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

2006-2007 Connecticut Special Education Parent Survey

District Report

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#### INTRODUCTION

In spring 2007, 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 2006-2007 CT Special Education Parent Survey Summary Report, available on the Department website, provides a comprehensive summary of findings from the statewide survey. This document is intended to provide supplementary district-level information to that report.

The CSDE standard for the confidential reporting of district-level data requires a minimum of 20 survey responses be returned from an individual district before data from that district can be publicly reported. Survey responses from five districts (Bozrah, Cornwall, Sterling, North Canaan, and Voluntown) did not meet this standard and as a result responses from these districts were combined. Confidentiality edits were also applied across all districts for any survey item that had five or less respondents. District-level data is presented in three formats as described below.

#### **Survey Response Tables**

The survey response tables provide an overall summary of survey responses from individual districts presented according to the six topic areas established on the survey questionnaire. The total number of respondents (n) provided for each survey statement includes only those parents who selected a response other than "not applicable."

The number of parents to respond to each statement varied across the 40-item survey, most notably on statements regarding translation services and transition planning. In addition, the total number of respondents per district varied considerably, due to differences in both the size of the district and in the response rates per district. Consequently, comparisons of survey results, both across individual survey items and across participating districts, should be considered within this context.

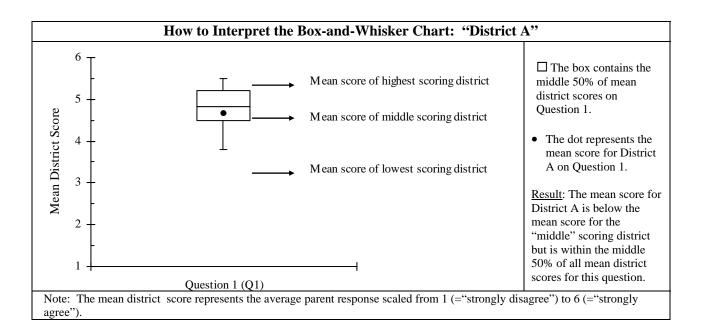
#### **Box-and-Whisker Charts**

The box-and-whisker charts provide a graphical summary of the mean district scores for individual statements across the six topic areas of the survey. Mean district scores represent the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Most of the items on the parent survey are positively-keyed items, indicating that a high mean score signifies a high level of parent agreement to the statement and as a result, a high level of parent satisfaction. In cases of negatively-keyed items, such as "My child was denied access due to his/her disability" (Q26), a high mean score would signify a high level of parent dissatisfaction. In order to keep the interpretation of mean scores consistent across all survey statements, negatively-keyed items are "reverse coded" so that a high mean score signifies a high level of parent satisfaction.

The box-and-whisker chart provides a visual snapshot (by survey item) of a district's mean score relative to the mean score of all other districts participating in the survey. A box for each survey item contains the middle 50% of districts and the middle (median) district is represented by a black line within the box. The "whiskers" on the box represent the minimum and maximum mean district scores. Your individual district is represented by a round dot (•). Hence, for each survey item, if your district mean score is in the box you may think of it as an average rating; a mean score in the lower "whisker" as a below average rating; and a mean score in the upper "whisker" as an above average rating.

Similar to the data presented in the survey response tables, all comparisons (across survey items and across individual districts) should be examined with consideration given to the total number of survey respondents. Although this information is not available on the box-and-whisker charts, it can be obtained (along with the wording of the survey item) from the response tables provided for each district. Four survey items (Q3, Q4, Q21, and Q22) were excluded from the box-and-whisker chart analysis due to the overall low number of parents to respond to these statements. An illustration of how to interpret the box-and-whisker chart is provided below.



#### **Open-Ended Summary Tables**

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their experience with their child's special education program. Responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Code categories were created to include main codes for general topic areas and sub-codes for more specific comments. The survey comment tables in this report include frequencies for main codes and sub-codes (indented).

### LIST OF DISTRICTS

(To directly access your district's results, click on your district's name under the bookmarks tab on the left hand margin of your screen.)

| Branford   | 2   |
|--|-----|
| Bridgeport   | 11  |
| Brookfield   | 18  |
| Cheshire   | 25  |
| Colchester   |     |
| East Windsor   | 39  |
| Manchester   | 46  |
| Naugatuck  | 53  |
| New Milford  | 60  |
| Norwich  | 67  |
| Oxford   | 74  |
| Sherman  | 81  |
| Simsbury   | 88  |
| Stafford   | 95  |
| Stonington   |     |
| Suffield   | 109 |
| Thompson   | 116 |
| West Harford   |     |
| Winchester   |     |
| Windham  |     |
| Regional School District 05                            | 144 |
| Regional School District 08                            | 151 |
| Regional School District 16                            | 158 |
| Regional School District 19                            |     |
| Bozrah, Cornwall, North Canaan, Sterling and Voluntown | 172 |

# **Branford Survey Response Table**

|       | CT Special Education Parent Survey Item  | n     | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|-------|--|-------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
|       | Satisfaction with  | My C  | hild's P          | rogram              | 1                 |                      |                        |                     |               |
| pı    | am satisfied with my child's overall special education rogram.   | 110   | 31.8%             | 40.9%               | 11.8%             | 5.5%                 | 3.6%                   | 6.4%                | ±             |
|       | have the opportunity to talk to my child's teachers on a egular basis to discuss my questions and concerns.  | 110   | 56.4%             | 25.5%               | 10.0%             | 3.6%                 | 3.6%                   | 0.9%                | ±             |
|       | Ty child's school day has been shortened to accommodate is/her transportation needs.   | 24    | 4.2%              | 0.0%                | 12.5%             | 8.3%                 | 8.3%                   | 66.7%               | ±             |
|       | Ay child has been sent home from school due to ehavioral difficulties (not considered suspension).   | 43    | 9.3%              | 0.0%                | 2.3%              | 0.0%                 | 4.7%                   | 83.7%               | ±             |
| 5. N  | My child is accepted within the school community.  | 108   | 65.7%             | 22.2%               | 7.4%              | 2.8%                 | 0.0%                   | 1.9%                | ±             |
| 6. N  | My child's IEP is meeting his or her educational needs.  | 109   | 41.3%             | 27.5%               | 15.6%             | 3.7%                 | 3.7%                   | 8.3%                | 0.0%          |
|       | all special education services identified in my child's IEP ave been provided.   | 108   | 47.2%             | 21.3%               | 13.0%             | 4.6%                 | 3.7%                   | 8.3%                | 1.9%          |
|       | taff is appropriately trained and able to provide my hild's specific program and services.   | 110   | 49.1%             | 25.5%               | 9.1%              | 4.5%                 | 5.5%                   | 4.5%                | 1.8%          |
| 9. S  | pecial education teachers make accommodations and nodifications as indicated on my child's IEP.  | 108   | 50.9%             | 29.6%               | 10.2%             | 0.9%                 | 0.9%                   | 7.4%                | 0.0%          |
| 10. G | General education teachers make accommodations and modifications as indicated on my child's IEP.   | 102   | 39.2%             | 27.5%               | 16.7%             | 5.9%                 | 3.9%                   | 3.9%                | 2.9%          |
| to    | General education and special education teachers work objecther to assure that my child's IEP is being mplemented.   | 101   | 44.6%             | 31.7%               | 13.9%             | 4.0%                 | 3.0%                   | 2.0%                | 1.0%          |
|       | Participation in Developing and  | Imple | ementii           | ng My (             | Child's           | Progra               | m                      |                     |               |
| eı    | n my child's school, administrators and teachers<br>ncourage parent involvement in order to improve services<br>nd results for children with disabilities. | 110   | 43.6%             | 23.6%               | 16.4%             | 7.3%                 | 3.6%                   | 5.5%                | ±             |
| Е     | at meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.                            | 110   | 60.9%             | 18.2%               | 11.8%             | 1.8%                 | 0.9%                   | 6.4%                | ±             |
|       | understand what is discussed at meetings to develop my hild's IEP.   | 110   | 62.7%             | 22.7%               | 12.7%             | 0.9%                 | 0.0%                   | 0.9%                | ±             |
| de    | Ty concerns and recommendations are documented in the evelopment of my child's IEP.  | 110   | 50.0%             | 24.5%               | 15.5%             | 2.7%                 | 4.5%                   | 2.7%                | ±             |
| 16. M | My child's evaluation report is written in terms I nderstand.  | 110   | 49.1%             | 29.1%               | 11.8%             | 5.5%                 | 1.8%                   | 2.7%                | ±             |
|       | PT meetings for my child have been scheduled at times nd places that met my needs.   | 111   | 55.9%             | 27.9%               | 4.5%              | 3.6%                 | 2.7%                   | 5.4%                | ±             |

## **Branford Survey Response Table – continued**

| Diamora barvey ne  |          |                   |                     |                   |                      |                        |                     |               |  |  |  |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.   | 108      | 45.4%             | 24.1%               | 13.9%             | 4.6%                 | 4.6%                   | 7.4%                | ±             |  |  |  |
| <ul><li>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.</li></ul>                               | 110      | 40.9%             | 27.3%               | 16.4%             | 5.5%                 | 4.5%                   | 5.5%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 110      | 65.5%             | 17.3%               | 7.3%              | 3.6%                 | 1.8%                   | 4.5%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | 9        | 33.3%             | 22.2%               | 22.2%             | 11.1%                | 0.0%                   | 11.1%               | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 9        | 33.3%             | 33.3%               | 11.1%             | 0.0%                 | 0.0%                   | 22.2%               | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 92       | 60.9%             | 9.8%                | 5.4%              | 3.3%                 | 1.1%                   | 13.0%               | 6.5%          |  |  |  |
| My Child's Participation   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 103      | 82.5%             | 10.7%               | 2.9%              | 1.0%                 | 1.0%                   | 1.9%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 92       | 79.3%             | 9.8%                | 5.4%              | 2.2%                 | 2.2%                   | 1.1%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 62       | 4.8%              | 4.8%                | 3.2%              | 1.6%                 | 3.2%                   | 82.3%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 49       | 34.7%             | 12.2%               | 6.1%              | 2.0%                 | 6.1%                   | 20.4%               | 18.4%         |  |  |  |
| Transition Plans   | ning fo  | r Presc           | hoolers             | \$                |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | ntion (B | irth to Tl        | hree Syst           | tem) to P         | reschool             | l in the p             | oast 3 yea          | urs.          |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 27       | 55.6%             | 14.8%               | 11.1%             | 3.7%                 | 0.0%                   | 14.8%               | ±             |  |  |  |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 38       | 44.7%             | 18.4%               | 7.9%              | 15.8%                | 5.3%                   | 7.9%                | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 25       | 32.0%             | 16.0%               | 4.0%              | 4.0%                 | 8.0%                   | 16.0%               | 20.0%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 14       | 42.9%             | 0.0%                | 14.3%             | 0.0%                 | 14.3%                  | 28.6%               | ±             |  |  |  |
|  |          |                   |                     |                   |                      |                        |                     |               |  |  |  |

### **Branford Survey Response Table – continued**

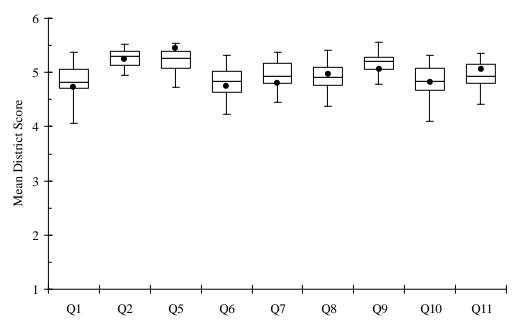
| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 32. The school district actively encourages my child to attend  | 32      | 75.0%             | 12.5%               | 3.1%              | 3.1%                 | 0.0%                   | 6.3%                |               |  |  |
| and participate in PPT meetings.  | 32      | 73.0%             | 12.5%               | 5.1%              | 5.1%                 | 0.0%                   | 0.5%                | ±             |  |  |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 33. My child is age 15 or 16 and the PPT discussed an   | 19      | 78.9%             | 10.5%               | 5.3%              | 0.0%                 | 0.0%                   | 5.3%                | ±             |  |  |
| appropriate course of study at the high school.   | 19      | 70.570            | 10.570              | 3.370             | 0.070                | 0.070                  | 3.370               |               |  |  |
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 23      | 39.1%             | 21.7%               | 8.7%              | 8.7%                 | 4.3%                   | 17.4%               | ±             |  |  |
| Parent Training and Support   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 62      | 8.1%              | 8.1%                | 8.1%              | 3.2%                 | 4.8%                   | 67.7%               | ±             |  |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 64      | 9.4%              | 9.4%                | 9.4%              | 4.7%                 | 4.7%                   | 62.5%               | ±             |  |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 85      | 3.5%              | 4.7%                | 2.4%              | 5.9%                 | 4.7%                   | 48.2%               | 30.6%         |  |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 86      | 5.8%              | 7.0%                | 4.7%              | 4.7%                 | 4.7%                   | 44.2%               | 29.1%         |  |  |
| My Ch   | ild's S | kills             |                     |                   |                      |                        |                     |               |  |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 97      | 51.5%             | 19.6%               | 13.4%             | 7.2%                 | 4.1%                   | 4.1%                | ±             |  |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 98      | 55.1%             | 16.3%               | 16.3%             | 3.1%                 | 5.1%                   | 4.1%                | ±             |  |  |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

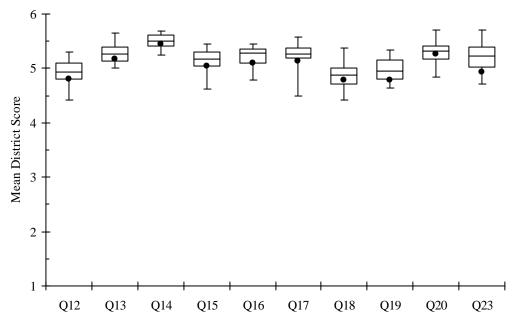
#### **Branford Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



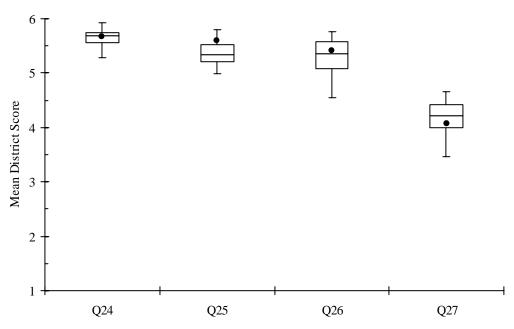
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



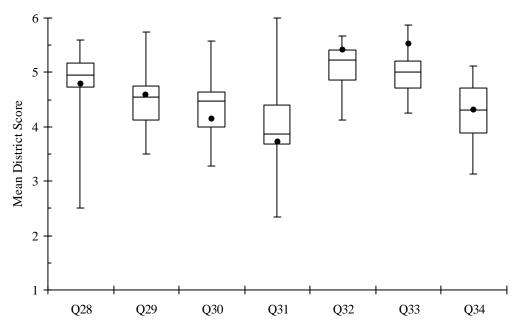
#### Branford Box-and-Whisker Charts - continued

### My Child's Participation



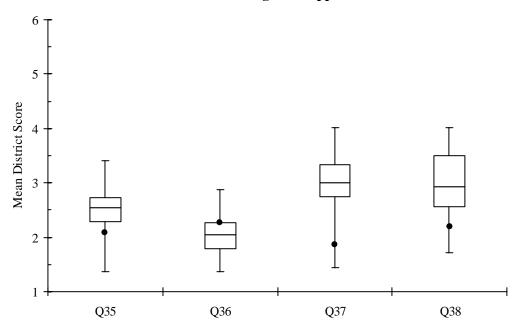
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



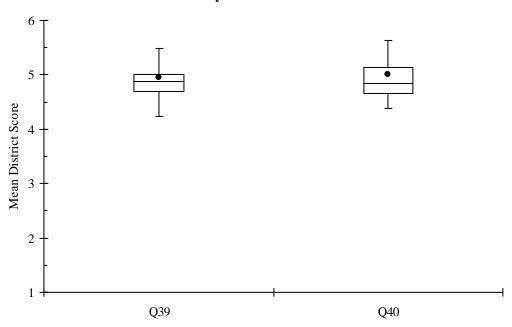
#### Branford Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

### My Child's Skills



# **Branford Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 10 | 21.3%   |
| Pleased with Staff                             | 8  | 17.0%   |
| Pleased with Communication and Parent Support  | 1  | 2.1%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 1  | 2.1%    |
| Change in Satisfaction                         | 8  | 17.0%   |
| Dissatisfied Previously, Now Satisfied         | 4  | 8.5%    |
| Satisfied Previously, Now Dissatisfied         | 4  | 8.5%    |
| Problems with Program                          | 14 | 29.8%   |
| Problems with Staff                            | 8  | 17.0%   |
| Problems with Communication and Parent Support | 16 | 34.0%   |
| Problems with Services                         | 8  | 17.0%   |
| Need for Additional Activities/Services        | 8  | 17.0%   |
| Needs of Specific Disability Not Met           | 2  | 4.3%    |
| Instructional and Curricular Concerns          | 13 | 27.7%   |
| Dissatisfied with Transition                   | 3  | 6.4%    |
| Concerns with Child's Progress or Future       | 5  | 10.6%   |
| Other Comments or Concerns                     | 3  | 6.4%    |

Percent totals are based on the 47 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Bridgeport Survey Response Table**

| Drugeport burvey Response Tuble   |         |                   |                     |                   |                      |                        |                     |               |  |  |  |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
| Satisfaction with   | му С    | hild's F          | Progran             | 1                 |                      |                        |                     |               |  |  |  |
| I am satisfied with my child's overall special education program.   | 89      | 37.1%             | 33.7%               | 12.4%             | 4.5%                 | 4.5%                   | 7.9%                | ±             |  |  |  |
| 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.   | 89      | 61.8%             | 23.6%               | 5.6%              | 3.4%                 | 2.2%                   | 3.4%                | ±             |  |  |  |
| 3. My child's school day has been shortened to accommodate his/her transportation needs.  | 41      | 22.0%             | 14.6%               | 22.0%             | 4.9%                 | 2.4%                   | 34.1%               | ±             |  |  |  |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).  | 45      | 15.6%             | 11.1%               | 8.9%              | 11.1%                | 2.2%                   | 51.1%               | ±             |  |  |  |
| 5. My child is accepted within the school community.  | 89      | 61.8%             | 18.0%               | 11.2%             | 1.1%                 | 1.1%                   | 6.7%                | ±             |  |  |  |
| 6. My child's IEP is meeting his or her educational needs.  | 93      | 45.2%             | 22.6%               | 8.6%              | 5.4%                 | 6.5%                   | 4.3%                | 7.5%          |  |  |  |
| 7. All special education services identified in my child's IEP have been provided.  | 90      | 46.7%             | 18.9%               | 13.3%             | 4.4%                 | 0.0%                   | 7.8%                | 8.9%          |  |  |  |
| 8. Staff is appropriately trained and able to provide my child's specific program and services.   | 92      | 42.4%             | 25.0%               | 15.2%             | 6.5%                 | 0.0%                   | 6.5%                | 4.3%          |  |  |  |
| 9. Special education teachers make accommodations and modifications as indicated on my child's IEP.   | 89      | 42.7%             | 31.5%               | 11.2%             | 3.4%                 | 0.0%                   | 4.5%                | 6.7%          |  |  |  |
| 10. General education teachers make accommodations and modifications as indicated on my child's IEP.  | 84      | 36.9%             | 25.0%               | 13.1%             | 7.1%                 | 0.0%                   | 6.0%                | 11.9%         |  |  |  |
| 11. General education and special education teachers work together to assure that my child's IEP is being implemented.                                      | 87      | 42.5%             | 21.8%               | 12.6%             | 3.4%                 | 2.3%                   | 5.7%                | 11.5%         |  |  |  |
| Participation in Developing and   | l Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |  |  |  |
| 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. | 92      | 43.5%             | 27.2%               | 15.2%             | 2.2%                 | 4.3%                   | 7.6%                | ±             |  |  |  |
| 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.                         | 89      | 56.2%             | 23.6%               | 11.2%             | 1.1%                 | 4.5%                   | 3.4%                | ±             |  |  |  |
| 14. I understand what is discussed at meetings to develop my child's IEP.   | 88      | 61.4%             | 25.0%               | 6.8%              | 2.3%                 | 3.4%                   | 1.1%                | ±             |  |  |  |
| 15. My concerns and recommendations are documented in the development of my child's IEP.  | 89      | 57.3%             | 23.6%               | 10.1%             | 4.5%                 | 1.1%                   | 3.4%                | ±             |  |  |  |
| 16. My child's evaluation report is written in terms I understand.  | 91      | 59.3%             | 24.2%               | 6.6%              | 5.5%                 | 2.2%                   | 2.2%                | ±             |  |  |  |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.  | 91      | 61.5%             | 22.0%               | 7.7%              | 2.2%                 | 2.2%                   | 4.4%                | ±             |  |  |  |

## **Bridgeport Survey Response Table – continued**

| Diagoport survey   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |  |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|--|--|
| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |  |  |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 91       | 48.4%             | 26.4%               | 13.2%             | 5.5%                 | 0.0%                   | 6.6%                | ±             |  |  |  |  |  |
| <ul><li>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.</li></ul>                               | 89       | 50.6%             | 23.6%               | 16.9%             | 6.7%                 | 1.1%                   | 1.1%                | ±             |  |  |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 91       | 52.7%             | 18.7%               | 5.5%              | 13.2%                | 3.3%                   | 6.6%                | ±             |  |  |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | 39       | 69.2%             | 17.9%               | 5.1%              | 2.6%                 | 2.6%                   | 2.6%                | ±             |  |  |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 39       | 61.5%             | 25.6%               | 5.1%              | 5.1%                 | 0.0%                   | 2.6%                | ±             |  |  |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 80       | 33.8%             | 27.5%               | 11.3%             | 1.3%                 | 0.0%                   | 11.3%               | 15.0%         |  |  |  |  |  |
| My Child's Participation   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 89       | 62.9%             | 19.1%               | 9.0%              | 5.6%                 | 0.0%                   | 3.4%                | ±             |  |  |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 78       | 53.8%             | 25.6%               | 7.7%              | 7.7%                 | 0.0%                   | 5.1%                | ±             |  |  |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 52       | 11.5%             | 5.8%                | 5.8%              | 13.5%                | 11.5%                  | 51.9%               | ±             |  |  |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 74       | 29.7%             | 14.9%               | 12.2%             | 4.1%                 | 4.1%                   | 12.2%               | 23.0%         |  |  |  |  |  |
| Transition Plans   | ning fo  | r Presc           | hoolers             | \$                |                      |                        |                     |               |  |  |  |  |  |
| Answer only if your child has transitioned from early interver   | ntion (B | irth to Tl        | hree Syst           | em) to P          | reschool             | l in the p             | ast 3 yea           | ars.          |  |  |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 29       | 55.2%             | 20.7%               | 6.9%              | 6.9%                 | 0.0%                   | 10.3%               | ±             |  |  |  |  |  |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |  |  |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 30       | 33.3%             | 33.3%               | 6.7%              | 6.7%                 | 6.7%                   | 13.3%               | ±             |  |  |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 30       | 20.0%             | 26.7%               | 16.7%             | 3.3%                 | 3.3%                   | 6.7%                | 23.3%         |  |  |  |  |  |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |  |  |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 23       | 47.8%             | 8.7%                | 17.4%             | 4.3%                 | 0.0%                   | 21.7%               | ±             |  |  |  |  |  |
|  |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |  |

### **Bridgeport Survey Response Table – continued**

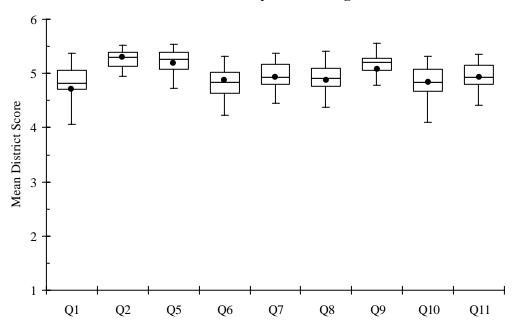
| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 32. The school district actively encourages my child to attend  | 42      | 69.0%             | 19.0%               | 4.8%              | 4.8%                 | 2.4%                   | 0.0%                |               |  |  |
| and participate in PPT meetings.  | 42      | 09.0%             | 19.0%               | 4.8%              | 4.8%                 | 2.4%                   | 0.0%                | ±             |  |  |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 33. My child is age 15 or 16 and the PPT discussed an   | 29      | 58.6%             | 17.2%               | 13.8%             | 0.0%                 | 6.9%                   | 3.4%                | ±             |  |  |
| appropriate course of study at the high school.   | 29      | 36.070            | 17.270              | 13.670            | 0.0%                 | 0.5%                   | 3.470               |               |  |  |
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 31      | 48.4%             | 25.8%               | 6.5%              | 3.2%                 | 0.0%                   | 16.1%               | ±             |  |  |
| Parent Training and Support   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 52      | 15.4%             | 11.5%               | 15.4%             | 7.7%                 | 9.6%                   | 40.4%               | ±             |  |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 50      | 16.0%             | 12.0%               | 8.0%              | 10.0%                | 10.0%                  | 44.0%               | ±             |  |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 65      | 26.2%             | 12.3%               | 7.7%              | 9.2%                 | 1.5%                   | 16.9%               | 26.2%         |  |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 70      | 15.7%             | 11.4%               | 2.9%              | 7.1%                 | 1.4%                   | 18.6%               | 42.9%         |  |  |
| My Ch   | ild's S | kills             |                     |                   |                      |                        |                     |               |  |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 82      | 45.1%             | 19.5%               | 11.0%             | 8.5%                 | 4.9%                   | 11.0%               | ±             |  |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 77      | 40.3%             | 22.1%               | 10.4%             | 9.1%                 | 5.2%                   | 13.0%               | ±             |  |  |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

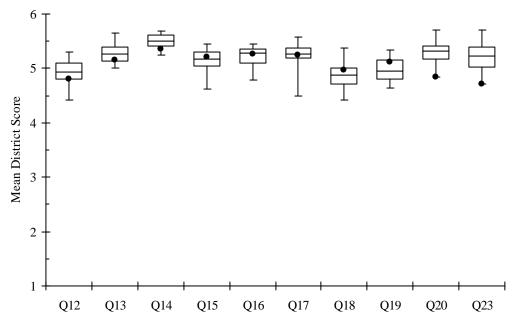
#### **Bridgeport Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



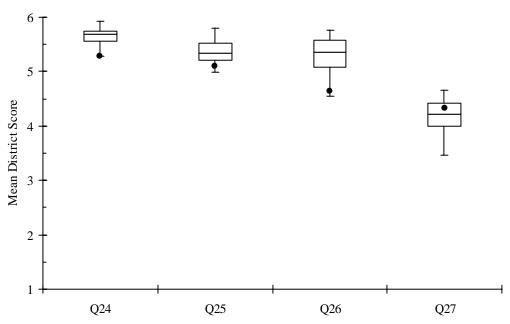
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



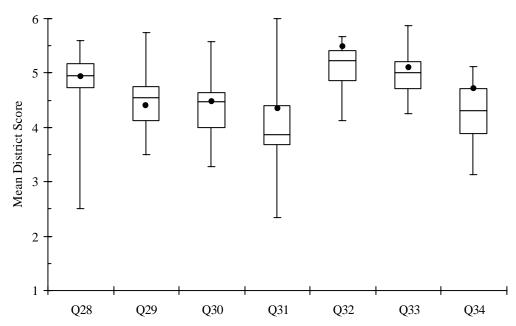
#### Bridgeport Box-and-Whisker Charts - continued

### My Child's Participation



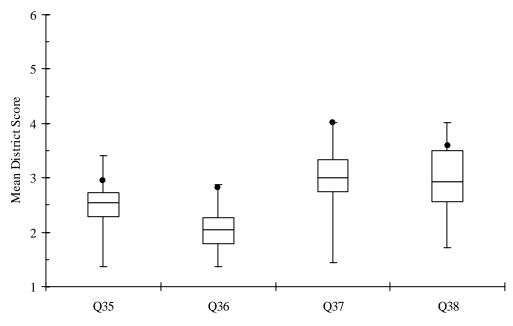
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



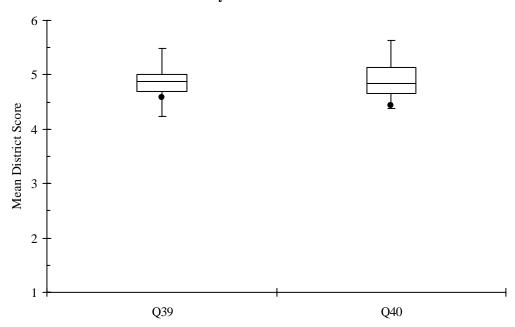
#### Bridgeport Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

### My Child's Skills



# **Bridgeport Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 10 | 40.0%   |
| Pleased with Staff                             | 3  | 12.0%   |
| Pleased with Communication and Parent Support  | 2  | 8.0%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 1  | 4.0%    |
| Change in Satisfaction                         | 2  | 8.0%    |
| Dissatisfied Previously, Now Satisfied         | 2  | 8.0%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 5  | 20.0%   |
| Problems with Staff                            | 2  | 8.0%    |
| Problems with Communication and Parent Support | 4  | 16.0%   |
| Problems with Services                         | 6  | 24.0%   |
| Need for Additional Activities/Services        | 3  | 12.0%   |
| Needs of Specific Disability Not Met           | 0  | 0.0%    |
| Instructional and Curricular Concerns          | 6  | 24.0%   |
| Dissatisfied with Transition                   | 3  | 12.0%   |
| Concerns with Child's Progress or Future       | 1  | 4.0%    |
| Other Comments or Concerns                     | 1  | 4.0%    |

Percent totals are based on the 25 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Brookfield Survey Response Table**

| CT Special Education Parent Survey Item                        | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | му С    | hild's F          | rogran              | n.                |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education    | 5.4     | 25.20/            | 27.00/              | 12.00/            | 5.60/                | 2.70/                  | 5.60/               |               |
| program.   | 54      | 35.2%             | 37.0%               | 13.0%             | 5.6%                 | 3.7%                   | 5.6%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a  | E 1     | 52.70/            | 24.10/              | 14.00/            | 0.00/                | 2.70/                  | 2.70/               |               |
| regular basis to discuss my questions and concerns.            | 54      | 53.7%             | 24.1%               | 14.8%             | 0.0%                 | 3.7%                   | 3.7%                | ±             |
| 3. My child's school day has been shortened to                 | 0       | 0.00/             | 11 10/              | 11 10/            | 0.00/                | 0.00/                  | 77.00/              |               |
| accommodate his/her transportation needs.                      | 9       | 0.0%              | 11.1%               | 11.1%             | 0.0%                 | 0.0%                   | 77.8%               | ±             |
| 4. My child has been sent home from school due to              | 22      | 4.50/             | 4.50/               | 0.10/             | 0.00/                | 0.00/                  | 01.00/              |               |
| behavioral difficulties (not considered suspension).           | 22      | 4.5%              | 4.5%                | 9.1%              | 0.0%                 | 0.0%                   | 81.8%               | ±             |
|  | 52      | 40.10/            | 20.20/              | 15 10/            | 1.00/                | 0.00/                  | 5.70/               | _             |
| 5. My child is accepted within the school community.           | 53      | 49.1%             | 28.3%               | 15.1%             | 1.9%                 | 0.0%                   | 5.7%                | ±             |
|  | - A     | 25.20/            | 25.20/              | 0.20/             | 11.10/               | 1.00/                  | 2.70/               | 2.70/         |
| 6. My child's IEP is meeting his or her educational needs.     | 54      | 35.2%             | 35.2%               | 9.3%              | 11.1%                | 1.9%                   | 3.7%                | 3.7%          |
| 7. All special education services identified in my child's IEP |         |                   |                     |                   |                      |                        |                     |               |
| have been provided.  | 54      | 46.3%             | 29.6%               | 3.7%              | 3.7%                 | 11.1%                  | 3.7%                | 1.9%          |
| 8. Staff is appropriately trained and able to provide my       |         |                   |                     |                   |                      |                        |                     |               |
| child's specific program and services.                         | 55      | 38.2%             | 32.7%               | 10.9%             | 9.1%                 | 3.6%                   | 5.5%                | 0.0%          |
| Special education teachers make accommodations and             |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                  | 52      | 53.8%             | 26.9%               | 13.5%             | 1.9%                 | 0.0%                   | 3.8%                | 0.0%          |
| 10. General education teachers make accommodations and         |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                  | 47      | 34.0%             | 27.7%               | 19.1%             | 12.8%                | 2.1%                   | 4.3%                | 0.0%          |
| 11. General education and special education teachers work      |         |                   |                     |                   |                      |                        |                     |               |
| together to assure that my child's IEP is being                | 49      | 32.7%             | 32.7%               | 14.3%             | 8.2%                 | 6.1%                   | 6.1%                | 0.0%          |
| , ,  | 47      | 32.170            | 32.170              | 14.5%             | 0.270                | 0.170                  | 0.170               | 0.0%          |
| implemented.   |         |                   |                     | ~                 |                      |                        |                     |               |
| Participation in Developing and                                | l Imple | ementii           | ng My               | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers          |         |                   |                     |                   |                      |                        |                     |               |
| encourage parent involvement in order to improve               | 54      | 33.3%             | 37.0%               | 11.1%             | 7.4%                 | 5.6%                   | 5.6%                | ±             |
| services and results for children with disabilities.           |         |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized           |         |                   |                     |                   |                      |                        |                     |               |
| Education Plan (IEP), I feel encouraged to give input and      | 55      | 60.0%             | 27.3%               | 9.1%              | 1.8%                 | 0.0%                   | 1.8%                | ±             |
| express my concerns.   |         |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my   |         |                   |                     |                   |                      |                        |                     |               |
| child's IEP.   | 55      | 67.3%             | 29.1%               | 1.8%              | 1.8%                 | 0.0%                   | 0.0%                | ±             |
| 15. My concerns and recommendations are documented in          |         |                   |                     |                   |                      |                        |                     |               |
| the development of my child's IEP.                             | 54      | 51.9%             | 29.6%               | 9.3%              | 5.6%                 | 0.0%                   | 3.7%                | ±             |
| 16. My child's evaluation report is written in terms I         |         |                   |                     |                   |                      |                        |                     |               |
| understand.  | 55      | 56.4%             | 30.9%               | 7.3%              | 1.8%                 | 3.6%                   | 0.0%                | ±             |
| 17. PPT meetings for my child have been scheduled at times     |         |                   |                     |                   |                      |                        |                     |               |
| and places that met my needs.                                  | 55      | 63.6%             | 18.2%               | 9.1%              | 3.6%                 | 1.8%                   | 3.6%                | ±             |
| and places that met my needs.                                  |         |                   |                     |                   |                      |                        |                     |               |

## **Brookfield Survey Response Table – continued**

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 54        | 40.7%             | 27.8%               | 18.5%             | 1.9%                 | 5.6%                   | 5.6%                | ±             |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 54        | 29.6%             | 38.9%               | 18.5%             | 5.6%                 | 1.9%                   | 5.6%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 55        | 58.2%             | 25.5%               | 3.6%              | 7.3%                 | 0.0%                   | 5.5%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 45        | 75.6%             | 13.3%               | 4.4%              | 2.2%                 | 0.0%                   | 4.4%                | 0.0%          |  |  |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 49        | 79.6%             | 10.2%               | 6.1%              | 0.0%                 | 0.0%                   | 4.1%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 47        | 76.6%             | 6.4%                | 4.3%              | 0.0%                 | 8.5%                   | 4.3%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 36        | 16.7%             | 5.6%                | 5.6%              | 2.8%                 | 2.8%                   | 66.7%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 23        | 17.4%             | 30.4%               | 13.0%             | 8.7%                 | 8.7%                   | 17.4%               | 4.3%          |  |  |  |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 12        | 58.3%             | 33.3%               | 0.0%              | 0.0%                 | 0.0%                   | 8.3%                | ±             |  |  |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 21        | 23.8%             | 28.6%               | 19.0%             | 4.8%                 | 9.5%                   | 14.3%               | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 13        | 38.5%             | 7.7%                | 0.0%              | 15.4%                | 0.0%                   | 23.1%               | 15.4%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT meets   | ing.      |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | _                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
|  |           |                   |                     | $T_{\alpha}$      |                      |                        |                     |               |  |  |  |

### **Brookfield Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 32. The school district actively encourages my child to attend  | 13      | 69.2%             | 0.0%                | 7.7%              | 0.0%                 | 0.0%                   | 23.1%               |               |  |  |
| and participate in PPT meetings.  | 13      | 09.2%             | 0.0%                | 7.7%              | 0.0%                 | 0.0%                   | 23.1%               | ±             |  |  |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 33. My child is age 15 or 16 and the PPT discussed an   | 8       | 37.5%             | 25.0%               | 12.5%             | 12.5%                | 0.0%                   | 12.5%               | ±             |  |  |
| appropriate course of study at the high school.   | 0       | 37.370            | 23.070              | 12.570            | 12.570               | 0.0%                   | 12.570              | Ι.            |  |  |
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 10      | 30.0%             | 20.0%               | 20.0%             | 10.0%                | 10.0%                  | 10.0%               | ±             |  |  |
| Parent Training and Support   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 39      | 0.0%              | 5.1%                | 5.1%              | 7.7%                 | 2.6%                   | 79.5%               | ±             |  |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 39      | 5.1%              | 2.6%                | 7.7%              | 5.1%                 | 10.3%                  | 69.2%               | ±             |  |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 47      | 0.0%              | 0.0%                | 8.5%              | 0.0%                 | 8.5%                   | 53.2%               | 29.8%         |  |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 48      | 0.0%              | 6.3%                | 4.2%              | 2.1%                 | 0.0%                   | 45.8%               | 41.7%         |  |  |
| My Ch   | ild's S | kills             |                     |                   |                      |                        |                     |               |  |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 51      | 31.4%             | 35.3%               | 17.6%             | 9.8%                 | 2.0%                   | 3.9%                | ±             |  |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 49      | 36.7%             | 36.7%               | 10.2%             | 6.1%                 | 4.1%                   | 6.1%                | ±             |  |  |

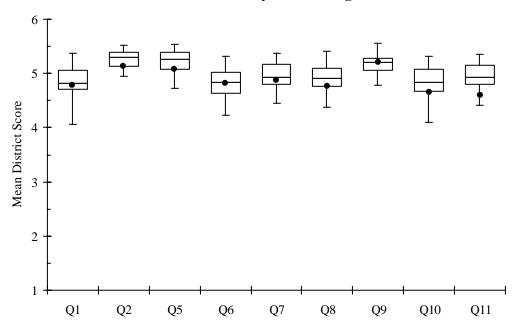
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

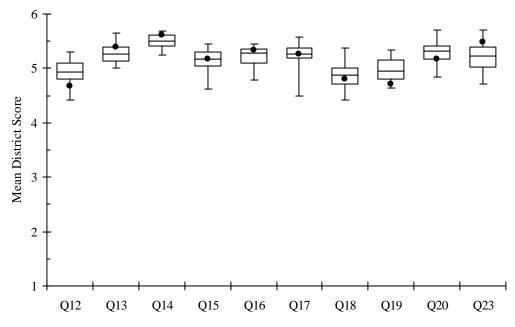
#### **Brookfield Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



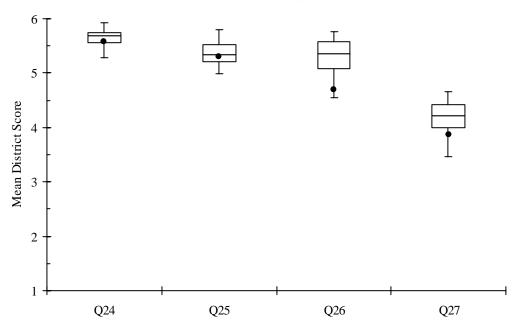
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



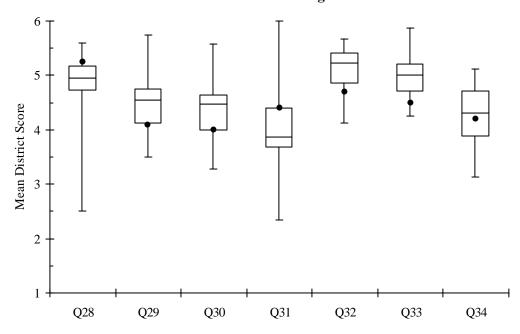
#### **Brookfield Box-and-Whisker Charts - continued**

### My Child's Participation



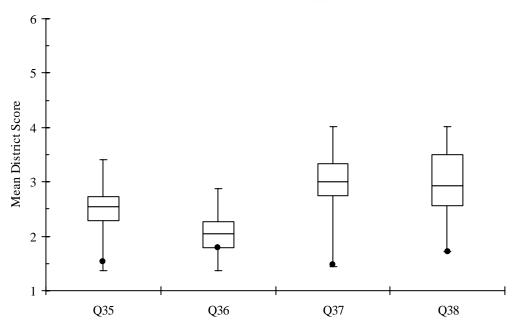
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



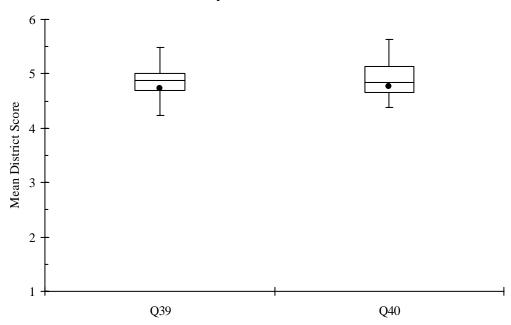
#### **Brookfield Box-and-Whisker Charts - continued**

#### **Parent Training and Support**



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

### My Child's Skills



# **Brookfield Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 8  | 22.2%   |
| Pleased with Staff                             | 14 | 38.9%   |
| Pleased with Communication and Parent Support  | 1  | 2.8%    |
| Pleased with Transition Process and Staff      | 1  | 2.8%    |
| Somewhat Satisfied                             | 1  | 2.8%    |
| Change in Satisfaction                         | 3  | 8.3%    |
| Dissatisfied Previously, Now Satisfied         | 1  | 2.8%    |
| Satisfied Previously, Now Dissatisfied         | 2  | 5.6%    |
| Problems with Program                          | 7  | 19.4%   |
| Problems with Staff                            | 5  | 13.9%   |
| Problems with Communication and Parent Support | 7  | 19.4%   |
| Problems with Services                         | 8  | 22.2%   |
| Need for Additional Activities/Services        | 5  | 13.9%   |
| Needs of Specific Disability Not Met           | 2  | 5.6%    |
| Instructional and Curricular Concerns          | 11 | 30.6%   |
| Dissatisfied with Transition                   | 2  | 5.6%    |
| Concerns with Child's Progress or Future       | 1  | 2.8%    |
| Other Comments or Concerns                     | 1  | 2.8%    |

