



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
9/6/22

This position is:

- Classified
Unclassified
executive service
Mgmt. Svc - Supervisory
Mgmt. Svc - Managerial
Mgmt. Svc - Confidential

Agency: Oregon Department of Education

Facility: Public Services Building

New Revised

SECTION 1. POSITION INFORMATION

Table with fields: a. Classification Title, b. Classification No, c. Effective Date, d. Position No, e. Working Title, f. Agency No, g. Section Title, h. Budget Auth. No, i. Employee Name, j. Representation Code, k. Work Location, l. Supervisor Name, m. Position, n. FLSA, o. Eligible for Overtime

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's (ODE's) mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities. In fulfilling its mission, ODE has a vision to ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system. As public servants, staff within ODE embody the following values of state service:

- Accountability: Own and take responsibility for quality of outcomes for Oregonians.
Equity: Create and foster an environment where everyone has access and opportunity to thrive.
Excellence: Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
Integrity: Be honest and transparent regardless of the situation.

ODE provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. ODE's responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs in Oregon youth correctional facilities, and non-public schools. We are responsible for childcare licensing and supporting statewide childcare professional development and quality improvement efforts. Additionally, the agency houses the Early Learning Division and the Youth Development Division.

The Office of Equity, Diversity, and Inclusion (OEDI) leads proactive equity initiatives that interrupt and eliminate harmful power dynamics that are endemic in Oregon's education system. Our initiatives are driven by deep and ongoing engagement with the lived experiences of our students and families so that we can provide intentional structures, practices, and policies that uphold their intersecting identities, needs, and strengths. As a result of our agency's collective commitment, we will create an equitable education system centered around justice, relationships, and healing to ensure that every student can achieve their highest potential. Our collective energy and urgency serves as a touchpoint for pivotal cross-departmental and cross-agency collaboration towards a shared vision for equity throughout Oregon.

This position is on the Safe and Inclusive Schools (SIS) Team within OEDI. The SIS Team is responsible for the development of equitable policies, procedures, and rules for the School Safety and Prevention System (SPSS) and other SIS initiatives, including the development of student safety and prevention policies and practices, systems and infrastructure, suicide prevention, intervention and postvention response teams, and professional learning communities, training, and technical assistance for grantees and those they serve. The SIS Team works closely with both internal teams (i.e., Mental Health in Education) and external partners including Education Service Districts (ESDs), local school districts, as well as community-based organizations that serve youth and students via safety and prevention systems.

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

The person in this position serves as a senior staff person to the SIS Team and within OEDI specific to managing the development, planning, and implementation of SIS initiatives at the system level. This includes integration and alignment of various initiatives within the SIS Team and across other shared and/or partner-related programs and policies within and across ODE, other state agencies, and multiple external partners.

The person in this position provides lead staff support, coordination, and project management oversight for assigned SIS Team (and associated/related) projects. The person in this position is responsible for the development and sustainability of a framework for the SIS Team initiatives (i.e., School Safety and Prevention Systems, Adi's Act/suicide prevention, intervention, and postvention, and the Nine Recommendations from the Director's Advisory Committee on Safe and Inclusive Schools for All Students, among others). The person in this position works with the OEDI Assistant Superintendent, Director, other administrative offices, and external partners/agencies on agency planning, coordination and planning of policy development, administrative rules, and other new programs and projects that span and/or are related to SIS initiatives. The person in this position also collaborates and builds strong and resilient partnerships with agency and cross-agency partners, including members of the public and associated organizations that support SIS Team efforts.

The person in this position is also responsible for data-driven and evidence-based decision making, including data analysis, evaluation, assessment, and reporting using both quantitative and qualitative methods. It is expected that the person in this position will incorporate and be attentive to the ways that school safety and mental health/well-being frameworks can advise the statewide implementation of SIS Team initiatives, ensuring the development and implementation of data-driven, systems-level policies and practices that impact and influence equitable outcomes for youth, students, parents, families, and communities within the Oregon K-12 education system.

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) functions.

