

**CT Department of
Education**

Bureau of Special Education

**Connecticut Special Education
Parent Survey**

2013-2014

Summary Report



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Executive Summary

Introduction

In summer 2014, 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 2013-2014 statewide survey represents the ninth year of distribution.

Survey Design and Distribution

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

The 2013-2014 survey was mailed to a total of 10,545 parents of children receiving special education services across 31 school districts. In addition, a survey link was emailed to parents in 28 of the 31 districts (3 districts did not provide email addresses). Overall, 2,761 surveys were returned for a response rate of 26.2%, with approximately one out of two parents completing the survey online. This was more than a 5 percentage point increase in the response rate from the prior year. Response rates by district ranged from a low of 14.3% to a high of 45.8%. The non-deliverable rate also improved from the prior year, with a rate of 2.3% this year compared to 4.7% last year.

Key Findings

Key findings of the 2013-2014 parent survey are presented according to the following four themes: 1) areas of strength; 2) areas for improvement; 3) parents' comments; and 4) survey trends.

Areas of Strength

In general, there was a high level of parent agreement to most survey items in four of the six sections. This included my child's program [Q1-Q11], participation in developing and implementing my child's program [Q12-Q23], my child's participation [Q24-Q27], and my child's skills [Q39-Q40]. Across these sections, more than 85% of parents agreed with 26 of the 29 items.

- *General Satisfaction:* The majority (87.3%) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1].
- *Child Participation:* When asked if their child has the opportunity to participate in school-sponsored activities [Q24], 96.7% of parents agreed. This was the highest rated item across the 40-item survey, and more than 80% of parents *strongly agreed*. In addition, 94.8% of parents of secondary students agreed that the school district actively encourages their child to participate in PPT meetings [Q32].
- *Child Acceptance:* When asked if their child is accepted within the school community, 91.7% of parents agreed and almost two-thirds (60.2%) *strongly agreed* [Q5].
- *Parents as Partners:* Over 90% of parents indicated that they have the opportunity to talk to their child's teachers on a regular basis to discuss their questions and concerns [Q2] and that they are encouraged to give input and express their concerns at IEP meetings [Q13]. In addition, when asked if their concerns are documented in the development of their child's IEP [Q15]

and whether they are encouraged to be an equal partner in the implementation of their child's IEP [Q19], 91.1% and 88.9%, respectively, agreed with this statement.

- *Parent-Friendly Materials and Processes:* Over 95% of parents agreed that they understand what is discussed at meetings to develop their child's IEP [Q14] and 92.6% agreed that their child's evaluation report is written in terms they understand [Q16]. In addition, the overwhelming majority of parents agreed that the PPT meetings have been scheduled at times and places that met their needs [Q17] and they have received a copy of their child's IEP within 5 school days after the PPT [Q20] (92.5% and 92.9%, respectively).
- *Demographic Considerations:* Parents of children with a developmental delay or a speech or language impairment tended to report higher levels of satisfaction than other parents. In addition, parents of younger children, ages 3-5, also tended to answer more positively.

Areas for Improvement

There were a few items in the sections discussed above that received slightly lower levels of agreement as compared to other survey items. In addition, the secondary transition planning section of the survey [Q29-Q34] and the parent training and support section [Q35-Q38] received lower ratings overall.

- *Support for Extracurricular Activities:* When asked if the school provides the supports, such as extra staff that are necessary for their child to participate in extracurricular activities [Q27], 21.9% of parents disagreed with the statement and 15.0% indicated that they did not know.
- *Transition to Adulthood:* Across three of the six statements in the secondary transition section of the survey, approximately one-quarter of parents of secondary students disagreed. This included statements about whether outside agencies have been invited

to participate in secondary transition planning [Q30], if the PPT introduced planning for their child's transition to adulthood [Q31], and if the PPT developed individualized goals for their child related to employment/ postsecondary education, independent living and community participation [Q34].

- *Parent Training:* More than one-half (59.3%) of parents disagreed when asked if they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities in the past year [Q35]. In addition, about one-third (30.0%) of parents disagreed when asked if these opportunities exist [Q37] and another one-third (33.5%) did not know if such opportunities exist.
- *Parent Support:* Approximately two-thirds (65.8%) of parents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. In addition, more than one-quarter (26.3%) disagreed when asked whether support networks are available [Q38] and 36.2% did not know if such a network exists.
- *Demographic Considerations:* Overall, parents of children with ADD/HD, an emotional disturbance, or autism tended to report lower levels of satisfaction than other parents. In addition, parents of children ages 13-14 also tended to respond less favorably than parents of children in other age groups.

Parents' Comments

An open-ended comment section was included at the end of the survey to allow respondents to comment on their overall experiences with their child's special education program. Of the surveys received, 42.3% (n=1,169) included written comments. Parents' comments were distributed along a continuum where 40% expressed satisfaction, 35% expressed dissatisfaction, and 25% fell in the middle (expressing areas of both satisfaction and dissatisfaction). Parents on both ends of the

satisfaction spectrum often discussed their child's educators and whether the services provided were appropriate and individualized to their child's needs.

Survey Trends

Overall, when this year's agreement levels were compared to Year 3 of the survey – the last time this year's districts were surveyed – an upward trend across 29 of the 40 survey statements was observed. However, the differences were often small. In total, five statements saw an increase of greater than five percentage points, and one statement saw a decrease of more than five percentage points.

- *Parent Training and Support:* Parents in Year 9 were between 6 and 8 percentage points more likely than parents in Year 3 to agree that there are opportunities for parent training [Q37], that support networks are available [Q38], and that they are involved in such a network [Q36].
- *Transitions and Support:* Parents in Year 9 were also roughly 6 percentage points more likely to agree than parents in Year 3 that they were satisfied with Birth to Three transition activities [Q28], and that supports are provided for their child to participate in extracurricular activities [Q27].
- *Translation Services:* In contrast, parents in Year 9 were approximately 6 percentage points less likely to agree than parents in Year 3 that the translation services provided at the PPT meetings were useful and accurate [Q22].

Summary

This report presents summary data reflecting the broad views and opinions of parents of students with disabilities. Its purpose is to offer stakeholders the opportunity to review results of the statewide survey in the context of other data sources.

District-level parent survey data were presented in a supplemental district report

which can be found on the CSDE website. Each district also received an individual report to review with district and building-level personnel and parent associations as they consider improvement activities for their district.

Introduction

In summer 2014, 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 survey is in its ninth year, with the 2013-2014 survey marking year three of the state's second 6-year sampling plan developed as part of its IDEA Part B State Performance Plan (SPP).

This report summarizes findings from the 2013-2014 statewide survey and is organized into seven sections. Section I presents an overview of survey development and distribution, including a brief description of the survey design and the sampling methodology employed. Section II includes the survey response rate (overall and by district) and Section III presents the demographics of survey respondents. Findings from the survey analysis are provided in Sections IV-VII and include a summary of overall responses, differences by demographics, a summary of open-ended comments, and differences across survey years.

District-level parent survey data are reported in a supplemental district report which can be found on the CSDE website.¹ The district report includes quantitative data for all districts with 20 or more survey responses (28 of the 31 school districts).²

¹ Districts were also emailed an individual report which included their quantitative data, as well as a summary of their open-ended comments organized into satisfied and dissatisfied categories.

² The CSDE standard for confidential reporting prohibits district-level data from being publicly reported if fewer than 20 survey responses are received from an individual district.

Section I: Survey Development & Dissemination

Background

In 2004-2005, the Connecticut State Department of Education disseminated the first annual statewide Special Education Parent Survey. The objectives of the survey were to identify, from the perspective of parents, areas of strength in Connecticut's special education programs, as well as areas in need of improvement. The development and implementation of the survey was a collaborative effort between the CSDE and the CT Parent Advisory Work Group.

Following the first year of the statewide survey, the U.S. Department of Education, Office of Special Education Programs (OSEP) mandated that all states submit a six-year State Performance Plan (SPP) to evaluate the state's efforts to implement the requirements of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP guidelines required each state to establish data sources and targets for 20 indicators, including SPP Indicator 8: percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. As a result, the 2004-2005 statewide survey was modified to serve as the chief instrument for collecting parent involvement data for SPP Indicator 8 with survey item 12 serving as the primary measure for the indicator.

Sampling Design

As part of the OSEP directive, states were encouraged to use sampling in their efforts to collect reliable and accurate parent involvement data. A complex sampling design (two-stage cluster sampling with stratification) was developed to generate a six-year cycle for survey distribution to a statewide representative sample of parents of students with disabilities. In the first stage of the sampling design, the state's 169 school districts (clusters) were stratified into one of eight strata according to: 1) the number of special education students in the district and 2) the District Reference Group (DRG) classification of the district.³ A proportionate number of districts were randomly sampled from each stratum to obtain an initial sample of 21 districts in 2005-2006, followed by a sample of approximately 30 districts per year thereafter. Districts were sampled without replacement, ensuring that all districts received the survey just once over the 6-year period and that all 169 districts were surveyed by 2010-2011.

The second stage of the sampling design is implemented annually and selects students from districts chosen (in stage one of the sampling plan) to participate in the current year survey. The number of students needed to obtain stable estimates at the district level is considered, and in most districts, surveys are sent to all parents of students with disabilities.⁴ If a student sample is drawn from a particular district, the students are stratified by school level (elementary, middle, or high school) with the number of students randomly sampled at each level determined by disproportionate allocation (-15%, +5%, +10%, respectively).

³ The original sampling plan stratified districts by ERGs (Education Reference Groups). In 2006, the CSDE replaced the ERG classification system with District Reference Groups (DRGs). DRGs are used by the state to group together LEAs with public school students of similar socioeconomic status (SES).

⁴ During the first six years of the survey (2005-2011), surveys were sent to all parents of students with disabilities in 143 districts. A sample of parents were surveyed in the 26 largest districts.

Survey Design

The CT Special Education Parent Survey questionnaire includes: 1) demographic items related to the child's age, gender, race/ethnicity, grade, primary eligibility for services, and type of placement; 2) 40 survey items related to parents' experiences with their child's special education program over the past 12 months; and 3) one open-ended item regarding parents' overall experiences with special education. The parent survey items ask respondents to answer a series of statements in six topic areas:

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

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

Survey Distribution

In July of 2014, surveys were mailed to all parents of students with disabilities in 26 of the 31 districts participating in this year's survey. Surveys were sent to a sample of parents (according to the sampling design previously discussed) in the five largest participating districts (East Hartford, Fairfield, Meriden, Southington, and Torrington). The survey mailing included a letter of instruction (including directions for completing the survey online), the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC), and a business reply envelope. Emails (when available) were also sent to parents informing them of the upcoming mailing and giving them direct access to the online survey through a personalized link.

Following the initial mailing of the survey questionnaire, a reminder letter was mailed to each parent, encouraging them to return their completed survey or to contact the external evaluator directly if they had lost or needed a new questionnaire. In addition, three separate email reminders were sent during the survey window to those parents with email addresses available. All survey materials were printed and available online in both English and Spanish. (See Appendix E for the English version of the survey.) The deadline for returning completed surveys was August 15, 2014.

Steps to Improve Survey Distribution

In Year 9, a modification to the survey distribution process was made in an effort to increase response rates and reduce non-deliverable rates. This year, districts were provided an Excel template with the state assigned student identifiers (SASID) for the special education students in their district, and were asked to enter the most current mailing address for each student. This was a change from last year when districts were provided an Excel spreadsheet with students' mailing addresses already pre-populated (as extracted from the state's special education data system) and were asked to confirm the mailing addresses. This revised process helped to ensure that each district reviewed, and edited the Excel spreadsheet with the most current addresses. In addition, districts were also able to indicate if a child had moved out of the district, or if any additional

students had been identified. All 31 districts returned a completed Excel spreadsheet. Similar to last year, districts were also asked to provide, when available, parents' email addresses to allow for direct access to the survey through a personalized link. Emails for some or all parents of students with disabilities were provided by 28 of the 31 districts involved in this year's survey distribution. Nearly one in two parents (46.2%) completed the survey online compared to about one in three (34.3%) last year. In addition, the overall response rate increased by almost 5 percentage points over the previous year (26.2%, n=2,761 compared to 21.3%, n=2,091) and the non-deliverable mail rate was cut in half (2.3%, n=243 compared to 4.7%, n=463).

Confidentiality

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

Strengths and Limitations

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

Section II: Survey Response Rate

The 2013-2014 survey was sent to a total of 10,545 parents of children receiving special education services across 31 districts. The overall survey response rate was 26.2% (n=2,761), with the response rate by district ranging from a low of 14.3% in the Chaplin School District to a high of 45.8% in the Willington School District. A total of 243 surveys were returned non-deliverable, representing 2.3% of the total mailing.

Table II.1: Survey Response Rate by District

District	Surveys Received		Of Surveys Received			Of Surveys Sent		Non-Deliverable Rate	
			Online	In Spanish	With Comments	Mailed	Also Emailed	Mailed	Emailed
	n	%	%	%	%	n	%	%	%
Willington	38	45.8%	55.3%	0.0%	55.3%	83	90.4%	0.0%	12.0%
Cromwell	74	34.9%	55.4%	0.0%	51.4%	212	83.0%	0.5%	15.3%
Glastonbury	223	34.8%	64.1%	0.9%	52.9%	641	94.7%	1.4%	4.9%
Region 14	65	34.8%	47.7%	0.0%	52.3%	187	86.6%	1.6%	17.3%
Bolton	32	33.3%	65.6%	0.0%	43.8%	96	86.5%	4.2%	18.1%
Woodbridge	20	32.8%	65.0%	0.0%	40.0%	61	73.8%	0.0%	15.6%
Avon	115	31.7%	60.9%	0.0%	49.6%	363	98.3%	1.4%	18.5%
Plainville	117	31.0%	59.8%	2.6%	42.7%	377	86.7%	1.6%	16.2%
Region 17	106	30.8%	44.3%	0.0%	38.7%	344	95.3%	0.9%	19.2%
Wethersfield	186	30.6%	52.2%	0.5%	41.9%	608	78.8%	1.2%	7.3%
Region 12	41	29.7%	39.0%	0.0%	34.1%	138	77.5%	0.7%	16.8%
Fairfield	214	29.6%	59.3%	2.8%	50.0%	724	83.1%	0.8%	11.3%
Wolcott	79	28.8%	44.3%	0.0%	36.7%	274	83.2%	1.5%	11.8%
Newington	181	28.7%	47.5%	1.7%	34.8%	630	72.4%	0.5%	9.2%
New Fairfield	79	28.6%	67.1%	1.3%	57.0%	276	94.9%	0.0%	8.4%
Bethel	93	28.4%	37.6%	1.1%	39.8%	328	49.7%	0.9%	24.5%
Southington	177	26.5%	48.6%	0.0%	46.3%	667	77.2%	1.9%	8.0%
East Haddam	49	26.2%	34.7%	0.0%	38.8%	187	47.6%	0.5%	13.5%
Griswold	66	25.4%	24.2%	0.0%	47.0%	260	71.9%	2.3%	3.2%
Salem	21	25.3%	4.8%	0.0%	23.8%	83	30.1%	1.2%	32.0%
Region 06	34	25.0%	76.5%	0.0%	61.8%	136	84.6%	2.2%	14.8%
Lisbon	24	24.5%	25.0%	0.0%	33.3%	98	56.1%	1.0%	21.8%
Canterbury	16	22.9%	50.0%	0.0%	43.8%	70	57.1%	0.0%	7.5%
Middletown	147	22.4%	39.5%	2.7%	40.1%	655	61.5%	5.5%	18.4%
Ansonia	97	21.7%	45.4%	3.1%	36.1%	448	53.3%	6.3%	21.3%
East Hartford	155	21.4%	32.9%	8.4%	26.5%	725	46.2%	4.0%	23.0%
Region 01	12	20.0%	50.0%	0.0%	41.7%	60	36.7%	1.7%	27.3%
North Haven	67	17.4%	19.4%	0.0%	43.3%	385	0.0%	0.5%	0.0%
Torrington	105	16.3%	18.1%	10.5%	40.0%	645	4.5%	2.6%	3.4%
Meriden	120	15.7%	15.0%	16.7%	24.2%	763	0.0%	6.3%	0.0%
Chaplin	3	14.3%	0.0%	0.0%	0.0%	21	0.0%	9.5%	0.0%
Unknown	5	--	--	80.0%	40.0%	--	--	--	--
Total	2,761	26.2%	46.2%	2.6%	42.3%	10,545	61.7%	2.3%	13.2%

Note: Districts have been sorted in descending order based on their response rate. The 5 unknown surveys were returned without a district code.

Section III: Demographics

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

Table III.1: Race/Ethnicity

Child's Race/Ethnicity	n	Percent
White not Hispanic	1,917	72.0%
Hispanic	379	14.2%
Black not Hispanic	234	8.8%
Asian/Pacific Islander	109	4.1%
Am. Indian/Alaskan Native	22	0.8%

Table III.2: Age

Child's Age	n	Percent
3 to 5	262	9.6%
6 to 12	1,163	42.5%
13 to 14	467	17.1%
15 to 17	603	22.0%
18 to 21	243	8.9%

Table III.3: Grade Level

Child's Grade Level	n	Percent
Preschool	189	7.0%
Elementary	880	32.4%
Middle	672	24.7%
High	840	30.9%
Transition	137	5.0%

Table III.4: Gender

Child's Gender	n	Percent
Male	1,859	68.6%
Female	850	31.4%

Table III.5: Type of Placement

Child's Type of Placement	n	Percent
Public School	2,473	90.3%
Out-of-District Special Education School	162	5.9%
Residential School	20	0.7%
Private/Parochial	16	0.6%
Out-of-State	5	0.2%
Hospital/Homebound	3	0.1%
Other	61	2.2%

Note: 'Other' includes placements such as magnet school (n=18), transition program (n=11), alternative public school placements (n=7), therapeutic school (n=5), charter school (n=3), preschool (n=2), in-district special education school (n=2), clinical day program, home school, open choice, and UConn.

Table III.6: Disability

Child's Disability	n	Percent
Specific Learning Disabilities	665	24.5%
OHI - ADD/ADHD	548	20.2%
Autism	504	18.6%
Speech or Language Impaired	383	14.1%
Multiple Disabilities	193	7.1%
Intellectual Disability	161	5.9%
Emotional Disturbance	145	5.3%
Other Health Impairment (OHI)	111	4.1%
Developmental Delay (ages 3-5 only)	90	3.3%
Hearing Impairment	43	1.6%
Orthopedic Impairment	24	0.9%
Visual Impairment	23	0.8%
Traumatic Brain Injury	18	0.7%
Deaf-Blindness	13	0.5%
Don't Know	45	5.2%
To Be Determined	140	1.7%
Total Selected	3,106	--

Note: Survey respondents were asked to select one disability; however, 248 respondents chose multiple disabilities for their child. The percentages included above are based on the number of respondents who answered this question (n=2,716) and therefore do not add up to 100%.

Section IV: Summary of Survey Responses

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

The total number of respondents (n) provided for each survey statement includes only those parents who selected a response other than “not applicable.” All percentages are based on this number and not on the total number of parents to complete the survey. The number of parents to respond to each statement varied considerably across the 40-item survey, most notably on statements regarding length of the school day [Q3, Q4], translation services [Q21, Q22] and transition planning [Q28-Q34]. This variation should be considered when comparing results across individual statements in order to provide the appropriate context for interpreting survey findings. (See Appendix B for an overall survey response table which includes all data presented in this section.)

Satisfaction with My Child’s Program

Parents were asked to respond to a series of 11 survey statements about their satisfaction with their child’s program (see Tables IV.1, IV.2 and IV.3). Overall, there was a high level of agreement to this section of the survey.

- The majority (87.3%) of parents agreed that they are satisfied with their child’s overall special education program [Q1], with 44.7% of parents indicating they *strongly agreed* with this statement.

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

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
1. I am satisfied with my child’s overall special education program.	2,730	44.7%	32.3%	10.3%	87.3%	3.2%	4.0%	5.5%	12.7%	±

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

- The highest level of agreement in this topic area was 93.3% of parents who agreed that they have the opportunity to talk to their child's teachers on a regular basis [Q2]; followed by 91.7% of parents who agreed that their child is accepted within the school community [Q5]. When compared to all other statements in this topic area, parents were most likely to choose the *strongly agree* rating for these two statements (61.7% and 60.2%, respectively).

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

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,732	61.7%	23.2%	8.5%	93.3%	2.8%	1.9%	2.0%	6.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	718	19.4%	12.5%	8.1%	40.0%	7.2%	3.5%	49.3%	60.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	1,149	9.1%	5.5%	6.0%	20.5%	3.7%	2.7%	73.0%	79.5%	±
5. My child is accepted within the school community.	2,676	60.2%	23.0%	8.4%	91.7%	3.2%	2.5%	2.6%	8.3%	±

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

- In addition, the majority (91.0%) of parents agreed that their child's special education teachers make accommodations and modifications as indicated on their child's IEP [Q9]. Parents were slightly less likely to agree (85.6%) that general education teachers make the accommodations and modifications on their child's IEP [Q10] and that general education and special education teachers work together to assure that their child's IEP is being implemented (87.1%) [Q11].
- When asked if their child's IEP is meeting his or her educational needs, 85.7% of parents agreed with the statement [Q6]. However, although the majority answered favorably, slightly more parents disagreed (13.7%) with this statement compared to other items in this section of the survey.

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

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	2,740	43.4%	31.6%	10.7%	85.7%	3.9%	3.6%	6.2%	13.7%	0.6%
7. All special education services identified in my child's IEP have been provided.	2,734	52.0%	26.7%	9.0%	87.7%	3.7%	3.4%	4.0%	11.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,733	51.2%	25.2%	10.0%	86.5%	3.4%	3.1%	5.2%	11.7%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,695	59.3%	24.3%	7.5%	91.0%	2.6%	2.7%	2.4%	7.8%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	2,564	47.6%	26.2%	11.8%	85.6%	4.1%	3.4%	4.8%	12.2%	2.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	2,601	51.4%	25.3%	10.3%	87.1%	3.8%	3.1%	4.0%	10.9%	2.0%

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

Participation in Developing and Implementing My Child's Program

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

- The majority (88.2%) of survey respondents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities, with slightly more than one-half (52.5%) selecting *strongly agree* [Q12].⁵

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

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	2,705	52.5%	24.9%	10.8%	88.2%	4.0%	3.5%	4.2%	11.8%	±

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

Additional survey statements in this topic area asked parents about the IEP/PPT process, translation services and their child's classroom placement. Overall, there was a high level of agreement across these statements. More than 90% of parents agreed with 6 of the 11 statements in this section and a considerable number (ranging from 52.1% to 70.3%) of parents *strongly agreed* with all 11 statements (see Tables IV.5 and IV.6).

- The highest level of agreement was 95.6% of respondents who agreed that they understand what is discussed at meetings to develop their child's IEP [Q14]. More than two-thirds (67.1%) of these parents *strongly agreed* with this statement.

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

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	2,736	64.8%	20.4%	6.8%	92.0%	2.3%	2.5%	3.1%	8.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,738	67.1%	22.6%	5.9%	95.6%	1.8%	1.2%	1.3%	4.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,708	57.3%	25.0%	8.9%	91.1%	2.7%	2.5%	3.6%	8.9%	±

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

⁵ There was no State Performance Plan target for the 2013-2014 school year. However, this year's percentage is slightly below the target of 90.0% set for the 2012-2013 school year.

- The smallest majority of respondents to agree with survey items in this section were the 85.9% of parents who agreed that the school district proposed the regular classroom as the first placement option for their child [Q23]. However, despite this slightly lower agreement, almost two-thirds (65.3%) of parents *strongly agreed* with this statement.

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

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
16. My child's evaluation report is written in terms I understand.	2,739	56.5%	27.8%	8.3%	92.6%	2.8%	1.8%	2.8%	7.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	2,744	64.9%	20.3%	7.3%	92.5%	2.8%	1.9%	2.8%	7.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	2,712	52.1%	25.6%	10.4%	88.1%	3.7%	3.1%	5.2%	11.9%	±
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.	2,726	55.0%	24.3%	9.7%	88.9%	4.4%	2.8%	3.9%	11.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,721	70.3%	18.1%	4.5%	92.9%	2.6%	1.3%	3.2%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	393	62.1%	19.1%	5.6%	86.8%	3.6%	2.0%	7.6%	13.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	411	57.2%	24.1%	6.1%	87.3%	4.1%	1.5%	7.1%	12.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	2,454	65.3%	16.5%	4.2%	85.9%	1.7%	1.1%	5.1%	7.9%	6.2%

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

My Child’s Participation

In this section of the survey, parents responded to statements concerning their child’s opportunity to participate in school and community sponsored activities (see Table IV.7).

- Across all 40 survey statements, respondents were most likely to agree that their child has the opportunity to participate in school-sponsored activities [Q24]. The overwhelming majority (96.7%) of parents agreed with this statement and 82.5% of these parents *strongly agreed*. In addition, 91.3% of parents also agreed that their child has the opportunity to participate in extracurricular activities with children without disabilities [Q25].
- However, when asked if their child’s school provides supports, such as extra staff that are necessary for their child to participate in extracurricular school activities [Q27], about one out of five (21.9%) parents disagreed with the statement, and 15.0% of parents did not know if such supports are available.

Table IV.7: My Child's Participation

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	2,653	82.5%	10.8%	3.4%	96.7%	0.7%	0.8%	1.8%	3.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	2,493	75.1%	11.5%	4.7%	91.3%	2.3%	1.8%	4.6%	8.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,727	5.9%	2.9%	3.9%	12.7%	3.6%	4.9%	78.8%	87.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	1,595	39.9%	15.2%	8.0%	63.1%	4.5%	3.3%	14.0%	21.9%	15.0%

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

Transition Planning

In the transition planning section of the survey, parents responded to statements focused on their child's transition to preschool, and secondary transition activities and services. Parents were asked to answer the transition questions only if their child had transitioned from early intervention to preschool in the past three years [Q28] or if their child was age 15 or older at his or her last PPT meeting [Q29-Q34]. The age-specific nature of transition planning naturally restricts the number of parents for which questions of this type are applicable and as a result, considerably fewer parents answered statements in this section (see Table IV.8).

- The majority (90.6%) of parents agreed that they were satisfied with the transition activities that took place when their child left Birth to Three [Q28], with almost two-thirds (60.9%) indicating they *strongly agreed*. Meanwhile, parents were slightly less likely to agree (80.7%) that they were satisfied with the secondary transition services provided for their child [Q29], and fewer of these parents (41.1%) indicated they *strongly agreed*.
- Across the seven items in this section, parents were most likely to agree that the school district actively encourages their child to attend and participate in PPT meetings [Q32]. More than 90% of parents agreed with this statement and more than two-thirds (69.3%) of these parents *strongly agreed*.
- In contrast, approximately one out of four parents disagreed when asked whether outside agencies have been invited to participate in secondary transition planning (24.1%) [Q30]; if the PPT introduced planning for their child's transition to adulthood (22.4%) [Q31]; and if the PPT developed individualized goals for their child related to employment and postsecondary education, independent living and community participation (21.7%) [Q34].

Table IV.8: Transition Planning

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
<i>(Only answer Q28 if your child has transitioned from early intervention (Birth to Three) to Preschool in the past 3 years.)</i>										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	489	60.9%	22.7%	7.0%	90.6%	1.6%	2.0%	5.7%	9.4%	±
<i>(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)</i>										
29. I am satisfied with the way secondary transition services were implemented for my child.	674	41.1%	26.6%	13.1%	80.7%	4.6%	5.3%	9.3%	19.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	506	30.0%	18.2%	12.8%	61.1%	4.2%	4.0%	16.0%	24.1%	14.8%
31. The PPT introduced planning for my child's transition to adulthood.	692	40.8%	21.7%	15.2%	77.6%	4.8%	6.2%	11.4%	22.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	765	69.3%	18.7%	6.8%	94.8%	1.7%	1.0%	2.5%	5.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	759	54.4%	24.2%	10.8%	89.5%	2.9%	2.4%	5.3%	10.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	695	41.9%	20.9%	15.5%	78.3%	6.3%	4.7%	10.6%	21.7%	±

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

Parent Training and Support

In this section, parents were asked to respond to a series of four survey statements regarding their experiences with parent training and support. Compared to earlier topical areas of the survey, parents were more likely to disagree with items in this section, while a considerable percentage also indicated that they did not know if such opportunities are available (see Table IV.9).

- When asked if they attended parent training or information sessions that addressed the needs of parents and of children with disabilities [Q35], 59.3% of survey respondents disagreed. In addition, approximately one-third (30.0%) of parents reported that their child's school district does not provide these opportunities and slightly more than one-third (33.5%) of parents did not know whether such opportunities existed [Q37].
- Similarly, 65.8% of respondents disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Approximately one-quarter (26.3%) of parents reported that there is no support network available to them and 36.2% did not know if such a network is available [Q38].

Table IV.9: Parent Training and Support

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,699	22.1%	10.2%	8.4%	40.7%	5.4%	5.1%	48.9%	59.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,643	15.8%	9.6%	8.8%	34.2%	6.1%	6.6%	53.1%	65.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	2,280	15.7%	10.7%	10.2%	36.6%	4.3%	4.6%	21.0%	30.0%	33.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	2,270	18.3%	10.5%	8.6%	37.4%	3.8%	4.1%	18.4%	26.3%	36.2%

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

My Child's Skills

In the final section of the survey, parents were asked to respond to two statements regarding the skills that their child is acquiring in school.

- The majority (87.7%) of respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 87.9% of respondents agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40].

Table IV.10: My Child's Skills

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
39. My child is learning skills that will enable him/her to be as independent as possible.	2,560	49.0%	25.1%	13.6%	87.7%	4.1%	3.0%	5.2%	12.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	2,494	52.2%	23.5%	12.2%	87.9%	3.5%	3.4%	5.2%	12.1%	±

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

Section V: Differences by Demographics

In this section, differences in parent responses are presented across five demographic groups, 1) child's disability; 2) child's age; 3) child's race/ethnicity; 4) child's placement; and 5) the language (English or Spanish) in which the parent responded to the survey. Select survey statements have been illustrated with a stacked bar chart to highlight the overall trends. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar. The total number of respondents (n) for each demographic group includes all respondents who selected a response other than "not applicable" and "don't know."

Bar charts of all survey statements by demographic group can be found in Appendix C, including gender (which is not discussed in this section as there were very few differences). Differences in parent responses across individual school districts were considered in a separate analysis and are presented in a supplemental district report located on the CSDE website.

Child's Disability

In general, a child's disability was a common determinant of variations found in parents' responses to survey statements. Due to the considerable number of differences, response patterns by disability category are presented by specific topical areas of the survey.⁶ (See Appendix C.1 for bar charts of all survey statements by child's disability.)

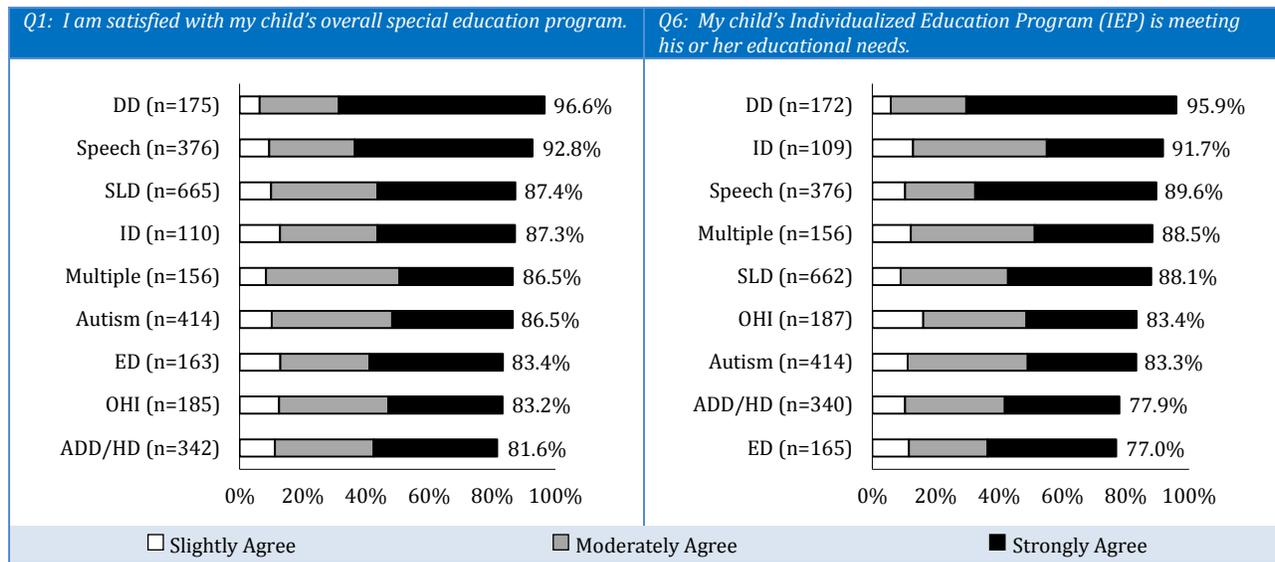
Satisfaction with My Child's Program

In this section of the survey [Q1-Q11], parents of children with a developmental delay (DD) reported higher levels of satisfaction across 9 of the 11 statements than other parents surveyed. Parents of children with a speech or language impairment also showed relatively high levels of satisfaction by consistently reporting satisfaction levels of 90% or greater. In contrast, parents of children with ADD/HD and an emotional disturbance (ED) had the lowest levels of satisfaction.

- When parents were asked if they are satisfied with their child's overall special education program [Q1], parents of children with a developmental delay were 15 percentage points more likely to agree with the statement than parents of children with ADD/HD (96.6% compared 81.6%). Parents of children with a speech or language impairment also demonstrated high levels of satisfaction, with more than 90% of parents agreeing to the statement.
- One of the largest disparities across the eleven statements analyzed in this section occurred when parents were asked if their child's IEP is meeting his or her educational needs [Q6]. More than 95% of parents of children with a developmental delay agreed with the statement compared to approximately three-quarters of parents of children with an emotional disturbance or with ADD/HD (77.0% and 77.9%, respectively), a difference of roughly 18 percentage points.

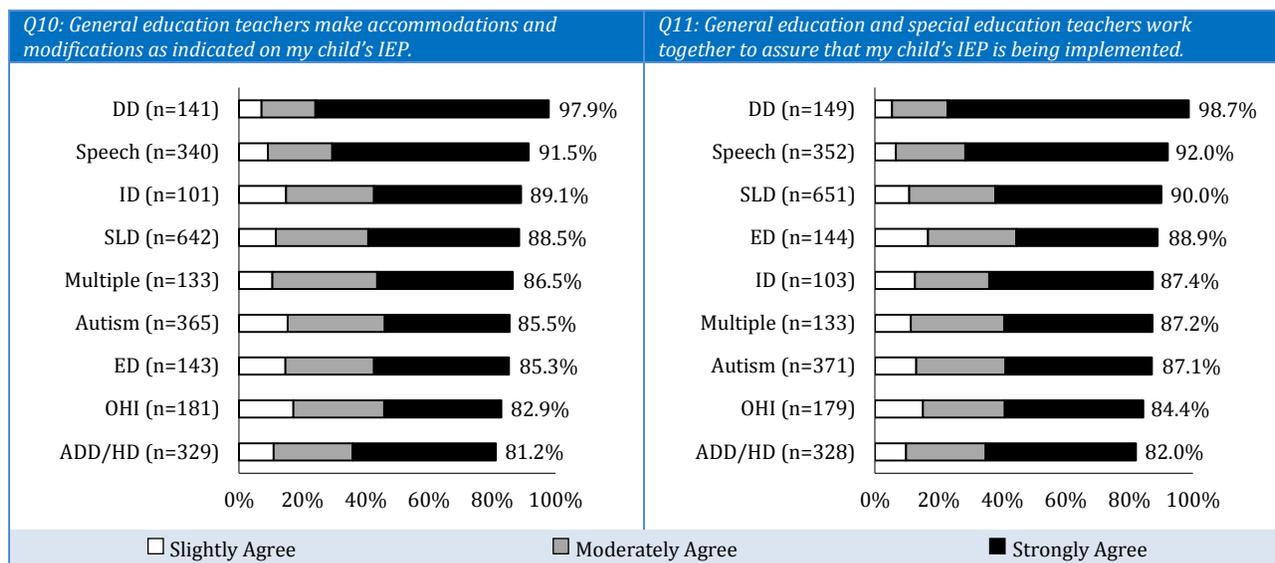
⁶ Questions related to transition planning for students (Q28-Q34) had lower response rates than other sections of this survey due to the age specific nature of the statements and are therefore not included in this analysis. Disability categories have been abbreviated in this section and include: DD=developmental delay; ED=emotional disturbance; ID=intellectual disability; SLD=specific learning disability; Multiple=multiple disabilities; OHI=other health impairment; and Speech=speech or language impaired.

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



- When parents were asked if general education teachers make accommodations and modifications as indicated on their child's IEP [Q10] parents of children with a developmental delay and with a speech or language impairment answered most favorably to these statements (97.9% and 91.5%, respectively), while parents of children with other health impairments (OHI) and with ADD/HD were the least likely to agree (82.9% and 81.2%, respectively).
- Similar response patterns were evident when parents were asked if general education and special education teachers work together to assure that their child's IEP is being implemented [Q11]. Parents of children with a developmental delay and with a speech or language impairment were again the most likely to agree (98.7% and 92.0%, respectively), while parents of children with other health impairments and with ADD/HD were also again the least likely to agree (84.4% and 82.0%, respectively).

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

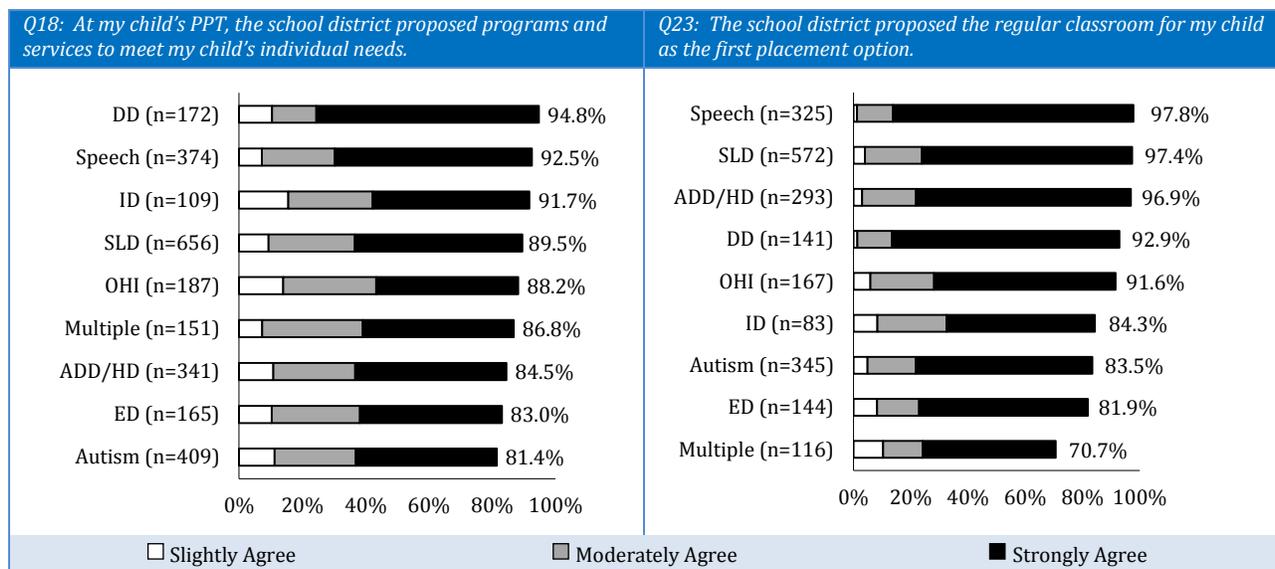


Participation in Developing and Implementing My Child's Program

Statements concerning parents' participation in their child's program [Q12-Q23] generated response patterns, for the most part, consistent with those just mentioned under the general program satisfaction section of the survey. Across 10 of the 12 statements in this section, parents of children with a developmental delay reported the highest levels of satisfaction as compared to other parents. The parents reporting the least amount of satisfaction tended to vary across the statements.

- When asked if the school district proposed programs and services to meet their child's individual needs [Q18], 94.8% of parents of children with a developmental delay agreed compared to 81.4% of parents of children with autism, a difference of 13.4 percentage points.
- Meanwhile, the vast majority of parents of a children with a speech or language impairment and with a specific learning disability (97.8% and 97.4%, respectively) agreed that the school district proposed the regular classroom for their child as the first placement option [Q23] compared to less than three-quarters (70.7%) of parents of children with multiple disabilities, a difference of roughly 27 percentage points.

Table V.3: Question 18 and Question 23 by Child's Disability



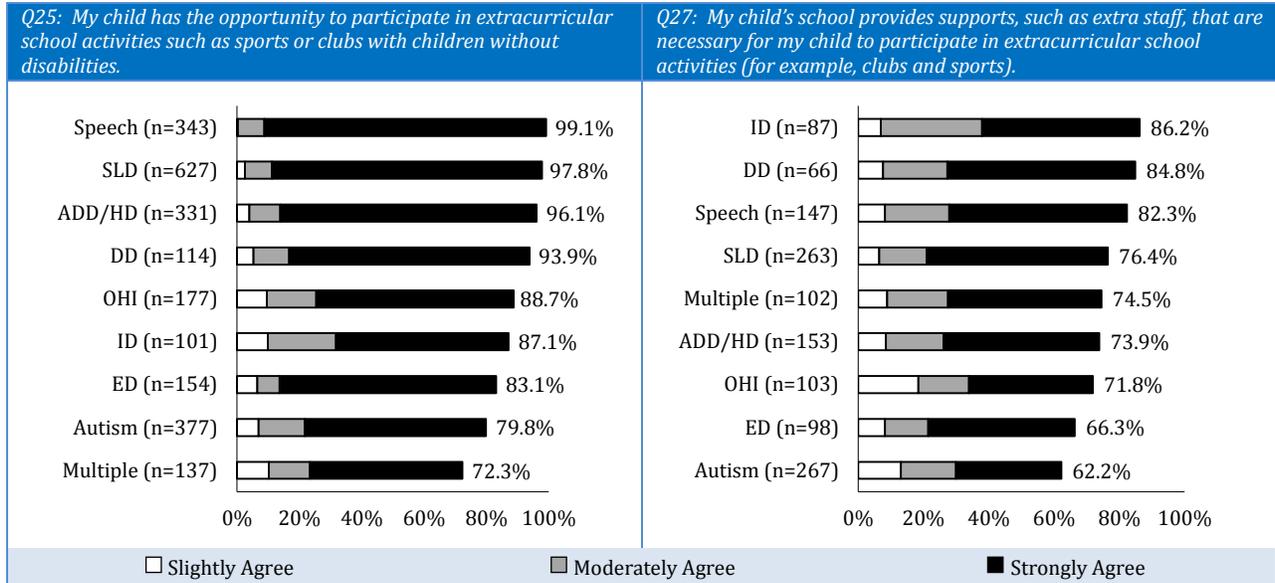
My Child's Participation

In this section of the survey [Q24-Q27], parents of children with a speech or language impairment reported the highest levels of satisfaction across three of the four statements while parents of children with multiple disabilities had the lowest levels of agreement for two of the statements.