Percent totals are based on the 36 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Cheshire Survey Response Table**

|     | Cheshire but vey Response Table   |         |                   |                     |                   |                      |                        |                     |               |  |  |
|-----|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
|     | CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
|     | Satisfaction with   | му С    | hild's F          | Progran             | n.                |                      |                        |                     |               |  |  |
| 1.  | I am satisfied with my child's overall special education  | 143     | 44.1%             | 39.2%               | 7.7%              | 2.1%                 | 4.2%                   | 2.8%                |               |  |  |
|     | program.  | 143     | 44.1%             | 39.2%               | 7.7%              | 2.1%                 | 4.2%                   | 2.8%                | ±             |  |  |
| 2.  | I have the opportunity to talk to my child's teachers on a  | 143     | 65.0%             | 25.2%               | 5.6%              | 1.4%                 | 1.4%                   | 1.4%                | _             |  |  |
|     | regular basis to discuss my questions and concerns.   | 143     | 03.070            | 23.270              | 3.070             | 1.4/0                | 1.4/0                  | 1.4/0               | ±             |  |  |
|     | My child's school day has been shortened to   | 32      | 6.3%              | 6.3%                | 9.4%              | 9.4%                 | 3.1%                   | 65.6%               | ±             |  |  |
|     | accommodate his/her transportation needs.   | 32      | 0.370             | 0.370               | 2.170             | 2.170                | 3.170                  | 03.070              |               |  |  |
|     | My child has been sent home from school due to  | 47      | 2.1%              | 8.5%                | 8.5%              | 2.1%                 | 0.0%                   | 78.7%               | ±             |  |  |
|     | behavioral difficulties (not considered suspension).  | . ,     | 2.170             | 0.570               | 0.570             | 2.170                | 0.070                  | 70.770              |               |  |  |
| 5.  | My child is accepted within the school community.   | 141     | 68.8%             | 17.0%               | 6.4%              | 2.8%                 | 1.4%                   | 3.5%                | ±             |  |  |
|     | ,   |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 6.  | My child's IEP is meeting his or her educational needs.   | 141     | 43.3%             | 37.6%               | 7.1%              | 3.5%                 | 5.0%                   | 2.8%                | 0.7%          |  |  |
|     |   |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | All special education services identified in my child's IEP                                       | 142     | 57.7%             | 21.8%               | 11.3%             | 4.2%                 | 1.4%                   | 3.5%                | 0.0%          |  |  |
|     | have been provided.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | Staff is appropriately trained and able to provide my   | 142     | 54.2%             | 24.6%               | 9.2%              | 3.5%                 | 2.8%                   | 4.2%                | 1.4%          |  |  |
|     | child's specific program and services.  |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | Special education teachers make accommodations and  | 139     | 57.6%             | 25.9%               | 10.1%             | 1.4%                 | 1.4%                   | 3.6%                | 0.0%          |  |  |
|     | modifications as indicated on my child's IEP.  General education teachers make accommodations and |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     |   | 127     | 40.9%             | 32.3%               | 12.6%             | 1.6%                 | 6.3%                   | 5.5%                | 0.8%          |  |  |
|     | modifications as indicated on my child's IEP.   |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | General education and special education teachers work   | 100     | 44.40/            | 20.00/              | 10.50/            | 1.50/                | 4.50/                  | 5.20/               | 0.00/         |  |  |
|     | together to assure that my child's IEP is being   | 133     | 44.4%             | 30.8%               | 13.5%             | 1.5%                 | 4.5%                   | 5.3%                | 0.0%          |  |  |
|     | implemented.  |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | Participation in Developing and   | l Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |  |  |
|     | In my child's school, administrators and teachers   |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | encourage parent involvement in order to improve  | 140     | 50.0%             | 28.6%               | 12.9%             | 5.7%                 | 0.0%                   | 2.9%                | ±             |  |  |
|     | services and results for children with disabilities.  |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 13. | At meetings to develop my child's Individualized  |         |                   |                     |                   |                      |                        |                     |               |  |  |
|     | Education Plan (IEP), I feel encouraged to give input and   | 143     | 68.5%             | 22.4%               | 4.9%              | 2.1%                 | 1.4%                   | 0.7%                | ±             |  |  |
|     | express my concerns.  |         |                   |                     |                   |                      |                        |                     |               |  |  |
| 14. | I understand what is discussed at meetings to develop my  | 142     | 72.00/            | 19.0%               | 2 50/             | 2.90/                | 0.7%                   | 0.0%                |               |  |  |
|     | child's IEP.  | 142     | 73.9%             | 19.0%               | 3.5%              | 2.8%                 | 0.7%                   | 0.0%                | ±             |  |  |
|     | My concerns and recommendations are documented in   | 1.4.1   | 55 20/            | 25.50/              | 10 60/            | 2 10/                | 2 10/                  | 4.20/               |               |  |  |
|     | the development of my child's IEP.  | 141     | 55.3%             | 25.5%               | 10.6%             | 2.1%                 | 2.1%                   | 4.3%                | ±             |  |  |
|     | My child's evaluation report is written in terms I  | 142     | 50.20/            | 26 10/              | 12.00/            | 0.70/                | 0.00/                  | 2 10/               |               |  |  |
|     | understand.   | 142     | 59.2%             | 26.1%               | 12.0%             | 0.7%                 | 0.0%                   | 2.1%                | ±             |  |  |
| 17. | PPT meetings for my child have been scheduled at times  | 143     | 68.5%             | 14.7%               | 9.1%              | 3.5%                 | 2.8%                   | 1.4%                |               |  |  |
|     | and places that met my needs.   | 143     | 00.570            | 14./70              | J.170             | 3.370                | 2.070                  | 1.470               | ±             |  |  |

## **Cheshire Survey Response Table – continued**

| n  | STRONGLY<br>Agree  | MODERATELY<br>Agree  | SLIGHTLY<br>Agree  | SLIGHTLY<br>Disagree  | MODERATELY<br>Disagree   | STRONLY<br>Disagree   | DON'T<br>KNOW  |  |  |
|--|--|--|--|---|--|---|--|--|--|
| 138  | 53.6%  | 28.3%  | 10.1%  | 2.2%  | 2.2%   | 3.6%  | ±  |  |  |
| 139  | 48.2%  | 32.4%  | 12.9%  | 2.9%  | 1.4%   | 2.2%  | ±  |  |  |
| 139  | 69.8%  | 16.5%  | 2.2%   | 4.3%  | 2.2%   | 5.0%  | ±  |  |  |
| ±±   | -  | -  | ı  | ı   | ı  | ı   | ±  |  |  |
| ±±   | -  | -  | -  | -   | -  | -   | ±  |  |  |
| 120  | 71.7%  | 10.8%  | 3.3%   | 0.0%  | 1.7%   | 9.2%  | 3.3%   |  |  |
| s Partic                                   | cipation   | n  |  |   |  |   |  |  |  |
| 134  | 87.3%  | 6.7%   | 2.2%   | 0.7%  | 1.5%   | 1.5%  | ±  |  |  |
| 122  | 74.6%  | 8.2%   | 9.8%   | 1.6%  | 1.6%   | 4.1%  | ±  |  |  |
| 79   | 2.5%   | 3.8%   | 1.3%   | 3.8%  | 2.5%   | 86.1%   | ±  |  |  |
| 50   | 34.0%  | 16.0%  | 4.0%   | 4.0%  | 4.0%   | 24.0%   | 14.0%  |  |  |
| ning fo                                    | r Presc  | hoolers  | ;  |   |  |   |  |  |  |
| ntion (Bi                                  | rth to Thi   | ree Syste  | m) to Pr   | eschool i   | in the pa  | st 3 year   | s.   |  |  |
| 25   | 76.0%  | 8.0%   | 0.0%   | 4.0%  | 8.0%   | 4.0%  | ±  |  |  |
| Transition Planning for Secondary Students |  |  |  |   |  |   |  |  |  |
| 42   | 47.6%  | 11.9%  | 19.0%  | 4.8%  | 2.4%   | 14.3%   | ±  |  |  |
| 25   | 40.0%  | 8.0%   | 4.0%   | 4.0%  | 4.0%   | 28.0%   | 12.0%  |  |  |
| ting.                                      |  |  |  |   |  |   |  |  |  |
| 17   | 35.3%  | 17.6%  | 17.6%  | 11.8%   | 5.9%   | 11.8%   | ±  |  |  |
|  | 138 139 139 139 139 14± 120 134 122 79 50 ning for Se 42 25 tting. | 138 53.6%  139 48.2%  139 69.8%  ±± -  120 71.7%  S Participation  134 87.3%  122 74.6%  79 2.5%  50 34.0%  ming for Prescintion (Birth to Thing 125 76.0%)  g for Secondar  42 47.6%  25 40.0%  ting. | 138   53.6%   28.3%     139   48.2%   32.4%     139   69.8%   16.5%     ±± | 138   53.6%   28.3%   10.1%     139   48.2%   32.4%   12.9%     139   69.8%   16.5%   2.2%     ±± | 138   53.6%   28.3%   10.1%   2.2%     139   48.2%   32.4%   12.9%   2.9%     139   69.8%   16.5%   2.2%   4.3%     ±± | 138   53.6%   28.3%   10.1%   2.2%   2.2%     139   48.2%   32.4%   12.9%   2.9%   1.4%     139   69.8%   16.5%   2.2%   4.3%   2.2%     ±± | 138   53.6%   28.3%   10.1%   2.2%   2.2%   3.6%     139   48.2%   32.4%   12.9%   2.9%   1.4%   2.2%     139   69.8%   16.5%   2.2%   4.3%   2.2%   5.0%     ±± |  |  |

### **Cheshire Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n      | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|--------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 50     | 80.0%             | 6.0%                | 2.0%              | 4.0%                 | 0.0%                   | 8.0%                | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |        |                   |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 27     | 63.0%             | 14.8%               | 11.1%             | 3.7%                 | 0.0%                   | 7.4%                | ±             |  |
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 38     | 34.2%             | 18.4%               | 5.3%              | 7.9%                 | 10.5%                  | 23.7%               | ±             |  |
| Parent Train  | ing an | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 77     | 18.2%             | 13.0%               | 2.6%              | 7.8%                 | 3.9%                   | 54.5%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 73     | 6.8%              | 11.0%               | 8.2%              | 6.8%                 | 5.5%                   | 61.6%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 111    | 13.5%             | 9.0%                | 9.0%              | 7.2%                 | 4.5%                   | 24.3%               | 32.4%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 108    | 8.3%              | 8.3%                | 12.0%             | 3.7%                 | 2.8%                   | 26.9%               | 38.0%         |  |
| My Child's Skills   |        |                   |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 124    | 63.7%             | 20.2%               | 8.1%              | 1.6%                 | 4.8%                   | 1.6%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 121    | 67.8%             | 16.5%               | 8.3%              | 1.7%                 | 3.3%                   | 2.5%                | ±             |  |

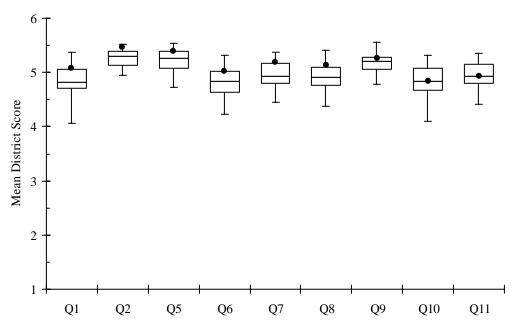
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

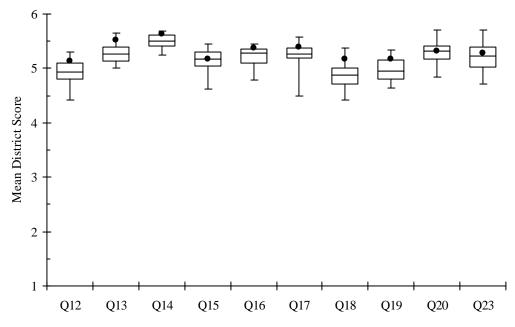
#### **Cheshire Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



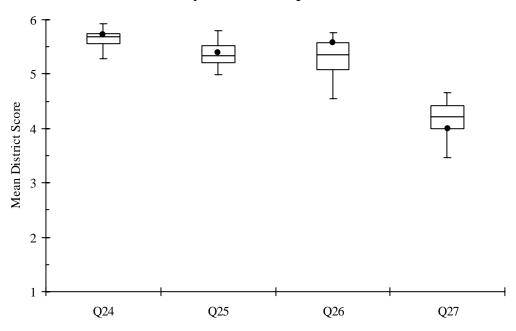
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



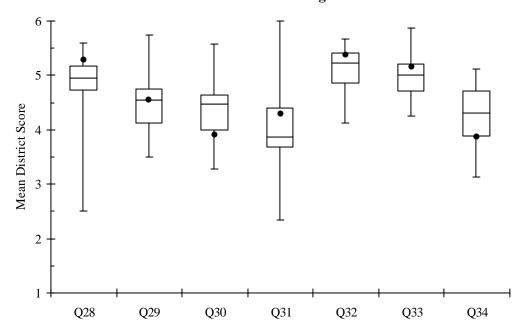
#### Cheshire Box-and-Whisker Charts - continued

### My Child's Participation



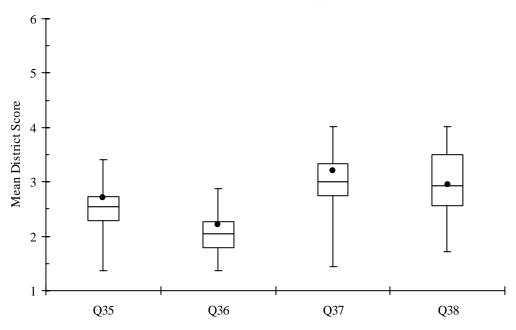
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



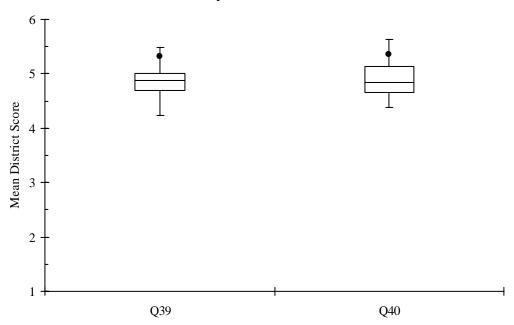
#### Cheshire Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

### My Child's Skills



# **Cheshire Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 16 | 22.9%   |
| Pleased with Staff                             | 21 | 30.0%   |
| Pleased with Communication and Parent Support  | 2  | 2.9%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 2  | 2.9%    |
| Change in Satisfaction                         | 9  | 12.9%   |
| Dissatisfied Previously, Now Satisfied         | 7  | 10.0%   |
| Satisfied Previously, Now Dissatisfied         | 2  | 2.9%    |
| Problems with Program                          | 16 | 22.9%   |
| Problems with Staff                            | 14 | 20.0%   |
| Problems with Communication and Parent Support | 15 | 21.4%   |
| Problems with Services                         | 15 | 21.4%   |
| Need for Additional Activities/Services        | 5  | 7.1%    |
| Needs of Specific Disability Not Met           | 3  | 4.3%    |
| Instructional and Curricular Concerns          | 10 | 14.3%   |
| Dissatisfied with Transition                   | 3  | 4.3%    |
| Concerns with Child's Progress or Future       | 1  | 1.4%    |
| Other Comments or Concerns                     | 5  | 7.1%    |

Percent totals are based on the 70 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Colchester Survey Response Table**

| CT Special Education Parent Survey Item  | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | и Му С  | hild's F          | Progran             | n .               |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education  | 88      | 50.0%             | 29.5%               | 13.6%             | 0.0%                 | 2.3%                   | 4.5%                | ±             |
| program.   |         | 20.070            | 27.670              | 10.070            | 0.070                | 2.070                  | 110 70              | _             |
| 2. I have the opportunity to talk to my child's teachers on a  | 89      | 58.4%             | 30.3%               | 9.0%              | 0.0%                 | 2.2%                   | 0.0%                | ±             |
| regular basis to discuss my questions and concerns.  |         |                   |                     |                   |                      |                        |                     |               |
| 3. My child's school day has been shortened to   | 12      | 16.7%             | 8.3%                | 16.7%             | 0.0%                 | 8.3%                   | 50.0%               | ±             |
| accommodate his/her transportation needs.  |         |                   |                     |                   |                      |                        |                     |               |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). | 27      | 7.4%              | 3.7%                | 3.7%              | 3.7%                 | 3.7%                   | 77.8%               | ±             |
| benavioral difficulties (not considered suspension).   |         |                   |                     |                   |                      |                        |                     |               |
| 5. My child is accepted within the school community.   | 86      | 62.8%             | 25.6%               | 8.1%              | 1.2%                 | 1.2%                   | 1.2%                | ±             |
|  |         |                   |                     |                   |                      |                        |                     |               |
| 6. My child's IEP is meeting his or her educational needs.   | 90      | 46.7%             | 31.1%               | 13.3%             | 4.4%                 | 1.1%                   | 3.3%                | 0.0%          |
| 7. All special education services identified in my child's IEP   |         |                   |                     |                   |                      |                        |                     |               |
| have been provided.  | 90      | 52.2%             | 26.7%               | 11.1%             | 4.4%                 | 3.3%                   | 1.1%                | 1.1%          |
| 8. Staff is appropriately trained and able to provide my   | 00      | 56.70/            | 10.00/              | 17.00/            | 2.20/                | 1 10/                  | 2.20/               | 0.00/         |
| child's specific program and services.   | 90      | 56.7%             | 18.9%               | 17.8%             | 2.2%                 | 1.1%                   | 3.3%                | 0.0%          |
| 9. Special education teachers make accommodations and  | 84      | 61.9%             | 23.8%               | 11.9%             | 0.0%                 | 2.4%                   | 0.0%                | 0.0%          |
| modifications as indicated on my child's IEP.  | 04      | 01.9%             | 23.6%               | 11.9%             | 0.0%                 | 2.4%                   | 0.0%                | 0.0%          |
| 10. General education teachers make accommodations and   | 78      | 48.7%             | 29.5%               | 11.5%             | 5.1%                 | 2.6%                   | 1.3%                | 1.3%          |
| modifications as indicated on my child's IEP.  | 70      | 40.770            | 27.570              | 11.570            | 3.170                | 2.070                  | 1.570               | 1.570         |
| 11. General education and special education teachers work  |         |                   |                     |                   |                      |                        |                     |               |
| together to assure that my child's IEP is being  | 78      | 52.6%             | 26.9%               | 11.5%             | 5.1%                 | 1.3%                   | 2.6%                | 0.0%          |
| implemented.   |         |                   |                     |                   |                      |                        |                     |               |
| Participation in Developing and  | l Imple | ementi            | ng My (             | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers  |         |                   |                     |                   |                      |                        |                     |               |
| encourage parent involvement in order to improve   | 86      | 52.3%             | 24.4%               | 15.1%             | 0.0%                 | 5.8%                   | 2.3%                | ±             |
| services and results for children with disabilities.   |         |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized   |         |                   |                     |                   |                      |                        |                     |               |
| Education Plan (IEP), I feel encouraged to give input and  | 90      | 67.8%             | 17.8%               | 7.8%              | 2.2%                 | 2.2%                   | 2.2%                | ±             |
| express my concerns.   |         |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my   | 90      | 71 10/            | 17 00/              | 6.70/             | 2.20/                | 0.00/                  | 1 10/               |               |
| child's IEP.   | 90      | 71.1%             | 17.8%               | 6.7%              | 3.3%                 | 0.0%                   | 1.1%                | ±             |
| 15. My concerns and recommendations are documented in  | 87      | 60.9%             | 24.1%               | 10.3%             | 1.1%                 | 0.0%                   | 3.4%                | ±             |
| the development of my child's IEP.   | 07      | 00.770            | ۷-۲.1 /0            | 10.3/0            | 1.1/0                | 0.070                  | J.∓/0               | -             |
| 16. My child's evaluation report is written in terms I   | 90      | 57.8%             | 26.7%               | 8.9%              | 6.7%                 | 0.0%                   | 0.0%                | ±             |
| understand.  | 70      | 57.070            | 20.770              | 0.770             | 0.770                | 0.070                  | 0.070               |               |
| 17. PPT meetings for my child have been scheduled at times   | 90      | 64.4%             | 21.1%               | 8.9%              | 2.2%                 | 0.0%                   | 3.3%                | ±             |
| and places that met my needs.  |         |                   |                     | , ,               |                      | , ,                    | , -                 |               |

## **Colchester Survey Response Table – continued**

| 18. At my child's PPT, the school district proposed programs and services to meet my child's IEP within 5 school be an equal partner with my child's IEP within 5 school days after the PPT.   | •   |           |                   |                     |                   |                      |                        |                     |               |
|--|---|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's 1EP, I am encouraged to be an equal partner with my child's 1EP, I am encouraged to be an equal partner with my child's 1EP, I am encouraged to be an equal partner with my child's 1EP within 5 school days after the PPT.   20. I have received a copy of my child's EP within 5 school days after the PPT.   21. If necessary, a translator was provided at the PPT   22. If necessary, a translator was provided at the PPT   23. The school district proposed the regular classroom for my child as the first placement option.   24. My child has the opportunity to participate in extracurricular school activities such as field trips, assemblies and social events (dances, sports events).   25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.   26. My child has been denied access to non-school sponsored community activities due to his/her disability.   27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities for example, clubs and sports).   26. 6.6%   2.4   | CT Special Education Parent Survey Item   | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
| be an equal partner with my child's teachers and other service providers.  20. I have received a copy of my child's IEP within 5 school days after the PPT.  21. If necessary, a translator was provided at the PPT meetings.  22. The translation services provided at the PPT meetings.  23. The translation services provided at the PPT meetings.  24. The translation services provided at the PPT meetings were useful and accurate.  25. The school district proposed the regular classroom for my child as the first placement option.  26. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  28. I am satisfied with the school district's transition activities 22 (3.6% 13.6% 13.6% 13.6% 0.0% 0.0% 13.8%  |   | 87        | 50.6%             | 19.5%               | 17.2%             | 5.7%                 | 3.4%                   | 3.4%                | ±             |
| days after the PPT.  12. If necessary, a translator was provided at the PPT meetings.  22. The translation services provided at the PPT meetings were useful and accurate.  23. The school district proposed the regular classroom for my child as the first placement option.  My Child's Participation  24. My child has the opportunity to participate in schoolsponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from early intervention (Birth to Turee System) to Preschool in the past 3 years.  28. I am satisfied with the way secondary transition activities were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition services were implemented for my child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 10 50.0% 10.0% 30.0% 0.0% 0.0% 0.0% 10.0 | be an equal partner with my child's teachers and other  | 88        | 54.5%             | 22.7%               | 13.6%             | 3.4%                 | 3.4%                   | 2.3%                | ±             |
| meetings.  22. The translation services provided at the PPT meetings were useful and accurate.  23. The school district proposed the regular classroom for my child as the first placement option.  My Child's Participation  24. My child has the opportunity to participate in schoolsponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child's school provides supports, such as sextra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 and the PPT introduced planning for 10 50.0% 10.0% 3.0% 10.0% 0.0% 0.0% 0.0% 10.0%  | 1 ** *  | 90        | 78.9%             | 15.6%               | 4.4%              | 0.0%                 | 0.0%                   | 1.1%                | ±             |
| were useful and accurate.  8   | · · · · · · · · · · · · · · · · · · ·   | ±±        | 1                 | ı                   | ı                 | 1                    | ı                      | 1                   | ±             |
| My Child's Participation   76   83.2%   13.8%   3.3%   0.0%   2.6%   6.6%   6.6%   | were useful and accurate.   | 8         | 62.5%             | 12.5%               | 25.0%             | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.  28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  31. My child is age 15 and the PPT introduced planning for 10 50.0% 10.0% 30.0% 0.0% 0.0% 10. |   | 76        | 63.2%             | 15.8%               | 5.3%              | 0.0%                 | 2.6%                   | 6.6%                | 6.6%          |
| sponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.  28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for   | My Child's  | Partic    | ipation           | 1                   |                   |                      |                        |                     |               |
| extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.  28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for the past 10 only 10 onl | sponsored activities such as field trips, assemblies and social events (dances, sports events).             | 76        | 84.2%             | 10.5%               | 2.6%              | 1.3%                 | 0.0%                   | 1.3%                | ±             |
| community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  29  | extracurricular school activities such as sports or clubs   | 70        | 81.4%             | 8.6%                | 2.9%              | 1.4%                 | 0.0%                   | 5.7%                | ±             |
| that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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.  20. I am satisfied with the way secondary transition services were implemented for my child.  21. I am satisfied with the way secondary transition services were implemented for my child.  22. So. So. So. So. So. So. So. So. So. So   | 1 · · · · · · · · · · · · · · · · · · ·   | 42        | 2.4%              | 0.0%                | 2.4%              | 2.4%                 | 0.0%                   | 92.9%               | ±             |
| Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.  28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.  22   63.6%   13.6%   13.6%   0.0%   0.0%   9.1%   ±  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  10   58.3%   41.7%   0.0%   0 | that are necessary for my child to participate in extracurricular school activities (for example, clubs and | 29        | 41.4%             | 17.2%               | 6.9%              | 3.4%                 | 3.4%                   | 13.8%               | 13.8%         |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.  22 63.6% 13.6% 13.6% 0.0% 0.0% 9.1% ±  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  25 56.0% 20.0% 16.0% 0.0% 4.0% 4.0% ±  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  25 58.3% 41.7% 0.0% 0.0% 0.0% 0.0% 0.0%  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 10 50.0% 10.0% 30.0% 0.0% 0.0% 10.0% +   | Transition Plans  | ing fo    | r Presci          | hoolers             | 3                 |                      |                        |                     |               |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.  22 63.6% 13.6% 13.6% 0.0% 0.0% 9.1% ±  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  25 56.0% 20.0% 16.0% 0.0% 4.0% 4.0% ±  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  25 58.3% 41.7% 0.0% 0.0% 0.0% 0.0% 0.0%  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 10 50.0% 10.0% 30.0% 0.0% 0.0% 10.0% +   | Answer only if your child has transitioned from early interven  | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |
| 29. I am satisfied with the way secondary transition services were implemented for my child.  25   | 28. I am satisfied with the school district's transition activities   |           |                   |                     |                   |                      |                        |                     |               |
| were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  25   56.0%   20.0%   16.0%   0.0%   4.0%   4.0%   ±  16   58.3%   41.7%   0.0%   | Transition Planning   | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |
| participate in secondary transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 10 50 0% 10 0% 30 0% 0 0% 10 0% 10 0% +   | · ———   | 25        | 56.0%             | 20.0%               | 16.0%             | 0.0%                 | 4.0%                   | 4.0%                | ±             |
| 31. My child is age 15 and the PPT introduced planning for 10 50 0% 10 0% 30 0% 0 0% 10 0% +   |   | 12        | 58.3%             | 41.7%               | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | 0.0%          |
| 31. My child is age 15 and the PPT introduced planning for 10 50 0% 10 0% 30 0% 0 0% 10 0% +   | Answer only if your child was age 15 at his/her last PPT meet   | ng.       |                   |                     |                   |                      |                        |                     |               |
|  | 31. My child is age 15 and the PPT introduced planning for  |           | 50.0%             | 10.0%               | 30.0%             | 0.0%                 | 0.0%                   | 10.0%               | ±             |

### **Colchester Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n      | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|--------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 25     | 84.0%             | 0.0%                | 0.0%              | 4.0%                 | 0.0%                   | 12.0%               | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |        |                   |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 11     | 72.7%             | 18.2%               | 9.1%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |  |
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 16     | 62.5%             | 12.5%               | 12.5%             | 6.3%                 | 0.0%                   | 6.3%                | ±             |  |
| Parent Train  | ing an | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 47     | 21.3%             | 6.4%                | 8.5%              | 6.4%                 | 2.1%                   | 55.3%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 42     | 14.3%             | 7.1%                | 4.8%              | 2.4%                 | 7.1%                   | 64.3%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 67     | 9.0%              | 7.5%                | 7.5%              | 0.0%                 | 4.5%                   | 34.3%               | 37.3%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 67     | 13.4%             | 3.0%                | 4.5%              | 3.0%                 | 3.0%                   | 28.4%               | 44.8%         |  |
| My Child's Skills   |        |                   |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 84     | 56.0%             | 23.8%               | 11.9%             | 3.6%                 | 1.2%                   | 3.6%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 80     | 56.3%             | 25.0%               | 10.0%             | 5.0%                 | 0.0%                   | 3.8%                | ±             |  |

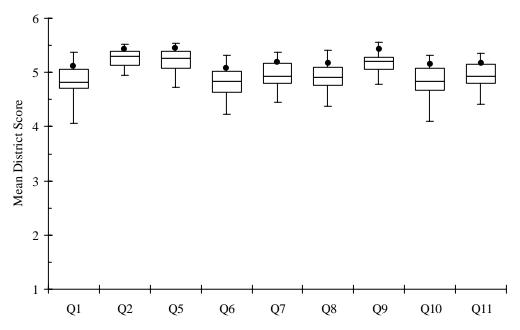
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

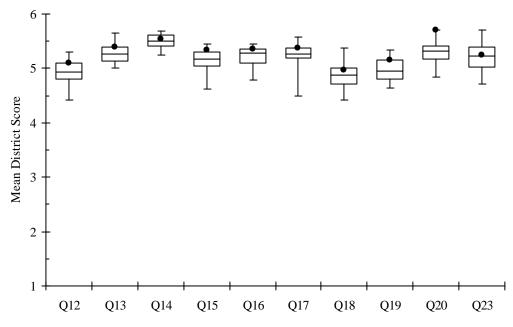
#### **Colchester Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



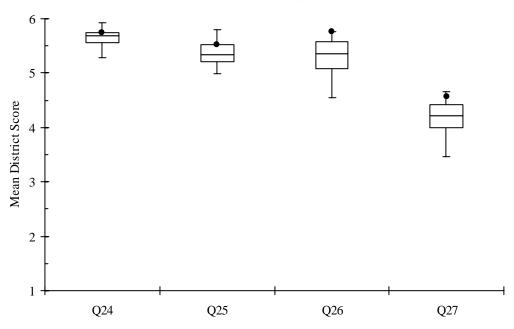
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



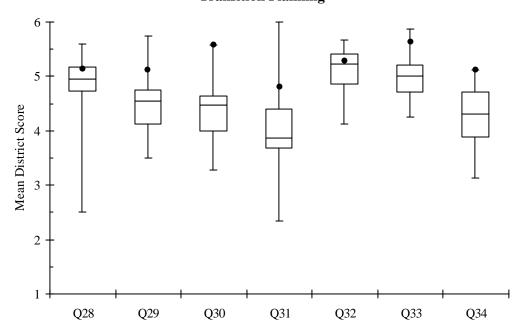
#### Colchester Box-and-Whisker Charts - continued

### My Child's Participation



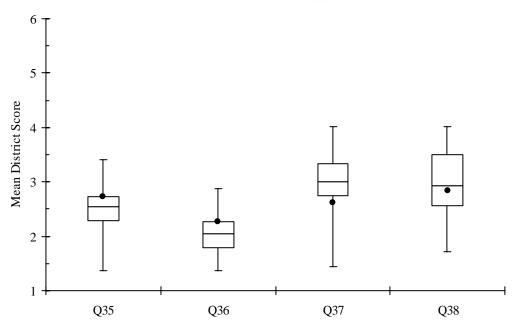
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



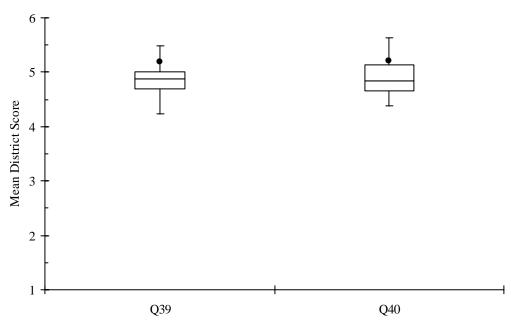
#### Colchester Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

### My Child's Skills



## **Colchester Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 12 | 31.6%   |
| Pleased with Staff                             | 14 | 36.8%   |
| Pleased with Communication and Parent Support  | 3  | 7.9%    |
| Pleased with Transition Process and Staff      | 2  | 5.3%    |
| Somewhat Satisfied                             | 1  | 2.6%    |
| Change in Satisfaction                         | 1  | 2.6%    |
| Dissatisfied Previously, Now Satisfied         | 1  | 2.6%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 6  | 15.8%   |
| Problems with Staff                            | 4  | 10.5%   |
| Problems with Communication and Parent Support | 4  | 10.5%   |
| Problems with Services                         | 5  | 13.2%   |
| Need for Additional Activities/Services        | 5  | 13.2%   |
| Needs of Specific Disability Not Met           | 2  | 5.3%    |
| Instructional and Curricular Concerns          | 7  | 18.4%   |
| Dissatisfied with Transition                   | 2  | 5.3%    |
| Concerns with Child's Progress or Future       | 2  | 5.3%    |
| Other Comments or Concerns                     | 2  | 5.3%    |

Percent totals are based on the 38 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

## **East Windsor Survey Response Table**

| CT          | Special Education Parent Survey Item                 | n       | STRONGLY<br>Agree | MODERATELY<br>Agree   | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|-------------|--|---------|-------------------|-----------------------|-------------------|----------------------|------------------------|---------------------|---------------|
|             | Satisfaction with                                    | му С    | hild's F          | Progran               | 1                 |                      |                        |                     |               |
| 1. I am s   | atisfied with my child's overall special education   | 40      | 40.00/            | 40.0%                 | 10.0%             | 7.50/                | 0.00/                  | 2.50/               |               |
| progra      |  | 40      | 40.0%             | 40.0%                 | 10.0%             | 7.5%                 | 0.0%                   | 2.5%                | ±             |
| 2. I have   | the opportunity to talk to my child's teachers on a  | 40      | 67.5%             | 17.5%                 | 12.5%             | 0.00/                | 2.5%                   | 0.0%                |               |
|             | basis to discuss my questions and concerns.          | 40      | 67.5%             | 17.3%                 | 12.5%             | 0.0%                 | 2.5%                   | 0.0%                | ±             |
| 3. My chi   | ld's school day has been shortened to                | 6       | 33.3%             | 0.0%                  | 0.0%              | 33.3%                | 0.0%                   | 33.3%               | 4             |
| accom       | modate his/her transportation needs.                 | 6       | 33.3%             | 0.0%                  | 0.0%              | 33.3%                | 0.0%                   | 33.3%               | ±             |
| 4. My chi   | ld has been sent home from school due to             | 13      | 23.1%             | 7.7%                  | 0.0%              | 15.4%                | 0.0%                   | 53.8%               | 4             |
| behavi      | oral difficulties (not considered suspension).       | 13      | 23.1%             | 7.7%                  | 0.0%              | 13.4%                | 0.0%                   | 33.6%               | ±             |
| 5 My ob     | ld is accepted within the school community           | 41      | 65.9%             | 9.8%                  | 4.9%              | 4.9%                 | 4.9%                   | 9.8%                | 4             |
| 5. Why chi  | ld is accepted within the school community.          | 41      | 03.9%             | 9.0%                  | 4.9%              | 4.9%                 | 4.9%                   | 9.0%                | ±             |
| 6 My abi    | ld's IEP is meeting his or her educational needs.    | 41      | 39.0%             | 26.8%                 | 14 60/            | 9.8%                 | 0.0%                   | 4.9%                | 4.9%          |
| 6. My Cili  | id's IEP is meeting his or her educational needs.    | 41      | 39.0%             | 20.8%                 | 14.6%             | 9.8%                 | 0.0%                   | 4.9%                | 4.9%          |
| 7. All spe  | cial education services identified in my child's IEP | 41      | 46.3%             | 24.10/                | 4.00/             | 4.00/                | 2.40/                  | 4.00/               | 2.40/         |
| have b      | een provided.  | 41      | 46.3%             | 34.1%                 | 4.9%              | 4.9%                 | 2.4%                   | 4.9%                | 2.4%          |
| 8. Staff is | appropriately trained and able to provide my         | 4.1     | 40.00/            | 26.00/                | 0.00/             | 0.00/                | 0.00/                  | 2.40/               | 2.40/         |
| child's     | specific program and services.                       | 41      | 48.8%             | 26.8%                 | 9.8%              | 9.8%                 | 0.0%                   | 2.4%                | 2.4%          |
|             | l education teachers make accommodations and         | 27      | <b>51</b> 40/     | 27.00/                | 10.00/            | 2.70/                | 0.00/                  | 2.70/               | <b>5</b> 40/  |
| _           | cations as indicated on my child's IEP.              | 37      | 51.4%             | 27.0%                 | 10.8%             | 2.7%                 | 0.0%                   | 2.7%                | 5.4%          |
|             | ll education teachers make accommodations and        | 25      | 45.70/            | 21 40/                | 11 40/            | 2.00/                | 2.00/                  | 2.00/               | 2.00/         |
| modifi      | cations as indicated on my child's IEP.              | 35      | 45.7%             | 31.4%                 | 11.4%             | 2.9%                 | 2.9%                   | 2.9%                | 2.9%          |
|             | al education and special education teachers work     |         |                   |                       |                   |                      |                        |                     |               |
|             | er to assure that my child's IEP is being            | 40      | 45.0%             | 25.0%                 | 15.0%             | 2.5%                 | 5.0%                   | 2.5%                | 5.0%          |
| implen      |  | 10      | 13.070            | 23.070                | 15.070            | 2.370                | 3.070                  | 2.370               | 3.070         |
| Impici      |  | 1 T 1 . |                   | · · · · · · · · · · · | 01-11-11-         | D                    |                        |                     |               |
|             | Participation in Developing and                      | ı ımpıe | menti             | ng my                 | onna s            | Progra               | .m                     |                     |               |
|             | child's school, administrators and teachers          |         | l                 |                       |                   |                      |                        |                     |               |
|             | age parent involvement in order to improve           | 38      | 57.9%             | 15.8%                 | 7.9%              | 7.9%                 | 5.3%                   | 5.3%                | ±             |
| service     | s and results for children with disabilities.        |         |                   |                       |                   |                      |                        |                     |               |
| 13. At mee  | etings to develop my child's Individualized          |         |                   |                       |                   |                      |                        |                     |               |
| Educat      | ion Plan (IEP), I feel encouraged to give input and  | 41      | 65.9%             | 22.0%                 | 0.0%              | 4.9%                 | 0.0%                   | 7.3%                | ±             |
| expres      | s my concerns.                                       |         |                   |                       |                   |                      |                        |                     |               |
|             | stand what is discussed at meetings to develop my    | 4.1     | 65 OO             | 10.50/                | 0.007             | 0.407                | 0.004                  | 2.40/               |               |
| child's     |  | 41      | 65.9%             | 19.5%                 | 9.8%              | 2.4%                 | 0.0%                   | 2.4%                | ±             |
|             | ncerns and recommendations are documented in         | 4.5     | 60.401            | 22.00/                | 0.404             | 0.407                | 0.407                  | 7.00                |               |
|             | elopment of my child's IEP.                          | 41      | 63.4%             | 22.0%                 | 2.4%              | 2.4%                 | 2.4%                   | 7.3%                | ±             |
|             | ld's evaluation report is written in terms I         | 4.      |                   | 40                    | 4.5               |                      |                        | 0.5                 |               |
| unders      | =  | 41      | 65.9%             | 19.5%                 | 4.9%              | 2.4%                 | 7.3%                   | 0.0%                | ±             |
|             | eetings for my child have been scheduled at times    |         |                   |                       |                   | 4.5                  |                        | 1.5                 |               |
|             | aces that met my needs.                              | 41      | 56.1%             | 19.5%                 | 7.3%              | 4.9%                 | 7.3%                   | 4.9%                | ±             |
| and pro     | acco that flet my needs.                             |         |                   |                       |                   | bla is an            |                        |                     |               |

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## $East\ Windsor\ Survey\ Response\ Table-continued$

| Last Willasor Survey 1   |           |                   |                     |                   |                      |                        |                     |               |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 41        | 51.2%             | 22.0%               | 9.8%              | 4.9%                 | 4.9%                   | 7.3%                | ±             |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 41        | 68.3%             | 7.3%                | 9.8%              | 4.9%                 | 7.3%                   | 2.4%                | ±             |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 41        | 78.0%             | 17.1%               | 0.0%              | 2.4%                 | 0.0%                   | 2.4%                | ±             |
| 21. If necessary, a translator was provided at the PPT meetings.   | 7         | 42.9%             | 28.6%               | 0.0%              | 28.6%                | 0.0%                   | 0.0%                | ±             |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 35        | 62.9%             | 22.9%               | 5.7%              | 2.9%                 | 0.0%                   | 5.7%                | 0.0%          |
| My Child's   | s Partic  | cipation          | 1                   |                   |                      |                        |                     |               |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 37        | 83.8%             | 10.8%               | 0.0%              | 2.7%                 | 2.7%                   | 0.0%                | ±             |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 34        | 79.4%             | 11.8%               | 0.0%              | 2.9%                 | 2.9%                   | 2.9%                | ±             |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 23        | 4.3%              | 8.7%                | 4.3%              | 4.3%                 | 0.0%                   | 78.3%               | ±             |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 18        | 44.4%             | 22.2%               | 5.6%              | 0.0%                 | 5.6%                   | 16.7%               | 5.6%          |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | n the pa               | st 3 year.          | s.            |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 16        | 50.0%             | 18.8%               | 0.0%              | 0.0%                 | 0.0%                   | 31.3%               | ±             |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 14        | 35.7%             | 7.1%                | 14.3%             | 21.4%                | 7.1%                   | 14.3%               | ±             |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 10        | 10.0%             | 0.0%                | 30.0%             | 10.0%                | 0.0%                   | 20.0%               | 30.0%         |
| Answer only if your child was age 15 at his/her last PPT meets   | ing.      |                   |                     |                   |                      |                        |                     |               |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
|  |           |                   |                     | $T_{\alpha}$      |                      |                        |                     |               |

## East Windsor Survey Response Table – continued

| CT Special Education Parent Survey Item   | n                  | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|--------------------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |                    |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 12                 | 66.7%             | 8.3%                | 0.0%              | 0.0%                 | 8.3%                   | 16.7%               | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PPT  | ' m <i>oot</i> ing |                   |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | ±±                 | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| Answer only if your child is age 15 or older.   |                    |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 6                  | 66.7%             | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 33.3%               | ±             |  |
| Parent Train  | ing an             | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 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. | 20                 | 15.0%             | 10.0%               | 5.0%              | 5.0%                 | 5.0%                   | 60.0%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 21                 | 14.3%             | 0.0%                | 0.0%              | 0.0%                 | 4.8%                   | 81.0%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 30                 | 16.7%             | 16.7%               | 0.0%              | 6.7%                 | 3.3%                   | 26.7%               | 30.0%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 26                 | 15.4%             | 7.7%                | 0.0%              | 3.8%                 | 0.0%                   | 38.5%               | 34.6%         |  |
| My Child's Skills   |                    |                   |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 35                 | 51.4%             | 17.1%               | 17.1%             | 5.7%                 | 5.7%                   | 2.9%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 33                 | 45.5%             | 27.3%               | 12.1%             | 3.0%                 | 6.1%                   | 6.1%                | ±             |  |

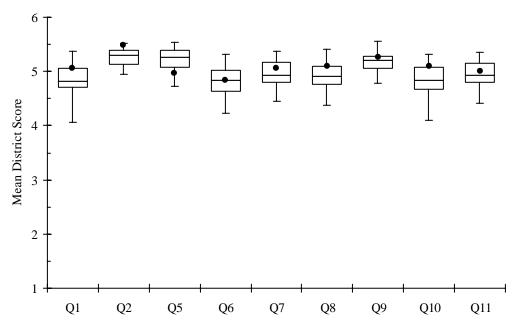
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

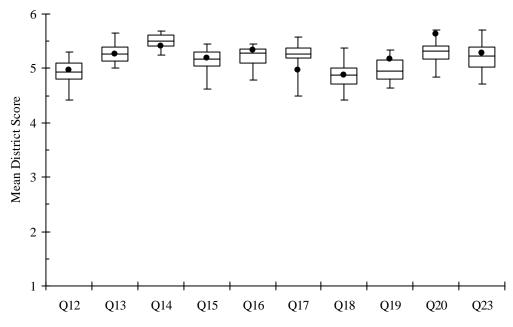
#### East Windsor Box-and-Whisker Charts

#### Satisfaction with My Child's Program



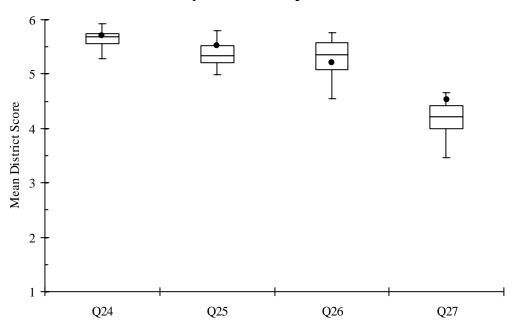
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



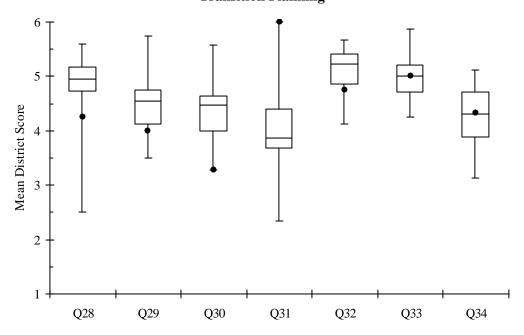
#### East Windsor Box-and-Whisker Charts - continued

#### **My Child's Participation**



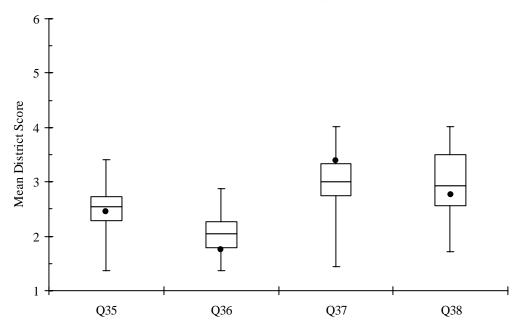
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



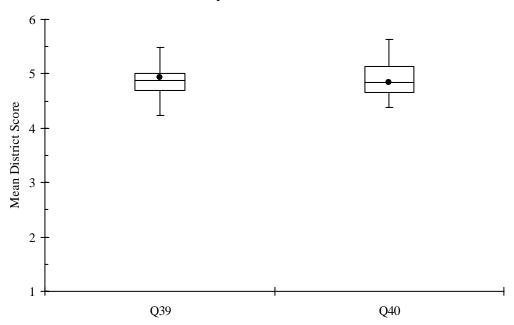
#### East Windsor Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



