

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

2007-2008
Connecticut Special Education Parent Survey
District Report

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INTRODUCTION

In spring 2008, 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 2007-2008 statewide survey represents the third year of the six-year sampling protocol for the State Performance Plan (SPP) with an annual survey expected to continue until 2010-2011.

The 2007-2008 CT Special Education Parent Survey Summary Report (expected to be available on the Department website by the end of 2008) will provide a comprehensive summary of findings from the statewide survey. This document is intended to provide supplementary district-level information to that report.

METHODS

Section I

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

Survey Response Tables

The survey response tables provide a district summary of survey responses organized by the six topic areas established on the survey questionnaire. For each survey item, the number of respondents (n) includes all parents who selected a survey response option other than “not applicable.” Confidentiality edits indicated by the symbol ($\pm \pm$) were applied to all district-level survey items with five or fewer respondents per item. In addition, survey responses from five districts (Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem) were aggregated into a single survey response table in order to meet the CSDE standard for confidential reporting of district-level data. This standard prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district.

Across the 31 districts that received the 2007-2008 survey, there was considerable variation in the total number of surveys received; while at the same time, within districts, there was also considerable variation in the number of participants to respond to particular survey statements (most notably on statements regarding translation services and transition planning). As such, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context.

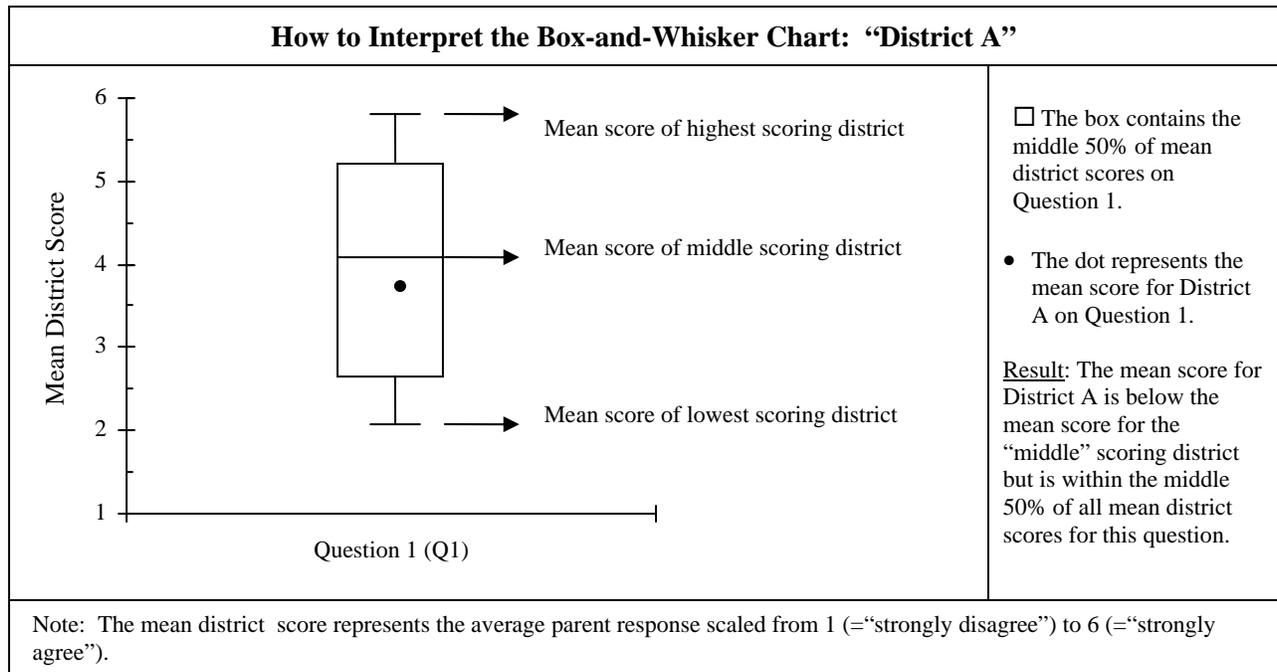
Box-and-Whisker Charts

The box-and-whisker charts provide a visual snapshot (by survey item) of a district’s mean (average) score relative to the mean score of all other districts participating in the survey. The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) or dissatisfied, to 6 (=“strongly agree”) or satisfied. If a parent survey item was “negatively keyed”, meaning 6 (= “strongly agree”) would be equivalent to a high level of *dissatisfaction*; then the responses were “reverse-coded” in order to maintain a consistent interpretation of mean scores across all survey items. Meanwhile, the response options of “not applicable” and “don’t know” were not included in the calculation of the mean score, as there is no intuitive ordering for these responses.

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

As with the survey response tables, the responses of the same five districts (Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem) were aggregated into one box-and-whisker chart; and any district with five or fewer respondents to a particular survey item were not included in the overall mean score for that item. If your district had five or fewer respondents for a particular survey statement, the round dot (●) representing your district will be missing from the box-and-whisker chart for that statement. In addition, four survey items (Q3, Q4, Q21, and Q22) were excluded from the box-and-whisker chart analysis altogether due to the overall low number of parents to respond to these statements.

Again, similar to the data presented in the survey response tables, all comparisons (across survey items and across individual districts) should be examined with consideration given to the total number of survey respondents. Although this information is not available on the box-and-whisker charts, it can be obtained (along with the wording of each survey item) from the response tables provided for each district.



RESPONSE RATE
Section II

The 2007-2008 survey was sent to a total of 10,370 parents of children receiving special education services across 31 districts. The overall survey response rate was 21.4% (n=2,218), with the response rate by district ranging from a low of 12.5% in East Hartford to a high of 35.0% in New Fairfield. Close to 500 surveys were returned undeliverable, representing 4.7% of the total mailing¹.

Survey Response Rate Table

District	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
New Fairfield	343	120	35.0%	2	35.2%
Willington	89	27	30.3%	3	31.4%
Bolton	83	24	28.9%	3	30.0%
Woodbridge	80	23	28.8%	8	31.9%
Cromwell	204	53	26.0%	2	26.2%
Chaplin	27	7	25.9%	4	30.4%
Regional 14	232	59	25.4%	63	34.9%
Newington	499	126	25.3%	24	26.5%
Avon	377	90	23.9%	8	24.4%
Regional 01	63	15	23.8%	1	24.2%
Glastonbury	662	157	23.7%	30	24.8%
Fairfield	703	162	23.0%	8	23.3%
North Haven	508	116	22.8%	20	23.8%
Southington	647	146	22.6%	2	22.6%
Canterbury	87	19	21.8%	3	22.6%
Lisbon	87	19	21.8%	1	22.1%
Plainville	375	80	21.3%	12	22.0%
Wethersfield	416	88	21.2%	2	21.3%
Salem	71	15	21.1%	3	22.1%
Regional 17	300	63	21.0%	8	21.6%
Middletown	661	136	20.6%	67	22.9%
Torrington	622	127	20.4%	0	20.4%

Table is continued on the next page.

¹ The reason for non-delivery was indicated on some but not all returned pieces. The most frequent reasons for non-delivery included incomplete address (no apartment or building number) and addressee not at current address (forwarding address unknown).

Survey Response Rate Table - continued

District	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
Wolcott	321	64	19.9%	4	20.2%
Bethel	338	67	19.8%	5	20.1%
Regional 12	177	35	19.8%	23	22.7%
East Haddam	193	36	18.7%	2	18.8%
Ansonia	328	56	17.1%	30	18.8%
Regional 06	152	25	16.4%	3	16.8%
Meriden	755	124	16.4%	65	18.0%
Griswold	259	41	15.8%	10	16.5%
East Hartford	714	89	12.5%	74	13.9%
Unknown	-	9	-	-	-
Total	10,373	2,218	21.4%	490	22.4%

Note: Districts have been sorted in descending order based on their overall response rate. The adjusted response rate refers to the number of completed surveys returned divided by the number of respondents receiving the survey. Undeliverable surveys are not figured into the calculation of the adjusted response rate.

**OVERALL SURVEY RESPONSE
Section III**

Overall Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	2,191	43.9%	33.1%	9.4%	3.6%	4.3%	5.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,197	61.6%	21.6%	9.1%	2.9%	2.8%	2.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	505	19.6%	7.5%	7.3%	4.2%	2.2%	59.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	881	10.1%	4.4%	3.7%	2.4%	2.2%	77.2%	±
5. My child is accepted within the school community.	2,136	60.7%	22.4%	8.2%	3.0%	2.8%	2.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	2,202	42.7%	30.8%	11.1%	4.0%	4.7%	6.0%	0.8%
7. All special education services identified in my child's IEP have been provided.	2,198	52.1%	25.2%	8.0%	4.5%	3.9%	4.6%	1.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,208	49.5%	26.1%	8.7%	4.1%	3.4%	6.1%	2.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,170	57.1%	25.0%	7.5%	2.9%	3.2%	2.4%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	2,017	46.2%	26.2%	11.8%	5.1%	3.4%	4.6%	2.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	2,038	50.0%	24.9%	11.1%	3.4%	3.7%	4.0%	2.8%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	2,165	50.6%	25.8%	12.0%	3.7%	3.4%	4.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	2,195	64.7%	20.0%	7.9%	2.2%	2.2%	2.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,200	68.4%	21.8%	6.2%	1.7%	0.9%	1.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,172	57.4%	23.4%	9.2%	3.5%	2.9%	3.6%	±
16. My child's evaluation report is written in terms I understand.	2,204	56.6%	26.1%	9.5%	3.5%	2.0%	2.2%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	2,206	63.7%	20.7%	7.2%	3.5%	1.7%	3.2%	±

Table is continued on the next page.

Overall Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	2,169	49.6%	27.1%	9.7%	4.1%	3.6%	5.9%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	2,179	50.9%	26.3%	11.4%	5.0%	2.4%	4.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,172	69.1%	18.0%	5.5%	2.8%	1.1%	3.6%	±
21. If necessary, a translator was provided at the PPT meetings.	194	66.5%	17.5%	4.6%	2.1%	2.1%	7.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	222	67.1%	16.7%	9.5%	2.3%	1.8%	2.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,859	62.5%	15.2%	5.3%	2.4%	1.4%	6.3%	7.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	2,084	82.7%	10.1%	3.2%	1.1%	0.7%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,954	76.7%	10.5%	3.9%	1.8%	1.7%	5.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,317	5.7%	2.4%	2.4%	3.6%	4.9%	81.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	1,119	34.6%	13.9%	8.0%	5.0%	4.4%	16.6%	17.6%
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.	446	60.1%	16.8%	6.3%	1.6%	2.5%	12.8%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	569	39.9%	24.3%	14.2%	4.9%	4.6%	12.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	438	33.8%	18.0%	12.3%	4.8%	4.6%	14.6%	11.9%
31. The PPT introduced planning for my child's transition to adulthood.	520	38.3%	21.7%	15.6%	4.8%	5.6%	14.0%	±

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Overall Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	652	64.3%	16.6%	5.5%	2.8%	1.7%	9.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	575	56.5%	22.1%	8.0%	4.0%	3.5%	5.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	510	41.2%	23.1%	12.4%	4.7%	4.3%	14.3%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,278	19.2%	8.8%	8.5%	3.6%	4.4%	55.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,227	13.4%	7.3%	7.8%	4.6%	5.5%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,711	15.7%	9.7%	8.0%	4.2%	4.9%	27.5%	30.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,714	17.5%	9.4%	7.2%	3.4%	4.5%	23.2%	34.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	1,969	51.7%	24.4%	11.8%	3.1%	4.0%	5.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,860	54.5%	22.3%	11.3%	3.5%	2.8%	5.6%	±

± Not a response option for this survey item.

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

DISTRICT SURVEY RESPONSE
Section IV

Ansonia Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	55	40.0%	27.3%	18.2%	3.6%	5.5%	5.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	54	55.6%	18.5%	14.8%	5.6%	3.7%	1.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	13	0.0%	23.1%	0.0%	7.7%	0.0%	69.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	30	10.0%	3.3%	10.0%	6.7%	0.0%	70.0%	±
5. My child is accepted within the school community.	53	64.2%	22.6%	7.5%	1.9%	1.9%	1.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	55	41.8%	34.5%	7.3%	3.6%	7.3%	5.5%	0.0%
7. All special education services identified in my child's IEP have been provided.	55	49.1%	30.9%	9.1%	3.6%	3.6%	3.6%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	55	47.3%	20.0%	12.7%	3.6%	7.3%	5.5%	3.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	51	47.1%	29.4%	11.8%	2.0%	3.9%	5.9%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	48	43.8%	25.0%	16.7%	4.2%	4.2%	2.1%	4.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	50	42.0%	26.0%	16.0%	8.0%	2.0%	2.0%	4.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	53	50.9%	26.4%	5.7%	3.8%	5.7%	7.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	54	53.7%	27.8%	11.1%	1.9%	1.9%	3.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	54	42.6%	35.2%	13.0%	3.7%	0.0%	5.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	52	46.2%	30.8%	13.5%	1.9%	3.8%	3.8%	±
16. My child's evaluation report is written in terms I understand.	55	41.8%	27.3%	18.2%	3.6%	1.8%	7.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	55	54.5%	18.2%	10.9%	3.6%	7.3%	5.5%	±

Table is continued on the next page.

Ansonia Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	53	41.5%	28.3%	13.2%	7.5%	3.8%	5.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	54	42.6%	29.6%	11.1%	9.3%	5.6%	1.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	54	70.4%	14.8%	5.6%	3.7%	0.0%	5.6%	±
21. If necessary, a translator was provided at the PPT meetings.	8	37.5%	37.5%	12.5%	0.0%	0.0%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	48	45.8%	27.1%	6.3%	2.1%	4.2%	6.3%	8.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	53	71.7%	20.8%	5.7%	0.0%	0.0%	1.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	49	65.3%	20.4%	6.1%	0.0%	2.0%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	28	7.1%	3.6%	3.6%	3.6%	7.1%	75.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	36	33.3%	19.4%	11.1%	5.6%	2.8%	13.9%	13.9%
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.	16	43.8%	18.8%	6.3%	6.3%	6.3%	18.8%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	12	33.3%	25.0%	25.0%	0.0%	8.3%	8.3%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	12	25.0%	25.0%	25.0%	0.0%	0.0%	8.3%	16.7%
31. The PPT introduced planning for my child's transition to adulthood.	10	20.0%	30.0%	10.0%	10.0%	0.0%	30.0%	±

Table is continued on the next page.

Ansonia Survey Response Table – continued

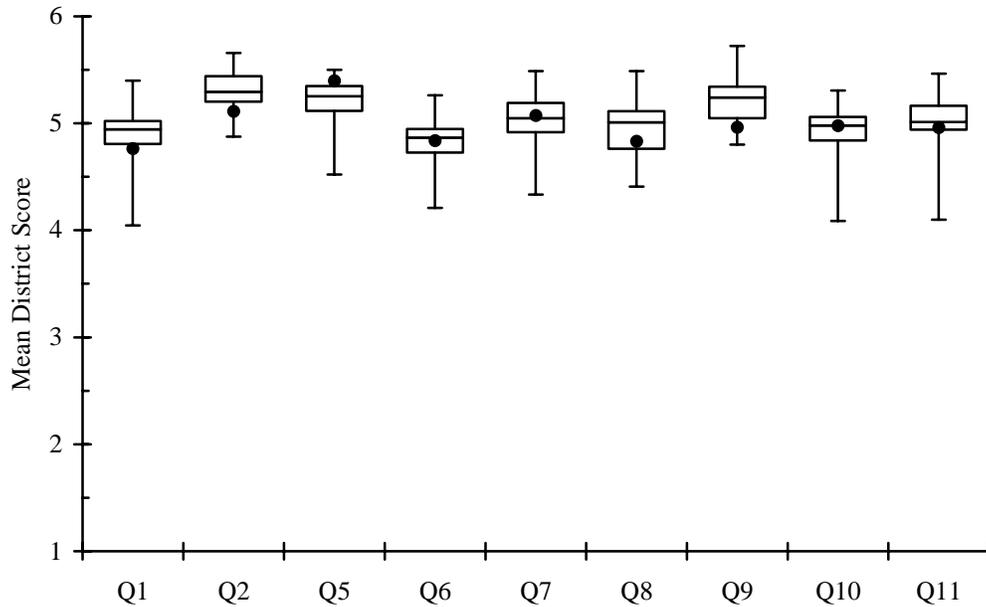
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	14	28.6%	28.6%	0.0%	0.0%	0.0%	42.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	36.4%	45.5%	0.0%	0.0%	0.0%	18.2%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	11	54.5%	18.2%	0.0%	9.1%	0.0%	18.2%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	36	13.9%	11.1%	11.1%	8.3%	5.6%	50.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	33	15.2%	6.1%	3.0%	3.0%	6.1%	66.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	40	12.5%	10.0%	2.5%	2.5%	10.0%	30.0%	32.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	40	15.0%	10.0%	2.5%	0.0%	10.0%	25.0%	37.5%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	53	50.9%	20.8%	15.1%	0.0%	5.7%	7.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	49	46.9%	24.5%	12.2%	2.0%	2.0%	12.2%	±

± Not a response option for this survey item.

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

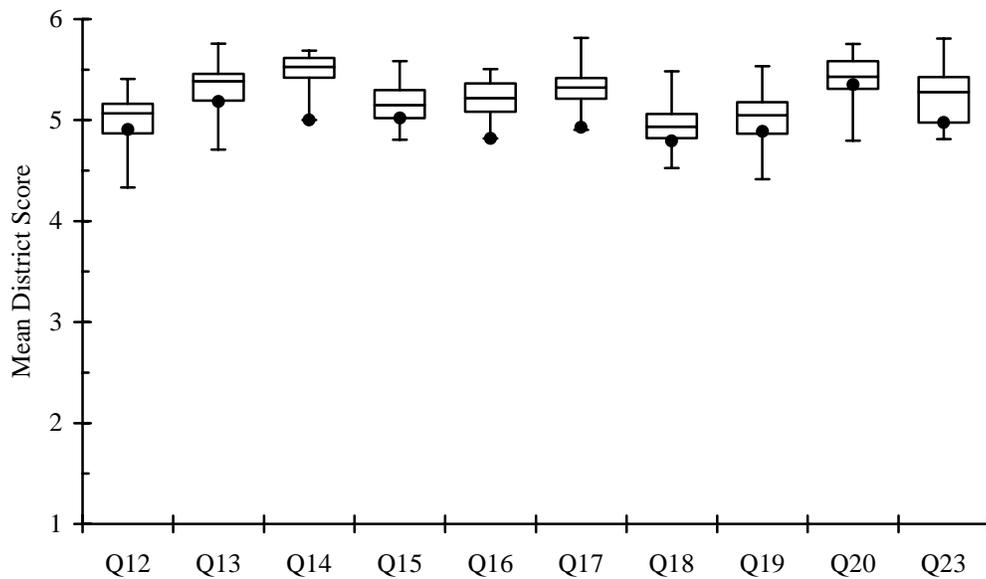
Ansonia Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

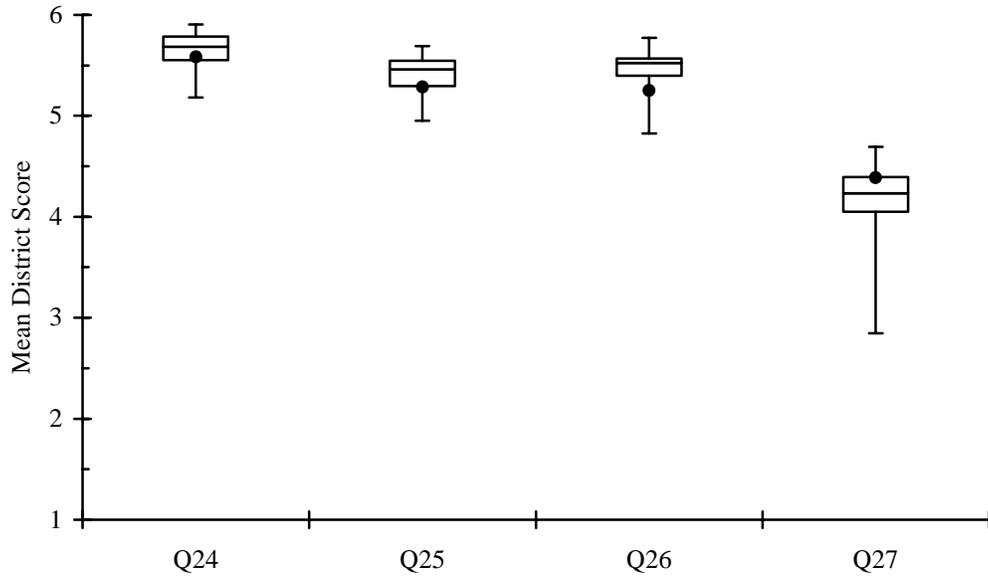
Participation in Developing and Implementing My Child's Program



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

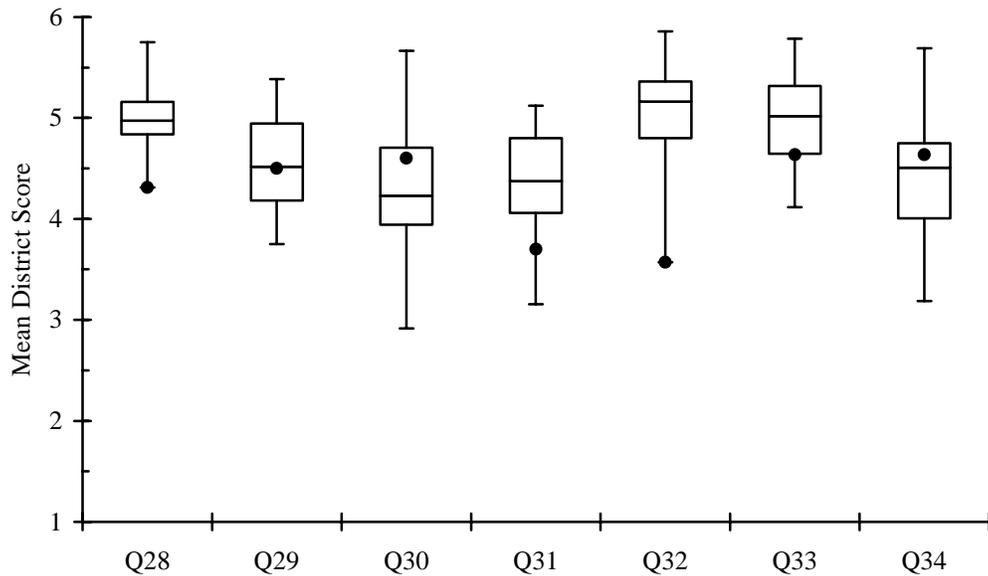
Ansonia Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

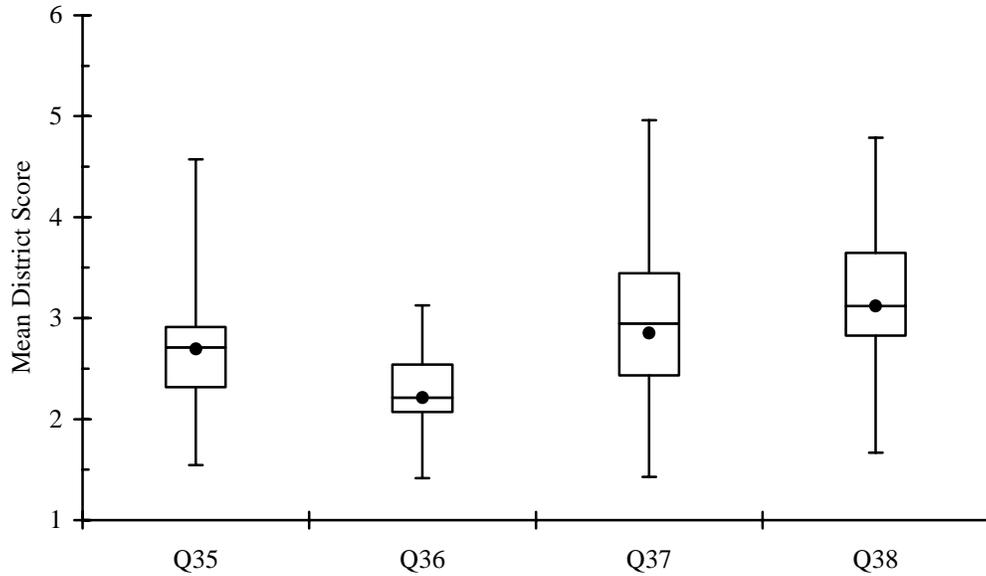
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

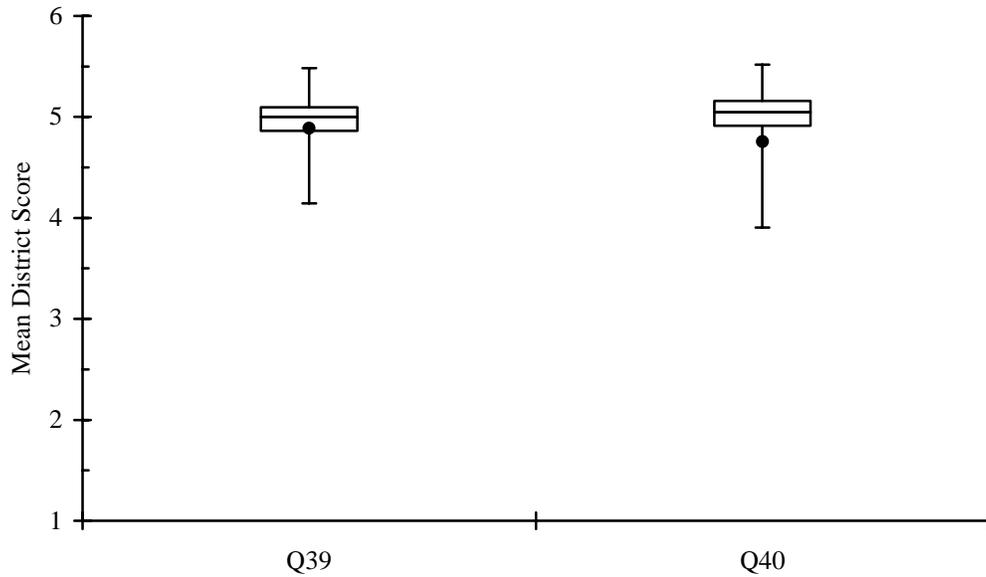
Ansonia Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Avon Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	88	58.0%	29.5%	9.1%	1.1%	2.3%	0.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	89	79.8%	11.2%	2.2%	4.5%	1.1%	1.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	15	13.3%	0.0%	6.7%	0.0%	0.0%	80.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	34	0.0%	2.9%	5.9%	0.0%	0.0%	91.2%	±
5. My child is accepted within the school community.	88	65.9%	23.9%	5.7%	3.4%	1.1%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	89	52.8%	28.1%	12.4%	2.2%	3.4%	0.0%	1.1%
7. All special education services identified in my child's IEP have been provided.	90	61.1%	30.0%	6.7%	1.1%	1.1%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	90	66.7%	22.2%	6.7%	2.2%	2.2%	0.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	90	76.7%	18.9%	4.4%	0.0%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	86	57.0%	26.7%	8.1%	4.7%	0.0%	2.3%	1.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	86	68.6%	19.8%	5.8%	2.3%	2.3%	1.2%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	88	58.0%	29.5%	9.1%	2.3%	1.1%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	90	71.1%	23.3%	5.6%	0.0%	0.0%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	89	71.9%	23.6%	2.2%	2.2%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	89	67.4%	23.6%	9.0%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	90	57.8%	25.6%	12.2%	3.3%	0.0%	1.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	89	68.5%	19.1%	5.6%	4.5%	1.1%	1.1%	±

Table is continued on the next page.

Avon Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	89	61.8%	29.2%	6.7%	1.1%	0.0%	1.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	90	64.4%	27.8%	4.4%	3.3%	0.0%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	90	81.1%	14.4%	3.3%	1.1%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	75	69.3%	16.0%	2.7%	1.3%	0.0%	4.0%	6.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	86	91.9%	7.0%	1.2%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	84	83.3%	10.7%	2.4%	0.0%	2.4%	1.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	49	4.1%	0.0%	0.0%	0.0%	8.2%	87.8%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	32	28.1%	12.5%	3.1%	6.3%	6.3%	18.8%	25.0%
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.	12	50.0%	25.0%	16.7%	0.0%	0.0%	8.3%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	15	33.3%	33.3%	13.3%	13.3%	0.0%	6.7%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	10	30.0%	30.0%	10.0%	0.0%	0.0%	10.0%	20.0%
31. The PPT introduced planning for my child's transition to adulthood.	14	35.7%	21.4%	28.6%	7.1%	0.0%	7.1%	±

Table is continued on the next page.

Avon Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	18	55.6%	33.3%	0.0%	0.0%	5.6%	5.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	58.8%	29.4%	0.0%	5.9%	5.9%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	12	33.3%	41.7%	16.7%	0.0%	8.3%	0.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	49	12.2%	10.2%	6.1%	12.2%	8.2%	51.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	48	14.6%	10.4%	6.3%	6.3%	8.3%	54.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	73	24.7%	16.4%	8.2%	11.0%	2.7%	16.4%	20.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	73	32.9%	21.9%	2.7%	5.5%	1.4%	11.0%	24.7%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	83	61.4%	25.3%	13.3%	0.0%	0.0%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	78	64.1%	24.4%	9.0%	1.3%	0.0%	1.3%	±

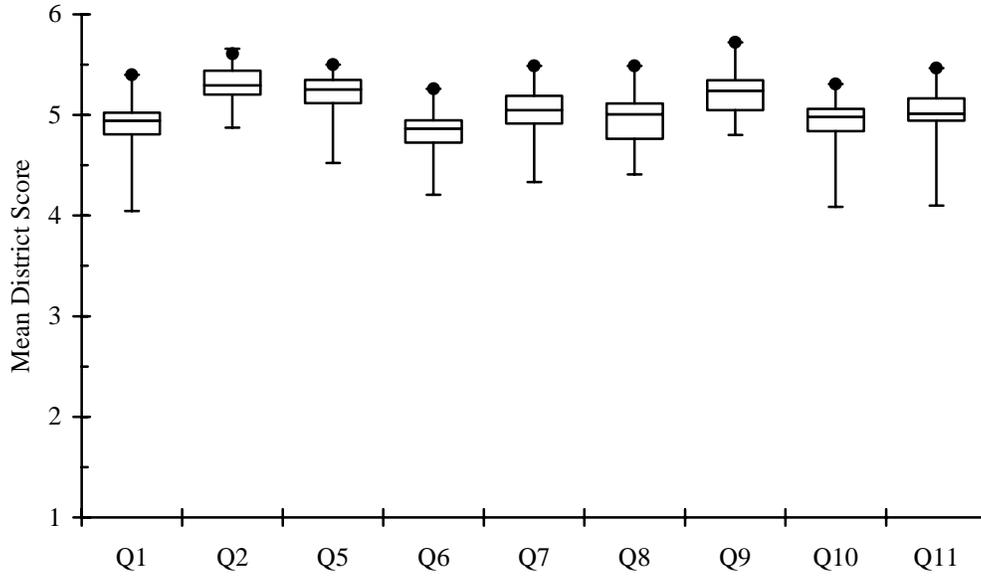
± Not a response option for this survey item.

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

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

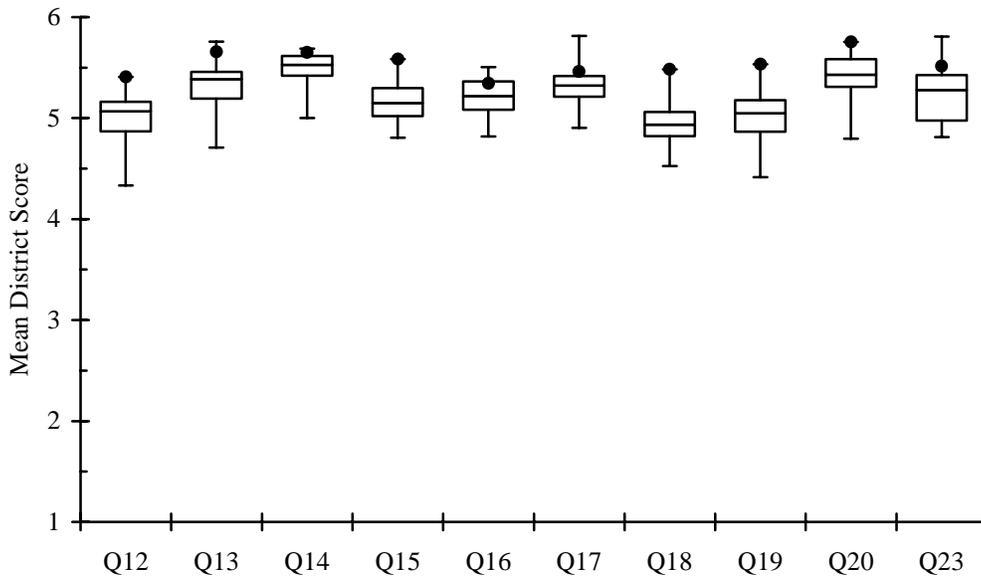
Avon Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

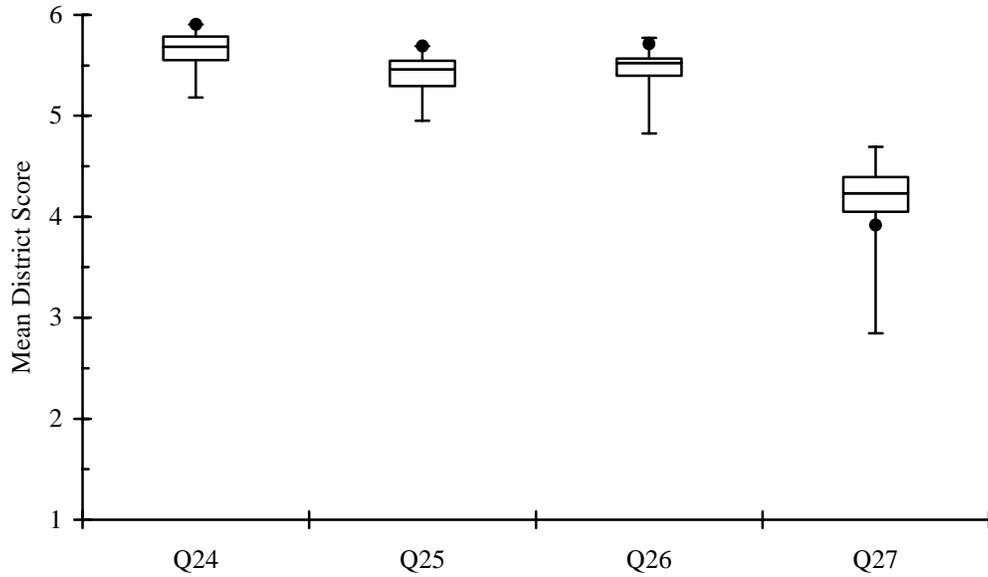
Participation in Developing and Implementing My Child's Program



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

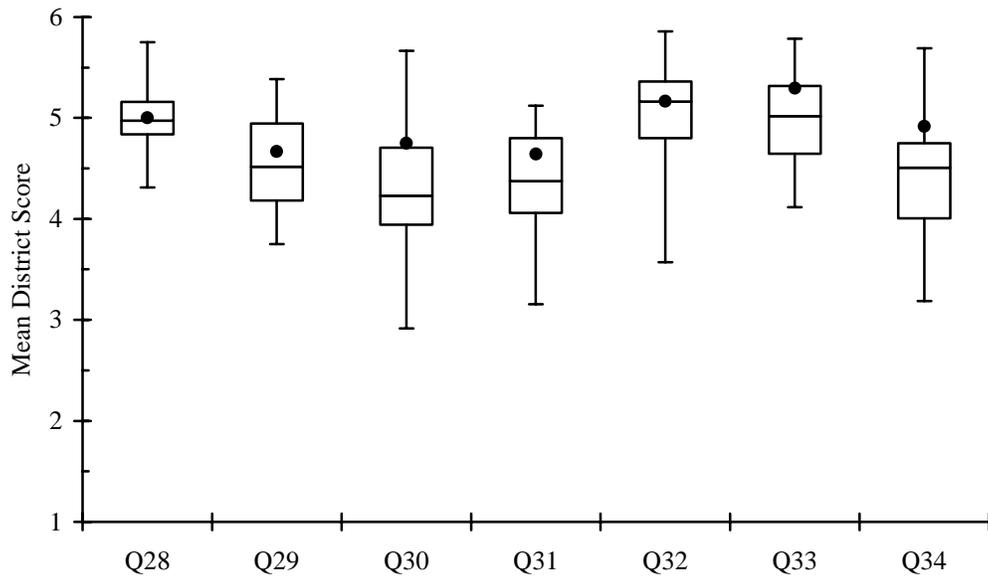
Avon Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

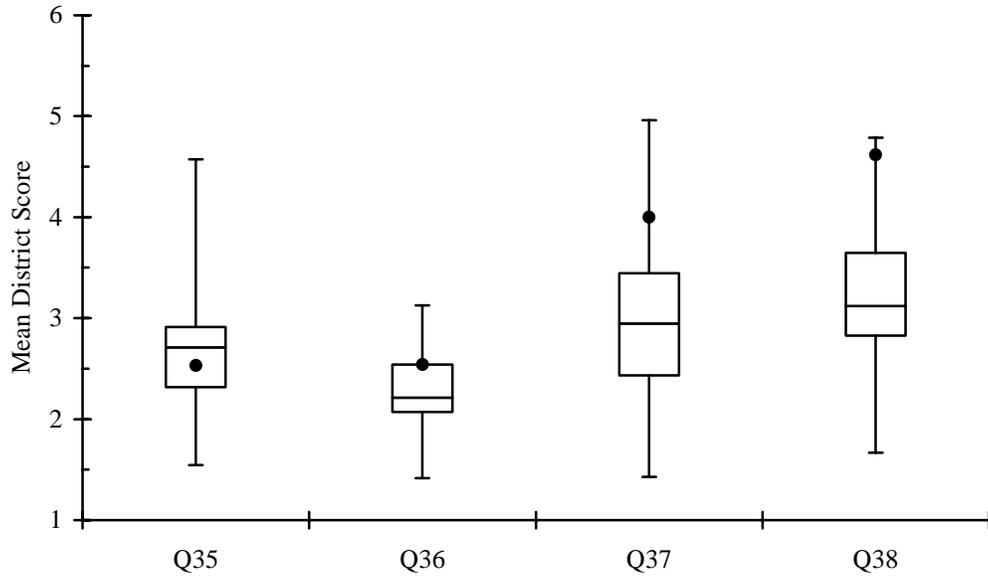
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

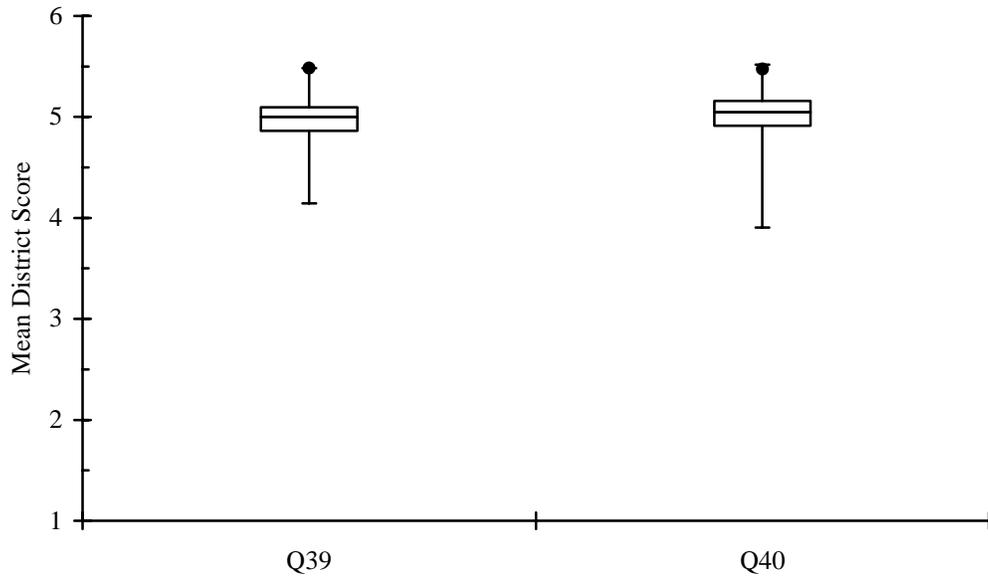
Avon Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Bethel Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	67	46.3%	34.3%	4.5%	3.0%	9.0%	3.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	67	65.7%	22.4%	7.5%	1.5%	3.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	21	14.3%	14.3%	4.8%	0.0%	4.8%	61.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	32	6.3%	6.3%	0.0%	0.0%	3.1%	84.4%	±
5. My child is accepted within the school community.	66	68.2%	21.2%	6.1%	3.0%	0.0%	1.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	67	38.8%	37.3%	11.9%	1.5%	4.5%	6.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	67	56.7%	32.8%	3.0%	3.0%	0.0%	3.0%	1.5%
8. Staff is appropriately trained and able to provide my child's specific program and services.	67	44.8%	40.3%	7.5%	0.0%	1.5%	6.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	65	53.8%	29.2%	9.2%	3.1%	1.5%	3.1%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	59	39.0%	39.0%	6.8%	1.7%	3.4%	5.1%	5.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	60	60.0%	26.7%	5.0%	0.0%	3.3%	1.7%	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.	67	52.2%	26.9%	13.4%	1.5%	4.5%	1.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	66	68.2%	16.7%	10.6%	3.0%	1.5%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	67	62.7%	29.9%	4.5%	0.0%	3.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	67	58.2%	22.4%	10.4%	0.0%	3.0%	6.0%	±
16. My child's evaluation report is written in terms I understand.	67	44.8%	34.3%	11.9%	3.0%	3.0%	3.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	67	64.2%	19.4%	7.5%	4.5%	3.0%	1.5%	±

Table is continued on the next page.

Bethel Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	67	53.7%	28.4%	10.4%	4.5%	1.5%	1.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	67	47.8%	28.4%	16.4%	3.0%	3.0%	1.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	67	76.1%	16.4%	4.5%	1.5%	1.5%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	56	64.3%	16.1%	5.4%	3.6%	0.0%	3.6%	7.1%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	65	86.2%	9.2%	1.5%	0.0%	0.0%	3.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	63	82.5%	6.3%	4.8%	0.0%	1.6%	4.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	42	2.4%	4.8%	2.4%	0.0%	4.8%	85.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	39	38.5%	7.7%	10.3%	10.3%	2.6%	17.9%	12.8%
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.	21	52.4%	23.8%	9.5%	0.0%	4.8%	9.5%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	13	53.8%	30.8%	15.4%	0.0%	0.0%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	10	80.0%	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
31. The PPT introduced planning for my child's transition to adulthood.	11	36.4%	27.3%	27.3%	0.0%	9.1%	0.0%	±

Table is continued on the next page.

Bethel Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	18	83.3%	5.6%	0.0%	5.6%	0.0%	5.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	14	78.6%	21.4%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	13	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	38	36.8%	13.2%	7.9%	0.0%	7.9%	34.2%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	14.6%	12.2%	17.1%	7.3%	9.8%	39.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	56	39.3%	26.8%	14.3%	1.8%	3.6%	3.6%	10.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	57	36.8%	15.8%	14.0%	10.5%	1.8%	3.5%	17.5%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	62	50.0%	27.4%	11.3%	1.6%	6.5%	3.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	60	53.3%	21.7%	13.3%	0.0%	5.0%	6.7%	±

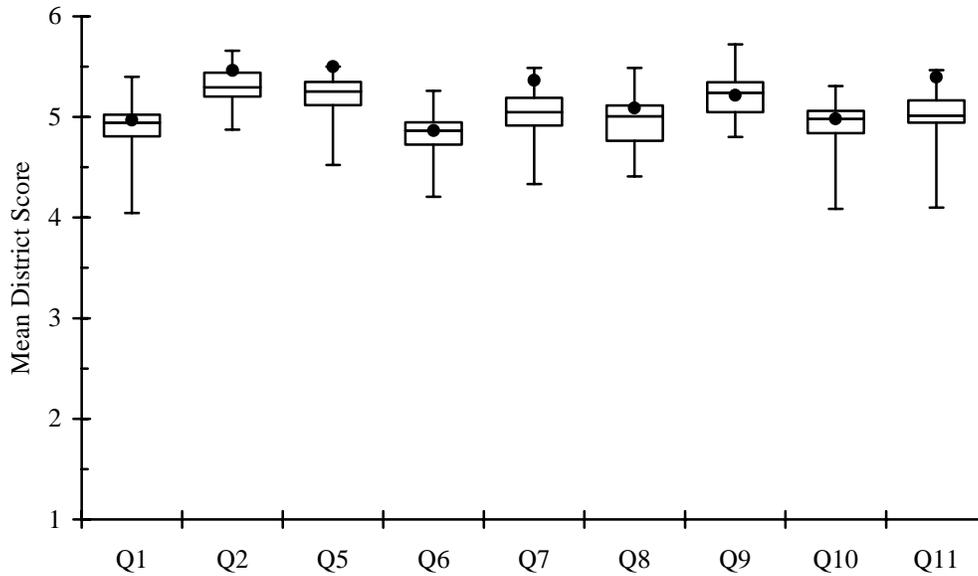
± Not a response option for this survey item.