% of time	N/R/N C	E/NE	DUTIES
60%	NC	E	<p>Development, planning, coordination, and implementation of a sustainable and strategic SIS initiative framework, both internally and externally:</p> <ul style="list-style-type: none"> ● Deep understanding and knowledge/expertise of SIS Team initiatives, including multiple facets of the School Safety and Prevention System (SSPS), Adi’s Act/suicide prevention, intervention, and postvention, and the Nine Recommendations from the Director’s Advisory Committee on Safe and Inclusive Schools for All Students, among others. ● Analyze, define, and continuously refine/improve SIS initiative framework(s) and overall system requirements by working with internal colleagues, cross-agency collaborators, and external stakeholders including organizational partners, legislators, and the general public. ● Ability to work with internal/external colleagues and partners on direct and shared initiatives across multiple disciplines, approaches, and implementation styles; understanding of multiple facets of work and the many overlapping and cross-cutting programs and policies within and outside of ODE. ● Build and maintain inclusive and high-functioning collaborative teams, both within SIS, OEDI, ODE, and across other agencies and external organizations – including the establishment of trust, the development of successful working relationships, and other related leadership skills needed for initiative development and implementation success. ● Provide statewide SIS initiative content expertise via various communication channels (e.g., telephone calls, e-mails, on-site visits, workshops, and conferences) to ensure successful implementation of programs and policies and overall effective use of resources. ● Advise OEDI and ODE leadership in areas of innovation, growth and improvement specific to SIS initiatives – both in policy development and program implementation. ● Support ODE staff to better understand SIS initiatives and prioritize high potential impact ideas for use across offices and teams; guide those ideas from development to evaluation, and encourage a culture of continuous improvement. ● Build and implement SIS framework and associated initiative best practices through appropriate research, assessment, evaluation, and reporting; provide internal and external coaching and communication support to articulate structure and desired/measured outcomes of initiatives. ● Draft legislative proposals, review and track state and federal legislation, prepare testimony, analyze bills and propose amendments, and ensure SIS initiative activities meet statutory requirements. Explain policy issues and effect of proposed legislation to legislators, legislative and committee staff, lobbyists and task forces.

20%	NC	E	<p>Cultivation, stewardship, and coordination of effective agency-wide external and internal partnerships designed to improve student outcomes via incorporation of evidence-based practices:</p> <ul style="list-style-type: none"> ● Develop systems for sustainable internal and external partnerships and engagement aimed at efficient and effective communication and interagency support for SIS initiatives. ● Convene students, families, communities, federally recognized tribes, community-based organizations, education advocates, school districts, ESDs, state agencies, researchers, advisory groups, and others to identify, promulgate, and co-create highly effective or promising practices, instructional strategies, and policy development for SIS initiatives based on community needs. ● Collaborate with the Communications Director and Communications Team on the design of internal and external marketing materials, brand identity and messaging of projects to wider audiences. ● Represent the agency before boards and other agencies, state legislature, or other stakeholder groups to share development, planning, coordination, and/or implementation of SIS initiatives. ● Establish and lead external and internal stakeholder, advisory, and/or cross-agency groups and support the production and documentation of meeting agendas, materials, presentations/slides, communications, and scheduling, among other administrative and operational tasks to ensure effective and efficient outcomes.
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10%	NC	E	<p>Agency strategic operations:</p> <ul style="list-style-type: none"> • Lead and facilitate agency strategic planning and cross-office, collaborative teams specific to the SIS initiatives – this includes participation in and collaboration with student safety policy (including Every Student Belongs and Carson’s Law), OEDI Student Success Plans, the ODE Mental Health Collaborative, and other initiatives that help build the framework for safety and inclusion for all students, particularly those underserved by our educational system. • Monitor progress toward imbedding and aligning SIS initiatives within agency programs and policies; work within a continuous improvement cycle to bolster alignment and strategic approach. • Refine technical plans. • Provide content expertise to agency staff on strategies, activities, plans, and implementation of SIS initiatives. • Communicate to staff, both in writing and orally. • Facilitate and co-lead OEDI staff trainings centered in equity and focused on evidence and outcomes of SIS initiatives.
10%	NC	E	<p>Other duties as assigned:</p> <ul style="list-style-type: none"> • Complete projects/assignments in collaboration with Deputy Director, Chief of Staff, Government Relations Director, Communications Director, Legislative Director, and other offices as directed. • Complete projects and fulfill other duties as assigned by OEDI Assistant Superintendent and/or Director.
At all times	N	E	<p>Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description</p> <ul style="list-style-type: none"> • Learn and apply knowledge and skills to interrupt systemic oppression. • Participate and engage in efforts to further OEDI and agency-wide development and implementation of equity goals. • Have knowledge of and apply tools, such as the 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 OEDI and ODE is clearly articulated in all work produced. <p>Demonstrate professionalism</p> <ul style="list-style-type: none"> • Consistently treats customers, partners, vendors and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity. • Sets clear guidelines and models expected professional behaviors.

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.

Weekly, monthly, and annually occurring deadlines, as well as emerging priorities. Multiple interruptions from telephone, email, and individuals seeking information while managing several projects simultaneously. Frequent exposure to deadline pressures and fluctuation of effort. Frequently deals with high stress topics, and crucial situations; must quickly understand complex situations; must exercise consistent good judgment; topics dealt with may be highly confidential in nature. Regular and consistent attendance is an essential function of all positions in the office. Occasional evening meetings and overnight travel may occur.