## **East Windsor Open-Ended Summary Table**

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 3 | 20.0%   |
| Pleased with Staff                             | 3 | 20.0%   |
| Pleased with Communication and Parent Support  | 0 | 0.0%    |
| Pleased with Transition Process and Staff      | 0 | 0.0%    |
| Somewhat Satisfied                             | 1 | 6.7%    |
| Change in Satisfaction                         | 1 | 6.7%    |
| Dissatisfied Previously, Now Satisfied         | 1 | 6.7%    |
| Satisfied Previously, Now Dissatisfied         | 0 | 0.0%    |
| Problems with Program                          | 7 | 46.7%   |
| Problems with Staff                            | 2 | 13.3%   |
| Problems with Communication and Parent Support | 2 | 13.3%   |
| Problems with Services                         | 3 | 20.0%   |
| Need for Additional Activities/Services        | 2 | 13.3%   |
| Needs of Specific Disability Not Met           | 1 | 6.7%    |
| Instructional and Curricular Concerns          | 2 | 13.3%   |
| Dissatisfied with Transition                   | 0 | 0.0%    |
| Concerns with Child's Progress or Future       | 1 | 6.7%    |
| Other Comments or Concerns                     | 1 | 6.7%    |

Percent totals are based on the 15 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Manchester Survey Response Table**

|         | CT Special Education Parent Survey Item                     | n     | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---------|---|-------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
|         | Satisfaction with   | му С  | hild's F          | Progran             | n                 |                      |                        |                     |               |
| 1.      | I am satisfied with my child's overall special education    | 100   | 20.004            | 20.10/              | 12.20/            | c 50/                | c 501                  | 5.70/               |               |
|         | program.  | 123   | 39.0%             | 30.1%               | 12.2%             | 6.5%                 | 6.5%                   | 5.7%                | ±             |
| 2.      | I have the opportunity to talk to my child's teachers on a  | 100   | 51.60/            | 10.70/              | 14.00/            | 5 70/                | 2.20/                  | 4.00/               |               |
|         | regular basis to discuss my questions and concerns.         | 122   | 51.6%             | 19.7%               | 14.8%             | 5.7%                 | 3.3%                   | 4.9%                | ±             |
| 3.      | My child's school day has been shortened to                 | 27    | 20.70/            | 10.00/              | 10.00/            | 12.50/               | 2.70/                  | 22.40/              |               |
|         | accommodate his/her transportation needs.                   | 37    | 29.7%             | 10.8%               | 10.8%             | 13.5%                | 2.7%                   | 32.4%               | ±             |
| 4.      | My child has been sent home from school due to              | 10    | 22.00/            | C 50/               | 4.20/             | 0.00/                | 4.20/                  | CO 00/              |               |
|         | behavioral difficulties (not considered suspension).        | 46    | 23.9%             | 6.5%                | 4.3%              | 0.0%                 | 4.3%                   | 60.9%               | ±             |
| _       | Marchildia accordada aidhin dha ach a la ann ann aide       | 118   | 60.2%             | 20.3%               | 12.7%             | 2.5%                 | 2.5%                   | 1.7%                |               |
| ٥.      | My child is accepted within the school community.           | 118   | 00.2%             | 20.5%               | 12.7%             | 2.5%                 | 2.5%                   | 1.7%                | ±             |
| 6       | My child's IEP is meeting his or her educational needs.     | 118   | 40.7%             | 32.2%               | 9.3%              | 5.1%                 | 2.5%                   | 9.3%                | 0.8%          |
| 0.      | My child's IEP is meeting his or her educational needs.     | 118   | 40.7%             | 32.2%               | 9.5%              | 3.1%                 | 2.5%                   | 9.5%                | 0.8%          |
| 7.      | All special education services identified in my child's IEP | 121   | 42 10/            | 28.00/              | 10.70/            | <b>5</b> 90/         | 2.50/                  | 7.40/               | 2.50/         |
|         | have been provided.   | 121   | 42.1%             | 28.9%               | 10.7%             | 5.8%                 | 2.5%                   | 7.4%                | 2.5%          |
| 8.      | Staff is appropriately trained and able to provide my       | 122   | 45.9%             | 23.8%               | 12 10/            | 2.20/                | 2.20/                  | 7.40/               | 2 20/         |
|         | child's specific program and services.                      | 122   | 43.9%             | 23.8%               | 13.1%             | 3.3%                 | 3.3%                   | 7.4%                | 3.3%          |
| 9.      | Special education teachers make accommodations and          | 120   | 52.5%             | 22.5%               | 12.5%             | 2.5%                 | 1.7%                   | 5.8%                | 2.5%          |
|         | modifications as indicated on my child's IEP.               | 120   | 32.3%             | 22.3%               | 12.5%             | 2.5%                 | 1.7%                   | 3.8%                | 2.3%          |
| 10.     | General education teachers make accommodations and          | 112   | 12 90/            | 17.00/              | 10.60/            | 2 60/                | 1 90/                  | 9.00/               | 6 20/         |
|         | modifications as indicated on my child's IEP.               | 112   | 43.8%             | 17.0%               | 19.6%             | 3.6%                 | 1.8%                   | 8.0%                | 6.3%          |
| 11.     | General education and special education teachers work       |       |                   |                     |                   |                      |                        |                     |               |
|         | together to assure that my child's IEP is being             | 111   | 47.7%             | 24.3%               | 9.0%              | 1.8%                 | 3.6%                   | 9.9%                | 3.6%          |
|         | implemented.  |       |                   |                     |                   |                      |                        |                     |               |
|         | Participation in Developing and                             | Imple | menti             | ng My (             | Child's           | Progra               | m                      | •                   |               |
| 12      | In my child's school, administrators and teachers           |       | 1                 | _ <u></u>           |                   | 8                    |                        |                     |               |
| 12.     | encourage parent involvement in order to improve            | 119   | 47.1%             | 25.2%               | 14.3%             | 3.4%                 | 2.5%                   | 7.6%                | ±             |
|         | services and results for children with disabilities.        | 119   | 47.170            | 23.270              | 14.5%             | 3.470                | 2.370                  | 7.070               |               |
| 12      | At meetings to develop my child's Individualized            |       |                   | -                   |                   |                      |                        |                     | -             |
| 13.     |   | 101   | 60.20/            | 20.70/              | 0.00/             | 2.20/                | 1.70/                  | 4.10/               |               |
|         | Education Plan (IEP), I feel encouraged to give input and   | 121   | 60.3%             | 20.7%               | 9.9%              | 3.3%                 | 1.7%                   | 4.1%                | ±             |
| _       | express my concerns.  |       |                   |                     |                   |                      |                        |                     |               |
| 14.     | I understand what is discussed at meetings to develop my    | 121   | 67.8%             | 21.5%               | 4.1%              | 6.6%                 | 0.0%                   | 0.0%                | ±             |
| L_      | child's IEP.  |       |                   |                     |                   |                      |                        |                     |               |
| 15.     | My concerns and recommendations are documented in           | 120   | 58.3%             | 20.8%               | 12.5%             | 1.7%                 | 5.0%                   | 1.7%                | ±             |
| 1.      | the development of my child's IEP.                          |       |                   |                     | ·                 |                      |                        |                     |               |
| 16.     | My child's evaluation report is written in terms I          | 123   | 62.6%             | 17.1%               | 11.4%             | 4.9%                 | 3.3%                   | 0.8%                | ±             |
| <u></u> | understand.   |       |                   |                     | , ,               |                      |                        |                     | _             |
| 17.     | PPT meetings for my child have been scheduled at times      | 122   | 62.3%             | 19.7%               | 9.0%              | 4.9%                 | 1.6%                   | 2.5%                | ±             |
|         | and places that met my needs.                               |       |                   |                     |                   |                      |                        |                     |               |

## **Manchester Survey Response Table – continued**

| 18. At my child's PPT, the school district proposed programs and services to meet my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   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.   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.   19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's IEP within 5 school days after the PPT.   21. If necessary, a translation services provided at the PPT meetings are useful and accurate.   22. The translation services provided at the PPT meetings are useful and accurate.   23. The school district proposed the regular classroom for my lot   5.0%   1.0%   5.0%   0.0%   5.0%   0.0%   1.8%   12.7%     24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and secure such school excitations are some as sports or clubs with children without disabilities.   25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.   26. My child has been denied access to non-school sponsored community activities due to his her disability.   27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities such as sports or clubs and sports).    Transition Planning for Preschoolers   10.0%   1.3%    |   |          |                   |                     |                   |                      |                        |                     |               |
|--|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| 120   S1.7%   20.0%   10.0%   S.0%   S.0%   8.3%   ±     120   S1.7%   20.0%   10.0%   S.0%   S.0%   S.0%   S.0%   S.0%   E     120   S1.7%   20.0%   10.0%   S.0%   S.0%   S.0%   S.0%   E     121   S1.7%    | CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | T.NOQ<br>KNOW |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   119   48.7%   19.3%   14.3%   8.4%   5.0%   4.2%   ± service providers.   20. I have received a copy of my child's IEP within 5 school days after the PPT.   17   64.7%   23.5%   0.0%   5.9%   5.9%   0.0%   ± meetings.   21. If necessary, a translator was provided at the PPT meetings were useful and accurate.   18   66.7%   27.8%   0.0%   5.6%   0.0%   0.0%   ± meetings.   23. The school district proposed the regular classroom for my child's Participation.   102   51.0%   14.7%   6.9%   1.0%   2.0%   11.8%   12.7%   24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).   24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.   26. My child has been denied access to non-school sponsored community activities due to his/her disability.   27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).   40.5%   8.1%   2.7%   8.1%   2.7%   20.3%   17.6%   2.8%   1.0%   2.0%   1.3%   2.7%   2.0%   1.0%   2.0%   2.0%   2.0%   2.   |   | 120      | 51.7%             | 20.0%               | 10.0%             | 5.0%                 | 5.0%                   | 8.3%                | ±             |
| days after the PPT.  11. If necessary, a translator was provided at the PPT meetings.  12. If necessary, a translator was provided at the PPT meetings were useful and accurate.  23. The translation services provided at the PPT meetings were useful and accurate.  24. My child as the first placement option.  My Child's Participation  24. My child has the opportunity to participate in schoolsponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities use has sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 25 28 80% 8 06 20 08 4 08 8 08 23 08 5 23 08 5 23 08 5 23 08 5 20 08 5 2 | 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other | 119      | 48.7%             | 19.3%               | 14.3%             | 8.4%                 | 5.0%                   | 4.2%                | ±             |
| meetings.  22. The translation services provided at the PPT meetings were useful and accurate.  23. The school district proposed the regular classroom for my child as the first placement option.  My Child's Participation  24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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 Transition Planning for Secondary transition planning.  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  31. My child is age 15 and the PPT introduced planning for 25 28.9% 8.9% 20.9% 4.0% 8.0% 32.0% 4.5% 32.0% 4.5% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 5.0% 32.0% 4.0% 4.0% 5.0% 32.0% 4.0% 5.0% 3 | ** *  | 117      | 60.7%             | 17.1%               | 9.4%              | 5.1%                 | 1.7%                   | 6.0%                | ±             |
| were useful and accurate.  18   66.7%   27.8%   0.0%   5.6%   0.0%   0.0%   ±  23. The school district proposed the regular classroom for my child as the first placement option.  My Child's Participation  24. My child has the opportunity to participate in schoolsponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  **Answer only if your child has transitioned from 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 Transition Planning for Secondary Students  **Transition Planning for Secondary Students**  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  31. My child is age 15 and the PPT introduced planning for 25   28.80%   8.0%   20.0%   4.0%   8.0%   32.0%   4.0%   3.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%   4.0%   4.0%   8.0%   3.20%  |   | 17       | 64.7%             | 23.5%               | 0.0%              | 5.9%                 | 5.9%                   | 0.0%                | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.  My Child's Participation  24. My child has the opportunity to participate in schoolsponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was sage 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for  | 22. The translation services provided at the PPT meetings   | 18       | 66.7%             | 27.8%               | 0.0%              | 5.6%                 | 0.0%                   | 0.0%                | ±             |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary  Transition Planning for Secondary  43 41.9% 14.0% 18.6% 4.7% 9.3% 11.6% ±  Transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 25 28.0% 8.0% 20.0% 4.0%  | 23. The school district proposed the regular classroom for my   | 102      | 51.0%             | 14.7%               | 6.9%              | 1.0%                 | 2.0%                   | 11.8%               | 12.7%         |
| 24. My child has the opportunity to participate in schoolsponsored activities such as field trips, assemblies and social events (dances, sports events).  25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for   |   | s Partio | cipatio           | n                   |                   |                      |                        |                     |               |
| extracurricular school activities such as sports or clubs with children without disabilities.  26. My child has been denied access to non-school sponsored community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 25. 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% 32.0% 4.5%  | sponsored activities such as field trips, assemblies and social events (dances, sports events).                 | 117      | 81.2%             | 13.7%               | 2.6%              | 0.9%                 | 0.0%                   | 1.7%                | ±             |
| community activities due to his/her disability.  27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for  25. 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +   | extracurricular school activities such as sports or clubs   | 104      | 70.2%             | 12.5%               | 3.8%              | 3.8%                 | 0.0%                   | 9.6%                | ±             |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).  Transition Planning for Preschoolers  Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  Answer only if your child was age 15 ath his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 25 28 0% 8 0% 20 0% 4 0% 8 0% 32 0% +   | 1 *   | 62       | 6.5%              | 0.0%                | 8.1%              | 4.8%                 | 9.7%                   | 71.0%               | ±             |
| Answer only if your child has transitioned from 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  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  31. My child is age 15 and the PPT introduced planning for secondary transition (Birth to Three System) to Preschool in the past 3 years.  32. 10.0% 13.3% 3.3% 3.3% 13.3% ±  44.9% 14.0% 18.6% 4.7% 9.3% 11.6% ±  45. 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +  46.3% 20.0% 4.0% 8.0% 32.0% +  47. 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +  48.0% 20.0% 4.0% 8.0% 32.0% +  | that are necessary for my child to participate in extracurricular school activities (for example, clubs and     | 74       | 40.5%             | 8.1%                | 2.7%              | 8.1%                 | 2.7%                   | 20.3%               | 17.6%         |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  31. My child is age 15 and the PPT introduced planning for 25. 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +  | Transition Plans  | ning fo  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |
| activities that took place when my child left Birth to  Transition Planning for Secondary Students  29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  31. My child is age 15 and the PPT introduced planning for 25. 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +   |   | ntion (B | irth to Tl        | hree Syst           | tem) to P         | reschool             | l in the p             | ast 3 yea           | ars.          |
| 29. I am satisfied with the way secondary transition services were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  38 21.1% 7.9% 7.9% 7.9% 5.3% 23.7% 26.3% 23.7% 26.3% 23.1% 25.2% 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +   |   | 30       | 56.7%             | 10.0%               | 13.3%             | 3.3%                 | 3.3%                   | 13.3%               | ±             |
| were implemented for my child.  30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  38 21.1% 7.9% 7.9% 7.9% 5.3% 23.7% 26.3% 26.3% 21.1%  | Transition Planning   | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |
| participate in secondary transition planning.  38 21.1% 7.9% 7.9% 7.9% 5.3% 23.7% 26.3%  Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 25 28.0% 8.0% 20.0% 4.0% 8.0% 32.0% +   | *   | 43       | 41.9%             | 14.0%               | 18.6%             | 4.7%                 | 9.3%                   | 11.6%               | ±             |
| Answer only if your child was age 15 at his/her last PPT meeting.  31. My child is age 15 and the PPT introduced planning for 25 28 0% 8 0% 20 0% 4 0% 8 0% 32 0% +  |   | 38       | 21.1%             | 7.9%                | 7.9%              | 7.9%                 | 5.3%                   | 23.7%               | 26.3%         |
| 31. My child is age 15 and the PPT introduced planning for 25 28 0% 8 0% 20 0% 4 0% 8 0% 32 0% +   |   | ting.    |                   |                     |                   |                      |                        |                     |               |
|  | 31. My child is age 15 and the PPT introduced planning for  |          | 28.0%             | 8.0%                | 20.0%             | 4.0%                 | 8.0%                   | 32.0%               | ±             |

## **Manchester Survey Response Table – continued**

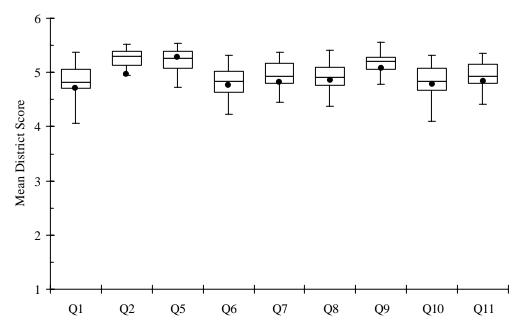
| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend  | 57       | 56.1%             | 21.1%               | 17.5%             | 1.8%                 | 0.0%                   | 3.5%                |               |
| and participate in PPT meetings.  | 37       | 30.1%             | 21.1%               | 17.5%             | 1.8%                 | 0.0%                   | 3.3%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin | g.                |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an   | 30       | 50.0%             | 16.7%               | 16.7%             | 3.3%                 | 3.3%                   | 10.0%               | ±             |
| appropriate course of study at the high school.   | 30       | 30.0%             | 10.770              | 10.7 70           | 3.370                | 3.370                  | 10.070              |               |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 38       | 26.3%             | 13.2%               | 21.1%             | 7.9%                 | 5.3%                   | 26.3%               | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 69       | 17.4%             | 10.1%               | 5.8%              | 2.9%                 | 4.3%                   | 59.4%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 70       | 10.0%             | 7.1%                | 4.3%              | 4.3%                 | 2.9%                   | 71.4%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 98       | 17.3%             | 5.1%                | 14.3%             | 4.1%                 | 4.1%                   | 24.5%               | 30.6%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 101      | 17.8%             | 6.9%                | 6.9%              | 3.0%                 | 1.0%                   | 24.8%               | 39.6%         |
| My Ch   | ild's S  | kills             | -                   | -                 |                      | -                      | -                   |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 116      | 47.4%             | 16.4%               | 17.2%             | 3.4%                 | 5.2%                   | 10.3%               | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 110      | 45.5%             | 20.9%               | 16.4%             | 2.7%                 | 3.6%                   | 10.9%               | ±             |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

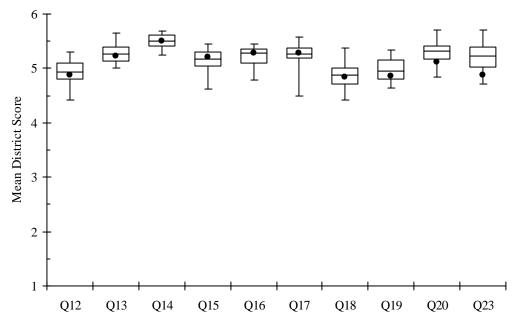
#### **Manchester Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



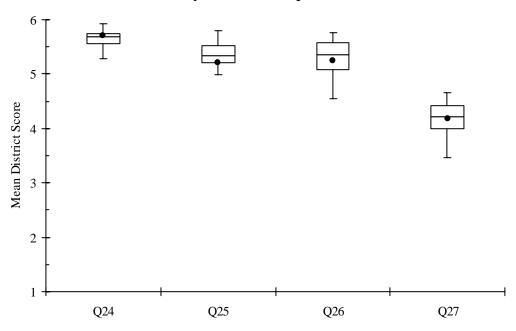
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



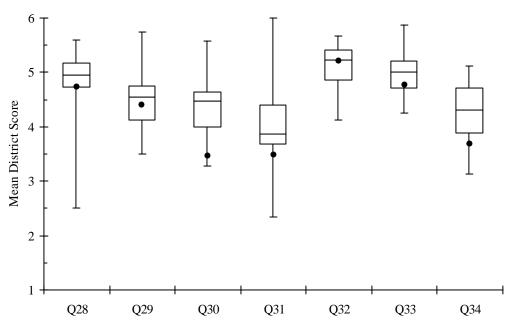
#### Manchester Box-and-Whisker Charts - continued

#### My Child's Participation



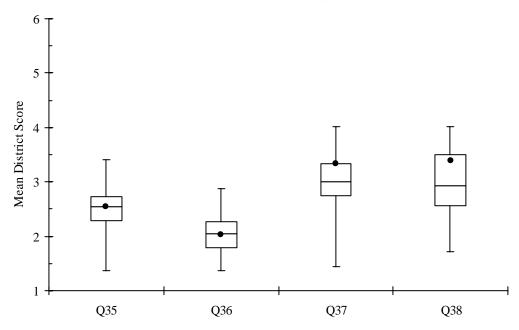
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



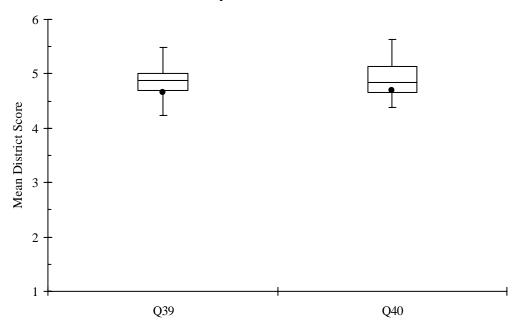
#### Manchester Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



## **Manchester Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 8  | 19.0%   |
| Pleased with Staff                             | 9  | 21.4%   |
| Pleased with Communication and Parent Support  | 4  | 9.5%    |
| Pleased with Transition Process and Staff      | 1  | 2.4%    |
| Somewhat Satisfied                             | 0  | 0.0%    |
| Change in Satisfaction                         | 11 | 26.2%   |
| Dissatisfied Previously, Now Satisfied         | 6  | 14.3%   |
| Satisfied Previously, Now Dissatisfied         | 5  | 11.9%   |
| Problems with Program                          | 10 | 23.8%   |
| Problems with Staff                            | 7  | 16.7%   |
| Problems with Communication and Parent Support | 10 | 23.8%   |
| Problems with Services                         | 7  | 16.7%   |
| Need for Additional Activities/Services        | 5  | 11.9%   |
| Needs of Specific Disability Not Met           | 2  | 4.8%    |
| Instructional and Curricular Concerns          | 8  | 19.0%   |
| Dissatisfied with Transition                   | 3  | 7.1%    |
| Concerns with Child's Progress or Future       | 6  | 14.3%   |
| Other Comments or Concerns                     | 0  | 0.0%    |

Percent totals are based on the 42 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Naugatuck Survey Response Table

| CT Special Education Parent Survey Item                        | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Satisfaction with  | n My C  | hild's F          | rogran              | n                 |                      |                        |                     |               |  |
| 1. I am satisfied with my child's overall special education    | 105     | 51 40/            | 22 404              | 2.00/             | 2.00/                | 2 00/                  | 6.704               |               |  |
| program.   | 105     | 51.4%             | 32.4%               | 3.8%              | 2.9%                 | 2.9%                   | 6.7%                | ±             |  |
| 2. I have the opportunity to talk to my child's teachers on a  | 104     | 69.20/            | 10.60/              | 10.60/            | 1.00/                | 2.00/                  | £ 90/               |               |  |
| regular basis to discuss my questions and concerns.            | 104     | 68.3%             | 10.6%               | 10.6%             | 1.9%                 | 2.9%                   | 5.8%                | ±             |  |
| 3. My child's school day has been shortened to                 | 20      | 40.00/            | 10.00/              | 10.00/            | 0.00/                | 0.00/                  | 40.00/              |               |  |
| accommodate his/her transportation needs.                      | 20      | 40.0%             | 10.0%               | 10.0%             | 0.0%                 | 0.0%                   | 40.0%               | ±             |  |
| 4. My child has been sent home from school due to              | 26      | 12.00/            | 5.60/               | 2.00/             | 2.90/                | 2.90/                  | 72.20/              |               |  |
| behavioral difficulties (not considered suspension).           | 36      | 13.9%             | 5.6%                | 2.8%              | 2.8%                 | 2.8%                   | 72.2%               | ±             |  |
| 5 Marchildian and distribute about 1 amount to                 | 100     | C4 00/            | 27.0%               | 5 OO/             | 2.00/                | 0.00/                  | 1.00/               |               |  |
| 5. My child is accepted within the school community.           | 100     | 64.0%             | 27.0%               | 5.0%              | 3.0%                 | 0.0%                   | 1.0%                | ±             |  |
| ( M1:14'- IED :  | 105     | 47.60/            | 21 40/              | 7.60/             | 2.00/                | 2.90/                  | 5 70/               | 1 00/         |  |
| 6. My child's IEP is meeting his or her educational needs.     | 105     | 47.6%             | 31.4%               | 7.6%              | 2.9%                 | 3.8%                   | 5.7%                | 1.0%          |  |
| 7. All special education services identified in my child's IEP | 105     | 54.20/            | 24.90/              | 0.50/             | 1.00/                | 1.00/                  | 4.90/               | 2.00/         |  |
| have been provided.  | 105     | 54.3%             | 24.8%               | 9.5%              | 1.9%                 | 1.9%                   | 4.8%                | 2.9%          |  |
| 8. Staff is appropriately trained and able to provide my       | 105     | 59.0%             | 21.0%               | 6.7%              | 1.9%                 | 1.9%                   | 4.90/               | 4.8%          |  |
| child's specific program and services.                         | 105     | 39.0%             | 21.0%               | 0.7%              | 1.9%                 | 1.9%                   | 4.8%                | 4.8%          |  |
| 9. Special education teachers make accommodations and          | 103     | 61.2%             | 23.3%               | 4.9%              | 1 (00/               | 1.9%                   | 3.9%                | 3.9%          |  |
| modifications as indicated on my child's IEP.                  | 103     | 01.2%             | 23.3%               | 4.9%              | 1.0%                 | 1.9%                   | 3.9%                | 3.9%          |  |
| 10. General education teachers make accommodations and         | 98      | 53.1%             | 21.4%               | 8.2%              | 5.1%                 | 2 10/                  | 3.1%                | 6.1%          |  |
| modifications as indicated on my child's IEP.                  | 96      | 33.1%             | 21.4%               | 0.2%              | 3.1%                 | 3.1%                   | 3.1%                | 0.1%          |  |
| 11. General education and special education teachers work      |         |                   |                     |                   |                      |                        |                     |               |  |
| together to assure that my child's IEP is being                | 102     | 56.9%             | 22.5%               | 3.9%              | 4.9%                 | 2.9%                   | 2.0%                | 6.9%          |  |
| implemented.   |         |                   |                     |                   |                      |                        |                     |               |  |
| Participation in Developing and                                | l Imple | menti             | ng My               | Child's           | Progra               | m                      |                     |               |  |
| 12. In my child's school, administrators and teachers          |         |                   | - <u>5</u> J        |                   | 8                    |                        |                     |               |  |
| encourage parent involvement in order to improve               | 103     | 54.4%             | 20.4%               | 8.7%              | 4.9%                 | 4.9%                   | 6.8%                | ±             |  |
| services and results for children with disabilities.           | 103     | 34.470            | 20.470              | 0.770             | 4.270                | 4.270                  | 0.670               | I             |  |
|  |         |                   |                     |                   |                      |                        |                     |               |  |
| 13. At meetings to develop my child's Individualized           | 100     | 70.00/            | 12.00/              | 5.00/             | 4.00/                | 2.00/                  | 6.00/               |               |  |
| Education Plan (IEP), I feel encouraged to give input and      | 100     | 70.0%             | 13.0%               | 5.0%              | 4.0%                 | 2.0%                   | 6.0%                | ±             |  |
| express my concerns.   |         |                   |                     |                   |                      |                        |                     |               |  |
| 14. I understand what is discussed at meetings to develop my   | 103     | 69.9%             | 14.6%               | 8.7%              | 3.9%                 | 0.0%                   | 2.9%                | ±             |  |
| child's IEP.   |         |                   |                     |                   |                      |                        |                     |               |  |
| 15. My concerns and recommendations are documented in          | 102     | 61.8%             | 18.6%               | 8.8%              | 2.0%                 | 2.9%                   | 5.9%                | ±             |  |
| the development of my child's IEP.                             |         |                   | ·                   |                   |                      |                        |                     |               |  |
| 16. My child's evaluation report is written in terms I         | 105     | 56.2%             | 25.7%               | 9.5%              | 3.8%                 | 0.0%                   | 4.8%                | ±             |  |
| understand.  |         |                   |                     |                   |                      |                        |                     |               |  |
| 17. PPT meetings for my child have been scheduled at times     | 104     | 71.2%             | 10.6%               | 4.8%              | 5.8%                 | 2.9%                   | 4.8%                | ±             |  |
| and places that met my needs.                                  |         |                   |                     |                   |                      |                        |                     |               |  |

## Naugatuck Survey Response Table – continued

| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | T.NOG<br>KNOW |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 102      | 50.0%             | 28.4%               | 8.8%              | 3.9%                 | 2.0%                   | 6.9%                | ±             |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 102      | 53.9%             | 19.6%               | 9.8%              | 6.9%                 | 3.9%                   | 5.9%                | ±             |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 103      | 74.8%             | 14.6%               | 6.8%              | 0.0%                 | 1.0%                   | 2.9%                | ±             |
| 21. If necessary, a translator was provided at the PPT meetings.   | 12       | 75.0%             | 8.3%                | 0.0%              | 0.0%                 | 0.0%                   | 16.7%               | ±             |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 14       | 57.1%             | 28.6%               | 7.1%              | 0.0%                 | 0.0%                   | 7.1%                | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 96       | 71.9%             | 9.4%                | 6.3%              | 1.0%                 | 2.1%                   | 3.1%                | 6.3%          |
| My Child's   | s Partio | cipatio           | n                   |                   |                      |                        |                     |               |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 102      | 85.3%             | 7.8%                | 3.9%              | 1.0%                 | 1.0%                   | 1.0%                | ±             |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 87       | 79.3%             | 6.9%                | 2.3%              | 1.1%                 | 1.1%                   | 9.2%                | ±             |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 55       | 1.8%              | 3.6%                | 1.8%              | 1.8%                 | 3.6%                   | 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). | 53       | 37.7%             | 13.2%               | 0.0%              | 9.4%                 | 5.7%                   | 11.3%               | 22.6%         |
| Transition Plans   | ning fo  | r Presc           | hoolers             | S                 |                      |                        |                     |               |
| Answer only if your child has transitioned from early interven   | ntion (B | irth to Tl        | hree Syst           | tem) to P         | Preschoo             | l in the p             | ast 3 yea           | ars.          |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 26       | 61.5%             | 7.7%                | 11.5%             | 11.5%                | 0.0%                   | 7.7%                | ±             |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 31       | 54.8%             | 19.4%               | 6.5%              | 6.5%                 | 0.0%                   | 12.9%               | ±             |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 20       | 35.0%             | 25.0%               | 5.0%              | 10.0%                | 0.0%                   | 10.0%               | 15.0%         |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 12       | 16.7%             | 16.7%               | 16.7%             | 0.0%                 | 8.3%                   | 41.7%               | ±             |
|  |          |                   | _                   |                   | blaiaaa              |                        |                     |               |

## Naugatuck Survey Response Table – continued

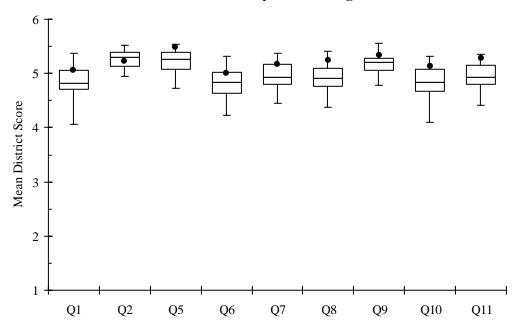
| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend  | 36       | 69.4%             | 5.6%                | 2.8%              | 2.8%                 | 2.8%                   | 16.7%               |               |
| and participate in PPT meetings.  | 30       | 09.4%             | 3.0%                | 2.8%              | 2.8%                 | 2.8%                   | 10.7%               | ±             |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin | ıg.               |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an   | 17       | 52.9%             | 17.6%               | 5.9%              | 0.0%                 | 17.6%                  | 5.9%                | ±             |
| appropriate course of study at the high school.   | 1 /      | 32.970            | 17.070              | 3.770             | 0.070                | 17.070                 | 3.970               |               |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 21       | 28.6%             | 28.6%               | 9.5%              | 0.0%                 | 4.8%                   | 28.6%               | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 55       | 14.5%             | 9.1%                | 1.8%              | 3.6%                 | 7.3%                   | 63.6%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 49       | 4.1%              | 6.1%                | 6.1%              | 4.1%                 | 8.2%                   | 71.4%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 76       | 23.7%             | 7.9%                | 7.9%              | 3.9%                 | 2.6%                   | 22.4%               | 31.6%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 79       | 22.8%             | 11.4%               | 5.1%              | 1.3%                 | 5.1%                   | 20.3%               | 34.2%         |
| My Ch   | ild's S  | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 90       | 51.1%             | 17.8%               | 13.3%             | 6.7%                 | 4.4%                   | 6.7%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 85       | 54.1%             | 21.2%               | 11.8%             | 4.7%                 | 1.2%                   | 7.1%                | ±             |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

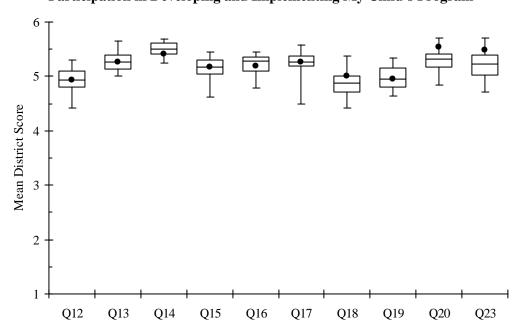
#### **Naugatuck Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



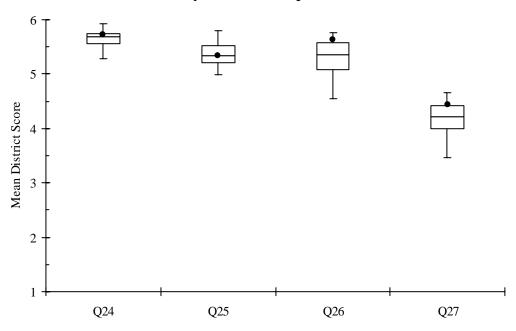
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



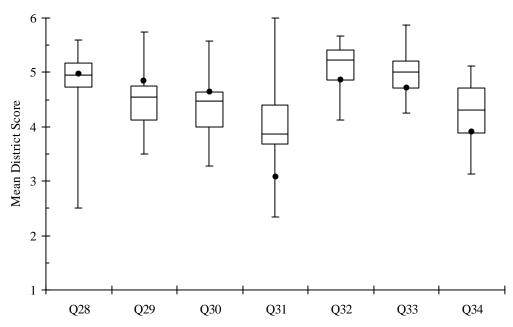
#### Naugatuck Box-and-Whisker Charts - continued

#### My Child's Participation



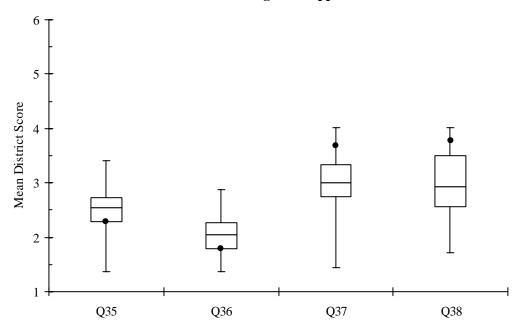
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



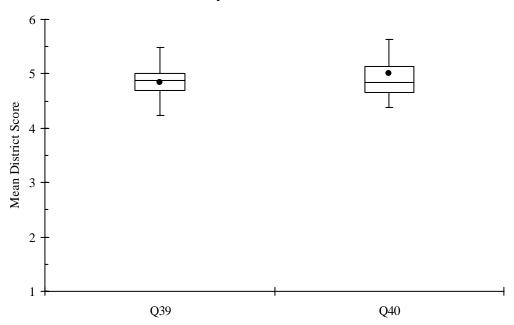
#### Naugatuck Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



## Naugatuck Open-Ended Summary Table

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 12 | 35.3%   |
| Pleased with Staff                             | 11 | 32.4%   |
| Pleased with Communication and Parent Support  | 0  | 0.0%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 0  | 0.0%    |
| Change in Satisfaction                         | 2  | 5.9%    |
| Dissatisfied Previously, Now Satisfied         | 1  | 2.9%    |
| Satisfied Previously, Now Dissatisfied         | 1  | 2.9%    |
| Problems with Program                          | 6  | 17.6%   |
| Problems with Staff                            | 3  | 8.8%    |
| Problems with Communication and Parent Support | 6  | 17.6%   |
| Problems with Services                         | 5  | 14.7%   |
| Need for Additional Activities/Services        | 3  | 8.8%    |
| Needs of Specific Disability Not Met           | 0  | 0.0%    |
| Instructional and Curricular Concerns          | 5  | 14.7%   |
| Dissatisfied with Transition                   | 4  | 11.8%   |
| Concerns with Child's Progress or Future       | 4  | 11.8%   |
| Other Comments or Concerns                     | 3  | 8.8%    |

Percent totals are based on the 34 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# New Milford Survey Response Table

| CT Special Education Parent Survey Item                        | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | му С    | hild's F          | rogran              | 1                 |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education    | 120     | 41.00/            | 20.20/              | 1.4.70/           | c 20/                | 2.00/                  | 2.10/               |               |
| program.   | 129     | 41.9%             | 30.2%               | 14.7%             | 6.2%                 | 3.9%                   | 3.1%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a  | 120     | 55.00/            | 20.00/              | 12.20/            | C 20/                | 2 10/                  | 1.60/               |               |
| regular basis to discuss my questions and concerns.            | 129     | 55.0%             | 20.9%               | 13.2%             | 6.2%                 | 3.1%                   | 1.6%                | ±             |
| 3. My child's school day has been shortened to                 | 10      | 26.20/            | 10.50/              | 10.50/            | 10.50/               | 0.00/                  | 40.10/              |               |
| accommodate his/her transportation needs.                      | 19      | 26.3%             | 10.5%               | 10.5%             | 10.5%                | 0.0%                   | 42.1%               | ±             |
| 4. My child has been sent home from school due to              | 45      | 0.00/             | 2.20/               | <i>C</i> 70/      | 2.20/                | 0.00/                  | 00.00/              |               |
| behavioral difficulties (not considered suspension).           | 45      | 8.9%              | 2.2%                | 6.7%              | 2.2%                 | 0.0%                   | 80.0%               | ±             |
|  | 104     | c1 20/            | 25.00/              | 5.60/             | 0.00/                | 1.60/                  | 4.00/               |               |
| 5. My child is accepted within the school community.           | 124     | 61.3%             | 25.8%               | 5.6%              | 0.8%                 | 1.6%                   | 4.8%                | ±             |
|  | 120     | 41.50/            | 26.004              | 15 40/            | 6.00/                | 2.00/                  | 2.00/               | 1.50/         |
| 6. My child's IEP is meeting his or her educational needs.     | 130     | 41.5%             | 26.9%               | 15.4%             | 6.9%                 | 3.8%                   | 3.8%                | 1.5%          |
| 7. All special education services identified in my child's IEP |         | <b>70.0</b>       |                     |                   |                      |                        |                     |               |
| have been provided.  | 130     | 50.0%             | 21.5%               | 15.4%             | 3.8%                 | 5.4%                   | 2.3%                | 1.5%          |
| 8. Staff is appropriately trained and able to provide my       |         |                   |                     |                   |                      |                        |                     |               |
| child's specific program and services.                         | 130     | 47.7%             | 22.3%               | 13.1%             | 7.7%                 | 2.3%                   | 3.8%                | 3.1%          |
| Special education teachers make accommodations and             |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                  | 128     | 56.3%             | 25.0%               | 10.2%             | 3.1%                 | 1.6%                   | 2.3%                | 1.6%          |
| 10. General education teachers make accommodations and         |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                  | 122     | 48.4%             | 18.0%               | 14.8%             | 6.6%                 | 4.9%                   | 5.7%                | 1.6%          |
| 11. General education and special education teachers work      |         |                   |                     |                   |                      |                        |                     |               |
| together to assure that my child's IEP is being                | 124     | 48.4%             | 23.4%               | 9.7%              | 5.6%                 | 5.6%                   | 5.6%                | 1.6%          |
| , ,  | 124     | 40.4%             | 23.4%               | 9.1%              | 3.0%                 | 3.0%                   | 3.0%                | 1.0%          |
| implemented.   |         |                   |                     |                   |                      |                        |                     |               |
| Participation in Developing and                                | l Imple | ementi            | ng My               | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers          |         |                   |                     |                   |                      |                        |                     |               |
| encourage parent involvement in order to improve               | 129     | 44.2%             | 33.3%               | 10.9%             | 3.1%                 | 3.9%                   | 4.7%                | ±             |
| services and results for children with disabilities.           |         |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized           |         |                   |                     |                   |                      |                        |                     |               |
| Education Plan (IEP), I feel encouraged to give input and      | 129     | 63.6%             | 20.9%               | 8.5%              | 2.3%                 | 0.8%                   | 3.9%                | ±             |
| express my concerns.   |         |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my   |         |                   |                     |                   |                      |                        |                     |               |
| child's IEP.   | 129     | 66.7%             | 23.3%               | 6.2%              | 2.3%                 | 0.8%                   | 0.8%                | ±             |
| 15. My concerns and recommendations are documented in          |         |                   |                     |                   |                      |                        |                     |               |
| the development of my child's IEP.                             | 128     | 54.7%             | 25.8%               | 11.7%             | 3.1%                 | 2.3%                   | 2.3%                | ±             |
| 16. My child's evaluation report is written in terms I         |         |                   |                     |                   |                      |                        |                     |               |
| understand.  | 127     | 54.3%             | 26.0%               | 7.9%              | 3.9%                 | 3.1%                   | 4.7%                | ±             |
| 17. PPT meetings for my child have been scheduled at times     |         |                   |                     |                   |                      |                        |                     |               |
| _ ,  | 129     | 59.7%             | 20.2%               | 10.1%             | 3.9%                 | 1.6%                   | 4.7%                | ±             |
| and places that met my needs.                                  |         |                   |                     |                   |                      |                        |                     |               |

## **New Milford Survey Response Table – continued**

| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 129      | 43.4%             | 28.7%               | 14.7%             | 4.7%                 | 4.7%                   | 3.9%                | ±             |  |  |
| 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.  | 128      | 48.4%             | 23.4%               | 18.8%             | 4.7%                 | 2.3%                   | 2.3%                | ±             |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 128      | 74.2%             | 11.7%               | 4.7%              | 1.6%                 | 2.3%                   | 5.5%                | ±             |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | 8        | 75.0%             | 0.0%                | 12.5%             | 0.0%                 | 12.5%                  | 0.0%                | ±             |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 8        | 87.5%             | 0.0%                | 12.5%             | 0.0%                 | 0.0%                   | 0.0%                | ±             |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 114      | 65.8%             | 18.4%               | 4.4%              | 1.8%                 | 0.0%                   | 6.1%                | 3.5%          |  |  |
| My Child's Participation   |          |                   |                     |                   |                      |                        |                     |               |  |  |
| <ul><li>24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).</li><li>25. My child has the opportunity to participate in</li></ul> | 124      | 87.9%             | 6.5%                | 0.8%              | 1.6%                 | 2.4%                   | 0.8%                | ±             |  |  |
| extracurricular school activities such as sports or clubs with children without disabilities.  | 111      | 91.0%             | 3.6%                | 1.8%              | 1.8%                 | 0.9%                   | 0.9%                | ±             |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 76       | 2.6%              | 2.6%                | 3.9%              | 0.0%                 | 1.3%                   | 89.5%               | ±             |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).   | 56       | 37.5%             | 8.9%                | 10.7%             | 1.8%                 | 3.6%                   | 19.6%               | 17.9%         |  |  |
| Transition Plans   | ning fo  | r Presc           | hoolers             | 5                 |                      |                        |                     |               |  |  |
| Answer only if your child has transitioned from early interve  | ntion (B | irth to Th        | hree Syst           | tem) to P         | Preschoo             | l in the p             | ast 3 yea           | ars.          |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 23       | 69.6%             | 8.7%                | 8.7%              | 4.3%                 | 0.0%                   | 8.7%                | ±             |  |  |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 37       | 43.2%             | 21.6%               | 16.2%             | 2.7%                 | 2.7%                   | 13.5%               | ±             |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 24       | 25.0%             | 29.2%               | 4.2%              | 0.0%                 | 4.2%                   | 12.5%               | 25.0%         |  |  |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 11       | 27.3%             | 36.4%               | 18.2%             | 18.2%                | 0.0%                   | 0.0%                | ±             |  |  |
|  | -        |                   |                     | T                 | 11 .                 | 1                      | n the ne            |               |  |  |

## **New Milford Survey Response Table – continued**

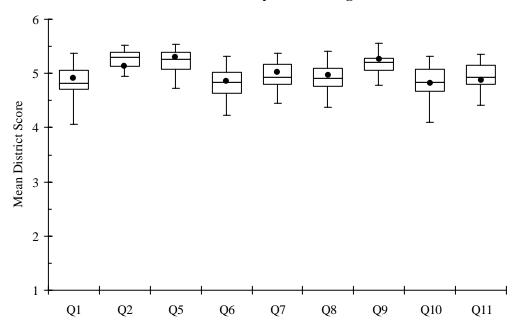
| SIKONGLY Agree MODERATELY Agree   | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree   | MODERATELY<br>Disagree   | STRONLY<br>Disagree  | DON'T<br>KNOW  |  |  |  |  |
|---|-------------------|--|--|--|--|--|--|--|--|
|   |                   |  |  |  |  |  |  |  |  |
| 0.6% 14.7%  | 2.9%              | 2.9%   | 5.9%   | 2.9%   | ±  |  |  |  |  |
| and participate in PPT meetings.  Answer only if your child was age 15 or 16 at his/her last PPT meeting. |                   |  |  |  |  |  |  |  |  |
| 6.2% 46.2%  | 7.7%              | 0.0%   | 0.0%   | 0.0%   | ±  |  |  |  |  |
| Answer only if your child is age 15 or older.   |                   |  |  |  |  |  |  |  |  |
| 2.2% 22.2%  | 5.6%              | 33.3%  | 5.6%   | 11.1%  | ±  |  |  |  |  |
| Support   |                   |  |  |  |  |  |  |  |  |
| 7.7% 8.9%   | 7.6%              | 5.1%   | 3.8%   | 57.0%  | ±  |  |  |  |  |
| 9.6% 4.1%   | 8.2%              | 1.4%   | 4.1%   | 72.6%  | ±  |  |  |  |  |
| 2.1% 14.0%  | 13.1%             | 0.0%   | 7.5%   | 26.2%  | 27.1%  |  |  |  |  |
| 9.3% 10.2%  | 9.3%              | 0.0%   | 4.6%   | 30.6%  | 36.1%  |  |  |  |  |
| lls   |                   |  |  |  |  |  |  |  |  |
| 6.2% 24.4%  | 16.0%             | 5.0%   | 4.2%   | 4.2%   | ±  |  |  |  |  |
|   |                   |  |  |  |  |  |  |  |  |
| 2<br>2<br>7<br>2<br>2<br>2  | 2.2%              | 2.9% 14.7% 2.9% 2.2% 2.2% 2.2% 3.6% 2.2% 3.6% 3.89% 7.6% 3.1% 4.1% 8.2% 3.1% 14.0% 13.1% 3% 10.2% 9.3% 8 | 2.9%   2.9%   2.9%   2.9%   3.2%   46.2%   7.7%   0.0%   33.3%   3.2%   22.2%   5.6%   33.3%   3.3%   3.2%   3.1%   3.1%   0.0%   3.1%   14.0%   13.1%   0.0%   3.1%   10.2%   9.3%   0.0%   8.2%   1.4%   3.2%   10.2%   9.3%   0.0%   3.2%   3 | 2.9%   2.9%   5.9%   5.9%   5.2%   46.2%   7.7%   0.0%   0 | 2.9%   2.9%   2.9%   2.9%   2.9%   3.2%   46.2%   7.7%   0.0%   0 |  |  |  |  |

<sup>±</sup> Not a response option for this survey item.

