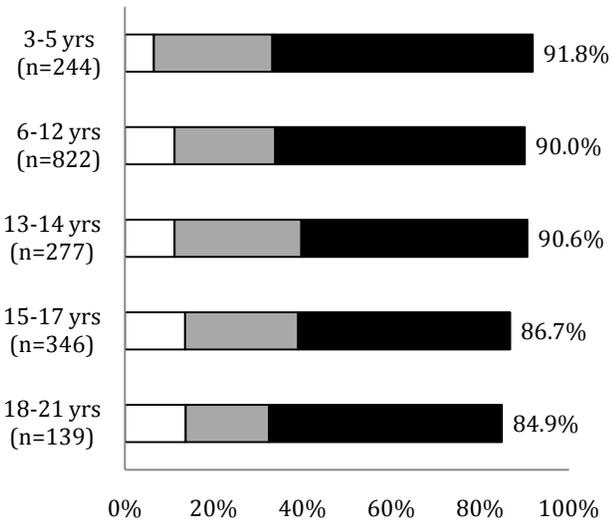
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

Q20: I have received a copy of my child's IEP within 5 school days after the PPT.

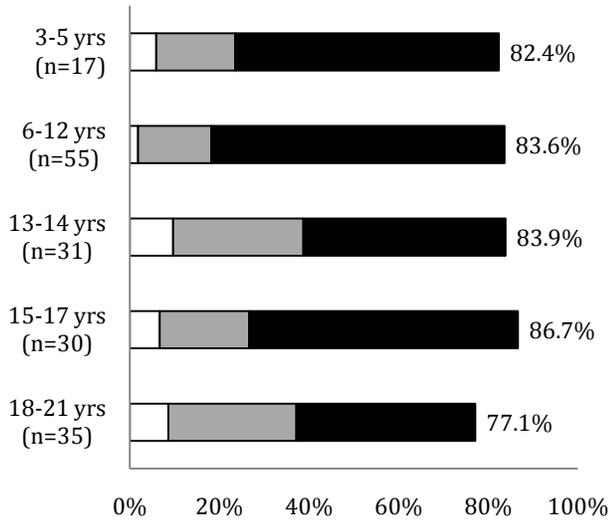


□ Slightly Agree

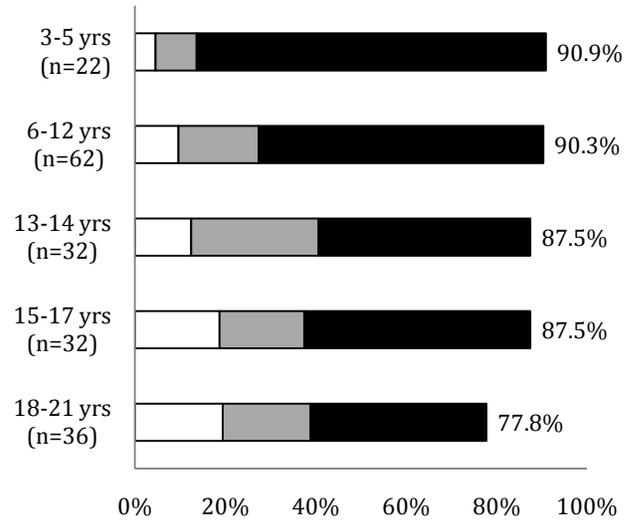
■ Moderately Agree

■ Strongly Agree

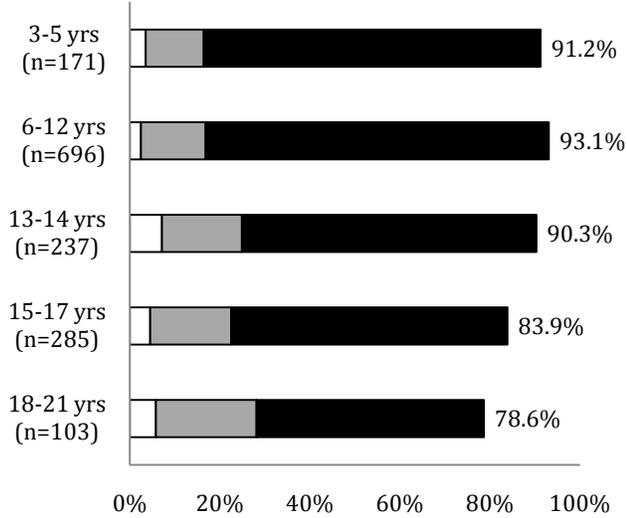
Q21: If necessary, a translator was provided at the PPT meetings.



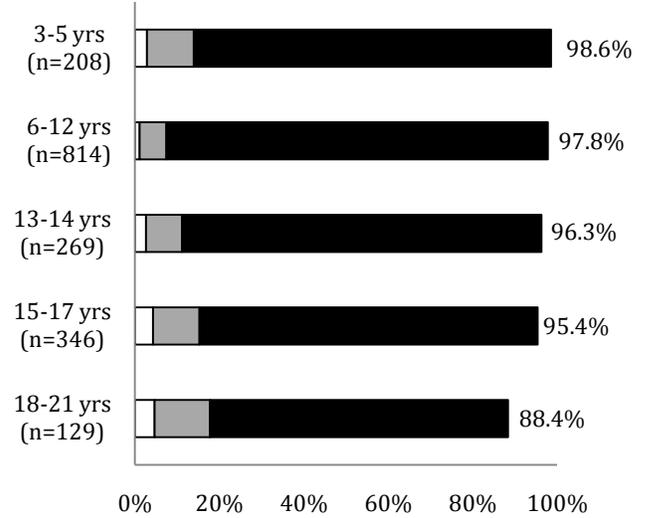
Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.



Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).



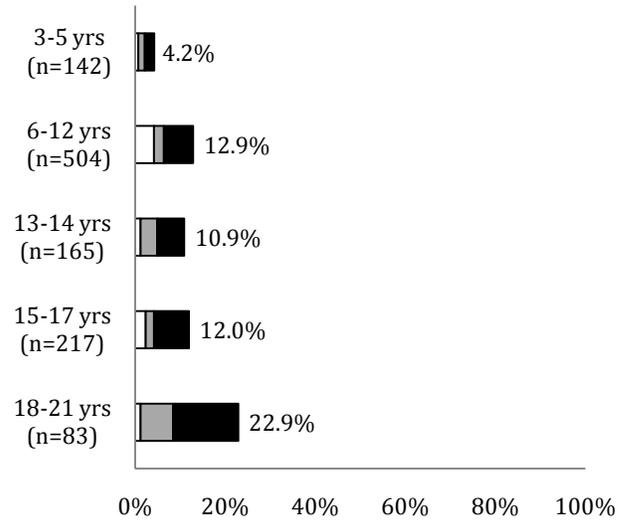
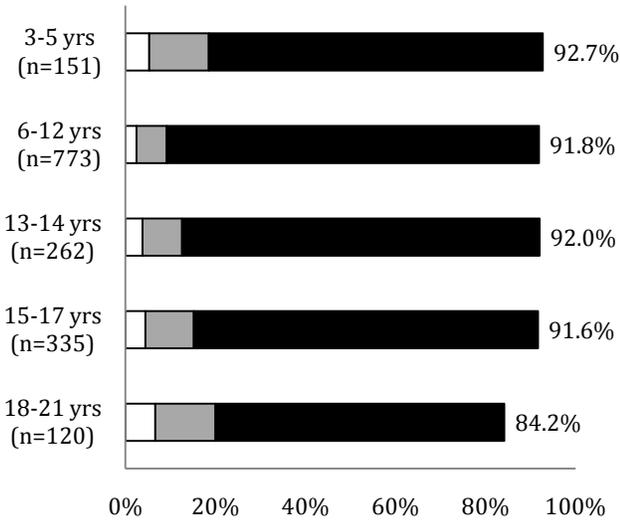
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■ Strongly Agree

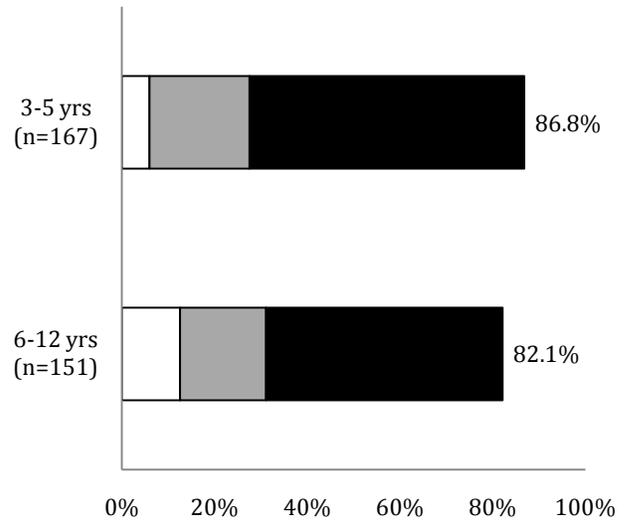
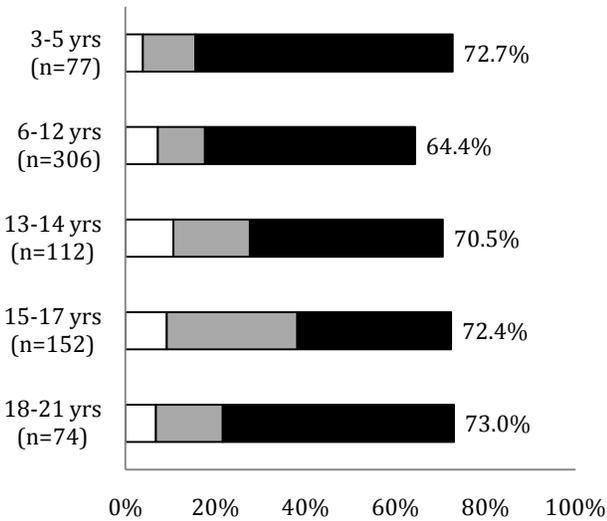
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



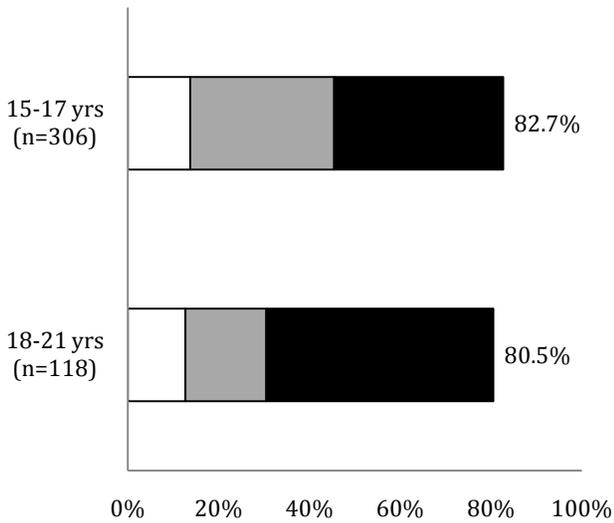
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).

Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).

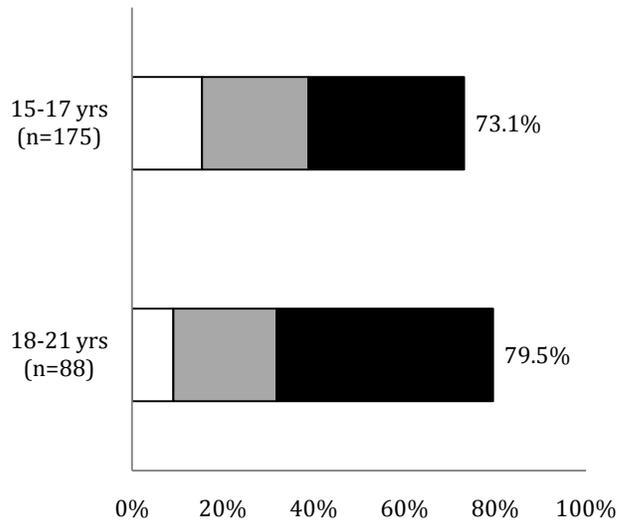


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

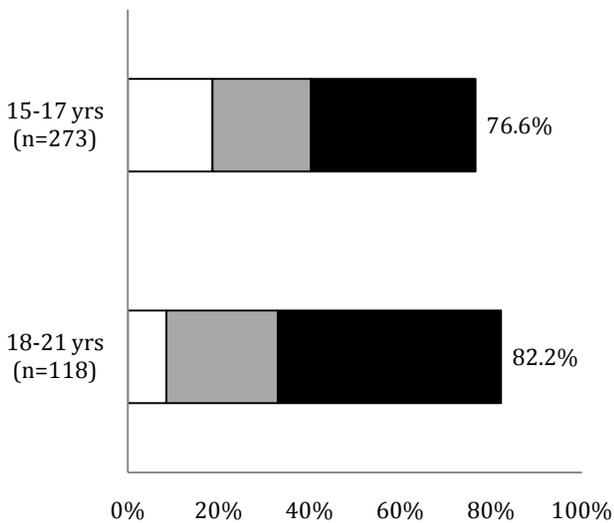
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



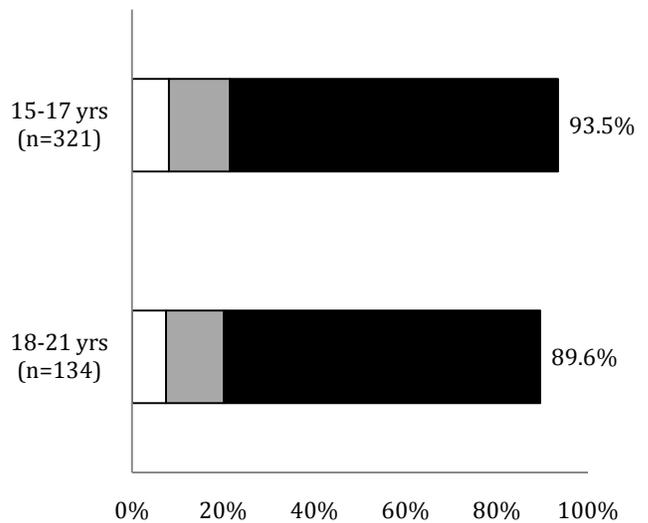
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



