Connecticut Department of Education Bureau of Special Education

2007-2008 Connecticut Special Education Parent Survey

District Report



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INTRODUCTION

In spring 2008, the Connecticut State Department of Education (CSDE), Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and parents' involvement in their child's special education program. The 2007-2008 statewide survey represents the third year of the six-year sampling protocol for the State Performance Plan (SPP) with an annual survey expected to continue until 2010-2011.

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

METHODS Section I

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

Survey Response Tables

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

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

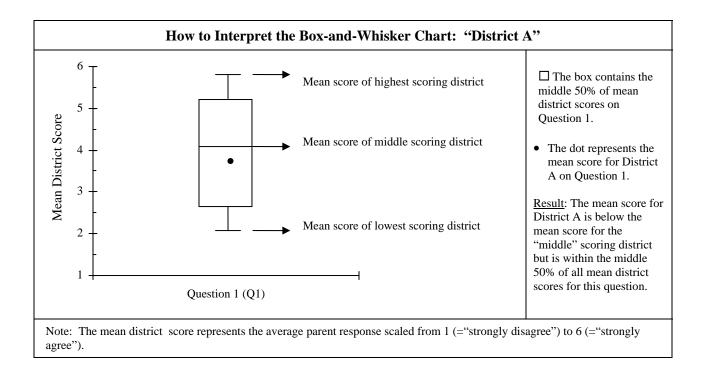
Box-and-Whisker Charts

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

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

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

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



RESPONSE RATE Section II

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

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

Survey Response Rate Table

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

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

Survey Response Rate Table - continued

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

OVERALL SURVEY RESPONSE Section III

Overall Survey Response Table

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONY L.NOCI
Satisfaction with	h My C	hild's P	rogram	1				
1. I am satisfied with my child's overall special education	2,191	43.9%	33.1%	9.4%	3.6%	4.3%	5.7%	±
program.	2,191	43.970	55.170	9.470	5.070	4.370	5.770	<u> </u>
2. I have the opportunity to talk to my child's teachers on a	2,197	61.6%	21.6%	9.1%	2.9%	2.8%	2.1%	±
regular basis to discuss my questions and concerns.				,,.				
3. My child's school day has been shortened to accommodate	505	19.6%	7.5%	7.3%	4.2%	2.2%	59.2%	±
his/her transportation needs.4. My child has been sent home from school due to								
4. Wy child has been sent nome from school due to behavioral difficulties (not considered suspension).	881	10.1%	4.4%	3.7%	2.4%	2.2%	77.2%	±
5. My child is accepted within the school community.	2,136	60.7%	22.4%	8.2%	3.0%	2.8%	2.9%	±
My child's Individualized Education Plan (IEP) is meeting	0.000	10 70/	20.004	11 10/	4.00/	4 70/	6.004	0.00/
6. his or her educational needs.	2,202	42.7%	30.8%	11.1%	4.0%	4.7%	6.0%	0.8%
7. All special education services identified in my child's IEP	2,198	52.1%	25.2%	8.0%	4.5%	3.9%	4.6%	1.8%
have been provided.	2,198	32.1%	23.2%	8.0%	4.3%	5.9%	4.0%	1.8%
8. Staff is appropriately trained and able to provide my	2,208	49.5%	26.1%	8.7%	4.1%	3.4%	6.1%	2.2%
child's specific program and services.	2,200	47.570	20.170	0.770	7.170	5.470	0.170	2.270
9. Special education teachers make accommodations and	2,170	57.1%	25.0%	7.5%	2.9%	3.2%	2.4%	1.8%
modifications as indicated on my child's IEP.	_,						,.	
10. General education teachers make accommodations and	2,017	46.2%	26.2%	11.8%	5.1%	3.4%	4.6%	2.8%
modifications as indicated on my child's IEP.								
11. General education and special education teachers work	2 0 2 0	50.00/	24.00/	11 10/	2 40/	2 70/	4.00/	2.80/
together to assure that my child's IEP is being	2,038	50.0%	24.9%	11.1%	3.4%	3.7%	4.0%	2.8%
implemented.	1 7			1.1.1	Deserves			
Participation in Developing and	a impie	menti	ig my (niia s	Progra	m		
12. In my child's school, administrators and teachers	0.1.65	50 604	25.004	12.00/	0.70	2.404	4.50	
encourage parent involvement in order to improve services	2,165	50.6%	25.8%	12.0%	3.7%	3.4%	4.5%	±
and results for children with disabilities.								
13. At meetings to develop my child's Individualized	2 105	64 70/	20.00/	7.00/	2.20/	2.20/	2.00/	
Education Plan (IEP), I feel encouraged to give input and	2,195	64.7%	20.0%	7.9%	2.2%	2.2%	2.9%	±
express my concerns.								
14. I understand what is discussed at meetings to develop my child's IEP.	2,200	68.4%	21.8%	6.2%	1.7%	0.9%	1.0%	±
15. My concerns and recommendations are documented in the								
development of my child's IEP.	2,172	57.4%	23.4%	9.2%	3.5%	2.9%	3.6%	±
16. My child's evaluation report is written in terms I				0.51	0.51			
understand.	2,204	56.6%	26.1%	9.5%	3.5%	2.0%	2.2%	±
17. PPT meetings for my child have been scheduled at times	2 206	62 70/	20.70/	7.20/	2 50/	1 70/	2.00/	
and places that met my needs.	2,206	63.7%	20.7%	7.2%	3.5%	1.7%	3.2%	±

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and In	pleme	nting N	Iy Chil	d's Pro	gram (con't)		
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	2,169	49.6%	27.1%	9.7%	4.1%	3.6%	5.9%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	2,179	50.9%	26.3%	11.4%	5.0%	2.4%	4.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,172	69.1%	18.0%	5.5%	2.8%	1.1%	3.6%	±
21. If necessary, a translator was provided at the PPT meetings.	194	66.5%	17.5%	4.6%	2.1%	2.1%	7.2%	±
22. The translation services provided at the PPT meetings were useful and accurate.	222	67.1%	16.7%	9.5%	2.3%	1.8%	2.7%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,859	62.5%	15.2%	5.3%	2.4%	1.4%	6.3%	7.0%
My Child's	s Partic	ipatio	n					
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	2,084	82.7%	10.1%	3.2%	1.1%	0.7%	2.2%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,954	76.7%	10.5%	3.9%	1.8%	1.7%	5.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,317	5.7%	2.4%	2.4%	3.6%	4.9%	81.1%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	1,119	34.6%	13.9%	8.0%	5.0%	4.4%	16.6%	17.6%
Transition Plann	ning for	r <u>Presc</u> l	hoolers	<u>5</u>				
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to	Three S	System)	to Presc	hool in t	he past
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	446	60.1%	16.8%	6.3%	1.6%	2.5%	12.8%	±
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents				
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	569	39.9%	24.3%	14.2%	4.9%	4.6%	12.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	438	33.8%	18.0%	12.3%	4.8%	4.6%	14.6%	11.9%
31. The PPT introduced planning for my child's transition to adulthood.	520	38.3%	21.7%	15.6%	4.8%	5.6%	14.0%	±

Overall Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Transition Planning for	<u>Secon</u>	<u>dary </u> St	tudents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	meeting.)				
32. The school district actively encourages my child to attend and participate in PPT meetings.	652	64.3%	16.6%	5.5%	2.8%	1.7%	9.2%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	575	56.5%	22.1%	8.0%	4.0%	3.5%	5.9%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	510	41.2%	23.1%	12.4%	4.7%	4.3%	14.3%	±
Parent 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.	1,278	19.2%	8.8%	8.5%	3.6%	4.4%	55.6%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,227	13.4%	7.3%	7.8%	4.6%	5.5%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,711	15.7%	9.7%	8.0%	4.2%	4.9%	27.5%	30.0%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,714	17.5%	9.4%	7.2%	3.4%	4.5%	23.2%	34.8%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	1,969	51.7%	24.4%	11.8%	3.1%	4.0%	5.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,860	54.5%	22.3%	11.3%	3.5%	2.8%	5.6%	±

Overall Survey Response Table – continued

 \pm Not a response option for this survey item.

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

DISTRICT SURVEY RESPONSE Section IV

Ansonia Survey Response Table

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

Ansonia Survey Response Table – continueu								
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and Im	pleme	nting N	ly Chil	d's Pro	gram (e	con't)		
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	53	41.5%	28.3%	13.2%	7.5%	3.8%	5.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	54	42.6%	29.6%	11.1%	9.3%	5.6%	1.9%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	54	70.4%	14.8%	5.6%	3.7%	0.0%	5.6%	±
21. If necessary, a translator was provided at the PPT meetings.	8	37.5%	37.5%	12.5%	0.0%	0.0%	12.5%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	48	45.8%	27.1%	6.3%	2.1%	4.2%	6.3%	8.3%
My Child's Participation								
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	53	71.7%	20.8%	5.7%	0.0%	0.0%	1.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	49	65.3%	20.4%	6.1%	0.0%	2.0%	6.1%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	28	7.1%	3.6%	3.6%	3.6%	7.1%	75.0%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	36	33.3%	19.4%	11.1%	5.6%	2.8%	13.9%	13.9%
Transition Planr	ning for	r <u>Presc</u>	hoolers	<u>5</u>		-	-	
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to	o Three S	System)	to Presc	hool in t	he past
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	43.8%	18.8%	6.3%	6.3%	6.3%	18.8%	±
Transition Planning	for Se	condar	y Stud	ents				
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	12	33.3%	25.0%	25.0%	0.0%	8.3%	8.3%	±
 When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning. 	12	25.0%	25.0%	25.0%	0.0%	0.0%	8.3%	16.7%
 The PPT introduced planning for my child's transition to adulthood. 	10	20.0%	30.0%	10.0%	10.0%	0.0%	30.0%	±

Ansonia Survey Response Table – continued

Table is continued on the next page.

_	Ansonia Survey Kes	Poinse	usie						
	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU T'NOW
	Transition Planning for	Secon	dary St	tudents	s (con't)			
(Only	answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)				
	The school district actively encourages my child to attend and participate in PPT meetings.	14	28.6%	28.6%	0.0%	0.0%	0.0%	42.9%	±
h	The PPT discussed an appropriate course of study at the igh school for my child.	11	36.4%	45.5%	0.0%	0.0%	0.0%	18.2%	±
re ir	The PPT developed individualized goals for my child elated to employment/postsecondary education, ndependent living and community participation, if ppropriate.	11	54.5%	18.2%	0.0%	9.1%	0.0%	18.2%	±
	Parent Train	ning an	d Supp	ort					
ir d	n the past year, I have attended parent training or nformation sessions (provided by my district, other listricts or agencies) that addressed the needs of parents nd of children with disabilities.	36	13.9%	11.1%	11.1%	8.3%	5.6%	50.0%	±
W	am involved in a support network for parents of students with disabilities available through my school district or other sources.	33	15.2%	6.1%	3.0%	3.0%	6.1%	66.7%	±
S	There are opportunities for parent training or information essions regarding special education provided by my hild's school district.	40	12.5%	10.0%	2.5%	2.5%	10.0%	30.0%	32.5%
is	A support network for parents of students with disabilities s available to me through my school district or other ources.	40	15.0%	10.0%	2.5%	0.0%	10.0%	25.0%	37.5%
	My Child's Skills								
iı	Ay child is learning skills that will enable him/her to be as ndependent as possible.	53	50.9%	20.8%	15.1%	0.0%	5.7%	7.5%	±
	Ay child is learning skills that will lead to a high school liploma, further education, or a job.	49	46.9%	24.5%	12.2%	2.0%	2.0%	12.2%	±

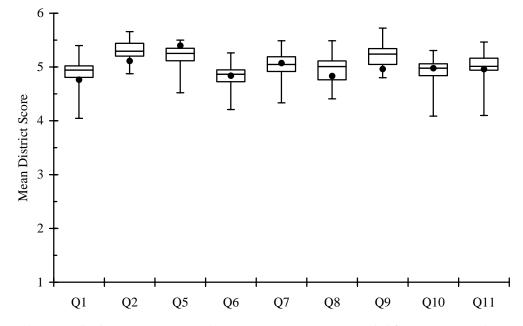
Ansonia Survey Response Table – continued

 \pm Not a response option for this survey item.

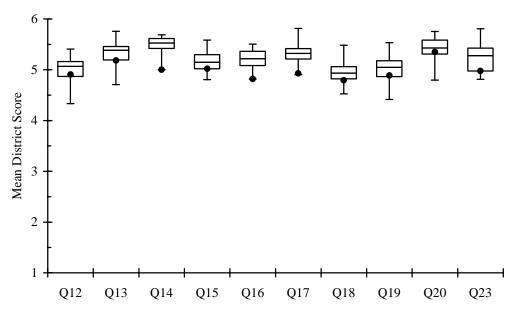
Note: The number of respondents (n) excludes those who selected "not applicable."

Ansonia Box-and-Whisker Charts

Satisfaction with My Child's Program



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

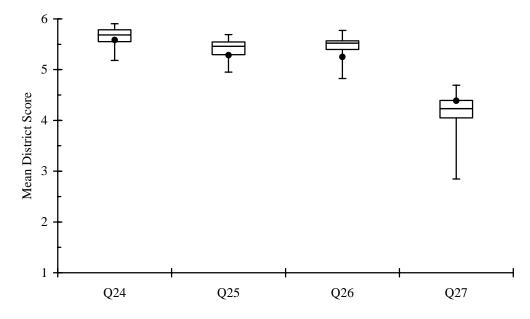


Participation in Developing and Implementing My Child's Program

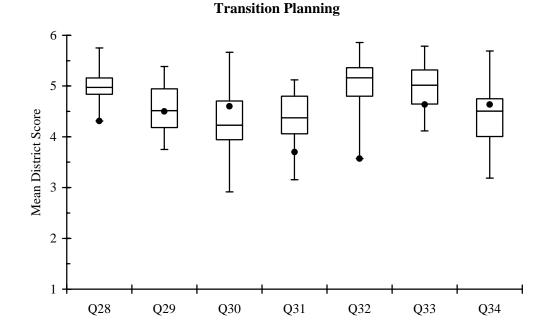
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Ansonia Box-and-Whisker Charts - continued

My Child's Participation

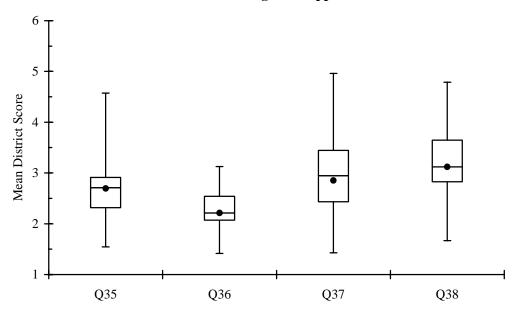


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



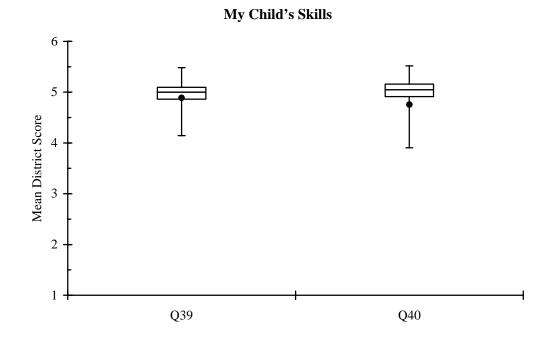
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Ansonia Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Avon Survey	Response	Table
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
					02	M		
Satisfaction with	n My C	hild's P	rogram	1				
1. I am satisfied with my child's overall special education program.	88	58.0%	29.5%	9.1%	1.1%	2.3%	0.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	89	79.8%	11.2%	2.2%	4.5%	1.1%	1.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	15	13.3%	0.0%	6.7%	0.0%	0.0%	80.0%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	34	0.0%	2.9%	5.9%	0.0%	0.0%	91.2%	±
 My child is accepted within the school community. 	88	65.9%	23.9%	5.7%	3.4%	1.1%	0.0%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	89	52.8%	28.1%	12.4%	2.2%	3.4%	0.0%	1.1%
7. All special education services identified in my child's IEP	90	61.1%	30.0%	6.7%	1.1%	1.1%	0.0%	0.0%
have been provided.8. Staff is appropriately trained and able to provide my	90	66.7%	22.2%	6.7%	2.2%	2.2%	0.0%	0.0%
child's specific program and services.9. Special education teachers make accommodations and	90	76.7%	18.9%	4.4%	0.0%	0.0%	0.0%	0.0%
modifications as indicated on my child's IEP.10. General education teachers make accommodations and	86	57.0%	26.7%	8.1%	4.7%	0.0%	2.3%	1.2%
modifications as indicated on my child's IEP.								
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	86	68.6%	19.8%	5.8%	2.3%	2.3%	1.2%	0.0%
Participation in Developing and	l 1 Imple	menti	nor Mv (`hild's	Progra	m		
12. In my child's school, administrators and teachers					IIOgia			
encourage parent involvement in order to improve services and results for children with disabilities.	88	58.0%	29.5%	9.1%	2.3%	1.1%	0.0%	±
13. At meetings to develop my child's Individualized								
Education Plan (IEP), I feel encouraged to give input and	90	71.1%	23.3%	5.6%	0.0%	0.0%	0.0%	±
express my concerns. 14. I understand what is discussed at meetings to develop my								
child's IEP.	89	71.9%	23.6%	2.2%	2.2%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	89	67.4%	23.6%	9.0%	0.0%	0.0%	0.0%	±
16. My child's evaluation report is written in terms I understand.	90	57.8%	25.6%	12.2%	3.3%	0.0%	1.1%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	89	68.5%	19.1%	5.6%	4.5%	1.1%	1.1%	±

Avon Survey F	Response Table –	- continued
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	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW	
	Participation in Developing and Im	ıpleme	nting N	/Iy Chil	d's Pro	gram (e	con't)			
18.	At my child's PPT, the school district proposed programs	89	61.8%	29.2%	6.7%	1.1%	0.0%	1.1%	±	
	and services to meet my child's individual needs.	0,	011070	_>/o	0.770	111/0	0.070	111/0		
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.	90	64.4%	27.8%	4.4%	3.3%	0.0%	0.0%	±	
20.	I have received a copy of my child's IEP within 5 school days after the PPT.	90	81.1%	14.4%	3.3%	1.1%	0.0%	0.0%	±	
21.	If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±	
22.	The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±	
23.	The school district proposed the regular classroom for my child as the first placement option.	75	69.3%	16.0%	2.7%	1.3%	0.0%	4.0%	6.7%	
	My Child's Participation									
24.	My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	86	91.9%	7.0%	1.2%	0.0%	0.0%	0.0%	±	
25.	My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	84	83.3%	10.7%	2.4%	0.0%	2.4%	1.2%	±	
26.	My child has been denied access to non-school sponsored community activities due to his/her disability.	49	4.1%	0.0%	0.0%	0.0%	8.2%	87.8%	±	
27.	My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	32	28.1%	12.5%	3.1%	6.3%	6.3%	18.8%	25.0%	
	Transition Planr	ning for	r <u>Presc</u>	hoolers	<u>i</u>					
	<u>ly</u> answer Q28 if your child has transitioned from the ea ars.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past	
28.	I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	12	50.0%	25.0%	16.7%	0.0%	0.0%	8.3%	±	
	Transition Planning	for Se	condar	y Stud	ents					
(<u>On</u>	<u>ly</u> answer Q29-Q34 if your child was age 15 or older at l	nis/her la	ast PPT	meeting.)					
29.	I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	15	33.3%	33.3%	13.3%	13.3%	0.0%	6.7%	±	
30.	When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	10	30.0%	30.0%	10.0%	0.0%	0.0%	10.0%	20.0%	
31.	The PPT introduced planning for my child's transition to adulthood.	14	35.7%	21.4%	28.6%	7.1%	0.0%	7.1%	±	

	onse 1									
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW		
Transition Planning for	Secon	dary St	tudents	s (con't)					
(<u>Only</u> answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	55.6%	33.3%	0.0%	0.0%	5.6%	5.6%	±		
33. The PPT discussed an appropriate course of study at the high school for my child.	17	58.8%	29.4%	0.0%	5.9%	5.9%	0.0%	±		
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	12	33.3%	41.7%	16.7%	0.0%	8.3%	0.0%	±		
Parent 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.	49	12.2%	10.2%	6.1%	12.2%	8.2%	51.0%	±		
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	48	14.6%	10.4%	6.3%	6.3%	8.3%	54.2%	±		
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	73	24.7%	16.4%	8.2%	11.0%	2.7%	16.4%	20.5%		
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	73	32.9%	21.9%	2.7%	5.5%	1.4%	11.0%	24.7%		
	nild's S	kills								
 My child is learning skills that will enable him/her to be as independent as possible. 	83	61.4%	25.3%	13.3%	0.0%	0.0%	0.0%	±		
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	78	64.1%	24.4%	9.0%	1.3%	0.0%	1.3%	±		

Avon Survey Response Table – continued

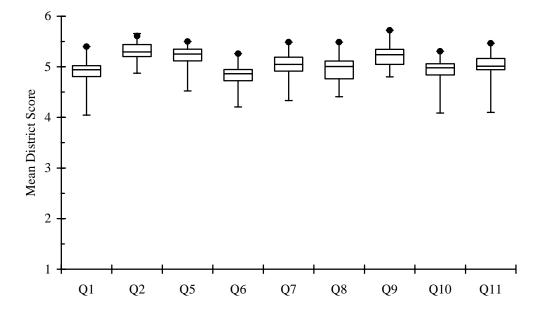
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

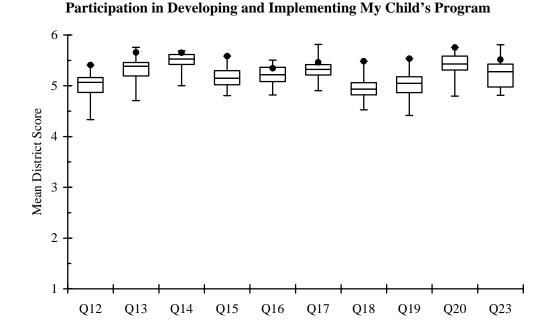
Note: The number of respondents (n) excludes those who selected "not applicable."

Avon Box-and-Whisker Charts

Satisfaction with My Child's Program



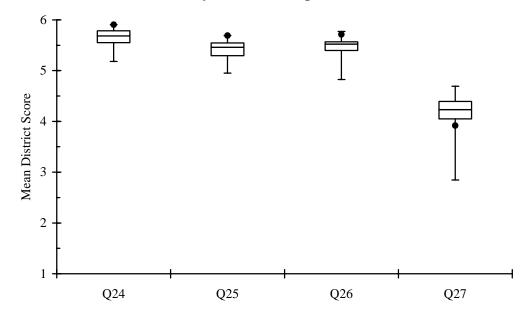
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). See pages 2-3 for an explanation of how to interpret this chart.



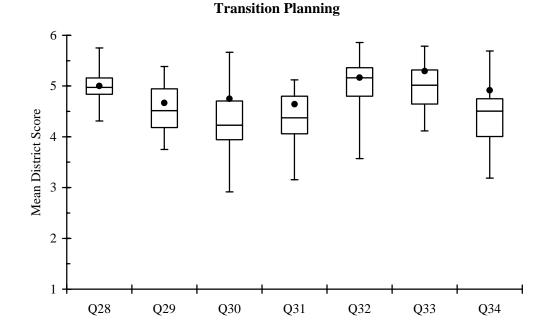
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Avon Box-and-Whisker Charts - continued

My Child's Participation



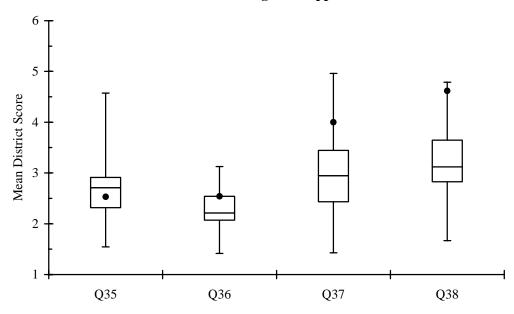
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



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

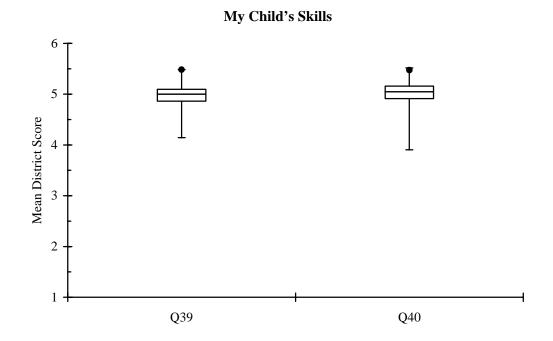
Glen Martin Associates 2007-2008

Avon Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Bethel Survey Response Table

n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
h My C	hild's P	rogram	1				
67	46.3%	34.3%	4.5%	3.0%	9.0%	3.0%	±
67	65.7%	22.4%	7.5%	1.5%	3.0%	0.0%	±
21	14.3%	14.3%	4.8%	0.0%	4.8%	61.9%	±
32	6.3%	6.3%	0.0%	0.0%	3.1%	84.4%	±
							±
	38.8%	37.3%	11.9%	1.5%	4.5%	6.0%	0.0%
67	56.7%				0.0%		1.5%
	<u> </u>						0.0%
							0.0%
59	39.0%	39.0%	6.8%	1.7%	3.4%	5.1%	5.1%
60	60.0%	26.7%	5.0%	0.0%	3.3%	1.7%	3.3%
d Imple	menti	ng My (Child's	Progra	m		
	1			_			
67	52.2%	26.9%	13.4%	1.5%	4.5%	1.5%	±
66	68.2%	16.7%	10.6%	3.0%	1.5%	0.0%	±
	<u> </u>						
67	62.7%	29.9%	4.5%	0.0%	3.0%	0.0%	±
67	58.2%	22.4%	10.4%	0.0%	3.0%	6.0%	±
67	44.8%	34.3%	11.9%	3.0%	3.0%	3.0%	±
67	64.2%	19.4%	7.5%	4.5%	3.0%	1.5%	±
	My C 67 67 67 67 67 66 67 66 67 67 67 67 67 67 67 67 67 60 4 4 60 67 66 67 66 67 66 67 66 67 66 67 66 67 66 67 67 67	My Child's F 67 46.3% 67 65.7% 21 14.3% 32 6.3% 66 68.2% 67 38.8% 67 56.7% 67 38.8% 67 56.7% 67 38.8% 67 38.8% 67 56.7% 67 56.7% 67 38.8% 67 38.8% 67 56.7% 67 44.8% 65 53.8% 60 60.0% d 67 52.2% 66 68.2% 67 52.2% 67 52.2% 67 58.2% 67 44.8%	H My Child's Program 67 46.3% 34.3% 67 65.7% 22.4% 21 14.3% 14.3% 32 6.3% 6.3% 66 68.2% 21.2% 67 56.7% 32.8% 67 56.7% 32.8% 67 56.7% 32.8% 67 44.8% 40.3% 65 53.8% 29.2% 59 39.0% 39.0% 60 60.0% 26.7% 60 60.0% 26.7% 66 68.2% 16.7% 66 68.2% 20.9% 66 68.2% 20.9% 66 68.2% 16.7% 66 68.2% 16.7% 66 68.2% 16.7% 66 68.2% 16.7% 67 52.2% 26.9% 67 58.2% 29.9% 67 58.2% 29.9%	67 46.3% 34.3% 4.5% 67 65.7% 22.4% 7.5% 21 14.3% 14.3% 4.8% 32 6.3% 6.3% 0.0% 66 68.2% 21.2% 6.1% 66 68.2% 21.2% 6.1% 667 38.8% 37.3% 11.9% 677 56.7% 32.8% 3.0% 677 44.8% 40.3% 7.5% 65 53.8% 29.2% 9.2% 660 60.0% 26.7% 5.0% 660 60.0% 26.7% 5.0% 661 60.0% 26.7% 5.0% 662 68.2% 16.7% 10.6% 663 68.2% 16.7% 10.6% 666 68.2% 16.7% 10.4% 667 52.2% 22.4% 10.4% 667 58.2% 22.4% 10.4%	Hyr Hur Hur	H H	Ny Ny <t< td=""></t<>

	onse i		ontinuc	u				
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
Participation in Developing and Im	pleme	nting N	ly Chil	d's Pro	gram (e	con't)		
18. At my child's PPT, the school district proposed programs	67	53.7%	28.4%	10.4%	4.5%	1.5%	1.5%	±
and services to meet my child's <u>individual</u> needs.								
19. When we implement my child's IEP, I am encouraged to	(7	47.90/	29.40/	16 40/	2.00/	2.00/	1.50/	
be an equal partner with my child's teachers and other	67	47.8%	28.4%	16.4%	3.0%	3.0%	1.5%	±
service providers.								
20. I have received a copy of my child's IEP within 5 school days after the PPT.	67	76.1%	16.4%	4.5%	1.5%	1.5%	0.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings								
were useful and accurate.	±±	-	-	-	-	-		±
23. The school district proposed the regular classroom for my		C1 00 /	1 < 1 0/	5 404	0.604	0.00/	2.604	7.10/
child as the first placement option.	56	64.3%	16.1%	5.4%	3.6%	0.0%	3.6%	7.1%
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	65	86.2%	9.2%	1.5%	0.0%	0.0%	3.1%	±
social events (dances, sports events).								
25. My child has the opportunity to participate in								
extracurricular school activities such as sports or clubs	63	82.5%	6.3%	4.8%	0.0%	1.6%	4.8%	±
with children without disabilities.								
26. My child has been denied access to non-school sponsored	42	2.4%	4.8%	2.4%	0.0%	4.8%	85.7%	±
community activities due to his/her disability.	42	2.470	4.070	2.470	0.070	4.070	05.770	<u> </u>
27. My child's school provides supports, such as extra staff,								
that are necessary for my child to participate in	39	38.5%	7.7%	10.3%	10.3%	2.6%	17.9%	12.8%
extracurricular school activities (for example, clubs and	57	50.570	/.//0	10.570	10.570	2.070	17.270	12.070
sports).								ļ
Transition Plann	ing fo	r <u>Presc</u>	hoolers	<u>s</u>				
(Only answer Q28 if your child has transitioned from the ea	rly inter	vention	(Birth to	o Three S	System)	to Presc	hool in t	he past
3 years.)				1				1
28. I am satisfied with the school district's transition activities	21	52.4%	23.8%	9.5%	0.0%	4.8%	9.5%	±
that took place when my child left Birth to Three.					0.070	1.070	2.370	-
Transition Planning	for <u>Se</u>	condar	<u>y </u> Stud	ents				
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services	13	53.8%	30.8%	15.4%	0.0%	0.0%	0.0%	±
were implemented for my child.								
30. When appropriate, outside agencies have been invited to	10	80.0%	0.0%	0.0%	10.0%	0.0%	0.0%	10.0%
participate in <u>secondary</u> transition planning.								

Bethel Survey Response Table – continued

Table is continued on the next page.

0.0%

9.1%

27.3%

0.0%

±

11

36.4%

27.3%

31. The PPT introduced planning for my child's transition to

adulthood.

	better but vey Res										
	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW		
	Transition Planning for	Secon	dary St	udents	s (con't)					
(Onl	(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
	The school district actively encourages my child to attend and participate in PPT meetings.	18	83.3%	5.6%	0.0%	5.6%	0.0%	5.6%	±		
	The PPT discussed an appropriate course of study at the high school for my child.	14	78.6%	21.4%	0.0%	0.0%	0.0%	0.0%	±		
	The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	13	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%	±		
	Parent Train	ing an	d Supp	ort							
	In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	38	36.8%	13.2%	7.9%	0.0%	7.9%	34.2%	±		
	I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	14.6%	12.2%	17.1%	7.3%	9.8%	39.0%	±		
	There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	56	39.3%	26.8%	14.3%	1.8%	3.6%	3.6%	10.7%		
	A support network for parents of students with disabilities is available to me through my school district or other sources.	57	36.8%	15.8%	14.0%	10.5%	1.8%	3.5%	17.5%		
	My Ch	ild's Sl	kills								
	My child is learning skills that will enable him/her to be as independent as possible.	62	50.0%	27.4%	11.3%	1.6%	6.5%	3.2%	±		
	My child is learning skills that will lead to a high school diploma, further education, or a job.	60	53.3%	21.7%	13.3%	0.0%	5.0%	6.7%	±		

Bethel Survey Response Table – continued

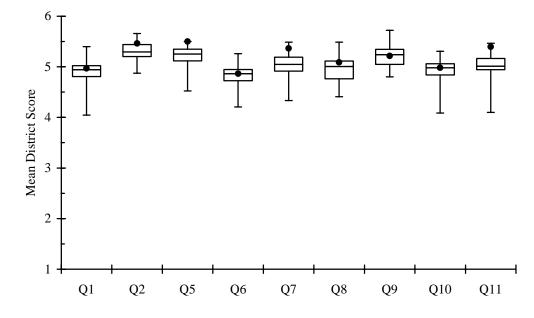
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

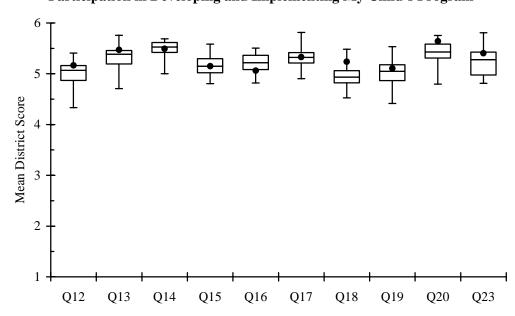
Note: The number of respondents (n) excludes those who selected "not applicable."

