



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Civil Rights Unit - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Program Analyst 1	Job Profile ID:	0860
Business Title:	Civil Rights Unit Program Specialist (Unfilled)	Position ID:	000000105793
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	1403417
Location:	Salem ODE Public Service Building		
Supervisor:	Kate Hildebrandt (Compliance and Regulatory Manager 2)		
Position:			
Time Type:	Full Time		
FLSA:	Non Exempt		
Exempt Reason:			
Overtime Eligible:	Yes		
Employee Type:	Permanent		

SECTION 2. JOB DESCRIPTION SUMMARY

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

The Oregon Department of Education (ODE) oversees the education of students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) focuses on helping districts achieve both local and statewide goals and priorities through strategies such as: developing policies and standards, providing accurate and timely data to inform instruction, training teachers on how to use data effectively, effectively administering numerous state and federal grants; sharing and helping districts implement best practices. At the Oregon Department of Education, we are guided by the following values: integrity, accountability, excellence, and equity.

This position is located in the Office of Relations, Management and Support (ORMS) on the Government and Legal Affairs Management (GLAM) team.

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 includes three work units: Civil Rights, Complaint and Appeals Resolution, and Reports and Investigations of Sexual Conduct. In addition to the work of the three units, the team supports the Fair Dismissal Appeals Board (FDAB), works in collaboration with the GREAT team to support administrative rule making across the agency, and provides administrative hearings for Child Nutrition Programs, Pupil Transportation and the Fingerprinting Unit.

The Civil Rights Unit works to support effective implementation of 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;
- Title II of the ADA (Americans with Disabilities Act);
- Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education, 45 CFR Part 80, Appendix B
- Every Student Belongs;
- The CROWN Act; and
- Abbreviated School Day Programs and Section 504.

The unit provides leadership training, and technical assistance to education providers, develops and administers the Civil Rights Coordinator Program under ORS 332.505(2) and OARs 581-021-0650 through -0665, 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, and develops and administers the state's Methods of Administration (MOA) Program pursuant to requirements of the U.S. Department of Education Office for Civil Rights.

The Complaints and Appeals Resolution 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.

The Fair Dismissal Appeals Board (FDAB) hears appeals of teacher and administrator dismissals. The FDAB consists of 24 members appointed by the Governor and confirmed by the Senate.

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 coordinate key programs within the Civil Rights Unit, including the Civil Rights Coordinator program, Every Student Belongs and work to support pregnant and parenting students, as well as monitoring corrective action agreements and working with the Civil Rights Unit manager and Civil Rights Specialists to coordinate and deliver services.

SECTION 3. JOB DESCRIPTION

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.

30% - N E - Program Coordination and Support - Civil Rights Training and Technical Assistance and Civil Rights Coordinator Program

- Provide information and technical assistance on Civil Rights Coordinator program requirements and procedures to internal staff and the public to assist in their understanding and compliance with the program.

- Work with Civil Rights Specialists for Title VI, Title IX, and Section 504 to develop and deliver virtual and in-person training programs in alignment with ORS 332.505 and associated OARs. Develop and maintain annual training calendar. Establish and monitor registration processes, including reviewing registrations to ensure participants meet criteria for admission. Organize and run meetings and webinars in virtual platforms such as Zoom or Microsoft teams. Plan and coordinate logistics for in-person trainings. Build courses in learning platforms such as Canvas. Prepare, update, and distribute training materials.
- Create and maintain system for tracking Civil Rights Coordinators at each school district and public charter school. Create and maintain public-facing database for public to access Civil Rights Coordinator information. Connect Civil Rights Unit and the public to appropriate Civil Rights Coordinators in districts/schools.
- In collaboration with Civil Rights Specialists for Title VI, Title IX, and Section 504, develop tools and resources for education providers and civil rights staff (Civil Rights Coordinators, Title IX Coordinators, Section 504 Coordinators, and Title II Coordinators). Ensure tools and resources are accessible and translated as appropriate.
- Coordinate the development and delivery of communications to Title IX Coordinators, Section 504 Coordinators, and Civil Rights Coordinators
- Intake calls for technical assistance and training from education providers and community members. Ensure appropriate follow-up.
- Communicate program requirements and training information to designated Civil Rights Coordinators regularly.
- Track information relating to technical assistance and training requests in case management system. Identify confidential information and ensure that information is handled appropriately, and confidentiality is maintained.

