



**SUDBURY CATHOLIC  
DISTRICT SCHOOL BOARD**

Parents'/Guardians' Guide  
to Special Education

2020

## **What are the Sudbury Catholic District School Board’s Goals and Objectives for exceptional students?**

### **GOALS**

Schools under the jurisdiction of the Sudbury Catholic District School Board exist primarily to assist parents in developing to the fullest, the academic, the intellectual, spiritual, physical, cultural and moral growth of their children.

The aims of education for exceptional pupils are essentially the same as those for all other students.

- A) To develop completely their individual talents as members of society and as unique and responsible Christian persons.
- B) To provide them with opportunities to grow in Faith and in an understanding of the nature and purpose of life.

### **OBJECTIVES**

- A) To provide, within special education funding provided by the Ministry of Education, and other initiatives or opportunities, programs and services for students with special education needs according to the area of exceptionality defined by the Ministry of Education.
- B) To co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities.
- C) To provide within special education funding provided by the Ministry of Education and other initiatives or opportunities, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the regular classroom.

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The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parent’s guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the Board’s list of contacts at the end of the document.

#### **Notes:**

- If you wish to receive this parents’ guide in Braille, large print, or audio format, please contact the Board at the address or telephone number shown on the last page of this guide.
  - When used in this guide, the word “parent” includes guardian.
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## **What is an Identification Placement and Review Committee (IPRC)?**

Regulation 181/98 requires that all school boards set up IPRC's. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

- School Principal (Chairperson or designate)
- Superintendent of School Effectiveness (or designate)
- Learning Support Services Consultant – Special Education (or designate)
- If applicable, School Principal (of receiving school) (or designate)

Parents are invited and encouraged to attend the meeting.

## **What is the role of the IPRC?**

The IPRC will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- Decide an appropriate placement for your child, regular class or special education class; and
- Review the identification and placement at least once in each school year.

## **Who is identified as an exceptional pupil?**

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## **What are the Ministry of Education Categories and Definitions of Exceptionalities and the expectations at the Sudbury Catholic District School Board?**

The following five categories of exceptionalities have been identified in the Education Act definitions of exceptional pupils:

- Behaviour
  - Communication
  - Intellectual
  - Physical
  - Multiple
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## **Behaviour**

### **Ministry of Education Definition:**

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

1. An inability to build or to maintain interpersonal relationships;
2. Excessive fears or anxieties;
3. A tendency to compulsive reaction;
4. An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

### **Sudbury Catholic District School Board Determination:**

Students being considered for a Behaviour exceptionality require supporting documentation in the form of one of the following:

- a) a psychological assessment completed by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board, and/or;
- b) a medical diagnosis by an independent Regulated Health Care Professional, and/or;
- c) a psychological assessment completed by a Psychologist/Psychological Associate.

## **Communication**

### **AUTISM**

### **Ministry of Education Definition:**

A severe learning disorder that is characterized by:

- a) Disturbances in:
  - rate of educational development;
  - ability to relate to the environment;
  - mobility;
  - perception, speech, and language;
- b) Lack of the representational symbolic behaviour that precedes language.

### **Sudbury Catholic District School Board Determination:**

Students being considered for identification under the Autism exceptionality must have a diagnosis of Autism Spectrum Disorder (Autism, Asperger Syndrome, PDD-NOS) made by:

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- a) a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board, and/or;
- b) an independent Regulated Health Care Professional.

This diagnosis must have been communicated to the parent prior to the IPRC meeting.

## **DEAF AND HARD-OF-HEARING**

### **Ministry of Education Definition:**

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

### **Sudbury Catholic District School Board Determination:**

Students being considered for identification under the Deaf and Hard-of-Hearing exceptionality must meet the following criteria:

- a) The hearing loss must be:
  - Bilateral;
  - Sensorineural;
  - Moderate (40dB) to profound (+90dB) in nature across all frequencies;
- b) The student has been prescribed personal hearing aids by an audiologist.

In addition, the student may have:

- a personal FM system;
- a sound field system prescribed by an audiologist;
- gaps in written or spoken language;
- ongoing speech or language difficulties;
- a late diagnosis of hearing loss (age +3.5 years) which increases the possibility of school failure.