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

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

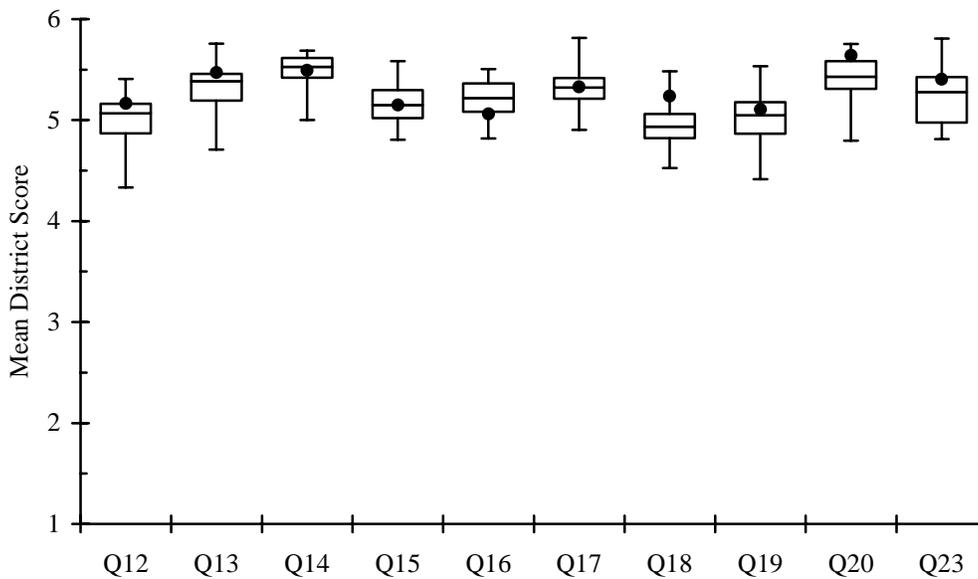
Bethel Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

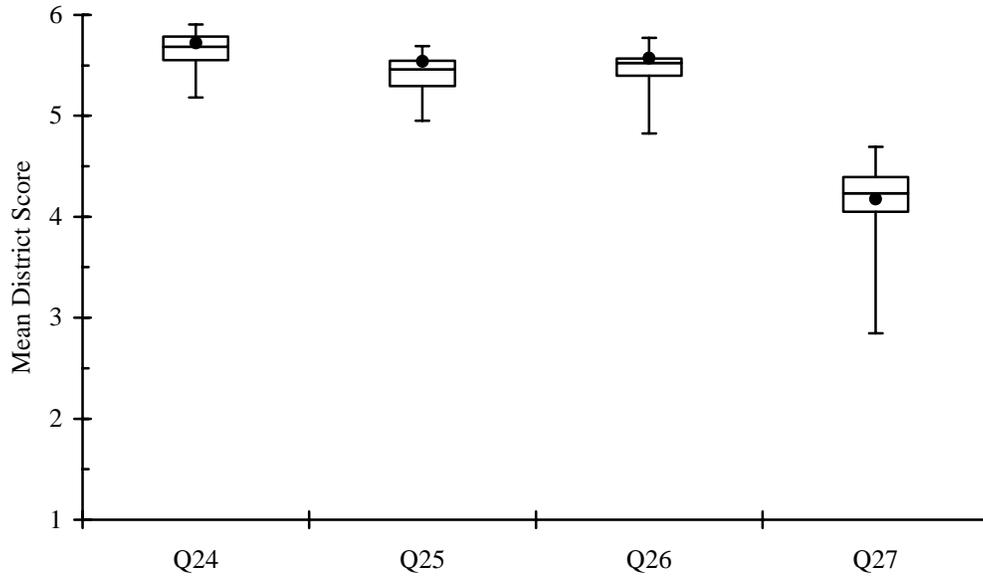
Participation in Developing and Implementing My Child's Program



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

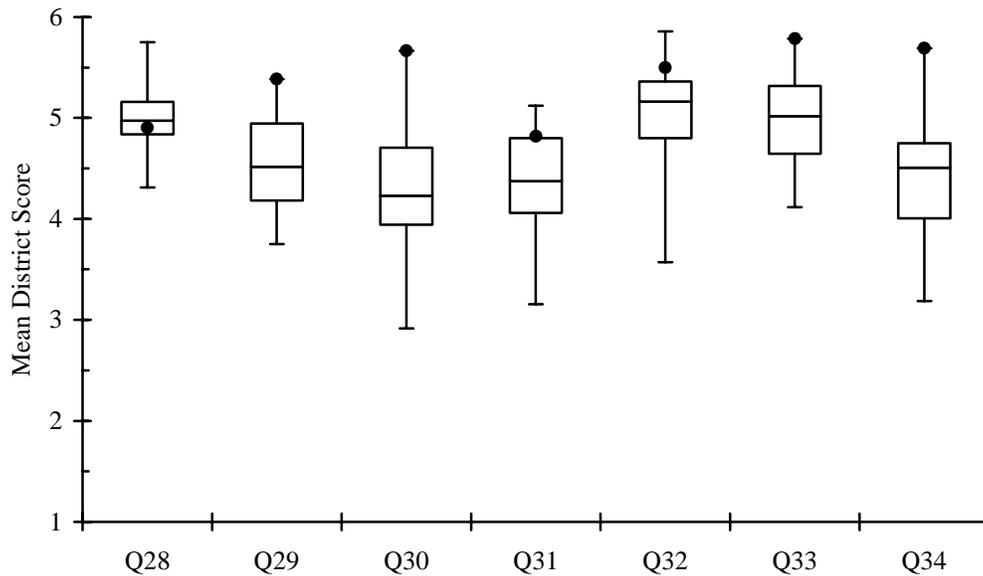
Bethel Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

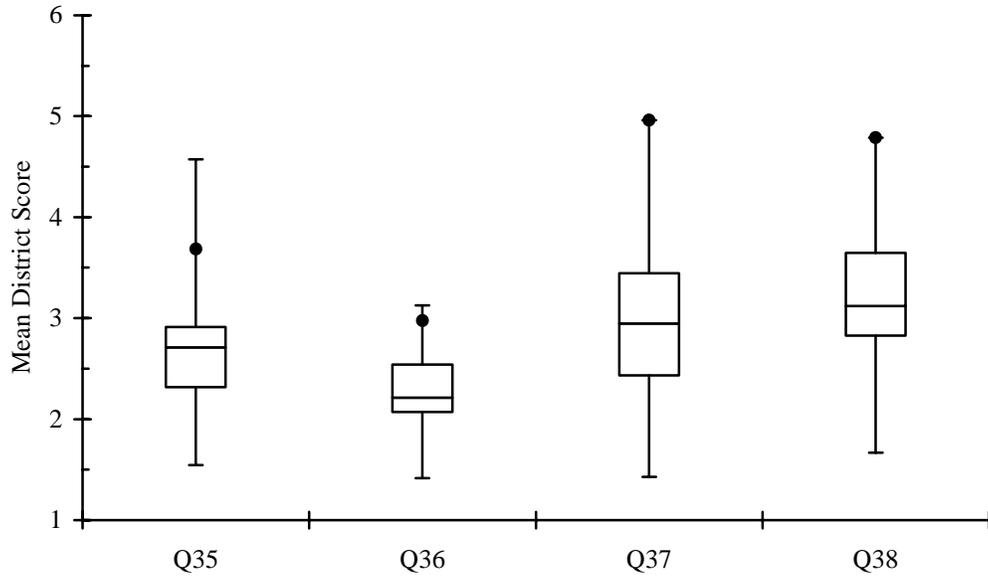
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

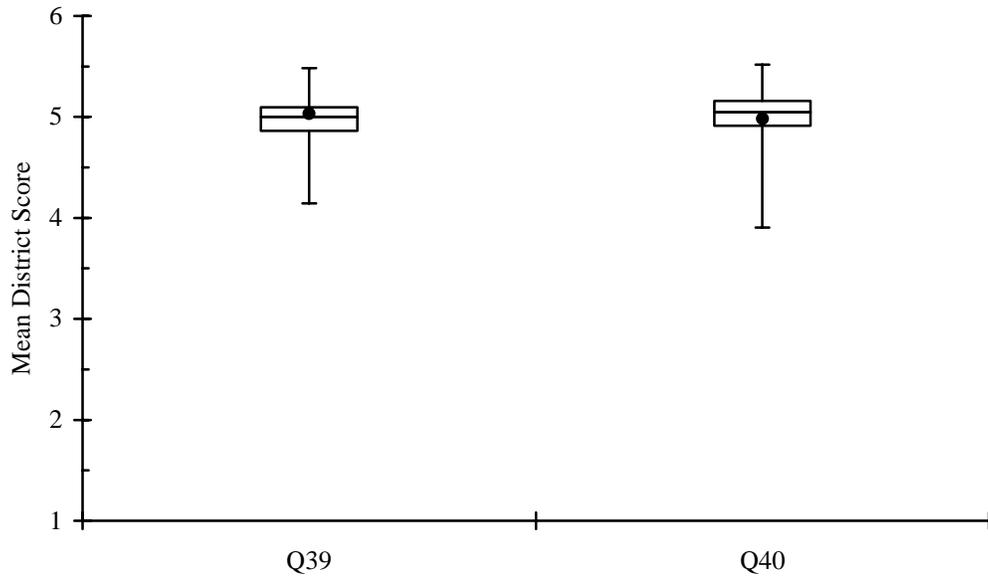
Bethel Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Bolton Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	22	27.3%	31.8%	9.1%	0.0%	13.6%	18.2%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	24	41.7%	37.5%	4.2%	4.2%	8.3%	4.2%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	28.6%	0.0%	14.3%	0.0%	14.3%	42.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	14	0.0%	14.3%	7.1%	0.0%	0.0%	78.6%	±
5. My child is accepted within the school community.	24	50.0%	16.7%	8.3%	4.2%	16.7%	4.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	24	37.5%	16.7%	16.7%	4.2%	8.3%	16.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	24	37.5%	25.0%	12.5%	0.0%	8.3%	16.7%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	24	33.3%	33.3%	8.3%	4.2%	8.3%	8.3%	4.2%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	23	56.5%	21.7%	4.3%	0.0%	13.0%	4.3%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	23	26.1%	39.1%	4.3%	0.0%	8.7%	21.7%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	24	41.7%	25.0%	4.2%	4.2%	8.3%	16.7%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	24	33.3%	33.3%	8.3%	0.0%	8.3%	16.7%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	24	54.2%	16.7%	8.3%	0.0%	8.3%	12.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	24	62.5%	20.8%	4.2%	12.5%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	24	58.3%	16.7%	8.3%	4.2%	12.5%	0.0%	±
16. My child's evaluation report is written in terms I understand.	23	52.2%	26.1%	17.4%	0.0%	4.3%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	24	58.3%	25.0%	8.3%	4.2%	0.0%	4.2%	±

Table is continued on the next page.

Bolton Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	24	45.8%	25.0%	4.2%	4.2%	8.3%	12.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	24	50.0%	16.7%	4.2%	4.2%	4.2%	20.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	23	69.6%	13.0%	0.0%	0.0%	0.0%	17.4%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	20	45.0%	25.0%	5.0%	0.0%	10.0%	5.0%	10.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	22	54.5%	31.8%	0.0%	4.5%	9.1%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	21	57.1%	23.8%	4.8%	0.0%	0.0%	14.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	17	5.9%	0.0%	0.0%	5.9%	5.9%	82.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	10	30.0%	30.0%	10.0%	0.0%	0.0%	20.0%	10.0%
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.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Bolton Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	±±	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	15	0.0%	6.7%	13.3%	0.0%	0.0%	80.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	16	18.8%	0.0%	6.3%	0.0%	0.0%	75.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	19	0.0%	0.0%	10.5%	0.0%	0.0%	63.2%	26.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	19	10.5%	0.0%	0.0%	5.3%	0.0%	52.6%	31.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	21	33.3%	28.6%	4.8%	0.0%	19.0%	14.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	21	33.3%	14.3%	19.0%	0.0%	9.5%	23.8%	±

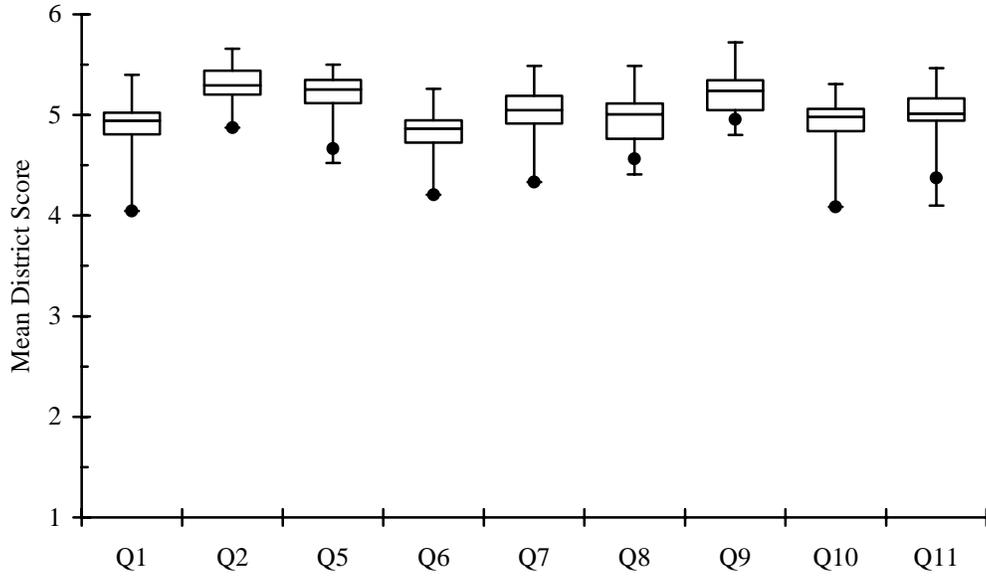
± Not a response option for this survey item.

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

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

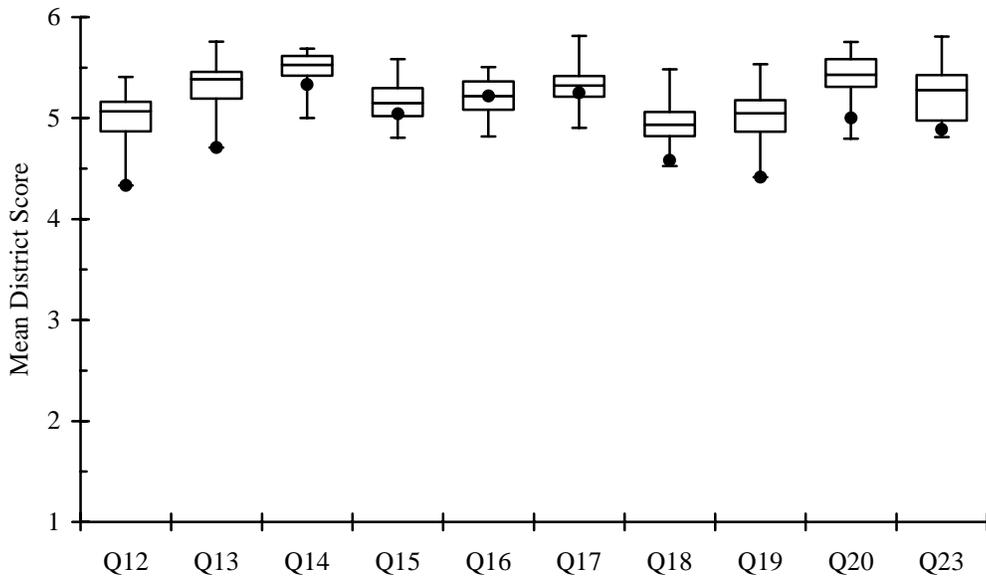
Bolton Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

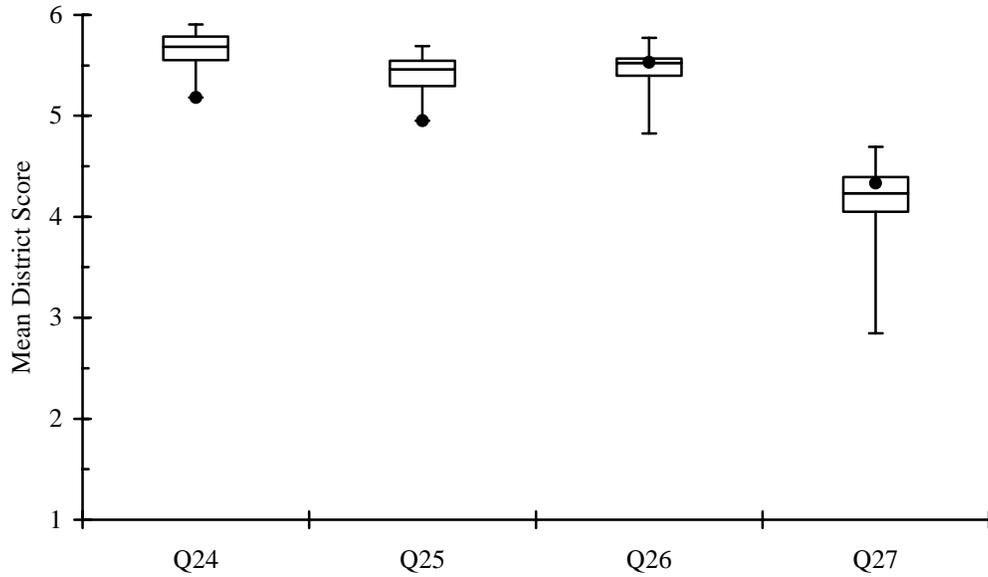
Participation in Developing and Implementing My Child's Program



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

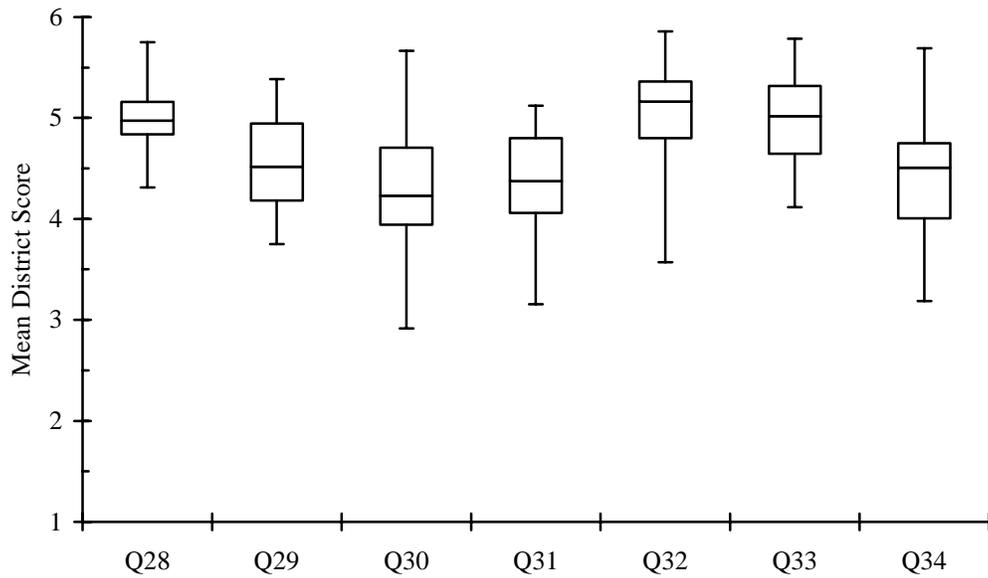
Bolton Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

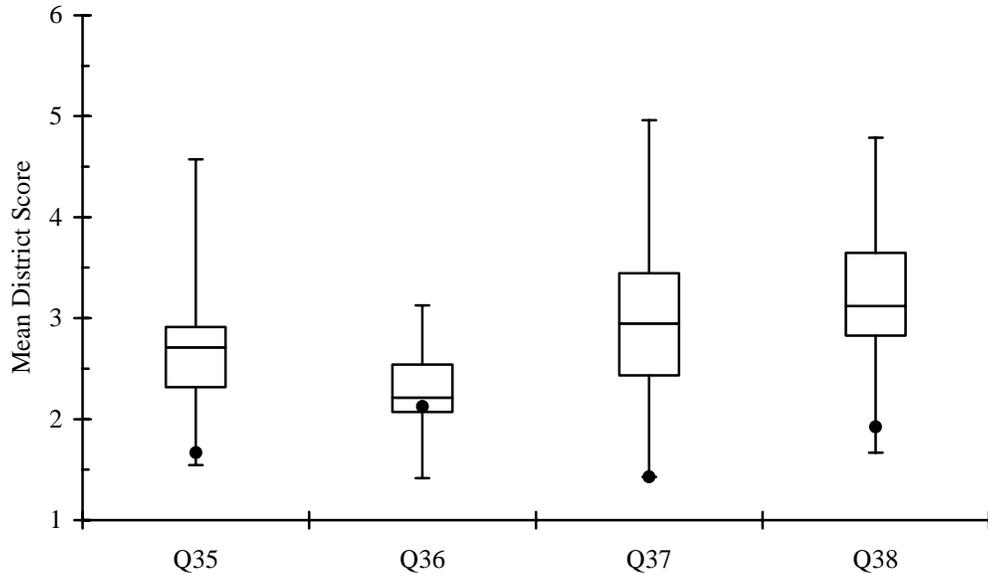
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

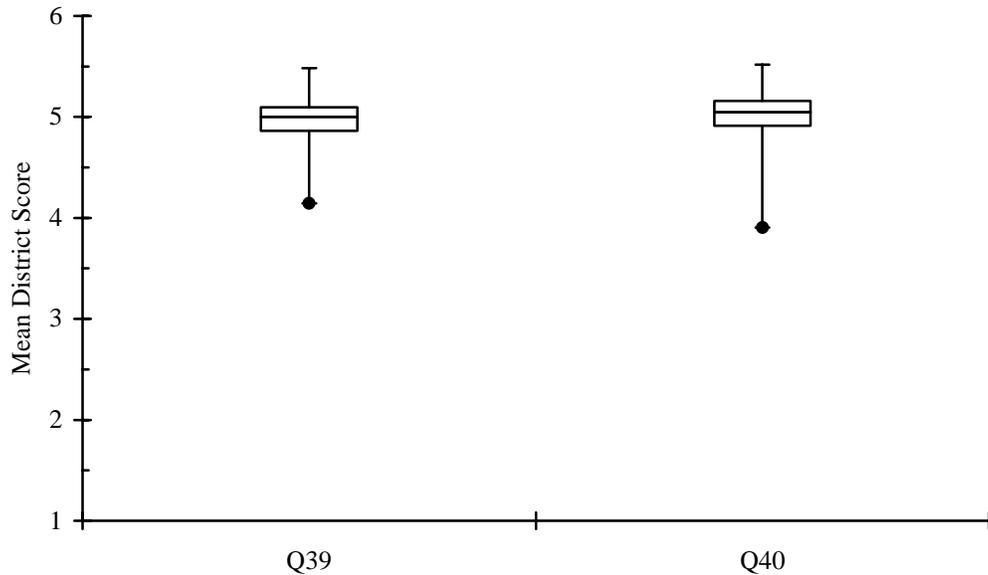
Bolton Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Cromwell Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	53	28.3%	47.2%	15.1%	3.8%	1.9%	3.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	52	53.8%	26.9%	11.5%	1.9%	5.8%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	18	16.7%	5.6%	5.6%	11.1%	5.6%	55.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	25	16.0%	0.0%	4.0%	0.0%	4.0%	76.0%	±
5. My child is accepted within the school community.	50	48.0%	32.0%	14.0%	4.0%	2.0%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	53	34.0%	35.8%	11.3%	5.7%	3.8%	7.5%	1.9%
7. All special education services identified in my child's IEP have been provided.	53	47.2%	20.8%	9.4%	7.5%	1.9%	11.3%	1.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	53	39.6%	22.6%	15.1%	5.7%	3.8%	9.4%	3.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	53	50.9%	20.8%	11.3%	9.4%	3.8%	1.9%	1.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	50	40.0%	26.0%	18.0%	6.0%	6.0%	2.0%	2.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	50	46.0%	28.0%	14.0%	6.0%	4.0%	2.0%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	51	41.2%	31.4%	13.7%	5.9%	5.9%	2.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	52	61.5%	26.9%	7.7%	0.0%	0.0%	3.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	53	62.3%	22.6%	7.5%	3.8%	1.9%	1.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	51	54.9%	29.4%	7.8%	0.0%	3.9%	3.9%	±
16. My child's evaluation report is written in terms I understand.	53	49.1%	28.3%	9.4%	5.7%	3.8%	3.8%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	53	58.5%	26.4%	9.4%	0.0%	1.9%	3.8%	±

Table is continued on the next page.

Cromwell Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	52	40.4%	32.7%	19.2%	0.0%	1.9%	5.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	51	45.1%	35.3%	11.8%	2.0%	3.9%	2.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	51	78.4%	17.6%	2.0%	0.0%	0.0%	2.0%	±
21. If necessary, a translator was provided at the PPT meetings.	7	14.3%	42.9%	14.3%	0.0%	0.0%	28.6%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	55.6%	22.2%	11.1%	11.1%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	45	48.9%	26.7%	13.3%	2.2%	2.2%	0.0%	6.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	50	70.0%	14.0%	8.0%	4.0%	0.0%	4.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	67.4%	16.3%	7.0%	2.3%	0.0%	7.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	30	13.3%	0.0%	0.0%	0.0%	10.0%	76.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	32	28.1%	15.6%	12.5%	9.4%	0.0%	21.9%	12.5%
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.	16	68.8%	12.5%	0.0%	0.0%	0.0%	18.8%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	9	44.4%	11.1%	11.1%	11.1%	11.1%	11.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	9	33.3%	11.1%	0.0%	0.0%	22.2%	11.1%	22.2%
31. The PPT introduced planning for my child's transition to adulthood.	12	50.0%	8.3%	8.3%	8.3%	8.3%	16.7%	±

Table is continued on the next page.

Cromwell Survey Response Table – continued

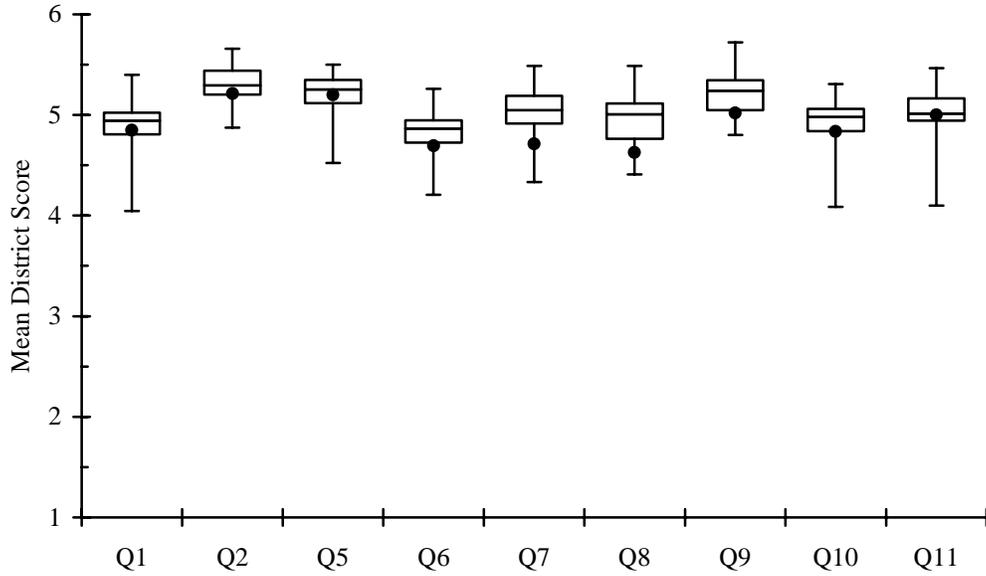
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	15	40.0%	33.3%	13.3%	0.0%	0.0%	13.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	12	41.7%	33.3%	8.3%	8.3%	8.3%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	12	33.3%	50.0%	0.0%	8.3%	8.3%	0.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	34	11.8%	2.9%	11.8%	8.8%	8.8%	55.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	37	8.1%	2.7%	8.1%	5.4%	10.8%	64.9%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	41	7.3%	7.3%	2.4%	4.9%	4.9%	36.6%	36.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	41	4.9%	7.3%	7.3%	2.4%	7.3%	34.1%	36.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	49	51.0%	20.4%	16.3%	2.0%	4.1%	6.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	47	48.9%	21.3%	12.8%	8.5%	6.4%	2.1%	±

± Not a response option for this survey item.

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

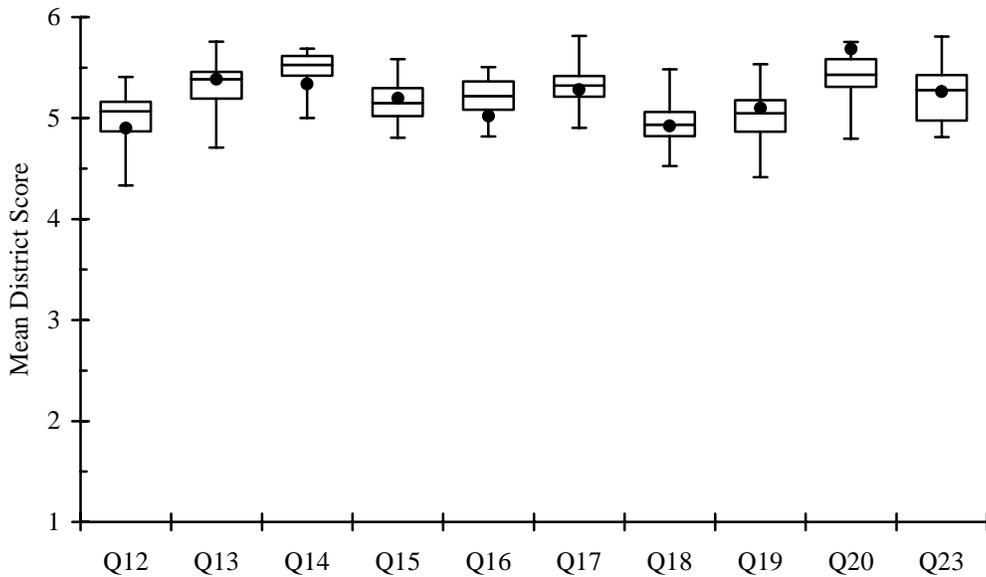
Cromwell Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

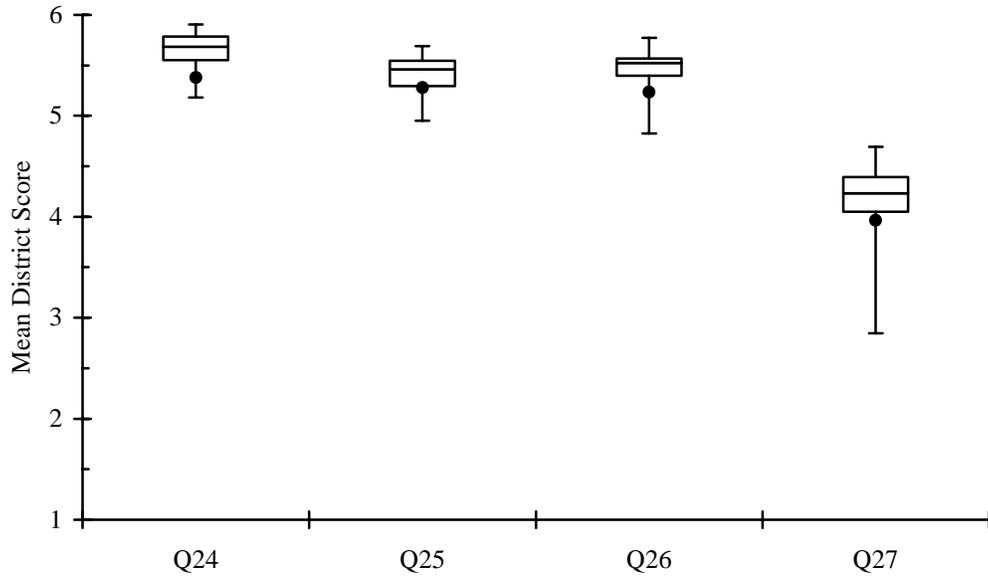
Participation in Developing and Implementing My Child's Program



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

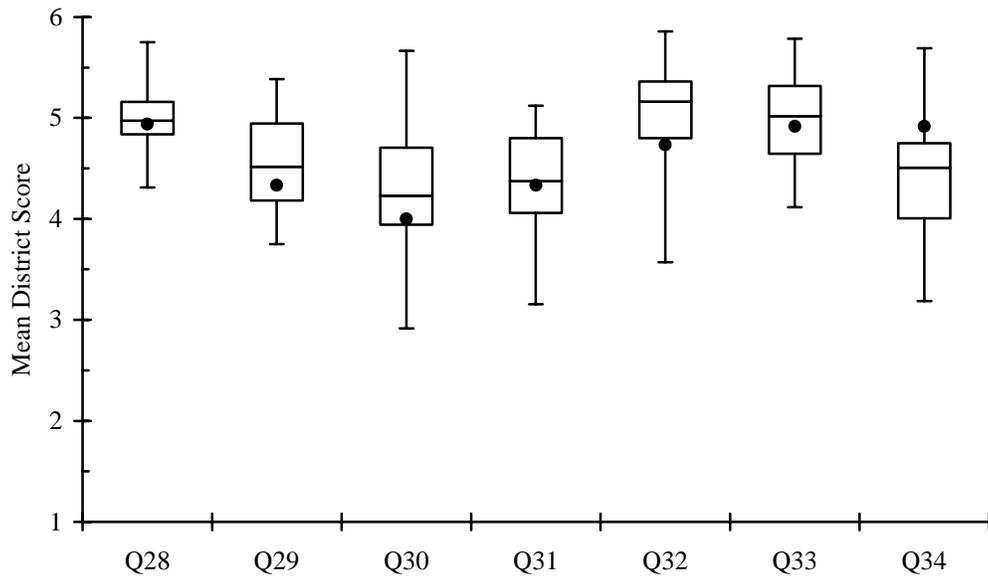
Cromwell Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

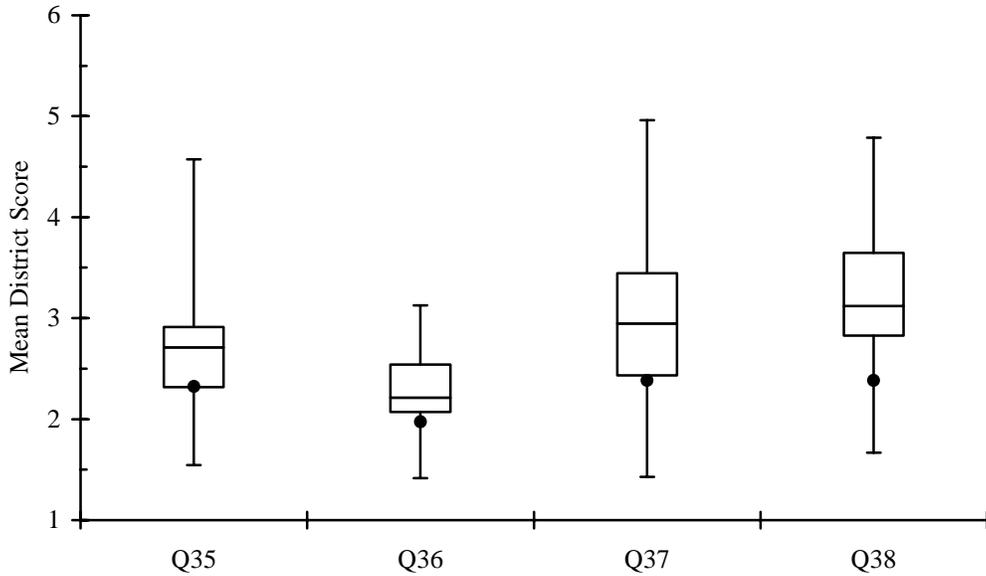
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

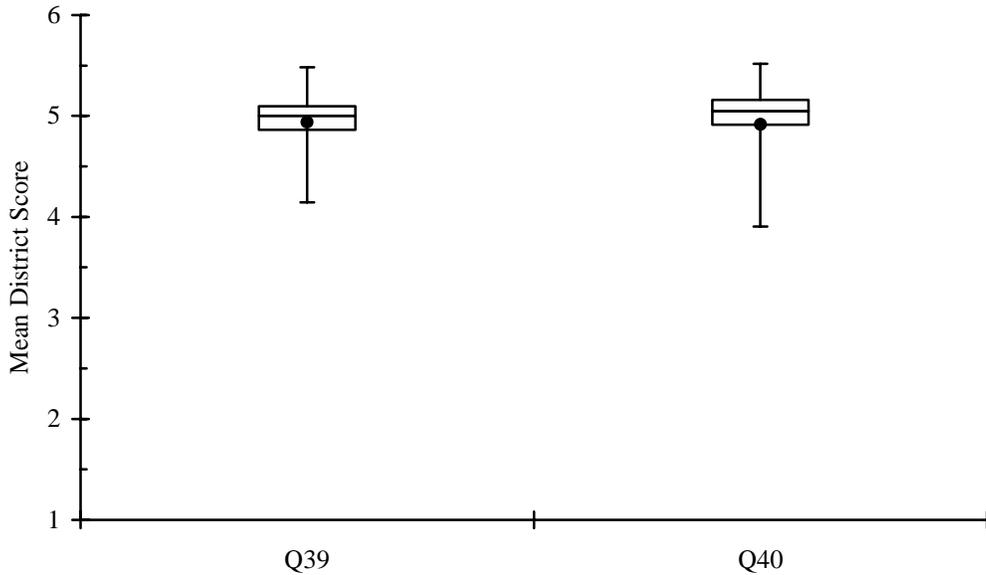
Cromwell Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

East Haddam Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	36	47.2%	30.6%	11.1%	5.6%	5.6%	0.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	35	74.3%	17.1%	8.6%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	7	28.6%	0.0%	0.0%	0.0%	0.0%	71.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	11	9.1%	0.0%	0.0%	0.0%	0.0%	90.9%	±
5. My child is accepted within the school community.	35	68.6%	22.9%	2.9%	0.0%	5.7%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	36	44.4%	27.8%	13.9%	2.8%	11.1%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	36	44.4%	33.3%	8.3%	5.6%	5.6%	2.8%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	36	50.0%	13.9%	27.8%	5.6%	2.8%	0.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	35	51.4%	28.6%	11.4%	8.6%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	35	48.6%	28.6%	14.3%	2.9%	2.9%	0.0%	2.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	34	55.9%	26.5%	11.8%	0.0%	2.9%	0.0%	2.9%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	35	45.7%	37.1%	14.3%	2.9%	0.0%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	36	58.3%	22.2%	16.7%	0.0%	0.0%	2.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	36	63.9%	27.8%	5.6%	2.8%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	35	51.4%	22.9%	14.3%	5.7%	2.9%	2.9%	±
16. My child's evaluation report is written in terms I understand.	36	44.4%	30.6%	16.7%	2.8%	5.6%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	36	72.2%	5.6%	13.9%	5.6%	2.8%	0.0%	±

Table is continued on the next page.

East Haddam Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	36	47.2%	19.4%	11.1%	11.1%	8.3%	2.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	36	55.6%	27.8%	8.3%	5.6%	0.0%	2.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	36	77.8%	19.4%	0.0%	2.8%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	32	71.9%	15.6%	3.1%	0.0%	0.0%	6.3%	3.1%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	34	85.3%	8.8%	2.9%	2.9%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	31	83.9%	6.5%	0.0%	0.0%	3.2%	6.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	22	4.5%	0.0%	0.0%	0.0%	0.0%	95.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	16	37.5%	6.3%	0.0%	0.0%	18.8%	25.0%	12.5%
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.	8	75.0%	12.5%	12.5%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <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.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

East Haddam Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	±±	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	22	18.2%	0.0%	4.5%	0.0%	4.5%	72.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	20	20.0%	5.0%	5.0%	0.0%	0.0%	70.0%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	30	6.7%	3.3%	3.3%	6.7%	0.0%	43.3%	36.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	12.9%	6.5%	6.5%	3.2%	3.2%	25.8%	41.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	33	48.5%	27.3%	15.2%	3.0%	3.0%	3.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	31	54.8%	19.4%	16.1%	3.2%	6.5%	0.0%	±

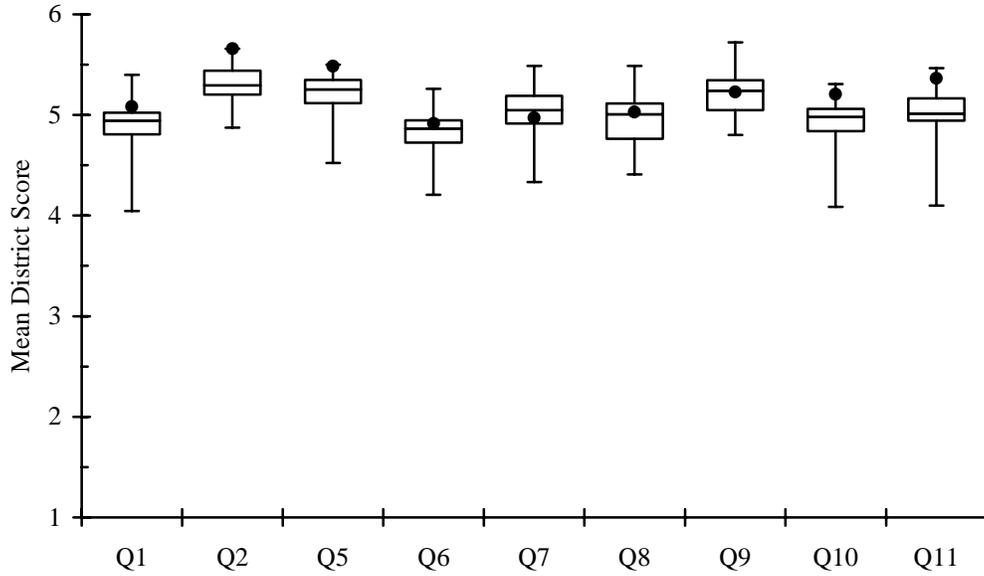
± Not a response option for this survey item.

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

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

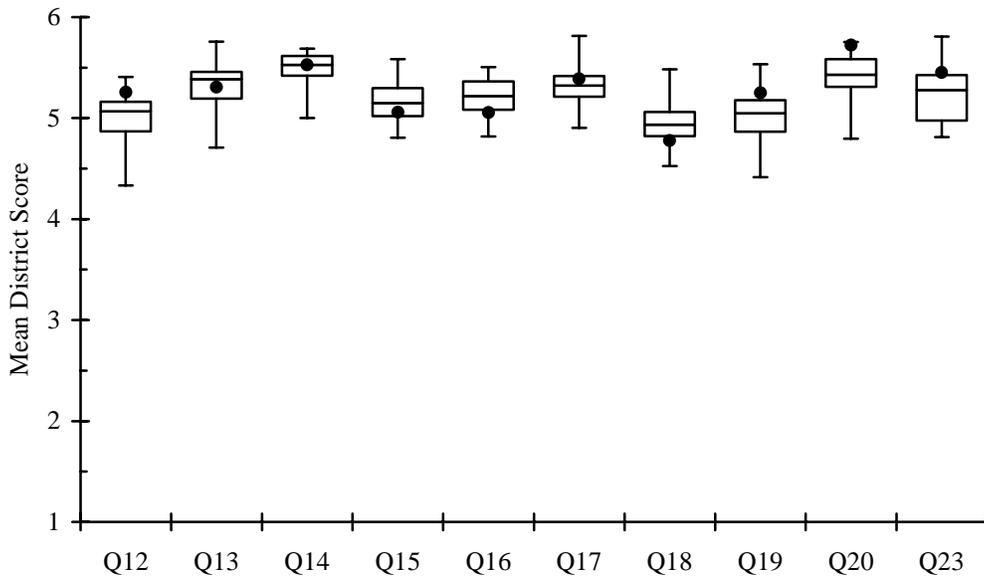
East Haddam Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

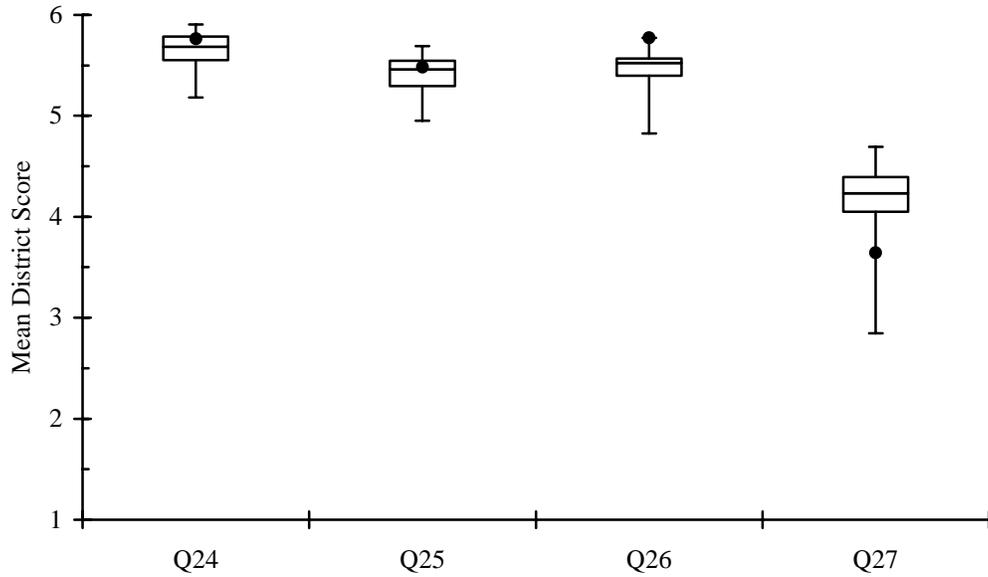
Participation in Developing and Implementing My Child's Program



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

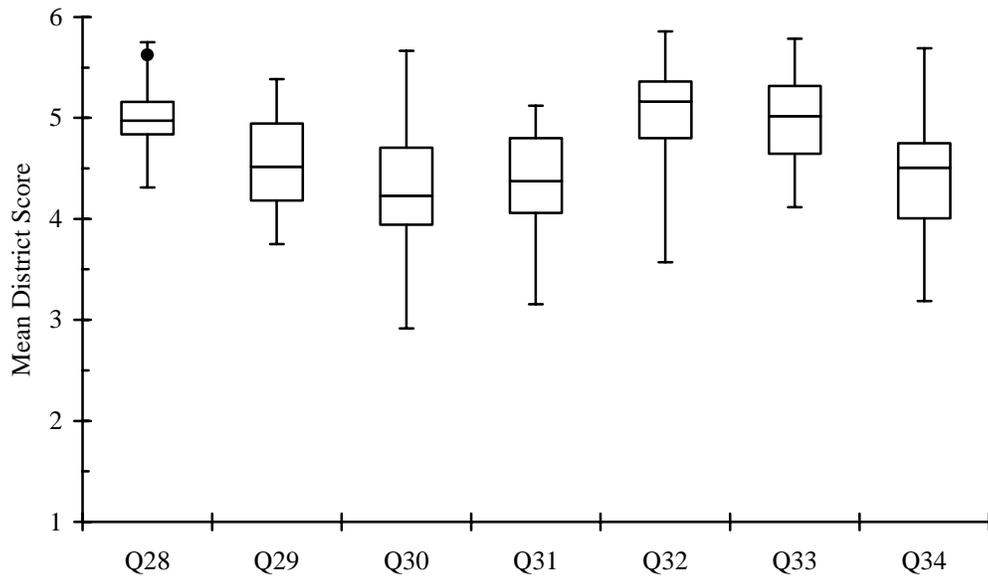
East Haddam Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

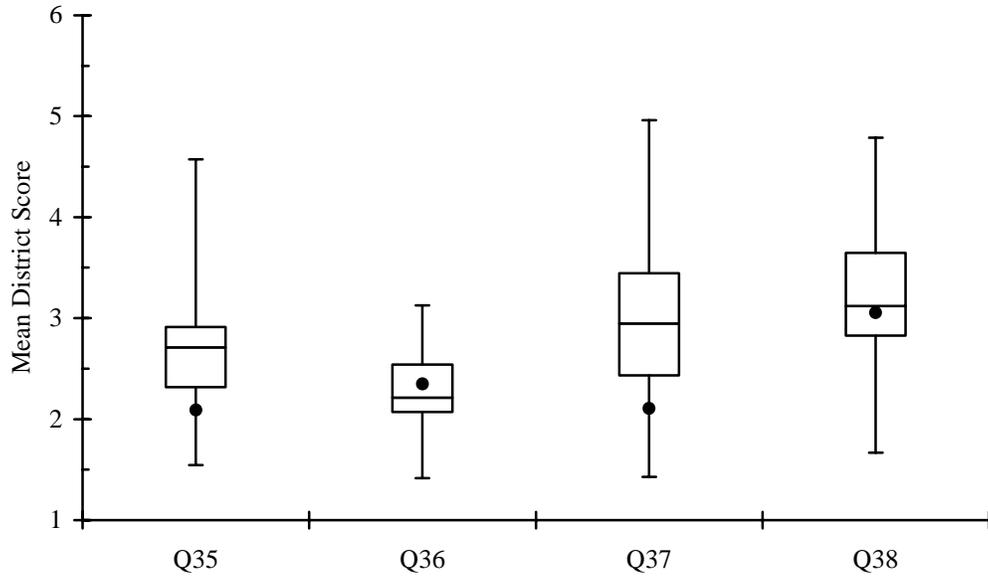
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

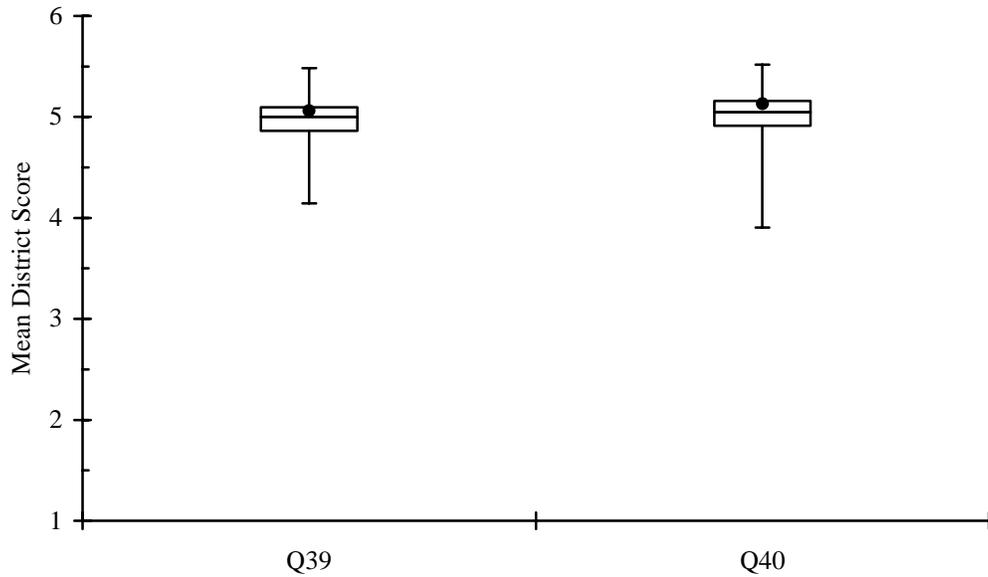
East Haddam Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

East Hartford Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	87	34.5%	32.2%	12.6%	8.0%	5.7%	6.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	88	55.7%	23.9%	8.0%	2.3%	3.4%	6.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	37	24.3%	5.4%	10.8%	5.4%	5.4%	48.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	37	18.9%	10.8%	5.4%	0.0%	5.4%	59.5%	±
5. My child is accepted within the school community.	80	58.8%	26.3%	11.3%	0.0%	1.3%	2.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	88	34.1%	29.5%	4.5%	8.0%	10.2%	8.0%	5.7%
7. All special education services identified in my child's IEP have been provided.	87	42.5%	27.6%	5.7%	9.2%	5.7%	2.3%	6.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	88	43.2%	22.7%	10.2%	5.7%	3.4%	8.0%	6.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	86	47.7%	24.4%	14.0%	1.2%	5.8%	3.5%	3.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	83	34.9%	30.1%	13.3%	9.6%	3.6%	3.6%	4.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	85	44.7%	21.2%	15.3%	2.4%	4.7%	2.4%	9.4%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	85	56.5%	16.5%	7.1%	10.6%	1.2%	8.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	84	66.7%	16.7%	1.2%	7.1%	2.4%	6.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	87	64.4%	20.7%	6.9%	2.3%	3.4%	2.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	83	54.2%	24.1%	6.0%	7.2%	2.4%	6.0%	±
16. My child's evaluation report is written in terms I understand.	88	52.3%	26.1%	12.5%	3.4%	1.1%	4.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	87	60.9%	16.1%	6.9%	8.0%	1.1%	6.9%	±

Table is continued on the next page.

East Hartford Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	83	42.2%	22.9%	15.7%	3.6%	4.8%	10.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	85	54.1%	20.0%	11.8%	7.1%	1.2%	5.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	84	58.3%	22.6%	4.8%	8.3%	0.0%	6.0%	±
21. If necessary, a translator was provided at the PPT meetings.	16	68.8%	6.3%	0.0%	6.3%	6.3%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	17	64.7%	0.0%	5.9%	5.9%	5.9%	17.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	78	50.0%	15.4%	7.7%	5.1%	0.0%	10.3%	11.5%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	80	67.5%	15.0%	8.8%	3.8%	1.3%	3.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	77	63.6%	20.8%	2.6%	5.2%	0.0%	7.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	11.5%	3.8%	1.9%	3.8%	7.7%	71.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	51	33.3%	15.7%	5.9%	5.9%	0.0%	19.6%	19.6%
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.	21	47.6%	28.6%	0.0%	0.0%	9.5%	14.3%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	22	22.7%	22.7%	22.7%	9.1%	13.6%	9.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	20	20.0%	15.0%	25.0%	5.0%	5.0%	15.0%	15.0%
31. The PPT introduced planning for my child's transition to adulthood.	22	31.8%	22.7%	13.6%	9.1%	9.1%	13.6%	±

Table is continued on the next page.