25% - N E - Civil Rights Compliance Monitoring

- Monitor compliance by school districts and other education providers. Utilize existing policies, procedures, and direction provided by the Department to implement corrective action relating to complaints alleging discrimination, retaliation, restraint and seclusion, religious entanglement, and violation of the Division 22 standards.
- Communicate with school districts and other education providers regarding the terms and status of the imposed corrective action and ODE's authority with respect to corrective action to assist in their understanding and compliance.
- Collect documentation and evidence from school districts regarding corrective action compliance. Analyze documentation and evidence for compliance with terms of corrective action in consultation with Civil Rights Specialists.
- Utilizing existing policies and procedures, work with school districts and education providers to address and resolve problems with corrective action.
- Review requests for extensions and apply existing policies and procedures to make a recommendation to manager as to whether extension should be granted or denied.
- Make recommendations to CRU manager and CARE manager regarding actions related to noncompliance with corrective action agreements. Recommendations are in relation to how to respond to a school that isn't following requirements of corrective action/order.
- Provide regular updates to CRU manager and CARE manager regarding corrective action status.

20% - N E - Program Coordination - Pregnant and Parenting Student Programs and Every Student Belongs

- Collaborate with Civil Rights Unit to ensure implementation of Every Student Belong (ORS 339.347).
- Intake requests for information, technical assistance, and training from ODE staff, agency partners, education providers, and the public. Present information and provide technical assistance on program requirements and procedures. Coordinate responses from other subject matters experts on the team and in the agency as appropriate.
- Coordinate the delivery of services to education providers, such as program requirements, training and other information.
- Coordinate regular cross-office meetings to bring together relevant subject matter experts to ensure smooth delivery of support for education providers on program needs.

20% - N E - Civil Rights Unit Support

- Work with the Civil Rights Unit manager to develop and implement unit protocols and procedures to result in operational and process efficiencies.

- Maintain and update information posted to the unit's webpages on the agency website. Ensure linked and posted materials are accessible and translated.
- Respond to calls and emails from school districts, parents, students, and community members to share information about ODE's civil rights programs. Route to appropriate staff for additional follow-up if needed.
- Provide Spanish interpretation and translation services. This includes responding to Spanish speaking customers by phone and email and developing translated materials for unit.
- Coordinate unit's efforts to ensure key documents are translated and serve as unit point of contact for accessing ASL and spoken language interpretation contracts.
- Track legislation, bill analyses, and legislative requests for information relating to civil rights in public education and Civil Rights Coordinator program. Analyze potential impacts to programs and recommend program changes to manager based on legislative direction.
- Coordinate responses to public record requests. Determine when exceptions to public records laws may apply and make recommendations for proposed actions to manager.

5% - N NE - Other duties as assigned

- Support the functioning of the Government and Legal Affairs Team, The Office of Relations, Management and Support (ORMS), and the Oregon Department of Education to increase equity, inclusion, and diversity.
- Any special projects as assigned by the Agency Director or Deputy Directors, Strategic Initiatives Officer, or Government and Legal Affairs Manager.
- Perform general office duties, such as participating in staff meetings and performing other work as assigned.

At All Times - NC E

- Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description.
- 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 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 the team and ODE is clearly articulated in all work produced.
- Consistently treat customers, stakeholders, partners, vendors and coworkers with dignity and respect.
- Create and maintain a work environment that is welcoming and respectful of diversity.

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.

This position may be eligible for hybrid remote work, subject to manager approval, business needs, and completion of a remote work agreement in Workday. Employees must have a home workspace that meets all technology, security, and safety requirements, including protection of confidential information. Remote work requires use of agency-issued equipment, a secure internet connection, and VPN access. Staff must follow the DAS Remote Work policy, guidelines and applicable collective bargaining agreements. The official duty station is the Public Service Building in Salem, Oregon. Travel to this location may be required at the employee's expense.