## **LANGUAGE IMPAIRMENT**

### **Ministry of Education Definition:**

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

1. Involve one or more of the form, content, and function of language in communication; and
2. Include one or more of:
  - a. language delay;

- b. dysfluency;
- c. voice and articulation development, which may or may not be organically or functionally based.

**Sudbury Catholic District School Board Determination:**

Students being considered for identification under the Language Impairment exceptionality must have moderate-severe language delay as assessed or consulted by a Speech-Language Pathologist employed by the Sudbury Catholic District School Board.

The results of the assessment must have been communicated to the parent(s) by the Speech-Language Pathologist or Psychologist prior to the IPRC meeting.

**SPEECH IMPAIRMENT**

**Ministry of Education Definition:**

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

**Sudbury Catholic District School Board Determination:**

Students being considered for identification under the Language Impairment exceptionality must have at least a moderate-severe speech delay/disorder as assessed or consulted by a Speech-Language Pathologist employed by the Sudbury Catholic District School Board.

The results of the assessment must have been communicated to the parent(s) by the Speech-Language Pathologist prior to the IPRC meeting.

**LEARNING DISABILITY**

**Ministry of Education Definition:**

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

1. Is not primarily the result of:
  - a. impairment of vision;
  - b. impairment of hearing;
  - c. physical disability;
  - d. developmental disability;
  - e. primary emotional disturbance;

- f. cultural difference;
2. Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - a. receptive language (listening, reading);
  - b. language processing (thinking, conceptualizing, integrating);
  - c. expressive language (talking, spelling, writing);
  - d. mathematical computations; and
3. May be associated with one or more conditions diagnosed as:
  - a. a perceptual handicap;
  - b. a brain injury;
  - c. minimal brain dysfunction;
  - d. dyslexia;
  - e. developmental aphasia.

### **Sudbury Catholic District School Board Determination:**

Students being considered for identification under the Learning Disability exceptionality must have a diagnosis made by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board who has the authorized area of practice of School Psychology. The Board will consider data (not necessarily the diagnosis) contained in reports by professionals not employed by the Board. Both objective data and overall clinical judgement are used in formulating a diagnosis. All outside assessments are consulted to by the Special Education team and a School Psychologist to confirm diagnosis and accommodations.

Sudbury Catholic District School Board concurs with the position of the Learning Disabilities Association of Ontario:

- “Learning Disabilities’ refers to a variety of disorders that affect the acquisition, retention, understanding, organisation or use of verbal and/or nonverbal information. These disorders result from impairments in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.”
  - “Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:
    - oral language (e.g., listening, speaking, understanding)
    - reading (e.g., decoding, comprehension)
    - written language (e.g., spelling, written expression)
    - mathematics (e.g., computation, problem solving)”
  - “Learning disabilities may also cause difficulties with organisational skills, social perception and social interaction.”
  - “Learning disabilities are due to genetic, other congenital and/or acquired neurobiological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socioeconomic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning
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disabilities co-exist with other conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.”

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

## **Intellectual**

### **GIFTEDNESS**

#### **Ministry of Education Definition:**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

#### **Sudbury Catholic District School Board Determination:**

Students being considered for identification under the Giftedness exceptionality must have:

- assessed higher order thinking abilities (Verbal Comprehension Index and Fluid Reasoning) as measured on the WISC-V at or above the 98th percentile; and
- commensurate academic abilities; and
- been assessed or those results reviewed by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board who has the authorized area of practice of School.

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

### **MILD INTELLECTUAL DISABILITY**

#### **Ministry of Education Definition:**

A learning disorder characterized by:

1. An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
  2. An inability to profit educationally within a regular class because of slow intellectual development;
  3. A potential for academic learning, independent social adjustment, and economic self-support.
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### **Sudbury Catholic District School Board Determination:**

Students to be considered for identification under the Mild Intellectual Disability exceptionality must meet the following criteria:

- a) a psychological assessment completed/consulted by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board indicating that the student's intellectual and adaptive functioning lie in the mild intellectual disability range;
- b) difficulty learning and understanding new concepts;
- c) able to meet limited Ontario Curriculum expectations with support;
- d) requires modified and/or alternative curriculum;
- e) has the potential for academic learning, social adjustment, and economic self-support;
- f) cognitive abilities fall within the 55 to 70 (+/-5) range; academic and social skills <70 to 75 range.
- g) All outside assessments are consulted to by the Special Education team and a School Psychologist to confirm diagnosis and accommodations.