East Hartford Survey Response Table – continued

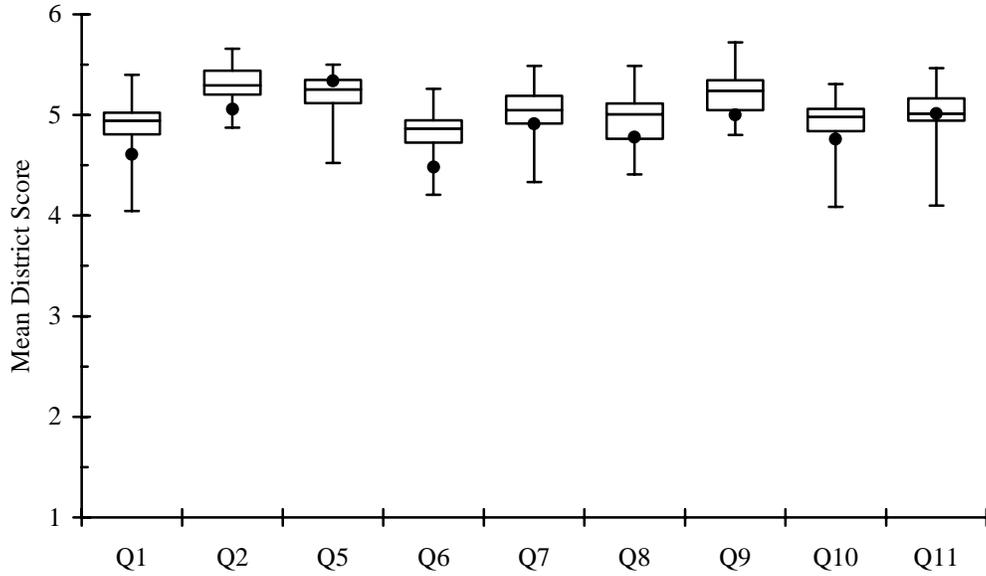
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	35	57.1%	17.1%	11.4%	0.0%	5.7%	8.6%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	26	34.6%	26.9%	3.8%	7.7%	3.8%	23.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	26	30.8%	19.2%	11.5%	11.5%	7.7%	19.2%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	48	22.9%	6.3%	8.3%	6.3%	4.2%	52.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	19.5%	12.2%	2.4%	2.4%	0.0%	63.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	64	20.3%	4.7%	4.7%	3.1%	0.0%	25.0%	42.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	62	21.0%	8.1%	4.8%	1.6%	3.2%	19.4%	41.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	76	56.6%	17.1%	13.2%	3.9%	1.3%	7.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	68	52.9%	17.6%	14.7%	7.4%	0.0%	7.4%	±

± Not a response option for this survey item.

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

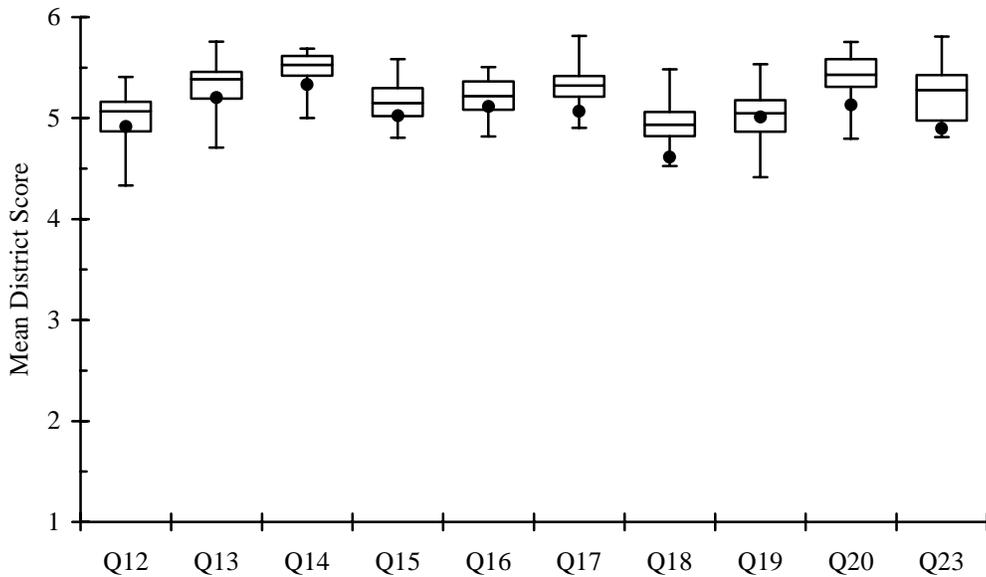
East Hartford Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

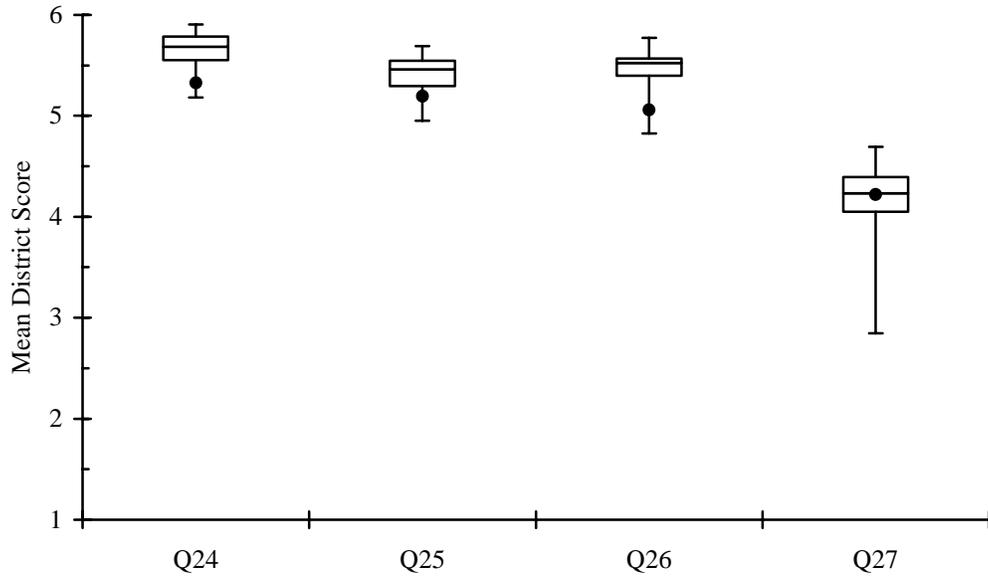
Participation in Developing and Implementing My Child's Program



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

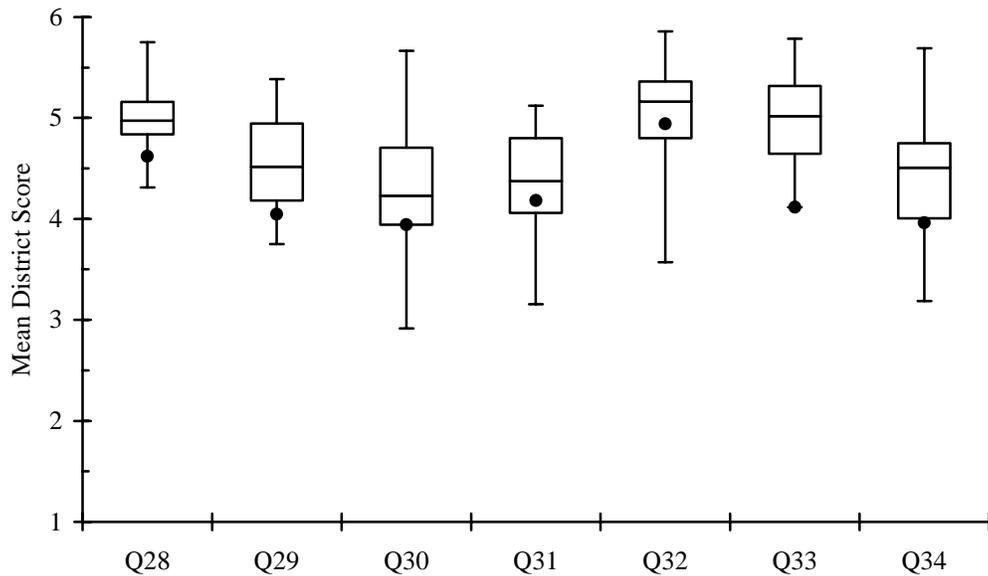
East Hartford Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

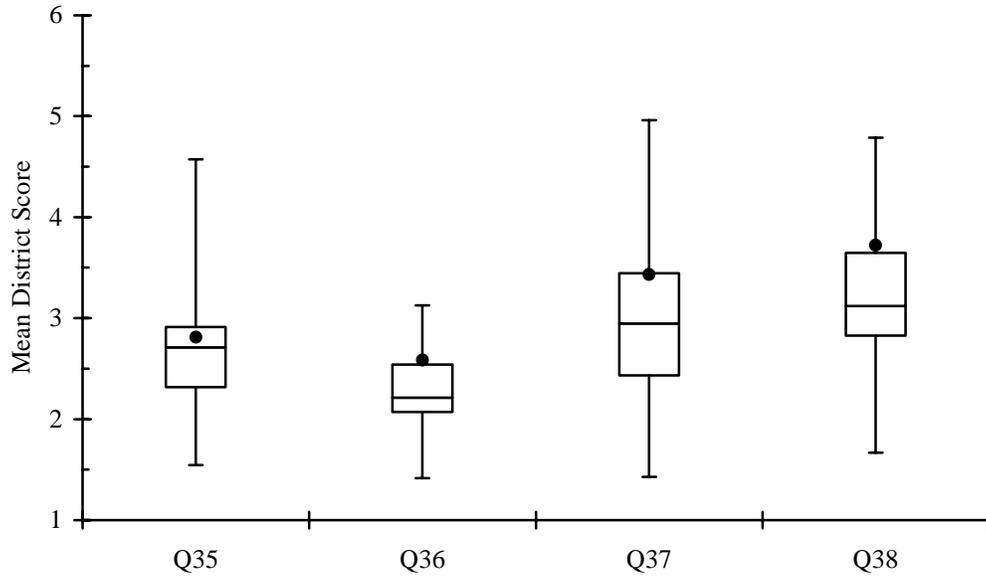
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

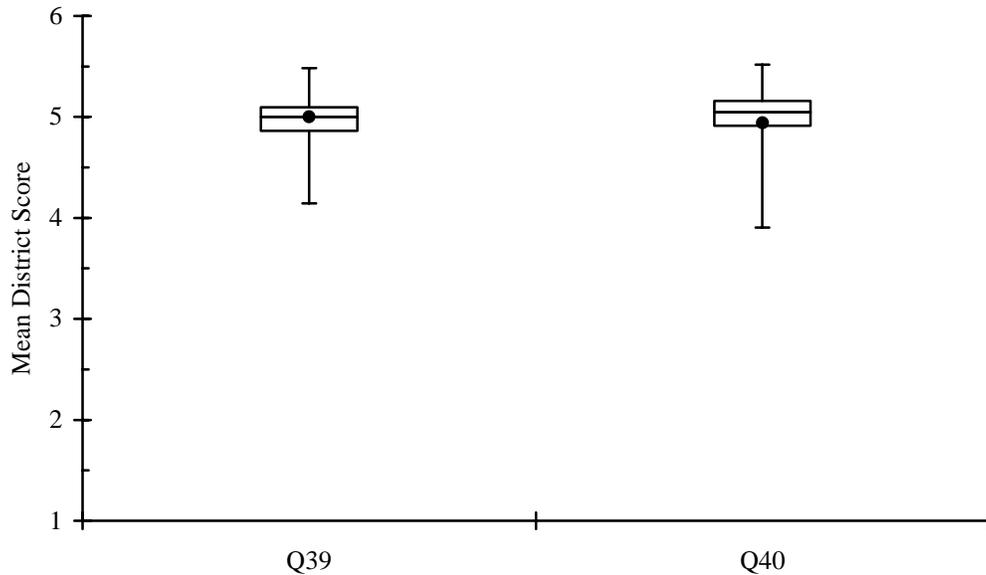
East Hartford Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Fairfield Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	160	50.0%	31.3%	8.1%	1.3%	2.5%	6.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	160	61.3%	23.1%	6.3%	2.5%	4.4%	2.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	27	11.1%	0.0%	18.5%	0.0%	0.0%	70.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	62	8.1%	0.0%	3.2%	1.6%	3.2%	83.9%	±
5. My child is accepted within the school community.	158	62.0%	23.4%	5.7%	3.2%	3.2%	2.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	161	47.8%	29.2%	9.9%	2.5%	1.9%	8.1%	0.6%
7. All special education services identified in my child's IEP have been provided.	161	54.7%	25.5%	6.2%	3.1%	5.0%	4.3%	1.2%
8. Staff is appropriately trained and able to provide my child's specific program and services.	162	55.6%	25.3%	6.2%	3.7%	3.7%	3.1%	2.5%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	160	62.5%	23.8%	5.0%	1.9%	2.5%	3.1%	1.3%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	148	46.6%	31.8%	6.1%	4.7%	2.7%	5.4%	2.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	148	47.3%	31.8%	8.8%	2.0%	4.1%	4.1%	2.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	160	48.8%	31.3%	10.6%	1.9%	2.5%	5.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	162	72.2%	14.8%	4.9%	2.5%	1.9%	3.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	162	67.3%	24.1%	6.8%	0.0%	1.9%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	161	64.0%	20.5%	8.7%	2.5%	3.1%	1.2%	±
16. My child's evaluation report is written in terms I understand.	162	63.0%	24.1%	7.4%	1.9%	1.9%	1.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	162	71.6%	18.5%	5.6%	1.9%	1.2%	1.2%	±

Table is continued on the next page.

Fairfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	161	55.9%	23.6%	8.7%	3.1%	4.3%	4.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	160	55.0%	24.4%	14.4%	0.6%	1.9%	3.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	156	64.1%	17.3%	7.1%	3.2%	2.6%	5.8%	±
21. If necessary, a translator was provided at the PPT meetings.	11	72.7%	18.2%	0.0%	0.0%	0.0%	9.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	16	68.8%	18.8%	6.3%	0.0%	0.0%	6.3%	±
23. The school district proposed the regular classroom for my child as the first placement option.	129	74.4%	13.2%	3.9%	1.6%	0.8%	3.9%	2.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	145	83.4%	9.7%	2.1%	2.8%	1.4%	0.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	142	79.6%	9.2%	2.8%	2.1%	2.8%	3.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	90	3.3%	2.2%	2.2%	4.4%	7.8%	80.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	67	37.3%	14.9%	11.9%	1.5%	3.0%	19.4%	11.9%
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.	32	78.1%	9.4%	3.1%	3.1%	3.1%	3.1%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	44	52.3%	20.5%	6.8%	6.8%	0.0%	13.6%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	29	27.6%	31.0%	13.8%	13.8%	0.0%	6.9%	6.9%
31. The PPT introduced planning for my child's transition to adulthood.	40	32.5%	30.0%	15.0%	5.0%	0.0%	17.5%	±

Table is continued on the next page.

Fairfield Survey Response Table – continued

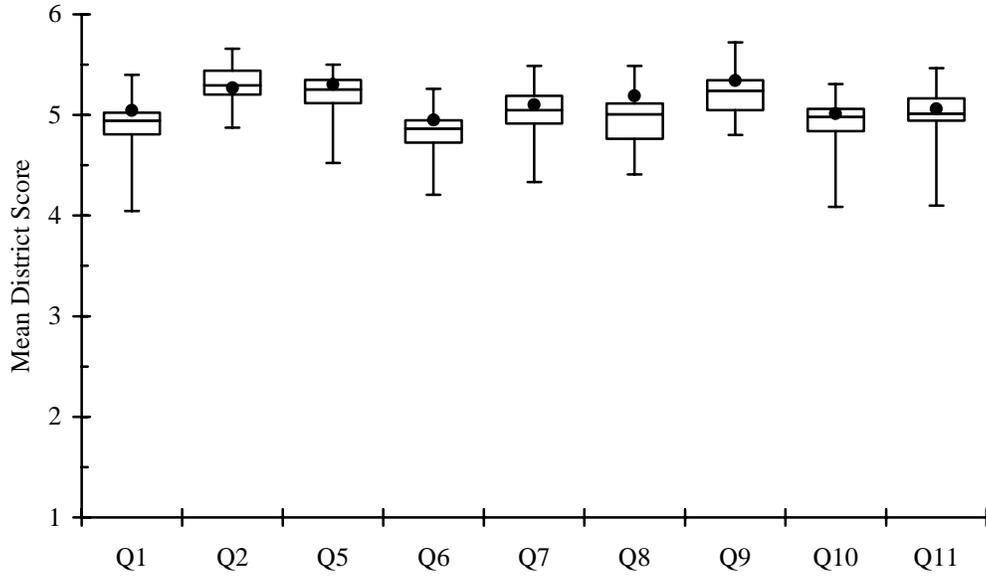
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	50	66.0%	18.0%	8.0%	0.0%	0.0%	8.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	48	60.4%	22.9%	6.3%	2.1%	2.1%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	43	41.9%	18.6%	18.6%	2.3%	7.0%	11.6%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	98	18.4%	13.3%	7.1%	4.1%	4.1%	53.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	97	16.5%	13.4%	14.4%	5.2%	8.2%	42.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	132	28.0%	15.2%	15.2%	2.3%	6.1%	14.4%	18.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	129	31.8%	20.2%	14.0%	3.1%	3.1%	10.1%	17.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	144	57.6%	20.1%	8.3%	4.9%	4.9%	4.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	135	58.5%	19.3%	11.9%	4.4%	2.2%	3.7%	±

± Not a response option for this survey item.

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

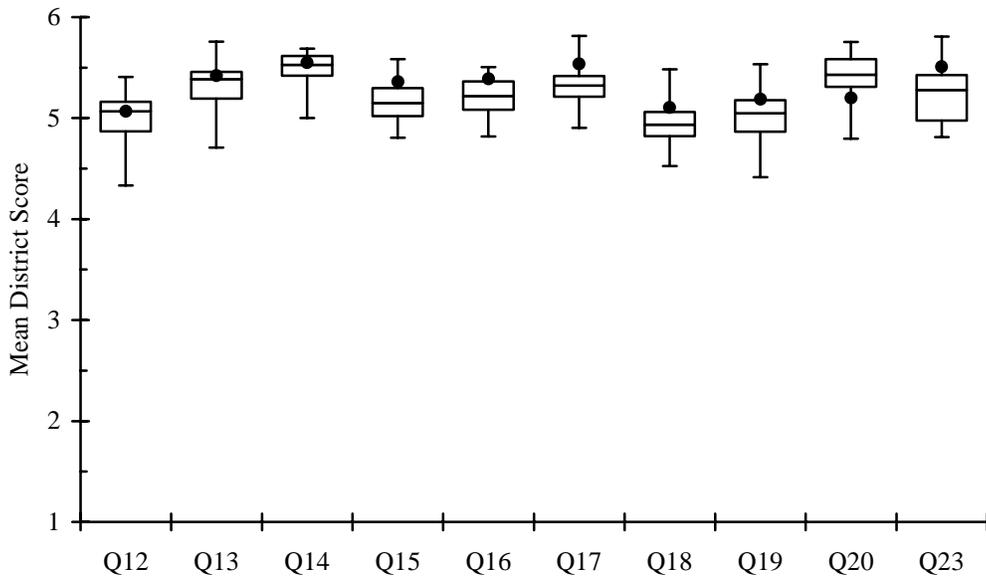
Fairfield Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

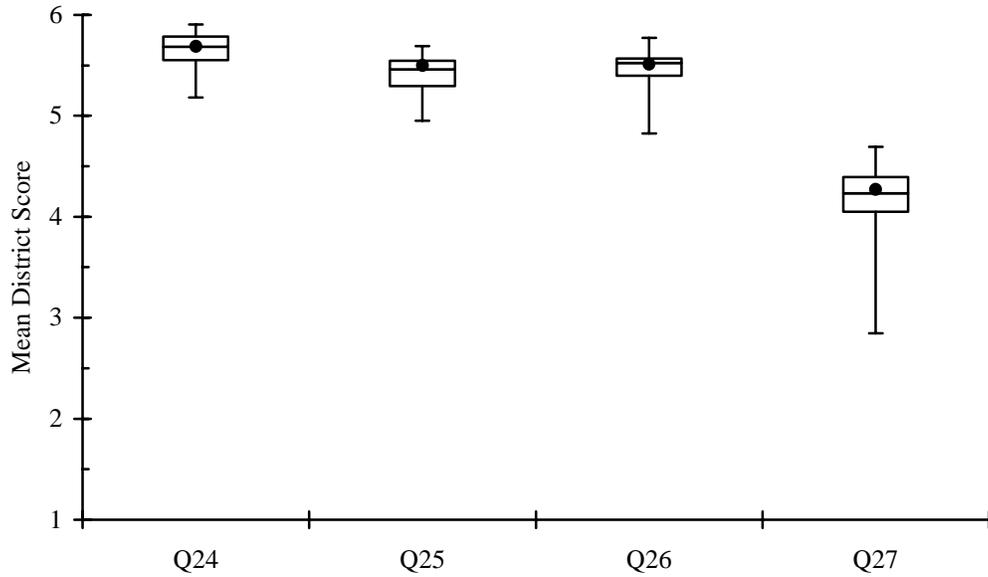
Participation in Developing and Implementing My Child's Program



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

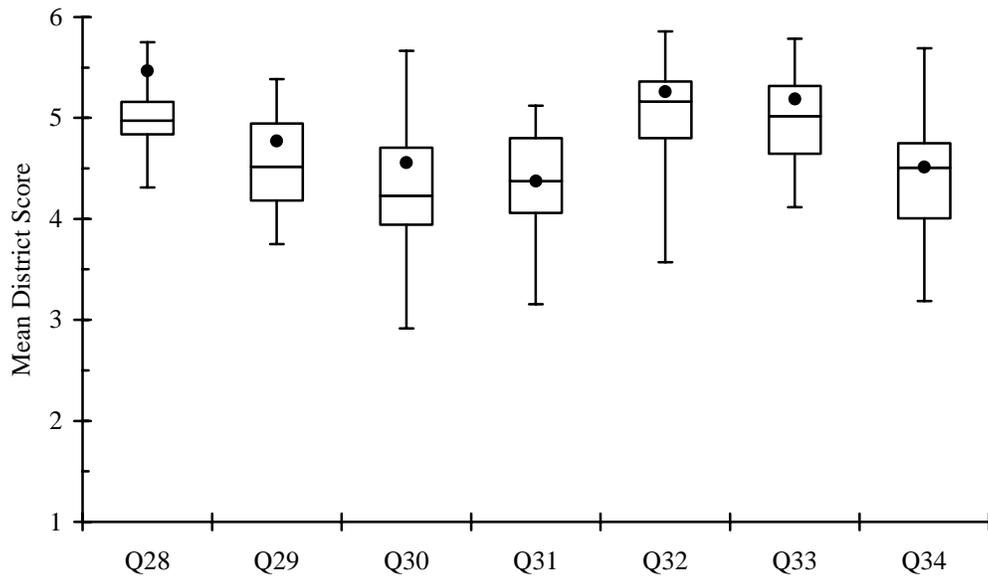
Fairfield Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

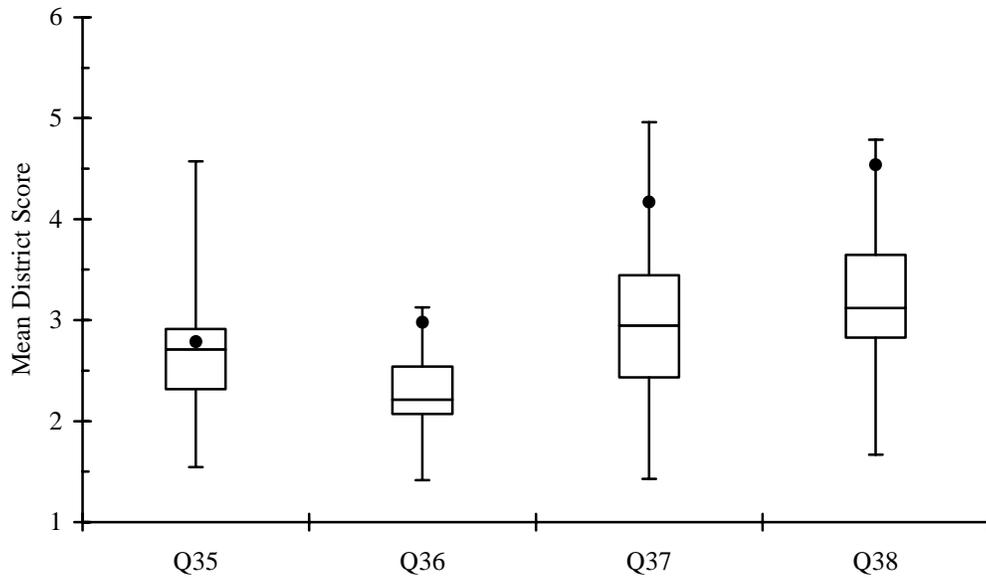
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

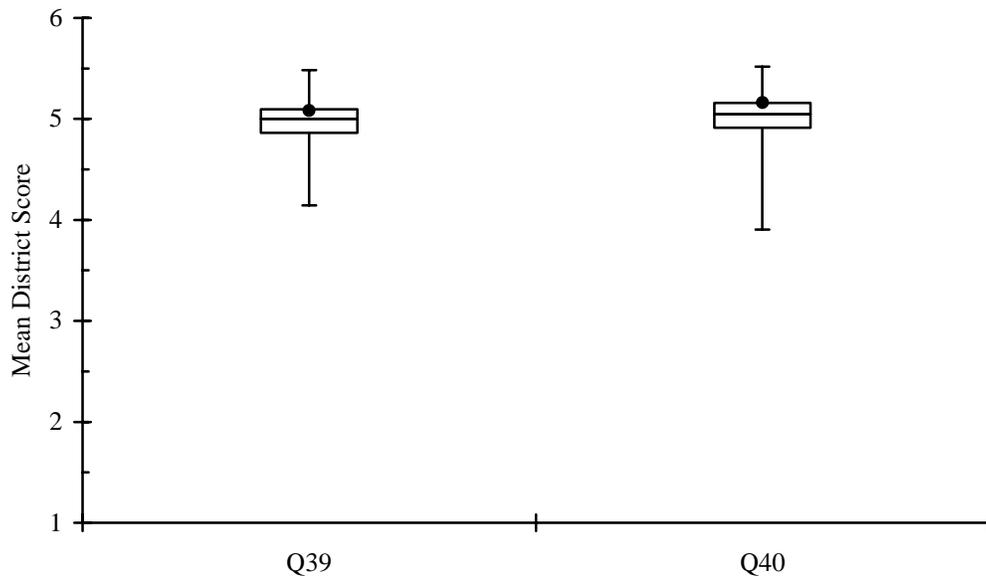
Fairfield Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Glastonbury Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	152	34.2%	36.8%	10.5%	6.6%	5.3%	6.6%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	156	56.4%	22.4%	15.4%	0.6%	3.2%	1.9%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	45	17.8%	0.0%	11.1%	2.2%	4.4%	64.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	71	11.3%	0.0%	1.4%	2.8%	1.4%	83.1%	±
5. My child is accepted within the school community.	152	60.5%	19.7%	9.2%	4.6%	2.6%	3.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	155	34.2%	31.6%	13.5%	5.2%	8.4%	6.5%	0.6%
7. All special education services identified in my child's IEP have been provided.	156	48.7%	24.4%	12.2%	5.8%	4.5%	3.2%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	156	39.7%	25.6%	10.9%	7.7%	5.1%	9.0%	1.9%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	151	49.7%	27.2%	11.9%	3.3%	4.6%	2.6%	0.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	138	39.9%	21.7%	18.8%	7.2%	7.2%	3.6%	1.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	140	40.0%	22.9%	17.9%	3.6%	7.9%	5.0%	2.9%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	151	44.4%	22.5%	17.2%	4.6%	6.0%	5.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	155	57.4%	20.0%	10.3%	3.9%	4.5%	3.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	155	65.2%	21.9%	8.4%	2.6%	0.6%	1.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	154	47.4%	26.0%	10.4%	7.8%	3.9%	4.5%	±
16. My child's evaluation report is written in terms I understand.	155	49.0%	32.3%	7.7%	5.2%	3.9%	1.9%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	155	65.8%	16.1%	10.3%	3.2%	1.3%	3.2%	±

Table is continued on the next page.

Glastonbury Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	153	40.5%	30.1%	10.5%	4.6%	8.5%	5.9%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	152	42.1%	27.0%	11.8%	9.2%	5.3%	4.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	152	57.2%	17.8%	7.9%	6.6%	1.3%	9.2%	±
21. If necessary, a translator was provided at the PPT meetings.	7	57.1%	28.6%	14.3%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	10	70.0%	10.0%	20.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	130	59.2%	11.5%	6.2%	3.8%	2.3%	10.8%	6.2%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	146	84.2%	8.9%	2.1%	0.7%	1.4%	2.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	140	74.3%	7.9%	7.1%	2.1%	2.9%	5.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	104	5.8%	0.0%	1.9%	3.8%	4.8%	83.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	71	33.8%	8.5%	5.6%	7.0%	5.6%	18.3%	21.1%
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.	24	62.5%	12.5%	12.5%	0.0%	0.0%	12.5%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	48	22.9%	20.8%	18.8%	6.3%	10.4%	20.8%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	41	22.0%	14.6%	19.5%	7.3%	12.2%	17.1%	7.3%
31. The PPT introduced planning for my child's transition to adulthood.	44	27.3%	13.6%	25.0%	4.5%	6.8%	22.7%	±

Table is continued on the next page.

Glastonbury Survey Response Table – continued

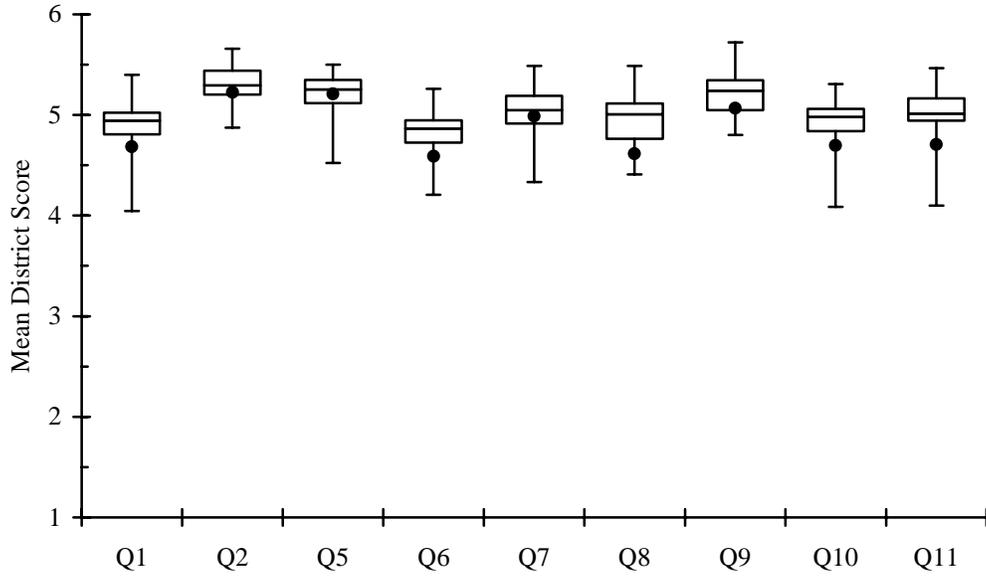
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	58	67.2%	19.0%	6.9%	1.7%	1.7%	3.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	50	50.0%	20.0%	12.0%	2.0%	6.0%	10.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	42	31.0%	21.4%	16.7%	2.4%	7.1%	21.4%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	95	20.0%	10.5%	11.6%	2.1%	1.1%	54.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	94	20.2%	8.5%	11.7%	0.0%	5.3%	54.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	128	14.1%	14.8%	7.8%	3.1%	5.5%	28.9%	25.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	129	17.1%	12.4%	10.1%	5.4%	3.1%	20.2%	31.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	143	42.0%	28.7%	13.3%	6.3%	5.6%	4.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	135	47.4%	27.4%	10.4%	5.9%	3.7%	5.2%	±

± Not a response option for this survey item.

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

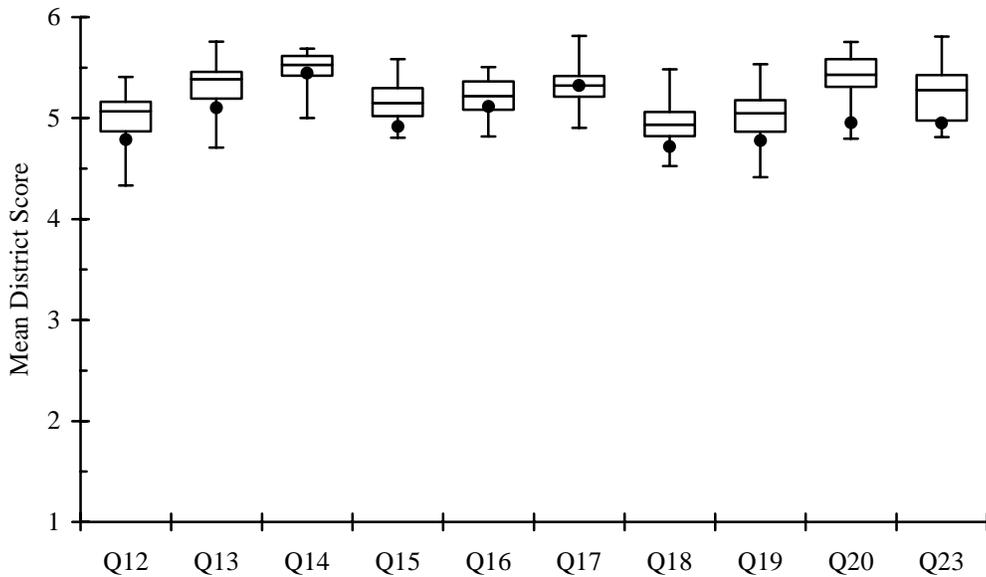
Glastonbury Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

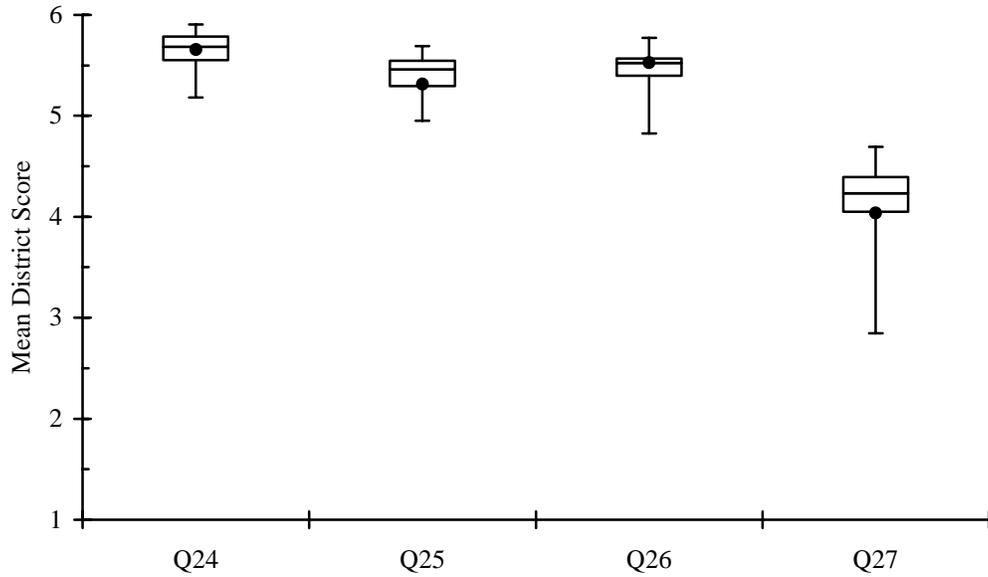
Participation in Developing and Implementing My Child's Program



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

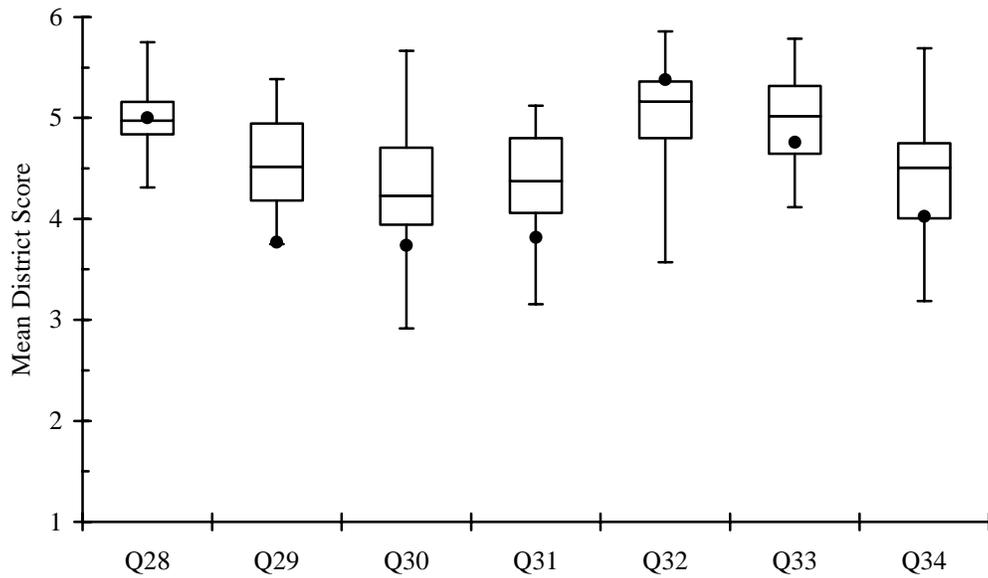
Glastonbury Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

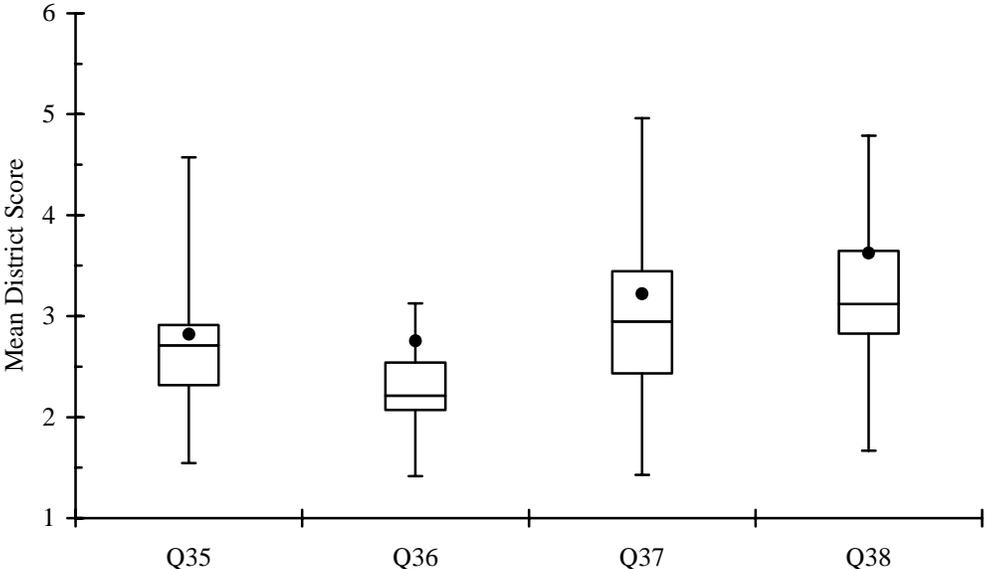
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

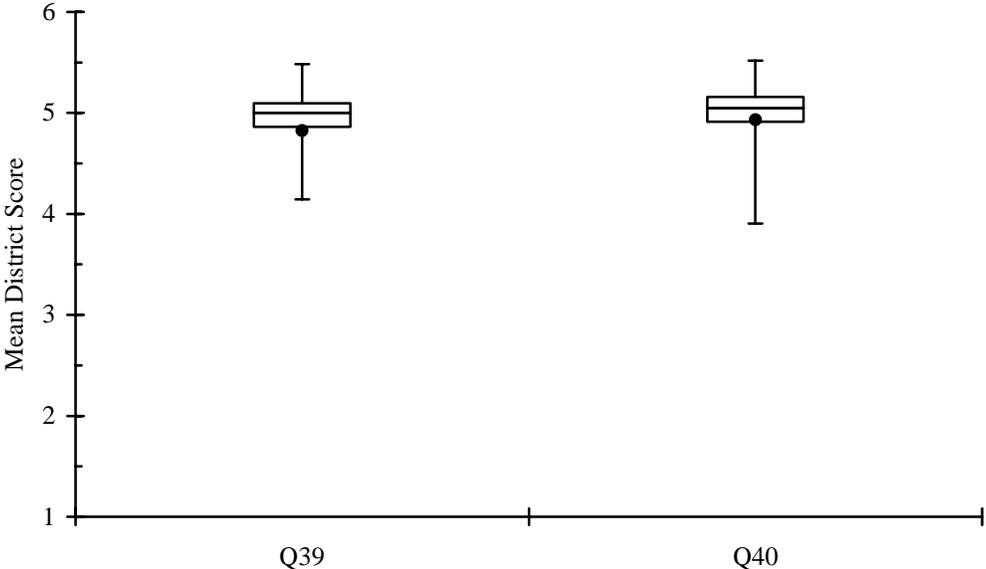
Glastonbury Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Griswold Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	40	47.5%	25.0%	10.0%	7.5%	5.0%	5.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	41	75.6%	7.3%	7.3%	4.9%	4.9%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	16.7%	16.7%	0.0%	0.0%	16.7%	50.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	21	14.3%	9.5%	4.8%	4.8%	9.5%	57.1%	±
5. My child is accepted within the school community.	39	61.5%	20.5%	2.6%	5.1%	5.1%	5.1%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	41	51.2%	17.1%	9.8%	7.3%	4.9%	7.3%	2.4%
7. All special education services identified in my child's IEP have been provided.	41	61.0%	19.5%	7.3%	4.9%	0.0%	4.9%	2.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	41	56.1%	29.3%	4.9%	2.4%	2.4%	2.4%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	41	56.1%	31.7%	4.9%	4.9%	2.4%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	37	48.6%	29.7%	13.5%	2.7%	5.4%	0.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	39	48.7%	28.2%	12.8%	2.6%	2.6%	2.6%	2.6%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	41	65.9%	14.6%	7.3%	4.9%	2.4%	4.9%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	41	61.0%	29.3%	4.9%	2.4%	0.0%	2.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	41	68.3%	19.5%	4.9%	2.4%	2.4%	2.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	41	58.5%	24.4%	9.8%	4.9%	0.0%	2.4%	±
16. My child's evaluation report is written in terms I understand.	41	56.1%	26.8%	7.3%	4.9%	2.4%	2.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	40	72.5%	12.5%	5.0%	2.5%	0.0%	7.5%	±

Table is continued on the next page.

Griswold Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	40	47.5%	25.0%	10.0%	7.5%	2.5%	7.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	41	53.7%	22.0%	14.6%	4.9%	0.0%	4.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	41	75.6%	14.6%	2.4%	2.4%	2.4%	2.4%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	37	54.1%	16.2%	10.8%	8.1%	0.0%	2.7%	8.1%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	41	85.4%	0.0%	4.9%	4.9%	0.0%	4.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	37	78.4%	2.7%	5.4%	5.4%	0.0%	8.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	30	6.7%	0.0%	0.0%	6.7%	0.0%	86.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	20	45.0%	15.0%	5.0%	10.0%	10.0%	10.0%	5.0%
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.	9	55.6%	33.3%	11.1%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	12	25.0%	25.0%	16.7%	0.0%	0.0%	33.3%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	9	22.2%	22.2%	11.1%	0.0%	11.1%	33.3%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	11	18.2%	27.3%	9.1%	0.0%	9.1%	36.4%	±

Table is continued on the next page.

Griswold Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	14	57.1%	14.3%	7.1%	0.0%	7.1%	14.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	36.4%	36.4%	9.1%	0.0%	9.1%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	10	30.0%	30.0%	0.0%	10.0%	0.0%	30.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	27	25.9%	18.5%	3.7%	0.0%	0.0%	51.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	26	15.4%	11.5%	7.7%	3.8%	0.0%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	33	18.2%	9.1%	12.1%	6.1%	3.0%	24.2%	27.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	30	20.0%	6.7%	6.7%	6.7%	0.0%	20.0%	40.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	35	57.1%	14.3%	5.7%	5.7%	8.6%	8.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	34	55.9%	17.6%	2.9%	2.9%	8.8%	11.8%	±

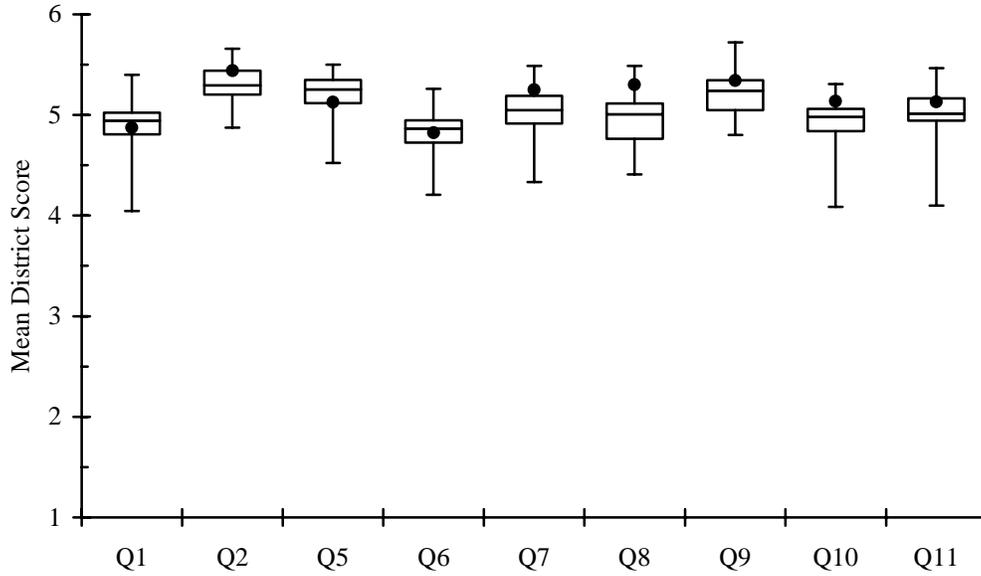
± Not a response option for this survey item.