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

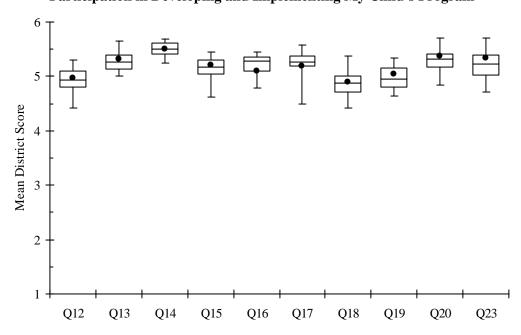
#### **New Milford Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



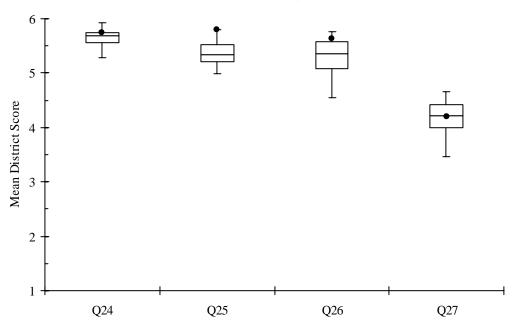
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



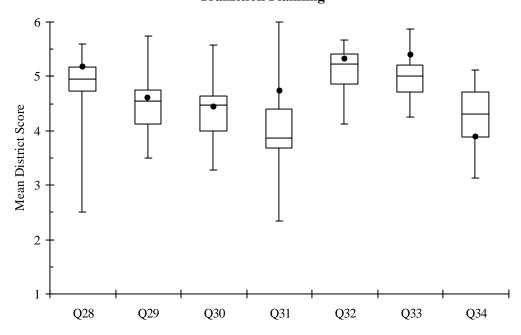
#### New Milford Box-and-Whisker Charts - continued

### My Child's Participation



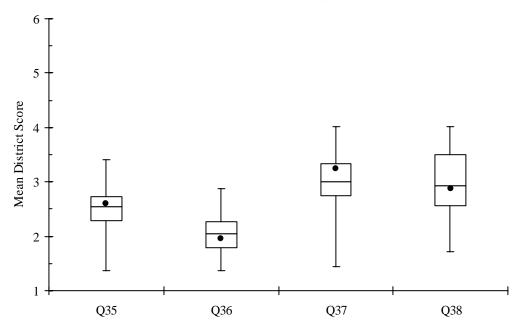
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



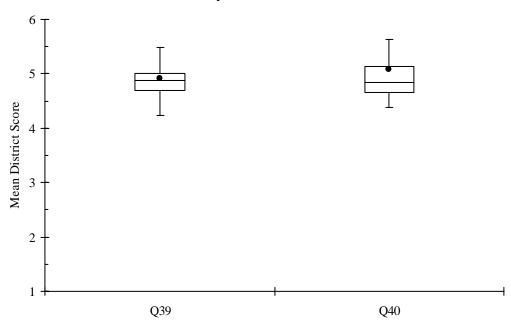
#### New Milford Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



## **New Milford Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 19 | 29.7%   |
| Pleased with Staff                             | 17 | 26.6%   |
| Pleased with Communication and Parent Support  | 1  | 1.6%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 5  | 7.8%    |
| Change in Satisfaction                         | 6  | 9.4%    |
| Dissatisfied Previously, Now Satisfied         | 2  | 3.1%    |
| Satisfied Previously, Now Dissatisfied         | 4  | 6.3%    |
| Problems with Program                          | 17 | 26.6%   |
| Problems with Staff                            | 11 | 17.2%   |
| Problems with Communication and Parent Support | 13 | 20.3%   |
| Problems with Services                         | 12 | 18.8%   |
| Need for Additional Activities/Services        | 4  | 6.3%    |
| Needs of Specific Disability Not Met           | 6  | 9.4%    |
| Instructional and Curricular Concerns          | 15 | 23.4%   |
| Dissatisfied with Transition                   | 2  | 3.1%    |
| Concerns with Child's Progress or Future       | 6  | 9.4%    |
| Other Comments or Concerns                     | 4  | 6.3%    |

Percent totals are based on the 64 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Norwich Survey Response Table

|     | CT Special Education Parent Survey Item                     | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|-----|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
|     | Satisfaction with   | му С    | hild's F          | Progran             | n                 |                      |                        |                     |               |
| 1.  | I am satisfied with my child's overall special education    | 0.5     | <b>7</b> 0 501    | 20.50               | 0.001             | 4 - 50 /             | 2 224                  | 4 504               |               |
|     | program.  | 87      | 50.6%             | 28.7%               | 9.2%              | 4.6%                 | 2.3%                   | 4.6%                | ±             |
| 2.  | I have the opportunity to talk to my child's teachers on a  | 00      | (2 (0)            | 22.00/              | C 90/             | 2.20/                | 1 10/                  | 2.20/               |               |
|     | regular basis to discuss my questions and concerns.         | 88      | 63.6%             | 23.9%               | 6.8%              | 2.3%                 | 1.1%                   | 2.3%                | ±             |
| 3.  | My child's school day has been shortened to                 | 20      | 29.60/            | 14.20/              | 10.70/            | 14.20/               | 2.60/                  | 20.60/              |               |
|     | accommodate his/her transportation needs.                   | 28      | 28.6%             | 14.3%               | 10.7%             | 14.3%                | 3.6%                   | 28.6%               | ±             |
| 4.  | My child has been sent home from school due to              | 20      | 20.90/            | 7.70/               | 12 00/            | 2.60/                | 2.60/                  | 12 (0)              |               |
|     | behavioral difficulties (not considered suspension).        | 39      | 30.8%             | 7.7%                | 12.8%             | 2.6%                 | 2.6%                   | 43.6%               | ±             |
| _   |   | 97      | 56.20/            | 21.00/              | 10.20/            | 1 10/                | 5 70/                  | 4.60/               |               |
| ٥.  | My child is accepted within the school community.           | 87      | 56.3%             | 21.8%               | 10.3%             | 1.1%                 | 5.7%                   | 4.6%                | ±             |
|     | M 1210 TDD: 2 12 1 1 2 1 1                                  | 00      | 50.20/            | 22.00/              | 11 40/            | 2.20/                | 4.50/                  | 2.40/               | 2.20/         |
| 6.  | My child's IEP is meeting his or her educational needs.     | 88      | 52.3%             | 23.9%               | 11.4%             | 2.3%                 | 4.5%                   | 3.4%                | 2.3%          |
| 7.  | All special education services identified in my child's IEP | 00      | 50.10/            | 21 60/              | 0.10/             | 4.50/                | 0.00/                  | 4.50/               | 1.10/         |
|     | have been provided.   | 88      | 59.1%             | 21.6%               | 9.1%              | 4.5%                 | 0.0%                   | 4.5%                | 1.1%          |
| 8.  | Staff is appropriately trained and able to provide my       | 0.6     | 50.50/            | 24.40/              | <b>5</b> 00/      | <b>5</b> 00/         | 2.20/                  | <b>5</b> 00/        | 2.20/         |
|     | child's specific program and services.                      | 86      | 53.5%             | 24.4%               | 5.8%              | 5.8%                 | 2.3%                   | 5.8%                | 2.3%          |
| 9.  | Special education teachers make accommodations and          | 0.5     | 64.704            | 17 60/              | 7.10/             | 0.007                | 2.50/                  | 2.50/               | 2.50/         |
|     | modifications as indicated on my child's IEP.               | 85      | 64.7%             | 17.6%               | 7.1%              | 0.0%                 | 3.5%                   | 3.5%                | 3.5%          |
| 10. | General education teachers make accommodations and          | 0.4     | 4.7.004           | 25 424              | 10.101            | 1.00/                | 2 404                  | 5.004               | 4.007         |
|     | modifications as indicated on my child's IEP.               | 84      | 45.2%             | 27.4%               | 13.1%             | 1.2%                 | 2.4%                   | 6.0%                | 4.8%          |
| 11. | General education and special education teachers work       |         |                   |                     |                   |                      |                        |                     |               |
|     | together to assure that my child's IEP is being             | 85      | 47.1%             | 28.2%               | 7.1%              | 7.1%                 | 2.4%                   | 3.5%                | 4.7%          |
|     | implemented.  | 0.5     | 17.170            | 20.270              | 7.170             | 7.170                | 2.170                  | 3.370               | 11,7,0        |
| -   | Participation in Developing and                             | 1 T1-   |                   | N/ 1                | 01:141-           | Dana atma            |                        |                     |               |
| 12  |   | I Imple | menti             | ig My               | Cillia s          | Progra               | .111                   |                     |               |
| 12. | In my child's school, administrators and teachers           |         |                   |                     |                   |                      |                        |                     |               |
|     | encourage parent involvement in order to improve            | 84      | 53.6%             | 28.6%               | 9.5%              | 1.2%                 | 1.2%                   | 6.0%                | ±             |
|     | services and results for children with disabilities.        |         |                   |                     |                   |                      |                        |                     |               |
| 13. | At meetings to develop my child's Individualized            |         |                   |                     |                   |                      |                        |                     |               |
|     | Education Plan (IEP), I feel encouraged to give input and   | 87      | 69.0%             | 16.1%               | 6.9%              | 1.1%                 | 3.4%                   | 3.4%                | ±             |
|     | express my concerns.  |         |                   |                     |                   |                      |                        |                     |               |
| 14. | I understand what is discussed at meetings to develop my    | 07      | 71 20/            | 16 10/              | 0.20/             | 2 20/                | 1 10/                  | 0.00/               |               |
|     | child's IEP.  | 87      | 71.3%             | 16.1%               | 9.2%              | 2.3%                 | 1.1%                   | 0.0%                | ±             |
| 15. | My concerns and recommendations are documented in           | 0.5     | 66.204            | 22.20/              | F 00/             | 0.007                | 1.00/                  | 2.50/               |               |
|     | the development of my child's IEP.                          | 86      | 66.3%             | 23.3%               | 5.8%              | 0.0%                 | 1.2%                   | 3.5%                | ±             |
| 16. | My child's evaluation report is written in terms I          | 0.5     | 60 5°             | 20.22               | 5 Oct             | 0.001                | 0.001                  | 2.50:               |               |
|     | understand.   | 86      | 60.5%             | 30.2%               | 5.8%              | 0.0%                 | 0.0%                   | 3.5%                | ±             |
| 17. | PPT meetings for my child have been scheduled at times      | 0.7     | 64.407            | 22.00/              | 6.004             | 0.004                | 0.004                  | 2.427               |               |
|     | and places that met my needs.                               | 87      | 64.4%             | 23.0%               | 6.9%              | 2.3%                 | 0.0%                   | 3.4%                | ±             |
|     |   |         |                   |                     |                   |                      |                        |                     |               |

## Norwich Survey Response Table - continued

| ·  |          |                   |                     |                   |                      |                        |                     |               |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 86       | 47.7%             | 27.9%               | 9.3%              | 3.5%                 | 2.3%                   | 9.3%                | ±             |
|  |          |                   |                     |                   |                      |                        |                     |               |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 88       | 54.5%             | 26.1%               | 10.2%             | 3.4%                 | 2.3%                   | 3.4%                | ±             |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 85       | 62.4%             | 18.8%               | 5.9%              | 7.1%                 | 1.2%                   | 4.7%                | ±             |
| 21. If necessary, a translator was provided at the PPT meetings.   | 16       | 56.3%             | 12.5%               | 6.3%              | 0.0%                 | 0.0%                   | 25.0%               | ±             |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 18       | 72.2%             | 11.1%               | 5.6%              | 5.6%                 | 0.0%                   | 5.6%                | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 75       | 50.7%             | 17.3%               | 4.0%              | 1.3%                 | 1.3%                   | 14.7%               | 10.7%         |
| My Child's   | s Partio | cipatio           | n                   |                   |                      |                        |                     |               |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 83       | 79.5%             | 8.4%                | 3.6%              | 2.4%                 | 3.6%                   | 2.4%                | ±             |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 75       | 72.0%             | 13.3%               | 2.7%              | 2.7%                 | 1.3%                   | 8.0%                | ±             |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 54       | 16.7%             | 3.7%                | 1.9%              | 0.0%                 | 5.6%                   | 72.2%               | ±             |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 53       | 34.0%             | 13.2%               | 11.3%             | 0.0%                 | 3.8%                   | 18.9%               | 18.9%         |
| Transition Plans   | ning fo  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |
| Answer only if your child has transitioned from early interven   | ntion (B | irth to Tl        | hree Syst           | tem) to P         | Preschool            | l in the p             | ast 3 yea           | ırs.          |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 15       | 60.0%             | 40.0%               | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 31       | 29.0%             | 45.2%               | 12.9%             | 3.2%                 | 3.2%                   | 6.5%                | ±             |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 24       | 25.0%             | 25.0%               | 8.3%              | 0.0%                 | 0.0%                   | 29.2%               | 12.5%         |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 19       | 52.6%             | 15.8%               | 0.0%              | 5.3%                 | 0.0%                   | 26.3%               | ±             |
|  |          |                   |                     |                   |                      |                        |                     |               |

## Norwich Survey Response Table - continued

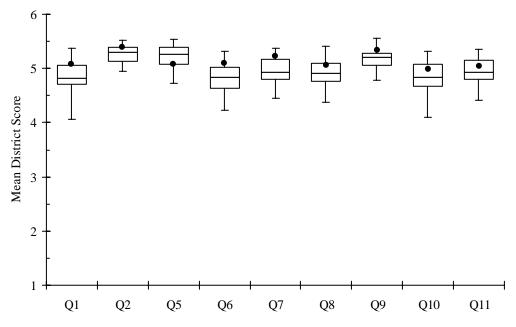
| CT Special Education Parent Survey Item   | n      | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|--------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend  | 37     | 73.0%             | 16.2%               | 2.7%              | 0.0%                 | 0.0%                   | 8.1%                |               |
| and participate in PPT meetings.  | 37     | 73.0%             | 10.2%               | 2.1%              | 0.0%                 | 0.0%                   | 8.1%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |        |                   |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an   | 24     | 58.3%             | 20.8%               | 12.5%             | 4.2%                 | 0.0%                   | 4.2%                | ±             |
| appropriate course of study at the high school.   | 24     | 30.370            | 20.870              | 12.570            | 4.270                | 0.070                  | 4.270               |               |
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 30     | 40.0%             | 13.3%               | 6.7%              | 3.3%                 | 6.7%                   | 30.0%               | ±             |
| Parent Train  | ing an | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 57     | 22.8%             | 3.5%                | 7.0%              | 1.8%                 | 5.3%                   | 59.6%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 57     | 14.0%             | 3.5%                | 5.3%              | 1.8%                 | 5.3%                   | 70.2%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 67     | 16.4%             | 6.0%                | 4.5%              | 4.5%                 | 4.5%                   | 31.3%               | 32.8%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 71     | 16.9%             | 5.6%                | 2.8%              | 4.2%                 | 2.8%                   | 29.6%               | 38.0%         |
| My Child's Skills   |        |                   |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 84     | 50.0%             | 23.8%               | 9.5%              | 6.0%                 | 1.2%                   | 9.5%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 79     | 48.1%             | 22.8%               | 8.9%              | 6.3%                 | 0.0%                   | 13.9%               | ±             |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

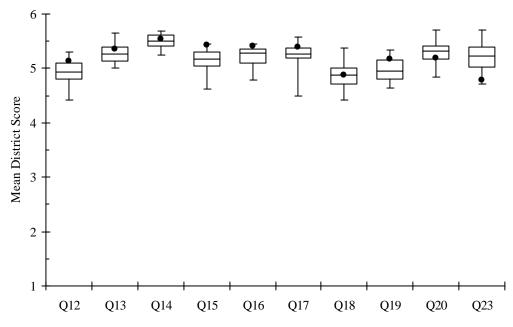
#### **Norwich Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



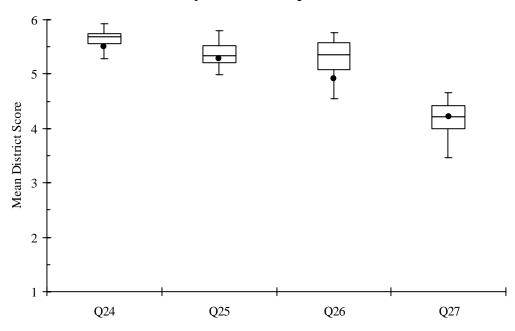
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



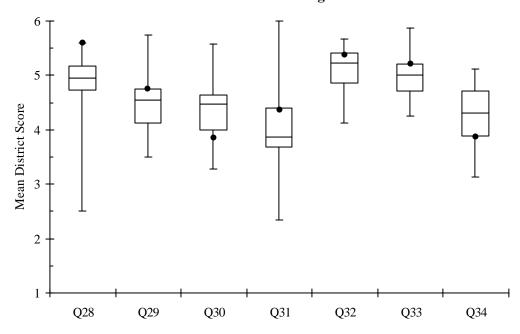
#### Norwich Box-and-Whisker Charts - continued

#### **My Child's Participation**



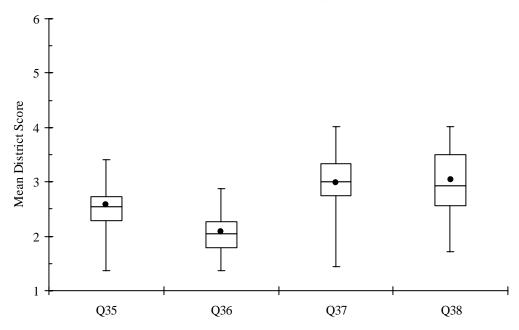
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



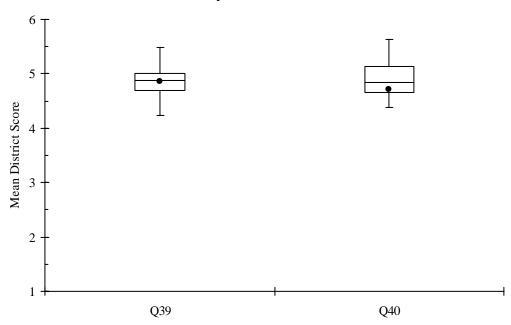
### Norwich Box-and-Whisker Charts - continued

### **Parent Training and Support**



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

# My Child's Skills



# Norwich Open-Ended Summary Table

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 12 | 40.0%   |
| Pleased with Staff                             | 9  | 30.0%   |
| Pleased with Communication and Parent Support  | 3  | 10.0%   |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 1  | 3.3%    |
| Change in Satisfaction                         | 2  | 6.7%    |
| Dissatisfied Previously, Now Satisfied         | 2  | 6.7%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 4  | 13.3%   |
| Problems with Staff                            | 4  | 13.3%   |
| Problems with Communication and Parent Support | 6  | 20.0%   |
| Problems with Services                         | 3  | 10.0%   |
| Need for Additional Activities/Services        | 1  | 3.3%    |
| Needs of Specific Disability Not Met           | 2  | 6.7%    |
| Instructional and Curricular Concerns          | 4  | 13.3%   |
| Dissatisfied with Transition                   | 1  | 3.3%    |
| Concerns with Child's Progress or Future       | 2  | 6.7%    |
| Other Comments or Concerns                     | 0  | 0.0%    |

Percent totals are based on the 30 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Oxford Survey Response Table

|     | CT Special Education Parent Survey Item                     | n          | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|-----|---|------------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
|     | Satisfaction with   | і Му С     | hild's F          | Progran             | 1                 |                      |                        |                     |               |  |
| 1.  | I am satisfied with my child's overall special education    | <i>E</i> 1 | 41.2%             | 45 10/              | 3.9%              | 2.00/                | 2.0%                   | 5.00/               |               |  |
|     | program.  | 51         | 41.2%             | 45.1%               | 3.9%              | 2.0%                 | 2.0%                   | 5.9%                | ±             |  |
| 2.  | I have the opportunity to talk to my child's teachers on a  | 51         | 66.7%             | 15.7%               | 9.8%              | 2.0%                 | 2.0%                   | 3.9%                |               |  |
|     | regular basis to discuss my questions and concerns.         | 31         | 00.7%             | 13.7%               | 9.8%              | 2.0%                 | 2.0%                   | 3.9%                | ±             |  |
| 3.  | My child's school day has been shortened to                 | 9          | 0.0%              | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 100.0%              |               |  |
|     | accommodate his/her transportation needs.                   | 9          | 0.0%              | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 100.0%              | ±             |  |
| 4.  | My child has been sent home from school due to              | 18         | 11 10/            | 5.6%                | 5.6%              | 0.0%                 | 5.6%                   | 72.2%               |               |  |
|     | behavioral difficulties (not considered suspension).        | 18         | 11.1%             | 3.0%                | 3.0%              | 0.0%                 | 3.0%                   | 12.2%               | ±             |  |
| _   | My shild is accounted within the school community           | 50         | 66.0%             | 24.0%               | 6.0%              | 0.0%                 | 4.0%                   | 0.0%                |               |  |
| ٥.  | My child is accepted within the school community.           | 30         | 00.0%             | 24.0%               | 6.0%              | 0.0%                 | 4.0%                   | 0.0%                | ±             |  |
|     | Mar abild? IED :  | 50         | 44.00/            | 40.00/              | 0.00/             | 0.00/                | 2.00/                  | C 00/               | 0.00/         |  |
| 6.  | My child's IEP is meeting his or her educational needs.     | 50         | 44.0%             | 40.0%               | 8.0%              | 0.0%                 | 2.0%                   | 6.0%                | 0.0%          |  |
| 7.  | All special education services identified in my child's IEP | <i>5</i> 1 | 54.00/            | 25.20/              | 2.00/             | 0.00/                | 0.00/                  | 7.00/               | 0.00/         |  |
|     | have been provided.   | 51         | 54.9%             | 35.3%               | 2.0%              | 0.0%                 | 0.0%                   | 7.8%                | 0.0%          |  |
| 8.  | Staff is appropriately trained and able to provide my       | <i>7</i> 1 | 40.00/            | 25.50/              | 11.00/            | 2.00/                | 2.00/                  | 5.00/               | 2.00/         |  |
|     | child's specific program and services.                      | 51         | 49.0%             | 25.5%               | 11.8%             | 3.9%                 | 2.0%                   | 5.9%                | 2.0%          |  |
| 9.  | Special education teachers make accommodations and          | 50         | <b>62</b> 00/     | 22.00/              | 0.004             | 2.00/                | 0.00/                  | 6.004               | 0.007         |  |
|     | modifications as indicated on my child's IEP.               | 50         | 62.0%             | 22.0%               | 8.0%              | 2.0%                 | 0.0%                   | 6.0%                | 0.0%          |  |
| 10. | General education teachers make accommodations and          | 40         | <b>7</b> 0.00/    | 10.00/              | 4.4.504           | - O.                 | 2.40/                  | 4.204               | 4.00/         |  |
|     | modifications as indicated on my child's IEP.               | 48         | 50.0%             | 18.8%               | 14.6%             | 6.3%                 | 2.1%                   | 4.2%                | 4.2%          |  |
| 11. | General education and special education teachers work       |            |                   |                     |                   |                      |                        |                     |               |  |
|     | together to assure that my child's IEP is being             | 48         | 45.8%             | 27.1%               | 14.6%             | 2.1%                 | 2.1%                   | 6.3%                | 2.1%          |  |
|     | implemented.  | 10         | 13.070            | 27.170              | 11.070            | 2.170                | 2.170                  | 0.570               | 2.170         |  |
| -   | Participation in Developing and                             | 1 71-      |                   | N/ 4                | 01:141-           | Dana atma            |                        |                     |               |  |
| 12  |   | 1 Imple    | menti             | ng my (             | Chiia s           | Progra               | III                    |                     |               |  |
| 12. | In my child's school, administrators and teachers           |            |                   |                     |                   |                      |                        |                     |               |  |
|     | encourage parent involvement in order to improve            | 49         | 44.9%             | 24.5%               | 18.4%             | 8.2%                 | 2.0%                   | 2.0%                | ±             |  |
|     | services and results for children with disabilities.        |            |                   |                     |                   |                      |                        |                     |               |  |
| 13. | At meetings to develop my child's Individualized            |            |                   |                     |                   |                      |                        |                     |               |  |
|     | Education Plan (IEP), I feel encouraged to give input and   | 51         | 68.6%             | 17.6%               | 9.8%              | 2.0%                 | 0.0%                   | 2.0%                | ±             |  |
|     | express my concerns.  |            |                   |                     |                   |                      |                        |                     |               |  |
| 14. | I understand what is discussed at meetings to develop my    | E 1        | 70.50             | 10.60/              | 5.00/             | 0.00/                | 2.00/                  | 0.00/               | Ţ, Ţ          |  |
|     | child's IEP.  | 51         | 72.5%             | 19.6%               | 5.9%              | 0.0%                 | 2.0%                   | 0.0%                | ±             |  |
| 15. | My concerns and recommendations are documented in           | r 1        | 50.004            | 20. 40/             | 2.00/             | 7.00                 | 2.004                  | 2.00/               |               |  |
|     | the development of my child's IEP.                          | 51         | 52.9%             | 29.4%               | 2.0%              | 7.8%                 | 3.9%                   | 3.9%                | ±             |  |
| 16. | My child's evaluation report is written in terms I          |            | 50.000            | 27. 72.             | <b>7</b> 600      | 2.004                | 2.634                  | 0.004               |               |  |
|     | understand.   | 51         | 58.8%             | 27.5%               | 7.8%              | 2.0%                 | 3.9%                   | 0.0%                | ±             |  |
| 17. | PPT meetings for my child have been scheduled at times      |            | c 4 = 0 :         | 10 501              | 0.001             | 0.001                | 5.604                  | 0.004               |               |  |
|     | and places that met my needs.                               | 51         | 64.7%             | 19.6%               | 9.8%              | 0.0%                 | 5.9%                   | 0.0%                | ±             |  |
|     | and places that met m, meess.                               |            |                   |                     |                   |                      |                        |                     |               |  |

# Oxford Survey Response Table - continued

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 51        | 54.9%             | 27.5%               | 5.9%              | 2.0%                 | 2.0%                   | 7.8%                | ±             |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 51        | 58.8%             | 15.7%               | 9.8%              | 7.8%                 | 5.9%                   | 2.0%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 50        | 66.0%             | 20.0%               | 4.0%              | 6.0%                 | 2.0%                   | 2.0%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | 1                   | 1                 | 1                    | 1                      | 1                   | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | ı                   | 1                 | 1                    | ı                      | ı                   | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 41        | 65.9%             | 19.5%               | 2.4%              | 0.0%                 | 2.4%                   | 2.4%                | 7.3%          |  |  |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 50        | 76.0%             | 18.0%               | 4.0%              | 2.0%                 | 0.0%                   | 0.0%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 49        | 71.4%             | 18.4%               | 2.0%              | 2.0%                 | 0.0%                   | 6.1%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 23        | 4.3%              | 8.7%                | 0.0%              | 4.3%                 | 4.3%                   | 78.3%               | ±             |  |  |  |
| 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). | 24        | 29.2%             | 25.0%               | 4.2%              | 4.2%                 | 4.2%                   | 12.5%               | 20.8%         |  |  |  |
| Transition Plans   | ning for  | r Presc           | hoolers             | ;                 |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Th          | ree Syste           | m) to Pr          | eschool              | in the na              | st 3 vear           | S.            |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 9         | 66.7%             | 11.1%               | 11.1%             | 0.0%                 | 0.0%                   | 11.1%               | ±             |  |  |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              | -                    |                        | -                   |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 22        | 45.5%             | 31.8%               | 0.0%              | 4.5%                 | 0.0%                   | 18.2%               | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 10        | 50.0%             | 20.0%               | 0.0%              | 10.0%                | 0.0%                   | 10.0%               | 10.0%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT meet  | ing.      |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |

# Oxford Survey Response Table – continued

| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 19       | 63.2%             | 21.1%               | 0.0%              | 0.0%                 | 5.3%                   | 10.5%               | ±             |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin | g.                |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 9        | 55.6%             | 11.1%               | 0.0%              | 0.0%                 | 22.2%                  | 11.1%               | ±             |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 11       | 54.5%             | 0.0%                | 18.2%             | 18.2%                | 0.0%                   | 9.1%                | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 32       | 31.3%             | 9.4%                | 9.4%              | 0.0%                 | 9.4%                   | 40.6%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 29       | 13.8%             | 13.8%               | 6.9%              | 6.9%                 | 6.9%                   | 51.7%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 46       | 19.6%             | 10.9%               | 15.2%             | 2.2%                 | 2.2%                   | 23.9%               | 26.1%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 42       | 16.7%             | 11.9%               | 9.5%              | 0.0%                 | 0.0%                   | 23.8%               | 38.1%         |
|   | ild's S  | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 51       | 62.7%             | 21.6%               | 7.8%              | 0.0%                 | 2.0%                   | 5.9%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 48       | 58.3%             | 22.9%               | 10.4%             | 2.1%                 | 0.0%                   | 6.3%                | ±             |

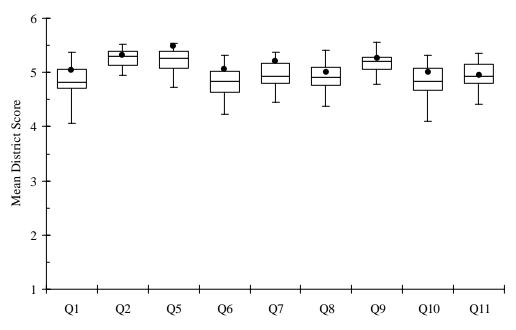
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

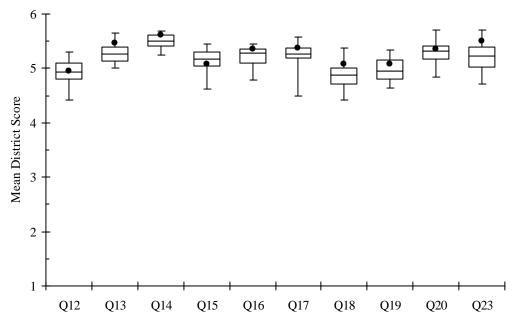
### **Oxford Box-and-Whisker Charts**

## Satisfaction with My Child's Program



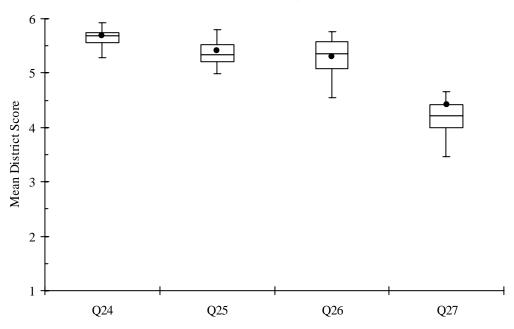
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

### Participation in Developing and Implementing My Child's Program



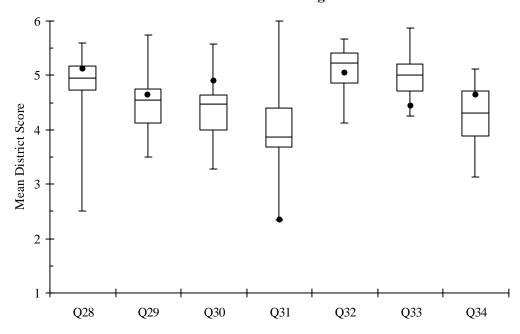
### Oxford Box-and-Whisker Charts - continued

# My Child's Participation



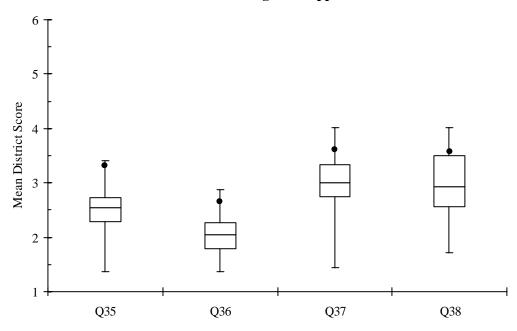
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



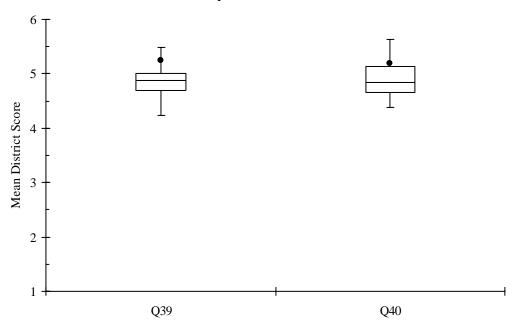
### Oxford Box-and-Whisker Charts - continued

### **Parent Training and Support**



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

# My Child's Skills



# Oxford Open-Ended Summary Table

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 3 | 14.3%   |
| Pleased with Staff                             | 7 | 33.3%   |
| Pleased with Communication and Parent Support  | 1 | 4.8%    |
| Pleased with Transition Process and Staff      | 0 | 0.0%    |
| Somewhat Satisfied                             | 1 | 4.8%    |
| Change in Satisfaction                         | 4 | 19.0%   |
| Dissatisfied Previously, Now Satisfied         | 2 | 9.5%    |
| Satisfied Previously, Now Dissatisfied         | 2 | 9.5%    |
| Problems with Program                          | 4 | 19.0%   |
| Problems with Staff                            | 7 | 33.3%   |
| Problems with Communication and Parent Support | 4 | 19.0%   |
| Problems with Services                         | 5 | 23.8%   |
| Need for Additional Activities/Services        | 4 | 19.0%   |
| Needs of Specific Disability Not Met           | 0 | 0.0%    |
| Instructional and Curricular Concerns          | 4 | 19.0%   |
| Dissatisfied with Transition                   | 2 | 9.5%    |
| Concerns with Child's Progress or Future       | 1 | 4.8%    |
| Other Comments or Concerns                     | 2 | 9.5%    |

Percent totals are based on the 21 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Sherman Survey Response Table**

| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with   | и Му С  | hild's P          | rogram              | 1                 |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education   | 34      | 52.9%             | 8.8%                | 17.6%             | 8.8%                 | 5.9%                   | 5.9%                |               |
| program.  | 34      | 32.9%             | 8.8%                | 17.0%             | 8.8%                 | 3.9%                   | 3.9%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.   | 35      | 65.7%             | 14.3%               | 11.4%             | 5.7%                 | 2.9%                   | 0.0%                | ±             |
| 3. My child's school day has been shortened to accommodate his/her transportation needs.  | ±±      | -                 | -                   | -                 | 1                    | -                      | -                   | ±             |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).  | 19      | 21.1%             | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 78.9%               | ±             |
| 5. My child is accepted within the school community.  | 36      | 58.3%             | 27.8%               | 8.3%              | 2.8%                 | 0.0%                   | 2.8%                | ±             |
| 6. My child's IEP is meeting his or her educational needs.  | 36      | 44.4%             | 8.3%                | 16.7%             | 11.1%                | 8.3%                   | 11.1%               | 0.0%          |
| 7. All special education services identified in my child's IEP have been provided.  | 36      | 50.0%             | 16.7%               | 5.6%              | 19.4%                | 2.8%                   | 2.8%                | 2.8%          |
| 8. Staff is appropriately trained and able to provide my child's specific program and services.   | 34      | 44.1%             | 26.5%               | 11.8%             | 2.9%                 | 0.0%                   | 8.8%                | 5.9%          |
| Special education teachers make accommodations and modifications as indicated on my child's IEP.  | 35      | 57.1%             | 17.1%               | 17.1%             | 5.7%                 | 2.9%                   | 0.0%                | 0.0%          |
| General education teachers make accommodations and modifications as indicated on my child's IEP.  | 32      | 50.0%             | 12.5%               | 12.5%             | 15.6%                | 6.3%                   | 3.1%                | 0.0%          |
| General education and special education teachers work together to assure that my child's IEP is being implemented.  | 32      | 50.0%             | 12.5%               | 15.6%             | 12.5%                | 3.1%                   | 6.3%                | 0.0%          |
| Participation in Developing and   | l Imple | ementii           | ng My (             | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. | 35      | 48.6%             | 8.6%                | 20.0%             | 11.4%                | 2.9%                   | 8.6%                | ±             |
| 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.                         | 36      | 66.7%             | 11.1%               | 11.1%             | 2.8%                 | 5.6%                   | 2.8%                | ±             |
| 14. I understand what is discussed at meetings to develop my child's IEP.   | 35      | 77.1%             | 14.3%               | 8.6%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 15. My concerns and recommendations are documented in the development of my child's IEP.  | 35      | 51.4%             | 11.4%               | 17.1%             | 5.7%                 | 2.9%                   | 11.4%               | ±             |
| 16. My child's evaluation report is written in terms I understand.  | 36      | 63.9%             | 22.2%               | 8.3%              | 5.6%                 | 0.0%                   | 0.0%                | ±             |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.  | 36      | 66.7%             | 11.1%               | 11.1%             | 5.6%                 | 2.8%                   | 2.8%                | ±             |

Table is continued on the next page.

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# **Sherman Survey Response Table - continued**

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 36        | 47.2%             | 13.9%               | 19.4%             | 5.6%                 | 11.1%                  | 2.8%                | ±             |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 36        | 47.2%             | 13.9%               | 13.9%             | 19.4%                | 0.0%                   | 5.6%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 35        | 80.0%             | 8.6%                | 5.7%              | 0.0%                 | 0.0%                   | 5.7%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | 0         | 0.0%              | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 29        | 82.8%             | 3.4%                | 0.0%              | 0.0%                 | 3.4%                   | 3.4%                | 6.9%          |  |  |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-<br>sponsored activities such as field trips, assemblies and<br>social events (dances, sports events).                   | 35        | 91.4%             | 5.7%                | 0.0%              | 0.0%                 | 0.0%                   | 2.9%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 31        | 93.5%             | 3.2%                | 0.0%              | 0.0%                 | 0.0%                   | 3.2%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 22        | 4.5%              | 0.0%                | 0.0%              | 0.0%                 | 9.1%                   | 86.4%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 11        | 54.5%             | 0.0%                | 9.1%              | 0.0%                 | 0.0%                   | 18.2%               | 18.2%         |  |  |  |
| Transition Plans   | ning for  | r Presci          | hoolers             | 3                 |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 9         | 66.7%             | 0.0%                | 11.1%             | 0.0%                 | 11.1%                  | 11.1%               | ±             |  |  |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 11        | 54.5%             | 0.0%                | 9.1%              | 9.1%                 | 18.2%                  | 9.1%                | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 8         | 62.5%             | 0.0%                | 12.5%             | 0.0%                 | 12.5%                  | 12.5%               | 0.0%          |  |  |  |
| Answer only if your child was age 15 at his/her last PPT meets   | ing.      |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
|  | -         |                   |                     | $T_{\alpha}$      |                      |                        |                     |               |  |  |  |

# **Sherman Survey Response Table - continued**

| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 12       | 58.3%             | 8.3%                | 16.7%             | 0.0%                 | 0.0%                   | 16.7%               | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT  | meeting  | ·.                |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | ±±       | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 6        | 50.0%             | 16.7%               | 16.7%             | 16.7%                | 0.0%                   | 0.0%                | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 25       | 24.0%             | 4.0%                | 0.0%              | 0.0%                 | 4.0%                   | 68.0%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 25       | 16.0%             | 4.0%                | 0.0%              | 0.0%                 | 4.0%                   | 76.0%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 29       | 6.9%              | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 72.4%               | 20.7%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 27       | 11.1%             | 3.7%                | 0.0%              | 0.0%                 | 0.0%                   | 55.6%               | 29.6%         |
| My Ch   | ild's Sl | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 33       | 57.6%             | 24.2%               | 12.1%             | 3.0%                 | 3.0%                   | 0.0%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 32       | 62.5%             | 25.0%               | 6.3%              | 3.1%                 | 3.1%                   | 0.0%                | ±             |

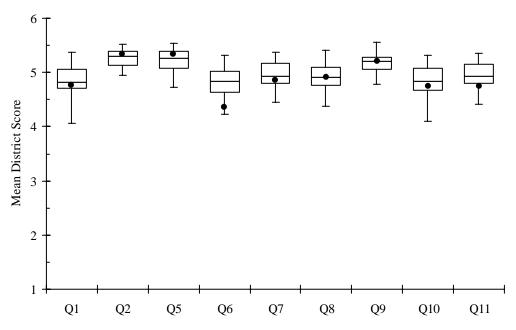
<sup>±</sup> Not a response option for this survey item.

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

 $<sup>\</sup>pm\pm$  Miniminum reporting standard not met for this survey item.

