



**STATE OF OREGON  
POSITION DESCRIPTION**

**Position Revised Date:**  
**10/1/22**

**This position is:**

- ☒ Classified  
☐ Unclassified  
☐ Executive Service  
☐ Mgmt Svc – Supervisory  
☐ Mgmt Svc – Managerial  
☐ Mgmt Svc - Confidential

**Agency:** Oregon Department of Education

**Facility:** IDEA Programs

☐ New ☒ Revised

**SECTION 1. POSITION INFORMATION**

<b>a. Classification Title:</b> <u>EPS2</u>		<b>b. Classification No:</b> _____	
<b>c. Effective Date:</b> _____		<b>d. Position No:</b> _____	
<b>e. Working Title:</b> <u>IDEA Programs Specialist</u>		<b>f. Agency No:</b> <u>58100</u>	
<b>g. Section Title:</b> <u>IDEA Programs</u>		<b>h. Budget Auth No:</b> <u>376360</u>	
<b>i. Employee Name:</b> <u>Vacant</u>		<b>j. Repr. Code:</b> <u>OAS</u>	
<b>k. Work Location (City – County):</b> <u>Salem - Marion</u>			
<b>l. Supervisor Name (Optional):</b> <u>Eric Wells</u>			
<b>m. Position:</b> <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share			
<b>n. FLSA:</b> <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt		<b>o. Eligible for Overtime:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If Exempt: <input type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative			

**SECTION 2. PROGRAM AND POSITION INFORMATION**

**a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.**

The Oregon Department of Education (ODE) provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. Responsibility also extends to public preschool programs, the state School for the Deaf, regional inclusive services for children experiencing disabilities, and education programs in Oregon youth correctional facilities. Our mission is to foster excellence for every learner through innovation, collaboration, leadership, and service to our education partners. We value equity for every student, high-quality education, service, leadership, and teamwork. We are results-focused and believe people are our greatest asset.

The Office of Enhancing Student Opportunities (OESO) is responsible to ensure the free appropriate public education for all children experiencing disabilities in Oregon, birth through age 21, and assures that the education of these children is a vital element of Education Reform activities. This Office provides technical assistance to school districts and regional inclusive services; leads program development and improvement of services; works cooperatively with educators and parents to improve the achievement of students with diverse learning needs; contracts for provision of state-operated programs and services locally; monitors districts for compliance with state and federal law; and monitors educational services.

OESO ensures educational and support services each year to more than 80,000 children and youth experiencing disabilities through a combination of state, federal, and local expenditures in excess of \$370,000,000 annually. In addition to children and young adults, parents, teachers, and ODE special education staff, the Office also collaborates with advocacy groups and other public and private agencies.

OESO functions internally with several significant work centers: Early Intervention/Early Childhood Special Education, Regional Inclusive Services, IDEA Programs, Resource Management and Operations, and Oregon School for the Deaf. Staff interacts across work center responsibilities and throughout the Department to pursue the mission and goals of the Department of Education as well as the performance goals of the Office.

**b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:**

The primary purpose of this position is to provide support for Local Education Agencies (primarily school districts), educational partners, and the public related to special education in order to improve equity, inclusion, and results for all students, especially those experiencing disability. This position will consult, develop and provide guidance, and train school district personnel and contractors concerning the federal and state rules and regulations pertaining to special education.

### SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

% of Time	N/R/NC	E/NE	DUTIES
<b>Note:</b> If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.			
30%	N	E	<b>State Administration of IDEA</b> Ensure effective implementation of federal and state laws, regulations, and rules related to special education. Responsibilities in this area may include but are not limited to: <ul style="list-style-type: none"> <li>• Research and gather information to develop education policy, and monitor State and Federal education programs.</li> <li>• Lead teams or work groups to research, develop, and implement statewide strategies to improve outcomes for students experiencing disabilities.</li> <li>• Supporting responses to external partners about special education matters related to areas of expertise (e.g., federal, legislative, other state or local agency information requests; development and submission of required reports).</li> <li>• Identify and resolve statewide program and policy issues that serve as potential barriers to effective special education programming.</li> <li>• Develop budget and fiscal impact statements to support program implementation and improvement.</li> </ul>
60%	R	E	<b>Differentiated Monitoring and Support</b> Serves as a primary point of contact for school districts, education service districts, parents, families, and others regarding increasing equitable practices and inclusion within districts to improve outcomes for students experiencing disabilities through effective implementation of federal and state laws, regulations, and rules related to special education. Work with school districts to design programs that strengthen the capacity of schools to improve instruction. Responsibilities in this area include but are not limited to:

			<ul style="list-style-type: none"> <li>• Implementing the Oregon General Supervision Framework.</li> <li>• Serving as a school age special education district support specialist for assigned districts and ESDs.</li> <li>• Planning and participating in Differentiated Monitoring and Support and other general supervision mechanisms as required for assigned districts and as otherwise requested.</li> <li>• Planning, implementing, and evaluating ongoing professional learning activities related to identified agency/district needs to improve and support agency/district capacity to improve student outcomes.</li> <li>• Collaborating with ODE staff from other offices to provide coordinated, cohesive supports for districts and ESDs.</li> <li>• Providing content area expertise in a number of areas related to special education (e.g., identification, evaluation, educational placement, provision of FAPE) against a backdrop of highly complex, nuanced legal situations.</li> <li>• Providing support to special education directors and other district staff members to resolve corrective action related to IDEA dispute resolution and any other identified non-compliance.</li> <li>• Design and initiate strategies to increase high-quality inclusive special education instructional practices in school districts.</li> <li>• Gather data, review, and evaluate the effectiveness of the implementation of evidence-based services and supports to increase outcomes for students experiencing disabilities.</li> </ul>
10%	NC	NE	<p><b>Other Duties as Assigned</b> Support the functioning of the Office of Enhancing Student Opportunities and the Oregon Department of Education to increase equity, inclusion, and results for students experiencing disabilities. Such work may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Performs general office duties, such as participating in staff meetings and performing other work as assigned.</li> <li>• Provides technical assistance to school districts, the general public, and parents on education issues.</li> <li>• Participates in cross-office activities as assigned by the Assistant Superintendent of Enhancing Student Opportunities or Director(s) within Enhancing Student Opportunities.</li> <li>• Performs other duties as assigned by the Assistant Superintendent of Enhancing Student Opportunities or Director(s) within Enhancing Student Opportunities.</li> </ul>
At all times	N	E	<p><b>Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description:</b></p> <ul style="list-style-type: none"> <li>• Learn and apply knowledge and skills to interrupt systemic oppression, especially at the intersection of race and disability</li> <li>• Participate and engage in efforts to further OTLA and agency-wide development and implementation of equity goals</li> <li>• Have knowledge of and apply tools, such as the ODE Equity Stance and Equity Lens, Strategic Plan, Culturally Responsive Community Engagement tool, the Protocol for Culturally Responsive Organizations, etc., to all work to ensure that the shared vision and mission of OTLA and ODE is clearly articulated in all work produced</li> </ul>

			<b>Demonstrate professionalism</b> <ul style="list-style-type: none"> <li>Consistently treats customers, stakeholders, partners, vendors and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity</li> <li>Sets clear guidelines and models expected professional behaviors</li> </ul>
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## SECTION 4. WORKING CONDITIONS

**Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.**

Pressure of frequent deadlines and rush jobs. Interruptions from telephones and persons seeking information that require the handling of several projects/tasks in a timely manner. Long periods of using a computer. This position requires occasional statewide travel, including overnight stays and occasional evening and/or weekend work to review and assist school districts with school Medicaid billing, to provide local and regional training, and to attend meetings and conferences. Limited out-of-state travel may be required to attend national trainings and conferences.

