



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:

This position is:

Agency: Oregon Department of Education

Facility: Public Service Building

New Revised

Classified

Unclassified

Executive Service

Mgmt Svc – Supervisory

Mgmt Svc – Managerial

Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title:	Investigator 2	b. Classification No:	C5232
c. Effective Date:	3/04/2025	d. Position No:	2581129, 2581130
e. Working Title:	Complaint & Appeals Resolution Unit Investigator	f. Agency No:	581000
g. Section Title:	Complaint & Appeals Resolution Unit	h. Budget Auth No:	-
i. Employee Name:	Vacant	j. Repr. Code:	OAS
k. Work Location (City – County):	Salem - Marion		
l. Supervisor Name:	Stacey Guise		
m. Position:	<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		
n. FLSA:	<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt	If Exempt:	<input type="checkbox"/> Executive <input type="checkbox"/> Administrative <input type="checkbox"/> Professional <input type="checkbox"/> Computer
		o. Eligible for Overtime:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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.

This position is located in the Complaint and Appeals Resolution Unit, which is part of the Government and Legal Affairs Team, in the Office of the Director.

The Director is the administrative head of the Oregon Department of Education (ODE) and the Deputy Superintendent of Public Education. The Director provides leadership and oversight to Oregon's prekindergarten to grade 12 education system; is the chief executive officer for the State Board of Education; and provides direction for the School for the Deaf and Juvenile Corrections Education Programs. The Director's duties are further defined in ORS 326.310. The department's mission is to foster equity and excellence for every learner through collaborations with educators, partners, and communities.

The Government and Legal Affairs Team works across the agency and with outside parties to carry out the education mission and goals of the State Board of Education and the priorities of the Governor as the Superintendent of Public Instruction. The team consists of 32 members and includes three work units: Civil Rights, Complaint and Appeals Resolution, and Reports and Investigations of Sexual Conduct.

The Government and Legal Affairs Manager serves on the agency's executive leadership team, provides strategic advice and leadership for the agency, proactively and strategically mitigates legal risk for the agency, and provides leadership to the Government and Legal Affairs Team. The Government and Legal Affairs Manager co-manages the administrative rules process for the agency and is responsible for ensuring all rule requirements are met, including consistency with agency and legislative policies, timelines, and legal sufficiency. The Government and Legal Affairs Manager also provides support for the Fair Dismissal Appeals Board (FDAB). The FDAB hears appeals of teacher and administrator dismissals. The FDAB consists of 24 members appointed by the Governor and confirmed by the Senate. The Government and Legal Affairs manager ensures the provision of legal support, policy analysis, and administrative support to the Fair Dismissal Appeals Board. This includes management of administrative rules process for the FDAB.

The Civil Rights Unit provides leadership, training, and technical assistance on state and federal laws prohibiting discrimination in K-12 public education, including but not limited to:

- Title VI of the Civil Rights Act of 1964;
- Title IX of the Education Amendments Act of 1972;
- Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA (Americans with Disabilities Act);
- Every Student Belongs;
- The CROWN Act; and
- Abbreviated School Day Programs and Section 504.

This team provides training and technical assistance for Civil Rights Coordinators under [ORS 332.505\(2\)](#) and OARs [581-021-0650](#), [581-021-0655](#), and [581-021-0660](#). The team also assists members of the school community, including students and families of students, who may have experienced discrimination in understanding, accessing, and navigating local (school or district), state, and federal dispute resolution processes to ensure that instances of discrimination are addressed appropriately and efficiently.

The Complaint and Appeals Resolution (CARE) Unit administers the agency's formal complaint resolution processes for discrimination in public education, restraint and seclusion, retaliation, religious entanglement, determinations of nonstandard status under ORS 343.328 (Abbreviated School Day Programs), and Division 22 standards.

The Reports and Investigations of Sexual Conduct Unit investigates reports of suspected sexual conduct that involve a student and an individual who is a school employee, contractor, agent, or volunteer who is not licensed with the Teacher Standards and Practices Commission (TSPC). The team also provides verification information to education providers when they are hiring an individual as a school employee or bringing on a contractor, agent, or volunteer to provide services in schools.

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 investigate complaints and appeals filed with ODE alleging discrimination, violation of restraint and seclusion law, retaliation, religious entanglement, determinations of nonstandard status under ORS 343.328 (Abbreviated School Day Programs), and violation of Division 22 standards.

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
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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”.