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

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

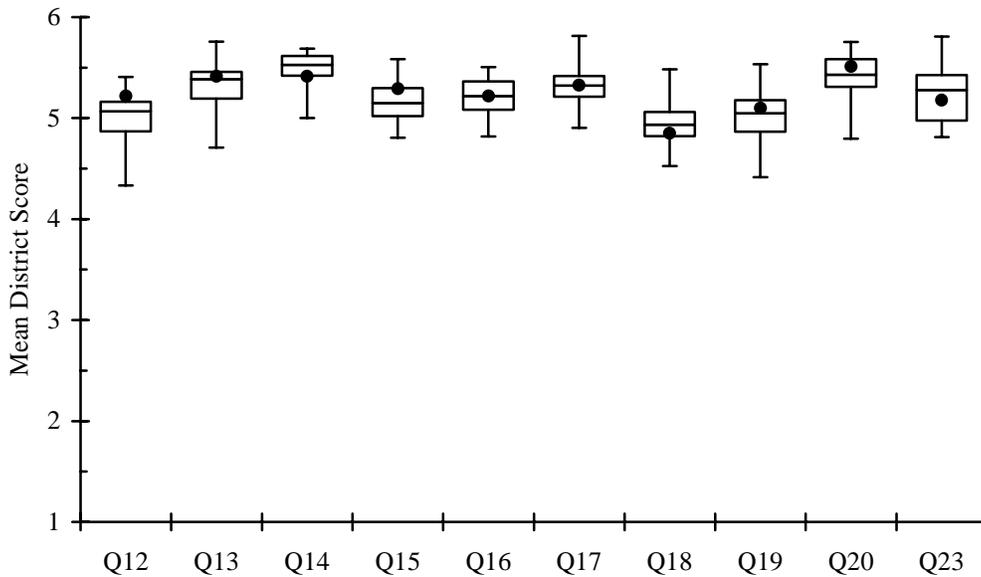
Griswold Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

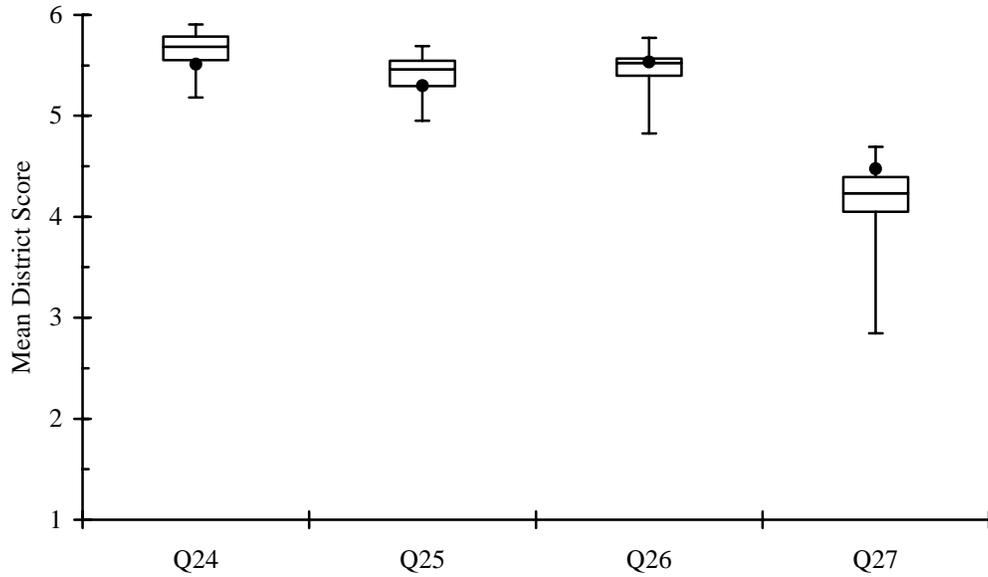
Participation in Developing and Implementing My Child's Program



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

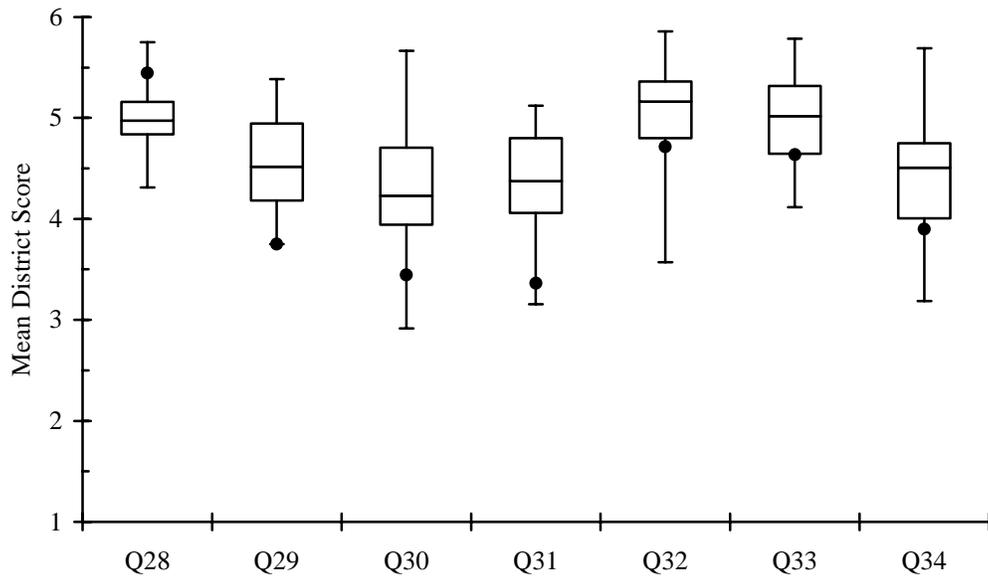
Griswold Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

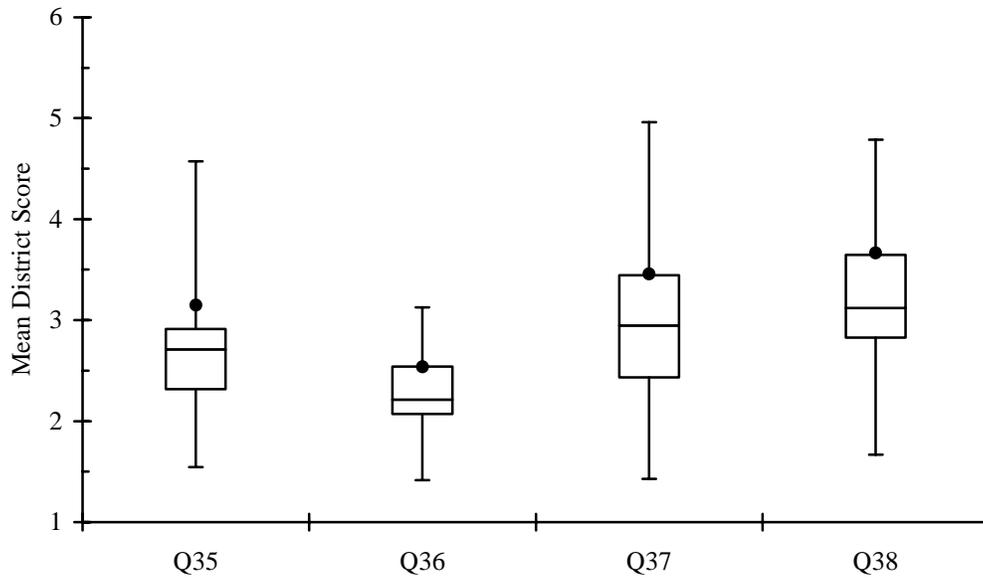
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

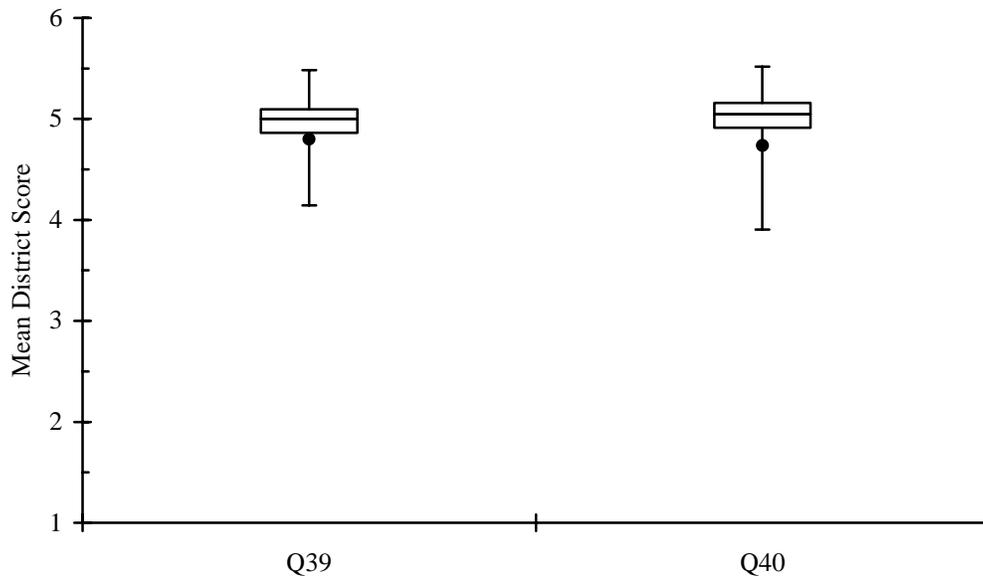
Griswold Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Meriden Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	123	45.5%	32.5%	8.1%	4.1%	4.1%	5.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	122	51.6%	32.8%	10.7%	1.6%	0.0%	3.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	39	28.2%	17.9%	7.7%	10.3%	0.0%	35.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	48	20.8%	12.5%	2.1%	8.3%	0.0%	56.3%	±
5. My child is accepted within the school community.	114	57.0%	28.9%	6.1%	2.6%	0.9%	4.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	124	41.9%	32.3%	12.1%	2.4%	2.4%	7.3%	1.6%
7. All special education services identified in my child's IEP have been provided.	121	53.7%	27.3%	7.4%	3.3%	1.7%	5.0%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	123	50.4%	29.3%	4.9%	4.1%	4.1%	5.7%	1.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	123	52.0%	30.1%	8.9%	2.4%	1.6%	2.4%	2.4%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	114	47.4%	26.3%	17.5%	3.5%	1.8%	2.6%	0.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	116	54.3%	25.0%	10.3%	3.4%	0.9%	3.4%	2.6%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	119	44.5%	35.3%	11.8%	3.4%	1.7%	3.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	123	53.7%	30.9%	8.1%	2.4%	2.4%	2.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	123	68.3%	24.4%	4.1%	1.6%	0.0%	1.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	121	49.6%	28.9%	15.7%	0.8%	1.7%	3.3%	±
16. My child's evaluation report is written in terms I understand.	124	53.2%	26.6%	8.1%	3.2%	4.8%	4.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	124	56.5%	21.8%	8.9%	6.5%	1.6%	4.8%	±

Table is continued on the next page.

Meriden Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	118	44.9%	32.2%	7.6%	4.2%	4.2%	6.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	118	43.2%	33.9%	11.0%	7.6%	0.0%	4.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	121	60.3%	26.4%	5.0%	5.8%	0.0%	2.5%	±
21. If necessary, a translator was provided at the PPT meetings.	35	62.9%	25.7%	5.7%	0.0%	0.0%	5.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	34	64.7%	26.5%	5.9%	2.9%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	104	50.0%	25.0%	9.6%	1.9%	0.0%	2.9%	10.6%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	116	71.6%	18.1%	2.6%	1.7%	1.7%	4.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	111	64.0%	18.0%	3.6%	5.4%	0.9%	8.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	68	13.2%	5.9%	2.9%	4.4%	10.3%	63.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	82	31.7%	22.0%	4.9%	4.9%	3.7%	12.2%	20.7%
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.	34	55.9%	23.5%	2.9%	0.0%	2.9%	14.7%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	51	33.3%	37.3%	9.8%	2.0%	3.9%	13.7%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	40	30.0%	12.5%	10.0%	2.5%	0.0%	20.0%	25.0%
31. The PPT introduced planning for my child's transition to adulthood.	44	36.4%	27.3%	9.1%	6.8%	4.5%	15.9%	±

Table is continued on the next page.

Meriden Survey Response Table – continued

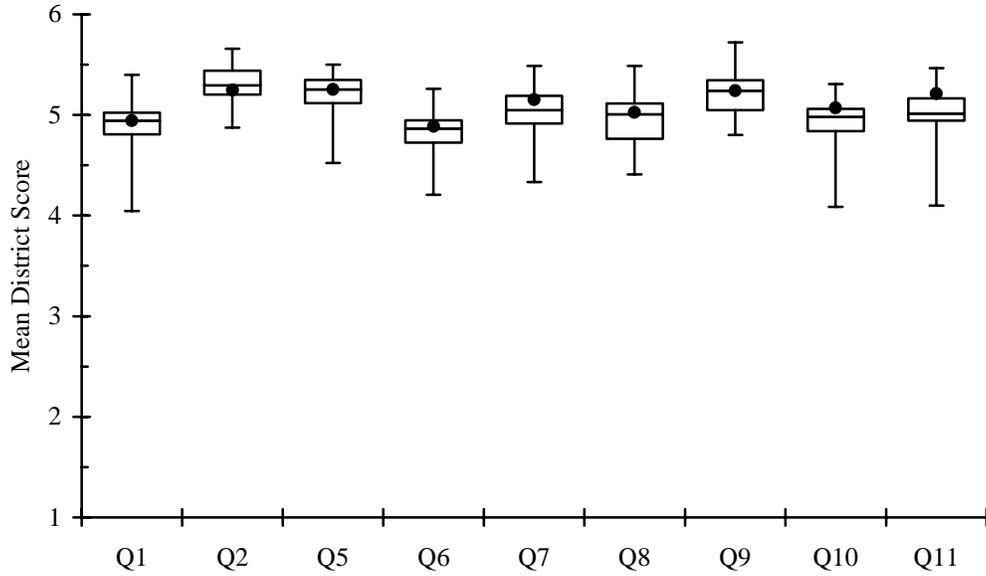
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	51	56.9%	25.5%	3.9%	3.9%	0.0%	9.8%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	47	55.3%	27.7%	6.4%	4.3%	2.1%	4.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	46	45.7%	23.9%	8.7%	4.3%	4.3%	13.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	67	22.4%	11.9%	4.5%	6.0%	7.5%	47.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	59	13.6%	5.1%	5.1%	6.8%	6.8%	62.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	90	8.9%	8.9%	6.7%	3.3%	5.6%	24.4%	42.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	93	10.8%	5.4%	8.6%	3.2%	4.3%	22.6%	45.2%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	99	41.4%	31.3%	13.1%	4.0%	2.0%	8.1%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	91	41.8%	31.9%	12.1%	3.3%	0.0%	11.0%	±

± Not a response option for this survey item.

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

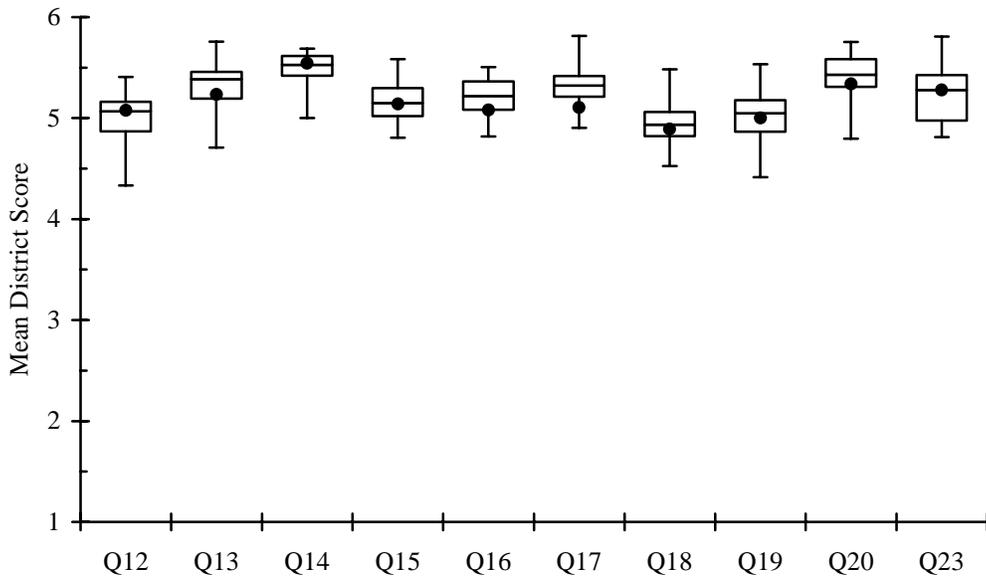
Meriden Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

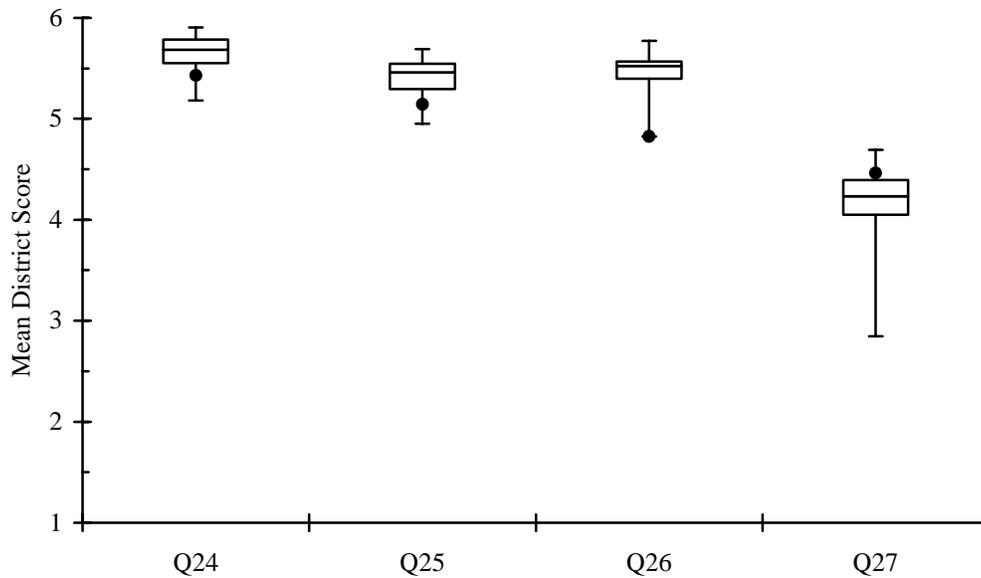
Participation in Developing and Implementing My Child's Program



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

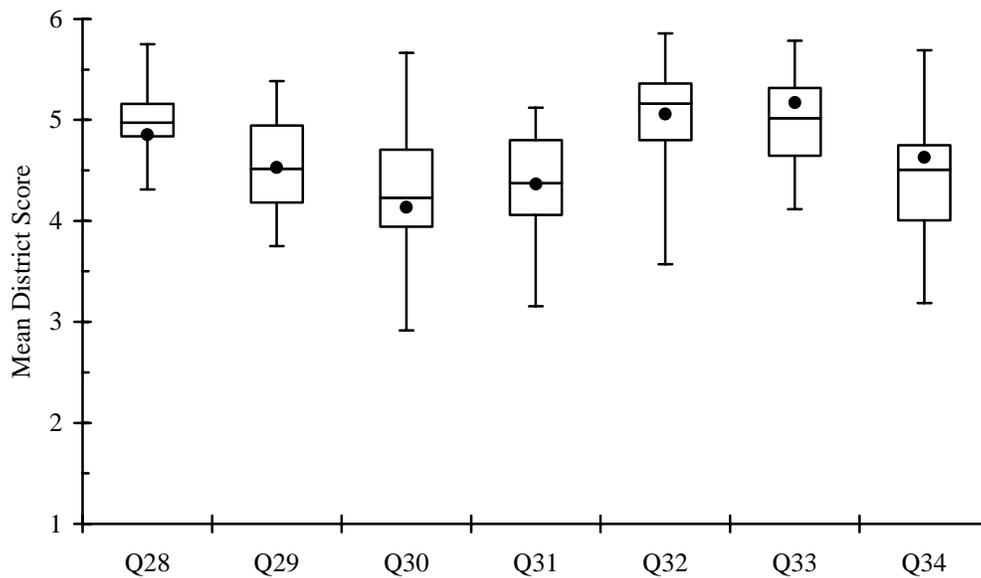
Meriden Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

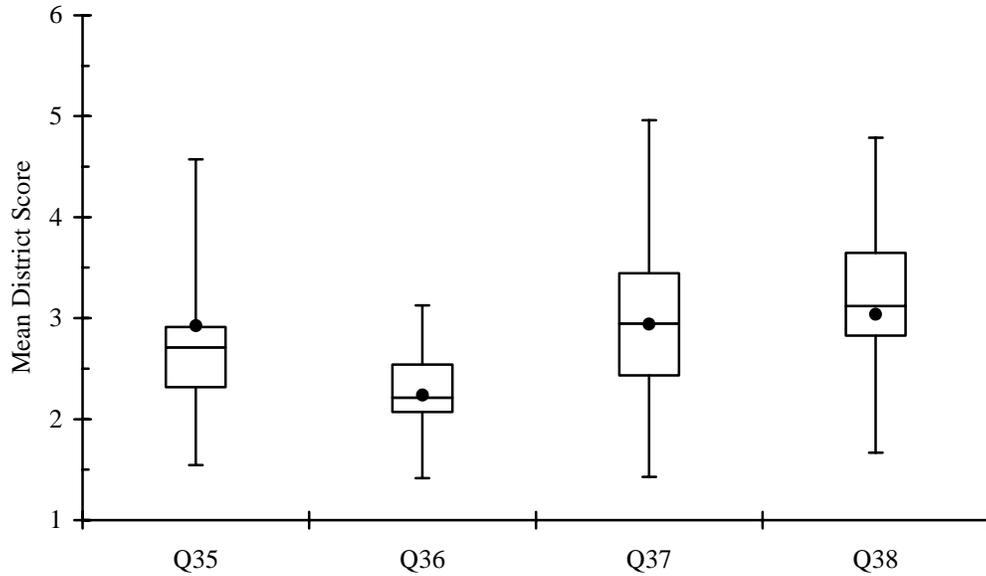
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

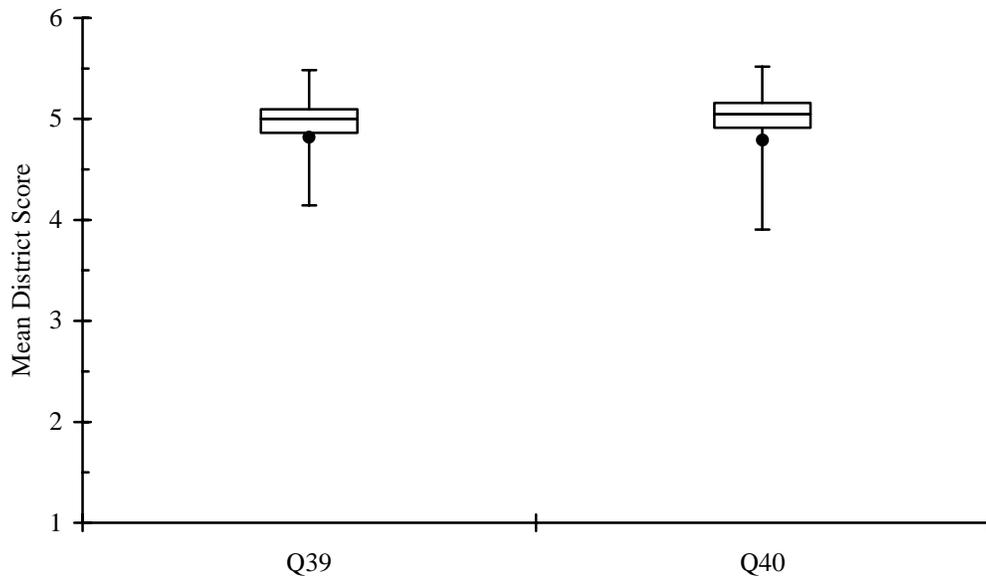
Meriden Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Middletown Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	133	35.3%	36.1%	7.5%	3.8%	6.0%	11.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	133	60.2%	23.3%	6.8%	3.0%	6.0%	0.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	36	27.8%	13.9%	5.6%	0.0%	5.6%	47.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	58	24.1%	3.4%	1.7%	3.4%	0.0%	67.2%	±
5. My child is accepted within the school community.	131	56.5%	21.4%	9.9%	2.3%	4.6%	5.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	135	34.1%	35.6%	8.1%	3.0%	8.1%	10.4%	0.7%
7. All special education services identified in my child's IEP have been provided.	132	43.2%	25.0%	9.1%	2.3%	6.1%	10.6%	3.8%
8. Staff is appropriately trained and able to provide my child's specific program and services.	135	42.2%	27.4%	11.1%	2.2%	2.2%	11.1%	3.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	130	47.7%	26.9%	13.1%	1.5%	2.3%	5.4%	3.1%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	128	41.4%	28.1%	14.1%	2.3%	0.0%	9.4%	4.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	128	43.0%	30.5%	10.9%	1.6%	1.6%	7.8%	4.7%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	133	48.9%	22.6%	10.5%	6.8%	3.8%	7.5%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	134	61.2%	19.4%	10.4%	1.5%	2.2%	5.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	131	64.9%	23.7%	6.1%	1.5%	2.3%	1.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	130	54.6%	22.3%	6.2%	5.4%	6.9%	4.6%	±
16. My child's evaluation report is written in terms I understand.	134	61.2%	21.6%	5.2%	8.2%	3.0%	0.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	133	67.7%	14.3%	6.8%	4.5%	0.8%	6.0%	±

Table is continued on the next page.

Middletown Survey Response Table - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	135	38.5%	30.4%	6.7%	7.4%	3.7%	13.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	134	48.5%	26.1%	12.7%	3.7%	3.0%	6.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	135	67.4%	22.2%	3.0%	1.5%	1.5%	4.4%	±
21. If necessary, a translator was provided at the PPT meetings.	25	72.0%	16.0%	0.0%	4.0%	4.0%	4.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	22	77.3%	9.1%	4.5%	0.0%	9.1%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	123	50.4%	19.5%	2.4%	0.8%	3.3%	9.8%	13.8%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	133	80.5%	9.8%	5.3%	0.0%	2.3%	2.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	123	73.2%	12.2%	4.9%	0.8%	4.1%	4.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	79	11.4%	5.1%	0.0%	7.6%	2.5%	73.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	80	27.5%	23.8%	12.5%	6.3%	5.0%	11.3%	13.8%
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.	38	52.6%	21.1%	7.9%	0.0%	2.6%	15.8%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	35	37.1%	25.7%	5.7%	2.9%	8.6%	20.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	31	38.7%	9.7%	9.7%	3.2%	3.2%	19.4%	16.1%
31. The PPT introduced planning for my child's transition to adulthood.	31	48.4%	22.6%	3.2%	3.2%	6.5%	16.1%	±

Table is continued on the next page.

Middletown Survey Response Table - continued

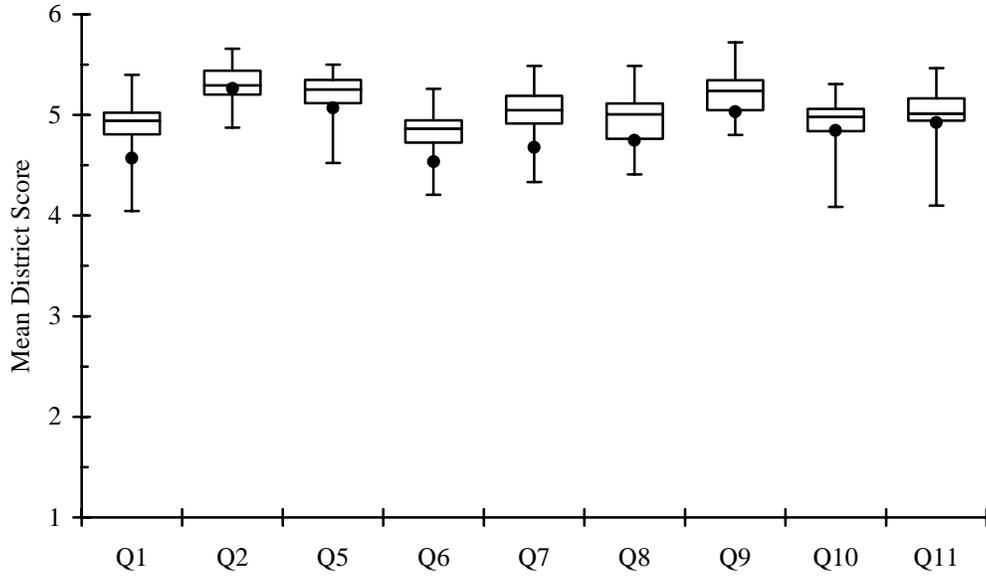
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	36	61.1%	11.1%	5.6%	2.8%	2.8%	16.7%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	34	55.9%	14.7%	11.8%	2.9%	2.9%	11.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	28	50.0%	14.3%	7.1%	7.1%	0.0%	21.4%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	76	18.4%	9.2%	10.5%	2.6%	5.3%	53.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	73	11.0%	4.1%	4.1%	6.8%	5.5%	68.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	109	13.8%	11.9%	6.4%	2.8%	4.6%	29.4%	31.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	109	16.5%	4.6%	6.4%	1.8%	4.6%	26.6%	39.4%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	119	38.7%	32.8%	13.4%	6.7%	1.7%	6.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	110	43.6%	31.8%	12.7%	2.7%	1.8%	7.3%	±

± Not a response option for this survey item.

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

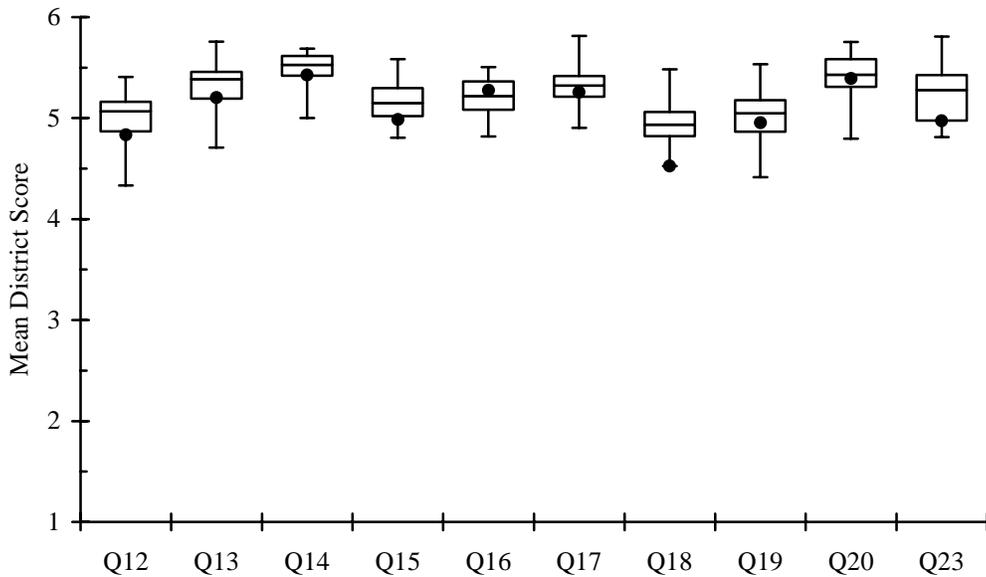
Middletown Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

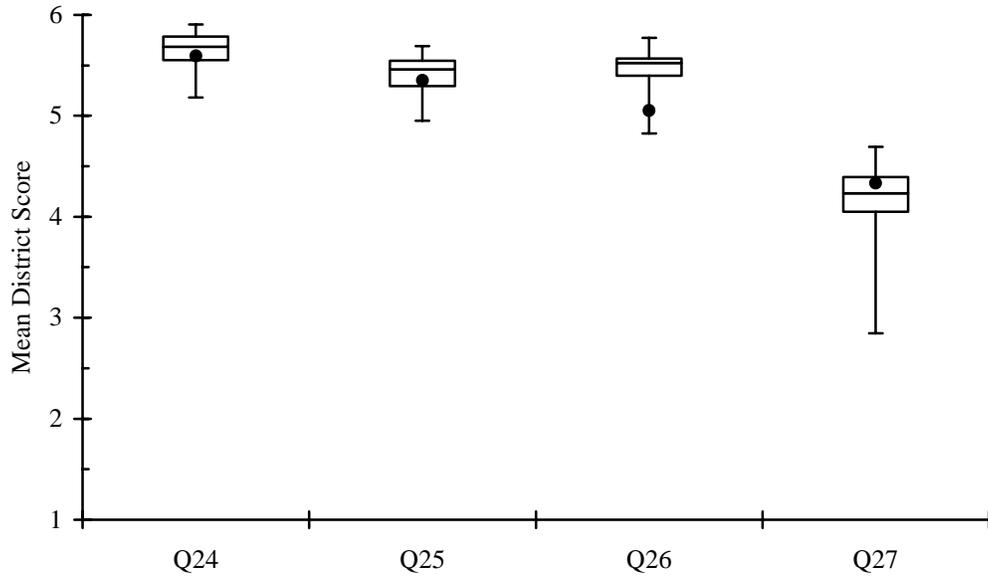
Participation in Developing and Implementing My Child's Program



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

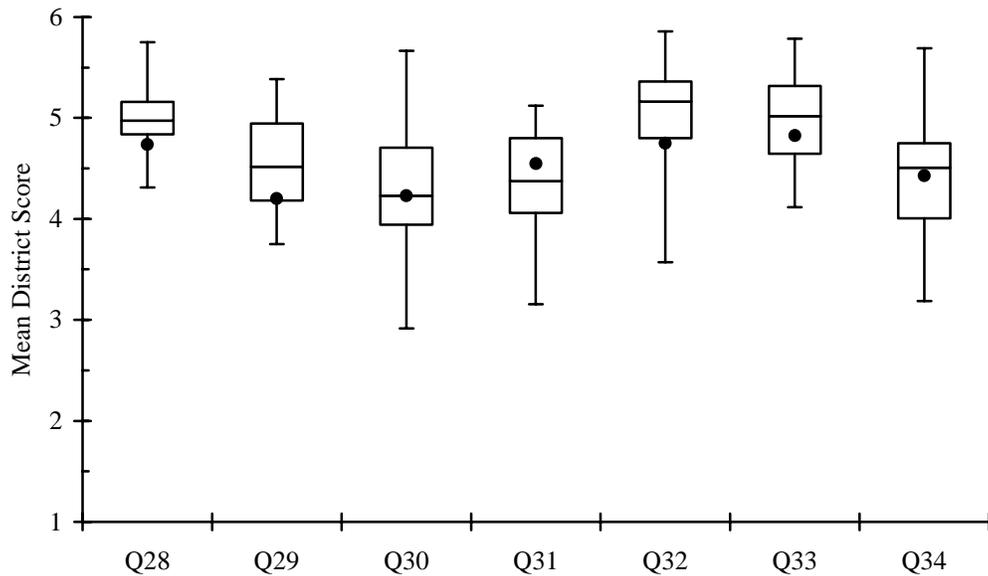
Middletown Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

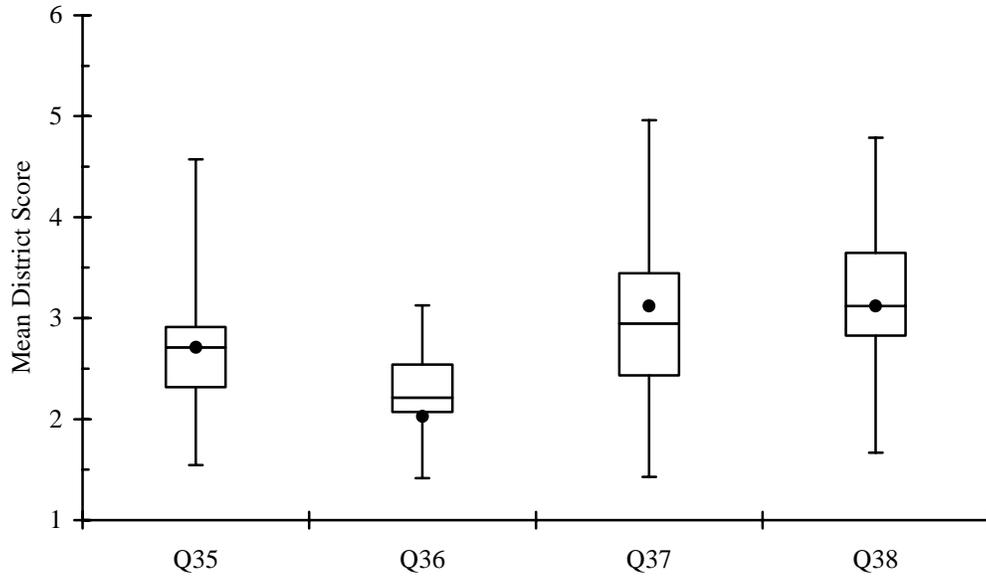
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

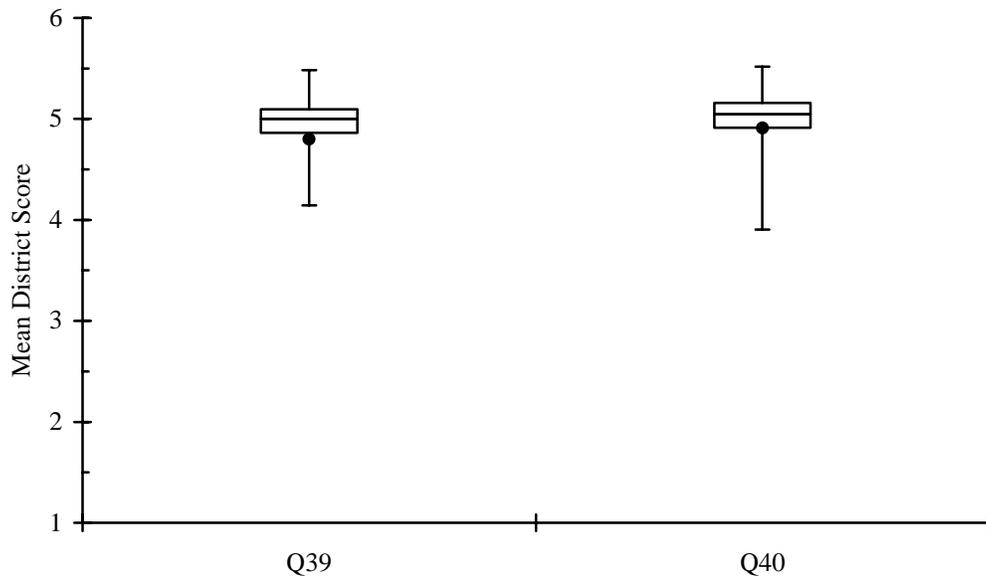
Middletown Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

New Fairfield Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	120	45.8%	35.8%	10.0%	0.8%	4.2%	3.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	120	65.0%	23.3%	6.7%	2.5%	2.5%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	20	15.0%	0.0%	5.0%	10.0%	0.0%	70.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	44	4.5%	0.0%	6.8%	2.3%	2.3%	84.1%	±
5. My child is accepted within the school community.	119	71.4%	16.0%	6.7%	1.7%	2.5%	1.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	120	47.5%	33.3%	8.3%	1.7%	2.5%	6.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	120	60.0%	20.8%	6.7%	4.2%	4.2%	4.2%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	120	54.2%	23.3%	6.7%	4.2%	3.3%	6.7%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	119	63.0%	21.0%	5.9%	3.4%	2.5%	4.2%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	109	53.2%	20.2%	8.3%	4.6%	6.4%	4.6%	2.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	112	52.7%	18.8%	13.4%	5.4%	5.4%	3.6%	0.9%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	120	50.8%	29.2%	10.0%	1.7%	4.2%	4.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	120	65.8%	21.7%	6.7%	2.5%	2.5%	0.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	120	70.8%	24.2%	4.2%	0.0%	0.0%	0.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	118	61.0%	21.2%	11.9%	1.7%	1.7%	2.5%	±
16. My child's evaluation report is written in terms I understand.	120	65.0%	24.2%	6.7%	0.8%	0.8%	2.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	120	65.0%	31.7%	0.8%	0.0%	0.0%	2.5%	±

Table is continued on the next page.

New Fairfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	120	55.0%	25.8%	10.8%	3.3%	2.5%	2.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	119	59.7%	21.8%	7.6%	6.7%	1.7%	2.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	119	72.3%	18.5%	5.0%	0.8%	0.8%	2.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	6	66.7%	0.0%	16.7%	16.7%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	96	77.1%	13.5%	3.1%	0.0%	0.0%	3.1%	3.1%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	116	88.8%	7.8%	1.7%	0.0%	0.0%	1.7%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	111	84.7%	7.2%	0.9%	1.8%	0.9%	4.5%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	77	2.6%	2.6%	2.6%	1.3%	0.0%	90.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	49	24.5%	18.4%	4.1%	2.0%	4.1%	24.5%	22.4%
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.	19	57.9%	15.8%	10.5%	5.3%	0.0%	10.5%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	33	51.5%	30.3%	9.1%	3.0%	0.0%	6.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	19	47.4%	10.5%	5.3%	0.0%	0.0%	31.6%	5.3%
31. The PPT introduced planning for my child's transition to adulthood.	29	55.2%	13.8%	10.3%	10.3%	3.4%	6.9%	±

Table is continued on the next page.

New Fairfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	35	77.1%	14.3%	0.0%	5.7%	0.0%	2.9%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	34	64.7%	14.7%	14.7%	2.9%	0.0%	2.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	30	43.3%	13.3%	30.0%	0.0%	6.7%	6.7%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	78	7.7%	10.3%	7.7%	3.8%	3.8%	66.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	75	6.7%	12.0%	6.7%	5.3%	6.7%	62.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	96	14.6%	9.4%	4.2%	5.2%	5.2%	30.2%	31.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	95	15.8%	8.4%	3.2%	1.1%	4.2%	27.4%	40.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	111	52.3%	25.2%	12.6%	2.7%	4.5%	2.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	107	60.7%	20.6%	9.3%	2.8%	3.7%	2.8%	±

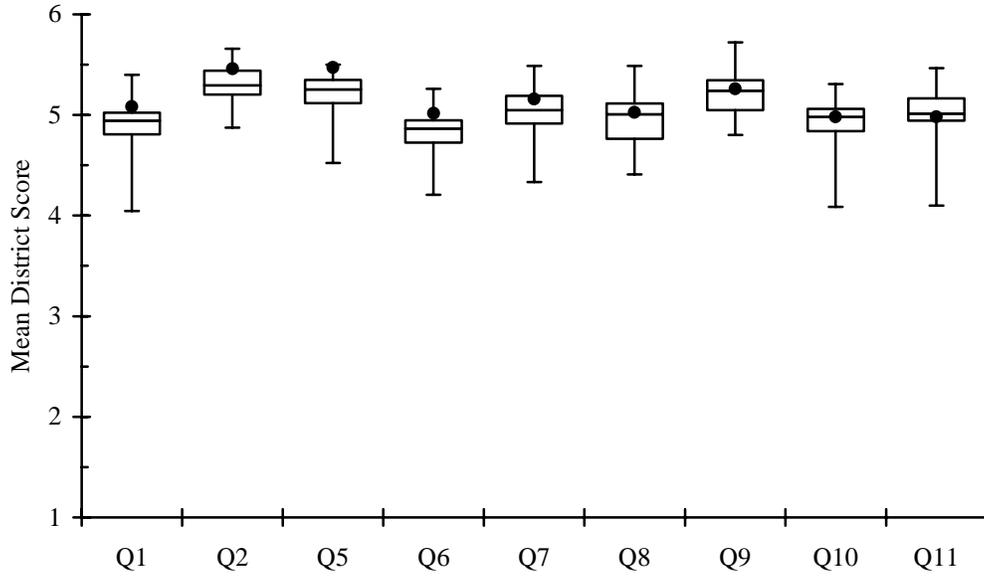
± Not a response option for this survey item.

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

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

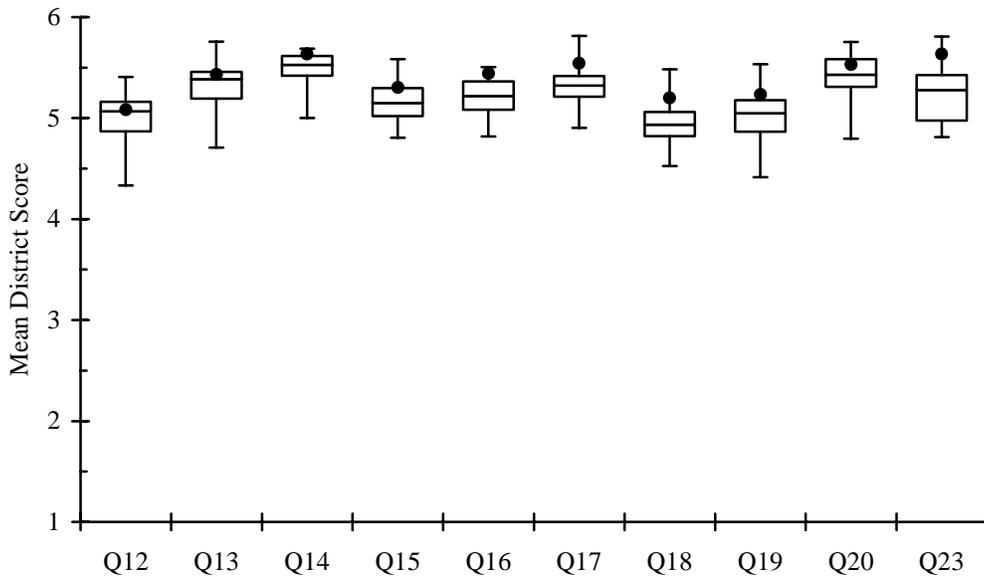
New Fairfield Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

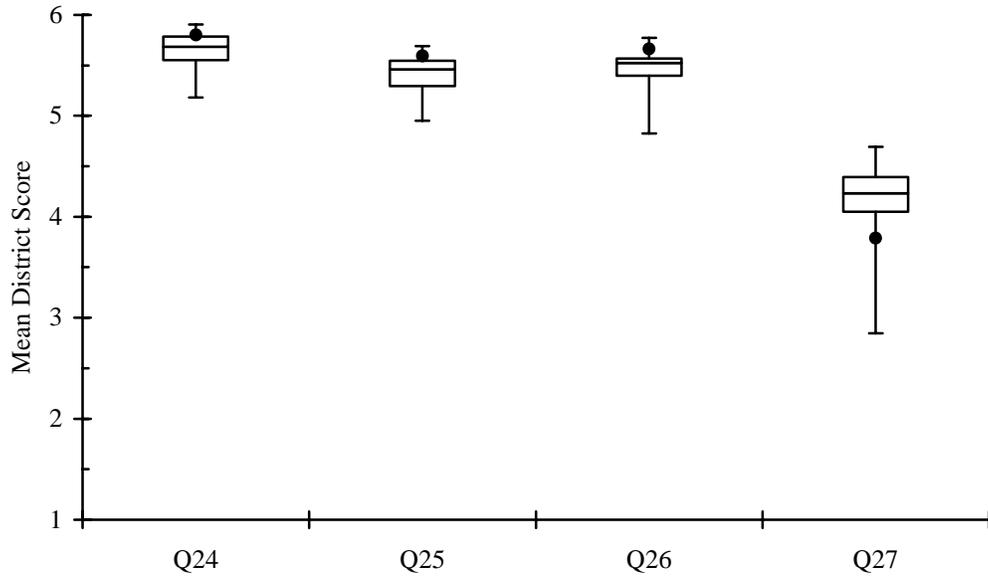
Participation in Developing and Implementing My Child's Program



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

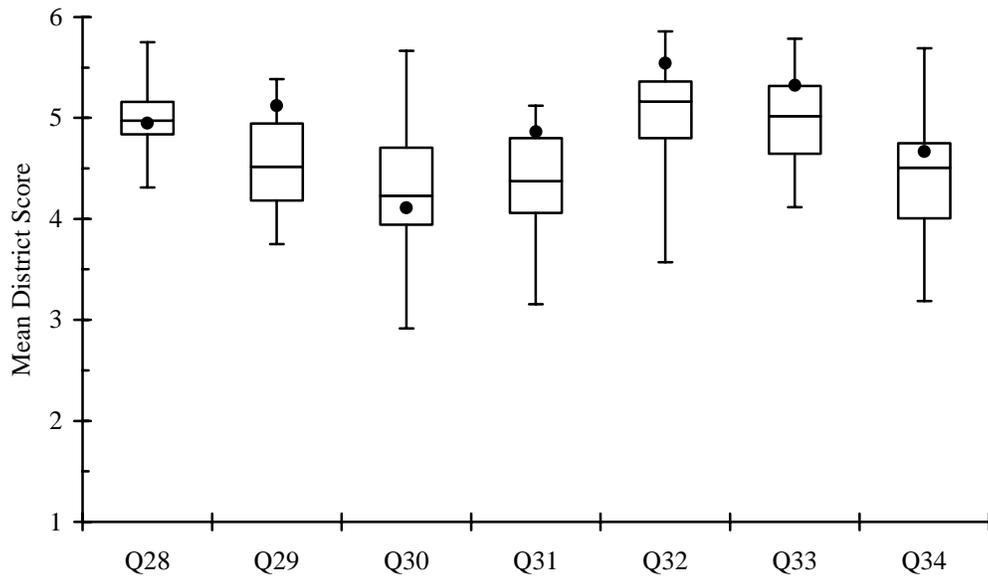
New Fairfield Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

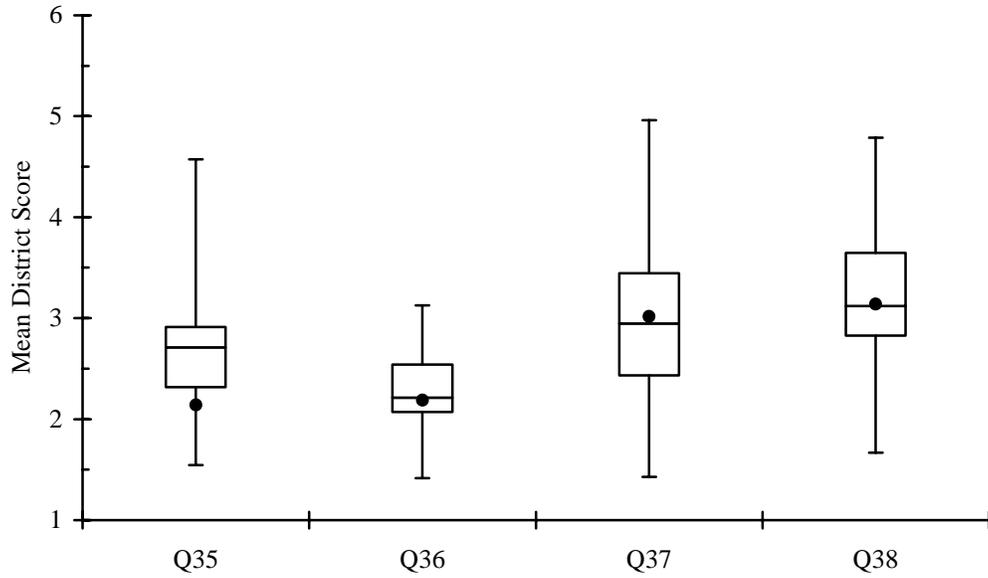
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

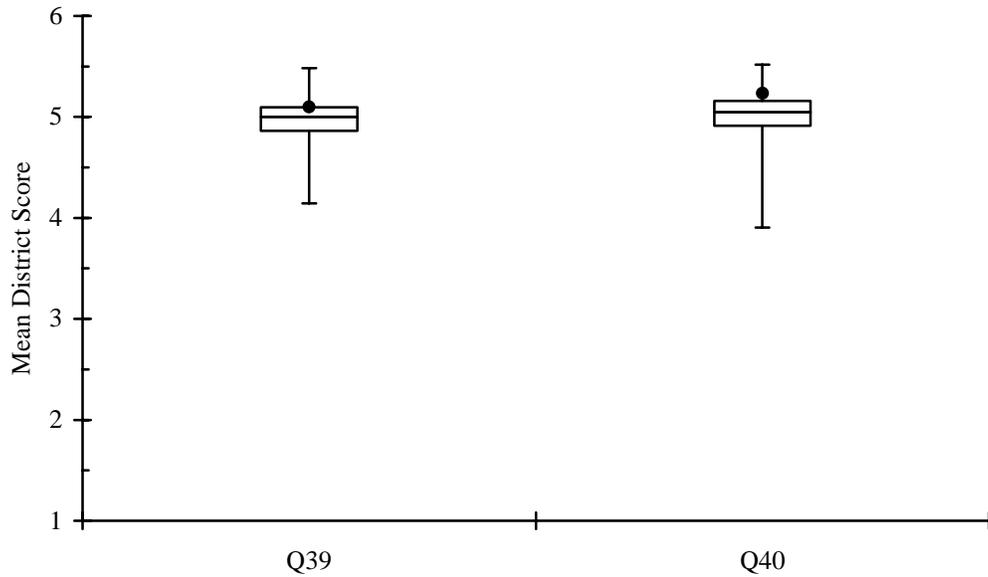
New Fairfield Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Newington Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	126	49.2%	27.0%	11.9%	4.0%	3.2%	4.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	125	64.0%	17.6%	8.0%	3.2%	5.6%	1.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	19	26.3%	15.8%	0.0%	5.3%	0.0%	52.6%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	37	2.7%	8.1%	2.7%	2.7%	0.0%	83.8%	±
5. My child is accepted within the school community.	123	65.9%	19.5%	6.5%	4.1%	0.8%	3.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	124	48.4%	28.2%	8.1%	4.8%	5.6%	4.8%	0.0%
7. All special education services identified in my child's IEP have been provided.	124	54.8%	21.0%	9.7%	3.2%	1.6%	7.3%	2.4%
8. Staff is appropriately trained and able to provide my child's specific program and services.	126	57.1%	19.0%	7.9%	4.0%	3.2%	6.3%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	123	57.7%	21.1%	5.7%	2.4%	6.5%	1.6%	4.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	118	49.2%	22.0%	7.6%	4.2%	1.7%	9.3%	5.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	116	49.1%	25.0%	10.3%	2.6%	4.3%	6.0%	2.6%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	125	56.0%	18.4%	13.6%	3.2%	4.0%	4.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	125	62.4%	20.8%	8.8%	1.6%	3.2%	3.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	126	71.4%	19.8%	6.3%	0.8%	0.8%	0.8%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	123	61.0%	24.4%	6.5%	4.1%	1.6%	2.4%	±
16. My child's evaluation report is written in terms I understand.	126	65.1%	21.4%	7.1%	3.2%	1.6%	1.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	126	64.3%	23.0%	5.6%	3.2%	1.6%	2.4%	±

Table is continued on the next page.

