

## Criteria for Deaf/Hard of Hearing (D/HH) Program

The Deaf/Hard of Hearing (D/HH) Program is for a student who has been identified as having a permanent hearing loss and who communicates using American Sign Language (ASL). The student is deemed to require an individualized program with intensive support to progress through the Ontario Curriculum.

<b>Designation:</b>	Kindergarten, Primary, Junior, Intermediate, Secondary
<b>Class Size:</b>	Up to 10 students
<b>Resources:</b>	One teacher of the Deaf and educational assistant(s) with ASL interpreting skills based on needs of students

### Referral Criteria:

#### Cognitive Profile

- evidence of at least Borderline/Low Average or higher intellectual ability;
- permanent hearing loss;
- student requires intensive instructional support from a specialist teacher; and
- students mode of communication is American Sign Language (ASL)

#### Academic Profile

- ability to work toward Ontario Curriculum expectations with needed supports, accommodations and/or modifications; and
- parents/guardians have chosen ASL as the method of communication.

#### Social/Behavioural Profile

- adaptive skills commensurate with cognitive profile.

#### Required Documentation

- audiological assessment indicating a permanent hearing loss;
- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- speech-language/communication assessment and/or D/HH assessment;
- ASL assessment or statement of ASL proficiency;
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting;
- educational assessment within the last 12 months (English WIAT III preferred/informal accepted);
  - clinical report;
  - record form; and
  - student response booklet

**Additional Documentation (if available or appropriate)**

- current report card or Communication of Learning;
- current IEP;
- additional assessment reports (e.g., most recent medical, occupational/physiotherapy, social work);
- list of community agencies involved with student (e.g., CHEO); and
- STEP (Steps To English Proficiency) continuum indicating the current observable language behaviours.

**The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.**