- Nearly all (99.1%) parents of children with a speech or language impairment agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25], compared to slightly less than three-quarters (72.3%) of parents of children with multiple disabilities, a difference of approximately 27 percentage points.
- When asked if their child's school provides the supports necessary for their child to participate in extracurricular school activities [Q27], 86.2% of parents of children with an intellectual

disability (ID) agreed compared to 62.2% of parents of children with autism, a 24 percentage point difference.

Table V.4: Question 25 and Question 27 by Child's Disability

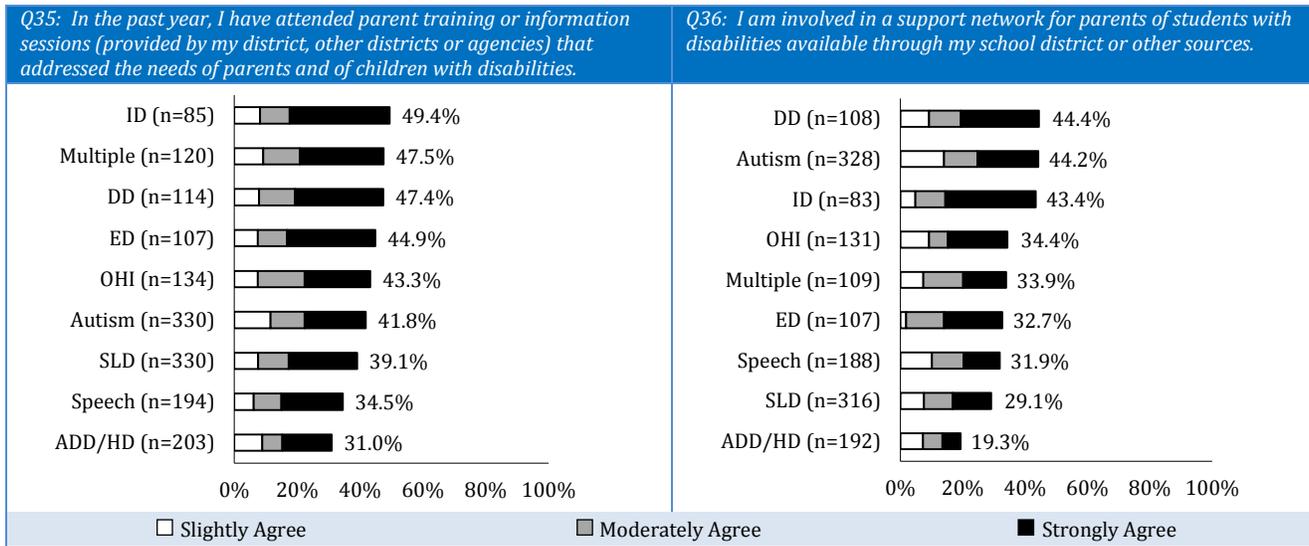


Parent Training and Support

The following section illustrates the four survey statements dedicated to the topic of parent training and support [Q35-Q38]. The first two questions refer to actual participation in parent training or information sessions [Q35] and support groups [Q36]; while the last two questions refer to the availability of such sessions [Q37] and groups [Q38].

- Parents of children with an intellectual disability (ID) and with multiple disabilities were the most likely to indicate they had attended a parent training or information session in the past year (49.4%, and 47.5%, respectively) [Q35]. In contrast, less than one-third (31.0%) of parents of children with ADD/HD noted attending such sessions, a difference of about 18 percentage points.
- When asked about participation in a support network, parents of children with a developmental delay and with autism were the most likely to indicate participation in such a network (44.4% and 44.2%, respectively) [Q36]; while parents of children with a specific learning disability and ADD/HD were the least likely to agree (29.1% and 19.3%, respectively). This represented a difference of as much as 25 percentage points across disability groups.

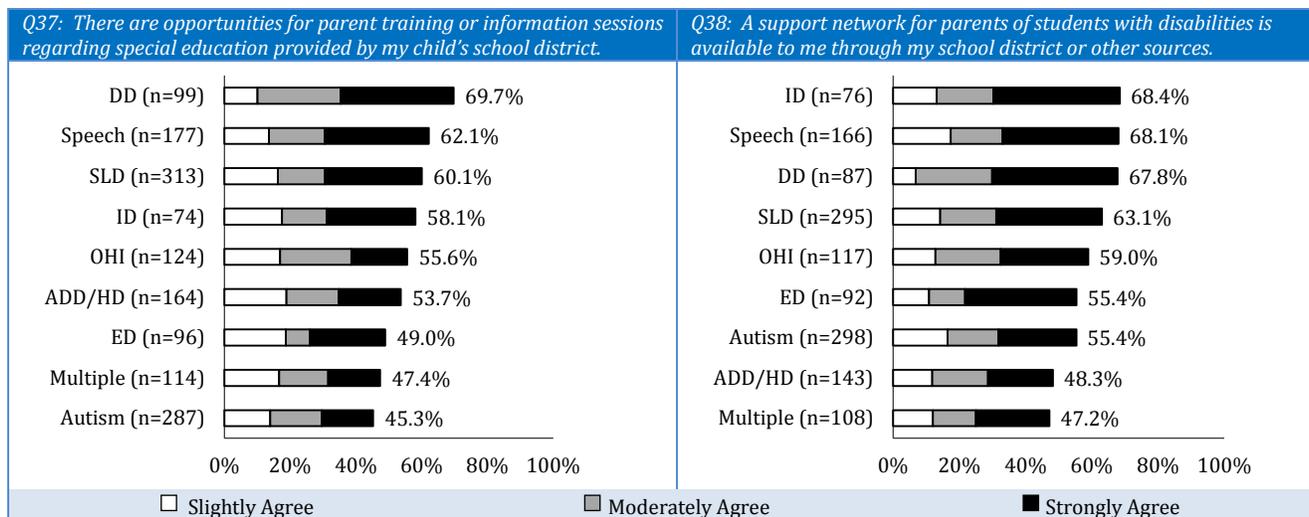
Table V.5: Question 35 and Question 36 by Child's Disability



In general, parents were more likely to report opportunities for parent training [Q37] and the availability of a support networks [Q38] than they were to report attending a parent training [Q35] or participating in such networks [Q36].

- The greatest discrepancy between parent training awareness and attendance [Q35] was evident for parents of children with a speech or language impairment, with almost two-thirds (62.1%) indicating that opportunities for parent training are available [Q37] but just over one-third (34.5%) indicating attendance [Q35], a difference of 27.6 percentage points. In contrast, parents of children with multiple disabilities were consistent across their knowledge of parent trainings (47.4%) and their attendance (47.5%).
- The discrepancy between awareness and attendance was even greater for the support network statements. While 68.1% of parents of children with a speech or language impairment and 63.1% of parents of children with a specific learning disability (SLD) indicated that a support network is available [Q38], only 31.9% and 29.1% respectively, reported being involved in a support network [Q36], a difference of as much as 36 percentage points.

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

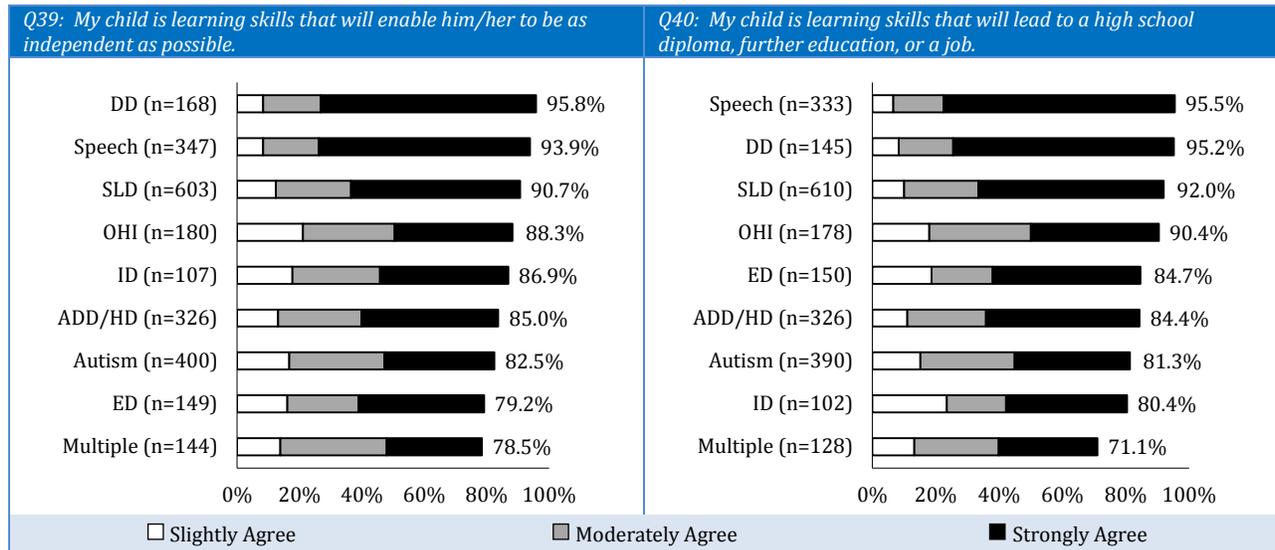


My Child's Skills

Finally, the last section of the survey [Q39-Q40] asked parents whether their child is learning skills that will maximize their independence and improve their prospects for the future.

- More than 90% of parents of children with a developmental delay (DD) or with a speech or language impairment agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], while fewer parents of children with an emotional disturbance or with multiple disabilities agreed with the statement (79.2% and 78.5%, respectively).
- Similarly, parents of children with multiple disabilities were the least likely to agree (71.1%) that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]. This was compared to 95.5% of parents of children with a speech or language impairment and 95.2% of parents of children with a developmental delay (DD), a difference of more than 24 percentage points.

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

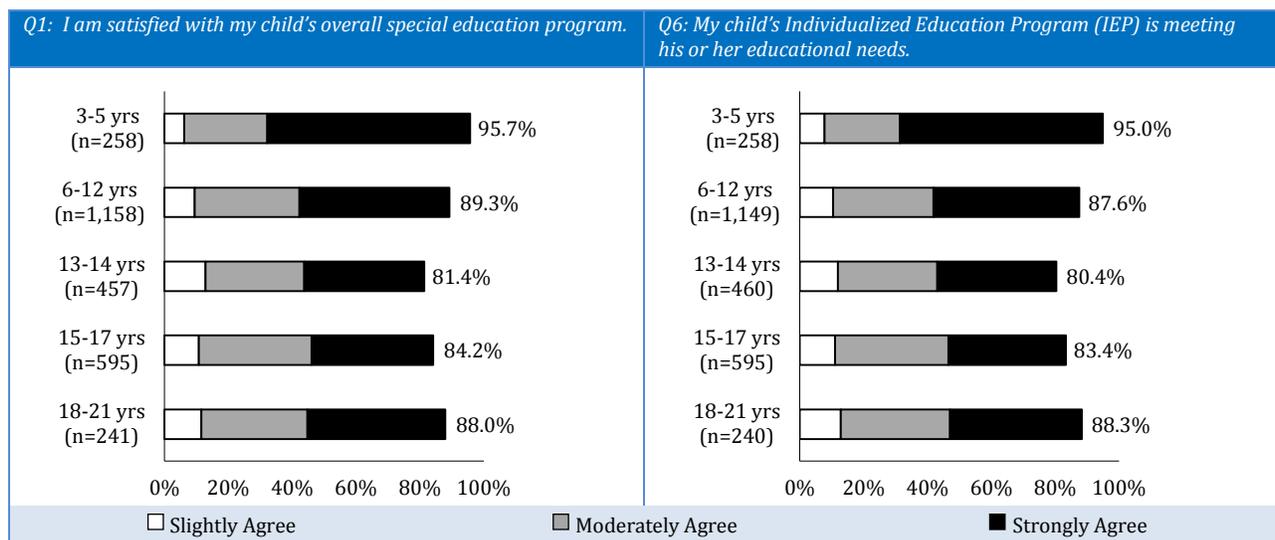


Child's Age

The age of respondents' children was a determinant of variations in responses across survey statements, with parents of children ages 3-5 generally expressing more satisfaction. These parents ranked first or second in satisfaction across 28 of the 33 statements analyzed.⁷ In contrast, parents of children in the middle age group, ages 13-14, tended to report lower levels of satisfaction with these parents ranking the lowest in satisfaction across 20 of the 33 statements. (See Appendix C.2 for bar charts of all survey statements by child's age.)

- When asked about satisfaction with their child's overall special education program [Q1], 95.7% of parents of children ages 3-5 indicated that they are satisfied compared to 81.4% of parents of children ages 13-14, a difference of approximately 14 percentage points.
- Similarly, when respondents were asked whether their child's IEP is meeting his/her educational needs [Q6], 95.0% of parents of children ages 3-5 agreed with the statement compared to 80.4% of parents of children ages 13-14, a difference of 14.6 percentage points.

Table V.8: Question 1 and Question 6 by Child's Age

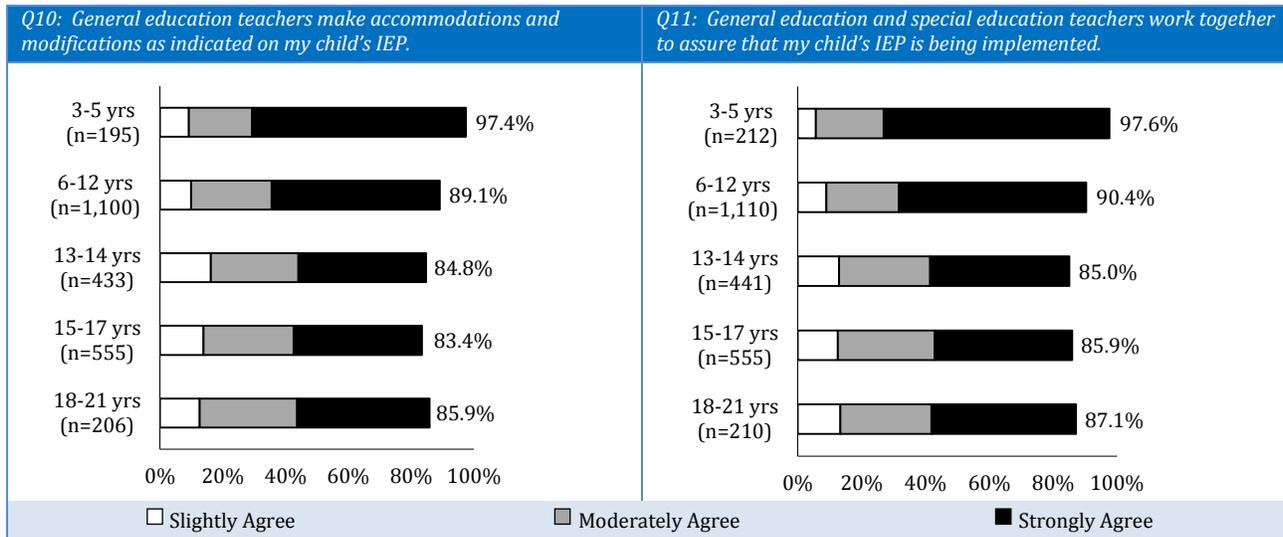


A gap in satisfaction was also evident when parents were asked about implementation of their child's IEP by general education teachers, and how general education and special education teachers work together to implement the IEP.

- The vast majority (97.4%) of parents of children ages 3-5 agreed that general education teachers make accommodations and modifications as indicated on their child's IEP [Q10]. This was 14 percentage points greater than parents of children ages 15-17, and approximately 13 percentage points greater than parents of children ages 13-14 (83.4% and 84.8%, respectively).
- Similarly, 97.6% of parents of children ages 3-5 agreed that general education and special education teachers work together to assure that their child's IEP is being implemented [Q11] as compared to 85.0% of parents of children ages 13-14, a difference of approximately 13 percentage points.

⁷ Questions that were age specific (Q28-Q34) were not included in this analysis.

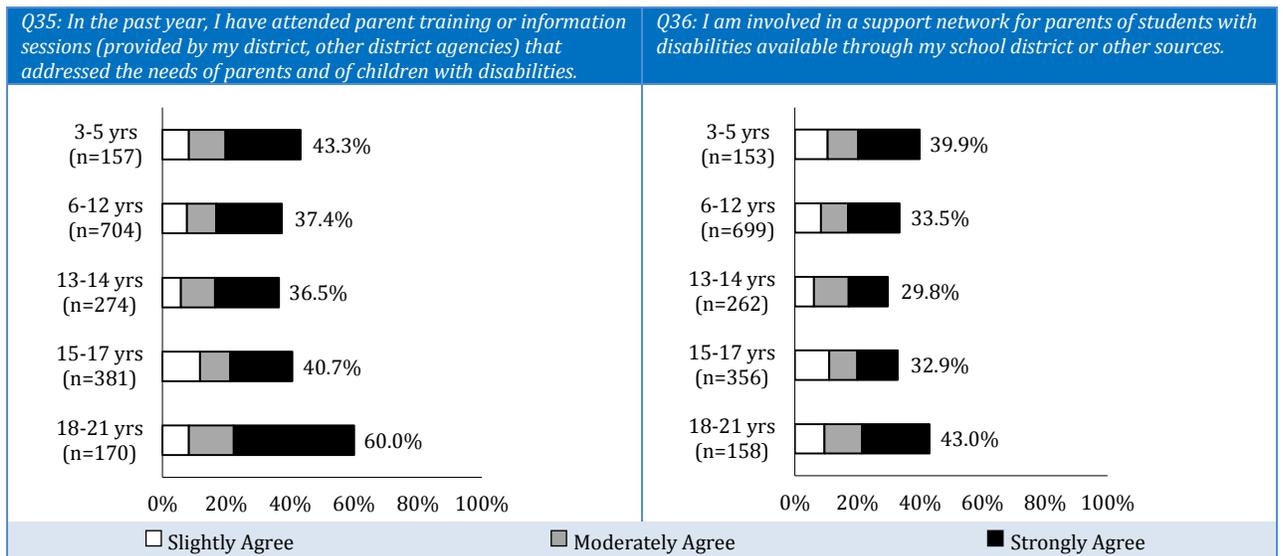
Table V.9: Question 10 and Question 11 by Child's Age



The greatest variation in parent response by age category was evident in the section of the survey focused on parent training and support, with parents of children on the opposite ends of the age spectrum the most likely to agree.

- Almost two-thirds (60.0%) of parents of children ages 18-21 agreed that they have attended parent training or information sessions in the past year [Q35] compared to 36.5% of parents of children ages 13-14, a difference of more than 20 percentage points. Parents of children ages 3-5 were the next likely to agree with 43.3% indicating attendance at such events.
- In addition, approximately two out of five (43.0%) parents of children ages 18-21 agreed that they have been involved in a support network [Q36] compared to 29.8% of parents of children ages 13-14 (a difference of 13.2 percentage points). Parents of children ages 3-5 were again the next likely to agree.

Table V.10: Question 35 and Question 36 by Child's Age



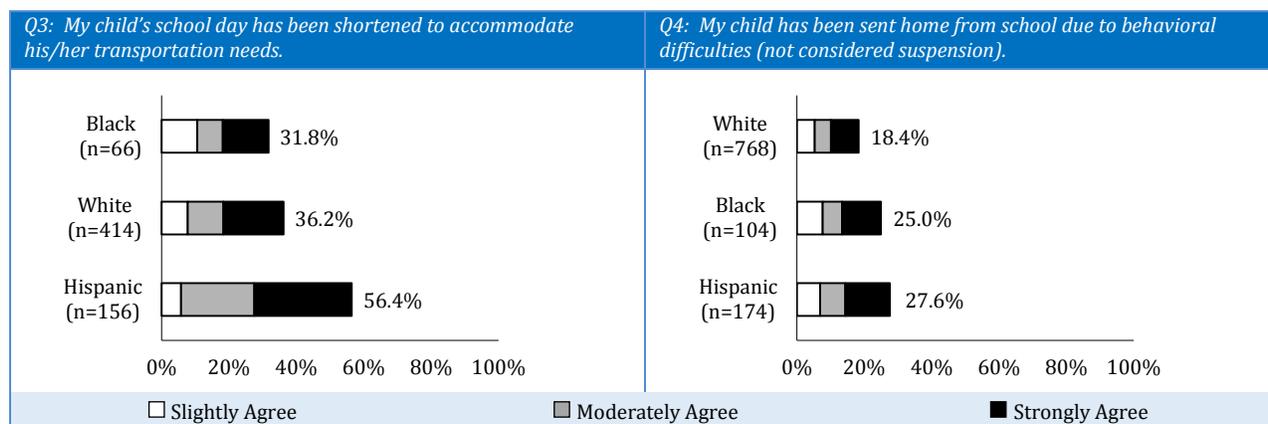
Child's Race

Overall, parents of Hispanic children and parents of Black children tended to answer survey statements slightly more favorably than parents of White children. However, the differences were often very small. In fact, across more than three-quarters (77.5%) of the 40 survey statements there was less than a five percentage point difference between the different racial/ethnic groups. (See Appendix C.3 for bar charts of all survey statements by race/ethnicity.)

Some of the largest differences occurred on the three negatively-keyed statements [Q3, Q4, and Q26] – statements in which a high level of agreement actually represents a high level of dissatisfaction. While parents of Hispanic children tended to respond most favorably to the survey in general; they were the least likely to respond favorably to these three questions – two of which are highlighted below.

- More than one-half (56.4%) of parents of Hispanic children agreed that their child's school day has been shortened to accommodate his/her transportation needs [Q3] compared to 31.8% of parents of Black children and 36.2% of parents of White children, a difference of more than 20 percentage points.
- Similarly, parents of Hispanic children were also approximately 9 percentage points more likely to indicate that their child has been sent home from school due to behavioral difficulties [Q4] than parents of White children (27.6% and 18.4%, respectively).

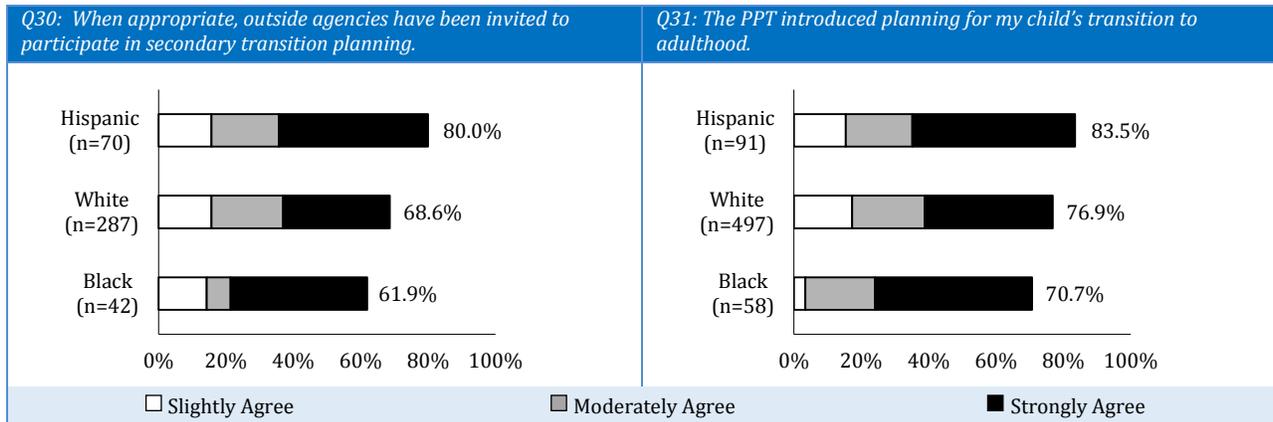
Table V.11: Question 3 and Question 4 by Child's Race/Ethnicity



In contrast, in the secondary transition planning section of the survey [Q29-Q34] parents of Hispanic children reported the highest levels of satisfaction across 5 of the 6 statements analyzed. The age-specific nature of transition planning naturally restricts the number of parents for which these questions are applicable and as a result, considerably fewer parents answered questions in this section. Comparisons of the results should be considered within this context.

- When asked if outside agencies have been invited to participate in secondary transition planning [Q30], 80.0% of parents of Hispanic children agreed compared to 61.9% of parents of Black children, a difference of more than 18 percentage points.
- Similarly, parents of Hispanic children were almost 13 percentage points more likely to agree that the PPT introduced planning for their child's transition to adulthood [Q31] as compared to parents of Black children (83.5% and 70.7%, respectively).

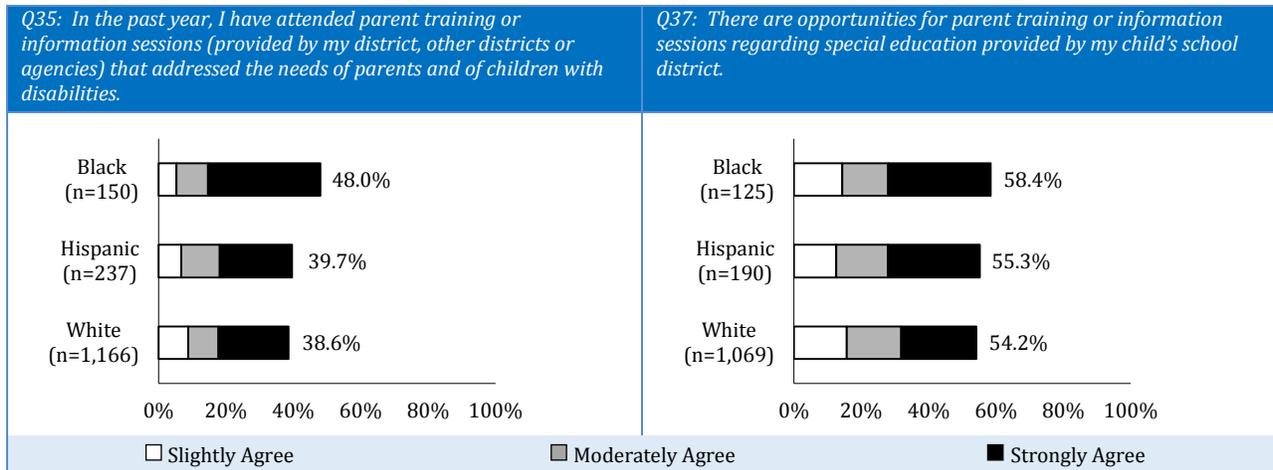
Table V.12: Question 30 and Question 31 by Child's Race/Ethnicity



Lastly, parents of children across the three racial/ethnic categories tended to respond similarly when asked about the availability of parent training in their school district [Q37], but slight differences did emerge when they were asked about attendance at such parent training [Q35].

- More than one-half of parents across all three racial/ethnic categories indicated that opportunities for parent training exist in their school district. However, when asked if they had attended such parent training during the past year, parents of Black children were 9.4 percentage points more likely to agree than parents of White children (48.0% compared to 38.6%).

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



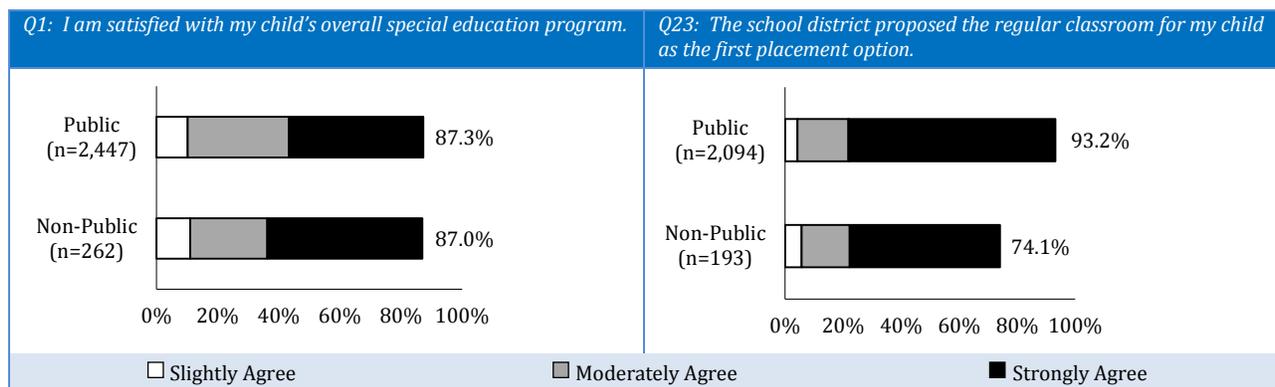
Type of Placement

Parents' responses were analyzed for variations between the responses of parents of children in a public school placement versus parents of children in a non-public school placement.⁸ The majority (90.3%) of parents indicated that their child is in a public school, and as such, the total number of survey respondents varies considerably across the public and non-public school placement categories. The differences presented in the following pages should be examined within this context.

Overall, parents of children in a public school placement responded similarly (less than a five percentage point difference) to parents of children in a non-public school placement across almost two-thirds (65.0%) of the 40 statements. However, differences did emerge across a few survey statements (See Appendix C.5 for bar charts of all survey statements by type of placement.)

- While parents of children in a public school placement and parents of children in a non-public school placement responded very similarly when asked if they are satisfied with their child's overall special education program [Q1], differences did emerge when parents were asked if the school district proposed the regular classroom for their child as the first placement option [Q23]. More than 90% of parents of children in a public school placement agreed to this question compared to about three-quarters (74.1%) of parents of children in a non-public school placement, a difference of almost 20 percentage points.

Table V.14: Question 1 and Question 23 by Type of Placement

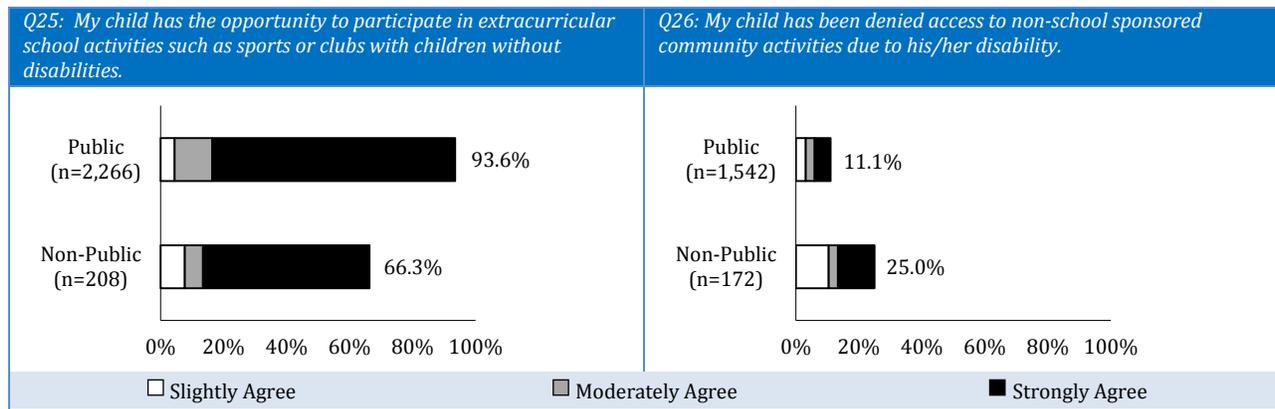


In addition, across the four statements in the section of the survey focused on their child's participation, parents of children in a public school placement also responded slightly more favorably than parents of children in a non-public school placement.

- More than 90% of parents of children in a public school placement agreed that their child has the opportunity to participate in extracurricular activities with children without disabilities [Q25] compared to approximately two-thirds (66.3%) of parents of children in a non-public school placement, a difference of 27.3 percentage points.
- When asked if their child has been denied access to non-school sponsored community activities due to his/her disability [Q26], one-quarter (25.0%) of parents of children in a non-public school placement agreed compared to 11.1% of parents of children in a public school placement, a difference of approximately 14 percentage points.

⁸ The non-public school placement category includes hospital/homebound, out-of-district special education school, out-of-state, private/parochial, residential school or other.

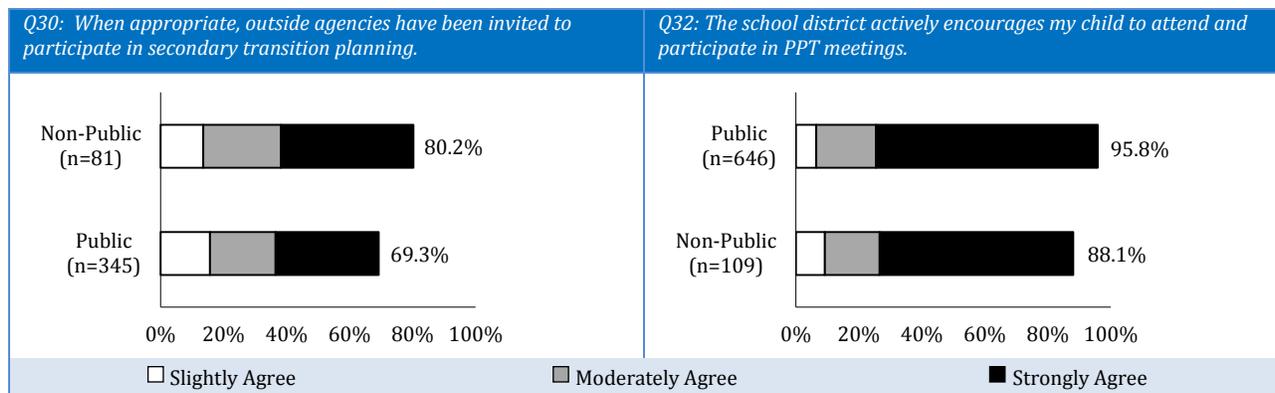
Table V.15: Question 25 and Question 26 by Type of Placement



Lastly, across the 7 survey statements focused on transition planning, variation in parent response by child’s placement was evident for two of the statements, with parents of children in a non-public placement more likely to agree with one of these statements and parents of children in a public school placement more likely to agree with the other.

- When asked if outside agencies have been invited to participate in secondary transition planning [Q30], 80.2% of parents of children in a non-public school placement agreed compared to about two-thirds (69.3%) of parents of children in a public school placement, a difference of almost 11 percentage points.
- In contrast, the vast majority (95.8%) of parents of children in a public school placement agreed that the school district actively encourages their child to attend and participate in PPT meetings [Q32] compared to 88.1% of parents of children in a non-public school placement, a difference of about 8 percentage points.

Table V.16: Question 30 and Question 32 by Type of Placement



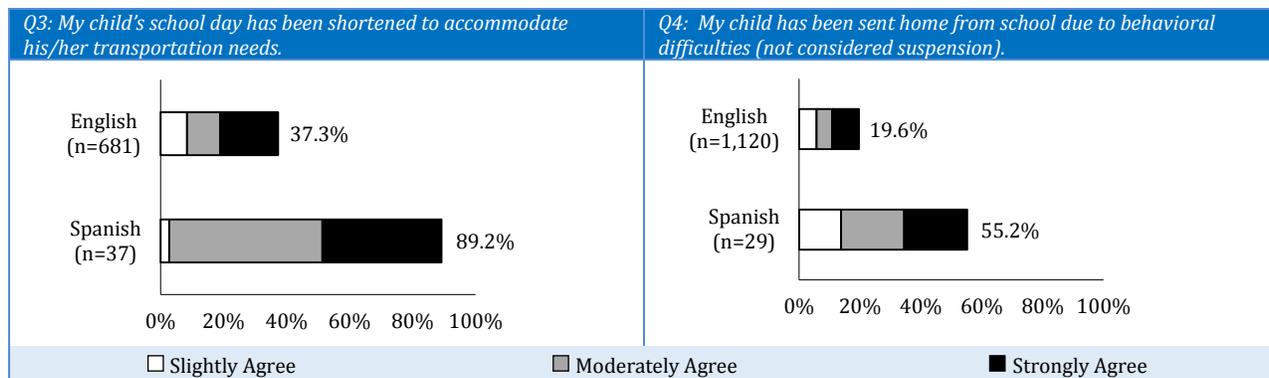
Language of Returned Survey

The following discussion differs from the prior discussions in that it focuses on a parent demographic – whether parents chose to complete the survey in English or Spanish – rather than a child demographic. The majority (97.4%) of parents completed the survey in English, and as such, the total number of survey respondents varies considerably across the English and Spanish selection categories. As such, the following pages should be examined within this context.

Overall, across almost two-thirds (62.5%) of the 40 statements, very few differences (less than five percentage points) emerged between parents who completed the survey in Spanish and parents who completed the survey in English. The largest difference between the two groups occurred on the three negatively-keyed statements [Q3, Q4, and Q26]. For all three statements, parents who completed the survey in Spanish answered the least favorably – two of these statements are highlighted below. (See Appendix C.6 for bar charts of all survey statements by the language of returned survey.)

- Approximately 90.0% of parents who completed the survey in Spanish agreed that their child’s school day has been shortened to accommodate his/her transportation needs [Q3], compared to roughly one-third (37.3%) of parents who completed the survey in English, a difference of nearly 52 percentage points.
- Similarly, parents who completed the survey in Spanish were also more likely to indicate that their child has been sent home from school due to behavioral difficulties [Q4] than parents who completed the survey in English, a difference of almost 36 percentage points.

Table V.17: Question 3 and Question 4 by Language of Returned Survey

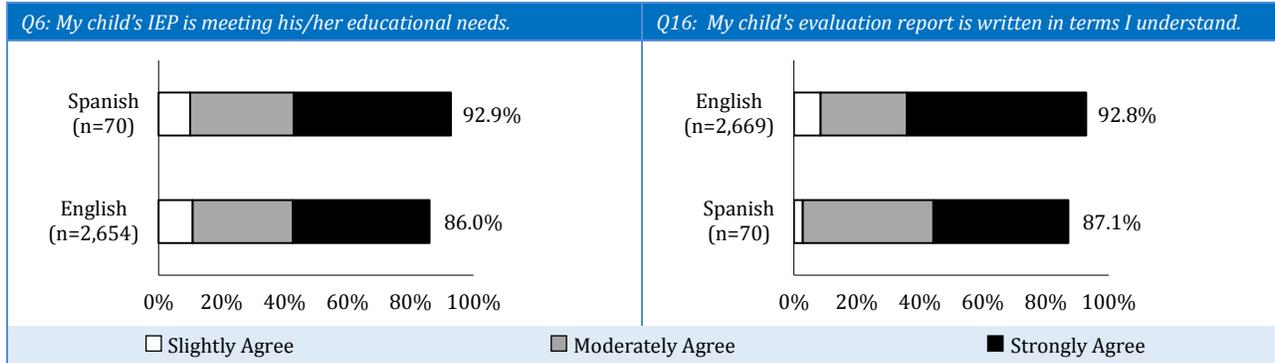


However, differences between parents who completed the survey in Spanish and parents who completed the survey in English were much smaller on the remaining statements in the first section of the survey [Q1-Q11], as well as the section of the survey focused on their participation in, and implementation of their child’s program [Q12-Q23].

- Parents who completed the survey in Spanish were slightly more likely to agree that their child’s IEP is meeting his/her educational needs [Q6], compared to parents who completed the survey in English, a difference of approximately 7 percentage points (92.9% compared to 86.0%).

- In contrast, parents who completed the survey in English were slightly more likely to indicate that their child’s evaluation report is written in terms they understand [Q16] than parents who completed the survey in Spanish, a difference of about 6 percentage points (92.8% compared to 87.1%).

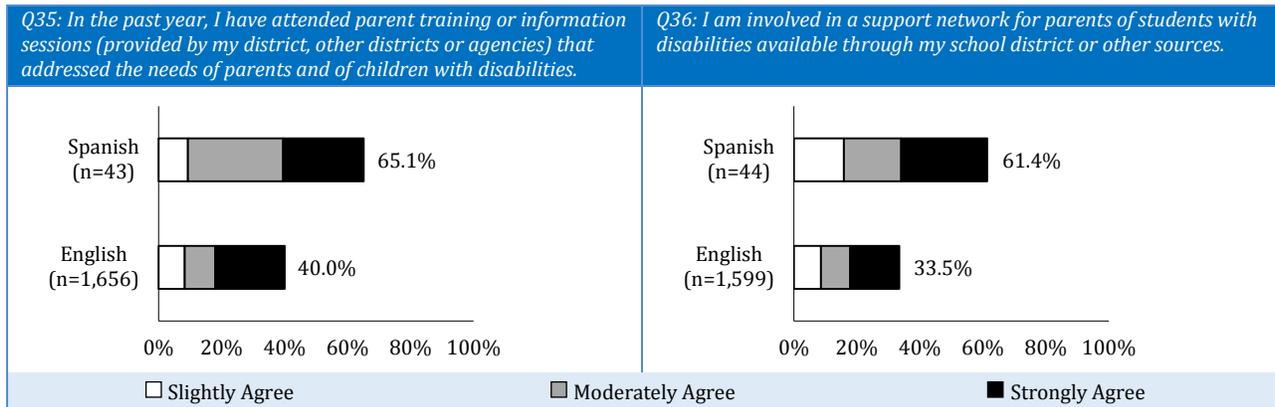
Table V.18: Question 6 and Question 16 by Language of Returned Survey



Some larger differences did emerge in the section regarding parent training and support [Q35-Q38] with parents who completed the survey in Spanish responding with higher levels of agreement than parents who completed the survey in English across all four statements.

- Almost two-thirds (65.1%) of parents who completed the survey in Spanish agreed that they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities [Q35] in the past year, compared to 40.0% of parents who completed the survey in English, a difference of 25.1 percentage points.
- Similarly, when asked if they are involved in a support network for parents of students with disabilities [Q36], parents who completed the survey in Spanish were almost 28 percentage points more likely to agree than parents who completed the survey in English (61.4% compared to 33.5%).

