



**SUDBURY CATHOLIC  
DISTRICT SCHOOL BOARD**

**Family Guide to  
Special Education**

**2026-2027**

## **Special Education Goals & Objectives**

### ***Special Education – Goals and Objectives***

We are dedicated to the success of all students, grounded in our belief that each child has the potential to thrive. Our commitment to equitable outcomes is demonstrated through a wide range of special educational supports and services, ensuring inclusivity and accessibility for every learner. Special education support is provided through in-class assistance from a Special Education Resource teacher and short-term intervention services using a withdrawal model. Additionally, we offer placements in both mainstream classes and specialized programs to cater to the diverse needs of our student population.

Emphasizing Universal Design for Learning (UDL), our approach aligns with the Ontario Ministry of Education's vision for inclusive education. We strive to meet the diverse needs of students in the most enabling environment while respecting parental preferences. By promoting UDL principles, we strive to create adaptable and flexible learning environments that address the needs of all students, particularly those with special education needs, in their home school's regular classroom setting whenever possible.

Recognizing the importance of evidence-based strategies, we are dedicated to closing achievement gaps and fostering success for every student. Our teaching and learning practices incorporate UDL, Differentiated Instruction, and Tiered Approach to Prevention and Intervention, enabling educators to tailor instruction to students' unique strengths and needs.

Through our commitment to Universal Design for Learning (UDL) and an inclusive approach to special education, we ensure that all students have equitable opportunities to learn and grow. By fostering a learning environment that aligns with the Ontario Catholic Graduate Expectations, we cultivate a compassionate, inclusive, and successful community that nurtures the spiritual, intellectual, and emotional growth of each student.

---

The purpose of this Family Guide is to provide you with information about the Identification, placement, and Review Committee (IPRS), and to set out for you the procedures involved in identifying a student as "exceptional", deciding the student's placement, or appealing such decisions if you do not agree with the IPRC.

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

Notes: 1. If you wish to receive this Family 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. 2. The word "parent" includes guardian when used in this guide.

---

## ***The IPRC***

Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRCs). The IPRC meets and decides if a student should be identified as an exceptional pupil and, if so, the placement that will best meet the student's needs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. A school board trustee may not be on the IPRC.

## **The Role of the IPRC**

The IPRC will:

- Invite the parents and the student (if 16 years of age or older) to attend the meeting;
- Review relevant information about the student;
- Describe the student's strengths and needs;
- Decide whether or not the student should be identified as an exceptional pupil;
- Identify the area(s) of the student's exceptionality(ies), according to the categories and definitions of exceptionality provided by the Ministry of Education;
- Decide an appropriate placement for the student;
- Provide reasons for placement if deciding for placement in a special class;
- Discuss proposals for special education programs and services if the parent or the student age 16 or over requests it;
- Review the identification and placement at least once in each school year, unless the parent gives written notice dispensing with the review.

Any student enrolled at a school has the right to an IPRC, irrespective of the grade the child is in (including Junior Kindergarten and Kindergarten). Once the child is enrolled, the parents have the right to request a meeting with the IPRC.

## **Categories and Definitions of Exceptionalities**

To be identified as exceptional through an Identification, Placement and Review Committee (IPRC), a student must meet the criteria for at least one of the exceptionality categories outlined in this section. An identification of exceptionality by an IPRC is distinct from a diagnosis provided by a psychologist, psychological associate, physician, or other regulated professional.

The *Education Act* recognizes five categories of exceptionalities: **behaviour, communication, intellectual, physical, and multiple**. These categories are intended to encompass the broad range of strengths and needs that may affect a student's learning. They are designed to be inclusive of both diagnosed and undiagnosed conditions, as well as other factors that may contribute to learning difficulties and require specialized educational supports and services. Refer to the Ministry of Education's [\(Special Education in Ontario, Categories of Exceptionalities\)](#) for more information.

---

## **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;
  - 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.

### **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.

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 2<sup>nd</sup> to 8<sup>th</sup> 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 (1<sup>st</sup> percentile or lower);
- b) assessment would include a cognitive measure of intelligence that falls at or below the 2<sup>nd</sup> to 8<sup>th</sup> 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 teacher

---

---

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

### **Acceptance of Assessments from Outside Agencies and Incoming Student Assessment Practices**

Sudbury Catholic District School Board accepts and reviews professional assessments that accompany students transferring from other school boards, educational programs, or community agencies. As a matter of practice, the Board does not routinely reassess students upon entry when current and relevant assessment information is made available upon registration (with appropriate consents). If a student has been previously identified as an exceptional student through IPRC in an Ontario school board, the Board will accept (upon confirmation of documentation) the category of exceptionality and initiate an IPRC.

