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Online Survey for Move to Single Site for Deaf and Hard of Hearing Program Grades 1 – 6

This report includes the comments as they were provided to us. Comments were edited only in instances of abusive/discriminatory content, comments that did not protect anonymity and the use of profanity. The full unedited survey comments were shared with decision-makers.

This survey was circulated via email in late June to the following parents:

- Those with students in the Deaf and Hard of Hearing Program at Queen Elizabeth School, Stanley Jones School and Queen Elizabeth High School
- Those whose children attend Jennie Elliott School

The survey was open June 22 – Sept. 15, 2017. In addition to circulating it by email, the survey was also posted on the CBE website.

The intent of the survey was to hear from CBE families with students in the DHH Program and students at Jennie Elliott School to better understand the opportunities and challenges they see in the implementation of the plan to move Grade 1 – 6 students in the Deaf and Hard of Hearing Program at Queen Elizabeth School and Stanley Jones School to Jennie Elliott School for September 2018. The survey results will be used to help provide a smooth transition for affected students, parents and staff.

The total number of responses was 47

Below you will find information about the responses received:

- 1 | I am responding as a (please select all that apply to you):
Total responses: 47

Parent of student in Grade 1-6 DHH Program	14 (30%)
Parent of student in Grade 7-12 DHH Program	1 (2%)
Parent of student who may attend DHH in future	1 (2%)
Parent of student at Jennie Elliott School	31 (66%)
Parent of student who will attend Jennie Elliott School in future	8 (17%)



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Please note that the Jennie Elliott School community is more strongly represented than any other school on this survey.

2 | What opportunities do you see in the implementation of this plan?

Total responses: 29

- Please ignore the entire survey response. I was curious to see the questions being asked but was unable to tab through the pages without providing answers to questions.
- No opportunities for my family.
- I like the unique opportunity to help both the DHH kids and the current kids be able to interact and grow.
- For all students to learn ASL
- better benefit for my child
- Having DHH at JE would allow for inclusion of students with all abilities. JE is a good school great community of parents that support JE a lot and this allow dhh students and families to benefit from our amazing school
- Children helping other children, recognize diversity and challenges of society
- Having access to more qualified experienced professionals.
- I see no opportunities
- More focus on each student on its specific requirement related comprehension and expression
- Exposure to other children in the DHH program. Closer to home therefore a shorter commute for son.
- Definitely provide opportunities for students and families in the DHH program to visit JE school and see first-hand what a caring community it is, and likewise for students and families attending JE to learn more about the DHH program and how best to welcome students in this program to JE's learning environment.
- Different and possibly better integration opportunities. Combining of resources between the 2 programs.
- nothing, in fact too far for us
- diversity, funding and school to capacity
- Appreciation for diverse populations and increased sensitivity for those with disabilities
- I taught at Queen Elizabeth and saw first hand the social benefits to both DHH students and hearing students - having DHH students at Jennie Elliott will be great for both groups of students.
- Enrichment of the student population as a whole, the process of change can motivate for further school improvements
- N/A
- Any interaction between communities is a positive opportunity.



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People are uncomfortable by what they don't know; this will demystify any preconceptions about the DHH community.

- Children without disabilities getting to interact with children with a disability, and vice versa.
- Integration of students with disabilities along side those that are not hearing impaired should provide students with an enriched cultural experience.
- Opportunity to interact with children who are different - cannot hear
- Great opportunity for inclusivity of all learners.
- A more diverse student body, exposure to DHH students to students in the regular stream, greater resources for JE, less intensity in use of space at JE
- Exposure to children with disabilities and different needs.
- Exposure of non-deaf or hard of hearing children to the challenges of living with hearing loss and the development of a greater amount of empathy.
- Building awareness among current JE students about DHH peers, whom they may have never had experience with in the past. Sign language exposure.

3 | What challenges do you see in the implementation of this plan?

Total responses: 30

- No space for kids on Lakeview - student care
- Limited Space that was taken from the After Care Program will not be given back despite having a waiting list of 200 Students. This is devastating as there is no comparable after care programs in the area.
- Concerned about an us versus them environment
- first few weeks would be a challenge for my child to get to know around her.
- It's important that all the school leaders involved in this move are supportive and positive in their communications and interactions with students, parents and staff.
- Need extra resources to help kids adjust, educate them
- Location and the fact this program goes only till grade 6. It would have made sense if it went all the way to Grade 12 in the same location.
- I see a higher teacher student ratio that will not be advantageous to the student



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- Keeping group of students small and carrying on activities (curricular and extra curricular) with their age or grade level
- Unknown at this time. Going into this with an open mind.
- Lack of knowledge/information about the characteristics and features of each learning community (to this point they have been distinct and separated) and families and students currently at JE might not have much experience with individuals (students or others) who are DHH. My experience is that JE is very welcoming and I think current students, staff and families there might just need more info on what specific actions they can take to best support the transition.
- Location is not the most ideal for us. Neither is the start time. The busing from the north will make for a long, late day.
- traveling distance
- Transportation and having to find before and after school care
- Maybe just blending the dhh kids with rest of school due to communication challenges
- Sound and noise will be difficult for our new community of DHH students so hallways and ambient noise will have to be considered.
- Making sure that the school population sees itself as one, united - teachers and kids.
- Lack of classroom availability for current Jennie Elliott Students
- Perhaps classroom space
- None at this time.
- Over population, a separate school within a very community driven school creating division
- Safety of all children is the main concern as children may not adapt quickly to their hearing impaired peers. General academic standings have been excellent at Jennie Elliot and have resulted in families seeking out the community, although recognizing this is a public school, maintaining the excellent academic standards will ensure we have an engaged parental community and parents do not seek out other easy to access alternatives in the neighborhood (i.e., Connect School, Girls School, Masters Academy, etc)
- The obvious, how to have hearing and non-hearing children learn to interact and work together
- none
- No bus space, no parking at JE
- None, other than resources will need to go to ensuring students in the regular stream are empathetic to DHH students