75%	N	E	<p>INVESTIGATION OF COMPLAINTS AND APPEALS:</p> <ul style="list-style-type: none"> ● Under the direction of the Complaint and Appeals Resolution (CARE) Unit manager, investigate complaints and/or appeals falling within the scope of the CARE Unit’s authority, including complaints involving discrimination, restraint and seclusion, retaliation, religious entanglement, determinations of nonstandard status under ORS 343.328 (Abbreviated School Day Programs), and Division 22 standards. ● Screen complaints to determine whether to recommend the agency conduct an internal investigation or assign case to a contracted investigator. ● In consultation with unit manager, determine scope and direction of investigation. ● Develop and execute investigation plans. ● Where appropriate, work with representatives from education providers or other state agencies to investigate complaints. ● Prepare any correspondence necessary to carry out investigations. ● Communicate with parties and witnesses (in writing, in person, or over phone). ● Draft and issue subpoenas related to investigations, as needed. ● Request and review documents, including documents from education provider, complainant, and witnesses.
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			<ul style="list-style-type: none"> ● Conduct interviews of parties and witnesses to complaint or appeal. ● Travel to conduct site visits of educational programs or interview witnesses, as needed for investigation. ● Gather, preserve, and compile evidence, including: observations; oral and written response to complaint allegations; witness testimony and statements; correspondence; social media records; and any other relevant documents, information, and physical evidence. ● Maintain detailed notes and investigation file. ● Evaluate sufficiency of evidence to affirm or refute each allegation of complaint under applicable standard of proof. ● Prepare clear, concise investigative reports, including findings of fact based on information learned during investigation and investigator recommendations on compliance/noncompliance for each allegation. ● Communicate with unit manager regarding status of complaints, investigations, and other relevant matters on regular basis. ● Work with DOJ to assist in defending agency's order on appeal, if necessary. ● Work collaboratively with members of the unit and the Government and Legal Affairs Team on management of complex situations and to provide information and feedback relating to the Complaint and Appeals investigation process. ● Provide technical assistance to education providers, complainants, and other interested parties regarding Complaint and Appeals investigation process.
20%	N	E	<p>INVESTIGATION PROCESS EVALUATION AND IMPROVEMENT:</p> <p>Under direction of the CARE Unit Manager and in collaboration with Complaints and Appeals Specialists and other Investigators, periodically review and update investigation process, including guidelines, internal policies, and procedures, to ensure best practice, compliance with state and federal laws, and alignment with priorities of Governor, State Board of Education, and agency Director.</p> <ul style="list-style-type: none"> ● Research and study best practices for investigation practices and procedures. ● Coordinate with other units with investigation processes within agency to assess investigation process and identify possible areas of improvement. ● Identify problems within investigation practices and procedures and make recommendations to unit manager for improvements to address identified problems. This could include changes to internal practice and procedure or administrative rules, policy strategies, policy option packages, or legislative concepts. ● Participate in development and implementation of improvement projects for the investigation process. This could include changes to

			internal practice and procedure or administrative rules, policy strategies, policy option packages, or legislative concepts.
5%	N	E	<p>Other Duties as Assigned This may include but is not limited to:</p> <ul style="list-style-type: none"> ● Support the functioning of the Complaint and Appeals Resolution Unit, the Government and Legal Affairs Team, the Office of the Director, and the Oregon Department of Education. ● Administer and serve on legislatively created taskforces and workgroups. ● Review and interpret statutes, rules, federal guidance relating to elementary and secondary public education to provide guidance to Department staff, school districts, other education providers, and members of the public. ● Respond to constituents on behalf of Manager, Government and Legal Affairs Manager, and ODE Director. ● Respond to inquiries from the public, other agencies, legislators, and community partners and provide technical assistance to districts. ● Special Projects as assigned by unit manager or the Government and Legal Affairs Manager. ● Perform general office duties, such as participating in staff meetings and performing other work as assigned.
At all times	N	E	<p>Demonstrate commitment to equity and cultivate 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 team and agency-wide development and implementation of equity goals. ● Have knowledge of and applies 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 the team and ODE is clearly articulated in all work produced. <p>Demonstrate professionalism:</p> <ul style="list-style-type: none"> ● Consistently treat customers, community members, partners, vendors, and co-workers with dignity and respect.

			<ul style="list-style-type: none"> ● Create and maintain a work environment that is welcoming and respectful of diversity. ● Maintain confidentiality and demonstrate tact and diplomacy in all matters ● Complete assignments received in a timely manner, which may include highly sensitive matters.
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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.

Working conditions in the public service building are a typical office environment with open-wall configuration. The person in this position will be required to manage deadlines and may be required to work long hours to meet those deadlines. The person in this position must make decisions in highly stressful and complex situations. This position will require travel to all parts of the state to conduct investigations. Position requires handling of sensitive and confidential information.

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.

Federal and state statutes, rules, regulations, and guidance relating to discrimination in public education including but not limited to ORS 659.850, 659.852, 659.855, OAR 581-021-045, 581-021-0046, 581-022-2312, U.S. Department of Education Office for Civil Rights Region X Guidelines, Titles VI and VII of the Civil Rights Act of 1964, Elementary and Secondary Education Act of 1965, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Equal Educational Opportunities Act of 1974, Age Discrimination Act of 1975, Titles I and II of the Americans with Disabilities Act of 1990, Americans with Disabilities Act Amendments Act of 2008.

