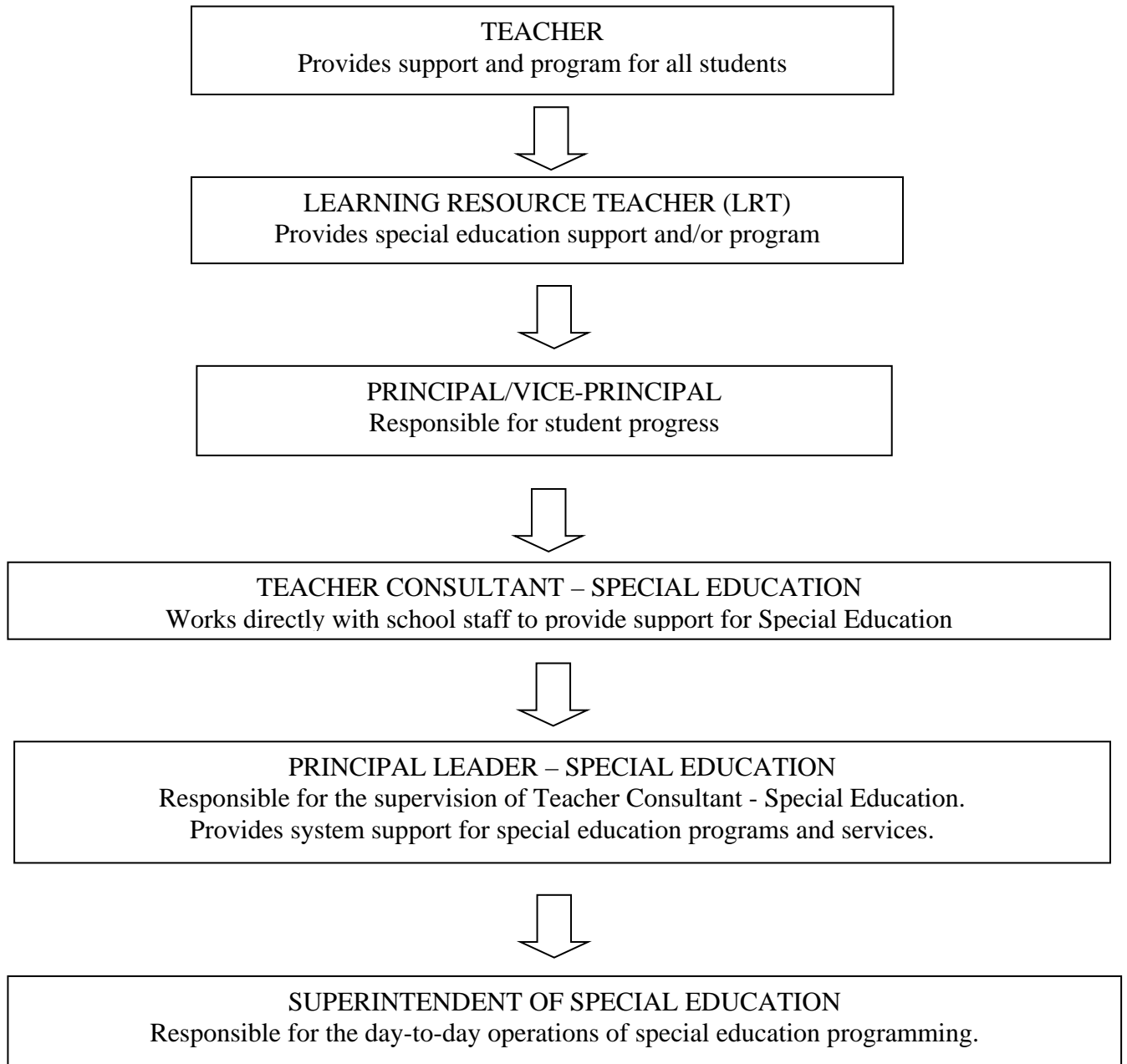


## 10. 2 Dispute Resolution Process

Collaboration between school staff and parents is essential. When parents have questions or concerns about their child's Individual Education Plan, or special education programming, these are best addressed at the school level, always beginning with the classroom teacher. The chart below indicates the appropriate steps to follow if a parent/guardian feels that a question or concern has not been adequately addressed:



### 10.3 School and System Level Audits of IEPs

In the Spring of 2014, Grand Erie central Special Education staff audited 10 % of IEPs of all students in Grades 2,4,7, and 11. The Ministry template for auditing IEPs was utilized. In addition, elementary schools were provided with release funds in order to engage in a collaborative review of 20% of their IEPs, using the Ministry template. These sessions were facilitated by Teacher Consultants – Special Education throughout the Board. At the secondary level, teams participated in a collaborative review session, facilitated by system Special Education staff to audit 10% of their IEPs (to a maximum of 20 IEPs). (see Ministry Audit Template – Appendix N)