Bethel Box-and-Whisker Charts

Satisfaction with My Child's Program



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

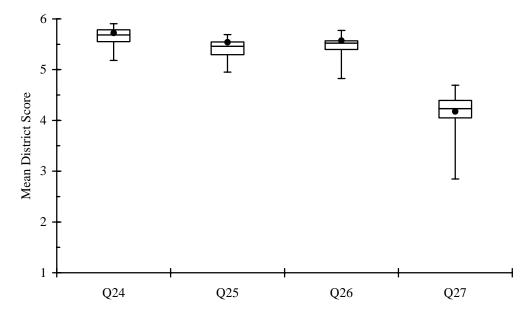


Participation in Developing and Implementing My Child's Program

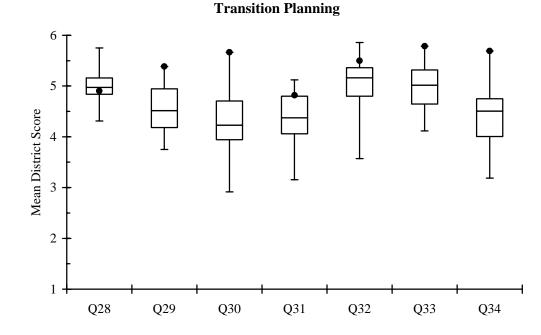
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Bethel Box-and-Whisker Charts – continued

My Child's Participation

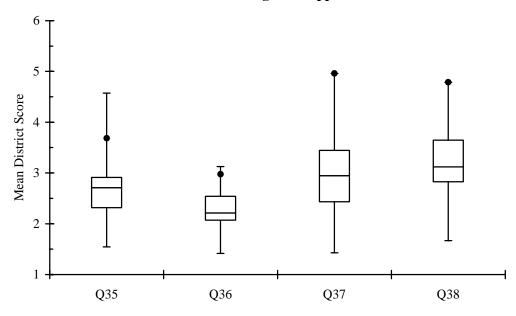


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



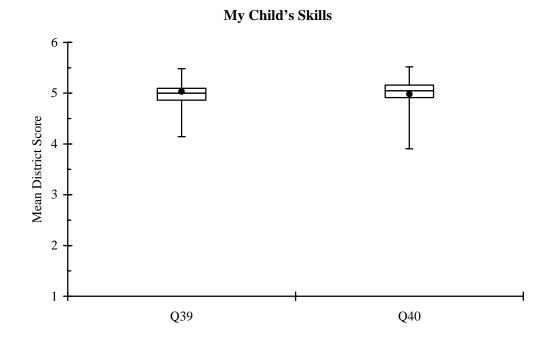
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Bethel Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Bolton Survey Response Table

	-									
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW		
Satisfaction with	n My C	hild's P	rogram	ı						
1. I am satisfied with my child's overall special education										
program. 22 27.3% 31.8% 9.1% 0.0% 13.6% 18.2% \pm										
2. I have the opportunity to talk to my child's teachers on a										
regular basis to discuss my questions and concerns.	24	41.7%	37.5%	4.2%	4.2%	8.3%	4.2%	±		
3. My child's school day has been shortened to accommodate	_									
his/her transportation needs.	7	28.6%	0.0%	14.3%	0.0%	14.3%	42.9%	±		
4. My child has been sent home from school due to										
behavioral difficulties (not considered suspension).	14	0.0%	14.3%	7.1%	0.0%	0.0%	78.6%	±		
5. My child is accepted within the school community.	24	50.0%	16.7%	8.3%	4.2%	16.7%	4.2%	±		
My child's Individualized Education Plan (IEP) is meeting										
6. his or her educational needs.	24	37.5%	16.7%	16.7%	4.2%	8.3%	16.7%	0.0%		
 All special education services identified in my child's IEP 										
have been provided.	24	37.5%	25.0%	12.5%	0.0%	8.3%	16.7%	0.0%		
8. Staff is appropriately trained and able to provide my										
child's specific program and services.	24	33.3%	33.3%	8.3%	4.2%	8.3%	8.3%	4.2%		
 Special education teachers make accommodations and 										
modifications as indicated on my child's IEP.	23	56.5%	21.7%	4.3%	0.0%	13.0%	4.3%	0.0%		
10. General education teachers make accommodations and										
modifications as indicated on my child's IEP.	23	26.1%	39.1%	4.3%	0.0%	8.7%	21.7%	0.0%		
11. General education and special education teachers work	24	41 70/	25.00/	4.20/	4.00/	0.20/	1670	0.00/		
together to assure that my child's IEP is being	24	41.7%	25.0%	4.2%	4.2%	8.3%	16.7%	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 services	24	33.3%	33.3%	8.3%	0.0%	8.3%	16.7%	±		
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	24	54.2%	16.7%	8.3%	0.0%	8.3%	12.5%	±		
express my concerns.								_		
14. I understand what is discussed at meetings to develop my										
child's IEP.	24	62.5%	20.8%	4.2%	12.5%	0.0%	0.0%	±		
15. My concerns and recommendations are documented in the										
development of my child's IEP.	24	58.3%	16.7%	8.3%	4.2%	12.5%	0.0%	±		
16. My child's evaluation report is written in terms I										
	23	52.2%	26.1%	17.4%	0.0%	4.3%	0.0%	±		
understand. 17. PPT meetings for my child have been scheduled at times										
3 .	24	58.3%	25.0%	8.3%	4.2%	0.0%	4.2%	±		
and places that met my needs.										

Bolton Survey	Response Table	– continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW				
Participation in Developing and In	ıpleme	nting N	ly Chil	d's Pro	gram (con't)						
18. At my child's PPT, the school district proposed programs 24 45.8% 25.0% 4.2% 4.2% 8.3% 12.5% \pm												
and services to meet my child's individual needs.	24	45.8%	25.0%	4.2%	4.2%	8.3%	12.5%	±				
19. When we implement my child's IEP, I am encouraged to												
be an equal partner with my child's teachers and other	24	50.0%	16.7%	4.2%	4.2%	4.2%	20.8%	±				
service providers.												
20. I have received a copy of my child's IEP within 5 school	23	69.6%	13.0%	0.0%	0.0%	0.0%	17.4%					
days after the PPT.	25	09.0%	15.0%	0.0%	0.0%	0.0%	17.4%	±				
21. If necessary, a translator was provided at the PPT	±±							±				
meetings.	<u>+</u> +	-	-	-	-	-	-	<u> </u>				
22. The translation services provided at the PPT meetings	<u>++</u>	_	_	-	-	_	-	±				
were useful and accurate.								-				
23. The school district proposed the regular classroom for my	20	45.0%	25.0%	5.0%	0.0%	10.0%	5.0%	10.0%				
child as the first placement option.				0.070	0.070	101070	01070	101070				
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	22	54.5%	31.8%	0.0%	4.5%	9.1%	0.0%	±				
social events (dances, sports events).												
25. My child has the opportunity to participate in												
extracurricular school activities such as sports or clubs	21	57.1%	23.8%	4.8%	0.0%	0.0%	14.3%	±				
with children without disabilities.												
26. My child has been denied access to non-school sponsored	17	5.9%	0.0%	0.0%	5.9%	5.9%	82.4%	±				
community activities due to his/her disability.	17	5.970	0.070	0.070	5.970	5.970	02.470	<u> </u>				
27. My child's school provides supports, such as extra staff,												
that are necessary for my child to participate in	10	30.0%	30.0%	10.0%	0.0%	0.0%	20.0%	10.0%				
extracurricular school activities (for example, clubs and	10	30.0%	30.0%	10.0%	0.0%	0.0%	20.0%	10.0%				
sports).												
Transition Plann	ning for	r Presc	hoolers	5		-	-					
(Only answer Q28 if your child has transitioned from the ea	rly inter	vention	(Birth to) Three	System)	to Presc	hool in t	he past				
3 years.)	-,				<i>,,</i>			- Fant				
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	v Stude	ents								
(<u>Only</u> answer Q29-Q34 if your child was age 15 or older at I												
	ns/ner la		meeting.)		-						
29. I am satisfied with the way <u>secondary</u> transition services	±±	-	-	-	-	-	-	±				
were implemented for my child.												
30. When appropriate, outside agencies have been invited to	±±	-	-	-	-	-	-	-				
participate in <u>secondary</u> transition planning.												
31. The PPT introduced planning for my child's transition to	±±	-	-	-	-	-	-	±				
adulthood.												

				-							
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU T'NOW			
Transition Planning for	Secon	dary St	tudents	s (con't)						
Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)											
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	±			
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±			
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±			
Parent Trair	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.	15	0.0%	6.7%	13.3%	0.0%	0.0%	80.0%	±			
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	16	18.8%	0.0%	6.3%	0.0%	0.0%	75.0%	±			
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	19	0.0%	0.0%	10.5%	0.0%	0.0%	63.2%	26.3%			
 A support network for parents of students with disabilities is available to me through my school district or other sources. 	19	10.5%	0.0%	0.0%	5.3%	0.0%	52.6%	31.6%			
¥	ild's Sl	kills									
39. My child is learning skills that will enable him/her to be as independent as possible.	21	33.3%	28.6%	4.8%	0.0%	19.0%	14.3%	±			
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	21	33.3%	14.3%	19.0%	0.0%	9.5%	23.8%	±			

Bolton Survey Response Table – continued

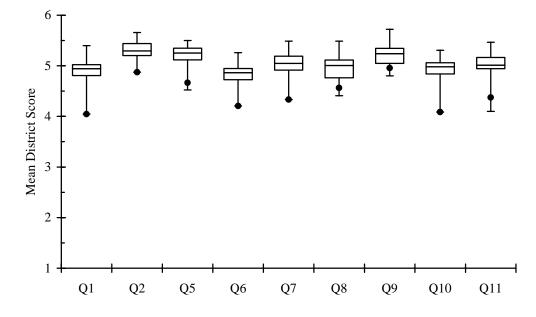
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

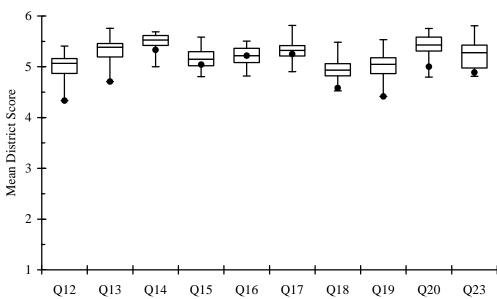
Note: The number of respondents (n) excludes those who selected "not applicable."

Bolton Box-and-Whisker Charts

Satisfaction with My Child's Program



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

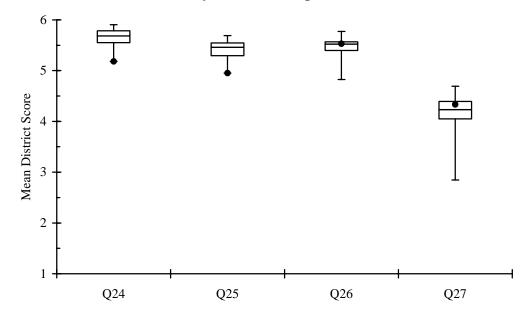


Participation in Developing and Implementing My Child's Program

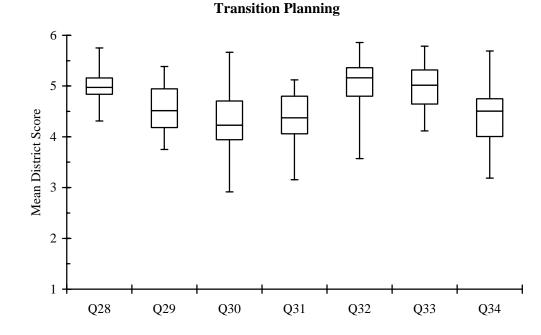
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Bolton Box-and-Whisker Charts – continued

My Child's Participation



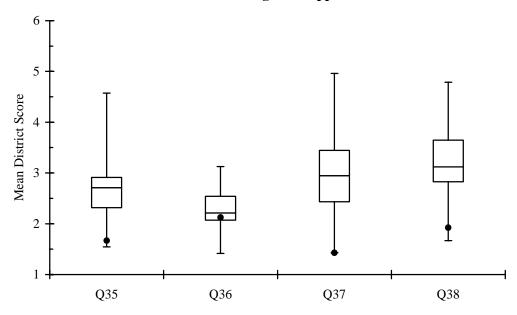
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



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

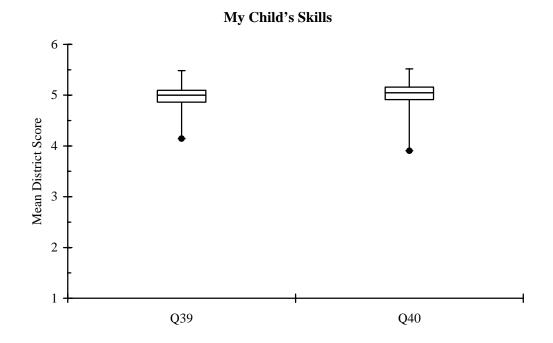
Glen Martin Associates 2007-2008

Bolton Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Cromwell Survey Response Table

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

Cromwell Survey Response	Table – continued
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	•							
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and Im	pleme	nting N	ly Chil	d's Pro	gram (e	con't)		
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	52	40.4%	32.7%	19.2%	0.0%	1.9%	5.8%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	51	45.1%	35.3%	11.8%	2.0%	3.9%	2.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	51	78.4%	17.6%	2.0%	0.0%	0.0%	2.0%	±
21. If necessary, a translator was provided at the PPT meetings.	7	14.3%	42.9%	14.3%	0.0%	0.0%	28.6%	±
22. The translation services provided at the PPT meetings were useful and accurate.	9	55.6%	22.2%	11.1%	11.1%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	45	48.9%	26.7%	13.3%	2.2%	2.2%	0.0%	6.7%
My Child's	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).	50	70.0%	14.0%	8.0%	4.0%	0.0%	4.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	43	67.4%	16.3%	7.0%	2.3%	0.0%	7.0%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	30	13.3%	0.0%	0.0%	0.0%	10.0%	76.7%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	32	28.1%	15.6%	12.5%	9.4%	0.0%	21.9%	12.5%
Transition Plann	ing for	r <u>Presc</u>	hoolers	<u>5</u>	-			
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	16	68.8%	12.5%	0.0%	0.0%	0.0%	18.8%	±
Transition Planning	for <u>Se</u>	condar	<u>y </u> Stud	ents				
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT i	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	9	44.4%	11.1%	11.1%	11.1%	11.1%	11.1%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	9	33.3%	11.1%	0.0%	0.0%	22.2%	11.1%	22.2%
31. The PPT introduced planning for my child's transition to adulthood.	12	50.0%	8.3%	8.3%	8.3%	8.3%	16.7%	±

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

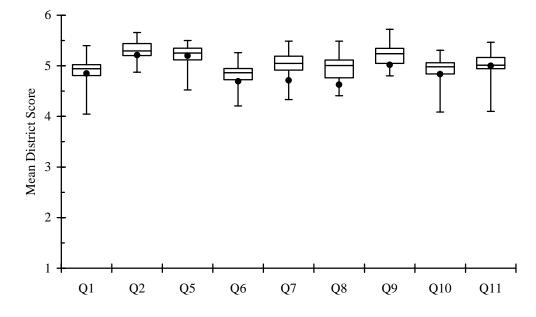
Cromwell Survey Response Table – continued

 \pm Not a response option for this survey item.

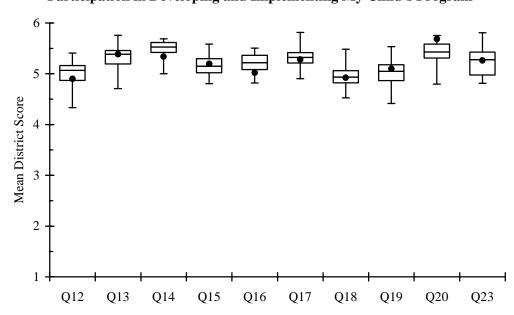
Note: The number of respondents (n) excludes those who selected "not applicable."

Cromwell Box-and-Whisker Charts

Satisfaction with My Child's Program



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

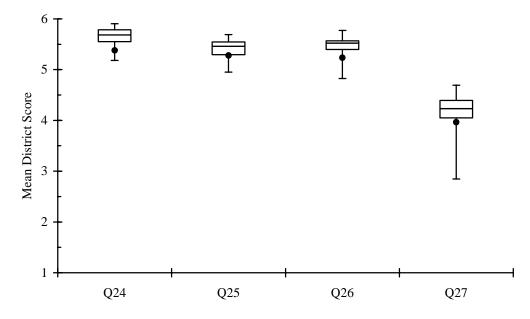


Participation in Developing and Implementing My Child's Program

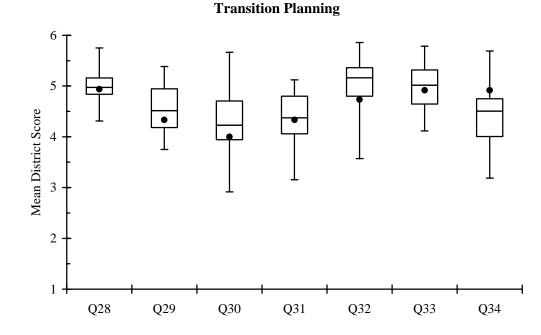
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Cromwell Box-and-Whisker Charts – continued

My Child's Participation



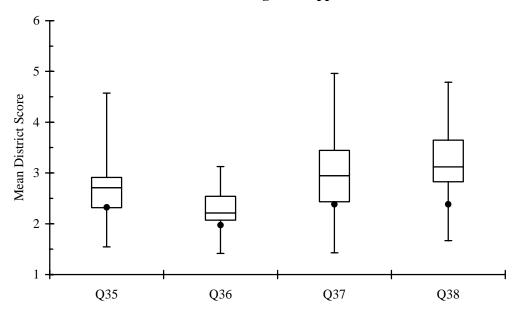
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



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

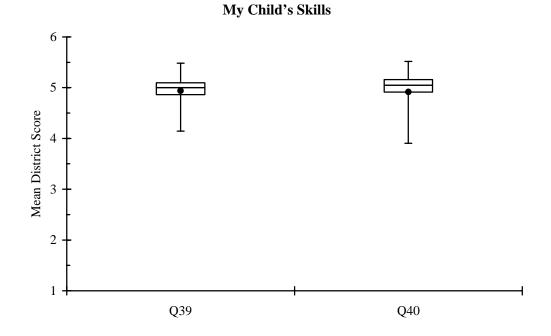
Glen Martin Associates 2007-2008

Cromwell Box-and-Whisker Charts – continued



Parent Training and Support

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



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

East Haddam	Survey	Response	Table
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree AlthDLY	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONX L.NOC
Satisfaction with	n My C	hild's P	rogram	1				
1. I am satisfied with my child's overall special education	26	47.00/	20 604	11 10/	5 604	5 604	0.00/	
program.	36	47.2%	30.6%	11.1%	5.6%	5.6%	0.0%	±
2. I have the opportunity to talk to my child's teachers on a	35	74.3%	17.1%	8.6%	0.0%	0.0%	0.0%	
regular basis to discuss my questions and concerns.	55	74.5%	17.1%	8.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate	7	28.6%	0.0%	0.0%	0.0%	0.0%	71.4%	±
his/her transportation needs.	/	28.0%	0.0%	0.0%	0.0%	0.0%	/1.470	Ŧ
4. My child has been sent home from school due to	11	9.1%	0.0%	0.0%	0.0%	0.0%	90.9%	±
behavioral difficulties (not considered suspension).	11	7.170	0.070	0.070	0.070	0.070	70.770	<u> </u>
5. My child is accepted within the school community.	35	68.6%	22.9%	2.9%	0.0%	5.7%	0.0%	±
	55	00.070	22.970	2.770	0.070	5.170	0.070	
My child's Individualized Education Plan (IEP) is meeting 6.	36	44.4%	27.8%	13.9%	2.8%	11.1%	0.0%	0.0%
his or her educational needs.	00		2/10/0	1010/10	2.070	1111/0	0.070	0.070
7. All special education services identified in my child's IEP	36	44.4%	33.3%	8.3%	5.6%	5.6%	2.8%	0.0%
have been provided.								
8. Staff is appropriately trained and able to provide my	36	50.0%	13.9%	27.8%	5.6%	2.8%	0.0%	0.0%
child's specific program and services.								
9. Special education teachers make accommodations and	35	51.4%	28.6%	11.4%	8.6%	0.0%	0.0%	0.0%
modifications as indicated on my child's IEP. 10. General education teachers make accommodations and								
	35	48.6%	28.6%	14.3%	2.9%	2.9%	0.0%	2.9%
modifications as indicated on my child's IEP.								
11. General education and special education teachers work	24	55.00/	26.50	11.00/	0.00/	2.9%	0.00/	2.00/
together to assure that my child's IEP is being	34	55.9%	26.5%	11.8%	0.0%	2.9%	0.0%	2.9%
implemented.		L						
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	35	45.7%	37.1%	14.3%	2.9%	0.0%	0.0%	±
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	36	58.3%	22.2%	16.7%	0.0%	0.0%	2.8%	±
express my concerns.								
14. I understand what is discussed at meetings to develop my	26	62.00/	27 80/	5 60/	2.80/	0.00/	0.00/	
child's IEP.	36	63.9%	27.8%	5.6%	2.8%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the	35	51.4%	22.9%	14.3%	5.7%	2.9%	2.9%	
development of my child's IEP.	33	51.4%	22.9%	14.3%	5.1%	2.9%	2.9%	±
16. My child's evaluation report is written in terms I	36	44.4%	30.6%	16.7%	2.8%	5.6%	0.0%	
understand.	30	44.4%	30.0%	10.7%	2.0%	5.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times	36	72.2%	5.6%	13.9%	5.6%	2.8%	0.0%	+
and places that met my needs.	50	12.270	5.0%	13.9%	5.0%	2.070	0.0%	±

·	-	-									
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW			
Participation in Developing and Implementing My Child's Program (con't)											
18. At my child's PPT, the school district proposed programs											
and services to meet my child's <u>individual</u> needs.	36	47.2%	19.4%	11.1%	11.1%	8.3%	2.8%	±			
19. When we implement my child's IEP, I am encouraged to											
be an equal partner with my child's teachers and other	36	55.6%	27.8%	8.3%	5.6%	0.0%	2.8%	±			
service providers.	00	001070	27.070	01070	01070	01070	21070	_			
20. I have received a copy of my child's IEP within 5 school											
days after the PPT.	36	77.8%	19.4%	0.0%	2.8%	0.0%	0.0%	±			
21. If necessary, a translator was provided at the PPT											
meetings.	±±	-	-	-	-	-	-	±			
22. The translation services provided at the PPT meetings											
were useful and accurate.	<u>±±</u>	-	-	-	-	-	-	±			
23. The school district proposed the regular classroom for my						0.011					
child as the first placement option.	32	71.9%	15.6%	3.1%	0.0%	0.0%	6.3%	3.1%			
My Child's Participation											
24. My child has the opportunity to participate in school-		F 00-0-0	-								
sponsored activities such as field trips, assemblies and	34	85.3%	8.8%	2.9%	2.9%	0.0%	0.0%				
-	54	03.3%	0.0%	2.9%	2.9%	0.0%	0.0%	±			
social events (dances, sports events).											
25. My child has the opportunity to participate in	21	83.9%	6.50/	0.00/	0.00/	2.20/	650				
extracurricular school activities such as sports or clubs	31	83.9%	6.5%	0.0%	0.0%	3.2%	6.5%	±			
with children without disabilities.											
26. My child has been denied access to non-school sponsored	22	4.5%	0.0%	0.0%	0.0%	0.0%	95.5%	±			
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	16	37.5%	6.3%	0.0%	0.0%	18.8%	25.0%	12.5%			
extracurricular school activities (for example, clubs and											
sports).											
Transition Plann	ing fo	r <u>Presc</u>	hoolers	5							
(Only answer Q28 if your child has transitioned from the ea	rly inter	vention	(Birth to	Three S	System)	to Presc	hool in t	he past			
3 years.)											
28. I am satisfied with the school district's transition activities	0	75.004	10.50/	10 504	0.00/	0.004	0.004				
that took place when my child left Birth to Three.	8	75.0%	12.5%	12.5%	0.0%	0.0%	0.0%	±			
Transition Planning	for Se	condar	v Stud	ents	-						
(<u>Only</u> answer Q29-Q34 if your child was age 15 or older at h			-								
			meeting.	,							
29. I am satisfied with the way <u>secondary</u> transition services	±±	-	-	-	-	-	-	±			
were implemented for my child.											
30. When appropriate, outside agencies have been invited to	±±	-	-	-	-	-	-	-			
participate in <u>secondary</u> transition planning.											
31. The PPT introduced planning for my child's transition to	±±	-	-	-	-	-	-	±			
adulthood.				Т							

East Haddam Survey Response Table – continued

	1										
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW			
Transition Planning for	Secon	dary St	tudents	s (con't)						
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)											
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	±			
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±			
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±			
Parent 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.	22	18.2%	0.0%	4.5%	0.0%	4.5%	72.7%	±			
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	20	20.0%	5.0%	5.0%	0.0%	0.0%	70.0%	±			
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	30	6.7%	3.3%	3.3%	6.7%	0.0%	43.3%	36.7%			
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	31	12.9%	6.5%	6.5%	3.2%	3.2%	25.8%	41.9%			
My Ch	ild's Sl	kills									
39. My child is learning skills that will enable him/her to be as independent as possible.	33	48.5%	27.3%	15.2%	3.0%	3.0%	3.0%	±			
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	31	54.8%	19.4%	16.1%	3.2%	6.5%	0.0%	±			

East Haddam Survey Response Table – continued

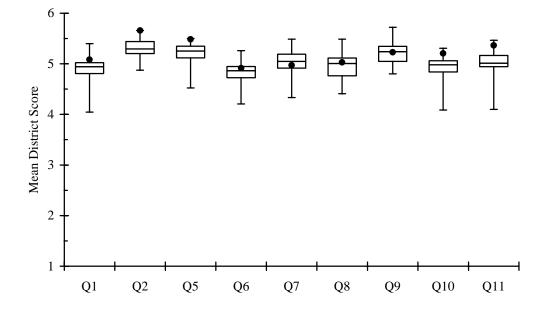
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

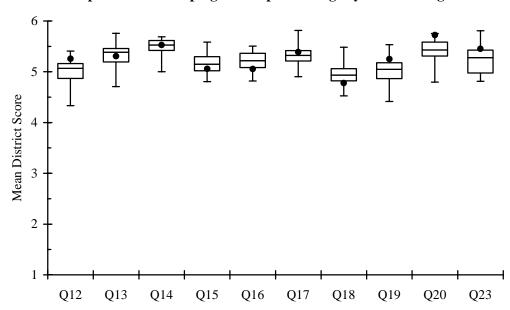
Note: The number of respondents (n) excludes those who selected "not applicable."

East Haddam Box-and-Whisker Charts

Satisfaction with My Child's Program



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

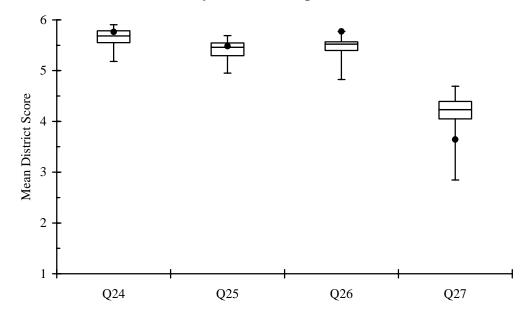


Participation in Developing and Implementing My Child's Program

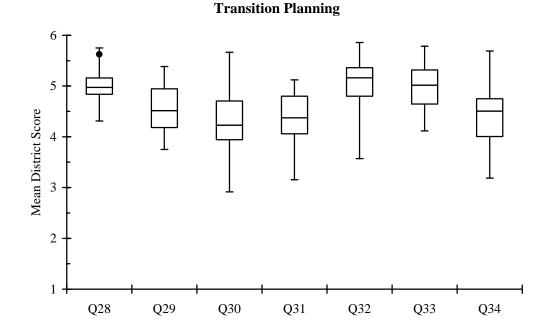
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

East Haddam Box-and-Whisker Charts - continued

My Child's Participation



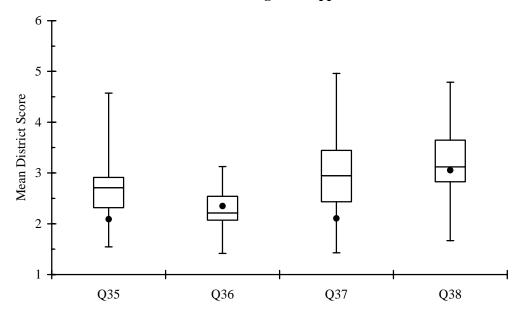
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



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

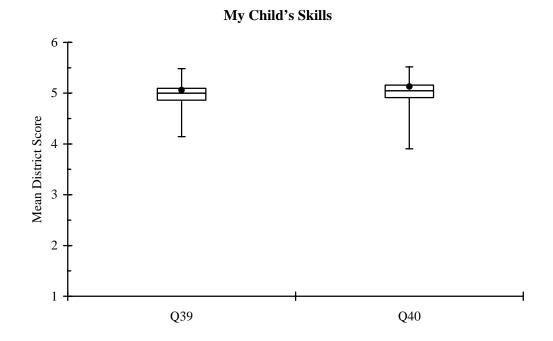
Glen Martin Associates 2007-2008

East Haddam Box-and-Whisker Charts - continued



Parent Training and Support

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



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

East Hartford Survey	Response Table
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Satisfaction with	h My C	hild's P	rogran	ı				
1. I am satisfied with my child's overall special education	87	34.5%	32.2%	12.6%	8.0%	5.7%	6.9%	±
program.	07	51.570	52.270	12.070	0.070	5.770	0.970	
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	88	55.7%	23.9%	8.0%	2.3%	3.4%	6.8%	±
 My child's school day has been shortened to accommodate 								
his/her transportation needs.	37	24.3%	5.4%	10.8%	5.4%	5.4%	48.6%	±
4. My child has been sent home from school due to	37	18.9%	10.8%	5.4%	0.0%	5.4%	59.5%	±
behavioral difficulties (not considered suspension).	57	10.970	10.8%	5.470	0.0%	J.470	39.3%	<u> </u>
5. My child is accepted within the school community.	80	58.8%	26.3%	11.3%	0.0%	1.3%	2.5%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	88	34.1%	29.5%	4.5%	8.0%	10.2%	8.0%	5.7%
7. All special education services identified in my child's IEP	87	42.5%	27.6%	5.7%	9.2%	5.7%	2.3%	6.9%
have been provided.8. Staff is appropriately trained and able to provide my								
child's specific program and services.	88	43.2%	22.7%	10.2%	5.7%	3.4%	8.0%	6.8%
 Special education teachers make accommodations and modifications as indicated on my child's IEP. 	86	47.7%	24.4%	14.0%	1.2%	5.8%	3.5%	3.5%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	83	34.9%	30.1%	13.3%	9.6%	3.6%	3.6%	4.8%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	85	44.7%	21.2%	15.3%	2.4%	4.7%	2.4%	9.4%
Participation in Developing and	d 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	85	56.5%	16.5%	7.1%	10.6%	1.2%	8.2%	±
and results for children with disabilities.								
13. At meetings to develop my child's Individualized	0.4	66 704	16 70/	1.00/	7 10/	0.40/	6.004	
Education Plan (IEP), I feel encouraged to give input and	84	66.7%	16.7%	1.2%	7.1%	2.4%	6.0%	±
express my concerns. 14. I understand what is discussed at meetings to develop my								
child's IEP.	87	64.4%	20.7%	6.9%	2.3%	3.4%	2.3%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	83	54.2%	24.1%	6.0%	7.2%	2.4%	6.0%	±
16. My child's evaluation report is written in terms I understand.	88	52.3%	26.1%	12.5%	3.4%	1.1%	4.5%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	87	60.9%	16.1%	6.9%	8.0%	1.1%	6.9%	±
and pluces that met my needs.								

-	-											
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONN L'NOU				
Participation in Developing and Im	Participation in Developing and Implementing My Child's Program (con't)											
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	83	42.2%	22.9%	15.7%	3.6%	4.8%	10.8%	±				
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	85	54.1%	20.0%	11.8%	7.1%	1.2%	5.9%	±				
20. I have received a copy of my child's IEP within 5 school days after the PPT.	84	58.3%	22.6%	4.8%	8.3%	0.0%	6.0%	±				
21. If necessary, a translator was provided at the PPT meetings.	16	68.8%	6.3%	0.0%	6.3%	6.3%	12.5%	±				
22. The translation services provided at the PPT meetings were useful and accurate.	17	64.7%	0.0%	5.9%	5.9%	5.9%	17.6%	±				
23. The school district proposed the regular classroom for my child as the first placement option.	78	50.0%	15.4%	7.7%	5.1%	0.0%	10.3%	11.5%				
My Child's Participation												
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	80	67.5%	15.0%	8.8%	3.8%	1.3%	3.8%	±				
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	77	63.6%	20.8%	2.6%	5.2%	0.0%	7.8%	±				
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	52	11.5%	3.8%	1.9%	3.8%	7.7%	71.2%	±				
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	51	33.3%	15.7%	5.9%	5.9%	0.0%	19.6%	19.6%				
Transition Plann	ning for	r <u>Presc</u>	hoolers	<u>5</u>								
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past				
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	21	47.6%	28.6%	0.0%	0.0%	9.5%	14.3%	±				
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents								
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	22	22.7%	22.7%	22.7%	9.1%	13.6%	9.1%	±				
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	20	20.0%	15.0%	25.0%	5.0%	5.0%	15.0%	15.0%				
31. The PPT introduced planning for my child's transition to adulthood.	22	31.8%	22.7%	13.6%	9.1%	9.1%	13.6%	±				

East Hartford Survey Response Table – continued

	·	-							
	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
	Transition Planning for	Secon	dary St	tudents	s (con't)			
(<u>On</u>	<u>ly</u> answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	meeting.)				
32.	The school district actively encourages my child to attend and participate in PPT meetings.	35	57.1%	17.1%	11.4%	0.0%	5.7%	8.6%	±
	The PPT discussed an appropriate course of study at the high school for my child.	26	34.6%	26.9%	3.8%	7.7%	3.8%	23.1%	±
34.	The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	26	30.8%	19.2%	11.5%	11.5%	7.7%	19.2%	±
	Parent 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.	48	22.9%	6.3%	8.3%	6.3%	4.2%	52.1%	±
36.	I am involved in a support network for parents of students with disabilities available through my school district or other sources.	41	19.5%	12.2%	2.4%	2.4%	0.0%	63.4%	±
37.	There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	64	20.3%	4.7%	4.7%	3.1%	0.0%	25.0%	42.2%
38.	A support network for parents of students with disabilities is available to me through my school district or other sources.	62	21.0%	8.1%	4.8%	1.6%	3.2%	19.4%	41.9%
	My Ch	ild's Sl	kills						
	My child is learning skills that will enable him/her to be as independent as possible.	76	56.6%	17.1%	13.2%	3.9%	1.3%	7.9%	±
40.	My child is learning skills that will lead to a high school diploma, further education, or a job.	68	52.9%	17.6%	14.7%	7.4%	0.0%	7.4%	±

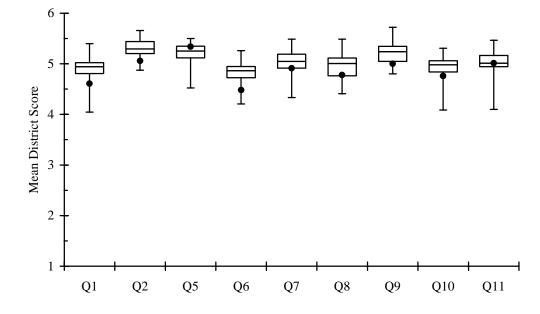
East Hartford Survey Response Table – continued

 \pm Not a response option for this survey item.

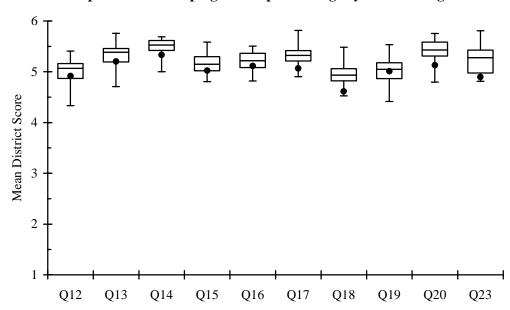
Note: The number of respondents (n) excludes those who selected "not applicable."