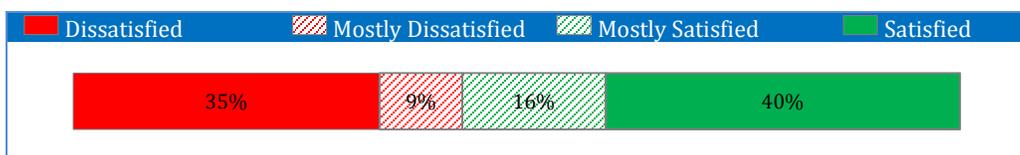
Table V.19: Question 35 and Question 36 by Language of Returned Survey



Section VI: Summary of Open-Ended Comments

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their overall experiences with their child's special education program. Of the 2,761 surveys completed by parents of children receiving special education services, 42.3% (n=1,169) included written comments. The written responses were analyzed through a multi-step process. The first step of the coding process was to systematically assess and illustrate the overall level of satisfaction of respondents by assigning each respondent's comment a 4-point satisfaction score. Respondents were coded a "1" if their comment conveyed complete dissatisfaction; a "2" if mostly dissatisfied; a "3" if mostly satisfied; and finally, a "4" if their comment demonstrated complete satisfaction. As is shown in Figure VI.1 below, respondents tended to fall in one of the two categories at the opposite ends of the rubric.

Figure VI.1: Respondents' Level of Satisfaction Overall



Note: The comments of 20 respondents were not included in the coding process because their remarks could not be classified as either a reflection of their satisfaction or dissatisfaction with their child's program. The percentages above are based on the number of parents' comments included in the 4-point rubric (n=1,149).

The next step of the coding process was to identify topics within respondents' comments that occurred with some regularity. Comments at the opposite ends of the satisfaction spectrum (comments coded a "1" and a "4") were the focus of this analysis. In total, 12 topics were identified as areas commonly discussed with some regularity within the satisfied comments, and 16 topics were identified within the dissatisfied comments. The following section is organized by these two ends of the satisfaction spectrum.

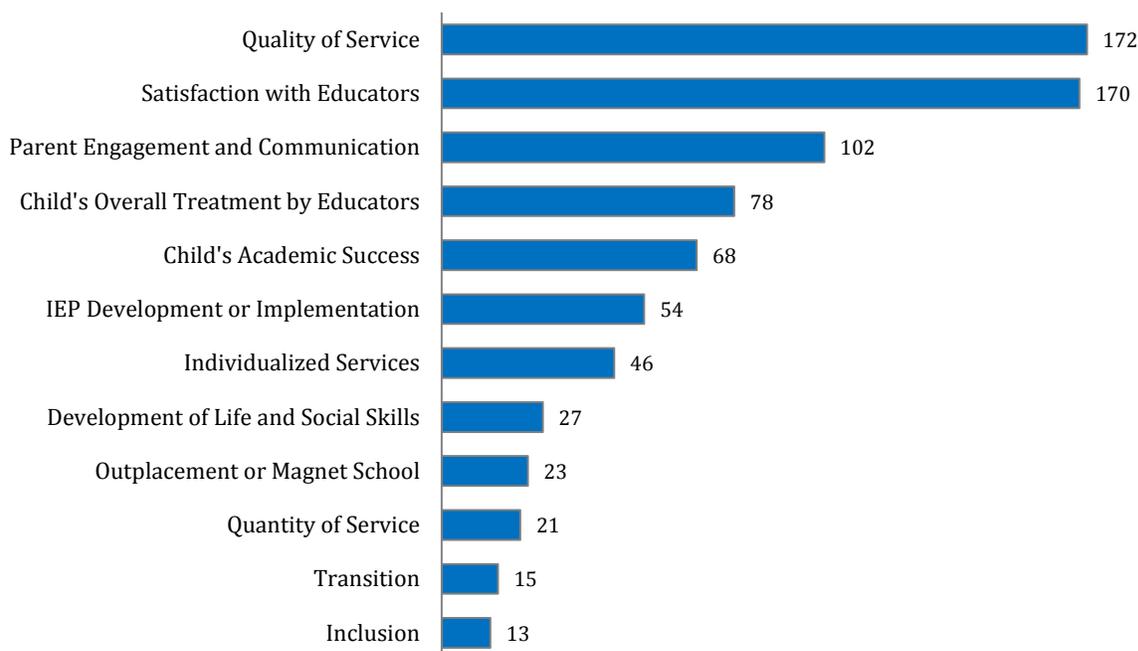
Excerpts of parents' comments are included in this section to illustrate the range of responses associated with each code. The comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made in order to improve readability, and 3) all identifying information was removed in order to maintain respondent confidentiality.

Comments Expressing Satisfaction

The comments of 458 parents conveyed satisfaction with their school district's special education program. As can be seen in Figure VI.2 on the following page, these parents most often discussed their general satisfaction with the quality of services provided for their child, followed by their satisfaction with their child's educators.⁹ Parents in the satisfaction category also frequently discussed the importance of parent engagement and communication, commending their child's school for efforts to ensure parents are well-informed and a member of their child's team.

⁹ Individual parent responses could be assigned multiple topic codes in order to most accurately represent the range of topics they discussed. As such, the numbers in Figure VI.2 add up to more than 458 because parents' responses appear in multiple categories.

Figure VI.2: Satisfied Comments by Number of Parents



Quality of Service (n=172)

Roughly one-third (37.6%) of parents who provided satisfied comments discussed their general satisfaction with their child’s overall special education program. Within this topic, parents tended to convey overall appreciation for their school district’s efforts to provide a special education program that met their child’s needs. Examples of comments included:

- *I felt that my child’s program helped a lot. I had good and abundant child services. [Spanish translation.]*
- *The school district has provided my child with the skills to succeed. She has graduated high school and is enrolled in a challenging four year private college program.*
- *Both of my children have gone through the school system and I have been so happy with all the support we have received from the school. Both of them have ADHD and the school has gone above and beyond my expectations.*
- *My son has come a long way. This is a wonderful program and a better future for him because of this program.*
- *I have found that the special education program has been extremely helpful to my child and he would not have been able to make it through the past school year without their help and dedication. I am truly grateful for everything that they did for him.*
- *Overall, great experience with well qualified and caring professionals who helped our son succeed in graduating high school.*
- *I have only positive responses to the special education program. The staff was always available to meet my daughter’s needs.*
- *I am so happy with the opportunities available for my daughter. She has gone from being frustrated and just wanting to give up to looking forward to school and what she is going to learn. I am very happy with the services we have been provided, and I am 100% sure they have improved my daughter’s school experience and life moving forward.*

Satisfaction with Educators (n=170)

Approximately one-third (37.1%) of parents who provided satisfied comments discussed their satisfaction with their child’s educators. In some cases, parents’ comments illustrated general

satisfaction with their child's teachers, support staff and administrators. Meanwhile, in other cases, parents provided more specific comments focused on the specialized training and knowledge of educators, educators' ability to collaborate with each other, or specific attributes that made their child's teachers exemplary. Parents used words like "wonderful" and "amazing" to convey the intensity of their satisfaction. Examples of comments included:

- *The administration and special education teachers are wonderful and highly qualified with providing the best educational experience with my son's disabilities in mind.*
- *The principal, teachers, staff, and others have been great in being a partner with our family to help my son develop, learn, and grow. My son absolutely loves school from the time he gets on the school bus to the very end of the school day. It is because of a very caring staff that is always looking for new opportunities to help my son in the school environment and adjust teaching techniques to adapt to my son's disabilities. They are constantly looking for new tools, equipment, and methods so that my son can participate in the regular classroom setting as much as possible.*
- *By high school, my son's services were coordinated by a special education teacher. She was the best thing that happened to my son and my family. She encouraged my son to do his very best and made him believe in himself again. He graduated from high school thanks in part, to the encouragement by his teacher who believed in him! She is a great special education teacher.*
- *The special education departments have many educated and qualified staff. They encourage my son to do his best, and they hold him accountable, treating him with kindness and respect. At the end of the school year my son was excited about no school during summer vacation, but expressed a little bit of sadness to not be around the teachers he really enjoyed working with this year - pretty great thing to hear from a child!*
- *I feel overall that the support and guidance of all involved in my daughter's special services are outstanding. All involved are professional, intelligent, and very caring of my daughter and her needs to succeed in the school system and beyond. I commend them for their excellence in their professions.*
- *My son's resource room teacher was highly involved and very informative. She worked closely with us on the transition through high school and college acceptance.*
- *The school team was very helpful in ensuring that my son received all the help and support he needed. The principal was a regular member of the PPT meetings and the special education supervisor came up with creative ways in ensuring that my child got the resources and supports he needed to be successful.*
- *I have been very pleased with the special education services my daughter has received in the past school year. Her special education teacher and classroom teacher worked very well together.*

Parent Engagement and Communication (n=102)

About one in five parents who provided satisfied comments discussed their satisfaction with how their school district encourages parent involvement and communication. This included comments focused on the day-to-day communication with classroom teachers; having input into their child's education plans; and an overall feeling of being an equal partner in their child's education.

Examples of comments included:

- *This past year has been the first time that my husband and I have worked with the special education department in our district. We were made to feel and have felt like we were all members of the same team working on behalf of our daughter.*
- *The teachers communicate everyday with us. We have been able to work along with them to help our child get through all of his normal daily activities.*
- *Her teachers have been phenomenal, supportive, and work with me to work with her. I am so thankful.*
- *I always feel welcome, comfortable and heard at each and every meeting. Any concerns I have ever brought up have always been addressed quickly and to my approval.*
- *We have been extremely happy with my daughter's special education program. We are involved parents who do outside evaluations that are always welcomed. I am also an active participant in PPT meetings which is encouraged. They ensure all of my child's needs are looked into and appropriate services are provided.*
- *I am so impressed with the comprehensive information we are given at our PPTs. I always feel included and listened to. The staff is supportive and reacts quickly when we need to make adjustments to our IEP. I know if anything is missed, I will be called immediately. I try my best to support the staff as well, as we have developed*

what I feel is a true partnership in working towards my daughter's goals. If I could shout my support for this team from the top of a building, I would.

- *I try to be as involved in my son's education and progress as much as possible so I requested a daily report of the activities and/or any issues throughout each school day. His teacher has consistently provided me the daily reports and has kept me updated through emails. My experience with the staff has been amazing and I couldn't be more appreciative of all the support I've received.*
- *Our experiences have been fantastic within our school district! Our contact/relationships with the special education department have been very good. They listen well, are quite respectful, and strive to meet the needs of my child. The special education department and the regular teachers have been excellent about letting me know of issues that arise and keeping me informed.*
- *I cannot say enough about how happy and thankful I am to all of the special education teachers we have encountered. I have received emails, text messages, and phone calls on weekends, evenings, and holidays just to check in. They are all an excellent group of employees who really should receive praise.*
- *All of the teachers, counselors, and administrative staff have been engaged and accessible for questions and concerns. Any concerns we have had, have been addressed appropriately and in a timely fashion.*

Child's Overall Treatment by Educators (n=78)

Some parents' comments conveyed their satisfaction with their child's overall treatment at school by educators. These parents often noted that educators were concerned not only with their child's academic success but also with their overall well-being. Phrases like going "above and beyond" and putting the child's "needs first" were used to describe these educators. Examples of comments included:

- *I could not be happier with the expertise, care, and concern for my child by the special education team. They are above and beyond any other school district and I feel fully supported by them in every way. They are highly concerned, involved, and responsive to my child's special education needs.*
- *My daughter is dyslexic and I feel that the staff fully understands her differences and learning styles and have helped her flourish both academically and personally.*
- *I am extremely happy and proud of the team of professionals that has worked with my child over these past few years. We are very lucky to have such a great and caring support system for my child. I thank them with all my heart.*
- *The special education program is very organized and the teachers are outstanding. They work together well and treat my child no differently than the others. I am lucky to have them.*
- *The special education service providers are professional and passionate about helping kids reach their full potential.*
- *My child's special education department genuinely cared about my son and for his welfare, which was wonderful for me to be a part of. They were very caring and concerned with any issues that arose throughout the year and they were always very quick to resolve any problems that came up. A truly wonderful group of people. I was very lucky to have them.*
- *My experience has been excellent. I have found the public school system to be very caring and very experienced. People are willing to do what they can to make my son's education and life better.*
- *Overall we are satisfied with the special education that my child is receiving! The teachers are very caring and go the extra distance for the children.*

Child's Academic Success (n=68)

A few parents also commented on their child's overall academic achievement and progress; often times, attributing their child's progress to educators and the excellent services and programs in place. Examples of comments included:

- *My child went through speech and language therapy but has been released from the program this year due to completing the set goals. I have to say the entire staff (administrators to teachers) were excellent. It was evident that they want nothing but success from the children and encouraged him every step of the way.*

- *My husband and I have been very pleased with our son's school achievement through the services of his special needs program. It has not always been easy for him in school, but with the continued assistance, and creativity of his special needs teachers, he has been moving forward with his learning process.*
- *My child entered school with a severe language disorder, very little language, and many OT issues. You would not know that he once did not speak, had few friends, and was very shy. Each year his confidence grows and his skills increase. He is leaving as one of the guys and at times, a leader, not as a student with a label.*
- *The special education program that our son received in elementary school provided him with tools and techniques that he leveraged during this current school year. This school year, our son had a strong support structure in place. He made honor roll for three marking periods. He exhibited such progress that he no longer will need an IEP for the next school year.*
- *My child has made a great deal of progress. We are very happy with the school and their adherence to the applied behavioral analysis methodology.*
- *We believe that the services provided have been excellent, resulting in our child's very good performance relative to a rigorous curriculum.*

Additional Comments Expressing Satisfaction

The topics provided above represented the top five areas that parents commonly discussed when providing satisfied comments. However, parents also mentioned a variety of other topics, such as their satisfaction with the implementation of their child's IEP and the individualized services provided for their child. The remainder of these topics are provided below, along with a few examples of parents' comments for each topic area.

IEP Development or Implementation (n=54)

- *We are very satisfied with our child's placement and the education he has been receiving with the modifications as identified in his IEP. The staff at his school is extremely supportive and attentive to his special needs.*
- *We have received exceptional support for our son's learning disabilities. The district has made every accommodation necessary. They have been willing to work creatively with us to devise an IEP that is completely specific to the needs of our child and family.*
- *I feel happy with the plan and I feel that my child's needs are met. I know that if I need to add or change anything to her IEP that it is a very easy process to do so.*
- *Her IEP has been appropriate and the PPT meetings have been attended by those involved with her. The plans are appropriate and realistic to her learning.*

Individualized Services (n=46)

- *The school has worked to provide support that my son needs, making adjustments to services and strategies as needed. The main goal is to keep him in the classroom as much as possible while still giving him the extra help he needs.*
- *My child has severe anxiety. The school program has been awesome in accommodating him and adjusting to his needs. I feel so grateful for this program and the care and support they provide.*
- *More towns should use our town as an example of how to service children with disabilities in the best way for the individual. My son has been educated by the public schools since kindergarten. He is now 19 and has always had his needs put first.*
- *I think our school has worked hard to accommodate our son's needs. He is an active child who has trouble concentrating in a normal classroom setting. The personnel at school worked with him to find ways that allowed him to concentrate more easily. They were very flexible and willing to try different techniques.*

Development of Life and Social Skills (n=27)

- *The teachers are doing everything they can to provide my children the learning skills and the life skills they need.*
- *I have found very caring, and very experienced people who are willing to do what they can to make my son's education and life skills better.*

- *I have been very pleased with my son's progress since he started school. It has been very helpful in boosting his social skills and breaking the barriers to his language development.*

Outplacement or Magnet Schools (n=23)

- *The school district took a risk in agreeing to placement at a private residential school for high school, and it was a superb place for our child. The dedication of the school districts' special education staff has been exemplary.*
- *My child went to an out of district school. I feel they have rewarded the children for good behavior – in a public school this doesn't happen. Academically they have moved him up to where he should be – challenging him with appropriate activities for his age.*
- *I am 99% delighted with the services my daughter has at the magnet high school.*

Quantity of Service (n=21)

- *We have been very pleased and grateful for all the extra help our daughter received. In a short amount of time they have done so much to help.*
- *My school district began changing his program as soon as it was clear he needed more support and therapy. They even adjust as we go through the year.*

Transition (n=15)

- *The special education program and teachers provided to me through the school system have been exemplary. We have gone through Birth to 3 and transitioned beautifully through pre-school, elementary and now middle school.*
- *The transition of my son from a specialized school into middle school was seamless. All his therapy services were provided. He did well in that setting and was then promoted to a program in the high school. Here, he has done well and was put in regular classrooms for subjects of his interests. He has finished high school this year and will join a transition program in fall.*
- *His special education team made sure they were prepared for the coming year. They visited the high school, had peer mentors, and the high school staff attended his PPT to be sure he would receive the necessary supports for his continued success.*

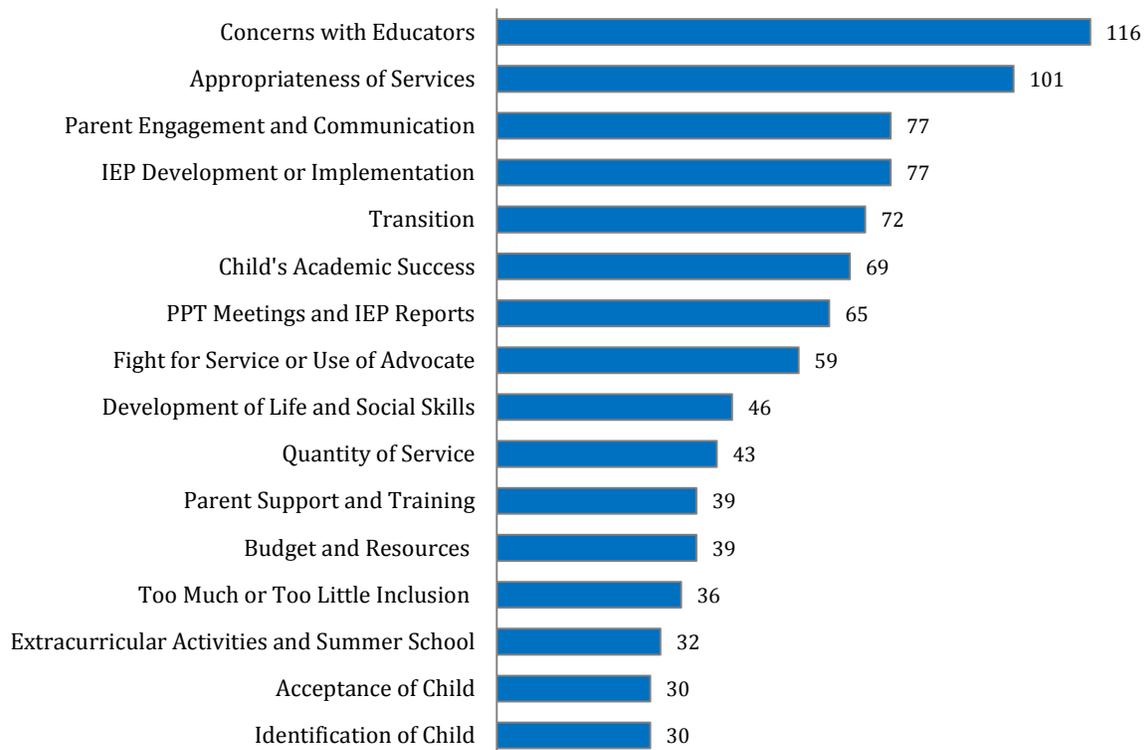
Inclusion (n=13)

- *I am pleased that my child was integrated into the regular classroom with children who did not have special needs.*
- *We are very thankful that our child is not labeled like kids were 20+ years ago. We appreciate that our child does not leave the classroom so the other students don't realize they are getting a little extra help.*

Comments Expressing Dissatisfaction

The comments of 399 parents conveyed dissatisfaction with their district's special education program. As can be seen in Figure VI.3 below, these parents most often discussed concerns with educators or the appropriateness of the services provided.¹⁰ A lack of communication or engagement with families, and concerns related to the implementation of their child's IEP were also frequently discussed.

Figure VI.3: Respondents' Topics of Dissatisfaction



Concerns with Educators (n=116)

Almost one-third (29.1%) of parents who provided dissatisfied comments expressed concerns regarding their child's educators. This included concerns about educators' lack of knowledge regarding their child's disability, a lack of collaboration between general and special educators, and an unwillingness of educators to make accommodations and modifications outlined in the IEP. In some cases, parents' comments were specific to their child's general education teachers, while in other cases concerns were focused on administrators, speech therapists, special education teachers, and paraprofessionals. Examples of comments included:

- *It does not appear that the special education teachers or staff have training in applied behavioral analysis therapy or pivotal response treatment or other behavioral therapy. Each school should have access to applied behavioral analysis trained professionals.*
- *In all of his experience at school, his regular education teachers and administrators exhibit no knowledge or understanding of his disabilities. There seems to be no education requirements regarding special needs students in*

¹⁰ Individual parent responses could be assigned multiple topic codes in order to most accurately represent the range of topics they discussed. As such, the numbers in Figure VI.3 add up to more than 399 because parents' responses appear in multiple categories.

our district. Educators should be required to participate in ongoing education in special education to allow them to understand the students they are responsible for teaching.

- *I am disappointed in the lack of training for general education teachers who are expected to provide equal education to the special needs kids in their class. It's my opinion that all general education teachers should have at least a small amount of training about the disabilities their students have.*
- *All of the teachers in our school system should be taught how to deal with children with disabilities. Our special education teachers are usually really good. The regular class teachers can't handle anything but the 'norm'.*
- *The IEP was very helpful, but unfortunately he had the wrong teacher. Although he was working and growing, he did not trust his teacher nor give her his best attention. She was very harsh...not a good fit.*
- *Overall our experience with the special education director has not been productive. We feel that many issues could have been resolved in different ways. Additionally, we had several issues regarding compliance that were not addressed.*
- *While I find that specific special education teachers are familiar and supportive of my son's unique issues and needs; I do not see effective coordination with the other middle school teachers and school staff. This is becoming a bigger and bigger problem as the number of instructors has expanded. I do not feel that school administrators and general classroom instructors have much insight or candidly, any interest in my child's needs and challenges.*
- *Administration and staff are not adequately or properly educated, monitored, supervised, or trained. Administration bullies and talks over parents and/or any staff member who attempts to support the child and parents. Administration and staff have become uncompromising.*
- *The special education teachers seem to be spread thin—not enough time to help busy classrooms teachers modify curriculum. Classroom teachers do not seem to understand what the child needs. My son is falling behind and is not keeping up to the level equal to his ability.*

Appropriateness of Services (n=101)

Approximately one out of four parents who provided dissatisfied comments expressed concerns regarding the level and type of services provided for their child. Parents in this category often discussed a need for more individualized services. In some cases, parents' comments expressed concerns that only one aspect of their child's disability was being addressed, sometimes at the expense of other areas of their child's development. Examples of comments included:

- *The school is not meeting the full needs of our child. For example, I have had teachers say they have 20 other students they need to teach and can't take the time required for my son's specific needs.*
- *There is too much push on the curriculum for grade level instead of his individual level. A poor neuropsychological evaluation was done that offered no insight into his learning or future abilities.*
- *The program should teach kids according to their needs more. It's not all about textbook teaching and what you have time for. I have talked to the team about other services or tests that might figure out why my child is so behind but all I get is 'no we are doing everything for him'. The special education program has no reason to let this child fall behind so much.*
- *They insist on trying to force my son to learn the 'normal way' which does not work for him. He learns by hands-on, by doing – not by memorizing and not by ditto after ditto being put in front of him. They do not make modifications to his assignments or tests for him (as laid out in his IEP).*
- *If a child has an IEP with a resource room accommodation, the child must drop classes such as Spanish, music, art, or band, if they are to receive the supports. This removes the possibility of a special education student benefiting from the unified arts.*
- *The district provides only one solution for all students' needs – the alternative learning center which does not address emotional needs, and is not a good fit for a kid who is bright. There is a watered down curriculum – my child is bored while she waits for other students to catch up before she is taught anything new.*
- *Services are one-size-fits-all and are not individualized to student need. Services are provided in small groups where the goals of each student are not the same.*

Parent Engagement and Communication (n=77)

Approximately one out of five parents who provided dissatisfied comments discussed a lack of parent engagement within the school district. These parents often mentioned that they did not feel heard at PPT meetings and did not feel like an equal partner in the development of their child's IEP. In addition, several parents also reported that they would like a more fluid home-school connection that facilitated the reinforcement of skills in the home setting. Examples of comments included:

- *The school personnel are struggling with supporting the needs of my child. They are uncertain on how to address his specific needs and are not willing to take suggestions from parents.*
- *The school administration is not welcoming. Any comments or thoughts I may have during a PPT are overridden.*
- *My concerns were not acknowledged or documented, and decisions were made without my input. Parents are not equal partners in the decision-making process.*
- *Communication fell apart the last part of this school year. Parents do not get complete information or have any questions answered in a timely manner.*
- *The district is not willing to work with parents, but parents know better than to speak out in fear of retribution. The district makes obtaining services significantly difficult and is not receptive to suggestions. There is no partnership in the education planning – it is more of a directive from the top.*
- *I feel that the regular classroom teachers don't want to deal with special education students – they don't have time to give to the special education students. I have had a very hard time getting a response from her last teacher about her every day or weekly experiences.*
- *The school has a tendency to blame the parents rather than look for workable solutions. Inadequate examinations were provided and an outside educational consultation was dismissed, leaving recommendations unaddressed.*

IEP Development or Implementation (n=77)

Approximately one out of five parents who provided dissatisfied comments discussed the development and implementation of their child's IEP. Many of these parents reported that modifications or accommodations as indicated on their child's IEP were not being implemented. Examples of comments included:

- *I feel that the paperwork is completed but there is a lack of implementation of my son's IEP, especially on the part of the regular education teachers.*
- *Teachers frequently decide to disregard my daughter's IEP. The special education teacher and principal condone this behavior.*
- *My son's learning disability should have been addressed more aggressively – his IEP should have been more aggressive. The school lumped him with a group of children who had very different needs. His individual needs were ignored.*
- *Unless I stay on top of things they never take place. IEPs are rushed through and you barely have time to talk. They tell you things they are going to implement and conveniently leave it out of the printed IEP and never follow through with it.*
- *The school has not developed a plan to teach my child that addresses her specific learning disabilities. My child was disciplined in the classroom for behaviors that are directly linked to her disabilities.*
- *I do not care for the updates on IEP progress. It is listed as good, satisfactory, or limited progress. This is too subjective and very unclear. It helps the school be able to push kids through but doesn't give a defined, tangible progress report.*
- *I have had the experience of services written in the IEP not being delivered. Many times, I found out that services were not delivered by my child. Upon confronting staff, they did admit to skipping services.*
- *I have had continuing issues concerning my son's IEP and regarding teachers following the IEP. The school doesn't follow any of the guidelines for measurable goals.*
- *The teachers do not ever modify the work based on the IEP. They simply say 'she can just do fewer problems or stop when she gets frustrated.' That is not modifying and these teachers need to be trained.*

Transition (n=72)

Some parents provided comments indicating dissatisfaction with the transition process, including from Birth to Three, from middle to high school, and from high school into the community. In some instances, parents felt there was a lack of transition-related resources and information provided to them by the school district, while other parents were concerned that grade-to-grade transitions were happening when their child was not ready. These parents often commented that their child was just being “pushed through” the system.

- *The Birth to Three transition was not smooth and paperwork was lost in transition from preschool to kindergarten. A schedule review meeting was never held prior to his entry to the public school system.*
- *I am unhappy with the lack of choices for secondary education for children with disabilities. My son is ready to transition out of a therapeutic day school but there is no place for him to go other than the public school, which is not an option for him. His current school does not adequately address his learning needs. It feels as if the goal is a diploma but without giving him the skill set to further his education or obtain meaningful, life sustaining employment.*
- *I have been disappointed at the high school level with how little they have helped us with his transition out of high school. I feel they could be helping us more, and giving us more support. Trying to find an appropriate job/schooling is very challenging and they have done little to help us with this.*
- *I have been extremely disappointed with my son's transition to high school and his overall experience as a freshman. The progress report that was sent home at the end of the school year was very vague and listed my son's progress as 'other' for almost all his goals with little data or explanation as to why.*
- *Our district is trying to give a diploma to our son whose highest level of functioning is fifth grade. Overall, our experiences have been trying and frustrating.*
- *I do not feel the special education teachers are qualified enough or take into consideration each need of the individuals but just glide them through the program as easy as possible to get them to the next grade. I thought for sure I would know more about what is available to my child with his future education through programming in the school.*

Child's Academic Success (n=69)

Several parents relayed concerns regarding their child's lack of achievement and success in school. In many cases, parents felt their child's level of achievement was lower than their actual ability because needed services and support had not been provided. Examples of comments included:

- *My son had a very difficult year and a difficult relationship with his special education teacher. It was the first year where I saw little to no improvement. In fact, his anxiety increased (related to school) and his confidence decreased.*
- *My child is not successful in the current setting. We are unhappy that the team is offering the same setting, which is not appropriate for the upcoming year. She made no progress in the spring 2014 semester.*
- *He is still not reading at the level of his class. My heart cries for this boy. There has to be a way to teach him.*
- *I feel that my child has really fallen behind academically due to his disability. I feel more can be done in the district to make sure he is on grade level.*
- *Overall, I am not happy with the school and how they handle my child and his education. He is very far behind academically and socially. I don't know what help is available for my son and the school is not forthcoming with options.*

PPT Meetings and IEP Reports (n=65)

A few parents also commented on their dissatisfaction with PPT meetings and the process of receiving a copy of their child's IEP reports. Many times parents reported that the meetings were rushed, and not welcoming to families who do not always understand educational terms. Examples of comments included:

- *The PPT meeting that occurred once a year is somewhat intimidating. Experts in various educational topics discuss our child in jargon or language we are not familiar with. The hour meeting goes by quickly and we leave somewhat confused.*

- *Every PPT I have attended has been rushed! Last one was never organized until the last minute. My daughter and I always feel like an inconvenience when it comes to her IEP.*
- *Sometimes I feel the teachers talk too much technical language in PPT meetings. As an example, the reading levels that come with all sort of letters. You cannot possibly expect a parent to understand that. Make it simple – as parents we do not have that background.*

Fight for Service or Use of Advocate (n=59)

Some parents mentioned having to “fight” for services or having to use an advocate to navigate the special education system. Examples of comments included:

- *The district constantly says no to my son’s educational needs. We have expert evaluations that the district agreed to do, and the district refuses to implement the recommendations. The system is very complicated and not set up for the students to succeed. The system is setup so the district has all the power and the parents have to spend thousands to fight them.*
- *The district has fought me every step of the way as I tried to get the intensive support required by my daughter. I have spent tens of thousands for the services of a special education attorney. Despite the opinions of many experts and hospitals the district refused to place my daughter at the residential school she now attends. Only through intense work on the part of my lawyer was my daughter finally placed where she needs to be.*
- *I have never felt that my school system was completely committed to the education of my special needs child. If my wife and I had not constantly advocated for her, I think that little would have occurred and the schools would have been glad to have one less thing to do.*
- *The entire process of having a PPT and developing an IEP is exhausting. I feel the process is terrible because the district will give services to the "squeaky wheel" – why not give services to children that are in need without making the parent feel like they have to fight? In the end, every child deserves an education. As a parent, I am tired of fighting for services that I think my child may need.*

Additional Comments Expressing Dissatisfaction

The topic areas presented above represented the most frequently discussed topics by parents who expressed dissatisfaction with their child’s special education program. However, these parents also discussed additional areas, such as concerns related to their child’s development of life skills, the quantity of service, and the availability of parent support and training. The remainder of these topics are provided below along with a few examples of parents’ comments for each topic area.

Development of Life and Social Skills (n=46)

- *The middle school absolutely needs to prepare children with special needs for independent living and not just testing skills. They just focus on the test skills.*
- *My child could have been prepared better for life after high school. More internship, life experiences, and a better overall transition to the adult system.*
- *The high school has not provided my daughter with the training she needs to transition to further schooling or the foundation to hold a job or to live independently.*

Quantity of Service (n=43)

- *The school granted only a few hours of support for the entire summer – not much support to maintain reading levels. Also, they would not plan or discuss ESY until late spring.*
- *Services provided for my child has come at the expense of classroom instruction or have not been implemented weekly as outlined due to a lack of substitute speech/language professionals or a lack of the districts’ dedication to prepare teachers prior to the start of the school year.*

Parent Support and Training (n=39)

- *I feel that there needs to be more support for the parents and children for outside-of-school activities. As a parent of an autistic child, social groups or interactions are not always available or affordable.*

- *I need to either join a support group for parents with kids who have disabilities and/or network with other parents and groups that provide fun and educational activities for my child. I am ill-informed about what programs are available in my area and how to go about getting there.*

Budget and Resources (n=39)

- *A lot of support and services are needed but since money is an issue with these schools and towns you don't get what you really need. Afterschool services could be implemented since a lot of time is spent out of the regular classroom.*
- *Because of limited resources, the teachers pay more attention to the children with more severe disabilities. This has been a problem.*

Too Much or Too Little Inclusion (n=36)

- *The "push in/pull out" and "all inclusive" initiative at the district level did not meet the needs of my child. He is compared to his peers who do not have special needs.*
- *My district needs to provide more support for special education teachers that will allow for co-teaching in regular education classrooms. This does not happen at all, and academics at the high school level drop off dramatically to make way for vocational and life skills. The special education students spend too much time in a resource classroom, when they could be learning needed skills alongside their typical peers.*

Extracurricular Activities and Summer School (n=32)

- *Sports only want the best students not those with disabilities. They are too much trouble. When a child with disabilities doesn't make a high school team, they lose the friends that they have been playing recreational sports with all of their lives.*
- *Kids with special needs should be encouraged to participate in extracurricular activities. Those activities are only really attended by students who are more accepted.*

Acceptance of Child (n=30)

- *There is a continued stigma regarding students who receive special services, and little is done by the district to enlighten students about learning differences.*
- *Asperger's kids get lots of negative social feedback. People don't know about this disorder, children and adults alike, and there is great stigma attached to it. We need to have more social education in schools for understanding and acceptance. There may be many students in the general population who are undiagnosed or who have some of the same issues.*

Identification of Child (n=30)

- *Our daughter was under the special education radar since first grade but never qualified for services. Fast forward to this year, our high school senior was diagnosed as profoundly dyslexic. We did not know the signs of dyslexia (until now,) all of which were present her entire school career. Years of emotions and tears... and to know that our daughter has been so confused in the classroom and learned to read words by memorizing words – with little to no comprehension.*
- *I have been expressing my concern regarding issues that my children have since kindergarten. Often these concerns fell on deaf ears, were swept under the rug, or testing was dragged on so that the children were in another grade level.*

Section VII: Comparisons by Survey Year

The following section presents the response rates and non-deliverable rates across the nine years of the survey followed by a discussion of survey trends. This includes changes in parent response from Year 1 (2005-06) to Year 9 (2013-14), general trends from year-to-year, and a discussion of changes from Year 3 (2007-08) – the last time this year’s districts were surveyed – to Year 9. The agreement levels presented in this section include the percentage of parents to select “strongly,” “moderately,” and “slightly” agree. Only parents who selected a response other than “not applicable” and “don’t know” are included in the percentages. (Agreement levels for all survey statements are included in Appendix D.)

Response Rate

Table VII.1 below provides the survey response rate and the non-deliverable rate across the nine years of the survey. As can be seen, this year marked the highest response rate yet, and the lowest non-deliverable rate. As compared to last year, the response rate increased by almost 5 percentage points and the non-deliverable rate was cut in half. Respondent demographics have remained fairly consistent across the survey years (see Appendix D.2).

Table VII.1: Survey Response Rate by Year

Year	Districts	Surveys Sent	Surveys Received	Response Rate	Non-Deliverable Mail Rate
2005-2006	21	6,305	1,387	22.0%	3.8%
2006-2007	29	9,877	2,020	20.5%	6.1%
2007-2008	31	10,323	2,306	22.3%	4.7%
2008-2009	30	9,152	1,874	20.5%	6.0%
2009-2010	29	8,427	1,813	21.5%	4.3%
2010-2011	29	9,251	1,870	20.2%	5.7%
2011-2012	21	6,143	1,097	17.9%	8.4%
2012-2013	29	9,811	2,091	21.3%	4.7%
2013-2014	31	10,545	2,761	26.2%	2.3%

Year 1 to Year 9 Trends

When comparing parent response from the first year of the survey (2005-06) to the most recent wave of the survey (2013-14), there was an upward trend across 35 of the 40 statements, with a difference of more than five percentage points across 6 of these statements. A downward trend of more than five percentage points was evident for one statement.

- Five of the six statements with the most substantial upward trend occurred in the transition planning section of the survey [Q28-Q34]. In particular, parents surveyed in Year 9 were almost 18 percentage points more likely to agree than parents in Year 1 that the PPT discussed an appropriate course of study at the high school for their child [Q33], and almost 17 percentage points more likely to agree that the PPT introduced planning for their child’s transition to adulthood [Q31]. Parents were also slightly more positive regarding their child’s participation in the PPT meetings [Q32], transition-related PPT goals [Q34] and the transition from Birth to Three [Q28].

- In addition, in the section related to their child’s participation [Q24-Q27], parents in Year 9 were more likely to agree that their child’s school provides supports that are necessary for their child to participate in extracurricular activities [Q27], with almost three-quarters (74.2%) agreeing compared to less than two-thirds (63.8%) of parents in Year 1.
- In contrast, parents in Year 9 were 6.7 percentage points less likely to agree that the translation services provided at the PPT meetings were useful and accurate [Q22] when compared to parents in Year 1.

Table VII.2: Year 1 to Year 9 Changes in Satisfaction

CT Special Education Parent Survey Item	Agreement		% point difference
	2005-06 (Year 1)	2013-14 (Year 9)	
Q33: The PPT discussed an appropriate course of study at the high school for my child.	71.8%	89.5%	+17.7
Q31: The PPT introduced planning for my child’s transition to adulthood.	60.9%	77.6%	+16.7
Q27: My child’s school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	63.8%	74.2%	+10.5
Q32: The school district actively encourages my child to attend and participate in PPT meetings.	85.6%	94.8%	+9.2
Q34: The PPT developed individualized goals for my child related to employment/ postsecondary education; independent living and community participation, if appropriate.	71.5%	78.3%	+6.8
Q28: I am satisfied with the school district’s transition activities that took place when my child left Birth to Three.	84.7%	90.6%	+5.9
Q22: The translation services provided at the PPT meetings were useful and accurate.	94.1%	87.3%	-6.7

Note: Table has been sorted in descending order based on the percentage point difference.

Year-to-Year Trends

Year-to-year parent agreement levels have remained fairly consistent across the nine years of the survey. However, there were five statements this year in which agreement levels were the highest they have been across the nine years. Two of these statements [Q27 and Q32] were already discussed above. The remaining statements can be found in Table VII.3.

- When asked if there are opportunities for parent training and information sessions [Q37], 55.0% of parents agreed this year (the high) compared to 45.0% of parents in Year 2 (the low), a difference of 10 percentage points. Similarly, parents in Year 9 were the most likely to indicate involvement in a support network [Q36] (34.2% compared to the low of 24.7% in Year 2).
- While the difference was smaller, parents in Year 9 were also the most likely to indicate that the school district proposed the regular classroom for their child as the first placement option [Q23], with a difference of 3.4 percentage points from the low in Year 1.

Table VII.3: Year 9 Highest Satisfaction

CT Special Education Parent Survey Item	Agreement		% point difference
	Lowest Year	Highest Year	
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	45.0% (Year 2)	55.0% (Year 9)	+10.0
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.	24.7% (Year 2)	34.2% (Year 9)	+9.5
Q23: The school district proposed the regular classroom for my child as the first placement option.	88.2% (Year 1)	91.6% (Year 9)	+3.4

Note: Table has been sorted in descending order based on the percentage point difference.

Cohort Trends

Lastly, when this year's agreement levels were compared to Year 3 of the survey – the last time this year's districts were surveyed – an upward trend across 29 of the 40 survey statements was observed. For five of these statements, the increase was more than five percentage points. Meanwhile, a downward trend of more than five percentage points was evident for one of the 40 statements.

- Parents in Year 9 were between 6 and 8 percentage points more likely than parents in Year 3 to agree that there are opportunities for parent training [Q37], that support networks are available [Q38], and that they are involved in such a network [Q36].
- Parents in Year 9 were also roughly 6 percentage points more likely to agree than parents in Year 3 that they were satisfied with the Birth to Three transition [Q28], and that supports are provided for their child to participate in extracurricular activities [Q27].
- In contrast, parents in Year 9 were approximately 6 percentage points less likely to agree that the translation services provided at the PPT meetings were useful and accurate [Q22] than parents in Year 3.

Table VII.4: Cohort Comparisons

CT Special Education Parent Survey Item	Agreement		% point difference
	2007-08 (Year 3)	2013-14 (Year 9)	
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	47.5%	55.0%	+7.5
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.	52.2%	58.7%	+6.5
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	84.1%	90.6%	+6.5
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.	28.1%	34.2%	+6.1
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	68.6%	74.2%	+5.6
Q22: The translation services provided at the PPT meetings were useful and accurate.	93.1%	87.3%	-5.8

Note: Table has been sorted in descending order based on the percentage point difference.

Appendix A: Methodological & Data Limitations

There are a number of important methodological and data issues that should be considered when interpreting the CT Special Education Parent Survey results. Like all sample surveys, the data collected in the parent survey are an estimate of the true proportion in the population. Consequently, survey results are always subject to some degree of error or bias. Survey error is defined as the “systematic deviation of the survey-estimated value from the true population value; typically composed of two components – sampling error and nonsampling error¹¹.” The following section discusses two potential sources of nonsampling survey error – nonresponse bias and measurement error – followed by a discussion of sample bias and its relationship to the representativeness of the parent survey sample.

Nonresponse Bias

Nonresponse bias is associated with two factors– the response rate and the degree to which those who respond to a survey are systematically different from those who do not respond. This year’s parent survey response rate was 26.2% and although comparable to other statewide parent survey response rates; it would still be considered relatively low and suggest that the potential for nonresponse bias should be assessed.¹² The second component of nonresponse bias is much more difficult to measure as it requires estimating the degree to which differences in respondent and nonrespondent characteristics (such as the child’s disability) may affect the variable of interest (survey response). However, by comparing the response rates of key subgroups of the target population, we can gain insight as to differences that do exist and theorize where the potential for bias may be greatest.

The following tables include the demographic characteristics of students with disabilities included in the 2013-2014 survey sample.¹³ “Respondents” include all students with disabilities whose parents returned a completed survey; whereas “nonrespondents” include all students with disabilities whose parents were mailed, but did not return, a completed survey. The differences in percentage points between the respondent and the nonrespondent groups are provided, as well as the margin of error of the differences. (The margin of error of the difference represents the 95% confidence interval around the estimate such that if the difference is +5% with a margin of error of $\pm 1\%$, we can be 95% confident that the true difference is between +4% and +6%.)

