

Stakeholder Input Meeting

PCOE Deaf and Hard-of-Hearing Regionalized Programs
Ophir Elementary School
Penryn Elementary School
Del Oro High School



Agenda

- Recap
- Developing the Survey
- Survey Results
- Program Considerations
- Next Steps



Current Programs and Locations

- Ophir Elementary (3 classrooms)
- Penryn Elementary (1 classroom)
- Del Oro High School (2 classrooms)
- Additional students are served at their home school receiving itinerant services from PCOE staff



Student Population by Location

- North Placer

- Auburn – 5
- Foresthill – 1
- Loomis – 2
- Newcastle – 1
- Placer High – 5
- Tahoe-Truckee – 1
- **Total – 15**

- South Placer

- Dry Creek – 2
- Eureka – 2
- Rocklin – 3
- Roseville City – 11
- Roseville Joint High – 5
- Western Placer – 10
- **Total - 33**



Who are Stakeholders?

- Parents and students in the D/HH regionalized program
- PCOE D/HH program staff
- D/HH students in Placer County
- Parents, students and staff at Ophir Elementary
- Placer County School Districts
- Parents, students and staff of a new site
- PCOE Administration
- And more...



Review of Questions for the Stakeholders

- What facility or environmental elements that exist at Ophir are essential for success at a new campus?
- What other facility or environmental elements could support a new site?
- What fears do you have regarding the addition of a new site?
- What would excite you about a new site?



Who Completed the Survey?

- Parent Survey Response
 - There are currently 48 students in the PCOE D/HH Regional Program
 - 20 Parents representing 23 students from infants to high school
 - 15 from Ophir, 2 Del Oro, 2 Infant Program, 1 Penryn
- PCOE Staff Survey Response
 - 33 Staff completed the survey
 - Staff from every employee group of the D/HH Program participated
 - (Teacher, Teacher Assistant, Interpreter, Occupational Therapist, Psychologist, Speech Pathologist, Physical Therapist, Audiologist, D/HH Itinerant)



About the Survey

- Survey items were congregated from the stakeholder input notes
- Collection of demographic data to look for trends among groups
- Opportunity to individually prioritize all the items shared from the stakeholder meeting
- Opportunity to select three Top Priorities



The new site has an ASL Teacher on staff to teach the general education population



	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	8	17	40% (8)	21.2% (7)
Medium Priority	7	9		
Low Priority	3	6		
Not a Priority	1	1	5% (1)	18.8% (6)



Maintaining a critical mass of students at the lowest number of sites as possible

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	5	14	20% (4)	27.3% (9)
Medium Priority	7	16		
Low Priority	3	2		
Not a Priority	4	1	0	6.3% (3)



Modern facilities and access to technology

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	6	19	5% (1)	15.2% (5)
Medium Priority	8	11		
Low Priority	3	2		
Not a Priority	2	1	5% (1)	9.4% (3)



Maintaining the placement of the school aged students at the Ophir campus

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	6	11	25% (5)	18.2% (6)
Medium Priority	6	9		
Low Priority	2	10		
Not a Priority	5	3	35% (7)	21.9% (7)



Minimal transitions from school to school (preschool to elementary to junior high to high school)

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	5	10	15% (3)	6.1% (3)
Medium Priority	7	9		
Low Priority	5	12		
Not a Priority	3	2	15% (3)	15.6% (5)



New site has experience with PCOE special education programs

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	8	9	15% (3)	9.1% (3)
Medium Priority	5	12		
Low Priority	5	10		
Not a Priority	2	2	5% (1)	28.1% (9)



Located at a larger campus (student population)

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	2	2	0	3% (1)
Medium Priority	3	9		
Low Priority	5	13		
Not a Priority	10	9	70% (14)	50% (16)



Located at a smaller campus (student population)

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	6	3	5% (1)	3% (1)
Medium Priority	6	11		
Low Priority	2	10		
Not a Priority	6	9	15% (3)	46.9% (15)



Space for continued growth of the program

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	6	16	0	9.1% (3)
Medium Priority	6	15		
Low Priority	5	2		
Not a Priority	2	0	0	0



Shorter bus rides/commutes for students

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	8	9	25% (5)	12.1% (4)
Medium Priority	3	18		
Low Priority	4	5		
Not a Priority	4	3	10% (2)	21.9% (7)



The students are located in classroom buildings rather than portables

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	6	7	0	3% (1)
Medium Priority	5	8		
Low Priority	4	10		
Not a Priority	4	8	55% (11)	34.4% (11)



Program cohesion (students have the opportunity to stay with general education peers as they matriculate grades and schools)

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	6	21	25% (5)	30.3% (10)
Medium Priority	7	8		
Low Priority	4	3		
Not a Priority	2	1	10% (2)	3.1% (1)



Access to school activities and events

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	11	26	5% (1)	18.2% (6)
Medium Priority	5	6		
Low Priority	2	1		
Not a Priority	1	0	10% (2)	3.1% (1)



Dedicated space for services (speech, OT, etc.)