East Hartford Box-and-Whisker Charts

Satisfaction with My Child's Program



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

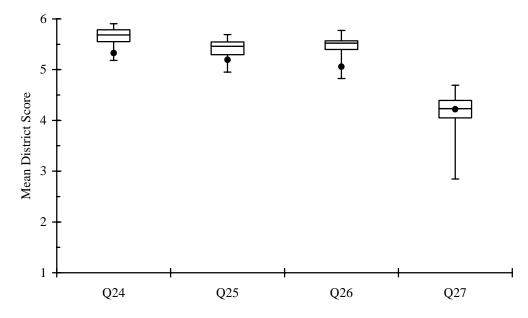


Participation in Developing and Implementing My Child's Program

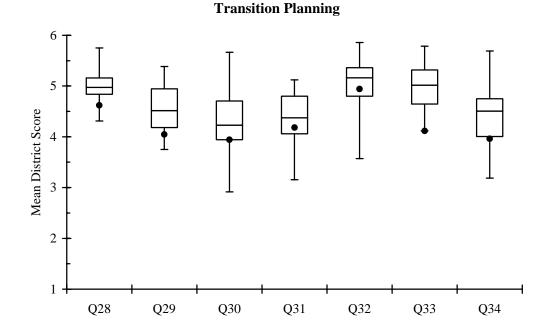
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

East Hartford Box-and-Whisker Charts - continued

My Child's Participation

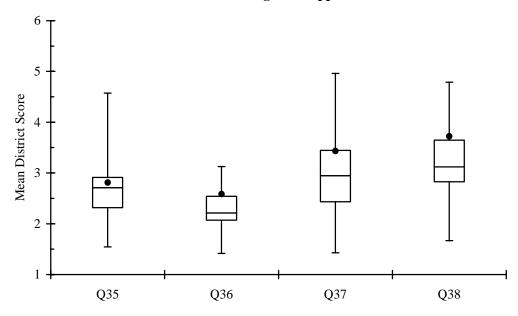


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



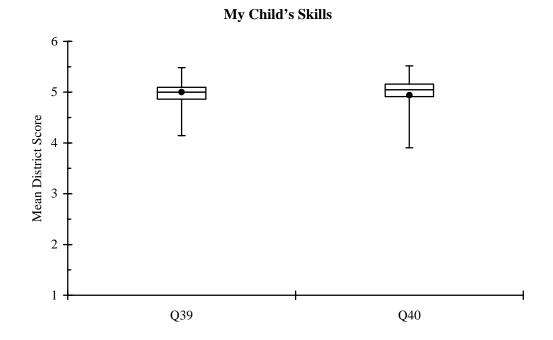
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

East Hartford Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Fairfield Survey Response Table

CT Special Education Parent Survey Item Satisfaction wit	n h My C	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
		lillu 5 F	logian	1				
1. I am satisfied with my child's overall special education	160	50.0%	31.3%	8.1%	1.3%	2.5%	6.9%	±
2. I have the opportunity to talk to my child's teachers on a								
regular basis to discuss my questions and concerns.	160	61.3%	23.1%	6.3%	2.5%	4.4%	2.5%	±
3. My child's school day has been shortened to accommodate								
his/her transportation needs.	27	11.1%	0.0%	18.5%	0.0%	0.0%	70.4%	±
4. My child has been sent home from school due to			0.001					
behavioral difficulties (not considered suspension).	62	8.1%	0.0%	3.2%	1.6%	3.2%	83.9%	±
	150	(2.00)	00 404	5 70/	2.20/	2.20/	2.5%	
5. My child is accepted within the school community.	158	62.0%	23.4%	5.7%	3.2%	3.2%	2.5%	±
My child's Individualized Education Plan (IEP) is meeting	161	47.8%	29.2%	9.9%	2.5%	1.9%	8.1%	0.6%
his or her educational needs.	101	47.070	29.270	9.970	2.370	1.970	0.170	0.070
7. All special education services identified in my child's IEP	161	54.7%	25.5%	6.2%	3.1%	5.0%	4.3%	1.2%
have been provided.	101	51.770	23.370	0.270	5.170	5.070	1.570	1.270
8. Staff is appropriately trained and able to provide my	162	55.6%	25.3%	6.2%	3.7%	3.7%	3.1%	2.5%
child's specific program and services.								
9. Special education teachers make accommodations and	160	62.5%	23.8%	5.0%	1.9%	2.5%	3.1%	1.3%
modifications as indicated on my child's IEP. 10. General education teachers make accommodations and								
	148	46.6%	31.8%	6.1%	4.7%	2.7%	5.4%	2.7%
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	148	47.3%	31.8%	8.8%	2.0%	4.1%	4.1%	2.0%
implemented.	140	47.370	51.070	0.070	2.070	4.1 /0	4.1 /0	2.070
Participation in Developing an	d Imple	monti		"hild'a	Drogra			
				Sinna S	Flogia			
12. In my child's school, administrators and teachers	1.00	40.00/	21.20/	10 (0)	1.00/	2.50/	5.00/	
encourage parent involvement in order to improve services	160	48.8%	31.3%	10.6%	1.9%	2.5%	5.0%	±
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	162	72.20/	1/ 00/	4.00/	2.50	1.00/	2 70/	
	102	72.2%	14.8%	4.9%	2.5%	1.9%	3.7%	±
express my concerns. 14. I understand what is discussed at meetings to develop my								
14. I understand what is discussed at meetings to develop my child's IEP.	162	67.3%	24.1%	6.8%	0.0%	1.9%	0.0%	±
15. My concerns and recommendations are documented in the		<u> </u>						
development of my child's IEP.	161	64.0%	20.5%	8.7%	2.5%	3.1%	1.2%	±
16. My child's evaluation report is written in terms I								
understand.	162	63.0%	24.1%	7.4%	1.9%	1.9%	1.9%	±
17. PPT meetings for my child have been scheduled at times	1.62	71 60/	10 50/	5 (0)	1.00/	1.00/	1.20/	
and places that met my needs.	162	71.6%	18.5%	5.6%	1.9%	1.2%	1.2%	±

·	-										
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW			
Participation in Developing and Implementing My Child's Program (con't)											
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	161	55.9%	23.6%	8.7%	3.1%	4.3%	4.3%	±			
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	160	55.0%	24.4%	14.4%	0.6%	1.9%	3.8%	±			
20. I have received a copy of my child's IEP within 5 school days after the PPT.	156	64.1%	17.3%	7.1%	3.2%	2.6%	5.8%	±			
21. If necessary, a translator was provided at the PPT meetings.	11	72.7%	18.2%	0.0%	0.0%	0.0%	9.1%	±			
22. The translation services provided at the PPT meetings were useful and accurate.	16	68.8%	18.8%	6.3%	0.0%	0.0%	6.3%	±			
23. The school district proposed the regular classroom for my child as the first placement option.	129	74.4%	13.2%	3.9%	1.6%	0.8%	3.9%	2.3%			
My Child's Participation											
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	145	83.4%	9.7%	2.1%	2.8%	1.4%	0.7%	±			
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	142	79.6%	9.2%	2.8%	2.1%	2.8%	3.5%	±			
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	90	3.3%	2.2%	2.2%	4.4%	7.8%	80.0%	±			
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	67	37.3%	14.9%	11.9%	1.5%	3.0%	19.4%	11.9%			
Transition Plann	ning for	r <u>Presc</u> l	hoolers	<u>i</u>							
$\frac{(Only}{3} answer Q28 if your child has transitioned from the ea}{3 years.)$	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past			
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	32	78.1%	9.4%	3.1%	3.1%	3.1%	3.1%	±			
Transition Planning	for <u>Se</u>	condar	<u>y </u> Stude	ents							
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	meeting.)							
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	44	52.3%	20.5%	6.8%	6.8%	0.0%	13.6%	±			
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	29	27.6%	31.0%	13.8%	13.8%	0.0%	6.9%	6.9%			
31. The PPT introduced planning for my child's transition to adulthood.	40	32.5%	30.0%	15.0%	5.0%	0.0%	17.5%	±			

	ponse	labic	continu	cu				
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU T'NOW
Transition Planning for	Secon	dary St	tudents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at 1	nis/her la	ast PPT	meeting.)				
32. The school district actively encourages my child to attend and participate in PPT meetings.	50	66.0%	18.0%	8.0%	0.0%	0.0%	8.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	48	60.4%	22.9%	6.3%	2.1%	2.1%	6.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	43	41.9%	18.6%	18.6%	2.3%	7.0%	11.6%	±
Parent Trair	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.	98	18.4%	13.3%	7.1%	4.1%	4.1%	53.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	97	16.5%	13.4%	14.4%	5.2%	8.2%	42.3%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	132	28.0%	15.2%	15.2%	2.3%	6.1%	14.4%	18.9%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	129	31.8%	20.2%	14.0%	3.1%	3.1%	10.1%	17.8%
	ild's Si	kills						
39. My child is learning skills that will enable him/her to be as independent as possible.	144	57.6%	20.1%	8.3%	4.9%	4.9%	4.2%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	135	58.5%	19.3%	11.9%	4.4%	2.2%	3.7%	±

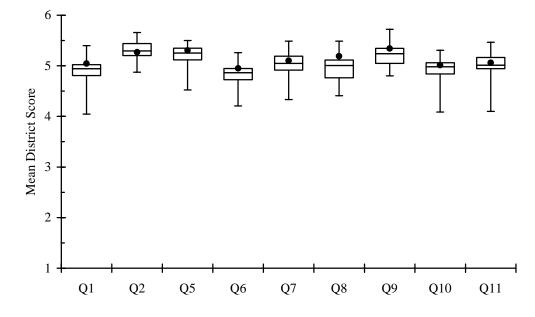
Fairfield Survey Response Table – continued

 \pm Not a response option for this survey item.

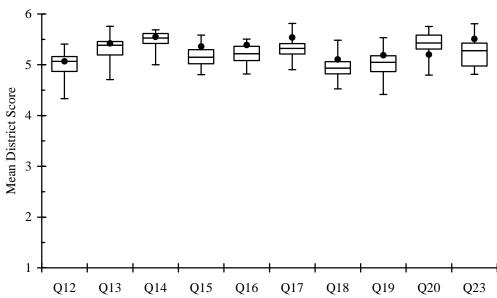
Note: The number of respondents (n) excludes those who selected "not applicable."

Fairfield Box-and-Whisker Charts

Satisfaction with My Child's Program



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

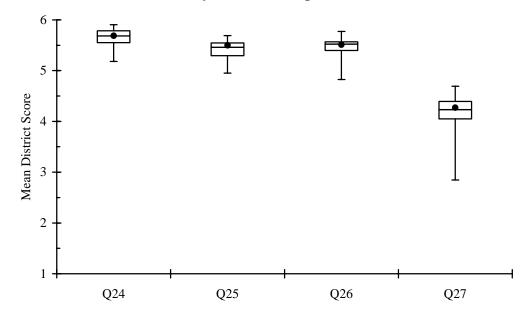


Participation in Developing and Implementing My Child's Program

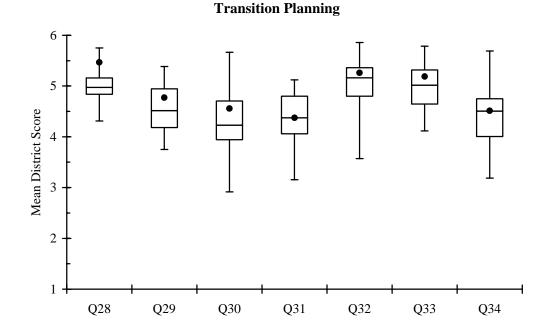
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Fairfield Box-and-Whisker Charts - continued

My Child's Participation

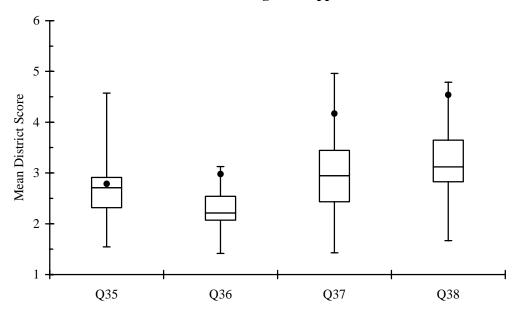


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



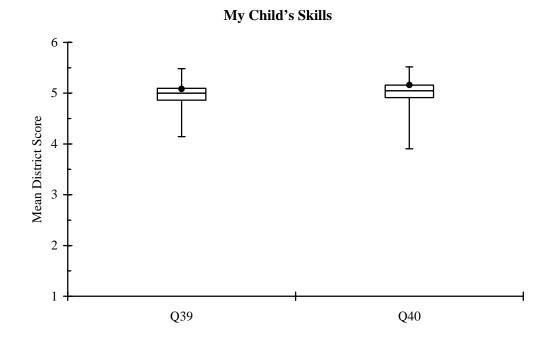
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Fairfield Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Glastonbury Survey Response Table

CT Special Education Parent Survey Item		STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Satisfaction with	n My C	hild's P	rogran	1				
1. I am satisfied with my child's overall special education	1.50	04.004	26.000	10 504	6.604	5.004	6.604	
program.	152	34.2%	36.8%	10.5%	6.6%	5.3%	6.6%	±
2. I have the opportunity to talk to my child's teachers on a	156	56 10/	22 40/	15 40/	0.60/	2.20/	1.00/	
regular basis to discuss my questions and concerns.	156	56.4%	22.4%	15.4%	0.6%	3.2%	1.9%	±
3. My child's school day has been shortened to accommodate	45	17.8%	0.0%	11.1%	2.2%	4.4%	64.4%	
his/her transportation needs.	43	17.070	0.070	11.170	2.270	4.470	04.470	±
4. My child has been sent home from school due to	71	11.3%	0.0%	1.4%	2.8%	1.4%	83.1%	±
behavioral difficulties (not considered suspension).	/1	11.570	0.070	1.470	2.070	1.470	05.170	<u> </u>
5. My child is accepted within the school community.	152	60.5%	19.7%	9.2%	4.6%	2.6%	3.3%	±
		00.570	17.170	2.270	1.070	2.070	5.570	-
My child's Individualized Education Plan (IEP) is meeting 6.	155	34.2%	31.6%	13.5%	5.2%	8.4%	6.5%	0.6%
his or her educational needs.	100	0.11270	011070	10.070	0.270	011/0	0.070	0.070
7. All special education services identified in my child's IEP	156	48.7%	24.4%	12.2%	5.8%	4.5%	3.2%	1.3%
have been provided.	100	101770	2	1212/0	0.070		0.270	11070
8. Staff is appropriately trained and able to provide my	156	39.7%	25.6%	10.9%	7.7%	5.1%	9.0%	1.9%
child's specific program and services.					,.		,,.	
9. Special education teachers make accommodations and	151	49.7%	27.2%	11.9%	3.3%	4.6%	2.6%	0.7%
modifications as indicated on my child's IEP.	_							
10. General education teachers make accommodations and	138	39.9%	21.7%	18.8%	7.2%	7.2%	3.6%	1.4%
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	140	40.0%	22.9%	17.9%	3.6%	7.9%	5.0%	2.9%
implemented.								
Participation in Developing and	i 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	151	44.4%	22.5%	17.2%	4.6%	6.0%	5.3%	±
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	155	57.4%	20.0%	10.3%	3.9%	4.5%	3.9%	±
express my concerns.								
14. I understand what is discussed at meetings to develop my	155	65 204	21.00/	0 40/	2.00	0.60	1.20/	
child's IEP.	155	65.2%	21.9%	8.4%	2.6%	0.6%	1.3%	±
15. My concerns and recommendations are documented in the	154	47 40/	26.0%	10 40/	7.90/	2.00/	1 50/	
development of my child's IEP.	154	47.4%	20.0%	10.4%	7.8%	3.9%	4.5%	±
16. My child's evaluation report is written in terms I	155	40.00/	22 20/	7 70/	5.20/	2.00/	1.00/	,
understand.	155	49.0%	32.3%	7.7%	5.2%	3.9%	1.9%	±
17. PPT meetings for my child have been scheduled at times	155	65.8%	16.1%	10.3%	3.2%	1.3%	3.2%	<u>ـ</u>
and places that met my needs.	155	05.8%	10.1%	10.3%	5.2%	1.3%	5.2%	±

Glastonbury	Survey	Response	Table –	continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Participation in Developing and Im	pleme	nting N	ly Chil	d's Pro	gram (con't)			
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	153	40.5%	30.1%	10.5%	4.6%	8.5%	5.9%	±	
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	152	42.1%	27.0%	11.8%	9.2%	5.3%	4.6%	±	
20. I have received a copy of my child's IEP within 5 school days after the PPT.	152	57.2%	17.8%	7.9%	6.6%	1.3%	9.2%	±	
21. If necessary, a translator was provided at the PPT meetings.	7	57.1%	28.6%	14.3%	0.0%	0.0%	0.0%	±	
22. The translation services provided at the PPT meetings were useful and accurate.	10	70.0%	10.0%	20.0%	0.0%	0.0%	0.0%	±	
23. The school district proposed the regular classroom for my child as the first placement option.	130	59.2%	11.5%	6.2%	3.8%	2.3%	10.8%	6.2%	
My Child's	s Partic	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).	146	84.2%	8.9%	2.1%	0.7%	1.4%	2.7%	±	
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	140	74.3%	7.9%	7.1%	2.1%	2.9%	5.7%	±	
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	104	5.8%	0.0%	1.9%	3.8%	4.8%	83.7%	±	
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	71	33.8%	8.5%	5.6%	7.0%	5.6%	18.3%	21.1%	
Transition Planr	ing fo	Presc	hoolers	<u>5</u>					
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past	
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	24	62.5%	12.5%	12.5%	0.0%	0.0%	12.5%	±	
Transition Planning	for <u>Se</u>	condar	y Stud	ents					
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)									
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	48	22.9%	20.8%	18.8%	6.3%	10.4%	20.8%	±	
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	41	22.0%	14.6%	19.5%	7.3%	12.2%	17.1%	7.3%	
31. The PPT introduced planning for my child's transition to adulthood.	44	27.3%	13.6%	25.0%	4.5%	6.8%	22.7%	±	

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

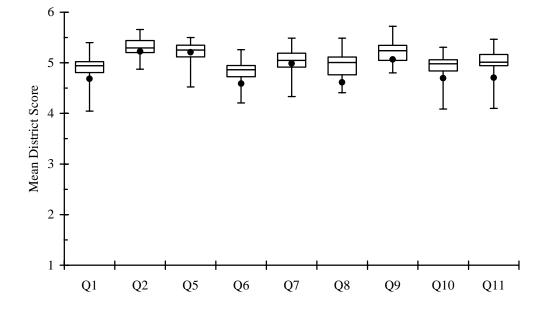
Glastonbury Survey Response Table – continued

 \pm Not a response option for this survey item.

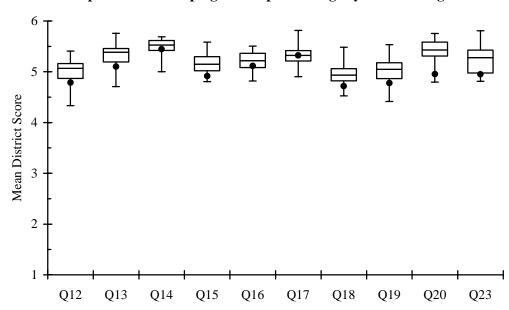
Note: The number of respondents (n) excludes those who selected "not applicable."

Glastonbury Box-and-Whisker Charts

Satisfaction with My Child's Program



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

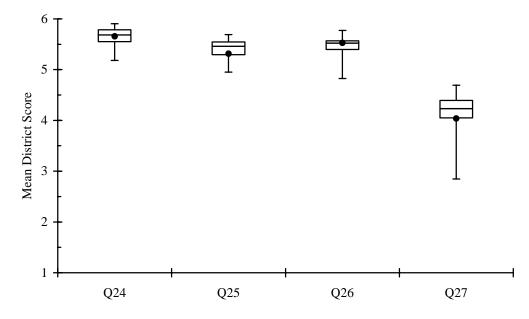


Participation in Developing and Implementing My Child's Program

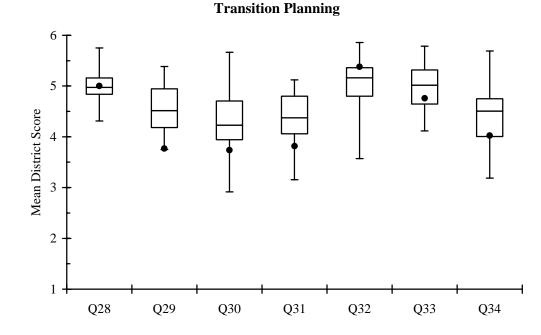
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Glastonbury Box-and-Whisker Charts – continued

My Child's Participation

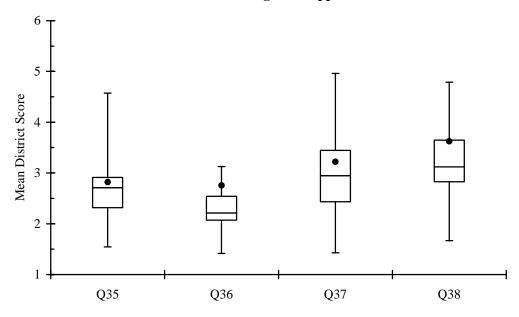


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



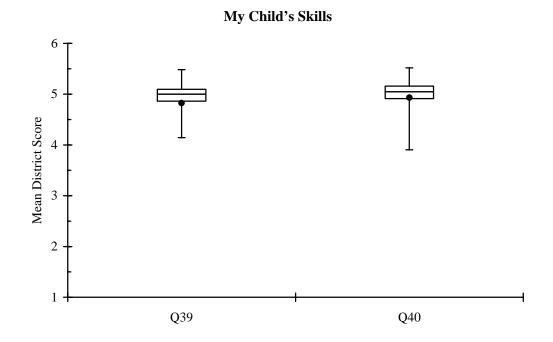
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Glastonbury Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Griswold Survey Response Table

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

Griswold Surve	ey Response	Table - continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and Im	ıpleme	nting N	ly Chil	d's Pro	gram (e	con't)		
18. At my child's PPT, the school district proposed programs	10	17 501	2 2 0 0 <i>i</i>	10.004				
and services to meet my child's <u>individual</u> needs.	40	47.5%	25.0%	10.0%	7.5%	2.5%	7.5%	±
19. When we implement my child's IEP, I am encouraged to								
be an equal partner with my child's teachers and other	41	53.7%	22.0%	14.6%	4.9%	0.0%	4.9%	±
service providers.								
20. I have received a copy of my child's IEP within 5 school								
days after the PPT.	41	75.6%	14.6%	2.4%	2.4%	2.4%	2.4%	±
21. If necessary, a translator was provided at the PPT								
meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings								
were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my	37	54.1%	16.2%	10.8%	8.1%	0.0%	2.7%	8.1%
child as the first placement option.	57	54.170	10.270	10.8%	0.170	0.0%	2.170	0.170
My Child's	s Partic	ipatio:	1					
24. My child has the opportunity to participate in school-								
sponsored activities such as field trips, assemblies and	41	85.4%	0.0%	4.9%	4.9%	0.0%	4.9%	±
social events (dances, sports events).								
25. My child has the opportunity to participate in								
extracurricular school activities such as sports or clubs	37	78.4%	2.7%	5.4%	5.4%	0.0%	8.1%	±
with children without disabilities.								
26. My child has been denied access to non-school sponsored		6.504	0.00/	0.004	6 5 6 4	0.00/	0.6 804	
community activities due to his/her disability.	30	6.7%	0.0%	0.0%	6.7%	0.0%	86.7%	±
27. My child's school provides supports, such as extra staff,								
that are necessary for my child to participate in								
extracurricular school activities (for example, clubs and	20	45.0%	15.0%	5.0%	10.0%	10.0%	10.0%	5.0%
sports).								
Transition Planr	ning for	r Presci	hoolers					
(Only answer Q28 if your child has transitioned from the ea				-	System)	to Proce	hool in 4	he nest
(Only answer Q28 If your child has transitioned from the ea 3 years.)	i iy inter	vention	(DITTI L	, intees	system)	to r resc		ne past
28. I am satisfied with the school district's transition activities								
that took place when my child left Birth to Three.	9	55.6%	33.3%	11.1%	0.0%	0.0%	0.0%	±
Transition Planning	for S-	oondor		ant c				
			-					
(Only answer Q29-Q34 if your child was age 15 or older at l	nis/her la	ast PPT 1	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services	12	25.0%	25.0%	16.7%	0.0%	0.0%	33.3%	±
were implemented for my child.	12	23.070	23.070	10.770	0.070	0.070	55.570	<u> </u>
30. When appropriate, outside agencies have been invited to	9	22.2%	22.2%	11.1%	0.0%	11.1%	33.3%	0.0%
participate in <u>secondary</u> transition planning.		22.270	22.275	11.175	0.070	11.175	22.370	0.070
31. The PPT introduced planning for my child's transition to	11	18.2%	27.3%	9.1%	0.0%	9.1%	36.4%	±
adulthood.								_

	-r							
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Transition Planning for	Secon	dary St	tudents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	14	57.1%	14.3%	7.1%	0.0%	7.1%	14.3%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	11	36.4%	36.4%	9.1%	0.0%	9.1%	9.1%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	10	30.0%	30.0%	0.0%	10.0%	0.0%	30.0%	±
Parent Trair	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.	27	25.9%	18.5%	3.7%	0.0%	0.0%	51.9%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	26	15.4%	11.5%	7.7%	3.8%	0.0%	61.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	33	18.2%	9.1%	12.1%	6.1%	3.0%	24.2%	27.3%
 A support network for parents of students with disabilities is available to me through my school district or other sources. 	30	20.0%	6.7%	6.7%	6.7%	0.0%	20.0%	40.0%
My Ch	ild's Si	kills						
39. My child is learning skills that will enable him/her to be as independent as possible.	35	57.1%	14.3%	5.7%	5.7%	8.6%	8.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	34	55.9%	17.6%	2.9%	2.9%	8.8%	11.8%	±

Griswold Survey Response Table - continued

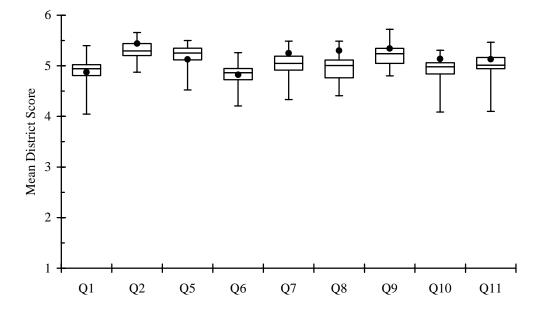
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

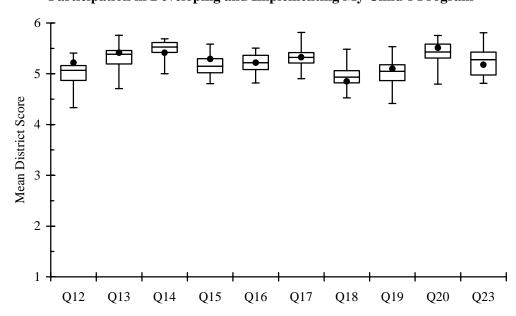
Note: The number of respondents (n) excludes those who selected "not applicable."

Griswold Box-and-Whisker Charts

Satisfaction with My Child's Program



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

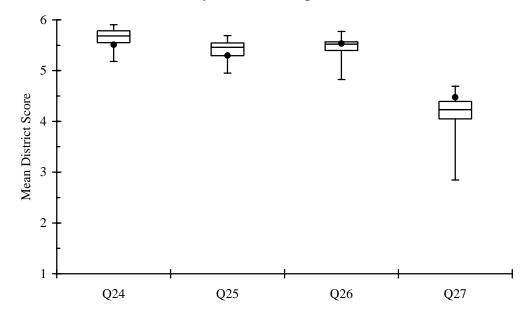


Participation in Developing and Implementing My Child's Program

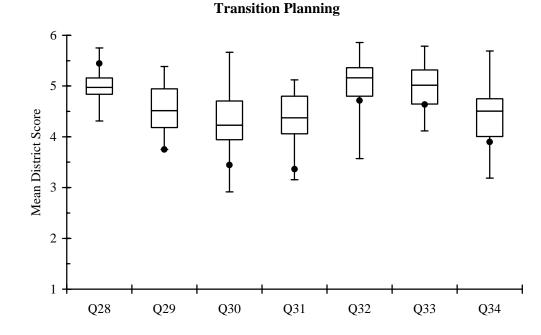
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Griswold Box-and-Whisker Charts - continued

My Child's Participation

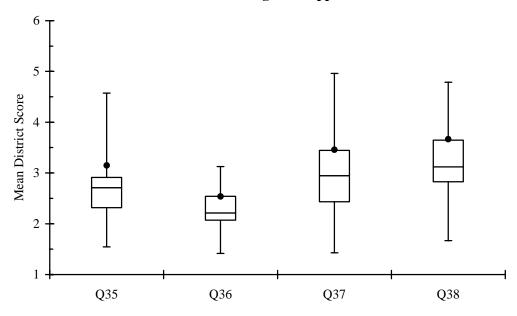


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



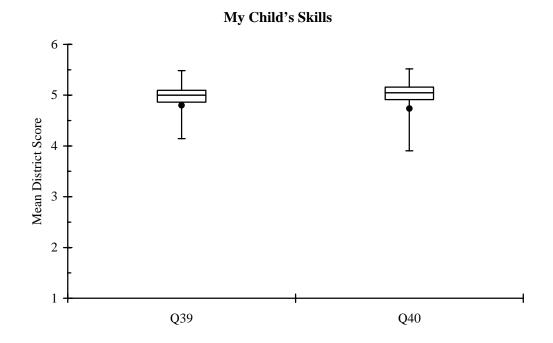
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Griswold Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Meriden Survey Response Table

AT AT<									
1.I am satisfied with my child's overall special education program.123 45.5% 32.5% 8.1% 4.1% 4.1% 5.7% \pm 2.Ihave the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.122 51.6% 32.8% 10.7% 1.6% 0.0% 3.3% \pm 3.My child's school day has been shortened to accommodate his/her transportation needs.39 28.2% 17.9% 7.7% 10.3% 0.0% 55.3% \pm 4.My child has been sent home from school due to behavioral difficulties (not considered suspension).48 20.8% 12.5% 2.1% 8.3% 0.0% 56.3% \pm 5.My child's Individualized Education Plan (IEP) is meeting his or her educational needs.124 41.9% 32.3% 12.1% 2.4% 2.4% 7.3% 1.6% 7.All special education services identified in my child's IEP have been provided.123 50.4% 29.3% 4.9% 4.1% 5.7% 1.6% 8.Staff is appropriately trained and able to provide my child's specific program and services.123 52.0% 30.1% 8.9% 4.9% 4.1% 4.1% 2.4% 2.4% 2.4% 2.4% 9.Special education teachers make accommodations and modifications as indicated on my child's IEP inplemented.123 52.0% 10.3% 3.9% 1.6% 2.4% 2.4% 2.4% 2.4% 2.4% 10.General education teac	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
program.12342.5%32.5%8.1%4.1%4.1%5.7% \pm 2. Have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.12251.6%32.8%10.7%1.6%0.0%3.3% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs.3928.2%17.9%7.7%10.3%0.0%55.3% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).4820.8%12.5%2.1%8.3%0.0%56.3% \pm 5. My child is accepted within the school community.11457.0%28.9%6.1%2.6%0.9%4.4% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.12441.9%32.3%12.1%2.4%2.4%7.3%1.6%7. All special education services identified in my child's IEP have been provided.12153.7%27.3%7.4%3.3%1.7%5.0%1.6%9. Special education teachers make accommodations and modifications as indicated on my child's IEP.12352.0%30.1%8.9%2.4%1.6%2.4%2.4%2.4%2.4%10. General education teachers make accommodation and modifications as indicated on my child's IEP.11447.4%26.3%17.5%3.5%1.8%2.6%0.9%11. General education in Developing and Implementing My Child's Program12. In my child's school, administrators and teac	Satisfaction with	n My C	hild's P	rogram	1				
Program.2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.122 51.6% 32.8% 10.7% 1.6% 0.0% 3.3% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs.39 28.2% 17.9% 7.7% 10.3% 0.0% 35.9% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered supension).48 20.8% 12.5% 2.1% 8.3% 0.0% 56.3% \pm 5. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her education services identified in my child's IEP have been provided.121 53.7% 27.3% 7.4% 3.3% 1.7% 5.0% 1.7% 9. Staff is appropriately trained and able to provide my child's specific program and services.123 50.4% 29.3% 4.9% 4.1% 4.1% 5.7% 1.6% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP.123 50.4% 2.4% 1.6% 2.4% 2.4% 2.4% 10. General education teachers make accommodations and modification as a indicated on my child's IEP.114 47.4% 26.3% 17.5% 3.5% 1.8% 2.6% 0.9% 10. General education teachers make accommodations and <td>1. I am satisfied with my child's overall special education</td> <td>102</td> <td>45 50/</td> <td>22.50</td> <td>0.10/</td> <td>4 1 0/</td> <td>4 1 0/</td> <td>5 70/</td> <td></td>	1. I am satisfied with my child's overall special education	102	45 50/	22.50	0.10/	4 1 0/	4 1 0/	5 70/	
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.122 51.6% 32.8% 10.7% 1.6% 0.0% 3.3% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs.39 28.2% 17.9% 7.7% 10.3% 0.0% 35.9% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).48 20.8% 12.5% 2.1% 8.3% 0.0% 56.3% \pm 5. My child's Individualized Education Plan (IEP) is meeting 	program.	123	45.5%	32.5%	8.1%	4.1%	4.1%	5.7%	±
Tegular basis to discuss my questions and concerns.3. My child's school day has been shortened to accommodate his/her transportation needs.39 28.2% 17.9% 7.7% 10.3% 0.0% 35.9% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).48 20.8% 12.5% 2.1% 8.3% 0.0% 56.3% \pm 5. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 6. My child's Individualized Education Plan (IEP) is meeting have heen provided. 124 41.9% 32.3% 12.1% 2.4% 2.4% 7.3% 1.6% 7. All special education services identified in my child's IEP have heen provided. 123 50.4% 29.3% 4.9% 4.1% 5.7% 1.6% 8. Staff is appropriately trained and able to provide my child's specific program and services. 123 50.4% 2.4% 1.6% 2.4% 2.4% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. 116 54.3% 25.0% 10.3% 3.4% 0.9% 3.4% 2.6% 10. General education and special education teachers work to gether to assure that my child's IEP is being 116 54.3% 25.0% 10.3% 3.4% 0.9% 3.4% 2.6% 12. In my child's school, administrators and teachers and results for children with disabilities. 116 </td <td></td> <td>100</td> <td>51 (0/</td> <td>22.80/</td> <td>10.70/</td> <td>1 (0/</td> <td>0.00/</td> <td>2.20/</td> <td></td>		100	51 (0/	22.80/	10.70/	1 (0/	0.00/	2.20/	
3. My child's school day has been shortened to accommodate his/her transportation needs. 39 28.2% 17.9% 7.7% 10.3% 0.0% 35.9% \pm 4. My child has been sthome from school due to behavioral difficulties (not considered suspension). 48 20.8% 12.5% 2.1% 8.3% 0.0% 56.3% \pm 5. My child is accepted within the school community. 114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 6. his or her educational needs. 114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 7. All special education services identified in my child's IEP have been provided. 121 53.7% 27.3% 7.4% 3.3% 1.7% 5.0% 1.7% 8. Staff is appropriately trained and able to provide my child's specific program and services. 123 50.4% 29.3% 4.9% 4.1% 4.1% 5.7% 1.6% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. 112 52.0% 10.3% 3.4% 0.9% 3.4% 2.6% 0.9% 10. Gene	regular basis to discuss my questions and concerns.	122	51.6%	32.8%	10.7%	1.6%	0.0%	3.3%	±
his/her transportation needs. 39 28.2% 17.3% 7.7% 10.3% 0.0% 35.3% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 48 20.8% 12.5% 2.1% 8.3% 0.0% 56.3% \pm 5. My child is accepted within the school community. 114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 124 41.9% 32.3% 12.1% 2.4% 2.4% 7.3% 1.6% 7. All special education services identified in my child's IEP have been provided. 123 50.4% 29.3% 4.9% 4.1% 5.7% 1.6% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. 123 52.0% 30.1% 8.9% 2.4% 1.6% 2.4% 2.4% 0.9% 3.4% 2.6% 0.9% 10. General education teachers make accommodations and modifications as indicated on my child's IEP. 114 47.4% 26.3% 17.5% 3.5% 1.8% 2.6% 0.9% 11. General education taache		20	20.20/	17.00/	7 70/	10.20/	0.00/	25.00/	
behavioral difficulties (not considered suspension). 48 20.3% 12.3% 2.1% 8.3% 0.0% 30.3% \pm 5. My child is accepted within the school community. 114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 6. My child's Individualized Education Plan (IEP) is meeting is or her education access. 124 41.9% 32.3% 12.1% 2.4% 7.3% 1.6% 7. All special education services identified in my child's IEP have been provided. 121 53.7% 27.3% 7.4% 3.3% 1.7% 5.0% 1.7% 8. Staff is appropriately trained and able to provide my child's specific program and services. 123 50.4% 29.3% 4.9% 4.1% 4.1% 5.7% 1.6% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. 114 47.4% 26.3% 17.5% 3.5% 1.8% 2.6% 0.9% 10. General education teachers make accommodations and modifications as indicated on my child's IEP. 114 47.4% 26.3% 17.5% 3.5% 1.8% 2.6% 0.9% 11. General education teachers make accomreace mowit to general education teachers make accom		39	28.2%	17.9%	1.1%	10.3%	0.0%	35.9%	±
behavioral difficulties (not considered suspension). 48 20.3% 12.3% 2.1% 8.3% 0.0% 30.3% \pm 5. My child is accepted within the school community. 114 57.0% 28.9% 6.1% 2.6% 0.9% 4.4% \pm 6. My child's Individualized Education Plan (IEP) is meeting is or her education access. 124 41.9% 32.3% 12.1% 2.4% 7.3% 1.6% 7. All special education services identified in my child's IEP have been provided. 121 53.7% 27.3% 7.4% 3.3% 1.7% 5.0% 1.7% 8. Staff is appropriately trained and able to provide my child's specific program and services. 123 50.4% 29.3% 4.9% 4.1% 4.1% 5.7% 1.6% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. 114 47.4% 26.3% 17.5% 3.5% 1.8% 2.6% 0.9% 10. General education teachers make accommodations and modifications as indicated on my child's IEP. 114 47.4% 26.3% 17.5% 3.5% 1.8% 2.6% 0.9% 11. General education teachers make accomreace mowit to general education teachers make accom	4. My child has been sent home from school due to	40	20.00/	10.50/	2 10/	0.20/	0.00/	56.201	
12.13.13.13.13.13.13.13.13.13.13.13.13.13.13.1		48	20.8%	12.5%	2.1%	8.3%	0.0%	56.3%	±
12.13.13.13.13.13.13.13.13.13.13.13.13.13.13.1		114	57.00/	20.00/	C 10/	0.00	0.00/	4 40/	
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16. My child's evaluation report is written in terms I understand. 124 53.2% 26.6% 8.1% 3.2% 4.8% 4.0% ± 17. PPT meetings for my child have been scheduled at times 124 56.5% 21.8% 8.9% 6.5% 1.6% 4.8% ±	•	121	49.6%	28.9%	15.7%	0.8%	1.7%	5.3%	±
understand.12453.2%26.6%8.1%3.2%4.8%4.0% \pm 17. PPT meetings for my child have been scheduled at times12456.5%21.8%8.9%6.5%1.6%4.8%+		10.4	50.00	0.6.504	0.101	0.001	4.001	1.000	
17. PPT meetings for my child have been scheduled at times 124 56 5% 21 8% 8 9% 6 5% 1 6% 4 8% +	-	124	53.2%	26.6%	8.1%	3.2%	4.8%	4.0%	±
		101		01.004	0.001	6 501	1 601	4.001	
	and places that met my needs.	124	56.5%	21.8%	8.9%	6.5%	1.6%	4.8%	±