¹¹ Office of Management and Budget. *Standards and Guidelines for Statistical Surveys*. (September 2006).

¹² The National Center for Education Statistics (NCES) suggests that any survey with a response rate less than 85% be evaluated for nonresponse bias.

¹³ In order to compare the response rates of key subgroups, the CSDE demographic data were aligned with confidential IDs included on all survey mailings. CSDE disability data were not available for 347 IDs – 103 respondents and 244 nonrespondents; and CSDE data for the remaining demographic categories (i.e. age, race) were also not available for a select number of these respondents and nonrespondents. As such, the “n” in each table will vary. All demographic data presented in this section reflects state-reported data and therefore may not necessarily align with the parent-reported demographic data in Section III.

Table A.1 includes a comparison of the race distribution of students with disabilities for 2013-14 parent survey respondents and nonrespondents. These data suggest that parents of White students were more likely to respond to the survey (i.e., over-represented in the respondent group) compared to parents of Hispanic/Latino and Black/African American students, whom were under-represented in the respondent group.

Table A.1: Response Rate by Race/Ethnicity

Child's Race/Ethnicity	Survey Sample (n=10,540)	Respondents (n=2,752)	Nonrespondents (n=7,788)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
White*	65.7%	71.0%	63.9%	7.1%	± 2.2%
Hispanic/Latino of Any Race*	18.5%	14.6%	19.9%	(5.3%)	± 1.8%
Black or African American*	10.0%	8.0%	10.7%	(2.8%)	± 1.4%
Asian*	2.8%	3.7%	2.5%	1.3%	± 0.9%
Am. Indian/Alaskan Native	0.3%	0.2%	0.3%	(0.1%)	± 0.2%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.0%	± 0.2%
Two or More Races	2.6%	2.4%	2.6%	(0.2%)	± 0.7%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=74.2$, $df=6$, $p=.00$.

As can be seen in Table A.2, parents of younger children (ages 3 to 5 and ages 6 to 12) were slightly more likely to respond to the survey (over-represented in the respondent group) compared to parents of children ages 15 to 17 and ages 18 to 21, whom are underrepresented in the respondent group. The survey sampling plan purposively oversampled parents of older children as these parents tend to be underrepresented in respondent groups.

Table A.2: Response Rate by Age

Child's Age	Survey Sample (n=10,447)	Respondents (n=2,724)	Nonrespondents (n=7,723)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
3 to 5*	10.9%	12.8%	10.2%	2.6%	± 1.6%
6 to 12	44.3%	45.9%	43.8%	2.2%	± 2.4%
13 to 14	16.2%	15.5%	16.4%	(0.9%)	± 1.8%
15 to 17*	23.2%	21.3%	23.9%	(2.5%)	± 2.0%
18 to 21*	5.4%	4.4%	5.8%	(1.3%)	± 1.0%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=28.2$, $df=4$, $p=.00$.

Table A.3 illustrates a significant inverse relationship between socioeconomic status and parent survey response rates. Parents of students with disabilities that are *not* eligible for free or reduced price lunch are over-represented in the respondent group, whereas parents of students with disabilities that are eligible for a free priced lunch are under-represented in the respondent group.

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

Eligible for Free and Reduced Price Lunch	Survey Sample (n=10,534)	Respondents (n=2,748)	Nonrespondents (n=7,786)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Not Eligible*	63.0%	72.4%	59.7%	12.7%	± 2.2%
Free Lunch*	31.2%	22.6%	34.3%	(11.7%)	± 2.1%
Reduced Price	5.7%	5.0%	6.0%	(1.0%)	± 1.1%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=144.3$, $df=2$, $p=.00$.

Tables A.4 and A.5 include a comparison of the gender and ELL status of students with disabilities for parent survey respondents and nonrespondents. Parents of an English Language Learner were slightly underrepresented in the respondent group.

Table A.4: Response Rate by Gender

Child's Gender	Survey Sample (n=10,540)	Respondents (n=2,752)	Nonrespondents (n=7,788)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Male	68.2%	68.8%	68.0%	0.7%	± 2.3%
Female	31.8%	31.3%	32.0%	(0.7%)	± 2.3%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=.47$, $df=1$, $p=.49$.

Table A.5: Response Rate by ELL Status

English Language Learner	Survey Sample (n=10,534)	Respondents (n=2,748)	Nonrespondents (n=7,786)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Yes*	5.1%	4.4%	5.4%	(1.0%)	± 1.0%
No*	94.9%	95.6%	94.6%	1.0%	± 1.0%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=4.0$, $df=1$, $p=.05$.

Lastly, among particular disability categories, parents of children with autism showed the largest over-representation (5.8 percentage points) of parents in the respondent group (see Table A.6). In contrast, parents of children with specific learning disabilities showed the largest under-representation (6.6 percentage points) among respondents, followed by parents of children with an emotional disturbance (2.0 percentage points) and speech or language impairment (1.7 percentage points).

Table A.6: Response Rate by Disability

Child's Disability	Survey Sample (n=10,198)	Respondents (n=2,658)	Nonrespondents (n=7,540)	Difference (Resp.-Nonresp.)	Margin of Error of Difference
Specific Learning Disabilities*	30.2%	25.3%	32.0%	(6.6%)	± 2.2%
Speech or Language Impaired*	15.6%	14.3%	16.0%	(1.7%)	± 1.7%
OHI - ADD/ADHD	13.5%	13.0%	13.6%	(0.6%)	± 1.7%
Autism*	11.4%	15.6%	9.9%	5.8%	± 1.7%
Emotional Disturbance*	7.8%	6.3%	8.3%	(2.0%)	± 1.2%
Other Health Impairment (OHI)	6.4%	7.1%	6.1%	1.0%	± 1.2%
Developmental Delay (ages 3-5 only)*	5.7%	6.6%	5.3%	1.3%	± 1.2%
Multiple Disabilities*	4.9%	5.9%	4.6%	1.3%	± 1.1%
Intellectual Disability*	3.3%	4.1%	3.0%	1.2%	± 0.9%
Hearing Impairment	0.8%	1.0%	0.8%	0.2%	± 0.5%
Traumatic Brain Injury*	0.2%	0.3%	0.1%	0.2%	± 0.2%
Visual Impairment	0.2%	0.2%	0.2%	0.0%	± 0.2%
Orthopedic Impairment	0.1%	0.2%	0.1%	0.0%	± 0.2%
Deaf-Blindness	0.0%	0.0%	0.0%	0.0%	± 0.0%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=131.26$, $df=12$, $p=.00$.

Measurement Error

Measurement error is typically characterized as the difference between the observed value of a variable and the true value of that variable. In general, the source of measurement error can come from four primary sources; the questionnaire, the data collection method, the interviewer (if applicable) and the respondent.¹⁴ Although the following examples from the 2013-14 parent survey do not necessarily identify a “source of error,” they do provide evidence of reporting inconsistencies that could potentially bias survey results. Both examples refer to the instructions given on the survey as to how parents should select the appropriate disability for their child.

On the survey questionnaire, parents were asked to select only one disability category to identify their child’s disability. However, as can be seen in the following table, although the majority (90.9%, n=2,468) of survey respondents did select just one disability, 248 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, specific learning disability was chosen slightly more than one-half (55.6%) of the time; followed by OHI-ADD/HD (48.4%), and a speech or language impairment (34.3%) (see Table A.7).

Table A.7: Surveys with Single and Multiple Disability Selections

Child's Disability	Number of Disabilities Selected by Parent			
	One		More than One	
	n	Percent	n	Percent
Specific Learning Disabilities	527	21.4%	138	55.6%
Autism	457	18.5%	47	19.0%
OHI - ADD/ADHD	428	17.3%	120	48.4%
Speech or Language Impaired	298	12.1%	85	34.3%
Multiple Disabilities	151	6.1%	42	16.9%
Emotional Disturbance	110	4.5%	35	14.1%
Intellectual Disability	107	4.3%	54	21.8%
Other Health Impairment (OHI)	92	3.7%	19	7.7%
Developmental Delay (ages 3-5 only)	69	2.8%	21	8.5%
Hearing Impairment	30	1.2%	13	5.2%
Orthopedic Impairment	12	0.5%	12	4.8%
Traumatic Brain Injury	12	0.5%	6	2.4%
Visual Impairment	10	0.4%	13	5.2%
Deaf-Blindness	9	0.4%	4	1.6%
To Be Determined	29	1.2%	16	6.5%
Don't Know	127	5.1%	13	5.2%
Total Disability Categories Selected	2,468	100.0%	638	-

Note: Percentages are based on the number of respondents in each column: 2,468 respondents selected one disability for their child; whereas 248 respondents identified multiple (n=638) disabilities (and 45 respondents did not answer the question).

¹⁴ Office of Management and Budget. *Statistical Working Paper 31: Measuring and Reporting Sources of Error in Surveys*. (July 2001).

In selecting a disability for their child, the survey questionnaire asked parents to choose the disability category that corresponds with the disability category listed on their child’s IEP form (which school districts report to the CSDE). The responses indicated by parents were compared (through a confidential ID system) to the disability of the child as reported to the CSDE. Again, although it’s not clear where the error is occurring, it is evident that the parent’s designation of their child’s disability was not always consistent with what is on record. Among survey respondents who selected a single disability category for their child, approximately one-third (31.1%) identified a disability different than the one listed on their child’s IEP, for a match rate of 68.9% (see Table A.8).

Table A.8: Survey-Reported versus IEP-Reported Child Disability

Child's Disability	Surveys with One Disability Selected		
	Parent Selection	Match to IEP	
	n	n	Percent
Specific Learning Disabilities	507	382	75.3%
Autism	448	356	79.5%
OHI - ADD/ADHD	416	227	54.6%
Speech or Language Impaired	274	208	75.9%
Multiple Disabilities	146	84	57.5%
Intellectual Disability	107	65	60.7%
Emotional Disturbance	105	81	77.1%
Other Health Impairment (OHI)	88	51	58.0%
Developmental Delay (ages 3-5 only)	62	52	83.9%
Hearing Impairment	30	17	56.7%
Orthopedic Impairment	12	1	8.3%
Traumatic Brain Injury	11	5	45.5%
Visual Impairment	10	4	40.0%
Deaf-Blindness	9	0	0.0%
Total Disability Categories Selected	2,225	1,533	68.9%

Note: The CSDE disability data were not available for response options "don't know" and "to be determined" and therefore were not included in this analysis. CSDE disability data were also not available for 91 of the respondents that selected one disability and therefore, they are not included in the "match to IEP" percentage.

Sample Bias and Representativeness of Survey Sample

The concept of representativeness is often mischaracterized to mean that particular demographics of the sample, such as age, gender and race precisely “match” the characteristics of the population. Although a good sample will most likely closely resemble the larger population, “it will be *representative* in the sense that each sampled unit will represent the characteristics of a *known number of units* in the population.¹⁵” It is the known probability of selection that leads to precise estimates, thus enabling inferences to be made about the larger population.

¹⁵ Lohr, Sharon. *Sampling: Design and Analysis*. Pacific Grove: Brooks/Cole Publishing Company, 1999.

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

Table A.9: Child's Race/Ethnicity: Statewide and Sample

Child's Race/Ethnicity	Sample (n=10,540)	Statewide (n=70,785)	Difference
White	65.7%	54.3%	11.5%
Hispanic/Latino of Any Race	18.5%	25.0%	(6.5%)
Black or African American	10.0%	15.8%	(5.8%)
Asian	2.8%	2.2%	0.6%
American Indian/Alaskan Native	0.3%	0.4%	(0.1%)
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.0%
Two or More Races	2.6%	2.3%	0.3%

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

Child's Age	Sample (n=10,447)	Statewide (n=70,785)	Difference
3 to 5	10.9%	11.3%	(0.4%)
6 to 12	44.3%	45.5%	(1.2%)
13 to 14	16.2%	15.8%	0.4%
15 to 17	23.2%	21.8%	1.4%
18 to 21	5.4%	5.6%	(0.2%)

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

Child's Grade	Sample (n=10,540)	Statewide (n=70,785)	Difference
Preschool	6.5%	6.6%	(0.1%)
Elementary	33.4%	36.3%	(2.9%)
Middle	26.0%	24.1%	1.9%
High	34.1%	33.1%	1.0%

Table A.12: Child's Gender: Statewide and Sample

Child's Gender	Sample (n=10,540)	Statewide (n=70,785)	Difference
Male	68.2%	68.2%	0.0%
Female	31.8%	31.8%	0.0%

Table A.13: Child's Disability: Statewide and Sample

Child's Disability	Sample (n=10,198)	Statewide (n=70,785)	Difference
Specific Learning Disabilities	30.2%	31.5%	(1.2%)
Speech or Language Impaired	15.6%	16.2%	(0.6%)
OHI - ADD/ADHD	13.5%	12.8%	0.7%
Autism	11.4%	10.9%	0.4%
Emotional Disturbance	7.8%	7.4%	0.4%
Other Health Impairment (OHI)	6.4%	6.2%	0.2%
Developmental Delay (ages 3-5 only)	5.7%	6.3%	(0.6%)
Multiple Disabilities	4.9%	4.0%	0.9%
Intellectual Disability	3.3%	3.3%	0.0%
Hearing Impairment	0.8%	0.9%	(0.0%)
Traumatic Brain Injury	0.2%	0.2%	0.0%
Visual Impairment	0.2%	0.2%	0.0%
Orthopedic Impairment	0.1%	0.1%	0.1%
Deaf-Blindness	0.0%	0.0%	0.0%

Appendix B: Overall Survey Response Table

Overall Survey Response Table

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Satisfaction with My Child's Program										
1. I am satisfied with my child's overall special education program.	2,730	44.7%	32.3%	10.3%	87.3%	3.2%	4.0%	5.5%	12.7%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,732	61.7%	23.2%	8.5%	93.3%	2.8%	1.9%	2.0%	6.7%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	718	19.4%	12.5%	8.1%	40.0%	7.2%	3.5%	49.3%	60.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	1,149	9.1%	5.5%	6.0%	20.5%	3.7%	2.7%	73.0%	79.5%	±
5. My child is accepted within the school community.	2,676	60.2%	23.0%	8.4%	91.7%	3.2%	2.5%	2.6%	8.3%	±
6. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	2,740	43.4%	31.6%	10.7%	85.7%	3.9%	3.6%	6.2%	13.7%	0.6%
7. All special education services identified in my child's IEP have been provided.	2,734	52.0%	26.7%	9.0%	87.7%	3.7%	3.4%	4.0%	11.0%	1.3%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,733	51.2%	25.2%	10.0%	86.5%	3.4%	3.1%	5.2%	11.7%	1.8%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,695	59.3%	24.3%	7.5%	91.0%	2.6%	2.7%	2.4%	7.8%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	2,564	47.6%	26.2%	11.8%	85.6%	4.1%	3.4%	4.8%	12.2%	2.1%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	2,601	51.4%	25.3%	10.3%	87.1%	3.8%	3.1%	4.0%	10.9%	2.0%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
Participation in Developing and Implementing My Child's Program										
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	2,705	52.5%	24.9%	10.8%	88.2%	4.0%	3.5%	4.2%	11.8%	±
13. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	2,736	64.8%	20.4%	6.8%	92.0%	2.3%	2.5%	3.1%	8.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,738	67.1%	22.6%	5.9%	95.6%	1.8%	1.2%	1.3%	4.4%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,708	57.3%	25.0%	8.9%	91.1%	2.7%	2.5%	3.6%	8.9%	±
16. My child's evaluation report is written in terms I understand.	2,739	56.5%	27.8%	8.3%	92.6%	2.8%	1.8%	2.8%	7.4%	±
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	2,744	64.9%	20.3%	7.3%	92.5%	2.8%	1.9%	2.8%	7.5%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	2,712	52.1%	25.6%	10.4%	88.1%	3.7%	3.1%	5.2%	11.9%	±
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.	2,726	55.0%	24.3%	9.7%	88.9%	4.4%	2.8%	3.9%	11.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,721	70.3%	18.1%	4.5%	92.9%	2.6%	1.3%	3.2%	7.1%	±
21. If necessary, a translator was provided at the PPT meetings.	393	62.1%	19.1%	5.6%	86.8%	3.6%	2.0%	7.6%	13.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	411	57.2%	24.1%	6.1%	87.3%	4.1%	1.5%	7.1%	12.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	2,454	65.3%	16.5%	4.2%	85.9%	1.7%	1.1%	5.1%	7.9%	6.2%

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
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).	2,653	82.5%	10.8%	3.4%	96.7%	0.7%	0.8%	1.8%	3.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	2,493	75.1%	11.5%	4.7%	91.3%	2.3%	1.8%	4.6%	8.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,727	5.9%	2.9%	3.9%	12.7%	3.6%	4.9%	78.8%	87.3%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	1,595	39.9%	15.2%	8.0%	63.1%	4.5%	3.3%	14.0%	21.9%	15.0%
Transition Planning for Preschoolers (Only answer Q28 if your child has transitioned from early intervention (Birth to Three) 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.	489	60.9%	22.7%	7.0%	90.6%	1.6%	2.0%	5.7%	9.4%	±
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way secondary transition services were implemented for my child.	674	41.1%	26.6%	13.1%	80.7%	4.6%	5.3%	9.3%	19.3%	±
30. When appropriate, outside agencies have been invited to participate in secondary transition planning.	506	30.0%	18.2%	12.8%	61.1%	4.2%	4.0%	16.0%	24.1%	14.8%
31. The PPT introduced planning for my child's transition to adulthood.	692	40.8%	21.7%	15.2%	77.6%	4.8%	6.2%	11.4%	22.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	765	69.3%	18.7%	6.8%	94.8%	1.7%	1.0%	2.5%	5.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	759	54.4%	24.2%	10.8%	89.5%	2.9%	2.4%	5.3%	10.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	695	41.9%	20.9%	15.5%	78.3%	6.3%	4.7%	10.6%	21.7%	±

Table is continued on the next page.

Overall Survey Response Table (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	n	AGREE				DISAGREE				Don't Know
		Strongly	Moderately	Slightly	Total	Slightly	Moderately	Strongly	Total	
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.	1,699	22.1%	10.2%	8.4%	40.7%	5.4%	5.1%	48.9%	59.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,643	15.8%	9.6%	8.8%	34.2%	6.1%	6.6%	53.1%	65.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	2,280	15.7%	10.7%	10.2%	36.6%	4.3%	4.6%	21.0%	30.0%	33.5%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	2,270	18.3%	10.5%	8.6%	37.4%	3.8%	4.1%	18.4%	26.3%	36.2%
My Child's Skills										
39. My child is learning skills that will enable him/her to be as independent as possible.	2,560	49.0%	25.1%	13.6%	87.7%	4.1%	3.0%	5.2%	12.3%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	2,494	52.2%	23.5%	12.2%	87.9%	3.5%	3.4%	5.2%	12.1%	±

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

± Not a response option for this survey item.

Appendix C: Survey Response by Demographics

The following charts illustrate the response pattern of survey respondents by primary eligibility for services, age, race/ethnicity, gender, placement and the language (English or Spanish) in which the parent responded to the survey.¹⁶ Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar.¹⁷ The total number of respondents (n) for each demographic group includes all respondents who selected a response other than “not applicable” and “don’t know.” Any demographic category with five or less responses to an individual survey statement is not included in the bar chart for that particular statement.

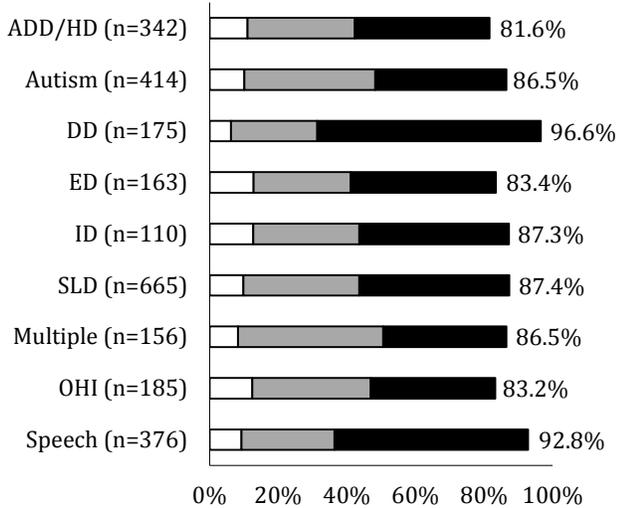
All data in this section reflects survey-reported demographic data except for the disability data which reflects state-reported data. Survey-reported disability data was not used as a substantial number of parents selected more than one disability for their child. As a result, it becomes difficult to interpret differences in survey responses across disabilities, as parents appearing in multiple groups would bias the results.

¹⁶ The race/ethnicity categories of Asian/Pacific Islander and American Indian/Alaskan Native, as well as the disability categories of deaf-blindness, traumatic brain injury, and hearing, visual and orthopedic impairment are not included in the charts due to the small number of survey respondents in these categories.

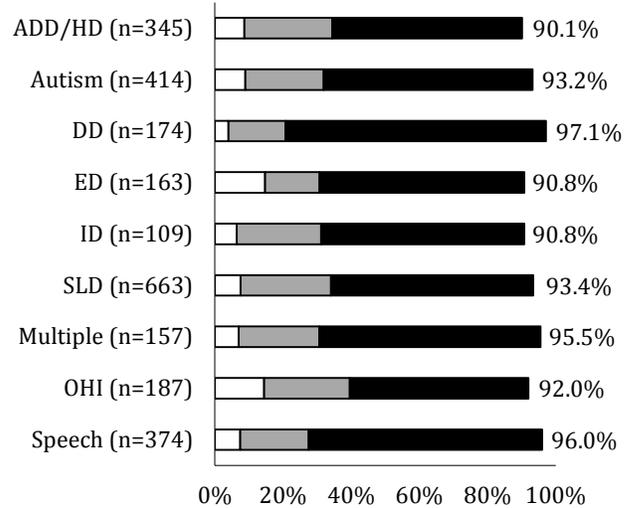
¹⁷ Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

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

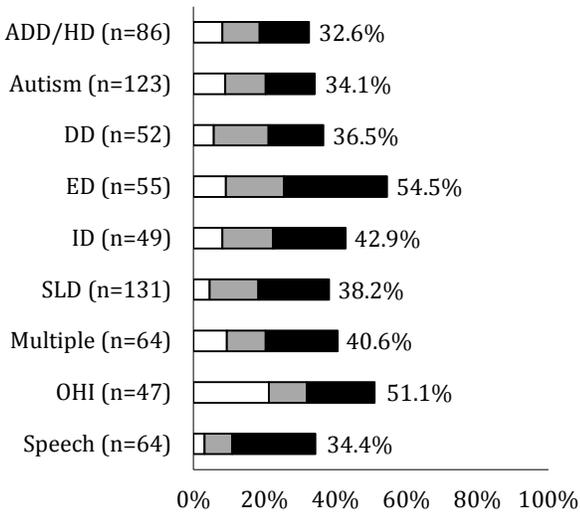
Q1: I am satisfied with my child's overall special education program.



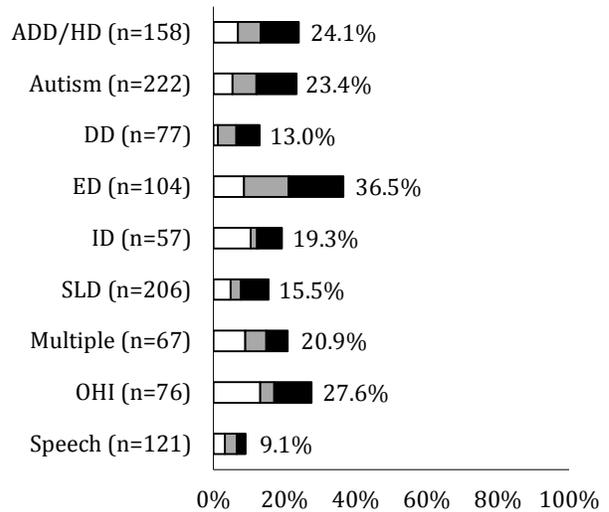
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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



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



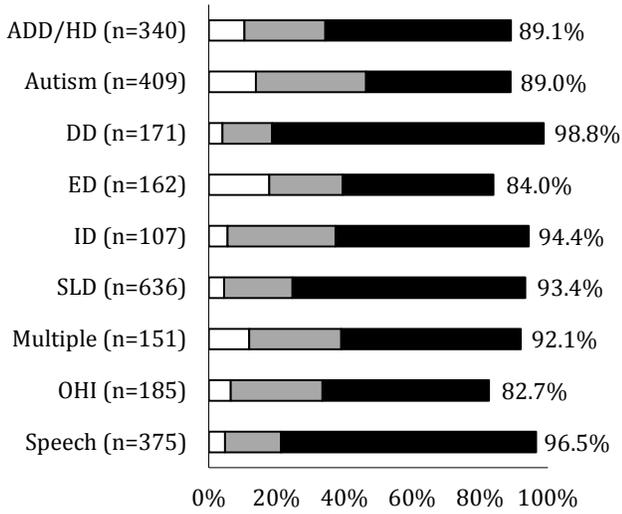
□ Slightly Agree

■ Moderately Agree

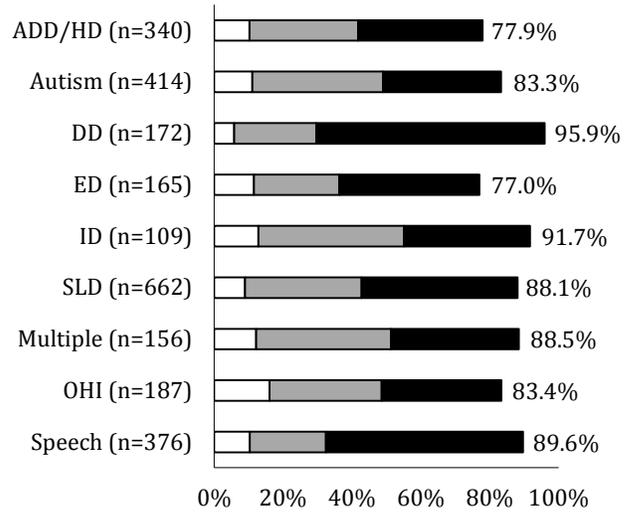
■ Strongly Agree

Note: DD=developmental delay; ED=emotional disturbance; ID=intellectual disability; SLD=specific learning disability; Multiple=multiple disabilities; OHI=other health impairment; and Speech=speech or language impaired.

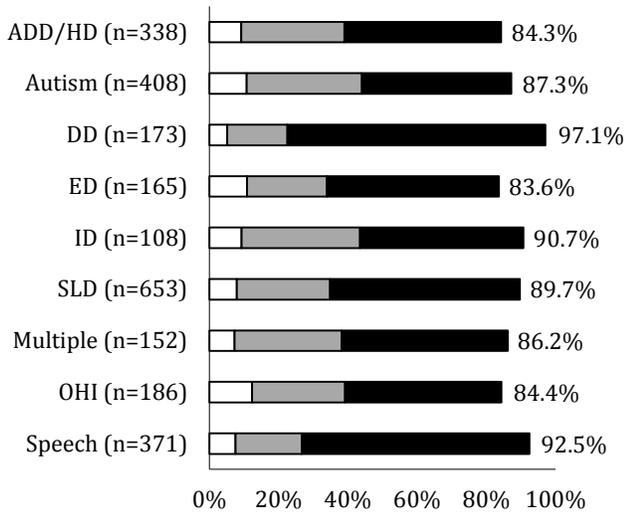
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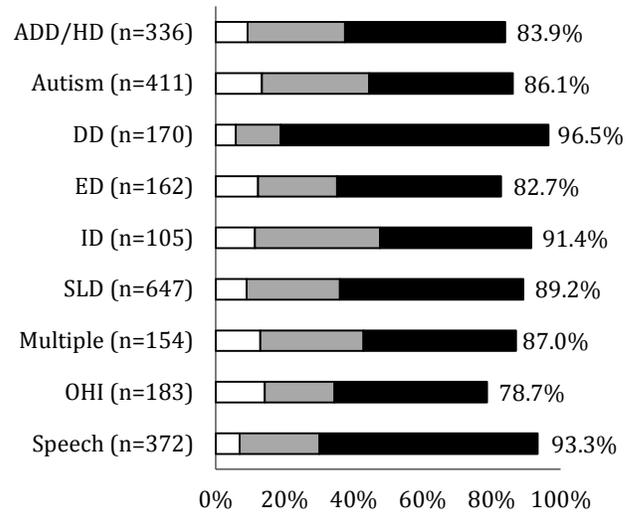
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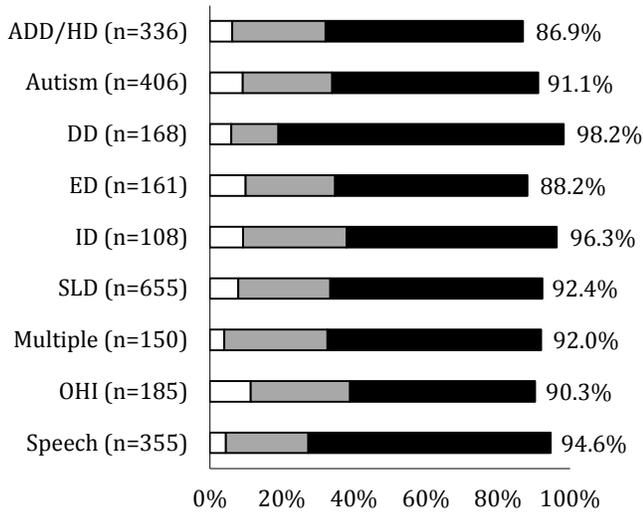


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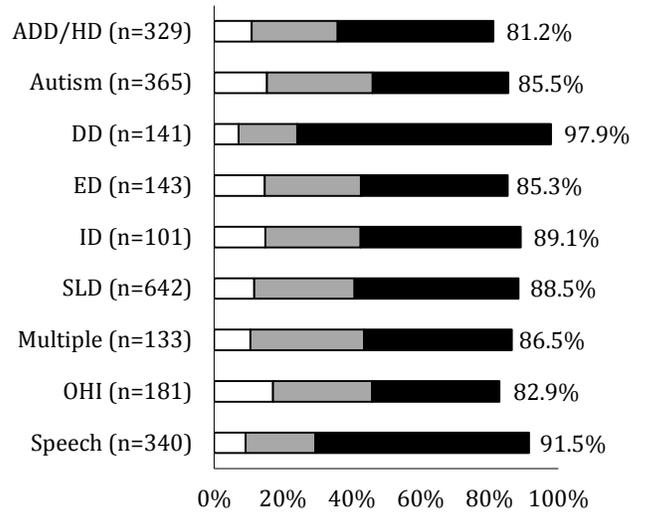
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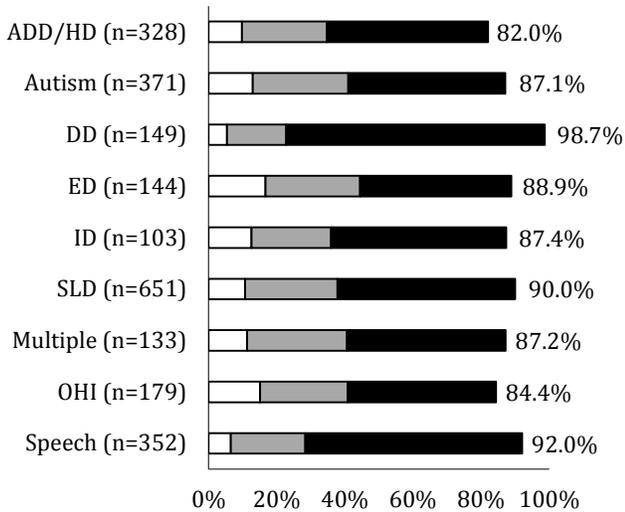
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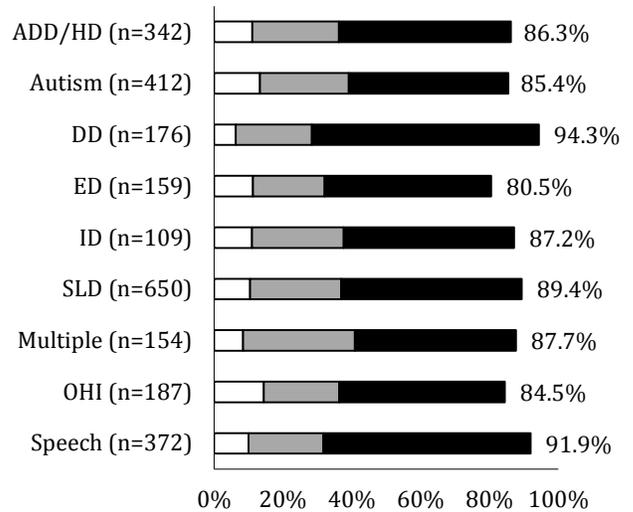
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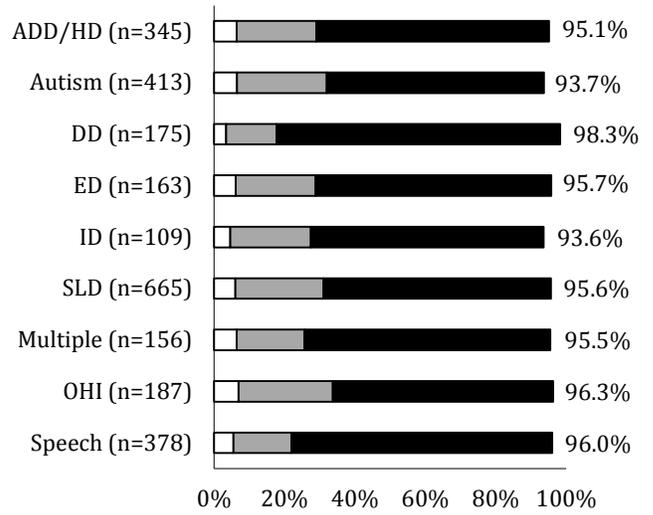
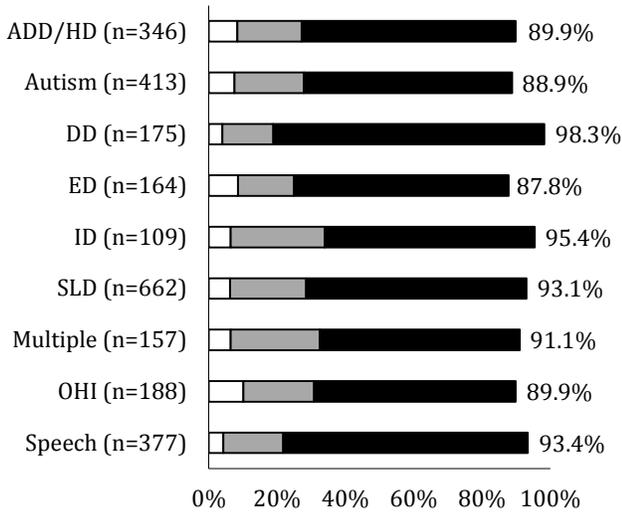
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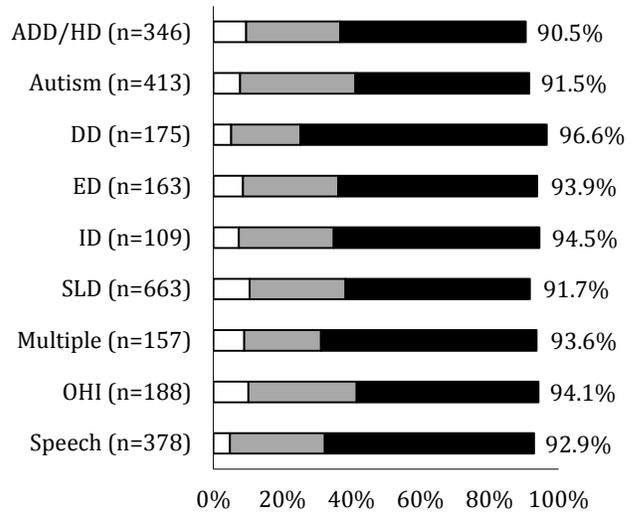
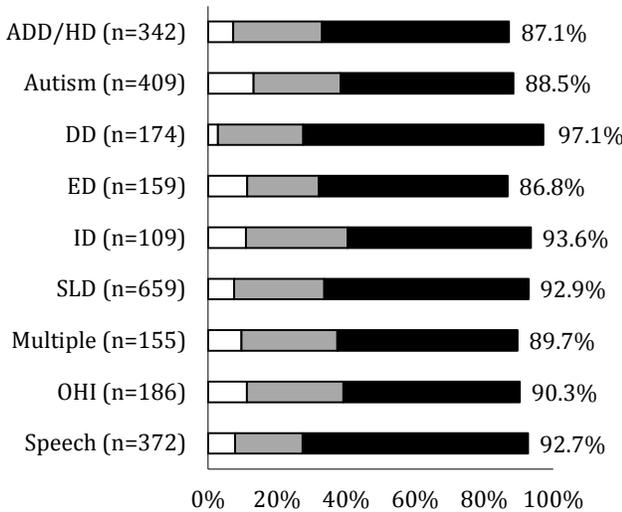
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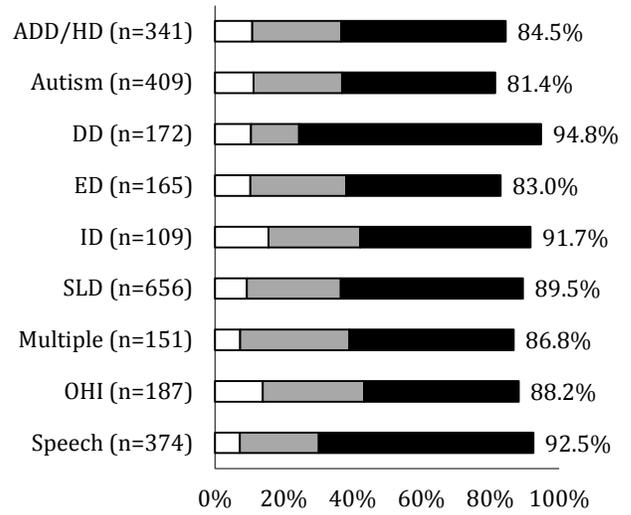
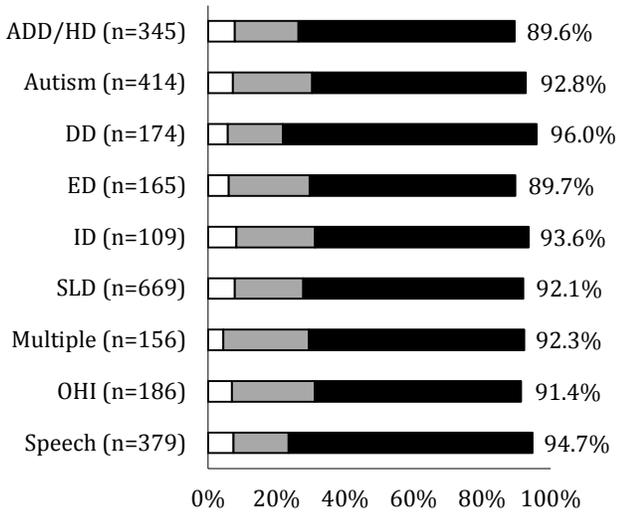
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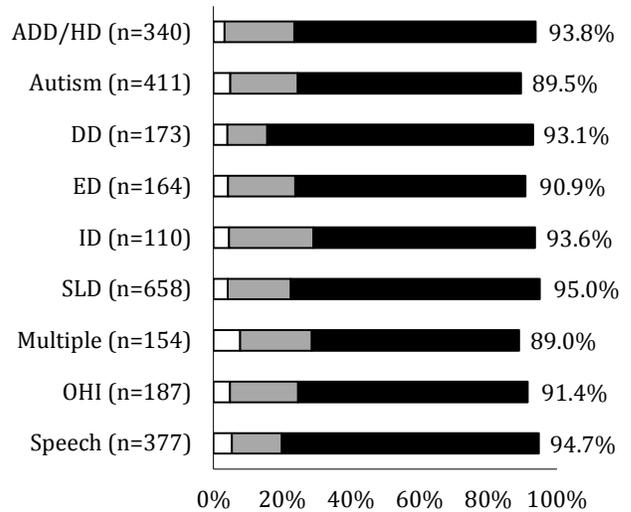
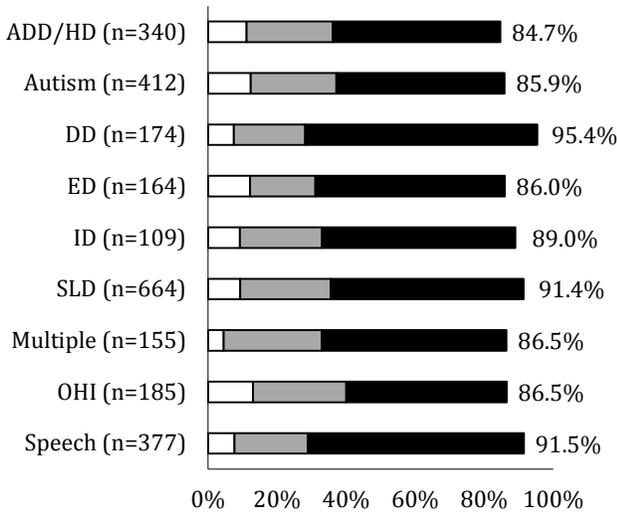
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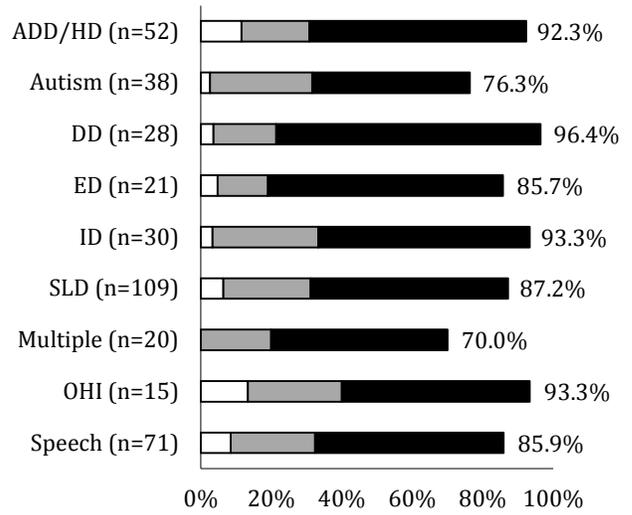
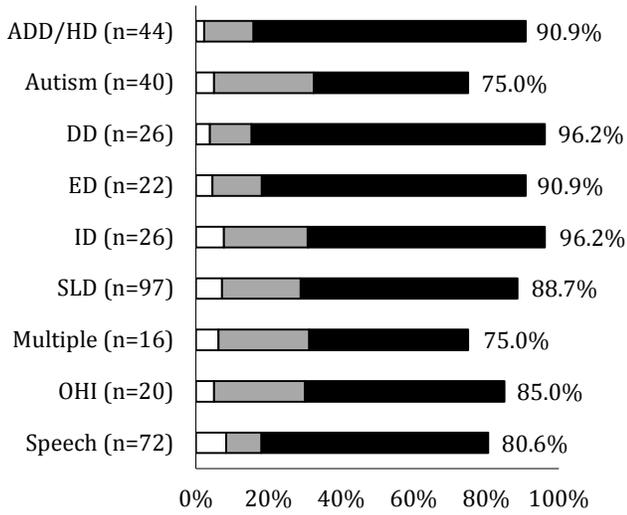
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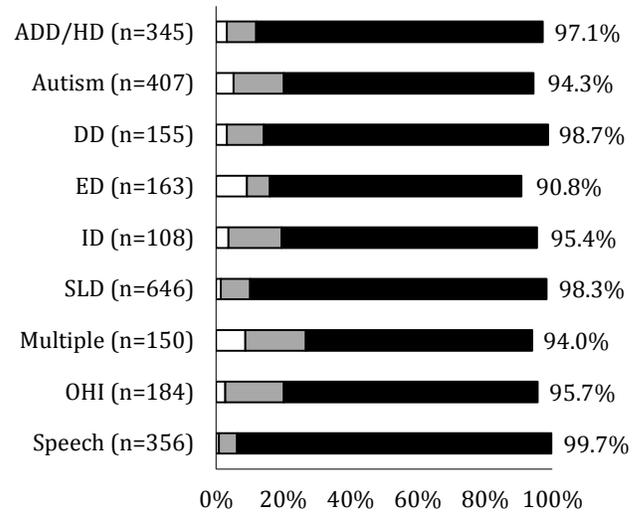
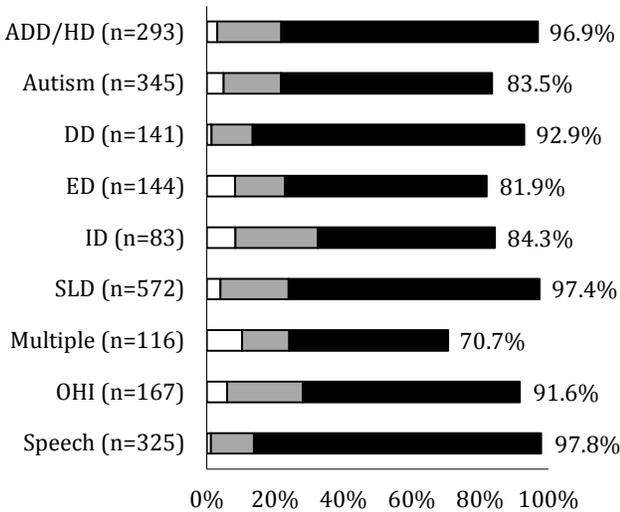
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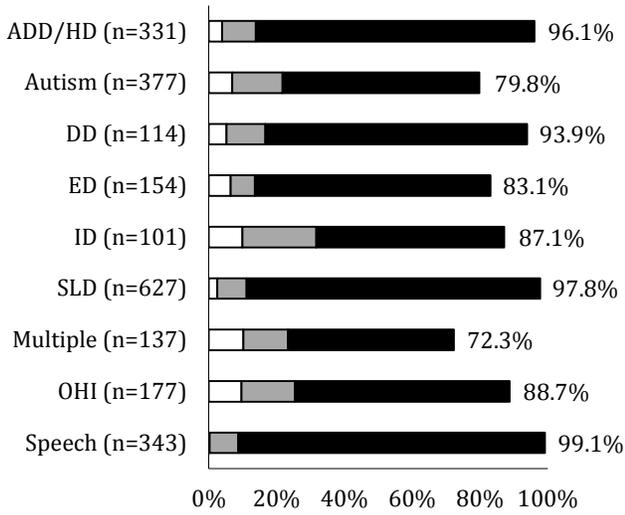