Newington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	121	55.4%	22.3%	9.1%	4.1%	3.3%	5.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	126	54.8%	21.4%	9.5%	7.1%	2.4%	4.8%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	122	71.3%	16.4%	4.9%	0.0%	1.6%	5.7%	±
21. If necessary, a translator was provided at the PPT meetings.	9	66.7%	11.1%	11.1%	0.0%	0.0%	11.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	75.0%	12.5%	12.5%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	108	74.1%	12.0%	4.6%	0.0%	0.0%	3.7%	5.6%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	119	88.2%	6.7%	3.4%	0.0%	0.8%	0.8%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	112	83.0%	6.3%	3.6%	0.9%	2.7%	3.6%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	71	4.2%	5.6%	2.8%	0.0%	1.4%	85.9%	±
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).	64	42.2%	6.3%	10.9%	6.3%	1.6%	9.4%	23.4%
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.	22	63.6%	13.6%	9.1%	4.5%	4.5%	4.5%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	26	26.9%	38.5%	19.2%	3.8%	0.0%	11.5%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	18	33.3%	33.3%	16.7%	0.0%	0.0%	11.1%	5.6%
31. The PPT introduced planning for my child's transition to adulthood.	23	47.8%	30.4%	8.7%	4.3%	0.0%	8.7%	±

Table is continued on the next page.

Newington Survey Response Table – continued

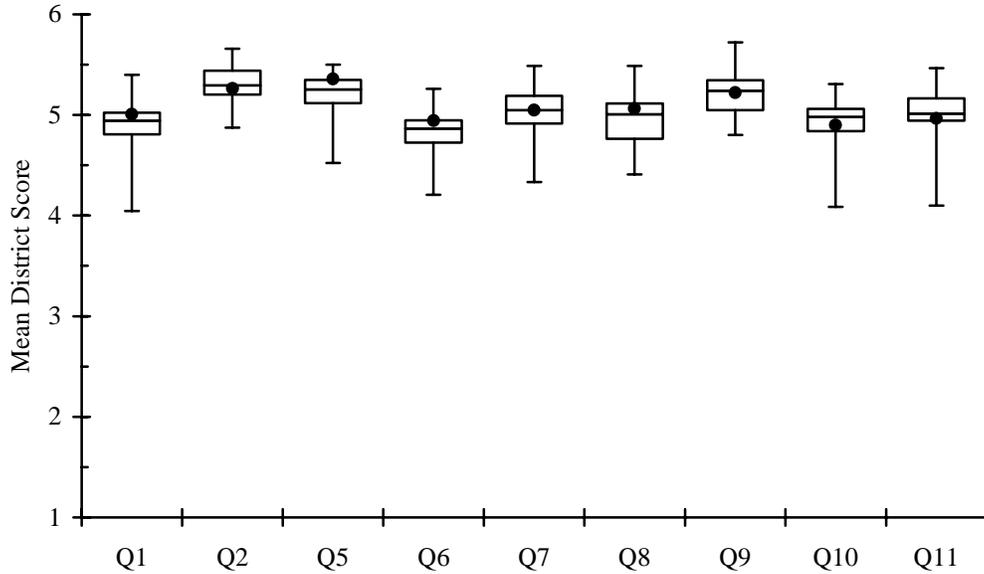
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	32	68.8%	12.5%	3.1%	6.3%	0.0%	9.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	30	60.0%	13.3%	10.0%	6.7%	6.7%	3.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	26	42.3%	23.1%	15.4%	0.0%	0.0%	19.2%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	64	6.3%	4.7%	6.3%	4.7%	3.1%	75.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	63	3.2%	4.8%	1.6%	4.8%	3.2%	82.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	88	11.4%	2.3%	0.0%	4.5%	3.4%	28.4%	50.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	89	7.9%	4.5%	0.0%	3.4%	2.2%	28.1%	53.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	111	55.9%	19.8%	13.5%	1.8%	6.3%	2.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	102	56.9%	19.6%	12.7%	3.9%	2.9%	3.9%	±

± Not a response option for this survey item.

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

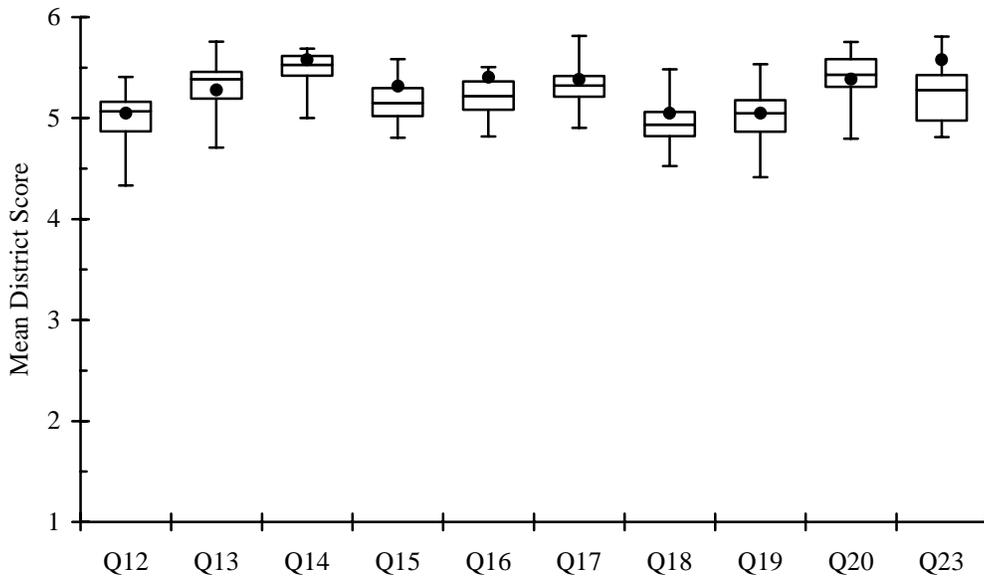
Newington Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

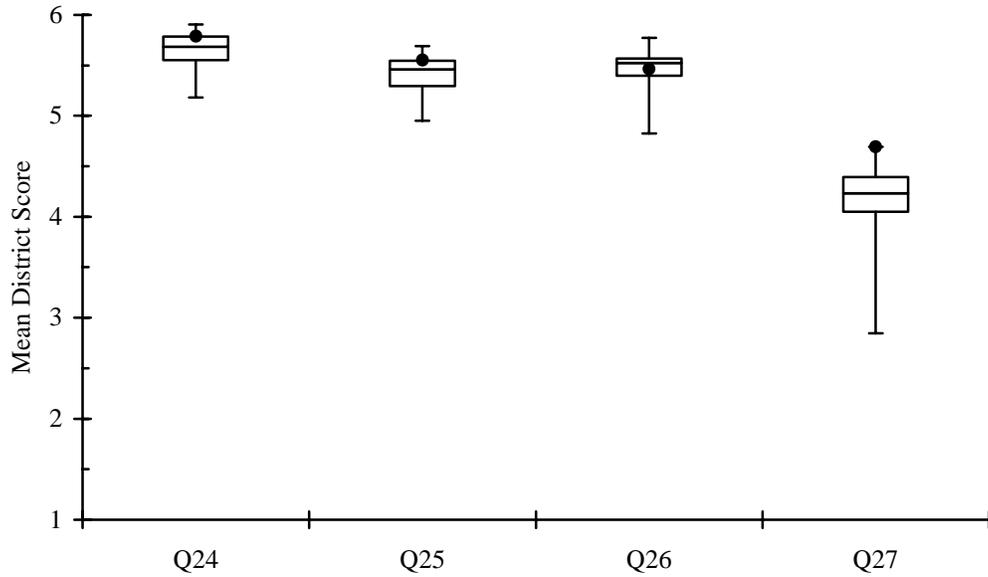
Participation in Developing and Implementing My Child's Program



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

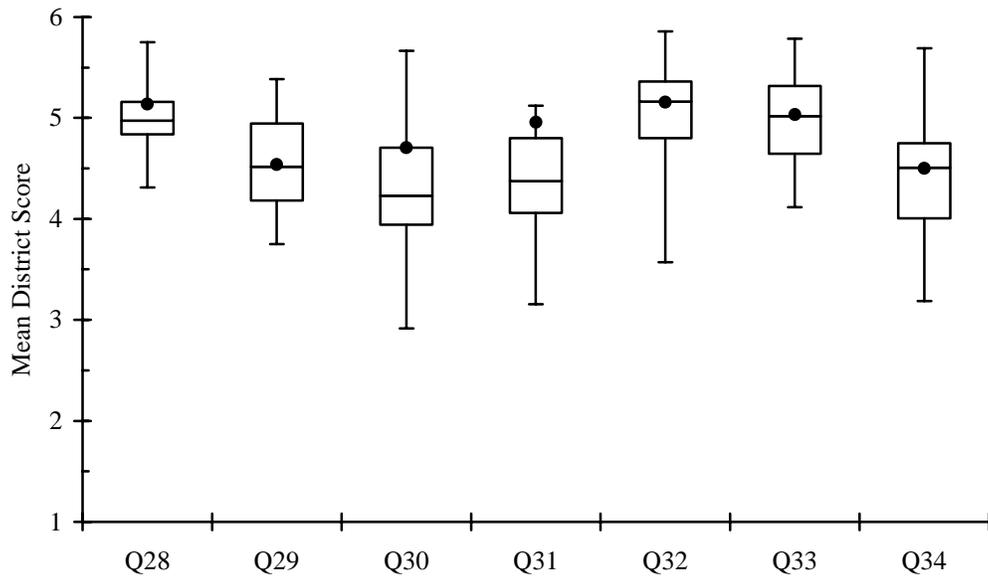
Newington Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

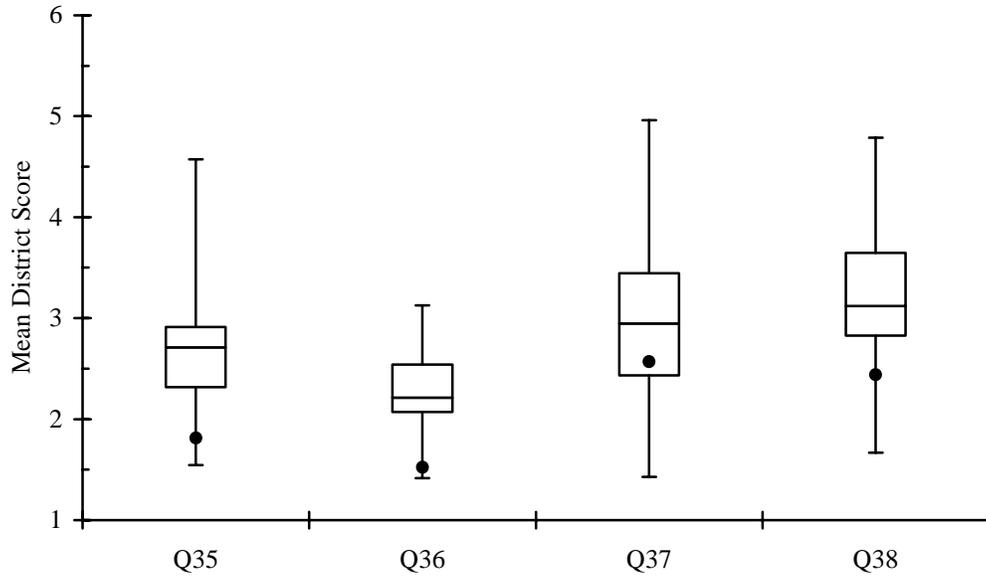
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

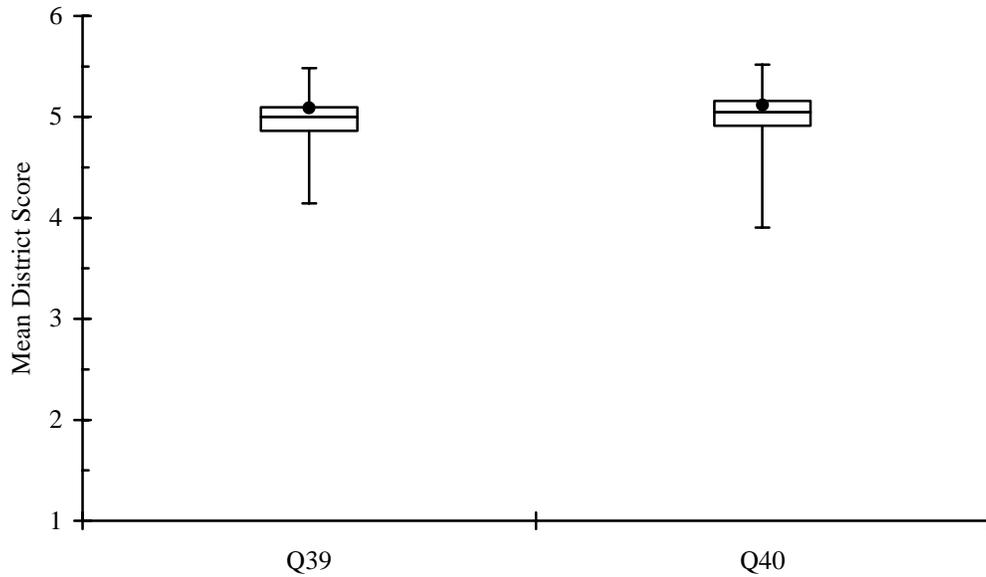
Newington Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

North Haven Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	115	53.9%	23.5%	11.3%	0.9%	4.3%	6.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	115	64.3%	19.1%	8.7%	5.2%	0.0%	2.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	22	13.6%	0.0%	9.1%	4.5%	0.0%	72.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	40	5.0%	2.5%	2.5%	7.5%	0.0%	82.5%	±
5. My child is accepted within the school community.	112	65.2%	18.8%	6.3%	1.8%	1.8%	6.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	114	52.6%	27.2%	9.6%	2.6%	3.5%	3.5%	0.9%
7. All special education services identified in my child's IEP have been provided.	115	60.9%	20.9%	5.2%	2.6%	3.5%	5.2%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	116	55.2%	26.7%	6.0%	1.7%	2.6%	6.0%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	115	67.8%	16.5%	7.0%	2.6%	0.9%	4.3%	0.9%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	101	51.5%	22.8%	11.9%	4.0%	3.0%	5.0%	2.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	103	59.2%	20.4%	6.8%	3.9%	2.9%	4.9%	1.9%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	113	57.5%	23.0%	9.7%	3.5%	0.9%	5.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	115	72.2%	15.7%	5.2%	1.7%	3.5%	1.7%	±
14. I understand what is discussed at meetings to develop my child's IEP.	116	75.9%	12.9%	6.0%	1.7%	0.9%	2.6%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	112	66.1%	15.2%	6.3%	4.5%	1.8%	6.3%	±
16. My child's evaluation report is written in terms I understand.	116	63.8%	20.7%	9.5%	0.9%	1.7%	3.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	116	69.0%	21.6%	2.6%	1.7%	2.6%	2.6%	±

Table is continued on the next page.

North Haven Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	115	53.9%	26.1%	8.7%	2.6%	1.7%	7.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	115	49.6%	32.2%	11.3%	1.7%	0.0%	5.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	112	75.9%	12.5%	3.6%	5.4%	0.9%	1.8%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	7	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	99	71.7%	6.1%	4.0%	2.0%	3.0%	6.1%	7.1%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	113	88.5%	7.1%	1.8%	1.8%	0.0%	0.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	103	79.6%	8.7%	3.9%	1.0%	1.0%	5.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	69	4.3%	1.4%	1.4%	2.9%	2.9%	87.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	58	36.2%	6.9%	6.9%	3.4%	6.9%	19.0%	20.7%
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.	24	62.5%	16.7%	0.0%	0.0%	4.2%	16.7%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	30	60.0%	3.3%	33.3%	0.0%	3.3%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	22	36.4%	18.2%	4.5%	0.0%	9.1%	13.6%	18.2%
31. The PPT introduced planning for my child's transition to adulthood.	25	48.0%	28.0%	20.0%	0.0%	0.0%	4.0%	±

Table is continued on the next page.

North Haven Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	40	75.0%	10.0%	0.0%	7.5%	0.0%	7.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	34	55.9%	23.5%	5.9%	2.9%	2.9%	8.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	25	32.0%	32.0%	16.0%	4.0%	0.0%	16.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	67	28.4%	9.0%	1.5%	3.0%	1.5%	56.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	59	13.6%	0.0%	8.5%	5.1%	3.4%	69.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	81	7.4%	6.2%	7.4%	0.0%	6.2%	38.3%	34.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	86	16.3%	0.0%	8.1%	3.5%	8.1%	24.4%	39.5%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	107	62.6%	21.5%	8.4%	1.9%	1.9%	3.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	104	59.6%	23.1%	6.7%	1.0%	2.9%	6.7%	±

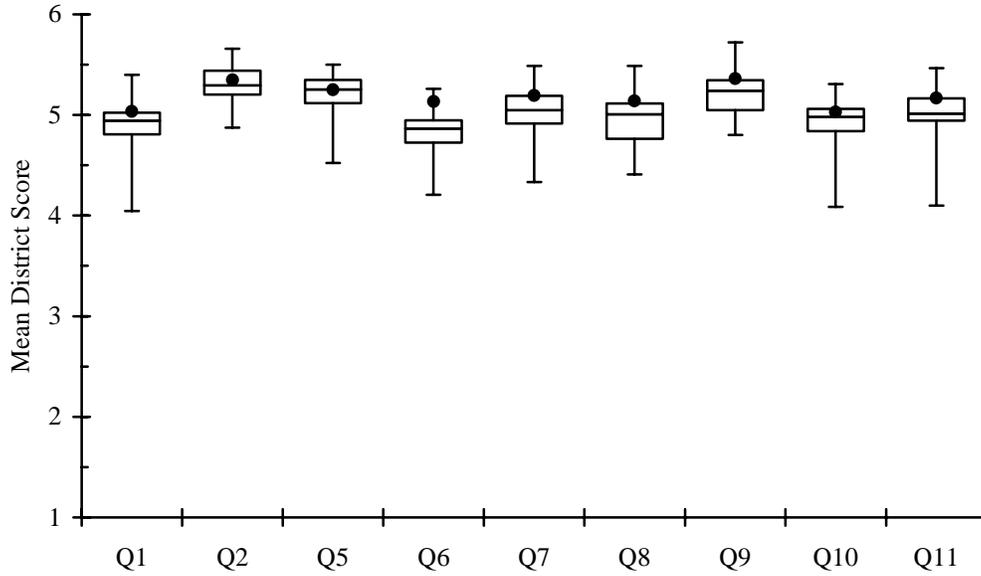
± Not a response option for this survey item.

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

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

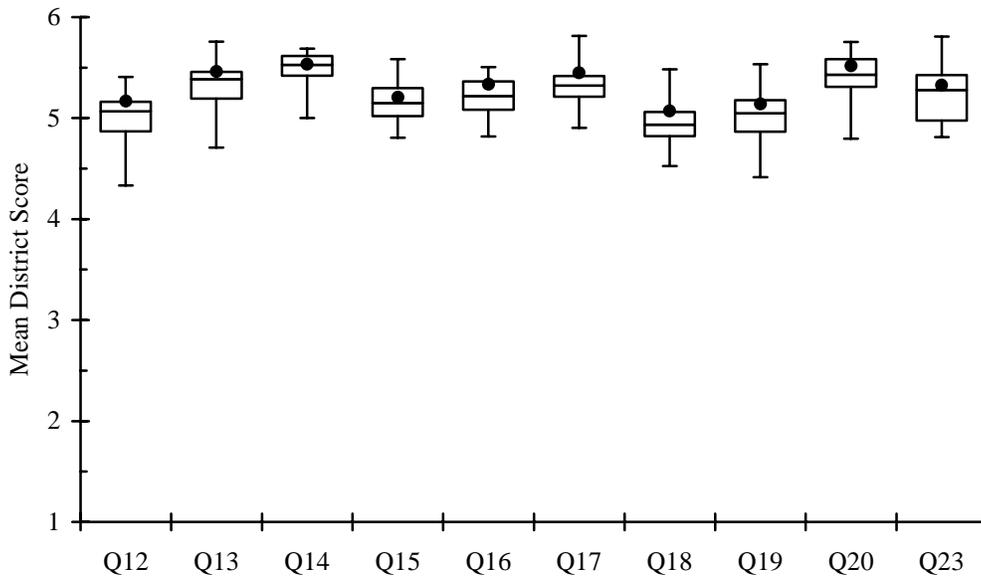
North Haven Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

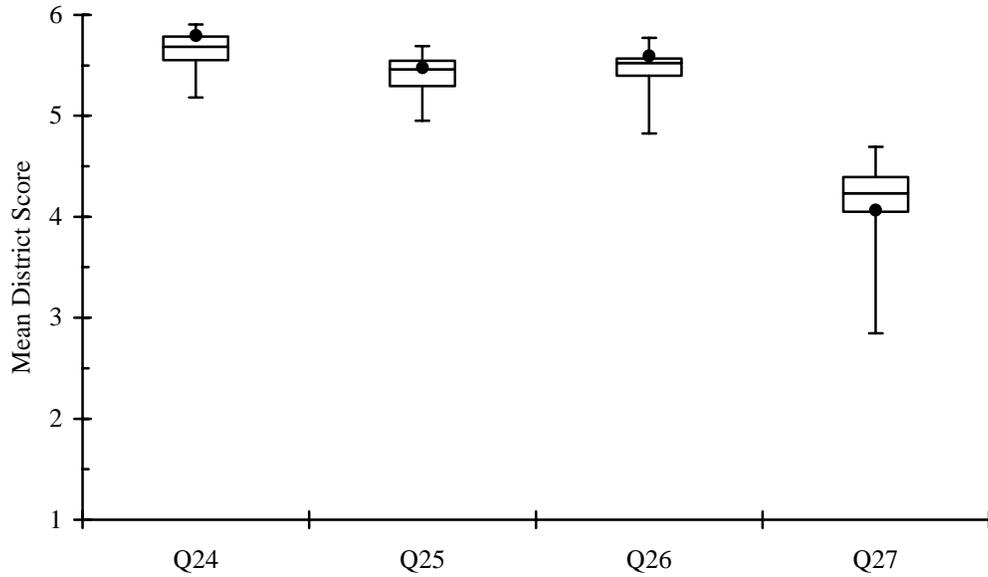
Participation in Developing and Implementing My Child's Program



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

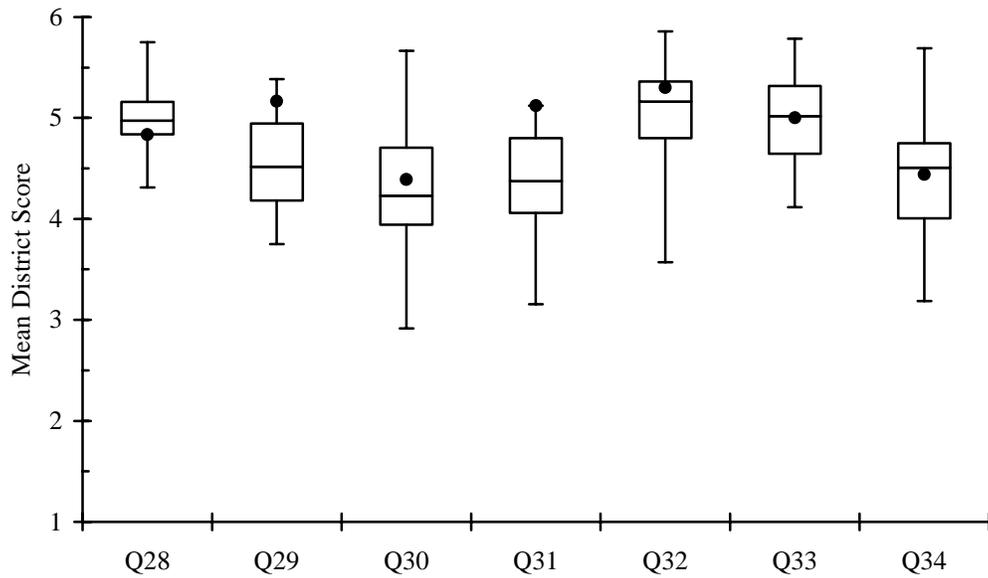
North Haven Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

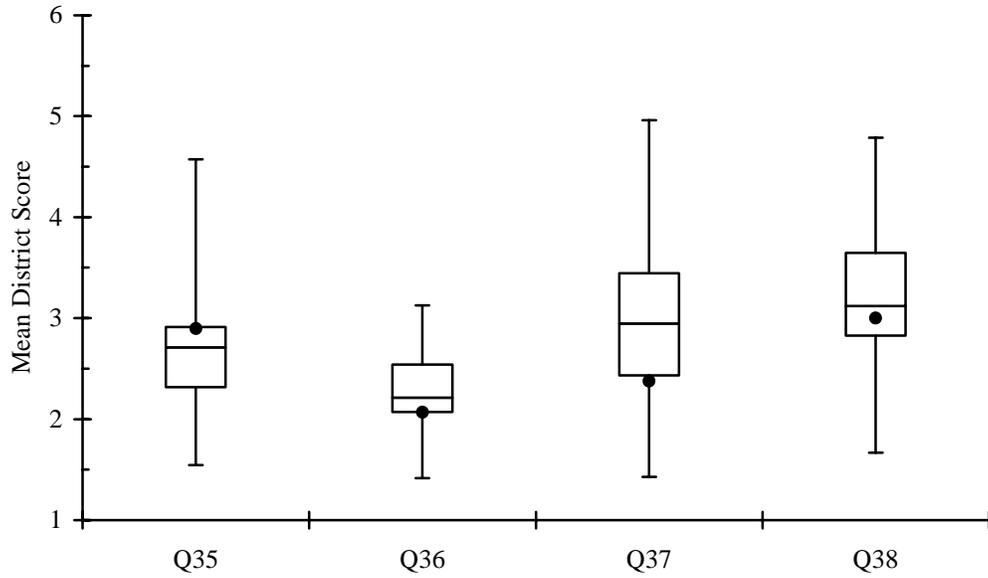
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

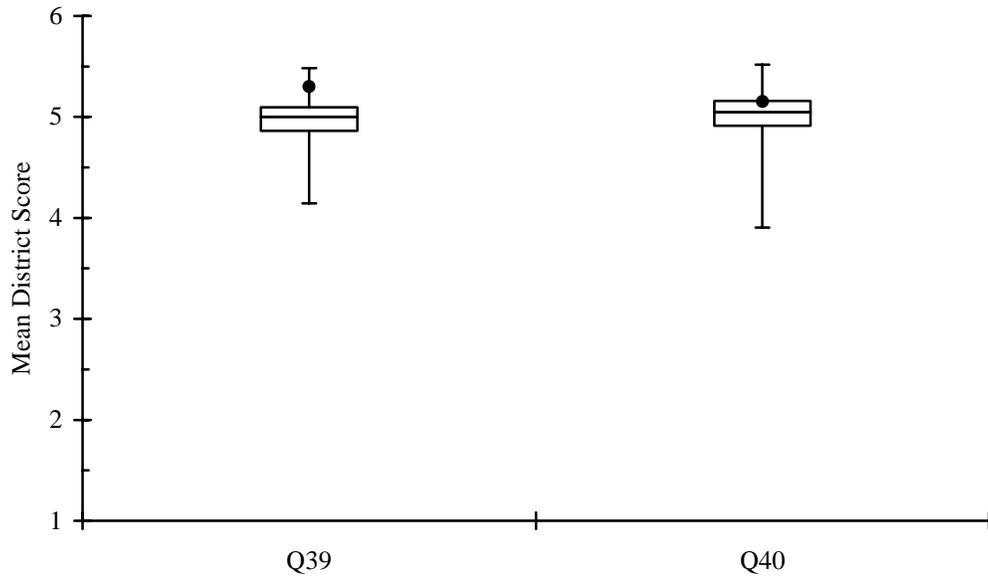
North Haven Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Plainville Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	79	51.9%	31.6%	6.3%	3.8%	1.3%	5.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	79	65.8%	20.3%	10.1%	1.3%	1.3%	1.3%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	22	18.2%	13.6%	4.5%	4.5%	0.0%	59.1%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	38	7.9%	7.9%	0.0%	0.0%	5.3%	78.9%	±
5. My child is accepted within the school community.	76	61.8%	22.4%	7.9%	2.6%	1.3%	3.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	79	49.4%	26.6%	13.9%	3.8%	1.3%	5.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	79	62.0%	19.0%	8.9%	3.8%	1.3%	3.8%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	80	48.8%	28.8%	11.3%	2.5%	2.5%	5.0%	1.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	78	67.9%	24.4%	0.0%	0.0%	2.6%	2.6%	2.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	69	58.0%	17.4%	8.7%	4.3%	1.4%	5.8%	4.3%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	74	54.1%	18.9%	8.1%	0.0%	4.1%	4.1%	10.8%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	75	56.0%	26.7%	6.7%	4.0%	1.3%	5.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	78	71.8%	16.7%	6.4%	2.6%	1.3%	1.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	79	73.4%	19.0%	5.1%	0.0%	1.3%	1.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	79	70.9%	12.7%	11.4%	2.5%	0.0%	2.5%	±
16. My child's evaluation report is written in terms I understand.	79	67.1%	21.5%	8.9%	1.3%	0.0%	1.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	79	63.3%	21.5%	6.3%	5.1%	0.0%	3.8%	±

Table is continued on the next page.

Plainville Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	78	53.8%	26.9%	5.1%	3.8%	2.6%	7.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	77	61.0%	18.2%	10.4%	3.9%	1.3%	5.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	79	84.8%	11.4%	1.3%	0.0%	1.3%	1.3%	±
21. If necessary, a translator was provided at the PPT meetings.	6	50.0%	16.7%	16.7%	0.0%	0.0%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	60	63.3%	10.0%	5.0%	1.7%	5.0%	8.3%	6.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	69	81.2%	8.7%	1.4%	2.9%	1.4%	4.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	63	81.0%	7.9%	0.0%	3.2%	3.2%	4.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	46	8.7%	2.2%	6.5%	6.5%	2.2%	73.9%	±
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).	37	40.5%	5.4%	10.8%	5.4%	5.4%	10.8%	21.6%
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.	25	64.0%	12.0%	0.0%	0.0%	0.0%	24.0%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	17	47.1%	23.5%	17.6%	5.9%	5.9%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	17	29.4%	11.8%	29.4%	5.9%	11.8%	0.0%	11.8%
31. The PPT introduced planning for my child's transition to adulthood.	20	45.0%	20.0%	20.0%	5.0%	5.0%	5.0%	±

Table is continued on the next page.

Plainville Survey Response Table – continued

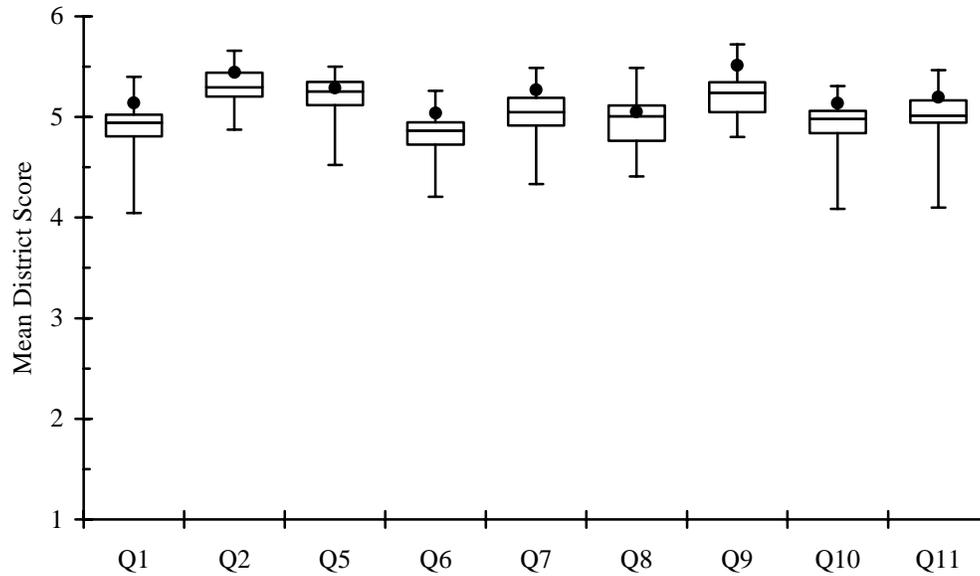
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	23	73.9%	21.7%	4.3%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	20	65.0%	15.0%	10.0%	5.0%	5.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	17	41.2%	29.4%	11.8%	5.9%	5.9%	5.9%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	49	26.5%	6.1%	8.2%	4.1%	0.0%	55.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	9.8%	4.9%	12.2%	9.8%	4.9%	58.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	57	15.8%	3.5%	17.5%	5.3%	3.5%	24.6%	29.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	56	16.1%	7.1%	16.1%	5.4%	3.6%	23.2%	28.6%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	66	56.1%	25.8%	12.1%	1.5%	0.0%	4.5%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	58	58.6%	19.0%	15.5%	0.0%	0.0%	6.9%	±

± Not a response option for this survey item.

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

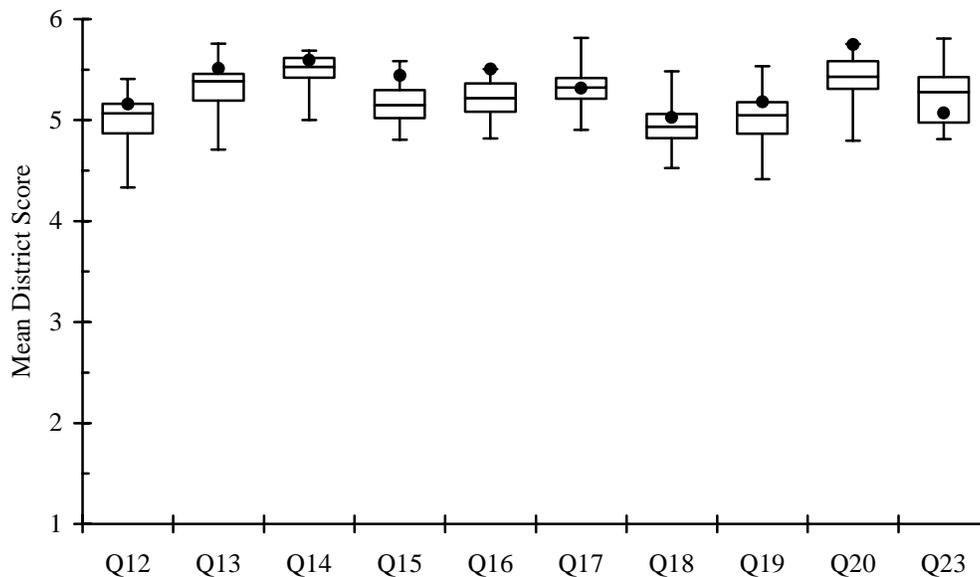
Plainville Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

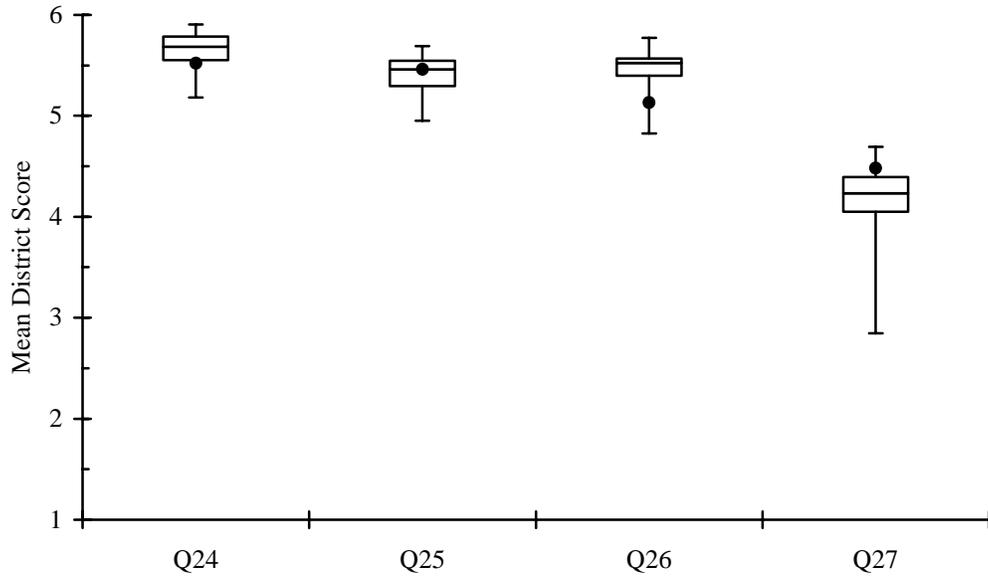
Participation in Developing and Implementing My Child's Program



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

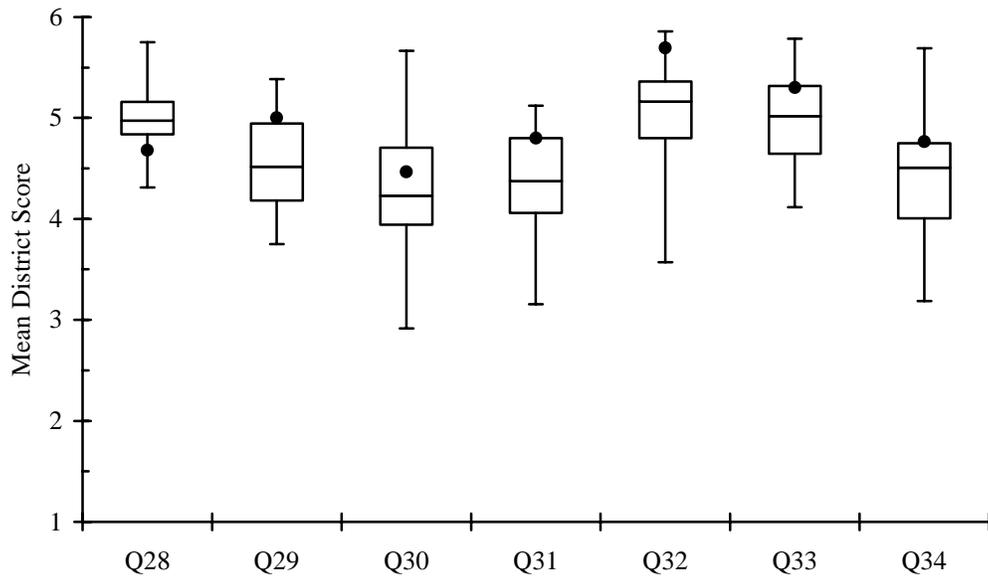
Plainville Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

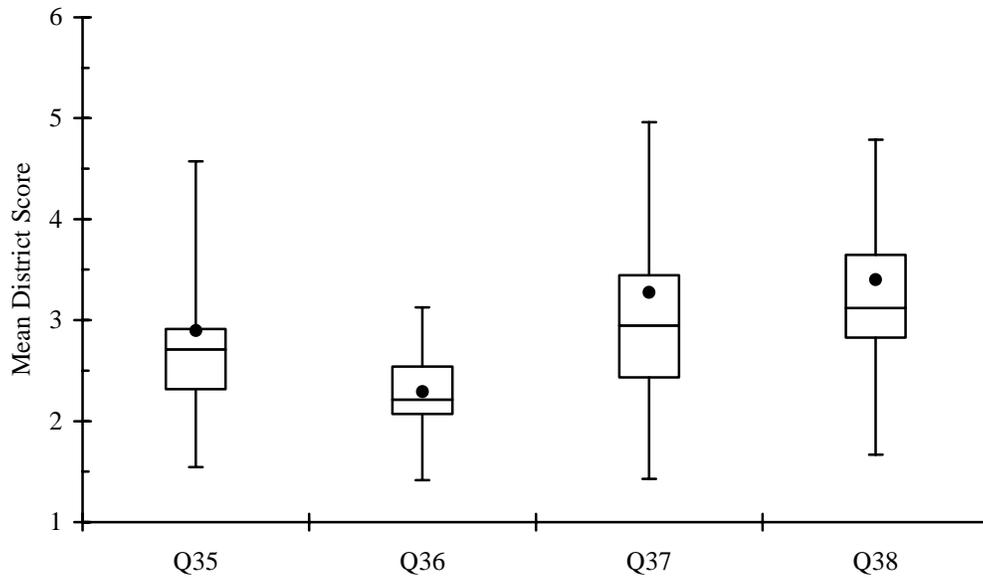
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

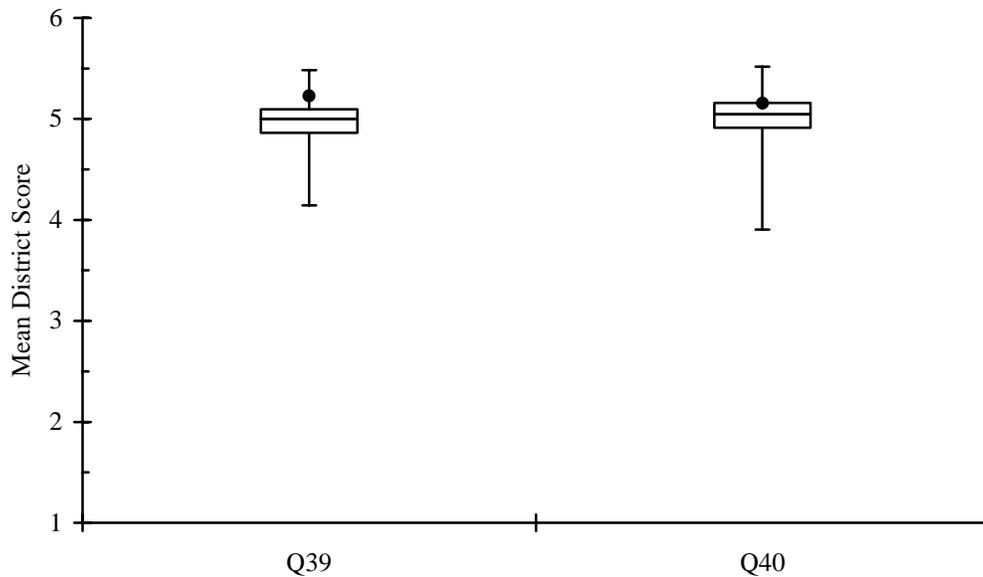
Plainville Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Southington Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	145	42.8%	33.8%	11.7%	4.8%	3.4%	3.4%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	145	57.2%	23.4%	9.0%	4.8%	2.8%	2.8%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	16	12.5%	6.3%	12.5%	6.3%	0.0%	62.5%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	40	2.5%	2.5%	7.5%	2.5%	0.0%	85.0%	±
5. My child is accepted within the school community.	141	58.9%	21.3%	14.2%	3.5%	0.7%	1.4%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	145	44.1%	31.7%	11.7%	2.8%	6.2%	3.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	145	50.3%	25.5%	12.4%	4.1%	6.2%	1.4%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	146	48.6%	26.7%	8.9%	5.5%	4.1%	4.8%	1.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	145	60.0%	24.8%	6.9%	3.4%	4.1%	0.0%	0.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	128	48.4%	29.7%	8.6%	5.5%	3.1%	3.9%	0.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	129	51.9%	27.9%	9.3%	3.9%	4.7%	2.3%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	143	51.0%	29.4%	9.8%	3.5%	3.5%	2.8%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	145	63.4%	23.4%	9.7%	0.7%	0.0%	2.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	145	67.6%	20.0%	9.0%	2.1%	1.4%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	144	56.9%	21.5%	9.7%	3.5%	3.5%	4.9%	±
16. My child's evaluation report is written in terms I understand.	146	51.4%	30.8%	10.3%	4.1%	0.7%	2.7%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	146	62.3%	21.9%	8.9%	2.7%	0.7%	3.4%	±

Table is continued on the next page.

Southington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	141	46.1%	29.8%	12.1%	2.8%	2.1%	7.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	144	45.1%	31.9%	13.2%	3.5%	2.1%	4.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	145	73.8%	20.0%	3.4%	1.4%	1.4%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	7	42.9%	14.3%	28.6%	0.0%	0.0%	14.3%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	55.6%	22.2%	22.2%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	120	63.3%	11.7%	6.7%	4.2%	0.8%	7.5%	5.8%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	137	86.1%	10.9%	1.5%	0.0%	0.0%	1.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	125	81.6%	8.0%	4.8%	0.0%	2.4%	3.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	90	4.4%	2.2%	0.0%	2.2%	7.8%	83.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	72	41.7%	13.9%	9.7%	4.2%	5.6%	9.7%	15.3%
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.	18	66.7%	0.0%	16.7%	11.1%	0.0%	5.6%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	44	40.9%	18.2%	11.4%	9.1%	4.5%	15.9%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	31	35.5%	16.1%	16.1%	6.5%	3.2%	19.4%	3.2%
31. The PPT introduced planning for my child's transition to adulthood.	41	43.9%	9.8%	17.1%	4.9%	9.8%	14.6%	±

Table is continued on the next page.

Southington Survey Response Table – continued

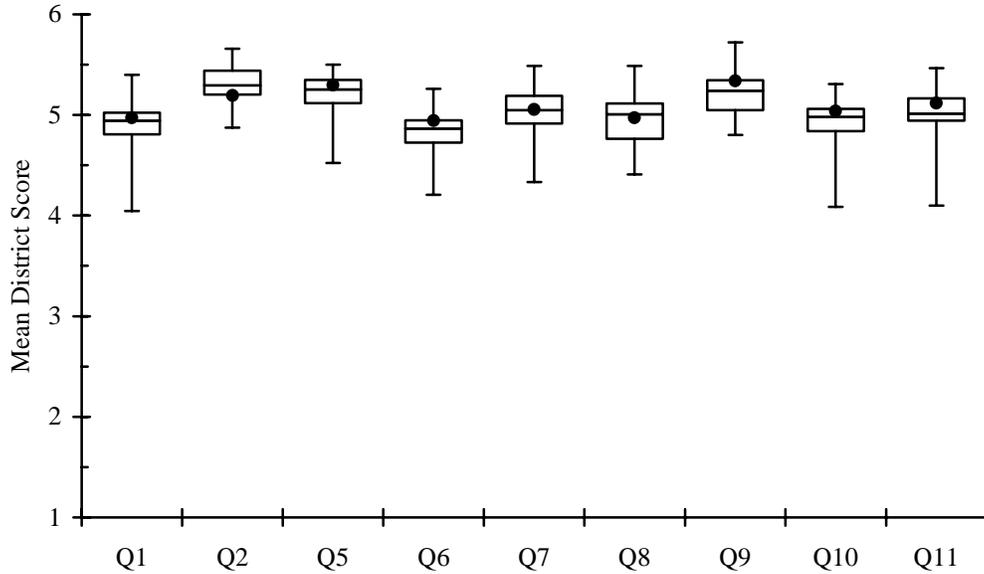
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	50	64.0%	16.0%	4.0%	4.0%	2.0%	10.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	39	66.7%	20.5%	7.7%	0.0%	2.6%	2.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	40	42.5%	17.5%	10.0%	7.5%	10.0%	12.5%	±
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.	75	13.3%	8.0%	8.0%	4.0%	4.0%	62.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	74	12.2%	8.1%	5.4%	2.7%	4.1%	67.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	117	10.3%	8.5%	9.4%	4.3%	4.3%	28.2%	35.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	118	10.2%	6.8%	5.9%	4.2%	4.2%	24.6%	44.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	129	48.8%	24.8%	13.2%	3.9%	3.9%	5.4%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	125	55.2%	19.2%	9.6%	8.0%	2.4%	5.6%	±

± Not a response option for this survey item.