Meriden S	Survey	Response	Table -	continued
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	•	-							
CT Special Education Parent S	Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in De	eveloping and Im	pleme	nting N	ly Chil	d's Pro	gram (e	con't)		
18. At my child's PPT, the school district and services to meet my child's <u>individ</u>		118	44.9%	32.2%	7.6%	4.2%	4.2%	6.8%	±
19. When we implement my child's IEP, I be an equal partner with my child's tea service providers.	-	118	43.2%	33.9%	11.0%	7.6%	0.0%	4.2%	±
20. I have received a copy of my child's II days after the PPT.	EP within 5 school	121	60.3%	26.4%	5.0%	5.8%	0.0%	2.5%	±
21. If necessary, a translator was provided meetings.	at the PPT	35	62.9%	25.7%	5.7%	0.0%	0.0%	5.7%	±
22. The translation services provided at th were useful and accurate.	Ç	34	64.7%	26.5%	5.9%	2.9%	0.0%	0.0%	±
23. The school district proposed the regula child as the first placement option.	ar classroom for my	104	50.0%	25.0%	9.6%	1.9%	0.0%	2.9%	10.6%
	My Child's	s Partic	ipatio	1					
24. My child has the opportunity to particle sponsored activities such as field trips, social events (dances, sports events).	assemblies and	116	71.6%	18.1%	2.6%	1.7%	1.7%	4.3%	±
25. My child has the opportunity to partici extracurricular school activities such a with children without disabilities.	-	111	64.0%	18.0%	3.6%	5.4%	0.9%	8.1%	±
26. My child has been denied access to no community activities due to his/her dis	1	68	13.2%	5.9%	2.9%	4.4%	10.3%	63.2%	±
27. My child's school provides supports, s that are necessary for my child to parti extracurricular school activities (for ex- sports).	cipate in	82	31.7%	22.0%	4.9%	4.9%	3.7%	12.2%	20.7%
· · ·	Transition Plann	ning for	Presc	hoolers	<u>.</u>				
(Only answer Q28 if your child has trans 3 years.)	sitioned from the ea	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past
28. I am satisfied with the school district's that took place when my child left Birt		34	55.9%	23.5%	2.9%	0.0%	2.9%	14.7%	±
Trai	nsition Planning	for Se	condar	y Stud	ents				
(<u>Only</u> answer Q29-Q34 if your child was	age 15 or older at h	nis/her la	st PPT i	meeting.)				
29. I am satisfied with the way <u>secondary</u> were implemented for my child.	transition services	51	33.3%	37.3%	9.8%	2.0%	3.9%	13.7%	±
30. When appropriate, outside agencies ha participate in <u>secondary</u> transition plar	nning.	40	30.0%	12.5%	10.0%	2.5%	0.0%	20.0%	25.0%
31. The PPT introduced planning for my c adulthood.	hild's transition to	44	36.4%	27.3%	9.1%	6.8%	4.5%	15.9%	±

	vey Response	Tuble	continu	cu				
CT Special Education Parent Survey Ite	m n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Transition Planr	ing for <u>Seco</u>	ndary St	tudents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or o	older at his/her	ast PPT	meeting.)				
32. The school district actively encourages my child to and participate in PPT meetings.	51 51	56.9%	25.5%	3.9%	3.9%	0.0%	9.8%	±
 The PPT discussed an appropriate course of study high school for my child. 	47	55.3%	27.7%	6.4%	4.3%	2.1%	4.3%	±
34. The PPT developed individualized goals for my carelated to employment/postsecondary education, independent living and community participation, i appropriate.	16	45.7%	23.9%	8.7%	4.3%	4.3%	13.0%	±
Parer	it Training a	nd Supp	ort					
35. In the past year, I have attended parent training or information sessions (provided by my district, oth districts or agencies) that addressed the needs of p and of children with disabilities.	67	22.4%	11.9%	4.5%	6.0%	7.5%	47.8%	±
36. I am involved in a support network for parents of with disabilities available through my school distr other sources.		13.6%	5.1%	5.1%	6.8%	6.8%	62.7%	±
37. There are opportunities for parent training or infor sessions regarding special education provided by child's school district.		8.9%	8.9%	6.7%	3.3%	5.6%	24.4%	42.2%
38. A support network for parents of students with dis is available to me through my school district or ot sources.		10.8%	5.4%	8.6%	3.2%	4.3%	22.6%	45.2%
	My Child's S	kills						
39. My child is learning skills that will enable him/her independent as possible.	99	41.4%	31.3%	13.1%	4.0%	2.0%	8.1%	±
40. My child is learning skills that will lead to a high a diploma, further education, or a job.	school 91	41.8%	31.9%	12.1%	3.3%	0.0%	11.0%	±

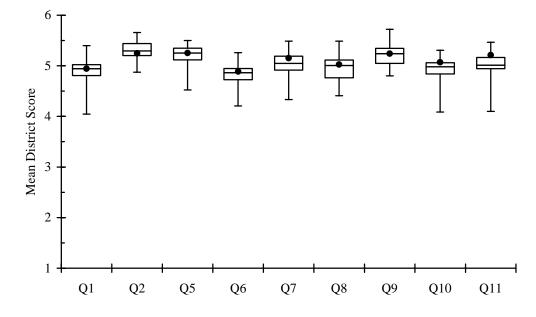
Meriden Survey Response Table – continued

 \pm Not a response option for this survey item.

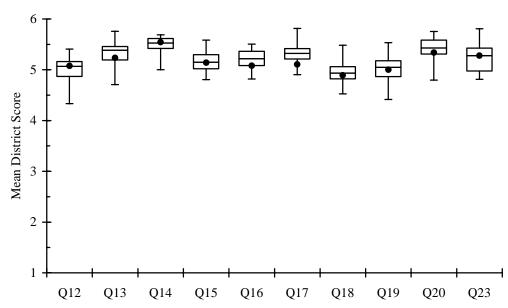
Note: The number of respondents (n) excludes those who selected "not applicable."

Meriden Box-and-Whisker Charts

Satisfaction with My Child's Program



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

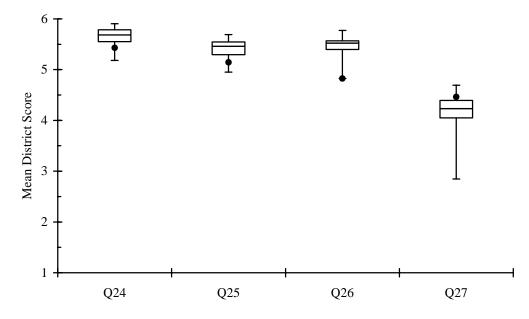


Participation in Developing and Implementing My Child's Program

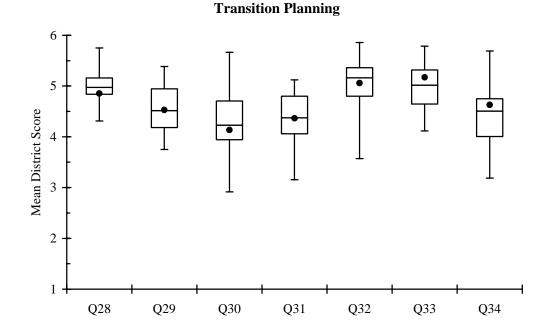
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Meriden Box-and-Whisker Charts - continued

My Child's Participation

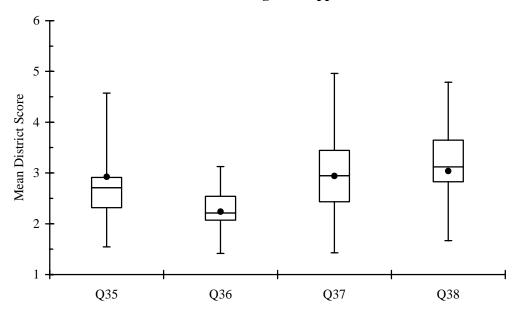


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



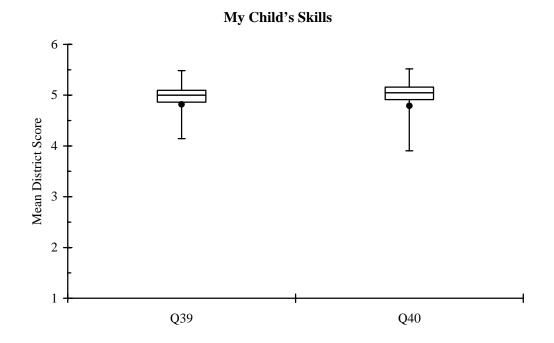
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Meriden Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Middletown Survey Response Table

LT Special Education Parent Survey Item n Kg 99 kg Kg 90 kg <										
1.1 am satisfied with my child's overall special education program.133 35.3% 36.1% 7.5% 3.8% 6.0% 11.3% \pm 2.I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.133 60.2% 23.3% 6.8% 3.0% 6.0% 0.8% \pm 3.My child's school day has been shortened to accommodate his/her transportation needs.36 27.8% 13.9% 5.6% 0.0% 5.6% 47.2% \pm 4.My child has been sent home from school due to behavioral difficulties (not considered suspension).58 24.1% 3.4% 1.7% 3.4% 0.0% 67.2% \pm 5.My child's individualized Education Plan (IEP) is meeting his or her educational needs.135 34.1% 35.6% 8.1% 3.0% 6.1% 10.4% 0.7% 7.All special education services identified in my child's IEP have been provided.132 43.2% 25.0% 9.1% 2.3% 6.1% 10.6% 3.8% 9.Special education teachers make accommodations and modifications as indicated on my child's IEP. inplemented.130 47.7% 26.9% 13.1% 1.5% 2.3% 5.4% 3.1% 10.General education teachers make accommodations and modifications as indicated on my child's IEP. implemented.130 47.7% 26.9% 13.1% 1.6% 1.6% 7.8% 4.7% 11.General education and special education teachers work <th></th> <th>CT Special Education Parent Survey Item</th> <th>n</th> <th>STRONGLY Agree</th> <th>MODERATELY Agree</th> <th>SLIGHTLY Agree</th> <th>SLIGHTLY Disagree</th> <th>MODERATELY Disagree</th> <th>STRONLY Disagree</th> <th>DON'T KNOW</th>		CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
program. 1.33 3.5.3% 3.0.1% 7.5% 3.8.% 0.0% 11.3% \pm 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. 133 60.2% 23.3% 6.8% 3.0% 6.0% 0.8% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs. 36 27.8% 13.9% 5.6% 0.0% 5.6% 47.2% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 58 24.1% 3.4% 0.0% 67.2% \pm 6. My child is accepted within the school community. 131 56.5% 21.4% 9.9% 2.3% 4.6% 5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 135 34.1% 35.6% 8.1% 3.0% 8.1% 10.4% 0.7% 7. All special education services identified in my child's IEP have been provided. 135 42.2% 27.4% 11.1% 2.2% 6.1% 10.4% 0.7% 9. Special education teachers make accommodations and mod		Satisfaction with	My C	hild's P	rogram	ı				
program. 1.33 3.5.3% 3.0.1% 7.5% 3.8.% 0.0% 11.3% \pm 2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. 133 60.2% 23.3% 6.8% 3.0% 6.0% 0.8% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs. 36 27.8% 13.9% 5.6% 0.0% 5.6% 47.2% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 58 24.1% 3.4% 0.0% 67.2% \pm 6. My child is accepted within the school community. 131 56.5% 21.4% 9.9% 2.3% 4.6% 5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 135 34.1% 35.6% 8.1% 3.0% 8.1% 10.4% 0.7% 7. All special education services identified in my child's IEP have been provided. 135 42.2% 27.4% 11.1% 2.2% 6.1% 10.4% 0.7% 9. Special education teachers make accommodations and mod	1.	I am satisfied with my child's overall special education	100	0.5.004	-		2 004	6.004	11.00/	
regular basis to discuss my questions and concerns.133 60.2% 23.3% 6.3% 5.0% 6.0% 0.0% t t 3. My child's school day has been shortened to accommodate his/her transportation needs.36 27.8% 13.9% 5.6% 0.0% 5.6% 47.2% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 58 24.1% 3.4% 1.7% 3.4% 0.0% 67.2% \pm 5. My child is accepted within the school community.131 56.5% 21.4% 9.9% 2.3% 4.6% 5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her education services identified in my child's IEP have been provided. 35.6% 8.1% 3.0% 8.1% 10.4% 0.7% 7. All special education services.135 34.1% 35.6% 8.1% 3.0% 6.1% 10.6% 3.8% 8. Staff is appropriately trained and able to provide my child's Specific program and services. 135 42.2% 27.4% 11.1% 2.2% 2.2% 11.1% 3.7% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP. 128 41.4% 28.1% 14.1% 2.3% 0.0% 9.4% 4.7% 10. General education teachers make accommodations and modifications as indicated on my child's IEP. 128 43.0% 30.5% 10.9% 1.6% 1.6% 7.8% 4.7% 11. General education n			133	35.3%	36.1%	7.5%	3.8%	6.0%	11.3%	±
Tegular basis to discuss my questions and concerns.3. My child's school day has been shortened to accommodate his/her transportation needs.36 27.8% 13.9% 5.6% 0.0% 5.6% 47.2% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 58 24.1% 3.4% 1.7% 3.4% 0.0% 67.2% \pm 5. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 131 56.5% 21.4% 9.9% 2.3% 4.6% 5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting 	2.		100	(0.00)	00.00/	6.00/	2.00/	6.00/	0.00/	
his/her transportation needs.3627.8%13.9%5.6%0.0%5.6%47.2% \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension).5824.1%3.4%1.7%3.4%0.0%67.2% \pm 5. My child is accepted within the school community.13156.5%21.4%9.9%2.3%4.6%5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.13534.1%35.6%8.1%3.0%8.1%10.4%0.7%7. All special education services identified in my child's IEP have been provided.13542.2%27.4%11.1%2.2%2.2%11.1%3.7%9. Special education teachers make accommodations and modifications as indicated on my child's IEP.13047.7%26.9%13.1%1.5%2.3%5.4%3.1%10. General education teachers make accommodations and modifications as indicated on my child's IEP.12841.4%28.1%14.1%2.3%0.0%9.4%4.7%11. General education teachers make accommodations and modifications as indicated on my child's IEP.12843.0%30.5%10.9%1.6%1.6%7.8%4.7%12. In my child's IEP is being implemented.12843.0%30.5%10.9%1.6%1.6%7.8%4.7%12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.13348.9%		regular basis to discuss my questions and concerns.	133	60.2%	23.3%	6.8%	3.0%	6.0%	0.8%	±
Inits/her transportation needs.Image: Construct on the provided of the phavioral difficulties (not considered suspension).5824.1%3.4%1.7%3.4%0.0%67.2% \pm 5. My child is accepted within the school community.13156.5%21.4%9.9%2.3%4.6%5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.13534.1%35.6%8.1%3.0%8.1%10.4%0.7%7. All special education services identified in my child's IEP have been provided.13243.2%25.0%9.1%2.3%6.1%10.6%3.8%8. Staff is appropriately trained and able to provide my child's specific program and services.13542.2%27.4%11.1%2.2%2.2%11.1%3.7%9. Special education teachers make accommodations and modifications as indicated on my child's IEP.13047.7%26.9%13.1%1.5%2.3%5.4%3.1%10. General education teachers make accommodations and modifications as indicated on my child's IEP.12841.4%28.1%14.1%2.3%0.0%9.4%4.7%11. General education as psecial education teachers work together to assure that my child's IEP is being implemented.12841.4%28.1%14.1%2.3%0.0%9.4%4.7%12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.13348.9%22.6%10.5%6.8%3.8% <td>3.</td> <td>My child's school day has been shortened to accommodate</td> <td>26</td> <td>27.90/</td> <td>12.00/</td> <td>5 (0)</td> <td>0.00/</td> <td>5 (0)</td> <td>47 20/</td> <td></td>	3.	My child's school day has been shortened to accommodate	26	27.90/	12.00/	5 (0)	0.00/	5 (0)	47 20/	
behavioral difficulties (not considered suspension).58 24.1% 3.4% 1.7% 3.4% 0.0% 67.2% \pm 5. My child is accepted within the school community.131 56.5% 21.4% 9.9% 2.3% 4.6% 5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting have been provided.135 34.1% 35.6% 8.1% 3.0% 8.1% 10.4% 0.7% 7. All special education services identified in my child's IEP have been provided.132 43.2% 25.0% 9.1% 2.3% 6.1% 10.6% 3.8% 8. Staff is appropriately trained and able to provide my child's specific program and services.135 42.2% 27.4% 11.1% 2.2% 2.2% 11.1% 3.7% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP.130 47.7% 26.9% 13.1% 1.5% 2.3% 5.4% 3.1% 10. General education teachers make accommodations and modifications as indicated on my child's IEP.128 41.4% 28.1% 14.1% 2.3% 0.0% 9.4% 4.7% 11. General education tachers and teachers encourage parent involvement in order to improve services and results for children with disabilities. 133 48.9% 22.6% 10.5% 6.8% 3.8% 7.5% \pm 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. 134 61.2%			30	27.8%	13.9%	5.0%	0.0%	5.0%	47.2%	±
behavioral difficulties (not considered suspension).13156.5%21.4%9.9%2.3%4.6%5.3% \pm 5. My child is accepted within the school community.13156.5%21.4%9.9%2.3%4.6%5.3% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her education services identified in my child's IEP have been provided.13234.1%35.6%8.1%3.0%8.1%10.4%0.7%7. All special education services identified in my child's IEP have been provided.13243.2%25.0%9.1%2.3%6.1%10.6%3.8%8. Staff is appropriately trained and able to provide my child's specific program and services.13542.2%27.4%11.1%2.2%2.2%11.1%3.7%9. Special education teachers make accommodations and modifications as indicated on my child's IEP.13047.7%26.9%13.1%1.5%2.3%5.4%3.1%10. General education teachers make accommodations and modifications as indicated on my child's IEP.12843.0%30.5%10.9%1.6%1.6%7.8%4.7%11. General education ad special education teachers encourage parent involvement in order to improve services and results for children with disabilities.13348.9%22.6%10.5%6.8%3.8%7.5% \pm 12. In my child's School, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.13348.9%22.6%10.5%6.8% <t< td=""><td>4.</td><td>My child has been sent home from school due to</td><td>58</td><td>24 104</td><td>3 104</td><td>1 704</td><td>3 /04</td><td>0.0%</td><td>67 2%</td><td>+</td></t<>	4.	My child has been sent home from school due to	58	24 104	3 104	1 704	3 /04	0.0%	67 2%	+
My child's Individualized Education Plan (IEP) is meeting his or her educational needs.135 34.1% 35.6% 8.1% 3.0% 8.1% 10.4% 0.7% 7. All special education services identified in my child's IEP have been provided.132 43.2% 25.0% 9.1% 2.3% 6.1% 10.6% 3.8% 8. Staff is appropriately trained and able to provide my child's specific program and services.135 42.2% 27.4% 11.1% 2.2% 2.2% 11.1% 3.7% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP.130 47.7% 26.9% 13.1% 1.5% 2.3% 5.4% 3.1% 10. General education teachers make accommodations and modifications as indicated on my child's IEP.128 41.4% 28.1% 14.1% 2.3% 0.0% 9.4% 4.7% 11. General education teachers make accommodations and modifications as indicated on my child's IEP.128 43.0% 30.5% 10.9% 1.6% 1.6% 7.8% 4.7% 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. 133 48.9% 22.6% 10.5% 6.8% 3.8% 7.5% \pm 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encourage to give input and express my concerns. 134 61.2% 19.4% 10.4% 1.5% 2.2% 5.2% \pm 14. 1. understand what is discussed at		behavioral difficulties (not considered suspension).	38	24.1%	3.4%	1.7%	5.4%	0.0%	07.2%	Ŧ
My child's Individualized Education Plan (IEP) is meeting his or her educational needs.135 34.1% 35.6% 8.1% 3.0% 8.1% 10.4% 0.7% 7. All special education services identified in my child's IEP have been provided.132 43.2% 25.0% 9.1% 2.3% 6.1% 10.6% 3.8% 8. Staff is appropriately trained and able to provide my child's specific program and services.135 42.2% 27.4% 11.1% 2.2% 2.2% 11.1% 3.7% 9. Special education teachers make accommodations and modifications as indicated on my child's IEP.130 47.7% 26.9% 13.1% 1.5% 2.3% 5.4% 3.1% 10. General education teachers make accommodations and modifications as indicated on my child's IEP.128 41.4% 28.1% 14.1% 2.3% 0.0% 9.4% 4.7% 11. General education teachers make accommodations and modifications as indicated on my child's IEP.128 43.0% 30.5% 10.9% 1.6% 1.6% 7.8% 4.7% 12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. 133 48.9% 22.6% 10.5% 6.8% 3.8% 7.5% \pm 13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encourage to give input and express my concerns. 134 61.2% 19.4% 10.4% 1.5% 2.2% 5.2% \pm 14. 1. understand what is discussed at	5	My child is accepted within the school community	131	56.5%	21.4%	9.9%	2 3%	1.6%	5 3%	+
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understand.134 61.2% 21.6% 5.2% 8.2% 3.0% 0.7% \pm 17. PPT meetings for my child have been scheduled at times133 67.7% 14.3% 6.8% 4.5% 0.8% 6.0% +	16.		124	61.00/	21 604	5 00/	0.00/	2.00/	0.70	
			134	01.2%	21.0%	5.2%	8.2%	3.0%	0.7%	±
and places that met my needs. $155 \ 07.7\% \ 14.5\% \ 0.8\% \ 4.5\% \ 0.8\% \ 0.0\% \ \pm$	17.	PPT meetings for my child have been scheduled at times	122	67 70/	1/ 20/	6.90/	1 50/	0.80/	6.0%	
		and places that met my needs.	133	07.7%	14.3%	0.0%	4.3%	0.8%	0.0%	±

	-								
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Participation in Developing and In	pleme	nting N	ly Chil	d's Pro	gram (e	con't)			
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	135	38.5%	30.4%	6.7%	7.4%	3.7%	13.3%	±	
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	134	48.5%	26.1%	12.7%	3.7%	3.0%	6.0%	±	
20. I have received a copy of my child's IEP within 5 school days after the PPT.	135	67.4%	22.2%	3.0%	1.5%	1.5%	4.4%	±	
21. If necessary, a translator was provided at the PPT meetings.	25	72.0%	16.0%	0.0%	4.0%	4.0%	4.0%	±	
22. The translation services provided at the PPT meetings were useful and accurate.	22	77.3%	9.1%	4.5%	0.0%	9.1%	0.0%	±	
23. The school district proposed the regular classroom for my child as the first placement option.	123	50.4%	19.5%	2.4%	0.8%	3.3%	9.8%	13.8%	
My Child's Participation									
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	133	80.5%	9.8%	5.3%	0.0%	2.3%	2.3%	±	
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	123	73.2%	12.2%	4.9%	0.8%	4.1%	4.9%	±	
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	79	11.4%	5.1%	0.0%	7.6%	2.5%	73.4%	±	
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	80	27.5%	23.8%	12.5%	6.3%	5.0%	11.3%	13.8%	
Transition Plan	ning for	r <u>Presc</u> l	hoolers	<u>i</u>					
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past	
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	38	52.6%	21.1%	7.9%	0.0%	2.6%	15.8%	±	
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents					
(Only answer Q29-Q34 if your child was age 15 or older at 1	nis/her la	ast PPT 1	meeting.)					
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	35	37.1%	25.7%	5.7%	2.9%	8.6%	20.0%	±	
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	31	38.7%	9.7%	9.7%	3.2%	3.2%	19.4%	16.1%	
31. The PPT introduced planning for my child's transition to adulthood.	31	48.4%	22.6%	3.2%	3.2%	6.5%	16.1%	±	

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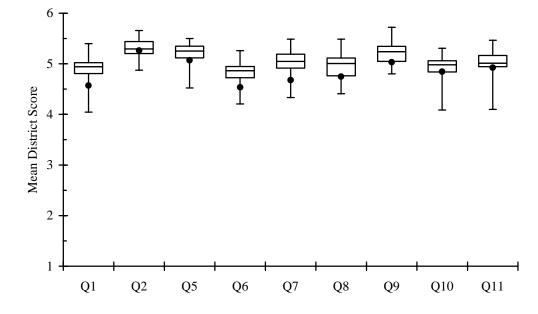
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW		
Transition Planning for <u>Secondary</u> Students (con't)										
(Only answer Q29-Q34 if your child was age 15 or older at h	his/her la	ast PPT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

 \pm Not a response option for this survey item.

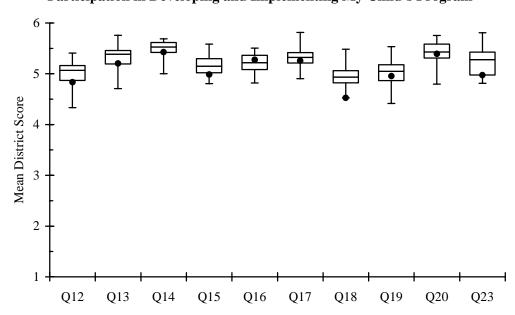
Note: The number of respondents (n) excludes those who selected "not applicable."

Middletown Box-and-Whisker Charts

Satisfaction with My Child's Program



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

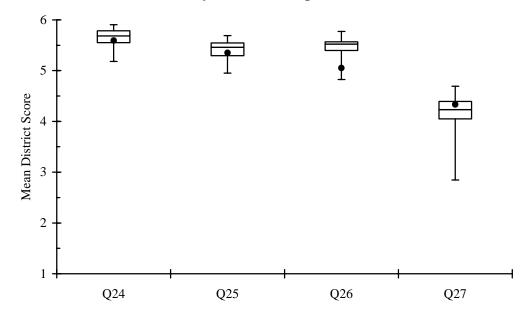


Participation in Developing and Implementing My Child's Program

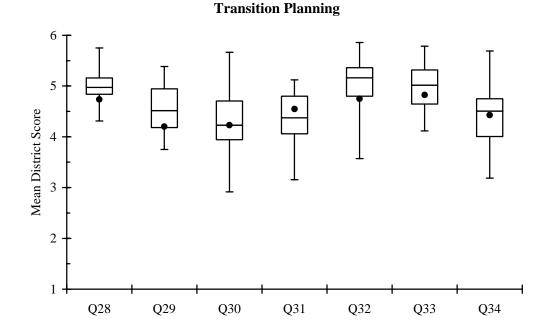
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Middletown Box-and-Whisker Charts - continued

My Child's Participation

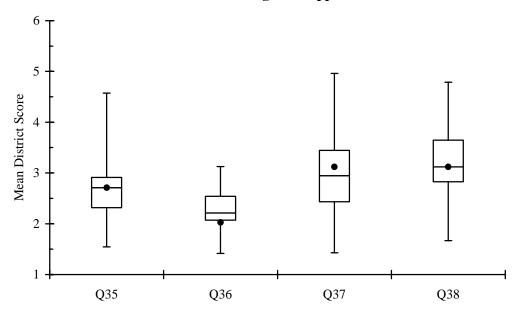


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



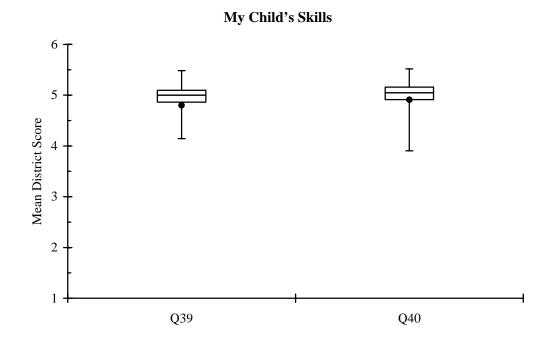
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Middletown Box-and-Whisker Charts - continued



Parent Training and Support

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



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

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONY L.NOCI				
Satisfaction with	h My C	hild's P	rogram	1								
1. I am satisfied with my child's overall special education	120	45.00/	25.00/	10.00/	0.00/	4.00/	2.20/					
program.	120	45.8%	35.8%	10.0%	0.8%	4.2%	3.3%	±				
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	120	65.0%	23.3%	6.7%	2.5%	2.5%	0.0%	±				
 My child's school day has been shortened to accommodate his/her transportation needs. 	20	15.0%	0.0%	5.0%	10.0%	0.0%	70.0%	±				
 4. My child has been sent home from school due to 												
behavioral difficulties (not considered suspension).	44	4.5%	0.0%	6.8%	2.3%	2.3%	84.1%	±				
5. My child is accepted within the school community.	119	71.4%	16.0%	6.7%	1.7%	2.5%	1.7%	±				
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	120	47.5%	33.3%	8.3%	1.7%	2.5%	6.7%	0.0%				
 All special education services identified in my child's IEP have been provided. 	120	60.0%	20.8%	6.7%	4.2%	4.2%	4.2%	0.0%				
8. Staff is appropriately trained and able to provide my	120	54.2%	23.3%	6.7%	4.2%	3.3%	6.7%	1.7%				
child's specific program and services.9. Special education teachers make accommodations and	119	63.0%	21.0%	5.9%	3.4%	2.5%	4.2%	0.0%				
modifications as indicated on my child's IEP.10. General education teachers make accommodations and	109	53.2%	20.2%	8.3%	4.6%	6.4%	4.6%	2.8%				
modifications as indicated on my child's IEP.	107	001270	2012/0	0.070		011/0		21070				
11. General education and special education teachers work together to assure that my child's IEP is being	112	52.7%	18.8%	13.4%	5.4%	5.4%	3.6%	0.9%				
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 services	120	50.8%	29.2%	10.0%	1.7%	4.2%	4.2%	±				
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	120	65.8%	21.7%	6.7%	2.5%	2.5%	0.8%	±				
express my concerns.												
14. I understand what is discussed at meetings to develop my child's IEP.	120	70.8%	24.2%	4.2%	0.0%	0.0%	0.8%	±				
15. My concerns and recommendations are documented in the development of my child's IEP.	118	61.0%	21.2%	11.9%	1.7%	1.7%	2.5%	±				
16. My child's evaluation report is written in terms I understand.	120	65.0%	24.2%	6.7%	0.8%	0.8%	2.5%	±				
17. PPT meetings for my child have been scheduled at times and places that met my needs.	120	65.0%	31.7%	0.8%	0.0%	0.0%	2.5%	±				
and places that met my needs.												

New Fairfield Survey Response Table

-									
CT Special Education Parent Survey Item		STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW	
Participation in Developing and In	pleme	nting N	/Iy Chil	d's Pro	gram (e	con't)			
18. At my child's PPT, the school district proposed programs	120	55.0%	25.8%	10.8%	3.3%	2.5%	2.5%	±	
and services to meet my child's individual needs.	120	55.070	25.070	10.870	5.570	2.370	2.370	±	
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	119	59.7%	21.8%	7.6%	6.7%	1.7%	2.5%	±	
20. I have received a copy of my child's IEP within 5 school days after the PPT.	119	72.3%	18.5%	5.0%	0.8%	0.8%	2.5%	±	
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±	
22. The translation services provided at the PPT meetings were useful and accurate.	6	66.7%	0.0%	16.7%	16.7%	0.0%	0.0%	±	
23. The school district proposed the regular classroom for my child as the first placement option.	96	77.1%	13.5%	3.1%	0.0%	0.0%	3.1%	3.1%	
My Child's Participation									
 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). 	116	88.8%	7.8%	1.7%	0.0%	0.0%	1.7%	±	
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	111	84.7%	7.2%	0.9%	1.8%	0.9%	4.5%	±	
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	77	2.6%	2.6%	2.6%	1.3%	0.0%	90.9%	±	
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	49	24.5%	18.4%	4.1%	2.0%	4.1%	24.5%	22.4%	
Transition Plan									
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past	
28. I am satisfied with the school district's transition activities	19	57.9%	15.8%	10.5%	5.3%	0.0%	10.5%	±	
that took place when my child left Birth to Three.					5.570	0.070	10.570	±	
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents					
(Only answer Q29-Q34 if your child was age 15 or older at l	nis/her la	ast PPT	meeting.)					
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	33	51.5%	30.3%	9.1%	3.0%	0.0%	6.1%	±	
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	19	47.4%	10.5%	5.3%	0.0%	0.0%	31.6%	5.3%	
31. The PPT introduced planning for my child's transition to adulthood.	29	55.2%	13.8%	10.3%	10.3%	3.4%	6.9%	±	

New Fairfield Survey Response Table – continued

	New Fulliou bulvey Response Fusie Continued										
CT Special Education Parent Survey Item		n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON"T KNOW		
Transition Planning for <u>Secondary</u> Students (con't)											
(Only answer Q29-Q34 if your child	l was age 15 or older at l	nis/her la	ast PPT i	meeting.)						
32. The school district actively encou and participate in PPT meetings.	arages my child to attend	35	77.1%	14.3%	0.0%	5.7%	0.0%	2.9%	±		
33. The PPT discussed an appropriat high school for my child.		34	64.7%	14.7%	14.7%	2.9%	0.0%	2.9%	±		
34. The PPT developed individualize related to employment/postsecon independent living and communit appropriate.	dary education,	30	43.3%	13.3%	30.0%	0.0%	6.7%	6.7%	±		
	Parent Train	ing an	d Supp	ort							
35. In the past year, I have attended p information sessions (provided by districts or agencies) that address and of children with disabilities.	y my district, other	78	7.7%	10.3%	7.7%	3.8%	3.8%	66.7%	±		
36. I am involved in a support netwo with disabilities available through other sources.	-	75	6.7%	12.0%	6.7%	5.3%	6.7%	62.7%	±		
 There are opportunities for paren sessions regarding special educat child's school district. 	-	96	14.6%	9.4%	4.2%	5.2%	5.2%	30.2%	31.3%		
 A support network for parents of is available to me through my sch sources. 		95	15.8%	8.4%	3.2%	1.1%	4.2%	27.4%	40.0%		
	My Ch	ild's Sl	kills								
39. My child is learning skills that windependent as possible.		111	52.3%	25.2%	12.6%	2.7%	4.5%	2.7%	±		
40. My child is learning skills that wi diploma, further education, or a j	ob.	107	60.7%	20.6%	9.3%	2.8%	3.7%	2.8%	±		

New Fairfield Survey Response Table – continued

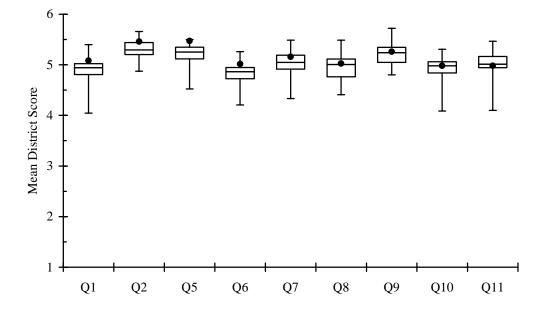
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

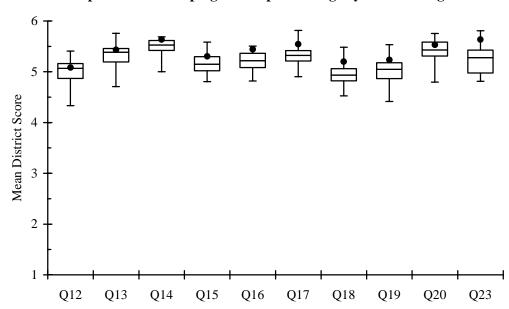
Note: The number of respondents (n) excludes those who selected "not applicable."