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- Jennie Elliott being over crowded, the expense of outfitting classrooms with equipment needed to support the students, the long term growth considerations of Lakeview, Garrison Green, and North Glenmore student populations, the implementation being a 'quick fix' proposed only in the last 2 months, the lack of parental consideration of current JE families, the lack of communication before the decision was made and the shuffling of student populations
- Lack of integration between the two groups of children because of communication obstacles
- A school within a school model is not as beneficial to overall community feeling of the school.

4 | What do we need to pay attention to in order to make this a smooth transition?

Total responses: 40

Answer Choices	Responses
Regularly communicating with parents	30 (75%)
Preparing students for the move in advance	30 (75%)
Provide opportunities for students and staff in the DHH Program to meet with Jennie Elliott School students and staff	25 (63%)
Provide opportunities for parents, students and staff in the DHH Program to tour Jennie Elliott School	17 (43%)
Properly documenting processes (e.g., moving logistics)	11 (28%)
Other (please specify)	13 (33%)

Other comments:

- Need to make space for Lakeview kids for student care
- Space Consideration for existing or past programs that Jennie Elliot children have had access to.
- Consider buddies. Like reading buddies and like the TASC helper buddies....create a mentorship or peer support program for DHH and non-DHH students.
- Get staff and principal at JE to support inclusive and support having a program. Staff are key to making this change a positive.
- give students opportunity to attend few classes with regular program in order to be ready and handle chaleges



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- Making sure there is a balance within Jennie Elliott, and how much space/resources that are given to accommodate the DHH Program.
- Communication as it becomes available about bussing to the new location.
- not benefited from this move
- I think it would help if students could get a tour of Jennie Elliot so they know where they are going
- Focused programming that will connect kids and build their community at school.
- Please explain to parents what will happen when the school is overwhelmed with an "unexpected" number of new Lakeview children who will be attending in the next 3 years due to the number of young families moving to the community.
- Begin to teach Jennie Elliott teachers and students some basic skills to communicate with the deaf (signing etc)

5 | Any other comments?

Total responses: 16

- Families living in Lakeview need to be given priority
- Having had several connections with the DHH community in our lives. I am very happy about this opportunity. However I have also had our son on a waiting list for a very long time to get into the After Care Program. Having spoken to other parents and people involved in the program, I have discovered that there use to be 2 rooms available for this program. That was taken away with the school within a school. Now with this new program, I have discovered that that the room will not be returned, and it is highly unlikely that our son will ever get into this program. This is devastating to me as we have been using alternative options and nothing is comparable to this incredible After Care program. It is clear that the program has capacity to grow but the limitations of space at the school is what prevents them from accepting more children.
- bussing would be another challenge.
- Please ensure "change" is not stated in a negative way. This is growth amazing growth and amazing opportunity to bring children and families of all abilities together
- Because of the location and the fact that it would be only grade 6 that our daughter would attend in this new location, we may opt to send her straight to Queen Elizabeth regular program instead. There



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is a chance more parents will choose not to send their kids there because of the location (travelling from North on Crowhild is unpredictable because of traffic)

- Challenge students with more field work, social events and experimental knowledge
- The Jennie Elliott community is welcoming to the DHH students, but worry and don't want to be pushed into confined spaces as we have in the past while accommodating students from other districts where schools were not yet complete. We have lost out on designated music, art rooms, etc, including causing other problems like traffic and parking issues with that many more students and parents.
- Wondering if a private transportation company ie. four seasons transport, may be an option as opposed to bussing. I have no clue who would bus to Lakeview from the north.
- nothing
- I think this is generally good. However, The school was very very full when we were at our fullest this winter. There wasn't enough space - no staff room, student care lost a classroom, classes in library with no walls. That was not ideal and I don't think we can accommodate that volume again without sacrificing important spaces.
- We are looking forward to meeting new families and students. I hope that the move meets it's potential, it's a great opportunity.
- There is nothing but positivity that can come out of this move. Our family is excited about this new chapter in the school.
- This will be a significant change to the learning community and students should be prepared. Students are likely to embrace the new learning experience that comes with adding hearing impaired students but administrators need to be extra vigilant around the potential for bullying.
- I think this is great!!
- It's ridiculous that parents were not consulted before this decision was made.
- I feel this is a hasty decision made, and I don't understand the shuffling of students that the CBE is constantly doing- i.e. moving programs to new locations, opening a new school for Discovery Ridge Students and then replacing the lost population with a DHH program, the CBE trying to implement more specialized programs in which it can not support with current school sites.