The “Division 22 Standards,” which are the administrative rules adopted by the State Board of Education in OAR Chapter 581, Division 22, and ORS 327.103.

State laws governing restraint and seclusion in public education, including ORS 339.285 through 339.308 and OAR 581-021-0550 through 581-021-0570.

ORS 327.109 relating to religious activity.

State laws relating to abbreviated school day programs, ORS 343.321 through 343.333, guidance and procedures development to implement the abbreviated school day program and determinations of non-standard status.

Administrative rules relating to complaints and appeals, including OAR 581-075-0001 through 581-075-0901.

The Oregon Attorney General’s Public Records and Meetings Manual. Federal and State laws that provide protection for personally identifiable student information.

The Governor’s priorities, The ODE Director’s priorities, ODE equity strategic plan, ODE policies, and State Board Policies and Procedures.

b. How are these guidelines used?

The person in this position must use the statutes, rules, regulations, and guidance relating to civil rights, restraint and seclusion, Abbreviated School Day Programs, religious entanglement, and Division 22 Standards to determine the appropriate legal standard and scope of investigation to apply to a complaint.

The Oregon Attorney General’s Public Records and Meetings Manual and Federal and State laws relating to confidential information will be used to determine when information is protected and appropriate process for ensuring confidentiality is maintained.

The Governor’s priorities, The ODE Director’s priorities, ODE equity strategic plan, ODE policies, and State Board Policies and Procedures are used for strategic planning and to assign resources.

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”.

Agency staff	Phone/email/virtual meeting/in person	Direct/obtain information	Daily
Individuals involved in complaint and appeals process (complainant, witnesses, school district staff, etc.)	Phone/email/virtual meeting/in person	Respond to questions about investigation; conduct interviews with involved persons	Daily
Education providers (schools, school districts, education service districts, charter schools, etc)	Phone/email/virtual meeting/in person	Respond to questions about investigations; request information related to investigations; provide technical assistance	Daily
Members of community	Phone/email/virtual	Respond to questions/inquiries	Daily

	meeting/in person		
Other state agencies	Phone/email/virtual meeting/in person	Information exchange	Regularly
State Board members	Phone/email/virtual meeting/in person	Provide/request information	Occasionally
DOJ Legal Counsel	Phone/email/virtual meeting/in person	Provide/request information	Occasionally

SECTION 7. POSITION RELATED DECISION MAKING

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

The person in this position will make recommendations as to whether investigations for complaints involving discrimination in public education, retaliation, violations of restraint and seclusion law, violations of the Division 22 Standards (standards set forth in OAR Division 22), and religious entanglement should be handled internally or whether a case should be assigned to a contract investigator for investigation.

The person in this position will determine the scope and direction of investigations for the complaints listed above.

The person in this position will determine the scope of information to include in an investigation report.

The person in this position will make recommendations as to the outcome of the investigation.

The direct effect of these decisions is to ensure that the agency conducts complete and thorough investigations in order to determine school district compliance with state and federal law in the areas over which the agency has enforcement authority.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
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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".

Compliance and Regulatory Manager 2	2111034	Verbal and written feedback	Monthly check-ins and quarterly reviews	Review work for timeliness, accuracy, and conformance with agency rules, policies, guidelines, and governing statutes. Regular check-ins to support performance, provide feedback, and ensure alignment with
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				agency mission and strategic plan. Quarterly reviews for assessment of progress toward yearly goals.

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:

- Professional-level experience conducting trauma informed investigations and interviews
- Experience conducting discrimination investigations or experience with or knowledge of one or more applicable laws and systems, such as: education civil rights laws (Title VI, Title IX, or Section 504), public school district complaint processes, US Department of Education Office for Civil Rights complaint processes, or other discrimination complaint systems.
- Excellent verbal and written communication skills
- Strong interpersonal skills including the ability to demonstrate cultural sensitivity and work with diverse constituents, including but not limited to students, parents, faculty, and staff
- Excellent problem-solving skills and critical thinking skills.
- Commitment to equity, to the cultivation of equitable practices in daily work, and removing barriers for students in our K-12 system who are and have been historically underserved.
- Ability to demonstrate initiative and exercise consistent good judgment

- Ability to manage highly sensitive and confidential information
- Excellent organizational skills
- Ability to prioritize tasks, manage multiple deadlines, and work independently

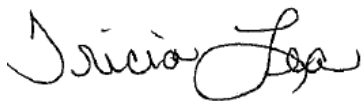
BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:		
Operating Area	Biennial Amount (\$00000.00)	Fund Type

Note: 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

Employee Signature	Date		Stacey Guise		2/25/2025
	3/4/2025		Supervisor Signature		Date
Appointing Authority Signature	Date				