



Partners in Practice: The Development of a Complaint Toolkit

Planting Seeds: Growing an Inclusive and Informed
Community

October 27, 2022

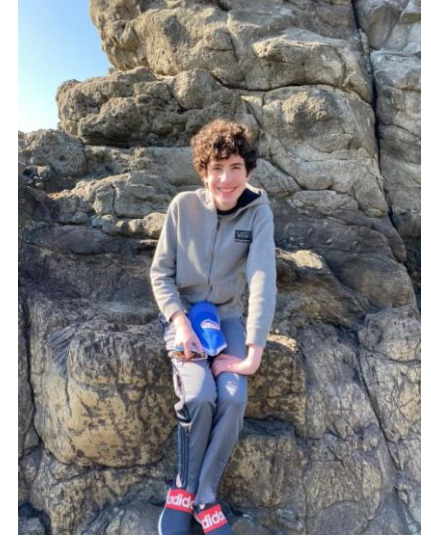
FACT  REGION

What Brings Me Here?

Heather Olivier

Parent

Director of Engagement and Learning
FACT Oregon



“by families for families”

About FACT Oregon

FACT Oregon empowers families and youth with disabilities to pursue a whole life and transforms how people think about disability.

We are the federal and state designated **Parent Training & Information Center (PTI)** for Oregon.





Who We Serve

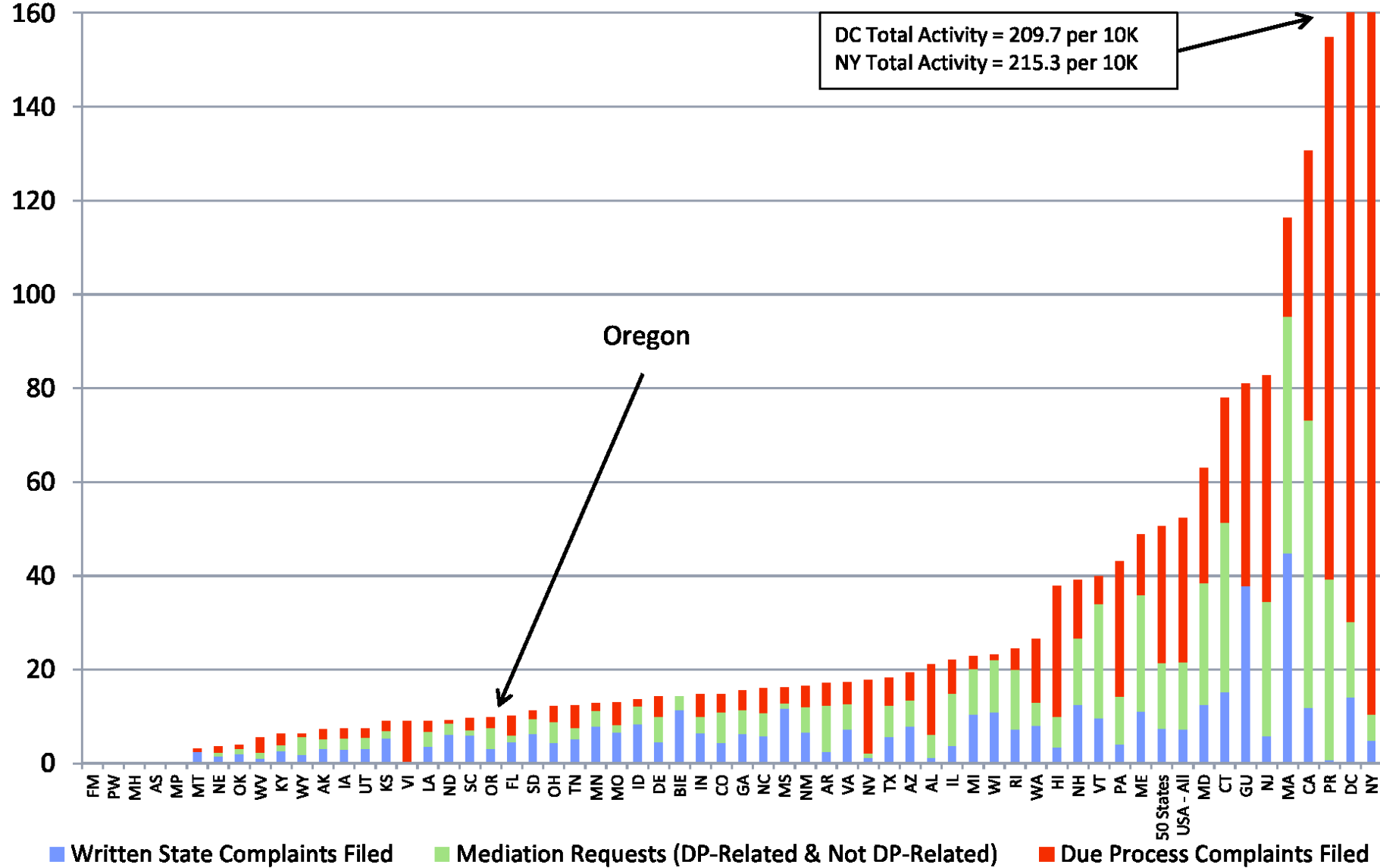
- Families of children and youth with disabilities
- Youth and individuals with disabilities
- Community organizations, educators, policymakers, and others who engage and serve families and youth with disabilities.

