



**SUDBURY CATHOLIC
DISTRICT SCHOOL BOARD**

**Family Guide to
Special Education**

(October 2024)



SUDBURY CATHOLIC SCHOOLS
INCLUSIVE
LEARNING SUPPORT SERVICES

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.

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?

For a student to be identified as exceptional through an IPRC, they must meet the requirements for at least one of the categories listed in this section. An identification of exceptionality is different from a diagnosis provided by a Psychologist/Psychological Associate, medical professional or other regulated professional.

The Education Act identifies five categories of exceptionalities for exceptional students: behaviour, communication, intellectual, physical, and multiple. These broad categories are designed to address the wide range of exceptionalities that may affect a student's ability to learn and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties. ([Special Education in Ontario, Categories of Exceptionalities](#))

Categories of Exceptionalities:

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

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 are those whose behaviour is significantly interfering with their achievement at school. Supporting documentation in the form of one of the following is required:

- a medical diagnosis by an independent Regulated Health Care Professional, and/or;
- 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;
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- 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 (ASD), as per DSM-5 criteria from a comprehensive assessment completed by:

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.

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.
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Sudbury Catholic District School Board Determination:

Students being considered for identification under the Deaf and Hard of Hearing exceptionality must have a diagnosis made by:

- a) a professional assessment by a regulated, qualified practitioner indicating a hearing loss within the mild to profound range

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 a professional assessment conducted by a regulated, qualified practitioner outlining receptive and expressive language levels which significantly interfere with communication and academic achievement.

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 a professional assessment conducted by a regulated, qualified practitioner indicating an impairment in speech production which significantly interferes with communication and academic achievement.

LEARNING DISABILITY

Ministry of Education Definition:

A learning disability is one of a number of neurodevelopmental disorders that persistently and significantly have an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range
- results in academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

Sudbury Catholic District School Board Determination:

Students being considered for identification under the Learning Disability exceptionality must have an assessment conducted by a qualified practitioner that indicates significant discrepancy between potential (average ability) and academic achievement.

The diagnosis of a learning disability must be confirmed through a member of the College of Psychologists of Ontario or under the supervision of a qualified member of the College of Psychologists of Ontario.

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:

- achieve at or above the 98th percentile (WISC-V); as indicated by a Psychologist/Psychological Associate

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.

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 indicating that the student's intellectual functioning is in the mild intellectual range
- b) assessment would include a cognitive measure of intelligence that falls at or below the 2nd to 8th percentile.

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 and/or an independent Regulated Health Care Professional as follows:

- a) a psychological assessment completed/consulted by a Psychologist/Psychological Associate indicating that the student's intellectual functioning lies in the mild to severe intellectual range (1st percentile or lower);
- b) assessment would include a cognitive measure of intelligence that falls at or below the 2nd to 8th percentile.

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
- require support from specialized equipment

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.

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:

- a) meet the legal definition of legally blind which is 20/200 best corrected vision or less than 20-degree field of vision; or
- b) meet the legal definition of low vision which is 20/70 best corrected vision; or
- c) 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.
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Who else may attend an IPRC meeting?

- The principal of your child's school;
- 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
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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.
- 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.
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- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

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.
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- 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:
 - 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 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.

Older elementary and secondary 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.

<p>ADD/HD PARENT SUPPORT GROUP Centre for ADHD Awareness Canada 574 Loach's Road Sudbury, Ontario P3E 2R1 705-523-4747</p>	<p>AUTISM SOCIETY OF ONTARIO (Child and Community Resources) 662 Falconbridge Road Sudbury, Ontario P3A 4S4 705-222-5000 Ext. 2685</p>	<p>CANADIAN DIABETES ASSOCIATION (Sudbury and District B) 2141 Lasalle Blvd Sudbury, Ontario P3A 2A3 705-670-1993</p>
<p>CANADIAN HEARING SOCIETY (Sudbury) 435 Notre Dame Avenue Sudbury, Ontario P3C 5K6 705-523-5695</p>	<p>CANADIAN MENTAL HEALTH ASSOCIATION 111 Elm Street Sudbury, Ontario P3C 1T3 705-675-7252</p>	<p>THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND 1545 Regent Street Suite 104 Sudbury, Ontario P3E 2z7 705-675-2468</p>
<p>CITY OF GREATER SUDBURY DEVELOPMENTAL SERVICES 245 Mountain Street Sudbury, Ontario P3B 2T8 705-674-1451 Ext. 236</p>	<p>COMMUNITY LIVING GREATER SUDBURY 450 Notre Dame Avenue Sudbury, Ontario P3C 5K8 705-671-7181</p>	<p>DOWN SYNDROME ASSOCIATION OF SUDBURY 705-522-8763</p>
<p>EPILEPSY SUDBURY – MANITOULIN Sudbury, Ontario 705-885-2127</p>	<p>COMPASS 62 Froid Road, Suite 100 Sudbury Ontario P3C 4Z3 705-525-1008</p>	<p>PARENTS ASSOCIATION FOR THE PHYSICALLY CHALLENGED 1204 St. Jerome Street Sudbury, Ontario P3A 2V9 705-523-7337</p>
<p>SUDBURY REGIONAL COUNCIL OF CATHOLIC SCHOOLS ASSOCIATION Sudbury District Catholic School Board 165A D'Youville Street Sudbury, Ontario P3C 5E7 705-673-5620</p>	<p>TOURETTE SYNDROME FOUNDATION OF CANADA 705-523-2242</p>	<p>ONTARIO HUMAN RIGHTS COMMISSION www.ohrc.on.ca 1-800-387-9080</p>
<p>MANITOULIN-SUDBURY COMMUNITY CARE ACCESS CENTRE 40 Elm Street, Unit 41-C Sudbury, Ontario P3C 1S8 705-522-3461</p>	<p>CHILD AND COMMUNITY RESOURCES 662 Falconbridge Road Sudbury, Ontario P3A 4S4 705-525-0055</p>	<p>CHILDREN'S COMMUNITY NETWORK 430 Westmount Avenue Sudbury, Ontario P3A 5Z8 705-566-3416</p>