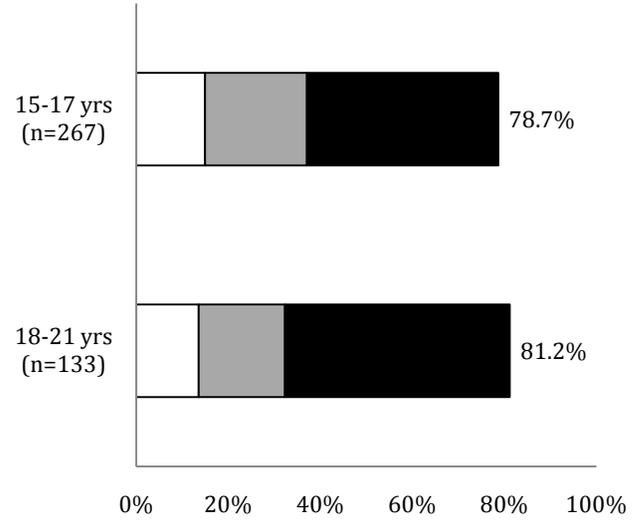
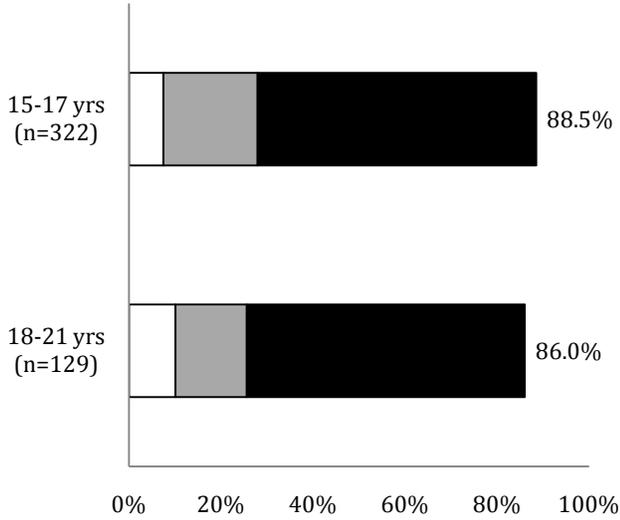
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

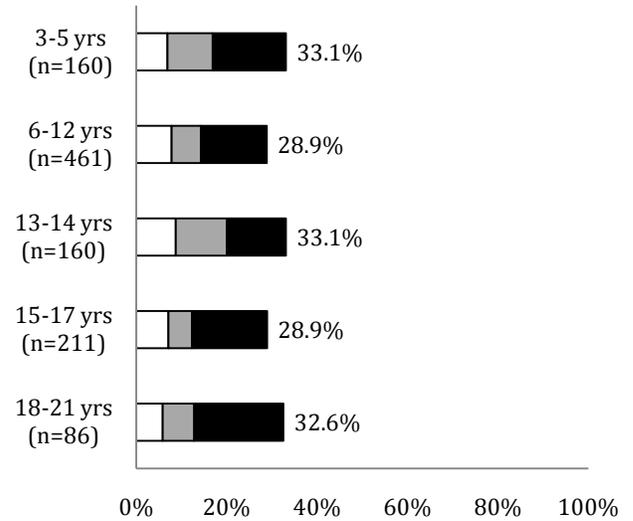
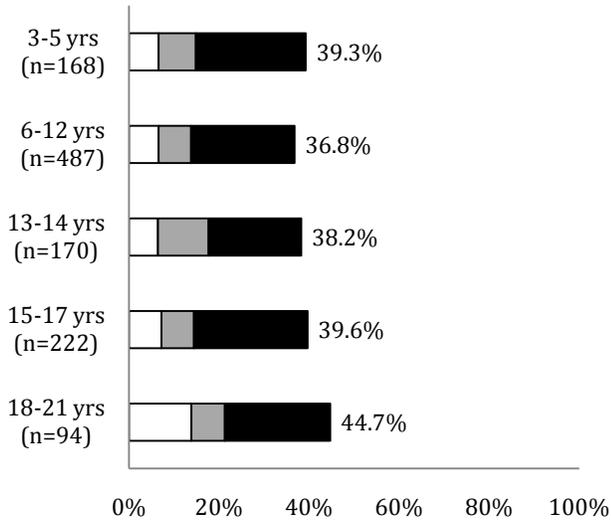
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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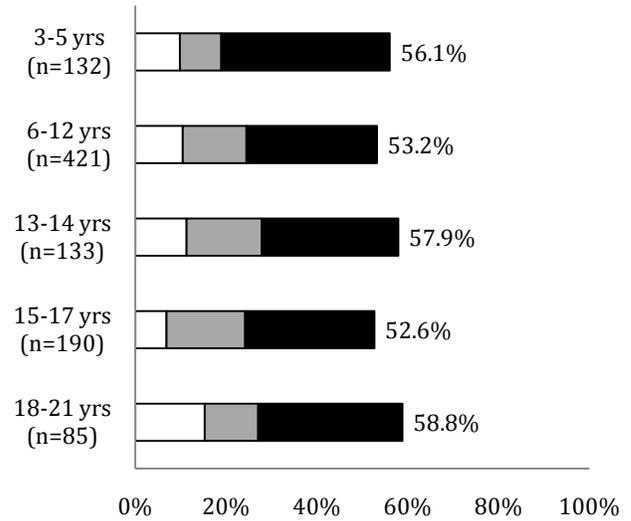
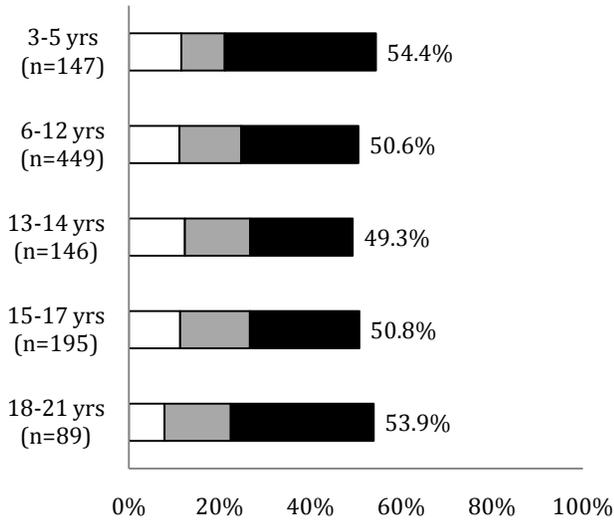
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

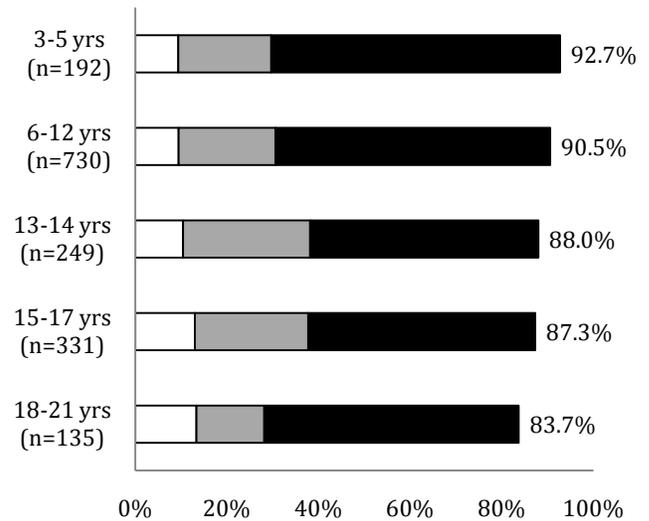
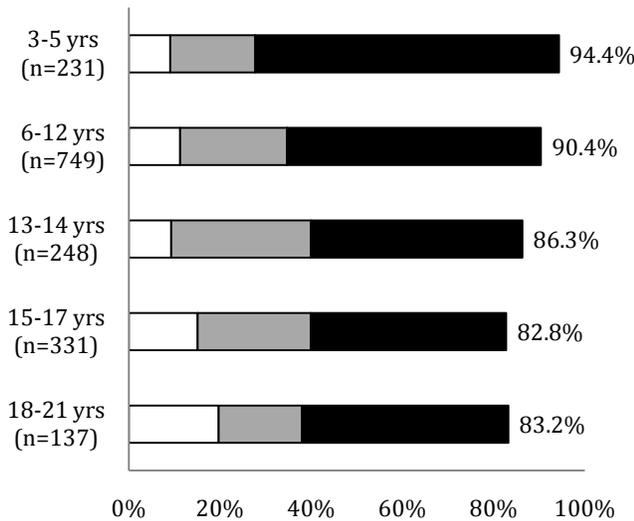
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.

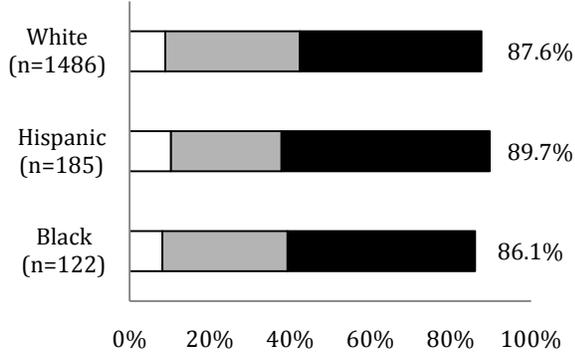
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



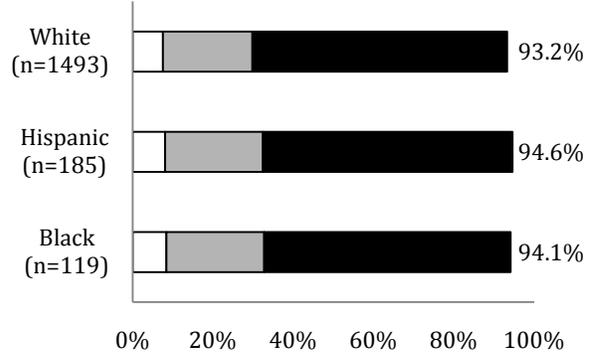
□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

Appendix C.3: Child's Race/Ethnicity

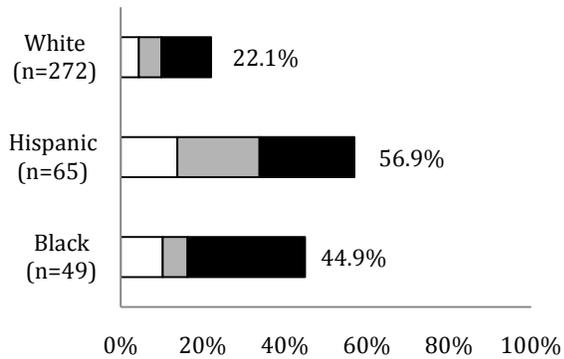
Q1: I am satisfied with my child's overall special education program.



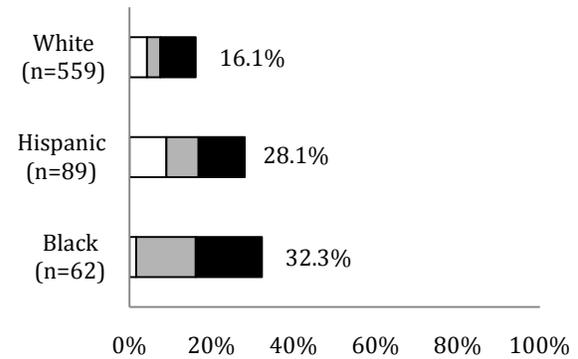
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



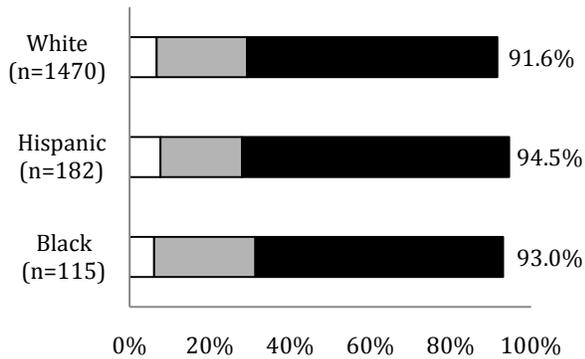
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



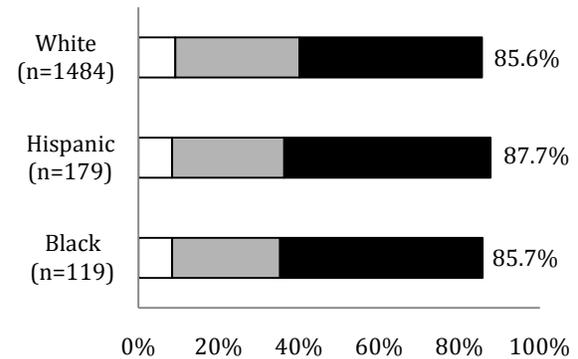
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.

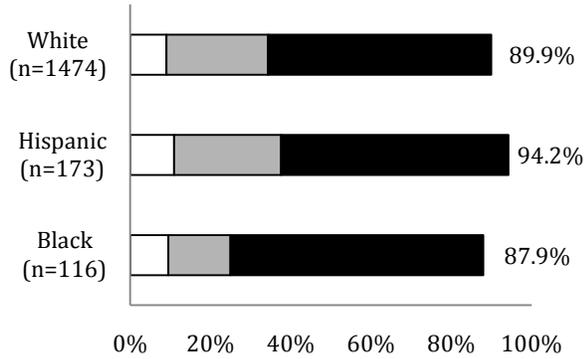


Q6: My child's IEP is meeting his/her educational needs.

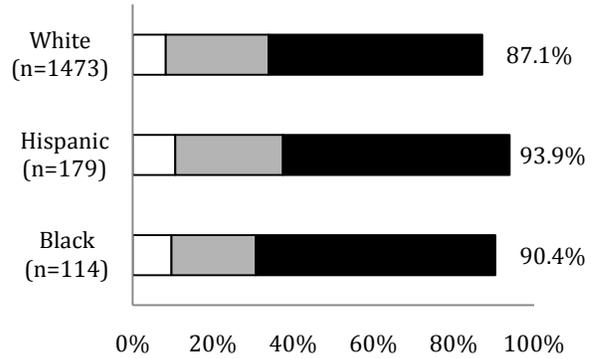


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

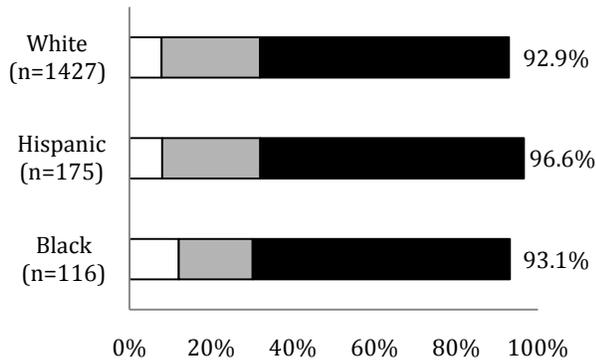
Q7: All special education services identified in my child's IEP have been provided.