State Complaints in Oregon

The Current Situation



Total Dispute Resolution Activity by State/Entity per 10K Child Count: 2019-20



State Complaints 2020 -2021

Reporting Year:	2020-2021
SECTION A: Written, Signed Complaints	
(1) Total number of written, signed complaints filed	22
(1.1) Complaints with reports issued	16
(a) Reports with findings of noncompliance	12
(b) Reports within timeline	13
(c) Reports within extended timelines	3
(1.2) Complaints pending	2
(a) Complaints pending a due process hearing	0
(1.3) Complaints withdrawn or dismissed	4

State Complaints in Oregon

The Problem

The Problem – What is not Working

Complaints

Small number of
complaints =
things are fine

IDEA

Complaints not
tied to IDEA

Equity

Equitable access
to Filing State
Complaints

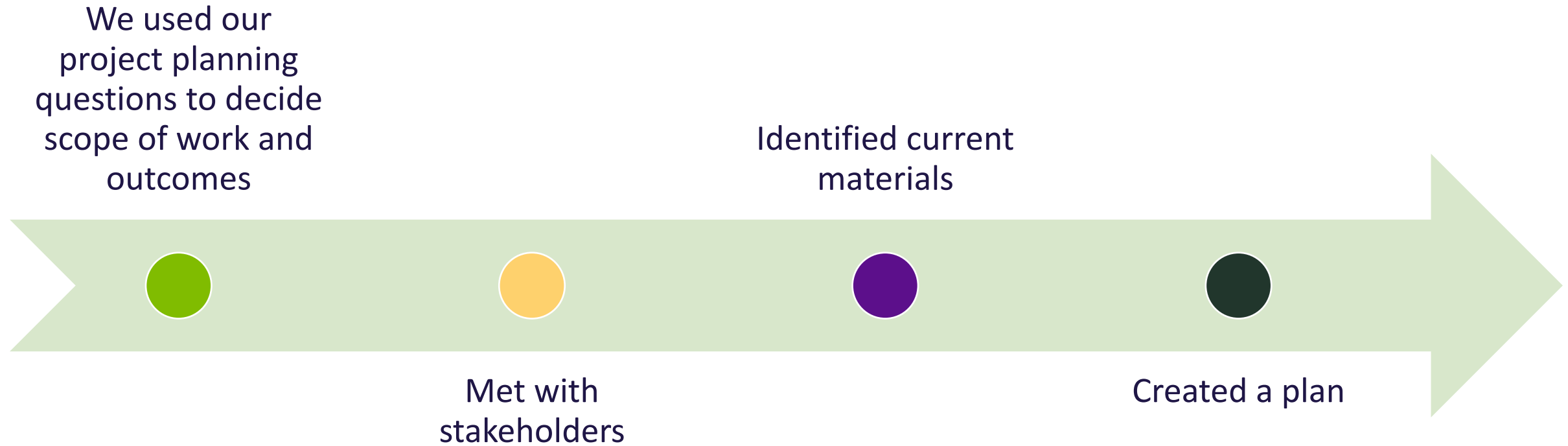
What is the problem?