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

### **DEVELOPMENTAL DISABILITY**

#### **Ministry of Education Definition:**

A severe learning disorder characterized by:

1. An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
2. An ability to profit from a special education program that is designed to accommodate slow intellectual development;
3. A limited potential for academic learning, independent social adjustment, and economic self-support.

### **Sudbury Catholic District School Board Determination:**

Students to be considered for identification under the Developmental Disability exceptionality must have a diagnosis made by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board, and/or an independent Regulated Health Care Professional as follows:

#### **Developmental Disability – Mild**

- assessed by a Regulated Health Care Professional to have a mild level of general intellectual disability with delays in adaptive functioning
  - abilities and skills estimated to fall within the 55 to 70 (+/-5) range
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- able to meet limited Ontario Curriculum expectations with support
- need for alternative curriculum expectations.

#### Developmental Disability – Moderate

- assessed by a regulated qualified professional to a moderate level of general intellectual disability with delays in adaptive functioning
- abilities and skills estimated to fall within the 40 to 55 range
- difficulties with impulse control, social interaction skills, some independent living skills and limited means of communication;
- working exclusively on alternative curriculum expectations.

#### Developmental Disability – Severe to Profound

- assessed to have severe to profound level of general intellectual disability with delays in adaptive functioning
- abilities and skills to fall within the 25 to 40 range or lower
- great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills
- working exclusively on alternative curriculum expectations
- limited potential for academic learning, social adjustment, and economic self-support.

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

## **PHYSICAL DISABILITY**

### **Ministry of Education Definition:**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.

### **Sudbury Catholic District School Board Determination:**

Students to be considered for identification under the Physical Disability exceptionality must:

- have a medical diagnosis by a Regulated Health Care Professional; and
- require the additional support of physiotherapy; and
- require support of occupational therapy, and in many cases, speech-language pathology.

In most instances, the student will have been involved with the Children's Treatment Centre or similar service and will require support for limitations in mobility and activities of daily living. Students who have a medically diagnosed severe chronic health condition affecting their ability to access the Ontario Curriculum may be considered for identification under this exceptionality.

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## **BLIND AND LOW VISION**

### **Ministry of Education Definition:**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

### **Sudbury Catholic District School Board Determination:**

Students to be considered for identification under the Blind and Low Vision category must:

- meet the legal definition of legally blind which is 20/200 best corrected vision or less than 20 degree field of vision; or
- meet the legal definition of low vision which is 20/70 best corrected vision; or
- have vision difficulties of such a significant impact on their educational progress that they require extensive accommodations and assistance.

### **Multiple**

## **MULTIPLE EXCEPTIONALITIES**

### **Ministry of Education Definition:**

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

### **Sudbury Catholic District School Board Determination:**

- Diagnosis by a Regulated Health Care Professional as having two or more severe conditions

## **Assessments from Outside Agencies:**

When an assessment is completed by an outside agency, the assessment is to be shared with the Special Education Consultant so that it can be consulted by the appropriate professional. All psychological assessments are reviewed by a psychologist who has the authorized area of practice of School to confirm diagnosis and accommodations. All speech-language pathology assessments are reviewed by the school Board's Speech-Language Pathologist.

- For all new outside assessments:
    - Written consult must be obtained from family/guardian to have the assessment reviewed. If consult is not obtained, the assessment cannot be accepted.
    - The Special Education consultant will consult with the appropriate professional who will confirm the exceptionality and the accommodations.
    - The information will be shared with the school and the family.
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### **What is a special education program?**

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

### **What are special education services?**

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

### **What is an IEP?**

The IEP, and Individual Education Plan, must be developed for your child, in consultation with you. It must include:

- Specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which your child's progress will be reviewed; and
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

### **How is an IPRC meeting requested?**

The principal of your child's school:

- Must request an IPRC meeting for your child, upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

### **May parents attend the IPRC meeting?**

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- To be present at and participate in all committee discussions about your child; and
- To be present when the committee's identification and placement decision is made.