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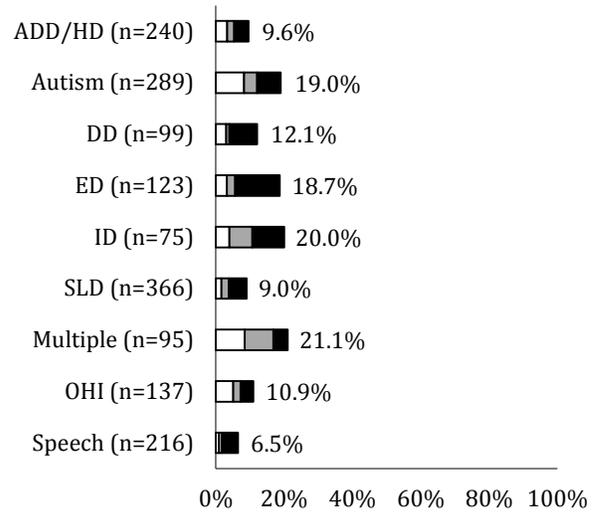
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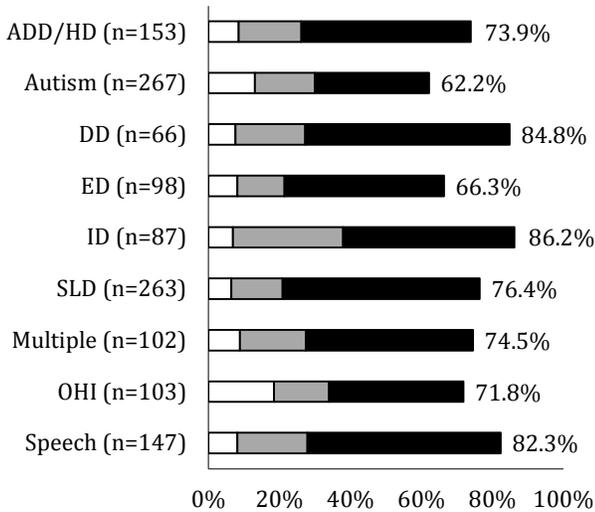
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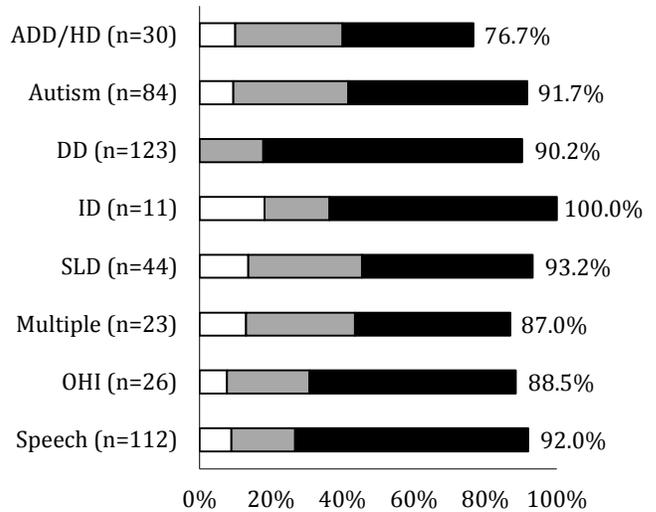
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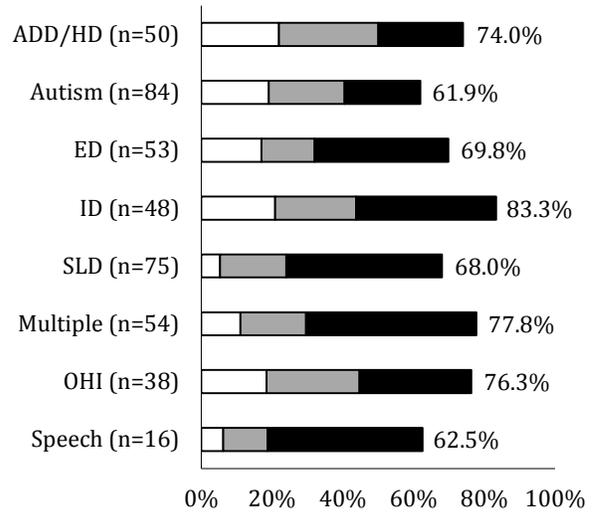
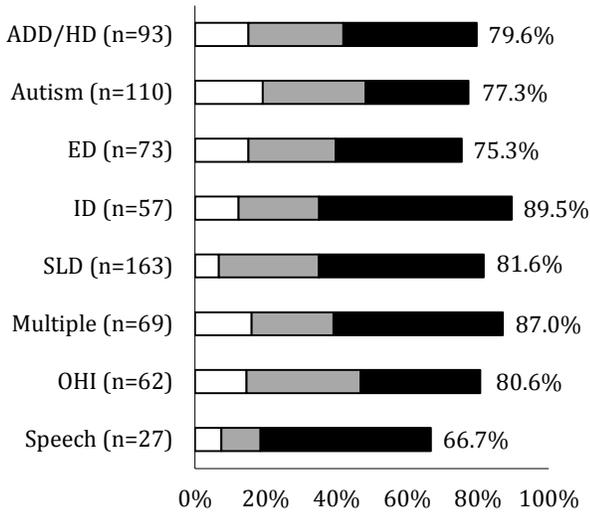
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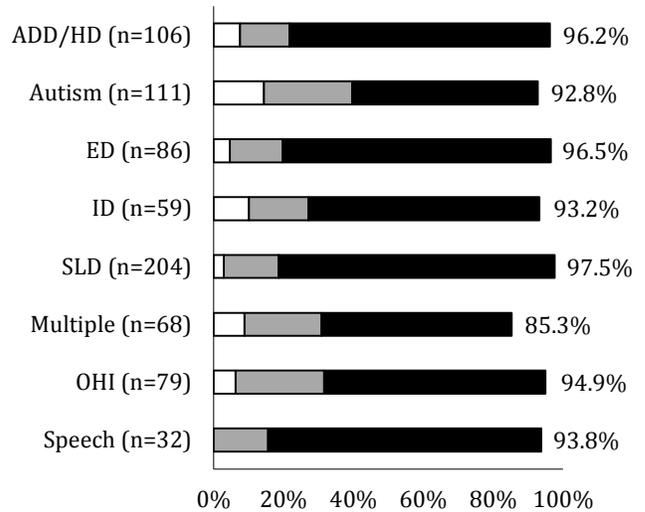
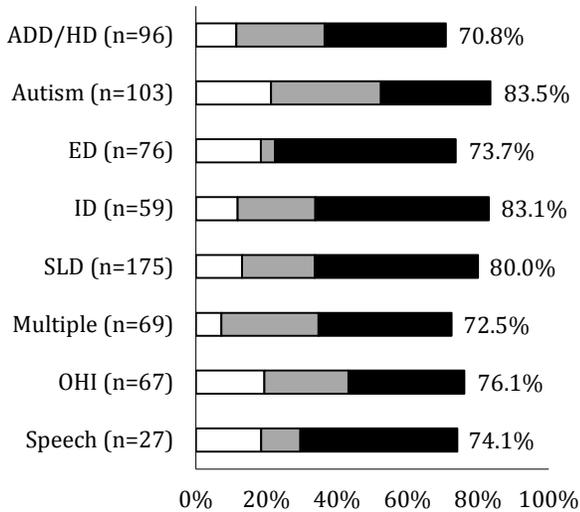
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Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



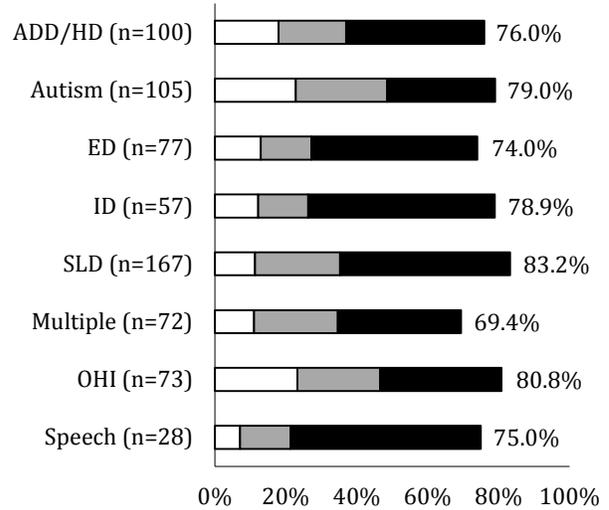
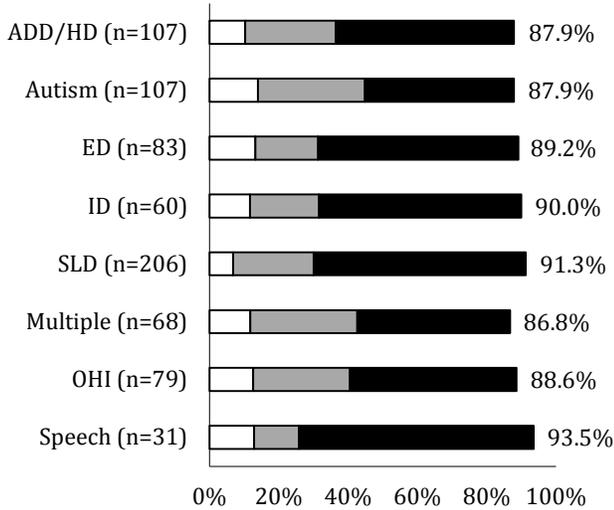
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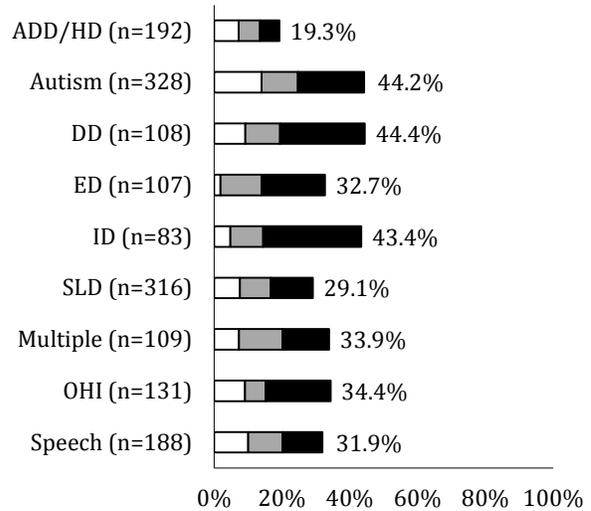
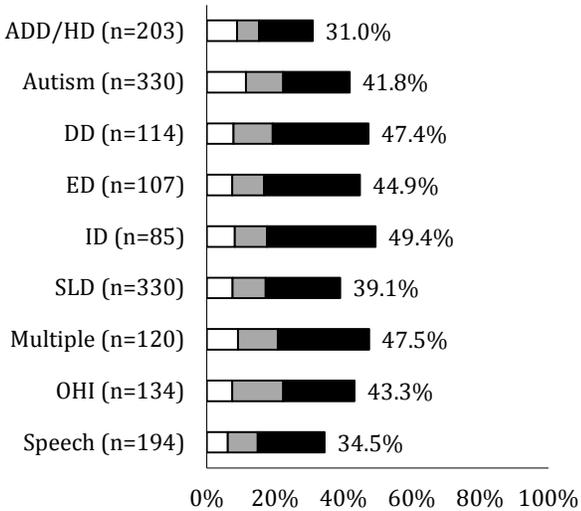
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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



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

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



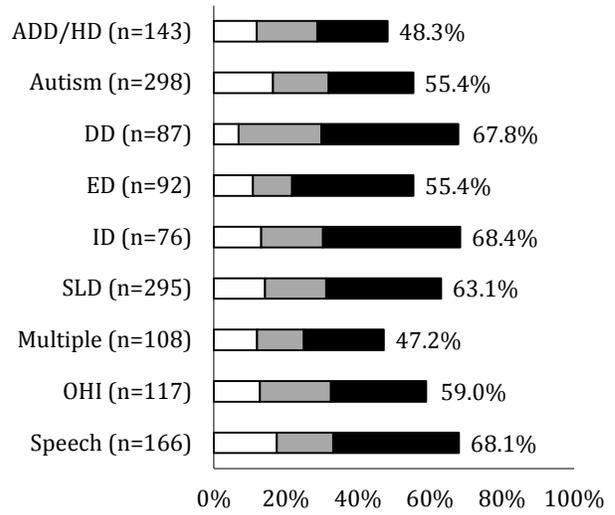
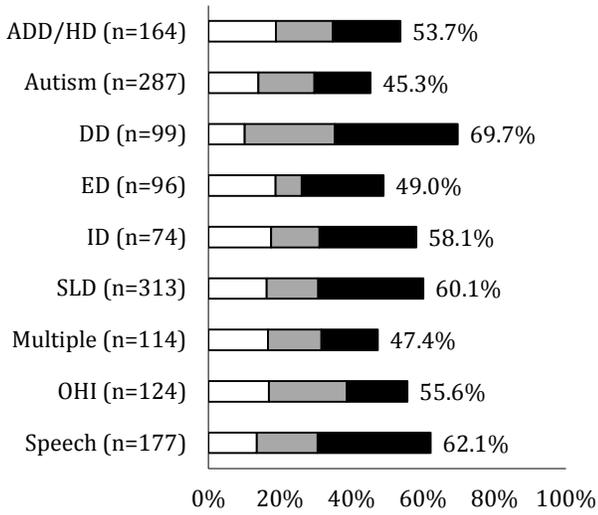
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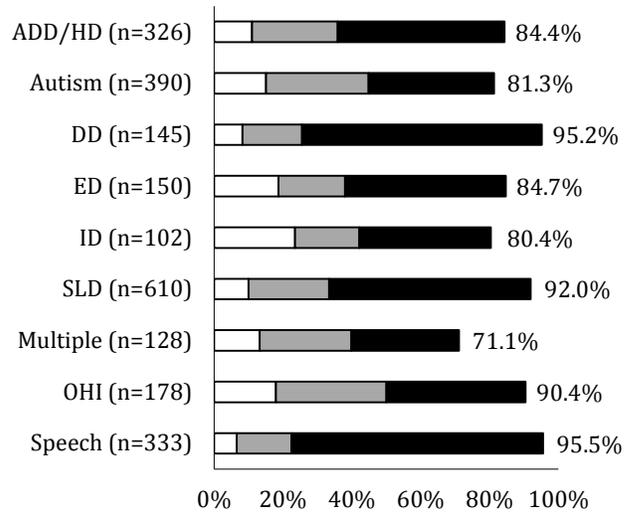
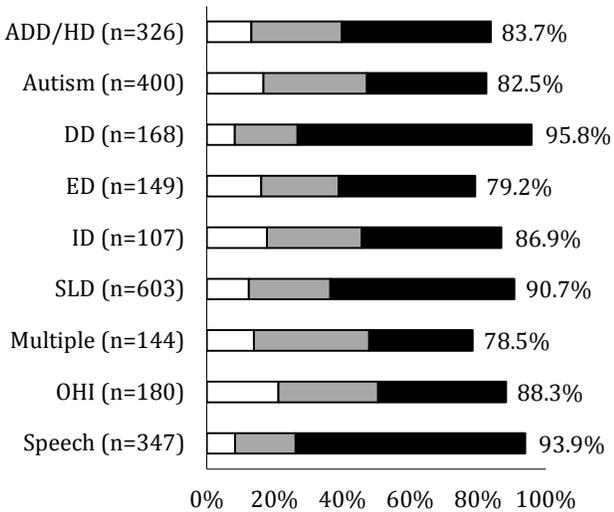
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

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



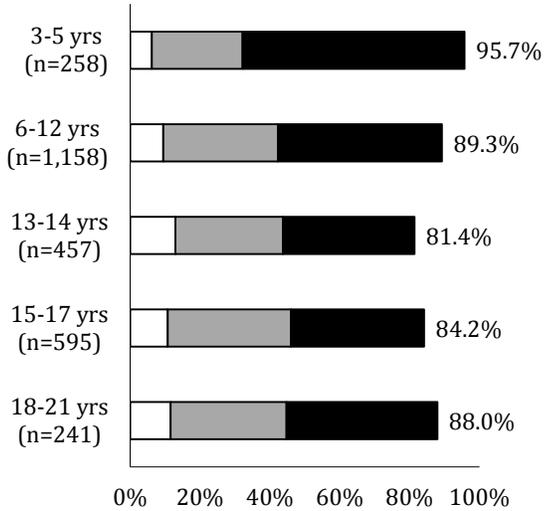
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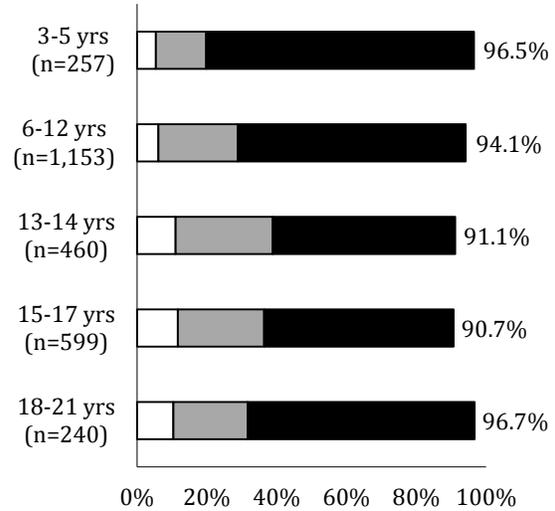
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Appendix C.2: Child's Age

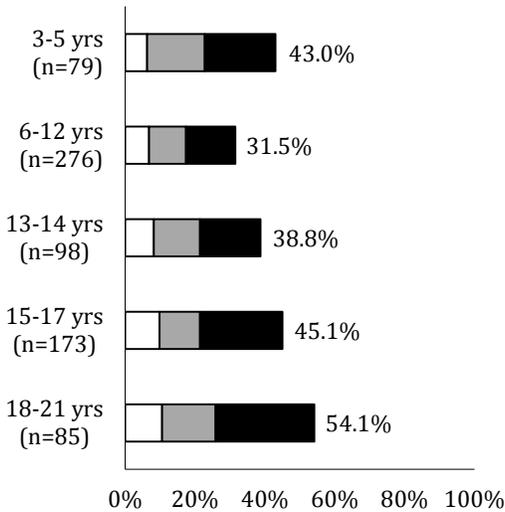
Q1: I am satisfied with my child's overall special education program.



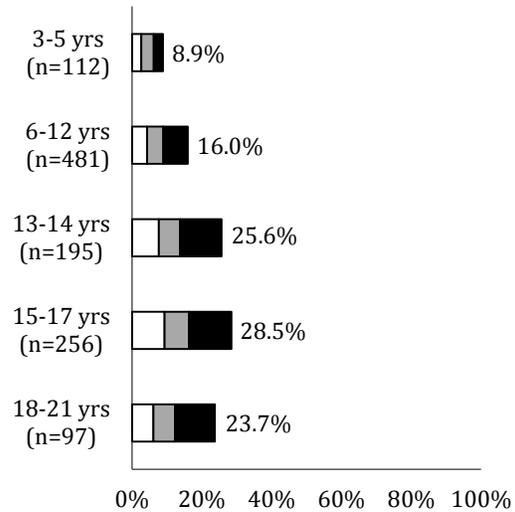
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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



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

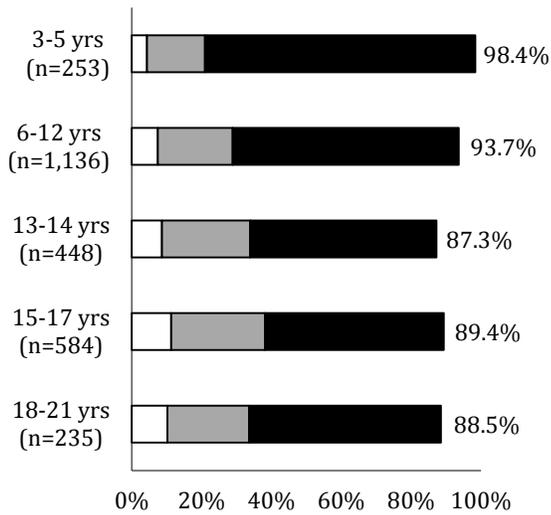


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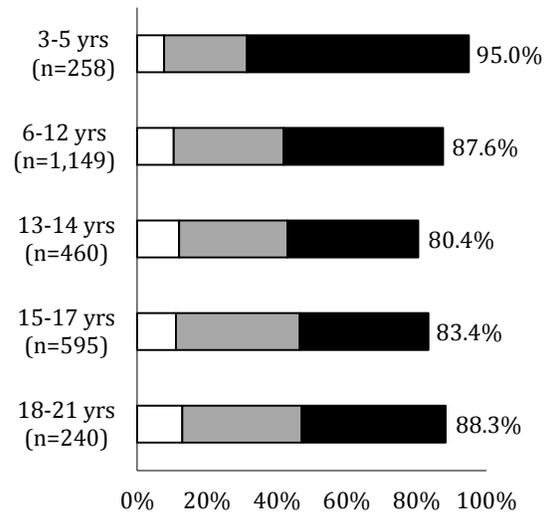
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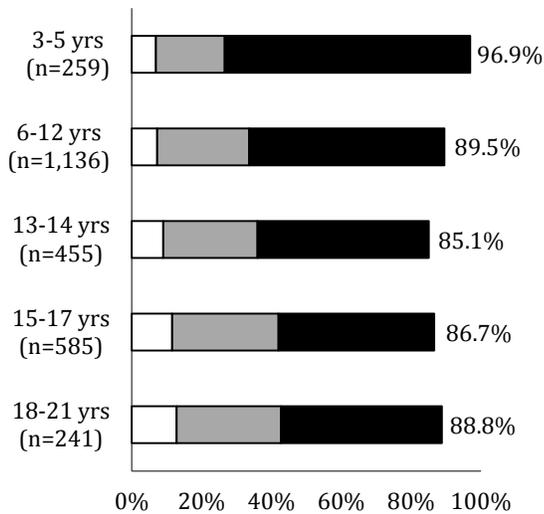
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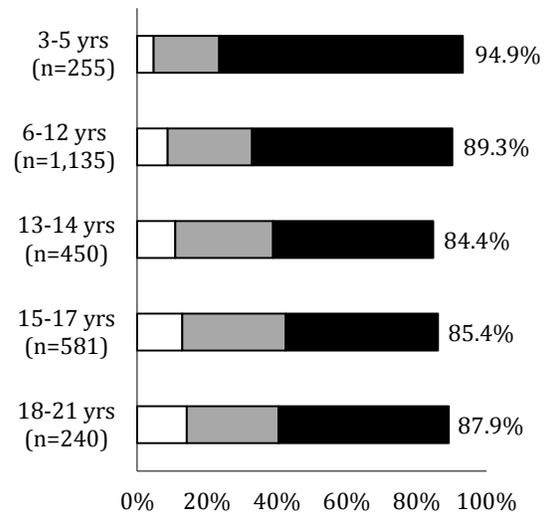
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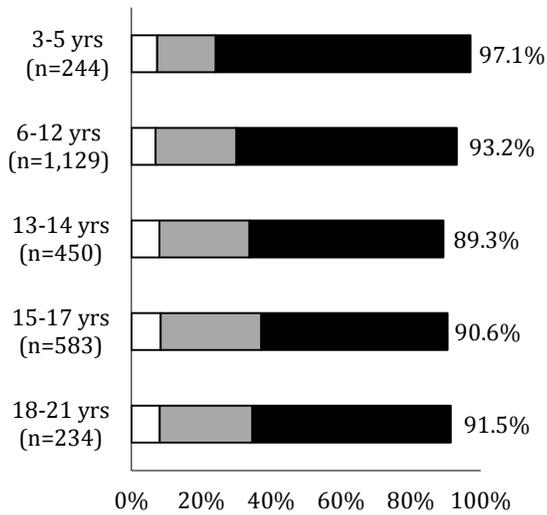


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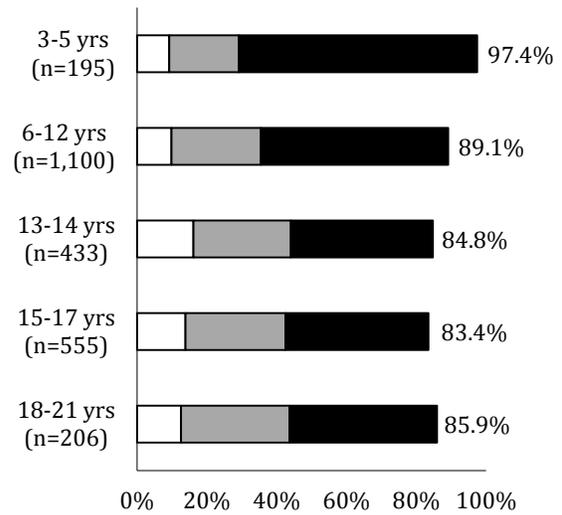
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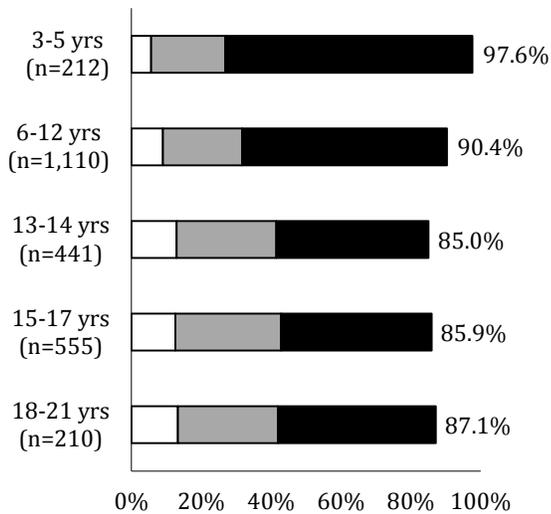
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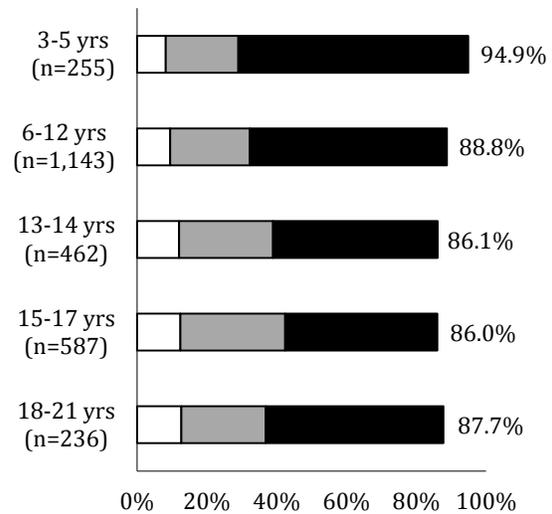
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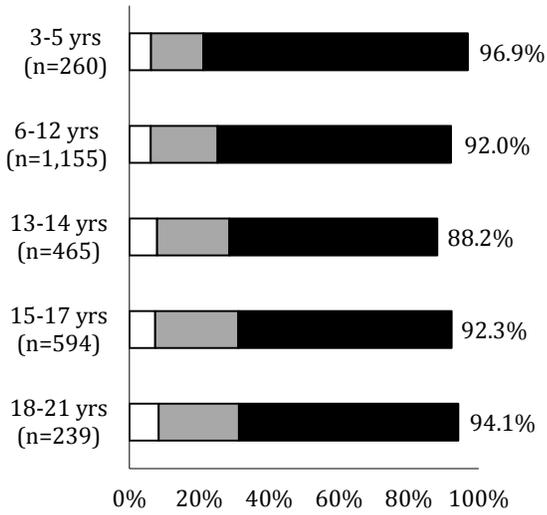


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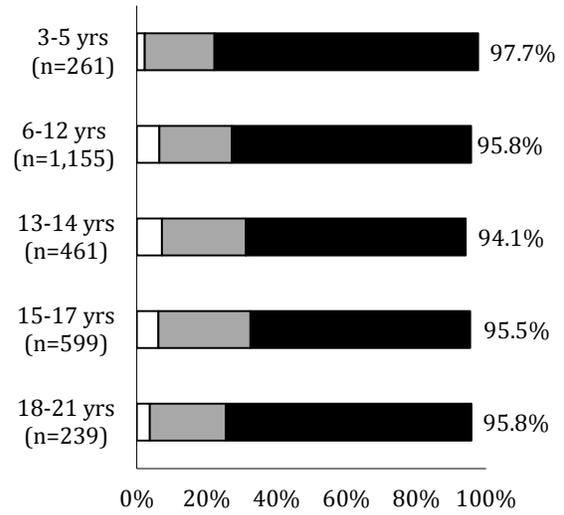
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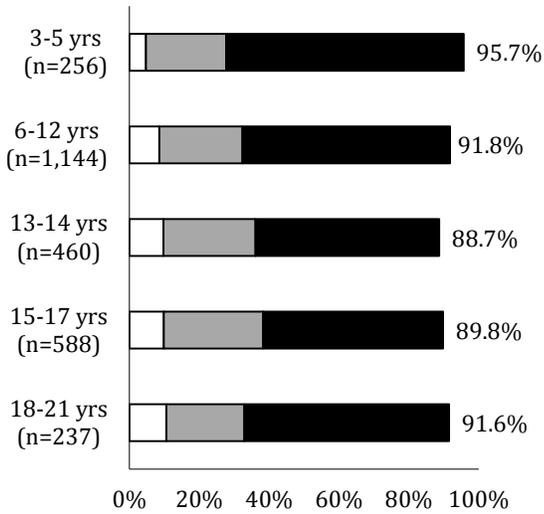
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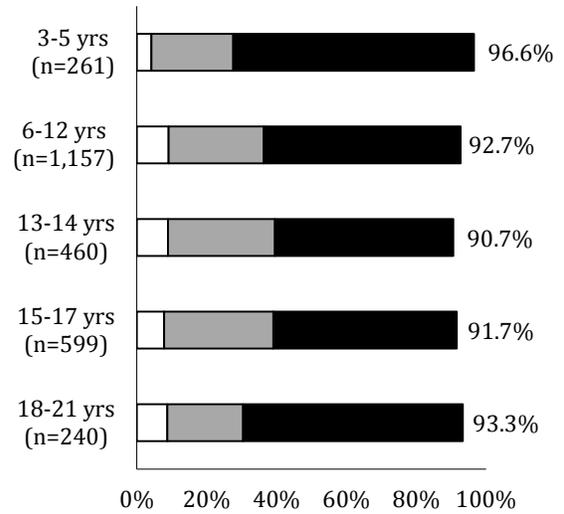
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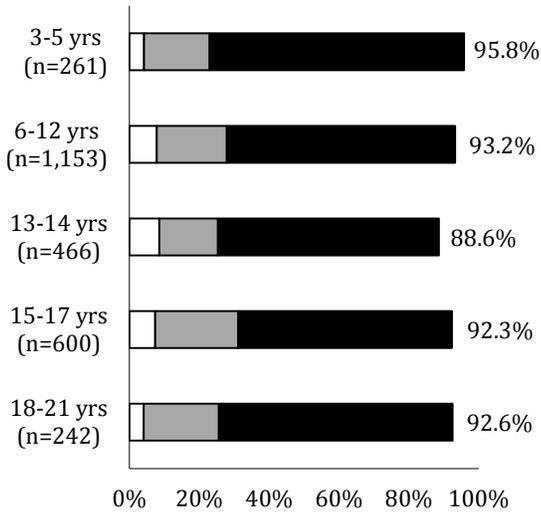


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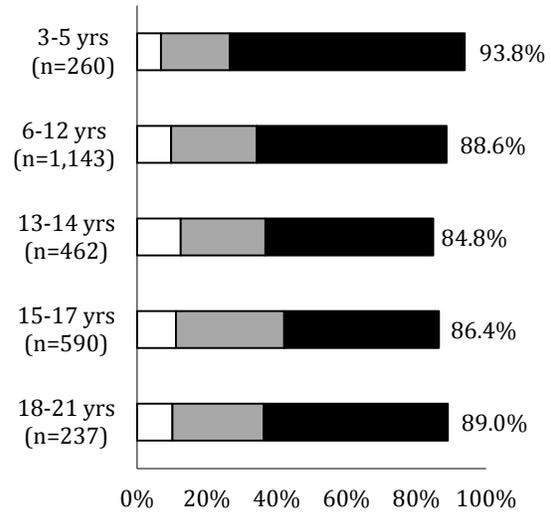
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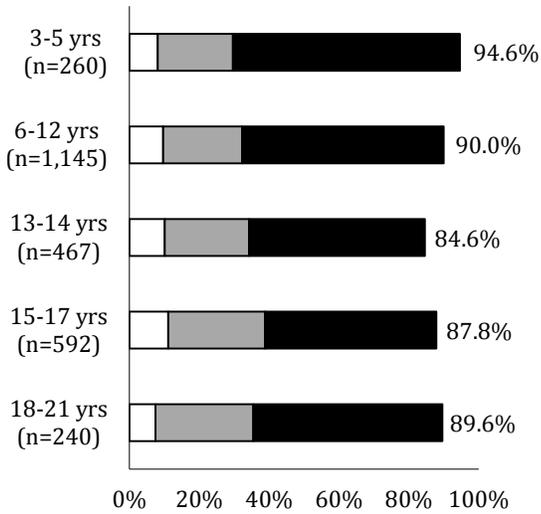
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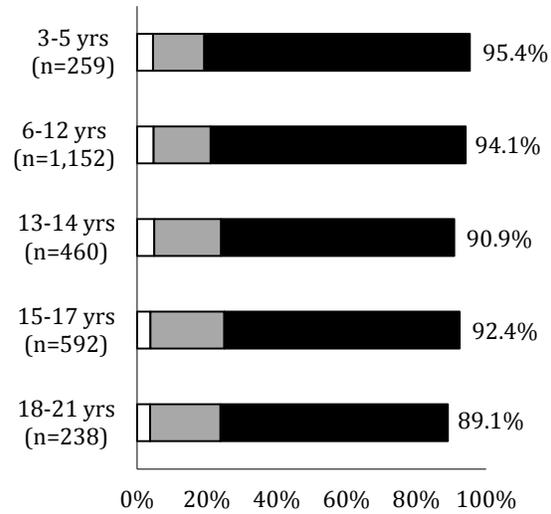
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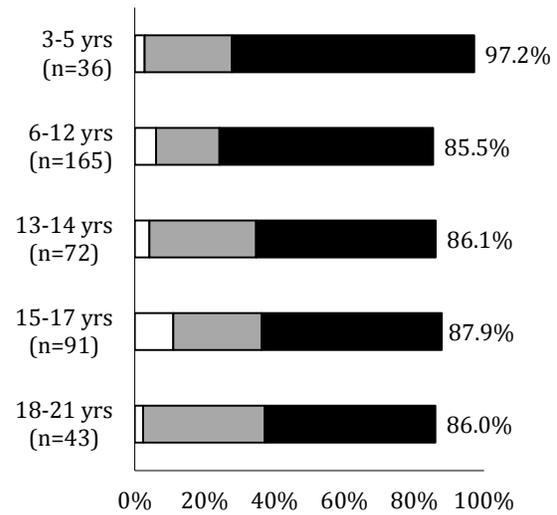
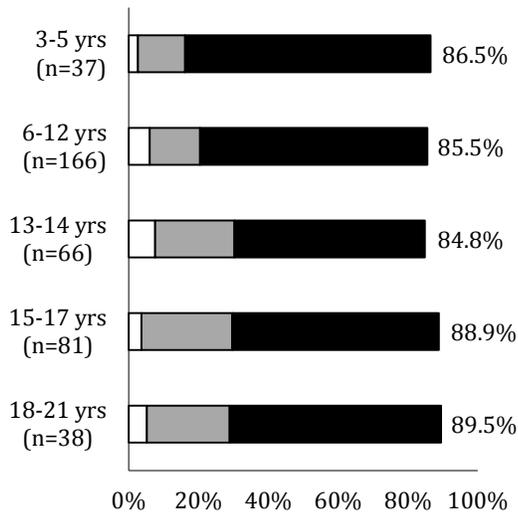
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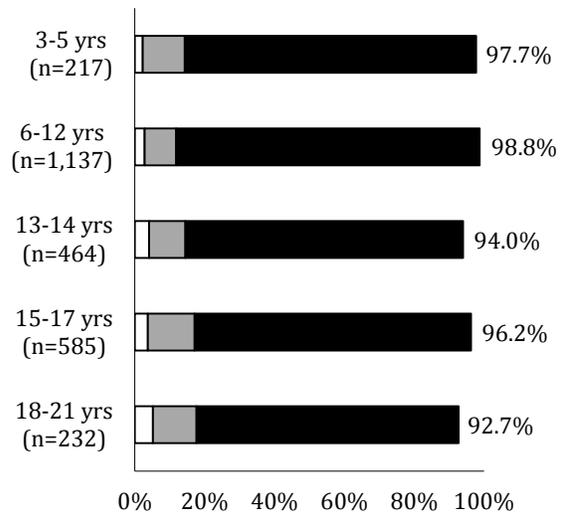
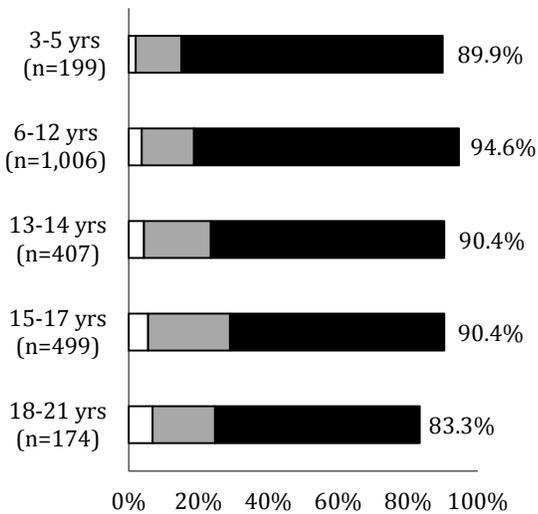
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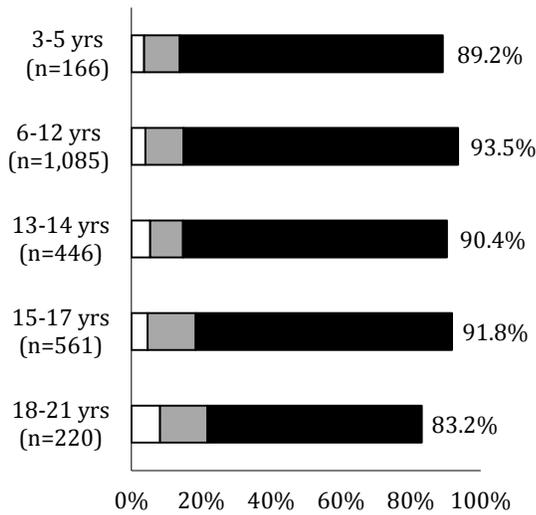