- What assumptions and beliefs are embedded in this decision? Have you assessed if they are true?
- What research has been done related to your problem/ dilemma? Are there models you can look to as an example?
- What are the conditions or variables that need to be true for your decision to work? Are there other variables that would complicate the conditions needed to make your decision a success?
- Where do you see disproportionality? Do you see over or under representation in key experiences or outcomes?
- Where do you have gaps in knowledge/resources? What additional information, insights or tools do you need in order to make a decision?

State Complaints in Oregon

The Process

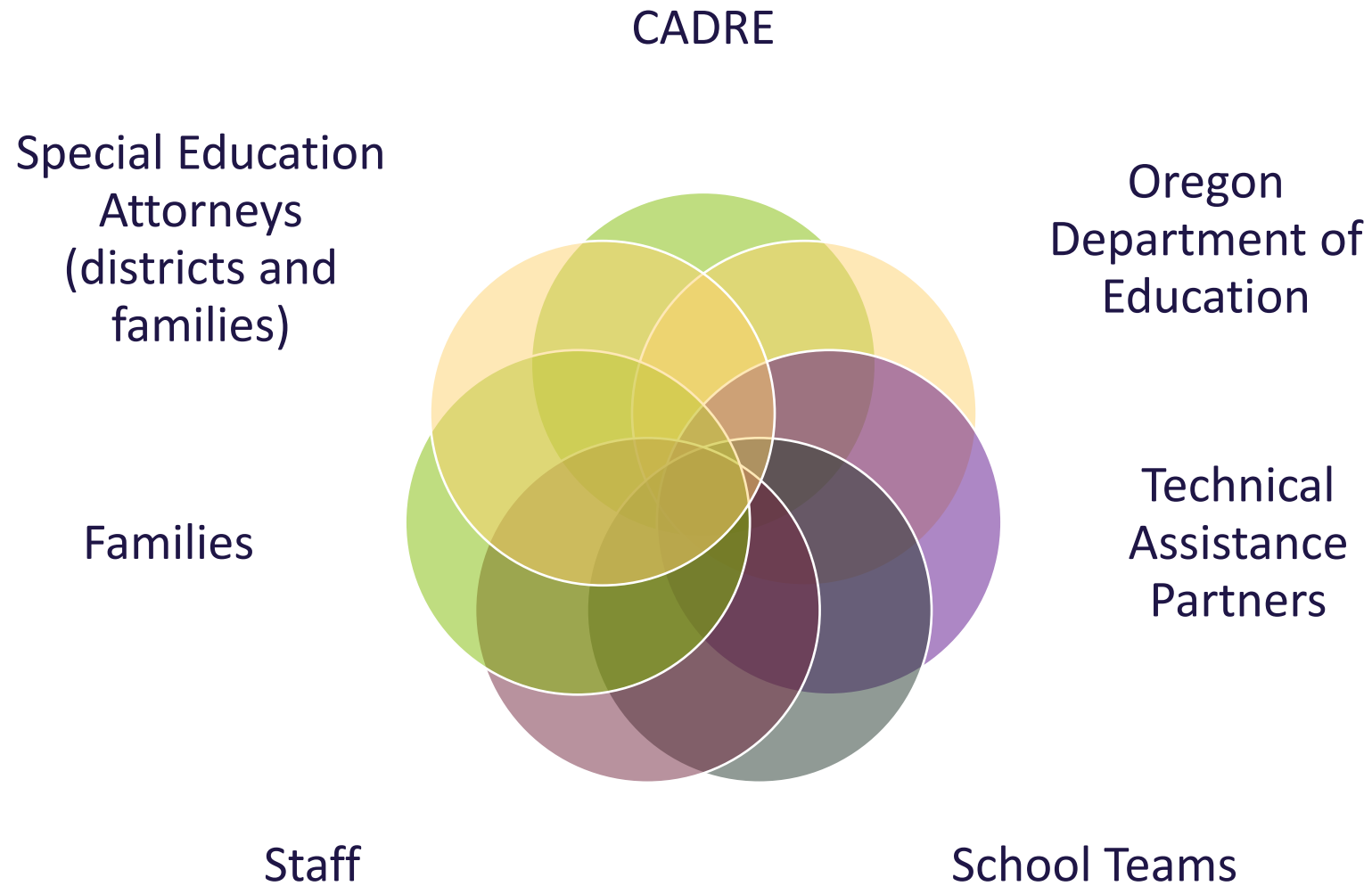
The Pre-Planning Process