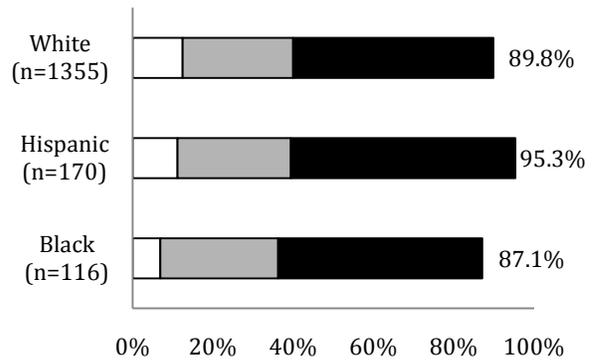
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



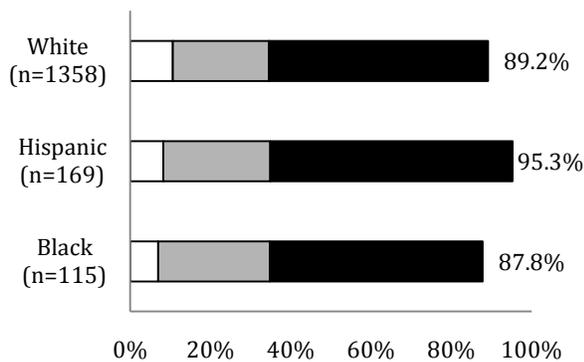
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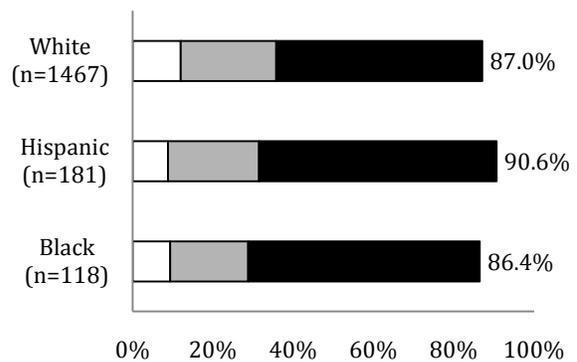
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Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.

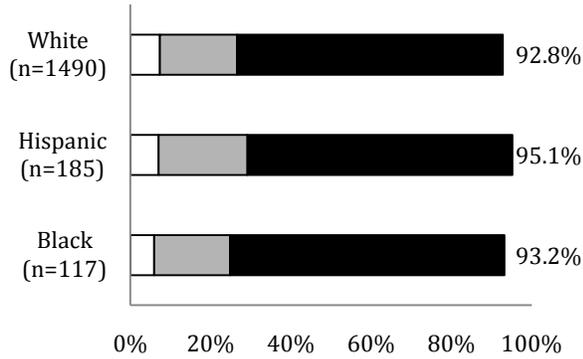


Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

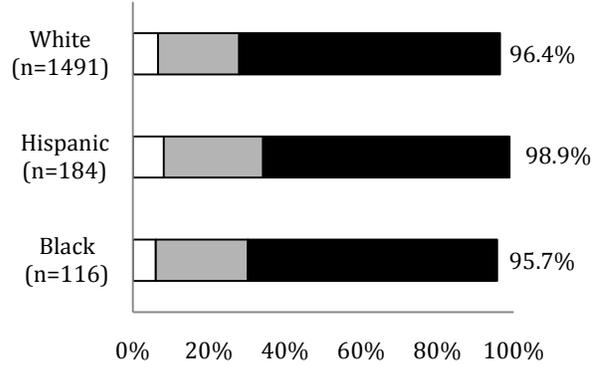


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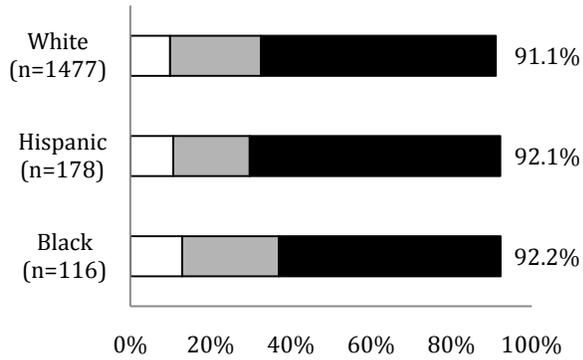
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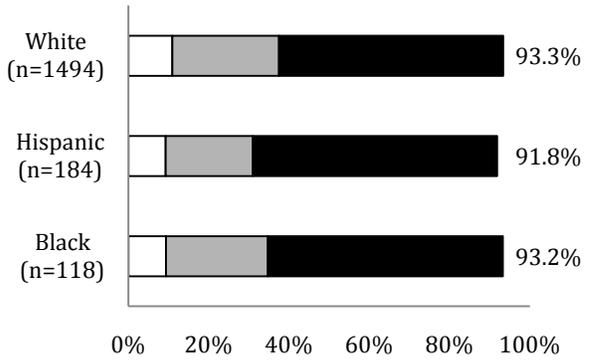
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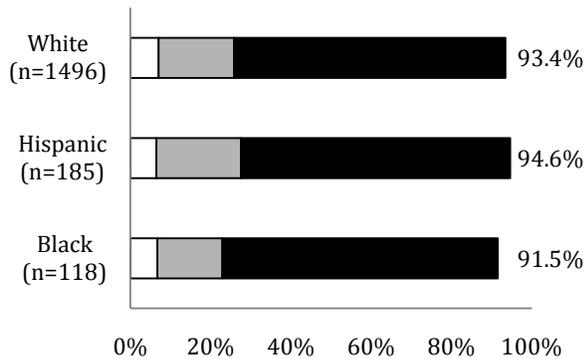
Q15: My concerns and recommendations are documented in the development of my child's IEP.



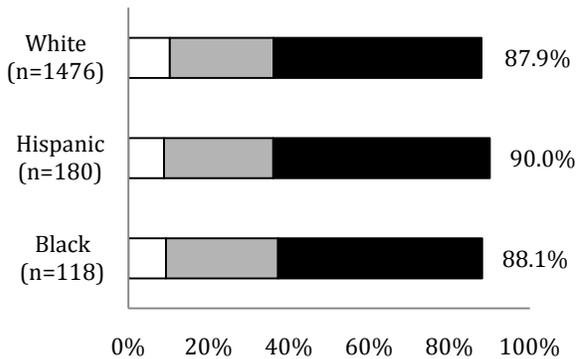
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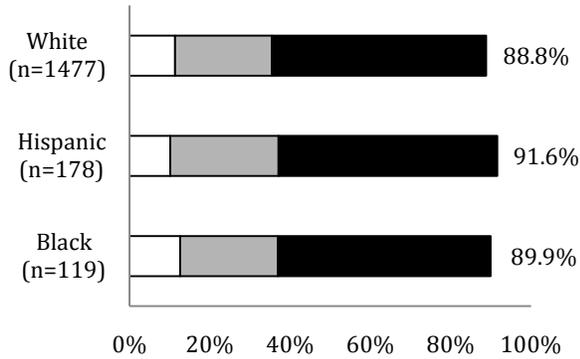


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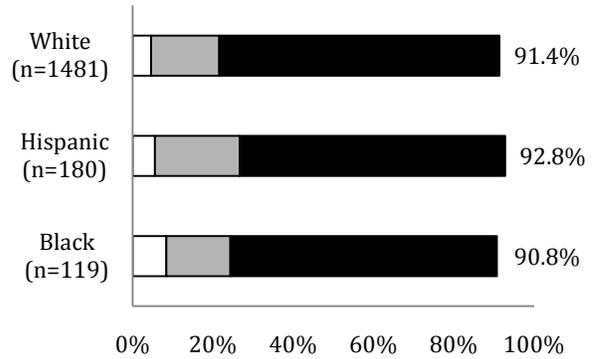


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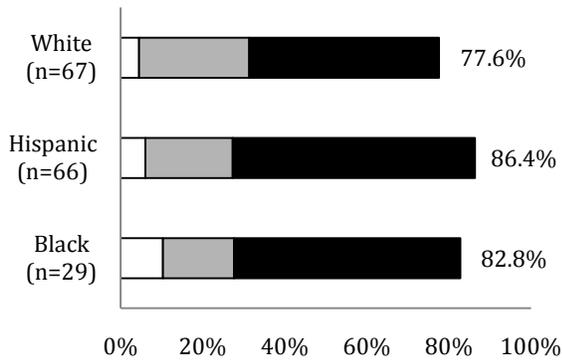
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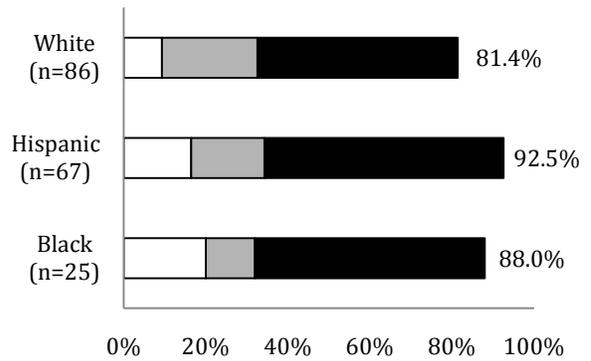
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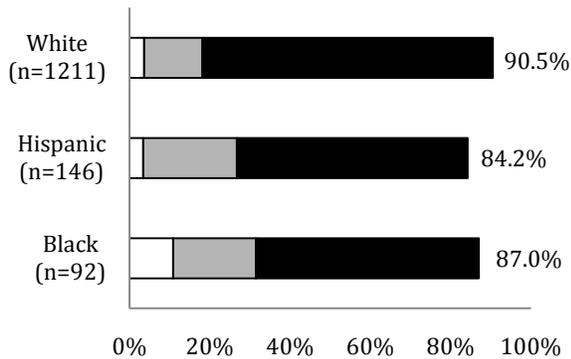
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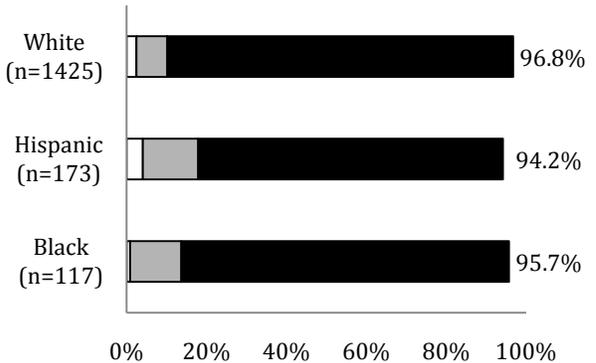
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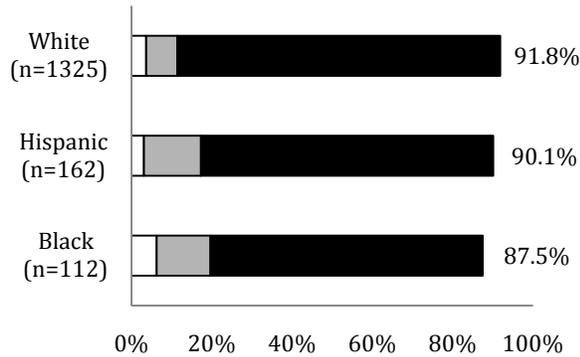


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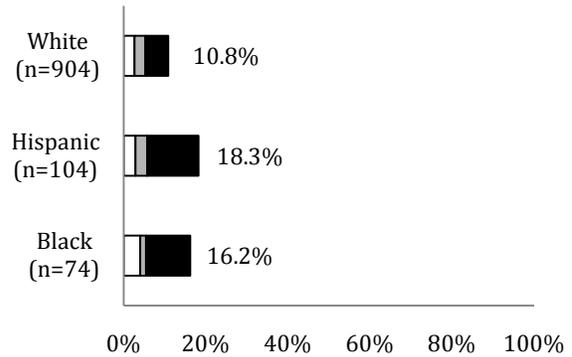


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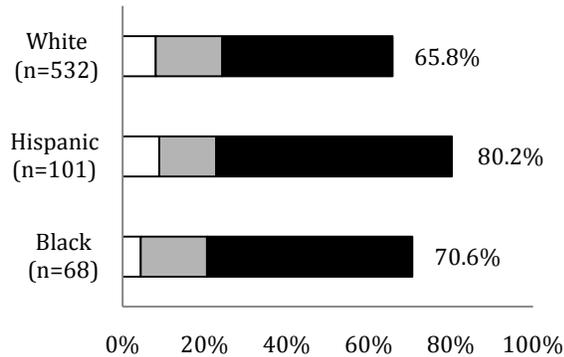
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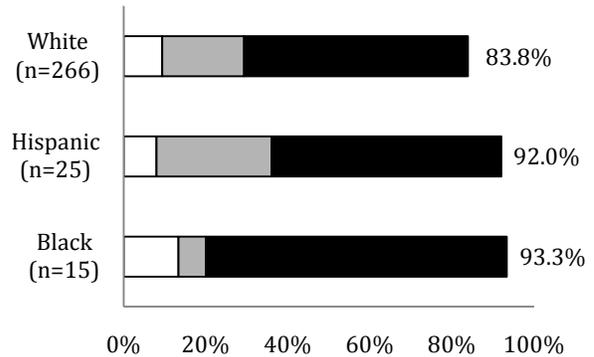
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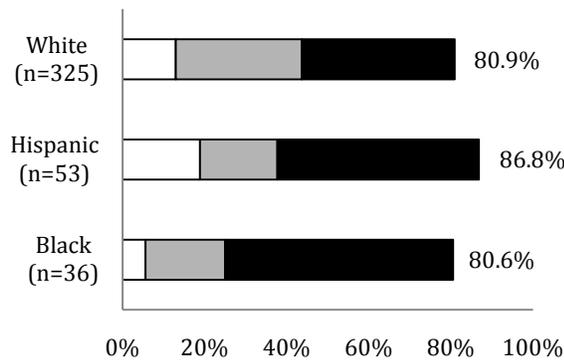
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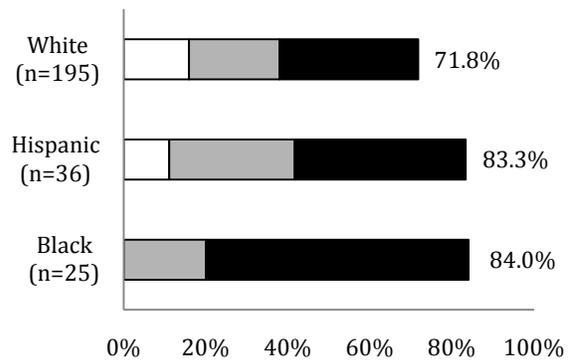
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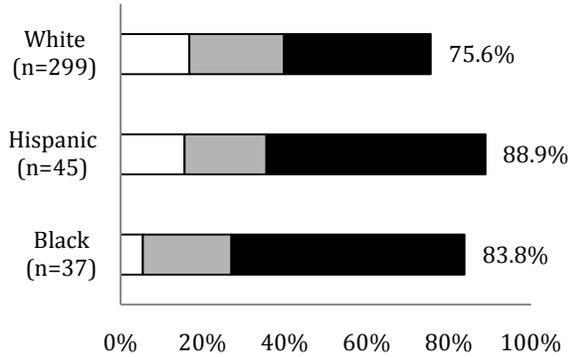


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).