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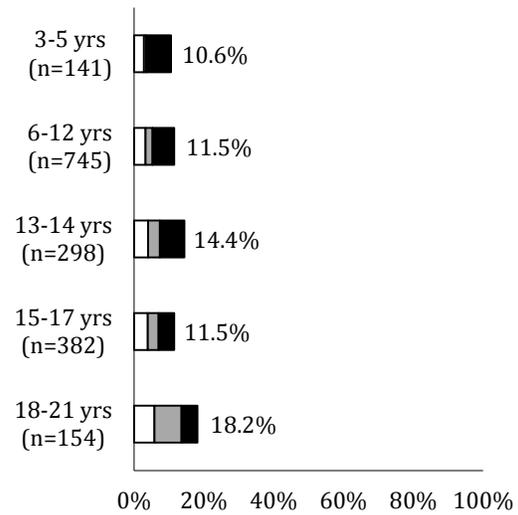
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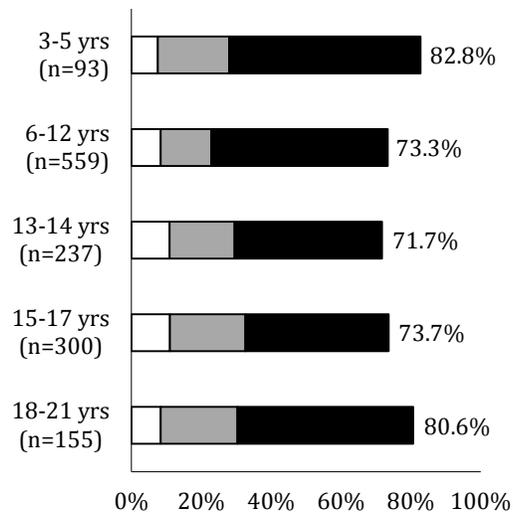
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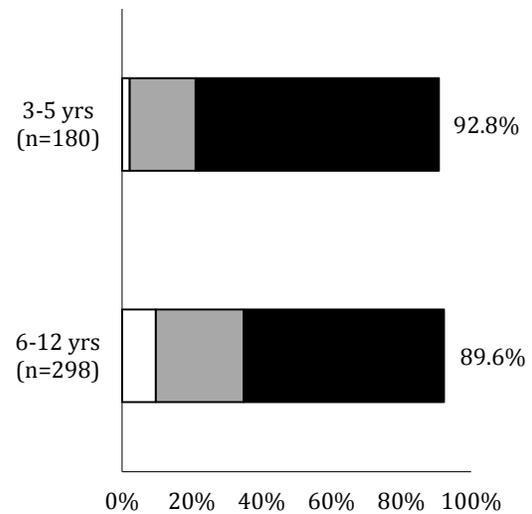
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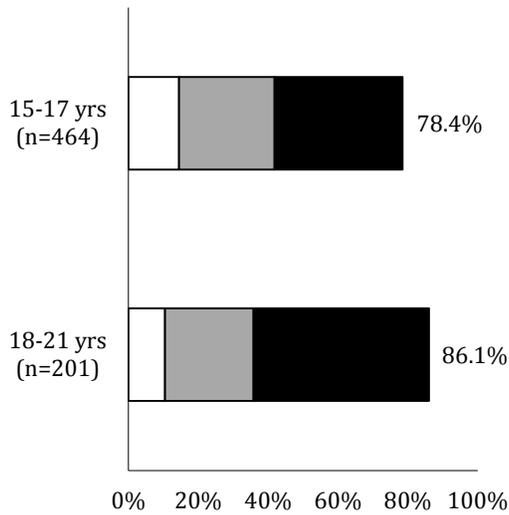


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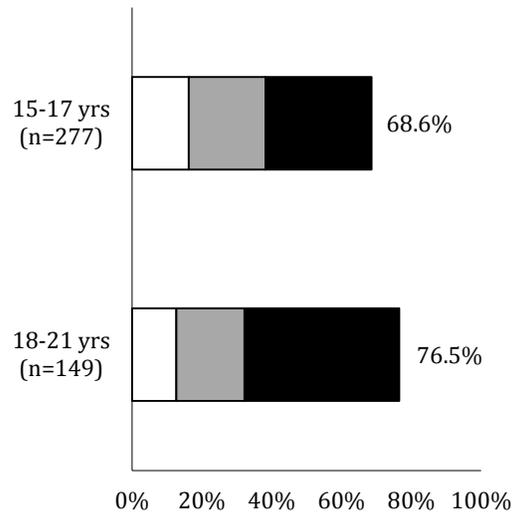
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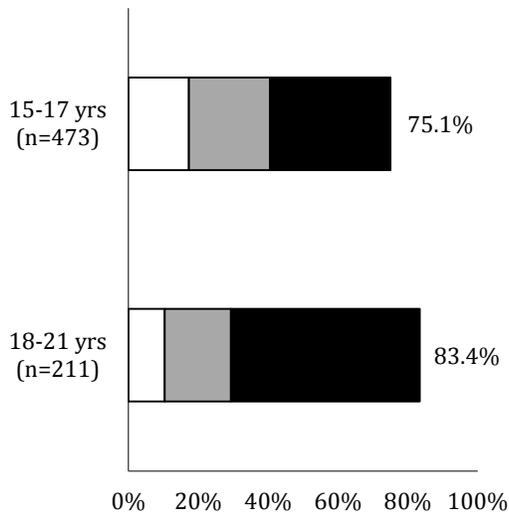
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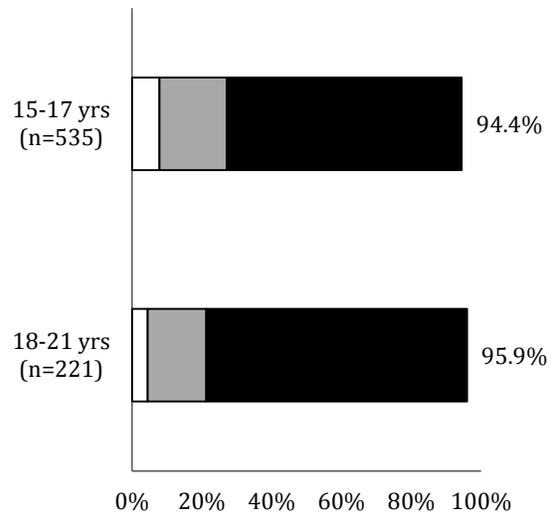
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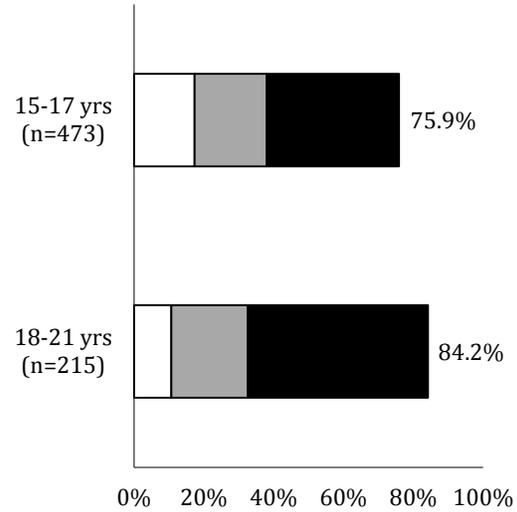
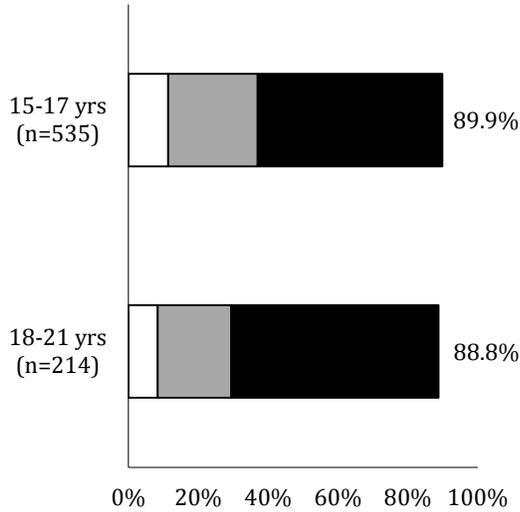
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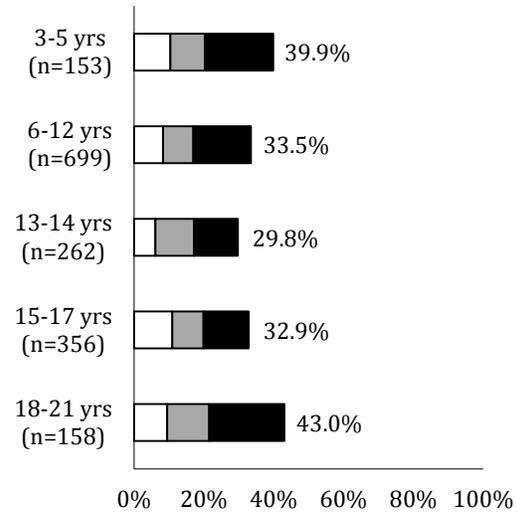
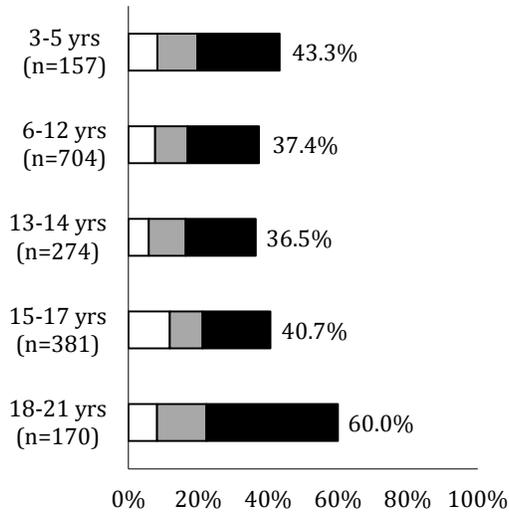
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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



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

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



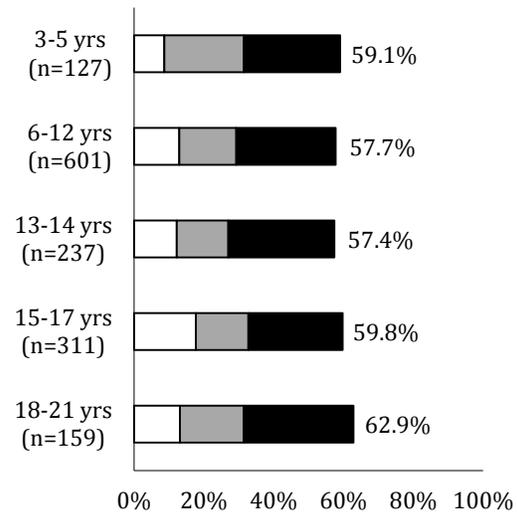
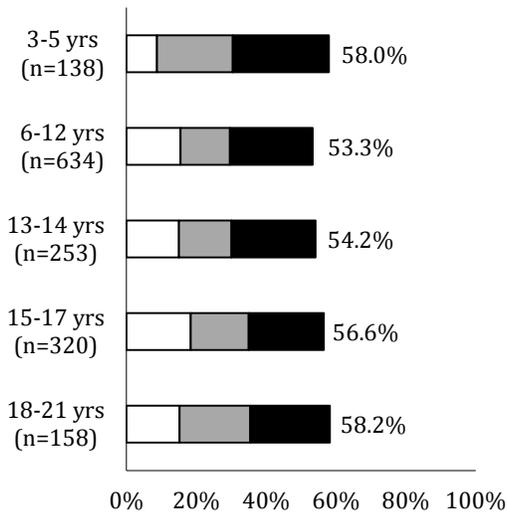
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

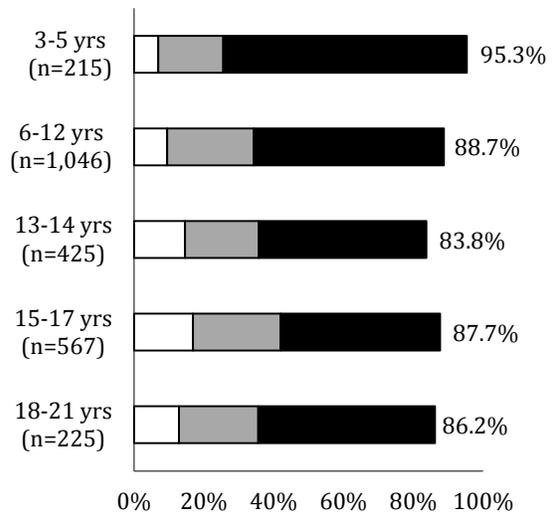
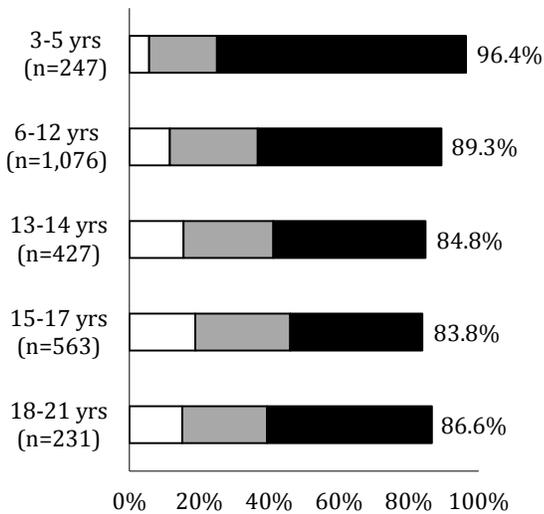
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

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



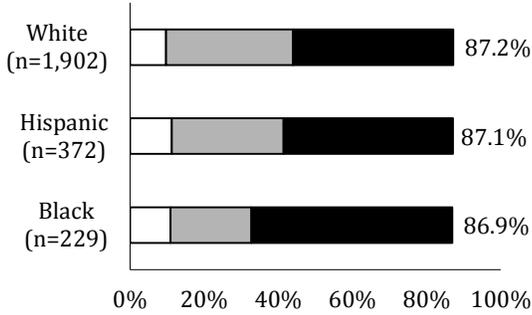
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■ Moderately Agree

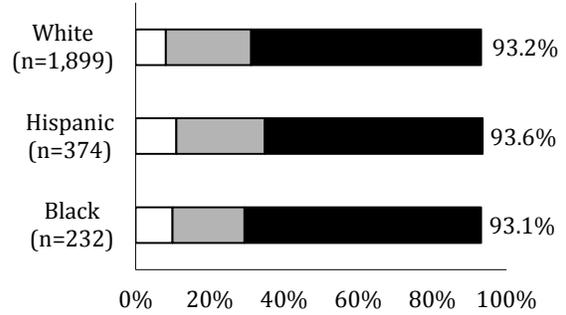
■ Strongly Agree

Appendix C.3: Child's Race/Ethnicity

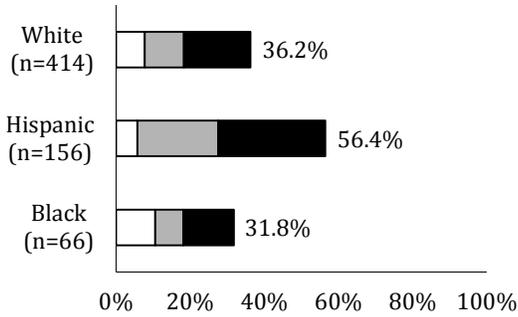
Q1: I am satisfied with my child's overall special education program.



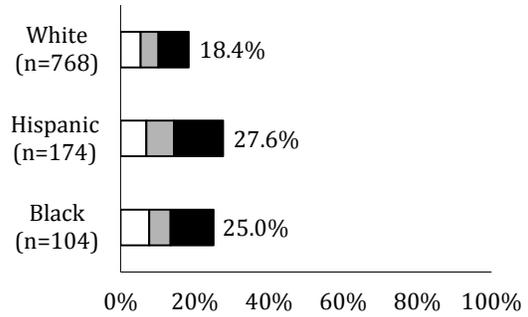
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



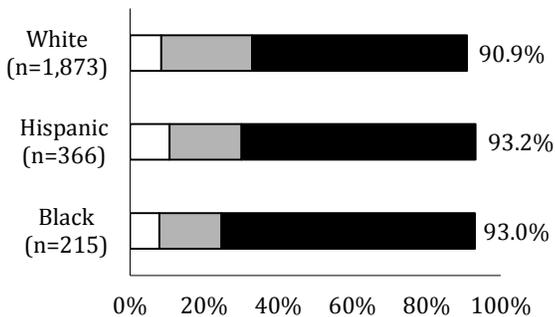
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



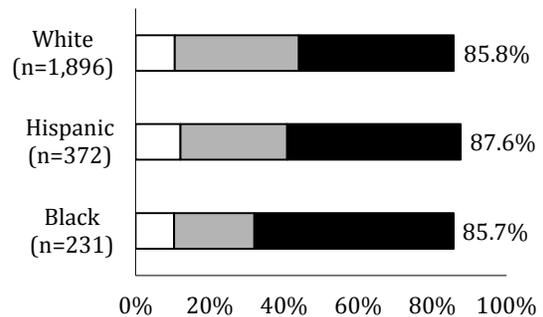
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

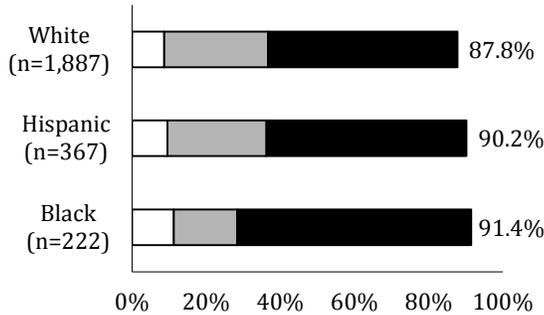


□ Slightly Agree

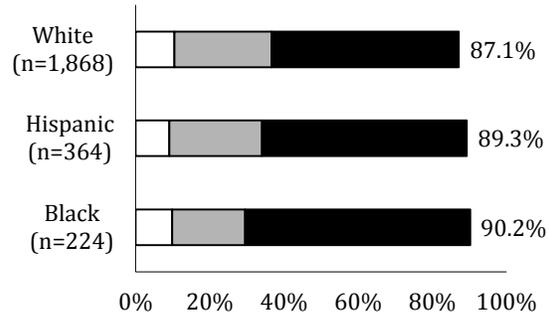
■ Moderately Agree

■ Strongly Agree

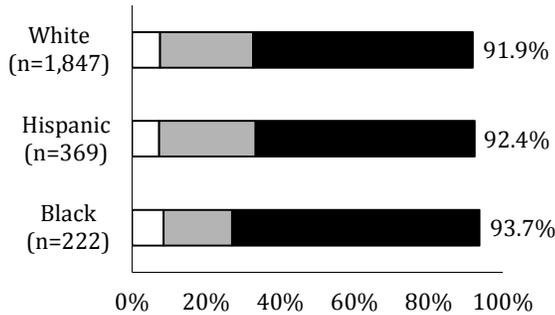
Q7: All special education services identified in my child's IEP have been provided.



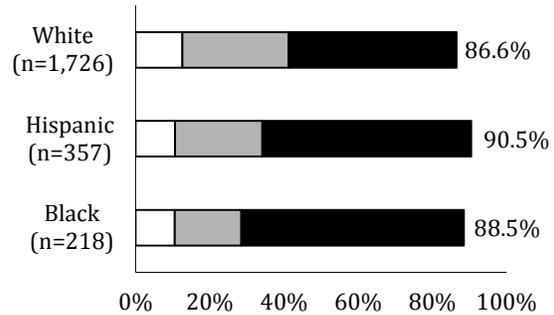
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



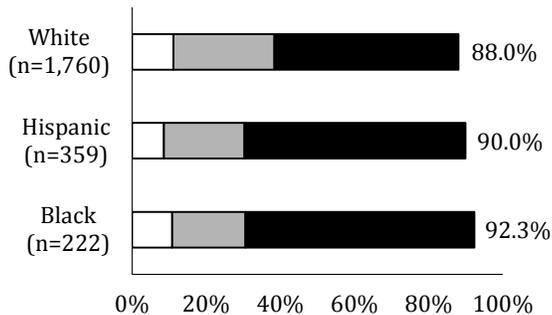
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



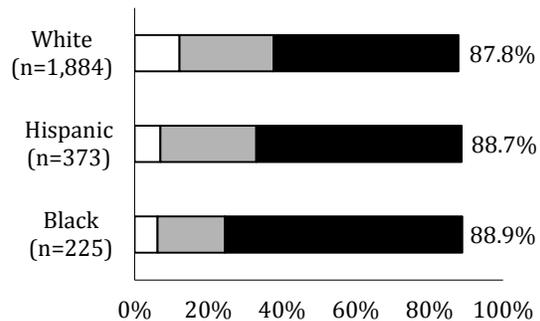
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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

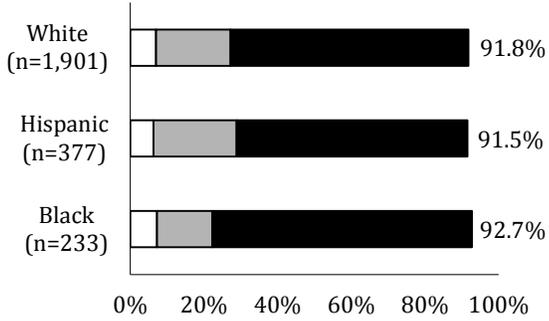


Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

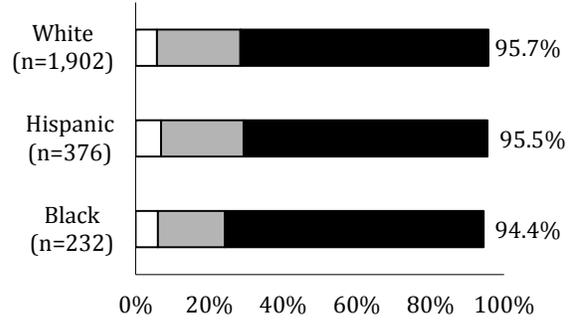


Slightly Agree
 Moderately Agree
 Strongly Agree

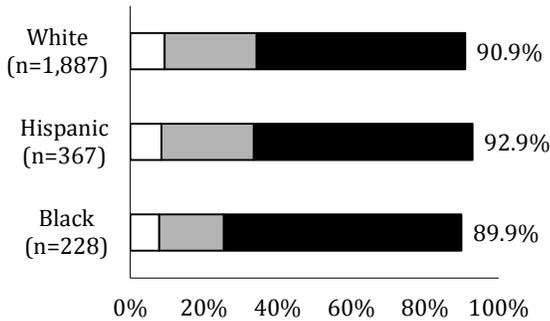
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



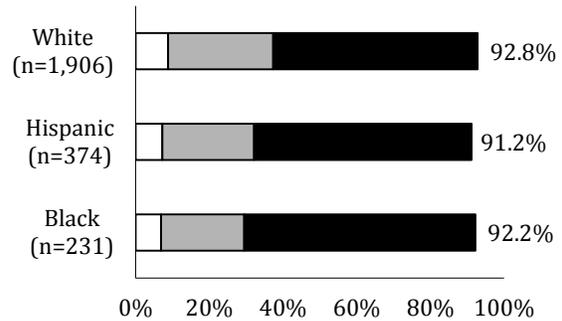
Q14: I understand what is discussed at meetings to develop my child's IEP.



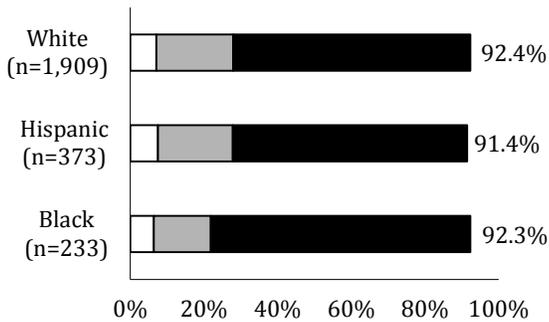
Q15: My concerns and recommendations are documented in the development of my child's IEP.



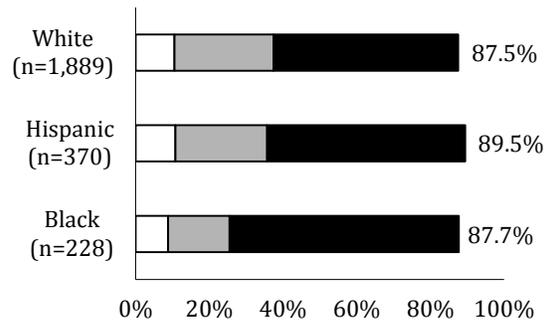
Q16: My child's evaluation report is written in terms I understand.



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



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



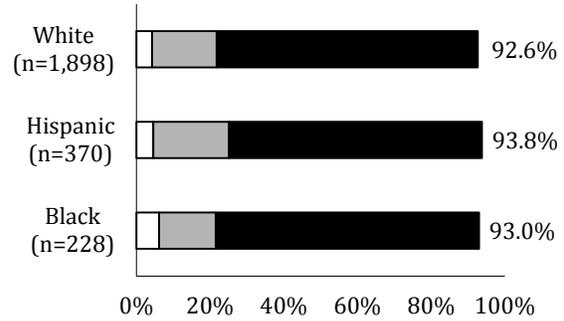
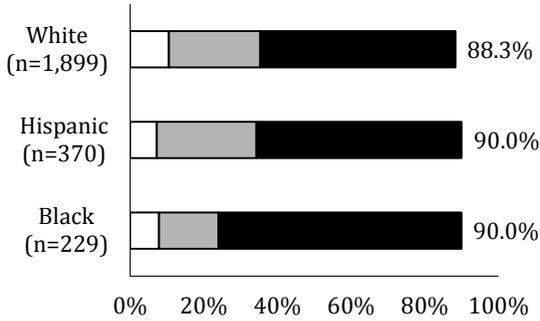
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

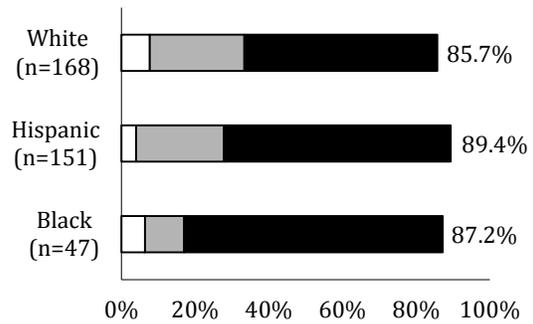
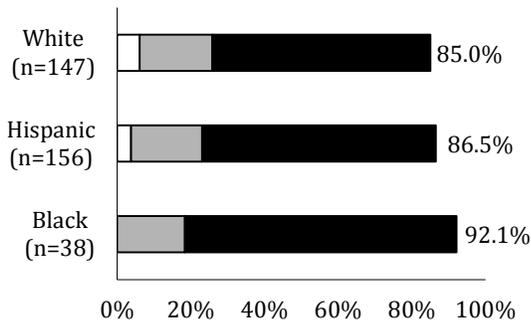
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



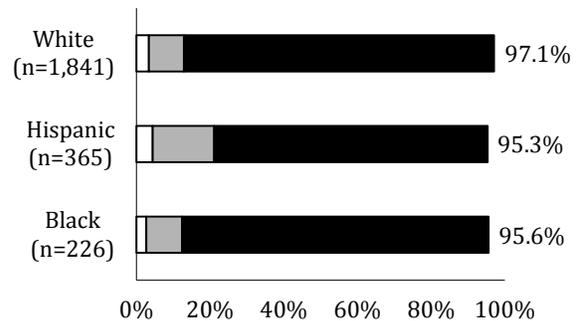
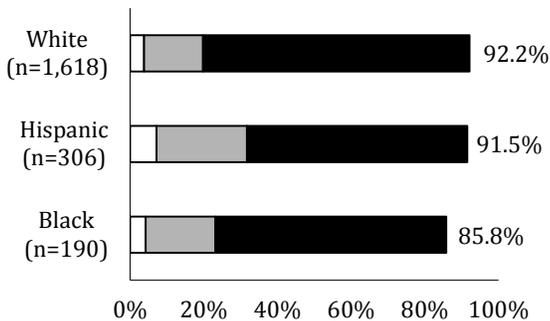
Q21: If necessary, a translator was provided at the PPT meetings.

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



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

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

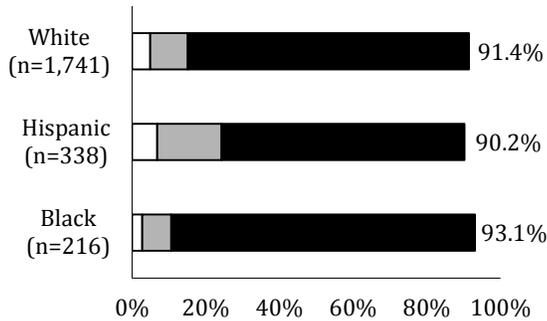


□ Slightly Agree

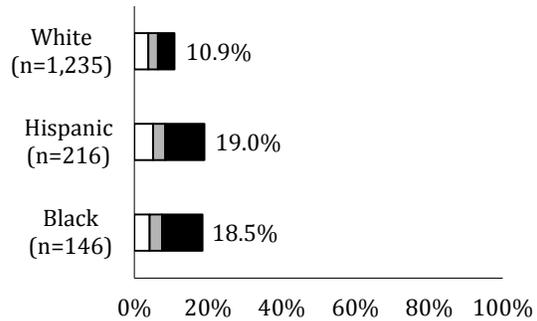
■ Moderately Agree

■ Strongly Agree

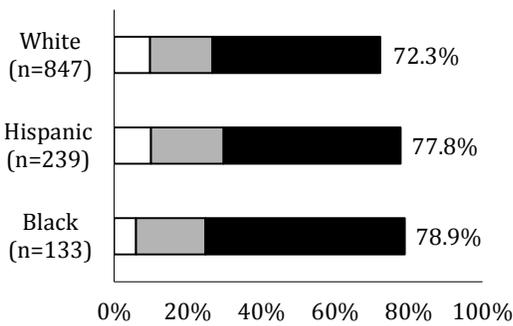
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



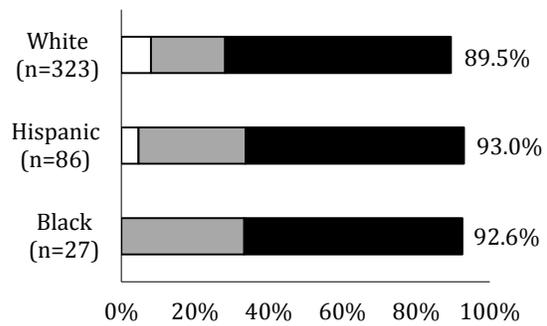
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



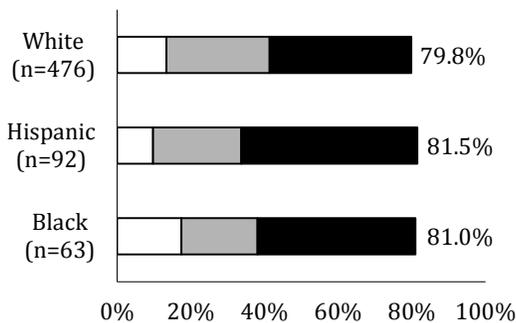
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



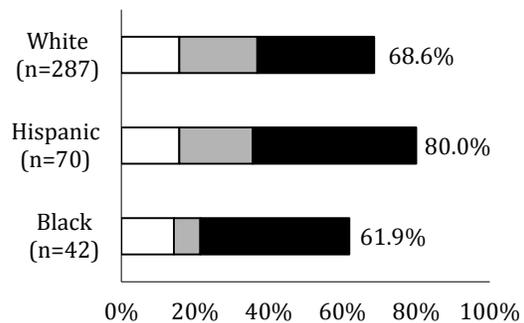
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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



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

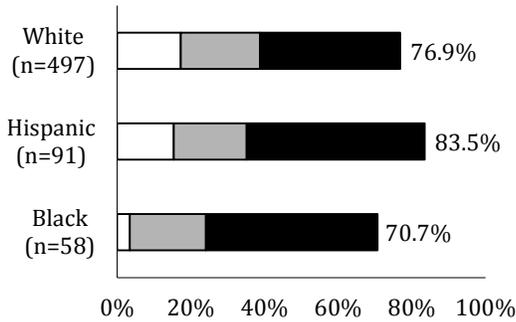


□ Slightly Agree

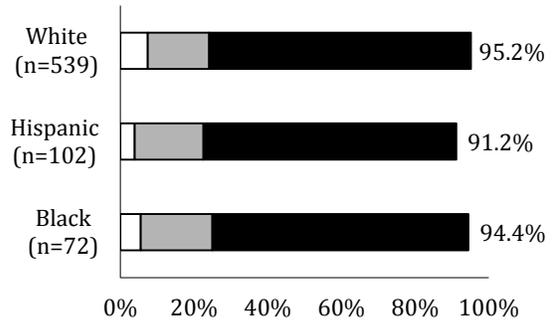
■ Moderately Agree

■ Strongly Agree

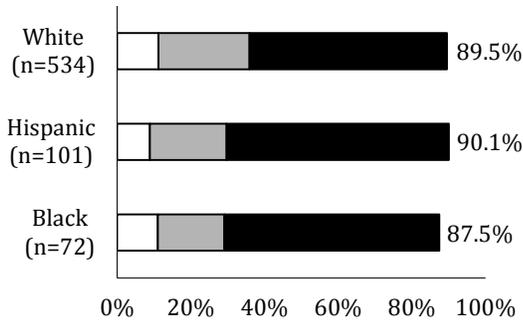
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



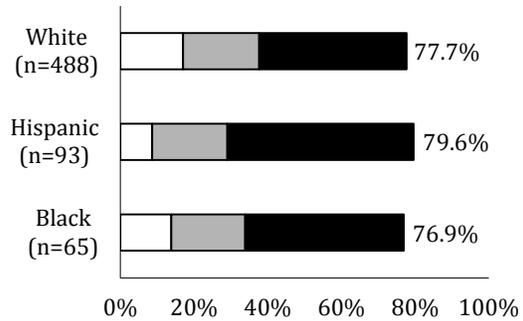
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



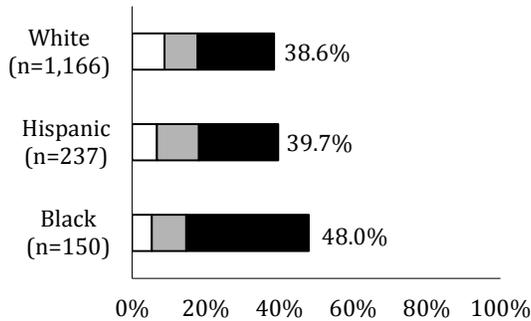
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



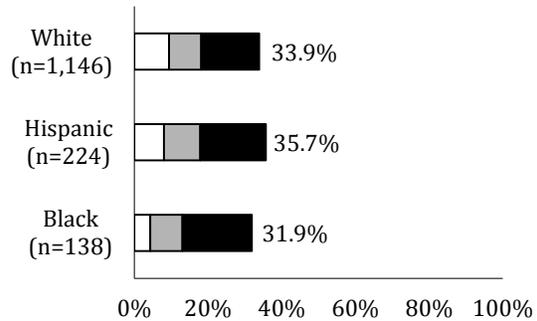
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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



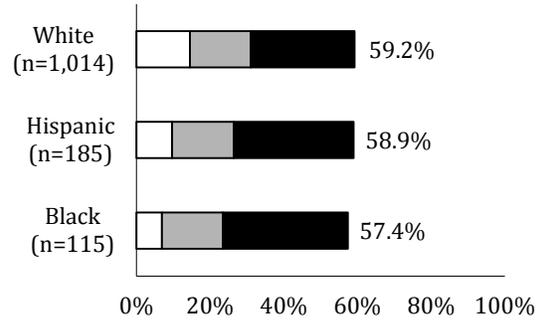
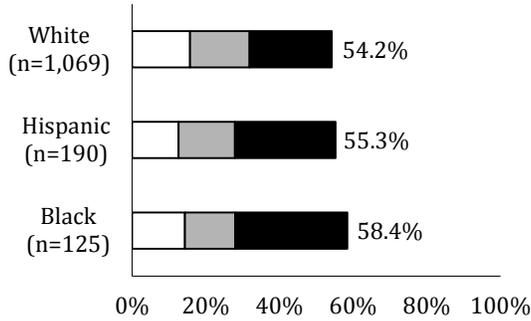
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

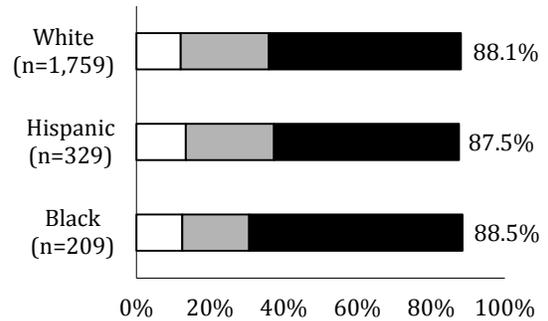
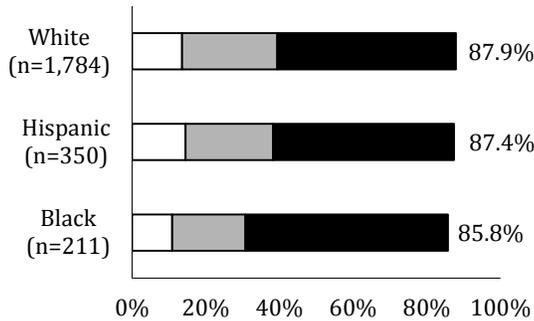
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

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



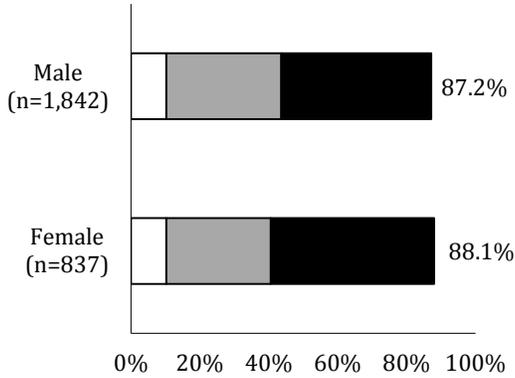
□ Slightly Agree

■ Moderately Agree

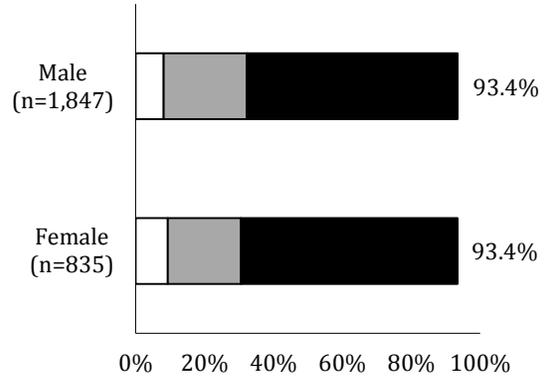
■ Strongly Agree

Appendix C.4: Child's Gender

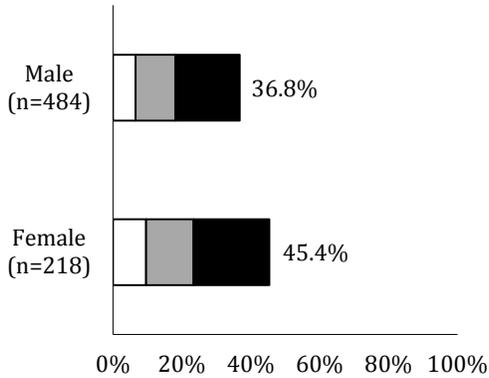
Q1: I am satisfied with my child's overall special education program.