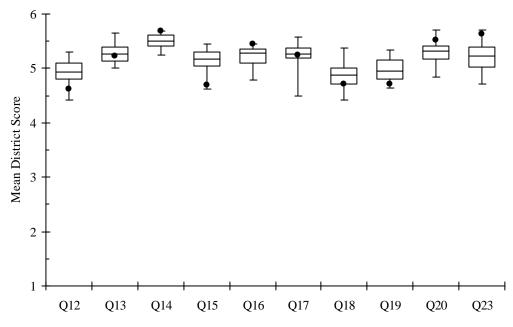
### **Sherman Box-and-Whisker Charts**

## Satisfaction with My Child's Program



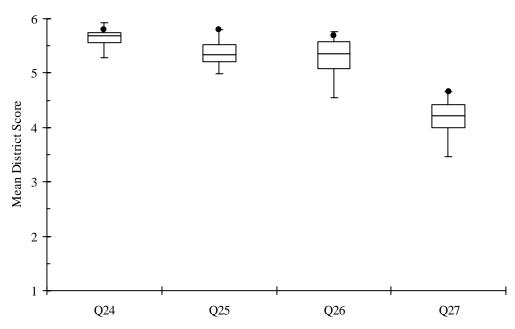
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

### Participation in Developing and Implementing My Child's Program



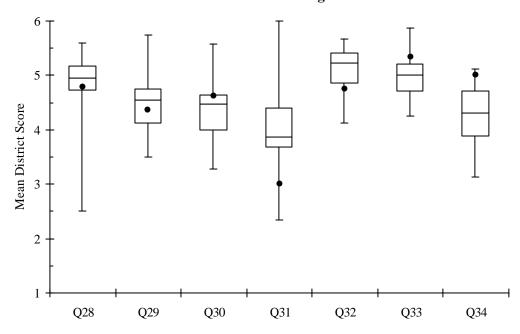
### Sherman Box-and-Whisker Charts - continued

# My Child's Participation



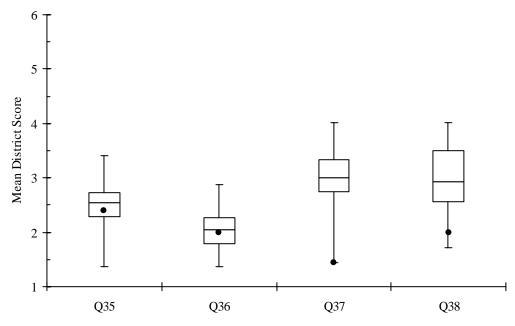
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



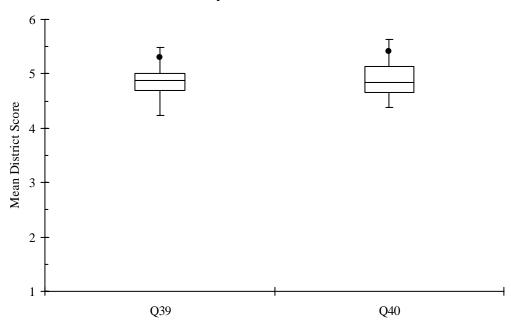
### Sherman Box-and-Whisker Charts - continued

### **Parent Training and Support**



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

# My Child's Skills



# **Sherman Open-Ended Summary Table**

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 5 | 22.7%   |
| Pleased with Staff                             | 4 | 18.2%   |
| Pleased with Communication and Parent Support  | 1 | 4.5%    |
| Pleased with Transition Process and Staff      | 1 | 4.5%    |
| Somewhat Satisfied                             | 2 | 9.1%    |
| Change in Satisfaction                         | 2 | 9.1%    |
| Dissatisfied Previously, Now Satisfied         | 1 | 4.5%    |
| Satisfied Previously, Now Dissatisfied         | 1 | 4.5%    |
| Problems with Program                          | 6 | 27.3%   |
| Problems with Staff                            | 5 | 22.7%   |
| Problems with Communication and Parent Support | 5 | 22.7%   |
| Problems with Services                         | 3 | 13.6%   |
| Need for Additional Activities/Services        | 2 | 9.1%    |
| Needs of Specific Disability Not Met           | 1 | 4.5%    |
| Instructional and Curricular Concerns          | 4 | 18.2%   |
| Dissatisfied with Transition                   | 0 | 0.0%    |
| Concerns with Child's Progress or Future       | 1 | 4.5%    |
| Other Comments or Concerns                     | 1 | 4.5%    |

Percent totals are based on the 22 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Simsbury Survey Response Table

| CT Special Education Parent Survey Item  | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | му С    | hild's F          | Progran             | n.                |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education                        | 173     | 61.8%             | 26.6%               | 5.2%              | 2.3%                 | 1.7%                   | 2.3%                |               |
| program.   | 1/3     | 01.8%             | 20.0%               | 3.2%              | 2.5%                 | 1.7%                   | 2.5%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a                      | 172     | 69.2%             | 20.3%               | 7.0%              | 1.2%                 | 1.7%                   | 0.6%                | ±             |
| regular basis to discuss my questions and concerns.                                | 1/2     | 07.270            | 20.570              | 7.070             | 1.2/0                | 1.770                  | 0.070               |               |
| 3. My child's school day has been shortened to                                     | 27      | 18.5%             | 3.7%                | 3.7%              | 3.7%                 | 0.0%                   | 70.4%               | ±             |
| accommodate his/her transportation needs.  |         | 10.570            | 3.770               | 3.770             | 3.770                | 0.070                  | 70.170              | _             |
| 4. My child has been sent home from school due to                                  | 57      | 1.8%              | 1.8%                | 0.0%              | 0.0%                 | 1.8%                   | 94.7%               | ±             |
| behavioral difficulties (not considered suspension).                               |         |                   |                     |                   |                      |                        |                     |               |
| 5. My child is accepted within the school community.                               | 172     | 63.4%             | 29.1%               | 6.4%              | 0.6%                 | 0.6%                   | 0.0%                | ±             |
| , ,  |         |                   |                     |                   |                      |                        |                     |               |
| 6. My child's IEP is meeting his or her educational needs.                         | 172     | 56.4%             | 28.5%               | 7.6%              | 2.9%                 | 1.7%                   | 1.7%                | 1.2%          |
| 7. All special education services identified in my child's IEP                     |         |                   |                     |                   |                      |                        |                     |               |
| 7. All special education services identified in my child's IEP have been provided. | 173     | 63.6%             | 23.7%               | 4.6%              | 4.6%                 | 2.3%                   | 1.2%                | 0.0%          |
| Staff is appropriately trained and able to provide my                              |         |                   |                     |                   |                      |                        |                     |               |
| child's specific program and services.   | 173     | 67.6%             | 18.5%               | 6.9%              | 3.5%                 | 1.2%                   | 2.3%                | 0.0%          |
| Special education teachers make accommodations and                                 |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                                      | 170     | 73.5%             | 17.1%               | 5.3%              | 1.2%                 | 1.2%                   | 1.8%                | 0.0%          |
| 10. General education teachers make accommodations and                             |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                                      | 169     | 58.0%             | 24.3%               | 10.1%             | 3.0%                 | 3.0%                   | 0.6%                | 1.2%          |
| 11. General education and special education teachers work                          |         |                   |                     |                   |                      |                        |                     |               |
| together to assure that my child's IEP is being                                    | 169     | 63.9%             | 19.5%               | 8.9%              | 3.0%                 | 3.0%                   | 1.2%                | 0.6%          |
| implemented.   | 10)     | 03.770            | 17.570              | 0.570             | 5.070                | 5.070                  | 1.270               | 0.070         |
| Participation in Developing and  | I Imple | monti             | na Mrz (            | Child's           | Drogra               | m                      |                     |               |
|  | i impi  | Inchel            | ing Miy             | Cilliu s          | Tiogra               | .111                   |                     |               |
| 12. In my child's school, administrators and teachers                              | 160     | 56.90/            | 25 40/              | 10 40/            | 2.40/                | 0.60/                  | 2.40/               |               |
| encourage parent involvement in order to improve                                   | 169     | 56.8%             | 25.4%               | 12.4%             | 2.4%                 | 0.6%                   | 2.4%                | ±             |
| services and results for children with disabilities.                               |         |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized                               | 454     | <b>55</b> 00/     | 4 5 401             | 4.007             | 0.501                | 4.50/                  | 4.50/               |               |
| Education Plan (IEP), I feel encouraged to give input and                          | 174     | 75.9%             | 16.1%               | 4.0%              | 0.6%                 | 1.7%                   | 1.7%                | ±             |
| express my concerns.   |         |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my                       | 174     | 74.7%             | 19.5%               | 3.4%              | 1.7%                 | 0.6%                   | 0.0%                | ±             |
| child's IEP.   |         |                   |                     |                   |                      |                        |                     |               |
| 15. My concerns and recommendations are documented in                              | 174     | 65.5%             | 20.7%               | 6.9%              | 3.4%                 | 2.3%                   | 1.1%                | ±             |
| the development of my child's IEP.   |         |                   |                     |                   |                      |                        |                     |               |
| 16. My child's evaluation report is written in terms I                             | 174     | 66.1%             | 20.7%               | 6.3%              | 3.4%                 | 2.9%                   | 0.6%                | ±             |
| understand.  |         |                   |                     |                   |                      |                        |                     |               |
| 17. PPT meetings for my child have been scheduled at times                         | 174     | 71.8%             | 19.0%               | 7.5%              | 0.6%                 | 0.0%                   | 1.1%                | ±             |
| and places that met my needs.  |         |                   |                     | <b>T</b>          |                      |                        |                     |               |

# $Simsbury\ Survey\ Response\ Table-continued$

| Simsbury Survey Response Table – Continued   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 173      | 63.0%             | 21.4%               | 9.2%              | 1.2%                 | 1.2%                   | 4.0%                | ±             |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 173      | 62.4%             | 20.8%               | 11.0%             | 2.3%                 | 1.2%                   | 2.3%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 173      | 75.7%             | 13.9%               | 3.5%              | 4.0%                 | 0.6%                   | 2.3%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | 7        | 71.4%             | 14.3%               | 0.0%              | 0.0%                 | 0.0%                   | 14.3%               | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 8        | 75.0%             | 12.5%               | 0.0%              | 0.0%                 | 0.0%                   | 12.5%               | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 150      | 83.3%             | 10.0%               | 1.3%              | 0.7%                 | 0.0%                   | 2.7%                | 2.0%          |  |  |  |
| My Child's Participation   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-<br>sponsored activities such as field trips, assemblies and<br>social events (dances, sports events).                   | 169      | 93.5%             | 6.5%                | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 163      | 88.3%             | 5.5%                | 1.8%              | 0.6%                 | 1.8%                   | 1.8%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 103      | 5.8%              | 4.9%                | 5.8%              | 0.0%                 | 3.9%                   | 79.6%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 60       | 40.0%             | 13.3%               | 5.0%              | 0.0%                 | 1.7%                   | 21.7%               | 18.3%         |  |  |  |
| Transition Plans   | ing fo   | r Presc           | hoolers             | \$                |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early intervel   | ntion (B | irth to Th        | hree Syst           | tem) to P         | Preschoo             | l in the p             | ast 3 yea           | ars.          |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 25       | 68.0%             | 8.0%                | 8.0%              | 0.0%                 | 8.0%                   | 8.0%                | ±             |  |  |  |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 52       | 61.5%             | 17.3%               | 13.5%             | 5.8%                 | 1.9%                   | 0.0%                | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in secondary transition planning.  | 24       | 37.5%             | 16.7%               | 12.5%             | 0.0%                 | 0.0%                   | 16.7%               | 16.7%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 19       | 42.1%             | 10.5%               | 5.3%              | 21.1%                | 0.0%                   | 21.1%               | ±             |  |  |  |
|  | -        |                   |                     |                   | hlo in oo            |                        |                     |               |  |  |  |

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# Simsbury Survey Response Table – continued

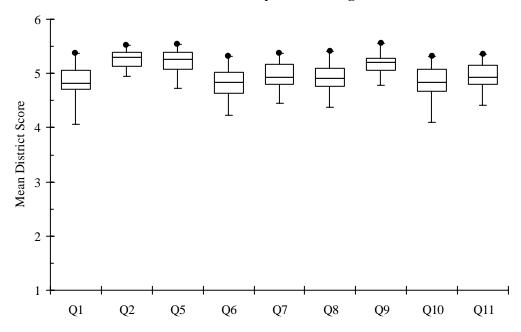
| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend  | 48       | 83.3%             | 4.2%                | 2.1%              | 2.1%                 | 4.2%                   | 4.2%                |               |
| and participate in PPT meetings.  | 46       | 83.3%             | 4.2%                | 2.1%              | 2.1%                 | 4.2%                   | 4.2%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin | g.                |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an   | 27       | 85.2%             | 3.7%                | 7.4%              | 3.7%                 | 0.0%                   | 0.0%                | ±             |
| appropriate course of study at the high school.   | 21       | 03.270            | 3.770               | 7.470             | 3.770                | 0.070                  | 0.0%                |               |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 39       | 48.7%             | 25.6%               | 2.6%              | 10.3%                | 0.0%                   | 12.8%               | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 89       | 13.5%             | 12.4%               | 6.7%              | 3.4%                 | 3.4%                   | 60.7%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 83       | 14.5%             | 6.0%                | 2.4%              | 3.6%                 | 6.0%                   | 67.5%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 134      | 16.4%             | 12.7%               | 11.9%             | 6.7%                 | 4.5%                   | 17.2%               | 30.6%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 127      | 15.0%             | 8.7%                | 8.7%              | 2.4%                 | 1.6%                   | 22.8%               | 40.9%         |
| My Ch   | ild's S  | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 158      | 69.0%             | 19.0%               | 8.2%              | 0.6%                 | 1.9%                   | 1.3%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 157      | 75.8%             | 15.9%               | 7.0%              | 0.0%                 | 0.0%                   | 1.3%                | ±             |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

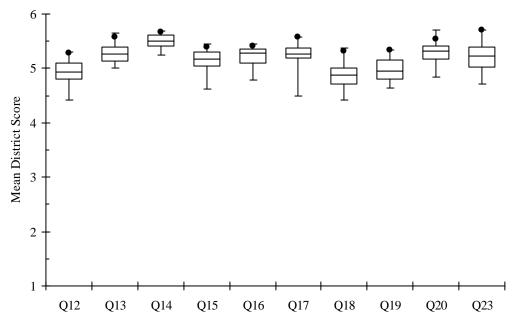
## **Simsbury Box-and-Whisker Charts**

## Satisfaction with My Child's Program



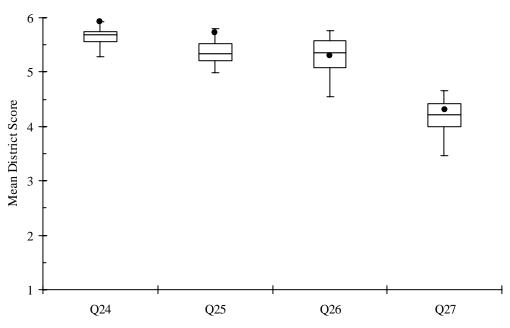
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

### Participation in Developing and Implementing My Child's Program



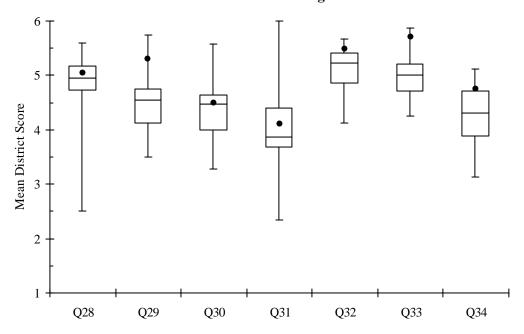
## Simsbury Box-and-Whisker Charts - continued





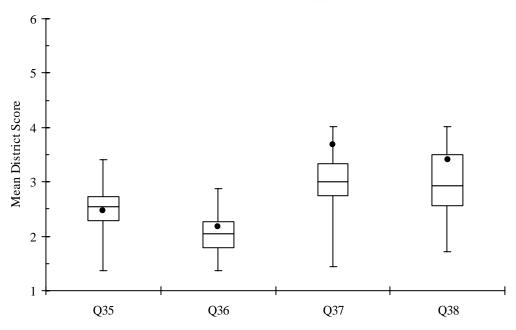
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



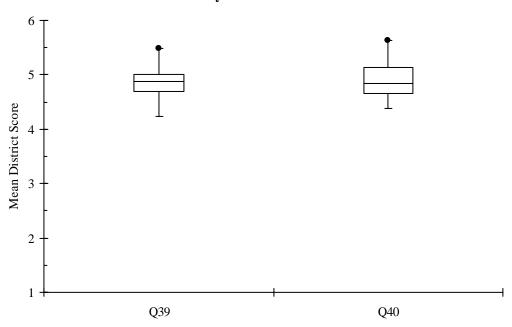
## Simsbury Box-and-Whisker Charts - continued

### **Parent Training and Support**



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

# My Child's Skills



# **Simsbury Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 25 | 36.2%   |
| Pleased with Staff                             | 28 | 40.6%   |
| Pleased with Communication and Parent Support  | 10 | 14.5%   |
| Pleased with Transition Process and Staff      | 3  | 4.3%    |
| Somewhat Satisfied                             | 2  | 2.9%    |
| Change in Satisfaction                         | 6  | 8.7%    |
| Dissatisfied Previously, Now Satisfied         | 5  | 7.2%    |
| Satisfied Previously, Now Dissatisfied         | 1  | 1.4%    |
| Problems with Program                          | 14 | 20.3%   |
| Problems with Staff                            | 13 | 18.8%   |
| Problems with Communication and Parent Support | 12 | 17.4%   |
| Problems with Services                         | 15 | 21.7%   |
| Need for Additional Activities/Services        | 1  | 1.4%    |
| Needs of Specific Disability Not Met           | 2  | 2.9%    |
| Instructional and Curricular Concerns          | 13 | 18.8%   |
| Dissatisfied with Transition                   | 3  | 4.3%    |
| Concerns with Child's Progress or Future       | 4  | 5.8%    |
| Other Comments or Concerns                     | 1  | 1.4%    |

Percent totals are based on the 69 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Stafford Survey Response Table**

| CT Special Education  | Parent Survey Item  Satisfaction with | n<br>Mw C | STRONGLY Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|---------------------------------------|-----------|----------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| 4 X (C 1 '4 1'1   |                                       | i My C    | nna s r        | rogran              | 1                 |                      |                        |                     |               |
| 1   | d's overall special education         | 42        | 23.8%          | 35.7%               | 7.1%              | 7.1%                 | 9.5%                   | 16.7%               | ±             |
| program.  | Ur to may shild's too shows on a      |           |                |                     |                   |                      |                        |                     |               |
| 2. I have the opportunity to ta                             | •                                     | 43        | 44.2%          | 41.9%               | 4.7%              | 2.3%                 | 7.0%                   | 0.0%                | ±             |
| regular basis to discuss my  3. My child's school day has b |                                       |           |                |                     |                   |                      |                        |                     |               |
| accommodate his/her transp                                  |                                       | 13        | 7.7%           | 7.7%                | 15.4%             | 7.7%                 | 0.0%                   | 61.5%               | ±             |
| 4. My child has been sent hon                               |                                       |           |                |                     |                   |                      |                        |                     |               |
| behavioral difficulties (not                                |                                       | 24        | 4.2%           | 0.0%                | 0.0%              | 0.0%                 | 8.3%                   | 87.5%               | ±             |
|   |                                       |           |                |                     |                   |                      |                        |                     |               |
| 5. My child is accepted within                              | the school community.                 | 42        | 47.6%          | 28.6%               | 7.1%              | 4.8%                 | 9.5%                   | 2.4%                | ±             |
|   |                                       | 10        | 27 501         | 24.00/              | <b>7</b> 00/      | 0.004                | 1 5 201                | <b>5</b> 00/        | 0.004         |
| 6. My child's IEP is meeting l                              | nis or her educational needs.         | 43        | 25.6%          | 34.9%               | 7.0%              | 9.3%                 | 16.3%                  | 7.0%                | 0.0%          |
| 7. All special education service                            | es identified in my child's IEP       | 40        | 20.20/         | 27.20/              | 7.00/             | 0.20/                | 0.207                  | 4.70/               | 2.20/         |
| have been provided.   | •                                     | 43        | 30.2%          | 37.2%               | 7.0%              | 9.3%                 | 9.3%                   | 4.7%                | 2.3%          |
| 8. Staff is appropriately traine                            | d and able to provide my              | 42        | 20.20/         | 20.20/              | 11 60/            | 7.00/                | 0.20/                  | 0.20/               | 2.20/         |
| child's specific program an                                 | d services.                           | 43        | 30.2%          | 30.2%               | 11.6%             | 7.0%                 | 9.3%                   | 9.3%                | 2.3%          |
| 9. Special education teachers                               |                                       | 42        | 42.9%          | 33.3%               | 19.0%             | 0.0%                 | 0.0%                   | 4.8%                | 0.0%          |
| modifications as indicated of                               | on my child's IEP.                    | 42        | 42.9%          | 33.3%               | 19.0%             | 0.0%                 | 0.0%                   | 4.8%                | 0.0%          |
| 10. General education teachers                              | make accommodations and               | 42        | 40.5%          | 21.4%               | 14.3%             | 7.1%                 | 11.9%                  | 4.8%                | 0.0%          |
| modifications as indicated of                               | on my child's IEP.                    | 42        | 40.570         | 21.470              | 14.370            | 7.170                | 11.570                 | 4.070               | 0.0%          |
| 11. General education and spec                              |                                       |           |                |                     |                   |                      |                        |                     |               |
| together to assure that my c                                | hild's IEP is being                   | 41        | 41.5%          | 24.4%               | 14.6%             | 9.8%                 | 4.9%                   | 2.4%                | 2.4%          |
| implemented.  |                                       |           |                |                     |                   |                      |                        |                     |               |
| Partici   | oation in Developing and              | Imple     | menti          | ng My (             | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, admin                             | istrators and teachers                |           |                |                     |                   |                      |                        |                     |               |
| encourage parent involvement                                |                                       | 42        | 45.2%          | 23.8%               | 16.7%             | 2.4%                 | 4.8%                   | 7.1%                | ±             |
| services and results for chil                               | -                                     |           |                |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my                               |                                       |           |                |                     |                   |                      |                        |                     |               |
|   | encouraged to give input and          | 43        | 51.2%          | 25.6%               | 11.6%             | 2.3%                 | 2.3%                   | 7.0%                | ±             |
| express my concerns.  | grie input und                        |           | 01.270         | 20.070              | 11.070            | 2.670                | 2.070                  | 71070               | _             |
| 14. I understand what is discus                             | sed at meetings to develop my         |           |                |                     |                   |                      |                        |                     |               |
| child's IEP.  | sed at meetings to develop my         | 43        | 55.8%          | 32.6%               | 11.6%             | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 15. My concerns and recommen                                | ndations are documented in            |           |                |                     |                   |                      |                        |                     |               |
| the development of my chil                                  |                                       | 43        | 41.9%          | 30.2%               | 9.3%              | 7.0%                 | 4.7%                   | 7.0%                | ±             |
| 16. My child's evaluation repor                             |                                       | 42        | 46.701         | 24.007              | 1.4.007           | 0.001                | 0.001                  | 0.007               |               |
| understand.   |                                       | 43        | 46.5%          | 34.9%               | 14.0%             | 2.3%                 | 2.3%                   | 0.0%                | ±             |
| 17. PPT meetings for my child                               | have been scheduled at times          | 42        | <b>60</b> 00/  | 10.60/              | 0.20/             | 4.70/                | 2.20/                  | 2.20/               |               |
| and places that met my nee                                  |                                       | 43        | 62.8%          | 18.6%               | 9.3%              | 4.7%                 | 2.3%                   | 2.3%                | ±             |

# Stafford Survey Response Table – continued

| Startora Survey Response Tuble Continued   |           |                   |                     |                   |                      |                        |                     |               |  |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 43        | 32.6%             | 27.9%               | 16.3%             | 7.0%                 | 7.0%                   | 9.3%                | ±             |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 43        | 39.5%             | 32.6%               | 9.3%              | 9.3%                 | 7.0%                   | 2.3%                | ±             |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 42        | 57.1%             | 26.2%               | 4.8%              | 2.4%                 | 7.1%                   | 2.4%                | ±             |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 41        | 53.7%             | 24.4%               | 4.9%              | 0.0%                 | 2.4%                   | 9.8%                | 4.9%          |  |  |
| My Child's   | s Partio  | ipatio            | 1                   |                   |                      |                        |                     |               |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 42        | 78.6%             | 11.9%               | 0.0%              | 0.0%                 | 0.0%                   | 9.5%                | ±             |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 38        | 68.4%             | 15.8%               | 5.3%              | 0.0%                 | 0.0%                   | 10.5%               | ±             |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 35        | 0.0%              | 2.9%                | 5.7%              | 2.9%                 | 0.0%                   | 88.6%               | ±             |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 26        | 23.1%             | 11.5%               | 15.4%             | 7.7%                 | 3.8%                   | 30.8%               | 7.7%          |  |  |
| Transition Plans   | ning fo   | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 12        | 33.3%             | 33.3%               | 8.3%              | 8.3%                 | 0.0%                   | 16.7%               | ±             |  |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 16        | 25.0%             | 18.8%               | 18.8%             | 6.3%                 | 0.0%                   | 31.3%               | ±             |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 11        | 36.4%             | 18.2%               | 18.2%             | 0.0%                 | 9.1%                   | 9.1%                | 9.1%          |  |  |
| Answer only if your child was age 15 at his/her last PPT meet  | ing.      |                   |                     |                   |                      |                        |                     |               |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 7         | 14.3%             | 14.3%               | 0.0%              | 0.0%                 | 28.6%                  | 42.9%               | ±             |  |  |
|  | -         |                   |                     |                   | bloines              |                        |                     |               |  |  |

# **Stafford Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 17      | 52.9%             | 29.4%               | 11.8%             | 0.0%                 | 5.9%                   | 0.0%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |         |                   |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 11      | 27.3%             | 27.3%               | 18.2%             | 18.2%                | 9.1%                   | 0.0%                | ±             |
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 16      | 18.8%             | 12.5%               | 12.5%             | 6.3%                 | 18.8%                  | 31.3%               | ±             |
| Parent Train  | ing an  | d Supp            | ort                 |                   |                      |                        |                     |               |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 27      | 3.7%              | 3.7%                | 0.0%              | 0.0%                 | 3.7%                   | 88.9%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 25      | 4.0%              | 4.0%                | 0.0%              | 0.0%                 | 0.0%                   | 92.0%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 35      | 8.6%              | 5.7%                | 0.0%              | 0.0%                 | 2.9%                   | 48.6%               | 34.3%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 36      | 19.4%             | 2.8%                | 0.0%              | 0.0%                 | 0.0%                   | 47.2%               | 30.6%         |
|   | ild's S | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 41      | 34.1%             | 29.3%               | 12.2%             | 7.3%                 | 4.9%                   | 12.2%               | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 40      | 30.0%             | 30.0%               | 22.5%             | 5.0%                 | 2.5%                   | 10.0%               | ±             |

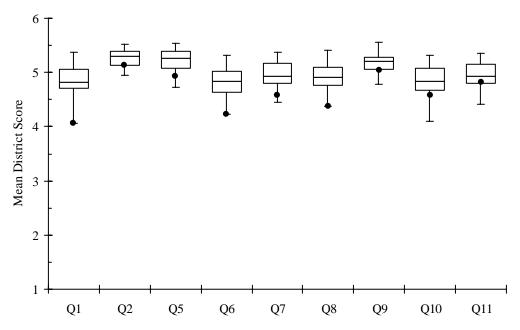
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

 $<sup>\</sup>pm\pm$  Miniminum reporting standard not met for this survey item.

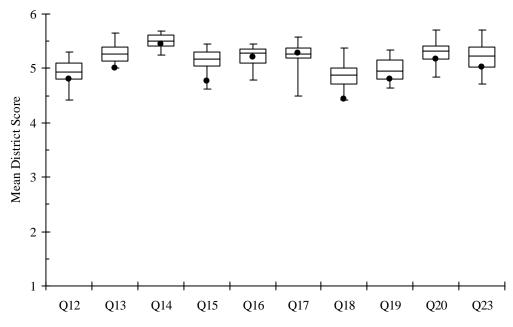
### **Stafford Box-and-Whisker Charts**

## Satisfaction with My Child's Program



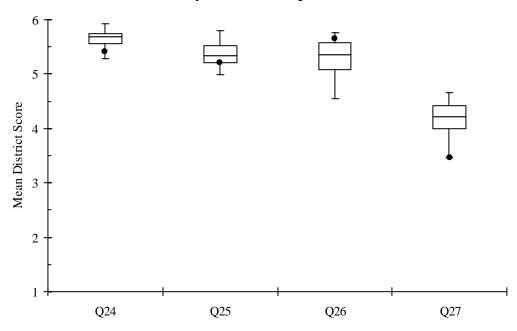
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

### Participation in Developing and Implementing My Child's Program



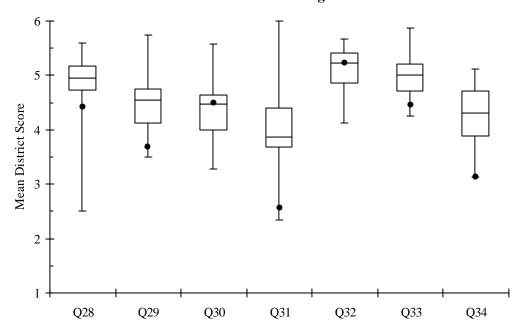
### Stafford Box-and-Whisker Charts - continued

## My Child's Participation



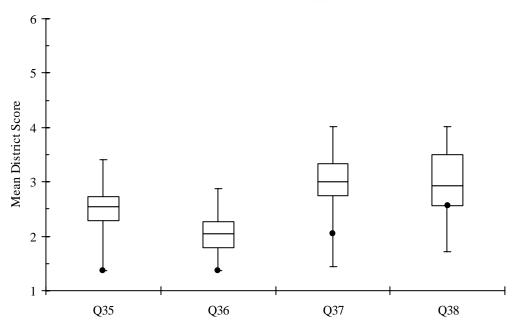
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



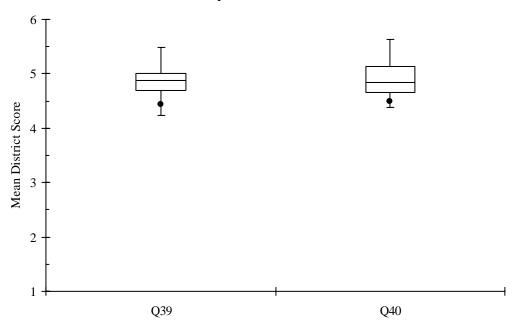
### Stafford Box-and-Whisker Charts - continued

### **Parent Training and Support**



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

# My Child's Skills



# **Stafford Open-Ended Summary Table**

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 3 | 13.6%   |
| Pleased with Staff                             | 3 | 13.6%   |
| Pleased with Communication and Parent Support  | 1 | 4.5%    |
| Pleased with Transition Process and Staff      | 0 | 0.0%    |
| Somewhat Satisfied                             | 2 | 9.1%    |
| Change in Satisfaction                         | 2 | 9.1%    |
| Dissatisfied Previously, Now Satisfied         | 2 | 9.1%    |
| Satisfied Previously, Now Dissatisfied         | 0 | 0.0%    |
| Problems with Program                          | 6 | 27.3%   |
| Problems with Staff                            | 7 | 31.8%   |
| Problems with Communication and Parent Support | 4 | 18.2%   |
| Problems with Services                         | 5 | 22.7%   |
| Need for Additional Activities/Services        | 4 | 18.2%   |
| Needs of Specific Disability Not Met           | 3 | 13.6%   |
| Instructional and Curricular Concerns          | 4 | 18.2%   |
| Dissatisfied with Transition                   | 2 | 9.1%    |
| Concerns with Child's Progress or Future       | 4 | 18.2%   |
| Other Comments or Concerns                     | 0 | 0.0%    |

Percent totals are based on the 22 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Stonington Survey Response Table**

| Stomington but vey Response Table                              |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|--|
| CT Special Education Parent Survey Item                        | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |  |
| Satisfaction with My Child's Program                           |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 1. I am satisfied with my child's overall special education    | 70      | 40.0%             | 41.4%               | 4.3%              | 1 40/                | 5 70/                  | 7 10/               |               |  |  |  |  |
| program.   | 70      | 40.0%             | 41.4%               | 4.5%              | 1.4%                 | 5.7%                   | 7.1%                | ±             |  |  |  |  |
| 2. I have the opportunity to talk to my child's teachers on a  | 71      | 66.2%             | 23.9%               | 4.2%              | 0.0%                 | 1.4%                   | 4.2%                | ±             |  |  |  |  |
| regular basis to discuss my questions and concerns.            |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 3. My child's school day has been shortened to                 | 14      | 14.3%             | 7.1%                | 7.1%              | 0.0%                 | 7.1%                   | 64.3%               | ±             |  |  |  |  |
| accommodate his/her transportation needs.                      |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 4. My child has been sent home from school due to              | 27      | 11.1%             | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 88.9%               | ±             |  |  |  |  |
| behavioral difficulties (not considered suspension).           |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 5. My child is accepted within the school community.           | 68      | 54.4%             | 30.9%               | 8.8%              | 0.0%                 | 4.4%                   | 1.5%                | ±             |  |  |  |  |
| 6. My child's IEP is meeting his or her educational needs.     | 71      | 39.4%             | 42.3%               | 7.0%              | 1.4%                 | 1.4%                   | 8.5%                | 0.0%          |  |  |  |  |
| 7. All special education services identified in my child's IEP | 71      | 53.5%             | 32.4%               | 2.8%              | 2.8%                 | 1.4%                   | 7.0%                | 0.0%          |  |  |  |  |
| have been provided.  |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 8. Staff is appropriately trained and able to provide my       | 70      | 52.9%             | 25.7%               | 4.3%              | 2.9%                 | 4.3%                   | 7.1%                | 2.9%          |  |  |  |  |
| child's specific program and services.                         |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 9. Special education teachers make accommodations and          | 71      | 63.4%             | 22.5%               | 5.6%              | 1.4%                 | 1.4%                   | 5.6%                | 0.0%          |  |  |  |  |
| modifications as indicated on my child's IEP.                  |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 10. General education teachers make accommodations and         | 66      | 54.5%             | 27.3%               | 6.1%              | 6.1%                 | 1.5%                   | 4.5%                | 0.0%          |  |  |  |  |
| modifications as indicated on my child's IEP.                  |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 11. General education and special education teachers work      | 60      | 55.00/            | 22.50/              | 11 00/            | 2.00/                | 0.00/                  | 5 OO/               | 0.00/         |  |  |  |  |
| together to assure that my child's IEP is being                | 68      | 55.9%             | 23.5%               | 11.8%             | 2.9%                 | 0.0%                   | 5.9%                | 0.0%          |  |  |  |  |
| implemented.   |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| Participation in Developing and                                | l Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |  |  |  |  |
| 12. In my child's school, administrators and teachers          |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| encourage parent involvement in order to improve               | 71      | 46.5%             | 21.1%               | 19.7%             | 4.2%                 | 0.0%                   | 8.5%                | ±             |  |  |  |  |
| services and results for children with disabilities.           |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 13. At meetings to develop my child's Individualized           |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| Education Plan (IEP), I feel encouraged to give input and      | 71      | 71.8%             | 12.7%               | 9.9%              | 1.4%                 | 1.4%                   | 2.8%                | ±             |  |  |  |  |
| express my concerns.   |         |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 14. I understand what is discussed at meetings to develop my   | 71      | 74.60/            | 21 10/              | 0.00/             | 2 90/                | 0.00/                  | 1 40/               |               |  |  |  |  |
| child's IEP.   | / 1     | 74.6%             | 21.1%               | 0.0%              | 2.8%                 | 0.0%                   | 1.4%                | ±             |  |  |  |  |
| 15. My concerns and recommendations are documented in          | 71      | 64.8%             | 21.1%               | 7.0%              | 2.8%                 | 0.0%                   | 4.2%                |               |  |  |  |  |
| the development of my child's IEP.                             | / 1     | 04.0%             | 21.170              | 7.0%              | 2.070                | 0.0%                   | 4.270               | ±             |  |  |  |  |
| 16. My child's evaluation report is written in terms I         | 71      | 63.4%             | 23.9%               | 2.8%              | 8.5%                 | 0.0%                   | 1.4%                | _             |  |  |  |  |
| understand.  | / 1     | 03.470            | 23.770              | 2.070             | 0.570                | 0.070                  | 1.470               | ±             |  |  |  |  |
| 17. PPT meetings for my child have been scheduled at times     | 71      | 77.5%             | 9.9%                | 4.2%              | 1.4%                 | 2.8%                   | 4.2%                | ±             |  |  |  |  |
| and places that met my needs.                                  | , 1     | 77.570            | 7.770               | 1.2/0             | 1.7/0                | 2.070                  | 1.2/0               |               |  |  |  |  |

# **Stonington Survey Response Table – continued**

| Stomington but vey Response Tuble Continued  |          |                   |                     |                   |                      |                        |                     |               |  |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.   | 71       | 52.1%             | 26.8%               | 12.7%             | 1.4%                 | 1.4%                   | 5.6%                | ±             |  |
| <ul><li>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.</li></ul>                               | 71       | 54.9%             | 21.1%               | 15.5%             | 2.8%                 | 0.0%                   | 5.6%                | ±             |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 70       | 72.9%             | 15.7%               | 2.9%              | 1.4%                 | 1.4%                   | 5.7%                | ±             |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±       | _                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±       | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 61       | 65.6%             | 18.0%               | 0.0%              | 0.0%                 | 1.6%                   | 9.8%                | 4.9%          |  |
| 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).                          | 68       | 77.9%             | 10.3%               | 1.5%              | 1.5%                 | 1.5%                   | 7.4%                | ±             |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 67       | 73.1%             | 4.5%                | 3.0%              | 1.5%                 | 3.0%                   | 14.9%               | ±             |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 46       | 2.2%              | 2.2%                | 6.5%              | 6.5%                 | 2.2%                   | 80.4%               | ±             |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 37       | 32.4%             | 8.1%                | 0.0%              | 8.1%                 | 5.4%                   | 29.7%               | 16.2%         |  |
| Transition Plans   | ning fo  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |
| Answer only if your child has transitioned from early interven   | ntion (B | irth to Tl        | hree Syst           | tem) to P         | reschool             | l in the p             | ast 3 yea           | urs.          |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 8        | 62.5%             | 25.0%               | 12.5%             | 0.0%                 | 0.0%                   | 0.0%                | ±             |  |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 23       | 52.2%             | 26.1%               | 0.0%              | 0.0%                 | 4.3%                   | 17.4%               | ±             |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 14       | 35.7%             | 14.3%               | 7.1%              | 7.1%                 | 7.1%                   | 21.4%               | 7.1%          |  |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 11       | 27.3%             | 0.0%                | 36.4%             | 9.1%                 | 9.1%                   | 18.2%               | ±             |  |
|  |          |                   |                     |                   |                      |                        |                     |               |  |

# **Stonington Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 22       | 77.3%             | 0.0%                | 13.6%             | 0.0%                 | 0.0%                   | 9.1%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT  | meeting  | ŗ <b>.</b>        |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 14       | 64.3%             | 14.3%               | 0.0%              | 7.1%                 | 7.1%                   | 7.1%                | ±             |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 18       | 50.0%             | 5.6%                | 16.7%             | 5.6%                 | 5.6%                   | 16.7%               | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 35       | 14.3%             | 2.9%                | 0.0%              | 5.7%                 | 2.9%                   | 74.3%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 33       | 6.1%              | 6.1%                | 6.1%              | 9.1%                 | 3.0%                   | 69.7%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 54       | 9.3%              | 0.0%                | 1.9%              | 1.9%                 | 14.8%                  | 33.3%               | 38.9%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 51       | 11.8%             | 3.9%                | 2.0%              | 5.9%                 | 7.8%                   | 25.5%               | 43.1%         |
| My Ch   | ild's Sl | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 67       | 49.3%             | 23.9%               | 17.9%             | 1.5%                 | 3.0%                   | 4.5%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 65       | 56.9%             | 18.5%               | 16.9%             | 1.5%                 | 1.5%                   | 4.6%                | ±             |

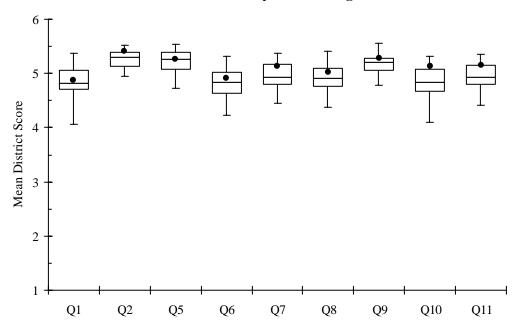
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

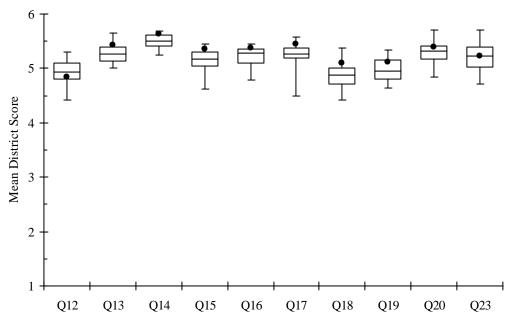
## **Stonington Box-and-Whisker Charts**

## Satisfaction with My Child's Program



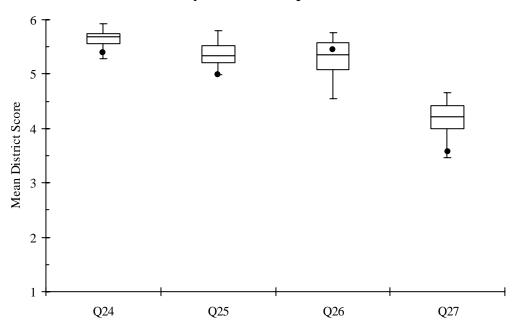
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

### Participation in Developing and Implementing My Child's Program



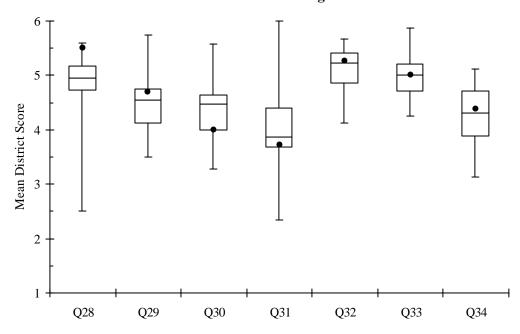
## Stonington Box-and-Whisker Charts - continued

## My Child's Participation



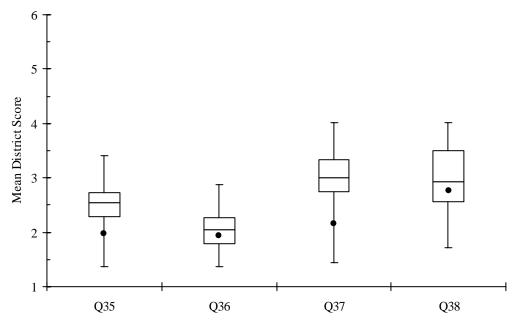
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



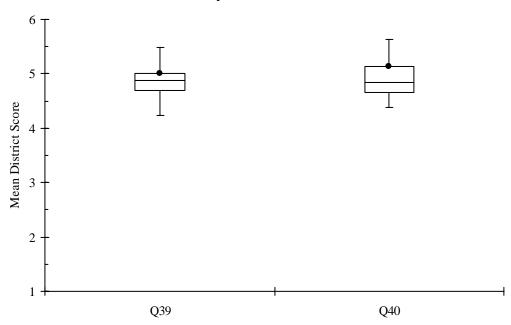
## Stonington Box-and-Whisker Charts - continued

### **Parent Training and Support**



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

# My Child's Skills



# **Stonington Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 12 | 34.3%   |
| Pleased with Staff                             | 17 | 48.6%   |
| Pleased with Communication and Parent Support  | 3  | 8.6%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 3  | 8.6%    |
| Change in Satisfaction                         | 0  | 0.0%    |
| Dissatisfied Previously, Now Satisfied         | 0  | 0.0%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 4  | 11.4%   |
| Problems with Staff                            | 4  | 11.4%   |
| Problems with Communication and Parent Support | 8  | 22.9%   |
| Problems with Services                         | 3  | 8.6%    |
| Need for Additional Activities/Services        | 5  | 14.3%   |
| Needs of Specific Disability Not Met           | 1  | 2.9%    |
| Instructional and Curricular Concerns          | 5  | 14.3%   |
| Dissatisfied with Transition                   | 2  | 5.7%    |
| Concerns with Child's Progress or Future       | 1  | 2.9%    |
| Other Comments or Concerns                     | 0  | 0.0%    |

