

## Deaf/Hard of Hearing Program

### PROGRAM DESCRIPTION

A special education class with partial integration that provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy.

Total communication is the focus for the program. Necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum. American Sign Language is not the language of instruction.

If a family wishes to pursue intensive instruction in American Sign Language for their student, the Hearing Resource Teacher can support referrals to the Provincial School for the Deaf/Hard of Hearing.

- Class maximum of twelve students

For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary Schools) at your child's school and/or Chief of Speech Language and Hearing Services for the Durham District School Board.

### Our Mission

**The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.**



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**Inclusive**   
**STUDENT SERVICES**

GROVE · PSYCHOLOGICAL SERVICES · SOCIAL WORK AND ATTENDANCE  
SPECIAL EDUCATION · SPEECH LANGUAGE AND HEARING · VISION

# DEAF/HARD OF HEARING PROGRAM

MANY PATHS TO  
**Success**

*Meeting the Needs of  
All Students Through  
a Range of Programs  
and Placements*



## How do we **serve** our students?

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

## Special Education Class **Placement**

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement. In the DDSB, we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

- **Deaf/Hard of Hearing Program**
- **Developmental Program**
- **Gifted Program**
- **Practical Learning Program**
- **School Support Program**
- **Self-Regulation Class**
- **Structured Learning Class**
- **Transition to Work Program**

## **Deaf/Hard of Hearing Program** Details

### **PROGRAM OUTCOMES:**

To improve students language development and achievement of Ontario Curriculum Expectations.

### **DEAF AND HARD OF HEARING STUDENTS:**

- Formally identified Deaf/Hard of Hearing through IPRC
- Benefit from intensive support in receptive and expressive language development, auditory management and advocacy skill development
- Work on Ontario Curriculum with accommodations and/or modifications and alternative expectations as appropriate

### **PROGRAM SUPPORTS:**

- One Teacher of the Deaf/Hard of Hearing
- One Educational Assistant
- One Interpreter (if needed)
- Consultation by Hearing Resource Teacher, Speech and Language Pathologist and Audiologist
- Supported by the Board's multi-disciplinary professional support staff



## **The Deaf/Hard of Hearing Program will:**

- Provide opportunities for intensive support in literacy, numeracy, auditory management, self-advocacy and learning skills;
- Provide opportunities for meaningful integration including French as Second Language;
- Support appropriate transitions.