This position works a professional work week, Monday through Friday. Some evening and/or weekend work may be required. Workload and priorities fluctuate and can involve highly complex, sensitive, and/or political issues. This position relies upon collaborative, productive, professional and respectful engagement with staff, colleagues, leadership, and subject matter experts within the Agency, across other state agencies, representatives of local government and/or governor's office, with key investment members, partners, and providers within Oregon communities, and others.

Occasional in-state travel may be necessary and require sitting/driving for extended periods of time. This position requires a driver license and an acceptable driving record or an alternative means of transportation.

SECTION 5. GUIDELINES

List any established guidelines used in the 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, Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education, 45 CFR Part 80, Appendix B.

Statutes and administrative rules governing the Civil Rights Coordinator Program, including ORS 332.505(2) and OARs 581-021-0650 through -0665.

Administrative rules relating to complaints and appeals in OAR Chapter 581, Division 75 and OAR 581-002-0001 through 581-002-0023 and OAR 581-022-2370.

Federal and state statutes and rules relating to public records and confidentiality, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and Oregon's public records laws, and the Oregon Attorney General's Public Meetings and Records Manual.

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

How are these guidelines used?

These statutes and rules govern the three programs that this position will be working on. The person in this position must be familiar with the statutes and rules because they establish the process that the Department must follow and contain information that the Department will deliver through trainings and technical assistance to district personnel and technical assistance to families and community members. The person in this position will need to be familiar with all of these statutes and rules in order to effectively carry out the duties described above.

The Oregon Attorney General Public Records and Meetings Manual will be used to determine when information is confidential and exempted from disclosure under the public records laws.

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	How	Purpose	How Often?
Community members, including parents	In Person, by mail, email or telephone	Information, technical assistance, training	Daily
Education Providers	In Person, by mail, email or telephone	Information, technical assistance, training	Daily
ODE management and staff	In Person, by mail, email or telephone	Information, planning, coordination	Daily
Other state agencies	In Person, by mail, email or telephone	Information, planning, coordination	As Needed

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 makes decisions regarding compliance issues for school districts relating to Oregon nondiscrimination law (ORS 659.850), Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, and Title IX of the Education Amendments, and Division 22 Standards (OAR Chapter 581 Division 22). Decisions will impact school program quality and student equity and access.

How to build and navigate events, trainings, learning modules, and tools through platforms and programs such as Zoom, Microsoft Teams, Smartsheets, and Canvas. How best to develop tools and resources to convey information about civil rights unit programs to customers. Decision impact quality of training and program implementation, customers’ ability to navigate information about programs and resources, efficient use of team time and resources, and ability to track data for evaluation purposes.

How to respond to calls for training, technical assistance, or questions about Every Student Belongs, pregnant and parenting student programs, corrective action, and other Civil Rights Unit programs. When to raise an issue up for management approval. The direct effect of these decisions is to ensure ODE staff, education partners, and the public receive accurate information about compliance requirements and Civil Rights Unit programs.

When information is confidential and what handling is required to maintain confidentiality. Decisions ensure compliance with laws governing treatment of confidential information.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Compliance and Regulatory Manager 2	2700097	In Person, by mail, email or telephone	As Needed	Develop goals, assign work, review progress, evaluate performance.

SECTION 9. OVERSIGHT

What are the oversight activities for this position?

SECTION 10. ADDITIONAL POSITION RELATED INFORMATION

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

This position requires successfully passing a pre-employment background check. The pre-employment check may include a review of the following records: criminal background, DMV, licensure, and sexual misconduct. Adverse background data may be grounds for immediate disqualification, withdrawal of a conditional job offer, or termination of employment.

The duties of this position include as an essential function the possession and use of a SPOTS Card for work-related purchases. Prior to being issued a SPOTS Card, the employee must meet all necessary requirements in accordance with ODE Policy, including completing ODE SPOTS Card Training. Continued eligibility to possess and use a SPOTS Card requires that the holder remain in full compliance with ODE Policy.

This position requires bilingual proficiency in English and Spanish. Candidates must be able to communicate effectively, both verbally and in writing, in the required language(s).

SECTION 11. BUDGET AUTHORITY

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

Operating Area	Biennial Amount	Fund Type
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SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee	Date
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Manager	Date
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Appointing Authority	Date
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