Percent totals are based on the 35 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Suffield Survey Response Table**

| Sufficia Survey Response Table   |         |                   |                     |                   |                      |                        |                     |               |  |  |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| CT Special Education Parent Survey Item  | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
| Satisfaction with  | My C    | hild's F          | rogran              | 1                 |                      |                        |                     |               |  |  |
| 1. I am satisfied with my child's overall special education  | 50      | 38.0%             | 28.0%               | 8.0%              | 4.0%                 | 8.0%                   | 14.0%               | ±             |  |  |
| program.  2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns   | 48      | 54.2%             | 20.8%               | 14.6%             | 0.0%                 | 6.3%                   | 4.2%                | ±             |  |  |
| regular basis to discuss my questions and concerns.  3. My child's school day has been shortened to  | 10      | 0.0%              | 0.0%                | 20.0%             | 0.0%                 | 10.0%                  | 70.0%               | ±             |  |  |
| <ul><li>accommodate his/her transportation needs.</li><li>4. My child has been sent home from school due to behavioral difficulties (not considered suspension).</li></ul> | 19      | 21.1%             | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 78.9%               | ±             |  |  |
| My child is accepted within the school community.  | 48      | 54.2%             | 27.1%               | 6.3%              | 6.3%                 | 2.1%                   | 4.2%                | ±             |  |  |
| 6. My child's IEP is meeting his or her educational needs.   | 48      | 39.6%             | 22.9%               | 12.5%             | 6.3%                 | 2.1%                   | 14.6%               | 2.1%          |  |  |
| 7. All special education services identified in my child's IEP have been provided.   | 49      | 46.9%             | 14.3%               | 14.3%             | 4.1%                 | 4.1%                   | 12.2%               | 4.1%          |  |  |
| Staff is appropriately trained and able to provide my child's specific program and services.   | 49      | 49.0%             | 18.4%               | 16.3%             | 0.0%                 | 2.0%                   | 12.2%               | 2.0%          |  |  |
| Special education teachers make accommodations and modifications as indicated on my child's IEP.   | 49      | 49.0%             | 26.5%               | 8.2%              | 10.2%                | 0.0%                   | 4.1%                | 2.0%          |  |  |
| General education teachers make accommodations and modifications as indicated on my child's IEP.   | 44      | 43.2%             | 20.5%               | 13.6%             | 11.4%                | 6.8%                   | 2.3%                | 2.3%          |  |  |
| General education and special education teachers work together to assure that my child's IEP is being implemented.   | 45      | 48.9%             | 20.0%               | 11.1%             | 2.2%                 | 8.9%                   | 8.9%                | 0.0%          |  |  |
| Participation in Developing and  | l Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |  |  |
| 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.                | 50      | 54.0%             | 18.0%               | 10.0%             | 2.0%                 | 6.0%                   | 10.0%               | ±             |  |  |
| 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.  | 49      | 59.2%             | 20.4%               | 8.2%              | 0.0%                 | 4.1%                   | 8.2%                | ±             |  |  |
| 14. I understand what is discussed at meetings to develop my child's IEP.  | 49      | 71.4%             | 14.3%               | 4.1%              | 4.1%                 | 4.1%                   | 2.0%                | ±             |  |  |
| 15. My concerns and recommendations are documented in the development of my child's IEP.   | 50      | 44.0%             | 24.0%               | 12.0%             | 4.0%                 | 2.0%                   | 14.0%               | ±             |  |  |
| 16. My child's evaluation report is written in terms I understand.   | 49      | 46.9%             | 24.5%               | 12.2%             | 4.1%                 | 2.0%                   | 10.2%               | ±             |  |  |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.   | 50      | 64.0%             | 14.0%               | 4.0%              | 16.0%                | 2.0%                   | 0.0%                | ±             |  |  |

# $Suffield\ Survey\ Response\ Table-continued$

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 50        | 48.0%             | 10.0%               | 16.0%             | 2.0%                 | 10.0%                  | 14.0%               | ±             |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 49        | 51.0%             | 12.2%               | 18.4%             | 4.1%                 | 2.0%                   | 12.2%               | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 48        | 75.0%             | 8.3%                | 8.3%              | 4.2%                 | 0.0%                   | 4.2%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 45        | 77.8%             | 6.7%                | 8.9%              | 4.4%                 | 2.2%                   | 0.0%                | 0.0%          |  |  |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 45        | 84.4%             | 11.1%               | 0.0%              | 2.2%                 | 0.0%                   | 2.2%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 39        | 74.4%             | 2.6%                | 12.8%             | 5.1%                 | 0.0%                   | 5.1%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 27        | 14.8%             | 0.0%                | 0.0%              | 3.7%                 | 11.1%                  | 70.4%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 27        | 37.0%             | 11.1%               | 3.7%              | 11.1%                | 14.8%                  | 14.8%               | 7.4%          |  |  |  |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 8         | 62.5%             | 0.0%                | 12.5%             | 0.0%                 | 12.5%                  | 12.5%               | ±             |  |  |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 13        | 53.8%             | 15.4%               | 23.1%             | 0.0%                 | 0.0%                   | 7.7%                | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 8         | 50.0%             | 12.5%               | 0.0%              | 0.0%                 | 0.0%                   | 12.5%               | 25.0%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT meeti   | ing.      |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 8         | 12.5%             | 37.5%               | 12.5%             | 12.5%                | 12.5%                  | 12.5%               | ±             |  |  |  |
|  |           |                   |                     |                   | blaia                |                        |                     |               |  |  |  |

# **Suffield Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 12      | 33.3%             | 8.3%                | 33.3%             | 8.3%                 | 0.0%                   | 16.7%               | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT  | meeting | Ţ <b>.</b>        |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 6       | 33.3%             | 16.7%               | 16.7%             | 16.7%                | 16.7%                  | 0.0%                | ±             |
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 9       | 22.2%             | 22.2%               | 0.0%              | 22.2%                | 0.0%                   | 33.3%               | ±             |
| Parent Train  | ing an  | d Supp            | ort                 |                   |                      |                        |                     |               |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 34      | 14.7%             | 8.8%                | 5.9%              | 5.9%                 | 2.9%                   | 61.8%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 31      | 9.7%              | 6.5%                | 0.0%              | 6.5%                 | 9.7%                   | 67.7%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 39      | 12.8%             | 7.7%                | 12.8%             | 0.0%                 | 5.1%                   | 41.0%               | 20.5%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 38      | 10.5%             | 13.2%               | 13.2%             | 5.3%                 | 2.6%                   | 36.8%               | 18.4%         |
| My Ch   | ild's S | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 42      | 35.7%             | 19.0%               | 14.3%             | 7.1%                 | 11.9%                  | 11.9%               | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 41      | 39.0%             | 22.0%               | 12.2%             | 4.9%                 | 9.8%                   | 12.2%               | ±             |

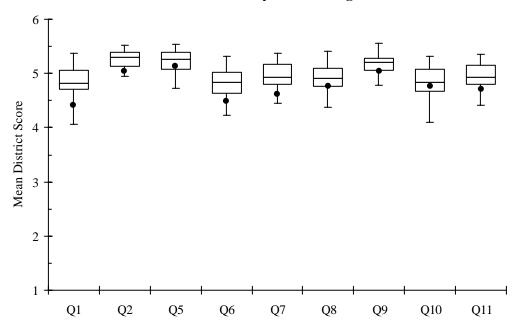
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

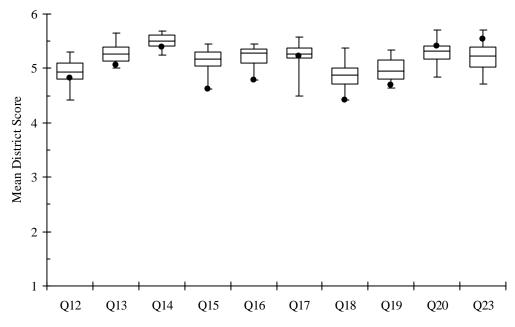
#### **Suffield Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



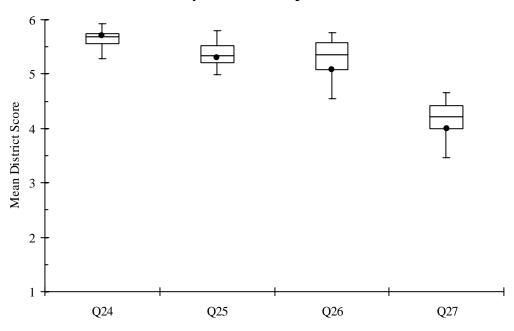
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



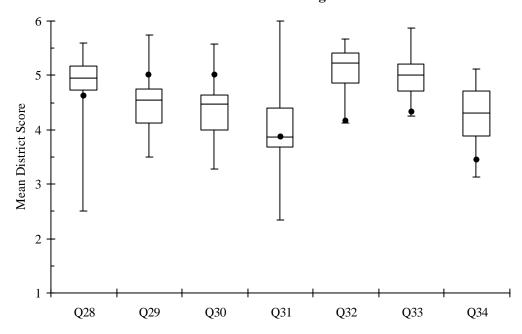
#### Suffield Box-and-Whisker Charts - continued

## My Child's Participation



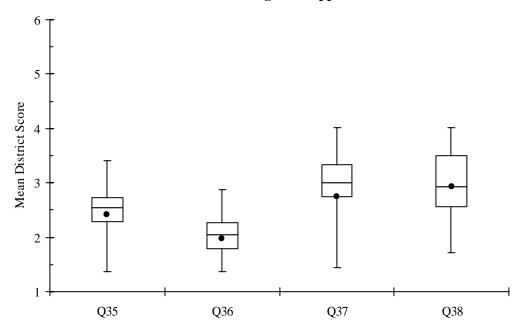
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

### **Transition Planning**



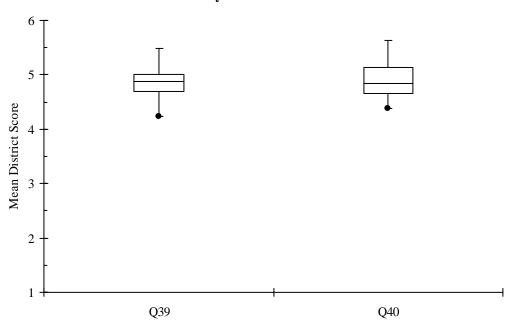
#### Suffield Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# **Suffield Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 6  | 18.8%   |
| Pleased with Staff                             | 6  | 18.8%   |
| Pleased with Communication and Parent Support  | 1  | 3.1%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 2  | 6.3%    |
| Change in Satisfaction                         | 3  | 9.4%    |
| Dissatisfied Previously, Now Satisfied         | 3  | 9.4%    |
| Satisfied Previously, Now Dissatisfied         | 1  | 3.1%    |
| Problems with Program                          | 10 | 31.3%   |
| Problems with Staff                            | 3  | 9.4%    |
| Problems with Communication and Parent Support | 7  | 21.9%   |
| Problems with Services                         | 7  | 21.9%   |
| Need for Additional Activities/Services        | 3  | 9.4%    |
| Needs of Specific Disability Not Met           | 2  | 6.3%    |
| Instructional and Curricular Concerns          | 6  | 18.8%   |
| Dissatisfied with Transition                   | 1  | 3.1%    |
| Concerns with Child's Progress or Future       | 2  | 6.3%    |
| Other Comments or Concerns                     | 1  | 3.1%    |

Percent totals are based on the 32 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Thompson Survey Response Table**

| CT Special Education Parent Survey Item                       | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |  |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|--|
| Satisfaction with My Child's Program                          |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 1. I am satisfied with my child's overall special education   | 2.6      | 27.00/            | 26.10/              | <b>5</b> 60/      | 0.20/                | 11 10/                 | 11 10/              |               |  |  |  |  |
| program.  | 36       | 27.8%             | 36.1%               | 5.6%              | 8.3%                 | 11.1%                  | 11.1%               | ±             |  |  |  |  |
| 2. I have the opportunity to talk to my child's teachers on a | 35       | 57.10/            | 25.7%               | 0.60/             | 2.00/                | 2.00/                  | 2.00/               |               |  |  |  |  |
| regular basis to discuss my questions and concerns.           | 33       | 57.1%             | 25.7%               | 8.6%              | 2.9%                 | 2.9%                   | 2.9%                | ±             |  |  |  |  |
| 3. My child's school day has been shortened to accommoda      | te       |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| his/her transportation needs.                                 | ±±       | -                 | _                   | -                 | 1                    | ı                      | -                   | ±             |  |  |  |  |
| 4. My child has been sent home from school due to             | 1.5      | 12 20/            | 6 70/               | 6 70/             | 0.00/                | 0.00/                  | 72.20/              |               |  |  |  |  |
| behavioral difficulties (not considered suspension).          | 15       | 13.3%             | 6.7%                | 6.7%              | 0.0%                 | 0.0%                   | 73.3%               | ±             |  |  |  |  |
| 5 My shild is assented within the school community            | 36       | 58.3%             | 19.4%               | 11 10/            | 5.6%                 | 5.6%                   | 0.00/               |               |  |  |  |  |
| 5. My child is accepted within the school community.          | 30       | 38.3%             | 19.4%               | 11.1%             | 3.0%                 | 3.0%                   | 0.0%                | ±             |  |  |  |  |
| 6 My shild's IED is masting his on how advectional made       | 26       | 26 10/            | 22 20/              | 11 10/            | 2.90/                | 9.20/                  | 9.20/               | 0.00/         |  |  |  |  |
| 6. My child's IEP is meeting his or her educational needs.    | 36       | 36.1%             | 33.3%               | 11.1%             | 2.8%                 | 8.3%                   | 8.3%                | 0.0%          |  |  |  |  |
| 7. All special education services identified in my child's IE | 26       | 41.70/            | 25.00/              | 11 10/            | 5.60/                | 12.00/                 | 2.90/               | 0.00/         |  |  |  |  |
| have been provided.   | 36       | 41.7%             | 25.0%               | 11.1%             | 5.6%                 | 13.9%                  | 2.8%                | 0.0%          |  |  |  |  |
| 8. Staff is appropriately trained and able to provide my      | 26       | 41.70/            | 20.60/              | 12.00/            | 0.20/                | 2.00/                  | 2.00/               | 0.00/         |  |  |  |  |
| child's specific program and services.                        | 36       | 41.7%             | 30.6%               | 13.9%             | 8.3%                 | 2.8%                   | 2.8%                | 0.0%          |  |  |  |  |
| Special education teachers make accommodations and            | 26       | 4.4.40/           | 20.60/              | 12.00/            | 0.20/                | 2.00/                  | 0.00/               | 0.00/         |  |  |  |  |
| modifications as indicated on my child's IEP.                 | 36       | 44.4%             | 30.6%               | 13.9%             | 8.3%                 | 2.8%                   | 0.0%                | 0.0%          |  |  |  |  |
| 10. General education teachers make accommodations and        | 22       | 20.40/            | 20.20/              | 15.00/            | 2.00/                | c 10/                  | 2.00/               | 2.00/         |  |  |  |  |
| modifications as indicated on my child's IEP.                 | 33       | 39.4%             | 30.3%               | 15.2%             | 3.0%                 | 6.1%                   | 3.0%                | 3.0%          |  |  |  |  |
| 11. General education and special education teachers work     |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| together to assure that my child's IEP is being               | 33       | 42.4%             | 39.4%               | 12.1%             | 3.0%                 | 3.0%                   | 0.0%                | 0.0%          |  |  |  |  |
| implemented.  |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| Participation in Developing a                                 | nd Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |  |  |  |  |
| 12. In my child's school, administrators and teachers         | T        | 1                 | <u></u>             |                   |                      |                        |                     |               |  |  |  |  |
| encourage parent involvement in order to improve service      | es 35    | 42.9%             | 40.0%               | 2.9%              | 11.4%                | 2.9%                   | 0.0%                |               |  |  |  |  |
|   | 33       | 42.9%             | 40.0%               | 2.9%              | 11.4%                | 2.9%                   | 0.0%                | ±             |  |  |  |  |
| and results for children with disabilities.                   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 13. At meetings to develop my child's Individualized          | 1        |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| Education Plan (IEP), I feel encouraged to give input and     | 35       | 45.7%             | 31.4%               | 5.7%              | 11.4%                | 5.7%                   | 0.0%                | ±             |  |  |  |  |
| express my concerns.  |          |                   |                     |                   |                      |                        |                     |               |  |  |  |  |
| 14. I understand what is discussed at meetings to develop my  | 35       | 48.6%             | 40.0%               | 5.7%              | 5.7%                 | 0.0%                   | 0.0%                | ±             |  |  |  |  |
| child's IEP.  |          | 10.070            | 101070              | ,0                | 01770                | 0.070                  | 0.070               |               |  |  |  |  |
| 15. My concerns and recommendations are documented in th      | e 36     | 41.7%             | 44.4%               | 11.1%             | 0.0%                 | 0.0%                   | 2.8%                | ±             |  |  |  |  |
| development of my child's IEP.                                | 1 -      | 12.7,79           | ,3                  | 11.170            | 0.070                | 0.070                  | 2.570               |               |  |  |  |  |
| 16. My child's evaluation report is written in terms I        | 34       | 29.4%             | 52.9%               | 8.8%              | 8.8%                 | 0.0%                   | 0.0%                | ±             |  |  |  |  |
| understand.   | J-       | 27.770            | 52.770              | 0.070             | 0.070                | 0.070                  | 0.070               |               |  |  |  |  |
| 17. PPT meetings for my child have been scheduled at times    | 35       | 42.9%             | 28.6%               | 8.6%              | 11.4%                | 5.7%                   | 2.9%                | ±             |  |  |  |  |
| and places that met my needs.                                 |          | 12.770            | 20.070              | 0.070             | 11.7/0               | 5.770                  | 2.770               | <u> </u>      |  |  |  |  |

# Thompson Survey Response Table – continued

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 36        | 25.0%             | 38.9%               | 16.7%             | 8.3%                 | 8.3%                   | 2.8%                | ±             |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 36        | 36.1%             | 38.9%               | 11.1%             | 8.3%                 | 2.8%                   | 2.8%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 35        | 62.9%             | 20.0%               | 5.7%              | 2.9%                 | 0.0%                   | 8.6%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 33        | 48.5%             | 24.2%               | 9.1%              | 3.0%                 | 0.0%                   | 12.1%               | 3.0%          |  |  |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 34        | 64.7%             | 29.4%               | 0.0%              | 0.0%                 | 2.9%                   | 2.9%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 33        | 60.6%             | 33.3%               | 0.0%              | 0.0%                 | 3.0%                   | 3.0%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 20        | 0.0%              | 10.0%               | 5.0%              | 5.0%                 | 0.0%                   | 80.0%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 19        | 21.1%             | 26.3%               | 5.3%              | 15.8%                | 10.5%                  | 15.8%               | 5.3%          |  |  |  |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pro         | eschool i            | n the pa               | st 3 year.          | s.            |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 13        | 38.5%             | 23.1%               | 23.1%             | 15.4%                | 0.0%                   | 0.0%                | ±             |  |  |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 8         | 50.0%             | 12.5%               | 25.0%             | 0.0%                 | 0.0%                   | 12.5%               | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 6         | 33.3%             | 33.3%               | 0.0%              | 0.0%                 | 0.0%                   | 16.7%               | 16.7%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT meeti   | ing.      |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |  |  |
|  |           |                   |                     | $T_{\alpha}$      |                      |                        |                     |               |  |  |  |

# **Thompson Survey Response Table – continued**

| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 12       | 58.3%             | 25.0%               | 8.3%              | 0.0%                 | 0.0%                   | 8.3%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT  | meeting  | ,                 |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | ±±       | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 10       | 40.0%             | 30.0%               | 10.0%             | 0.0%                 | 10.0%                  | 10.0%               | ±             |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 24       | 37.5%             | 8.3%                | 4.2%              | 4.2%                 | 0.0%                   | 45.8%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 24       | 16.7%             | 8.3%                | 8.3%              | 12.5%                | 8.3%                   | 45.8%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 28       | 7.1%              | 21.4%               | 14.3%             | 7.1%                 | 3.6%                   | 25.0%               | 21.4%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 29       | 17.2%             | 10.3%               | 13.8%             | 6.9%                 | 6.9%                   | 17.2%               | 27.6%         |
| My Ch   | ild's Sl | kills             |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 31       | 41.9%             | 29.0%               | 16.1%             | 6.5%                 | 0.0%                   | 6.5%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 31       | 41.9%             | 29.0%               | 12.9%             | 9.7%                 | 0.0%                   | 6.5%                | ±             |

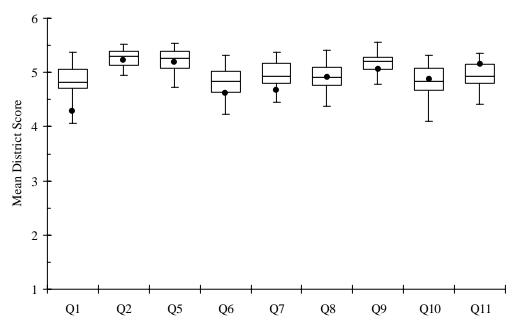
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

 $<sup>\</sup>pm\pm$  Miniminum reporting standard not met for this survey item.

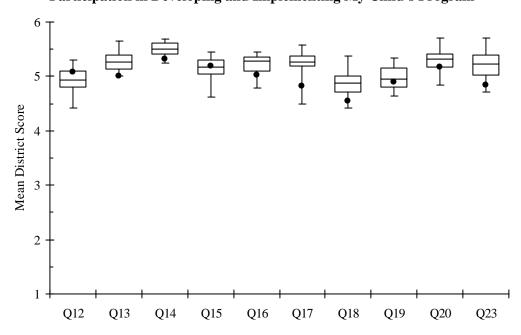
### **Thompson Box-and-Whisker Charts**

#### Satisfaction with My Child's Program



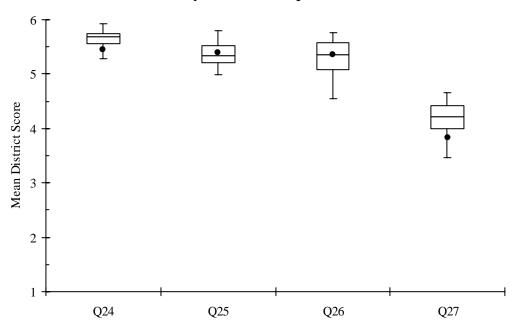
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



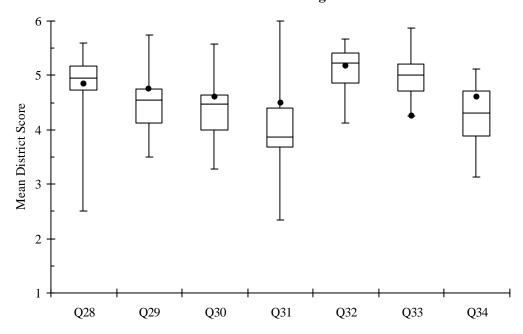
### Thompson Box-and-Whisker Charts - continued

## My Child's Participation



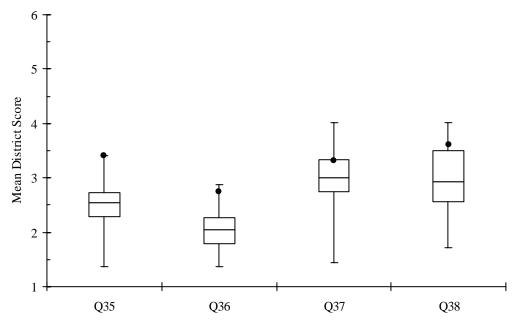
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

### **Transition Planning**



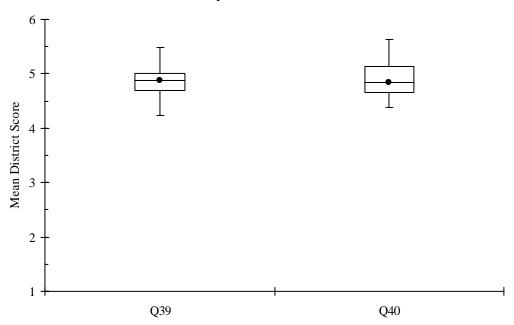
### Thompson Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# **Thompson Open-Ended Summary Table**

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 2 | 15.4%   |
| Pleased with Staff                             | 0 | 0.0%    |
| Pleased with Communication and Parent Support  | 1 | 7.7%    |
| Pleased with Transition Process and Staff      | 0 | 0.0%    |
| Somewhat Satisfied                             | 0 | 0.0%    |
| Change in Satisfaction                         | 3 | 23.1%   |
| Dissatisfied Previously, Now Satisfied         | 3 | 23.1%   |
| Satisfied Previously, Now Dissatisfied         | 0 | 0.0%    |
| Problems with Program                          | 6 | 46.2%   |
| Problems with Staff                            | 2 | 15.4%   |
| Problems with Communication and Parent Support | 4 | 30.8%   |
| Problems with Services                         | 2 | 15.4%   |
| Need for Additional Activities/Services        | 0 | 0.0%    |
| Needs of Specific Disability Not Met           | 1 | 7.7%    |
| Instructional and Curricular Concerns          | 2 | 15.4%   |
| Dissatisfied with Transition                   | 0 | 0.0%    |
| Concerns with Child's Progress or Future       | 1 | 7.7%    |
| Other Comments or Concerns                     | 1 | 7.7%    |

Percent totals are based on the 13 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# West Harford Survey Response Table

| CT Special Education Parent Survey Item   | n     | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |
|---|-------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|
| Satisfaction with   | МуС   | hild's F          | rogran              | 1                 |                      |                        |                     |               |  |  |
| 1. I am satisfied with my child's overall special education   | 170   | 41.20/            | 21 20/              | 1.4.00/           | 1.70/                | 5.60/                  | C 10/               |               |  |  |
| program.  | 179   | 41.3%             | 31.3%               | 14.0%             | 1.7%                 | 5.6%                   | 6.1%                | ±             |  |  |
| 2. I have the opportunity to talk to my child's teachers on a                                       | 179   | 53.6%             | 30.2%               | 9.5%              | 2.2%                 | 3.4%                   | 1.1%                | ±             |  |  |
| regular basis to discuss my questions and concerns.  3. My child's school day has been shortened to |       |                   |                     |                   |                      |                        |                     |               |  |  |
| accommodate his/her transportation needs.   | 43    | 14.0%             | 11.6%               | 9.3%              | 4.7%                 | 7.0%                   | 53.5%               | ±             |  |  |
| 4. My child has been sent home from school due to   |       |                   |                     |                   |                      |                        |                     |               |  |  |
| behavioral difficulties (not considered suspension).  | 76    | 10.5%             | 6.6%                | 2.6%              | 1.3%                 | 0.0%                   | 78.9%               | ±             |  |  |
|   | 45.   | <b>70</b> 404     | 2 - 70              | 0.504             |                      | 4.00/                  | 0.504               |               |  |  |
| 5. My child is accepted within the school community.  | 176   | 53.4%             | 26.7%               | 9.7%              | 5.7%                 | 4.0%                   | 0.6%                | ±             |  |  |
| 6. My child's IEP is meeting his or her educational needs.  | 179   | 35.8%             | 30.2%               | 12.8%             | 10.1%                | 3.9%                   | 6.1%                | 1.1%          |  |  |
| 7. All special education services identified in my child's IEP have been provided.                  | 180   | 41.1%             | 31.1%               | 10.6%             | 7.8%                 | 3.9%                   | 5.0%                | 0.6%          |  |  |
| 8. Staff is appropriately trained and able to provide my  | 4.50  | 44.00/            | 22.00/              | 44.50/            | 2 004                | <b>7</b> 501           | <b>7</b> 004        | 0.00/         |  |  |
| child's specific program and services.  | 179   | 41.9%             | 33.0%               | 11.7%             | 2.8%                 | 5.6%                   | 5.0%                | 0.0%          |  |  |
| Special education teachers make accommodations and modifications as indicated on my child's IEP.    | 174   | 49.4%             | 28.7%               | 12.1%             | 4.0%                 | 2.9%                   | 2.3%                | 0.6%          |  |  |
| 10. General education teachers make accommodations and  |       |                   |                     |                   |                      |                        |                     |               |  |  |
| modifications as indicated on my child's IEP.   | 167   | 35.3%             | 30.5%               | 14.4%             | 7.2%                 | 3.6%                   | 7.2%                | 1.8%          |  |  |
| 11. General education and special education teachers work   |       |                   |                     |                   |                      |                        |                     |               |  |  |
| together to assure that my child's IEP is being   | 168   | 39.3%             | 31.5%               | 10.7%             | 4.8%                 | 4.8%                   | 6.0%                | 3.0%          |  |  |
| implemented.  |       |                   |                     |                   |                      |                        |                     |               |  |  |
| Participation in Developing and   | Imple | ementi            | ng My (             | Child's           | Progra               | m                      |                     |               |  |  |
| 12. In my child's school, administrators and teachers   |       | l                 |                     |                   |                      |                        |                     |               |  |  |
| encourage parent involvement in order to improve  | 177   | 41.2%             | 27.1%               | 15.8%             | 4.5%                 | 4.5%                   | 6.8%                | ±             |  |  |
| services and results for children with disabilities.  | 1//   | 11.270            | 27.170              | 13.070            | 1.5 70               | 1.570                  | 0.070               | -             |  |  |
| 13. At meetings to develop my child's Individualized  |       |                   |                     |                   |                      |                        |                     |               |  |  |
| Education Plan (IEP), I feel encouraged to give input and   | 180   | 52.8%             | 24.4%               | 14.4%             | 2.8%                 | 3.3%                   | 2.2%                | ±             |  |  |
| express my concerns.  | 100   | 02.070            | 2,0                 | 1,0               | 2.070                | 0.070                  | 21270               | _             |  |  |
| 14. I understand what is discussed at meetings to develop my  |       |                   |                     | 10 -              |                      |                        |                     |               |  |  |
| child's IEP.  | 180   | 61.1%             | 25.0%               | 10.0%             | 1.1%                 | 1.1%                   | 1.7%                | ±             |  |  |
| 15. My concerns and recommendations are documented in   | 177   | 45.2%             | 32.2%               | 12.4%             | 3.4%                 | 4.0%                   | 2.8%                | ±             |  |  |
| the development of my child's IEP.  | 1//   | 73.270            | 32.270              | 12.7/0            | J.₹/U                | 7.0/0                  | 2.070               |               |  |  |
| 16. My child's evaluation report is written in terms I  | 179   | 46.9%             | 29.6%               | 14.5%             | 3.4%                 | 2.2%                   | 3.4%                | ±             |  |  |
| understand.   |       |                   |                     |                   |                      |                        |                     |               |  |  |
| 17. PPT meetings for my child have been scheduled at times  | 180   | 52.8%             | 25.0%               | 10.6%             | 6.1%                 | 1.7%                   | 3.9%                | ±             |  |  |
| and places that met my needs.   |       |                   |                     |                   | hla ia aa            |                        |                     |               |  |  |

# West Hartford Survey Response Table – continued

| CT Special Education Parent Survey Item  | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |  |  |
|--|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|--|--|
| 18. At my child's PPT, the school district proposed programs   | 173      | 43.9%             | 24.3%               | 13.3%             | 7.5%                 | 5.2%                   | 5.8%                | ±             |  |  |  |
| and services to meet my child's <u>individual</u> needs.   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 177      | 41.8%             | 29.4%               | 10.7%             | 9.6%                 | 4.5%                   | 4.0%                | ±             |  |  |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 174      | 54.0%             | 24.7%               | 7.5%              | 3.4%                 | 2.9%                   | 7.5%                | ±             |  |  |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | 20       | 55.0%             | 15.0%               | 10.0%             | 0.0%                 | 5.0%                   | 15.0%               | ±             |  |  |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 18       | 44.4%             | 27.8%               | 16.7%             | 0.0%                 | 0.0%                   | 11.1%               | ±             |  |  |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 143      | 64.3%             | 14.7%               | 5.6%              | 2.8%                 | 2.1%                   | 7.0%                | 3.5%          |  |  |  |
| My Child's Participation   |          |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 172      | 79.1%             | 11.0%               | 2.9%              | 2.3%                 | 1.7%                   | 2.9%                | ±             |  |  |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 155      | 73.5%             | 11.0%               | 4.5%              | 1.9%                 | 1.3%                   | 7.7%                | ±             |  |  |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 112      | 7.1%              | 0.0%                | 4.5%              | 3.6%                 | 7.1%                   | 77.7%               | ±             |  |  |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 81       | 33.3%             | 13.6%               | 1.2%              | 9.9%                 | 2.5%                   | 21.0%               | 18.5%         |  |  |  |
| Transition Plans   | ning fo  | r Presc           | hoolers             | 5                 |                      |                        |                     |               |  |  |  |
| Answer only if your child has transitioned from early interven   | ntion (B | irth to Tl        | hree Syst           | tem) to P         | reschool             | l in the p             | past 3 yea          | ars.          |  |  |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to  | 35       | 57.1%             | 22.9%               | 2.9%              | 2.9%                 | 5.7%                   | 8.6%                | ±             |  |  |  |
| Transition Planning  | for Se   | condar            | y Stud              | ents              |                      |                        |                     |               |  |  |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 72       | 34.7%             | 33.3%               | 9.7%              | 4.2%                 | 4.2%                   | 13.9%               | ±             |  |  |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 49       | 20.4%             | 16.3%               | 8.2%              | 0.0%                 | 6.1%                   | 24.5%               | 24.5%         |  |  |  |
| Answer only if your child was age 15 at his/her last PPT mee   | ting.    |                   |                     |                   |                      |                        |                     |               |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 25       | 36.0%             | 20.0%               | 28.0%             | 8.0%                 | 4.0%                   | 4.0%                | ±             |  |  |  |
| 31. My child is age 15 and the PPT introduced planning for   |          | 36.0%             | 20.0%               | 28.0%             | 8.0%                 | 4.0%                   | 4.0%                | ±             |  |  |  |

# West Hartford Survey Response Table – continued

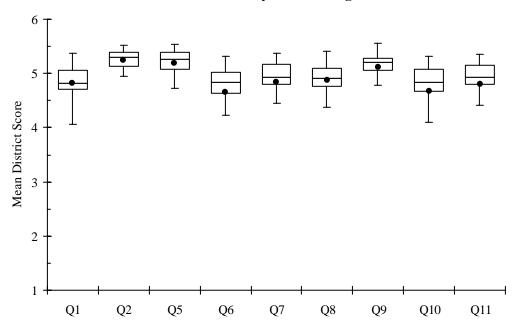
| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend  | 72      | 55.6%             | 20.8%               | 6.9%              | 8.3%                 | 1.4%                   | 6.9%                |               |  |
| and participate in PPT meetings.  | 12      | 33.0%             | 20.8%               | 0.9%              | 8.5%                 | 1.4%                   | 0.9%                | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |         |                   |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an   | 32      | 43.8%             | 31.3%               | 15.6%             | 3.1%                 | 0.0%                   | 6.3%                | ±             |  |
| appropriate course of study at the high school.   | 32      | 43.670            | 31.370              | 13.070            | 3.170                | 0.0%                   | 0.5%                |               |  |
| Answer only if your child is age 15 or older.   |         |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 54      | 33.3%             | 24.1%               | 16.7%             | 3.7%                 | 3.7%                   | 18.5%               | ±             |  |
| Parent Train  | ing an  | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 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. | 113     | 24.8%             | 9.7%                | 7.1%              | 5.3%                 | 7.1%                   | 46.0%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 110     | 20.0%             | 9.1%                | 10.9%             | 5.5%                 | 7.3%                   | 47.3%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 154     | 24.0%             | 7.8%                | 11.7%             | 5.8%                 | 6.5%                   | 24.0%               | 20.1%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 147     | 25.2%             | 14.3%               | 12.9%             | 2.7%                 | 4.8%                   | 17.0%               | 23.1%         |  |
| My Ch   | ild's S | kills             |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 166     | 48.2%             | 18.7%               | 18.1%             | 4.8%                 | 4.8%                   | 5.4%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 160     | 48.8%             | 22.5%               | 12.5%             | 5.0%                 | 3.1%                   | 8.1%                | ±             |  |

 $<sup>\</sup>pm$  Not a response option for this survey item.

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

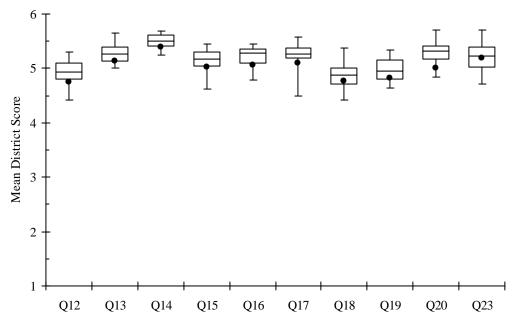
#### West Hartford Box-and-Whisker Charts

#### Satisfaction with My Child's Program



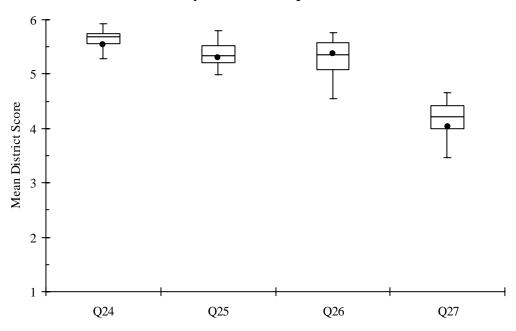
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



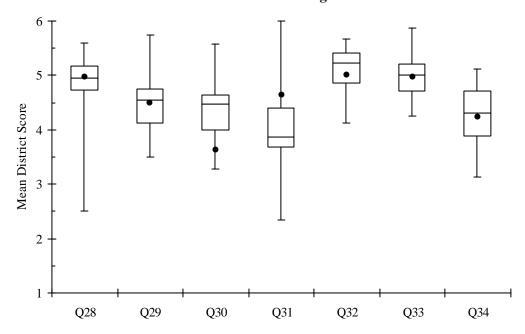
#### West Hartford Box-and-Whisker Charts - continued

## My Child's Participation



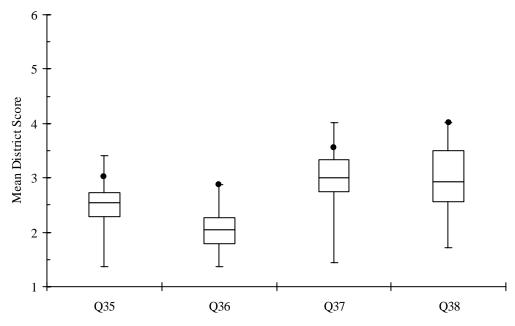
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

### **Transition Planning**



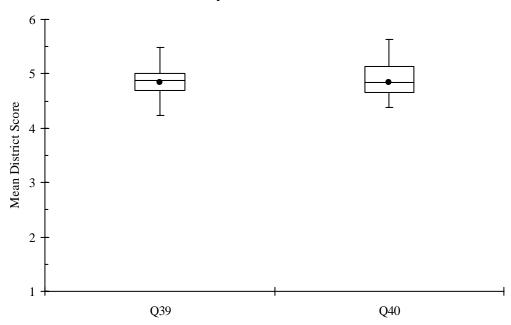
#### West Hartford Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# **West Hartford Open-Ended Summary Table**

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 12 | 15.8%   |
| Pleased with Staff                             | 20 | 26.3%   |
| Pleased with Communication and Parent Support  | 2  | 2.6%    |
| Pleased with Transition Process and Staff      | 2  | 2.6%    |
| Somewhat Satisfied                             | 6  | 7.9%    |
| Change in Satisfaction                         | 5  | 6.6%    |
| Dissatisfied Previously, Now Satisfied         | 4  | 5.3%    |
| Satisfied Previously, Now Dissatisfied         | 1  | 1.3%    |
| Problems with Program                          | 23 | 30.3%   |
| Problems with Staff                            | 17 | 22.4%   |
| Problems with Communication and Parent Support | 14 | 18.4%   |
| Problems with Services                         | 13 | 17.1%   |
| Need for Additional Activities/Services        | 9  | 11.8%   |
| Needs of Specific Disability Not Met           | 8  | 10.5%   |
| Instructional and Curricular Concerns          | 14 | 18.4%   |
| Dissatisfied with Transition                   | 1  | 1.3%    |
| Concerns with Child's Progress or Future       | 3  | 3.9%    |
| Other Comments or Concerns                     | 8  | 10.5%   |

Percent totals are based on the 76 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Winchester Survey Response Table

|   |         | эропьс            |                     |                   |                      |                        |                     |               |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
| Satisfaction with   | My C    | hild's F          | Progran             | 1                 |                      |                        |                     |               |
| I am satisfied with my child's overall special education program.   | 44      | 43.2%             | 22.7%               | 11.4%             | 2.3%                 | 11.4%                  | 9.1%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.   | 44      | 59.1%             | 25.0%               | 9.1%              | 2.3%                 | 4.5%                   | 0.0%                | ±             |
| 3. My child's school day has been shortened to accommodate his/her transportation needs.  | 11      | 0.0%              | 9.1%                | 18.2%             | 9.1%                 | 0.0%                   | 63.6%               | ±             |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).  | 17      | 0.0%              | 0.0%                | 0.0%              | 0.0%                 | 5.9%                   | 94.1%               | ±             |
| 5. My child is accepted within the school community.  | 41      | 70.7%             | 7.3%                | 2.4%              | 4.9%                 | 9.8%                   | 4.9%                | ±             |
| 6. My child's IEP is meeting his or her educational needs.  | 43      | 44.2%             | 32.6%               | 7.0%              | 0.0%                 | 11.6%                  | 4.7%                | 0.0%          |
| 7. All special education services identified in my child's IEP have been provided.  | 43      | 51.2%             | 18.6%               | 9.3%              | 7.0%                 | 7.0%                   | 7.0%                | 0.0%          |
| 8. Staff is appropriately trained and able to provide my child's specific program and services.   | 44      | 45.5%             | 15.9%               | 18.2%             | 2.3%                 | 6.8%                   | 11.4%               | 0.0%          |
| Special education teachers make accommodations and modifications as indicated on my child's IEP.  | 42      | 52.4%             | 26.2%               | 11.9%             | 2.4%                 | 4.8%                   | 2.4%                | 0.0%          |
| General education teachers make accommodations and modifications as indicated on my child's IEP.  | 38      | 50.0%             | 21.1%               | 18.4%             | 5.3%                 | 5.3%                   | 0.0%                | 0.0%          |
| 11. General education and special education teachers work together to assure that my child's IEP is being implemented.                                      | 41      | 46.3%             | 29.3%               | 9.8%              | 2.4%                 | 9.8%                   | 2.4%                | 0.0%          |
| Participation in Developing and   | l Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. | 44      | 50.0%             | 36.4%               | 2.3%              | 4.5%                 | 2.3%                   | 4.5%                | ±             |
| 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.                         | 44      | 65.9%             | 18.2%               | 9.1%              | 2.3%                 | 0.0%                   | 4.5%                | ±             |
| 14. I understand what is discussed at meetings to develop my child's IEP.   | 44      | 65.9%             | 22.7%               | 6.8%              | 0.0%                 | 2.3%                   | 2.3%                | ±             |
| 15. My concerns and recommendations are documented in the development of my child's IEP.  | 44      | 54.5%             | 36.4%               | 2.3%              | 2.3%                 | 0.0%                   | 4.5%                | ±             |
| 16. My child's evaluation report is written in terms I understand.  | 44      | 63.6%             | 27.3%               | 2.3%              | 0.0%                 | 2.3%                   | 4.5%                | ±             |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.  | 44      | 63.6%             | 18.2%               | 9.1%              | 2.3%                 | 2.3%                   | 4.5%                | ±             |

# $Winchester\ Survey\ Response\ Table-continued$

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 43        | 48.8%             | 18.6%               | 11.6%             | 7.0%                 | 2.3%                   | 11.6%               | ±             |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 42        | 50.0%             | 23.8%               | 16.7%             | 2.4%                 | 2.4%                   | 4.8%                | ±             |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 44        | 72.7%             | 6.8%                | 13.6%             | 2.3%                 | 4.5%                   | 0.0%                | ±             |
| 21. If necessary, a translator was provided at the PPT meetings.   | 8         | 100.0%            | 0.0%                | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 6         | 83.3%             | 16.7%               | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 34        | 61.8%             | 14.7%               | 2.9%              | 2.9%                 | 5.9%                   | 0.0%                | 11.8%         |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 42        | 83.3%             | 9.5%                | 7.1%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 40        | 72.5%             | 7.5%                | 5.0%              | 5.0%                 | 0.0%                   | 10.0%               | ±             |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 24        | 4.2%              | 4.2%                | 12.5%             | 8.3%                 | 4.2%                   | 66.7%               | ±             |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 28        | 46.4%             | 7.1%                | 7.1%              | 3.6%                 | 3.6%                   | 17.9%               | 14.3%         |
| Transition Planr   | ning fo   | r Prescl          | hoolers             | }                 |                      |                        |                     |               |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 10        | 60.0%             | 10.0%               | 10.0%             | 10.0%                | 0.0%                   | 10.0%               | ±             |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 10        | 40.0%             | 0.0%                | 0.0%              | 20.0%                | 10.0%                  | 30.0%               | ±             |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 9         | 33.3%             | 11.1%               | 0.0%              | 0.0%                 | 11.1%                  | 33.3%               | 11.1%         |
| Answer only if your child was age 15 at his/her last PPT meeti   | ing.      |                   |                     |                   |                      |                        |                     |               |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
|  | -         | - '               |                     | T                 |                      |                        | on the ne           |               |

# Winchester Survey Response Table – continued

| CT Special Education Parent Survey Item   | n      | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|--------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 15     | 46.7%             | 0.0%                | 20.0%             | 6.7%                 | 6.7%                   | 20.0%               | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT meeting.   |        |                   |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 8      | 50.0%             | 12.5%               | 25.0%             | 0.0%                 | 0.0%                   | 12.5%               | ±             |
| Answer only if your child is age 15 or older.   |        |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 9      | 55.6%             | 11.1%               | 22.2%             | 0.0%                 | 0.0%                   | 11.1%               | ±             |
| Parent Train  | ing an | d Supp            | ort                 |                   |                      |                        |                     |               |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 22     | 4.5%              | 18.2%               | 4.5%              | 4.5%                 | 4.5%                   | 63.6%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 22     | 4.5%              | 4.5%                | 9.1%              | 18.2%                | 0.0%                   | 63.6%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 33     | 6.1%              | 18.2%               | 9.1%              | 6.1%                 | 3.0%                   | 30.3%               | 27.3%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 33     | 3.0%              | 15.2%               | 6.1%              | 6.1%                 | 6.1%                   | 33.3%               | 30.3%         |
| My Child's Skills   |        |                   |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 39     | 48.7%             | 17.9%               | 12.8%             | 5.1%                 | 5.1%                   | 10.3%               | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 39     | 51.3%             | 20.5%               | 7.7%              | 0.0%                 | 5.1%                   | 15.4%               | ±             |