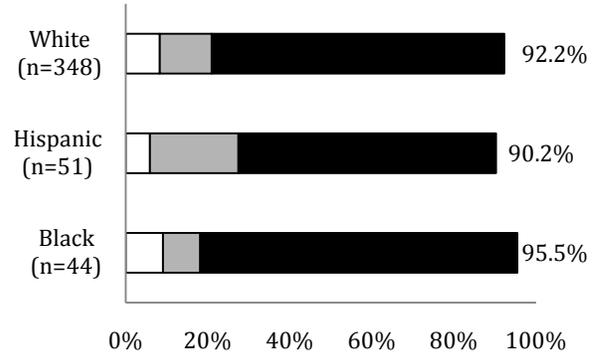


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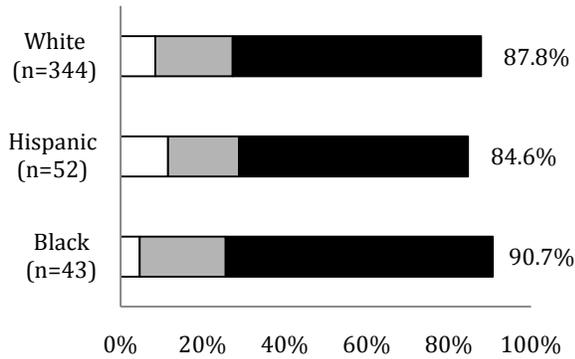
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



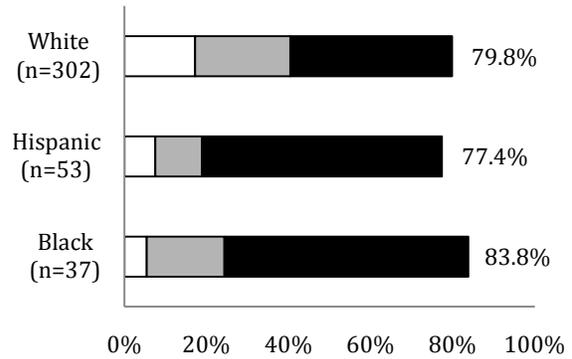
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



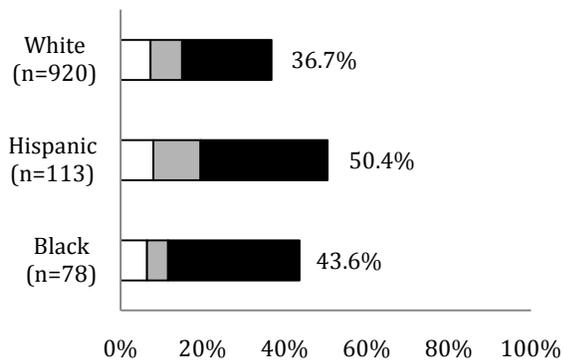
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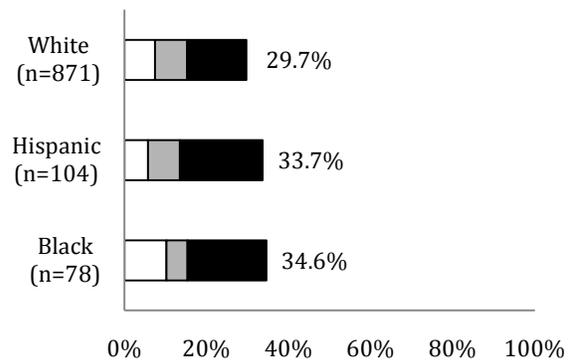
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



Q35: 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.

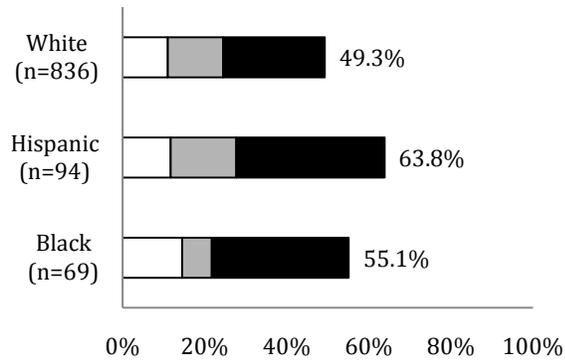


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

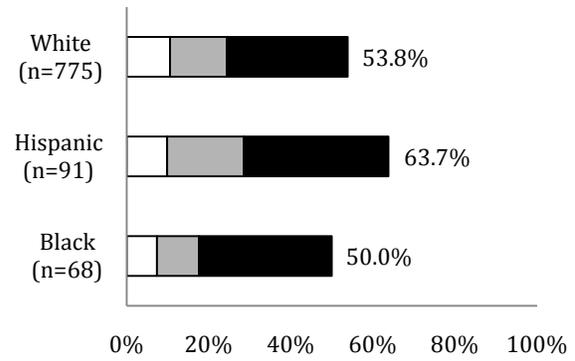


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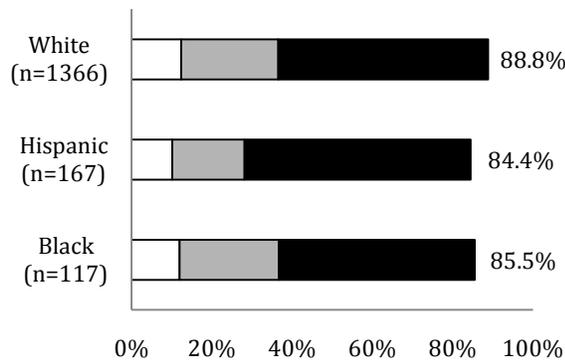
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



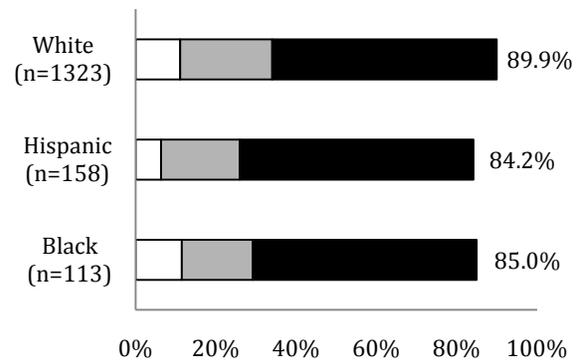
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



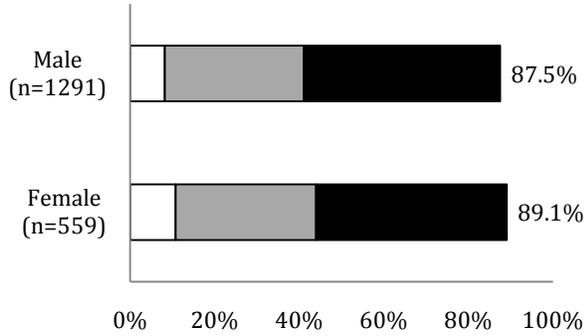
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



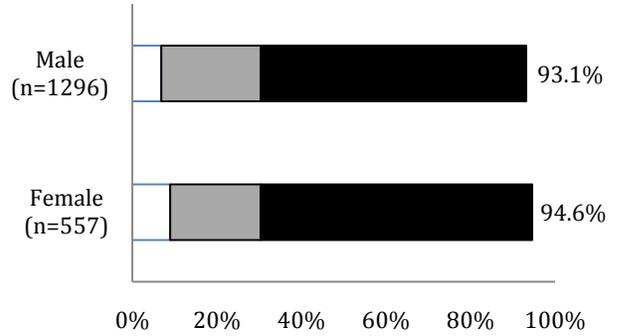
Slightly Agree
 Moderately Agree
 Strongly Agree

Appendix C.4: Child's Gender

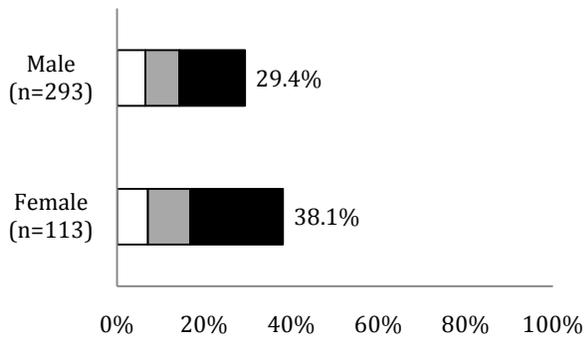
Q1: I am satisfied with my child's overall special education program.



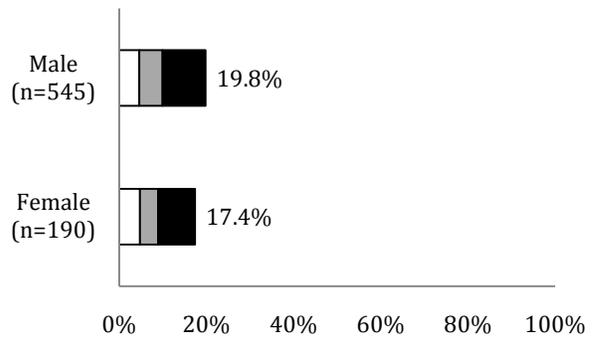
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



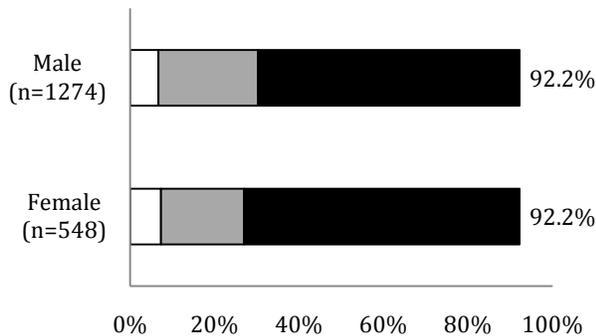
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



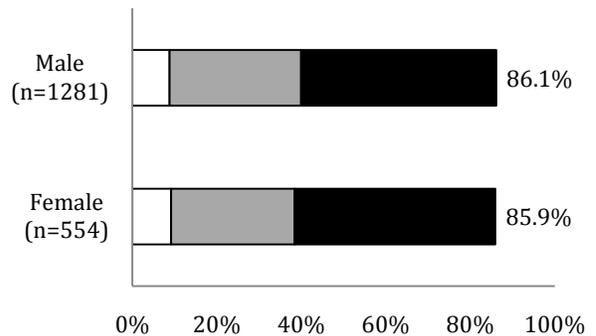
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.

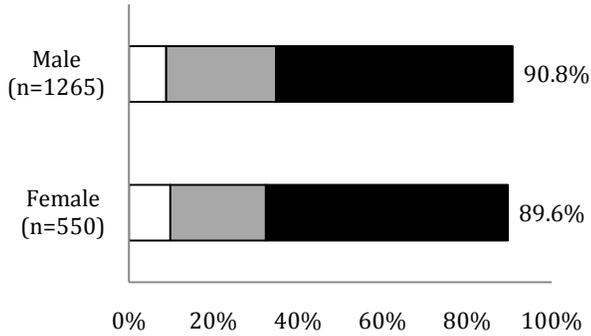


Q6: My child's IEP is meeting his/her educational needs.

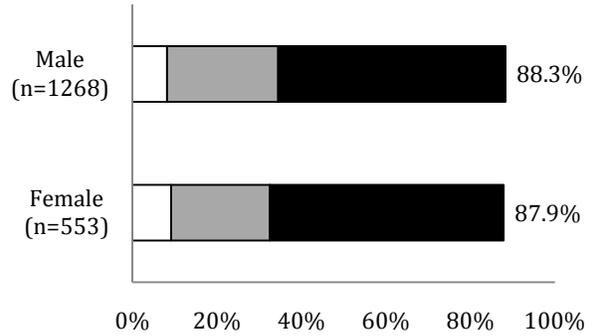


Slightly Agree
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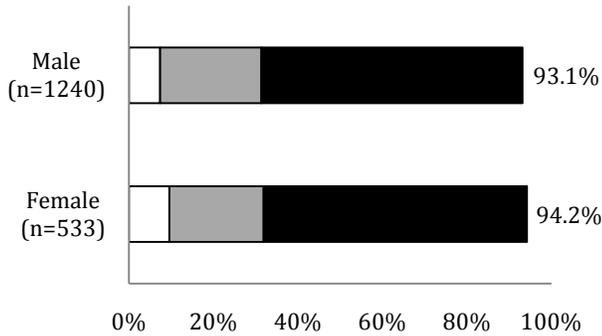
Q7: All special education services identified in my child's IEP have been provided.



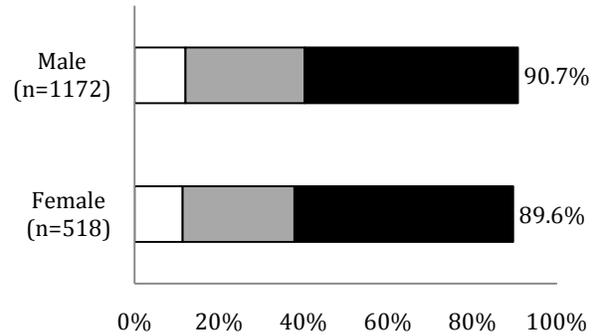
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



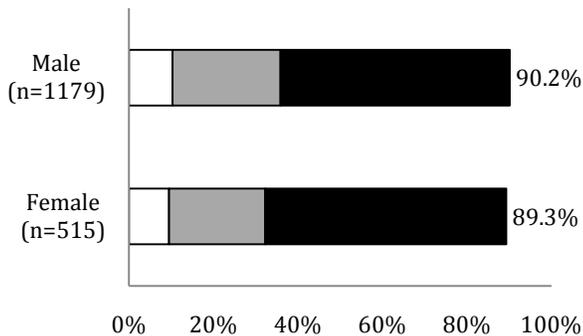
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



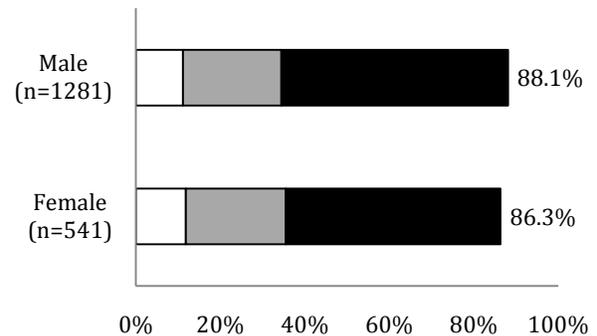
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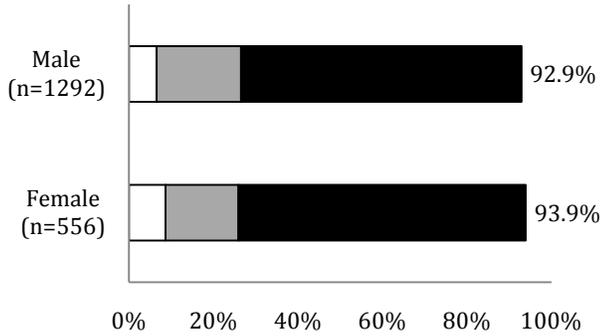


Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

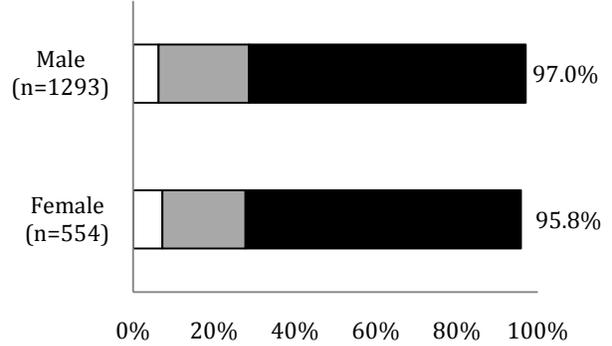


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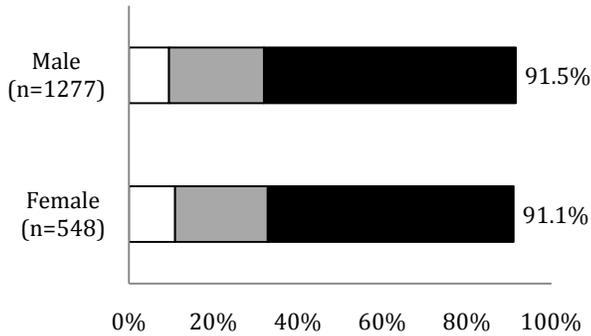
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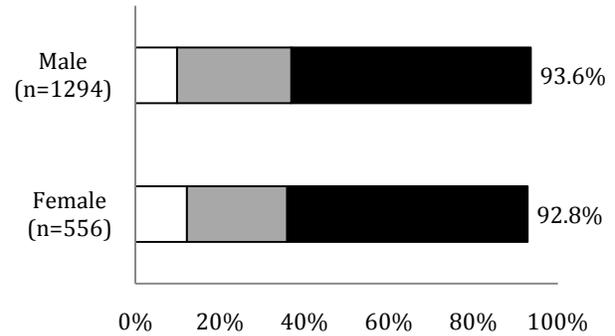
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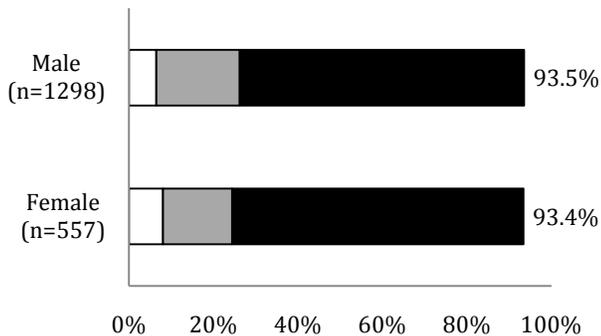
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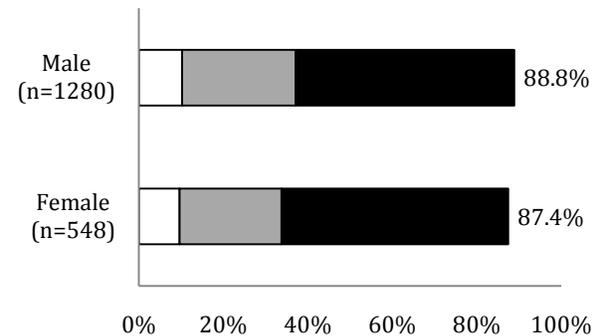
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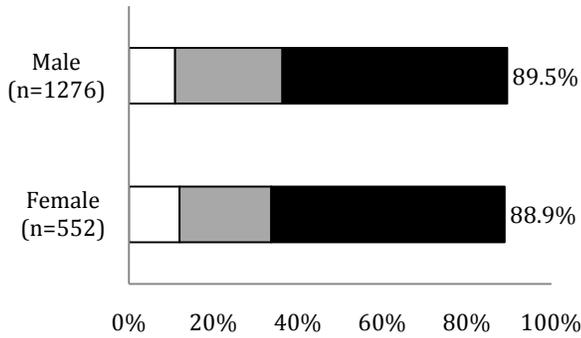


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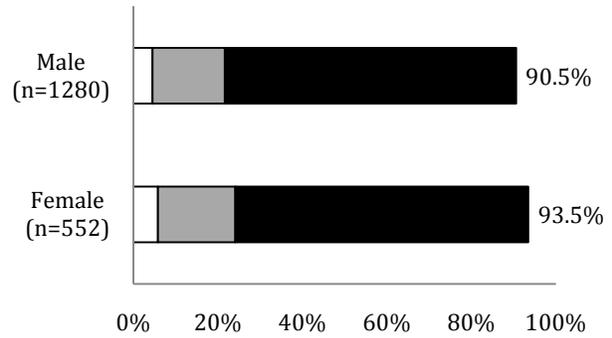
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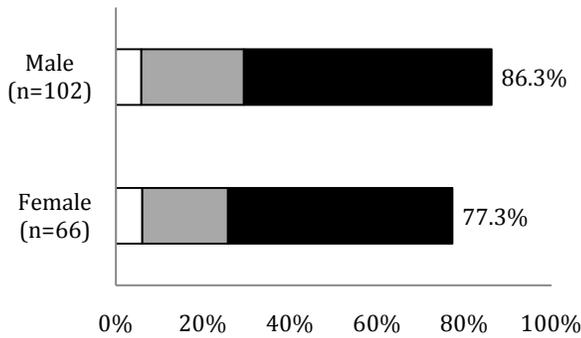
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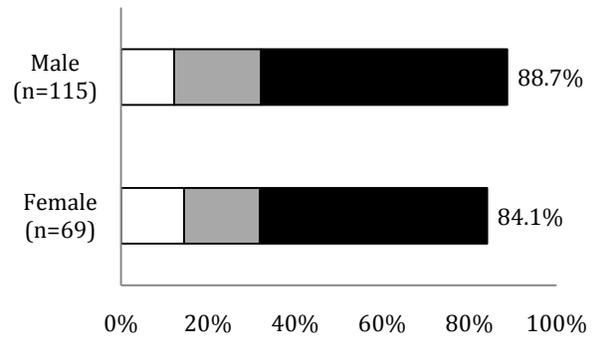
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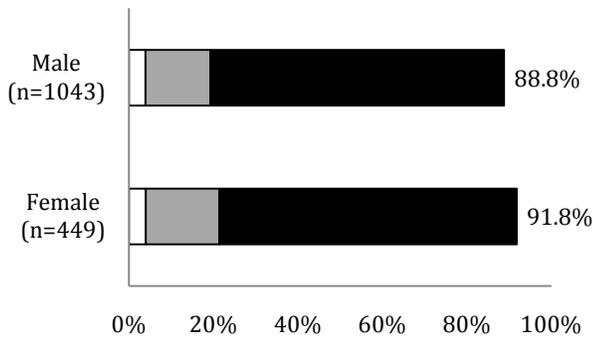
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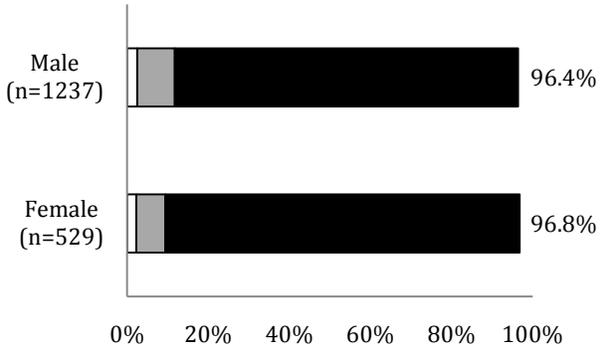
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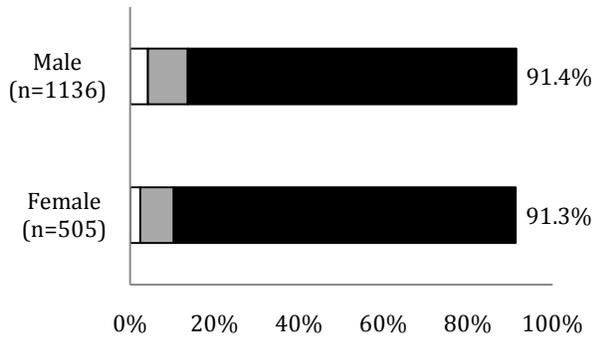


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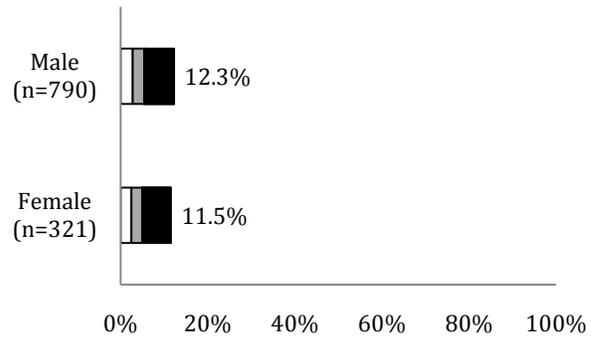
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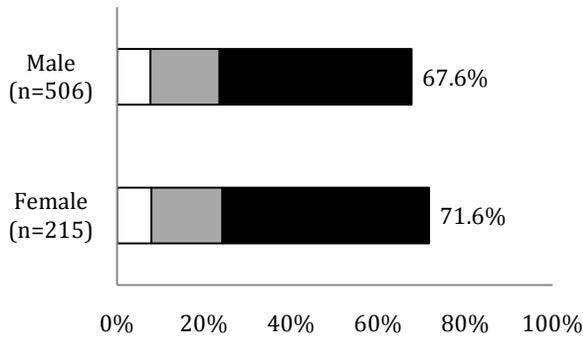
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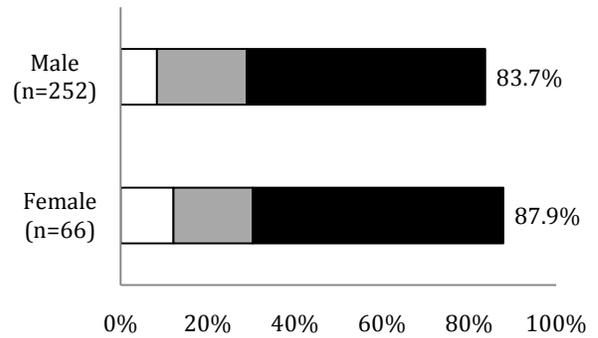
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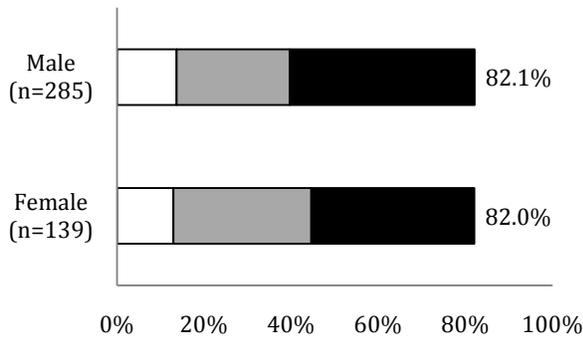
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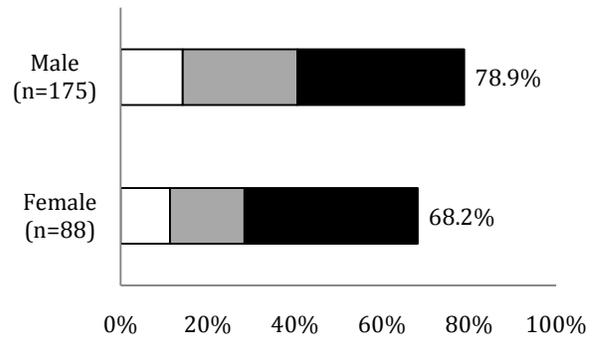
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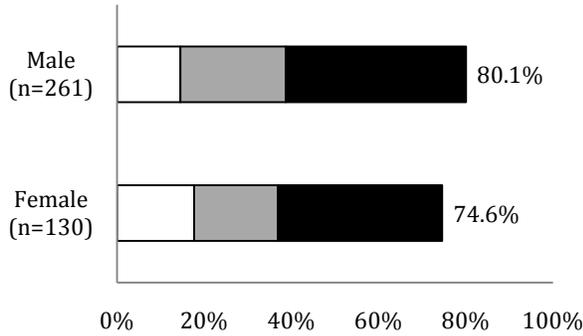


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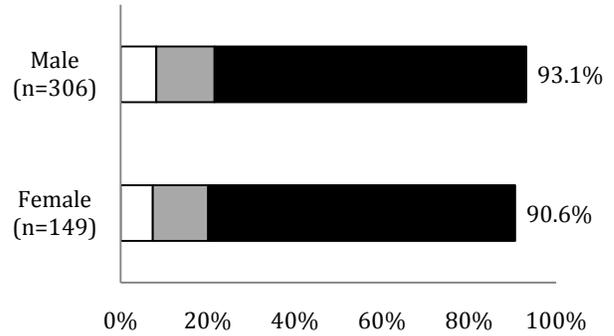


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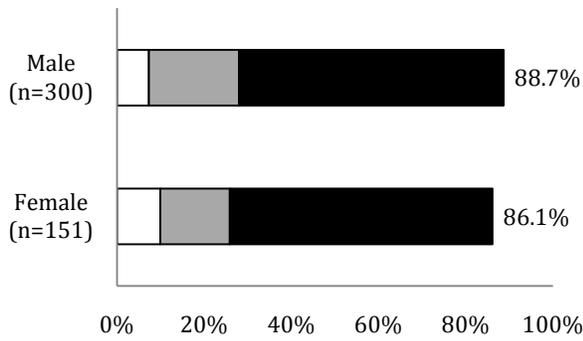
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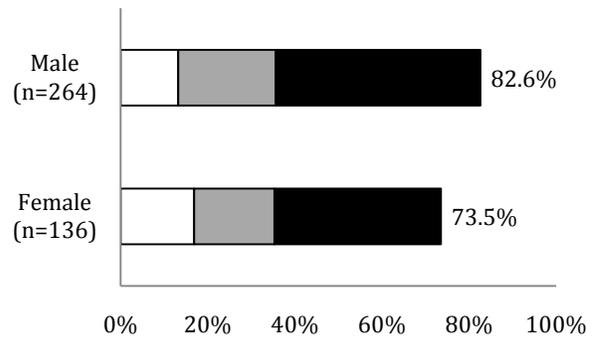
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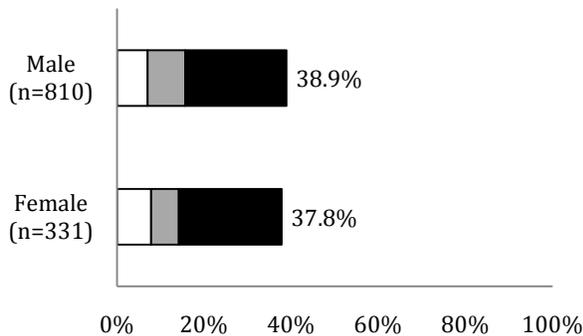
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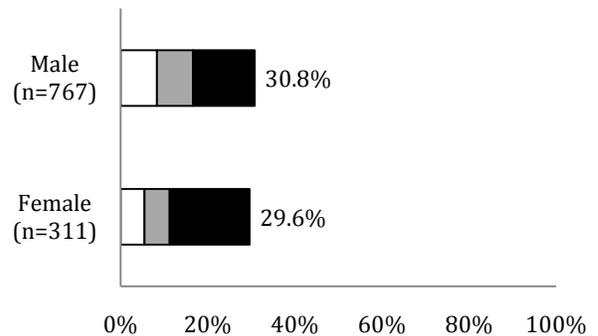
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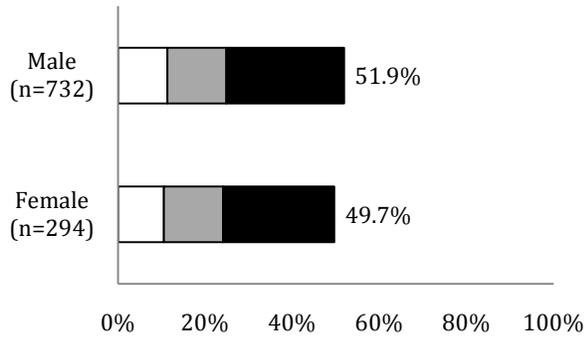