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.

The Governor's and Deputy Superintendent's priorities; state and federal laws, rules, and regulations; rules and procedures governing state agencies; Oregon Revised Statutes; Administrative Rules, Attorney General's Guide for Public Records, Ethical Standards adopted by the Oregon Ethics Commission.

b. How are these guidelines used?

Decision making, problem solving, process development, and implementation.

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?
General public	Telephone, email, videoconferences, web pages, letters, meetings.	Respond to concerns & questions, receive public comments relating to rules	Regularly
Department staff	Telephone, email, videoconferences, web pages, letters, meetings.	Coordinate and obtain information	Daily
Local school district staff	Telephone, email, videoconferences, web pages, letters, meetings.	Respond to concerns and questions	Regularly
Education stakeholder groups	Telephone, email, videoconferences, web pages, letters, meetings.	Exchange information relating to legislation, workgroup participants	Regularly
Other education agencies	Telephone, email, videoconferences, web pages, letters, meetings.	Coordinate legislative agenda	Regularly

SECTION 7. POSITION RELATED DECISION MAKING

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

Decisions relating to agency policies: May affect the agency's ability to perform mission and duties.

- Decisions relating to strategic plan: Affect agency ability to achieve strategic plan.
- Decisions relating to initiative design and implementation; Affect agency ability to collaborate with partner agencies and entities.
- Decisions relating to audits: Affect Department ability to respond to audit requests and implement recommendations.
- Decisions have immediate and long-term impact on delivery of K-12 education to more than 570,000 school children.

The person in this position works independently and makes frequent decisions regarding Department policy, definition of standards and best practices for the agency, and works with budget, policy, and interdisciplinary staff to develop concepts for future agency programs in support of the ODE strategic plan. The position will be required to make policy, practice, and program recommendations to ODE Directors, senior management, and the Oregon legislature.

Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, stakeholder engagement, navigating internal and external issues, challenges, and support/resourcing needs, and finding positive solutions. These decisions have a direct impact on some of Oregon's most vulnerable students who have been traditionally, historically, and currently underserved. Every student is an asset to Oregon; the individual holding this position will make decisions that help systems recognize the assets our children and families bring to our schools and provide for culturally responsive systems that are supportive of safety, inclusion, well-being, and mental and physical health.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
PEM-I Assistant Superintendent	000082	Conversations in person. Review draft docs as appropriate	Monthly or as needed	Ensure alignment with mission and goals of Deputy and State Board. Evaluate for overall effectiveness. Annual performance evaluation

SECTION 9. OVERSIGHT FUNCTIONS

- 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? N/A
- | | |
|---|---|
| <input checked="" type="checkbox"/> Plan work | <input checked="" type="checkbox"/> Coordinates schedules |
| <input checked="" type="checkbox"/> Assigns work | <input type="checkbox"/> Hires and discharges |
| <input checked="" 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

This position requires frequent independent judgments and quick, accurate response when working with the public, government officials, educators, and the media, and with in-and-out-of-agency staff. Strong application of writing and listening skills are essential as is the ability to organize, prioritize and complete a variety of simultaneous tasks.

- Special Requirements: List any special mandatory recruiting requirements for this position.**
 The experience, skills, and abilities listed below are the criteria used in recruiting for this position.
- Experience with and knowledge of frameworks, systems development and implementation, and best/promising practices for school safety and prevention systems, mental health frameworks, and suicide prevention, intervention, and postvention planning, strategy, support, and resourcing.
 - Experience developing and executing co-constructed processes and practices.
 - Knowledge of Oregon’s P-20 education policy issues, particularly centered in equity diversity, and inclusivity, and focused on physical and mental safety, belonging, and wellness.
 - Experience in large and small group facilitation and engagement and provision of training, technical assistance, and/or recommendations to internal and external colleagues, partners, stakeholders, and/or public.
 - Experience managing partnerships and projects with multiple stakeholders, particularly culturally and individually diverse groups, and including the solicitation and valuation of diverse viewpoints.
 - Experience in systems research, analysis, evaluation, reporting and the subsequent development, co-construction, and implementation of evidence-based policy and practices.
 - Excellent writing, speaking, listening, and communication skills.

- A strong commitment to racial equity and inclusion including the ability to learn and apply knowledge and skills to interrupt systemic oppression, and engage in and promote equitable, culturally-responsive practices.
- Consistently treats sponsors, stakeholders, partners, vendors, the public and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity. Sets clear guidelines and models expected professional behaviors.
- Bilingual candidates may gain preference.

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

Operating Area – Not Applicable Biennial amount (\$00000.00) Fund type N/A

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

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority
Signature

Date