State Complaints in Oregon

Collaboration

Key Partners



How did we Engage Stakeholders?

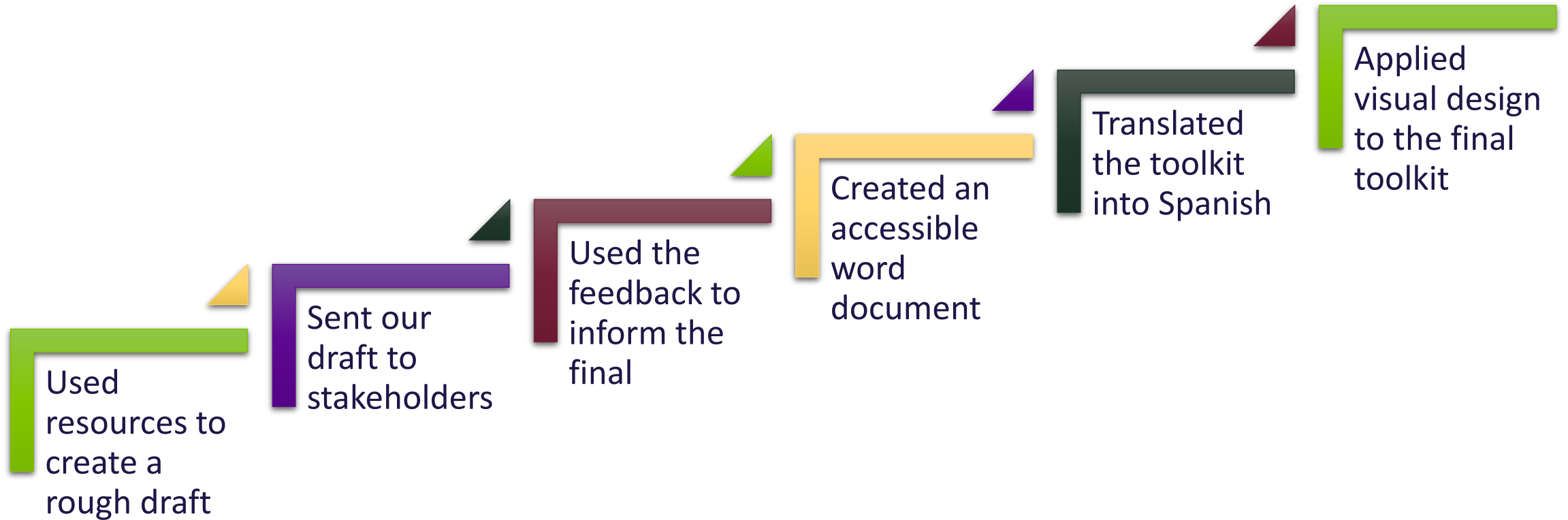
- Contacted Stakeholders with Multiple Perspectives
- Input and Listening Sessions
- Shared Drive Document
- Collaborative Input on Drafts




State Complaints in Oregon

Design Process – Addressing our Initial Concerns – Complaints not tied to IDEA

The Toolkit



The background is a solid green color with a fine, pebbled texture. Scattered across the surface are several white, hand-painted style arrows pointing to the right. Some arrows are sharp and clear, while others are faded or partially obscured by a darker, circular smudge on the left side. The overall effect is that of a path or a sequence of steps.