### **Who else may attend an IPRC meeting?**

- The principal of your child's school;
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- Other resource people such as your child’s teacher, school special education staff, Learning Support Services staff, Superintendent of School Effectiveness, or the representative of an agency, who may provide further information or clarification;
- Your representative – that is, a person who may support you or speak on behalf of you or your child; and
- An interpreter, if one is required. (You may request the services of an interpreter through the principal of your child’s school.)

### **Who may request that others attend?**

Either you or the principal of your child’s school may make a request for the attendance of others at the IPRC meeting.

### **What information will parents receive about the IPRC meeting?**

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child’s placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

### **What if parents are unable to make the scheduled meeting?**

If you are unable to make the scheduled meeting, you may;

- Contact the school principal to arrange an alternative date or time; or
- Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC’s written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

### **What happens at an IPRC meeting?**

- The chair introduces everyone and explains the purpose of the meeting.
  - The IPRC will review all available information about your child. They will:
    - Consider an educational assessment of your child;
    - Consider, subject to the provisions of the Health Care Consent Act, 1986, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
    - Interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
    - Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
  - The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
  - You are encouraged to ask questions and join in the discussion.
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- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

### **What will the IPRC consider in making its placement decision?**

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class, with appropriate special education services, will meet your child's needs, and be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education support. If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

### **What will the written statement of decision include?**

The IPRC's written statement of decision will state:

- Whether the IPRC has identified your child as exceptional;
- Where the IPRC has identified your child as exceptional;
  - The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training;
  - The IPRC's description of your child's strengths and needs;
  - The IPRC's placement decision; and
  - The IPRC's recommendations regarding a special education program and special education support;
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

### **What happens after the IPRC has made its decision?**

- If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you **have agreed** with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided, of the need to develop an Individual Education Plan (IEP) for your child.

### **Once a child has been placed in a special education program, can the placement be reviewed?**

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
  - You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.
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### **What does a review IPRC consider and decide?**

- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

### **What can parents do if they disagree with the IPRC decision?**

- If you **do not agree** with either the identification or placement decision made by the IPRC, you may;
  - Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
  - Within 30 days of receipt of the decision, file a notice of appeal with the Director of Education and Secretary to the Board, Sudbury Catholic District School Board, 165A D'Youville Street, Sudbury, Ontario, P3C 5E7.
- If you **do not agree** with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

### **How do I appeal an IPRC decision?**

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Director of Education and Secretary to the Board, Sudbury Catholic District School Board, 165A D'Youville Street, Sudbury, Ontario, P3C 5E7. The notice of appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out your reasons for disagreeing.

### **What happens in the appeal process?**

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
  - The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date.)
  - The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
  - You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
  - The appeal board must make its recommendations within 3 days of the meeting ending. It may:
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- Agree with the IPRC and recommend that the decision be implemented; or
  - Disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
  - Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
  - You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Educational Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

### **What special education programs and supports are provided by the board?**

The Sudbury Catholic District School Board attempts to provide maximum growth and development opportunities of every pupil including those identified as exceptional.

The Learning Support Services Department is organized and operates to assist the community school in this challenging task. A team which includes academic consultants, psychometrists, attendance counsellor, speech language pathologist and communication disorder assistants provide specialized assistance to pupils and teachers. This team of professionals works in close cooperation with the community school, parents, public health personnel, superintendents and all pertinent community agencies to address the particular needs of exceptional pupils.

Every school has a Special Education Resource Teacher and/or Learning Support Teacher who assist(s) in providing special education support to exceptional pupils at their home schools and in their regular classrooms. Specialist Teachers, including a Teacher of the Visually Impaired, provide additional specialized support to exceptional students in all schools.

Pupils with more complex needs, who require modified or alternative programming, may be placed in a specialized classroom. These special classes are located in various community schools throughout our school system.

In cooperation with the Rainbow District School Board and Health Sciences North, the Sudbury Catholic District School Board provides specialized programs and services for pupils with severe physical disabilities at the Health Sciences North - Children's Treatment Centre.

### **What organizations are available to assist parents?**

Many parent organizations are available both locally and provincially to provide information and support to parents of exceptional children. Some of these organizations are listed below.