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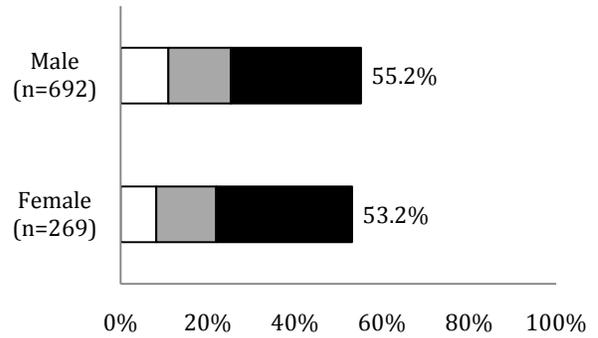


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

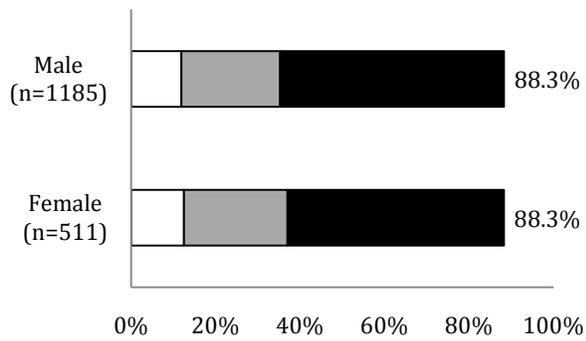
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



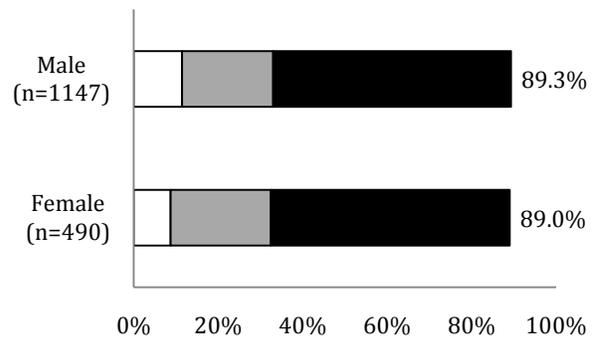
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



Slightly Agree
 Moderately Agree
 Strongly Agree

Appendix D: Year-to-Year Comparison of Survey Results

The following appendix provides data from districts included in one of the past four survey distribution cycles (See Table D.1 below). Information on the demographics of survey respondents by year is included in Appendix D.1 and Appendix D.2 includes stacked bar charts to illustrate the response pattern of survey respondents by year. Each bar chart presents the percentage of respondents to agree to a survey statement (length of the bar); with the strength of the agreement (strongly, moderately, and slightly) represented by the shading of the bar. The total number of respondents (n) includes all respondents who selected a response other than “not applicable” and “don’t know.”

Table D.1: Parent Survey Sampling Matrix

Year		n < 100	100 ≥ n < 400	400 ≥ n < 900	n ≥ 900
2005-2006	DRGs (A-D)	Andover, Easton, Westbrook	East Lyme, Canton, Orange, Preston, Shelton	Madison, Wilton, Windsor	--
	DRGs (E-I)	Ashford, Chester, Sharon	Derby, North Stonington, Lebanon	Killingly, New London	New Britain, Waterbury
2006-2007	DRGs (A-D)	Cornwall, Sherman	Brookfield, Colchester, Oxford, Region 05, Region 08, Region 19, Stonington, Suffield	Branford, Cheshire, New Milford, Simsbury	West Hartford
	DRGs (E-I)	Bozrah, North Canaan, Sterling, Voluntown	East Windsor, Region 16, Stafford, Thompson, Winchester	Naugatuck, Norwich, Windham	Bridgeport, Manchester
2007-2008	DRGs (A-D)	Bolton, Salem, Woodbridge	Avon, Bethel, Cromwell, New Fairfield, North Haven, Region 12, Region 14, Region 17	Glastonbury, Newington, Southington, Wethersfield	Fairfield
	DRGs (E-I)	Canterbury, Chaplin, Lisbon, Region 01, Willington	Ansonia, East Haddam, Griswold, Plainville, Region 06	Torrington, Middletown, Wolcott	East Hartford, Meriden
2008-2009	DRGs (A-D)	Bethany, Columbia, New Hartford	Ellington, Farmington, Guilford, Hebron, Old Saybrook, Region 10, Region 13, Region 18	Monroe, Region 15, Ridgefield, Trumbull	--
	DRGs (E-I)	Franklin, Kent, Norfolk, Salisbury, Scotland	Coventry, Plainfield, Plymouth, Seymour, Woodstock	Groton, USD 1, West Haven	Bristol, New Haven

Note: District size reflects the number of students (n) reported to the CSDE as receiving special education services in 2004-2005 (the most recent data available at the time the sampling plan was developed).

Appendix D.1: Survey Demographics by Year

Table D.1.1: Race/Ethnicity

Child's Race/Ethnicity	2005-2006 (n=1,299)	2006-2007 (n=1,948)	2007-2008 (n=2,220)	2008-2009 (n=1,874)
White not Hispanic	72.9%	80.5%	81.8%	80.2%
Hispanic	12.9%	10.5%	9.1%	10.0%
Black not Hispanic	10.0%	5.4%	6.1%	6.7%
Asian or Pacific Islander	2.4%	2.4%	2.3%	2.2%
Am. Indian or Alaskan Native	1.8%	1.2%	0.6%	0.8%

Table D.1.2: Age

Child's Age	2005-2006 (n=1,343)	2006-2007 (n=1,992)	2007-2008 (n=2,275)	2008-2009 (n=1,874)
3 to 5	14.7%	11.5%	11.7%	13.6%
6 to 12	47.7%	42.2%	44.8%	44.6%
13 to 14	14.9%	15.3%	16.9%	15.0%
15 to 17	17.5%	23.1%	20.2%	18.9%
18 to 21	5.3%	7.9%	6.3%	7.9%

Table D.1.3: Grade Level

Child's Grade Level	2005-2006 (n=1,228)	2006-2007 (n=1,985)	2007-2008 (n=2,263)	2008-2009 (n=1,874)
Preschool	12.3%	9.2%	10.1%	11.2%
Elementary	39.5%	35.8%	36.9%	36.7%
Middle	25.7%	23.7%	25.1%	25.2%
High	20.0%	28.5%	25.1%	24.1%
Transition	2.5%	2.9%	2.8%	2.8%

Table D.1.4: Gender

Child's Gender	2005-2006 (n=1,339)	2006-2007 (n=2,003)	2007-2008 (n=2,287)	2008-2009 (n=1,874)
Male	69.2%	71.0%	69.4%	69.7%
Female	30.8%	29.0%	30.6%	30.3%

Table D.1.5: Type of Placement

Child's Type of Placement	2005-2006 (n=1,335)	2006-2007 (n=2,003)	2007-2008 (n=2,285)	2008-2009 (n=1,874)
Public	89.7%	90.0%	89.8%	90.3%
Special Ed. - Out of District	5.2%	5.9%	6.3%	5.4%
Residential	1.0%	1.7%	0.8%	1.2%
Private/Parochial	1.4%	0.6%	1.4%	1.1%
Out of State	0.4%	0.2%	0.1%	0.3%
Hospital/Homebound	0.3%	0.1%	0.3%	0.2%
Other	1.9%	1.3%	1.3%	1.6%

Table D.1.6: Language of Surveys Received

Language	2005-2006 (n=1,387)	2006-2007 (n=2,020)	2007-2008 (n=2,306)	2008-2009 (n=1,874)
English	94.3%	97.0%	98.1%	98.7%
Spanish	5.7%	3.0%	1.9%	1.3%

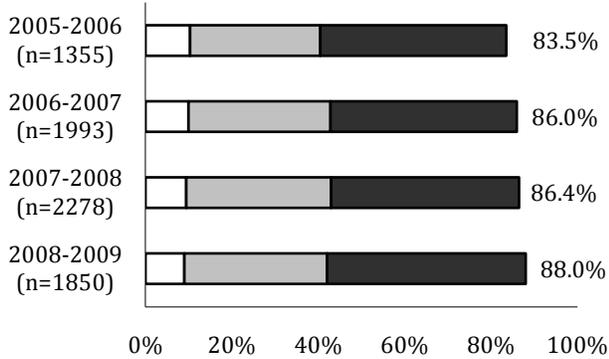
Table D.1.7: Disability

Child's Disability	2005-2006 (n=1,335)	2006-2007 (n=1,984)	2007-2008 (n=2,271)	2008-2009 (n=1,839)
Autism	11.5%	11.7%	12.6%	14.2%
Deaf-Blindness	1.0%	0.4%	0.3%	0.5%
Developmental Delay (ages 3-5 only)	7.3%	5.4%	4.1%	4.3%
Emotional Disturbance	5.6%	5.2%	4.9%	5.2%
Hearing Impairment	2.3%	3.0%	1.7%	1.7%
IDMR	4.5%	6.3%	5.4%	4.9%
Multiple Disabilities	5.1%	5.3%	5.8%	5.1%
OHI - ADD/ADHD	19.7%	21.2%	22.0%	18.0%
Orthopedic Impairment	0.7%	1.0%	0.7%	0.6%
Other Health Impairment (OHI)	5.7%	2.3%	4.1%	5.5%
Specific Learning Disability	27.5%	28.2%	28.2%	29.1%
Speech or Language Impaired	20.4%	18.9%	20.2%	18.5%
Traumatic Brain Injury	0.9%	0.8%	0.5%	0.7%
Visual Impairment	1.8%	1.4%	1.1%	1.3%
Don't Know	2.5%	2.2%	3.7%	3.5%
To Be Determined	1.0%	1.2%	2.2%	1.6%
Other	11.8%	11.4%	-	-

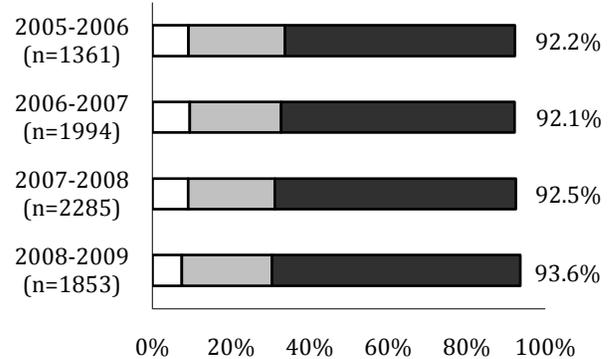
Note: "Other" was not an available response option on the 2007-2008 or 2008-2009 survey questionnaire.

Appendix D.2: Survey Response by Year

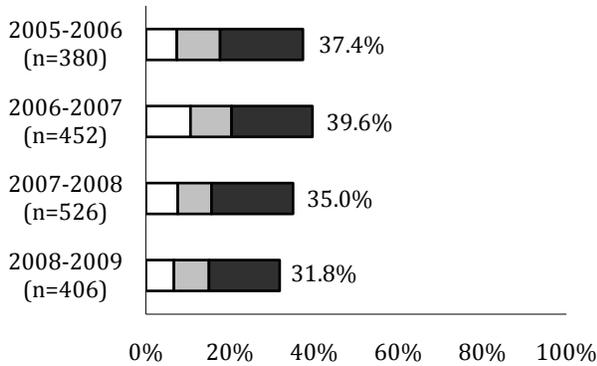
Q1: I am satisfied with my child's overall special education program.



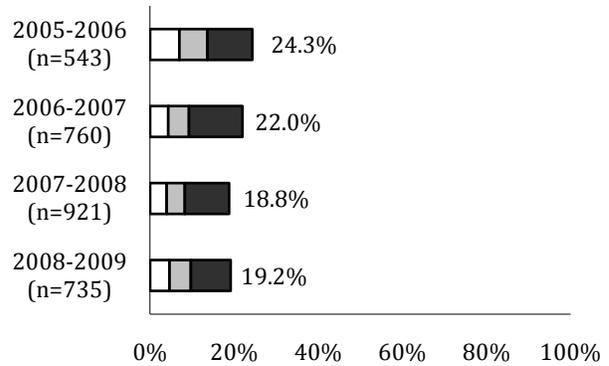
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



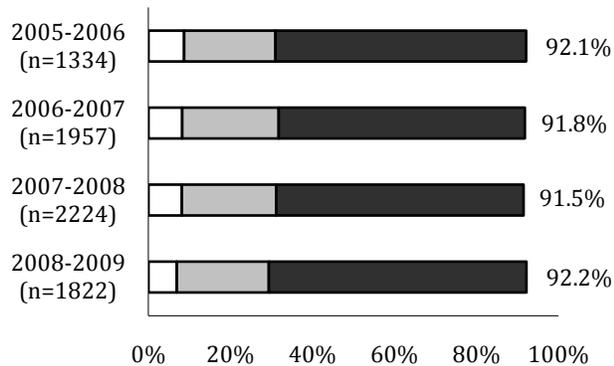
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



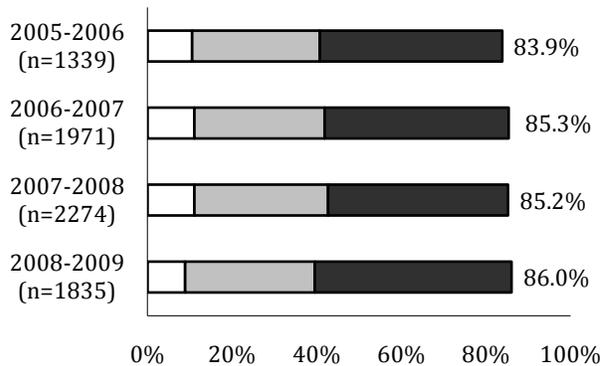
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.