New Fairfield Box-and-Whisker Charts

Satisfaction with My Child's Program



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

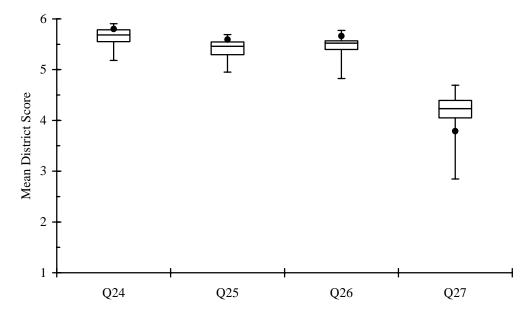


Participation in Developing and Implementing My Child's Program

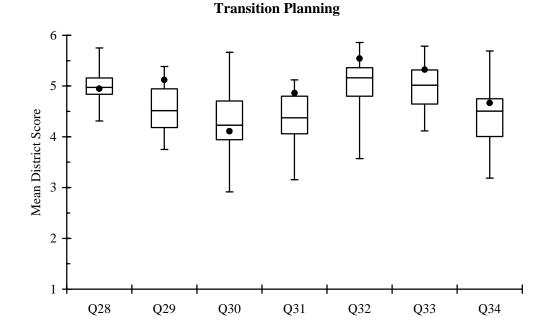
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

New Fairfield Box-and-Whisker Charts - continued

My Child's Participation

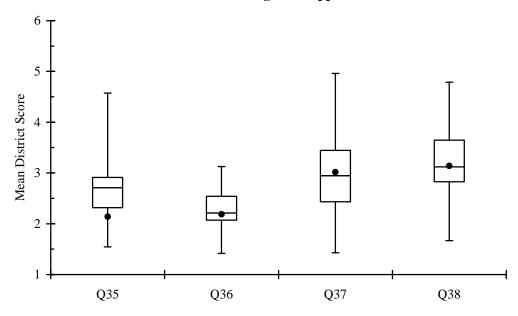


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



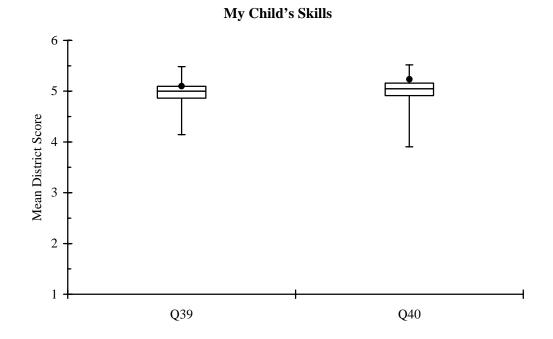
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

New Fairfield Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Newington Survey Response Table

		_
MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
3.2%	4 8%	±
5.270		_
5.6%	1.6%	±
0.0%	52.6%	±
0.0%	83.8%	±
0.8%	3.3%	±
5.6%	4.8%	0.0%
1.6%	7.3%	2.4%
3.2%	6.3%	2.4%
6.5%	1.6%	4.9%
1.7%	9.3%	5.9%
4.3%	6.0%	2.6%
am		
4.0%	4.8%	±
3.2%	3.2%	±
0.8%	0.8%	±
1.6%	2.4%	±
1.6%	1.6%	±
1.6%	2.4%	±
	3.2% 3.2% 5.6% 0.0% 0.8% 1.6% 3.2% 6.5% 1.7% 4.3% 4.3% 3.2% 0.8% 1.6% 3.2%	3.2% 4.8% 5.6% 1.6% 0.0% 52.6% 0.0% 83.8% 0.8% 3.3% 5.6% 4.8% 1.6% 7.3% 3.2% 6.3% 6.5% 1.6% 1.7% 9.3% 4.3% 6.0% 4.3% 6.0% 3.2% 3.2% 1.6% 3.2% 1.6% 3.2% 1.6% 2.4% 1.6% 1.6%

Newington	Survey	Response	Table –	continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW	
Participation in Developing and Im	pleme	nting N	/Iy Chil	d's Pro	gram (e	con't)			
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	121	55.4%	22.3%	9.1%	4.1%	3.3%	5.8%	±	
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	126	54.8%	21.4%	9.5%	7.1%	2.4%	4.8%	±	
20. I have received a copy of my child's IEP within 5 school days after the PPT.	122	71.3%	16.4%	4.9%	0.0%	1.6%	5.7%	±	
21. If necessary, a translator was provided at the PPT meetings.	9	66.7%	11.1%	11.1%	0.0%	0.0%	11.1%	±	
22. The translation services provided at the PPT meetings were useful and accurate.	8	75.0%	12.5%	12.5%	0.0%	0.0%	0.0%	±	
23. The school district proposed the regular classroom for my child as the first placement option.	108	74.1%	12.0%	4.6%	0.0%	0.0%	3.7%	5.6%	
My Child's Participation									
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	119	88.2%	6.7%	3.4%	0.0%	0.8%	0.8%	±	
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	112	83.0%	6.3%	3.6%	0.9%	2.7%	3.6%	±	
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	71	4.2%	5.6%	2.8%	0.0%	1.4%	85.9%	±	
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	64	42.2%	6.3%	10.9%	6.3%	1.6%	9.4%	23.4%	
Transition Plann	ning for	r <u>Presc</u> l	hoolers	<u>5</u>					
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to	Three S	System)	to Presc	hool in t	he past	
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	22	63.6%	13.6%	9.1%	4.5%	4.5%	4.5%	±	
Transition Planning	for <u>Se</u>	<u>condar</u>	<u>y </u> Stud	ents					
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	meeting.)					
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	26	26.9%	38.5%	19.2%	3.8%	0.0%	11.5%	±	
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	18	33.3%	33.3%	16.7%	0.0%	0.0%	11.1%	5.6%	
31. The PPT introduced planning for my child's transition to adulthood.	23	47.8%	30.4%	8.7%	4.3%	0.0%	8.7%	±	

Newington	Survey	Response	Table –	continued
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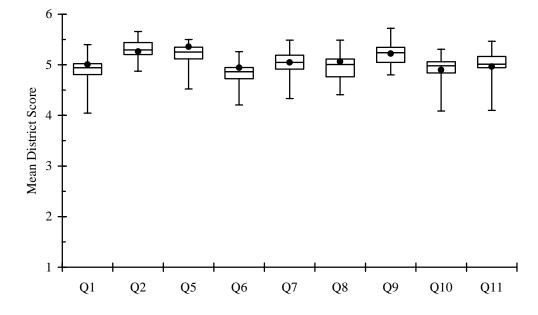
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON"T KNOW
Transition Planning for	Secon	dary St	udents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at I	nis/her la	ast PPT 1	meeting.)				
32. The school district actively encourages my child to attend and participate in PPT meetings.	32	68.8%	12.5%	3.1%	6.3%	0.0%	9.4%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	30	60.0%	13.3%	10.0%	6.7%	6.7%	3.3%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	26	42.3%	23.1%	15.4%	0.0%	0.0%	19.2%	±
Parent Trair	Parent Training and Support							
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	64	6.3%	4.7%	6.3%	4.7%	3.1%	75.0%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	63	3.2%	4.8%	1.6%	4.8%	3.2%	82.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	88	11.4%	2.3%	0.0%	4.5%	3.4%	28.4%	50.0%
 A support network for parents of students with disabilities is available to me through my school district or other sources. 	89	7.9%	4.5%	0.0%	3.4%	2.2%	28.1%	53.9%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	111	55.9%	19.8%	13.5%	1.8%	6.3%	2.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	102	56.9%	19.6%	12.7%	3.9%	2.9%	3.9%	±

 \pm Not a response option for this survey item.

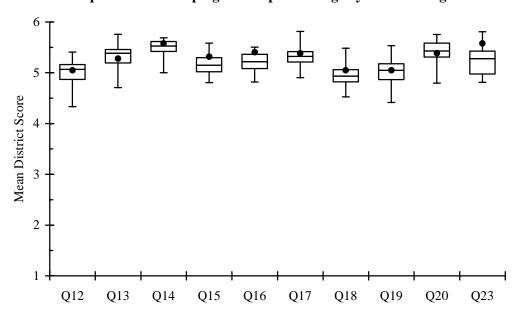
Note: The number of respondents (n) excludes those who selected "not applicable."

Newington Box-and-Whisker Charts

Satisfaction with My Child's Program



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

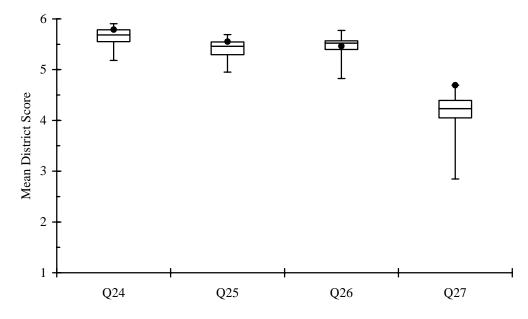


Participation in Developing and Implementing My Child's Program

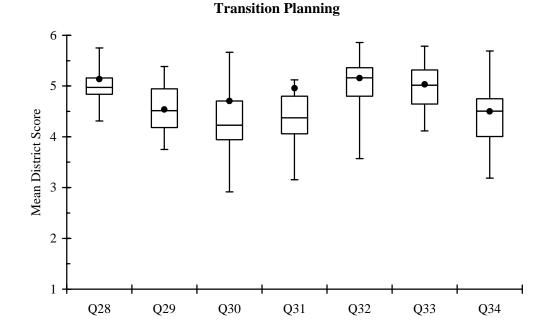
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Newington Box-and-Whisker Charts - continued

My Child's Participation

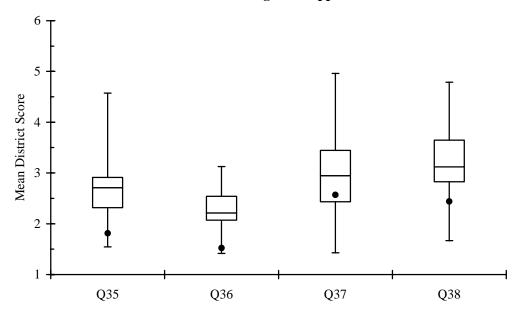


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



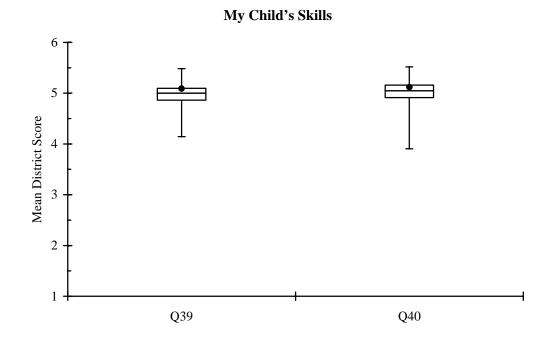
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Newington Box-and-Whisker Charts - continued



Parent Training and Support

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



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

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Satisfaction with	і му С	nila's P	rogran	1				
1. I am satisfied with my child's overall special education	115	53.9%	23.5%	11.3%	0.9%	4.3%	6.1%	±
 program. I have the opportunity to talk to my child's teachers on a 								
2. I have the opportunity to tark to my child's teachers on a regular basis to discuss my questions and concerns.	115	64.3%	19.1%	8.7%	5.2%	0.0%	2.6%	±
 By child's school day has been shortened to accommodate 								
his/her transportation needs.	22	13.6%	0.0%	9.1%	4.5%	0.0%	72.7%	±
4. My child has been sent home from school due to								
behavioral difficulties (not considered suspension).	40	5.0%	2.5%	2.5%	7.5%	0.0%	82.5%	±
5. My child is accepted within the school community.	112	65.2%	18.8%	6.3%	1.8%	1.8%	6.3%	±
My child's Individualized Education Plan (IEP) is meeting	114	50 (0)	07.00/	0.60/	0.00	2.50	2.50	0.00/
6. his or her educational needs.	114	52.6%	27.2%	9.6%	2.6%	3.5%	3.5%	0.9%
7. All special education services identified in my child's IEP	115	(0.00)	20.00/	5 20/	2.00	2 50/	5 20/	1.70/
have been provided.	115	60.9%	20.9%	5.2%	2.6%	3.5%	5.2%	1.7%
8. Staff is appropriately trained and able to provide my	116	55.2%	26.7%	6.0%	1.7%	2.6%	6.0%	1.7%
child's specific program and services.	110	55.270	20.770	0.0%	1.770	2.070	0.0%	1.770
9. Special education teachers make accommodations and	115	67.8%	16.5%	7.0%	2.6%	0.9%	4.3%	0.9%
modifications as indicated on my child's IEP.	115	07.070	10.570	7.070	2.070	0.970	1.570	0.770
10. General education teachers make accommodations and	101	51.5%	22.8%	11.9%	4.0%	3.0%	5.0%	2.0%
modifications as indicated on my child's IEP.								,.
11. General education and special education teachers work				1.0				
together to assure that my child's IEP is being	103	59.2%	20.4%	6.8%	3.9%	2.9%	4.9%	1.9%
implemented.								
Participation in Developing and	i 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	113	57.5%	23.0%	9.7%	3.5%	0.9%	5.3%	±
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	115	72.2%	15.7%	5.2%	1.7%	3.5%	1.7%	±
express my concerns.								
14. I understand what is discussed at meetings to develop my	116	75.9%	12.9%	6.0%	1.7%	0.9%	2.6%	±
child's IEP.		10.770	12.27	0.070	1.7 /0	0.270	2.370	<u> </u>
15. My concerns and recommendations are documented in the	112	66.1%	15.2%	6.3%	4.5%	1.8%	6.3%	±
development of my child's IEP.								
16. My child's evaluation report is written in terms I	116	63.8%	20.7%	9.5%	0.9%	1.7%	3.4%	±
understand.								
17. PPT meetings for my child have been scheduled at times	116	69.0%	21.6%	2.6%	1.7%	2.6%	2.6%	±
and places that met my needs.				T				

	_		-		-	-		
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
Participation in Developing and Im	pleme	nting N	/Iy Chil	d's Pro	gram (con't)		
18. At my child's PPT, the school district proposed programs	_		-					
and services to meet my child's <u>individual</u> needs.	115	53.9%	26.1%	8.7%	2.6%	1.7%	7.0%	±
19. When we implement my child's IEP, I am encouraged to								
be an equal partner with my child's teachers and other	115	49.6%	32.2%	11.3%	1.7%	0.0%	5.2%	±
service providers.	110	.,,.	02.270	11.070	11770	0.070	0.270	_
20. I have received a copy of my child's IEP within 5 school								
days after the PPT.	112	75.9%	12.5%	3.6%	5.4%	0.9%	1.8%	±
21. If necessary, a translator was provided at the PPT								
meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings								
were useful and accurate.	7	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my								
child as the first placement option.	99	71.7%	6.1%	4.0%	2.0%	3.0%	6.1%	7.1%
My Child's Participation								
		I						
24. My child has the opportunity to participate in school-	112	00.50/	7 10/	1.00/	1.00/	0.00/	0.00/	
sponsored activities such as field trips, assemblies and	113	88.5%	7.1%	1.8%	1.8%	0.0%	0.9%	±
social events (dances, sports events).								
25. My child has the opportunity to participate in	100		0.50	2 0 0 4	1.004	1.004	7 004	
extracurricular school activities such as sports or clubs	103	79.6%	8.7%	3.9%	1.0%	1.0%	5.8%	±
with children without disabilities.								
26. My child has been denied access to non-school sponsored	69	4.3%	1.4%	1.4%	2.9%	2.9%	87.0%	±
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	58	36.2%	6.9%	6.9%	3.4%	6.9%	19.0%	20.7%
extracurricular school activities (for example, clubs and	50	30.270	0.970	0.970	5.470	0.9%	19.0%	20.770
sports).								
Transition Plann	ing fo	r Presc	hoolers	5	-	-		
(Only answer Q28 if your child has transitioned from the ea					System)	to Prese	hool in t	he nast
<u>(Only</u> answer Q20 if your child has transitioned from the ca 3 years.)	ing meet	, ention	(Din th th	, inter	system)			ac past
28. I am satisfied with the school district's transition activities								
that took place when my child left Birth to Three.	24	62.5%	16.7%	0.0%	0.0%	4.2%	16.7%	±
	for Sc	oondor		anto	l			
Transition Planning for <u>Secondary</u> Students								
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)			-	
29. I am satisfied with the way secondary transition services	30	60.0%	3.3%	33.3%	0.0%	3.3%	0.0%	±
were implemented for my child.	30	00.070	5.570	55.570	0.070	5.570	0.070	<u>т</u>
30. When appropriate, outside agencies have been invited to	22	36.4%	18.2%	4.5%	0.0%	9.1%	13.6%	18.2%
participate in secondary transition planning.	22	30.4%	10.2%	4.3%	0.0%	9.1%	13.0%	10.2%
31. The PPT introduced planning for my child's transition to	25	48.0%	28.0%	20.0%	0.0%	0.0%	4.0%	<u>ـ</u>
adulthood.	23	40.0%	20.0%	20.0%	0.0%	0.0%	4.0%	±
		-	-		-	-	_	

North Haven Survey Response Table – continued

	-	-						
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Transition Planning for	Secon	dary St	tudents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at	his/her la	ast PPT	meeting.)				
32. The school district actively encourages my child to attend and participate in PPT meetings.	40	75.0%	10.0%	0.0%	7.5%	0.0%	7.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	34	55.9%	23.5%	5.9%	2.9%	2.9%	8.8%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	25	32.0%	32.0%	16.0%	4.0%	0.0%	16.0%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	67	28.4%	9.0%	1.5%	3.0%	1.5%	56.7%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	59	13.6%	0.0%	8.5%	5.1%	3.4%	69.5%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	81	7.4%	6.2%	7.4%	0.0%	6.2%	38.3%	34.6%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	86	16.3%	0.0%	8.1%	3.5%	8.1%	24.4%	39.5%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	107	62.6%	21.5%	8.4%	1.9%	1.9%	3.7%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	104	59.6%	23.1%	6.7%	1.0%	2.9%	6.7%	±

North Haven Survey Response Table – continued

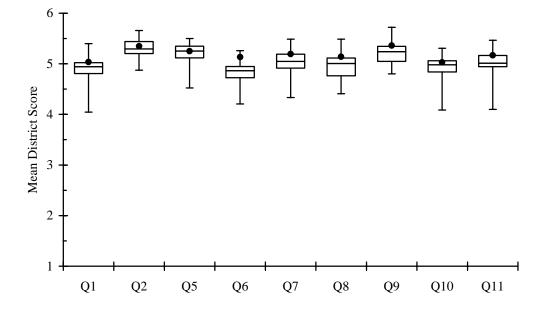
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

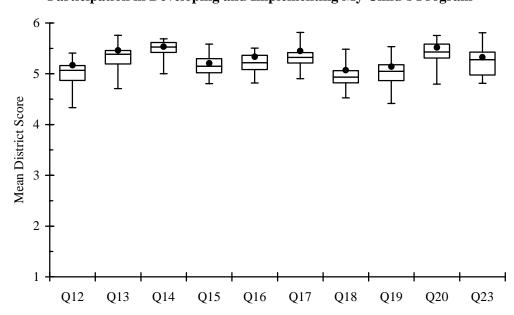
Note: The number of respondents (n) excludes those who selected "not applicable."

North Haven Box-and-Whisker Charts

Satisfaction with My Child's Program



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

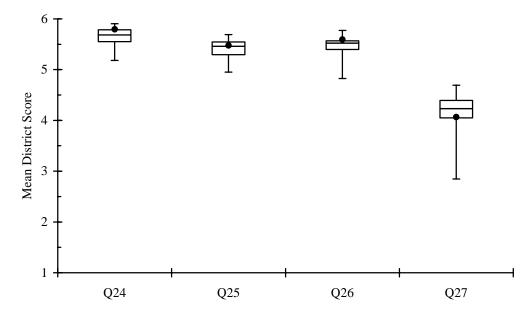


Participation in Developing and Implementing My Child's Program

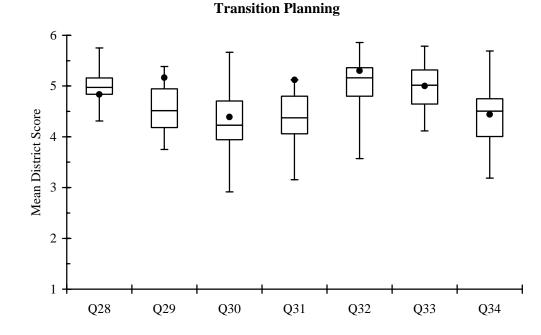
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

North Haven Box-and-Whisker Charts - continued

My Child's Participation



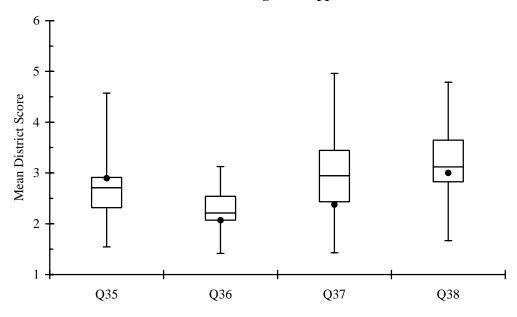
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



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

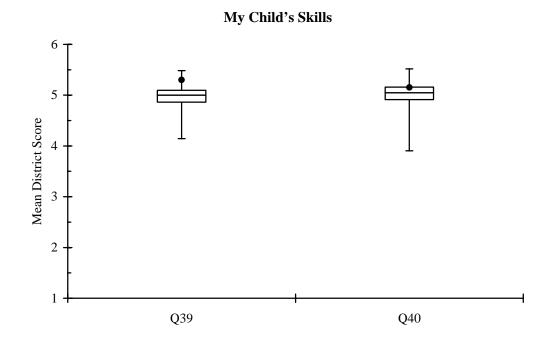
Glen Martin Associates 2007-2008

North Haven Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Plainville Survey Response Table

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

Plainville Survey	Response	Table – continued
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-	-							
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and In	ıpleme	nting N	ly Chil	d's Pro	gram (con't)		
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	78	53.8%	26.9%	5.1%	3.8%	2.6%	7.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	77	61.0%	18.2%	10.4%	3.9%	1.3%	5.2%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	79	84.8%	11.4%	1.3%	0.0%	1.3%	1.3%	±
21. If necessary, a translator was provided at the PPT meetings.	6	50.0%	16.7%	16.7%	0.0%	0.0%	16.7%	±
22. The translation services provided at the PPT meetings were useful and accurate.	8	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my child as the first placement option.	60	63.3%	10.0%	5.0%	1.7%	5.0%	8.3%	6.7%
My Child's Participation								
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	69	81.2%	8.7%	1.4%	2.9%	1.4%	4.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	63	81.0%	7.9%	0.0%	3.2%	3.2%	4.8%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	46	8.7%	2.2%	6.5%	6.5%	2.2%	73.9%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	37	40.5%	5.4%	10.8%	5.4%	5.4%	10.8%	21.6%
Transition Plann	ning for	r <u>Presc</u> l	hoolers	5				
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	25	64.0%	12.0%	0.0%	0.0%	0.0%	24.0%	±
Transition Planning	· · · · · · · · · · · · · · · · · · ·							
(Only answer Q29-Q34 if your child was age 15 or older at l	his/her la	ast PPT 1	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	17	47.1%	23.5%	17.6%	5.9%	5.9%	0.0%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	17	29.4%	11.8%	29.4%	5.9%	11.8%	0.0%	11.8%
31. The PPT introduced planning for my child's transition to adulthood.	20	45.0%	20.0%	20.0%	5.0%	5.0%	5.0%	±

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

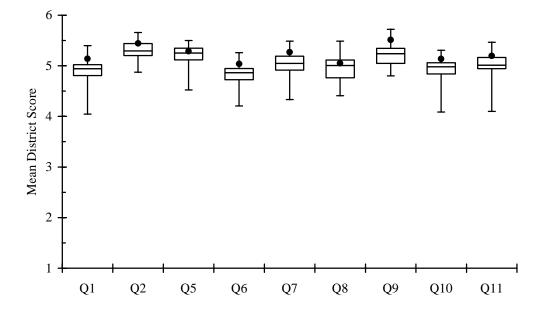
Plainville Survey Response Table – continued

 \pm Not a response option for this survey item.

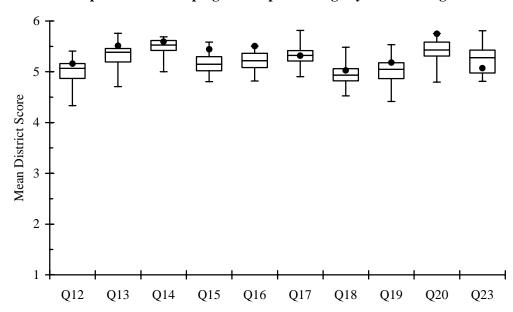
Note: The number of respondents (n) excludes those who selected "not applicable."

Plainville Box-and-Whisker Charts

Satisfaction with My Child's Program



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

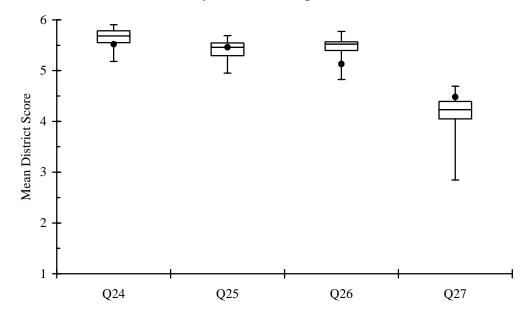


Participation in Developing and Implementing My Child's Program

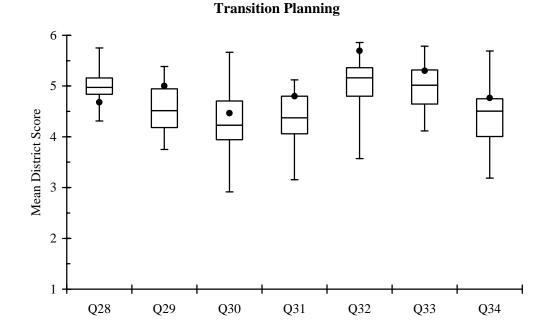
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Plainville Box-and-Whisker Charts - continued

My Child's Participation



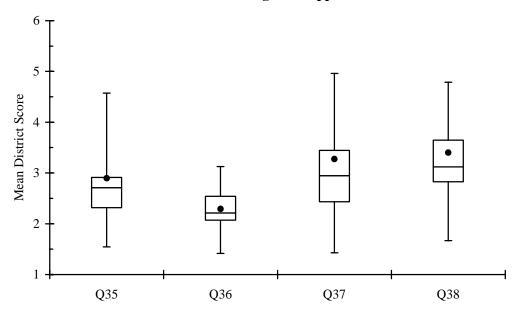
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



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

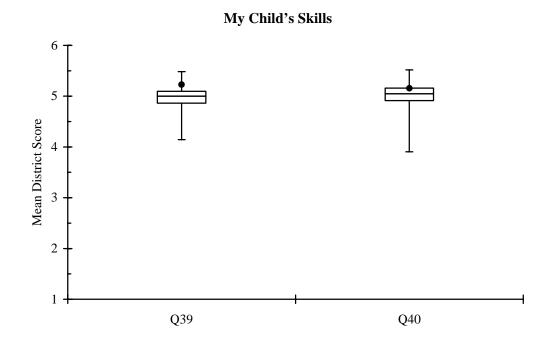
Glen Martin Associates 2007-2008

Plainville Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Southington Survey Response Table

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

Southington Surv	vey Response	Table – continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
Participation in Developing and Implementing My Child's Program (con't)								
18. At my child's PPT, the school district proposed programs		46.404	2 0.00/	10.104	2 004	0.101	5 4 64	
and services to meet my child's individual needs.	141	46.1%	29.8%	12.1%	2.8%	2.1%	7.1%	±
19. When we implement my child's IEP, I am encouraged to								
be an equal partner with my child's teachers and other	144	45.1%	31.9%	13.2%	3.5%	2.1%	4.2%	±
service providers.								
20. I have received a copy of my child's IEP within 5 school	1.45	72.00/	20.00/	2 40/	1 40/	1 40/	0.00/	
days after the PPT.	145	73.8%	20.0%	3.4%	1.4%	1.4%	0.0%	±
21. If necessary, a translator was provided at the PPT	7	12.00/	14.20/	20 (0)	0.00/	0.00/	14.20/	
meetings.	7	42.9%	14.3%	28.6%	0.0%	0.0%	14.3%	±
22. The translation services provided at the PPT meetings	9	55.6%	22.2%	22.2%	0.0%	0.0%	0.0%	
were useful and accurate.	9	33.0%	22.270	22.270	0.0%	0.0%	0.0%	±
23. The school district proposed the regular classroom for my	120	63.3%	11.7%	6.7%	4.2%	0.8%	7.5%	5.8%
child as the first placement option.	120	03.3%	11.770	0.770	4.270	0.8%	7.370	5.870
My Child's Participation								
24. My child has the opportunity to participate in school-								
sponsored activities such as field trips, assemblies and	137	86.1%	10.9%	1.5%	0.0%	0.0%	1.5%	±
social events (dances, sports events).	107	0011/0	101970	110 /0	01070	0.070	110 / 0	_
25. My child has the opportunity to participate in								
extracurricular school activities such as sports or clubs	125	81.6%	8.0%	4.8%	0.0%	2.4%	3.2%	±
with children without disabilities.	125	01.070	0.070	1.070	0.070	2.170	5.270	<u> </u>
26. My child has been denied access to non-school sponsored								
community activities due to his/her disability.	90	4.4%	2.2%	0.0%	2.2%	7.8%	83.3%	±
27. My child's school provides supports, such as extra staff,								
that are necessary for my child to participate in								
extracurricular school activities (for example, clubs and	72	41.7%	13.9%	9.7%	4.2%	5.6%	9.7%	15.3%
sports).								
Transition Planning for <u>Preschoolers</u>								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past								
3 years.)	1						1	
28. I am satisfied with the school district's transition activities	18	66.7%	0.0%	16.7%	11.1%	0.0%	5.6%	±
that took place when my child left Birth to Three.							210/0	
Transition Planning for <u>Secondary</u> Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way secondary transition services		10.00	10.00		0.411	4		
were implemented for my child.	44	40.9%	18.2%	11.4%	9.1%	4.5%	15.9%	±
30. When appropriate, outside agencies have been invited to							10 10	
participate in <u>secondary</u> transition planning.	31	35.5%	16.1%	16.1%	6.5%	3.2%	19.4%	3.2%
31. The PPT introduced planning for my child's transition to	4.1	42.004	0.004	17 10/	4.004	0.001	14 504	
adulthood.	41	43.9%	9.8%	17.1%	4.9%	9.8%	14.6%	±

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

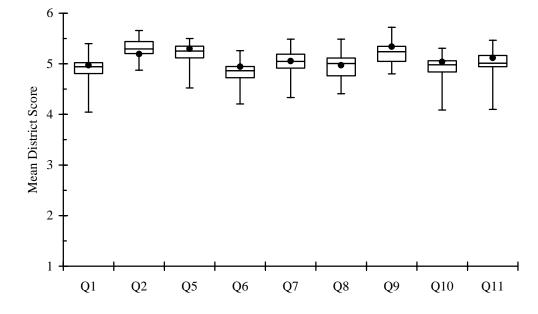
Southington Survey Response Table – continued

 \pm Not a response option for this survey item.

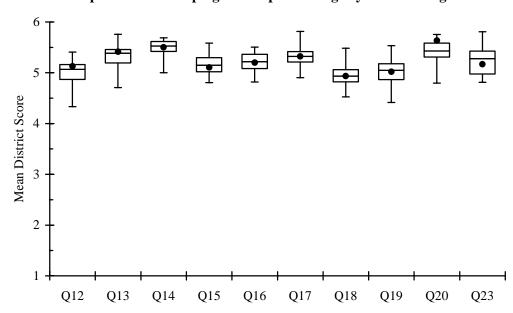
Note: The number of respondents (n) excludes those who selected "not applicable."