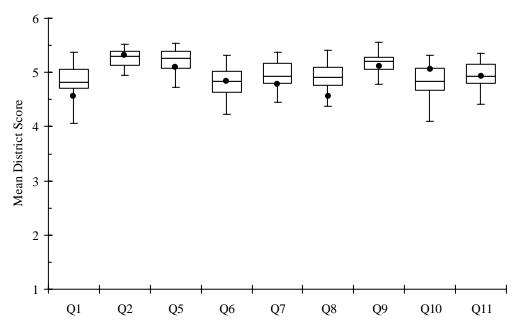
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

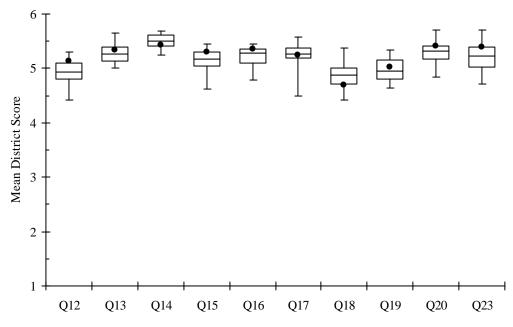
#### Winchester Box-and-Whisker Charts

#### Satisfaction with My Child's Program



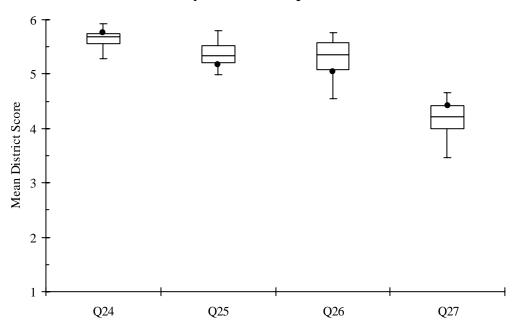
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



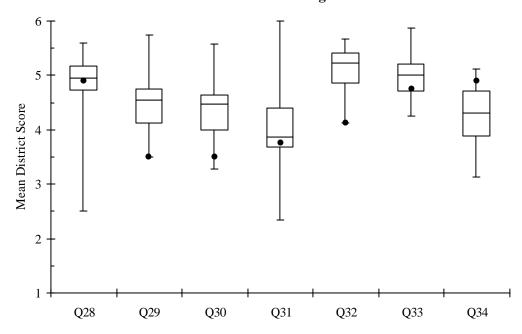
#### Winchester Box-and-Whisker Charts - continued

## My Child's Participation



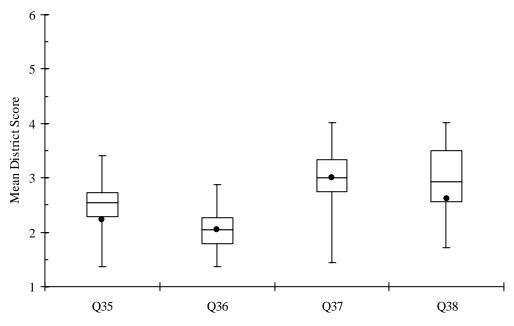
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

### **Transition Planning**



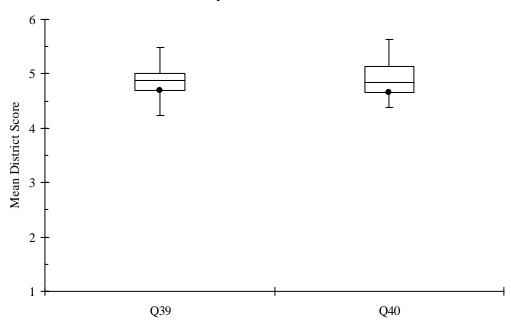
#### Winchester Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# Winchester Open-Ended Summary Table

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 4  | 16.7%   |
| Pleased with Staff                             | 3  | 12.5%   |
| Pleased with Communication and Parent Support  | 1  | 4.2%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 4  | 16.7%   |
| Change in Satisfaction                         | 2  | 8.3%    |
| Dissatisfied Previously, Now Satisfied         | 2  | 8.3%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 3  | 12.5%   |
| Problems with Staff                            | 6  | 25.0%   |
| Problems with Communication and Parent Support | 4  | 16.7%   |
| Problems with Services                         | 11 | 45.8%   |
| Need for Additional Activities/Services        | 1  | 4.2%    |
| Needs of Specific Disability Not Met           | 4  | 16.7%   |
| Instructional and Curricular Concerns          | 2  | 8.3%    |
| Dissatisfied with Transition                   | 0  | 0.0%    |
| Concerns with Child's Progress or Future       | 2  | 8.3%    |
| Other Comments or Concerns                     | 2  | 8.3%    |

Percent totals are based on the 24 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Windham Survey Response Table

| CT Special Education Parent Survey Item  | n     | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|-------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | МуС   | hild's F          | rogran              | 1                 |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education  | 72    | £1 40/            | 20. 20/             | 11 10/            | 2.90/                | 1 40/                  | 4.20/               |               |
| program.   | 12    | 51.4%             | 29.2%               | 11.1%             | 2.8%                 | 1.4%                   | 4.2%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.      | 71    | 66.2%             | 21.1%               | 5.6%              | 2.8%                 | 2.8%                   | 1.4%                | ±             |
| 3. My child's school day has been shortened to   | 28    | 28.6%             | 25.0%               | 10.7%             | 10.7%                | 0.0%                   | 25.0%               | ±             |
| accommodate his/her transportation needs.  4. My child has been sent home from school due to                           |       |                   |                     |                   |                      |                        |                     |               |
| behavioral difficulties (not considered suspension).   | 32    | 37.5%             | 9.4%                | 9.4%              | 6.3%                 | 12.5%                  | 25.0%               | ±             |
| 5. My child is accepted within the school community.   | 69    | 69.6%             | 18.8%               | 7.2%              | 0.0%                 | 1.4%                   | 2.9%                | ±             |
| 6. My child's IEP is meeting his or her educational needs.   | 72    | 55.6%             | 27.8%               | 8.3%              | 2.8%                 | 0.0%                   | 5.6%                | 0.0%          |
| 7. All special education services identified in my child's IEP have been provided.                                     | 72    | 52.8%             | 26.4%               | 11.1%             | 2.8%                 | 0.0%                   | 5.6%                | 1.4%          |
| 8. Staff is appropriately trained and able to provide my   | 72    | 62.5%             | 19.4%               | 8.3%              | 1.4%                 | 4.2%                   | 4.2%                | 0.0%          |
| child's specific program and services.  9. Special education teachers make accommodations and                          |       |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.  | 72    | 58.3%             | 25.0%               | 6.9%              | 5.6%                 | 1.4%                   | 2.8%                | 0.0%          |
| 10. General education teachers make accommodations and modifications as indicated on my child's IEP.                   | 69    | 55.1%             | 30.4%               | 7.2%              | 2.9%                 | 0.0%                   | 4.3%                | 0.0%          |
| 11. General education and special education teachers work together to assure that my child's IEP is being implemented. | 69    | 58.0%             | 27.5%               | 4.3%              | 4.3%                 | 1.4%                   | 4.3%                | 0.0%          |
| Participation in Developing and  | Imple | menti             | ng My (             | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers  |       |                   |                     |                   |                      |                        |                     |               |
| encourage parent involvement in order to improve   | 70    | 58.6%             | 27.1%               | 8.6%              | 0.0%                 | 2.9%                   | 2.9%                | ±             |
| services and results for children with disabilities.   |       |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized   |       |                   |                     |                   |                      |                        |                     |               |
| Education Plan (IEP), I feel encouraged to give input and  | 72    | 76.4%             | 15.3%               | 6.9%              | 0.0%                 | 1.4%                   | 0.0%                | ±             |
| express my concerns.   |       |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my child's IEP.  | 72    | 69.4%             | 22.2%               | 5.6%              | 1.4%                 | 0.0%                   | 1.4%                | ±             |
| 15. My concerns and recommendations are documented in  | 70    | 67.1%             | 20.0%               | 8.6%              | 1.4%                 | 0.0%                   | 2.9%                | ±             |
| the development of my child's IEP.  16. My child's evaluation report is written in terms I                             | 72    | 54.2%             | 30.6%               | 9.7%              | 2.8%                 | 0.0%                   | 2.8%                | ±             |
| understand.  | 12    | JT.4/0            | 30.070              | J.1 /0            | 2.0/0                | 0.070                  | 2.0/0               |               |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.                               | 71    | 73.2%             | 14.1%               | 5.6%              | 1.4%                 | 4.2%                   | 1.4%                | ±             |
|  |       |                   |                     |                   | la i a a a a         |                        |                     |               |

# $Windham\ Survey\ Response\ Table-continued$

| n          | STRONGLY<br>Agree                                | MODERATELY<br>Agree   | SLIGHTLY<br>Agree  | SLIGHTLY<br>Disagree   | MODERATELY<br>Disagree   | STRONLY<br>Disagree   | DON'T<br>KNOW  |
|------------|--|---|--|--|--|---|--|
| 68         | 58.8%  | 26.5%   | 11.8%  | 0.0%   | 1.5%   | 1.5%  | ±  |
| 69         | 56.5%  | 23.2%   | 15.9%  | 0.0%   | 2.9%   | 1.4%  | ±  |
| 70         | 64.3%  | 24.3%   | 2.9%   | 0.0%   | 2.9%   | 5.7%  | ±  |
| 32         | 84.4%  | 9.4%  | 3.1%   | 0.0%   | 0.0%   | 3.1%  | ±  |
| 28         | 75.0%  | 14.3%   | 7.1%   | 0.0%   | 0.0%   | 3.6%  | ±  |
| 64         | 53.1%  | 18.8%   | 7.8%   | 1.6%   | 1.6%   | 6.3%  | 10.9%  |
| s Partio   | cipation   | 1   |  |  |  |   |  |
| 67         | 73.1%  | 19.4%   | 3.0%   | 1.5%   | 1.5%   | 1.5%  | ±  |
| 60         | 63.3%  | 18.3%   | 3.3%   | 8.3%   | 0.0%   | 6.7%  | ±  |
| 35         | 17.1%  | 5.7%  | 8.6%   | 2.9%   | 5.7%   | 60.0%   | ±  |
| 54         | 42.6%  | 13.0%   | 7.4%   | 0.0%   | 3.7%   | 13.0%   | 20.4%  |
| ning fo    | r Presc  | hoolers   | ;  |  |  |   |  |
| ition (Bir | th to Th   | ree Syste   | m) to Pr   | eschool i  | in the pa  | st 3 year   | s.   |
| 18         | 55.6%  | 16.7%   | 16.7%  | 0.0%   | 0.0%   | 11.1%   | ±  |
| for Se     | condar   | y Stude   | ents   |  |  |   |  |
| 20         | 80.0%  | 15.0%   | 5.0%   | 0.0%   | 0.0%   | 0.0%  | ±  |
| 17         | 58.8%  | 11.8%   | 5.9%   | 0.0%   | 5.9%   | 0.0%  | 17.6%  |
| ing.       |  |   |  |  |  |   |  |
| ±±         | -  | -   | -  | -  | -  | -   | ±  |
|            | 68 69 70 32 28 64 67 60 35 54  ning for Se 20 17 | 68 58.8% 69 56.5% 70 64.3% 32 84.4% 28 75.0% 64 53.1% <b>s Participation</b> 67 73.1% 60 63.3% 35 17.1% 54 42.6%  ming for Prescipation (Birth to The | 68 58.8% 26.5% 69 56.5% 23.2% 70 64.3% 24.3% 32 84.4% 9.4% 28 75.0% 14.3% 64 53.1% 18.8%  S Participation  67 73.1% 19.4% 60 63.3% 18.3% 35 17.1% 5.7% 54 42.6% 13.0%  ning for Preschoolers stion (Birth to Three System 18 55.6% 16.7% g for Secondary Stude 20 80.0% 15.0% 17 58.8% 11.8% | 68 58.8% 26.5% 11.8% 69 56.5% 23.2% 15.9% 70 64.3% 24.3% 2.9% 32 84.4% 9.4% 3.1% 64 53.1% 18.8% 7.8%  S Participation 67 73.1% 19.4% 3.0% 60 63.3% 18.3% 3.3% 35 17.1% 5.7% 8.6% 54 42.6% 13.0% 7.4%  Ining for Preschoolers  Ition (Birth to Three System) to Preschoolers | 68 58.8% 26.5% 11.8% 0.0% 69 56.5% 23.2% 15.9% 0.0% 70 64.3% 24.3% 2.9% 0.0% 32 84.4% 9.4% 3.1% 0.0% 64 53.1% 18.8% 7.8% 1.6%  8 Participation 67 73.1% 19.4% 3.0% 1.5% 60 63.3% 18.3% 3.3% 8.3% 35 17.1% 5.7% 8.6% 2.9% 54 42.6% 13.0% 7.4% 0.0% 18 55.6% 16.7% 16.7% 0.0% g for Secondary Students 20 80.0% 15.0% 5.0% 0.0% 17 58.8% 11.8% 5.9% 0.0% | 68 58.8% 26.5% 11.8% 0.0% 1.5% 69 56.5% 23.2% 15.9% 0.0% 2.9% 70 64.3% 24.3% 2.9% 0.0% 2.9% 32 84.4% 9.4% 3.1% 0.0% 0.0% 64 53.1% 18.8% 7.8% 1.6% 1.6%  8 Participation 67 73.1% 19.4% 3.0% 1.5% 1.5% 60 63.3% 18.3% 3.3% 8.3% 0.0% 35 17.1% 5.7% 8.6% 2.9% 5.7% 54 42.6% 13.0% 7.4% 0.0% 3.7%  ning for Preschoolers 18 55.6% 16.7% 16.7% 0.0% 0.0% 3 for Secondary Students 20 80.0% 15.0% 5.0% 0.0% 0.0% 17 58.8% 11.8% 5.9% 0.0% 5.9% | 68 58.8% 26.5% 11.8% 0.0% 1.5% 1.5% 69 56.5% 23.2% 15.9% 0.0% 2.9% 1.4% 70 64.3% 24.3% 2.9% 0.0% 2.9% 5.7% 32 84.4% 9.4% 3.1% 0.0% 0.0% 3.1% 28 75.0% 14.3% 7.1% 0.0% 0.0% 3.6% 64 53.1% 18.8% 7.8% 1.6% 1.6% 6.3%  8 Participation 67 73.1% 19.4% 3.0% 1.5% 1.5% 1.5% 60 63.3% 18.3% 3.3% 8.3% 0.0% 6.7% 35 17.1% 5.7% 8.6% 2.9% 5.7% 60.0% 54 42.6% 13.0% 7.4% 0.0% 3.7% 13.0%  ning for Preschoolers  ntion (Birth to Three System) to Preschool in the past 3 year 18 55.6% 16.7% 16.7% 0.0% 0.0% 11.1% 3 for Secondary Students 20 80.0% 15.0% 5.0% 0.0% 0.0% 0.0% 17 58.8% 11.8% 5.9% 0.0% 5.9% 0.0% |

# Windham Survey Response Table – continued

| CT Special Education Parent Survey Item   | n                 | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|-------------------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |                   |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 27                | 66.7%             | 14.8%               | 7.4%              | 3.7%                 | 0.0%                   | 7.4%                | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PPT  | ' meeting         | ,                 |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 10                | 60.0%             | 20.0%               | 0.0%              | 0.0%                 | 10.0%                  | 10.0%               | ±             |  |
| Answer only if your child is age 15 or older.   |                   |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 12                | 66.7%             | 0.0%                | 16.7%             | 8.3%                 | 8.3%                   | 0.0%                | ±             |  |
| Parent Train  | ing an            | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 46                | 21.7%             | 13.0%               | 8.7%              | 4.3%                 | 15.2%                  | 37.0%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 46                | 19.6%             | 6.5%                | 8.7%              | 4.3%                 | 17.4%                  | 43.5%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 57                | 14.0%             | 14.0%               | 8.8%              | 0.0%                 | 10.5%                  | 26.3%               | 26.3%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 58                | 24.1%             | 8.6%                | 8.6%              | 1.7%                 | 8.6%                   | 17.2%               | 31.0%         |  |
|   | My Child's Skills |                   |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 58                | 50.0%             | 25.9%               | 13.8%             | 0.0%                 | 1.7%                   | 8.6%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 55                | 43.6%             | 27.3%               | 9.1%              | 1.8%                 | 3.6%                   | 14.5%               | ±             |  |

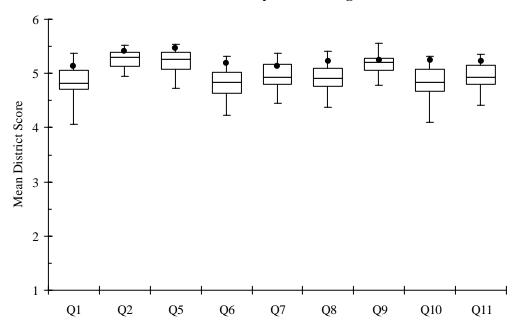
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

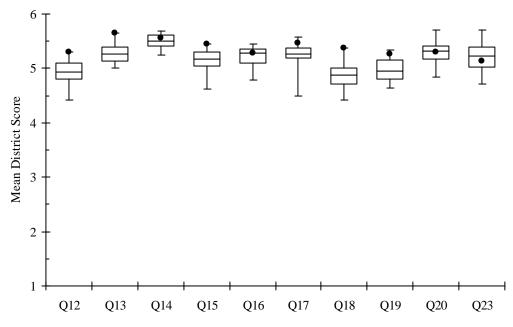
#### Windham Box-and-Whisker Charts

#### Satisfaction with My Child's Program



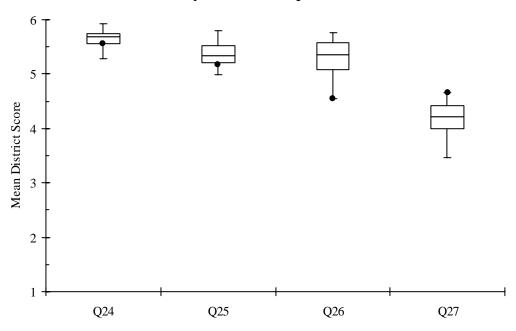
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



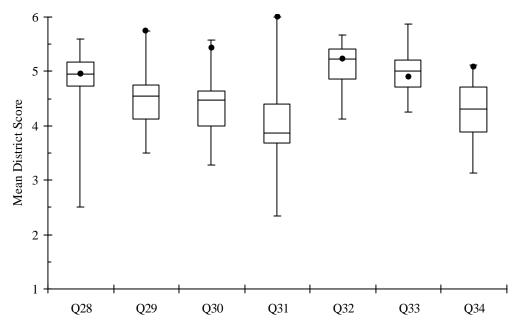
#### Windham Box-and-Whisker Charts - continued

## My Child's Participation



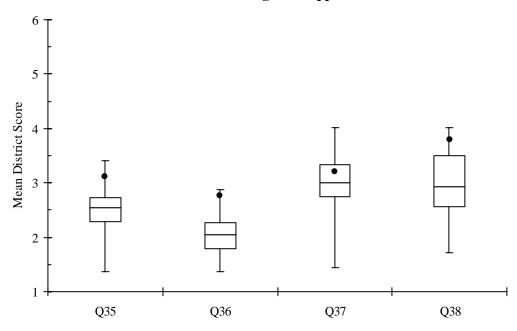
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

### **Transition Planning**



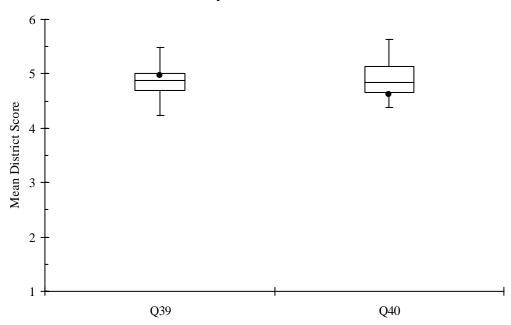
#### Windham Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# Windham Open-Ended Summary Table

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 6 | 26.1%   |
| Pleased with Staff                             | 7 | 30.4%   |
| Pleased with Communication and Parent Support  | 2 | 8.7%    |
| Pleased with Transition Process and Staff      | 1 | 4.3%    |
| Somewhat Satisfied                             | 3 | 13.0%   |
| Change in Satisfaction                         | 1 | 4.3%    |
| Dissatisfied Previously, Now Satisfied         | 1 | 4.3%    |
| Satisfied Previously, Now Dissatisfied         | 0 | 0.0%    |
| Problems with Program                          | 3 | 13.0%   |
| Problems with Staff                            | 2 | 8.7%    |
| Problems with Communication and Parent Support | 2 | 8.7%    |
| Problems with Services                         | 4 | 17.4%   |
| Need for Additional Activities/Services        | 1 | 4.3%    |
| Needs of Specific Disability Not Met           | 3 | 13.0%   |
| Instructional and Curricular Concerns          | 3 | 13.0%   |
| Dissatisfied with Transition                   | 1 | 4.3%    |
| Concerns with Child's Progress or Future       | 1 | 4.3%    |
| Other Comments or Concerns                     | 1 | 4.3%    |

Percent totals are based on the 23 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Regional School District 05 Survey Response Table

| CT Special Education Parent Survey Item  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).  n   Alg a g a g a g a g a g a g a g a g a g a |
|---|
| 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).  74   |
| 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).  74   |
| 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).  74   |
| 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).  74   |
| 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).  16 25.0% 0.0% 12.5% 0.0% 6.3% 56.3% ±  30 10.0% 3.3% 0.0% 0.0% 0.0% 86.7% ±  |
| 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).  16 25.0% 0.0% 12.5% 0.0% 6.3% 56.3% ±  18 25.0% 0.0% 12.5% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0   |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).  30 10.0% 3.3% 0.0% 0.0% 86.7% ±   |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).  30 10.0% 3.3% 0.0% 0.0% 86.7% ±   |
| behavioral difficulties (not considered suspension).  |
|   |
|   |
| 5. My child is accepted within the school community. 73   50.7%   26.0%   9.6%   5.5%   4.1%   4.1%   ±   |
|   |
| 6. My child's IEP is meeting his or her educational needs. 74   37.8%   27.0%   10.8%   4.1%   8.1%   12.2%   0.0%  |
| 7. All special education services identified in my child's IEP 74 20 20 14 00 5 40 0 10 10 00 14 00   |
| have been provided. 74   39.2%   20.3%   14.9%   5.4%   8.1%   10.8%   1.4%   |
| 8 Staff is appropriately trained and able to provide my   |
| child's specific program and services.   75   45.3%   22.7%   12.0%   2.7%   6.7%   10.7%   0.0%  |
| 9. Special education teachers make accommodations and   |
| modifications as indicated on my child's IEP.  73   45.2%   35.6%   9.6%   4.1%   0.0%   5.5%   0.0%  |
| 10. General education teachers make accommodations and  |
| 1 70 1343%1714%1157%186%171%1100%1799   |
| 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 70   37.1%   20.0%   14.3%   11.4%   4.3%   11.4%   1.4%  |
| 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 75 34.7% 18.7% 25.3% 5.3% 6.7% 9.3% ±  |
| services and results for children with disabilities.  |
| 13. At meetings to develop my child's Individualized  |
|   |
|   |
| express my concerns.  |
| 14. I understand what is discussed at meetings to develop my 73 67.1% 24.7% 5.5% 2.7% 0.0% 0.0% ±   |
| child's IEP.  |
| 15. My concerns and recommendations are documented in 75 53.3% 26.7% 10.7% 2.7% 4.0% 2.7% ±   |
| the development of my child's IEP.  |
| 16. My child's evaluation report is written in terms I 74 54.1% 21.6% 14.9% 4.1% 0.0% 5.4% ±  |
| understand.   |
| 117 DDT   |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.  73   61.6%   16.4%   9.6%   5.5%   1.4%   5.5%   ±  |

# Regional School District 05 Survey Response Table – continued

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 75        | 34.7%             | 33.3%               | 16.0%             | 4.0%                 | 5.3%                   | 6.7%                | ±             |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 75        | 44.0%             | 20.0%               | 17.3%             | 10.7%                | 0.0%                   | 8.0%                | ±             |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 75        | 70.7%             | 14.7%               | 5.3%              | 2.7%                 | 1.3%                   | 5.3%                | ±             |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | I                   | -                 | i                    | ı                      | ı                   | ±             |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | ı                      | -                   | ±             |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 67        | 65.7%             | 11.9%               | 3.0%              | 3.0%                 | 6.0%                   | 9.0%                | 1.5%          |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 71        | 85.9%             | 7.0%                | 5.6%              | 0.0%                 | 1.4%                   | 0.0%                | ±             |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 72        | 80.6%             | 9.7%                | 4.2%              | 0.0%                 | 1.4%                   | 4.2%                | ±             |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 50        | 12.0%             | 2.0%                | 0.0%              | 0.0%                 | 8.0%                   | 78.0%               | ±             |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 43        | 44.2%             | 7.0%                | 9.3%              | 7.0%                 | 9.3%                   | 16.3%               | 7.0%          |  |
| Transition Plans   | ning fo   | r Presc           | hoolers             | 1                 |                      |                        |                     |               |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Thi         | ree Syste           | m) to Pr          | eschool i            | n the pa               | st 3 year.          | s             |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 26        | 26.9%             | 26.9%               | 7.7%              | 11.5%                | 7.7%                   | 19.2%               | ±             |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 18        | 33.3%             | 11.1%               | 16.7%             | 5.6%                 | 0.0%                   | 22.2%               | 11.1%         |  |
| Answer only if your child was age 15 at his/her last PPT meeti   | ing.      |                   |                     |                   |                      |                        |                     |               |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 23        | 21.7%             | 21.7%               | 21.7%             | 0.0%                 | 13.0%                  | 21.7%               | ±             |  |
|  |           |                   |                     | <i>T</i>          | hle is co            | . 1                    | . 1                 |               |  |

# Regional School District 05 Survey Response Table – continued

| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 51       | 76.5%             | 13.7%               | 7.8%              | 2.0%                 | 0.0%                   | 0.0%                | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin | g.                |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 32       | 62.5%             | 15.6%               | 3.1%              | 9.4%                 | 6.3%                   | 3.1%                | ±             |  |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 45       | 40.0%             | 20.0%               | 15.6%             | 6.7%                 | 6.7%                   | 11.1%               | ±             |  |
| Parent Training and Support   |          |                   |                     |                   |                      |                        |                     |               |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 44       | 18.2%             | 9.1%                | 4.5%              | 4.5%                 | 0.0%                   | 63.6%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 41       | 17.1%             | 9.8%                | 2.4%              | 2.4%                 | 4.9%                   | 63.4%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 55       | 7.3%              | 12.7%               | 10.9%             | 5.5%                 | 1.8%                   | 38.2%               | 23.6%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 53       | 17.0%             | 18.9%               | 7.5%              | 1.9%                 | 1.9%                   | 28.3%               | 24.5%         |  |
| My Ch   | ild's S  | kills             |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 70       | 42.9%             | 24.3%               | 17.1%             | 5.7%                 | 7.1%                   | 2.9%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 71       | 50.7%             | 28.2%               | 9.9%              | 2.8%                 | 7.0%                   | 1.4%                | ±             |  |

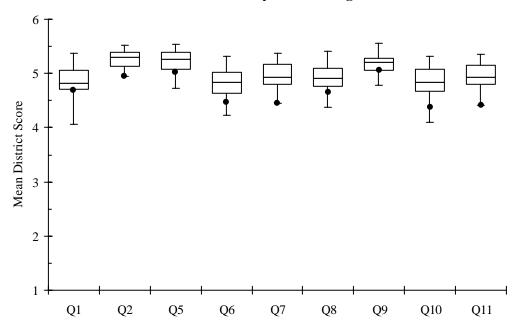
<sup>±</sup> Not a response option for this survey item.

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

 $<sup>\</sup>pm\pm$  Miniminum reporting standard not met for this survey item.

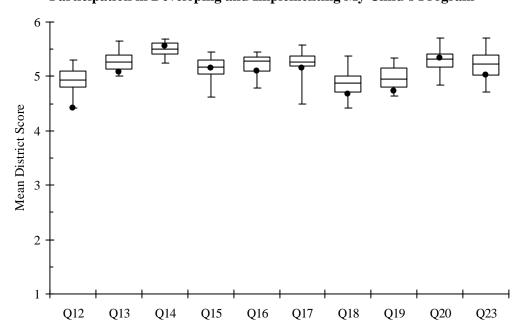
#### Regional School District 05 Box-and-Whisker Charts

#### Satisfaction with My Child's Program



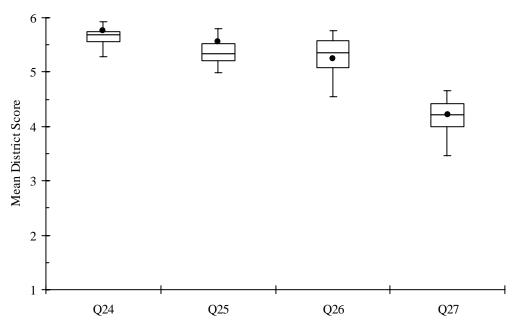
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



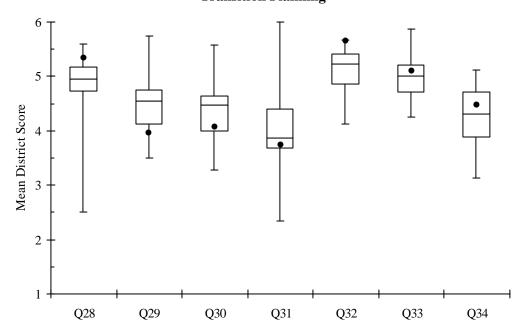
## Regional School District 05 Box-and-Whisker Charts - continued





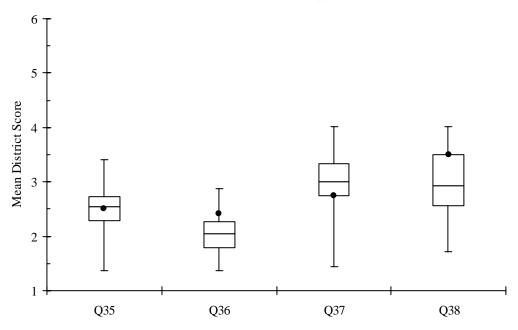
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



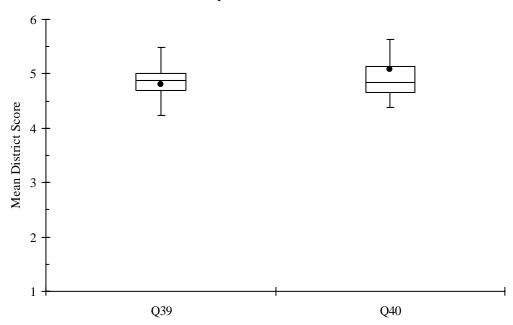
## Regional School District 05 Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# Regional School District 05 Open-Ended Summary Table

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 6  | 18.2%   |
| Pleased with Staff                             | 7  | 21.2%   |
| Pleased with Communication and Parent Support  | 0  | 0.0%    |
| Pleased with Transition Process and Staff      | 1  | 3.0%    |
| Somewhat Satisfied                             | 1  | 3.0%    |
| Change in Satisfaction                         | 3  | 9.1%    |
| Dissatisfied Previously, Now Satisfied         | 3  | 9.1%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 13 | 39.4%   |
| Problems with Staff                            | 9  | 27.3%   |
| Problems with Communication and Parent Support | 7  | 21.2%   |
| Problems with Services                         | 6  | 18.2%   |
| Need for Additional Activities/Services        | 2  | 6.1%    |
| Needs of Specific Disability Not Met           | 7  | 21.2%   |
| Instructional and Curricular Concerns          | 8  | 24.2%   |
| Dissatisfied with Transition                   | 2  | 6.1%    |
| Concerns with Child's Progress or Future       | 3  | 9.1%    |
| Other Comments or Concerns                     | 2  | 6.1%    |

Percent totals are based on the 33 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Regional School District 08 Survey Response Table

| CT Special Education Parent Survey Item                        | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | му С    | hild's F          | Progran             | 1                 |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education    | 25      | 20.60/            | 40.60/              | 0.60/             | 2.00/                | 5.70/                  | 5.70/               |               |
| program.   | 35      | 28.6%             | 48.6%               | 8.6%              | 2.9%                 | 5.7%                   | 5.7%                | ±             |
| 2. I have the opportunity to talk to my child's teachers on a  | 25      | 45 70/            | 21 40/              | 11 40/            | <i>5.70</i> /        | 2.00/                  | 2.00/               |               |
| regular basis to discuss my questions and concerns.            | 35      | 45.7%             | 31.4%               | 11.4%             | 5.7%                 | 2.9%                   | 2.9%                | ±             |
| 3. My child's school day has been shortened to                 | 7       | 42.00/            | 0.00/               | 0.00/             | 20.60/               | 0.00/                  | 20.60/              |               |
| accommodate his/her transportation needs.                      | 7       | 42.9%             | 0.0%                | 0.0%              | 28.6%                | 0.0%                   | 28.6%               | ±             |
| 4. My child has been sent home from school due to              | 17      | 5.00/             | 0.00/               | <b>5</b> 00/      | <b>5.00</b> /        | 0.00/                  | 02.40/              |               |
| behavioral difficulties (not considered suspension).           | 17      | 5.9%              | 0.0%                | 5.9%              | 5.9%                 | 0.0%                   | 82.4%               | ±             |
| ·  | 2.1     | 25.20/            | 22 40/              | 1.4.70/           | 0.007                | <b>5</b> 00/           | 2.00/               |               |
| 5. My child is accepted within the school community.           | 34      | 35.3%             | 32.4%               | 14.7%             | 8.8%                 | 5.9%                   | 2.9%                | ±             |
|  | 2.5     | 20.504            | 42.00/              | 4.4.407           | ·                    | 2 00/                  | 0.504               | 0.007         |
| 6. My child's IEP is meeting his or her educational needs.     | 35      | 28.6%             | 42.9%               | 11.4%             | 5.7%                 | 2.9%                   | 8.6%                | 0.0%          |
| 7. All special education services identified in my child's IEP |         |                   |                     | 44.4              |                      |                        |                     | 0.0           |
| have been provided.  | 35      | 37.1%             | 37.1%               | 11.4%             | 5.7%                 | 2.9%                   | 5.7%                | 0.0%          |
| Staff is appropriately trained and able to provide my          |         |                   |                     |                   |                      |                        |                     |               |
| child's specific program and services.                         | 34      | 29.4%             | 29.4%               | 20.6%             | 8.8%                 | 8.8%                   | 2.9%                | 0.0%          |
| Special education teachers make accommodations and             |         |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                  | 33      | 36.4%             | 30.3%               | 21.2%             | 3.0%                 | 6.1%                   | 3.0%                | 0.0%          |
| 10. General education teachers make accommodations and         |         |                   |                     |                   |                      |                        |                     |               |
|  | 35      | 20.0%             | 40.0%               | 20.0%             | 2.9%                 | 14.3%                  | 2.9%                | 0.0%          |
| modifications as indicated on my child's IEP.                  |         |                   |                     |                   |                      |                        |                     |               |
| 11. General education and special education teachers work      | 2.4     | 20.40/            | 22 40/              | 20.60/            | <b>5</b> 00/         | <b>7</b> 00/           | 2.00/               | 2 00/         |
| together to assure that my child's IEP is being                | 34      | 29.4%             | 32.4%               | 20.6%             | 5.9%                 | 5.9%                   | 2.9%                | 2.9%          |
| implemented.   |         |                   |                     |                   |                      |                        |                     |               |
| Participation in Developing and                                | l Imple | ementi            | ng My (             | Child's           | Progra               | .m                     |                     |               |
| 12. In my child's school, administrators and teachers          |         |                   |                     |                   |                      |                        |                     |               |
| encourage parent involvement in order to improve               | 34      | 35.3%             | 38.2%               | 14.7%             | 8.8%                 | 0.0%                   | 2.9%                | ±             |
| services and results for children with disabilities.           |         |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized           |         |                   |                     |                   |                      |                        |                     |               |
| Education Plan (IEP), I feel encouraged to give input and      | 35      | 57.1%             | 20.0%               | 8.6%              | 8.6%                 | 5.7%                   | 0.0%                | ±             |
| express my concerns.   | 33      | 37.170            | 20.070              | 0.070             | 0.070                | 3.770                  | 0.070               | -             |
|  |         |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my   | 35      | 65.7%             | 14.3%               | 17.1%             | 2.9%                 | 0.0%                   | 0.0%                | ±             |
| child's IEP.   |         |                   |                     |                   |                      |                        |                     |               |
| 15. My concerns and recommendations are documented in          | 34      | 44.1%             | 29.4%               | 17.6%             | 8.8%                 | 0.0%                   | 0.0%                | ±             |
| the development of my child's IEP.                             |         |                   |                     |                   |                      |                        |                     |               |
| 16. My child's evaluation report is written in terms I         | 35      | 48.6%             | 25.7%               | 17.1%             | 5.7%                 | 0.0%                   | 2.9%                | ±             |
| understand.  |         |                   |                     |                   |                      |                        |                     |               |
| 17. PPT meetings for my child have been scheduled at times     | 35      | 40.0%             | 17.1%               | 17.1%             | 11.4%                | 5.7%                   | 8.6%                | ±             |
| and places that met my needs.                                  |         |                   |                     |                   | hlo ia oo            |                        |                     |               |

# Regional School District 08 Survey Response Table – continued

| Regional School District to Sai vey Response Tusic Continued   |           |                   |                     |                   |                      |                        |                     |               |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 33        | 42.4%             | 36.4%               | 6.1%              | 9.1%                 | 6.1%                   | 0.0%                | ±             |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 34        | 35.3%             | 29.4%               | 23.5%             | 5.9%                 | 5.9%                   | 0.0%                | ±             |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 35        | 51.4%             | 37.1%               | 5.7%              | 2.9%                 | 0.0%                   | 2.9%                | ±             |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 28        | 71.4%             | 7.1%                | 3.6%              | 3.6%                 | 0.0%                   | 10.7%               | 3.6%          |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |
| 24. My child has the opportunity to participate in school-<br>sponsored activities such as field trips, assemblies and<br>social events (dances, sports events).                   | 34        | 76.5%             | 14.7%               | 2.9%              | 2.9%                 | 0.0%                   | 2.9%                | ±             |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 33        | 66.7%             | 18.2%               | 3.0%              | 3.0%                 | 3.0%                   | 6.1%                | ±             |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 24        | 16.7%             | 8.3%                | 0.0%              | 12.5%                | 0.0%                   | 62.5%               | ±             |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 10        | 20.0%             | 30.0%               | 10.0%             | 10.0%                | 0.0%                   | 10.0%               | 20.0%         |  |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Th          | ree Syste           | m) to Pr          | eschool i            | n the pa               | st 3 year           | s.            |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 16        | 37.5%             | 31.3%               | 12.5%             | 0.0%                 | 6.3%                   | 12.5%               | ±             |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 14        | 42.9%             | 35.7%               | 0.0%              | 0.0%                 | 0.0%                   | 14.3%               | 7.1%          |  |
| Answer only if your child was age 15 at his/her last PPT meeti   | ing.      |                   |                     |                   |                      |                        |                     |               |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 7         | 14.3%             | 28.6%               | 28.6%             | 0.0%                 | 14.3%                  | 14.3%               | ±             |  |
|  |           |                   |                     |                   | la in an             |                        |                     |               |  |

# Regional School District 08 Survey Response Table – continued

| CT Special Education Parent Survey Item   | n        | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 20       | 75.0%             | 20.0%               | 0.0%              | 5.0%                 | 0.0%                   | 0.0%                | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin | g.                |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 12       | 41.7%             | 41.7%               | 8.3%              | 8.3%                 | 0.0%                   | 0.0%                | ±             |  |
| Answer only if your child is age 15 or older.   |          |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 18       | 16.7%             | 44.4%               | 5.6%              | 16.7%                | 11.1%                  | 5.6%                | ±             |  |
| Parent Train  | ing an   | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 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. | 20       | 15.0%             | 10.0%               | 10.0%             | 5.0%                 | 10.0%                  | 50.0%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 17       | 0.0%              | 5.9%                | 5.9%              | 11.8%                | 11.8%                  | 64.7%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 25       | 8.0%              | 12.0%               | 4.0%              | 4.0%                 | 4.0%                   | 32.0%               | 36.0%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 25       | 0.0%              | 8.0%                | 8.0%              | 4.0%                 | 8.0%                   | 32.0%               | 40.0%         |  |
| · · ·   | ild's S  | kills             |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 31       | 29.0%             | 45.2%               | 3.2%              | 6.5%                 | 6.5%                   | 9.7%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 30       | 36.7%             | 33.3%               | 3.3%              | 13.3%                | 3.3%                   | 10.0%               | ±             |  |

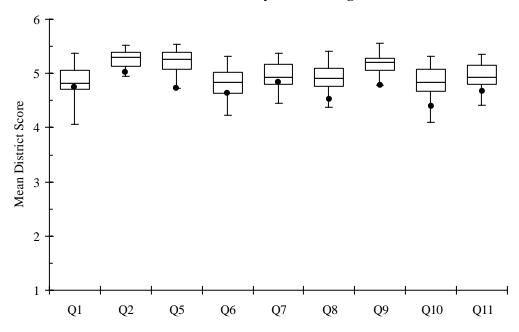
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

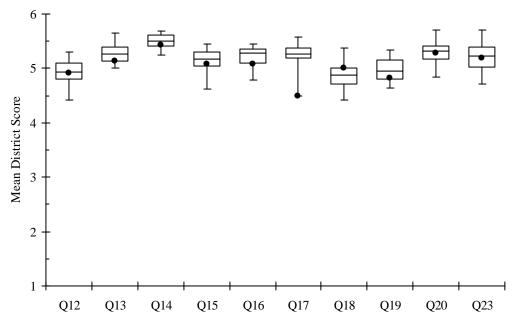
#### Regional School District 08 Box-and-Whisker Charts

#### Satisfaction with My Child's Program



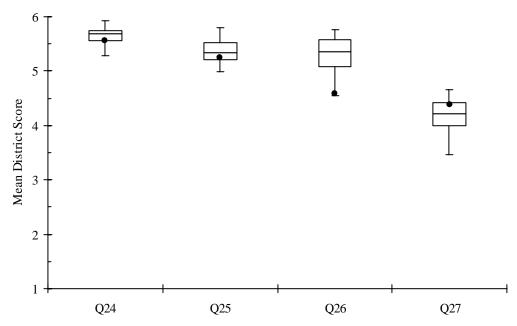
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



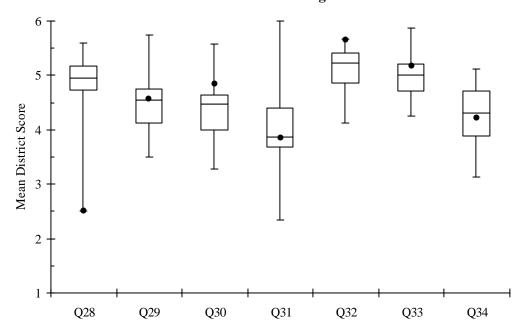
## Regional School District 08 Box-and-Whisker Charts - continued





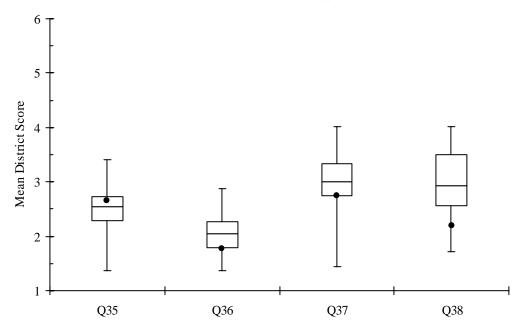
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