Complaint Walk Through

How do you know
if a state complaint
is your next step?



AM I READY TO FILE A COMPLAINT?

The following activities will help you decide if you are ready to file a Complaint. Preparing these answers will also help you write your Complaint. **Let's get started!**

1 WRITE DOWN YOUR SPECIFIC CONCERN(S):

2 WRITE DOWN THE ACTIONS YOU HAVE TAKEN TO RESOLVE THE CONCERN(S).

This checklist includes actions you may have taken to resolve your concern(s), as well as space to describe other actions you have already taken.

- I gathered documentation that supports the concern(s) I would like addressed. (E.g., learning logs, progress notes, prior IFSPs/IEPs.)
- I shared a one-page profile of the child that includes vision for the future, what works/doesn't work, and the child's strengths.
- I attempted to participate in the special education process by contacting the school district/agency to share issues, concerns, and requests for changes. (These contacts can take many forms and examples may include email, meeting notes, calls, letters, and/or a prepared written parent input statements at IFSP/IEP meetings.)
- I discussed the concern(s) directly with the case manager, service provider, or teacher and documented the outcome/agreements of these discussions with written notes in follow-up emails.
- I discussed the concern(s) with the building principal and/or the district-level special education representative (whichever is most appropriate).
- I requested an IFSP/IEP meeting in writing to discuss the concern(s).
- I reviewed the IFSP/IEP and any other relevant documents.
- I have taken other actions to address the concern(s) (please describe):

3 WRITE DOWN WHAT IT WOULD TAKE TO ADDRESS THE CONCERN(S) AND WHAT YOU WANT THE DISTRICT TO DO.

4 DESCRIBE HOW THE CONCERN(S) IS/ARE A VIOLATION OF SPECIAL EDUCATION LAW [IDEA].

The Complaint process is focused on IDEA violations. It does not consider feelings (such as feeling that someone was rude, dismissive, or mean), so focus on what you can document as violation(s) of IDEA. You can consider the six core principles of IDEA, when you are describing how your concern(s) is/are a violation of special education law [IDEA]. The six core principles of IDEA are:



- a. Free Appropriate Public Education
- b. Appropriate Evaluation
- c. Individualized Education Plan
- d. Least Restrictive Environment
- e. Parent Participation
- f. Procedural Safeguards

Use the space below or a separate piece of paper to document your concerns:

See Resources, Examples of Allegations and Supporting Facts, and "Examples of Written Complaints" to support you in completing this activity.

After completing the exercise noted above, you will determine if it is time to file a Complaint.