Where documentation such as psycho-educational, psychological, medical, speech-language, or other professional assessments is provided, the information is reviewed to determine whether it supports identification under the Ministry of Education's Categories and Definitions of Exceptionalities and the Board's criteria for identification, and to inform appropriate special education programs, services, and supports.

If a student appears to meet the criteria for identification as an exceptional pupil, the school principal may request to initiate an Identification, Placement and Review Committee (IPRC) process. Following the IPRC meeting, the student may be formally identified and placed in an appropriate special education program and/or service, and an Individual Education Plan (IEP) is developed or updated as required.

When a student transfers with an existing psycho-educational assessment, the Board uses this documentation as the foundation for educational planning, the identification process where applicable, and the development of appropriate accommodations, modifications (if appropriate), and supports. This approach helps to ensure continuity of programming and minimizes unnecessary duplication of assessments.

### **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.

### **Individual Education Plan (IEP)**

An Individual Education Plan (IEP) is a written, working document developed for students who require special education programs and/or services:

- A summary of the student's strengths, interests, and needs, along with the individualized learning expectations for the school year, which may differ from grade-level expectations outlined in the Ontario curriculum;
- A written plan of action prepared for a student who requires modifications of the regular school program or accommodations;
- A tool to help teachers monitor and communicate the student's growth;
- A plan developed, implemented, and monitored by school staff;
- A flexible, working document that can be adjusted as necessary;
- An accountability tool for the student, his or her parents, and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations;
- An ongoing record that ensures continuity in programming;
- A document to be used in conjunction with the provincial report card.

### **Requesting an IPRC meeting**

The principal of your child's school:

- Must refer your child to an IPRC, upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC (for example, when the principal and the child's teacher or teachers believe that your child may have needs that require the provision of a special education program and/or services).

The regulation states that within 15 days of receiving a written request, or giving the parent notice, the principal must provide to the parent:

- A copy of the guide;
  - A written statement indicating approximately when the IPRC will meet.
-

## **Attending the IPRC meeting**

Regulation 181/98 entitles parents and students 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.

Other people may attend the IPRC meeting:

- The principal of your child's school;
- Resource people such as your child's teacher, special education staff, Board Support staff, or professionals who may be needed to 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 (including a sign-language interpreter), if one is required
- Other individuals whose presence is requested by either you or the principal of your child's school.

## **Notice of the IPRC meeting**

At least 10 days before the meeting, the chair of the IPRC will provide you with written notification of the meeting. This letter will provide information about the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Prior to the IPRC meeting, a school staff member arranges to have some preliminary discussions with you to:

- Make sure you understand their rights concerning the IPRC, as explained in this Guide;
- Review the results of educational and other assessments that were conducted with your child;
- Outline the agenda for the IPRC meeting;
- Explain the recommendations that will be made by the school staff;
- Discuss the possible decisions the IPRC might make;
- Answer any questions.

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.

## **The 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 and make recommendations regarding special education programs and services for your 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.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

### **The IPRC placement decision**

Before the IPRC considers placement of your child in a special education class, Regulation 181/98 requires it to consider placement in a regular class with appropriate special education services. 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 is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services. If the committee decides that your child should be placed in a special education class, it must give reasons in its written statement of decision.

### **The IPRC Statement of Decision**

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, will include:
    - The categories and definitions of any exceptionalities identified;
    - 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 services;
  - Give reasons for placing your child in a special education class, where that is the IPRC decision.
-

## **After the IPRC 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.

## **THE IPRC REVIEW**

### **Request for a Review**

At any time *after* a placement has been in effect for three months, a request for an IPRC review may be made by:

- The school principal with written notice to the parent;
  - The parent in a written request to the principal; or
  - The director of education of the educating board (in purchase-of-service situations).
- A request by a person for an IPRC review cannot be made more often than once in every three-month period. An IPRC review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent dispensing with the annual review.

### **Timelines for the IPRC Review**

The IPRC review operates under the same timelines as the original IPRC process. Within 15 days of notice of the parent's request for a review, the school principal must let the parent know, in writing, approximately when the IPRC review will take place.

### **Attendance at the IPRC Review**

The same people may attend the IPRC review as attended the original IPRC.