Southington Box-and-Whisker Charts

Satisfaction with My Child's Program



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

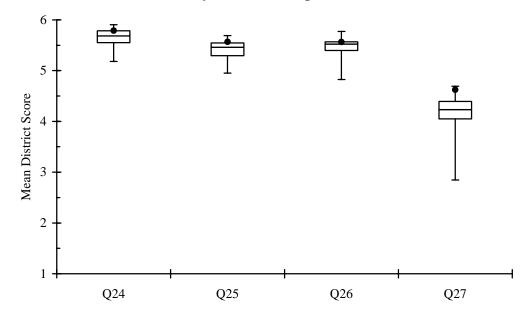


Participation in Developing and Implementing My Child's Program

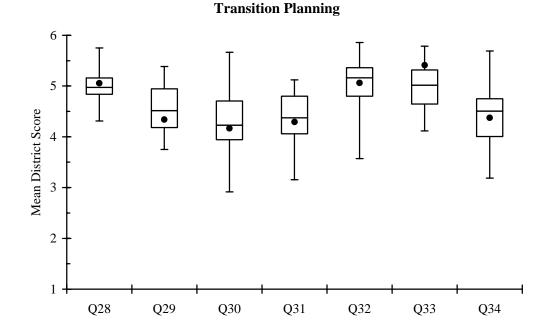
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Southington Box-and-Whisker Charts - continued

My Child's Participation

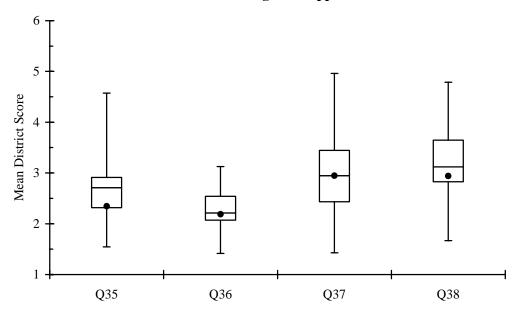


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



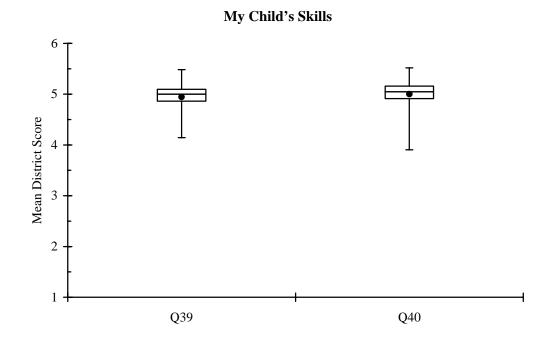
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Southington Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Torrington Survey Response Table

	1							
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
Satisfaction wit	h My C	hild's P	rogram	1				
1. I am satisfied with my child's overall special education	105	15 604	22.004	4.00/	6 40/	0.40/	0.00/	
program.	125	45.6%	32.0%	4.8%	6.4%	2.4%	8.8%	±
2. I have the opportunity to talk to my child's teachers on a	127	63.0%	11.8%	11.0%	4.7%	3.9%	5.5%	+
regular basis to discuss my questions and concerns.		05.0%	11.0%	11.0%	4./%	3.9%	5.5%	±
3. My child's school day has been shortened to accommodate	43	37.2%	16.3%	4.7%	4.7%	0.0%	37.2%	±
his/her transportation needs.	45	57.270	10.570	4.770	4.770	0.070	57.270	<u> </u>
4. My child has been sent home from school due to	58	12.1%	5.2%	6.9%	0.0%	5.2%	70.7%	±
behavioral difficulties (not considered suspension).	50	12.170	5.270	0.970	0.070	5.270	70.770	
5. My child is accepted within the school community.	122	63.9%	22.1%	4.1%	2.5%	4.9%	2.5%	±
			,		,.	, , .		_
My child's Individualized Education Plan (IEP) is meeting 6.	126	44.4%	29.4%	9.5%	7.1%	4.0%	4.0%	1.6%
his or her educational needs.								
7. All special education services identified in my child's IEP	127	48.0%	29.1%	1.6%	7.1%	4.7%	5.5%	3.9%
have been provided.								
8. Staff is appropriately trained and able to provide my	127	50.4%	28.3%	3.9%	6.3%	1.6%	7.1%	2.4%
child's specific program and services.9. Special education teachers make accommodations and								
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	126	55.6%	26.2%	4.8%	4.0%	0.8%	3.2%	5.6%
10. General education teachers make accommodations and								
modifications as indicated on my child's IEP.	119	52.1%	22.7%	8.4%	4.2%	1.7%	5.0%	5.9%
11. General education and special education teachers work								
together to assure that my child's IEP is being	118	52.5%	22.9%	11.9%	4.2%	0.0%	4.2%	4.2%
implemented.	110	52.570	22.970	11.970	4.270	0.070	4.270	4.270
Participation in Developing an	l d Tanala		. ~ M (Thild's	Dregre			
	a impie	menti		unia s	Frogra			
12. In my child's school, administrators and teachers	105	56.004	20.004	14 404	1 (0)	4.000	4.000	
encourage parent involvement in order to improve services	125	56.0%	20.0%	14.4%	1.6%	4.0%	4.0%	±
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	126	70.6%	16.7%	8.7%	1.6%	1.6%	0.8%	±
express my concerns.								
14. I understand what is discussed at meetings to develop my	126	71.4%	19.8%	7.9%	0.0%	0.8%	0.0%	±
child's IEP.		, 9				0.070	0.070	
15. My concerns and recommendations are documented in the	125	64.8%	20.8%	9.6%	1.6%	2.4%	0.8%	±
development of my child's IEP.								
16. My child's evaluation report is written in terms I	127	60.6%	25.2%	7.1%	3.1%	2.4%	1.6%	±
understand.								
17. PPT meetings for my child have been scheduled at times	127	63.8%	21.3%	3.9%	7.1%	2.4%	1.6%	±
and places that met my needs.								

Torrington	Survey	Response	Table -	continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW			
Participation in Developing and Im	pleme	nting N	ly Chil	d's Pro	gram (e	con't)					
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	123	52.8%	27.6%	6.5%	4.1%	2.4%	6.5%	±			
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	125	55.2%	24.0%	10.4%	5.6%	3.2%	1.6%	±			
20. I have received a copy of my child's IEP within 5 school days after the PPT.	125	64.0%	20.0%	9.6%	4.8%	0.0%	1.6%	±			
21. If necessary, a translator was provided at the PPT meetings.	17	70.6%	23.5%	0.0%	0.0%	0.0%	5.9%	±			
22. The translation services provided at the PPT meetings were useful and accurate.	18	77.8%	16.7%	0.0%	0.0%	0.0%	5.6%	±			
23. The school district proposed the regular classroom for my child as the first placement option.	103	54.4%	12.6%	7.8%	3.9%	0.0%	10.7%	10.7%			
My Child's Participation											
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	118	85.6%	5.9%	2.5%	0.8%	0.0%	5.1%	±			
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	110	80.0%	4.5%	1.8%	2.7%	0.0%	10.9%	±			
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	71	4.2%	1.4%	2.8%	5.6%	4.2%	81.7%	±			
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	74	39.2%	8.1%	5.4%	2.7%	1.4%	17.6%	25.7%			
Transition Plann	ing fo	r <u>Presc</u>	hoolers	<u>5</u>							
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to	Three S	System)	to Presc	hool in t	he past			
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	23	65.2%	13.0%	4.3%	0.0%	0.0%	17.4%	±			
Transition Planning			-								
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	neeting.)							
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	34	61.8%	8.8%	14.7%	5.9%	2.9%	5.9%	±			
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	29	65.5%	13.8%	3.4%	3.4%	3.4%	3.4%	6.9%			
31. The PPT introduced planning for my child's transition to adulthood.	34	55.9%	17.6%	8.8%	2.9%	5.9%	8.8%	±			

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

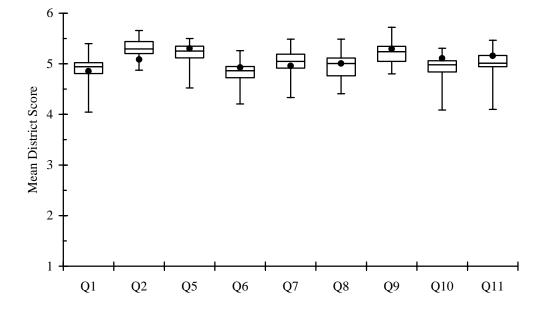
Torrington Survey Response Table – continued

 \pm Not a response option for this survey item.

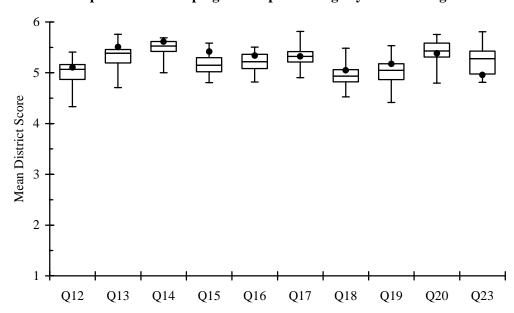
Note: The number of respondents (n) excludes those who selected "not applicable."

Torrington Box-and-Whisker Charts

Satisfaction with My Child's Program



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

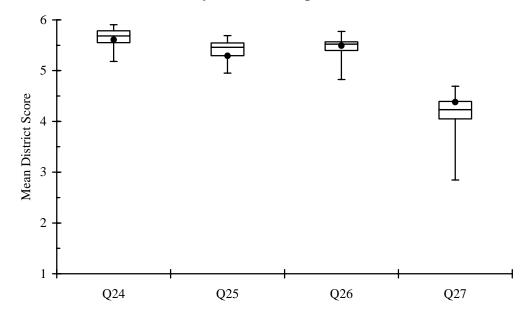


Participation in Developing and Implementing My Child's Program

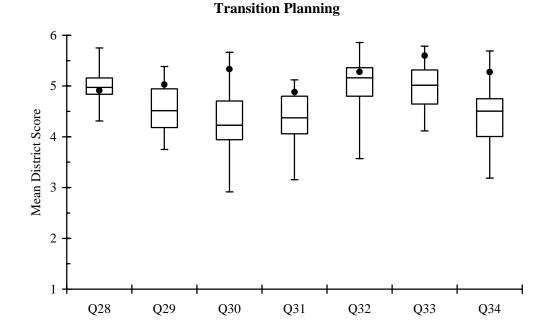
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Torrington Box-and-Whisker Charts - continued

My Child's Participation

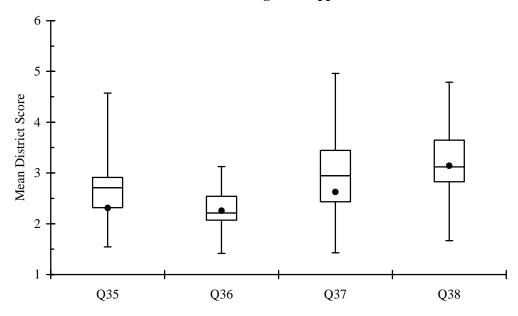


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



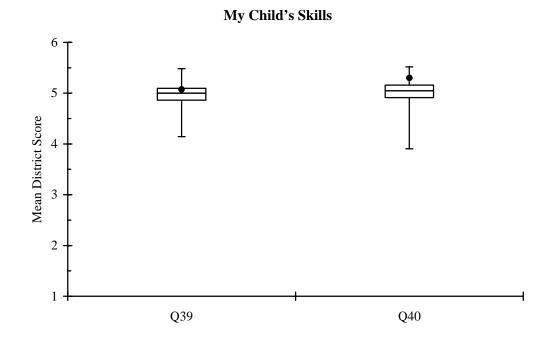
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Torrington Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Wethersfield Survey Response Table

n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
h My C	hild's P	rogram	1				
87	41.4%	41.4%	5.7%	1.1%	8.0%	2.3%	±
87	64.4%	20.7%	9.2%	1.1%	1.1%	3.4%	±
17	17.6%	5.9%	5.9%	0.0%	5.9%	64.7%	±
31	3.2%	3.2%	6.5%	3.2%	3.2%	80.6%	±
85	64.7%	22.4%	5.9%	2.4%	1.2%	3.5%	±
88	42.0%	33.0%	12.5%	1.1%	3.4%	6.8%	1.1%
88	55.7%	22.7%	11.4%	2.3%	1.1%	4.5%	2.3%
87	55.2%	29.9%	5.7%	1.1%	0.0%	6.9%	1.1%
82	56.1%	32.9%	3.7%	1.2%	2.4%	2.4%	1.2%
74	48.6%	32.4%	6.8%	2.7%	4.1%	4.1%	1.4%
74	52.7%	28.4%	8.1%	0.0%	2.7%	2.7%	5.4%
d Imple	ementi	ng My (Child's	Progra	m		
86	46.5%	34.9%	7.0%	1.2%	2.3%	8.1%	±
88	69.3%	15.9%	4.5%	3.4%	2.3%	4.5%	±
88	75.0%	17.0%	0.0%	3.4%	0.0%	4.5%	±
88	67.0%	19.3%	3.4%	2.3%	0.0%	8.0%	±
86	60.5%	27.9%	7.0%	1.2%	1.2%	2.3%	±
88	53.4%	26.1%	10.2%	3.4%	4.5%	2.3%	±
	My C 87 87 87 17 31 85 88 88 87 17 31 85 88 88 87 88 88 87 82 74 74 86 88 88 88 88 88 88 88 88 88 88 88 88 88 88 86	My Child's P 87 41.4% 87 64.4% 17 17.6% 31 3.2% 85 64.7% 88 42.0% 88 55.7% 88 55.7% 87 55.2% 82 56.1% 74 48.6% 74 52.7% 86 46.5% 88 69.3% 88 75.0% 88 67.0% 86 60.5%	My C+ild's Program 87 41.4% 41.4% 87 64.4% 20.7% 17 17.6% 5.9% 31 3.2% 3.2% 85 64.7% 22.4% 88 42.0% 33.0% 88 55.7% 22.7% 88 55.7% 29.9% 87 55.2% 29.9% 82 56.1% 32.9% 74 48.6% 32.4% 74 52.7% 28.4% 86 46.5% 34.9% 88 69.3% 15.9% 88 75.0% 17.0% 88 69.3% 15.9% 88 69.3% 15.9% 88 67.0% 19.3% 88 67.0% 27.9%	My C+ild's P+ogram 87 41.4% 41.4% 5.7% 87 64.4% 20.7% 9.2% 17 17.6% 5.9% 5.9% 31 3.2% 3.2% 6.5% 85 64.7% 22.4% 5.9% 88 42.0% 33.0% 12.5% 88 55.7% 22.7% 11.4% 87 55.2% 29.9% 5.7% 88 55.7% 22.9% 5.7% 82 56.1% 32.9% 3.7% 74 48.6% 32.4% 6.8% 74 52.7% 28.4% 8.1% 86 46.5% 34.9% 7.0% 88 69.3% 15.9% 4.5% 88 75.0% 17.0% 0.0% 88 67.0% 19.3% 3.4%	My C+ild's Fregram 87 41.4% 41.4% 5.7% 1.1% 87 64.4% 20.7% 9.2% 1.1% 17 17.6% 5.9% 5.9% 0.0% 31 3.2% 3.2% 6.5% 3.2% 85 64.7% 22.4% 5.9% 2.4% 88 42.0% 33.0% 12.5% 1.1% 88 55.7% 22.7% 11.4% 2.3% 88 55.7% 22.7% 11.4% 2.3% 88 55.7% 29.9% 5.7% 1.1% 82 56.1% 32.9% 3.7% 1.2% 74 48.6% 32.4% 6.8% 2.7% 74 52.7% 28.4% 8.1% 0.0% 88 69.3% 34.9% 7.0% 1.2% 88 69.3% 15.9% 4.5% 3.4% 88 69.3% 15.9% 4.5% 3.4% 88 67.0%	NY C+ild's P+ogram 87 41.4% 41.4% 5.7% 1.1% 8.0% 87 64.4% 20.7% 9.2% 1.1% 1.1% 17 17.6% 5.9% 5.9% 0.0% 5.9% 31 3.2% 3.2% 6.5% 3.2% 3.2% 85 64.7% 22.4% 5.9% 2.4% 1.2% 88 42.0% 33.0% 12.5% 1.1% 3.4% 88 55.7% 22.7% 11.4% 2.3% 1.1% 88 55.7% 22.7% 11.4% 2.3% 1.1% 88 55.7% 22.7% 11.4% 2.3% 1.1% 87 55.2% 29.9% 5.7% 1.1% 0.0% 82 56.1% 32.9% 3.7% 1.2% 2.4% 74 48.6% 32.4% 6.8% 2.7% 4.1% 74 52.7% 28.4% 8.1% 0.0% 2.3% 88 </td <td>My Child's Program 87 41.4% 41.4% 5.7% 1.1% 8.0% 2.3% 87 64.4% 20.7% 9.2% 1.1% 1.1% 3.4% 17 17.6% 5.9% 5.9% 0.0% 5.9% 64.7% 31 3.2% 3.2% 6.5% 3.2% 3.2% 80.6% 85 64.7% 22.4% 5.9% 2.4% 1.2% 3.5% 88 42.0% 33.0% 12.5% 1.1% 3.4% 6.8% 88 55.7% 22.7% 11.4% 2.3% 1.1% 4.5% 87 55.2% 29.9% 5.7% 1.1% 0.0% 6.9% 82 56.1% 32.9% 3.7% 1.2% 2.4% 2.4% 74 48.6% 32.4% 6.8% 2.7% 4.1% 4.1% 74 52.7% 28.4% 8.1% 0.0% 2.7% 2.7% 86 46.5% 34.9% <t< td=""></t<></td>	My Child's Program 87 41.4% 41.4% 5.7% 1.1% 8.0% 2.3% 87 64.4% 20.7% 9.2% 1.1% 1.1% 3.4% 17 17.6% 5.9% 5.9% 0.0% 5.9% 64.7% 31 3.2% 3.2% 6.5% 3.2% 3.2% 80.6% 85 64.7% 22.4% 5.9% 2.4% 1.2% 3.5% 88 42.0% 33.0% 12.5% 1.1% 3.4% 6.8% 88 55.7% 22.7% 11.4% 2.3% 1.1% 4.5% 87 55.2% 29.9% 5.7% 1.1% 0.0% 6.9% 82 56.1% 32.9% 3.7% 1.2% 2.4% 2.4% 74 48.6% 32.4% 6.8% 2.7% 4.1% 4.1% 74 52.7% 28.4% 8.1% 0.0% 2.7% 2.7% 86 46.5% 34.9% <t< td=""></t<>

Wethersfield Survey	Response	Table –	continued
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-	-								
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Participation in Developing and Im	pleme	nting N	ly Chil	d's Pro	gram (e	con't)			
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	87	62.1%	23.0%	5.7%	4.6%	3.4%	1.1%	±	
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	86	59.3%	23.3%	7.0%	3.5%	2.3%	4.7%	±	
20. I have received a copy of my child's IEP within 5 school days after the PPT.	86	65.1%	19.8%	10.5%	2.3%	2.3%	0.0%	±	
21. If necessary, a translator was provided at the PPT meetings.	±±	-	I	-	I	-	-	±	
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	I	-	I	-	-	±	
23. The school district proposed the regular classroom for my child as the first placement option.	69	55.1%	15.9%	4.3%	0.0%	1.4%	15.9%	7.2%	
My Child's Participation									
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	79	79.7%	13.9%	5.1%	0.0%	1.3%	0.0%	±	
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	71	67.6%	14.1%	11.3%	2.8%	1.4%	2.8%	±	
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	48	4.2%	2.1%	4.2%	6.3%	4.2%	79.2%	±	
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	37	27.0%	24.3%	8.1%	0.0%	8.1%	18.9%	13.5%	
Transition Planr	ning for	Presc	hoolers	<u>5</u>	-	-	-		
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to	o Three S	System)	to Presc	hool in t	he past	
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	22	50.0%	13.6%	9.1%	0.0%	9.1%	18.2%	±	
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents					
(Only answer Q29-Q34 if your child was age 15 or older at l	nis/her la	ast PPT 1	meeting.)					
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	19	26.3%	26.3%	21.1%	10.5%	5.3%	10.5%	±	
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	14	0.0%	21.4%	21.4%	7.1%	0.0%	35.7%	14.3%	
31. The PPT introduced planning for my child's transition to adulthood.	15	26.7%	20.0%	13.3%	13.3%	0.0%	26.7%	±	

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU T'NOU	
Transition Planning for	Secon	dary St	tudents	s (con't)				
(<u>Only</u> answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)									
32. The school district actively encourages my child to attend and participate in PPT meetings.	18	50.0%	16.7%	11.1%	5.6%	5.6%	11.1%	±	
33. The PPT discussed an appropriate course of study at the high school for my child.	16	31.3%	31.3%	18.8%	6.3%	6.3%	6.3%	±	
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	16	18.8%	12.5%	12.5%	18.8%	0.0%	37.5%	±	
Parent 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.	49	30.6%	0.0%	14.3%	0.0%	8.2%	46.9%	±	
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	49	18.4%	2.0%	8.2%	2.0%	12.2%	57.1%	±	
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	68	11.8%	5.9%	7.4%	5.9%	14.7%	23.5%	30.9%	
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	71	11.3%	9.9%	12.7%	2.8%	9.9%	19.7%	33.8%	
My Ch	ild's Sl	kills							
39. My child is learning skills that will enable him/her to be as independent as possible.	79	50.6%	27.8%	11.4%	1.3%	1.3%	7.6%	±	
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	78	53.8%	26.9%	7.7%	1.3%	3.8%	6.4%	±	

Wethersfield Survey Response Table – continued

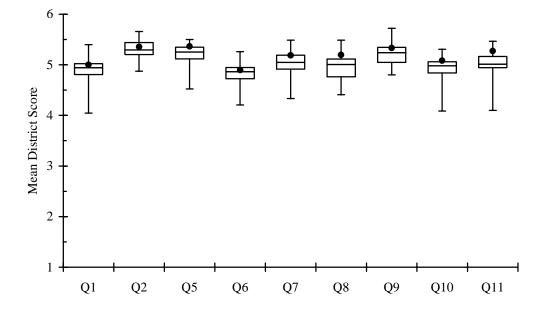
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

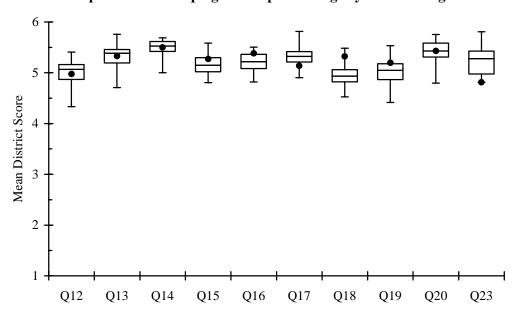
Note: The number of respondents (n) excludes those who selected "not applicable."

Wethersfield Box-and-Whisker Charts

Satisfaction with My Child's Program



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

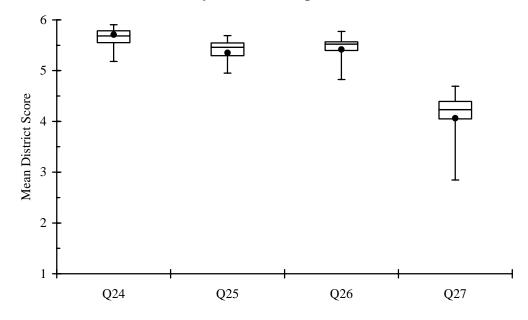


Participation in Developing and Implementing My Child's Program

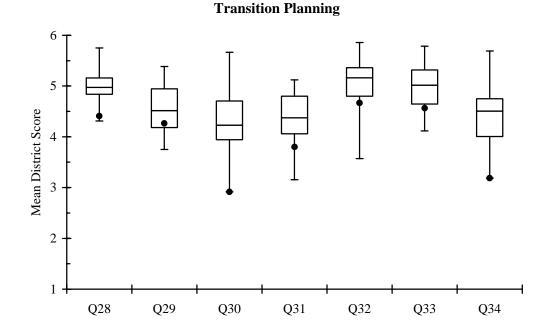
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Wethersfield Box-and-Whisker Charts - continued

My Child's Participation

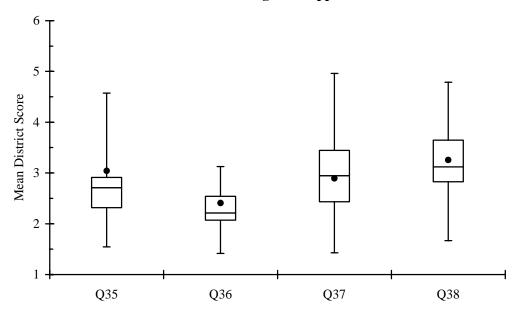


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



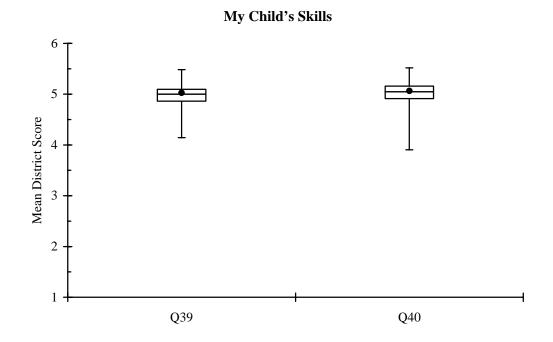
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Wethersfield Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Willington Survey Response Table

_									
	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
	Satisfaction with	My C	hild's P	rogram	1				
1.	I am satisfied with my child's overall special education	26	50.000	24.694	0.00/	0.00/	7 70	7 70/	
	program.	26	50.0%	34.6%	0.0%	0.0%	7.7%	7.7%	±
2.	I have the opportunity to talk to my child's teachers on a	27	55.6%	25.9%	11 10/	7.4%	0.0%	0.0%	
	regular basis to discuss my questions and concerns.	21	33.0%	23.9%	11.1%	7.4%	0.0%	0.0%	±
3.	My child's school day has been shortened to accommodate	±±	_	-		_	-		±
	his/her transportation needs.	<u> </u>	-	-	-	-	-	-	Ŧ
4.	My child has been sent home from school due to	6	16.7%	0.0%	0.0%	0.0%	0.0%	83.3%	±
	behavioral difficulties (not considered suspension).	0	10.770	0.070	0.070	0.070	0.070	05.570	<u> </u>
5.	My child is accepted within the school community.	26	57.7%	19.2%	7.7%	3.8%	11.5%	0.0%	±
6.	My child's Individualized Education Plan (IEP) is meeting	27	55.6%	22.2%	7.4%	3.7%	0.0%	11.1%	0.0%
0.	his or her educational needs.	21	55.070	22.270	7.170	5.170	0.070	11.170	0.070
7.	All special education services identified in my child's IEP	27	59.3%	14.8%	11.1%	0.0%	3.7%	0.0%	11.1%
	have been provided.	_,	071070	1 11070	1111/0	0.070	01770	0.070	1111/0
8.	Staff is appropriately trained and able to provide my	27	55.6%	22.2%	7.4%	0.0%	0.0%	3.7%	11.1%
	child's specific program and services.								
9.	Special education teachers make accommodations and	27	59.3%	18.5%	14.8%	0.0%	3.7%	0.0%	3.7%
10	modifications as indicated on my child's IEP. General education teachers make accommodations and								
10.		26	50.0%	15.4%	19.2%	11.5%	3.8%	0.0%	0.0%
11	modifications as indicated on my child's IEP. General education and special education teachers work								
11.	*	26	46.2%	15.4%	23.1%	3.8%	11.5%	0.0%	0.0%
	together to assure that my child's IEP is being	20	40.2%	15.4%	23.1%	3.8%	11.5%	0.0%	0.0%
	implemented.				31. 11.11.				
	Participation in Developing and	i impie	ementii	ng My G	inila's	Progra	m		
12.	In my child's school, administrators and teachers							0.6	
	encourage parent involvement in order to improve services	26	65.4%	7.7%	11.5%	3.8%	11.5%	0.0%	±
	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	27	70.4%	11.1%	11.1%	3.7%	3.7%	0.0%	±
	express my concerns.								
14.	I understand what is discussed at meetings to develop my	27	74.1%	22.2%	0.0%	3.7%	0.0%	0.0%	±
	child's IEP.	21	/ 1.1/0	22.270	0.070	5.770	0.070	0.070	<u> </u>
15.	My concerns and recommendations are documented in the	27	66.7%	18.5%	0.0%	0.0%	11.1%	3.7%	±
	development of my child's IEP.	_,	00.770	10.070	0.070	0.070		2.770	
16.	My child's evaluation report is written in terms I	27	55.6%	40.7%	0.0%	3.7%	0.0%	0.0%	±
	understand.	<i></i>		,5	0.070		2.270	2.270	
17.	PPT meetings for my child have been scheduled at times	27	88.9%	7.4%	0.0%	3.7%	0.0%	0.0%	±
	and places that met my needs.								

Willington Survey	Response	Table – continued
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n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONN L'NOU			
ıpleme	nting N	ly Chil	d's Pro	gram (e	con't)					
27	55.6%	18.5%	3.7%	11.1%	7.4%	3.7%	±			
26	50.0%	23.1%	11.5%	11.5%	3.8%	0.0%	Ŧ			
27	85.2%	3.7%	7.4%	3.7%	0.0%	0.0%	±			
±±	-	-	-	-	-	-	±			
±±	-	-	I	-	-	-	±			
26	80.8%	19.2%	0.0%	0.0%	0.0%	0.0%	0.0%			
child as the first placement option. My Child's Participation										
27	81.5%	3.7%	7.4%	0.0%	0.0%	7.4%	±			
25	76.0%	12.0%	0.0%	0.0%	0.0%	12.0%	±			
18	0.0%	0.0%	0.0%	22.2%	0.0%	77.8%	±			
13	53.8%	7.7%	0.0%	7.7%	0.0%	23.1%	7.7%			
ing fo	r <u>Presc</u> l	hoolers	<u>5</u>							
rly inter	vention	(Birth to) Three \$	System)	to Presc	hool in t	he past			
±±	-	-	-	-	-	-	±			
for <u>Se</u>	condar	<u>y Stud</u>	ents							
nis/her la	ast PPT i	meeting.)							
±±	-	-	-	-	-	-	±			
±±	-	-	-	-	-	-	-			
±±	-	-	-	-	-	-	±			
	pleme 27 26 27 ±± 26 ±± 26 27 ±± 26 27 ±1 26 27 25 18 13 ning for rly inter ±± for Se nis/her la ±± ±±	Plementing N 19 lementing N 27 55.6% 26 50.0% 27 85.2% $\pm \pm$ - $\pm \pm$ - 26 80.8% S Participation 27 81.5% 25 76.0% 18 0.0% 13 53.8% sing for Prescient rly intervention $\pm \pm$ - is/her last PPT not $\pm \pm$ - $\pm \pm$ - $\pm \pm$ -	Plementing Wy Chill 27 55.6% 18.5% 26 50.0% 23.1% 27 85.2% 3.7% $\pm \pm$ - - $\pm \pm$ - - $\pm \pm$ - - 26 80.8% 19.2% Participation 3.7% 27 81.5% 3.7% 27 81.5% 3.7% 25 76.0% 12.0% 18 0.0% 0.0% 18 0.0% 0.0% 13 53.8% 7.7% ing for <u>Presc-boolers</u> Freestordery st - - ing for Secondary Students is/her last PPT meeting. - i± - - i± - - 	Plementing Wy Child's Prosections 27 55.6% 18.5% 3.7% 26 50.0% 23.1% 11.5% 27 85.2% 3.7% 7.4% ±± - - - ±± - - - 26 80.8% 19.2% 0.0% s Participation 0.0% 0.0% 0.0% 27 81.5% 3.7% 7.4% 25 76.0% 12.0% 0.0% 18 0.0% 0.0% 0.0% 13 53.8% 7.7% 0.0% ±± - - - stime for Preschoolers students students t±± - - - shiper last PPT meeting. - - ±± - - - t±± - - - ±± - - - stime - - -	plementing Wy Child's Program (e 27 55.6% 18.5% 3.7% 11.1% 26 50.0% 23.1% 11.5% 11.5% 27 85.2% 3.7% 7.4% 3.7% ±± - - - - ±± 1 - 0.0% 0.0% ±± - - - - 26 80.8% 19.2% 0.0% 0.0% s Particitation 12.0% 0.0% 0.0% 0.0% 25 76.0% 12.0% 0.0% 0.0% 18 0.0% 0.0% 0.0% 2.2% 13 53.8% 7.7% 0.0% 7.7% ing for Preschoelers students students students ing for Secondary Students students students students is/her last PPT weeting. - - - ist - - - -	Proprior in the program (con't) 27 55.6% 18.5% 3.7% 11.1% 7.4% 26 50.0% 23.1% 11.5% 11.5% 3.8% 27 85.2% 3.7% 7.4% 3.7% 0.0% $\pm \pm$ $ \pm \pm$ $ -$ 26 80.8% 19.2% 0.0% 0.0% 0.0% 26 80.8% 19.2% 0.0% 0.0% 0.0% 26 80.8% 19.2% 0.0% 0.0% 0.0% 27 81.5% 3.7% 7.4% 0.0% 0.0% Participation 27 81.5% 3.7% 7.4% 0.0% 0.0% 28 76.0% 12.0% 0.0% 0.0% 0.0% 0.0% 18 0.0% 0.0% 0.0% 7.7% 0.0% tripation <td>Projective V Convities Program (convit) 27 55.6% 18.5% 3.7% 11.1% 7.4% 3.7% 26 50.0% 23.1% 11.5% 11.5% 3.8% 0.0% 27 85.2% 3.7% 7.4% 3.7% 0.0% 0.0% 27 85.2% 3.7% 7.4% 3.7% 0.0% 0.0% ±± - - - - - - 26 80.8% 19.2% 0.0% 0.0% 0.0% 0.0% 26 80.8% 19.2% 0.0% 0.0% 0.0% 0.0% 27 81.5% 3.7% 7.4% 0.0% 0.0% 12.0% 27 81.5% 3.7% 7.4% 0.0% 0.0% 12.0% 18 0.0% 12.0% 0.0% 22.2% 0.0% 23.1% 13 53.8% 7.7% 0.0% 7.7% 0.0% 23.1% 14 1</td>	Projective V Convities Program (convit) 27 55.6% 18.5% 3.7% 11.1% 7.4% 3.7% 26 50.0% 23.1% 11.5% 11.5% 3.8% 0.0% 27 85.2% 3.7% 7.4% 3.7% 0.0% 0.0% 27 85.2% 3.7% 7.4% 3.7% 0.0% 0.0% ±± - - - - - - 26 80.8% 19.2% 0.0% 0.0% 0.0% 0.0% 26 80.8% 19.2% 0.0% 0.0% 0.0% 0.0% 27 81.5% 3.7% 7.4% 0.0% 0.0% 12.0% 27 81.5% 3.7% 7.4% 0.0% 0.0% 12.0% 18 0.0% 12.0% 0.0% 22.2% 0.0% 23.1% 13 53.8% 7.7% 0.0% 7.7% 0.0% 23.1% 14 1			

Willington Survey	Response	Table – continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Transition Planning for	Secon	dary St	udents	s (con't)				
Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)									
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	±	
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±	
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±	
Parent Trair	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.	21	66.7%	4.8%	0.0%	0.0%	4.8%	23.8%	±	
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	21.1%	0.0%	0.0%	0.0%	5.3%	73.7%	±	
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	24	25.0%	12.5%	8.3%	20.8%	0.0%	12.5%	20.8%	
 A support network for parents of students with disabilities is available to me through my school district or other sources. 	25	20.0%	8.0%	0.0%	4.0%	8.0%	32.0%	28.0%	
My Ch	ild's Sl	kills							
39. My child is learning skills that will enable him/her to be as independent as possible.	24	66.7%	0.0%	20.8%	0.0%	4.2%	8.3%	±	
 40. My child is learning skills that will lead to a high school diploma, further education, or a job. + Not a response option for this survey item 	24	62.5%	12.5%	8.3%	4.2%	0.0%	12.5%	±	

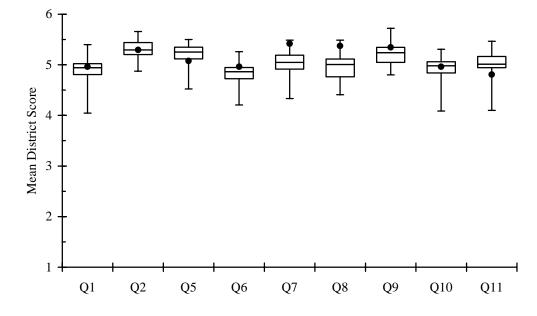
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

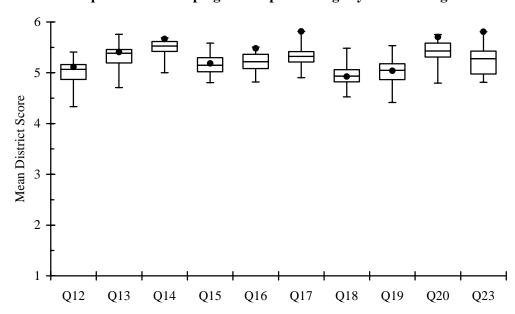
Note: The number of respondents (n) excludes those who selected "not applicable."