State Complaints in Oregon

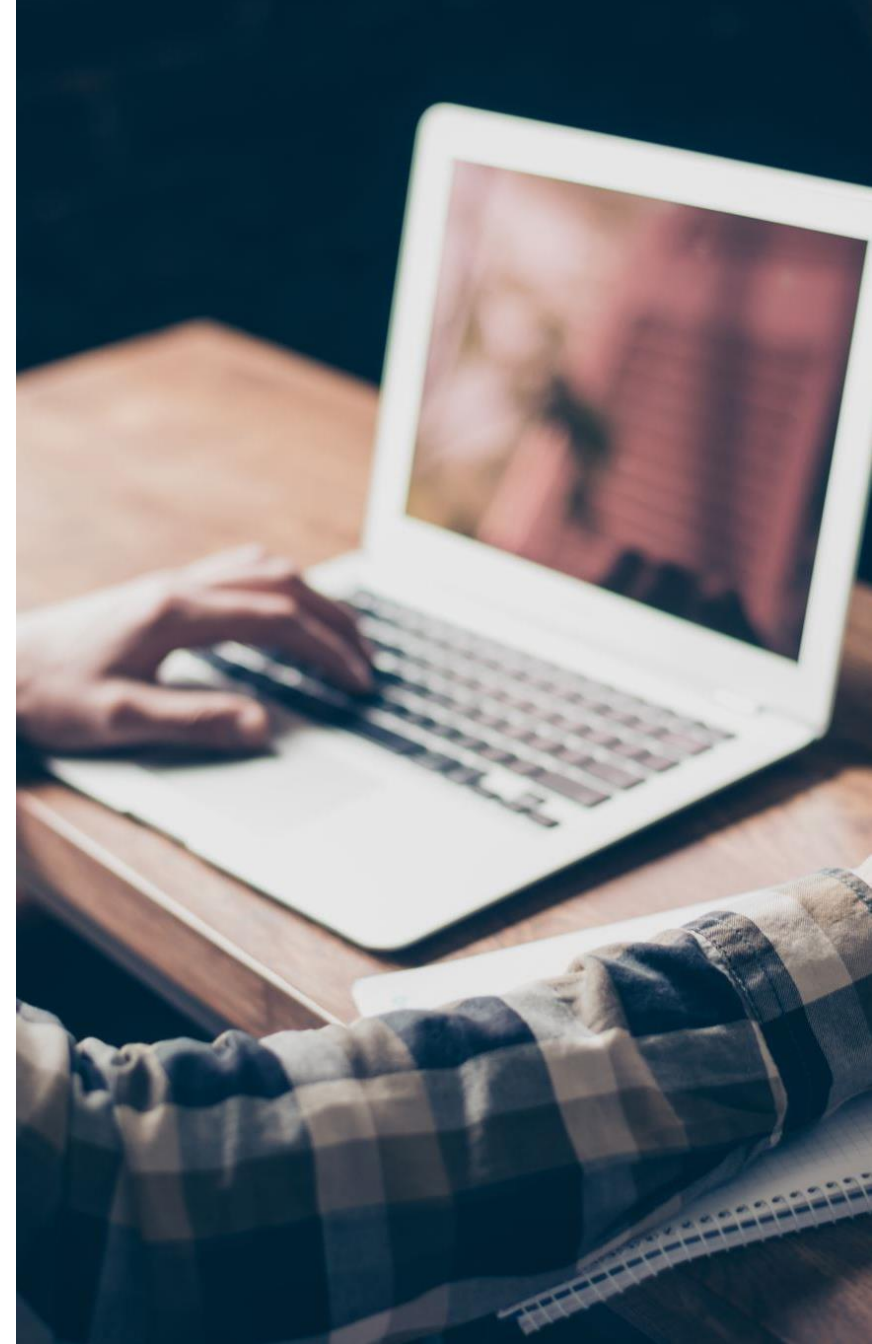
Design Process – Addressing our Initial Concerns – Equitable Access to Filing Complaints

How do we ensure that filing a state complaint as a dispute resolution option is equitable?



Plan for Adult Learning

- Translate into multiple languages
- Create accessible toolkit
- Train staff on supporting families and community partners (in process)
- Access information in multiple formats (in process: videos, trainings, etc)
- Training to Community Based Partners through Technical Assistance (in process)



State Complaints in Oregon

Where are we Now



Where are we now?

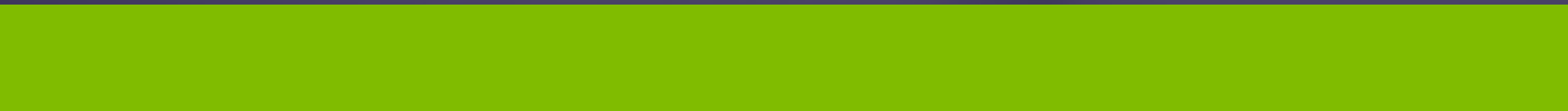


- Training Staff
- Working directly with families
- Technical assistance to Culturally Specific Community Based Partners



Questions

heather@factoregon.org





FACT OREGON

Empowering families - Transforming disability



Call

503-786-6082 or 541-695-5416



Email

support@factoregon.org



Visit our website

www.factoregon.org



Schedule through our calendar