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

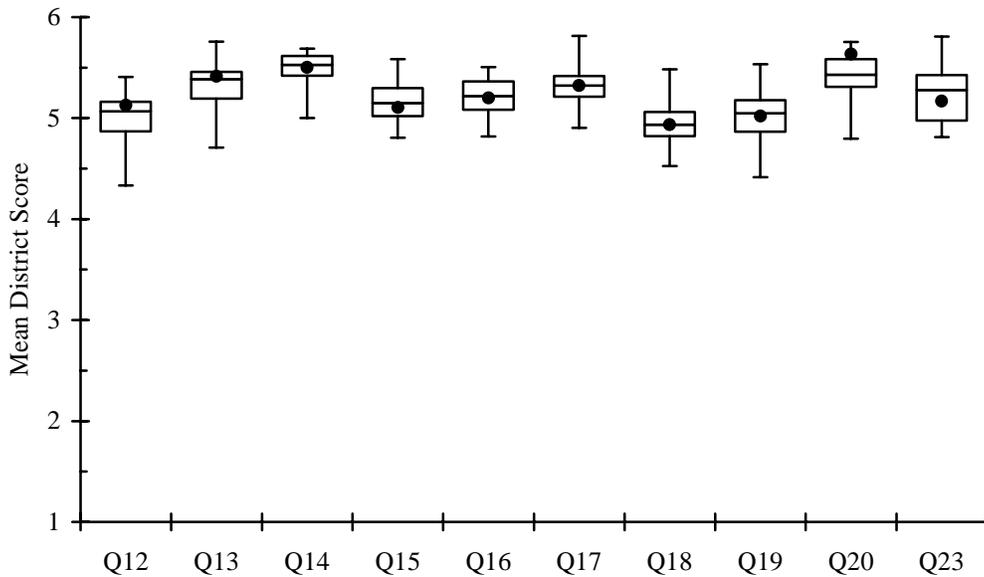
Southington Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

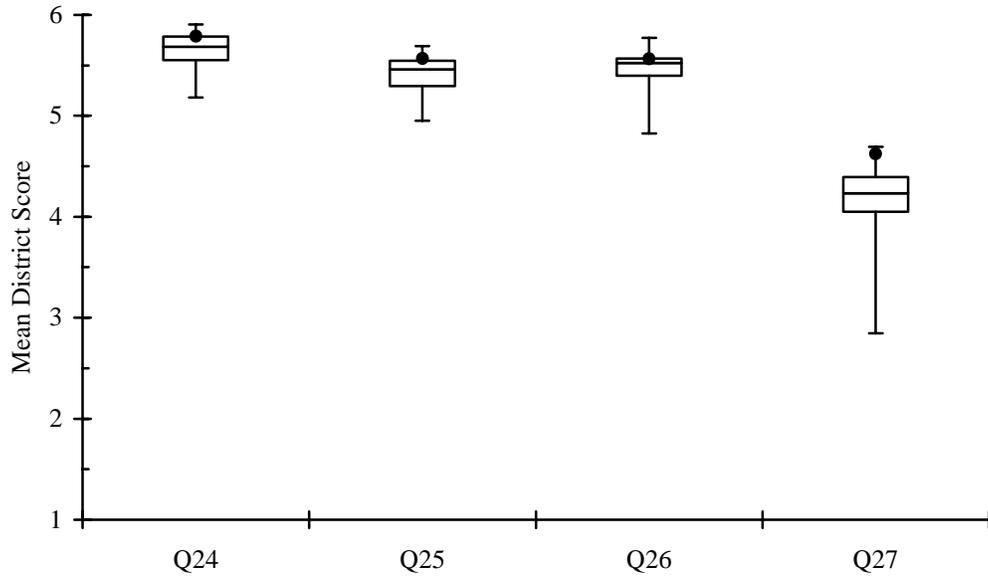
Participation in Developing and Implementing My Child's Program



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

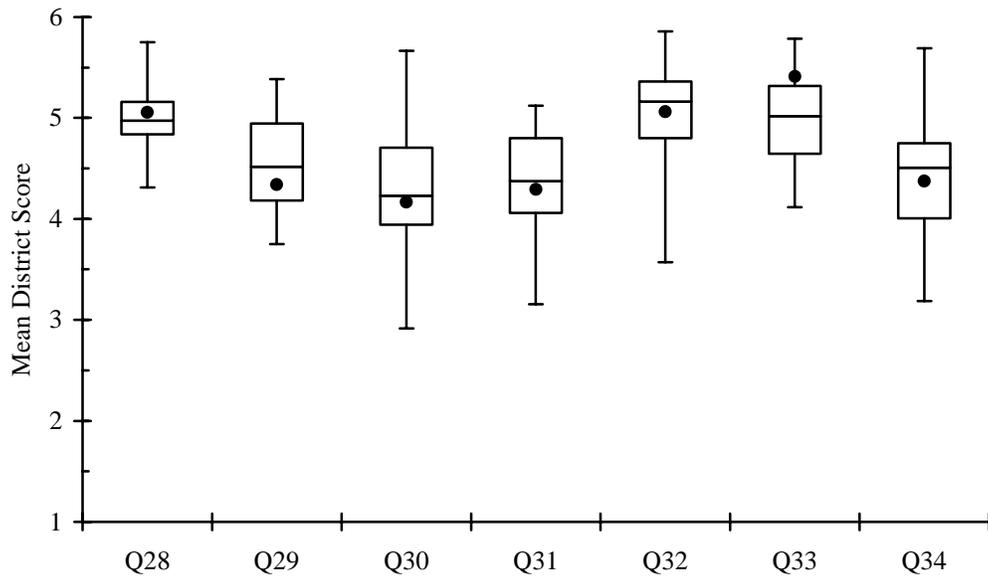
Southington Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

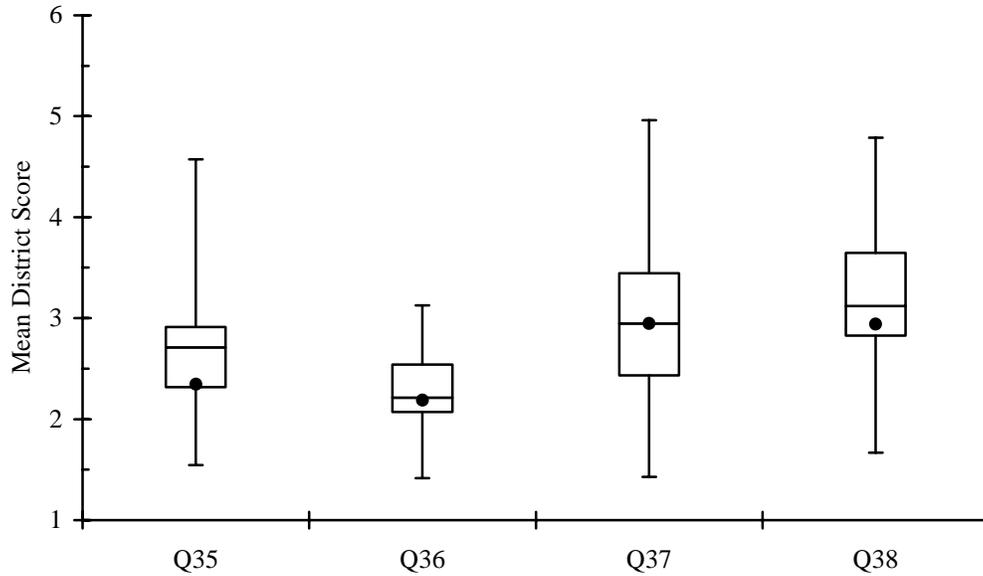
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

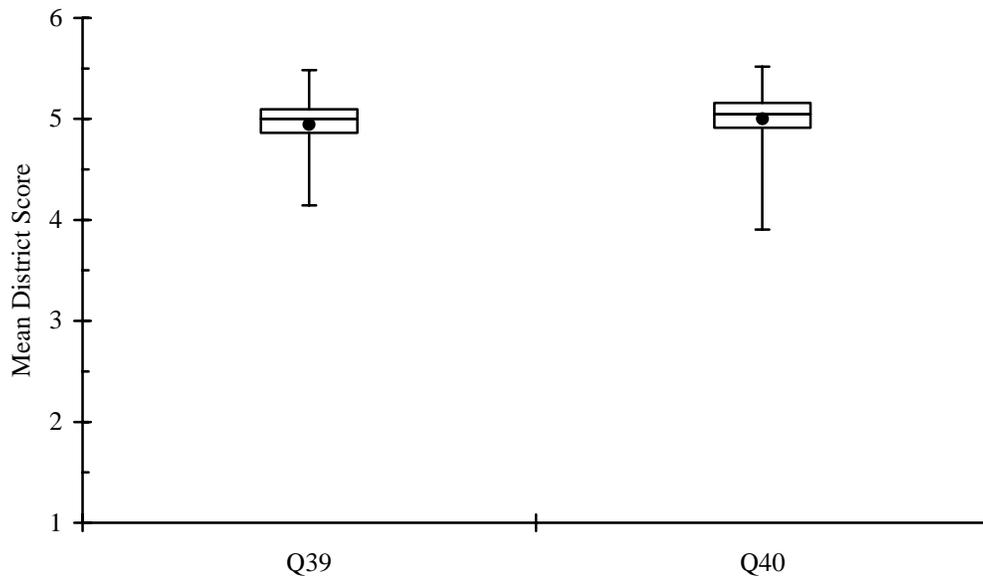
Southington Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Torrington Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	125	45.6%	32.0%	4.8%	6.4%	2.4%	8.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	127	63.0%	11.8%	11.0%	4.7%	3.9%	5.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	43	37.2%	16.3%	4.7%	4.7%	0.0%	37.2%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	58	12.1%	5.2%	6.9%	0.0%	5.2%	70.7%	±
5. My child is accepted within the school community.	122	63.9%	22.1%	4.1%	2.5%	4.9%	2.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	126	44.4%	29.4%	9.5%	7.1%	4.0%	4.0%	1.6%
7. All special education services identified in my child's IEP have been provided.	127	48.0%	29.1%	1.6%	7.1%	4.7%	5.5%	3.9%
8. Staff is appropriately trained and able to provide my child's specific program and services.	127	50.4%	28.3%	3.9%	6.3%	1.6%	7.1%	2.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	126	55.6%	26.2%	4.8%	4.0%	0.8%	3.2%	5.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	119	52.1%	22.7%	8.4%	4.2%	1.7%	5.0%	5.9%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	118	52.5%	22.9%	11.9%	4.2%	0.0%	4.2%	4.2%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	125	56.0%	20.0%	14.4%	1.6%	4.0%	4.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	126	70.6%	16.7%	8.7%	1.6%	1.6%	0.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	126	71.4%	19.8%	7.9%	0.0%	0.8%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	125	64.8%	20.8%	9.6%	1.6%	2.4%	0.8%	±
16. My child's evaluation report is written in terms I understand.	127	60.6%	25.2%	7.1%	3.1%	2.4%	1.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	127	63.8%	21.3%	3.9%	7.1%	2.4%	1.6%	±

Table is continued on the next page.

Torrington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	123	52.8%	27.6%	6.5%	4.1%	2.4%	6.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	125	55.2%	24.0%	10.4%	5.6%	3.2%	1.6%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	125	64.0%	20.0%	9.6%	4.8%	0.0%	1.6%	±
21. If necessary, a translator was provided at the PPT meetings.	17	70.6%	23.5%	0.0%	0.0%	0.0%	5.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	18	77.8%	16.7%	0.0%	0.0%	0.0%	5.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	103	54.4%	12.6%	7.8%	3.9%	0.0%	10.7%	10.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	118	85.6%	5.9%	2.5%	0.8%	0.0%	5.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	110	80.0%	4.5%	1.8%	2.7%	0.0%	10.9%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	71	4.2%	1.4%	2.8%	5.6%	4.2%	81.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	74	39.2%	8.1%	5.4%	2.7%	1.4%	17.6%	25.7%
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.	23	65.2%	13.0%	4.3%	0.0%	0.0%	17.4%	±
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 <u>secondary</u> transition services were implemented for my child.	34	61.8%	8.8%	14.7%	5.9%	2.9%	5.9%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	29	65.5%	13.8%	3.4%	3.4%	3.4%	3.4%	6.9%
31. The PPT introduced planning for my child's transition to adulthood.	34	55.9%	17.6%	8.8%	2.9%	5.9%	8.8%	±

Table is continued on the next page.

Torrington Survey Response Table – continued

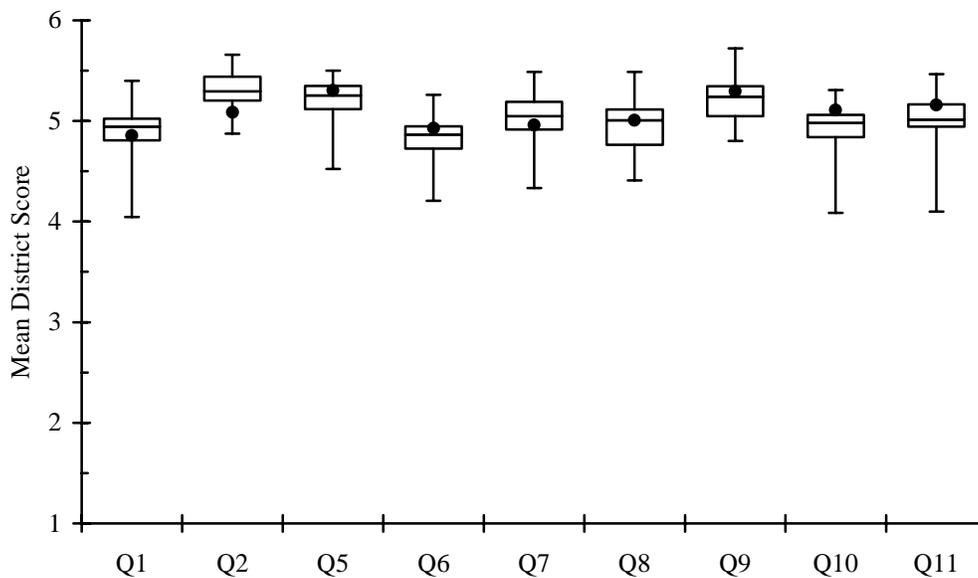
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	36	75.0%	8.3%	5.6%	0.0%	2.8%	8.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	35	77.1%	14.3%	2.9%	2.9%	2.9%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	29	69.0%	13.8%	6.9%	3.4%	0.0%	6.9%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	61	16.4%	4.9%	6.6%	1.6%	6.6%	63.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	62	12.9%	8.1%	8.1%	1.6%	1.6%	67.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	90	11.1%	6.7%	3.3%	3.3%	2.2%	35.6%	37.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	88	14.8%	4.5%	6.8%	2.3%	2.3%	25.0%	44.3%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	108	53.7%	25.0%	9.3%	2.8%	5.6%	3.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	100	65.0%	16.0%	11.0%	3.0%	2.0%	3.0%	±

± Not a response option for this survey item.

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

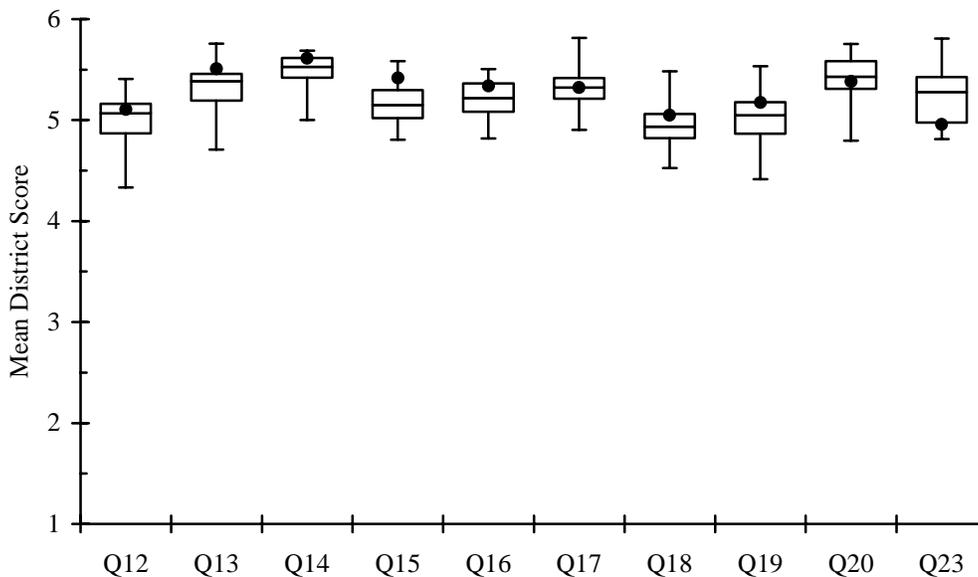
Torrington Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

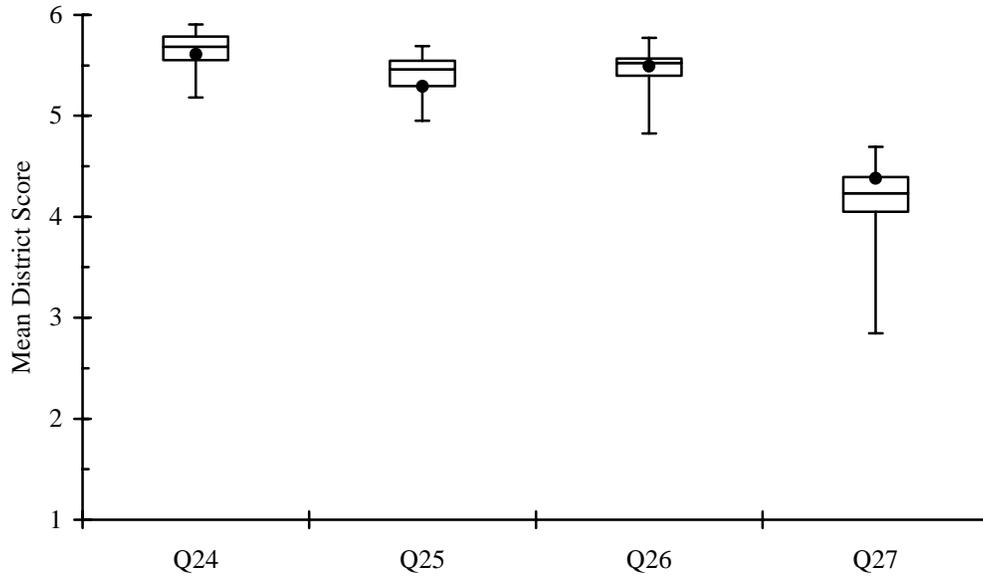
Participation in Developing and Implementing My Child's Program



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

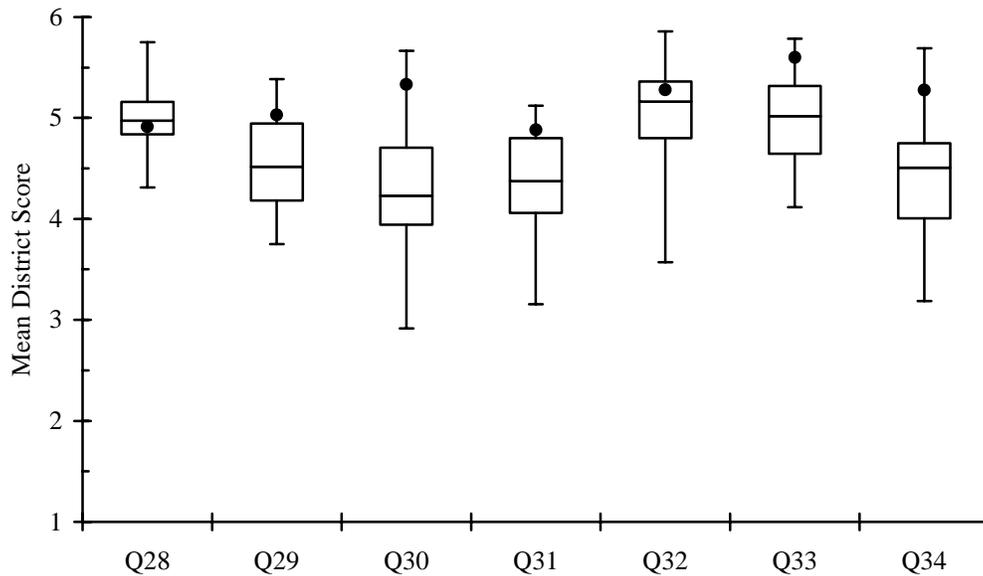
Torrington Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

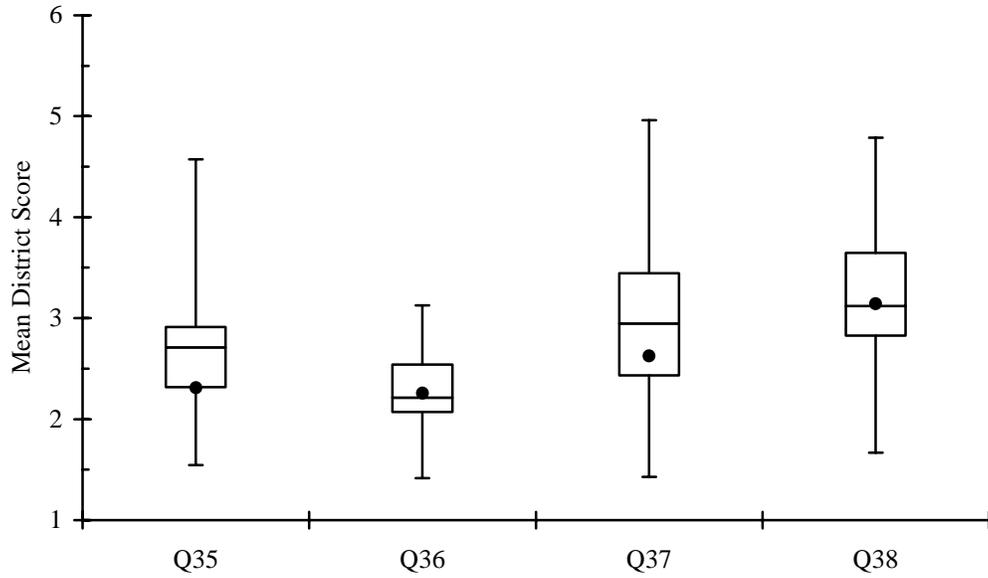
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

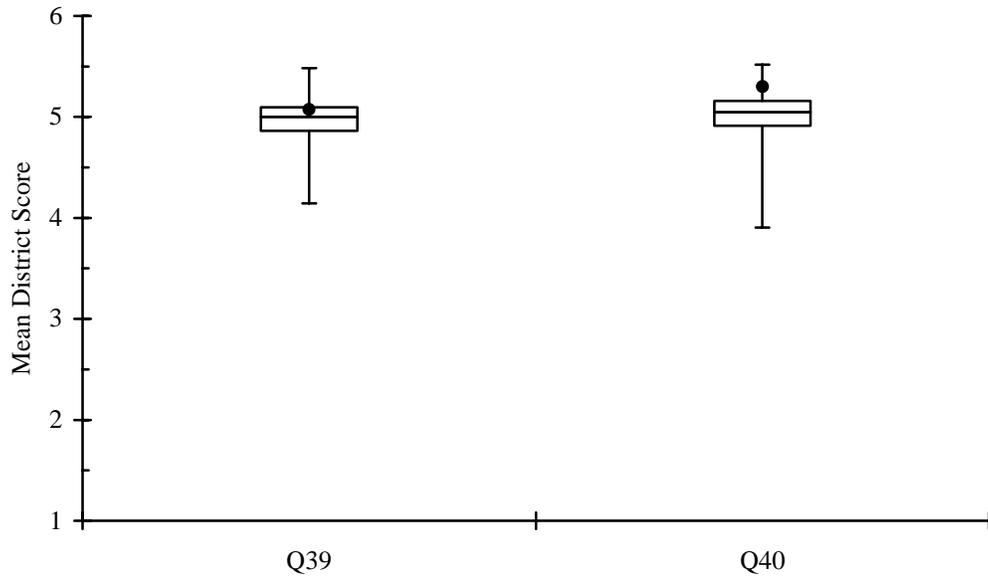
Torrington Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Wethersfield Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	87	41.4%	41.4%	5.7%	1.1%	8.0%	2.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	87	64.4%	20.7%	9.2%	1.1%	1.1%	3.4%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	17	17.6%	5.9%	5.9%	0.0%	5.9%	64.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	31	3.2%	3.2%	6.5%	3.2%	3.2%	80.6%	±
5. My child is accepted within the school community.	85	64.7%	22.4%	5.9%	2.4%	1.2%	3.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	88	42.0%	33.0%	12.5%	1.1%	3.4%	6.8%	1.1%
7. All special education services identified in my child's IEP have been provided.	88	55.7%	22.7%	11.4%	2.3%	1.1%	4.5%	2.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	87	55.2%	29.9%	5.7%	1.1%	0.0%	6.9%	1.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	82	56.1%	32.9%	3.7%	1.2%	2.4%	2.4%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	74	48.6%	32.4%	6.8%	2.7%	4.1%	4.1%	1.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	74	52.7%	28.4%	8.1%	0.0%	2.7%	2.7%	5.4%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	86	46.5%	34.9%	7.0%	1.2%	2.3%	8.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	88	69.3%	15.9%	4.5%	3.4%	2.3%	4.5%	±
14. I understand what is discussed at meetings to develop my child's IEP.	88	75.0%	17.0%	0.0%	3.4%	0.0%	4.5%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	88	67.0%	19.3%	3.4%	2.3%	0.0%	8.0%	±
16. My child's evaluation report is written in terms I understand.	86	60.5%	27.9%	7.0%	1.2%	1.2%	2.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	88	53.4%	26.1%	10.2%	3.4%	4.5%	2.3%	±

Table is continued on the next page.

Wethersfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	87	62.1%	23.0%	5.7%	4.6%	3.4%	1.1%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	86	59.3%	23.3%	7.0%	3.5%	2.3%	4.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	86	65.1%	19.8%	10.5%	2.3%	2.3%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	69	55.1%	15.9%	4.3%	0.0%	1.4%	15.9%	7.2%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	79	79.7%	13.9%	5.1%	0.0%	1.3%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	71	67.6%	14.1%	11.3%	2.8%	1.4%	2.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	48	4.2%	2.1%	4.2%	6.3%	4.2%	79.2%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	37	27.0%	24.3%	8.1%	0.0%	8.1%	18.9%	13.5%
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.	22	50.0%	13.6%	9.1%	0.0%	9.1%	18.2%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	19	26.3%	26.3%	21.1%	10.5%	5.3%	10.5%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	14	0.0%	21.4%	21.4%	7.1%	0.0%	35.7%	14.3%
31. The PPT introduced planning for my child's transition to adulthood.	15	26.7%	20.0%	13.3%	13.3%	0.0%	26.7%	±

Table is continued on the next page.

Wethersfield Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	18	50.0%	16.7%	11.1%	5.6%	5.6%	11.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	16	31.3%	31.3%	18.8%	6.3%	6.3%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	16	18.8%	12.5%	12.5%	18.8%	0.0%	37.5%	±
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.	49	30.6%	0.0%	14.3%	0.0%	8.2%	46.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	49	18.4%	2.0%	8.2%	2.0%	12.2%	57.1%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	68	11.8%	5.9%	7.4%	5.9%	14.7%	23.5%	30.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	71	11.3%	9.9%	12.7%	2.8%	9.9%	19.7%	33.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	79	50.6%	27.8%	11.4%	1.3%	1.3%	7.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	78	53.8%	26.9%	7.7%	1.3%	3.8%	6.4%	±

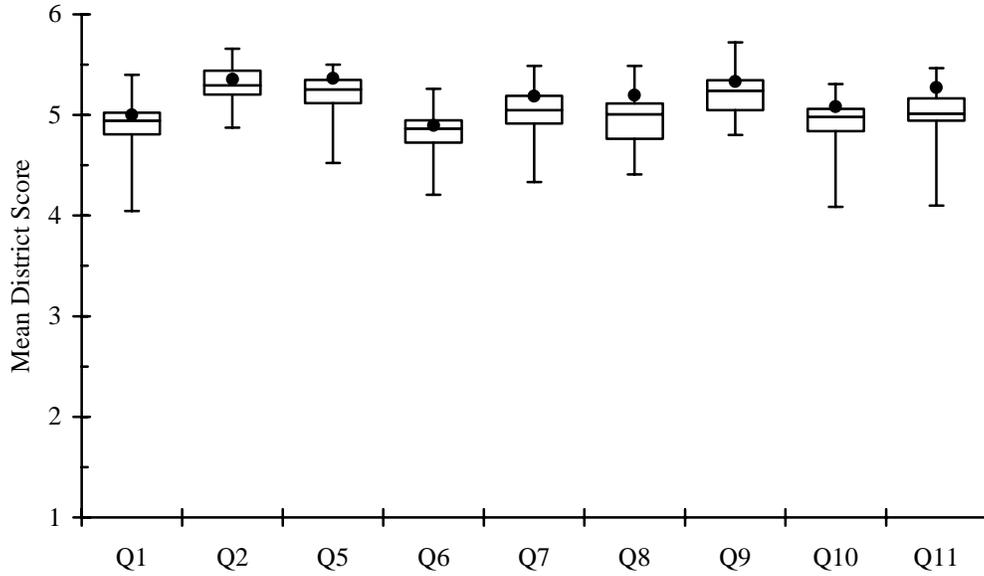
± Not a response option for this survey item.

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

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

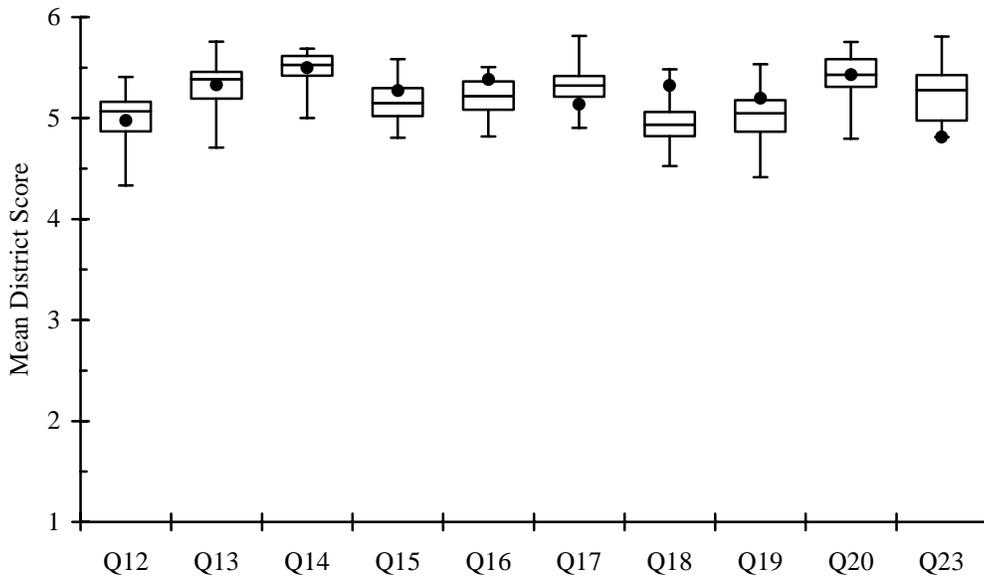
Wethersfield Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

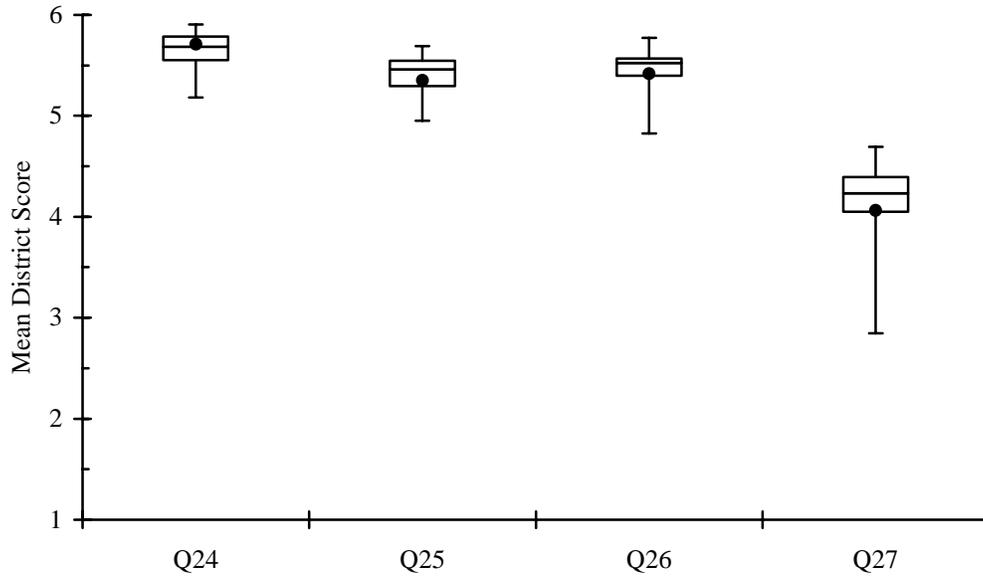
Participation in Developing and Implementing My Child's Program



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

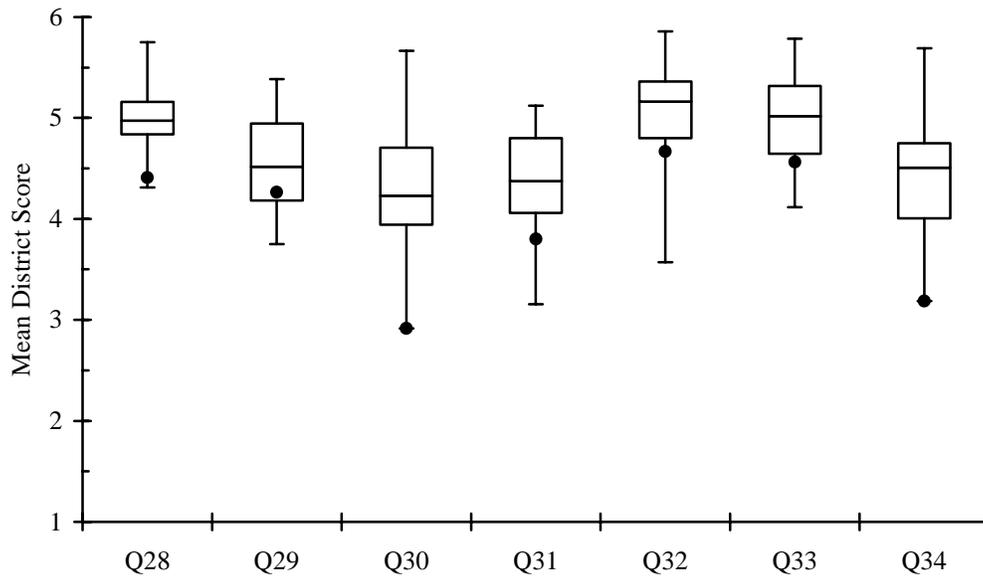
Wethersfield Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

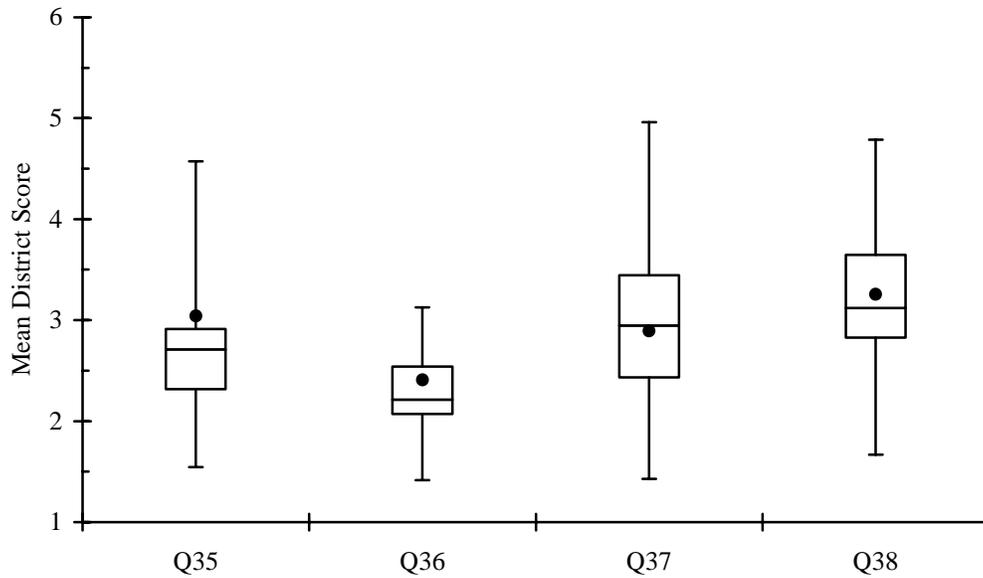
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

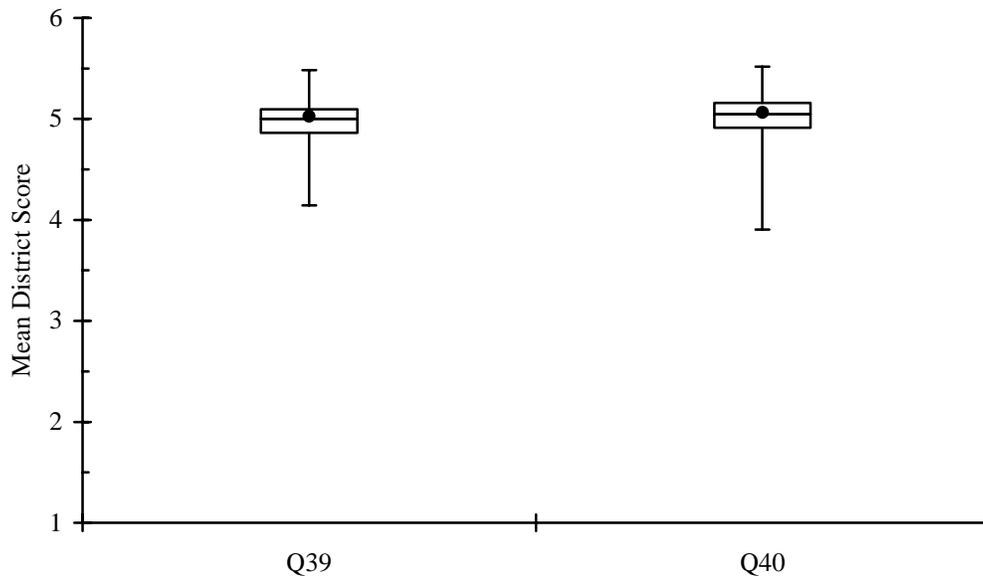
Wethersfield Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Wilmington Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	26	50.0%	34.6%	0.0%	0.0%	7.7%	7.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	27	55.6%	25.9%	11.1%	7.4%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	6	16.7%	0.0%	0.0%	0.0%	0.0%	83.3%	±
5. My child is accepted within the school community.	26	57.7%	19.2%	7.7%	3.8%	11.5%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	27	55.6%	22.2%	7.4%	3.7%	0.0%	11.1%	0.0%
7. All special education services identified in my child's IEP have been provided.	27	59.3%	14.8%	11.1%	0.0%	3.7%	0.0%	11.1%
8. Staff is appropriately trained and able to provide my child's specific program and services.	27	55.6%	22.2%	7.4%	0.0%	0.0%	3.7%	11.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	27	59.3%	18.5%	14.8%	0.0%	3.7%	0.0%	3.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	26	50.0%	15.4%	19.2%	11.5%	3.8%	0.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	26	46.2%	15.4%	23.1%	3.8%	11.5%	0.0%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	26	65.4%	7.7%	11.5%	3.8%	11.5%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	27	70.4%	11.1%	11.1%	3.7%	3.7%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	27	74.1%	22.2%	0.0%	3.7%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	27	66.7%	18.5%	0.0%	0.0%	11.1%	3.7%	±
16. My child's evaluation report is written in terms I understand.	27	55.6%	40.7%	0.0%	3.7%	0.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	27	88.9%	7.4%	0.0%	3.7%	0.0%	0.0%	±

Table is continued on the next page.

Wilmington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	27	55.6%	18.5%	3.7%	11.1%	7.4%	3.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	26	50.0%	23.1%	11.5%	11.5%	3.8%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	27	85.2%	3.7%	7.4%	3.7%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	26	80.8%	19.2%	0.0%	0.0%	0.0%	0.0%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	27	81.5%	3.7%	7.4%	0.0%	0.0%	7.4%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	25	76.0%	12.0%	0.0%	0.0%	0.0%	12.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	18	0.0%	0.0%	0.0%	22.2%	0.0%	77.8%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	13	53.8%	7.7%	0.0%	7.7%	0.0%	23.1%	7.7%
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.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Wilmington Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	±±	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	21	66.7%	4.8%	0.0%	0.0%	4.8%	23.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	21.1%	0.0%	0.0%	0.0%	5.3%	73.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	24	25.0%	12.5%	8.3%	20.8%	0.0%	12.5%	20.8%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	25	20.0%	8.0%	0.0%	4.0%	8.0%	32.0%	28.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	24	66.7%	0.0%	20.8%	0.0%	4.2%	8.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	24	62.5%	12.5%	8.3%	4.2%	0.0%	12.5%	±

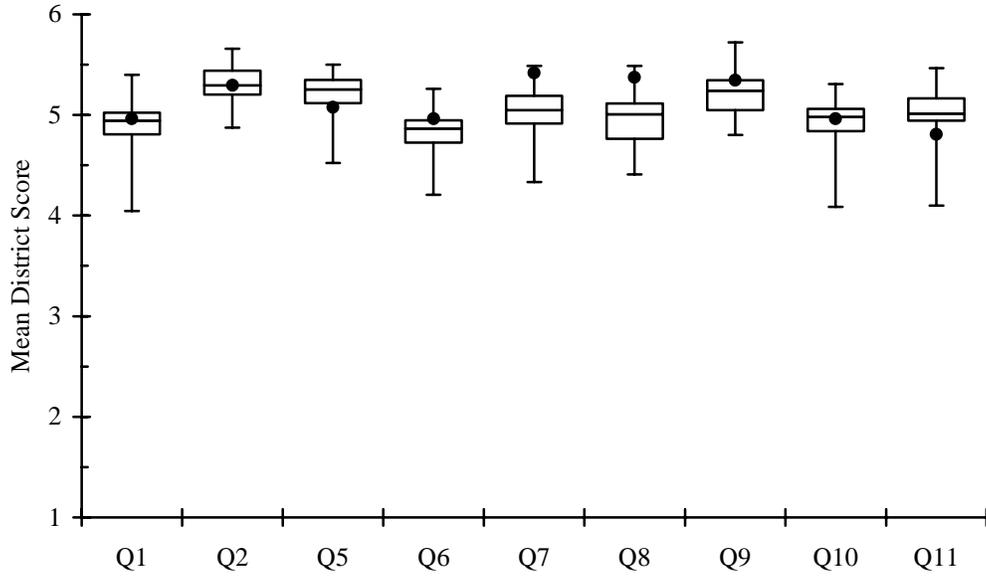
± Not a response option for this survey item.

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

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

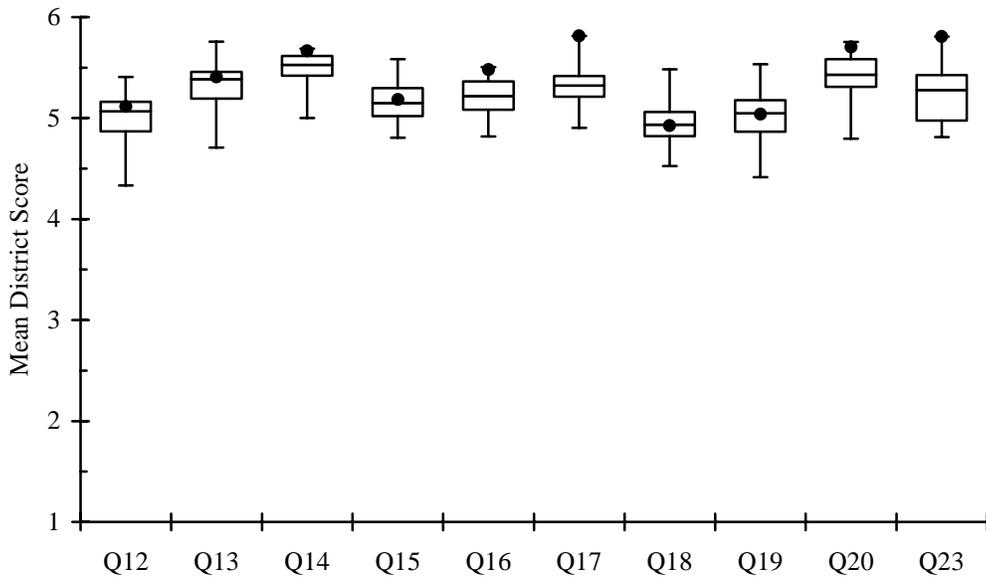
Willington Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

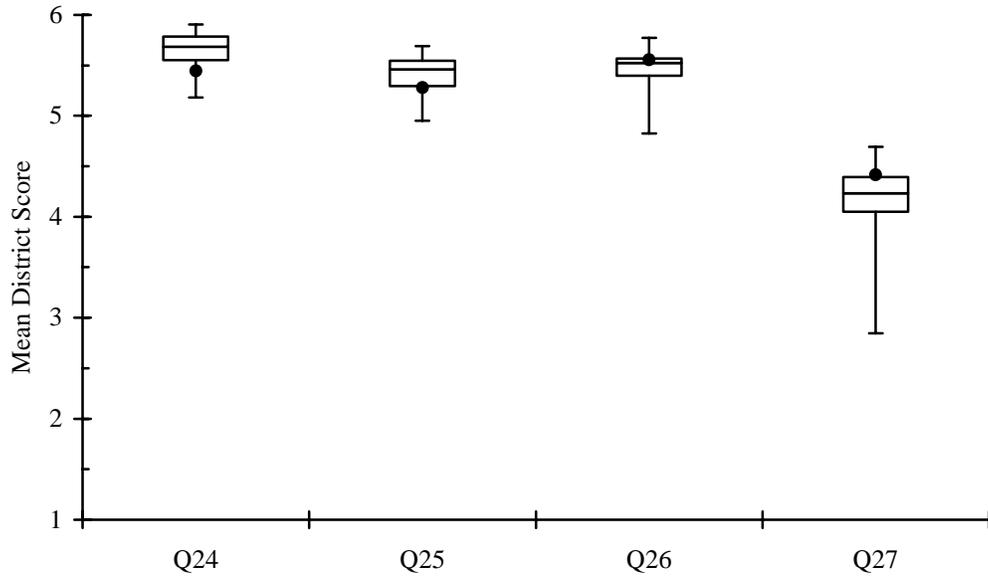
Participation in Developing and Implementing My Child's Program



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

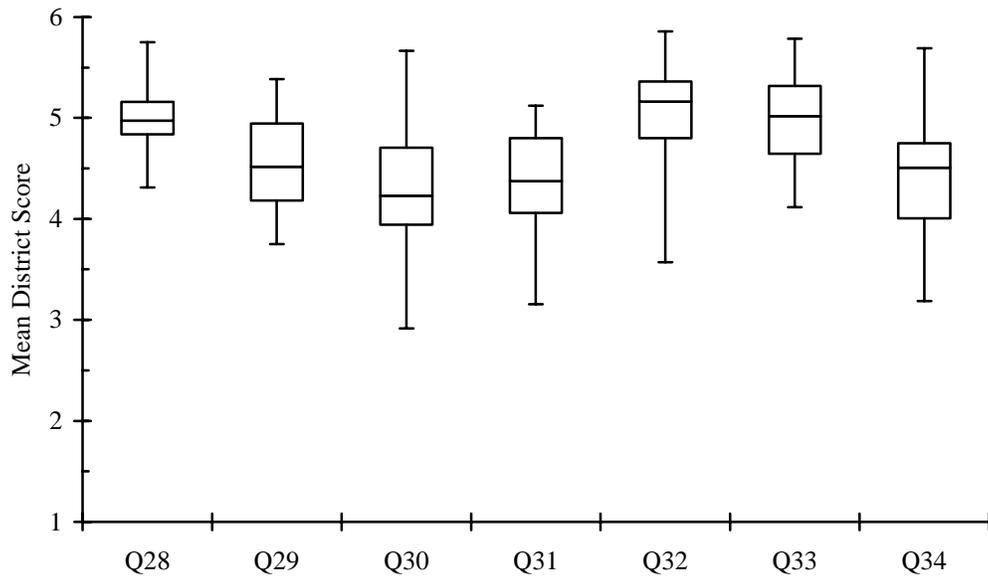
Willington Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

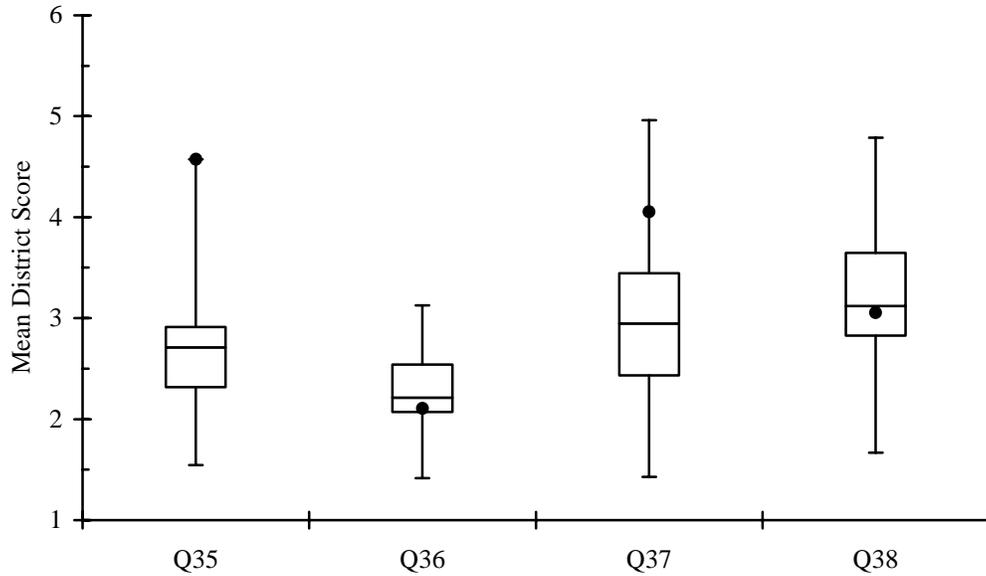
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

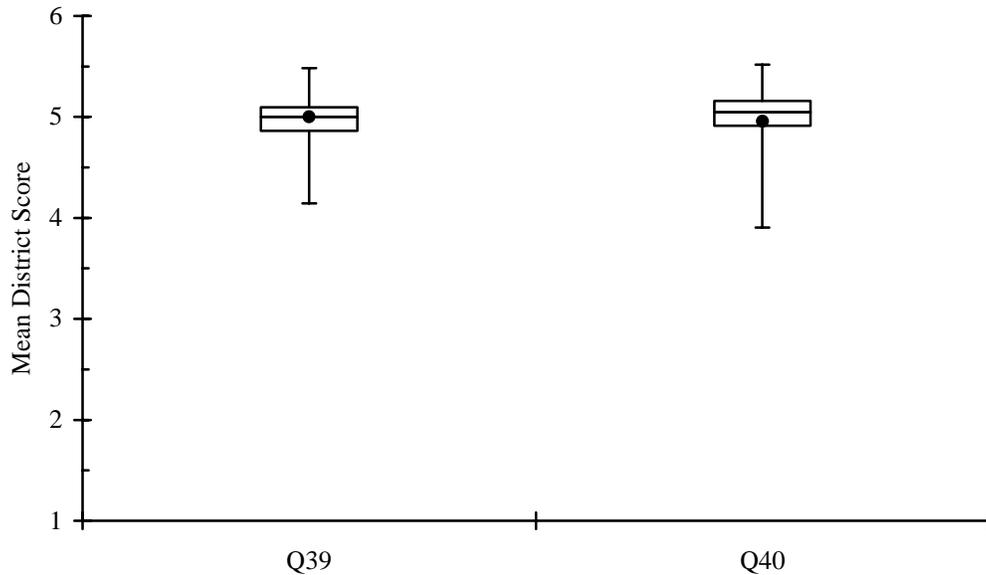
Willington Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Wolcott Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	64	40.6%	34.4%	10.9%	4.7%	4.7%	4.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	64	68.8%	18.8%	6.3%	0.0%	3.1%	3.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	8.3%	8.3%	0.0%	16.7%	0.0%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	24	8.3%	8.3%	0.0%	4.2%	0.0%	79.2%	±
5. My child is accepted within the school community.	63	50.8%	27.0%	12.7%	4.8%	1.6%	3.2%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	63	39.7%	31.7%	15.9%	1.6%	4.8%	6.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	64	48.4%	31.3%	4.7%	4.7%	3.1%	6.3%	1.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	63	50.8%	25.4%	6.3%	4.8%	4.8%	6.3%	1.6%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	64	62.5%	23.4%	4.7%	1.6%	4.7%	1.6%	1.6%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	59	47.5%	25.4%	15.3%	6.8%	0.0%	3.4%	1.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	59	55.9%	25.4%	6.8%	1.7%	1.7%	6.8%	1.7%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	64	51.6%	17.2%	17.2%	6.3%	4.7%	3.1%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	64	67.2%	18.8%	9.4%	3.1%	0.0%	1.6%	±
14. I understand what is discussed at meetings to develop my child's IEP.	64	76.6%	17.2%	4.7%	1.6%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	63	55.6%	23.8%	6.3%	7.9%	1.6%	4.8%	±
16. My child's evaluation report is written in terms I understand.	64	62.5%	21.9%	12.5%	1.6%	0.0%	1.6%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	64	70.3%	17.2%	6.3%	1.6%	3.1%	1.6%	±

Table is continued on the next page.