### **The IPRC Review Decision**

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. The IPRC review considers the same type of information that was originally considered at the initial IPRC. With the parent's written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP.

### **After the IPRC Review Decision**

If the parent disagrees with the decision, they may:

---

- Within 30 days of receipt of the IPRC decision, file a notice of appeal with the secretary of the board;
- Within 15 days of the receipt of decision of the second meeting, file a notice of appeal with the secretary of the board.

If the parent does not supply written consent to the identification or placement, but also does not appeal, the school board may implement the placement decision. In this case, the school board notifies the parent of the action taken and the school principal is notified to review the IEP and to add a transition plan, if necessary.

### **The IPRC Appeal Process**

A parent who disagrees with the original or the review IPRC decision may appeal:

- The decision that the student is an exceptional pupil;
- The decision that the student is not an exceptional pupil; and/or
- The placement decision.

The notice of appeal must be sent to the secretary of the board (who is usually the director of education) and must:

- Indicate the decision with which the parent disagrees;
- Include a statement that sets out the nature of the disagreement.

No parent will lose the right to appeal an IPRC or review decision because the notice of appeal is incorrectly written or does not accurately describe the area of disagreement. In most cases, it will likely be sufficient for parents to indicate their reasons for disagreeing and the result they would prefer.

### **Appeal Timelines**

The request for an appeal must be filed with the secretary of the board within the following specific time limits:

- Within 30 days of receiving the IPRC's statement of decision; or
  - Within 15 days of receiving the IPRC's statement of decision arising out of a follow-up meeting with the IPRC.
  - 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.

## **Special education programs and supports 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 works collaboratively with school-based resource teachers, principals, families, and community partners to identify student needs and plan appropriate supports. Through a coordinated, student-centred approach, specialized services and expertise are provided to assist both students and educators. Working in partnership with schools, parents/guardians, system leaders, and community agencies, the department helps identify and respond to the unique strengths and needs of exceptional learners, ensuring effective programming, equitable access to supports, and positive outcomes for student success.

Every school has a Learning Support Resource Teacher who assist 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.

## Organizations available to assist parents of exceptional students

|                                                                                                                                                                               |                                                                                                                                      |                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>ADD/HD PARENT SUPPORT GROUP</b><br>Centre for ADHD Awareness<br>Canada<br>574 Loach's Road<br>Sudbury, ON P3E 2R1<br>705-523-4747                                          | <b>AUTISM SOCIETY OF ONTARIO<br/>(Child and Community Resources)</b><br>662 Falconbridge Road<br>Sudbury, ON P3A 4S4<br>705-525-0050 | <b>CANADIAN DIABETES ASSOCIATION</b><br>(Sudbury and District B)<br>2141 Lasalle Blvd, Unit A<br>Sudbury, ON P3A 2A3<br>705-670-1993 |
| <b>CANADIAN HEARING SERVICES (Sudbury)</b><br>359 Riverside Drive, Unit 104<br>Sudbury, ON P3E 1H5<br>1-866-518-0000                                                          | <b>CANADIAN MENTAL HEALTH ASSOCIATION</b><br>111 Elm Street, Ste. 100<br>Sudbury, ON P3C 4N8<br>705-675-7252                         | <b>THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND</b><br>1545 Regent Street, Ste 104<br>Sudbury, ON P3E 2Z7<br>705-675-2468           |
| <b>CITY OF GREATER SUDBURY DEVELOPMENTAL SERVICES</b><br>245 Mountain Street<br>Sudbury, ON P3B 2T8<br>705-674-1451                                                           | <b>COMMUNITY LIVING GREATER SUDBURY</b><br>450 Notre Dame Avenue,<br>Unit 103<br>Sudbury, ON P3C 5K8<br>705-671-7181                 | <b>DOWN SYNDROME ASSOCIATION OF SUDBURY</b><br>705-207-0267                                                                          |
| <b>EPILEPSY SUDBURY – MANITOULIN</b><br>705-885-2127                                                                                                                          | <b>COMPASS</b><br>62 Frood Road, Ste. 100<br>Sudbury ON P3C 4Z3<br>1-800-815-7126                                                    | <b>PARENTS ASSOCIATION FOR THE PHYSICALLY CHALLENGED</b><br>1204 St. Jerome Street<br>Sudbury, ON P3A 2V9<br>705-523-7337            |
| <b>SUDBURY REGIONAL COUNCIL OF CATHOLIC SCHOOLS ASSOCIATION</b><br>Sudbury District Catholic<br>School Board<br>165A D'Youville Street<br>Sudbury, ON P3C 5E7<br>705-673-5620 | <b>TOURETTE SYNDROME FOUNDATION OF CANADA</b><br>705-523-2242                                                                        | <b>ONTARIO HUMAN RIGHTS COMMISSION</b><br><a href="http://www.ohrc.on.ca">www.ohrc.on.ca</a><br>1-800-387-9080                       |
| <b>ONTARIO HEALTH atHOME (FORMERLY CCAC)</b><br>40 Elm Street, Unit 41-C<br>Sudbury, ON P3C 1S8<br>705-522-3460                                                               | <b>CHILD AND COMMUNITY RESOURCES</b><br>662 Falconbridge Road<br>Sudbury, ON P3A 4S4<br>705-525-0055                                 | <b>CHILDREN'S COMMUNITY NETWORK</b><br>430 Westmount Avenue<br>Sudbury, ON P3A 5Z8<br>705-566-3416                                   |