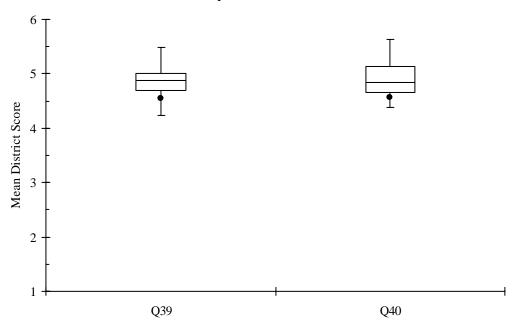
## Regional School District 08 Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# Regional School District 08 Open-Ended Summary Table

| Comment Response Code                          | n | Percent |
|--|---|---------|
| Pleased with Program                           | 4 | 28.6%   |
| Pleased with Staff                             | 3 | 21.4%   |
| Pleased with Communication and Parent Support  | 1 | 7.1%    |
| Pleased with Transition Process and Staff      | 1 | 7.1%    |
| Somewhat Satisfied                             | 2 | 14.3%   |
| Change in Satisfaction                         | 0 | 0.0%    |
| Dissatisfied Previously, Now Satisfied         | 0 | 0.0%    |
| Satisfied Previously, Now Dissatisfied         | 0 | 0.0%    |
| Problems with Program                          | 4 | 28.6%   |
| Problems with Staff                            | 5 | 35.7%   |
| Problems with Communication and Parent Support | 1 | 7.1%    |
| Problems with Services                         | 2 | 14.3%   |
| Need for Additional Activities/Services        | 0 | 0.0%    |
| Needs of Specific Disability Not Met           | 2 | 14.3%   |
| Instructional and Curricular Concerns          | 3 | 21.4%   |
| Dissatisfied with Transition                   | 0 | 0.0%    |
| Concerns with Child's Progress or Future       | 2 | 14.3%   |
| Other Comments or Concerns                     | 0 | 0.0%    |

Percent totals are based on the 14 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# **Regional School District 16 Survey Response Table**

| CT Special Education Parent Survey Item                        | n          | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|--|------------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Satisfaction with  | му С       | hild's F          | rogran              | 1                 |                      |                        |                     |               |  |
| 1. I am satisfied with my child's overall special education    | -62        | 45.20/            | 25.50/              | 12.00/            | 1 60/                | 1 60/                  | 2.20/               |               |  |
| program.   | 62         | 45.2%             | 35.5%               | 12.9%             | 1.6%                 | 1.6%                   | 3.2%                | ±             |  |
| 2. I have the opportunity to talk to my child's teachers on a  | <i>(</i> 2 | 50.10/            | 25.00/              | 11 20/            | 4.00/                | 0.00/                  | 0.00/               |               |  |
| regular basis to discuss my questions and concerns.            | 62         | 58.1%             | 25.8%               | 11.3%             | 4.8%                 | 0.0%                   | 0.0%                | ±             |  |
| 3. My child's school day has been shortened to                 | 10         | 21.10/            | 10.50/              | 5 20/             | 0.00/                | 5.20/                  | 57.00/              |               |  |
| accommodate his/her transportation needs.                      | 19         | 21.1%             | 10.5%               | 5.3%              | 0.0%                 | 5.3%                   | 57.9%               | ±             |  |
| 4. My child has been sent home from school due to              | 20         | 15.00/            | 0.00/               | 10.00/            | 0.00/                | 5 OO/                  | 70.00/              |               |  |
| behavioral difficulties (not considered suspension).           | 20         | 15.0%             | 0.0%                | 10.0%             | 0.0%                 | 5.0%                   | 70.0%               | ±             |  |
|  | (2)        | 50.70/            | 24.20/              | <i>C</i> 50/      | C 50/                | 2.20/                  | 0.00/               |               |  |
| 5. My child is accepted within the school community.           | 62         | 59.7%             | 24.2%               | 6.5%              | 6.5%                 | 3.2%                   | 0.0%                | ±             |  |
| C. M. 1311 TED.  | <i>(</i> 2 | 40.40/            | 22.00/              | 10.00/            | 1.60/                | 1 (0)                  | 1.60/               | 0.00/         |  |
| 6. My child's IEP is meeting his or her educational needs.     | 62         | 48.4%             | 33.9%               | 12.9%             | 1.6%                 | 1.6%                   | 1.6%                | 0.0%          |  |
| 7. All special education services identified in my child's IEP |            | 45.004            | 25.40/              | 44.00/            | 0.004                | 2.20/                  | 0.00/               | 4 501         |  |
| have been provided.  | 62         | 46.8%             | 37.1%               | 11.3%             | 0.0%                 | 3.2%                   | 0.0%                | 1.6%          |  |
| 8. Staff is appropriately trained and able to provide my       |            |                   |                     |                   |                      |                        |                     |               |  |
| child's specific program and services.                         | 62         | 50.0%             | 33.9%               | 8.1%              | 1.6%                 | 1.6%                   | 1.6%                | 3.2%          |  |
| Special education teachers make accommodations and             |            |                   |                     |                   |                      |                        |                     |               |  |
| modifications as indicated on my child's IEP.                  | 62         | 61.3%             | 30.6%               | 1.6%              | 1.6%                 | 3.2%                   | 1.6%                | 0.0%          |  |
| 10. General education teachers make accommodations and         |            |                   |                     |                   |                      |                        |                     |               |  |
| modifications as indicated on my child's IEP.                  | 60         | 53.3%             | 18.3%               | 20.0%             | 3.3%                 | 1.7%                   | 3.3%                | 0.0%          |  |
| 11. General education and special education teachers work      |            |                   |                     |                   |                      |                        |                     |               |  |
| together to assure that my child's IEP is being                | 60         | 51.7%             | 30.0%               | 11.7%             | 1.7%                 | 1.7%                   | 3.3%                | 0.0%          |  |
| implemented.   | 00         | 31.770            | 30.070              | 11.770            | 1.770                | 1.7 /0                 | 3.370               | 0.070         |  |
| •  | 1 7 1 .    | 4.                | 37                  | 01.11.11.         | <u> </u>             |                        |                     |               |  |
| Participation in Developing and                                | ımpıe      | menti             | ng My               | Child's           | Progra               | ım                     |                     |               |  |
| 12. In my child's school, administrators and teachers          |            |                   |                     |                   |                      |                        |                     |               |  |
| encourage parent involvement in order to improve               | 62         | 51.6%             | 24.2%               | 16.1%             | 3.2%                 | 0.0%                   | 4.8%                | ±             |  |
| services and results for children with disabilities.           |            |                   |                     |                   |                      |                        |                     |               |  |
| 13. At meetings to develop my child's Individualized           |            |                   |                     |                   |                      |                        |                     |               |  |
| Education Plan (IEP), I feel encouraged to give input and      | 62         | 66.1%             | 22.6%               | 8.1%              | 1.6%                 | 1.6%                   | 0.0%                | ±             |  |
| express my concerns.   |            |                   |                     |                   |                      |                        |                     |               |  |
| 14. I understand what is discussed at meetings to develop my   |            |                   | • • • • • •         | 0.00.             |                      |                        | 0.00.               |               |  |
| child's IEP.   | 62         | 74.2%             | 21.0%               | 0.0%              | 1.6%                 | 3.2%                   | 0.0%                | ±             |  |
| 15. My concerns and recommendations are documented in          |            |                   |                     |                   |                      | 0.5                    | 2.5                 |               |  |
| the development of my child's IEP.                             | 62         | 59.7%             | 27.4%               | 6.5%              | 3.2%                 | 0.0%                   | 3.2%                | ±             |  |
| 16. My child's evaluation report is written in terms I         |            |                   |                     |                   |                      |                        |                     |               |  |
| understand.  | 62         | 62.9%             | 25.8%               | 6.5%              | 1.6%                 | 1.6%                   | 1.6%                | ±             |  |
| 17. PPT meetings for my child have been scheduled at times     |            |                   |                     |                   |                      |                        |                     |               |  |
| and places that met my needs.                                  | 62         | 74.2%             | 9.7%                | 9.7%              | 1.6%                 | 3.2%                   | 1.6%                | ±             |  |
| and places that met my needs.                                  |            |                   |                     |                   | hlain an             |                        |                     |               |  |

# Regional School District 16 Survey Response Table – continued

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 62        | 59.7%             | 19.4%               | 12.9%             | 6.5%                 | 1.6%                   | 0.0%                | ±             |  |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 62        | 54.8%             | 24.2%               | 17.7%             | 1.6%                 | 1.6%                   | 0.0%                | ±             |  |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 62        | 77.4%             | 16.1%               | 3.2%              | 3.2%                 | 0.0%                   | 0.0%                | ±             |  |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | ı                    | -                      | ı                   | ±             |  |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | 1                   | 1                 | 1                    | ı                      | 1                   | ±             |  |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 58        | 63.8%             | 10.3%               | 5.2%              | 3.4%                 | 1.7%                   | 10.3%               | 5.2%          |  |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |  |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 60        | 86.7%             | 8.3%                | 3.3%              | 1.7%                 | 0.0%                   | 0.0%                | ±             |  |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 54        | 72.2%             | 5.6%                | 7.4%              | 3.7%                 | 3.7%                   | 7.4%                | ±             |  |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 37        | 5.4%              | 2.7%                | 0.0%              | 2.7%                 | 0.0%                   | 89.2%               | ±             |  |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 29        | 24.1%             | 3.4%                | 10.3%             | 10.3%                | 0.0%                   | 24.1%               | 27.6%         |  |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |  |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Th          | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |  |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 19        | 36.8%             | 26.3%               | 15.8%             | 5.3%                 | 0.0%                   | 15.8%               | ±             |  |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |  |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 19        | 47.4%             | 5.3%                | 15.8%             | 10.5%                | 10.5%                  | 10.5%               | ±             |  |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 15        | 53.3%             | 0.0%                | 26.7%             | 6.7%                 | 0.0%                   | 13.3%               | 0.0%          |  |
| Answer only if your child was age 15 at his/her last PPT meets   | ing.      |                   |                     |                   |                      |                        |                     |               |  |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 8         | 37.5%             | 25.0%               | 12.5%             | 0.0%                 | 0.0%                   | 25.0%               | ±             |  |

# Regional School District 16 Survey Response Table – continued

| CT Special Education Parent Survey Item   | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |  |
|---|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|--|
| Answer only if your child is age 15 or older.   |           |                   |                     |                   |                      |                        |                     |               |  |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 15        | 80.0%             | 13.3%               | 0.0%              | 6.7%                 | 0.0%                   | 0.0%                | ±             |  |
| Answer only if your child was age 15 or 16 at his/her last PPT  | ' meeting | ·.                |                     |                   |                      |                        |                     |               |  |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 8         | 87.5%             | 12.5%               | 0.0%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |  |
| Answer only if your child is age 15 or older.   |           |                   |                     |                   |                      |                        |                     |               |  |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 13        | 30.8%             | 38.5%               | 23.1%             | 7.7%                 | 0.0%                   | 0.0%                | ±             |  |
| Parent Train  | ing an    | d Supp            | ort                 |                   |                      |                        |                     |               |  |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 38        | 31.6%             | 7.9%                | 2.6%              | 2.6%                 | 7.9%                   | 47.4%               | ±             |  |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 33        | 9.1%              | 12.1%               | 0.0%              | 3.0%                 | 6.1%                   | 69.7%               | ±             |  |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 49        | 6.1%              | 12.2%               | 10.2%             | 8.2%                 | 4.1%                   | 30.6%               | 28.6%         |  |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 47        | 2.1%              | 10.6%               | 6.4%              | 4.3%                 | 2.1%                   | 31.9%               | 42.6%         |  |
| My Ch   | ild's Sl  | kills             |                     |                   |                      |                        |                     |               |  |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 54        | 48.1%             | 22.2%               | 18.5%             | 5.6%                 | 3.7%                   | 1.9%                | ±             |  |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 54        | 44.4%             | 27.8%               | 18.5%             | 5.6%                 | 1.9%                   | 1.9%                | ±             |  |

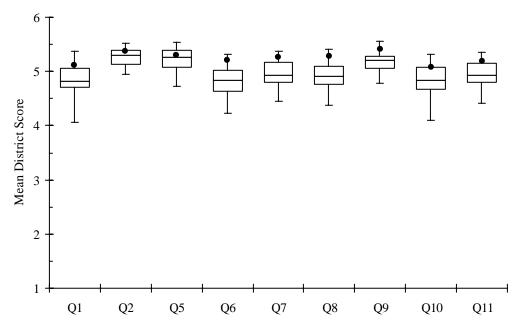
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

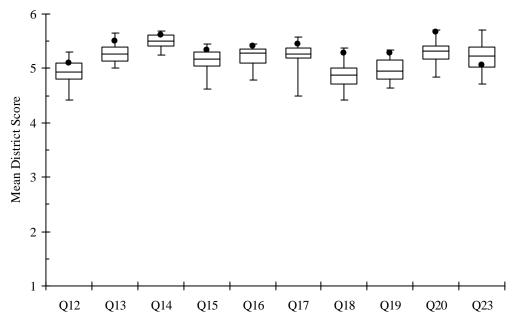
#### Regional School District 16 Box-and-Whisker Charts

## Satisfaction with My Child's Program



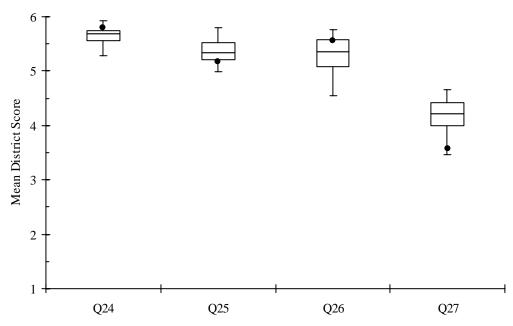
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



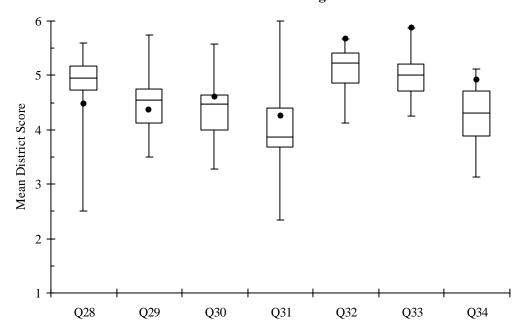
## Regional School District 16 Box-and-Whisker Charts - continued





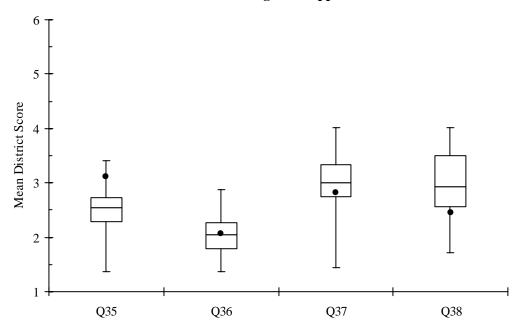
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

## **Transition Planning**



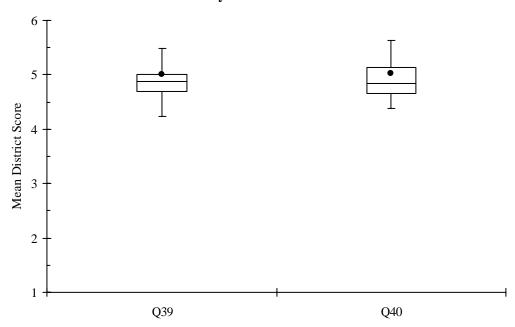
## Regional School District 16 Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# Regional School District 16 Open-Ended Summary Table

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 9  | 26.5%   |
| Pleased with Staff                             | 11 | 32.4%   |
| Pleased with Communication and Parent Support  | 3  | 8.8%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 0  | 0.0%    |
| Change in Satisfaction                         | 3  | 8.8%    |
| Dissatisfied Previously, Now Satisfied         | 3  | 8.8%    |
| Satisfied Previously, Now Dissatisfied         | 0  | 0.0%    |
| Problems with Program                          | 5  | 14.7%   |
| Problems with Staff                            | 10 | 29.4%   |
| Problems with Communication and Parent Support | 9  | 26.5%   |
| Problems with Services                         | 5  | 14.7%   |
| Need for Additional Activities/Services        | 4  | 11.8%   |
| Needs of Specific Disability Not Met           | 1  | 2.9%    |
| Instructional and Curricular Concerns          | 4  | 11.8%   |
| Dissatisfied with Transition                   | 0  | 0.0%    |
| Concerns with Child's Progress or Future       | 1  | 2.9%    |
| Other Comments or Concerns                     | 2  | 5.9%    |

Percent totals are based on the 34 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

# Regional School District 19 Survey Response Table

| CT Special Education Parent Survey Item   | n       | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|---------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with   | му С    | hild's F          | rogran              | 1                 |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education   | 40      | 20.00/            | 20.00/              | 17.50/            | 2.50/                | 10.00/                 | 10.00/              |               |
| program.  | 40      | 30.0%             | 30.0%               | 17.5%             | 2.5%                 | 10.0%                  | 10.0%               | ±             |
| 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.   | 40      | 47.5%             | 20.0%               | 20.0%             | 7.5%                 | 2.5%                   | 2.5%                | ±             |
| 3. My child's school day has been shortened to accommodate his/her transportation needs.  | 7       | 0.0%              | 14.3%               | 0.0%              | 14.3%                | 14.3%                  | 57.1%               | ±             |
| 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).  | 9       | 0.0%              | 44.4%               | 0.0%              | 0.0%                 | 0.0%                   | 55.6%               | ±             |
| 5. My child is accepted within the school community.  | 40      | 45.0%             | 22.5%               | 15.0%             | 5.0%                 | 7.5%                   | 5.0%                | ±             |
| 6. My child's IEP is meeting his or her educational needs.  | 40      | 27.5%             | 30.0%               | 20.0%             | 7.5%                 | 0.0%                   | 15.0%               | 0.0%          |
| 7. All special education services identified in my child's IEP have been provided.  | 40      | 35.0%             | 22.5%               | 22.5%             | 2.5%                 | 7.5%                   | 7.5%                | 2.5%          |
| 8. Staff is appropriately trained and able to provide my child's specific program and services.   | 40      | 35.0%             | 30.0%               | 7.5%              | 7.5%                 | 10.0%                  | 10.0%               | 0.0%          |
| Special education teachers make accommodations and modifications as indicated on my child's IEP.  | 39      | 41.0%             | 28.2%               | 15.4%             | 7.7%                 | 2.6%                   | 2.6%                | 2.6%          |
| General education teachers make accommodations and modifications as indicated on my child's IEP.  | 40      | 25.0%             | 22.5%               | 22.5%             | 2.5%                 | 15.0%                  | 10.0%               | 2.5%          |
| 11. General education and special education teachers work together to assure that my child's IEP is being implemented.                                      | 40      | 35.0%             | 20.0%               | 25.0%             | 10.0%                | 5.0%                   | 5.0%                | 0.0%          |
| Participation in Developing and   | l Imple | ementi            | ng My               | Child's           | Progra               | m                      |                     |               |
| 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. | 39      | 38.5%             | 25.6%               | 10.3%             | 5.1%                 | 15.4%                  | 5.1%                | ±             |
| 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.                         | 40      | 57.5%             | 17.5%               | 10.0%             | 7.5%                 | 5.0%                   | 2.5%                | ±             |
| 14. I understand what is discussed at meetings to develop my child's IEP.   | 40      | 60.0%             | 20.0%               | 15.0%             | 0.0%                 | 0.0%                   | 5.0%                | ±             |
| 15. My concerns and recommendations are documented in the development of my child's IEP.  | 40      | 40.0%             | 30.0%               | 15.0%             | 2.5%                 | 7.5%                   | 5.0%                | ±             |
| 16. My child's evaluation report is written in terms I understand.  | 39      | 46.2%             | 28.2%               | 10.3%             | 7.7%                 | 5.1%                   | 2.6%                | ±             |
| 17. PPT meetings for my child have been scheduled at times and places that met my needs.  | 39      | 61.5%             | 23.1%               | 5.1%              | 2.6%                 | 7.7%                   | 0.0%                | ±             |
|   |         |                   |                     |                   | blaisas              |                        |                     |               |

# Regional School District 19 Survey Response Table – continued

| Regional School District 17 St   |           | _                 |                     |                   |                      |                        |                     |               |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 40        | 37.5%             | 22.5%               | 22.5%             | 2.5%                 | 10.0%                  | 5.0%                | ±             |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 39        | 41.0%             | 20.5%               | 17.9%             | 7.7%                 | 7.7%                   | 5.1%                | ±             |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 39        | 56.4%             | 23.1%               | 10.3%             | 5.1%                 | 2.6%                   | 2.6%                | ±             |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 34        | 64.7%             | 20.6%               | 2.9%              | 2.9%                 | 2.9%                   | 5.9%                | 0.0%          |
| My Child's   | s Partio  | cipation          | ı                   |                   |                      |                        |                     |               |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 40        | 82.5%             | 7.5%                | 5.0%              | 2.5%                 | 2.5%                   | 0.0%                | ±             |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 40        | 77.5%             | 12.5%               | 2.5%              | 2.5%                 | 0.0%                   | 5.0%                | ±             |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 28        | 3.6%              | 0.0%                | 10.7%             | 3.6%                 | 7.1%                   | 75.0%               | ±             |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 24        | 37.5%             | 20.8%               | 8.3%              | 0.0%                 | 4.2%                   | 12.5%               | 16.7%         |
| Transition Plans   | ning for  | r Presc           | hoolers             | 3                 |                      |                        |                     |               |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Th          | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     |               |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 16        | 37.5%             | 18.8%               | 12.5%             | 0.0%                 | 12.5%                  | 18.8%               | ±             |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 11        | 18.2%             | 27.3%               | 18.2%             | 0.0%                 | 9.1%                   | 9.1%                | 18.2%         |
| Answer only if your child was age 15 at his/her last PPT meeti   | ing.      |                   |                     |                   |                      |                        |                     |               |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | 16        | 25.0%             | 12.5%               | 12.5%             | 25.0%                | 6.3%                   | 18.8%               | ±             |
|  |           |                   |                     |                   | blaia                |                        |                     |               |

# Regional School District 19 Survey Response Table – continued

| CT Special Education Parent Survey Item   | n                 | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|-------------------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |                   |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 37                | 73.0%             | 16.2%               | 2.7%              | 0.0%                 | 2.7%                   | 5.4%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PP   | T meetin          | g.                |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 21                | 52.4%             | 19.0%               | 14.3%             | 4.8%                 | 4.8%                   | 4.8%                | ±             |
| Answer only if your child is age 15 or older.   |                   |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 36                | 33.3%             | 16.7%               | 16.7%             | 5.6%                 | 11.1%                  | 16.7%               | ±             |
| Parent Train  | ing an            | d Supp            | ort                 |                   |                      |                        |                     |               |
| 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. | 28                | 10.7%             | 17.9%               | 7.1%              | 7.1%                 | 3.6%                   | 53.6%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 26                | 0.0%              | 3.8%                | 11.5%             | 3.8%                 | 0.0%                   | 80.8%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 32                | 6.3%              | 9.4%                | 18.8%             | 3.1%                 | 6.3%                   | 28.1%               | 28.1%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 31                | 6.5%              | 3.2%                | 25.8%             | 3.2%                 | 0.0%                   | 19.4%               | 41.9%         |
| My Ch   | My Child's Skills |                   |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 37                | 32.4%             | 27.0%               | 16.2%             | 2.7%                 | 2.7%                   | 18.9%               | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 39                | 41.0%             | 23.1%               | 15.4%             | 2.6%                 | 5.1%                   | 12.8%               | ±             |

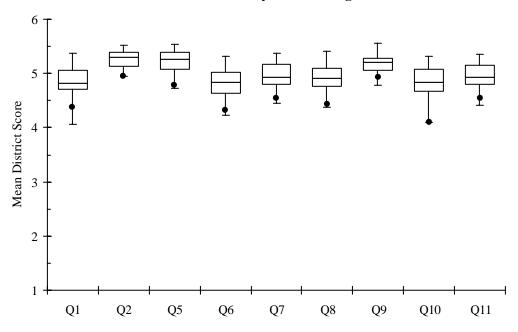
<sup>±</sup> Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

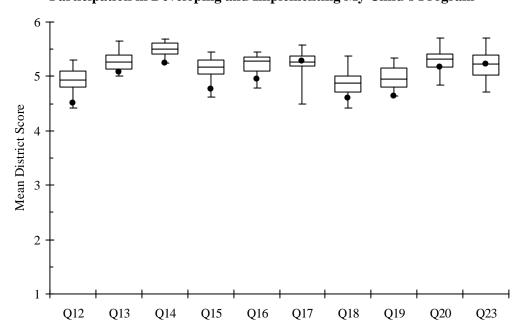
## Regional School District 19 Box-and-Whisker Charts

#### Satisfaction with My Child's Program



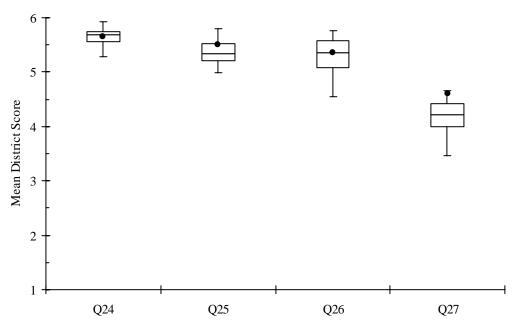
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

#### Participation in Developing and Implementing My Child's Program



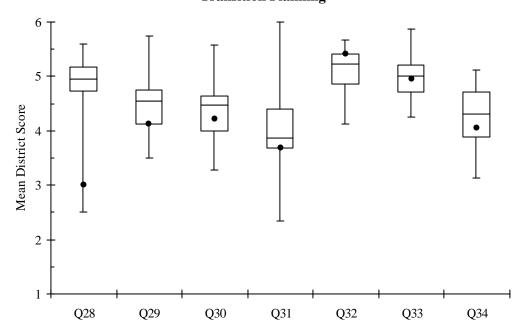
## Regional School District 19 Box-and-Whisker Charts - continued





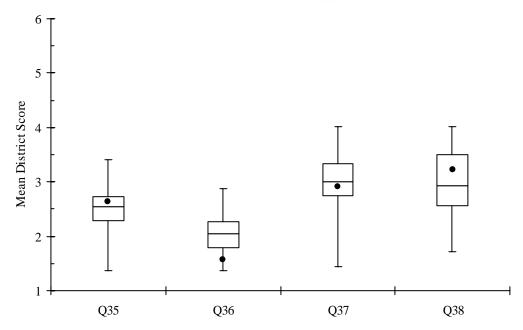
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.

#### **Transition Planning**



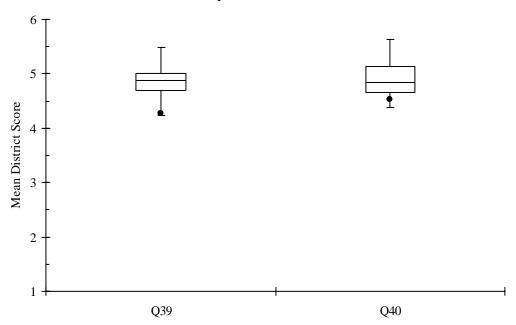
## Regional School District 19 Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

## My Child's Skills



# **Regional School District 19 Open-Ended Summary Table**

| Comment Code                                   | n | Percent |
|--|---|---------|
| Pleased with Program                           | 4 | 19.0%   |
| Pleased with Staff                             | 9 | 42.9%   |
| Pleased with Communication and Parent Support  | 2 | 9.5%    |
| Pleased with Transition Process and Staff      | 1 | 4.8%    |
| Somewhat Satisfied                             | 1 | 4.8%    |
| Change in Satisfaction                         | 2 | 9.5%    |
| Dissatisfied Previously, Now Satisfied         | 1 | 4.8%    |
| Satisfied Previously, Now Dissatisfied         | 1 | 4.8%    |
| Problems with Program                          | 3 | 14.3%   |
| Problems with Staff                            | 4 | 19.0%   |
| Problems with Communication and Parent Support | 6 | 28.6%   |
| Problems with Services                         | 4 | 19.0%   |
| Need for Additional Activities/Services        | 1 | 4.8%    |
| Needs of Specific Disability Not Met           | 4 | 19.0%   |
| Instructional and Curricular Concerns          | 4 | 19.0%   |
| Dissatisfied with Transition                   | 0 | 0.0%    |
| Concerns with Child's Progress or Future       | 3 | 14.3%   |
| Other Comments or Concerns                     | 1 | 4.8%    |

Percent totals are based on the 21 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Survey Response Table

| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Satisfaction with  | му С      | hild's F          | Progran             | 1                 |                      |                        |                     |               |
| 1. I am satisfied with my child's overall special education                        | 59        | 40.7%             | 39.0%               | 6.8%              | 6.8%                 | 3.4%                   | 3.4%                | ±             |
| program.   | 39        | 40.7%             | 39.0%               | 0.6%              | 0.670                | 3.470                  | 3.470               | I             |
| 2. I have the opportunity to talk to my child's teachers on a                      | 62        | 66.1%             | 21.0%               | 4.8%              | 1.6%                 | 3.2%                   | 3.2%                | ±             |
| regular basis to discuss my questions and concerns.                                | 02        | 00.170            | 21.070              | 4.070             | 1.070                | 3.270                  | 3.270               |               |
| 3. My child's school day has been shortened to                                     | 11        | 45.5%             | 9.1%                | 9.1%              | 18.2%                | 9.1%                   | 9.1%                | ±             |
| accommodate his/her transportation needs.  | 11        | 13.370            | J.170               | 7.170             | 10.270               | J.170                  | J.170               | _             |
| 4. My child has been sent home from school due to                                  | 17        | 17.6%             | 0.0%                | 0.0%              | 5.9%                 | 0.0%                   | 76.5%               | ±             |
| behavioral difficulties (not considered suspension).                               | 1,        | 17.070            | 0.070               | 0.070             | 3.770                | 0.070                  | 7 0.5 70            |               |
| 5. My child is accepted within the school community.                               | 59        | 71.2%             | 15.3%               | 5.1%              | 1.7%                 | 3.4%                   | 3.4%                | ±             |
| · · · · · ·  |           |                   |                     |                   |                      |                        |                     |               |
| 6. My child's IEP is meeting his or her educational needs.                         | 61        | 39.3%             | 36.1%               | 14.8%             | 4.9%                 | 1.6%                   | 3.3%                | 0.0%          |
|  |           |                   |                     |                   |                      |                        |                     |               |
| 7. All special education services identified in my child's IEP have been provided. | 61        | 45.9%             | 29.5%               | 9.8%              | 8.2%                 | 3.3%                   | 3.3%                | 0.0%          |
| 8. Staff is appropriately trained and able to provide my                           |           |                   |                     |                   |                      |                        |                     |               |
| child's specific program and services.   | 62        | 41.9%             | 21.0%               | 17.7%             | 6.5%                 | 3.2%                   | 8.1%                | 1.6%          |
| Special education teachers make accommodations and                                 |           |                   |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                                      | 60        | 53.3%             | 31.7%               | 8.3%              | 1.7%                 | 3.3%                   | 0.0%                | 1.7%          |
| 10. General education teachers make accommodations and                             |           | -                 |                     |                   |                      |                        |                     |               |
| modifications as indicated on my child's IEP.                                      | 55        | 40.0%             | 21.8%               | 14.5%             | 9.1%                 | 9.1%                   | 3.6%                | 1.8%          |
| 11. General education and special education teachers work                          |           |                   |                     |                   |                      |                        |                     |               |
| together to assure that my child's IEP is being                                    | 55        | 45.5%             | 18.2%               | 20.0%             | 1.8%                 | 1.8%                   | 7.3%                | 5.5%          |
| implemented.   | 33        | 75.570            | 10.270              | 20.070            | 1.070                | 1.070                  | 7.570               | 3.370         |
| Participation in Developing and  | l Tenenta | <u> </u>          | n ~ M (             | Obildia           | Duagua               |                        |                     |               |
|  | Imple     | menti             | ng my               | Chiia s           | Progra               | .111                   |                     |               |
| 12. In my child's school, administrators and teachers                              |           | <b>7</b> 0.00/    | 27.00/              | 0.50              | - <b>-</b>           | 4 - 50 /               | - <b>-</b>          |               |
| encourage parent involvement in order to improve                                   | 62        | 50.0%             | 25.8%               | 9.7%              | 6.5%                 | 1.6%                   | 6.5%                | ±             |
| services and results for children with disabilities.                               |           |                   |                     |                   |                      |                        |                     |               |
| 13. At meetings to develop my child's Individualized                               |           |                   |                     |                   |                      |                        |                     |               |
| Education Plan (IEP), I feel encouraged to give input and                          | 61        | 65.6%             | 13.1%               | 8.2%              | 4.9%                 | 4.9%                   | 3.3%                | ±             |
| express my concerns.   |           |                   |                     |                   |                      |                        |                     |               |
| 14. I understand what is discussed at meetings to develop my                       | 61        | 70.5%             | 16.4%               | 9.8%              | 1.6%                 | 1.6%                   | 0.0%                | ±             |
| child's IEP.   | 01        | 70.570            | 10.770              | 7.070             | 1.070                | 1.070                  | 0.070               | <u> </u>      |
| 15. My concerns and recommendations are documented in                              | 57        | 52.6%             | 19.3%               | 10.5%             | 10.5%                | 3.5%                   | 3.5%                | ±             |
| the development of my child's IEP.   |           | 22.079            | 12.575              | 10.070            | 10.070               | 2.270                  | 2.270               |               |
| 16. My child's evaluation report is written in terms I                             | 61        | 47.5%             | 19.7%               | 18.0%             | 9.8%                 | 4.9%                   | 0.0%                | ±             |
| understand.  |           | 17.50 79          | 22.775              | 10.070            | 7.570                | ,,,                    | 0.070               |               |
| 17. PPT meetings for my child have been scheduled at times                         | 61        | 60.7%             | 21.3%               | 6.6%              | 3.3%                 | 6.6%                   | 1.6%                | ±             |
| and places that met my needs.  | <b>J1</b> | 55.775            | 21.575              | 0.070             | 2.270                | 0.070                  | 2.070               | _             |

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Survey Response Table – continued

| Dozian, Colinian, North Canada, Stelling and Voluntown Survey Response Tuble Continued   |           |                   |                     |                   |                      |                        |                     |               |
|--|-----------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| CT Special Education Parent Survey Item  | n         | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
| 18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.  | 62        | 41.9%             | 25.8%               | 21.0%             | 3.2%                 | 3.2%                   | 4.8%                | ±             |
| 19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.   | 62        | 45.2%             | 25.8%               | 8.1%              | 11.3%                | 6.5%                   | 3.2%                | ±             |
| 20. I have received a copy of my child's IEP within 5 school days after the PPT.   | 61        | 62.3%             | 16.4%               | 6.6%              | 4.9%                 | 0.0%                   | 9.8%                | ±             |
| 21. If necessary, a translator was provided at the PPT meetings.   | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
| 22. The translation services provided at the PPT meetings were useful and accurate.  | 7         | 71.4%             | 14.3%               | 14.3%             | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| 23. The school district proposed the regular classroom for my child as the first placement option.   | 58        | 60.3%             | 8.6%                | 10.3%             | 1.7%                 | 1.7%                   | 8.6%                | 8.6%          |
| My Child's Participation   |           |                   |                     |                   |                      |                        |                     |               |
| 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).                          | 61        | 82.0%             | 8.2%                | 4.9%              | 0.0%                 | 1.6%                   | 3.3%                | ±             |
| 25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.                                   | 57        | 82.5%             | 5.3%                | 1.8%              | 3.5%                 | 1.8%                   | 5.3%                | ±             |
| 26. My child has been denied access to non-school sponsored community activities due to his/her disability.  | 37        | 5.4%              | 0.0%                | 0.0%              | 2.7%                 | 2.7%                   | 89.2%               | ±             |
| 27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). | 31        | 29.0%             | 6.5%                | 3.2%              | 16.1%                | 3.2%                   | 12.9%               | 29.0%         |
| Transition Plans   | ning for  | r Presc           | hoolers             | <b>;</b>          |                      |                        |                     |               |
| Answer only if your child has transitioned from early interven   | tion (Bir | th to Th          | ree Syste           | m) to Pr          | eschool i            | in the pa              | st 3 year.          | s.            |
| 28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.   | 11        | 54.5%             | 36.4%               | 9.1%              | 0.0%                 | 0.0%                   | 0.0%                | ±             |
| Transition Planning  | for Se    | condar            | y Stude             | ents              |                      |                        |                     | _             |
| 29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.  | 10        | 20.0%             | 30.0%               | 20.0%             | 0.0%                 | 0.0%                   | 30.0%               | ±             |
| 30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.   | 10        | 30.0%             | 30.0%               | 10.0%             | 0.0%                 | 0.0%                   | 10.0%               | 20.0%         |
| Answer only if your child was age 15 at his/her last PPT meets   | ing.      |                   |                     |                   |                      |                        |                     |               |
| 31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.  | ±±        | -                 | -                   | -                 | -                    | -                      | -                   | ±             |
|  |           |                   |                     |                   | lala ia aa           | ·                      | -                   |               |

Bozrah, Cornwall, North Canaan, Sterling and Voluntown Survey Response Table – continued

| CT Special Education Parent Survey Item   | n                 | STRONGLY<br>Agree | MODERATELY<br>Agree | SLIGHTLY<br>Agree | SLIGHTLY<br>Disagree | MODERATELY<br>Disagree | STRONLY<br>Disagree | DON'T<br>KNOW |
|---|-------------------|-------------------|---------------------|-------------------|----------------------|------------------------|---------------------|---------------|
| Answer only if your child is age 15 or older.   |                   |                   |                     |                   |                      |                        |                     |               |
| 32. The school district actively encourages my child to attend and participate in PPT meetings.   | 17                | 58.8%             | 0.0%                | 11.8%             | 11.8%                | 11.8%                  | 5.9%                | ±             |
| Answer only if your child was age 15 or 16 at his/her last PPT  | meeting           | ŗ <b>.</b>        |                     |                   |                      |                        |                     |               |
| 33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.   | 6                 | 50.0%             | 16.7%               | 0.0%              | 0.0%                 | 33.3%                  | 0.0%                | ±             |
| Answer only if your child is age 15 or older.   |                   |                   |                     |                   |                      |                        |                     |               |
| 34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.                   | 10                | 30.0%             | 20.0%               | 0.0%              | 10.0%                | 0.0%                   | 40.0%               | ±             |
| Parent Train  | ning an           | d Supp            | ort                 |                   |                      |                        |                     |               |
| 35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. | 34                | 14.7%             | 0.0%                | 2.9%              | 5.9%                 | 8.8%                   | 67.6%               | ±             |
| 36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.   | 31                | 3.2%              | 6.5%                | 3.2%              | 3.2%                 | 6.5%                   | 77.4%               | ±             |
| 37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.   | 51                | 13.7%             | 3.9%                | 7.8%              | 5.9%                 | 9.8%                   | 23.5%               | 35.3%         |
| 38. A support network for parents of students with disabilities is available to me through my school district or other sources.   | 47                | 10.6%             | 0.0%                | 6.4%              | 6.4%                 | 8.5%                   | 27.7%               | 40.4%         |
| My Ch   | My Child's Skills |                   |                     |                   |                      |                        |                     |               |
| 39. My child is learning skills that will enable him/her to be as independent as possible.  | 57                | 50.9%             | 22.8%               | 10.5%             | 5.3%                 | 1.8%                   | 8.8%                | ±             |
| 40. My child is learning skills that will lead to a high school diploma, further education, or a job.   | 55                | 58.2%             | 21.8%               | 12.7%             | 0.0%                 | 5.5%                   | 1.8%                | ±             |

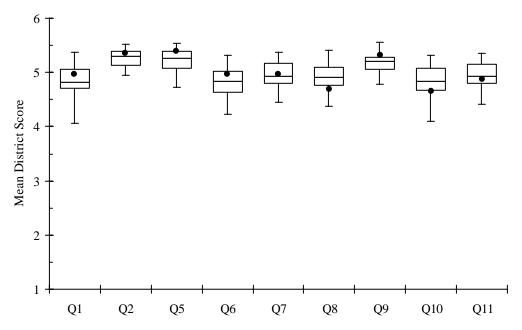
 $<sup>\</sup>pm$  Not a response option for this survey item.

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

<sup>±±</sup> Miniminum reporting standard not met for this survey item.

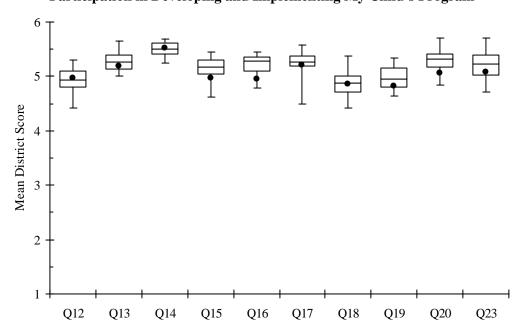
## Bozrah, Cornwall, North Canaan, Sterling and Voluntown Box-and-Whisker Charts

#### Satisfaction with My Child's Program

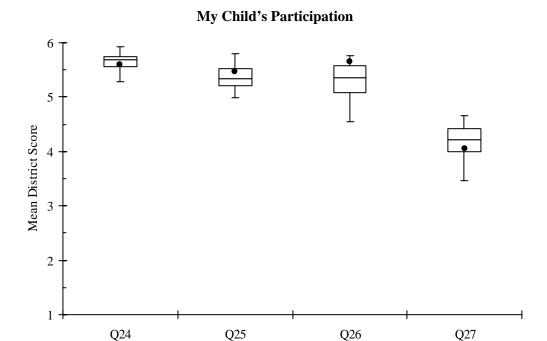


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 1-2 for an explanation of how to interpret this chart.

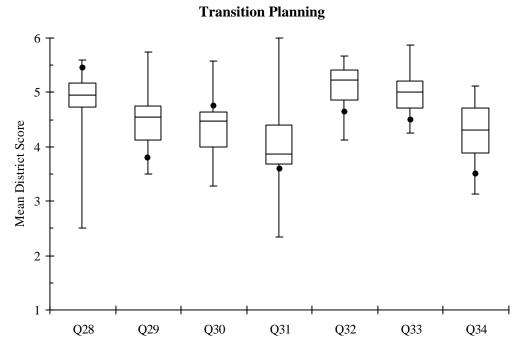
#### Participation in Developing and Implementing My Child's Program



## Bozrah, Cornwall, North Canaan, Sterling and Voluntown Box-and-Whisker Charts - continued

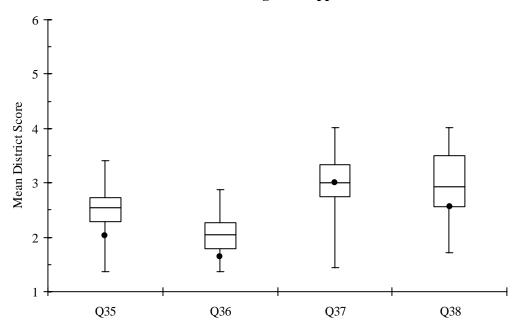


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded. See pages 1-2 for an explanation of how to interpret this chart.



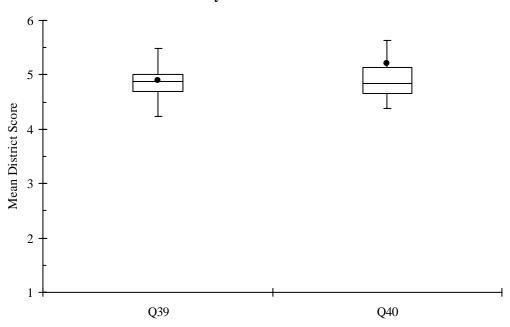
## Bozrah, Cornwall, North Canaan, Sterling and Voluntown Box-and-Whisker Charts - continued

#### **Parent Training and Support**



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

#### My Child's Skills



Bozrah, Cornwall, North Canaan, Sterling and Voluntown Open-Ended Summary Table

| Comment Code                                   | n  | Percent |
|--|----|---------|
| Pleased with Program                           | 6  | 19.4%   |
| Pleased with Staff                             | 10 | 32.3%   |
| Pleased with Communication and Parent Support  | 3  | 9.7%    |
| Pleased with Transition Process and Staff      | 0  | 0.0%    |
| Somewhat Satisfied                             | 1  | 3.2%    |
| Change in Satisfaction                         | 5  | 16.1%   |
| Dissatisfied Previously, Now Satisfied         | 4  | 12.9%   |
| Satisfied Previously, Now Dissatisfied         | 1  | 3.2%    |
| Problems with Program                          | 9  | 29.0%   |
| Problems with Staff                            | 6  | 19.4%   |
| Problems with Communication and Parent Support | 9  | 29.0%   |
| Problems with Services                         | 5  | 16.1%   |
| Need for Additional Activities/Services        | 1  | 3.2%    |
| Needs of Specific Disability Not Met           | 2  | 6.5%    |
| Instructional and Curricular Concerns          | 9  | 29.0%   |
| Dissatisfied with Transition                   | 2  | 6.5%    |
| Concerns with Child's Progress or Future       | 3  | 9.7%    |
| Other Comments or Concerns                     | 1  | 3.2%    |

Percent totals are based on the 31 surveys with written responses. Code frequencies may not add up to the total number of written responses because respondents could be assigned multiple codes.