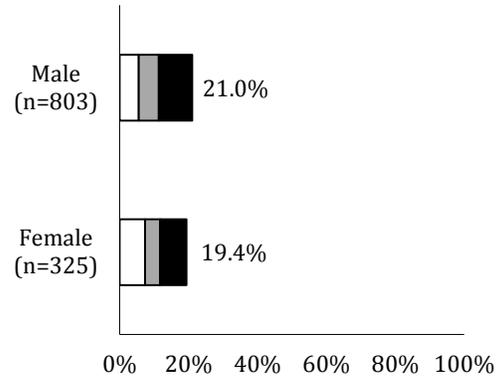
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



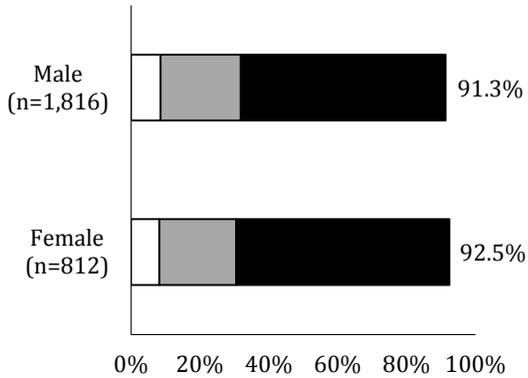
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



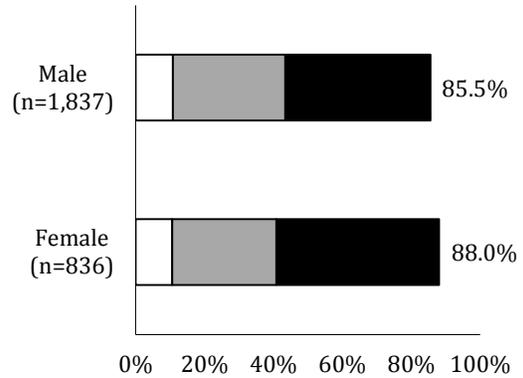
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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



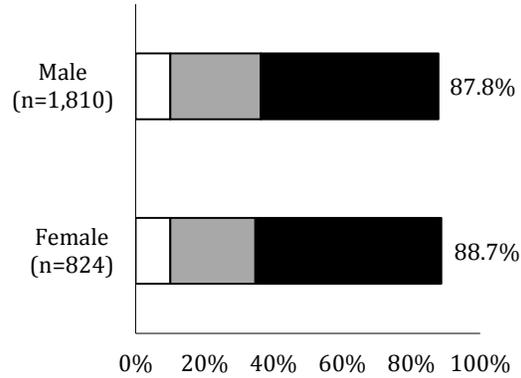
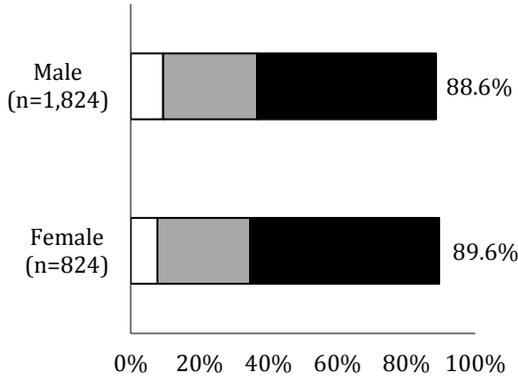
□ Slightly Agree

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■ Strongly Agree

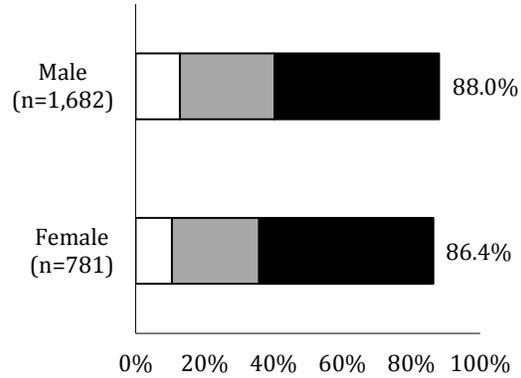
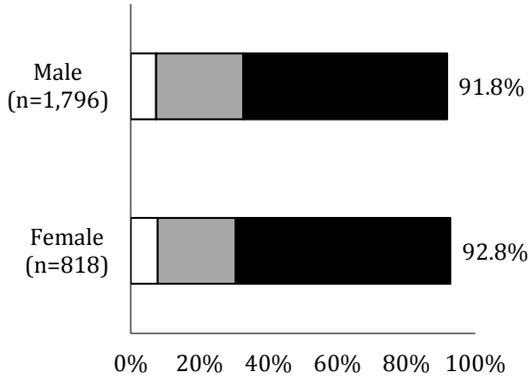
Q7: All special education services identified in my child's IEP have been provided.

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



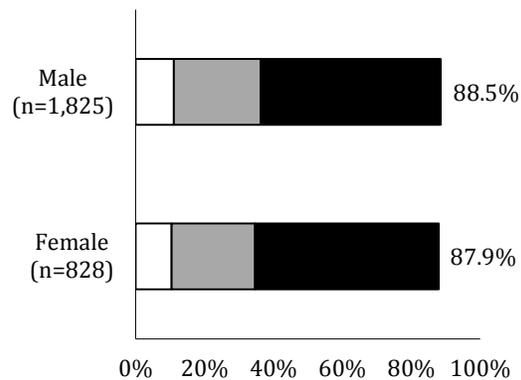
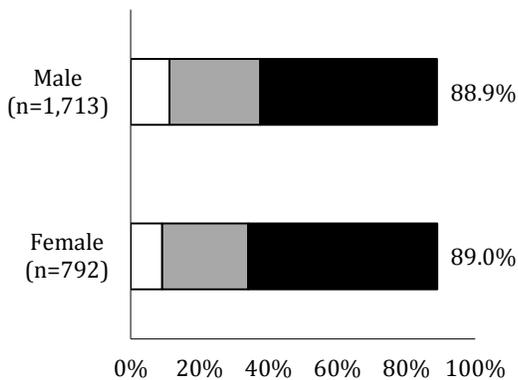
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.

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



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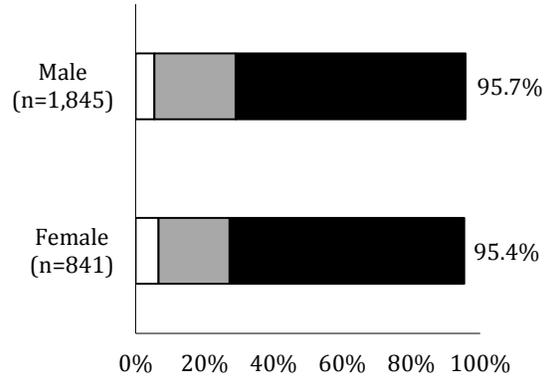
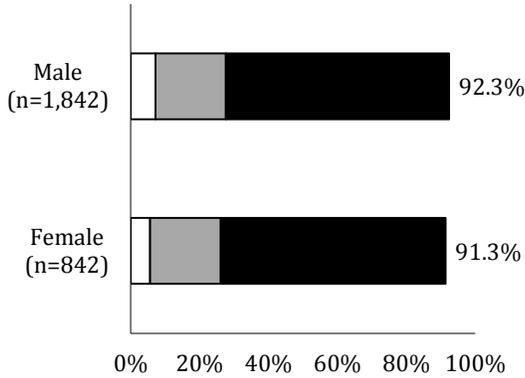
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

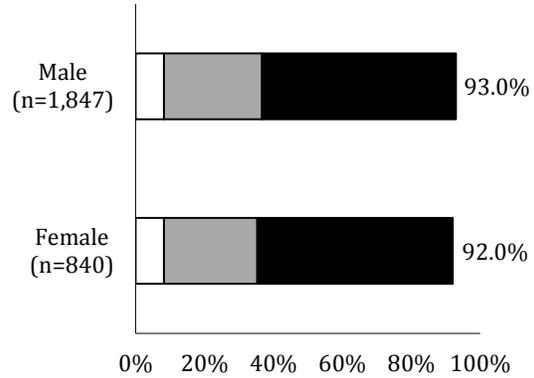
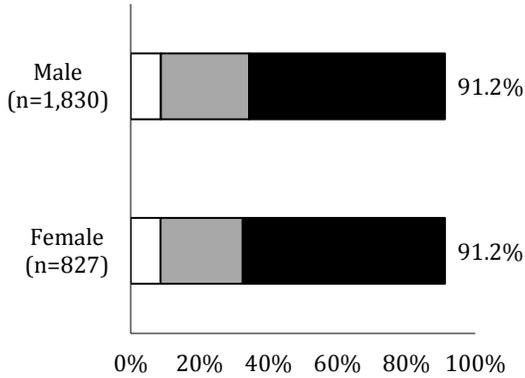
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.

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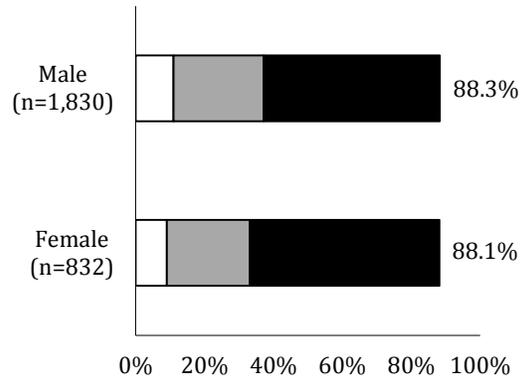
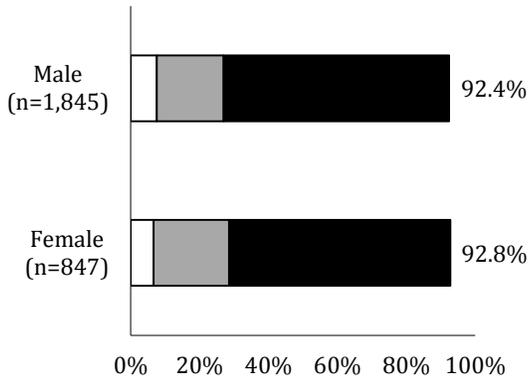
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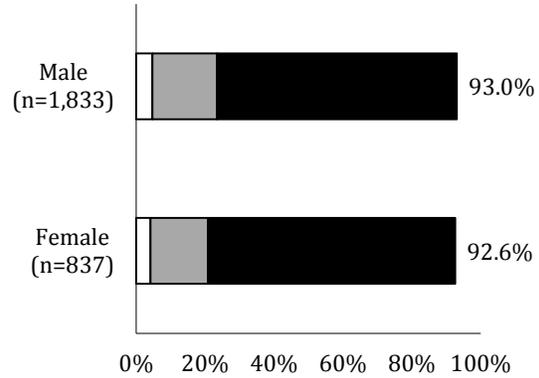
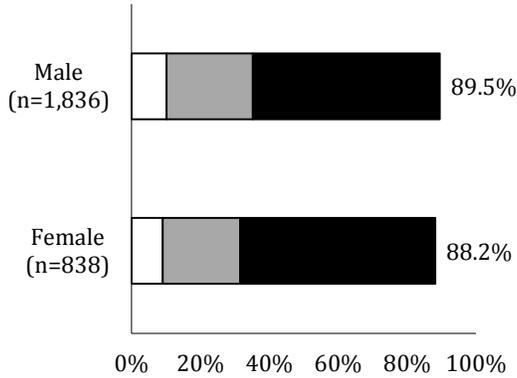
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

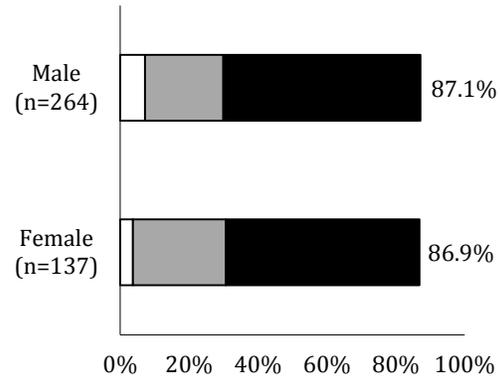
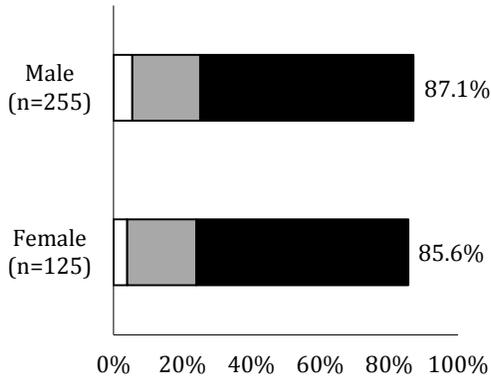
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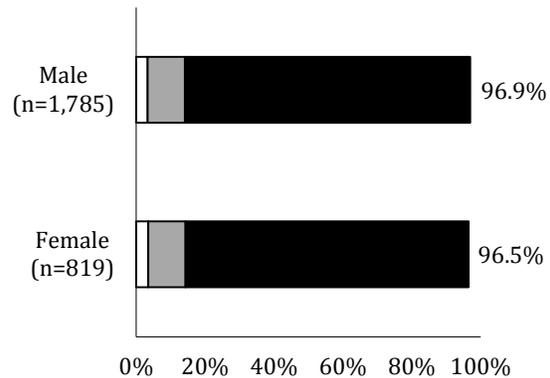
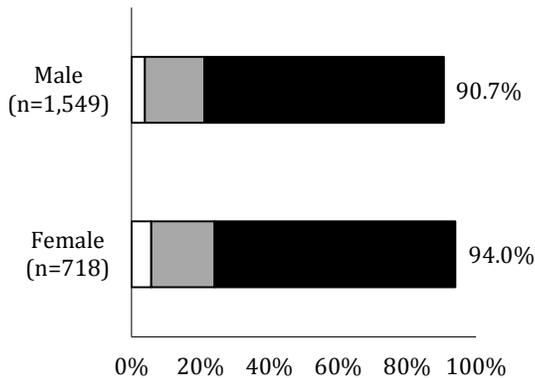
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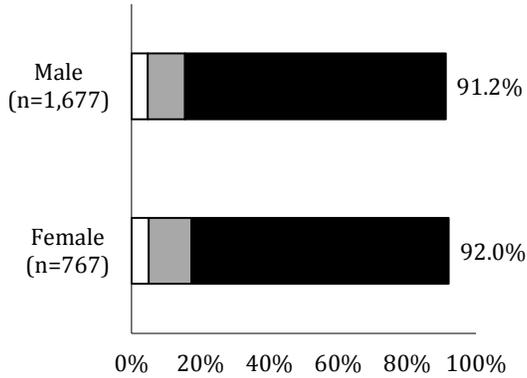


□ Slightly Agree

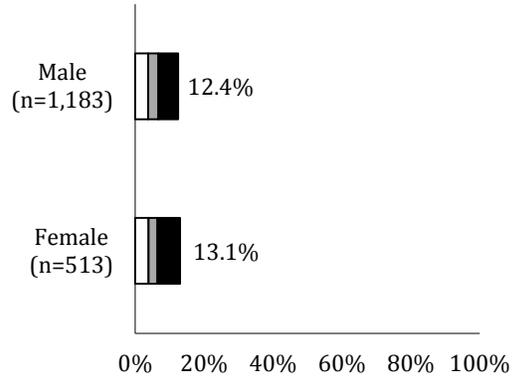
■ Moderately Agree

■ Strongly Agree

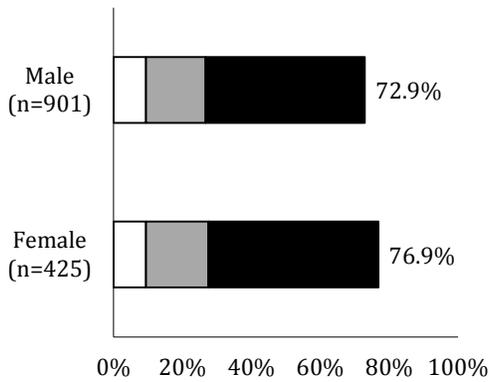
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



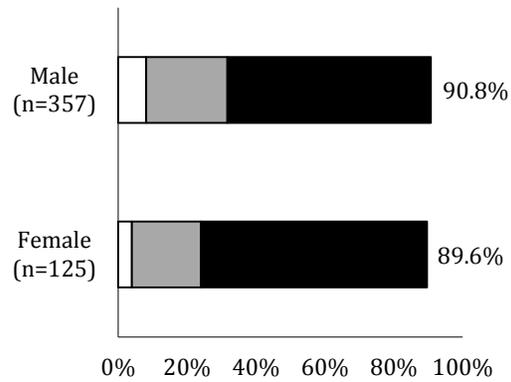
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



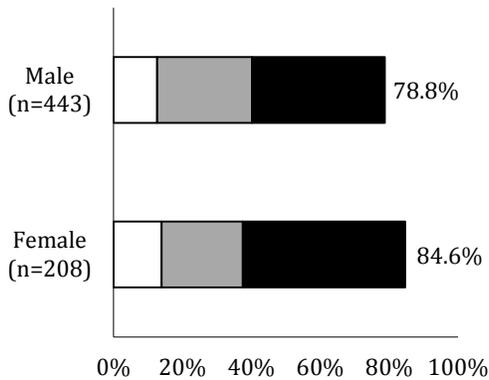
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



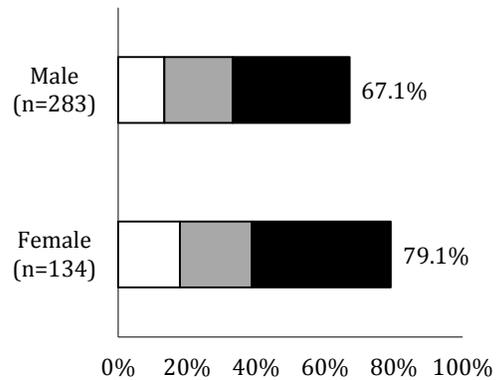
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



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



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

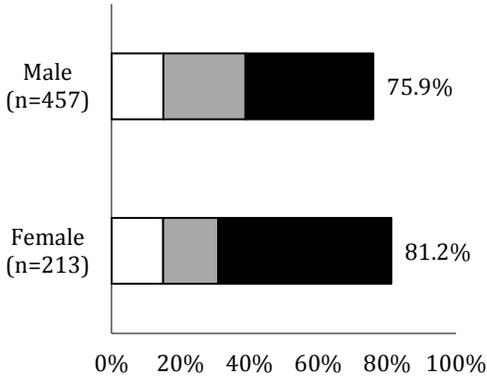


□ Slightly Agree

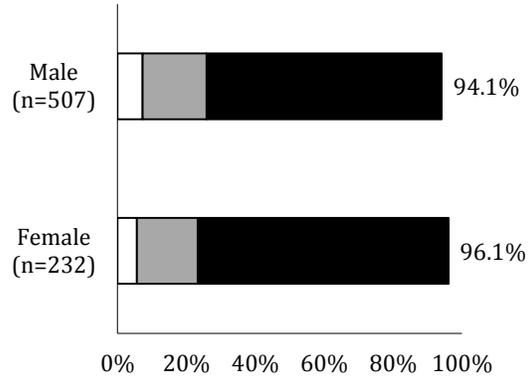
■ Moderately Agree

■ Strongly Agree

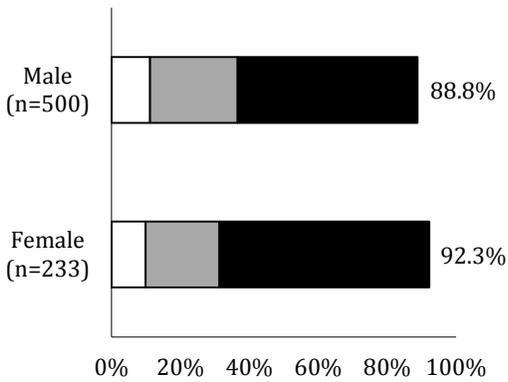
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



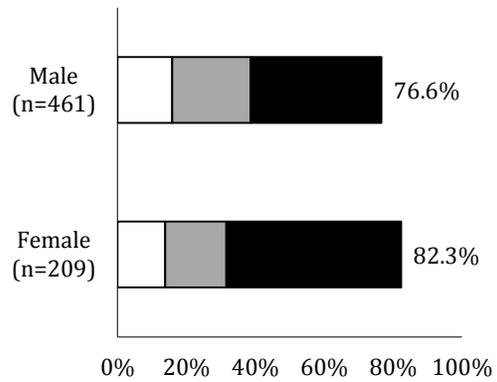
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



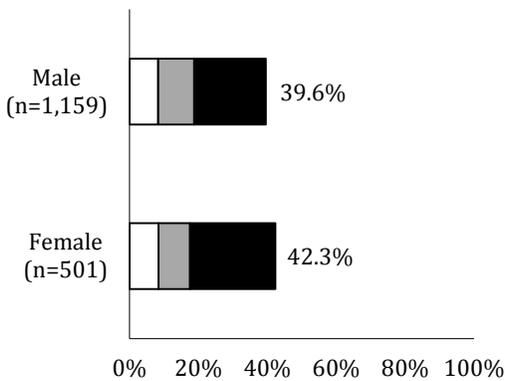
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



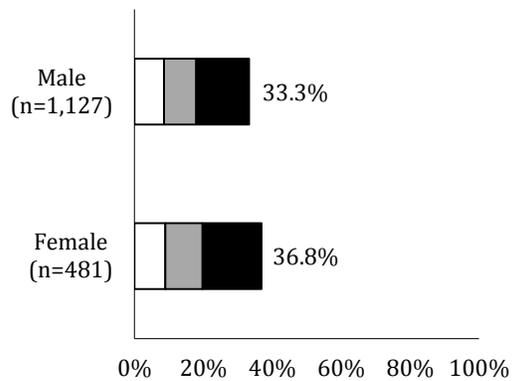
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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



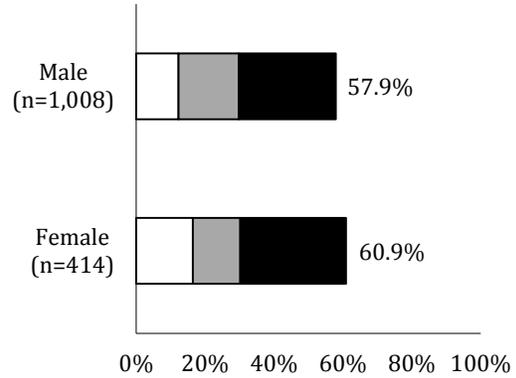
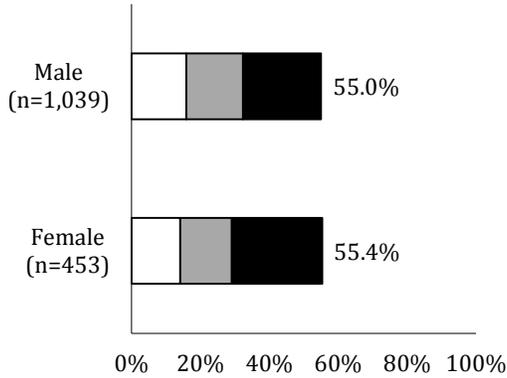
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

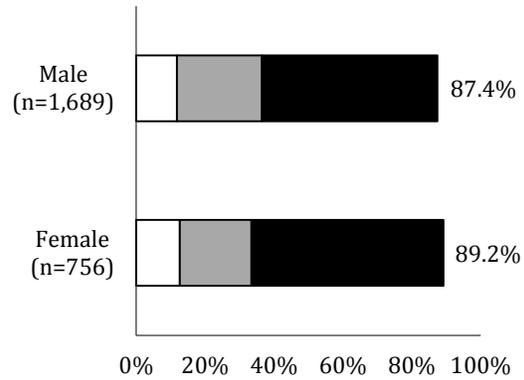
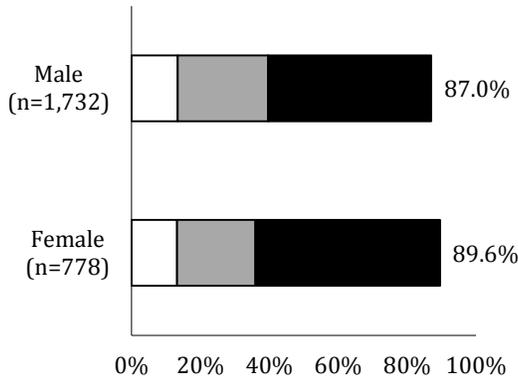
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

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



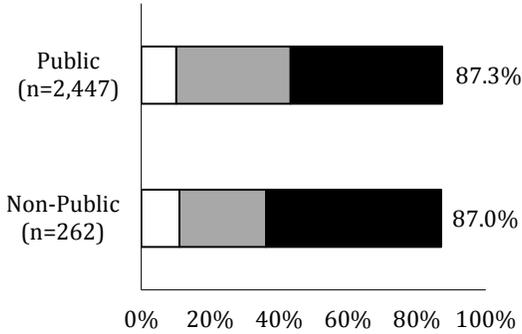
□ Slightly Agree

■ Moderately Agree

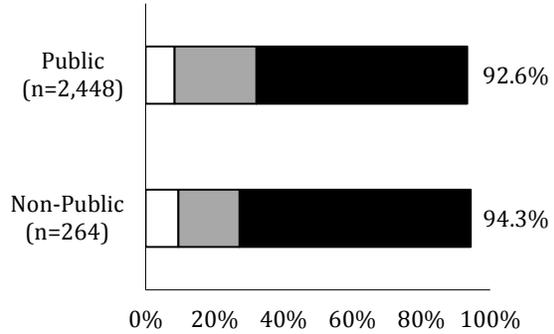
■ Strongly Agree

Appendix C.5: Child's Placement

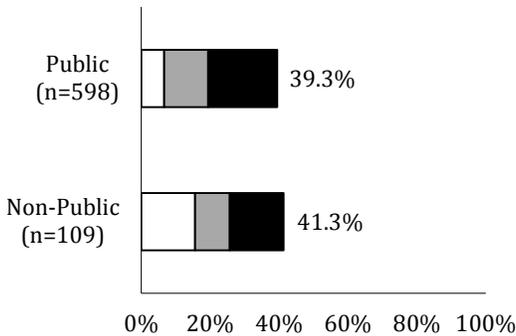
Q1: I am satisfied with my child's overall special education program.



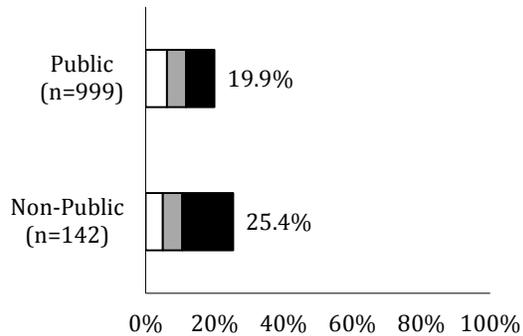
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



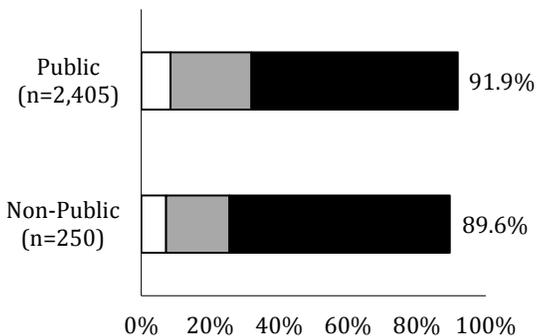
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



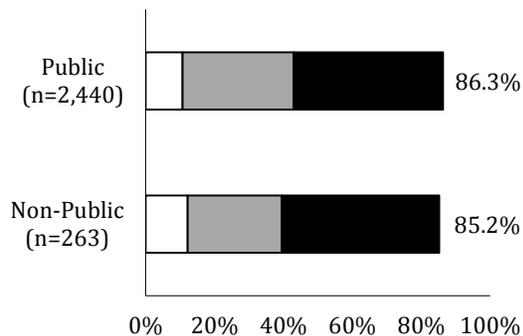
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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



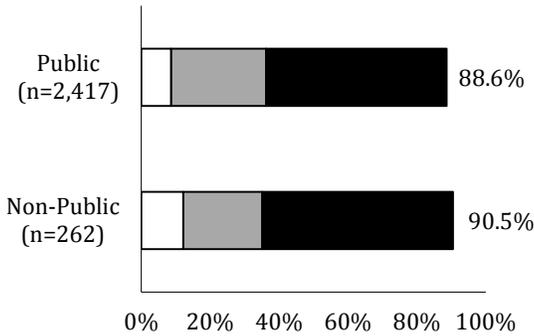
□ Slightly Agree

■ Moderately Agree

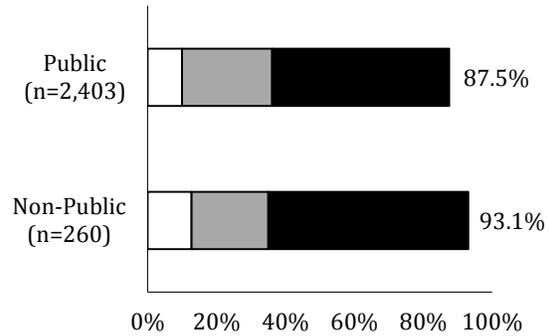
■ Strongly Agree

Note: The non-public school placement category includes hospital/homebound, out-of-district special education school, out-of-state, private/parochial, residential school, or other.

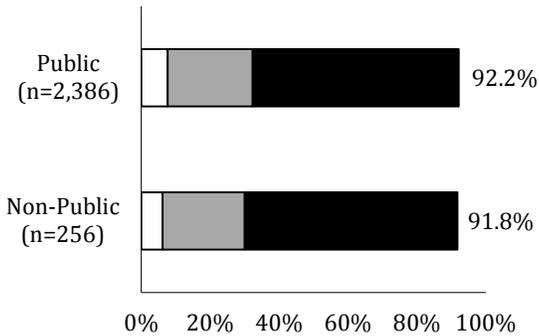
Q7: All special education services identified in my child's IEP have been provided.



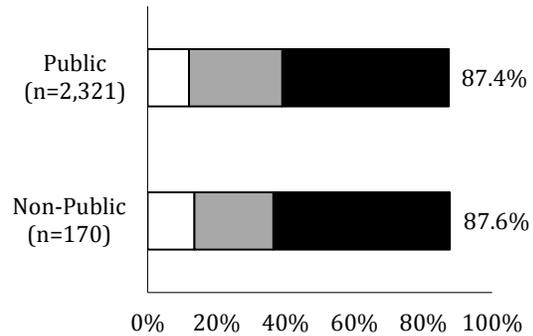
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



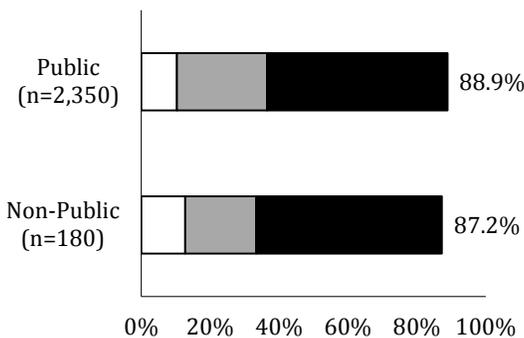
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



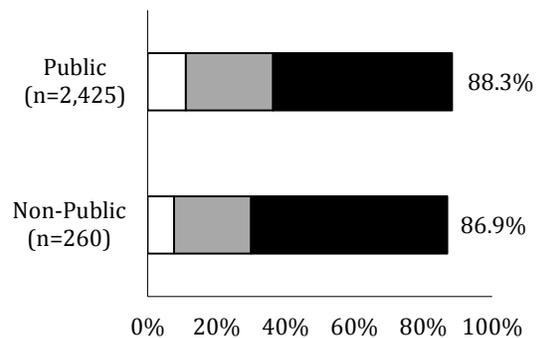
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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



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

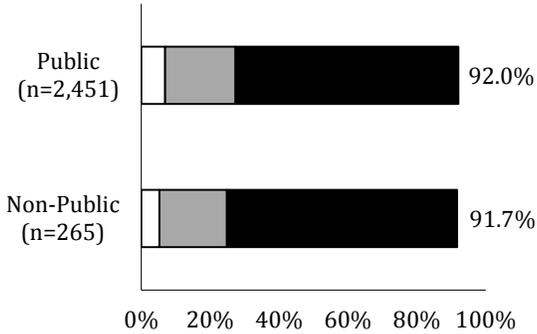


□ Slightly Agree

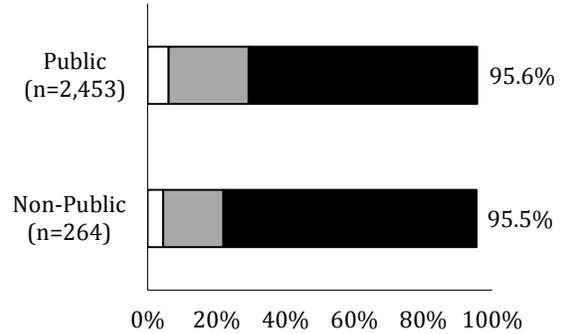
■ Moderately Agree

■ Strongly Agree

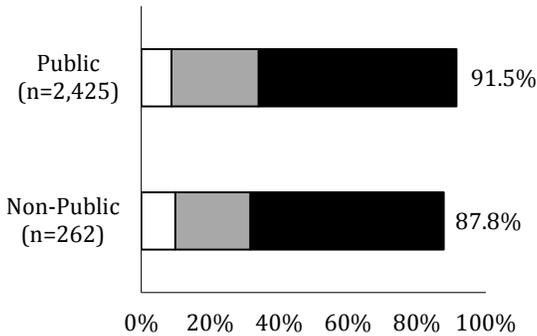
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



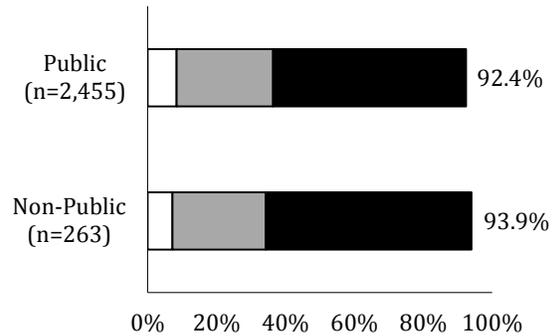
Q14: I understand what is discussed at meetings to develop my child's IEP.



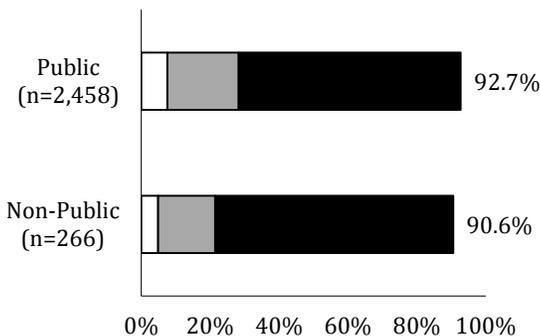
Q15: My concerns and recommendations are documented in the development of my child's IEP.



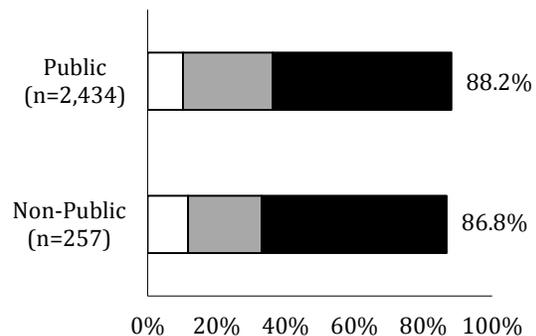
Q16: My child's evaluation report is written in terms I understand.



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



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



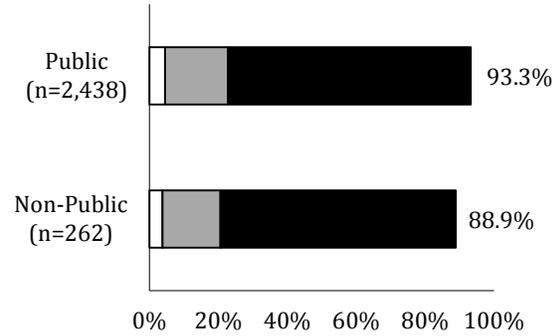
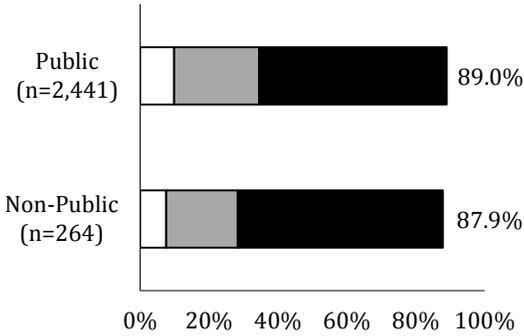
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

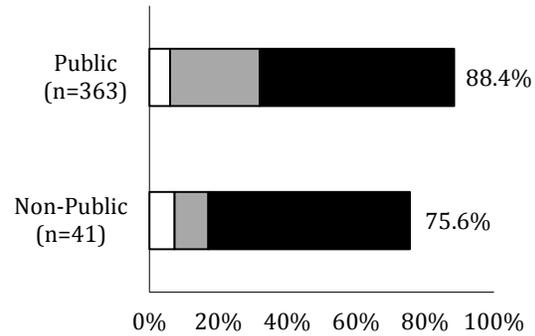
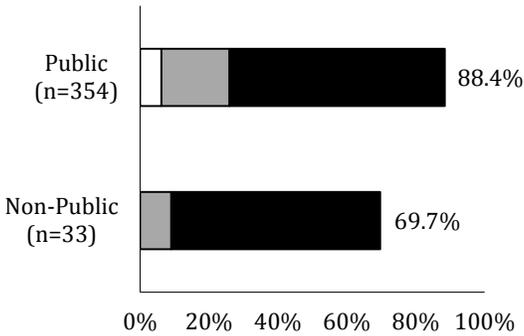
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



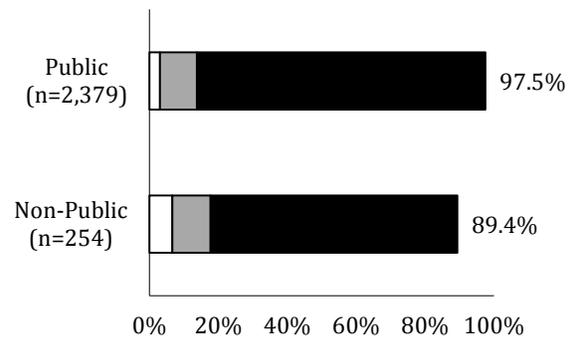
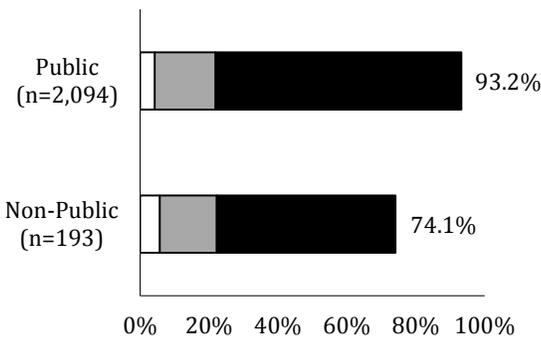
Q21: If necessary, a translator was provided at the PPT meetings.

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



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

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



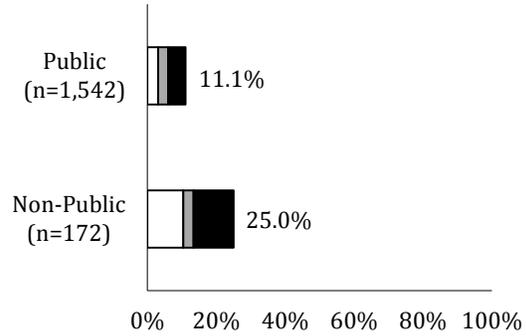
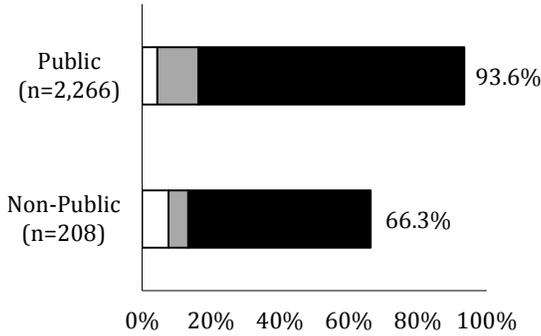
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

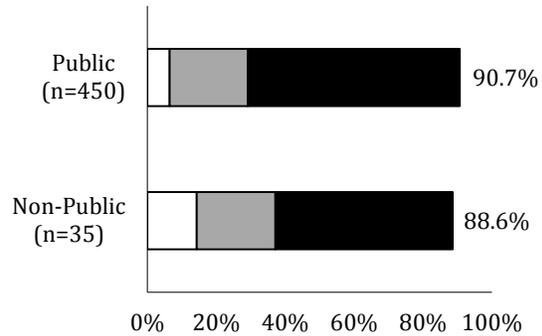
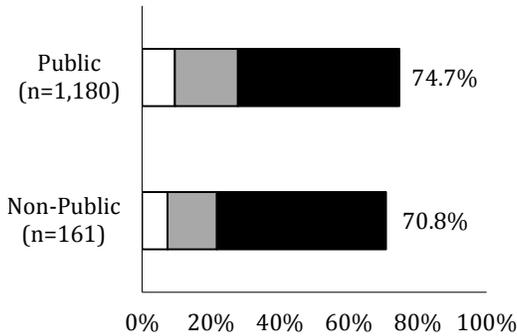
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

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



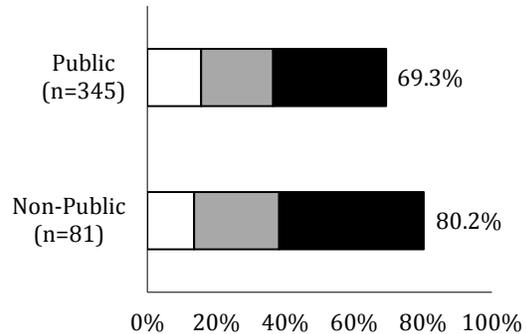
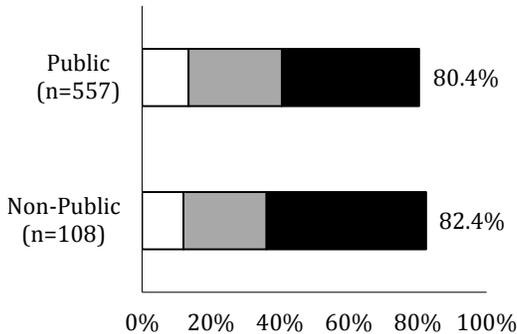
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).

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



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

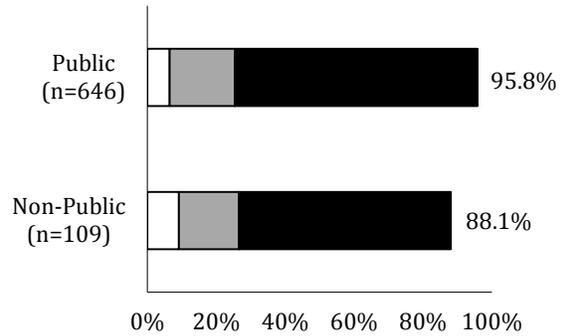
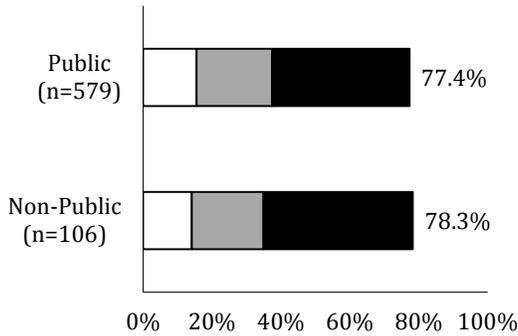
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

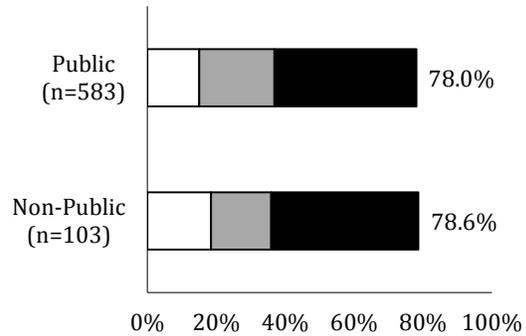
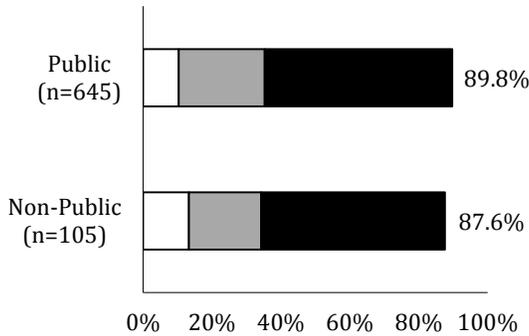
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).

