

CADRE and JAMS Foundation Present:
Voices from the Field
Interview Clip #3 Transcript – Kacey Gregson

Marshall: Managing the complaints and due process systems is a very, very demanding task. Do you have evaluation mechanisms in place, Kacey that you use with your due process hearing officers and complaints investigators?

Kacey: They're definitely different. I oversee four complaint investigators and they're employees of the Department of Education. So I definitely have a lot more control over that process and it's definitely a daily evaluation process. When the complaint investigator is assigned a complaint I'm with them all the way, trying to figure out what the issues are, making sure we have all of the documentation that we need and answering any of their questions along the way and then when it's time to write the report I really get involved because I read everybody's reports so I'm able to go through each one and ensure consistency and equality, make sure we're saying the same thing across the board. So there's a constant evaluation of the work of the complaint investigators, which I think has led to some good work on our part, if I may say so myself. With our hearing officers - we are in a one tier hearing system in Arizona, we use administrative law judges, and I am fortunate in that there are only two judges, and we use our office of administrative hearings, only two judges assigned to do special education work because we only get about sixty requests for due process per year and the same two judges have been with us from the time we were a two tier system. They've been with us for about ten to fifteen years, so I've developed a really close relationship with them. So we have communication as often as we need to, to ensure that the process is running smoothly. And then we meet, all three of us and my coordinator. We meet, we try to meet at least twice a year face to face and go over our procedures and make sure they're still working. If there are any adjustments we need to make, we make them together.