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| <p><b>ADD/HD PARENT SUPPORT GROUP</b><br/>Centre for ADHD Awareness<br/>Canada<br/>574 Loach's Road Sudbury,<br/>Ontario<br/>P3E 2R1<br/>705-523-4747</p>                                      | <p><b>AUTISM SOCIETY OF ONTARIO<br/>(Child and Community Resources)</b><br/>662 Falconbridge Road<br/>Sudbury, Ontario<br/>P3A 4S4<br/>705-222-5000 Ext. 2685</p> | <p><b>CANADIAN DIABETES ASSOCIATION</b><br/>(Sudbury and District B)<br/>2141 Lasalle Blvd<br/>Sudbury, Ontario<br/>P3A 2A3<br/>705-670-1993</p> |
| <p><b>CANADIAN HEARING SOCIETY (Sudbury)</b><br/>1233 Paris Street<br/>Sudbury, Ontario<br/>P3E 3B6<br/>705-522-1020</p>   | <p><b>CANADIAN MENTAL HEALTH ASSOCIATION</b><br/>111 Elm Street<br/>Sudbury, Ontario<br/>P3C 1T3<br/>705-645-7252</p>   | <p><b>THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND</b><br/>303 York Street<br/>Sudbury, Ontario<br/>P3E 2A5<br/>705-675-2468</p>                |
| <p><b>CITY OF GREATER SUDBURY DEVELOPMENTAL SERVICES</b><br/>245 Mountain Street<br/>Sudbury, Ontario<br/>P3B 2T8<br/>705-674-1451 Ext. 236</p>  | <p><b>COMMUNITY LIVING GREATER SUDBURY</b><br/>303 York Street<br/>Sudbury, Ontario<br/>P3E 2A5<br/>705-671-7181</p>  | <p><b>DOWN SYNDROME ASSOCIATION OF SUDBURY</b><br/>705-522-8763</p>  |
| <p><b>EPILEPSY SUDBURY – MANITOULIN</b><br/>303 York Street<br/>Sudbury, Ontario<br/>P3B 245<br/>705-688-0188</p>  | <p><b>LEARNING DISABILITIES ASSOCIATION OF SUDBURY</b><br/>P.O. Box 21038<br/>1935 Paris Street, Plaza 69<br/>Sudbury, Ontario<br/>705-522-0100</p>               | <p><b>PARENTS ASSOCIATION FOR THE PHYSICALLY CHALLENGED</b><br/>1204 St. Jerome Street<br/>Sudbury, Ontario<br/>P3A 2V9<br/>705-523-7337</p>     |
| <p><b>SUDBURY REGIONAL COUNCIL OF CATHOLIC SCHOOLS ASSOCIATION</b><br/>Sudbury District Catholic School Board<br/>165A D'Youville Street<br/>Sudbury, Ontario<br/>P3C 5E7<br/>705-673-5620</p> | <p><b>TOURETTE SYNDROME FOUNDATION OF CANADA</b><br/>705-523-2242</p>   | <p><b>ONTARIO HUMAN RIGHTS COMMISSION</b><br/><a href="http://www.ohrc.on.ca">www.ohrc.on.ca</a><br/>7-800-387-9080</p>                          |
| <p><b>MANITOULIN-SUDBURY COMMUNITY CARE ACCESS CENTRE</b><br/>40 Elm Street, Unit 41-C<br/>Sudbury, Ontario<br/>P3C 1S8<br/>705-522-3461</p>   | <p><b>CHILD AND COMMUNITY RESOURCES</b><br/>662 Falconbridge Road<br/>Sudbury, Ontario<br/>P3A 4S4<br/>705-525-0055</p>   | <p><b>CANADIAN CANCER SOCIETY</b><br/>1780 Regent Street<br/>Sudbury, Ontario<br/>P3E 3Z8<br/>705-670-1234</p>                                   |