|                                                                                                              |                                                                                                                 |                                                                                                        |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>PUBLIC HEALTH SUDBURY<br/>&amp; DISTRICTS</b><br>1300 Paris Street<br>Sudbury, ON P3E 3A3<br>705-522-9200 | <b>SUDBURY SOCIAL<br/>PLANNING COUNCIL</b><br>176 Larch Street, Ste. 303<br>Sudbury, ON P3E 1C5<br>705-222-0423 | <b>BETTER BEGINNINGS<br/>BETTER FUTURES</b><br>450 Morin Avenue<br>Sudbury, ON P3C 5H6<br>705-671-1941 |
| <b>N'SWAKOMOK NATIVE<br/>FRIENDSHIP CENTRE</b><br>110 Elm Street<br>Sudbury, ON P3C 1T6<br>705-674-2128      |                                                                                                                 |                                                                                                        |

## **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 West  
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

---

---

## 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 Education

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

|                                                                                               |                                                                                                                               |                                                                                                                               |                                                                                                                              |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>St. Anne School</b><br>4500 St. Michel Street<br>Hanmer, ON<br>P3P 1M8<br>705-969-2101     | <b>St. Benedict Catholic Elementary and Secondary School</b><br>2993 Algonquin Road<br>Sudbury, ON<br>P3E 6K2<br>705-523-9235 | <b>Bishop Alexander Carter Elementary and Secondary School</b><br>539 Francis Street<br>Hanmer, ON<br>P3P 1E6<br>705-969-2212 | <b>St. Charles College Elementary and Secondary School</b><br>1940 Hawthorne Drive<br>Sudbury, ON<br>P3A 1M8<br>705-566-9605 |
| <b>St. Charles School</b><br>26 Charlotte Street<br>Chelmsford, ON<br>P0M 1L0<br>705-855-4955 | <b>St. David School</b><br>549 Frood Road<br>Sudbury, ON<br>P3C 5A2<br>705-674-4096                                           | <b>St. Francis School</b><br>691 Lilac Street<br>Sudbury, ON<br>P3E 4E2<br>705-674-0701                                       | <b>Holy Cross School</b><br>2997 Algonquin Road<br>Sudbury, ON<br>P3E 4X5<br>705-586-3686                                    |
| <b>Holy Trinity School</b><br>1945 Hawthorne Drive<br>Sudbury, ON<br>P3A 0C1<br>705-470-5123  | <b>Immaculate Conception School</b><br>1748 Pierre Street<br>Val Caron, ON<br>P3N 1C5<br>705-897-4483                         | <b>St. James School</b><br>280 Anderson Drive<br>Lively, ON<br>P3Y 1M8<br>705-692-3974                                        | <b>St. John School</b><br>181 William Street<br>Garson, ON<br>P3L 1T7<br>705-693-2213                                        |
| <b>St. Joseph School</b><br>8 St. Paul Street<br>Killarney, ON<br>P0M 2A0<br>705-287-2712     | <b>Marymount Elementary Academy and Marymount Academy</b><br>165 D'Youville Street<br>Sudbury, ON<br>P3C 5E7<br>705-674-4231  | <b>St. Paul School</b><br>1 Edward Street<br>Coniston, ON<br>P0M 1M0<br>705-694-4482                                          | <b>Pius XII School</b><br>44 Third Avenue<br>Sudbury, ON<br>P3B 3P8<br>705-566-6080                                          |