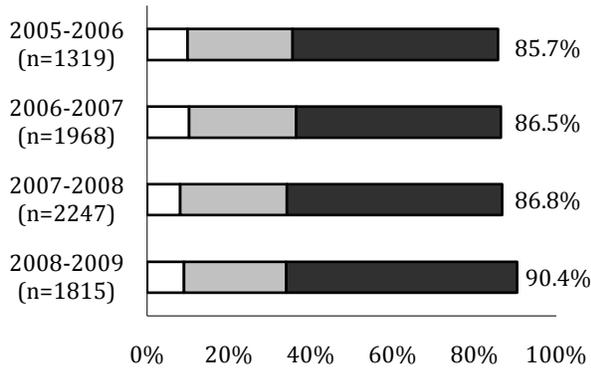


Q6: My child's IEP is meeting his/her educational needs.

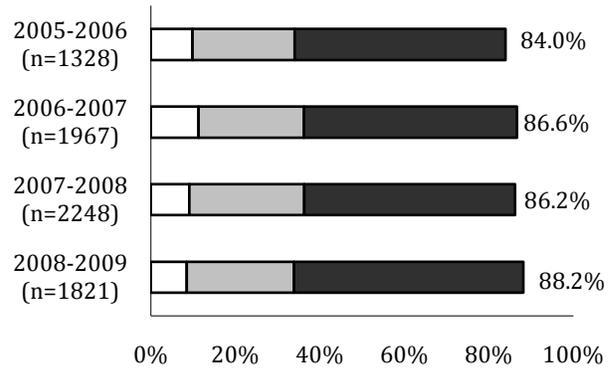


Slightly Agree
 Moderately Agree
 Strongly Agree

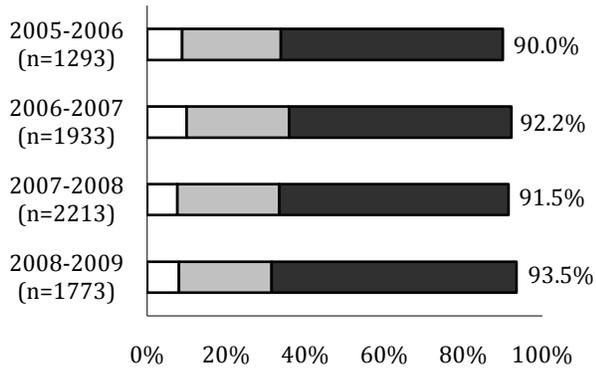
Q7: All special education services identified in my child's IEP have been provided.



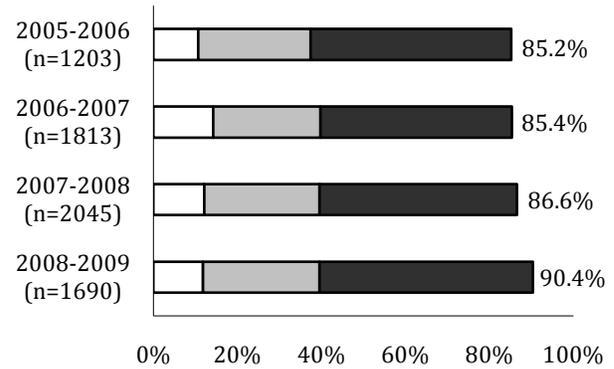
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



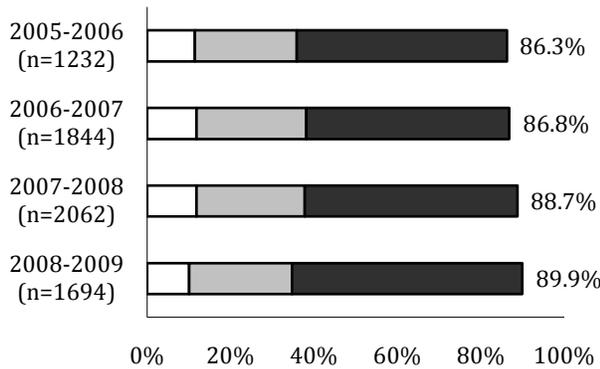
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



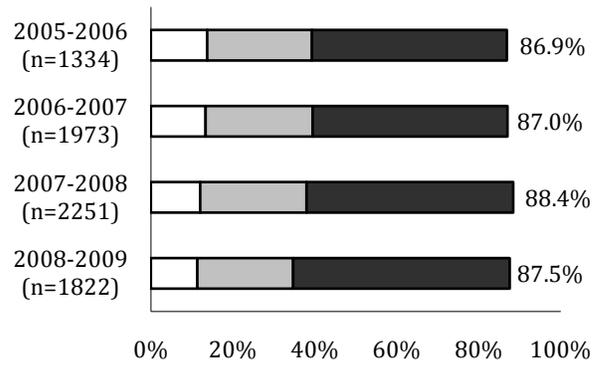
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.

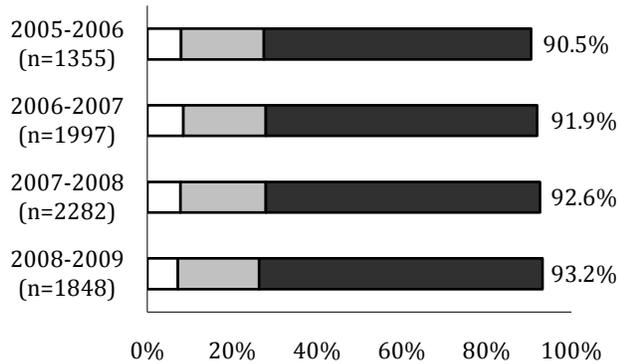


Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

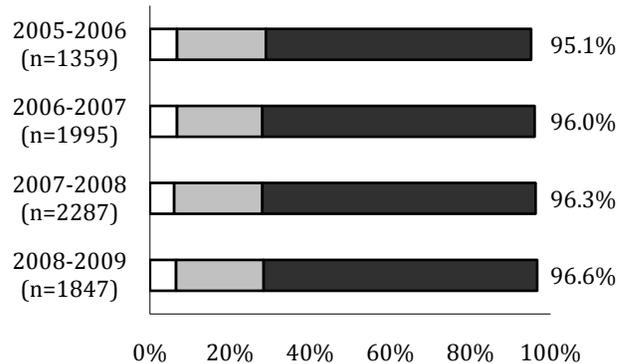


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

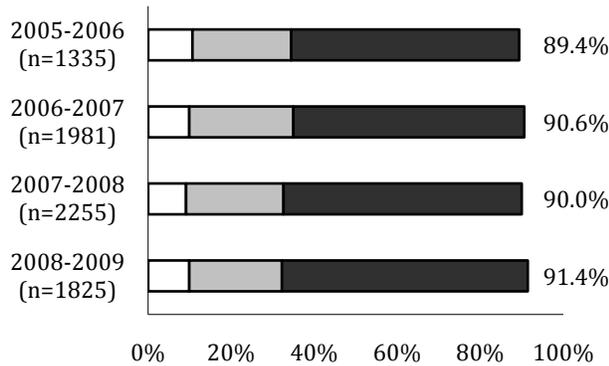
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



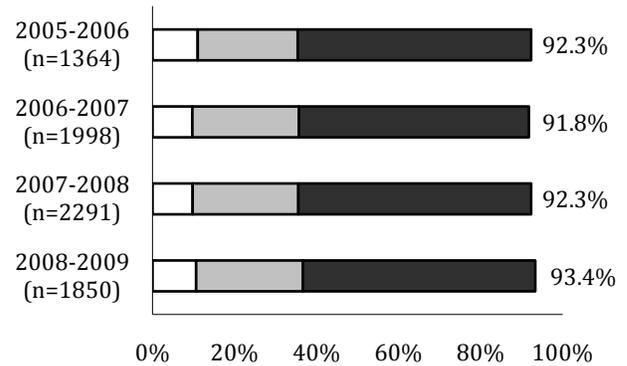
Q14: I understand what is discussed at meetings to develop my child's IEP.



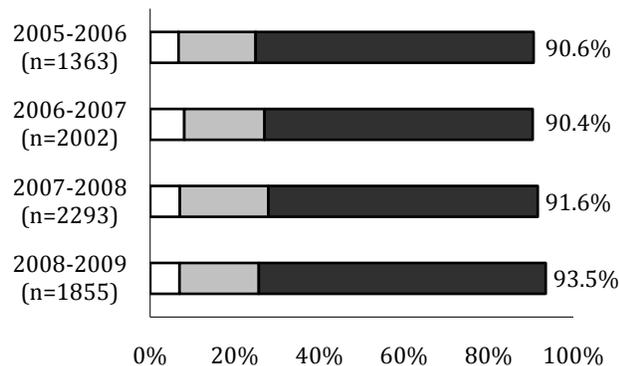
Q15: My concerns and recommendations are documented in the development of my child's IEP.



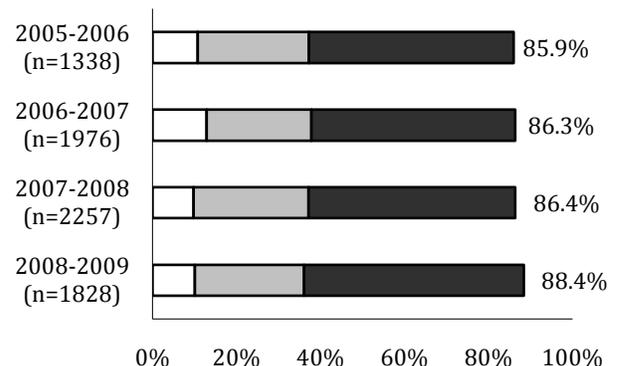
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.

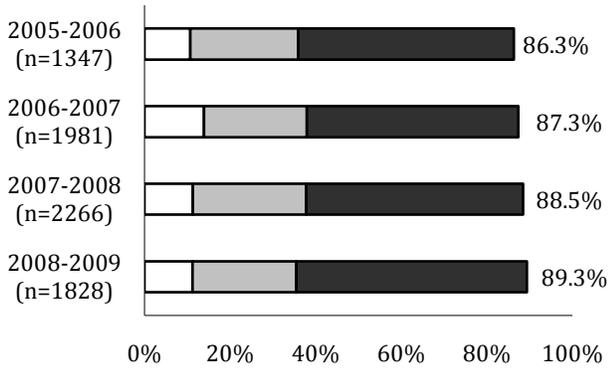


Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

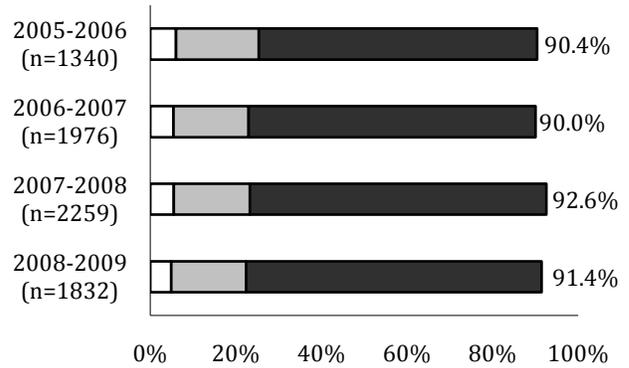


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

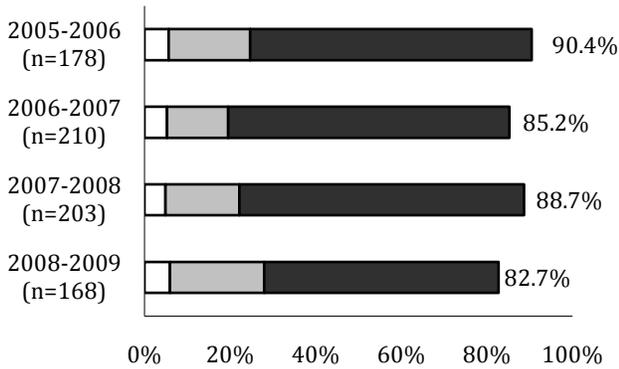
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



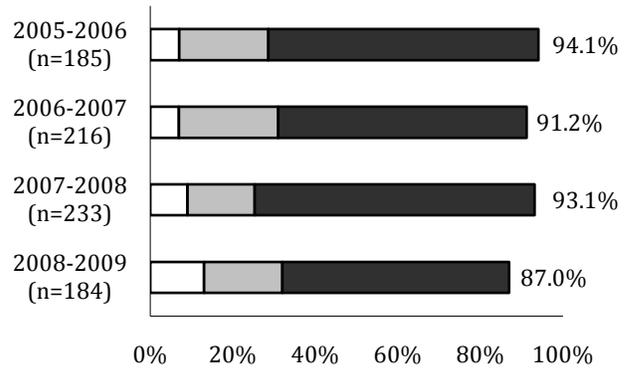
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



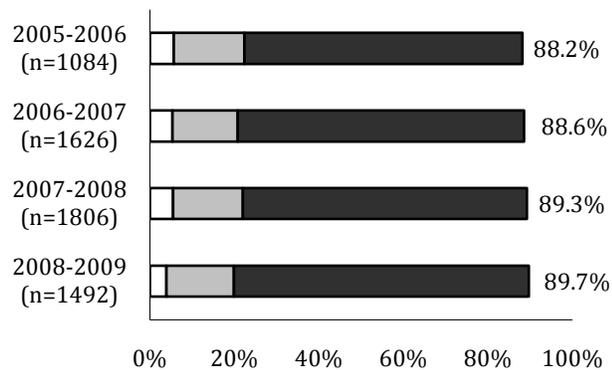
Q21: If necessary, a translator was provided at the PPT meetings.



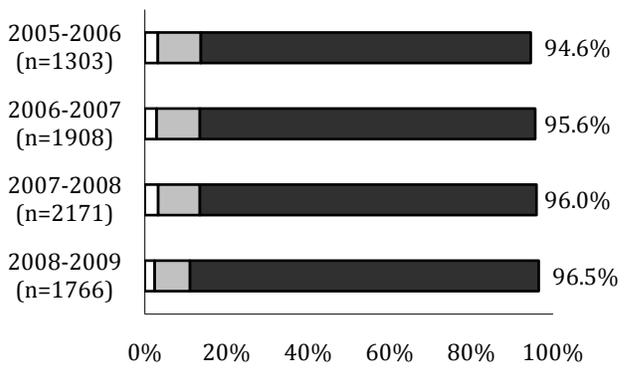
Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.