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| <p><b>SUDBURY DISTRICT HEALTH<br/>UNIT CLINICAL SERVICES</b><br/>1300 Paris Street<br/>Sudbury, Ontario<br/>P3E 3A3<br/>705-522-9200</p> | <p><b>CHILDREN'S COMMUNITY<br/>NETWORK</b><br/>319 Lasalle Blvd.<br/>Sudbury, Ontario<br/>P3A 1W7<br/>705-566-3416</p> | <p><b>SUDBURY SOCIAL<br/>PLANNING COUNCIL</b><br/>30 St. Anne Road<br/>Sudbury, Ontario<br/>P3C 5E1<br/>705-675-3894</p> |
| <p><b>N'SWAKOMOK NATIVE<br/>FRIENDSHIP CENTRE</b><br/>705-674-2128</p>   | <p><b>BETTER BEGINNINGS<br/>BETTER FUTURES</b><br/>705-671-1941</p>  |  |
| <p><b>COMPASS</b><br/>62 Frood Road, Suite 100<br/>Sudbury Ontario<br/>P3C 4Z3<br/>705-525-1008</p>                                      |  |  |

## **What are the ministry's provincial and demonstration schools?**

The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

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### **School for the blind and deaf-blind**

### **W. Ross MacDonald School**

350 Brant Avenue  
Brantford Ontario, N3T 3J9  
Phone: 519-759-0730

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### **Demonstration schools for English-speaking Students with severe learning disabilities Including learning disabilities associated with ADHD**

### **Amethyst School**

1090 Highbury Avenue  
London, Ontario, N5Y 4V9  
Phone: 519-453-4400

### **Sagonaska School**

350 Dundas Street South  
Milton, Ontario, K8P 1B2  
Phone: 613-967-2830

### **Trillium School**

347 Ontario Street South  
Milton, Ontario, L9T 3X9  
Phone: 905-878-2851

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### **Schools for the deaf**

### **Ernest C. Drury School**

255 Ontario Street South  
Milton, Ontario, L9T 2M5  
Phone: 905-878-2851, TTY: 905-878-7195

### **Robarts School**

1090 Highbury Avenue, P.O Box 7360  
Station E  
London, Ontario, N5Y 4V9  
Phone/TTY: 519-453-4400

### **Sir James Whitney School**

350 Dundas Street West  
Belleville, Ontario, K8P 1B2  
Phone/TTY: 613-967-2823

### **W. Ross MacDonald School**

350 Brant Avenue  
Brantford, Ontario, N3T 3J9  
Phone: 519-759-0730

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**Where can parents obtain additional information?**

Additional information can be obtained from the Sudbury Catholic District School Board website  
[www.sudburycatholicschools.ca](http://www.sudburycatholicschools.ca)  
and

**Superintendent of School Effectiveness**

Sudbury Catholic District School Board  
165A D'Youville Street  
Sudbury, Ontario, P3C 5E7  
Phone: 705-673-5620 Ext. 300

**Learning Support Services**

**Special Education Consultant**

Sudbury Catholic District School Board  
165A D'Youville Street  
Sudbury, Ontario, P3C 5E7  
Phone: 705-673-5620 Ext. 204