Wolcott Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	63	47.6%	23.8%	9.5%	7.9%	7.9%	3.2%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	64	42.2%	25.0%	18.8%	6.3%	3.1%	4.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	63	71.4%	11.1%	4.8%	1.6%	1.6%	9.5%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	52	71.2%	9.6%	1.9%	1.9%	3.8%	5.8%	5.8%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	64	84.4%	10.9%	1.6%	1.6%	0.0%	1.6%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	58	74.1%	15.5%	3.4%	1.7%	0.0%	5.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	40	2.5%	2.5%	7.5%	0.0%	0.0%	87.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	35	34.3%	17.1%	2.9%	8.6%	11.4%	11.4%	14.3%
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.	11	72.7%	9.1%	0.0%	0.0%	0.0%	18.2%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	18	55.6%	33.3%	0.0%	0.0%	0.0%	11.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	12	58.3%	25.0%	8.3%	0.0%	0.0%	8.3%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	18	44.4%	27.8%	11.1%	0.0%	11.1%	5.6%	±

Table is continued on the next page.

Wolcott Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	21	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	21	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	17	41.2%	29.4%	11.8%	5.9%	0.0%	11.8%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	42	16.7%	7.1%	11.9%	4.8%	2.4%	57.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	39	12.8%	5.1%	2.6%	5.1%	5.1%	69.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	53	13.2%	7.5%	20.8%	3.8%	5.7%	35.8%	13.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	50	18.0%	6.0%	4.0%	0.0%	6.0%	38.0%	28.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	61	60.7%	18.0%	8.2%	3.3%	3.3%	6.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	56	62.5%	16.1%	10.7%	1.8%	7.1%	1.8%	±

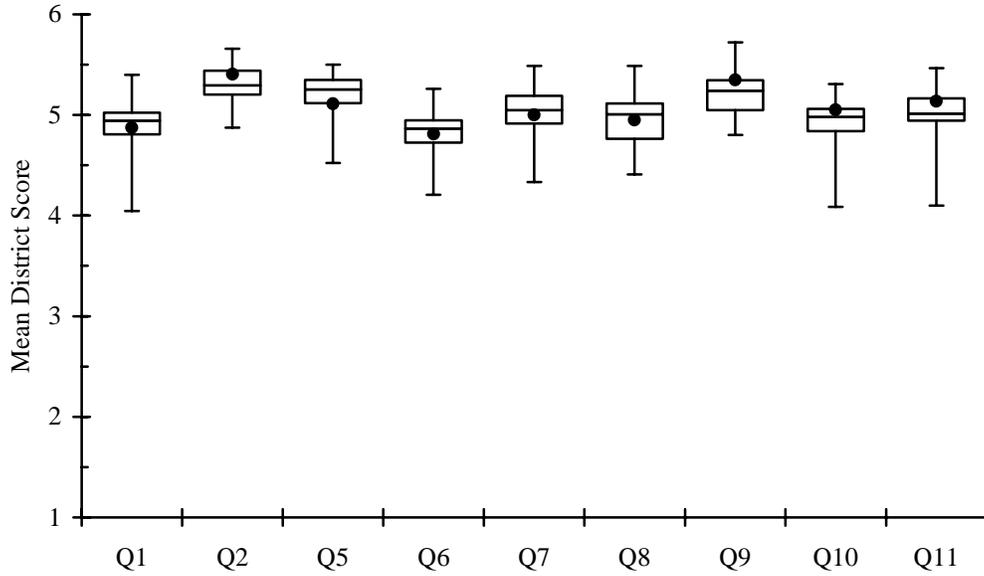
± Not a response option for this survey item.

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

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

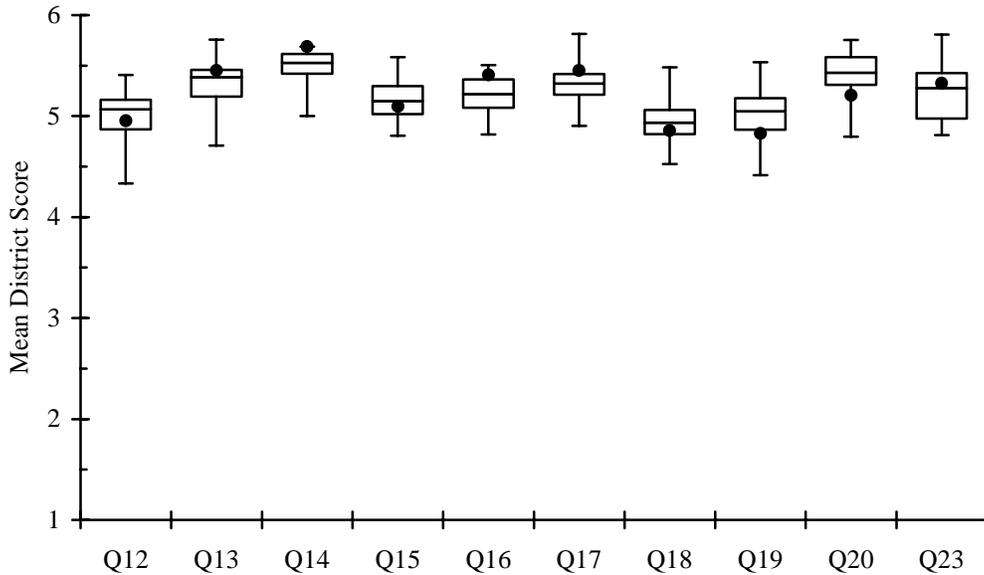
Wolcott Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

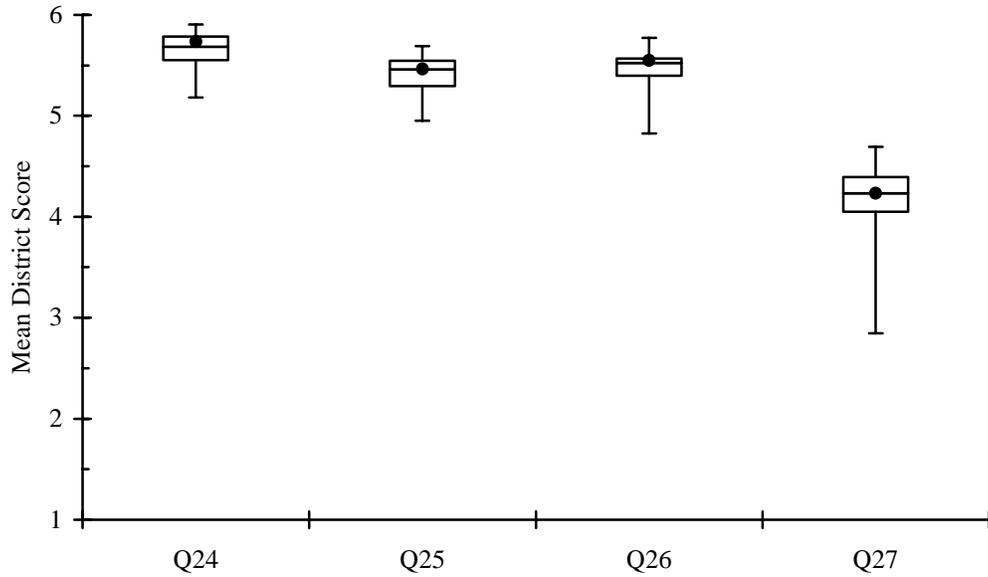
Participation in Developing and Implementing My Child's Program



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

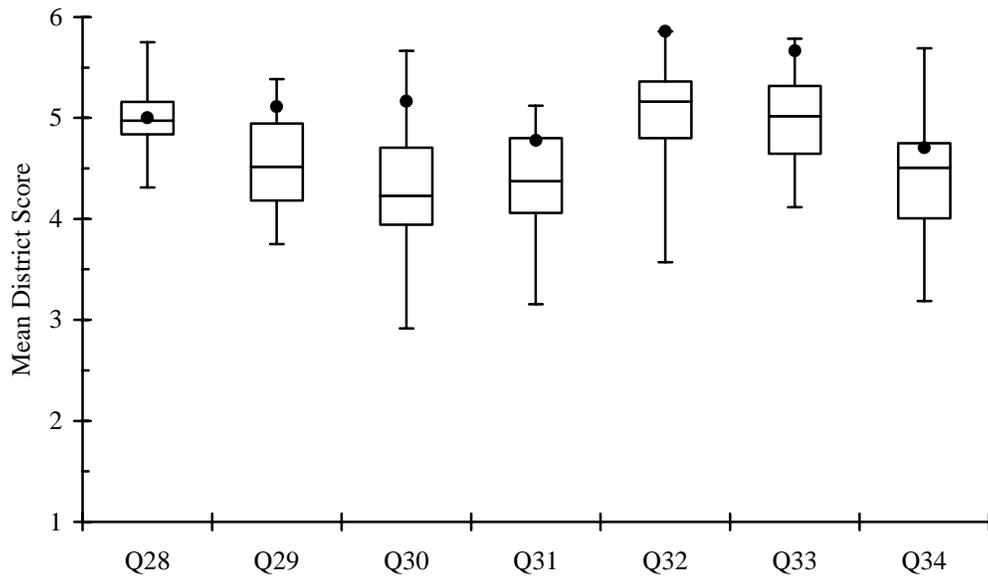
Wolcott Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

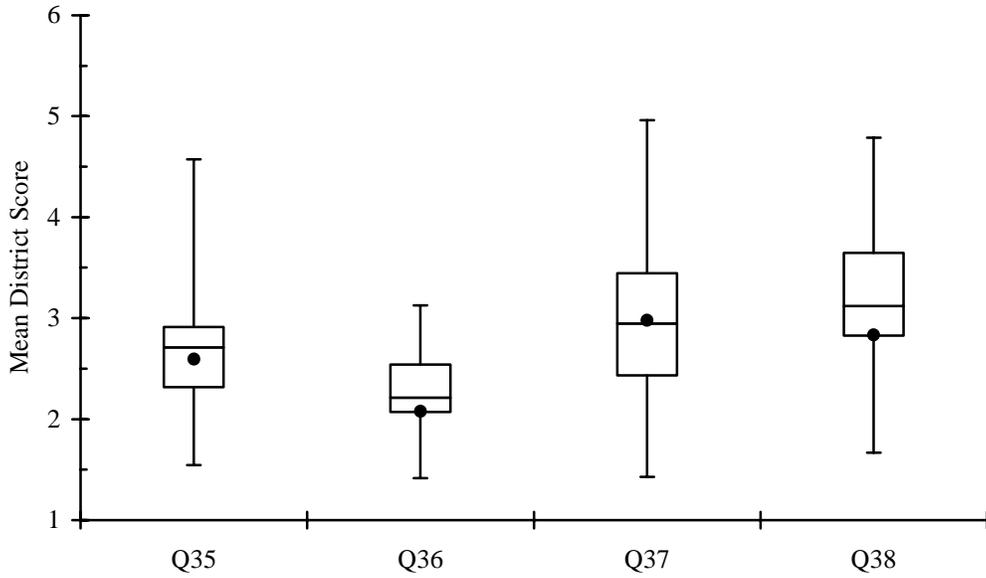
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

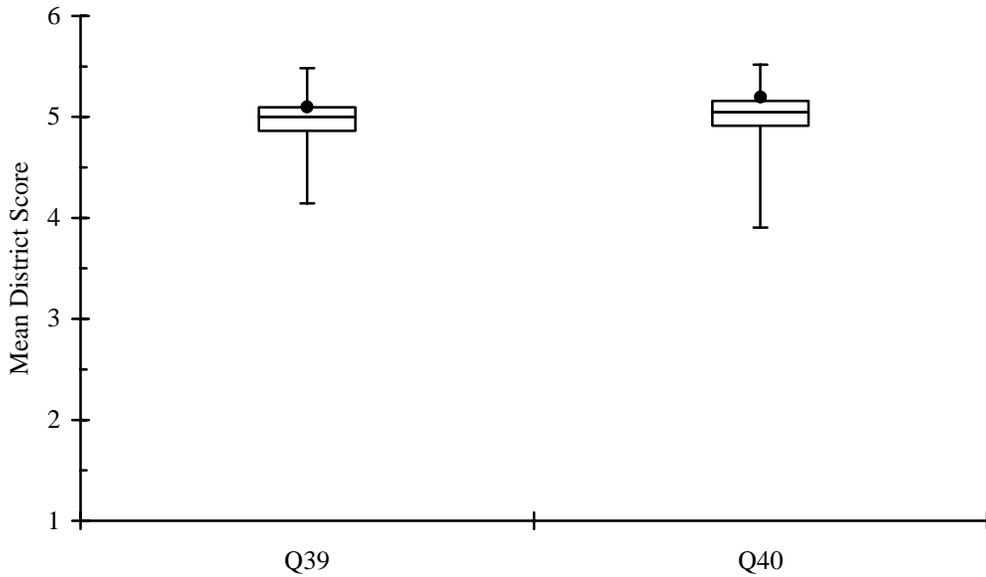
Wolcott Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Woodbridge Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	23	30.4%	39.1%	17.4%	0.0%	0.0%	13.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	22	50.0%	27.3%	13.6%	4.5%	0.0%	4.5%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	6	16.7%	0.0%	16.7%	0.0%	0.0%	66.7%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	10	10.0%	10.0%	0.0%	0.0%	30.0%	50.0%	±
5. My child is accepted within the school community.	23	39.1%	13.0%	26.1%	13.0%	0.0%	8.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	23	21.7%	30.4%	30.4%	4.3%	4.3%	8.7%	0.0%
7. All special education services identified in my child's IEP have been provided.	22	31.8%	36.4%	13.6%	9.1%	4.5%	4.5%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	23	26.1%	39.1%	8.7%	4.3%	4.3%	13.0%	4.3%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	23	39.1%	30.4%	13.0%	13.0%	4.3%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	20	30.0%	20.0%	10.0%	30.0%	5.0%	5.0%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	20	20.0%	30.0%	10.0%	25.0%	10.0%	5.0%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	23	30.4%	13.0%	30.4%	17.4%	4.3%	4.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	23	47.8%	8.7%	34.8%	4.3%	0.0%	4.3%	±
14. I understand what is discussed at meetings to develop my child's IEP.	23	56.5%	26.1%	17.4%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	23	52.2%	21.7%	13.0%	4.3%	4.3%	4.3%	±
16. My child's evaluation report is written in terms I understand.	23	47.8%	26.1%	21.7%	0.0%	0.0%	4.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	23	56.5%	17.4%	21.7%	0.0%	0.0%	4.3%	±

Table is continued on the next page.

Woodbridge Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	23	52.2%	21.7%	13.0%	4.3%	0.0%	8.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	23	30.4%	30.4%	17.4%	13.0%	4.3%	4.3%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	23	69.6%	13.0%	17.4%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	21	61.9%	9.5%	14.3%	0.0%	0.0%	14.3%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	23	73.9%	17.4%	8.7%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	22	63.6%	18.2%	13.6%	0.0%	4.5%	0.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	16	0.0%	0.0%	6.3%	0.0%	6.3%	87.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	14	28.6%	0.0%	0.0%	14.3%	0.0%	50.0%	7.1%
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.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
31. The PPT introduced planning for my child's transition to adulthood.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±

Table is continued on the next page.

Woodbridge Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	±±	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	15	6.7%	20.0%	6.7%	0.0%	13.3%	53.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	14	7.1%	0.0%	14.3%	7.1%	0.0%	71.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	16	12.5%	0.0%	12.5%	0.0%	6.3%	56.3%	12.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	16	6.3%	0.0%	12.5%	0.0%	6.3%	56.3%	18.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	18	44.4%	11.1%	33.3%	5.6%	0.0%	5.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	18	33.3%	16.7%	44.4%	0.0%	0.0%	5.6%	±

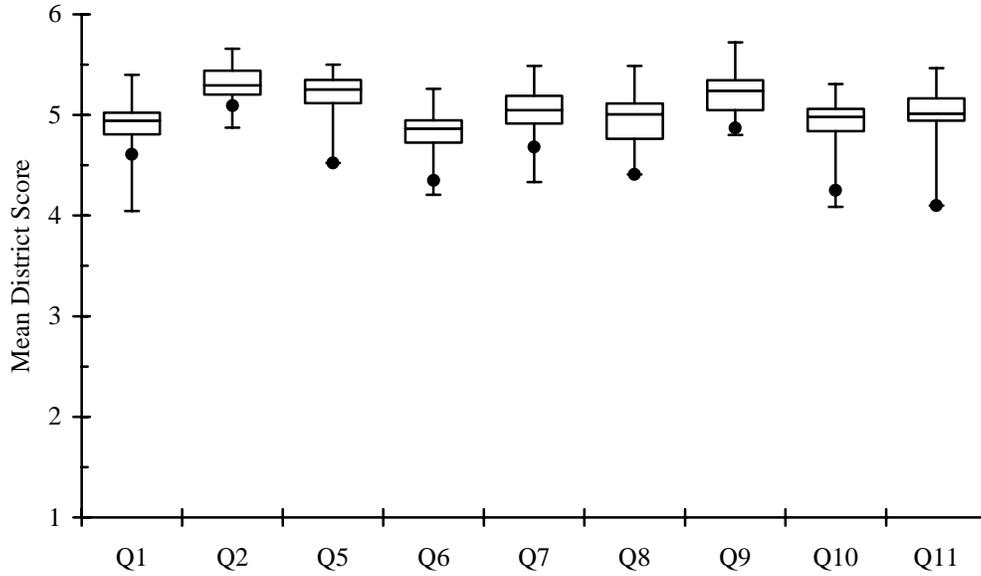
± Not a response option for this survey item.

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

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

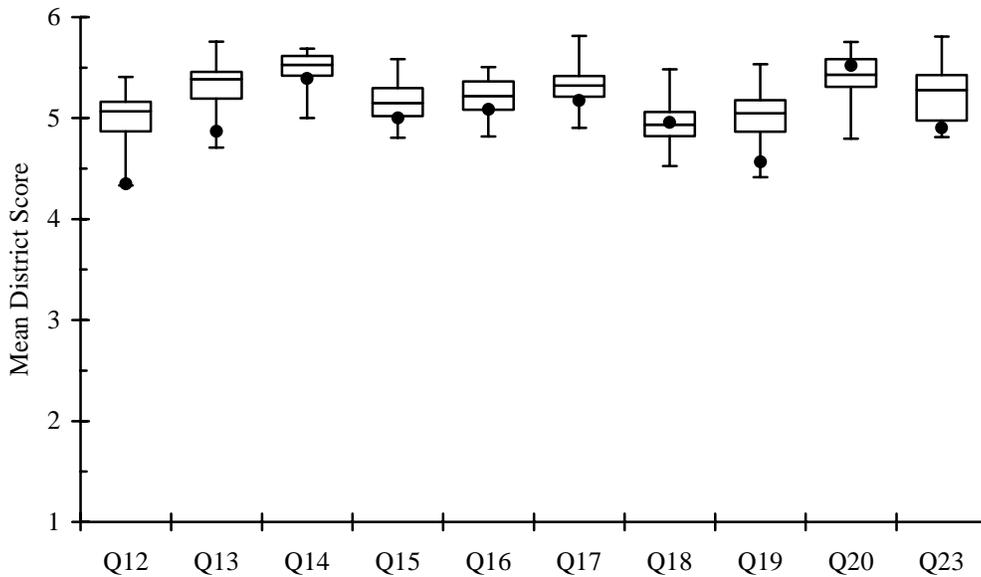
Woodbridge Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

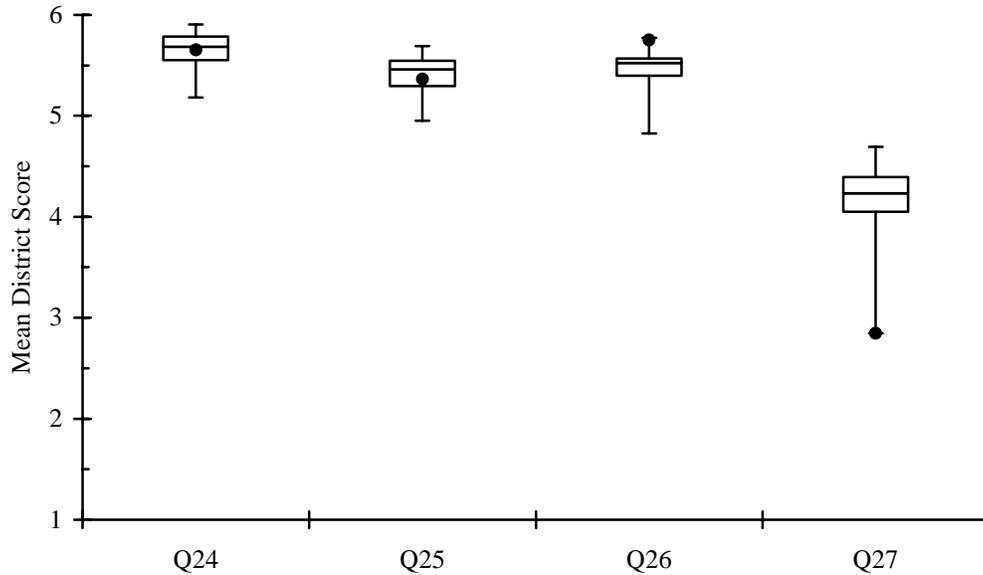
Participation in Developing and Implementing My Child's Program



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

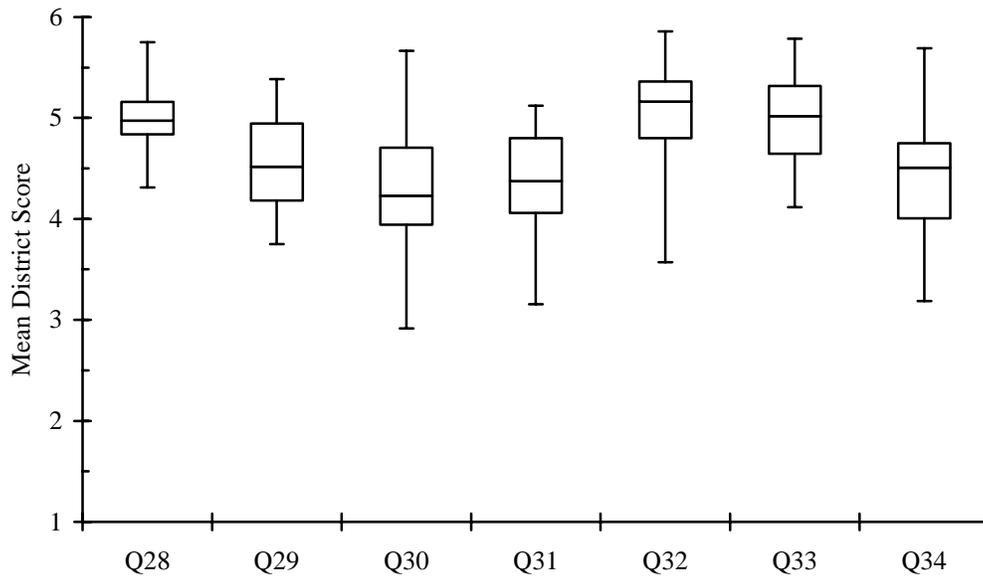
Woodbridge Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

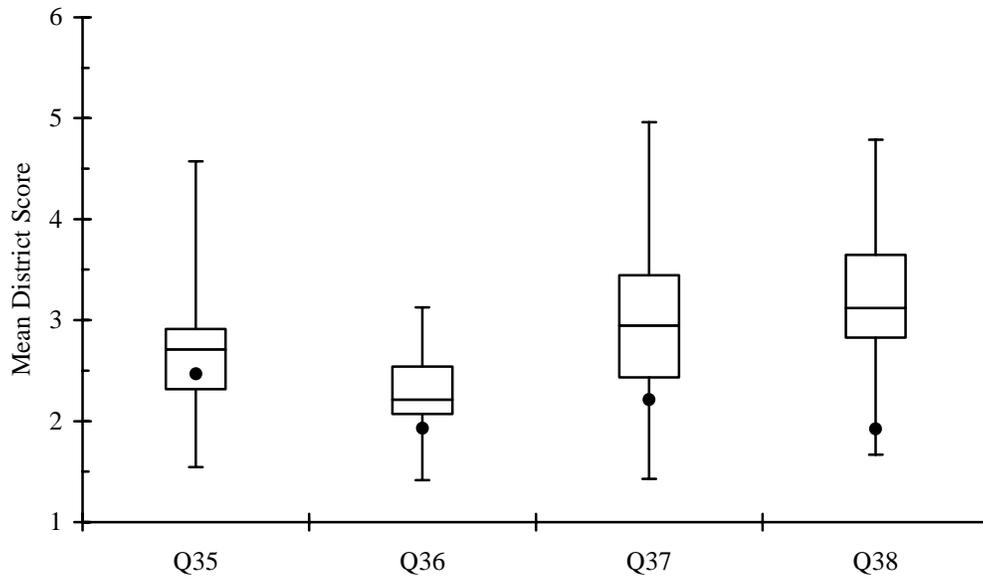
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

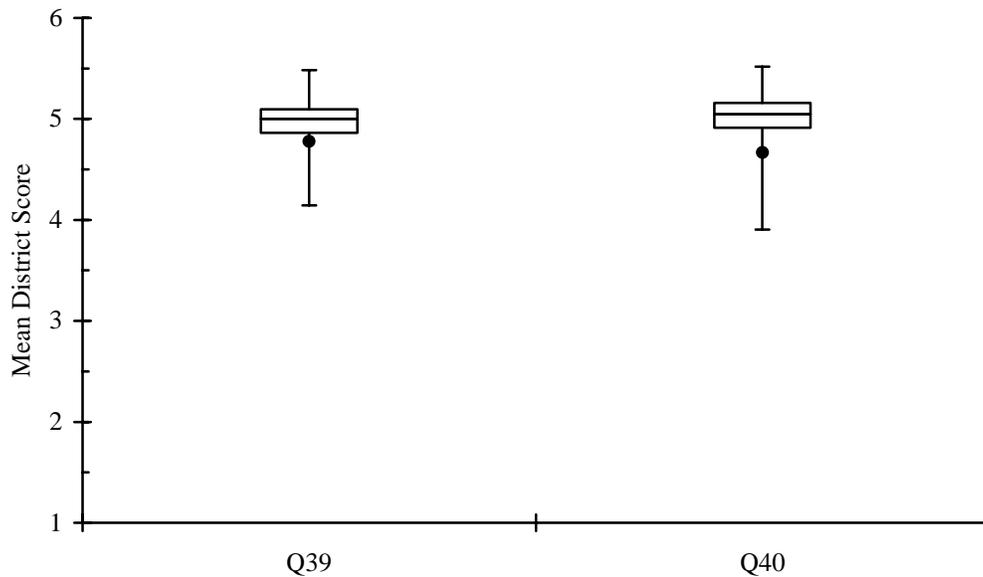
Woodbridge Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Regional School District 06 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	25	52.0%	20.0%	16.0%	0.0%	4.0%	8.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	52.0%	32.0%	16.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	9	0.0%	11.1%	0.0%	0.0%	0.0%	88.9%	±
5. My child is accepted within the school community.	24	66.7%	16.7%	4.2%	8.3%	4.2%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	25	48.0%	20.0%	16.0%	4.0%	0.0%	12.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	25	56.0%	20.0%	0.0%	8.0%	16.0%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	25	44.0%	24.0%	12.0%	4.0%	8.0%	8.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	24	66.7%	8.3%	4.2%	8.3%	12.5%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	24	41.7%	20.8%	8.3%	4.2%	16.7%	4.2%	4.2%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	24	45.8%	29.2%	4.2%	4.2%	8.3%	4.2%	4.2%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	24	45.8%	25.0%	12.5%	4.2%	8.3%	4.2%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	25	60.0%	12.0%	8.0%	4.0%	12.0%	4.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	25	72.0%	12.0%	4.0%	12.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	25	48.0%	28.0%	8.0%	4.0%	8.0%	4.0%	±
16. My child's evaluation report is written in terms I understand.	25	52.0%	28.0%	4.0%	8.0%	8.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	25	56.0%	24.0%	12.0%	8.0%	0.0%	0.0%	±

Table is continued on the next page.

Regional School District 06 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	24	54.2%	25.0%	4.2%	8.3%	0.0%	8.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	25	52.0%	16.0%	12.0%	4.0%	4.0%	12.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	25	72.0%	12.0%	4.0%	4.0%	0.0%	8.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	23	73.9%	21.7%	0.0%	0.0%	0.0%	0.0%	4.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	23	87.0%	4.3%	8.7%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	23	87.0%	4.3%	0.0%	0.0%	4.3%	4.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	9	0.0%	0.0%	11.1%	0.0%	0.0%	88.9%	±
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).	10	40.0%	20.0%	10.0%	0.0%	0.0%	30.0%	0.0%
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.	7	14.3%	57.1%	0.0%	0.0%	0.0%	28.6%	±
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.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Regional School District 06 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	9	66.7%	22.2%	0.0%	0.0%	0.0%	11.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	7	42.9%	28.6%	0.0%	14.3%	0.0%	14.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	6	16.7%	33.3%	16.7%	0.0%	16.7%	16.7%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	14	21.4%	0.0%	7.1%	0.0%	0.0%	71.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	12	8.3%	0.0%	0.0%	0.0%	0.0%	91.7%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	14	14.3%	0.0%	7.1%	0.0%	7.1%	50.0%	21.4%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	15	13.3%	6.7%	0.0%	0.0%	6.7%	46.7%	26.7%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	24	62.5%	20.8%	8.3%	0.0%	8.3%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	23	65.2%	13.0%	17.4%	0.0%	4.3%	0.0%	±

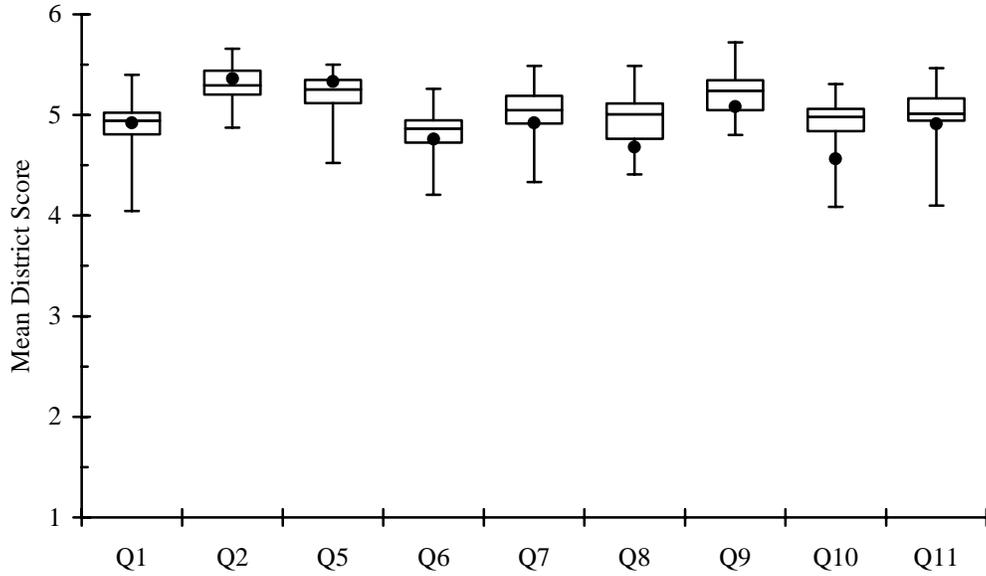
± Not a response option for this survey item.

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

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

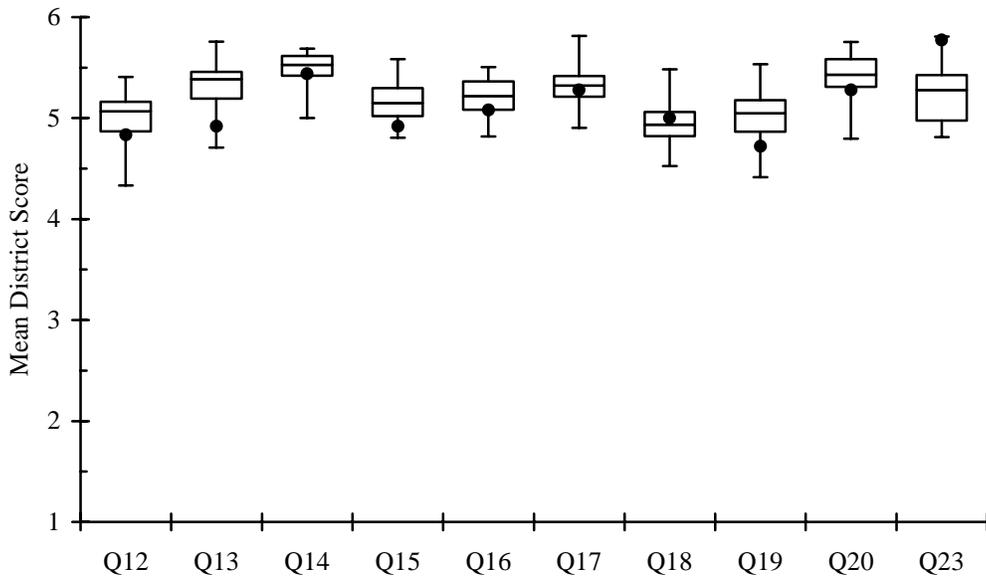
Regional School District 06 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

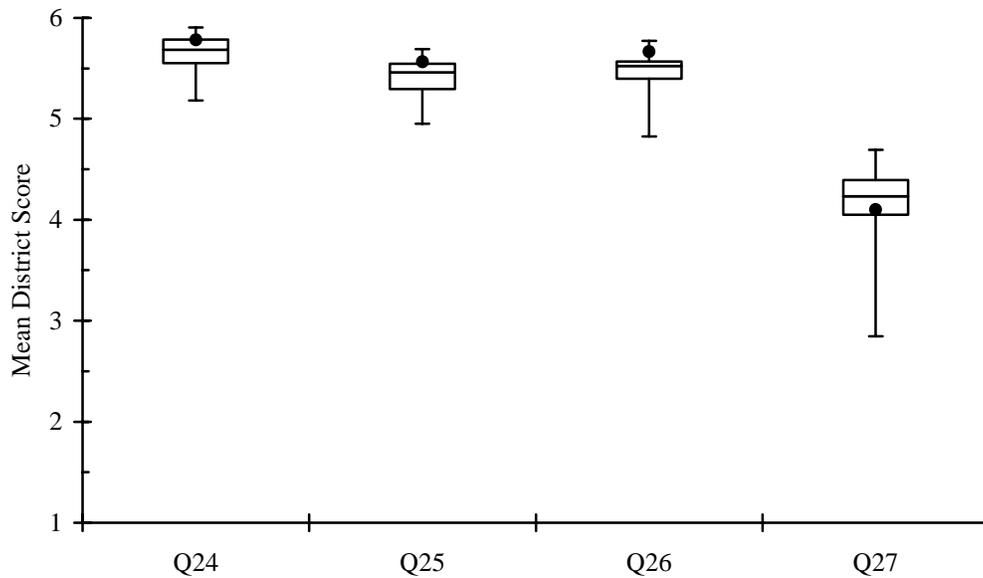
Participation in Developing and Implementing My Child's Program



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

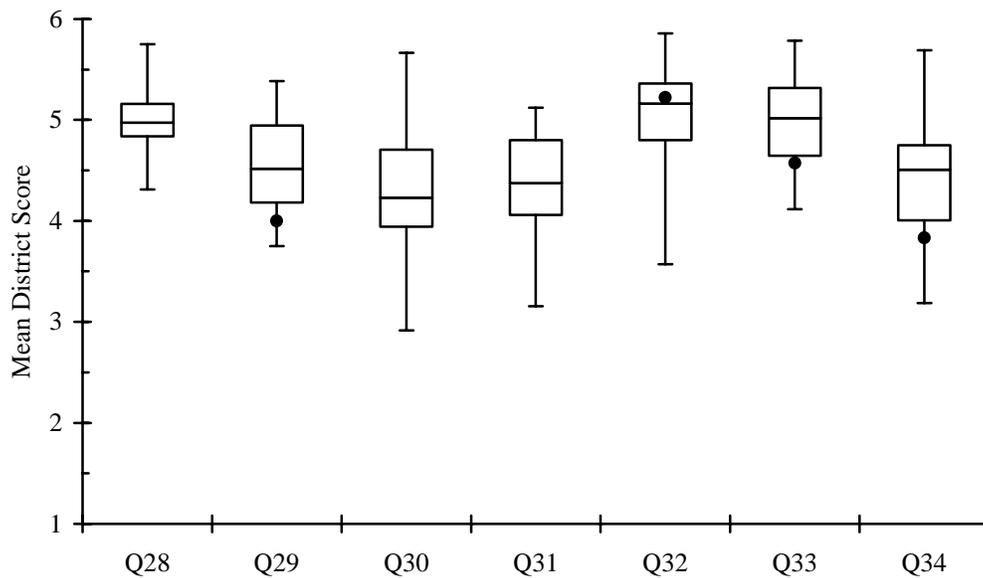
Regional School District 06 Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

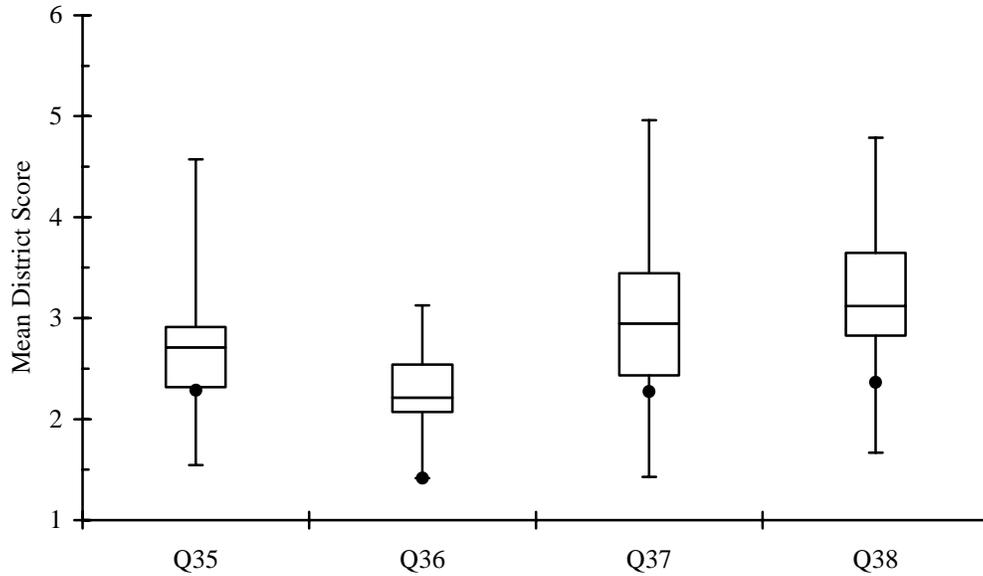
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

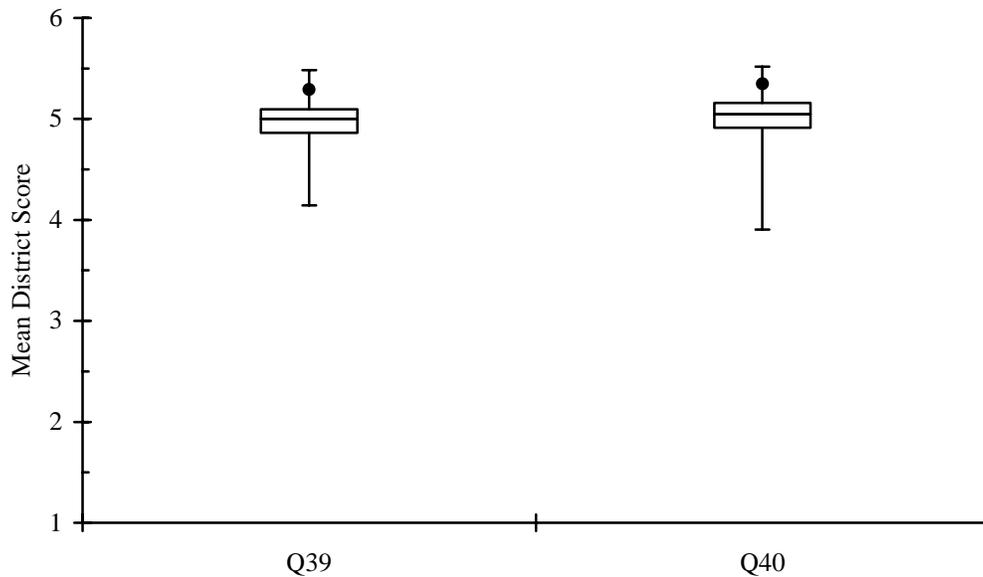
Regional School District 06 Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Regional School District 12 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	34	52.9%	32.4%	8.8%	2.9%	0.0%	2.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	34	70.6%	23.5%	5.9%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	14	7.1%	0.0%	21.4%	0.0%	0.0%	71.4%	±
5. My child is accepted within the school community.	32	53.1%	25.0%	9.4%	0.0%	12.5%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	34	41.2%	41.2%	11.8%	2.9%	2.9%	0.0%	0.0%
7. All special education services identified in my child's IEP have been provided.	34	61.8%	26.5%	2.9%	8.8%	0.0%	0.0%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	34	52.9%	32.4%	8.8%	2.9%	2.9%	0.0%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	34	61.8%	32.4%	2.9%	2.9%	0.0%	0.0%	0.0%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	29	48.3%	24.1%	13.8%	3.4%	6.9%	3.4%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	30	43.3%	36.7%	6.7%	3.3%	6.7%	3.3%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	34	44.1%	44.1%	11.8%	0.0%	0.0%	0.0%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	33	78.8%	18.2%	3.0%	0.0%	0.0%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	34	70.6%	26.5%	2.9%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	33	42.4%	48.5%	9.1%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	34	32.4%	50.0%	11.8%	2.9%	2.9%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	34	61.8%	26.5%	8.8%	2.9%	0.0%	0.0%	±

Table is continued on the next page.

Regional School District 12 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	34	52.9%	38.2%	8.8%	0.0%	0.0%	0.0%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	34	50.0%	44.1%	5.9%	0.0%	0.0%	0.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	33	60.6%	24.2%	9.1%	3.0%	3.0%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	27	66.7%	14.8%	7.4%	7.4%	3.7%	0.0%	0.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	29	86.2%	13.8%	0.0%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	30	86.7%	6.7%	0.0%	3.3%	0.0%	3.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	21	0.0%	4.8%	4.8%	4.8%	4.8%	81.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	17	29.4%	11.8%	29.4%	0.0%	5.9%	11.8%	11.8%
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.	8	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <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.	±±	-	-	-	-	-	-	±

Table is continued on the next page.

Regional School District 12 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	±±	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	22	4.5%	4.5%	4.5%	0.0%	0.0%	86.4%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	0.0%	5.3%	5.3%	5.3%	0.0%	84.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	28	3.6%	7.1%	0.0%	3.6%	3.6%	42.9%	39.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	27	0.0%	3.7%	3.7%	3.7%	3.7%	40.7%	44.4%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	28	46.4%	42.9%	7.1%	0.0%	3.6%	0.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	27	63.0%	29.6%	3.7%	3.7%	0.0%	0.0%	±

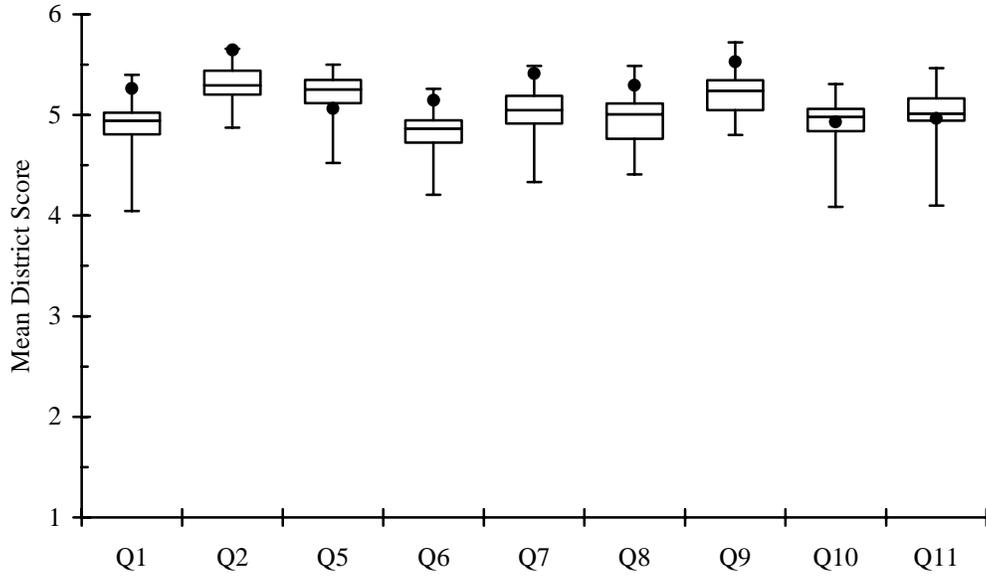
± Not a response option for this survey item.