Willington Box-and-Whisker Charts

Satisfaction with My Child's Program



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

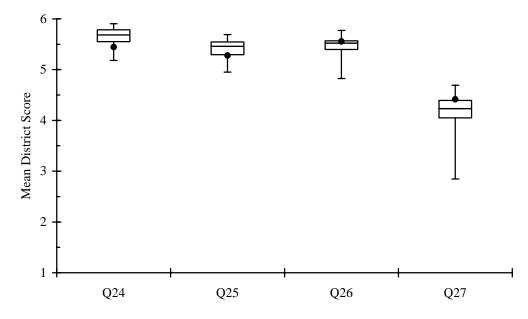


Participation in Developing and Implementing My Child's Program

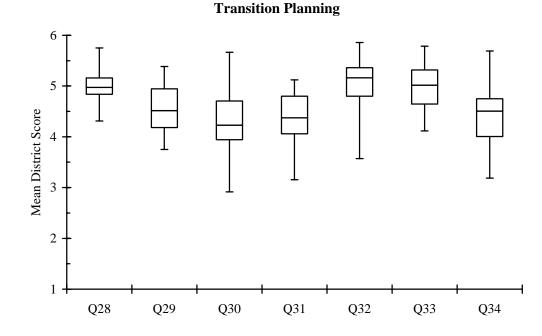
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Willington Box-and-Whisker Charts - continued

My Child's Participation

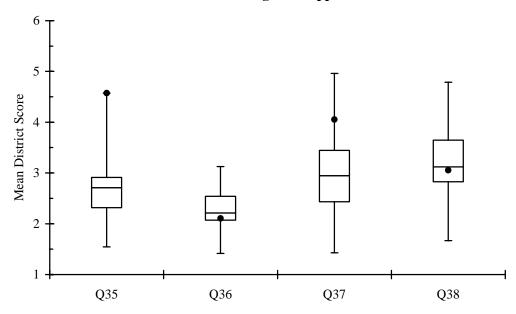


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



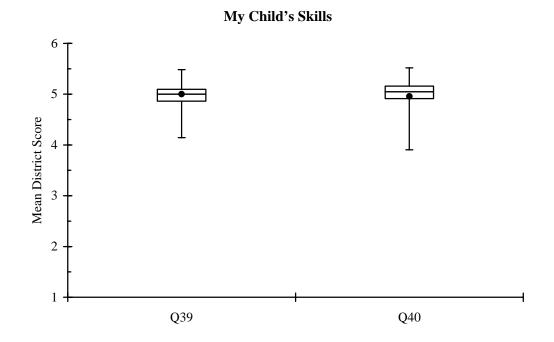
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Willington Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Wolcott Survey Response Table

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

Wolcott	Survey	Response	Table -	continued
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CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW		
Participation in Developing and Implementing My Child's Program (con't)										
18. At my child's PPT, the school district proposed programs	63	47.6%	23.8%	9.5%	7.9%	7.9%	3.2%	±		
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.	64	42.2%	25.0%	18.8%	6.3%	3.1%	4.7%	±		
20. I have received a copy of my child's IEP within 5 school days after the PPT.	63	71.4%	11.1%	4.8%	1.6%	1.6%	9.5%	±		
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±		
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	I	-	-	±		
23. The school district proposed the regular classroom for my child as the first placement option.	52	71.2%	9.6%	1.9%	1.9%	3.8%	5.8%	5.8%		
My Child's	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).	64	84.4%	10.9%	1.6%	1.6%	0.0%	1.6%	±		
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	58	74.1%	15.5%	3.4%	1.7%	0.0%	5.2%	±		
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	40	2.5%	2.5%	7.5%	0.0%	0.0%	87.5%	±		
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	35	34.3%	17.1%	2.9%	8.6%	11.4%	11.4%	14.3%		
Transition Plan	ning fo	r <u>Presc</u>	hoolers	6	-	-	-			
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past		
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	11	72.7%	9.1%	0.0%	0.0%	0.0%	18.2%	±		
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents						
(Only answer Q29-Q34 if your child was age 15 or older at 1	his/her la	ast PPT 1	meeting.)						
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	18	55.6%	33.3%	0.0%	0.0%	0.0%	11.1%	±		
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	12	58.3%	25.0%	8.3%	0.0%	0.0%	8.3%	0.0%		
31. The PPT introduced planning for my child's transition to adulthood.	18	44.4%	27.8%	11.1%	0.0%	11.1%	5.6%	±		

Wolcott Survey Kes	I			•				
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Transition Planning for	Secon	dary St	udents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)				
32. The school district actively encourages my child to attend and participate in PPT meetings.	21	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	21	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	17	41.2%	29.4%	11.8%	5.9%	0.0%	11.8%	±
Parent 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.	42	16.7%	7.1%	11.9%	4.8%	2.4%	57.1%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	39	12.8%	5.1%	2.6%	5.1%	5.1%	69.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	53	13.2%	7.5%	20.8%	3.8%	5.7%	35.8%	13.2%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	50	18.0%	6.0%	4.0%	0.0%	6.0%	38.0%	28.0%
	ild's Sl	kills						
39. My child is learning skills that will enable him/her to be as independent as possible.	61	60.7%	18.0%	8.2%	3.3%	3.3%	6.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	56	62.5%	16.1%	10.7%	1.8%	7.1%	1.8%	±

Wolcott Survey Response Table – continued

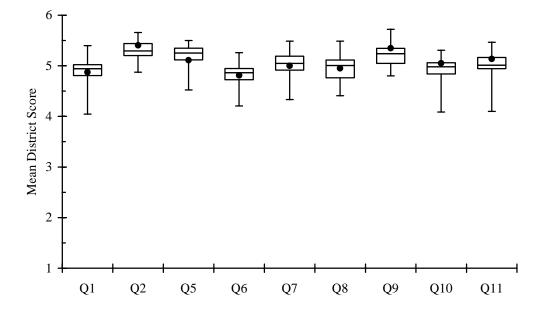
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

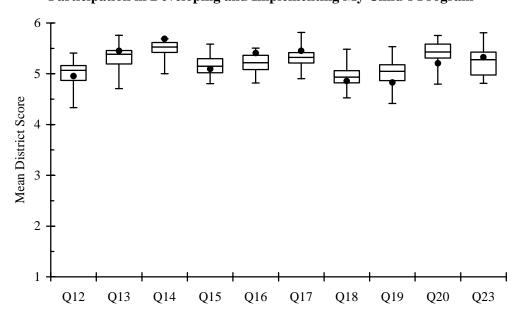
Note: The number of respondents (n) excludes those who selected "not applicable."

Wolcott Box-and-Whisker Charts

Satisfaction with My Child's Program



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

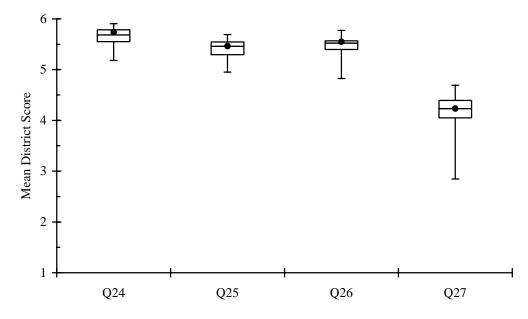


Participation in Developing and Implementing My Child's Program

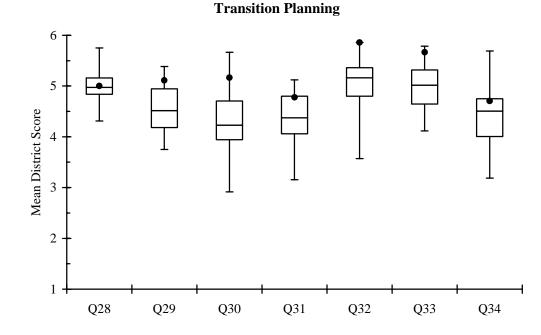
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Wolcott Box-and-Whisker Charts - continued

My Child's Participation

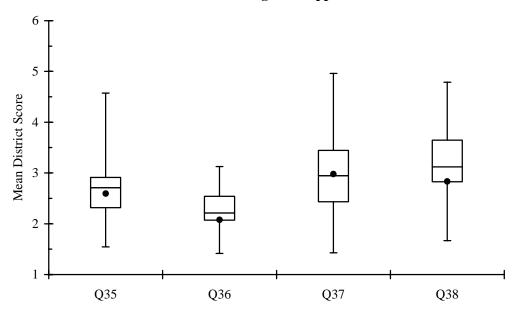


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



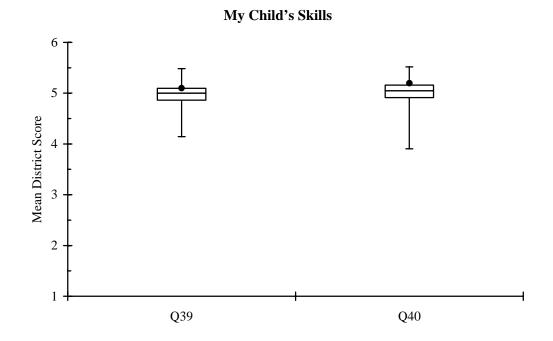
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Wolcott Box-and-Whisker Charts – continued



Parent Training and Support

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



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

Woodbridge Survey Response Table

	-	-						
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW
Satisfaction with	n My C	hild's P	rogram	ı				
1. I am satisfied with my child's overall special education	23	30.4%	39.1%	17.4%	0.0%	0.0%	13.0%	+
program.	23	30.4%	39.1%	17.4%	0.0%	0.0%	15.0%	±
2. I have the opportunity to talk to my child's teachers on a	22	50.0%	27.3%	13.6%	4.5%	0.0%	4.5%	±
regular basis to discuss my questions and concerns.		50.070	27.570	15.070	ч. <i>3</i> /0	0.070	ч. <i>3</i> /0	<u> </u>
3. My child's school day has been shortened to accommodate	6	16.7%	0.0%	16.7%	0.0%	0.0%	66.7%	±
his/her transportation needs.	Ű	10.770	0.070	10.770	0.070	0.070	00.770	_
4. My child has been sent home from school due to	10	10.0%	10.0%	0.0%	0.0%	30.0%	50.0%	±
behavioral difficulties (not considered suspension).				,.				_
5. My child is accepted within the school community.	23	39.1%	13.0%	26.1%	13.0%	0.0%	8.7%	±
6. My child's Individualized Education Plan (IEP) is meeting	23	21.7%	30.4%	30.4%	4.3%	4.3%	8.7%	0.0%
⁶ his or her educational needs.7. All special education services identified in my child's IEP								
1	22	31.8%	36.4%	13.6%	9.1%	4.5%	4.5%	0.0%
have been provided.8. Staff is appropriately trained and able to provide my								
child's specific program and services.	23	26.1%	39.1%	8.7%	4.3%	4.3%	13.0%	4.3%
 Special education teachers make accommodations and 								
modifications as indicated on my child's IEP.	23	39.1%	30.4%	13.0%	13.0%	4.3%	0.0%	0.0%
10. General education teachers make accommodations and								
modifications as indicated on my child's IEP.	20	30.0%	20.0%	10.0%	30.0%	5.0%	5.0%	0.0%
11. General education and special education teachers work								
together to assure that my child's IEP is being	20	20.0%	30.0%	10.0%	25.0%	10.0%	5.0%	0.0%
implemented.	20	20.070	50.070	10.070	23.070	10.070	5.070	0.070
Participation in Developing and	1 Imple	monti		"hild'e	Drogra			
				sinna s	Tiogra			
12. In my child's school, administrators and teachers	22	20.40/	12.00/	20 40/	17 40/	4.20/	4.20/	
encourage parent involvement in order to improve services	23	30.4%	13.0%	30.4%	17.4%	4.3%	4.3%	±
and results for children with disabilities.								
13. At meetings to develop my child's Individualized		15 004	0.50	a i a a i	1.000	0.004	1.000	
Education Plan (IEP), I feel encouraged to give input and	23	47.8%	8.7%	34.8%	4.3%	0.0%	4.3%	±
express my concerns.								
14. I understand what is discussed at meetings to develop my	23	56.5%	26.1%	17.4%	0.0%	0.0%	0.0%	±
child's IEP.								
15. My concerns and recommendations are documented in the	23	52.2%	21.7%	13.0%	4.3%	4.3%	4.3%	±
development of my child's IEP.								
16. My child's evaluation report is written in terms I	23	47.8%	26.1%	21.7%	0.0%	0.0%	4.3%	±
understand.								
17. PPT meetings for my child have been scheduled at times	23	56.5%	17.4%	21.7%	0.0%	0.0%	4.3%	±
and places that met my needs.								

Woodbridge Survey	Response	Table – continued
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	-	-					-	
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and In	ıpleme	nting N	ly Chil	d's Pro	gram (e	con't)		
18. At my child's PPT, the school district proposed programs						0.001		
and services to meet my child's individual needs.	23	52.2%	21.7%	13.0%	4.3%	0.0%	8.7%	±
19. When we implement my child's IEP, I am encouraged to								
be an equal partner with my child's teachers and other	23	30.4%	30.4%	17.4%	13.0%	4.3%	4.3%	±
service providers.		0011/0	2011/0	1,1,1,0	101070			_
20. I have received a copy of my child's IEP within 5 school								
days after the PPT.	23	69.6%	13.0%	17.4%	0.0%	0.0%	0.0%	±
21. If necessary, a translator was provided at the PPT								
meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings								
were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my								
child as the first placement option.	21	61.9%	9.5%	14.3%	0.0%	0.0%	14.3%	0.0%
	Denti							
My Child's	s Partie	cipatioi	1					
24. My child has the opportunity to participate in school-								
sponsored activities such as field trips, assemblies and	23	73.9%	17.4%	8.7%	0.0%	0.0%	0.0%	±
social events (dances, sports events).								
25. My child has the opportunity to participate in								
extracurricular school activities such as sports or clubs	22	63.6%	18.2%	13.6%	0.0%	4.5%	0.0%	±
with children without disabilities.								
26. My child has been denied access to non-school sponsored	16	0.00/	0.00/	C 20/	0.00/	c 20/	07.50	
community activities due to his/her disability.	16	0.0%	0.0%	6.3%	0.0%	6.3%	87.5%	±
27. My child's school provides supports, such as extra staff,								
that are necessary for my child to participate in								
extracurricular school activities (for example, clubs and	14	28.6%	0.0%	0.0%	14.3%	0.0%	50.0%	7.1%
sports).								
Transition Plan	ing fo	n Drogol	h a a l a ra					
				-				
(Only answer Q28 if your child has transitioned from the ea	rly inter	vention	(Birth to	Three S	System)	to Presc	hool in t	he past
3 years.)								
28. I am satisfied with the school district's transition activities	<u>++</u>	_	_	_	_	-	_	±
that took place when my child left Birth to Three.								<u> </u>
Transition Planning	for <u>Se</u>	<u>condar</u>	<u>y </u> Stud	ents				
(Only answer Q29-Q34 if your child was age 15 or older at l	nis/her la	ast PPT	meeting.)				
29. I am satisfied with the way <u>secondary</u> transition services			3					
were implemented for my child.	±±	-	-	-	-	-	-	±
30. When appropriate, outside agencies have been invited to								
participate in <u>secondary</u> transition planning.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
31. The PPT introduced planning for my child's transition to	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
adulthood.								

	copons							
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Transition Planning for	Secon	dary St	tudents	s (con't)			
(Only answer Q29-Q34 if your child was age 15 or older at	his/her la	ast PPT	meeting.)				
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	±
33. The PPT discussed an appropriate course of study at the high school for my child.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±
Parent 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.	15	6.7%	20.0%	6.7%	0.0%	13.3%	53.3%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	14	7.1%	0.0%	14.3%	7.1%	0.0%	71.4%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	16	12.5%	0.0%	12.5%	0.0%	6.3%	56.3%	12.5%
 A support network for parents of students with disabilities is available to me through my school district or other sources. 	16	6.3%	0.0%	12.5%	0.0%	6.3%	56.3%	18.8%
My Cl	nild's Sl	kills						
39. My child is learning skills that will enable him/her to be as independent as possible.	18	44.4%	11.1%	33.3%	5.6%	0.0%	5.6%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	18	33.3%	16.7%	44.4%	0.0%	0.0%	5.6%	±

Woodbridge Survey Response Table – continued

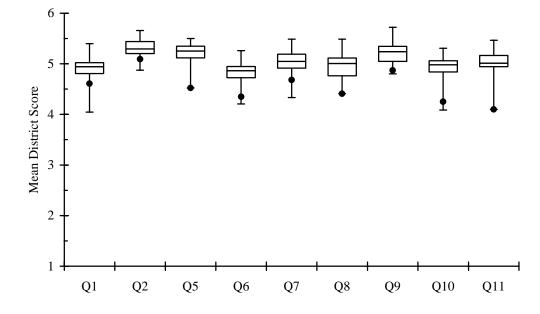
 \pm Not a response option for this survey item.

 $\pm\pm$ Miniminum reporting standard not met for this survey item.

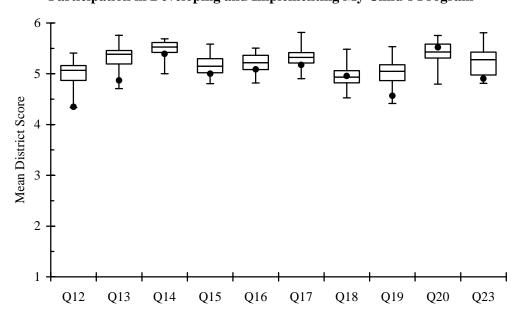
Note: The number of respondents (n) excludes those who selected "not applicable."

Woodbridge Box-and-Whisker Charts

Satisfaction with My Child's Program



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

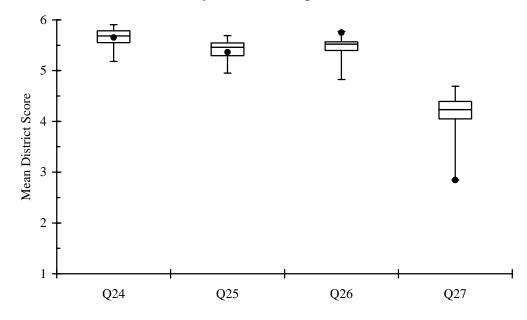


Participation in Developing and Implementing My Child's Program

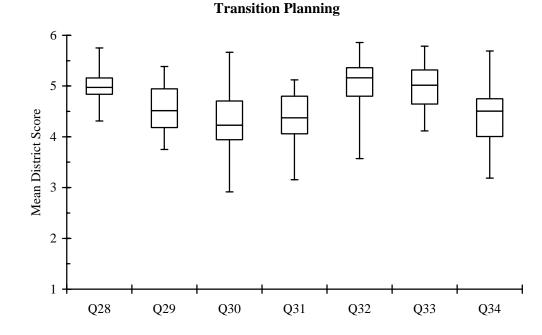
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

Woodbridge Box-and-Whisker Charts - continued

My Child's Participation

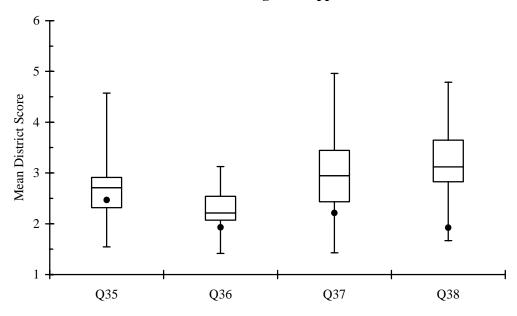


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



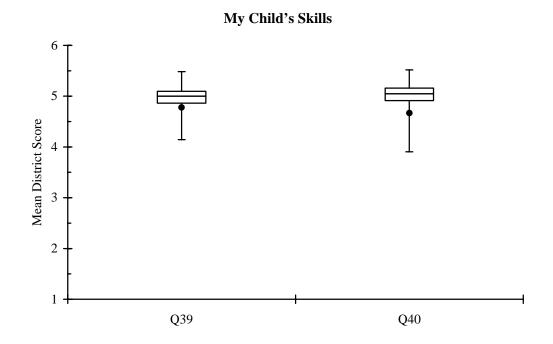
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

Woodbridge Box-and-Whisker Charts - continued



Parent Training and Support

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



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

Regional School District 06 Survey Response Table

		,	-					
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONN L'NOU
Satisfaction with	My C	hild's P	rogram	1				
1. I am satisfied with my child's overall special education	25	52.0%	20.0%	16.0%	0.0%	4.0%	8.0%	
program.	23	52.0%	20.0%	10.0%	0.0%	4.0%	8.0%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	25	52.0%	32.0%	16.0%	0.0%	0.0%	0.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	±±	-	-	-	-	-	-	±
4. My child has been sent home from school due to	9	0.0%	11.1%	0.0%	0.0%	0.0%	88.9%	±
behavioral difficulties (not considered suspension).5. My child is accepted within the school community.	24	66.7%	16.7%	4.2%	8.3%	4.2%	0.0%	±
My child's Individualized Education Plan (IEP) is meeting 6. his on here descripted and de	25	48.0%	20.0%	16.0%	4.0%	0.0%	12.0%	0.0%
7. All special education services identified in my child's IEP	25	56.0%	20.0%	0.0%	8.0%	16.0%	0.0%	0.0%
have been provided.8. Staff is appropriately trained and able to provide my	25	44.0%	24.0%	12.0%	4.0%	8.0%	8.0%	0.0%
child's specific program and services.9. Special education teachers make accommodations and	24	66.7%	8.3%	4.2%	8.3%	12.5%	0.0%	0.0%
modifications as indicated on my child's IEP.10. General education teachers make accommodations and								
modifications as indicated on my child's IEP. 11. General education and special education teachers work	24	41.7%	20.8%	8.3%	4.2%	16.7%	4.2%	4.2%
together to assure that my child's IEP is being implemented.	24	45.8%	29.2%	4.2%	4.2%	8.3%	4.2%	4.2%
Participation in Developing and	l Imple	menti	ng My (Child's	Progra	m		
12. In my child's school, administrators and teachers	<u>.</u>	15 000	05.004	10.50	1.000	0.000	1.000	
encourage parent involvement in order to improve services and results for children with disabilities.	24	45.8%	25.0%	12.5%	4.2%	8.3%	4.2%	±
13. At meetings to develop my child's Individualized								
Education Plan (IEP), I feel encouraged to give input and express my concerns.	25	60.0%	12.0%	8.0%	4.0%	12.0%	4.0%	±
14. I understand what is discussed at meetings to develop my child's IEP.	25	72.0%	12.0%	4.0%	12.0%	0.0%	0.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	25	48.0%	28.0%	8.0%	4.0%	8.0%	4.0%	±
16. My child's evaluation report is written in terms I understand.	25	52.0%	28.0%	4.0%	8.0%	8.0%	0.0%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	25	56.0%	24.0%	12.0%	8.0%	0.0%	0.0%	±
and places that met my needs.								

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
Participation in Developing and Implementing My Child's Program (con't)								
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	24	54.2%	25.0%	4.2%	8.3%	0.0%	8.3%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	25	52.0%	16.0%	12.0%	4.0%	4.0%	12.0%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	25	72.0%	12.0%	4.0%	4.0%	0.0%	8.0%	±
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	-	-	-	±
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	-	-	-	-	-	±
23. The school district proposed the regular classroom for my child as the first placement option.	23	73.9%	21.7%	0.0%	0.0%	0.0%	0.0%	4.3%
My Child's Participation								
 24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). 25. My child has the expectation of the participate in the school of the school of	23	87.0%	4.3%	8.7%	0.0%	0.0%	0.0%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	23	87.0%	4.3%	0.0%	0.0%	4.3%	4.3%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	9	0.0%	0.0%	11.1%	0.0%	0.0%	88.9%	Ħ
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	10	40.0%	20.0%	10.0%	0.0%	0.0%	30.0%	0.0%
Transition Planning for Preschoolers								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	±
Transition Planning for <u>Secondary</u> Students								
(<u>Only</u> answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	7	14.3%	57.1%	0.0%	0.0%	0.0%	28.6%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	±±	-	-	-	-	-	-	-
31. The PPT introduced planning for my child's transition to adulthood.	±±	-	-	-	-	-	-	±

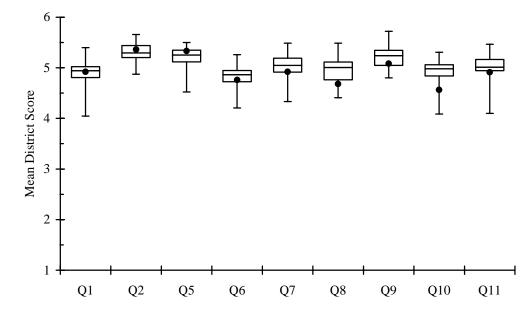
C	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW
	Transition Planning for	Secon	dary St	tudents	s (con't)			
(<u>Only</u> ar	nswer Q29-Q34 if your child was age 15 or older at h								
	e school district actively encourages my child to attend participate in PPT meetings.	9	66.7%	22.2%	0.0%	0.0%	0.0%	11.1%	±
high	e PPT discussed an appropriate course of study at the h school for my child.	7	42.9%	28.6%	0.0%	14.3%	0.0%	14.3%	±
rela inde	e PPT developed individualized goals for my child ated to employment/postsecondary education, ependent living and community participation, if propriate.	6	16.7%	33.3%	16.7%	0.0%	16.7%	16.7%	±
	Parent Train	ing an	d Supp	ort					
info distr	he past year, I have attended parent training or ormation sessions (provided by my district, other arists or agencies) that addressed the needs of parents of children with disabilities.	14	21.4%	0.0%	7.1%	0.0%	0.0%	71.4%	±
with	n involved in a support network for parents of students h disabilities available through my school district or er sources.	12	8.3%	0.0%	0.0%	0.0%	0.0%	91.7%	±
sess	ere are opportunities for parent training or information sions regarding special education provided by my ld's school district.	14	14.3%	0.0%	7.1%	0.0%	7.1%	50.0%	21.4%
is av	upport network for parents of students with disabilities vailable to me through my school district or other rces.	15	13.3%	6.7%	0.0%	0.0%	6.7%	46.7%	26.7%
	My Ch	ild's Sl	kills						
inde	child is learning skills that will enable him/her to be as ependent as possible.	24	62.5%	20.8%	8.3%	0.0%	8.3%	0.0%	±
-	child is learning skills that will lead to a high school loma, further education, or a job.	23	65.2%	13.0%	17.4%	0.0%	4.3%	0.0%	±

Regional School District 06 Survey Response Table – continued

 \pm Not a response option for this survey item.

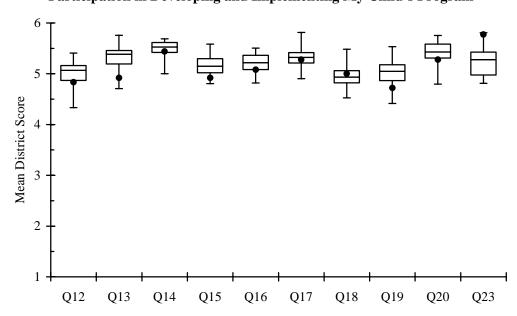
 $\pm\pm$ Miniminum reporting standard not met for this survey item.

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



Satisfaction with My Child's Program

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

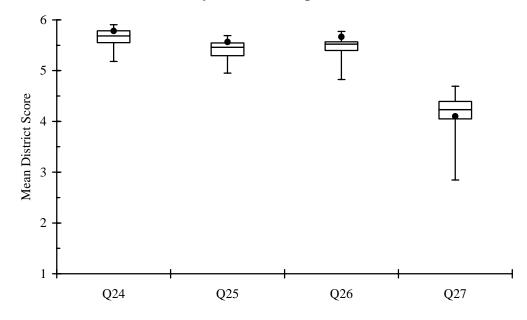


Participation in Developing and Implementing My Child's Program

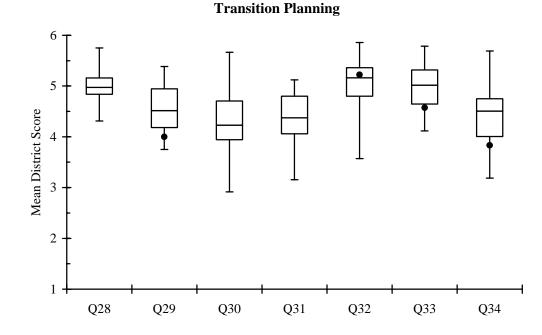
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

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

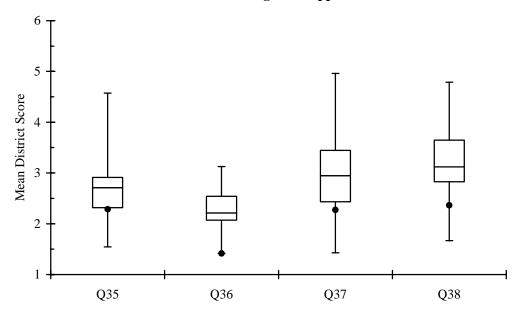
My Child's Participation



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

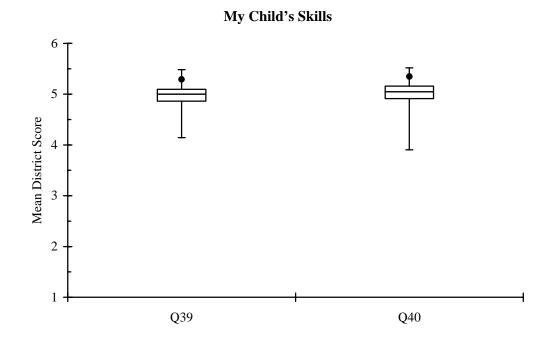


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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



Parent Training and Support

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



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

Regional School District 12 Survey Response Tab	ole

CT Special Education Parent Survey Itemn $\begin{bmatrix} J_2 & J_2 & J_3 & J_4 & J_2 & J_4 & J_2 & J_4 & J_2 & J_4 & $		-		-	_								
1.I am satisfied with my child's overall special education program.34 52.9% 32.4% 8.8% 2.9% 0.0% 2.9% \pm 2.I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. 34 70.6% 23.5% 5.9% 0.0% 0.0% 0.0% \pm 3.My child's school day has been shortened to accommodate his/her transportation needs. $\pm \pm$ $ \pm$ 4.My child has been sent home from school due to behavioral difficulties (not considered suspension). 14 7.1% 0.0% 21.4% 0.0% 12.5% 0.0% \pm 5.My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 34 41.2% 41.2% 11.8% 2.9% 2.9% 0.0% 0.0% 7.All special education services identified in my child's IEP 34 61.8% 26.5% 2.9% 8.8% 0.0% 0.0% 8.Staff is appropriately trained and able to provide my child's specific program and services. 34 61.8% 32.4% 8.8% 2.9% 0.0% 0.0% 9.Special education teachers make accommodations and modifications as indicated on my child's IEP 34 61.8% 32.4% 8.9% 2.9% 0.0% 0.0% 10.General education teachers make accommodations and modifications as indicated on my child's IEP 34 61.8% 32.4% 2.9% 0.0% 0.0% <td< th=""><th></th><th>CT Special Education Parent Survey Item</th><th>n</th><th>STRONGLY Agree</th><th>MODERATELY Agree</th><th>SLIGHTLY Agree</th><th>SLIGHTLY Disagree</th><th>MODERATELY Disagree</th><th>STRONLY Disagree</th><th>T'NOU KNOW</th></td<>		CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW			
34 52.9% 32.4% 8.8% 2.9% 0.0% 2.9% \pm 2. Have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. 34 70.6% 23.5% 5.9% 0.0% 0.0% 0.0% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs. \pm - - - - \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 14 7.1% 0.0% 21.4% 0.0% 0.0% 71.4% \pm 5. My child is accepted within the school community. 32 53.1% 25.0% 9.4% 0.0% 12.5% 0.0% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 34 41.2% 41.2% 11.8% 2.9% 2.9% 0.0% 0.0% 7. All special education services identified in my child's IEP his beering child is appropriately trained and able to provide my child's specific program and services. 34 61.8% 32.4% 2.9% 2.9% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	Satisfaction with My Child's Program												
34 52.9% 32.4% 8.8% 2.9% 0.0% 2.9% \pm 2. Have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns. 34 70.6% 23.5% 5.9% 0.0% 0.0% 0.0% \pm 3. My child's school day has been shortened to accommodate his/her transportation needs. \pm - - - - \pm 4. My child has been sent home from school due to behavioral difficulties (not considered suspension). 14 7.1% 0.0% 21.4% 0.0% 0.0% 71.4% \pm 5. My child is accepted within the school community. 32 53.1% 25.0% 9.4% 0.0% 12.5% 0.0% \pm 6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs. 34 41.2% 41.2% 11.8% 2.9% 2.9% 0.0% 0.0% 7. All special education services identified in my child's IEP his beering child is appropriately trained and able to provide my child's specific program and services. 34 61.8% 32.4% 2.9% 2.9% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	1.	I am satisfied with my child's overall special education	24	50.004	22.404	0.00/	2.004	0.00/	2.004				
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and results for children with disabilities.Image: children with disabilities.Image: children with disabilities.13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.33 78.8% 18.2% 3.0% 0.0% 0.0% $t \pm$ 14. I understand what is discussed at meetings to develop my child's IEP.34 70.6% 26.5% 2.9% 0.0% 0.0% $t \pm$ 15. My concerns and recommendations are documented in the development of my child's IEP.33 42.4% 48.5% 9.1% 0.0% 0.0% $t \pm$ 16. My child's evaluation report is written in terms I understand.34 32.4% 50.0% 11.8% 2.9% 0.0% $t \pm$ 17. PPT meetings for my child have been scheduled at times34 61.8% 26.5% 8.8% 2.9% 0.0% $t \pm$	12.	•											
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17. PPT meetings for my child have been scheduled at times 34 61.8% 26.5% 8.8% 2.9% 0.0% 0.0% +	16.	My child's evaluation report is written in terms I	34	32.4%	50.0%	11.8%	2.9%	2.9%	0.0%	±			
	17.	PPT meetings for my child have been scheduled at times	34	61.8%	26.5%	8.8%	2.9%	0.0%	0.0%	±			

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW				
Participation in Developing and Implementing My Child's Program (con't)												
18. At my child's PPT, the school district proposed programs	_		-									
and services to meet my child's <u>individual</u> needs.	34	52.9%	38.2%	8.8%	0.0%	0.0%	0.0%	±				
19. When we implement my child's IEP, I am encouraged to												
be an equal partner with my child's teachers and other	34	50.0%	44.1%	5.9%	0.0%	0.0%	0.0%	±				
service providers.	0.	2 010 /0		01970	01070	0.070	0.070	_				
20. I have received a copy of my child's IEP within 5 school												
days after the PPT.	33	60.6%	24.2%	9.1%	3.0%	3.0%	0.0%	±				
21. If necessary, a translator was provided at the PPT												
meetings.	±±	-	-	-	-	-	-	±				
22. The translation services provided at the PPT meetings												
were useful and accurate.	±±	-	-	-	-	-	-	±				
23. The school district proposed the regular classroom for my	27		14.00/	7 40/	7 40/	2 70/	0.00/	0.00/				
child as the first placement option.	27	66.7%	14.8%	7.4%	7.4%	3.7%	0.0%	0.0%				
My Child's Participation												
24. My child has the opportunity to participate in school-		r i										
sponsored activities such as field trips, assemblies and	29	86.2%	13.8%	0.0%	0.0%	0.0%	0.0%	±				
social events (dances, sports events).	2)	00.270	15.070	0.070	0.070	0.070	0.070	<u>+</u>				
25. My child has the opportunity to participate in												
extracurricular school activities such as sports or clubs	30	86.7%	6.7%	0.0%	3.3%	0.0%	3.3%	±				
with children without disabilities.	50	80.770	0.770	0.070	5.570	0.070	5.570	<u>т</u>				
26. My child has been denied access to non-school sponsored												
community activities due to his/her disability.	21	0.0%	4.8%	4.8%	4.8%	4.8%	81.0%	±				
27. My child's school provides supports, such as extra staff,												
that are necessary for my child to participate in												
extracurricular school activities (for example, clubs and	17	29.4%	11.8%	29.4%	0.0%	5.9%	11.8%	11.8%				
sports).												
Transition Planr												
(Only answer Q28 if your child has transitioned from the ea	rly inter	vention	(Birth to	Three S	System)	to Presc	hool in t	he past				
3 years.)												
28. I am satisfied with the school district's transition activities	8	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%					
that took place when my child left Birth to Three.	0	75.070	23.070	0.070	0.070	0.070	0.070	±				
Transition Planning	for Se	condar	y Stud	ents								
(Only answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT	meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services			8									
were implemented for my child.	±±	-	-	-	-	-	-	±				
30. When appropriate, outside agencies have been invited to												
participate in <u>secondary</u> transition planning.	±±	-	-	-	-	-	-	-				
31. The PPT introduced planning for my child's transition to												
adulthood.	±±	-	-	-	-	-	-	±				
uuuuu00u.		1										

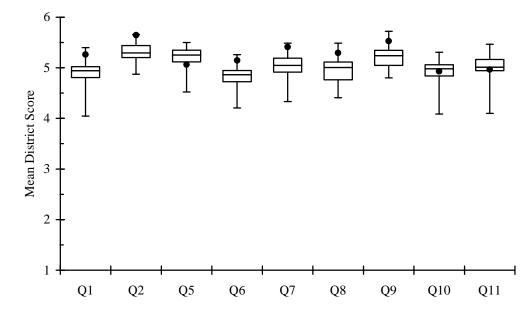
Regional School District 12 Survey Response Table – continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Transition Planning for	Secon	dary St	udents	s (con't)				
(Only answer Q29-Q34 if your child was age 15 or older at h					•				
32. The school district actively encourages my child to attend and participate in PPT meetings.	±±	-	-	-	-	-	-	±	
33. The PPT discussed an appropriate course of study at the high school for my child.	±±	-	-	-	-	-	-	±	
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	±±	-	-	-	-	-	-	±	
Parent 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%	4.5%	4.5%	0.0%	0.0%	86.4%	±	
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	19	0.0%	5.3%	5.3%	5.3%	0.0%	84.2%	±	
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	28	3.6%	7.1%	0.0%	3.6%	3.6%	42.9%	39.3%	
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	27	0.0%	3.7%	3.7%	3.7%	3.7%	40.7%	44.4%	
My Ch	ild's Sl	kills							
39. My child is learning skills that will enable him/her to be as independent as possible.	28	46.4%	42.9%	7.1%	0.0%	3.6%	0.0%	±	
 40. My child is learning skills that will lead to a high school diploma, further education, or a job. + Not a response option for this survey item. 	27	63.0%	29.6%	3.7%	3.7%	0.0%	0.0%	±	

 \pm Not a response option for this survey item.