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| <p><b>St. Anne School</b><br/>4500 St. Michel Street<br/>Hanmer, Ontario<br/>P3P 1M8<br/>Phone: 705-969-2101</p>     | <p><b>St. Benedict Elementary and St. Benedict Catholic Secondary School</b><br/>2993 Algonquin Road<br/>Sudbury, Ontario<br/>P3E 4X5<br/>Phone: 705-523-9235</p> | <p><b>Bishop Alexander Carter Secondary School</b><br/>539 Francis Street<br/>Hanmer, Ontario<br/>P3P 1E6<br/>Phone: 705-969-2212</p>               | <p><b>St. Charles College</b><br/>1940 Hawthorn Drive<br/>Sudbury, Ontario<br/>P3A 1M8<br/>Phone: 705-566-9605</p> |
| <p><b>St. Charles School</b><br/>26 Charlotte Street<br/>Chelmsford, Ontario<br/>P0M 1L0<br/>Phone: 705-855-4955</p> | <p><b>St. David School</b><br/>350 Jean Street<br/>Sudbury, Ontario<br/>P3C 2S8<br/>Phone: 705-674-4096</p>   | <p><b>St. Francis School</b><br/>691 Lilac Street<br/>Sudbury, Ontario<br/>P3E 4E2<br/>Phone: 705-674-0701</p>                                      | <p><b>Holy Cross</b><br/>2997 Algonquin Road<br/>Sudbury, Ontario<br/>P3E 4X5<br/>Phone: 705-586-3686</p>          |
| <p><b>Holy Trinity</b><br/>1945 Hawthorne Drive<br/>Sudbury, Ontario<br/>P3A 0C1<br/>Phone: 705-470-5123</p>         | <p><b>Immaculate Conception School</b><br/>1748 Pierre Street<br/>Val Caron, Ontario<br/>P3N 1C5<br/>Phone: 705-897-4483</p>                                      | <p><b>St. James School</b><br/>280 Anderson Drive<br/>Lively, Ontario<br/>P3Y 1M5<br/>Phone: 705-692-3974</p>                                       | <p><b>St. John School</b><br/>181 William Street<br/>Garson, Ontario<br/>P3L 1T7<br/>Phone: 705-693-2213</p>       |
| <p><b>St. Joseph School</b><br/>8 St. Paul Street<br/>Killarney, Ontario<br/>P0M 2A0<br/>Phone: 705-287-2712</p>     | <p><b>St. Mark School</b><br/>13 Church Street<br/>Markstay, Ontario<br/>P0M 2G0<br/>Phone: 705-853-4535</p>  | <p><b>Marymount Elementary Academy and Marymount Academy</b><br/>165 D'Youville Street<br/>Sudbury, Ontario<br/>P3C 5E7<br/>Phone: 705-674-4231</p> | <p><b>St. Paul School</b><br/>1 Edward Street<br/>Coniston, Ontario<br/>P0M 1M0<br/>Phone: 705-694-4482</p>        |
| <p><b>Pius XII School</b><br/>44 Third Avenue<br/>Sudbury, Ontario<br/>P3B 3P8<br/>Phone: 705-566-6080</p>           |   |   |  |

## **Addendum**

### During a Pandemic

#### IPRC Process during Pandemic

Sudbury Catholic District School Board will continue to conduct annual reviews by IPRCs as set out under the Ontario Regulation 181/98 for all IPRCs during transition years and for those students in a special education classroom. We will conduct the IPRC meeting remotely.

All other IPRCs will either be dispensed with (with parental/guardian consent) for the year or will be held within three months of when schools reopen the following school year. If the parent/guardian dispenses with the IPRC they can still request a school team meeting after the start of the next school year.

Please note that per the regulation, a parent/guardian can give written notice dispensing with the annual review. In the event that there is an appeal of an IPRC decision, boards should also consider options for holding appeal board hearings remotely.

Request for waivers may be sent electronically, to be followed by a call requesting verbal consent and a follow-up electronic correspondence confirming the date and time the consent to waive (dispense) was verbally received.

IPRC Decisions must be provided to parent(s)/guardian(s) in writing as soon as possible after the decision has been made. This can be sent electronically, if secure.

If during the meeting the principal feels the meeting cannot continue due to a variety of reasons including the parent/guardian comfort or understanding of the meeting or further information is required, the principal can adjourn until a face to face meeting can occur.

#### Individual Education Plans during Pandemic

Individual Education Plans continue during this time period. All accommodations that occur within a school building may not be appropriate during this time (E.g. preferential seating, etc) but the accommodation should remain on the IEP until school resumes.

School staff will continue to provide appropriate accommodations during this time.

Parent/Guardians are to electronically be sent an encrypted current IEP in order to be consulted about the IEP. Input can be:

- a) during a teleconference
- b) can be described verbally but a copy must be sent within 30 days after placement commences
- c) can be sent electronically if secure
  - a. If electronic copies cannot be sent, diarize to send hard copy when return to school

IEP must be completed and updated as appropriate and sent to parent/guardian within 30 days after:

- a) implementation of placement or change in placement, or
- b) confirmation of placement following annual or other review, and
- c) IEPs are reviewed after each reporting period (February, June)

Parent/Guardian consent during the pandemic

Schools should:

- a) request electronic signature or statement confirming consent to IPRC decision and or receipt of IEP, or
  - b) request verbal permission record parent's consent/receipt to be followed with email documenting verbal consent, and
  - c) diarize time to follow up with hard copy when schools open
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