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	14	22	45% (9)	27.3% (9)
Medium Priority	3	10		
Low Priority	0	1		
Not a Priority	2	0	5% (1)	0



Adequate sized classroom for instruction and activities

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	11	28	15% (3)	48.5% (16)
Medium Priority	5	4		
Low Priority	0	1		
Not a Priority	3	0	5% (1)	0



Classroom acoustics

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	13	16	15% (3)	6.1% (2)
Medium Priority	3	12		
Low Priority	0	5		
Not a Priority	3	0	5% (1)	9.4% (3)



Commitment to building an inclusive culture at the new site

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	9	25	5% (1)	30.3 (10)
Medium Priority	6	5		
Low Priority	2	2		
Not a Priority	2	1	10% (2)	0



Developing critical mass by combining D/HH and Deaf+ (deaf with other disabilities) classrooms

	Parents	Staff	Parent -Named Priorities	Staff - Named Priorities
High Priority	7	10	10% (2)	6.1% (2)
Medium Priority	3	11		
Low Priority	5	5		
Not a Priority	4	7	20% (4)	25% (8)



General Data from the Survey

- 7/9 Preschool Respondents from Ophir would like a South Placer Option
- 2/2 Infant Parents would like a South Placer option
- Of the K-8 Ophir Families 4/8 would like to maintain Ophir placement
- 2/2 Del Oro Families would like to maintain placement
- Most common additional comment was to maintain separate classes for the Deaf and Deaf+ program but to find a way to integrate on the same campus



Common Themes in Parent Comments

- I wanted to let you know our family is beyond happy with the current program at Ophir. We love everything about the program & campus. Thank you!
- How soon can this happen?
- I think it's very important to keep the kids that have been at Ophir previously to remain there. I would love to see the DHH program remain at Ophir. Thank you for including us parents & DHH families.
- Having school lunches available to the students.



Common Themes in Parent Comments

- Critical mass, more DHH peers on one campus and diversity of communication options supported are top priorities.
- I think that the siblings of a D/HH student that are not D/HH should be allowed to attend the school even if they are out of their school district.



Common Themes in Staff Comments

- That the designated space for support staff, especially speech and hearing services, have a relatively quiet environment in accordance with the best practice for D/HH.
- It would be nice if it were possible to have one meeting with parents and staff together to ensure that both groups are receiving all of the same information at one time.
- Gen Ed staff be willing to be trained, welcome, include us, willing to change/adapt their teaching style.



Common Themes in Staff Comments

- Current preschool structure at Penryn does not adequately meet the needs of the students. The students are not able to interact with peers or have structured learning times such as learning centers to increase learning and assist in concept development.
- Academic Skills and Functional Living Skills shouldn't be mixed. Once they each had a classroom of their own they all started to learn and thrive. It took years of trying to reach this positive learning environment where all the kids would benefit.



Option #1

North Placer (Ophir Elementary)

K, 1st, 2nd, 3rd
(8 Students)

4th – 8th Grades
(8 Students)

South Placer (Site TBD)

2020-2021 Pre-School (7 students)
2021-2022 Pre-School, Kindergarten
2022-2023 Pre-school, Kindergarten, 1st
2023-2024 Pre-school, Kindergarten, 1st, 2nd

Penryn Elementary

Deaf+ Program
Pre-School through 8th Grade
7 Students

Option #2

North Placer (Ophir Elementary)

K, 1st, 2nd, 3rd
(8 Students)

4th, 5th, 6th, 7th, 8th
(8 Students)

South Placer (Site TBD)

Classroom #1

2020-2021 Pre-K AM/PM Sessions (9 Students)
D/HH Morning Class (7 Students)
Deaf+ Afternoon Class: (2 Students)
2021-2022 Pre-school, Kindergarten
2022-2023 Pre-school, Kindergarten, 1st

Classroom #2

Deaf+ Program Kindergarten – 8th Grade
(5 Students)

Pros and Cons

Option #1	
North Placer (Ophir Elementary)	
K, 1 st , 2 nd , 3 rd (8 Students)	4 th – 8 th Grades (8 Students)
South Placer (Site TBD)	
2020-2021	Pre-School (7 students)
2021-2022	Pre-School, Kindergarten
2022-2023	Pre-school, Kindergarten, 1 st
2023-2024	Pre-school, Kindergarten, 1 st , 2 nd
Penryn Elementary	
Deaf+ Program Pre-School through 8 th Grade 7 Students	

- Addresses growth in the South
- Solves the space problem at Ophir
- Minimizes student movement

- Deaf+ students are still separated from their peers
- Critical mass: students are spread across three sites
- Related services/support: staff will be spread across three sites



Pros and Cons

- Addresses growth in the South
- Addresses space issues at Ophir
- Critical Mass: students served on two sites

Option #2			
North Placer (Ophir Elementary)			
	K, 1 st , 2 nd , 3 rd (8 Students)		4 th , 5 th , 6 th , 7 th , 8 th (8 Students)
South Placer (Site TBD)			
	Classroom #1		Classroom #2
2020-2021	Pre-K AM/PM Sessions (9 Students) D/HH Morning Class (7 Students) Deaf+ Afternoon Class: (2 Students)	Deaf+ Program	Kindergarten – 8 th Grade (5 Students)
2021-2022	Pre-school, Kindergarten		
2022-2023	Pre-school, Kindergarten, 1 st		

- Movement of more students (two classrooms)
- Related Services/Support: resources are spread over a large distance





Questions from the Stakeholders



Comments from Stakeholders



For Information Updates

- <http://bit.ly/PCOE-DHH>
- www.Placercoe.org (Type DHH in the search field)