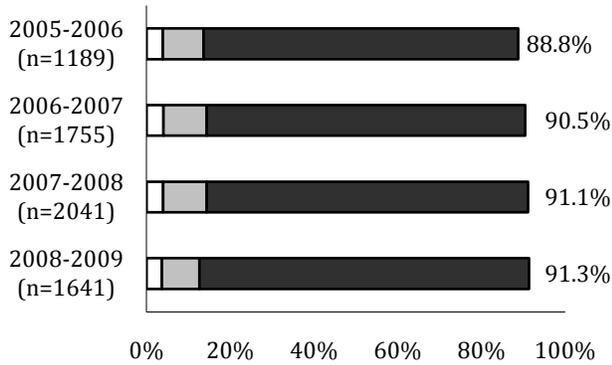


Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

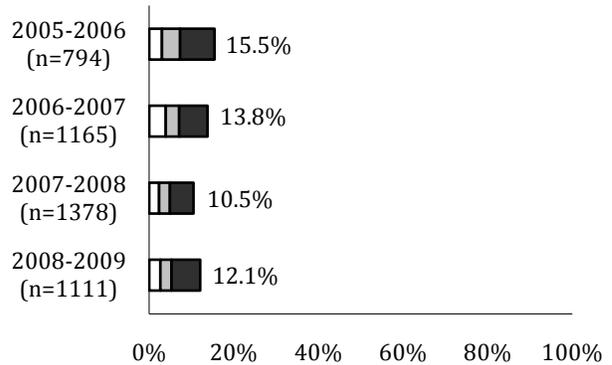


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

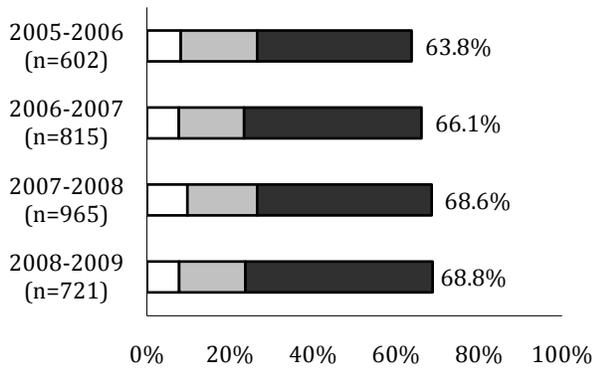
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



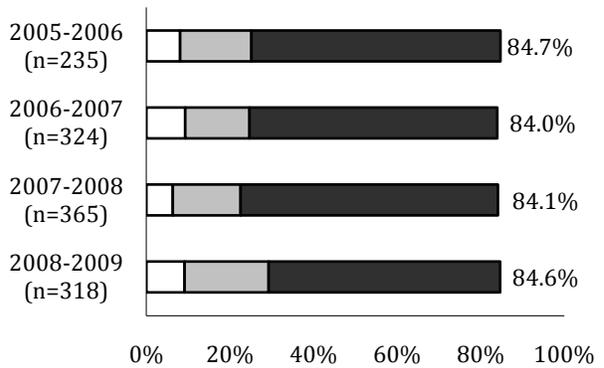
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



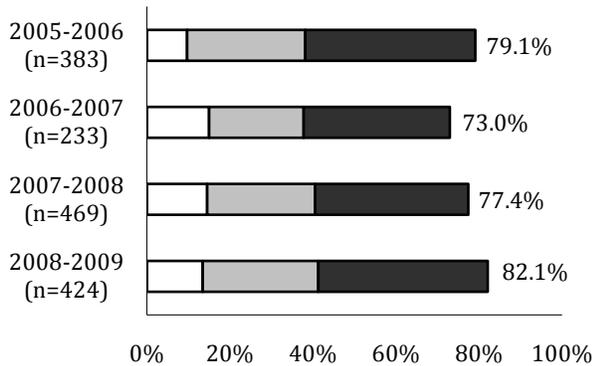
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



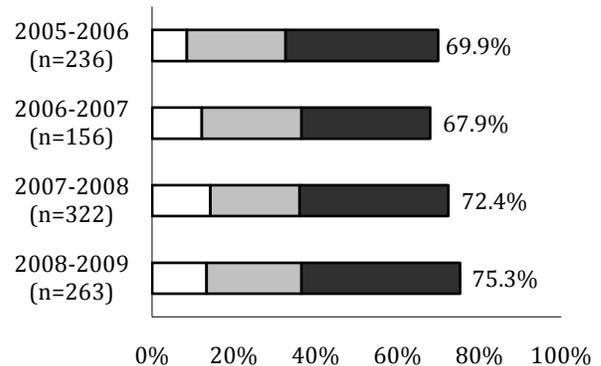
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three.



Q29: I am satisfied with the way secondary transition services were implemented for my child.

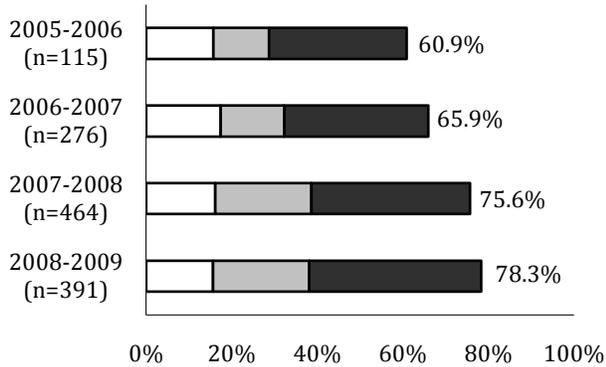


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.

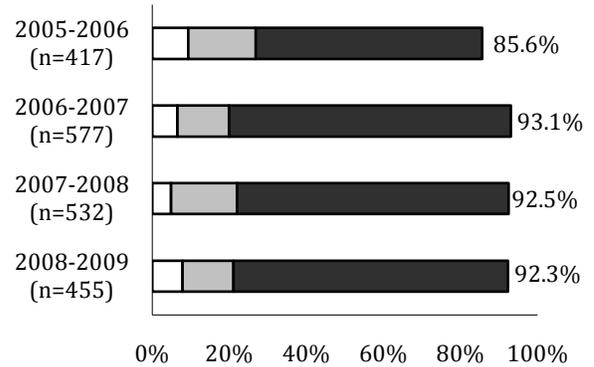


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

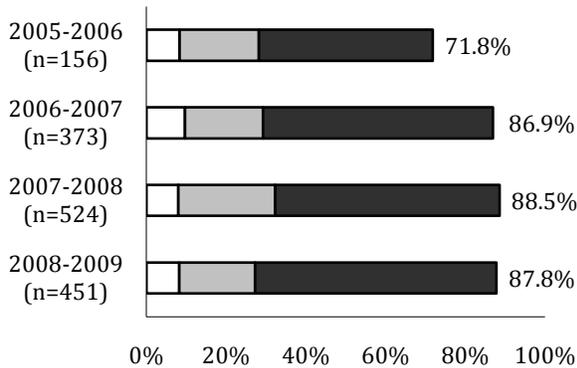
Q31: The PPT introduced planning for my child's transition to adulthood.



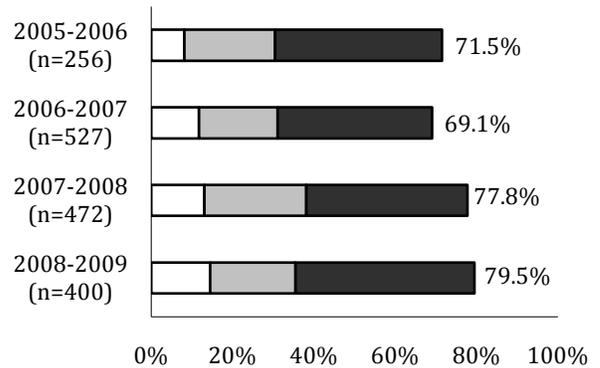
Q32: The school district actively encourages my child to attend and participate in PPT meetings.



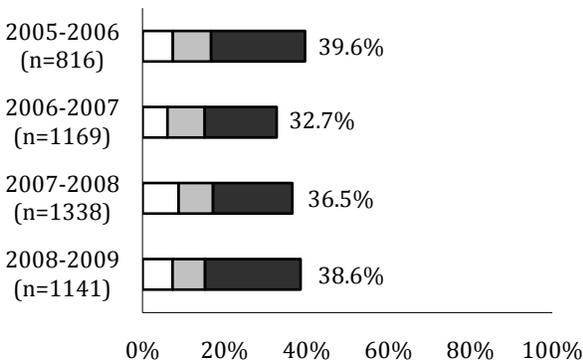
Q33: The PPT discussed an appropriate course of study at the high school for my child.



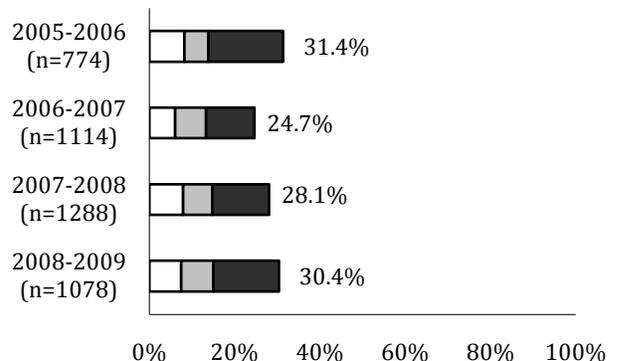
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.



Q35: 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.

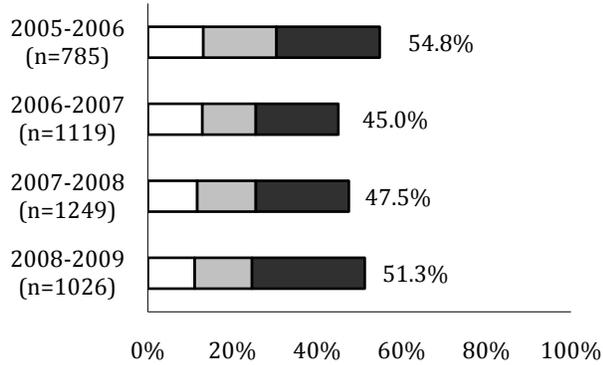


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

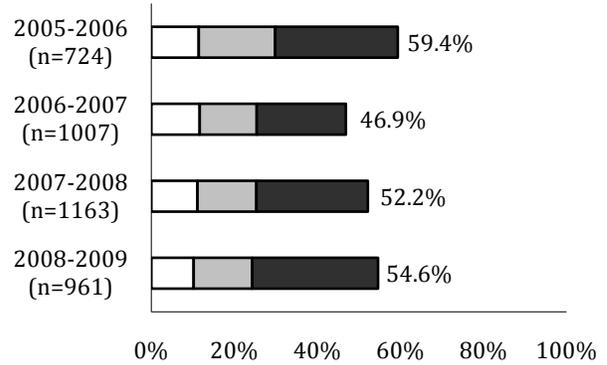


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

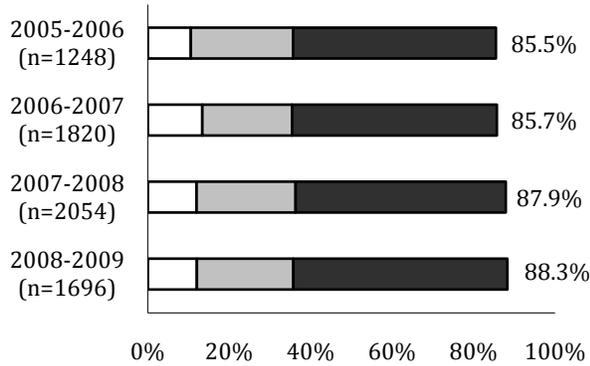
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



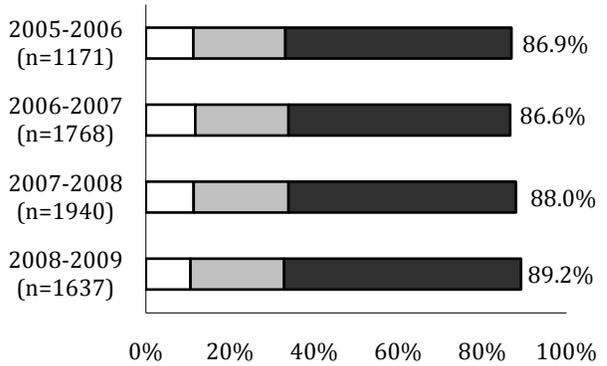
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

Appendix E: 2008-2009 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 22, 2009 in the stamped envelope provided to:

SERC, Attn: Survey, 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.



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 Disability <i>[Choose One Only; Disability is listed on Page 1 of your child's IEP.]</i>			
Autism		Specific Learning Disabilities	<input type="radio"/>
Deaf-Blindness		Speech or Language Impaired	<input type="radio"/>
Developmental Delay (ages 3-5 only)		Traumatic Brain Injury	<input type="radio"/>
Emotional Disturbance		Visual Impairment	<input type="radio"/>
Hearing Impairment		Other Health Impairment (OHI)	<input type="radio"/>
Intellectual Disability/Mental Retardation		OHI - ADD/ADHD	<input type="radio"/>
Multiple Disabilities		To Be Determined	<input type="radio"/>
Orthopedic Impairment		Don't Know	<input type="radio"/>

Type of Placement <i>[Choose One Only]</i>			
Public School		Out-of-State	<input type="radio"/>
Out-of-District Special Education School		Hospital/Homebound	<input type="radio"/>
Residential School		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.	<input type="radio"/>							
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	<input type="radio"/>							
3. My child's school day has been shortened to accommodate his/her transportation needs.	<input type="radio"/>							
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	<input type="radio"/>							
5. My child is accepted within the school community.	<input type="radio"/>							
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	<input type="radio"/>							
7. All special education services identified in my child's IEP have been provided.	<input type="radio"/>							
8. Staff is appropriately trained and able to provide my child's specific program and services.	<input type="radio"/>							
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	<input type="radio"/>							
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	<input type="radio"/>							
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	<input type="radio"/>							
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.	<input type="radio"/>							
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	<input type="radio"/>							
14. I understand what is discussed at meetings to develop my child's IEP.	<input type="radio"/>							
15. My concerns and recommendations are documented in the development of my child's IEP.	<input type="radio"/>							
16. My child's evaluation report is written in terms I understand.	<input type="radio"/>							
17. PPT meetings for my child have been scheduled at times and places that met my needs.	<input type="radio"/>							

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Participation in Developing and Implementing My Child's Program (con't)								
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								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	○	○	○	○	○	○		○
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <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.	○	○	○	○	○	○	○	○
31. The PPT introduced planning for my child's transition to adulthood.	○	○	○	○	○	○		○

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Transition Planning for <u>Secondary</u> Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>		<input type="radio"/>					
33. The PPT discussed an appropriate course of study at the high school for my child.	<input type="radio"/>		<input type="radio"/>					
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	<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"/>					
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"/>					
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<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"/>							
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"/>					
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"/>					

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!