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

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

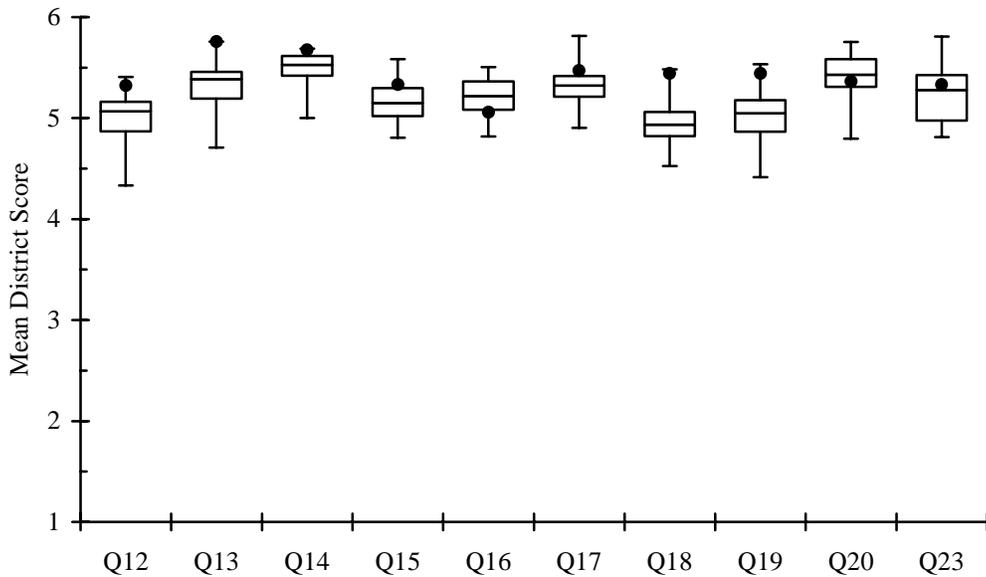
Regional School District 12 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

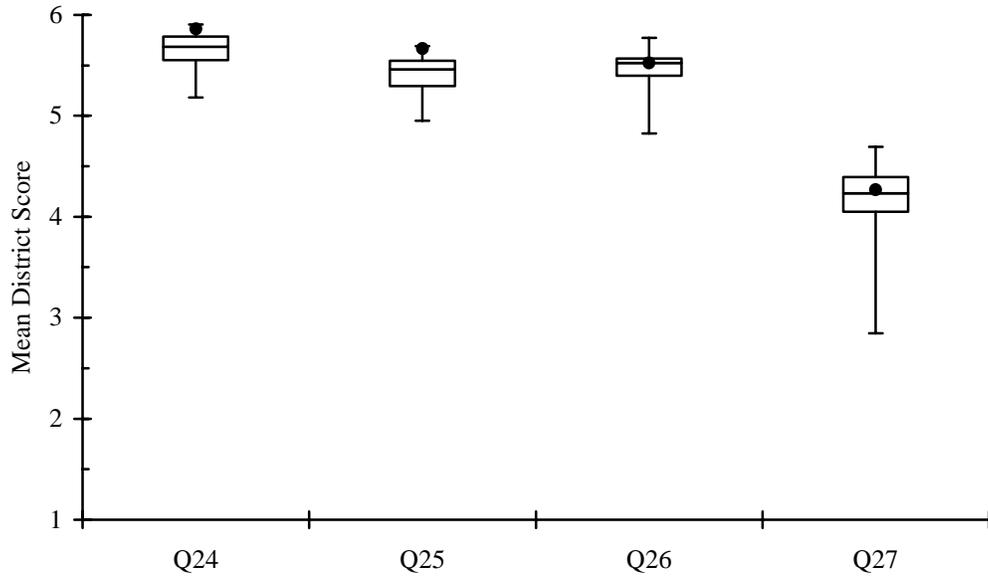
Participation in Developing and Implementing My Child's Program



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

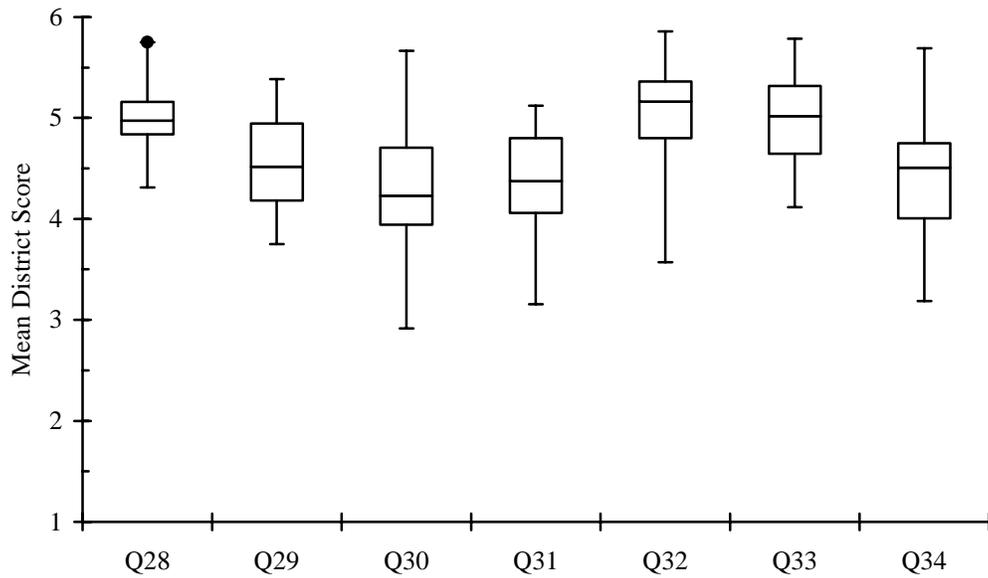
Regional School District 12 Box-and-Whisker Charts – continued

My Child's Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

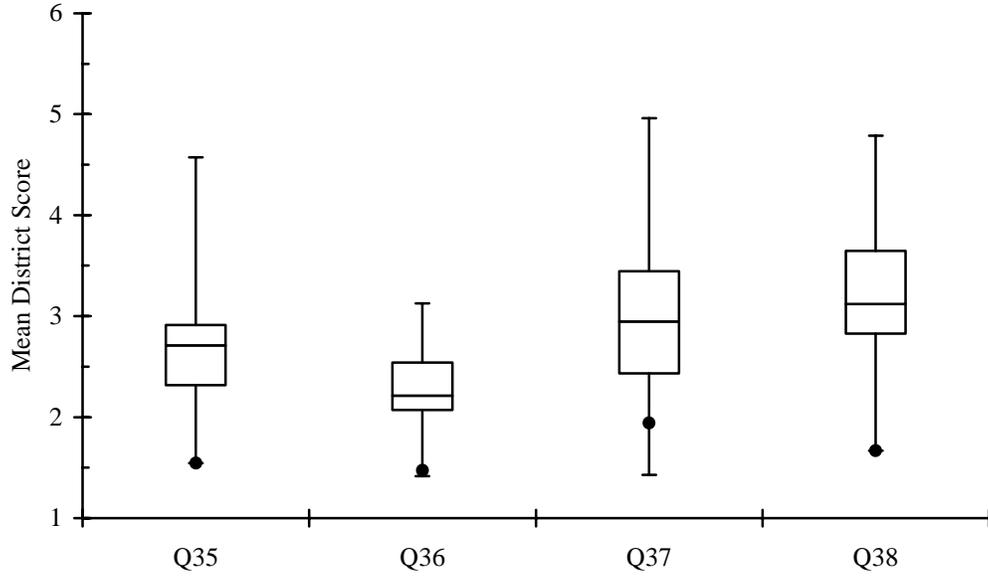
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

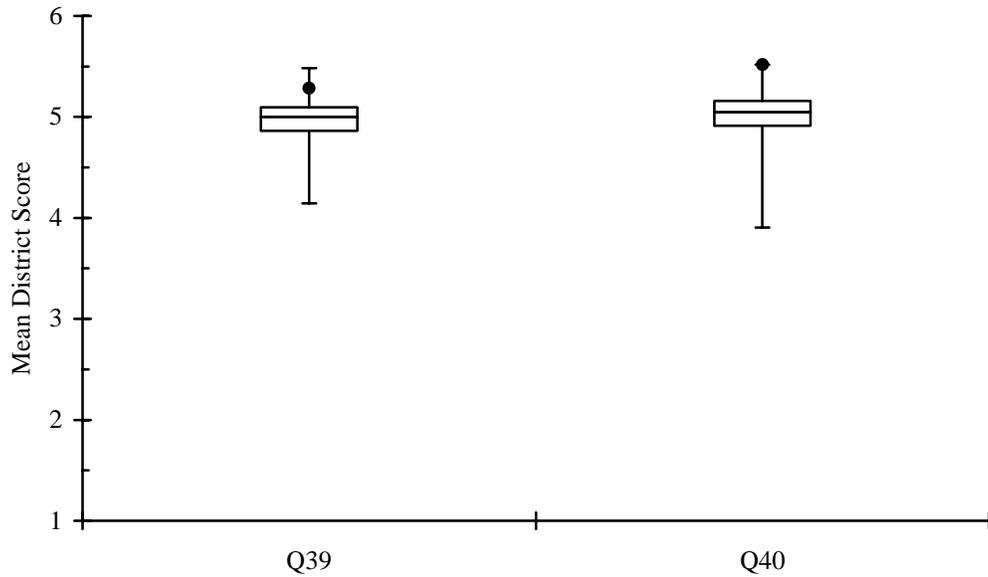
Regional School District 12 Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Regional School District 14 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	59	33.9%	35.6%	11.9%	5.1%	8.5%	5.1%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	59	54.2%	23.7%	10.2%	6.8%	3.4%	1.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	16	12.5%	0.0%	12.5%	6.3%	0.0%	68.8%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	28	14.3%	0.0%	3.6%	3.6%	0.0%	78.6%	±
5. My child is accepted within the school community.	56	46.4%	32.1%	14.3%	1.8%	1.8%	3.6%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	59	27.1%	40.7%	15.3%	6.8%	6.8%	3.4%	0.0%
7. All special education services identified in my child's IEP have been provided.	58	34.5%	22.4%	20.7%	12.1%	3.4%	5.2%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	59	30.5%	30.5%	15.3%	5.1%	3.4%	10.2%	5.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	56	33.9%	32.1%	16.1%	10.7%	5.4%	0.0%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	56	30.4%	23.2%	26.8%	5.4%	5.4%	5.4%	3.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	55	36.4%	21.8%	21.8%	7.3%	3.6%	7.3%	1.8%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	56	39.3%	21.4%	26.8%	5.4%	1.8%	5.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	58	50.0%	29.3%	10.3%	5.2%	1.7%	3.4%	±
14. I understand what is discussed at meetings to develop my child's IEP.	58	60.3%	24.1%	12.1%	3.4%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	58	36.2%	36.2%	12.1%	8.6%	3.4%	3.4%	±
16. My child's evaluation report is written in terms I understand.	56	51.8%	23.2%	10.7%	10.7%	3.6%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	59	47.5%	33.9%	10.2%	3.4%	0.0%	5.1%	±

Table is continued on the next page.

Regional School District 14 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	58	39.7%	31.0%	13.8%	5.2%	3.4%	6.9%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	57	38.6%	29.8%	19.3%	1.8%	7.0%	3.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	59	50.8%	23.7%	8.5%	1.7%	1.7%	13.6%	±
21. If necessary, a translator was provided at the PPT meetings.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	50	68.0%	6.0%	4.0%	8.0%	2.0%	4.0%	8.0%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	56	92.9%	1.8%	5.4%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	48	83.3%	10.4%	0.0%	0.0%	2.1%	4.2%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	37	8.1%	0.0%	2.7%	5.4%	2.7%	81.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	25	24.0%	16.0%	20.0%	4.0%	8.0%	12.0%	16.0%
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.	14	28.6%	28.6%	7.1%	7.1%	7.1%	21.4%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	9	22.2%	11.1%	0.0%	11.1%	0.0%	22.2%	33.3%
31. The PPT introduced planning for my child's transition to adulthood.	13	0.0%	23.1%	30.8%	0.0%	30.8%	15.4%	±

Table is continued on the next page.

Regional School District 14 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	13	38.5%	23.1%	23.1%	0.0%	0.0%	15.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	9	33.3%	33.3%	11.1%	11.1%	11.1%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	22.2%	22.2%	11.1%	11.1%	0.0%	33.3%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	38	21.1%	15.8%	18.4%	0.0%	5.3%	39.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	39	25.6%	7.7%	12.8%	5.1%	5.1%	43.6%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	20.4%	20.4%	14.3%	8.2%	2.0%	18.4%	16.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	50	32.0%	22.0%	14.0%	4.0%	0.0%	12.0%	16.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	49	42.9%	24.5%	20.4%	0.0%	10.2%	2.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	50	40.0%	26.0%	20.0%	6.0%	2.0%	6.0%	±

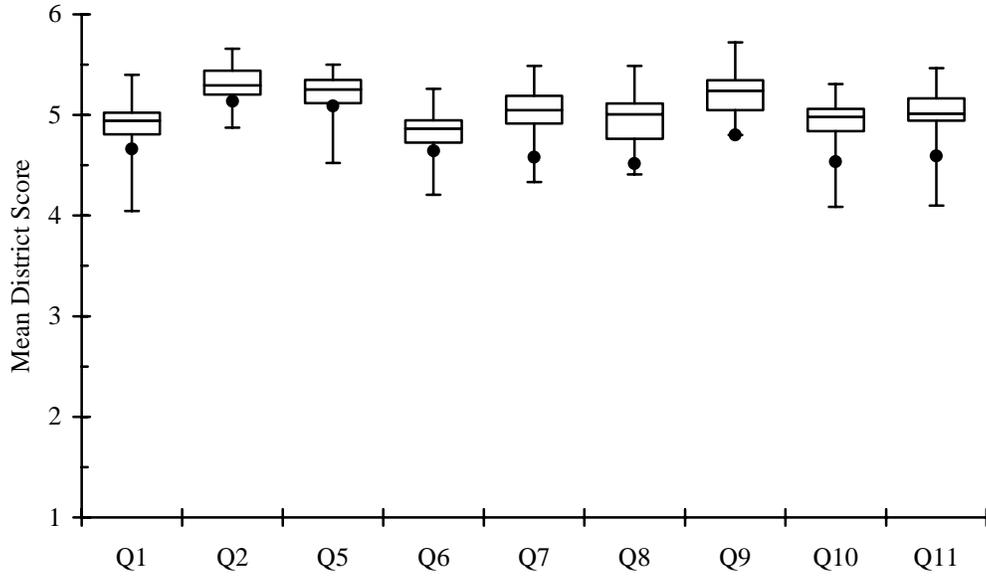
± Not a response option for this survey item.

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

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

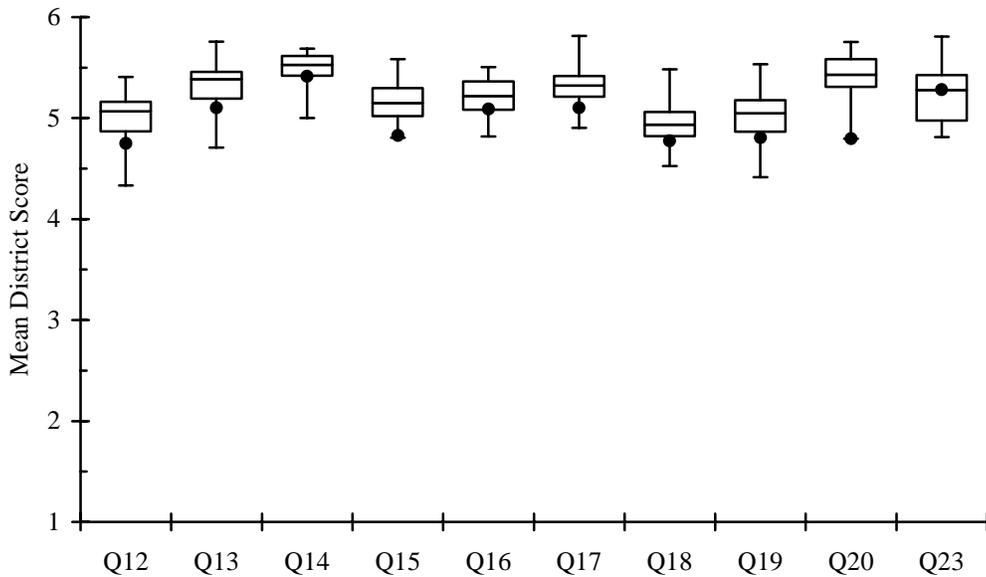
Regional School District 14 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

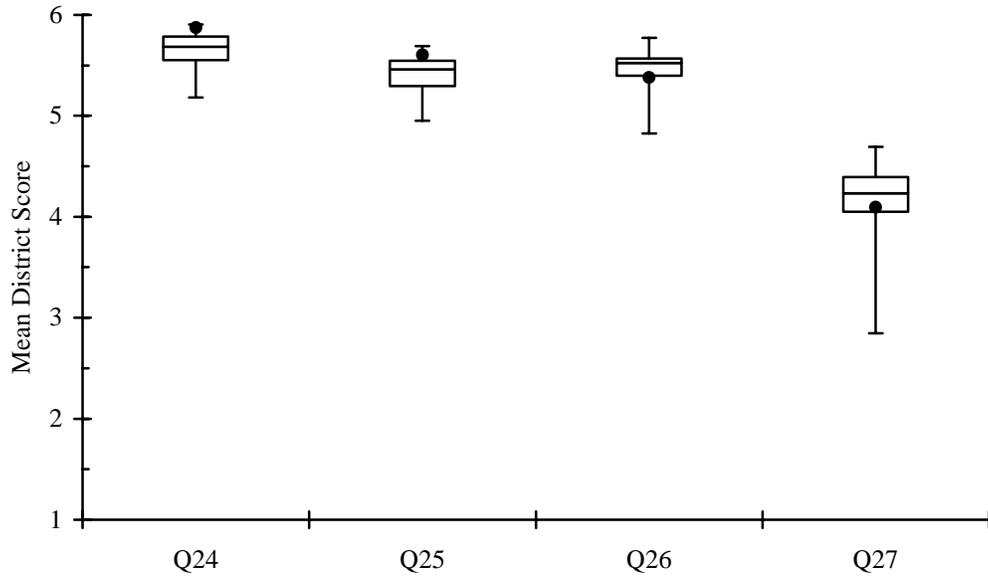
Participation in Developing and Implementing My Child's Program



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

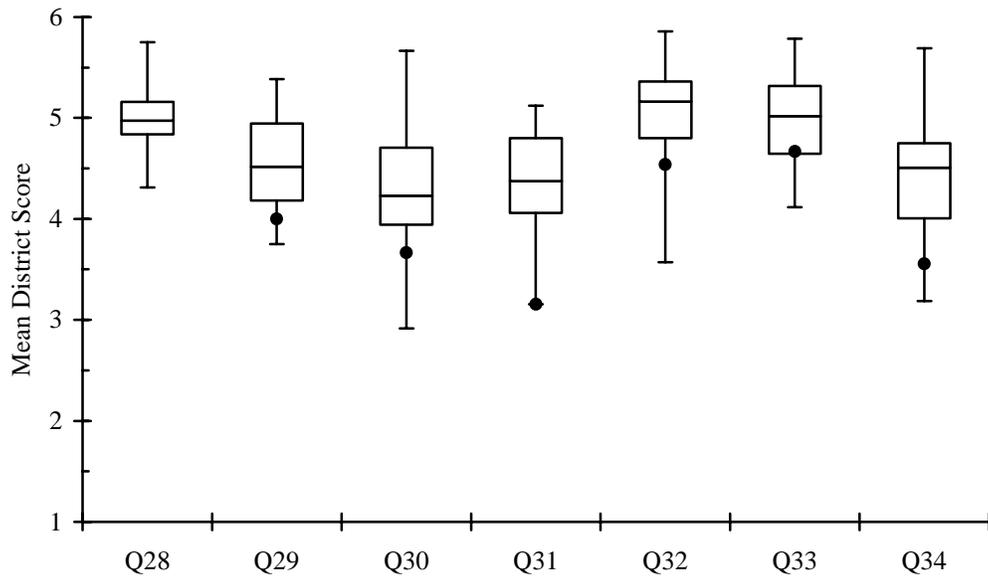
Regional School District 14 Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

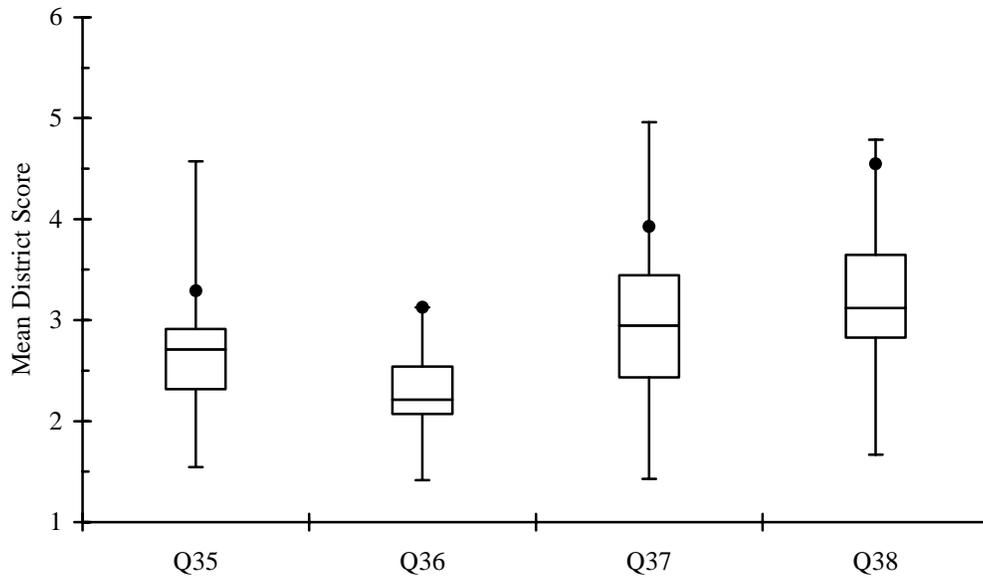
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

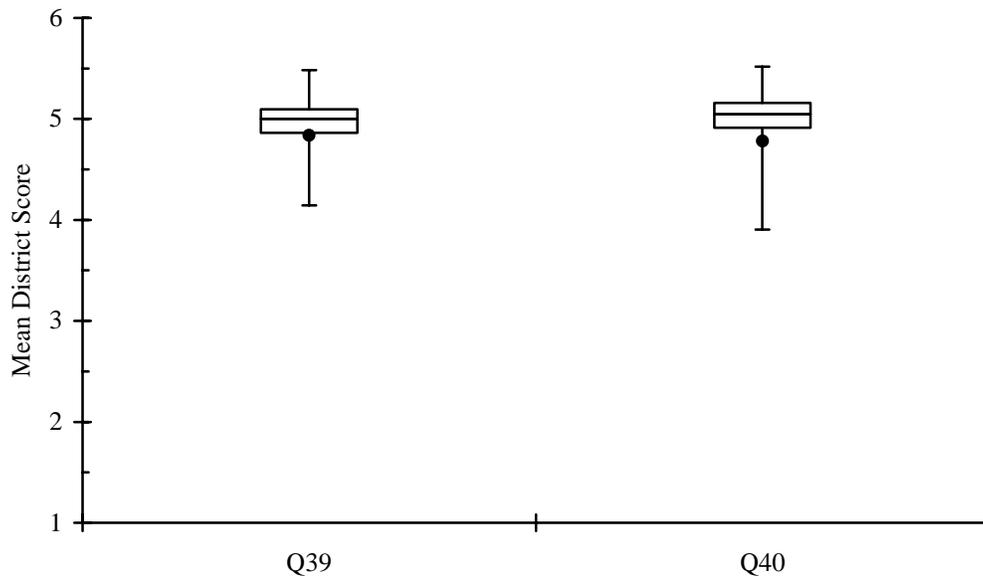
Regional School District 14 Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Regional School District 17 Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	63	34.9%	49.2%	4.8%	3.2%	0.0%	7.9%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	63	68.3%	17.5%	9.5%	1.6%	1.6%	1.6%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	14	0.0%	0.0%	7.1%	0.0%	0.0%	92.9%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	22	13.6%	9.1%	0.0%	0.0%	0.0%	77.3%	±
5. My child is accepted within the school community.	61	54.1%	27.9%	6.6%	4.9%	3.3%	3.3%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	63	36.5%	33.3%	15.9%	6.3%	0.0%	7.9%	0.0%
7. All special education services identified in my child's IEP have been provided.	63	46.0%	28.6%	7.9%	6.3%	4.8%	6.3%	0.0%
8. Staff is appropriately trained and able to provide my child's specific program and services.	62	45.2%	30.6%	9.7%	4.8%	3.2%	6.5%	0.0%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	62	53.2%	32.3%	1.6%	3.2%	1.6%	4.8%	3.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	59	40.7%	30.5%	13.6%	6.8%	3.4%	1.7%	3.4%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	60	46.7%	25.0%	18.3%	3.3%	3.3%	3.3%	0.0%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	61	44.3%	23.0%	18.0%	3.3%	4.9%	6.6%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	63	66.7%	14.3%	6.3%	1.6%	3.2%	7.9%	±
14. I understand what is discussed at meetings to develop my child's IEP.	63	69.8%	23.8%	4.8%	1.6%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	62	41.9%	30.6%	11.3%	4.8%	4.8%	6.5%	±
16. My child's evaluation report is written in terms I understand.	63	52.4%	25.4%	12.7%	7.9%	1.6%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	63	47.6%	28.6%	7.9%	3.2%	7.9%	4.8%	±

Table is continued on the next page.

Regional School District 17 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	62	45.2%	33.9%	8.1%	1.6%	4.8%	6.5%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	63	42.9%	34.9%	6.3%	4.8%	1.6%	9.5%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	62	66.1%	22.6%	8.1%	1.6%	0.0%	1.6%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	54	63.0%	20.4%	5.6%	3.7%	0.0%	3.7%	3.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	57	84.2%	10.5%	1.8%	0.0%	0.0%	3.5%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	53	77.4%	7.5%	5.7%	3.8%	0.0%	5.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	34	2.9%	2.9%	5.9%	0.0%	8.8%	79.4%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	30	23.3%	10.0%	6.7%	10.0%	3.3%	26.7%	20.0%
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.	6	50.0%	33.3%	0.0%	16.7%	0.0%	0.0%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	17	23.5%	29.4%	23.5%	0.0%	11.8%	11.8%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	14	21.4%	7.1%	7.1%	14.3%	0.0%	28.6%	21.4%
31. The PPT introduced planning for my child's transition to adulthood.	17	23.5%	17.6%	35.3%	5.9%	0.0%	17.6%	±

Table is continued on the next page.

Regional School District 17 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary 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.	19	63.2%	5.3%	15.8%	0.0%	10.5%	5.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	17	41.2%	11.8%	23.5%	17.6%	0.0%	5.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	14	21.4%	35.7%	14.3%	0.0%	7.1%	21.4%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	34	17.6%	8.8%	11.8%	5.9%	2.9%	52.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31	6.5%	6.5%	6.5%	12.9%	6.5%	61.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	8.2%	2.0%	6.1%	4.1%	6.1%	28.6%	44.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	49	8.2%	8.2%	6.1%	2.0%	8.2%	24.5%	42.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	63	52.4%	28.6%	3.2%	4.8%	3.2%	7.9%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	60	60.0%	20.0%	6.7%	1.7%	3.3%	8.3%	±

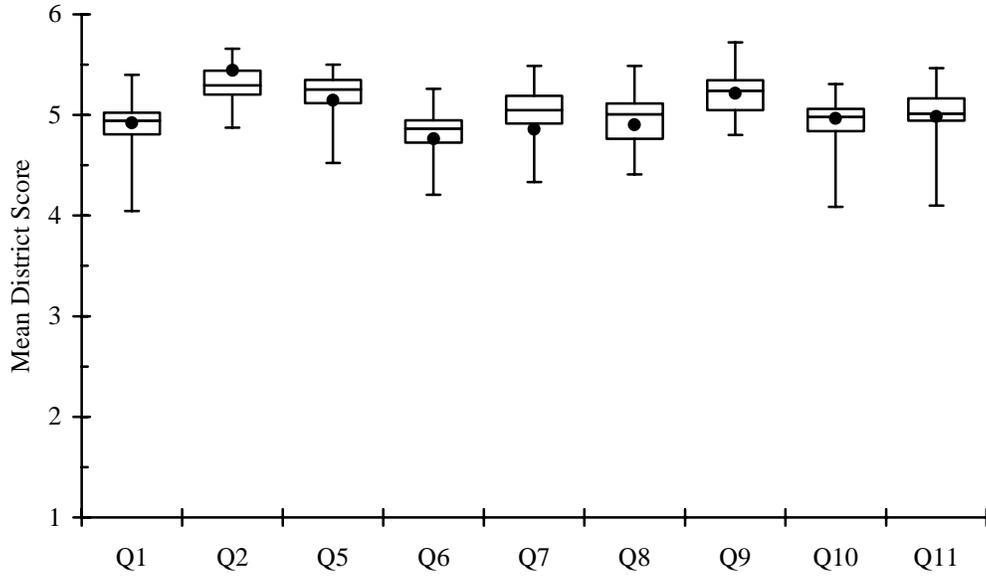
± Not a response option for this survey item.

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

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

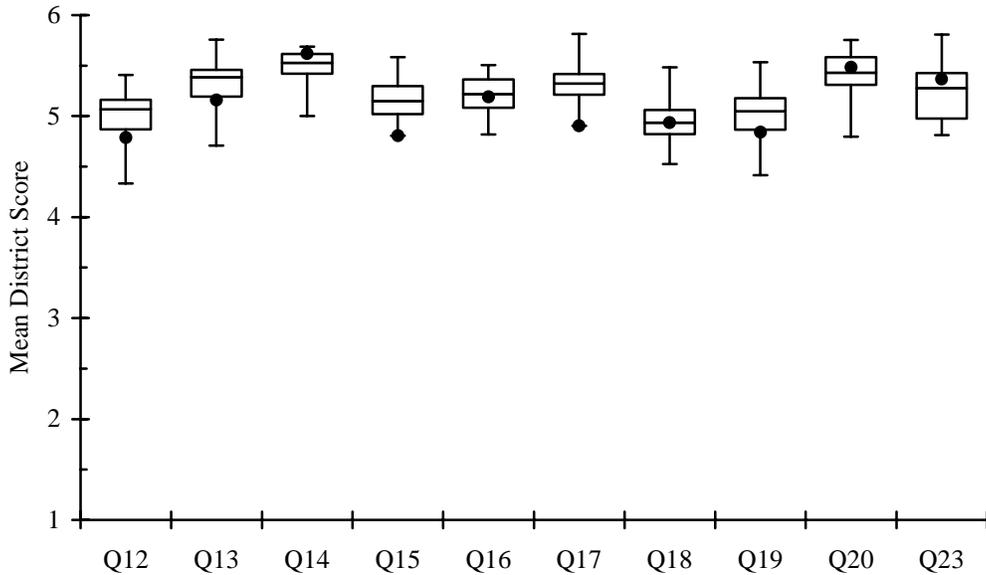
Regional School District 17 Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

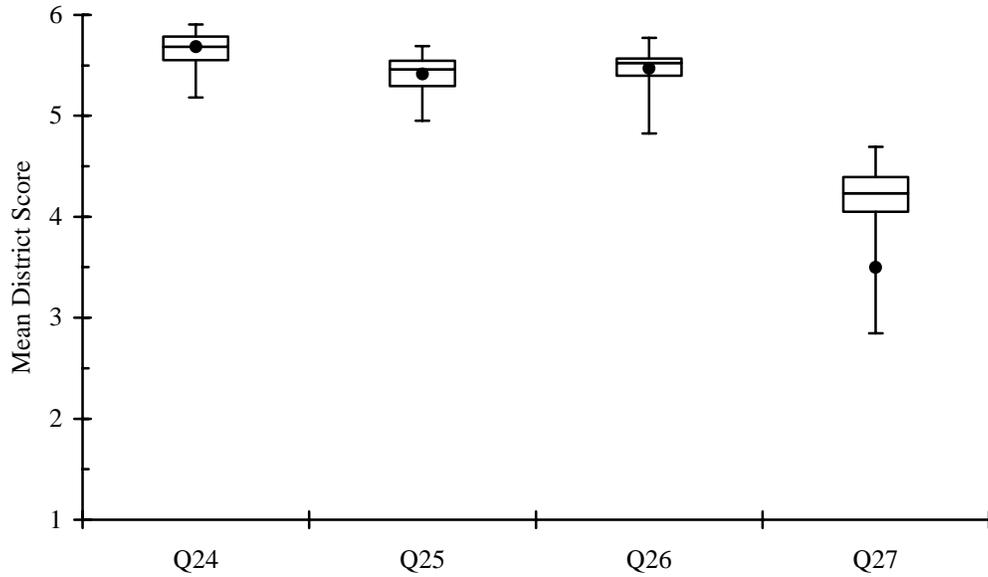
Participation in Developing and Implementing My Child's Program



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

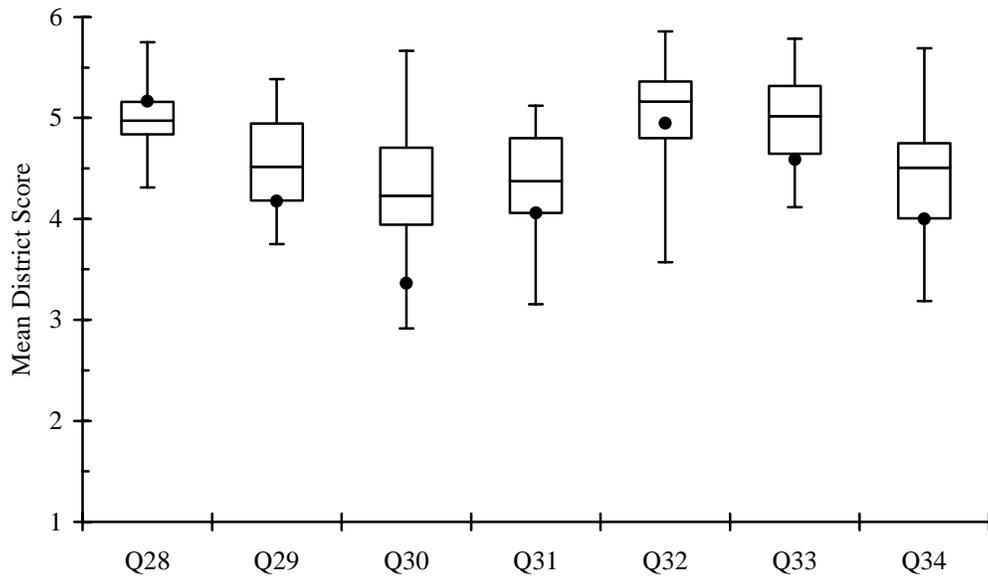
Regional School District 17 Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

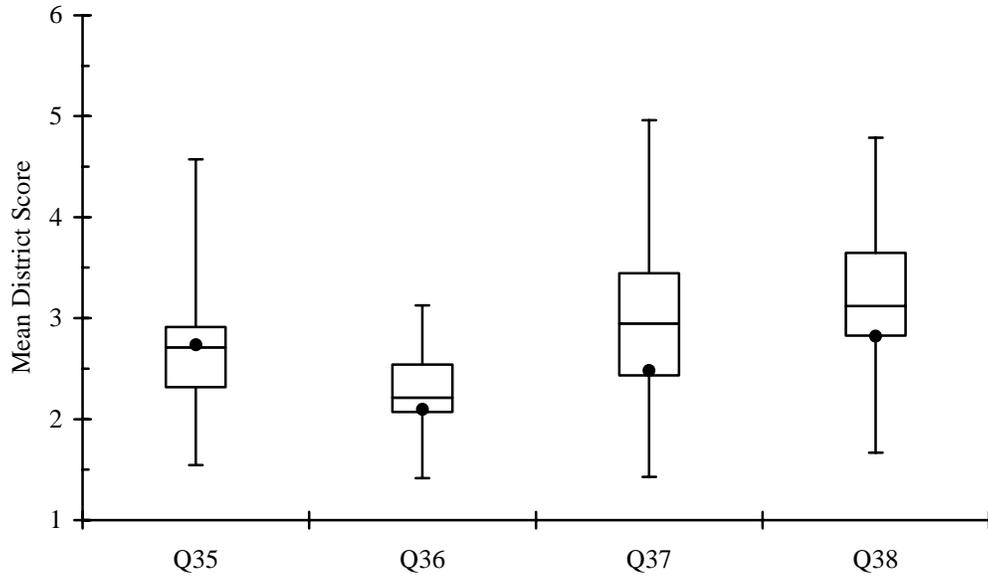
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

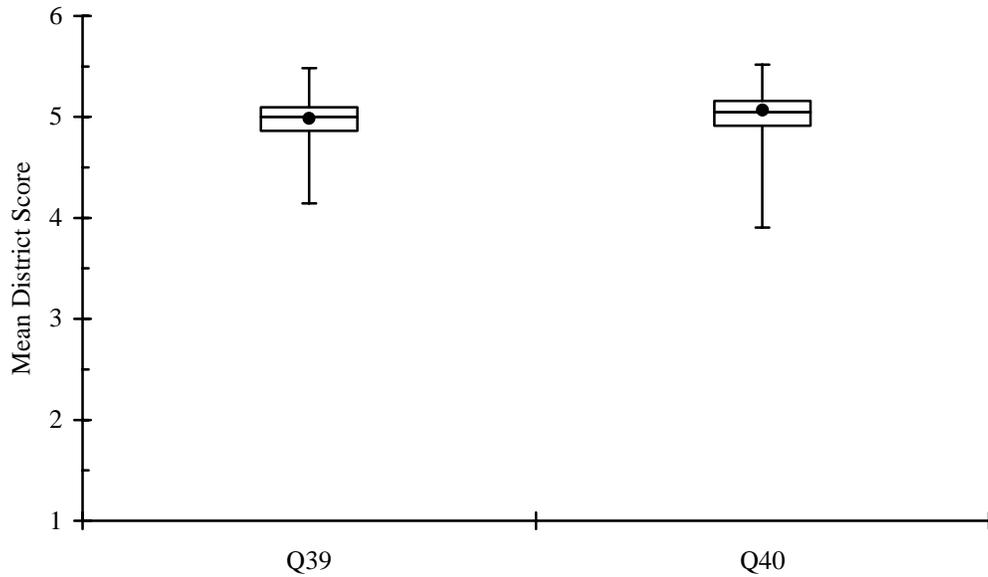
Regional School District 17 Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	75	48.0%	29.3%	8.0%	4.0%	5.3%	5.3%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	75	61.3%	26.7%	8.0%	2.7%	1.3%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	12	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	35	5.7%	2.9%	0.0%	0.0%	0.0%	91.4%	±
5. My child is accepted within the school community.	74	55.4%	23.0%	10.8%	2.7%	5.4%	2.7%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	75	45.3%	26.7%	9.3%	9.3%	4.0%	5.3%	0.0%
7. All special education services identified in my child's IEP have been provided.	75	53.3%	24.0%	4.0%	5.3%	8.0%	4.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	74	55.4%	16.2%	10.8%	6.8%	6.8%	2.7%	1.4%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	75	64.0%	21.3%	5.3%	1.3%	5.3%	0.0%	2.7%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	69	49.3%	26.1%	10.1%	8.7%	4.3%	1.4%	0.0%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	70	55.7%	20.0%	8.6%	7.1%	2.9%	2.9%	2.9%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	75	53.3%	28.0%	12.0%	2.7%	2.7%	1.3%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	75	69.3%	21.3%	5.3%	0.0%	4.0%	0.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	75	72.0%	20.0%	8.0%	0.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	75	58.7%	22.7%	10.7%	1.3%	4.0%	2.7%	±
16. My child's evaluation report is written in terms I understand.	75	60.0%	20.0%	16.0%	2.7%	0.0%	1.3%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	75	68.0%	16.0%	10.7%	0.0%	0.0%	5.3%	±

Table is continued on the next page.

Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
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.	74	51.4%	18.9%	18.9%	1.4%	2.7%	6.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	74	59.5%	16.2%	10.8%	8.1%	4.1%	1.4%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	73	72.6%	16.4%	6.8%	1.4%	1.4%	1.4%	±
21. If necessary, a translator was provided at the PPT meetings.	6	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	62.5%	12.5%	25.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	68	57.4%	20.6%	2.9%	1.5%	1.5%	5.9%	10.3%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	74	79.7%	12.2%	4.1%	0.0%	0.0%	4.1%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	71	74.6%	14.1%	5.6%	1.4%	1.4%	2.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	57	5.3%	3.5%	1.8%	1.8%	7.0%	80.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	44	43.2%	11.4%	0.0%	2.3%	4.5%	18.2%	20.5%
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.	15	66.7%	20.0%	6.7%	0.0%	0.0%	6.7%	±
Transition Planning for Secondary Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	27	44.4%	25.9%	14.8%	0.0%	0.0%	14.8%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	21	42.9%	23.8%	14.3%	4.8%	0.0%	4.8%	9.5%
31. The PPT introduced planning for my child's transition to adulthood.	26	42.3%	23.1%	15.4%	3.8%	3.8%	11.5%	±

Table is continued on the next page.

Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem Survey Response Table – continued

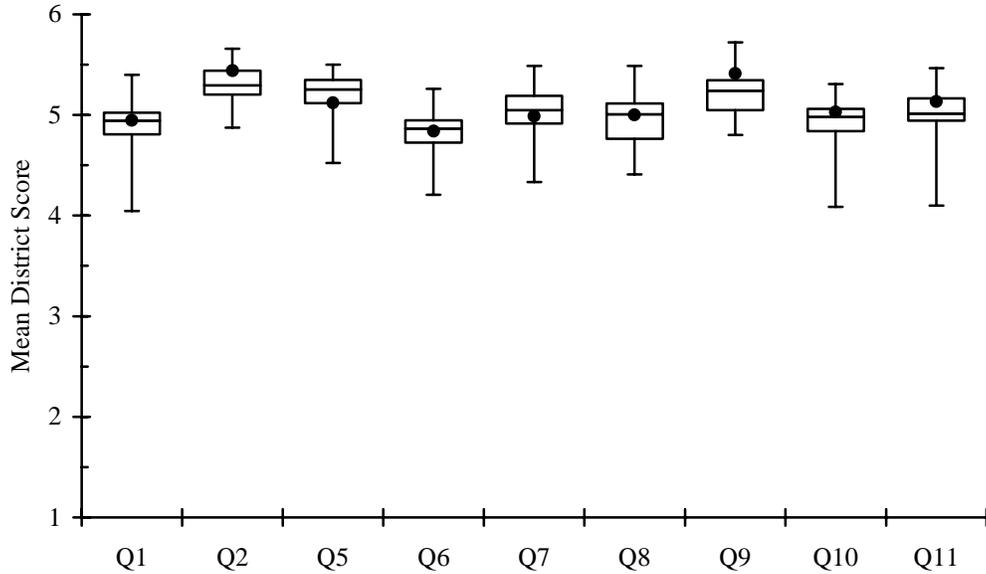
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	26	69.2%	11.5%	11.5%	7.7%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	25	64.0%	20.0%	8.0%	4.0%	0.0%	4.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	24	45.8%	29.2%	16.7%	4.2%	4.2%	0.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	41	26.8%	9.8%	14.6%	2.4%	4.9%	41.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	44	11.4%	13.6%	13.6%	9.1%	6.8%	45.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	60	31.7%	11.7%	5.0%	5.0%	5.0%	30.0%	11.7%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	60	26.7%	18.3%	1.7%	3.3%	8.3%	26.7%	15.0%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	65	50.8%	24.6%	7.7%	4.6%	4.6%	7.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	61	52.5%	26.2%	6.6%	6.6%	4.9%	3.3%	±

± Not a response option for this survey item.

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

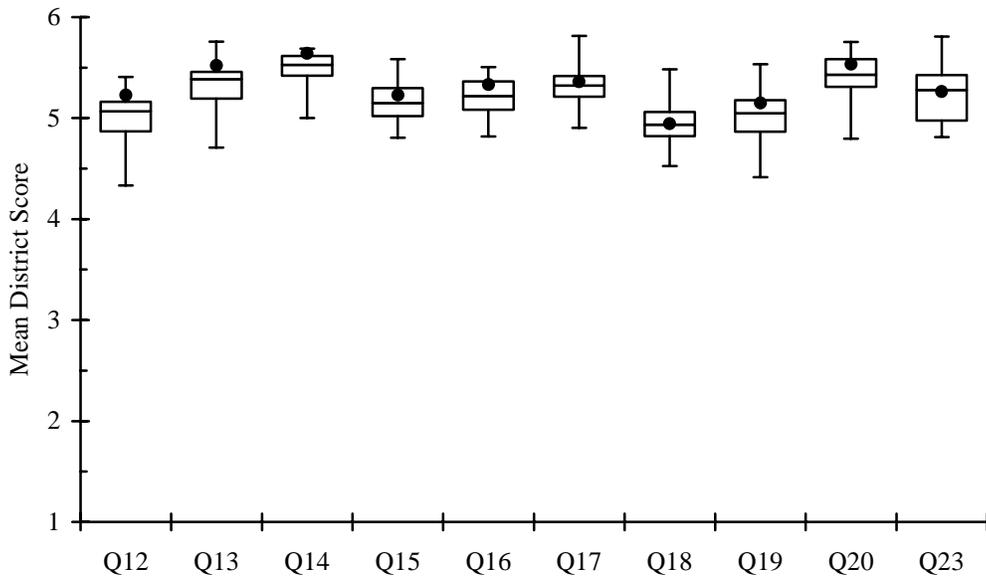
Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem Box-and-Whisker Charts

Satisfaction with My Child's Program



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). See pages 2-3 for an explanation of how to interpret this chart.

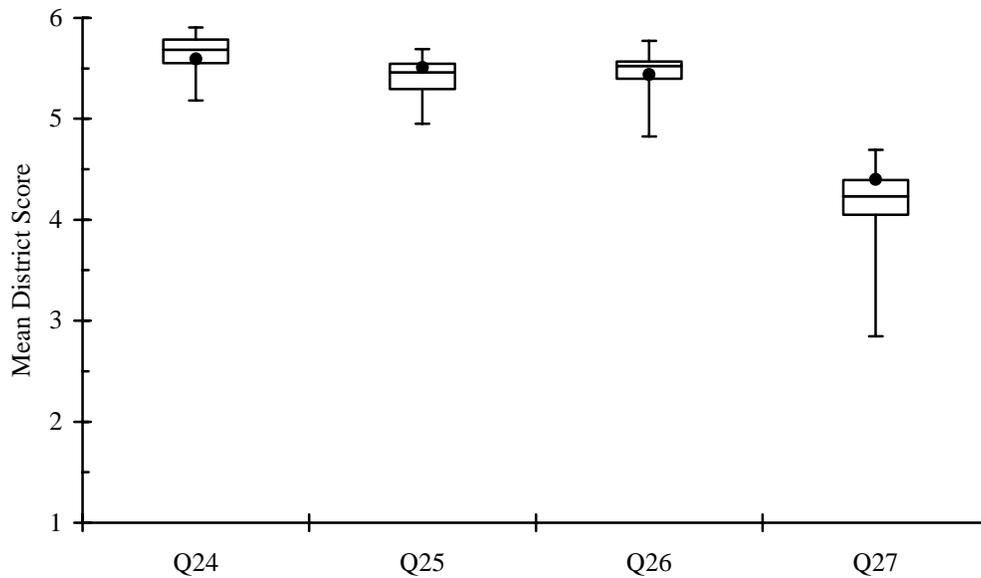
Participation in Developing and Implementing My Child's Program



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

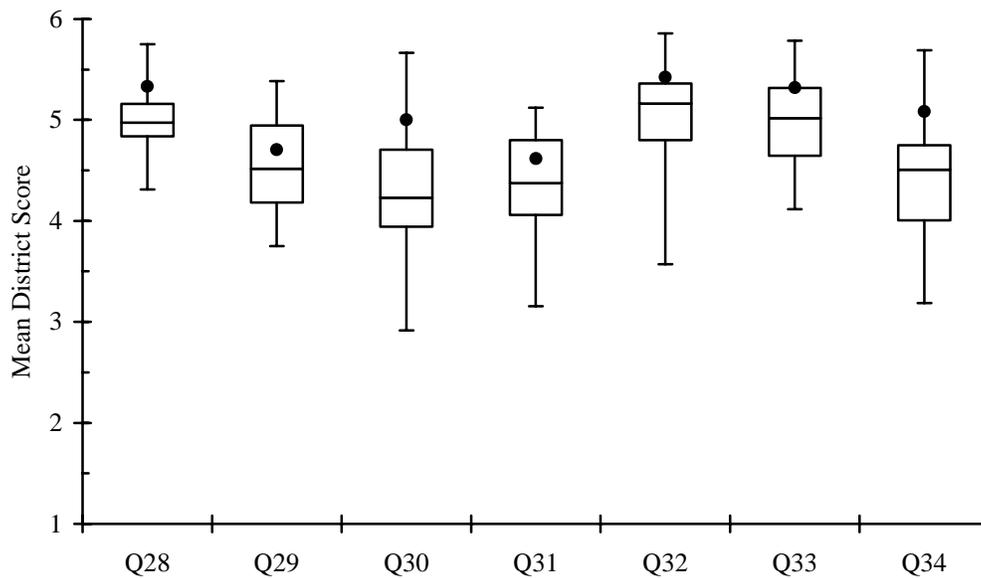
Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem Box-and-Whisker Charts – continued

My Child’s Participation



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Q26 is a negatively-keyed item and was reverse coded.

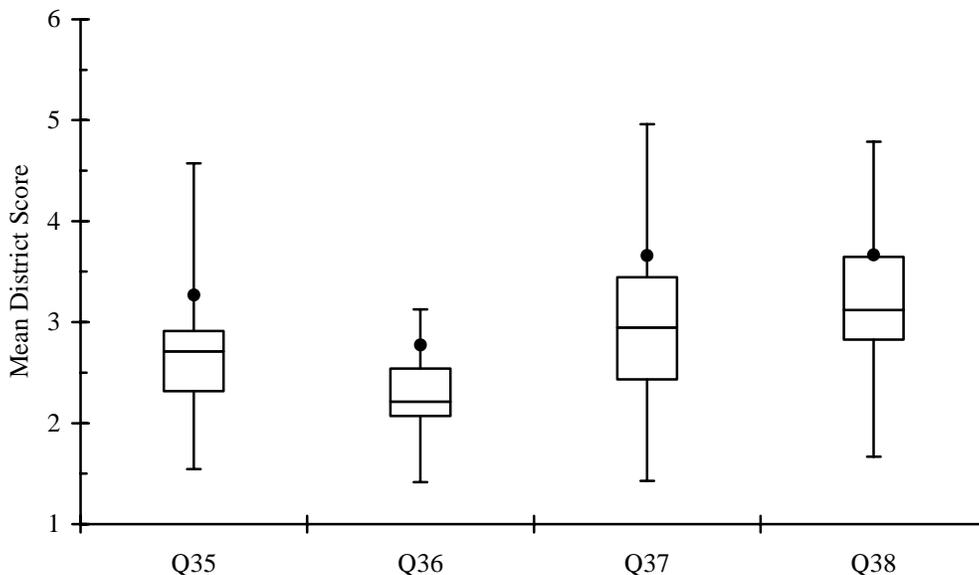
Transition Planning



Note: The mean district score represents the average parent response scaled from 1 (=“strongly disagree”) to 6 (=“strongly agree”). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating the mean score for Q31.

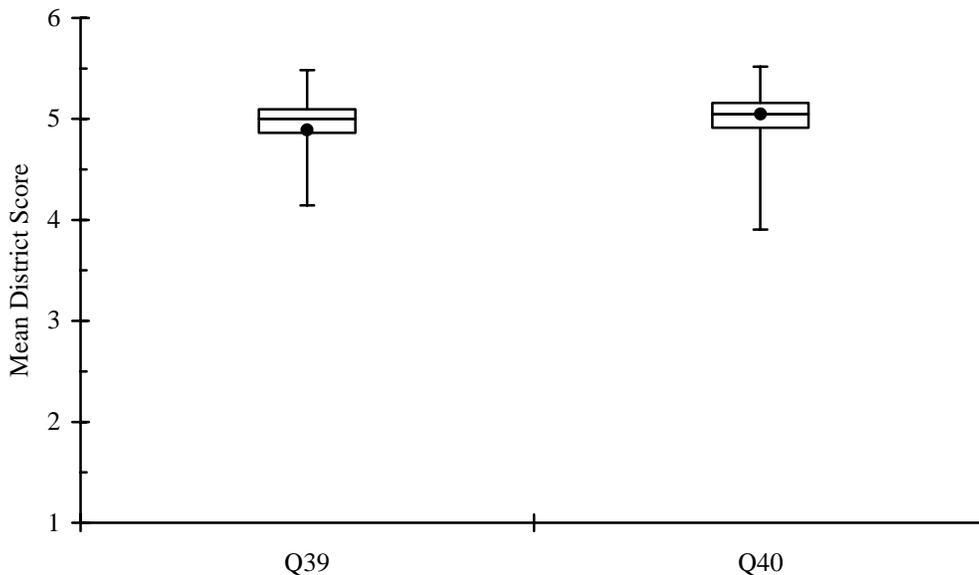
Chaplin, Canterbury, Lisbon, Regional School District 01 and Salem Box-and-Whisker Charts – continued

Parent Training and Support



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

My Child’s Skills



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

