A Comprehensive Report on Special Education Program and Services

Section 1: CONSULTATION PROCESS

In reviewing the Special Education Report, the Lambton Kent District School Board took into consideration any feedback from parents, members of school councils, community organizations, and students. Principals were asked to seek feedback on the report during Spring School Council meetings.

In accordance with Regulation 464/97, the Board involved the Special Education Advisory Committee (SEAC) in the annual review of the Board's Special Education report. SEAC was involved through:

- Monthly up-dates - individual sections of the report are reviewed and revised at monthly SEAC meetings. Revisions are recorded as part of the Minutes for each meeting.
- Review of the final draft of the report - taken to SEAC for final approval.

Refer to Appendix 1.1 for dates and details of the revision process.

Community Input to the Report

Members of the community are provided with timelines and are encouraged to offer input to this report through the Board's website and through the local associations represented on SEAC. Each member of SEAC has access to the full report on the Board's website and is provided with the Section updates in their monthly Agenda Packages. The report can be obtained from the Board Offices in Sarnia and Chatham where copies are available on a loan basis.

Input is also sought during each program review--through committee membership, surveys and interviews of parents and students, where appropriate, involved in the program under review.

In addition, consultation with SEAC and the public is ongoing through program reviews. Input is sought during the review process and recommendations for service delivery reflect this feedback. Specific details of the program review process are found in Section 2.8.

Internal and External Reviews of the Programs and Services From 2001 to 2016

The Lambton Kent District School Board has a long-range plan for the on-going review of programs and services offered within its schools. The timeline was established at the onset of the 1998 amalgamation of School Boards and has been used as a guideline with revisions made as necessary.

The following programs and services have been reviewed as noted:

- Language/Speech Impaired (Reviewed in 2003)
- Hearing Impaired (Reviewed in 2004)
- Visually Impaired (Reviewed in 2004)
- Physical Disabilities (Reviewed in 2005)
- Behaviour (Reviewed in 2007)
- Developmental Disabilities (Reviewed in 2009)
- Giftedness (Reviewed in 2012)
- Learning Disabilities (Reviewed in 2015)
- Comprehensive Review of the Role of the Resource Teacher
- Comprehensive Internal Review of Special Education Programs and Services
- Individual Education Plans