## SECTION 5. GUIDELINES

**a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.**

- US Department of Education statute, rules, and regulations
- Oregon Revised Statutes
- Oregon Administrative Rules
- Oregon State Board of Education policies
- Federal rules and regulations pertaining to finance and audits
- Uniform Grant Guidance

**b. How are these guidelines used?**

- Assure the continued compliance of state and local agencies to assure Oregon's continued access to federal funds and state funds.
- Assure the development and implementation of statewide capacity-building activities to increase the quality of performance standards for special education programs.
- Collaborate with OESO management and staff in the development and revision of existing program standards and state statutes and rules.

## SECTION 6. WORK CONTACTS

**With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?**

Who Contacted	How	Purpose	How Often?
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**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

ODE Staff	Phone, email, meetings, Writing	Fiscal, programmatic and office operations activities and procedures	ODE Staff
School Districts	Phone, email, meetings, Writing	Fiscal, programmatic and office operations activities and procedures	Daily
Local and state service providers	Phone, email, meetings, Writing	Monitoring, contracting, technical assistance program development	Daily
Other state agencies	Phone, email, meetings, Writing	Interagency agreements, program monitoring and tracking, collaboration on program development	Daily
Interested advocacy groups and other stakeholders	Phone, email, meetings, Writing	Consultation, information, referrals, training technical assistance, liaison	Weekly/Monthly
Community members, including parents, students, and family members	In Person, by mail, email or telephone	Gather and provide information	As Needed

## SECTION 7. POSITION RELATED DECISION MAKING

**Describe the typical decisions of this position. Explain the direct effect of these decisions.**

- Decisions are made in accordance with federal and state rules, regulations, and statutes. Decisions made as to necessity for confidentiality. Lack of tact and judgment could be detrimental to a favorable public image.
- Uses initiative and judgment in performance of duties in relationship with staff, school district and contractor personnel, regional partners, other state agencies, Tribal communities, stakeholder groups, and the public.
- Decisions can impact participation of school districts and ESDs in activities of general supervision as defined by OAR 581-015-2015. Position makes determinations of compliance/noncompliance with IDEA regulations, using protocols developed by ODE.
- In conjunction with others in OESO (e.g., district support specialists, IDEA Programs lead workers, OESO leadership), position determines school district accountability and support needs related to the IDEA and relevant ORS/OARs.

## SECTION 8. REVIEW OF WORK

**Who reviews the work of the position?**

Classification Title	Position Number	How	How Often	Purpose of Review
PEM-F	00000006	In person, virtual meetings, by mail, email, or telephone	Regularly	To assure work of section is completed according to laws and rules

**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

**SECTION 9. OVERSIGHT FUNCTIONS****THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY**

- a. How many employees are directly supervised by this position? 0
- How many employees are supervised through a subordinate supervisor? 0

- b. Which of the following activities does this position do?

- |  |   |
|--|---|
| <input type="checkbox"/> Plan work               | <input type="checkbox"/> Coordinates schedules                    |
| <input type="checkbox"/> Assigns work            | <input type="checkbox"/> Hires and discharges                     |
| <input type="checkbox"/> Approves work           | <input type="checkbox"/> Recommends hiring                        |
| <input type="checkbox"/> Responds to grievances  | <input type="checkbox"/> Gives input for performance evaluations  |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Prepares & signs performance evaluations |

**SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION**

**ADDITIONAL REQUIREMENTS:** List any knowledge and skills needed at time of hire that are not already required in the classification specification:

**BUDGET AUTHORITY:** If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount (\$00000.00)	Fund Type
<b>Note:</b> If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".		

**SECTION 11. ORGANIZATIONAL CHART**

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

**SECTION 12. SIGNATURES**

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Employee Signature

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Date

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Supervisor Signature

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Date

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Appointing Authority Signature

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Date