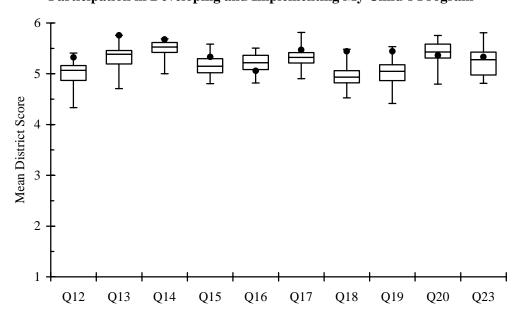
 $\pm\pm$ Miniminum reporting standard not met for this survey item.

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



Satisfaction with My Child's Program

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

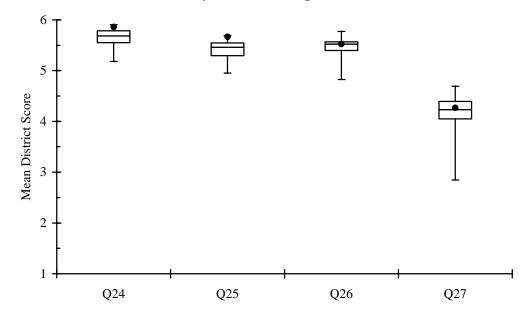


Participation in Developing and Implementing My Child's Program

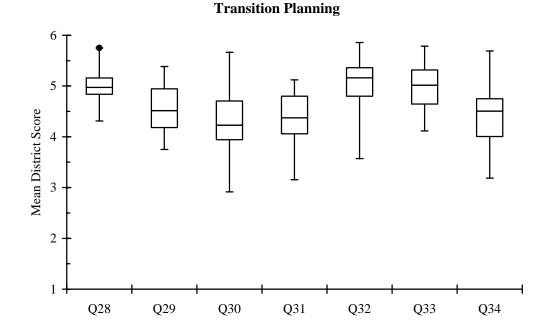
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

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

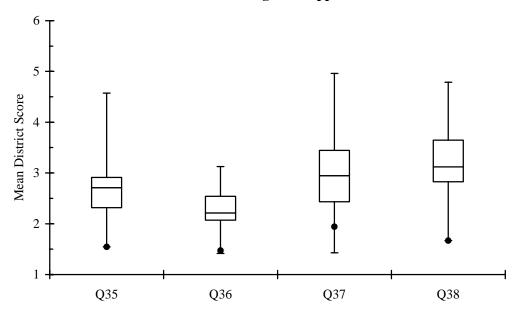
My Child's Participation



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

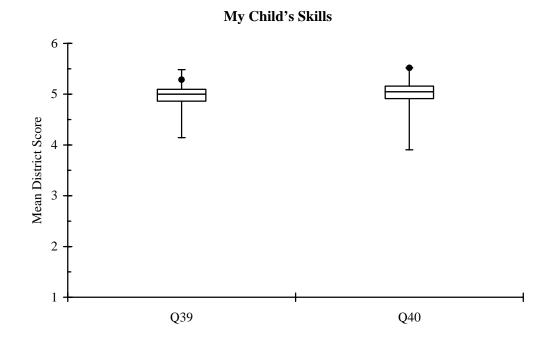


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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



Parent Training and Support

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



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

Regional School District 14 Survey Respor	ise Table
regional School District 11 Sui (cj respoi	

	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	MONX T'NOU			
Satisfaction with My Child's Program												
1.	I am satisfied with my child's overall special education	59	33.9%	35.6%	11.9%	5.1%	8.5%	5.1%	±			
	program.	57	55.770	33.070	11.970	5.170	0.070	5.170	_			
2.	I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	59	54.2%	23.7%	10.2%	6.8%	3.4%	1.7%	±			
3.	My child's school day has been shortened to accommodate his/her transportation needs.	16	12.5%	0.0%	12.5%	6.3%	0.0%	68.8%	±			
4.	My child has been sent home from school due to behavioral difficulties (not considered suspension).	28	14.3%	0.0%	3.6%	3.6%	0.0%	78.6%	±			
5.	My child is accepted within the school community.	56	46.4%	32.1%	14.3%	1.8%	1.8%	3.6%	±			
6.	My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	59	27.1%	40.7%	15.3%	6.8%	6.8%	3.4%	0.0%			
7.	All special education services identified in my child's IEP have been provided.	58	34.5%	22.4%	20.7%	12.1%	3.4%	5.2%	1.7%			
8.	Staff is appropriately trained and able to provide my child's specific program and services.	59	30.5%	30.5%	15.3%	5.1%	3.4%	10.2%	5.1%			
9.	Special education teachers make accommodations and modifications as indicated on my child's IEP.	56	33.9%	32.1%	16.1%	10.7%	5.4%	0.0%	1.8%			
10.	General education teachers make accommodations and modifications as indicated on my child's IEP.	56	30.4%	23.2%	26.8%	5.4%	5.4%	5.4%	3.6%			
11.	General education and special education teachers work together to assure that my child's IEP is being implemented.	55	36.4%	21.8%	21.8%	7.3%	3.6%	7.3%	1.8%			
	Participation in Developing and	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.	56	39.3%	21.4%	26.8%	5.4%	1.8%	5.4%	±			
13.	At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	58	50.0%	29.3%	10.3%	5.2%	1.7%	3.4%	±			
14.	I understand what is discussed at meetings to develop my child's IEP.	58	60.3%	24.1%	12.1%	3.4%	0.0%	0.0%	±			
15.	My concerns and recommendations are documented in the development of my child's IEP.	58	36.2%	36.2%	12.1%	8.6%	3.4%	3.4%	±			
16.	My child's evaluation report is written in terms I understand.	56	51.8%	23.2%	10.7%	10.7%	3.6%	0.0%	±			
17.	PPT meetings for my child have been scheduled at times and places that met my needs.	59	47.5%	33.9%	10.2%	3.4%	0.0%	5.1%	±			

	-	-										
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW				
Participation in Developing and Implementing My Child's Program (con't)												
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	58	39.7%	31.0%	13.8%	5.2%	3.4%	6.9%	±				
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	57	38.6%	29.8%	19.3%	1.8%	7.0%	3.5%	±				
20. I have received a copy of my child's IEP within 5 school days after the PPT.	59	50.8%	23.7%	8.5%	1.7%	1.7%	13.6%	±				
21. If necessary, a translator was provided at the PPT meetings.	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±				
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	I	-	I	-	-	±				
23. The school district proposed the regular classroom for my child as the first placement option.	50	68.0%	6.0%	4.0%	8.0%	2.0%	4.0%	8.0%				
My Child's Participation												
24. My child has the opportunity to participate in school- sponsored activities such as field trips, assemblies and social events (dances, sports events).	56	92.9%	1.8%	5.4%	0.0%	0.0%	0.0%	±				
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	48	83.3%	10.4%	0.0%	0.0%	2.1%	4.2%	±				
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	37	8.1%	0.0%	2.7%	5.4%	2.7%	81.1%	±				
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	25	24.0%	16.0%	20.0%	4.0%	8.0%	12.0%	16.0%				
Transition Planr	ning for	r <u>Presc</u> l	hoolers	<u>5</u>								
(Only answer Q28 if your child has transitioned from the ea 3 years.)	rly inter	vention	(Birth to) Three S	System)	to Presc	hool in t	he past				
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	±±	-	-	-	-	-	-	±				
Transition Planning	for <u>Se</u>	condar	<u>y Stud</u>	ents								
(Only answer Q29-Q34 if your child was age 15 or older at l	nis/her la	ast PPT 1	meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	14	28.6%	28.6%	7.1%	7.1%	7.1%	21.4%	±				
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	9	22.2%	11.1%	0.0%	11.1%	0.0%	22.2%	33.3%				
31. The PPT introduced planning for my child's transition to adulthood.	13	0.0%	23.1%	30.8%	0.0%	30.8%	15.4%	±				

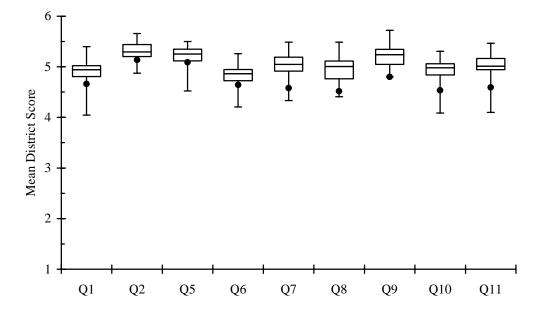
	CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW				
	Transition Planning for <u>Secondary</u> Students (con't)												
(<u>On</u>	<u>ly</u> answer Q29-Q34 if your child was age 15 or older at h	nis/her la	ast PPT 1	meeting.)								
32.	The school district actively encourages my child to attend and participate in PPT meetings.	13	38.5%	23.1%	23.1%	0.0%	0.0%	15.4%	±				
	The PPT discussed an appropriate course of study at the high school for my child.	9	33.3%	33.3%	11.1%	11.1%	11.1%	0.0%	±				
34.	The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	9	22.2%	22.2%	11.1%	11.1%	0.0%	33.3%	±				
	Parent 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	21.1%	15.8%	18.4%	0.0%	5.3%	39.5%	±				
36.	I am involved in a support network for parents of students with disabilities available through my school district or other sources.	39	25.6%	7.7%	12.8%	5.1%	5.1%	43.6%	±				
37.	There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	49	20.4%	20.4%	14.3%	8.2%	2.0%	18.4%	16.3%				
38.	A support network for parents of students with disabilities is available to me through my school district or other sources.	50	32.0%	22.0%	14.0%	4.0%	0.0%	12.0%	16.0%				
	My Ch	ild's Sl	kills										
	My child is learning skills that will enable him/her to be as independent as possible.	49	42.9%	24.5%	20.4%	0.0%	10.2%	2.0%	±				
40.	My child is learning skills that will lead to a high school diploma, further education, or a job.	50	40.0%	26.0%	20.0%	6.0%	2.0%	6.0%	±				

Regional School District 14 Survey Response Table – continued

 \pm Not a response option for this survey item.

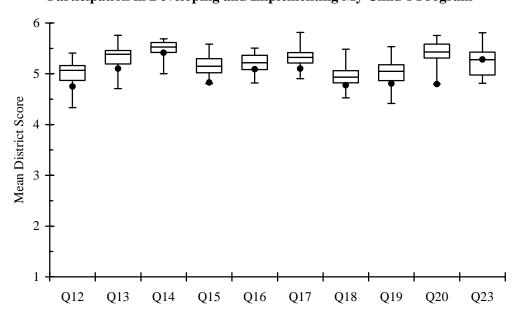
 $\pm\pm$ Miniminum reporting standard not met for this survey item.

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



Satisfaction with My Child's Program

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

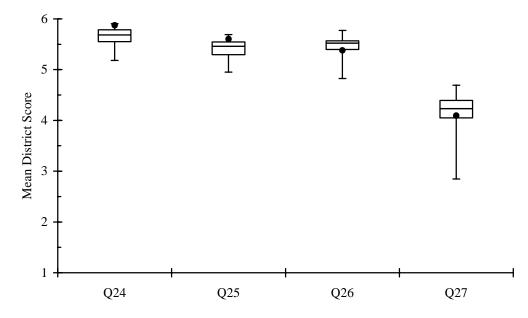


Participation in Developing and Implementing My Child's Program

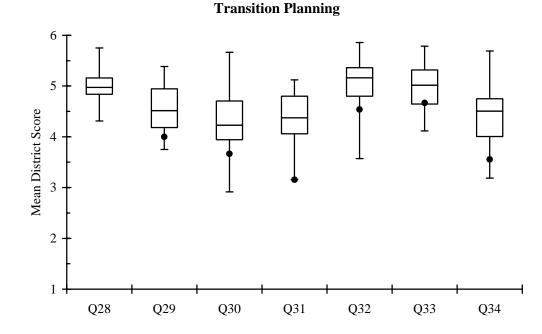
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

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

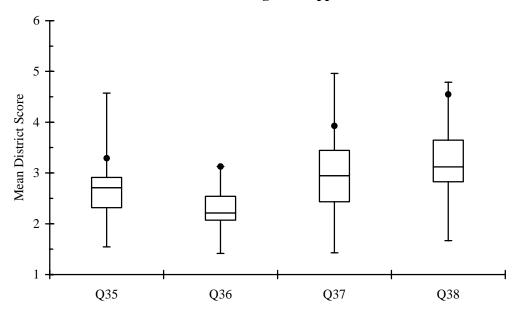




Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.

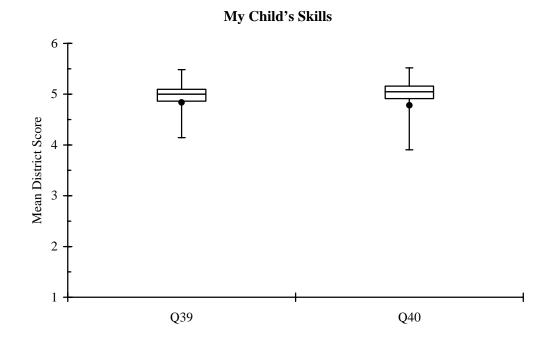


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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



Parent Training and Support

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



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

	-									
CT Special Education Par	ent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Satisfaction with My Child's Program										
1. I am satisfied with my child's over	erall special education	62	24.004	10.000	4.00/	0.004	0.00/	7 00/		
program.	-	63	34.9%	49.2%	4.8%	3.2%	0.0%	7.9%	±	
2. I have the opportunity to talk to n	ny child's teachers on a	63	68.3%	17.5%	9.5%	1.6%	1.6%	1.6%	±	
regular basis to discuss my questi		03	08.3%	17.370	9.3%	1.0%	1.070	1.0%	Ŧ	
3. My child's school day has been s	hortened to accommodate	14	0.0%	0.0%	7.1%	0.0%	0.0%	92.9%	±	
his/her transportation needs.		14	0.070	0.070	7.170	0.070	0.070	12.170	-	
4. My child has been sent home from		22	13.6%	9.1%	0.0%	0.0%	0.0%	77.3%	±	
behavioral difficulties (not consid	lered suspension).		101070	71170	0.070	0.070	0.070	111070	_	
5. My child is accepted within the s	chool community.	61	54.1%	27.9%	6.6%	4.9%	3.3%	3.3%	±	
	-									
6. My child's Individualized Educat	tion Plan (IEP) is meeting	63	36.5%	33.3%	15.9%	6.3%	0.0%	7.9%	0.0%	
his or her educational needs.7. All special education services ide	ntified in my shild's IED									
 All special education services ide have been provided. 	chuned in my child's IEP	63	46.0%	28.6%	7.9%	6.3%	4.8%	6.3%	0.0%	
8. Staff is appropriately trained and	able to provide my									
child's specific program and serv		62	45.2%	30.6%	9.7%	4.8%	3.2%	6.5%	0.0%	
9. Special education teachers make										
modifications as indicated on my		62	53.2%	32.3%	1.6%	3.2%	1.6%	4.8%	3.2%	
10. General education teachers make										
modifications as indicated on my		59	40.7%	30.5%	13.6%	6.8%	3.4%	1.7%	3.4%	
11. General education and special ed										
together to assure that my child's		60	46.7%	25.0%	18.3%	3.3%	3.3%	3.3%	0.0%	
implemented.	6									
	on in Developing and	Imple	menti	ng My (Child's	Progra	m			
12. In my child's school, administrate		F		-8 J		8				
encourage parent involvement in		61	44.3%	23.0%	18.0%	3.3%	4.9%	6.6%	±	
and results for children with disal	-	01	77.570	23.070	10.070	5.570	H. 970	0.070	÷	
13. At meetings to develop my child'										
Education Plan (IEP), I feel enco		63	66.7%	14.3%	6.3%	1.6%	3.2%	7.9%	±	
express my concerns.	uraged to give input and	05	00.770	14.370	0.570	1.070	5.270	1.970	Ŧ	
14. I understand what is discussed at	meetings to develop my									
child's IEP.	meetings to develop my	63	69.8%	23.8%	4.8%	1.6%	0.0%	0.0%	±	
15. My concerns and recommendatio	ns are documented in the									
development of my child's IEP.	in the documented in the	62	41.9%	30.6%	11.3%	4.8%	4.8%	6.5%	±	
16. My child's evaluation report is wi	ritten in terms I									
understand.		63	52.4%	25.4%	12.7%	7.9%	1.6%	0.0%	±	
17. PPT meetings for my child have	been scheduled at times	(2)	17 604	20 604	7.00/	2.00/	7.00	4.00/		
and places that met my needs.		63	47.6%	28.6%	7.9%	3.2%	7.9%	4.8%	±	
· · · · · · · · · · · · · · · · · · ·										

Regional School	District 17	Survey	Response	Table – continued
Regional School	District 17	Burvey	Response	Table – continueu

Regional School District 17 Sul vey Response Table Continued										
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW		
Participation in Developing and Implementing My Child's Program (con't)										
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	62	45.2%	33.9%	8.1%	1.6%	4.8%	6.5%	±		
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	63	42.9%	34.9%	6.3%	4.8%	1.6%	9.5%	±		
20. I have received a copy of my child's IEP within 5 school days after the PPT.	62	66.1%	22.6%	8.1%	1.6%	0.0%	1.6%	±		
21. If necessary, a translator was provided at the PPT meetings.	±±	-	-	-	1	-	-	±		
22. The translation services provided at the PPT meetings were useful and accurate.	±±	-	I	-	I	I	-	±		
23. The school district proposed the regular classroom for my child as the first placement option.	54	63.0%	20.4%	5.6%	3.7%	0.0%	3.7%	3.7%		
My Child's	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).	57	84.2%	10.5%	1.8%	0.0%	0.0%	3.5%	±		
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	53	77.4%	7.5%	5.7%	3.8%	0.0%	5.7%	±		
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	34	2.9%	2.9%	5.9%	0.0%	8.8%	79.4%	±		
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	30	23.3%	10.0%	6.7%	10.0%	3.3%	26.7%	20.0%		
Transition Planr	ning for	r <u>Presc</u>	hoolers	<u>5</u>				-		
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	6	50.0%	33.3%	0.0%	16.7%	0.0%	0.0%	±		
Transition Planning for <u>Secondary</u> Students										
(<u>Only</u> answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)										
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	17	23.5%	29.4%	23.5%	0.0%	11.8%	11.8%	±		
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	14	21.4%	7.1%	7.1%	14.3%	0.0%	28.6%	21.4%		
31. The PPT introduced planning for my child's transition to adulthood.	17	23.5%	17.6%	35.3%	5.9%	0.0%	17.6%	±		

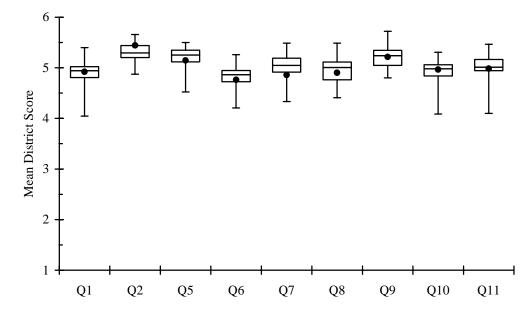
CT Special Edu	cation Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW	
Transition Planning for <u>Secondary</u> Students (con't)										
(Only answer Q29-Q34 i	(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)									
32. The school district ac and participate in PP	ctively encourages my child to attend T meetings.	19	63.2%	5.3%	15.8%	0.0%	10.5%	5.3%	±	
high school for my cl		17	41.2%	11.8%	23.5%	17.6%	0.0%	5.9%	±	
related to employment	ndividualized goals for my child nt/postsecondary education, nd community participation, if	14	21.4%	35.7%	14.3%	0.0%	7.1%	21.4%	±	
	Parent Train	ing an	d Supp	ort						
information sessions	ve attended parent training or (provided by my district, other that addressed the needs of parents disabilities.	34	17.6%	8.8%	11.8%	5.9%	2.9%	52.9%	±	
	pport network for parents of students able through my school district or	31	6.5%	6.5%	6.5%	12.9%	6.5%	61.3%	±	
	es for parent training or information ecial education provided by my t.	49	8.2%	2.0%	6.1%	4.1%	6.1%	28.6%	44.9%	
	or parents of students with disabilities ough my school district or other	49	8.2%	8.2%	6.1%	2.0%	8.2%	24.5%	42.9%	
My Child's Skills										
independent as possi		63	52.4%	28.6%	3.2%	4.8%	3.2%	7.9%	±	
40. My child is learning a diploma, further educ		60	60.0%	20.0%	6.7%	1.7%	3.3%	8.3%	±	

Regional School District 17 Survey Response Table – continued

 \pm Not a response option for this survey item.

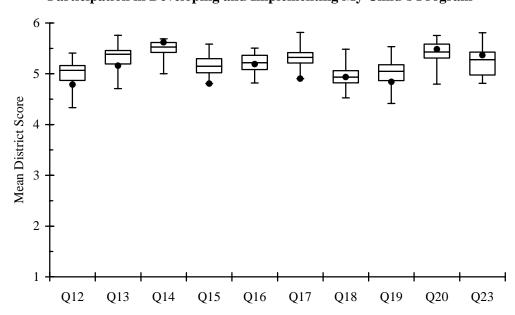
 $\pm\pm$ Miniminum reporting standard not met for this survey item.

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



Satisfaction with My Child's Program

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

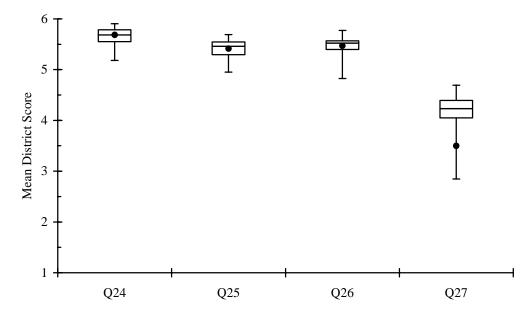


Participation in Developing and Implementing My Child's Program

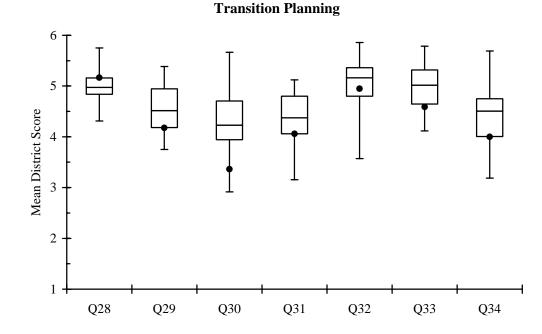
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

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

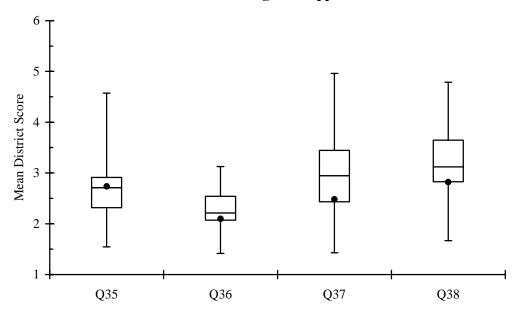




Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.

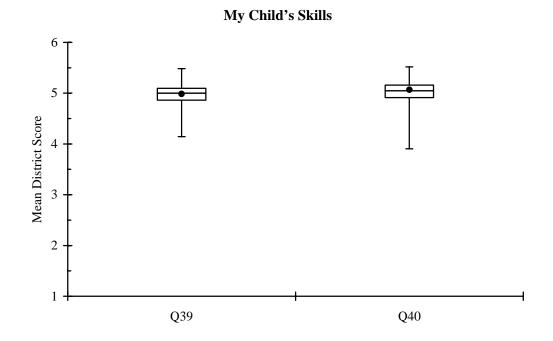


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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



Parent Training and Support

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



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

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

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

					1				
CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	Agree Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	T'NOU KNOW	
Participation in Developing and In	ıpleme	nting N	ly Chil	d's Pro	gram (con't)			
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	74	51.4%	18.9%	18.9%	1.4%	2.7%	6.8%	±	
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	74	59.5%	16.2%	10.8%	8.1%	4.1%	1.4%	±	
20. I have received a copy of my child's IEP within 5 school days after the PPT.	73	72.6%	16.4%	6.8%	1.4%	1.4%	1.4%	±	
21. If necessary, a translator was provided at the PPT meetings.	6	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	±	
22. The translation services provided at the PPT meetings were useful and accurate.	8	62.5%	12.5%	25.0%	0.0%	0.0%	0.0%	±	
23. The school district proposed the regular classroom for my child as the first placement option.	68	57.4%	20.6%	2.9%	1.5%	1.5%	5.9%	10.3%	
My Child's	s Partio	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).	74	79.7%	12.2%	4.1%	0.0%	0.0%	4.1%	±	
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	71	74.6%	14.1%	5.6%	1.4%	1.4%	2.8%	±	
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	57	5.3%	3.5%	1.8%	1.8%	7.0%	80.7%	±	
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	44	43.2%	11.4%	0.0%	2.3%	4.5%	18.2%	20.5%	
Transition Plann	ning fo	r <u>Presc</u> l	hoolers	6			-		
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)									
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	15	66.7%	20.0%	6.7%	0.0%	0.0%	6.7%	±	
Transition Planning	for <u>Se</u>	condar	y Stud	ents					
(Only answer Q29-Q34 if your child was age 15 or older at l	his/her la	ast PPT 1	meeting.)					
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	27	44.4%	25.9%	14.8%	0.0%	0.0%	14.8%	±	
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	21	42.9%	23.8%	14.3%	4.8%	0.0%	4.8%	9.5%	
31. The PPT introduced planning for my child's transition to adulthood.	26	42.3%	23.1%	15.4%	3.8%	3.8%	11.5%	±	

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

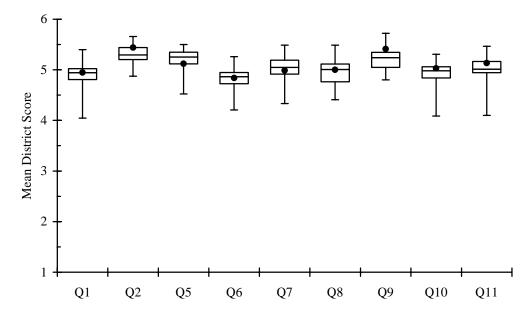
			-	-			icu		
n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONLY Disagree	DON'T KNOW		
Transition Planning for <u>Secondary</u> Students (con't)									
his/her la	ast PPT	meeting.)						
26	69.2%	11.5%	11.5%	7.7%	0.0%	0.0%	±		
25	64.0%	20.0%	8.0%	4.0%	0.0%	4.0%	±		
24	45.8%	29.2%	16.7%	4.2%	4.2%	0.0%	±		
ning an	d Supp	ort							
41	26.8%	9.8%	14.6%	2.4%	4.9%	41.5%	±		
44	11.4%	13.6%	13.6%	9.1%	6.8%	45.5%	±		
60	31.7%	11.7%	5.0%	5.0%	5.0%	30.0%	11.7%		
60	26.7%	18.3%	1.7%	3.3%	8.3%	26.7%	15.0%		
My Child's Skills									
65	50.8%	24.6%	7.7%	4.6%	4.6%	7.7%	±		
61	52.5%	26.2%	6.6%	6.6%	4.9%	3.3%	±		
	Secon his/her la 26 25 24 24 ning an 41 41 44 60 60 hild's S 65	Secondary State 26 69.2% 25 64.0% 24 45.8% 11.4% 41 26 31.7% 60 26.7% 111d's 50.8%	Secondary Students is/her last PPT weeting. 26 69.2% 11.5% 25 64.0% 20.0% 24 45.8% 29.2% aning and Support 41 26.8% 9.8% 44 11.4% 13.6% 60 31.7% 11.7% 60 26.7% 18.3% anild's Skills 65 50.8% 24.6%	Secondary Students (con't Secondary Students (con't is/her last PPT weeting.) 26 69.2% 11.5% 11.5% 25 64.0% 20.0% 8.0% 24 45.8% 29.2% 16.7% ing and Support 41 26.8% 9.8% 14.6% 44 11.4% 13.6% 13.6% 60 31.7% 11.7% 5.0% 60 26.7% 18.3% 1.7% 65 50.8% 24.6% 7.7%	Secondary Students (con't) Secondary Other last PPT meeting.) 11.5% 11.5% 7.7% 26 69.2% 11.5% 11.5% 7.7% 25 64.0% 20.0% 8.0% 4.0% 24 45.8% 29.2% 16.7% 4.2% Ining and Support 41 26.8% 9.8% 14.6% 2.4% 41 26.8% 9.8% 14.6% 2.4% 60 31.7% 11.7% 5.0% 5.0% 60 26.7% 18.3% 1.7% 3.3% 65 50.8% 24.6% 7.7% 4.6%	Secondary Students (con't) 26 69.2% 11.5% 11.5% 7.7% 0.0% 25 64.0% 20.0% 8.0% 4.0% 0.0% 24 45.8% 29.2% 16.7% 4.2% 4.2% ning and Support 41 26.8% 9.8% 14.6% 2.4% 4.9% 41 26.8% 9.8% 14.6% 2.4% 4.9% 60 31.7% 11.7% 5.0% 5.0% 5.0% 60 26.7% 18.3% 1.7% 3.3% 8.3% stild's Skills 50.8% 24.6% 7.7% 4.6% 4.6%	Secondary_Students (con't) his/her last PPT meeting.) 26 69.2% 11.5% 11.5% 7.7% 0.0% 0.0% 25 64.0% 20.0% 8.0% 4.0% 0.0% 4.0% 24 45.8% 29.2% 16.7% 4.2% 4.2% 0.0% ning and Support 14.6% 2.4% 4.9% 41.5% 41 26.8% 9.8% 14.6% 2.4% 4.9% 41.5% 60 31.7% 11.7% 5.0% 5.0% 5.0% 30.0% 60 26.7% 18.3% 1.7% 3.3% 8.3% 26.7% 65 50.8% 24.6% 7.7% 4.6% 4.6% 7.7%		

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

 \pm Not a response option for this survey item.

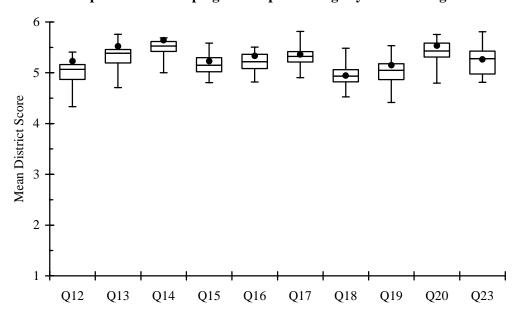
Note: The number of respondents (n) excludes those who selected "not applicable."

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



Satisfaction with My Child's Program

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

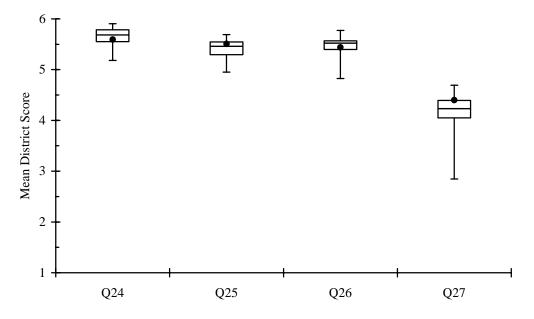


Participation in Developing and Implementing My Child's Program

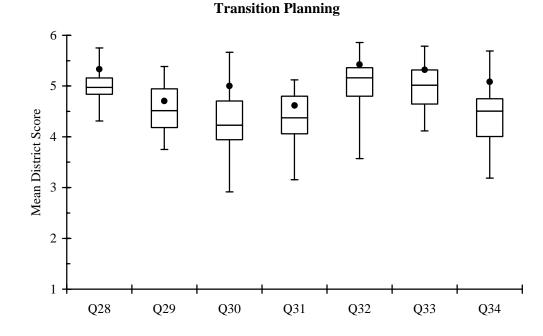
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree").

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

My Child's Participation

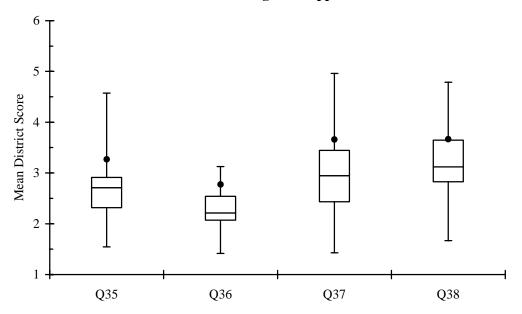


Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Q26 is a negatively-keyed item and was reverse coded.



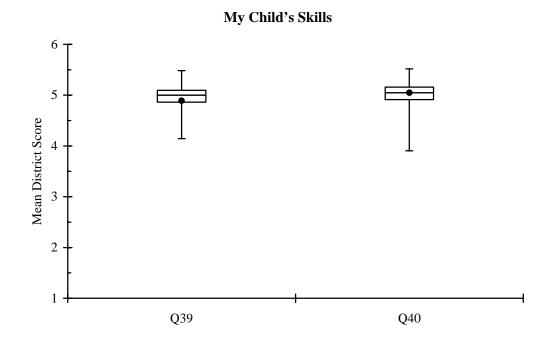
Note: The mean district score represents the average parent response scaled from 1 (="strongly disagree") to 6 (="strongly agree"). Due to a low number of responses, 5 districts were not included in calculating the mean score for Q28, Q29 and Q32-Q34, and 6 districts were not included in calculating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

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



Parent Training and Support

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



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