



State of Oregon Position Description

Company: Oregon Department of Education
Organization: IDEA Programs - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	District Support Specialist (Unfilled)	Position ID:	000000185180
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	
Location:	Salem ODE Public Service Building		
Supervisor:	Crystal Brumfield (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Professional Employee Exemption		
Overtime Eligible:	No		
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.

The Office of Enhancing Student Opportunities (OESO) contributes directly to ODE's mission by ensuring the implementation of multiple federal programs and Oregon's System of General Supervision for students from birth to age 21. The office is responsible for implementing the Individuals with Disabilities Education Act (IDEA) and multiple titles of the Elementary and Secondary Education Act (ESEA), including Title I-A, Title II-A, Title IV-A, and Title V-B. The purpose of this office is to provide leadership,

technical assistance, and monitoring to ensure districts can meet state and federal obligations, improve student outcomes, and foster equitable and inclusive learning environments.

The scope of OESO is extensive, impacting every school district and education service district in the state. The office includes approximately 60 staff and also oversees the Oregon School for the Deaf, which employs an additional approximately 80 staff. Key programs and initiatives within OESO include:

- Federal Systems: Overseeing ESEA Title programs, managing the consolidated grant application process, and responding to federal education initiatives.
- IDEA Programs and Inclusive Services: Implementing Oregon's System of General Supervision for students with disabilities through early intervention/early childhood special education (EI/ECSE), Regional Inclusive Services (RIS) for low-incidence disabilities, and PreK-3rd Grade coordination.
- Statewide Improvement Initiatives: Leading efforts in early language and literacy intervention, strengthening the statewide monitoring framework, and providing oversight for Abbreviated School Day Programs.

The work of OESO directly affects local school districts, education service districts, public preschool programs, professional associations, families, and the educators and students served by federal programs and special education services across Oregon.

Section 2b. 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 serve as the catalyst for improvement and innovation within Oregon's special education system by providing specialized technical assistance, professional development, and capacity-building support to Local Educational Agencies (LEAs), Education Service Districts (ESDs), and educational programs. The District Support Specialist focuses on building district capacity through evidence-based practices, translating compliance requirements into effective educational practices, and advancing equity and inclusion for students experiencing disability and disabled students. This role functions as part of IDEA Programs' support and technical assistance section, working in close collaboration with District Compliance Specialists to ensure both meaningful implementation and continuous improvement across Oregon's special education system.

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.

60% - N E - Implement Oregon's System of General Supervision, with a primary focus on improving educational outcomes for students experiencing disability – through Resource Development and Dissemination, Technical Assistance, and Professional Development

This includes but is not limited to the following:

- Provide leadership in the design and delivery of data informed technical assistance (TA) and professional development (PD) to build district and regional capacity.
- Develop and maintain specialized expertise in, and resources for, assigned content areas (e.g., Behavioral & Mental Health Supports, High-Incidence Disabilities, Special Education Process, Secondary Transition, Inclusive Practices).
- Analyze district data, monitoring results, dispute resolution findings, and call tracking patterns to identify priorities and inform the development of TA/PD plans.
- Collaborate with District Compliance Specialists (DCS) to align TA/PD with corrective actions and ensure effective implementation of dispute resolution outcomes.
- Design and deliver targeted, evidence-based PD and TA that translate compliance requirements into effective educational practices.
- Create and implement customized TA plans for districts and regions, including coaching, mentoring, and follow-up support.
- Partner with Regional Technical Assistance Providers (RTAPs), Transition Network Facilitators (TNFs), and others to coordinate and deliver local and regional TA/PD.
- Facilitate communities of practice and collaborative problem-solving opportunities to support sustainable systems change.

- Develop, review, and disseminate accessible, culturally and linguistically responsive, and practical resources, including guidance documents, implementation tools, and family facing materials.
- Ensure all resources clearly delineate compliance requirements and best practices, and support effective implementation of IDEA and related authorities.
- Collaborate with OESO leadership and the communications team to develop and execute dissemination strategies.
- Maintain current knowledge of research and evidence based practices in areas of expertise and apply this knowledge to all aspects of TA/PD and resource development.
- Support website content development and maintenance to ensure timely access to relevant resources.
- Serve as data steward for assigned collections (e.g., Post School Outcomes, discipline data) and use data to inform continuous improvement.
- Manage assigned grants (e.g., RTAP, TNF, PSO) and contribute to statewide initiatives and special projects.
- Participate in legislative bill review and implementation related to areas of expertise.
- Respond to inquiries via phone duty, special education inbox, and direct contacts, and document all interactions using established procedures.
- Evaluate the impact of TA/PD on district practices and student outcomes, and adjust strategies accordingly.

35% - N E - Support for Compliance-Related Improvement and Corrective Action

- Review findings from state complaints and dispute resolution to understand required corrective actions.
- Collaborate with District Compliance Specialists on corrective action requirements.
- Develop PD/TA plans responsive to dispute resolution corrective actions.
- Work with districts through PD/TA to support effective implementation of corrective action plans.
- Support districts in addressing root causes of noncompliance.
- Share developed resources with DCS to verify alignment with correction requirements.
- Document all compliance-related support in tracking systems.

5% - N NE - Other Duties as Assigned

At All Times - N E Equity and Inclusion: Demonstrate commitment to equity by applying knowledge and skills to interrupt systemic oppression, especially at the intersection of race and disability. Engage in efforts to further OESO and agency-wide equity goals.

Professionalism: Consistently treat customers, partners, vendors, and co-workers with dignity and respect. Create and maintain a welcoming and respectful work environment.

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.

Frequent in-state travel may be necessary and require sitting/driving for extended periods of time. Occasional weekend work and/or overnight stays to conduct monitoring and provide technical assistance to local programs.

SECTION 5. GUIDELINES

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

The Individuals with Disabilities Education Act (IDEA), OAR Chapter 581, Division 15, Chapter 343 Oregon Laws, and Federal Regulations related to special education, other state and federal laws related to people with disabilities.

How are these guidelines used?

This person must have a working knowledge and understanding of all state and federal laws and regulations as they related to the education of children with disabilities.

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?
Advisory groups	In Person, by mail, email or telephone	Planning and development	Weekly
General public	In Person, by mail, email or telephone	Provide/receive information	Daily
LEA and ESD staff	In Person, by mail, email or telephone	Technical assistance and consultation	Daily
Parents	In Person, by mail, email or telephone	Provide/receive information	Daily
Service Providers	In Person, by mail, email or telephone	Planning and coordination	Weekly
Staff of other State and Federal Agencies	In Person, by mail, email or telephone	Provide/receive information; planning and coordination	Weekly
State Agency staff	In Person, by mail, email or telephone	Provide/receive information; planning and coordination; technical assistance	Daily

SECTION 7. POSITION RELATED DECISION MAKING

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

This person will be required to ascertain and assess present operating procedures as they pertain to state and federal law. The person will then make available through consultation/technical assistance to ensure that present operating procedures are in compliance with state and federal law.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
EPM3	0000150	In Person, by mail, email or telephone	Regularly	To ensure work of the section is completed according to laws and rules

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.

This position requires a driver's license and an acceptable driving record or an alternative means of transportation.

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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