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



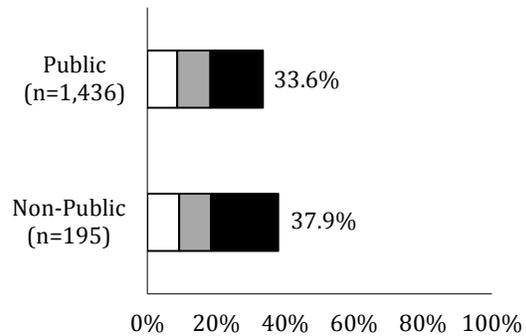
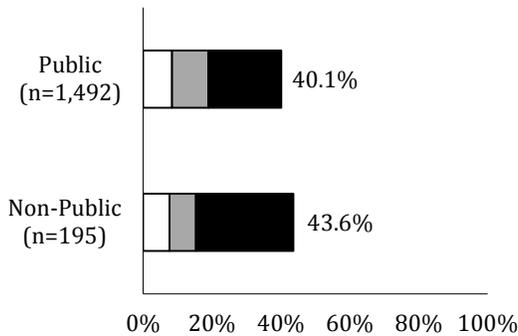
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

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



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

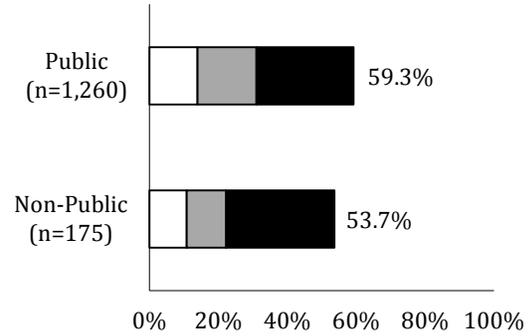
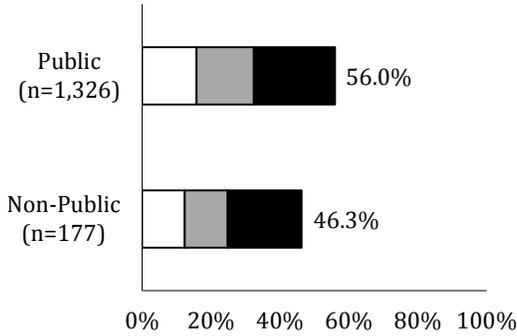
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

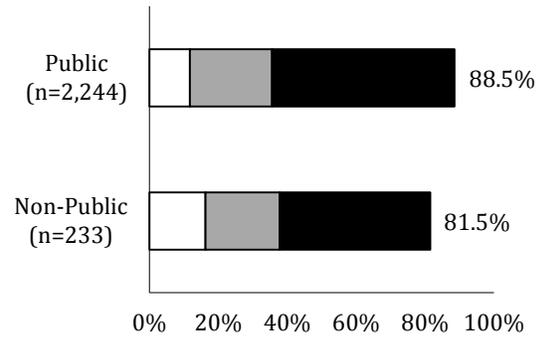
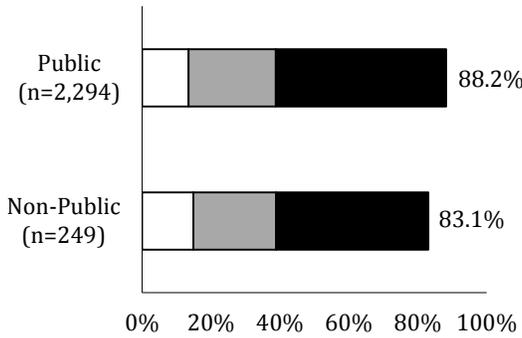
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

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



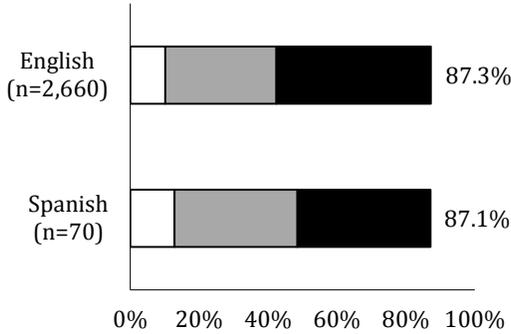
□ Slightly Agree

■ Moderately Agree

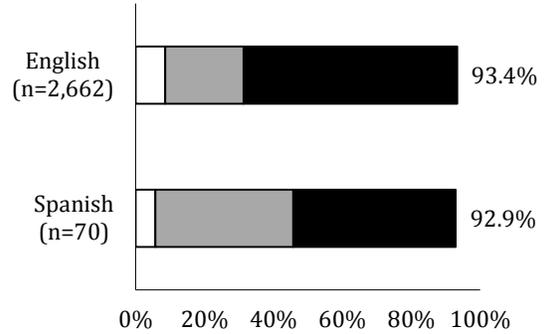
■ Strongly Agree

Appendix C.6: Language of Returned Survey

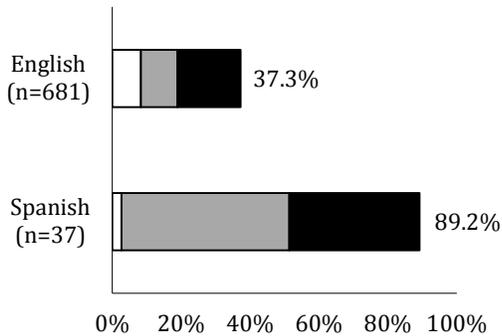
Q1: I am satisfied with my child's overall special education program.



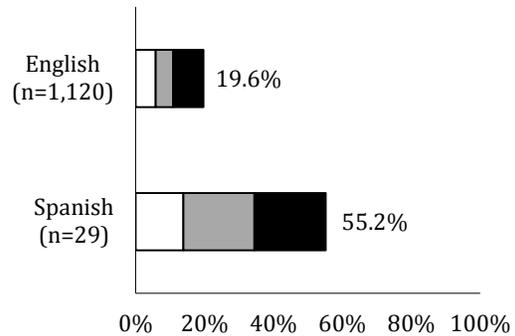
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



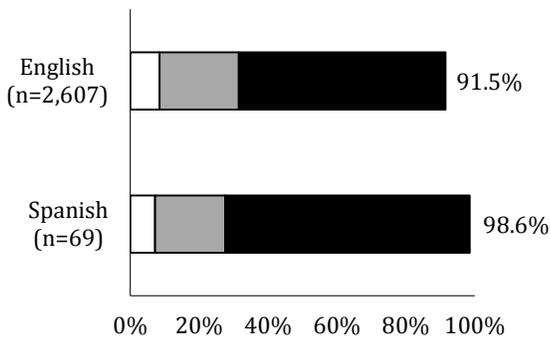
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



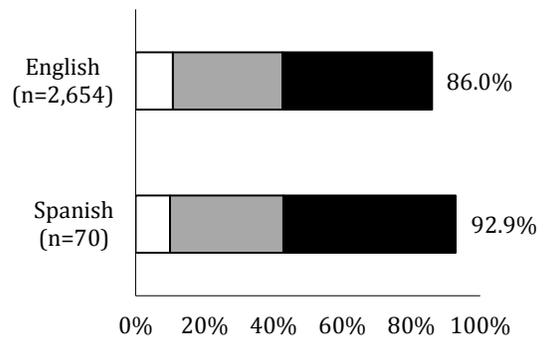
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

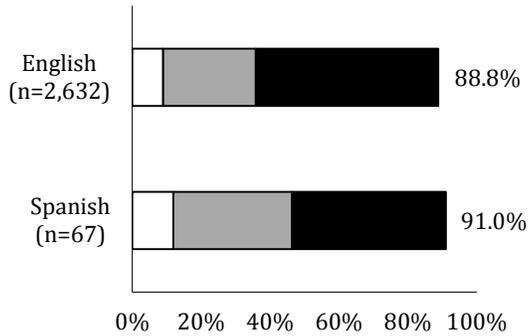


□ Slightly Agree

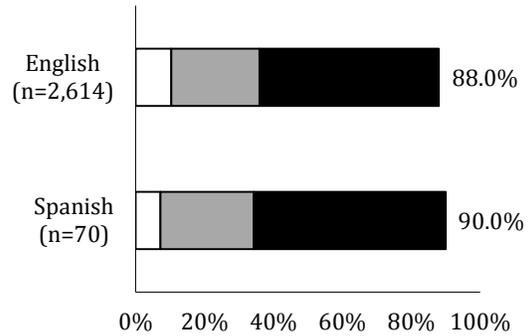
■ Moderately Agree

■ Strongly Agree

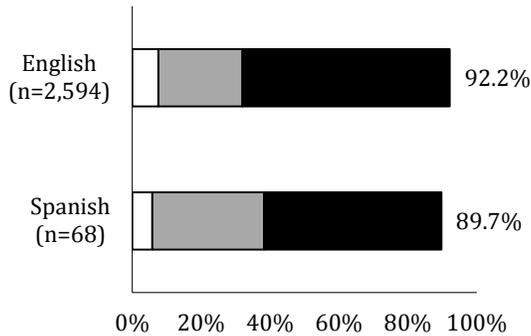
Q7: All special education services identified in my child's IEP have been provided.



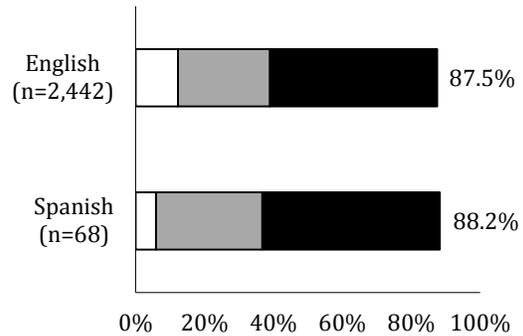
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



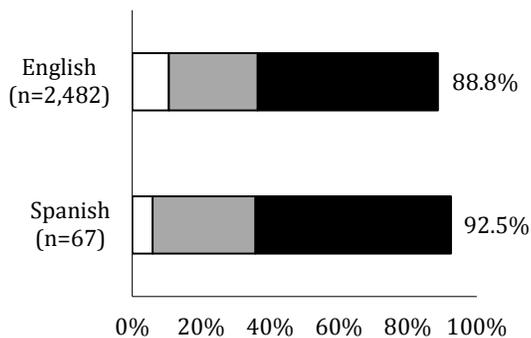
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



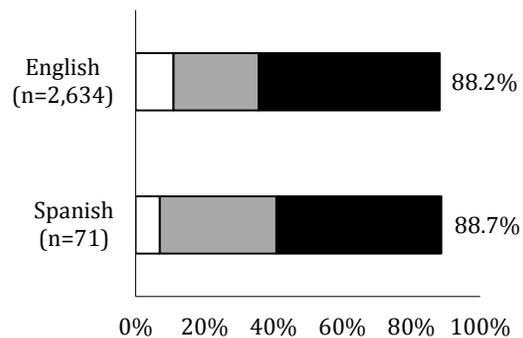
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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



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

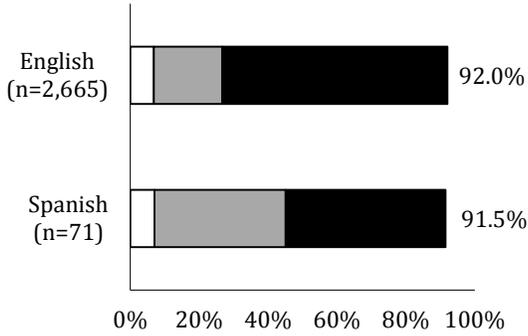


□ Slightly Agree

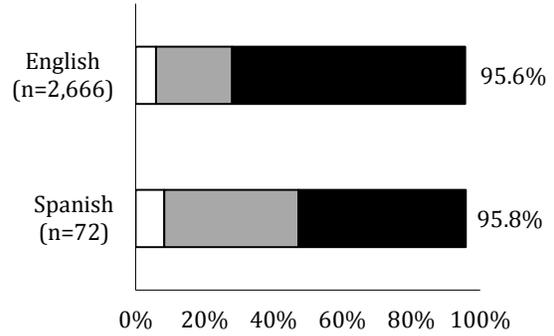
■ Moderately Agree

■ Strongly Agree

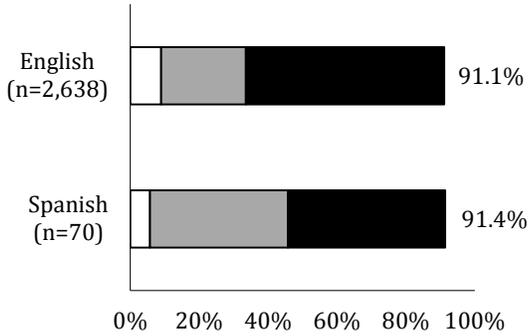
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



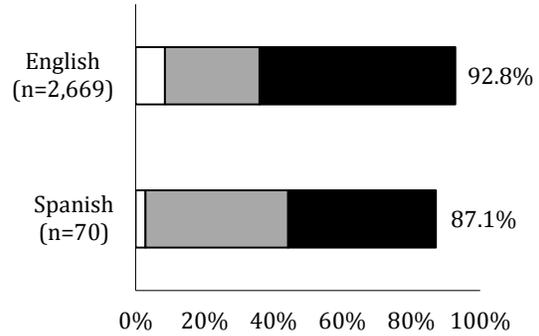
Q14: I understand what is discussed at meetings to develop my child's IEP.



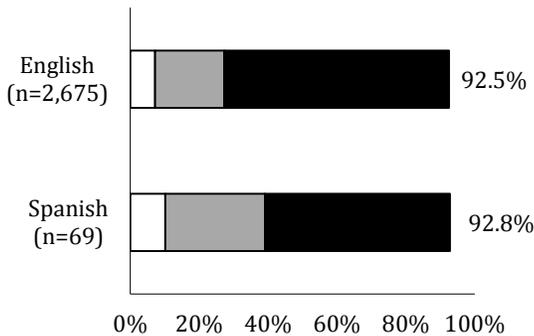
Q15: My concerns and recommendations are documented in the development of my child's IEP.



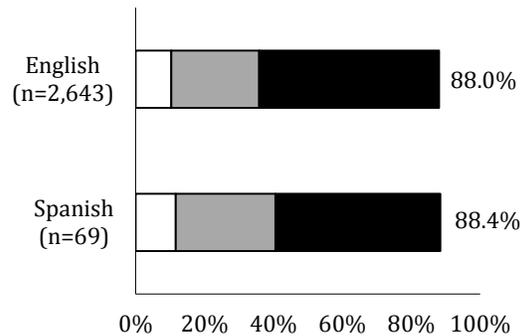
Q16: My child's evaluation report is written in terms I understand.



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



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



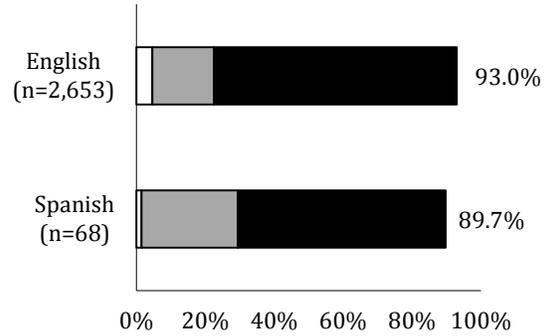
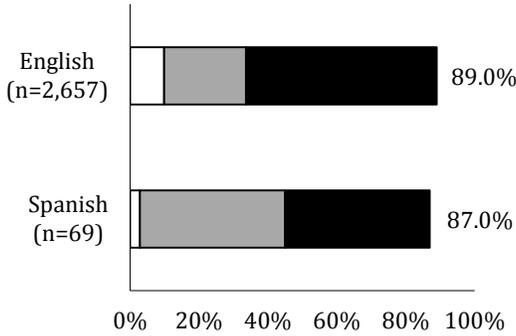
Slightly Agree

Moderately Agree

Strongly Agree

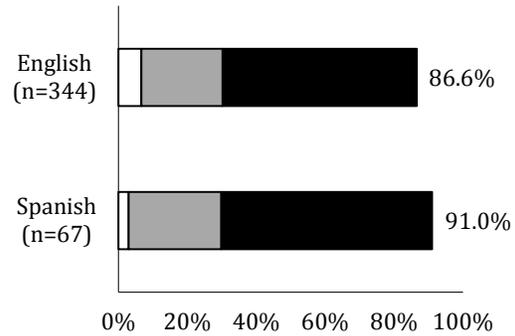
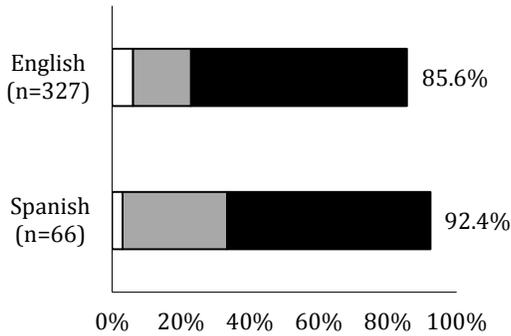
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.

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



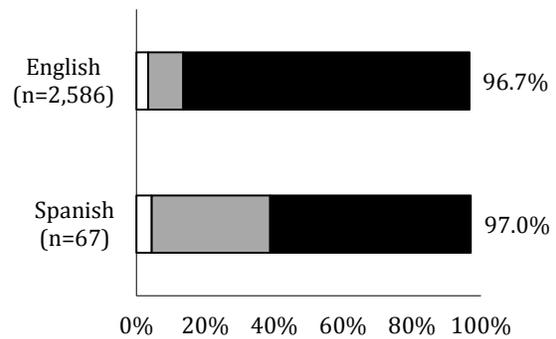
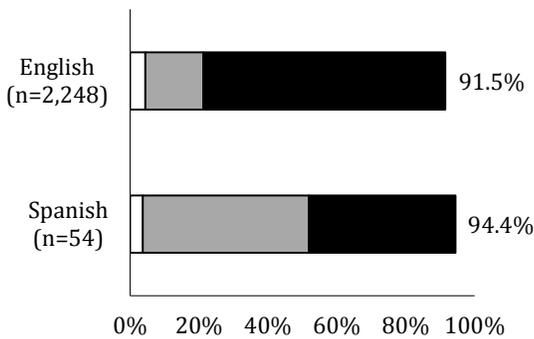
Q21: If necessary, a translator was provided at the PPT meetings.

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



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

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



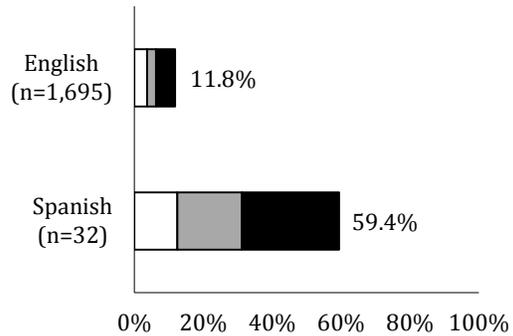
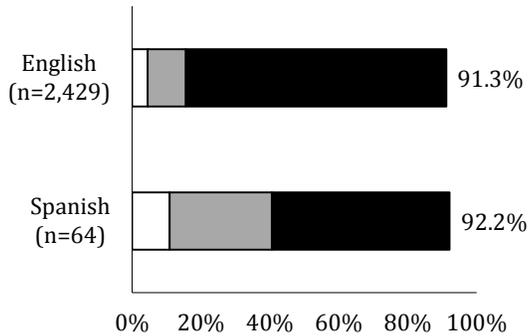
□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

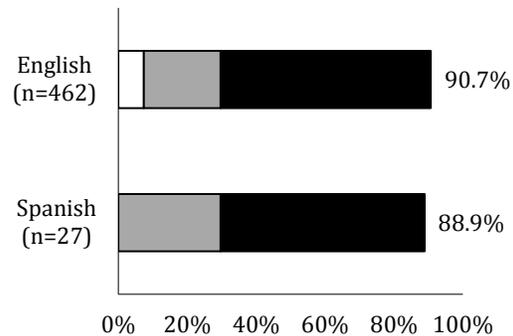
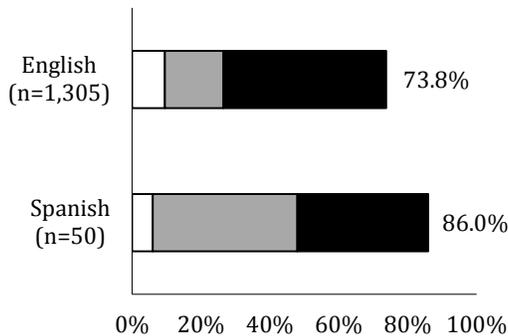
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.

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



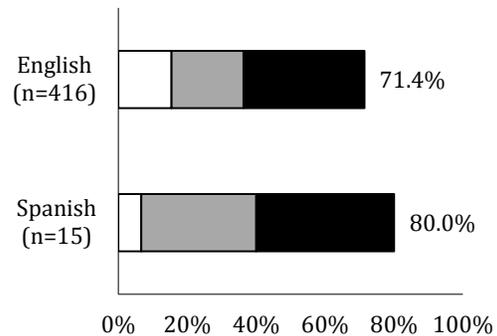
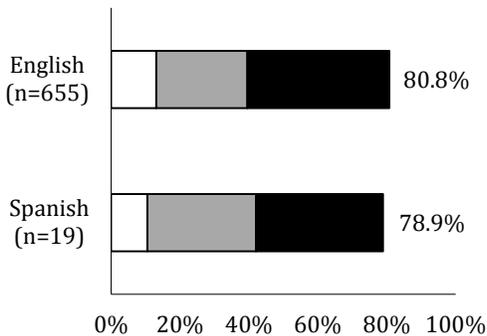
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).

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



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

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

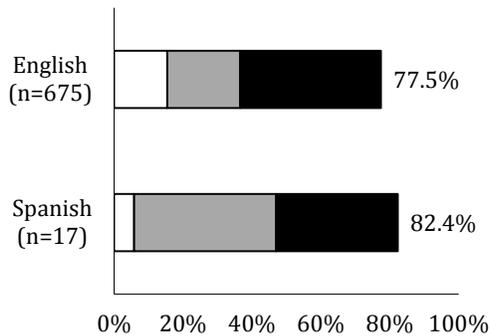


□ Slightly Agree

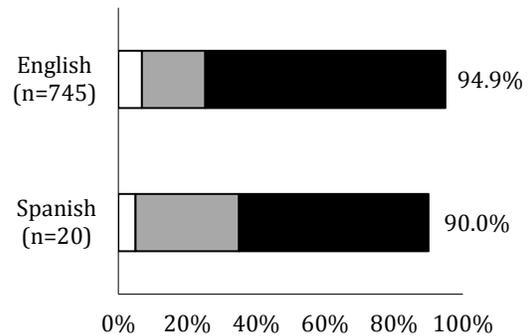
■ Moderately Agree

■ Strongly Agree

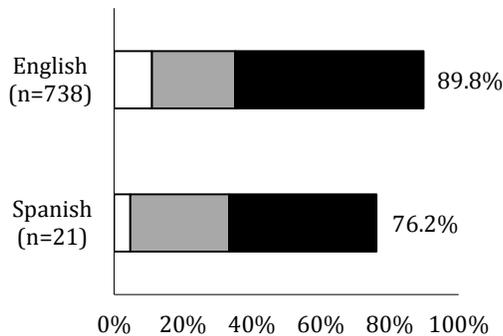
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



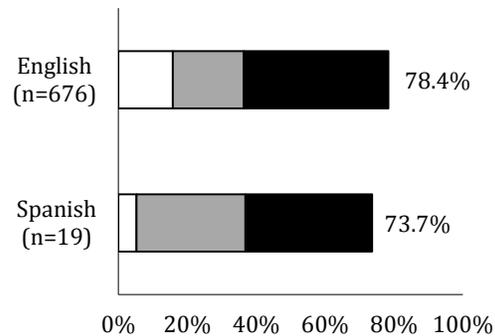
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



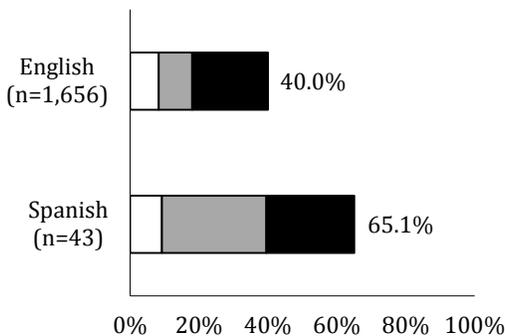
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



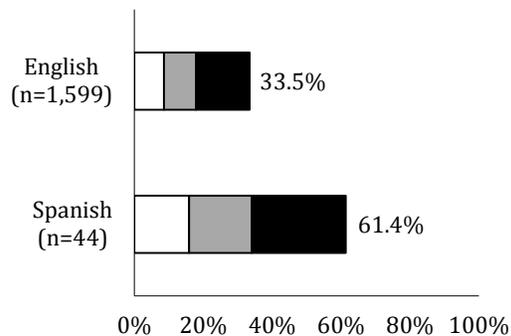
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education; independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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



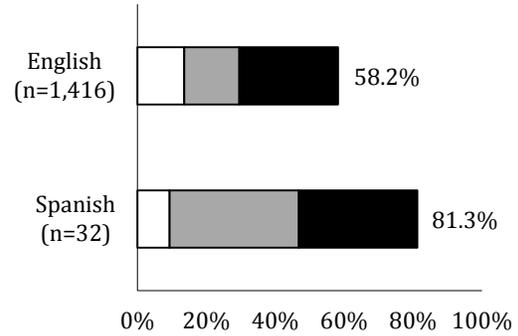
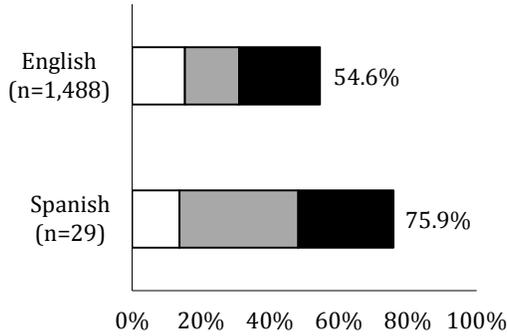
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

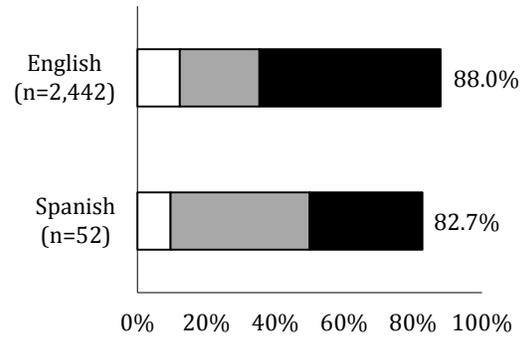
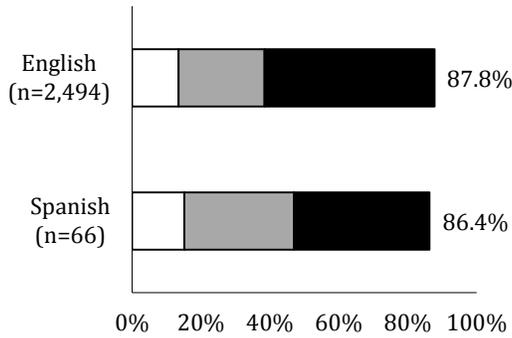
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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



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

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



□ Slightly Agree

■ Moderately Agree

■ Strongly Agree

Appendix D: Survey Response by Year

The following appendix provides information regarding the survey response over the past nine years. Appendix D.1 includes the parent survey sampling matrix, which indicates the districts included in each of the survey distribution cycles. As will be seen, the districts included in this year's sample were last surveyed in 2007-2008. The next appendix, Appendix D.2, includes a snapshot of survey demographics across years. Tables in this section (Tables D.2.1-D.2.7) provide an eight-year average of the demographic characteristics of students with disabilities as reported by survey respondents, as compared to those reported by survey respondents this year.

Lastly, Appendix D.3 includes 'sparklines' to illustrate the satisfaction trend across the survey statements over the 9-year period.¹⁸ The sparklines represent the percentage of parents to select "strongly," "moderately," and "slightly" agree and are based on the total number of parents who selected a response other than "not applicable" and "don't know." The sparklines include percentage labels for the beginning (2005-2006) and end (2013-2014) data points. The table also includes the lowest, as well as the highest, percentage of parents to agree with each item over the nine-year span of the survey.

¹⁸ Questions that were negatively-keyed items (Q3, Q4, and Q26) were not included in this analysis

Appendix D.1: Parent Survey Sampling Matrix

Parent Survey Sampling Matrix

	n < 100	100 ≥ n < 400	400 ≥ n < 900	n ≥ 900
YEAR 1 & YEAR 7 (2005-2006 & 2011-2012)				
DRGs (A-D)	Andover, Easton, Westbrook	East Lyme, Canton, Orange, Preston, Shelton	Madison, Wilton, Windsor	--
DRGs (E-I)	Ashford, Chester, Sharon	Derby, North Stonington, Lebanon	Killingly, New London	New Britain, Waterbury
YEAR 2 & YEAR 8 (2006-2007 & 2012-2013)				
DRGs (A-D)	Cornwall, Sherman	Brookfield, Colchester, Oxford, Region 05, Region 08, Region 19, Stonington, Suffield	Branford, Cheshire, New Milford, Simsbury	West Hartford
DRGs (E-I)	Bozrah, North Canaan, Sterling, Voluntown	East Windsor, Region 16, Stafford, Thompson, Winchester	Naugatuck, Norwich, Windham	Bridgeport, Manchester
YEAR 3 & YEAR 9 (2007-2008 & 2013-2014)				
DRGs (A-D)	Bolton, Salem, Woodbridge	Avon, Bethel, Cromwell, New Fairfield, North Haven, Region 12, Region 14, Region 17	Glastonbury, Newington, Southington, Wethersfield	Fairfield
DRGs (E-I)	Canterbury, Chaplin, Lisbon, Region 01, Willington	Ansonia, East Haddam, Griswold, Plainville, Region 06	Torrington, Middletown, Wolcott	East Hartford, Meriden
YEAR 4 (2008-2009)				
DRGs (A-D)	Bethany, Columbia, New Hartford	Ellington, Farmington, Guilford, Hebron, Old Saybrook, Region 10, Region 13, Region 18	Monroe, Region 15, Ridgefield, Trumbull	--
DRGs (E-I)	Franklin, Kent, Norfolk, Salisbury, Scotland	Coventry, Plainfield, Plymouth, Seymour, Woodstock	Groton, USD 1, West Haven	Bristol, New Haven
YEAR 5 (2009-2010)				
DRGs (A-D)	Barkhamsted, Essex, Pomfret, Region 09	Granby, Ledyard, Mansfield, Redding, Region 07, Somers, Weston	Berlin, Milford, Wallingford, Westport	--
DRGs (E-I)	Colebrook, Deep River, Sprague, Union	Bloomfield, Montville, Portland, Putnam, Thomaston	East Haven, Stratford	CTHSS, Danbury, Norwalk
YEAR 6 (2010-2011)				
DRGs (A-D)	East Granby, Marlborough, Region 04	Clinton, East Hampton, New Canaan, Rocky Hill, Tolland, Waterford, Watertown	Darien, Newtown, South Windsor	Greenwich
DRGs (E-I)	Canaan, Eastford, Hampton, Hartland, Region 11	Brooklyn, Litchfield, North Branford, USD 2, Windsor Locks	Enfield, Hamden, Vernon	Hartford, Stamford

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

Appendix D.2: Comparison of Survey-Reported Demographics to Past Years

Table D.2.1: Race/Ethnicity

Child's Race/Ethnicity	Average Across Prior Years	2013-2014 (n=2,661)
White not Hispanic	76.0%	72.0%
Hispanic	11.7%	14.2%
Black not Hispanic	8.5%	8.8%
Asian or Pacific Islander	2.6%	4.1%
Am. Indian or Alaskan Native	1.1%	0.8%

Table D.2.2: Age

Child's Age	Average Across Prior Years	2013-2014 (n=2,738)
3 to 5	10.9%	9.6%
6 to 12	44.0%	42.5%
13 to 14	15.7%	17.1%
15 to 17	21.7%	22.0%
18 to 21	7.7%	8.9%

Table D.2.3: Grade Level

Child's Grade Level	Average Across Prior Years	2013-2014 (n=2,718)
Preschool	8.8%	7.0%
Elementary	35.7%	32.4%
Middle	25.0%	24.7%
High	27.0%	30.9%
Transition	3.4%	5.0%

Table D.2.4: Gender

Child's Gender	Average Across Prior Years	2013-2014 (n=2,709)
Male	69.3%	68.6%
Female	30.7%	31.4%

Table D.2.5: Type of Placement

Child's Type of Placement	Average Across Prior Years	2013-2014 (n=2,740)
Public School	89.4%	90.3%
Out-of-District Special Ed. School	5.7%	5.9%
Residential School	1.3%	0.7%
Private/Parochial	1.1%	0.6%
Out-of-State	0.2%	0.2%
Hospital/Homebound	0.2%	0.1%
Other	2.1%	2.2%

Table D.2.6: Language of Surveys Received

Language	Average Across Prior Years	2013-2014 (n=2,761)
English	96.5%	97.4%
Spanish	3.5%	2.6%

Table D.2.7: Disability

Child's Disability	Average Across Prior Years	2013-2014 (n=2,716)
Specific Learning Disabilities	27.7%	24.5%
OHI - ADD/ADHD	20.6%	20.2%
Autism	15.4%	18.6%
Speech or Language Impaired	17.9%	14.1%
Multiple Disabilities	5.8%	7.1%
Intellectual Disability	5.2%	5.9%
Emotional Disturbance	5.0%	5.3%
Other Health Impairment (OHI)	4.5%	4.1%
Developmental Delay (ages 3-5 only)	4.6%	3.3%
Hearing Impairment	1.8%	1.6%
Orthopedic Impairment	0.7%	0.9%
Visual Impairment	1.3%	0.8%
Traumatic Brain Injury	0.7%	0.7%
Deaf-Blindness	0.5%	0.5%
Don't Know	3.5%	5.2%
To Be Determined	1.6%	1.7%
Other	11.6%	-

Note: "Other" was only an available response option on the 2005-2006 and 2006-2007 survey questionnaires.

Appendix D.3: Survey Response Trends Over Time

Survey Response Trends Over Time

CT SPECIAL EDUCATION PARENT SURVEY ITEM	TOTAL AGREEMENT		
	DIFFERENCES ACROSS YEARS 05-06 TO 13-14	LOW	HIGH
Satisfaction with My Child's Program			
Q1: I am satisfied with my child's overall special education program.	83.5% 87.3%	83.5%	88.4%
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	92.2% 93.3%	92.1%	93.6%
Q5: My child is accepted within the school community.	92.1% 91.7%	90.8%	92.3%
Q6: My child's IEP is meeting his/her educational needs.	83.9% 86.2%	83.9%	86.6%
Q7: All special education services identified in my child's IEP have been provided.	85.7% 88.8%	85.7%	90.4%
Q8: Staff is appropriately trained and able to provide my child's specific program and services.	84.0% 88.0%	84.0%	88.2%
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.	90.0% 92.1%	90.0%	93.5%
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.	85.2% 87.5%	85.2%	90.4%
Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.	86.3% 88.9%	86.3%	89.9%
Participation in Developing and Implementing My Child's Program			
Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	86.9% 88.2%	86.9%	88.5%
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.	90.5% 92.0%	90.5%	93.4%
Q14: I understand what is discussed at meetings to develop my child's IEP.	95.1% 95.6%	95.1%	96.6%
Q15: My concerns and recommendations are documented in the development of my child's IEP.	89.4% 91.1%	89.4%	93.1%
Q16: My child's evaluation report is written in terms I understand.	92.3% 92.6%	91.2%	93.4%

Table is continued on the next page.

Survey Response Trends Over Time (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	TOTAL AGREEMENT		
	DIFFERENCES ACROSS YEARS 05-06 TO 13-14	LOW	HIGH
Participation in Developing and Implementing My Child's Program (continued)			
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.	90.6% 92.5%	90.4%	94.3%
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	85.9% 88.1%	85.9%	89.7%
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	86.3% 88.9%	86.3%	90.9%
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.	90.4% 92.9%	90.0%	93.2%
Q21: If necessary, a translator was provided at the PPT meetings.	90.4% 86.8%	82.7%	93.1%
Q22: The translation services provided at the PPT meetings were useful and accurate.	94.1% 87.3%	87.0%	94.1%
Q23: The school district proposed the regular classroom for my child as the first placement option.	88.2% 91.6%	88.2%	91.6%
My Child's Participation			
Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	94.6% 96.7%	94.6%	96.8%
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	88.8% 91.3%	88.8%	92.0%
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	63.8% 74.2%	63.8%	74.2%
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.)			
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	84.7% 90.6%	82.1%	92.3%
Transition Planning for Secondary Students (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)			
Q29: I am satisfied with the way secondary transition services were implemented for my child.	79.1% 80.7%	73.0%	85.5%
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.	69.9% 71.7%	66.8%	78.3%

Table is continued on the next page.

Survey Response Trends Over Time (continued)

CT SPECIAL EDUCATION PARENT SURVEY ITEM	TOTAL AGREEMENT		
	DIFFERENCES ACROSS YEARS 05-06 TO 13-14	LOW	HIGH
Transition Planning for Secondary Students (continued) (Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)			
Q31: The PPT introduced planning for my child's transition to adulthood.	60.9% 77.6%	60.9%	80.6%
Q32: The school district actively encourages my child to attend and participate in PPT meetings.	85.6% 94.8%	85.6%	94.8%
Q33: The PPT discussed an appropriate course of study at the high school for my child.	71.8% 89.5%	71.8%	90.1%
Q34: The PPT developed individualized goals for my child related to employment/ postsecondary education; independent living and community participation, if appropriate.	71.5% 78.3%	69.1%	81.7%
Parent Training and Support			
Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	39.6% 40.7%	32.7%	42.2%
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.	31.4% 34.2%	24.7%	34.2%
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	54.8% 55.0%	45.0%	55.0%
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.	59.4% 58.7%	46.9%	59.4%
My Child's Skills			
Q39: My child is learning skills that will enable him/her to be as independent as possible.	85.5% 87.7%	85.2%	88.3%
Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.	86.9% 87.9%	86.0%	89.2%

Note: Total agreement is the sum of parents that selected strongly, moderately, or slightly in the agree category.

Appendix E: 2013-2014 CT Special Education Parent Survey



Please share your thoughts and experiences regarding your child's special education program. If you have more than one child who receives special education services, please locate the name of the child on the front of your survey envelope and complete the survey according to your experiences with this child. All of your responses will be confidential.

- ✎ Please return your completed survey in the prepaid envelope to: Glen Martin Associates, 41 State Street, Suite 604-02, Albany, NY 12207.
- ✎ **This survey is also available online.** If you would like to complete the survey online instead of sending it by mail, please go to <http://bit.ly/CTparent1314> and log in using the six-digit number located in the upper right hand corner of this page.

The survey due date is **August 15, 2014**. **Thank you for completing this important survey!**



Directions: Please mark the circles below that describe your child.

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

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

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

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

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Satisfaction with My Child's Program								
1. I am satisfied with my child’s overall special education program.	○	○	○	○	○	○		○
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns.	○	○	○	○	○	○		○
3. My child’s school day has been shortened to accommodate his/her transportation needs.	○	○	○	○	○	○		○
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	○	○	○	○	○	○		○
5. My child is accepted within the school community.	○	○	○	○	○	○		○
6. My child’s Individualized Education Program (IEP) is meeting his or her educational needs.	○	○	○	○	○	○	○	○
7. All special education services identified in my child’s IEP have been provided.	○	○	○	○	○	○	○	○
8. Staff is appropriately trained and able to provide my child’s specific program and services.	○	○	○	○	○	○	○	○
9. Special education teachers make accommodations and modifications as indicated on my child’s IEP.	○	○	○	○	○	○	○	○
10. General education teachers make accommodations and modifications as indicated on my child’s IEP.	○	○	○	○	○	○	○	○
11. General education and special education teachers work together to assure that my child’s IEP is being implemented.	○	○	○	○	○	○	○	○
Participation in Developing and Implementing My Child's Program								
12. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	○	○	○	○	○	○		○
13. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	○	○	○	○	○	○		○
14. I understand what is discussed at meetings to develop my child’s IEP.	○	○	○	○	○	○		○
15. My concerns and recommendations are documented in the development of my child’s IEP.	○	○	○	○	○	○		○
16. My child’s evaluation report is written in terms I understand.	○	○	○	○	○	○		○
17. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	○	○	○	○	○	○		○

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Participation in Developing and Implementing My Child's Program (continued)								
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	<input type="radio"/>		<input type="radio"/>					
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.	<input type="radio"/>		<input type="radio"/>					
20. I have received a copy of my child's IEP within 5 school days after the PPT.	<input type="radio"/>		<input type="radio"/>					
21. If necessary, a translator was provided at the PPT meetings.	<input type="radio"/>		<input type="radio"/>					
22. The translation services provided at the PPT meetings were useful and accurate.	<input type="radio"/>		<input type="radio"/>					
23. The school district proposed the regular classroom for my child as the first placement option.	<input type="radio"/>							
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).	<input type="radio"/>		<input type="radio"/>					
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	<input type="radio"/>		<input type="radio"/>					
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	<input type="radio"/>		<input type="radio"/>					
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).	<input type="radio"/>							
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.	<input type="radio"/>		<input type="radio"/>					
Transition Planning for Secondary Students								
(Only answer Q29-Q31 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.	<input type="radio"/>		<input type="radio"/>					
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	<input type="radio"/>							
31. The PPT introduced planning for my child's transition to adulthood.	<input type="radio"/>		<input type="radio"/>					

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Transition Planning for <u>Secondary</u> Students (continued)								
(Only answer Q32-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>	/	<input type="radio"/>					
33. The PPT discussed an appropriate course of study at the high school for my child.	<input type="radio"/>	/	<input type="radio"/>					
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	<input type="radio"/>	/	<input type="radio"/>					
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	<input type="radio"/>	/	<input type="radio"/>					
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	<input type="radio"/>	/	<input type="radio"/>					
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<input type="radio"/>							
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	<input type="radio"/>							
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	<input type="radio"/>	/	<input type="radio"/>					
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	<input type="radio"/>	/	<input type="radio"/>					

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

Thank you for your valuable response!