<p>SUDBURY DISTRICT HEALTH UNIT CLINICAL SERVICES 1300 Paris Street Sudbury, Ontario P3E 3A3 705-522-9200</p>	<p>SUDBURY SOCIAL PLANNING COUNCIL 171 Larch Street Suite 303 Sudbury, Ontario P3C 5E1 705-222-0423</p>	<p>BETTER BEGINNINGS BETTER FUTURES 450 Morin Avenue Sudbury, Ontario P3C 5H6 705-671-1941</p>
<p>N'SWAKOMOK NATIVE FRIENDSHIP CENTRE 110 Elm Street Sudbury, Ontario P3C 1T6 705-674-2128</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.

School for the blind and deaf-blind

W. Ross MacDonald School

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

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

Amethyst School

1515 Cheapside Street
London, Ontario, N5Y 4V9
Phone: 519-453-4400

Sagonaska School

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

Trillium School

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

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

1515 Cheapside Street
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

Where can parents obtain additional information?

Additional information can be obtained from the Sudbury Catholic District School Board website
www.sudburycatholicsschools.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

<p>St. Anne School 4500 St. Michel Street Hanmer, Ontario P3P 1M8 Phone: 705-969-2101</p>	<p>St. Benedict Catholic Elementary and Secondary School 2993 Algonquin Road Sudbury, Ontario P3E 4X5 Phone: 705-523-9235</p>	<p>Bishop Alexander Carter Elementary and Secondary School 539 Francis Street Hanmer, Ontario P3P 1E6 Phone: 705-969-2212</p>	<p>St. Charles College Elementary and Secondary School 1940 Hawthorn Drive Sudbury, Ontario P3A 1M8 Phone: 705-566-9605</p>
<p>St. Charles School 26 Charlotte Street Chelmsford, Ontario P0M 1L0 Phone: 705-855-4955</p>	<p>St. David School 549 Froot Road Sudbury, Ontario P3C 5A2 Phone: 705-674-4096</p>	<p>St. Francis School 691 Lilac Street Sudbury, Ontario P3E 4E2 Phone: 705-674-0701</p>	<p>Holy Cross 2997 Algonquin Road Sudbury, Ontario P3E 4X5 Phone: 705-586-3686</p>
<p>Holy Trinity 1945 Hawthorne Drive Sudbury, Ontario P3A 0C1 Phone: 705-470-5123</p>	<p>Immaculate Conception School 1748 Pierre Street Val Caron, Ontario P3N 1C5 Phone: 705-897-4483</p>	<p>St. James School 280 Anderson Drive Lively, Ontario P3Y 1M5 Phone: 705-692-3974</p>	<p>St. John School 181 William Street Garson, Ontario P3L 1T7 Phone: 705-693-2213</p>
<p>St. Joseph School 8 St. Paul Street Killarney, Ontario P0M 2A0 Phone: 705-287-2712</p>	<p>Marymount Elementary Academy and Marymount Academy 165 D'Youville Street Sudbury, Ontario P3C 5E7 Phone: 705-674-4231</p>	<p>St. Paul School 1 Edward Street Coniston, Ontario P0M 1M0 Phone: 705-694-4482</p>	<p>Pius XII School 44 Third Avenue Sudbury, Ontario P3B 3P8 Phone: 705-566-6080</p>